A Trail to Place-based Service Learning Curriculum

Big Idea
What is the main idea you want your students to come away from the unit knowing?
- Trail stewardship, conservation, sustainability
With the organization of an outdoor club we want students to develop a sense of stewardship, conservation, and sustainability to the trail. In addition to these three key points it is our hope that students will discover a recreational, environmental and educational value from our trail systems.

State Standards/Outcomes
Which elements of the state framework of standards does this unit address? What are the skills and outcomes you are working towards?
- Although our curriculum meets cross-curricular standards, we concentrated on the New Hampshire science standards. Our curriculum meets standards from Earth and Space Science, Life Science, and Science Process Skills
Strands met: Composition and Features, Processes and Rates of Change, Local and Global Environmental Issues, Career Technical Education Connections, Flow of Energy
Recycling of Materials, Change, Observation, new investigations, Collaboration and

Youth Voice
How will you guide your students to express ideas, be involved in project decisions, and evaluate outcomes?
- With thoughtfully planned exploratory activities students will generate ideas, make group decisions, and evaluate their works through surveys or self generated rubrics

Youth Voice
Who are potential community partners that could assist you in this project? What are the potential benefits for your class and your partners of working together?
- Appalachian Trail Conservancy (ATC)
- Appalachian Mountain Club (AMG)
- White Mountains Regional High School Outdoor Club
- Lancaster Elementary School Outdoor club
- Whitefield Parks and Recreation
- Local retail shops for tools, t-shirts, and outdoor gear and apparel, food
- Pemi Search and Rescue (hikeSafe)

Project
What project(s) could your class undertake that would actively engage your students in learning about this theme? What could be the final product be?
- Immediate: To create a quality hiking experience for the outdoor club students.
- Future: Trail used consistently for stand aligned educational purposes as well as open to the community. Creation of wildlife habitats, GPS map of trail, and interpretive brochure.
Activities surrounding the school trail will be the building blocks for future development, training, skills and projects of the outdoor club

Resources
Describe resources (books, articles, materials, supplies) you will use to support this unit?
- Leave No Trace (LNT)
- hikeSafe - Hiker Responsibility Code
- AMC White Mountain Guide
- Topo Maps
- Trailwrights.org
- Last Child in the Woods, Richard Louv
- Place-Based Education, David Sobel

Models
How will students understand where they’re supposed to get? What exemplars of student work will they see? What opportunities will there be for them to critique each other’s work?
- School newspaper submissions
- Local newspaper submissions
- Public Service Announcements
- Hands on science activities
- Hiking Journals
- Morning school announcements

Community Opportunities
What opportunities or needs exist in your school or community that could be addressed by a student project related to your big idea for learning?
- As a culminating activity students will do an overnight hike on the Appalachian Trail which will include a day of trail maintenance. This service learning experience will be two fold since the learning gained on the Appalachian Trail will be applied to the repair of the School/ Community Trail

Reflection
How will reflection be built in to your curriculum and activity(ies)? Reflection for students will be encouraged before, during, and after an activity. Reflections can be constructed in many forms, for example, verbal discussions, written through journaling or poetry, or an artistic means that can show an understanding or a change in knowledge, skills or attitudes.

Project Name: Whitefield Wilderness Explorers
Teacher(s): Donna McCusker, Melanie Brown
Grade Level: 5th - 8th
Time Frame: Ongoing

Your Evaluation of the Unit
How will you evaluate the unit and make note of what worked well and what could be improved? How will you analyze and interpret project outcomes?
- Guiding Questions/ Big Idea
- Standards and Content
- Processes and Skills
- Assessment
- Products and Exhibitions
- Habits of Mind
- School Mission
- Teacher Planning
- Community, Parent, and Outreach

Final Celebration
How will you celebrate the success of your unit and share its result with the school and community? In celebration of the newly formed Whitefield Wilderness Explorers' partnerships and reconstrution of the school/community trail, the club will sponsor a Senior Community Hike Festival. The festival will include:
- Speakers from the various partnerships
- Community members and students will be welcomed to hike their revived trail
- Students will share their experiences that have led to where there are today with the club
- Hike healthy food and drinks will be served
- Surveys to the public will be available in hopes of gaining feedback about the trail

Student Assessment
How will you assess student learning? How will you know if they have met the goals for the established outcomes?
- K-W-L Charts
- Written and oral reflection and discussion
- Planning and Preparation
- Pre and Post Surveys
- Experimental Education Rubric

Essential Questions (Content)
What are the essential questions that will help guide students toward understanding the Big Idea?
1. Why should citizens in our local communities be concerned about stewardship, conservation, and sustainability?
2. What could be the resulting benefits of your care, concern and hard work toward our trail systems?
Big Idea

Trail Stewardship, Conservation and Sustainability

With the organization of an outdoor club we want students to develop a sense of stewardship, conservation, and sustainability to the trail. In addition to these three key points it is our hope that students will discover a recreational, environmental and educational value from our trail systems. With activities developed with state standards, the big ideas will evolve through the hands on experiences on the trail.

The realization of these big ideas would not happen without the tremendous support of our district, administration, and grant awarded to our program from Appalachian Trail Conservancy. In order for this curriculum to happen we needed a setting for discovery. To our benefit we have an old trail system that has gone into disrepair and our school is located in the heart of the White Mountain National Forest. The opportunities for our students truly knowing, and experiencing stewardship, conservation and sustainability are there waiting for all of us to explore.

State Standards/Outcomes

- ESS1.2 Composition and Features
  - Proficiency ESS1.2.S:ESS1:6:2.1 Differentiate between renewable and non-renewable resources.
  - Proficiency ESS1.2.S:ESS1:6:2.2 Describe and define the different landforms on the Earth’s surface, such as coastlines, rivers, mountains, deltas, canyons, etc.
  - Proficiency ESS1.2.S:ESS1:6:2.3 Identify and distinguish between various landforms using a map and/or digital images.

- ESS1.5 Processes and Rates of Change
Proficiency ESS1.5.S:ESS1:6:5.1 Recognize that things change in steady, repetitive, or irregular ways, or sometimes in more than one way at the same time.

ESS4.3 Local and Global Environmental Issues

Proficiency ESS4.3.A Uses of Earth Materials
- ESS4.3.A.S:ESS4:6:3.1 Provide examples of products that man has developed which allow humans to do things that they could not do otherwise; and identify the natural materials used to produce these products.
- ESS4.3.A.S:ESS4:6:3.2 Identify the most appropriate materials for a given design task with requirements for specific properties, such as weight, strength, hardness, and flexibility.

Proficiency ESS4.3.B Environmental Change
- ESS4.3.B.S:ESS4:6:3.3 Provide examples of how to reduce waste through conservation, recycling, and reuse.
- ESS4.4 Career Technical Education Connections

Proficiency ESS4.4.S:ESS4:6:4.1 Understand that some form of science is used in most jobs/careers and that some jobs/careers specifically require knowledge of Earth science.

LS2.2 Flow of Energy

Proficiency LS2.2.S:LS2:6:2.1 Describe how energy is transferred in an ecosystem through food webs; and explain the roles and relationships between producers, consumers and decomposers.

LS2.3 Recycling of Materials

Proficiency LS2.3.S:LS2:6:3.1 Define a population as all individuals of a species that exist together at a given place and time; and explain that all populations living together in a community, along with the physical factors with which they interact, compose an ecosystem.

Proficiency LS2.3.S:LS2:6:3.2 Using food webs, identify and describe the ways in which organisms interact and depend on one another in an ecosystem.

Strand LS3 Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).

LS3.1 Change

Proficiency LS3.1.S:LS3:6:1.1 Provide examples of how all organisms, including humans, impact their environment; and explain how some changes can be detrimental to other organisms.
• Proficiency LS3.1.S:LS3.6:1.2 Explain how changes in environmental conditions can affect the survival of individual organisms and the entire species.

Science Process Skills:

• Strand SPS1: Scientific Inquiry and Critical Thinking Skills (INQ)
• Strand SPS2: Unifying Concepts of Science.
• Strand SPS3: Personal, Social, and Technological Perspectives
• Strand SPS4: Science Skills for Information, Communication and Media Literacy (from ICT Literacy Map for Science, www.21stcenturyskills.org)

**Essential Questions (Content)**

1. Why should citizens in our local communities be concerned about stewardship, conservation, and sustainability?
2. What could be the resulting benefits of your care, concern and hard work toward our trail systems?

With authentic experiences with hiking and trail maintenance, students will begin to draw thoughts towards the big ideas answering the essential questions. A guiding group of advisors will prepare situations for students to desire the chance to become trail stewards. When people invest time and hard work towards a project the result becomes ownership. Students will seek information to conserve the environment surrounding the trails. After assessing conditions on a quality trail versus the school/community trail students will want to conserve and protect their lands as well. Students will educate peers who will come after them to sustain the health and longevity of the School Community/Trail. The sustainability of there work can begin through a peer mentoring program.

**Skills and Habits of Mind**

Student club members will play a big part in generating the ideas for and the planning of projects, beginning first with the outdoor club excursions eventually evolving into service learning projects. Teachers will facilitate, but it is the students who will seamlessly integrate what is learned out on the trail into their academic curriculum. Since our club is still in its infancy, this section will concentrate on the immediate project of creating quality hiking experiences as a basis for trail stewardship, sustainability and conservation. Students will establish a list of the knowledge and skills, attitudes and beliefs, and behavior and actions of an effective citizen focused especially on environmental concerns. What
conditions, environment, dynamics, and skills need to be present to undertake and foster a positive and successful learning experience?

Initial Drive (Aspiration and Motivation) - These are the first components necessary to begin to think about undertaking a successful service learning project. The idea first begins as a dream and then as student motivation kicks in the more serious planning and preparation, both mentally and physically, occurs. Without the elements of aspiration and motivation an adventure of this capacity is not possible. Russ Quaglia designed the Eight Conditions that Affect Aspiration (Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, and Confidence to take action) as a basis to help students reach their fullest potential. He believes that a student’s ability to identify and set goals and to be inspired to work towards these goals has a huge impact on their school achievement. When these eight conditions are present in a learning environment, whether it is in the classroom or on the trail, it makes a positive difference in a person’s motivation, inspiration, and aspirations.

Identify Your Ability Levels (Multiple Intelligence) - Although quite physical, a hike uses more than just physical intelligence. When you are out in the wilderness fending for and relying on yourself and your hiking partners, it is safe to say that you are learning with the whole self. We all learn in different ways and every new situation that is encountered on the trail will be interpreted, digested, and learned from using combinations of different intelligences. Howard Gardner says that all eight intelligences (Linguistic, Logical/Mathematical, Musical, Spatial, Bodily/Kinesthetic, Interpersonal, Intrapersonal, and Naturalist) are needed to live life well. Teachers must focus on all the intelligences and not just the first two that are often the primary concern in the classroom. True understanding comes when one can take knowledge gained in one setting then apply and use it in another. In order for this to happen a student must be aware of and willing to use all of her intelligences. Hiking is thought to be an activity where physical intelligence is primarily used, but if this was the case that hiker probably would not make it up the first mountain or through the first rainstorm.

Nutrition, Safety, and Proper Gear (Hierarchy of Needs) - While hiking, it is extremely important for a hiker to have basic needs met: shelter, water, food and clothing. If this does not happen she will have a miserable experience and probably will not last the first day. Eating right, drinking plenty of water, dressing appropriately, and carrying the proper gear are all essential to keep the progression of the hike going. Once the basics are in check other feelings of safety, acceptance, achievement, understanding, and enjoyment will begin to surface. On the trail it is the little things that matter, bring enjoyment to the day, and make it all worthwhile. Simplicity is bliss. Without the basic needs met it is hard to achieve a sense of fulfillment and motivation to continue on will quickly diminish. Abraham Maslow’s hierarchy of needs was based on two groupings: deficiency needs and growth needs. The lower level needs must be met before moving to the higher level ones. This is very important for teachers who are concerned and invested in having their students develop and use their full potential. These issues must be addressed and met in order for students to
achieve the level of competency and character necessary to succeed in the classroom. Just as the basic survival needs must be met so that a thru hiker can have the motivation to rise each day, accept and take on the challenges it presents, and arrive at her destination for the next night.

**Group Dynamics (Problem Solving and Perseverance)** - Expedition behavior is vital to a positive and successful hike and emotions play a huge part in this. Although most people undertake the adventure with at least one other person, even those who begin the hike alone are frequently coming into contact with other hikers day in and day out and a rapport starts to form amongst the trail community. So not only are hikers going through the good times together, but they are navigating bumps in the road with ongoing problem solving. A hiker is constantly influencing and being influenced by others, using appropriate decision making styles, communicating, planning, and managing conflict. In doing so it is necessary to be supportive, self-aware, show initiative, compassion, and display a positive attitude under adverse conditions. Daniel Goleman's research in brain-based learning suggests that emotional health is fundamental to effective learning and understanding. Keys to achieving this understanding are found in emotional intelligence which encompasses self-awareness, mood management, self-motivation, empathy, and managing relationships. Students who learn how to learn are much more apt to succeed now and throughout life in all types of experiences. This is true while hiking too, so as to appropriately handle each new situation that arises. Both hikers and classroom students should work to know, recognize, and discriminate between emotions and feelings as they surface; handle feelings so that they are relevant to the current situation and reaction is appropriate; overcome self doubt and impulsiveness and set goals; recognize others' feelings; and handle interpersonal interaction, conflict resolution, and negotiations.

**Contingency Plans (Crisis)** - There are bound to be crises big and small on a wilderness outing. A hiker is constantly asking herself, "Who am I and why am I doing this," and for each hike the perception may be slightly different. Issues arise and one must be ready to change plans or pace, modify days, or take a rest. As the hiker aspires and grows over the course of the hike throughout all of its stages, crises are managed differently. Things that may have been hard to bear in the beginning like pack weight, blisters, bugs, and poor weather are accepted, and the skills are in place to deal with more complex issues. Erik Erikson said everything has a ground plan and each part has its time to develop all of the parts to make a functioning whole. Crises provide opportunities to attain personal goals, which people manage differently at different stages of their lives. Schools are definitely not immune from crisis situations and students should be encouraged to develop and use the appropriate skills to handle them. As students and hikers successfully experience and get through different stages of psychosocial and personality development they will be more prepared and insightful for the next level and to continue on to new learning experience
Community Opportunities

Partnering in our region will happen nicely due to our proximity to the White Mountains and the warm welcome that educators received through contributors from Trail To Every Classroom. Through our course work we have been paired with local members of the Appalachian Trail Conservancy, Appalachian Mountain Club, and Resort Sports Network. In addition, teachers and students have been armed with the knowledge of how to reach out to local media, businesses, and community organizations.

As a culminating activity students will do an overnight hike on the Appalachian Trail which will include a day of trail maintenance. This service learning experience will be two fold since the learning gained on the Appalachian Trail will be applied to the repair of the School Community Trail. Whole school efforts will be invited to participate in the reconstruction of the School/community trail which will lend itself to the interdisciplinary opportunities of:

- **Reading and Writing**
  - brochures
  - posters
  - poetry

- **Math**
  - construction
  - materials (amounts)
  - measurements
  - angels
  - weight loads
  - land boundaries

- **Social Studies**
  - local histories and relation to the trails
  - geography
  - map making & reading
  - land boundaries

- **Science**
  - habitats
  - phrenology
  - quality of the different aspects of the environment
  - GPS
  - Identifications
  - Several areas of life and physical science

- **Art, Music, & Physical Education (respectively)**
  - perspective, light, shadow,
  - natural sounds, musical history, making instruments
  - hiking, snow shoeing, cross country skiing
Other areas to consider working with partners can be citizen science, student mentoring, and corridor monitoring. It’s a road map that can be developed to go far and long.

**Project**

*Immediate:* To create a high quality hiking experience for the outdoor club students and to increase continued club membership. We successfully began our hiking club, the Whitefield Wilderness Explorers, in September beginning with an initial meeting to generate interest in the club and draw as many members as possible. After a core group of students was formed we had three consecutive meetings, each one building on the knowledge gained in the previous. We presented information from the Hike Safe Program and Leave No Trace (LNT) programs to prepare our excited hikers. The culmination of these meetings was our first club hike up to Lonesome Lake Hut in Franconia Notch State Park.

This successful hike was followed by individual and group reflection on what went well, where we could improve, comfort levels, student selection of the next hike. It was determined that a quality hiking experience was had by all and everyone was eager for our next outing up Mount Willard in Crawford Notch. Our second hike did not go quite as smooth, but this led to an excellent reflection session where we had an easier time generating ways to improve our areas in need of improvement. Even though the second hiking experience was tougher both physically and mentally, the club members were still anticipating their next adventure.

With winter approaching, we decided to suspend our hikes until spring (with the exception of a few gentle snowshoe outings) due to lack of winter hiking experience and our students’ safety in mind. However, we have planned to continue our meetings on a regular basis to keep the hiking club interest alive. Winter meetings will be geared towards information and skill building sessions on LNT, appropriate gear, packing and layering, Hike Safe, and being safe outdoors in the winter. We also plan to bring community members in to talk about their outdoor specialties, which relate back to our big idea of stewardship, sustainability, and conservation.

*Future:* We see the hiking club as just the stepping stone for further service learning opportunities. Next projects and pathways will lead us to building an awareness of the current state of the school nature trail and foster student generated solutions to promote maintenance and environmental stability. Our trail will be used consistently for standard aligned educational purposes as well as being open to the community. We plan to include the creation of wildlife habitats, use GPS to map the trail, and make an interpretive brochure. Activities surrounding the school trail will then be the building blocks for future development, training, skills and projects for the outdoor club. Trail construction and maintenance will relate to many cross-curricular disciplines such as science, math, physical education and art.
Youth Voice

With thoughtfully planned exploratory activities students will generate ideas, make group decisions, and evaluate their works through surveys or self generated rubrics. The creation of the Whitefield Wilderness Explorers, an outdoor club, gives students a safe and nurturing environment to share thoughts concerns and ideas about group selected activities and the challenges we will face reconstructing the school/community and future activities. Already students have chosen their own club name, hiked two quality trails chosen by the group, and have evaluated their there performance through group discussion. Students were able to have engaging conversations on what went well, what could go better, and what the group would want to do next.

Partnerships and Benefits

Located in the heart of New Hampshire's White Mountains our school has numerous opportunities for strong partnerships with many benefits. Here are some that we have already or plan to use:
- Appalachian Trail Conservancy (ATC)
- Appalachian Mountain Club (AMC)
- White Mountains Regional High School Outdoor Club
- Lancaster Elementary School Outdoor club
- Whitefield Parks and Recreation
- Local retail shops for tools, t-shirts, and outdoor gear and apparel, food
- Pemigewaset Search and Rescue (hikeSafe)
- Leave No Trace
- Littleton School district teachers and students who have benefited from the Trail to Every Classroom workshops and curriculum implementation

Resources

Following is a description of some of the resources we have already used or plan to use to plan and support our curriculum.
- Leave No Trace (LNT) - A stewardship program that combines knowledge and judgment with ethical responsibility. It is a program that promotes seven steps (plan ahead and prepare, travel and camp on durable surfaces, dispose of waste properly, leave what you find, minimize impacts, respect wildlife, be considerate of others) designed to expand the understanding of how we can enjoy the outdoors while protecting the natural areas an the experiences we all cherish.
- hikeSafe – This program promotes the hiker responsibility code which states that you are responsible for yourself so be prepared. The code addresses reaching your destination and returning safely. It says that to have a safe, enjoyable outdoor experience, and help reduce search and rescue efforts you need to be prepared. The hikeSafe program was created to educate hikers of all ages, from first-timers to experienced trekkers.

- The Appalachian Mountain Club’s “White Mountain Guide.” It features more than 500 trail descriptions showing distance, elevation and trip times, six topo maps, and suggested hikes for all ability levels.

- Map Adventures’ White Mountains waterproof trail map. This awesome White Mountain National Forest and four thousand footer resource features AT mileage between points, camping huts, parking and lean-to information, as well as useful information on winter travel.

- Richard Louv’s book, Last Child in the Woods; Saving Our Children from Nature-Deficit Disorder, which indicates that direct exposure to nature is essential for healthy childhood development.

- David Sobel’s book, Place-Based Education; Connecting Classrooms and Communities, which emphasizes hands-on, real-world learning experiences. Sobel stresses using the local community and environment as a starting point to teach concepts in science, math, literacy, and other subjects.

- Trailwrights.org- Trailwrights, Inc. is a non-profit volunteer organization, whose purpose is to promote environmentally sound techniques of trail maintenance and safe ethical hiking practices. To this end, Trailwrights has sponsored hundreds of trail maintenance workshops and hiking/backpacking workshops. Trailwrights has also organized the restoration of the New Hampshire Trails Day program.

**Models**

Students will have the opportunity to understand what they are getting out of the Whitefield Wilderness Explorers hiking club as well as critique each other by working with the media in different forms. Submissions will be made to the school and local newspapers, hiking journals for further reflection will be kept if desired, morning announcements will be made, and hands on science initiatives will be accomplished. Here is an example of a public service announcement for the hiking club:

“The Whitefield Wilderness Explorers outdoor club is making a difference in our community. Do you hear the sound of leaves crunching and children laughing? That's the sound of our twenty club members embarking on their first
outdoor adventure up to Lonesome Lake in Franconia Notch State Park. At the Whitefield School in Whitefield, NH the outdoor club is making a difference in the lives of students, and soon, the community too. By getting outside club members are fostering an appreciation for wilderness opportunities in their own backyards. On the hike students had an opportunity to experience walking on bog bridges, stellar fall foliage, and see an actual AMC hut. If you are a student at the Whitefield School you can become an outdoor club member and enhance your comfort, confidence, and wellness in the outdoors. With the help from a grant from the ATC and matching funds from the school district the Whitefield Wilderness Explorers outdoor club is a stepping stone to community outreach. Future projects include repair and upkeep of the school/community nature trail, more advanced wilderness adventures and participation in Appalachian Trail maintenance. Get out there and get active! Please join our band of happy hikers!"

Reflection

As teachers reflection becomes a natural partner to our instruction. Reflection for students will be encouraged before, during, and after an activity. Students need to be enlightened to the idea of reflection, and to not just administer a quick judgment. Rather there needs to have heart, placed into their thinking. Reflections can be constructed in many forms, for example; verbal discussions, written through journaling or poetry, or an artistic means that can show an understanding or a change in knowledge, skills or attitudes.

Student Assessment

In the initial stages of our hiking club we will have a few different methods for assessing if students have met the goals set out by the club.

- K-W-L Chart – The chart will be used to assess students’ prior knowledge and identify learning goals for the curriculum.
- Reflection – Both written and oral discussion will be used as a means for reflection during and after hikes.
- Planning and Preparation – Student knowledge and involvement will be observed through increased participation in the planning and preparation of outings and projects.
- Surveys – Pre-hike and post-hike surveys will be given to the students as a means to evaluate growth. Eventually the surveys will be student generated.
- Experiential Education Rubric- As our curriculum advances from place based learning to service learning and is tied more closely to out state
standards a rubric will be used to reflect, evaluate, improve and build on each service learning opportunity.

**Final Celebration**

In celebration of the newly formed Whitefield Wilderness Explorers, partnerships, and reconstruction of the school/community trail, the club will sponsor a School to Community Hike Festival. The festival will include:

- Speakers from the various partnerships
- Community members and students will be welcomed to hike their revived trail
- Students will share their experiences that have led to where there are today with the club
- Hike healthy food and drinks will be served
- Surveys to the public will be available in hopes of gaining feedback about the trail

**Your Evaluation of the Unit**

**Guiding Questions**- Questions that guide the design and implementation of our curriculum unit

**Standards and Content**- Evidence of interdisciplinary learning and standards met

**Processes and Skills**- Experiential learning is brought back to the classroom to combine with academic learning

**Assessment**- Qualitative and quantitative measurements of student growth in and out of the classroom

**Products and Exhibitions**- Students produce exemplary work that is used and presented in and out of the school and benefits the school and community populations

**Habits of Mind**- Skills and behaviors learned in the backcountry will be available for classroom use

**School Mission**- Habits of mind are demonstrated in the curriculum documentation, student work, and exemplars

**Teacher Planning**- New and Veteran teachers are able to pick up documentation of the materials and most of the necessary information to teach experiential, place-based, and service learning units of study

**Community Partners and Outreach**- Community partners, resources and students work collaboratively to learn together and improve the local community
"You set the stage for doing something they're uncomfortable with. You know they're uncomfortable with it, and you have to work through that business of getting them to be comfortable with trusting themselves a little bit, trusting their peers a little bit... It's a slow process, but once the people get comfortable with it, then they begin to see that you aren't going to play the role of an expert, except in the sense that you are the expert in how they're going to learn, not in what they're going to learn."

-Myles Horton, We Make the Road By Walking

"A wilderness experience gives kids new opportunities; and it is exposure, in the same sense that a child should be exposed to the arts and sciences. Whether or not it becomes something they choose to master is up to them, but they should be allowed to make a choice."

~ Judie Johnson,
Executive Director
Gunflint Trail Association