



# District Bridges

# Community Bridges

## People

Many local experts willing to share expertise

Organizations: Field Naturalists, Community Bike Assns, Potato House, Success by 6, local media

People: Mark Savard, Mary Forbes, ranchers, mountain bikers, elders, business owners

## Culture

Lots of willingness & enthusiasm to get kids outside

Collaborations between groups are welcome & available

Local people *value* the outdoors (e.g. myriad recreational pursuits)

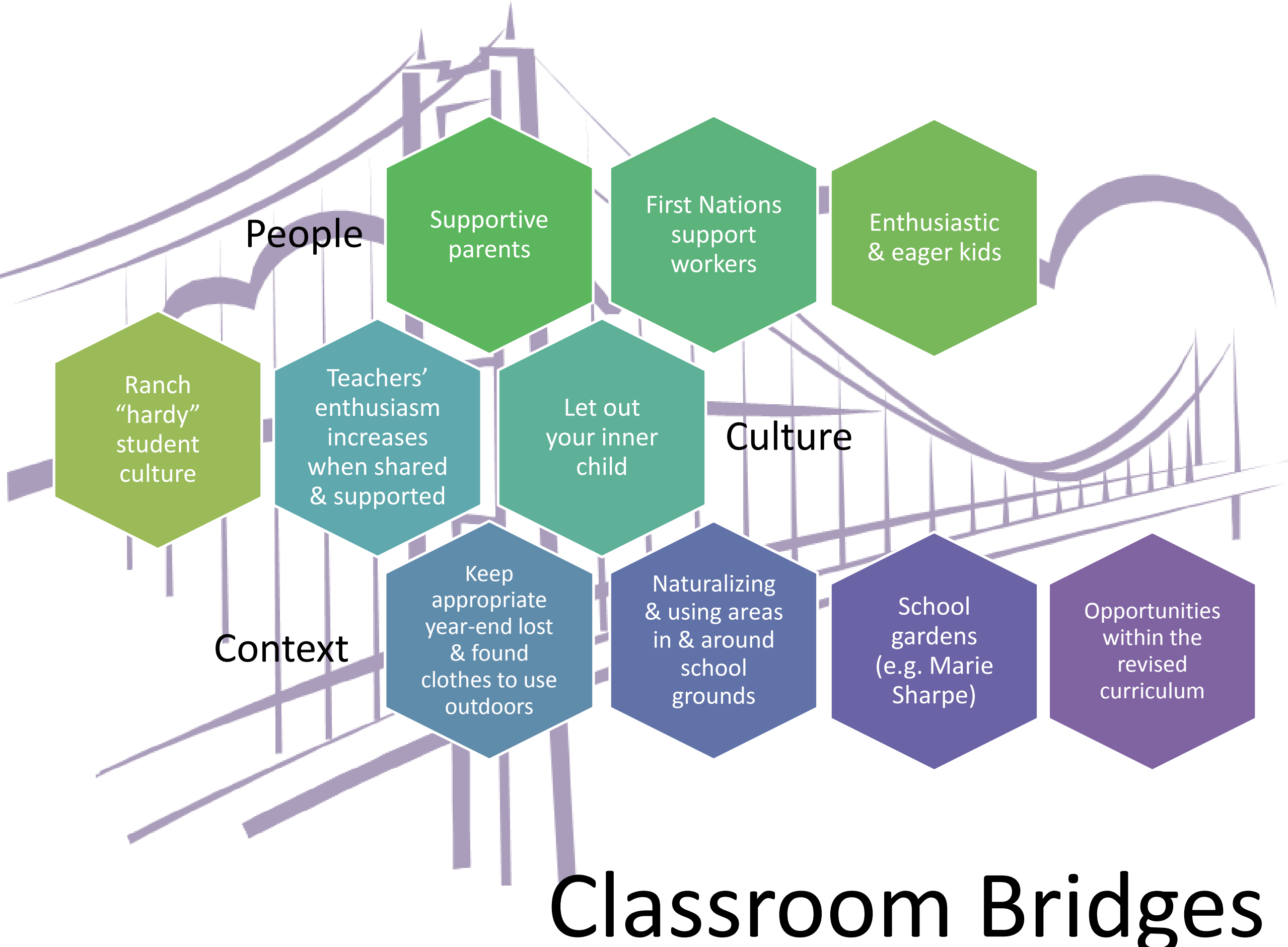
## Context

Easy-to-reach heritage sites & lots of local biodiversity

Local transit available

Places: river valley, Fox Mtn, Scout Is., museum, Gavin Lk., Centennial Park, Parkside Centre. Dairy Fields, Educo, library, Xat'sull, community garden

Events: Nemiah culture week, soccer jamboree, bike to work week



People

Supportive parents

First Nations support workers

Enthusiastic & eager kids

Ranch "hardy" student culture

Teachers' enthusiasm increases when shared & supported

Let out your inner child

Culture

Context

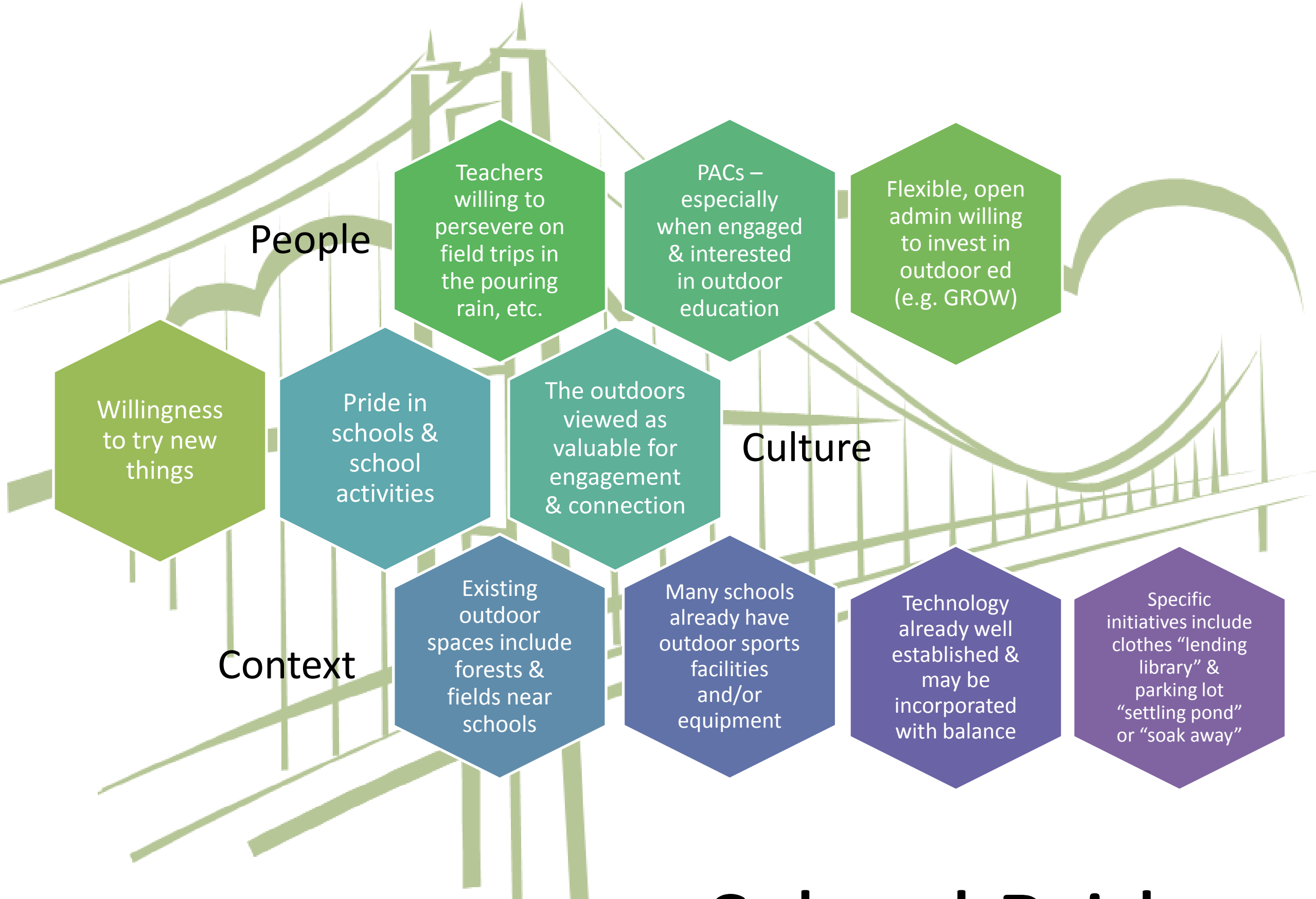
Keep appropriate year-end lost & found clothes to use outdoors

Naturalizing & using areas in & around school grounds

School gardens (e.g. Marie Sharpe)

Opportunities within the revised curriculum

# Classroom Bridges



# School Bridges

Lack of funding for initiatives & infrastructure (e.g. for a dorm at Tatla)

No centralized database to inventory & track lending of available gear & outright lack of some gear (e.g. sat phones)

Low receptivity to alternative models of schooling – high adherence to “tradition” (i.e. “how we’ve always done it”)

Limited transportation options

Indoor recess/lunch during rainy weather

No documentation to share how others have done things (e.g. winter trips)

First aid & safety policies do not promote outdoor education – distorted perceptions of liabilities

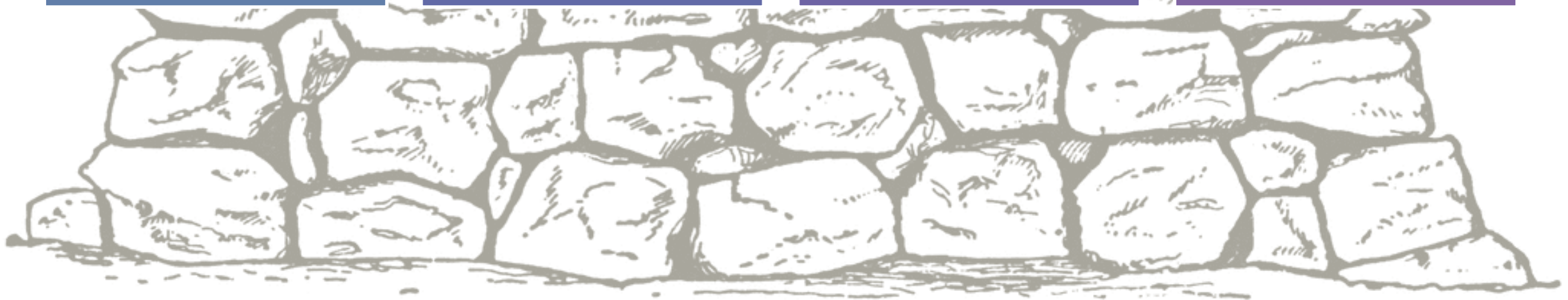
Entrenched beliefs (e.g. regarding conservation and First Nations)

Permission form woes: development for high risk activities needed; how might OE be embedded into district forms?

Little connection between teachers/educators & maintenance (e.g. regarding school yard planning)

Enrollment challenges in rural schools & due to school of choice

Lack of teachers/guides trained to lead activities (e.g. back country skiing)



# District Barriers

Lack of safe sidewalks & crosswalks (e.g. to get to the river valley)

Expensive city buses that do not go to SINC or to places out of town

Car/truck-centric culture

No list of First Nations facilitators/elders to help build connections & bring in local stories

Perceptions of Boitanio park (e.g. its safety)

Racism

Low parental support

Students' lack of appropriate clothing & gear

Grant applications: finding them & completing them

Lack of educational opportunities to share benefits of OE with community/resource sectors



# Community Barriers



Worried/working  
parents

Getting consistent  
support staff time

Lack of proper  
clothing

Chopped up days  
due to scheduling  
trends

Difficult to manage  
physical boundaries  
(with young  
students especially)

How to sufficiently  
support special  
needs & mobility  
challenges

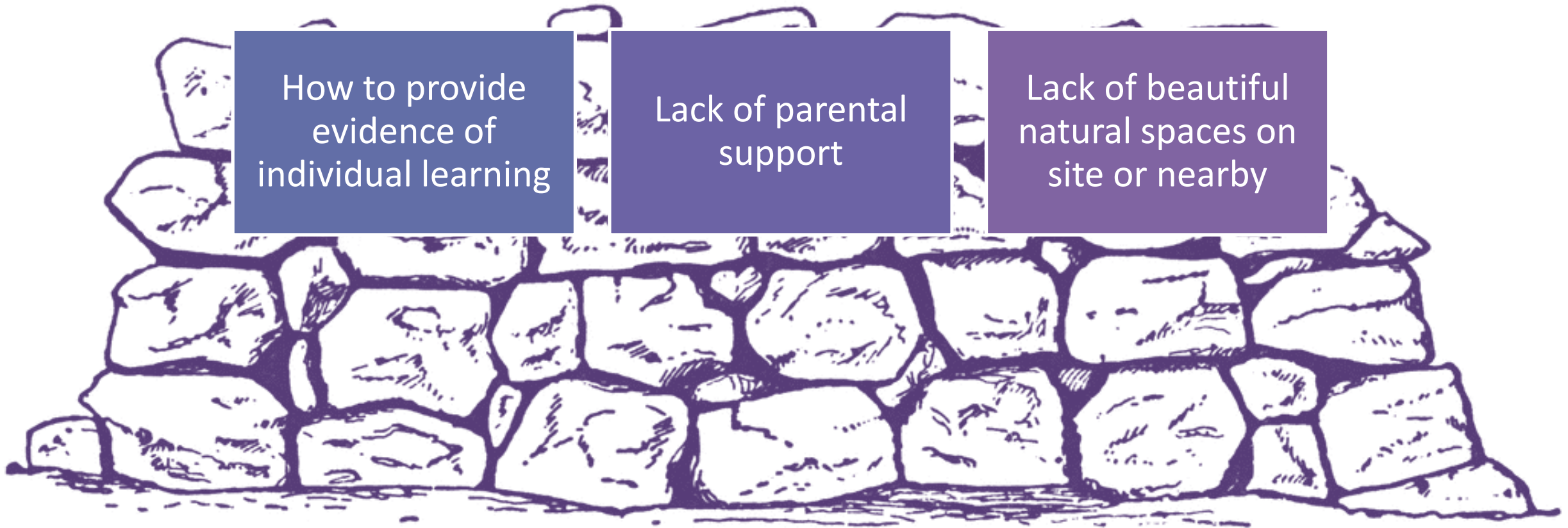
Resistance to  
changing & trying  
new things

Toilet concerns

How to provide  
evidence of  
individual learning

Lack of parental  
support

Lack of beautiful  
natural spaces on  
site or nearby



# Classroom Barriers

Projects that damage or destroy outdoor spaces (e.g. Cataline bus loop plan)

Parents who are “results based” might question educational value

Heavy reliance on technology

Bus costs to get into other parts of the community – community buses do not reach some schools

“Bald” school grounds

Adults who think that being in the rain causes grumpy, wet, irritable children

Resistance from administration

Low parent engagement

Non-standardized, unwieldy liability paperwork

Lack of safe sidewalks & crosswalks in some areas



# School Barriers