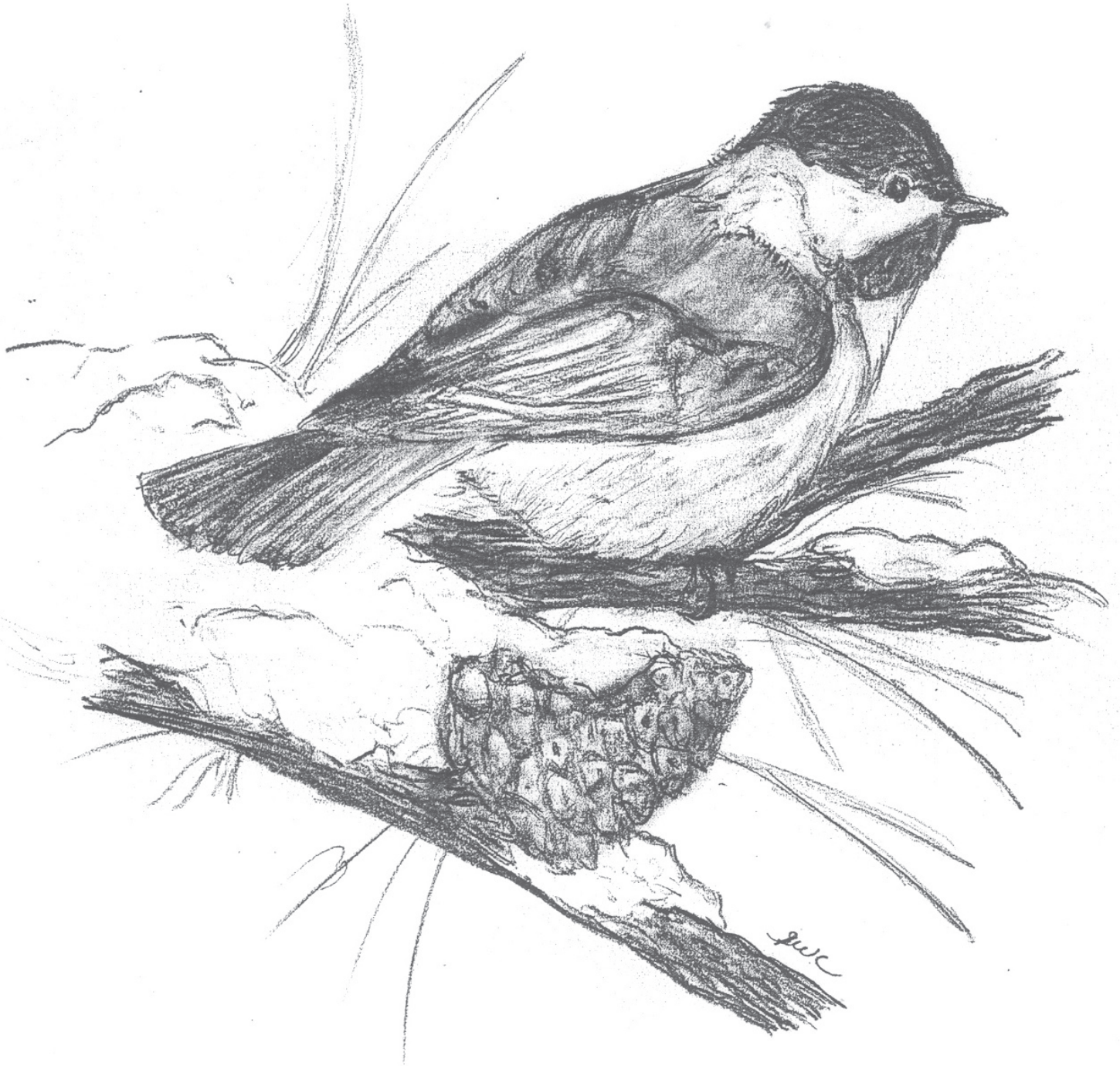


Pathways

THE ONTARIO JOURNAL OF
Winter 2009, 21(2)

OUTDOOR EDUCATION



Pathways

COEO

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

The Council of Outdoor Educators of Ontario
1185 Eglinton Avenue East
Toronto, ON M3C 3C6
www.coeo.org

Pathways

Pathways is published four times a year for members of the Council of Outdoor Educators of Ontario (COEO).

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

Articles in *Pathways* may be reproduced only with permission. Requests must be made in writing and should be directed to Kathy Haras, Chair, *Pathways* Editorial Board.

Opinions expressed in *Pathways* are those of the authors and do not necessarily reflect those of the *Pathways* Editorial Board or COEO.

Advertising included in *Pathways* should not be interpreted as an endorsement by COEO of the products or services represented. All rights reserved. To receive an advertising information package, please contact Kathy Haras, Chair of the *Pathways* Editorial Board.



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

The Council of Outdoor Educators of Ontario Board of Directors

President: Zabe MacEachren
OEE – Duncan McArthur,
Queen's University

Past President: Shane Kramer

Vice President: Kyle Clarke

Treasurer: Chris Lee

Secretary: Laura Yakutchik

Volunteer Coordinator: Jane Wadden

Director At Large: Denise Biega

Director At Large: Kate Humphrys

Director At Large: Margot Peck

Director At Large: W. Scott McCormack

Membership: Ron Williamson

Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Winter 2009, 21(2)



Pathways Editorial Board

Chair: Kathy Haras
Adventureworks! Associates Inc.

Scott Caspell

Bob Henderson
Department of Kinesiology,
McMaster University

Ian Hendry

Zabe MacEachren
Duncan MacArthur Hall,
Queen's University

Darrell Makin
School of Outdoor Recreation, Parks
and Tourism, Lakehead University

Gavan Watson

Managing Editor: Randee Holmes

Features

- Education for Character** 4
How Do You Win? Reflections on the Current Status of Climbing
Andrew Coffey
- Education for Curriculum** 11
Algonquin Adventure: A Residential Outdoor Education
Program for Grade 9 Students
Linda Leckie
- Education for Environment** 14
Promoting Fieldwork to Enhance Undergraduate Students'
Sense of Place
Glen T. Hvenegaard
- Education for Wellbeing** 18
Breathing Fresh Air into Diabetes Research
Chloe E. Steepe

Columns

- Editor's Log** 2
Kathy Haras
- President's View** 3
Zabe MacEachren
- Tous Nos Voyageurs** 22
Different Strokes for Different Folks
Drew Sellen
- Watching Our Step** 24
The Evolution of Risk Management in Outdoor Education:
Decoupling the Adventure Industry and Outdoor Education
Jeff Jackson and Ian Pineau
- Backpocket** 27
What Happens Backstage in the Winter?
Jana Miller
- Reading the Trail** 31
The Promise of Wilderness Therapy
Michael Ivany
- The Gathering** 33
- Submission Guidelines** 36
Information for Authors and Artists

Happy New Year! As I reflect on the number of e-mails I have sent with that phrase, I am reminded of the joy those three words bring. Have you ever felt unhappy because someone wished you a fresh and joyful beginning? I tend to smile — which is why I think of winter as a clean start, a do-over with the bonus of snow. Regardless of what happened last month or last year, you are enthusiastically invited to try again.

It is in this joyful spirit that I share this winter issue of *Pathways*. Andrew Coffey shares a new way of looking at climbing gyms; Chloe Steepe, a new approach to diabetes management; Glen Hvenegaard, a new way of thinking about the importance of place in fieldwork. Michael Ivany reviews a recently published book while Jeff Jackson and Ian Pineau share some emerging thoughts about risk and outdoor education. Drew Sellen contributes his newly gleaned insights on working with participants with acquired brain injury. If you're not excited yet, try Jana Miller's lesson plan — who knew teaching about hibernation could be so fun?

For those of you who prefer to hibernate, feel free to dream about the ghost of conferences past and the ghost of conferences future. Just don't nap so long that you miss workshop and poster submission deadlines. The conference committee would appreciate other help too.

Finally, more news worth celebrating. Apparently *Pathways* has caught the eye of the folks at EBSCO Publishing. They would like to include *Pathways* in the research and bibliographic databases they distribute to academic libraries. The main benefit is the significant domestic and international exposure for *Pathways* and the royalties we would receive for our content. Their main goal is for their featured journals to be read and cited while at the same time driving interested readers to the COEO website with its subscription and membership information. We have yet to work out how/if this can work with ERIC, but in the meantime please keep your articles coming. The spring issue of *Pathways* is a mere six weeks away.

Kathy Haras

Giwaykiwin Program Update

by Greg Lowan

In the last issue of *Pathways*, I reported on my master's study into Outward Bound Canada's Giwaykiwin Program for Aboriginal youth (Lowan, 2008). Due to printing deadlines, the final version of the article containing important information on the current state of the Giwaykiwin program was not published.

During follow-up conversations with research participants, I observed a growing awareness within Outward Bound of the concerns relating to cultural revitalization and decolonization identified in the study. Initiatives embodying some of the study recommendations (Lowan, 2008) are in progress. These include conducting courses in Aboriginal communities' respective traditional territories and the increased involvement of Elders and other community leaders. Goals

have also been set for continued program development.

Throughout the research process, I was impressed by the participants' willingness and dedication to this study. They invested considerable time and thought and I am grateful for that. Outward Bound Canada also deserves recognition for their persistent efforts to improve the Giwaykiwin program.

Reference: Lowan, G. (2008). Paddling tandem: A collaborative exploration of Outward Bound Canada's Giwaykiwin Program for Aboriginal youth. *Pathways*, 21(1), 24-28.

Greg Lowan is a doctoral student and Outdoor Centre instructor at the University of Calgary.

A federal election, new economic woes, a near-miss coalition takeover, talk of billion dollar bailouts for the auto industry — it is amazing what can occur in just a few months. As I hear such events unfold over my radio, I wonder what this means for outdoor education in Ontario. Will more people find themselves digging up suburb lawns for garden plots to ensure food sustainability? Will taxpaying citizens' outcries be heard supporting subsidies that enhance vehicle-based cultures, mass transportation networks or work initiatives in the renewable energy sector? Will the momentum raised in the last few years to address climate change be put on the back burner while simmering pots of economic woes get moved to the front burners for careful watching? In what ways do recessions change our understanding of such things as carrying capacity, conservation and restraint? All the present talk over the new *R* word seems to make us focus on the economy, but hopefully not shift away from recognizing the connection between the economy and the natural systems we depend upon. This is a connection most outdoor educators find hard to forget; in fact our aim seems constantly directed at making the link transparent so all others can recognize it.

For many outdoor educators, much will unfold when the Ministry of Education releases its Environmental Education Policy on February 24–26. As president I will be

at this forum making presentations to the various school board teams that will be in attendance. Beyond my presentation, I am hoping it will be a forum to sign up new COEO members. Other members of the COEO board are working on tasks that include upgrading the webpage, organizing next year's fall conference (see the call for presenters and posters within this issue of *Pathways*) and learning how best to get wired for future conference calls — it seems many of us are better at rigging ropes for climbing than rigging "wired" connections. Rest assured that progress has been made on many fronts.

One simple thing you can do is submit some photos of people in the outdoors for our use in new presentations and webpage creations. Each will need to have a corresponding release form. This means that pictures of your own family doing things outdoors are the easiest images to submit as you can ensure release forms are signed. Please download the release form from COEO's webpage or look for it in a future *Pathways* issue. Meanwhile, enjoy the winter's snow and take many pictures of your outdoor activities to submit. Despite all this talk of recession, we have a lot to celebrate in the outdoors this New Year as we anticipate the Ministry of Education's release of an environmental education policy!

Zabe MacEachren

Sketch Pad — The art for this issue of *Pathways* was generously provided by three individuals.

Long-time COEO member Barbara Wyatt-Chiodo (cover and pages 5, 9, 19, 22, 25 and 29) is an environmental educator at Ponds Environmental Education Centre in the Thames Valley District School Board. She enjoys a variety of outdoor activities and feels strongly about advocating for change in order to work towards a more sustainable future.

Sarah Horsley (page 12) believes that art is a hopeful way for people to express themselves and share their creativity. She loves music, being outside, animals, people, creativity and country music. She recently graduated from Lakehead University with a degree in Outdoor Recreation.

Glenna Van Duzen (page 15) is an assistant to the Environmental Educators at Ponds Environmental Education Centre, and an avid outdoors person. She sets an example to others by leading an environmentally responsible lifestyle.

How Do You Win? Reflections on the Current Status of Climbing

by Andrew Coffey

I fear that something may be terribly wrong. I first came to this conclusion while sitting quietly on a bench at the local climbing gym. The gym is a fairly impressive facility with a variety of sandstone-coloured overhanging and vertical walls, cracks, corners and positive slabs adorned with multi-coloured holds and neon duct tape. Gingerly easing my feet into my climbing shoes and taping up my sore fingers, more out of habit than function, I was going through the ritual of mentally warming up, getting into the head space, stretching out and breathing, envisioning the movement etc.... when in walks a young child, wide-eyed, mouth gaping, birthday present in hand. After a few minutes of silent wonder, he tugs on his mother's sleeve, "Mommy ..." he asked, "How do you win?"

It was my turn to stare wide-eyed and speechless. I was stunned. Could he be serious? Have I missed something, has everything changed? Please, I encourage you, take a minute and ponder, what does "How do you win?" mean with respect to climbing? (I'll wait — it's no problem.)

At first, in the context of that moment at the gym, I pretty much laughed it off. It seemed like a category error; it didn't fit. How funny! But then I got to thinking: Is there something more here ... is this telling ... is something terribly wrong?

Perhaps you're with me on this: my first instinct was that the concept of winning in climbing does not really make sense, period. One wants to say, "It's not about winning." But can we really maintain this? I wonder. It may turn out to be more tenuous than I initially thought.

The Goal of Climbing

On some level one must concede that making it down safely is a form of success, whether you are at the climbing gym with your class or alone on Mt. Everest. But is this winning? I must defend my idealistic view of climbing and say no, this is not winning. But what about making it to the top? What *does* that mean? Is it even important? And furthermore, who is to say? These are tough questions because the meaning of making it to the top is different for everyone: it depends on the particular context of the experience and the individual(s) involved. In an attempt to navigate these murky waters, let's look at some of the more common "contexts" of climbing.

Just like an intricate tapestry is made up of many strands, one finds that ethics, styles, genres, traditions, technology, individuals, perspectives and environments come together to become "this thing called climbing." But before jumping ahead to taking grade 9s rock climbing or considering the question of a birthday party, we must first turn back the pages and look at where climbing came from.

It is easy to become immersed in romantic notions of climbing as a flow experience — and, no doubt, this is a primary motivation for most climbers (Csikszentmihalyi, 2008) — but let's not fool ourselves. The history of climbing is not so clear-cut, nor is it unspoiled. In outdoor education, we talk about climbing leading to personal and social development, which is highly possible and a good reason to go climbing, but this has not always been the case.



While a sphere of purely personal challenge may have always been a central component in climbing, we must also concede that the historical context of climbing is mired in competition, colonialism and exploitation as much as it is steeped in romantic episodes

of one interacting skilfully with the sublime (Macfarlane, 2003). Mt. Everest rises out of this context as the pinnacle of imperial conquest and victory and, at the same time, it shimmers with awe-inspiring magnetism. But let's face it, not many of us are going to

Everest, and it seems with each passing day more and more of us are finding ourselves cramped into the overcrowded sardine cans we call indoor climbing gyms — presumably in search of something good and worthwhile.

Cue the sombre music because gone are the good old days of a select few “nut-jobs” trucking in cartloads of homemade gear to far off and remote locations, scaling sheer faces with binoculars instead of guidebooks. Now there are thousands of nutters taking huge whippers off ridiculously blank walls or *über*-steep cracks practically in their own backyards (for reference, check out the Smoke Bluffs or the Grand Wall in Squamish, BC). Don’t get me wrong, I believe there will always be those who push the limits. They are out there on the horizon somewhere. Still, one can fairly convincingly say that the “sport” is changing. And here, we are brought full circle, back to the question of context: *climbing as sport*? Makes you wonder, “Mommy, how do you win?”

Climbing as “Sport”

When you think of the word *sport*, what types of sports pop into your head? (Again, I’ll wait. Write down a few.) What sorts of associations come along with them? Unless you are being cheeky, I bet almost all of them are competitive, and a huge majority involve winning and losing. While it may not be true in every case, competition is often very close to the essence of sport. The word *sport* even has its roots connected with the “King’s sport,” which was warfare, and hunting, which is clearly a competitive win/lose scenario. Furthermore, when someone says, “That wasn’t very sporting of you,” it means that the spirit of fair *competition* has been violated in some way, that you have *won* by unjust means. Understood in this way, do you feel comfortable associating the notion of “sport” with climbing? Maybe it is just my desire to be specific with language combined with a certain idealism or nostalgia, but there

is something in this association that unnerves me. I don’t want climbing to be a sport!

The term *sport climbing* was presumably coined because the development of fixed protection (bolt anchors) allowed increased access and ease of use, widening the scope of both climbing territory and participation. Not only did sport climbing open the door for greater numbers, it also led to accomplishing higher grades of difficulty by enabling reliable protection on increasingly challenging terrain. Does this sound like winning yet? If not, it is not much of a leap to find the spirit of competition healthy and strong among the top climbers in the world. Many of these top-level professionals compete, as other athletes do, on the world stage, except these folks climb upside down on huge artificial walls, madly clutching at tiny urethane hand-holds shaped like pirate cross-bones, trying desperately not to blow their feet and go plummeting into open air.

By way of contrast, *traditional climbing* requires some different kinds of skills and judgments, in part due to the increased level of responsibility and risk. *Trad-climbing* is characterized by removable protection fitted into natural lines or breaks in the rock, and an ethic of careful, deliberate and cautious movement. Protection can be marginal and uncertain, so for this reason, one always hopes for a successfully clean ascent. In sport-climbing, on the other hand, there is general agreement that a well-placed bolt anchor will hold most falls. To me, traditional climbing plays out more like an adventure than a sport, but I’m probably just being idealistic. The same climbers who compete in the gyms often compete unofficially for distinctive new lines, sponsorship and recognition outside of the organized competitions. In both cases it is clearly possible to determine who has “won”: the best climber in the competition and the first person to successfully complete a new route get that recognition.

It is easy to get bogged down with terminology because, in reality, there are now many kinds of climbing, each with its own particular yet recognizable flavour: bouldering sometimes feels like a wilderness skatepark; the single-pitch crags feel like a gong show; and the popular routes at your local multi-pitcher have you wishing you'd brought along a good novel, a headlamp and lots of spare batteries — a helmet might be a nice touch too, though not everyone agrees on this point. And with all respect and reverence, let's not even get into aid climbing, deep water soloing or that whole business of first ascents.

While it might not be basketball, cricket or soccer, rock climbing has grown by leaps and bounds since the Matterhorn first yielded its spectacular summit view in 1865. To give you a sense of just how far we have travelled, we now have people base-jumping off the north face of the Eiger — and, as they plummet to earth, probably passing the frozen remains of climbers left stranded high on the mountain. I ask again, is something terribly wrong with this picture? In what direction have we travelled? And can you blame that child for assuming that climbing is about winning?

Clearly, the climbing gym industry's success has played a huge role in the development of the "sport." These facilities host the world cup competitions, provide weather-immune training grounds, offer community and camaraderie, and yes, cater to birthday parties and school groups.

Contexts of Climbing

While recognizing that they are not hard and fast concepts — they are necessarily related and flow into and out of one another — I think it is helpful to conceptually distinguish among three broader contexts of climbing: professional climbing, personal climbing and institutional climbing. The first two are fairly

easy to negotiate; the third is more diffuse and difficult to navigate. For the moment, I deliberately leave climbing gyms out of these categories because they are problematic, but will return to this peculiar phenomenon.

Professional climbing

Professional climbing includes a degree of extrinsic motivation. It is undertaken by those who get paid, sponsored or funded for some form climbing. Furthermore, it is characterized by expert knowledge, depth and breadth of experience, as well as a responsibility to other parties such as the client or sponsors.

Personal climbing

In contrast, personal climbing is characterized by leisure time, setting individual goals and wilfully engaging on a purely personal level with risk and responsibility. Most importantly, it is intrinsically motivating. In essence, personal climbing is climbing for climbing's sake. One might even go so far as to say personal climbing is the ultimate "recreation": one is constantly re-creating oneself, engaging with the environment in a tactile and deliberate manner each and every moment, an instantaneous creative fusion of the individual's body, mind and environment. There is no winning here.

In many cases, personal and professional climbing do intersect and overlap with varying degrees. At the most extreme, one finds climbers who both climb to climb and are dedicated and strong enough to get paid for it. Others work for companies who take people to the local crag, and while they are compensated for their skills and time, they share their experience because they intrinsically value climbing.

Institutional climbing

Institutional climbing, on the other hand, brings a number of new issues into the picture. Here we are talking about institutions like schools and community organizations, which bring with them their existing systems, complete with politics, varied motivations and specifically designed outcomes. They often require more thorough justification and deliberate risk-management strategies. Mallory's "Because it's there" just does not hold up for your students' field trip to the climbing gym because there are radical differences between a school group going to the local crag during school hours with a professional provider and an enthusiastic parent facilitating a "climbing club" on the weekends. In the first instance, the institution requires a great deal of market research, insurance questions and answers, waivers and paperwork, direct links to educational outcomes and, of course, funding for the experience. In the second case, taking the kids climbing could conceivably be accomplished with just a little good will and, hopefully, the appropriate skills. The difference is in who's interested in the actions going on both behind the scenes and on stage. The institution wants risk management systems and written policies in place, with professionals overlooking the action. The public is not always so picky.

Thus, it is easy to see why climbing gyms are so popular with school groups. They make this negotiation around risk and responsibility relatively easy and clear for institutions by providing the trained staff, the facility, the equipment and, perhaps most importantly, the insurance policy.

So, having traversed some contexts of climbing, let us now turn our attention to the climbing gym, birthday parties and school groups. Perhaps we will find out where the gym fits into all this, and along the way discover the root of my nostalgia for the good old days of climbing.

Climbing gyms

Climbing gyms lurk in all three contexts of climbing. They get paid for providing climbing experiences. They offer service to both institutions and the public. They hire professionals and semi-professionals for various duties and tasks: route setters, inspectors, belay staff, instructors and floor monitors. And one can argue that they are both for profit and for the joy of climbing.

It is completely understandable that climbing gyms must be profitable (just consider the immense insurance costs and the maintenance of such large warehouse spaces and climbing equipment). However, like other "sports" that have become image driven and consumer focused (Faludi, 1999), one ends up feeling as if climbing is quickly becoming a commodity, something to be consumed rather than experienced. People are buying fancy harnesses, shiny new belay devices and climbing-specific clothing, making the gym look like a fashion show/gear catalogue/dating game. Whether we admit it or not, many people are concerned about how they look, how hard they climb and who is better than whom. That familiar *Saturday Night Live* weightlifting adage, "How much ya bench?" has almost become "Five-point-what?" If your answer is anything less than 5.11, they'll say you need better climbing shoes, and these will cost you \$150, available at fine retailers near you. In fact, climbing gyms are popping up everywhere! We have ice climbing gyms in old grain silos, inflatable climbing walls at county fairs and amusement devices that just drive onto your front yard, instantaneously erect themselves and look eerily like the Leaning Tower of Pisa with some holds stuck to it for good measure.

Maybe things are not that bad. Maybe I'm exaggerating, or being obstinate. But joking aside, you can essentially "order" a climbing experience for your 10-year-old's birthday party — and unlike most toys, belayers are

included. There are photo contests, alpine magazines and fantastic mountain film festivals to check out. Even reality television shows us any and all aspects of climbing — out of context, mind you, to instill fear, uncertainty and excitement into their game shows.

Skepticism aside, it is true that getting off the ground is still exciting for most of us. The average student will probably find the trip to the climbing gym or local crag unique and challenging, but many students now come equipped with more familiarity than those first mountaineers and climbers who entered the unknown with very little certainty. These experienced students are assured that there is little risk beyond scraping their knees; they are encouraged to make it as far as they can; and they are told that they can come down whenever they want. Granted, these are valuable and worthy messages — as educational providers we want positive experiences, not traumatic incidents of fear and discomfort — but we may be beating our heads against the wall because they've all seen Stallone in *Cliffhanger*, or some ridiculous pseudo-climbing in *Vertical Limit*. They may already have a vision of what climbing is all about, and most of us wouldn't agree with it!



Unfortunately, what it all boils down to is that I believe climbing is slowly losing that special status as something unique and fresh, something outwardly adventurous and inwardly explorative, as an action or endeavour which is intrinsically motivating, and as a set of skills slowly developed over time through apprenticeship and dedication.

Familiarity Has Bred Contempt

If climbing is indeed more familiar to the general public than it has ever been in the past, what does this mean? Have we truly lost something in this change? I do not know, but I fear we may be slipping further from grace with each new advancement. The question of winning no longer seems so out of place, so inconsistent, so foreign, in the new world of

climbing. This business of competition is so familiar and pervasive in so many aspects of life (Kohn, 1986), it takes a monumental effort of will power not to slip into comparisons with others at the gym, bickering over grades, or to feel downright defeated when you struggle on something that you think “should be easy for you.”

In our culture today, hard work and determination are almost the antitheses of being smart or talented. If you are smart or talented, you should not need to try very hard — or so this faulty perspective leads us to believe. Maybe this is why we sometimes see students give up so easily when they struggle on a climb that they could probably finish with a bit of motivation and effort. But then again, is it important that they finish it? Getting to the top clearly signifies reaching the uppermost position, the pinnacle, and certainly leads to having the most potential energy, but I think we can only claim to have truly won when we stop competing with ourselves and others, and just climb for the movement, for the moment and for the mind!

So keep climbing! Take your students outside to explore some real rock: take stock of the unique environments and geological formations; learn the history of the place, the people and the pastime. Take the time to teach belaying, knot tying and communication; this passes on the ethic of patience, respect and responsibility. Offer more advanced opportunities for those super-keen students who want to continue climbing: skills might include anchor building, rescue rigging, rappelling and multi-pitch climbing. Help people become better climbers by teaching good climbing techniques, many of which transfer to other aspects of life or sport such

as balance, footwork, positioning, relaxation, awareness and breathing. Encourage students to embrace struggle and strive for success without succumbing to the pressures of competition and comparison with others. And above all, keep in mind that climbing is not everyone’s cup of tea — especially since climbing shoes are really uncomfortable!

Remember, there are no marks for making it to the top. Ultimately, it’s getting back down that really matters most. Push yourself to succeed, then come back home feeling happy for the effort. It’s not about winning. It’s all about climbing. Return safely and reflect on it: who knows, you may have learned something in the process.

References

- Csikszentmihalyi, Mihaly. (2008). *Flow: The psychology of optimal experience*. New York: Harper Perennial.
- Faludi, Susan. (1999). *Stiffed: The betrayal of modern man*. London: Vintage.
- Kohn, Alfie. (1986). *No contest: The case against competition*. Boston: Houghton Mifflin.
- Macfarlane, Robert. (2003). *Mountains of the mind*. London: Granta Books.

Andrew Coffey is an outdoor educator with a personal background in climbing, canoe tripping and hiking, and an educational background in English Literature, Philosophy, and Outdoor Education. He currently works for an adventure-based learning company as a facilitator, instructor and trainer, and he tries to get outside as much as possible!

Algonquin Adventure: A Residential Outdoor Education Program for Grade 9 Students

by Linda Leckie

*We got the kids, we got the crew
We got the spirit to see us through
To be specific, things are terrific
at Camp Tamakwa*

Fifteen years ago, one of the geography teachers at my school, knowing of my interest and experience in the field of outdoor education, asked me to help her design a residential outdoor program to meet the Ministry requirement of a mandatory field experience in the compulsory Grade 10 geography course. Thinking first about a place to take all of our Grade 10 students, the choice — for anyone who knows me — was obvious: Algonquin Park.

At that time, some camps were unwilling or uninterested in extending their season beyond the summer months; others that had done so, were fully booked with content clients who returned year after year. Luckily for us, one of the Algonquin camps that had not yet opened their cabin doors to school groups was pleased to do so when we asked, provided that as a school and a camp, we worked together as co-guides to venture forth into this new territory. And so, Algonquin Adventure was born.

In that first year, 80 Grade 10 students along with eight Bishop Strachan School faculty members spent five days learning about themselves, each other and their natural surroundings while based at Camp Tamakwa on the shores of South Tea Lake in Algonquin Park. Over the years, some of the trip logistics have changed due to modifications of Ministry curriculum requirements and time constraints. Most recently, in September 2008, 120 Grade 9 girls attended a four-day experience accompanied by 12 faculty members, a school nurse and 16 senior

students who acted as cabin counsellors. Despite these changes one thing has remained a constant: Camp Tamakwa and The Bishop Strachan School continue to act as co-guides. The terrain is very familiar now and so are we. And like the camp song says: with the kids, the crew and the spirit, things really have been terrific at Camp Tamakwa. What follows are the specifics of our collaborative relationship.

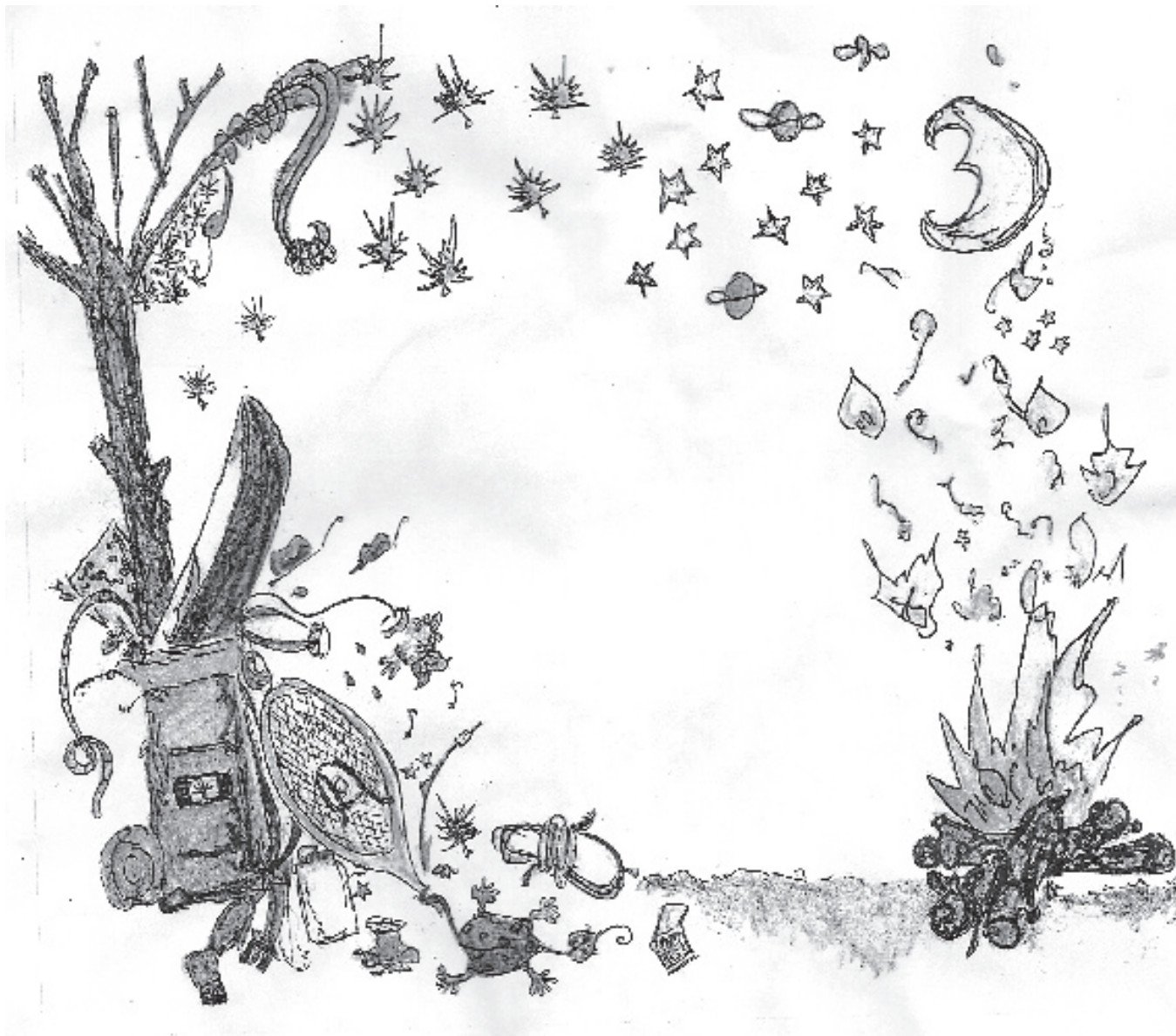
The Kids

- 120 Grade 9 students from The Bishop Strachan School.
- 16 Grade 11 and 12 students from The Bishop Strachan School who act as cabin counsellors.

The Crew

- 16 teachers, 2 vice-principals and 1 nurse from The Bishop Strachan School; some faculty members stay for the entire program while others switch off halfway through.
- 2 Adventureworks! Associates program staff.
- 2 Friends of Algonquin education staff.
- 1 camp director, 4 fall program staff, 3 maintenance staff, 1 chef and 2 kitchen staff from Camp Tamakwa.

The program is designed and implemented by The Bishop Strachan School teachers to meet the curriculum objectives and the subject-based learning skills of the Grade 9 course of study. While at Tamakwa, some teachers deliver the program while other teachers lead a group of students through all four core activity blocks. All teachers supervise one of the optional activities on the last day. With input from the school, the



Adventureworks staff design and implement the high ropes activity session. They too are assisted by qualified and certified staff members from both Camp Tamakwa and The Bishop Strachan School. The Friends of Algonquin education staff also work with the school faculty to enrich the program with presentations and activities about the natural and cultural history of the park. The Tamakwa staff, who are outdoor specialists, assist with hiking and canoeing activities.

The Spirit

The camp bell rings loud and clear, waking me from a deep restful northern sleep. It is hard to leave the warmth of my down sleeping bag but I hear cheery voices, giggles and a few squeals — my neighbours in Sunbeam are up! As I head out onto my cabin porch I see three young women in bikinis wrapped in towels and wearing rubber boots. Together we make our way to Robbie's Point, exchanging good morning greetings while

sharing in the realization that it is cold, but there is a beautiful mist hanging over Tea Lake. The girls all hold hands and on the count of three are airborne off the dock. The founders of the Polar Bear Swim Club hit the water and our first full day at Camp Tamakwa has officially begun.

Back at my cabin I quickly change into warm clothes and head to the dining hall where I find another cabin group, bright-eyed and smiling, setting tables with enthusiasm. Bishop Strachan School teachers, coffee mugs in hand, are exchanging morning salutations with each other and their students. The last bell rings and small groups of students, some walking arm in arm, others running, make their way to breakfast. Hearty oatmeal, eggs, toasted bagels and lots and lots of hot chocolate provide fuel for the day ahead. After the meal, the Student Leaders provide a thought for the day and in a reflective moment we all stop to listen as the notes from the piano become a familiar classical melody.

One group, armed with their new pedometers, sets out for Drummer Lake. Another group makes its way to Art to observe patterns in the natural world and develop a relationship with the surroundings through that awareness. Science and its connections to tie-dying T-shirts lay in store for yet another group. There are other girls heading to the ropes course and the canoe docks. It is not long before the Grade 9 girls are hiking, paddling, portaging, creating, collecting, hypothesizing and zipping down the zip line — and they are learning ... about themselves, others and their environment. The girls are also connecting to their Mathematics, Science, Geography, Art, Physical and Health Education, French, English, Civics and Careers curriculums. And they repeat it after lunch.

Here in Algonquin Park, the Grade 9 students are getting to know each other and their teachers while enjoying the beauty of the fall

colours and the sights, sounds and smells of Ontario's oldest provincial park. We are treated to the Tom Thomson story by one of the park's interpretive staff, learning about the man and artist who died mysteriously on Canoe Lake in 1917. Another Algonquin education staffer who works in the Park shares with the students about careers that exist with the Friends of Algonquin and the Ministry of Natural Resources.

The students, having participated in a True Colours Workshop and with their new Duke of Edinburgh Record Books in hand, start to think about what optional activity they will do on the last day. The Oranges will want to run in the Geo Caching activity, the Greens will sign up for the Wildlife Research Hike, the Blues will want to see Tom Thomson's gravesite and the Golds may want to catch a fish. All of the Colours are contemplating the Service Learning project to build, dig the hole and establish an outdoor privy on the island.

It is time to end the day and we all head down to the beach where a blazing campfire awaits. Songs are sung, guitars are played, stories are told, friendships are formed and memories are made. A northern sky filled with stars sparkles overhead and another school day comes to a very rewarding and happy close. I can't wait to get up tomorrow and do it all over again!

Linda Leckie is the Director of Outdoor Education at The Bishop Strachan School in Toronto. E-mail her at lleckie@bss.on.ca if you have questions about the BSS Algonquin Adventure program. For more information about Camp Tamakwa, contact Craig Perlmutter, the Camp Director (craig@tamakwa.com). To make Adventureworks! Associates, Inc. part of your program, e-mail Kathy Haras (kathy@adventureworks.org) and to learn more about the Friends of Algonquin Education Program, e-mail groupeducation@algonquinpark.on.ca.

Promoting Fieldwork to Enhance Undergraduate Students' Sense of Place

by Glen T. Hvenegaard

Fieldwork in undergraduate education is “any component of the curriculum that involves leaving the classroom and learning through first-hand experience” (Boyle, Maguire, Martin, Milsom, Nashy, Rawlinson et al., 2007, p. 300). Fieldwork is central to geography and environmental studies (Kent, Gilbertson & Hunt, 1997). Common goals of fieldwork include skill development, experiential learning, exposure to different environments, and the development, clarification and integration of various forms of knowledge (Higgit, 1996; McEwen, 1996). One of my goals for fieldwork is to expose students to natural environments so that they develop a sense of place that will nurture positive environmental attitudes and foster pro-environment behaviour.

Despite the benefits, fieldwork is underused in undergraduate settings. Reasons include increased travel costs, reduced funding, larger class sizes, reduced interest and availability of teaching faculty, lack of field skills, easily available pre-packaged indoor lab experiments, heightened safety concerns and lengthy approval requirements (Jenkins, 1994; Simmons, 1998). Even if these constraints are overcome, some people are concerned about the value of fieldwork (Kent et al., 1997).

The goal of this article is to outline how fieldwork in natural environments can contribute to sustainability by enhancing students' sense of place and to describe some general approaches to assist in that process. To illustrate, I will use examples from my third-year biogeography course, which includes a weekly three-hour “laboratory” exercise held in nearby natural environments, such as riparian zones, urban forests and a stream valley.

Why Develop a Sense of Place?

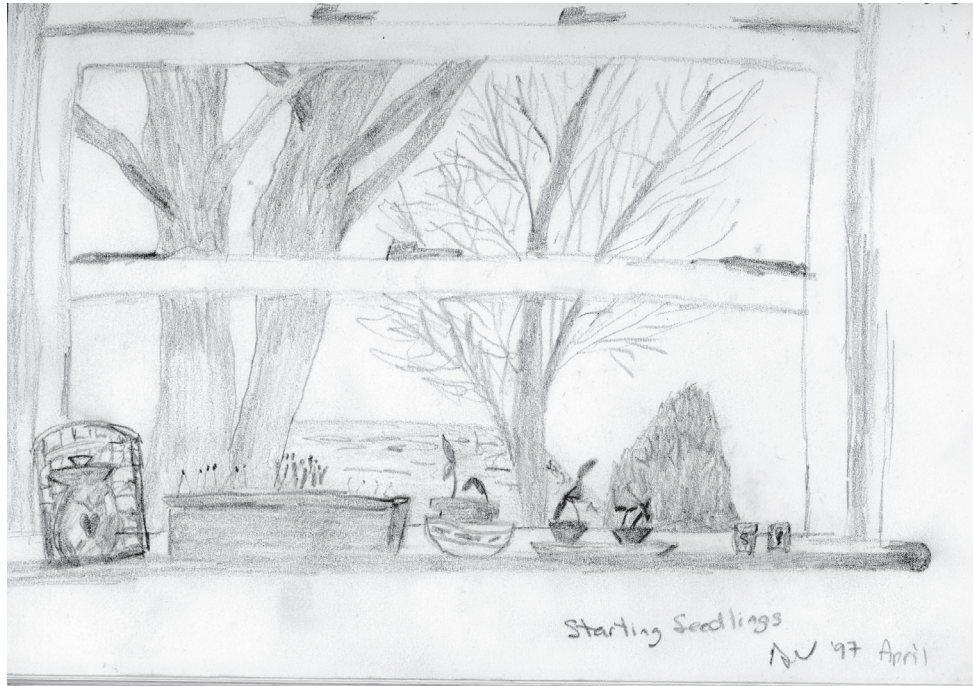
Orr (2004, p. 147) says: “I do not know whether it is possible to love the planet or not, but I do know that it is possible to love the places we can see, touch, smell and experience.” Such first-hand interactions between students and natural places should raise awareness and stimulate concern for their long-term protection.

Several related terms describe the meaning of natural places for humans. First, a *sense of place* implies a level of emotional and symbolic attachment to a place (Williams & Stewart, 1998). Second, *geopieté* means a human relationship with place that embodies reverence, pity, compassion, affection, gratitude, respect and reciprocity (Tuan, 1976). Third, *topophilia* suggests strong affective ties humans have with places (Tuan, 1974).

In a world becoming increasingly homogeneous (both in natural and cultural features), it is important to celebrate distinctive places. This is especially true for university students who are exposed to many global ideas, and for whom their current place of study is often seen as a mechanism for advancement elsewhere. For example, my students learn about global patterns of biodiversity, but I stress the unique aspects of our local field sites which contribute to those global patterns.

Why should we promote a sense of place in our students? I can think of at least four reasons. First, a sense of place can raise *personal awareness*. Wendell Berry says, “You can’t know who you are until you know where you are” (cited in Exploring a Sense of Place, 2008). Knowing our place in the natural world is especially important as

most environments are undergoing significant change, and as we are losing direct connections with how the natural world shapes us (e.g., water, weather and food). Feeling grounded in a place can solidify the knowledge and concepts that students have learned and give them confidence about extending their interests, skills and passions in future directions.



Second, a sense of place can help us *better manage our natural resources*. Research has shown that people who are emotionally, psychologically or functionally attached to a place will act to protect that place (Kaltenborn & Williams, 2002; Walker & Chapman, 2003) and will have greater intentions to engage in pro-environment behaviours. If we are attached to a place, we experience that place as a set of relationships, rather than as a set of things or resources (Hay, 1992; Tuan, 1977). Those relationships help us understand, for example, where our food comes from, or how wetlands clean our water so effectively. Thus, with a focus on relationships, resource management in those places occurs more in the context of *communities*, rather than *commodities* (Rolston & Coufal, 1991). This perception is critical to solving many problems associated with environmental change. In teaching, I promote appreciation for natural environments through which we are travelling by modelling skills that identify natural features and processes.

Third, developing a sense of place can *increase our prospects for survival*. To consider this point, ask yourself how you invest your time

in learning about the world around us. We can typically identify far more features of urban popular culture than of the natural environment. This suggests we are living in an age of missing information (McKibben, 1992), in which we invest very little time or energy in the places and information upon which our survival depends (e.g., soil, wildlife, weather and gardening). I am pleasantly surprised by students' interests in traditional uses of native plants for medicine and food.

Last, nurturing meaning in natural places is a *response to our innate tendencies*. Biophilia, literally a "love of life," is an innate need for human beings to affiliate with other living beings (Kellert & Wilson, 1993). As instructors, we should capitalize on this natural love of life. Biogeography students say they appreciate the opportunity to study and develop more intense relationships with wild species and ecosystems.

Nurturing a Sense of Place

Since a sense of place is comprised of connections among natural features, human

activities and social relationships, exercises for students should provide opportunities for all aspects. However, students often interact with natural places from a distance, through secondary data, microscopes or library research. These processes have some value, but can be enhanced. Research shows that place attachment takes effect in at least three different but overlapping ways (Brooks, Wallace & Williams, 2007). For each of these methods, satisfaction about one's experience in a place enhances one's attachment to that place.

First, a sense of place develops from *physical interactions in a place*. Even three-hour trips can involve important experiences in natural environments, both spontaneous and planned. One of my vivid memories of a geomorphology field trip was sneaking up on howling coyotes at the bottom of a valley active with beavers. More than just travel through natural places, physical interactions in a place provide the groundwork for developing meaning with and among the components of that place.

A second way to develop place attachment is through *social interactions in a place*. Any type of shared experience increases personal connections with the surrounding landscape. While I realize the value of individual assignments, I deliberately encourage students to work in groups to facilitate those shared fieldwork experiences in natural places. I also require joint submissions for lab assignments to encourage further discussion about those places.

Third, *physical interactions with a place* increase students' learning and meaning gained from that place. These interactions include lessons learned from good and bad experiences, exploration, adventure, measurements and physical contact. For example, students develop connections by identifying native plants, analyzing changes in riparian health and measuring bird/habitat associations.

Hopefully, students can develop this sense of place in multiple locations — my desire is for them to develop attachment to their own "home places" (Rowe, 1990). Ideally, students gain the skills and confidence to develop a sense of place wherever they study, travel or live.

Conclusion

Orr (1992, p. 130) asked rhetorically if we are inhabitants or residents of this place. "A resident is a temporary occupant" looking to gratify immediate needs to survive and is not interested in permanent roots or making any real investments in a place. In contrast, an inhabitant has a deep, complex and reciprocal relationship with a place. I argue that by incorporating fieldwork in undergraduate education, we can encourage more inhabitants than residents.

There are many opportunities to develop meaning in natural places. I especially like Tuan's (1976) word *geopiety* in this context as it implies a relationship characterized by reciprocity. Since we and our students benefit so greatly from our interactions with these natural places, we should feel compelled to ensure that those natural places benefit as well.

References

- Boyle, A., Maguire, S., Martin, A., Milsom, C., Nashy, R., Rawlinson, S., Turner, A., Wurthmann, S. & Conchie, S. (2007). Fieldwork is good: The student perception and the affective domain. *Journal of Geography in Higher Education*, 31, 299–317.
- Brooks, J.J., Wallace, G.N. & Williams, D.R. (2007). Is this a one-night stand or the start of something meaningful? Developing relationships to place in national park backcountry. In A. Watson, J. Sproull & L. Dean (Comps.), *Science and Stewardship to Protect and Sustain Wilderness Values* (pp. 451–459). RMRS-P-49, Fort Collins, CO:

- USDA Forest Service, Rocky Mountain Research Station.
 - Exploring a Sense of Place. (2008). *Introduction*. Retrieved December 12, 2008 from www.exploringsenseofplace.org.
 - Hay, H. (1992). An appraisal of our meaningful relationships in place. *Trumpeter*, 9(3), 98-105.
 - Higgit, M. (1996). Addressing the new agenda for fieldwork in higher education. *Journal of Geography in Higher Education*, 20, 391-398.
 - Jenkins, A. (1994). Thirteen ways of doing fieldwork with large classes/more students. *Journal of Geography in Higher Education*, 18, 143-154.
 - Kaltenborn, B.P. & Williams, D.R. (2002). The meaning of place: Attachments to Femundsmarka National Park, Norway, among tourists and locals. *Norsk Geografisk Tidsskrift – Norwegian Journal of Geography*, 56, 189-198.
 - Kellert, S.R. & Wilson, E.O. (1993). *The biophilia hypothesis*. Washington, DC: Island Press.
 - Kent, M., Gilbertson, D.D. & Hunt, C.O. (1997). Fieldwork in geography teaching: A critical review of the literature and approaches. *Journal of Geography in Higher Education*, 21, 313-332.
 - McEwen, L. 1996. Fieldwork in the undergraduate geography programme. *Journal of Geography in Higher Education*, 20, 379-384.
 - McKibben, B. (1992). *The age of missing information*. New York, NY: Random House.
 - Orr, D. (1992). *Ecological literacy*. Albany, NY: State University of New York Press.
 - Orr, D. (2004). *Earth in mind: On education, environment, and the human prospect*. Washington, DC: Island Press.
 - Rolston, H. & Coufal, J. (1991). A forest ethic and multivalue forest management. *Journal of Forestry*, 89(4), 35-40.
 - Rowe, J.S. (1990). *Home place: Essays on ecology*. Edmonton, AB: NeWest Publishers Limited.
 - Simmons, D. (1998). Using natural settings for environmental education: Perceived benefits and barriers. *Journal of Environmental Education*, 29(3), 23-31.
 - Tuan, Y.-F. (1974). *Topophilia: A study of environmental perception, attitudes, and values*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
 - Tuan, Y.-F. (1976). Geopieté: A theme in man's attachment to nature and to place. In D. Lowenthal & M.J. Bowden (Eds.), *Geographies of the mind: Essays in historical geography* (pp. 11-39). New York: Oxford University Press.
 - Tuan, Y.-F. (1977). *Space and Place: The Perspective of Experience*. Minneapolis, MN: University of Minnesota Press.
 - Walker, G.J. & Chapman, R. (2003). Thinking like a park: The effects of sense of place, perspective-taking, and empathy on pro-environment intentions. *Journal of Park and Recreation Administration*, 21(4), 71-86.
 - Williams, D.R. & Stewart, S.I. (1998). Sense of place: An elusive concept that is finding a home in ecosystem management. *Journal of Forestry*, 96, 18-23.
-
- Glen Hoenegaard, from the University of Alberta's Augustana Campus in Camrose, teaches field courses in east-central Alberta and the Canadian Arctic. He conducts research on the conservation aspects of ecotourism, bird biogeography and environmental education.

Breathing Fresh Air into Diabetes Education

by Chloe E. Steepe

I showed up for my first diabetes support group meeting eight years ago. I really *was* planning on going. Honest. But when I looked into the room at the hospital I couldn't physically stop myself from running for the elevator. The phrase "support group" makes me cringe. Sitting around a table, talking about my diabetes in dull hospital boardrooms at the end of stark hospital corridors is not my idea of a good time. Unfortunately, for a young adult living with Type 1 diabetes, options are limited.

Like our education system, our healthcare system's traditional approach to diabetes education and support is failing to engage its pupils, especially young adults. In the absence of age-appropriate, relevant and engaging educational programs, individuals are failing to receive the tools, strategies and education they need to successfully manage their condition. They are simply opting out of the system. As a result, many are developing complications from the chronic disease much too early. Can we be blamed for running from the system? Let me catch my breath before I answer.

When it comes to the treatment and management of chronic illnesses such as Type 1 diabetes, I believe our healthcare system could benefit from collaboration with outdoor experiential education. Aside from the inherent, well-proven therapeutic qualities of outdoor experiences, I believe that educational processes within our hospitals and clinics could gain much from exposure to the philosophies that form the backbone of experiential education: curriculum that is realistic and applicable to daily life, learning through doing, group- and community-based learning processes. In my opinion, diabetes education programs in Canada need a breath of fresh air.

Diabetes

Before getting into further discussion, a few words about diabetes in general. There are two main kinds of diabetes: Type 1 and Type 2. Our bodies are fuelled by glucose from certain foods that we eat. Main sources of glucose are carbohydrate-containing foods such as bread, pasta, potatoes, starchy vegetables, rice, milk and fruit. In order to utilize glucose, the body needs insulin, a hormone produced in the pancreas that acts as a gatekeeper, allowing the glucose molecules into cells where they can be used as fuel. Insulin regulates the amount of glucose in the blood. If no insulin is present, glucose will remain in the blood stream, resulting in elevated blood glucose levels that wreak havoc on body chemistry and function. While both Type 1 and Type 2 diabetes are a result of the body's inability to utilize glucose, there are some key differences.

Type 2 diabetes occurs as a result of the body's inability to effectively use the insulin it produces. It is progressive in nature and most often presents later in life. It has strong ties to obesity, lifestyle, diet and physical inactivity. Think of it as the body being overwhelmed from years of working overtime. This type of diabetes can be managed by diet, weight loss, physical activity and oral medication.

Type 1 diabetes is an autoimmune deficiency disease. It is not preventable and not a result of dietary habits. Due to a malfunction in the body's defence mechanism, the immune system attacks the insulin-producing cells of the pancreas resulting in an inability to produce insulin; it is therefore often called *insulin-dependent* diabetes. Unlike Type 2 diabetes, most people are diagnosed with Type 1 diabetes before the age of 30, frequently in childhood. People with Type 1 diabetes must administer all of the insulin

they need through multiple daily injections or other forms of intensive insulin therapy.

Living with a chronic disease such as Type 1 diabetes is an onerous task. It demands your attention 24/7, 365 days a year, regardless of your schedule or any other challenges life brings. It insists that you count, calculate and scrutinize every piece of food that passes your

lips. It commands that you account for all energy outputs as well as bouts of inactivity. It asks you to interpret your body's reactions to stress, illness, excitement, exhilaration and fear. And it claims your brainpower to deal with an endocrine function that most people's bodies take care of automatically. Living with *anything* that demands your constant attention can be tiring, frustrating and downright



infuriating. There is a high burnout or “non-compliance” rate in people living with diabetes, especially young adults.

The Education Process

A quote by William A. Ward is helpful in deciphering the problems with current forms of diabetes education and support:

*The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.*

Most doctors, nurses and diabetes educators can *tell* and *explain* to patients what to do regarding their self-care and management of diabetes. Many of these individuals truly are *good* teachers; however, it is the latter two qualities, demonstration and inspiration, that seem to be lacking in most diabetes education programs.

Often, it is no fault of the educators. Firstly, most educators cannot, no matter how much they may want to, demonstrate what it is like to live with diabetes. They simply do not have the disease. Secondly, the current curriculum is far from inspiring. Unfortunately, without these components, it is hard to effectively educate individuals to the point that they can apply their knowledge to real life situations *and* be motivated to follow through.

Riding in the Slipstream

Up until this year, I had not considered the benefits that might come from simply knowing other people with diabetes. Personally, I had always ridden it out alone. I suppose that was mainly due to my mindset that in order to meet those people I would need to be part of a dreaded “support group.” I was therefore caught off guard when I had the opportunity to join a group of people with Type 1 diabetes in a cycling race in Australia earlier this year. Riding in behind others to reduce air resistance, I experienced drafting in a slipstream on a bicycle for the first time. I

quickly realized that spending time with other people who had Type 1 diabetes resulted in a similar phenomenon.

Although I was working hard all weekend to keep my blood sugars in check, it was as though the resistance of living with diabetes had suddenly eased. *Everyone* around me had diabetes, *everyone* was managing their blood sugar and *everyone* was pushing their physical limits. Before I knew it, I was cruising in *their* slipstream.

The experience of meeting other active, fit and outgoing Type 1s who deal with the same struggles I do, every minute of every day, was like nothing I had felt before. This was a group that I could relate to. No sitting around the hospital with a sense of impending doom. Instead, people came together through a common interest: cycling. Without any prompting, diabetes was the main topic of conversation before the first shift was over. I learned more about real-life diabetes that weekend than in months of in-hospital appointments.

Can We Stop Running Yet?

After years of complaining, running down hospital corridors and generally avoiding the system, I had an epiphany: I could design effective diabetes education programs.

My experience working and teaching in the outdoor industry, combined with my familiarity with the healthcare system, sparked the possibility of using the outdoors as a forum to engage people living with Type 1 diabetes. What if I could provide “experiential” diabetes education programs? What if I could develop a network and community of like-minded young active adults living with this chronic illness in Canada?

I wanted to design programs that young adults would *want* to attend — programs they would come running to! Programs that would appeal to a population who felt they could

not relate to the other people sitting in the hospital waiting rooms. The programs would be for people who wanted to learn how to push the limits of living with a chronic illness and, in the process, redefine what it meant to be “diabetic.” They would be for people who did not want to focus on the negative aspects of diabetes because they were too busy achieving their goals and living each day to the fullest. They would be programs for people who when told by their doctors that they could not do something said, “Watch me.”

Connected in Motion

I am in the process of founding *Connected in Motion*, a not-for-profit organization that uses the outdoors as a forum to provide *experiential diabetes education* programs. My vision is to create opportunities for people with diabetes to come together in a non-clinical setting to participate in engaging activities, learn from shared personal experience and inspire each other with their successes and accomplishments.

Connected in Motion programs are based on two simple philosophies: people learn best through doing and people *with* diabetes are an incredible resource for people *with* diabetes. Our mission is to:

- Unite people with Type 1 diabetes who live, or want to live, healthy active lifestyles
- Get people outside, active and engaging in physical activity
- Provide an environment for informal experiential learning of diabetes management strategies
- Open lines of communication and create networks to encourage a free flow of knowledge and personal experiences between people living with Type 1 diabetes
- Assist people with Type 1 diabetes in gathering the tools they need to overcome the challenges they face
- Encourage and inspire people to take control of their diabetes

Although there is no cure as of yet, diabetes can be successfully managed with a variety of strategies. If care is taken to maintain consistently stable blood glucose levels, people with diabetes afford themselves incredible freedom in the form of good health.

An Alternative to the Hospital Conference Room

When dealing with a chronic problem, medical or otherwise, we must seek solutions that are sustainable. Diabetes education programs must provide individuals with knowledge, tools and strategies that will allow them to sustain self-management practices throughout their entire lives.

More than a simple transfer of knowledge must take place. The majority of individuals living with diabetes could list the things that they *know* they *should* be doing to manage their disease. Unfortunately, knowing does not always relate to doing. When it comes to a chronic disease, individuals must be *self-motivated* and *inspired* to do the many things they need to do each and every day to manage their disease.

Connected in Motion programs are not meant to *replace* professional medical care. Our focus is engagement and inspiration, providing a breath of fresh air and creating opportunities for people to learn about their diabetes through hands-on experiences. Young adults with diabetes now have an option, an alternative to the hospital corridors and boardrooms. Now, we just need to inform the people who are still running.

Chloe Steepe is a recent graduate of the Outdoor Experiential Education program at Queen's University. She is currently recruiting participants for Connected in Motion's first event – a Winter Slipstream Weekend in January 2009. More information can be found at www.connectedinmotion.ca under Events.

Different Strokes for Different Folks

by Drew Sellen

The river will always be more powerful than the paddler. Rather than fight this power, the paddler must learn to co-operate with it to make efficient navigation possible. Over time, skills are developed that allow one to reach a harmony with the river. Displayed in many ways, whether it be gliding from eddy to eddy or gracefully boofing an unavoidable ledge, this expertise only comes with time, determination and help from others.

This process has much in common with those who have acquired brain injuries (ABI). In this case, however, the challenge is learning to harness the power of their bodies rather than the power of the river. Their condition has an element of control over them that they must learn to use to their advantage.

Whether or not they have brain injuries, all individuals want to feel they can make a contribution. We all want to glide effortlessly; we all want to tame that river. What better way to help them on this journey than through experiences in an outdoor environment?

To fully prepare for facilitating outdoor programs for participants with ABI, it is important to realize that individuals with acquired brain injuries face severe obstacles every day. The cognitive, emotional and behavioural impact of this condition can result in life changes and can include difficulties such as maintaining connections with friends, family and colleagues. These injuries also inhibit individuals' abilities to work and lead independent lifestyles; many require care and support on a long-term basis.

In my personal experience, I have encountered people who experienced a range of both mental and physical challenges. I learned their personal stories and their journey to the present time. And the common thread was that they were all thrilled and excited at the prospect of being part of an outdoor experience.

So what can the outdoors do for people who have acquired brain injuries? Well, it can help them gain confidence, inspire them, instill hope and ignite passion. One might think



that accommodating a group of clients with ABI would take a large number of facility modifications, but all it takes is the right attitude, a group of committed staff and a small handful of program changes.

First and foremost, the program should provide the opportunity for learning as a shared social process involving the entire group. This approach allows individuals with ABI to learn to interact and to respond more appropriately to social cues. Participants emerge from the program with new bonds of friendship and trust.

Facility accessibility must be kept in mind; however, the facility doesn't need to be decked out with the latest technology for people with physical disabilities. If wheelchair lifts aren't in the budget, accommodate the group in the areas that are already accessible. If you don't think your facility is built for accessibility, then consider bringing in groups that have at least some mobility. The capabilities of those with acquired brain injuries will surprise you, but remember, "if Mohammed can't come to the mountain, take the mountain to Mohammed." Programs can always be adapted, moved or changed to suit the situation.

As for programming, keep it fun and achievable. The objective for individuals with ABI is to experience challenges, but also to succeed. Play off the participants' strengths but also strengthen their weaknesses. In any activity, ensure that there are sufficient options so that every individual can participate and successfully complete some part of the program, thus feeling a sense of accomplishment. For example, a ropes course could have multiple entry and exit points and varying degrees of difficulty throughout to accommodate all skill levels.

For a successful experience, the facility should provide motivated, knowledgeable and

qualified staff who are committed to meeting the needs of clients with ABI. Make staff aware of the nature of acquired brain injury and client histories. It would also be very helpful if the sponsoring agency sent trained staff to tend to the specific medical, emotional, cognitive and behavioural needs of their clients with ABI.

While outdoor experiences are beneficial in many personal ways for those with ABI, they also give these individuals a needed break from their daily, structured lifestyle and their family members a necessary respite from the stresses of providing constant care to their loved ones.

Participants with ABI are looking for a chance to belong. So often, in society, they are not given the opportunity to show their true strengths. They are wonderful people with much to offer and few places where they can develop their skills and receive genuine support. By learning new skills, participants with ABI enhance their self-esteem and move closer to realizing their own potential. Participants should emerge from their outdoor experience feeling in harmony with nature and with a conviction that their life can be full and have a sense of purpose.

Just as a paddler finds unity with the river and learns to navigate it with precision and efficiency, individuals with ABI can find unity with their condition and learn to function effectively and efficiently. Over time, with the proper support from their families, their caregivers and programs that get them involved in life again, they too can learn to catch the eddies in their lives.

Drew Sellen is a graduate of Laurentian University's Outdoor Adventure Leadership program. He gained experience working with clients affected by acquired brain injuries at Boundless Adventures.

The Evolution of Risk Management in Outdoor Education: Decoupling the Adventure Industry and Outdoor Education

by Jeff Jackson and Ian Pineau

Risk management in outdoor education has evolved over time. A new paradigm is developing which encourages outdoor education to “decouple” from the commercial adventure tourism industry and develop an independent model that speaks specifically to the unique interests and demands of outdoor education. This article looks at the evolution of outdoor education standards, some of the factors for divergence from the adventure industry, and some of the issues and opportunities arising from this divergence.

The adventure tourism industry consists of commercial operators who guide outdoor recreational activities on a fee-for-service basis. The activities are associated with the natural environment, require some effort and involve some degree of risk (real or perceived). Typical activities include backcountry skiing, mountaineering, trekking, mountain biking, rafting, kayaking and rock climbing. Many reasonably fit and economically well-off people now treat adventure activities as purchasable events rather than as lifetime personal investments in skills and equipment.

In contrast, outdoor education uses activities as a means for developing skills and understanding in a variety of subjects. Outdoor education extends structured learning opportunities beyond the classroom and into the community and the natural environment (Bunting, 2006).

The historical connection between the adventure industry and outdoor education was precipitated by several factors. Outdoor education needed to formalize and legitimize its position as a valid form of education.

Given that the adventure industry was involved in more or less the same activity base, a natural alliance easily developed and expanded. The adventure industry had some structures and standards in place; in order to strengthen its claim as a safe and viable form of education, the outdoor education field steadily adopted more of the adventure industry standards. The adventure industry happily defended outdoor education’s argument that these standards were appropriate. It added legitimacy to the adventure industry and was seen as a possible avenue for additional business through outdoor education programs. Adopting these standards also made sense to school administrators whose primary concern was legal responsibility.

With the passage of time, some practical and philosophical differences between commercial adventure tourism and outdoor education began to be articulated. Some of the practical differences revolved around mission: culture, adults vs. youth and relatively small numbers vs. large collective numbers. The philosophical differences are summarized in the basic premise of operation. Within the adventure industry, it’s the notion of *caveat emptor* (buyer beware) — they use waivers and safety briefings to deal with the inherent risk of an activity. Outdoor education, on the other hand, has learning and student safety as its highest priorities and describes activities in terms of risk tolerance. It uses informed consent, skills/activity education and safety briefings as ways to eliminate, mitigate and avoid risk.

At the same time as practical and philosophical differences were being

recognized, other factors for divergence began to appear. The validity of outdoor education was being questioned, both internally and externally. Outdoor education was seen as needing to be more inclusive and comprehensive. This thinking has led to outdoor education being renamed “Out of Class Learning” in the United Kingdom and Australia.

The recurring question of outdoor education vs. commercial adventure tourism has resulted in outdoor education becoming more closely tied to curriculum standards and learning outcomes. Liability continues to play a large role in the conduct of outdoor education. The landmark Strathcona-Tweedsmuir School report outlines 32 recommendations (Cloutier, 2003) that speak to the differences between outdoor education and commercial adventure tourism. In this report, Cloutier identified risk and complexity creep as a subtle manipulator of outdoor education experiences.

The seeming inability of commercial adventure tourism operators to modify activities to create sound educational learning outcomes has been identified as a rationale for moving away from using commercial adventure industry operators as outdoor education providers. There is also a perception that commercial operators are either unable or unwilling to eliminate/mitigate/avoid risk and prefer to fall back on the *caveat emptor* approach to risk management. The reality is that outdoor education based on strong learner outcomes may have little use for commercial adventure industry operators.

If there is to be a divergence of outdoor education away from commercial adventure



tourism, what issues will arise? Proof of competence springs to mind. Most folks who run outdoor education programs have the credentials to provide educational experiences. That does not necessarily mean they are qualified to run outdoor educational experiences. If there is truly a “safety first” mandate, the bar is raised significantly for outdoor education activities. This is particularly true from an administrative point of view. Previously, outdoor education relied on adventure industry certifications as a default position. This position needs to be examined and a mechanism for the sharing of best practices needs to be developed. The very real matter of delivery costs will also be an issue, particularly if the activity is gear-intensive. Beyond these types of practical concerns, and on a more theoretical note, outdoor education needs to define itself. Not doing so would further isolate outdoor education within the educational system and raise the genuine possibility of outdoor education being seen as irrelevant.

There would seem to be a need to develop a model of outdoor education that will stand on its own. This model would include a sound

philosophical articulation of what outdoor education is and why it is necessary and beneficial. Identifying learning outcomes and then teaching to those outcomes would be a crucial component. For example, there are opportunities in the emergence of the new Specialist High Skills Major (SHSM) courses for outdoor education. Outdoor education courses with different learning outcomes could be adapted to target students bound for college, for university or at risk of dropping out entirely. With a solidly articulated philosophy and adherence to learning outcomes, there is potential to greatly expand the range and scope of outdoor education. Part of this philosophical articulation may result in the re-naming of outdoor education to something more relevant and inclusive.

Solid learning outcomes also facilitate the administrative management of risk. Well articulated risk tolerance statements would go a long way to defining which activities under what conditions would be most educational. Using the “Minimum Tool Rule” to determine where and at what difficulty level an activity should take place would guard against risk and complexity creep. This approach would help both teachers and administrators look critically at high-risk activities, especially those that do not demonstrate high learning value. It would also be a useful lens through which to look at what Jim Raffan has referred to as the “assumption of the teacher regarding lifestyle” — choosing activities and locations based on perceived desirability.

A new model of outdoor education will also require solid planning and communications. Using the concept of the three Es (explain, engage and create expectations), outdoor educators need to be able to articulate the philosophical reasons for outdoor education to school administrators and parents alike. Communicating risk awareness to these two groups is equally crucial to any good outdoor education program. The creation of detailed and functional risk management plans (in addition to risk tolerance statements) will also need to be in place. These will need

to be highly operational and systemically embedded in the program. The measurement of instructor ability vs. learning outcomes vs. lifestyle desires will require monitoring to ensure activities are appropriate. For certain activities, specialized contract services will be required. A vetting process should exist to ensure that the companies delivering such services have the required safety and educational expertise to ensure that learning outcomes are met at a very high level. It is critical that this not be a sales process with the contract going to the lowest bidder.

Value-added education — this is what outdoor educators do! We need to: plan for the inclusion and success of our outdoor education programs; create systems that are within our educational mandates; develop and articulate the argument for “Out of the Classroom Learning” that is tied to specific learning outcomes.

References

- Bunting, C. J. (2006). *Interdisciplinary teaching through outdoor education*. Champaign, IL: Human Kinetics.
- Cloutier, R. (2003). *Review of the Strathcona-Tweedsmuir School Outdoor Education Program*. Kamloops, BC: Bhudak Consultants.

Jeff Jackson is a professor and coordinator with Algonquin College's Outdoor Adventure program, a professional adventure guide training diploma. He has worked as a guide, educator and program manager for 15 years, crossing a variety of disciplines, outdoor activities and corporate cultures.

Ian Pineau is a professor and coordinator with Algonquin College's Outdoor Adventure Naturalist program, a professional nature guide training diploma. He has worked as an instructor, guide, educator and program manager for more than 25 years for multiple organizations and business ventures.

What Happens Backstage in the Winter?

by Jana Miller

What if kids could hibernate? Sounds like a teacher's dream, doesn't it? Although many students are well versed in which species disappear and reappear in which season, for many, this knowledge does not extend beyond their understanding that these species have merely stepped off-stage for awhile. They know not to expect to see bears out in the winter or wild blueberries in the spring. The following role-play activity invites students to experience winter from the perspective of two boreal species: bears and squirrels.

Purpose:

1. To challenge students to think outside the human sphere of experience.
2. To generate awareness of non-human species activity during winter.
3. To gain an understanding of survival strategies such as hibernation and torpor and the time species spend in these rest states in relation to other parts of the year.

Location:

This lesson is intended for an outdoor forest setting, but can be adapted for classroom or playground use. Try to choose a space with landscape variation so that nesting spots can be visualized.

Materials:

- 10 small bowls to store food supplies (5 per species)
- 1 Ziploc bag per squirrel
- food for grazing (see table below)

Process:

1. Introduce the topic by discussing what frogs do during winter. Why don't we see them hopping around on the snow?

Background info: Like many amphibians, frogs cannot control their body temperature. Some types of frogs burrow into the mud at the bottom of ponds so that they don't freeze, while others, like the tree frog, freeze solid for the winter, then thaw out and resume activity in spring. What is their main reason for self-freezing?

2. Upon arrival at the activity location, ask the students to scan their surroundings to identify safe, warm, secret places.
3. Divide the students into bears and squirrels according to the amount of food you have. The ratio of bears to squirrels is not important for this activity.

Food for grazing

Species	Eats	Use	Amount	Amount needed for game
Bear	Berries	Raisins and/or Craisins	2 per week*	~ 40/bear
Squirrel	Seeds	Sunflower and/or pumpkin seeds	1 per week* (eat one for every seed stored)	~ 40/squirrel
All	"gone hungry" token	Clean plastic bread ties, game or other tokens	1 unit = one missing berry or seed	Distribute 40 tokens in some, but not all of the dishes.

*These numbers are simply a representation for the activity.

4. Students should think about the movement and sounds of the species they are role-playing and should practise moving around the area on all fours. You might ask a few questions to help them engage. For example, how would you move if:
 - you need to conserve as much energy as possible?
 - you need to lower your heart rate?
 - you must get enough food to survive?
5. Explain how this activity works:
 - Each piece of food represents a unit of energy needed to sustain you.
 - Each minute of the activity represents a week passing.
 - Time freezes when cues are being read.
 - Each “gone hungry” token represents one week of missed food.
 - The activity covers the months from September to May, with hibernation/over-wintering from November to March.
6. Guidelines for the students:
 - Engage in role-play within earshot of the teacher.
 - Listen carefully for their cues and “freeze” when they are being read.
 - Keep track of the amount of food they have eaten.
7. Hand out Ziploc bags to squirrels and spread out the 10 bowls of food. Make sure to place a few bowls farther away so students will have to expend time and energy getting to them.
8. Read the survival cues aloud, allowing several minutes after each for students to act out their parts.

Survival Cues:

A. Fall (September–October)

Whole group: You’ve had a productive summer: finding food, staying away from hungry predators and raising your young. Now the days are getting shorter and the nights colder. When you wake up in the morning, you start to see frost forming on the ground. You know that you don’t have much time left. You need to collect as much food energy as you can to survive the winter.

Bear: Your goal is to consume as many calories as you can to fatten up for the winter. You do not like competition because fighting over food would be a waste of energy. You eat the berries you find directly at the food source. You will only eat when no one else is around. You may only eat one week’s worth of berries from a food source at a time.

Squirrel: Your first goal is to look around for a suitable place for a den and then store your food for the winter about 10 steps away from it. You can try to disguise it a bit and put your Ziploc there. Your second goal is to store as much food as possible for winter in your body and your food cache. Because you are fearful of predators, you never eat at the food source. You can only carry two seeds at a time, one in your mouth and one in your hand, to your food cache.

*Allow time for participants to graze and collect most or all of the seeds, berries and tokens. If they are running or expending too much energy, you can take away energy by handing out more “gone hungry” tokens.

B. Beginning of Winter (November–December)

Whole group: Brrr, it sure is getting colder. Food is getting harder and harder to find as the ground freezes and snow covers the ground. You are expending more energy just trying to keep yourself warm.

Bear: Your belly is stuffed, and you've recently gained a lot of weight, but how many weeks worth of berries have you eaten? Will it be enough to give you the energy you need? In order to make it to April you need to have eaten enough berries for the next 20 weeks. Now you need to start looking for a den in which to spend the next five months and to get ready for a lot of lying around.

Squirrel: Winter is almost here, so make sure your den is the way you like it and also count how many seeds you've stored

up for winter snacking. The seeds you ate in the fall helped give you extra energy to stay warm, but you feel yourself starting to get cold and needing more energy to stay warm. You carefully look outside the den for predators, scurry to your food cache and put one week's worth of food (one seed) in your mouth and quickly come back to your den to eat it. Repeat three more times.

Whole group: A cold snowstorm is coming and you don't want to be caught in it. Make sure you are safely in your den. Close your eyes.... Breathe long slow breaths. It is time to rest and conserve energy.

C. Middle of Winter (January–February)

Whole group: Many weeks have passed and the thick layer of snow covering your den now acts as an insulating layer.

Sometimes you hear muffled sounds coming from outside, but hopefully no one knows you are resting inside.

Bear: Your belly is starting to feel emptier now. It's a good thing your body stored so much energy in the fall. The sun might be shining outside, but you haven't left your den once to drink, eat, pee or poo. Your breathing and heart rate have slowed down to conserve energy. Even your body temperature has dropped several degrees, but you don't mind because you don't want to waste valuable energy on heating.

Squirrel: You are wide awake, cold and hungry, but there is no food in your



den. You decide you would be warmer if you shared a den with one or two other squirrels. You carefully look outside your den for predators, then scurry to your food cache and put one week's worth of food (one seed) in your mouth. While outside, you quickly join one or two other squirrels in their den and continue gathering your own food and eating it. Visit your food cache seven more times.

D. End of Winter (March–April)

Whole group: You can feel the days getting longer, and the snow beginning to melt in the sun. You know there still isn't much food available, so it's pointless to waste extra energy to go looking.

Bear: With each passing week, you become weaker and feel your body getting skinnier. Every once in awhile you flex your muscles, shiver and stretch, but most of the time your body is so still that you look dead. Think about how many weeks' worth of "gone hungry" tokens you have. If you didn't eat enough food in the fall, making it till spring is going to be a struggle.

Squirrel: You have been able to stay warm enough to survive by sharing a den with other squirrels, but you'd really prefer to be on your own and keeping your food cache a secret. You worry that as other squirrels start running out of food, they might try to take some of yours. You head out to collect a week's worth of food from your cache, but this time you quickly scurry back to your own den to enjoy your own hard-earned food. Visit your food cache seven more times. *Optional:* If you only have "gone hungry" tokens, you can try to replace the tokens with real food from other squirrels' food caches.

E. Spring (May)

Whole group: It is now spring. You can feel the warmth of the sun, and hear and feel

movement of other creatures around you. You know that it's time to leave the safety of your den.

Bear: You wake up, stretch and slowly leave your den. You hardly feel like the same bear that crawled into the den. Even though you've been resting for five months, you feel tired and weak. You wander slowly around looking for food, but find very little. This makes you grumpy and irritable. You can't wait until summer comes so that you can find berries to fill your stomach. In the meantime, you will have to look for some meat to eat.

Squirrel: You've run out of stored food, but you aren't too worried about that. It's warm enough now to look for other food sources. You are willing to eat bark, new tree buds and insects instead. Your main concern is that there are more hungry predators out there!

9. Debriefing questions:

- What went through your head when you were grazing, resting, collecting food and coming out of your den for spring?
- Predict how each species will spend their summer months.
- How do the bears feel in the spring compared to the squirrels?
- Which species has to be better prepared for the winter? Why?
- If humans needed to spend the winter outside, would you prefer to be asleep or awake for most of it?

Jana Miller has enjoyed teaching in northern Saskatchewan but is quickly becoming attached to the beauty of Ontario and the momentum in the field of outdoor experiential education. As a Master's in Environmental Studies candidate at York University, her interests include place-based and intergenerational education.

The Promise of Wilderness Therapy

Reviewed by Michael Ivany

Review of Davis-Berman, J. & Berman, D. (2008). *The promise of wilderness therapy*. Boulder, CO: Association for Experiential Education. (ISBN 978-0-929361-16-1)

The Promise of Wilderness Therapy, written by Jennifer Davis-Berman and Dene Berman, is useful to parents or professionals who are considering wilderness therapy. It explores the claims that wilderness therapy is safe and effective, or at least as safe and effective as traditional therapy. The authors provide a working definition of wilderness therapy to frame the rest of the book:

The use of traditional therapy techniques, especially those for group therapy, in outdoor settings, utilizing outdoor adventure pursuits and other activities to enhance growth. Wilderness therapy is a methodical, planned approach to working with troubled youth. (Davis-Berman & Berman, 1994, p.13)

Wilderness Environment as Healer

The authors present one study to highlight that the wilderness experience may be sufficiently therapeutic to increase self-esteem and global functioning. This does not, however, adequately support the idea that wilderness itself is therapeutic. The authors do not report on accepted theories from the healthcare field that emphasize the importance of a meaningful therapeutic milieu (Law, Cooper, Strong, Stewart, Rigby & Letts, 1996; Townsend, Stanton, Law, Polatajko, Baptiste, Thompson-Franson et al., 2002). Davis-Berman and Berman conclude that the wilderness environment should be seen as “healing yet not sufficient alone to promote change” (2008, p. 59).

Wilderness Activities as Healer

The section supporting wilderness activities as healing is incomplete. It is a broad and

superficial review of psychotherapy related to wilderness therapy that offers the reader no comparison to currently available inpatient/outpatient treatments. In addition to a review of psychotherapy, Davis-Berman and Berman state that many programs “reject traditional models of treatment. Namely, it becomes the responsibility of those who are neither trained as therapists nor educated about adolescent at-risk populations to effect changes with the youth put in their charge” (2008, p. 44). The strongest evidence supporting wilderness therapy over traditional approaches was linked to flow theory. This theory supports individuals in therapy engaging the mind, the body and the spirit in an activity to an automatic, logical and clear end point (Csikszentmihalyi & Csikszentmihalyi, 1999). This area should be explored further.

The authors do a good job summarizing the available evidence to support therapeutic gains and mention that this limits a comparison of therapeutic effects of wilderness therapy to traditional forms of therapy. In terms of measurable gains achieved through wilderness therapy, claims supported and unsupported by research were presented in a table (see page 32) although the strength of each claim was not reported.

For wilderness therapy to be considered a realistic treatment option, therapeutic effects must be shown to be transferable. From the data presented here, there is weak support for selecting wilderness therapy over traditional therapies. There is, however, sufficient evidence to support further research on therapeutic effects and there is qualitative evidence to guide wilderness therapy program development.

Findings supported by research	Claims unsupported by research
<ul style="list-style-type: none"> • Improved self-concept • Improved social skills • Fewer psychiatric symptoms • Decreased alcohol and substance abuse • Lowered recidivism • Improved academics 	<ul style="list-style-type: none"> • Treatment more effective than traditional modalities • A prevention for suicide • Alleviation of depression or other major psychiatric problems • Respect for authority • Academic success

(Davis-Berman & Berman, 2008, p. 110)

Wilderness Therapy as Safe

A brief summary of several expedition programs, court programs and residential programs, including one in Canada, gives readers an understanding of the types of programs available. The authors work to expose perceptions and realities about risk, including death rates, restraints usage and contraindications to the experience, such as medication side effects and substance withdrawal. As no comparison is made to rates from traditional therapies, reaching an informed choice is difficult.

The authors present wilderness therapy as less restrictive than traditional inpatient treatment programs, but wilderness therapy may be more restrictive than outpatient treatment programs. Just as outpatient programs may not be sufficient treatment, so wilderness therapy programs may not provide adequate therapy or risk management.

Credentialing organizations are identified to assist individuals in choosing a program that manages risk and provides some trained counselling. The authors report that while credentials may not guarantee that a program is safe, credentialing attempts to ensure that basic standards of wilderness safety are met.

Wilderness Therapy as an Option

Wilderness therapy needs to be able to prove that it can provide therapeutic gains safely. This book offers a fair picture of the current promising state of the field. While it is not a comprehensive guide, it provides sufficient

background knowledge and highlights the questions parents and professionals should be asking before they consider wilderness therapy as a treatment option for their clients or children.

References

- Csikszentmihalyi, M. & Csikszentmihalyi, I. (1999). Adventure and the flow experience. In J. Miles & S. Priest (Eds.), *Adventure programming*. (pp. 153–158). State College, PA: Venture Publishing.
- Davis-Berman, J., & Berman, D. (1994). *Wilderness therapy: Foundations, theory and research*. Dubuque, IA: Kendall Hunt.
- Law, M., Cooper, B., Strong, S., Stewart, D., Rigby, P., & Letts, L. (1996). Theoretical contexts for the practice of occupational therapy. In C. Christiansen & C. Baum (Eds.), *Occupational therapy: Enabling function and well-being*. Thorofare, NJ: Slack.
- Townsend, E., Stanton, S., Law, M., Polatajko, M., Baptiste, S., Thompson-Franson, T., Kramer, C., Swedlove, F., Brintnell, S. & Campanile, L. (2002). *Enabling occupation, an occupational therapy perspective (revised ed.)*. Ottawa, ON: CAOT Publications ACE.

Michael Ivany is an occupational therapist working in adult inpatient mental health in North Bay. He completed an undergraduate degree in Kinesiology at McMaster University before doing his Master of Occupational Therapy at the University of British Columbia. He currently facilitates wilderness experiences as part of recovery for individuals with mental illnesses.

2008 Conference Wrap-Up

For many, September is marked by the annual COEO conference. This year, the regular core group of COEO members along with scores of new members — a younger crowd — graced the shores of Camp Kandalore. The 140-plus folks benefited from outdoor curricula enhancement sessions, new and old program ideas, and the latest in relevant research. Yes, this represents the regular COEO conference mix, but the conference committee added a few new wrinkles at the wonderful “blue lake and rocky shore.”

Firstly, our keynote presenters, Aage Jensen, Lisa Nisbet and Claire Smeadon, fit our near-north camp setting. Claire, from Temagami, wrapped a rich mix of iconic northern outdoor images in a personal wilderness narrative. Lisa Nisbet shared her PhD work at Carleton University and fascinated us as we considered outdoor education through the lens of a new branch of psychology. Aage Jensen distinguished activity (doing something) and activeness (being engaged), and brought us a Norwegian perspective of outdoor education that stresses “being” in nature as paramount. Together these three presenters worked ideas that blended neatly with the splendour of the fall colours and lake setting. While we were introduced to their work, they were happy to be introduced to COEO.

Other sessions included a Voyageur/Fur Trade workshop in the Kandalore canoes, a yoga mind/body/spirit workshop, a two-hour mock canoe trip packed with curricular ideas, a forest ecology field trip and sessions on campfire baking, using traditional materials and a creative ecology scavenger hike. Evaluation of experiential programs, research on journal writing, where to find hidden gems for outdoor exploring and the Huntsville integrated program were among the other offerings available to conference attendees. Lisa Nisbet and Aage Jensen also led workshops.

Saturday afternoon allowed time for Roundtable discussions. It was a true

pleasure to discuss issues and COEO’s role with fellow-teachers (K to University) while looking across the dining hall at a spirited “larger” group of undergraduate and graduate students learning of each others’ work and considering COEO’s role for them. There was also an Eco-Tourism group, Integrated Curriculum Program staff and O.E. Centres and Camps. Minutes were delivered to our new President, Zabe MacEachren.

COEO awards allowed us to celebrate the work of individuals and programs. New and old faces had a rousing good time learning square dancing moves while experiencing the energy COEO brings to social activities: true “activeness.”

During the AGM, the important political work of COEO to promote and advance Outdoor Education within the Ontario curriculum was discussed. The work of our outgoing President, Shane Kramer, and *Pathways* chair, Kathy Haras, was acknowledged. We also ushered in a keen, largely new executive board.

All in all, your 2008 conference committee is pleased with its efforts. We were 12 people who shared the work and focussed our energies where strength lay. Determined to help future conferences, we’ve passed along our registration and program work sheets to the 2009 conference group. On that note, thanks to Camp Kandalore for their support — may all COEO conferences have such a friendly, helpful host staff.

If it sounds like you missed something ... well ... you did. The silent and live auctions generated over \$2,000. Thanks to all sponsors and Erin Farrow and Rebecca Francis for their organizational prowess. Speaking of organizational prowess, Pam Miller should be thanked for yet another stellar job as “Chief Registrar.”

Your 2008 Conference Committee
Bonnie Anderson, Bryan Grimwood,
Bob Henderson, Rebecca Francis, Margot Peck,
Erin Farrow, Ian Faulds, Walt Sepic, Linda Leckie,
Kyle Clark, Laura Edmonston and Pam Miller

Mark your calendar! The COEO 2009 Conference planning is underway, and things are looking exciting! Building on the success of the 2008 Conference: *Bringing us all together: A Haliburton Rendezvous*, the **2009 Conference: *Connections & Directions*** plans to see another year of strong registration for a dynamic and engaging weekend in Eastern Ontario.

The 2009 Conference will be held at RKY Camp located near Parham, on beautiful Eagle Lake, 45 minutes north of Kingston, near Hwy 7 (1.5 hours from Ottawa and 3 hours from Toronto). Expect a solid COEO-style agenda, with some special highlights that focus on the uniqueness of Eastern Ontario and that will examine the Ministry's newly released environmental education policy. Come and experience our diverse geography, a rich sense of history, beautiful water, stunning fall colors, the birthplace of outdoor education in Canadian academia, sustainability projects, an active local food network, a long-standing tradition of unique and successful outdoor education programs, and much more!

The theme for 2009 is *Connections & Directions*, which reflects the importance of fostering a strong community of outdoor educators, the goal of building connections and synergy with related fields of study/practice, the need for examining future directions and the importance of highlighting the diversity in Outdoor Education in Ontario.

The Conference Committee is full of enthusiastic members who are well on the way to planning a dynamic conference — but there is always room for your help! If you are interested in lending a hand, in any small or large way, please contact: Walt Sepic (walt.sepic@yahoo.com) or Kate Humphrys (katehumphrys@hotmail.com). See the "Call for Presenters" and "Call for Poster Presentations" on the following page. See you in September!



Call for Presenters

The theme for 2009 is *Connections & Directions*, which reflects the importance of fostering a strong community of outdoor educators, building connections and synergy in OEE, examining future directions of Outdoor Education and embracing the diversity in Outdoor Education in Ontario.

Interested presenters are invited to submit a brief description (maximum 250 words) of the topic to be covered, style of presentation/workshop, amount and type of space needed, target audience, minimum and maximum numbers of participants, and any connections to the conference (Eastern Ontario area, COEO value, etc.). Submissions are due March 1, 2009.

Call for Research Poster Presentations

All graduate students, undergraduate thesis students and researchers pursuing Outdoor Education-related research are invited to prepare and present a research poster during the 2009 COEO Conference. The posters should highlight recently completed, ongoing or current research projects and meet current research poster presentation style and format criteria.

Outdoor Education is considered in an inclusive and broad sense. Presenters are encouraged to consider the values of COEO (Education for Character, Wellbeing, Curriculum, Community and Environment) as well as any elements that relate to the conference theme of *Connections & Directions*. Visit www.coeo.org for more details.

The structure of the poster presentations will enable the dissemination of Outdoor Education-related research agendas and outcomes, and encourage networking among a growing community of students and researchers in the field. Posters must be ready for display in RKY Camp, Main Dining Hall by 10:30 a.m. on Saturday, September 26, 2009. They will remain on display until the conference closes on Sunday, September 27, 2009.

The conference committee encourages poster presenters to submit a brief statement of interest by March 1, 2009 for an opportunity to be highlighted in the pre-conference material and website.

Statements should include: name of presenter, location of study, level of study, poster topic/title, a brief description of research, your interest in presenting a poster at the 2009 COEO conference and any information you would like to include in or omit from promotional materials.

For more information about submitting a presentation or poster, e-mail:

Walt Sepic (walt.sepic@yahoo.com) or Kate Humphrys (katehumphrys@hotmail.com)

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, wellbeing 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 e-mail outlining your potential contribution to the Chair of the Editorial Board, Kathy Haras (kathy@adventureworks.org).

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

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

Formatting

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

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

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

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

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

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

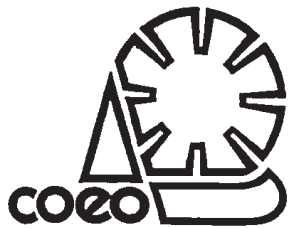
Submit artwork to the Chair of the Editorial Board or issue Guest Editor either as a digital file (jpg is preferred) or as a hard copy.

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/Renewal Form

Please visit our website at www.coeo.org/membership.htm for more detailed descriptions of the benefits of each membership category.

(Please print and fully complete each line below.)

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

Street Address _____

City/Town _____ Province/State _____ Postal/Zip Code _____

Telephone Home (____) _____ Business (____) _____

E-mail _____

Type of Membership (Check one box)

- ☐ Regular \$50.00 ☐ Student/Retiree \$35.00 ☐ Family \$60.00
☐ Library \$60.00 (Subscription to *Pathways* only) ☐ Organizational \$100.00

United States orders please add \$4.00; International Orders please add \$12.00

Pathways Journal Format Request (Check one box)

Please select the format in which you wish to receive your four *Pathways* Journals:

- ☐ I'd prefer to receive a **PDF version** through password access to the COEO Website
☐ I'd prefer to receive a **printed copy** through "snail mail"
☐ I'd prefer to receive **both a digital and a printed version** – an additional fee of \$5.00 is required for this option.

COEO Membership is from September 1 to August 31 of the following year.

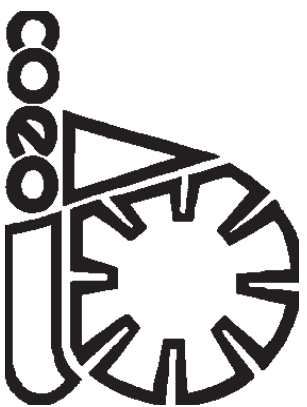
Please send this form with a cheque or money order payable to:

Council of Outdoor Educators of Ontario or COEO

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

Every *Ontario member* of COEO will be assigned to a region of the province according to the county where (s)he 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)	Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming
Western (WE)	Essex, Kent, Elgin, Lambton, Middlesex, Huron, Bruce, Grey, Dufferin, Wellington, Waterloo, Perth, Oxford, Brant, Haldimand-Norfolk



Return to:

The Council of Outdoor Educators of Ontario
1185 Eglinton Avenue East
Toronto, ON
M3C 3C6