A REPORT ON THE DEVELOPMENT OF A UNIT OF CURRICULUM AND INSTRUCTION ENTITLED RECREATION IN ST. JOHN'S

CENTRE FOR NEWFOUNDLAND STUDIES

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A REPORT ON THE DEVELOPMENT OF A UNIT OF CURRICULUM AND INSTRUCTION ENTITLED RECREATION IN ST. JOHN'S

by

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Submitted in partial fulfillment of the
requirements for the degree of
Master of Education

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ABSTRACT

A new social studies program for Newfoundland and Labrador has been developed in recent years. To partially fulfill an expressed need for supplementary materials in the Grade Three area of the program a unit of curriculum and instruction entitled, Recreation in St. John's was developed. The unit deals with a number of recreational events and locations available to the citizens of St. John's. The topic coverage is not exhaustive but serves as an introduction to each of the events and locations presented. A slide/tape presentation and an accompanying teacher's manual were the media chosen to convey the instruction.

The instructional development process required that a comprehensive needs analysis, learner analysis, task analysis, and media analysis be conducted prior to the actual production of materials. After the materials were produced they were subjected to both formative and summative evaluations. Advice and assistance during the formative evaluation resulted in minor revisions. The summative evaluation was conducted with two groups of Grade Three students. One of the groups was comprised of students from within the city of St. John's while the other group consisted of students from a community 20 kilometers outside the city. The results obtained from both groups

indicated that knowledge increased after instruction had taken place; however, the greatest knowledge gain was with the group from outside the St. John's area.

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CHAPTER I

INTRODUCTION

This report pertains to the development of a unit of curriculum and instruction intended for use in the area of Grade Three Social Studies in the province of Newfoundland and Labrador. The unit was chosen to partially fulfill a need, as expressed by educators, for additional materials in this area. The unit is entitled, Recreation in St. John's. It deals with a number of recreational events and locations available to the citizens of St. John's.

A Brief View of Some Historical Definitions of Curriculum

Franklin Bobbit (1918) was the first to publish a book on curriculum. He defined curriculum as:

> that series of things which children and youth must do and experience by way of developing ability to do the things that make up the affairs of adult life (Caswell & Campbell, 1935, pp. 66-67).

Bobbit's experience definition held for several years and in 1935 Caswell and Campbell were still defining curriculum as all experiences children have under the

guidance of teachers (p. 69). Eventually, definitions became more objective-oriented. In 1949, Tyler synthesized these views and presented four fundamental questions which in his opinion must be answered in developing any curriculum and plan of instruction:

> 1) What educational purposes should the school seek to attain?
> 2) What educational experiences can be provided that are likely to attain these purposes?
> 3) How can these educational experiences be effectively organized?
> 4) How can we determine whether these purposes are being attained? (p. 1)

In 1957, the threat of Russian domination in the field of science became very real in the United States. As a result of this threat a great deal of emphasis was placed on content areas, particularly the sciences. In 1962, Taba developed a more encompassing definition that defined curriculum as a plan for learning. Taba viewed curriculum development as a task requiring orderly thinking and that pursuing it would result in a more thoughtfully planned and a more dynamically conceived curriculum (p. 12). The suggested order was presented in seven steps which enlarged upon Tyler's ideas.

> Step 1: Diagnosis of needs
> Step 2: Formulation of objectives
> Step 3: Selection of content
> Step 4: Organization of content
> Step 5: Selection of learning experiences
> Step 6: Organization of learning experiences
> Step 7: Determination of what to evaluate and ways and means of doing it
> (p. 12)

Saylor and Alexander were initially objective-oriented but later became influenced by the plan concept, as seems evident by their 1974 definition of curriculum as:

> a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school centre (p. 6).

A Definition of Instruction

If curriculum is defined as planning what is to be taught then it usually follows that instruction is defined as teaching what has been planned. Anderson and Tomkins (1983) are of the opinion that a distinction between curriculum and instruction is not an issue unless there is:

> a danger that a focus on analysis of materials will overemphasize "curriculum" at the expense of "instruction". It is in the process of instruction that the value assumptions built into materials are most likely to surface (p. 9).

A Definition of Social Studies

In trying to find a definition of Social Studies one is soon made aware that many different definitions exist. Michaelis (1980) presents five definitions which he states

are rooted in a philosophical point of view of long standing in education. They are:

1.	Social studies as citizenship transmission	Those who adhere to this definition hold that social studies should transmit basic aspects of our history and our cultural heritage. They feel that responsible citizenship grows from a thorough understanding of the best of our cultural heritage.
2.	Social studies as social science education	This definition is favored by those exponents of realism and positivism who believe that the social studies content and methods of study should be drawn from the social studies. Effective citizens know basic concepts and can use methods drawn from the social sciences to handle issues and problems.
3.	Social studies as reflective thinking	This definition is emphasized by those pragmatists who believe that the central aim of the social studies is to develop thinking and decision-making ability. Effective citizens can use models and processes of thinking and decision-making to solve problems and resolve issues.
4.	Social studies as social criticism and action	This is the emphasis of reconstructionists who believe that the central aim of the social studies is to develop the knowledge and skills needed to improve society. Responsible citizens can make critical analyses of current issues and problems and take appropriate action.

5.	Social studies as personal development of the individual	This is stressed by proponents of progressivism and existentialism who believe that the program should be student-centered and should develop the whole child - socially, emotionally, intellectually and physically. Self-understanding and self-direction are essential to responsible citizenship. (p. 3)

Most social studies programs embody some aspect of each of these definitions.

Newfoundland and Labrador Social Studies Program Under Criticism

In 1978, a Social Studies Sequence Committee (Division of Instruction) completed a paper entitled, The Nature of Knowledge in Social Studies. In this paper they stated criticisms which had been levied against the social studies program in Newfoundland at that time.

> The present social studies program in Newfoundland has been criticized for lacking sequence and overall direction. The concern for sequence is expressed by observations that the social studies course in one grade often has very little to do with another in the next grade. Not only may the content not be complementary, but there is also little evidence of a gradation of difficulty. The lack of an overall direction in the program is reflected by the fact that some of the individual social studies courses have fundamentally different goals and philosophies from the others (p. 1).

This paper was one of a group of four intended to treat the major foundational questions affecting the provincial social studies program. The four papers were part of a social studies development and implementation plan. Upon their completion and evaluation The Master Guide for Social Studies, K-XII in Newfoundland and Labrador was compiled.

The Major Purposes of the Social Studies Program

The Master Guide for Social Studies, K-XII in Newfoundland and Labrador states that the major purposes of the social studies program are: 1) personal development and socialization, and 2) growth in citizenship qualities.

Personal development is concerned with:

- a positive self-concept
- a sense of cultural identity
- humane relationships
- respect for the dignity and rights of others
- moral and spiritual development
- ability to make rational and independent judgments and a willingness to take appropriate action
- adjustment to change
- an appreciation of the value of productive human activity

Growth in citizenship is concerned with:

- understanding present day culture
- understanding the principles of democracy
- understanding and appreciating the rights, freedoms and responsibilities of citizens
- knowledge of social institutions and the challenges to society to adapt its

institutions to change in response to people's needs
- skill in social living and group processes
- understandings of important world, national, provincial and local civic problems

(The Master Guide for Social Studies, K-XII in Newfoundland and Labrador, pp. 5-6)

The developer, having worked in the area of Primary education, was of the opinion that the new development and implementation plan for the Social Studies program in Newfoundland and Labrador was needed and would be readily accepted by other Primary teachers.

The developer was also of the opinion that to teach this new Social Studies program a number of supplementary materials would need to be made available to teachers. A meeting with an Education Consultant from the Department of Education revealed that materials were required. A desire was expressed to have materials developed in the area of Grade Three Social Studies.

Theme and Areas of Emphasis in Grade Three Social Studies as Stated in The Master Guide for Social Studies, K-XII in Newfoundland and Labrador

Theme: Meeting the Needs of Communities

Areas of emphasis include: the fundamental needs of people and the varying ways in which the people in the local community and selected Newfoundland and Labrador communities meet their needs

> for food, clothing, shelter, transportation, communication, education, recreation, worship and public services; how people cooperate with each other for their common good; the need for law in communities; the reason for government services of various types; and the further development of map and globe concepts (The Master Guide..., p. 31).

As a result of the development of this theme the following outcomes are expected:

> Children will know and appreciate the interdependence of peoples and realize that in working together people meet their needs and the result is better services for all. The principles of good citizenship take firm root. Positive attitudes toward self and others are extended, and values are strengthened as children learn about and practice cooperation, responsibility, fairness, loyalty, honesty, and truth (The Master Guide..., p. 31).

Objectives of the Grade Three Social Studies Program

To further clarify the future direction of the social studies program in the province the Department of Education set up Task Force III. As a result Design for Social Studies, K-VI was developed. The Design...K-VI outlines the objectives of the Grade Three Social Studies program while at the same time it reminds teachers that they should adapt this outline of objectives to "the ability, maturity, and experiential background of pupils" (p. 34).

Theme: Meeting the Needs of Communities

Major Understanding, Values, and Skills	Knowledge, Values, and Skills Objectives
Major Understanding	**Knowledge Objectives**
The role of the individual, family, school and church in the community	**Area of Emphasis: The Needs of the Communities** The community, a unit of organized living with important needs satisfied by available help and resources, by interdependence among communities, by working, sharing, contributing, cooperating
Concepts of time, place, distance, and sequence of events	
The nature of democracy including knowledge of the democratic process	**Specifics** Children will know:
Interdependence is a constant factor in human relationships	the important needs of communities - food, clothing, shelter, energy, transportation, communication, health care and safety, law, education, recreation, worship, etc.
Individuals differ from one another in personal values, attitudes, personalities, and rules but, at the same time, the members of a group possess certain common values and characteristics	ways of fulfilling important community needs - producing, building, distributing, consuming, protecting, communicating, transporting, educating, socializing, worshiping, etc.
	that communities in Newfoundland and Labrador utilize the natural environment to supply their needs, for example, a farming community, a fishing community, a mining community
Conservation and utilization of natural resources	that climate affects the way people satisfy basic needs

Major Understanding, Values, and Skills	Knowledge, Values, and Skills Objectives
Major Understanding	**Knowledge Objectives**
Recognition of, and adjustment to societal and cultural change	the resources of the local community and the need of the community to exchange commodities and services with other nearby communities
The effect of geographical conditions on ways of living	of particular services, e.g., transportation and communication which link communities in the province
People attempt to modify and change their environment as they seek to satisfy their needs for food, clothing, shelter, protection, communication and transportation	of services in the community provided by federal, provincial, and municipal governments
Community life in Newfoundland, Canada, and selected parts of the world	that a community needs responsible citizens
Public issues affecting the local community	of the rights and duties of citizens
Rights and duties of citizenship	that communities change over time in response to needs (Here children will have the opportunity to study a community's past.)
Values, Appreciations, and Attitudes	**Values, Appreciations, and Attitudes**
sharing	Social studies confronts questions rooted in attitudes and values. As children become involved in a study of ways to satisfy the important needs of a community, they can develop:
honesty	
truth	
loyalty	an appreciation that a community needs the products and cultures of other communities
trust	

Major Understanding, Values, and Skills	Knowledge, Values, and Skills Objectives
Values, Appreciations, and Attitudes	**Values, Appreciations, and Attitudes**
justice	a realization that a community depends upon people's ability to produce economic goods in interaction with the environment
respect for self	a realization of the rights and duties of citizens
respect for others	an appreciation of the importance of citizen co-operation
self-discipline	respect for law and authority
respect and appreciation for community officials, helpers, policemen, etc.	an appreciation of government services
	respect for oneself and for others
personal responsibility of community members	desirable attitudes toward our way of life and faith in our future
concern for the welfare of others	desirable values of honesty, truth, justice, loyalty, co-operation, work, dependability, self-discipline, and the joy of living
citizenship cooperation	an appreciation of the environment and an interest in caring for it
responsibility to government	an appreciation of their community's past and of the changes that made the community as it is today
faith in the province's future	pride in one's community

Major Understandings, Values, and Skills	Knowledge, Values, and Skills Objectives
Skills	**Skills**
	Skills are processes or ways of doing. To deal effectively with social studies content calls for a variety of skills. In Grade Three, emphasis is placed on:
Language and Thinking Skills	language and thinking skills (listening, reading, observing, writing, reporting, questioning, dramatizing, role playing, critical and creative thinking)
Information Gathering (study skills and work habits)	locating and gathering information wherever possible, outlining appraising, classifying, summarizing, recording
Social Skills	working as members of groups in leadership and fellowship roles for the achievement of a common purpose; sharing; making decisions
Temporal Skills	use the vocabulary of time expressions; relate the past to the present; interpret sequence of events; arrange events in child's life in order of happenings; work with materials in social studies, in basal readers and library books that are concerned with time; make posters and murals to show changes over time in the community, e.g., in transportation and communication, in buildings, in ways of schooling, etc.; make time lines
Map and Globe Skills	locate oceans and continents on globe and maps; locate Canada and Newfoundland and Labrador on maps and the globe; understand

Major Understanding, Values, and Skills	Knowledge, Values, and Skills Objectives
Skills	Skills
	the advantages of globe and flat maps; use map symbols and legends; relate maps to pictures and descriptive prose selections; identify poles, equator, hemispheres; have concepts of and a vocabulary for landforms and waterforms, e.g., island, river, coast, continent, ocean, peninsula, port, strait, etc.

(Design for Social Studies, K-VI, pp. 34-38)

Materials Provided to Aid the Implementation of the Grade Three Social Studies Program

A teaching guide, Studying Community in Grade Three, was authorized by the Minister of Education in November 1983. This guide provides a resource unit to aid teachers in the accomplishment of the goals and objectives outlined in the Design for Social Studies, K-VI.

The guide deals with the main theme, Meeting the Needs of Communities, by identifying a number of sub-themes: 1) community/our community, 2) food, 3) clothing, 4) shelter, and 5) transportation. It provides the teacher with an overview and main ideas of each sub-theme and ways of initiating and developing it. The guide also suggests activities and things to do and presents ideas to assist in evaluation.

The Problem

An existing problem in Grade Three Social Studies is the lack of ready-made materials for use by teachers and students. As the information presented has shown, the overall design of the social studies program has greatly improved since criticisms were levied against it in 1978. The goals and objectives of the program have now been clearly defined. However, a meeting with an Education consultant from the Department of Education clarified that at present supplementary materials are not available for use by Grade Three teachers and students of the province.

CHAPTER II

NEEDS ASSESSMENT

Taba, as early as 1962, stated that the diagnosis of needs should be the first step in a thoughtfully planned curriculum. The needs assessment procedure was first implemented in the United States in the early 1970's. The State Plan Administrator's Manual, ESEA, Title III of the Elementary and Secondary Education Act details the procedure in the following way:

> Educational needs assessment is a technique for identifying those educational objectives which most need to be accomplished in a given instructional situation. The concept of educational needs assessment provides for (a) the identifying of a desired learner outcome and (b) the ascertaining of the learner's current status with respect to the outcome. The assessing of educational needs should be learner-oriented, focusing on the behavioural needs of children in the cognitive, affective and psychomotor domains. Such needs assessment is essential to making any significant improvement in educational outcomes and should be carefully planned and implemented.
>
> (Saylor & Alexander, 1974, pp. 183-184)

Statement of Need

The introductory chapter of this report traced the recent developments in the area of Social Studies in the

province. The goals and objectives of the program have now been clearly stated. The remaining need to be filled is the supplying of supplementary materials for use by Social Studies teachers. To maximize the use of these materials they should be accompanied by a teacher's manual which offers suggestions for their presentation and evaluation.

The existing Grade Three Social Studies Teaching Guide states that:

> Organizing and planning instruction means moving from the goals and objectives of the Design to setting up a pattern of activities that will help accomplish the Design's goals and objectives. Many resources are needed - print, realia, pictures, audio-visual materials, and people.
>
> (Teaching Guide: Studying Community in Grade Three, p. 5)

The guide also recognizes that the planning and organizing of instruction is very time-consuming. Teachers will naturally want to familiarize themselves with the communities in which they teach. In this way they will know the aspects of it that are important in shaping the lives of their students.

These community studies will obviously require a considerable amount of effort; and the compilation of the various types of information will greatly reduce the amount of time available for production of materials for use within the classroom. This situation is even more acute when there

are multi-graded classrooms or classes with high enrollments, as is often the case, within this province. Facts which attest to this situation were recently presented by the Newfoundland Teachers' Association President, Ray Goulding.

> There are in our schools, over 2000 classes having in excess of 35 students. Some classes have as many as 69 students; many are in the 50's; whilst there are hundreds of classes with 40 or more students
>
> ... there are still many multi-graded classrooms housing up to five grades with just one teacher
>
> ... all-grade schools ... that, in anywhere from one to four rooms, contain all the classes from Kindergarten to Grade 12 in a particular community
>
> (Goulding, September 1984)

A meeting with an Education Consultant from the Department of Education in September 1984 confirmed that there is a need for materials in the primary grades. She presented a teaching guide that had been prepared to assist teachers in the study of communities in Grade Three but noted that actual materials were not available to accompany it. She was of the opinion that supplementary materials would be useful to primary teachers. The consultant expressed a present need to have materials developed pertaining to the communities of St. John's, Corner Brook, and Labrador City.

To further confirm the already stated need for supplementary materials the developer felt that input from

Grade Three teachers in the province was necessary. A questionnaire (see Appendix A) which contained four items directly related to Social Studies materials, and two questions to obtain information relevant to the completion of Chapter V, was distributed to teachers. Fifteen questionnaires were completed and returned.

Respondents were from the following school boards: St. John's Integrated, St. John's Roman Catholic, Conception Bay South, Avalon North Integrated, and Bonavista-Trinity-Placentia Integrated. The sample population was small in scope, and as a result the responses cannot be presumed to represent the views of teachers province-wide. Despite its limitations, however, it can be used to further indicate the existence of a need for additional supplementary materials in the area of Grade Three Social Studies.

As can be seen in Table 1, all of the respondents had some access to the types of materials presented in item one. Maps, globes, and books were the materials used most often, while games and slides were almost never used due to their unavailability. Discussion with some of the respondents revealed that few of the materials available were specifically Newfoundland oriented.

Item two dealt with the coverage of sub-themes in Grade Three Social Studies. As shown in Table 2, all of the sub-themes were covered to some extent, although it was noted by some respondents that many of them were "covered

TABLE 1

Assessment of Availability of Materials

Questionnaire Item 1	Available %	Often Used %	Seldom Used %	Never Used %
Posters	93	60	33	7
Maps	100	80	20	--
Globes	100	73	27	--
Games	40	7	27	67
Kits	67	33	27	40
Books	100	100	--	--
Records	60	13	33	53
Audiotapes	67	20	33	47
Videotapes	53	13	27	60
Slides	20	--	20	80
Filmstrips	93	40	53	7
16mm Films	80	20	60	20
Other	--	--	--	--

TABLE 2

Assessment of Sub-themes Covered by Materials Selected in Item 1

Sub-theme Item 2	Responses Covered %
Food	100
Clothing	87
Shelter	93
Energy	67
Health Care	93
Communication	93
Transportation	93
Occupations and Services	87
Recreation	33
Resources	27
Government	20
Education	40

Note: Some respondents noted that many of the sub-themes were "covered in a very incidental way".

in a very incidental way" and again specific Newfoundland materials were not available for coverage of the sub-themes. Recreation, resources, and government were the sub-themes least often covered by any type of material.

In response to item three, 10 respondents reported that they were not presently satisfied with the materials available to assist them in the teaching of Social Studies. Five respondents did answer yes to that particular question; but two of the five still noted that they would like to see more local materials made available.

Item four gleaned several suggestions for materials that teachers would like to have made available to assist in the teaching of Social Studies. These are:

1) More filmstrips as an introduction to each of the sub-themes

2) More material applicable to Newfoundland on this grade level

3) More materials that are relevant to the community/communities being studied, materials being slides/study prints/ video cassettes

4) The materials that are available deal mainly with communities in the United States. More Newfoundland materials would be helpful.

5) Newfoundland materials are sadly lacking. Any materials dealing with community studies in Newfoundland would be useful.

6) A filmstrip or slide presentation on our province--covering topics we do in Grade Three Social Studies

7) Media kits on selected topics

8) Any materials dealing with Newfoundland would be useful

9) Newfoundland materials

10) Introductory materials on local Newfoundland topics

11) Posters, games, kits, videotapes, slides, films--anything related to the communities that we have to study in the program

The information presented thus far seems to confirm the need for the production of Newfoundland materials which would enhance the Grade Three Social Studies program for both students and teachers.

Alternative Solutions

When the need for materials has been established the developer has three options available. The first entails the research and gathering of materials from various sources which may fulfill the established need and adopting them for the proposed instruction. The second option is the adaptation of previously prepared materials to ensure their suitability for the intended instruction. If the first two options are not considered viable then the developer must implement option three which is to produce original materials.

The third option is obviously the most expensive and the most time-consuming. Before rushing into production, it is in the developer's best interest to conduct a search

to determine if any materials presently exist which may be adopted or adapted to meet the proposed need.

Survey of Existing Materials

The developer conducted a search for materials pertaining to the theme: Meeting the Needs of Communities in Newfoundland and Labrador. The search was conducted at local libraries in the city of St. John's and at the Curriculum Materials Centre and Resources Clearinghouse at Memorial University of Newfoundland. The results of that search are presented below. A brief synopsis of each type of material has been provided as well as the developer's opinion as to its appropriateness for inclusion in the Primary Social Studies Program.

1) Type of Material: Filmstrip/Cassette Tape
   Length: approx. 5 min.
   Title: In Tune with the Sea
   Producer: Darryl Kelly (1978)

This filmstrip deals with the decline of the Branch fishing industry after the establishment of the American Naval Base in Argentia. It provides information on the state of the industry today, government interest in the in-shore fishery, and statistics on the operation of the fishplant.

This material is inappropriate for primary classes. The narration is presented at a very fast pace and is overly factual and statistical for this age group. If the material had been presented in a slide format some of the pictures showing fishplant operation, boats, maps, and so forth could have been used with a narration suited to younger children.

2) Type of Material: Discussion Picture 2a/II
Teacher's Manual

Title: A Newfoundland Fishing Community

Author: Edward E. Owen

Published by: University of Victoria
Fitzhenry & Whiteside Limited
(1972)

The small southeast coast community of Hibbs Cove is featured in the discussion picture. The teacher's manual provides a description of the picture plus background information on the community. The description and information deals with population, occupations, number of boats and crew, numbers and types of nets, methods of drying fish, buildings used in the fishing industry, and the extensive use of wood as a building material. The manual also suggests several discussion questions. The developer considers the discussion picture, with its related information and pertinent questions, to be of value in a primary Social Studies program.

3) Type of Material: Discussion Picture 3A/2
Teacher's Manual

Title: Fishing Community

Author: Edward E. Owen

Published by: University of Victoria
Fitzhenry & Whiteside Limited
(1972).

The discussion picture presents Petty Harbour, a fishing community near St. John's. The reverse side of the picture contains the meanings of fishing-related words, shows drawings of Canada's Atlantic fishing grounds, workings of lobster and cod traps, fishing in a dory, mending nets, and preparing a catch in Peggy's Cove, Nova Scotia. A number of 'things to do' are suggested.

The teacher's manual tells about the in-shore fishery, main types of fish caught, and the many ways of processing it. In addition, several discussion topics and activities are suggested. This discussion picture also appears to be appropriate for inclusion in a primary Social Studies program.

4) Type of Material: Filmstrip/Cassette Tape

Length: approx. 3 min.

Title: Summerford: A Profile

Producer: W. Earle (1978)

This filmstrip tells when the community was first settled, by whom it was settled, its present day population, and the work carried out during different seasons of the year. It shows homes, schools and the local hockey rink. It explains that the snowmobile has replaced the horse in transporting wood to the community.

There were no major problems with this material. The pictures were basically of good quality and the narration was kept to a minimum. The main concern is that the information presented at certain times would not hold the interest of young children. To overcome this, the filmstrip could be presented with the teacher providing a more suitable narration where necessary.

5) Type of Material: Slide/Tape

Length: approx. 13 min.

Title: New Chelsea: Its People and their Lifestyles

Producer: Jerry Weir (1983)

Mr. Weir presents a short history of the community of New Chelsea, located in Trinity Bay. He includes several pictures of people from the community. He includes others to give us an insight into their way of life. A handbook is also available for use by the teacher. It contains a list of questions meant to be orally given to the students

at the end of the presentation.

The music segments are much too long but the pictures are of good quality and include many things that might be of interest to the young child.

6) Type of Material: Book
Length: 20 pages
Title: Northern Labrador
Author: Rose Oliver (1980)

Ms. Oliver includes a map in her book which clearly shows the communities she will be discussing. She gives a general description of the following places: Nain, Davis Inlet, Hopedale, Makkovik, Postville, Rigolet, North West River, and Happy Valley-Goose Bay. She allows two to four paragraphs for each community. The written description consists of one page per community with an accompanying page of black and white photographs.

Ms. Oliver's book would be appropriate material for inclusion in a primary school study of communities in Labrador.

7) Type of Material: Filmstrip/Cassette Tape
Length: approx. 13 min.
Title: So You've Never Seen St. John's
Producer: Shirley Squires (1978)

This filmstrip begins by showing the various ways of getting to St. John's. It then points out areas around the city deemed to be of interest: shopping malls, small stores, homes owned by different income groups, different styles of dwellings, buildings of importance, churches and their unique architecture. It also shows places where people work and where they go for recreation.

The filmstrip gives comprehensive coverage of the city of St. John's. The narration is well-paced and most of it should be able to be understood by young children. The developer would recommend this filmstrip for inclusion in a 'meeting the needs of community study' except for what is considered to be a major flaw--the quality of the filmstrip is very poor. The film is badly scratched all the way through. The five available copies were checked and the same problem was found to exist with each copy! The use of this type of medium not only conveys a message but should also be aesthetically pleasing, especially if it is being presented for viewing by young children.

There is also the concern that a 13-minute presentation might contain too much information for the primary child to comprehend and as there is no guide book the teacher would have no ready means of reinforcing the instruction.

8) Type of Material: Filmstrip/Cassette Tape
Also available in Slide/Tape format

Length: approx. 4 min.

Title: What Do We See in a Community?

Producer: Ruth Winter (1978/1982)

This material is intended as an introduction to community study in Grade Two. It presents things that are typically found in communities and suggests that children have a look around their own communities to see if any or all of the suggested things can be seen there. The producer also includes a booklet to assist teachers in the presentation and evaluation of the material.

This filmstrip has good quality pictures and sound. The narration is well paced for easy comprehension by young children. It is worthy of being included in the Primary Social Studies Program.

Decision to Produce Materials

As shown by the search, a small number of materials do exist which could be included to some extent in a Grade Three Social Studies Program. The search also made it quite obvious that many more materials need to be produced relevant to the theme, Meeting the Needs of Communities.

These findings, in addition to the need for materials expressed by an Education Consultant from the Department of Education and the Grade Three teachers who responded to the questionnaire, convinced the developer that the production of materials was the necessary option to take.

The decision was made to develop a unit of curriculum and instruction dealing with the sub-theme, recreation. As shown in Table 2, it was one of the topics least covered by any of the materials presently available. It was also considered to be a topic which would be of interest to young children. The city of St. John's was chosen to be the featured community. A number of reasons warranted this choice. They were:

1. It was the developer's place of residence and as a result offered easy access to relevant events and locations.

2. Its citizens are offered unique events in which to participate that are not offered in other Newfoundland communities. After initial instruction a comparative community study could ensue.

3. It would give young children new insights into the capital of their province.

4. An Education Consultant from the Department of Education expressed a present need to have materials developed pertaining to the community of St. John's.

CHAPTER III

LEARNER ANALYSIS

Thiagarajan, Semmel and Semmel (1974) state that:

> Learner analysis is the preliminary stage of instructional development in which the characteristics of the target students which are relevant to the design of materials are identified (p. 25).

Ideally, instructional materials should be designed to meet the individual needs of each child who may eventually use them. This situation is obviously impossible if materials are to be distributed to and used by the maximum possible number of students. Grade Three students will share certain common traits while still maintaining characteristics which make them unique from all other members of a particular group.

The Design for Social Studies K-VI gives eight years as the average age of students who participate in the Grade Three Social Studies program in our schools. It provides the following general description of the needs and abilities of children belonging to this age group.

> ... independent; teaching shows results; and ethical values, emotional and social development, and creative abilities are readily encouraged. Active, outgoing and social ... have a need for group status

> and are less concerned with the teacher and more concerned with the group. Curious and concerned with the "why" of events. ... acquiring the ability to make comparisons and contrasts ... capable of a mobility of thought that enables them to use previous learning experiences to evaluate and interpret the present ... concept of historical time is still qualitative in the sense that it depends upon concrete props; nevertheless ... now think beyond the boundaries of their neighbourhood and community and of immediate time and space experiences. Broad interests are developed ... and are sustained by ... increasing language competence and growth in reasoning powers.
>
> ... can engage in longer work periods ... develop more comprehensive themes in social studies ... principles of good citizenship can take firm root.
>
> (Design ... K-VI, pp. 32-33)

Piaget (1966) developed a three-stage profile on the growth patterns of children. The Grade Three child is profiled in the Stage of Concrete Operations or Operational Thinking. It includes the age range of seven to eleven years.

> During these years, children develop reasoning strategies such as, classifying in various ways - grouping things into a class or subclass; doing one-to-one correspondence; reversing thought processes; performing mathematical operations - adding, subtracting, substituting, multiplying, dividing, ordering in space and time
>
> (Bybee & Sund, 1982, pp. 97-98)

Beauchamp (1964) places the eight-year-old child in what he calls "The Period of Middle Childhood". To the child in this period he assigns the following attributes and suggests their implications in planning school programs.

> This is the period during which children begin in earnest such school activities as reading. Children ... are constantly under the influence of the school and the school is expected to play a significant role in their cultural development. Here the schools ordinarily attempt to develop a considerable proficiency in the handling of the skills of communication and expression in addition to reading, and at the same time they help guide these children in exploring the intricacies of a rapidly broadening environment (p. 24).

Before proceeding with additional steps in the instructional development process it seems important to further clarify the characteristics of the intended learners. The Grade Three learner was perceived to be capable of:

- doing group projects
- making comparisons and contrasts
- thinking beyond the boundaries of their neighbourhood and community
- engaging in longer work periods
- using previous learning experiences to evaluate and interpret the present
- reasoning in an elementary way if concrete objects are used
- being concerned with "why" things happen
- classifying and ordering objects

- more earnest reading
- some understanding of historical time if concrete props are used
- developing more comprehensive themes in social studies

This list provides implications worthy of consideration when planning a unit of instruction on the theme of recreation, featuring St. John's as the chosen city community. In reviewing the collected information, Grade Three students seem to have the ability to compare and contrast different types of recreational events and locations in their capital city. The inclusion of historical recreational activities also seems feasible. The students' ability to take part in group projects provides many opportunities for the inclusion of suggested activities which would enrich the prescribed instruction. Children in this age group are generally very enthusiastic about new learning experiences if they are presented in a meaningful way.

Role of the Teacher

When conducting an analysis of a learning population within a school setting it seems necessary to recognize the important role of the teachers who will be participating in the proposed instruction. Many

professionals involved in the field of education have come to recognize that a cooperative teacher is essential in the implementation of any planned curriculum.

As Bruner (1966) states:

> Teachers can make or break materials by their attitude toward them and their pedagogical procedures. No matter how well the material may be "presented" by the curriculum maker, it may be over the head of teacher and student alike, producing in the end a misconception. Learning and teaching are processes that depend upon a contingent link between a teaching source and a learner (p. 166).

Kelly (1977) further substantiates that the teacher's attitude within the school is crucial in determining the curriculum. He states:

> That the individual teacher has a 'make or break' role in the attempts of any outside body to bring about curriculum change is now indisputable, nor is this surprising since, it is the individual teacher who has the task of bridging any gap that might exist between curriculum theory and curriculum practice (p. 18).

Anderson and Tomkins (1983) also acknowledge the significant role of the teacher as shown by the following comments:

> Materials may well be powerful determinants of the curriculum but it is the teacher who selects and modifies them and determines their actual use. This is but one role, albeit a major one, of the teacher as a gatekeeper in the process of curriculum development (p. 2).

As stated in the assessment of need many classrooms are overcrowded and leave teachers with little time to develop materials for use with the new Social Studies Program. In view of this it seems essential that the developer present materials in a clear and concise manner to ensure that the proposed objectives are appropriate to the learning level of Grade Three students; otherwise, the valuable time of the developer as well as that of the teachers and students will have been wasted.

The questionnaire, previously discussed, revealed that teachers do seem to desperately want any materials that could be of use to them in the teaching of their Social Studies Program. A positive attitude has already been displayed. It seems safe to assume that if appropriate materials are developed they will be received and implemented by teachers, thereby providing students with additional worthwhile social studies experiences.

CHAPTER IV

TASK ANALYSIS

The role of a task analysis in the instructional development process is to break down an instructional task into its various component subtasks. The use of a sequential arrangement enables the developer to include details relevant to the instructional task and as a result aids in the discarding of any details deemed unnecessary to the task.

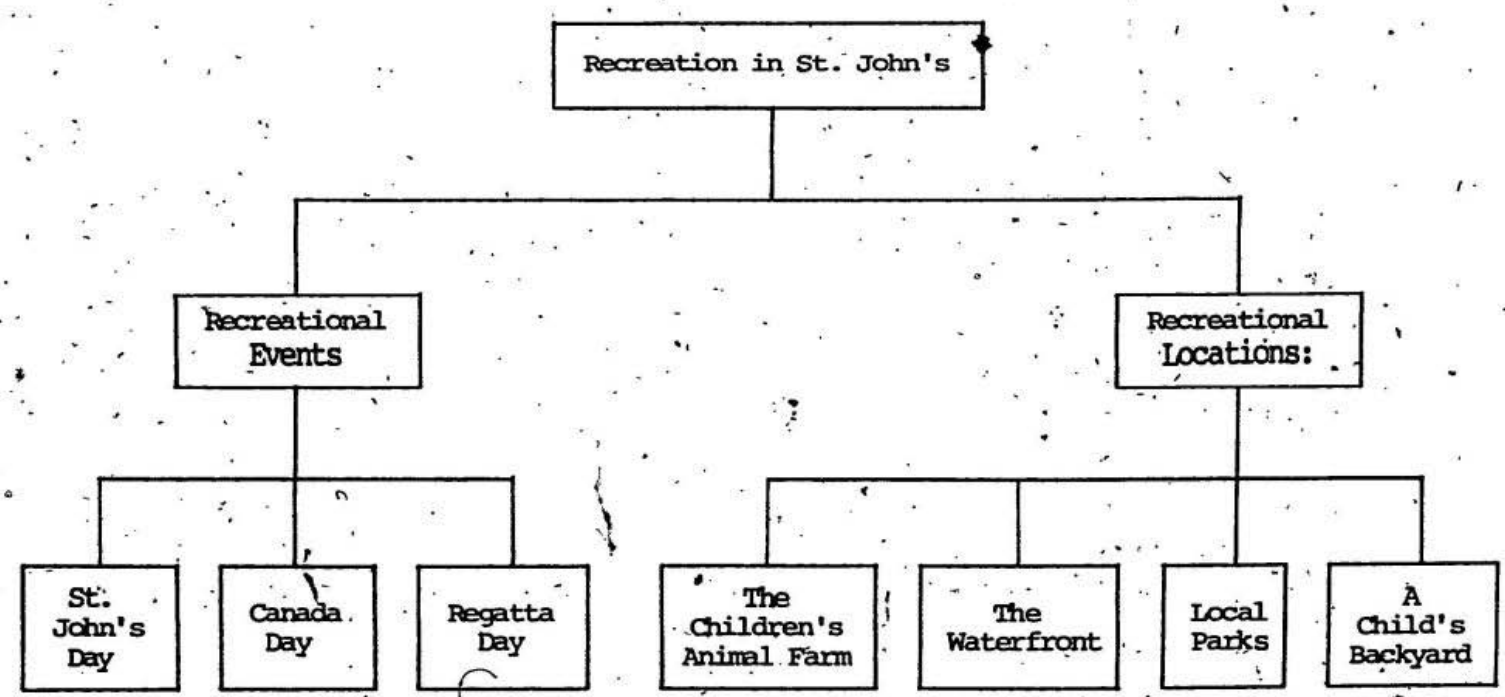
According to Thiagarajan, Semmel, and Semmel (1974) a task analysis serves several functions, including the following:

> 1) It forms the basis for both the construction of measuring instruments and the design of instructional materials.
>
> 2) It helps to determine the type of media to be used.
>
> 3) It suggests the instructional format.
>
> 4) It allows a potential user to get a quick overview of the content of the package.
>
> (p. 31)

The task analysis for the unit of instruction entitled, Recreation in St. John's first presents the principle tasks of the instructional unit and follows with the various subtasks which supply details to further clarify the principle tasks.

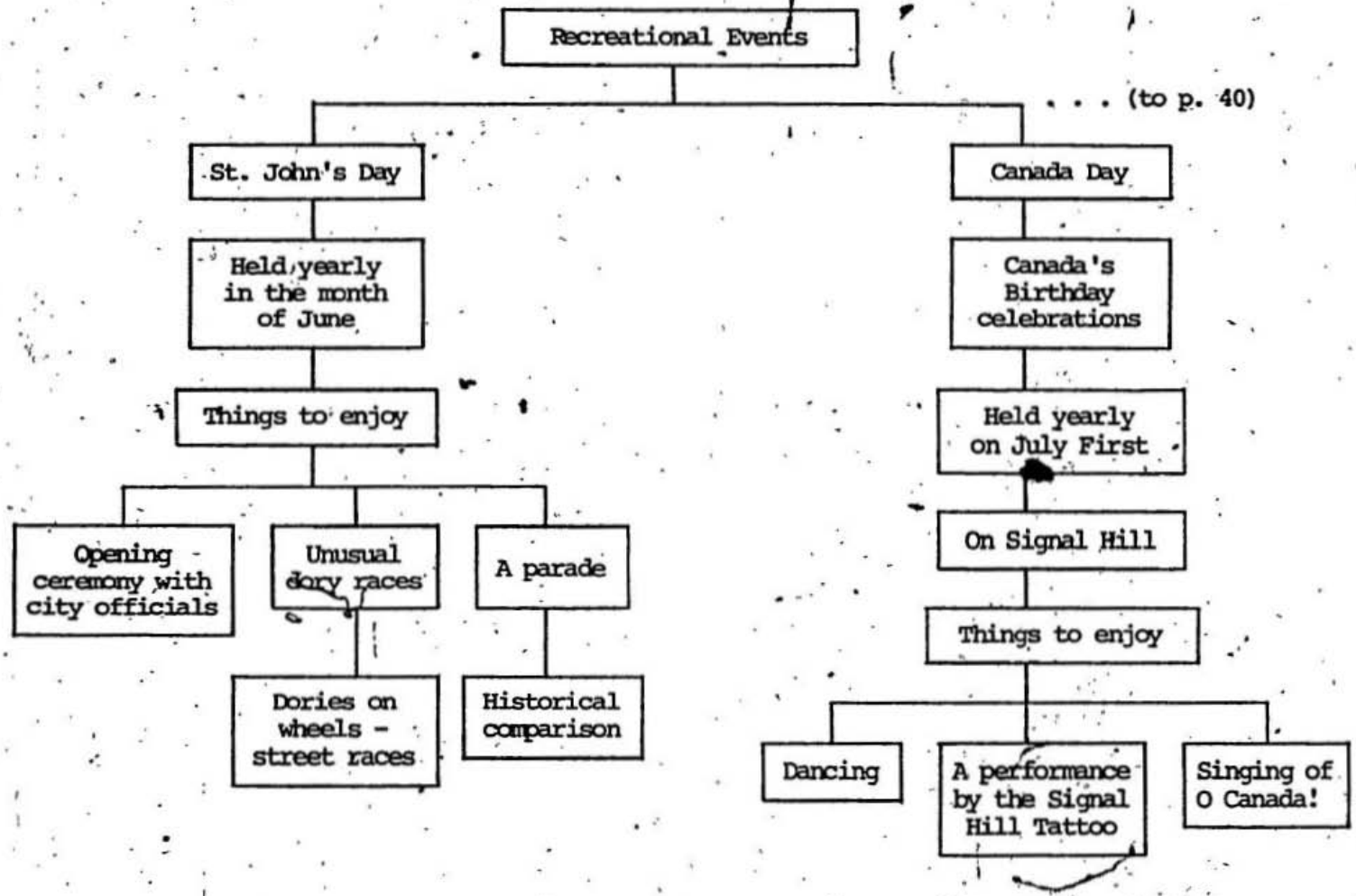
RECREATION IN ST. JOHN'S

Task Analysis (1)



RECREATION IN ST. JOHN'S

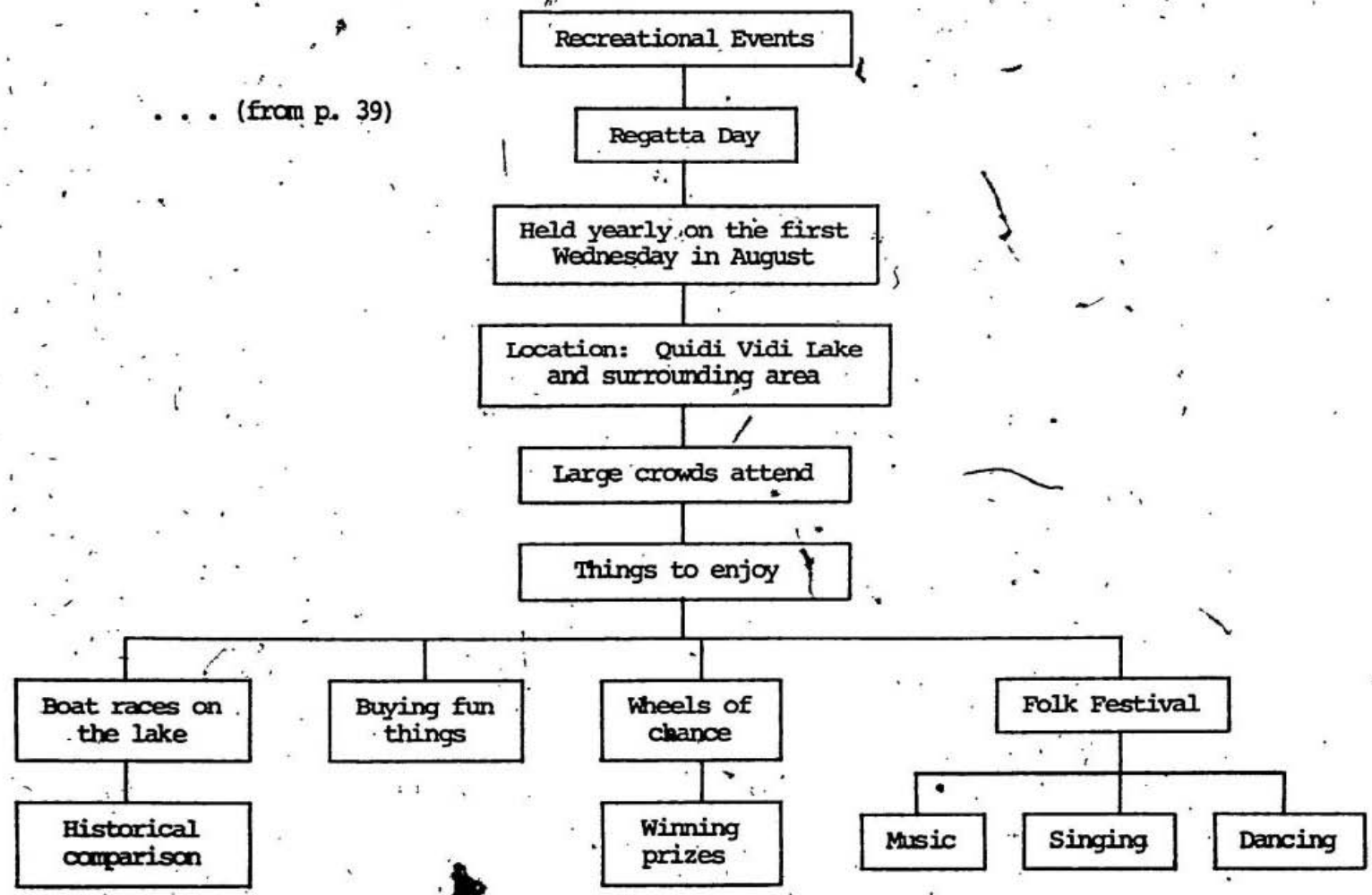
Task Analysis (2)



RECREATION IN ST. JOHN'S

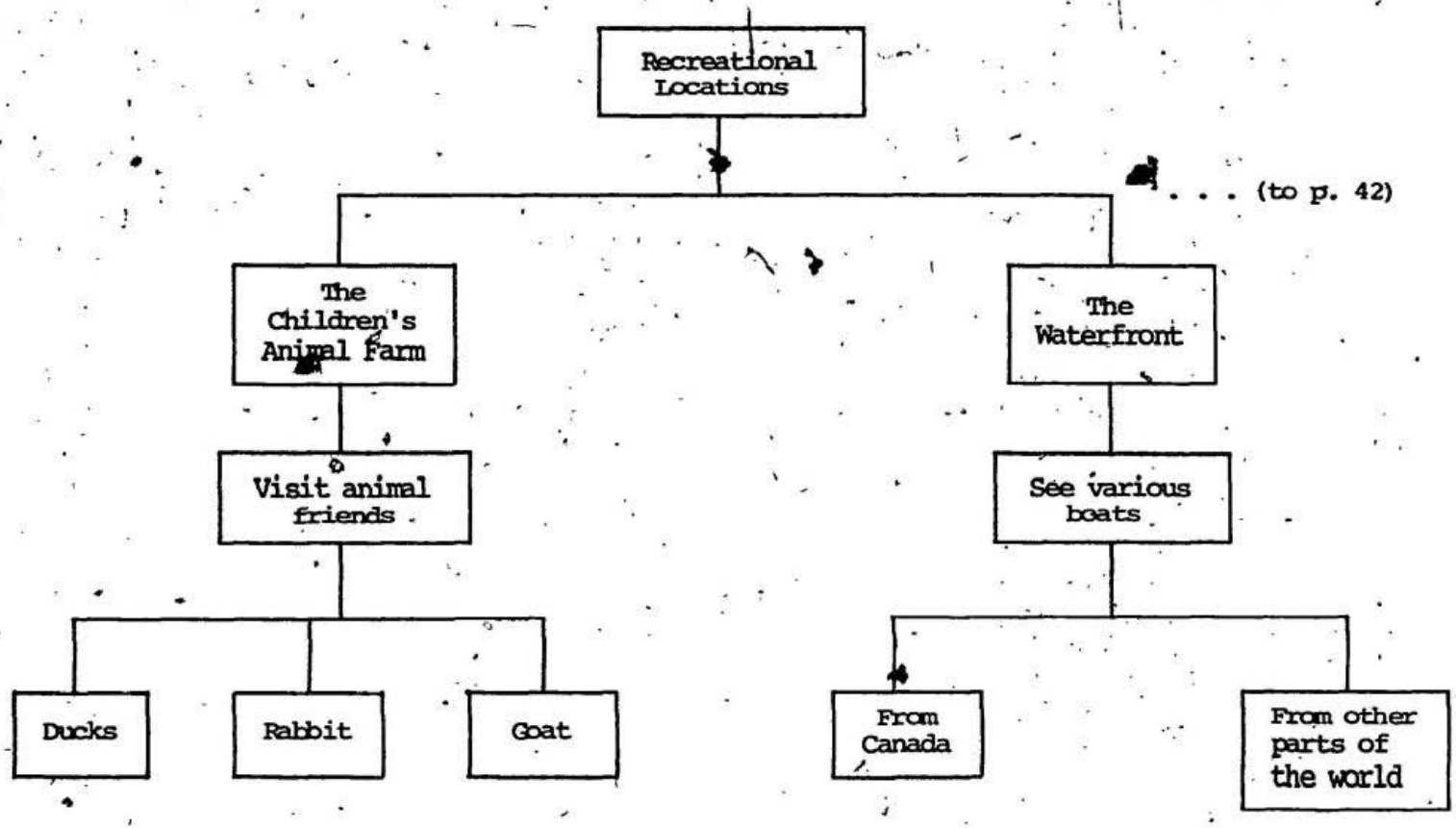
Task Analysis (2)

. . . (from p. 39)



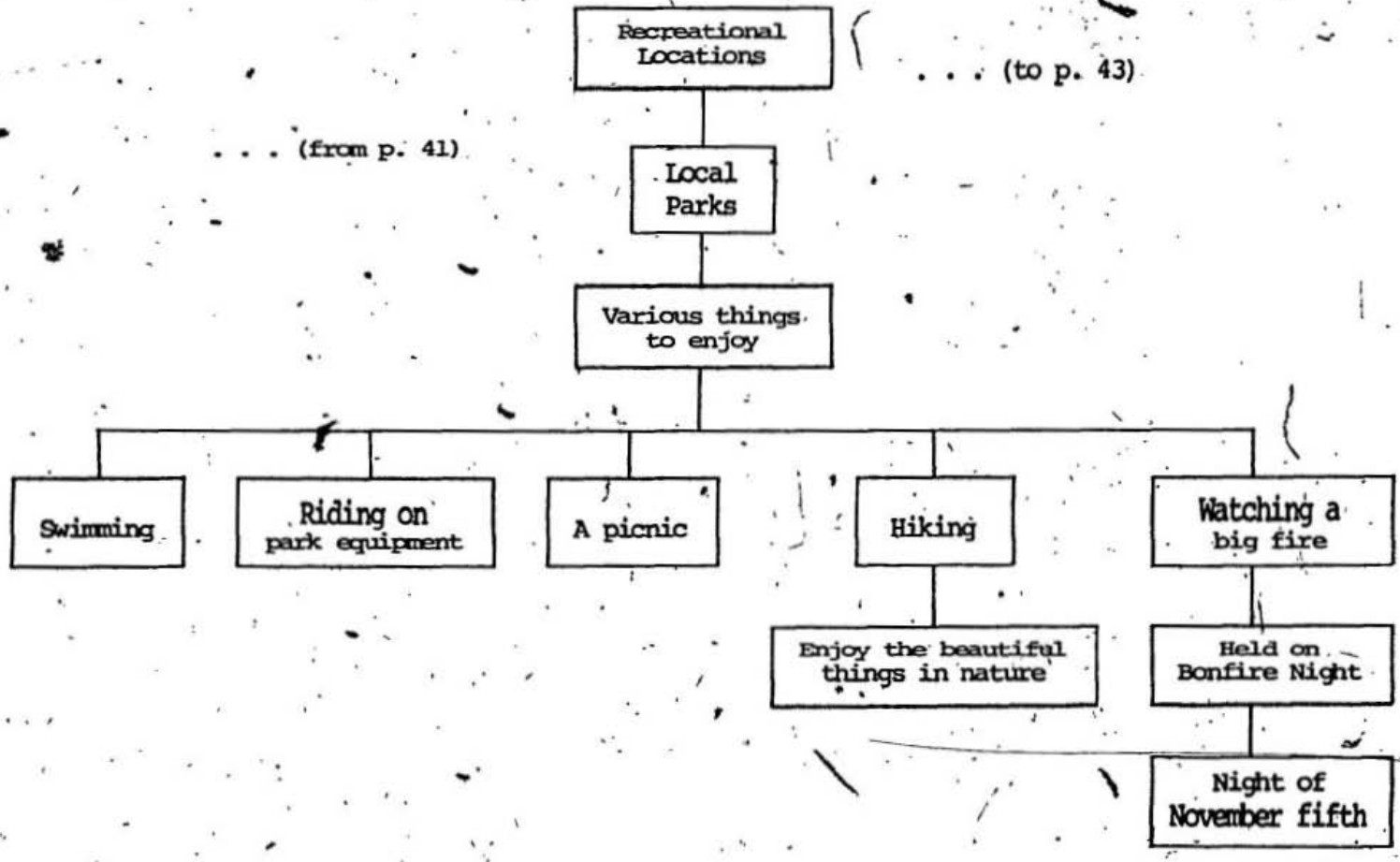
RECREATION IN ST. JOHN'S

Task Analysis (3)



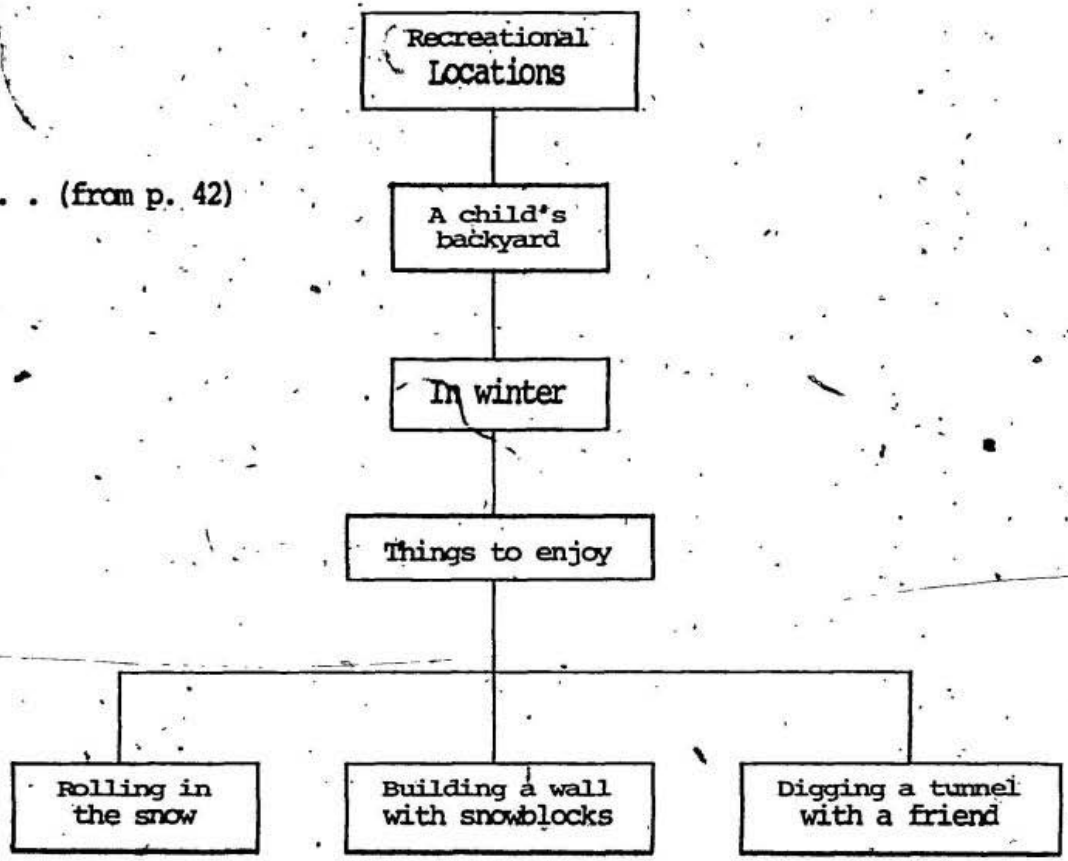
RECREATION IN ST. JOHN'S

Task Analysis (3)



Task Analysis (3)

. . . (from p. 42)



Behavioral Objectives

Behavioral objectives have become a recognized feature of the curriculum and development planning process. Burns (1972) writes very strongly in favour of the use of behavioral objectives. He states:

> The quality of instruction, the quality of instructional materials, and the quality of achievement tests really demand that behavioral objectives all be set forth prior to instruction (p. 2).

Sockett (1976) expresses what, in his opinion, a behavioral objective should do. He states:

> A behavioral objective should refer to an intended change to be brought about in a learner. That intended change should be described in terms of measurable learner behavior. A behavioral objective must therefore be specific, measurable and unambiguous (p. 39).

Mager (1962), another proponent of objectives, states that:

> An important reason for stating objectives ... relates to the evaluation of the degree to which the learner is able to perform in the manner desired (pp. 3-4).

Mager (1962) also emphasizes the importance of objectives for the teacher as well as the student. He goes on to state:

> Tests or examinations are the mileposts along the road of learning and are supposed to tell the teacher and student the degree to which both have been successful in their achievement of the course objectives. But

> unless goals are clearly and firmly fixed ... tests are at best misleading; at worst, ... irrelevant, unfair or useless (p. 4).

The behavioral objectives for the unit Recreation in St. John's are presented below.

After the slide/tape has been presented and discussed with a Grade Three class, all members of the class will demonstrate:

1. A knowledge of specific recreational events held in St. John's by being able to identify, when given pertinent information, three specific days which are celebrated with organized activities in St. John's.

2. A knowledge of specific recreational locations in St. John's by being able to identify, when given pertinent information, four specific locations where citizens of St. John's can enjoy themselves.

3. A knowledge of the historical aspect of recreation in St. John's by being able to identify a specific type of recreation which has been enjoyed at the St. John's Regatta for many years, when given a list of two kinds of recreation enjoyed at the St. John's Regatta at present.

CHAPTER V

RATIONALE FOR CHOICE OF MEDIA

A great deal of research has been conducted relevant to audiovisual materials. Kemp (1980) presents us with a number of researchers and a synopsis of their findings pertinent to the production aspects of audiovisual materials.

The findings of Hoban and Van Ormer (1950) were sometimes directly related to variables in film and television production; but in Kemp's view most of their points were also of value in the production of other materials, such as slides and filmstrips.

> 1) The rate of development or pacing of a film should be slow enough to permit the learners to grasp the material as it is shown.
>
> 2) Presenting only the bare essentials or too rapid coverage of subject matter may be ineffective.
>
> 3) Films that treat factual matter appear to be improved by the use of an organizational outline in title and commentary.
>
> 4) Special effects used as attention-getting devices have no positive influence on learning.
>
> (Kemp, 1980, pp. 19-20)

May and Lumsdaine (1958) conducted experimental studies concerning problems in production and utilization

of teaching films. Their findings were:

1) Except where the use of live dialogue can have marked superiority for meeting particular objectives, the narrated film has great advantages.

2) Liberal use of titles, questions and other printed words can improve teaching effectiveness.

(Kemp, 1980, pp. 20-21)

Travers (1967) examined the literature relating to the transmission of information through the senses and pointed out implications for the design of audiovisual teaching materials.

1) The fact that color adds to the attractiveness of a training device does not necessarily mean that it improves learning. Black-and-white is as effective as color for instructional purposes except when the learning involves an actual color discrimination. Learners prefer color versions despite the fact that the addition of color does not generally contribute to learning.

2) The special effects (fades, dissolves, and the like) that are used to represent lapses of time and other events were not effective in conveying the intended meanings. Print titles seem to be more effective, special sound effects appear to provide much more challenge to the film producer than aid to the learner. The same can be said of humor and of other special means intended to retain the interest of the learner.

3) Verbal simplification in film commentaries increases teaching effectiveness.

(Kemp, 1980, pp. 21-22)

Hartman (1961) revised the literature on single- and multiple-channel communication and concluded that:

> The meaning of a visual message is often ambiguous and subject to personal interpretation. The use of words to direct attention is essential.
>
> (Kemp, 1980, p. 22)

Gropper (1966) studied the relation of visuals and words for developing programmed audiovisual materials and found that:

> While concepts and principles can be acquired on the basis solely of visual presentations, to rely only on visual lessons is inefficient. Words serve an important cueing role and should be incorporated, for this secondary purpose, into a visual presentation.
>
> (Kemp, 1980, p. 22)

Allen (1973) presented the following points:

1) When a student participates frequently by responding actively to some stimulus, learning of the materials will be increased.

2) It is useful to direct the learner's attention to particular elements of instructional messages through visual cueing or other attention-attracting devices.

(Kemp, 1980, p. 22)

Levie and Dickie (1973) considered the following generalization to have a bearing on the design of audio-visual materials:

> Learning is facilitated by increasing the number of relative cues and reducing the number of irrelevant ones in terms

> of the concept to be learned. When a presentation involving a media form can be reduced in complexity so that only the factors that directly contribute to accomplishing the task (like realism, color, motion, picture detail, and so on) are included, learning will be more predictable and replicable.
>
> (Kemp, 1980, p. 23)

Dwyer (1978) contributed findings which refuted Travers (1964) belief that color did not improve learning. He concluded that:

> There is an increasing amount of empirical evidence to support the use of color in visual illustrations as evidenced by improved achievement of specific educational objectives.
>
> (Kemp, 1980, p. 23)

Dale (1969) studied the use of audiovisual materials within an educational context and found that they could do many positive things. These included:

1) Heighten motivation for learning
2) Provide freshness and variety
3) Appeal to students of varied abilities
4) Encourage active participation
5) Widen the range of student experience
6) Assure order and continuity of thought
7) Improve the effectiveness of other materials

(pp. 150-156)

Reiser and Gagné (1983) provide six charts which make up their media selection model. Prior to using this

model they suggest four types of information which should be obtained by the developer at an earlier stage in the instructional development process. These are:

1) The objective(s) to be taught

2) The domain of learning outcomes to which each objective belongs (i.e., intellectual skill, verbal information, cognitive strategy, motor skill or attitude)

3) The setting in which the instruction will take place (e.g., will the instruction be broadcast from a central location? Will the instruction be delivered by a live instructor? Will the students be expected to learn by self-instruction?)

4) Whether or not the learners are expected to be competent readers (i.e., whether they are able, with reasonable efficiency, to gain information from printed text)

(pp. 67-68)

Based upon the findings of the task analysis and learner analysis the developer concluded from the Reiser and Gagné model that the teaching of information is best provided to students by an instructor with the aid of the following:

- filmstrip
- motion picture
- printed text (supplemented with, or including pictures)
- slides
- slide/tape
- TV cassette

(p. 81)

In making the final media selection Reiser and Gagné (1983) pose a number of questions for consideration. These are:

1) Can the medium be produced by the time needed?

2) Can the costs of production, maintenance, and operation be afforded?

3) Can the medium be approved as compatible with existing policies and programs?

4) Is the medium practical for use in its intended environment?

5) Is more than one medium necessary to enable students to learn all of the objectives?

6) What are the comparative costs of the final candidate media and media combinations?

7) Can each medium meet the estimated requirements for change and updating?

(pp. 82-84)

As stated, in the completion of an instructional development project of this type many factors have to be considered when attempting to choose appropriate media. Obviously one wishes to choose media which will be acceptable to the intended audience and to the teacher who must implement the instruction. The developer, however, unless being paid to do the project by a client must take into account the factor of cost.

In this particular situation cost considerations ruled out the use of 16mm film and videocassette recording. The use of slides or filmstrips were a much less expensive

choice and according to the Reiser and Gagné model appropriate for the presentation of the intended instruction.

The questionnaire used to determine a need for the project also contained a question which asked teachers to indicate the types of media they prefer to use in their classrooms (see Appendix A, question 6). Filmstrips were chosen more often than slides. This may be due to the fact that filmstrips were indicated as one of the materials presently available which could be included in the teaching of their social studies program; whereas slides appropriate to sub-themes were not available.

The developer had an opportunity to speak with some of the respondents and they showed no particular aversion to the use of slides in their classrooms. Eighty-seven percent of the teachers surveyed reported the availability of a slide projector for their use.

Slides appear to be a more versatile medium than filmstrips. Once slides have been taken, they can be used in that format, they can be placed on videocassette, or they can be converted to a filmstrip; thus satisfying three particular preferences.

The slide medium is becoming increasingly familiar to young children today. The 35mm camera is a popular item and many children can now provide their own slide shows of interesting places they have visited or of special occasions recently celebrated.

The developer, during her time as a teacher, has given slide presentations to children in the primary grades and always found them to be enthusiastically received. Children who didn't ordinarily share their experiences in regular class discussions often got very excited over pictures on the screen.. This was especially the case when a particular house or landmark from their community was recognized. On several occasions they would want to touch the picture on the screen in order to point out something of interest to them. These were always pleasant times for both teacher and students and references to the 'show' continued long after the presentation had ended.

The developer's high opinion of slides as an acceptable classroom medium is shared by others, as seems evident by the following glowing account:

> The power of the slide medium lies in part in the nature of the slide presentation. The very darkness of the room not only improves the brilliancy and three dimensionality of the image, it creates an atmosphere, an environment in which the viewer is compelled by the slide. The darkened room focuses the attention of the viewer so totally on the dazzling screen, that the image is projected on our very minds. The centering power of slides cannot be underestimated, particularly in relation to young children.
>
> (Wein, 1977, p. 8)

He goes on to state that:

> While they lack the illusion of movement that makes the cinema such a powerful recreation of the ever-changing flux of

> perceptions, slides in their frozeness, have a "gestural" quality that make them seem to contain meanings as well as capture moments. (Wein, 1977, p. 8)

Slides prepared for classroom use may be accompanied by a cassette tape containing appropriate narration. As with slides, the cassette tape is familiar to young children in our society today. The portable mini cassette player and a supply of tapes often top the list of requests for Christmas or birthday gifts.

A survey was conducted by Hardesty (1978) to ascertain the reactions of individual librarians to the use of slide/tape presentations. Many favourable comments were compiled including the following:

1) Flexibility of removing out-dated slides
2) Flexibility of altering tape
3) Durability of slides and tapes
4) Low initial cost
5) Low maintenance of slides and tapes
6) Easy duplication of materials
7) Good color reproduction
8) Can be run on equipment which is easy to use
9) Can be incorporated very easily into class discussion sessions and serve as a common point of departure for all students in the class
10) Slides can be re-organized to use without tape

11) Slide/tape format is useful for presenting individualized instruction or for classroom use

12) Enhances creativity

13) Easier than films to alter

14) Programs can be copied on video-cassette

15) Pictures closer to reality, therefore more easily assimilated than printed or verbal information

16) Major advantage over filmstrips is that it can be changed quite easily

17) Slide synchronization can be stopped at any point in the presentation to add additional explanation

18) Simpler to produce than videotape or film, yet gives both audio and visual

19) Less expensive to produce than videotape or film

(pp. 27-126)

As shown the slide/tape combination has many positive attributes; however, it would be negligent not to note its potential drawbacks. The main complaint is that the slides may get out of sequence or be projected upside down. The suggested way to overcome this is for the teacher to preview the presentation before showing it to the class, as would be expected of any type of media presentation. Previewing ensures its appropriateness for the intended audience. If the slides are numbered and placed in a storage tray which can then be directly attached to the slide projector for viewing purposes, problems of

this type should not be encountered. The audiotape should also be played in advance thereby determining that it is in good working order and that the narration is clear and well-paced.

The positive aspects of a slide/tape medium appear to outweigh the negative aspects. As a result of these findings it was the medium selected to present the unit of instruction.

The slide/tape presentation constitutes a large part of the instruction; however, an additional medium seemed essential. To make the objectives of the instruction clear to teachers and students a teacher's manual was included as part of the unit.

The manual contains a copy of the scripted narration on the audiotape as well as a numbered description of each slide in the presentation. In addition, the manual contains background information, discussion and activity suggestions, and provides a quiz which may be used for evaluation purposes.

CHAPTER VI

DEVELOPMENT PROCEDURES AND FORMATIVE EVALUATION

The instructional development process requires adherence to a precise plan. The plan used by the developer is based upon a model developed by Thiagarajan, Semmel, and Semmel (1974). The instructional development plan is divided into four stages, as shown in Figure 1. The analyses stage has been covered in the preceding chapters of this report. The remaining stages are covered in the present chapter and the ones which follow.

Production and Formative Evaluation

The materials produced for the unit of study consisted of 1) a slide/tape presentation, and 2) a teacher's manual. Prior to writing the script for the slide/tape presentation, Grade Three basal readers, spelling books, and workbooks were studied to determine an appropriate vocabulary level. After the script had undergone several revisions, it and the objectives for the unit of study were taken to Ms. J. King, a Grade Three teacher. Ms. King considered the objectives of the unit to be appropriate as well as the vocabulary and content of the script. She was also of the opinion that most of the aural

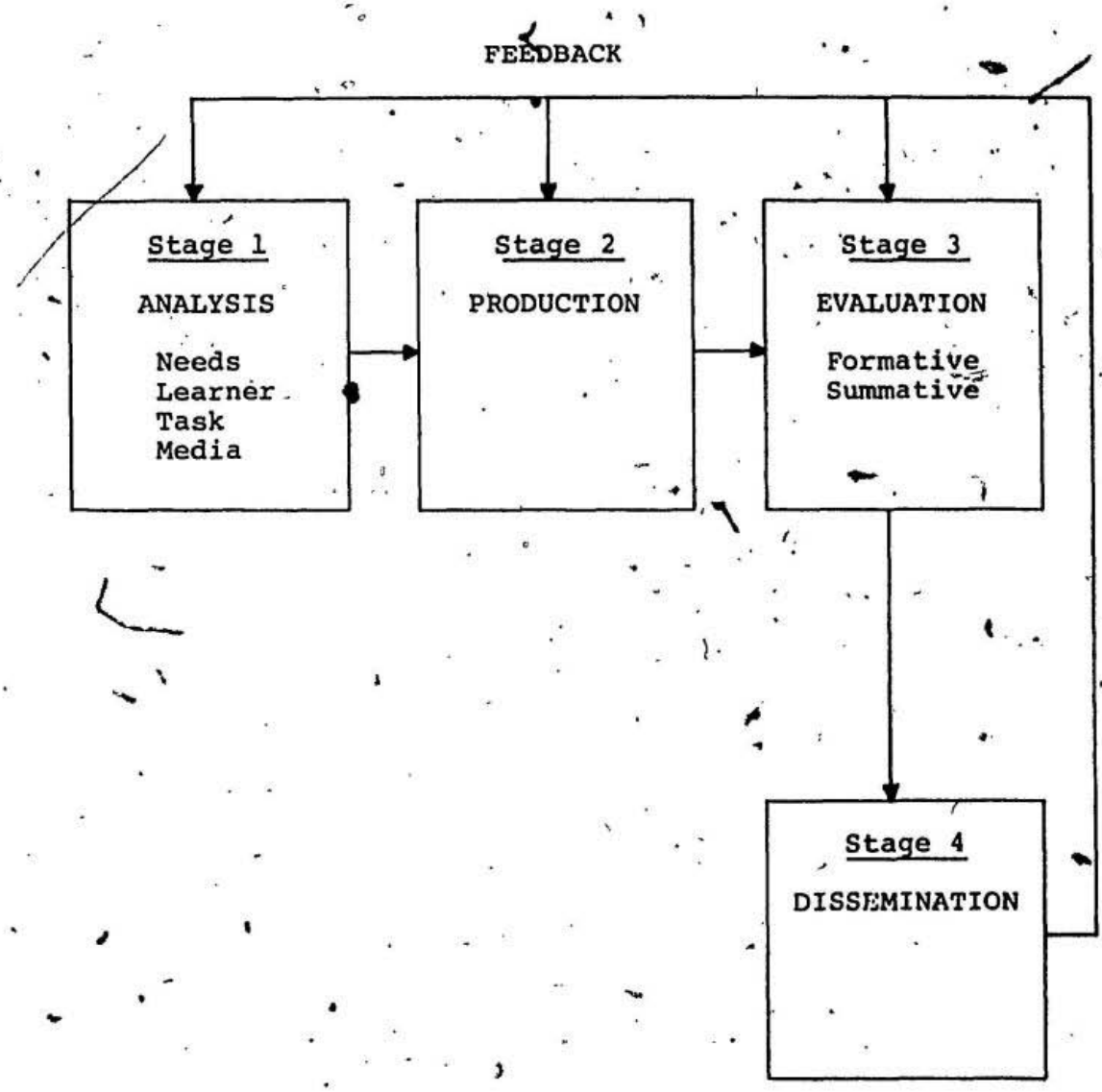


FIGURE 1. Instructional Development Model

vocabulary used could be read by Grade Three students, with the possible exception of the words 'officials' and 'ceremony' which were used to describe activities held on St. John's Day. This information was of help to the developer when preparing a test for summative evaluation.

The approval of the script allowed the developer to proceed with the taking of the necessary slides. This endeavor required a period of several months as the special days included in the presentation occur at various times throughout the year. The necessary slides were collected with the exception of those portraying the Regatta Day boat races. Some of the slides for this segment were not considered to be of suitable quality and, therefore, were not included in the presentation. This lack of suitable slides created a potential problem since the boat races are considered to be the main attraction on Regatta Day. It, therefore, seemed inappropriate to reduce the number of slides pertaining to the races. Mr. W. Sturge from the Department of Development (Tourism Branch) helped to overcome this problem. When the developer contacted him and explained the situation and the presentation in progress, Mr. Sturge supplied the required slides. He also provided slides relevant to this segment concerning the Children's Animal Farm.

When trying to locate historical slides of both the Regatta Day boat races and a parade in the downtown

area of St. John's, the developer was informed by Mr. H. Brown, an employee of the Newfoundland Archives, that pictures such as these were available at his place of work. A search revealed that appropriate photographs did exist. Newfoundland Archives personnel sent the chosen photographs to Cameramun at Memorial University where the copies were made into a slide format.

When the necessary slides were obtained they, and the script, were shown to Mr. H. Dewling. Mr. Dewling, a recently retired employee from the Department of Parks and Recreation in St. John's, checked the accuracy of both the script and the slides. The information in the script was considered to be accurate; however, three of the slides needed clarification. All three slides were contained in the St. John's Day segment of the presentation and dealt, in particular, with the parade held on that day. Two of the slides showing the Knights of Columbus and the Shriners' Club Band had been erroneously sequenced. This error was immediately corrected. The third slide was thought, by the developer, to be a picture of two members of the Royal Canadian Mounted Police in uniforms which depicted some present day style of dress. Mr. Dewling, however, suggested that they were uniforms from the past but he was unsure of the particular period. His suggestion proved to be correct. The Police C

Royal Canadian Mounted Police was contacted and subsequently

the content of the slide was clarified.

The recording of the script on a cassette tape required the aid of people with expertise in that area. Mr. F. O'Byrne, who has been involved in various aspects of the recording and television field for several years and is now completing a degree in Education at Memorial University, offered much valuable advice when the cassette tape recording was in progress. He also provided his services as narrator on the finished tape. Dr. T. Braffet and Mr. G. Hollett, from the Division of Learning Resources at Memorial University, also provided needed appraisal and assistance on this aspect of the production. They further extended assistance in finalizing the visual portion of the production.

The teacher's manual was developed to further extend the information contained in the slide/tape presentation. Additional information was gleaned from brochures and information packages requested, by the developer, from various branches of both the Government of Newfoundland and Labrador and the Government of Canada.

Ms. J. King, the Grade Three teacher previously consulted regarding the script, was shown the completed slide/tape presentation and the accompanying teacher's manual. She considered the presentation to be suitable for Grade Three learners. Ms. King was also of the opinion that the information and suggestions provided in the teacher's manual

were worthy of being included in a Grade Three social studies unit. In giving an overall reaction to the teacher's manual, Ms. King reported that she thought it to be 'workable', whereas many manuals or guides supplied to teachers were unrealistic in terms of the school supplies needed to implement the provided suggestions. To obtain feedback on the overall format of the teacher's manual it was shown to Mrs. M. Mahaney, a Primary school vice-principal, and to Dr. B. Brett, a member of the Department of Curriculum and Instruction at Memorial University. Neither Mrs. Mahaney nor Dr. Brett suggested any changes in the format of the manual.

Before the developer could take the completed presentation for a summative evaluation it was necessary to receive evaluative comments from a group of learners. Five children viewed the slide/tape presentation and the developer was encouraged by the enthusiastic responses it elicited. The slides seemed to prompt many comments as to which of the things looked like they would be "fun to do". All of the children seemed to identify with the segment pertaining to a child's backyard and offered their own experiences. The developer assisted them in calculating the number of years ago that the historical pictures had been taken; however, they did not make any reference to the fact that these two pictures were not in color.

When the learners were working through the test prepared for the summative evaluation the developer was again pleased by their enthusiastic reception toward the "guessing game" format of the test. The developer, during her years as a Primary teacher, was aware that children in this age group like to play 'guessing games' and as a result the test was designed with that format in mind.

Summary

The expert appraisal, advice, and assistance provided from various sources and the enthusiastic responses received from a group of learners indicated to the developer that the materials she had produced were worthwhile. The next requirement of the instructional development process was to have the unit of study undergo a summative evaluation.

CHAPTER VII

SUMMATIVE EVALUATION

Procedure

To obtain feedback on the effects of the instructional unit, evaluation was conducted with two groups of Grade Three students. Each group was comprised of 28 students. Both groups contained male and female students of various academic abilities and socioeconomic backgrounds. Group I consisted of students from the city of St. John's. Group II consisted of students from a community 20 kilometers outside the city.

Before the students were exposed to the instruction each of the two teachers used a pretest checklist, in the form of a 'guessing game', to obtain an indication of the amount of knowledge the students possessed prior to administration of the instruction. The checklist contained five items (see Appendix B). These five items were later administered using a paper and pencil posttest, which was completed by each of the 56 students who took part in the instruction.

The style of administration of the pretest and posttest differed due to the age of the students. During the developer's years of training in the Primary area

the importance of fostering a positive self-concept and of giving children, especially young ones, positive reinforcement was constantly being emphasized. In view of these teachings it seemed inappropriate to administer a test to young children on material of which they had not received any instruction. This view seemed particularly relevant for the group outside St. John's. Children within the city may have actually taken part in some of the events shown in the presentation; however, the chance of success seemed less likely for the students outside the city. The other Primary teachers consulted regarding this matter were supportive of the developer's choice of pretest format. The 'guessing game' could give an indication of the amount of knowledge already known without causing undue concern to the students at not knowing the correct response to the items.

Three items were included on the posttest which had not previously been used on the pretest. Items 6, 7, and 8 of the posttest could have caused confusion, without first seeing the presentation, due to the specific nature of the content (see Appendix C). Upon completion of the pretest, the slide/tape presentation was viewed by the students. The contents of the presentation were discussed and the students provided their own related experiences. The paper and pencil posttest was then administered to both groups of students.

To obtain additional feedback the teachers who took part in the administration of the instruction were asked to indicate the extent of their agreement or disagreement, using a five-point scale, with statements relevant to the unit of instruction (see Appendix D). They were also asked to give an informal assessment of the slide/tape presentation and their students' reactions to it.

Results and Analysis

The results of the posttest administered to Group I yielded a percentage of correct responses to each of the five items which was higher than the percentage of correct responses estimated by the teacher during the pretest (see Table 3).

Item I showed the greatest percentage gain from pretest to posttest - a 100% gain. Items 2, 4, and 5 each showed a 25% improvement from pretest to posttest. As shown in Table 4, the results of the posttest administered to Group II also yielded a percentage of correct responses to each of the five items which was higher than the percentage of correct responses estimated by the teacher during the pretest.

TABLE 3

Comparison of Pretest and Posttest Responses in Group I

Item	Pretest[a] %	Posttest[b] %
1	0	100
2	75	100
3	50	96
4	75	100
5	75	100

Note. Total number of students = 28.

[a]Pretest percentages are teacher estimates.

[b]Posttest percentages were obtained in a paper and pencil test completed by all members of the group.

Items 1 and 3 showed the greatest percentage gain from pretest to posttest - an 89% gain on each of the two items. Items 4 and 5 each showed an improvement of 68% from pretest to posttest. Group II indicated a greater percentage gain from pretest to posttest than did Group I on all but the first item. The lower percentage gain from pretest to posttest was not a cause of great surprise when it was taken into account that all of the

TABLE 4

Comparison of Pretest and Posttest Responses in Group II

Item	Pretest[a] %	Posttest[b] %
1	0	89
2	25	100
3	0	89
4	25	93
5	25	93

Note: Total number of students = 28.

[a]Pretest percentages are teacher estimates.

[b]Posttest percentages were obtained on a paper and pencil test completed by all members of the group.

students from Group I were residents of St. John's - the community portrayed in the presentation.

To obtain an overall comparison of pretest and posttest responses to each of the five items, the results from the pretests and posttests of Group I and Group II were combined (see Table 5).

Item I showed a 95% gain from pretest to posttest. Items 4 and 5 showed the lowest gain - 47% from pretest

TABLE 5

Comparison of Pretest and Posttest Responses
Groups I and II Combined

Item	Pretest %	Posttest %
1	0	95
2	50	100
3	25	93
4	50	97
5	50	97

to posttest. Although percentage gains were indicated on all of the items they were somewhat diminished by the high pretest results by the group of students within the city of St. John's. These results may indicate that the instruction would best serve Grade Three students who live in communities outside the city.

The three items on the posttest which were not previously administered on the pretest received a high percentage of correct responses from Group I and Group II (see Table 6).

TABLE 6

Posttest Responses for Groups I and II
Both Individually and Combined

Item	Group I %	Group II %	Groups I and II %
6	93	79	86
7	100	100	100
8	93	86	90

Both groups obtained 100% on Item 7, while Group I received a higher percentage on each of the other two items.

The results presented thus far seem to indicate that student knowledge increased after exposure to the instruction. The developer deduced from the percentage of correct responses on each of the test items that the objectives for the unit had been met. The overall success in reaching the objectives with both groups of students was calculated and, as the results in Table 7 show, 72% of the students obtained 100% on the posttest with 89% of the students obtaining 80% or more on the posttest.

TABLE 7

Overall Success in Reaching Objectives

Students %	Items Correct %
72	100
72	90 (or more)
89	80 (or more)
97	70 (or more)
100	60 (or more)

Note. Total number of students = 56.

As shown in Table 8, teacher response to the unit of instruction was positive. The teacher with Group I expressed, in a written comment, that her students "really enjoyed learning about things with which they are already familiar". The other two Grade Three teachers in that particular school also examined the materials and expressed an interest in using them in their classrooms at a future date. These teachers commented that they had not thought to include 'special days' in their discussion of the topic recreation but they were of the opinion that it was a good idea to do so.

TABLE 8

Teacher Attitudes Toward the Unit of Instruction

	Teacher I	Teacher II	Totals
Statement 1	5	5	10
Statement 2	5	5	10
Statement 3	4	5	9
Statement 4	4	5	9

Note. Maximum total possible for each statement = 10.

The teacher with Group I had one minor complaint with the audio portion of the presentation - she had difficulty hearing the audible signal during the music segments of the presentation. The problem appears to have been with the cassette player used by that particular teacher. The developer checked with the teacher from Group II to determine if she had encountered a problem of this kind. No problems had been encountered with any aspect of the presentation. Prior to presenting the cassette tapes to both teachers the tapes had been played on various tape players and the signal was clearly discernible on each player.

The teacher with Group II, prior to accepting the materials for evaluation purposes, had described her class as being very 'forthright' when expressing their opinions. For example, on the occasions when she arrived in class wearing an article of clothing which did not appeal to them it would be promptly and 'loudly' made known to her. She assured me that their reactions to the presentation would be 'honest' ones. As a result it was most encouraging to be told that upon completion of the slide/tape presentation the comment, "that was some good, Miss", was loudly expressed by several members of the class.

Summary and Conclusion

The results of pretest and posttest evaluations with two groups of students seemed to indicate that both groups increased their knowledge as a result of the instruction administered to them. The results obtained on the test items overall indicated that the objectives of the instruction had been realized. In addition, both students and teachers gave favourable comments regarding the instruction. The developer concluded from the results of the summative evaluation that the effects of the instructional unit had been positive.

CHAPTER VIII

CONCLUSIONS, RECOMMENDATIONS, IMPLEMENTATION

The summative evaluation indicated that the effects of the instructional unit entitled, Recreation in St. John's were positive. Two groups of students gained knowledge from the instruction and both students and teachers seemed to enjoy the instruction. Based on these findings the developer recommends that the unit of instruction be widely used by other Grade Three students and teachers of Newfoundland and Labrador while they explore the theme of the Grade Three social studies program, Meeting the Needs of Communities.

The unit presently completed has fulfilled just a small part of the need, as expressed by teachers, for additional materials to aid them in their teaching of the social studies program. Each topic introduced in the unit could be developed into it's own slide/tape presentation. In addition to having recreational materials on the city of St. John's, it would be most educational for students if several presentations on an extensive number of communities in Newfoundland and Labrador could be made available to them. Recreation is just one of the sub-themes covered in Grade Three social studies. A study of any or all of the other sub-themes would be

enhanced by the availabilfty of suitable supplementary materials.

In the dissemination process one must not discount recommendations made by teachers who have successfully used the instruction. As noted during the summative evaluation, two teachers not involved in the evaluation had expressed interest in using the instruction at a future date. To achieve province-wide dissemination of the unit of instruction all Grade Three teachers need to be informed of its availability. The Clearinghouse at Memorial University will hopefully serve this purpose. A catalogue from the Clearinghouse is available to schools. The catalogue provides teachers with a list of instructional packages, provides a short synopsis of their contents, and gives the age group for which the instruction was designed.

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APPENDICES

APPENDIX A

INSTRUMENT USED

FOR NEEDS ASSESSMENT

QUESTIONNAIRE: SCHOOL MATERIALS

1. Which of the following materials are available to assist you in the teaching of your Social Studies Program?

Materials Available	Often Used	Seldom Used	Never Used
a) Posters	___	___	___
b) Maps	___	___	___
c) Globes	___	___	___
d) Games	___	___	___
e) Kits	___	___	___
f) Books	___	___	___
g) Records	___	___	___
h) Audiotapes	___	___	___
i) Videotapes	___	___	___
j) Slides	___	___	___
k) Filmstrips	___	___	___
l) 16mm Films	___	___	___
m) Other _____	___	___	___

(cont'd.)

2. Keeping in mind the theme of the Grade Three Social Studies Program, Meeting the Needs of Communities, which of the following sub-themes are covered by the materials you selected in question one?

a) Food ____
b) Clothing ____
c) Shelter ____
d) Energy ____
e) Health Care ____
f) Communication ____
g) Transportation ____
h) Occupations and Services ____
i) Recreation ____
j) Resources ____
k) Government ____
l) Education ____

3. Are you presently satisfied with the materials available to assist you in the teaching of Social Studies?

Yes ____ No ____

4. Please suggest materials that you would like to have made available to you.

_____

_____

_____

_____

(cont'd.)

5. Which of the following types of equipment are available at your school?

   a) Filmstrip Projector ____

   b) Slide Projector ____

   c) 16mm Film Projector ____

   d) Audiotape Recorder ____

   e) Videocassette Recorder 3/4 in. ____ 1/2 in. ____

6. Considering the available equipment listed in question five, which types of media do you prefer to use in your classroom?

   a) Filmstrips ____

   b) Slides ____

   c) 16mm Films ____

   d) Audiotapes ____

   e) Videocassette Tapes ____

APPENDIX B

PRETEST

We are going to see a slide/tape presentation. It is called Recreation in St. John's. Before we watch the presentation, let's play a guessing game. You are to guess which special day I am celebrating in St. John's or which special place I am visiting from the clues that I give you. Please wait for all the clues and then raise your hand if you think that you know the correct answer.

1. Guess the Special Day

Clue number 1:

I am watching city officials (mayor, councillors, etc.) perform an opening ceremony.

Clue number 2:

I am watching an unusual dory race.

Clue number 3:

I am watching a colourful parade on Water Street.

The Special Day is ST. JOHN'S DAY

How many of the class knew the correct response?

All___ Most___ Some___ A few___ None___

(100%) (75%) (50%) (25%) (0%)

2. Guess the Special Place

Clue number 1:

I am visiting a place where lots of children like to go.

(cont'd.)

Clue number 2:

I am making new friends here.

Clue number 3:

I've just made friends with a duck, a rabbit, and a goat.

The Special Place is THE CHILDREN'S ANIMAL FARM

How many of the class knew the correct response?

All___ Most___ Some___ A few___ None___

(100%) (75%) (50%) (25%) (0%)

3. Guess the Special Day

Clue number 1:

I am on Signal Hill.

Clue number 2:

I am watching the Signal Hill Tattoo put on a special show for the occasion.

Clue number 3:

I am going to join in with all of the other people for the singing of a certain song.

The Special Day is CANADA DAY.

How many of the class knew the correct response?

All___ Most___ Some___ A few___ None___

(100%) (75%) (50%) (25%) (0%)

4. Guess the Special Place

Clue number 1:

It is Bonfire Night and I'm watching a big fire.

Clue number 2:

I'm going on a hike.

Clue number 3:

I am going for a swim and then I am going to join my friends for a picnic.

The Special Place is A PARK.

How many of the class knew the correct response?

All___ Most___ Some___ A few___ None___

(100%) (75%) (50%) (25%) (0%)

5. Guess the Special Day

Clue number 1:

I am buying tickets and hoping to win a prize.

Clue number 2:

I am enjoying a music festival.

Clue number 3:

I and thousands of other people are standing beside a lake watching boat races.

The Special day is REGATTA DAY.

How many of the class knew the correct response?

All___ Most___ Some___ A few___ None___

(100%) (75%) (50%) (25%) (0%)

APPENDIX C

POSTTEST

1. Choose the special day I am celebrating in St. John's if I am watching these things.

   1) I am watching city officials perform an opening ceremony.
   2) I am watching an unusual dory race.
   3) I am watching a colourful parade on Water Street.

PLEASE CIRCLE THE CORRECT ANSWER.

a) Canada Day b) St. John's Day c) Regatta Day

2. Where in St. John's am I if I am doing these things?

   1) I am visiting a place where lots of children like to go.
   2) I am making new friends here.
   3) I've just made friends with a duck, a rabbit, and a goat.

PLEASE CIRCLE THE CORRECT ANSWER.

   a) on the waterfront
   b) at the Children's Animal Farm
   c) in Robert's backyard

3. Choose the special day I am celebrating in St. John's if I am doing these things.

1) I am standing on Signal Hill.
2) I am watching the Signal Hill Tattoo.
3) I am singing O Canada!

PLEASE CIRCLE THE CORRECT ANSWER.

a) Canada Day b) St. John's Day c) Regatta Day

4. Where in St. John's am I if I am doing these things?

1) I am having a picnic.
2) I am going on a hike.
3) I am watching a big fire on Bonfire Night

PLEASE CIRCLE THE CORRECT ANSWER.

a) on the waterfront
b) at the Children's Animal Farm
c) in a park

5. Choose the special day I am celebrating in St. John's if I am doing these things.

1) I am buying tickets and hoping to win a prize.
2) I am enjoying a music festival.
3) I am standing beside a lake watching boat races.

PLEASE CIRCLE THE CORRECT ANSWER:

a) Canada Day b) St. John's Day c) Regatta Day

6. Where in St. John's am I if I am looking at these things?

1) I am looking at boats from Canada.
2) I am looking at boats from other parts of the world.

PLEASE CIRCLE THE CORRECT ANSWER.

a) at the Regatta Day boat races
b) walking along the waterfront

7. Where in St. John's did Robert enjoy these things?

1) rolling in the snow
2) building a wall with snowblocks
3) digging a tunnel with his friend Danny

PLEASE CIRCLE THE CORRECT ANSWER.

a) At the Children's Animal Farm
b) in his own backyard
c) in a park

8. Which of these things has been enjoyed in St. John's on Regatta Day for many years?

PLEASE CIRCLE THE CORRECT ANSWER.

a) watching the boat races
b) watching the folk festival

APPENDIX D

INSTRUMENT USED TO OBTAIN TEACHER FEEDBACK

Please read the following statements concerning the instructional unit and indicate, by circling the appropriate number, the extent of your agreement or disagreement with each statement.

Statement 1:

The students enjoyed the slide/tape presentation.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Statement 2:

The students enthusiastically discussed the events and locations presented.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Statement 3:

The unit of instruction is appropriate material to include in the Grade Three Social Studies Program.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Statement 4:

The unit of instruction should be recommended to other Grade Three teachers.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

APPENDIX E

TEACHER'S MANUAL

RECREATION IN ST. JOHN'S

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Backyard Fun (A Child's Backyard)

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(For the Teacher Segments)

Introduction

The instructional unit, Recreation in St. John's, has been developed to introduce Grade Three students of Social Studies in Newfoundland and Labrador to a selection of things the citizens of their capital city do during their times of leisure. The unit features some of the recreational events held on St. John's Day, Canada Day, and Regatta Day. The unit also features four recreational locations - the Children's Animal Farm, the waterfront, local parks, and a child's backyard. The coverage of these topics is not exhaustive but will hopefully serve as a pleasant and informative introduction, for both students and teachers, to the sub-theme recreation during their overall study of the Grade Three theme for social studies - Meeting the Needs of Communities.

Students who live in St. John's may have taken part in the celebrations held on the various special days or visited some of the mentioned locations. If this is so, the unit should prove to be of great interest to them and they can compare what they already know with the information given during the presentation. For students who live outside St. John's the presentation may be their first introduction to recreational possibilities in their capital city.

The manual contains nine topics. The first deals with the general topic of recreation. The remaining eight topics deal with the recreational events and locations presented in the slide/tape presentation. Information provided under the various topics include: 1) objectives of the unit, 2) a copy of the script containing the narration on the audiotape as well as a numbered description of each slide in the presentation, 3) background information, 4) discussion and activity suggestions, and 5) a quiz which may be used for evaluation purposes.

Background

Factors Which Led to the Development of the Unit, Recreation in St. John's

In 1978, a Social Studies Sequence Committee (Division of Instruction) completed a paper entitled, The Nature of Knowledge in Social Studies. In this paper they stated criticisms which had been levied against the social studies program in Newfoundland at that time.

> The present social studies program in Newfoundland has been criticized for lacking sequence and overall direction. The concern for sequence is expressed by observations that the social studies course in one grade often has very little to do with another in the next grade. Not only may the content not be complementary, but there is also little evidence of a graduation of difficulty. The lack

> of an overall direction in the program is reflected by the fact that some of the individual social studies courses have fundamentally different goals and philosophies from the others.
>
> (p. 1)

The overall design of the social studies program has been greatly improved since criticisms were levied against it in 1978. A Master Guide for Social Studies, K-XII in Newfoundland and Labrador was compiled which expressed the major purposes of the social studies program. The Grade Three Social Studies theme and area of emphasis as expressed in the Master Guide . . . was Meeting the Needs of Communities. The objectives of the Grade Three Social Studies program was next outlined in the Design for Social Studies K-XII, in Newfoundland and Labrador which was developed by Task Force III, set up by the Department of Education. The Design . . . reminds teachers that they should adapt this outline of objectives to the ability, maturity, and experiential background of pupils (p. 34).

To further assist Grade Three teachers a teaching guide, Studying Community in Grade Three was authorized by the Minister of Education in November 1983. This guide provides a resource unit to aid teachers in the accomplishment of the goals and objectives outlined in the Design. . . .

An existing problem in Grade Three Social Studies appears to be the lack of ready-made materials for use by teachers and students. This lack of materials was confirmed

by an Education Consultant for Social Studies, from the Department of Education.

Prior to the development of the instructional unit, Recreation in St. John's, a number of Grade Three teachers were requested to suggest materials that they would like to have made available to them in their teaching of social studies. Their suggestions were:

1) more filmstrips as an introduction to each of the sub-themes

2) more material applicable to Newfoundland at this grade level

3) more materials that are relevant to the community/communities being studied, materials being slides/studypringt/ video cassettes

4) the materials that are available deal mainly with communities in the United States. More Newfoundland materials would be helpful

5) Newfoundland materials sadly lacking: any materials dealing with community studies in Newfoundland would be useful

6) a filmstrip or slide presentation on our province - covering topics we do in Grade 3 Social Studies

7) media kits on selected topics

8) any materials dealing with Newfoundland would be useful

9) Newfoundland materials

10) introductory materials on local Newfoundland topics

11) posters, games, kits, videotapes, slides, films - anything related to the communities that we have to study in the program

A search was also conducted to determine the existence of materials relevant to the Grade Three Social Studies theme. The results of the search revealed that a small number of materials did exist which could be included to some extent in a Grade Three Social Studies program. The search also made it quite obvious that many other materials needed to be produced relevant to the theme, Meeting the Needs of Communities. The need for additional materials as expressed by an Education Consultant and Grade Three teachers and the lack of readily available materials, as revealed during a search, cumulatively contributed to the decision to develop a unit of curriculum and instruction.

The unit chosen to be developed was the sub-theme, Recreation. A questionnaire completed by Grade Three teachers revealed that recreation was one of the topics least covered by any of the materials presently available. It was also considered to be a topic would would be of interest to young children. The city of St. John's was chosen to be the featured community. A number of reasons warranted this choice. They were:

1) It was the developer's place of residence and as a result offered ready access to events and locations.

2) Its citizens are offered events in which to participate that are not offered in other Newfoundland communities.

3) It would give young children new insights into the capital of their province.

4) An Education Consultant from the Department of Education expressed a present need to have materials developed pertaining to the community of St. John's.

The medium chosen to convey the intended instruction was a slide/tape presentation. A survey conducted by Hardesty (1978) to ascertain the reactions of individual librarians to the use of slide/tape presentations gleaned many favourable comments, including the following:

1) flexibility of removing out-dated slides
2) flexibility of altering tape
3) durability of slides and tapes
4) low initial cost
5) low maintenance of slides and tapes
6) easy duplication of materials
7) good colour reproduction
8) can be run on equipment which is easy to use
9) can be incorporated very easily into class discussion sessions and serve as a common point of departure for all students in the class
10) slides can be re-organized to use without tape
11) slide/tape format is useful for presenting individualized instruction or for classroom use
12) enhances creativity
13) easier than films to alter
14) programs can be copied on video cassette

15) pictures closer to reality, therefore more easily assimilated than printed or verbal information

16) major advantage over filmstrip is that it can be changed quite easily

17) slide synchronization can be stopped at any point in the presentation to add additional explanation

18) simpler to produce than videotape or film, yet gives both audio and visual

19) less expensive to produce than videotape or film

(pp. 27-126)

Topic One

Recreation (General Discussion)

Objective

To formally introduce Grade Three students to the word recreation.

For the Teacher

Definition of Terms

Recreation

The natural expression of certain human interests and needs seeking satisfaction during leisure. It is an individual or group experience motivated primarily by the enjoyment and satisfaction derived therefrom. It takes many forms and may be planned or spontaneous activity.

Municipal Recreation

Public recreation administered by a unit of local government.

Public Recreation

Governmental provision of recreation opportunities and services available to all people. It is financed primarily by taxation and includes the establishment,

operation, conduct, control and maintenance of program, services, areas and facilities.

Public Park

Any area regardless of size, set aside, maintained, and preserved for public use and enjoyment - a public recreation resource.

Leisure

Time, free from work and from fulfilling the basic obligations and necessities of life, available for pursuits freely decided upon by the individual.

Suggested Approach

The above definitions are suitable to clarify relevant terms for adults, however, a simple definition of the term recreation seems more appropriate for young children. Indeed, dictionary meanings of "amusement" and "entertainment" may be quite sufficient. These two meanings will give the students an ample basis from which to draw examples of the different types of recreation enjoyed by them, their families and friends. Besides the things that they and the other people living in their community do for recreation, the students will probably be able to cite many other examples that they are aware of which have been supplied by one of the main recreational devices in their

homes - their television set.

It may prove interesting to record the students' responses on chart paper or the chalkboard. If the students keep note books containing word lists, many new additions are possible under the heading of "recreation". If students have been keeping scrapbooks the addition of their favourite types of recreation with drawings or pictures to accompany them might prove to be a worthwhile learning experience.

To help make this topic as meaningful as possible a list of different types of recreation has been provided under the general headings of "sports" and "hobbies". If students seem to be running out of ideas an item from the given lists may help to elicit several other previously unthought of responses.

Sports

- baseball
- basketball
- bicycling
- bowling
- boxing
- canoeing
- curling
- diving
- field hockey
- fishing
- football
- golf
- gymnastics
- horseback riding
- ice hockey
- judo
- karate
- kite flying
- roller skating
- sailing
- skiing
- soccer
- softball
- swimming
- table tennis
- wrestling

Hobbies

- making model airplanes, ships, cars, etc.
- collecting autographs
- birdwatching
- button collecting
- camping
- clay modelling
- coin collecting
- drawing
- finger painting
- flower arranging
- dancing
- making jewelery
- knitting
- crocheting
- leather craft
- letter writing (by pen pals)
- photography
- record collecting
- rock collecting
- sewing
- shell collecting
- stamp collecting

Topic Two

Recreation in St. John's

A Slide/Tape Presentation, (length: 10 mins.)

Objectives

To give Grade Three students a knowledge of:

1) specific recreational events held in St. John's
2) specific recreational locations in St. John's
3) the historical aspect of recreation in St. John's

For the Teacher

A script of the narration to accompany the slide/tape presentation has been provided. The script allows for a quick overview of the information to be presented to the class. It is essential that this, like any other type of media, be previewed prior to being presented in class. This will ensure that the slides are in the proper sequence and that the cassette tape, cassette player, and slide projector are all functioning satisfactorily.

Suggested Approach

Explain to the students that while their last class discussion talked about some of the different types of recreation that could be enjoyed by people from many

parts of the world, today they will learn about some of the special days and special places which provide recreational enjoyment for the people who live in St. John's - the capital city of their province. They will learn about these things by watching a presentation entitled, Recreation in St. John's.

SCRIPT TO ACCOMPANY SLIDE/TAPE PRESENTATION

RECREATION IN ST. JOHN'S

	VISUAL	NARRATION
0.	Focus Advance one frame Then start tape	
1.	Black slide	Music
2.	Title slide: Recreation in St. John's	Music continues
3.	General view of St. John's	St. John's is a city community.
4.	Small group of people	The citizens of St. John's like to enjoy themselves and there are many ways in which they can do this.
5.	City officials (Mayor, Councillors, etc.)	In June they can take part in activities organized to celebrate St. John's Day. City officials perform the opening ceremony.
6.	Dory race on Water Street (dory on wheels)	Then there are fun things to do, such as taking part in a dory race.
7.	Dory race	Do you see anything unusual about these dory races?
8.	Royal Canadian Mounted Police (1874-1898 pillbox hat) black/yellow (1898-1901 white hat)	Music fades in

	VISUAL	NARRATION
9.	Horse and carriage	Music continues
10.	Newfoundland Constabulary in dress uniform	Music continues
11.	Newfoundland Constabulary in dress uniform	Music continues
12.	Knights of Columbus	Music continues
13.	Shriners' Club Band	Music continues
14.	Parade - Courtesy of Newfoundland Archives (black and white photograph)	Parades have been enjoyed by the citizens of St. John's for many years. This picture was taken in the year 1900.
15.	People sitting on Signal Hill	Canada Day is another exciting day for the people who live in St. John's. On July the First they gather on Signal Hill to celebrate Canada's birthday.
16.	Three F Square Dancers	Entertainment, such as dancing, is provided by local community groups,
17.	Signal Hill Tattoo	and here, the Signal Hill Tattoo are putting on a special show for the occasion.
18.	Signal Hill Tattoo	No narration
19.	Signal Hill Tattoo firing rifles	No narration

	VISUAL	NARRATION
20.	People on Signal Hill	And of course, before the celebration comes to a close, everyone gets ready to join in the singing of O Canada!
21.	Crowd scene by Quidi Vidi Lake	Perhaps the most exciting day in St. John's is Regatta Day.
22.	Crowd scene by Quidi Vidi Lake	On the first Wednesday in August thousands of people gather beside Quidi Vidi Lake to take part in the day's activities.
23.	Boat races on the Lake	You need to be there early to get a good view of the boat races (Fade in music)
24.	Boat races on the Lake	Music continues
25.	Boat races on the Lake	Music continues
26.	Boat races on the Lake	Music continues
27.	Boat races on the Lake	Music continues and begins to fade out
28.	Regatta - Courtesy of Newfoundland Archives (black and white photograph)	Citizens of St. John's have been watching the Regatta Day boat races for many years. This picture was taken in 1957.

VISUAL	NARRATION
29. Children in oversize hats	As well as watching the boat races there are fun things to buy . . .
30. Lions Club booth	. . . and charitable organizations set up stalls where people can buy tickets
31. Stuffed toys	. . . and try to win prizes.
32. Regatta Folk Festival (stage)	You can also take part in the Regatta Folk Festival . . .
33. Regatta Folk Festival	where each year you can enjoy lots of good music,
34. Regatta Folk Festival	and singing and dancing.
35. Crowd scene	As the day comes to a close, crowds of happy people get ready for home.
36. Children with ducks	As well as having special days to enjoy, St. John's also has interesting places to visit. One of these is the Children's Animal Farm.
37. Child with a rabbit	It's always fun to make a new friend.
38. Child with a goat	No narration
39. Boat	A walk along the waterfront is most enjoyable. You can see boats from Canada . . .
40. Boat from Italy	and other parts of the world.
41. Boat from Italy	This is a cruise ship from Italy.

VISUAL	NARRATION
42. Royal Yacht "Britainnia"	And this is the Royal Yacht Britainnia from England.
43. Royal Yacht "Britainnia"	Who do you think travels on this boat?
44. Child in swimming pool	St. John's has several parks where its citizens can go for some fun in the pool,
45. People on park equipment	or go for a ride,
46. Child eating	or enjoy a picnic.
47. Person walking in woods	Some parks have trails where you can go on a hike
48. Bird	and enjoy the beautiful things in nature.
49. Sunset	No narration
50. Bonfire	On November Fifth, Bonfire Night, some parks have a big fire.
51. Bonfire	On this special night people gather to watch the flames jump higher . . .
52. Bonfire	and higher . . .
53. Bonfire	into the air.
54. Bonfire with crowd	Of course it's important not to get too close to the fire.

VISUAL	NARRATION
55. Group shot of children playing	Although there are lots of places to go in St. John's, sometimes its citizens like to enjoy themselves right in their own backyard.
56. Child lying in the snow	This big snowfall means that Robert can have hours of fun rolling in the snow,
57. Child building a snow wall	building a wall with snow-blocks,
58. Two children having fun in the snow	or digging a tunnel with his friend, Danny.
59. The End	Music
60. Produced by: Irene Brown	
61. Produced in corporation with Memorial University	
62. Black slide	

Topic Three

St. John's Day

Objective

The objective of this topic and the ones to follow is to provide students with additional opportunities to explore the topic of recreation in St. John's, their own neighbourhoods and communities, and/or beyond. It is hoped that the suggested discussions and activities will provide these opportunities in entertaining yet meaningful ways.

For the Teacher

On St. John's Day in 1497 John Cabot, an Anglo-Italian explorer and navigator, first sighted New Found Land, unfurled the Royal Banner, and claimed it in the name of King Henry VIII. Historians have supported the contentions that this landfall discovered was that of St. John's Harbour. In 1978 a planning committee, headed by now Deputy Major Shannie Duff, was established to organize a celebration commemorating the City's birthdate of June 24, 1497.

When discussing St. John's Day with its dory races and parade the students from St. John's (if they have ever taken part) can give their account of the activities held.

Students who live outside St. John's may hold their own special community day. This would provide an excellent opportunity for a comparison of the activities that take place. Children from coastal communities may find the idea of dories on wheels being pushed down a street rather humorous if they are used to real dory races held in their communities.

The colorful outfits seen in the present St. John's Day parade provide a good contrast to the black and white photograph of a parade from the Newfoundland Archives taken over 80 years ago. It can give children a sense of the history of their capital city and an example of a tradition that is carried on today. If the children have not taken part in a parade in their own community they will probably have seen the various parades presented on television - Santa Claus Parade from St. John's or the Rose Bowl, Orange Bowl, and Disney World parades from the United States. There may also be books or magazines in the school library showing pictures of various parades.

A globe and/or map of the world as well as maps of St. John's, Newfoundland, and Canada would be an asset during these discussions. Community maps of Newfoundland and Labrador may be obtained from:

Air Photo and Map Library
Howley Building
Higgins Line
St. John's, Newfoundland

Suggested Discussion

1) In which month are the St. John's Day celebrations held? (June)
2) Does your community, neighbourhood have a special day to celebrate?
3) What types of things do you do to celebrate?
4) Does your community have official people? (Mayor, councillors, etc.)
5) Do they perform the opening ceremonies when something special is going on in your community, neighbourhood, etc.?
6) Have you ever seen a dory (boat) race? Where was the race held? On the street? On a pond, etc.?
7) Have you ever seen a parade? What kind of parade was it? (Santa Claus, etc.) Who organized it? (Lion's Club, etc.)
8) Have you ever taken part in a parade? What kind of a parade was it? Who else took part in the parade? How many different types of uniforms and/or costumes were there? Did you walk? march? ride?
9) Have the citizens of St. John's enjoyed watching parades for a very long time? (yes)

Suggested Activity

Children could have their own parade at school. They could make finger puppet characters, popsicle stick characters, hand puppets or more elaborate puppets if available, or if time allows, perhaps art class could also be used for this activity; funny hats or some other article of clothing (using paper and other scrap materials) for themselves to show that they are a special group in the parade. Readily available stuffed toys could also be included. A possible finale for the activity might be to march around their classroom or gymnasium to a piece of marching music supplied by a record, a tape, or a song they sing themselves.

Topic Four

Canada Day

For the Teacher

On July 1, 1867, the day of Confederation, Canada as we know it now was born. The British North America (B.N.A.) Act came into force on that day, and Canada's first four provinces united.

The terms of the B.N.A. Act were worked out by Canadians, the "Fathers of Confederation," and approved by the British Parliament. The Act was a product of negotiation, not of violent revolution.

It set out the pattern, called federalism, for the union of British colonies in North America. They would have separate provincial governments with full power over some areas of responsibility, and there would be a strong national government - the federal government - with power over the other areas. Some Fathers of Confederation wanted more power for the federal government; others wanted more for the provinces. The process of negotiation which they started has continued throughout our history. Sometimes old arrangements have to be reworked, like the sharing of tax revenues. Sometimes entirely new situations have to be discussed, like electronic communications.

The four provinces which united in 1867 were Nova Scotia, New Brunswick, Quebec and Ontario. They believed

that union would strengthen all of them economically and help them preserve different traditions and values from those of the United States. These traditions and values include some aspects of our heritage like the parliamentary system and the monarchy, and preservation of two official languages within the country.

Three other provinces were also already settled, and joined when they saw the advantages of being part of Canada - British Columbia in 1871, Prince Edward Island in 1873, and Newfoundland much later in 1949. The Prairie provinces (Manitoba joined in 1870, Saskatchewan and Alberta in 1905) and the Yukon and Northwest Territories were formed gradually from land acquired by Canada soon after Confederation. For all provinces and territories, July 1 is a holiday, Canada's birthday.

History of the Signal Hill Tattoo

The Signal Hill Tattoo was first performed in 1967 as a local project in celebration of Canada's centennial year. With the exception of a three-year lapse from 1969 to 1971 the Tattoo performances are a summer tradition in St. John's. The Tattoo presents an authentic display of military exercises which were performed by the original Royal Newfoundland Companies garrisoned at Signal Hill between 1843 and 1862. Initially presented by the

Newfoundland and Labrador Militia District, the Tattoo became the responsibility of the Newfoundland and Labrador Army Cadet League in 1979.

The name Tattoo originates from the military tradition of shutting off beer keg taps at the end of the evening. This practice served to notify soldiers to return to their quarters. In the early 17th century "Tap Shut" would change into the old English spelling of the "Taptoe" (Taptoo). The return to quarters signal also became more involved over the years, first with a drummer and then with drum, pipe and bugle.

The Signal Hill Tattoo is not exclusively a part of the Canada Day celebrations. Tattoo performances at Signal Hill National Historic Park are normally held from mid-July to the end of August on the following days: Tuesday, Thursday, Saturday and Sunday, at 3:00 p.m. and 7:00 p.m.

— In the event that you would like to have more information concerning the Signal Hill Tattoo you, or your students, may obtain it by writing to the address below:

Signal Hill Historic Park
P.O. Box 5879
St. John's, Newfoundland
A1C 5X4

You may also request information on Terra Nova and Gros Morne National Parks; L'Anse aux Meadows, Port au Choix, Castle Hill, Cape Spear and Signal Hill National Historic Parks; information on National and National Historic Parks in other Atlantic Provinces is also provided.

Canada's National Anthem

Another feature of Canada Day is the singing of O Canada! If students do not already know their National Anthem this may be an appropriate time to learn it. If the time allowed for social studies is not sufficient perhaps music class would be a suitable alternative. To facilitate this instruction the words of O Canada! are provided in both official languages.

O Canada!
Our home and native land!
True patriot love
in all thy sons command.
With glowing hearts
we see thee rise,
The True North
strong and free!
From far and wide,
O Canada,
We stand on guard
for thee.
God keep our land
glorious and free!
O Canada,
we stand on guard for thee,
O Canada,
we stand on guard for thee,

O Canada!
    Terre de nos aïeux,
Ton front est ceint
    de fleurons glorieux!
Car ton bras
    sait porter l'épée,
Il sait porter
    la croix!
Ton histoire
    est une épopée
Des plus
    brillants exploits.
Et ta valeur,
    de foi trempée,
Protégera nos foyers
    et nos droits,
Protégera nos foyers
    et nos droits.

Canada's Flag

The maple leaf design officially became Canada's national flag on February 15, 1965. Choosing it wasn't easy. Politicians had been talking about a Canadian flag since Mackenzie King, but those who wanted one could never agree on what it should be. More than two thousand organizations and individuals submitted designs for the new flag, and the controversy over whether the new flag should have one maple leaf or three, was among the longest in parliamentary history.

Suggested Discussion

1) Where do the citizens of St. John's gather to celebrate Canada Day? (Signal Hill)
2) On which day in July is Canada Day celebrated? (The first day)
3) Who put on a special slow? (The Signal Hill Tattoo)
4) What special song does everyone sing? (O Canada!)
5) How should you get ready for the singing of O Canada!? (You stand up)
6) Have you ever taken part in a Canada Day celebration?
7) What was your favourite part of the celebration?
8) O Canada! is Canada's National Anthem. Do you know all the words?

Suggested Activity

This may accompany their learning of O Canada!. Make a Canadian flag using available materials such as felt, construction paper, bristol board, cardboard, and crayons. A flag pole could be made with pipe cleaners, a pencil, popsicle sticks, or straws.

Additional or Alternative Activity

Have students locate information pertaining to their own provincial flag. When was it designed? Who designed it? How many different colours are there and what does each one represent?

Topic Five

Regatta Day

For the Teacher

A Brief Look Back

Available sources indicate that the first regatta in St. John's took place on Tuesday, September 22, 1818.

The early raceboats were gigs, whaleboats, and punts with such names as Lallah Rook, Maid of the Mist, Red Rover, Lady of the Lake, Jenny Lind, Quickstep, Minnie Clyde, Indian Chief, and Ferryland Lass.

The first evidence of any race taking place on Quidi Vidi Lake was in 1829 - both the Royal Gazette and the Public Ledger for the week of Monday, August 18, 1829, mentioned the event.

~~In 1877 a Pl~~acentia crew was able to win the Fishermen's Race in 10 minutes, 28 seconds. A remarkable thing about this crew was that they built their boat in Placentia and carried it on their backs over a rough trail through the woods, since no roads existed. The eight men were all over six feet tall. They rowed against teams from Torbay, Outer Cove, Harbour Grace, St. John's, and from a British warship that was in port. Their victory was the cause of great excitement and Governor Musgrave asked

to have the eight visitors brought to him so he could give each a gold sovereign. Their moment of glory over, the victorious crew hoisted their boat on their backs again and walked home to Placentia.

(Source: The Oldest City by Paul O'Neil)

The St. John's Regatta is a civic holiday. This annual event is the oldest continuing sporting event in North America. Traditionally the Regatta is held on the first Wednesday in August - weather permitting - or the first fine day thereafter.

Suggested Discussion

1) In what month is Regatta Day held? (August)
2) What can you watch on Quidi Vidi Lake? (boat races)
3) Have people been watching the Regatta Day boat races for a very long time? (yes)
4) Can you win prizes at the Regatta? (yes)
5) Do big crowds of people go to the Regatta? (yes)
6) What can you enjoy at the Regatta Folk Festival? (music, singing, dancing)
7) If you could take part in the Regatta Folk Festival, which Newfoundland song would you

sing? (possible prompts: I'se the Boy, Jack Was Every Inch a Sailor, Feller from Fortune).

Suggested Activities

1) Have children locate as many interesting boat names as they possibly can. (Names previously mentioned such as Lallah Rook, Red Rover or Quickstep may prove to be an inspiration). This activity could involve having children visit local wharves in their area to obtain any names that appeal to them.
2) Students could add a Regatta Day feature to their end of year sports day. Groups of students could get together and make boats from cardboard boxes (the boats would not need bottoms as the different teams would stand inside the "boat" and run along during the race). This would be an opportune time to use the unusual boat names collected in the first activity.

Topic Six

Children's Animal Farm

For the Teacher

The Children's Animal Farm was opened in the summer of 1984. It operates year round but its most consistent schedule is in the summertime with daily opening hours of 10:00 p.m. to 4:00 p.m. In addition to the animals seen during the presentation there are also three different breeds of cows, a sheep, a rooster, a llama, and each summer a pig expecting piglets. On good weather days children can visit with the animals out of doors. On rainy or cold days the animals are kept in the barn.

Suggested Discussion

1) Where can children in St. John's go to visit with animals? (Children's Animal Farm)
2) Have you ever seen a goat?
3) Have you ever been to a farm? What animals did you see there? What things did you do there?
4) Have you ever been to a zoo? How many different kinds of animals do you remember seeing there? What was your favourite animal? Did you feed any of the animals? Or have your picture taken with them?

Suggested Activity

Have students locate books in the school or local library, or at home, dealing with animals. When collected they can be attractively arranged on a display table in the classroom. Each student could then pick a favourite animal and write a few details (facts) about it. The assignment could include animals considered to be pets, wild animals, pre-historic animals, etc.

Topic Seven

The St. John's Waterfront

For the Teacher

This may be a good time to use a world map and/or globe in your classroom. With your help, students can see that Italy and England are countries that are very far from St. John's. It is important that students realize, however, that these are not the only countries outside of Canada from which boats may come to St. John's. The fishing boats from Russia, Japan, Portugal, Spain, etc. may be worth mentioning.

Suggested Discussion

1) If you walk along the waterfront in St. John's can you see boats from pla[redacted] other than Canada? (yes)
2) Can you remember where the boats we saw in the slide/tape presentation were from? (Canada, Italy, England)
3) What kind of a boat came from Italy? (a cruise ship)
4) Who do you think came to St. John's on the Royal Yacht Britainnia? (possible responses: members of the Royal Family, Lady Diana, Prince Charles, the Queen).

Suggested Activity

Have the class pretend that they have just arrived in St. John's for their vacation. They are to make a postcard. The front should contain a favourite scene from something shown during the slide/tape presentation. On the back, address the postcard to a friend or relative. On the side containing space for a message, ask them to write about the picture on the front, telling that they saw the event, how much they enjoyed it, a favourite part of the day, etc.

The postcard could be made out of construction paper or other cardboard with pictures added using colouring pencils, crayons, and markers.

To Extend the Activity

Have a bulletin board display of all the postcards made by the class. Students may contribute commercially made postcards which they have received from vacationing friends and relatives.

Topic Eight

St. John's Parks

For the Teacher

St. John's has several parks which offer various recreational opportunities. The oldest is Bannerman Park. It first opened as a botanical garden on July 23, 1847. It was established as a park April 13, 1864. Rotary Park is the focus for the Department of Parks/Recreation outdoor recreation and education program. It was donated to the city of St. John's in the early 1970's by the St. John's Rotary Club.

For additional park information write to:

The Department of Parks and Recreation
P.O. Box 908
St. John's, Newfoundland
A1C 5M2

Suggested Discussion

1) Does St. John's have more than one park? (yes)
2) What are some of the things you can enjoy in the different parks? (rides, a swim, a picnic, a hike, beautiful things in nature - bird, sunset)
3) On the night of November the fifth what might you see in a park? (a bonfire)

4) Have you ever seen a bonfire? Was it a big fire? a small fire? Where was it? Were there a lot of people? What kinds of things were burned in the fire? (possible responses: logs, rubber tires, leaves, an old boat, wood from an old building recently torn down)

Suggested Activity

Have the students draw up a plan of their neighbourhood or community, putting in all the recreational locations (local park, playground, ball field, stadium, clubs, organizations).

Topic Nine

Backyard Fun (A Child's Backyard)

For the Teacher

This topic was included to show children that they don't necessarily have to go outside their own immediate area in order to have an enjoyable time.

Suggested Discussion

1) Although St. John's has lots of different places to go for enjoyment, where did Robert have lots of fun? (in his own backyard)
2) What did Robert use to build a wall? (snowblocks)
3) What activity did Robert's friend Danny help him with? (digging a tunnel)
4) Did you ever dig a tunnel in the snow?
5) Did you ever build a snowwall, a snowman, etc.?
6) Did a friend help you? a brother? a sister? your parents?
7) Was it a lot of fun? Did you get cold?

Suggested Activity

Have students compile two lists of backyard recreational activities, the first showing winter activities

and the second showing summer activities (barbecues, swimming, running through sprinkler, picnics, etc.).

Evaluation of the Unit

When working on a daily basis with students their ability and willingness to take part in class discussions and activities is constantly being evaluated. In the event that you may wish to evaluate the attainment of the objectives which accompany the slide/tape presentation, Recreation in St. John's, a quiz has been provided.

1. Choose the special day I am celebrating in St. John's if I am watching these things.

   1) I am watching city officials perform an opening ceremony.
   2) I am watching an unusual dory race.
   3) I am watching a colourful parade on Water Street.

PLEASE CIRCLE THE CORRECT ANSWER.

a) Canada Day b) St. John's Day c) Regatta Day

2. Where in St. John's am I if I am doing these things?

   1) I am visiting a place where lots of children like to go.
   2) I am making new friends here.
   3) I've just made friends with a duck, a rabbit, and a goat.

PLEASE CIRCLE THE CORRECT ANSWER:

a) on the waterfront
b) at the Children's Animal Farm
c) in Robert's backyard

3. Choose the special day I am celebrating in St. John's if I am doing these things.

1) I am standing on Signal Hill.
2) I am watching the Signal Hill Tattoo.
3) I am singing O Canada!

PLEASE CIRCLE THE CORRECT ANSWER.

a) Canada Day b) St. John's Day c) Regatta Day

4. Where in St. John's am I if I am doing these things?

1) I am having a picnic.
2) I am going on a hike.
3) I am watching a big fire on Bonfire Night.

PLEASE CIRCLE THE CORRECT ANSWER.

a) on the waterfront
b) at the Children's Animal Farm
c) in a park

5. Choose the special day I am celebrating in St. John's if I am doing these things.

   1) I am buying tickets and hoping to win a prize.
   2) I am enjoying a music festival.
   3) I am standing beside a lake watching boat races.

PLEASE CIRCLE THE CORRECT ANSWER.

a) Canada Day b) St. John's Day c) Regatta Day

6. Where in St. John's am I if I am looking at these things?

   1) I am looking at boats from Canada.
   2) I am looking at boats from other parts of the world.

PLEASE CIRCLE THE CORRECT ANSWER.

   a) at the Regatta Day boat races
   b) walking along the waterfront

7. Where in St. John's did Robert enjoy these things?

1) rolling in the snow
2) building a wall with snowblocks
3) digging a tunnel with his friend Danny

PLEASE CIRCLE THE CORRECT ANSWER.

a) at the Children's Animal Farm
b) in his own backyard
c) in a park

8. Which of these things has been enjoyed in St. John's on Regatta Day for many years?

PLEASE CIRCLE THE CORRECT ANSWER.

a) watching the boat races
b) watching the folk festival

Resource Materials

(For the Teacher Segments)

Books

Edmonds, A. (1979). The Years of Protest 1960/1970: (Canada's Illustrated Heritage). Ontario: Jack McClelland.

McFarland, E. (1970). The Development of Public Recreation in Canada. Canadian Parks/Recreation Association.

O'Neil, P. (1975). The Oldest City. Ontario: Web Publications Limited.

Encyclopedia

The New Book of Knowledge. (1974). Canada: Grolier Limited.

Information Packages and Brochures

Department of Development (Tourism Branch)

Parks Canada

Secretary of State

St. John's Parks and Recreation Department

St. John's Newspapers

The Evening Telegram

The Metro

APPENDIX F

SCRIPT:

RECREATION IN ST. JOHN'S

RECREATION IN ST. JOHN'S

	VISUAL	NARRATION
0.	Focus Advance one frame Then start tape	
1.	Black slide	Music
2.	Title slide: Recreation in St. John's	Music continues
3.	General view of St. John's	St. John's is a city community.
4.	Small group of people	The citizens of St. John's like to enjoy themselves and there are many ways in which they can do this.
5.	City officials (Major, Councillors, etc.)	In June they can take part in activities organized to celebrate St. John's Day. City officials perform the opening ceremony.
6.	Dory race on Water Street (dory on wheels)	Then there are fun things to do, such as taking part in a dory race.
7.	Dory race	Do you see anything unusual about these dory races?
8.	Royal Canadian Mounted Police (1874-1898 pillbox hat) black/yellow (1898-1901 white hat)	Music fades in

	VISUAL	NARRATION
9.	Horse and carriage	Music continues
10.	Newfoundland Constabulary in dress uniform	Music continues
11.	Newfoundland Constabulary in dress uniform	Music continues
12.	Knights of Columbus	Music continues
13.	Shriners' Club Band	Music continues
14.	Parade - Courtesy of Newfoundland Archives (black and white photograph)	Parades have been enjoyed by the citizens of St. John's for many years. This picture was taken in the year 1900.
15.	People sitting on Signal Hill	Canada Day is another exciting day for the people who live in St. John's. On July the First they gather on Signal Hill to celebrate Canada's birthday.
16.	Three F Square Dancers	Entertainment, such as dancing, is provided by local community groups,
17.	Signal Hill Tattoo	and here, the Signal Hill Tattoo are putting on a special show for the occasion.
18.	Signal Hill Tattoo	No narration
19.	Signal Hill Tattoo firing rifles	No narration

VISUAL	NARRATION
20. People on Signal Hill	And of course, before the celebration comes to a close, everyone gets ready to join in the singing of O Canada!
21. Crowd scene by Quidi Vidi Lake	Perhaps the most exciting day in St. John's is Regatta Day.
22. Crowd scene by Quidi Vidi Lake	On the first Wednesday in August thousands of people gather beside Quidi Vidi Lake to take part in the day's activities.
23. Boat races on the Lake	You need to be there early to get a good view of the boat races.
	(Fade in music)
24. Boat races on the Lake	Music continues
25. Boat races on the Lake	Music continues
26. Boat races on the Lake	Music continues
27. Boat races on the Lake	Music continues and begins to fade out
28. Regatta - Courtesy of Newfoundland Archives (black and white photograph)	Citizens of St. John's have been watching the Regatta Day boat races for many years. This picture was taken in 1957.

	VISUAL	NARRATION
29.	Children in oversize hats	As well as watching the boat races there are fun things to buy . . .
30.	Lions Club booth	. . . and charitable organizations set up stalls where people can buy tickets .
31.	Stuffed toys	. . . and try to win prizes.
32.	Regatta Folk Festival (stage)	You can also take part in the Regatta Folk Festival . . .
33.	Regatta Folk Festival	where each year you can enjoy lots of good music,
34.	Regatta Folk Festival	and singing and dancing.
35.	Crowd scene	As the day comes to a close, crowds of happy people get ready for home.
36.	Children with ducks	As well as having special days to enjoy, St. John's also has interesting places to visit. One of these is the Children's Animal Farm.
37.	Child with a rabbit	It's always fun to make a new friend.
38.	Child with a goat	No narration
39.	Boat	A walk along the waterfront is most enjoyable. You can see boats from Canada . . .
40.	Boat from Italy	and other parts of the world.
41.	Boat from Italy	This is a cruise ship from Italy.

	VISUAL	NARRATION
42.	Royal Yacht "Britainnia"	And this is the Royal Yacht Britainnia from England.
43.	Royal Yacht "Britainnia"	Who do you think travels on this boat?
44.	Child in swimming pool	St. John's has several parks where its citizens can go for some fun in the pool,
45.	People on park equipment	or go for a ride,
46.	Child eating	or enjoy a picnic.
47.	Person walking in woods	Some parks have trails where you can go on a hike
48.	Bird	and enjoy the beautiful things in nature.
49.	Sunset	No narration
50.	Bonfire	On November Fifth, Bonfire Night, some parks have a big fire.
51.	Bonfire	On this special night people gather to watch the flames jump higher . . .
52.	Bonfire	and higher . . .
53.	Bonfire	into the air.
54.	Bonfire with crowd	Of course it's important not to get too close to the fire.

	VISUAL	NARRATION
55.	Group shot of children playing	Although there are lots of places to go in St. John's, sometimes its citizens like to enjoy themselves right in their own backyard.
56.	Child lying in the snow	This big snowfall means that Robert can have hours of fun rolling in the snow,
57.	Child building a snow wall	building a wall with snow-blocks,
58.	Two children having fun in the snow	of digging a tunnel with his friend, Danny.
59.	The End	Music
60.	Produced by: Irene Brown	
61.	Produced in corporation with Memorial University	
62.	Black slide	

APPENDIX G

SLIDE/TAPE PRESENTATION:

RECREATION IN ST. JOHN'S