

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.

Follow-up Activities for Communities in Canada: Underground Railroad

- Continue a Know, Wonder, Learn (KWL) chart about the Underground Railroad to support students in formulating further questions to guide investigations into historical and contemporary perspectives of diverse communities
- Use our differentiated [Choice Chart](#) of follow up activities that have been designed to honour multiple intelligences
- Borrow the TDSB resource [Early African-American Settlements in Ontario](#)

- Consider borrowing additional non-fiction books and novels from Forest Valley's Library in addition to those shared in our loan kit (ForestValleyOutdoorEdCentre@tdsb.on.ca or 416-395-5110)
- Formulate questions about another distinct community in Canada (e.g., First Nations, European Settlers, Japanese Canadians) to guide investigation into considering diverse perspectives
- Investigate and compare the Freedom Seeker experience with another distinct community
- Explore the concept of Canadian Identity from multiple historical and contemporary perspectives

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

- [MediaNet](#) (Library & Learning Resources: Grade 6: Communities in Canada, Past and Present)
- [TDSB Virtual Library](#)