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Community-Based Education Program




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Projects related to Biology Fall 2010

The following is a current list of all available projects with the Community-Based Education (CBE) Program. Most of these projects are available to do as part of a course, as an independent research project, or thesis. If you know students who are looking for courses and may be interested in taking on a community-based project, please encourage them to speak to us. A complete list of available project can be found on our website at: www.trentcentre.ca.

Project Title	Description
#4093 Geoscape Exhibit - Environmental Education Travelling Exhibit	The purpose of this project is to develop and design an interactive curriculum-linked travelling exhibit promoting Environmental Education, and Natural History. These exhibits are large portable interactive exhibits of approximately 100-200 square feet, designed to be integrated with our Discovery Box Program. Each exhibit is thematic and aligned with Ontario curriculum targets. There will be four exhibits in total, connected by a central Environmental Stewardship Kiosk. The exhibit topics include: wetlands, biodiversity, geology/geography, and local cultural history.
#4092 Backyard Biology Exhibit - Environmental Education Travelling Exhibit	The purpose of this project is to develop and design an interactive curriculum-linked travelling exhibit promoting Environmental Education, and Natural History. These exhibits are large portable interactive exhibits of approximately 100-200 square feet, designed to be integrated with our Discovery Box Program. Each exhibit is thematic and aligned with Ontario curriculum targets. There will be four exhibits in total, connected by a central Environmental Stewardship Kiosk. The exhibit topics include: wetlands, biodiversity, geology/geography, and local cultural history.
#4091 Wetlands Exhibit - Environmental Education Travelling Exhibit	The purpose of this project is to develop and design an interactive curriculum-linked travelling exhibit promoting Environmental Education, and Natural History. These exhibits are large portable interactive exhibits of approximately 100-200 square feet, designed to be integrated with our Discovery Box Program. Each exhibit is thematic and aligned with Ontario curriculum targets. There will be four exhibits in total, connected by a central Environmental Stewardship Kiosk. The exhibit topics include: wetlands, biodiversity, geology/geography, and local cultural history.
#4108 Water Stewardship in the Classroom 	The purpose of the project will be to plan, research and design four take home 'water challenges' to be included in the Haliburton-Muskoka Children's Water Festival teacher's guide. The challenges will be created following Project FLOW guidelines and using the existing themes and activity centres used by the Haliburton-Muskoka Children's Water Festival. The challenges will provide hands-on experiential learning opportunities that will promote direct action on water-related issues. The 'challenges' will also provide teacher's with additional grade 4 and 6 curriculum based activities that extend learning from the festival into the classroom.
#4090 Windy Pine Green Plan: Phase 2 	The aim of the project will be to develop a 'green' plan in order to guide the long term sustainable management of the Windy Pine property on Kushog Lake. Student(s) will research existing 'green' waste management plans for surrounding cottage associations, comparable properties in the area, resort properties, camps and communities. Using the research gathered, the students will do a waste audit

	<p>of the Windy Pine property. This could include surveying of guests. The students would create a waste diversion plan for the long term environmentally sustainable management of the property. This plan could include areas encompassing: recycling / waste management systems for guests, rural appropriate composting systems, waste water management / recycling, building maintenance and upgrading. The waste management plan will compliment a broader 'green' plan for future economic sustainable management and provide the basis for a strategic management plan for the property as a whole. Research will be conducted into issues related specifically to the Haliburton area including access to recycling and composting facilities, as well as landfill usage. A final report will include a description of current practices, areas of concern, along with recommendations for short, medium and long range adaptations. Student may also be required to present an oral presentation of the report and participate in a research forum. Key project components will include a waste audit and the development of a best practices guide.</p>
<p>#3081 Kennis Lake Shoreline Inventory </p>	<p>Students involved in this project will consist of investigating and recommending existing, or developing new, classification systems for shoreline property types. The approach will establish a rating system for properties (i.e. 10 for completely natural and undisturbed vs. 1 for fully developed with concrete and manicured lawn on the shoreline). The project should use existing measures or classifications where available and include a sample assessment of the Lakes shoreline. The end result of this project will be a report including a review of existing systems, an analysis of how they apply to the Lake, recommendations of what type of system to use, and the development of tools associated with that system. Ideally, students will also be able to complete the inventory of a portion of the shoreline.</p>