

# ANEE NEWS-JOURNAL

## **In Quest of New Horizons**

Conference '88 Updates

## **Effective Teaching in Environmental Education**

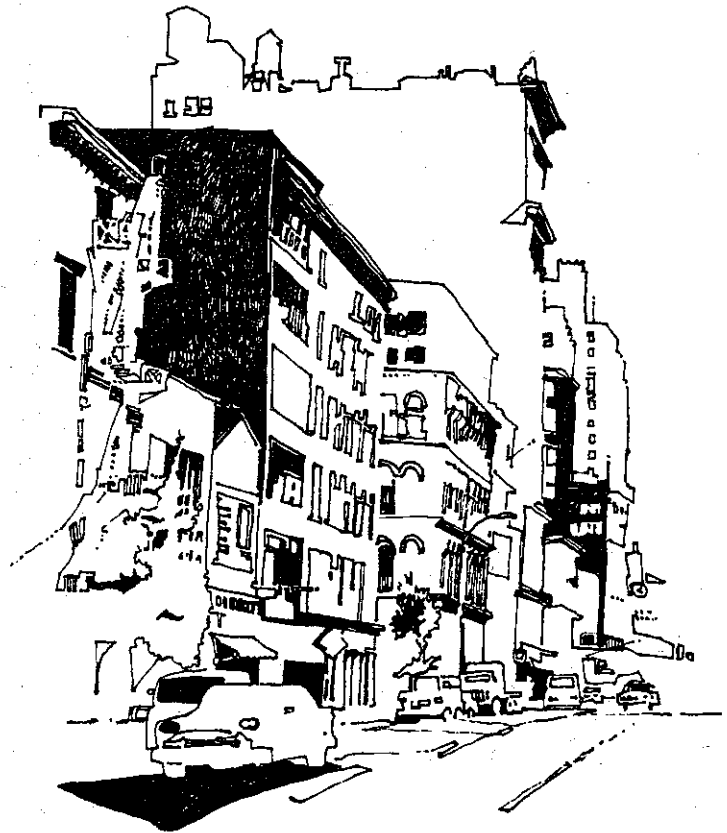
Procedures and Techniques to Better  
Understand the 'Built Environment'

## **How Do We Evaluate Outdoor Teaching?**

Getting the Most From Practice Teaching

## **A Taxonomy of Volunteers**

Where Do You Stand?



Volume 17, Number 5

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The Council Of Outdoor Educators Of Ontario

# The Council Of Outdoor Educators Of Ontario

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## ANEE

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May/June Volume 17, Number 5

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Anee is an Ojibway word used when greeting a friend.

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**Editor:**  
Dennis Hitchmough

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**Deadlines:**  
July/August 'Book Reviews' June 20

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views of COEO unless expressly stated as such.  
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### Emergency Medical Technician First Aid Course

**T**he E.M.T. - Wilderness Course will be offered in a 10 day session from August 1 to August 12 (Aug. 6-7 off), at SEDBERGH School in Montebello, Quebec.

The 80 hour course in wilderness emergency care will be instructed by Eric Rast and Jim Ongena. The text for the course is "Emergency Care of the Sick and Injured", 3rd edition. The 10 day course will cost \$250 and room and board is \$280. The school is running this as a non-profit endeavour.

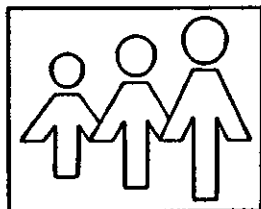
For more information write to:  
*Jim Ongena*  
*P.O. Box 2000*  
*Ste Anne de Bellevue, Que.*

### Ontario Hiking Day Sunday, October 2nd, 1988

**W**alking is the healthiest form of exercise, doctors say, and the fastest growing sport in North America. Many Ontarians already benefit from walking but many more could enjoy this most natural outdoor activity.

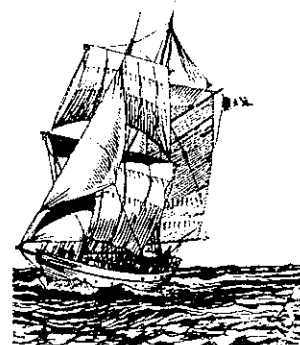
Ontario has more than 2300 kilometres of long-distance hiking trail built and maintained by volunteers belonging to one of the trail associations. These associations sponsors Ontario Hiking Day as an occasion when all Ontarians can learn the simple and healthy pleasure of hiking. There will be hikes across the province, organized by trail clubs, provincial parks, recreation authorities and by other volunteer groups.

## Hike Ontario!



Your Outdoor Education group could go on one of these hikes, or you could have your own hike for the occasion. We have special posters available for advertising your hike and will be organizing publicity in the provincial and local media. For details of a hike near you, contact your nearest trail club or Jill Leslie, Ontario Hiking Day Coordinator, Hike Ontario!, Box 651 Stn K, Toronto, M4P 2H1, 1-519-821-2133.

The Past comes to life



Saturday,  
September 17, 1988

at

### The Naval & Military Establishments Penetanguishene, Upper Canada

**W**hat was it like to be posted to a naval outpost in Upper Canada following the war of 1812? Sail back into that exciting era at The Historic Naval and Military Establishments.

Sail on a replica of the HMS  
Bee.

Experience the daily duties of  
sailors and shipwrights.

cost: \$25.00  
(including provisions)

Experience Another Lifetime...

Contact:

*Holwyn Peters*  
*219 Peter St. N.*  
*Orillia, L3V 5A3*  
*(705) 325-2738*

Spaces limited to 28 able-  
bodies! Register before August  
15, 1988.

## Calendar of Events

### April

29 - 30

COEO Advisory Board

Spring Retreat

North York

30

Central Region

Canoeing at Botanical Gardens

### May

6 - 8

Northern Region

Spring Celebration

Leslie M. Frost

Dorset

28 - 29

Central Region

No-Frills Camping Weekend

Cedar Glen OEC

### June

9

Central Region

BBQ, Forest Valley

16

Advisory Board Meeting

### September

17

Northern Region

Naval & Military Establishments

Penetanguishene

29 - 2

In Quest of New Horizons

Annual Conference, Bark Lake

## To Outdoor Education

(and those who profess it)

How dare you?

How can you? Wander in misfitting canyons

Pushed by shadowy ego and id?

Searching for misted purpose, following your aimless aim.

You play the game of the me:

While SHE calls gently for help.

The loon cries with stinging eyes.

Then dies in painful silence:

And you talk of crosscuts and churns.

The soil is leached to sterile ash.

Then washed to lacustrian death.

And you putter with apple head and leaf doll.

The waters are burning within.

And their organelles terminate in miscarriage:

And you card your wool of lamb.

Yet you, you were born for HER.

SHE needed you.

And first you knew your role.

Your mission sterling clear.

To teach to them

Sensitive caress, soft tread....and mystery.

The maples wither,

With roots of dead thread:

While you train legions of leaders.

Wolf and whale are slain for nought,

May their gaze be branded in brain:

While you praise soldier Robert Hebert.

The forests are razed,

By the blind and dollar-crazed:

While you co-operate in game.

To entertain, to popularize and to follow their lead

Have become your infinitive creed,

In your pursuit of experience positive.

But Chiefs Seathl, Thoreau, and George

Bequeathed that you were to carry and succour

The smoldering punk ember, that they had spawned.

Oh why my love have we lost our way

While proving ourselves to each other?

Our message was good and pure as the spring.

And still is the fount for all that live.

Yes times do change, but so also do they shorten.

Thus if ....if SHE flourishes.

May God grant HER the gift of forgiveness.

Yes my love, how could you?

by MOLE

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## Highlights of Conference '88

The planning committee for Conference 88 is hoping you saw the program outline and registration information in the last issue of ANEE. "In Quest of New Horizons" has an impressive line up of speakers and sessions ready for this September 29 - October 2. The following are just a few of the personalities and topics you can expect to see.

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### Jackson Gillman

**J**ackson Gillman has been described as a combination of a Mark Twain-like story teller, a George Carlin-like comedian and a Tony Montanaro-like mime. He uses mime, dance, song, various dialects and even sign language to reach his audience. Jackson says "my goal is to interact with the audience to make sure there is no fourth wall between themselves and myself".

Jackson never intended to take up story telling as a career. He was keen about agriculture and he pursued a Degree in Human Ecology. But a summer job as a singing waiter started his interest and he was gradually drawn to storytelling. Today, his audiences include kindergarten, colleges, libraries, churches, prisons and night clubs. He has presented at events such as the National Story Telling Festival and the New England Environmental Education Association Conference.

"The Man who Planted Hope" is a recent addition to Jackson's repertoire. It has been described as the most ecologically hopeful story of what one person can do for the environment. This story as well as other entertaining material will be the focus of Jackson's Thursday evening presentation at Conference '88.

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### Winnie Stott

**W**innie Stott is the writer of two orienteering workbooks: *Map Reading* and *Route Planning*, and the National Editor of *Orienteering Magazine*. She has also created a video entitled "Orienteering from the Classroom to the Forest", and has won the National Orienteering Championship in her age class for the past two years.

At the September conference, Winnie will be leading the "Intermediate Orienteering" session, as well as a half day session on "How to Teach Orienteering". Her expertise and background are sure to be felt in both of these active presentations.

### Did You Know

... you could save \$20 if you register for Conference '88 before June 30?

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### Rod Ferguson

**A**t the fall conference, Rod Ferguson will discuss a new program in operation at MacSkimming Outdoor Education Centre. In "Project Self", a small group of students unable to function in the regular system, work with a teacher and a social worker in an outdoor setting. The program is aimed at reducing the dropout rate among future high school students. Students targeted are 8 to 14 years old whose academic performance is weak, even though their intelligence level is average or above.

Rod is well known to COEO as he has been a member since 1972, and has served two terms on the COEO executive - the last term as President. A full-time outdoor educator since 1969, Rod was given principalship of MacSkimming Outdoor Education Centre (outside Ottawa) in 1975. He earned a Masters degree in Outdoor Education from Northern Illinois University in 1979, and Rod continues to assist and promote COEO by organizing NIU Graduate Level Courses in the Ottawa area.

Rod is also a member of COEO's Curriculum Committee and was one of the writers on the Ministry of Education writing team which developed the policy statement for Science in the Primary and Junior grades.

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## Who is Bob Campbell?

The following is a test of how well you know Bob. Answer True or False to the following statements.

1. Born in Scotland.
2. Came to Canada in June 1953 aboard the SS Larentia.
3. Grew up in Montreal.
4. Attended Concordia University.
5. Has a BSc in Biochemistry.
6. Spent 9 years in the Pharmaceutical business.
7. Has 15 years teaching experience.
8. Taught statistics, management and staff training courses at Sir Sandford Fleming College.
9. Has taught all elementary grades with Peterborough Board of Education (PCBE)
10. Has spent 3 years as a Community School

Coordinator.

11. Is currently the Consultant for Gifted Students at PCBE.
12. Will be going on sabbatical in December 1988.
13. Presented at the World Gifted Conference in Salt Lake City in 1987.
14. Makes regular presentations in Ontario and New York State.
15. Has a keen interest in playing sports.
16. Loves soccer.
17. Has three daughters.
18. Hopes to play soccer forever.
19. Hopes to travel.
20. Hopes to continue learning about thinking and about himself.

If you answered true to all of the above statements you're

probably Bob. If you answered true to 15 or more than you know Bob extremely well. If you answered true to less than 15 then hopefully you know more about Bob than you did when you started.

Bob's sessions at Conference '88 will be based on the book "Six Thinking Hats" by Edward DeBono. "Thinking in Technicolour" will focus on perhaps the most important aspect of problem solving and decision making - perception. The six hat system allows your thinking to be focused on one aspect at a time and to see problems from six different points of view.

Guaranteed to change the way you think, Bob's session promises to be a fun and exciting way to begin you and your students thinking about the way you think!!

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## Mike Laurence

Mike Laurence is currently Program Director of the Challenge Discovery Program at Brock University in St. Catharines. He will be presenting two sessions at Conference '88: one on adventure programming and environmental education; the other on how to effectively teach initiatives.

Mike is a former naval flight officer and squadron survival officer. He has eight years experience in adventure education, and is a member of the Association for Experiential Education - an international organization concerned with scholastic performance, values education and interdisciplinary field experiences. He is a graduate of Project Adventure (Massachusetts) instructor training in adventure programming, adventure based counselling and advanced skills and standards.

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## Leslie M. Frost Natural Resource Centre

On Saturday at Conference '88, you will have the opportunity to travel north on scenic Highway 35 to the Leslie M. Frost Natural Resource Centre, a residential outdoor education facility operated by the Ministry of Natural Resources. Barrie Martin, Visitor Services Specialist, and Susan Gresner, MNR Education Coordinator, will be your leaders. The day will include a site tour and hands-on participation in some unique Frost Centre activities. Participants will actively explore the excellent educational resources and opportunities available from the MNR including: CWIP, CFID, The Resource Kit, Forestry Kit, Fisheries Kit and Project Wild. Posters and publications will be available for session participants. Be prepared for some fun in and out of doors. There will be prize draws for some special items.

In cooperation with the Council of Outdoor Educators of Ontario, the Ministry of Tourism and Recreation, The Ontario Recreational Canoeing Association and The Royal Life Saving Society



# Canoe/Camping Leadership Workshop

NEW COURSE!

## LAKEWATER LEVEL II

Location: Ontario Camp Leadership Centre, Bark Lake

Dates: June 13, 14, 15, 16, 17, 1988.

Fee: \$200.00

Prerequisite: Lakewater Level I, equivalent, or course Director's permission

This intensive skills course is designed for all teaching staff from schools, outdoor centres, or camps who are involved in canoe programs and who wish to develop the following skills:

1. Upper level canoe skills with the emphasis on solo finesse. ORCA Lakewater Level II is available for successful participants.
2. Boat rescue skills. RLSSC Boat Rescue Award is available for successful participants.
3. Evening seminars featuring Wilderness Safety Management, Wilderness Leadership Scenarios, Environmental Awareness and Canoe Program Resources.

Instructional ratio is 6:1 - all canoeing instructors are ORCA Level III.

REGISTRATION IS LIMITED TO 36 PARTICIPANTS

----- Mail to : Skid Crease, CCLW Director, R.R. #1, Orangeville, Ontario, L9W 2Y8 -----

PLEASE SEND ME FURTHER INFORMATION AND REGISTRATION FORM FOR  
THE CANOE/CAMPING/LEADERSHIP WORKSHOP (LAKEWATER II):

NAME \_\_\_\_\_ SCHOOL/CAMP \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_ POSTAL CODE \_\_\_\_\_

TELEPHONE (H) \_\_\_\_\_ (W) \_\_\_\_\_

I am ☐ am not ☐ attending the OCA skills course June 10 - 12, Bark Lake



# Effective Teaching in Environmental Education

by Ron Brown  
Toronto Urban Studies Centre

*Procedures and techniques for improving the relationship between classroom-based activities and a field experience of the built environment.*

**I**n the "Built" environment, urban field activities operate most effectively if they are an integral element of the classroom experience, and it is on this basis that an investigation by students of the streets of a city, town, or village, may be considered an acceptable activity. This justification is particularly important today when there are calls within educational circles, for the elimination of frills, and the return to "basics" in the classroom.

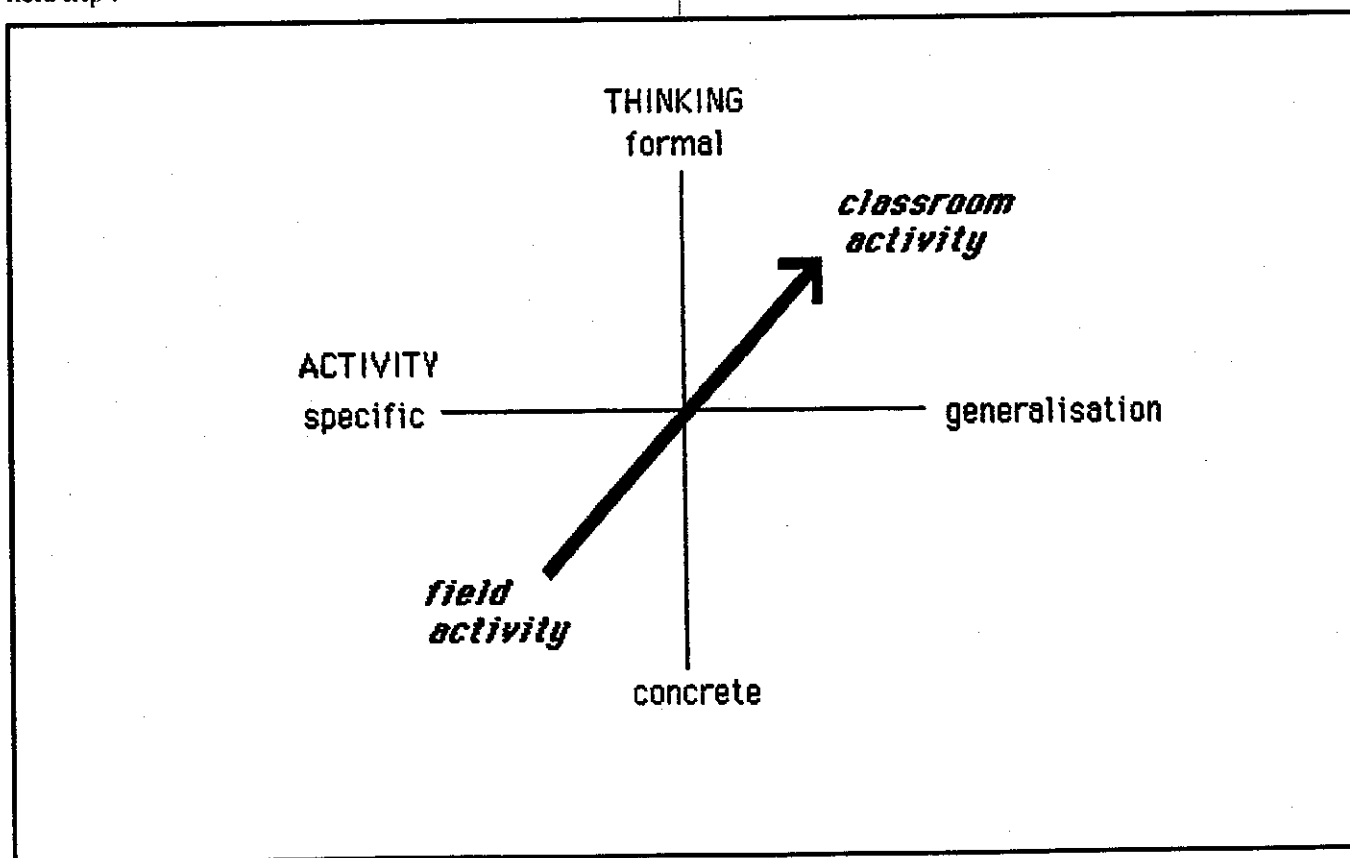
Several questions therefore need to be answered by environmental educators in order to silence criticism of the experience so often rather flippantly referred to as - "a field trip".

## The Process of Learning:

What is the purpose of taking students out of the classroom into an outdoor setting such as a street scene, which they experience daily anyway?

The appropriate answer to this question is provided in the accompanying diagram (Fig.1).

If, in the field activity, the process of information gathering has been sufficiently specific and concrete, then the



(Figure 1) The relationship between an activity and thinking.

Table 1

**Students:**

leave the classroom to travel to another place without understanding why they are going in order to listen to someone tell them what they are supposed to be interested in while they complete worksheets that are never used again.

This procedure reinforces the opinion that field studies are a waste of time and without purpose.

Table 2

**Students**

leave the classroom to visit another place understanding clearly why they are going to explore actively and to discover what they are interested in while they collect data which they will process back in the classroom for generalisations

This procedure reinforces the opinion that field studies have a real purpose in learning and can be fun.

more abstract formal learning activities of the classroom are likely to be better understood by students returning to the classroom environment. Listed on the next page are two points of view (Tables 1&2) as to how field studies might be undertaken:

**The Stages of Learning:**

In order to permit the processes of Table 2 to unfold, some effort must also be made to determine when a field topic is relevant to a student's learning capacity.

Table 3 on the next page suggests what types of activities are appropriate for the four educational divisions.

**Curriculum Design:**

Given that there is to be a relationship between the concrete experience of city streets and the formal thinking of the classroom, close attention must be paid by the environmental educator to the components of a curriculum designed for the urban environment.

If, within the twin dimensions of time and space, the key element in any such curriculum is the idea of "Place", then the investigation of this phenomenon must consider not only its physical properties (concepts and content), but also the values, attitudes, and understanding of the ob-

Table 3 A CURRICULUM FORMAT FOR LEARNING IN THE BUILT ENVIRONMENT

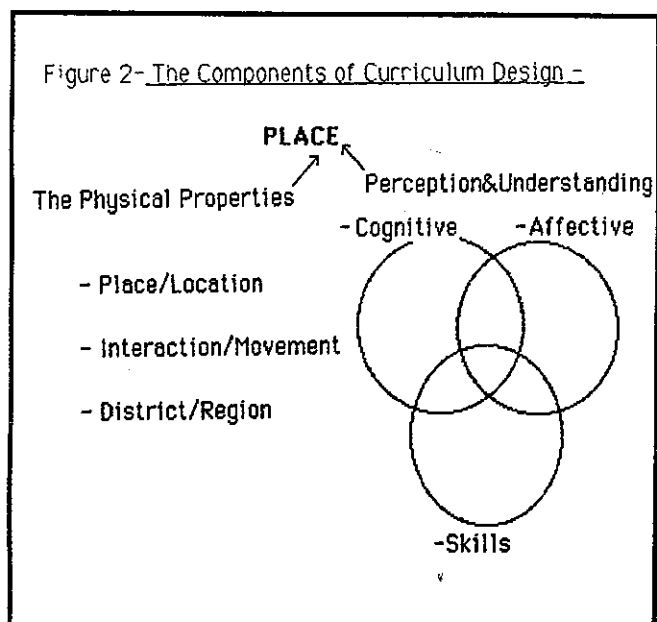
SPACE  
→

DIVISION	KEYWORDS IN TAXONOMY	CONCEPTS/SKILLS/VALUES/ATTITUDES	CONTENT EMPHASIS
PRIMARY (NOW)	Knows  Defines  Describes  Remembers	— civic  — shapes (maps)  — cardinal points  — group operation  — social interaction self worth  — historical	— mayor/city hall/symbols  — Houses/Toronto  — N. S. E. W.  — discovery tasks  — discussions  — historic names  — collection/classification
JUNIOR/ INTER- MEDIATE  (PAST)	Knows  Understands  Compares  Empathizes	— social (interaction) — group work  — spatial patterns coordinates comparisons  — cause and effect  — inferences	— role playing/Unions  — landuse — grid — neighbourhoods  — urban renewal  — street pollution
SENIOR  (FUTURE)	Debates  Analyzes  Evaluates  Synthesizes  Predicts	— self direction  — social interaction in groups  — independent research  — critical and lateral thinking  — comparisons in space  — cause & effect  — generalizations	— primary & secondary sources  — political issues  — historical preservation  — other viewpoints  — landuse evaluation — site and situation  — economics of space

↓  
TIME

server (the student's learning process).

Shown below, Figure 2 illustrates these components and the elements within them.



Based on the above, a framework for a curriculum of urbanisation can be created as shown in Table 4. The concepts in this framework are spatial and therefore geographical in nature. They are also only representative of what would be a much fuller statement in a complete curriculum document.

## Planning:

For the environmental educator skills development, values, and attitudes are the areas on which the field experience is likely to have the most significant impact (right mode thinking). It is therefore imperative that a planning visit precedes a field activity to determine what the cognitive objectives of the classroom teaching unit are and how the upcoming field activity is to relate to them (left mode thinking).

This consultation prior to a field activity is undertaken, through visitations to every school, by the staff of Toronto Urban Studies Centre.

## An Example of a Field Activity:

1. The Centre was recently asked to prepare an assignment for a particular classroom unit - Neighbourhoods - which was being taught to Senior Urban Studies Advance level classes at a City Collegiate.

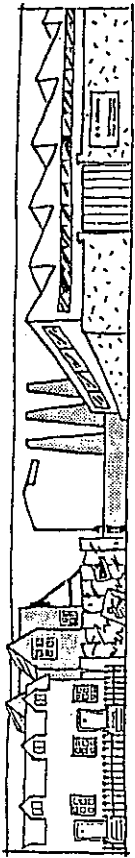
2. At a planning session sufficiently in advance of the day's activity, T.U.S.C. staff discussed some alternatives with the classroom teacher before deciding on a program.

3. Once the aims and objectives of the unit were understood it was decided that a study would be best done as a transect across the city along Queen St. Such a transect was likely to reveal the Burgess concept of land use

## AN URBAN CURRICULUM:

- Table 4

<u>THEME:</u>	<u>COGNITIVE DEVPMT:</u> <u>-CONCEPT-</u>	<u>SKILL DEVPMT:</u> <u>-TECHNIQUE-</u>	<u>AFFECTIVE DEVPMT:</u> <u>-VALUES-</u>
Place	-Urban Hierarchy	-Classification	-Big vis-a-vis small.
	-Settlement	-Patterns	-Planning values.
Location	-Site	-Photo analysis	-Changing values through time.
	-The Centre	-Transect	-Unique yesterday, universal today.
Inter-action	Impact of cities on the environment.	-Site evaluation	-Urban dilemmas.
Move-ment	-Transportation	-Graphing	-The visual impact.
	-Migration	-Mapping change	-Prediction.
District	-The neighbour-hood	-Neighbourhood evaluation	-Special qualities



Table

# RETAIL STREET QUALITY

Name ..... and .....  
 Name of Street .....  
 Date ..... Time .....

Circle your estimate of street quality under each heading

Litter	No litter	3
	Small amount of litter	2
	Much litter	1
	All kinds of litter scattered widely	0
Care of road and pavements	Road and pavements, well maintained	3
	Road or pavement slightly uneven	2
	Road and pavement uneven	1
	Road and pavement in very poor quality	0
Trees, shrubs, grass verges	Well kept trees, shrubs or grass verges	3
	Trees, shrubs and verges badly kept or of poor quality	2
	Trees and shrubs damaged and grass verges overgrown	1
	Derelict and unplanted spaces	0
Street furniture (lamp posts, seats, telephone boxes, etc)	Essential items well designed and in good repair	3
	Adequate but badly designed seating, litter bins, etc	2
	Essential items missing or inadequate	1
	Badly cared for or vandalised street furniture	0
Traffic	Clear roads with light traffic	3
	Traffic flowing freely: light parking	2
	Traffic flowing freely: heavy parking	1
	Traffic congested - not flowing freely	0
Noise	Low level noise	3
	Slight traffic and other noise, not too disturbing	2
	Frequent disturbing and distracting noises	1
	Continuous disturbing and distracting loud noise	0
Road signs	Well placed and visible	3
	Badly placed	2
	Confusing and cluttered	1
	Inadequate information	0

Put your total score here \_\_\_\_\_ Maximum score possible 21

Table STUDY AREA ASSESSMENT SHEET

STUDY AREA \_\_\_\_\_ YOUR NAME \_\_\_\_\_

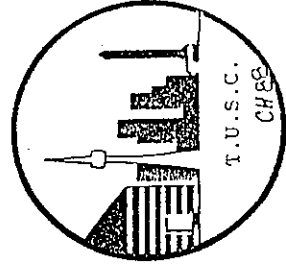
Check the space, between each pair of words, that best describes your feeling about the study area.

interesting	_____	_____	boring
cheap	_____	_____	expensive
natural	_____	_____	artificial
attractive	_____	_____	unattractive
people	_____	_____	things
variety	_____	_____	no variety
smelly	_____	_____	fresh
vertical	_____	_____	horizontal
large	_____	_____	small
organized	_____	_____	disorganized
motion	_____	_____	motionless
traditional	_____	_____	modern
inviting	_____	_____	hostile
exciting	_____	_____	boring
poor	_____	_____	rich
open	_____	_____	closed in
old	_____	_____	new
quiet	_____	_____	noisy
vivid	_____	_____	drab
pleasant	_____	_____	unpleasant
clean	_____	_____	dirty
crowded	_____	_____	empty
dark, dull	_____	_____	light, bright
protected	_____	_____	unprotected
near views	_____	_____	far views
public	_____	_____	private
like	_____	_____	dislike

What do you like best about this area? \_\_\_\_\_

What do you like least? \_\_\_\_\_

Any ideas for improvement? \_\_\_\_\_



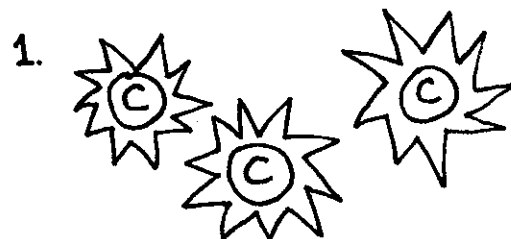
# HOW WELL DO YOU KNOW ONTARIO?

## REBUS ROW

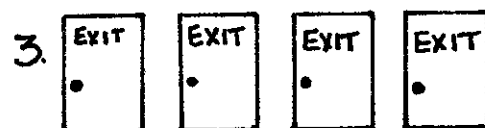
1. What is the largest city in area?  
\_\_\_\_\_
2. What town has the highest altitude?  
\_\_\_\_\_
3. What is Bruce Cockburn's hometown?  
\_\_\_\_\_
4. Where is the Maple City?  
\_\_\_\_\_
5. What is the second most populated city?  
\_\_\_\_\_
6. Which two places are the terminals for the Polar Bear Express?  
\_\_\_\_\_
7. What town in the Ottawa Valley is the site of the second largest meteor strike in Canadian history?  
\_\_\_\_\_
8. Name the largest freshwater island in the world.  
\_\_\_\_\_
9. Where is Canada's "Capistrano"?  
\_\_\_\_\_
10. What place is Canada's third largest port?  
\_\_\_\_\_
11. What was the first capital of Upper Canada?  
\_\_\_\_\_
12. Which town is home of the giant goose?  
\_\_\_\_\_

There's more to these 'pictures' than meets the eye. Can you solve the riddles?

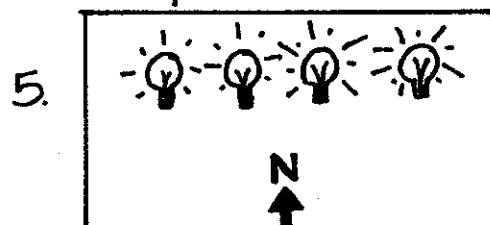
example:



2. Species



4. tdepeendernce



7. bay  
th

### Solutions to:

DISCOVER CAROLINIAN CANADA: hop tree, pin oak, tulip tree, sassafras, black gum, blue ash, red hickory, honey locust, black walnut, red mulberry, redbud, wild crab, pignut, mockernut, pawpaw, cherry birch, flowering dogwood, dwarf hackberry, cucumber tree, big shellbark, prickly pear cactus, dwarf chestnut oak.

Hidden Message: Carolinian Canada stretches from Toronto to Windsor, from Grand Bend to the shores of Lake Erie and Point Pelee.

FOR THE INTERPRETERS: The provincial tree of Ontario is the White Pine.

by Kathy Grant and John McLoughlin

change occurring with distance from the centre.

4. The length of the street was divided into 8 sections to each of which a group of 3-4 students would be assigned.

5. The day's program was to be composed of 3 parts, all of which are necessary for the success of the program. (A copy of the program's schedule is always given to each student well before the activity for familiarisation.)

### **Details of the Day's Activity:**

9:00 a.m. The class meets at the Centre for a discussion of their responsibilities for the day.

10:00 a.m. In the smaller groups of 3-4, the students depart using the T.T.C. to get to their various sections along the Queen St transect. They have until 1:30 p.m. to return with the primary source material that they have collected. This time period will also include the student lunch break.

1:30 p.m. At this time the students are to meet again as a class. The meeting place is a centrally placed location - the Market Gallery of City Hall. Here they will spend 1 hour and 15 minutes preparing a bulletin board display of their findings for classroom presentation when they return to the classroom. This part of the exercise includes all the basic skills of mapping, graphing and presentation formatting.

2:45 p.m. The students return to school. The afternoon group work will probably not be finished. This activity can be wrapped up in a subsequent class period before group presentations.

### **The Students' Tasks:**

#### **The introduction to the day.**

Each group receives a package representing a neighbourhood, which helps to 'define' the area. The package includes photos, maps, census data, and newspaper clippings from Metro Toronto's Reference Library. For 40 minutes they are asked to make an evaluation of the neighbourhood they have chosen (by lot). After this initial overview each group explains very briefly to the others what it expects to find.

#### **The field investigation.**

There are a series of responsibilities that each group must look after during their time on the streets. These

are listed in the statement below -

### **Queen St Neighbourhood Analysis.**

#### **Assignment:**

For your neighbourhood you are to complete the following responsibilities -

1. Take up to 5 photographs of locations in your neighbourhood. The following are suggested as possibilities -
  - a street scene
  - some type of economic activity
  - a residence
  - the area's ambience
  - a personality. Be careful not to offend anyone.

2. For a particular section of the neighbourhood that you have been given do a Land Use Survey using the legend.

3. For two residential streets that you choose do a residential survey.

4. At a busy intersection of your choice do a numerical count of traffic flow, if you can in all directions - N-S, & E-W; if not, at least in one direction.

5. After a full investigation complete a Queen St streetscene evaluation that is representative of your neighbourhood.

**Return to the St. Lawrence Mkt Gallery (south side) to prepare your assignment by 1:30 p.m.**

#### **The post activity assignment.**

**O**n their arrival at the meeting place, in this instance the Market Gallery, the groups are assigned areas in which they will work with various materials to create a bulletin board display for their neighbourhood. Those materials provided are items to help in "cut and paste", maps, graph paper, colouring pencils, and cartridge paper or bristol board. Their collected data, the primary source information the students have gathered while out in the field, is the raw material the students will use to create their display. An outline is to be provided for them of what the display might look like when finished, as is demonstrated in Table 5 below.

PRESENTATION FORMAT:  
(for a bulletin board type display.)

PHOTOS	SURVEY (land use)	TRAFFIC FLOW
GRAPH (of residential survey.)	EVALUATION of your Queen St neighbourhood.)	SUMMARY

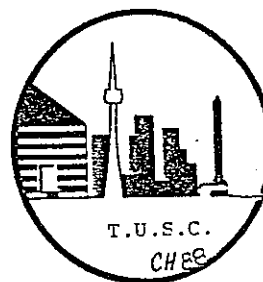
Table 5

## Conclusion:

The program that has just been described allows the teacher to engage in that most rewarding past time, the observation of students at work, intent on their task, without any adult interference. The final product can truly be said to be student generated in a cooperative atmosphere, with the teacher acting as a facilitator. .

(Please note that the comments in Tables 1&2 are the thoughts of Lorraine Clarkson at School by the Water, that Table 6, the Neighbourhood evaluation sheet was

designed by Christine Hood at T.U.S.C., and that Table 7, the Retail Street Scene evaluation sheet, came from our friends at the Bristol Urban Studies Centre in England.)



## Funding Available

If you are having a hard time putting the necessary monies together to attend a conference or workshop, you might consider the following: The Ontario Ministry of Skills Development operates the Ontario Skills Program where employers can get up to 80% funding to send their staff on training programs. To find out if your employer is eligible to receive funding, contact your local Ontario Skills Office (often located in Community Colleges). If you are unsure where the closest office is, call the Ministry of Skills Development Training Hotline at 1-800-387-5656.



As an educator and an ardent supporter of Wild, I would like to counter Mr. Horwood's arguments with some background on Wild and a systematic rebuttal of each of his points.

Project Wild is a set of 81 supplementary activities emphasizing wildlife which can be used by teachers at any grade level to provide an active learning approach to environmental conservation. Activities are structured to fit into many areas of the curriculum.

Wild was developed in the U.S.A. by the Western Region Environmental Education Council in co-operation with the Western Association of Fish and Wildlife Agencies. Throughout its existence, one of the most important underlying elements of Wild has been the co-operation between educators and wildlife biologists to develop and implement the use of these wildlife activities.

In Ontario, the Ministry of Natural Resource sponsors Wild with the blessing of the Ministry of Education. Wildlife Branch staff provide technical background to Wild while educators translate the material into the language of elementary students. The key elements in this education program are the people and the activity guide.

## **1. Access to Wild materials is restricted.**

**M**r. Horwood is quite right in his first contention. Access to Wild materials is restricted. Only those teachers who have attended a training workshop may receive an activity guide. This policy is based on the observation that, if teachers do not have a chance to try out materials, they are not likely to put them to use in the classroom. When a teacher has attended a 6 hour workshop, learned and internalized the program, why would he or she give up the activity guide to the school?

One of the most common criticisms of government is that it does not use the taxpayers' funds wisely. In restricting the access to Wild activity guides to teachers who have attended a workshop, the MNR is making the best use of the funds available to buy Wild materials. After all, an activity guide without training in its use is somewhat like a First Aid Manual without the instruction. It is a useful tool but it probably won't be used unless there is an emergency, and by then it is too late!

Teachers who do not already have a Wild activity guide are encouraged to participate in a workshop. One can be arranged by contacting the local Ministry of Natural Resources Office and asking to speak to the Project Wild leader.

No, the Wild activity guide is not meant to be shared, but the Wild network is wide open. We need as many interested and committed teachers as possible to continue the enormous task of developing environmental awareness and a sense of responsibility in today's students. Wild is an excellent vehicle for that education process.

## **2. Wild exaggerates the importance of man and management in the biosphere.**

**M**r. Horwood claims that Wild is seriously biased in favour of habitat management. Here the importance of the link between the educator and the Wild materials becomes most evident. Certainly an educator with a bent for management might use an activity like "Oh Deer!" (p.113) to explain the concept of carrying capacity and to discuss the value of improving habitat to increase deer populations. The same activity can, however, be used to illustrate the natural "boom and bust" cycle of many populations as Mr. Horwood points out in his article.

The Wild materials are not biased, but each educator will bring to the activities his or her own view of humanity. Undoubtedly, most of us see humans as the center of the universe - a natural position for one of the species. A wolf, on the other hand, is likely to see wolves as the centre of the universe. Mr. Horwood is an anomaly in his ability to disassociate himself from what is a biologically reasonable view of the world.

Wild does deal with management - but not exclusively. It also deals with human impact on the environment and ecological relationships. Activities highlight diverse topics such as camouflage, pollution, predator-prey relationships, and cultural views of wildlife. Management is actually a comparatively small part of Wild.

Management is one of the distinctive behaviours of our species. We are, in fact, a little like bees, ants and beavers in that we have an innate desire and need to control our natural environment. We can no more deny ourselves the need to manage our resources than a beaver can leave a stream undammed. The substantial difference between Man and Beaver is that Man can evaluate the effects of those management actions.

As Rudolph Schaefer states in his introduction to Project Wild (p.vii), "the mission of Wild is to help students to learn how to think not what to think". Wild is designed to expose students to the range of options available to humans in their interactions with the environment. Children are encouraged in the activities to evaluate choices and thereby make their own responsible decisions.

### 3. The photographs in the activity guide give the impression that human beings are the centre of its concern.

I was interested by Mr. Horwood's observation that so many of the illustrations were of mammals, humans and birds. Like many others, I had never really considered this aspect of the guide. The photographs were chosen for visual appeal and to highlight the topic for each activity.

Humans are attracted by humans, mammals and birds. We know little about insects and other invertebrates and tend to dismiss them as unimportant. It is unfortunate that the pictures in the activity guide accidentally reinforce this idea. No doubt, now that Mr. Horwood has indirectly brought the problem to the attention of the Canadian Wildlife Federation, who are responsible for editing the Canadian edition of Wild, this oversight can be corrected.

*"Who Speaks for Wolf? Not Project Wild!"  
by Bert Horwood, Anee, Volume 17 #2, page 16.  
-Editor*

### 4. The authors and promoters of Wild do not accept the concept of intrinsic value of wildlife.

The final contention of the article is that the authors of Wild do not accept the concept of intrinsic value. To the contrary, item II F of the Conceptual Framework states:

*Wildlife has intrinsic value, although humans often only recognize values based on human wants and needs.*

Regretably, this statement is not supported by an activity. The absence of an activity is not a wilful omission. The problem is that, from our human point of view, it is almost impossible to deal with intrinsic value. Any activity designed would ultimately be interpreted through our value system. My challenge to Mr. Horwood is to devise an activity which clearly demonstrates the intrinsic value of wildlife to elementary students. Project Wild is a growing body of knowledge, continually reviewed and modified by the teachers who use it. Mr. Horwood's additions to the activities would be warmly welcomed.

*A Project Wild workshop can be arranged in your area by contacting your local Ministry of Natural Resources office and asking for the Project Wild co-ordinator. The telephone number for the MNR can be found in the blue pages of your telephone book.*

## A Taxonomy of Volunteers: Will the "Real" Volunteer Please Stand Up?

*by Carina van Heyst  
B.Ed candidate, Queen's University*

Stopping for the fifth time in 500 metres, I had begun to lose patience. Knowing there were four kilometres of portage ahead, I wondered how these 15-year-old tripping novices and I were going to finish before dark.

The kids weren't insensitive though. They stopped conveniently at forked trees along the path so I could set my canoe down with minimal effort. Having coped with my initial frustration at the slow pace, I now worried that the kids were developing a real hate for canoe tripping. Little wonder, sitting in the middle of this mosquito-ridden

portage, that these city kids thrown into the bush were incredulous at my choice of summer activity

During one of our many breaks, the least enthusiastic of the bunch turned to me and asked the logical question, "Why do you do this if you don't get paid?" Good question, I thought, why am I doing this "for free"?

I suspect that most volunteers in programs like Camp Outlook, the one under whose aegis I was leading this trip, are also forced to face this question. What makes

# How should we evaluate outdoor teaching?

Rod Bain, Professor  
Faculty of Education  
The University of Western Ontario

## The Problem

The literature is replete with rationales for practice teaching, including checklists of observable characteristics, (e.g. Henry and Beasley, 1982; Turney, 1982). The idea of practice teaching, including the present format of evaluating it, with all of its warts, is generally accepted by those involved, including student-teachers, associate teachers, principals and faculty. The usual procedure for reporting the success, or lack of it, of the student-teacher is a form known as the Associate Teachers Report and/or Faculty Practice Teaching Report. Criteria for evaluating the practice teaching include broad categories such as academic background, objectives, presentation, questioning ability and personal qualities. These criteria apply normally to a classroom setting. What happens when the teaching takes place in other than a classroom setting? Student teachers, as part of their practicum, may teach by a stream, in a maple sugar bush, in a museum, on a bus, or even in the market garden. The traditional criteria may be inappropriate for these settings. The problem that emerges is, "What criteria should we use while observing the student teacher in the outdoors?"

## Indoor vs. Outdoor Teaching

There is a strong suggestion among student-teachers, and among professional outdoor educators that teaching in the outdoors is different than teaching in the indoors. In what ways is this so? Are there special skills, knowledges or attitudes that belong to outdoor teaching? If we can answer these questions, then certain criteria can be suggested so that the student-teacher can be evaluated with greater accuracy. This process could lead to a better performance on part of the student-teacher as a learner.

Some of my students have suggested these differences between indoor and outdoor teaching:

"You have to be physically fit. The classes are longer and the distances are greater."

"Safety or first aid certification is a must."

Have you registered for Conference '88 yet?

"The whole sociology changes."

"There's more small group work."

"The concrete materials are right there. You don't have to gather them up."

"A good sense of humour and a well-rested body are more important than background of the outdoors."

"Different leadership and management techniques."

"Weather changes create instant program changes."

"The space, the bigness, it takes a while to get used to it."

"It helps to have skills in skiing, snowshoeing and orienteering."

This list is only a start of the differences, but I think it begins to show that the criteria that normally apply to classroom settings are not always appropriate for outdoor settings.

## Towards Criteria

Indoors	Outdoors
Academic Background	
Objectives	
Presentation	
Questioning Ability	
Personal Qualities	

What criteria do you think belong in the outdoors column? If you have an idea either about the differences between indoor/outdoor teaching or criteria for evaluating outdoor teaching, I would be pleased to hear from you.

At the upcoming COEO Annual Conference 1988, with the theme "In Quest of New Horizons", there is an opportunity for interested outdoor educators to join with me to work towards some new horizons - a new list of outdoor teaching criteria. The format of small group discussions and an open forum will let us explore some new possibilities.

## Rebuttal to Bert Horwood's article in Anee

by Anne Nicholson  
Wildlife Branch,  
Ministry of Natural Resources

After six months as co-ordinator of Project Wild in Ontario, I was beginning to feel that I was involved with a program without opposition. All I saw were representatives of the 6000 happy teachers who are currently using Project Wild.

It was refreshing to read Bert Horwood's recent article in Anee entitled "Who speaks for Wolf? Not Project Wild!" Mr. Horwood's comments have forced me to evaluate the program and to see it in a slightly different light. Having survived the attack, Project Wild seems to me to be, if anything, a more powerful teaching aid than I had previously imagined.

In his article, Mr. Horwood takes issue with Project Wild on four major points:



1. Access to Wild materials is restricted.
2. Wild exaggerates the importance of man and management in the biosphere.
3. The photographs in the activity guide give the impression that human beings are the centre of its concern.
4. The authors and promoters of Wild do not accept the idea of intrinsic value.

people volunteer to do what on the face of it appears to be arduous, stressful work?

There are as many different volunteer motivations as there are volunteers, but some sort of a taxonomy can be derived.

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### **Five distinct types of volunteer can be outlined.**

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First, the resume-padder. You know the type. The Padder shows up for the first meeting and maybe twice over the next three months. They know virtually nothing about the program. Strangely, these rare appearances tend to turn up on the resume as "director" or "manager".

Second, and less reprehensible, the time-filler. The time-filler has no malicious intent, but he isn't really dedicated to the ideals and activities of the organization either. His sales pitch runs something like: "I've got all this spare time on my hands and I want to do something interesting". As a program director, you can get some work out of him, but you must be aware that the minute he finds something that pays, he won't have time for you any more.

Third, a most interesting species of volunteer, the community service volunteer. CSVs must complete a community service component as a part of their academic program, sort of a "forced volunteerism". While there is great merit in this as a learning tool, it does not always work out to the benefit of the volunteer organization. Some people doing community service spend much more time and energy than the bare minimum. For most, however, their interest lies in completing the required time as quickly and painlessly as possible.

The fourth type consists of the stereotypical volunteers - the selfless do-gooders. Do-gooders are fooling themselves more than they are fooling you. These people actually think that what they are doing is altruism incarnate. They believe -- or would like you to believe -- that they are doing this work out of the goodness of their hearts, expecting nothing in return, not even a thank you. Don't be fooled.

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### **And then there are "real" volunteers.**

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Real volunteers know that one can grow by giving in more substantial ways than one grows by getting. This makes them sound a lot like the do-gooders, but there is a

## **Side-bar on Camp Outlook**

**C**amp Outlook is a charitable organization which provides a variety of outdoor activities to disadvantaged youths in the Kingston, Hamilton, and Toronto regions. Each year, over 300 youths between the ages of 12 and 18 are taken on wilderness excursions. The core of all three camps is a summer canoe tripping program, but each has also developed a winter camp and follow-up programs to varying degrees.

The three programs run independently, though with the same goal of providing a challenging experience to youths who can benefit from it and who would not otherwise get the opportunity. The activities allow youths to learn wilderness skills of paddling, portaging, and camping in a tripping community which stresses mutual trust and care while working towards a common goal.

Camp Outlook staff come from a variety of backgrounds all with a strong desire to share their love the outdoors with youths who are less familiar both with wilderness living and facing the tough physical and emotional challenges found in this environment. The staff are not expected to act as analysts or therapists in any way, but rather are friends and skilled outdoorsmen who provide a safe and fun tripping atmosphere. In the meantime, they do serve as role models of conscientious trippers and community members from whom the youths can learn.

The three camps depend on volunteers to varying degrees, from the Hamilton program with half a volunteer staff to the Kingston program whose staff and directors are all volunteers.

difference. The real volunteer wants to give because he or she seeks the growth that will result. The latitude available and the creativity demanded of them provides opportunities for growth not easily found in the paycheck world. The nature of volunteer organizations requires members to be as creative as possible in seeking out new program and fundraising ideas. And the dedication of all the members to the organization leads to full support when new ideas are implemented as failures have serious consequences for all. It is not uncommon to hear people in the world of paid work sabotaging each other's projects or letting a colleague "fry on his own". This is completely foreign to most volunteers.

A real volunteer's dedication to his organization springs from involvement by choice. As a result, feelings of ownership run deeply with desire to see positive results. Such ownership cannot be found by the resume-padders, the time-fillers, the community service volunteers, and even the do-gooders. Their loyalties lie entirely within themselves.

Camp Outlook is an organization which demands so much time, energy, and commitment that only real volunteers will find the work appealing. The difficult challenges of the program and the nature of the clients create an environment that demands full participation of a volunteer who expects personal growth from these demanding interactions -- no place for the do-gooder who would soon be frustrated, or the filler, the padder, and the CSV who shun such tiring work.

So, while the volunteer imitators fall by the wayside, leaving a program director with real volunteers, these other motivations for volunteering are the face of volunteering that non-volunteers see. As a result, volunteer organizations are plagued by these negative perceptions people have about what is actually a minority of volunteers.

The dominant impression is that a volunteer organization cannot possibly be as professional as one with a paid staff and directors. Directors must combat the assumption that volunteer staff members are unskilled, unqualified, and unsafe in every presentation they give. However, as volunteer organizations continue to do high quality work, attitudes are changing for the better.

So, how could I answer this question from the kids? I mumbled what was surely an unsatisfying response -- something to do with my love of canoe tripping and wilderness -- which must have made the kids wonder about me even more. The real answer came the next day.

We were eating lunch at Greenleaf Lake. The sun was blazing and there was a pleasant breeze -- perfect weather for a rest day. Except for one thing: every campsite on the lake was occupied. After lunch we discussed our options. The kids were keen to push across a six-kilometre portage. I was leery, having deduced that if a four-and-a-half-kilometre portage took four-and-a-half hours then it would be six hours before we reached the end of this one. The idea of six hours at midday, the sun beating down on my aluminum canoe and the logging road dust clogging my throat just wasn't appealing.

Two-and-a-half hours later we dipped our feet in Grand Lake and paddled lazily to our campsite. What had happened? Somehow, because we had triumphed over the portage which we were sure would beat us the previous day, we had all gained confidence in our own abilities and those of our companions. On the portage the kids sung and chatted and helped each other and the staff without questions. At the end of the portage, the inquisitive and rebellious tripper presented me with a bouquet of flowers in apology for his behaviour the day before. The group had bonded. There was mutual care. What better payment than this?

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*Carina van Heyst has been Summer Camp Director and Fundraising Director of Camp Outlook in Kingston and is currently a B.Ed. student at Queen's University in the Outdoor and Experiential Education program.*

## Computers in Outdoor Education



Waterloo, Ontario, Canada  
N2L 3G1

Gardner, P. and P.F.J. Eagles. 1988 Computers in Outdoor Education: A Software Catalogue. Occasional Paper No. 10, Department of Recreation and Leisure Studies, University of Waterloo, Waterloo, Ontario.

A new publication on computer software for outdoor education is now available from the University of Waterloo. Paula Gardner and Paul Eagles undertook an analysis of 59 computer programs that are available for outdoor education. For each software, information is presented on features such as: Title; Grade Level; Publisher; Distributor; Hardware Type; Cost; Subject Demonstrated and Topics Covered. A number of tables are presented that categorize the software according to various features such as subjects covered, grade level or hardware. An attempt was made to include only software that is available for sale at present. Software for the various Apple machines, the Commodore 64 and 128 and the MS-Dos machines is included. The document is available for \$10 Canadian which includes mailing from Elfi Barnett, Department of Recreation and Leisure Studies, B.C. Mathews Hall, University of Waterloo, Waterloo, Ontario, N2L 3G1.

# Project Dare

by Hamish J. McIntosh  
Instructor, Project Dare

If you have ever put in at Kawawaymog (Round Lake), the most north western access point to Algonquin Park, you have travelled through the area extensively used by Project D.A.R.E. You may have noticed the sign indicating D.A.R.E.'s location 4.3 km north of the access road (22km from South River) and it is quite probable that you have passed one of the crews on the portages leading to North Tea Lake.

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## D.A.R.E. (Development through Adventure, Responsibility and Education)

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D.A.R.E. (Development through Adventure, Responsibility and Education) also operates urban-centred programs out of Ottawa and Toronto but I will confine my description to what I am most familiar with, the Wilderness Residential Program.

Depending on their needs, students are enrolled in the short term (one month) or the long term (two - three month) program. The students at D.A.R.E. range from 13 to 18 years old. These boys for the most part are in trouble with the law, being recommended to the program by probation officers. Some come from training schools, some from group homes, and others right from home. Those students recommended to D.A.R.E. who are not in trouble with the law are having difficulties in school, usually behavioural. A great number from all these situations are learning disabled.

While at D.A.R.E. students have the opportunity to complete a grade eleven, general level phys-ed credit. If they are in the long-term program they also may earn a grade nine, general level credit in Personal Life Management, a life skills course. Teachers are part of the D.A.R.E. staff team and are scheduled into the D.A.R.E. program. This allows the students to see their teacher in a new light; as a person as well as a teacher. Lessons are taught in the bush, while on trip, and in the outlying cabins. Sessions are generally three hours long and occur in the morning, afternoon or evening any day of the week. The teaching approach is action oriented, putting emphasis on doing, feeling, and thinking.



D.A.R.E. students are referred from all parts of Ontario. Most are brought to Toronto or Ottawa for the long van ride north to the camp. The reader may recall memories of summer camp and bus rides of their own youth. When the D.A.R.E. students enter the "town house" in South River the similarity in the experience ends. It is here the students exchange street clothes for D.A.R.E. issue. This clothing is rugged, practical bush clothing with no pretence of style. They are also shown the contents of their packs and how to pack them. The whole crew of ten boys, now dressed and equipped almost identically, is then loaded into a van and transported to the trailhead.

The students have now left their old identities behind and have entered the world of D.A.R.E. Hours before they were in the city. Now they face their first task as a group; a three kilometre hike to a cabin in the bush. For most, it will be their first experience hiking. It will also be their first experience without electricity and without running water in a cabin heated by a wood stove.

From the cabin they will trip to yet another cabin. (D.A.R.E. has three outlying cabins spaced around the main camp). This is the first in a series of trips which build towards the student expedition. This trip, as much as is possible, is planned, organized and carried out by the students.

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### **The aim at D.A.R.E. is to build self-esteem through teaching personal and interpersonal problem solving skills**

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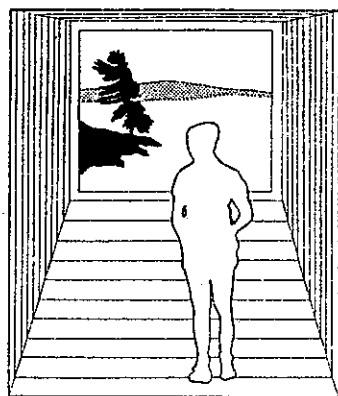
The aim at D.A.R.E. is to build self-esteem through teaching personal and interpersonal problem solving skills that the students can take back to their own communities. As well as pursuing this aim through the wilderness trips, it is sought through a progressive running program, a progression of reflective experiences, adventure activities, and increasing responsibilities. The setting of personal behavioural goals with each student is also directed toward achieving this aim.

The intense group experience and the stress of a continuous barrage of novel activities is the catalyst for student growth. These experiences expose students' weaknesses in dealing with stress and each other. An attempt is made by instructors to use every teachable moment spinning out of the activities and group dynamics. When students react to situations in an unproductive or socially unacceptable manner it is viewed as a problem to be solved. The opportunity is taken to teach the students the skills needed to deal with the situation in the future.

Two instructors are with the crew at all times. They teach the outdoor skills the students need and are role models and authority figures addressing behaviour problems as they arise. Their technique may be a one-on-one discussion with a student or to pull the whole group together to deal with a problem. It is problem solving which is at the heart of the D.A.R.E. approach. Each problem is solved before the group moves on to the next part of an activity. This puts considerable peer pressure on a student to come up with solutions to their problems rather than acting out verbally or physically as they have in the past. Usually the crew wants to get on with an activity and problems are solved quickly. There can, however, be lengthy times spent in unproductive discussions and things can, and do, break down completely on occasion. It is all put down to the learning process. Needless to say the challenge of constant confrontation can be extremely stressful for instructors as well as students.

Though D.A.R.E. is a difficult program for the students it is also a very special experience. Boys who otherwise would not likely have the opportunity may take part in rock climbing, a high ropes course and other adventure activities, wilderness canoeing and hiking, whitewater trips, dogsledding, and a sailing program.

Students come away with a wealth of wilderness and adventure experiences and a new and broader perspective on themselves and their interactions with others. They learn that while at D.A.R.E. they cannot sidestep their problems and that they are capable of overcoming them. If this approach to life is adopted and taken home with them, then D.A.R.E. has accomplished what it set out to do.



**CONFERENCE 88**

**Have  
You  
Registered  
Yet?**



# Of Fish and Forests

by Skid Crease,  
Program Leader, MCOEC

In all my years of casual sport fishing and stream studies, I had never really made the connection between trout and trees. They always were part of the same natural environment, I knew, but I had always held them as separate entities. Trout were what you fished out of the dark pools; trees were what snagged your cast on overhanging branches, or trapped your lure in the tangled lair of a sweeper.

Then came Bruce Hood to take our staff on a last ramble up Sheldon Creek before he departed the Dufferin County Highlands. He shared with us the secrets of the trout breeding pond near his home (sorry, we were all sworn to secrecy) where we silently watched him hook, examine and release brook trout from the teeming depths of the pool below his pond.

Entranced, we left the trout to their rituals, and made our way slowly up the creek. The following story is an account of what I learned that afternoon, a poignant reminder that "all things are connected".

Imagine a series of springs bubbling up at the base of the Niagara Escarpment at the Mono Cliffs. They gather their forces into pools and ponds and swell over to create the watercourses that will tumble and blend to become the Nottawasaga River. These pools and tributary creeks run through deeply forested valleys. The roots of these myriad trees secure the soil of the riverbanks, the overhanging branches shade the flowing water from the heat of the afternoon sun, and the leaves that fall into the water form the first link in a complex food chain. The microscopic leaf devouring "skeletons" that begin the process will be in turn consumed in a aquatic feeding cycle that will end with the trout.

The tumbling waters are well oxygenated, and the shaded creeks stay comfortably cool. The pea gravel in the beds of the creek pools provides an ideal spawning ground for the healthy trout. All in all, flowing through the valley lands below the Mono Cliffs is a trout paradise made possible by pure water and flourishing forests.

Enter the pioneers. The pure water is the drawing card, and the valley soils, nourished by centuries of falling leaves, are the prize. The area is swarming with wildlife,



but these settlers came to farm and the great forests soon give way to loggers wielding an agricultural axe.

With the roots of the trees no longer there to hold the soil, it soon begins to erode into the creeks, covering the pea gravel of the spawning beds with silt. Animal excrement and fertilizer are washed into the once pure waters. Without the protection of the overhanging branches, the water temperature rises to an uncomfortable warmth for the trout. The leaves no longer fall into the disturbed waters, and the food chain is interrupted at its primary source. Paradise lost. With their habitat severely altered, the trout move on, and soon we despair that the fishing "ain't as good as it used to be!"

Forests and fish, trees and trout - how simple in its natural complexity. I came back to the valley the day after our staff walk, and sat alone beside the stream. There were a few fingerlings there now, a token to "the good 'ol days." Then I thought of my old friend, the Lorax, who speaks for the trees and for all wild things. In the last lines of his story, a young friend is entreated,

*"Grow a forest!  
Protect it from axes that hack;  
Then one day the Lorax,  
And all of his friends may come back."*

One day.

# That Ain't No Dollar Lady! That's the Voice of the Wilderness

by Bruce Murphy  
Residential Assistant, MTRCA

**A**t last it was light enough for Kevin to venture out from the tent! Kevin had never been in the North country before and his first night next to the earth was worse than he ever imagined it could be. His back was stiff and he kept checking the back of his neck to see if the rock he had been sleeping on had somehow become a part of him. He was glad it was morning, yet this morning outside of the tent was unlike any he had seen before. Kevin had never really watched and waited for the sun to rise, and the mist that was growing on the surface of the lake gave the morning an eerie atmosphere that had Kevin as upset as the noises he had heard from the heart of the lake during the night while his shoulders and back had played tic-tac-toe with every rock and root they seemingly could find.

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**Images of monsters and horror movie characters still lingered in his mind as he made his way towards the lip of the lake.**

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David had watched Kevin get up and hesitate before leaving the tent, he knew Kevin was worried about the sounds he had heard during his sleepless night, but he had seen kids scared before. He watched Kevin settle himself against an old weather beaten red pine that was leaning out over the waters edge, and he smiled as he knew the stage was set, and that in a moment Kevin's life would be changed forever.

The sky to the east was beginning to blush with light shades of red but the subtle strokes of natures brush were missed on Kevin who was working his feelings of frustration into a passionate hatred of David. He blamed him for his stiffness and wished that he could have stayed home to go to the Big Brothers Blue Jay game like all the other kids. He hadn't known David very long but was deciding the things he didn't like about him were going to drive him nuts, especially the way he paid for things. On the way up they had stopped for some "munchies" before leaving Toronto, and David slapped a new dollar coin on the counter and said to the lady at the cash: "That's no dollar! That's the voice of the wilderness!"



Kevin had wanted to melt, and to make matters worse David refused to take a paper bag and insisted on making a scene by giving the bag back saying: "I think it's better if we try to save trees don't you?"

Kevin was suddenly thrown back into the world of pine water and mist when he heard the sound that had held him in terror all night. He inched back against the pine and wanted to run but remembered they were camped on an island. Even if Kevin had wanted to run he probably wouldn't have been able to move, thus he sat staring into the sun stained mist rising off the lake.

The next time he heard the sound it seemed further up the lake in the direction that David said they would be paddling. His fear was real. He could feel sweat starting to drip down the side of his face. The noises were getting closer now and he felt certain that he could hear diving and splashing sounds. What could it be? The sound never seemed to be the same twice yet it was always familiar, always terrorizing. Whatever it was it was close now, Kevin wanted to call out to David but his fear had captured his voice, he felt doomed. He caught a glimpse

of a shape blurred by the mist then suddenly with a wavering call the shape glided through the mist and called again. A duck! It was a big duck, but unlike any Kevin had seen before

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### **It was so beautiful.**

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Before Kevin had a good look it dove under the water. While it was submerged Kevin heard another call from behind the mist. This time Kevin was drawn towards the sound and looked under the surface of the water suspecting the first bird was more fish than duck. He was startled when the bird surfaced an arm reach from where he was sitting. The bird was paddling in small circles in front of Kevin pausing only to give its long undulating call that occasionally was answered just beyond the curtain of mist. Soon Kevin was watching two birds swimming so close to him that he was holding his breath for fear that he would scare them. He wished that he could join them and wondered how free it must feel to swim and dive with such little effort. Kevin noticed something move on one of the ducks backs, he was instantly pierced with fear for the safety of the beautiful ducks with the astonishing white ring around their long black necks. Even before he had a plan to help he realized that it was a baby and that he had been watching a family. The chick slid off its mothers back and headed straight for the shore and rested on uncertain legs in the shallow water under the red pine. Kevin was in shock, his mouth could have fit half the mosquito population of northern Ontario. The chick clamoured back onto its mothers back and the three started gliding towards the rising sun. Just before slipping under the curtain of mist, the mother with the chick aboard turned suddenly and seemingly looked directly into Kevin's eyes and gave a long beautiful call. For a moment the universe for Kevin was a single red pine and a black duck with a white collar that looked him right in the eye and changed him more in a single moment than a legion of Big Brothers and social workers ever could have hoped to. Kevin watched the big ducks disappear into the mist and he longed to follow.

Kevin's mind was racing as fast as his heart was pounding. He felt somehow very different. He felt like he had somehow been chosen for something. He felt like he had somehow come back to something he had never really left. He was overcome with a feeling of solidarity with the north and the big man in the tent, he was confused but somehow knew he would be able to work it out, he felt that everything would be different now. He turned towards the tent as if wanting to acknowledge his feelings and met the smiling face of Dave who looked as if he had been sitting at the tent opening and had taken in the en-

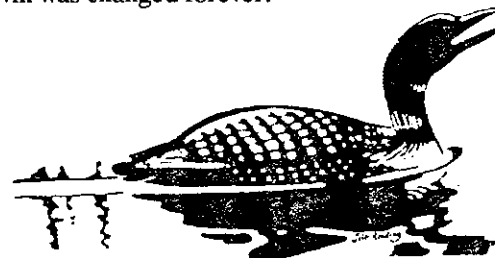
tire scene. The look in Kevin's face and the wild look in Kevin's eyes almost melted Dave's heart.

The rest of the trip was punctuated with signs that Kevin was in the process of change. Kevin never tired of asking questions about the birds. David told him that the birds were loons but preferred to call them "big ducks" which pleased Kevin. The two were enjoying each others company and the company of wildlife. David was amazed at the way Kevin seemed to be able to magnetize animals to them and started to refer to Kevin as "young Grey Owl". Kevin was in his glory, especially when he discovered that the real Grey Owl had been abandoned by his own father as well. Learning that Grey Owl had become a conservationist made Kevin reflect on his relative reaction to help the mother loon when he thought she was in danger. After hearing that the lakes they were paddling were drying from something in the rain he knew his future was set, he knew he would have to make an even bigger sacrifice than the real Grey Owl made; he would have to start trying in school!

The car ride home was occupied with conversation about planning future trips and reliving that morning on the island. Kevin hadn't told Dave about his plans to try at school and imagined the pride his mother would have if he started getting good grades. Actually he knew his mother would be pleased just knowing he was in school. The thought left him with a huge grin.

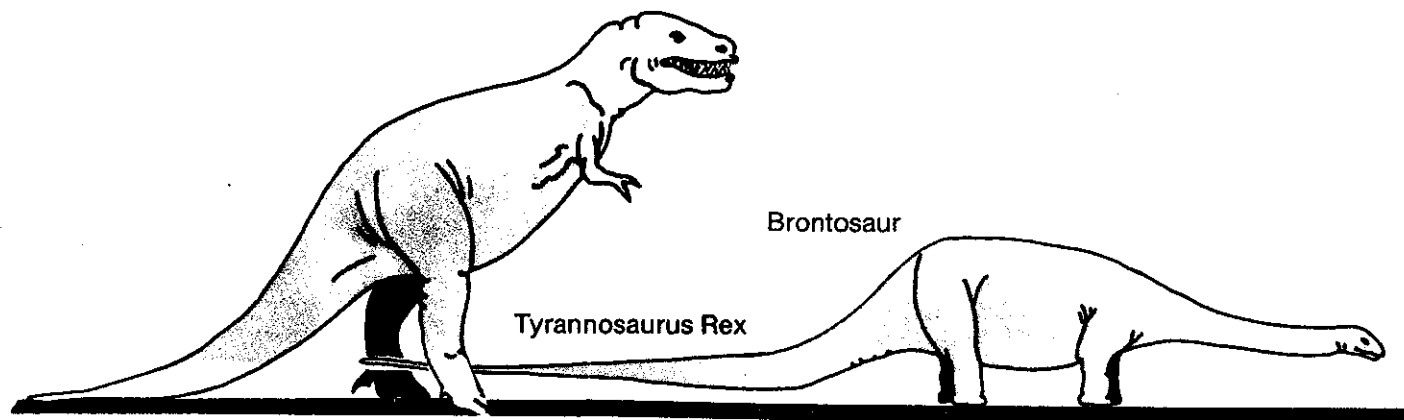
There first stop once they were back on the highway was for "munchies" and that long awaited first sip of coke. David gave Kevin the money to pay for their stash for the journey home and occupied himself with the sports section, searching for the fate of the Toronto Blue Jays. A flash of panic seized David when a loud slam from the counter caught his attention. He next heard Kevin with more passion in his voice than he had ever had before pronounce: "That ain't no picture of a big duck on there mister! That's the voice of the wilderness! And here keep this bag, I'd rather save a tree!!

It only took one morning and one moment in a bay on an island with a red pine leaning out over the water, but Kevin was changed forever.



# Dinosaurs in Outdoor Education?

by John Nash  
Teaching Interpreter  
The Hoberlin Museum.



**T**he nesting behaviour of Hadrosaurs, defensive strategy of Arrhinoceratopsians and the dentition of Tyrannosaurus rex- Do any of these topics have anything to do with Outdoor Education? For the last three years I've been asking myself this question. Well, I finally think I have the answer.

All of the above Dinosaurs can be found in a unique 'Hands-on' Natural Science Museum operated by the North York Board of Education under the auspices of Outdoor Education. The museum has been exciting and astounding children and adults alike for years now, although it still remains unknown to many.

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**The museum is comprised of one of the largest private collections of fossils, rocks and minerals in Canada.**

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The collection is owned by Hedy and Paul Hoberlin. Hedy is the museum curator and program leader. From the museum's four theme rooms; Energy, Geology, Natural History and Space., and with the help of a program assistant, she offers these programs to both the Elementary and Secondary schools of the North York Board.

The museum has been designed as 'teaching facility' not as a high profile display centre. In every room you will find things that look out of place, although they are not. For instance a watering can doubles as a Hadrosaur noisemaker, Hula Hoops are used to locate earthquakes and balloons propel model rockets into space.

The museum provides a unique look at the natural world. It prompts students to look beyond or beneath the surface of their world, a world that is often confusing and complex. Students are given an inside look at the outdoors.

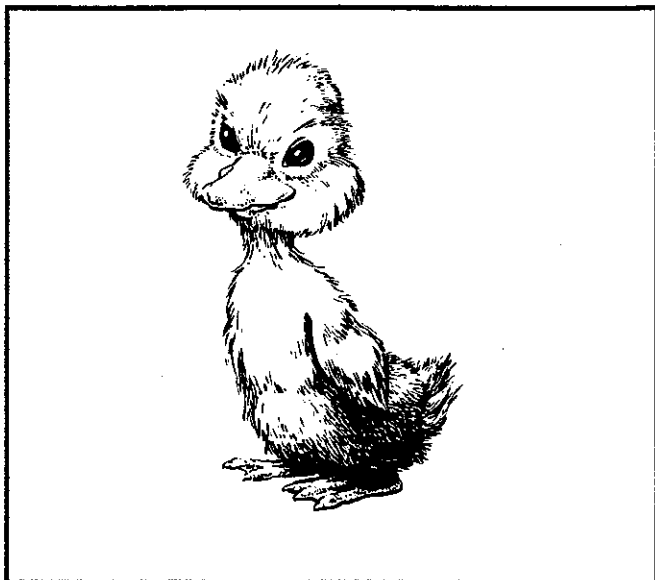
Dinosaurs are used as prompts in order to stimulate interest. Dinosaurs provide an 'avenue' along which children learn Taxonomy and Comparative Morphology with respect to animals that exist today. It is from this initial interest and curiosity in Dinosaurs that we hope to nurture an appreciation for wildlife today. This is the reason why Dinosaurs are alive well and living in Outdoor Education in North York. It is ironic that these extinct creatures may, in time, provide us with the insight in order to avert other species extinctions as well as our own.

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*The Hoberlin Museum of Natural History, 70 Drewry Avenue, Willowdale, M2M 1C8 (416) 221-7479.*

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## Write to us!!



(Exhibit A) This is a picture of the last member who tried to 'DUCK' out on his responsibilities.

Whether you communicate with a pen, a typewriter or a word processor, you can make a difference in the content of the magazine you're reading. We want your opinions!

Please take a few minutes to tell us what you think of the Aneec.

Sharpen your pencil, grease up the old typewriter or dictate a note to someone who will write for you but let us know your opinions on the features, themes and types of information you're expecting us to cover. Is there something that really 'bugs' you about current Outdoor Education in Ontario?

## We want to know!

Write:

The Editor,  
23 Cudham Drive  
Scarborough, Ontario,  
M1S 3J5

## A Night Grid Drop at Rattlesnake Point

by Chris Walker

**H**ave you ever thought of hiking on the Bruce Trail at night, in the rain, while trying to read directions and answer questions? Some 24 high school students and eight adult volunteers actually enjoyed their late-November work-out around Rattlesnake Point Conservation Area.

With the co-operation of the Halton Region Conservation Authority, the Bramalea Outdoor Education Club held a Night Grid Drop. Students formed groups to compete for prizes over a pre-set orienteering-type course some 10 km. in length. What would normally be a "piece of cake" in the day time became a real challenge at night: the blue paint on the side trails looked just like the white paint on the main trail!

In foggy, wet weather, easily seen features that you could use to guide yourself in the daytime are unavailable at night. Because of this disorientation, participants were expected to get "lost" and then use their map, compass and instructions to find their position again. They did!

The whole event was a "learning experience" for all and the kids had a fantastic time! The only group that didn't complete the course was a group of teachers. Each group did get lost and had to find their way by thinking out where they should be.

## Moving??

*Please remember to contact the Membership co-ordinator if you have moved or are contemplating a change of address.*

*We would hate to lose contact with you!!*

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regular: \$30 student: \$20 family: \$40  
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Make your cheque or money order payable to the Council of Outdoor Educators of Ontario and mail, with this form to:

**John Aikman**  
Membership Secretary  
47 Rama Court  
Hamilton, Ontario L8W 2B3

Return to:

John Aikman  
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47 Rama Court  
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