

February 19, 2000. This report has been prepared by Guy Lafontaine and Mike Whitmarsh, both of Durham District School Board for John Hulley of Brooklin Lions.

Potential Relationship between the Brooklin Lions Wilderness Trail, the Internet and the Community¹



The frequent problem with projects such as this one is how will the visitors be informed about the key features and points of information along the 'Trail'. Usually this is provided by costly 'signage' which is frequently vandalized. This eventually leads to disuse and the informational, experiential and educational opportunities of the area cease. A great deal of effort, time and money has been used and sadly interest wanes.

The following ideas relating to Internet use can circumvent most of the above problems while at the same time providing additional opportunities. Simple, virtually vandal proof markers would all that would be required.

Within associated proposals surrounding the creation of the Brooklin Lions Wilderness Trail the Internet is a key component. Its value can be realized at a minimum of three possible levels of community access:

1. individual citizens (local, regional, Internet),
2. schools (local, regional, Internet) and
3. more distant individuals (Internet).

INDIVIDUAL CITIZENS

Local citizenry or visitors would find information of the Trail's existence, a trail guide and other associated information from the Trail Web site. They would simply bring their printout to the Trail and begin the self-directed tour / excursion.

SCHOOLS

Teachers could download from the Trail Web site curriculum related information and activities beyond the basic above-mentioned tour. These would be very 'hands-on' and some could continue in the school classroom.

The Durham District School Board has a number of schools in the

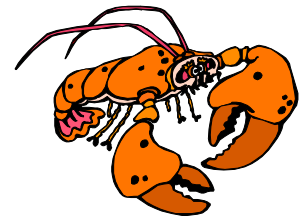


¹ town, region, country and beyond

Whitby area that would have reasonable access to the Brooklin Lions Wilderness Trail. Learning activities would be developed based on *The Ontario Curriculum Grades 1-8: Science and Technology*. Two of the goals of the curriculum include an attitude of respect for living things and the environment, and teachers must relate scientific and technological knowledge and skills to issues and problems of the world outside. Specific expectations are outlined in the document in five strands. As illustrated in the chart below, the following grades would benefit from the educational activities developed for the trail:

Strand	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 6	Gr. 7	Gr. 8
Life Systems	Characteristics & Needs of Living Things	Growth & Changes Animals	Growth & Changes in Plants	Habitats & Communities	Diversity of Living Things	Interactions within Ecosystems	
Earth & Space Systems	Daily & Seasonal Cycles	Air & Water in the Environment					Water Systems

The Brooklin Lions Wilderness Trail can be a place where classroom extension activities could take place supporting science curriculum areas from grade one to grade eight. In addition, teachers who create cross-curricular integrated units could see the wilderness area be a place where other areas could be impacted e.g. art, geography (mapping), language, presentation skills / multimedia.



MORE DISTANT INDIVIDUALS

This final category explores the benefits for individuals who cannot visit the site. The Web site will provide factual information about the habitat along with photographs, diagrams and maps.

The list following lists the variety of activities which could be shared beyond Durham or Ontario or Canada:

1. Scientific data could be collected and distant students could analyze.
2. Twinning distant schools with a local one.
3. Dialogue between students (keypals) from all over.
4. Ask an expert. Involve the Zoo and other experts in Q&A conferences.
5. View cam access on the Internet (live or delayed).

Many more uses will be created once students and teachers begin using the 'Trail' and their imaginations respond first hand. Many around Ontario will benefit in the future from ideas conceived by creative minds.

