



Brightwater Site

Brightwater Program Planning: Integrating the Curriculum



Introduction

The new format for the Brightwater experience will demonstrate curriculum integrity and accountability. Integrating the curriculum in this setting will facilitate teachers in meeting grade level objectives in a variety of subject areas.

It is not realistic to assume that all activities at Brightwater will be related to the Core Curriculum. However, we are striving to integrate as much Core Curriculum as possible so that Brightwater is a legitimate curricular extension.

Program Goals

- To provide students with an opportunity to become more aware and appreciative of nature, wildlife, the land, water and air
- To help students understand the impact of human society on the environment and demonstrate ways of minimizing our destructive impact
- To offer an educational program that is integrated with the objectives that are part of the Saskatchewan Core Curriculum
- To ensure that the Brightwater experience is an extension of the classroom rather than a separate and isolated experience
- To emphasize reflection and self-awareness within the context of nature as a means to slow down our thinking in a non-urban setting

Core Programs

SAT Journal and SAT Show Off

Each student attending Brightwater Science and Environmental Centre will now be required to keep a SAT Journal as a medium for thinking and reflecting during their camp experience. This journal will be a valuable tool before, during and after Brightwater. The purpose of the “Sit and Think” Journal is for students to recognize that writing is a process of constructing meaning. Students will value and reflect upon their own experience, observations and ideas as sources for authentic writing while forming personal opinions on the Brightwater experience. The SAT Show Off is an authentic listening and speaking activity where students share their connections to nature by sharing their writing with classmates and other available audience members (i.e. sharing these on parent night).

DEAR on the Prairie

At least one Brightwater session must involve students engaged in silent reading for a one hour block of time. Ideally, this should take place in the out of doors on the prairie.

Environmental Literacy

Each student will be involved in an environmental literacy activity where a children’s story, short story, poetry, news/magazine article or trade book is shared and examined critically in relation to an environmental issue.

Orientation/Nature Immersion Hike

On day one, the Brightwater Project Leader will lead an orientation/nature immersion hike involving some aspect of the Brightwater site. This may be as simple as a talking circle upon exiting the bus with all students, to leading small groups of students as a rotating session throughout the first day or taking all students on a group tour.

Day Two Core Programs

These programs are dependent on available facilitators each season at Brightwater. In the event that facilitators are unavailable for your camp date, please refer to the Optional Program activity descriptions for suggestions on running your own sessions.

Optional Programs

Photography

Initiative Tasks

Nature Immersion Activities (Joseph Cornell books, etc.)

Art on the Prairie Landscape

Perimeter Hike around the Brightwater Site (GPS)

Drama
Orienteering
Wide Games
Tracking
Solar Studies
Night Hikes
Astronomy Study
Campfire Experiences
Ethnobotany

ENVIRONMENTAL LITERACY

ELA Curricular Objectives

Reading

- recognizing reading as a means of learning and for enjoyment
- recognizing that reading is an active process in which readers interact with the text to construct meaning within the context of their own understanding and experiences
- associating what is being read with personal experiences and make connections (relate text to self and text to world)



Listening

- Listening courteously and attentively
- Participate in conversation (small group discussion), showing understanding of when to speak and when to listen
- Recognize listening as a means of learning and enjoyment
- Listen to a range of text to gather information, participate in a discussion, to form an opinion, and to enjoy and appreciate

Speaking

- Use talk to explore ideas and to express understanding
- Use talk to build an understanding of when to speak and when to listen
- Speak to describe an incident from experience

Writing

- Recognize that writing is an important tool for communicating, for clarifying thinking and for learning
- Use writing to explore ideas and to express understanding
- Use writing to express and share feelings, ideas and opinions with a range of audiences

Viewing

- Recognize viewing as a means of learning and for enjoyment
- Draw conclusions from evidence in visual text
- Analyze and evaluate what was seen

Description

You, the teacher, will determine an environmental literacy activity where a children's story, short story, poem, news/magazine article or trade book is shared and examined critically in relation to an environmental issue.

Pre-Visit

Share a few children's stories or other print media that focus on environmental issues prior to attending Brightwater. You determine which literary piece (book, article, etc.) that you will utilize at camp for this activity.

On Site

Fit "Environmental Literacy" into your schedule—Day 1 works great! Read your environmental selection to the students and determine your post-reading activities (discussion, writing activity (possibly SAT Journal)). This activity should take place in nature (ideally in a location on site that lends itself to the particular piece of literature you are sharing) but can easily be relocated indoors to the story corner in Somers Hall.

Post-Visit

Continue to explore environmental issues through print media as they fit into topics of study in your classroom.

Assessment

Did students meet the listening, speaking, reading, writing, and viewing objectives? Did the issue studied prompt students to think in a more environmentally aware manner? Once back at school, were students motivated to seek further information on this topic?

SAT JOURNAL and SAT SHOW OFF



ELA Curricular Objectives

Writing

- write fluently and confidently for a variety of purposes and audiences employing appropriate formats
- write to describe a place, to create personal narratives based on incidents from own experiences
- recognize that writing is an important tool for communicating, for clarifying thinking and for learning
- use writing to explore ideas and express understanding
- use writing to express and share feelings, ideas and opinions with a range of audiences (self, friends, teachers, parents, school newspaper)

Speaking

- speak to narrate an incident from experience
- using talk to explore ideas and express understanding
- experimenting with speaking in formal situations
- speaking fluently for a variety of audiences

Description of SAT Journal

All students will require a SAT or “Sit and Think” Journal (notebook or duotang) in which they will record their thinking on paper. It is ideal to begin this journal as a pre-visit activity in a nearby outdoor setting. Students need to be coached about making observations through the use of all senses in order to expand their thinking in a variety of situations. Students need to be set up for success in this activity by being informed that they will present a portion of their writing at camp. For example, students are encouraged not to use words or phrases such as, “It was fun”, “It was nice”, “The lasagna was good” or “I liked sliding down the slide”. Rather, encourage students to comment and think about nature and the environment in direct relation to their learning sessions. The goal is not for students to regurgitate information presented in sessions, but rather to utilize the information presented to examine their own experiences and values.

Description of SAT Show Off

Each student will select key excerpts from their SAT Journal to share as an oral presentation to peers, teachers and parents if available (*great for a parent evening at camp around the campfire!*)

Rationale

The rationale for engaging in this activity immediately upon arrival at the Brightwater site is to capture the initial impact of transferring from the hectic pace of city life to a more relaxed way of thinking and being in nature on the prairie landscape where students can take the time to “stop and sniff the sage”.

Pre-Visit

Spend at least one session in an outdoor setting where students are placed in separate locations to lay down, close their eyes and think about how their remaining senses are being affected. After a minimum of 10 minutes students will silently record their thinking and observations in their SAT Journal. *This journal is an ideal tool to use across the curriculum in all subject areas to respond to any topic throughout the school year if you wish.*

On Site

Students are to engage in this activity immediately upon arrival at the Brightwater site before checking into cabins, etc. Ideally, this activity should take place on the prairie landscape. *Inclement weather adaptations include going to Somers Hall for the written component of this activity.*

Post-Visit

This journal should be utilized as a springboard for a post-camp writing activity of each teacher’s choice. This may include descriptive, expository, narrative, etc..

Assessment

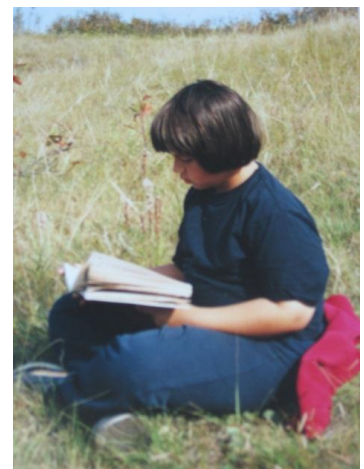
There are a variety of checklists and rubrics in the ELA Curriculum Guide to assess and evaluate your students’ writing, speaking and listening skills.

DEAR ON THE PRAIRIE

ELA Curricular Objectives

Reading

- recognizing reading as a means of learning and for enjoyment
- practicing the behaviours of effective, strategic readers
- recognizing that reading is an active process in which readers interact with the text to construct meaning within the context of their own understanding and experiences



- associating what is being read with personal experiences and make connections (relate text to self and text to world)

Description

All students are required to spend at least one hour session reading on the prairie. Ideally, students will bring their own books of interest. Otherwise, teachers should bring a box of books for students to read. The focus could be environmental issue literature or any curricular topic that ties into what you are teaching in the class. Students should be well spread out along nature trails so that they can experience reading in nature.

Pre-Visit

Take your class for an extended outdoor reading session.

On Site

Fit “Dear on the Prairie” into your schedule—Day 3 works great!

Post-Visit

Make reading a daily part of your class routine when back in school.

Assessment

Did students enjoy this session? Do you think students will choose to read on the prairie on their own sometime? Did you encourage lifelong reading? Do more formal reading assessment in the classroom on your own as this is a time to encourage enthusiastic, connected, lifelong readers.

