

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 Conservation of Energy

- Continue your Know, Wonder, Learn (KWL) chart about conservation of energy to plan the rest of your inquiry
- take a school community walk to collect data about energy sources and sort data into renewable and non-renewable energy (e.g. trees use solar energy -renewable, cars use gas –non-renewable)
- Collaborate with your Eco Schools committee to plan a waste minimization or energy conservation initiative
- use [Eco Schools Certification Toolkit](#) to conduct an energy audit of your class and/or school (For more ideas consult [Eco Schools Best Practices](#): Energy Conservation)
- research where our waste goes and how much energy is actually needed to “throw something away”

- make a garbage timeline to post near waste containers to grow awareness about energy and resource choices
- use [EcoSchools Certification Toolkit](#) to conduct a waste audit in your classroom (For more ideas consult [Eco Schools Best Practices](#): Waste Minimization)
- graph and track the results of your energy and waste audits on a class bulletin board
- review different forms of energy, how energy is stored and how it is transformed
- Students work in groups to create a board game that teaches how energy flows through a habitat (pieces that represent energy have to move through the habitat)

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

- [MediaNet](#) (Library & Learning Resources: Grade 5 Earth and Space Systems)
- [TDSB's Virtual Library](#)

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

- [MediaNet](#) (Library & Learning Resources: Grade 4 Understanding Life Systems)
- [TDSB's Virtual Library](#)