

Spirit of the North—Conference 80

ANEE

**Newsletter of the Council of
Outdoor Educators of Ontario**

Volume 9 Number 6

1980

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Cover Photo: Ramsay Lake with Laurentian University in the
Background, by Karl Sommerer
Courtesy of Northern Life Publications.

ANEE, the newsletter of the Council of Outdoor Educators of Ontario is published seven times each school year. The publication is mailed to C.O.E.O. members only. Membership can be arranged through the membership secretary whose address appears opposite.

ANEE (AH-NEE) IS AN OJIBWAY WORD USED AS A GREETING OF FRIENDSHIP, IT IS USED AS A CORDIAL SALUTATION AMONG FRIENDS MEETING INFORMALLY. OUTDOOR EDUCATION IS A DISCIPLINE WHICH HAS AS ITS FOUNDATION A DESIRE TO LIVE IN HARMONY WITH THE ENVIRONMENT; THE TRADITIONAL WAY OF LIFE OF OUR NATIVE PEOPLE CHERISHED THIS ATTITUDE. ANEE IS A MEANS OF COMMUNICATING AMONG OUR MEMBERS WHO ARE SCATTERED ACROSS A LARGE PROVINCE. IT IS HOPED THE GREETING -ANEE- IS FELT THROUGH THESE PAGES.

Printed on de-inked recycled paper.

Next Deadline! July 30

FROM THE EDITOR'S DESK

Is Ontario the only place that's going crazy? Recently Richard Vinson, one of our members from Nova Scotia sent me a clipping about the Ontario government's decision that since 2,4,5-T is very difficult to store, they would begin spraying with it again (there had been a ban on its use since 1979) until the supply on hand was used. Richard's comment was "Is this really happening?" Within days of my receipt of the clipping, however, our esteemed Minister of the Environment bowed to public outrage and changed his decision.

What sort of reasoning is it--what sort of logic--that can make sense of such a progression of events? If the chemical was unsafe for use in 1979, it bothers me that it was being used for public spraying at all. However, at least it was withdrawn. But for our politicians, our elected officials, to then decide in 1980 that the chemical was too dangerous to store and therefore had to be sprayed is utter insanity.

And what part did the chemical company play in all this nonsense? What research went into the development of this herbicide? Over what period of time was the research conducted? What research was done into its storageability? What other products might have been used to achieve the same end but without endangering the health and safety of Ontario's people? What quantity was purchased if the province has 161,379 litres (worth \$707,000) on hand?

And finally, is it really true that all politicians are dishonest or can Harry Parrott just not look himself in the mirror after he makes this kind of decision? Perhaps we should send Mr. Parrott a copy of National Geographic, February 1980 for a very thorough discussion of the unknown hazards of 2,4,5-T.



Sheila Mudge,
Editor, Anee

The School Field Trip

Where You Go Makes The Difference

____ John H. Falk ____

John D. Balling

The elementary school science field trip is an American institution for nearly a century, no school year has been complete without at least one field trip to a museum, zoo, nature center, or other learning center. What is the value of these trips? What do children learn? These questions are often asked but rarely answered. We and our colleagues at the Smithsonian Institution's Chesapeake Bay Center have been trying to obtain a better understanding of the school science field trip--an educational experience that has come to be regarded by some educators in the same way some nutritionists regard "junk food"--enjoyable, but full of empty calories.

Historically little research has been done on field trips. The existing evidence is primarily derived from small-scale low-level evaluations of specific field trip experiences, usually done without control groups. Such studies, while providing useful information for a particular teacher, give little generalizable information. All you know is that a specific teacher taught a specific lesson with specific materials in a specific setting and had some, or no measure of success. From such data, you cannot generalize that field trips are either useful or useless.

Our approach at the Chesapeake Bay Center has been more general. We looked for characteristics of the field trip experience that apply to all field trips. More specifically, we tried to isolate a few key variables in the field trip setting itself that determine whether children actually learn the facts and concepts associated with the lesson on the trip or just have a good time, familiarize themselves with the place, and perhaps learn that the gift shop sells neat rubber snakes. We looked at several dimensions including setting novelty, setting complexity and the relevance of the setting elected for the trip's conceptual objectives. Of these, the novelty dimension has proven to be one of the most interesting dimensions, and is the one this article will focus on.

Almost any time we take children somewhere on a field trip, we are taking them to a place which is unfamiliar to them. Providing children with "new experiences" is intrinsic to the field trip principle. We might ask, "What effect does the novelty of the field trip setting have on children's learning and behavior?" As it turns out, plenty! Let's digress here and illustrate this point.

Sniffing in Corners

Suppose you have taught your dog some new tricks. You're excited and want to impress your friend with your dog's intelligence. You take your

dog over to your friend's house (where it has never been) and put your dog through a performance of its new tricks. Your dog performs poorly. In fact all it does is sniff around the corners of the room. Frustrated you give up and let it sniff.

Interestingly enough, the next day you and your dog happen to be over at your friend's house. You decide just for the heck of it, to have your dog do its tricks. This time your dog performs perfectly.

What happened? On the first day you expected your dog to perform tricks in a royal environment. Dogs and every other vertebrate, including human beings, have evolved a need to feel at least minimally secure in new surroundings. Biologically speaking, there is survival value in having the instincts to "check out" an environment before settling down to do a task in it. Primates, in particular, are the curiosity champions of the animal world. Nonetheless, we frequently expect children to "perform tricks"--learn concepts--in novel environments, while "instinctively they want to sniff around the corners." If the setting is too novel, children will not learn any new concepts, but will definitely learn a lot about the setting. When inner city children are making their first visit to the woods or a large museum, they "freak out." Despite the best efforts of the guide and the teachers, the children scream and shrink from imagined snakes, or in museums, run up and down the halls, ignoring exhibits. Comparable effects are probably created when rural children are taken into the inner city.

Field trip experiences are usually not so traumatic for most students. But even trips to novel settings need not be a disaster for children--or teachers--if we are aware of their need to explore, and if we adjust our educational goals accordingly. One logical and successful approach to the problem of novelty effects on learning, is to design field trip activities that allow structured exploration. Most children want to explore novel environments, but lack efficient strategies for doing so. They may run around in circles. Consequently, an activity that gives them a reason for exploring, gathering data, for example, along with a basic itinerary can be helpful. A nature or museum scavenger hunt is an excellent introductory activity--assuming that the clues children are asked to respond to are appropriate for their age and interests.

People are affected by the relative novelty of settings, we have learned. At one end of the continuum, extreme novelty causes fear, excitement, and nervousness. At the other end, settings that are too familiar cause boredom, diversionary activities and fatigue. For upper elementary school children, the typical contained classroom setting may have too little environmental novelty--it is boringly familiar. There does appear to be an optimum amount of novelty for learning, however. The diagram qualitatively shows some interesting relationships.

The setting novelty increases from left to right in the Figure. The area on the far left could be thought of as being so familiar as to be boring, the far right is so unfamiliar as to be threatening. Task learn-

ing shown on the left-hand side represents the information and/or concepts we educators hope children will gain from a visit to a zoo or science center. The nontask behavior is shown on the right-hand side of the figure.

In general, task learning and nontask behavior are mutually exclusive. Horseplay, throwing spitballs, staring into space, nonattention and nontask exploration of the environment are examples of nontask behaviors. In the model we have two overlapping mirror image curves. Task learning tends to be maximal when nontask behavior is minimal. Note that this occurs somewhere in the middle of the setting novelty continuum. At the novelty extremes, nontask behavior is great, learning is little.

Out on a Trip

To illustrate this theory with data, we conducted a study with several hundred raciallymixed, but predominantly white third--and fifth grade children. All had middle class, suburban backgrounds. The basic objective was to teach an outdoor science lesson about trees. Half the children at each grade level were taught the lesson in an area of woods just behind the school, with a procedure that was intended to be minimally disruptive to their normal school day. The other half of the students were taken on all day field trips to a wooded nature center they had not visited previously as a class and were taught the same lesson. All classes were taught by the same two trained outdoor educators, using as nearly identical approaches as possible. Assuming that younger children are generally less familiar with the area around their school, the four groups can be ordered along an exposure to novel settings dimension as follows. The fifth graders outside their school (A) were relatively, in the least novel setting, the third graders outside their school (B) were in the second least novel setting, the fifth graders at the nature center (C) were in a reasonably novel setting, the third graders who visited the nature center (D) were in the most novel setting. Outcomes predicted by the model were borne out by the data. Fifth graders outside their school seemed bored by a familiar setting and showed the poorest learning. The same age group, presented with the stimulation of the novel nature center environment, showed the greatest learning. The younger children could not cope as well with the nature center, it was almost too novel. Back in the woods outside their school, however, they performed well. The nontask behavior exhibited by the experimental groups also followed the predicted curve.

The lesson is clear--differences in setting novelty can have dramatic effects on students' behavior and learning. Why not try to manipulate setting novelty to meet students needs? Generalizing from our study, fifth and sixth-graders may not only be ready for day-long field trips to novel settings such as museums, nature centers and zoos, but they may thrive on them. By contrast, younger children may benefit by shorter excursions to more familiar settings in and around their school and neighbourhood. Younger children need to develop a general environmental knowledge and sophistication before venturing too far afield. Other research we have

done shows that repeated visits to a site produce the best results of all. The first visit can emphasize familiarization activities while later visits can focus on more conceptual material.

There were several other interesting results from our studies. Our research supports the theory that significant cognitive learning can occur on field trips. The information acquired on a field trip may be remembered a long time. A month after a one-day field trip children showed they remembered concepts and material presented on the trip. Our results on cognitive learning can be coupled with hard data, substantiated by years of anecdotal evidence, that field trips are thoroughly enjoyed by students and teachers and that these trips produce long-lasting, positive memories of such nonformal learning institutions as museums, zoos and nature centers. The key to deriving the most benefit from field trips is to realize that settings do have an effect on learning. We can manipulate the location where learning occurs, just as we can manipulate books or films, to support or hinder accomplishing educational objectives.

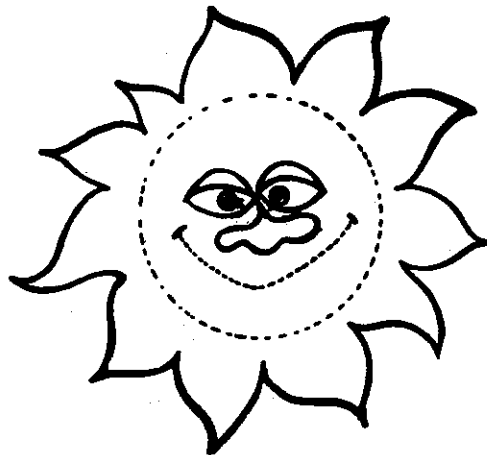
WORLDWATCH PAPERS GIVE SOBER GLIMPSE OF WORLD'S FUTURE

35 WORLDWATCH PAPERS available in Canada from THE CONSERVATION COUNCIL OF ONTARIO.

Each paper, averaging 45 pages and in a handy booklet format, offers a thorough yet easily read discussion of global problems on all fronts. Each has a story to tell and tells it convincingly.

WORLDWATCH PAPERS report on research and analysis of topics ranging from population to forestry, from solar energy to the future of the automobile. For anyone wanting to understand the problems and solutions facing this world and their implications for the future - the WORLDWATCH PAPERS are must reading!

They are available from the Conservation Council of Ontario at 45 Charles Street East, 6th Floor in Toronto, M4Y 1S2 (416-961-6830.) Titles and ordering information are available from the editor.



POT POURRI


SUMMER SAFETY KIT



Teachers: Duplicate & Distribute to your Class.


Teacher-Give one Poison Patrol membership card to each student after they have labelled poisonous substances found in the home. Perhaps it could be a class project.

Official
POISON PATROL
Membership




Name _____
School _____
Date _____
Teacher's signature _____

Official
POISON PATROL
Membership




Name _____
School _____
Date _____
Teacher's signature _____

Official
POISON PATROL
Membership



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Teacher's signature _____

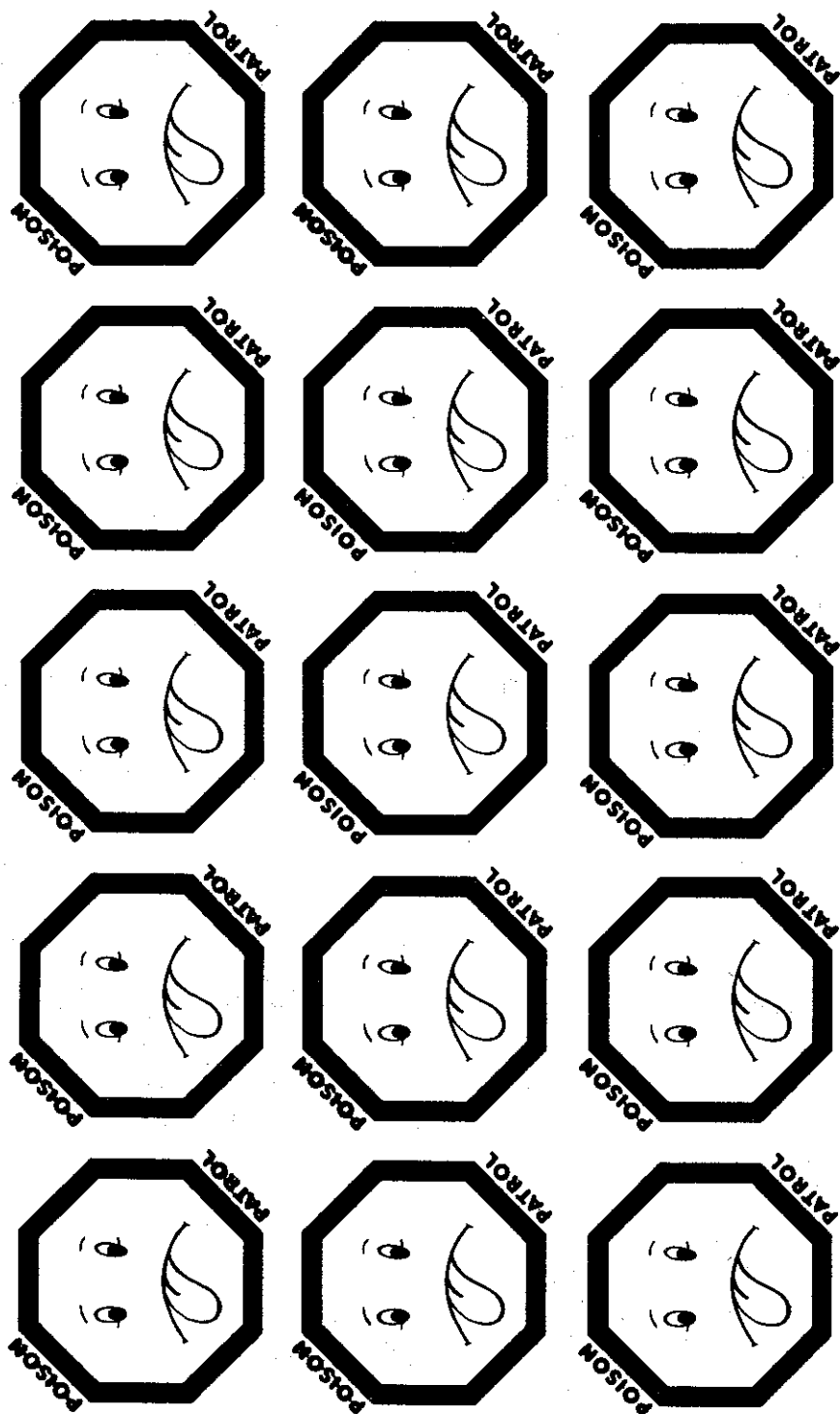
Official
POISON PATROL
Membership



Name _____
School _____
Date _____
Teacher's signature _____

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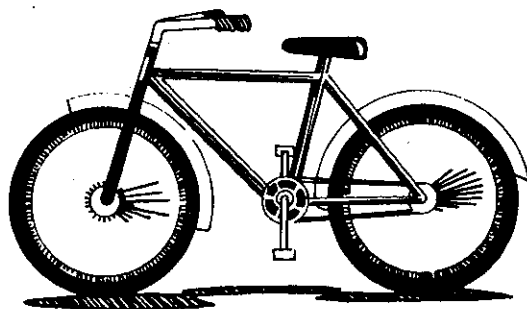
Take these labels home and tape one on each poisonous substance you can find.



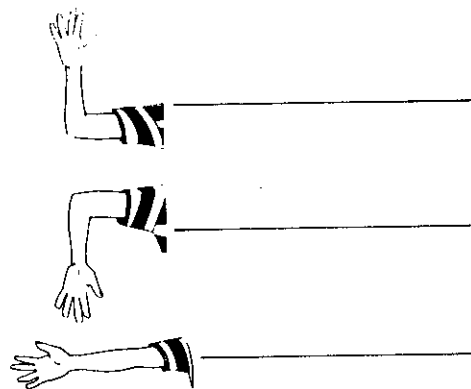
Do not put labels over warning or instruction information on any product.

SUMMER SAFETY TIPS

This otherwise safe looking bicycle needs some safety gear. Finish the drawing by adding what you think it needs.



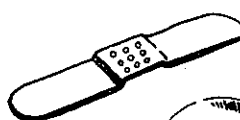
Label these hand signals, left turn, right turn and stop.



With summer coming, you'll have lots of time for playing. Finish the drawing to show a safe place to play with your friends.



Draw a line matching up each "rescue" object or symbol with the correct problem.



Proposed Constitution Revisions 1980

The Constitution Review Committee, with the support of the Advisory Board, will propose the following constitutional revisions at the Annual Meeting in Sudbury on September 27, 1980.

A. Section 2; Change "Membership shall be open to anyone involved in the field of outdoor education" to "anyone interested in. . . ."

B. Section 3; TERMINATION OF MEMBERSHIP—"A member shall automatically cease to be a member upon submitting a written resignation to the Council, in which case membership dues shall not be refunded to the member. (addition is underlined.)

C. Section 4; DUES—"Members shall pay dues as set by the Advisory Board of the Council. This decision shall be made annually prior to April 30 (addition is underlined). (Delete "after approval of the membership at an Annual Meeting. The dues shall be paid annually upon commencement of the next full fiscal year of the Council.) NOTE—The present system does not permit a fee adjustment until more than a year after the Advisory Board perceives the necessity for a fee adjustment. "There shall be two categories of participating membership, namely, student, regular, and family." Change "two to "three".

D. Section 8; OFFICERS AND DIRECTORS—The current deadline is July 31 of the current year. Change this date to May 31 in order to permit circulation of nominations in ANEE without the cost of a separate mailing.

E. Section 9; PROCEDURES OF THE ADVISORY BOARD—Powers of the Advisory Board; Change "to recommend fees" to "to set fees."

Change "to appoint a corresponding secretary to look after all correspondence and to appoint non-voting members for special purposes as deemed necessary " to "to appoint a recording secretary, a membership secretary and other non-voting members for special purposes as deemed necessary." NOTE—This reflects what has been the practice over the past several years.

Lloyd Fraser,
Chairman
Constitutional
Review Committee

FEE INCREASE?

As you know, costs of everything are rising. The Advisory Board is faced with rising costs for mailing, travel, printing ANEE, stationery, telephone, etc.

There are two ways to meet rising costs in an organization which depends on membership fees. One is to increase fees. The other is to increase membership.

If you want to see a healthy organization, the onus is on you to recruit new members. If each current member brings in one new member, then we will not likely require an increase in fees for several years.

IT IS UP TO YOU!

Lloyd Fraser,
Chairman
C.O.E.O.



RECORD IT!

ANNUAL MEETING
PRE-CONFERENCE SEMINAR, 1980
SEPT. 25-26/80

- * FOR PERSONAL and PROFESSIONAL GROWTH
- * FEATURING: "CREATIVE COMMUNICATIONS"
 - Photography
 - Sketching/Picture-Making
 - Graphics/Visual Displays
 - Sound Recording
 - Non-Verbal Communication

- * PLACE: Sudbury, Sheraton-Caswell Inn (same as Annual Meeting)
- * COST: \$70. COEO members: \$60. (Fee includes double-occupancy accommodation, meals, and programme.)
- * Registration: By mail. Closes Sept. 12/80

Cancellation Policy: Refunds available prior to Sept. 19/80,
subject to a \$10. service charge.

* Mail Registration Form and Fee to: (cheque payable to-Phyllis Hill)

Phyllis Hill
153 Meadowbank Road
Newmarket, Ont. L3Y 2Z2 (Tel: 416-898-2517)

REGISTRATION FORM
1980 PRE-CONFERENCE SEMINAR
Sudbury, Sheraton- Caswell Inn, Sept. 25-26.

NAME _____ Male _____
Female _____

ADDRESS _____

PHONE: Home _____ COEO # _____
Work _____

I wish to share a room with: _____.

Amount Enclosed: _____ \$70. Signed: _____
\$60. COEO.

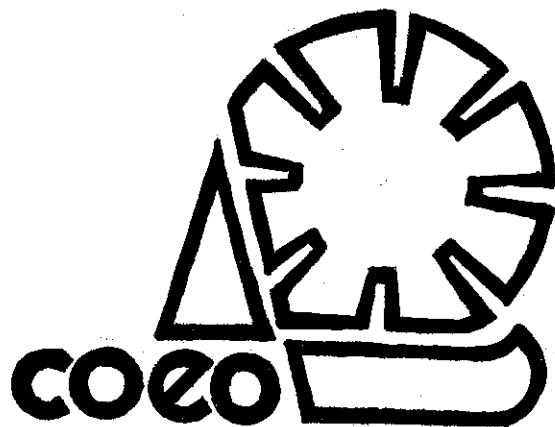
Registration closes Sept. 12/80. No refunds after Sept. 19.
Mail to: Phyllis Hill

153 Meadowbank Road
Newmarket, Ont. L3y 2Z2 (Tel: 416-898-2517)

CONFERENCE '80'
10th Annual

Sudbury, Ontario

Sept. 26, 27, 28.



**'SPIRIT
OF THE NORTH'**

CONFERENCE INFORMATION

The Far North Members are excited at the prospect of being your hosts for the 10th Annual Conference. We are sure you will enjoy the program we have planned for you. As Northerners, we are looking forward to sharing our part of the province with you. Bring your camera to capture the fall splendor.

The Conference Headquarters is located at The Sheraton Caswell Motor Inn, 1696 Regent Street South, (705)522-3000. The hotel facilities include a pool and sauna, so bring your bathing suits.

Sudbury is about a 4½ hour drive from Toronto and about 5½ hours from Ottawa. We strongly suggest forming car pools for your trip north in order to conserve fuel, increase enjoyment and to save money. Contact your Regional Representatives for help in forming car pools.

If you wish to have room accommodations confirmed at the Conference Hotel, we require the first nights fee to be sent with your registration. You then must check out through the hotel's front desk.

A complete, up-to-date Conference Program will be handed out when you arrive at the Conference.

SCHEDULE

FRIDAY SEPTEMBER 26

16:00 Registration
20:00 Keynote Speaker
21:30 Regional Meetings
22:30 Entertainment

SATURDAY SEPTEMBER 27

08:00 Breakfast
09:00 Sessions
12:30 Lunch
14:00 Sessions
17:30 Cocktail Hour
18:30 Dinner
20:00 Annual Meeting
21:30 Entertainment

SUNDAY SEPTEMBER 28

08:00 Breakfast
09:00 Sessions
12:00 Conclusion

GUEST SPEAKER

We are unable to announce the name of our speaker at this time. When final confirmation is achieved, we are sure you will be pleased.

PROGRAM

Your Conference Committee has planned for the following sessions. Our expectations are that all of the below will be offered, but due to circumstances there may be a few changes.

SATURDAY 90 MIN. SESSIONS

- | | |
|---|-------------------------------------|
| - Regional Strategic Resource Plan | - Acid Rain |
| - Environmental Integrity | - Snow Shoe Making |
| - Survival - Summer | - Survival Winter |
| - Nature Trail Development | - Rape of The North |
| - Outdoor Education for Disabled Persons | - Fur Trapping |
| - Lakehead University Outdoor Recreation | - Living History - Old Fort William |
| - Pursuit Activity For Elementary Schools | - Film Review |
| - Elementary School Mining Workshop | - Native Dancing |
| - Rock Climbing Preparation | - Indian Legends |
| - Adventure Leadership Panel | - Headwaters |
| - Outdoor Leadership in Great Britain | - Paddle Construction |

SUNDAY 45 MIN. SESSIONS

- | | |
|---|--------------------|
| - Energy Conservation & Alternatives | - Equipment |
| - Outdoor Education at Laurentian University | - Wild Water |
| - Secondary School Outdoor Ed. Credit Courses | - Bike Tripping |
| - Leading To Share Part II | - Dehydrated Foods |
| - Introduction to Rope Courses | - Legal Liability |

FULL & HALF DAY SESSIONS

Participation in the full or half day program requires pre-registration (prior to Sept. 15). These sessions have a limited number of spaces available, which will be filled on a first come - first served basis. All full and half day sessions are scheduled on Saturday, Sept. 27.

FULL DAY SESSIONS

Kayaking - Herman Kerckhoff - Theory, Pool and River
Wilderness Sketching for the Intermediate Artist - Fred Hagen
Canoe to See - Killarney Provincial Park
Rock Climbing - Theory and Practical - Some prior experience
Trail Ride - See Killarney Park from a different prospective

HALF DAY SESSIONS

AM

Fitness in the Out of Doors - Vita Par Cour- Trim Orienteering
Inco Surface Tour - See the Mill, Smelter and Refinery
Laurentian Conservation Area - Program Overview & Nature Walk

PM

Sailing - Program Designed For The Beginning Sailor
Edible Wild - Discover Northern Ontario's Fall Edibles
Nature Photography - With Karl Sommerer - Tips for Beginner to Expert
Geology Tour - Visit the Famous Sudbury Basin

REGISTRATION

(Please Print)

Mr.
NAME Miss _____
Mrs. _____
ADDRESS _____
POSTAL CODE _____
TELEPHONE _____
REGION _____
MEMBERSHIP NUMBER _____

EARLY REGISTRATION (SEPT. 15) IS
REQUIRED FOR ALL FULL AND HALF
DAY PROGRAMS. PLEASE INDICATE
YOUR PREFERENCE.

FULL DAY

Kayaking _____
Canoe to see _____
Rock Climbing _____
Wilderness Sketching _____
Trail Ride _____

HALF DAY

A.M.
Fitness _____
Inco Tour _____
Conservation Area _____
P.M.
Sailing _____
Edible Wild _____
Photography _____
Geology Tour _____

Make Cheque Payable to:

COEO CONFERENCE '80'

Send cheque and registration to:

Miss Barb Fogle,
1669 Southview Drive,
Sudbury, Ontario. P3E 2L9
(705) 522-2536

FEES

Please complete the following

Conference Fee and Meals
\$60.00 or \$10.00 deposit _____

Accommodation

Single/Night \$25.00
Double/Person/Night \$16.00
Triple/Person/Night \$12.00 _____

Membership (if applicipal)

Regular \$15.00
Student \$ 8.00
Family \$25.00 _____

Please attach Membership Form

NON MEMBER FEE

Regular \$7.50
Student \$4.00 _____

LATE FEE (After Sept. 15)
\$5.00 _____

Total Amount Included _____

Please indicate if you wish a second
night's accommodation _____

If you have made arrangements to share
hotel accommodations with others, please
give their names:

First Night Accommodation Fee must
be included with your registration if
you wish your room confirmed.

Early Registration (Sept. 15) will
mean your name will be put in for
a Grand Draw

For Office Use

THE ROBIN DENNIS AWARD

As a final tribute to Robin Dennis, one of the great Canadian Leaders in outdoor education, The Island and The Boyne River Natural Science Schools are providing an annual award in his name to any programme in Ontario that has made an outstanding contribution in the field of outdoor education. 1980 will mark the fifth time the award will be presented. The ceremony will be part of the annual conference this fall.

Members are encouraged to forward names of nominees. Nominations should contain the name and address of the nominee(s), and a description of the basis for the nomination. These should be forwarded before June 30th to:

John Niddery, Past Chairman,
Box 335,
Coldwater, Ontario.
LOK 1EO

Nominations for Advisory Board Positions

According to our constitution, the Advisory Board shall be composed of a six-person Executive Committee and five Regional Representatives.

This year two members of C.O.E.O.'s Executive Committee are retiring. Any member in good standing may submit nominations for these positions to the Nominating Committee, provided that such nomination be accompanied by the written consent of the nominee, and be received by the Nominating Committee prior to July 31st, 1980.

Forward nominations to:

John Niddery,
Box 335,
Coldwater, Ontario.
LOK 1EO

* * * * *

Oops! Sorry John

Last month, in Vol.9 #5, May, 1980, I printed 2 excellent activity sheets, one on the subject of the Aylmer Wildlife Management Area, and one dealing with a vacant lot vegetation study. However, at the same time, I also printed a confession that I really didn't know who had sent them to me. The day after the book went to press, though, I did some housecleaning and unearthed the missing letter.

This note, then, is to thank John Ogletree, of the University of Western Ontario for the worksheets. He has used them with secondary students and noted that 2 Ministry of Natural Resources pamphlets are available for use with the Aylmer Study. He also warns that question 7(b) on the Aylmer study does not contain a typing error, but actually refers to an airplane registration number, and that your students may not find the request very funny.

Once again, thanks John---and sorry!

POT POURRI

Schoolyard Lesson Plans

Here are two more examples of lesson plans from the Northern Illinois University course on schoolyard activities.

STUDENT: WILL LENSSEN

Garbage and Nutrition: A School Site Survey

A. Theme or Concept:

A Garbage Survey will be used to evaluate the nutrition and dieting behaviours of the school community.

B. Level

This form of survey could be structured to suit students from grades 6 to 11. This one is specifically directed towards those in grade 8.

C. Context

1. Background (some, of course, are optional.)

a) Knowledge of Food as Stored Chemical Energy.

Sun's Energy----- Photosynthesis----- Plant----- Man
Animal

This could be incorporated from the science program.

b) General knowledge of the preparation and packaging of food.

:Pasteurization, cooling, canning, drying, dehydration,
freezing, smoking, salting, pickling, freeze-dried, flash-frozen.
:enriching foods.
:food spoilage.

c) Knowledge of the uses of Food and Nutrition. (see Handout)

:5 Food Groups (NOTE: The Can. Fed. Dept. of Health and Welfare
has established 4 combining fruits with vegetables, much to the
dismay of many.)

:5 Nutrition Groups.

:Study of present eating trends by adolescents.

d) Knowledge of how to make use and interpret-

:charts for recording results.
:bar and line graphs.

e) Digestive system.

:organs, glands.
:parts, functions.

f) Excretory System.

:organs, glands.
:parts, functions.

g) Awareness of basic-

:exercise and nutrition.
:obesity and nutrition - balance of energy input and output.
:maladies and nutrition.

- h) Knowledge of environmental impact caused by food industry and food consumer.
 - :energy used in food preparation and packaging compared to energy gained by the consumer from the food.
 - :garbage or waste products -food
 - packaging materials
 - :land use - rural and urban areas and trends.

i) Discussion of the statements -

- :"You are what you eat."
- :"Does food only concern physical health?"

:A person's environment and garbage container do reveal clues about his free-time nutritional health."

2. Preparations

- a) Run-offs: Chart, Questions, Map.
- b) Weather conditions (clothing.)
- c) Notification of principal &/or head administrator.
- d) Garbage containers - compost
 - other
- e) Pencils, pens
- f) Clipboards, binders or hard supports.
- g) Assembly of work groups (3/group.)
- h) Section off the school and/or community.)
- i) Letters home if the children leave the school grounds.
- j) Newspaper publicity coverage.

3. Followup

- a) Each group will examine and summarize the results on the chart supplied.
- b) Each group will -
 - :make a line graph or bar graph from their results.
 - :display their graphs to others to observe.
- c) The teacher will assist in collating the findings of the entire class and repeat (b) above for the class as a whole.
- d) The results could be released for the school and/or community.
- e) A Nutritionist of the Dept. of Health or the local board could address the class on its findings.

D. Description of the Activity and Procedures

1. Activities

This method of teaching would be termed as the Task Card Method.

- 1) To gather wrappings and containers about the school property.
- 2) To categorize such items on a chart entitled "Garbage and Nutrition Trends: A School Site Survey." (attached.) This may necessitate reading the ingredients on each container prior to categorizing the product.
- 3) To gather and sort the school site refuse into two groups -
 - compost
 - waste and, thereby enhance the school site appearance.

- 4) To answer a series of questions following the survey, on a sheet entitled, "Garbage and Nutrition Trends: Questions." (Attached)

2. Procedures

- 1) Each group is given a sectioned sketch of the area to be surveyed.
- 2) Each group is assigned to a particular area to conduct its research.
- 3) Each group is given the required handout for the tabulation of results as well as graph paper for the group recordings.
- 4) Each person is given -
 - :a survey handout to record the class findings as a personal reference for his/her notebook.
 - :a piece of graph paper to graph the complete class results.
- 5) A class session would be scheduled to discuss the questions.

E. Expected Outcomes

It would be hoped that the student would benefit in the following manners:

- 1) To become more aware of the contents of foods such as additives and nutrients.
- 2) To examine food intake as a reflection of school and neighbourhood nutritional patterns and practices.
- 3) To discern between quality and quantity of food intake, namely fads versus sound meals.
- 4) To receive information about school lunches and food suppliers, perhaps the school cafeteria.
- 5) To establish a knowledge of a variety of healthy snacks and therefore a proper selection.
- 6) To appreciate good nutrition for the class and most important, for the individual.
- 7) To become more aware of our physical environment and the recycling process of garbage.
- 8) To establish a pride in the school site appearance and thereby improve the student's concern for the tidiness of the school site, especially during lunch hours and after hours.
- 9) To discover a useful evaluation tool to examine health issues, in this case nutrition.
- 10) To appreciate the value of research and to relate it to our daily living practices.

References

- Barrett, Morris: Health Education Guide: A Design for Teaching K-12. Health Education Associates, Wynnewood, Pa: 1971.
- Mosston, Muska: Teaching Physical Education: From Command to Discovery. Charles F. Merrill Publishing Co., Columbus, Ohio: 1966.
- Sabry, Z. and R. Fremes: Nutriscore. Metheun Publications, Agincourt, Ontario: 1976.
- Wellington County Separate School Board: Health Curriculum 7-10: 1973.
- Acknowledgement: To Tina Milley for her typing efforts.

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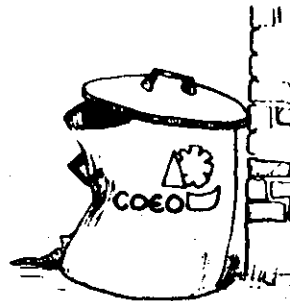
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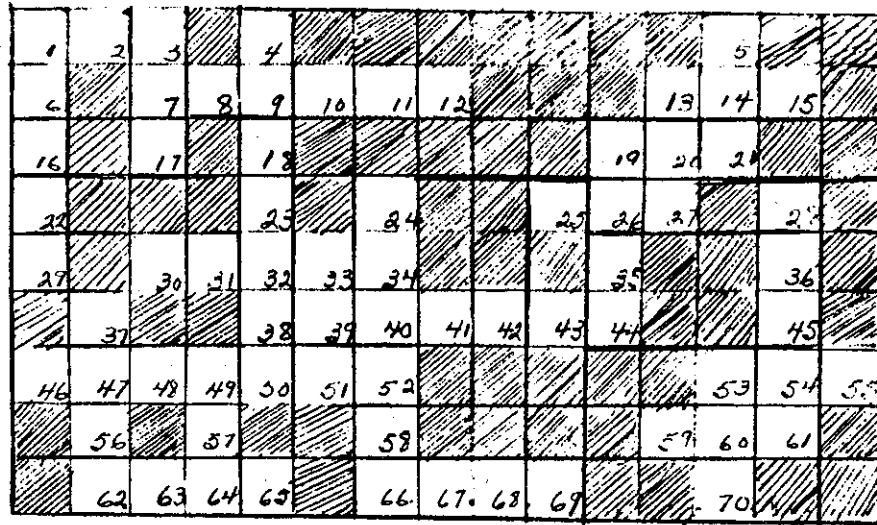
GARBAGE AND NUTRITION TRENDS: QUESTIONS

1. From the chart, which nutrition category was most when totalled?
Which was least?
2. From the food category, which group received the most finds?
Which was the least?
3. Which food type did you find the containers of most?
4. Would you say that you could identify most of the garbage or not?
Why or why not?
5. Based on the garbage found in the area given you, would you say schools and community ate a) good snacks or b) bad snacks? Explain briefly using your chart findings to help you.
6. How many times did you fill your container? How did you feel about the amounts of garbage which comes from something we eat? Explain.
7. What are your opinions about the amount of garbage in the school yard? How can we keep it clean? Why is it necessary to keep it clean?
What does "re-cycle" mean when we speak of refuse?
8. How can the school assist your nutritional requirements? Explain.
9. How can your family influence your "snack" input?
10. a) What are "junk foods?" Give two examples.
b) What are "fast foods?" Give 2 examples.
c) Can either "junk or fast foods" be nutritional?
11. What are your impressions of the -
a) eating habits and
b) snacking habits of adolescents, aged 11-18?
12. Discuss the following statements -
a) "You are what you eat."
b) "Food only concerns physical health."
c) "The individual has the primary responsibility for his/her own good nutrition."
13. Define pollution. What can "nutrition and food pollution" be meant to mean?
14. Summarize what you have learned by doing this project.



FOLLOW-UP IDEAS FOR THE CLASSROOM

by-Nancy Henderson



PREDATOR GAME CROSSWORD PUZZLE

Across

1. The player in the game who has the easiest time getting food.
7. A carnivore would eat this.
13. An example of a meat eater.
19. You were _____ at the end of the game.
25. All living things will eventually _____.
30. A herbivore would eat this.
38. Only the swift and the smart _____ in this game.
46. Foxes and wolves _____ for food.
53. A charge to enter a building.
57. When one moves quickly. (spelled backwards.)
62. A wolf would like this for dinner.
66. A carnivore eats this.

Down

1. A herbivore.
3. If you do this during the game you will probably get caught.
4. Animals do not want to catch one of these.
13. The Fox is a _____ of the rabbit.
19. One strategy to survive.
24. A fox would fish here.
28. You would like some of this at the end of the game.
33. Squirrels eat this.
37. Lettuce is _____ for a rabbit.
49. Made of berries to be eaten by humans.
53. This game was _____.

OUTDOOR EDUCATIONAL SERVICES

EDUCATIONAL EXPERIENCES

Outdoor Educational Services is a total outdoor canoe experience to familiarize young people with their land, excite them with its potential and prepare them for its many uses.

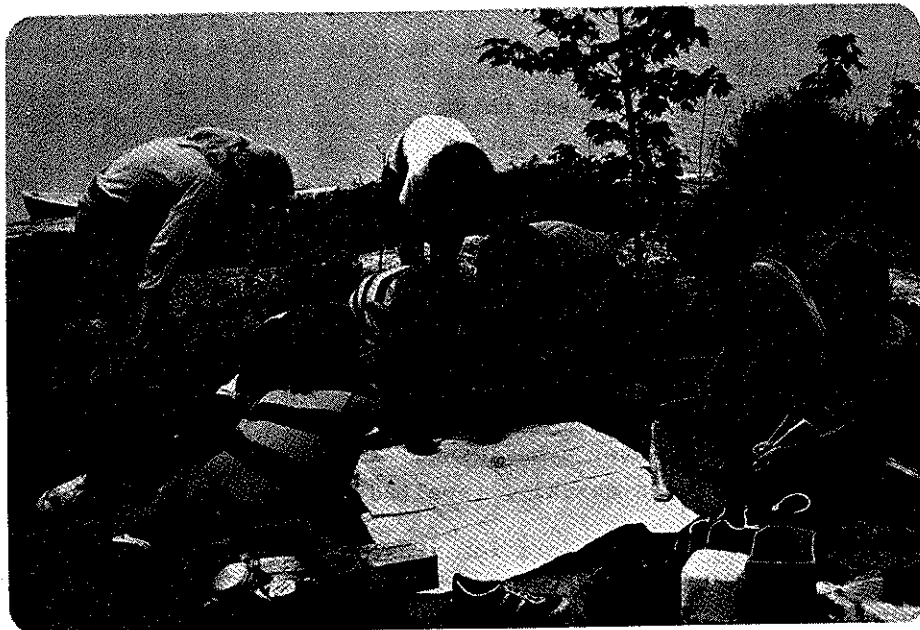
The week-long trips pass through historically significant and picturesque areas along the French River and the Magnetawan River. In the Muskoka region, the "Bala trip" includes rapids, chutes and waterfalls, as well as Indian and logging history, skindiving, diving for rocks and a sunken schooner, as it winds its way to Georgian Bay.

The man behind this program is Steve Magee, a teacher of environmental science and biology, who feels that people learn best through experience. He left regular teaching five years ago with the belief that the best educational experiences are a combination of physical activities and intellectual challenge, an ideal not easily met in the classroom.

Steve and his instructors teach an appreciation of the outdoors crouched over microscopes on a sandbar, telling Indian legends around the campfire, or in canoes on the river, stopping frequently for observation and identification of flora, fauna and minerals.

Outdoor Educational Services usually involves participants ages 9 to 17, but adult trips and French immersion programs are also being offered.

For more information, contact Steve at (416) 281-1676.



Education
Through
Experience

Box # 428,
Postal Station A
Scarborough, Ont. M1K 5C3

Are You Ready To Teach In The Outdoors?

* A Self Check List

Promptness

- ☐ Is faster than a speeding bullet
- ☐ Is as fast as a speeding bullet
- ☐ Would you believe a slow bullet
- ☐ Misfires frequently
- ☐ Wounds self while handling guns

Initiative

- ☐ Is stronger than a locomotive
- ☐ Is as strong as a bull elephant
- ☐ Almost as strong as a bull
- ☐ Shoots the bull
- ☐ Smells like a bull

Qualifications

- ☐ Leaps tall buildings at a single bound
- ☐ Leaps tall buildings with a running start
- ☐ Can leap short buildings with two weeks prior notification
- ☐ Bumps into buildings
- ☐ Cannot recognize buildings on a bet

Adaptability

- ☐ Walks on water
- ☐ Keeps head above water under stress
- ☐ Washes with water
- ☐ Drinks water
- ☐ Passes water in emergencies

Communication

- ☐ Talks with God
- ☐ Talks with the angels
- ☐ Talks with self
- ☐ Argues with self
- ☐ Frequently loses arguments with self

Miscellaneous

Please put any other relevant information in appropriate box.

This form is also recommended for evaluation of administrators and other non-essential school personnel.

REGIONAL NEWS

Eastern Region

Pioneer Life with a Taste of Maple Syrup

Eastern Region Spring Workshop jointly sponsored by COEO
and the Ottawa Board of Education

Leaving their cars behind in the parking lot, a group of around 35 inquisitive people took a five-minute walk through the sugar bush back to the life of 100 years ago at MacSkimming Pioneer Village.

After settling into pioneer cabins, the opportunity was provided to discover the old skills of candle dipping and icecream making after which everyone was ready to tuck into a hearty meal of yesteryear.

To the lively Ottawa Valley fiddling of Henri Villeneuve and the calling of Paul-Emil Maisonneuve, all became well acquainted at the evening square dance. It was soon apparent that everyone had come to join in the fun and contribute to the atmosphere through individual and group singing and dancing.

Next morning some were up with the lark and Jack Frost to take the chill off the air by starting the wood stoves in their square-timber sleeping cabins and making breakfast which, needless to say, included tempting helpings of pancakes and maple syrup.

Such filling fare was, of course, a prerequisite for the many workshops offered on Saturday. Armand Ducharme demonstrated the use of tools required for some of the fast disappearing skills and crafts such as squaring timber, blacksmithing and making nails, axe handles and shingles.

With the sap beginning to flow, the sugar shanty was also in full operation.

Under the skillful direction of Peggy Riches, it was possible in one short workshop to follow from fleece to fabric the process of cleaning, dyeing, carding, spinning and weaving wool. Of interest also was a demonstration of an early example of recycling - rug hooking, led by Susan Scale.

For the many teachers present, a short break between the morning workshop and lunch was usefully filled by an Edukit slide show and materials demonstration given by Tricia Connelly of the Rideau Valley Conservation Authority

and an opportunity to browse through the teaching resource kits and books available on crafts and skills and history of the 19th century.

A morning's pioneer activity followed by a delicious pioneer lunch certainly sufficed to elicit the impression that both body and mind had been well immersed in the life of an earlier era.

Thanks go to Lynda McGuire, Rod Ferguson and many of the staff of MacSkimming Science School for providing this rewarding experience of the past.

Ann Kilby

DATEBOOK



Cobourg
August 18 — 22, 1980

Outdoor Education: The 'Frill that is Basic (K-8)

Audrey Wilson

- Outdoor Education Consultant for the Northumberland and Newcastle Board of Education
- 1975-76 on leave of absence to FWTAO to offer professional development across the province
- graduated from Michigan State University in 1973 with an M.A. in Curriculum emphasizing Outdoor Education
- Author of two Outdoor Education books approved for student use in Ontario schools and contributor to new Gage Reader Series
- Naturalist background with ornithology and entomology
- expert nature photographer and enthusiastic cross-country skier
- assisted with teacher in-service for the Ontario Ministry of Education, Ontario Teachers' Federation and Council of Outdoor Educators of Ontario
- teaches graduate studies in Outdoor Education at Georgia College and Michigan State University

Teachers will enjoy

- a sensory awareness approach to conducting nature hikes
- practical methods for using the schoolyard
- learning the classifications skills for water, tree and bird studies
- developing a thematic and integrated approach to studying one aspect of the urban community
- mastering orienteering skills and playing skill developing games
- creative crafts with natural materials
- a look at pioneer studies and handy community resources

You will never consider that the classroom is contained within four walls again.

Name: _____

Address: _____

School: _____

Phone: () _____

Area Code

Home Phone: () _____

Area Code

Course Requested: _____

Course Location: _____

ONTARIO CAMP LEADERSHIP CENTRE

August 20 - 30, 1980

The Ontario Camp Leadership Centre, on Bark Lake in Haliburton, offers a special course where elementary and secondary school teachers can gain practical camping and outdoor skills.

The quality of curriculum content and the excellence of the instructors results in a course which is consistent with the standards of professional development for teachers and is endorsed by educators, education authorities and the professional associations relating to outdoor education. A variety of outdoor activities will be offered.

Applications are available from the

Recreational Services Unit
Ministry of Culture and Recreation
8th Floor
77 Bloor Street West
Toronto, Ontario. M7A 2R9
965-5665

Registration fee will be approximately \$65.00 - \$70.00

OUTDOOR EDUCATION CONFERENCES

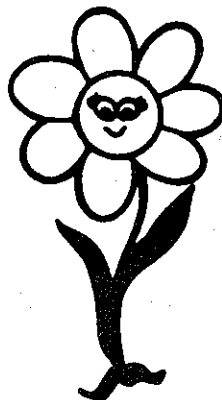
Council for Outdoor Education/AAHPERD,
Travers City, MI

October 8-12, 1980

Association for Experiential Education,
Glorietta Conference Center, Santa Fe, NM
New York State Outdoor Education Association,
Stevensville Country Club, Swan Lake, NY

October 24-27, 1980

October 10-13, 1980



MEMBERSHIP APPLICATION FORM

THE C.O.E.O. MEMBERSHIP YEAR IS FROM SEPTEMBER 1 TO AUGUST 31. ANY MEMBERSHIP APPLICATION RECEIVED AFTER MAY 1, WILL BE APPLIED TO THE FOLLOWING YEAR.

P L E A S E P R I N T

NAME: (Mr.) (Mrs.) (Miss) (Ms.) _____

HOME ADDRESS _____ TELEPHONE NUMBER (where you can be most easily reached) () _____

Postal Code _____

MAILING ADDRESS _____ If applying for a Family Membership
(if different from above) _____ please list persons who will be using the membership

POSITION _____

EMPLOYER _____

UNIVERSITY OR COLLEGE ATTENDING FULLTIME IF A STUDENT _____

I am in the _____ Region of C.O.E.O. (see listing below)

FAR NORTHERN Patricia, Kenora, Thunder Bay, Algoma, Cochrane, Sudbury, Rainy River, Timiskaming

NORTHERN Parry Sound, Nipissing, Muskoka, Haliburton, North Bay, Simcoe County

WESTERN Essex, Kent, Elgin, Middlesex, Huron, Bruce Grey, Perth, Wellington, Waterloo, Oxford, Brant, Haldimand-Norfolk, Dufferin, Lambton

CENTRAL Niagara South, Lincoln, Hamilton-Wentworth, Halton, Peel, York, Ontario, Metro Toronto

EASTERN Victoria, Durham, Peterborough, Northumberland, Hastings, Prince Edward, Lennox and Addington, Renfrew, Frontenac, Leeds, Grenville, Ottawa-Carlton, Dundas, Russell, Stormont, Prescott, Glengarry, Lanark

OUT OF PROVINCE Any area in Canada outside of Ontario

OUT OF CANADA Any area in the United States

MEMBERSHIP FEES (please check) REGULAR \$15.00 STUDENT \$8.00
FAMILY \$25.00

Please make your cheque or postal money order payable to the COUNCIL OF OUTDOOR EDUCATORS OF ONTARIO and mail with this form to: John H. Aikman, Membership Secretary, 14 Lorraine Drive, Hamilton, Ontario. L8T 3R7.