# ANEE NEWS-JOURNAL



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The Council Of Outdoor Educators Of Ontario

## The Council Of Outdoor Educators Of Ontario The Advisory Board

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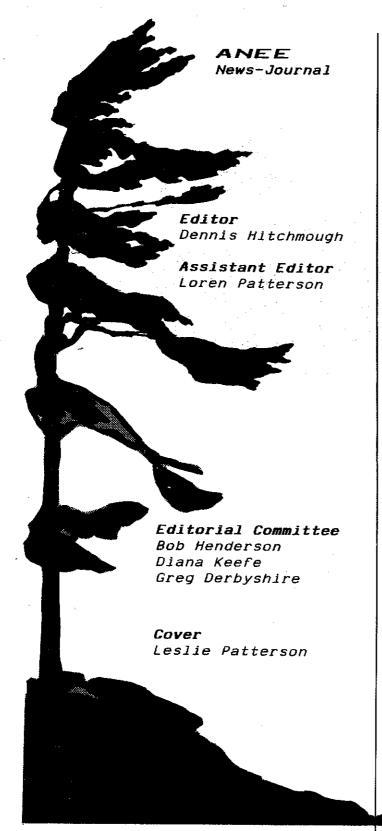


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ANEE actively solicits
material of interest to its
members. Articles or pictures
must be accompanyled by a
self-addressed stamped envelope
if the author would like them
returned.

#### Welcome back!

The Editorial staff at ANEE has again changed. Skid is no longer `at-the-helm' but leaves us with a legacy of interesting articles and a News-Journal of high quality. We hope to carry on this tradition. Skid has accepted Program Leader responsibilities at North York's new Mono Cliffs Outdoor Education Centre. The article on this incredible new facility will give you some idea of what goes on the summer before a centre opens! We wish Skid all the best in his new endeavours.

After two months of rest, relaxation and thought, it's finally time to put some of those great notions you had this summer to work. Dennis Wendland has some fantastic ideas for Murals, Bulletin boards and specialty centres. He says the only problem is that "...none of my talents are artistically oriented." Read his article and see how he overcame this minor problem.

Robert Briehl sheds some light on **Dioramas** and how to use them. This often overlooked art might be just the thing to excite and amaze your kids.

For those of you who come indoors only under duress, Joe Kacmarczyk's article on starting an Outers Club might be just the thing!

We know you'll find this issue interesting and we would like to hear from you. Drop us a line with your suggestions, comments and needs

so we can maintain the quality Skid and previous *Editors* have set.



Dear FAR NORTH member,

I'd like to take this opportunity through ANEE to thank the members who took the time to respond to the July mailing. Special thanks to those who sold a book of tickets! As of September 15 (the latest I could wait for replies and still make ANEE) I had received responses from twelve of the thirty-two members. Now is the time to share with you what they thought of the issues that required input. The biggest question, of course, is how to deal with our huge region and small membership. this matter eight of the twelve thought that the division made: sense... but most qualified it somehow, such as;

"It would still be too large for the membership."

"It may be necessary to divide the region further".

Three long-term members thought that the membership was so small already that division would break the region up even further. They were definitely against division. One person suggested what is probably the best solution and that is;

"Perhaps an artificial division of the region for mailings and one day workshops but retain the region intact." Although I feel no further ahead on this issue I do feel that I know a little more of what members think, and perhaps cells of activity throughout the region may be what comes about.

Two FAR NORTH members are allowing their names to stand for nomination and results of that will probably be known as you read this. It will be terrific to have more regional representation on the Board.

Eight agreed with the FAR NORTH logo, two disagreed and two expressed no opinion.

Response to the opportunity to distribute info on COEO was terrific...so much so that I ran out of posters and brochures but I now have a new supply. Increasing our membership will be a top priority this year for all of us to work on.

I enjoyed getting the responses from the July mailing...my efforts in the next year will concentrate on keeping in touch with members and getting events going that will become annuals.

Lori Tanio



# central region

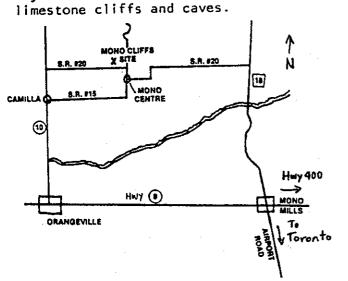


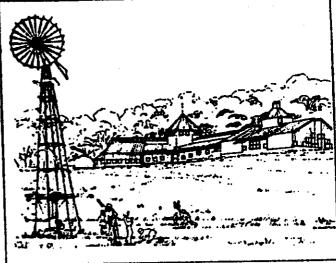
COEO CENTRAL FALL PROGRAMS

Welcome to the Fall season and the start of another exciting year of COEO Central programs. There will be something for everyone, repeats of a few of last season popular sessions and of course, many new ones. Watch your ANEE for all programs!

Saturday, October 18th. -- 10:00 a.m. to 3:00 p.m. Mono Cliffs Outdoor Education Centre - OPEN HOUSE.

North York's newest residential Outdoor Education Centre has graciously invited COEO Central Members to participate in their North York Staff and Students Open House. The Centre is situated on 86 acres of land adjacent to the New Mono Cliffs Provincial Park -- an area known for its



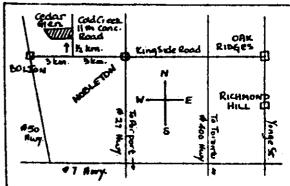


Tuesday, November 25th. - 7:00 to 10:00 pm

Cedar Glen Outdoor Education Centre - OUTDOOR EQUIPMENT FOR WINTER

Jim Blair, from Trail Head, will present the 'latest and greatest' in winter equipment -- skis, snowshoes, camping accessories and clothing. Come and find out what to buy and what not and bring all your material and design questions! Christmas (it's getting close!) goodies and warm drinks will be served.





Volunteers

Wanted!

Do you feel really appreciated? Are you getting satisfaction from every facet of your life?

If your answer to any of the above questions is no, let us help you change the answer to YES! Volunteer to assist your local COEO representative or get on a committee; even help with ANEE as a local area reporter. The list is endless. We pledge to appreciate every one of you and make you feel really needed. We hope you realize that some facets of your life MIGHT be out of our reach, but we like challenges!

#### Thinking About an Outers Club For Your School?

by Joe Kacmarczyk

arrived at North Albion Collegiate Institute and began my duties as a mathematics teacher. This was a satisfying job in itself but I wanted to make an additional contribution to the school and the students. I began coaching track and cross country and acted as a staff advisor to our school's Outers Club.

Working with the Outers Club has to be one of the most satisfying challenges in my teaching career. I have gotten to know some of my students in a more meaningful way which is sometimes difficult in the high school I have observed their setting. personal growth and seen them develop skills and a new sensitivity and awareness of the environment. I have seen them develop close friendships, many of them lasting ones. For some, the club offered a forum to display leadership in action. For all of them it was an opportunity to learn outdoor skills and acquire an appreciation of nature which opened up new horizons for them as well as provide an excellent framework for a lifetime of enjoyment. If you asked each of them what was special about their club, the answer would be "It was fun and exciting!"



Basically the club is made up of students who enjoy outdoor pursuits such as canoeing, hiking, skiing, etc. Many of these students have never been actively involved in outdoor life but out of curiosity would like to do so now. At the club's first meeting I have seen over 40 students attend with about 60% of these being active members all year. The club executive. selected the previous June, runs the meeting and handles the registrations. They also outline the program of action for the coming year. Usually, the calendar of events includes the following:

Canoe Tripping
Backpacking
Rock Climbing
Cross Country Skiing
Winter Camping
Cycling
Horseback Riding

Wildflower and Birding Hikes Weekend at Conservation Centre Special Guest Speakers Special Projects Leadership Training Fund Raising

As you can see, our club is fairly active, carrying our program through all the seasons but requiring at least three or four staff to act as advisors given the significant investment of time required. Many clubs could successfully function by running a couple of programs per season using one staff advisor and some volunteer help from time to time.

A lot of preparatory and planning work before each event can be carried out by the senior members of the club. if a canoe trip is planned, the club leaders will arrange for a swim test, canoeing and portaging instruction, rescue techniques training, canoe rental, paddles and PFDs, transportation route planning. equipment, and food preparation. This is an excellent leadership opportunity for some of the kids and also a great confidence builder. Other programs can be handled in a similar fashion except for Rock Climbing which requires instruction from qualified instructors of the Ontario Rock Climbers Association.

Being based in southern Ontario, our school has tended to stay within a four hour driving distance. Our canoeing, backpacking, X-country skiing and winter camping trips

usually take place in provincial parks such as Algonquin, Killarney, Six-Mile Lake, Bon Echo etc. The Bruce Peninsula offers excellent backpacking terrain with striking topography and good campsites. Other day long programs such as rock climbing, horseback riding, hikes and cycling are done locally on the Niagara Escarpment, local river valleys and nearby rocks.

I have been involved in this activity for ten years and I find it most satisfying.

As a special treat we usually book a weekend at a conservation field centre such as Lake St. George or Boyd and expose the students to programs like orienteering, survival in the outdoors, map reading and wilderness first aid. This outing is an excellent start to the year. Groups gets to know one another, learning some good skills, hopefully develop good attitudes and learn to cooperate with each other.

We have conducted some inschool programs by inviting quest speakers from time to time from the Bruce Trail Association, Federation of Ontario Naturalists and Outdoor Equipment stores. These groups speak on a variety of topics such as Wildlife Management, Preservation of Wetlands or perhaps the latest in Outdoor clothing and equipment.

We also have plans to involve the club in community service programs such as a local stream clean-up or

perhaps helping the Bruce Trail Association in a local trail maintenance project.

Each spring our school attempts to select one boy and one girl (usually from Outers Club) to attend the Ministry of Culture and Recreation sponsored outdoor leadership course at Bark Lake in the summer. This is an excellent program. The students return with good ideas and lots of enthusiasm, ready to make a positive contribution.

Naturally, running the club requires money. In many of our activities, the students pay \$5-\$10 or more out of pocket. Money is also raised through special fund raising projects such as car washes and selling refreshments at basketball games. Our students council also provides the club with operating funds. Much of the money is spent on transportation, equipment such as tents, packs, stoves and cance rentals and camping fees.

As a staff advisor it becomes necessary to acquire certification in certain areas involving "risk" activities such as water related programs. For example, if canoeing is involved, your Board or Association may require you to have canoe tripping and life guard qualifications. You would have to study your local policy on outdoor trips.

Safety is a very important component in outdoor activities. Medical histories

and parental consent forms are a must and one should supply complete information about your trip to the parents or quardians.

I have been involved in this activity for ten years and I find it most satisfying. gives one a great feeling to be able to contribute to a young person's development. There is also another satisfaction. When you see some of them a few years later and learn that outdoor activities are key contributors in their lives, it makes it all worth it. If you are inclined to start a club or just help out in an existing one, my recommendation is:

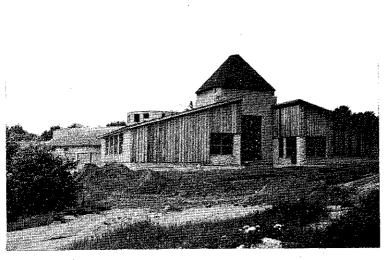
"Go for it!"

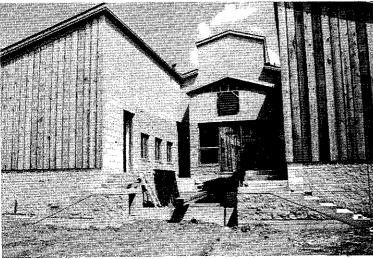


Joe Kaczmarczyk is a High School teacher currently completing his second year of secondment with the M.T.R.C.A.

#### Mono Cliffs Outdoor

#### Education Centre





eginning this fall, students from across the City of North York will be able to immerse themselves in the joys of Outdoor Education at the Mono Cliffs Outdoor Education The Centre is located Centre. on 22 Hectares (86 acres) of rolling meadow and forest land atop the Niagara Escarpment about 15 kilometers north-east of Orangeville. It is also directly linked to the Mono Cliffs Provincial Park, a geological and botanical gem in Ontario, containing some of the rarest ferns in the Province.

The Centre has been the dream child of the North York Outdoor Education Department since the early seventies. Co-ordinator Lloyd Fraser had to wait for the ills of declining enrollment to ease (it was actually the sale of future site school lands that financed the building of the Centre) and a receptive atmosphere adopted by concerned Board officials before the ground breaking finally opened up the site in the late spring of 1985.

The Centre consists of two dorms, on designed for handicapped access, each capable of housing forty people, a complex main building with dining, lounge, office and classroom facilities, a crafts workshop, and a residence for single staff. This five building, \$2.5 million project was designed by architect Bruno Melillo, of the Moriyama-

Teshima Architectural firm, responsible for such showpieces as Science North, the Ontario Science Centre, and Scarborough's Civic Centre. The design theme blends elements of Earth, Air, Fire, and Water with the rural vernacular of the Mono countryside to create a truly spectacular edifice.

Many of the staff will be familiar to COEO members: Jan Stewart has become the Assistant Co-ordinator of Outdoor Education (residential); Skid Crease and Barrett Greenhow have taken on Program Leader duties; Bob Holland has a special one year secondment as Program Developer: Outdoor Program Specialists will be Dave Dawe, Norah Ledermann, Loren Patterson, and Keith Singh; Outdoor Program Assistants are Cindy Scott and Linda Wunch. The real nerve centre is headed by Secretary Louise Snow, Site Custodian Harold Summerville, and Assistant Site Custodian Frank May.

The first groups of students are hopefully arriving on September 29, but the official open house will take place in mid October: Board officials on October 16, Orangeville area residents on October 17, and North York teachers, parents, students, and friends on October 18.

Meanwhile, the staff have been on site since August 19, dodging trucks, unloading tractor trailers and generally surviving the joys of working on a construction site.



Besides site assessments and brainstorming program possibilities, the staff have also attended the National Safety Network course, conducted by Alan Hale, to help them in their preparation of a comprehensive staff manual.

One of the intriguing areas at the Mono Cliffs Centre is the whole concept of program design. No program will exist until the classroom teacher has pre-planned objectives and curriculum needs with the Then a tailor made staff. program will be designed to accommodate the specific needs of that class and that teacher. The staff recognize the complex nature of this type of program design and the importance of clear communication between Centre and visiting school. Now that the phones are in, this should be a lot easier!

COEO members will be pleased to learn that the Centre also has Conference facility capabilities, and will serve as the site of the 1987 Annual Conference.

### PENNSYLVANIA ALLIANCE FOR ENVIRONMENTAL EDUCATION

#### HOSTS Annual Conference

Teachers, naturalists, professors, students, and all those interested in the environment will find the Pennsylvania Alliance for Environmental Education Annual Conference challenging and informative! This year's conference will be held at the Williamsport Area Community College, November 14-16, 1986.

The theme - Awareness to Action - will be addressed by four keynote presentations.

Dr. Sheryl Charles, Director of Project WILD, will speak on nationwide trends in environmental education, and where we should be going.

Representative David Wright, sponsor of legislation to fund the Pennsylvania Office of Environmental Education, will discuss the legislative process

in Pennsylvania as it applies to environmental concerns. The Blue Sky Puppet Theatre and Bill Brennan will entertain conference participants as they teach ecological concepts through puppetry and song.

Conference participants may choose from more than 30 workshops focusing on Awareness, Concept Development, and Action in environmental education.

The Pennsylvania Alliance for Environmental Education is a non-profit organization of individuals and groups with a common interest in supporting and promoting environmental education in the Commonwealth of Pennsylvania.



#### The Box with Many Shows

by Robert Briehl

"Art in the curriculum of a subject such as Outdoor Education contributes to the personal growth of each child."
-Marion Downer.

very child and many adults have been fascinated by the world of miniaturization whether in the form of a doll house, or a toy castle. Creating a scene in the space of time and being able to look in upon it as its creator, has given countless people a special sense of power and satisfaction. This satisfaction represents a world which is different from everyone elses - a world which only one can create this way.

Exactly then, what is a Diorama? It is a container into which the builder has constructed a "scene". The scene might be on any given subject, and might be designed to address any given aspect thereof. It might be used in Art, Music, Science, or any other subjects in the curriculum, or it might be just something which one has constructed for the pleasure that one gets from creativity.

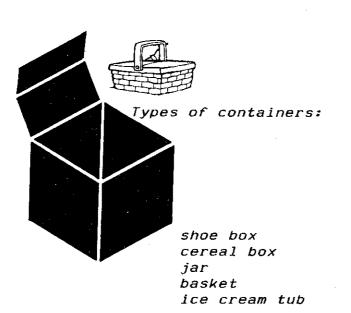
It arouses alertness to the environment, and also encourages to the well being of an individual. Art focuses on design as seen in nature where everything has a purpose. It becomes appealing to the individual because it expresses an interrelating network of the total picture. Art in nature as well, relates on the human relationship with everything in nature i.e., one's responsibility and connection to the world. It might even go to the point of a personal challenge in the striving for excellence. Marion Downer, in her book Discovering Design, has pointed out that "design is everywhere in the universe, but it is hidden from us until we become aware of it." Whether we experience it through the lense of a camera, watercolours, carving, or expressing our-selves in a diorama, when we make the move to fully use our senses, and become at one with our created, or observed subject, then, and only then can we begin to become aware of the finer details of our environment.

The Ministry of Education, in its document on Art, views the diorama "as a way to allow students singly or in groups to clarify their thinking and to illustrate ideas in three dimensional forms." It suggests that suitable themes for dioramas may be found in other subject areas and related to stage sets, landscaping, model communities or abstract or non-objective design.

The wonderful aspect about the construction of the diorama is that it can be made as simple, or as complex as the builder wishes it to be.

For example, a Kindergarten child might take an empty box and simply arrange some toys in it. For this child it satisfies the imagination. A grade thirteen student would perhaps wish to set up a miniature stage for the school production and would take much time in ensuring that attention was given to details.

Dioramas can be constructed virtually anywhere. They are usually set up within a small shoe box and thus are quite easy to move around. They are excellent as a follow up to a unit in school, a walk in the local park, or any time the teacher wishes to have the students make one.



One might ask why dioramas over some other expressive form. Dioramas are fun because the student has much freedom in expressing himself artistically. Visual three dimensional effect gives a new dimension in the artistic finished product which perhaps might otherwise not be With students who possible. have special needs and who might find other forms of expression difficult, the diorama lends itself very well. Thus, in such students self worth is reinforced.

With the budget cuts these days, any activity which is cheap is valued. The diorama is just one of these. Students can bring in all sorts of items from home, the yard, the hike etc., and later even trade some of them off. Thus minimal supplies are required by the teacher. (A list will be found at the end of this article.)

#### Getting Started:

As an educator you have to work with some kind of road map, plan, or theme. Thus, half of the work has already been done. Use this plan. Ask yourself,

"What is necessary to compliment this unit?"

Determine what materials are available within the school, the school yard, and lastly, off the property. What materials can the students bring from home?

Discuss it with the students first. Record their suggestions, and make them feel that their opinions really do

count. Give them a fair amount of time to collect their items. About a week would be maximum.

While the students are securing their raw materials try this diorama yourself and be sure that the expectations which you have established for the students are realistic. Bring in your example and show how it is made up of numerous parts which are quite simple. Your students are not to copy your work, and thus it is a good idea to remove it when they are doing theirs, so that it does not become an item which is to be copied. realistic in the final product, and also patient. Like writing, many ideas come to mind, but it sometimes takes some trial and error to finally come up with a success. Always be around for encouragement and suggestions which might make tasks easier. Be sure to have an adequate supply of glue, string, paper, and praise.

#### A Typical Lesson Plan:

Perhaps some of you are seeking not so much philosophical information, but rather some-thing more tangible which will be used in the class. For you I have set up a mini lesson plan.

Theme: Language Arts:
World of the Little
Fisherman

#### Learning Outcomes:

- (1) Students will have fun with the activity
- (2) Students will become more aware of lines, colour, texture, and shape

- (3) Create a setting for the story in a realistic manner
- (4) Be able to use the diorama to help to tell the story and thus encourage the students to employ expressive skills

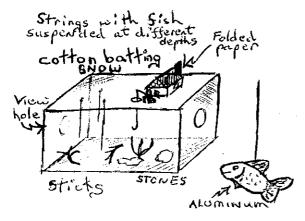
#### Student Activities:

- (1) Students will be responsible for bringing in a small container such as a shoe box, or an ice-cream container.
- (2) Plan what materials will be necessary for the particular setting.
- (3) Secure additional materials from the school yard, park or by trading off items with fellow students (items such as sticks, leaves, seeds, stones, sand, etc.)
- (4) Make a decision how the container will be used, and where the openings will be made for viewing the scene.
- (5) Sequential order in building up the scene i.e., begin by making the background and working towards the front of the container.
- (6) Arrange the setting in rough before securing any of the objects to the floor or sides.
- (7) Carefully arrange the objects, and view them at eye level to make sure they are as desired.
- (8) Share with the teacher, and also fellow students.

#### Evaluation:

- (1) Have your criteria for this activity been met?
- (2) How does the student feel about the diorama?
- (3) Did the child follow directions?
- (4) Did the child work to his/her ability?
- (5) Have I given positive suggestions which could have improved this activity?

Scenery - coloured paper



#### Finishing Touches:

Clear plastic paper, or sandwich wrap is suitable for covering large open areas. It allows the light to enter, but it does not necessarily have to be the point of viewing the scene. Louvers, or round holes can be cut in the box through which the person will look. Often coloured plastic paper will create a special atmosphere, and should be tried before being secured.

If time permits, give special attention to detail such as signs, accessories, tracks, and clothing.

Try to finish off the container form the outside, so that it does not distract from the rest of the diorama.

Be sure to allow everyone in the class to have a look at the completed dioramas.

#### Suggestions:

Popular settings for Dioramas

- (1) Christmas: old fashion, The Night Before - the poem, Santa's Workshop, Nativity Scene, Christmas shopping -Winter Wonderland, and City.
- (2) Space: Setting of the location of some of the popular stars, exploration with space craft (Lego)
- (3) Underwater: Fish, and ocean study
- (4) Fairy Tale: Select a favourite setting and recreate it
- (5) Nature: Seasons, Food Chains, concepts -Hibernation, Maple sugar bush
- (6) Conservation: Pollution vs. Proper management
- (7) Pioneer Units: Canada -Civil War battle scene from U.S.
- (8) Music: Symphony arrangement
- (9) Mathematics: 3-D relations of figures

#### Supplies:

Outdoors: Sticks, stones, grass, bark, leaves, seeds, berries, dried fruit, sand, feathers, plasticine, glue, paper, string, fine wire

Stars: Paper for planet mobiles, styrofoam, water soluble paints, fishing line aluminum foil, Lego toys

<u>Pioneer:</u> Similar to Outdoors Theme - also toy animals, wooden twigs

Mapping: Flour salt water,
water paints (Hydrocal U.S.
Gypsum)

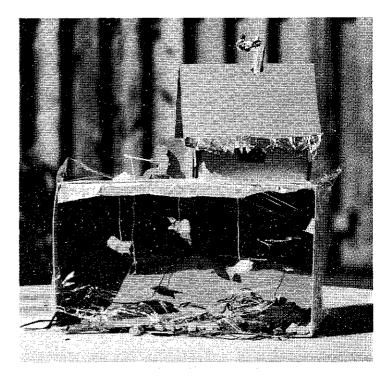
Story Themes: Props made out of wood, paper, scrap material, sticks, stones, dolls characters made out of old nylon stocking material.

#### Final Word:

The suggestions which have just been made are only just that. They are designed to help the first time person who has never made a Diorama feel that he/she can succeed with this kind of lesson, and as important, the students too, will be able to engage in an activity which will offer them success, and pleasure. Art teachers, and the seasoned people will probably be able to go way beyond the scope of this article.

My main hope is that some might try some of the suggestions and find them helpful and to make the lesson more fun for the students and the teacher alike.

GOOD LUCK.



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Robert Briehl is a classroom teacher with the Halton Board of Education.

### IDEAS FOR BRINGING THE OUTDOORS - IN!

by Dennis Wendland

- A. Working at an outdoor centre, I realize the importance of being able to communicate both orally and visually with the people with whom you come in contact. Having many talents, none of which are artistically oriented, I realized that I would have to get someone else to work on displays. My sources, which you may also find appropriate, are:
- (1) Local high school co-op programs and community service programs.
- (2) Volunteers such as interested members of the local naturalist club, teachers, college students during May/June, a teacher who is at home with family but wants a different outlet.
- (3) Grant programs which supply funds for hiring individuals for terms ranging from three months to a year. Two programs we have found very useful are Futures and Section 38 grants. Information for contacts, applications, etc., can be acquired from your local Employment Office.



- B. Useful Classroom Ideas from Laurel Creek
- (1) Murals very useful to focus attention for introducing and concluding sessions during a visit.
- (2) Electric Boards Very popular with students of all ages as the matching cards can be changed to suit the unit. They can also be student or teacher made.
- (3) Sense Centre Another extremely popular activity. Look, Taste, Smell, Touch, Listen.
- (4) Puppets & Soft Sculpture -Can be part of your program or can be used by visitors especially ,young visitors, to summarize the knowlwdge they have acquired during the visit. Many children

will speak more readily through a puppet.

- Large soft sculptures such as Outdoor Ed. can be fitted fairly easily with a tape-recorder or miniature amplified speaker and mike from Radio Shack. It can then play a pre-recorded message about a mural or display. Using the speaker and mike on a cord, children can again speak through the soft sculpture incorporating it into plays, introductions, listening centres, etc.
- (5) A terrarium filled with debris from the forest floor showing the decay cycle is useful. We've had one going for 2-1/2 years in the classroom. It contains mainly natural

materials and a few nonnatural items to compare the rate of decay. Obviously it needs to be replenished periodically but that is recorded on a chart attached to the terrarium.

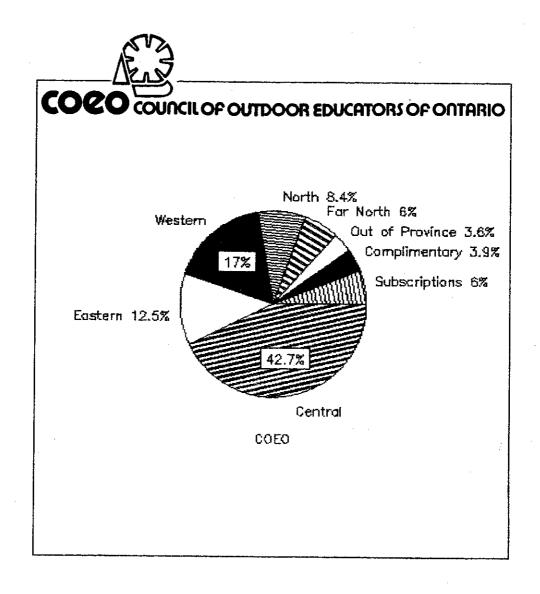
The first people into the classroom always say, "What's in there?" and your one-minute incidental lesson can begin.

- (6) Cartoons: Cartoons, teacher made or student made, can get a fairly complicated message across quite simply.
- (7) Achievement Certificates and Buttons: These provide great reinforcement when given to a young visitor to highlight a contribution given, environmentally appropriate attitude displayed, etc.

Dennis is a consultant with the Waterloo County Board of Education.

MANSFIELD OUTDOOR CENTRE

The Mansfield Outdoor Centre (Mulmur Hills Camp) has an opening for a full time Outdoor Education Instructor/Assistant Camp Director. Duties include instructing in our residential outdoor education program from September to June and assisting in directing our international summer camp. As well as training and experience in the above areas, the successful applicant will have a genuine enthusiasm for kids, learning, and the outdoors. Please forward resume to Mansfield Outdoor Centre, Box 95, Mansfield, Ontario LON 1MO, or call Bob Berti at (705) 435-4479.



#### Membership 1987

COEO covers a lot of territory. Its members come not only from all over Ontario but, as you can see from the accompanying graph, some 3.6% of us are out of province residents. In future issues we hope to hear from some of these 'long distant friends' and find out more about them.

Up coming issues of ANEE will also cover `Northern Spectrum' - the conference in Midland, Safety in Outdoors and many more topics you do not want to miss. If you have not already renewed your membership, this is your last chance to stay current because this is also your last issue of ANEE!!

## "MAKE PEACE WITH WINTER 8"

A WINTER WORKSHOP/CONFERENCE PRIMARILY FOR TEACHERS SPONSORED BY THE COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO &
THE NORTH YORK BOARD OF EDUCATION





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DORSET, ONTARIO

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SURVIVAL & WINTER CAMPING

SCIENCE OUTDOORS SNOW MAGIC STUDIES

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FIRE-BUILDING & COOKING PROJECT WILD WORKSHOP

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A one day conference special Society of America. The materials, whether and tion education; and The ager Wildlift tion

Thursday, October 16, 1986 Kortright Centre for Conservation Kleinburg, Ontario 8:30 — 5:00 pm

A one day conference sponsered by the Ontario Chapter Soil Conservation Society of America. The purpose of the conference will be to describe what materials, whether audio, visual or written exist for use in natural resources conservation education; and to discuss their use and availability.

The agenda will consist of presentations by several groups or agencies, such as the World Wildlife Fund, Ontario Ministry of Natural Resources, Ontario Forestry Association, Federation of Ontario Naturalists, Ontario Ministry of Agriculture and Food, Ontario Ministry of the Environment and Conservation Authorities, as well as a presentation on 'Project Wild' and a summary address by Dr. Jim Kingham, Regional Director General of Environment Canada. A keynote presentation will be made by Prof. Bill Andrews of the Faculty of Education, University of Toronto.

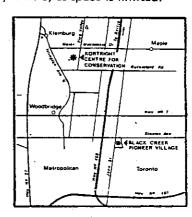
Related displays by interest groups and government agencies will also be available for viewing. In addition, a concurrent display by the Niagara Escarpment Commission and other related groups will be present wich will focus on the Escarpment's recreational potential. These displays will also be open to conference registrants. Registration must be received by Oct. 3, as space is limited.

#### For further details contact:

(Ms) Chris Meyer (519) 451-2800 Mike Puddister (416) 451-1615 Steve Knechtel (613) 546-4228



The Soil Conservation Society of America is a nonprofit scentific and educational association dedicated to advancing the science and art of good land use. It has about 13,000 members in the United States, Canada, and more than 80 other countries.

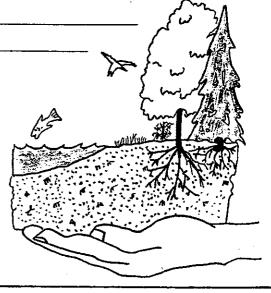


#### Registration Form

TEACHING AIDS FOR CONSERVATION EDUCATION
Fall Conference, Ontario Chapter SCSA

Name	Affiliation
Address	
Telephone	
☐ SCSA member \$25.00	non-SCSA member \$30.00 (\$5.00 from fee may be used toward a SCSA membership)
Fee includes lunch and refre Please make out payment to	
Mail to: Conservation Educa	ation Conference Chairman

c/o 51 Vancouver Drive Guelph, Ontario N1E 2E7



of\_

#### Programs & Personnel





Thanks to the efforts of numerous COEO members, and the finacial assistance of the Ontario Ministry of Tourism and Recreation, COEO's Catalogue of Programs & Personnel, Sites & Services is now available for October delivery. Containing over 200 entries, this unique book is a must for people actively involved in Outdoor Education in Ontario.

Make cheque payable to: Council of Outdoor Educators of Ontario

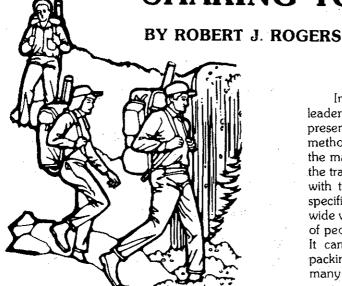
Mr. Jerry Best, Corresp. Secretary 186 Crockett Street Hamilton, Ontario L8V 1H2

detach

Please send \_\_\_\_ copies of COEO's <u>Catalogue of</u> <u>Personnel</u>, <u>Sites & Services</u> at \$12.00 per copy.

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## LEADING TO SHARE SHARING TO LEAD



In this monograph an outline for training leaders of outdoor adventure activities is presented. The outline contains both the method by which leaders should be trained and the material which should be presented during the training. Because the outline concerns itself with the skill of leadership and not any one specific activity or sport, it is applicable to a wide variety of organizations which take groups of people into the out-of-doors for adventure. It can be used by those involved in backpacking, canoeing, recreation programs and many other adventure activities or programs.

### Adventure — Activity — Leadership

The Council of Outdoor Educators of Ontario COEO, was founded in 1971. This organization, open to all persons involved in Outdoor Education, is dedicated to fostering professional leadership in the out-of-doors.

The Task Force on Adventure Activities was formed in 1976 in response to membership concern over certification. Its recommendation that four essential components be considered in all adventure activities was accepted by the membership in 1977. Active discussion, with representatives from many different organizations, then led to the development of this publication.

It is our hope that this book will make you. the leader or adminstrator of adventure activities, aware of the dimensions of leadership, one of the four essential components, and will help you develop a leadership programme relevant to your specific needs.

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