

Our Brightwater Experience

Administrative Details: Brightwater 3 Day Experience, Oct. 24-26, 2012, Lester B. Pearson School		School: Lester B. Pearson School Course Name: Grade 6	Teacher Name(s): Val Tataryn/Chance Palmer Number of Learners: 30	Date of Experience: October 25, 2012 Number of Learning Sessions: 4
Areas of Curricular Emphasis (Based on Number of Learning Sessions)				
Curricular Connection(s): <u>Science, ELA, Social Studies, Career Ed.</u>		Curricular Connection(s): <u>Science, ELA, Social Studies, Career Ed.</u>		
Unit(s): Diversity of Living Things		Unit(s): Diversity of Living Things		
Outcome(s): DL 6.1, Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers. DL 6.2; Examine how humans organize understanding of the diversity of living things. DL 6.4 Examine and describe structures and behaviours that help: • individual living organisms survive in their environments in the short term • species of living organisms adapt to their environments in the long term.		Outcome(s): DL 6.1 – recognize, describe and appreciate the diversity of living things in local (Brightwater) and other ecosystems		
Level of Inquiry: Guided <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		
Facilitator Requested: Liz Bekolay <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other <i>Inquiry Question: How and why did Liz become a Science facilitator at Brightwater? How can we describe and explain the diversity of living things we discover at Brightwater? What are the impacts humans have on living organisms within the prairie grassland and creek ecosystems of Brightwater?</i> Collaboration Notes: <ul style="list-style-type: none"> - Prairie walk—biodiversity of native prairie - Pond dipping—invertebrates and vertebrates diversity of species - Classification of animals—Western scientific and First Nations organization of nature, student classification system - Indicator species—assess the health of the creek - Please provide clipboard so each group of students can classify plants 		Facilitator Requested: Kevin Quinlan <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other <i>Inquiry Question: How can we understand, observe and appreciate the diversity of living things through art?</i> Collaboration Notes: <ul style="list-style-type: none"> - Mask-making activity - Animals (two-legged, four-legged, fliers, swimmers) indigenous to native prairie ecosystems found around Brightwater 		
Pre-teaching: What do students need to know or be able to do before going to Brightwater? <ul style="list-style-type: none"> - Plants of Brightwater - Invertebrates - Vertebrates - Possible urban wetland clean-up project prior to visit at Brightwater or maybe spring if possible 	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? <ul style="list-style-type: none"> - Assess micro-organisms by observing and representing micro-organism from student collected sample 	Pre-teaching: What do students need to know or be able to do before going to Brightwater? <ul style="list-style-type: none"> - Mini-research project of animals of Brightwater - Pictures to study different animals and their characteristics 	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? <ul style="list-style-type: none"> - Why do animals remain at Brightwater? 	
Assessment: What evidence will students show of their learning? Journal, drawing (representing), classifying <input type="checkbox"/> Observation X Description: <input type="checkbox"/> Conversation X <input type="checkbox"/> Product X		Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation X Description: - study, observe surroundings and pictures or if possible, see first hand, any animals at Brightwater <input type="checkbox"/> Conversation X <input type="checkbox"/> Product X - Mask of animal		

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Page 2, Lester B. Pearson School, Brightwater Experience, October 24-26, 2012; Session with Sandra on Thursday, Oct. 25

Session with Faye Maurice, Wednesday, Oct. 24, 12:15-1:45ish

Curricular Connection(s): <u>Science, Social Studies, Career Ed., ELA</u>		Curricular Connection(s): <u>Science, Social Studies, ELA, Arts Ed.</u>	
Unit(s): Diversity of Living Things		Unit(s): Diversity of Living Things	
Outcome(s): DL 6.1; DL 6.2 DL 6.4 examine and describe structures and behaviours that help individual living organisms survive in their environments in the short term---species ...adaptations...long-term		Outcome(s): DL 6.1, DL 6.2, DL 6.3, DL 6.4	
Level of Inquiry: Guided <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: Structured <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open	
Facilitator Requested: Sandra Walker <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other <i>Inquiry Question: If I belonged to past culture that lived off the land and I was going to live at Brightwater, where would be the best place? Why? How would/does the First Nations ways of knowing and a western Science perspective of the flora and fauna help me to survive in/on the natural prairie.</i> Collaboration Notes: - FN uses of plants, food, shelter, water - Research (ethno-botany and botany) plants before—have students draw plant on card and give explanation when on trail - Atlatl atlatl (flight) - Get them to focus on the conditions that plants grow; where are conditions ideal - Animal artifacts and reasons why they would be there - I would like to have students take along a card of a plant in Brightwater that they have researched, see if they can find it along their walk, and they present the information about their plant; Sandra, I will let you know the names of their researched plants beforehand, so you could plan the route.		Facilitator Requested: Faye Maurice <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other <i>Inquiry Question: How does storytelling and art highlight movement and/or behaviours of living things and reflect a worldview that values all living things? What was the purpose of the medicine pouch?</i> Collaboration Notes: - Tipi storytelling—Wesakechak - History of Metis of Round Prairie - Medicines and healers - Connectedness to all living things - Metis seasonal cycles/harvesting - Artistic design—sew a medicine pouch and beading - Two, whole group session	
Pre-teaching: What do students need to know or be able to do before going to Brightwater? - Mini-research project on plants of Brightwater - Technologies that humans developed to survive - Adaptations	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? - Research plants indigenous to Brightwater including medicinal attributes & locations of growth	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? – discussions - Finish beading projects
Assessment: What evidence will students show of their learning? <input checked="" type="checkbox"/> Observation X Description: - walking the trail, finding their plant, talking about its uses, interesting facts <input checked="" type="checkbox"/> Conversation X about the different plants <input checked="" type="checkbox"/> Product X		Assessment: What evidence will students show of their learning? <input checked="" type="checkbox"/> Observation X Description: - listening to storytelling <input checked="" type="checkbox"/> Conversation X - Discussing understandings of different worldviews <input checked="" type="checkbox"/> Product X - Making medicine pouch	