Administrative Details:	School: John Lake School	Teacher Name(s): Mitch Lowe	Date of Experience: September 15, 2012
	Course Name:	Number of Learners: 27	Number of Learning Sessions: 1

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

Curricular Connection(s):____Life Science grade 7_____

Unit(s): Life Science – Ecosystems

Outcome(s): **IE 7.2, IE 7.1, IE7.4**

Level of Inquiry:
- ❒ 1: Confirmation
- ❒ 2: Structured
- ❒ 3: Guided
- ❒ 4: Open

Facilitator Requested:
- ❒ Liz: Science
- ❒ Sandra: Social Studies
- ❒ Kevin: Art
- ❒ Faye: Traditional Knowledge
- ❒ Classroom Teacher
- ❒ Other

Inquiry Question:
Research question "why might some plant species grow in some areas and not others?"

Collaboration Notes:

The grade 7 group was working with the science facilitator, looking at plant species on the hill top. The facilitator was helping them work with field guides to identify three different plant species. They then had to take detailed observations of the plants, and the soil it was growing in. The more detailed the better.

Grade 7 went through the same activity as the morning, but this time they were in the valley bottom, near the creek, with me as their facilitator.

Pre-teaching: What do students need to know or be able to do before going to Brightwater?
At school students had to define many terms related to their field of study – words relating to water and water sheds for grade 8 and words relating to ecology for grade 7. These I got out of the back of the textbooks. Because we went during the second week of school I did not have a lot of pre-teaching done prior to our excursion.

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

Students will be creating a video to document their learning and share what they observed.

Curricular Connection(s):____Earth Science – water systems on earth

Unit(s): Earth and Space Science - Water systems on Earth

Outcome(s): **WS 8.1, WS8.3**

Level of Inquiry:
- ❒ 1: Confirmation
- ❒ 2: Structured
- ❒ 3: Guided
- ❒ 4: Open

Facilitator Requested:
- ❒ Liz: Science
- ❒ Sandra: Social Studies
- ❒ Kevin: Art
- ❒ Faye: Traditional Knowledge
- ❒ Classroom Teacher
- ❒ Other

Inquiry Question:
Research question – **" What might a healthy watershed look like?" and "considering what a healthy watershed might look like, is Brightwater a healthy watershed?"**

Collaboration Notes:

We split into two groups, with the science facilitator working with one group and myself with the other. Grade 8 students had to design a way to set their fish traps in the middle of the creek, without getting wet. This took about an hour. Then we scouted locations, and placed the traps. This whole activity took until about noon. During this time students were also recording information and observations

Grade 8 went with the science facilitator to creek dip, where they recorded everything they caught and the number (they were supposed to anyway, a template for this will work better next time) of species caught. At the end of the session they collected and checked their fish traps, and recorded anything they caught in these. Then they cleaned up and got ready to head back to school

Pre-teaching: What do students need to know or be able to do before going to Brightwater?
At school students had to define many terms related to their field of study – words relating to water and water sheds for grade 8 and words relating to ecology for grade 7. These I got out of the back of the textbooks. Because we went during the second week of school I did not have a lot of pre-teaching done prior to our excursion.

*Students also could have built a model watershed and followed where the water originates and flows to. They could compare and contrast it with brightwater. Research could also be done to discover what they should be finding in the creek, and compare it with what they actually find.

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

Students will be creating videos to document their learning. We will be doing the same project in the spring, then we will be comparing our data to see what happened over the winter.

Assessment: What evidence will students show of their learning? ❒ Observation ❒ Conversation ❒ Product Description: Video will be assessed by peers and a teacher for content, and completion of assignment		Assessment: What evidence will students show of their learning? ❒ Observation ❒ Conversation ❒ Product Description: Video will be assessed by peers and a teacher for content, and completion of assignment	

Curricular Connection(s):_____	Curricular Connection(s):_____
Unit(s):	Unit(s):
Outcome(s):	Outcome(s):
Level of Inquiry: ❒ 1: Confirmation ❒ 2: Structured ❒ 3: Guided ❒ 4: Open	Level of Inquiry: ❒ 1: Confirmation ❒ 2: Structured ❒ 3: Guided ❒ 4: Open

Our Brightwater Experience

Facilitator Requested: ❒ Liz: Science ❒ Sandra: Social Studies ❒ Kevin: Art ❒ Faye: Traditional Knowledge ❒ Classroom Teacher ❒ Other Inquiry Question: Collaboration Notes:		Facilitator Requested: ❒ Liz: Science ❒ Sandra: Social Studies ❒ Kevin: Art ❒ Faye: Traditional Knowledge ❒ Classroom Teacher ❒ Other Inquiry Question: Collaboration Notes:	
Pre-teaching: What do students need to know or be able to do before going to Brightwater?	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?	Pre-teaching: What do students need to know or be able to do before going to Brightwater?	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?
Assessment: What evidence will students show of their learning? ❒ Observation Description: ❒ Conversation ❒ Product		Assessment: What evidence will students show of their learning? ❒ Observation Description: ❒ Conversation ❒ Product	