

# The Outdoor Classroom

A Canadian Newsletter on School Ground Naturalization



ISSUE 2  
AUTUMN 1995  
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## La Classe en Plein-air

Un bulletin canadien d'information sur la naturalisation des terrains d'écoles

Toronto • Vancouver

NUMÉRO 2  
AUTOMNE 1995  
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*Ossington Old Orchard Public School, Toronto, ON in June, 1989 – a barren concrete school ground... and in July, 1995 – a healthier environment in which to play, discover and learn.*

*L'école publique de Ossington Old Orchard, Toronto, ON en juin 1989 – Cour d'école dénudée en asphalté... et en juillet 1995 – un meilleur environnement pour jouer, apprendre et découvrir.*



OSSINGTON OLD ORCHARD PUBLIC SCHOOL

**Which school would you prefer to send your child to?**

*“Somewhere I can sit and share secrets with my best friend. Somewhere I can walk through moist grass, look for four leaf clovers, smell and pick wildflowers, watch bumblebees and butterflies, and test a buttercup under my chin. A hill to roll and laugh down.”*

Grade 5 student, Vancouver BC

**A quelle école préféreriez-vous envoyer votre enfant?**

*«Un endroit où je peux m'asseoir et partager des confidences avec mon meilleur ami. Un endroit où je peux marcher dans l'herbe, chercher des trèfles à quatre feuilles, sentir et ramasser des fleurs sauvages, regarder les abeilles et les papillons, et lire les secrets cachés d'une fleur à beurre. S'amuser en déboulant une colline.»*

Etudiant de cinquième année, Vancouver, BC

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## Giving Students A Voice for Nature

A school ground naturalization project holds extremely rich possibilities for learning and play. Transforming asphalt or lawn grounds into areas of natural beauty provides students with an experiential rather than textbook learning environment. The process of establishing a naturalization project on your school ground is as much, if not more, a learning opportunity as is the finished product and students should be involved from the beginning.

To maximize their involvement, students can research the history of the site, research native plants, canvas their peers for design ideas, and assist with the development of the site plan. Encouraging the students to share the project goals with the community and to seek outside expertise and resources also benefits the project and enhances the educational experience. Their involvement in the process develops various skills such as research, communication, consensus building, and leadership while giving them a sense of pride in a space that truly becomes theirs. When young people are given a voice in such an important project, they can develop a sense of responsibility for its continued growth and success.

If outdoor classrooms are meant to help children to learn from hands-on experiences, why hand them a project fully developed by adults? When children discover for themselves how projects evolve and take shape, they learn about process as well as product. They become an active part of the environment they are helping to create.

– The Evergreen Foundation



SUNDANCE ELEMENTARY SCHOOL

*At Sundance Elementary School in Victoria, BC a group of students and parents made a series of field trips to Uplands Park, a natural Garry Oak meadow located near the school. They documented the changes in the trees, shrubs and wildflowers throughout the growing season and dug test holes to learn about the different soil depth and moisture requirements of each plant. Students each chose a native plant to study over the course of the field trips and from the information the students gathered, a 'phenology' or plant progress table was prepared. The group then mapped the school and developed a planting plan, placing plants only in areas agreed upon by the entire student body.*

## L'environnement : donnez la parole aux étudiants

Un projet de naturalisation dans les cours d'école est une merveilleuse opportunité d'apprendre et de s'amuser en même temps. Transformer des terrains d'asphalte ou de pelouse en sites de beauté naturelle fournit un milieu d'apprentissage concret plutôt que théorique. Le processus d'apprentissage débute lorsqu'une idée est proposée par un parent, un professeur ou un étudiant et même lorsque la plantation est terminée, ce processus se poursuit.

Afin de maximiser leur implication, les étudiants peuvent faire un exposé historique de l'endroit, solliciter l'opinion de leur entourage en ce qui a trait à l'aménagement et finalement participer à la réalisation du plan architectural. Une façon de promouvoir l'expérience éducative et le projet est d'encourager les étudiants à partager leurs objectifs avec la communauté et rechercher des ressources et expertises à l'extérieur des murs de l'école. L'implication des étudiants leur permet de toucher à différents aspects tels que la recherche, la communication, un esprit de solidarité, une notion de leadership et un sentiment de fierté et d'appartenance face au projet. Si nous permettons aux jeunes de participer à la réalisation d'un tel projet, ils auront par la suite le sens des responsabilités nécessaire à sa conservation et son succès.

Si le concept d'une salle de classe extérieure a été pensé afin de permettre aux enfants d'apprendre de façon plus concrète, pourquoi leur offrir un projet complètement développé par des adultes? Lorsque les enfants découvrent par eux-mêmes la démarche et l'évolution d'un projet, ils étudient la matière et les procédures par la même occasion. Ils deviennent une force active de l'environnement à créer.

– La Fondation Evergreen

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For information on Evergreen's School Ground Naturalization Program, call Roben Stikeman in Toronto at 416. 596. 1495 or Tammy Keetch in Vancouver at 604. 689. 0766.

Founded in 1991, The Evergreen Foundation's mission is to restore natural areas in the urban environment through education and community action programs.

Si vous avez des questions concernant le programme NTÉ: Roben Stikeman à Toronto à 416. 596. 1495 ou à Vancouver, Tammy Keetch, 604. 689. 0766

Depuis notre création, en 1991, notre mission a été de créer des sites naturels dans l'environnement urbain par le biais de l'éducation et de programmes d'actions communautaires.

# Chemical-free Schools

## Pesticide Concerns

by Fay Katay and Jack Locke

Like dandelions in springtime, pesticide critics have been popping up all across Canada. From Sechelt, British Columbia to Baddeck, Nova Scotia, citizens are demanding freedom from pesticides in food, in water, in playgrounds and in residential areas.

Should people be concerned that urban centres are now using ten times more chemicals per square acre than are used by farms? This question begs not only a local answer, but a global one. The war being waged against unwanted plants, bugs and other living creatures has pushed worldwide pesticide use from 2.5 million tonnes in 1972 to 41.7 million tonnes in 1990, according to the Global Action Plan. With mounting scientific evidence that pesticides affect human health and wildlife, the need to reduce pesticides is blatantly obvious, while the actual reduction of pesticides is negligible.

With a global proliferation of toxins everyone is at risk but particularly vulnerable are young children, the elderly, the environmentally sensitive, and pregnant or nursing mothers. Clear connections have been established between pesticide use and non-Hodgkin's lymphoma, breast cancers, and leukemia. As pesticides are bioaccumulators which lodge in fatty tissues and organs, prolonged exposure at low levels produces health time bombs.

While some professionals are slow to acknowledge the dangers of pesticides, not all defend the status quo. Stuart Hill of McGill's McDonald College is urging urban municipalities and rural growers alike to see the merit and economical benefits of redesigning planted areas to include diversity. An outspoken entomologist, Hill's simple yet revolutionary approach could eliminate the need for urban lawn chemicals. He suggests planting a variety of appropriate native species to create natural ecosystems which virtually eliminate the need for maintenance.

Another advocate of the diversaculture principle is Brian Detzler, Waterloo's Parks Manager. Detzler's Plant Health Care Program focuses on soil quality, planting of appropriate species and preventive maintenance rather than emergent responses. The program addresses pest management from the roots up rather than spraying from the top down.

Our society is becoming less tolerant of risks. "Safety tests used to test pesticides are fundamentally inadequate" says Meryll Hammond, a nurse with a doctorate in community health. "They only test the acute effects of single chemicals on healthy adults exposed to single or small doses over short periods of time." Children are not used in tests and no studies are conducted on the chemically sensitive, Hammond observes. This anti-pesticide dynamo is the driving force behind significant pesticide reform in Quebec and the first ever National Pesticide-Free Week, April 16 to April 22, 1995.

In Calgary, a contingent of citizens are fighting their local government for the ability to have input on pesticide policy. School children are creating their own "Lawns for Kids" Power Flowers which indicate a chemical-free yard.

At the federal level, proposed pesticide legislation may shift regulatory powers from the Ministry of Agriculture to the Ministry of Health. The most recent revision to the pesticide registration regulations occurred in the late 1970's. Partly funded by the federal Green Plan, an Alternatives Branch is being revamped to promote research and education about pesticide reduction, the redesign of systems, and alternative growing strategies.

While the government is proposing and supposing, grassroots publications are flourishing. For further reading: *Get Your Lawns and Garden Off Drugs* by Carole Rubin; *Lawns for Kids*, a Grassroots Calgary learning kit; and *Pesticide bylaws: a comprehensive kit for concerned town councillors and citizens*, by Citizens for Alternatives to Pesticides.

*Fay Katay is a Calgary artist, author of "Lawns for Kids" and a freelance environment educator. Jack Locke is a freelance editor and manager of Pancake Theatre Productions in Calgary, AB.*

## La lutte d'un étudiant contre l'usage des pesticides

Jean-Dominic Lévesque-René est une personne très courageuse et remarquable. Tout en combattant son propre cancer, il organise des campagnes contre l'usage répandu des pesticides et herbicides dans son quartier. Cet usage est, selon Jean-Dominic et son médecin la raison de sa maladie. Il n'est donc pas surprenant que plus tôt cette année, il ait reçu le prix de courage de Terry Fox de YTV. Dans cette lettre ouverte adressée aux enfants, Jean-Dominic les encourage à en faire de même.

Bonjour, je m'appelle Jean-Dominic Lévesque-René. J'ai onze ans. Je vais vous raconter mon histoire.

En février 1994 j'ai appris que j'étais atteint du cancer (lymphôme non-hodgkinnien). Lorsque j'avais deux ans et demi j'ai eu des réactions très graves aux fertilisants et herbicides chimiques utilisés chez moi et dans mon entourage. Je connaissais le lien entre mon cancer et l'herbicide 2-4-D qui tue les pissenlits et les mauvaises herbes. Mon médecin de famille, le Dr. June Irwin, avait informé mes parents du danger de ces produits. Mes symptômes étaient des saignements de nez, des nausées, des vomissements, la diarrhée et une éruption cutanée. Finalement le cancer s'est déclaré lorsque j'avais dix ans.

Un jour je me suis regardé dans le miroir de l'hôpital Ste-Justine; j'avais l'air d'un petit vieux avec ma tête chauve, mon corps tout défait et affaibli à cause des traitements que je recevais. C'est alors que j'ai décidé de me battre. Ma mission serait de demander à ma ville de l'Île-Bizard de bannir les pesticides chimiques, y compris sur les quatre terrains de golf. Les terrains de golf utilisent beaucoup de fertilisants et pesticides chimiques.

Je visite à chaque mois une nouvelle ville à l'occasion de l'assemblée du conseil. J'ai écrit aux Ministres et aux gouvernements provinciaux et fédéral. Ce travail je le fais pour tous les Canadien(nes) et surtout pour les enfants comme moi. Si vous voulez m'aider dans ma démarche vous pouvez visiter et écrire au maire de votre ville, au Ministres de la Santé, de l'Environnement, etc. Commencez une pétition dans votre école, les rues, et les associations pour interdire l'utilisation de ces poisons.

# Planting for Wildlife

## Raising Painted Ladies

by Kim Denman, parent, Hyland Elementary School, Surrey, BC

While Hyland Elementary School is fortunate in its location near Hyland Creek, the entire school ground, including a hillside that was once a second growth forest, is stripped bare of vegetation. At the suggestion of students in the Environment club, Hyland undertook plans to develop a butterfly garden with the help of Harold Reesor, a local butterfly expert.

The garden that we planted is pesticide free and includes nectar flowers for the adult butterflies to feed on as well as the larval food plants required by the caterpillars. While find the nectar variety of flowers, the caterpillars tend to be more specific in their food requirements.

Not surprisingly, many of the larval plant foods required by our native butterflies are indigenous to this region. In making our plant selections, we included the larval food plants we were able to obtain, while avoiding both toxic species and non-native nectar flowers which could become invasive. Due to the extremely limited availability of native nectar flowers, other types of flowers were included to attract the butterflies. Although a few of the plants we chose, such as the native ground covers, were not directly beneficial to butterflies, it was necessary to include them for the overall health of the garden. They serve to hold the soil in place as well as reducing the number of unwanted weeds.

The planning and preparation of the site took place throughout the winter. When we received the Painted Lady larvae in early April excitement began to build. Curriculum guides on the life cycle of butterflies were purchased for the teachers, and the majority of classes received instruction, grew plants from seed, or spent time working outdoors on the garden.

The garden will also provide sources of food such as nectar, berries and caterpillars for other local wildlife. A number of the native plants also have an interesting history, having been used by native peoples for such things as basket weaving, food, tools, and medicinal treatments.

It is our hope that the garden will become an outdoor classroom, enjoyed by students and staff alike as a beautiful place to interact with and observe nature. We also hope that the students will feel a sense of empowerment in realizing that they can make positive contributions to their environment.

## Butterfly Books

Newman, L.H. *Create a Butterfly Garden*. Surrey, UK: World's Work Ltd., 1967.

Newsome-Brighton. *A Garden of Butterflies*. *Organic Gardening* 30(1) 46-48, 1983.

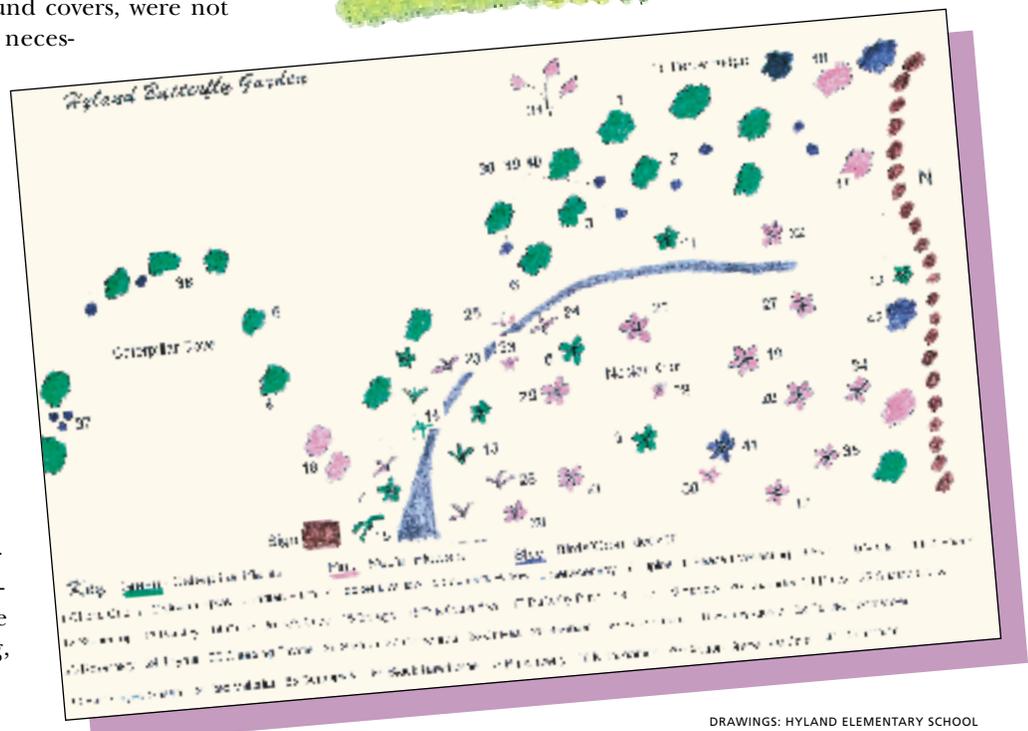
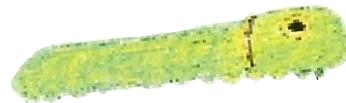
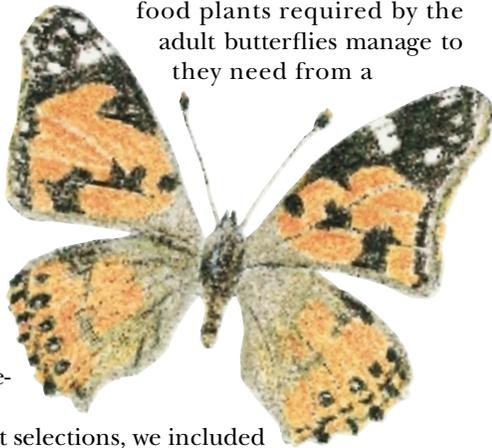
Pyl, R.M. *Audubon Society Handbook for Butterfly Watchers*. New York: Charles Scribner and Sons, 1984.

Stokes D.L. and E. Williams Stokes. *The Butterfly Book – An Easy Guide to Butterfly Gardening, Identification and Behaviour*. Toronto: Little, Brown and Company, 1991.

Tekulsky, M. *The Butterfly Garden*. Cambridge, MA: Harvard Common Press, 1985.

Xerxes Society/Smithsonian Institution. *The 1990 Butterfly Gardening*. San Francisco: Sierra Club Books, 1990.

For additional titles on butterfly gardening, consult the resource section on Evergreen's Internet Web site.



DRAWINGS: HYLAND ELEMENTARY SCHOOL

## Advice to Ponder

Need some first hand advice on pond planning?  
Let Evergreen put you in touch with one of these schools:

Broadacres Junior School, Etobicoke, ON  
Cedar Grove Elementary, Gibsons, BC  
Charles H. Hulse Elementary School, Ottawa, ON  
Dugald Costume Museum – Education Center, Dugald, MB  
Garden Creek School, Fredericton, NB  
Grand River Collegiate, Kitchener, ON  
Greenview Elementary School, Edmonton, AB  
Harry R. Hamilton School, Sackville, NS  
Le Marchant St. Thomas, Halifax, NS  
Thomas L. Kennedy Secondary School, Mississauga, ON

## The Pond Project

by Jill Grandy, Grade 3 teacher, Harry R. Hamilton School,  
Mid Sackville, Nova Scotia

The discovery of a small, neglected pond on our school property has brought both the school and the community together to strive for its restoration. After much planning, “The Pond Project” officially got under way on Earth Day, 1995. A general clean-up of the school property and pond area took place, including the removal of an old wrecked car which had been contaminating the water.

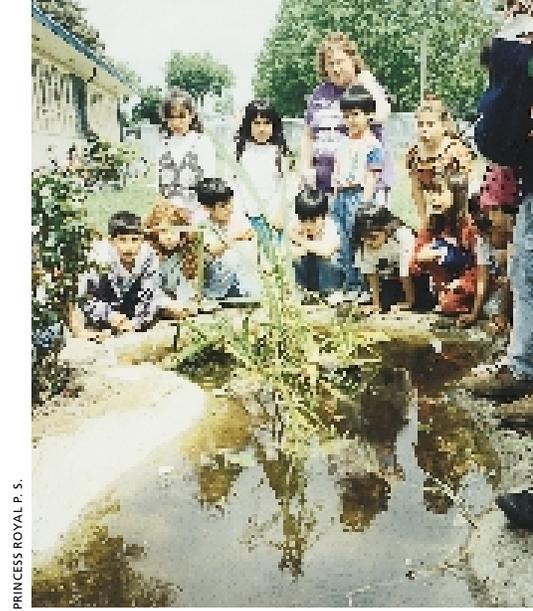
Resistance to the Pond Project has been minimal. The fact that a thriving amphibian pond need only be eighteen inches deep has alleviated any fears concerning safety. The project is a good example of how real life experiences lend themselves to integration with the school curriculum. Students learn first hand the importance of preserving natural biodiversity. All the children have been involved in observing, identifying, surveying, recording, and problem solving, as well as writing poetry, stories, letters, reports and drawing cartoons. They have constructed bridges and built and sailed boats. The students’ active involvement in all aspects of the project has developed within them a sense of commitment to the future of the pond.



R. H. CORNISH P. S.

R. H. Cornish Public School in Port Perry, ON designed their wildlife habitat to support a large number of animal species. Their habitat has been successful in attracting bees, butterflies, hummingbirds, and a number of amphibian species.

*Our little pond  
at Princess Royal Public  
School, Nanaimo, BC.*



PRINCESS ROYAL P. S.

## Amphibian Voice

by Heather Gosselin, Adopt-A-Pond Program,  
Metropolitan Toronto Zoo



It is estimated that between 80 and 98% of Canada’s urban wetlands have been destroyed, contributing to the global decline of amphibian populations. To help improve these statistics, schools are encouraged to undertake a pond “adoption” by visiting or restoring a wetland, building a pond, or conducting classroom activities associated with wetland and frog conservation.

Some schools are reluctant to construct a pond for safety reasons, but with proper information, they can ensure a safe environment for their students. Toads will breed in water as shallow as 46 cm deep and the placement of submerged boulders in the pond will make the water even shallower. Building a brim around the deep sides of the pond and planting a dense layer of shrubs and perennials will discourage people from accessing the pond from these sides. Rather than limiting the use of ponds to the study of wildlife habitat, schools are encouraged to use them to teach effective water safety. An education and awareness program, focusing on potential dangers in addition to responsible action, will benefit our children in addition to the wildlife.

The Adopt-A-Pond Program was created to increase awareness of the dependence of amphibians on wetland habitats, and to empower Ontario students and community members to protect local amphibian populations. With over 1,000 schools already participating in the program, we are committed to involving all 5,000 Ontario primary and secondary schools and then linking them through homeowners backyards, industrial lands, hydro right-of-ways, and railway lines.

In addition to program material designed for classroom use, the Metro Toronto Zoo has recently published a guide with the support of the Ontario Horticultural Association and the Canadian Wildlife Service, entitled “*The Urban Outback – Wetlands for Wildlife.*” This guide focuses on the restoration and creation of wetlands, while considering the local hydrology and bioregion.

For more information or to order “*The Urban Outback*” please contact: Heather Gosselin, Adopt-A-Pond, Metro Toronto Zoo, P.O. Box 280, West Hill, ON M1E 4R5, tel: 416. 392. 5968, fax: 416. 392. 4979.

# Curriculum Integration

## Live Action Research

by P. Francis, principal  
General Byng School, Winnipeg, Manitoba

Last fall we developed a school project to integrate concepts of sustainable development and experiential learning with the school curriculum while improving the aesthetic qualities of our school grounds. We received funding that has permitted us to start our project with the planting of one hundred Green Ash (*Fraxinus pennsylvanica* var. *lanceolata*) and one hundred Manitoba Maples (*Acer negundo*).

The elementary students began the project this spring. Each student planted a deciduous seedling in a pot and "adopted" it for the summer. The students will plant the small trees on the school grounds in the fall after their leaves drop.

Our plan for "live action research" is to integrate the care and development of the trees with the provincial curriculum. Students will gather data on tree growth by taking height measurements at planting time and at annual intervals thereafter. Class studies on water cycles and soil classification will be taught concurrently.

The collected data will be stored on a computer database and posted in conjunction with our school division's "Kidsnet" technology program. Other schools or groups interested in this project are welcome to contact General Byng School via the Internet at the following address: [jmarsha@minet.govmb.ca](mailto:jmarsha@minet.govmb.ca)

*"Kids were always tripping and falling, hitting their heads on the concrete. Kids get bored... kids even smash glass, not because they're bad, but because they need something to do. People get hurt. There's nothing to do on concrete. You can sit down. You can play jump rope. Maybe you can play ball, or tag or jacks, but you can't have fun."*

– Robin C. Moore, author of *Before and After Asphalt: Diversity as an Ecological Measure of Quality in Children's Outdoor Environments*, School of Design, North Carolina State University, 1989.



BESSBOROUGH SCHOOL

## Tools for Teaching

The following excerpts are taken from the "Guide to Environmental and Global Education Resources 1995" published by the **Green Brick Road Environmental Resource Centre**. Since 1990 this non-profit, organization has provided information and resources for educators. To order, contact John Tersigni at 416. 465. 1597.



### *Learning Through Landscapes*

Learning Through Landscapes in Great Britain has produced a series of National Curriculum connections that are easily adaptable within any set of curriculum guidelines for the appropriate age levels.

*Special Places: Special People – The Hidden Curriculum Of School Grounds*  
by Wendy Titman, 1994

Age Group: Grades JK – 8, \$35

This package is the result of a two-year research project which examined the influence of school grounds on the behaviour of young children. "Connections are drawn between the quality of school grounds and children's views of the environment and the adults who spoil or cherish it." *Special Places: Special People* is presented as a working manual to assist schools and the communities in the management of schools and their grounds.

*Mathematics in the School Grounds*

by Zoe Rhydden-Evans, 1993

Age Group: Grades K – 6, \$19

A whole range of exciting ideas for teaching mathematics outdoors. Four main sections deal with Numbers, Measurement, Shape and Spaces, and Data Work. Each section contains examples of teaching approaches with tables that list math exercises using various outdoor feature including: ponds, animals, pathways, trees/shrubs, buildings, conservation areas, and weather.

*English in the School Grounds*

by Brian Keaney, 1993

Age Group: Grades K – 6, \$19

School grounds can be used to encourage creative thought and develop speaking, listening, reading, and writing skills. This book is divided into four main sections of Stories, Poetry, Drama and Language.

*Science in the School Grounds*

by Gill Thomas, 1993

Age Group: Grades K – 6, \$19

This book provides dozens of practical science activities which are done in the school grounds. The investigations and exercises are divided into eight sections including: Weather, Waste Management, Mini-Beasts, Trees, Ponds, Grassed Areas, Wild Flowers, and the Built Environment.

*Many activities in the outdoor study area can be integrated into the class curriculum. Students at Bessborough School in Moncton, NB learn about the importance of mulch to the success of a recently planted area.*

## The Greenhouse: A Special Place To Learn

by Mary Pat Christie, teacher  
Lucy McCormick School, Toronto, ON

The benefits of working with plants have been known for centuries. With this in mind, Lucy McCormick School, a facility devoted to the education of students with a developmental handicap, includes regular visits to the school's greenhouse as an integral part of the curriculum. The students' time is divided between working as a group on a common project, such as repotting cuttings or starting seeds, and working in the greenhouse watering plants or mixing soil. Although many students require hand-over-hand assistance or close supervision, the horticulture program provides endless opportunity for improved hand-eye coordination, and manual dexterity. The rhythm of tasks such as mixing soil, washing pots and planting seeds can be relaxing and spatial. Numerical aptitudes can improve as a student transplants rooted cuttings or plants seeds. Horticultural activities are conducted so that students learn to follow instructions, make decisions, solve problems and expand their vocabulary. The horticulture program at Lucy McCormick ensures that the classroom is a place where its students can grow emotionally, socially and intellectually.

## Breaking New Ground

by Aileen McCorkell  
Christ the King Elementary School, Whitehorse, Yukon

Removing asphalt is a bold step – but one which will dramatically change the face of any school yard. This June, most of the pavement at Christ the King Elementary in Whitehorse, Yukon was broken up and replanted with the natural vegetation of the area, lodgepole pine. The final plan was developed by landscape designer, Marianne Darragh, after she was taken on a tour of the schoolyard by students, who advised her on how the schoolyard was used and then suggested changes that they would like to see.

In this case, two sections of asphalt were removed, measuring 100 by 100 feet and 100 feet by 60 feet respectively, at the cost of approximately \$3500. Costs can be reduced by contracting a company that recycles asphalt. The total cost of the naturalization project at Christ the King was \$60,000, one third of which was funded by the Yukon Board of Education.



Students at George Vanier School in Windsor, ON participated in a workshop run by a landscape architect as an introduction to the process of site design and environmental planning.

Outdoor study areas provide countless opportunities for learning in a constantly changing and fascinating environment. Students at Broadacres Junior School, in Etobicoke, ON learn about the native plants they will be adding to their courtyard garden.



GEORGE VANIER SCHOOL

DOUGLAS COUNTER



DOUGLAS COUNTER

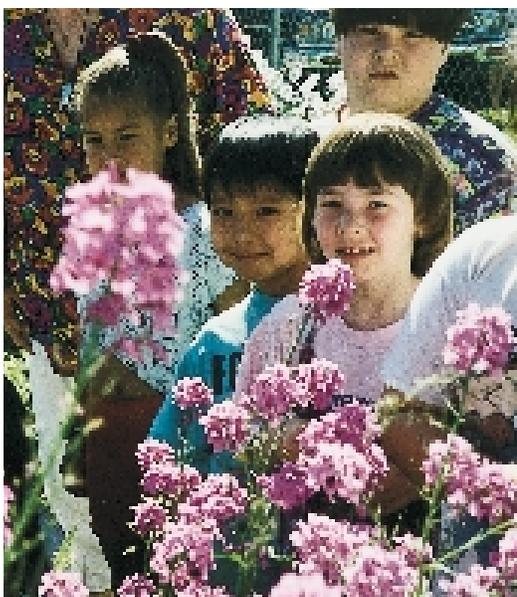
Students experience nature firsthand during classes held in the courtyard garden at Broadacres Junior School in Etobicoke, ON.

## Native Traditions, Native Plants

by John McKay, teacher  
Princess Royal Elementary School, Nanaimo, BC

Native people lived for many years in harmony with nature, their source of food, shelter, transportation, clothing and spiritual inspiration. They were the original conservationists and respected all living things. Many of our students are of First Nation heritage so a section of our school garden will include native plants that are used as food and/or medicine. The plants will be labeled with their names in Hulq'uminum, the traditional language of the Coast Salish people. Eventually we will utilize the plants as native peoples did in the past.

Naturally these plants are native to our area but unfortunately they are becoming scarce as the land is developed. We feel it is important that the curriculum be used to nurture in our students understanding and respect for native traditions, plants and the environment.



PRINCESS ROYAL P. S.

Children at Princess Royal Public School in Nanaimo, BC enjoy identifying the many plants in their wildflower garden.

## Where to Find Native Plants

Evergreen only funds plants that are native to your region. Here are some sources of native species across Canada:

### Reed Collins Nurseries Ltd.

P.O. Box 430  
2396 272nd Street  
Aldergrove, BC V0X 1A0  
1. 800. 665. 6503  
604. 856. 6408

### Rainforest Gardens

R.R. 1, Site 2, Comp. 22  
Port Moody, BC V3H 3C8

### Devonian Botanic Garden

University of Alberta  
Edmonton, AB T6G 2E1

### Eagle Lake Nurseries Ltd.

P.O. Box 2340  
Strathmore, AB T1P 1K3  
403. 934. 3622  
fax: 403. 934. 3626

### Miller's Native Plants

426 Keeley Way  
Saskatoon, SK S7J 4B2  
306. 374. 4785

### Prairie Plant Systems

108 – 106 Research Drive  
Saskatoon, SK S7N 3R3  
306. 975. 1207  
fax: 306. 975. 0440

### Prairie Habitats

P.O. Box 1  
Argyle, MB R0C 0B0

### The Living Prairie Museum

2795 Ness Avenue  
Winnipeg, MB R3J 3S4

### Otter Valley Native Plants

Nursery  
R.R. 1  
Eden, ON N0G 1H0  
519. 866. 5639

### Annable Wholesale Nursery Ltd.

5201 Highway 7 East  
Unionville, ON L3R 1N3  
416. 477. 1231

### Maison des Fleurs Vivaces

807 Boulevard Sauvé  
C.P. 264  
St. Eustache, PQ J7R 4K6

### Downey Trees

420 Hodgman Road  
Route 108  
Cookshire, PQ J0B 1M0  
819. 569. 1465

### Cornhill Nurseries

R.R. 5, Route 890  
Petitcodiac, NB E0A 2H0  
506. 756. 3635

### MacPhail Woods Ecological Forestry Project

c/o Gary Scheider  
R.R. 6  
Cardigan, PEI C0A 1G0  
902. 838. 2678

### Pleasant Valley Nurseries

P.O. Box 1204  
Antigonish, NS B2G 2L6  
902. 863. 1072

### O'Neill's Gardenland

P.O. Box 137  
Spaniard's Bay, NF A0A 3X0  
709. 786. 4860  
fax: 709. 786. 9533

## Choose Native

Native species of trees, shrubs, wildflowers and grasses are well suited to local soil and climate conditions, flourish without chemicals, provide food and shelter for wildlife and offer the opportunity for the study of plants that are part of our natural heritage.



Colourful  
*Liatris spicata*

# Promoting Your Project

A letter is a good way to keep parents, neighbours and the larger community up to date on your naturalization project, and to get them involved. L'École Bilingue in Vancouver, BC found a creative way to communicate the minutes of their first meeting to discuss the plans for their school yard.

Faire connaître son projet de naturalisation au sein des médias est important pour les raisons suivantes: promouvoir ce concept dans les communautés, encourager les autres de la région à entreprendre ce genre de projet, et remercier les commanditaires. L'article suivant, publié dans le Edmonton Examiner, peut servir de modèle pour communiquer votre message aux médias.

## Les enfants déménagent leur classe en plein air

par René Mauthe, Edmonton Examiner  
traduit par Dr. Roger Motut

Les parents et les élèves de l'école Frère Antoine seront occupés pendant cette fin de semaine à aider une nouvelle salle de classe à prendre racine. Ils planteront des arbres et des arbustes qui deviendront la salle de classe à l'extérieur de l'école.

"Le projet a deux buts," dit Lucille Charrois directrice de l'école élémentaire catholique à Mill Woods: "Notre cour d'école est plutôt dénudée, nous sommes intéressés aux études de l'environnement".

Le projet verra la plantation de 22 espèces d'arbres et d'arbustes tous natifs de l'Alberta. Des arbres tels des frênes de montagne, des pins, des chênes, des bouleaux, des épinettes blanches et des cornouillers seront plantés ainsi que des arbustes tels les saskatoons, des lilacs, des genévriers et des roses sauvages. Les arbres et les arbustes seront plantés dans une zone juste au nord de l'école le long du chemin Mill Woods.

La salle de classe à l'extérieur sera arrangée en quadrants pour montrer les espèces qui fleurissent pendant chacune des quatre saisons. Andre Schwabenbauer, l'artiste entrepreneur du projet qui fait le dessin de la salle de classe extérieure, prétend que cela voulait dire grouper les différentes plantes pour que chaque quadrant à

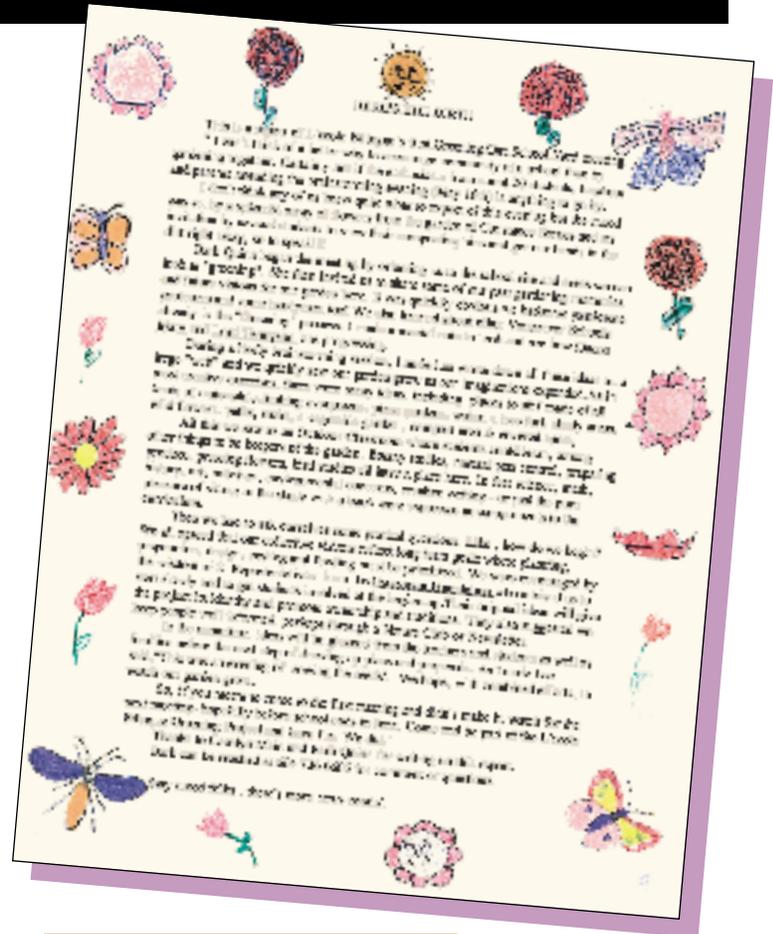
son tour puisse avoir ses moments de vive splendeur.

"Nous avons réellement voulu que chaque parterre soit un parterre dominant à chaque époque de l'année." Charrois dit que l'emploi de la salle de classe à l'extérieur par plus de 350 élèves de l'école sera très flexible.

"Chaque classe sera différente. Cela dépendra de l'expertise de chaque enseignant(e) et de ses connaissances, et comment ils ou elles pourront l'incorporer dans leurs études."

Le Conseil des Auteurs de l'école et les étudiants ont ramassé plus de 5000\$ pour le projet au moyen de différents événements pour trouver des fonds. Tree Plan Canada, une initiative du gouvernement fédéral a contribué 1600\$ dépendant du coût total à la fin du projet, la fondation SEEDS a ajouté 400\$, St. Peter's Columbus Club, un organisme de service catholique a fait un don de 3000\$ et Global Releaf, un groupe environnemental a donné 2000\$ ainsi que la Fondation Evergreen qui a contribué 450\$.

Les parents et le personnel de concert avec l'entrepreneur feront le plantage vendredi et samedi. Les enfants aussi participeront à ce projet en plantant des fleurs qui se renouvellent chaque année, dans des parterres à fleur ce printemps et dans leur salle de classe à l'extérieur.



ST. FRANCIS SCHOOL

Students at St. Francis School in Windsor, ON work to establish a rock garden pond on their school ground.

OSSINGTON OLD ORCHARD P. S.



*Nurturing a meaningful relationship with the natural world is one benefit of naturalizing a school play ground.*

## Ask the Expert: Focus on Safety

by Ted Cheskey, outdoor educator at Wrigley Corners in Waterloo County, Ontario, and the author of "Habitat Restoration: A Guide for Proactive Schools." To order, call 519. 570. 0300 \$25

### *How can schools best address safety concerns when planning their naturalization project?*

It has been demonstrated that "traditional" school yards are more dangerous and damaging to the physical and psychological health of children than interesting and diverse school yards. Simplified school yards (predominantly pavement, gravel or grass) encourage rough and violent behaviour, physical injury, boredom and bullying. That said, please take the concerns of people regarding safety seriously. As soon as we get too arrogant in our claims about the safety of these areas, we can be sure that problems will emerge. Given our complex culture, no environment can be rendered entirely "safe." However, school yard restoration addresses some of the root causes behind contemporary social problems by encouraging the relationship between humans and nature.

### *Guidelines for overcoming social hazards:*

- keep wall-like, tall vegetation and hide-aways distant from community roads or paths and in areas where surveillance is easy.
- in naturalized areas include paths with numerous "escape" routes, and keep sight lines clear by avoiding tall vegetation (over 1 metre) along path edges.
- allow students ample chance to become familiar with the area through regular use and play.
- use signs that promote and explain the site and state its purpose.
- adjust the surveillance procedures of adults to reflect the area's nature.
- consider conducting a "safety audit" by people experienced in evaluating public safety hazards in urban parks.



BESSBOROUGH SCHOOL, MONCTON, NB

## Discover What Biodiversity Is. Explore Biodiversity's Secrets. Understand What Biodiversity Does for the Earth.

The Canadian Coalition for Biodiversity, a group of eight environmental education organizations, has produced a 12-page booklet titled "Green School Biodiversity" in English and French. Order by faxing Ocean Voice International at 613. 521. 4205. Price: \$5.00

*The educational value of establishing a natural site on your school ground is apparent at all stages of the project.*

## Funding Sources

Evergreen encourages schools to seek project funding from a variety of sources. Here are some organizations that offer financial support. We suggest approaching your local bank, Trust or Credit Union branch for funding. Don't forget to ask your nursery or other supplier for a discount or to match a purchase with a donation.

Evergreen encourage les écoles à rechercher du financement de projet provenant de sources diverses. Voici quelques organisations qui offrent un support financier. Nous vous suggérons d'en parler à votre banque ou compagnie fiduciaire. Vous pouvez aussi demander à votre pépinière ou tout autre fournisseur, la possibilité d'obtenir un rabais ou de faire un échange.

**Community Wildlife Improvement Program**  
Ontario Ministry of Natural Resources  
10401 Dufferin Street  
Maple, ON L0G 1E0

**Friends of the Environment Foundation**  
Contact local Canada Trust branches.  
1. 800. 668. 8888

**Global Relief Fund**  
Friends of the Earth  
251 Laurier Avenue West  
Ottawa, ON K1P 5J6  
613. 230. 3352

**Habitat Canada 2000**  
Canadian Wildlife Federation  
2740 Queensview Drive  
Ottawa, ON K2B 1A2  
613. 721. 2286

**Rotary Clubs**  
Contact your local Rotary Club.

**Shell Environment Fund**  
c/o Shell Canada  
P.O. Box 100, Station M  
Calgary, AB T2P 2H5  
1. 800. 661. 1600

**Community foundations across Canada**

After I see a tree  
I like to write some poetry  
About the leaves falling  
to the ground  
And about the shapes  
thin or round  
In the summer the leaves are green  
And in the fall the colours I've seen  
are far too beautiful to describe  
In all my life I have never seen  
Anything as beautiful as a tree

*Ryan Smith, grade 4  
Seneca Hills Public School  
North York, ON*

## Trees and Children

Friends of the Earth, Global Releaf, Ottawa, ON

Everyone loves talking about the weather. But these days, weather increasingly makes the news because of global warming and its potential to dramatically change our climates worldwide. Global Releaf, a program of Friends of the Earth, is concerned about the impacts climatic changes and the thinning of the ozone layer will have on our children.

Because of these worries, Global Releaf encourages children of all ages to plant trees where they go to school and where they play. These trees will provide protection from the sun and reduce the effects of heat on them and their environment. To do this, Global Releaf offers tree planting grants twice a year for community tree planting projects across Canada.

For more information, see page 10.



## The Tree House Naturalizes Schools in New Brunswick

by David Folster



the TREE HOUSE

For Arbour Day, the Tree House in Fredericton, NB offered school packages of 200 tree seedlings, purchased with the help of a Tree Plan Canada grant. To receive the trees, the schools had to create a plan showing where and how the trees would be planted on school grounds, and how they would be maintained.

Eighty-six schools from all over the province submitted plans, most of them done by the students themselves. The trees were planted as natural dividers, hedges, shelter belts, and wind breaks. They were arrayed so as to attract wildlife, prevent erosion, add to an outdoor classroom, or make the grounds more attractive and peaceful.

Teachers and students planted the trees, which consisted of five Highbush Cranberry, 40 Eastern White Cedar, and a mixture of Red Pine and White Spruce in each 200-seedling package. Parents' committees, municipal maintenance crews, and local nurseries also lent a hand. In a few instances, schools planted their trees in city parks or at senior's complexes.

At the same time the Tree House features school ground naturalization in its annual promotional publication, *"The Arbour Day Planter,"* distributed to schools, libraries, museums, and municipal governments.

The Tree House, a non-profit organization, runs a variety of programs throughout New Brunswick, including Woodsy Owl School Visits, Project Learning Tree, nature walks for youngsters, and The Tree House educational resource center. Its headquarters is at 124 St John Street, Fredericton, NB E3B 4A7. Tel: 506. 452. 1339 Fax: 506. 452. 7950

*"In gardens, children learn to care, to be patient and to experience both success and failure. In time, children's maintenance of plants might give them insight into the care that they will require in their relationships with others."*

– George C. Ball Jr., Past President, American Horticulture Society



BROADACRES JUNIOR SCHOOL, ETOBICOKE, ON

*The direct contact that students have with nature in an outdoor classroom setting make their studies more relevant and interesting.*

## International School Grounds Day, May 3: A day of celebration to raise awareness about the importance of school grounds

May 3, 1995 saw the first annual International School Grounds Day celebrated by thousands of children around the world. The day involved more than 100,000 young people around Britain and the interest spread abroad with schools in Canada, the United States, Sweden and other parts of Europe participating. Some Canadian schools celebrated by organizing project-related events:

- Broadacres Junior School in Etobicoke, ON held a community breakfast with multimedia displays
- General Byng School in Winnipeg, MB conducted a major tree planting and prairie habitat wildflower program
- Port Hope High School in Port Hope, ON demonstrated to the community how to plant for wildlife
- Richelieu Valley Regional High School in McMasterville, PQ had the whole school focus on school ground naturalization
- Rocky View School Division 4 in Calgary, AB celebrated by planting trees in a number of schools

For information and ideas on how your school can participate in **International School Grounds Day** on May 3, 1996 please contact the Evergreen Foundation.

In celebration of International School Grounds Day, the Evergreen Foundation has created the *"Good Ideas Grow in School Grounds"* poster with the support of **Learning Through Landscapes** in Great Britain, **Skolans Uterum** in Sweden, **Barnas Uterom** in Norway and the **Cleveland Botanical Gardens** in the United States.

Posters can be ordered from Evergreen for \$15 which includes taxes, shipping and handling.



## Evergreen goes World Wide

Introducing Evergreen's community-based ecology World Wide Web site on the Internet. Now there is a place in cyberspace where you can find help for your ecology or naturalization project, share your stories and learn from the successes of others. You'll find out what's making ecology news in your backyard, across Canada and on the international scene, and how you can get involved.

### *How can your school's naturalization project benefit from Evergreen's Web Site?*

We have reproduced resources on our web site that will help you plan, fund, implement and maintain your project. They include:

- Evergreen's 1996 School Ground Naturalization grant application form
- Proceedings from Evergreen's *Learning Grounds* training sessions – expert advice on involving the community, planning and site design, curriculum integration and on-going site maintenance
- Dates and locations of upcoming *Learning Grounds* training sessions
- Lists of native species and native plant nurseries across Canada
- Additional funding sources and fundraising tips
- Bibliographies and direct links to other related web sites
- Case studies to help you learn from the pitfalls and solutions of other schools
- Updates on what's happening with school grounds around the globe

We need to hear about projects, both big and small, from schools across Canada, to feature on the web site and in future issues of *The Outdoor Classroom*. Other schools can benefit from, and be encouraged by, your hard work and experience. Please send us stories, articles, resources and photographs. Most importantly, visit the site and let us know what you think!

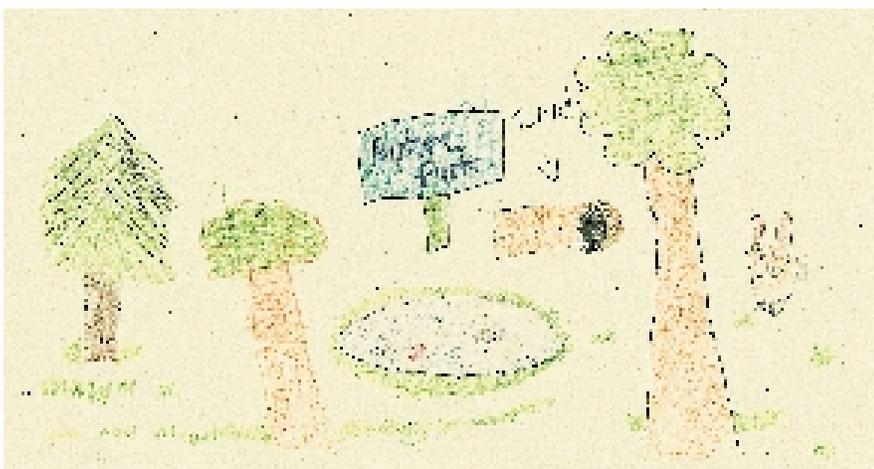
**Our Web Site address:** <http://www.evergreen.ca>

Information on Evergreen's programs is also available on the Vancouver FreeNet, the Toronto FreeNet and Canada's SchoolNet in the Virtual School/environmental studies.



NORTH POPLAR PUBLIC SCHOOL, BC

*Students of all ages can become actively involved in the planning and implementation of your school ground naturalization project.*



DRAWING BY STELLA, ANGEL, CONNIE AND ADORA  
TALWEY ELEMENTARY SCHOOL, RICHMOND, BC

*Many experiences provided by an outdoor learning environment are expressed through students' art, poetry and writing.*



PLANT DRAWINGS BY STEVE M. & DIEGO P., ST. BERNADETTE CATHOLIC SCHOOL, AJAX, ON



# Grant Application Form 1996



The total grant amount available per school in a given year is \$500.00 including taxes. **Deadline: April 10, 1996**

The grant is only available to purchase **trees and plant material that are native to your region**. You must **research** which species would be appropriate for your site and locate nurseries which are able to supply them (see page 8 for suggestions). We promote the exclusive use of native plants to help bring back our native wildlife and establish healthy ecosystems. Among the many plant species introduced to Canada, some have displayed unexpected aggressive growth tendencies that damage our natural ecosystems. *Native Trees of Canada* by R. C. Hosie is an excellent resource that depicts the native trees and their geographic ranges and also lists non-native species. The *Peterson Guides* on trees and shrubs for your region may also be helpful. (Note: the Peterson Guides list natives **and** non-natives. By reading the text carefully you can determine where the plants originated and can avoid those described as "alien," or "introduced.") **Please use additional paper when requested.** Return by mail to: School Ground Naturalization, The Evergreen Foundation, 355 Adelaide Street West, Suite 5A, Toronto, Ontario M5V 1S2. Telephone: 416. 596. 1495.

## CONTACT INFORMATION

CONTACT / COORDINATOR	SCHOOL NAME	SCHOOL BOARD
ADDRESS OF SCHOOL	CITY / PROVINCE	POSTAL CODE
(AREA CODE) + TELEPHONE	(AREA CODE) + FAX	

## PROJECT INFORMATION

Grade level(s) involved \_\_\_\_\_ Total number of students involved \_\_\_\_\_

What date will you be doing your planting this spring/fall? \_\_\_\_\_

Are you using our *Guide to School Ground Naturalization: Welcoming Back the Wilderness*?  Yes  No

Do you have other funding sources?  Yes  No If yes, who? \_\_\_\_\_

*Evergreen encourages schools to seek funding from a variety of sources (see page 10 for some suggestions).*

## PROJECT DETAILS Please use additional paper for the following questions. Only complete applications will be considered.

- Briefly describe your goals and objectives for this project. \_\_\_\_\_
- Light conditions  sun  shade
- Type of soil on site \_\_\_\_\_
- Project components  trees  shrubs  wildflowers  pond/wetland  vegetables  compost  other \_\_\_\_\_
- Who is your source of native plants? \_\_\_\_\_
- Who will do the maintenance in the summer months and after its completion? \_\_\_\_\_
- Will you be removing asphalt? \_\_\_\_\_
- Will you be adding structures? If so, what? \_\_\_\_\_
- How will students be involved in the project's planning? \_\_\_\_\_
- How will the project be integrated into your school's curriculum? Please be specific. \_\_\_\_\_
- Please include a project design – this can be done by students, teachers, parents or a volunteer – we do not require a professional plan.
- List plant material for which you are requesting funding. (Use additional paper.) **Note: Evergreen only funds native species of plant material.**  
(Evergreen will not pay for seedlings, seeds or trees that are so large that the holes cannot be dug by hand. Taxes are included in the total grant.)

NO. OF PLANTS	SPECIES NAME (COMMON AND LATIN NAMES)	SIZE OF PLANT MATERIAL	COST PER PLANT (INCLUDING TAXES)
1	Highbush Cranberry ( <i>Viburnum trilobum</i> )	1 m	\$25.00
Total costs			

- What is the total estimated cost of your completed project? \_\_\_\_\_
  - What is the total number of trees and shrubs, for your completed project? \_\_\_\_\_
  - What is the total number of trees and shrubs planted so far? \_\_\_\_\_
  - Is this a new project?  Yes  No If yes, would you be interested in working closely with EF to serve as a model project in your community? We would like to document your project from the planning stage onwards.
- Don't forget to take good before and after photos from the same spot. This will help chart the development of your project and be a valuable tool when seeking funding.**



# Demande de subvention pour l'année 1996



Subvention totale disponible par école, par année : 500,00\$. Date limite : 10 avril, 1996

La subvention n'est accordée que pour les arbres et les végétaux indigènes à votre région et une recherche doit être entreprise pour déterminer les espèces appropriées et pour trouver des pépinières pouvant les fournir (Suggestions en page 8). Parmi les milliers d'espèces végétales introduites, certaines ont démontré, contre toute attente, des tendances de croissance agressive causant des problèmes à nos écosystèmes naturels. Nous encourageons la culture de plantes indigènes aux régions pour inciter certaines espèces fauniques à revenir et pour créer des écosystèmes en santé. Arbres indigènes du Canada par R.C. Hosie, est une excellente source donnant les arbres indigènes d'une région ainsi qu'une liste des espèces non indigènes. Les guides Peterson sur les arbres et arbustes de votre région peuvent aussi être utiles. (Cependant, ces guides donnent des listes des espèces indigènes et non indigènes. Une lecture attentive vous permettra de déterminer d'où viennent les plantes et il vous sera possible d'éviter celles que l'on appelle échappées de culture ou introduites.) Envoyez à: Naturalisation des terrains d'écoles, La Fondation Evergreen, 355 Adelaide Street West, Suite 5A, Toronto, Ontario M5V 1S2. Tel: 416. 596. 1495

## INFORMATION:

PERSONNE CONTACTE / COORDINATEUR (TRICE)	NOM DE L'ÉCOLE	COMMISSION SCOLAIRE
ADRESSE DE L'ÉCOLE	VILLE / PROVINCE	CODE POSTALE
NUMÉRO DE TÉLÉPHONE	TÉLÉCOPIEUR	

## RENSEIGNEMENTS GÉNÉRAUX:

Année scolaire \_\_\_\_\_ Nombre d'élèves impliqués \_\_\_\_\_

Quand entreprendrez-vous la plantation? printemps / automne \_\_\_\_\_

Est-ce que vous utilisez notre Guide de naturalisation des cours d'école : Pour une réhabilitation de la nature?  Oui  Non

Avez-vous d'autres sources de financement? Si oui, qui? \_\_\_\_\_

**Evergreen encourage les écoles à rechercher du financement de projet provenant de sources diverses (voir p. 10).**

## DÉTAILS DU PROJET: Au besoin, utiliser des feuilles supplémentaires. Seulement les formulaires de demande bien remplis seront considérés.

- Objectifs du projet \_\_\_\_\_
- Condition de luminosité:  soleil  ombre
- Type de sol \_\_\_\_\_
- Composantes du projet:  arbres  arbustes  fleurs sauvages  étang/tourbière  légumes  compost  autre \_\_\_\_\_
- Où obtenez-vous vos plantes d'origine locale? \_\_\_\_\_
- Qui se chargera de l'entretien pendant l'été et à la fin du programme? \_\_\_\_\_
- Enlèverez-vous de l'asphalte? \_\_\_\_\_
- Etes-vous prêts à mettre en place de nouvelles structures? Si oui, lesquelles? \_\_\_\_\_
- Comment les étudiants s'impliqueront-ils dans la planification du projet? \_\_\_\_\_
- Comment votre projet s'intégrera-t-il au curriculum? \_\_\_\_\_
- Veillez inclure un plan d'aménagement du projet- ceci peut être fait par les élèves, le professeur, des parents ou des bénévoles. Nous n'exigeons pas un plan professionnel.
- Veillez donner une liste des végétaux pour lesquels vous demandez une subvention. (Utilisez une feuille séparée pour l'explication).  
Attention: Evergreen ne subventionne que les plantes indigènes à votre région. Evergreen ne paye pas pour les semis, les semences, les gros arbres qui ne peuvent pas être plantés à la main.

N° DES VÉGÉTAUX	L'ESPÈCES DES VÉGÉTAUX (COMMUNS ET LATINIS)	LA TAILLE DES VÉGÉTAUX	LE MONTANT TOTAL DES VÉGÉTAUX (TAXES INCL.)
1	Erable rouge (acer rubrum)	200 cm	40,00 \$

EXEMPLE

Coût total \_\_\_\_\_

- Estimation du coût total du projet \_\_\_\_\_
- Quel est le montant total d'arbres et d'arbustes du projet complet? (pas seulement pour cette subvention)
- Combien d'arbres et d'arbustes ont été plantés jusqu'à maintenant?
- Est-ce un nouveau projet?  oui  non Si oui, seriez-vous intéressé à travailler en collaboration avec Evergreen et participer à un projet pilote dans votre quartier? Nous aimerions documenter la démarche qui mène à la réussite de tels projets, et ce à travers le pays.
- N'oubliez pas de prendre des photos "avant et après" de l'endroit qui a été aménagé. Ceci démontrera le développement accompli et sera utile lors de la recherche de subventions.

## Learning Grounds 1995 - 1996

**Learning Grounds** is a regional training session designed to give communities, teachers and students the tools to transform their school grounds into natural outdoor classrooms. Building on the success of conferences held last year in Hamilton, Fredericton and Vancouver, a series of conferences are planned in cities across the country this fall. These one or two day workshops will include case studies, planning ideas and tips on fundraising, curriculum integration, community involvement and ongoing project maintenance. Local naturalization sites will also be visited. For more information and registration forms, contact the regional coordinators listed below.

**Connaître le terrain** est un programme régional conçu pour fournir les outils nécessaires aux communautés, aux professeurs et aux élèves leur permettant de transformer leurs terrains d'écoles en classes de plein-air. Les participants visiteront des sites locaux de naturalisation et étudieront une variété de sujets: bénéfices d'un projet, idées de planification, études de cas, techniques de levées de fonds, intégration au curriculum, entretien de projets en cours. Les sessions auront lieu aux endroits suivants. Pour de plus amples informations, veuillez communiquer avec les co-ordinateurs régionaux suivants.

### 1995

- Calgary** October 21, 1995  
Olympic Heights School  
Contact Nestor Kelba at 403. 777. 7717
- Halifax** October 27 & 28, 1995  
St. Patricks High School  
Contact Rhea Mahar at 902. 477. 6514
- Ottawa** November 3 & 4, 1995  
R. M. O. C.  
Contact Ann Coffey at 613. 235. 7550 or  
613. 596. 1819
- Regina** Date for Fall 1995 TBA  
Contact Gary Pennington at 306. 585. 4519
- Lower Mainland, B.C.**  
Dates for Fall 1995 TBA  
Contact Tammy Keetch at 604. 689. 0766

### 1996

- Montreal** Date for Spring 1996 TBA

## Make Room for Nature

*A great way to thank your project's supporters!*

Why not show the world your dedication to the School Ground Naturalization movement by wearing an Evergreen "Make Room for Nature" t-shirt? T-shirts feature a beautiful illustration of an outdoor classroom by Ferruccio Sardella on the front (the same image which appears on the poster on page 11), and the Evergreen logo on the back. 100% cotton Roots Canada t-shirts, sizes S, M, L, XL, and XXL. Price: \$20 including tax, shipping and handling.

## A Guide to School Ground Naturalization:

### *Welcoming Back the Wilderness*

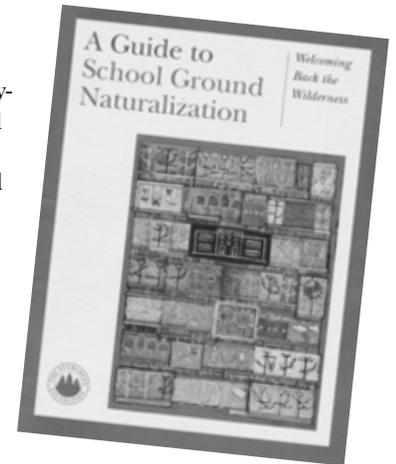
A complete guide, with step-by-step instructions, inspirational case studies, and numerous resource references for school ground naturalization projects across Canada. Whether you are just starting out or your project is well on its way, you will find this book invaluable.

To order a copy call:

1. 800. 361. 6128

\$20.75 for individuals

\$13.91 for schools



## Guide de naturalisation des cours d'école:

### *Pour une réhabilitation de la nature*

Un guide complet contenant des instructions détaillées, des études de cas inspirantes ainsi que plusieurs références touchant les projets de naturalisation de terrains d'écoles à travers le Canada. Que votre projet n'en soit qu'à ses débuts ou qu'il soit bien engagé, vous trouverez ce livre indispensable. Pour le commander, veuillez composer le 1. 800. 361. 6128. Coût: 20,75\$ pour les individus et 13,91\$ pour les écoles.



BROADAGRES JUNIOR SCHOOL, ETOBICOKE, ON

*A pond is a wonderful place for discovery and learning.*

## Subscriptions

If you would like to receive a one-year subscription (1 issue) of *The Outdoor Classroom*, please send a cheque for \$5, payable to The Evergreen Foundation.

### **The Evergreen Foundation**

355 Adelaide Street West, Suite 5A

Toronto, Ontario M5V 1S2

Don d'abonnement: Pour recevoir un abonnement d'un an (1 numéro) à *La Classe en plein air*, faites-nous parvenir un chèque de 5\$ libellé au nom de La Fondation Evergreen.

### **La Fondation Evergreen**

355 Adelaide Street West, Suite 5A

Toronto, Ontario M5V 1S2



*If you really want  
to get to know your  
neighbour, why  
not sling a little  
manure together?  
Evergreen's*

*School Ground Naturalization  
Program offers support to commu-  
nities and schools across Canada so  
they can transform their  
children's concrete playgrounds  
back into natural play areas.*

*If you would like to know  
more about our program, please  
contact us at:*

*The Evergreen Foundation,  
355 Adelaide Street West,  
Suite 5A, Toronto,  
Ontario, M5V1S2.  
Telephone (416)  
596-1495, Web site:  
<http://www.evergreen.ca>*



# NOTHING BUILDS A GREATER SENSE OF COMMUNITY THAN SHOVELS, PICK-AXES, AND MANURE.



The Evergreen Foundation extends thanks to the following for their generous support of the School Ground Naturalization Program.



Environnement  
Canada

Environment  
Canada



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*“In neglecting so long to beautify schools  
and their surroundings, the people of  
Ontario have missed one of the best  
opportunities of implanting in the minds  
of the young a love of rural life and  
the beauties of nature.”*

Improvement of School Grounds: Plans and  
Suggestions for the Improvement of Rural and  
Urban School Grounds, Toronto, 1908

**«En négligeant d'embellir les écoles  
et les environs, les gens de l'Ontario  
ont laissé passer une belle opportunité  
d'implanter chez les jeunes, un amour  
pour les beautés de la nature et  
la vie en milieu rural.»**

Improvement of School Grounds: Plans and  
Suggestions for the Improvement of Rural and  
Urban School Grounds, Toronto, 1908.



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