

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 Outlines in Nature

- Analyse orally and then in writing how students used *balance* and the elements of design create their artwork
- Building from their work at Forest Valley, students may create a final work that gives full expression to the creative process
- Have students translate their outline art into another artistic medium (pencil, charcoal, pastel etc.) to show proportion
- Share your art with another class or parents digitally or by co-creating a bulletin board with your students
- Review the elements of design (line, shape and form, space, colour, texture, value)

- Exploring the school community and look for different line and complete a graphic organizer that compares natural and human-made lines
- Explore and investigate the principle of *balance* using various art mediums
- Continue documenting student responses on a Know, Wonder, Learn (KWL) chart about visual art
- Consider the natural subject of your art piece as a symbol. What kinds of messages, characteristics and interpretations could be associated with this symbol (i.e. a tree, a leaf, a flower, a nest, a branch, a log etc.)
- How would your art piece change if it was to become a logo? What kind of company would it be a good logo for?
- Using the same basic lines, recreate your 2D artwork as a 3D sculpture using materials of your choice (i.e. natural materials, wood, clay, reclaimed recycling etc.)

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

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