

Summer Institute
in
Environmental Education
1998
Summary Report



Prepared by Kimberly Childs
for
Western Newfoundland Model Forest

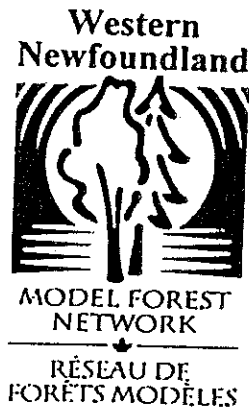


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Summer Institute in Environmental Education

Proposal/Project Proponents
Contributing Agencies/Planning Team

Summer Institute in Environmental Education

Collaborators: Education Working Group
Centre for Forest and Environmental Studies
Department of Education
Newfoundland Forest Service
Wildlife Division
Newfoundland Forest Protection Association
Environmental Education Commission
Edufor '97
Gros Morne National Park
Schools in Newfoundland and Labrador
Abitibi-Consolidated
Corner Brook Pulp and Paper

Rationale

There is a need for advanced in-service training for secondary school teachers to better enable them to integrate concepts of sustainable development and integrated resource management into their curriculum.

This project is part of the Education Working Group's comprehensive education strategy; addressing the aspect of *Professional Development*.

Objectives

- Develop leadership in environmental education, with specific reference to nature awareness, understanding ecosystem interrelationships, and the application of integrated resource management in Newfoundland and Labrador.
- Raise awareness and understanding among teachers of the boreal forest ecosystem in Newfoundland and Labrador, with an emphasis on the interactions between the various living and non-living components.
- Increase knowledge about the various forms of management currently taking place in Newfoundland and Labrador's forests, including timber, wildlife, fisheries, recreation and parks management, with an emphasis on the challenges and opportunities of Integrated Resource Management.
- Stimulate informed discussion and dialogue about the full range of forest values, as well as the decision-making processes needed to take adequate account of those values.
- Develop and disseminate teaching materials that can be used to explore IRM concepts in the classroom and that will supplement materials currently available.

- We are exploring the possibility of twinning with partners in order to deliver the same training program twice; once at Killdevil Lodge and once on the Avalon Peninsula.
- The Institute will have an interdisciplinary focus, drawing teachers from a variety of different subject areas (sciences, arts, fine arts, learning resources) and exposing them to a similarly broad range of perspectives on forests and sustainable forest management.

Communication plan

As with the 1996 Summer Institute, participants will be expected to develop independent projects, generally curriculum ideas that they can then put into practise in their own classrooms.

Participants will also be expected to commit to initiatives aimed at sharing what they learn during the Summer Institute with their colleagues.

Notice to Teachers/Application Form

NOTICE TO TEACHERS

SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION

The Summer Institute in Environmental Education is an intense five-day learning experience. A small group of participants will work together and in the company of prominent resource people, receiving advanced training in topics related to sustainable development, resource management and environmental education. Three main topic areas are covered:

- Outdoor education, leading to a better understanding of forests, geology and wildlife
- Information and discussion about current issues related to ecosystem management and sustainable forest management
- Tools to incorporate these learnings into the curriculum and to make environmental education come to life in the classroom

The Summer Institute is organized by the Education Working Group, Western Newfoundland Model Forest. Some of the many partners involved include the Centre for Forest and Environmental Studies, Department of Forest Resources and Agrifoods, Department of Education, Memorial University, College of the North Atlantic, Gros Morne National Park, Gros Morne Discovery Centre, Abitibi-Consolidated, Corner Brook Pulp and Paper, etc. The first Summer Institute was held in 1996, and was a tremendous success. The 1998 program will be directed primarily at the needs of secondary school teachers.

WHEN AND WHERE: August 16-21, 1998
Killdevil Camp, Gros Morne Park

WHO SHOULD ATTEND:

- Science or Social Studies teachers
- Teachers who teach in multiple subject areas
- Learning Resources instructors
- Teachers with a particular interest in environmental education, and motivated to learn new ways of bringing their interest to their teaching

PREFERENCE WILL BE GIVEN TO:

- Full time teachers
- Teachers at the high school level


REGISTRATION FEE: \$250 (includes accommodations, meals, travel assistance)

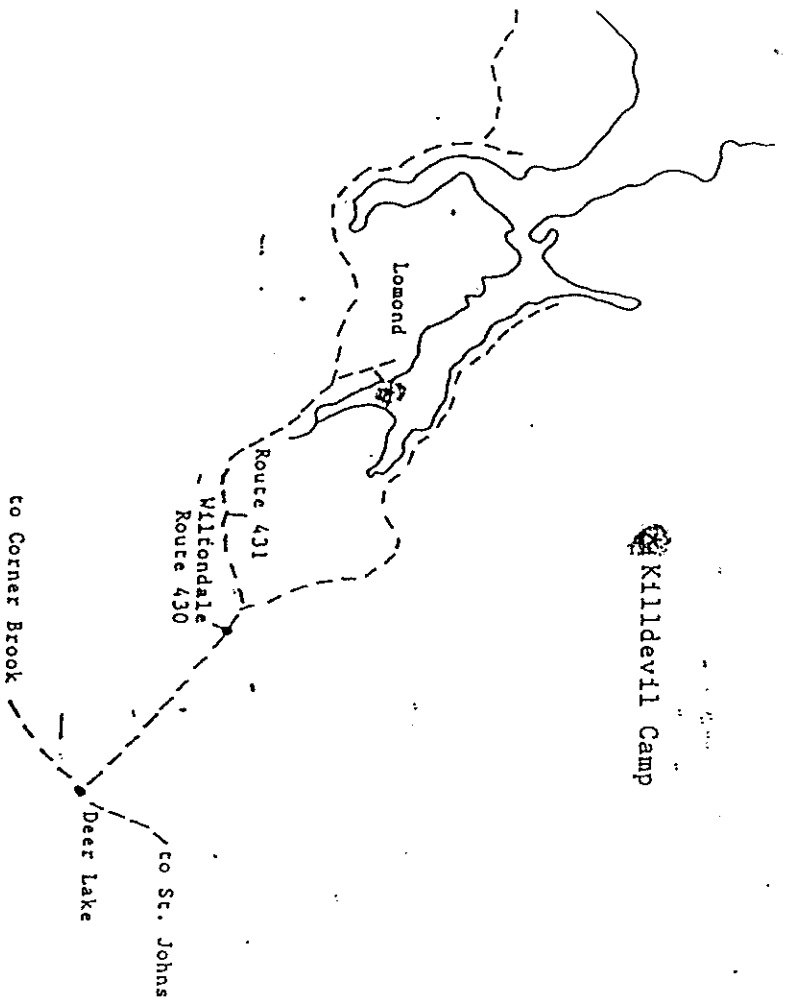
APPLICATION: Fax or mail in this application form. Where necessary, we will assist successful applicants to explore funding sources for the registration fee.

DEADLINE: MAY 31, 1998

FURTHER INFORMATION: Martin von Mirbach
Centre for Forest and Environmental Studies
Tel: 709-637-8646

Schedule

 Killidevil Camp



*Summer Institute in Environmental
Education 1998*



Where: Killidevil Camp and Conference Centre is located at Lomond in the Gros Morne National Park. Directly across East Arm, Bonne Bay, from the campsite is Killidevil Mountain, part of the Long Range Mountains. The mountain was given the name long ago when it was said that "it would kill any poor devil who tried to climb it." The camp can accommodate up to 130 campers in heated cabins with modern facilities.

Camp Attractions: Majestic scenery, walking trails, wild life sightings (e.g. moose, bald eagles, ospreys, etc. are common), heated swimming pool, playgrounds, hockey/basketball court, canoeing area, and chapel.

Sponsors

Skills Council/ated

*Centre for Forest and Environmental Studies
Bonne Woods Sulp and Paper Ltd.*

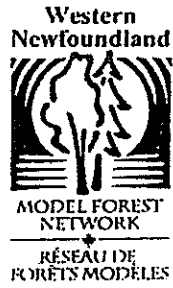
Edulor

Newfoundland Forest Service

Western Newfoundland Model Forest

Schedule Of Events August 16-21

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast 7:30-8:30						
Morning Break at 10:30		Backyard Habitat	Project Wild & Focus on NF Forests	Tour of Corner Brook Pulp & Paper and Corner Bk. Stream Trail	Agency Panel Lectures and Issues Panel	Debrief / Discuss / and Review
Lunch 12:30-1:30			Snack	Bagged Lunch		
Afternoon Break at 3:00	Registration	Forest Ecology Walk to Stanley -ville	Project Wild Cont. Lunch Recreation Tour of Tablelands or Kayaking/ Canoeing	Silviculture Tour Logger School Rd	"Seals, Fish and You" Conservation Corps and Green Team Presentation	Depart
Dinner 5:30-6:30						
Evening	Icebreaker	May the Forest Be With You	Night Walk/Star Gazing	BBQ	Screech-In Musical Event Presentation of Awards	



Forests, Wildlife and People Schedule of Activities Sunday August 16

2:00-4:00	Registration	Mansion
5:30-6:30	Supper	Dining Hall
6:30-7:30	Introduction: Who we are, Why we are here, What we hope to accomplish.	Hawco Hall
7:30-8:30	Creating the Art Thread (Sheila Robinson)	Hawco Hall
8:30-???	Social	Mansion



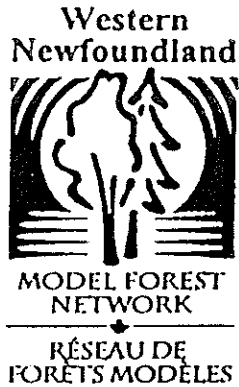
Tuesday August 18

7:00-8:00	Breakfast	Dining Hall
8:00-9:30	Project Wild and Focus on NF Forests (Ralph Jarvis, Stephen Blake, Neil Benson and Paul Peddle)	Hawco Hall
9:30-9:45	Break	Dining Hall
9:45-12:00	Focus on NF Forests cont.	Hawco Hall
12:00-12:30	Dinner	Dining Hall
1:30-5:00	<u>Recreation Options</u>	
	A: Recreation Tour of the Tablelands (Danielle Richard)	Meet in Front of Dining Hall
	B: Sea Kayaking/ Canoeing (Dan Murphy)	Meet in Front of Mansion
5:30-6:30	Supper	Dining Hall
6:30-7:30	Free Time	
7:30-8:30	Discussion and Mid-week Evaluation (Martin von Mirbach)	Hawco Hall
9:30-10:30	Night Walk/Star Gazing (Dan Murphy)	Meet by Mansion



Thursday August 20

7:30-8:30	Breakfast	Dining Hall
8:30-10:15	Agency Panel & Discussion (Jim Taylor, Don Brain, George VanDusen)	Meeting Hall
10:15-10:30	Break	Dining Hall
10:30-12:30	Issues Panel & Discussion (Sandra Tomsons, Father John McCarthy and Ben Michel)	Meeting Hall
12:30-1:30	Dinner	Dining Hall
1:30-3:30	Seals, Fish and You (Susan Wallace and Janice Hannah)	Hawco Hall
3:30-4:00	Break	Dining Hall
4:00-5:00	Pine Marten Patrol (WNMF Green Team)	Hawco Hall
5:30-6:30	Supper	Dining Hall
6:30-8:30	Screech-In Presentation of Awards	Hawco Hall
8:30-???	Musical Entertainment (Ken Downey)	Hawco Hall



Western Newfoundland Model Forest

Professional Development Certificate

This is to confirm that

Michele Hynes

has completed a 60 hour training program in

Forests, Wildlife and People

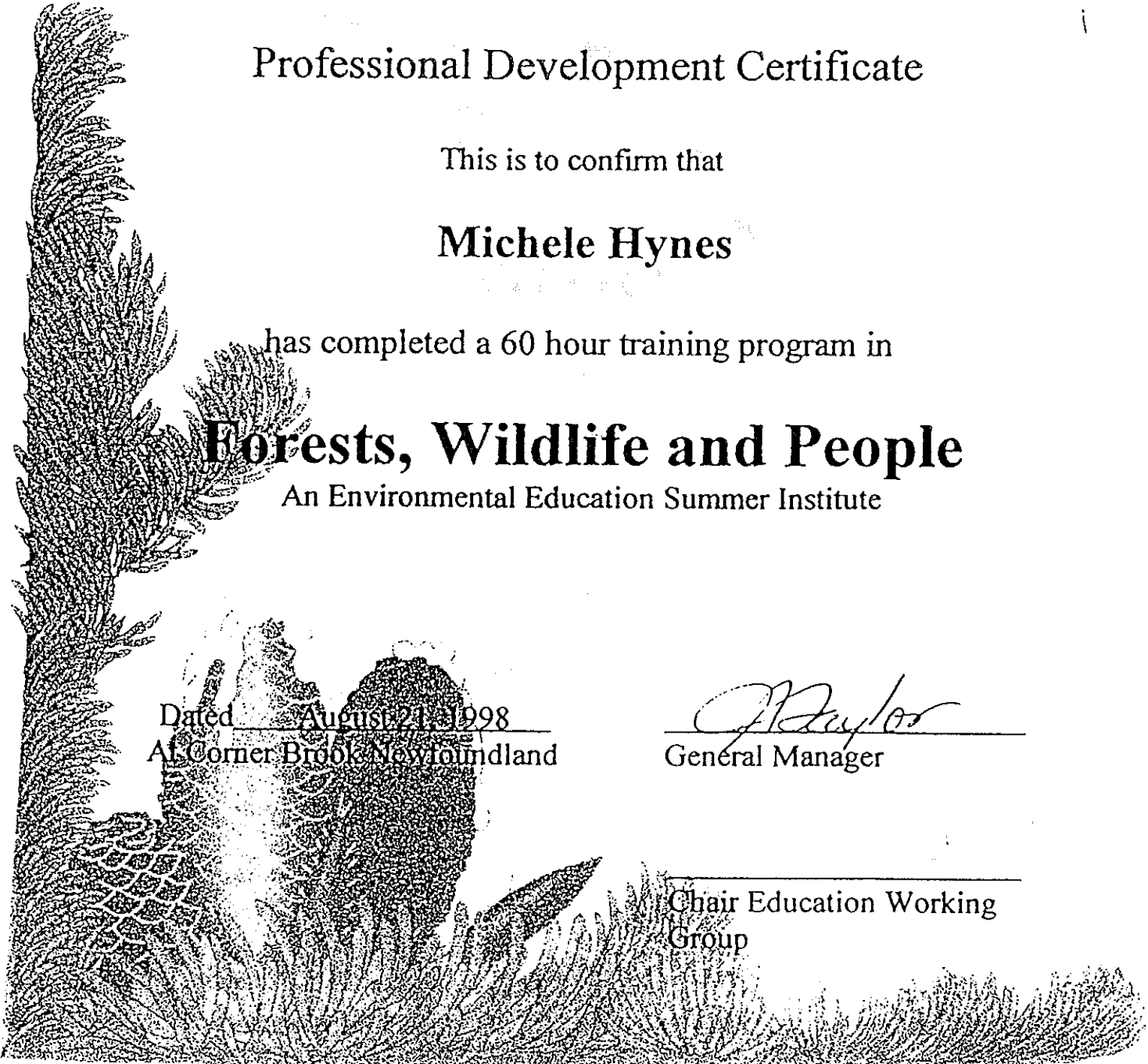
An Environmental Education Summer Institute

Dated August 21, 1998
At Corner Brook, Newfoundland



General Manager

Chair Education Working
Group



*Summer Institute in Environmental
Education 1998*



Sing-A-Long

I danced for the scribe and the pharasee
They wouldn't dance and they wouldn't follow me
I danced for the fishermen, for James and John
They danced with me and the dance went on.
CHORUS.

They took me down and I lept up high
For I am the life that will never never die
I live in you and you live in me
"I am the life and the dance." said He. CHORUS.

14 WILD ROVER

I've been a wild rover for many's the year
And I've spent all my money on whiskey and beer,
But now I'm returning with gold in great store,
And I never will play the wild rover no more.

CHORUS
And it's no, nay, never,
No, nay, never, no more,
Will I play the wild rover,
No, never no more.

I went into an ale house I used to frequent,
And I told the landlady my money was spent.
I asked her for credit, she answered me "Nay,
Such a custom as yours I can have any day."
CHORUS.

I took from my pocket, ten sovereigns bright,
And the landlady's eyes opened wide with delight.
She said, "I have whiskeys and wines of the best,
And the words that you told me were only in jest."
CHORUS.

I'll go home to my parents, confess what I've done,
And I'll ask them to pardon their prodigal son,
And when they've caressed me as oft times before,
I never will play the wild rover no more. CHORUS.

15 UNICORN

A long time ago when the earth was green,
There were more kinds of animals
Than you've ever seen.
They'd run around free
While the earth was being born,
And the loveliest of all was the unicorn,
There were ...

CHORUS
Green alligators and long necked geese,
Some humpy back camels, and some chimpanzees,
Some cats and rats and elephants
But sure as you're born,
The loveliest of them all was the unicorn.

The Lord seen 'em sinning, and it caused Him pain,
And He said "Stand back, I'm going to make it rain

Build me a floating zoo, and
Take some of those"...CHORUS

Old Noah was there to answer the call,
And he finished the ark,
Just as the rain started to fall.
He marched in the animals two by two,
And called out as they went through...
Hey Lord....CHORUS

16 TIPPERARY

It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary,
To the sweetest girl I know.
Good-bye Piccadilly,
Farewell, Leicester square.
It's a long, long way to Tipperary,
But my heart's right there. SO!

Pack up your troubles in your
Old kit bag, and smile, smile, smile.
Why call to Lucifer to light your fag?
Smile boys that's the style.
What's the use of worrying?
It never was worth-while, SO!
Pack up your troubles
In your old kit bag, and,
Smile, smile, smile.

Roll out the barrel,
We'll have a barrel of fun.
Roll out the barrel,
We'll have the blues on the run.
Sing Boom Tar-ar-al,
Sing out a song of good cheer,
Now it's time to roll the barrel,
Cause the gang's all here.

17 THE ORANGE AND THE GREEN

CHORUS
Well it is the biggest mix-up that
You have ever seen.
My father he was Orange and my
Mother she was Green.

Oh, my father was an Ulsterman proud
Protestant was he. My mother was a
Catholic girl, from county Cork was she.
They were married in two churches and
Lived happily enough, until the day that I was
Born, and things got really rough. CHORUS

Baptized by Father Ryley, I was rushed away
By car, to be made a little Orangeman, my
Father's shining star. I was christened David
Anthony, but still in spite of that, to my father
I was William, while my mother called me Pat.

With my mother every Sunday, to mass I'd
Proudly stroll, and after that the Orange Lodge,
Would try and save my soul, and both sides tried
To claim me, but I was smart because, I'd play the
Flute or play the harp, depending where I was.

One day my ma's relations come o'er to visit me
Just as my father's kinfolk were all sitting down
To tea. We tried to smooth things over, but they
Began to fight, and me, being strictly neutral, I
Bashed everyone in sight. CHORUS

18 DEEP IN THE HEART OF TEXAS

The stars at night, are big and bright.XXXX
Deep in the heart of Texas.
The prairie sky, is wide and high.XXXX
Deep in the heart of Texas.

The sage in bloom, is like perfume.XXXX
Deep in the heart of Texas.
Reminds me of, the one I love.XXXX
Deep in the heart of Texas.

The coyotes wail along the trail,XXXX
Deep in the heart of Texas.
The cowboys cry, Ki Yippy aye aye.XXXX
Deep in the heart of Texas.

19 HAPPY WANDERER.

I love to go a-wandering,
Along the mountain track,
And as I go I love to sing,
My knapsack on my back.

Val-de-rec, val-de-rah
Val-de-rec, val-de-rah
Val-de-rec, val-de-rah
My knapsack on my back

I wave my hat to all I meet,
And they wave back to me,
And blackbirds call so loud and sweet,
From every greenwood tree.

Oh, may I go a-wandering,
Until the day I die,
And may I always laugh and sing,
Beneath God's clear blue sky.

20 THE SAINTS

Oh, when the saints, go marching in,
Oh, when the saints go marching in,
How I want to be in that number,
When the saints go marching in.
And when the sun, begins to shine...
And when the horn, begins to blow...

I couldn't stop, so I swerved to the right.
I'll never forget that sound that night;
The cryin' tires, the bustin' glass;
The painful scream that I heard last.

Well where oh where can my baby be?
The lord took her away from me.
She's gone to Heaven, so I've got to be good,
So I can see my baby when I leave this world.

Well when I woke up the rain was pourin' down.
There were people standin' all around.
Somethin' warm was runnin' in my eyes,
But I found my baby somehow that night.
She raised her head and she smiled and said,
"Hold me darlin' for a little while."
She held her close I gave her our last kiss.
I found the love, I knew I would miss,
But now she's gone, even though I
I told her tight.
I lost my love, my life, that night.

7 RUNAWAY

As I walk along I wonder, what went wrong,
With our love, a love that was so strong.
And as I still walk on, I think of,
The things we've done together,
While our hearts were young.

As a walkin' in the rain.
My ears are fallin' and I feel the pain.
I wishin' you were here by me,
To end this misery, and I wonder.
Wa wa wa wa wonder,
Why, why why why why why
He went away, and I wonder,
Where she will stay? My little runaway.

8 IT'S MY PARTY

It's my party and I'll cry if I want to
Cry if I want to, cry if I want to.
You would cry too if it happened to you.

Everybody knows where my Johnny has gone,
It's Judy left the same time.
Why was he holding her hand,
When he's supposed to be mine?

They're my records, keep dancing all night,
I leave me alone for awhile.
I Johnny's dancing with me,
I have no reason to smile.

Johnny and Johnny just walked through the door.
She danced with her king.
When he had a birthday surprise,
Johnny's wearing his ring.

49 BLUEBERRY HILL

I found my thrill, on Blueberry Hill,
On Blueberry Hill, when I found you.
The moon stood still, on Blueberry Hill,
And lingered until, my dreams came true.

The wind in the willows played,
Love's sweet melody, but all of those
Vows we made, were never to be.

Though we're apart, you're part of me still,
For you were my thrill, on Blueberry Hill.

50 PARTY DOLL

Well all I want is a party doll,
To come along with me when I'm feelin' wild.
To be ever lovin' and true and fair.
To run her fingers through my hair.

CHORUS

Come along and be my party doll (3 times)
And I'll make love to you, to you.
I'll make love to you.

I saw a gal walkin' down the street;
The kind of a gal I would love to meet.
She had blond hair and eyes of blue.
Baby I wanna' have a party with you. CHORUS

Everybody's got'a have a party doll,
To be with him when he's feelin' wild.
To be ever lovin' and true and fair.
To run her fingers through his hair. CHORUS

51 GREAT BALLS OF FIRE

You shake my nerves and you rattle my brain.
Too much love drives a man insane.
You broke my will, but what a thrill.
Goodness, gracious, Great Balls of Fire.

I laughed at love 'cause I thought it was funny.
You came along and you moved me honey.
I changed my mind. This love is fine.
Goodness gracious, Great Balls of Fire.

Kiss me baby, oooh it feels soooo good.
Hold me baby. I want to love you
Like a lover should.
You're fine, so kind, I'm gonna' tell the world,
That you're mine, mine, mine.

I chew my nails and I twiddle my thumbs.
I'm real nervous but it sure is fun.
Come on baby, drive me crazy.
Goodness gracious, Great Balls of Fire.

52 JOHNNY B GOODE

Way down in Louisiana close to New Orleans
Way back up in the woods among the evergreens.
There stood a log cabin made of earth and wood.
Where lived a country boy named Johnny B Goode
He never ever learned to read or write so well,
But he could play the guitar
Just like a-tringing a bell,

CHORUS

Go go, go Johnny go, go
Go Johnny go, go
Go Johnny go, go
Go Johnny go, go
Johnny B Goode.

He used to carry his guitar in a gunny sack,
Go sit beneath the trees by the railroad track.
The engineer would see him sittin' in the shade.
Strummin' to the rhythm that the drivers made.
The people passin' by they would stop and say,
"My but that little country boy can play." CHORUS

Well his mama told him, "Someday you
Will be a man. You will be the leader of a
Big ol' band. Many people comin' from miles around
To hear you play your music 'til the sun goes down.
Maybe some day your name will be in lights,
Sayin' 'Johnny B Goode Tonight'." CHORUS

53 LET'S TWIST AGAIN PEPPERMINT TWIST

Let's twist again, like we did last summer.
Let's twist again, like we did last year.
Do you remember when,
Things were really hummin'? Yeah
Let's twist again, twistin' time is here.

Around and around and up and down we go again.
Oh baby make me know you love me so again.
Let's twist again, like we did last summer, yeah
Let's twist again, twistin' time is here.

Got'a new dance and it goes like this
Boppa choo wa a-boppa boppa choo wa
And the name of the dance is the
Peppermint Twist, boppa choo wa...
You'll like it like this
The Peppermint Twist.

Around and around, up and down.
Around and around, up and down.
Around and around, and up and down and
A-1,2,3, kick, a-1,2,3 jump.

Meet me baby on 96 street, boppa choo wa...
Where the Peppermint Twisters meet,
You'll learn to do this, the Peppermint Twist...

Budget

**Preliminary Financial Report - Summer
Institute in Environmental Education
1998**

Partnership Income	\$ 8000.00
Corner Brook Pulp and Paper	
Abitibi Consolidated	
Newfoundland Forest Service	
Edufor	
Employment Funding - HRDC	2202.60
Registrations	1950.00
Western Newfoundland Model Forest	9000.00
Projected Revenue	<u>\$21,152.60</u>
Salaries and Benefits/Student	\$ 2800.00
Telephone, Office, Photocopy Expenses	150.00
HST Expenses	1100.00
Meeting Expenses	5500.00
Travel Costs	2500.00
Promotional and Gift Items	1000.00
Contractual Co-ordination	2800.00
Vehicle Charter	800.00
Entertainment Costs	275.00
Equipment Rental	200.00
Projected Expenditures	<u>\$17,125.00</u>
Projected Surplus 1998	<u>\$ 4,027.60</u>

Evaluation

Summer Institute in Environmental Education Evaluation

I Please indicate your level of satisfaction with:

1. The overall quality of the program
15- Very Satisfied 1- Satisfied
2. The overall quality of the teaching
15- Very Satisfied 1- Satisfied
3. The overall quality of the materials provided
16- Very Satisfied
4. The relevance of the program to your teaching or communicating needs
13- Very Satisfied 3- Somewhat Satisfied
5. How well did the program met your personal expectations
14- Very Satisfied 2- Somewhat Satisfied

II Please rate your level of satisfaction with the different program elements

6. Backyard Habitat
14- Excellent 2- Very Good
7. Forest Ecology Walk
11- Excellent 3- Very Good 1- Good 1- Fair
8. May the Forest be With You
5- Excellent 6- Very Good 1- Good 1-OK
1- Fair 2-N/A
9. Project Wild/Focus on NF Forests
12- Excellent 3- Very Good 1- N/A
10. Tablelands Tour
5- Excellent 4- Very Good 2- Good 2- Fair
3- N/A
11. Kayaking/ Canoeing
1- Excellent 1- Very Good 1- Good 13- N/A
12. Corner Brook Pulp and Paper Mill Tour
11- Excellent 4- Very Good 1- Fair
13. Corner Brook Stream Trail Tour
10- Excellent 5- Very Good 1- Good

Appendix I
Participants and Presenters:
Contact Information

WESTERN
NEWFOUNDLAND



MODEL FOREST
NETWORK
RÉSEAU DE
FORÊTS MODÈLES

List of Participants

Summer Institute in Environmental Education 1998

Nicole Cummings	Ecole secondaire Alex-Pelletier	Grade 9
Leo Hynes	St. Bernards All Grade	Grades 7-9
Glenda Reddick	St. Teresa's School	
Michele Hynes	J.J. Curling	Grade 6
Sandra-Lynn Shortall	Bishop Field Elementary School	Grades 5-6
Kelly Howse	Fogo Island Central High	Grades 7-8
Linda M. King	Macdonald Drive Junior High	Grades 7-9
Larry Harvey	John Thomas Pond School	Grades 9-12
Lisa van Nostrand	Alexander St. School	Grades 7-8
Roxanne Kelloway	St. Francis of Assisi School	Grade 7
Rose A Drover	Macdonald Drive Junior High	Grades 8-9
Robert Kelsey	Holy Spirit High School	Grade 9
Kara Bourgeois	St. Michaels High School	Grade 9-12
Lynn Rector	Lakefield Elementary	Grade 5
Sandra Stockall	Hillsborough Elementary	Resource Rm.
Rhonda Davis	C.C. Loughlin	Primary & Elem.
Dave McKeown	Substitute Teacher	
Annette Dunn	Holy Trinity Elementary	
Karen Driscoll	MacDonald Drive Junior High	
Wendy Plante	Communications Officer	
	Lake Abitibi Model Forest	
Maureen Whelan	Communications Officer	
	Fundy Model Forest	

Name: Rose D. Drover
Address: 35 Old Petty Harbour Rd. St. Johns NF A1G-1H3
School: MacDonald Drive Junior High School MacDonald Drive, NF
Phone#: Home (709) 747-1918
Work (709) 753-8240
Fax: (709) 753-1243
Email:
School District#:

Name:Lynn Rector
Address:13 Colonial Drive Quispamsis, NB E2G 1A5
School: LakeField Elementary
Phone#: Home (506) 847-6212
Work (506) 847-2626
Fax:
Email:

Name: Sandra Stockall
Address: 114 Lancelot Drive Moncton, NB E1A 6N7
School:
Phone#: Home (506) 383-1129
Work
Fax:
Email:

Name: Nicole Cummings
Address: 875 Centennial Iroquois Falls, Ont. P0K 1G0
School: Ecole secondaire Alex-Pelletier 44 Anson Drive Iroquois Falls, Ont. P0K 1E0
Phone#: Home (705) 232-5941
Work (705) 258-3223
Fax: (705) 258-3510
Email:

Name: Rhonda Davis
Address: 61 North Street Corner Brook, Nf
School: C.C. Loughlin
Phone#: Home 634-7164

Name: Kara Bourgeois
Address: PO Box 400 Bell Island, NF
School: St. Michaels High School
Phone#: Home (709) 754-9753 or 368-5677
Work (709) 488-2828
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Email:
School District:

Name: Lisa van Nostrand
Address: 184 University St. St. Johns, NF A1B 1Z7
School: Alexander St. School
Tel: Home (709) 895-1085
Work (709) 753-9124
Fax: 753-1145

Name: Roxanne Kelloway
Address: 549 Newfoundland Drive St. Johns A1A 4W5
Tel: Home (709) 738-0597
Work: (709) 437-6663
Fax: (709) 437-1010
Email: rkelloway@calvin.stemnet.nf.ca

Name: Larry Harvey
Address: Middle Arm, NF
School: John Thomas Pond School
Phone#: Home (709) 252-2861
Work (709) 252-2905
Fax: (709) 252-2101
Email:
School District#:

Name: Robert Kelsey
Address: 8 Rushoon Pl. St. Johns A1E 5K8
School: Holy Spirit High School Powerscourt Manuels, NF A1W-1H2
Phone#: Home (709) 368-0716
Work (709) 834-1031
Fax: (709) 843-1040
Email: Rkelsey@calvin.stemnet.nf.ca
School District#:

Name: Michelle Hynes
Address: 53 Petly St. Corner Brook< NF A2H-3H2
School: J.J. Curling Elementary Woodbine Ave. Corner Brook, NF
Phone#: Home (709) 785-2633
Work (709) 785-5014
Fax: (709) 785-4270
Email: Mhynes@calvin.stemnet.nf.ca
School District#:

Name: Glenda Reddick
Address: P.O Box 8319 Manuels, NF A1X-1A9
School: St. Teresa's School St. Johns
Phone#: Home (709) 834-6463
Work (709) 579-9111
Fax: (709) 579-2448
Email: greddick@hotmail.com
School District#:

Reference People

Jim Taylor

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Forest Centre

University Drive

Corner Brook, NF

A2H 6P9

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Email: jtaylor@wnmf.com

Sheila Robinson

Western Newfoundland Model Forest
Forest Centre

University Drive, NF

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Appendix II
Recommendations for
the Future

1998 Summer Institute in Environmental Education

Report to the Education Working Group

Martin von Mirbach, Centre for Forest and Environmental Studies

This year's Summer Institute was a tremendous success, as is attested to by the highly positive evaluations. Overall, the evaluations were about as positive as they were for the first Institute held in 1996. This would indicate that the initial success was not a fluke, but that we have a solid concept to build on. I am offering the following recommendations, both to document the key factors leading to the success of the Institute, as well as to provide some suggestions for the future.

Recommendations pertaining to the management of the Summer Institute

1. **Continue the Summer Institute on an annual basis.** We now know that the concept is solid, and that there is a demand for it. Making it an annual event will help to institutionalize it, thereby encouraging long-term commitments on the part of school boards.
2. **For 1999, use the same location, timing and duration as in 1996 and 1998.** Killdevil Lodge has a number of advantages, including access to diverse forest management regimes, a spectacular setting and a staff that is highly supportive of the Summer Institute. Holding the workshop in mid-August works pretty well, and the six-day format seems to be ideal - if it was shorter we'd lose significant program elements; while a longer Institute would likely be too draining at the intensity level that was sustained throughout the 1996 and 1998 Institutes.
3. **Document the key elements that make the Summer Institute distinctive and valuable.** Based on my experience in developing the original concept, putting together the program elements and facilitating the workshops, I can offer the following distillation of what makes the Summer Institute distinctive.

Key educational elements: Participants leave the Summer Institute with:

- enhanced understanding of **boreal forest ecology** (plants, trees, wildlife);
- up-to-date information about **resource management issues** and strategies; and
- **curriculum tools** to enable them to apply these learnings in the classroom.

Approach: The Summer Institute embodies the following approaches:

- **Interdisciplinary**, incorporating elements of science, the humanities and the arts
- Presentation of **diverse perspectives**
- Encouraging **critical thinking**

Method: The Summer Institute has the following characteristics:

- It works with a **small group of participants**, which makes for a close-knit group.
- It provides participants with access to a **wide variety of resource people**, including educators (in-service elements), resource managers and other interests.
- It takes place in an **outdoor setting**, both to maximize the opportunities for outdoor learning and to foster greater bonding and cohesion among participants in a retreat-like environment.

10. **Provide a greater diversity of female role models.** The Institute would benefit by having more women involved, especially as resource managers. The teachers need to see clear evidence that there are professional role models their students can aspire to.
11. **Focus on minimizing resource use.** The organization of the Summer Institute should show signs of a concerted attempt to minimize waste (double sided copying, use of scrap paper, etc). We can't teach environmental citizenship unless we practise it. (By the same token, Recommendation #14 below suggests involving the participants in some "green" activity.)

Recommendations pertaining to the programming elements

12. "Core" programming elements

There are four *essential* elements of the Summer Institute program:

- *Project Wild* and *Focus on Newfoundland Forests*. This should be the core in-servicing module for the Summer Institute. (Nevertheless, some attention should be paid to providing alternative arrangements for participants who may already be in-serviced in these programs.)
- *Boreal Forest Ecology*. This guided walk covers many of the fundamental aspects of forest ecology, wildlife habitat and forest-wildlife interactions.
- *Silviculture Tour*. The participants should experience at first hand a forest that is under industrial management.
- *Discussion with resource managers and representative interests*. It is important that participants have direct contact with some of the key people involved in forest and wildlife management, as well as other interested parties, to provide a "real-world" context. It is especially important that this include a diversity of viewpoints.

The following recommendations describe program elements that are strongly recommended for inclusion.

13. **Introduction to key concepts.** A brief introductory session should introduce participants to some of the key concepts, including: sustainable forest management, ecosystem management, ecological footprint. There should be some "takeaway" materials to support this introduction.
14. **A "green" component.** Workshop participants could get actively engaged in some project, task or exercise that involves reducing their own impacts on the environment. This could involve efforts to "green" Killdevil Camp (energy conservation, composting, etc), and should be activity-based. This is one way to help foster a greater feeling of personal responsibility and involvement in the issues at stake.
15. **Critical thinking component.** A key aspect of the Summer Institute is that participants are offered diverse perspectives on forests and resource management, without necessarily privileging one perspective as the "correct" one. In order to work through these diverse and sometimes conflicting perspectives, participants could take part in a series of exercises aimed at honing their critical thinking skills. (A more detailed outline will follow, but it will

