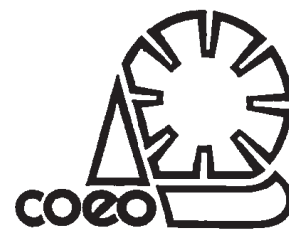


# Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Summer 2008, 20(4)



# Pathways

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## COEO

Formed in 1972, The Council of Outdoor Educators of Ontario (COEO) is a non-profit, volunteer-based organization that promotes safe, quality outdoor education experiences for people of all ages. This is achieved through publishing the *Pathways* journal, running an annual conference and regional workshops, maintaining a website, and working with kindred organizations as well as government agencies.

## Contributions Welcome

*Pathways* is always looking for contributions. If you are interested in making a submission, of either a written or illustrative nature, please refer to page 36 for the submission guidelines.

If you are interested in being a guest editor, or if you have any questions regarding *Pathways*, please direct them to Kathy Haras, Chair of the *Pathways* Editorial Board.

If you'd like more information about COEO and joining the organization, please refer to the inside back cover of this issue or contact a Board of Directors member.

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Summer is great. When I think about summertime, the first thing that comes to mind is time. Not hot weather, not bugs, not humidity, but time — for canoe trips, directing tripping camps (a somewhat peculiar way to spend my “holiday” time), lazing by the lake, getting caught up on reading, working on research projects (which reveals my inner geekiness), and all manner of things on my life’s “To Do” list. Surfing in Hawaii anyone?

In reflecting on this summer issue, it struck me that it was a lot like summer itself. For a bit of serious reading, Blair Niblett introduces the concept of appreciative resistance as a respectful way to nurture environmental activism in educational contexts. Linda Leckie’s review of Bob Henderson’s latest book, *Nature First*, should inspire those who haven’t read it to take it along on their next trip. Joe Richards revisits a familiar theme — the importance of outdoor play.

For those of us who work in the summer months, Adam Brown and Tammy Hand have provided easy-to-accomplish “To Do” lists. Adam describes risk management from the operational/training perspective. Tammy describes what it actually takes to *do* multicultural outdoor education. Charlotte Jacklein’s Backpocket column has a host of community building activities to use with summer groups.

Summer is a great time for explorations. To that end, Michelle Savoie has outlined the environmental features of the Voyageur Wilderness Programme — a long-standing organization you may not be familiar with. Matt Howell has reviewed the literature on camps, and, like he, you may be surprised by his findings. Tiffany Smith’s exploration of the impact of integrated semester programs also raises some interesting questions. Could you be inspired to do a little research of your own this summer?

Summer also provides time to reflect on the accomplishments of the previous academic

year. As this issue was going to editing and layout, we received word that *Pathways* has been selected for abstracting and indexing in the ERIC database. While from 1989 to 2003 *Pathways* was indexed and 289 selected articles abstracted in ERIC, full text was not available. In 2004 there were major changes to the ERIC program. Journals that were previously indexed as well as new journals underwent a new selection process. *Pathways* underwent review in fall 2007 and we received notice of our (re)selection in late May.

We are very early in the decision-making process regarding this opportunity and would love your feedback on some of the following questions.

- Should full text of *Pathways* be made available to ERIC users? Students, outdoor educators, classroom teachers and casual readers may be excited by this option. No need to leave your computer to hunt for an article in the library or on your bookshelf. No chance for an issue to get lost or go missing. No need to allocate storage space.
- Should there be an embargo period of six months to a year before full text is available on ERIC? This approach would provide COEO members with access to current issues for a given period before they became available to users of ERIC.
- Should we simply index and abstract as has been done in the past, and not provide full text at all? ERIC users could contact COEO to subscribe or find a copy through libraries or interlibrary loan.

Let us know what you think. I also echo Shane’s encouragement to communicate to *Pathways* any feedback, ideas, articles and sketches you may have.

Finally, relax, re-charge, and get ready for the fall conference. While the theme (and poster graphic) has not changed, note that the location has moved to Camp Kandalore. See you there.

Kathy Haras

One thing comes to mind as I ponder what COEO needs to do better: COMMUNICATION. Don't get me wrong, there are many ways we communicate very effectively already. I think we do a wonderful job communicating with the various audiences to whom we seek to promote the values of outdoor education. I think we have accomplished, or are on the way to accomplishing, many of our goals related to dialoging with government, other educators, and the public.

Where I think we could use some improvement is with our internal communications — especially with COEO's general membership. Currently most communication is one way: outwards from the executive, in a monthly e-newsletter published by Grant Linney and in this quarterly column. Communication amongst board members and members involved with projects like conferences, *Pathways*, and so on is regular. What I'd like to see is more communication to the board from the general membership, and more opportunities for members to engage with each other.

The Board of Directors (BOD) is elected to represent members in the governance and decision-making capacities of COEO. However, the expression of members' views should not happen only at the AGM. I encourage everyone to express their thoughts and opinions whenever the occasion arises. Board members' e-mail addresses are listed in *Pathways*. If you have an idea concerning COEO's activities or find interesting resources, share them! We need to know who we represent and how your priorities evolve between yearly gatherings. Not all members can attend the conference and AGM. If this applies to you, you need to take opportunities to have your voice heard and your interests represented.

Have you found a *Pathways* article particularly valuable? Do you have an alternative viewpoint to a published piece? Write a letter to *Pathways* and share your thoughts! The Editorial Board would appreciate the feedback.

I'll admit I'm not the most tech-savvy guy (I do spend most of my time in a forest!) but I would like to see capable folks develop and further COEO's use of Internet tools. Blogs, chatrooms, the Facebook group, and so on allow members to connect with each other, share ideas and seek information from some of the most knowledgeable people in outdoor education: other COEO members!

In the future I'd like to see the BOD continue developing their use of the Internet. Meeting in person can be difficult to schedule, costly and consumptive. While getting together is one of the best ways to generate enthusiasm, brainstorm new ideas and connect personally and professionally, telephone meetings allow us to deal with specific issues regularly, quickly and efficiently. Although voice-only communication provides limited opportunities to flesh out ideas and develop them into concrete plans, programs like E-Luminate attempt to bridge the positives of both phone and in-person meetings by allowing participants to share pictures and diagrams, engage in side discussions, and interact in a more conversational manner. I encourage people knowledgeable in these applications to step forward and help the BOD implement their use.

And on that note . . . This is my last column as COEO president. When the next issue comes out, the fall conference (looking forward to that!) and AGM will be over and there will be a newly elected board and president. I wish new and returning board members all the best and will do my part to aid them in the continued success of COEO. To the members of the three BODs I have had the honour of serving with as president, I thank you for your support, dedication and contributions. To the members of this fine organization, thank you for the faith and trust you have put in me to do this job. I hope I have warranted both.

Shane Kramer

**Sketch Pad** — Art for this issue of *Pathways* was generously provided by Jean Ochrym. Jean attends workshops and paints at the Neilson Park Creative Centre in Toronto, Ontario.

## Appreciative Resistance: Balancing Activism and Respect

by Blair Niblett

Activism can be a contentious issue in the context of education. Teachers and students come to schools and outdoor centres with diverse values while wide-ranging educational perspectives fail to provide simple answers on just how to integrate activism into education. Outdoor education experiences often inspire passion for outdoor environments, passion that can open doors to controversy as students become aware of the ways socio-ecological issues are tied to our relationships with outdoor spaces. How should educators approach these controversies? Can activism be used in educational contexts without manipulating or coercing students? If activism is used as a pedagogical tool, can students and teachers use it in ways that demonstrate integrity and appreciation for everyone involved? Is activism worth it — how far can an educator go in encouraging students to engage with “touchy” political issues without stepping on sensitive toes?

This article explores education, outdoor education and activism, and the complex ways these constructs interact. I introduce here a concept I have named “appreciative resistance” to describe activism that is hopeful, and respectful towards activists and those with whom they disagree. It is my hope that a positive approach to activism will enable students to learn and experience engaged citizenship and as such may be helpful for outdoor educators to include as a part of their practices.

The idea of appreciative resistance draws on “appreciative inquiry,” an action research methodology based in a model of positive thought called the “appreciative paradigm” (Stavros & Torres, 2006), and on ethics literature in environmental education (Cheney & Weston, 1999; Jickling, 2005a, b). Following

an explanation of appreciative resistance, I offer some “nuts and bolts” strategies for educators who wish to incorporate appreciative resistance into their work.

### Clarifying Concepts

Can activism be educational? When might it be otherwise? Given the highly conceptual nature of these questions, it seems difficult to begin an answer without first unpacking the question and clarifying specifically what each concept contains (Wilson, 1963). Simply furnishing a definition of each concept is not enough to clarify meaning. The amorphous nature of education and activism make it difficult to pin down a single definition for each (Jickling, 1997; Peters, 1966; Soltis, 1968). It is also difficult, however, to engage in an in-depth discussion without having some clarity about the key terms. Rather than attempting to frame the “right” conception of these ideas, my aim is to construct working conceptions that reflect assumptions about and possibilities for education, outdoor education and activism, and explicitly draw the notion of activism towards the centre of education, an approach somewhat different from most modern conceptions of education.

### Education

While this article deals specifically with how outdoor educators may engage activism in their practices, I believe that outdoor education is best thought of as being nested within a broader conception of education (Jickling, 1997). Peters (1966) suggests that three primary criteria constitute the process of education:

- the transfer of contextually worthwhile things
- the development of some element of knowledge, understanding or cognitive



perspective that is dynamic or responsive to dialogue

- the avoidance of coercive or manipulative procedures.

How do these criteria lend themselves to an understanding of education that draws activism towards its centre? The first criteria, the transfer of worthwhile things, would seem to be easily achieved through activist endeavours, which generally centre around issues that are highly relevant to citizenship (assuming, as I do, that citizenship is a worthwhile thing). Peters' second and third criteria (the development of dynamic knowledge as well as student choice to learn) are somewhat more problematic when considered through an activist lens, as they beg questions of where education ends and indoctrination begins. These conceptual borders are particularly important when outdoor educators ask students to take a stance on an issue and act on it deliberately. Hare (1964) tells us that some degree of influence is intrinsic in a teacher/student relationship, and that the separating factor between education and indoctrination is *aim*. According to Hare, it is acceptable for educators to introduce controversial opinions or use leading teaching methods so long as their *aim* is to help students become independent thinkers before too long. While this approach may sound convincing, how can educators be sure that they aren't unknowingly nudging students in a particular direction? What is needed is a safeguard to prevent an educator's activist self from betraying his or her educator self, and vice versa.

### Activism

In developing a concept of appreciative resistance, I have struggled with choosing the words to describe what I mean by action in outdoor education. In part for simplicity, and in part for its connotation of passion and engagement, I use the word activism to describe an ethics-based action in an educational context. By this I mean that

activism might be most educational when it is an enactment of a student's considered ethics (not imposed by a teacher or other authority, nor practiced unconsciously). The particular approach I think might be most educational is an everyday approach to ethics (Jickling, 2004), where ethics aren't reduced to a special project or particular occasion, but where students engage with ethical thinking and acting each day. An "everyday-ethics" approach may pave the way for an activism that is also carried out on a daily basis, and not only as special events within a curriculum.

### Appreciative Resistance

Activist situations often result when an individual or group's ethics are compromised or infringed upon. Anger and frustration caused by such infringement are powerful and important emotions. I wonder, however, if these and other negative expressions of affect best serve the desired outcomes in an outdoor education context. Anger and frustration as starting points for activism may overshadow educational potential. As an alternative, appreciation may serve to channel the passion and enthusiasm that characterize activism away from potentially miseducative deficit-focused feelings (Dewey, 1938) towards more positive approaches to activating change. While this article can only provide a glimpse of appreciative resistance, I hope



it begins to outline an alternative to more deficit-focused approaches.

A primary focus of appreciative resistance is helping students to make clear and strong positive connections between theory and practice. By positive connections, I mean that student activism is focused on identifying what is best about a situation in order to harness it and leverage change towards positive futures. This means identifying and enacting ethics as etiquette in everyday practice. Ethics operate in the realm of ideas and values, and while this is a virtuous arena, it may be difficult to penetrate with students — one explanation why ethics are often reserved for special occasions or experts (Saul, 2001). Etiquette, on the other hand, is a representation of ethics linked to everyday ritual, routine or practice (Cheney & Weston, 1999). This kind of ethically reflective practice is central to appreciative resistance.

Intentionally or otherwise, educators influence students' ethics. Appreciative resistance recognizes such influence, and offers suggestions for exercising influence in ways that empower students to be engaged citizens. For instance, a teacher practicing appreciative resistance with students might help connect students with similar activist interests and support them in developing etiquette that highlights positive action around their issue of interest. Such a project might begin with or include a special event (letter writing campaign, fundraiser, or awareness-raising event), but a key feature of a pedagogy of appreciative resistance will be to help students find ways to extend the action from their event into everyday etiquette that demonstrates their ethics over time.

### Suggestions for Implementing Appreciative Resistance

There are many possible approaches to making activism more central to outdoor education. In this article, I have put forward one approach based in appreciative

thoughts and actions. Like most approaches, appreciative resistance is not without its challenges. In an education system where discussing politics can be taboo, it may be daunting to draw activism into daily practice. Consequently, I offer some tangible ideas for outdoor educators to consider integrating into their teaching, or to enhance their current approaches.

- **Understand appreciative resistance as a frame of reference.** Appreciative resistance isn't intended as a step-by-step instruction manual for drawing activism closer to education, but rather as a tool to assist educators in drawing their own education/activism road map specific to their community or classroom. Appreciative resistance is best focused on the ethics and actions of individuals, rather than entire campaigns or events. Individuals empowered within an appreciative frame of reference may be able to initiate positive change in their worlds.
- **Appreciative resistance is not an all-or-nothing proposition.** Set out to make small changes in your pedagogy that invite appreciative resistance. Educators are under a great deal of pressure to squeeze a huge amount of curriculum into a limited amount of time. Doing appreciative resistance doesn't mean dropping everything else. It does mean using curriculum as a way of helping students to identify their ethics, and through positive focuses to begin to develop etiquette that showcases ethics on a day-to-day basis.
- **Live appreciation first, and others may get on board.** Administrators, other teachers, students and parents may be apprehensive about integrating activism into education. Appreciative educators can showcase appreciative resistance, and help others to understand why it is an appropriate strategy for helping students to become informed and engaged citizens.



When you feel comfortable, share with students some of your own ethics, and the etiquette that demonstrates your ethics in everyday ways.

- **Be mindful of manipulation.** An appreciative approach doesn't automatically make activism appropriate within an educational context. Educators must be mindful of the tensions between education and activism to ensure that one doesn't overshadow the other. If activism in educational contexts becomes manipulative, student empowerment (a primary goal of appreciative resistance) may be compromised. In implementing activist strategies, ask for feedback from students, parents and other educators. Their viewpoints may offer important perspectives on the degree to which students are encouraged to consider issues critically, and make supported, but independent decisions about what courses of activism are best for them.
- **Test and recreate the concept of appreciative resistance.** Appreciative resistance is a new concept for integrating activism into education. As such, it has had little opportunity to be "field tested" and refined in ways that best develop engaged and committed citizens. By practicing appreciative resistance, even in small ways, students may understand that a co-evolution between outdoor ethics and etiquette can help be a starting point for making important change in the world.

The account of appreciative resistance I have offered in this article is only a quick sketch. Readers may have questions or challenges about what I have put forward, and both are welcomed. In addition to inciting discussion and debate on how educators can better integrate activism into education, I hope I have introduced appreciative resistance in a way that helps educators interested in *doing* the challenging but crucial work of helping students learn how they can shape the world they live in.

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## Integrated Programs and Pro-Environmental Behaviour

by Tiffany Smith

Six years ago, I took part in what was the greatest experience of my high school career. I spent the second semester of my grade 11 year at Outward Bound Canada College (OBCC). There were 12 students, two teachers and lots of incredible experiences. Since then I have completed high school, volunteered with several community outreach programs, and been employed in various positions in the outdoor and environment field. I will soon complete my undergraduate degree in Environment and Resource Studies. I have been able to reflect on how my OBCC experience is connected to who I am and what I have done. Its profound impact on me fuelled this study, which investigates the current lifestyle of OBCC graduates, and the impact they believe this integrated semester had on their pro-environmental behaviour.

It is almost impossible to read the newspaper, talk with friends or take a walk down the street without observing how our actions affect human and environmental health (Roszak, 2002). Yet change is slow because our actions and behaviour are rooted in our core values (Hay, 2005).

Experience and education are key to shifting core values (McMillan, 2003). Outdoor experiential education recognizes the importance and challenges of experiences in the outdoors, and uses them as a tool for developing an individual's knowledge, skills and values (Dewey, 1938; Wurdinger, 1996; McRae, 1990).

Studies on the theoretical and practical relationship between nature experience and pro-environmental behaviour began to appear in the 1990s (Bogeholz, 2006). Research suggested that "nature experience as an education method played a role in developing environmental value and attitudes, and was

influential in pro-environmental behaviour" (Bogeholz, 2006, p. 68). Few of these studies however, assessed the long-term influences of outdoor education experiences on participants' pro-environmental behaviour.

The OBCC offers a variety of programs where students can earn credits towards their high school diploma. In 2002, OBCC began providing students with an integrated semester program that included extended expeditions, dog sledding, winter camping, cross-country skiing, snowshoeing, hiking, kayaking and canoeing across Canada while completing a five-subject course load. Learning used an integrated curriculum approach in which subjects are overlapped to show their true interconnections; students and teachers rave about the benefits of this approach (Shoemaker, 1989).

### Methods

This study used literature reviews, surveys, and interviews to triangulate data, thus providing a greater understanding of results and making conclusions more credible (McMillan, 2003).

An electronic survey was used to acquire information on the lifestyles of the 100 graduates of OBCC. It consisted of six open-ended background and reflection questions, and 30 multiple-choice questions exploring the lifestyles of participants that were largely based on the Earth Day Footprint Quiz developed by the Global Footprint Network (2002).

Survey participants interested in taking part in a follow-up interview could leave their contact information, but the surveys were otherwise anonymous. Interview questions were constructed to gather more insight into the lifestyle of the graduates and their view of

the impact of their OBCC experience on their current lifestyle. Responses from students currently in the program were expected to provide an understanding of individuals' pro-environmental behaviours prior to their integrated OEE semester. Feedback from winter 2002 to 2007 graduates was expected to represent changes in lifestyle after program participation.

## Results

There was a 10% response rate to the survey, which is low but typical of mail-out surveys (Palys, 2003). The lower return rate however does make it hard to know whether the sample population is representative of the lifestyles of all OBCC graduates (Palys, 2003). Of the ten survey respondents, nine were graduates, and one is currently a student. Of the nine graduates, there was one from the fall 2006 semester; one who participated in two semesters (fall 2005 and winter 2006); one from the fall 2005 semester; one from the fall 2004 semester; two from the 2003 fall semester; and three from the winter 2002 semester. The respondents were fairly representative of graduates based on the years they participated in OBCC. The information gathered provides insight into the correlation between OEE and pro-environmental behaviour in participants' current lifestyle.

When asked their reason for wanting to participate in OBCC, the boldest statement was,

*Bored with the mundane and repetitive flaws and follies of high school, I just wanted something different, to get away from it all – my summers in [Algonquin Park] were what got me through [all] the long years [prior]. Bring what keeps you alive, closer, as close as possible. All I remember is summer came quick that year, and for the first time I did not want it and was not ready for it.*

This quote offers insight into this graduate's reason for participation, as well as the program's resulting value. Other responses to this question identified the intrigue of combining a pre-existing passion for the

outdoors and education, and the desire for new experiences, a challenge, learning in a different style, completing high school, and escape as reasons for interest in OBCC.

About the course graduates most appreciated the combination of the expeditions, the education style, the people, living residentially, and the awareness of oneself and the surrounding world. This was expressed by two graduates as follows:

*The combination of hands-on schooling and theoretical learning, with tripping and camping thrown in there to bring the leadership and physical education into focus. Learning how to view the world in a different way, i.e., Ishmael, changed my life.*

*It wasn't the program, it was the lifestyle.*

A common complaint was how small the community begins to feel as students are living, learning and tripping with the same individuals for five months. Two graduates expressed frustration in peers' reluctance to fully engage, and one indicated the extended periods away from home to be a drawback, while another found this to be an enticing aspect.

For some the program offered fine-tuning of outdoor and group living skills while for others there was a great deal of new skills developed. Whether participants had previously considered careers or further education beyond high school, OBCC opened their eyes to new possibilities. Responses indicated changed world views, a greater appreciation, understanding and compassion for what is around them, and deeper self-awareness.

Survey respondents were asked to list their education and work experiences since completing their semester. The nine graduates had completed their high school diploma, and are pursuing or have aspirations to pursue further post-secondary education focusing on the natural environment, the arts, tourism or teaching. Most are very

involved in their community, volunteering with youth outreach programs, development projects, and a search-and-rescue program to name a few. Many have held leadership positions at outdoor education centres and camps, while some have worked at adventure gear stores, are travelling with a cruise ship, or are monitoring groundwater flow in the Canadian Rockies. All of their jobs relate to the natural world and/or new experiences and places.

The final open-ended question asked respondents to reflect on whether these outcomes could be linked to their participation in OBCC. Responses were overwhelmingly “yes.” As one respondent summed it up,

*Everything I do in retrospect has been influenced by [the OBCC] program. It is a program designed to change who you are. It is a life-altering experience.*

## Pro-Environmental Behaviours

The responses to the multiple choice questions are summarized as follows:

*Locomotion:* Most graduates get around by either walking or riding their bicycle. Most use public transit, travelling between 1 and 100 km a week. Most do not use car, but several travel by car between 1 and 25 km per week and two between 50 and 300 km a week. They most often or always travel with two or more people in the vehicle. Three spend 20 hours or more flying each year, three do not fly, and the remainder spend between three and ten hours in the air annually.

*Housing:* Nine out of ten live in a free-standing dwelling with an average four-person occupancy level.

*Water:* Eight do their dishes by hand, two by dishwasher. On average they shower between three and four times per week for ten minutes; most do not take baths.

*Food:* There was one vegan in the sample population, four lacto-ovo vegetarians, and

four animal-product consumers. Most of their diets consist of less than 50% processed, packaged or imported foods, and 50% or less locally grown or raised products. Half or more of peoples’ diet are organic. Food is usually purchased at the local farmers’ market, supermarket, and on occasion health food store. When asked to explain the reason for this, the common themes are expense, convenience, and environmental and social reasons. All but one indicated that they always bring their own shopping bag.

*Goods:* Seventy percent care about where the goods they purchase are manufactured, while 30% do not give it any thought. Although seven respondents care about where their goods are from, it has little influence on their buying habits. Most indicated that they purchase new clothes or a 50/50 mix of second-hand and new clothes, while one person indicated s/he mostly purchases used clothes, and another makes her/his own clothes or purchases second-hand items.

*Waste:* All but one respondent believes that they produce significantly less garbage than their neighbours. Ninety percent have access to multiple waste sorting processes (plastics and paper) and half to organic composting in addition. Most very often or always sort their waste into garbage and recyclables, and organics for those who live where there is a green bin program or use a personal compost.

Study participants were given the opportunity to elaborate on their multiple-choice answers at the end of the survey. Several noted the limitations of their current living or financial situation as impeding them from living as environmentally as they would like:

*Living on my own I'd make a lot of different choices that would be better for the environment, but at university those choices don't even seem to exist. My roommate would kill me if I tried to set up vermicomposting in our room, and the amount of things that get recycled here is minimal.*

*I am looking forward to living on my own where I will be able to have more control over how eco-friendly I can be.*



*We try to be eco-friendly. It is just very hard on our [student] budget.*

## Discussion

Responses did not indicate that behaviours were profoundly pro-environmental, although there was a movement towards pro-environmental actions the longer the individuals had been out of the program. Many suggested behaviours would change when they got older as they would have more funds and be able to make their own decisions rather than having to conform to the lifestyles of those around them. Monitoring each individual from the beginning of their semester would make the reasons behind this progression clearer.

The integrated semester was engaging, and learning expanded beyond course material. Some students thrived for the first time and felt a sense of accomplishment. The responses to the open-ended questions highlight the transformative capacity of integrated outdoor experiential education (OEE) programs such as OBCC.

There are few opportunities in the school curriculum for students to participate in outdoor experiential education. For many, it may only be a couple of days in grade six at an outdoor education centre. There need to be more OEE programs offered throughout students' educational careers.

For many OBCC graduates this was not their first exposure to the magnificence of nature. It was the students' passion for it and curiosity about it that moved them to participate in such a program. OBCC was a catalyst for more. More studies investigating the contribution of OEE programs to pro-environmental behaviour are needed.

OEE allows for transformative learning and the development of ecological values that influence making more sustainable lifestyle decisions. Youth with pro-environmental values will eventually become decision makers and parents, passing their values on to the next generation. Semester-long integrated

programs should be available to deepen pro-environmental behaviour.

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*Having recently graduated, Tiffany Smith is looking forward to furthering her interests in outdoor experiential education through local and international experiences after she completes her second summer guiding whitewater canoe and sea kayaking trips for Black Feather: The Wilderness Adventure Company.*



## Voyageur Wilderness Programme: A Different Educational Approach

by Michelle Savoie

Some say Voyageur Wilderness Programme (VWP) virtually invented the concept of the “ecological education through wilderness experience” when, in 1960, we took our first student group and eco-adventurers into Quetico Provincial Park. We’re proud to be pioneers in the field of wilderness-based experiential learning and eco-travel. We continue to dedicate ourselves to being one of Canada’s leading wilderness education and eco-adventure outfitting programs.

### History

If you look back to 1958, environmental clubs were few, organizations that considered eco-practices were almost non-existent, and the concept of environmental studies at any level in our educational system was in its infancy. It was in this environment that VWP was founded on Voyageur Island, Nym Lake, Quetico, Ontario, Canada, by Charlie Ericksen and Jean Goff Marantette. Charlie and Jean’s great vision was influenced by their connection to the planet and world around them. Even after 48 years the mission remains the same: “ecological education through wilderness experience.” The goal is to give youth an appreciation and understanding of wilderness that will positively influence their connection to the planet.

In 1986 Guy Savoie and family, friends of the late founders and descendants of Métis and French-Canadian voyageurs, took over the program. Inspired by the Savoie family’s proud heritage, the program was further developed to highlight the lifestyle and history of the voyageurs as the first eco-travelers of the lakes, rivers, waterways and portages in this wilderness park.

VWP was instrumental in establishing Quetico’s special “sensitive area designation,” which includes a complete mechanical ban. Over the years, VWP has developed an excellent rapport with Ministry of Natural Resources and continues to be in the forefront of ecological practices while assisting in the maintenance and promotion of Quetico Park.

### Voyageur Persona

The “voyageur” was selected as a theme for several reasons. Voyageurs are part of our heritage and were instrumental in traveling with explorers and map makers to open up the North American continent. They learned from the First Nations how to live in harmony with the land. They were renowned for their perseverance, tenacity and “joie de vivre” (joy of living). These characteristics drove their inner spirit and provided them the strength to accomplish great challenges in the uncharted wilderness. The voyageur of yesteryear has strong links to the wilderness eco-traveler of today.

### Wilderness

VWP allows students to discover one of Earth’s last true primitive wilderness areas of international acclaim. Canada’s Quetico Provincial Park is 1,800 square miles of protected, pristine wilderness in Northern Ontario’s Precambrian shield and boreal forest. This wilderness is phenomenal — a world of geological, biological, cultural and educational significance. From May to September, students immerse themselves in the wild, untamed spirit of Quetico and learn about themselves in the process. Wilderness brings the classroom to life and helps students feel deeply connected to the natural world.

## The Program

VWP sees wilderness education as providing a catalyst mechanism for change. Wilderness-based experiential learning involves primal experiences, investigation, improvisation, teamwork and problem solving. Our approach in wilderness eco-travel emphasizes self-reliance, reflection, self-knowledge and cooperation. It influences how young people perceive their relationships with their world, and they often come to see themselves as intimately connected to all life. Our genuine hope is that these experiences help young people see their lives and the world in new ways. We believe, as did Henry David Thoreau, that “In wildness is the preservation of the world.”

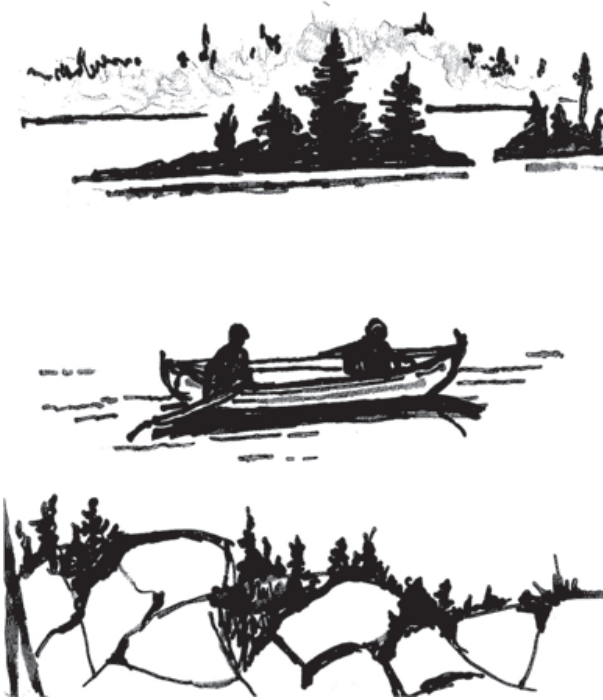
VWP is committed to one very simple idea: if we can help people come to know and love wilderness, they will not let it disappear. Wilderness is something we are privileged to experience. Those of us who come to know and love its wild, untamed beauty need to serve as its guardians.

*To visit a place like Quetico and to experience it through the eyes of a voyageur is a chance of a lifetime. It gave me and undoubtedly many other students a newly established respect, then admiration, for the power and magnificence of Mother Nature. I could not have asked for better teachers of these facts! Thank you for allowing me, and all of the other students, to experience true nature in such a perfect manner. I am only appreciative that the program is available.*

— Student, St. Ignatius College Prep,  
Chicago, IL.

## Program Delivery

VWP weaves eco-practices throughout all components of its operations. This approach is based on our Métis and voyageur heritage and the wisdom of our elders. At VWP we



A wilderness experience often strikes people at the core of their being. It has a deep influence on people’s attitudes, opinions, feelings and behaviours. VWP has seen many young people undergo profound personal transformations, and over the years has heard from hundreds who speak of its life changing impact. Wilderness experiences influence how we see the world and our lives within it. At VWP we think this aspect of outdoor education is extremely important.

*I have brought countless students through this program and the experience is one of the highlights they recall from their high school years. It isn’t just a trip through wilderness; VWP gives it an educative, environmental message that changes participants in a positive way. I’ve traveled all over the planet, to beautiful and meaningful places – yet none will ever rival my VWP Quetico trips for making me feel that I belong to the Earth.*

— Laine Gurley, PhD, Science  
Division, Rolling Meadows, IL.  
Golden Apple Recipient

are very fortunate to have been given values in life and had certain fundamental concepts instilled into the core of our being. We were “taught” and shown respect for Mother Earth, ourselves, family and community, and how everything is interconnected. The objective is to produce youth who grow into moral, ethical, contributing adults.

You immediately see our traditional unique approach to ecological practice on arrival at the Quetico Park Nym Lake landing. We greet participants with our “Montrealer” canoes — 32- and 36-foot-long replicas of canoes used by the voyageurs during the fur trade era. Students embark and paddle a short 800 m to Voyageur Island on Nym Lake at the boundary of Quetico Park. This natural mode of transportation moves many people in a non-motorized manner. For efficiency we coordinate the arrival and departure of groups so that when one group is leaving, another is arriving.

Another eco-friendly component is the transportation of supplies to the island. We have two pontoon boats with four-stroke motors. These motors are more expensive than two-stroke models, but their ecological benefit is outstanding — especially their fuel efficiency. Compared to two-stroke motors they use a fraction of gas and oil. They also exhaust into the air, in contrast to regular marine motors that exhaust into and pollute the water. Nym Lake, as well as Quetico Park, is a spring-fed watershed located on the continental divide and therefore in a pristine state. Because the area’s crystal wetlands and bogs are an example of Mother Nature working efficiently to maintain pure water, we are dedicated to preserving its water quality.

Speaking of watersheds and wetlands, VWP is the first island location in Ontario to have a sub-surface water treatment project or wetland to treat wastewater. We worked for five years with the Ministries of Environment and Health and a consulting firm for authorization to create this marshland. It was completed in 2000, at the time when

there were only 90 wetland installations in operation in Canada.

Wetlands are areas inundated with surface water or groundwater that support plants adapted to saturated soil conditions. Wetlands are valuable water-storage sites, holding back floods in wet seasons and gradually releasing the water in times of drought. They filter out pollutants and sediments from water that passes through them. They are also irreplaceable habitat for a vast number of birds that breed or feed in them. Wetlands have been described as “nature’s kidneys” because the physical, chemical and biological processes break down some compounds (e.g., nitrogen-containing compounds, sulfates) and filter out others. The natural pollutant-removal capabilities of wetlands have brought them increased attention as a way to filter wastewater.

The wastewater from our central shower and bathroom facility feeds into the wetland. In connection to our wetland we conserve water use through the use of six flow-reduced showers, three one-pint flush toilets and two non-pressure wash basins. The main kitchen has three flow-reduced faucets at sink areas. Although an abundance of pure water literally surrounds us, we practice conservation use as a commitment to further reducing our ecological footprint.

Electrical energy conservation is also an eco-practice embraced by VWP. Primarily due to the fact that years ago there wasn’t power in place, we continued the natural rustic approach. The buildings do not have air conditioning or heating systems. Natural light through windows is the main source of lighting while evening lighting systems include low-wattage, high-efficiency light bulbs and electronic motion sensors. High-efficiency appliances include refrigerators, steam dishwasher, propane stove and Paloma water heaters used in the main kitchen. Paloma water heaters are very energy efficient because they only heat the water that is being drawn through the unit.

Our program is also active in all three Rs: Reduce, Reuse, Recycle. Our recycling efforts include the collection of recyclable materials and transportation to processing centers. Our dead fall from trees and branches is collected and chipped on-site then distributed to designated paths.

Related to reduction and reuse is our purchasing power and selection of equipment and goods. When purchasing we consider many factors including packaging and natural products. For example, our freeze-dried food is provided by Richmoor, which offers all-natural products with bulk packaging. In terms of equipment and containers, everything is re-useable and sourced for eco-quality and durability, including backpacks, paddles, tents, lifejackets and even containers for food storage and eco-travel.

VWP is devoted to promoting ecological integrity — ensuring wilderness can be appreciated in its natural form for generations to come. We adhere to environmentally friendly practices for this very reason. In addition, there is no better way of educating youth in eco-practices than leading by example. We also instill the seven principles of Leave No Trace (LNT, [www.leavenotrace.ca](http://www.leavenotrace.ca)) in all our participants. The LNT principles were created to educate outdoor enthusiasts on reducing their environmental impact in the wilderness:

1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife (and Nature)
7. Be Considerate of Other Visitors

Voyageur Island's eco-system is monitored and maintained to ensure minimal impact and sustainable use. Designated paths link buildings and activity areas. Other areas are designated as wild, untouched by foot or development. Participants are asked to remain on designated paths and are more than

pleased to comply once they understand the potential impact of wandering through the undergrowth of this island's pristine areas. As with every forest and eco-system, there is natural tree loss. With many old-growth trees, some between 500 and 600 years old, we regenerate Voyageur Island every year by planting indigenous white and red pine species.

The aforementioned ecological aspects of our program delivery touch upon major areas that people can readily relate to. However, we also carry it through to the last detail and incorporate it into all aspects of our everyday lives. These values are reflected by our personal, down-to-earth, authentic interaction with people. It's a deep commitment by us — we LOVE what we do. VWP and its participants live and embrace the spirit, traditions and life-changing, timeless wilderness experiences that inspire our connection to the world.

### **VWP's Green Belief**

We truly believe that we are not masters of nature, but rather a small strand which is part of the large web of life. Ever since VWP's inception, we have been aware that actions and decisions today will affect what will happen tomorrow. We are committed to being at the forefront of environmentally friendly practices. VWP is devoted to promoting ecological integrity, not only on Voyageur Island but in all aspects of our participants' eco-travel through Quetico Park and surrounding areas. This commitment ensures that wilderness will be appreciated in its natural form for generations to come.

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*Michelle Savoie is the CEO/General Manager of the Savoie family-owned Voyageur Wilderness Programme. Please visit VWP's website ([www.vwp.ca](http://www.vwp.ca)) for information about an upcoming Teachers' Professional Development Workshop linking experiential learning to the classroom.*

## Why It's Good to Go to Camp

by Matthew Howell

I had just taken a new job at a ski resort in south central Ontario and I'd spent my first day being toured all over the resort property. By 3 pm I had become friendly with my supervisor. As she knew of my summer camp experience from my résumé and interview, she decided to ask me what facility I would recommend for her ten-year-old son who was itching to go to a camp. I gathered a little more information about his hobbies and was able to recommend a camp where I thought he would be quite comfortable. As we walked and talked about camps I asked her why she had decided to send him to camp. She thought for a few seconds before saying, "... It's just good for him."

This was not the first time I had received that response. Having the pleasure of spending seven of my previous eight summers working at summer camps I had asked this question of parents numerous times, frequently receiving the same type of response: "It's just good for them." I usually tried to find out why parents felt camp was good for their kids, and while most would come up with answers such as their child learning to be independent and making friends, learning new skills or being part of a group, it seemed that there was simply an assumed benefit to camp. People shared a belief that there are some good results due to sending children to summer camp, but no one I talked with could produce any sort of proof beyond their own experience or that of a friend or relative.

In this day where evidence-based research rules, I wondered what the actual benefits of a summer camp experience were for a child. In my fourth year of undergraduate studies at the University of Waterloo I had the opportunity to explore the benefits attained by children attending a summer camp by way of an academic literature review. I worked with Dr. Troy Glover who has

been commissioned by a group of camping associations to perform a study on the benefits realized by children who attend summer camps. My review focused on the literature regarding overnight or sleep-away camps.

During this review I realized that studies on the outcomes of summer camps dated as far back as 1909 (Stone, 1986) and covered topics as diverse as race relations within children's play (Moore, 2002) and the physical effects of attending summer camp on children with cystic fibrosis (Blau et al., 2002). I divided the 26 studies I reviewed into four general themes:

- sociological research that excludes the camp environment as a study variable
- medical research that examines medical interventions administered at specialized summer camps for youth with specific illnesses
- work experiences (e.g., how employment at summer camps benefits employees)
- benefits of camp for campers.

I was able to identify areas of both strengths and weaknesses in camping research, providing guidance for future studies.

### Camp as a Context for Sociological Processes

Four of the 26 studies I reviewed made use of camp as a *context or location* for sociological research, yet excluded camp as an actual variable in the research. Studies representing this theme addressed such topics as how children cope with homesickness (Thurber & Weisz, 1997), and how a group of adolescent girls, some with attention deficit/hyperactivity disorder, interact and form friendships (Blachman & Hinshaw, 2002). While research of this nature can and should be taken into consideration by summer camp professionals, as it provides guidance in producing strategies for addressing



specific behaviours such as homesickness or dominance structures within groups, it only indirectly, if at all, speaks to the benefits of summer camp. Future research should perhaps give consideration to the camp environment as an actual variable in the social processes under investigation.

### Camps for Children with Disabilities

Camps that serve children with special needs play a crucial role within the summer camp field facilitating opportunities for children with a variety of medical conditions, including cancer, blindness, hearing impairments, and attention deficit disorders. In so doing, they enable youth who might not otherwise have such an opportunity to participate in specialized camp programming under the supervision of trained staff at inclusive facilities that cater to the unique needs of their clientele. The benefits of these camp programs seem evident, yet few studies have been conducted to demonstrate the positive outcomes one would expect.

Some of these medical studies conducted in summer camp environments recognized the social benefits of a camp experience. There were fewer studies that focused solely on the medical aspect of the camp experience rather than the sociological. One, Blau et al. (2002), found that cross-infection among campers with cystic fibrosis is avoidable. Their research provided evidence to support re-opening a number of camps for children with cystic fibrosis that had been shut down due to perceived risks of cross-infection among campers.

Both types of studies led me to the conclusion that applying the findings to the masses is less than appropriate as none encompassed more than a single medically specialized camp. One issue that was identified repeatedly within the various medically oriented studies I reviewed was the need for a larger sample size and longitudinal research aimed at demonstrating the psychosocial and medical benefits of attending medically specialized camp before the results could be considered conclusive (Briery & Rabian, 1999; Meltzer & Rourke, 2003; Epstein, Stinson & Stevens, 2005; Martiniuk, 2003).

### Benefits of Working at Camp

Two of the four studies I reviewed under the theme of benefits of working at summer



camps were focused solely on the benefits of working at camps operating under the 4-H philosophy. This approach focuses on developing mental knowledge and reasoning ability (head), emotional development (heart), the learning of new skills (hands) and the development of an understanding and appreciation of the human body (health), thus creating the 4-H paradigm of “Head, Heart, Hands, Health” (Klem & Nicholson, 2006). This philosophy appears to be prominent among American camps, or at least the 4-H organization has taken an active role in researching the benefits of 4-H camps, based on the number articles I reviewed with a 4-H focus. Findings from this modest body of research show the benefits of camp in the development of soft skills, such as leadership, decision making and conflict resolution (Dworken, 2004; Garst & Johnson, 2003).

Dworken (2004) surveyed a wide spectrum of alumni between one and 40 years after their camp experience and found over half of the people who were camp staff felt their experiences at camp directly influenced their career choices. Forsythe, Matysik and Nelson (2004) found that 96% of the camp staff they studied had learned a skill they used at subsequent jobs, demonstrating the influence of the camp experience on career preparation and choices and indicating that camp is a place of learning and growth for staff.

## Benefits of Camp for Campers

I did find that the benefits of increased self-esteem, independence, environmental awareness as well as social skills such as making friends (Philliber Research Associates & American Camp Association, 2005; Bialeschki, Henderson, Krehbiel & Ewing, 2003; Henderson et al., 2006; Place, 2006) corresponded quite closely with the list of benefits parents look for when sending their children to camp. In addition, Jacobs’ (2005) study on parents’ motives for sending their kids to camp included a desire to see increased self-esteem and respect for peers

and independence. I question the statistical reliability of these studies’ findings if applied en masse since they have a limited sample size, usually including participants and or parents from a single camp.

## Conclusion

As a result of conducting this review I feel not only comfortable, but also confident, in telling parents that summer camp is beneficial for youth based on my personal experience and the amalgamation of the results of a number of studies. It will take a few more large-sample, longitudinal research studies that provide quantitative measurements of changes in a person’s abilities, skills and self-perceptions, similar to Philliber Research Associates’ (2005) ground-breaking study of 5,000 diverse families from 80 camps of varying characteristics and associations, before I will be comfortable and confident in telling parents that summer camp is academically proven to be of benefit to their children.

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*This article is adapted from "A Review of the Summer Camp Literature" submitted in April 2007 in partial fulfillment of the requirements for a fourth year undergraduate independent study course conducted by Matthew Howell under the supervision of Dr. Troy Glover, Recreation and Leisure Studies program, Department of Applied Health Sciences, University of Waterloo.*

## Taking New Paths: Experiential Education in Portugal

by Kátia Almeida

### About Pressley Ridge

Pressley Ridge provides an array of treatment services to at-risk and developmentally delayed children that allow them to remain close to their families and communities. A non-profit organization founded in 1832, Pressley Ridge offers innovative programs in Delaware, Kentucky, Maryland, Ohio, Pennsylvania, Texas, Virginia, West Virginia and the District of Columbia. Pressley Ridge also provides services in Hungary and Portugal. Together, the programs in the US and Europe serve approximately 2,000 children and families daily.

Pressley Ridge has operated in Portugal for about 20 years providing training, consultation and technical assistance. Since 2004 with the achievement of NGO status (non-governmental organization for psychosocial intervention with children, youth and families), Pressley Ridge has expanded its mission to include direct service provision to at-risk children and families.

### Experiential Education in Portugal

At Pressley Ridge we brought experiential education to Portugal to enhance our work with children by integrating the main components of learning by doing into our daily activities. This approach began in 1996 with summer and winter camps for at-risk youth and expanded to an after-school program for a group of 40 primary school children in 2000.

In Portugal, professionals use group games in different settings (schools, residential programs, outdoor adventure-based programs). Typically these games are used for recreational or educational purposes. Rarely do we see professionals using these group games or adventure-based activities for therapeutic ends.

In order to train more professionals in the experiential education philosophy, in 2001 I started an experiential education class in the Sports Psychology Department of Lusófona University (a private university located in Lisbon). It was the first time anywhere in Portugal that students majoring in sports psychology were offered this course; it ran every year until 2007.

### Lack of Wilderness

Compared to most countries in North and South America, Europe does not have expansive wilderness areas; the real wilderness in Portugal is the ocean. Our natural parks are very small and you cannot be in the outdoors for long without encountering evidence of human habitation: a ruin, an olive tree, a Roman walk or wall.

When we integrate outdoor and adventure-based components in our programs in Portugal, we try to use the best of what we have to offer. We have medieval villages and centuries-old castle ruins that are almost always located at the top of beautiful mountains in the countryside. We try to use this beautiful landscape to set up adventure courses that will enable participants to explore cultural components of the country while at the same time exploring nature.

I've learned that, regardless of where we are in the world, we can always find beautiful places and suitable locations that will help us feel close to nature and teach us more about ourselves and others. The key is to be away from our daily lives and allow ourselves to be challenged to get out of our comfort zones. These same principles apply to all locations. We discovered this one day when we went into a fire house to escape the rain and conducted a very successful experiential education training.



## Experiential Education and Adventure Therapy Centre

In 2007 Pressley Ridge Portugal started an experiential education and adventure therapy center. This pilot project aims to help participants change their behaviour (functional and dysfunctional) and manage their emotions. The target population is at-risk youth and families from a variety of settings (public schools, residential and community-based programs, and probation services) and the professionals that work with them.

The main goals of the program are to

- separate youth from the negative influences in their daily lives and place them in challenging but safe environments where they must communicate, cooperate and work as a team and, as a consequence, improve their behaviour and learn new skills
- help participants understand their pattern of self-defeating behaviour and learn new and effective coping skills
- promote therapeutic change through experiential learning, Challenge by Choice and group process activities
- provide training in experiential education and adventure therapy for professionals.

The centre offers various programs to achieve these goals:

### 1. The training program

Since June 2007 we've organized three different trainings and trained 65 professionals (school teachers, teacher counsellors from a Juvenile Justice residential program, psychologists and social workers). Two of these trainings were basic facilitation courses and the other was a professional and personal development training. The trainings were held amidst beautiful Portuguese landscapes and the participants stayed together in groups for two-and-a-half days.

Some of these professionals continue to work with us in our community-based programs, integrating what they've learned in their daily activities with youth and families. As a result, our staff is more motivated, empowered and

more willing to accept and integrate new challenges.

This year, we have scheduled a four-and-a-half day adventure orienteering experience, two one-day trainings on the use of metaphors to enhance learning, and two basic facilitation courses.

### 2. Wilderness therapy

We are developing short-term adventure-based residential programs (from one to 20 days in length) to work with at-risk youth in an outdoor setting. To that end we are in the process of contracting with an agency located in Sintra National Park outside of Lisbon that has an outdoor adventure-based camp with challenge courses, eco-cabins, a camping site and orienteering courses.

### 3. Adventure therapy and experiential education

We are developing a model to integrate experiential education in public schools and residential programs as a way of teaching interpersonal and social skills to at-risk students, and as a result, increasing their attendance and improving their behaviour in these settings.

Evidenced by what we have done in the past and our plans for the future, we are committed to improve the lives of the young people we serve and to help more professionals in Portugal integrate experiential education methods into their work.

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*Kátia Almeida has an MBA and a Master of Sports Psychology degree. She has served as the Director of Pressley Ridge in Portugal since 2000. In addition, she has been teaching in the Psychology Department of the Lusófona University since 1996.*





## Are Your Ears and Mind Open to Diversity?

by Tammy Hand

One night recently I stayed overnight at the field centre where I work. The G.W. Finlayson Field Centre is a day centre operated by the Peel District School Board. It is located just south of Orangeville on a beautiful piece of land with all the features that a good outdoor environmental education centre should have. As I was sitting at the computer catching up on paperwork I stopped to listen to the frogs chorusing in the ponds and swamps. There were so many of them. I tried to identify the different types of frogs from their voices. It took me some time as their songs blended together, becoming louder and then softer again. There were wood frogs, chorus frogs, spring peepers, green frogs and I think an occasional bullfrog. Students on wetland hikes are amazed that each type of frog has its own song. They are all frogs, but each has its own unique characteristics and needs, just like the students who visit the centre.

The students who visit the Peel field centres come from varied cultural and religious backgrounds. The Peel District School Board website is available in 17 different languages. The board also has a Faith Forward program with a community liaison coordinator that publishes a Holy Days and Holidays Calendar each year. This calendar helps to familiarize employees of the board with 12 different religions, customs and holidays. It is a tool to help welcome all students to the board and its facilities.

As an outdoor educator I think it is important to recognize, adapt and support the diversity of the students who visit our facilities. The more I became aware of different religions and cultural customs, the more I thought about our various programs and how they could be adapted to accommodate the diversity of students that visit the field centres. Figuring out how to demonstrate

this openness to diversity has required us to engage in research, some creative thinking, conversations, and brainstorming with other educators and technical support people. The following is a brief description of issues that outdoor educators at the G.W. Finlayson Field Centre have become aware of or been able to adapt to.

### Dress

We know that a happy day at a Field Centre involves dressing appropriately, or what we think is appropriate for the outdoor environment and its associated activities. For some religions there are certain specifics of dress that must be followed regardless of the setting. Girls may only be permitted to wear skirts (Muslim, Pentecostal, Orthodox Judaism); some students may be wearing a hijab (Muslim females), patka or turbans (Sikh males); and some students may not have appropriate clothing due to language barriers or a lack of funds.

We encountered a problem with climbing helmets fitting students for the High Ropes Challenge Course. After some research I found a company (Edelrid) that makes a helmet that will accommodate a patka or hijab comfortably and also provides more room for large hair and dreadlocks. For students who are wearing skirts, we have extra pants and leggings at the centre which they can choose to put on under their skirts. The centre also keeps a reserve of other clothing and shoes just in case.

### Dietary Restrictions

There are many religions that fast at certain times of the year (Muslim – Ramadan; Judaism – Yom Kippur; Hinduism – Shravan; Bahá'í – Ala; Jainism – Paryushan). If students

are fasting, then a space should be provided for those who prefer to be away from the food. The impacts of fasting also need to be recognised when students are participating in physical programs such as Ecogames, orienteering, or the High Ropes Challenge Course. Some students may have special permission to drink water on their trip day because they are being physically active. Outdoor educators should be aware of the potential for dehydration and low energy/low blood sugar for these students.

The followers of certain religions cannot eat certain types of foods (Jainism – strict vegetarians; Judaism – kosher foods only,

meat and milk must not be eaten together; Rastafarianism – strict vegetarians; Hinduism – no beef or products made from cows; Sikhism – no halal meat; Muslim – no pork products or meat from a carnivorous animal, only halal meat). These restrictions have led us to reflect on and adapt some of the programs offered at the centre.

In September the G.W. Finlayson Field Centre hosts grade 9 orientation days for some schools within the board. On these days there are between 150 and 300 students participating in “get to know you” games and other fun activities. The day also includes lunch, which takes some planning and

coordination to meet the diversity of the students attending. To accommodate dietary restrictions we have one school that uses burgers from a halal butcher and brings veggie patties for the others. Other schools have brought chicken burgers, or have ordered vegetarian pizza. When smaller school groups have a cook out lunch, we remind teachers to check with their students regarding dietary restrictions. We have found that halal chicken dogs and veggie dogs work best. If there are Hindu students who cannot eat marshmallows then a different dessert is selected.



## Prayer

As outdoor educators we need to be aware that some religions require prayer during the day. This requirement may depend on the students' ages and their parents' wishes. These students should not be embarrassed about their need to pray. The Muslim religion requires its followers to pray five times per day. The times vary depending on the position of the sun. The midday prayer, Salat-ul-Zuhr, falls between 11:50 am and 1:13 pm. The mid-afternoon prayer, Salat-ul-Asr, falls between 2:00 pm and 5:19 pm. Students may need to wash before prayer and should have a clean, quiet place away from activity where they may take their shoes off. Finally, they may need help with direction in order to face Makkah.

## Gender

Certain religions do not allow boys and girls who are not related to make physical contact with each other (Orthodox Judaism). To accommodate avoidance of physical contact, especially during some initiative games, we use sections of webbing or old climbing ropes to link students together. We are also continuously doing research to find initiatives that do not involve direct contact.

Sometimes traditions do not allow girls to participate in overnight programs where there are boys. We offer a camping program at the Finlayson Centre and sometimes get calls from teachers and parents regarding the sleeping accommodations. To accommodate gender issues we have set up tents for boys and girls in totally separate areas, allowed parents to come and tour the facility or have asked concerned parents to pick up their children after the evening program and to bring them back before breakfast.

## Recent History

Another thought on initiative games is to be careful of wording used to frame an

activity. There is an initiative called "mine field" where students try to determine a path through a series of squares without talking. Once all students are safely across the squares using exactly the same route the group has completed their task. For a student who has come from a country that is or has been at war, this imagery does not instil or suggest the fun adventure we may wish them to have. A different metaphor should be used.

## Conclusion

As outdoor environmental educators we are always saying how important it is for people of all cultures to have opportunities to participate in outdoor/environmental programs. We wonder sometimes why there is not more diversity within the field of people who teach or advocate for outdoor/environmental education. With effort, awareness and understanding, we as educators can make the experience welcoming and more inclusive to all. Just as we want all the frogs to have a good habitat so should we provide a good habitat for all students and others who want to get outdoors and explore the natural environment.

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## Improving Our Approach to Managing Risk

by Adam Brown

There just aren't that many great anecdotes about risk management. Well, there are, but they sure make for dull reading:

*The group was hiking through the bush and nobody got hurt.*

*After the day was over, the boys walked to the busses and got home without incident.*

*During swimming, we explained all the rules. After an hour at the beach, everyone went to dinner.*

There's no conflict. No climax. No acts of heroism or bravery. As a camp director, I love to hear anecdotes like these from my staff. Stories with conflict and climax can be told around a campfire — they don't need to happen in real life. At least, that is my preference.

As outdoor educators, we are actively managing risk all the time. Our work involves putting other people's children into unfamiliar environments on a daily basis. No one in the COEO community will doubt the benefits of out-of-doors learning and new experiences, but parents, school boards and insurance brokers are increasingly aware of the risks associated with being in new settings. We have a very real moral and legal responsibility to be experts at risk management. Thankfully, I think we are.

By and large, as outdoor educators we do a fantastic job of minimizing risk and keeping our participants safe. We write excellent policies, we adhere to strict standards and operating procedures, and we train our staff teams with a fervor not commonly seen elsewhere in the "real world." These ingredients make our programs successful and attractive to clients. They keep our facilities safe and our people healthy, thus allowing us to deliver new outdoor experiences and lessons to the children and adults with whom we work.

Outdoor education — be it canoe tripping, adventure programs, field studies or anything else — is inherently risky. We deal with unpredictable settings and situations, where change is constant and outcomes are sometimes uncertain. In this naturalistic environment, our risk management procedures have the potential to break down and people can get hurt. It might be a change in the weather, staff fatigue, a lapse of judgment or just a freak accident. We may have written the best policies, set the highest standards and hired the most talented people . . . but accidents can still happen.

I've mentioned the areas where, as an industry, we excel: we have great policies and operating procedures, good standards and stellar people. But there are three more areas where I think we can improve. Specifically, I think we can do a better job training good decision makers, reporting and utilizing incident data, and providing adequate supervision that leads to proper and regular retraining. Our programs and facilities will benefit from a fresh approach to risk management, and we can share more stories like the ones at the opening of this article where a first-aid kit was not needed — even though it was stocked and ready!

### Training Good Decision Makers

Teenagers are not good decision makers. We know this from first-hand experience (unlimited examples are available on YouTube; see "skateboarding"), but we also know this from research into brain development. I attended a session with Dr. Joseph Riggio at the 2007 Tri-State Camping Conference where he showed images of brains as they develop. Basically, immature brains are wired to make impulsive, risky decisions (Riggio, 2007). With an underdeveloped frontal-cortex, Riggio says, immature brains act from a "gut instinct" rather than logical processing. This was only of passing interest



until I learned that our brains don't reach maturity until we are 25–30 years old. This has a huge impact on how camp staff and student program leaders who may be delivering outdoor education programs need to be trained. We can't expect them to be good decision makers — they just aren't wired that way.

Luckily, teaching decision making is just like teaching any other skill — provide proper instruction, give time for practice and break things down into smaller steps. At Cairn Presbyterian Camping where I work, for as long as I've been there, staff have been taught decision making using a simple rubric called "The 4S's." Cairn Directors, Beth and Travis Allison, felt that the 4S's covered everything we did at camp, and empowered all of the campers and staff members to make good decisions. Here are the 4S's — and note, you must be able to answer YES to all four questions before deciding to undertake any activity.

1. Is it SAFE?
2. Does it SERVE the community?
3. Does it promote SELF-ESTEEM?
4. Is it good STEWARDSHIP of the environment?

If the question is whether to climb trees — safety receives a no. If the question is whether to choose a highly competitive game, while it may be safe (in the short term), it often doesn't serve the community or promote self-esteem. We know from experience that a lop-sided score only leads to conflict and bitterness, but our first-year camp staff members need help to come to that conclusion. We give them the 4S's.

The 4S's may not be perfect for your situation (though you're welcome to them), but they demonstrate good teaching principles. The process of decision making is broken into easier steps, and Cairn staff members are trained to ask all four questions. When in doubt, they will come to a director for clarification, but they are usually able to choose wisely based on this training. Immature brains are quite able to follow clear instructions, and the 4S's are made clear through instruction and practice.

We know that training is the "only thing that won't break in the field," and most of our staff members are very well qualified for what they do. But skills and knowledge are never a substitute for good decision making. We can't give our people the years and years of experience that will immediately make them into superstars — but we can at least give them a head-start on making the right decisions and minimizing risk.

### Reporting and Analyzing Incident Data

A universal headache for outdoor education program managers and camp directors is incident reporting and paperwork. It's necessary, but it can also be time-consuming, inaccurate and meaningless. When paperwork is filled and filed, but not analyzed, we don't learn from our mistakes.

Many organizations have difficulty getting forms filled in properly. It's a logical problem to have, really — we're outdoor educators, and many of us got into the field to get away from paperwork! Often the problem is simply logistical, and we need to provide our staff the time and space to fill out the proper forms. For a database of forms from all across the world, try the International Incident Database Project: <http://incidentdatabase.org>. There you will find sample forms that might suit your needs and streamline your reporting system.

Once your organization is able to adequately document incidents, it's critical to use the information being reported. There's no sense allowing additional injuries to occur in the same way. The best way to document this information is with the assistance of technology. In this way you will be able to track incidents in real-time and identify trouble areas in your facilities and programs.

The best way to store lots of information is in a computer database.<sup>1</sup> With the power and flexibility of a database, it is possible to track

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<sup>1</sup> This idea was presented by Dave Secunda of Avid4Adventure, and he was pleased to have it passed along.



any variable and easily identify where your risk management systems are breaking down.

Dave's system is this: fill out incident forms as per usual; there's no substitute for paper and pen — especially in the outdoors. Once the forms are completed, the information needs to be entered into a database. The easiest way to do this is to use an online survey tool (such as [surveymonkey.com](http://surveymonkey.com)). Create your survey so that each question reflects the data fields on your incident form, and the survey "answers" serve as your incident database fields. Survey Monkey is a simple tool to set up, and automatically generates relevant statistics, graphs and analysis of the data that has been entered.

The beauty of this system is that you will be able to track every variable on your incident form separately. So, you might discover that your week-long programs see the most injuries on day three. Or, you might discover that lunchtime is when most bumps and bruises occur. You can look at incident information in any way you like, and identify trouble locations, trouble activities, trouble staff members and trouble hours.

The analysis, using Survey Monkey, is straightforward, and the computer database is not going to get wet in the rain or crumpled in a backpack.

## Proper Supervision and Retraining

In my role as a camp director, I have to deal with many day-to-day responsibilities. E-mails, phone calls, paperwork and maintenance concerns keep me very busy. I'm certain that all of us are overworked and bogged down. But we need to ensure that we're prioritizing time to spend properly supervising and retraining our staff members. We need to make sure that we're never too busy to keep our people safe.

Proper supervision allows us to provide feedback and correction to our staff teams. When we take the time to "walk the field" we're able to maintain our high standards — both in our facilities and in our

programs. Best of all, we're able to protect our employees from harm, so that they can protect their participants from harm.

As summer arrives, and the weather gets warmer, proper supervision protects our staff members from dehydration. It is important that we intentionally guard their welfare and minimize their exposure to risk. Proper supervision allows us to limit the number of swimmers in the pool, so that the lifeguards are able to adequately monitor the swimming area. Proper supervision requires us to limit the number of climbers at a climbing course, so that the staff there are able to stay sharp and focused. Proper supervision allows us to know when the maintenance team needs help cleaning the shop, so that they can have the right tools when they are repairing the school bus.

After we have armed ourselves with information by using an incident database, we need to appreciate that proper supervision also involves regular retraining of our staff members. We need to ensure that changes are being implemented, new operating procedures being followed and participants being cared for properly.

## Have a Safe Summer

Our responsibility as risk managers is constant and heavy. But the joy we get from safe programs makes it all worthwhile. Have a safe summer!

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## Creating Community: Group Development Activities

by Charlotte Jacklein

Friendships and strong connections between group members can be the decisive element that “makes or breaks” a group. In some cases, students in a group may not know each other and may need to find common ground and build connections in order to feel comfortable and accepted in the group. In other cases, students may have known each other for years and need to be challenged to step out of their familiar friendship groups. The following activities can be used as group development tools in a wide range of situations.

### Buddy Walk

A buddy walk (or sit) is an adaptable and effective tool for individuals to learn more about each other. Place each person with a buddy, ideally someone they do not know well or from a different friendship group.

A good conversation starter is for each pair to find the three most unusual things they have in common. Depending on the focus of your program, other topics of discussion could be things like the leadership qualities they value, what the environment means to them, career goals, and so on. At the end, each pair can tell the group what they had in common or what leadership qualities their partner values, thus also presenting an opportunity for the whole group to know each other better.

### Metaphor Game

This is an intriguing and creative game for groups who have started to bond and already know each other fairly well. One person picks a specific group member in their mind, and everyone else has to ask questions to help them guess the identity of this chosen person. For example: “If this person were a type of food, what would they be?” (or if they were a colour, an animal, a vehicle, a famous person, a geographical feature, and so on).

The person who has the specific group member in mind answers each question as specifically as possible until someone in the group guesses the right person. Even with abstract questions, the person’s identity often will be guessed surprisingly fast. The person who correctly identifies who is being described can choose (in their head) the next person for the group to ask about.

### Hot Seat or 20 Questions

This activity can fit well into the slow moments of a program or while waiting for meals. One person sits in the “hot seat” in the middle of the group and everyone can ask them (appropriate) questions about their goals, hobbies, home, and so on. This activity is excellent for students who may be too shy or socially awkward to ask questions or integrate themselves into the group during unstructured time. This activity works best for intermediate and older students who are capable of focusing and listening to a longer conversation.

### Have You Ever...

This is an active and fun introductory game. Everyone stands in a circle, with one person in the middle. The person in the middle says something that is true about themselves, such as “Have you ever... paddled a canoe?” Each person who has ever paddled a canoe (or whatever was said) has to run across the circle to find a new position. The last person moving stays in the middle of the circle and asks the next question. This is a great activity for new groups as it leads to much laughter and many great conversation starters.

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*Charlotte Jacklein is currently dodging snakes and kangaroos while working as an instructor for Outward Bound Australia.*

## Nature First: Outdoor Life the Friluftsliv Way

Reviewed by Linda Leckie

Review of Henderson, Bob & Vikander, Nils (Eds.). (2007). *Nature first: Outdoor life the friluftsliv way*. Toronto, ON: Natural Heritage Books. (ISBN 978-1-897045-21-3)

*The great sea stirs me.  
The great sea sets me adrift,  
it sways me  
like the weed on a river-stone.  
The sky's height stirs me.  
The strong wind blows through my mind.  
It carries me with it,  
so I shake with joy.*

This song by a shaman, Uvavnuk, was recorded by the great explorer Knud Rasmussen to demonstrate the continuity of Inuit culture from Greenland to Chukotka. What the great sea can also teach us is how the simplicity and power of experiences in the natural world can transport one in utter delight and joy. *Nature First: Outdoor Life the Friluftsliv Way*, edited by Canadian Bob Henderson and Norwegian Nils Vikander, is an important first in transporting the Scandinavian approach "friluftsliv" (creating a connection between humans and the natural environment) to the rest of the world. The writings of international advocates who share the mutual goal of putting nature first allow Nordic countries to see how this wisdom is being actively interpreted and applied beyond Scandinavia. The book, divided into three parts — Scandinavian, Canadian and International, "shakes with joy" and celebrates many age old-traditions with respect to nature, health and identity.

For Henderson, *Nature First* satisfies a personal quest to bring friluftsliv to Canada. As he watched North American outdoor practices become more engrossed in the mania of skill development, personal growth and technological conveniences, he felt that nature was being lost. In the Norwegian tradition of friluftsliv he found a way to renew interests

### *Paa Vidderne (On the Heights)*

Well, then come!  
in wind and rainstorm,  
'Cross the highland's rolling  
heather!  
He who wants may take the  
church road:  
I will not, for I am free!  
In the lonely seter-corner,  
My abundant catch I take  
There's a hearth, and a table,  
And friluftsliv for my thoughts.

Henrik Ibsen, 1859

in teaching and learning about place, nature, heritage, lore, crafts and the general art of living outdoors. Friluftsliv, a word first used in *Paa Vidderne*, a poem by Norwegian Henrik Ibsen, explains a cultural relationship to nature that has evolved with a people and the landscape that has formed their character.

In the preface, Australian Andrew Brookes and Norwegian Borge Dahle put forth the question, "How can and how should individuals, families, and communities experience nature in the modern world?" (p. viii). In answering their query they add that, while going "back to nature" seems like the obvious answer to the social, cultural and environmental problems of our post-modern world, the return is not simple since it has also been touched by the industrial

and electronic revolution. A recent issue of *Pathways* dedicated to issues surrounding the effects of emerging technology in outdoor education shows a shared concern here in Canada. While the Norwegian tradition of friluftsliv offers a way to maintain involvement in the outdoors alongside modern industrialized society, Norwegians will find that they are not alone.

In “Part One: Scandinavia,” readers are invited to be a guest of their Nordic friends, to sit down under a tree, sit back with this book and make their way back home. Throughout the 13 essays in this section, friluftsliv is further defined and put into a historical perspective by describing the specific concepts and interpretations of different Scandinavian countries.

Friluftsliv is not without its challenges. The influence of other countries, the introduction of new activities, and the attitudes of the modern world all make modern friluftsliv diverse and complex in its philosophy and practice. Nils Vikander, in proudly describing many of the traditions that have been significant in the development of friluftsliv in Nordic countries, feels these historical conventions set them apart from the rest of the world. Vikander points out that, in contrast to Scandinavia, other countries’ lack of an extensive public transport system, the Right of Public Access, year-round outdoor preschool education, the *Friluftsliv Advocate*, and the Folk Academy would need to be overcome to successfully adapt friluftsliv to other countries. Readers should not be discouraged, however, as the Canadian, American and International authors provide wonderful insights and practical ways in which we too can put nature first.

In “Part II: Canadian,” Larry Innes’ essay, “Duct Tape and Rabbit Wire,” takes us to Labrador in spring time where his wife is preparing and packing for “nutshimit” (translated as “back to the country”) in which her entire family returns to their ancient

campsites and to a rhythm of life as old as the Innu culture itself. While friluftsliv is a practice, nutshimit is a place — a place where traditional Innu culture can live on without the impositions of the dominant culture; where families reconnect away from village life; where the Innu language comes alive; and where the stories that connect people to place can be told in their full context. Here in Canada, the Innu show the way to resolve the tension between tradition and modernity in a month-long existence that sustains connections to nature, place and culture.

Several other authors bring the concept of friluftsliv to Canada by noting the distinctions, celebrating the similarities, and honouring the significance and value of belonging to the land in outdoor education programs and curricula. Editor Bob Henderson, always the storyteller, takes a unique and effective approach to defining friluftsliv by telling several stories that explain what friluftsliv is not. Zabe MacEachern offers readers her understanding of how a craftmaking curriculum, a form of engagement with the natural world, is connected to friluftsliv. Glen Hvenegaard and Morten Asfeldt, who both teach at the University of Alberta’s Augustana Faculty, reveal the ways they have embraced friluftsliv’s joys in wilderness travel curriculum: on a 21-day canoe trip in the Canadian north students focus on the joy of knowing the place, feeling home and living simply.

The last chapter, a study of the Norwegian immigrant experience in Canada by Ingrid Urberg, should be read as a companion to the essay by COEO’s own Mike Elrick. Urberg’s research reveals how Norwegians brought their love of outdoor activities to Canada and adapted that passion to their new life and surroundings. She confirms that their friluftsliv mentality shaped their new lives and identities in Canada and continues to affect the lives and identities of their families and communities today. The lasting power



of friluftsliv is further supported by Elrick, whose love of the woods as a child continues with joyful wanderings in nature with his own children and students. When he goes to Norway for a family reunion, everything comes full cycle, and he is able to see the connections that run deep within his makeup, for Norway is in his blood. According to Dahle and Brooks' preface, friluftsliv cannot be uprooted and translated into different cultural, historical and geographical contexts. What Urberg and Elrick show is that a tree transplanted to another country can still be a tree if it is planted with a good amount of its original soil, and if it is nurtured and cared for with love.

"Part Three: International" explores other traditions towards nature from early beginnings across the sea to more recent trends across the border. From the Czech Republic we are introduced to educator Komensky (1592–1670) who in writings about outdoor experiences 400 years ago called for education through experience, prior knowledge and connections with nature. From Sweden we learn that if we do not care for nature's creatures, "tomte" — little elves — might play tricks on us. For outdoor educators who take students on wilderness travel trips the two essays by Brian Wattchow and Molly Ames Baker highlight the danger of erasing local notions of place with a preferred vision of wilderness. In his essay, "The Experience of Place: Teaching Cultural Attachment to Place," Wattchow advocates for an education that is personally and culturally responsive to a local place yet wonders what that might look like in practice. In "Landfullness Adventure Programming," Ames Baker shows the way by providing her "landfull framework," a meaningful pedagogy with accompanying focus questions and activities, to promote reconnection to the land.

*Nature First: Outdoor Life the Friluftsliv Way* is an important text for outdoor educators in today's wired, electronic, modern, industrialized, consumer-driven, fast-paced and high tech world. David Gilligan, in his essay "Friluftsliv and America," wonders if friluftsliv has anything to offer a place where modernity is the norm, where culture is almost wholly imported from other places, and where wild land is set aside as museum pieces. In broadening the concepts of friluftsliv internationally, educators will find what Gilligan found — a glimmer of hope, as the simple joy of being out in nature, experiencing pleasure and harmony with the surroundings whether alone or with others, knows no cultural boundaries. Norwegian *friluftsliv*, Canadian *nutshimit*, Swedish *tomte*, American *landfullness*, Danish *love of the Mother country*, and Czech *turistika* bring together kindred spirits from all over the planet who share a common understanding of the need for a connection between humans and their natural environment. The essays in this book enable outdoor educators to learn from and with each other. We can travel together on a journey of hope that both compliments and revitalizes our existing philosophies and practices in outdoor education to put nature right where it should be — FIRST.

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*Linda Leckie is the Director of Outdoor Education at The Bishop Strachan School in Toronto where she implements an outdoor education and traditional wilderness travel curriculum that keeps nature first. She hopes to introduce shorter Norwegian working hours (over 400 hours fewer a year than in Canada) and "Friluftsfraijandet," the Come Rain or Shine Recess Policy, to her school.*

## Giving Our Children Places to Play in Nature

by Joe Richards

I often think about my time growing up. I grew up on a farm in southwestern Ontario in the northern end of Kent County. One of my favorite things to do was to wander aimlessly and explore the world around our farm. Sometimes those journeys were on horseback, but many times they were simple — just me walking and discovering the various places that I grew to love and learn from. There was no one to make me love the outdoors — there was only the outdoors helping me love the outdoors. I was allowed to play in the woods.

I think back to my time facilitating outdoor education in camp settings, with campers in the summer and school children in the spring. I remember that my biggest hope was to pass on my love of the outdoors. As years have passed, I have come to realize that what I taught was not always a love of the outdoors, but a respect for the outdoors. To pass on the love I have for the outdoors, I need to move away from the conservation focus, and get back to letting the children have a conversation with the outdoors — by themselves.

We often take trips to conservation areas and read signs to “stay on the trail.” How are we to discover the world around us by staying on the manicured trail? How will children learn to love something they cannot touch? It seems to me that while playing in the woods is not the objective of outdoor education programs, the objective *is* to teach them about the outdoor world. To do that we must let them learn by themselves.

I came across a post on Steve Olsen’s blog early in November 2007 that helped focus my thinking on how to pass on a love of the outdoors to children. Steve had visited the University of Minnesota Arboretum and discovered a place called “Under the Oak.”

He took a photo of the sign that welcomes visitors to the site, which reads

### ***For Parents: The Power of Vitamin N(ature)***

Remember forts and mud pies? Hectic schedules, landscaped yards and the lure of electronics leave little room for such pastimes today. Yet studies now link free play in nature with healthier children — physically, mentally and emotionally.

If you reflect on time you spent outdoors as a child, it may shed light on these findings. At Under the Oak one can see much building of forts (and self-confidence), bug-chipmunk-bird encounters (curiosity and observation skills), role-playing (and working through other experiences) and imagination at work (how do they invent so much to do with sticks and cones?!?).

### ***At Home: See Your Yard through a Child’s Eyes***

Revisit a childhood haunt, and it may surprise you that the “river” in your memory now looks so small. Children crave a space of their own, but it needn’t be large. Entice kids outdoors by offering:

- A place they are free to shape as they want — Maybe behind the garage? By a tree in back?
- Materials for creating — boards, branches, burlap, string, bark

What a great idea. We need more places like this. I’m not saying everyplace needs to be like this; I’m just thinking that at my camp we can certainly have a place like this. We need to give children a place to play in nature

— not just a place with interpretive signs and marked trails, but a place where children can learn and discover on their own and run through the woods and use their imagination to create the world and story around them; a place where they can learn to love something by touching it.

Conservation is important, but play is paramount in passing on the love of the outdoors to this generation of children.

## References

Olson, Steve. (2007). Child creativity linked with outdoor free time. Retrieved November 3, 2007 from [www.steve-olson.com/child-creativity-linked-with-outdoor-free-time](http://www.steve-olson.com/child-creativity-linked-with-outdoor-free-time).

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*Joe Richards is the Administrative Director for Pearce Williams Christian Centre in southwestern Ontario, near London. Joe speaks across Canada about camp, marketing and creativity.*



## The Council of Outdoor Educators of Ontario ANNUAL CONFERENCE 2008

Bringing  
Us All  
Together  
A Haliburton Rendezvous

September  
26 27 28



Together we learn best and grow strong. The rendezvous idea is for folks in the outdoor field to come together to celebrate our diversity and potential to learn from each other. Perhaps we are spread thin and work in isolation. COEO members are hoping to connect with a wide array of outdoor education practitioners and researchers.

Location: Camp Kandalore  
Road Accessible off Highway 35

We will draw out these connections by hosting a series of roundtable meetings as a special conference feature. Come and meet peers and colleagues and share in a dynamic conference program in a Haliburton site steeped in history and natural beauty (Wow, those fall colours).

A list of presenters, conference highlights and registration information to follow.



[www.coeo.org](http://www.coeo.org)



Camp Kandalore will be the host site for the Annual COEO Conference September 26–28, 2008. Kandalore is both a summer camp and a full season outdoor education centre. Through the likes of Kirk Whipper, John Fallis, Grant Linney, Craig Macdonald and James Raffan, COEO's connection to Kandalore has been strong. We will share in some of Kandalore's rich traditions as part of our conference programming. This will include morning flag raising, evening chapter fire and use of the waterfront's war canoes.

Our final conference program will soon be available on the COEO website and via our COEO newsletter. Invited guests include Aage Jensen (a visiting Norwegian Outdoor Educator), Claire Smerdon (talking about wilderness) and Catharine Mahler (representing the exciting ECO-schools movement in Ontario). We, your Conference Committee, have many concurrent sessions planned with a balanced program for the wide range of interests under the outdoor education umbrella. These include a white pine ecology walk; sustainable energy for your centre; voyageur interpretation from war canoes; mind/body/spirit for outdoor education; "guerrilla" art projects; a northern 100-mile diet; creating tour packages; using concept maps/graphic schemes; a mock canoe trip — activities from put in to take out; and citizen science with citizen watch, to name a few.

A special feature at this year's conference to help achieve our theme — Bringing Us All Together — is the Roundtable Initiative. We hope that bringing together eco-tourism operators, integrated curriculum program

teachers, outdoor education centre and camp staff, school and college folks, among others, under the guidance of group facilitators, will be a highlight of the conference. For both the young and experienced outdoor educator ranks this is an opportunity to interact within focus groups and collegial circles all too rare in our day-to-day environments. We hope to swell our COEO ranks to make these roundtables truly memorable by inviting new energy into our conference. As your Conference Committee, we are now actively inviting folks from that wide outdoor education umbrella.

Finally, all the usual COEO conference shenanigans will be present: a silent and live auction, evening campfire sing song circles, active Friday evening meet and greet mingle sessions, free time by the lake with new or old friends, and the sometimes rambunctious COEO AGM.

Truly a COEO conference you will not want to miss.

## **COEO 2008 Conference Committee**

Bonnie Anderson  
 Kyle Clarke  
 Laura Edmundston  
 Erin Farrow  
 Ian Faulds  
 Rebecca Francis  
 Bryan Grimwood  
 Bob Henderson  
 Linda Leckie  
 Pam Miller  
 Margot Peck  
 Walt Sepic

## 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](http://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.

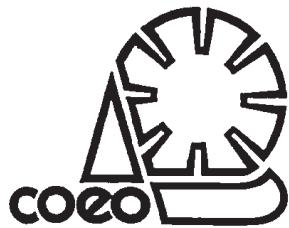
Submit artwork to the Chair of the Editorial Board or issue Guest Editor either as a digital file (jpg is preferred) or as a hard copy.

### 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

## Membership Application Form (Please Print)

Name (Mr./Mrs./Ms/Miss) \_\_\_\_\_

Street Address \_\_\_\_\_

City/Town \_\_\_\_\_ Province \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone (    ) \_\_\_\_\_ Business (    ) \_\_\_\_\_

E-mail \_\_\_\_\_

### Type of Membership

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Regular \$50.00                                 | <input type="checkbox"/> Student \$35.00         | <input type="checkbox"/> Family \$60.00 |
| <input type="checkbox"/> Library \$60.00 (Subscription to Pathways only) | <input type="checkbox"/> Organizational \$100.00 |   |

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

### **Council of Outdoor Educators of Ontario**

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

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

Central (CE)	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
Northern (NO)	Kenora, Rainy River, Thunder Bay, Cochrane, Algoma, Sudbury, Nipissing, Manitoulin, Timiskaming, Parry Sound, Muskoka, Haliburton
Western (WE)	Essex, Kent, Elgin, Lambton, Middlesex, Huron, Bruce, Grey, Dufferin, Wellington, Waterloo, Perth, Oxford, Brant, Haldimand-Norfolk



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