

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: Interactions in the Environment

- Continue Know, Wonder, Learn (KWL) chart about eco-systems and human impact back in the classroom to continue the scientific inquiry

- Explore the school grounds/local community and make a list of abiotic and a list of biotic elements and brainstorm the possible connections
- Research, design and construct a model eco system in the classroom (a [composter](#), [terrarium](#) or [greenhouse](#)) and label it with the appropriate scientific vocabulary
- Analyse the cost/benefit of one of the Eco initiatives already happening at your school (e.g. recycling, energy conservation) and make a recommendation to the [Eco Schools](#) Committee to improve based on the data
- In collaboration with Eco Schools and students develop a campaign to improve the local eco-system (e.g. planting native trees, shrubs or grasses to attract more diverse population)
- Research the environmental impact of mobile technology
- Investigate a local occurrence that impacts your school's eco system (e.g. invasive species, pollution, lack of biodiversity in the school yard) and decide on an eco-action with the help of the following resources:
 - [A Guide to Toronto's Pollinators](#)
 - [The Landowners Guide to Controlling Invasive Woodland Plants \(Ontario\)](#),
 - [Ontario Wildlife and Nature, Birds of Toronto](#)
 - [Eco Schools Stop the Spread](#) guide
- Use the [Toronto Field Naturalists](#) website to connect with a local advocacy group, find more field guides or plan another field trip to a local ecosystem
- Create a dramatic performance of the interactions in an ecosystem
- Discuss how our learning about ecosystems relates to other systems (e.g. manufacturing, a classroom, a company)

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

- [MediaNet](#) (Library & Learning Resources: Grade 7 Understanding Life Systems)
- [TDSB's Virtual Library](#)