

Reflect: We Had a Great Trip at Forest Valley...Now What?

“Learning does not end with presentation but rather with reflection, reflexivity, and action. As a function of learning, learners need to position themselves differently in the world: business ought not to go on as usual.” (Harste, 2001, p. 15)
[Pedagogical Documentation Revisited, Literacy and Numeracy Secretariat, Capacity Building, 2015](#)



A field trip to Forest Valley should not end with getting on the bus and going back to the classroom. In order to complete the learning cycle, please engage your students in a learning conversation about the observations that were made during the field study.

If you, your students or Forest Valley Staff made artwork, took notes or photographs of your learning, **share** them, **talk** about them and **make a new plan of action!** Information on accessing Google Drive can be found on [the Frequently Asked Questions section of our website](#).

Guiding Questions to Extend the Learning

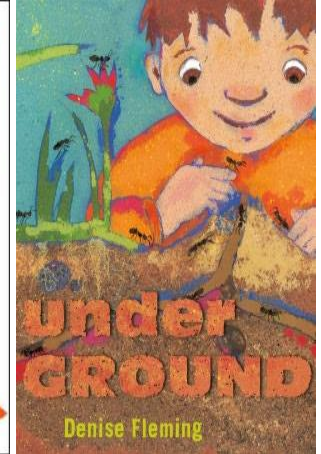
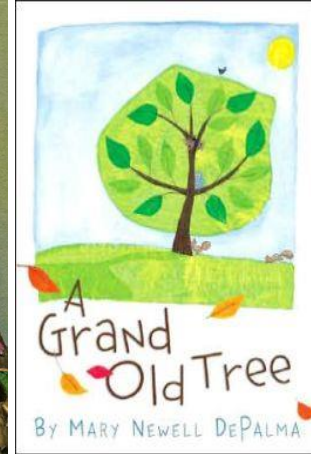
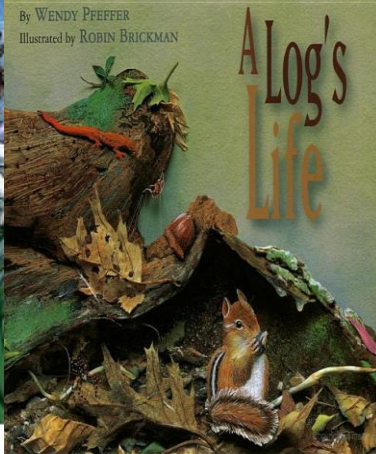
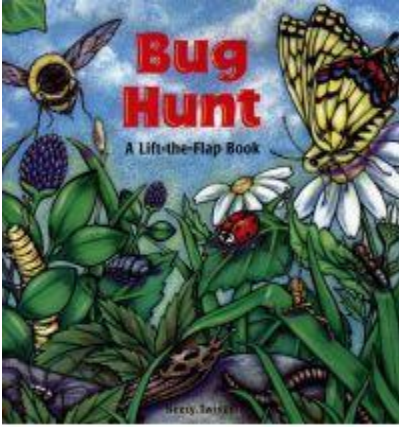
- “What did you observe?”
- “What connections can you make to our learning goal?”
- “How do you know you met the success criteria?”
- “What do you still wonder?”
- “Now what?”

Please send photos, videos or written artefacts that document the learning back in the classroom and we will feature them (if you are willing) on our website and at our Open House to help other teachers see how to connect their outdoor learning back in the classroom! Samples of student learning can be sent to ForestValleyOutdoorEdCentre@tdsb.on.ca or via courier to Forest Valley OEC, Route NW11.

Possible Follow-up Activities: Grade 1 Needs of Living Things

- Take another community walk to assess how well the local living things are meeting their needs
- Compare the living things of Forest Valley with those in your school community
- Review the main parts of a plant. Students can then create a representation (drawing, sculpture etc.) of a plant and/or a tree they saw at Forest Valley. Students can label their representations and compare them.

- Review the main parts of a plant and the purpose of each. Create physical movements or hand gestures to represent each of the parts and their purpose. Get the whole class to create a kinesthetic representation of a plant or tree together.
- Reflect on the ways students showed care and respect for the living things at Forest Valley
- Discuss how they can apply these same principles to living things in their local community
- Explore further literacy connections by reading these titles available to borrow from Forest Valley
(ForestValleyOutdoorEdCentre@tdsb.on.ca or 416-395-5110)



TDSB Web Resources (available through TDSB computers):

- [MediaNet](#) (Library & Learning Resources: Grade 1 Living Things)
- [TDSB's Virtual Library](#)