

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 (<http://schoolweb.tdsb.on.ca/forestvalley/>).

Guiding Questions to Extend the Learning

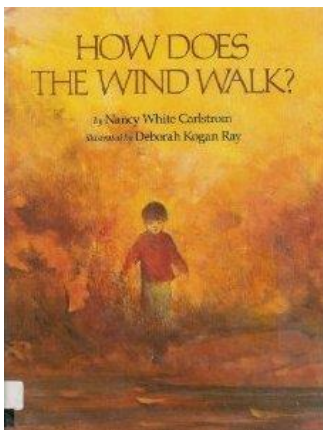
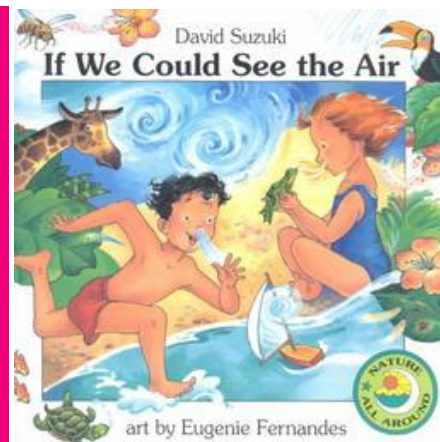
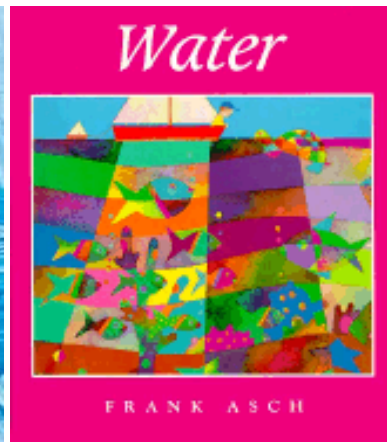
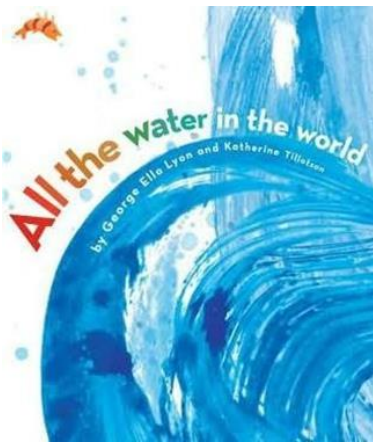
- “What did you observe?”
- “What connections can you make to our learning goal?”
- “How do you know you met the success criteria?”
- “What do you still wonder?”
- “Now what?”

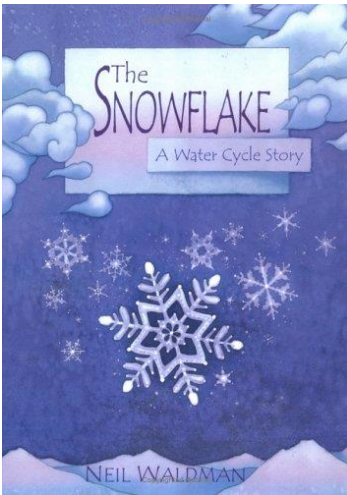
Please send photos, videos or written artefacts that document the learning back in the classroom and we will feature them (if you are willing) on our website and at our Open House to help other teachers see how to connect their outdoor learning back in the classroom! Samples of student learning can be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

Possible Follow-up Activities For Air and Water in the Environment

- Make a rain gauge to install outside your classroom for collecting data on local rainfall and recording data in non-standard and standard units of measurement.
- Make a water wheel or a pinwheel to observe how the energy from moving water and air can be used to do work, turning the wheel.

- Create a list of the living things you saw at Forest Valley. Create a separate list of the sources of water you noticed (dew, river, puddles etc.). Match the living things to the source of water in the habitat that they would be most likely to use.
- Pot up plants with your class. Create a plant care schedule. Investigate what happens to the water that is given to the plants. Do experiments using the plants to observe transpiration (bag over leaves), what happens when you give too much or too little water.
- Experiment: place a leaf in boiling water and observe what happens. Students should see bubbles forming on the bottom surface of the leaf. The air is escaping into the water through breathing holes in the leaf. Inquire as a class how different living things take in air or breath (plants, amphibians, insects, mammals etc.)
- Create a seasons pie chart. Explore your schoolyard throughout the seasons and record what is happening with air and water in the natural environment throughout the seasonal changes.
- Borrow a book to support your program and extend student learning by contacting:
ForestValleyOutdoorEdCentre@tdsb.on.ca





TDSB Web Resources

[MediaNet](#) (Library & Learning Resources: Grade 2 Earth and Space Systems)

Or visit the [Virtual Library](#).