

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 Light and Sound Digital Art

- explore and investigate the principle of emphasis using various art mediums
- investigate the basic properties of light and sound
- design, build and test a periscope, a musical instrument or an amplifier
- begin a Know, Wonder, Learn (KWL) chart about light and sound to bring with you to Forest Valley
- use Google Images to search for examples of digital photography that captures local nature (i.e. search “ontario spring nature photography”)

- analyse orally and then in writing how the photographer used emphasis and the elements of design to capture the image
- have students translate a photograph into another artistic medium (pencil, charcoal, pastel etc.) to show emphasis
- assess the impacts of light pollution of the city on animals at Forest Valley. Assess the impacts of noise pollution of the city on animals at Forest Valley
- discuss adaptations of plants to light at Forest Valley (baby trees have bigger leaves, meadow plants have narrower leaves because they are exposed to more light)
- create sound maps: students listen to all the sounds they hear in a given location and record them on a piece of paper as a map
- create sound maps in a more populated area and a more natural area and compare the variety, volume and distance of different sounds in each environment
- graph the results from the class

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

- [MediaNet](#) (Library & Learning Resources: Grade 4 - Science and Technology, Understanding Matter and Energy, Light and Sound)
- [TDSB's Virtual Library](#).