

Priest, S. & Ritchie, S. (2023). Summary of textbook chapters. In S. Priest, S. Ritchie & D. Scott (Eds.). *Outdoor Learning in Canada*. Open Resource Textbook. Retrieved from <http://olic.ca>

# Summary of Textbook Chapters

Simon Priest & Stephen Ritchie

Simon Priest was a university professor of adventurous and environmental outdoor learning in Ontario. Internationally, he has been a Dean, Provost, Vice-Chancellor, Senior Vice President, President, Commissioner, and Advisor to a Minister of Education. He has received numerous awards and accepted over 30 visiting scholar positions around the world in outdoor learning. Now early retired in British Columbia, he spends his time hiking, gardening, researching, teaching, and writing.

Stephen D. Ritchie is an Associate Professor in the School of Kinesiology and Health Sciences in Sudbury, Ontario, Canada. His current research and teaching interests are focused on: (1) understanding ecohealth promotion in the context of achieving personal growth and holistic health outcomes through outdoor learning, adventure, and contact with nature, and (2) applying diverse program evaluation approaches in outdoor learning, Indigenous health, and other contexts.

This chapter provides a Summary of Textbook Chapters as they are categorized across ten sections: Introduction, Overview, Clients, Settings, Psychology, Harmony, Safety, History, Philosophy, Teaching, and Leading. We hope that this summary provides, not only a brief overview of the entire body of work, but also a succinct description of each chapter within each section. Our intent is that this will help readers identify specific sections and/or chapters that may be most interesting or applicable to them as it relates to their work, studies, research, or interest. Many of the chapters include content that overlaps with content in one or more of the other sections, so readers are encouraged to explore applicable chapters that we may have decided to categorize in other sections. The chapters in this textbook were written for Canadians, about Canadians, and by Canadians.

## INTRODUCTION

In addition to this summary of chapters across the ten sections, the introduction contains an ex-

planation of outdoor learning and an overview of unique Canadian characteristics, as written by the editors. Read these chapters if you want to familiarize yourself with the nation and discover the definitive branches and fields of the outdoor learning profession. Reintroducing Canada presents interesting facts about the country, some humorous information, and an introduction to Indigeneity: a unique aspect of Canada. What is Outdoor Learning offers international definitions before emphasizing relationships as both a product and a process of outdoor learning. This introduction also explains five relationships and four fields that are defined by a program's purpose of change: feeling, thinking, behaving, or resisting.

## A = OVERVIEW

In this first section, the authors describe the four fields of adventurous and environmental outdoor learning: recreation (changes in feeling), education (changes in thinking), development (changes in behaving), and therapy (changes in

resisting help). In the outdoor recreation field, Robert Vranich, Jerry Isaak, and James Rodger examine Adventure Tourism in Canada, with some history, program comparisons, and a glance toward the future. Glen T. Hvenegaard, Clara-Jane Blye, and Elizabeth Halpenny share the history, benefits, and hallmarks of Nature Interpretation, with some case studies unique to Canada. Morten Asfeldt follows with a chapter entitled *A Beautiful Messy Process: Outdoor Education in Canada*, where both adventurous and environmental branches in the education field are presented from across the nation's schools. Steve Javorski reviews Canadian Adventure Therapy by clarifying the difference between therapeutic and therapy, presenting some model programs, and identifying the special efficacy elements of this field, with suggestions for becoming an adventure therapist. Jonah D'Angelo wraps up this section with a chapter *Identifying the Long-Term Benefits of Outdoor Learning Over the Life Course* that summarizes the positive outcomes from outdoor learning that can accrue over one's lifespan.

### **B = CLIENTS**

In this second section, the authors describe the use of adventurous and environmental outdoor learning with all age groups with a diverse collection of populations served. Carinna Kenigsberg and Jason Cole present ideas for Accessible, Adaptive, and Inclusive Outdoor Recreation, with examples and explanations for the importance of accessibility, adaptability, and inclusivity in Canada. TA Loeffler tackles social justice issues through the use of Universal Design as a Framework to Increase Diversity, Inclusion, Equity and Belonging in Canadian Outdoor Learning. Louise de Lannoy demonstrates the importance of Risky Outdoor Play, especially for healthy child development. Tim O'Connell, Anna Lathrop and Ryan Howard overview University Outdoor Orientation Programs for college-aged students. Jennifer Wigglesworth investigates misogyny and settler colonialism by *Looking for Cracks and Pathways of Resistance through Outdoor Learning*. Debbie DeLancey and Sabrina Broadhead suggest ways of Enhancing Support for Indig-

enous Land-based Programming in the Northwest Territories through collaborative policy development that supports well-being. Jessica L. Spooner expands on this with a chapter on *Collaborating with Community Partners to Develop Specialized Programs for Underserved Populations*. Finally, Ryan Barfoot and Franz Plangger conclude this section with insights on how to go about *Unleashing the Transformational Power of Outdoor Education in Canada* for school children.

### **C = SETTINGS**

In this third section, the authors describe adventurous and environmental outdoor learning in the context of Canadian landscapes and waterscapes. As part of this, they also add some facility-based and location-based programming commonly used in outdoor learning. Hira Shah and Anna-Liza Badaloo present a template for *Fostering a Sense of Belonging in Canada's Parks and Wilderness* with recommendations for reducing barriers to participation in nature. Tara L. Brown looks at the cultural history, therapeutic benefits, and limitations of Forest Bathing with some international and Canadian examples. To prevent damage to the environment, Ryan Stuart outlines the program known as *Leave No Trace: Principles for Ethical Outdoor Learning*. Jean-Philippe Ayotte-Beaudet, Marie-Line Laflèche and Isabelle Goyer examine *Outdoor Learning in Urban and School Settings* with an emphasis on the variety of options for school children. Julia Tashiro discusses *Centre-based Outdoor Education Programs* with examples from the well-known Strathcona Park Lodge and Outdoor Education Centre on Vancouver Island in British Columbia. Kathy Haras takes a close look at one artificial adventure environ: *Ropes/Challenge Courses in Canada*, with a special summary of its Canadian development history.

### **D = PSYCHOLOGY**

One shortcoming of outdoor learning has been its inability to explain how and why it works so effectively compared to other forms of learning. Authors in this fourth section discuss the psychological aspects of experiential learning outdoors.

Virginie Gargano, Justine Pellerin and Roxanne Létourneau begin by Explaining Key Features in Outdoor Therapy and finish with a planning tool that helps practitioners improve their outdoor learning programs by enhancing these key factors. Annie Mouse summarizes the top intrapersonal theories for adventurous outdoor learning and presents the Competence Effectance theory in relation to adventure. Tom Young does the same for interpersonal theories related to Conflict and its Resolution in Outdoor Learning. Simon Priest combines most of these theories to explain A Mechanism of Change for Adventurous Outdoor Learning that details how and why this method works so effectively. Lorie Ouellet and Suzanne Laberge delve into Status and Expedition Group Dynamics with an emphasis on dynamic hierarchies and strategies for achieving status in groups.

#### **E = HARMONY**

In this fifth section, the authors describe elements harmoniously connecting humans with nature. Marie-Ève Langelier, Claudel Pétrin-Desrosiers and Isabelle Bradette, offer their thoughts as physicians on Nature Prescription in Canada as a treatment for some mental health disorders. Jaylene Murray, Nicki Ferland & Marcia McKenzie scrutinize Climate Change Education and Land-based Learning in relation to outdoor learning. Alan Warner suggests strategies for Re-Connecting Children and Youth with Nature for a Healthy Planet. Stephen D. Ritchie, Jonah D'Angelo, Ginette Michel, Sebastien Nault, and Jim Little present A New Holistic Model of Ecohealth Promotion that merges nature and environment with human wellness and planetary well-being.

#### **F = SAFETY**

In this sixth section, the authors describe elements for safely connecting humans within outdoor learning contexts that often include danger. Adventurous outdoor learning is one of the few professions that carefully places people into

challenge situations with purposefully perceived risk and deliberately depressed dangers. These authors describe how to do this. Jeff Jackson sets the stage with discussions of Professional Obligations for Risk and Safety and the personal responsibilities of outdoor leaders. Albi Sole shares his wisdom about Avoiding Catastrophic Accidents in LOAs: Nurturing High-Quality K-12 Programming beyond the usual risk management before an adventure activity or outing. Jim Little outlines Emergency and Rescue Response procedures that should be in effect during the outdoor activity. In the event of a rare catastrophic accident, Ross Cloutier provides ideas on Post Incident Crisis Response. Jon Heshka summarizes Legal Liability in Canada with an emphasis on protecting participants, leaders, and their organizations. Keith Bossaer provides a guide to purchasing Insurance for Outdoor Learning in Canada and suggests the varied coverages for programs to include. Finally, Andre-Francois Bourbeau and Manu Tranquard share their experiences of Surviving off the Land. Given its vast diversity of ecosystems, from the Arctic to the desert, Canada is one of the few countries where survival is essential to adventurous outdoor learning.

#### **G = HISTORY**

In this seventh section, the authors describe topics related to the evolution of outdoor learning. The editors offer a Timeline of Canadian history and the Evolution of Outdoor Learning in the national past. Stephen Fine reviews The Phenomenon of Camping and the Outdoor Experience with consideration for the unique contributions made by summer camping to outdoor learning in Canada. Rob Wallis traces The History of Outward Bound Canada and its involvement in the national development of adventurous outdoor learning. The relatively recent formation of the first national organization supporting outdoor learning in Canada, The Outdoor Council of Canada is described in detail out by Franz Plangger and Albi Sole. Canadians should be proud of the rich history, diversity, and many unique features of outdoor learning in Canada

## H = PHILOSOPHY

In this eighth section, the authors describe the theoretical ideologies about outdoor learning. Sean Blenkinsop begins by making Six Offerings: What outdoor learning might present public education during this time of quite radical cultural, social, and environmental upheaval. The chapter examines the challenge of cultural change in public education and the role outdoor learning might play in this transformation. Christian Mercure builds on these highlights by explaining the Origins and Foundations of Outdoor Learning in Canada with a combination of philosophy and history of contributing organizations. With this understanding, James Raffan identifies the importance of taking risks through outdoor learning in a chapter on Whither Risk in Education: The Moral Imperative of Outdoor Educators. Canada's indigenous philosophy is embodied with *Magic Canoe: An Invitation for Reconciliation from Wa'xaid* by Briony Penn. To avoid misusing indigenous knowledge, guidelines for Interpreting Cultural Appropriation in Outdoor Learning are offered by Nathan Mondor, Steve Cairns, and Thomas McIlwraith.

## I = TEACHING

In this ninth section, the authors describe the means and processes of teaching in the outdoors. Bert Horwood begins with a chapter on Outdoor Education in Integrated Curricula that explains how outdoor learning has been successfully incorporated into secondary education in Canada through integrated programs involving multiple subject areas. Christian Bisson details Outdoor Learning Pedagogy and gives 42 teaching strategies that have proven useful for teachers of outdoor learning. Bryan Taylor takes this one step further with *Best Practices for Outdoor Teaching Excellence* in outdoor learning and by sharing seven principles of great teachers. Grant Linney outlines the importance of *Creating Moments of Awe and Wonder in the Outdoors: A Personal Account* that is critical to enabling impactful learning experiences. Bob Jickling, Sean Blenkinsop and Marcus Morse present *An Introduction to Wild Pedagogies* that offers thoughts

on the role and methods of teaching to influence the way humans relate to and reciprocate with the natural world in modern times. Finally, Bob Henderson shares techniques for *Experientially Teaching Canadian Travel Literature* through outdoor learning.

## J = LEADING

In this tenth section, the authors describe the skills, attitudes, knowledge, values, and behaviours necessary to lead others in outdoor learning. After activity, safety and environmental skills, the ability to facilitate reflection as the means to achieve learning is paramount among outdoor leadership competencies. Beau M. Williams-Orser expands on the requisite Outdoor Leadership Competencies and Training necessary to work as a professional in Canadian outdoor learning. Liz Kirk discusses the expectations and Longevity of an Expeditionary Field Instructor working in an outdoor learning program.

In many ways, Canada may be considered by some to be behind other developed nations when examining state-of-the-art practices for outdoor learning, but we do have an advantage in our efforts toward truth and reconciliation with Indigenous Canadians and toward partnerships with nature for change. In a solution-focused manner, we must do more of what is starting to work for us. While honouring our past work, outdoor learning in Canada is ready for a revolution of new ideas. The ignition for some of those new ideas can be found herein with chapters on indigeneity, decolonization, ecohealth, climate collapse, nature reciprocity, trauma-informed care, racial imbalances, temporary able-bodiedness, and different ways of thinking and acting. We hope you enjoy reading this textbook or any chapters within it, as much as we enjoyed the editorial process to craft a valuable resource that reflects the diverse voices of dozens of expert authors from across this great country of ours.