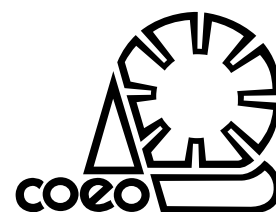


Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION
Summer 2014, 26(4)



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
c/o Sport Alliance Ontario
3 Concorde Gate
Toronto, ON M3C 3N7
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 contact the Interim Chair for submission guidelines.

Articles in *Pathways* may be reproduced only with permission. Requests must be made in writing and should be directed to Bob Henderson, Interim 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 Bob Henderson, Interim 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: **Allyson Brown**
The Bishop Strachan School
298 Lonsdale Road, Toronto ON M4V1X2
allysonbrown@gmail.com

Past President: **Kyle Clarke**
School of Kinesiology and Health Studies, Queen's University
28 Division Street, Kingston, ON K7L 3N6
kyle.clarke@queensu.ca

Vice President: **Deborah Diebel**
Bluewater Outdoor Education Centre, BWDSB
3092 Bruce County Road 13, Wiarton, ON N0H 2T0
deborah_diebel@bwdsb.on.ca

Treasurer: **Bill Schoenhardt**
King City Secondary School
2001 King Road, King City L7B 1K2
william.schoenhardt@yrdsb.edu.on.ca

Secretary: **Justyna Szarek**
Burnhamthorpe Adult Learning Centre, TDSB
500 The East Mall, Toronto, ON M9B 2C4
justyna.szarek@gmail.com

Volunteer Coordinator: **Ruthie Annis**
Adam Beck Public School, TDSB
400 Scarborough Road, Toronto, ON M4E 3M8
r.m.annis@gmail.com

Director At Large: **Lindsay Cornell**
Outward Bound Canada
550 Bayview Avenue, Suite 201, Toronto, ON M4V 3X8
lindsay_cornell@outwardbound.ca

Director At Large: **Kevin Linder**
Adventureworks! Associates Inc.
102 Plaza Drive, Box 63012, Dundas, ON L9H 6Y3
kevin@adventureworks.org

Director At Large: **Karen O'Krafka**
Lakefield College School
4391 County Rd. 29, Lakefield, ON K0L 2H0
karenokrafka@yahoo.ca

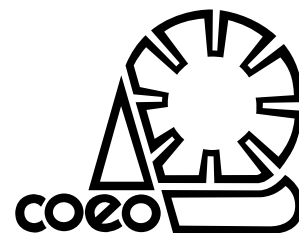
Director At Large: **Christopher Walker**
ALIVE Outdoors Inc.
30 Elmsdale Road, Toronto, ON M4J 3M4
christopher.walker90@gmail.com

Membership: **Chris Ockenden**
Mansfield Outdoor Centre
937365 Airport Road, PO Box 95, Mansfield, ON L0N 1M0
ockydoky@yahoo.ca

Pathways

THE ONTARIO JOURNAL OF OUTDOOR EDUCATION

Summer 2014, 26(4)



Pathways Editorial Board

Interim Chair: **Bob Henderson**
2631 Concession #7, RR#4, Uxbridge, ON L9P 1R4
bhender@mcmaster.ca

Heather Andrachuk
Carp Ridge Learning Centre
nature.kindergarten@gmail.com

Ben Blakey
OISE, University of Toronto
john.blakey@mail.utoronto.ca

Erin Cameron
Faculty of Education, Lakehead University
emcarte1@lakeheadu.ca

Scott Caspell
Faculty of Education, Lakehead University
scottcaspell@hotmail.com

Indira Dutt
Outward Bound Canada
indidutt@gmail.com

Kathy Haras
Adventureworks! Associates Inc.
kathy@adventureworks.org

Connie Kavanagh
1564 4th Concession Rd W, RR#1 Troy, ON, L0R 2B0
connie.elizabeth2@gmail.com

Zabe MacEachren
Faculty of Education, Queen's University
maceache@queensu.ca

Roman Jakubowski
School of Outdoor Recreation,
Parks & Tourism, Lakehead University
mrjakubo@lakeheadu.ca

Patrick Byrne
McMaster University
byrne@mcmaster.ca

Managing Editor: **Randee Holmes**
randee_holmes@sympatico.ca

Features

The Role of Tour Operators as Delivery Agents of the Leave No Trace Program in Algonquin Provincial Park 4
Lauren King

Leadership Experience for Academic Directions (LEAD): A Teacher Education Program for Student Success 8
Geri Salinitri and Ryan Essery

Contact with Nature and Community Building at Outward Bound Canada 17
Kyle Horvath and Nevin Harper

The Mount Rushmore of the Environment 28
Steven Simpson

Columns

Editor's Log 2
Bob Henderson

President's View 3
Allyson Brown

Beyond Our Borders
Continuing to LIVE: Growth in an Outdoor Orientation Program .. 13
Ian Cockrill

Watching our Step
Physics in Nature: A Narrative of Three Researchers' First Crises Experiences 21
Zeynep Gürel, Yasemin Doğan and Onur Unat

Back Pocket
An Interview with Nature: An Eco-empathy Lesson Plan 25
Erin Sperling

Reading the Trail
Two Billion Trees and Counting: The Legend of Edmund Zavitz 30
Pam Gorham

Wild Words
Bergmál 31
Connie Fennell

Opening the Door
Turning Wendigo: Excerpts from the Journals of Sir John Franklin .. 32
Nazaneen Hosseinpour

Tous Nos Voyageurs
Don't Date an Outdoor Girl 35
Bryn Wilgress

In recent months we have witnessed a happy trend emerging: a steady stream of submissions arriving on *Pathways*' doorstep. We are thrilled with this development and the open issues benefit greatly from this free-flowing content. The only downside is that it may take a little longer than usual for submissions to go to print.

Our next upcoming theme issue for *Pathways* will be released in Fall 2014. It will be an "Archival Issue" celebrating the 25th anniversary of *Pathways* having evolved from ANEE.

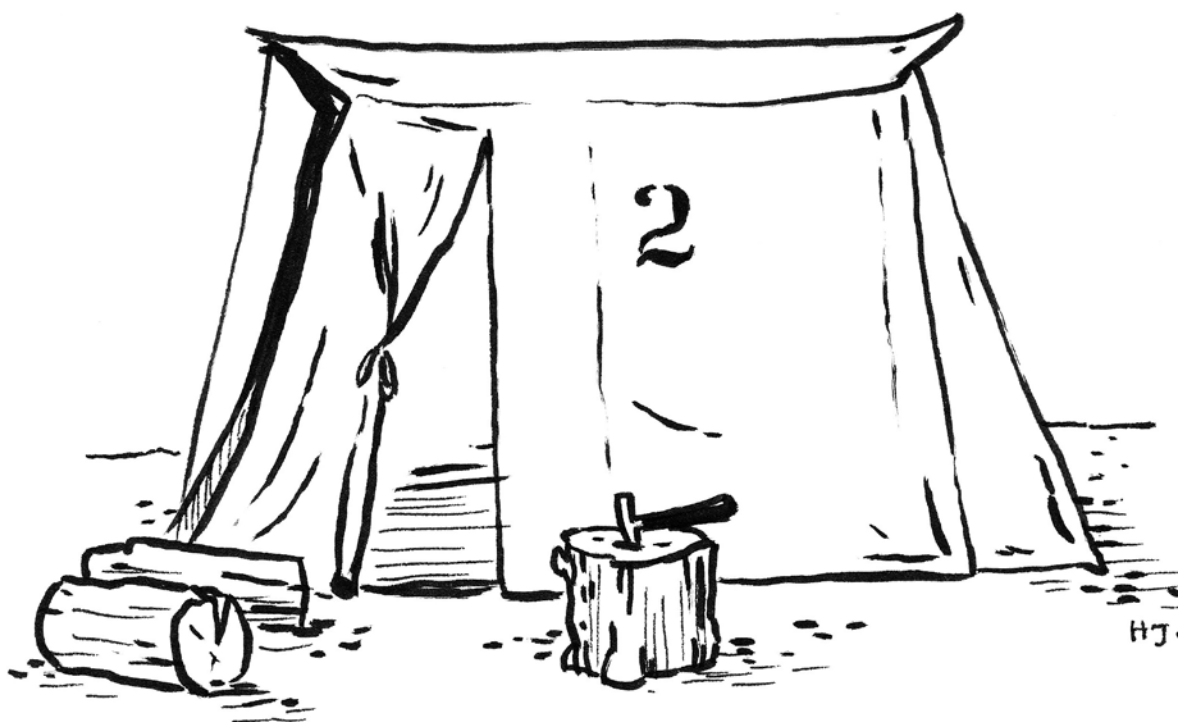
The Spring 2015 issue will also be a theme issue, this one highlighting teacher training

in colleges and universities. Ben Blakey and others will be spearheading this release.

Any ideas for submissions and theme issues, and any contributions you would like to make to *Pathways*, be it in the form of art, poetry, articles or general suggestions, are more than welcome.

I hope everyone is enjoying their summer.

Bob Henderson



Sketch Pad – Michelle Gordon is an environment and resource studies co-op student at the University of Waterloo. She is fascinated with ecological restoration, and loves getting kids inspired about nature through her work with the p.i.n.e. project as an outdoor educator. Her art appears on the cover, pages 6, 11, 19, 33 and 36.

Helena Juhasz has contributed to *Pathways* on several occasions over the years. Helena lives with her family in North Vancouver balancing physiotherapy, art and west coast recreation. She is originally from Ontario where she completed a degree in Kinesiology from McMaster University. Visit Helena's blog at <http://helenajuhaszillustration.blogspot.ca>. Her art appears on pages 2, 6, 14, 15, 16, 24, 26, and 34.

Whether you're at one of Ontario's beautiful camps, tripping along river and lakes, participating in outdoor education opportunities in an urban setting, or taking some much needed time for yourself, summer has a way of passing all too quickly. Here's to hoping you are able to find the opportunity to take in much needed outdoor time, assisting others to be in touch with nature and also personally reconnecting with your favourite places. Thank you for taking the time to read *Pathways* this summer.

Do you know anyone who has been positively impacting children, youth and adults by connecting them to each other and to nature, or who has been contributing to the larger community of outdoor education through their participation on the COEO Board of Directors or sub-committees? A great way to recognize their passion and dedication is to nominate them for one of COEO's annual awards.

The Honourary Life Membership Award recognizes the substantial and lasting contributions of long-time and esteemed members of COEO who are a vital part of its traditions and successes. **The Dorothy Walter Award** for Leadership was created in 1986 to give recognition to an individual who, like Dorothy Walter herself, has shown an outstanding commitment to the development of leadership qualities in Ontario youth and through outdoor education. **The Robin Dennis Award** was created in tribute to Robin Dennis, one of the founders of Ontario outdoor education in the 1950s and 1960s. It is presented to an individual, outdoor education program or facility that has made an outstanding contribution to the promotion and development of outdoor education in the province. This award is open to non-members of COEO and the person making the nomination can also be a non-member of COEO. **The Amethyst Award, in memory of Brent Dysart**, is presented to an emerging professional new to the field of outdoor education. This award recognizes individual potential in those beginning a career. The recipient of the Amethyst Award receives

a complimentary one-year membership to COEO and free admittance to the annual fall conference.

You can find out more about these awards and how to nominate a deserving colleague or organisation at <http://www.coeo.org/recognition.html>

I am very much looking forward to the fruitful discussions that are sure to be had at the fall conference! The idea behind this years' theme—*Finding Our 'Place:' Fostering Deep Connections to Land through Outdoor Education*— is to encourage practitioners to share stories of places and spaces that have inspired deep connections to the land. This conference will provide an opportunity to share best practices around place-based education and explore new ideas and perspectives about connecting children and youth to natural places. The conference will take place at Bark Lake Leadership Centre this fall, September 19–21, 2014. There will also be a free pre-COEO conference workshop to become a certified trainer for Into Nature! The Back to Nature Network, in partnership with COEO, is offering a free pre-conference workshop on September 19th to certify outdoor and environmental educators to lead short, hands-on workshops for teachers based on the *Into Nature* guide.

Interested in becoming involved on the COEO Board of Directors? We would love to have you on board! Information regarding nominations and applications, to submit by email prior to the conference, is available on the website. The deadline for a Student Representative submission is September 12, 2014.

Wishing you safe and wonderful summer adventures!

Allyson Brown

The Role of Tour Operators as Delivery Agents of the Leave No Trace Program in Algonquin Provincial Park

By Lauren King

When I began my Master in Environmental Studies Degree at York University, my advisor asked me, “What do you love?” The first thought that popped into my head was paddling a canoe in Algonquin Provincial Park. I grew up paddling the lakes, rivers and streams of the park and have developed a deep love and respect for this place. When I gave this response, he then asked me, “Why aren’t you doing research on the park, then?” This conversation led me to pursue master’s research that would help protect a park I care for deeply.

When I began my literature review on protected areas and parks in Ontario, I learned that between 1992 and 2007 the provincial government cut funding for Ontario Parks by 73% (ECO, 2007), and between 1992 and 1997 the number of parks-related full-time equivalent positions dropped from over 5,000 to about 3,500 (ECO, 2004). These dramatic cuts to government funding and staff translate into reductions in park services, infrastructure and programs. Such reductions, in turn, have significant implications for the types and quality of interpretation delivered in parks.

In 2010, Algonquin Provincial Park hosted 245,655 interior camper nights in the park (MNR, 2010). This translates into 51% of all interior visitors in the entire Ontario provincial parks system. This also means that the park’s interior must sustain the impacts of over half of all interior visitors. The task of eliminating or mitigating visitor impacts is challenging given Ontario Parks’ limited staff and funding. The cost of enforcing rules and regulations is prohibitive in such a large geographic area, and interpretation programs aimed at reducing visitor impacts require dedicated funding and trained staff. On

the other hand, Algonquin Provincial Park also represents a significant opportunity to reach over half of all backcountry visitors in one place. The question is how to reach these visitors and deliver park interpretation aimed at reducing visitor impacts when Ontario Parks does not have the resources to do so.

Outside of Ontario Parks, there are other potentially important delivery agents of park interpretation in Algonquin Provincial Park, such as The Friends of Algonquin Park, children’s camps, environmental non-governmental organizations (ENGOS) and tour operators. My research focuses on private tour operators. It is my belief that the commercial use of a publicly owned resource should be undertaken in a responsible manner. Tour operators operating in Algonquin Provincial Park have a unique opportunity for prolonged interaction with park visitors. During the course of a multi-day trip, guides have the chance to encourage park visitors to adopt an enhanced wilderness ethic and modify existing or encourage new behaviours, such as Leave No Trace (LNT) principles. My research examined what role, if any, tour operators operating in Algonquin Provincial Park play as delivery agents of the LNT program. It specifically asked how operations managers, guides and past clients perceive the roles of guides. Further, it questioned if and how the role of tour operators as “motivators” of the LNT program can be enhanced.

The LNT program was chosen as the set of low-impact traveling and camping skills for the study because, in 2011, Algonquin Provincial Park became the first provincial park in Ontario to officially adopt and promote the LNT program through a memorandum of understanding with Algonquin Backcountry Recreationalists

(ABR), a non-governmental organization composed of concerned backcountry recreationalists, and The Friends of Algonquin Park (ABR, 2011).

The LNT program was developed in 1987 by the US Forest Service, Bureau of Land Management, and the US National Park Service to address the deteriorating natural resource conditions of parks (Marion & Reid, 2001). The impetus for the development of the LNT program was the initial success of the US Forest Service's mid-1970s Wilderness Information Specialists program, with park officers providing visitors with no-trace travel and camping tips (Marion & Reid, 2001). The LNT program strives to educate recreationalists about the nature of their recreational impacts as well as techniques to prevent and minimize these impacts (LNT Canada, 2009). The LNT program is not a set of rules and regulations; rather, the LNT program is meant to provide recreationalists with a framework for selecting appropriate behaviours for the type of conditions encountered while traveling and camping in wilderness areas (LNT Canada, 2009). There are currently seven LNT principles:

1. Plan ahead and prepare.
2. Travel and camp on durable surfaces.
3. Dispose of waste properly.
4. Leave what you find.
5. Minimize campfire impacts.
6. Respect wildlife.
7. Be considerate of other visitors (LNT Canada, 2009).

To carry out my research, I partnered with an established tour operator that offers guided canoe trips in the park. The company's goal for their guided canoe trip service is to teach their clients wilderness canoe tripping skills in the hopes that the experience will create the desire to return to Algonquin Provincial Park and go on another canoe trip. This company differs from other tour operators in the park, as their goal is not repeat business, but rather to teach their clients the skills to go on their own, self-guided canoe trip.

To answer my research questions, I conducted semi-structured interviews with seven guides, five past clients, and the operations manager responsible for hiring and pre-trip planning. Participant observation was also used to collaborate the findings from the interviews with the guides by observing the actual messages and behaviours modeled by guides while on canoe trips with clients. As the researcher, I joined two multi-day guided canoe trips in July 2011.

I found that there is a disconnection between the operations manager's, guides' and past clients' perceptions of the roles of guides leading guided canoe trips. The operations manager believes that the guides' roles are leadership, education and, most importantly, ensuring the safety of the group (Operations manager interview, December 6, 2011). The leadership and safety roles correspond with Cohen's (1985) instrumental (e.g., giving direction, safety, navigation) and social (e.g., building group morale) roles. The education role corresponds with Weiler and Davis' (1993) expanded role of guides as the motivator (e.g., modify the visitors' behaviour).

I found that the guides' perception of their roles differed in one major respect from the roles identified by the operations manager and past clients. The majority of the guides perceived their roles to be instrumental and communicative. The instrumental role corresponds with the operations manager's emphasis on the importance of safety, but the second role identified by the guides does not match with the operations manager's perception of the role of guides as educators. The guides believed one of their primary roles was communicative (e.g., sharing factual information) (Cohen, 1985). While providing clients with information may enhance the client's appreciation and understanding of the natural or cultural heritage of the park, information alone does not incite behavioural change or an enhanced wilderness ethic (Daniels & Marion, 2005; Orams, 1995; Tubb, 2003).

The reason provided by multiple guides for not explicitly “motivating” behavioural change and encouraging the adoption of LNT principles by their clients is that the guides do not want to make their clients feel like “they are in school.” Numerous guides discussed the need to strike a balance between having fun and learning. A few guides stated that they were more apt to encourage or teach new behaviours to children than adults, because “children are used to receiving instruction.” I observed this on one of the guided canoe trips I participated in. The guide leading the canoe trip engaged two young children in digging a sump hole, covering the opening with leaves, properly disposing of grey (dish) water, and burning the leaves and food scraps in the campfire. The children were highly engaged in the activity and clearly having fun. The children’s parent also voluntarily joined in the activity and appeared to be equally engaged. This example highlights the potential interest of adults in also learning new behaviours.

Other guides described assessing the individual’s or group’s desire to learn and practice new skills in order to determine the appropriate approach for encouraging or teaching their clients new skills. As one guide stated, “Some clients are overwhelmed, some are keen to learn, and others are simply not interested in learning” (Guide interview, January 16, 2012). If a client expresses a desire to learn, the guide is more apt to teach LNT principles while leading guided canoe trips than if the client does not express such a desire. Finally, when asked if they thought the tour operator should incorporate the LNT program into the guided canoe trip service, the guides unanimously agreed it should.



When past clients were asked why they chose to go on a guided canoe trip, the common response was that they lacked the personal experience and skills to do it on their own. All the past clients interviewed cited concerns pertaining to getting lost or hurt as the primary reasons for going on a guided canoe trip. These fears correspond with the instrumental role of guides. It is evident that the operations manager,

guides and past clients all agree that a guide should fulfill the instrumental role. During past client interviews and personal

observations on guided canoe trips that I participated in, most past clients expressed or demonstrated a desire to learn camping skills while on the trip.

For example, I observed clients asking how to build a campfire and use the camp stove. This

suggests past clients believe guides should fulfill a motivator role (e.g., teaching or modifying visitors’ behaviour).

This finding illuminates a tension between the guides’ perception and the operations manager’s and clients’ perception of the role of the guide.

Past clients were also asked if they would be or had been on a self-guided canoe trip since going on the guided canoe trip with the tour operator. Interestingly, although all the past clients stated they had enjoyed their guided canoe trip, none had been on a self-guided canoe trip since. When asked why, the majority of the past clients believed they did not possess the skills needed to undertake such an excursion.

This research highlights the important instrumental role guides serve by granting access to and ensuring the safety of the group in parks. This was evident in the commonly

held belief that guides ensure safety and provide navigation. This research also sheds light on the need for a shift in guides' perception of their role from communicating factual information to becoming motivators of low-impact behaviours, such as LNT principles. By embodying this role, guides can become important delivery agents of the LNT program in Algonquin Provincial Park. Tour operators may choose to voluntarily adopt the LNT program in Algonquin Provincial Park. It may also be advantageous for guides to complete the LNT course or at least be highly knowledgeable of and practice the LNT program. Tour operators can also work collaboratively with park management, ENGOs, and The Friends of Algonquin Park to provide guides with training as interpreters. This would assist park management in mitigating or eliminating some of the impacts associated with the heavy use of the park interior, and would contribute to visitor enjoyment and responsible use of the park. By acting as motivators, guides can contribute to maintaining or restoring the ecological integrity of Ontario parks.

References

- Algonquin Backcountry Recreationalists. (2011). *News and views*. Retrieved from <http://www.abrweb.ca/index.html>
- Cohen, E. (1985). The tourist guide: The origins, structure and dynamics of a role. *Annals of Tourism Research*, 12(1), 5–29.
- Daniels, M.L. & Marion, J. L. (2005). Communicating leave no trace ethics and practices: Efficiency of two-day trainer course. *Journal of Park and Recreation Administration*, 23(4), 1–19. Retrieved from https://www.pwrc.usgs.gov/prodabs/pubpdfs/6611_Daniels.pdf
- Environmental Commissioner of Ontario. (2003/2004). *Choosing our legacy*. Retrieved from http://www.eco.on.ca/uploads/Reports%20-%20Annual/2003_04/04ar.pdf
- Environmental Commissioner of Ontario. (2006/2007). *Doing less with less: How shortfalls in budget, staffing and in-house expertise are hampering the effectiveness of the MOE and MNR*. Retrieved from <http://www.eco.on.ca/uploads/Reports-special/2007-Less-with-Less/Less%20with%20Less%20report.pdf>
- Leave No Trace Canada. (2009). *Leave no trace principles*. Retrieved from <http://www.leavenotrace.ca/principles>
- Marion, J.L. & Reid, S. (2001). Development of the United States Leave No Trace programme: A historical perspective. In M.B. Usher (Ed.), *Enjoyment and Understanding of the Natural Heritage* (pp. 81–92). Edinburgh: Scottish Natural Heritage, Stationery Office.
- Ministry of Natural Resources. (2010). *Park statistics*. Retrieved from http://www.ontarioparks.com/pdf/statistics/2010_park_statistics.pdf
- Orams, M.B. (1995). Using interpretation to manage nature-based tourism. *Journal of Sustainable Tourism*, 4(1), 81–94.
- Tubb, K.N. (2003). An evaluation of the effectiveness of interpretation within Dartmoor National Park in reaching the goals of sustainable tourism development. *Journal of Sustainable Tourism*, 11(6), 476–498.
- Weiler, B. & Davis, D. (1993). An exploratory investigation into the roles of the nature-based tour leader. *Tourism Management*, 14(2), 91–98.

Lauren King is working on her PhD in Environment and Resource Studies at the University of Waterloo on national park planning and management and the role of Indigenous people. She is currently doing research in the sub-arctic region of Canada.

Leadership Experience for Academic Directions (LEAD): A Teacher Education Program for Student Success

By Geri Salinitri and Ryan Essery

In 2002, the then Ontario Minister of Education, Elizabeth Witmer, requested an action report on at-risk students. The At-Risk Working Group was formed with Barry O'Connor as the chair. In 2003 O'Connor submitted his group's report, *A Successful Pathway for All Students*, with clear recommendations for needed actions. Specifically noted are recommendations to put supports in place that prevent the disengagement of at-risk students, provide interventions that include preventative and remediation strategies, and implement "gap-closing strategies" at the intermediate-senior division. Fundamental to the teacher education program is the "successful implementation of initiatives that support at-risk students" (O'Connor, 2003). In 2003, the ministry launched the first phase of the Student Success/Learning to 18 Strategy that aimed to provide every student the opportunity to succeed in high school. Phases two and three were launched in 2005. The Ministry of Education funded 105 lighthouse projects that focused on high-school credit recovery, alternative education, student success in grades 9 and 10, program pathways to apprentices and the workplace, college connections, and success for targeted groups of students (MOE, 2005).

A report commissioned that same year by the Ontario Ministry of Education on early school leavers (Ferguson et al., 2005) revealed that even one significant adult can prevent student drop out. In light of this finding, we, as staff of the Faculty of Education, University of Windsor, worked with the Windsor Essex Catholic District School Board and Dr. Paraschak from the University of Windsor, Faculty of Kinesiology to develop the Leadership Experience for Academic Directions (LEAD) program. The aim was to provide leadership and learning skills for Grade 9 students using an outdoor education protective

intervention and extensive follow-up. The year-long program was designed to be mutually beneficial to the teacher candidates and the students they mentored by providing guidance, support and an alternative learning environment. Teacher candidates self-selected for the optional LEAD course, while Human Kinetics students received voluntary internship program (VIP) status. The following year the Greater Essex County District School Board adopted the program, which has been growing since.

LEAD: The Program

LEAD is a field experience service-learning course offered at both the Junior/Intermediate and Intermediate/Senior Level to a limit of 40 students who provide a leadership profile. The course is based on the theoretical framework of critical literacy (Morrell, 2008; Janks, 2000), social learning theory and self-efficacy (Bandura, 1977), strengths perspective (Saleebey, 1996), theory of resilience (Fergus & Zimmerman, 2005), and teaching personal and social responsibility (Hellison, 2011). The success of the program is also linked to the integration of the above theories to practice in the schools and community. The practical foundation of the course provides teacher candidates with teaching strategies, metacognitive and mentoring skills, resources, professional development opportunities, and leadership skills to prepare them to learn with and from students deemed at-risk of not graduating while appealing to their humanistic ideology (Popkewitz, 1985).

Teacher candidates are assigned to a Student Success Teacher (SST) in each of 21 the participating secondary schools and with the vice-principals in all 14 urban compensatory elementary schools. Teacher

candidates begin work with the SST in the second week of September to devise a year-long leadership-based school plan for the students (approximately 20 in each school) assigned to the program by the SST.

According to Hellison (2011) athletic and sports-based activities provide a platform for students to take responsibility for themselves and their actions. The format for the year may look something like that found in Table 1.

Table 1: Weekly LEAD activity program, Fridays from September to April (SST team, 2012)

Activity / Event	Objectives
LEAD Planning Meeting	<ul style="list-style-type: none"> • Confirm LEAD Action Plan for 2012–13
Leadership Launch Event	<ul style="list-style-type: none"> • Prepare Grade 11 and 12 leaders for upcoming LEAD activities • Develop leadership • Promote positive risk-taking
LEAD In-School Orientation	<ul style="list-style-type: none"> • Outline program and objectives for 2012–13 • Develop leadership • Develop character • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle
Camping Preparation	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle
Camping Experience	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle
Camping Experience Follow-up	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle • Team building
Therapeutic Riding	<ul style="list-style-type: none"> • Develop character: specifically empathy and assertiveness • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote healthy and active living lifestyle • Promote citizenship

Activity / Event	Objectives
Community Service in Neighbouring Nursing Homes/ Seniors' Residences	<ul style="list-style-type: none"> • Develop character • Promote citizenship • Develop leadership • Enhance re-engagement in school • Promote positive risk-taking
<i>Pathways to Success</i>	<ul style="list-style-type: none"> • Promote post secondary planning • Enhance awareness of community agencies to promote mental health, well-being, self-help and volunteer opportunities • Develop leadership • Promote citizenship • Enhance re-engagement in school
Lunch and Bowling	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle
Curling	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle
<i>Power of Potential</i> Symposium	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance re-engagement in school • Promote positive risk-taking • Plan pathways
Preparation Meeting for Challenge Cup	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance re-engagement in school • Enhance student connection to school and each other
Challenge Cup	<ul style="list-style-type: none"> • Develop character • Develop leadership • Enhance student connection to school and each other • Enhance re-engagement in school • Promote positive risk-taking • Promote healthy and active living lifestyle
Volunteer: Earth Day	<ul style="list-style-type: none"> • Develop character • Promote citizenship • Enhance student connection to school and each other

Further, the teacher candidates have all their field practicum experiences at the same school, splitting their time with the discipline specific associate teacher and the SST. For example, a teacher candidate who needs practicum experience in biology and

chemistry will spend half the practice time in the biology and chemistry classes and the other half working with at-risk youth in diverse settings including credit recovery, Guidance and Career Education Curriculum learning strategies classes, credit rescue

and other opportunities to explore student success at the grassroots. The rationale for this is twofold: one, to provide an in-depth service learning component based on character education, alternative education and teacher efficacy, and student well-being (MOE, 2012) for teacher candidates; and, two, to provide a positive leadership model for students at risk based on social learning (Bandura, 1977), risk and resilience (Fergus & Zimmerman, 2005) as well as personal and social responsibility (Hellison, 2011).

LEAD: The Research

With the ongoing implementation and evaluation of the program arose a series of graduate master's theses (Lesperance, 2010; Furlong, 2012; Pizzo, in progress; Essery, in progress; Sirianni, in progress) with others at the proposal stages. Each has or will be evaluating the program from various perspectives and theoretical frameworks.

Through an ethnographic study, Lesperance (2010) studied the impact of the program from the perceptions of the SST, two teachers and 12 student participants over a two-year period. The researcher looked at the impact of the mentoring, outdoor education and in-class components of the program on the character and social development of the students particularly marginalized from a social justice and critical literacy perspective (Holloway & Salinitri, 2010). The recurring themes that arose were trust, leadership, responsibility and resilience. In analyzing the responses of the participants it was clear that physical activity, mentoring and social interaction aided in establishing self-efficacy and resilience in grade 9 and 10 students. Further the study demonstrated the need for programs aimed at developing positive social behaviour and sense of belonging (Newman, Lohman, & Newman, 2007).

Furlong (2012), an administrator and member of the developing team for LEAD, studied the impact of the program on student resilience and academic and social success. Furlong concluded the program had a statistically significant positive effect

($p < .05$) on "academic success as identified by student engagement: increase in attendance, decrease in the number of times late for class, improved credit accumulation and increase in grade point average (GPA), for those students who participated more fully in the intervention" (p.113). Although no relationship between resiliency and the intervention was found, the qualitative data indicated there was an increase in resiliency for those students who were more fully engaged from the perspectives of the teachers in the study. Study participants identified relationships, outdoor education activities and mentoring as key components of the program's impact on developing skills of resilience.

In conclusion, the following quote sums up much of the feeling of many participants in the various studies linked to the program:

I wholeheartedly believe in this program, in the idea that there are so many teens that it was quite a large amount, but the impact that these opportunities have given the students is like the MasterCard commercial: It's priceless. You can't put a price on it....Without this particular program the students would not have had that connection here at school, or a caring adult, or the opportunity to experience something different, or to feel something special or to feel safe, to be able to take risks, to realize that they can take risks and deal with the consequences good or bad, they would never have an opportunity to just reflect on that. I've had kids come up to me and thank me....I knew [one student who] liked [Discover Your Possibilities]



(DYP) (LEAD) so much and she wrote me this really touching letter about how it changed her life, it helped her make some really tough decisions this year, and ... she wants to be involved as a leader [next year]. (Furlong, 2012, p. 95).

References

- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 26, 399–419.
- Ferguson, B., Tilleczeck, K., Boydell, K., Rummens, J. A., Cote, D., & Roth-Edney, D. (2005). Early school leavers: Understanding the lived reality of student disengagement from secondary school. *Final Report Submitted to the Ontario Ministry of Education*.
- Furlong, K. (2011). *Discovering your possibilities: From risk to resilience*. Scholar@uwindsor.ca.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479–507.
- Hellison, D. R. (2011). *Teaching personal and social responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Holloway, S. M., & Salinitri, G. (2010). Investigating teacher candidates' mentoring of students at risk of academic failure: A Canadian experiential field model. *Mentoring & Tutoring: Partnership in Learning*, 18(4), 383–403.
- Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. *Educational Review*, 52(2), 175–186.
- Lesperance, T. E. (2011). *The effects of the leadership program "LEAD" on "at-risk" students from an urban central school*. Scholar@uwindsor.ca.
- Morrell, E. (2008). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. New York: Routledge.
- Newman, B. M., Lohman, B. J., & Newman, P. R. (2007). Peer group membership and a sense of belonging: Their relationship to adolescent behavior problems. *Adolescence*, 42(166).
- O'Connor, B. (2003). A successful pathway for all students: Final report of the at-risk working group. Retrieved from <http://www.edu.gov.on.ca/eng/document/reports/atrisk/#preface>
- Popkewitz, T. S. (1985). Ideology and social formation in teacher education. *Teaching and Teacher Education*, 1(2), 91–107.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41(3), 296–305.
- Wright, P. M., & Craig, M. W. (2011). Tool for assessing responsibility-based education (TARE): Instrument development, content validity, and inter-rater reliability. *Measurement in Physical Education and Exercise Science*, 15(3), 204–219.

Geri Salinitri is Associate Dean, Pre-Service within the Faculty of Education at the University of Windsor.

Ryan Essery is a sessional instructor in the same faculty. Ryan presented on this topic at the The Horwood Conference: The 2nd Annual Outdoor Education Student Conference in January 2014.

Continuing to LIVE: Growth in an Outdoor Orientation Program

By Ian Cockrill

I am entering an important transition in my life: graduation from college. From this point on, I am expected to apply myself in a setting relatable to the subject I have studied for the past two-and-a-half years. This is how I am expected to live. However, I must first look back at the beginning of the experience and determine if the identity of my personal interests is relatable to my education and capable of directing me in navigating future pursuits. Only by identifying the relationship between my interests and education will I then determine how it is I shall aim to live.

In the fall of 2011 I made a monumental transition of setting and direction as I migrated from my desert homeland in Arizona to the north woods of Wisconsin to attend Northland College. My logic then was as such: I had spent the majority of my life in the extremes of one environment—an expansive waterless landscape guarded by stoic monoliths and exhausting summers of daily temperatures in the triple digits—and although I found my home beautiful and enriching for one's perspective on the fragility of environments, I was in need of a reversal of scenery.

Once I began to look into Northland College, its academic programs, opportunities for career development, promoted experiences, and experiential education philosophy, I quickly took a liking to the idea of enrolling. But what spurred the mere liking to develop into a full-fledged love interest was not the school alone but the location.

A mere mile's walk away from campus was the south shore of Lake Superior and within a short drive were various locations supportive of my interest in learning to Nordic ski. If I were to ever crave mountains, both the Penokees and Porkies were a short, scenic drive away. To say the least, the opportunities were endless. And

although the sense of awe was immediate, the connection was not strong until a week or so after my arrival when I completed an outdoor orientation backpacking trip. Before my arrival, the concept of outdoor orientation, although foreign to me at the time, was exciting and seemed a nice way to meet new people, become introduced to the new environment and develop backpacking skills.

Having completed the program, I now view Northland's Outdoor Orientation (OO) Program and others like it as something much more than a simple social mixer. Over my two-and-a-half years at Northland all the while pursuing a major in outdoor education, I have had the privilege of experiencing the developmental influence of the OO program on a multitude of levels: the first year as a tripper and leader-to-be, the next as Student Coordinator of the Outdoor Orientation Program and co-leader of a successful transfer student backpacking trip, and the third and final as a student instructor and teacher's assistant for the Introduction to Outdoor Skills and Leadership class—a pre-requisite course for any student wishing to serve in an OO leadership position.

I have come to understand the greater metaphor hidden within OO programs. Students are placed within natural settings that offer various challenges on a personal, social and environmental scale and the student participants are left to face any developed challenge with the support of their peers. It is the challenges themselves that assist the new students in developing commitment and the ability to follow through with problems they may likely face throughout their college career.

Now to the question: "How exactly did I LIVE today?" Simple, but within a single word exist four separate meanings to investigate. LIVE is intended to be

approached as an acronym, and each letter presents a single question in need of a response. Let's break it apart: Location, Influence, Vitality and Expression. All of these are integral aspects of one's daily life and they are deserving of a great deal of attention.

Location. Where is it that you have found yourself? What is the significance of this place? What is it that brought you here? And why is it a place you must pass through to arrive at a desired destination? Each day we exist within a place and it serves as the setting for what we might experience in a particular day. Our location is the foundation of experience, it offers context and direction so it is only polite to identify the significance of place. This is akin to the way the Chequamegon Chapter of the North Country Trail set the stage for not just one but two separate OO trips—I was a participant on one and a leader on the other.

Influence. Every action has a reaction and, like stone tossed into a still pond, the

result ripples outward in widening rings of influence. We must identify that which has influenced the actions of our day or ways we have alternately influenced the actions of another's day. It is also important to note whether the influences were welcomed and how long, depending on prolificacy, they may decide to stick around. This is similar to the way the leaders of my first OO experience concluded the group's first official day as Northlanders: they led us all to the shore of Lake Superior for a refreshing dunk in the cool water. I then borrowed this experience the very next year to assist my own trippers in developing a connection to the location. Who knows how far back the tradition goes and for how long it will continue, but in the present the influence lives on.

Vitality. Identify a moment in which you felt truly alive and invigorated, had an understanding of a greater meaning and connection to an experience, or felt encouraged to act upon a desire or interest. Or on the other hand, if the entire day passed without so much as an uplifting



moment, ask why that may be so. Life is fueled by energizing circumstances so it may be best to appreciate the moments that leave us feeling the most self-actualized. One such experience for me occurred the evening of a layover day during which the group spent a timeless duration watching the full moon rise over the tree line surrounding the lake we were camping near. On that shoreline, both poetry and stories of personal empowerment and loss were shared, granting each of us new perspective on and appreciation for both the place and one another.

Expression. Every movement, utterance, creation and spoken or written word is an expression of self. It notifies those or that which is around us of what it is we are feeling, thinking, understanding or experiencing at any given moment. Expression is also how we display the resonance and impact of a vital or influential moment and/or location in a manner that allows others to understand its importance to us. So how is it that you aim to express to others what has happened to you? What do you value as being worthy of expression? For me, the very utterance of the name “Chequamegon” brings me back to a moment on trail when, on one of our final evenings together, the group began to chant the name and dance around the campfire in celebration of the experience. Or even perhaps how, when teaching technical and interpersonal skills to aspiring leaders, I use my past experience within OO as a frame of reference.

The next step of the LIVE(ing) is currently where I am at. How might I be able to express the significance of the past two-and-a-half years in a way that will similarly allow me to apply the technical, interpersonal, instructional and programming skills I have developed? Well, I have an idea.

I described my experience with outdoor orientation as a privilege. Prior to my arrival at Northland, I had not experienced



much that had encouraged me to develop a connection to and appreciation for my surroundings. As a young adult I was unable to share my flowering interests in the outdoors with many people. At that time, my surrounding area offered an abundance of access to local wilderness areas and national forest land, but lacked a school district willing to grant students access to and interaction with these potential classroom settings. Exposure to natural settings for the purpose of education, therapy and social bonding would be a monumental privilege for developing youth. Why aren't the opportunities for experiencing the wonders of one's backyard, offered for students of a young age, being taken seriously by the very institutions that educate and nurture them?

One might find researching the benefits of OO for incoming students at four-year universities to be rather easy. Many studies exist detailing such programs as particularly assistive to college freshmen in adjusting themselves to the academic transition of

college life. (Bell, 2006; Gass, 2003). However, what OO opportunities exist outside of higher education? With college education becoming less affordable, does that also mean that opportunities for guided developmental outdoor experiences for college-aged persons will also be less available? Even then, why must those who never intend to pursue a college degree be neglected of experiences relative to an OO trip?

If we as educators were to pursue how to introduce an OO experience to a greater body of students, where might we first direct our attention? Although the effort may be a great challenge, the most reasonable population may be the students of public schools.

One should not have to wait until young adulthood before having a significant experience in the outdoors. Such experiences should be available and offered earlier in the education of students so that they may grow up alongside nature, and have healthy living and ecocentrism introduced into their personal development earlier on.

Starting small—district-by-district, school by school—such an idea might just work. It may be in the best interest of outdoor, environmental and experiential educators alike to contact local school boards with program proposals—complete with thoroughly regarded risk management strategies, budgetary needs, supporting evidence and case studies, sample itineraries and expedition concepts, educational goals and relevance to state or district curriculum, training and qualifications required of trip leaders/facilitators, and finally a foreseeable impact on students, their families and schools and communities alike.

The goal is to establish access to the natural world for those who have hardly any connection, if one exists at all. Perhaps for a green educator like me, young and shaped by the very program I seek the expansion of, such a pursuit is possible. Perhaps that is how I am to LIVE each day following my graduation from the Northland. Perhaps it is in my own best interest and the interest

of my native soil to bring home with me to Arizona the very ideas that I have developed and practiced during my time in north woods, the birthplace of much of our modern philosophy of land ethic. A beauty exists in the desert; I've always sensed that without being capable of expressing it to others. But now I have found the sense of expression I may

need to make a difference and all it took was time well spent in the other extreme.

References

- Bell, B. J. (2006). Wilderness orientation: Exploring the relationship between college pre-orientation programs and social support. *Journal of Experiential Education*, 29(2), 145-167.
- Gass, M. A., Garvey, D.E., & Sugerman, D.A. (2003). The long-term effects of a first-year student wilderness orientation program. *Journal of Experiential Education*, 26(1), 34-40.

Ian Cockrill is a recent graduate of northern Wisconsin's Northland College. He has earned a degree in outdoor education and hopes to focus his time and experience opening the attention of youth to the outdoors.



Contact with Nature and Community Building at Outward Bound Canada

By Kyle Horvath and Nevin Harper

Outdoor programs increasingly face demands from government, funders, researchers and the community to demonstrate concrete outcomes. The onus has been placed on organizations such as Outward Bound Canada (OBC) to perform well, and also to prove their effectiveness in achieving outcomes. OBC's 2012 *Impact Report* (www.outwardbound.ca) provides a snapshot of the tangible educational outcomes of OBC programs. Additionally, the report identifies visible gaps in programming, gaps that potentially reduce overall effectiveness. One notable factor—the role of contact with the natural environment, and, subsequently how it relates to reaching educational and developmental outcomes—lacks adequate attention in both program evaluation and public recognition (Harper, Carpenter, & Segal, 2012). This paper will explore how OBC demonstrates the quintessential role of the natural environment through programming, and how this role relates a commonly cited outcome of outdoor education programming: the development of community (Garst, Scheider & Baker, 2001).

OBC: The Outward Bound Community

The 2012 *Impact Report* identifies that over 85% of OBC's 2,745 participants across 177 programs expressed satisfaction with their courses, and 86% of participants found the programs very worthwhile (Harper, 2013). Thematic analysis from open-ended questions provided testimony to the community that is fostered and developed during OBC programs. Offering insight into both personal growth and this sense of community, one participant recounted, "I learned a lot about myself and how I operate in a group setting."

Conclusions drawn from the final report indicate that group dynamics and interpersonal relationships are not only the most challenging component of

the program, but also the area in which participants learned and developed the most over the course of their journey. Previous research continues to demonstrate that it is the program design of OBC and similar outdoor programs that develops this sense of community and interpersonal connection (Garst et al., 2001; Greenway, 1995; Ungar, Dumond, & McDonald, 2005). If this is the case, how does our connection to the natural world relate to outdoor education programming?

Programs at OBC are developed to meet the organization's mission: "To cultivate resilience, leadership, *connections*, and compassion through inspiring and challenging journeys of self-discovery in the *natural world*." Each program is designed to promote community development with guiding principles that support the development of core values and outcome objectives. A focus on the three principles of learning through experience, challenge and adventure, coupled with a supportive environment, fosters the sense of community developed at OBC.

Scores from the Outward Bound Outcome Instrument (OBOI) reported that these objectives have been achieved (Harper, 2013). Designed by Outward Bound USA researchers, the OBOI aims to measure outcomes such as character development, leadership and service to the community as outlined in the Outward Bound Educational Framework (see 2012 *Impact Report* for further details). The factors of the OBOI provide the foundation for how community is developed in each program with OBC (OBOI are designed for courses five days or longer). For example, character development and leadership were measured through a combination of factors including self-confidence, goal setting, effective communication and group collaboration. By the end of the program, participants experienced improvements in character

development and leadership, as well as environmental awareness.

Notwithstanding, these results do not indicate how community is developed, nor how contact with nature provides this opportunity. Similarly, although 81% of participants would recommend OBC to others, this is not enough to justify what the program aims to accomplish, or how it does so. With community connection intrinsically written into program design, it becomes increasingly difficult to demonstrate the unique role the natural environment plays in creating community in programs at OBC.

Furthermore, research in the field of outdoor programing continually questions the utility of a natural setting in producing results (Harper, 2012). Although OBC demonstrates how participant interaction strengthens interpersonal skills, how does the natural environment contribute to further participant development and the formation of community? What is the role of the environment in building community within programs at OBC?

Recommendations from the results of the report include an exploration into “the role of nature in the OBC student experience,” as it will “better inform practice and contribute to the broader literature of the fields of outdoor education, adventure therapy and ecopsychology” (Harper, 2013). Perhaps the report already contains some of the basic tenants of providing this evidence: contact with nature as the source for connecting to a broader community.

Taken from a proposal by Harper (2012) contact with nature may perhaps be treated as an indivisible research variable. By examining how OBC provides opportunities to explore in a natural setting, and what this natural setting provides intrinsically, it may be possible to reframe how the design principles of OBC provide an opportunity to connect with nature, and thus promote a broader sense of community.

Community through Connecting with Nature

Outdoor programing offers an unparalleled opportunity to connect with a world outside of ourselves (Ungar et al., 2005). Current research on and analysis of outdoor adventure programs demonstrates that programs contribute positively to participants’ social and emotional growth (Harper et al., 2012). One participant from an OBC program stated that “being in nature is extremely beneficial to my mental and physical and emotional well-being.” Studies of other programs have also demonstrated that being in nature improves attention, the ability to cope with and recover from stress; enhances social relationships, and interpersonal skills; and improves community connectedness (Berman, Jonides, & Kaplan, 2008; Harper et al., 2012; Garst et al., 2001).

A review of over 1,300 participant responses and 52 longitudinal studies evidenced that 80% of outdoor program respondents identified “community” as the third-most important experience of their journey (Greenway, 1995). A separate review of 12 different adventure programs with a total of 207 participants by Ungar et al. (2005) identified that feeling like part of the group, and developing trust were some of the most meaningful and valued aspects of the programs. The community at OBC is no exception. Results of the impact report indicate that participants truly discover “how important community and selflessness is,” as stated by one participant and echoed by many others.

The OBC Environment

Group cohesion that develops during outdoor programs is a consistent and indescribable experience, where community seems to just “happen” in natural settings (Greenway, 1995). But perhaps this sense of community is not coincidental, and the natural environment has meaningful contributions. At OBC, each program is designed to include the use of unfamiliar settings that provide students with mental,

emotional, and physical challenges and opportunities for growth (Harper, 2013). Natural spaces offer a novel and unfamiliar environment that fosters an opportunity to connect with unknown elements such as the surrounding environment (Garst et al., 2001). In comparison to urban living, the unfamiliarity of wild spaces offers a previously unseen place for individuals to explore, and remain open to new experiences and challenges (Greenway, 1995; Harper et al., 2012; Ungar et al., 2005).

At OBC, both urban and wilderness programs provide the opportunity to explore unfamiliar and novel settings. Although over half of the programs at OBC are provided in urban locations, through spaces such as Brick Works—an environmental centre in Toronto, Ontario—the emphasis is on deepening participants' connection with nature. One participant stated: "I learned how nature can teach you about yourself, I learned to be more independent and to work effectively in a team; I was able to connect with nature." At OBC, the community is not just between people, but includes all of nature. This contact with nature is imbedded in each program, and purposefully included in each course.

Natural spaces also offer an escape from urban pressures and stressful life circumstances. Without the pressure to perform, individuals are able to explore new interests and discover new capabilities that can produce the catalyst necessary to try new roles and work together for common goals (Garst et al., 2001). Participants at OBC express gratitude for being offered this freeing opportunity. Greenway (1995) states that it is the activity of the journey that entices participants to an outdoor program, but what resonates most in participants' memories is the peacefulness and the calm—a sense of freedom in the natural environment. Several open-ended participant responses offer remarkably poignant examples that illustrate how the program offers this freedom. One participant, when asked what he would tell others about the program, said, "It is such a

wonderful chance to find yourself and your purpose in life without the pressures and influences of the people you know at home. It is so cool to spend time with yourself in a different environment."



Recommendations and Future Directions

It has been said that growth can occur through the development of meaningful relationships within outdoor education programs (Harper, 2009). With this understanding of interconnectedness, human relationships can be imagined to include the more-than-human—to include plants and animals, the natural world. Immersion in nature can make us aware of not only our relationship with our natural environment, but also our relationships with each other, because in recognizing how to care for the natural world, we understand how to better care for ourselves and one another (Garst et al., 2001; Greenway, 1995; Harper et al., 2012; Ungar et al., 2012).

This community is also recognized as what Greenway (1995) describes as "systemic communion" whereby each participant

coexists, not in a duality but intrinsically linked to a broader biophysical and even social context within which each organism is embedded. Perhaps it is this connection to a broader community that contributes to participants feeling more deeply connected to one another. At OBC, the program design provides participants contact with nature in unfamiliar and novel settings. From previous research, and results from the 2012 *Impact Report*, participants continue to acknowledge the importance of the natural world in building a meaningful sense of community.

At OBC, contact with nature plays a vital role in creating community. For all outdoor education to benefit, this premise demands further research to substantiate the claim. If not everyone has the opportunity to participate in an OBC experience, perhaps we can all benefit from the wisdom that came from a participant who offered the following advice: "Immerse yourself in the wilderness and nature and let yourself be taught what the wilderness can teach you."

References

- Berman, M. G., Jonides, J., & Kaplan, S. (2008). The cognitive benefits of interacting with nature. *Psychological Science*, 19(12), 1207–1212.
- Garst, B., Scheider, I., & Baker, D. (2001). Outdoor adventure program participation impacts on adolescent self-perception. *The Journal of Experiential Education*, 24, 41–49.
- Greenway, R. (1995). The wilderness effect and ecopsychology. In T. Roszak, M.E. Gomes, & A. D. Kanner (Eds.), *Ecopsychology: Restoring the Earth, healing the mind*. Berkeley, CA: Sierra Club.
- Harper, N. J. (2009). The relationship of therapeutic alliance to outcome in wilderness treatment. *Journal of Adventure Education & Outdoor Learning*, 9, 45–59.
- Harper, N. (2012). Contact with nature as a research variable in wilderness therapy. In A. Pryor, C. Carpenter, C. L. Norton, & J. Kirchner (Eds.), *Emerging Insights: Proceedings of the 5th International Adventure Therapy Conference 2009*, European Arts & Science Publishing, Prague, CZ.
- Harper, N. J., Carpenter, C., Segal, D. (2012). Self and place: Journeys in the land. *Ecopsychology*, 4, 319–325.
- Harper, N. (2013). *2012 Impact Report*. Toronto, ON: Outward Bound Canada.
- Ungar, M., Dumond, C., & McDonald, W. (2005). Risk, resilience and outdoor programmes for at-risk children. *Journal of Social Work*, 5, 319–337.

After completing his BA in Psychology from Brock University in Ontario, Kyle Horvath moved west to Victoria, British Columbia where he is currently living. Between working as the leader of an outdoor adventure program, a support worker, and several research positions, Kyle hopes to one day combine the benefits of outdoor adventure-based learning and traditional therapeutic techniques. Kyle can be reached at ky.horvath@gmail.com.

Nevin Harper is a canoe guide and wilderness skills instructor-come-academic who is questioning his career move and anticipating a return from PFDs to PDFs and back again. nevin_harper@outwardbound.ca



Physics in Nature: A Narrative of Three Researchers' First Crises Experiences

By Zeynep Gürel, Yasemin Doğan and Onur Unat

We realize the value of outdoor education. In this article, we recount our experiences as Turkish researchers of conducting an outdoor physics course in Turkey, focussing on our first crises in the course. Through the development of this course, we were introduced to risk management in an outdoor setting. Our personal experiences of crises were an important part of the course, and the course as a whole increased our sensitivity to probable risks, as well as our sense of responsibility. Course field notes were used extensively in this article, and the conditions influencing risk were particularly noted.

Physics in Nature: Camping and Visiting Practices course (henceforth called Physics in Nature), has run since 2006 at Marmara University, a state university in Istanbul, Turkey.¹ The course instructor noted the absence of adventure and nature experience both in prospective teachers' lives and in the physics teacher education program. Although she loved nature, she could only dream of integrating outdoor experiential education into her course; she did, however, organize some field trips within the city to complement the course. The idea of a course open to natural areas for adventure began to be realized when she met a civil defense volunteer who shared a similar dream. This acquaintance turned into a close collaborator in the years following. The civil defense volunteer was aware of the perils involved in offering outdoor experiences, and his expertise was of great benefit when it came to organization and security issues.

The profound teaching impact and motivation among students realized in the first course implementation encouraged us to maintain the course. However, the sustainability of the new course was undermined by the sudden death of the civil defense volunteer with whom the instructor had collaborated. The camps we used and the activities at those camps had

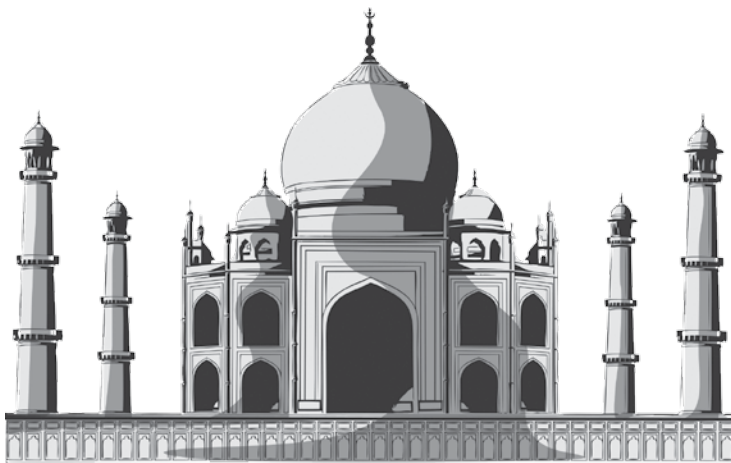
been organized with the support of this volunteer. After his death, the civil defense directorate did not have another suitable volunteer available to fulfill the same role. What support would they be able to provide? We began to despair for the future of the course.

The good news is that our collaboration had brought about the foundation of the Civil Defense Club at the University. There was a pioneer group of members who were responsible for managing the club. They were eager to help with the Physics in Nature course, but not ready to undertake such a heavy responsibility. In the first camp of 2008, considerable frustration in the group resulted in a crisis experience. There was a professional guide accompanying the group, but we did not know him and could not make an effective connection. The pioneer group, including one of this article's authors, had to step up to take responsibility. Completing the necessary training to become civil defense volunteers in May 2008, the group has been collaborating successfully with the instructor ever since. This led to a competence that did not exist in any other organization in Turkey; in fact, this success is still unique.

Executing an outdoor physics course including residential camps in Turkey was indeed a dream. The challenges in realizing this dream were significant. There was no institutional cooperation supporting outdoor education in Turkey, and the state university lacked the financial resources to cover the expenditures. Moreover, we three researchers led urban lifestyles far from the natural environment, and none of us, including the prospective physics teachers who would take the Physics in Nature course, had ever so much as stayed in a tent.

We realized that we would need to maintain this course through our own

determination, as we could not rely on any support from local external resources. During our difficulties, we had been in search of an outdoor education conference. When we saw the advertisement for a risk management conference organized by Algonquin College, we looked at each other and exclaimed, "This is exactly what we need!" We made special arrangements with the conference organizer and arranged for the opportunity to participate in some guide training classes that make up the Outdoor Adventure Guide Training program at Algonquin College. We were also able to consult with the college staff responsible for risk management. In addition, we visited the local Emergency Preparedness Centre as well as other emergency response institutions. We came to Algonquin College to share experiences, to express ourselves and to learn from those who had been active in the area of adventure education long before us. In this respect, the meeting at Algonquin College was important.



Upon our return home, we delineated a risk management blueprint for a residential physics course in our unique local conditions. We were able to secure some equipment support through a state university in Turkey. Through our own risk management experiences and our training at Algonquin College, we were able to define our security expectations. Despite our worries, we were able to plan an appropriate course of action.

The first narration concerning the first year incidence is as follows:

The instructor:

At the beginning of this course, I felt anxious. However, I experienced the first profound impact of the course when our bus got stuck in the mud along a dark forest road which had been soaked by the first spring rain. We couldn't move in the narrow road, and we were late for our arrival at Sülüklü Göl Plato, our second camp. The students were off the bus. We were out of cell phone service range. Luckily we had walkie-talkies with us. To our right seemed a dark hollow. All of us had heard strange sounds in the forest, howling sounds. The weather was damp and wet, and it felt like an unfamiliar frost infusing my coat. It was as if I had first experienced darkness; it was, as they say, utter darkness. Although we carried flashlights, only some of us used them, for it was as if their illuminating games showed something else. In that moment, I felt we had never before experienced the darkness of night.

Then our four civil defense volunteers arrived in two vehicles. When I saw the leader of the team, I felt the same emotions as the students – the team was here to rescue us! Everybody took a role in the rescue plan. One volunteer was bringing ropes, others were giving instructions, and meanwhile a group was pushing the bus stuck in the mud. The scene struck me as strange. The students were turning into martyrs to die for. My educational philosophy and even everything was changing. The wheel splashed mud onto me while skidding. I was badly soaked with mud. I was acting in a rescue story. I heard some clapping. I witnessed the emergence of cooperation with the leading civil defense volunteer, experienced the feeling of succeeding together, and felt the emotion of confidence through the rescue story. In the coming years I would transform this into a physics problem, and thus the first emotions and crisis experience have been shared with new students.

Two years after the first incident, on another day of heavy rain, we shared another crisis experience:

The researcher:

Our bus was on one side of a stream and we were on the other; it had been raining heavily for hours. We were accustomed to rain at camps, but this time was different. As noted earlier in this article, during our second year we had lost our original team leader, the founder of the Civil Defense Club, due to a sudden heart attack, but despite all the difficulties, the club continued to exist, as he would have wished. This time we had a professional guide who didn't know our group and had never taken part in the activities we had planned. We had negotiated and decided to set up camp for the night, crossing the stream to avoid another group already camped out, which had seemed like a good idea at the time. The next day I awoke early to the voice of my advisor, Mrs. Gurel, "Gather everything together – we're going!" Throughout the night, the rain had flooded the stream and the wooden bridge we had crossed was submerged under the muddy floodwater. It was not a difficult job for me to get back to the bus; however, I think the volunteers who got soaked from top to toe while setting up huge rocks on the bridge and building a rope bridge for us to hold on to as we crossed over would likely disagree. In the end, we carried everything back over the stream and we all arrived safely. It just took more time that it would take normally.

I thought I had known what risk meant as a practicing teacher before. A student might arbitrarily stand up and hit his knee or fall down and hit her head, possibly resulting in a concussion, even if the risk was minimal. Education, like life, is full of perils.

Educators seem to think that however far education is opened out, the risks likewise rise. One of the reasons educators avoid outdoor activities is

due to perceived threats. I am indebted to the studies about outdoor education and my relevant experiences for my understanding of both how risks operate and the way we manage them. Outdoor education is very competent to provide this knowledge.

When together we reflect on our first experiences involving crises, we notice these incidences as moments when our perception of nature has changed. Rain and darkness emerge as notable memories. In the second camp of our fourth year, we encountered an unprecedented crisis which seemed the culmination of our previous concerns with weather and geography.

The leader of the Civil Defense Club: In 2009 when we made a camp in Sülüklü Göl which we have known well, another unprecedented situation developed. This was a turning point to deepen my awareness of risk. We had pitched the tents, started the campfire and were preparing meals when we heard screams from afar. It was almost noon. I thought some other campers in the area were communicating with each other, but it was not clear what they were saying. The screams became more frequent and closer, but were still not understandable because of the echo. Then a young man came into our campsite, very excited and agitated, and just after him a friend arrived as well. They told us that another friend had been wounded falling down the rocks in a nearby area, and they left the place to find help. We agreed to help, but could not determine the location from the campsite. Two other members of the Civil Defense Club and I packed up the first aid equipment and set off urgently to find the injured person. Some of the prospective physics teachers who participated in the camp also came to help. Meanwhile, the ambulance was called, and the military police were informed of the event. After searching for an hour, we arrived at the location. A pediatrician had arrived before us. We were trying to assist using the first aid kit, but the casualty was seriously

wounded and needed immediate medical intervention. The cell phones were not working, and we were communicating by walkie-talkies with our friends in the campsite. It took a long time for the emergency paramedics to arrive. They intervened immediately, but what they could do was limited. When we decided to carry him back to the campsite, his heart stopped beating. The paramedic team gave him cardiac massage [CPR], but after a while, he died. About five hours had elapsed. The prospective physics teachers headed back to the campsite, but we waited for the coroner to come, along with the firemen and soldiers who had arrived at the place after us. We took him down to the campsite and the coroner completed his job. It was about 10p.m. when we arrived back at the campsite. Although I did not eat anything the whole day, I could not eat the sandwich our friends had prepared for me. It was apparent that all the participants were deeply influenced by this event. We had encountered an event we had not anticipated. This experience helped me to see the big picture. Since then, I have started to consider the risks both for our group and the surroundings.

Note

1 This course has significant social context and responsibility due to the seismic risk in Turkey, as Turkey lies along seismically active zones.

References

<http://www3.algonquincollege.com/pembroke/program/outdoor-adventure/>

Acknowledgements

We present our sincere thanks to Matt Crutchet, the organizer at Algonquin College, as well as the administrative staff and the people who informed us about emergency preparedness, who were all very hospitable to us.

Zeynep Gürel is an associate professor at Physics Education Department at Marmara University in Istanbul, Turkey.

Yasemin Doğan is a PhD holder from Physics Education Department at Marmara University in Istanbul, Turkey and working as a physics teacher.

Onur Unat is a PhD student at Physics Education Department at Marmara University in Istanbul, Turkey.

Zeynep Gürel is the first author and instructor of the course. Yasemin Doğan is the second author and a PhD researcher, and the third author, Onur Unat, was the leader of the Marmara University Civil Defense Club.



An Interview with Nature: An Eco-empathy Lesson Plan

By Erin Sperling

In “An Interview with Nature” participants can learn to pay attention to their everyday surroundings and to consider what they might take for granted about the other creatures in our local ecosystem. This activity offers a way to explore ideas and feelings of empathy, connection and community. It can be done with any age of participant; we have done it with both youth and adults. Perhaps not surprisingly, young children often have an easier time with the task than do older children and adults.

Older children and adults can review the Earth Charter and other policy documents, such as *Acting Today, Shaping Tomorrow* (MoE, 2009), and consider the ways these do or do not protect living things, including other humans, and what their limitations might be. For everyone, it is also a way to explore majority and marginalized worldviews, and think about the voices that are heard and are silenced, and why we have an obligation to listen. From a curriculum perspective, it connects to science, social studies, health geography, language arts, dramatic arts and visual arts.

Supplies: Access to non-human living things, such as in a local park space or classroom with pets and plants; paper and pen/pencil/markers; and the description below, “Investigating Other Living Beings,” laid out as a single-sided activity sheet with room on the back for the reflection portion of the activity; copies of the *Earth Charter*, Principle 1, for reflection and discussion.

Preparation: Ensure students have been given ample notice they will be going out of doors. Make one copy of the activity sheet for each participant. If you are going to a space that is previously unfamiliar to the students, it is a good idea to identify specific boundaries for the group, such as “Do not go further than the road, or that tree near the mailbox.” This will ensure that

students do not go beyond where they may be seen or can hear a signal to return to the group. Before participants leave, indicate a sound that will be used to reassemble the group such as a gentle bell or whistle. You may ask them to take notes on the interview answers if you wish, especially if you would like to assess ecological knowledge.

Lesson: This lesson has three parts to it. It can be broken into different segments over time, as below, but ideally the Reflection portion (part B) would immediately follow the Interview portion (part A). Part C, Sharing, may be left to another time, and the Reflection portion may be extended to another lesson time, to allow time for more elaborate reflections through the arts or multimedia. The steps may be modified to reflect the learning needs of the students.

Part A—The Interview: Ask students to review the questions on the sheet first. Do they need any clarification? Tell them: They must, on their own, find a non-human living organism/thing. You may want to discuss with them that many world views or philosophies, such as indigenous or non-Western, have different ideas as to what this means, or you may choose to wait until after the activity, during the debrief, to talk about this. Ask them to work independently to complete their interview, and suggest they may do it out loud or in their heads as they feel comfortable. Ask them to “listen to the answers as best they can.” You may ask them to record the answers. Send them off within the area for 10–15 minutes. It may be less for a younger group.

Part B—Reflection: When the students return to the meeting point, ask them to reflect on the interview experience. Ask: Who did you interview? How did this experience make you feel? Why do you think you felt this way? Why do you think we did this activity? Ask them to answer

the questions, in word, images or both, on a piece of paper.

Part C—Sharing: When the students have had time to create their reflection piece, ask them to share either in small groups or as a whole group. If they do it in small groups, ask them to find similarities in their experiences to share with the whole group. Draw out some of the following themes: feeling connected to something I have never felt connected to before; seeing and thinking about a part of my everyday life that I normally take for granted; imagining some of the struggles of that living thing; imagining how humans are impacting the environment; considering who normally gets to “talk” and make laws and charters, and who gets impacted by these; and so on.

Extensions: Consider what we can do to lessen our impact for that living thing and for the environment in general. Ask, what can we do as a class? Read the entire Earth Charter as a group and talk about it. Represent some of the principles in images that can be displayed in the class or school. Write out the interview for role play in partners. Develop a follow-up action plan based on the interview answers.

Investigating Other Living Beings: An Interview with Nature

Find a non-human living being. Spend about ten minutes getting to know it. Ask it the following questions and see what answers come to mind! Be prepared to share some of the answers and the interview experience with the rest of the group.

1. Where do you live?
2. How old are you?
3. What forces of nature have you experienced in your life?
4. What do you need to live?
5. What makes you more or less healthy?
6. How do you live in harmony with other living beings in your ecosystem?
7. What resources are you concerned about, both renewable and non-renewable?
8. What can people like me do to protect your vitality, diversity and beauty?

References

- The Earth Charter Initiative. (2000). *The Earth Charter*. Retrieved from <http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html>
- Ontario Ministry of Education. (2009). *Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools*. Toronto: Queen's Printer for Ontario. Retrieved from <http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf>



Erin Sperling is a doctoral student at the Ontario Institute of Studies in Education at the University of Toronto. She has been an educator in different capacities her whole life. Her current research focus is on food justice education for civic engagement in both formal and non-formal settings.

The Mount Rushmore of the Environment

By Steven Simpson

Editor's Note: Steven and I thought it would be fun to consider a Canadian collection of Mount Rushmore environmental characters. Farley Mowat, Paul Watson and John Livingston perhaps? Here are two other suggestions: Grey Owl (Archie Belaney), the native impostor Englishman who immigrated to Canada as a boy in the early 1900s. He wrote powerful literature and gave celebrated public lectures in the 1930s concerning conservation and what we were losing in terms of wilderness heritage in Canada. And David Suzuki, geneticist turned environmental advocate/educator/TV host personality. Through film, books, speaking tours, his environmental foundation and his always uncompromising, strong continued presence, he has demanded that Canadians ask deep cultural questions to cultivate ecological consciousness and to act for change on personal and cultural levels. We leave the task out there for another to take on the challenge Steven's article presents us, the task of a more thorough treatment of Canadian Rushmores. Bob Henderson

Last month I read an article about the Mount Rushmore of the Green Bay Packers. The online site, ProFootballTalk.com, had asked readers to suggest the four most important people in the history of each American professional football team, and I happened to stumble across the results for the Packers. After reading the article, I Googled other pop culture themes and discovered that there are online discussions about the Mount Rushmore of baseball, the Mount Rushmore of Hollywood, the Mount Rushmore of rock and roll, even the Mount Rushmore of beer.

Then I tried Googling the Mount Rushmore of the environment, the Mount Rushmore of nature, and the Mount Rushmore of wilderness. Nothing popped up. Actually a lot popped up, but it was all about the real Mount Rushmore. No one suggested that Rachel Carson was the George Washington of the Environment or that the bearded image of Lincoln should be replaced by the bearded image of John Muir. No one proposed that we deface a majestic mountain in order to honour people who dedicated their lives to protecting majestic mountains.

Until now. I think that a Mount Rushmore of the Environment is an intriguing exercise, more as a topic of discussion than as a search for a definitive "top four." So to get the dialogue started, I propose the

following four icons be put on the Mount Rushmore of the Environment.

1. Aldo Leopold. For me, two people are automatics for the monument, probably the same way that Washington and Lincoln were shoe-ins for the real Mount Rushmore. The first is Aldo Leopold. I was an undergraduate at the University of Wisconsin (UW), the school where Leopold worked and founded the first department of wildlife management (then called game management). When I was a student there 24 years following Leopold's death, I was required to read Leopold's *A County Almanac* in four different courses (recreation, environmental education, environmental studies and landscape architecture). It didn't take me long to figure out that *Sand County* was not just another reading for class. To this day Leopold's land ethic continues to be the foundation of my personal environmental ethic.
2. John Muir. The other sure bet for my monument is John Muir. As for Leopold, it is perhaps a personal connection that brings Muir to the top of the list. Muir grew up in Wisconsin and attended the UW for a short time. During my own stint at the UW, I took art courses and one of my assignments was to go to the nearby State Historical

Society and sketch items in the display cases. The main feature in the atrium of the society was the desk John Muir used as a student. He'd constructed it with gears and a clock so he would know when he'd studied one subject long enough and it was time to study something else. For nearly a year, I walked past the Muir desk three or four times a week. When I finally had a chance to backpack Yosemite, I did not study a contemporary trail guide for information; instead I read Muir's accounts of the Yosemite backcountry.



3. Henry David Thoreau. In graduate school, I took a three-credit philosophy course titled *Walden*. Six weeks into the course, I complained that the course was nearly half over and we still hadn't talked about nature. The professor told me that he didn't think of *Walden* as a piece of nature writing, but as a guide for life. I politely responded that a guide for life needed to include nature. I felt that way, I said, in part because of Thoreau. I now go to Walden Pond every time I get to the Boston area. On one visit, I filled a 16-ounce plastic bottle with water from the lake. At the time, I hesitated because I wondered whether it might be sacrilegious to take some of the lake's holy water, but

rationalized that the dozens of kids swimming in Walden were taking away more water on their swimming suits than I did in my bottle. My bottle of Walden water, now nearly 20 years old, remains a prize possession on my office bookshelves.

4. Rachel Carson. It took me a full day to decide on the last spot for the monument, and I finally decided to go with the obvious and logical choice. Personal biases had me leaning toward two other personal favorites (i.e., Gaylord Nelson and Teddy Roosevelt), but leaving off the author of *Silent Spring* would have been too great an omission. If a person pens the book that is credited with starting the Environmental Movement of the 1960's, she deserves a place on the mountain.

So there is my quartet. If the Mount Rushmore of the Environment is to be treated like the Rushmore of baseball, the Rushmore of Hollywood, and the Rushmore of rock and roll, it is now the job of readers to consider the list and then express what is right and what is wrong with it. Maybe my list is too Americanized (although Muir was born in Scotland), too Westernized, too personal, or too mired in the past. Maybe I focus too much on writers and not enough on activists or politicians or educators or religious figures. And if my line of thinking is flawed, who else should be memorialized?

Author's Note

As I wrote this short article, I realized that the people who most influence our environmental attitudes are not icons, but are parents, teachers, and friends who take us by the hand and teach us about nature. If we were creating private Mount Rushmores, it would be these personal mentors who are honored.

Steven Simpson teaches recreation management at the University of Wisconsin-La Crosse.

Two Billion Trees and Counting: The Legend of Edmund Zavitz

By Pam Gorham

A review of Bacher, J. (2011). *Two billion trees and counting: The legend of Edmund Zavitz*. Toronto, Ontario: Natural Heritage Books, Dundurn.

This biography written by John Bacher encompasses the life, challenges and successes of Edmund J. Zavitz (1875–1968). Zavitz has been called the “father of reforestation in Ontario” and this book is a personal and professional reflection on his earning of that title. At a young age, and contrary to the prevailing thought of the time, Zavitz was keenly aware of the issues of conservation and the need for trees. From his early years he showed an interest in the natural world that only grew stronger throughout his lifetime. He attended McMaster University, Yale and the University of Michigan in his pursuit to make a change in how people understood the value of the forest around them.

The main issue addressed throughout the book is deforestation. The mature life of Zavitz revolved around creating awareness, policies and organizations dedicated to planting trees and creating long lasting forested areas. Most of the deforestation in Ontario was said to be caused by human-made fires (used to clear large plots of land for habitation), logging and over grazing/free range grazing of livestock. All of these factors lead to soil degradation, sand, floods, erosion and deadly fires. People did not realize that all of these things were happening because there were no longer any trees. The land became barren and dangerous to human inhabitants. Zavitz worked his entire life to address these issues and help make Ontario a beautiful forested region once again.

One highlight of the book was its treatment of the ways Zavitz overcame challenges in his quest for reforestation. It was not common to be concerned with such issues

at this time. The book describes how, in his early days, Zavitz would ride from farm to farm explaining to farmers the value of planting trees on their land. He would demonstrate how to properly plant and care for the trees along with explaining the various benefits of doing so. Another highlight of the book was the storyline of Zavitz’s life unfolding and the various events that lead to him becoming such an influence in the field. He worked his whole life doing what was important to him, yet went unrecognized until his later life and after death.

One of the main strengths of this reflection is that a local southern Ontario resident can picture the places being discussed throughout the book. Zavitz was born in Ridgeway and spent time working in areas around southern Ontario. This book is also strongly tied to the outdoor recreation field because reforestation and conservation are always hot topics. One weakness of this account of Zavitz’s life is that it does not follow a complete cycle from birth to death, nor is the telling a chronological account. The author sometimes jumps around to different events at different times, and it can be confusing to follow the timeline of the story.

Overall this is a valuable read for anyone in the field interested in reforestation and a local historical figure. As all classic history teachers will tell you, it is important to learn about the past so we do not make the same mistakes in the future. We must not take the land for granted. Zavitz is an excellent example of someone who cared enough about the land he lived on to make a difference when no one else would.

Pam Gorham graduated from the Outdoor Recreation and Leisure Studies program at Brock University in 2013.

Bergmál

By Connie Fennell

The first image of Icelandic culture I encountered was a National Geographic photo of dozens of bathers lounging in a natural thermal pool: a juxtaposition of steam and sweat against a backdrop of barren rock and snow. Iceland's very name implies a harsh climate, but I was taken in by how relaxed the people in the photo looked. Moreover, I was struck by the magnificence of the pool—the sculpted curves of rock providing ledges to rest upon, the heat of magma steaming the water. No rectangular chlorinated pool was nearly so enticing. So when I was asked to consider an Icelandic word for this Wild Words column, it was easy to accept the assignment.



Bergmál, meaning “language of the mountains,” was recently chosen by Icelanders as one of the most beautiful native Icelandic words. As a visual image, bergmál fits nicely into the language of outdoor educators. Visualize hitting the slopes on fresh powder, or climbing a rugged mountain. The physical imagery of the language of the mountains is just the beginning. The sound of their language is literal, through echo, both carrying sound forward and sending it back to the one who made it. The language of the mountains is also symbolic. Those familiar with the eco-

philosophy of Aldo Leopold will know the term “thinking like a mountain,” meaning thinking sustainably for the long term. And consider these metaphors: “moving to higher ground” (escaping danger), and “standing on top of the world” (victory and exhilaration).

After hearing Jakob Þorsteinsson speak at last fall's COEO conference, I couldn't help but thinking that Iceland did something right. In the photos, the people seemed happy, relaxed and a little rough around the edges. They biked and hiked together, all generations. They had fun and goofed off. They spent time with their children and enjoyed it, evidenced in Jakob's pride as he showed images of teaching his son to sail. Indeed, their strong familial connections are evidenced directly in their surnames, with the children identified by their father's (or mother's) first name and the child's gender, as in “Jakobsson” or “Jakobsdóttir.” There is a certain appeal to seeing your identity etched into your name, helping to answer the universal question, “Who am I?” It would never work here on a full scale with our menagerie of family groupings, but it brings to mind an idea that life was once much simpler, and connections more immediate.

What else does Icelandic culture offer? Educators take note: Iceland has the highest literacy rate in the world, with a library in practically every home. And storytelling seems to play an important role. It is said, for example, that Iceland's few convicted criminals go home on the weekends due to prison understaffing. Some tales may be tall, but there seems to be room for the imagination to catch fire, and that's a good thing. Viking roots live on.

We have much to learn from Icelandic culture. When it comes to living a life connected to the outdoors and to each other, bergmál is the tip of the iceberg.

Turning Wendigo: Excerpts from the Journals of Sir John Franklin

By Nazaneen Hosseinpour

Editors Note: This paper is a product of a class assignment in Arts and Science 3IE1: A Celebration of Winter as Place, taught by Patrick Byrne and Bob Henderson, McMaster University, February 2014. Around the wood stove, stories were shared about Wendigo and the Franklin Expeditions. Here Nazaneen weaves a cleaver blending of these stories to create a fine example of historical fiction. Bob Henderson

January 13, 1845

Jane asked me again during dinner whether I have come to a final decision about heading command on the North-West Passage expedition. Sir John Barrow's invitation did come as a surprise, however I am no fool to believe that I was his first choice. In fact, yesterday I discovered that he had first gone to William Edward Parry and later James Clark Ross. The former declined due to weariness of the Arctic, and the latter because of a promise made to his wife to no longer venture into the Arctic. If only my dear Lady Jane had the same qualms as Ross' wife on the dangers of the great Arctic, an even more perilous journey for a man reaching the end of his life. Jane is insistent that this expedition is crucial for repairing our reputation, tarnished after my removal from Tasmania's office, something she has yet to let me forget. In all honesty, I am more so considering accepting command due to the promise of silent contemplation, an escape from my dear Lady Jane's constant nagging. I must also admit, it has been a fine number of years since I have felt the cold air of the Arctic against my skin, a feeling that brings with it many memories of triumph.

February 7, 1845

Today I received the first of my commands. Barrow delivered my orders with an air of confidence and ease; *"There is no man better for the job, Franklin."* Quick to respond, I added, "Yes, that is of course true when we exclude the half dozen men you asked before I accepted your offer." My beloved

Lady Jane gave me quite an earful after that comment.

The mission objective is to map out the missing North-West Passage. If I prove successful, then a shipping route can be established, one much quicker than the current trading routes. There will be two ships—Erebus and Terror—words that I can hope will be used in history books only to describe the expedition's vessels. Erebus and Terror have been assigned to Captains James Fitzjames and Francis Crozier, respectively. I would be lying if I did not admit my reservations on having Captain Fitzjames aboard. Although he is among the most promising officers in the Navy, his age makes me question whether he is ready to undertake the burden of what I expect to be a gruelling journey. However, where am I to judge? I myself am at an age better suited for bookkeeping than commanding an expedition.

May 19, 1845

The day of the expedition has finally arrived. Not even a thousands words can do justice to how I am feeling at this present moment. There is electricity in the air filled with excitement and determination as my 129 men load both ships with enough food to last us at least five years. According to Crozier, there are over 8,000 tins of meat, vegetables and broth, guaranteed to stay fresh while they're sealed shut with lead solder. Starvation will clearly not be of any concern. The ships themselves are of highest quality; each vessel has been reinforced with iron planks to help break

through the ice,
along with specially
designed screw
propellers. If it is
not so bold of me to
say, this expedition
holds great promise
of victory and safe
return; technology
is definitely on our
side. It is quickly
approaching the
hour to set sail; I
must find my dear
Lady Franklin to bid
her farewell one last
time.

April 3, 1846

Today I saw fear
in the faces of my
men. It is one of
hopelessness and
panic, the devil's
cousins haunting
the minds of my
men. Our ships,
Erebus and Terror,
are trapped in ice off
by King William's
Island, where each
day it is becoming
clearer that they will never set sail again.
True to their names, they will eventually
disappear beneath the darkness of the
waters, most likely taking us down with
them.

I hope that day comes soon, for I must
admit, my mind is slowly turning to
delirium and sickness. The ships are still
plenty stocked with food; however I feel a
hunger inside me that cannot be satisfied
by the contents of the tin cans. The ships'
infirmary has raised concerns that our food
has become spoiled during the voyage,
a deduction made from the increasing
number of sick crewman over the last few
months. I am hesitant in hastily confirming
these theories, not wanting to risk
depriving my men of the only sustenance
keeping us alive.



June 5, 1847

I watch from the little window of my cabin,
their flesh glistening under the bright light
of the sun. I can feel the vibrations of their
hearts beating, each pulse sending a shiver
down my spine. Biting my lips and tasting
my raw flesh soothes the ravenous hunger
that plagues every fibre of my being. I
must wait for the perfect moment, the
moment where I can cut through their skin
and tear into the hearts of every single one
of those men, quenching my hunger with
their ruby blood.

June 8, 1847

I've read the words over and over again,
yet they remain foreign to me. I cannot
fathom for a moment having written such
dark thoughts. The devil's hand must

have taken over my body,
 a body grown weak from
 lack of sleep. My bloodshot
 eyes and darkening lips
 are testament to my
 deteriorating condition.
 My skin has started to also
 scab in places that I have
 no recollection of injuring.
 With each passing day I
 can feel the pit inside my
 stomach growing deeper.
 This morning I covered all
 the mirrors inside my cabin,
 afraid to see the face of
 the man that reflects back.
 I've seen this face before;
 I've stared into the same
 eyes. The eyes of Michel
 Teroahauté, a man turned Wendigo.

June 11, 1847

This will be my final entry. With the last of
 my conscious judgment I've arranged for
 my execution this afternoon. The poison is
 slowly consuming my mind and body, no
 longer able to suppress the urges that stir
 inside of me. I feel like I have outgrown my
 skin, I want to tear it all off along with the
 flesh that clings to the bones of my men.
 However, I refuse to turn into this wild
 beast. I was born a man, and I intend to go
 out as one.

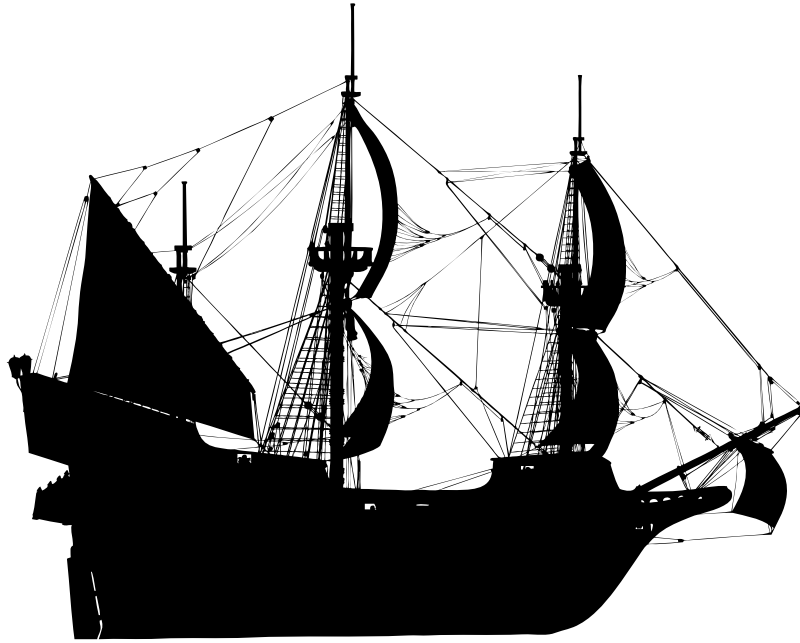
June 11, 1847

Today at sunset, Sir John Franklin was laid
 to rest. He will always be remembered as
 a great man, and even greater leader. God
 Bless.

— Captain James Fitzjames

References

Cassidy, K. (2002, March 27). The Franklin Expedition: 1845–1859. Retrieved from <http://www.victorianweb.org/history/franklin/franklin.html>



Potter, R. (1996). Sir John Franklin: His life and afterlife. Retrieved from <http://www.ric.edu/faculty/rpotter/franklife.html>

Scott Polar Research Institute. (2014, January 23). British Naval Northwest Passage Expedition 1845–1848. Retrieved from <http://www.spri.cam.ac.uk/library/pictures/catalogue/bnnpe1845-48/>

Royal Museums Greenwich. (2014, January 23). John Franklin's first and second expeditions. Retrieved from <http://www.rmg.co.uk/explore/sea-and-ships/in-depth/north-west-passage/exploration-adventure-and-tragedy/john-franklins-first-and-second-expeditions-1819-27>

Atwood, M. (1995). Cannibal lecture: How could a culture so apparently boring as ours have embraced the flesh-devouring Wendigo?" *Saturday Night*, 19(9), 19–25.

Nazaneen Hosseinpour is an Arts and Science student at McMaster University.

Don't Date an Outdoor Girl

By Bryn Wilgress

In my first year of university I was greeted with a brand new perspective. Upon telling a new friend that I was in the Outdoor Adventure Leadership program I was told that I had “lost points in his books” because, “What guy would be interested in a girl who could one up him on a camping trip?” I have carried this with me, never allowing it to sway my education path, but reflecting on it every once and a while. When I read an article online recently called *Don't Date a Girl Who Travels*, I was inspired to write my own article about exactly why people should avoid dating a girl who works and plays outside.

Don't date an outdoor girl. She's far too adventurous. You might have a hard time getting her to sit still for any length of time. She is always looking for the next adventure, no matter what the size. It could be an afternoon of hiking, or a two-week trip abroad. You might have to beg her to settle down and spend a night in on the couch.

Don't date an outdoor girl. She's way too easy-going. She can recognize a truly bad situation, so she won't sweat the small stuff. She won't let bad weather or broken gear slow her down. She doesn't spook easily and she understands the human body, although she might still giggle when you pass each other on the path to the thunder box. She knows how tough the daily grind can be and she is comforted by simply escaping to the outdoors. She'll probably drag you along.

Don't date an outdoor girl. She's up for trying new things. It comes with her adventurous nature. If she is a weekend warrior you will find her at work on a Wednesday dreaming of new gear and rivers to run. She will happily hop in the car and take off to anywhere with you for the weekend—she was probably already booking campsites when you asked.

Don't date an outdoor girl. She's tanned in the summer from the sun, not a bed. She's probably covered in freckles and has dirt under her nails. She likely only bathed in the lake all summer; she didn't spend enough time inside to even consider a shower. You won't find her in heels. You'll often find her barefoot, wearing a grin from ear to ear, soaking in every moment of sunlight she can because she knows the tripping months are short.

Don't date an outdoor girl. Her constant focus will be on the joy-factor. She will always be considering the moods of the people around her and how she can help them make the most out of their days. She will turn everything into a game, make light of situations when she can, and easily entertain a crowd.

Don't date an outdoor girl. She's experienced. She's a leader. She will likely show you up on a portage trail. She has sea kayaked, run white water, and spent days hiking and canoeing. She can tie bowlines, make shelters from snow or sticks, wrap ankles, cook on a fire she built herself and make kickass campfire coffee. She can lead the masses and keep them all happy.

Don't date an outdoor girl. She's well prepared. She knows exactly what to pack for any outing, and will rarely be found without a lighter. She carries a purse to make sure she has everything she needs with her. She always has snacks.

Don't date an outdoor girl. She's not materialistic. She has spent days without air conditioning, hot showers, ovens and electricity. She has come to appreciate the comforts of everyday life. She will choose experiences over gifts. She'll be wearing burn bracelets instead of expensive jewelry and her favourite accessory is likely a BUFF®.

Don't date an outdoor girl. She's fiercely individual and independent. She knows what she wants and who she wants to be. She's on a path, but she likely doesn't know where it ends. That's part of the adventure. She won't need you. But she will want you. This girl will be able to take care of herself; she can cook, portage, pay her own bills, and set her own anchors. But she will love your company.

Don't date an outdoor girl. She's extremely supportive. She understands you are two different people, and she has dreams and ambitions just like you. She will push you to take leaps and accept challenges the same way she keeps you motivated on two-kilometre portages. She just wants you to be as happy as she is. She's going to give you, like every other commitment in her life, 110%.

Don't date an outdoor girl. No matter what you do she'll always be a little wild, and don't you dare try to tame her.

References

Adi. (2013, June 18). Don't date a girl who travels. Retrieved from [www.lovethehsearch.com](http://www.lovethehsearch.com/2013/05/dont-date-girl-who-travels.html) <http://www.lovethehsearch.com/2013/05/dont-date-girl-who-travels.html>

Bryn Wilgress is a third-year student studying at Laurentian University in the Outdoor Adventure Leadership program. She is a keen supporter of women in the outdoors, and believes that outdoor education and experiences of any kind are the key to successful, strong people. She enjoys strong coffee, French fries and escaping "the grid" as often as she can.



COEO ANNUAL FALL CONFERENCE 2014

THE COUNCIL OF
OUTDOOR EDUCATORS
OF ONTARIO
presents

**Finding
our
'Place'
Fostering
Deep
Connections
To Land**

through
OUTDOOR
EDUCATION
BARK LAKE
LEADERSHIP CENTRE
SEPT 19-21, 2014

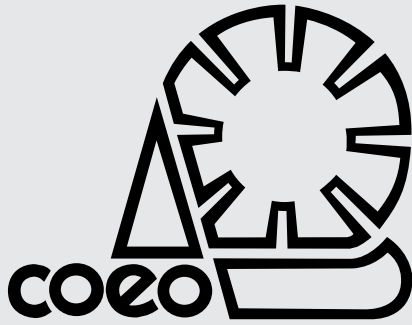
for more information
about this conference
and how to register,
visit www.coeo.org

Bark Lake

COEO

EDUCATION FOR ENVIRONMENT, CHARACTER, CURRICULUM AND WELLBEING

05 06 07



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)
- ☐ Organization \$125.00

United States orders please add \$4.00

International orders please add \$12.00

Journal Format (Check one box)

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

- ☐ **PDF version** through password
access to the COEO website
- ☐ **Printed copy** through postal mail
- ☐ **Both a digital and a printed version**

(an additional fee of \$5.00 applies).

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

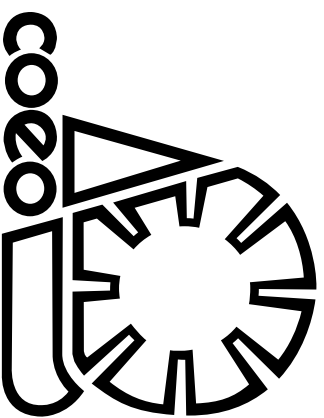
Every **Ontario member** of COEO will be assigned to a region of the province according to the county where (s)he lives.

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

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

Council of Outdoor Educators of Ontario

c/o Sport Alliance Ontario, 3 Concorde Gate, Toronto, ON M3C 3N7



Return to: The Council of Outdoor Educators of Ontario

c/o Sport Alliance Ontario

3 Concorde Gate

Toronto, ON

M3C 3N7