

# Field Study Planner

## Overview

<b>Study:</b>	Forest	<b>Conceptual Lens:</b>	Senses
<b>Overview:</b>	Students venture through the Cheakamus Centre's extensive trail networks to experience the biodiversity of the coastal temperate rainforest through hands-on sensory awareness activities. These activities increase the ability to observe and be present in nature, emphasize getting to know local species and their habitats, and inspire local action and stewardship. In addition to learning about the interconnectedness of the plant and animal species, students will also explore human interactions in the forest environment, and the important role they play in our lives.		
<b>Duration:</b>	4	<b>Season:</b>	Spring
<b>Duration:</b>	2 hours	<b>Season:</b>	Spring

## Stage 1 – Desired Results

### Big Ideas

Students understand? Copy from ODS Curriculum Map.  
Students sense and respond to their environment (Science 4).

### Core Competencies

Which Core Competencies will be developed in the field study?

Communication: Students will reflect on place-based experiences in a coastal temperate rainforest.

Thinking: Students will ask & answer question through direct observation.

Social: Students will explore human impacts, and how they can contribute to caring for the natural world.

## Cheakamus Centre Principles

How specific CCPs will be integrated into the field study.

**the field study reflect Cheakamus Centre Principles (Place, Community, Inquiry, Personal Connections, and First Peoples' Perspective:**

Students will explore and make observations in a coastal temperate rainforest

Students will develop place-based knowledge about the coastal temperate rainforest, learning and building upon aboriginal knowledge and other traditions of the Coast Salish People.

Connections: Place-based learning provides the basis for an intuitive relationship with the natural world, connections to the rainforest ecosystem and a sense of place that encourages life-long harmony with nature.

### Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

#### Curricular Competencies

#### Content

Students will be able to do. Choose from ODS Curriculum Map.

- Demonstrate curiosity about the natural world
- Formulate and pose questions that lead to investigations
- Use appropriate tools to make observations and measurements
- Make observations about living & non-living things in the local environment
- Collect and analyze sample data
- Describe & interpret the local environment
- Use First Peoples perspectives & knowledge as sources of information
- Explain some simple environmental implications of their & others' actions
- Take care for self, others, & community through personal or collective approaches
- Reflect on personal, shared, others' experience of place

Specify statements from Field Study Understandings

#### Students will know that...

- Sensing & responding: humans (5 senses), animals, plants (response to touch, water, gravity etc.)
- Direct experience of coastal temperate rainforest through the senses.
- Biodiversity in the rainforest
- Aboriginal knowledge of the rainforest
- Relationship between self and environment
- Traditional stories as evidence about Coast Salish culture
- Vocabulary: ecosystem, biodiversity, temperate rainforest, habitat, coniferous, deciduous

## Stage 2 – Evidence: Assessing for Understanding

### Assess: Field Study

#### Formative:

Opportunities for students to show their knowledge and skills during the field study

Teachers should consider how formative assessment in outdoor learning is informal, varied, and ongoing throughout the field study.

Use prior knowledge: "What is a rainforest?"

#### Summative:

Final assessments of knowledge and skills at the end of the Field Study

Teachers should consider how summative assessments revisit essential questions, involve self-reflection, and builds towards Final Task

Reflection, Walk & Talk or group circle:

1. Think quietly to yourself about/ describe some things you learned
2. Think quietly to yourself about/describe some things you learned

## Stage 3 – Executing the Learning Plan

ning events/activities are suggested activities. Teachers should add, revise, and adapt based on the needs of their students, their own personal p  
for resources, and a variety of instructional techniques.

### Tips

Students: stay with group. Have a counsellor or responsible student pair remain at the back of the group while hiking.

Organisms: remain on trail. Do not pick or remove live organisms. Model leave no trace ethic.

Techniques: Slow down, get down & look around. Use Hand lenses: The best and simplest tool to engage students directly with nature. It inspires  
ely, provides an immediate different perspective, and lets students see things they can't see otherwise.

↳ Talk as a transition between activities.

Wake-up Circle (Get Outdoors!) Walk and Talk Question: Which sense could you give up? Which sense could you not live without?

Try hike: Space the students out 10-20 seconds apart on the Moss Trail. Walk for 2-3 minutes. Circle up at the end of trail in a clearing. Ask student  
notice'.

### Try (Example)

Resources

Materials: Collect & Share some of the tiny treasures that inhabit this place...in a very sensory way!

Materials: hand lens, clipboard, pencils, egg carton (1 per pair), camera (optional)

Discover: What tiny objects can you discover if you look very closely in every nook and cranny of this place?

Open: Collect 12 little objects to fill each hole in your egg carton. Try to find a diverse and varied sampling of many tiny treasures that people seldom  
' look very carefully.

Record: Photograph or draw, (optional: colour), & label your Tiny Treasures on the record sheet

Work: Invite others to experience your Tiny Treasures by asking them to close their eyes and use their other senses to guess each item you put in  
d.

How successful were you as a Tiny Treasure Collector? Why?

What were the three best things about this experience? Why?

What can you say you learned during this activity? Explain.

What were your favourite three treasures? Why?

Circle

### Core activities

Chips (Get Outdoors!) – Hand each participant a rainbow chip, telling them that every colour of the rainbow exists in nature all around us, and send  
their colour chip as closely as possible with something natural. Ask them not to pick their matched items if it is alive, but to show it to someone else  
y have found a match, give them another chip to match. Q: What surprised you the most about this activity? What colours were hardest to find?

Cameras (Get Outdoors!)

↳ See: Pair students up and send them outside with an alphabet checklist. Their challenge is to find and list (or draw) something in nature for each  
could use digital cameras, and create a digital slideshow.

## Teacher: Field Study Reflection

**Aspects of the field study went well?**

**What do students struggle with?**

**What do you struggle with?**

**What would you add/revise the next time you taught this field study?**

**Connections can I make back to my school learning community?**

→ your class or school to get involved in a meaningful action project that encourages forest stewardship.

**Special Place (Get Outdoors p. 59)** Students choose and explore a special natural place in their schoolyard, park or other area. They describe the local environment using sensory details; they reflect on its importance, and they discover their own connections to it. **Suggested Reading List about Special Places (p. 63).**

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