

Adventure Canada Educational Framework

Our Purpose

Journeys for the Curious

Adventure Canada's education philosophy is grounded in moving people emotionally, intellectually, and ethically. Through immersive, place-based learning, we connect guests, expedition team, and communities to the richness of place, story, and shared experience.

What We Mean by Education

At Adventure Canada, **education is the whole journey**. It begins when guests first connect with us and continues long after they return home, carrying stories, questions, and responsibility forward as ambassadors for the places they've visited.

Learning happens across land and sea, through story, dialogue, observation, reflection, and relationship with place and one another.

Education is relational, continuous, and reciprocal. It is not limited to presentations, nor driven by one-way information transfer.

A Living Framework

This framework is not prescriptive and not final.

It evolves with each expedition, each team, and each place. It is designed to support consistency of values while allowing creativity, responsiveness, and emergence.

Our Education Program Pillars

1. Rooted in Presence, Place and Care

Education at Adventure Canada is grounded in place, responsibility, and care.

Our program:

- Invites guests into co-learning rather than passive consumption
- Encourages empathy, humility, and ethical reflection
- Centres place-based learning grounded in contemporary realities
- Engages thoughtfully with historical and contemporary realities, including ongoing relationships between Indigenous communities, land, governance, and reconciliation
- Avoids extractive or representative framing
- Affirms our role as allies with local and Indigenous peoples in the spirit of truth and reconciliation

We recognize that meaningful learning can include difficult conversations and moments of tension, and we meet these with humility and responsibility.

All expedition team members are micro-hosts and community builders, helping to shape how it feels to be on board by creating ease, inclusion, and connection through small, everyday actions.

2. Relational and Reciprocal Learning

Education at Adventure Canada is built on relationship.

Learning flows in all directions. Guests arrive with lived experience and insight. Expedition team members arrive with expertise, stories, and perspective. Meaning is made together through conversation, listening, and shared reflection.

Guests remember connection and how they were made to feel long before they remember content.

3. Emergent and Guest-Responsive

No two expeditions are the same.

While some elements are essential, much of the program emerges through:

- Guest curiosity and questions
- Team strengths and collaboration
- Place, weather, wildlife, and lived moments

As a team, we arrive with toolkits rather than scripts. These toolkits include our individual areas of expertise, lived experience, stories, questions, and ways of seeing, alongside knowledge shared by local and Indigenous communities, the insights of our guests, and the collective resources available on board. We adapt and assemble these toolkits together as the journey unfolds.

4. Holistic and Immersive

Education is not confined to scheduled sessions.

Learning is woven into daily life on board and ashore through storytelling, workshops, discussion, creative practice, reflection, observation, informal conversation, and presentations with or without visual aids.

Across all of these forms, story is one of our most powerful teaching tools. As writer Patti Digh notes, “the shortest distance between two people is a story.”

Through story, guests build deeper cultural, emotional, and ethical connection to the places they visit. This immersive approach supports smaller, more intimate groups and encourages flexibility, spontaneity, and deeper exploration.

The Story of This Place

These themes guide program design, leadership decisions, and the overall educational rhythm of this expedition. They are not a checklist to cover, but a shared lens for shaping conversations, sessions, and moments throughout the journey.

Expedition: Baffin Island and Greenland: Circling the Midnight Sun

Region: Nunavut and Kalaallit Nunaat

Dates: August 15-28 2026

Website: <https://www.adventurecanada.com/arctic/baffin-island-and-greenland-circling-the-midnight-sun/bg26-on>

Expedition Storyline:

This expedition moves through the eastern Canadian Arctic and western Greenland under the extended light of Arctic summer, where drifting ice, tundra landscapes, wildlife, and coastal communities shape daily life and experience. Guided by Inuit voices, stories, and lived perspectives, the journey invites guests to encounter Inuit Nunangat as a homeland rather than a remote frontier, while exploring how creativity, ecology, climate, and movement remain deeply interconnected across the North.

Alongside moments of wildlife, glacier ice, and long Zodiac journeys beneath the midnight sun, guests are encouraged to slow down, observe closely, and consider how light, seasonality, and landscape influence culture, memory, and belonging.

This journey invites guests into a deeper relationship with place through the following themes:

- *Inuit Homeland, Community, and Continuity, for example:*
 - Inuit Nunangat as homeland, shaped through relationship to land, sea, ice, and seasonal rhythms
 - Community, kinship, and everyday life across the eastern Arctic and Greenland
 - Continuity of language, knowledge, and cultural practice
 - Inuit leadership, lived experience, and contemporary perspectives on the North

- *Light, Ice, and Arctic Landscapes, for example:*
 - The midnight sun and the rhythms of Arctic summer
 - Glaciers, sea ice, fjords, tundra, and coastal environments
 - Seasonal abundance, migration, and ecological interdependence
 - Climate change as a visible and lived reality across the region
- *Wildlife, Observation, and Interconnection, for example:*
 - Polar bears, seabirds, marine mammals, and Arctic food systems
 - Wildlife encounters shaped by patience, attentiveness, and changing conditions
 - Human and ecological systems shaping one another across the region
 - Observation and quiet presence as ways of experiencing place
- *Creativity, Storytelling, and Cultural Expression, for example:*
 - Storytelling, music, art, and craft as cultural continuity and self-expression
 - Panniqtuuq, Ilulissat, and other northern communities as living cultural centres
 - Art and creativity as ways of sharing knowledge, memory, and identity
 - Relationship-building through listening, conversation, and shared experience

This thematic arc aligns the stories we share in our marketing with the lived experience on board and ashore, helping each expedition feel cohesive, rooted in place, and respectful of the communities we visit.

Translating Themes into Practice

Every expedition team member arrives with a unique toolkit: expertise, lived experience, stories, creative practices, and ways of seeing. At Adventure Canada, these toolkits matter as much as formal presentations.

As the journey unfolds, team members adapt and contribute these tools in different ways: through sessions, conversations, workshops, observation, music, reflection, meals, walks ashore, and spontaneous moments of curiosity and connection.

The questions below are intended to help expedition team members shape educational moments that are relevant, place-based, responsive, and connected to the world guests are travelling through. They are not intended as a rigid formula or checklist, but as a shared lens that can be applied across subject areas, including history, wildlife, geology, archaeology, climate, culture, oceanography, art, photography, politics, and community-based learning.

The framework encourages educators to move beyond static or purely historical presentations. It asks them to connect their subject matter to place, people, current conversations, climate change, future possibilities, and meaningful guest reflection.

The strongest educational moments will help guests understand not only what they are seeing, but also why it matters, who it matters to, how it is changing, and what responsibilities come with knowing more.

You can think of this progression as:

Context → Place → Present → Climate → Future → Takeaway

1. What do guests need to understand first?

Identify the essential context guests need in order to engage thoughtfully with the topic.

Consider:

- What background, concepts, or terminology are most important?
- What assumptions or misconceptions might guests arrive with?
- What context will help guests ask better questions?

2. Why does this matter here, and to whom?

Ground the topic in the place, communities, and lived realities connected to the region being visited.

Expedition education should not feel generic. A topic should be interpreted in relation to where guests are, whose knowledge and histories are connected to that place, and how local or regional perspectives shape the subject.

Consider:

- Why does this topic matter in this specific place?
- Whose knowledge, history, or lived experience is connected to it?
- What local, regional, or Indigenous perspectives should be acknowledged?
- How can the topic be presented respectfully and accurately in context?

3. Why does this matter now?

Connect the topic to contemporary current global, national, regional, or local conversations.

Consider:

- What conversations, research, or debates are happening now?
- How is understanding of this topic evolving?
- What current realities or tensions are important to recognize?

4. How is this connected to climate change?

Consider how climate change intersects with the topic and what it may help guests better understand about broader environmental change.

The connection may be direct or indirect. It may relate to wildlife, ice, ocean systems, weather, infrastructure, cultural continuity, travel routes, food systems, heritage sites, or conservation.

Consider:

- What changes are already being observed?
- How are ecosystems, communities, or practices being affected?
- What responses, adaptations, or uncertainties exist?
- How does climate change interact with other pressures, such as tourism, shipping, development, conservation, or governance?

5. What might the future look like?

Help guests think forward in a grounded and responsible way.

Consider:

- What trends, challenges, or opportunities may shape the future?
- What might adaptation, stewardship, or resilience look like?
- What informed hopes or concerns exist?

6. What should guests carry with them?

Reflect on the key ideas, questions, or perspectives guests may take forward beyond the voyage.

This might not always look like a call to action. Sometimes the most important outcome is a better question, a changed perspective, or a deeper sense of responsibility.

Consider:

- What should guests remember or continue thinking about?
- What deeper questions might they leave with?
- Are there books, organizations, research projects, community initiatives, museums, artists, or resources they can follow?
- How can guests remain engaged in a respectful and meaningful way?