Pathways

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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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Pathways accepts advertisements for products and services that may be of interest to our readers. To receive an advertising information package, please contact Bob Henderson, Chair of the *Pathways* Editorial Board. We maintain the right to refuse any advertisement we feel is not in keeping with our mandate and our readers' interests.

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Features

Columns

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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Editors' Log Book

While several COEO members are preparing for the 2005 co-hosted conference (see "The Gathering" on page 36), and others have initiated a plan for the 2006 conference, the Pathways Editorial Board has reorganized itself in anticipation of the arrival of its new Chair in 2006. New to the Editorial Board are long-committed COEO member Ian Hendry and regular contributor Erin Sharpe.

We would like to acknowledge the outgoing *Pathways* Editorial Board members from 2005: Connie Russell, Mike Morris, Allison Carrier and Tom Potter (on research leave for 2005–2006).

On the Web

Pathways is delighted to make the following back issues available as downloadable PDF files. Please properly acknowledge any information you use from these journals.

Volume 14, Number 2: This issue has the theme "Voices from Outside Our Profession: Why Outdoor Education Really Matters." Contributors recall **the impact of childhood experiences in outdoor education**. Authors are from all over the country, as well as from a variety of public and private sector professions.

Volume 14, Number 3: This issue has an international flavour. It explores **Scandinavian approaches to the conceptualization of outdoor education**, in particular, *Friluftsliv*.

Volume 14, Number 4: This issue highlights a persistent, successful and exciting niche for outdoor education in Ontario, namely, **high school integrated programs** where the same group of students takes a common curriculum of subjects together and learns, in large part, through outdoor and experiential learning.

Volume 15, Number 1: This issue explores the topics of **social difference and justice as they relate to outdoor education**. It considers "how identities are lived in complex and unpredictable ways [in outdoor learning], and how educators may only ever partially understand the dynamics of their 'classroom' and the messy process of learning."

Volume 15, Number 3: This issue focuses on **the impact of technology on outdoor education**. One need only think of all the new materials that comprise modern outdoor gear, not to mention the cell and satellite phones that often accompany outdoor trips. How do such "innovations" influence student learning, as well as their engagement with others and the natural world?

Volume 16, Number 4: This issue explores a current and growing area of concern: the need for ongoing discussion and research related to **outdoor program safety, risk management, and legal liability.**

Go to www.coeo.org to download these issues.

COEO executive and *Pathways* Editorial Board members are teaming up as a COEO Research Working Group. We hope to build bridges between current academic research in outdoor education and practitioners' needs. To this end, starting with the summer 2005 issue of *Pathways*, we hope to feature a variety of research treatments with practitioner commentary from among our COEO ranks. We hope this will be an ongoing theme in future *Pathways*.

The Editorial Board

Sketch Pad — Art for this issue of *Pathways* is generously provided by Heather Read (cover and pages 4, 9, 12, 23, 28 and 30) and Kate Prince (page 16). The photos on pages 26 and 27 are provided by Joshua Johnston.

President's View

The Failure of Outdoor Educators

Almost four years ago, Mike Morris, a fellow outdoor educator and former member of COEO, wrote an article titled "The death of outdoor education." It was published in *Seasons*, a quarterly magazine of the Federation of Ontario Naturalists. (The magazine is now known as *ON Nature* and the organization is now called Ontario Nature). In this piece, the author describes "the magical world of outdoor education" and speaks of how it "allows students to learn new life skills," how it "sows the seeds of a healthy and active lifestyle," and, perhaps most importantly, how it provides "experiences that help mould young people into environmentally responsible adults." The author then notes how outdoor education programs at that time were drastically reduced or eliminated, and he lays the blame squarely on the Tory provincial government of the day and a funding formula that did not (and, despite a recent change of government, still does not) recognize outdoor or environmental education.

The Mike Morris article echoes the sentiments of many, particularly those (including myself) who have experienced first-hand the closure of outdoor education centres. However, time and reflection now lead me to note other contributing factors to this perceived demise.

- Outdoor education centres began to close in the 1980s, long before Premier Mike Harris and his "Common Sense Revolution." Back then, I remember Cathy Beach (Peterborough Board) and John Aikman (Hamilton Board) offering a session at our annual COEO conference about the closure of centres in their boards, and warning the rest of us that it would happen elsewhere … and I remember not believing them.
- Outdoor education centre closures are not the domain of one political party. It was the provincial NDP who closed the Ontario Camp Leadership Centre in 1995. It was the provincial Liberals who closed the Leslie Frost Natural Resources Centre in 2004.
- Full-time outdoor educators tend to define outdoor education too narrowly. We frequently focus on the specially trained staff and the sometimes elaborate facilities of outdoor education centres that students visit for one-day or multi-day programs. We do not give enough recognition to the possibilities and realities of outdoor education in its many other forms, including programs that can be run in schoolyards and neighbourhood parks, those offered by private and non-profit organizations, and those experienced in high school four-credit integrated semester courses or in specialized community college and university courses.
- It is not enough for those who support outdoor education to knowingly nod at each other and to speak with passion in its defence. It is not enough for us to lay blame for cutbacks on our politicians and other decision-makers. We need to make our case based on evidence. We need to realize that the future public funding of outdoor education, in whatever forms it takes, is dependent upon ongoing, credible, and varied research that compellingly supports the outcomes we claim on its behalf. This will not be an easy task, given that outdoor education is a teaching methodology with many and varied benefits. Our current COEO Board of Directors recognizes this as a priority, and the next issue of *Pathways* will be devoted to research findings. I hope this is the beginning of a trend that will last for years to come.

Please note that any COEO member is welcome to attend a Board of Directors meeting. The next one will take place on Saturday, September 17, 2005, from 9:30 a.m. to 4:30 p.m. at Norval Outdoor School. Contact me for more details.

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Morris, M. (2001). The death of outdoor education. *Seasons, 41*(3), 46.

YouthSafe Outdoors

by Glenda Hanna, Ph.D.

We live in a place endowed with the most fabulous, universally accessible health and fitness facility in the world: the great outdoors. Educating our children and youth for active lifestyles in that environment benefits their personal health and wellness, supports environmental and economic sustainability, and helps us build a culture of safety and security.

Unfortunately, media hype around a few tragic field trip incidents has led some to believe that outdoor pursuits are dangerous. In reality, the risks of injury are generally no higher than in daily life. They are, in fact, lower than in some team sports.

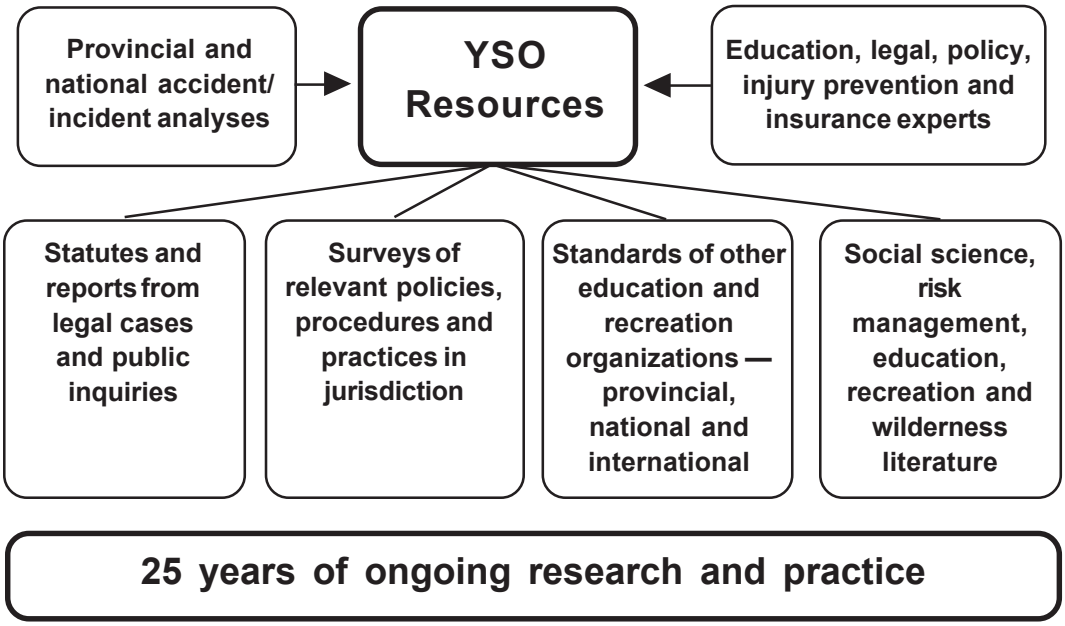
It's almost funny. We go to radical lengths to protect kids from every remote activity-related risk by slapping programmers with arbitrary, often unattainable and unreasonable, fear-driven policies and procedures. Parents and the legal system jump to lay blame if a child is injured in an organized program — as if life comes with a written guarantee. Insurers increasingly dictate school curriculum and pedagogy, and recreation programs disappear or are diluted beyond recognition, frequently in the absence of sound statistical grounds. Then we all blithely sit back and ignore the real monster: the genuine, insidious risk of producing a whole desk- and screen-bound generation, one that will spend its entire vicarious, joyless life dying rather than living, and that will die prematurely of diseases induced by a sedentary lifestyle, such as heart disease, cancer, and diabetes.

Our belief system is not serving us as a society here, and it's certainly not serving our kids. We're raising them in fear and teaching them to come from a place of fear in their decision-making and in their relationships. Supporting active outdoor lifestyles, within a culture of safety and security (where we manage real risks with appropriate measures), offers a positive alternative to this irrational, fear-driven paradigm. One model of this approach can be found in YouthSafe Outdoors.

What Is YouthSafe Outdoors?

When groups travel off-site or participate in outdoor pursuits, there is undeniably some risk of injury or incident. Schools, municipalities, community organizations, and camps are committed to maintaining safety to the best of their ability, but have limited resources and a limited capacity to conduct the necessary research, develop appropriate guidelines and resources, provide training, and get everyone working together seamlessly. YouthSafe Outdoors (YSO) was

Figure 1: YSO Research Bases



created in response to the strong need to separate fact from fiction and fear, with respect to identifying and addressing risk, and to provide people with the information and tools they need to make good decisions to minimize the potential for incidents and related legal liability. The intent of the YouthSafe Outdoors initiative is to support youth programming organizations in developing policies, procedures, and practices that encourage, enable, and facilitate safe outings.

YouthSafe Outdoors Sources

End users value YouthSafe Outdoors' unique resources because of their strong foundations in cross-referenced provincial, national, and international research. Figure 1 illustrates the key sources YouthSafe Outdoors uses.

In addition, each jurisdiction actively engages in an extensive co-creation exercise, where field reviews and pilot testing ensure that the resources that are created fit the operating context and are appropriate for the organizations and participants involved.

Just a SEC!

If you're thinking, "Oh no, not more restrictions on our activities," *wait*! YouthSafe Outdoors promotes more, not fewer, field trips and provides end users with the information and tools they need to be pros at organizing and operating them (see Figure 2).

What's in a YouthSafe Outdoors Program?

YouthSafe Outdoors promotes practices that are **safe**, **reasonable**, and **attainable.** *Safety First! Guidelines for Off-site Activities,* the foundation document in the program, provides general guidelines for common daily field trips, as well as more specific direction for more than 40 outdoor pursuits/ aquatic activities and travel. Information for each activity includes: inherent risks,

Figure 2: Just a SEC!

S **What's here?**	**Systems Approaches** to safety management, recognizing the roles, rights and responsibilities of all partners in the equation. **Standard of Care** guidelines that help people meet community and industry expectations and ensure due diligence, and that provide professional and legal support. **Safety and Security** information and tools to help plan, lead, and evaluate a wide range of field trips, excursions, and outdoor pursuits/aquatics activities.
E **How can it help me do my job?**	**Effectiveness** of trip planning, leadership and instruction through giving people the right information and tools to identify and manage risk. **Efficiency**, enhanced through the one-stop-shop approach, streamlining of the necessary paperwork, and versatility of electronic-based information and tools. **Economy of effort**, supported through the provision of a well-researched, comprehensive resource rather than recreating the wheel.
C **What big-picture outcomes will result?**	**Capacity** to offer consistent, competent safety management when planning and leading outings, reducing the potential for injury. **Confidence** and peace of mind that field trips, outdoor pursuits/aquatics and travel are as safe as day-to-day life. **Culture of safety and security**, including encouraging and supporting active, healthy lifestyles, appropriate risk-taking, and lifelong participation.

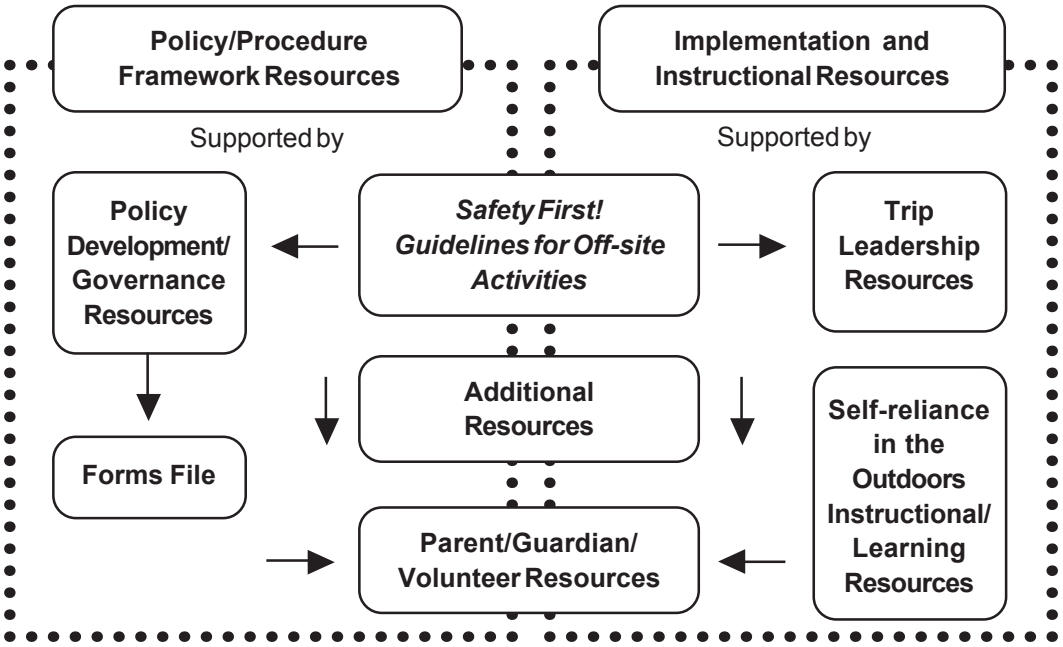
teacher/leader competencies (versus an excessive focus on external certifications), tools and information to establish appropriate supervision ratios and first aid capacity, and other guidelines related to equipment, environment, transportation, working with volunteers, safety instruction, and emergency response.

In addition, YouthSafe Outdoors has created specific resources to support trustees/directors, administrators/program managers, teachers/leaders, service providers, parents/guardians, and students. Figure 3 illustrates the types of policy framework and implementation resources provided.

YouthSafe Outdoors resources help people answer the following questions:

- What issues do we need to address in our policies related to field trips?
- What forms do we really need, and how do we streamline the necessary paperwork?
- What is the expected standard of care for the types of field trips and activities we do?
- How do we effectively address aspects such as transportation, supervision and group management, communication technology (when do I really need a satellite phone?), and equipment, and prepare to handle environmental hazards we are likely to encounter?
- How do we help our students learn to be safe and self-reliant in the outdoors?
- How do we help our students' parents/guardians best support outings, whether from home or if they are coming along to help chaperone?

Figure 3: Policy to Practice



YouthSafe Outdoors provides licensed end users with resources in English and French on CD-ROM, a format that facilitates the modification of most resources to meet each individual's unique needs. For example, in most schools the principal puts the contents of the CD-ROM on the Local Area Network so teachers and administrators in the school have access to the tools they need to support school programs and outings. They can take the relevant content, modify it as desired, and then make a PowerPoint presentation, overhead, handout, or electronic bulletin board posting. People love this versatility.

What's YouthSafe Outdoors Doing and Where?

YouthSafe Outdoors is arguably the most comprehensive research-based field trip safety management program in Canada and, according to a recent review, internationally. Interest in its resources is growing rapidly across Canada and abroad. YouthSafe Outdoors initiatives include programs for schools and for community-based organizations.

YouthSafe Outdoors for Schools

YouthSafe Outdoors' first resource package was created in Alberta through a major three-year, federal-provincial, public-private initiative. The highly successful implementation saw more than 80 percent of Alberta school districts using the resource by 2003. A Manitoba version of the resource package was created, with active involvement from all the education organizations in that province. At the time of writing, 64 out of 65 school divisions/districts in Manitoba have done their due diligence and secured their YouthSafe Outdoors licence. British Columbia has demonstrated an equal commitment to co-creating its *YouthSafe Outdoors School Field Trip Safety Resource*, with all education organizations at the table. The final resource is anticipated to be in B.C. schools by the fall of 2005.

Regional training is a key element of YouthSafe Outdoors initiatives. To date, YouthSafe Outdoors has trained more than 500 educators in Alberta and Manitoba. End user written evaluations have been exceptionally positive, with virtually all saying they welcome the resource and are committed to using it.

YouthSafe Outdoors for Community-based Organizations

YouthSafe Outdoors' owner, Quest Research and Consulting Inc., through its provincial sponsor, Alberta Municipal Affairs — Emergency Management Branch, has secured federal funding through the National Search and Rescue "New Initiatives Fund for Search and Rescue," and in-kind commitments from numerous community-based organizations in Alberta and nationally, for a major three-year YouthSafe Outdoors initiative (2004–2007). Here, a YouthSafe Outdoors program will be researched, developed, and distributed to existing and potential partnering organizations, including community organizations (e.g., not-for-profit groups such as Scouts, Girl Guides, Boys and Girls Clubs, Cadets, 4H, Junior Forest Wardens, and faith-based organizations), municipalities, camps, and destination providers (e.g., provincial and national parks). The process involves studying the risk management policies, procedures, practices, and capacity of the organizations and types of individuals involved, developing and distributing appropriate YouthSafe Outdoors resources (approximately 5,000 copies), and training and providing Peer Coaching programs and other implementation support.

Government departments and youth organizations in Manitoba and British Columbia have expressed significant interest in participating in this project by contributing time, funding, and human resources to leverage the Alberta-based project. National organizations are interested in working towards a national standard of care and support resource for youth programming, with appropriate jurisdictional contextual variations. Such an effort will go a long way towards improving the risk management capacity and peace of mind of organizations and families, while limiting the legal liability of boards to an appropriate level.

No school or recreation programming organization can guarantee safety. No one can foresee every eventuality in the interactions of youth, activities, and environments. The goal remains to absolutely minimize the potential for fatalities, disabling injuries, emotional distress, and serious illness, and to reduce minor incidents and illness to a level commensurate with that expected in the lives of active, adventurous youth. YouthSafe Outdoors and its partners are committed to helping school authorities, community organizations, and others realize that goal.

Let's get on with it, together.

For more information, or to get involved, visit www.youthsafeoutdoors.ca.

Glenda Hanna, Ph.D., M.A., B.P.E., is the Principal of Quest Research and Consulting Inc., and founder and Principal Investigator of YouthSafe Outdoors. She has been studying, writing, teaching, and speaking about risk management and legal liability in outdoor education and recreation for 25 years, as a scholar, academic, professor, and consultant.

Indoor Rock Climbing Walls: Potential Impacts and Implications for Outdoor Educators and Resource Managers

by Scott Forrester and Craig Ross

Introduction

One of the fastest-growing recreational activities in North America is rock climbing (Blackburn & Moore, 1996). The result has been a recent boom in commercial indoor climbing gyms across North America (Hyder, 1999; Cioletti, 1999; Kalaygian, 2002) and a variety of associated issues and challenges. This paper attempts to address the effects that indoor rock climbing walls are having in terms of both the impacts to the natural resource base (Ewert, 2000) and implications for outdoor educators, physical education instructors teaching indoor rock climbing, and resource managers.

Indoor rock climbing walls increase accessibility to rock climbing (Forrester, 2004) in that they are often a source for training. The majority of indoor climbing facilities, however, take no responsibility for the environmental consequences associated with increasing the number of people transitioning to outdoor climbing environments. While research is limited and ambiguous as to what effects indoor rock climbing walls will have on the outdoors, one overriding trend is that "technology will serve as a vehicle for greater participation and this participation will become more intense and risky" (Ewert, 2000, p. 331). Indoor rock climbing walls serve as an enabling mechanism by affording ill-prepared and insufficiently trained participants the opportunity to make the transition to climbing outdoors (Ewert & Shultis, 1999; Warnick, 1995).

Potential Impacts of Indoor Rock Climbing

New climbers, trained in indoor settings, lack the appropriate skill, knowledge, and judgment to safely climb outdoors (Wagstaff, 1995). They also lack environmental stewardship skills (Priest, 1990) as natural resource users. "Severe erosion occurs from the excessive use of natural vegetation as anchors. Trash, human waste and ecosystem disturbance are examples of other impact issues" (Wagstaff, 1995, p. 8). While indoor-trained climbers are not the sole cause of these negative behaviours, indoor rock climbing walls introduce more individuals to the sport.

The potential for additional ecological damage to the environment increases relative to the demand for this type of outdoor recreation. In a study by Forrester (2004), one advanced indoor rock climber observed:

> The bad thing about climbing [indoors] is that it's introducing a lot of people to the sport and they're getting involved in a high risk activity with a minimal amount of training. When you go climbing out in the real world outdoors after getting introduced to climbing indoors, there are just countless risks that aren't even perceived until you get out there. (p. 210)

Climbing in a gym provides a controlled atmosphere free of rock fall, weather hazards, and strenuous hiking to the crag. Thus, a gym allows climbers to push gymnastic limits and to test their ability in a relatively safe and convenient arena (Urquhart, 1995, p. 11–12).

As a result of the different environmental factors, there are numerous problems associated with making the transition from indoor to outdoor rock climbing. Numerous authors have provided advice regarding the necessary training and education needed in order to address the deficiencies of indoor rock climbers when transitioning to outdoor experience.

Indoor rock climbers should start out as beginners when climbing outdoors, regardless of what they have accomplished on an indoor rock climbing wall. Other strategies for a successful transition from indoor to outdoor rock climbing include the following: overcoming fear, avoiding tunnel vision, hand and foot work, opposition techniques, resting, route inspection, rock types and textures, and adapting indoor climbing to simulate outdoor rock climbing (Gadd, 1994). While Gadd offered technical movement techniques and mental strategies, he failed to address safety issues, such as gear or rope handling.

Due to the paucity of technical skill, knowledge, and awareness of the inherent risks associated with outdoor rock climbing, the following are recommendations for further education or training that indoor rock climbing and physical education instructors should provide in order for climbers to make a safe and successful transition from indoor to outdoor rock climbing. The required training comprises technical skills specific to the activity, knowledge base required for participation in the activity, and safety skills.

Climbers need to learn about the technical features and use of equipment outdoors that is likely already in place when climbing indoors. In addition, climbers must become competent in conducting site assessments when climbing outdoors. Outdoor climbers must be able to determine appropriate locations for placing protection, anchors, or other safety support. Furthermore, indoor rock climbers should acquire the first aid and wilderness rescue skills that are necessary when hiking to remote parts of the wilderness to climb outdoors.

Indoor rock climbers require both hard and soft skills in order to successfully transition to climbing outdoors in the natural environment. Hard skills include learning how to belay and rappel properly, and learning how to lead climb through safe natural progressions and movement on natural rock. Soft skills include knowing the proper etiquette when climbing outdoors and adopting sound ecological practices to minimize environmental impacts to natural outdoor climbing areas.

While the effects of the increasing proliferation and popularity of indoor rock climbing facilities on outdoor climbing environments are still unclear, outdoor

educators and resource managers can expect to experience challenges associated with impact and safety as the demands on natural outdoor climbing environments increase.

Recommendations for Outdoor Educators and Resource Managers

Outdoor educators are encouraged to employ both direct and indirect techniques (Camp & Knight, 1998; Jim, 1989) to educate climbers migrating from climbing gyms to outdoor settings about the possible ecological impacts of outdoor climbing. Land managers and conservation authorities could set and enforce rules, or encourage climbers to voluntarily change their behaviour, in order to minimize ecological impacts on outdoor climbing environments (Cole, 1995). Individuals are more likely to adhere to these rules or regulations when they are aware of the ecological rationale behind them (Baker, 1999; Camp & Knight, 1998; Jim, 1989).

Outdoor educators should provide information regarding the ecological impact of outdoor rock climbing and proper environmental stewardship practices to the Climbing Wall Industry Group, physical education instructors teaching indoor rock climbing, and indoor rock climbing facilities (Attarian, 1996).

Conclusion

Opportunities exist for collaborative efforts among resource managers, outdoor educators, and indoor rock climbing instructors towards equipping indoor rock climbers migrating outdoors with the necessary skills, knowledge, judgment, and environmental stewardship to safely and responsibly climb in the natural outdoor environment. Future research should explore the skills required by indoor rock climbers transitioning to outdoor settings, and the effects of implementing regulatory initiatives on outdoor climbing practices (Siderelis & Attarian, 2004). Clearly, more research is also needed to substantiate some of the observations made throughout this paper. Namely, research should examine the proportion of indoor climbers who actually make the transition to the outdoors. Future research should also investigate the number of competent and responsible outdoor climbers who use indoor rock climbing walls to train and prepare for climbing outdoors.

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A Little Warmth in the Arctic: Elder Observations of Climate Change

by Jackie Dawson

Pack your swimsuit, your Tevas, and a whole lot of sunscreen; life in the Arctic is really heating up. The most comprehensive report of its kind supports assumptions that climate change is occurring in the Arctic. The Arctic Climate Impact Assessment (ACIA), produced by more than 250 scientists from eight countries, provides irrefutable proof that the climate is changing in the Arctic and that it will get worse. Arctic warming is not an isolated concern; it is a worldwide problem contributing to global warming and rising sea levels.

Jennifer Morgan, director of World Wildlife Fund's global climate change campaign, delivered some criticism of the ACIA report, saying, "Industrialized countries are carrying out an uncontrolled experiment to study the effects of climate change and the Arctic is their first guinea pig" (World Wildlife Fund Canada, 2004, p. 1). What needs to happen, Morgan suggests, is for these countries to cut carbon dioxide emissions now. The eight Arctic countries involved in the study include Canada, Denmark (including Greenland and the Faroe Islands), Finland, Iceland, Norway, the Russian Federation, Sweden, and the United States. Collectively, they produce 30 percent of global carbon dioxide emissions (World Wildlife Fund Canada, 2004).

These emissions have caused dramatic changes in the Arctic over the past decade, including unusual melting of glaciers, sea ice, and permafrost, and shifts in rain and snowfall patterns. Consequences include disrupted wildlife migration patterns, altered fish stocks, and more forest fires, not to mention immense effects on the lives of Native populations (ACIA, 2004). These are the effects that I, as an outdoor educator, nature lover, and occasional environmental philosopher, understand most deeply.

A recent article in the *Washington Post* outlined other effects, including a "reduction in the number of days each year that the tundra is hard enough to be driven on or drilled safely for oil" (Eilperin & Weiss, 2004, p. 1). They go on to outline reported benefits derived from Arctic climate warming, such as easier "marine shipping and improving access to offshore oil and gas resources in the Arctic" (Eilperin & Weiss, 2004, p. 1). I am no scientist, but I am pretty sure the processes of drilling for oil, refining oil, using oil, and shipping oil emit carbon dioxide and therefore contribute to the Arctic climate problem. It seems cyclic to me — but, as I said, I am no scientist.

Scientific research and information of this type certainly has its benefits and drawbacks. I myself am a strong believer in science. I am also, however, a strong advocate for other, less numbers-driven techniques, such as the recently popularized "living history" approach. It doesn't take a multi-million-dollar, carbon dioxide-emitting helicopter and crew to tell us that Canadian caribou herds are moving further north each year, or that ice and weather conditions are changing dramatically from season to season. We just need to talk to the people who live there. It seems so simple, doesn't it? Talking. It is what some of us, for better or for worse, seem to do quite well. The second part of the equation is to talk from common ground — not above, soaring in a helicopter, or below, via telecommunications from the south.

This is exactly what the six members of the Arctic Transect expedition did from December 31, 2003, to June 2, 2004. The expedition brought a little warmth of its own to the Arctic as a group of six passionate and motivated individuals travelled 3,000 kilometres over 155 days from Yellowknife to Pond Inlet. The team travelled by dog sled, mushing 31 dogs through the communities of Lutselk'e (formerly known as Snowdrift), Baker Lake, Kugaaruk (formerly known as Pelly Bay), and Igloolik.

The team compiled accounts of climate change through the living history or "traditional ecological knowledge" approach. This approach involves accumulating a "body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationships of living beings (including humans) with one another and with their environment" (Berkes, 1999, p. 8, in Polar Husky, 2005). This approach speaks for itself, and it speaks in a way that Inuit culture can relate to. Arriving by dog sled gave members instant credibility among community members who know the hardships of travelling by land. Will Steger, the expedition's leader, insisted on a style of data collection that involved meeting community members, having a cup of tea, hanging out, saying thank you and good bye, and then returning to gather information only after a relationship had been developed.

According to expedition member Hugh Dale-Harris, "Elders are a resource, which we must

Route Map of the Arctic Transect Expedition

tap into before it is too late. They are born and raised on the land and that store of personal knowledge and life experience is unique and invaluable" (Dale-Harris, 2004). Fortunately, he believes, people are starting to recognize and value this "priceless resource." Elders who lived on the land before the 1970s, when significant and observable environmental shifts began, are quite old now. Dale-Harris recalls at least half a dozen elders who have passed away since his previous experience in the Arctic as a teacher in 1998–1999 (Dale-Harris, 2004).

Inuit elders told the team about the changing taste of caribou meat over the years, attributing this to limited reindeer lichen in the caribou's diet. The warmer winter weather creates a hard crust on the snow surface that makes it harder for caribou to dig up food sources. In addition, migration routes have been altered and caribou forced further north. In the early and mid-1800s, caribou resided as far south as the northern United States. By the 1950s, populations were occasionally seen in the Thunder Bay region. This is unheard of today (Hyer, 1997). On top of warmer weather, elders have observed later freeze-ups and earlier break-ups. This creates less ice access for polar bears. Unlike the caribou, polar bears are moving further south, adapting, and spending more time on land than on the unpredictable and limited ice surfaces.

One of the most interesting elder observations involves the recent introduction of new species to the North. For example, Dale-Harris discussed the absence of a formal or agreed upon name for the common robin in Baker Lake because these birds just recently "showed up." He further discussed recent appearances of grasshoppers in Reykjavik, Iceland, and the introduction of wasps to Arctic Bay (Dale-Harris, 2004). We now commonly see raccoons in Thunder Bay and grizzly bears above the tree line in Pelly Bay.

These alterations to animal habitat, migration routes, habits, and patterns make it difficult for the Inuit to maintain their lifestyle and traditions. The Arctic is warming twice as quickly as the rest of the world. Because Inuit culture is deeply connected and rooted to the land, these changes dramatically and significantly affect their lives. Unpredictable weather patterns also make livelihood difficult. In his discussions, Dale-Harris learned that elders are no longer able to predict the weather with confidence, which is a cause of more injuries and deaths (Dale-Harris, 2004).

The expedition members also felt these changes throughout their journey across the North. Dale-Harris outlined how difficult travel was across the hard-packed snow: "Drifts are high and drifts are rock solid and hard to travel over for dog or skidoo. This has a huge effect on the culture" (Dale-Harris, 2004). He also mentioned the challenges of securing tents to the hard-packed ground: "We couldn't use snow pickets because the snow was so hard; we had to use ice screws. The biggest issue for residents is that they can't make igloos during those snow conditions. When they go on the land this is a huge safety issue and impairs their ability to be on the land" (Dale-Harris, 2004).

The final observation elders made to the team during the expedition involved the shifting directions of prevailing winds. All elder observations collected by the Arctic Transect team are supported by scientific data in the ACIA report.

A key component of the expedition was the Arctic Transect Web site, where team members posted progress reports, findings, and educational resources for Arctic education. The project proved to be incredibly successful, with 2.5 million registered learners following their journey, including students and villagers in the Arctic. The Web site had links for the general public, as well as for educators. The section for teachers and students was particularly useful and included Arctic lessons in more than 300 pages of online curriculum. One of Dale-Harris's fondest memories of the trip was when a group of men, hunters, and some elders sent the team online notes of encouragement and navigation tips for the area. The men found out about the expedition through their kids, who were following the curriculum online at their school (Dale-Harris, 2004).

The Web site is difficult to find, as it is currently inactive. I found it at www.polarhuskie.portal2.html; however, this address does not always link to the correct site. If you do a Canadian Google search for "polarhusky.com," the Arctic Transect expedition Web site (originally, www.polarhuskie.com) will appear. This site is very active, and is a place where teachers and students can once again learn virtually about the Arctic. The Web site is hosting another expedition called "Go North! Arctic National Wildlife Refuge 2006." Students and educators will be able to follow another interactive dog sledding journey, this time through the Arctic National Wildlife Refuge of Alaska to Prudhoe Bay. Learning from the Gwiich'n and Inuit people, team members will again use the traditional ecological knowledge or living history approach. This

time, they will explore the biodiversity of the Arctic tundra, assessing the state of the region's most urgent issues and acting to preserve its flora, fauna, and culture. They will also explore the controversial debate over oil drilling and the pursuit of renewable resources with classrooms around the world (Polar Husky, 2005). Follow them online, where you will find a curriculum, photo journals, expedition videos, and much more.

Hugh Dale-Harris will not be participating in this new journey, but he continues to dedicate himself to Arctic and environmental education. Dale-Harris recently carried his warmth and compassion for the Arctic and Inuit culture back to his off-the-grid, one-room, wood stove-heated home near Thunder Bay, Ontario. He lives there with his partner, Amy, their two-year-old daughter, Wynne, and a fleet of nine sled dogs. Hugh continues to educate people about climate change, the environment, and Inuit culture. He is currently booking presentations at local libraries, men's groups, resource centres, and schools, where he shares stories about his adventures and offers ideas on how all people, in their own and different ways, can help to lessen our impact on the Earth.

Dale-Harris is also establishing a dog sledding business that will take people on day and extended winter trips. He will have to take a break from his company, Fallingsnow Wilderness Education (www.fallingsnows.ca), when he heads back to the Arctic on yet another expedition this spring. This time, he is bound for the cozy and continually warming North Pole. Check out Dale-Harris's progress at www.barcapultimatenorth.com.

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Jackie Dawson has been an Outdoor Educator with Queen Elizabeth Camp, Outward Bound Canada, and McMaster University. In 2005, she will begin a Ph.D. at the University of Waterloo.

Watersheds and Nutrient Movement

by Michael Pinkney

Course: CGR4M — The Environment and Resource Management, Grade 12, University/College Preparation.

Unit Overview: We are examining the linkages between hydrologic and nutrient cycling in response to human disturbances. It is important to know the consequences of human activity. Humans have the capacity to alter cycles in the hydrosphere, atmosphere, and biosphere. The heavier the human activity is in a given watershed in the form of resource extraction, the more difficult it is for the natural system to re-establish and maintain its integrity. Through the following outdoor activity, these concerns will be illustrated through student involvement in a macro model based on teaching through the use of a wide game and experiential learning.

Expectations:

Geographic Foundations: Space and Systems

Overall Expectations

- analyze and explain relationships between the Earth's major components: the lithosphere, atmosphere, hydrosphere, and biosphere;
- explain key ecological processes and their significance for ecosystem health.

Specific Expectations

Developing and Practising Skills

- analyze selected relationships among the Earth's diverse natural systems (e.g., climate, soils, vegetation, wildlife);
- explain the flow of matter and energy through ecosystems (e.g., nutrient cycling; carbon, nitrogen and water cycles; energy flow).

Learning Through Application

- analyze interactions among the distinctive natural features (e.g., climate, watershed, plants, animals) of the local bioregion.

Human-Environment Interactions

Overall Expectations

- demonstrate an understanding of how humans are an integral part of an ecological system, and of how human activity has short- and long-term effects on the natural environment.

Specific Expectations

Developing and Practising Skills

- analyze ways in which selected human activities alter the natural environment (e.g., the effect of clear cutting West Coast forests on salmon spawning; the effect of chlorofluorocarbon use on the ozone layer).

Instructional Strategies: The use of wide games and experiential learning are two of the teaching strategies to be used. Wide games help to represent complex issues and topics, and they promote team building and physical activity. Experiential learning helps the participants learn by doing and reflecting.

Prior Knowledge: The prior knowledge of watersheds, eutrophication, and nutrient cycling would be very beneficial, but is not essential. It is quite possible that the concepts involved will reveal themselves as students participate in the game and reflections.

Timeline:

Activity	Time
Set-up	10 minutes
Simulation	45 minutes
Debriefing and Reflection	17 minutes
Total Time	72 minutes

Teacher Resources: None are required as the learning takes place outside and does not involve any text other than the rules.

Required Materials (based on a class of 30):
10 brown headbands
10 green headbands
30 blue headbands
Flags for boundaries
10 small buckets

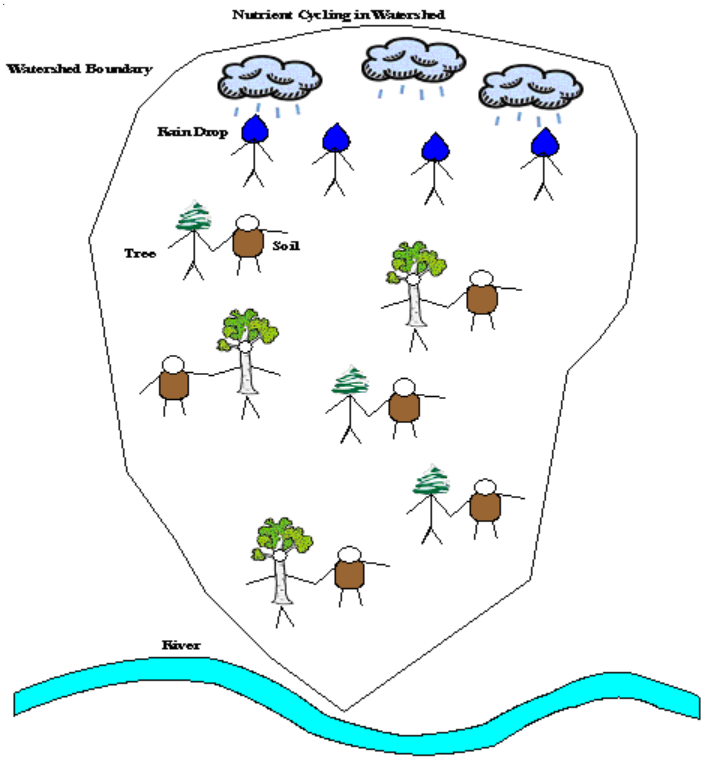
Hook: The hook for the game is to bring the headbands into the classroom, lay 10 of each colour on the floor, and have each student pick up one and wear it so it is clearly visible. Have the students get into groups by headband colour, and give them the rules for their role. Don't let the groups confer with each other, don't explain anything else, and go outside. Keep the ambiguity high, and wait until the last moment to explain the concept of the activity.

Lesson and Game Description

Objective: The objective of each person playing the game is to acquire as many nutrients as possible, regardless of role.

Sequence and Rules:
1. First, find a suitable location, preferably outside and on a slope, with clearly identified boundaries. Ideally, the location will resemble a watershed. It should be scouted out before the day of the activity.
2. Identify the outer boundary of the watershed, and establish a river-like representation at the bottom of the drainage area.
3. Divide students into three groups. Give the first group brown headbands (soil); give the second group blue headbands (water); and give the third group green headbands (trees).
4. Give each student in every group nutrients (popcorn kernels or poker chips).
5. Set up the students in the starting positions illustrated in Figure 1.
6. Have the trees stagger themselves anywhere they would like within the watershed.
7. Have each soil stand next to a tree and hold his/her hand.
8. Their hands cannot separate. As long as they are paired, the soil is safe from the water because the tree roots protect it.
9. The students who represent the soil can't move their feet position, but the students representing trees can rotate around the soil as long as their hands remain together.
10. To acquire nutrients, either the soil or the trees must touch a raindrop. Whoever touches a student with a blue headband receives that student's nutrients.
11. The storm begins. Rain starts at the top of the watershed and must get down to the river with as many nutrients as possible (evading the touch of the trees and soil).
12. At the end of the first cycle, the water collects in the river. The water must leave any nutrients in buckets and head back to the top of the watershed.

Figure 1: Game Starting Positions



13. A human is introduced into the cycle, and a tree is harvested (depending on class size, more than one tree could be harvested). The teacher or a student can perform the role of timber harvester. This leaves the soil by itself, unprotected by the tree. The trees that are harvested are given blue headbands and become raindrops. They head up to the top of the watershed.
14. The raindrops acquire more nutrients at the top from a nutrient station. On the teacher's signal, they start to run down the watershed again. This time, they can try to acquire the unprotected soil's nutrients.
15. The first raindrop to touch any unprotected soil acquires that student's nutrients and drags the soil to the river.
16. Once there, the rain deposits all of its nutrients (both acquired and maintained).
17. The raindrops go back to the top of the watershed and acquire more nutrients. Any students representing soil who end up in the river are given blue headbands and become raindrops as well.
18. Another tree is harvested, and the game continues until all trees and soil disappear.
19. After each round of play during which the water comes down the watershed, have all of the water students place their nutrients, and any accumulated nutrients, in one bucket. Use a different bucket for each round.
20. Whenever a tree is harvested, use a different bucket for its nutrients.

Debriefing:

1. Students will see the piles of nutrients in two designated areas, one representing the nutrients taken by the water, and the other representing the nutrients taken by the humans. Ask them questions such as, "What do you see happening based on the distribution of nutrients deposited by the water?"
    - Should notice that as more trees are harvested, more nutrients end up in rivers.
    - Should realize that trees and soil are linked and that human-induced disturbances have a great potential for disruption if done improperly.
    - Discuss the consequences of nutrient loading within rivers and streams and the concept of eutrophication.
2. Students will explore options of how the harvesting could have occurred so that fewer nutrients ended up in the river (buckets).
    - Discuss the concept of buffer strips along waterways and the mitigation of nutrient loading. Describe this within the context of the game. For example, trees could be lined up in front of the buckets, thereby intercepting most nutrients before they enter the water.
    - Discuss alternative harvesting techniques — other than clear cutting — such as selective harvesting.
    - Discuss the notion of avoiding harvesting on land that has large gradients.
3. Students will be able to describe their role and others' roles in the watershed activity.
    - Get the students to describe their initial role within the watershed and how it changed following human intervention.
4. Discuss the short- and long-term effects of clear cutting forests.

Final Comment: Adjustments can be made for students with special needs. For instance, the game can be played indoors in the gym for students with accessibility issues. It can also be played on flat surfaces outside. Students can be given the role of tree harvester, which keeps them involved in a less active, but equally important, role.

Michael Pinkney is a graduate student at Lakehead University.

Project C.A.N.O.E. Celebrates 30 Years of Service in 2006

by Heather Bates

What happens when a young person who has known only the urban environment has an opportunity to experience challenge and personal growth in the wilderness? What happens when a group of youth from inner-city Toronto must work together to meet their needs while paddling from campsite to campsite in Temagami? What happens when kids are empowered by their experiences in the outdoors and can transfer what they learn back to their communities?

These are the kinds of questions Herb Batt was asking in 1976 when he founded Project C.A.N.O.E. (Creative and Natural Outdoor Experiences) and took the first group of deserving young people out of the city and into the therapeutic wilderness. The answers have resonated positively across nearly three decades. In that time, Project C.A.N.O.E. has operated with a simple but profound mission: Help youth build positive futures for themselves. This mission provides the framework for a tremendously successful program. Youth gain self-esteem, life skills, and healthy interpersonal relationships through wilderness canoe trips and other challenging outdoor activities. Since 1976, Project C.A.N.O.E. has served more than 2,500 youth between the ages of 12 and 18 with learning, social, behavioural, and economic difficulties. Canoe trips are the medium for personal growth, and every effort is made to provide a customized experience that meets each individual participant's needs. For many participants, the Project C.A.N.O.E. experience is truly life-changing.

Many factors have contributed to the success of Project C.A.N.O.E., including dedicated and experienced staff and Board members, partnerships with a variety of youth-serving organizations, financial support from individuals and groups who have seen the benefits of the program, and the outstanding efforts of those who make the program possible. Through three decades, the original program model created in 1976 has remained intact, as has the collaborative, grassroots approach to operation. The program's scale today is possible because of the dedicated work of people who believed in the power of what Project C.A.N.O.E. experiences can do for youth.

Humble beginnings best describe the inception of Project C.A.N.O.E. As a graduate student at the University of Toronto, Herb Batt wanted to work with people who had not been as fortunate as he had been. He wanted to take struggling youth canoeing and camping to give them a chance to recognize their own strengths and interact positively with their peers. So he started Project C.A.N.O.E. and did just that. Batt did not have to look far to find the young people who became the first campers with Project C.A.N.O.E. An early partnership with the Children's Aid Society (CAS) in Toronto brought him into contact with youth in clear need of the kinds of experiences he wanted to provide.

The first year of operation was driven completely by volunteers and based out of Batt's home in Toronto. An existing program called Project Whitewater provided the model: two staff and four participants on each trip to ensure that kids received the individual attention they needed. Far less formal in structure than it is today, Project C.A.N.O.E. began with a shoestring budget, borrowed canoes and tents, a few food

donations, and a small but committed network of people who wanted to do good for kids.

After that first summer, both first-hand experience and feedback from CAS wholeheartedly supported continuing Project C.A.N.O.E. The trips had served as vehicles for kids to learn that they could make more positive uses of their abilities. Project C.A.N.O.E. experiences had altered the life patterns of participants and would continue to do so for years to come.

For the next few seasons, some members of the original team remained involved, but in large part Project C.A.N.O.E. was driven by Batt and supported by new individuals who believed in the initiative. Church basements served as storage facilities and seasonal offices and Batt both organized and led trips for the first 15 years of operation. Now a senior volunteer advisor, he continues to help shape the present and future operations of Project C.A.N.O.E.

While the core concepts and philosophies have remained the same since the beginning, outside influences have affected the development of Project C.A.N.O.E. The 1978 Temiskaming tragedy, in which 12 students from St. John's School drowned in choppy waters while on a canoe trip, changed the face of outdoor education. Project C.A.N.O.E. was no exception. Safety had always been important, but the concept of risk management took on new meaning and has since evolved into a comprehensive risk management plan that is now in place and reviewed annually by the Project C.A.N.O.E. Board of Directors.

A Young Canada Works grant made program operation and expansion possible in early days, but when it was cut the organization's funding had to be reworked. Funding now comes from a diverse list of individual, government, foundation, corporate, and other group donations. Corporate donations are few, as Project C.A.N.O.E. is a relatively low-profile organization. A total of $8,000 annually comes from individual donors. Only 10 percent of annual operating funds are derived from camper fees. Despite rising costs, camper fees have remained the same as the years have passed, and subsidies are available for campers who need them.

A grant from the Ontario Trillium Foundation allowed a full-time Executive Director, Pegi Dover, to be hired three years ago. Bringing an Executive Director on board marked an important milestone for Project C.A.N.O.E. as an organization. Meanwhile, another full-time staff member, Julie Markham, is responsible for the coordination and development of off-season programming.

The dedicated staff teams of Project C.A.N.O.E. have been instrumental in the success of the program. The volunteer Board of Directors has seen only three Presidents in 30 years. Current President David Sugarman has been in his position for 10 years. It is little surprise that staffing comprises Project C.A.N.O.E.'s greatest single budget item. Project C.A.N.O.E. staff are certified trip leaders and lifeguards, with wilderness first aid training and extensive experience working with youth. All staff participate in six weeks of training prior to their first trip with youth. While hard skill development plays an important role in staff training, the most critical component is the development of good judgment and decision-making skills. Once on a trip, staff must assess and react to any situation that may arise, and the comprehensive training period gives them the knowledge and confidence to do so.

Another key component of success for Project C.A.N.O.E. has been and continues to be partnerships with other like-minded organizations and agencies. The last few years have seen these partnerships expanding to

reach out to young people who need Project C.A.N.O.E. experiences the most. Agency partners include YOUTHLINK, Jane/Finch Community and Family Centre, Eva's Place, Amelia Rising Sexual Assault Centre, and Central Toronto Youth Services. In some cases, grants allow Project C.A.N.O.E. to provide trips at no cost to partner organizations.

Teachers working with high school students in outdoor education programs may also take advantage of Project C.A.N.O.E. program offerings before and after the summer. Bruce Murphy at New Liskeard High School arranged for Grade 9 students to participate in a Project C.A.N.O.E. trip in September. Dover would like to see more partnerships with teachers that would see students participating in Project C.A.N.O.E. trips in June, while the Project C.A.N.O.E. staff team is training. Hands-on trips with students would provide an excellent training opportunity for staff and an exciting opportunity for school groups to take advantage of Project C.A.N.O.E. resources.

A sophisticated program model provides the framework for all Project C.A.N.O.E. activities. The model features program components that include providing each camper with an emotionally safe experience that is tailored to his or her individual needs. Immediate, intermediate, and long-term goals all stem from various program components. Immediate goals are for campers to feel challenged in a safe environment, to redefine success by experiencing success through effort, and to learn about alternative perspectives and strategies for coping with a

variety of situations. Intermediate goals are for campers to recognize their capabilities and individual strengths, to feel capable of developing what they did not previously think they could or of moving in a direction they previously thought was not possible, and to develop interpersonal skills. Long-term goals aim to see campers develop resiliency, capacity, and important life skills that they can continue to improve in the future, and to learn and continue using pro-social behaviour. Staff teams become familiar with the model and use it as a constant reminder of the program goals they are working to achieve with their campers.

A Project C.A.N.O.E. experience begins with an application package that is distributed to potential participants through various Toronto-area social service agencies, or sent directly to interested youth and parents. Applications are reviewed and every applicant is interviewed either in person or by telephone to ensure that there is a match between program offerings and participant needs. Once participants have been accepted into the program, they attend a pool session to become familiar with paddle strokes and canoe safety and to meet some of the other participants. Trips vary in length: five or eight days for first-time participants; 12 days for returning campers interested in a longer trip; 18 days for older, returning campers; and 21 days for Leaders in Training. Trips depart from Yorkdale Mall in Toronto and head north to the Temagami base camp that has been used for the past seven years courtesy of Ontario Parks. Once their supplies are ready, youth head out right away and spend the entire trip period in small groups of two staff and four campers.

Ownership of the experience develops as staff members empower campers to take responsibility for numerous aspects of the trip. As a result, campers gain skills and self-confidence, and take pride in their accomplishments. Staff members bring an environmental consciousness to the program that translates into an environmental stewardship component built into every trip. Participants work on projects that include trail maintenance, kybo construction, and campsite clean-ups, and are careful to leave campsites in better condition than they were found. Staff members and participants develop close bonds as they live, work, and play together on the trip. Bonds formed endure long after the groups return to the city.

A questionnaire completed by all agencies and parents two weeks after campers return from their trip provides some insight into the impacts the experience has had on participants. The greatest source of positive encouragement, however, often comes from the letters received from former campers. In one such letter, a participant writes,

> For every person there is a pinnacle moment that ultimately influences every decision you make after this experience; Project C.A.N.O.E. gave me mine with its dedicated staff and admirable purpose to make the world a better place for people like me. (Maggie E.)

Another participant writes,

> In those two weeks I learned discipline, teamwork, responsibility, and accountability — lessons no other person or group of people taught me. Many years later I still live by the values that Project C.A.N.O.E. instilled in me. Thank you for making a difference in my life. (Edwin O.)

Testimonials like these speak volumes for the positive effect Project C.A.N.O.E. is having. A desire to continue to reach out to Project C.A.N.O.E. participants in novel ways sparked the development of the Leader in Training (LIT) Program in the early 1980s.

LIT experiences feature a 21-day canoe trip for youth aged 15 to 17 who have already experienced a trip and wish to further develop trip and leadership skills. The focus now is on the development of off-season programs, such as a first aid course for Leaders in Training and paddle-making workshops for all interested past participants. These activities help to sustain contact with summer program participants with a view towards furthering their personal growth.

Project C.A.N.O.E. commissioned Laura Heinz of the Hincks-Dellcrest Institute to conduct independent evaluations of its program in 2002, 2003, and 2004. These evaluations provide an overwhelming endorsement of the program. More than 95 percent of parents and agency staff who participated in the evaluations reported that Project C.A.N.O.E.'s program was beneficial to their child or client. Moreover, the evaluations revealed that there was a statistically significant increase in feelings of self-efficacy — a key indicator of self-esteem — among youth attending Project C.A.N.O.E. in each of the evaluated years.

While donor support can be tremendously enabling, it can also be transitory. Project C.A.N.O.E. is completely dependent on ongoing financial support from outside sources. A long-term goal for the organization is true financial sustainability, and the positive results of program evaluations may help to garner greater, continuous support.

Project C.A.N.O.E.'s visions for the future are outlined in the organization's current Strategic Plan (2003–2008). Batt, the current Board of Directors, and staff would like to provide more ongoing programs for participants, beyond the trip experience. This is more of a focus than expanding the program to serve greater numbers. Academic credit and bursaries are among the different potential avenues of support. As Leaders in Training complete their programs and pass the eligible age for more trips, it is hoped that they will continue to build their skills, including those required to work in a camp environment, perhaps returning to Project C.A.N.O.E. as staff in the future. Such a situation would allow past campers to continue to participate and shape a staff team that better reflects the population from which participants are drawn.

As the 30th anniversary year approaches, a major focus for Project C.A.N.O.E. is an effort to reconnect former and current campers and staff. There is now a system in place to track campers and staff, but there are no records of earlier participants and staff. The organization is working hard to attract past participants to celebrate 30 years of operation. Former Project C.A.N.O.E. campers, staff, and Board of Directors members are urged to e-mail pc@canoe.org with their full contact information.

Looking too far into the future is challenging for Herb Batt. While working out of his apartment on River Street in the late 1970s, he never thought even this far ahead. Managing Project C.A.N.O.E. was at that time, and for many years to follow, a survive-each-summer experience, not a 30-years-down-the-road experience. Thirty years of surviving each summer later, Project C.A.N.O.E. is going strong and continues to do remarkable work for young people in need. Campers connect with themselves and each other in ways they never imagined. Youth who have never left the city have an opportunity to see true dark and hear true silence for the first time in their lives. They are changed in countless ways by their Project C.A.N.O.E. experiences. As Batt reflects, "Project C.A.N.O.E. is a story of the goodwill in the world." He adds, "It has been quite an education."

Heather Bates is the Camp Director of Tim Horton's Onondaga Farms and a member of the Pathways *Editorial Board.*

White Mountain Academy of the Arts

by Yvonne Wiegers

Introduction

The Birch Bark Canoe course at White Mountain is one of many courses where studio practice and the outdoors are integrated. This integration is influenced largely by the location of the Academy, where the shape and breadth of the landscape insinuates itself into the daily visual inventory. Located in the heart of the Algoma district, between Sudbury and Sault Ste. Marie, Ontario, the Academy is in one of the most visually dramatic parts of the Canadian Shield. The surrounding area is known for its many lakes, raw boreal forests, and diverse rock faces. This landscape has been the home of the Anishinabek people for thousands of years and was a source of inspiration for the Group of Seven.

Why is birch bark canoe building taught at White Mountain Academy of the Arts? White Mountain began as an effort to bring arts and culture back into the local communities and was a collaboration between the City of Elliot Lake, the North Shore Tribal Council, and Serpent River First Nation. The result of this collaboration is a visual art institution with a unique mandate that offers students an innovative alternative to conventional art education. White Mountain nurtures a dynamic relationship between contemporary art disciplines, First Nations art and culture, and a community of artists that are local and international. Our program integrates the cultural assets of First Nations philosophies of respect for individuality and cooperation within the context of an academic and art community. White Mountain lives in a culture that continuously challenges and redefines ideas about art making. Can a birch bark canoe be a work of art?

The Birch Bark Canoe

Christopher Wabie is a graduate of White Mountain Academy of the Arts. He teaches the Birch Bark Canoe course, which is part of the Traditional First Nations Art curriculum at the Academy. Wabie's contemporary art practice is informed by traditional methods and materials. His practice encompasses a dialogue between the traditional and the contemporary.

Christopher Wabie describes his relationship with the canoe:

The birch bark canoe captured my eye the first time I saw it. It has been seven years since I started making bark canoes. It has taught me about the materials that I walked by in the forest. I now look at the forest and respect what can be made from the forest trees by hand. I am Algonquin yet I am still amazed to see what my ancestors made by hand without the use of modern tools. If they did [use modern tools], I am sure they would have adopted those tools and refined them with great ease.

In my research, I was surprised by canoe styles in every section of the Americas. There is a lot of skill involved in making these crafts, and every one that I make I seem to pick up another technique. I have done class demonstrations over the past few years and yet they seem as amazed as I did when I first saw a birch bark canoe getting made. I always get the same question: "Does it float?" I respond with a smile and say, "Yeah, it actually does." Then I give a brief history of the canoe. This is what everyone seems to forget: the canoe has helped out in history. It was used by the colonists to transport themselves across the land. I am sure if they did not have the canoe, the settlers would still be walking across [the continent] to this day.

I have made 28 canoes in seven years. I have made them in all sizes and for everyone. I will be making more of them in time. Most likely by the time you have read this article I will have made a few more of them. I do fill my time up with making arts and crafts about canoes and dreamcatchers. My interest has always been in arts from when I was a little kid and I think that I am going to finish this life doing arts

and crafts. Life is a canoe trip. It will steer you wherever you want to go and past all the obstacles that you must go through to get to where you are, good or bad, in the direction of where you want to be.

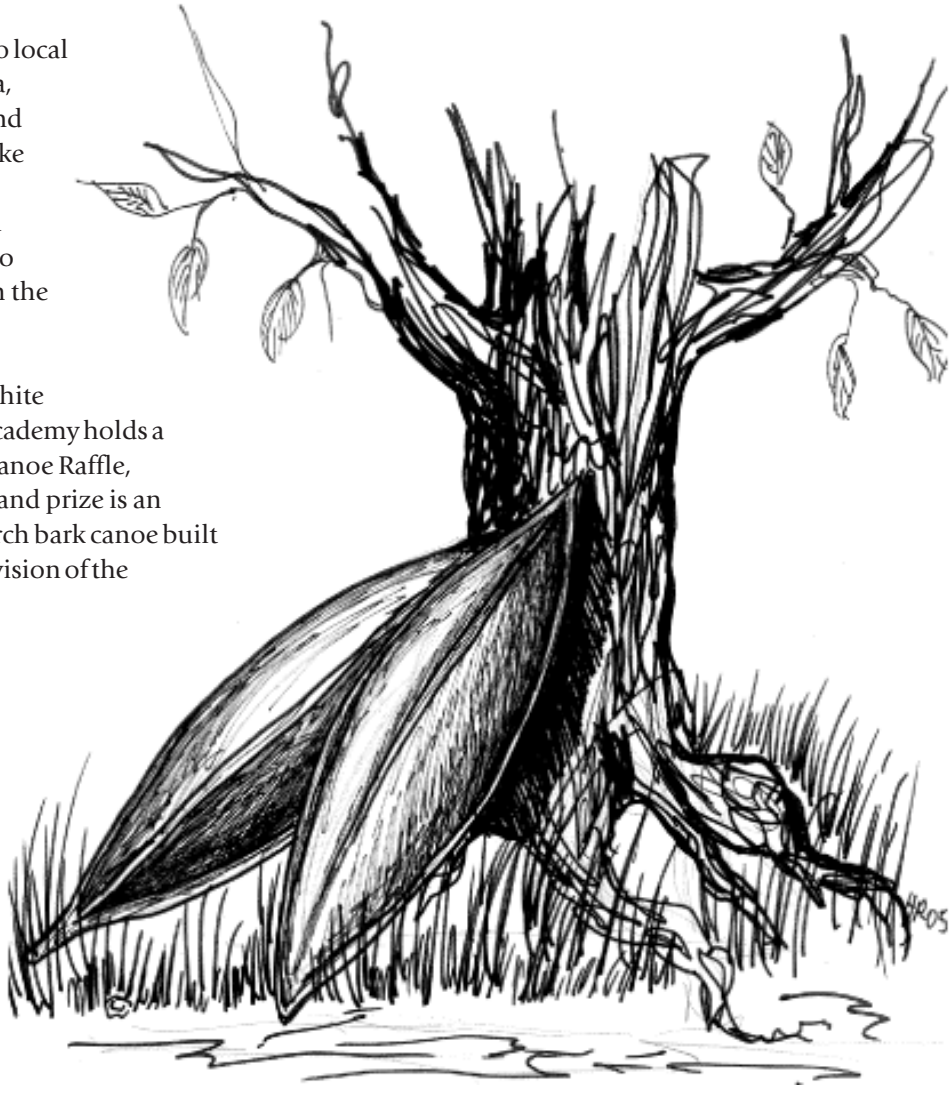
Seeing Art Materials with a Fresh Eye

As Christopher Wabie has noted in his practice, he comes to his surroundings with a greater sensitivity and awareness. It often happens in our courses that the materials can be found outdoors, whether it is local clay or stones for carving, charred willow branches as charcoal for drawing, black ash for making baskets, moose hide for jackets, or birch bark for building canoes. This means that students are introduced to local geology, flora, and fauna, and they also make a more fundamental connection to their place in the world.

Each year, White Mountain Academy holds a Birch Bark Canoe Raffle, where the grand prize is an authentic birch bark canoe built under supervision of the instructor by the students of White Mountain. Tickets are available for the draw on September 5, 2005. Please contact 1-800-368-8655 for more details.

For more information about White Mountain Academy of the Arts, please contact us at 1-800-848-4347 or visit our Web site at www.whitemountainacademy.edu.

Yvonne Wiegers is the Dean of the White Mountain Academy of the Arts.



Homeplace: The Cost of Progress?

by Janet Dyment

"If this place is fouled by the (seeming) inevitabilities of 'progress,' the cost of that progress is always going to be part of my life that is lost."

(Jardine, 1998, p. 96)

I was 19 when I first took the two-hour drive up the 68-kilometre dirt road to the Canadian Outward Bound Wilderness School (COBWS) — rumoured to be the most remote Outward Bound in the world. Driving in with Rick and Suz, I remember the seemingly endless bumpy red road, the granite cliffs, the lakes, the boreal forest, and the moose. I remember arriving at the final turnoff, driving down the driveway, and hearing the sounds that would become comforts over the years: the generator running, the clang of the mealtime bell, the howl of the dogs, the phone ringing from the office (and ringing, and ringing, and ringing), the excited voices of students packing for their expedition in Trip's Food, the sound of Grumman canoes being loaded, music from the Cow Palace and Buckwheat (staff accommodation), and of course the sound of Black Sturgeon Lake lapping on the shores.

I was heading up to COBWS to be the Equipment Manager for the summer of 1990. On one level, it was a summer spent fixing packs, patching canoes, scrubbing pots, and repairing tents. On another level, it was a summer spent learning how to paddle, learning how to care for the dogsled teams, learning how to rock climb, and learning about ropes courses. At the core level, though, it was a summer that left me forever changed — a summer that reawakened my inner self and invited a beauty and magic of people, place, and things. I had come "home," figuratively and literally, to Homeplace.

That fondly remembered drive was the first of countless drives up the infamous Black Sturgeon Road. Over the past 15 years, I revisited Homeplace in many shifting roles — moving formally through the titles of Equipment Manager, Support Staff, Assistant Instructor, and Instructor. Later on, while working at Lakehead University, I would revisit Homeplace with the university students in the School of Outdoor Recreation, Parks and Tourism. As a resident of Thunder Bay (the major town closest to COBWS), I found myself driving up long Black Sturgeon Road just to "be" there. Irrespective of my role, indifferent to the weather…I found myself continually drawn back to COBWS, to Homeplace, to its energy and aura. Winter, spring, summer, fall — I felt reason to go back.

Over the years, COBWS, like the majority of outdoor industries, was forced to grow and evolve in response to new pressures and opportunities. Issues of funding, liability, transportation, and competition became common faces for the management teams of COBWS. In response, new bases were started around the province of Ontario — near White River on Lake Superior and at Chetwynd near Huntsville. These changes were designed to reflect economic realities and to accommodate the changing needs of clients — those who wanted shorter courses, for example, or those who wanted less travel from their Southern Ontario homes.

Throughout many of those changes, I always felt that Homeplace remained in the minds and hearts of many staff as the *core* and *base* of what COBWS was all about. Even though there were new bases hosting COBWS programs, I always thought of Homeplace as the core. Why? What was so special about

Homeplace? When I think of Homeplace, I think of how easily the values and virtues of Outward Bound were achieved. But why? Was it the remoteness? Was it the ability to plan extremely remote canoe expeditions through landscapes rich in cultural history? Was it the opportunity to share with students a relatively undisturbed ecosystem? Was it the quality of the staff, who for many years were hired with an emphasis on interpersonal skills? Was it the special community that was built among staff who lived together for four months down a long dirt road?

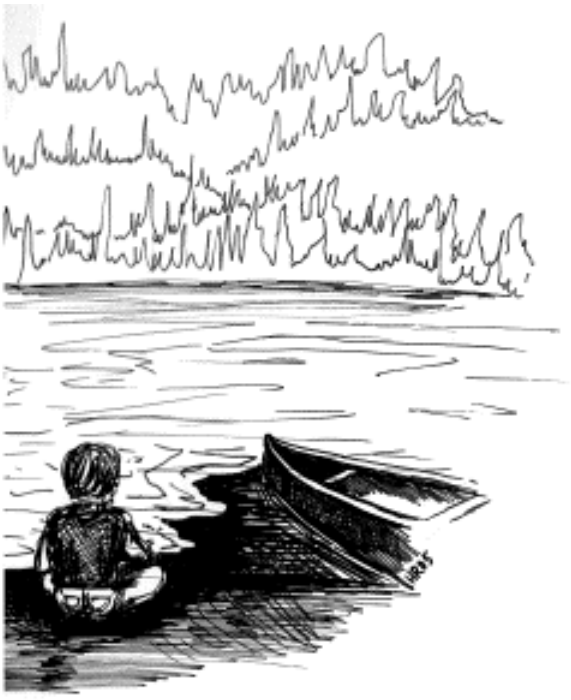
But times change and economic realities strike even the most well-intentioned of businesses. And unsurprisingly Outward Bound, the "business," was forced to respond.

In the fall of 2004, I heard the news. It didn't take long to reach me: Homeplace is shutting down. The core programming of Outward Bound would now occur out of Chetwynd, the Southern Ontario base. When I heard this, I felt an aching sense of loss and sadness.

I knew I had to go up to Homeplace to help with this process — for my own sense of closure, I suppose. And so, in October 2004, I spent six days working on the site. Unsurprisingly, in line with the spirit and values of COBWS, the intention was to leave Homeplace looking neat and cared for — in the hope of warding off potential vandalism. I joined a crew to spend a week helping to put the finishing touches on closing the base. During the days, I boarded up the buildings, burned dog houses, and cleaned out decades of staff "belongings," neatly shoved under buildings. Evenings were spent in a way familiar to me across the years: I found myself hanging out in the kitchen around the Silver Bar, sharing beautiful food, playing games, creating music, watching the northern lights, and having saunas. Finally it came time for me and most of the crew to leave. I awoke early in the morning to say my final goodbyes to Homeplace. As I stood there, I was struck by the quiet. There were no dog howls, no kitchen bell, no excited students, no music from the cabins. The dogs had been relocated to Southern Ontario, along with the kitchen bell (it fit in the van!), the students, and the music. As I stood alone on the shores of Black Sturgeon Lake on that October morning, I was filled with years of memories and with a tremendous gratitude that I had been a part of such a magical place.

Standing there, I was also filled with questions. I wondered how Outward Bound could possibly go on without Homeplace. Weren't the two inextricably linked? Or was that just my experience?

I found some solace in such questioning through Bob Jickling, a wonderful friend and colleague. Over breakfast at the Hoito, shortly after my return, Bob asked me how my time had been closing up Homeplace. I tried to describe it, but felt lost for words.



Bob then explained how he used to be an instructor at the Canadian Outward Bound Mountain School in Keremeos, British Columbia — in the early 1970s, when the school was simply referred to as "Keremeos." He shared how he had many formative years as a young man at this OB site. He told stories of rich learning and joyous times when Outward Bound used to be there. He then went on to say how he couldn't believe it when *that* base closed and was shifted to Pemberton (the western and eastern schools were separate entities at that time). He knew then that his time with Outward Bound was over. His experience was so wrapped up in the "place" of Keremeos — so when the place was no longer a part of his experience, he knew that it was time to let go.

Bob's story has stayed with me. It reminded me that my experiences with COBWS are so contextual in time and space. For Bob, his experience with OB was deeply rooted in the base of Keremeos. It was hard for Bob to imagine OB keeping going without Keremeos. For me, my experience with OB was deeply rooted in the physicality of Homeplace and it is hard to imagine OB keeping going without Homeplace on the mighty Black Sturgeon Lake.

Did others, like Bob, wonder if Outward Bound could possibly go on when the Keremeos base was shifted to Pemberton? I suspect they might have. And you know what? It DID go on — magically and fully.

And so, through Bob, I have found a renewed sense of hope for the future of Outward Bound. I find tremendous solace in the awareness that there are new staff at Chetwynd who will never know Homeplace. They will recreate this "thing" in whatever way they choose. And there are some old staff who will bring some of the energy of Homeplace to the base at Chetwynd. New and old together will unfold a new spirit and energy around the Outward Bound site.

Outward Bound as a process will carry on as a set of new and co-evolving experiences for students and staff.

Will it be different? Yes.

Will it be better or worse? I don't know.

Will the student experience be different when they are travelling through more developed tripping areas of Southern Ontario? Will the students actually know the difference? Will they know what they don't know? Or will only the old staff know the difference? Will the same sense of community develop among staff who work for shorter periods? Will the organization that I believe in so much be able to stay afloat amidst a competitive economy?

These are the unanswered questions that I ask. And we need to continue to ask them.

For me, I find a great peace in knowing that one sound remains up at Homeplace — the sound of Black Sturgeon Lake lapping up on the shores. And I am pretty certain that the other sounds, if I listen hard enough, are happening somewhere else right now.

Reference

Jardine, D. (1998). Birding lessons and the teachings of cicadas. *Canadian Journal of Environmental Education*, *3*, 92–99.

Acknowledgements

Thanks to Liz Newbury, Bob Jickling, and Heidi Smith who read earlier versions of this article.

Janet Dyment is a senior lecturer in outdoor education with the Centre for Human Movement at the Faculty of Education, University of Tasmania, Australia.

43 Ideas in 43 Minutes from the Canadian Experiential Education Practitioners Symposium 2005

compiled by Allan Crawford

Books of Potential Interest

Multiple Intelligences in the Classroom, Thomas Armstrong
Ender's Game, Orson Scott Card
Last Chance to See, Douglas Adams, Mark Carwardine
Books for Groups:
- *Bridge 6*
- *The Lorax*
- *Five Minute Mysteries*
- *The Precious Present*
- *If I Found a Wistful Unicorn*
- *If You Give a Moose a Muffin*
- *The Man Who Planted Trees*

Theater Games for the Classroom, Viola Spolin
Jonathan Livingston Seagull, Richard Bach
Bridge over the River Kwai, Pierre Boulle
Leadership Review
The Power of Full Engagement, Jim Loehr, Tony Schwartz
On the Psychology of Military Incompetence, Norman Dixon
Brain Gym, Paul Dennison, Gail Dennison
Blink: The Power of Thinking Without Thinking, Malcolm Gladwell
Dark Age Ahead, Jane Jacobs
A Teachable Moment, Jim Cain, Michelle Cummings, Jennifer Stanchfield
The Skilled Facilitator, Roger Schwarz (see Web sites)
How to Watch TV News, Neil Postman, Steve Powers
The Giving Tree, Shel Silverstein
Bowling Alone, Robert Putnam

Web Sites of Potential Interest

www.intellact.ca/ceeps/links.htm (*many* Canadian and international experiential education sites listed)
Accessible from above:
- Ropes Listserv
- AEE Listserv (Princeton University)
- aee.org
- www.reviewing.co.uk
- acctinfo.org
- www.nsee.org
- adventureworks.com

wilderdom.com/games
www.schwarzassociates.com (see books)
FriendsOfKillarneyPark.ca
QuotationsPage.com
businessBalls.com
www.funding.com (PDF files)
TeachMeTeamwork.com (CDs, DVDs, training)
www.toes.ca
www.nwlink.com/~donclark/hrd/hrdlink.html (Big Dog's leadership bowl)
LNT.org (ethics game)
www.eslcafe.com (activities)

Miscellaneous Thoughts and Ideas

"Lost" (TV show)
"Hudsucker Proxy" (movie)
Risk Management Conference (Algonquin College)
Digital photography
Reuse, reduce waste
Symbols are important takeaways
Gender gap, getting elderly people together with teenagers
Ivory-billed woodpecker, thought to be extinct for the past 60 years, sighted in Arkansas
"Magic Suitcase" (owner Judy Halpern)
"Far Side" cartoons for group work. "Dilbert," too!
Do and Don't in Wilderness
Create an instrument (boomwhackers, pipe chimes)
Blogs on the Web

Editor's Note: See Pathways, 17*(1), p. 33 for more information regarding CEEPS. Thanks to Allan Crawford for sharing these ideas with us.*

Two Pictures Years Apart: For Grey Owl's "Keepers of the Trail"

by Garrett Conover

ESTHER KEYSER, 26, 1941

She laughs openly wide as sky with no apologies.
It is scandalous to be wearing pants, and women didn't guide canoe trips then.
How would people grasp unseemly wonders of the time;
No chaperones, the company of men?

Her smile didn't care, there was too much to do alongside that canoe ready with packs.
No need for liberation.
Algonquin's waters and trails had long since set her free to plait long braids out of the way, out of the black flies, free of smoke.

Travelling moccasins are firm upon ledge, countless carries and a long time paddling inform spirited stance and balance, lithe forearms full of strength.
All tight-skinned handsome youthful grace.

ESTHER KEYSER, 84, 1999

Handsome still that bemused cant of head, generous smile much the same.
Hair gone gray, braids cropped for easy care, never in the way.

She stands solid as scissor poles bracing canvas tent behind;
Strong angles to frame the power of her gaze.
Welcoming and full as if you have stories or news, might take time for tea.
And something else — a flicker of light that leaps through the mathematics of time whenever a kindred spirit happens by.

To pause would be an honour, and you'd keep your own tales brief.
For radiance in those eyes shines with more than can be told.

Let the fire-blackened kettle sing as dimension falls away, leaving no specific boundary between generations gone or coming.
Let warm hands cradle well cups of steaming tea, and listen whenever ceremony holds, or is held, by such a seasoned Keeper of the Trail.

Garrett Conover is a Maine travel guide and a previous submitter to Pathways.

Editor's Note: This poem is inspired in part by Garrett's read of *Paddle My Own Canoe*, by two photographs of Esther in *Stories from the Bow Seat* (a book by Don Standfield and Liz Lundell published by Stoddart Publishing), and by meeting Esther one September day in 2003. Esther passed away in March 2005. Although not returning in a physical sense to Algonquin Park this May to October, for many COEO members and many Algonquin trippers and friends of Algonquin, Esther will forever be with us in our thoughts and on our trails. *Paddle My Own Canoe* is highly recommended reading.

Widening Horizons: Diversity in Theoretical and Critical Views of Outdoor Education

The 3rd International Outdoor Education Research Conference: July 4–7, 2006

To be hosted at the University Central Lancashire (UCLan), Penrith Campus, Newton Rigg, Penrith, Cumbria, U.K.

This international conference aims to open up "blind spots" in the existing understanding of outdoor education by engaging with a grater variety of theoretical and critical approaches than have traditionally been associated with outdoor education research. Policy studies, curriculum studies, economic-based research, and critical/post-structuralist research have all been identified as potentially valuable areas for outdoor education research to engage with. This is not, however, a finite list and consideration will be given to other disciplinary and interdisciplinary perspectives that contribute to widening critical and theoretical understanding.

The conference will build on discussion from the two previous International Outdoor Education Research Conferences held at Buckinghamshire Chilterns University College, U.K. in 2002, and Latrobe University, Australia in 2004. As well as welcoming researchers from a greater variety of theoretical and disciplinary views, the 2006 conference aims to attract research from people already doing critical work in outdoor education. This will enable further development of critiques of theoretical and disciplinary "traditions" in outdoor education by building on existing research in the field. Overall, this approach will open up new avenues of understanding, as well as engaging with and developing existing critical research in outdoor education.

With these aims in mind, the UCLan-based 2006 conference is interested in researchers submitting papers that either

- Offer new disciplinary and interdisciplinary perspectives, or
- Further develop critique of existing theoretical and disciplinary "traditions."

Submissions are welcomed in the following subject areas:

- Marginalized groups and processes of exclusion/inclusion of outdoor education;
- Social and cultural construction of identity and experience in outdoor education;
- Cross-cultural perspectives on outdoor education;
- Politics of outdoor education;
- Environmental connectedness/ connections in outdoor education.

Leading — The Way

Steven Simpson, *The Leader Who Is Hardly Known: Self-Less Teaching from the Chinese Tradition,* 2003, Wood 'N Barnes Publishing, Oklahoma City, OK. ISBN: 1-885473-51-6.

review by Erin Sharpe

What is the Way? And what is the way to lead in outdoor experiential education? Steven Simpson reflects on both these questions in his book *The Leader Who Is Hardly Known: Self-Less Teaching from the Chinese Tradition.* Furthermore, Simpson ponders how the Way — Taoist philosophy — might inform the way we go about teaching and leading in outdoor experiential education.

Simpson has written *The Leader Who Is Hardly Known* as a collection of essays that weave together stories and excerpts from Taoist readings with commentary on outdoor experiential education and practice. The essays are organized into three main themes.

The first theme, titled "A Good Start," offers readers lessons from Taoism related to their own conduct or character as leaders. For example, Simpson describes the Taoist concept of "calm steadiness," which is best understood as a combination of traits that include dependability, contentment, reflectivity, and quiet cheerfulness. Simpson suggests that calm steadiness is a particularly valuable leadership quality in the intensive and emotionally laden learning environment of experiential education.

After considering their own conduct as leaders, readers are ready to move into the second section of the book, titled "Teaching Tips." Here, Simpson offers lessons to those who teach experientially. One lesson, for example, is based on the Taoist principle of "teaching when the time is right," or otherwise acknowledging the importance of receptivity and readiness in students, meeting students where they are, and considering their unique strengths and interests.

Simpson concludes the book with a discussion of what Taoism has to offer experiential educators to help students build relationships with nature. For Simpson, the key lesson from the Tao philosophy is for educators to create opportunities for students to encounter nature with an open and free attitude. Seeing nature, as Simpson says, requires that we "leave the clutter behind." He offers some examples of meditative and reflective activities that educators can use to facilitate this openness.

Although Simpson's book is presented as an introduction to Tao philosophy, it can also be read as a critique of contemporary experiential education. Throughout his essays, Simpson implicitly (and occasionally explicitly) challenges the way experiential education is commonly practised. For example, when Simpson introduces the Taoist idea of the "gentle push," he is simultaneously critiquing the experiential education principle of challenge and hardship as the cornerstone of personal growth. Similarly, in offering lessons on how to encounter nature at a slower, more meditative pace, he is also questioning the tendency to structure outdoor excursions into goal-oriented programs that leave little room for spontaneity and participant discovery.

Part of what makes *The Leader Who Is Hardly Known* so enjoyable is that the book itself follows a Taoist philosophy. Simpson positions himself in the text not as an expert, but rather as a humble guide who invites the reader to join him on a journey of discovery. In the end, what Simpson conveys is that the Way of the Tao has much for experiential educators to consider, both for their own way of leading and for the way of their profession.

Erin Sharpe teaches Outdoor Education and Adventure Recreation in the Department of Recreation and Leisure Studies at Brock University.

EECOM, COEO and OSEE Conference 2005

Creating Ripples: Education, Environment and Culture

September 30 – October 2, 2005
Camp Tawingo, Huntsville, ON

The Canadian Network for Environmental Education and Communication (EECOM), the Council of Outdoor Educators of Ontario (COEO), and the Ontario Society for Environmental Education (OSEE) invite you to create ripples at our conference held among the spectacular fall colours at Camp Tawingo near Huntsville, Ontario. Join other educators, researchers, and students from across Canada and around the world to share ideas around education, environment, and culture.

For more information, go to www.eecom.org/ripples2005.

Here's some of the good news: We received an astonishing total of 204 presentation proposals from 15 countries, including at least 12 in French and 30 others offering to present in both official languages. Two teams of seven and 22, respectively, reviewed the academic and practitioner proposals to decide which ones to include. A big thank you to all who helped circulate our Call for Proposals.

It is our intention to accept upwards of 160 proposals, more than half to be accommodated in poster sessions and interact sessions — similar to those used by the North American Association for Environmental Education at its large conferences. (Interact sessions have many presenters in one very large hall, each sitting at his/her own numbered table for the 90-minute timeslot. Those interested in a presentation come and sit at the presenter's table for as long as they want. Interact sessions are very interactive, but the presenter often has to repeat basic points to newly arriving participants.)

We have confirmed our two keynote speakers. The first is British Columbia's Bill Rees, creator of the ecological footprint concept, and co-author of *Our Ecological Footprint*, now translated into nine languages. The second is Debbie Field, the dynamic Executive Director of FoodShare (www.foodshare.net), a very creative NGO in Toronto that has developed a wide range of solutions to difficult urban food issues.

A total of 93 educators have volunteered for our various committees — so many, in fact, that we do not anticipate needing to hire a coordinator for the conference.

We have developed a frugal budget to ensure that if only 100 people attend the conference, the conference will make money. Despite that, a 12-person fundraising committee has developed ambitious goals. If we have 325 attendees and are totally unsuccessful in raising outside money, each of the three host organizations will still do very well financially.

Staff at Environment Canada's regional office in Burlington have volunteered to create and receive online registration in both official languages for us, thus allowing easy credit card payments. Conference registration opened in late February 2005. Registration costs between $130 and $345, depending on the accommodation and meals package you choose.

The large number of volunteers and proposals for presentations have convinced us that we will have no trouble reaching the maximum 300 to 350 registrants that can be comfortably accommodated at Camp Tawingo. In fact, we anticipate having to close registration well before the conference and create a waiting list. Please let likely attendees coming from your province/territory know that they will need to register early!

Council of Outdoor Educators of Ontario

Membership Application Form

(Please Print)

Name (Mr./Mrs./Ms/Miss) _____

Street Address _____

City/Town _____ Province _____ Postal Code _____

Telephone (____) _____ Business (____) _____

E-mail _____

Type of Membership

☐ Regular $50.00 ☐ Student $35.00 ☐ Family $60.00

☐ Library $60.00 (Subscription to *Pathways* only) ☐ Organizational $100.00

Organizational memberships are for business, conservation authorities, outdoor education centres, etc. This rate will include one copy of *Pathways*, a Web link (if requested in writing), a maximum of three people at a member's rate for conferences and workshops, reduced cost of ad space in *Pathways*, and display space at conferences.

United States orders please add $4.00. International orders please add $10.00.
COEO membership is from September 1–August 31 of any given year.

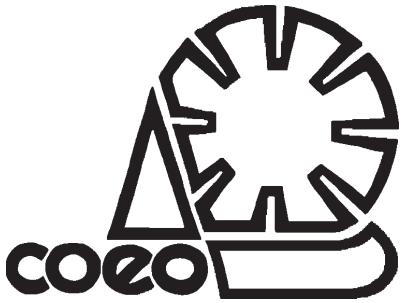
Please send this form with a cheque or money order payable to

Council of Outdoor Educators of Ontario

1185 Eglinton Ave. East, Toronto, ON M3C 3C6

Each member of COEO will be assigned to a region of the province according to the county in which he or she lives.

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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