

# 2013 CONFERENCE BROCHURE

THE COUNCIL OF  
OUTDOOR EDUCATORS  
OF ONTARIO

PRESENTS:

4 CONFERENCES IN 1

**THE UNCONVENTION**  
OUR 41ST ANNUAL FALL CONFERENCE!

**FOREST SCHOOLS**  
PROVISIONS FOR OUTDOOR LEARNING IN THE EARLY YEARS AND BEYOND

GUIDING  
NEW  
PERSPECTIVES

**ADVENTURE EDUCATION**

GBC

**STORY TELLING**  
MAKING NARRATIVE AN IMPERATIVE IN OUR PROFESSIONAL PRACTICE

**FUN & GAMES** VOLE  
FROM ECOLOGICAL SIMULATIONS TO EVERYDAY SILLINESS

**GLEN BERNARD CAMP**

SEPT  
27-29  
2013

4 TIMES THE LEARNING. 4 TIMES THE FUN  
A PROFESSIONAL DEVELOPMENT EXPERIENCE  
WITH SOMETHING FOR EVERYONE!  
FOR MORE INFORMATION ABOUT THIS  
CONFERENCE AND HOW TO REGISTER,  
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**COEO**  
EDUCATION FOR ENVIRONMENT, CHARACTER, CURRICULUM, AND WELLBEING

**REGISTER TODAY!**



## "4 conferences - in -1 for our 41st!"

The Council of Outdoor Educators of Ontario is excited to invite you to attend our Annual Conference being held at Glen Bernard Camp located near the village of Sundridge in Ontario's beautiful Almaguin Highlands region, September 27 - 29, 2013.

Your 2013 COEO Conference Committee has been hard at work and plans are now complete for this year's conference. Our theme, "The Unconvention" is an attempt to breakaway from the usual conference format and do things a little bit differently. This year's conference will be comprised of four "mini conferences" or four separate conference streams and participants will have the option of taking part in one conference stream exclusively or bouncing between all four. This conference will also include many unconventional elements and surprises!

The conference streams include:

- *Forest Schools: Provisions for outdoor learning in the early years and beyond*
- *Adventure Education: Guiding new perspectives*
- *Storytelling: Making narrative an imperative in our professional practice*
- *Fun & Games: From ecological simulations to everyday silliness*

Please plan to join us as we explore new ideas and perspectives, learn and share best practices and refocus and rejuvenate for the year ahead!

### 2013 COEO CONFERENCE COMMITTEE

Elizabeth Ahrens, Bonnie Anderson, Ruthie Annis, Patrick Bryne, Kyle Clarke, Lindsay Cornell, Bob Henderson, Shane Kramer, Kelly McKinney, Margot Peck, David Spencer

## CONFERENCE STREAM DESCRIPTIONS

### **Forest Schools: Provisions for outdoor learning in the early years and beyond**

Join us as we learn about Forest Schools and explore the methods and motivation behind this unique approach to early years education. This stream will introduce individuals, schools and organizations to the pedagogy and practice of outdoor learning in Forest Schools and how it compliments curriculum and early years opportunities. A variety of workshops, presentations and collaborative discussions have been planned to provide participants with an understanding of how to enact a Forest School, with particular focus on safe, learner led, play at the forest school site. Best practices from Europe and the United Kingdom will be highlighted with an emphasis on planning and training. Our hope is that through this conference stream, participants will experience the uniqueness of a forest school approach and learn about the documented benefits of spending consistent, learner led, time in nature. This stream will be hosted in collaboration with Forest School Canada, a newly formed national organization that aims to provide practitioners with information, support and Forest School specific training.

### **Adventure Education: Guiding new perspectives**

The aim of this conference stream is to explore current practices and future possibilities in Adventure Education. We will start at the beginning by discussing the various theories and approaches to adventure-based learning and then move on to examine the instructional designs, leadership styles and teaching methods we use in our own practice. Successful program models will be shared and discussed along with practical advice and tools for practitioners. An exciting and eclectic variety of workshops will showcase new and innovative practices, while also offering solutions to current issues faced in the field. Research and relevant resources will also be presented along the way. We will envision the future landscape of adventure education by locating needs, assessing trends and refocusing core objectives. Our overarching goal is to renew and further strengthen the adventure education community within Ontario. Taking part in this stream is guaranteed to be a true educational adventure!

### **Storytelling: Making narrative an imperative in our professional practice**

Sharing stories will be our goal: the stories we tell our students, our colleagues and ourselves in order to understand our place, our places and our nature(s). This stream will take participants on a journey to far away places, imaginary spaces, forward in the future and back to the past. A series of highly interactive workshops will guide us through the creative development process and into the art of performance. Discussions of style, content, philosophy of story and narrative will take place as we uncover our individual voices and the meanings to the tales we tell.

### **Fun & Games: From ecological simulations to everyday silliness**

Come play with us! Playing outdoor games is a highly effective way for children to learn about themselves and the world in which they live. Outdoor educators have traditionally used games to incite fun and activity, initiate personal and social development and teach about ecological principles. This stream will revisit some classic OE favourites, explore what games are in current or popular use and provide a forum for some collaborative game development and game-hacking. Workshops will introduce a variety of initiatives and teambuilding activities along with tips and tricks for practitioners. We will also take a critical look at some popular ecological role-playing and simulation games to see if they actually meet their intended outcomes. From everyday silliness to magic and sleight of hand, group challenges to the occasional rubber chicken—this conference stream will have it all! Pack your running shoes and a notebook, because you will be moving and learning like you never have before.

# 2013 CONFERENCE SCHEDULE

## FRIDAY, September 27, 2013

6:00	– 10:00 p.m.	Conference Registration and Orientation (Waterfront Open!)
8:00	– 8:15 p.m.	Official Welcome and Conference Overview
8:30	– 10:15 p.m.	COEO Open Mic with Steve Salt
10:15	– 11:30 p.m.	Late Night Snack and Campfire (Astronomy option)

## SATURDAY, September 28, 2013

7:00	– 8:00 a.m.	Early Morning Yoga/Waterfront Open
8:00	– 8:45 a.m.	Breakfast
9:00	– 9:50 a.m.	"Instincts for Survival and Environmental Literacy" Keynote Frank Glew
10:00	– 10:50 a.m.	Session A Workshops
11:00	– 11:50 a.m.	Session B Workshops
Noon	– 1:00 p.m.	Lunch and Relaxation Break - Exhibitor's Hall and Silent Auction Open
1:00	– 2:20 p.m.	Session C Workshops
2:30	– 3:20 p.m.	Session D Workshops
3:30	– 4:20 p.m.	Session E Workshops
4:30	– 5:45 p.m.	Waterfront Open
6:00	– 6:45 p.m.	Dinner
7:30	– 8:00 p.m.	COEO Awards
8:00	– 8:30 p.m.	Live(ly) Auction
8:45	– 10:45 p.m.	Dance (Includes President's Reception and Late Night Snack)
11:00	– ?	Campfire and sing-a-long! (Astronomy option)

## SUNDAY, September 29, 2013

7:00	– 8:00 a.m.	Early Morning Yoga/Waterfront Open
8:00	– 8:45 a.m.	Breakfast
9:00	– 9:50 a.m.	"Outdoor Education in Iceland" Keynote Jakob Frímann Þorsteinsson
10:00	– 10:50 a.m.	Session F Workshops
11:00	– 11:50 a.m.	Annual General Meeting and Prize Draw
Noon	– 1:00 p.m.	Lunch, Invitation to next year's conference and Safe Journey Home!



## CONFERENCE LOCATION

Glen Bernard Camp is located approximately 2.5 hours north of Toronto near Sundridge, Ontario within the Almaguin Highlands Region. In operation since 1922, the camp is one of North America's oldest summer camps for girls and is ideally situated on 700 acres of land with a kilometer of safe shoreline along the east side of Lake Bernard. In 2009, Glen Bernard built the Living Lightly Lab, an environmental education centre designed to teach young people about renewable energy, environmental sustainability and stewardship. The facility provides campers and students with the unique opportunity to learn about and interact with many energy saving and renewable energy technologies. The camp also maintains many traditional camp activities as well as kayaking, boardsailing, high ropes course, mountain biking, ceramics, lapidary, stained glass, woodworking, and golf. A key focus at GBC is on environmental sustainability and they state that they are "mindful of the tremendous learning opportunity we have to educate campers in respect for the natural world, considering our relationship with it, understanding our impact upon it, and taking action to use it wisely."

## DIRECTIONS

### From Toronto & the south

Take Highway 400 north to Highway 11. Follow Hwy 11 north past Huntsville. Approximately 60 km north of Huntsville, exit at #276 for Sundridge/South River. Follow the exit ramp to the right onto Hwy #124 and into the town of Sundridge. After the 2nd set of lights, turn right onto Union Street. Go over the railway tracks and at the T-junction, turn left onto Forest Lake Road. Go approximately 1 km and turn right on Lakeshore Road - follow the signs from this point onto the camp.

### From North Bay & the north

Take Highway 11 south and exit at #276 (third exit) for Sundridge/Parry Sound. Follow the exit ramp to the right onto Hwy #124 and into the town of Sundridge. After the 2nd set of lights, turn right onto Union Street. Go over the railway tracks and at the T-junction, turn left onto Forest Lake Road. Go approximately 1 km and turn right on Lakeshore Road - follow the signs from this point on to the camp.

### From Sudbury & the west

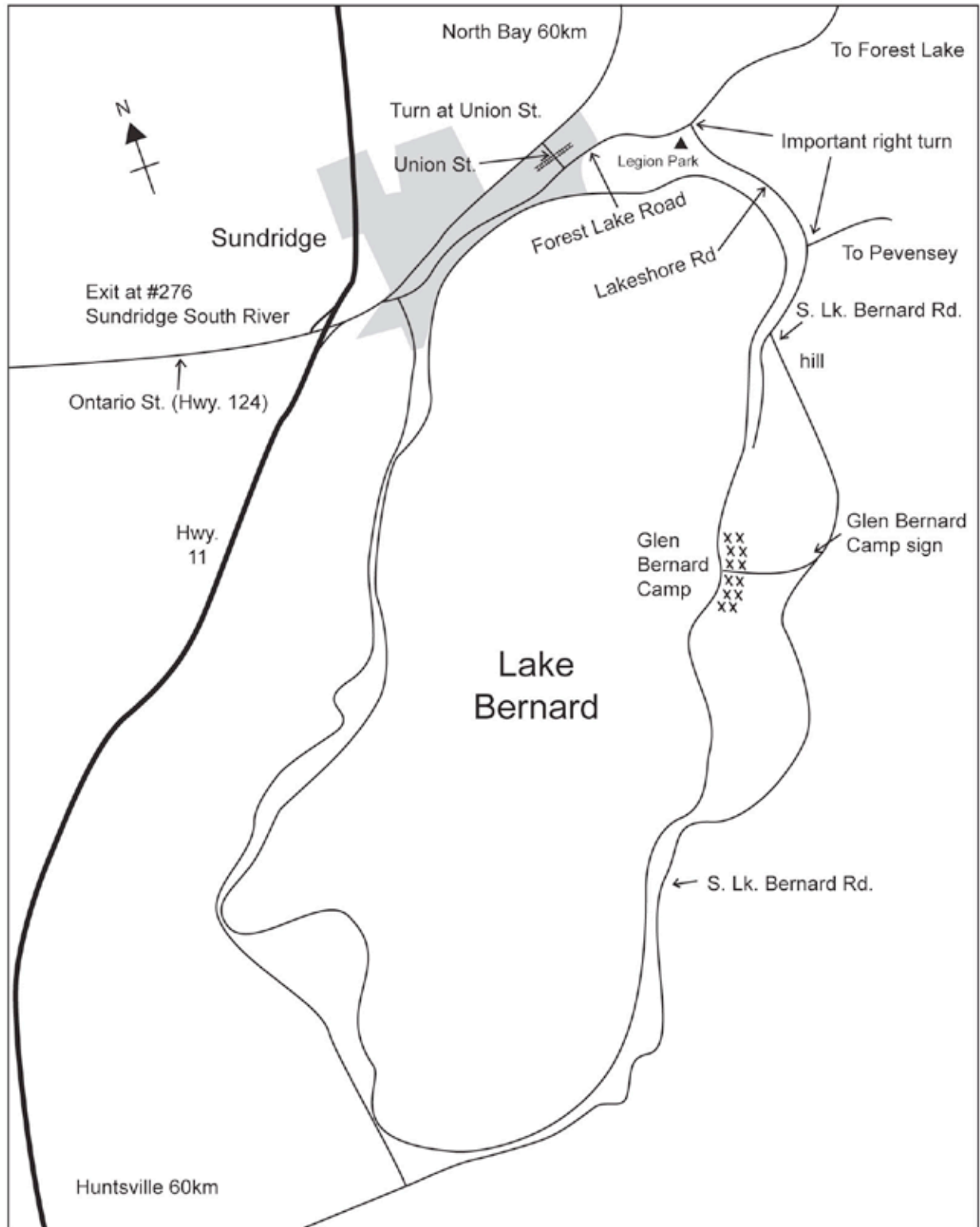
Take Highway 17 east to North Bay. Then take Highway 11 south and exit at #276 (third exit) for Sundridge/Parry Sound. Follow the exit ramp to the right onto Hwy #124 and into the town of Sundridge. After the 2nd set of lights, turn right onto Union Street. Go over the railway tracks and at the T-junction, turn left onto Forest Lake Road. Go approximately 1 km and turn right on Lakeshore Road - follow the signs from this point on to the camp.

### From Ottawa & the east

Take Highway 60 west through Algonquin Park to Highway 11 at Huntsville. Take Highway 11 north about 60 km to exit #276 (Sundridge/South River). Follow the exit ramp to the right onto Hwy #124 and into the town of Sundridge. After the 2nd set of lights, turn right onto Union Street. Go over the railway tracks and at the T-junction, turn left onto Forest Lake Road. Go approximately 1 km and turn right on Lakeshore Road - follow the signs from this point on to the camp. Alternatively, take Hwy 17 west to North Bay, then take Highway 11 south and exit at #276 (third exit) for Sundridge/Parry Sound. Follow the exit ramp to the right onto Hwy #124 and into the town of Sundridge. After the 2nd set of lights, turn right onto Union Street. Go over the railway tracks and at the T-junction, turn left onto Forest Lake Road. Go approximately 1 km and turn right on Lakeshore Road - follow the signs from this point on to the camp.



# GLEN BERNARD CAMP



## ACCOMMODATIONS

Accommodations will be in shared camp cabins at Glen Bernard Camp. Facilities include flush toilets and hot showers. Please bring a sleeping bag, pillow, towel and flashlight. Tent camping is available on the Glen Bernard property (same cost applies). Please inform us of any special accommodation needs on your registration form.

## MEALS and SNACKS

The Glen Bernard Kitchen will be providing delicious and nutritious meals for the conference. Please outline any dietary needs clearly on your registration form. Coffee, tea, juice and water will be provided at all times in the dining hall. Other snacks will be provided at times indicated. BYOWB! – Bring Your Own Water Bottle. \*\*\*Please note, alcohol is permitted on camp property (BYOB), but no glass beer bottles – cans only please.

## CONFERENCE BURSARIES

Each year the COEO Board of Directors sets aside funds for individuals who require financial assistance in order to attend our annual conference. This year, COEO Alumni have also stepped forward and contributed funds specifically for college and university students who require financial assistance to attend the conference. Those wishing to apply for conference bursary must submit a letter to COEO President, Kyle Clarke - [kyle.clarke@queensu.ca](mailto:kyle.clarke@queensu.ca) with the requested amount and a rationale by September 6, 2013. You will be informed by September 10, 2013 to whether or not you have received funding.

## AWARD NOMINATIONS AND PRESENTATION

Our annual conference is also the time for us to recognize and celebrate the efforts and achievements of COEO members and other outdoor educators throughout the province. Join us after dinner on Saturday evening as we acknowledge the recipients of this year's annual COEO awards. Please consider nominating a deserving colleague or organization – visit <http://www.coeo.org/recognition.html> and read about our five major awards. A nomination form can be downloaded from the bottom of the page.

## LIVE AND SILENT AUCTION

Now an annual conference tradition, we are again having both a Silent Auction and a Live Auction and we still need your help. We are looking for a variety of items to be donated by you or your affiliated organization. We hope to have about 30 items in the silent auction and about 5 big-ticket items in the live auction. We are open to welcoming whatever you have to offer. Past auctions have included donations of: gift certificates, books, organization-related clothing, camping gear, gift baskets, artwork, handmade crafts, etc. Please contact Ruthie Annis - [r.m.annis@gmail.com](mailto:r.m.annis@gmail.com) if you have any potential items you wish to donate. All proceeds from the auctions will go towards future COEO initiatives. The auctions will take place just after dinner on Saturday evening. \*PLEASE NOTE: The Mystery Box will be returning to this year's conference – What's inside it? Who will win it? You won't want to miss this exciting part of the live auction!

## EXHIBITORS

Individuals and companies that would like to market programs, services or products at the 2012 COEO Conference will be able to do so in the Exhibitor Showcase located inside the Glen Bernard dining hall. Members of COEO may reserve exhibit space at no extra cost. Exhibit space is limited; contact Ruth Annis ([r.m.annis@gmail.com](mailto:r.m.annis@gmail.com)) to reserve your spot and avoid missing out on this great communication opportunity.

## ENTERTAINMENT

New this year, COEO will be including an Open Mic night on the Friday evening of the conference. Outdoor Educator, Musician and Funnyman, Steve Salt will be our host and will provide instrumental support, backing vocals, a laugh track, as well as lead a song or two. So feel free to bring your guitar, harmonica, best joke, story or whatever. Also, back by popular demand, DJ Lisa will be spinning the wheels of steel at the dance on Saturday night. In celebration of the conference storytelling stream, this year's dance theme will be come dressed-up as your favourite fairy/folktale character!

## CARPOOLING

As always, the COEO Conference Committee encourages carpooling when possible and will help facilitate this by organizing a list of drivers with available space in September - please contact COEO Conference Organizing Committee Co-Chair Biz Ahrens – [elizabeth.ahrens@tdsb.on.ca](mailto:elizabeth.ahrens@tdsb.on.ca) if you require a ride or are willing to offer a ride to someone else.

## REGISTER TODAY!

Regular/Organizational Member \$225

Student/Retiree Member \$195

\* Membership: Registrants for the 2013 COEO Conference must hold a current COEO membership. Memberships run September 1st to August 31st. Membership fees may be included with registration. Membership information can be found at [www.coeo.org/membership.html](http://www.coeo.org/membership.html).

Registration can be done online or by mail. Download a copy of the 2013 COEO Conference Registration form by visiting the COEO website. Register online through COEO's website and use your credit card or PayPal account to make payment through PayPal's secure payment portal.

**ATTENTION: Organizational Members.** Unfortunately our online registration system is unable to process multiple registrants under one membership. An organizational membership may be purchased online along with the conference fee for one attendee, however the subsequent second or third individual attending under an organizational membership must register by mail. Alternatively, your organizational membership and multiple conference registrations can all be made through the mail.

## GROUP DISCOUNTS

Hey students and other groups, are you planning to attend with a group of five or more? Group discounts are available. Contact Margot Peck at [peck\\_margot@durham.edu.on.ca](mailto:peck_margot@durham.edu.on.ca) for more details. Groups must register together and pay with a single payment.



## COEO MEMBERSHIP AND CONFERENCE APPLICATION FORM

**You must hold a current membership with COEO to attend the conference.**

Memberships run from September 1<sup>st</sup> to August 31<sup>st</sup>. Detailed membership information may be found at [www.coeo.org](http://www.coeo.org).

**MEMBERSHIP:** (US orders, please add \$4. International orders, please add \$12.)

- ☐ Regular \$50      ☐ Student \$35      ☐ Retiree \$35  
☐ Family \$ 60      ☐ Library \$60 (Subscription to Pathways Only)      ☐ Organizational \$125

**I prefer to receive Pathways in:**    ☐ PDF version    ☐ Printed copy thru mail    ☐ PDF and printed (add \$5)

**Personal and Contact Information** (please write neatly):

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Organization (please list ONLY if attending under organizational membership): \_\_\_\_\_

Mailing Address (incl. Box/Apt #s): \_\_\_\_\_

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

Email Address: \_\_\_\_\_ Telephone #: \_\_\_\_\_

Emergency Contact Name and Phone #: \_\_\_\_\_

Dietary needs or preferences: \_\_\_\_\_

Please identify any other concerns (i.e., medical, special needs, allergies, mobility, etc.):

Please indicate the conference stream(s) you are most interested in:

- ☐ Forest Schools      ☐ Adventure Education      ☐ Storytelling      ☐ Fun & Games

### REGISTRATION FEES:

<input type="checkbox"/> Regular <u>or</u>	<input type="checkbox"/> Organizational Member	\$195 (Early Bird*)	\$225 (Regular)
<input type="checkbox"/> Retiree <u>or</u>	<input type="checkbox"/> Student Member	\$175 (Early Bird*)	\$195 (Regular)

**\*Please note: Early Bird pricing is only valid until July 31, 2013. Payment must be postmarked on or before this deadline.**

**PAYMENT:** Cheque or Money Order payable to *The Council of Outdoor Educators of Ontario* (Memo: Conference 2013 Registration).  
Please send this form along with your enclosed CONFERENCE REGISTRATION and MEMBERSHIP fees to:

### COEO Conference 2013 Registration

2631 Concession 7, RR #4  
Uxbridge, Ontario  
L9P 1R4

## KEYNOTE PRESENTATIONS

### Instincts for Survival and Environmental Literacy

*Frank Glew, Environmental Educator and Author*

In this special keynote presentation, Frank Glew, developer of the ever-popular *Instincts for Survival* game will discuss how out of necessity the game was developed in 1972. In addition, Frank will discuss how to extend the experience to higher levels beyond simply playing the game and how outdoor educators using the game can best prepare teachers to take ownership by pre-planning and follow-up. *Instincts* is now used in many different countries around the world and has been documented as having a lasting effect on children. Students remember this game as a highlight out of all their educational experiences. In retirement, Frank became an author of 10 Environmental Education primary books. Each one is an invitation to the out of doors and addresses Nature Deficit Disorder and each title has become a Canadian best seller. His book, *That Chickadee Feeling* has been reprinted 5 times. He will show us how the subtle message of the teaching of nature should be a priority for all parents, teachers and outdoor educators.

*Frank Glew was born in Clinton, Ontario on December 22, 1939. He holds a doctorate in Environmental Education and has taught at all grade levels—kindergarten through to university. He is the recipient of 14 Environmental Education Awards including COEO's Robin E. Dennis Award for his outstanding contribution to the promotion and development of outdoor education in Ontario and Ontario Nature's Richards Education Award for his work in environmental literacy.*

### Outdoor Education in Iceland

*Jakob Frimann Þorsteinsson, University of Iceland*

The Sagas, the Present and the Streams that have formed Outdoor Education. In this presentation, Jakob Frimann Þorsteinsson will share an overview of Outdoor Education in Iceland with a particular focus on the various approaches used (útinám, útivist, útilíf), trends, the main actors, while also discussing Iceland's natural wonders and unique landscape along the way. His aim is to provide answers to initial question of how, why, where, what and when. Jakob believes that the streams that have influenced OE in Iceland are from the east and the west - and form our own culture and nature. The outdoor culture is in a sense "between" different traditions in Iceland; the OE from the west and friluftsliv from the east. These different traditions have influenced what we do, why we do it, how we talk about it (concepts), what we think of it (attitude), where and when it takes place.

*Jakob F. Þorsteinsson was born in 1969 and is a teacher by education with MA in Learning and Teaching Studies with emphasis on Outdoor Education. He has 12 years experience in social and leisure work, taught primary school for two years and since 2004 has taught at the University of Iceland (Education - Faculty of Sports, Social Education and Leisure Studies) and at Hólar University (Rural Tourism). He has been working in a various experiential programs for over 10 years; as a trainer for The Challenge Ltd, and as an adjunct at the University of Iceland where he teaches courses on Outdoor and Adventure Education, Experiential Learning and Life Skills, Outdoor Journeys and friluftsliv and Leisure studies. He has also been a active member in various voluntary organization such as the Scouts, Icelandic Association for Search And Rescue, The Icelandic Youth Association and a local sailing club.*

## WORKSHOPS

### ***\*\*\*Forest Schools: Provisions for outdoor learning in the early years and beyond***

#### **Forest School: An Introduction**

*Jen Mason, Maplewood Forest School*

Teacher and UK-certified Forest School Practitioner, Jen Mason, will share her experience running Forest School programs for preschool to grade 3 students over the last three years. She will describe Forest School, outline its history and benefits, and show a slideshow of photos from the last 3 years of practice. Jen is the Director of Teacher Education and Curriculum Development for Forest School Canada and a Facilitator of the Canadian Forest School Practitioners' Course. Jen will introduce Marlene Power, Director of Forest School Canada who will speak about the course and how it supports teachers in their practice.

#### **Play in the Forest Kindergarten**

*Heather Andrachuk, Carp Ridge Forest Kindergarten*

Participants in this workshop will get a glimpse into what life in Forest Kindergarten looks and sounds like. The play-based approach of forest schools lends itself well to engaging students in learning. Join us to learn about getting wet and muddy, playing games, and exploring the outdoors with young children. We'll discuss how to incorporate math, science, literacy, and art into the social and active day of 4-6 year olds. Photos and videos from two years of a Forest Kindergarten program will highlight some of our favourite moments.

#### **Creating a Rich Early Literacy Program in the Outdoor Kindergarten Context**

*Petra Eperjesi, Tawingo College Outdoor Kindergarten*

In this presentation I will highlight the many unique opportunities for both embedding and explicitly teaching early literacy skills I have found in my practice as an Outdoor Kindergarten teacher. Session participants do not require any specific footwear or clothing, and should expect an informal and conversational presentation, with many opportunities for discussion and questions. Participants can expect to come away from the presentation with a sense of both the possibilities and challenges of teaching literacy outside, an arsenal of concrete strategies for meeting those challenges, as well as a repertoire of songs, poems, and stories.

#### **"If you go down to the woods today" – Sharing Stories in Forest School**

*Heather Andrachuk, Carp Ridge Forest Kindergarten*

While sharing stories can happen spontaneously or as a planned event in a forest school program, it's often valuable to have some "go to" resources. This workshop will focus on (1) storytelling activities, (2) telling stories to share with children, and (3) useful tips and tools for tellers. It is geared towards Primary and Junior aged children, but the ideas and approach are applicable for listeners of all ages. Storytelling can be a powerful way to express emotions, describe experiences, enhance oral language, and also develop listening skills. With an emergent curriculum and a child-directed approach to learning, the forest school environment provides many opportunities for sharing stories.

#### **Primary Inquiry in the Outdoors**

*Annelies Groen, Toronto District School Board*

Outdoor inquiry provides primary students an opportunity to learn from and interact with their school ground environment during the school day. This session will uncover inquiry learning as well as speak to several methods which teachers can practice to develop inquiry in the outdoors. By purposefully planning green space opportunities through the year while weaving curriculum through the season, teachers can develop skills and understanding among students. Outdoor engagement provides a context to gather and organize ideas as well as information for writing, art, and math, while connecting the learner to the outdoors. A case study will demonstrate how, using a holistic approach, teachers can integrate outdoor learning in their year-long plans. Students exemplars and resources will be shared.

### **Around the Fire: Fire Making with Children**

*Kelly McKinney, Forest School Practitioner, Sprout Camp*

Participants will benefit from clear guidelines for introducing students to fire in Forest Schools & outdoor education. Students will come to understand and respect: What fire is, what makes it and how it benefits our wellbeing (while developing character). How to protect ourselves and others from the risks of fires by setting up a 'fire square', using the 'respect position', cooking a meal and extinguishing the fire. Practical tools from Europe, such as a Fire Steel and Kelly Kettle will be introduced to participants. Stories & tea will also be shared.

### **Environmental Impacts of Forest School**

*Bill Goulding, Sustainable Trails*

This interactive workshop will explore how to best "massage" your forest site to accommodate for trails and outdoor learning spaces through proven environmentally sustainable low impact techniques: Case studies presented.

### **Schoolyard Tree Biodiversity Monitoring**

*Ana Maria Martinez, ACER*

By exploring and monitoring trees and forests adjacent to schools, students are encouraged to observe changes in biodiversity in forest ecosystems. ACER's monitoring protocol has a wide range of hands-on activities to connect students to the natural world and to help them to understand key concepts of climate change, biodiversity, science, geography and math. Collecting data incorporates team building principles and communication skills. In addition to this, the data contributes to a community-based research database.

### **Why 30,000 Years Can't Be Wrong and the Bright Future Ahead: A Journey in Mentorship**

*Aaron Rosen, Wilderness Awareness School*

This presentation will discuss the powerful transformations that occurred in myself and in children over the course of an 18-month period at Wilderness Awareness School. During this time I worked as a mentor and mentee in nature education programs with children from the greater Seattle area. I will address the value of rights of passage in creating powerful transformations. My experience with nature education was altered through coyote mentoring, connecting with elders in my community, and fully realizing the benefits of authentic self-expression. This will be a didactic presentation with special attention given to audience interaction and involvement. I will share my experience with the intent of inspiring other nature educators to create stronger communities and build healthy cultures. My journey at Wilderness Awareness School showed me to look at teaching as mentoring and mentoring as only one aspect of a larger cultural context common to the meta-cultures of human society for thousands of years.

### **\*\*\*Adventure Education: Guiding new perspectives**

#### **Putting the Community in Adventure Education - Intentional Program Design**

*Tim O'Connell, Brock University*

Enhanced sense of community is one outcome of many adventure education programs and can contribute to the successful achievement of other programmatic goals and objectives. These outcomes can be maximized by understanding the underlying concepts of sense of community and applying them through intentional program design. This session will briefly overview the theory and research regarding sense of community in outdoor adventure education settings, make recommendations for intentional program design, and encourage participants to share/co-create strategies to enhance community in adventure education settings. Participants are not required to have any specific clothing or footwear. A basic understanding of program design and elementary facilitation/instruction skills would be helpful.

### **Beyond Sitting in a Circle: Exploring Effective Reflection Strategies**

*Kathy Haras and Adam Brown, Adventureworks!*

An effective reflection session can help students make meaning of their adventure experience, consolidate learning, and transfer their insights to daily life. This session will introduce new processing strategies and resources, explain what makes certain techniques effective, and provide guidance for implementing debriefing that works. Whether you are new to adventure facilitation, mentoring staff who are developing their practice, or looking for fresh skills and strategies for your tool box, this workshop is for you.

### **Adventure Education: Opportunities for Personal Identity**

*Marg Wiley, Outward Bound Canada*

This presentation will look to unpack how adventure learning programs can allow for participants of any ability to engage in new personal identities and how a facilitator can empower this transition by providing the opportunity to do so. For example, how adventure can be used as a tool for persons with disabilities to seek an identity as a leader within an integrated program. This presentation will have low impact exercises to open up discussion of facilitator strategies. It will start by briefly looking at theories of fluid identity and how adventure education, by creating a new context of learning, gives way to the exploration of previously unexpected characteristics. Drawing on examples from various programs, discussion participants will then brainstorm techniques for program adaptations. The aim is to cover approaches of integrated adventure program strategies looking at the potential of planning and facilitation such programs.

### **Generations of Adventure Facilitation**

*Val Bishop, Fleming College*

As adventure programming has grown and matured over the past 70 years or so, so too has the role of the facilitator. An individual's depth of learning will be influenced by the approach a facilitator takes in presenting a task. That said, we will explore the 6 generations of facilitation that have evolved, based on the work of Priest and Gass (1997), over the last 70 years, and then we will experience 3 ways to facilitate an adventure based learning experience. Participants should be ready to be active learners in the outdoors – dress for the weather.

### **Adventure Activities you can Take on Trip**

*Adam Brown, Adventureworks!*

Come and experience low prop, high impact adventure activities that will engage participants in learning about communication, trust, and teamwork while on trip. These effective adventure activities will fit into your backpack, daypack, duffpack, or whatever you carry along the trail.

### **Care and Adventure Education**

*Jakob Frimann Þorsteinsson, University of Iceland*

This lecture and workshop explains the theoretical framework of Ethic of Care, by focusing on the work of Nel Noddings, and how it interrelates with the philosophy of Adventure Education. The main question that I am dealing with is: Are adventure based outdoor journeys making suitable conditions for giving and receiving care? Or more common phrased: Can the adventures foster Care? My hypothesis is that outdoor adventure journeys supply the educator with an excellent opportunity for modeling, dialogue, practice and confirmation, as a way to foster care. Built upon an approach from McKenzie and Blenkinsop, (2006) research findings are introduced. They are from an Icelandic outdoor education program called The Highland Adventure Journeys. Few examples from the research are analyzed and related to care for self, care for intimate others, care for distant others - and care for animals, plants and the Earth, for human made environments and care for objects and ideas. At the end, participants will get the opportunity to try and use some of these analytic tools on their own OE experiences.

### **Offering Risk while Managing It**

*Melissa Lindsay, Camp Kandalore*

This presentation will look at the core components and values of wilderness expedition and outdoor education. Through review of a case study – Camp Kandalore - Melissa will explore how to mitigate and manage the risks of the business whilst maintaining the integrity and value of the expedition. This presentation will interactively look at *Adventure Education- Guiding New Perspectives* and re-visit the core values and benefits of Outdoor Education. Then through an example of base programming integrated with extended wilderness expeditions, each member will walk away with a greater understanding of managing program integrity without compromising risk management.

### **Engaging Community in Program Design and Process: Outward Bound Canada's Nunavut Youth Leadership Program**

*Scott Caspell and Lindsay Cornell, Outward Bound Canada*

In this presentation we will look at the Nunavut Youth Leadership Program (NYLP) as a model for community-based outdoor adventure programming. In July of 2012 and 2013, Outward Bound Canada facilitated the NYLP for youth from south Baffin Island communities in Nunavut. This session will look at the specifics of the Nunavut Youth Leadership Program, coupled with discussion and interaction regarding other community, place-based approaches or models for outdoor adventure programming.

### ***\*\*\*Storytelling: Making narrative an imperative in our professional practice***

#### **Story-fire from Sparks & Tinder**

*Zabe MacEachren, Queen's University*

With just a spark of imagination, some tinder of expression and rhythm sticks you too will be able to tell stories that engage your students in subject matter that are only boring when written on a page. Using ideas from Master storyteller Jay O'Callahan's workshop at the 2013 Toronto storytelling festival, Zabe MacEachren will adapt Jay's ideas to the world of outdoor education. Learn how by using just your voice, thoughtful expression and some ecological rhythm, a hot story can be unleashed. You just need your voice and imagination in this workshop in order to unleash the fire from your belly. Be prepared to have your students stand back from the heat you create as your fire grows from words, pauses and well-placed tinder. With just a little know-how anyone, including you, can kindle a fire from a spark, with some tinder and rhythmic words!

#### **Storymapping**

*Shannon Arnold, Evergreen*

Do you think to yourself, "I can't tell stories" or "other people are storytellers but not me"? Well let's change that way of thinking with a little practice. Ease your way into storytelling in this safe workshop and come away telling the story of how it went. Participants will open up the workshop with a few games and tricks to set the stage for some real life practice. The group will be broken down into partner groups to explore some original stories of their own creation. Use tools such as drawings and 'story-maps' of your life and become comfortable with the retelling of your own story. You can take away the key to opening up storytelling to other groups that you work with in your profession. This is a low key activity but participants may want to wear loose clothing to have freedom of movement and play.

#### **Reading the Trail**

*Judy Halpern, The Magic Suitcase*

Join Judy on an adventure through the world of picture books as we travel the trails outdoors. Discover nature's secrets through observations and stories – both oral and written. Take a critical look at what makes a good picture book and how paying attention to both text and illustrations can create opportunities for outdoor exploration. *Reading the trail* will help your students become 'nature-literate'.

### **Interactive Digital Map-Making as Place-Based Storytelling, Engagement and Environmental-Health Monitoring**

*Neluka Leavage, CanadaTrailGuide and modemaps inc.*

Participants in this interactive workshop will gain an understanding of web mapping technology and its potential in education, storytelling and environmental-health monitoring. Following an initial presentation, participants will be guided outdoors on a tour, and using a mobile GPS device with a camera, will track their travel route and geo-locate their experiences and observations as points of interest (POIs). Returning indoors, participants will collectively create a place-based COEO story using interactive mapping software that visually and professionally displays their geo-located journey on-line with photos, commentary and special icons. The workshop will wrap-up with a free-flowing discussion exploring participants ideas on the potential use of interactive digital map-making across various age and demographic groups. Please prepare for a leisurely-paced, conversational tour outdoors that may include travelling on various types of surfaces.

### **Dramatized Animal Hikes - A Year in the Life of a Squirrel**

*Jacob Rodenburg, Camp Kawartha*

Jacob Rodenburg developed a series of dramatized animal hikes for elementary students. This hour and half session combines story telling, drama and hands-on activities helping students to learn more about the natural history of one particular species - in this case "Cone Scaler" the Red Squirrel. Because children tend to remember stories rather than disparate facts (as nature hikes can sometimes be) - the experience is framed by a story of what happens in a year of the life of one Red Squirrel. We forage for food, hide from danger, find nesting cavities or dreys - we raise our young and we try our best to survive. We learn vocalizations, squirrel behavior and how squirrels deal with seasonal change. In addition, Jacob will also share other dramatized animal stories he has developed as part of an ongoing program at Camp Kawartha.

### **Paddling as Place: Using Narrative and Arts-Based Inquiry to Explore Place-Based Learning**

*Erika Bailey, University of Toronto*

"Being place-based has never meant that one didn't travel from time to time...Such working wanderers have always known that they have had a home-base on earth, and could prove it at any campfire or party by singing their own songs" (Snyder, 1990). In our "Paddling as Place" we will discuss narrative research methodology, framed within arts-informed research. This challenges traditional academic dialogue. It invites readers, participants, learners, teachers, and researchers into a generative space of reflection, community and meaning-making. Here, we will explore this approach at the intersection of non-verbal and verbal story-telling, and we will connect it with how place-based experiences inform and impact ecological identity and actions. But don't worry; it's not all research. This will be a playful, creative place to understand how and if intentional narrative can unfold into possibilities across varied workplaces and spaces. Bring your stories and ears and hearts. No hiking boots required.

### **Lakes of Change: Using Autoethnography as a Method for Weaving Personal Experience into Evocative Narrative**

*Emma Brandy, University of Edinburgh and Trails Youth Initiatives*

This presentation will explore the method of autoethnography as a way to weave our personal experiences into evocative narrative. My Masters research focused on uncovering my own stories from a wilderness canoe trip in Ontario and I found that in recognizing the importance of these stories, I was able to recognize my passion for outdoor education. In this presentation, I will start by sharing my own story of outdoor education in Ontario, of travelling to Scotland to complete my Masters, and of returning to my homeland. I will encourage participants to uncover their own stories connected to nature and the outdoors through sharing and writing exercises. I will share excerpts from my autoethnographical Masters dissertation, which is a rare method of research within outdoor education. I believe that uncovering our own stories and reflecting on them within the greater social and environmental context is imperative for our professional practice. Please come with an open mind. The level of activity involved will be low. No specific clothing or footwear required.

### **The Written Word: Capturing Our Stories in Print**

*Connie Kavanagh, Royal Botanical Gardens*

Aspiring writers and editors will have the opportunity to share their own stories and poetry, and to review and critique the work of others. Participants should bring 2-3 hard copies of their own writing (short pieces or excerpts of longer works) that they would like to further develop, for peer consultation during the workshop. Notebook, pencils and clipboard are recommended.

### **Narratives of Contested and Communal Natures**

*Bryan Grimwood, Maria Legault & Taylor Stafford, University of Waterloo*

For some time now, outdoor education practitioners and researchers have acknowledged “nature” to be a contested concept with multiple meanings, experiential effects, and social and cultural influences. This understanding, however, has not deterred the field’s widespread respect for nature as a space that nurtures deep place-based relationships and learning among individuals and communities. The purpose of this presentation and interactive workshop is to share, unpack, and deliberate the stories that we tell ourselves as outdoor educators about nature. Narratives and photographs derived from research spanning urban, rural, and Arctic natures, and comprising the diverse perspectives of children, Inuit, canoeists, and hikers, will invite COEO delegates on a collaborative and critical journey to articulate the place of nature, and the role it plays, in outdoor education and our exceedingly complex and dynamic world.

### **Out of the Nothingness!**

*Amy Dickerson & Susan Terry, PEACE School*

The purpose of our workshop is to explore and engage in interactive story telling in a natural setting. We have chosen to retell the Ojibwa Creation Story, as the meaning of life is understood through their comprehension of Creation. This presentation will illustrate the story via an interactive, hands-on telling technique to embody the interconnectedness of all things and our place on this Earth plane. Participants will be given opportunities to meditate upon their own personal narrative and the role they are playing this lifetime on Earth. The Vision Quest helps to provide spiritual guidance and purpose; in these times of fast food and busy scheduling we sometimes step off the path, lose direction and forget the true meaning and purpose of our life on Earth. It is important to remember to connect with our whole being, to bring about a sense of balance, peace and harmony, as well as connect with each other and recognize the great healing energies of Mother Earth. Coupled with a meditation, this mini Vision Quest will help us to engage, reconnect and share our own personal narratives. The workshop will wrap up with a Native Circle, with the passing of the talking stick, for each participant to share his or her own vision and personal narrative.

### **Fill Your Head with Stories**

*April Nicolle, Equinox Holistic Alternative School*

As one of the founding members and the Storyteller in Residence at Equinox Holistic Alternative School, April brings the oral tradition of storytelling to all elements of the school curriculum. In this fun, interactive workshop, April will reflect a wide range of different storytelling styles through movement, games, and drama. April will cover a series of different topics beginning, of course, with Creation stories, transitioning to trickster tales (featuring Coyote, Anansi, Raven and Fox), moving on to fables from Aesop, La Fontaine, and Da Vinci, and concluding in the land of the hereafter with stories of ghosts, spectres, and things that go bump in the night. Participants should wear loose, comfortable clothing.

### ***\*\*\*Fun & Games: From ecological simulations to everyday silliness***

### **Pros and Cons, Cycles, Eco-Games, Eco-Sketches, Eco-Plays, Enviro-Steps**

*John Jorgenson, Camp Tawingo*

All of these programs involve creative play with language, arts, and physical play. Come prepared to be active and we will demonstrate the uses of some of these activities for every grade level. The programs include some classic eco-games lost on new comers and some novel twists on activities that have been developed recently. It is a great sharing opportunity as well so bring along your favourite props and playthings, if you care to share.

### **There's an "App" for That... Taking your iPad Outdoors**

*Rebecca Vincent, York Region District School Board*

Looking for ways to give your programs a bit of a technological boost? The York Region District School Board's Outdoor Education team has been experimenting with incorporating iPads into their lessons for the past year. Come discover some great "apps" for the outdoors, and experiment with a variety of ways that this versatile tool can be used to enhance the outdoor experience and connect to the Ontario Curriculum - everything from bird identification and astronomy to data collection and storytelling. If you already have your own iPad or other tablet computer, please bring it and be ready to share best practices! We will have additional iPads available for participants to experiment with as well.

### **Going WILD! An Introduction to WILD Education**

*Christine Kelly, Canadian Wildlife Federation*

WILD Education is a professional development program that trains educators to become certified instructors of Project WILD and Below Zero. Participants at this presentation will get a hands-on introduction to the programs by playing games and activities from each activity guide. Project WILD is a K-12 environmental education program used internationally. Below Zero, focuses on the Canadian winter and how wildlife adapts to the conditions of snow and ice. Together, the activity guides feature 150+ indoor and outdoor activities about wildlife and the environment. They support school curriculum in language arts, math, science, social studies, arts education, and physical education.

### **The Weather Game**

*Jerry Jordison, Retired COEO Member*

This game is designed to make learning about weather prediction fun! Students will learn how to classify different cloud formations while participating in the game. The necessary conditions for clouds – water vapor, dew point temperature, and condensation nuclei – will be explored. How falling pressure, rising air, unstable air, cold and warm fronts create different cloud formations will also become evident. As the game progresses, students will experience an exciting review of what causes our weather and how it can be predicted using clouds. Participants should come prepared to be outside.

### **Quest in the Forest: Uniting the Four Elements**

*Marc Fortin, Edge Hill Country School*

"The Quest" is a forest adventure game where brave young souls are called forth to combine efforts and work together to decipher the codes and riddles that will ultimately reunite the four elements and restore harmony to the forest. This adventure game was created for grade 7 and 8 students. Its design allows children to demonstrate their various strengths and value the strengths of others. Teamwork, leadership and communication skills unfold naturally and with minimal adult intervention. After completing the quest, students recount their adventures and describe a true sense of accomplishment and relief. As a group, we will work through the instructions, rules and set-up for this activity. We will then experience parts of the quest and work through two of the riddles and puzzles included in the game, followed by a closing discussion and questions.

### **How to Help Your Students get "an Esteem Bath" Everyday**

*Jim Gear, Retired COEO Member*

This fun and interactive workshop will involve Jim sharing some of the best things he has learned from 21 years teaching Outdoor Education and 10 years in the classroom. Jim will take participants through a series of games and exercises that will: help leaders maximize time on task; help participants develop new friends; help students feel better about themselves; and it will be a lot of fun! Participants should be prepared to be active, to be challenged and to laugh and get to know each other. Jim hopes that participants will go home with skills they can use the next day and for the rest of their career.

### **The Fur Trade Game**

*Cathy Beach, COEO Member and Past President*

This simulation game was originally created by Jan Stewart of the North York Board of Education and a former Past-President of COEO, and then further developed by Cathy Beach. This session will help you to provide an exciting opportunity for your students to explore Canadian history through authentic role-playing experiences as Hudson Bay and North West Trading Company partners, trading furs for goods. This simulation game was originally set up as an outdoor orienteering activity, but it has also been adapted for indoor use at the Canadian Canoe Museum and individual schools and classrooms. Through an indoor mini-simulation, you will gain an understanding of the simulation game itself, historical background, access to bilingual game materials and instructions, classroom activities, and new Ontario Social Studies curriculum connections. Most applicable to Grades 5-7 curriculum.

### **BONUS WORKSHOPS!**

#### **Living Lightly Since 1922**

*Jocelyn Palm, Glen Bernard Camp*

The GBC experience offers tremendous educational opportunities to consider our relationship with the natural world, understanding our impact upon it and taking action to use it wisely. GBC is making the shift to renewable energy sources wherever practical and affordable. The features of the Living Lightly Lab, solar energy installations and composting toilets will be demonstrated in this session. Come be inspired by the "Live Lightly" philosophy!

#### **"Doing the revised Social Studies & Geography Curriculum (1-8)"**

*Mark Lowry, Toronto District School Board*

This presentation will summarize and discuss the new revised Ontario Social Studies and Geography Curriculum (grade 1-8) and how this curriculum will encourage and support critical and creative thinking, experiential and outdoor activities as well as the role of spatial thinking through various mandated geospatial technologies. There will be plenty of time left at the end for questions and discussion.

**...and the list of workshops keeps growing!**

## ABOUT COEO

The Council of Outdoor Educators of Ontario (COEO) is a non-profit, volunteer-based organization that promotes safe and high quality outdoor education experiences for people of all ages. It also acts as a professional body for outdoor educators in the province of Ontario. These aims are achieved through publishing Pathways: The Ontario Journal of Outdoor Education as well as an electronic newsletter, running an annual conference and regional workshops, maintaining a website, and working with kindred organizations as well as government agencies.

## OUR GOALS

To establish and maintain professional practices in the field of outdoor education.

To promote qualified leadership in outdoor education.

To provide opportunities for professional growth.

To promote the multiple values of outdoor education, both within and beyond our profession.

To promote an active environmental ethic as a core value of education.

## OUR VALUES

COEO believes that the direct, hands-on experiences of outdoor education provide many powerful and lasting benefits:

### 1. Education for Environment

Outdoor education directly exposes participants to our natural environment in ways that engender personal connections, knowledge, skills and a lifelong environmental ethic. Outdoor education powers the realization that this ethic is applicable to the very life support systems of this planet, be they found in urban, rural or remote settings.

### 2. Education for Curriculum

The experiential nature of outdoor education relates curricula to real life situations and the complexities of our natural surroundings. In so doing, it provides a unique means of developing critical thinking skills and stimulating desirable attributes such as innovation and imagination. Outdoor education also broadens and deepens the knowledge base of all subject areas, and it can do so in integrated ways.

### 3. Education for Character

The contexts, experiences and interactions of outdoor education provide opportunities for both personal and interpersonal growth. This includes the development of individual traits such as confidence, empathy, and a sense of responsibility, as well as the development of group skills such as effective communication and working together towards a common goal.

### 4. Education for Wellbeing

Outdoor education promotes the lifelong physical, emotional and spiritual wellbeing of participants. It provides safe skill development in outdoor activities that are personally fulfilling and environmentally sustainable. This includes pursuits such as hiking, camping, orienteering, cross-country skiing, snowshoeing, birding, art, photography, nature interpretation, tai-chi, and solo experiences.