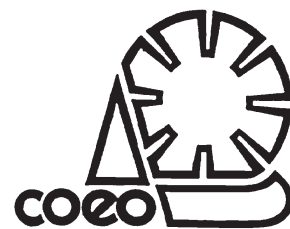


Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Winter 2008, 20(2)



Art credit: Orest Haras

Pathways

COEO

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

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Pathways

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Pathways is always looking for contributions. Please refer to page 36 for submission guidelines.

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The winter season has been upon us for at least a month now — even in southern Ontario. The snow makes for bright sunshiny days and nights where the reflection of the stars and moon makes it as light as day. While many of us join the animals that hibernate during the long winter nights, others revel in the skiing, sledding and skating opportunities provided by our giant snow playground.

For me winter is, in addition to the wonderful snowshoeing, shovelling, and quinzee-making, a time to get serious about teaching. This timing reflects the semester I started teaching and the season during which I teach university courses related to outdoor education. This year is no different as I'll be spending my Wednesday nights teaching 30 eager students about the ins and outs of outdoor education practices.

What I like best about teaching is what I like best about *Pathways* — the opportunity to share what I know and explore new ideas. So, let's start with sharing what I know. The goal of making *Pathways* more relevant and more accessible will, I hope, be getting a hand from the Education Resources Information Center (ERIC). As many of you know, ERIC (www.eric.ed.gov) is the world's largest digital library of free education literature with more than 1.2 million bibliographic records indexed since 1966. Sponsored by the U.S. Department of Education, the mission of the ERIC program is to provide a comprehensive, easy-to-use, searchable, Internet-based bibliographic and full-text database of education research and information for educators, researchers and the general public. ERIC sent us an invitation this fall to submit *Pathways* for review for possible inclusion in their library. We should know about their decision soon — keep your fingers crossed.

If ERIC won't move us forward, then our new members at the Laurentian University library have offered to help with digitization of back issues of *Pathways* into full-text searchable PDFs with each issue divided into separately

available articles and with author/title/subject information incorporated into broad search indexes. Looks like our hike into the electronic age may venture down several paths before we reach our destination. I'll keep you posted on our progress.

The other bit of *Pathways* news concerns our current publication format. As of our last issue (Volume 20, No. 1), we are printing on Forest Stewardship Council (FSC) paper, meaning the fibre comes from forests that are sustainably managed and independently certified. Since quality requirements do not allow all paper to be 100% recycled content, even papers containing post-consumer waste/recycled fibre can be FSC certified.

And now on to exploring new ideas. In preparing for my "Outdoor Education Practices" course I came across a new-to-me framework in the textbook *Outdoor Education: Methods and Strategies*. Authors Ken Gilbertson, Timothy Bates, Terry McLaughlin and Alan Ewert suggest that outdoor education is delivered using primarily one of three different structures: Formal outdoor education is school-based and includes assessment of student learning. The review of the Bondar report in this issue of *Pathways* fits here. Informal outdoor education is structured without having any prescribed evaluation. It is the structure within which many non-classroom teachers work and where many of the remaining *Pathways'* articles fit. Finally, nonformal outdoor education is exemplified in this issue by the participant-directed Duke of Edinburgh's program where individuals choose their own path. I found this framework useful in organizing the diversity of outdoor education offerings and trust that you may find it useful in your conversations with classroom teachers, principals and others less familiar with the great wide world of outdoor education.

Stay warm, stay active and enjoy this issue of *Pathways*.

Kathy Haras

It is mid-December as I begin to write this column and the snow has been falling around my centre at Scanlon Creek for some time now. We have been out snowshoeing with our students for the last two weeks and I even walked out on our pond before the end of November. It's been many years since we have had such an early start to winter and it has been welcome. It's made our students more excited and engaged; usually the gray damp days of late fall work against some of the energy we try to create in our programming. However, without trying to be a killjoy, I have to also look at the possible downside of such a "classic" winter we seem to be heading into.

The environment has been a key issue on many people's minds over the past year or so. We have seen a huge upswing in the realization of the impacts of climate change in the minds of the general public. A large part of this change of societal consciousness was last year's very warm winter and lack of snow for much of it. That warm weather continued into the spring, summer and this past fall. To many folks climate change is still referred to as "global warming" with the connotation being that everyone will simply be a little warmer — not necessarily a bad thing in the eyes of some. I think back to the past environmental challenges brought to large-scale public awareness: acid rain, the ozone layer and others. Each seemed to have its moment in the mainstream media; a lot of people became concerned and some actions were taken. After a while the media dropped the issue. I am sure most people think that those problems have been fixed and are no longer a concern to

anyone (regrettably, this is not the case). Climate change issues may face the same fate; a cold, snowy winter could lead people to think this crisis has passed too.

Our challenge is to not let this happen. We must make sure we educate our students (elementary, secondary and adults) about the complexity of climate change, how it goes beyond "global warming," and how, yes, it is possible both for the temperature of the Earth to rise and for us still to experience winters full of snow and windchills. We can use the outdoors as our medium to show how the *trends* involved with climate change are affecting the areas we work in and know intimately; we can help our students to care about those trends and these places where we spend our days.

This issue was part of discussions I had with others in November during the 2007 conference of the Science Teachers Association of Ontario (STAO). COEO shared booth space with OSEE, EEON and others and we were able to engage and connect with many different folks. Some had heard of COEO while others had not. Some used to be members, some never had been and some were already members. Some of the former two groups were very interested in what was going on with us currently and took away information and registration forms. Some folks bought copies of our research summary; others we gave copies to because we felt they truly needed to read it or had connections to those making decisions on policy. All in all it was an energizing three days and resulted in

Sketch Pad — Art for this issue of *Pathways* was generously provided by Orest Haras. Orest is a long-time outdoor educator who recently retired as principal of South Lincoln High School in Smithville.

some very positive outcomes for COEO. Thanks to Jane Wadden and Judi McCutcheon for helping me operate the booth this year. I feel that these sorts of opportunities are very important for COEO to (re)build a presence in the education field at large and eventually in the general public forum. To that end we are intending to again have space at the Green Living Show in the spring in Toronto. Anyone who would like to help operate our booth at events like these should drop me a line. In addition if there are other events happening throughout the province in folks' own localities that may be beneficial for COEO to participate in, let me or your regional representative know and with your help we can get materials and people to those events as well.

Another opportunity for COEO to build upon this winter will be a formal response and action in regards to the report published this year by the provincial government's Working Group on Environmental Education. The report, entitled *Shaping Our Schools, Shaping Our Future: Environmental Education in Ontario Schools* (often referred to simply as "the Bondar Report") was released this past June, with full endorsement of its recommendations by the Premier and the government. This was then followed, however, by the closing of the legislative session and a summer and early fall dominated by a provincial election and a potential change in governments. As the latter did not occur and the Liberal government has now had some time to settle into its second mandate, we need to join with other like-minded organizations and capitalize on this document before any potential momentum is lost. We got the first steps from the government in support of outdoor education with the funding grants announced last spring, but we must make sure more comes too. With the leeway given to individual boards to spread those grants through the arts, music and outdoor education as they see fit, not all boards have spent their money evenly or with

a priority for outdoor experiential education. (Don't get me wrong, I like music and art too, but I like them even more when they happen in connection to outdoor experiences!) The working group's report does highlight explicitly how outdoor experiences are critical in any plan the province makes for environmental education in its curriculum. In the section "Defining Environmental Education" the final paragraph reads,

Outdoor education is likewise seen as a distinct and critical component of environmental education, concerned with providing experiential learning in the environment to foster a connection to local places, develop a greater understanding of ecosystems, and provide a unique context for learning.

While there are many opportunities for outdoor experiential education to help fulfill the goals and recommendations as outlined in the report, I take great inspiration in item number 32 in the list of key recommendations of the working group:

Consult with relevant ministries and education partners to ensure the adequate funding of outdoor education in Ontario.

I want to congratulate the members of this working group on their efforts and thank them for their hard work. The province has said it will implement the recommendations put forward in the report. Now it is now up to all of us to hold them to their word, by acting individually and within our respective organizations, collectively as a united front and by engaging the general public to hold the government they elected accountable to their promises.

Shane Kramer

The Duke of Edinburgh's Award: A “Simply Brilliant” Program

by Abner Lico

While speaking to Gold Award Achievers in Toronto in 2002, Tony Comper, past President and Chief Executive Officer of the BMO Financial Group, referred to the Duke of Edinburgh's (DofE) Award as a program “so brilliantly simple, it's simply brilliant.” This ironic statement has echoed in the Ontario division of the DofE Award ever since.

It was more than the mere minimalism of this message that struck a chord; it was the way it articulated a perceptive plainness from someone with a cursory view of the program. The expression was illuminating as there can be a tendency to overanalyze and intellectualize the DofE Award making its explanation anything but simple.

Certainly the aim the DofE Award is simple: Engage young people to take part in four activities for a prescribed period of time. When complete, recognize participants with an award. There is no competition; participants set their own goals based on their own abilities and everyone who finishes achieves — this is the simple part.

Upon closer examination, however, the DofE Award becomes more complex. Delving below the surface, one discovers that inherent in the award is a whole educative, self-awareness, challenge program. Moreover, the flexibility of the Award results in a personalized approach that caters to the needs of every individual and is thus custom-made for each participant.

The structure of the program comprises four challenge components: physical fitness, skill development, community service and outdoor adventure. Each component fosters self-directed learning and personal development through a participant's ability to demonstrate leadership, civic responsibility, personal achievement, relationship building (through a

mentor/mentee association), teamwork, self-reliance, ecological/environmental acuity, social/global awareness, mental aptitude, physical well-being, a spirit/sense of adventure, time management, reflection and goal setting.

History: Kurt Hahn and Outward Bound

The DofE Award was founded in 1956 by HRH Prince Philip, The Duke of Edinburgh. Prior to the emergence of the program that now bears this name, there were various “tributaries flowing simultaneously . . .” such as the County Badge Scheme, the German Sports Badge, Outward Bound, the British Merchant Navy and Gordonstoun, that came together “. . . to an eventual confluence” as the DofE Award Programme (Peyton-Jones, 1991, p. 3).

One individual that influenced this coming together was Kurt Hahn. Hahn believed “young people must be given the opportunity of self-discovery and that success in the sphere of one's weaknesses is often as great a source of satisfaction as triumph in the sphere of one's talents” (Peyton-Jones, 1991, p. 4). And he agreed with Sir Jack Longland's philosophy that a program of demanding extra circular activities was needed to address four social declines: physical fitness, initiative, care/skill and compassion. Two of Hahn's creations — the Moray Badge (a later version of which became the DofE Award) and Outward Bound — addressed his beliefs and aimed to satisfy four common goals:

1. Perform to standards in a range of athletic events.
2. Undertake expeditions by sea or land.
3. Carry through successfully some long-term project of skill, craftsmanship or research.
4. Demonstrate some kind of public service (Schoel, Prouty, & Radcliffe, 1988, p. 4).

Participant Recognition: Granting the DofE Award

Like many adventure-based and experiential programs the DofE Award endeavours to promote a holistic paradigm that, along with school education, enhances the development of the complete individual (Schoel et al., 1988). It is not an organization, but rather a program, in which young people aged 14 to 25 choose to take part on their own time and at their own pace.

The answer to the oft-asked question, “Where is the program?” is “wherever you want it to be.” The DofE in Ontario provides the framework around which participants can organize their activities and offers some arms’ length support, but participants themselves are encouraged to discover the resources and activities within their communities that align with the expectations of the program. Often the participant’s high school serves as the starting block; later other venues may be added, such as religious and community centres that offer activities that fit the award. Parents, teachers and neighbours may become mentors to guide participants through the program. The tangible end product is a certificate recognized in over 120 countries around the world.

The hope is that the DofE Award carries enough prestige in the mind of the participant (and other stakeholders, including parents, teachers, registrars, prospective employers, and so on) to motivate a young person to participate, complete and achieve the award. As an added windfall, participants receive their Gold Award directly from either HRH The Duke of Edinburgh, HRH The Earl of Wessex or, in some cases, the Governor General of Canada.

The Incentive: Why Participate?

By the end of 2007 there were close to 12,000 participants active in the DofE Awards throughout Ontario. Most participants are high-school aged. Anecdotal evidence suggests students embark on the program because they believe it will bolster their application to post-secondary educational institutions and for

scholarships. This belief is accurate and one that is used when promoting the DofE Award among high school students. The Ontario division has written statements from university registrars recommending that students get experience outside the traditional classroom, confirming that “universities look to more than just marks when selecting students” and suggesting to students that the DofE Award is “a great way to demonstrate your commitment to community and your own personal achievements” Further, the Award is also proving to be valuable for older youth — those in their 20s and attending university. These participants are discovering the strength of the Award when applying and interviewing for employment.

The factors that motivate participants to start the Award are different from those that encourage them to complete it. Years of feedback from Gold Award achievers has convincingly established that participating in the program has a transformative effect. Careers have been chosen based on activities; life-long friendships have been cultivated; experiences have been had that never would have occurred if not for the motivation of completing the Award. An overwhelming majority of participants identify the outdoor adventure component as the greatest challenge and the one with the most lasting and positive effects.

The true measure of a quality program is not the number of people who begin it, but, in the words of past Lieutenant Governor of Ontario, Hilary Weston, the number who “show a stick-to-it-ness” and finish.

Since the DofE Award is customized by each participant, and thus caters to their specific needs, there are literally thousands of different reasons young people take part.

From Exclusive to Inclusive

A substantive effort has been made in the past dozen years to bring the DofE Awards to places it wouldn’t instinctively find its way. It is easy to comprehend how the Award fits

seamlessly into organizations such as Scouts, Guides and Cadets (Army, Navy or Air), or even independent schools, as it augments and adds value to their existing programs. In the past the program was considered, and to some extent still is, an exclusive program for elite and/or affluent youth. This view, along with enduring “name-relevance,” continues to confront the Award but is proving to be less of an issue as time goes on. The profile of the Award in Ontario has changed from 4,000 participants in 1995 to almost 12,000 participants today.

Today there is a vast representation from high schools and from broad geographical regions. To a lesser quantitative extent, but with a significant qualitative impact, there has been growth in the participation of many marginalized groups such as Aboriginal Youth, youth with intellectual and physical disabilities, youth from at-risk environments, incarcerated youth and youth living in isolated communities.

Conclusion: Brilliantly Simple?

Through outreach and promotion thousands of students are made aware annually of the DofE Award in Ontario. We get many reactions from young people when they hear what is needed to obtain the Award. Overall most are pleasantly surprised with the minimum standards, the long duration to complete the challenges (participants have until their 25th birthday to log all their activities), the non-competitive nature, the flexibility for choosing activities and that they are either currently involved in related activities or have the resources to accomplish them. Comments such as “that sounds simple” are often heard.

Each participant is on a unique journey so it is impossible to make generalizations about participants’ experiences. While some participants set the bar high, it is probably safe to say that the Award can be made easily attainable when broken into its component parts and levels. The more meaningful measure of the achievement is that of

Educators, students, leaders: If you are interested in promoting the Award at your school or starting a group, please contact us at The Duke of Edinburgh’s Award – Ontario, 14 Adelaide Street West, Suite 201, Toronto, Ontario, M5H 1L6, Phone: 416-203-2282, Fax: 416-203-0676, Toll Free: 1-800-929-3853 or e-mail: duke@dukeofed.org.

High schools and post-secondary institutions are fabulous venues in which to achieve many of the components of the Award through clubs and extracurricular activities. The work students do to fulfill the 40-hour mandatory community service requirement for graduation can also be applied to the community service component in the Award. To read more about the Award visit our website at www.dukeofed.org/on or give us a call.

participants reflecting on their journey and seeing the whole of the work that went into their completing the program. There is a good chance that at this point, standing at the zenith of experiential education, award achievers personally realize one maxim above all others: “There is more in you than you think.”

Is the DofE Award program brilliantly simple? Ask a Gold Award achiever. There is no question, though, that it is simply brilliant.

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Technology Works in the Outdoors

by Adam Zita

On a November night hike outing at the Wye Marsh Wildlife Centre in Midland, Ontario, I had the opportunity to enlighten a local Scout and Cub group about “Critters of the Night.” After a short PowerPoint presentation about the many nocturnal creatures one might see, we ventured into the moonlit night eager to encounter a “critter” or two. As we hiked along the trails one Scout said, “This is cool! Okay, raise you hand if you think this is cool!” Of course, I thought this was cool so I raised my hand, but one Scout said, “I’d rather be home playing my PlayStation® 3!”

Technology is all around us and no matter how hard we promote the value of outdoor and experiential education (OEE) to adults and children alike, we are pulled away by a different reality — one might say, a virtual reality. Even when one is engaged in the outdoors either through a night hike or a stream study, technology is lingering there, in the backs of our minds. By today’s cultural standards, what is the definition of technology? Is it things that go beep, buzz and blip? Is a compass a form of technology? There are benefits of integrating technology, such as a Global Positioning System (GPS), into OEE. By using handheld GPS units, we can connect a generation of learners to nature through a medium they already understand and embrace.

GPS technology has a short history dating back only to the early 1990s. But its roots date back to 1957. That was the year that Sputnik was launched. Scientists were able to track the Sputnik satellite using a radio signal. Other satellites and systems were used by the US Navy to try and perfect the GPS technology. GPS technology became available for public use in 1995 when a complete constellation of 24 satellites was in Earth’s orbit (Mohawk College, 2007). This grouping ensured

detailed accuracy of information and a reliable satellite signal.

A GPS unit is simply another tool in the orienteering tool box. Maps were created so that we could visually conceive and explore the landscape. A compass was created to allow us to navigate with greater accuracy around the planet. And now, GPS technology enables us to navigate the planet with an even greater degree of precision. Using any one of these three technologies can allow you to go from one place to another as long as you know how to use the technology properly. Using all three together can increase your chances of success in reaching your destination. Our task as outdoor educators is to try and show the learner that these technologies can work for them and increase their appreciation, understanding and knowledge of the natural world.

At the recent COEO conference at Camp Wanakita, I led a workshop on using GPS technology in various settings based on the program I developed and delivered at Wye Marsh Wildlife Centre. I had three main foci:

1. Discuss how GPS technology can be integrated into the Ontario curriculum
2. Instruct the group on the basics of a GPS unit (marking and following waypoints)
3. Introduce the group to geocaching.

While developing our GPS program at Wye Marsh we searched the Ontario curriculum to tie in this technology with school-based learning. Education for curriculum and community is a key value in OEE as learning is more meaningful and effective when students can draw connections between their studies and the world around them (Foster and Linney, 2007). We discovered that it touched on many subjects in both elementary and high school:

Elementary:**Science & Technology (Gr.7)**

Geography (Grade 7 & 8)

Secondary:**Geography of Canada (Grade 9)**

Science (Grade 10)

Geography (Grade 11 & 12)

The program is called *Adventures in Conservation*. The objectives of the program are for students to

- learn to read and program a GPS handheld unit
- demonstrate knowledge of a GPS by following an orienteering course
- investigate and discuss various issues in conservation (human–environment interactions, sustainability, and so on).

We allow students the opportunity to combine the latest in modern geotechnology with an outdoor wilderness experience. Involvement in outdoor activities stimulates interest in the outdoors, which will then motivate students to learn about the environment (Foster and Linney, 2007). Education for the environment is another key value of OEE that this program aptly promotes. The program is set up much like a compass orienteering course, but instead of following degrees and counting steps, students follow longitude and latitude coordinates to a specific location on Earth. Discussion is then concentrated on how this technology can be used to protect the environment by, for example, promoting water conservation, conveying the importance of wetlands as habitat and natural water filters, understanding the delicate balance of ecosystems, encouraging the use of sustainable energy and developing an environmentally sensitive forestry industry.

Learning how to use a GPS unit is quite simple, but for some it may seem a difficult task. In my experience people are turned off by this technology because they believe they will not be able to understand it. So making this exercise as simple as possible is very



important. It is not my intention here to give step-by-step instructions on how to use a GPS unit, but I do suggest that before instructing others to use one GPS unit, you read the instructions and practice on your own. Remember, while a GPS unit has many functions, if you concentrate on learning the basics (e.g., marking and following waypoints) the rest will come with time.

Another tool I introduced at my workshop that offers a great way to become familiar using a GPS unit in the outdoors is geocaching. Geocaching is worldwide treasure hunting adventure game that utilizes the Internet and GPS technology. The aim of this activity is to use your GPS unit to find hidden items that can be placed anywhere in the world. You are given a set of coordinates and maybe a clue and your challenge is to find where the “cache” is hidden. To receive coordinates to find a cache, you must first

register with one of many geocaching websites. The site with which I am registered — www.geocaching.com — invites both novice and expert users to join and learn as much as they wish about GPS technology and geocaching.

The benefits of this activity are quite obvious: It gets people outside, and time spent outdoors strongly correlates with increased physical activity and fitness in children (Foster and Linney, 2007). You might think this extreme, but people are more attached to their electronic gadgets in the home than in the outdoors. A third key value of OEE is education for well being (Foster and Linney, 2007). In his book, *Last Child in the Woods*, Richard Louv addresses the fact that children are not interacting with the out-of-doors as much today as in the past and suggests this has resulted in them suffering from “nature deficit disorder.” Although not an official medical diagnosis, I have interacted with children in outdoor settings that have never ventured outside the city and I have seen the symptoms of this disorder firsthand. Geocaching enables children and their families to get outside together and rediscover the out-of-doors in a new and fun way.

From a travel perspective, this activity gets people out to places they may not have travelled to if it were not for the hidden geocache. Many in the eco-adventure industry are utilizing geocaching as a tourist attraction. It allows basic interaction with geophysical surroundings. A cache may not be buried, but it can be camouflaged so the searcher must investigate and contemplate possible hiding spots. Not only are participants interacting with their environment, but they are utilizing and enhancing problem solving and critical thinking skills. This speaks directly to the fourth key value of OEE: education for character (Foster and Linney, 2007). Working in OEE for the last four years I have personally witnessed children thrive physically, emotionally and academically when they are given the opportunity to explore and discover the outdoors and nature.

Much of today’s generation is already fixated and mesmerised by technology. It would be to the benefit of OEE to try and utilize the advantages of technology in drawing more learners closer to our natural world. GPS technology is one such medium. It directly corresponds to the four key values of OEE — education for well being, character, environment, and curriculum and community — and can easily be integrated into outdoor, classroom or family settings. Foster and Linney (2007) also call for a continuous experiential interaction with natural surroundings and go on to say that “we must do so in dynamic ways. We must provide [learners] with hand-on experiences that activate their curiosity and sense of wonder about their natural surroundings.” With GPS technology we have an opportunity to create hands-on learning opportunities that will stimulate students’ curiosity for the unknown through a medium that is familiar to today’s generation. Through this technology more children will rekindle a sense of wonder about their natural surroundings and realize what the world really looks like.

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Adam Zita worked as a naturalist and outdoor educator at Wye Marsh in Midland for over three years and is now an outdoor educator at Kinark Outdoor Centre in Haliburton. He has also worked as a part-time teacher at Georgian College in Barrie instructing a course on eco-adventure travel.

Summary and Critique of the “Bondar Report”

by Michael J. Richardson

In March 2007 the Ontario Ministry of Education formed a Working Group on Environmental Education to analyze the need to teach and learn about the environment. It also charged the Working Group with researching past approaches to teaching and learning about environmental education in elementary and secondary schools. Chaired by Roberta Bondar, the Working Group comprises experts and practitioners in the field of environmental education.

The Working Group’s findings and recommendations were presented in a June 2007 report to Dr. Dennis Thiessen, Chair of the Curriculum Council of the Ministry of Education. Entitled *Shaping Our Schools, Shaping Our Future*, the report has become more commonly referred to simply as the “Bondar Report.”

The report begins by recognizing the fragmentation and inconsistency of environmental education throughout Ontario and gives examples of objectives found within the elementary and secondary school’s curriculum. It points out that some environmentally related courses at these levels are mandatory while others are optional. The report acknowledges a gap between current environmental education practices and a comprehensive approach embedded in every level of the education system.

The vision of the Working Group is that, “Ontario’s education system will prepare students with the knowledge, skills, perspectives, and practices for them to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air and land and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding” (p. 4).

The Working Group’s intended outcomes consist of eight broad components: students, context, curriculum, teaching, learning, schools, leadership and accountability. These components were created to focus on and provide frameworks for the development of the report’s recommendations. For example, “students will acquire the knowledge . . .” (p. 4), “all teachers will be equipped with the knowledge . . .” (p. 5), and “schools will adopt innovative policies . . .” (p. 5).

The overview of the report emphasizes that environmental education is unevenly implemented throughout Canada. The Working Group claims Ontario is behind other provinces and other parts of the world as well. Although there are programs and initiatives offered by school boards, there is little focus on environmental education and a lack of systems thinking within the curriculum. In addition, the Working Group states that teachers lack resources, knowledge, skills and the background to effectively teach environmental education.

The Working Group recommends that an environmental education policy for Ontario schools be put in place based on its report. This policy would be a collaboration of Ontario ministries and would include adjustments to current practices, topics or strands in the curriculum and the learning environment. Key features in changing the policy include suggestions for system leaders to provide a valuable and supporting framework, to embed environmental education within all subjects as curricula are reviewed, updated, and revised, and to build teacher competence through environmental education requisites, additional qualification courses and opportunities for more outdoor educative experiences. The report concludes with the Working Group’s belief that, for the 21st century, environmental education should be the new “basic” education reform.

This report is a wake-up call as to what is obviously lacking in Ontario schools, students, teachers and curricula. One of the strongest points of the report is the concise compilation of issues and concerns regarding environmental education. The Working Group's recommendations offer insight as to the basic steps needed to increase ecological consciousness in our children. Unfortunately, these recommendations are not enough.

While the Bondar Report appears to address all the issues of environmental education relevant to Ontario classrooms, other researchers and educators have previously identified these same issues. It has been 10 years since environmental science was eliminated from the curriculum and Ontario took a step backwards in offering environmental education and developing ecologically conscious citizens. Not only are environmental education topics not being covered to a great enough extent in schools, but the Ministry continues to put off the necessary changes regarding environmental education at all levels. This report would have been more compelling in 1998 when the issues first arose.

Now in 2008, the critical environmental issues of the world are worsening. According to the David Suzuki Foundation (2007), "Canada makes up less than one half of one percent of the world's population, but is the world's eighth largest producer of carbon dioxide." It is also evident that current educational practices are not preparing our students with the knowledge and skills to be ecologically literate or conscious. This is due to a lack of initiative on the part of the Ontario school system.

According to Puk and Makin's 2006 study, "62% of [Ontario teachers] were not satisfied with the amount of ecological education in the Ministry of Education curriculum guidelines" (p. 272). This study found, "80% of teachers said they did not teach ecological education daily . . . 88% said that less than 2 [hours a week] were taught" (p. 271). In addition, Puk and Makin identified four main

problems associated with implementing ecological literacy: lack of time, resources, teacher training and support.

The vision for environmental education in Ontario stated in the Bondar Report is that the education system will prepare "students with the knowledge, skills, perspectives, and practices for them to be environmentally responsible citizens." For this to happen, all the recommendations of the Working Group need to be put in place. What will happen if only a few of the recommendations are implemented? Will the children of tomorrow be only partially responsible citizens?

While the Working Group recommendations address some of the needs of Ontario's education system, unless environmental education is considered to be as important as the current compulsory curricula, we cannot expect our students to become ecologically informed and engaged citizens. If the Working Group's recommendations are implemented, this will certainly be a step forward. However, environmental education must be compulsory in order for real and lasting change to occur.

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Baking in the Backwoods

by Steve Turner, with Dawn Morrison

Outdoor baking requires a different set of rules and equipment than those we use at home and a lot more planning. Follow these tips to help you enjoy not only the food but the process of preparing it.

Heating Up

From common elements like butane to the less popular yak dung, there are a number of different options for heat sources in the great outdoors.

There are three ways of heating food: conduction, convection and radiation.

Conduction occurs when the food is heated by direct contact. When frying, heat from the pan is passed on directly to the food. Similarly, when boiling, heat is transferred from the hot water to the food by conduction.

Convection takes place by hot moving air. Air expands when it is heated, causing it to move up and heat food in its path; this is natural convection. When you bake bread in a Dutch oven, the air at the bottom of the oven is heated by conduction, causing the air to expand, rise and displace the cooler air over it. This motion of air inside the oven bakes the bread evenly by natural convection. Forced convection happens when hot air is directed at the food by a fan. If your oven at home has a fan, it's a forced convection oven.

Radiation is heating by radiant energy. A fire gives off radiant energy, which travels in all directions around the fire; the hotter the fire, the more radiant energy it gives off. Because of this, a hot fire can heat food without conduction or convection.

The Hunt for the Ultimate Stove

You can find many stove options suitable for various purposes, fuels and pocketbooks.

These stoves range from classic designs modeled after ones our grandparents used, to newer models incorporating cutting-edge vaporization technology and special materials to make them lighter or perform better. Each stove design has its own special features: white gas stoves work at subfreezing temperatures, butane stoves are as easy to use as a home gas range, alcohol stoves burn clean, hexamine stoves and fuel are ultra-light, wood stoves don't require packing in fuel and solar stoves are pollution free. And each stove design has its unique drawbacks: petrol stoves use caustic fuel, gas stoves must use pre-filled canisters, alcohol stoves have poor efficiency, hexamine gets very expensive, wood blackens pots, and solar stoves are generally extremely slow to cook with.

Faced with all of the stove choices out there, you may need to do a little research to narrow down which stove, or stoves, will best suit your needs. Some factors to consider when selecting a stove are fuel type and availability, price, heat level and control, weight and efficiency, durability and maintenance, and environmental impact.

Open Flames and You

The trend in the backcountry is to reduce the use of campfires, and when having one, to keep it small and contained. Fires leave a mark on the land that is not easily removed — in minor ways like a black mark on the rocks or a burn in organic soils, and more seriously as a root or forest fire. The impact of wood gatherers making trails off the path, cutting down standing trees and dragging them back, or leaving trash and food waste behind is a hazard to the next party that visits. Lower your impact by not having a fire whenever possible. If you do have one, here are some guidelines to follow for "leave no trace" (LNT) fires:

- 1 An LNT fire starts with identifying whether your immediate surroundings can handle the harvesting of firewood; take into consideration elevation, plant growth and use of the site.
- 2 There is only room for one small fire pit per camp site. If you come across more than one fire pit (or one bigger than you can fit your arms around) dismantle the rock pile and disperse the ashes properly. Build a new pit on the original site, checking to make sure there are no branches above the fire.
- 3 If there is no existing fire pit, your options are limited. You may wish to build a disposable fire: put down a tarp with 4 cm of sand or mud on it, tuck in the edges and build your cooking fire on top.
- 4 “If you can’t break it, you can’t burn it.” Only gather dead and down wood for your fire, and choose wood no larger in diameter than your wrist. Also remember that fires are not a way to deal with waste; if you brought it in, take it out.
- 5 Be sure to put out the fire properly. Fires and glowing coals must be watched until they are cool to the touch. Burn all debris in the fire to ash and generously douse with water.

Stove-Top Baking with a Twiggy Fire

When planning to bake in the woods, there are some basic tools you will need to take with you. A must-have is a deep, non-stick fry-bake pan with a snug-fitting lid. (The lid must fit tightly to ensure that you can trap the necessary amount of heat.) You will also need a bowl or pot large enough for mixing in, and a sturdy spoon (without one, be prepared to get your hands in the mix).

To get started, gather a pile of small twigs and have on hand a pail of water for safety. Light your stove and let it run at its lowest heat. The temperature will be right if you can comfortably hold your hand 10 inches above the stove; too hot is generally more of a problem than too cold. Although water can

also be used in the pan to stop the bottom of the baking from burning, using too much can lead to a pudding-like texture in the baked good.

When the proper temperature is attained, put the baking pan on the stove and build a twiggy fire on the lid. You’ll need to spread the fire evenly over the lid and feed it enough wood to keep it burning; it’s next to impossible to generate too much heat.

Total cooking time usually runs 20 minutes for light, quick breads and up to 40 minutes for dense, moist breads. After 15 or 20 minutes, carefully lift the lid off and check the progress; don’t lift the lid too often or you will lose the heat needed for baking. The dough is cooked when it has a firm crust and sounds hollow when you thump it. After you are done baking, set the pan off the stove but continue burning the twiggy fire until nothing is left but a fine ash that can be scattered.

Flip Baking

Compared to stove-top baking, this method yields results that are just as tasty, but the much faster cooking process results in denser dough. It is ideal if you are in a rush, twiggy supply in the area is low, or a high fire danger is on.

Begin by oiling your pan and placing the batter or dough inside; place on the heat and carefully flip when it is done on one side. The time needed on each side will depend on the thickness of the dough and the heat of the stove; when you see bubbles or steam coming through the dough, it’s time to flip. Be sure to cook until both sides are toasty and the middle is not gooey.

Flip baking is great for pancakes, pan biscuits, tortillas and Johnny-cakes.

Reflector Ovens

Reflector baking is another fun way to bake your favourite goodies. The bonus of this form

of baking over other forms is that you can see the food while it bakes; this makes it easy to adjust the heat and time as needed.

Reflector baking is done in a reflector oven, which is an aluminium “half box” with a shelf in the middle to hold the food. A metal bar, or legs, in the back of the oven supports it and keeps the shelf level. The size will vary for each oven, but it is easily taken apart and folded for packing.

The reflector oven heats food by capturing radiant energy from the campfire and directing it onto the food. The food is placed on the shelf and when the radiant energy strikes the shiny, sloped top or bottom of the oven, it is reflected toward the food where it is absorbed. Once the energy is absorbed, the food starts to bake.

The amount of energy captured by the oven depends a lot on the temperature of the fire and the distance between the fire and the oven. If the temperature of the fire is doubled, the amount of energy captured by the oven will increase by a factor of 16! If the distance between the fire and the oven is cut in half, the amount of energy captured will decrease by a factor of four. You can adjust the

temperature of the oven, then, simply by changing its distance from the fire.

You will need to be VERY careful when you position the oven; you will have to work near the fire, as the oven should be placed less than a foot from the edge. Be sure not to place your oven so close that flames pass under and lick the bottom of the oven shelf. If they do, you will end up frying food that should be baked and will be disappointed with your results.

It is hard to keep the oven temperature steady and it is almost always too hot, so bake by visual inspection whenever possible; when the knife comes out clean, the baking is done. Also, be sure to rotate the food when it looks as though the side nearest to the campfire is getting a little over done.

A Safety Tip: Because you are cooking with radiant energy, the oven will always be much hotter than the air around it. You must use oven mitts when handling the hot pans.

Basic Batter Mix

What an amazing thing it is to wake up to the smell of fresh baked cinnamon rolls or an apple crisp hot off the stove. It’s even better when you wake up in the woods to the smell of fresh baked goodies.

All you need is a basic batter mix.

The initial basic batter mix ingredients will be much the same for pancakes, quick breads and pie crusts. What will vary is the consistency of the batter and the additional ingredients that make each batch special. For



Art credit: Orest Haras

example, pancake batter should pour easily, while muffins and cakes need to be thicker. While this recipe offers some suggestions as to the amounts of liquid needed, the best plan is to add water slowly until the batter is the desired consistency.

The Mix:

- 2 to 3 cups flour
- ¼ cup dry milk (optional)
- ¼ cup powdered egg mix (optional)
- 2 to 4 tsp. baking powder
- 1 to 2 tsp. baking soda (optional)
- ½ tsp. salt
- ½ tsp. sugar (optional)
- ½ cup light oil or margarine
- + water

How much water do you add? For pancake batter, about 2 cups; the batter should run off the spoon easily. For cake batter, about 1 ½ cups; the batter should fall slowly from the spoon. Muffins and quick breads need less water, about 1 ¼ cups; this batter is twice as thick as pancakes. For biscuit batter about 1 cup; this batter is quite stiff but still sticky, and you'll have to push it off the spoon or press it into the pan.

Watch Out for Altitude

The higher up you go the less leavening agent you will need. Double-acting baking powder releases its leavening agent in two stages so cakes won't rise too fast.

If you are using double-acting baking powder, here are some guidelines for how much to add per 2 cups of flour:

- 0 – 3,500 feet: 4 tsp.
- 3,500 – 6,500 feet: 3 ½ tsp.
- 6,500 – 8,500 feet: 3 tsp.
- 8,500 – 10,000 feet: 2 ½ tsp.
- Over 10,000 feet: 2 tsp. and an extra egg

If the recipe calls for a considerable amount of sugar, cut back a tablespoon or two as you gain elevation. Using too much sugar at higher altitudes may make your cakes fall.

For commercial mixes, you must add extra flour. Extra water should also be added to the mix for two reasons: the first is to compensate for the extra flour, and the second is because water evaporates faster at the drier heights.

If you do not adjust for the altitude, your baked goods will expand out of your pan, crumble into a small pile, and be otherwise inedible without the use of a spoon.

My Final Word

Baking in the woods can be a lot of fun and can help to make a good trip an amazing one. It does take some time, planning and preparation, so make sure you do your homework before you venture out. Test your chosen recipes in your oven at home before trying them out on your friends on a 10-day trip.

On trips I like to bring along some basic mix for quick breads, and I carry flour and yeast for yeasted breads when I have more time. I like to experiment with different flours and change recipes to suit my tastes and the tastes of the group I'm travelling with. For example, try whole grain flour instead of white, or spelt flour instead of wheat. I have made many birthday cakes in the bush with an icing out of coconut cream and sugar water — try it on a chocolate mint cake. YUM!

Baking is a great way to have gourmet meals that pack very small, weigh little and feed lots of people for pennies. If you have not yet baked on a trip, give it a try; if you have, try making a new recipe or fancy bread — your trip mates will love you for it.

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Education Law 101: Legal Liability and Standard of Care for Teachers

by Linda Leckie, with Megan Parry and Heather McGee

For two consecutive Novembers I attended the National Outdoor Leadership School (NOLS) Risk Management Conference. Set amidst a stunning backdrop of snow-covered mountaintops, it was no wonder this particular conference attracted a good number of mountaineers from a variety of outdoor organizations that run adventure programs in alpine environments. Conversely, there were few outdoor educators leading wilderness trips with high school students on flat water through a boreal forest landscape. Despite one of these two conferences being held north of the 49th parallel, where a greater number of Canadians presented and attended, many of the workshops were supported with US case studies and court decisions. During one of the workshops — a mock trial — my question to the American lawyer set me and my thinking apart as different — Canadian, eh?

These conference experiences led me on a quest to explore the issues of legal liability, duty of care and standard of care from my own perspective — that of an Ontario outdoor education teacher working with students on the lakes, rivers and dogsled trails of the province's near north. Having learned from risk management consultant Ross Cloutier that teachers are unique within the outdoor field, and firmly believing this, I wanted to know and understand the statutes and regulations that exist within Canadian law stating the duty and standard of care for teachers. I wanted to study the legal cases that demonstrate how Canadian judges use this standard when determining negligence. From these musings, and with thanks to Matt Crutchett, who was a good listener on a break between conference sessions, Education Law 101, a presentation for the Ontario Risk Management conference in May 2006 was born.

To implement sound risk management practices, school boards, schools and teachers should know the standard of care expected of them. I begin here with an overview of the Canadian legal system and its terms in an effort to provide a framework for understanding the Ontario Education Act. I then explain the terms “legal liability” and “negligence” and outline how a court of law would go about proving negligence as well as how to defend against negligence. Throughout the four parts of this article, legal cases are used as examples to bring the terms and concepts to life. In conclusion, I share risk management policies and practices designed to reduce liability.

Part I — Overview of the Canadian Legal System

Canadian Law is made up of **Statutory Law** and **Common Law**, also referred to as **Case Law**. **Statutory Law** is made up of **statutes** like the Ontario Education Act. Most **acts** also have **regulations** that are procedural in nature and explain how to carry out the act.

Case Law is made up of facts and scenarios that pertain to real things and real people. Here we can see how statute law and regulations are applied and how decisions are made. The term ‘**Stare Decisis**’ explains that similar and like cases will be decided alike and provides a way for the law to reflect society's changing norms and values.

There is also **Civil Law** and **Criminal Law**. **Civil Law** includes **Tort Law**, which is common law modified by statutes. In Tort Law a wrong (damage to person, property or reputation) is committed by the **tortfeasor** against the **victim**. The aim and purpose of Tort Law is to compensate the victim. The

amount of money awarded depends on the extent of **damages** and what is required to put the victim back in the same position had the damage/injury not occurred. The damages can be inflicted intentionally (e.g., assault, libel, slander and mental suffering) or unintentionally (e.g., **negligence**). Although negligence is just one of many torts, it is the most important one for teachers.

In **Criminal Law** the court seeks to establish guilt and a penalty (jail time, a monetary fine, community service work and so on) for a crime that has been committed. To date, an educator has not been charged with **criminal negligence**, a negligent act that causes a crime to be committed.

Part II — Definition of Legal Terms

Duty of Care. Historically, because parents were obligated to send their children to school, Common Law states that parents can expect their children to be educated in a safe, caring learning environment. Teachers, due to the unique nature of their work, have a duty to protect their students from all reasonable foreseeable risks of injury or harm while students are involved in curricular or extracurricular activities on school premises or elsewhere. This duty of care, referred to as Delegation of Duty, must be fulfilled or liability, called a Breach of Duty, will be imposed.

The regulations found in the Ontario Education Act detail the duties of teachers according to Statutory Law. The Act states that it is the duty of teachers to “keep the school buildings and premises in proper repair and in proper sanitary condition, provide suitable furniture and equipment and keep it in proper repair, and protect the property of the board”(170.8). Teachers also have a duty “to teach diligently and faithfully the classes assigned to the teacher by the principal, to maintain, under the direction of the principal, proper order and discipline in the teacher’s classroom and while on duty in the school

and on the school ground” and to perform all duties assigned in accordance with this Act and the Regulations (264).

Regulation 298 states that it is the teacher’s duty to “carry out the supervisory duties and instructional program assigned to the teacher by the principal and ensure that all reasonable safety procedures are carried out in courses and activities for which the teacher is responsible.” The 1983 Anderson case shows that common sense must prevail when interpreting this regulation. In this case students were throwing around chalk and paper clips before the teacher entered the classroom and one student suffered eye damage. The court ruled that the supervision was adequate. Since teachers cannot keep students under constant surveillance, the teacher was not held responsible.

Regulation 298 also states that it is the teacher’s duty to “be responsible for effective instruction, training and evaluation of the progress of pupils in the subjects assigned to the teacher.” Ineffective instruction and training may cause serious harm to students, especially to those participating in activities that have the potential to place them at risk. The case of Hoar 1984 in British Columbia involved a 17-year old Grade 12 student who was injured during a woodworking course while using a jointer. The teacher provided students with detailed printed safety instructions and performed a demonstration in class. The victim had used this type of equipment before, however, he was absent for the demonstration. The judge found both the victim and the teacher equally negligent. The teacher should have taken the initiative to give the absent student a make-up demonstration and the failure to do so was negligent.

The Ontario Education Act and its regulations do not specify what degree of supervision is required. These decisions are made by school boards and school policy. The Ontario College of Teachers Standards of Practice Act, created in 1996, states in Regulation 437.97 that

“failing to supervise adequately a person who is under the professional supervision of the member” will result in “professional misconduct.”

Duties of Students. Common Law states that students have a duty to act with reasonable care for their own safety. In Statutory Law, Section 23 Regulation 298 of the Ontario Education Act states that “a pupil shall exercise self-discipline; accept such discipline as would be exercised by a kind, firm and judicious parent; be courteous to fellow pupils and obedient and courteous to teachers; and show respect for school property.” These statutory duties complement the common law duty of students to act reasonably towards themselves and others.

Schools and school boards can argue, when defending a negligence suit, that the student breached this duty contributing to their own loss. In addition to the Anderson and Hoar cases, the Alberta 1993 case of Bain versus the Calgary Board of Education illustrates how contributory negligence can be awarded in part to the student if they breach their duty. The Bain case involved a high school student who injured himself while on a three-day field trip to visit logging operations in northern British Columbia. Parents signed a permission form that included an enclosed itinerary indicating students would be attending a movie. During the trip some students asked the teacher for permission to go rock climbing instead. The teacher was found 75% negligent for allowing the students to change activities without parental permission and for not providing supervision. The student was also found negligent for not taking precautions to ensure his own safety.

Standard of Care. The Standard of Care has been part of Common Law even before compulsory schooling. When parents voluntarily sent their children to private residential schools, parental authority and responsibility was delegated to the school master. From this delegation of duty the term

in loco parentis, Latin for “in place of a parent,” originated. It refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent.

The 1893 Williams vs. Eady case involved a couple of school boys who found a bottle of phosphorous and lit it with a match. One of the boys was seriously wounded. The judge ruled that the school master was bound to take care of the boys as would a careful father. The judge decided there could not be a better definition of the duty of a school master and the Reasonably Prudent Parent Doctrine was created. Despite the fact the school master locked the chemical away and the young lads stole the key, the judge still held the school master responsible. According to the judge, a careful father, knowing the nature of young boys and their tendency toward mischief, would have prevented the event from occurring.

The Standard of Care required by Canadian teachers, confusing back in 1893, remains somewhat of an enigma today. Teaching is the only profession for which the required Standard of Care to clients is an extrapolation of parental behaviours. The expectation is that a teacher will protect students from any foreseeable risks of injury in the same manner as a parent of a large family. Ontario Law requires teachers to perform various duties from a parental perspective, to be positive role models and to act as “kind, firm and judicious parents” when disciplining students.

The application of the prudent parent standard in the 1981 Myers vs. Peel Board of Education case affirms its use in modern times. The Myers case involved a gymnastics injury during a physical and health education class. The absence of a physical education teacher caused two classes to be combined together resulting in one teacher supervising 40 students. With the teacher’s permission some students went to another gym to practice on the rings. One student fell and was injured. The court found the teacher 80% negligent

and the victim 20% negligent because they did not have a spotter. The Supreme Court of Canada judge who presided over the case also mentioned in his ruling that the Standard of Care of a reasonable and prudent parent needed to be applied with much more flexibility today due to the greater variety of activities offered in schools, and the larger groups of students using more complex and dangerous equipment. The application of Standard of Care would therefore always depend on the number, age and experience of the students; the nature of the exercise or activity; and the degree of skill required and training received.

The Ontario Education Act Regulation 298 states that it is “the duty of teachers to be present in the classroom and teaching area to ensure that all reasonable safety procedures are carried out.” Violation of these statutory duties is only evidence of negligence and not proof. The court will first analyze the statutory duties and then decide if they create a standard of reasonable conduct.

In addition, schools and school boards have their own policies and regulations regarding the supervision of students and these are considered by the court along with other factors in determining whether a board of education, school or teacher used proper care in the supervision of students. School or board policies do not always provide evidence of what is considered reasonable. If a teacher failed to follow school or board policy during the supervision of students the court would first ask if the policy is reasonable and, second, if it was reasonable to follow given the circumstances.

Specialized Knowledge. Specialized knowledge includes a teacher’s understanding of the safety principles in their own subject area. Many disciplines (e.g., science, physical and health education, outdoor education and technical studies) all have their own policies regarding safety and supervision. The 1977 Thornton case in British Columbia resulted in

the judge establishing four essential requirements for teachers supervising students who are involved in athletic activities:

1. The activity is suitable for the individuals’ age and mental and physical condition.
2. The training and coaching of the activity includes progressions to enable proper performance.
3. The equipment is adequate and in safe working order.
4. The students are supervised.

In addition to the four above mentioned criteria, physical and health education teachers in Quebec are expected to inform students of inherent dangers and obtain parental consent for activities undertaken outside the regular school program.

Outdoor educators in Ontario follow the safety guidelines from a number of organizations specific to the activity. With respect to teacher certifications, however, some differences exist. In 2003 two young girls died while canoeing on an organized camping outing. Shortly after this incident, the Ontario Recreational Canoeing and Kayaking Association (ORCKA) was asked to specify which of their certification courses qualified someone to lead an overnight canoe trip. The hope was that the paddling industry would adopt these practices when hiring staff for guided excursions. According to ORCKA, teachers who lead students on overnight canoe outings should hold a Canoe Tripping Level 2 certification in addition to water rescue, CPR and first aid training. Some outdoor activities have no certification; for example, there is currently no certification to lifeguard swimming on wilderness canoe trips nor is there a common practice in place. This has prompted several interested individuals to work on establishing guidelines for policy, training and practice.

Customary Practice. The general practices or customs of a profession can be used as evidence in defending against or proving negligence. This approach is very common in

medical malpractice suits and has become increasingly adopted in school cases. For example, since the Ontario Physical Education Safety Guidelines were adopted and embraced by several school boards, the courts may now consider the standards set out in these guidelines to be customary practice. In deciding whether procedures are commonly accepted within the profession the court will call upon expert witnesses.

In the 1980 Boese case a 13-year-old student was injured while completing a 2.1 m vertical jump from bleachers to a mat during a Physical Education class. Two expert witnesses — a school board physical education consultant and a physical education professor from the University of Saskatchewan — both stated that they had never seen a vertical jump of this nature in any high school program. The court found the school board negligent in requiring the student to complete the jump as it was not considered common practice. (The

teacher was not found negligent because a Saskatchewan statute bans action against teachers.)

As in the case of the courts asking whether a school or board policy was reasonable to follow in the circumstances, the court can also decide if the customary practice is reasonable and ought to have been followed in the circumstances. Customary practice may not always be the best course of action given the circumstances.

Failure to adopt general practice is the strongest possible indication of breach of duty in proving negligence. A good example of a common practice that has emerged within the outdoor industry is the use of satellite phones. While some leaders provide philosophical and ethical reasons for not wanting to include them on personal trips, those working as trip leaders cannot ignore the adoption of their use as customary practice.



Foreseeability. Central to the concept of providing proper care is the ability to plan ahead, anticipate potential risks and take the necessary steps to address them. We are not expected to foresee all the possible risks associated with an activity as most things come with some amount of risk. The test of foreseeability was established in the famous and often cited English cricket case, *Bolton vs. Stone*. A cricket ball was hit off a cricket field and struck a pedestrian. Evidence showed that a cricket ball had been hit off the field only six times in the past 30 years and, in the 90-year history of the club, no one had ever been hurt by a cricket ball being sent over the fence during a match. “People must guard against reasonable probabilities,” the judge wrote, “but they are not bound against fantastic possibilities.” The judge ruled that precautions had been taken to prevent the probable and that preventing the possible was in fact simply not possible.

The more recent 1972 case of *Moddejonge vs. Huron County Board of Education* is among the highest profile cases in Canada dealing with educators and liability. In this case two 14-year-old girls drowned on a trip to a local conservation area when a teacher took them to a beach to swim one evening. The teacher could not swim and there was no lifesaving equipment available. The teacher was found liable as there was no planning for the event and potential risks were not addressed in any reasonable way.

Thin-Skulled Plaintiff. According to this doctrine, it is the duty of a teacher to bear responsibility to a vulnerable student. According to the law, educators take their students “as they find them” and they are responsible whether they know about their students’ vulnerabilities or not. This means that even though the teacher may be unaware of the special disability of the victim, they are still responsible for any damage done.

In schools the Thin-Skulled Plaintiff is applied in a more abstract manner as there are several

issues in the application of this principle that case law has not yet fully settled. The concept of being responsible for someone without advance knowledge compromises foreseeability. A teacher cannot anticipate potential risks and take the necessary steps to address them if they are unaware of the victim’s disability. The literature on the subject offers that by their very nature all children could be considered thin-skulled and in addition each student requires their own standard of care depending on the physical, mental and emotional maturity of that individual.

Part III — Liability and Negligence

It is a teacher’s obligation to not act in a negligent manner. Negligence can be due to inaction (failure to do what a reasonable and prudent person would do) or action (committing an act that such a person would not commit). Allowing students to participate in activities with an element of risk is not negligent. Teachers who supervise risky activities, however, must exercise a high degree of care to keep the environment and equipment safe and to provide reasonable supervision. To prove negligence four criteria must be met: the harm must be foreseeable, the student under the teacher’s care must be injured or harmed, a breach of duty must have occurred and there must be causal connection to the injury.

In the 1922 case of *Wiggins vs. Colchester School Board* a young school girl became crippled as a result of an “unspecified disease” due to soaking her feet in freezing water moving between the school building and the outhouse. The court ruled that the harm was foreseeable and the student was in fact injured, and found that, as they had not landscaped the schoolyard to allow for drainage, the board and teacher had exposed the student to a risk. However, the fourth criteria was not met as there had been an epidemic of this disease in the area due to general flooding and the student had to walk

in water to and from school. The school board was not found negligent as the schoolyard flooding was not the sole cause of injury.

Negligence is used by the courts to examine whether the risk was foreseeable and what measures were taken to reduce or remove those risks. In determining negligence the court will ask, What risks were the students exposed to? What steps could/should have been taken to reduce/remove risk? Did the teacher take the appropriate steps? Were practices reviewed from time to time to see if changes were needed? These are good questions to guide the planning of outdoor activities and excursions, to review practices throughout the trip and to evaluate the experience afterwards.

If all four conditions have been met and negligence established, the court can then decide if there is vicarious liability or contributory negligence. Schools/school boards are **vicariously liable** for the negligent acts of employees while on duty as it is the employer's responsibility for the torts of employees committed in the course of their employment. The Ontario Education Act requires that school boards insure its employees and volunteers against claims arising from incidents. The purpose is to increase the probability the victim can recover damages since the employer has more financial resources than the employee. It also encourages employers to promote safety in their enterprises and to purchase liability insurance. Vicarious liability applies to the scope of employment and can be interpreted broadly to include school-sponsored field trips as well as activities conducted by teachers that are not school sanctioned.

Contributory negligence means that the student and teacher share responsibility for the injury. The court apportions responsibility on a percentage basis to all parties who were negligent including the victim. Many of the previously cited cases (Myers, Bain, Hoar) illustrate this approach. It is wise to take the

advice of Ross Cloutier, an internationally acclaimed risk management consultant in the adventure tourism and outdoor recreation industry, who warns that a student less than 14 years of age is seen to have very little responsibility in the event of an incident. Assigning some of duty of care to the students can also vary drastically depending on a number of variables in addition to age (i.e., experience, nature of the activity, amount and type of training, physical and emotional maturity). A child under the age of six would never be held partly liable; for an adolescent it would be highly variable and up to the school officials to prove the student responsible.

One of the defences against negligence, *volenti* or the Voluntary Assumption of Risk, states that the victim understood the risks but willingly chose to participate. This can work with adults yet almost never succeeds as a defence against negligence involving younger victims. In schools it is teachers, not students, who are expected to assess the risks inherent in any activity, and teachers who should judge the risk independently of the students. This has implications for shared and group decision making. The use of releases and waivers purport on the grounds of *volenti* to relieve the school of liability, however, a parent cannot waive a child's right to sue.

Part IV — Conclusion

A Civil Law suit uses hindsight to determine whether the person should have reasonably foreseen the probability of injury. On the other hand risk management relies on foresight to look at the extent to which the potential risk can be foreseen and prevented. There are four cornerstones of risk management:

- First, does the activity have educational value, follow policies, receive approval and undergo risk assessment from the organizers?
- Second, can the identified risks be avoided, reduced, transferred or managed

through a combination of all three approaches?

- Third, are the most appropriated risk management strategies selected and then implemented?
- Finally, are results monitored, reviewed on an ongoing basis and adapted when needed?

At the organizational level teachers can ensure that the four cornerstones are intact by addressing these four crucial issues: Curriculum, Equipment, Supervision and Instruction. Does the activity support the school's mission and enhance or enrich the curriculum? What is the condition of the equipment? What instruction and training is required to enable the students to perform the skills required with competence and confidence? What degree of supervision is required for the activity?

My need to learn more about the law with respect to my role as an outdoor educator teacher was both informative and enlightening. While I gained knowledge and understanding of the law and its application, this new information has led to further investigations and more questions. When teachers act *in loco parentis*, as the prudent and careful parent of a large family, what is the standard based on? Throughout my research it was made very clear that exercises and activities used in schools should have an extra margin of safety because students are, almost by definition, inexperienced and vulnerable to beginner mistakes. Should this margin of safety also include a supervisor who is more qualified than a prudent parent? Should teacher supervisors be experienced and certified professionals with competency in the skills required, a proven ability to organize, and in possession of group management strategies and a repertoire of instructional techniques? Should the reasonable and prudent parent standard required of teachers be abandoned in favour of a competent practitioner standard? With these queries in tow I am off on yet another adventure!

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Heather McGee is a law partner of Megan Parry's who assisted in researching the cases that were used first in Linda Leckie's presentation and later in this article.

Taking Facebook Outdoors

by David Spencer

Introduction

Imagine a group of young people sitting under old growth white pine trees with computer laptops perched on their knees and iPod earbuds blocking out the sound of whippoorwill. Are they oblivious to the natural experience around them? Or are they logged into a technology craze termed “social networking technology” that is attracting the attention of youth?

Could a Bruce Trail hike leader build anticipation for a walk in the woods by posting updates on their Facebook group? Would 12 year-olds flock to a computer screen to download a YouTube video of a beaver building a lodge?

Social networking technology could be used to connect youth with outdoor education. A computer and an Internet connection are tools that could be used effectively to engage youth in conversation and the exploration of the outdoors.

If outdoor educators are to reach today's youth, social networking technologies could be used to connect, encourage, educate and empower youth. Outdoor educators could use these technologies to connect with students after a canoe trip or field centre visit. The Council of Outdoor Educators' of Ontario (COEO) could reach potential new members and interact with the present membership.

Connecting, Networking and Mentoring

Before the Internet, outdoor educators would meet at conferences, workshops and outdoor-related events. Introductions were made in person or referrals made over the telephone. Great environmental book titles were shared. Some fans of a book signed up for the author's newsletter sent by surface mail.

Younger outdoor education practitioners benefited from connecting with experienced outdoor and environmental education educators. Soft and hard skills and experiences were shared. A common vision stressing the value of integrating outdoor and environmental education within public and private school curriculum and program planning was shared.

E-mail is Dying

Social networking web sites such as “MySpace and FaceBook are the most successful community environments on the planet because they have pulled people away from email, which is the one thing that nothing else has managed to do so far” (Williams, 2007). The growth of Facebook and MySpace is birthing a new generation of users who regard e-mail as a quaint obsolete thing of the past used by the older generation (Kelly, 2007). University staff Alison Wildis states “I agree with this entirely. We've stopped sending out mass emails to our students because they simply don't read them! Online noticeboards, forums and the social networking sites are much more effective” (Kelly, 2007). Educator Darlene Fichter says “Many of the high school students I know, for example, are always ‘on’ so real-time communication tools fit their lifestyle best. E-mail as a channel is becoming more like postal mail: more impersonal” (Kelly, 2007).

Talk to anyone under age 30 and you will find that they are using Facebook or similar social networking technology. Almost all recent graduates from teachers' colleges have a Facebook page. This includes new educators who understand the value of outdoor education.

If e-mail is dying, outdoor educators should focus their electronic communication efforts

on platforms that young educators and students frequent.

Web 2.0 and Social Networking Technology

Web 2.0 refers to the second generation of web sites that provide an experience characterized by a level of sophistication and interaction absent from the early days of the Internet. A Web 2.0 experience provides more user control over content and allows the user to edit their own content including photos, music and videos. A user is able to interact in real time with others who are online. Social networking technology is a rapidly developing component of Web 2.0

Social networking technology began on the web in the late 1990s. The idea developed into websites like Friendster.com, which was designed to help users find friends, acquaintances or a date. Then MySpace followed to connect music lovers with artists and bands. Users are able to host a media player that plays their favourite songs and listen to music of others in their network. MySpace offers personal profiles, blogs, groups, photos, music and videos internationally. Many musicians use MySpace to promote their music and lyrics. LinkedIn.com was launched to help business people find new contacts by referrals through a user's existing network of business contacts.

Are You on Facebook?

Facebook is a social networking web site, launched by former Harvard student Mark Zuckerberg on February 4, 2004. The name refers to the paper facebooks depicting members of the college and preparatory school campus community that students, faculty and staff (used to) receive as a tool to get to know other people on campus (Wikipedia, 2008). Initially the membership of Facebook was restricted to students of Harvard College and grew to include students from colleges and universities around the

world. Now anyone 13 or older may join. Users can select to join one or more participating networks, such as a high school, place of employment or geographic region. The site has more than 58 million active users. The site's Alexa traffic ranking increased from 60th to 7th within a few months. Revenue is rumoured to be in excess of \$1.5 million per week. In October 2007, Microsoft purchased a 1.6% share in the company for \$240 million (Wikipedia, 2008).

In less than two years, the two reigning Web 2.0 titans have sold out to major corporations: MySpace accepted \$580 million to join News Corp. and YouTube took \$1.5 billion from Google. Facebook turned down a \$1 billion offer from Yahoo! to buy the company (McGirt, 2007). "I'm here to build something for the long term," says Facebook founder Mark Zuckerberg. "Anything else is a distraction. The openness, collaboration, and sharing of information epitomized by social networking can make the world work better" (McGirt, 2007).

Shortcomings of the Facebook Experience

Facebook can be addictive. Many students and working adults have spent hours online finding people they know and sending friend requests. The Ontario Government banned the use of Facebook on their computer network when Facebook usage for social reasons increased. It was assumed that work productivity was decreasing so the government supervisors blocked the site (Bradbury, 2007). The Peel District School Board has banned Facebook on their network computers. Outdoor educators in this school board must use computers located offsite or in their homes to connect via Facebook.

"Facebook shares EVERYTHING you communicate with others who are members of your Facebook group unless you set up parameters for it." Users need to be careful what they post on Facebook. Some employers are now using Facebook to "check up" on

potential employees. A comment or photo could come back to haunt you during a job interview. To avoid online predators and pedophiles, parents need to make sure that their teen sets their security levels on Facebook so that only their friends can see their profile. According to a survey only 25% of children and adolescents who encountered an online solicitation told their parents. It can be very difficult for parents to control their child's use of social networking sites, since their use occurs at home, right after school, before working parents arrive home (Wolak, Mitchell, & Finkelhor, 2006).

Using Social Networking Technology for Good

Social networking technology could be used for good and for educational purposes. Librarians have found Facebook useful. "Facebook is full of 'my kind of people' and 'my kind of conversation.' Within this first week I'm already in negotiation with another Facebook user over potential paid work, and I've had an invite to speak at an event" (Kirriemuir, 2007). "What's really great is to watch what happens when one person finds a good group and joins it. All of a sudden a bunch of us see that they've done this and then we flock to it. It's not a new phenomenon online (even in the physical world), but it nicely highlights the power of these tools" (Levine, 2007).

COEO member Pam Depooter remarked, "Facebook assisted me in getting my teaching position with the TDSB (Toronto District School Board). Yep, it's true! The site is useful for connecting with my students outside the classroom through photos and videos. It has been useful for staying connected with past employers and organizations such as COEO. For my social life I have used Facebook to rebuild a network of people from way back in my past to the present. I have weekly contact with specific people for support and networking and regular contact with my mentor and mentees."

Connie Russell is a COEO member and a former co-editor of *Pathways*. She is an Associate Professor in the Faculty of Education at Lakehead University in Thunder Bay and co-editor of the *Canadian Journal of Environmental Education*. She is on Facebook primarily for personal reasons. She keeps connected with old friends and relatives. "I have found Facebook to be helpful professionally when groups to which I belong post notices. I have found some professional groups through looking at groups some of my friends have joined. I even encouraged my mother to join!"

Conclusion

Outdoor educators could use Web 2.0 enabled websites to find and create networks of people willing to sacrifice time and money to help solve environmental issues. Websites like Jango.com could be used to promote musical artists and bands who have an educational message about the environment.

In collaboration with other COEO members, I created a Facebook group to connect COEO members and attract other outdoor educators (<http://faceto.us/coeo>). As of January 2008, 20 people had joined the group. Some are new to



COEO and are interested in learning more about the mission and activities of COEO. This could be an opportunity to recruit new COEO members.

Depooter feels that COEO could use Facebook as a means to post the COEO newsletters in note form. The platform could be used to post pictures of current outdoor activities. Members could be kept in the loop about meetings and upcoming conferences. Turnout and success of events could be announced. Facebook could also be used to keep members informed of areas where volunteers are needed.

Facebook "could be a terrific 'forum' for COEO members to voice their opinions, thoughts, and feelings about important issues" reflects Paul Strome. "Because Facebook has a visual component to it, communication for some people would be more meaningful but for others it may be a detraction to the process. Being able to include visuals is a huge plus for me because I am a visual learner. I think the more people who become aware of it and really USE it, the more uses they will find for Facebook."

Russell notes that "Facebook could be helpful to COEO by posting notices of conferences. The *Pathways* journal's table of contents for each issue should be published. This might help recruit new members. Facebook could allow COEO members to network with one another. There is a possibility of getting more COEO members to join the COEO Facebook group, especially if promoted in *Pathways* and the COEO newsletter."

If you would like assistance with setting up your Facebook account or would like to learn more about how to use social networking technology for outdoor education, I welcome you to contact me at <http://education.davidspencer.ca>.

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David Spencer is a secondary school educator working in an alternative school. Since 1996, he has experimented with using the web to connect people with similar community visions. Two of his recent online projects include CanadianIdentity.com — a place to find significant Canadian events, history, inventions and people — and OntarioCommunities.com — a database recording the history of communities in Ontario, Canada.

Caring for the Planet and Each Other

by Simon Beames

As educators, we have all had to articulate, at one time or another, what we believe to be the aims of education. For my part, I believe that if two threads could be woven into all education programs, from kindergarten art classes to grade 11 chemistry, they should be to care for the planet and for one another.

My case finds its rationale in what the philosopher Charles Taylor (1991) labelled “malaises of modernity:” individualism and instrumentalism. Taylor suggests that individualism is so pervasive in Western culture that we spend little time and energy considering other people’s wellbeing. Instrumentalism is a term Taylor uses to describe our society’s tendency to make decisions based on economic cost-benefit factors, rather than on what would make people’s lives healthier and more meaningful. In short, society’s sickness manifests itself by humans putting their personal ambition ahead of their neighbours’ and the land that sustains them both.

Developing an Ethic of Caring

It seems that too many humans are reluctant to help those in greater need than themselves without tangible compensation. People in need could be the elderly couple next door who can’t go grocery shopping on their own, or people in developing nations who are without basic food, water, shelter and medical attention. Award-winning school teacher John Taylor Gatto (2001) laments the state of contemporary Western society, where “a price tag has been set on simple services that through the long history of humanity were freely exchanged and even freely given” (p. 188). Of course, there are many individuals and organisations that work tirelessly and freely to help others live a better life, but their organisations might not be necessary if we all acted as selflessly.

Countries within the so-called developed world have an unprecedented number of individuals with staggering wealth. Educator and environmentalist David Orr (2004) tells us that we “have built a sybaritic wealth for a few, and Calcuttan poverty for a growing underclass” (p. 12). It is arguable that global trade is based on hegemonic relationships, where one party — historically rich, white, Western, male — profits enormously from the exploitation of people and the land. While plenty of people seem to have enough money to buy multi-million dollar homes, and the technology exists to send vehicles to Mars, one-third of the world struggles to get drinking water, one-quarter of the world is hungry, 27 acres of Brazilian rainforest are destroyed every day (Vidal, 2005), and 6,500 people die in Africa each day from a preventable disease (Penketh, 2006).

Many of us do have a conscience, but unfortunately we often look no further than the Oxfam goat we “bought” for our brother (and a Rwandan family) last Christmas. This kind of act, while commendable, enables many of us to tick the charity box, letting us say to ourselves, “Hey, I’ve done my part for the year.” The ethical flaw in this kind of giving is that people expect special recognition for doing something that should be natural. This is an example of Orr’s belief that capitalism destroys morality altogether. Indeed, Aristotle’s (trans. 1998, Book II, Chapter 4) concept of virtue is clear that if we are looking for some kind of reward for our giving, then our giving is not virtuous. How can we teach our children to do what is right without them asking, “What’s in it for me?”

The apparently universal moral imperative of treating people as you would like to be treated (also known as “the Golden Rule”) seems prevalent in our minds but less so in our actions. Ethics guru Harry Gensler’s (1996)

accessible work illustrates how the Golden Rule relies on people being consistent and impartial in their thoughts and actions. For example, a person who agrees to water one neighbour's plants while they are on holiday, but refuses another neighbour, is not displaying the moral coherence that comes from being consistent and impartial. When we help young people take a logical approach to ethics, we significantly enable them to participate meaningfully in democratic society. If we teach our children the basics of formal ethics, they will be more likely to ask their auto mechanic or elected government representative to practice what they preach, be consistent in their actions and be impartial.

One antecedent to helping children learn to care for one another is positive relationships. Stanford professor Nel Noddings (1992) believes that developing caring in students requires there to be continuity with the place, the people and the curriculum. She believes that developing an ethic of care for others is something that comes from years of experiencing firmly grounded relationships with friends, parents, teachers and schools. Becoming a person who cares for others takes years; one cannot suddenly become a caring person as a result of a five-day course or "intervention." For Gatto (2001), becoming a caring person happens throughout one's schooling. Indeed, he is convinced that "every single academic question that can be asked, can be asked around a base of genuine service to the community" (p. 198).

Our Ecological Footprint

The second way that individualism and instrumentalism have infected society is manifested in the way that we consciously destroy the planet every day. Canadian ecologists Mathis Wackernagel and William Rees (1996) state that "current rates of resource harvesting and waste generation deplete nature faster than it can regenerate" (p. 1). Although there are sustainability initiatives taking place around the world, there

is little evidence indicating that these actions will be able to reverse current levels of global ecological deterioration.

A useful way to examine human impact on the environment is to consider the concept of the "ecological footprint" — a term coined by Wackernagel and Rees. An ecological footprint is the measure of "the load" placed upon nature by a given population. More specifically, it represents the land area necessary to sustain current levels of resource consumption, and waste discharge, by that population.

For example, suppose you and your family lived on one hectare of land. If you used this land to produce all of the food, energy, building materials and clothing that you needed, as well as to process all of your waste, then your ecological footprint would be one hectare. The further away from our homes we go to get the things we need and to dispense of our waste, the bigger our footprint becomes. A typical North American has a footprint of four to five hectares, or three times their fair share of the Earth's resources (Wackernagel & Rees, 1996). We need to teach our children to live more simply, and to minimise their ecological footprints.

In Dr. Seuss' book, *The Lorax* (1971), the main fictional character states that he speaks for the trees, for the trees have no tongues. If we replace "the trees" with "the planet," then it is our students (and we) who must speak and act for the planet in order for it to survive. We need to reconceptualize our relationship with the Earth. This will not be easy, as many of us live in urban areas where food production and waste disposal are carried out far from our doorstep. I agree with Wackernagel and Rees' (1996) assessment that we "tend to experience nature merely as a collection of commodities or a place for recreation, rather than the very source of our lives and well-being" (p. 7). To "live lightly" more effectively, sustainability expert Stephen Sterling (2001) implores humans to embrace "systemic" thinking,

where our actions (and non-actions) directly influence the environment in which we live, and on which we rely.

In her seminal book, *Silent Spring*, published more than 40 years ago, Rachel Carson (1962) warned of the “rapidity of change” that follows the “impetuous and heedless pace of man rather than the deliberate pace of nature” (p. 24). That warning, although applauded by environmentalists, fell upon the deaf ears of industrialists — all in the name of “development” and a fast buck. In the wake of today’s global ecological crisis, Wackernagel and Rees (1996) implore humans to consume the Earth’s products no more quickly than they can be renewed and to discharge waste no faster than the land is able to absorb it. This seems a remarkably simple concept.

The challenge educators now face is to rethink their curricula in ways that promote reducing our ecological footprint. Orr (2004) is convinced that all education must become environmental education. At this point, this aspiration is far from being realized. Reshaping education to directly elicit practices that will effectively save the planet is no small task. Indeed, Orr is certain that “no generation has ever faced a more daunting agenda” (p. 27).

I should state that my argument for rooting formal education in environmental sustainability and caring for one another is not intended to marginalise traditional curricular areas such as the social sciences, mathematics, history or art. What is critical is that all subject areas deliberately address the destructive ways humans treat each other and the natural world in which they live.

Educators are well-placed to combat the individualism and instrumentalism that Taylor (1991) claims are two malaises of modernity. The key is to devise meaningful ways in which the two threads of caring for the planet and for one another can be woven into all aspects and levels of education. Educators need to generalize from these

threads and apply them in ways that have personal and cultural relevance for their students. This way our students may learn to “live non-violently with each other, sensitively and in harmony with the natural environment” (Noddings, 1992, p. 12).

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Native Species Guessing Game

by Rebecca Francis

Group Size and Composition:

- Ideal for groups of eight or more.
- Suitable for all ages.

Time: 15–25 minutes

Setting: Any outdoor area where you will be exploring nature

Objectives:

- To create excitement and wonderment about exploring wild spaces.
- To introduce native species and some of their characteristics to the group.

Resources:

- Flashcards with the name and/or picture of one native animal species on each card. You will need as many cards as there are participants. It is a good idea to bring a few extra.
- Duct tape to affix cards to the backs of participants.

The Activity:

- Tape the name and/or picture of an animal species to the back of each participant. It is a good idea to briefly discuss the meaning and significance of native species.
- The goal is for participants to guess the animal taped to the back of their shirt by asking other participants 'yes' or 'no' questions to deduct characteristics about the animal. For example, participants might ask, "Does my animal fly?", "Does my animal hibernate, have fur, eat meat, swim?" and so on.
- Participants must ask each of the other participants one question before they can ask any participant a second question.
- Once a participant accumulates enough clues to identify her animal, she can take

one guess. If she is correct, she removes the paper from her back and helps others to figure out their animals. If she guesses wrong, however, she must gather three additional clues before she may guess again.

- Once everyone has successfully guessed their animals, collect the flashcards to use again next time.

Debrief:

- The end of the activity is a good time to talk about any instances where participants have seen these animals and what kind of habitat each has.
- A good follow-up activity is to go on a hike in search of some of these habitats, and if you are lucky, even some of these animals. I like to choose some animals for this game that I know we will see on our hike, or ones whose habitat I can locate.

Facilitator Reflections:

- This is a great introductory activity as it excites the participants about the area they will soon explore. It also serves to introduce thinking about what a native species is and some of the characteristics that each exhibits.
- Some children have a favourite animal, referring to it frequently and asking questions about its habitat and physical anatomy. I give these interested participants the animal they love because I find their enthusiasm becomes contagious for the group.

Rebecca Francis is a Master of Environmental Studies candidate in the Faculty of Environmental Studies at York University. She will be including this activity in her research and work at Kandalore Outdoor Education Centre in the winter of 2008.

Outdoor Education and the Written Word

by Charlotte Jacklein and Scott Caspell

Outdoor education and the written word have numerous connections, yet they often remain completely separate. Whether in an outdoor or classroom context, the written word can be a powerful tool for framing, debriefing, self-expression and connecting with the people and world around us. Additionally, the use of “basic” classroom skills in the outdoors can create effective and engaging transference between these two often disparate contexts. The following activities can be adapted to suit many age groups and situations. Have fun!

Journaling

Journaling lends itself very well to linking outdoor education and the written word. One of the most evident examples is the “nature journal,” where students visit a special place in nature over the course of several weeks or months, and record the changes they observe. Journals can also take the form of a personal diary, a shared group log of a trip or project, or a series of assigned reflection topics. As journaling inherently incorporates many styles of writing — poetry, stream of consciousness, reflections, scientific observation — it can readily engage a wide range of students.

Solo Letter

A powerful writing activity is “solo letters,” where students write a letter to themselves and then receive this letter six months or a year later. While “on solo” in nature, students have the time and space to reflect on their lives and then write a letter to themselves in the future. Writing to a future self encourages students to reflect on their goals, values and priorities, and thus can have a significant impact on their sense of self and their goals and choices.

Research Projects

An effective way to combine the written word and outdoor education in a group context is to design a research project in which students can co-operatively research local environmental issues. Such projects connect students to local issues, help them develop teamwork and research skills, and can culminate in “real life” activities such as letters to the editor or a community presentation.

Framing and Debriefing

The written word can also be used in a plethora of framing and debriefing activities. For example, the framing or debriefing of any outdoor activity can be strengthened through the use of a well-chosen reading. Other possible activities to express oneself and process new experiences include writing “newspaper headlines” in sand, writing with chalk on rock (or canoe bottoms), and using “angel cards” or stones with words intended to trigger discussion and reflection.

Group Dynamics and Teamwork Activities

Last but not least, the written word can also be used to explore group dynamics and develop group cohesion. For example, writing “warm fuzzies” in which students express admiration and thanks to each person can be an affirming activity. Creating a group story, poem or skit can bring a group together and allow students to express themselves. Similarly, reading or telling stories as a group can help bring students together and creates an environment for further sharing and creativity.

Charlotte Jacklein and Scott Caspell are currently travelling in New Zealand, en route to an instructor exchange with Outward Bound Australia.

Superior: Spirit and Light

Reviewed by Bob Henderson

Review of Tamblyn, I. (2007). *Superior: Spirit and Light*. CD. Disc 1 of 4 from The Four Coast Project. North Track Records.

Ian Tamblyn is a familiar name to many of us in the Council of Outdoor Educators of Ontario (COEO). Be it his regular appearances on CBC Radio over the decades where he sings our Canadian collective tensions and consciousness with songs like "Once Upon a Railroad" and "Box Car in Algoma," or his participation in COEO conferences (Tamakwa 2002 and Tim Horton's Onandaga 2004) where he offered lively versions of his own outdoor experiential learning through song/story and song writing workshops, Ian has well graced many of our ever-evolving understandings of ourselves as dwellers in a northern landscape. So, for all of you who relate to all the above, be excited — be very excited.

Ian has launched a new CD series. *Superior: Spirit and Light* is the first release of a four-part series of new and old music (re-recorded versions of previously released songs) celebrating the haunted shores of Lake Superior. Familiar re-recordings include "Wood Smoke and Oranges," "Campfire Light," and "Northern Town." New songs include "All That Remains," describing how the street names of Fort William hearken back to the fur trade ("the Norwesters made the dream come true. The Canada from sea to sea. It's because of you these trains rumble through all that remains") and "The Birch Canoe," a charming story of finding a miniature birch canoe as a child.

Other CDs in the series to be released over the next four years will speak to the North-West Pacific, North Atlantic, and Arctic coastlines. Ian has travelled widely in Canada. He knows his song material and he knows his mission: to sing our Canadian consciousness and northern identity through events and stories that bring the land and people alive together.

Many of us in COEO know that there is no other Canadian songwriter who so eloquently and consistently translates our work in Canadian outdoor education into word and melody that resonates with meaning and purpose. Indeed I remember well a fellow COEO friend who was moved to tears of, I assume, deep pleasure of connection while we sat together on the shores of Algonquin's Tea Lake listening to Ian's imagined "fly on the wall" treatment of Group of Seven members painting the Superior shore.

It is the true essence of our work that Ian so eloquently captures, and that is engagement with place. I dare say I could review *Superior: Spirit and Light* from the perspective of each of our four COEO pillars, now reflected regularly in *Pathways*. This wouldn't be a forced exercise but it is hardly necessary.

Veteran canoe tripper Stewart Coffin writes of the "Riddle of the Spruce Trees." On this latest album, Ian explores that riddle. Perhaps the riddle will be solved for you within the musical and poetic gems here. More likely, and perhaps better still, the riddle will wisely remain but will be widened and invigorated. And you will, as an educator, carry with you on your travels and with your teaching songs to celebrate the riddle of the north. Paddle on, Ian Tamblyn.

Bob Henderson teaches outdoor education at McMaster University, Hamilton, Ontario. Recently, Bob's students attended one of Ian Tamblyn's concerts and then conducted an outdoor concert and presentation on outdoor education, music and Canadian identity.

Call for *Pathways* Submissions

Cultural Considerations in Outdoor Education

Have you had a powerful outdoor education experience in another country or cultural context? Perhaps you've gained insight into the multicultural implications of leading expeditions with urban youth. Maybe you've facilitated cross-cultural learning in an outdoor setting. If so, we'd like to hear from you! Interpreting "cultural considerations" in a broad sense, these types of topics will be the focus of *Pathways* Volume 20, Number 4 to be published in fall 2008.

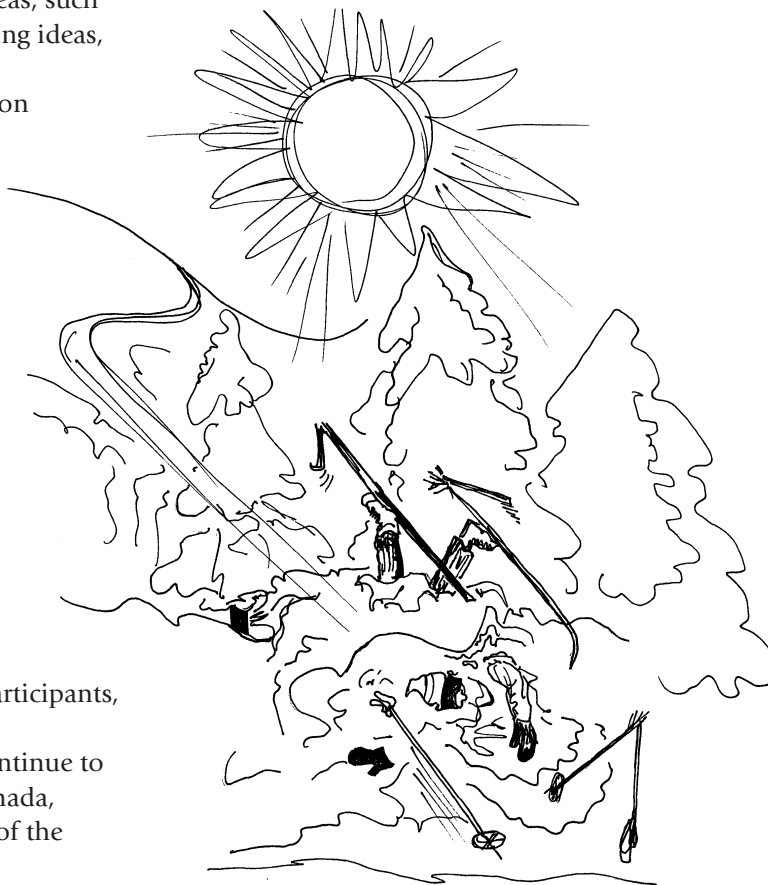
Please submit articles and artwork that focus on one of the following areas of educational thought and practice or other ideas of relevance to the theme of *Cultural Considerations in Outdoor Education*:

- Culturally relevant curricular ideas, such as activities, lesson plans, teaching ideas, and so on.
- News about an outdoor education program or school that provides exceptional cultural learning experiences in Ontario, Canada or abroad.
- Recent research pertaining to cultural considerations in outdoor education.
- Thoughts on benefits, challenges or effective teaching approaches for outdoor educators working with diverse populations.
- Strategies for transferring cultural learning experiences to life after a course.
- Reflections on what cultural learning experiences mean to participants, guides or leaders and educators.
- Musings on how culture will continue to shape outdoor education in Canada, North America and other areas of the world.

Contributions are welcome from all, including students, practitioners, teachers and professors. Please use APA formatting in Microsoft Word and send electronic copies to the addresses listed below. As the *Pathways* layout includes approximately 500 words per page, the recommended length for manuscript submissions is roughly 500, 1,000, 1,500 or 2,000 words. Please be sure to include your name and a one or two sentence biography with your submission.

Deadline for submissions: **March 30th, 2008**

Submissions should be made to guest editors Scott Caspell (scottcaspell@hotmail.com) and Greg Lowan (greglowan@yahoo.ca).



Information for Authors and Artists

Purpose

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

Submitting Material

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

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

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

Formatting

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

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

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

Pathways contains approximately 500 words per page. Article length should reflect full page multiples to avoid partially blank pages.

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

Each piece of artwork should consist of a single black and white drawing (cross-hatching but no shading) on 8½ by 11 paper.

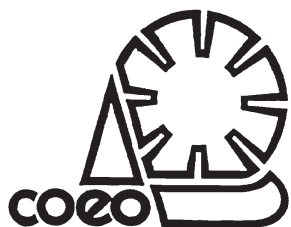
Submit artwork to the Chair of the Editorial Board or issue Guest Editor either as a digital file (jpg is preferred) or as a hard copy.

Submission Deadlines

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

Complimentary Copies

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



The Council of Outdoor Educators of Ontario

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- ☐ Regular \$50.00 ☐ Student \$35.00 ☐ Family \$60.00
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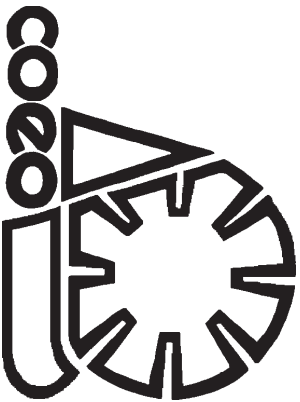
Organizational memberships are for businesses, conservation authorities, outdoor education centres, etc. This rate will include one copy of *Pathways*, a Web link (if requested in writing), a maximum of three people at a member's rate for conferences and workshops, reduced cost of ad space in *Pathways*, and display space at conferences.

United States orders please add \$4.00. International orders please add \$12.00.
COEO membership is from September 1–August 31 of any given year.

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