

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

### Possible Follow-up Activities for Collaborating With Nature

- Analyse orally and then in writing how students used *movement* 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 environmental 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)
- Collect natural art materials from the local community and create environmental art in the school yard
- Consider how to capture public response to the artwork
- Brainstorm how natural art could be used to advocate for, or raise awareness about environmental issues in the school or in the community and share your ideas with EcoSchools
- Explore and investigate the principle of *movement* using various art mediums
- Continue documenting student responses on a Know, Wonder, Learn (KWL) chart about environmental art
- Explore images of [environmental art](#) and [Andy Goldsworthy](#)
- Watch Andy Goldsworthy documentary: [Rivers and Tides](#)

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

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