

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 Balancing Human Needs and Environmental Stewardship

- using Google Images, search “[Toronto flood](#)” “[Toronto erosion](#)” “[Toronto water pollution](#)” to engage students in formulating questions to guide an investigation into the issues and challenges of balancing human needs/wants with environmental stewardship
- record student responses on a KWL chart and bring it with you to Forest Valley
- take a community walk around the school neighbourhood to gather information about how your local community balances its needs and wants for water with environmental stewardship

- document student observations using digital technology (cameras, mobile devices) or clip boards and sketches
- analyse maps of your school's relationship to the "9 Rivers of Toronto" and/or [Google Maps](#)
- construct a map of your school property to map where the water goes
- explore news stories about the Don River: [Funeral For the Don River](#), [Overhaul of Don River mouth could spur Port Lands development](#), [Why Does the Don River Flood So Often?](#)
- use the Forest Valley experience to plan an environmental stewardship project for your school (e.g. clean up garbage that may pollute the rivers, connect with [Eco Schools](#) committee to improve the drainage from the playground or parking lot, plant/mulch trees, dispose of invasive plant species)
- compare the environmental challenges of Toronto with other parts of the Canada where human settlement, rivers and shorelines meet
- using what students learned locally (at Forest Valley and school), create a proposed solution for another part of Canada and communicate the results of the inquiry using appropriate vocabulary

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

- [TDSB Virtual Library](#)