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.

Follow-up Activities for Physical Patterns in a Changing World

- Continue a Know, Wonder, Learn (KWL) chart about flooding in Toronto to support further questioning about the physical features of the Earth and how they present challenges and opportunities
- Compare photos of Hurricane Hazel in 1954 with the Toronto Floods 2013
- Determine what watershed your school is located in using Toronto Region Conservation Authority's interactive map and then explore the resources to gather and organize information about Toronto's relationship with our physical geography

- Consult the TRCA's Issues and Challenges, then take a community walk to determine which issue best connects with your neighbourhood and begin planning an eco-action project in consultation with Eco Schools
- 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?
- Find another city in the world that is built near the mouth of rivers like Toronto and compare how it deals with the challenges and opportunities presented by the physical geography
- Introduce your students to topographical maps, physical landforms, characteristics of water systems, natural and human forces that shape the land (glaciation, erosion, mining, land reclamation)
- Explore some key natural processes and human activities that change vegetation patterns (climate change, erosion of top soil, deforestation, invasive species, fertilizers)
- Explore the various ways the Toronto Region Conservation Authority manages our floodplains

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

- MediaNet (Library & Learning Resources: Grade 7 Geography, Physical Patterns in a Changing World)
- TDSB Virtual Library