

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 for Watercolour

- analyse orally and then in writing how students used emphasis and the elements of design to paint their watercolour
- use Google Images to search for examples of Canadian watercolour art (i.e. search “Canadian watercolour painting”) and ask “What do you notice? What do you wonder?”
- consider purchasing watercolour brushes, paper and palettes from the TDSB catalogue
- building from their work at Forest Valley, students may create a final work that gives full expression to the creative process

- continue to use the watercolour technique to represent other subjects
- students may enjoy continued exploration and analysis of notable watercolour artwork
- investigate and research the cultures and contexts where watercolour painting is used
- create a collaborative watercolour mural with the class of a Forest Valley habitat or a Southern Ontario habitat complete with animals and plants learned about in Science (i.e. each student can paint a square or all students contribute to large mural paper)
- use watercolour to represent your point of view on an environmental issue relevant to your school
- connect with [EcoSchools](#) to bring awareness to these issues in the school community
- have students translate a watercolour into another artistic medium (pencil, charcoal, pastel etc.) to show emphasis and to further explore natural realism and landscape artwork
- share your art with another class or parents digitally or by co-creating a bulletin board with your students

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

- [MediaNet](#) (Library & Learning Resources: Visual Art, Elementary)
- [TDSB's Virtual Library](#).