



# OUTDOOR LEARNING

## RESOURCE HUB

This guide was developed for Greater Saskatoon School Division but most of the information should be applicable (with some degree of variance) to any school within the province.



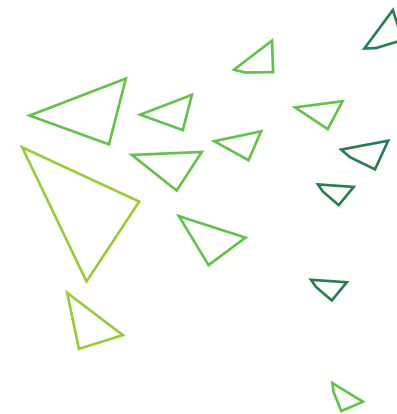
# Overview

All the advice in one document!

If you prefer shorter snippets of advice, carry on to the following pages.




## Outdoor Learning Document



# HOME PAGE



All icons  are hyperlinks that take you forward to the listed section or take you back to this home page or a section starting page.

## GETTING STARTED



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## LOCATIONS



## GEAR



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## ACTIVITIES



# GETTING STARTED



GOAL SETTING



SCHEDULE



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NEARBY  
NATURE



THINK OUTSIDE  
FIRST



INQUIRY &  
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PRACTICE



DIFFERENTIATION



# PLANNING AN EXCURSION



DIVISION  
REQUIREMENTS



MONEY



WEATHER



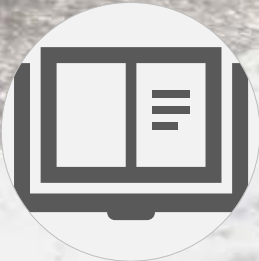
LOCATION



COMMUNICATION



TRANSPORTATION



EDUCATION



GEAR



CRITICAL  
CONSIDERATIONS



CHECKLIST



# LOCATIONS



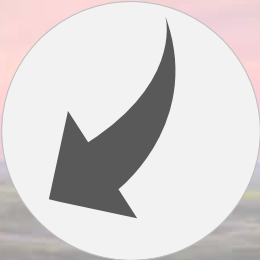
NORTH WEST



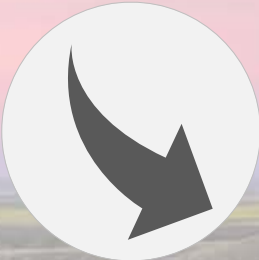
NORTH EAST



CENTRAL



SOUTH WEST



SOUTH EAST



SOUTH



# GEAR



CLOTHING



TEACHER  
BACKPACK



STUDENT  
BACKPACK



GRAB & GO BAG



TOOLS



DIVISION  
GEAR



GEAR LENDING  
ORGANIZATIONS



# RESOURCES



NATURE GUIDE  
DOCS



ECOSYSTEMS  
INFO



STUDENT  
REFLECTION  
DOCS



BOOKS



WEBSITES



APPS



SOCIAL MEDIA



PROFESSIONAL  
DEVELOPMENT



ORGANIZATIONS



BENEFITS  
OUTDOOR  
LEARNING



# ACTIVITIES by Grade



KINDERGARTEN



GRADE 1



GRADE 2



GRADE 3



GRADE 4



GRADE 5



GRADE 6



GRADE 7



GRADE 8



HIGH SCHOOL





GETTING STARTED



# GOAL SETTING

If you would like to make outdoor learning a regular part of your practice, set a goal for yourself to work towards. Ex. Every Friday after lunch we will plan to spend the afternoon outside. Mark this goal in your agenda so that you don't forget. Everyone is at a different point in their outdoor learning journey, start with a manageable goal and build up from there!



# SCHEDULE

Consider your schedule before the year starts- when would be the best time to take students outside? Do you have a long enough block of time? If not, consider discussing your release and supervision schedule with your administration before it is set in stone. See if you can carve out a day or afternoon every week for longer excursions outdoors.



GETTING STARTED



# CLASS CULTURE

Let it be known that your class will be an outdoor class. Get the kids pumped! Make it clear that outdoor learning will be a part of the routine and that its way more fun if you are dressed for the weather.



# ENGAGING HOOK

Any learning experience is WAY more rewarding if the students are engaged. You can generate enthusiasm for your outdoor learning program by starting the year with an engaging hook! Consider walking to your local park and playing team building camp games or organizing a field trip early in the year that will provide a shared experience. Relationship building is so important and joint memories can play a powerful role in bringing students together.





# COMMUNICATION

Communicate your goals and class culture with families, students, admin, release teachers, educational assistants, nutrition staff, etc. It is beneficial to inform anyone who could be implicated by your absence early on. People are not going to be happy if they have to try and figure out where your class has gone. Communication can also generate support, if people are aware that outdoor learning is your goal, they may have opportunities, supplies, or resources to share.



# FAMILY SUPPORT

- You want them on your side, so as early as possible explain your goal and why it is important. Be clear and helpful with familial expectations- Example- “Please send your child to school with weather appropriate clothing as we will be going outside for extended periods of time”. Example 2- “We will need 2-3 adult volunteers once a month for field trips to happen, they will require a Criminal Record Check, please find the volunteer form attached. The location and hours of the police station are as follows...”
- Before any field trip away from the school community, inform the parents of the details of the trip, and clearly address any safety concerns. This helps to alleviate worry and generate more support for your endeavors.



# COLLABORATION

Teaching differently than the status quo can sometimes feel like an isolating endeavor but you might be surprised to find others on your staff who are also interested in outdoor learning. Bring it up in the staff room or at meetings, to see if there is any other interest. It is super helpful to have a like-minded colleague that you can bounce ideas off of, share resources with, and shoulder tap to help problem solve. You may not find anyone in your school, so reach beyond, ask your admin who coordinates outdoor education or land-based learning for your division and ask if they have any suggestions for other outdoor teachers you could contact. Otherwise, Sask Outdoors PD and social events are another way of meeting like-minded individuals.



# MOTIVATION

Even the best of us lose motivation now and again. Setting a goal and communicating your intentions far and wide can help to keep you on track, but sometimes it helps to have a physical reminder in your class. Maybe it's a picture of your last camping trip, or an antler set next to your computer, or a poster outlining the benefits of learning in nature. Otherwise, there are lots of social media accounts you may want to follow (see resources below). A little inspiration can go a long way.



# NEARBY NATURE

Often times when teachers think about outdoor learning, they envision canoeing up North or riding a school bus to Beaver Creek. While these exercises would fall into this category, they are not the only options. There are many learning affordances in school communities that are close by and don't require transportation. Example- have students explore biodiversity while hunting for bugs in the school yard, teach motion and forces while tobogganing on the closest hill, walk to your local community garden to talk about food sovereignty, etc. Sometimes there are valuable reasons to travel farther away from the school but don't limit yourself to only 1 or 2 expensive field trips a year. Explore the benefits of outdoor learning in nearby nature. Added bonus- no funds or permission forms required!



## THINKING OUTSIDE FIRST

Sometimes we get excited about outdoor learning and we try to take everything that we were doing inside and transpose it outside! Unfortunately, this doesn't always work out. Some learning activities are just better suited to an indoor environment. Instead of trying to take indoor activities outside, when you are planning, "Think Outside First". If you want to spend more time outside- think about how you can achieve your required learning objectives in a way more suitable to being outdoors? That being said, some activities, do transpose easily without any modifications- Example- Oral presentations under a nice shady tree. Example 2- Silent reading on a warm day.



## INQUIRY & INTEGRATED

- Often times teachers think of outdoor learning or field trips as an extra, that is a reward, once you have completed 'other curriculum'. However, outdoor learning experiences are often very learning rich, hitting more than one outcome at a time. It can be helpful to integrate subjects into larger themes, allowing you to see the multiple learning opportunities. For example- Birds- Explore the diversity of birds in your school yard or local park (science). Before going out, predict how many birds of each color you will see (Math). Have the students come up with their own song about birds (ELA/ART).
- Outdoor learning also lends itself well to inquiry- Go exploring in a learning rich environment and see what the students find interesting. Build your unit around that interest.



## GETTING STARTED

# PRACTICE



If you are not feeling confident in your abilities as an outdoor teacher, build up your skills, inspiration, and ideas bank, by attending professional development workshops. Sask Outdoors often runs outdoor learning workshops or shares information on other organizations offering training. Otherwise, google great outdoor learning activities and try them out with your own children, nieces/nephews, cousins, neighbour kids, etc. Once you have tried out the activity once with a nice small group, you will feel more confident trying it out with your whole class.



GETTING STARTED

# DIFFERENTIATION



Students come to us with a variety of abilities and needs, and so if you want to have a successful year learning outdoors, it helps to discuss student limitations and modifications with families, Eas, and LATs as early as possible. Example- If you know that you have a student coming up into your class who has autism, talk to their family in the spring to see if they will have any barriers to learning outside. If so, problem solve with the family and your school support team to come up with solutions. Perhaps consistency is a comfort for them so it would be beneficial to have a set day and time every week that they know they will be going outside.



# DIVISION REQUIREMENTS



\*The following is meant as a guide to facilitate your planning. You must refer to division policies and your administrative team to ensure you have the most current information available when planning an excursion. The information in the following section is up to date for the GSCS school division as of February, 2021.



## FORMS



## SUPERVISION



## ACTIVITY SPECIFIC GUIDELINES



# DIVISION REQUIREMENTS FORMS



- **GSCS Excursion Policy-** ([LINK](#))
- **\*Permission form** ([LINK](#))- Need to have signed by parents/guardians if you are leaving the school grounds/community. A new form and signature are required for every trip.
- **\*Child health form** ([LINK](#))- Need to have with you on excursion. Needs to be current. Recommended to include Child Health Form on back of permission form for every field trip and encourage families to update if anything has changed.
- **Possibly site-specific form-** ex. wood working workshop
- **\*Swimming permission form** ([LINK](#))- Needs to be completed by parents/guardians prior to activity.
- **\*Skiing (downhill) permission form** ([LINK](#))- Needs to be completed by parents/guardians prior to activity.
- All field trips within the city limits of Saskatoon, Biggar, Warman, Humboldt, and Martensville are considered pre-approved and do not need board approval.
- **\*Pre-approved list** ([LINK](#))- outlines other locations outside of city limits that are board approved.
- **\*Application Form for Non Pre-Approved Excursions** ([LINK](#))- if location is not from Pre-Approved List or if the excursion will be overnight or out of province. Needs to be signed by admin and then approved at division level. Should be submitted two weeks before departure.
- **\*Highway Travel to Pre-Approved Location** ([LINK](#))- Ex. if you were travelling to Blue Mountain. Complete and forward to admin who submits to board office. Documentation purposes, no board approval needed.
- **\*Application for Automobile Driver Authorization Form-** For excursions that require a chaperone to drive students (ex. Emergency vehicle) ([LINK](#)).
- **\*The forms that are linked above were current as of Feb 1, 2021. The most up to date excursion related forms for GSCS are found on Onestop under Forms** ([LINK](#)) and under Physical Education ([LINK](#)).



## DIVISION REQUIREMENTS

# SUPERVISION & SPECIFIC ACTIVITIES 1/3



**Supervision-** See GSCS Excursion Policy- ([LINK](#)). For a general field trip within the city, the adult to student supervision ratio is 1:15. Specific activities have different requirements.

**Specific Activities-** See GSCS Physical Education Guidelines- ([LINK](#))

- **Biking-** All grades. All students need to wear helmets and all bikes need a bell. A few students need to wear reflective vests interspersed throughout the group. Bring a first aid kit and bicycle repair kit. Adult to student supervision ratio is 1:15. Choose routes carefully. Review biking guidelines with students before departure. Check brakes and tires before leaving.
- **Camping Overnight-** Only for grades 6-12. Need to get board approval by submitting Application for Non-Pre-approved Excursion ([LINK](#)). Recommended ratio of supervisors to students: Non-water activities- 1:15; Water activities- 1:8. Provide both male and female chaperones for mixed gender groups on overnight trips. At least one leader with current first aid certification. Access to a phone and vehicle for emergency purposes. Have students with vital medication bring an extra supply. Phone communication is required (satellite phone if no cell signal).
- **Canoeing-** Lake or Pool (no overnight)- Only for grades 6-12. All students must wear PFD. Before open water canoeing, students must demonstrate competency in basic canoeing skills and swimming competency. Need an instructor with Small Craft Safety Certification. Have a rescue craft on shore and accessible while students are canoeing on open water. Also need access to a vehicle for emergency purposes. Need one supervisor with Lifeguard or First Aid Certificate. Ratio of supervisors to students: 1:8.





## DIVISION REQUIREMENTS

# SUPERVISION & SPECIFIC ACTIVITIES 2/3



**Specific Activities-** See GSCS Physical Education Guidelines- ([LINK](#))

- **Ice Hockey-** Middle years & Secondary level only. Players need to wear CSA approved hockey helmet with cage, elbow pads, and throat protector. If using regulation hockey puck, wear full hockey equipment. No goaltender unless all players are fully equipped. No slap shots and no body contact. Parent permission is required.
- **Skating-** All grades. Students need properly fitted skates, CSA approved helmet, and mitts/gloves. Skating on outdoor ponds is not permitted. Provide ice space for beginners separate from accomplished skaters.
- **Skiing (Alpine)/Snowboarding/Snowblading-** Grades 4-12. Need approval from in-school admin. Must submit Notification of Pre-Approval form ([LINK](#)) if there will be highway travel. All students must wear properly fitted/worn CSA approved helmet. Equipment must be in good repair- both rented and owned. Approved only in commercially operated ski facilities on designated trails. All students must be tested and grouped by a qualified ski/snowboarding instructor. Lessons are required for all students. Discourage hot dogging and stress the importance of skiing with control. Parental permission is required- specific ski form ([LINK](#)) and updated Child Health Form ([LINK](#)). Need access to an emergency vehicle. Ratio of Supervisor to Student: Grades 4-6 – 1:10; Grades 7-8 – 1:12; Grades 9-12 – 1:15. Specific guidelines are included with the permission form.



## DIVISION REQUIREMENTS

# SUPERVISION & SPECIFIC ACTIVITIES 3/3



**Specific Activities-** See GSCS Physical Education Guidelines- ([LINK](#))

- **Swimming-** Grades 3-12. Use school or City of Saskatoon pools. Private pools and hotel/motel pools are prohibited. Need approval from in-school admin. Must follow pool rules: no running/pushing on deck, no diving into shallow end, etc. Shower before entering pool. Inform person on deck of any students with medical problems that could affect their safety in the water. Indicate to facility lifeguards, which students will need a swim test. Once swim tests are complete, students will need ID wristbands and will need to stay in their designated zones. Teachers must accompany pupils in the pool or stay on the deck. Swimming instructors must have Bronze Cross certification. Ratio of qualified lifeguard/instructor to students is determined by the approved facility. Need parental permission- specific swimming form ([LINK](#)) and updated Child Health Form. Assign teachers and volunteers to a group. Suggested supervision to student ratios (not including lifeguards): Grades 3-5 – 1:8; Grades 6-8 – 1:10; Grades 9-12 - 1:15. Specific guidelines are included with the permission form.
- **Tobogganing-** All grades. Admin needs to decide when conditions are suitable for sledding (too icy- closed). Limited number of sledders at a time (not whole school). Sleds should be limited to foam material not plastic (Crazy Carpets) to avoid excessive speed. Students with mobility/balance issues should wear protective headwear. Hill should be marked with pylons to separate sledding and climbing areas.



# WEATHER

- There is no such thing as bad weather, only bad clothing! Except according to GSCS we shouldn't be taking students outside on days colder than -27 C (including windchill). See recess policy- ([LINK](#)).
- Check the 7-day weather forecast when planning outdoor excursions and then again, the day before. Have a back up plan if the weather turns particularly sour. Be sure to communicate these plans with families. Consider nearby shelter options and always get the bus driver's phone number in case you need an early pickup.
- **Dressing for cold weather**- tight under layer (not cotton), wool or synthetic (like Lululemons); fluffy, loose middle layer like sweats or wool sweater; Water/windproof outer layer. All extremities covered. Fuel for the engine- a full belly helps to keep the body warm. Monitor moisture- if getting too sweaty, open vent zippers or undue coat somewhat. Might want to make/bring sit spots if students are eating or needing to sit outside. Be sure to pack spare mitts. ([LINK](#))
- **Dressing for wet weather**- Waterproof jacket, pants, and boots. Add fluffy layers if it is also cold. Umbrellas are not recommended as they are too bulky and a hazard in big groups. Be sure to pack spare socks. Might want to make/bring sit spots or tarps if ground will be wet.
- **Dressing for hot weather**- Sun and heat protection: ball caps, sunglasses, loose, light-coloured clothing with some skin coverage (especially shoulders), and sunscreen. All students should bring water bottles. Ensure water availability on site or bring large water jug for refilling. Bring spare water bottle and sunscreen.
- Ensure students and families are aware of clothing expectations for outdoor excursions. Visuals can be helpful. See the following example- ([LINK](#))



# MONEY

- **Bang for your Buck-** Multiple trips to the same free location is often better than one expensive trip. Repeat visits allow students to develop a rich connection to the land.
  - How learning rich is the place you are considering visiting?
  - How engaging for the students?
  - Is it worth the cost?
- **Double Up-** Consider nearby extensions within walking distance of your intended excursion to maximize bus costs (2 locations for the price of one bus).
  - Is there more than one learning location in near proximity?
- **Collaborate-** Ask your colleagues if anyone else would be interested in joining your class on an excursion. Two classes= half the bus cost.
  - Perhaps a grade alike teacher would be interested? Consider even colleagues at nearby schools. Carepartners?
- **Grants-** If you have an incredible learning experience in mind but your budget is tight, consider applying for environmental grants.
  - EcoFriendly Sask ([LINK](#))
  - Sask Outdoors ([LINK](#))
  - TD Friends of the Environment ([LINK](#))
- **Appeal to Admin-** On occasion there will be funds of money remaining at the end of the school year. Ask your admin nicely if there might be any additional funding available.
  - A classroom budget that was not fully used
  - Science/FNMI funds that were not accessed



# LOCATION

Most school libraries have the book Nature Viewing Guide to Saskatoon. It is an excellent resource for considering natural spaces to visit in and around the city. Some points to consider when picking a location for an excursion:

- Are there multiple learning affordances at this space?
- Is there a booking form that needs to be filled out? (Ex. Beaver Creek)
- Is there a contact person who can provide guidance or interpretation of the space?
- Are there resources available to supplement the learning experiences? (Ex. Site scavenger hunt)
- Where will you eat?
- Are there bathrooms nearby that you can access?
- What kind of clothing will be best suited for that location?
- Is there gear that might support learning on location? (Ex. Division kits)
- If the weather turns sour, is there shelter you can access?
- Is the location accessible to all students and chaperones?
- Can the space be reached by walking, cycling, city bus, or school bus?
- Is there a place to park?
- Can a student join you mid excursion if they arrive at the school late?



# COMMUNICATION 1/2



**Families** should be provided the following information:

- Where are you going? Description of location.
  - When are you going? Date, time of departure and expected time of return.
  - What are you doing? Intended activities.
  - How are you getting there? Walk, bus or bike.
  - Why are you going? Connect to classroom learning.
  - Who are you going with? (ex. sharing bus with carepartners)
  - Alternate plans- If weather sours, etc.
- Inquire about any health, behaviour, dietary, ability limitations, and how you can best support their child (asthma, allergies, diabetes, autism, cerebral palsy, etc.)
  - Request for volunteers- For a general field trip, the adult to student supervision ratio is 1:15 ([LINK](#)), the ratio is smaller for select activities such as swimming, canoeing, and excursions overnight. See division guidelines here ([LINK](#)):
    - Ask as early as possible
    - Possible chaperones: Parents/Guardians, older siblings, extended family- aunts, uncles, grandma, grandpa, Nanny, or daycare provider.
    - What are the volunteer expectations? (Ex. Supervise group of five students, please read information signs aloud to students, scavenger hunt, etc.)
    - Criminal Record Check (with vulnerable section filled out) ([LINK](#))
      - Provide hours of operation- Mon-Fri 9:00-5:00
      - Address of station- 76 - 25th Street East
      - What to bring- two pieces of ID, & volunteer form ([LINK](#))
      - Online CRC option- \$10 processing fee, results are mailed and take up to 2 weeks. ([LINK](#))
  - See example excursion message for families ([LINK](#))





# COMMUNICATION 2/2



- **Administration:**
  - CC principal in your email to parents on standard excursions
  - Check with principal ahead of time about new possible location/outing/activity- Need approval.
  - Confirm there are no conflicts with school calendar
  - If you have a student who likely will be late, leave a plan for admin so they know to expect that student and what to do with them (ex. Work on math in office or call teacher cell and parent volunteer will come pick up)
- **Students:**
  - Get the kids excited! Explain excursion ahead of time.
  - Outline what they will need to bring
  - Explain learning activities (Pre, during, and post)
  - Clear expectations for location and transportation- explain before you leave school
  - Clear boundaries- explained before you get off bus/leave class
  - Discuss safety plans- what to do if lost (which adults can be trusted- uniform, moms with kids)
- **Office Coordinator-** If families call the office they need to know where you can be reached. Simply CC on family email. If you will be out in schoolyard or school community- they should also know where you are and how to be reached.
- **Release teacher-** let them know when you will be gone. Simply CC on family email.
- **Education Assistants-** let them know when you will be gone and ask if they will be available to help chaperone.
- **LAT/OT/SPEECH-** if you have any children requiring support or who get pulled out for programming. Simply CC on family email.
- **Nutritional staff-** let them know when you will be gone and if you have any students who will require meals. What time will you need lunches prepared by?
- **Sign on door-** If you plan on taking advantage of your school yard or nearby nature often, consider putting a sign on your door letting people know that you are out and when you plan to return.



# PLANNING AN EXCURSION TRANSPORTATION



**WALKING**



**BIKING**



**BUS**



**VEHICLE**





# PLANNING AN EXCURSION TRANSPORTATION



## Walking

- Map (fully charged phone or printed copies)
- Etiquette- When walking in a group, avoid trampling on people's yard, and make room for other pedestrians. Stress walking two by two on the SIDEWALK.
- Early years expectations- stay on sidewalk, wait for adult to cross road, keep an eye out for cars, stay with buddy, stay behind teacher but in front of 'caboose' (assign parent)
  - Consider colorful pinnies
  - Nametags with school phone number in case they get lost
  - Scaffolding- start with closer destinations (little ones have short legs and tire surprisingly easily when walking)
- Consider student and chaperone abilities. Will someone need to be driven? If a student will be driven by a family volunteer, you will need to get the adult driver to fill out a driver authorization form. ([LINK](#))



# PLANNING AN EXCURSION TRANSPORTATION



## Biking

- Scaffolding:
  - Discuss traffic/safety rules before getting on bikes ([LINK](#))
  - Start with bike check: are tires fully inflated, is chain lubricated, is seat at appropriate height, do brakes work, do you have a bell
  - Schoolyard: have students practice biking in a line, hand signaling, and changing gears
  - Chose close, easy destination to practice skills of biking in a group in traffic before longer excursion
  - Discuss with students the navigation plan for excursion
- Plan safe route- use google maps online and select bike for transportation mode. It will generate a generally bike safe route, utilizing trails, bike corridors, less busy streets, etc.
- Helmets- required. See division guidelines ([LINK](#))
- Vests- required interspersed among students. GSCS has vests that can be borrowed through Destiny. Or if you plan on regular bike trips, consider using class funds to buy 3-5 vests.
- Bike locks- HIGHLY RECOMMENDED. Bike theft is a common occurrence in Saskatoon. It can happen in less than a minute.
- Bike Trailer- Care & Share program. Bikes available to be borrowed for community schools. Booked through ASAC workers.



# PLANNING AN EXCURSION TRANSPORTATION



## ○ City Bus (FREE)

- Book two weeks in advance ([LINK](#))
- Between hours of 9-3 (no one enforces)
- Consider routes- sometimes a bit of walking to a different stop will yield a shorter bus trip ([LINK](#))
- Plan return route- not always the same bus number or stop
- What stop do you get on? What stop do you get off?
- Consider adding a Transit app ([LINK](#))
- Bring ticket printout (bus drivers don't ask to see it)
- Plan to be at stop 10 minutes early
- Talk about bus expectations/etiquette
  - Enter front of the bus, exit rear of the bus
  - Move towards back of the bus to find seats
  - If all seats are full and someone older, with children, with a disability, or with a big package comes on, vacate seat for them
  - Front bench gets lifted up for people with strollers or wheelchair- must vacate seat
  - Don't put bags on seat next to you, keep on lap so that others can sit down
  - Consider holding a friend's bag if they are standing and you have a seat
  - Thank the bus driver when disembarking.

## ○ School Bus

- Fill out bus request form- ask office coordinator to fax.
- Get bus driver phone number in case you require an early pick up
- Consider sharing bus with another class to reduce cost





## PLANNING AN EXCURSION TRANSPORTATION



### ○ Personal Vehicle

- If you are going on an excursion that requires an emergency vehicle or if you have a parent chaperone offer to drive some students in their vehicle, they need to fill out an Application for Driver Authorization Form- ([LINK](#)).



## PLANNING AN EXCURSION EDUCATION



- Pre-Trip- Are there any activities that should happen or knowledge that should be shared before heading out? Overview of space? Key vocabulary?
- During- What do you want the students to do while on the excursion? Solo time with journaling? Scavenger hunt? Science experiments? Photography assignment? Etc.
- Post-Trip- How will you solidify the learning from the trip? Written reflection on experience? Class developed word web with highlights from trip?



# GEAR

- More info in upcoming section but main points to consider: Safety, Comfort, Hygiene & Education. Teacher essentials include:
  - First Aid Kit- EpiPens/Inhalers/Insulin
  - Emergency Health & Contact Info
  - Charged cell phone
  - Whistle
  - Protection from elements
  - Hygiene- hand sanitizer, tissues, garbage bag, etc.



# CRITICAL CONSIDERATIONS

- What is the history of this place?
- Who is this space welcoming and accessible to?
- What can we do to show reciprocity & respect while visiting?
- Are there any opportunities for relationship building?
- How can we further reconciliation with this excursion?



# CHECKLIST



[DOWNLOAD CHECKLIST](#)



## LOCATIONS

# NORTH WEST 1/2



- **Meewasin Park** ([MAP](#))- Meewasin Park extends from the Mendel Riverbank north to the Wastewater Treatment plant. It features a playground, barbeque pits, picnic tables, a groomed cross country ski trail (in winter), and a warm-up shelter with washroom facilities open year-round. A highlight of this area is the treed, river edge habitat.
- **Capilano Viewpoint**- Located in Meewasin Park on Capilano Drive, this lookout provides a beautiful view of the river. Signage here tells the glacial history of the valley and the city's relationship to the river.
- **Factoria** ([INFO](#))- A historic site found off of Adilman Drive, in the Silverwood area, part of the Meewasin River Valley trail. This spot was once part of a vision for an industrial city but now there are only remains of a foundation. Pics- ([LINK](#)). Video- ([LINK](#)).
- **Pest Hill AKA Archibald Park N** ([MAP](#))- Pest Hill can be accessed on Spadina Cr. South just off the Circle Drive Bridge. A favourite sledding spot in Saskatoon.
- **RCAF Memorial Park** ([MAP](#))- A little wetland oasis in a busy industrial part of the city, provides evidence of what was once a series of large wetlands before development. Many wetland birds feed on the pond in spite of the noisy plane and vehicle traffic.

\*Info for locations pulled from the Meewasin website and "A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition".



## LOCATIONS



# NORTH WEST 2/2

- **Woodland Cemetery** ([MAP](#))- This peaceful place full of mature trees has its share of birds, lichens, and resident jackrabbits. The last remaining treed memorial avenue in Canada, a total of 1219 trees were planted to honor Saskatoon veterans.
- **Ashworth Holmes Park** ([MAP](#))- This park contains a paddling and spray pool, basketball/tennis courts, play areas, and a community garden. The urban forest is well represented here; spruce, willows, poplars, tamaracks, and elms can be found. The large, mature trees attracts a nice variety of birds.
- **Wanuskewin** ([SITE](#))- Wanuskewin Heritage Park is a National Historic Site located 5km from the City of Saskatoon. This Northern Plains Indigenous Interpretive Site is home to over 6000 years of history, and truly unique Cultural experiences for the whole family.

**\*Info for locations pulled from the Meewasin website, the Wanuskewin website and "A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition".**



# SOUTH WEST

- **Sanitorium Site** ([LINK](#))- Once the home of the Saskatoon Tuberculosis Sanatorium, these grounds offer a pleasant place to look for wildlife ([LINK](#))
- **Richard St. Barbe Baker Afforestation Area** ([LINK](#))- This large and unique area of planted trees is somewhat wild and neglected- the kind of place that can attract wildlife. ([LINK](#))
- **Chappell Marsh Conservation Area** ([LINK](#))- This Ducks Unlimited habitat project offers a network of five groomed nature trails with interpretive stations, benches, and a shelter for educational programming.
- **Pike Lake Provincial Park** ([LINK](#))- A variety of habitats including the lake, sand dunes, bog, marsh, grassland and woodland, make this small park a good place to see a wide variety of plants and wildlife. The park offers a range of facilities: beach, swimming pool, golf course, tennis and beach volleyball courts, mini-golf, canoe and paddle boat rentals, baseball fields, campgrounds, and a grocery store. The play area, picnic areas, and pit toilets are available all year.
- **CHEP Askiy Garden** ([LINK](#))- The main growing site, kiscikânis, is located near Station 20 West. This area is considered a “brownfield” site, a former industrial site that may have soil contamination. Because of this, kiscikânis uses over 400 repurposed blue food-grade plastic containers for planting. The site grows a variety of vegetables, flowers, and herbs each year as well as hosts educational workshops, demonstrations, and tours for groups.

\* Info for locations found on CHEP website and “A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition”.



## LOCATIONS CENTRAL 1/2



- **Mendel Riverbank & the Weir** ([MAP](#))- Trails run along the river's edge through this site, offering fine views of the river, riverside vegetation, and wildlife. The Weir was built as a relief project during the Great Depression. It was designed to raise water levels in Saskatoon to create a water reservoir. Today, it is the annual fishing site of the American White Pelican. A wide variety of wildlife can be spotted in this area.
- **University Riverbank**- The stretch of the Meewasin trail on the East bank of the river between the College Drive bridge and the Train bridge. The walking is easy, wildlife is plentiful, and views over the river are outstanding. Points of interest include the Statue Garden and the old Ski Jump.
- **Cosmopolitan Park** ([LINK](#))- Cosmopolitan Park is one of the best bird watching sites in Saskatoon. During spring and fall migration, songbirds fill the area. Nesting birds take shelter in the understory of shrubs. The park has benches, a paved upper trail and a wood-chipped lower trail (for hikers only). Signage at the lookout shows the development of the city's downtown area from original settlers' tents all the way to skyscrapers. The Pioneer Memorial Cairn is also located here, near the Broadway Bridge. Pictures- ([LINK](#)).
- **President Murray Park** ([LINK](#))- This is one of the city's most heavily treed parks, with 1100 spruce trees planted in 1942. The evergreen trees in this small park, attract migrating birds and uncommon winter birds.
- **Food Bank Garden** ([LINK](#))- Not only does the Garden Patch grow thousands of pounds of produce for the Emergency Food Basket Program (17,825 lbs in 2017), the Garden Patch also hosts a number of educational workshops throughout the season for anyone interested in learning how to garden. Website- ([LINK](#)).

\* Info for locations found on Food Bank website and "A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition".



# CENTRAL 2/2



- **Meewasin Skating Rink** ([LINK](#))- Meewasin is now offering guided skating for students to learn about winter ecology and basic skating tips with a Meewasin Interpreter on Wednesday, Thursday, and Friday afternoons. Give them a call at 306-229-8827 to book your interpretive skating, as this will ensure enough skates are available, as well as being able to request having the bonfire pit lit for a place to warm up.
- **River Landing Spray Park** ([LINK](#))- This spray park incorporates elements of the Sask river basin and has many great educational features regarding Sask natural history.
- **River Landing Amphitheatre** ([LINK](#))- An excellent location for students to perform drama, recite poetry, and listen to presentations.

\*Info for locations pulled from the Meewasin website and “A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition”.



## LOCATIONS

# NORTH EAST 1/2

- **North East Swale** ([LINK](#))- The Swale covers 2800 ha and is an ancient river channel, a result of retreating glaciers. Today, the site provides significant ecological services as a diverse, connected network of rare native prairie, riparian area and wetlands! It is home to several rare or endangered plant and animal species. Signs of human habitation, include the Moose Woods-Batoche Trail, the telegraph line that linked North America to Europe via Russia, and lime kilns and quarries used for harvesting the limestone for the University of Saskatchewan iconic buildings. North East Swale advocacy group- ([LINK](#)).
- **Crocus Prairie** ([LINK](#))- Located North of Sutherland Beach off Central Avenue, Crocus Prairie, informally named for the beautiful native crocuses found there, is a very ecologically sensitive site. The parking lot off Central Avenue marks a trailhead that meanders south along the top of the riverbank towards Sutherland Beach. Please respect the land and refrain from picking wildflowers.
- **Saskatoon Natural Grassland** ([LINK](#))- The Saskatoon Natural Grasslands (SNG) is a 34 acre parcel of native Saskatchewan grassland persisting in a surprisingly natural condition. Found in the Silverspring neighbourhood, off of Konihowski Road. This fescue grassland is not just grass, but an ecosystem – a complex association of grasses, flowering and non-flowering plants, birds, animals, and insects representing 10,000 years of natural history since the glaciers receded.

\*Info for locations pulled from the Meewasin website and “A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition”.



## LOCATIONS

# NORTH EAST 2/2



- **Saskatoon Forestry Farm Park & Zoo** ([LINK](#))- The park is a mixture of mowed lawns, planted trees and shrubs, gardens and flower beds. There is also a cricket pitch, a ball diamond, a playground and a fishing pond. The zoo boasts over 80 different animal species! The Zoo is free for school groups. The Saskatoon Zoo Society offers many education programs, with lots of hands on artifacts and guest animal ambassadors! These programs need to be booked ahead of time ([LINK](#)) and have a cost associated.
- **Sutherland Beach** ([LINK](#))- This large and popular dog park offers fine examples of native woodland and riverside habitat.

\*Info for locations pulled from the Meewasin website and “A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition”.



## LOCATIONS

# SOUTH EAST



- **Sidney L. Buckwold Park** ([LINK](#))- This park includes tennis courts, ball diamonds, soccer fields, a toboggan hill, a paddling pool and two playgrounds near the schools. The variety of trees and shrubs throughout the park provide good habitat for wildlife.
- **Lakewood Park** ([LINK](#))- The first of Saskatoon's naturalized parks, its extensive trails pass by wetlands, wooded areas, and open grassy fields. This variety of habitat attracts a wide variety of habitat. The south park of the park has a soccer field, a play structure, two ball diamonds and a BMX track. Washrooms and water are available in the Civic Centre during open hours.
- **Heritage Park** ([LINK](#))- This small linear naturalized park, which feels like an Aspen forest, boasts a surprising amount of wildlife diversity.
- **Hyde Park** ([LINK](#))- The marsh wetlands in this park offer a fine opportunity for a closer look at one of the most productive ecosystems on earth. All of these wetlands existed before the parks were developed, they are a natural strategy to retain and divert storm water.
- **Donna L. Birkmaier Park** ([LINK](#))- This large park in the Briarwood area has an extensive trail system that includes close-up views of lively wetlands, which boast a healthy diversity of waterfowl and other wildlife. It also features recreational areas with soccer fields, ball diamonds, and a toboggan hill.

\*Info for locations pulled from "A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition".



## LOCATIONS

# SOUTH 1/2



- **James Anderson Park ([LINK](#)) & Kistikan Park ([LINK](#))-** These parks both have several recreational features: soccer fields, ball diamonds, play structures, and tobogganing hills. James Anderson also has a paddling pool and a basketball court. Native poplar bluffs are found in both parks which include Trembling Aspen, maples, Dogwood, Saskatoon, and Chokecherries.
- **Mark Thompson Park ([LINK](#))-** Follow the trail in this small naturalized park to learn the history of grassland and the Moose Jaw trail. This park feature a remnant of the Moose Jaw trail, which has been honored by a series of sculptures and signs.
- **Buena Vista Park ([LINK](#))-** A small city park with pleasant trails through a collection of majestic trees. Some of Saskatoon's oldest elm trees grow here.
- **Gabriel Dumont Park ([LINK](#))-** A landfill site now restored as one of the city's naturalized parks, this park provides excellent wildlife habitat and great river views. Public washrooms are available.
- **Diefenbaker Park & Pioneer Cemetery ([LINK](#))-** This park has many recreational features on the upper level and plentiful wildlife on the slopes below. Up top there is a disc golf course, ball fields, and a tobogganing hill. The pioneer cemetery, was the city's first and is the final resting place of many of the first residents.

\*Info for locations pulled from the Meewasin website and "A Guide to Nature

Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition".



## LOCATIONS

# SOUTH 2/2



- **Beaver Creek Conservation Area** ([LINK](#))- Located where a creek meets a river, Beaver Creek provides unique habitat for grassland birds, wildflowers, and numerous species at risk. The beavers that live here play an important role in keeping the creek habitat teeming with wildlife. The interpretive centre and staff provide opportunities to discover nature during all four seasons along a selection of nature trails. For more info on their programs visit their website- ([LINK](#)).
- **Cranberry Flats Conservation Area** ([LINK](#))- A scenic area with large sandy beaches and a trail leading to a valley lookout. The whole area is built on sandy dunes from when glacial lake Sask drained. Despite the sandy soil, a variety of vegetation can be found here depending on sun exposure. There are toilet facilities.
- **Chief Whitecap Park & Floodplains** ([LINK](#))- Chief Whitecap Park is named after the former leader of the Whitecap Dakota First Nation. This park, a former rifle range operated by the Department of National Defence, offers scenic hiking trails, a large dedicated dog park area, and beautiful views of the river.

**\*Info for locations pulled from the Meewasin website and “A Guide to Nature Viewing Sites In and Around Saskatoon- 3<sup>rd</sup> Edition”.**



# GEAR CLOTHING



A common barrier experienced by teachers eager to engage in outdoor learning, is that students come to school dressed inappropriately for the weather. Here are a few tips to address this issue:

- Clear communication at the beginning of the year sent to families- “We will be engaging in outdoor learning frequently this year. Please send your child dressed for the weather, as we will be outside for extended periods of times”.
- Sometimes newcomers to Canada are unaware of what proper winter attire looks like and English can often be a barrier. It is helpful to send along visuals with your communications. For example, here is a flyer sent to K families- ([LINK](#)).
- Having class backups is also key. Kids easily misplace their things and sometimes families don't have the means to buy all the necessary winter gear. Having an extra set of ski pants, boots, toque, scarf, socks, and multiple sets of mitts can help ensure everyone is good to go outside.
- No cost way of getting backups- At the end of the winter season, the lost and found is usually overflowing, and eventually unclaimed items are donated to charity. Ask your admin if you can raid the lost and found before items are donated.
- Another option is to ask staff, family, and friends if they have any winter items that their kids have outgrown that they might be willing to donate to the class.
- You may also want to add a “wish list” to your supply list at the beginning of the year, suggesting that if any families would like to make a donation to the class, that mitts and toques would be appreciated.
- If all else fails, you may have to spend some of your classroom budget on a few pairs of mitts or you could apply for funding through different granting agencies like Sask Outdoors or EcoFriendly Sask.



GEAR

# TEACHER BACKPACK



- MUST HAVES:
  - Student EpiPen, inhalers, medication (Insulin)
  - Emergency Contact Numbers of Families
  - Copies of Student Health Forms
  - Permission Forms (can leave in class)
  - First Aid kit
  - Charged Cell Phone
  - Wallet
  - Whistle
  - School keys
- RECOMMENDED
  - Camera/tablet
  - Phone charger
  - City bus pass
  - Tissues
  - Water Bottle
  - Extra food/snacks
  - Nametags
  - Plastic bag
  - Spare clothes (mitts, socks, ball cap, etc)
  - Sunscreen/Bugspray
  - Learning materials
  - Pocket knife
  - Tarp
  - White board
  - Ziploc bag with dish rag & tea towel for cleaning up spills (if eating outside)
  - Ziploc bag with toiletries- small, squished roll of toilet paper, small brown paper bags, small trowel & hand sanitizer (Emergency bathroom- if none available)



GEAR

# STUDENT BACKPACK



- Varies with age and excursion.
  - Inhaler, EpiPen, Medication (ex. Insulin)
  - Notebook
  - Writing implement
  - Whistle
  - Small personal first aid
  - Phone/tablet (optional)
  - Extra layers (socks, rain jacket, etc)
  - Water bottle
  - Lunch/snacks



GEAR

# GRAB & GO BAG



Packed & ready to go all the time for learning in school yard/community

○ RECOMMENDED

- First Aid kit
- Tissues
- Camera/Tablet
- Whistle
- Plastic bag
- Spare mitts or ball caps
- Sunscreen/Bugspray

○ ADD LAST MINUTE

- Phone
- School keys

○ OPTIONAL

- Pocket knife
- Compass
- Bug catcher
- Magnifying glass
- Field Guides or Pocket Guides
- Clipboards
- Writing implements
- Interesting artifacts: fur, feathers, bones, nests, chewed branches, fossils, rocks, edible plant examples, scat, etc.





## GEAR



# OUTDOOR LEARNING TOOLS

- Snow shovels- durable (cheap shovels break immediately)
- Hand held magnifying glasses
- Chalk
- Gardening Tools
- Gardening Gloves
- Measuring tools (tape, meter sticks, rulers)
- Aquarium Nets (pond dipping)
- White boards/chalkboards
- Pocket Microscopes
- Sand toys
- Bubble toys
- Binoculars
- Clipboards
- Bug catchers
- Nature field guides
- Tarps
- Buckets
- Rope
- Wood cookies
- Compasses





## GEAR



# GEAR LENDING ORGANIZATIONS

- **Sask Outdoors Lending Library ([LINK](#)):**
  - Under “What we Do”, select “lending library”
  - Need to be a member. Membership is \$20/year.
  - Available:
    - Binoculars- 10 binos & 10 bird books
    - Solar Oven
    - Stove Kit- MSR Dragonfly Stove, 1L fuel bottle, 2 pots, 2 lids
    - Tarps
    - Tents- MEC 3 person tent & 2x MEC 4 person tent
    - Water jugs
    - Water pump & filter
- **Sask Wildlife Federation:**
  - GPS for Geocaching- ([LINK](#)) \$25 fee
  - Snowshoes- ([LINK](#)) 1 bundle= 20 snowshoes. \$20/bundle + freight cost.



# NATURE GUIDE DOCS

- **Nature Guide Docs:**
  - Cheat Sheets- All ages- ([LINK](#))
    - Animal Cheat Sheets
    - Aquatic Environment Cheat Sheets
    - Decomposers Cheat Sheets
    - Rocks Cheat Sheets
    - Winter Cheat Sheets
  - Seasonal Scavenger Hunt- Early Years- ([LINK](#))
    - Autumn, winter, spring, summer
  - Summary Sheets- All ages- ([LINK](#))
    - Seasonal Local Birds Lists
    - Local Spring Prairie Plants
    - Aquatic Invertebrates
  - Student Wetland Field Trip Notebook ([LINK](#))
  - Back to Nature Network- A Guide to Teaching in Nearby Nature ([LINK](#))
  - Exploring Nature with Children- A guide to year long nature exploration for early learning- ([LINK](#))
- **Excursion Reflection Documents- ([LINK](#))**
  - Bingo Reflection Sheet
  - Reflection Rubric
  - Single Column Rubric





# ECOSYSTEMS INFO

## ■ Ecosystems:

- Grasslands- ([LINK](#))
  - Grasslands Guide- Activities- K-8
  - Sask Species at Risk Guide- 5+
- Wetlands- ([LINK](#))
  - World Wetland PP- K-8
  - World Wetland Notes
  - Wetlands PP- Grade 5
  - Wetlands PP- Grade 6
  - Wetlands PP- Grade 7+



# APPS & SOCIAL MEDIA

- **Nature Exploration Apps**
  - Merlin Bird ID ([LINK](#))
  - iNaturalist ([LINK](#))
  - Nature Companion ([LINK](#))
- **Social Media**
  - Facebook-
    - Sask Outdoors
    - Timbernook Saskatoon- Early Learning
    - Wildernook Fresh Air Learning
    - Sask Birders
    - Sask Native Plants- Native Plant Society of Saskatchewan
  - Twitter-
    - North American Association of Environmental Education: @TheNAAEE
    - Natural Start Alliance: @NaturalStart
    - Brightwater: @SPSBrightwater
    - Natural Curiosity: @NatlCuriosity
    - Learning for a Sustainable Future: @LSF\_LST
  - Instagram-
    - Raisinglittleshoots- Early learning



## RESOURCES

# WEBSITES



- Going Outside 101- ([LINK](#))
- Engaged Student- Outdoor Learning info & activities- ([LINK](#))
- Beetles- Resources for outdoor science- ([LINK](#))
- Green Teacher- Education for Planet Earth- Webinars, books, ([LINK](#))
- North American Association of Environmental Education (NAAEE) ([LINK](#))
- Cornell Lab of Ornithology- Amazing bird information, pics, videos ([LINK](#))
- DK Find Out (Elementary)- Database of kid friendly info & pics ([LINK](#))
- Sheppard Software (Early Years)- Nature/Animal games (Ex. Build a food chain, animal habitats, animal characteristics, etc) ([LINK](#))
- Sask Wildflower- great prairie plant pictures & info ([LINK](#))
- Resources4Rethinking- lesson plans ([LINK](#))
- National Center for Collaboration in Indigenous Education- ([LINK](#))
- Learning For a Sustainable Future- Climate Change Resource- ([LINK](#))



## RESOURCES



# BOOKS 1/2

- **Stewart Resources Library** (STF- [LINK](#))- Many books & resources available on Outdoor Learning. See Bibliography- ([LINK](#)).
- **Early Years**
  - Growing Up Wild- Resource available for purchase when you attend any Sask Outdoors professional development.
  - Dirty Teaching by Juliet Robertson
  - Messy Maths by Juliet Robertson
  - 50 Fantastic Ideas for Math Outdoors by Kirstine Beeley- Series- there are also books on Creativity, Science, etc.
  - Black Ants & Bhuddists by Mary Cowhey
  - A Nest is Noisy by Dianna Hutts Aston (Author) & Sylvia Long (Illustrator)- Series of beautiful nature based books.
- **Middle Years**
  - All Aboard- Team building games- contact Chris Clark @ [saskrescue@hotmail.com](mailto:saskrescue@hotmail.com) or check out his website- [LINK](#)
  - Project Wild, Project Wet, Below Zero- Resources that you receive when you attend the respective PDs through Sask Outdoors.
- **Highschool**
  - Same as middle years suggestions
  - For science-specific ecology content:
    - Prairie by Candace Savage
    - Braiding Sweetgrass by Robin Wall Kimmerer
    - Shield Country and Falling for Snow by Jamie Bastedo
    - Air and Dirt by William Bryant Logan





## RESOURCES

# BOOKS 2/2



### ○ All Years

- Plant, Bird, Insect, Rock, Tracks field or pocket guides (school libraries)
- Nature Viewing Guide to Saskatoon (school libraries)- Outlines all the great natural spaces in & around Saskatoon
- Keepers of the Earth (School libraries)- Series- Indigenous stories & nature based activities
- Teaching Green Series- The Elementary Years, The Middle Years, The High School Years- ([LINK](#))





# ORGANIZATIONS & PD

- **Recommended Organizations**

- Meewasin- field interpreters, organized programs, educational resources ([LINK](#))
- Native Plant Society of Saskatchewan- plant lessons, ([LINK](#))
- Sask Outdoors- Grant, gear to borrow, databank of resources ([LINK](#))
- EcoFriendly Sask- Grant, Sask Eco Calendar ([LINK](#))
- Saskatoon Zoo Society- interactive nature programs ([LINK](#))
- Living Skies Rehabilitation Society- Info & programs on wildlife in the city ([LINK](#))

- **Recommended Professional Development**

- Going Outside 101- ([LINK](#))
- Sask Outdoors ([LINK](#))
  - Project Wet- (Wetlands, water systems- all grades)
  - Project Wild (nature in general- all grades)
  - Below Zero (winter nature- all grades)
  - Flying Wild (Birds- all grades)
  - Growing Up Wild- (Nature in general- early years)
- Students for a Sustainable Future- City of Saskatoon Initiative ([LINK](#))
  - Environmental Sustainability



## RESOURCES



# BENEFITS OF OUTDOOR LEARNING

Nature Importance Facts ([LINK](#))

- Research Web
- PowerPoint



# ACTIVITIES- Kindergarten



**SCIENCE- LTK.1**  
Bird Food Balls



**PHYS ED- PEK.5**  
Find a Home



**ART- CPK.4**  
Temporary Nature  
Art



**MATH- SSK.1**  
Nature Walk  
Measurement



**SOCIAL STUDIES-  
DRK.1** Mapping



**ELA- CCK.4**  
Letter Hunt





# ACTIVITIES- Grade 1



**SCIENCE-** SE1.1 & SE1.2 Mindfulness Moment



**PHYS ED-** PE1.9 Blind Trust Walk



**ART-** CP1.7 Nature Mandalas



**MATH-** N1.4 Nature Counting Collections



**SOCIAL STUDIES-** PA1.1 Peaceful Playground



**ELA-** CC1.1 Settings & Surprises!





# ACTIVITIES- Grade 2



**SCIENCE- [AN2.1](#) & [AN2.3](#)** Bird Nest Bag



**PHYS ED- [PE2.8](#) & [SCIENCE- MP2.2](#)**  
Tobogganing



**ART- [CP2.7](#) & [ELA- CC2.4](#)** Blank Postcards



**MATH- [SS2.1](#)**  
Tobogganing-  
Distance



**SOCIAL STUDIES- [IN2.1](#)** Community Walk



**ELA- [CC2.4](#)** Bird Life Cycle Story





# ACTIVITIES- Grade 3



**SCIENCE- SM3.1**  
Survival Shelter



**PHYS ED- PE3.1**  
Decomposition Tag



**ART- CP3.7**  
Flower Photos



**MATH- N3.1**  
Outdoor Place  
Value



**SOCIAL STUDIES-  
DR3.1 Snow Globes**



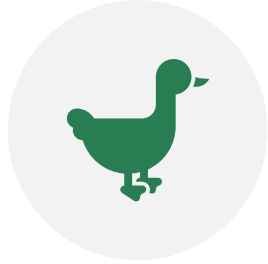
**ELA- CC3.4**  
Earthworm poetry



# ACTIVITIES- Grade 4



**SCIENCE- SO4.1**  
Wildlife Symphony



**PHYS ED- PE4.9**  
Migration Headache



**ART- CP4.4**  
Tableaux



**MATH- N4.6**  
Community  
Surveys



**SOCIAL STUDIES-  
RW4.1 Quinzhees**



**ELA- CC4.2**  
Mini Habitats





# ACTIVITIES- Grade 5



**SCIENCE- HB5.1**  
Edible Plants



**PHYS ED- PE5.7**  
Snowshoeing



**ART- CP5.8**  
Special Spot



**MATH- SS5.1**  
Sidewalk Chalk  
Geometry



**SOCIAL STUDIES-  
DR5.1** Geocaching



**ELA- CC5.3 & CC5.2**  
Weather Forecast





# ACTIVITIES- Grade 6



**SCIENCE- DL6.1,  
DL6.2 & DL6.3**  
Diversity of Life



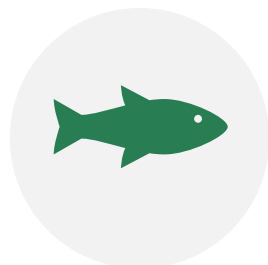
**PHYS ED- PE6.8**  
Eagle Eye



**ART- CP6.4**  
Nature Reporters



**MATH- P6.1**  
Habitat Game



**SOCIAL STUDIES-  
RW6.2 Yellow Fish  
Road**



**ELA- CC6.6**  
Mystery Living  
Thing





# ACTIVITIES- Grade 7



**SCIENCE- IE7.4**  
Ecosystem  
Champions



**PHYS ED- PE7.8**  
Bison Hunt



**ART- CP7.10**  
Nature Journaling



**MATH- N7.6**  
Integer Game



**SOCIAL STUDIES- IN7.2** Globalization



**ELA- CC7.9 & CC7.7** Spoken  
Word





# ACTIVITIES- Grade 8



**SCIENCE- WS8.3**  
Wetlands Bio-Blitz



**PHYS ED- PE8.4 &  
PE8.5 Double Ball**



**ART- CP8.6**  
Watersheds Ad



**MATH- N8.5**  
Integer Disc Golf



**SOCIAL STUDIES-  
DR8.1 Ancestor  
Stories**



**ELA- CC8.1**  
Photo Voice





# ACTIVITIES- High School



**SCIENCE 9- RE9.3**  
Plant Reproduction



**SOCIAL 9- DR9.1 & DR9.3**  
Sanitorium Site Survey



**SCIENCE 10- SCI10-CD3**  
Sampling Process



**SCIENCE 10- SCI10-CD1**  
Subnivean Worlds



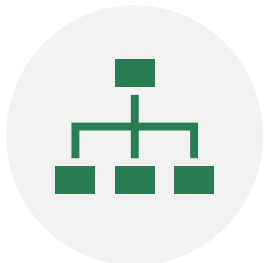
**ENVIRO SCIENCE 20- ES20-TE2** Plants



**ENVIRO SCIENCE 20- ES20-AS1** Water



**ENVIRO SCIENCE 20- ES20-TE1** Soil



**BIOLOGY 30- BI30-OL3**  
Classification



**BIOLOGY 30- BI30-OL2**  
Tree Observations





## SHARING

If you have a great resource or piece of advice to add to this collection please email Nicole Turner @ nturner@gscs.ca



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## CREDITS

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All resources linked to this resource hub were created by Nicole Turner, Ecology Camp for Kids employees, Sam Gunn, Chris Clark, or are freely accessible on the internet.