

Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Conference 2004, 16(5)



Pathways

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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. This is achieved through publishing the *Pathways* journal, running an annual conference and regional workshops, maintaining a Web site, and working with kindred organizations as well as government agencies.

Contributions Welcome

Pathways is always looking for contributions. If you are interested in making a submission, of either a written or illustrative nature, we would be happy to hear from you. For a copy of our submission guidelines, please contact Randee Holmes, Managing Editor.

If you are interested in being a guest editor of an issue of *Pathways*, please request a copy of our guidelines for guest editors from Randee Holmes, Managing Editor.

If you have any questions regarding *Pathways*, please direct them to Bob Henderson, Chair of the *Pathways* Editorial Board. If you'd like more information about COEO and joining the organization, please refer to the inside back cover of this issue or contact a Board of Directors' member.

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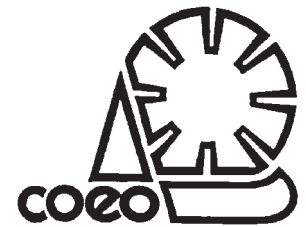
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Pathways is published five times a year for the Council of Outdoor Educators of Ontario (COEO) and distributed to COEO members. Membership fees include a subscription to *Pathways*, as well as admittance to workshops, courses and conferences. A membership application form is included on the inside back cover of this issue of *Pathways*.

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ISSN: 0840-8114
Pathways is printed on recycled paper.

Pathways is pleased to present another COEO Conference theme issue. This year's conference was a success in part because of the excellent co-operation of Tim Horton's Onondago Farms staff. Also see the names and organizations listed below as organizing committee and sponsors who all helped make the conference run smoothly. The content within this issue is a sample of the many excellent sessions offered to the 120 or so conference delegates. It was a treat to have Chris Loynes from the UK join us as a keynote presenter. Also of special note was the well-attended session lead by Clayton Russell and Christian Bisson, both university professors at American colleges who have been keen to attend our conference for many years now.

This year's conference was well attended by upwards of 20 students from Queen's, McMaster and York Universities. As expected, together they added a rich dynamic to the whole. Monika Roy, David Arthur and Bill Thompson—all leaders with the Ontario Society of Environmental Educators—were also a force at the conference. Singer and songwriter Ian

Tamblyn returned to the gathering, last having joined us at the Camp Tamakwa conference. He led us in Canadiana/outdoor song, story and travels. He followed this with a songwriters' workshop (see page 8 for more detail). Bruce Murphy and Jerry Jordison joined us as presenters from the northern Ontario reaches of New Liskeard/Temagami. And all this is just a sample.

Thanks to Josh Gordon, illustrator-in-residence, for his contribution to this conference issue. Josh is a full-time student at Sheridan College and works part-time at the Royal Botanical Gardens. For any inquiries and interest in his colouring books, you can reach him at 193 James Street South, Hamilton, ON L8P 3A8, or 905-527-6251.

Pathways hopes to have captured here some of the dynamic energy involved in this year's conference. We look forward to celebrating the promising 2005 conference bringing together COEO, EECOM and OSEE at Camp Tawingo.

Bob Henderson

Conference Committee

Heather Bates
Jason Evanson
Bob Henderson
Glen Hester
Patti Huber
Kate Humphrys
Linda McKenzie
Tal Schacham
Erin Sharpe

Thanks for the solid support of the Tim Horton Onondago Farms Staff.

Thanks for the generous support of our Conference 2004 sponsors:

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Whalesongs, Burlington, ON

Sketch Pad — Art for this issue of *Pathways* is generously provided by Josh Gordon (cover and pages 3, 5, 9, 13, 17, 22, 24, 27 and 31), Kate Prince (page 28) and Heather Read (pages 32 and 33).

With this issue of our journal, I extend our thanks and bravos for an excellent Conference 2004 to chair Bob Henderson and his committee of Heather Bates, Jason Evanson, Glen Hester, Patti Huber, Kate Humphrys, Linda McKenzie, Tal Schacham, and Erin Sharpe. COEO exists because of talented and dedicated volunteers such as these fine folks, as well as the annual award winners who are celebrated in these pages.

This is also a good time to tell you that the planning for our big joint conference 2005 is already well underway. EECOM (*Canadian Network for Environmental Education and Communication*), OSEE (*Ontario Society for Environmental Education*) and COEO are teaming up to present an exciting conference entitled "Creating Ripples: Education, Environment and Culture." The dates are September 29 to October 2, 2005 (right at the peak of fall colours!), and the location is Camp Tawingo near Huntsville. COEO planners include Bonnie Anderson, Mary Gyemi-Schulze, Ian Hendry, Glen Hester, Barb Imrie, and Steve McElroy, with several other members already submitting session proposals. If you would like to help out in any way, now or later, for a project with a limited time frame or for something longer term, please contact Glen Hester at glen.hester@tdsb.on.ca.

Program strands for the conference are

- Outdoor Experiences
- Community Engagement
- Critical Reflection
- Global Education

- Leadership
- Ethics

A **call for presentations** has already been issued, with a deadline of December 31st fast approaching. For details on this and other aspects of the conference, go to www.eecom.org/ripples2005. This site is being continuously updated as more details are finalized.

Your new Board of Directors held a very successful first meeting on November 13th. Several new and continuing initiatives were identified, among them an undertaking to review existing research on positive outcomes in outdoor education and to publish an annotated synopsis of their findings. Stay tuned for more details on this and, if you did not receive a copy yourself, look up our latest electronic newsletter by going to the News page of our Web site: www.coeo.org. If you would like to receive this newsletter on a regular basis, let me know at glinney1@cogeco.ca. This has now become our primary means of informing you of upcoming regional events (yes, there will be some again this year!) as well as other outdoor education news.

Please note that any COEO member is welcome to attend a Board of Director's meeting. Future meetings are listed below.



Grant Linney

Date	Time	Location
Sat. January 8, 2005	9:30 am to 4:30 pm	Norval Outdoor School
Wed. March 2, 2005	7:30 pm to 8:30 pm	Phone conference
Sat. April 2, 2005	9:30 am to 4:30 pm	TBA
Sat. May 28, 2005	9:30 am to 4:30 pm	TBA
Sat. Sept. 17, 2005	9:30 am to 4:30 pm	TBA

The Maturation of a Field

by Chris Loynes

First, I would like to thank the COEO conference committee for inviting me to your conference. It was a very enjoyable and enlightening visit and I hope to return with more time to explore your neighbourhood.

These notes are based on my talk at your conference. They originate from my experience of the development and diversification of outdoor education in the UK. I am not grounded in Canadian practice. You will have to do the work to see whether this information has any lessons of value for your field of endeavour.

Burt Horwood and Bob Henderson have spent some time helping to orientate me. Burt's notes from a recent workshop capture some imaginative thoughts concerning the nature and relevance of your practice. Two metaphors from these notes stuck in my mind. Burt advocated for the importance of working with passion as well as knowledge, likening passion to the wind in the sail and knowledge as the rudder to steer by. This reminded me of a Russian folk tale called "The Firebird" in which the hero of the story, has to encounter and take possession of passion, represented in the story by the firebird, and values, represented by the princess.

Metaphors are a great way to communicate. They are a central strategy in much of our work. Burt also offered the metaphor of evolution, inviting workshop delegates to consider the field of outdoor education as an ecosystem with new species evolving and competing for a niche whilst other species pass into extinction. This generated some great discussion.

A developmental approach. I would like to continue in this grand tradition by exploring a complementary metaphor, that of maturation. The field has been around in its current form since the Second World War. It is approaching 60 years of age, slightly longer than my own life span. Being an optimist I would like to propose that the field has reached the third age of personhood, passing through childhood and youth to adulthood. It is these three ages I would like to use as the basis for my metaphor. I would also like to take an archetypal approach to these ages to enlarge the metaphor starting again with 'child' and progressing to the youth as 'hero' and the adult as 'warrior.'

Enlightenment shadows. Before I get going and apply this metaphor to our practice I would like to enrich this discussion by placing it in the context of our modern life. The enlightenment has brought many benefits including democracy, education, health care, longer life expectancies and higher standards of living for our part of the world. However this liberation from the oppression of rural poverty under the domination of a social elite has its shadow.

The first of these shadows is the disconnection we feel from landscapes and communities. My parents were evacuated during the Second World War to avoid the bombings. They never went home. They joined the navy and my childhood involved moving every three years to be near the port my father was sailing from. There is no place in which I am rooted except through my own experiences and relationships. Like so many of us today, I have a broken history. Of course, this has a huge up side: travel, professional satisfaction, higher education, new friends, intriguing landscapes and cultures. However, it is also a

feature we refer to as regret in our world, leading to a disconnection from sustainable lifestyles. The consequences of our actions are less visible in the global markets and transient populations of this age. We would say we have lost touch.

The second shadow is equally paradoxical. Our culture has placed an increasing focus on the individual. The construction of the self is far more the responsibility of the self than of the community in which that self resides. The same can be said for any accountability for the actions of the self. For example, offending is the fault of the offender and not shared with the community that holds the person who has strayed from the moral order. Individuality is a wonderful achievement in which liberal educators have played a major role. It can be argued that it has also led to an abdication of social responsibility and part of the shadow of disconnection.

I will return to three themes of liberation, disconnection and individuality during my exploration of outdoor education as child, youth and adult.

The child. Child's play develops embodied and tacit knowledge emphasising personal knowledge of the world learned experientially through the senses and in social interaction. As adults we can glimpse this knowledge when it surfaces as our bodies, voices or senses take over from our conscious minds in dramatic situations. We often value these moments but more often than not our egos get in the way of this social and sensual learning. Attachment theory explores the way in which our relations as adults are influenced by the quality of our relations with our significant carers, most often our mothers.

Carole Gilligan argues in her book *In a Different Voice* that for those two-thirds of us who were close to our mothers and treated as though we were like her, our relations with others in adult life are easy and caring. For those of us who were close and treated as though we were different from her, we find relations with others important but problematic. For those few of us who were distanced by our carers we treat relationships as less important and even more problematic.

Brendan Hill replaced the idea of the mother with the Earth mother. His research on our relationship to the Earth obtained similar results to those found in human relations. Two-thirds of us have a close relationship with our landscape in which we feel at home and safe. We have no problems and value relationships with places as adults. What is more, these childhood places do not need to be special or even green. A garbage dump will do provided we feel safe and are allowed to play. Frank Ferudi, a UK sociologist who has



written about the problem of risk aversion in our culture, writes that the single most valuable thing we can do for our children is to re-create spaces in which they can play unsupervised.

Outdoor education has played a major role in compensating for this lack of child's play even though it is sometimes challenged as not proper education. I can't help thinking that it is education we would, on reflection, rather not be offering as a major goal in our work. It is remedial, addressing the disconnection we experience, a disconnection that perhaps could and should be addressed by family and community lifestyles rather than professionalized within formal educations. However, play is a core value of our practice. Many of our roots are in recreation out-of-doors through natural history and outdoor activities. The value of these activities is intrinsic, unquestioned and self-evident. We know outdoor education is satisfying, broadens horizons, builds character, establishes confidence, promotes a healthy body and mind and results in a sense of well being, and even spiritual fulfilment. As Peter Higgins has written it is "re-creation." And sometimes we need someone else to carve out a space and give us permission to enter it at any time of life. It is our founding and most durable contribution to our culture, connecting and re-connecting the self with itself and with the other.

Growing pains. The step from child to youth can be compared with the expulsion from the Garden of Eden. Self-awareness, the gift of the fruit of knowledge, sets us apart from this immersed education in nature. At the same time, the firebird of passion runs through our veins. We are energised to explore our identities through our exploration of the world around us. The project of constructing the self now lasts from mid-teens to mid-twenties and is increasingly complex in a diverse world offering more and more possibilities of location, friendship, work and

faith. It is a time during which we seek agency in the world, room to move in our own particular way. We feel good when we are powerful and in control of new skills and knowledge. We build the social and knowledge capital that will eventually set us on one path or another in adult life.

Alternatively we find this journey a struggle or even too difficult. Suicide, self-harming, anorexia, and other related conditions are rapidly rising amongst young people. Anti-social behaviour, drug use and criminal activity are prevalent amongst 17% of this group leading to labels of disaffection or exclusion. Funding in formal and informal education is often targeted at these "problems," seeing them as issues for individuals to resolve in their lives and absolving communities of any accountability for causing or solving the problem—further disconnection through professionalisation.

Youth is the time of the hero. It is a time to enter extraordinary fantasy worlds to discover our power, values and purpose. These worlds are the worlds of the gym, the field or the outdoors; of the computer game, the club, the gang or the street. They are defined by language, fashion and music and are increasingly a site for consumption requiring ever more disposable income to engage with these projects. No wonder, in a time of decreasing jobs, this is a time of growing financial dependence.

Again outdoor education has played its part since Hahn defined his six moral declines and Baden-Powell developed scouting as a moral equivalent to war. Funding, increasingly available to address the behaviours of youth that adults find most unsettling, has cornered outdoor education into the box of remedies for exclusion and disaffection.

In its professional development outdoor education has spent much time and energy exploring its youthful, heroic phase. We have

revelled in the power and potency of our work and practiced it in extraordinary spaces often detached from the everyday world of the community or school. We have been reluctant to integrate with the mainstream, preferring to explore our capabilities on our own terms in the safe spaces we can find in the wild. We tell vivid stories of our exploits, close calls and dramatic successes both in terms of outdoor and educational accomplishments. We have pursued impossible quests and unearthed unimagined treasures in the process. Our individuality and our unique attributes have been revealed and hardened in the adventure. We have learned to trust them and to be trusted for them. Recently, we have begun to glimpse what it is we might be capable of in the real world of social and environmental tragedies and how we might support our participants in playing their part with a hopeful optimism. It is time to explore what the field might do in its adult phase.

Engagement. The adult warrior returns from the hero's journey to the ordinary world carrying the hard won treasure that is the core of what they can do for this world. Waiting for them are the communities they will serve, looking for the treasure they bring and wondering how it might affect the world around them. It is a time of service and humility. It is a time to make a difference as employee, director, partner, friend or parent. It is a time to play our part in the liberation of self and planet.

Outdoor education is only beginning to engage politically with the different domains to which it can contribute: formal education, informal education, adult learning, therapy and recreation. It has begun a dialogue with the gatekeepers of these institutions. It has learned to listen to the needs of its community and not simply celebrate its power without context or accountability. It has begun to experiment with political engagement in communities, finding its way to make a difference to sustainable living building

connection, developing individuality and contributing to the liberation of the land and the people in generative ways. As a new "treasure" it has the potential to reinvigorate old ways. As something returning from its time in the wilderness it is principled and proactive, ready to tackle the issues of the day with creative and energetic responses. It is looking for niches in which it can begin this work.

Not all institutions or communities remember how to treat the hero on return. Sometimes it is a battle to find a role, to be recognised for what we are and to be resourced to play our part. This is not our fault. Institutions and communities need to be re-taught how to embrace the new energy of the time, just as we have to learn how to offer our treasures with humility and relevance.

Blending. If you know anything of transactional analysis, a model of human relations that is also based on maturation, you will know that each of the relational positions, or ego states, of child, adult and parent is present in us at any time. You will also know that each position is of value. Rightness depends on context and perception. A conversation between two people can shift fluidly back and forth between all three ego states on both sides. So I imagine it would be with this model. Our childlike strategies are of as much worth as our youth and adult approaches in the right context. They will blend into a seamless response to individual or collective developmental needs. It is my hope that, as one way of interpreting what each of us do with this wonderful approach to learning, we become skilled blenders.

And let's look forward to the next stage in our maturation and what that might have to offer!

Chris Loynes was the COEO keynote speaker for the Annual Conference 2004. He is a lecturer at St. Marten's College in Ambleside, England.

Songwriting Workshop

Ian Tamblyn, September 26, 2004

Editor's Note: These are Ian's notes from a full-day workshop. We thought it would be intriguing to share this treatment of the full process from Ian's point of view. For Ian's 90-minute COEO workshop, we dealt with parts of items one to ten.

1. **Writing Songs**
 - 1.1 What are songs?
 - 1.2 Why are we writing songs?
 - 1.3 Can the process of writing be explained?
 - 1.4 The muse and craft—and the difference between them.
 - 1.5 Writing songs: Healing or injury? Or both?
2. **Songs/The Story**
 - 2.1 Serving the story.
 - 2.2 What are you writing about? Who are you talking about? Who are you talking to?
 - 2.3 Level of language distillation.
 - 2.4 Perspective/voice/point of view.
 - 2.5 Finding themes: What are our themes? Recurring themes in your songs.
 - 2.6 Songs, short stories and poetry.
 - 2.7 The magic of the story.
3. **The Instrument**
 - 3.1 What is your instrument? Connection to song. Effect on songwriting.
 - 3.2 Do you have a second or third instrument?
 - 3.3 What is your musical appetite?
 - 3.4 What are your musical influences?
 - 3.5 What are you listening to? What are you reading?
 - 3.6 Taking on a voice.
 - 3.7 Finding your voice.
 - 3.8 Voice and words, voice and instrument.
 - 3.9 The cruel task of self-editing.
4. **Instrument, Song and Style**
 - 4.1 How musical appetite affects the song.
 - 4.2 Setting the mould/breaking the mould/rules of the game.
 - 4.3 Content and style—where are you in this continuum?
 - 4.4 Hot licks, in a personal identifiable style.
 - 4.5 The marriage of instrument, voice and song.
5. **Types of Songs**
 - 5.1 Muse-driven songs.
 - 5.2 Craft-driven songs.
 - 5.3 Finding your themes.
6. **The Work of Songwriting**
 - 6.1 Muse vs. craft.
 - 6.2 Story vs. diary.
 - 6.3 The collective subjective.
 - 6.4 The discipline of writing.
7. **The Musicality of Words**
 - 7.1 The object to seamlessly weave the words with the music to arrive at third place.
 - 7.2 Some words ain't musical.
 - 7.3 The condensation/distillation of thought.
 - 7.4 The transcendent phrase.
 - 7.5 The reworked/heightened cliché.
 - 7.6 Metaphor, simile and all that.
 - 7.7 Rhyming scheme: to rhyme or not to rhyme.
 - 7.8 Cadence.
 - 7.9 Form.
 - 7.10 The most asked question: What comes first—the music or the words?

8. The Game—The Goal—Through the Song

- 8.1 Transporting the listener to another place, a heightened awareness, a change of perspective, a cathartic moment, an emotional purging, a precognitive moment.
- 8.2 Precognitive moment—distillation of thoughts/events the writer has drawn together in song that leads the listener to an AHA! moment.
- 8.3 Thought—the combination of words and music you are putting in train, thought and emotions that you hope will lead the listener to “get it,” “feel it,” want it to be part of their life, and so on.
- 8.4 The mysterious ride of music and words—when the whole thing works and whatever was said, sung and played went in as a whole without analysis or questioning of any part of the illusion.
- 8.5 Conceit—the belief that what you have to say is important, unique, to be shared, or healing to yourself.
- 8.6 Neurosis—the ongoing belief that all your work is complete crap. How do we get fooled into thinking any of it is good? Learning to live with neurosis.

9. The Form—Know the Rules to Break a Rule

- 9.1 The neo-classic/country form.
- 9.2 The golden age form.
- 9.3 The Dyland stream of consciousness form.
- 9.4 How the form is influenced by what you are reading and listening to.



10. What are You Writing About?

- 10.1 Do you know what you are writing about?
- 10.2 Are there recurring themes in your work?
- 10.3 Is your work mostly autobiographical?
- 10.4 Have you hit the wall? What is the wall?
- 10.5 Have you gone through the wall?
- 10.6 Are you compelled to write?
- 10.7 Is writing helping you?

11. Again the Story

- 11.1 Serving the story.
- 11.2 Serving the discipline.
- 11.3 Serving the music.

12. **The Work**
 - 12.1 The first songs come easy.
 - 12.2 The 30th song.
 - 12.3 Learning what you are doing may be your undoing.
 - 12.4 The unconscious/conscious songwriter.
 - 12.5 The marriage of muse/craft. The marriage of luck/work.
 - 12.6 Writer's block—problem/solution.
 - 12.7 Filling the well—experiences, relationships, new music, travel, circle of friends, influences, etc.
 - 12.8 Accepting your themes, your palette. Redistillation of themes.
 - 12.9 The notebook, the diary, the cassette deck, the mini disc, the studio.
13. **Self Criticism (So now you have a song).**
 - 13.1 No editor, no director, no producer. Unique position in the arts. What do you do?
 - 13.2 Self Editing—Working the song. Reworking the song. Surrounding the theme: If at first you don't succeed—write again. Polishing the stone: editing the phrases, the cadence, the notes, the melody line, the words, the sounds and sonics. Your attitude towards the song: Do you like singing it? Does it move you? Do you want to share it? Does some of it make you ill? How close did you get? Taking your work seriously.
14. **The Singing of the Song (The right note, at the right time, in the right pitch)**
 - 14.1 Again! What is your take/perspective on the song?
 - 14.2 Who is your character?
 - 14.3 Approach—emotionally distant/close/angry/suspended—and many subdivisions thereof.
 - 14.4 Melody, pitch, intonation, dynamic range.
 - 14.5 Technique, too much technique and serving the song.
15. **The Recording of Songs**
 - 15.1 Are you ready?
 - 15.2 A producer: A necessary evil or what?
 - 15.3 The players, the arrangements.
 - 15.4 The budget.
 - 15.5 The studio.
 - 15.6 Demo/CD what are you shooting for?
 - 15.7 The problem of vanity press.
 - 15.8 The democratization of process/ should everyone be in the pool?
16. **The Registering of Songs**
 - 16.1 So you got yourself a decent song. Legal questions.
 - 16.2 Copyright questions.
 - 16.3 SOCAN.
 - 16.4 Mail yourself a letter.
 - 16.5 Writing with others.
 - 16.6 Recording other people's songs—Permission.
 - 16.7 Royalties, various and sundry. Radio, TV, music videos, performance royalties, mechanical royalties, MPE Napster debate, music distribution/net debate.
 - 16.8 Get yourself a lawyer.
17. **Other Influences**
 - 17.1 The camera, movies, slides, movies, theatre, movie music, theatre music, informing the centre.

Effective Outdoor Teaching Strategies

by Christian Bisson and Clayton Russell

“This must be an exciting time for you. You are about to engage in a wonderful adventure—you are following in the steps of a great profession. Today you are starting your journey to become professional outdoor educators. You know that for the past seven decades, outdoor education curricula have proven to be very popular, not only because of the natural settings they often use, but also because they are known for using innovative, effective and engaging teaching strategies. So, not only will you teach in the outdoors, for and about the outdoors, and through the outdoors; you will also learn to be skilled, fun, and effective teachers—and that must be exciting.”

Well, this is what we have been saying to our outdoor education students for the past eight years, and, to be honest, that introduction speech has always been easier said than done. What we eventually realized is that, although our students were experiencing an array of classes that would prepare them to interpret the natural world or effectively paddle a canoe, we were somehow expecting them to know instinctively how to teach. Well, knowing the difference between an Eastern Hemlock and a Balsam Fir or how to properly execute a j-stroke does not necessarily assure that our students know how to teach the various concepts, skills or values commonly found in an outdoor education curriculum.

This is when we realized that, although our students could access many lesson plans in environmental education or adventure education activity books, they could not find resources on ways to effectively teach these activities. Therefore, we decided to provide and model this information through our classes. To do so, we started by compiling a list of distinctive teaching strategies appropriate for an outdoor education curriculum. We limited

our search to strategies we had personally used or observed in our years of teaching. We quickly realized that the list was much larger than we thought. When we carefully looked at all the strategies we had used in our respective teaching careers, we discovered that there were more than “guided discovery” or the famous “teachable moment.” We actually found more than two dozen strategies (listed below). Some of these strategies are well known but some might be new to you. They sure were new to most of our students in outdoor education.

Teaching Strategies

- Questioning
- Guided Discovery
- Teaching by Inquiry
- Problem Solving/Group Challenge
- Peer Teaching
- Team Teaching
- Lecture with Seeded Questions
- Demonstration
- Group Discussion Led by Instructor or Students
- Debates
- Storytelling
- Guest Speaker
- Skits and Role Play
- Simulations
- Games
- Personal Journaling
- Nature Journaling
- Group Journaling
- Solo
- Reflection
- Teachable Moments
- Grasshopper Teaching
- Interpretive Hikes
- Nature Appreciation/Awareness Activities
- Teaching at Night
- Teaching in Bad Weather

Some of you might wonder, “Why use so many different teaching strategies?” Well, the simplest answer is that, like a good carpenter, a teacher should be able to use many tools to help build an effective curriculum. The more teaching strategies you have included in your “repertoire of instruction” the more options you will have to craft your lessons. Plus, some topics are better taught and learned when using certain teaching strategies. Which leads us to remind the reader, not only should you have a large selection of teaching strategies in your back pocket, you should also learn to become more astute in the art of selecting the appropriate teaching strategy. This skill will obviously come through practice but it is also important to keep in mind logistical, curricular and social factors such as time allowed, time of the day, preparation time available, equipment available, subject being taught, group maturity, group energy, and, perhaps most important, your educational goals.

Whether your teaching involves month-long wilderness education expeditions, intensive weekend adventure education programs, environmental education day programs, or the classic week-long residential outdoor education programs, this article has something for you.

Unfortunately, because of limited space, this article will illustrate only four teaching strategies that were presented at the 2004 COEO conference. The reader will notice that we have carefully selected examples of ways to apply each strategy in various outdoor curricula such as adventure education, environmental education or wilderness education.

As outdoor educators, it is essential that we keep striving to improve our teaching techniques. This article is intended to be a celebration of the “E” in OE. In the end, we hope that this article will allow you to discover new teaching strategies, reacquaint yourself with old teaching tricks or inspire you to invent new ways of teaching effectively in the outdoors. We hope that after a while

you will be comfortable using or adapting these strategies to your own lessons.

Teaching by Inquiry

Similar to the guided discovery method, teaching by inquiry is a strategy that invites learners to be involved in their learning process. I like using this method when my students have expressed an avid curiosity and a tolerance for some of my most frustrating minute mysteries — you know the mind puzzles in which you can only answer “yes” or “no” to the questions people ask you.

So, instead of asking questions as in a guided discovery, you simply reverse the roles by telling the students that they have to discover the answer to a problem by asking the right questions. It obviously becomes a form of group challenge that intrigues and motivates the learners.

Again, this teaching strategy can be used in various learning situations. An inquiring approach could look like the following teaching sample.

Sample 1: Tree Identification

Here is a fun application for teaching by inquiry. First, teach tree identification using a step-by-step approach, such as with a dichotomy chart or book, where at each step there are only two options to choose from. Follow up by assessing and reinforcing the students learning by asking them to play the following inquiry puzzler.

Tell them you have hidden in your pocket a small tree branch that they can all identify. Challenge them to discover what species this branch is by asking questions that will lead them to the right answer. Explain that you will not show them the branch and will only respond to their questions by offering “yes” or “no” answers. Remind them to carefully listen to each other so that they can learn

from each other's inquiries. You can also set the rule that all of them have to agree on a species before suggesting a final inquiry. The puzzler can look like something like the following.

Students "Does the branch have leaves or needle?"

Instructor "Sorry, but I cannot answer this question by yes or no"

Students "Does the branch have leaves?"

Instructor "No"

Students "Does the needles looks like little scale?"

Instructor "No"

Students "Are the needles bundled together?"

Instructor "No"

Students "Are the needles flat?"

Instructor "Yes"

Students "Are the needles short?"

Instructor "Yes"

Students "Does the tree that produced this branch also produce large cones?"

Instructor "No"

Students "Does the tree that produced this branch have a head that always bends down?"

Instructor "Yes"

Students "Are the needles attached to the branch by a very small stem-like base?"

Instructor "Yes"

Students "Does the branch come from a hemlock tree?"

Instructor "Yes"

When the students identify the tree correctly, pull out the branch and congratulate them for finding the right answer to the puzzle. Yahoo!

You can also vary this teaching strategy by challenging the group to find the answer to the puzzle by asking fewer than 15 or 20 questions just to make it more fun.

Lecture with Seeded Questions

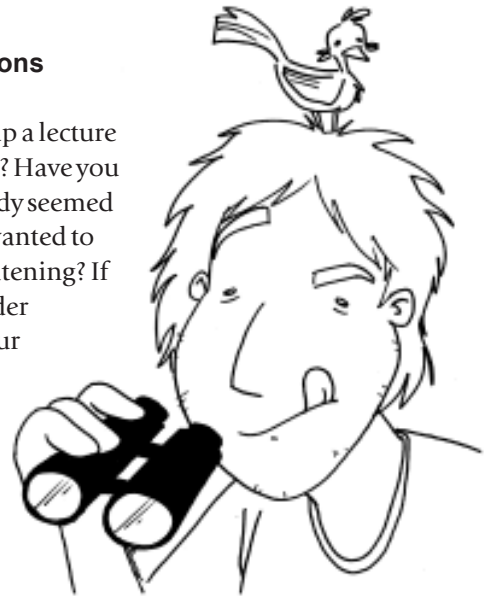
Have you ever wanted to spice up a lecture with more student involvement? Have you ever asked a question that nobody seemed able to answer? Have you ever wanted to make a sensitive topic less threatening? If so, then you may want to consider utilizing seeded questions in your next lesson.

Seeded questions are sentences written on piece of papers that you secretly hand out to students whom you have identified as potential leaders.

During the class, you make eye contact with the appropriate students; give them a wink to cue them to recite what was written on their piece of paper. These can be profound questions asked just at the right moment, or comments and phrases that fit well into your lecture. Plant a few of these seeds with a handful of students and you suddenly have a class full of people asking questions and sharing comments.

When you use seeded questions you create an opportunity for students to step into a new persona, like in a role playing. The group usually livens up and becomes more interested in seeing who is going to say something meaningful next. You can involve anyone—from a quiet, non-talkative kid to the class clown. However, it is important to carefully select your volunteers. Ask only willing students and avoid putting pressure on students who might not feel comfortable at this stage in your course progression. This technique is not meant to dominate the lecture, but only to involve students and ignite discussion.

Traditionally, when teachers instruct using a lecture format, students settle into their seats conditioned to take a passive role. They shut-off the interact valve and expect to be "fed" information in a direct, painless manner. By



seeding questions in the audience, students are suddenly forced to become actively involved. They ask pertinent questions (without the pressure of coming up with a good question), which in turn keeps the class on its feet.

This technique can be particularly effective when set up well since students are not only getting the information through an inquisitive channel, but are also having a really good time. The mystery involved suddenly wakes up the passive learners and gets them to move out of a back seat role and into an active role. In addition to planting questions about the specific topic being taught, you can throw in a card or two that says something like "Hey, this is a really fun class; I can't wait to learn more!" Or, to make sure that everyone is truly listening, throw in a card that says something like, "Wow, I really like what you've done with your hair today." Use this in the context of an extended expedition when your hair looks very dramatic and wild. To this question you can respond, "Thank you. I'm so glad you noticed that I did my hair up for class today." If anyone is still sitting passively at this point, a goofy question or two definitely wakes them up and get them laughing.

Sample 1: Hypothermia

When teaching this class, in addition to actually planting questions within the group, set a few students up in advance to demonstrate major topics you want to cover. Try demonstrating the ways our body loses heat by having a few students casually set themselves up in these positions. Give your first "actor" a card that says "1. Sit in the snow without a ground pad and shake violently." When you are ready to teach about conduction, make eye contact with my seeded actor. She will start shaking violently while sitting directly on the snow. At first this can throw the class off guard because, if the acting is good, they may think it is real.

Remain calm and quickly ask the group what is happening.

At that point, the second seeded student asks, "Isn't Amy losing body heat through conduction?"

"Yes, excellent observation" you reply. "Can anyone tell me what conduction is?"

At that point the second student continues: "Yes, it is when you lose heat from direct contact between a warm body and a cold one."

"Good observation," you reply. "What can we do to help Amy warm up here?"

At this point, the class engages itself by throwing out ideas. The big answer to the conduction issue is to put a ground pad between Amy and the snow. The class does this. At this point you can go back to your lecture format, re-emphasize "conduction," and write it on a Mylar sheet so visual learners can recall it easier.

When that is done, give a cue and suddenly another student starts shaking from being cold and wet. We go through the same sequence as before, this time to teach about evaporation. When that is done, move on to radiation, respiration, and convection. If you have a group of 12 students, typically most of them will be seeded ahead of time. Experience has proven that students absolutely love being involved with seeded questions.

Teaching at Night

It is no secret that much of our society fills the darkness of night with light. We have chosen to engage nature primarily in the light of day and, when we do venture forth into the darkness, we arm ourselves with lights. In this day and age our society still fears and maintains a great physical and spiritual distance from the night. As a result, we miss out on half of the great flow of life.

By ignoring the night we have violated one of John Dewey's principles of active learning. Dewey would urge us to integrate the night environment into our learning about "the great common world." Anthony Weston writing in "What if Teaching Went Wild" notes that much of our space has become thoroughly humanized and lighted. Whereas children were at one time comfortable with the darkness and quiet of night, it has been so persistently eradicated in our society that many children are now unable to sleep without a light, TV, or radio in the background.

If we are to shape a more inclusive awareness of our world, it will be critical for us as outdoor educators to reacquaint and reconnect generations of participants with the larger living systems. To do this we must use the night as an effective teaching strategy. Night as described by Caduto and Bruchac in *Keepers of the Night* is another world. It may in fact be another frontier waiting for us just on the other side of the front door, to explore to our heart's content. For if we can venture forth in assured cultural safety, the night may be one educational resource we all share equally.

"The holiness and beauty of the night" is the perfect backdrop for effective outdoor education. It is a readily available and largely untapped source for outdoor education activities. And since many people have not been outside very much during the hours of darkness, it is a place requiring special care in preparation of outdoor education activities. Our cultural myths tell us night time can be mysterious and full of awe; it may also be a source of fear and great unknowns.

Your first goal in planning any night time activity will be to help people feel comfortable in an environment they know very little about. You can do this by meeting the group at dusk. This way, you know who each other is, where you are starting, and where you will end up. Remind participants to leave flashlights off for the duration on the hike

unless absolutely needed for personal safety. Keep people together on the night hike by having them hold onto a length of rope. Use a low and firm tone of voice; this both reassures participants that you know what you are talking about and sets the tone for brief, to-the-point instructions, followed by long periods of silence. Activities may be structured following Joseph Cornell's "Expanding Circles" ideas where you begin with body awareness, then move a few feet, a few more and ultimately reach the stars.

The following activities are designed as Henry David Thoreau intended to "...launch [yourself] into the night" and trust your feet to feel the path which you cannot see.

Sample 1: Sunset Watch

Try Joseph Cornell's "Sunset Watch" found in the 20th anniversary edition of *Sharing Nature with Children*. This activity in a remote or wilderness setting, when extended into the early hours of darkness, can provide participants with an introspective and powerful time for reflection. Pick up the group members at the appointed time and maintain the imposed silence until folks have had time to make a few journal entries. When everyone returns to the group it is helpful to debrief the session. In our experience this time of transition from day to night can provide a powerful transformative experience and open new avenues into self-understanding for some participants.

Sample 2: The Campfire

People have gathered around campfires for millennia. Sigurd Olson noted, "My whole life had been a series of campfires." The campfire as instructional strategy can begin with an appropriately mysterious lighting of the fire by flint and steel, or bow and drill technique. In this way we remember how the gift of fire was a much appreciated comfort in earlier times. As the fire grows and lights the

faces of those gathered around, the lessons, skits, and stories can begin. The amount of material presented should correspond to the available campfire light. As the glow from the fire begins to fade, the campfire activities move from energetic and instructional to self-reflective and visionary. When the once glowing embers start to die and wink out the transition to the next night-time activity, say star watching, a silent night hike or bedtime can begin. Be sure all of your campfires are completely out before leaving them unattended. A nice alternative to the traditional campfire is to gather the group around a single candle.

Storytelling

"An authentic story has power," writes Peter Forbes in *The Story Handbook*. "It makes the listener see the world differently." Storytelling has been the single most effective educational strategy employed by human beings since the beginning of time. For many people, their first introduction to storytelling started with the words, "Once upon a time." It is important to note that, in its earliest forms, "Once upon a time" literally meant "True now ever and forever." Stories have the power to accomplish what other forms of communication seldom can, and that is to deliver a message that is deeply heartfelt. This straight-to-the-heart form of delivery attests to the storyteller's ability to convey emotion, meaning, and power. Stories reflect both the kind of world we want to live in and the one we want to avoid. Therefore, the real power of storytelling resides in its ability to give us hope and hence the ability to create a future where hope is possible.

Some of the inherent power in storytelling can be grasped by examining the role of oral tradition in indigenous cultures around the world. Dennis Tedlock in a piece called "Verbal Art" explains the power ascribed to the word in North American Indian Culture.

"The spoken word is rooted in the breast." We find both heart and lungs in the breast and in English we refer to the heartbeat and breath as "vital signs." Another English expression is to say something "by heart." For practitioners of the oral tradition this means more than just from memory; it comes from the very core of your being. Words originate in the core of your being, are transported on breath, vibrate sympathetically with your heartbeat and arise on your voice. Tedlock notes this provides strong evidence for words being of the spirit. Consider that during the most powerful of Hopi prayers, all that can be heard is a faint whistling of the breath. Tedlock explains the relationship between breath and spirit further:

The triple association of breath, speech, and soul is obscured in English . . . although words like 'spirit' and 'respiration' do have the same root. But in Amaasilik Eskimo, 'breath', 'poem', and 'soul' are all the same words. By means of the breath the 'poem' connects innermost being with outer cosmos, and when the speaker acts in full consciousness of this, his act is a spiritual, a sacred one. (*Handbook of the North American Indian* Vol. 1)

It is important for educators to remember that storytelling exists in every culture. It is in the commonality of all human beings—we are all storytellers at some time. We use stories to educate, inspire, record or remember events, to entertain, and to share and encourage appropriate cultural beliefs and practices.

According to authors Collins and Cooper, storytelling is "a vehicle for discovering who we are, for making sense of our world, for enhancing our learning/teaching and for plain old fun." And we know how important fun is. As an effective educational strategy, storytelling is used for three basic but integral

components of effective education: a) introducing large ideas and major events, b) further explaining or exploring a concept, and c) setting the stage for some aspect of learning.

In their book, *The Power of Story*, Collins and Cooper provide educators with 12 benefits for teachers and learners. It is valuable to have students hear stories and to practice telling stories in order to benefit from all 12. These values can easily be connected with learner outcomes and state or provincial learning standards.

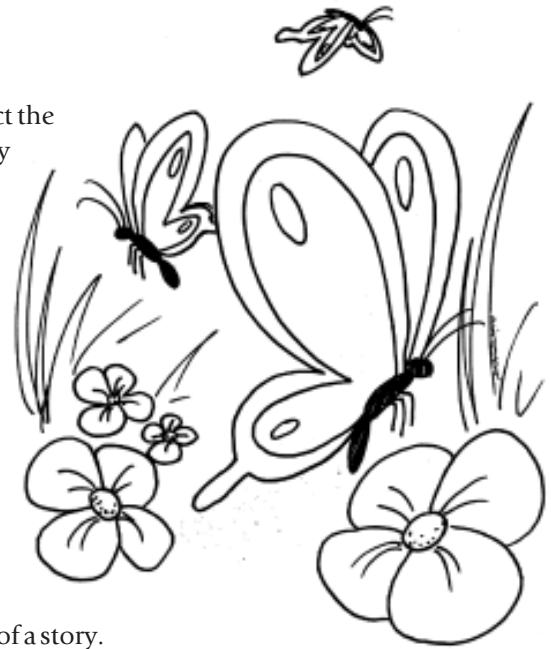
Storytelling . . .

- Enhances imagination and visualization
- Develops appreciation for the beauty and rhythm of language
- Increases vocabulary
- Refines speaking skills
- Improves listening skills
- Allows students to interact with adults on a personal level
- Enhances writing skills
- Develops reading skills and promotes interest in reading
- Enhances creative and critical thinking skills
- Nourishes students' intuitive side
- Allows students to see literature as a mirror of human experience
- Provides insight into cultural diversity

Storytelling How To's

1. Develop and enjoy your rapport with the audience.
2. Create the sense of a special occasion by transporting your audience from their world into the world of the story. Don't forget to help them find their way back!
3. Use your voice as an instrument to bring an entire orchestra into the telling.
4. Also use your face and body to help accentuate the tale.
5. Use the power of imagination to help you and your audiences inhabit the story.
6. Be present by making each telling unique for the particular audience.

7. Celebrate with respect the ethnicity and diversity of stories as it helps the audience see into other cultures.
8. Begin and end with grace and confidence, recognizing the importance of transporting your audience into and out of the story.
9. Use appropriate words and pace to savour the moments of a story.
10. Relax and enjoy the occasion. If stage fright or jitters arise, use them to heighten your own awareness, energy and appreciation of the moment.



Sample 1: Into the Void

A colleague of mine, Jed Williamson, calls this “the crawl”—a dramatic retelling of select portions of Joe Simpson’s epic story, read while attempting to crawl through 10” of snow. As I was doing this one winter with an outdoor education class, a piece of critical gear blew away from a student and we all quickly realized how involved in our story we had become.

Sample 2: Native American Oral Tradition

There are many fine collections of stories from tribal groups throughout Native North America. Authors Joseph Bruchac and Michael Caduto have done an excellent job in their “Keepers” series, of spelling out appropriate and respectful ways for sharing stories from tribal groups. I prefer, whenever possible, to bring in a tribal storyteller. Barry Lopez also gives excellent guidelines in his book *Giving Birth to Thunder, Sleeping with his Daughter*.

Sample 3: Build a Story Activity

The timeless round robin technique of “fortunately–unfortunately” can be used with any age. In younger students it serves well to develop vocabulary, promote imagination and develop confidence in sharing ideas and self with peers. It may start something like this:

- Fortunately, Clayton and his friends Christian, Julie, and Luc got to go on a canoe trip.
- Unfortunately, Clayton forgot to bring the appropriate paddle length for Luc.
- Fortunately, Julie had a pocket knife and whittled a paddle from a cedar branch.
- Unfortunately, Christian forgot to smooth the handle by sanding it with a rough river stone and Luc got a sliver.
- Fortunately . . . (You get the point!)

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Transformational Outdoor Education: From Barn to Yurt

by Zabe MacEachren

To explain why and how the Queen's University Outdoor Experiential Education (OEE) program ended up with a yurt requires some knowledge of the history and future vision of the program—that is, its roots and wings. The roots of the OEE program at Queen's go back to 1968 when Bob Pieh came to Kingston to start an innovative outdoor education program for the new Faculty of Education. Pieh's own education and letters of correspondence with Kurt Hahn had already led him to establish North America's second Outward Bound school in Minnesota. Although the educational ideas and outdoor emphasis of Outward Bound were already considered very progressive at the time, Pieh continued to push for change. He went against tradition and hired women leaders. He emphasized with his staff the importance of "the debrief"—the time spent after an experience articulating what had been learned. At Queen's, Pieh established "the barn," which housed Canada's first rope course. His son was to go on to establish Project Adventure in the United States (Frank, 2001, p. 3). Today, 35 years later, many outdoor educators are women, numerous books exist on the topic of processing an experience, and there are hundreds of rope courses in Canada.

In 2001, when I arrived at Queen's as the new OEE coordinator, the program seemed to be in the midst of a transplant; the roots of the program were not only dug up, but some had even been severed as both the barn and open concept classroom on campus had been lost due to cutbacks. Where the weekly OEE classes would be held seemed to be decided week-to-week. The roots of the program that still remained stemmed from a few pieces of equipment scattered about the city and a

large degree of passion from its alumni and incoming students. Should the OEE program try to rebuild what it had been known for in the past, or could it try to grow in a new direction? Many discussions with people inspired by outdoor education provided the future direction for the program in which we would attempt to soar. Taking that first leap into thin air would not be easy.

The school year 2001/2002, unfolded as a pinnacle year in determining the fate of many outdoor education programs in Ontario. Large school boards were under great pressure to close outdoor education centres due to dramatic funding cuts. I often wondered what Queen's teacher candidates were thinking as they dismantled the barn and pillow room, the OEE spaces long associated with the program. Many of these students had worked hard at becoming accepted into the program. They must have wondered many times not just what type of, but also if *any*, outdoor education job opportunities might exist for them upon graduation. A few teacher candidates, especially those in the senior division, would seek hope in learning about the successful integrated high school programs initiated by many OEE alumni. Meanwhile Queen's OEE program needed to take stock of what roots it still had to grow from and where it might decide to fly.

To get myself through this trying time I frequently repeated a passage Kurt Hahn, the founder of Outward Bound, often used: "Let your disadvantage become your opportunity." Here are some of the disadvantages and corresponding opportunities my list included:

Disadvantage	Opportunity
Loss of barn	Required determining what new experiences, beyond a rope course, best served the philosophy of outdoor and experiential education
Loss of pillow room on campus	Necessitated the need to learn to propose and design new ecological-based spaces and learn how to retrofit existing classroom spaces to accommodate discussions held in a circle
Reduction in funding for transportation	Demanded that we re-evaluate the school ground for its learning potential and rediscover the local neighbourhood
Uncertain future financial support	Required us to learn to live within our means, build from the grass roots up and not become totally dependent upon external sources of funding

When we asked ourselves what we wanted to retain from the program and of what we dreamed, another list developed.

OEE Dream List

- We wanted to build our own learning environment instead of having others design and build it for us
- We wanted a space on campus and not a place that always needed to be travelled to with fossil-fueled vehicles
- We wanted to be able to readily sit in a circle where all are considered equal, instead of in desks in rows
- We wanted a centre with a small ecological footprint that was off the grid necessitating an awareness and ability to control our energy use
- We wanted a place where we could feel the warmth of a fireplace and open a window to let the wind blow in (something that cannot presently be done in the Faculty of Education)
- We wanted to share with others what we had so that we were not deemed a special interest group with additional expenses

After a year of discussion and research (done mostly indoors, amid disappointment we were not outdoors doing the usual outdoor learning activities) a PowerPoint presentation was made to Dean Rosa Bruno-Jofrés. Her initial response was, "Finally somebody coming to me with solutions instead of just problems." Although she acknowledged that much hard work would still be ahead, she graciously decided that the following year's annual pledge, matched by funding from the Faculty of Education, would be dedicated to helping the OEE program dream materialize. This would be enough seed money to get us going. The following few years involved students doing research and making decisions concerning what possible building and associated curriculum we could offer with a portable yurt structure.

A portable yurt structure was decided upon as it would allow us to assemble a facility on campus to use when we needed it, and it could also be dismantled and transported to other locations with selected teacher candidates. The portability of the yurt allowed us to spread the message that outdoor education was in your own school ground and neighbourhood; it did not only

occur at a distant location with a specialized centre. Instead of school kids travelling to an outdoor centre, we would bring the centre to their school where a class could actually assemble the centre and find additional tools to use to discover the natural wonders of their neighbourhood and ways that life built upon renewable energy sources might work. (Presently, we have one 12-foot diameter yurt that can be set up in a hallway or in a classroom and one 24-foot diameter yurt that is set up outside with a woodstove and other off-the-grid energy sources.) Teachers were able to suggest to visiting teacher candidates the integrated units offered by the visiting yurt trailer they thought would be of most benefit to their students.

Centering the OEE curriculum upon how one proposes, implements and educates others by erecting a yurt on a small patch of green space on campus became the way both the theory and practice of both outdoor and experiential education would be covered. After all, this was what most teacher candidates came to Queen's to learn about. Many of the decisions that needed to be made incorporated many of the new ideas and practices of environmental education. As Darron Kelly, an OEE graduate student studying environmental ethics, writes, "It is as if the school ground was stepped over on the way to the outdoor education centre" (personal communication). Imagine all the experiences, ideas, and re-storying that could be offered when a teacher candidate pulls up to a school with a trailer housing a yurt, photo-voltaic panels, a bicycle generator, carving and gardening tools and stories about cultures that once lived in small, sustainable communities.

In his book *A Handmade Life*, Bill Coperthwaite writes, "We need to examine the visual surroundings of the young. Our present school buildings are, by and large, institutional architecture designed for ease of maintenance and as impressive public

buildings rather than to aid the growth of the inmates" (2003, p. 61). The post-less circular structure of the yurt provides an excellent example of an ecological and social design melding together. If architecture is to crystallize pedagogy as Orr suggests (1994, p. 14), then the lack of any apparent central posts in a yurt provides an excellent example of a structure that supports democratic and consensus ideas. These ideas can become understood in an embodied way by both assembling a yurt and then exploring the ideas through initiative activities like the marshmallow (Sikes, 2003, p.55–63) and spandex tube lean (Cain & Jolliff, 1998, p.121–124). It is easier to grasp out-of-the-box ideas when one is not confined to a box to learn. Circular and spiral designs are hard to understand when most experience is of straight lines. Whether it is even possible to understand other social ideas and perceptions of the land that are not based upon linear thinking and hierarchical-based status is questionable when students are requested to sit in rows and frequently determine their ranking through a grading assessment.

In "Traces, Patterns, Texture: In Search of Aesthetic Teaching/Learning Encounters," Macintyre Latta initially quotes Dewey as she outlines a point about the importance of design:

"An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment. . . . They intercept and unite." And it seems the determining ground, meeting place of situation and interaction, forms the necessary space for aesthetic encounters; such a space being always in the making, open to the play of possibilities. (Callejo Perez, Fain, & Slater, 2004, p. 93)

The physicality of a yurt structure shapes the space of learning and in so doing conforms well to the ideas of environmental and experiential education. It encourages new ideas.

Jardine, in writing about the true integration of subjects so that they form a seamless ecopedagogical approach to education, discusses the way most school worksheets only integrate learning in a very superficial veneer-like fashion (2000, p. 72). He suggests that real resistance and a demand for work is necessary for true subject integration. Presently the OEE students are recalling their high school math skills in order to make a new yurt floor with a more durable and insulated quality. This task is problem solving in a realistic and integrative fashion; it is based upon a learning situation that resides in the real world of wind, rain and cold (the world so many outdoor educators know well).

Ecology can also provide images of what it would mean to talk of the classroom as a real, living community, full of traces of the old and the young, the new and the established, and the often-difficult conversation between them. Classrooms, too, can become full of a commitment to working out and

working through those wisdoms and disciplines and traditions and tales, shared and contested, that have been handed down to us all. It can be a place full, in a deeply ecological sense, of "real work." (Jardine, 2000, p. 10)

The yurt project provides an opportunity to ask real questions and to do real work; directions must be read to determine the sequence of activities, beams must be lifted



to get a roof over one's head, everyone must hold their board to make it safe for all. Math becomes real as it is used to determine how much wood is required to keep the woodstove burning throughout the day in different weather conditions. Dinners (and junk food) are earned when one physically peddles a bicycle long enough to generate enough electricity to work a computer. The off-the-grid aspect of the yurt allows for the typically transparent and touted as "seamless integration" of technology in a classroom to become more readily exposed so that ethical issues can be openly discussed, worked on and committed to.

The idea of bringing a few resources to a school to offer children an opportunity to explore their own environment is rooted in the ideas of place-based education. Encouraging a fascination with what can be done in one's own backyard is reclaimed over the exploration of a distant foreign region one might travel to on a field trip. "The Orion Society supports the propagation of such an enlightened localism—a local/global dialectic that is sensitive to broader ecological and social relationships at the same time as it strengthens and deepens people's sense of community and land" (Sobel, 2004, p ii). Place-based education is considered a significant transformation in education because emphasis is placed upon learning how events and processes close to home relate to regional, national and global forces and events, leading to a new understanding of ecological stewardship and community. The yurt project emphasizes starting with the school ground instead of the outdoor education centre down the road.

Placed-based education challenges the meaning of education by asking seemingly simple questions: Where am I? What is the nature of this place? What sustains this community? It often employs a process of re-storying, whereby

students are asked to respond creatively to stories of their home ground so that, in time, they are able to position themselves, imaginatively and actually, within the continuum of nature and culture in that place. They become part of the community, rather than a passive observer of it. (Sobel, 2004, piii)

So when the OEE trailer pulls up with some gardening and craft tools the idea is to ask students to look with fresh eyes at where they have been living and learning in their own neighbourhood. Do they want to reclaim some monoculture of grass and transform it into an inviting area to chat with a friend? Well then, here is a shovel to transplant some trees and here is a hammer to build your own bench. Later, when the students ask where the plants and the wood is to work with, the teacher candidate can then introduce them to the local gardener down the road who can help them decide what plants to introduce; a local tree cutter might share some wood from a tree that actual grew in their neighbourhood to make planks and seats. This is a very different kind of education than that based upon arriving at a well-maintained and outfitted centre.

Two guiding principles that Sobel describes to successful place-based education are, first, *maximize ownership through partnership* and, second, *engage students in real-world projects in the local environment and community* (2004, p. 53). As teacher candidates visit various schools with the yurt trailer we will be partnering with local schools by offering them easy access to the latest ideas in outdoor education. We plan to share stories of local successes that occurred down the road with the use of the same tools of transformation they are presently holding in their hand like a shovel and power drill. We hope to arrive with tools and leave behind souvenirs of our visit like newly planted trees and the ability

to build their own low-level ropes course initiatives and maybe even a well worn circle, where the yurt was erected and many discussions took place.

Sobel expands on the second principle of real-world projects: "Whether it be rebuilding the ropes course that got destroyed in the tornado or producing community recycling brochures for the mayor's office, students can make real contributions" (2004, p. 53). Queen's OEE program didn't rebuild the barn or pillow room as it was; instead we took the challenges of the last few years and transformed them into opportunities to bring the latest ideas in outdoor and experiential education to the local neighbourhood school ground. Instead of waiting for a centre to be built, we started to erect temporary outdoor education centres in the form of a yurt at nearby schools. Outdoor education can exist in just about every little remnant of green space in any neighbourhood; we just need a means to envision ourselves as seeds that fly and sprout in whatever crack in the concrete we land in.



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Zabe MacEachren teaches Outdoor Experiential Education at Queen's University.

by Alissa Lyn Agres

The COEO annual conference was a fun and inspiring weekend for Queen's Outdoor and Experiential Education (OEE) students. On Friday afternoon, we loaded up a couple of cars and made our way across southern Ontario. We were impressed by the gorgeous Tim Horton's facility. The weekend began with some enjoyable co-operative games and ended with more activities that reminded us of all the new things we learned, great people we met and fun we had in between. Highlights included learning how to make stew with only a hole, tin foil, hot rocks and water (and, of course, vegetables!), learning new teaching strategies and speaking to interesting and enthusiastic outdoor educators.

Here are some comments from Queen's students:

COEO was great. It was inspiring to meet people doing the things I hope to do one day. I found it informative. It's been one of the most educational things I've done this year.

—Kyla Cavanaugh

COEO was a fantastic venue to meet other outdoor educators with a wealth of experience and knowledge to share with the masses. . . . I look forward to future years of learning, sharing, and living with the greater COEO community.

—Carol Correia

I was really happy with the sessions I attended. The teaching strategies in outdoor education were great and provided many cool alternative strategies for working with a group in the outdoors. Meeting and talking with so many people in the field was truly inspiring. . . . I am very pleased to have learned how experts in the field are doing creative and very valuable things.

—Matt Sloane

It was inspiring to meet such enthusiastic educators who were living their dream within the current education situation. I felt very humbled and very much a student while I was there. I enjoyed the entertainment and the entertaining conversations. The broad range of session topics was much appreciated.

—Jordon Davis

Many of us hope to become more involved in COEO as we move into careers as educators. We were very happy to have had the opportunity to become better acquainted with Ontario's leaders in outdoor education. The availability of a student rate made the conference accessible to more of us. We look forward to future conferences.

We are also excited to announce an Adventure and Experiential Education workshop at Queen's University. The workshop will take place on January 9, 2005 from 9 am to 4 pm. Two of the session leaders for the workshop are from the COEO conference: a Primitive Arts session with Mack Whitcombe and a Facilitating Large Group Initiatives with Brian Lisson of Adventure Works. Interested parties can contact Matt Sloane (3mgs@qlink.queensu.ca) or Dani Skinner (9dks@qlink.queensu.ca) for more information.

Alissa Lyn Agres is a student in the Queen's University Outdoor Experiential Education Programme.

Dog Sledding—Adventure, Camaraderie and Huge Learning!

by Paul Strome

There are as many different perceptions of an outdoor activity as there are participants. In the following article I will share with you several of those perceptions that focus on one of Canada's oldest outdoor activities: dog sledding. One of the largest and best run dog sledding operations in the world is right here in Ontario—South River, to be exact. The company is called Chocpaw Expeditions and it is owned and operated by Paul and Margaret Reid and family. I talked with Paul, Margaret, and daughter Kate and asked them some questions about why they began dog sledding and what drives them to continue doing what they are. Here is what Paul had to say:

To me a big part of what I offer is creating dreams and challenging kids to dream.

Because of the nature of the activity, everyone starts at the same level, whether it is the group star athlete or the intellectual nerd. The physical skills are unique, the physical challenges unique, and therefore everyone starts on a level playing field. It gives an opportunity for everyone to excel and we structure for success. While the experience relies on teamwork there is much opportunity for each person to be all alone in a fantasy world limited only by imagination. We take kids from the concrete jungle and expose them to a natural and magnificent environment. We expose them to animals that give unconditional love. One of the greatest thrills I get is seeing a tough street kid sitting on the trail with his team, lost in the affection, completely oblivious to

everyone around, perhaps for the first or even only time. That is a moment that will stay forever with that kid. It is a memory that will inspire dreams. Many times I have had calls from parents telling me of their child calling out commands in their sleep. Seems to me education, even field trips, lack this type of dream making potential. We stir imaginations that have been dulled by a media driven world.

I couldn't believe the title of the last Pathways! "Risk Management" ... Accountability or what? Well, that's what society is asking educators to provide in all their activities, but you and I know there are other criteria that are just as significant as accountability when it comes to outdoor education. Most of us know what we have to do from an accountability perspective, but what really drives us, propels us forward, and fuels all those extended hours we put in is the satisfaction we get when we know how profound the experience has been to one of our participants.

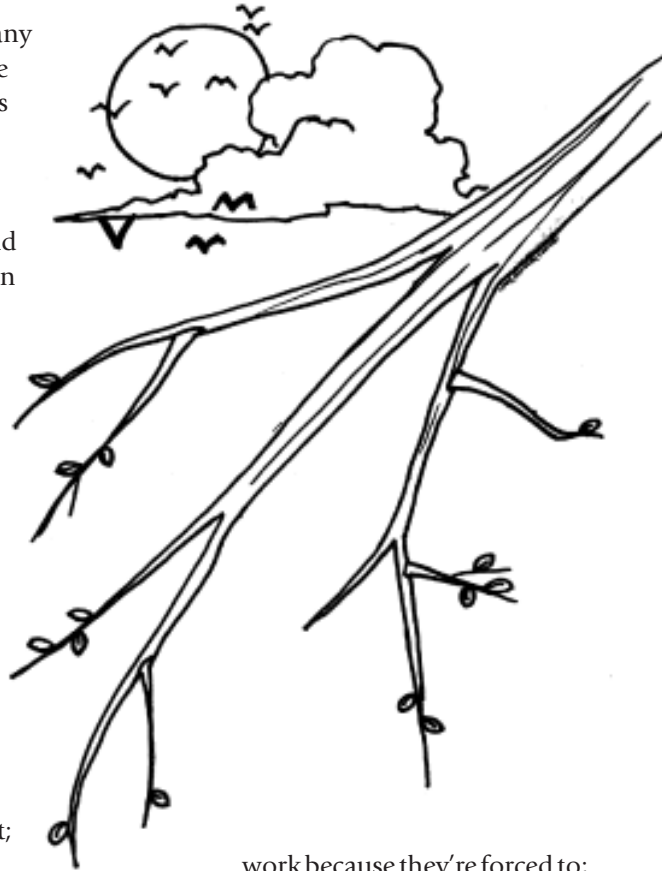
Even so, educators seem to feel the need to justify everything they're doing, whether it is an "inside-the-box" or "outside-the-box" teaching style. Why do we do some of the things we do? What makes a particular experience meaningful for us and for our students? Is there a winter activity that we could participate in as a school trip that would fulfill all the Ministry of Education requirements? As outdoor educators we find ourselves asking these and other pertinent questions of ourselves, our students, our procedures and our society.

After running with a dog team for many kilometres over a couple of days some people choose to analyze the activity's component parts: history, geography, physical education, family studies, leadership, physics, language, mathematics, biology, zoology, art and astronomy. These topics are all used in this activity and in various ways. You might even think this has to do with justification, but does it really? There are many ways of "justifying" an adventure like this and you may approach this justification from many different perspectives.

History. Dog sledding has been a way of life for thousands of years for First Nations people living in cold climates and it has been a way of life for non-natives for hundreds of years. Why not study Native people's lives, past and present; the fur trade; different sled designs; different species of dogs; famous people connected with dogs and dog sledding in Canada. Did you know that Inuit sleds were made of frozen fish wrapped in caribou or other skins and then frozen solid with water?

Geography. The number of geographic topics that could be covered before, during and after your dogsledding trip is endless. From geology to geomorphology, watershed particulars to topography, you are in the midst of a living library in which you can lose yourself!

Physical Education. Running uphill in the snow for a number of kilometres every day is definitely educating your body physically. This is truly an aerobic workout. You also learn about the physical capacities of animals smaller than yourself who are pulling you, your partner, and all your gear. We're not the only athletes on this trip. These Alaskan huskies are in great shape. These dogs don't



work because they're forced to; they work because of positive reinforcement, and because they love to run. Affection, and positive words do wonders and that's what Chocpaw's philosophy is all about. The dogs are raised with positive reinforcement, not a whip.

Leadership and Team Building. One definition of a leader is someone with a compass in her head and a magnet in her heart. Other people know this leader has a plan, a direction and a vision, and they agree with that. Others also know they are attracted to this person because they know what they're doing and why. Some people may say there is a difference between team building and leadership. Maybe the professional guide fills the leadership role because that's their role but true team building is an intangible process that develops over time if all the constituent components are there. I profess dog sledding in a group does both of these and a whole lot more.

Being in charge of your own dog team develops your leadership and team-building skills in many ways. You have a partner and six dogs that you depend upon and who depend upon you (as a whole team) to get from one place to another. Patience and a positive but firm disposition are admirable qualities any leader must have to be successful, whether with dogs or people. One of our participants once said, "You have to display leadership by taking control of the sled. You have to know when to slow down, stop and go." I believe that's the case with every aspect of your life: to have balance in your life you need to know when to be a leader and when to be a follower.

Physics. Unhook your dog from the drop chain and, unless you lift your dog up by the collar and hold him or her in a "standing" position, you learn what traction and four-wheel drive are all about. You also learn to balance on the back of those runners while you're traveling through the woods at a pretty good clip. Why would you want to keep the brakes engaged while going down hill, when it's so much fun to go fast? Well, if the momentum of the sled is such that it runs into the back legs of your wheel dogs (those dogs right in front of you) it usually damages them, emotionally or physically, for life. The result may be that you learn how to walk the trail slowly rather than be pulled quickly. A dog may never pull again once she has been run over.



Language. Farley Mowat, James Raffan, and Pauline Johnson are three famous Canadian writers who have written books and poetry about people in Canada's wilderness areas. The dog sledding trip offers new fodder for journaling, poetry, and story writing. The metaphor "Life is a dog sledding trip" is appropriate and worth exploring from a language perspective. Oral language skills can also be exercised, because there's always a story to be told before, during and after these adventures. The story may be of a dog urinating down someone's boot, the dog team that took the musher for a swim through a hole in the ice, or the dog team that returned to the kennel without their musher or passenger. Then there's the guide who can recite Robert Service's famous poem, "Cremation of Sam McGee," entirely by heart. Whatever the stories, you can bet they will always be interesting.

Family Studies. Cooking healthy meals for a hoard of hungry people is no small feat, but the job gets done. When you are planning your own trip you learn how to arrange balanced, substantial meals for people who burn a lot of calories. You also learn how to co-operate with each other to get those meals prepared and cooked and the dishes done. The luxurious prospector tents have a wood stove at either end (stoked by the guides throughout the night), raised platforms (covered in closed cell foam mats), and propane lanterns and stoves. An extremely important part of camp is the outhouse that comes with a Styrofoam seat, which keeps your body parts warm during those precious few moments of relief. The great part about the Chocpaw philosophy is that your trip is a participatory one. Everyone is expected to help water and feed the dogs; gather and cut up the firewood (the splitting is usually left to the guides); help prepare and cleanup after the meal. The extent to which people work together in a co-operative manner determines how much recreation time they will have

after all the chores are done. Whether "co-operation equals success" is a universal law or just opinion, it is a significant factor in outdoor education settings. It can influence the mood of the group and ultimately how effectively the group works together.

Mathematics. Estimating when you might arrive in camp based on environmental conditions and dog speed might be something you ponder to a lesser degree than whether you have calculated enough dog food for the trip. Making sure there is enough food for a group of teenagers on a trip like this could be critical to your survival as a leader, not to mention the good humour of your participants.

Biology. You can smell it throughout the trip, in the cedar groves, and the spruce or pine woods through which you travel. We can all prosper from learning more about plant identification, and Native uses of plants and medicinal uses of plants, and this is a great place to do it. First Nations people have been using plants for thousands of years to cure ills like scurvy. Plants have been used to heal, flavour, comfort, or consume as tea. Why don't we talk with more Native medicine people and find out more?

Zoology. Research on sled dogs has produced some inspiring thoughts about such things as nutrition, the necessary food groups, and the combination of them. These sled dogs eat a lot of calories a day during the working season. The right mixture of food is as important for the dogs as it is for the people on the trip. Proteins, carbohydrates, and fats need to be mixed in the proper amounts to enable the dogs to perform their best.

Art. While you travel almost silently through the landscapes you can soak up the vista, hold it in your mind and sketch it later. A camera for your eyes may capture that moment, that vision. With video cameras being so small

you may even get footage of your pal melting your boots too near the stove or your buddy sliding down the hill on his %^&*. If you are skilful enough to “shoot” some wildlife with your camera you may be able to share those images with others. Snow art is a new and upcoming medium you may want to experiment with. Angels and snowmen are just a start. Be creative, add new and interesting appendages. Build a snow hotel and rent out the rooms!

Astronomy. Picture it! Algonquin Park on a clear winter night, lying on your back looking skyward. You’ve got someone with you who knows a lot about constellations. Any constellation can be useful if you know what it is and where it is supposed to be in the night sky at a particular time. Polaris, the North Star, is especially useful for navigating. How about a dog sledding trip on a crisp, clear night on the tundra? What star or constellation would you use to guide yourself? Or why not admire the stars just as they appear—gorgeous points of light that carpet the night sky?

Then, there’s the practical view of an expedition like this. Turning your team to the right means you need to learn the correct command—“Gee!” Turning your team to the left means you need to learn the other correct command—“Ha!” It sounds like you’re having a party, doesn’t it? Well, it can be like a party gone wrong if you don’t remember the correct command. Life should be fun. Learning should be fun. Activities like these can put the two together.

I use the word “kids”—that parameter extends each year, as I get older. I remember years ago listening to a 72-year-old man rave on enthusiastically about his [dog sledding] experience. He had travelled all over the world and done some incredible things. He rushed into the office, grabbed the phone

and called his wife. (This was in the days before cell phones.) His exact words were, “This has been the most incredible experience of my life!”

He later wrote me a letter telling me all the things he had done and that this had been a 60-year dream fulfilled. It made me realize the effect we can have and that I want to have—Dream maker. Not a bad occupation.

Let’s all strive to have that feeling . . . Dream maker.

I believe we are all teachers and students simultaneously. As teachers, we get to see the fruits of our labours when our students are successful. As students we really come alive when we are learning something that is meaningful, inspiring, and fun too. A dog sledding trip may be considered teaching outside-the-box for all sorts of reasons, but the most important aspect for me is the result. Come and try a dog sledding experience and soak up all the adventure, camaraderie and huge learning that is possible.

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The next COEO/Woodlands School dog sledding trip is scheduled for February 11–13, 2005. For more information contact Paul Strome at 905-878-2814 or paul.strome@peelsb.com.

Paul Strome is a long-time COEO member and presented stories of his northern experiences at the annual COEO Conference 2004.

John Powers: Caught by the Butterfly Net

by Allison Carrier

There is nothing more captivating than being in the presence of someone who is, quite obviously, living their passions. After spending less than one minute in the room with John Powers, “the butterfly man,” it is abundantly clear that he is one of those people. From the moment his pre-session introduction began, I quickly discovered that I, just like the thousands of butterflies in his collection, was becoming caught up in John’s butterfly net!

For those of you who did not have the opportunity to meet John or to attend his session at the 2004 COEO conference, he can best be described as a passionate, enthusiastic, charismatic fellow whose encyclopaedic knowledge of butterflies is almost more dazzling than the thousands of exotic butterflies that make up his collection. His résumé is eclectic: he is a police officer (retired), a teacher, a natural scientist, an entrepreneur, and a writer. Regardless of his given title, his passion for butterflies has always been a constant.

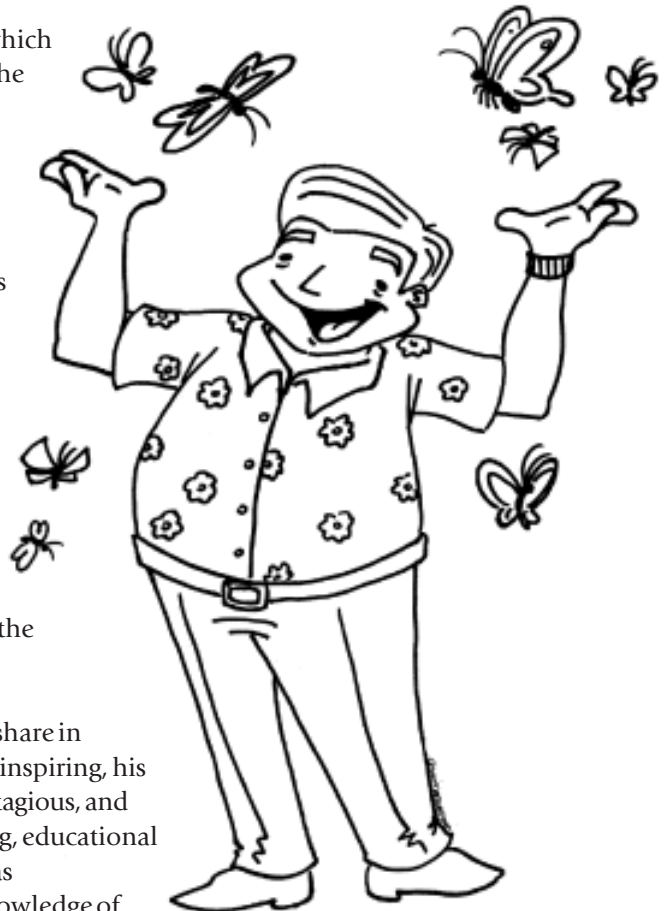
It is a passion that dates back 40 years when, at the age of nine, he encountered his first “beautiful butterfly,” which, as quoted in a 1964 National Geographic article, “filled him with curiosity.” Evidently, it was enough to last a lifetime. As his love of lepidopterology (the study of butterflies and moths) grew over the years, so did his collection, which now includes thousands of rare and exotic butterflies as well as lots of autographed memorabilia—all having something to with butterflies.

John is enthusiastic about sharing his collection and his love of butterflies with the world. He has written for several scientific journals, has been featured on television, has his own company, and has put together several world-class butterfly exhibits,

including the one which he brought to us at the COEO conference this September. The butterfly exhibit John presented was not only a stunning portrait of butterflies and butterfly paraphernalia, it was also a clear example of how the natural world can captivate the curiosity of a child, and can spark a powerful, life-long interest in the natural world.

The opportunity to share in John’s interests was inspiring, his enthusiasm was contagious, and his stories interesting, educational and outrageous. I was impressed by his knowledge of butterflies, the ease with which he spoke to the group and his tenacity for keeping us constantly entertained. As his session drew to a close, I found myself thinking how certain I was that this would be an excellent experience for students and schools. Whether his presentation sparks a new found interest in lepidopterology, or just the desire to get outside and explore one’s natural surroundings, having the opportunity to be caught up, even if just for a brief moment, in John Powers’ net is certainly inspirational.

Allison Carrier is a member of the Pathways Editorial Board and has recently completed her Master of Education degree at OISE.



Sowing the Seeds of the Future

by Heather Read

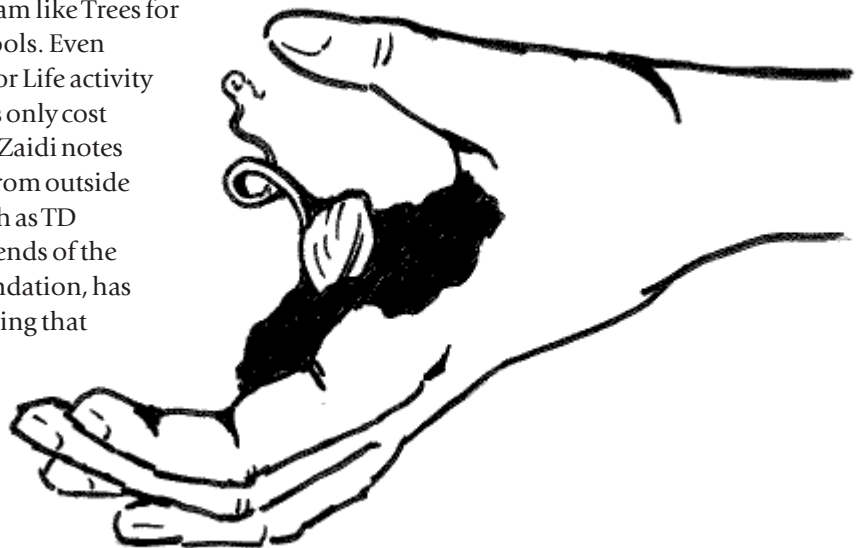
"We all want to have the best for our children," says Radha Zaidi, President and Founder of the International Co-operation of Children (ICOC) for Trees for Life Canada, with regards to why the non-profit environmental education program she started from the basement of her Ancaster home in 1991 has become so successful. Every year, Trees for Life supplies teachers all across Canada with resources to teach children about the environment, and seeds for children to plant, giving them direct contact with the natural world. Through a variety of lessons and activities, students involved in the program from Kindergarten to Grade 6 learn to respect and take care of the environment, taking ownership in the world around them. Currently, 50,000 students are signed up to participate; Zaidi's goal for the year is for enrolment to reach over 100,000.

A small organisation at heart, the Hamilton-based program has experienced a rough few years due to cuts in education funding in Canadian school boards. Schools no longer have the money to bring even an inexpensive program like Trees for Life into their schools. Even though the Trees for Life activity booklets and seeds only cost \$1.25 per student, Zaidi notes that sponsorship from outside organisations, such as TD Canada Trust's Friends of the Environment Foundation, has been vital in ensuring that her message of

environmental respect reaches as many students as possible.

In spite of recent political problems, Zaidi and her Vice-president, Ed McRae, remain optimistic about their mission to "reach every child around the world." Trees for Life activity packages are non-confrontational, non-political, do not scare children, and do not address environmental issues in a partisan way. In recent years, an effort has been made to separate political concerns regarding education and the environment from the program itself. This is one of many reasons why Hamilton-based MPs such as Sheila Copps and Stan Keyes, and even members of the Mike Harris Conservative Government, had praised the program. As McRae notes, "we concentrate on children, that's it."

And that focus has paid off. Teachers and children alike love the concept of the program, and love the hands-on approach to learning that it allows through the seed planting component. Each student receives a container and tree seeds

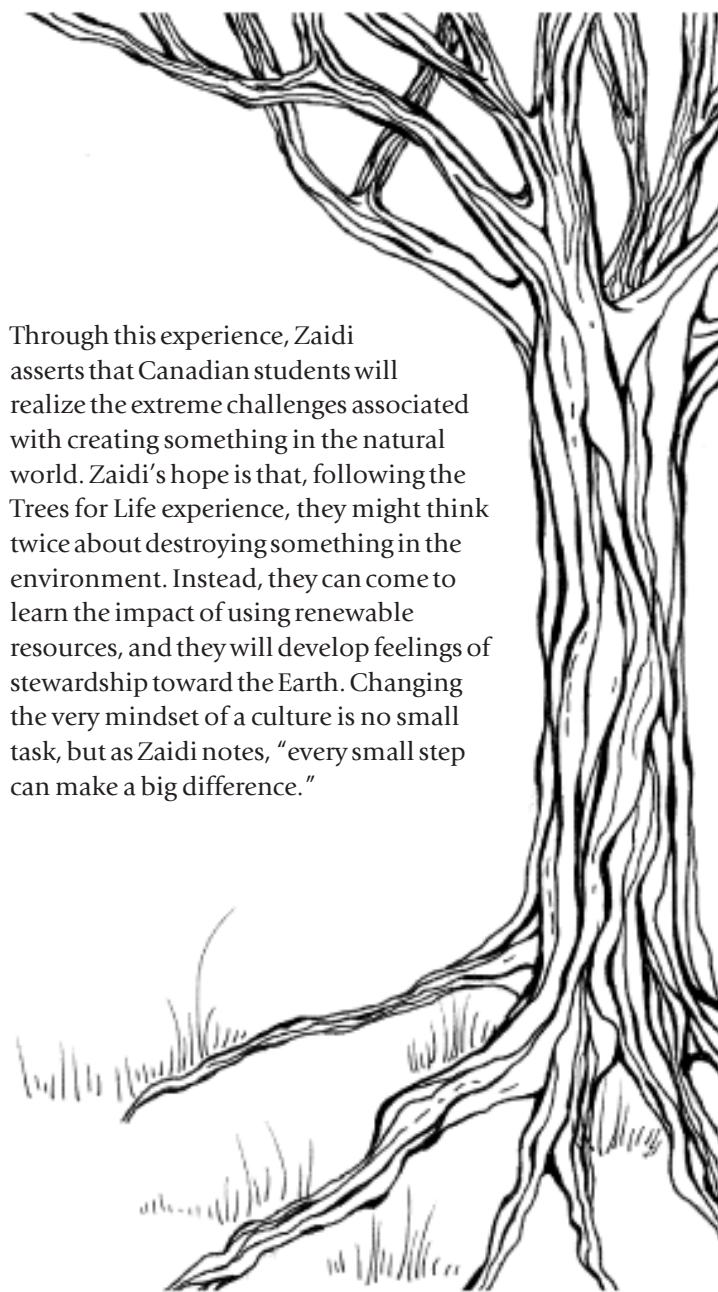


Trees for Life is not just for schools! Also popular for use with daycare, youth groups, summer camps, Girl Guides, Boy Scouts, YMCA, YWCA, etc. For more information about ICOC Trees for Life Canada and their program, please contact the head office: 8 Main St. East, Hamilton, ON, L8N 1E8. Phone: (905) 540-8894. Fax (905) 540-8894. E-mail: trees@trees4life.ca.

to plant and nurture, while completing an activity book in class. Zaidi's office is peppered with letters and pictures from children, introducing her to their trees, and thanking her for the program. Most of the pictures show the child planting the tree, or proudly standing beside it, and all trees are labelled with a carefully crayon-printed name. The act of naming the tree, which all children are encouraged to do, creates an emotional attachment to the environment, an important part of the program's concept.

The length of the program in each classroom varies widely, depending on the amount of time and land available, and the season in which it is started. Some schools have set aside plots of land to reforest, using the Trees for Life saplings. In urban area schools, where no land is available, children take the baby tree home to plant with their parents and grandparents, thus ensuring community involvement in the project.

The act of growing, naming and planting a single tree is, admittedly, not going to change the world overnight, Zaidi admits, and for that reason, tree planting is not the focus of Trees for Life Canada. The environmental education aspects are the important part.



Through this experience, Zaidi asserts that Canadian students will realize the extreme challenges associated with creating something in the natural world. Zaidi's hope is that, following the Trees for Life experience, they might think twice about destroying something in the environment. Instead, they can come to learn the impact of using renewable resources, and they will develop feelings of stewardship toward the Earth. Changing the very mindset of a culture is no small task, but as Zaidi notes, "every small step can make a big difference."

Heather Read is a fourth-year student in Arts and Science and Religious Studies at McMaster University who enjoys watching trees reflected in puddles and doodling what she sees there.

The Annual COEO Awards: A Celebration Of Members' Passion, Talent And Commitment

On Saturday September 25th, 2004, our members recognized the achievements of the following individuals and organizations.

The Dorothy Walter Leadership Award: Michael Elrick

Criteria: *This award was created in 1986 to give recognition to an individual who, like Dorothy Walter herself, has shown an outstanding commitment to the development of leadership qualities in Ontario youth and through outdoor education. (2004 nomination by Grant Linney; presented by Dorothy Walter)*

In 1990, Mike started teaching at Centennial Collegiate Vocational Institute in Guelph. Within a year, he was teaching an Outdoor Education course. By 1995, he established the first four-credit integrated program (English, Careers/Civics, Outdoor Activities, Interdisciplinary Studies) in the Wellington County Board of Education, now the Upper Grand District School Board. It became known as CELP, The Community Environmental Leadership Program. CELP was initially offered one semester a year to CCVI students. It has become so popular that Mike now offers the program every semester and to all three high schools in the Guelph and Fergus areas. The experience includes a five-day wilderness trip—either canoe tripping in September or winter camping in February.

Through his program, his teaching, and his own personal example, Mike has had an enormous and lasting impact on several fronts:

- He teaches his students to actively care for the natural environment as well as each other and oneself. He shares his own passions for the environment and for community, and he inspires and facilitates their development in others.
- Parents, colleagues and students are blown away by his unflagging commitment and his great skills as a teacher and outdoorsman. Many students make career choices as a

result of the CELP program ... and all of them develop competence and confidence in life skills such as problem solving, respect for others, and community service.

- CELP students present the "Earthkeepers" outdoor and environmental program to Grade 5 students, to date impacting upon another 4,000 impressionable young souls.
- CELP serves as a program model for the Ministry of Education document on Interdisciplinary Studies. It has also spawned the development of at least three new programs in Norwell, Paris and Dundas.
- Mike's leadership in environment and community also includes innovative partnerships with the local Rotary Club, having his students building a straw bale house, and presenting numerous workshops at COEO conferences.

The Robin Dennis Award: The Institute for Outdoor Education and Environmental Studies, The Bluewater District School Board, Wiarton

Criteria: *This award was created in tribute to Robin Dennis, one of the founders of Ontario outdoor education in the 1950s and 1960s. It is presented to an individual, outdoor education program or facility that has made an outstanding contribution to the promotion and development of outdoor education in the province. (2004 nomination written and presented by Mark Whitcombe, Toronto District School Board)*

Going back to the early and strong developmental leadership of Clarke Birchard and Peter Middleton, this outdoor education site (variously known as Oliphant, Wiarton or IOEES) has been a leader within COEO and for outdoor education across Ontario.

In a province where outdoor education has been mainly the purview of urban boards, Bruce County (now amalgamated with Grey County into the Bluewater Board) has always stood out for offering both day and residential opportunities to all students.

Over many years, the IOEES staff have significantly impacted outdoor education throughout the province by serving as an exemplar of program development and delivery as well as by providing leadership and inspiration through their long standing and multi-faceted involvement with The Council of Outdoor Educators of Ontario.

Under the recent leadership of Clive Card, IOEES is now leading the province in the transition to sustainable community-based funding.

The President's Award: Clare Magee

Criteria: *This award is presented to an individual who has made an outstanding contribution to the development of COEO and to outdoor education in Ontario. (2004 nomination written by Tal Schacham; award presented by Grant Linney)*

Clare Magee has been a member of COEO since the early 1970s. He is a former recipient of the Dorothy Walter Leadership Award (1988) and was a key part of the Seneca College Outdoor Recreation Co-op Program that received our Robin Dennis Award in 1997.

He has chaired COEO annual conferences on three different occasions: at Camp Tawingo in 1979, at Ohshweken (Six Nations Reserve near Brantford) in 1996, and most recently at Paradise Lake in 2003. For those who attended last year's conference, it's easy to recall how energized we felt by Sunday departure time. Indeed, the conference acted as a catalyst for several of the positive changes that affected our organization this year.

Clare has created and donated several high quality items for COEO auctions, including a handmade, fifteen-foot kevlar/fibre glass solo canoe and several handcrafted paddles.

He has led numerous sessions at COEO conferences and regional events. In particular, Clare helped the organization revive the tradition of holding regional events in the winter of 2004 by offering a Nordic ski and snowshoe workshop that was quite popular.

In addition to these more visible activities in COEO, Clare has contributed greatly in his behind-the-scenes work. In a typically quiet but enthusiastic way, Clare has encouraged many students over the to become involved in our organization and to take leadership roles within our profession.

In light of his over three decades of contributions to outdoor education in general and COEO in particular, we are delighted to recognize Clare Magee with the 2004 President's Award.

Honorary Life Membership Award: Bert Horwood

Criteria: *This award is in recognition of substantial and lasting contributions to the traditions and successes of COEO. (2004 nomination written by Glen Hester and Grant Linney; award presented by Grant Linney)*

Bert is a long time member of COEO and, in both his personal and professional lives, a constant practitioner of all that outdoor education values. He has received the Robin Dennis Award on two occasions; in 1989, as a faculty of the Queen's University Outdoor and Experiential Education program and, in 1995, as an individual who has had a huge and lasting impact upon outdoor education in the province. In 2001, he also received the Dorothy Walter Leadership Award.

Bert has also been a stalwart member of this organization, on many occasions acting as an advisor for the revision of our constitution and the conducting of our Annual General Meetings. At annual conferences, he has both offered timely and provocative workshops as well as facilitating large group discussions.

Bert, we believe it's time to recognize all your efforts on our behalf one more time and, so, we would like to do so by presenting you with our first Honorary Life Membership Award in four years. A warm COEO thank you to our sultan of sage, our elder of eloquence, our paragon of parliamentary procedure, Bert Horwood.

In Memory of Brent Dysart, 1943–2004

Brent Dysart was a large man with a large presence. When he was in the room, everyone knew it. His influence was also large in his community, in school systems, and in the many organizations to which he belonged. In spite of an easy-going nature, he was always willing to take on leadership roles, and was often recognized for his many contributions.

Keen insight allowed Brent to see through problems and get involved in solutions. He was an early member of COEO and became Chairman of the organization. In 1985, his work was acknowledged with the COEO Chairman's Award (now the President's Award).

A strong need for graduate level programs for outdoor educators led Brent Dysart and Ralph Ingleton, among others, to meet with Ontario post-secondary institutions in an attempt to kick-start an Ontario program. When this failed, they set up a program where Northern Illinois University offered courses in the province. Bud Wiener was the spark plug from the university end. Brent acted as liaison for this program for several years and was one of the first to graduate from it with a Master of Science in Education degree.

Affable, gregarious, and with a keen sense of humour, Brent usually had people around him laughing. I remember an occasion at Northern Illinois University when Brent was part of a Field Science Class and involved in a peer-teaching exercise. He chose to teach how to make an inexpensive bird call. He supplied each of the graduate students with a pull-tab from a pop can. He described carefully and in great detail how to bend the pull-tab and how to hold it up to their mouths. Everyone followed in total concentration, awaiting the last instruction. Then Brent said, "Now you call, 'Here birdy, here birdy, here birdy'." He was so serious that I can't help wondering if some of the more naive students tried it out.

Brent is no longer with us. A great loss. Those of us who knew him will never forget the trail he left through our lives.

Lloyd Fraser

Brent was the friendly outdoor man who saw the best in people. His outdoor education career spanned 30 years and included the Prime Minister's Award for Teaching Excellence in 1994.

After teaching in Toronto for five years, he launched an outdoor program at the Laurel Creek Conservation Area in 1974. Within a short time, he became one of the leaders of outdoor education in Ontario and beyond.

Brent was a fun man, and a funny man. He was also sincere and loyal—a man of integrity. He was a man who thought outside-the-box.

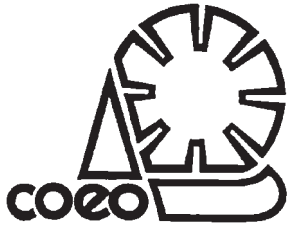
Ralph Ingleton

In the late 1970s, within weeks of arriving as a rookie at the Laurel Creek Nature Centre in Waterloo, I was exposed to Brent's insatiable desire to explore new avenues for delivering programs. His initiatives included maple syrup, pioneers and beekeeping. Historical programs particularly caught his fancy and he displayed his creative entrepreneurial talents in their development. He developed a buddy program for making maple syrup that was so popular it continues today at Laurel Creek, in one format or another, almost 30 years later. Junior age students would come out for a morning of maple syrup making, and in the afternoon be the buddy for a primary child to teach them about the trees and the process, and to walk them through the historical displays placed throughout the bush that originally came from Brent's passion for antique collecting.

Brent enthusiastically promoted outdoor education by mentoring high school co-op and university students at Laurel Creek. He devised ways to get numerous environmental resources written and published. He also contributed to his Rotary Club and university connections, as well as found time to develop a retail business with his wife Carolyn in a house they renovated for that purpose.

Simply put, Brent was an extraordinary outdoor educator, innovator, and entrepreneur.

Dennis Wendland, Laurel Creek Rookie



Council of Outdoor Educators of Ontario

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Type of Membership

- Regular \$50.00 Student \$35.00 Family \$60.00
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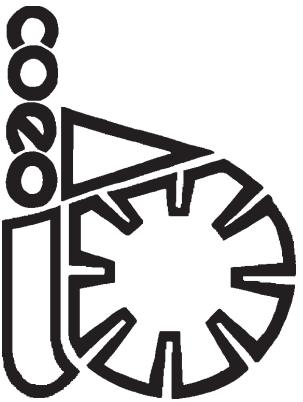
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The Council of Outdoor Educators of Ontario

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**Each member of COEO will be assigned to a region of the province
according to the county in which they live.**

Central (CE)	Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Simcoe, Metro Toronto
Eastern (EA)	Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Renfrew, Lennox and Addington, Frontenac, Leeds, Grenville, Ottawa-Carleton, Lanark, Prescott, Russell, Stormont, Dundas, Glengarry
Far North (FN)	Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming
Northern (NO)	Parry Sound, Nipissing, Muskoka, Haliburton, North Bay
Western (WE)	Essex, Kent, Elgin, Lambton, Middlesex, Huron, Bruce, Grey, Dufferin, Wellington, Waterloo, Perth, Oxford, Brant, Haldimand-Norfolk



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