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Community-Based Education Program



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Promotional Copy

#4094: Cultural Exhibit Education Project

Organization Information

Gamiing is located on the west shore of Pigeon Lake, south of Bobcaygeon and operates from a 100-acre property with a natural shoreline, surrounded by wetlands, forests and meadows. Gamiing promotes the sharing, enjoyment and importance of living in harmony with nature, by providing educational experiences to engage the community in balancing human needs with the needs of nature in our every day lives.

A Conservation Easement has been placed upon the land and put in Trust with the Kawartha Heritage Conservancy to preserve it in perpetuity as a dynamic natural venue to which the public is invited to relax, reflect and participate in interactive demonstrations, education workshops or just walk the trails (approx. 7kms). Central to our conservation efforts are the protection of our shoreline, wetlands and upland habitats.

Gamiing also operates a Native Plant Nursery which is open to the public.

Project Information

GAMIING has recently developed an Education Outreach Plan consisting of several tools and resources of varying complexity in order to deliver environmental education to school and community groups aligned with our Nature Centre's mission, mandate and central interpretive themes.

The purpose of this project is to develop and design an interactive curriculum-linked travelling exhibit promoting Environmental Education, and Natural History. These exhibits are large portable interactive exhibits of approximately 100-200 square feet, designed to be integrated with our Discovery Box Program. Each exhibit is thematic and aligned with Ontario curriculum targets. There will be four exhibits in total, connected by a central Environmental Stewardship Kiosk. The exhibit topics include: wetlands, biodiversity, geology/geography, and local cultural history.

This project will be developed in three Phases:

Phase I: *the research, development and design of the exhibit.*

Phase II: *the development of presentations and lessons.*

Phase III: *building the exhibit.*

Phase I

- Research environmental issues surrounding themes and corresponding topics.
- To develop the interpretive plan and scope for the exhibit, based on the individual exhibit Topics
- To design the exhibit and create design plans, materials lists, cost sheets and suppliers list for the exhibit

Specific Outcomes:

Cultural Exhibit (Settlement, Farming, Indigenous studies):

- Research cultural history of settlement, land use and environmental issues surrounding the region; a literature review and site specific issues.
- To develop the interpretive plan and scope for the exhibit based on the Topic: Cultural History.
- To design the exhibit and create design plans, a materials list, cost sheets and a suppliers list for the exhibit.

Phase II

- Develop the presentations and lessons to deliver current issues on the topic and current practices for stewardship (suitable for cross-curricular applications)
- Identify curriculum connections

Phase III

- Build the exhibit
- Use community collaboration and capacity building strategies such as workshops, in-class sessions
- Link the technical and artistic construction to local school groups and/or community members

Specific Outcomes:

4. Cultural Exhibit (Settlement, Farming, Indigenous studies):

- Develop the presentations and lessons to deliver: cultural history, past and present land use issues, and current practices for stewardship based on or in conjunction with the Exhibit Interpretive Plan from Phase I of this project. (suitable for cross curricular applications)
- Identify curriculum connections.

Benefit to the Host Organization and the Community

This project will directly fulfill our mandate by linking our site significant resources, site themes and education to the community. The program developed will provide the means of communication between the participants (students and community) and our messages of conservation and stewardship by engaging the participants in hands-on interactive programming.

What Students Might Learn

The student will gain insight into ecological relationships, and our anthropological influences and effects on our natural world. Students will also gain a strong understanding of the development of curriculum-based models of education.

Screening or Training Requirements

N/A

Skills or Experience Needed

- Interest in biology and environmental sciences
- Experience in curriculum design and/or education
- Creative spirit
- Ability to research independently and as part of a team

Resources Required for Project that will be Provided by Host

GAMIING Staff are available to assist students

Office and meeting space

Text resources are available

Pre-approved project expenses will be reimbursed