

1996 Summer Environmental Education Institute  
*"Forests, Wildlife & People"*

**Work-Term Report 1**  
**Prepared By: Christopher Dawe**  
**Program: Environmental Technology I**

Westviking College  
Corner Brook Campus  
SEP 06 1996  
**RECEIVED**

Original Report  
For / By Western NF  
Model Forest

**1996 Summer Environmental Education Institute**  
***"Forests, Wildlife & People"***

**Work-Term Report 1**

**Prepared By: Christopher Dawe**  
**Program: Environmental Technology I**

**Prepared For: Elizabeth Chaulk**  
**Co-operative Education Co-ordinator**

**Westviking College of Applied Arts, Technology  
and Continuing Studies**

**September 4, 1996**

27 Glendale Avenue  
Pasadena, NF  
AOL 1K0  
August 27, 1996

Elizabeth Chaulk  
Co-operative Education Co-ordinator  
Co-operative Education Office  
Westviking College of Applied Arts,  
Technology and Continuing Education  
P.O. Box 822  
Corner Brook, NF  
A2H 6H6

Dear Ms. Chaulk:

The work term component of the Environmental Technology program is important in giving the student the exposure and work experience he/she needs to be marketable at the end of his/her course of studies. For my first work term I had the pleasure to work with The Center for Forest and Environmental Studies (CFES), in Corner Brook. At CFES I worked with Mr. Martin von Mirbauh as the Institute Coordinator for the 1996 summer program in environmental education. This program, which took place at Killdevil Lodge in Gros Morne National Park during the week of August 18-23, brought together 20 teachers from across Newfoundland and Labrador. During this week the teachers were given a number of in-services, guided tours and presentations all in an effort to expand their awareness and understanding of the environment and provide them with the tools needed to incorporate environmental education into their day to day studies. My job was to put it all together, promote it, select participants, arrange the schedule of events, and coordinate the day to day activities of the institute.

In coordinating this project I worked with members of the Educational Working Group of the Western Newfoundland Model Forest as well as many resource people from different government departments and the private sector.

I found this job to be very interesting and opened my eyes to the often controversial world of environmental politics. This report traces my work in preparing this institute and also gives a personal perspective on environmental education. I hope you find it enjoyable and informative.

Respectfully,



Christopher Dawe

## Summary

The purpose of this report is to outline the activities leading up to the 1996 Environmental Education Institute held August 18-23 at Killdevil Lodge in Gros Morne National Park. Also included is description of the weeks activities as described on a day by day basis by one of the participants, Mr. Elroy Grandy. The environmental education institute was a pilot project of the Educational Working Group in cooperation with the Western Newfoundland Model Forest. It was coordinated through the Centre for Forest and Environmental Studies. The main object of the institute was to give teachers from across the island a better understanding of the environment, particularly as it relates to forests and the issues surrounding integrated resource management or as it is commonly known the IRM plan. Also through a series of in services, guided tours, presentations and discussions it was hoped teachers would return to their classrooms better able to incorporate environmental education into their day to day teaching.

The target group for this institute was elementary grade level teachers and all in services were centered around this group with the exception of the Round Table Simulation in-service which focused more on the junior and senior high levels.

Planning for this institute began in May and involved everything from deciding on events, preparing applications and brochures for distribution, selecting participants from across the island, arranging travel for participants and resource people, to making sure everything was in place and ready for every days events.

The institute was very successful and went off without any major incidents or disruptions in the pre-arranged schedule. As you will see from the schedule of events in appendix C the week was very full with days starting early and ending late. By weeks end all participants were tired but felt very good about what they had been a part of. They met as strangers and went home as friends.

## Acknowledgements

There are many individuals and organizations without whose assistance of time and resources this institute would not have been possible. I have listed them below in the capacities in which they assisted.

The Institute was an initiative of:  
**Education Working Group**  
**Western Newfoundland Model Forest**

### Sponsors:

**Department of Forest Resources and Agrifoods**  
**Corner Brook Pulp and Paper**  
**Abitibi-Price**

### Coordination:

**Centre for Forest and Environmental Studies**  
**Chris Dawe, Conference Coordinator**  
**Martin von Mirbach, Sustainable Development Chair**

### Planning Committee:

**Barry LeDrew, Dan Murphy, Lucy O'Driscoll, Paul Peddle, Fred Smith, Rubin Vineberg**

### Resource People:

**Dan Murphy, Education Working Group**

**Paul Peddle, Department of Forest Resources  
and Agrifoods**

**Anne Marceau, Gros Morne National Park**

**Claire Dalfen, Canadian Pulp and Paper Assoc.**

**Don Ivany, Atlantic Salmon Federation**

**George Vandusen, Corner Brook Pulp and Paper**

**Joanne Smyth, Western Newfoundland Model  
Forest**

**Merle Lingard, Abitibi-Price**

**Laura Jackson, Protected Areas Association**

**Carla Doucet, National Round Table on the  
Environment and the Economy**

**Barry LeDrew, Department of Education**

**Lucy O'Driscoll, Department of Forest  
Resources and Agrifoods**

**Gary Schneider, McPhail Woods Ecological  
Forestry Project**

**Fred Smith, Memorial University of Nfld.**

**Mike Roy, Centre for Forest and  
Environmental Studies**

**Jim Taylor, Newfoundland Forest Service**

**Joe Brazil, Wildlife Division**

**Raelene Young, Humber Environment Action  
Group**

**Rubin Vineberg, Department of Forest  
Resources and Agrifoods**

### Special Thanks:

**Canon David Pierce, Marilyn Young, Canadian Nature Federation, Markland Cottage  
Winery, Westviking College and Brenda Joy**

## Table of Contents

<b>Letter of Transmittal.....</b>	<b>II</b>
<b>Summary.....</b>	<b>III</b>
<b>Acknowledgements.....</b>	<b>V</b>
<b>Table of Contents.....</b>	<b>VI</b>
<b>Appendices.....</b>	<b>VII</b>
<b>1.0 Introduction.....</b>	<b>1</b>
<b>2.0 Environmental Education in Newfoundland's School....</b>	<b>2</b>
2.1 What do we mean by Environmental Education.....	2
2.2 The history of Environmental Education.....	3
2.3 Advantages of incorporating Environmental Education into the classroom...	4
<b>3.0 Environmental Education and the Teacher.....</b>	<b>5</b>
<b>4.0 The Summer Program in Environmental Education.....</b>	<b>6</b>
4.1 Goals and Objectives of the Program.....	6
<b>5.0 Coordinating the Project.....</b>	<b>8</b>
5.1 The Application Process.....	9
5.2 Distribution and Politics.....	10
5.3 Selecting the Participants.....	11
5.4 Setting the Agenda.....	12
5.4.1 <i>Description of Events</i> .....	13
5.4.2 <i>The Role of the Experts</i> .....	21
5.4.3 <i>Comments Before and After</i> .....	22
<b>6.0 The Week in Review.....</b>	<b>24</b>
<b>7.0 Beyond the Institute.....</b>	<b>26</b>
<b>8.0 Conclusions.....</b>	<b>27</b>
<b>9.0 Recommendations.....</b>	<b>28</b>

## 1.0 Introduction

During the summer of 1996 I had the distinct privilege of working with the Centre for Forest and Environmental Studies (CFES). My role at CFES was that of institute coordinator for the 'Environmental Education Institute'. This institute, an initiative of the Educational Working Group (EWG) of the Western Newfoundland Model Forest (WNMF), took place at Killdevil Lodge in Gros Morne National Park from August 18-23. Twenty teachers and learning resource people from across the province were brought together and exposed to the wonders, beauty and educational potential of our forests. Resource people from all over Newfoundland as well as other parts of Canada were brought in to give the participants a wealth of information and experience in discovering the vast learning resource they had at their disposal, just beyond the four walls of their classroom. The institute involved six days of in-services, guided tours and walks, formal and informal discussions and social activities designed to instill an air of environmental understanding, relaxation and kinship among the whole group. My role in this project was to plan it, promote it, select participants, work with resource people in supplying their needs, make sure everyone got there, and keep track of all the day to day activities, making sure everything that was needed was there when they needed it.

## **2.0 Environmental Education in Newfoundland's Schools**

The establishment of environmental education in Newfoundland's schools is still in its early stages of development. For a long time it has been seen only as an extra curricular activity initiated within schools by one or two environmentally conscious individuals. Within their role as environmental advocates they have established recycling programs, and school and community clean-up programs. It is not my intent to belittle these efforts, as they play a very important role in developing awareness and respect for the environment, however, the extent to which the environment can be used in a hands on approach to learning has not yet been realized. No other medium has the raw materials available to provide a multi-disciplinary approach to learning where students not only gain an awareness of the environment, but an understanding of its components and how its many elements work together.

### **2.1 What do we mean by Environmental Education**

When we speak of environmental education words such as conservation, recycling, resource depletion, ozone depletion, and deforestation come to mind. First and foremost however is understanding. As educators, if we can instill an understanding of what makes up the environment, how it works, the many varied levels of life which exist and depend on the environment for life, and the effects of natural and human interaction on this environment, then a respect of it can be instilled in our youth. From this respect the youth of today will undoubtedly be better equipped to conserve it for tomorrow.

### **2.3 Advantages of incorporating Environmental Education into the classroom**

The primary reason for incorporating environmental education into the classroom has always been to give our youth, the adults of tomorrow, a better understanding and appreciation of the world around us so that they will not repeat the mistakes of the past and be in a position to preserve it for generations to come. It does however go well beyond this. We've all heard the phrase, 'you can't teach an old dog new tricks'. One of the biggest problems in changing peoples attitudes towards the environment has always been the values and god given way of life that many of us grew up with. When I was a boy going out in the boat and catching fish or going in the woods to snare rabbits, hunt moose or cut wood was taken for granted. The idea that, what we considered an inherent way of life would someday not be there was inconceivable. Accepting this new way of life today is for many a very hard pill to swallow or understand. We can't of course send everyone back to school to upgrade them on all this but we can teach it to our children and children are the single biggest parental influencers we have. The idea of parents teaching their children now works both ways.

Secondly, environmental education offers educators a perfect opportunity to teach their students in a hands on environment. It is multi-disciplinary, interactive and real life. Whether its science, social studies, language arts, math or music environmental education can be incorporated into them all in such a way that students can see the results and relate them to he real world. By seeing the results of their work a sense of pride is instilled and hopefully a new respect and understanding of the world in which they live.

our youth with the highest and most up to date level of education possible.

All of this brings us to the topic at hand, namely the 1996 Environmental Education Institute or as it became known Forest, Wildlife and People.

## **4.0 The Summer Program in Environmental Education**

In July of 1995 a proposal was first developed by the Educational Working Group of the Western Newfoundland Model Forest to initiate a summer program in Environmental Education. The Western Newfoundland Model Forest is one of a network of ten such forests across Canada whose primary goal is to develop a workable integrated resource management plan through research, cooperation and education. The Model Forest is not a park or a reserve. It is a working forest complete with logging, hunting and recreation. As a response to the educational end of this goal the EWG proposed to hold a five-day institute to support social studies and science curriculum at the elementary level, linked to actual situations being faced in the Western Newfoundland Model Forest. The theme of the institute was Boreal Forest Ecosystems and Integrated Resource Management.

### **4.1 Goals And Objectives of the Program**

The goals and objectives of the program as outlined in the October 18, 1995 draft proposal of the program were as follows:

- (a) Develop leadership in environmental education, with specific reference to nature awareness, understanding ecosystem interrelationships, and the application of

### Western Newfoundland Model Forest.

- (g) Stimulate informed discussion and dialogue about forest, wildlife and other natural values, as well as the decision-making processes necessary in order to take adequate account of the full range of values.
  
- (h) Develop and disseminate teaching materials that can be used to explore IRM concepts in the classroom, and that will supplement materials currently available, including *Project Wild* and *Focus on Newfoundland Forests*.

With all this in mind a number of meetings were held between members of the EWG during the fall of 1995 and winter of 1996 to put together the components of the institute. In May I was hired to coordinate the project and take care of all the logistics, from getting participants and resource people to events scheduling and material requirements. The remainder of this paper is an overview of that process.

## 5.0 Coordinating the Project

One of the first big challenges I faced in getting this project off the ground was getting participants. I started on May 22 and with the current school year ending on June 21 it was imperative that applications be in the hands of prospective participants before this date.

## 5.2 Distribution and Politics

The biggest challenge I faced with this project was application distribution and the political climate. With only two weeks left in the school year and teachers more concerned with exams and report cards I knew that getting many of them to look seriously at this would be difficult. In an attempt to reach as many people as possible I mailed copies of the application to all member of the EWG, and faxed copies to all 27 school boards with a request that they distribute them to as many schools and teachers as possible. I then decided to follow this up by calling the science and social studies coordinators at the board offices to give it an extra push. The response from the school boards was not favourable. Every coordinator I spoke to informed me of the current political situation. Due to recent government cutbacks and restrictions the NLTA had proposed an across the board boycott of all workshops and in services. They all agreed to distribute the applications but told me I shouldn't hold out much hope in attracting participants.

With only five days left to the deadline of June 21 and no response from the 300+ applications something had to be done. Thanks to Dan Murphy a possible solution was found. First we contacted the NLTA and pleaded our case with them, indicating that this institute, because it was being held in the summer did not interfere with their mandate. They agreed. Secondly we asked if the NLTA had any objections to us informing boards and teachers of their approval for attendance in this institute through a letter and news release (see Appendix B for copy of letter and news release). They did not. On Saturday June 17 we placed ads in the Western Star and Evening Telegram. By Monday afternoon we had 13 applications. By June 21 we had 27 applications and a few more came in over the next couple of weeks.

**1996 Environmental Education Institute**  
**List of Participants**

<b>Jeff Burke</b>	Holy Family Elementary, Chapel Arm	Phy. Ed., Sc. Grade 5
<b>Callista Burrige</b>	Elwood Elementary, Deer Lake	Grades 6-9
<b>Kim Butt</b>	Exploits Integrated, Grand Falls-Windsor	Grades K-5
<b>Keith Byrne</b>	Sacred Heart Elementary, Curling	Grade 5
<b>Tom Clift</b>	St. Bon's Elementary, St. John's	Grade 6-8 Sc.
<b>Pearl Cobb</b>	Amos Commenius Memorial, Hopedale, Lab.	Grade 3
<b>Keith Crocker</b>	Howley Elementary, Howley	Grades 6-8
<b>Ruth Crocker</b>	Deer Lake-St.Barbe School Board	Spec. Ed./ K-8
<b>Bill Doyle</b>	Brother Brennan Environmental Centre, Salmonier Line	Grade 7-8
<b>Mary Bungay Gaultois</b>	Pathfinder Learning Centre, Stephenville	<b>R e s o u r c e</b> Coordinator
<b>Brian Gilbert</b>	North Shore Elementary, Meadows	Phy. Ed K-6, Sc. Grade 5
<b>Elroy Grandy</b>	D.C. Jamieson Academy, Burin	Resource Teacher
<b>Diane Hawco</b>	St. Stephen's Elementary, Stephenville	Grade 5
<b>David Howard</b>	St. Thomas of Villanova, Manuels, CBS	Phys.Ed
<b>Mary Kelsey</b>	Saint John Bosco, St. John's Elementary	Spec. Ed. 4-6
<b>Rosemary Lahey</b>	Sacred Heart Elementary, Marystown	Grade 6
<b>Beth Power</b>	St. Kevin's School, Gould's	Resource Teacher
<b>Candace Soper</b>	Bishop of Abraham, St. John's	Spec. Ed and K-3
<b>Malcolm Turner</b>	Pasadena Academy, Pasadena	Grades 7-9
<b>Linda Warren</b>	Newtown Elementary, Mount Pearl	Grade 5

#### **5.4 Setting the Agenda**

In early July myself, Martin von Mirbauh, Barry Ledrew, Fred Smith, Anna Buffinga, and Rubin Vineberg met in St. John's to set the agenda for the program. From a meeting in February many of the different components people wanted to see included had been discussed and noted but to include them all would have meant having an institute that was three weeks long instead of the week we had to work with.

**Introduction:** This summer institute on environmental education will be highly interactive. While there are a number of structured events planned throughout the week the greatest benefit to be gained from this conference will be the sharing of ideas, successes and difficulties, between participants. Coming from different parts of the province, both urban and rural, teachers often have a different perspective on what environmental education means and your approach to teaching it often varies. By bringing all these different people together it is our hope to give teachers a fuller understanding of some of the environmental issues that face us today and the roles that government, industry, non-governmental organizations, concerned citizens, parents, students and educators must play in understanding and protecting the environment for generations to come.

***Introduction to Lomond*** (Sunday afternoon or evening)

As part of the introductory events on the first afternoon and evening of the Institute, we'll hear from **Canon David Pierce** about the history of the Lomond area. He'll tell us all about Killdevil Lodge's colourful past, as a mansion and outfitter's lodge prior to its current incarnation as a camp, retreat and meeting facility maintained by the Anglican Church. You'll be able to browse through a fascinating collection of old photographs that will be available at the resource centre that will be set up for our use throughout the week.

***Independent Project - From the Institute to Practice: Planning for Implementation.*** (continuing)

This program is structured so that every participant contributes something that can be shared with the group as a whole. By the end of the week, everyone will have completed a project, either

***Guided nature walk: Introduction to Boreal Forest Ecology*** (Monday afternoon)

From nearby Lomond we'll walk to the site of the former community of Stanleyville. Along the way, Gros Morne National Park interpreter **Anne Marceau** will show us some of the features of a dynamic forest. More than just trees, the forest includes understory vegetation, flowers, fungi, insects and wildlife. We'll also see the importance of soils, sunlight and wind. Above all, it's a dynamic forest, changing over time. Some of those changes are natural; others are the result of human activity.

***Discussions***

Throughout the week, we'll be taking the opportunity to share viewpoints with each other about a variety of topics related to forests, wildlife and education. These informal discussions will take place outdoors and in a variety of different settings - on the grassy meadows of Stanleyville, or around the campfire. They'll be facilitated by **Dan Murphy** and **Martin von Mirbach**, with other resource people participating as well. The discussion topics can be changed based on the preferences of the participants; the themes outlined below are just starting points.

***Theme #1: Forest and wildlife values.*** Why are forests and wildlife important to you? Was nature awareness part of your childhood experience? Do you still get out as much as you'd like to? Why or why not? What are the traditions in your home community around hunting, fishing and working in the woods?

***Theme #2: Environmental education.*** What successes have you had in teaching about environmental values? What programs, tools or resources have been most helpful? Have you been troubled by

opportunity to take it for a test spin.

*Discovering the Treasure* (Tuesday morning)

**Claire Dalfen** of the Canadian Pulp and Paper Association will present this workshop, introducing a teaching resource for grades K to 6 teachers that looks at the forest as a treasure to explore and sustain. It focuses on the many roles the forest plays, and encourages the students to discover the nature of the forest treasure, and to learn how to use it. Also Ms. Dalfen will introduce participants to **A forest for All**.

*Fish Friends* (Tuesday morning)

**Don Ivany** of the Atlantic Salmon Federation will introduce this education program aimed at teaching students about fish and their habitat.

*School Yard Naturalization* (Monday evening and Tuesday afternoon)

Why take your students on a field trip - with all the logistics, expenses and permissions forms - when you can bring the woods into your back yard? **Gary Schneider** of the Macphail Woods in Prince Edward Island has worked with schools throughout the Maritimes to encourage the naturalization of schoolyards and the planting (and sometime reintroduction) of native species of trees, shrubs and flowers. He'll show examples of some of the transformations that have been achieved, and talk about how to go about the task with little more than good will and helping hands. We'll also hopefully visit a nearby schoolyard to talk about some ideas of our own.

## Management (IRM).

### *Integrated Resource Management: Challenges and Opportunities* (Thursday morning)

A diverse group of interests will be represented on this panel discussion, from the fields of timber management, wildlife management and wilderness conservation. They'll come from government, environmental organizations and the private sector. After brief presentations from each of the panellists we'll throw the floor open for a general discussion. The panalists consisted of Jim Taylor from Nfld Forest Dervices, Merle Lingard from Abitibi-Price, Raelene Young from the Humber Environment Action Group, Laura Jackson from the Protected Areas Association and Joe Brazil from the Wildlife Division.

### *Role-Playing Simulation Workshop [Pulp and Paper Conflict Resolution Workshop]* (Thursday afternoon)

This workshop will be presented by **Carla Doucet**, education specialist with the **National Round Table on the Environment and the Economy**. It will provide you with an introduction to the concepts of sustainable development, consensus decision making and the round table process. By creating forums for people with different backgrounds and priorities, round tables are able to overcome constraints of bureaucratic systems and to analyse problems in a way that crosses disciplines, jurisdictions and time. Through a role playing simulation , participants will acquire skills in the round table process which can then be presented to students, colleagues and others.

Joe Brazil	Department of Wildlife
Marilyn Young	Western Newfoundland Model Forest
Jim Taylor	Newfoundland Forests Services
Merle Lingard	Abitibi-Price

### *5.4.3 Comments Before and After*

One exercise which was started at the beginning of the week and concluded on the last day was for the participants to express in a few words what the forest meant to them. The following is a result of that exercise.

#### **BEFORE:**

- \* Natural Resource (Take care of it)
- \* Unprotected
- \* Unending Beauty and Earth's cloak
- \* For Our Resources Enjoyment Survival Treasures
- \* In need of our respect
- \* A forest is where I and my friends live
- \* Natural smells (take time to smell the trees! It's great)
- \* **Drawing:** Log cabin in the forest with trees all around. Also people and animals both large and small. Rain clouds and the sun in the sky.
- \* Cornerstone, Renewable Resources, Provider
- \* A Refuge
- \* Lung & Life
- \* **Drawing:** Forest with mountains, stream, animals, and the sun and the clouds
- \* Map of development
- \* Beauty, Majesty, Protecting, Warm, Life and Death, Shadows, Shelter
- \* Wondrous
- \* Free, Open, Interesting, Relaxing, Wild
- \* A source of fresh air! (Oxygen!!!)
- \* **Drawing:** Depicting a person, a tree with a small animal going up, birds, and a large animal going up a mountain
- \* Community
- \* A partnership, a Resource for teachers to share with students.

As you can see from these before and after impressions the participants overall perspective of the forest was greatly enhanced by weeks end.

## 6.0 The Week in Review

It was our good fortune to have as a participant Mr. Elroy Grandy. Mr. Grandy took it upon himself from the onset to record the day to day events and happening as they unfolded. The result is a diary of the week from the perspective of a participant which he has graciously agreed to turn into a home page for all to see. Rather than get into an in depth description of the weeks events I shall let his reflection serve as a review for I think it offers a more objective and complete analysis of the week than I could ever hope to duplicate. (See Appendix F for this review). I will however give a brief overview of how I saw the week unfold and the role I played in it.

From the outset my primary goal was to keep the day to day events flowing smoothly and create an air of kinship and relaxation among all participants and resource people alike. I felt that the key to creating a successful institute was to get it off on the right foot. This was accomplished through a number of events that first afternoon and evening. Canon Pierce, the person in charge of Killdevil Camp and a fascinating man to listen to, gave an introduction and welcome to Killdevil telling about the history of the area and how Killdevil came to be. This was done outside around the picnic tables. I should note here that two major, but often overlooked, things which added to the overall success of the week were the setting of Killdevil among the mountains of Gros Morne National Park and the Weather, which consisted of sunny skies every day and starlit nights every

## **7.0 Beyond the Institute: *a survey of its effectiveness and ways to make it better***

The 1996 Environmental Education Institute was a pilot project and a successful one in every respect. This is not to say that there aren't ways to make it better or that there were not things we would have done differently, but all the goals and objectives were realized and it has paved the way for more extended and advanced institutes of this kind in the future. On the last day of the institute all participants were asked to fill out an evaluation form giving their rating and their opinions on what worked and what didn't work. See appendix G for copy of evaluation form. Overall these evaluations were very favourable, but a couple of things did come out which will be very helpful in planning future institutes. Firstly it was felt by most that the days were a bit too long and that the evenings should be left open to work on personal presentations and to give participants the freedom to do things at their own leisure. Secondly, all the discussions were scheduled in the evenings. It was felt that more benefit could be gotten from these if they were held in the mornings after people had the opportunity to reflect on the past days events. Thirdly, it was felt that perhaps in some cases less was better. In some respects the week was too full and we attempted to get too much in. In-services such as Project Wild could have been covered more extensively if given the time.

## 9.0 Recommendations

There are a number of recommendations I would like to make with regards to making future institutes of this nature even better.

- (1) The process of promoting the institute and looking for participants should begin much earlier. School close in mid June and during this time teachers are generally more concerned with exams, report cards and finishing up the school year than they are in wondering what to do with their summers.
- (2) There should be a follow-up session for the institute. All too often teachers and other professional attend this conferences and then go their merry way. The true gauge of an institutes success is in the long term results. I recommend that if possible all these people be brought back together 6-8 months from now, before the end of the next school year, to discuss what has worked and what has not. This serves two purposes. First, it gives them a sense of accountability and second, it will assist in planning future projects of this type.
- (3) The institute should be expanded to include all teachers from K-12 as well as an open invitation to unemployed teachers.
- (4) This institute focused on forests and forest related issues. There are many other environmental issues, aside from this, that can be incorporated into an institute of this type. The marine environment to name just one.
- (5) While I do agree to some extent with the previous recommendation by participants to try and do less and concentrate more in one or two areas I think you run the risk of creating too much

## **APPENDICES**

**APPENDIX A**



**Centre for  
Forest and  
Environmental  
Studies**

*An Initiative of Westring College*

### **APPLICATION FORM**

(use one provided or submit written application including all information listed below)

Name: \_\_\_\_\_

School: \_\_\_\_\_

School address: \_\_\_\_\_

Home address: \_\_\_\_\_

Bus. Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

What grade(s) do you teach? \_\_\_\_\_

Will you require travel assistance to attend this institute? \_\_\_\_\_

Have you completed in-service training in Project Wild? \_\_\_\_\_  
and/or Focus on Newfoundland's Forests? \_\_\_\_\_

List any other relevant environmental education. \_\_\_\_\_

Describe how you plan to share your experiences in this program with others. \_\_\_\_\_

Are you interested in participating as a panellist on a panel on "Environmental education in the classroom: difficulties and successes"?

YES  NO

**RETURN APPLICATION BY DEADLINE DATE OF JUNE 21, 1996**  
**TO:**

Centre for Forest and Environmental Studies  
P.O. Box 822  
Corner Brook, NF  
A2H 6T2

Fax: 634-8767

# **FORESTS, WILDLIFE AND PEOPLE**

**An Environmental Education Institute**

**Killdevil Lodge, Gros Morne National Park  
Newfoundland**

**August 18-23, 1996**

**WESTERN  
NEWFOUNDLAND**



**MODEL FOREST  
NETWORK  
RÉSEAU DE  
FORÊTS MODÈLES**

**APPENDIX B**



Centre for  
**F**orest and  
**E**nvironmental  
**S**tudies

Fisher Building  
P. O. Box 822  
Corner Brook, NF  
Canada  
A2H 6H6

Tel.: (709) 637-8584  
Fax: (709) 634-8767

*An initiative of Westviking College*

From: Christopher Dawe  
Workshop Coordinator  
Environmental Education Institute  
Centre for Forest and Environmental Studies  
P.O. Box 822  
Corner Brook, NF  
A2H 6E6

To: Science/Social Studies Coordinators all School Boards

Reference: Teacher Participation August Environmental Education Institute

Dear Coordinators:

In recent weeks some concern has been expressed by coordinators and teachers with regard to participation in this Institute and the recent job actions requested by the NLTA in response to government policy decisions. The debate centred around any connections the program might have with government and possible conflicts with NLTA decisions. This has now been clarified and the NLTA has given its full approval for attendance in the program by its members. We gratefully acknowledge this support and urge all coordinators to inform teachers of this as soon as possible to allow adequate time to determine whether or not they are able to attend this institute.

The original deadline for applications was set at June 21, however it has now been extended to June 31 to allow appropriate time for interested parties to respond.

In addition to this memo we shall be placing a press release in the weekend editions of The Evening Telegram and The Western Star outlining in more detail the program and its components. Thank you for your support in the project and if you have any questions please feel free to contact me at (709) 637-8578.

Respectfully,

Christopher Dawe



**APPENDIX C**

## SCHEDULE OF EVENTS AUGUST 18-23

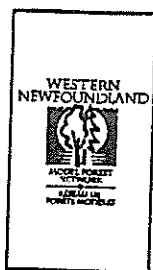
August      18                      19                      20                      21                      22                      23

<b>Time</b>	<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7.30-8.30		<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
<i>Breaks at 10.30 for snack</i>		<i>Project Wild &amp; Focus on Nfld Forest In service (Lucy O'Driscoll Paul Peddle)</i>	<i>Presentation of "Discovering the Treasures" &amp; Introduction to "A Forest for All" by Claire Dalfen (CPPA)</i> <hr/> <i>ASF Presentation "Fish Friends" (Don Ivamy)</i>	<i>FULL DAY FIELD TRIP</i> <i>Travel time departure at 8.00</i> <hr/> <i>(1) Silviculture lands tour. Discussion: "Sustainable use of the Forests" (George Van Dusen)</i>	<i>Model Forest Introduction</i> <hr/> <i>IRM Panel</i>	<i>Independent Project Presentations</i>
		<i>PW &amp; FONF</i>	<i>Time to work on independent project</i>	<i>CBPP Forest Management area in Logger School Road</i>	<i>Panel Topic: Challenges &amp; Opportunities in IRM</i>	<i>Evaluation of Program Future plans</i>
12.30-1.30		<i>Lunch</i>	<i>Lunch</i>	<i>Lunch (Boil up in the Woods)</i>	<i>Lunch</i>	<i>Lunch</i>
<i>Breaks at 3.00 for snack</i>		<i>Introduction to Boreal Forest Ecology</i> <hr/> <i>Forest Ecology Guided Walk to Stanleyville</i>	<i>Outdoor Education on Ethics &amp; Values</i> <hr/> <i>Field trip to school in Woody Point as part of Schoolyard Naturalization</i>	<i>(2) Tour of Bottom Brook Arboretum (Mike Roy)</i>	<i>Role-Playing Simulation Workshop Given by Carla Doucet of the National Round Table</i>	
	<i>Registration</i> <hr/> <i>Introduction to Killdevil</i>	<i>Discussion: "Forest and Wildlife Values"</i>	<i>Guided Walk to be announced</i>	<i>Travel back to Killdevil</i>	<i>Role-Playing Simulation Continued</i>	
5.30-6.30	<i>Supper</i>	<i>Supper</i>	<i>Supper</i>	<i>Snack On Route</i>	<i>Supper</i>	
	<i>Ice-Breaker</i> <hr/> <i>Introduction to Program &amp; Independent Project (Barry Ledrew)</i> <hr/> <i>Opening night Social</i>	<i>School Yard Naturalization Slide Show (Gary Schneider)</i> <hr/> <i>Introduction to Pine Marten Computer Model (Dan Murphy)</i>	<i>Discussion: "Environmental Education"</i> <hr/> <i>Night sky (Fred Smith)</i>	<i>Barbecue and Campfire</i> <hr/>	<i>Work on independent Projects</i> <hr/> <i>Closing Night Social Musical entertainment "Sods &amp; Rhymes"</i>	



*Forests, Wildlife & People*  
**Schedule of Activities--Sunday August 18**

<b>4:00-5:00</b>	<b>Registration</b>	<b>Lodge</b>
<b>5:00-5:30</b>	<b>Welcome to Killdevil (Canon David Pierce)</b>	<b>Lodge</b>
<b>5:30-6:30</b>	<b>Supper</b>	<b>Dining Hall</b>
<b>6:30-7:30</b>	<b>Ice Breaker (Dan Murphy)</b>	<b>Lodge</b>
<b>7:30-8:30</b>	<b>Introduction to Program (Martin von Mirbach) &amp; Independent Project (Barry Ledrew)</b>	<b>Lodge</b>
<b>8:30-10:30</b>	<b>Opening Night Social (Sponsored by Markland Cottage Winery)</b>	<b>Lodge</b>

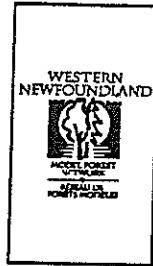


*Forests, Wildlife & People*  
**Schedule of activities--Monday, August 19**

<b>7:00-8:00</b>	<b>Breakfast</b>	<b>Dining Hall</b>
<b>8:00-10:30</b>	<b>Project Wild &amp; Focus on Nfld Forests (Lucy O'Driscoll &amp; Paul Peddle)</b>	<b>Lodge</b>
<b>10:30-10:45</b>	<b>Nutrition Break</b>	<b>Lodge</b>
<b>10:45-12:30</b>	<b>PW &amp; FONF cont.</b>	<b>Lodge</b>
<b>12:30-1:30</b>	<b>Lunch</b>	<b>Dining Hall</b>
<b>1:30-3:30</b>	<b>Introduction to Boreal Forest Ecology Guided walk to Stanleyville (Ann Marceau)</b>	<b>Trail head in Lomond Campground</b>
<b>3:30-4:30</b>	<b>Discussion in Stanleyville "Forest Values" (Dan Murphy)</b>	<b>Stanleyville</b>
<b>5:30-6:30</b>	<b>Supper</b>	<b>Dining Hall</b>
<b>6:30-8:00</b>	<b>School Yard Naturalization Slide show &amp; presentation (Gary Schneider)</b>	<b>Lodge</b>
<b>8:00-9:00</b>	<b>Introduction to Pine Marten Computer Model (Dan Murphy)</b>	<b>Lodge</b>

*Forests, Wildlife & People*  
Schedule of Activities--Tuesday, August 20

<b>7:30-8:30</b>	<b>Breakfast</b>	<b>Dining Hall</b>
<b>8:30-10:45</b>	<b>"Discovering the Treasures" (Claire Dalfen) Introduction to ASF "Fish Friends" (Don Ivany)</b>	<b>Lodge</b>
<b>10:45-11:00</b>	<b>Nutrition Break</b>	<b>Lodge</b>
<b>11:00-12:30</b>	<b>Time to work on Independent Projects</b>	<b>Lodge</b>
<b>12:30-1:30</b>	<b>Lunch</b>	<b>Dining Hall</b>
<b>1:30-3:15</b>	<b>Outdoor Education on Ethics &amp; Values.</b>	<b>in front of Lodge</b>
	<b>Discussion of School Yard Naturalization ideas. (Gary Schneider)</b>	<b>Woody Point</b>
<b>3:15-3:30</b>	<b>Nutrition Break</b>	<b>on route to Guided Walk</b>
<b>3:30-5:00</b>	<b>Guided Walk</b>	<b>near Woody Point</b>
<b>5:00-5:30</b>	<b>Return to Killdevil Lodge</b>	
<b>5:30-6:30</b>	<b>Supper</b>	<b>Lodge</b>
<b>6:30-8:00</b>	<b>Discussion Group: Environmental Education (Martin von Mirbach)</b>	<b>Lodge</b>
<b>8:00-9:30</b>	<b>Time to work on independent Projects (Fred Smith)</b>	<b>Lodge</b>



***Forests, Wildlife & People***  
**Schedule of Activities--Wednesday, August 21**

<b>7:00-8:00</b>	<b>Breakfast</b>	<b>Dining Hall</b>
<b>8:00-10:30</b>	<b>Travel time (To Logger School Road)</b>	<b>Viking Motorcoach</b>
<b>10:30-12:00</b>	<b>Silviculture Lands Tour (George Vandusen)</b>	<b>Logger School Road (CBPP Forest Management area)</b>
<b>12:00-1:30</b>	<b>Lunch and discussion: Sustainable use of Forests</b>	<b>Logger School Road</b>
<b>1:30-2:00</b>	<b>Travel Time (To Bottom Brook Arboretum)</b>	
<b>2:00-4:00</b>	<b>Tour of Bottom Brook Arboretum (Mike Roy)</b>	<b>Bottom Brook</b>
<b>4:00-6:30</b>	<b>Travel Time (To Killdevil Lodge)</b>	
<b>7:00-8:30</b>	<b>Barbecue (Sponsored by Corner Brook Pulp &amp; Paper)</b>	<b>Outside Dining Hall</b>
<b>8:30-----</b>	<b>Campfire Discussion</b>	<b>Down on the Beach</b>



*Forests, Wildlife & People*  
**Schedule of Activities--Thursday, August 22**

<b>7:30-8:30</b>	<b>Breakfast</b>	<b>Dining Hall</b>
<b>8:30-9:30</b>	<b>Introduction to Model Forest (Joanne Symth)</b>	<b>Lodge</b>
<b>9:30-10:30</b>	<b>Integrated Resource Management Panel</b>	<b>Lodge</b>
<b>10:30-10:45</b>	<b>Nutrition Break</b>	<b>Lodge</b>
<b>10:45-12:30</b>	<b>IRM Panel &amp; Discussion</b>	<b>Lodge</b>
<b>12:30-1:30</b>	<b>Lunch</b>	<b>Dining Hall</b>
<b>1:30-3:15</b>	<b>Role-Playing Simulation Workshop (Carla Doucet)</b>	<b>Lodge</b>
<b>3:15-3:30</b>	<b>Nutrition Break</b>	<b>Lodge</b>
<b>3:30-5:15</b>	<b>Workshop continued</b>	<b>Lodge</b>
<b>5:30-6:30</b>	<b>Supper</b>	<b>Dining Hall</b>
<b>6:30-9:00</b>	<b>Work on Independent Projects</b>	<b>Lodge</b>
<b>9:00-11:00</b>	<b>Closing Night Social Entertainment by "Sods &amp; Rhymes"</b>	<b>Activity Centre</b>



*Forests, Wildlife & People*  
**Schedule of Activities--Friday, August 23**

<b>8:00-9:00</b>	<b>Breakfast</b>	<b>Dining Hall</b>
<b>9:00-10:45</b>	<b>Presentation of Projects</b>	<b>Lodge</b>
<b>10:45-11:00</b>	<b>Nutrition Break</b>	<b>Lodge</b>
<b>11:00-12:00</b>	<b>Program Evaluation (Where do we go from here?)</b>	<b>Lodge</b>
<b>12:00-1:00</b>	<b>Lunch</b>	<b>Dining Hall</b>

**APPENDIX D**

## *\* Forests, Wildlife and People \**

### **Independent Project** **“From the Institute to Practice: Planning for Implementation”**

The institute is structured so that every participant will have the opportunity to contribute something tangible which can be shared with the group and with others. By the end of the week everyone will have completed (or will have thoroughly planned) a project, either individually or in two-person teams. Some time is scheduled in the packed agenda for working on this project.

The intent of the project is to get participants started on thinking about how they may use the information and resources provided through the institute as they return to their classrooms and schools. The proposed project should therefore relate to the integration of information from the institute in the curriculum or to the sharing of information with colleagues in their schools or districts. What type of project and how it is approached is up to the individual or team. A few suggestions are provided but participants are encouraged to be creative and to draw on their talents and interests in determining the nature of the project.

#### **Following are some suggestions for appropriate projects:**

- a lesson plan or series of lesson plans around a specific topic in a curriculum area (science, social studies, language arts, etc.).
- a cross-disciplinary or interdisciplinary theme which integrates information from the institute.
- a professional development activity or plan which will allow participants to share the institute with colleagues in their school or district. (This activity or plan, of course, would be subject to the approval of the school administration or the district personnel.)

**APPENDIX E**

## RESOURCE PERSONS

Joe Brazil  
Wildlife Division  
Dept. of Forest Resources & Agrifoods  
Building 810, Pleasantville  
PO Box 8700  
St. John's  
A1B 4J6  
Tel 729-3773  
Fax 729-6639

Claire Dalfen  
Canadian Pulp & Paper Assoc.  
52 Thornton  
Mount Royal, Que.  
H3P 1H4  
Tel 514-735-6940  
Fax 514-735-5233

Chris Dawe  
Centre for Forest & Environmental Studies  
Fisher Building  
PO Box 822  
Corner Brook  
A2H 6H6  
Tel 637-8584/78  
Fax 637-8767

Carla Doucet  
National Round Table on the Environment &  
the Economy  
30 Beechwood Dr.  
Peterborough, Ont.  
K9J 1M4  
Tel 705-749-0415  
Fax 705-749-1287  
email [cdoucet@oncomdis.on.ca](mailto:cdoucet@oncomdis.on.ca)  
Internet <http://www.nrtee-trnee.ca>

Grant Gardner  
Office of Dean of Science  
Chemistry-Physics Bldg.  
Memorial University  
St. John's  
A1B 3X7  
Tel 737-8155  
Fax 737-3316  
email [ggardner@morgan.ucs.mun.ca](mailto:ggardner@morgan.ucs.mun.ca)

Laura Jackson  
Protected Areas Association  
Box 1027, Stn. C  
St. John's  
A1C 5M5  
Tel/Fax 726-2603  
email [paa@web.apc.org](mailto:paa@web.apc.org)

Barry LeDrew  
Dept. of Education  
PO Box 8700  
St. John's  
A1B 4J6  
Tel 729-2614  
Fax 729-6619  
email [bledrew@calvin.stemnet.nf.ca](mailto:bledrew@calvin.stemnet.nf.ca)

Merle Lingard  
Abitibi-Price  
PO Box 500  
Grand Falls-Windsor  
A2A 2K1  
Tel 292-3173  
Fax 489-7493

Anne Marceau  
Gros Morne National Park  
PO Box 130  
Rocky Harbour  
A0K 4N0  
Tel 458-2417  
Fax 458-2059

Dan Murphy  
Education Working Group  
156 Reid St.  
Corner Brook  
A2H 2P2  
Tel 634-6856  
email [dmurphy1@calvin.stemnet.nf.ca](mailto:dmurphy1@calvin.stemnet.nf.ca)

Lucy O'Driscoll  
Wildlife Division  
Dept. Of Forest Resources & Agrifoods  
PO Box 8700  
St. John's  
A1B 4J6

**Don Ivany**  
**Atlantic Salmon Federation**  
**c/o Dept. of Fisheries & Oceans**  
**PO Box 2009, 12 Herald Ave.**  
**Corner Brook**  
**A2H 6Z6**  
**Tel 632-5100**

**Tom O'Keefe**  
**Western Newfoundland Model Forest**  
**89 West Valley Rd.**  
**Corner Brook**  
**A2H 2X4**  
**Tel 634-6383**  
**email tom\_okeefe@porthole.entnrt.nf.ca**

**APPENDIX F**

File Name: First

Environmental Education Institute 1996

You have reached the Homepage of  
Forest, Wildlife and People  
Summer Institute in Environmental  
Education  
held Sunday, August 18 through Friday August 23,  
1996  
at Killdevil Lodge, Gros Morne National Park, Newfoundland, Canada

An Initiative of  
Education Working Group  
Western Newfoundland Model Forest

Sponsors  
Department of Forest Resources and Agrifoods  
Corner Brook Pulp and Paper  
Abitibi-Price

Coordination  
Centre for Forest and Environmental Studies  
Chris Dawe, Conference Coordinator  
Martin Von Mirbach, Sustainable Development Chair

For a bird's eye view of the week-long  
event, click  
here.

For links to other interesting sites, click  
Participants and Resources.

This page created and maintained by  
Elroy Grandy

(Comments Welcome!!!)

## File Name: Second

### ABOUT THE CONFERENCE

The purpose of the Conference was to bring together teachers from diverse parts of the Province so as to give each a fuller understanding of some of today's environmental issues and the roles that governments, industry, non-governmental organizations concerned citizens, parents, students and educators must play in understanding and protecting the environment for generations to come.

Teachers were provided information about and received many very practical resources that can be applied directly to the current curriculum. These are all describe briefly below. Names and address of all presenters are provided on the Participants and Resources Page.

### THE SETTING

Twenty teachers involved primarily in Primary and Elementary grades, and almost as many resource people, met at Killdevil Lodge, an Anglican Church camp located near the now resettled community of Lomond, on the shores of beautiful Bonne Bay, in scenic western Newfoundland. Formerly a logging company manager's mansion, then an hunting outfitter's lodge, the camp is set within one of Canada's most scenic national parks, Gros Morne.

### THE SESSIONS

### PROJECT WILD

Lucy O'Driscoll, wildlife officer with the Department of Forest Resources and Agrifoods, explained the Project Wild Program. This is an activity based - multidisciplinary Program the objective of which is to help teachers have a better understanding of the forest, wildlife and nature in general. The Program consists of a very comprehensive book of activities, all of which are well explained and easy to implement. For more information on how you can get involved, contact Lucy O'Driscoll at P. O. Box 8700, St. John's, NF. A1B 4J6 or Telephone (709) 729-6924 Fax: (709) - 729 7078.

Ms. O'Driscoll's presentation was shared with Paul Peddle of the same Department. Paul informed the group of the Newfoundland Focus on Forest Project. This Program also has a book that includes a large number of activities teachers can use to inform their students of the forest and the living things that make it home. For more information of this Program contact Paul at P. O. Box 8700, St. John's, NF. A1B 4J6 or Telephone (709) 729-3193 Fax: (709) - 729 6629.

To see an example of activities in these Programs, [click here](#).

#### A BOREAL FOREST ECOLOGY

Anne Marceau, Interpreter for Parks Canada, led the group on a hike from a campsite at Lomond to the resettled community of Stanleyville. During the two hour hike, she pointed out and explained reasons for the clear flowing streams, the disappearance of the white pine from the area, and the role played by many of the forest plants. She stressed the importance of the old growth forest and its role in the cycle of the forest biosphere.

PINE MARTIN COMPUTER MODEL

Dan Murphy, a high school Science teacher and member of the Education Working Group, presented a teacher guide and Student Activity Booklet related to the status of the Pine (Newfoundland) Marten. It included a computer program that he has revised to display data related to the marten's population and habitat status. The original program was created by Richard Schneider as part of his Doctoral Program and has now been revised for use by high school students. The program allows for the input of data to change relevant variables to predict the population numbers and ranges over short and long periods of time.

#### DISCOVERING TREASURES

Claire Dalfen presented "Discovering Treasures" an activity based program designed for Elementary Students. It includes 91 activity cards designed to promote discussion of the wise use of the forest resources.

There is also a role-playing program designed for high school classes.

## FISH FRIENDS

Don Ivany of the Atlantic Salmon Federation presented information to inform the group of Federation activities with regard to programs designed to promote the sports fishery and to educate regarding same.

Don showed an informative video related to the "Fish Friends" Program. This is a two-part program, the first being a manual including activities related to the recreational fishery and habitat, the second being a salmon egg incubation program. Federation coordinators will assist teachers in the setting up the aquarium around January or February and the release of the eggs just before school closes in June. As of August 1996, 25% of schools in Atlantic Canada were participating in the Fish Friends Project.

For more information, contact

Don Ivany  
ASF Regional Director  
c/o Department of Fisheries & Oceans  
P. O. Box 2009, 12 Herald Ave.  
Corner Brook, Nf., A2H 6Z6  
Phone/fax (709) 632 - 5100

## STAR GAZING

Fred Smith, of Memorial University of Newfoundland, an amateur astronomer, shared his knowledge of the heavens. He pointed out many constellations and how to use the stars in a constellation to locate other stars or planets in the night sky. The crowd watched satellites in orbit and meteorites fall. The conversation ranged from the meaning of Warp Factor 9 to the possible names of some of the heavenly bodies, to which type of binoculars to buy for star gazing.

## SCHOOL YARD NATURALIZATION

Gary Schneider gave the group the benefit of his experience and expertise in the area of school yard beautification. He contends that empty meadows can be planted with native trees, shrubs and flowers to beautify any area. Very important is the involvement of students in any such project to give them ownership. Community support is also very important and the right approach

can complete such projects at no great costs. Start small, and such beauty spots will grow and over time provide interesting flora and fauna to help beautify school grounds and educate those involved.

Part two of this presentation was on the grounds of Bonne Bay Academy in Woody Point. Here the group was told of the potential of an "ugly" gravel parking lot, and in a back lot that had a stream and much interesting plant life.

You can contact Gary at RR#1 Cardigan, PEI EOA 1G0 or Tel: (902) 583 - 3068 Fax: (902) 566 - 4696.

#### FIELD TRIP TO TABLE MOUNTAINS

On Tuesday Afternoon, the group travelled to the Table Lands in Gros Morne National Park. Dave Morrow, Park Interpreter, demonstrated in much detail, the geological significance of the area.

Very briefly, the area is an example of where the movement of the earth tectonic plates have forced a section of the Earth's mantle above the bedrock where erosion has exposed it for all to see.

He gave much detail related to the vegetation of the area, explaining the rocky top soil and the arctic-type climate as being the reason for the mosses and other sparse vegetation.

#### FIELD TRIP TO BOWATERS LAND MANAGEMENT ZONE

On Wednesday, the group went on a full-day field trip. First stop for the coach was at the forest management area on School Logger Road. George Van Dusen, of Corner Brook Pulp and Paper Land Management, along with a team of his staff took us on a tour of an area that had been clear cut, then thinned to facilitate the growth of the balsam fir. The advantages of the thinning were obvious when compared to a control area that had been left in its natural state. Up to three times the volume wood can be harvested from the commercially thinned lot.

Lunch was a picnic by Cooks's Marsh, a duck habitat project co-sponsored by Duck's Unlimited. This is a good example of how the forest industry can exist side by side with wildlife and recreation.

Second stop for the day was at the Bottom Brook Arboretum. Here groups of three hiked the 1.5 Km trail while examining various species of conifers planted since 1967. Tree types along the Evergreen Path includes Japanese Larch, Douglas Fir, Red Pine, and many types of Spruce. It was easy to determine the types of the exotic trees that grow best in the Newfoundland climate.

#### Shorter Presentations

##### Integrated Resource Management

Joanne Smyth presented information related to the Western Newfoundland Model Forest. Using a slide show, she gave details related to Integrated Forest Management. The Newfoundland Model Forest is part of an organization that is an international network of idea sharing. In the Province, the Forest Management Team is comprised of six partner agencies and has a staff of six to manage 707 000 acres in Western Newfoundland.

##### Ecology Management

Jim Taylor of the Newfoundland Department of Forest Services presented information related to a paradigm shift with reference to resource management. He explained that until a very few years ago, the emphasis was placed on output. The shift in thinking on the part of resource managers is now more geared towards input and managing the entire ecological system. Canada is a world leader in this area.

##### Protected Areas Association

Laura Jackson of the Protected Areas Association did a presentation related to the nineteen ecological regions of Newfoundland. The Association aims to protect, in each of those, a zone that is typical of the area. She showed a video illustrating the misuse of the environment by industry, ATV's and litterbugs. It emphasised the tourism potential of the Province if we can overcome those destructive practices.

## Abitibi Price

Merle Lingard of Abitibi Price used a slide show to inform the group of efforts by his company to sustain the forest supply for their mills at Grand Falls and Stephenville. He stressed the results of silviculture and his company's efforts to leave the forested areas in a healthy state.

## Humber Environmental Action Group

Raelene Young of the Humber Environment Action Group informed the group that her Association was making efforts to identify and catalogue community values. Those discussed included precious spots, friends, music, family, etc. She showed a video depicting the concepts and items considered of value by communities in the Bay of islands.

## Pine Marten vs Forest Use

Joe Brazil of the Newfoundland Wildlife Division provided data related to the status of the Pine or Newfoundland Marten. He indicated that there are probably less than 300 animals on the Island and that 237 are required to prevent the species from becoming extinct. Threats to survival include disease, predation, snaring and the decreasing amount of mature or over mature forest. It remains to be seen if the martin can compete successfully with hunters and the forest companies. It has been protected since 1934 and is now on the list of endangered species.

## Discussion:

The group discussed all of the above issues at length and many valid and important points were raised. Participants questioned presenters and many views were aired.

## ROLE PLAYING SIMULATION WORKSHOP

### Connections

Carla Doucet, Education Specialist of the National Round Table on the Environment and the Economy presented information related to the makeup and duties of this permanent, independent, advisory body to the Federal Government.

She arranged participants into two Round Tables and gave them instructions to come to a consensus regarding proposed pollution legislation and industry resistance to its implementation. Each participant had to role play some government, union, company or environmental association representative. Heated argument led to consensus in both groups.

This was followed by having smaller groups discuss the strengths and weaknesses of this process and the applications for classroom instructions.

Ms. Doucet presented each participant with an interesting classroom activity book "Rescue Mission Planet Earth - A Youth Edition of Agenda 21." This very colourful resource is one that each and every teachers will be able to make good use of. Contact Ms. Doucet to get yours.

#### Project Presentations

During the week, all participants were asked to work on some project that might be a classroom application of some of the ideas and concepts learned during the conference. These were presented on Friday morning and ranged from dressing up school grounds, to a round-table conflict resolution to the "Crocker Report" which was a very interesting *helpful or harmful to the environment* game.

A GOOD Time was had by all!

Visitors should take note that while a large amount of information was presented to participants, there was time for "extra-curricular" and recreation. The setting was perfect for singalongs around the campfire or on the beach of beautiful Bonne Bay, just down the path. Singing, "Readers Digest" jokes, stories and lies ended every day. Presenters and teachers bonded in a way that made the entire week one that ended far, far too quickly.

Many Thanks!!!

All involved would like to say a special thanks to Chris Dawe and Martin von Mirbach for arranging a conference that was extremely worthwhile and enjoyable. Good job, you guys!!!!

## File Name: Activit

Project Wild Book

Page 299.

Deadly Links

Objectives:

- 1) Students will be able to give examples of how pesticides enter food chains.
- 2) Students will be able to give example of possible consequences of pesticides entering food chains.

Method:

Students become "hawks", "shrews" and "grasshoppers" in a highly involving physical activity.

Materials:

Pieces of coloured papers (3 or more colours)  
plastic or paper bags

Procedures:

Divide the class into groups of each of the about creatures in a three to one ratio. For instance, if you have 1 hawk, have 3 shrews and 9 grasshoppers. Instruct the grasshoppers to pick up the coloured food piece you scattered over the floor (or outdoor area) and place them in the bag (stomach). Allow a short period of time. Then have the shrews "capture" the grasshoppers and their "stomach contents". Next have the hawks capture the shrews. Then examine the contents of the "stomachs" captured by each hawk. Inform the students that the pieces of paper of one colour are foods containing deadly pesticides. Those with too many of those pieces will likely die or fail to reproduce.



**APPENDIX G**

The program was interesting and engaging.

1  
Strongly  
Agree

2

3

4

5  
Strongly  
Disagree

I learned a lot during the program.

1  
Strongly  
Agree

2

3

4

5  
Strongly  
Disagree

The program tried to cram too much into too little time.

1  
Strongly  
Agree

2

3

4

5  
Strongly  
Disagree

Information was presented in a balanced and fair manner.

1  
Strongly  
Agree

2

3

4

5  
Strongly  
Disagree

The program lacked focus and it wasn't clear how the different elements fit together.

1  
Strongly  
Agree

2

3

4

5  
Strongly  
Disagree

I never read questionnaires: I just tick off boxes at random.

1  
Strongly  
Agree

2

3

4

5  
Strongly  
Disagree

9. Session Improvement:

If you had a completely free hand to change the session for future offerings, what changes would you make in such areas as: administration, content, methods, resource personnel, or facilities?

---

---

---

---

---

10. Please indicate whether you attended as:

a participant

a resource person

other

Facilitated Discussions (Monday, Tuesday, Wednesday)

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

Independent Projects

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

7. How would you rate the program overall, in the following categories?

Handout Materials

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

Discussions

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

Practical Exercises

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

Equipment and Facilities

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

Flow of Subject Materials

<input type="checkbox"/> 1 Weak	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Excellent
------------------------------------	----------------------------	----------------------------	----------------------------	---

8. Indicate your level of agreement or disagreement with the following statements.

The program was relevant to my teaching responsibility

<input type="checkbox"/> 1 Strongly Agree	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 Strongly Disagree
---	----------------------------	----------------------------	----------------------------	--





Centre for  
Forest &  
Environmental  
Studies

Fisher Building  
P.O. Box 822  
Corner Brook, NF  
Canada  
A2H 6H6

Tel: (709) 637-8584  
Fax: (709) 634-8767

*An Initiative of Westviking College*

**EVALUATION**

This evaluation will provide important information for CFES. It will assist us in the development and delivery of subsequent courses in the future. The responses will aid us in determining the effectiveness of the program. We would appreciate your honesty and cooperation in completing this form.

**COURSE: Forests, Wildlife and People - Gros Morne National Park**

\*\*\*\*\*

1. For you personally, was the session worthwhile?

1       2       3       4       5  
Not Worthwhile      Very Worthwhile

2. Would you recommend the session to colleagues?

1       2       3       4       5  
Never      Definitely

3. How close did the session come to meeting the objectives outlined in the promotional material?

1       2       3       4       5  
Poorly      Exceeded

4. How close did the session come to meeting your personal expectations?

1       2       3       4       5  
Poorly      Exceeded

5. How would you rate the duration of the session?

Too long  
 Just right  
 Not long enough

