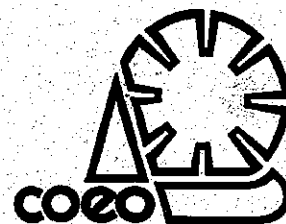


# Pathways

THE ONTARIO JOURNAL OF

OUTDOOR EDUCATION

Volume 9, No. 5, December 1997



# Pathways

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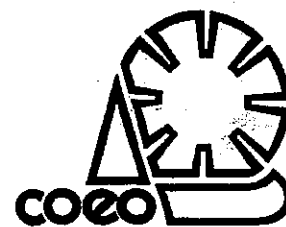
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# Pathways

THE ONTARIO JOURNAL OF  
Volume 9, No. 5, December 1997

OUTDOOR EDUCATION



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## Features

**TRIBUTE- Aries: "Where the Waters Met"**

by Ron Williamson ..... 4

**First Impressions**

by Colleen Ashton ..... 9

**The COEO Annual Photography Contest '98**

..... 11

**What Stories We Could Tell**

By Michelle Richardson ..... 13

**Use of Games**

by Bob Henderson ..... 16

**Canadian River Energizer**

by John Fallis ..... 25

**TERRA**

by Kirsty Locke ..... 27

**The Rocky Crags and Seascapes of Outdoor Education and Outdoor Recreation in Newfoundland and Labrador**

by Gregory Wood ..... 30

## Columns

**Editor's Logbook**

Bob Henderson ..... 2

**Outlook**

Linda McKenzie ..... 3

**Backpocket**

by John Fallis ..... 26

**On the Land**

*Requiem for a Pond* by Anne Bell ..... 30

**Beyond the Borders**

by Nick Forsberg ..... 29

**Opening the Door**

*Intro to Education* ..... 33

**Tracking**

..... 34

**Prospect Point**

by Ben Gould ..... 36

## Editor's Log Book

It is always a pleasure gathering submissions for a conference issue of *Pathways*. It is an issue filled with memories and celebration. Thanks to all conference organizers. This can never be repeated enough. Along with a conference report and reflections and activities from the conference we continue to offer our regular collection of columns. Thanks should go out to Anne Bell for her steady contribution of the "On the Land" column. As well, Constance Russell has contributed the regular "Explorations" column concerning current research in the field. She will continue to submit works for this column but would like to share in this task with others to add variety to the possible research explorations. If you are interested

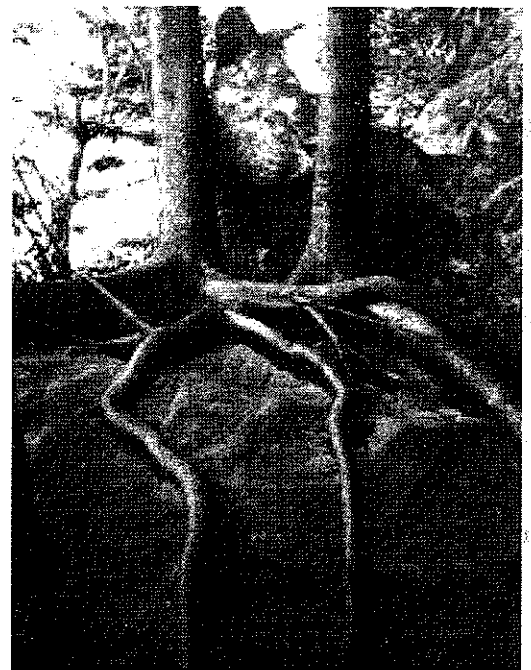
please contact a member of the *Pathways* editorial board. We are excited about the new (beginning with the previous issue) "Beyond the Borders" column concerning a state of affairs news from a selected province.

Thanks for Greg Wood for gathering a report for "The Rock". Note the Make Peace With Winter promotion — act soon on this one!

Bob Henderson

## Sketch Pad

Kathy Lajeunesse, in a most intriguing way, has revised (is this a proper term in the arts circle?) the original Tributaries Conference logo. It was a thrill to receive this creative "post conference logo". Ben Spergal, from Sudbury, Ontario, has contributed specific cartoon art to suit content. Ben delights in the challenge to create cartoon art from our varied submissions. Ben will be applying to the Graphic Art and Design Programme at Sheridan College in 1998. Finally, Zabe MacEachren has allowed us to reprint her cover art from a previous issue of *The Trumpeter*. Certainly, the laid-back canoeist suits many a moment from the Tributaries Conference which allowed participants both sessions in canoes and quiet time amongst the island waterways.



1st Place - Landscapes; Black and White  
David Farley, '91, On The Blue Ridge Parkway, N.C.

Congratulations to Gina Bernabei, Jim Raffan and the Conference '97 Committee. "Tributaries: Where the Waters Meet" was, on all accounts, another top notch CEOE event. It's hard to say what I enjoyed most, the floating campfire, the feature presentations, all the hands-on sessions, the voyageur dinner and rendezvous, Dave Archibald's tribute to the Great Lakes, the Glen House Inn and the great food, the wonderful fall weather, making new acquaintances and reconnecting with old ones, the energy and enthusiasm.... a heartfelt thank-you to Eastern Region for hosting it.

We had a good turnout for our Annual General Meeting. Here, in a nutshell, is a summary of the goings on. Our membership is down significantly from last year but has received a healthy boost thanks to the conference. An obvious goal is to increase membership through more promotion and possible links with other organizations. Our financial report for '96-'97 showed a net loss of less than \$600, actually less than budgeted for, thanks largely to board members absorbing many of the costs. One new aspect of the '97-'98 budget is a new membership category- that of a support member: someone willing to make a donation above and beyond the regular dues, for which a tax receipt will be issued. We all support many worthwhile causes, why not consider making COEO one of them?

*Pathways* continues to be one of the main drawing cards for members. Our on-going appreciation goes to Mark Whitcombe for coordinating all the issues and for his editorial skills. Let's help Mark out by sending him our ideas /activities to meet the continual demand for more hands-on articles.

Regional representatives reported that many of their planned events were cancelled due to a poor response. Regional meetings held at Gananoque showed a revived interest in certain activities and even better, produced volunteers! Thanks to all who offered to help organize an event. It was really encouraging to see the interest in reviving Make Peace with Winter.

Speaking of volunteers, it was heartwarming to see the number of folks who signed up as "occasional volunteers". This will enable us to work on more projects this year.

Brent Dysart, our Professional Development chair, reported that the future of PD related to Northern Illinois University courses

is in jeopardy. The spring course had to be cancelled and the fall course, with low enrolment, may well be our last.

We reluctantly accept the resignation of two valued board members; treasurer Ian Hendry and Western Region rep Jennifer Jupp. Thanks for all your contributing over the years and good luck in your future endeavors.

We warmly welcome out new Central Region rep, Steve Green and new directors at large, Bonnie Anderson, Joan Kott, Lori Briscoe and Joanne McPhail. Also, thanks to Caroline Field for offering to take on a new role, publicity and communication, and to Zabe MacEachren who is going to design a new COEO poster for us.

My favourite part of the AGM is the presentation of awards — an opportunity to recognize the contributions and achievements of our peers. The Robin Dennis Award was presented to Seneca College. When the outdoor education movement is viewed historically, the twenty year contribution of the Outdoor Recreation Technician Co-op programme is most deserving of this recognition. This year's recipient of the Dorothy Walter Leadership Award was Jim Raffan, professor of Outdoor and Experiential Education at Queen's University, for his long time involvement with youth and the outdoors. The President's Award went to Ian Hendry for his outstanding contribution to the development of the Council of Outdoor Educators of Ontario and to outdoor education in this province. Ian's presence on the board will be sorely missed. Congratulations to all our award winners.

One of the sessions at the conference was a panel discussion on Outdoor Education, COEO and the future. Thanks to all 24 folks who attended it for identifying issues and making recommendations. They will be reviewed at our first board meeting, Nov. 15th. This direction, and feedback from the regional meetings will help us identify our goals for the upcoming year. As always, member input is welcome anytime.

*Yours in the outdoors, Linda McKenzie  
COEO President*

*P.S. If you would like a complete set of minutes from the AGM, please call our secretary.*

## TRIBUTE- Aries: "Where the Waters Met"

by Ron Williamson

*...the true highlight of Tributaries '97 was to be found in the quality and whole-hearted commitment of each and every participant to make this conference something very special!*

If there was any doubt that the "spirit of COEO" had somehow fallen victim to the ravages of education in the 90's, Tributaries '97 heartily put that rumour to rest!

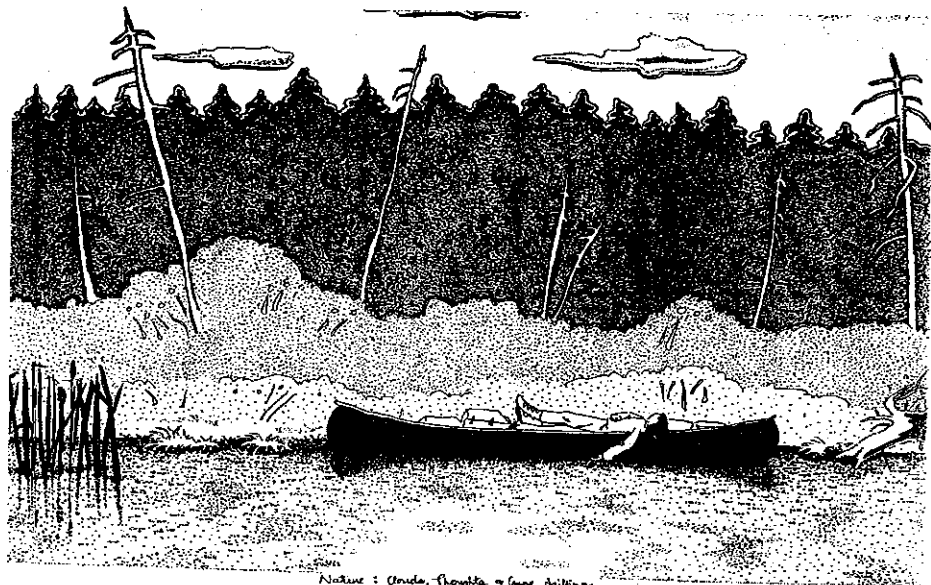
The setting could not possibly disappoint. The comfortable yet informal Glen House Resort set on the banks of the mightiest river on the continent just east of Gananoque, Ontario; fall colours at their peak, sunshine reminiscent of mid-August in Algonquin Park, and the prospect of some of Ontario's finest educators once again reconvening for a time of mutual support and sharing!

And yet...and yet... after 12 months of continuous planning meetings, untold e-mails and a long distance phone bill that would likely arrive by freight car, the annual COEO "conference of dreams" question still stood before us: "Now that we think we've built it, would they come?"

The answer was an unqualified "YES!". Well over one hundred "voyageurs" made their way to the annual rendezvous for what proved to be a weekend filled with continuous warmth and good humour, outstanding feature presenters, engaging workshops and fruitful COEO business!

With the showcasing of some of "Eastern Ontario's treasures" among its primary goals, Tributaries featured many programme highlights including:

- a "floating campfire" with local raconteur Shawn Thompson
- John Fallis' brilliantly original Tributaries energizer
- Michael Runtz' astounding "Waters of Life" slide presentation
- Seneca Nation elder, Henry Lickers' insightful "Currents of History"
- The Voyageur banquet (with so many attired in period costume amid boisterous toasts, hardy cheers and chansons) and Rendezvous Dance/ Storytelling with Peter Labor and Friends — truly a memorable evening of living history!
- David Archibald's inspirational "Spirit of the Inland Sea" which included an opportunity for all to sing together Dave's original Tributaries composition!
- numerous high quality workshops professionally presented by a mix of both new and veteran COEO members as well as those who were participating in a COEO conference for the first time!



- the opportunity to share fresh perspectives with a large core of student delegates thanks to the generous "scholarship support" of Mountain Equipment Co-op!

However, despite these many high quality program offerings, it soon became apparent that the true highlight of Tributaries '97 was to be found in the quality and whole-hearted commitment of each and every participant to make this conference something very special! Though it was indeed the hope of the programme committee that at least some of the prepared special touches would add to the flavour of the weekend, no one on the planning team was prepared for the incredible enthusiasm, amazing energy and selfless support which characterized the contributions of so many! To once again witness that COEO magic at work was truly inspiring and what may well sustain each Tributaries delegate for many months to come?

For those COEO folk who were unable to attend, please know that you were missed! Perhaps, however, you'll be able to capture the spirit of the Gathering as you read the following excerpts\* taken from the diary of a Tributaries planning team member.

### **Saturday October 4, 1997- Voyageur Banquet**

We did this day afford them extra rations of high wine as a reward for the day's workshops... and have since had occasions to regret this gesture! They are incontinent lot; considering it the mark of COEO member that s/he should drink above all others, lust above all others... I have despaired of ever teaching them proper and Christian morals!

### **Sunday October 5, 1997- 2pm**

Such were the Tributaries participants...simple, lusty wo/men. They paddled, laughed, sang and drank their way into the pages of our COEO history books!

Their vehicles carried these explorers and barterers from every corner of that vast wilderness which was Ontario and beyond. In the process, COEO was revitalized!

It is important to note also that as part of that "revitalization process", a small core of the Tributaries' participants from across the province have continued (via e-mail) the dialogue which so earnestly characterized the future the COEO open forum held in Gananoque. The strong desire to see that COEO continues to be a vital network for its membership was most apparent throughout the conference.

May we, therefore, all support Linda McKenzie and our volunteer COEO board as well as John Etches and Barrie Martin (and their Northern Region People's Choice Conference Planning Team) as they endeavour to carry the spirit of COEO forward into '98!

Thanks for the privilege of serving our friends and colleagues within COEO! See you at various regional events and next fall in Dorset!

### **The Tributaries Planning Team**

Gina Bernabei, co-chair	Susan Overvelde, registrar
Erin Callaghan	Jim Raffan
John Fallis	Michelle Richardson
Dave Farley	Sheila Silver
Jeff Hemstreet, program chair	Brian Swan
Susan Hemstreet	Ron Williamson
Kathy Lajeunesse	

*\* With apologies to the screenwriters of the classic NFB film "The Voyageurs".*

## A Watery Reflection

On a long flight from Melbourne to Athens, an Australian carpenter, an Indian college professor in hydrology, and I had a memorable late night theological discussion. The three of us were seated in one row and the subject of God came up because our meals were accompanied by a little card on which was printed a short prayer of thanksgiving. The professor made some remarks about not being thankful to any of the gods for this particular food....

Later on, the Indian professor and I stood in the forward alcove of the 747, where the galley and the restrooms are, comparing the route map with what we could see out the porthole in the door. Across Australia, Indonesia, Singapore; across Malaysia, India, Pakistan, Saudi Arabia, and into Athens. Much of what we crossed was ocean.

Theology again. The Indian professor of hydrology this time. Hydrology is the "scientific study of the properties, distribution, and effects of water in the atmosphere, on the earth's surface, and in soil and rocks". He had this printed on a business card since he always had to explain about hydrology. In sum, a water expert.

He noted that we had just left a country where people worshipped the sun — on the beach with most or all of their clothes removed. And we were flying over countries whose people believed it was the will of Allah that women should be completely covered, even on beaches. The name of God varied from country to country; the holy book was not the same. And so certain were the followers of the different religions of their rectitude, they would gladly war with one another — kill each other — to have their beliefs and metaphors prevail.

Yet in this plane, flying peacefully along, are these same people.

Clearly this troubled the professor — grieved him. He shook his head and asked why this must be so. Why? Why? The professor pointed out the Indian Ocean beneath us at the moment. He spoke of water, his specialty.

"Water is everywhere and in all living — we cannot be separated from water. No water, no life. Period. Water comes in many forms — liquid, vapour, ice, snow, fog, hail. But no matter what form, it's still water. Humans

beings give this stuff many names in many languages, in all its forms. It's crazy to argue over what its true name is. Call it what you will, there is no difference to the water. It is what it is. Human beings drink water from many vessel-cups, glasses, jugs, skins, their own hands, whatever. To argue about which container is proper for the water is crazy. The container does not change the water. Some

like it hot, some like it cold, some like it iced, some fizzy, some with stuff mixed in with it — alcohol, coffee, whatever. No matter. It does not change the nature of the water. Never mind the name of the cup or the mix. These are not important. What we have in common is thirst. Thirst!...

"I don't know much about God", said the professor of hydrology. "All I know is water. And that we are momentary waves in some great everlasting ocean, and the waves and the water are one."

He poured us each a paper cup full of water and we drank.



*Doing It Outdoors - 1st Place*  
David Farley '92, The Russell Fork River, "El Horendo" rapid.

*"Water is everywhere and in all living — we cannot be separated from water. No water, no life."*



## Conference Report

### Panel Session at Gananoque Conference 1997

#### Outdoor Education, COEO, & The Future

##### Panel Members:

Dorothy Walter  
Helen Daniels  
Holly Bickerton  
Rob Heming

This session, at which 24 people were present, was introduced as a session intended to build on the discussion at last year's conference at Ohsweken.

##### Issues

- Encouragement to have "newer voices" heard in COEO.
- Encouragement to be positive and supportive of the volunteers guiding the COEO business and organization.
- Getting new members.
- The role of mentorship.
- COEO in professional development.  
Potential new members expressed a desire for practical ideas and resources that can be quickly used to take to classroom settings. Expressed was a need to have opportunities presented to new members to see COEO as more than an annual conference and *Pathways*.
- What are the current macro trends affecting Outdoor Education in Ontario? Demographics? Economics?
- Is COEO, and Outdoor Education in general, up to date with entrepreneurship in the outdoor field? What standards are being applied to these small businesses as they become outdoor education agents?  
In regards to COEO's declining membership, is it time to partner with other organizations to keep more forward movement alive?
- Funding and fundraising is an issue. Funds are needed to run the organization and to help executive and board in their professional development and growth.

- Is it time for more pro-active political involvement by COEO the organization?
- A need for consistent links to classroom teachers by liaisons. Is one of COEO's roles a linking or communicating organization?
- New members are unclear on the mission statement of COEO.
- The impact of Bill 160 on Outdoor Education. Trustees will change and formerly supportive ones will be gone. We need to anticipate the political impact on COEO and Outdoor Education in general and try to be pro-active.
- A need for a better balance in membership with greater ethnic diversity.  
What is the balance of Adventure Education? Of Ecology Education? Is the variety of Outdoor Education thrusts balanced in all that COEO attempts to do?
- A number of full time Outdoor Education centre staff are near retirement. It is important to have the positions renewed by younger staff rather than have the positions dropped.
- There seems to be little is no support for regional events. Why? Is it enough to have COEO be an annual conference and a quality journal?
- In general, with the anticipated social changes, Outdoor Educators must be pro-active, think ahead, and be prepared for changes.

##### Comments

- Unexpressed by many of us is COEO's very important function as a professional networking collegiality and support body.
- "Good" and "bad" as concepts might not necessarily be applied to the COEO membership. Small numbers may just be a reality that can be accepted.

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*COEO is as much the intangible connection of like-minded people regarding value of methods, professional linkages, and support.*

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*This intangible  
is most important  
but not  
articulated well.*

- The membership database initiation was reinforced as being an important, concrete, and valuable service to members.
- COEO is as much the intangible connection of like-minded people regarding value of methods, professional linkages, and support. This intangible is most important but not articulated well. We are part of a community that is rich, diverse, and sustaining for those in it.
- In regards to entrepreneurs, a perception was expressed of COEO being a linking, affirming, organization and that the current entrepreneurs do not compete as each has a niche.
- In regards to membership it was expressed that some of the current members could tap into their sphere of influence and solicit new members.

### **Recommendations (to COEO Board)**

- That a membership drive package be created containing items such as former *Pathways* issues, posters, and brochures.
- Increase *Pathways* circulation to include the Minister of Education and other targeted power brokers.
- Present a membership survey in *Pathways* based on what people want from COEO as a member and enact the results.
- Linkages or partnerships be actively explored with E.S.T.A.O., Energy Educators, A.E.E., and other such organizations.
- Repeat this session at next year's conference and encourage Executive and Board members to be present at it.

---

*These notes are a summary of this session  
as recorded by Clare Magee.*



*People And Positive Impacts on the Environment - 1st Place  
Joan Kott, Sept. 1997*

## First Impressions

by Colleen Ashton

I'm not a full time teacher, nor am I in teacher's college. My area of expertise is not outdoor education, but math. I was probably the youngest, newest, and most inexperienced person at COEO's annual conference and had no idea what to expect. I was nervous and scared and excited and thrilled all at the same time! Everyone seemed to know everyone and I seemed to know no one, and yet I came away I came away with the experience of a lifetime.

My name is Colleen Ashton, and I am in fourth year of the Arts and Science Programme at McMaster University. I am currently undergoing a 12 unit thesis with Bob Henderson in the field of outdoor/ environmental education in elementary schools — a field to which I am very new. It was Bob who invited me to COEO's annual conference, which we both thought would be a great opportunity for me to meet outdoor and environmental educators, as well as learn about the latest issues and concerns in the field through the seminars and sessions. So, I sent off my registration forms, after endless phone calls to Susan Overveld's father (I guess the numbers got mixed up!), applied for membership to COEO and wrote an essay to Dave Farley for the MEC scholarship. But nothing could have prepared me for what lay ahead.

Canoes, the water, the stars, the singing, the stories and a floating campfire- Wow! This is what awaited me upon my arrival to the Glen House in Gananoque. Sure, I read about this in the outline of the weekend, but to see it all come to life was amazing! I've never seen a group of adults having such a great time doing what I had always thought of as kid's stuff. But I guess

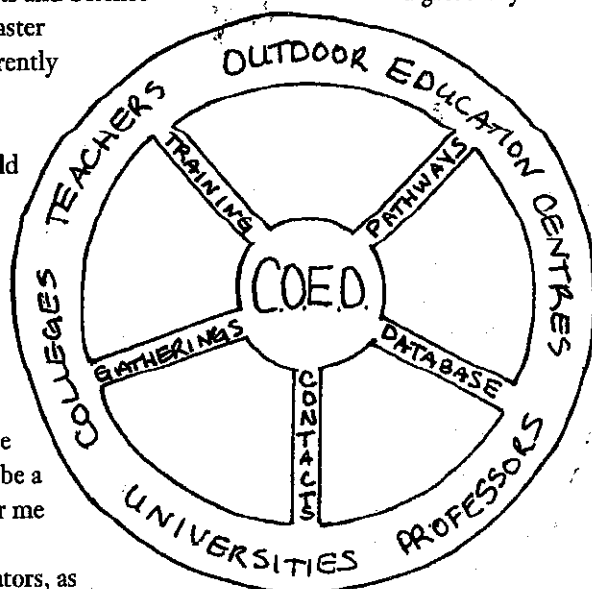
that's one of the things I learned this weekend- in order to be healthy and happy, we all need a little 'kid's stuff' in our lives. (I wish everyone in the world could know this little secret.) The stories told by Shawn Thompson were incredible; some were a little morbid perhaps, but nonetheless fascinating. I never even knew that people lived on these islands. I lead such a sheltered life here in my smoggy city of Hamilton.

The trading post was a great idea. This was a great way for me to get to know

everyone was new to the three I met on my way up. I overheard some interesting conversations, especially the one between Bert Horwood and another fellow about the Earthkeepers program, in which I have a particular interest in helping to run the program here in Stony Brook last summer. I met a lot of other people this night as well, and I thank those of you for your kindness in including me.

But I really must say that Saturday night was one of the best nights of my life! Peter Labor was a blast and the dancing was terrific (much better than the usual Dance, Hip Hop and House music we hear in the pubs at school). But the odd thing was that I had never heard of a 'voyageur' before. I can remember running into Bob Henderson's office a week before the conference asking him what a voyageur was and what I could use for a costume. So he gave me the lowdown and I ran to Value Village to see what I could find (as I hate going to costume parties and not fitting in). I thought I looked

great conversation. I met a lot of other people this night as well, and I thank those of you for your kindness in including me.



*Canoes, the water,  
the stars, the  
singing, the stories  
and a floating  
campfire- Wow!*

great until someone asked me, "what are you supposed to be?" and another told me that I looked like Robin Hood. But I took it all with a smile and went on dancing. Oh, I also want to thank Peter for teaching us that old, voyageur kissing dance near the end of the night. It's a great way to meet new people! (My partner and I are still waiting for our prize — or was the prize all those free kisses?).

Seriously though, I did learn a lot of things that I will take with me on my route to becoming a full time educator. The sessions really showed me how important outdoor education is and how kids need to spend equal time outside the classroom as they do inside in order for their educational experience to be complete. Part of my goals in becoming a teacher at the Junior/Intermediate level include having the skills necessary to provide kids with relevant outdoor experiences. This is where I believe COEO to have its greatest impact. I met many teachers who were not necessarily outdoor educators, but who were able to integrate their love for the outdoors and our precious environment into their curriculum. They also told me how this would have seemed impossible without guidance and support from COEO, its members, *Pathways*, and the annual conferences.

In the final seminar I attended, the Future of Outdoor Education and COEO, many concerns were voiced that COEO was not what it used to be and that the needs of its members were not being met. The best solutions seemed to rise from the youngest and newest members of COEO. Perhaps it is us who need COEO the most. But we need the support and encouragement of the older members; we need to know that there are people we can turn to who have shared our experiences and who can teach us how to endure through our successes and failures. I would not want to embark upon teaching children in our educational system without knowing I had them to back me up.

COEO needs to be the central component of Ontario's outdoor educational system, beginning in the universities and colleges, specifically those offering any type of outdoor, experiential or environmental education courses.

As Steve Green, a student at Seneca college stated, COEO needs to be at the centre of a wheel with its spokes reaching out to all facets of education in Ontario. With a little effort on the part of all its members, I believe this can happen.

So I may not have been the oldest attendee at COEO's annual conference. I may not have been the most skilled in outdoor pursuits. I even may not have been as experienced in the field of outdoor education as anyone else there. But I love the outdoors. I love to have fun. I love to learn. And most importantly, I love children, and my desire is to see them take what I will teach them and become exceptional, well-rounded adults through an education not stifled by classroom walls. I know that these loves were what I shared with all of the members of COEO at this conference. And it is these loves that will make COEO thrive as a community and draw members from everywhere in Ontario. Thank you for letting me share in this weekend with you. I will never forget it.

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*Colleen Ashton is a 4th year student in the Arts and Science programme at McMaster University.*

## The COEO Annual Photography Contest '98

### A Hit at Gananoque

It's growing! Over 100 photographs were entered by 25 photographers who exhibited excellent photographic abilities overall. Photographs submitted were taken all over the world, even Newfoundland ... actually, a lot from Newfoundland. The sheep didn't quite cut it in the Wildlife category, however. And Michelle, kids scrubbing an outhouse isn't really what I had in mind for Doing It Outdoors. And yes, this was a real contest with real judges. John AuCoin, Mieke Van de Geest, Reg Aitken from the Kingston Camera Club swooped in with their trained, unbiased eyes and scrutinized the selections. On behalf of all participants, I would like to extend a hearty thank you to John, Mieke and Reg for volunteering their time. I plan to continue this level of legitimacy to the contest in the future. I still won't be able to enter; aarfff!

If you would like a good look at the 1st Prize selections, Mark has loaded them onto COEO's Web site. They look great; check 'em out. [www.headwater.com/COEO](http://www.headwater.com/COEO)

Prizes? You bet! First Place winners were given a choice of either a two thirds discount on any educator workshop at the Frost Centre or a 15% discount on a new residential group booking at the Frost Centre, student or adult. (The latter choice is potentially worth thousands of dollars!) Both discounts are good until August 1999. One of these certificates is being used to get Make Peace With Winter going again! A big "Thank You" to the Frost Centre for this significant contribution.

Second Place photographers were given a choice of books from a fine selection donated by generous sponsors. Choices included field guides, nature photography books and others. Thank you to Lone Pine Publishing, Stoddart Publishing and COEO member Dace Hawke for the quality of the books donated.

Third Place photographers received a certificate from Chrismar Mapping for their choice of a map from Chrismar's "Adventure Map" series which includes the best outdoor

destinations across Canada. These are excellent maps! Thanks Chrismar for donating such value-added prizes.

I can't help but point out that this an "annual" event and the prizes are just going to get better. The Board will be deciding the categories for next year's contest soon, so warm up your shutter finger. There will be a lot more notice and hoopla around the next contest. Note that you do not have to attend the Annual Conference at the Frost Centre next September to enter. But it would be nice if you could be there to accept your most excellent prize!

Thank you one and all for your entries and we can all look forward to a bigger and better contest in '98.

*Happy Snappin'  
John Etches*

### ... And the Winners Are ...

#### Doing It Outdoors

- 1st Dave "Fujichrome" Farley
- 2nd Patti Donnelly
- 3rd Jeff Hemstreet

#### Outdoor Ed. In Action

- 1st Tim "Time Exposure" Rose
- 2nd Alastair Gillespie;
- 3rd Bonnie Anderson

#### Landscapes; Colour

- 1st Susan "Overexposed" Overvelde
- 2nd Lori Briscoe;
- 3rd Gerry Cavanaugh

#### Landscapes; Black & White

- 1st Dave "Flash" Farley
- 2nd Gerry Cavanaugh
- 3rd Gerry Cavanaugh

#### Wildlife

- 1st Gerry "Cannon" Cavanaugh
- 2nd Rodway Daniels;
- 3rd Jeff Hemstreet

#### People & Positive Impacts On The Environment

- 1st Joan "Konica" Kott
- 2nd Tom Kott;
- 3rd Michelle Richardson

#### People & Negative Impacts

#### On The Environment

- 1st Jeff "Hasselblad" Hemstreet
- 2nd Danny Leeson;

## Conference Journal Entries

To Pathways editors,

*Because you asked. The challenge with journalling is taking that which was raw and filled with essence, defined largely by place and time, and giving it shape and context outside of the place of its genesis. In typing this onto a computer, I find that it seems to be much weaker than on the tattered piece of paper on which it was born. Please feel free to use it or not, and to edit it as you like. It was a time that I appreciated, both for personal reflection and for the fellowship of sharing.*

So many reminders here. So many distant days recaptured as I sit on this bench. The sounds of nature, of the breeze in the trees, and crickets everywhere. These wonderful voices of nature so immediate, primary to my being. These voices are found in my core. I've missed them as my world has become one of walls, words, and ideas encased in politics and concrete. As I sit on this bench, in this mowed and manicured park, I could call this contact with nature superficial, but I recognize that it's part of the whole which is primary to my being.

There is that chainsaw again... how many falls ago was it that I was cutting locust for fence rails, preparing for the harvest of Christmas trees. How many trips ago was it that I had this total body, mind, and emotional fatigue.. God, it felt good to get to this point, feeling that something of value had been accomplished, knowing I had earned a rest. It's been tough getting to this present point and I'm not done yet, but it feels good to be here. It's good to take a breather, to look back on the recent past, the distant past to the immediate future, and to feel grounded.

*By David Farley written during journalling session lead by Gail Simmons*

I sit by a cattail marsh where long skinny blades are clumped together in families. Some of 3... some of 5... some of 7 like mine.

The blades are all the same. Long. Slender. Straight and standing tall. Swaying in the wind. Sharing secrets as curled tips touch. All rooted in muck and slurping out life and a healthy existence.

No! The blades are all different! Some straight and standing tall. Others bent and old, or broken and lying down. Some green. Yellow. Rust. Some reaching left. Some reaching right. Diverse in character, appearances, choices and directions.

There are some stirrings here. Chickadees buzzing in shrubs. Catbirds and sparrows being noisy. Crickets singing in surround sound. A bee alights on a twig. Precariously rotating its position, it manages to maintain a hold with skinny legs.

All these guys are going about their business. Visiting friends, relatives and restaurants. Fall cleaning. Dropping cookies off at the church bazaar. Passing through on the way to some other country, or arriving to go to school here maybe.

This place is peaceful. This place is chaotic. Random. Organized. It has detail. It has big picture. It has life and death. Surface and depth. It has beauty. It has sadness. It has me sitting by the shore. But in a few minutes I too will be gone. Just another agent in its constantly dynamic nature!

*By Kathy Lajeunesse  
Kathy teaches at the Bill Mason Centre.*

*It was a time that I appreciated, both for personal reflection and for the fellowship of sharing!*

## What Stories We Could Tell...

### Reactions to a Session with Bob Henderson

By Michelle Richardson

Once again, at this year's annual conference, I signed up for another session of mental aerobics with the cerebral fitness instructor, Bob Henderson. Bob can always be counted on for a cognitive workout. Especially, as I tried to contort my mind into the "value-laden position" as Bob described it in the Tributaries programme booklet, with regard to stories of cultural explorations.

Bob began in true experiential style by asking us to consider the use of personal stories. In small groups we were to share personal stories of felt grievances, celebrations or realizations. It wasn't long before my small group and those around us were engaged in lively conversation and the room was filled with words.... and stories. The point, as experienced first hand, was that you need to engage folks in who you are, before they will listen to what you have to say.

### Telling Stories to Promote Change

The idea of telling stories to promote change is easily transferred to that entity we call 'outdoor education'. As outdoor educators we need to explore our stories in order that we may become a dynamic field. Outdoor education experiences in the 'more than human' that is nature provide fodder for the telling of stories. If we can explain these stories to others within the context they understand, they will begin to see the value of our pedagogy. That is, we must place outdoor education experiences into a broader cultural context, for example, mainstream education, in order that others may understand the value of such an approach to learning. Bob proposed that by not making an attempt to share stories, or to listen to those of others and assimilate them into our own, we are

deluding ourselves- standing in a firm position rather than moving toward change.

Bob proposed three spiralling stages of movement toward change:

Stage 1: Exploring our stories.

Stage 2: Explaining our stories and putting them into a broader cultural context.

Stage 3: Expressing a new direction.

He hypothesizes that we are systematically denying the third stage, that of change, by not telling our stories in a context that others can understand. We ought to be altering our stories and terminology such that others can identify themselves within them.

For outdoor educators, the idea of finding a place for ourselves in the broader context of mainstream education has long been an issue. Often, the precursor to this discussion is one of defining outdoor education itself, as much disagreement exists as to a generally accepted meaning of the term. Many assert that before we can tell the story of outdoor education, we must first get straight and agree upon what it means.

### The Defining Dilemma

I have struggled with the defining dilemma myself for some time now, finally believing I had terms like outdoor education, adventure education, environmental education and experiential education straight after doing much reading for comprehensive exams at graduate school. I strongly support the notion that we must come to some sort of common understanding of the fundamentals of our craft before trying to convince others of its value. Otherwise, we only end up confusing those whom we are trying to make these ideas clear.

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*The idea of telling stories to promote change is easily transferred to that entity we call 'outdoor education'.*

I arrived at Bob's session with clarity in my handful of definitions. Bob then complicated the matter by introducing terms such as eco-political education, eco-musée and critical social science (to name only a few). My clarity of thinking started to blur around the edges. How would I assimilate these terms into my concise, yet limited, set of working definitions?

### Listening to Others' Stories and Adapt Our Own

I understood Bob to be suggesting that we should tailor out labels to fit those looking into our field, rather than those already dressed in it. He suggested that we adjust our labels to those familiar to others, to gain their comfort and favour, but also to meet our own needs in the end. This sharply contradicted my previously held view that we need to get clear on what we do and disseminate this understanding to others. It then occurred to me that perhaps thus far I have refined a highly egocentric understanding of outdoor education and its related terminology, choosing to establish definitions of terms, on my terms, that should then be accepted by others. Bob, on the other hand, proposed that we reach out and modify our terms to bring them in line with those of others, and consequently gain acceptance.

I struggled with this idea for some time. Could I have been that far off the mark in suggesting that we need to agree upon some commonly held principles of outdoor education and its related fields. Could Bob be off the mark in suggesting that we unselfishly meld our language and terminology with that of others in order to ease their understanding and acceptance. Could that not become quite confusing, leaving no one with a clear idea of what outdoor education is all about. Perhaps our field in general, has matured and is more comfortable with its various definitions.

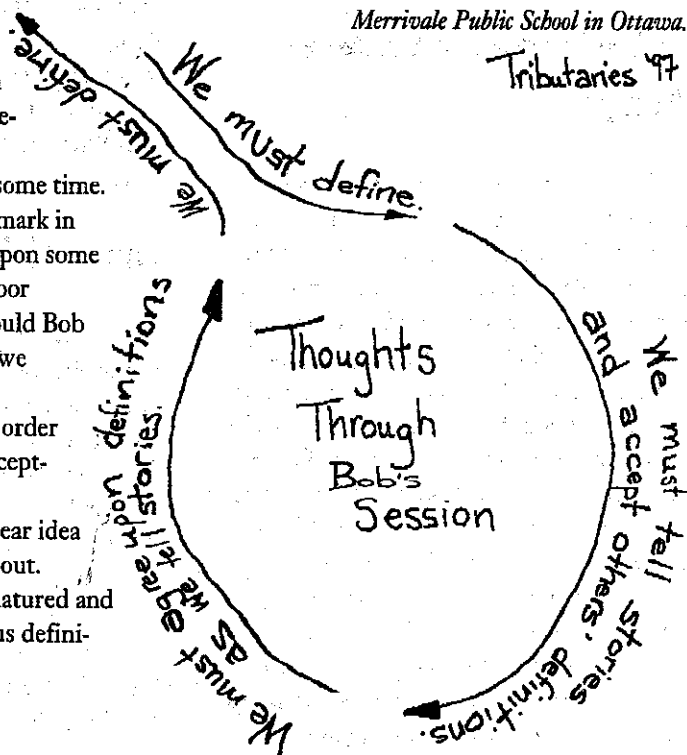
### We Have a Story. Can We All Tell It?

A compromise occurred to me. What if we tell our outdoor education stories as Bob suggests, to help others understand what it is that outdoor education is about in its many forms and to help bring others toward our understanding. That is, the telling of our stories can accomplish our need to be dynamic and others' need for understanding. We can tell our stories as common starting points or foundations from which to bring others toward our meanings, in whatever terms they choose. Storytelling then, would become a sort of experiential defining.

Bob says we need to go out and tell stories to find common ground rather than get together and invite others in, accepting our fundamental principles. Instead, why not get it together and agree upon what we are about first, then go out and tell this story to others. It is not important that we tell the same story, for it has many nuances, but that we at least agree on the common ground. This ground we share with all humanity.

*Michelle Richardson teaches at Merrivale Public School in Ottawa.*

*Tributaries '97*





## Where the Waters Come Together

Where the waters come together  
 You and I will walk once more  
 And we'll gather up the memories  
 As they wash up the shore  
 And they wash up on the shore  
 And the laughter comes so easy  
 As the fire starts to glow  
 Where the waters come together  
 Together we will go

Where the waters come together  
 When the seasons change their mind  
 And the geese are heading southward  
 Leaving winter far behind  
 And they know just where they're going  
 They're not like us at all  
 Where the waters come together  
 You can feel the breath of fall

And they run so far  
 And they run so free  
 And their banks are filled to bursting  
 As they're thirsting for the sea

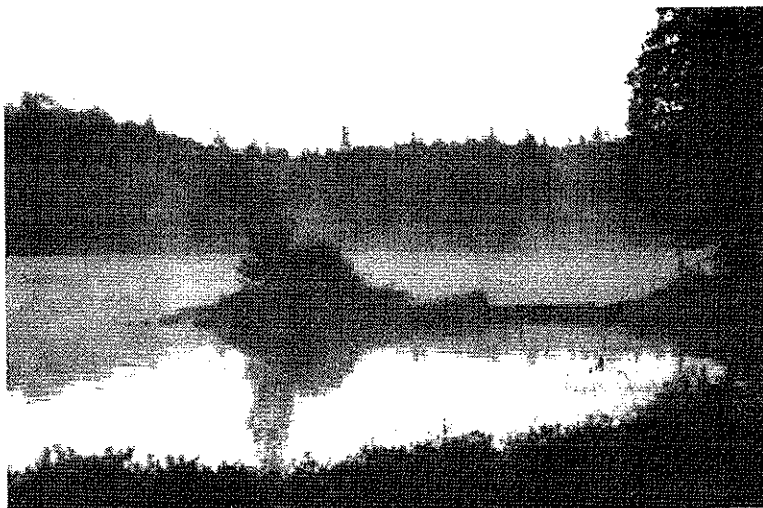
Where the waters come together  
 You and I were meant to meet  
 And we'll shake those weary years off  
 As we soothe our tired feet  
 And for one fine fleeting moment  
 We've found our journey's end  
 Where the waters come together  
 Then we're on our way again

*words and music by*  
 David Archibald  
 (Rogues' Hollow Music, 1997)

*This song was commissioned by the conference committee. David performed the song to close an entertaining tribute to the Great Lakes. The song itself is a tribute to Tributaries Gathering '97, and the brilliant songwriting and moving performance of David to help all at the gathering close the conference. Thanks to David for a special moment!*

*David Archibald is well known to school audiences for his role as creator (with James Gordon) of Jim & Dave's Awesome Environmental Adventures. He has recently written full-length shows for Charleston Lake Provincial Park and the Leslie M. Frost Centre. David was also commissioned to write 'Call of the North' for Conservation Ontario. You can get more information about his environmental shows and songwriting workshops by contacting:*

*Rogues' Hollow Music  
 Box 147, Newburgh, Ont. K0K 2S0  
 (613) 378-2545  
 email: davarch@istar.ca*



*Landscapes - Colour - 1st Place  
 Susan Overvalde, Haliburton*

## Use of Games

by Bob Henderson

*They have learned the skill more by playing than by repeated efforts at a task.*

*After running a canoe travel programme with very few changes to the curriculum over a sixteen year period, one is easily moved to consider why the particular elements work together well and why the consistency of curricular delivery. Recently, in a rare moment of clarity, it dawned on me that such thoughts about curriculum (the practical ways, why and whats of our practice) were the stuff that Outdoor Educators should be sharing in Pathways. Obvious, I know, and it's not like, as a member of the Editorial Board of Pathways, I haven't been exposed to this idea, but as Donald Schon said, the practitioner knows more than he/she can say (or takes the time to say). So, with fellow staff from a canoe travel instructional programme, I propose to explore the components of a successful educational offering over a series of "In the Field" columns. These components include: the use of games, campfires, ceremonies and rituals, trip readings and the overall thinking of the guide's role.*

The programme to be considered is McMaster University's Department of Kinesiology Summer Camp. The camp is nine days, consisting of two half travel days to and from our site north-east of Sudbury, two days-three nights to prepare mostly newcomers at the outpost base, and then five day canoe travel-Canadian Shield experience. (See appendix.)

Bob Henderson

### Use of Games

*"You can learn more about a person during an hour of play than in a year of conversation."*

Plato.

The bus time is just that, bus time. But once we arrive (30 to 40 of us) people are curious to know what sort of programme this is going to be. We've arrived (by canoe), dinner is next, but there is some time. Time for some ambience/mood generating games, ones that set the stage for the overall times that await.

Vampire Tag is useful here for our purposes (see game descriptions below). It gathers people

in a circle, everyone is involved. There is no real competitive element. It can't help but be fun and the blindfold hugging certainly should give people the impression that we will be getting to know each other as well as stumble about together with new experiences. A name game is also useful at this time. A ball can be passed whereby with each pass one's name is called. The association of face to name is enhanced by each person sharing why they were given that name, or other curious and/or comical associations. Personalities are gently exposed.

After dinner, while all are relaxing into this new setting we ask people to pair up with someone they do not know at all and chat for awhile. The noise levels are exciting ... infectious. We soon ask them to introduce their respective partner by name and share what was learned. This is a non threatening way to allow for personalities to be exposed, and for informally coming to know an individual and group spirit particular to this gathering of folks. We are careful to be relaxed, a bit whimsical in terms of content but sincere about meeting new friends. Day one ends with games and informal activity having a major role in setting an educational tone.

Day two brings with it a new set of criteria to capture with games beyond introduction and stage setting. Now, we are moving into the flow of events where the game is more a game for game's sake. We rally people for morning programme with a gathering game. Giants, Wizards, Elves may be used if a high-energy gathering is useful. A Yurt circle would be better if a passive game/exercise seems more appropriate. By the time such a game is finished, the stragglers have arrived, important announcements can be made and programmes can begin. Students are learning how, as educators, they can purposefully fill these often awkward "dead time" moments.

Early in the routine of the programme schedule we introduce a game that can serve as a

special game for this large group. By special, we mean, one game that is ideally new to the group that they will wish to return to often during the programme and hopefully afterwards. Such a game provides a united "club" or teamness for the group as a whole. Perfecting the Yurt circle is an example. In 1997, we found the game "Look Down/Look Up" worked wonderfully as an ever-keenly re-visited game. Common qualities to both games are that they can be played with small to larger sized groups, say ten to forty. They are not high energy and thus open to most settings and they draw people together in a circle. Look Down/Look Up is simply good fun, while the Yurt circle is best for a task-oriented group.

We also use games within the main part of the curricular activities to teach certain skills. Canoeing, for example, is taught with standard instructor show and tell/student see and do procedures. But once the skills have been shown and tried, we practice the skills using the seductive allure of games. A tag game or time trial race through a deadhead-stump-filled bay involves students as players (not just learners). Often when the playing is over, they realize, "Eureka! I've got it," the J-stroke, bow draw, whatever. They have learned the skill more by playing than by repeated efforts at a task. Similarly, we use game-like activities, such as fun riddles, i.e., minute mysteries and structured learning riddles, as a break from ... say ... a long paddle. Riddles are perfect focal points of attention while the travel group is rafted up together in canoes awaiting a reasonably long paddle. Group members can guess at the answers for a couple of minutes and then paddle off, still wondering. Later, you can raft up again and discuss the merits of each possibility, and the correct answer. This affords a chance to explain a crucial concept in ecology, i.e., the flow and loss of energy up the food chain. After chewing the riddle over for some time, group members often have an interest in spontaneously pursuing the implications of the lesson e.g. the reasons why some people choose to eat low on the food chain. (For a riddle example see below.) The riddle is educational, engaging, and

serves as a healthy change of pace in the psychology of a long travel day. This mental activity works from the idea that a change is as good as a rest.

Following an evening programme on our second night we gather everyone for an intimate (tight spaced) indoor games session. As a session, we imply that this is a time to teach a number of specific games that work well around campfires and for evening gathering. Over time, we have learned that a certain sequence of games (with some new games added into the mix from students) provides for a flow of energy that slowly builds towards a wild finish. Apart from the educational value of sharing new games for students to learn, they are also learning, we hope, the overall co-ordination of leading a large group through an intense two hour session where certain decisions around issues of timing, group dynamics, and selection of people are important. Beyond all this, however, is the most important quality of simply celebrating our time together in a highly charged moment in the present. Certainly such times are not common enough these days in our highly efficient/busy society and can provide opportunities for a liberator surfacing of one's primary self. (Perhaps one has to have been doing this for many years before such a bold confident statement is made.)

Games that we play during the evening session include, roughly in order; Wink (also called Murder), Follow the Action (also a standard drinking game we've been told), Black Magic or Magic Sticks (both games that dupe individuals until they pick up on body clues), creating a story (particular care must be taken with this one to ensure the selection of the right singled out people (two) in the centre, i.e. people who are comfortable in a self-effacing role), and finally Ying Yang You for a wild intense finale. Each game is played more than once (except the story game and Ying Yang You) and each game is ended while there is still lots of energy to continue playing to keep them wanting more. For games that involve discovering a solution, the solution is shared to all. The evening advances without a lull and slowly builds in

*The riddle is educational, engaging, and serves as a healthy change of pace in the psychology of a long travel day.*

*At that moment,  
the game,  
the playing,  
is everything.*

energy. What started 16 years ago, as I remember, as a rainy evening "filler" soon became a solid programme activity.

The next evening is our pre-trip evening, a time for canoe tripping groups to meet as a group for the first time. People are anxious and keenly awaiting the news of their travel groupings. Presenting the groupings to the larger forum poses an interesting problem. Not everyone will be thrilled with our mostly random group selections. Simply posting the lists and then having group meetings is awkward. This would afford people time to possibly negotiate, rejoice and/or complain amongst themselves. Certainly counter-productive behaviour can occur around this process. To curb this potential problem, we gather people after dinner for what we inform them will be an active open field games session, though this is not our true intent. Here we play the animal sounds game. Each instructor has their trip group listing of names handy. We instructors each choose an animal from the area and present its call, i.e., loon, kingfisher, moose, wolf. Care must be taken to use clearly discriminating calls. Students randomly spread around the field and then close their eyes awaiting their assigned call. On the word, we chirp or howl into four tightly packed groups of nine. On completion, the game is halted and while all are basking in the fun of the game, we welcome them to their canoe trip groups. The approach of forming groupings using a game/exercise alleviates potential damaging individual behaviour, and the groups first meeting is one of rejoicing in fun together in a circle. Students appreciate these points as well and acknowledge the surprise factor as a major contributor to the success of this strategy.

Once on canoe-trip, structured game activities are less a factor within the travel/camping curriculum. Some groups return to a popular game like Look Down/Look Up on their own. Such a game can be revisited after or before a particularly tough portage, to bring the group together for a talk, celebrate the achievement, or calm and prepare the group. Games now become even more situationally selected and much more left to the discretion of the group and their style.

The trips are five days long. We return to our Outpost base with mixed feelings of keenness to see the larger group but reluctant to finish our smaller group trip. With our final night, games are replaced by trip group skits that serve much the same function as our second night extended games session. Our final morning involves all the standard busyness of departing, but it would be inappropriate to finish without a game as part of our closing ceremony. The cinnamon roll activity allows the large group to move from the large open circle to a tightly packed group hug. The forming of the tight group hug is accompanied by a trip leader revisiting our time together from our first boarding the bus nine days ago through to this moment. This accompanying narrative provides a reflective calming tone to this otherwise high energy circling activity most suitable to lead us to our closing ceremony (but that is a topic for another "In The Field" column).

Students are encouraged to record the games played at our outpost base camp in their journals. When we are back in the classroom, there is more appropriate time to offer students the instructors thinking surrounding our use of games as written here.

A few final thoughts about games seems important. Games Master Viola Spolin provides three insights that we too have found valuable when creating game experiences, with groups!

When playing games, there are no teachers and students, only fellow players. The harmony of fellow players is enhanced by selecting games that tend to equalize talents. We are not inclined, for example, to play group football or volleyball to rally the group "together". The group response is the critical element. In Ying Yang You, wild animal sounds, and the cinnamon roll, for example, it is important that all individuals are not only playing but are becoming one energy force such that the many become one. At that moment, the game, the playing, is everything. Finally, players need to "get out of the head and into the space, free of the restricted response of established behaviour, which inhibits spontaneity". Leaders can anticipate

when "getting into the space" for playing is possible and help facilitate the non-authoritarian, living ambience for fellow players. Trying a game during the bus trip is just an inappropriate moment. Presenting the game and not playing can kill the energy by creating a setting for approval and disapproval which restricts "the space" for playing.<sup>1</sup>

Our use of games is, as the above three insights suggest, mainly for group chemistry and a fun celebration of our time together. However, added to this is the important use of games to facilitate particular moods and moments from times of initiation through to times of closure. We try to create particular moods for learning based on the nature of the game played. Our use of games involves creating a particular playful mood. While we have focussed on particular settings, i.e., games for beginnings and endings, games for learning skills, games to revisit, games for forming groups, etc., we are ever cognizant of the overall general image of play. As an appropriate conclusion, Edward Galligan writes: The image of play, "is a way of taking all of life that is like — only like — the way the best of us take the best of our games at the best of our times, with a pure empty headed joy in doing something pointless and difficult in something like the way it really ought to be done. It is the doing that matters, not the thing done and not the doer".<sup>2</sup>

1. Viola Spolin, *Improvisation for the Theatre: A handbook of Teaching and Directing Techniques*; and Viola Spolin, *Theatre Game File* St. Louis Missouri: Cemrel, Inc. 1975.

2. Edward L. Galligan, *The Comic Vision in Literature*. Athens, Ga: The University of Georgia Press, 1984

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*Bob Henderson, Jennie Barron and Linda Leckie*

## A Games List

For meeting and mingling games (icebreakers):

### Vampire Tag

An outer circle of people form the boundaries for an inner circle of players who mingle with their eyes closed, hugging with contact (all movement in the circle is done carefully). Someone is selected as the vampire. They pat their victim lightly on the head during the hug. The new vampire may scream something scary like "Eeks, I'm a vampire", and the activities carries on. At some point in time, you can have each new vampire stay on the job until there is only one non-vampire left in the circle.

### The Shoe Game

Standing in a circle, group members all take off their left shoes and toss them in the middle of the circle so that they get totally jumbled. They each then grab a shoe that isn't theirs, and put it on their left foot. The task is to look for the people who have the other halves of both pairs (the one on their left foot and the one on their right) and to form a new group circle such that all the shoes are in pairs, with the left shoes on the left and the right shoes on the right. This requires some Twister-like bodily contortions and cannot usually be done solemnly. Finally, each person introduces themselves to the shoe-owners with whom they have paired up, and in turn the group members introduce each other (each introducing the person to their left), saying something about that person's shoes and how they represent their owner (this last part affords a chance for creative humour).

## For gathering games:

### Yurt Circle

Have a large circle number off one-two-one-two. Then have the ones slowly lean forward while the two's support them. Eventually once you have built up to it the ones are leaning significantly forward while the two's are

leaning significantly backwards. Oh yeah, everyone is holding hands with arms outstretched.

### Look Down/Look Up

Starting in a circle with all players looking down, a leader command of "Look Down" is followed by the command "Look Up". On this command all players look up very clearly at any other player in the circle. If this specific other person is looking directly at them then they must scream and are out of the circle. Then the command sequence continues, Look Down followed by Look Up. Eventually you are playing with three people. In a large group, once a healthy number of people are out, you can simply start another circle. (We believe this game comes to us via M.J. Barrett who learned it from Tom Lambert).

### For the traveller's change of pace (a riddle):

#### Sailor survival

During Winter seven sailors are shipwrecked on a barren arctic island where there is water but no soil or vegetation (hence, no way of growing anything). A crate of corn flakes and a crate containing seven hens are also cast ashore with them. In order to survive as long as possible, the sailors should

- a) feed the corn flakes to the hens as long as they last, then kill the hens and eat them
- b) eat the corn flakes, giving none to the hens, eating the hens only when they die of starvation:
- c) kill and eat the hens, then eat the corn flakes
- d) feed the corn flakes to the hens, eating the eggs they produce. (Hens do not need roosters to lay eggs, only to fertilize them.)

Choose one of these, giving your reasons.

Answer: C is the correct answer. If the chickens are killed immediately the maximum

body fabric or energy is preserved none is wasted on vital activities such as keeping them warm. (Food preservation is of course no problem on this island.) All of the corn flakes go to the sailors.

D would be a foolish decision. The sailors will get only 10 percent or less of the corn flakes. Remember, chickens are warm-blooded. And, if the corn flakes are insufficient nourishment for the hens, body fabric will be respired so that the chickens lose weight. Eggs must come out of the chickens' biomass, and energy would be expended in making them. Therefore, it would be better for the sailors if hens did not lay eggs. (This riddle example we believe is taken from the book; *Living Together: The Concept of the Ecosystem.*)

### For evening games session:

#### Follow the Leader

Someone is selected to initiate an action. While another is removed from the circle so as not to know the identity of the initiator. Once action has began all members mimic the action trying not to give up the identity of the initiator. The person who is effectively "it" has three tries to guess the initiator or the initiator wins.

#### Creating A Story

Someone is carefully (they must be a to laugh at themselves) selected to leave the circle. She will be coached that a story is being created by the group which she must try to figure out with questions to the group. The others on the other hand are instructed to simply answer collectively yes to questions when the last letter of the question ends in a vowel, no when the last letter ends in a consonant and maybe when the last letter of the last word ends with an s. It is amazing sometimes the elaborate stories that are created by all. The game ends when the storyteller figures things out or when a story is created and the energy is still high for all particularly the storyteller.

## Ying, Yang, You

In a large circle, you repeat a sequence of three moves. The moves are; 1) Ying: a player with hand above their head points at the player on their left or right, calling out Ying; 2) Yang: the player that was Yinged, must now Yang the player on their left or right, note you may return the action back to the person that Yinged you. A Yang involves pointing with the hand below the chin. 3) You: once you have been Yanged you call out You and point to any player in the circle except for the player on your immediate left or right. The player who has been Youed now starts the sequence again. A player is deemed out by group consensus if they are too slow or make the wrong move. Once players out there are two options: 1) the outplayers can heckle other players, i.e. Shouting Ying, Ying, You, You get the picture, or 2) start up another game.

## For small group closure:

### Animal Impressions

With the small group gathered together in a circle having established a reflective tone I (we) introduce the idea of giving personal feedback, telling others what we appreciate about them and what qualities we see in them. I (we) comment that though most of us appreciate and even crave this kind of feedback, we too rarely give it, perhaps because it can be both awkward (risky) and hard to articulate. However, after 5 intense days of working together and getting to know each other, it is an appropriate way to acknowledge our closeness and thank each other before we re-enter the larger, less intimate group.

One way to find the words we want is to connect with our intuitive understanding of each other by imagining animals whose attributes each of us represent. (Never mind how culturally constructed these beliefs are about animals, the point is that they can offer safe, creative and often amusing ways of expressing our fondness and appreciation of one another.) Focusing first on one person, and then on the others in turn, each group member mentions

one animal that this person reminds them of, explaining briefly why. (Surprisingly, in a group of 8-10 this whole process does not have to take very long at all.) The qualities mentioned may well be ambiguous in their meaning (i.e., not necessarily positive or negative, just descriptive) and this gives the person a realistic, and not unduly inflated, sense of the impressions they have left on others. For example, someone might offer the following, "I'd say that if Janine was an animal, she'd be a horse, because she is strong, graceful and always has a certain dignity about her". The contribution of all these partial portraits by members of the entire group results in a near-consensual picture of the person receiving feedback, and is on the whole invariably positive and nourishing to each person's self-image.

## For large group closure:

### Cinnamon Roll

Make a break in the large circle (20 to 40) and with all members holding hands you draw the circle into a tightly packed group by travelling in a circular pattern inside the initial circle. The group hug is opened by travelling circularly leading from the outside of the group hug circle. During this activity a leader can be revisiting the dominant events of the groups time together from their first meeting to this moment of closure.

### While We Have Been Together

Materials: prepared cards

Time: About 3-4 minutes per person. (Vary time depending on numbers.)

Procedure

1 Arrange the group in a circle. Place the cards in a pile face down in the centre.

2 Each person takes a card in turn and answers the question as honestly as they can. The question applies only to the time the group have been together for the course. If anyone is not sure how to word their answers they can begin it:

"While we have been together ..."

If the group know each other well then any answer which is less than the truth will be seen for what it is.

**Examples for Cards**

*While we have been together:*

the thing that made me most angry was ...  
 the funniest thing was ... the thing I regret  
 most ... I was upset when ... the most interest-  
 ing thing was ... the person who was kindest to  
 me ... the thing which made me most nervous  
 was ... the most valuable experience was ...  
 my best memory is ... the person I wish I had  
 got to know better ... the thing I would most  
 like to repeat ... the thing which interested me  
 least ... the thing which made me angry with  
 myself was, ... the thing I most disliked ... the  
 thing which frustrated me was ... the thing I  
 would like to do more of ... the thing I would  
 like to do less of ... the thing that made me  
 happy was ... the person who has been a good  
 friend ...

From *Games For Social and Life Skills*. Tim  
 Bond. Nichols, New York, NY, 1986.

**Appendix  
 Summer Camp**

Summer Camp begins at the end of a  
 summer and the beginning of the senior year of  
 most students' university career. There is  
 excitement and anxiety in the air.

Day 1 At Outpost Base  
 departure by bus at 5:30 a.m.  
 six hours of highway driving  
 one hour of bush road  
 eight miles of canoeing in war canoes  
 (20 feet)  
 stop en route for swim and beach  
 walk  
 dinner  
 name association/mingling activities  
 tea ceremony  
 campfire into late evening

Day 2 At Outpost Base  
 four concurrent sessions (morning  
 and afternoon)  
 canoeing instruction, mini canoe trip  
 of area, campcraft/equipment check,  
 hill climb, bushwack, map and  
 compass

post lunch gathering wide games  
 post dinner mini optional skill  
 sessions  
 i.e. route planning, canoe carrying,  
 clothing issues  
 evening group games session (in  
 lodge, in tight space)  
 Ying Yang You, Creating a Story,  
 Wink

Day 3 four concurrent sessions (cont.)  
 post lunch session on properties of  
 various wood types  
 post dinner personal equipment  
 packing preparations  
 into trip groups (eight students/one  
 staff), different groupings from  
 outpost groups with surprise min-  
 gling game to determine groups.  
 issues of orientation to travel, time,  
 modality, group relationships,  
 anxieties and anticipations, personal  
 goals  
 late evening campfire

Day 4/5 On Trip  
 important to establish laid back yet  
 steady travel focus with time to  
 explore

Day 6 On Trip  
 staff begins to stand back with tasks  
 and decisions

Day 7 On Trip  
 find a moment to talk about the trip  
 quietly with each participant

Day 8 On Trip/Return to Outpost  
 relaxed pace back to outpost base  
 a final group moment at last portage  
 the paddle touching circle ceremony  
 a celebration dinner  
 group skits practised and performed  
 for all  
 a final lingering late evening campfire  
 and midnight paddle in war canoes  
 (for some)

Day 9 Return  
 pack up and close down camp  
 group pictures and final games  
 activities  
 final all group closing circle cer-  
 emony  
 Cinnamon Roll  
 barge trip down lake to awaiting city-  
 bound bus



## COEO Conference 1998 The People's Choice

Leslie M. Frost Natural Resources Centre

September 25-27, 1998

Our vision for the 1998 annual conference is to plan an event that will reflect the needs of COEO's membership. Build your own conference in these ways:

### Part A: A Call for Ideas

What are your personal and professional development needs as an outdoor educator? Tell us what programmes and experiences should be offered at next year's conference.

### Part B: A Call for Presenters

Do you have knowledge, skills, resources or perspectives that you would like to share with other educators?

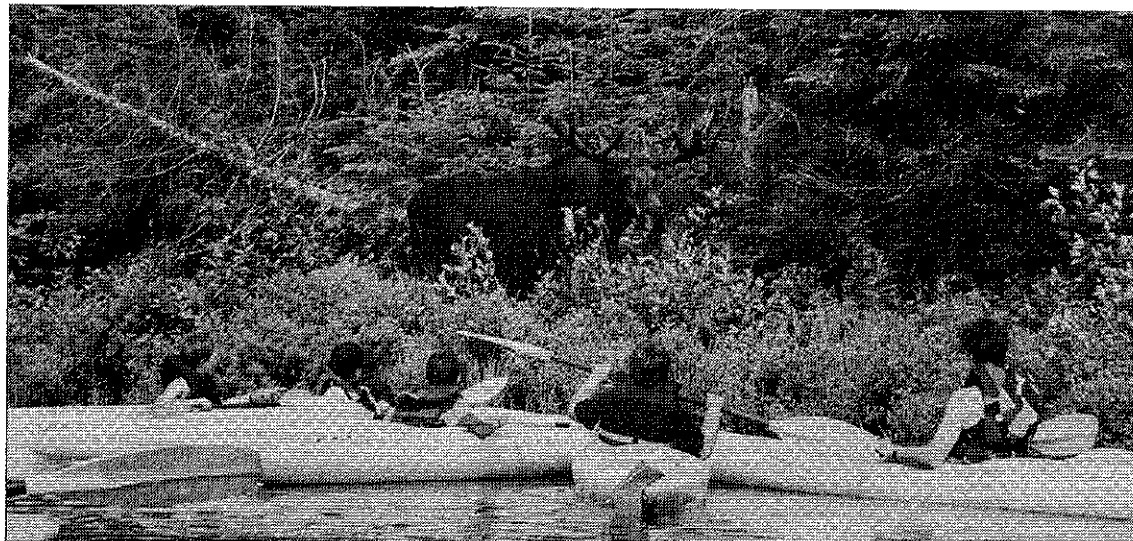
### Part C A Call for Help

Do you want to be part of a dynamic conference planning committee?

Please complete the attached survey forms with any and all ideas you may have. Upon completion of one or more parts of the questionnaire you may send it to Barrie Martin c/o Frost Centre, R.R. #2, Minden, ON K0M 2K0 705-766-9677 (fax)

When we receive your feedback, the planning committee will try their best to design a conference that will meet your needs given the setting, the facility and the learning resources available. Hardwood forest in full colour, scenic lakes, the rugged Haliburton Highlands and the Frost Centre will be the stage for the next years conference. The Leslie M. Frost Natural Resources Centre, an education and training facility operated by the Ministry of Natural Resources, is looking forward to hosting Conference '98 The People's Choice.

*Thank you for your input.  
John Etches and Barrie Martin*



*Outdoor Education in Action - 1st Place  
"Moose Bay" on Tepee Lake, Algonquin Provincial Park*



## Part A: A Call for Ideas

I would like the following topics/activities to be included in next year's conference agenda.

Topic/Activity \_\_\_\_\_

Description \_\_\_\_\_

Possible Presenters \_\_\_\_\_

Optional Your Name, Address and Phone #s and/or Email. We may need to contact you for more information.

## Part B A Call for Presenters

I would like to present the following session at next year's conference.

Name \_\_\_\_\_

Organization/Affiliation \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

Session Title \_\_\_\_\_

Description \_\_\_\_\_

Your Background and Experience \_\_\_\_\_

Length of session \_\_\_\_\_

Other requirements (space, equipment, costs) \_\_\_\_\_

## Part C A Call for Help

I would like to help organize next year's conference. My interests and/or experiences in conference planning are as follows. Circle one or more.

- Programme       Promotion       Registration  
 Social/Entertainment  
 Fundraising/Sponsorship

Name \_\_\_\_\_

Organization/Affiliation \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Fax \_\_\_\_\_

Email \_\_\_\_\_

It has been suggested that we partner with Ontario Society for Environmental Education (OSEE) for next year's conference. What do you think? Circle one.

- Great Idea!  
 So-so idea  
 Maybe another time.

## Canadian River Energizer

(or the history of the world in 20 minutes or less)

by John Fallis

This activity was designed as a first brief plenary session at the start of the conference. The purpose was

- to teach the participants something about this fair country and its rivers
- to get the participants to communicate with others in the group in a fun way
- to send participants off to the next session with smiles on their faces.

(N.B. 1: When planning activities like this, as you all could, be very aware of your clientele. Remember, there is a no more receptive a group than COEO conference participants whether they are hungover, tired, frozen or hungry.)

2. With all due respects to Steve Van Matre, please adapt, pirate and take credit for this activity. Good luck.)

### Materials needed:

- 1 ball of string at least 50 m long
- 1 coloured marker per participant
- written statement about each river

The following is a concise, ordered list of what we did on a large open area:

1. All participants were asked to form a large circle holding on to a string or rope.
2. Quietly, each participant is given a coloured marker. (In this case I used coloured popsicle sticks from that educational supply house know as the Bi-Way.) Because seven rivers will be included on the map, seven different colours of stick were given out.
3. Making a silly noise or action mimicking plate tectonics and glaciation, the participants are asked to make a map of North America with the string. Once this is completed lay the string on the ground.
4. Each participant is now asked to get together with people with the same coloured stick. (These will be random groupings as the sticks were given out in a random fashion.) The task of the group is to put together the names of

the 7 largest rivers of North America, by volume, flowing into saltwater excluding the Mississippi. (The reason I excluded the Mississippi is that all the remaining rivers are completely or in part Canadian.)

5. Solicit answers from all groups before giving the correct answer.

6. On the back of each coloured stick there is a letter. The next group task is to take all the letters and spell one of the seven previously mentioned rivers. The letters should only be able to spell one of the rivers although extra letters can be added to create some confusion.

7. Once a river has been determined by each group, ask them to go and stand on the map where their river would be found.

8. Lastly give out the previously written statement about each river. Starting from the smallest river, ask one member from each group, or the entire group where possible, to read out loud the statement.

### The Yukon

I am the fifth longest river in North America. My name comes from an Indian word meaning "great river" and that I truly am. Just ask Pierre Burton he has made a few bucks on my behalf.

My river valley was a major prehistoric migration route but I really didn't see too much action until the gold-rush of 1896. This brought in steam powered paddle wheelers, crazy white guys looking for gold and lots of partying.

To-day my valley is still very beautiful and my flow uninterrupted.

I am the seventh biggest river in Canada.

### The Koksoak

I am probably the least known of the biggies. Although my drainage basin is small compared to some of my soon to be mentioned siblings, I do have a huge flow. At my mouth I

am 1600 metres wide and my name comes from an Inuit word meaning "great river". I was doing pretty well until Robert Bourassa and his buddies down in Quebec city decided to steal some of my water. They put up a few dams, bashed a hole in a bunch of hills and sent a good part of my water west over the divide into the LaGrande as if it needed some help.

I am the sixth biggest river in Canada.

### The Nelson

I am the great river of central Canada. Starting on the east side of the great divide, one of my children, the Saskatchewan, wanders all over the place touching towns with names like Medicine Hat, Moose Jaw, and Red Deer.

Although I flow through predominantly flat terrain I have been dammed up in several places especially after Lake Winnipeg. During the fur-trading days, York Factory, the town at my mouth was a very busy spot.

I am the fifth largest river in Canada.

### The Columbia

Although I pour into the Pacific near Portland, Oregon, most of my water is collected in British Columbia. In fact the Americans get a pretty good deal from the Canadians on this one. In order for Grand Coulee dam in Washington to do its thing, the Canadians send down the water when the Americans need it.

I used to be the premier salmon river in the west but that is a distant memory. Now I am basically a series of huge long reservoirs nestled below stunning snow-capped peaks with power dams between. Nancy Green learned how to ski on my water.

I am the fourth largest river.

### Fraser River

I am the greatest river on the west coast. From my headwaters at the base of Mount Robson (the highest mountain in the Rockies), I flow 1368 km to the Pacific Ocean. I am named after Simon Fraser of the Northwest Company and some of my children include the Chilcotin,

the Thompson, the Nechako and the Lillooet.

I am a rarity in Canada in that I am completely free flowing with the exception of one dam on the Nechako to keep Alcan wired. Lately there has been all sorts of squabbling about my most noble inhabitant, the Pacific Salmon and if you listen to Pat Carney I may soon be part of a separate country.

I am the third largest river in Canada.

### The Mackenzie

I am the longest river system in Canada. Because my basin is sparsely populated, I support one of the great unspoiled areas of the world. I have proud children named Peace, Athabasca, Nahanni, Mountain and Slave. I was given the name Mackenzie after the man who I tricked. He thought I would take him to the Pacific but in fact I sucked him north to the Arctic ocean.

I am the second largest river in Canada.

### St. Lawrence

I am the greatest river in Canada. My flow into the ocean is the second largest in North America and 16th largest in the world. In the 1500's Cartier called me "the great river of Canada" and until about 1900, I was doing pretty well. Today me and my great children, the Don, the Grand, the Ottawa, the St. Maurice are pretty well bunged up. But I am optimistic. For in this year, 1997, early in October there will be a gathering on my banks near the town of Gananoque. It will be attended by some of the most resourceful, energetic and committed people this side of Queen's Park despite what John Snobelen says. They will talk, sing, think, share, laugh and generally act silly. Go forth now and try to find these people.

*John Fallis worked at the Boyne River National Science School (on a small river) for many years.*

## TERRA

by Kirsty Locke

*"This is really hard for us. I don't want to leave this camp. It feels like I'm leaving a huge part of my life behind, and it's really emotional for me. Sure I'll see everyone still, but it won't be the same. It won't be the group ... the team. I learned so much this semester, stuff I could never learn from a book". (Mary McKay, Grade 12 TERRA student, quoted in An Inventory of Integrated Curriculum Programmes)*

TERRA (Teaching Ecological Responsibility, Recreation and Adventure) is an integrated environmental science high school programme geared to Grade 11 and 12 students. Eighteen students enroll in this enriching programme taught by Mr. Bruce Murphy at Timiskaming District Secondary School in New Liskeard, Ontario. TERRA is a one semester, four course package in which students study Environmental Science, Environmental English, Independent Geography and Outdoor Education.

This article will describe the TERRA programme in order to provide ideas for outdoor environmental educators. Programmes such as TERRA are an essential part of ensuring environmental awareness amongst our young people and it augments student's insight into the importance of protecting our natural environment. TERRA equips participants with the skills needed to function effectively in society. TERRA is making major contributions to our environmental future by grooming lifelong dedication to environmental concerns amongst participants, often to the extent of environmental pursuits becoming their vocation.

TERRA students begin their semester with a three-day wilderness retreat at a lodge. During the retreat, students develop group cohesiveness by participating in a variety of trust and problem solving activities as students get to know one another. They discuss strengths, weaknesses and goals of the group in depth.

Soon thereafter, classroom work begins. Students study a whole semester's worth of work in two months. The atmosphere is intense, since students are always together, studying in the same room with the same teacher. Fortunately, Mr. Murphy is perceptive and creative.

As one student put it, "when times were at their worst Murph (Mr. Murphy) always had something planned to put us in higher spirits". (Hutnick.)

On one of these spirit-raising occasions students skied twelve kilometres to a dogsledders' camp where a winterized tent was set up for dogsledding use. At the camp, avid dogsledder Terry Graves taught students about dogsledding and its history.

Dogsledding is but one of the many group activities in which TERRA students participate. Other group undertakings have included a gruelling week-long biking trip in the Haliburton Mountains, rock climbing, aerial rope courses, hiking and white water canoeing. Community projects have included tree planting and landscaping for the Town of Haileybury, studying the migratory path of warblers at the Hilliardton Marsh, constructing kiosks and compiling tourist information at the Elk Lake Community forest, and producing a magazine.

Besides group activities, students work alone or in pairs to formulate their own hands-on research project. Last year two TERRA students partnered on a project about tracking at the Hilliardton marsh. They studied lynx, fox and raccoon tracks amongst others, and they even managed to see some of the animals in the wild.

TERRA encourages environmental awareness through field trips to conferences and educational institutions, as well as sessions with primary industry workers. Students have travelled to Sir Sandford Fleming College for a biodiversity conference, toured Trent University, visited the local Bullseye Shooting Club, and learned how to trap.

Students cultivate outdoor and interpersonal skills during thirty hour duet and solo camp-outs. For the first camp-out, partners are left at a secluded lakeside spot, where they must cook, build fires, and accomplish any other necessary tasks. Since they are without diversions such as books, music or cards, "students break the silence and get to know the other

*Students cultivate outdoor and interpersonal skills during thirty hour duet and solo camp-outs.*

person" (Hutnick), thus developing social skills.

As for future TERRA projects, Mr. Murphy has plans to do a creel census on local lakes and mark hunting boundaries at the Hilliardton Marsh. Both of these projects would be done in conjunction with the Ministry of Natural Resources. The survey, mapping and compass skills, along with the experience of working with the Ministry will be invaluable for students interested in environmental studies.

Evidently the TERRA programme has many attributes which make it worthwhile and attractive to students. The "hands-on" nature of the programme appeals to students looking for work experience and those wishing to apply skills learned in school. Students are empowered by the applied nature of the programme as they see the tangible benefits of their labour in their community. Furthermore, students learn to be relatively nonpartisan examiners of environmental issues, which is very important in an area such as Timiskaming, where environmentalists and primary industry workers co-exist. This balance, or attempt to balance interests, is achieved through programme links with conservationist groups and primary industry.

Of course integrated programmes such as TERRA present some difficulties to students and teachers alike. One of the main difficulties is the group fundraising required to subsidize activities. The TERRA students of 1997 produced their own magazine; an extremely innovative way to raise funds while covering course curriculum. Personal finances are also an issue because students cannot take on part-time jobs due to the irregular school schedule. Often students wake up at four o'clock in the morning to do bird-banding, stay overnight at the Hilliardton marsh, or go on extended field trips. The four-course package also limits the ability of students to take other electives, such as History, French or Biology. Further problems may occur when students re-integrate into the traditional classroom, as the atmosphere is more structured and the emphasis generally turns to individual work.

Despite these possible downfalls, the overall benefits of TERRA are indisputable. The aforementioned potential adaptation

problems would be an issue with any change in schooling and a variable schedule is necessary for such an extensive programme. Hence, these weaknesses would exist in any integrated programme, as they are indicative of an intense course of study. At any rate, TERRA significantly impacts on the lives of many students. Tom Kleinboeck, a former TERRA student, summed up his experience most eloquently. "It changed my life. I came out knowing what I wanted to do." Former students Angie Hutnick, who is presently studying Ecosystem Management Technology, and Mark Conlin, who plans to study cartography, gave similar comments.

Clearly, TERRA has greatly influenced the lives of its students. Students develop strong interpersonal skills, a sense of empowerment, and insight into the relationship between environmental concerns and industry. TERRA can have staggering effects on a student's life. The profound impact of the programme is probably best summed up by Angie Hutnick. "TERRA was a turning point in my life.... The course taught me more about life than all of my high school classes combined."

For more information regarding TERRA, please contact Mr. Bruce Murphy at <trisci@ntl.sympatico.ca> (School e-mail address) or at <birdboy@ntl.sympatico.ca> (at home).

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## Requiem for a Pond

**D**uring the 1996-97 school year, a pond was destroyed to make room for a housing development. Normally, this commonplace occurrence would have passed unnoticed, another small loss adding to the incremental disappearance of wildlife habitats in Ontario. This particular pond, however, was located near Woodland Park public school in Cambridge, where staff and students had been involved for years in protecting and restoring a small wetland on school property. News of the neighbouring pond's impending demise thus reached the ears of a school community already engaged in nature advocacy. The desire to respond in some way, to help the pond's inhabitants, was instantaneous.

The housing developers themselves initiated the relocation of regionally rare plants to the school's wetland. This effort quickly evolved into a plant and animal "rescue" involving several classes. Frogs, turtles, grasses, irises, ferns and other plants and seeds were removed from the pond and taken back to their new home for release and transplanting. These activities then became a focus for discussions around such issues as land use, habitat loss, endangered species and the world wide decline of amphibian populations.

Students and teachers alike were caught up in the experienced complexity of the issues. In one class, for example, students concerned about the viability of relocating frogs phoned herpetologists at nearby universities. They discovered that the survival of the frogs was anything but guaranteed. They decided nonetheless, to proceed with the relocation because it was their best hope.

While grateful to have been able to play a part in the rescue of individual plants and animals, students and teachers were nonetheless frustrated by their inability to do more. The permanent loss of the pond as habitat, as a place where they could find herons, deer tracks, and prickly cucumbers, cast a shadow over their best efforts. They recognized as well that the housing development represented a use of the land in which they all participated. How to reconcile the needs of wildlife with their own needs and desires became a lived question.

The following spring, months after the rescue, little remained of the pond but a small,

muddy patch of water. All the trees and shrubs were gone, as was the wildlife that once had found shelter there. The fate of the relocated plants and animals was an open question. What most certainly did persist of the pond, however, were the memories and impressions carried by those who had been involved with it- memories and impressions of cool mud, soft grasses, slippery frogs and skittish ducks, of walking on logs, getting soakers, finding shotgun shells and digging in the dirt. Feelings of satisfaction at having helped in some small way also lived on, as did an appreciation for these outdoor learning experiences.

When asked during an interview, how the plant and frog rescue differed from learning indoors, two grade six students explained to me:

- *You get to see it instead of just writing.*
- *You get to see it, you get to touch it...If the habitat was going to be torn down, if we didn't see it and you told us, we'd think, oh it's nothing. If we see it, it's...*
- *More realistic.*
- *Ya*
- *If you're just talking about it, well, we can't see it, so we don't know what it's like, what it looks like, because it's just on paper, it's black and white.*

These words are powerful are powerful testimony to the value of outdoor education. At the same time, they underline the significance of paying heed to our local ponds and woodlots, and to what's happening to them. Too often the importance of such places as wildlife habitat and as sites for learning is underestimated. Too often their disappearance is shrouded in silence. And in the end we are all the poorer for our inattention.

In contrast, by actively working towards the protection and/or restoration of these places we can bring them back into our daily lives and conversations. As we rejoice in their recovery or lament their passing, we learn through experience what it means to belong, to participate and to care. Through nature advocacy at the local level, we can better ensure both that our wild nonhuman neighbours flourish and that our students have opportunities to live the issues that so often they only hear and read about.

*This effort quickly evolved into a plant and animal "rescue" involving several classes*

*Anne Bell is a Ph.D. student at York University and an active member with the Wildlands league.*

## The Rocky Crags and Seascapes of Outdoor Education and Outdoor Recreation in Newfoundland and Labrador

by Gregory Wood

**T**is all around us, b'ye." "Yes b'ye, you can't get away from it." The identity of Newfoundlanders and Labradorians is defined by the outdoors. But strangely, Outdoor Education, in a formal sense, has never been organized in this province. Informally, the province's outdoor educators and recreationalists have been pursuing their own brand of outdoor education since first coming to this land. In stories and song, by word and deed, theories and practices of outdoor education have been passed from generation to generation in a potpourri of hard truths and even harder myths. Unfortunately, the informal curriculum of Outdoor Education has created vastly divergent and conflicting notions of the value and virtues of recreating in the quasi-pristine outdoors of Newfoundland and Labrador. The formal sectors of outdoor recreation in the province have not been guided by an informed group of outdoor educators, but recent trends hold some promise for a renewed consciousness in outdoor recreation. This article is an attempt to clarify the various sectors which drive the Outdoor Education and Outdoor Recreation trends in the province of Newfoundland and Labrador.

### Formal Outdoor Education Programmes

Formal outdoor education programmes in the Province of Newfoundland and Labrador are few and far between. Essentially there are four educational programmes which teach about the outdoor environment through formal outdoor activities, and only one of these, the Brother Brennan Environmental Education Centre, does so through the regular secondary

school system. Memorial University offers a four year Bachelor of Physical Education degree (St. John's Campus) which requires two courses in outdoor activities, while the Sir Wilfred Grenfell College (Corner Brook campus) offers a Environmental Science and Outdoor Pursuits Degree programme, as well as a Bachelor of Arts in Environmental Studies. The College of the North Atlantic offers a two year Diploma in Recreation Technology. Provided below is an overview of these formal Outdoor Education and Outdoor Recreation programmes:

### Brother Brennan Environmental Education Centre

Located 75 km from St. John's on a 12 acre site, the centre has facilities for up to sixty students at a time. Operated by the Environmental Education Commission, the centre is open exclusively to Grade 8 students in the Avalon Peninsula region from mid September to early December, and mid April to the end of June. The science curriculum for Grade 8 has an environmental focus, and the ten people who staff the Brennan Centre service the environmental education needs of the regional schools during three day residential blocks. The programme is multi-disciplinary and focuses on ecological principles and concepts in addition to a variety of recreational activities and outdoor pursuits. This is the only dedicated facility for outdoor education in the province.



## **Memorial University of Newfoundland Bachelor of Physical Education Degree Programme**

The Bachelor of Physical education Degree Programme has offered outdoor education and outdoor activities since the late 1970's. Students are required to complete two courses with significant experiences in outdoor education, and outdoor pursuits. The introductory course is centred around a warm weather (Spring-Summer) activities programme which includes canoeing, orienteering, rock climbing and warm weather camping. The winter course includes cross-country and downhill skiing, ski orienteering, survival training, and winter camping (including snow shelter construction). Although the programme is essentially an activity course, concepts related to environmental protection and management, as well as environmental sensitivity and personal reflection are key components in each course. With the introduction of the new Bachelor of Recreation (Leisure Studies Management) Degree programme in Fall 1997, the development of an outdoor recreation concentration is being considered for future expansion of the degree programme.

Memorial University has also initiated a number of new ventures in outdoor recreation in the past five years. In partnership with the City of St. John's, a Splash Facility (water sport facility) was developed to provide instruction and recreational opportunities in canoeing, kayaking, wind surfing and sailing. This summer the university took full control of the facility, and in conjunction with the Grand Concourse Commission (developing recreation trails linking all areas of the city), a new building was completed this fall to house the equipment and to provide a high level of service to the community. Approval has also been reached for the construction of a new field house attached to the physical education building, including the development of an indoor climbing wall and a high ropes adventure course. C'mun Outdoors, a student organized outdoor adventure club has been active in the development of outdoor pursuit opportunities for students, faculty and staff of Memorial University for the past three years.

## **Sir Wilfred Grenfell College Environmental Science and Outdoor Pursuits Degree Programme**

The Environmental Perspectives concentration looks at environmental problems and global issues as we move into the 21st century. This concentration is of particular interest to students intending to pursue further studies in the social sciences or related areas. The Outdoor Environmental Pursuits concentration provides students with practical experience to help understand environmental issues. Some courses explore the theory and practice of various outdoor skills, while other courses focus on the tourism industry. The concentration introduces students to outdoor skills that can be useful in wilderness-related environmental research, adventure tourism and sustainable outdoor recreation management.

## **College of the North Atlantic Diploma in Recreation Technology Outdoor Recreation And Tourism.**

This course is a study of the principles of effective outdoor leadership and the application of these principles to selected outdoor experiences. Outdoor recreation, tourism, ecotourism, and the organized camping programme potentials in Newfoundland are examined with an awareness of marketing strategies for promotion of these potentials.

## **Outdoor Recreation Leadership**

This course is designed to develop leadership skills in outdoor recreational activities and to create an awareness of the potential for meaningful outdoor pursuits in recreation programmes. The programme covers four areas: i) winter camping/cross country skiing, (ii) woodsmanship (iii) outdoor survival techniques for emergency situations and, (iv) group dynamics. Students spend three nights in an outdoor wilderness setting.

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## **Community Outdoor Recreation Programmes and Service**

Over the past ten years a number of community recreation programmes have been developed which serve the general public in the St. John's and Avalon regions. The City of St. John's has operated an outdoor centre (the Rotary Sunshine Camp) which programmes outdoor activities for citizens of the Avalon region. Their services include a residential summer camp, school outdoor activity camps, a rental programme (fixed and sliding seat rowing, canoeing, camping, and cross country skiing). The formation of the East Coast Trail Association has seen the planning and construction of a trail system linking the north western and the south eastern sections of the Avalon Peninsula (Cape St. Francis to Cape Race), several hundred kilometres in length. This trail system is planned to complement the famous West Coast Trail on the western side of Vancouver Island.

## **The Private Sector**

Department of Tourism, Culture and Recreation of the Government of Newfoundland and Labrador has been actively encouraging the development of a private sector business core related to Eco-tourism, Adventure Tourism and Outdoor Pursuits. These include wildlife and nature viewing (whale watching, bird watching, caribou and moose photographic tours, iceberg viewing), as well as the more traditional forms of outdoor recreation such as hunting and fishing. The designation of the abandoned Newfoundland CN Railway line for the Canadian Trailway system has recently served as a focal point for discussion about natural resource use in our province. These activities, as well as the new eco-tourism and soft adventure market provide distinct philosophical, ethical and resource management challenges to outdoor education professionals.

## **Closing Thoughts**

The face of outdoor education and recreation in the Province of Newfoundland and Labrador has been changing quickly, perhaps irreversibly in recent years. While the expansion of outdoor education and recreation programmes has occurred, it has not been able to match the expansion of private sector interests. While the increased usage of the outdoors as a recreation medium has enabled more people to access and appreciate the quasi-pristine wilderness of Newfoundland and Labrador, it has subsequently created environmental dangers related to over use. The identity of Newfoundlanders and Labradorians as "outdoor recreationalists" provides both an opportunity and an opposition to effective outdoor education programmes in our province. Expansion of outdoor education programmes for all citizens of this province will be the only "silver bullet" for environmental protection as the new millennium arrives.

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*Greg Wood completed a Master's degree in Outdoor Education Leadership at the University of Alberta. He teaches outdoor education and physical education pedagogy in the School of Physical Education and Athletics, Memorial University of Newfoundland, St. John's.*

## Intro to Education

The other day  
I watched my teacher's kite soaring  
high above a grassy meadow next to the sea  
And I said to myself,  
"This is education?"

The other day  
I hurled snowballs at my classmates  
as we scrambled over a rocky mountain top  
And I said to myself,  
"This is education?"

The other day  
I had my first taste of partridge pie  
late at night in a small harbour town  
And I said to myself,  
"This is education"

The other day  
I watched the Earth wrap the moon in a  
milky shroud  
And I said to myself,  
"This is education?"

And now, I remember how I used to learn  
In crowded lecture halls with untouchable  
teachers  
And I say to myself,  
"This is education."

Brian Johnson- Bus #3, Audubon  
Expedition Institute

(Written by Brian Johnson- his first poem  
ever!- as he struggles with understanding the  
meaning and value of expedition education)

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*Brian is a former student with the Audubon  
Expedition Institute, PO Box 365, Belfast ME,  
04915, USA. This submission was sent to us by  
faculty member, Dr. Nicky Duenkel.*

# Outdoor Discovery

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**4th Annual Ecological  
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Manoir Richelieu, Charlevoix, Quebec, Canada  
Theme: "Team Work"

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tel: (905) 336-4413  
fax: (905) 336-4989 or 4499  
email: ashok.lumb@cciw.ca

**The North American  
Interdisciplinary Conference on  
Environment and Community  
February 19-21, 1998**

Hosted by the Centre for Environmental  
Arts and Humanities at the University of  
Nevada, Reno.

A gathering of scholars (representing such  
fields as biology, economics, geology, history,  
literary studies, philosophy, and psychology),  
artists, natural resource managers, ranchers,  
rural dwellers and city dwellers, government  
officials, and recreational wilderness users. We  
hope to include participants from across the  
United States and are actively seeking speakers  
from Canada and Mexico; international partici-  
pants from other parts of the world are wel-  
come too.

**POSSIBLE TOPICS:** environmental  
activism in developing nations, environment and  
the visual arts, indigenous cultures and natural  
resources, art, literature, and community  
building, sense of place, sense of time, living off  
the land, urban nature, Deep Ecology, Wise  
Use, government and community cooperation,  
ecocriticism, tourism.

We invite submissions of abstracts, com-  
pleted papers (fifteen minute reading time),

suggestions for roundtable discussion sessions,  
workshops, and traditional paper panels. Please  
direct inquiries and submissions by Dec. 1, 1997  
to : Professor Scott Slovic, Director  
Centre for Environmental Arts & Humanities  
Dept. Of English/098  
University of Nevada, Reno  
Reno, NV 89557 (702) 784 8015

**Eastern Region**

**MacSkimming Outdoor Centre** is holding a  
"Moonlight Snowshoe Walk" for all outdoor  
educators on Feb 13th.

**February 20-22** Kingston area Ice Climbing  
Weekend at Camp Medeba (limit 13 people)

**February 21** Ski afternoon/evening in the  
Gatineaus with a pot luck meal to follow

**March 29** Maple Syrup Day at  
MacSkimming 1-4 pm

**April 18** Ropes Course Day and pot luck  
meal at the Bill Mason Centre / West Carleton  
Secondary School

As you can see there is something planned  
for everyone. If you are interested in any of the  
above activities, please contact Ellen Bond:  
Ellen\_Bond@pcbe.edu.on.ca or Michelle  
Richardson: Michelle\_Richardson@ocebe.on.ca  
for more details.

**Waterloo Region  
Nordic Sports Club**

The Waterloo Region Nordic Sports Club  
is seeking cross-country ski instructors to teach  
adult beginners the basics of classic, skating, and  
downhill skiing techniques. Lessons will be at  
Bechtel Park in Waterloo, with parking, heated  
change rooms and showers. The Programme  
consists of 10 lessons, January and February, 2  
hours per lesson, once or twice a week. The  
Club plans to hire 2 and possibly three instruc-  
tors this winter. The schedule is to be decided,  
and maybe different for each instructor. Pay  
depends on qualifications. The Club also pays  
\$75 towards CANSI I certification. If inter-  
ested, please contact Marc Adams at 519-888-  
0269 or 519-74\_9950 or madams@uwaterloo.ca.

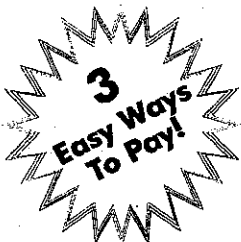
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Please enclose your payment with your registration form and mail to:

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## Primates Order Primates, Family Hominidae

geograMan (homme)  
*Homo sapiens* (hominid family)  
Year-round

Common in townsites and other inhabited places, fairly common on highways, occasionally on trails, seldom seen in untracked places. Average length of males (men) 170 cm (no tail), height at the shoulder 145 cm, weight 75 kg.

Females (women) are somewhat smaller. Easily identified: our only mammal that habitually walks on its hind legs.

This animal is sparsely haired over most of its body, but grows visible patches on the head, groin, and under the front legs. Coat color varies considerably from individual to individual. Males and females are difficult to tell apart, for the species is inclined to cover the diagnostic features — even in hot weather and when swimming. Men have hairy faces and women don't, but many males disguise their sex by shaving their facial hair. Human vocalizations are incredibly varied.

Humans are predominantly migratory, arriving in the Canadian Rockies in June and July (biggest influx: July 1) and leaving in early September. The summer visitors live in densely colonial campgrounds, staying in family groups in a bewildering variety of mobile temporary shelters (popular forms: tents, towed hutches and motorized cottages). A few humans remain in the mountains year-round, building large heated dens for winter use and stocking them with food, television sets, etc.

*H. sapiens* is omnivorous, consuming everything from raw fish and grains to foods that apparently have no nutritive value whatever. Eschewing naturally occurring foods, humans carry imported delicacies for use during their summer migrations. A favourite seems to be beef cooked over an open fire until covered in ashes, then placed on a stale bread and washed down with alcoholic beverages. Warning: the

species is dangerous and unpredictable when intoxicated.

Reproduction: human females are sexually receptive in any season but rarely produce young — an average of only three or four in a lifetime.

Gestation is about 280 days. The babies are born helpless, although not blind or deaf as among the rodents.

Weaning is at six months to a year, followed by hand feeding for about another year; sexual maturity is reached at age 13 or 14, but successful mating is usually delayed for several more years. Man cannot survive for long in the wild, but has been known to live well over 100 years in captivity.



*By Ben Gadd— Ben lives in Jasper, Alberta and is the author of the Rocky Mountain Field Guide of Choice.*