



# Brightwater Experience

<b>Administrative Details:</b>	School: Mount Royal Collegiate	Teacher Name(s): Holowaty & Clements	Date of Experience: April 17 <sup>th</sup> & May 15 <sup>th</sup> , 2014
	Course Name: Grade 9 Homeroom	Number of Learners: 25 - 28	Number of Learning Sessions: 2

## **Areas of Curricular Emphasis (Based on Number of Learning Sessions)**

**Curricular Connection(s): Social Studies 9, English 9, Science 9, Careers 9, Physical Education 9, Health 9**

## **Unit(s): Archaeology, Pre-Contact First Nations Worldview (all connecting past to present)**

**Outcome(s): Analyze how land and the environment have influenced people. Explore relationships between people and the land. Examine worldview.**

## **Level of Inquiry:**

- 1: Confirmation       2: Structured  
 3: Guided       4: Open

**Facilitator Requested:**

- |                                                           |                                                    |                                                                               |
|-----------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> ✓ Science                        | <input checked="" type="checkbox"/> Social Studies | <input type="checkbox"/> Art                                                  |
| <input checked="" type="checkbox"/> Traditional Knowledge | <input type="checkbox"/> Classroom Teacher         | <input checked="" type="checkbox"/> Other<br><b>(Ethnobotany/Archaeology)</b> |

## Inquiry Question:

**In pre-contact Treaty 6 land, where is the best location to set up a living space.**

**(What will you need, students will create a list of questions.**

## Collaboration Notes:

- Groupings of 5-6 students will be made ahead of time for the search of a prime location. The larger group will be split into two groups for the sessions with Teri and Sandra.
  - Sandra Walker will guide the learning around archaeology, Ethnobotany, and the land
  - Teri Clark will guide the learning around ecology landscape in general (soil/plant/animal connections and interactions) → Eco-region itself (why is it called prairie? Landforms? Plants? Animals?) → All connected to pre-contact cultures.
  - Linda Young will guide the learning around smudge, prayer, and introduction to the land
  - Compile resources for Brightwater trails maps, water sources (Brightwater creek & natural springs), GPS training, flags, exemplars for tracing routes from groups location back to the Eco-centre
  - Graphic organizer will be created to record information from learning sessions with Linda, Teri, and Sandra
  - Journals/sketchbooks will be prepared with supplies for recording reflections, etc.

## Pre-teaching: What do students need to know or be able to do before going to Brightwater?

- GPS/mapping skills
  - Understanding of human needs, importance of location
  - Knowledge of pre-contact & contact worldviews
  - MOOP (matter out of place), packing in/packing out

**Post-teaching:** What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?

- 2<sup>nd</sup> trip
  - deeper learning between trips
  - conversations with TKK's
  - extend learning in general classroom conversations and lessons

**Assessment: What evidence will students show of their learning?**

- Observation
  - Conversation
  - Product

Description: Students will fill out a graphic organizer provided by teachers to collect their information. Students will record their thoughts/doodles/artwork/etc. in journals and create pieces of art that represent location with maps and connection to curriculum with reflections.

# Tentative Schedules



<http://schools.spsd.sk.ca/brightwater/>

## Day 1:

9:00am – 9:15am → Bus pick-up (maybe get cafeteria to prepare boxed lunches)

9:45am → Arrival: Introduction to Land, Smudge, and Prayer (Linda)

- ➔ One group will go with Teri and the other group will go with Sandra, then we will switch.
- ➔ Time to create inquiry questions based on information learned from Linda, Sandra, Teri, and previous knowledge learned in classroom with Holowaty and Clements
- ➔ Time for completing graphic organizers, discussing the elements of a good location for setting up a camp, search for a location to “set-up”

12:30pm → Lunch

- ➔ 1:00pm → Regroup and search for a location to “set-up”?
- ➔ Guided meditation by Linda

2:30pm → Bus leaves

## Day 2:

9:00am – 9:15am → Bus pick-up (maybe get cafeteria to prepare boxed lunches)

9:45am → Arrival: Introduction to Land, Smudge, and Prayer (Linda)

- ➔ Spend about the first hour checking that they have met the criteria of a good location and answered their inquiry questions
- ➔ Drawing of their space/camp/location
- ➔ Identifying elements of their location → plants, animals, landforms, etc.
- ➔ Maps
- ➔ Tracing routes back to eco-centre

12:30pm → Lunch

- ➔ Solo time for reflection → journaling, artwork, meditation

2:30pm → Bus leaves