



ORTM Student Guide

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Introduction

Welcome to the Outdoor Recreation and Tourism Management at UNBC! Academically, we think ORTM offers two well-rounded degrees, in both their required and elective course content. More importantly, what sets these degrees apart from others is a focus on the principle that the acquisition of knowledge carries with it a responsibility to see that it is responsibly used. In addition to the analytical and practical skills you will gain through the diverse content-base/interaction with other programs, there are also several opportunities provided by ORTM to help refine and prepare you for the 'real' world. By the end, you will be exhausted, but it is worth the ride and will prepare you for a career and life that is for the greater good.

This guide has been compiled as a student project in ORTM 412 – the capstone course before you graduate from either the BA or BSc. Four ORTM students have been involved in the process: Carling Matthews, Darryl Triebner, Jerrica Ginter, and Jessie Stephen. It provides us with the opportunity to share and reflect on our university and ORTM experiences to future students. We hope that you will benefit in learning from our successes and mistakes, and the lessons we have learned while at UNBC. We will provide our perspectives on such key questions as 'How can I get great class marks?', 'What are some tips for time management?' to 'What are some local recreation organizations?' and 'How can we cope with student stress?'

Just remember, everyone's path is a little different....



ORTM 300 Outdoor Lab

Time Management

Being a full-time university student is unarguably stressful, and sometimes it feels like there just aren't enough hours in the day (especially in the last month before exams). This stress can be averted or better managed by making good use of the time you are given. Managing your time properly and efficiently will ensure maximum free time so that you don't get a severe case of the mid-semester blues. Follow these instructions and you will be more likely to have the time to do fun activities like, say, snowboarding, skiing, hiking, socializing, and visiting the Thirsty Moose! These recommendations are some of the best ways to ensure you don't lose your sanity! So get organized, schedule your time, and follow our simple time management tips.

1) Write things *DOWN!*

Your schedule is hectic and you are BOUND to forget things, some more important than others, so get a free UNBC calendar from NUGSS and fill it out! This way you can see an overview of when your midterms and assignments are and better plan for busy weeks (or months). If you are a list person then make a list with the most important tasks at the top.

2) Use time *WISELY*

So you have some free time between classes? Use it! Read over notes from a previous class or start an assignment that's coming up. Studying an hour between classes 5 times a week is way better than studying for 5 hours over the weekend. Studying on the bus is also a good way to create free time for visiting friends later!

3) Prioritize *EVERYTHING!*

Prioritize your assignments to ensure that you direct your effort to what actually matters most. Do this for both school and your general life; is it more important to clean the shower or study for your midterm tomorrow? Some tasks can wait, others cannot.

There is bound to be a point in your university career when you are so overwhelmed with assignments that you do not have the time to complete everything. When this happens first take a deep breath! Good, now remember that your professors are there to help you, not ruin your life. You can always e-mail or arrange a meeting with your professors to see if they are willing to extend your deadline. They are human too, so explain your situation to them, and usually they are quite understanding. If you run into a situation where late assignments will not be accepted, decide which assignment is more beneficial to you and then simply accept that you are not a super being.

3) Find the right time

We all work more efficiently at different times. Find out if you are a morning, afternoon, or evening worker. If your brain handles writing better in the morning, set time aside to write in the morning and don't wait to do it until late at night.

4) Switch things up

If you are growing tired of an assignment and are no longer being very productive, switch to a different task. Switching from memorization or reading to researching or writing can keep your mind on its toes and reduce your fatigue.

5) Break large tasks into smaller ones

For example, if you have to write an essay you can break the task up over time. Try picking a topic one day, researching over a week, forming your outline one day, and then spending a week writing the paper.

6) Take little recovery breaks

There is nothing worse than sitting down to pump out an assignment or paper all at once. Instead, take short 10-30 minute breaks to give your mind a rest. Additionally, take breaks to spend time with your friends and family. Drowning yourself in schoolwork can be efficient up to a certain point, but inevitably you will lose your drive for work and start producing poor quality work. Make sure you take time out for the sake of your sanity!

7) Take time for yourself!

University can be extremely stressful at times, and leave you feeling like you have no drive to go to class or work on assignments. Trust me, we all get there. As much as you may want to throw the towel in, you spent way too much time and money to give up now!

The best way to keep yourself motivated and avoid resenting your degree is to take time for yourself. We always make school and work a priority and often forget about making our mental and physical health a priority. Make sure that you take the time to be active, visit with friends and family, and do the things that make you happy.

SPECIAL TOPIC: 'How do you manage work and school?'

Like many other students, I have maintained a part-time job while in school since my first year @ UNBC. All three were on campus, the first was at the Sports Centre and the last year has been at the Library and Regional Operations. I like working on campus because it is convenient (I don't have to drive to a separate location), the schedule is flexible, and I can fit my hours in between classes. The wage is mediocre, but I have a stress-free job and extra money to buy good quality food, and go on trips during Christmas and Reading Break... usually to ski. It seems counterintuitive, but I find that working provides a structured break from school work, and that I use the time that I do have for homework more constructively. As a result of working part-time and applying for scholarships/bursaries, I am going to graduate with no debt, which is a BIG bonus! Whether you work 4 hours a week, or 10 hours a week, it all adds up, and for me it has worked well.

Some of the key aspects of managing work and school are to choose a job that you enjoy and that isn't going to increase your burn-out; be aware of your limits with how many hours a week you can work, and adjust accordingly. Something I would have changed about this experience would have been to cut about 4 hours of paid work a week and use that time to volunteer with something ORTM-related.

You can do it! Stay organized, know what's coming, be prepared and take responsibility for your life.

Group Projects

Several classes will have group projects – both ORTM and non-ORTM courses. Sometimes, you will not be given the choice of how many students can be in your group, or who they are. Issues will arise, and you will need to learn to deal with them constructively. These are some of the aspects of group projects I have found frustrating, and things I have learned to help deal with them.

Why can group projects be so frustrating?

Social Loafing is said to occur when people exert less effort to achieve a goal when they work in a group than when they work alone. As a result, groups can sometimes be less productive than the combined performance if each person worked individually.

Effect on group numbers who are not lagging:

- 1. You end up doing twice the amount of work than you should.**
 - Frustration is unavoidable if you take this approach. Self-pity and complaining doesn't achieve much though. It is wiser to try and avoid this in the first place.
- 2. You reduce your effort in order to avoid pulling the weight of the fellow group member.**
 - It is easy to slip into this habit, but it really is the worst possible solution. Seek to fix the problem constructively, and always make your best effort.

Ways to Avoid Issues 1 and 2: *Coordination & Motivation*

The two main ways to avoid these issues involve increasing the motivation of individual group members or improving their coordination. Aspects of these include:

Group Size As the number of people in the group increases, people tend to feel de-individuation. They feel dissociation from individual achievement and less personal accountability, resulting in less exerted effort.

- **Groups of two are best**, groups of three can work, and groups of four are even trickier, even if the group of four are all friends and all good students. Unfortunately, group composition and size is often set by the instructor. If this is the case, here are some tips:

a) Motivation

- Sometimes, people just need some encouragement and need to know that their work is of value. People can feel intimidated or that their effort would not be acknowledged if put forth.

b) Rules

- It may sound extreme, but if you are in a large group, setting some ground rules at your first meeting can solve a lot of issues. Here are some examples:
 - **Social Loafing** Talk about it and avoid it.
 - **Deadlines** Set them and meet them.
 - **Equity** Someone will naturally begin the scheduling, but having someone different lead the meetings, compile the work etc. can help one person from silently assuming the role of doing everything and having a higher workload.
 - **Focus** Staying on topic during your meetings (minimal personal discussion), and being effective in getting work done. Sometimes it is a better use of time to have a short meeting then split up complete the work individually, sometimes it is better to do it together in order to exchange more ideas.
 - If things get really bad, talk to your professor about the issues the group is having.

Field School

One of the practical sides of the ORTM degrees is a required field school that takes place sometime between May and September every year. You must take this course the spring before your final year of school or earlier if you are able to. This is many students' most memorable experience of their entire time at UNBC and in ORTM. Here are two different perspectives from Spring/Summer 2011.

ORTM 333

This field school was based in Haida Gwaii, B.C. and provided me with new skills and training in facilitating outdoor leadership workshops, sea kayaking, deer fencing, survival skills, and working within dynamic team settings. I learned a lot about myself during this

outdoor experience and overcame challenging obstacles by applying the skills I learned throughout the field school. The friendships and networking opportunities gained will last a lifetime.

Lessons learned

Pack Light! The first mistake I made was packing a duffle versus a backpack! The checklist recommended bringing either or but definitely bring a backpack. I learned the hard way and had a hard time carrying my stuff throughout the field school. My duffle bag was extremely heavy because I brought full bottles of shampoo and body wash and books and too many clothes. In reality when traveling these types of expeditions a person only needs three changes of clothes. A fleece liner for your sleeping bag is ideal on cold nights; the worst is being cold at night and not having a proper sleep. **Pack soul food:** stock up on protein bars, chocolate, nuts, and I even brought a big bag of cheezies. I also bought individual instant coffee packets and this saved me for four days when the team forgot the coffee at camp.

Try to finish as many projects as you can before the trip begins, one assignment is usually a paper and many of us were still writing the day the project was due in the hostel versus enjoying the sites.

Get tips from your instructors on how to set up your tent and tarp. My instructor, Pat Maher, is the ultimate camper and he showed me how to set up my tarp under my tent so rain would not flood through while we slept. That little tip saved us numerous nights because all it did was rain in Haida Gwaii. Dry bags are a great investment for trips that involve water! I will never go camping without a dry bag after this field school. One night it rained so hard my entire duffle bag and all my belongings were SOAKED!

Biology 333

This field school was in Panama in Central America. It was definitely an INTENSIVE field school.

Schedule

No days off (maybe 2 at the end), 6 hours of lab work a day, in addition to a lecture and homework every evening. This left little free time, so for anybody expecting to go to Panama for a "vacation" they have another thing coming.

Labs

There are two 3 hour labs each day in addition to a lecture. Labs varied immensely from studying hard and soft reefs, starfish abundance, forest diversity, intertidal zones, crab behaviour, leaf cutter ant behaviour, bat caves, poison dart frogs, and mangrove forests. Lab write ups were required for the majority of labs as well as a final independent study approximately 10-15 pages in length. Through the entire field school you will also be

expected to keep a detailed field journal which is submitted for grading upon departure home.

Accommodations

The field station was quite rough with all the girls staying in one open room. It was an open room, open as in there is a bug screen for windows and a tin roof over your head. There were small old bunk-beds with bug nets (some torn so bring your own) and that was it. Washrooms consisted of three stalls for toilets (one was always plugged because people flush their toilet paper) and three showers. The showers were always cold and sometimes ran out of water (there was a small rain water back-up).

Food

All meals were provided. Mainly we ate eggs, pancakes, rice and beans, tomatoes and cucumber. Not a lot of selection but enough to get you by. Snacks and beer were available for purchase (very cheap). Water was warm and from a filtered jug outside.

Experience

Expect the experience to be challenging. Days are long, the work is hard, and the weather is blistering hot. The bugs are relentless and leave you looking like you have a severe case of chicken pox. Expect to encounter many spiders, sand flies, wasps, and fire ants. In addition you will get no alone time for the entire experience. On the up side, you will feel a HUGE sense of accomplishment when it is over and make some great friends. There are some fun experiences thrown in there that just barely keep you sane (tree climbing, hot springs, snorkelling, petroglyphs). Even though the field school is physically and mentally exhausting and challenging, it is an amazing experience and if you can suck it up and tough it out you will remember it as just that.

Class Scheduling

Class scheduling can be accessed through your student login account www.unbc.ca/login. Students will find access to their student detailed schedule (includes class room number, class instructor, email, time and dates of classes), week at a glance provides students with a visual of their school week (includes time, date, and class room number). These two documents are great resources throughout the semester and printing copies and keeping them in your binder is a good idea.

Each semester it is a good idea to meet with your academic advisor to clarify your degree requirements and to confirm which courses will be available in the next semester. This can be done through email or phoning the academic career centre for an appointment or during drop-in times.

Meeting with an academic advisor at the beginning of the semester and at the end of school year is a great way to keep you on track with your goal of completing a degree. Make

an appointment at the end of August to avoid the long line-ups! This was always a great time-saver because the beginning of the semester is always hectic.

It is always a good idea to enrol in at least five courses at the beginning of the semester and attend all of the classes during the first week to gain an understanding of what will be covered over the semester and meet the instructor/professor. This is a helpful approach to determine the workload you can handle and if you enjoy the professor's teaching method. If you decide to add or drop a class make sure you do this before the add/drop days! Make a note of these important dates in your agenda. There are two add/drop dates: add/drop without financial penalty and add/drop day without academic penalty.

It is also a good idea to talk the one or more of the ORTM professors about what courses you should take, as they often know much more about the course content than the advisors, and know more about future employments prospects and requirements.

How do you decide what courses to take?

Deciding what courses to take (other than the required courses) is a really important decision. It's a tough question to answer, as it really depends on several things, including your life goals and career objectives. Each person will take a different suite of courses, as they have different perspectives and objectives.

Of course, sometimes students tend to choose courses based on more practical concerns, such as the time of day or days it is offered (who wants to take a Friday course?!?), and who is teaching the course (e.g., a professor you like or don't like). We've all done that, but it's important to think of the big picture too. If your career objectives suggest a certain course might be useful for you, then it's in your best interest to take the course, even if it is scheduled for a bad day/time or with a professor who isn't your favourite. Again, sometimes it's useful to talk to the ORTM professors to try to figure out what courses might align with your career aspirations. Whatever you do, make sure you try to be strategic in choosing your courses, trying to pick courses that will help you once you graduate. The possibility of doing a Minor is also something you should think about in first and second year, as this is another way to try to strategically choose a suite of courses that will help you maximize employment prospects after you graduate!

Word to the Wise: Try to take your courses in their prescribed year (e.g., 100 level courses in first year). Courses are scheduled by the Registrar's Office into time slots based on their specific year; that is, all required courses at the 100, 200, 300 and 400 will never have scheduling problems. Once you try to take a course from two different years (e.g., 200 and 300 level), there may be time conflicts between classes. The more you deviate from the normal progression of courses, the more numerous and major your time conflicts can be, which can set you back in graduating on time. Having to wait another year just to take one or two courses at the end of your degree can be very frustrating (and expensive). Furthermore, waiting to take a first or second year course in your fourth year to have an 'easy class,' may not work out as well as you think. You may find the course extremely boring and way below your knowledge level. Disinterest in an easy class (or, conversely,

too difficult content in an upper-level course) can lead to poor grades! You really do get the most out of the course by taking it in the correct year. Meet with a professor or your advisor to map out a plan of when you will take classes to avoid these annoying problems!

Note-taking

With the increased access to technology and electronic media these days, it is important not to lose your focus on the subject. Also, remember why it is you are taking notes in the first place and don't just take notes because you see other students doing the same – you need to be intrinsically motivated to effectively take notes. Ask yourself “Do I need to take notes to feel like I have accomplished something?” or “Do I need to study my notes like I have accomplished something?” Whether you prefer the traditional 3-ring binder, or have opted for a paper-free means of recording and organizing information, following these helpful hints and tips will keep you on track with your note-taking.

- **Write now, organize later!** Especially if there are abbreviations, acronyms, definitions or difficult concepts that you need to revisit
- **Headings and sub-headings** will make it easier to look back on your notes when you are reviewing or studying
- **Find the key points** in the text or lecture and decide what is important enough to write down – avoid taking notes that are too lengthy or mirror information on the slides.
- **Draw or sketch** tables and graphics that you come across so that you have a good recollection and better grasp of the topic. Added creativity goes a long way!

Please, whatever you do, **do not use a highlighter in a textbook.** Books have a long shelf life (literally!) and are usually passed on from user to user. Respect the next potential user by keeping your textbook neat and free of markings. If you must, penciling in notes and comments here and there would be better because it can be erased by the next user.

Finally, don't be afraid to ask other students to see their notes. This might help you see how other students stay organized and you might see some information that you may have missed as well.

Volunteer to be a note-taker for the Access Resource Centre

Often in the larger non-ORTM courses there are students with disabilities who are unable to take notes. The professor will ask for a volunteer note-taker for this person. Saying yes to this opportunity is a great for combining volunteering with schoolwork, and

can make you more accountable as you become lazier in the semester to take notes and take good notes!

Bonus of Note-Taking: it also helps you stay awake in class ;)

The Importance of Proper Language

There is no need to sound like a character in a Jane Austen novel when you speak; however, awareness of your speech and thought is necessary to develop your oral and written communication skills, and your analytical thinking. Our use of language in everyday life has rapidly declined in the technological age. In 1999 David Orr, a prominent character in the conservation and field, coined the phrase 'Verbicide,' to describe this trend in an essay of the same name. At the beginning of his composition he tells a story about one of his students...

He entered my office for advice as a freshman advisee sporting nearly perfect SAT scores and an impeccable academic record – by all accounts a young man of considerable promise. During a 20-minute conversation about his academic future, however, he displayed a vocabulary that consisted mostly of two words: cool and really. Almost 800 SAT points hitched to each word. To be fair, he could use them interchangeably, as in “really cool” or “cool...really!” He could also use them singly, presumably for emphasis. When he was a student in a subsequent class, I later confirmed that my first impression of the young scholar was largely accurate and that his vocabulary, and presumably his mind, consisted predominantly of words and images derived from exposure to television and the new jargon of “computer-speak.” He is no aberration, but an example of a larger problem not of illiteracy but of diminished literacy in a culture that often sees little reason to use words carefully, however abundantly. Increasingly, student papers, from otherwise very good students, have whole paragraphs that sound like advertising copy. Whether students are talking or writing, a growing number of them have a tenuous grasp on a declining vocabulary. Excise “uh...like...uh” from virtually any teenage conversation, and the effect is like sticking a pin into a balloon.

In the past 60 years the working vocabulary of the average 14-year old has declined from 25,000 words to 10,000 words

Indeed, we can all attest to this decline. Why is it?

- This is a decline in not merely numbers but in the capacity to think.
- This decline has to do with large issues such as philosophy, religion, public policy, and nature. On the other hand, vocabulary has probably increased in areas having to do with sex, violence, consumption, and technology.

- We are losing our capacity to say what we really mean and ultimately to think about what we mean. “That sucks,” for example, is a common way to announce displeasure about any number of things that range across the spectrum of human experience.

Application

This trend applies to your success as a University student as one of the objectives of post-secondary education is to develop your capacity to communicate well. A great way to mature these skills, is to review the assigned readings for classes (at least some of it), by reading good non-academic literature, and by keeping up-to-date with current events (CBC plug!). Increasing your knowledge about a topic will enable you to speak about it with intelligence. Application of these principles is not limited to, but can also be applied in these areas:

- Everyday conversations
- Emails/meetings with professors
- Classroom discussions
- Essays and assignments
- PowerPoint Presentations

Writing an Essay That Will Blow Your Socks Off

Oh great, another step-by-step guide telling you how to write an essay. WRONG! This is the super amazing, straight from the sleep deprived, crazy eyed, “lets get this thing written already” students just like you! The only difference is that we have gone through the exhausting process so many times that we pretty much write them in our sleep by now. LET US HELP YOU! Follow these instructions and writing your essay will seem a million times easier than if you tried tackling it without our help. So seriously, get past the learning curve with style, grace, and ease, so that you can not only write a better paper, but you can use the extra time to do something fun! Cheers!

1) Pick a Topic

➤ *Topic has been assigned*

Think about the kind of paper you are expected to produce. Is it more appropriate to write a general broad overview or a specific analysis? If you are to write a specific analysis you may need to narrow your essay to a subtopic.

➤ *Topic not assigned*

Well aren't you lucky! You get to write about something that actually interests you! Or is this a trap? Well it can pretty much go either way. Think about the purpose of the essay; persuasion, literature review, analysis? Make sure your essay serves its purpose.

- **Brainstorm** Think of topics that interest you. If you find this difficult, go to <http://scholar.google.com> and research recently published articles to find out what the current “hot topics” are.
- **Evaluate potential topic** Try to choose a topic that you find interesting. If you are writing a literature review choose a topic you are relatively well-informed with or that has a lot of literature to cite. If you must persuade, choose a topic you are somewhat passionate about. If you want to gain attention, choose a controversial topic or play the devils advocate.

Some instructors can be seriously picky about essay topics and even if you write a great essay, if it is not on a topic they find relevant, it will reflect in your grade. E-mail your professor or meet with them to ensure you have chosen a relevant topic. Additionally, if your professor has strong opinions regarding your essay topic or it is their “baby” (field of research) you will likely get graded extra hard. Conversely, if you write a paper for a professor on something they are not very familiar with but interested in, you will likely get a better grade because they aren’t incredibly informed on the topic and thus won’t be able to scrutinize your knowledge to the same extent. Score! Don’t feel bad though, your paper will provide your professor with the opportunity to broaden their knowledge. Keep these things in mind when you choose a topic!

2) Research Your Topic

➤ **Ensure sufficient support**

Choose a topic that has been studied enough in the past to ensure sufficient support. If there is not much research on exactly what you wish to write about, don’t worry; you can pull ideas and concepts from other research to put together an authentic argument.

➤ **Gather Information**

Look for scholarly articles on your topic. There are many ways to do this including <http://scholar.google.com>, as well as in the university online database at <http://library.unbc.ca/> (click on Indexes and Databases). Save these articles in a folder so they are easy to find and reference.

Another trick in Google Scholar is to click the “cited by” button below an articles description to access all the more recent articles that have cited the article of interest. Chances are these articles will be on the same or a similar topic.

When it still seems like you can’t find the information you need just ask a librarian! Librarians are extremely knowledgeable and more than willing to help you out.

3) Prepare an Outline

➤ **Create main topics**

Pull out main ideas and recurring themes from the journal articles you have gathered and make these main topics into bullet points creating a skeleton for your essay.

➤ ***Support your main topics***

Underneath the bullet points write facts and information you have gathered that support that particular main idea. A useful technique I use is to color-code my information based on author (Blue=author1, Green=Author 2), this way you never forget or lose your reference for a particular piece of information. Your essay may look like a sloppy rainbow but it will save you A TON of trouble and time referencing.

4) Research Again

➤ ***Beef up your main topics***

By now you have probably realized that some of your main topics are a little like a salad, they could sustain you but mostly they just kind of suck, so throw some meat and potatoes in there! Research your main topics individually in order to better supplement the arguments you want to make. This step often also opens new doors for introducing more topics if desired.

After finding more information to support your main points add the new information under the appropriate bullet points keeping your information color coded or attached to references through other means.

5) Write the Body

➤ ***Blend your information***

This is the real art of essay writing. Here is where you pull from the information you found, reorganize, and re-word it to ensure you do not plagiarize, then elaborate using this information to support your arguments. Remember that your arguments **MUST** be supported by the research you have found.

➤ ***Rules***

Ok, so you poured your heart and soul into this paper (probably along with a decent amount of drinks) so don't put it all to waste and screw yourself over. Take some time to make sure that your efforts won't go to waste!

Never copy and paste information from an article into your paper without using "brackets" along with a citation including page number. Never use an author's idea without citing them. Do not make statements without cited support, instead make inferences using words such as likely, possibly, potentially.

➤ ***Tips***

Keep your sentences simple and **concise**. Vary sentences in length and structure to sustain the reader's interest.

If you do use specific terminology provide a definition! Keep it informative and stimulating, being pretentious gets you nowhere.

Lastly, if you have a main point that contains many subtopics you may want to include in introductory paragraph discussing the subtopics (e.g., Environmental Impacts-trampling, soil erosion, decreased porosity, vegetative changes).

6) Write the Introduction

Congratulations you are almost finished! Don't relax yet though because your introduction and conclusion are some of the most important parts of your paper. Don't slack on these!

The introduction should set up the topic broadly, provide a point of entry for your essay, set the objectives of the essay and provide a brief introduction of the topics to be discussed. This is where you establish the significance of your topic and grab the reader's attention. A poorly written introduction will weaken a well-written body. It needs to be intriguing, concise and informative.

If possible, provide startling information regarding the point you wish to make. Shock value for the win! Follow this with a short elaboration and then a few sentences explaining the skeleton (your topic and main points) of the essay. This will gently lead the reader to your thesis, which should be the last sentence of your introduction.

Your introduction should first introduce a broader topic and gradually funnel to very specific information until you reach your thesis statement. Once your thesis (main purpose) is stated, the point of the body of the essay is to support your thesis. This should also be very specific. Your essay should not become broad again until your conclusion.

7) Write the Conclusion

You have reached the conclusion! Your conclusion should bring closure to both your essay and the reader. This is where you sum up your points and provide a broad overview of the essay. Review your main points and describe the relevancy or significance of your essay. Leave the reader feeling either satisfied or intrigued regarding a suggested topic that needs to be studied further.

8) Final Touch-Ups

Before you do your final touch-ups take a break from your paper! You probably hate looking at it by now and your editing will reflect that. Take a few days, or if not possible a few hours, and do something different. Go to the Thirsty Moose, go to the gym, hang out with your friends, anything to give your mind a rest. When you feel rejuvenated, read over your paper again and make the required adjustments. If you have time, trade with a friend or have somebody else read your paper (sometimes people are willing to do this for beers!).

➤ Structure

Review the structure of your essay. Are all your main topics where they should be? Do they lead into each other well? Some re-organization may be necessary. Don't be afraid if you need to reorganize. I often rearrange my essays after reading through the monster in its entirety.

➤ **Writing**

Proof read your essay! Fix any spelling or grammar errors. If needed, change sentence structure. Ensure you are not over-using certain words. Try and blend your sentences better using transition words such as “therefore”, “thus”, “however”, “conversely”.

➤ **Essay Stipulations**

Check your margins, title, spacing (double spaced?), name, date, etc. and ensure they follow the appropriate guidelines. Losing marks on these things sucks because it is such a quick fix.

9) References

Check your reference style and write out your reference section in accordance. For help with citations, see the ORTM Style Guide (in the student [S] drive, in the ORTM folder), or go to:

http://library.unbc.ca/help_pages/citations/styles.asp.

You will probably be able to use the same reference style in the majority of your classes while some disciplines (like ecology) like to ruin your life by requiring their own citation format. Lastly, put all your references in alphabetical order.

Remember, the art of writing takes lots and lots of practice. Don't get discouraged if you receive an essay back that is bleeding with red ink. Use the comments provided to further improve your writing skills. Additionally, make note of the writing style and topics references of particular professors, as you will write for them throughout university. Many professors prefer different styles of writing, especially if they are from different disciplines. Learning to be a flexible writer is an important skill to have if you want to get good grades and communicate with a larger proportion of the population. Here are a couple of websites with additional information about essay writing:

<http://klivingston.tripod.com/essay/index.html>

http://www.word-mart.com/html/sentence_and_paragraph_writing.html#SentenceFormation.

Presentation Skills

I have never met anyone who wasn't nervous before a class presentation. Perhaps this is the first thing to remember: everyone is feeling the same as you. You will become better as you do more of them, and by watching others do them. Some of the most important tools that help me score well include:

1. Meet With the Instructor

Set up a meeting before and after doing your research to help guide you in your direction, and allow the professor the opportunity to fill in any holes you have missed. In one presentation last year my partner and I didn't do this on a topic that the

professor was very familiar with. We ended up missing an important aspect that the prof. had even written a paper about! A lesson in not leaving things until the last minute... it would have been an easy fix.

2. Presentation Content

This is best described in an example of a good versus bad presentation:

- **The 'Bad' Presentation.** Copying and pasting huge amounts of information onto slides. Then, the presenter reads this information off of the slide directly. No eye-contact, no change in voice volume, and complicated language. This is cowardly, lazy, and makes for really bad presentations. They are dry and give the impression that you don't know what you are talking about.
- **The 'Good' Presentation.** Interprets the information and presents it in an engaging format that is fun for you and the audience. Some rules to help you do this:
 - **How do you learn best?** Are you a visual learner? Do you learn by reading? Or, do you learn by listening? Usually a mix of all three is needed to allow your audience to follow the presentation, but predominantly people learn visually. You still want to have your main points, but try and cut the words down to a minimum and integrate something visual so the audience's senses are engaged more.
 - **Transitions** Just like an essay! Have verbal transitions between slides and ideas.
 - **Audience Involvement** Engage the audience during the presentation through questions, activities, or by having props.
 - **Correct Spelling** Spellchecker is still important...
 - **References** Sometimes you will need to reference during the presentation, or sometimes a list of references at the end is all that is required. Ask your professor.

Preparation

- **Flow** Think through your presentation and ensure that it has logical flow, good transitions, and the correct amount of slides.
- **Timing** Generally, one minute per slide (even if some will take longer than others).
- **Practice** This is really important for bringing your presentation together, and for helping you speak effectively and efficiently in the time you are given.

Giving the Presentation

- **How to Dress** Believe it or not, this is an important aspect of how your presentation is perceived: both you and your content. Your attire will help set the tone, so gauging how formal the presentation itself is can help you make this decision. How

to dress also varies based on your professor and what type of class it is. For instance, in business classes it is 100% guaranteed that you need to dress well. ORTM courses are generally more relaxed, but expectations still vary from professor to professor. Noting how they themselves dress, or asking for their expectations, are logical actions to figure this out. And guess what? This same rule applies outside of university!

- **Keynotes?** If you can, it is better to lose the key notes. You can use the slides as prompters if you really need to, and reading key notes word-for-word should be avoided anyway. Furthermore, you may unconsciously end up using them as something to look at other than your audience while presenting (don't do this with the project slides either... look at your audience). It is better to be outside your comfort zone than stay within it, and you will be getting more out of your degree if you use this opportunity to improve your skills.
- **Movement** Having no key notes allows you to move around the room more easily. Having nothing in your hands allows you to relax your arms to your sides, making you appear more open to your audience. Often simply relaxing your shoulders helps you relax as well.
- **Remote Clicker** Remote clickers are great, if you can borrow one from your professor, purchase one, install an app on your phone, or even use a wireless mouse, then this is a wise decision. If not, strategically position the mouse so you are still facing the audience when you use it, and so you don't have to walk far to get to it. Having to walk a very long distance to-and-from the projector in order to change the slide interrupts the **flow** of the presentation and allows your audience to reach for their cell-phones! Remember that student presentations need to be polished and rehearsed.
- **Weird Behaviours** That you don't realize you are doing.... You want to move around the classroom, but you don't want to pace back and forth so much that it becomes annoying for your audience. Have you ever had a presenter who repeats one word over-and-over again, or says it in a really silly way? How about someone's leg that won't stop shaking? Or someone's arms who move a lot? Any of these can be really distracting, and you likely have one of them. Practicing at home can help you figure this out. Otherwise, you will find out when you give the actual presentation (hopefully someone will critique it).
- **Umh, Like?** These can be difficult to let go of. Refer to the Language portion of this guide.

Educational Media Services (EMS)

EMS lends out overhead projectors, slide projectors, digital cameras, digital camcorders, headphones, speakers, microphones, and many other media devices to assist with educational projects such as presentations or events. Be prepared to leave your student card with the staff member when taking out any equipment. EMS staff is available to assist with personal devices such as laptops (Macintosh and IBM platform), printing, and even your iPhone. This is also the place to bring all printer issues, and printer problems can happen off and on throughout the semester especially when using the coin machine. It's always a good idea to put \$20 on your printer account to offset any stress that may arise during a deadline, the last thing you want to deal with is not having enough change to print an assignment.

Student Awards and Financial Aid

Scholarships and bursaries are easy to apply for, and generally if you put some effort into you will always get something. Not taking this opportunity is like declining someone who is offering you money! ORTM professors and instructors are also great resources to help guide students to available scholarships, grants, and/or bursaries. Available UNBC awards are listed on their website (www.unbc.ca/finaid). Applications can be submitted as early as October 15, and as late as March 1 of every year. The process is easy and all done online.

Recommendations

- Start the process early
- Request reference letters from two people (e.g. ORTM professors, High School teachers, and/or coaches). Write out a draft reference letter and send an email at least 2 weeks before the application is due to give your reference enough time to revise the letter.
- Submit a letter of intent explaining who you are, community involvement, what your goals are and why you need financial assistance (the more details the better).
- Always check with your local government to look up bursaries and grants.

Some potential UNBC awards include:

Elizabeth Kellie Chapter IODE - Josephine Swann Bursary

Canfor Legacy/Annual Bursary & Scholarships

Shoppers Drug Mart/Imasco Community Involvement Bursary

Yvonne Smith Bursary

Cariboo Woodlot Education Society Bursary

Dunkley Lumber Bursary and Scholarships

Ian McTaggart Cowan Wildlife Management

Tourism Prince George Society Bursary

Matt Halpin Memorial Bursary (an ex-ORTM student)

Rogers Sugar Bursary (because ORTM students are sooo sweet!)

Check out the UNBC website (<http://www.unbc.ca/financial-aid/awards-guide>) for an up to date list of all the awards and scholarships available at UNBC.

Gettin' Out There! (ORTM-related Clubs and Services in PG)

Looking for some experience outside of classes and campus activities? Prince George has a number of recreation and tourism clubs, services and organizations that ORTM students have been involved with in the past. Keeping busy outside of school is important in enhancing your learning, making connections and applying your skills. These are also excellent places to volunteer for!

- **Cranbrook Hill Greenway Society**

(250) 962-2923, <http://greenway.gis.unbc.ca/>

The club facilitates the Cranbrook Hill Greenway trail system located right behind UNBC. The trails in the Greenway are used by runners, walkers, cyclists, cross-country skiers, horseback riders, geocachers and other non-motorised users. The trail is commonly accessed from Forests for the World. Access from UNBC can be made via the Greenway Connector trail that

commences just behind the campus greenhouse. The length is 18km from FFTW to Otway and 25km from Blue Cedars Campground to Otway.

- **PG Backcountry Recreation Society**

(250) 962-1978 <http://www.pgbrs.com/> info@pgbrs.com

The society's mission is to represent non-motorized outdoor clubs and to develop and maintain huts and trails in the PG area and encourage safe use of the backcountry. They maintain a good website with a forum, image gallery and information on cabin rentals.

- **Caledonia Ramblers Hiking Club**

(250) 562-6194, <http://caledoniaramblers.ca/>

Formed in 1974, the Caledonia Ramblers welcomes anyone interested in hiking and backpacking activities. Scheduled hikes are organized every Sunday (some overnights) from May to October, and are posted on the website or in the *Coming Events* section of the Prince George Citizen. The club publishes the Central Interior Trail Guide, which is available at the Visitor Information Centre and most book retailers in the city.

Check their website regularly and don't worry if you don't have a vehicle – carpooling is a popular option. Hiking with the Ramblers is a great way to make friends and connections, as the members come from a variety of outdoors-related backgrounds!

- **Tourism Prince George**

#201-1300 1st Ave. Prince George, BC V2L 2Y3 (250) 562-3700

Email: info@tourismpg.com , website: www.tourismpg.com

The hub of all things tourism-related in Prince George! Provides visitors with brochures, city maps, lists of clubs and services, help with travel planning and bookings and general tourism information about BC.

- **Northern Bear Awareness Program**

<http://www.northernbearawareness.com/>

To promote conservation and responsible management in reducing bear/human conflicts in the Omineca region, through preventative education, research, creative strategies and a community team effort.

- **Volunteer Prince George**

#34 1306 7th Ave. Prince George, BC PO Box 544 V2L 4S4 (250) 564-0224

Email: volunteer@volunteerpg.com, website: www.volunteerpg.com

Virtually anything is possible. Go on an adventure, venture into the unknown - become a volunteer! Without volunteers thousands of support and special interest organizations would not exist. VPG's mission is to promote, enhance and support volunteerism in Prince George. Cheers for volunteers!

- **Goodsir Nature Park**

22825 Old Summit Lake Rd. N. Prince George, BC V2K 5X2

Jim has extensively collected and grown a unique community of plant species from all over Canada. Over 180 different kinds of trees, shrubs and wildflowers can be found. The 160 acres of gently rolling land in a second growth forest of pine, aspen and spruce, offers interesting inter-connecting loops from 15 min. to 1.5 hours of easy walking on well-maintained trails. It is best to visit in warmer months so as long as you wear long sleeves and pants or bring insect repellent. Don't forget to check out the Plant Museum!

This park is situated on Old Summit Lake Rd. approx. 32 kms north of Prince George, off Hart Highway / Highway 97 North. Turn first left after Salmon River bridge and drive 5 km on gravel road to log house at Hydro Pole 45 on left side.

- **UNBC Outdoors Club**

This is quite possibly the best way to make friends and participate in outdoor recreation on campus! Open to all UNBC students, the club organizes trips, outings and events for university students. There is a forum to coordinate outdoor activities and to hold discussions, which can be accessed at <http://unbcoc.forumotion.ca/>.

- **Northwest Brigade Paddling Club**

<http://www.paddlepg.blogspot.com/>

Blessed with great white-water, gentle rivers, and large lakes systems, the Northwest Brigade Paddling Club encourages and facilitates paddling experiences in the Prince George region. The club is made up of enthusiastic paddlers who are eager to share their experience to new and experienced paddlers. The club organizes several events through the year to equip paddlers with the skills and knowledge to explore our waterways. The club hosts pool sessions every March at the Four Seasons Pool to teach and develop essential paddling skills.

- **Sons of Norway Ski Club**

<http://www.pgbrs.com/members/sonsofnorway>

The Sons of Norway Ski Club is primarily a backcountry ski touring club. The club utilizes local trails at Tabor Mountain, Eskers Provincial Park, West Lake Provincial Park, Bear Lake Provincial Park, Hubble Homestead, and Greenway / Korky Lake. The club also skis at Sugarbowl Grizzly Den Park, as well as the Wells / Barkerville area south of Prince George. The club assists in the maintenance of local ski and hiking trails at Tabor Mountain, West Lake, Hubble Homestead, and Sugarbowl Park.

Taking Care of Yourself

Although it is often the first thing we cut out to make time for homework, health **must not** be sacrificed to learning. University is an important time to develop healthy habits as they can both help you achieve better results in your courses, feel better and less stressed, and habits formed now will likely persist for the rest of your life. Unfortunately, being a university student automatically puts you at risk for making bad choices for living a healthy life. Fortunately, making improvements now, and having self-respect, can help you to make better choices as the semester becomes busier, and for the rest of your life. Let's explore three key areas!

FOOD

- Avoid sugar & processed foods
 - o You'll have more energy and be more productive
 - o You'll feel less sluggish in the afternoon
- Eat natural foods (fresh vegetables and fruits, lean meats, and whole grains... University Farmer's Market has these!)

Another important reason to eat well is to provide fuel to do the activities you love.

EXERCISE

Get moving! We spend so much of our time in sedentary pursuits (lectures, computers, etc.)

- **Success** Improves circulation & helps you think more clearly; thereby, improving academics.
- **A Strong Body** makes the mind strong
- **Self-Confidence** Your self-confidence will likely increase, perhaps making you more prone to participate in class and help you perform well in academic and social situations.
- **Stress** By exercising you will release stress, which will also help you sleep better.

SLEEP

College students are one of the most sleep-deprived populations

- Regular and restful sleep is also essential for good health.
 - Helps you feel less stressed and helps you to maintain a healthy diet
- Go to sleep and wake up at the same time everyday
 - Most adults need about 8 hours of sleep a night, but it is in the range of 7-9 hours. To learn what this is for you, try not setting your alarm for a week (reading break, in the summer) to allow yourself to naturally wake-up and learn how much sleep your body needs.

Technology

If you don't already have some kind of computer, or you are considering getting a new one, it is important that you choose the computer that is best for you. Over the next few years you are going to be tied at the hip buddies for the next couple years of your life so you better make sure you are happy together. The following are some helpful tips about how to ensure a healthy computer-person relationship!

For goodness sake back up your information!

- No matter how much students are warned, there is always bound to be at least one person who does not back up their laptop and ends up losing all of their assignments in a freak computer meltdown. Don't be that student! It doesn't matter how you do it; e-mail it to yourself, use a USB, use an external hard-drive, it doesn't matter, just back it up!

Organize your files

- It's a simple task guys, make a folder for each year and fill it with a folder for each class. Then put all of your assignments in your class folder and save them! You never know when you will want to refer back to an old assignment, or use it in your portfolio. Keep everything organized so you can easily refer to them if ever necessary.

Certifications

Certifications go a long way in complimenting your ORTM degree. You would be hard pressed if you got through the either degree without having accumulated at least one certification. Whether it be lifeguarding, first aid, avalanche safety – these extras look great on a resume and are usually applicable in a wide variety of job and career positions.

➤ **NOLS review by Darryl**

Standing out as one of the biggest adventures of my life, I was part of an epic expedition down the Blackstone, a sub-arctic tributary of the Yukon's endangered Peel Watershed. For 23 days we covered considerable distances, shared stories and laughter around a campfire and ate delicious backcountry cooking. For the remaining 7 days, we dragged our canoes up a flooded river, huddled for warmth in the pouring rain and got very creative with the dwindling food supply that we had. Of course the weather played a large factor in my experience, but I learned a lot very quickly about life in the backcountry. Along with the skills and expertise of our brave course instructors, help was but a half-day hike and a helicopter trip away. After a third night of being stranded on a river island, we all gathered around the map and planned our next move...

The National Outdoor Leadership School runs backpacking, canoeing, mountaineering and outdoor leadership courses that focus particularly on skill development and leadership, and has you hiking, paddling and exploring wilderness in a group setting. I highly recommend this course to anyone who appreciates the backcountry, who enjoys relaxing fireside after a long day and who can tolerate the smell of others and oneself after several weeks of not showering or doing laundry. Some of the best memories include falling out of the canoe on the first day, going on a 'poop train' and seeing a caribou and its young curiously bypass our camp.

For more information, check out the NOLS website and ask your ORTM chair which NOLS course might be right for you!

<http://www.nols.edu/>

<http://www.nols.edu/courses/locations/yukon/>

➤ **CORE/PAL licenses**

The Conservation and Outdoor Recreation Education (CORE) course is a preliminary course that enables you to register with a hunting license and number, while the Possession and Acquisition License (PAL) registers you with a non-restricted firearms license. If you are lucky, you can take a CORE course and *challenge* the PAL course so as long as you study the material for a PAL course and take a written and practical exam for basic firearms handling and operation.

These licenses are a good idea even if you are not interested in hunting or trapping. Park rangers and conservation officers for example, are required to hold a firearms

license even if they are not responsible for carrying or using a firearm. Check with the Fish & Wildlife Club or Continuing Studies office for course dates and information.

<http://www.env.gov.bc.ca/fw/wildlife/hunting/resident/education.html>

<http://www.rcmp-grc.gc.ca/cfp-pcaf/information/lic-per-eng.htm>

➤ **WAFA/WFR**

What would you do if you encountered a situation in the backcountry in which someone needed immediately life-saving assistance? Not sure? Well you can start by signing up for a 40-hour Wilderness Advanced First Aid course and learn about how to react in such a scenario. This course is highly recommended to all ORTM students, especially those interested in guiding and outdoor leadership. An 80-hr Wilderness First Responder (WFR) is a level up from the WAFA and is a requirement in many outdoor recreation and conservation positions.

<http://www.wildmed.ca/>

<http://www.ravenrescue.com/>

➤ **Project Wild**

Learn how to facilitate an outdoor game or activity for children like a pro! Project Wild will help you to be comfortable with boisterous, young students and supply you with a helpful activity guide. Then, coordinate activities like *Migration Headache*, *Hooks and Ladders* and more at a local school! Check out the website or talk to your ORTM professor for more information. Course usually runs in early spring.

<http://www.projectwild.org/>

➤ **World Host**

How do you engage tourists to open up about their trip? What are the major traveler routes and attractions in the province? What services are available at the Visitor Information Centre? For answers to all these, sign up for the World Host and a chance to have a more in-depth understanding of what goes on when tourist enters a Visitor Centre looking for information. Tourism Prince George offers World Host, a customer service-driven training program. Drop by the Prince George Visitor Information Centre of 1st Ave. and don't be shy either – the Information Centre is a great resource for statistics, tourist information and employment as well *wink!

<http://www.worldhosttraining.com/>

➤ **Leave No Trace**

The leading philosophy on low-impact outdoor recreation, a LNT certification not only looks great on a resume, it promotes the practice and sharing of ethical backcountry behaviour. You may pick this up automatically from an ORTM course, or simply ask any ORTM instructor for more details.

<http://www.leavenotrace.ca/home>

Recommended Books to Read (Non-Academic)

Professors will often ask you in class if you have read a ‘classic’ book related to the outdoors, and often the answer is no. The following is a collection of some that have often been mentioned in the classroom, some that haven’t, but all that are well-written, enjoyable to read in the summer sun, or under a nice big tree ☺ Enjoy!

- Rachel Carson: *The Silent Spring*
- John Vaillant: *The Golden Spruce*
- Henry David Thoreau: *Walden*
- John Muir: *1000 Mile Walk in the Gulf; The Wilderness Journeys; Nature Writings*
- Aldo Leopold: *A Sand County Almanac*
- E.O. Wilson: *Naturalist*
- Edward Abbey: *The Best of Edward Abbey*
- Bill McKibben: *The End of Nature*
- Sigurd Olson: *Reflections from the North Country; The Singing Wilderness*
- Annie Dillon: *Pilgrim at Tinker Creek*
- R.M Patterson: *Trail to the Interior*
- K. Heuer: *Being Caribou: Five Months on Foot With an Arctic Herd*
- B. White: *Bannock and Beans: A Cowboy’s Account of the Bedaux Expedition*
- S. Marty: *The Black Grizzly of Whiskey Creek*

Professors: *What they don't tell you*

(Please do not address them by these names...☺)

We have a great group of professors who you will get to know well over the course of your degree. You will learn that each is on your side and wants you to succeed. They'll each challenge you to develop different sets of skills they feel are important. They will do this through the lens of their interests, experience, passions, and areas of research.

Little John of Sherwood Forest

- **As A Person** John will encourage you about certain things in general, such as networking with other students, and making choices outside of school to supplement your degree (e.g. internships, service learning, and independent studies). He will also challenge your critical thinking in the following forms of communication:
- **Essays** *The most writing you will do in this ORTM will be for John's classes. It is in your best interest to meet with him to discuss your topic. He will provide direction and make your life much easier. Research skills and the ability to communicate in written form are important qualities to have.*
- **Journals** *Don't let the title fool you, these are still formal assignments, and should be written in the same form as an essay. They are perhaps one of the best tools for developing your critical thinking. Taking the time to read the articles prior to the discussion class and compiling notes/your thoughts prior to will help you succeed.*
- **Presentations** *In every class any of us have ever had with John, we have had to do a PowerPoint presentation. Oral communication skills are just as important as written skills. Aim to be creative, yet academic!*



Practical Pat

- **As A Person** Pat is a great resource for information about developing more technical skills, leadership, experiential education, and anything to do with the Arctic! He always lectures with a smile, and is very approachable.
- **Teaching Style** Pat teaches two of the first year courses, providing a great introduction to ORTM with his amiable personality. Don't let the fact that these courses are lower level fool you. The



content and assignments are generally practical and fun, but they still require effort. Often non-ORTM majors are surprised by this!

- **Non-Academic** *Because of Pat, I (Carling) studied in the Norwegian arctic for 6 months and didn't have to pay for anything other than my tuition to UNBC. Pat has various connections, so set-up a meeting and who knows what possibilities await!*

Mama-Bear Pam - Female power!

- **As A Person** *Pam is a lot of fun, has a great attitude, and has loads of experience with parks and conservation. She is a valuable source for networking, and if you are having issues with course conflicts or ensuring you graduate on time, she will be quick to help you and generally will resolve the issue in your favor.*
- **Teaching Style** *A mix between Pat and John. Pam does a nice job of balancing the practical with the academic in the assignments she chooses. While she appreciates and recognizes writing style and editing, Pam focuses heavily on what you are trying to communicate in order to encourage critical thinking.*



Philosophical Phil

- **As A Person** *Phil's energy is like a big kid! Nonetheless, he will challenge your thinking, especially in regards to the social, economic, and environmental issues with outdoor recreation and tourism. He has strong life experience in these areas which makes the learning experience more interesting.*
- **Teaching Style** *He looks for high-quality analysis of material and a solid understanding of the topic. Be warned, his mid-terms and exams are quite difficult. To be successful, take your time and write down everything you can possibly think of.*
- **Non-Academic** *Closely tied to the community, Phil is enthusiastic about getting involved and helping out.*



Ian No-Carbon-Footprint-Picketts

- **As A Person** *Ian is a great example of 'walking the talk' in terms of living a sustainable life, such as biking to UNBC instead of taking a car. He is an approachable, cheerful, animated, passionate person, making his classes a lot of fun.*
- **Teaching Style** *Ian will provide you with a lot of useful information and make it easy to digest. He is exceptional at presenting (take note of this for later application) and his teaching style is interactive and creative. He puts a great deal of time in providing feedback on assignments As a result he will also be quite analytical of it. He will be fair, but be sure that your information is*



solid and be very concise. He may provide opportunities for you to submit first drafts of larger assignments. We highly recommend capitalizing on that opportunity!

- **Non-Academic** *He is a great resource for information on the science and implications of climate change.*

Student Profiles

Students of ORTM have a lot to say, not only about their experiences and instructors but a lot about what ORTM has done for them. Even though we miss these students very much, we know that after graduation, they have bravely set out in a strange new world and have found success in their very own, unique ways.

Allison Bray is a senior student of the BA in Nature-based Tourism Management degree. Originally from Surrey, BC, Allison's favourite activities are kayaking, canoeing, hiking and reading. Allison realized that she loved extended outdoor trips while on a grade 10 sea kayaking trip along the Sunshine Coast and realized that she could make being outside her lifelong passion.

While at UNBC, Allison had no trouble finding work as a lifeguard, though she felt she was able to find more field-related skills while doing an internship as a Food Rations Manager for the world-renowned National Outdoor Leadership School (NOLS). "It was hard to find time and money to do certifications while in school," she said, "but I found that with NOLS it gave me experience with high-quality standards that are recognized throughout the industry". In the fall of 2011, Allison took a semester off to pursue industry certification and work experience by doing the Whitewater Intensive Leadership Development Program offered by Esprit Whitewater. "It definitely wasn't the most cost effective way to get certifications-but it definitely was the fastest way to gain certs, up my skill level and get a lot of experience all at once. I had my pick of jobs for the summer and beyond and I also had an amazing experience. It was worth it!" With a degree, experience in the industry 'behind the scenes' with NOLS, and now the technical skills from WILD, Allison feels like she is pretty well equipped to pursue a number of different areas of interest within the ORTM field. Allison's perspective is that "you can only go so far in the industry with just a degree, just experience or just certifications-it may mean that you have to put in your time to get all three".



Allison commented on the strengths of ORTM, referring to the program's involvement in the community and in Northern BC and most importantly, learning how to develop critical thinking skills, "which is what you should get out of a degree", she thinks. A recommendation that she has is to get to know the professors and instructors personally, as they can sometimes introduce you to great opportunities outside of the classroom. She also has some words of advice when it comes to planning your degree: "Take the required classes for both streams – BA and BSc, and then decide which is best for you. This will give you a broader introduction to ORTM."

Allison will be graduating in 2012, and will look back upon her time spent on the Haida Gwaii field school as one of her favourite memories. Allison's first move after graduation will be to the Ottawa River area to work for Esprit, a whitewater rafting company. All the best to you Allison and happy paddling for many years to come!

Emily Nusse From the mountain village of Valemount, BC, Emily Nusse came to UNBC and found interest in outdoor recreation and tourism while enrolled in a lower-level course (ORTM 204). From that point on, she has since made a full commitment to the program and is a recent recipient of a BA in Nature-based Tourism Management degree. She is now enjoying life and finding more time for some of her favourite activities, which include alpine skiing, mountain/cross-country biking, hiking, soccer and basketball.

Emily has great things to say about the program, including its professors: "They are very accommodating, are always encouraging us to be creative and push ourselves...and always make time for one-on-one with the students." She noted that the instructors' level of experience plays a big role as well. "Another strength of ORTM is how it has made such a network in the Prince George and Northern BC community that from day one of the program, students have opportunities to interact with people in the industry. For example through the Northern BC Tourism AGM, and Tourism PG, BC Parks etc." One of Emily's secrets to success is to always stay positive and have a focus or goal.

"Whether that goal is to get a great GPA at the end of a semester or as short term as to set a deadline for a paper you are writing. Make sure you always focus on whatever it is you are doing. Also use the resources you have to perform at your best as a student. Students at UNBC are fortunate to have an amazing network of resources, so use them!"



Emily was fortunate to find employment at a ski resort after graduation, working with the ski school. She provided comment on career mobility vs. location: "If as a graduating student you are willing to relocate to a new location, I feel there are opportunities in the field, but if you have your mind set on a specific region, location, or company, then I HIGHLY encourage students to do the groundwork in their first few years and get in contact with the key people in the industry in those areas." One of her favourite drinking establishments while at UNBC would have to be the Westwood Pub, for its support of the university club socials and its proximity to city transit.

Some of Emily's favourite moments of her time in ORTM were the field school (ORTM 333) to Haida Gwaii in May of 2011. "It was 3 weeks with course mates whom I had been with for 4 years and Pat. It was so refreshing to do a field course and actually experience a place that could one day be a potential area for tourism employment...it was an incredible experience." She continued, discussing studying abroad; "Another amazing memory for me was having the opportunity to participate on an international exchange through ORTM/UNBC to Norway. I did the exchange during my 3rd year and I really encourage it during that year because you come back with a totally different perspective of your learning and your situation as a person and as a student" she admitted. "A lot of personal growth happens when studying and travelling abroad."

Emily is currently living and working in the Kootenays, and engaged to her fiancé Lee. Congratulations and good luck Emily, may your successes continue to lead you to new heights!

Jessie Stephen In September 2008, I started my academic career at UNBC alongside my boyfriend, who was completing his second year in the Commerce Program, and my twin daughters. I started my first semester in the General Studies Program. Later that year I received a letter from ORTM inviting me to declare the ORTM as my Major because I received an "A" in the *Leisure in Life* course. I accepted this invitation and was enrolled into BA in Nature-based Tourism Management degree in April 2009. Looking back, my first two years in University was extremely challenging as I learned how to write academic papers, present in front of my peers, and find my way around campus. My third and fourth years have been exciting because I figured out how the process of university life works! Attend all classes, take notes, ask lots of questions, study groups are key during difficult courses, eat healthy, exercise, and get lots of sleep. The ORTM BA is a well-designed program that encouraged me to take advantage of my unique knowledge of Aboriginal Culture and apply it to my studies. This approach assisted me with finding job



opportunities relating to Aboriginal Art & Culture and connections to tourism. Because of these amazing opportunities working within my local community and the City of Prince George I have been the recipient of numerous scholarship and grant awards.

I am a young mother of twin girls, Samantha and Delilah who were seven years old when I started my degree in 2008, they are now 11 years old. They are now at the age of understanding why I decided to go back to school to complete my degree. I have always known that education is the most important tool an individual can obtain throughout one's life because no one can take it away. I believe we are in an era that thrives on educated people and is a major factor in hiring people in today's industry. If I do not stay in school I will only be able to apply for jobs that require a high school education and this is not good enough for my family or me. We deserve the best and this is why going back to school was so important to me.

When we first moved to Prince George from the Yukon the adjustment was difficult on all of us. We were used to having our family and friends around to help out. I was fortunate to meet a good support network in Prince George through the twins' school, extra-circular activities, and the Exploration Place After-School Care program. Everyone has been really supportive during our time in Prince George and now that we are preparing to move back to the Yukon it's sad because we have to say goodbye to everyone.

My recommendations for any young family with children is to get involved in group activities. This is the best opportunity to meet other like-minded people who share the same trials and tribulations. Get outside and visit the parks, go on hikes and/or small road trips to places like Purden Campground or the Ancient Forest. These little trips will reduce some of the stress experienced at University. I also started doing "hot yoga" in my third year and absolutely fell in love with it! I started to go every Saturday and this became "Mommy's Time" and really made a difference on my health and well-being.

Senan Griffin Originally from Winnipeg, Senan is a recent graduate of the Outdoor Recreation and Conservation degree, receiving his Bachelor of Science degree in May 2012. His favourite activities are many, including rock climbing, snowboarding, canoeing, fishing, hanging out with friends and road trips. Senan listed many benefits of ORTM and UNBC; "Small class sizes, passionate and approachable profs. and a beautiful campus - UNBC has a magic ability to attract really amazing people and a lot of them end up in our program! The out of class learning opportunities through field schools and



exchange programs are amazing too.” Field schools such as Haida Gwaii 2011, or international exchange programs with Harstad University in Norway for example.

Senan’s ‘secret to success’ is simple: to have fun and connect with people. “Especially your profs. These are great people, ORTM profs. are the cream of the crop. You connect with them, build strong relationships and you are set for life! They will be in your corner even after you leave ORTM and that is truly invaluable!” Senan reminisced of one of his favourite times in ORTM was playing Big Buck hunter with Pat at Shooters Pub during an ORTM pub night. “He is one straight shooter!”

When asked what he could have done differently, Senan replied; “There's a lot of growth that happens in university through meeting people, volunteering and being involved in activities that aren't strictly academic. So if I could go back and do it again? I'd probably slow down and do it in 5 years.” His advice on certifications is to look at the potential requirements on a career-related position and choose based on that, and that first aid is always a plus (OFA Level 3, WFR, etc.).

So has it been easy to find employment after graduation so far? “Employment after graduating has not been hard to find per se, but good, career related jobs are definitely a battle to find.” he replied, “I've been very picky though, and that has limited the number of jobs I've been willing to go out for. I don't regret it though. I'm looking for a GREAT job, not just any job!” While not at school studying hard, Senan enjoyed beverages at the Thirsty Moose Pub (still studying) or at the BX Pub. Most can agree that his cheerful attitude, his enthusiastic leadership and his flashy attire will be remembered for quite some time. Thanks for your time Senan and we wish you luck in your future endeavours!

Wrap-Up: Around the Campfire

The campfire at the end of the day is arguably one of the most important parts of your outdoor adventures. It is a time to watch the sunset, to share stories and is a critical time for reflection. Everyone gets a turn as the discussion moves in a circular fashion while others listen intently to the crackling of embers and sharing of memories, feelings, and thoughts. Don't be afraid to open up here, reflecting on the day's events allows a better understanding of each other and facilitation of the personal and intrapersonal development that is inevitable in all group excursions!

Here are some of fun things we love to do at a campfire!

1) Spider Dogs

- Step 1** Take a boring hotdog.
- Step 2** Cut an 'X' into both ends.
- Step 3** Roast over flames.
- Step 4** Watch as the spider takes form.
- Step 5** Enjoy the exciting spiderdog!

2) Tim Tam Slam AUSSIELAND



Think about the crunch, munch, the swirling taste and sensational texture. Enjoy this delicious ‘wow-that’s amazing’ cookie next time you are around a campfire! A Tim Tam is composed of two layers of chocolate malted biscuit, separated by a light chocolate cream filling, and coated in a thin layer of textured chocolate.

Directions

Step 1 Buy Tim-Tams from Superstore.

Step 2 Make hot chocolate.

Step 3 Bite into opposite corners of the cookie, making their angles diagonal.

Step 4 Stick one of the bitten ends into the hot chocolate, quickly suck in the hot chocolate from the other end. As soon as the warm liquid is inside the cookie, quickly pop it in your mouth and enjoy as it melts away...

Rules

1. NEVER talk about it. Unless it is about how good it is...
2. You MUST share it with other people...never slam on your own...
3. DON'T DROP THE COOKIE.

With that, we conclude a small portion of our experiences and lessons learned. We hope that this information will help make your time at UNBC more successful, memorable, and worthwhile!

Cheers,

Carling, Darryl, Jerrica, and Jessie