

**School Program Coordinator**

By: Lisa Tsumura

A Final Report on the PALS program in partnership with KWIC to organize a field trip to Camp Kawartha to learn about global environmental issues:  
Adele Finney at Kawartha World Issues Centre  
Supervising Professor: Prof. Stephen Bocking, Trent University  
Trent Centre for Community-Based Education

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## School Program Coordinator

By: Tsumura, L.

Keywords: PALS, Camp Kawartha, after school program, field trip, Kawartha World Issues Centre, manual, community service

### Abstract:

P.A.L.S. is an after school program, which is coordinated by Trent students and supervised by Deborah Berrill of the Queens-Trent Con-Current Education Department. It runs out of schools in Peterborough for students in grades 4-8 once a week. The goal of the program is to support students overcome difficult life situations and develop leadership skills.

In the 2001-2002 school year KWIC joined with the PALS Program to coordinate a field trip where PALS students could learn about global environmental issues. The trip was a great success and as a result, a Community Based Placement for KWIC will start next year in which students will assist KWIC to bring global education into the PALS Program.

This manual is designed to help those students taking on the PALS Community Service Placement. It provides important contact information, protocols, fundraising information, information on organizing another trip to Camp Kawartha and much more.

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## **Introduction**

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It is in my hopes that the association with PALS and KWIC will continue as it is a great way to educate elementary school students and future teachers on global issues.

**Contacts:**

**P.A.L.S. 2002-2003 Coordinators**

Erica Hamilton  
Kaitlin Wilson

**P.A.L.S. 2002-2003 Supervisor**

Deborah Berrill  
Work Phone Number: (705) 748-1011 ex. 1376  
Home Phone Number: (705) 748-2298  
Email address: [dberrill@trentu.ca](mailto:dberrill@trentu.ca)

**Prince of Wales P.S.**

Contact person: Dick Cameron  
Phone number: (705) 743-8595

**Previous P.A.L.S. Coordinator and Camp Kawartha Field Trip  
Coordinator**

Lisa Tsumura  
Email address: [asil05@wildmail.com](mailto:asil05@wildmail.com)

**Camp Kawartha**

Contact person: Jacob Rodenburg  
(705) 652-3860  
Home Phone Number: (705) 748-7423  
Fax Number: (705) 652-1500  
Email Address: [campk@kawartha.net](mailto:campk@kawartha.net)  
Website: [www.campkawartha.ca](http://www.campkawartha.ca)

**Other Resources for the planning of next year's global environmental education  
component for P.A.L.S.**

**KWIC**

Contact person: Adele Finney  
Phone number: (705) 748-1680  
Fax: (705) 748-1681  
Email address: [kwic@trentu.ca](mailto:kwic@trentu.ca)

KWIC may be able to provide students to present global education activities or train the community service coordinators for PALS on how to present these activities to the PALS students. These were prepared by Jen Ball in the 2001-2002 school year and presented in Peterborough classrooms. KWIC can also provide great resource materials on global issues that can be used in activities with PALS students.

### **Peterborough Green-Up**

Phone number: (705) 745-3238

Fax number: (705) 745-4413

Email: [Greenup@greenup.on.ca](mailto:Greenup@greenup.on.ca)

**Website: [www.greenup.on.ca](http://www.greenup.on.ca)**

#### Resource Library

Contact person: Vijanti Ramlogan Murphy

The resource library at Peterborough Green-Up is a source of many educational materials that may aid the Community Service Coordinators for PALS to plan environmental education activities for the students.

#### Climate Change Public Awareness Education

Contact person: Jackie Donaldson

Peterborough Green-Up provides many activities in schools on climate change and may be able to help coordinate activities to do with the PALS students. This would be particularly useful if someone from Peterborough Green-Up would do some activities with the students at Camp Kawartha.

#### The Ecology Park

Contact person: Cathy Dueck

Email address: [cdueck@pipcom.com](mailto:cdueck@pipcom.com)

The PALS Program may be able to make a trip up to The Ecology Park in September or October before it closes. Ecology Park is located in Peterborough and is a 5-acre display of land and water stewardship. Programs for students are available and students may also have the opportunity to volunteer at The Ecology Park as a community service project.

### **Ontario Federation of Anglers and Hunters**

#### Travelling Teacher Program

Contact person: Marilyn Spencer, George Axcell

Phone Number: (705) 748-6324

Fax Number: (705) 748-9577

Email: [marilyn\\_spencer@ofah.org](mailto:marilyn_spencer@ofah.org)

Website: [www.ofah.org](http://www.ofah.org)

The Ontario Federation of Anglers and Hunters provides environmental education units that would be suitable for grade 4-8 students that will be involved in PALS. These units are designed to be presented in-class but the facilitators may be able to modify them, if needed to suit an extra-curricular group. This would mean that they would need to be very interactive and fun and well as educational. The units provided deal with topics related to habitat loss or alteration, population dynamics and exotic species invasions.

### **Ontario Ministry of Natural Resources – Fish and Wildlife Branch**

Contact person: Alan Crook

Phone Number: (705) 755-2551

The MNR provides educational information on coldwater streams. They also may be a source of funding for field trips dealing with environmental education.

### **Otonabee Conservation Authority and Otonabee Conservation Foundation**

Contact people: Meredith Carter, Kathy Reid

Phone Number: (705) 745-5791

Fax Number: (705) 745-7488

Email Address: [mcarter@otonabee.ca](mailto:mcarter@otonabee.ca), [kreid@otonabee.ca](mailto:kreid@otonabee.ca)

Website: [www.otonabee.com](http://www.otonabee.com)

This may be a potential community service volunteering opportunity. They also provide customized environmental education workshops that may be of interest to the PALS students. Otonabee Conservation Authority may also be able to provide funding for field trips dealing with water quality and conservation.

### **Peterborough County Stewardship Council**

Contact person: Duncan Armstrong

Phone Number: (705) 755-1951

Fax Number: (705) 755-3125

Email address: [duncan.armstrong@mnr.gov.on.ca](mailto:duncan.armstrong@mnr.gov.on.ca)

Website: [www.ontariostewardship.org](http://www.ontariostewardship.org)

Most of the educational activities are only available for secondary students at Peterborough County Stewardship Council but students may be able to volunteer their time to help with restoration projects and other environmental education resources may be available.

### **Peterborough Field Naturalists**

Contact people: Chris Risley, Maureen Smith

Phone Number(s): Chris (705) 743-9707, Maureen (705) 652-7666



This organization may be able to provide speakers or resources to be used in Peterborough schools.

### **Sustainable Peterborough**

Contact person: Walter Johnstone  
Phone Number: (705) 745-4413  
Fax number: (705) 745-4413  
Email Address: [wpj@nexicom.net](mailto:wpj@nexicom.net)

Sustainable Peterborough provides free take home energy and water conservation activity kits. This may be a useful activity for the PALS kids. They also provide seminars on climate change.

### **Canadian Canoe Museum**

Contact people: Bryan Poirier and James Raffan  
Phone Number: (705) 748-9153  
Fax number: (705) 748-0616  
Email Address: [education@canoemuseum.net](mailto:education@canoemuseum.net)  
Website: [www.canoemuseum.net](http://www.canoemuseum.net)

The Canadian Canoe Museum offers experiential education programs for students focusing on Canadian landscape and history. This may be a fun and educational field trip for PALS students during the year.

### **Trent University Students**

Trent University students from various disciplines may be able to design and present workshops to students on various global education issues. They could volunteer or they may be also to receive credit for a project in one of their courses. The latter option would need to be discussed with the instructor of the course. Con-Ed students may be interested in volunteering their time to do this.

### **Trent Wildlife Areas**

Trent Wildlife Areas staff may be able to guide a hike and/or environmental activities with PALS students on Trent Campus.

### **Fleming College Students**

Fleming has a variety of courses such as Outdoor Recreation and Leisure that students can obtain credit for doing various volunteering opportunities. These students may be interested in designing and presenting a workshop to students on a global issues. Students who are not eligible for credit may also want to volunteer. For more information the instructors of compatible courses should be contacted.

## Protocol for PALS Community Service Coordinator

### **Summer or early September:**

- Contact coordinators of PALS as soon as possible by email or phone and arrange to meet
- Meet with coordinators and possibly Deborah Berrill
  - Discuss KWIC's role in global education for the PALS Program
  - What is going to be KWIC's level of participation in the PALS Program? (ie. How many field trips will be arranged by KWIC coordinators)
  - Decide dates for field trips (these could be on P.A. Days, after school, on Saturdays or the March Break)
  - Decide whether to go on trip to Camp Kawartha and if so, when and what responsibility KWIC will have in fundraising and planning for the trip
  - Pick the school(s) that KWIC coordinator(s) will volunteer at. This will need to fit into your weekly schedule. If there is more than one coordinator from KWIC it would be better if they were both at different schools.
  - Either arrange to go to the schools with the PALS coordinators to present the PALS Program to teachers and students or give input to the new coordinators on what new will be brought to the program through KWIC. This way teachers and students will be aware of the global issue component in the program this year and other students interested in learning about these issues may decide to join. The students and teachers should also be told about plans for field trips such as one to Camp Kawartha.

### **Mid-September**

- Go to leader training session. The day and time for this will be given when the coordinators decide on when to do this.
- Possibly go to in-class presentations.
- Get a criminal reference check done, which is necessary to have when volunteering to work with PALS students

### **Late-September**

- Start in schools

### **KWIC Community Service Coordinator(s) duties throughout the year**

- Planning and facilitating community service oriented field trips for PALS students
- Fundraising, if needed, for trips such as the one to Camp Kawartha
- Planning and leading 2-3 activities such as crafts and sports for students at the schools each semester. The PALS Coordinators will arrange this in September and activities may or may not have a global education focus.
- Volunteering at weekly PALS meetings for the entire school year

## Protocol for the Planning of PALS Field Trips

**Set a date and decide where to go.**



**Call the location (ie.Camp Kawartha) to determine availability and**



**Inform leaders of the field trip and see how many are available.**



**Book the trip providing that there is enough funding and leaders**



### **Prepare and distribute Permission Forms**

Make sure that they include what the students need to bring on the trip (ie. Lunch, sunscreen, warm clothing, money etc.). A sample permission form is provided.

The permission forms must be given to the students at least 2 weeks before the trip because students will need one week to bring back the forms to the next PALS session before the trip. Keep in mind when you count the collected permission forms that there will be students that will come on the day of the trip with their signed forms.



### **Book buses**

This can probably be done through the secretary at Prince of Wales P.S. by filling out bus booking forms located in the Prince of Wales office. The bus needs to be booked at least 1 week in advance.



### **On the Day of the Trip...**

Call the bus company to confirm that a bus is coming to take you on the trip. This is safety measure to ensure that the bus company does not forget.

**Have fun!!!!**

## Fundraising

If fundraising needs to be done for a trip it should be done well in advance. If a trip to Camp Kawartha is going to take place next year KWIC Coordinators should apply for funding from TD Friends of the Environment and other organizations in September or early October. An application for TD Friends of the Environment is also included in this report. Deborah Berrill may also have other ideas for possible sources of funding. The school is also a potential source of funding and also may know where funding for a PALS trip could be obtained. Other possible donors include Otonabee Conservation Authority, local banks, the Ontario Ministry of Natural Resources and community groups interested in helping at-risk youth.

Grocery stores and restaurants in the Peterborough area may make food donations for the trip such as snacks and drinks. This year, I found that the grocery store donations were minimal if they gave them at all.

## Community Giving

The purpose of the TD Friends of the Environment Foundation Community Fund is to provide funding support for worthwhile community-based initiatives that make a positive difference to the Canadian environment. Local Advisory Boards, made up of customers and employee applications and make recommendations for funding support according to the established criteria. Applications for the Community Fund are reviewed throughout the year.



**The Community Fund will consider projects that meet the following criteria:**

- protects and preserves the Canadian environment;
- assists young Canadians in understanding and participating in environmental communities;
- enhances cooperation among environmental organizations.
- takes place within the geographic scope of the Community Fund Chapter.

**Contributions will not be made towards the following:**

- projects on private property;
- lobbying or advocacy activities;
- projects completed before the application is reviewed;
- operating expenditures and deficits;
- general endowment funds;
- projects taking place outside of Canada;
- private foundations or other granting agencies;
- salaries (where salaries represent a significant proportion of the total amount requested);
- academic or sabbatical leaves, internships, or scholarships;
- projects that benefit individuals or businesses.

**[Click here for an Application Form](#)**

## Community Giving



### BC, Alberta, Saskatchewan and Manitoba Regions

Amanda Perry  
Regional Manager  
700 West Georgia Street  
TD Tower - 3rd Floor  
Vancouver, BC V7Y 1A2  
PH: (604) 654-8832  
FAX: (604) 654-5531  
e-mail: [amanda.perry@td.com](mailto:amanda.perry@td.com)

### Ontario Central and Ontario South West Regions

Moragh Lippert  
Regional Manager  
55 King St. W., Suite 200, 2nd Floor  
Kitchener, Ontario N2G 4B9  
PH: (519) 885-7816  
FAX: (519) 885-7818  
e-mail: [moragh.lippert@td.com](mailto:moragh.lippert@td.com)

### Toronto Area, Northern/Eastern Ontario, Quebec and Atlantic Regions

Roger St. Louis  
Regional Manager  
TD Tower, 16th Floor  
55 King Street West  
Toronto, Ontario M5K 1A2  
PH: (416) 308-5047  
FAX: (416) 308-5162  
e-mail: [roger.st.louis@td.com](mailto:roger.st.louis@td.com)

### National Operations

Gavin Thompson  
National Manager  
TD Tower  
55 King Street West 19th Floor  
Toronto, ON M5K 1A2  
PH: (416) 308-5588  
FAX: (416) 982-5051  
e-mail: [gavin.thompson@td.com](mailto:gavin.thompson@td.com)

If you meet the funding criteria, please complete the application form below and forward it to the TD Friends of the Environment Foundation Regional Manager.

Upon receipt of the completed application form, you will be notified in writing within 30 days to confirm that your application has been forwarded to the local Advisory Board for consideration. Applications may be submitted at any time throughout the year, although meetings of the local Advisory Board vary by Chapter. For further information, please contact your Regional Manager.

**Complete legal name of organization/applicant:**

**Contact name:**

**City:**

**Province:**

**Postal Code:**

**Telephone:**

**Fax:**

**E-Mail Address:**

**Charitable Registration Number (if applicable):**

**Description of your organization:**

**Has your organization ever applied to the TD Friends of the Environment Foundation for funding support? (include current submissions)**

Yes

No

**If you answered Yes, have you ever received funding support?**

Yes

No

**If you answered Yes, please list the TD Friends of the Environment Chapters you received funding support from or you have currently also applied to.**

Chapter Names:

**What amount of funding support are you applying for?**

\$

**What is the primary purpose of the project?**

Protection/preservation Research of environment

Assists young Canadians in understanding and participating in environmental activities in local communities

Enhances partnership among environmental organizations

Other please specify:

**When will the project begin?**

dd  mm  yyyy

**When will the project be completed?**

dd  mm  yyyy

**Describe the project. What is the environmental issue/problem that will be addressed by the project?**

**Why is this an important issue/problem in your community?**

**How many volunteers will be involved in the project?**

1-10

**How will you recognize that your project was successful?**

**How will you share the results of the project with others?**

**Are there any controversial issues associated with the project?**

Yes

No



If you answered **Yes**, please explain.

How will the TD Friends of the Environment Foundation be recognized for its funding support?

Would you be available to make a presentation about the project to the local Advisory Board, if required, to help in evaluating your application?

- Yes
- No

Does your organization have a web page? (Please provide address)

Submit Application

## Camp Kawartha Trip

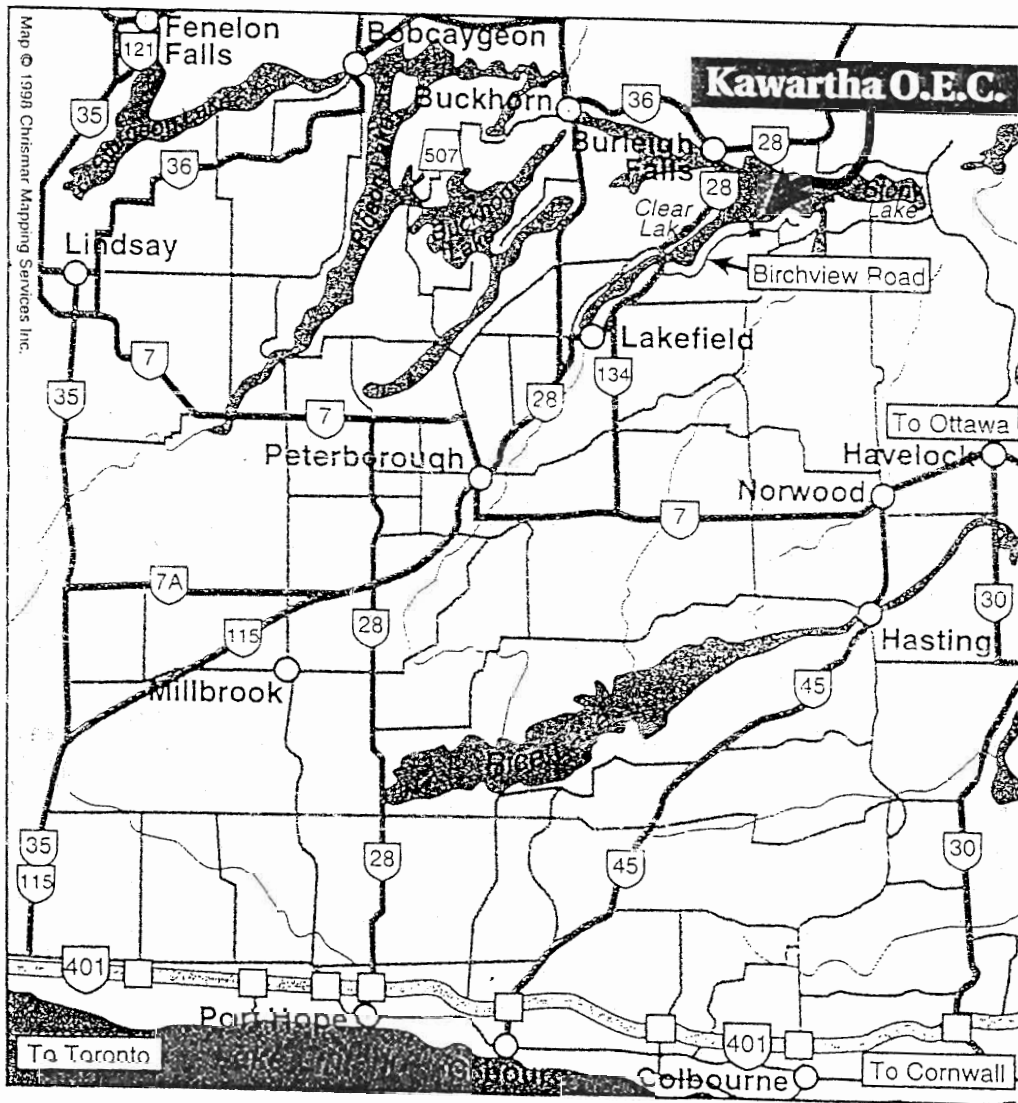
The trip to Camp Kawartha this year was a great success. One of the main suggestions for a trip next year was that the trip be a full weekend in length. This would mean more programming and time to bring in other presenters of environmental education besides the Camp Kawartha staff. This weekend would be a pretty huge event to plan and two KWIC coordinators would be beneficial if this is going to take place. There are many resources, which I have listed, that could contribute to this field trip financially or by presenting their seminars to the students. For example, Peterborough Green-Up may be willing to do a workshop on climate change as part of the weekend activities and Trent and Fleming students may be able to contribute as part of their course credit. It would also be useful to have as many educators and future educators as possible present as it would be a very educational experience for them on how to teach environmental education in their classrooms.

If the trip does take place it would be extremely useful if the activities done during the trip were documented. Then they can be used in the future by Con-Ed or other Education students as a resource provided by KWIC. A videotape might be useful.

The information about the trip to Camp Kawartha organized in the 2001-2002 school year is provided in previous reports, which are included in section 8 of the manual. These include the reasoning for the field trip to Camp Kawartha and KWIC's involvement in the PALS Program and the report on the actual field trip. One thing that was not included in those reports is a cost breakdown for a trip to Camp Kawartha under different scenarios, which is included in this section. This will help the future coordinators to decide how economically feasible each option will be.

Table 1 shows the cost of one day at Camp Kawartha. When we went to Camp Kawartha this year we negotiated with Jacob that there would not be an extra cost for the climbing wall option and therefore it was not as costly as shown in Table 1. In Table 2 the costs for a weekend trip to Camp Kawartha are shown. The food costs of bringing food up to Camp Kawartha would need to be added into the total cost of the trips where food was not provided.

# MAP TO CAMP KAWARTHA



## **Camp Kawartha Field Trip Activities**

These are activities that were done by the Camp Kawartha staff in the 2001-2002 PALS year. They will be a valuable resource for the incoming KWIC Community Service Coordinators for PALS so that they can look through these and see which activities worked well with the students. From that they can see, which ones they might like to see repeated on a future trip to Camp Kawartha. Educators or future educators can also draw ideas from these activities about what to do with their classes. Many of these would be good activities for KWIC coordinators to use when planning their activities for weekly PALS meetings.

KWIC coordinators for the 2002-2003 school year will be able to add to these with global education activities that they or others have tried with students.

### Camp Kawartha Activities

Activity Name:	Holes game.
Purpose:	To help students to gain an appreciation for nature by observation and realize the importance of habitat.
Materials needed:	Pieces of cardboard with holes of different sizes on each one belonging to different animals.
Description:	As students walked along the trail they looked for where they could see holes that looked like the ones illustrated in their pictures. They were to count how many they saw.
Number of Students that could participate:	6-12
Age group:	5-12
Amount of time required:	5 minutes. After a while students would get bored of this activity.
Comments:	Student enjoyed doing this activity and found it interesting to look at the various holes in trees and realize that those are actually homes of many different animals from squirrels to woodpeckers. It also helped them to realize the effects of deforestation.

Activity Name:	Storytelling.
Purpose:	To help students realize that they truly can make a difference and the future of the environment is in their hands.
Materials needed:	
Description:	Jacob told a story which I will attach. It was very interactive and students helped him to make a fire by the flint and steel method. At the end students were given trees to plant as a way that they could make a difference.
Number of Students that could participate:	Up to 30.

really like to return to Camp Kawartha with the PALS Program because of my experience of seeing the students on the climbing wall and high ropes. Students challenged themselves and saw the importance of helping each other to achieve goals. It was really great to see students who typically make fun of each other or are divided by age barriers or other social barriers come together and work as a team. This is what the PALS Program is all about. Also there was no pressure from other students or leaders for students to go further than they felt comfortable.

Students also experienced that they could do things that they did not think that they could do if they kept trying and were courageous. And after they had changed so much from having had that experience.

# The Hermit and the Children

retold by Susan Tobin

THERE WAS AN OLD MAN who lived alone in the woods outside a small town. He had little to do with the people of the village. All sorts of odd tales, stories, and rumors circulated around town about him. The children in the town delighted in teasing and playing tricks on this old man. It was said that the hermit was very wise, so the children were always trying to outsmart him.

One day, the children thought up a new trick. They snared a small bird and carried it through the woods to the hermit's cabin. One boy held the bird in his hands behind his back. The boldest of the children stepped up and knocked on the old man's door. When the hermit opened the door, the boy with the bird said rudely, "Old man, what do you think I have behind my back?"

Now, the children did not believe the old man could guess it was a bird. But if he did, they planned to ask him, "Is it alive or dead?" If he guessed, "Dead," the boy would show him the live and fluttering little bird. But, if he guessed, "Alive," the boy planned to crush the bird in his hand and show the old man the dead bird.

Living close to nature, the hermit was very observant. He noticed a small down feather float to the ground behind the boy's back, and he said, "You have a bird in your hand."

The children's eyes opened wide in amazement. He was smarter than they thought. They were ready with the second question, "Is the bird dead or alive?"

The hermit thought for a moment. He looked at the faces of all of the children, and then directly into the eyes of the boy who held the bird, and said, "The answer is in your hands."



Susan Tobin is an environmental storyteller who is dedicated to recycling stories of lasting value. She has shared her program, *Earth Echoes: Stories For A Small Planet*, at museums, libraries, classrooms and celebrations coast-to-coast. Her love of story magic accompanies her in her other roles as therapist, clown, and bubble expert.

## Miscellaneous Resources

This section contains permission forms, trip evaluation forms and other reference materials that may be useful to the incoming coordinators. Some of the resources such as field trip evaluations and the activity information sheets may be photocopied and used so that coordinators will be saved the extra work of redoing these. Other materials such as permission forms and letter requests for donations may be used as a reference and rewritten to fit the specific needs of the coordinator at that time.



## Camp Kawartha Activities

Activity Name:	
Purpose:	
Materials needed:	
Description:	
Number of Students:	
Amount of time required:	
Comments:	

# P.A.L.S. Program

February 26, 2002

Dear Parent / Guardian,

PALS students have received stickers for exhibiting good behavior, leadership skills and caring for other. When students have received 5 stickers they receive an reward. The reward this year is that these students are able to go on a field trip to Camp Kawartha Outdoor Education Centre.

Your son/daughter has received 5 stickers and is invited to attend this field trip on Friday, March 15. Camp Kawartha is an outdoor education centre located in Lakefield. The students will be doing ropes activities on the climbing wall and learning about survival skills in the outdoors. **In order for students to attend this must have returned their PALS permission forms.**

Students will be meeting at 9:10am in the parking lot of Prince of Wales Public School. We will then be taking the bus to Camp Kawartha. We will be returning to Prince of Wales School at 5:15pm. Students will be outdoors all day and should dress accordingly. Students should also bring a lunch with them.

Please fill out the attached permission form, which will allow for your child to participate in this activity and have your child bring it with them on Friday, March 15th.

Sincerely,

Lisa Tsumura  
Coordinator, Prince of Wales P.S.

---

My son/daughter \_\_\_\_\_ has my permission to participate in the trip to Camp Kawartha on Friday, March 15. I am aware that by signing this form the P.A.L.S. Program and Prince of Wales School is not responsible for any injuries that could occur on this trip.

---

Parent / Guardian signature

---

Date

Thursday, February 7, 2002

Dear Manager,

My name is Lisa Tsumura and I am the co-coordinator of a program called the PALS Program for at risk youth in the Peterborough area. The program is run after school every Wednesday at Prince of Wales and King Edward Public Schools for students in grades 4 through 8. There are approximately 45 students involved in the PALS Program. PALS is a not for profit organization and runs on the donations of the Peterborough community.

On Friday, March 15, 2002 the PALS students will be going on a field trip to Camp Kawartha to promote their leadership skills while learning about environmental stewardship. We would appreciate it very much if you could show your support by giving a \$200 voucher that could be used to purchase food from your store. This would provide the students with lunch and snacks for the trip. I can be contacted at (705) 745-8024 or by email at Ltsumura@trentu.ca. Thank you for your time and your generosity.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lisa Tsumura', with a long horizontal flourish extending to the right.

Lisa Tsumura

*what I learned from the workshop  
was...*

*what I liked about the workshop...*

*what I didn't like was...*

*what I learned from the workshop  
was...*

*what I liked about the workshop...*

*what I didn't like was...*

PALS LEADER QUESTIONNAIRE

ARE YOU PLANNING ON WORKING WITH KIDS IN THE FUTURE?

IF SO, WHAT DID YOU LEARN TODAY THAT WOULD HELP YOU TO INCORPORATE ENVIRONMENTAL EDUCATION INTO YOUR FUTURE WORK WITH KIDS?

WHAT IMPROVEMENTS COULD BE MADE TO THE FIELD TRIP?

DO YOU THINK IT WOULD BE BENEFICIAL FOR FUTURE PALS STUDENTS TO CONTINUE GOING TO CAMP KAWARTHA?

## **Previous Reports**

This section contains previous reports that were done throughout the 2001-2002 year. It will help incoming coordinators get an idea of how the planning for the trip to Camp Kawartha started and what the obstacles before and the recommendations after were. The Mid-term Report will also provide information on other environmental education opportunities in Peterborough and how KWIC fits into the environmental education network in Peterborough.

## Mid-Term Report

This report will contain the results of my research on the original research question, the lessons learned so far in the planning of the day at Kawartha Outdoor Education Centre and the workshop plan including the budget for the workshop.

**Implications related to the research question - What would be the most effective method of educating young people about global environmental issues? And how can KWIC contribute by implementing this method within the Peterborough environmental education network?**

One of the first things that I researched was the availability of global environmental education in Peterborough for elementary school students. Kawartha Outdoor Education Centre provides many environmental education programs focusing on a wide variety of topics all relating to the curriculum which are taught to students in all grade levels. These include nature science topics such as species and habitat, climate, patterns in nature and other areas which encourage students to learn by observation of the natural environment. The centre These include Although there seems to be many program in the Peterborough area that are already existing there does not seem to be very many that focus on global environmental issues. Many of these programs are available upon teacher request but if teachers do not request these programs and if there is insufficient advertising these programs will not reach students. In speaking to Deborah Berrill from Teacher Education at Trent University she said that there is definitely a need for global environmental education in Peterborough but warned that this is often difficult to get into the classrooms because of the new curriculum in Ontario schools.

There are several ways that KWIC could pursue to educate students about global environmental issues. One of these is in class workshops. One of the other KWIC

from parents or guardians for students to be involved in extra-curricular groups. Volunteers may also be required to obtain criminal reference checks. If a teacher is not present with the volunteers and students this is recommended.

This simplest, easiest method for KWIC to educate students seemed to be through an already existing program. Adele and I decided to do this through a program that I am co-coordinating this year called PALS. The PALS Program is an after-school program for at-risk youth in Peterborough, which runs out of Prince of Wales and King Edward Public Schools. Students in grades four through eight are able to participate in the program, which takes place once a week. PALS takes these students on various field trips as well. Some of these trips are purely recreational such as swimming while others encourage community involvement and leadership such as park clean-ups. PALS has also had field trips where the students are encouraged to develop their relationships with nature such as hikes and nature activities. Leaders in this program are from Trent University and Fleming College. Some of these students are in the concurrent education program at Trent. One of the ways that KWIC can contribute to the environmental education network in Peterborough is by providing global environmental education opportunities for this group of students and their leaders. They can do this by liaising with the coordinators of this program who are supervised by Deborah Berrill of the Queens-Trent Concurrent Education Program. This will also help to build bridges between KWIC and Teacher Education Program at Trent, which is one of KWIC's goals.

Adele and I planned to do a global environmental education day for the PALS students this school year. This gradually evolved into a trip to Kawartha Outdoor Education Centre for the PALS students. The education centre is run by Jacob Rodenburg who specializes in environmental education. The centre offers many programs for students in order to help them to develop a sense of connection the natural world.



Programs can also include focus on the global environment. This would be great for the students and also great for the leaders, many who will be the future teacher's in our classrooms.

### **Lessons Learned in the Planning of the Workshop**

There were many lessons learned so far in the planning of this workshop. There are so many steps between having the idea for a workshop and it actually happening. There are also a lot of obstacles. The first was that it takes a lot longer to plan a workshop from scratch than I had expected. There are also things like funding that need to be considered very far in advance especially if fund-raising is needed in order for the workshop to happen. For this workshop there was not enough time to get the funding to do a weekend trip. This was disappointing but I realized fairly quickly that this was unrealistic. I did learn, however, where to look for funds for a project such as this. In a call to Peterborough Green-Up I was told that the TD Friends of the Environment Foundation Community Fund will often give funding support to community-based projects, which have a positive influence on the Canadian environment. Also Otonabee Conservation, local banks, and the Ministry of Natural Resources may also provide funding for events like this. Deborah Berrill also mentioned that other community organizations without environmental goals might be interested in providing funding to promote the leadership skills of at-risk youth. We did not apply for this funding because there was not enough time for the organizations to meet about whether they would be able to provide the PALS Program with financial support for the trip.

Another thing that I learned, again related to funding, was that I needed to first calculate how much money was available before researching what could be done. I worked backwards and first looked at how great it would be to do a weekend workshop instead of first figuring out if this was financially possible. This set me back some time. As it turned out the funding available for use from the PALS Program was a lot less than

I thought. The workshop transformed from a weekend long stay at the Camp to a full day. From this, however, I did learn how much it would cost for students to go to Camp Kawartha for different time periods. I am sure this will help other in future to know how much money is needed in order for these events to occur. It would cost roughly \$3000 to do a full weekend trip with approximately 40 students and leaders. This value can vary depending on whether food is provided by Camp Kawartha or not. The other option is to bring up our own food, which is very time consuming to arrange and prepare. In order to go up to the camp for one full day the cost is between \$500-\$600 depending on what programming is provided by Camp Kawartha. This does not include food. Jacob mentioned that he might be able to do a half-day with the students at no charge, which will be good to know for future events.

Another obstacle that I ran into was that many of the leaders of the PALS Program were not available during many days of the March Break, which is when the event was planned. Therefore, the date had to be changed many times. Still, it never seemed to work for everyone. Friday, however, seemed to be the best day for both Trent and Fleming students, as many do not have Friday classes. Many of the leaders are free on weekends but since Camp Kawartha can only be booked for entire weekends, which we cannot afford, it was not possible to go on Saturday or Sunday.

Regardless the project is on track and I am finishing up all the final details for the trip out to the Camp on March 15<sup>th</sup>.

### Workshop Plan

<u>Time Line</u>	
9:10am and 9:15am	- Board the buses at Prince of Wales and King Edward schools.
10:00am	- Arrive at Camp Kawartha. Split up students into two groups with the older students in one group and the younger students in another. Group 1 does the climbing ropes while group 2 learns about traditional skills.

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12:30pm	- All students come back together for lunch. This may be provided by PALS if we can get sponsorship from a local grocery store. Otherwise students will have to bring their own lunches.
2:00pm	Groups switch activities.
4:30pm	Students come back together and board buses then leave camp.
5:15pm and 5:20pm	Students arrive at King Edward and Prince of Wales Schools.

### Activities

<b>Activity:</b>	Traditional Skills
<b>Description of Activity:</b>	<ul style="list-style-type: none"> <li>· learning about how to survive in harsh climates</li> <li>· learn how to make natural cordage and warm shelter using natural materials</li> <li>· look at a traditional encampment</li> <li>· learn how to make fire using various methods that would have been used by people all over the world</li> <li>·</li> </ul>
<b>Purpose of Activity:</b>	<ul style="list-style-type: none"> <li>· teach students about their historical links to the environment</li> <li>· to show the common global thread of traditional people relying on fire and needing to be able to start fires</li> <li>· to reflect on people in other time periods and in other areas</li> <li>· to encourage positive interactions with the environment</li> <li>·</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>· 2 hours</li> <li>·</li> </ul>

<b>Activity:</b>	Climbing ropes
<b>Description of Activity:</b>	<ul style="list-style-type: none"> <li>· students do ropes activities with the climbing wall</li> </ul>

	focusing on problem solving ·
<b>Purpose of Activity:</b>	· to teach students the importance of trust, problem solving, communication, group dynamics, leadership, challenge and conflict resolution. · Stresses the importance of working together to find solutions to the many social and environmental problems facing us today ·
<b>Duration</b>	· 2 hours ·

### Budget

Expenses	Cost
Cost of programming and visit to Camp Kawartha (\$15/student x 30 students)	\$450
Cost of bus	~\$75
Total Cost	~\$525

### Income:

Sponsor:	Amount:
Teacher's for Kids	\$375
KWIC	\$150

### References:

KWIC. Environmental Education Resources (List of all environmental education opportunities in the Peterborough area).

Peterborough Green-Up. Curriculum Links – Environmental Topics by Grade

# Report on the Field Trip to Camp Kawartha

By: Lisa Tsumura  
KWIC - TCCBE placement

Students responded that they “learned a lot of things about nature”, “learned how to make fire”, “that it is fun when we listen”, that they had learned about working together, and they “learned how to climb rocks”. One student responded that he/she had made a new friend. They enjoyed the rock climbing, seeing a porcupine, making fire, “all of the nature stuff”, the tepees and learning outdoors. Many students said they enjoyed everything. Some students did not like the ropes, the walking or the dirt. Since, the responses were written by tired students on the bumpy bus ride home they are limited but it can be seen that the students had a good time at Camp Kawartha that day and that the experience was valuable for many of them.

The leaders were also given questions to answer. These questions were:

- 1) Are you planning on working with kids in the future?
- 2) If so, what did you learn today that would help you to incorporate environmental education into your future work with kids?
- 3) What improvements could be made to the field trip?
- 4) Do you think it would be beneficial for future PALS students to continue going to Camp Kawartha?

Three of the four leaders that responded said they are planning on working with kids in the future. One of the leaders felt that they would use the activities that Jacob had done with students on the hike such as ones dealing with different habitat types and effects of decreasing animal habitats. Another said they would use the game showing the effect of decreasing habitat for animals as well. One leader said that it helped her to realize the value of doing things with children that make them think and that they enjoy doing. The suggested improvements to the trip were more time at Camp Kawartha such as an overnight trip and one leader suggested that there be a few more activities added in to fill up the time better. All the leaders recommended for future PALS students to continue going to Camp Kawartha.

### **Recommendations for future trips to Camp Kawartha:**

I recommend that the people that are doing this placement next year try to do a weekend trip to Camp Kawartha. Because, much of the research is already in place from this placement, and they have a longer timeline to plan the trip they will be able to do work with the PALS leaders on fundraising for a weekend trip. It would be a good idea to get Jacob to facilitate parts of the weekend and then to plan other parts themselves. This would provide an opportunity to incorporate global education activities into the planning of the weekend. The activities that Jen Ball has already prepared for KWIC could be used as well as other global education workshops that might be available from organizations such as Peterborough Green-Up.

It is also recommended, as said earlier that permission forms be handed out sooner so that we have a better idea of how many students will be in attendance. Even when this happens however, it is likely that some students will not show up and others unexpectedly will. Therefore we can never be totally sure how many students will attend. The new coordinators and leaders may want to split up students into groups beforehand if there is a larger group on the field trip. This year we split up students into the two separate schools. If there are larger groups from the schools however it would be good to split up the students by age category so that activities can be done with them that are age-specific.

In conclusion the trip was a great success. The leaders, students and myself were all very pleased with the programs and staff at Camp Kawartha and would like to continue this field trip as a part of the PALS Program.