
Chapter 1

INTRODUCTION

Wolf Awareness Inc. is a nonprofit charitable foundation registered with the Federal government. Our mandate is to develop educational programs using the theme of predators in general and the gray wolf (*Canis lupus*) in particular.

RATIONALE

Environmentally we currently enjoy a rich, wilderness heritage in Canada which is rapidly being eroded by mismanagement and public apathy. If we want a quality environment in the future we must address the overall issue of natural predators. If we can maintain the wolf in its natural environment, then we have proven that we can solve the larger problem of preserving some of the wilderness that is the Canadian legacy.

The most effective way to change public attitudes is through the education of children because

a) they are more openminded and willing to listen to alternatives and

b) children will grow up and continue current policies unless their attitudes are different from those which presently prevail.

The program itself is an integrated studies program using the theme of the gray wolf and is designed primarily for students in the formative years (grades 4,5,6). These ages and grade levels were chosen because these students most exemplify the above mentioned qualities. It is also in this age group that educators actually can change attitudes.

INTEGRATED STUDIES

An integrated studies program centres on a main theme (in this case the gray wolf) and ties all subject areas into this theme*. Art, music, social studies, science, math and language arts all focus on the wolf. Subject boundaries are eliminated. Students are therefore able to think in a more natural fashion which is highly desirable if they are ever going to gain an appreciation of ecology and the problems that must be resolved in the environment of the future.

To make a lasting impact on students' attitudes, this program is designed to be run for at least one full term. Where the program has been a focus for the entire year's activities students' interest has remained high.

** See The Common Curriculum Grades 1-9 Version for Parents and the General Public 1993*

This program has a number of unique features which have been developed and tested many times in classroom situations.

Students assume the role of a wolf researcher and learn the skills required for that job. As they complete various assignments and projects they are able to earn their Junior, Senior and Expert awards. There is no requirement to do things in order, therefore each child has the opportunity to work at his or her own pace.

The program curriculum was developed first and then audio-visual materials were obtained to supplement the program. Student hand-outs, 35 mm colour slides, audio tape, black line masters for teachers to use as well as this manual have been produced. In this document there is a detailed course outline, teaching tips and ideas, enrichment activities etc.

THE COMMON CURRICULUM

It is expected that school programs at all grade levels and the activities that flow from them will enable all students to achieve the ten essential learnings to a degree commensurate with their individual abilities and stage of development.

From The Common Curriculum Grades 1-9 Feb. 1993 (Toronto: Ministry of Education and Training), p.10

More specifically the Wolf Awareness Program is an ideal means of fulfilling the goals of the Junior Division in Ontario schools.

It follows that the curriculum will provide opportunities for each child to acquire (to the limit of his or her potential):

the basic skills fundamental to his or her continuing education:

- *to develop and maintain confidence and a sense of selfworth:*
- *to gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society:*
- *to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.*

From Ontario, Ministry of Education, PIJ1 The Formative Years (Toronto: Ministry of Education, Ontario, 1975), p. 4.

The Wolf Awareness Program has been designed to fulfill the responsibilities of teachers, principals, consultants, supervisory officers and trustees as they develop, implement and review curriculum in Ontario. It meets the standards for attaining specific outcomes for Language, the Arts, Self and Society, and Mathematics, Science and Technology as outlined in The Common Curriculum, February 1993.

GLOBAL COURSE OBJECTIVES

1. **LEARNING OUTCOMES:** The educational principles of Wolf Awareness Inc. are consistent with those of the Ministry as outlined in The Common Curriculum, February 1993.
2. **ASSESSMENT:** Various strategies for the assessment of each child's learning have been built into this program. As well it has proven itself to be a highly motivational tool with learning disabled children.
3. **SUCCESS FOR EVERY STUDENT:** As different parts of the program are completed, recognition is given to each child's success. All children can achieve a minimum standard while at the same time, challenges are available for the highly interested or gifted child.
4. **RESOURCES:** The educational kit consists of 35mm slides, original art work, student handouts, overhead projections, audio tapes and the teacher's manual. The manual outlines a number of student centred learning activities and many educators will be able to build on these given their own set of circumstances.
5. **PARENT INVOLVEMENT:** Communicating with parents is a vital part of this program. Parents need to understand the nature of the program, its relevance to their child and be willing to provide their support at times throughout the year.

CURRICULUM LINKAGES				
THE COMMON CURRICULUM (1993)				
WOLF AWARENESS INC. INTEGRATED STUDIES PROGRAM				
Lesson No.	Topic	C. C./ M. S. T.	General	Skill/Knowledge
One	Camping	Understanding Models, Theories & Perspectives	1.	Create and apply their own simple systems for classifying objects and living things, based on the selection of common attributes
		Understanding Systems, Structures & Their Functions	6.	use safely a variety of tools, equipment, and manipulative materials to support personal and group inquiry, experimentation, and information gathering and sharing
Two	Howling	Understanding Models, Theories & Perspectives	4.	take note of a variety of view, opinions and cultural perspective and evaluate them before making judgements, bearing in mind that many currently held view reflect a Eurocentric perspective
Three	Researcher	Understanding Models, Theories & Perspectives	2.	read, discuss, follow, and evaluate instructions in mathematics, science, and technology, and communicate them using appropriate terminology, models, and symbols
		Investigating Interrelationships & Change	16.	understand that careers involving mathematics, science, and technology are accessible to all who are willing to prepare for them
Four	Firebuilding	Understanding Systems, Structures & Their Functions	6.	use safely a variety of tools, equipment, and manipulative materials to support personal and group inquiry, experimentation, and information gathering and sharing
		Understanding Systems, Structures & Their Functions	9.	use a design process to create and build simple objects, models, and systems that perform a specific task, in response to a given challenge or problem

		Investigating Interrelationships & Change	15.	show concern and care for the environment and for the wise use of energy
Five	Prey	Understanding Models, Theories & Perspectives	1.	create and apply their own simple systems for classifying objects and living things, based on the selection of common attributes describe cyclical occurrences in their lives and in the natural world and develop timelines to track and record them identify plants and animals native to particular habitats, and describe the ways they interact
		Understanding Models, Theories & Perspectives	4.	take note of a variety of view, opinions and cultural perspective and evaluate them before making judgments, bearing in mind that many currently held view reflect a Eurocentric perspective
		Inquiring, Reasoning, & Reporting	18.	use investigation skills to gather, analyse, interpret, and evaluate information, communicate the information clearly, and apply it appropriately
Six	Communication	Language		
Seven	Wolf/Dog	Understanding Models, Theories & Perspectives	1.	create and apply their own simple systems for classifying objects and living things, based on the selection of common attributes
		Understanding Models, Theories & Perspectives	1.	demonstrate an understanding of form, shape, colour, texture, strength, and structure and how they relate to function and purpose

		Investigating Interrelationships & Change	11.	identify relationships among mathematics, science, and technology in order to conduct interdisciplinary inquiries at the community level
		Investigating Interrelationships & Change	14.	care for a variety of plants and animals and explain their needs, difference, similarities, interrelationships, and life cycles
Eight	Canids	Understanding Models, Theories & Perspectives	1.	identify plants and animals native to particular habitats, and describe the ways they interact
		Understanding Models, Theories & Perspectives	1.	describe cyclical occurrences in their lives and in the natural world and develop timelines to track and record them
Nine	Techniques	Understanding Models, Theories & Perspectives	1.	identify plants and animals native to particular habitats, and describe the ways they interact
		Understanding Models, Theories & Perspectives	1.	explain the ongoing process of change in the natural environment
Ten	Nursery Rhymes	Understanding Models, Theories & Perspectives	4.	take note of a variety of view, opinions and cultural perspective and evaluate them before making judgments, bearing in mind that many currently held view reflect a Eurocentric perspective
		Inquiring, Reasoning, & Reporting	17.	ask questions about and investigate their immediate environment and the wider world, discuss the answers, and communicate the results to others
		Inquiring, Reasoning, & Reporting	18.	use investigation skills to gather, analyse, interpret, and evaluate information, communicate the information clearly, and apply it appropriately

The Common Curriculum (1993)
General Learning Outcomes
Mathematics, Science and Technology

By the end of Grade Six, students will:

1. Know how to investigate, build explain, and evaluate models and theories representing the natural and human-made worlds
2. Be able to use the languages, models, symbols, and methods of mathematics, science, and technology with accuracy and in appropriate contexts
3. Know how to conduct an inquiry with intellectual honesty, objectivity, and discipline, as well as respect for others and the environment
4. Know how to analyse and evaluate their own views and those of others
5. Understand and appreciate the contributions of Canadians and others to mathematics, science and technology
6. Know how to use safely a variety of technologies, materials, and tools to conduct inquiries and to design, build, and report on processes, systems and products
7. Bring creative and critical thinking skills and a disciplined approach to the processes of inquiry, problem solving, and design
8. Understand and be able to use a variety of concepts and skills associated with natural, human, numerical, and spatial systems and processes
9. Be able to create, analyse and evaluate physical products, human technological processes and environmental systems
10. Be able to identify and describe aesthetic qualities in systems, objects, products and environments and incorporate such qualities into their own designs and creations

11. Understand the ways in which mathematics, science and technology are interconnected

12. Understand that mathematics, science, and technology do not exist in isolation but shape and are shaped by a variety of societies and cultures

13. Know how to explain and evaluate relationships between humans and the environment

14. Demonstrate concern for living things and ecosystems.

15. Be motivated to play their part in preserving and enhancing the environment

16. See the relationship between their own knowledge and abilities and possible career opportunities in the fields of mathematics, science and technology and where appropriate or necessary, question occupational stereotypes related to gender or background

17. Be motivated to ask questions, seek answers, and communicate results

18. Know about and be able to use a variety of methods to gather and analyse information, make inferences, draw conclusion, and make and communicate informed decisions