

Brightwater Experience

Administrative Details:	School: Wildwood School	Teacher Name(s): Katarina Braybrook David Bennett	Date of Experience: October 21-22, 2013
	Course Name:	Number of Learners: 21 Grade 7	Number of Learning Sessions: 6
Areas of Curricular Emphasis (Based on Number of Learning Sessions)			
Curricular Connection(s):Science		Curricular Connection(s): Science/Social Studies	
Unit(s): Science 7: Interactions within Ecosystems		Unit(s): Science 7 / Social Studies 7	
Outcome(s): IE7.1: Relating key aspects of Indigenous knowledge to student understanding of Ecosystems. IE7.4: Analyzing how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behavior on a specific ecosystem.		Outcome(s): - IE 7.1: Relating key aspects of Indigenous Knowledge to student understanding of Ecosystems	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open	

<p>Facilitator Requested:</p> <p style="text-align: center;"><input type="checkbox"/> Sandra: Social Studies</p> <p>Inquiry Question: How did past cultures use their knowledge in their interactions of Ecosystems to help them survive?</p> <p>Collaboration Notes:</p> <ul style="list-style-type: none"> - Looking at Ecosystems and how First Nations and Metis people interact with their environment and ecosystems. - The idea of Symbiosis and relationships with the land - The idea of giving and taking from the land (not just taking and using) - Mutual – giving and taking (not just taking and using and exhausting the land and all of its resources) - Looking at Traditional Knowledge, ad uses of the prairie plants and the prairie landscape for shelter, food, tools, and hunting. 		<p>Facilitator Requested:</p> <p><input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Henry Gardipy: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other</p> <p>Inquiry Question: What can we learn from Traditional First Nations Knowledge about the interactions that occur within ecosystems?</p> <p>Collaboration Notes:</p> <ul style="list-style-type: none"> - Looking and discussing the importance of different grasses and prairie plans important to the First Nations people (cedar, sage, sweetgrass) - Drawing student attention to spirits (native to the prairie) like fire? (and its importance to the people) - Stories through the drum – water/life/Mother Earth/Elements of life - Tying in Idle No More - Respect for relationships and views of the prairie land 	
<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> - Symbiosis - The idea of mutual relationships, giving and taking to and from the land - Aboriginal view of the land and the ecosystems in encompasses. 	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> - Written responses – lessons we have learn from past and a present, regarding interactions of prairie ecosystems (taking in their science journals from the trip for review. 	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> - Symbiosis - What traditional knowledge means 	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> - Tying in to Social Studies 7 - Traties, and looking at history with First Nations relationships (land given, land rights etc) - Student led questions
<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Conversation Description: - discussion: our unit will lead into human interaction as well as power and dynamic relationships in the Social Studies 7 curriculum</p> <ul style="list-style-type: none"> - I want to see students be able to link their classroom experiences (units and concepts) to their hands on experience while at camp. 		<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: Given that this component has spiritual ties to the activity, I want to see how students respond the what they are learning (difference) and how they reflect on what they are learning or doing, and how they might relate to what they are learning or doing. My group of students is very diverse, so I believe the discussions and questions that may come from this session, will direct further instruction and learning.</p> <p><input type="checkbox"/> Conversation</p>	

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Curricular Connection(s): Science	Curricular Connection(s): Science/Art
Unit(s): Science 7: Life Science – Interactions with Ecosystems	Unit(s): Science 7: Life Science – Interactions with Ecosystems / Art 7 (place/space)
Outcome(s): <ul style="list-style-type: none"> - IE7.2: Observe, illustrate and Analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. - IE7.4: Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behavior on a specific ecosystem. 	Outcome(s): <ul style="list-style-type: none"> - CP7.10: Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes and environment) - CP7.11: Investigate and use various visual art forms, images, and art-making processes to express ideas about place.
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open	Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open
Facilitator Requested: <input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	Facilitator Requested: <input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other
Inquiry Question: What are some examples of the interactions among prairie Ecosystems and how can we compare both aquatic and terrestrial? Why is it important to know about ecosystems and understand how they contribute to our planet?	Inquiry Question: How do we define ‘place’ and what is our view of what ‘Canadian Prairie’ is? What helps us to construct this view? How can Art help us to understand interactions among ecosystems?
Collaboration Notes: <ul style="list-style-type: none"> - Ecology and Ecosystems - Comparing three different ecosystems (prairie, forest, aquatic) - Diversity in observation – looking at the ecosystems at Brightwater, and observing how they are all connected - Pond dipping – taking water samples to look at through the microscope. - Nature Journaling – making individualized journals using recycled and reused materials 	Collaboration Notes: <ul style="list-style-type: none"> - Linking ‘place’ and ‘space’ to art - Looking at prairie landscapes (what is a ‘prairie’ and how is ‘prairie’ represented) - With Kevin, students will do two (2) watercolor paintings: one farm, and one natural environment (linking the idea of perspective to their art) - Looking at what students see, and how the same picture/scene etc can be portrayed different (31 different sets of eyes looking at the same thing)

<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> - Know vocabulary – ecology, ecosystems, biodiversity, symbiosis, populations, community, food chain/web - Background information so that prior knowledge can be channeled. 	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> - Go over science journals - Student led questions and inquiry - Conversation and reflection - Tie in what they knew and what they experienced, and how the hands on experience aided or hindered their learning, in comparison to classroom instruction. 	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> - Looking at ideas of rural vs urban - What prairie is – but from an urban setting in a classroom (what is our view or idea) - Vocabulary – perspective, linear, spatial 	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> - Reflection – on how view may have changed – pre and post trip - Discuss their experience – have art to demonstrate their learning and their understanding of their possibly changing perspective (while painting)
<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: Brightwater is the main hands-on component to this ecology Unit</p> <p><input type="checkbox"/> Conversation</p> <p><input type="checkbox"/> Product</p> <ul style="list-style-type: none"> - Students will have their science journal to hand in - Learning and participation while on sight - Tie in art project, and have students create real-estate ad for an animal or plant or insect etc in a given area - Having to know what exactly their organism needs to survive, and what would be appealing. . . 		<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: Students will have a product to come home with – to share – will link this to English (writing about what we saw, and experienced) looking at how both painting and writing forms of art</p> <p><input type="checkbox"/> Conversation</p> <p><input type="checkbox"/> Product</p> <ul style="list-style-type: none"> - Want to be able to incorporate journal writing (as it helps to represent and convey meaning with regards to their visual product) 	

<p>Curricular Connection(s): Science/Art</p>	<p>Curricular Connection(s): Open (extra)</p>
<p>Unit(s): Art 7: Incorporating Photography (visual art)</p>	<p>Unit(s): Astronomy with Ron Waldron</p>
<p>Outcome(s):</p> <ul style="list-style-type: none"> - CP7.11: Investigate and use various visual art forms, images, and art-making processes to express ideas about place. - CR7.2 Investigate and identify ways that the arts can communicate a sense of place 	<p>Outcome(s):</p>
<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured</p> <p><input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open</p>	<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured</p> <p><input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open</p>

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<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> - What is perspective - Basic camera knowledge, information on photo-taking 	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> - Students will do a photostory – product of the different perspectives that come from the trip (see from their what students are interested, what they have to ask, and what they want to further explore. 	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> - What did they learn? - What fascinated them the most? - Student guided inquiry from here on out, as it should be an experience they haven't had before, and will spark some questions.
<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: Photostory (artistic project demonstrating what they took from the Brightwater experience)</p> <p><input checked="" type="checkbox"/> Conversation</p> <p><input type="checkbox"/> Product</p>		<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description:</p> <p><input type="checkbox"/> Conversation</p> <p><input type="checkbox"/> Product</p>	

