

## 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

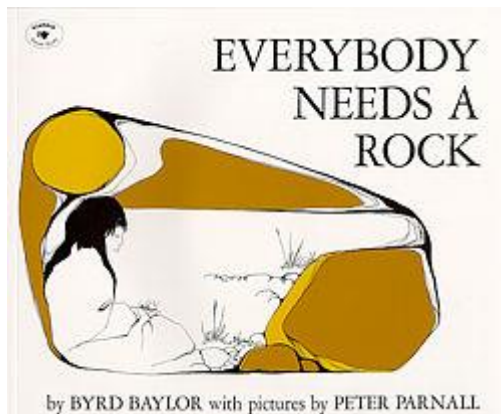
- “What did you observe?”
- “What connections can you make to our learning goal?”
- “How do you know you met the success criteria?”
- “What do you still wonder?”
- “Now what?”

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](mailto:ForestValleyOutdoorEdCentre@tdsb.on.ca) of via courier to Forest Valley OEC, Route NW11.

### Possible Follow-up Activities: Rocks and Minerals

- document (sketching, photos) a community/playground walk looking for natural and human uses of rocks and minerals
- begin researching how things are made and make a tally of the primary natural resource that is used

- Search Google images for maps and photos of [Ontario Mining](#)
- continue a Know, Wonder, Learn (KWL) chart based on the Framing Question (**How does our use of rocks and minerals impact the environment?**) to guide the rest of your inquiry
- explore various maps of Ontario that show the relationship between population and rock/mineral use (e.g., <http://www.ontario.ca/rural-and-north/aggregate-resources>)
- investigate perimeter and area in a real world context (e.g. How much terrazzo is needed for your hallway? How many tiles are needed for your classroom? How much concrete for your front walk? How much asphalt for your playground?)
- estimate, calculate and check the cost of using different rocks and minerals for different purposes around the school
- Connect with your [Eco Schools](#) team and draft a proposal to improve the landscaping around your school
- Check out the regeneration process that has occurred at the [Evergreen Brickworks](#)
- Design a neighbourhood that uses minimal resources or develop ethical mining practices
- investigate the properties of different rocks (sedimentary, metamorphic, igneous) and how they are formed
- to borrow books which help support your program (including the one pictured below) please contact Forest Valley OEC ([ForestValleyOutdoorEdCentre@tdsb.on.ca](mailto:ForestValleyOutdoorEdCentre@tdsb.on.ca) or 416-395-5110)



**TDSB Web Resources** (note, these may only be accessible through a TDSB computer):

- [MediaNet](#) (Library & Learning Resources: Grade 4 Earth and Space)
- [TDSB's Virtual Library](#).