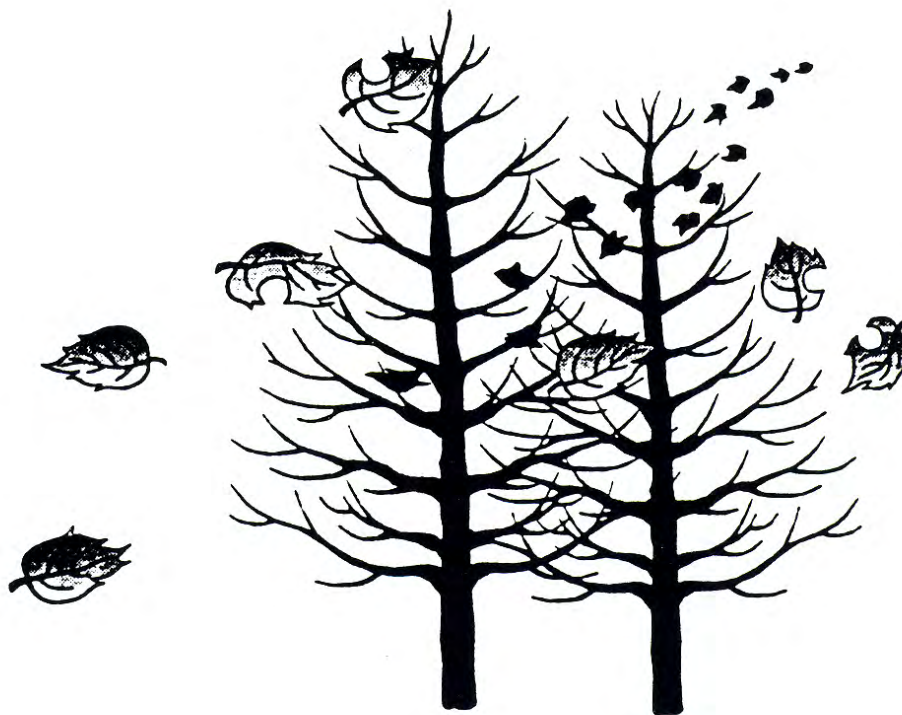


**Fish Creek Provincial Park**

# FABULOUS FALL

A teacher conducted field study science program  
for Kindergarten students.



Fish Creek Environmental Learning Centre

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[www.fish-creek.org](http://www.fish-creek.org)



**Government  
of Alberta** ■

# **FABULOUS FALL**

**A teacher conducted science field study program  
for Kindergarten students.**

**This curriculum connected field study was developed to support the  
general learner requirements in the Alberta Education Kindergarten  
Program statement and the vision of the *Plan For Parks*.**

**Developed by:**

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## 1.0 INTRODUCTION

Welcome to **FABULOUS FALL**, a teacher conducted science program for kindergarten students.

This is a curriculum connected half-day field study with multidisciplinary preparatory and post activity support. The intent is to offer a natural world experience for students that reflects the outdoor field study components of the kindergarten program statement as set out by Alberta Learning and also reflects the priority actions of Alberta's *Plan for Parks*:

- Involve Albertans
- Offer modern facilities, policies & programs
- Provide recreation opportunities
- Conserve landscapes

Fish Creek Provincial Park, Canada's largest urban provincial park, has a strong vision within its Visitor Services Program plan to support and foster environmental education. It states:

*The Park offers a dynamic Visitor Services Program where participants are able to connect to our rich natural and cultural heritage through a variety of services and resources.*

*This is accomplished through modern facilities, competent staff, up to date resources, environmental education and public programs, research, partnerships and being an active member of the Calgary community and the Province of Alberta.*



## 1.1 PROGRAM OUTLINE

Welcome to **FABULOUS FALL**, a teacher conducted kindergarten program utilizing a sensory awareness approach to explore nature and discover what happens as the season changes from summer to fall.

Part One of the **FABULOUS FALL** walk contains sensory oriented activities to acclimatize students to the outdoors and to develop the students' sensory skills. Part Two of the walk focuses on the concept of change. Attention is directed at the trees, leaves and seeds as the students search for signs of fall. Teachers are encouraged to select the activities that best fit their needs and the skill levels of their students. Teachers may also choose to substitute their own ideas in place of some of the suggested activities.

Ideas for preparatory and post field study activities are included in this package. We strongly recommend teachers do some of each type to maximize the value of the field study.

The program includes a Student Journal, with a page for each activity. To limit dependency on reading and printing skills, the journal is primarily graphic in nature. Use of the Journal is **OPTIONAL**. We encourage use of the Journal as a post field trip activity so, while at the Park the students can concentrate on their outdoor learning and discoveries.

This program was developed by the Environmental Education staff at Fish Creek Provincial Park in consultation with formal and community educators.

## 1.2 PROGRAM OBJECTIVES AND CURRICULUM FIT

This field study program, and the school based preparatory/post activities that compliment it, have been designed to address eight learner expectations from the **Community and Environmental Awareness Area** in the Kindergarten Program Statement:

- explores and investigates objects and events in the environment
- demonstrates awareness of the properties of objects and events in the environment
- identifies familiar shapes in the environment
- becomes aware of the importance of protecting the environment
- recognizes changes in weather and some ways animals and people adapt to the seasons
- recognizes that some activities or events occur at particular times
- identifies colours in the environment
- becomes aware of the five senses

## **1.3 CROSS CURRICULAR CONNECTIONS**

This program is primarily a Community and Environmental Awareness based field study, but there are many other curriculum connections with the kindergarten program of studies.

### **LANGUAGE ARTS**

- experiments with pictures, diagrams, symbols, letters, words or phrases as a means of representing ideas or experiences
- begins to contribute ideas and opinions to a discussion
- questions or responds to others in collaborative learning settings

### **MATH**

- drawing pictures and diagrams
- collect and use information
- compares objects using the terms big, small, long, heavy, light, hot, cold

### **PERSONAL AND SOCIAL RESPONSIBILITY**

- works cooperatively with partner or group
- takes turns in activities and discussions

### **PHYSICAL SKILLS AND WELL-BEING**

- observes safety rules
- participates in physical activity

### **CREATIVE AND CULTURAL EXPRESSION**

- uses shapes and colours in original artwork
- explores some familiar materials in new ways

## 2.0 ENVIRONMENTAL EDUCATION OPPORTUNITIES IN FISH CREEK PROVINCIAL PARK

Fish Creek Provincial Park stretches from the T'suu Tina First Nation at 37 Street in the west to the Bow River in the east. The Park is 20 km long, but only 1-1 1/2 km wide, as it encompasses mainly the creek and surrounding valley.

The Fish Creek Environmental Learning Centre, located at the west end of the Park off 37 Street S.W, offers five indoor classrooms, an outdoor picnic area and access to an extensive variety of natural ecosystems: an old spruce forest, grasslands, riverine, creek and pond wetlands and disturbed (urban) areas.

### 2.1 FISH CREEK ENVIRONMENTAL LEARNING CENTRE

The Fish Creek Environmental Learning Centre offers you the following facilities and services:

1. Each teacher will be given a classroom to use as a home base.
2. Some equipment for the activities will be available at the Park. It is your responsibility to count all equipment and return it at the end of the your visit. Lost or broken equipment must be paid for or replaced.
3. Washrooms and water fountains are located in the building. There are no vending machines or coffee available. Hot water is available upon request. Please make hot drinks in cups, not the urn.
4. A short orientation (about 10 minutes) will be provided to the entire group upon arrival to welcome and introduce everyone to the Park, its rules, the program for the day and what the students may discover outside.
5. Parent volunteers will have a separate orientation (about 10 minutes) to the equipment provided, map of the activity area (maps provided) and the general flow of the day.
6. A washroom and snack break will take place after the group orientation and during the parent volunteer orientation. Please ensure that the students are supervised during this time.
7. **There are NO indoor activities available.** Please bring your own activities and/or DVDs when planning for inclement weather.



## 2.2 SNACK/LUNCH BREAK PROCEDURES

Your class may eat inside the facility, within their assigned rooms. Please ensure they understand the following:

- Empty pop or juice can/bottles and drink boxes go into the special container labeled "BOTTLES AND CANS". We send these to recycling depots. Do the students know what recycling is, how it conserves resources and how it helps the environment?
- Paper and plastic lunch bags, plastic sandwich bags, food wrap and tin foil go home to be reused. What must be done to it before it is stored? Why does it need to be washed? Why is it important to reuse items?
- All other items go into the garbage bin and sent to the landfill. What happens to items at the landfill?

## 2.3 OUTDOOR SNACK/LUNCH OPPORTUNITIES

There are several picnic tables and a large firepit behind the Fish Creek Environmental Learning Centre. Reservations are required to use this outdoor cooking fire pit. Call 297-7229 to reserve.

When using a fire pit area be sure to:

- Provide your own firewood and roasting sticks. **DO NOT USE BRANCHES OR DEADFALL IN THE PARK.**
- Have a bucket of water nearby **BEFORE** the fire is lit. Check that the fire is out before you leave.
- **DO NOT FEED OR DISTURB WILDLIFE.**
- Remind students to clean up the fire pit area of garbage and left over food.

### 3.0 TEACHER INSTRUCTIONS AND CHECKLIST FOR PLANNING YOUR FIELD STUDY DAY IN THE PARK

Give every driver – **INCLUDING THE BUS DRIVER** - a copy of the route map.

Make sure all drivers know you are coming to **the west end of the Park, near Woodbine!**

#### PREPARE YOURSELF

- Read the teacher package thoroughly: phone 297-7229 if you have any questions.
- Modify the activities to fit your lesson plans, students' skill levels and time you are at the Park.
- Check student health forms, looking for allergies to bee/wasp stings.

#### PREPARE THE STUDENTS

- Review the Park rules (explained on page 10).
- Discuss the field trip, using the points listed on page 11: emphasis the following
  - If the weather is hot, bring hats, sunscreen, insect repellent.
  - **RUNNERS** (not sandals).
  - Dress in layers
  - Bring plenty to eat and drink; there are no vending machines or stores nearby to purchase food or drinks.
- Complete some preparatory activities: either the ones in the next section of this package or some of your own.

#### PREPARE THE ADULTS

- Please follow the recommended ratios as outlined in your school board regulations. Divide your class into working groups.
- Review the Park rules with the adults (explained on page 10).
- Emphasize the following
  - If the weather is hot, bring hats, sunscreen, insect repellent.
  - **RUNNERS** (not sandals), dress in layers.
  - There are no nearby stores to purchase coffee or food; come prepared.
- The adults' role is to lead the activities with the same small group of students all day.
- Photocopy the activity instructions (make extras) and send them to the volunteers several days before the field study so the adults can become familiar with the activities.

#### BRING

- A cheque made payable to **Minister of Finance** for \$1.50 per student (no charge for adults)
- Student booklets, pencils, clipboards
- A few bandaids with each adult and your first aid kit

### 3.1 PLANNING THE ITINERARY FOR THE FIELD STUDY

Consider travel time from your school to and from the Park. If you need to modify the program, **select your activities and timetable for the day accordingly.**

*TIME      ACTIVITY*

\_\_\_\_\_ Depart from school.

\_\_\_\_\_ Arrive at Fish Creek Provincial Park and settle into classroom. Participate in a class orientation meeting and parent volunteer orientation with a Park staff person. (20 - 30 minutes)

\_\_\_\_\_ Teacher and volunteer led program activities. (about 1.5 hours)

Write down the activities you are doing and what equipment and materials you need for each.

*ACTIVITY*

*EQUIPMENT/MATERIALS*

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_ Groups return to Learning Centre: washroom break, head count, inventory and return any equipment borrowed from the Park, gather personal belongings together. (this will take about 15 - 20 minutes prior to the scheduled bus departure)

\_\_\_\_\_ Bus leaves the Learning Centre.

\_\_\_\_\_ Arrive back at school.

## 4.0 CLASS DISCUSSION ABOUT THE FIELD STUDY

### **Alberta's Parks and Protected Areas**

Alberta's parks and protected areas belong to all Albertans and contain many different natural landscapes that are home to numerous plant and animal species. The province's network of parks and protected areas covers roughly 27,500 square kilometres and includes more than 500 sites. This network helps to ensure that Alberta's biodiversity is preserved for future generations.

*Alberta's Plan For Parks vision: Alberta's parks inspire people to discover, value, protect, and enjoy the natural world and the benefits it provides for current and future generations.*

Provincial parks exist to protect provincially significant natural, historical and cultural features. They contain a range of outdoor recreation, interpretive and environmental education opportunities, facilities and services so that visitors can explore, learn, understand and appreciate the natural world.

Alberta's Parks are protected by the Alberta Parks Act, and it is through this legislation that these landscapes have specific and important guidelines to help keep them healthy and vibrant.

The following is a list of rules that reflect the Park's mandate to protect and preserve the natural environment.

### **Do not feed or disturb wildlife**

Feeding wildlife is not necessary and is potentially dangerous. The Park's ecosystem provides all the food and habitat wildlife require for their basic needs. Human food does not meet their nutritional requirements and can cause some species to become dependent on handouts. Quietly observe all wildlife from a comfortable distance.

### **Leave only footprints**

Take only pictures. Everything in the Park - living and non-living - is protected to help preserve the complex living system that thrives in Fish Creek Provincial Park. Students are welcome to share their discoveries, but must remember to leave everything as they found it. Treat plants, insects and trees gently to avoid unnecessary injury or damage.

### **Pets on a leash**

There are no off-leash areas in any of Alberta's provincial parks. This protects Park wildlife as well as domestic pets. Please do not bring pets on the field study. They can be distractions for students and pose a health risk for those allergic to pets. Guide Dogs and Assisted-Living Dogs are the only animals permitted in Park buildings.

### **Pitch in**

Litter should be placed in the rubbish bins provided or in a pocket. Human litter is hazardous to Park plants and wildlife.

### **Fire in its place**

Use only designated fire pits. The burning of Park vegetation is not permitted.

## Pre-trip Discussion Checklist

— Discuss how Fish Creek Provincial Park is a wild environment. It is one of 500 parks that are protected as a provincial system. Discuss the difference between wild and tame animals and environments (coyotes vs. pet dogs, Fish Creek Provincial Park vs. school yard, etc.)

— Discuss the purpose of provincial parks and protected areas. Have the class make a list of behaviours on the field study that would show respect for living things and a commitment to their care. Possibilities include:

- leave ant hills, nests and rotting logs alone and intact. They are animal homes.
- walk with care and mindfulness. When leaving the trails to complete program activities take care to minimize your impact.

— Discuss the Park rules (page 10). These rules reflect the provincial parks mandate to protect and preserve our natural environment.

— Discuss outdoor safety. Students need to:

- stay where an adult can see them at all times
- walk, do not run.

- keep feet on the ground: no climbing.

- leave dead branches on the ground: they do not make safe walking sticks.

— Discuss behavioural expectations. Explain that the field study will be another school day, just at a different place. All the school rules apply. Remember that other schools will probably be there trying to also work.

— Discuss the appropriate clothing required for the season and the day's activities. Dress in layers.

Mornings in the shady forest will be cool. Trails may be muddy and wet. Several layers of clothing, including a water resistant layer and a hat or hood will provide the most comfort. Warm weather means sunhats, sunscreen and insect repellent will also be required.

## 5.0 PREPARATORY FIELD STUDY ACTIVITY IDEAS

**Preparatory activities are essential to the success of your trip!** The preparatory activities described here will introduce the field study day to your students and will allow them to practise the skills to be used during the field study. If possible, invite the parent volunteers into the classroom to also experience these activities.

Feel free to use your own activities and the ones described in this orientation package. Within the activities you select and present to your students be sure to:

Consider other curriculum areas and explore how all subject areas can be connected to your field study day.

**TIP:** Conduct some activities outside to get the students familiar with outdoor classroom management strategies and thinking of school in an outdoor setting. Your parent volunteers will thank you!

### 5.1 SENSORY SNOOPS

Discuss the senses. Have the students name them. Make a collage from your discussions. Centre your bulletin board display with a picture of a young person. From each sensory source have pictures that illustrate that particular sense. Try the same display, using pictures of animals that live in the Park, such as deer, red squirrel, snowshoe hare.

### 5.2 SPOT THE DIFFERENCE

Hone the students' observation skills and reinforce the concept of change by playing this game with the class several times before your Park visit. Stand in front of the students and ask them to look at you very carefully. Then tell them to hide their eyes while you change something about your appearance. You will tell them when to look again. First person to spot the change could come up and do the next round of change and guess. Change possibilities include adding or removing sweater, hat, glasses, jewelry, name tag, etc. As the students' skill levels heighten, make the changes more subtle.

### 5.3 SOUND TEST

Make a tape recording of common sounds, both at school and around the home. Start with the ones that will be the easiest for the students to identify. Be sure each sound is clear, is long enough to be identifiable and is only one distinct noise. Home sounds could include taps on, doorbell ringing, theme music from familiar children's television program, washing machine running, dishwasher being emptied, floor being swept. Include some of the children's voices on the school portion of the tape. Play the tape during sharing circle time, asking the students to identify the source of each sound.

### 5.4 TOUCH PATTERNS

Gather together 6 - 8 objects that are opposite textures. Depending on the skill level of your students, you may want to start the game very simply by ensuring the objects are consistent in other properties (e.g. colour, temperature, moisture etc). Set the objects down in a pattern, for example, rough, rough, smooth, rough, smooth, rough, rough. Challenge the students to discover the pattern using their sense of touch only. As the students' awareness grows, vary texture, temperature or moisture of the objects. Ask them to create their own pattern and have other students or adult volunteers to try to guess the pattern.

### 5.5 ODOUR CENTRE

At a centre lay out a selection of strong smelling objects (e.g. onion, orange, banana, lemon, perfume, pepperoni). In pairs, have one student blindfold the other student and then select one object to hold up to the blindfolded student who can smell but not touch the object. Object is then returned to the table with the other objects and the blindfold is removed. Can the student who was blindfolded identify the source of the smell? If the students have difficulty, they may smell all the objects to help find the source.

## 5.6 SEASONAL CHANGES

Start the discussion of seasons by reviewing the concept of change. Student input will focus on changes due to life cycles and aging. Introduce the idea that change also occurs as the time of year does. These changes are due to season: not because of aging. As a class, can the students list some changes in diet, dress and activities that happen to them as summer changes to fall?

Introduce the topic of seeds. What are seeds? Why do plants grow seeds? Do all plants grow seeds? Show the students a variety of seeds. Discuss the different colours and shapes. Soak lima bean seeds and leave covered with damp paper towel. After several days, cut the seed in half to show the students the parts of a seed. Can the students find the plant embryo?

Animals also change as summer turns to fall. Discuss with the students methods animals use to prepare for winter cold. Show pictures of Calgary area animals that migrate (birds such as swallows, warblers, Monarch butterflies), animals that hibernate (ladybugs, frogs, garter snakes, bats, ground squirrels), and animals that stay active all winter (red squirrels, deer, snowshoe hares, porcupines, birds such as chickadees, blue jays, great horned owls). Animals that stay active all winter must get ready for the snow and cold temperatures. They must be able to stay warm and find enough food to live.

## 5.7 STUDENT JOURNALS

The Student Journal is one OPTIONAL method the students and parent volunteers can use to record and reflect on what they are learning during the field trip. We recommend students complete the journal as a post field study activity, rather than working on them while at the Park. This method maximizes the students' time for exploration and discovery rather than drawing. If you wish to use the journals in this way, we suggest you make a copy for each adult volunteer. Ask them to record the information during the field study. Use these as a reference to aid students' recollections as they complete their own journals in the school classroom after the field study.

Photocopy the pages back to back as given in this program package. Place the cover page over page 3, fold in half across its width so the cover page is visible. Staple at the centre fold. Suggestions for completing pages 2 through 7 are listed under each field study activity description.



## 6.0 FIELD STUDY ACTIVITY DESCRIPTIONS

The first four activities are designed to develop the students' sensory skills by observing, touching, smelling and listening to nature. These activities can be done in any order, when most appropriate to what's happening outside. The last two activities focus on the concept of seasonal change.

### 6.1 SOUNDS OF FALL

**Objective:**

This activity is designed to enhance students' awareness of the properties of objects in the environment and to enhance their listening skills.

**Time:**

Throughout the first part of your visit then 10 minutes conclusion

**Equipment provided by the Centre:**

none

**Equipment provided by the school:**

student journals, pencils, clipboards

**Setting:**

edge of forest and grasslands

**Activity Description:**

Explain to the students: "Nature is full of interesting and different sounds. Even the plants sometimes make a noise. As the group walks along doing other activities, we will listen for nature's sounds. As soon as you hear a sound, stop walking. The whole group will listen to the sound and talk about what might be making the sound. I will write down all the different sounds we hear as we are exploring."

After completing the next 3 sensory activities, have the students sit down and review with them your list of sounds. Discuss each sound with the students, asking them if it is a sound that might be heard all year (e.g. wind in the evergreens or a fall sound e.g. leaves dropping to the ground, crunch of dried leaves being walked on, rustle of wind blowing dried grass). Record the students' responses beside each sound on your list.

To complete journal page 5, students can creatively use shapes and colours to draw their favourite sound.

## 6.2 COLOUR/SHAPE/NUMBER

### *Objective:*

These 3 short activities are designed to enhance students' awareness of the properties of objects in the environment and enables them to identify colours in the environment. Students will identify colours and familiar shapes in the environment.

### *Time:*

15 minutes

### *Equipment provided by the Centre:*

1 colour card per student

### *Equipment provided by the school:*

student journals, pencils, clipboards

### *Setting:*

anywhere

### *Activity Description:*

The colour card is a shaped piece of coloured matte board with a number on the back. Give each student a colour card and have them complete the following 3 activities.

1. Look for shapes in nature. Ask the students to look for a natural object that is about the same shape as their colour card. (Does not have to be the same size). They should TAKE THE COLOUR CARDS TO THE OBJECTS, instead of picking the object and taking it to the colour card.

When each student finds a match, ask them to compare the natural object to the card. Are they exactly the same shape? How are the shapes a little bit different? Can the students describe the shape? Are they the same size? Which one is bigger?

2. Look for colours in nature. Have the students look around carefully to match the colours of their cards with natural objects. When each student finds a match, ask them to compare the natural object to the card colour. Are the two exactly the same colour? Help the students describe any differences in colour shades, using words such as lighter, darker, brighter, duller.
3. Look at the back of each card. Ask the students what number is printed there. "Look closely for something in nature that has the same number of parts as the number on your colour card. For example, if you have the number 5, try to find a leaf with 5 lines or a branch with 5 leaves on it."

To complete journal page 2, have the students draw their colour card and colour it the matching shade. They can print the colour card number in the box and then draw the natural object they had that number of features.

## 6.3 NOSES KNOW

### *Objective:*

This activity is designed to enhance students' awareness of the properties of objects in the environment.

### *Time:*

10 - 15 minutes

### *Equipment provided by the Centre:*

none

### *Equipment provided by the school:*

student journals, pencils, clipboards

### *Setting:*

anywhere with a variety of natural objects

### *Activity Description:*

Select an area with a variety of plants and natural objects. Explain to the students "We're going on a very special kind of hunt. Instead of using your hands to collect things, you are going to use your noses! Can you find these special smells?"

- a smell that reminds you of a special holiday?
- a smell that would make a nice perfume?
- a smell that makes you wrinkle up your nose?
- a smell that reminds of a rainy day?
- a smell that makes you think of candy?"

To complete journal page 3, have the children draw the objects they smelled and draw a line from the ones that had an odour to the picture of a nose.

## 6.4 TOUCH TELLS

### *Objective:*

This activity is designed to enhance students' awareness of the properties of objects in the environment.

Students will use terms such as hot, cold, heavy, light as they sort objects according to common properties.

### *Time:*

15 minutes

### *Equipment provided by the Centre:*

none

### *Equipment provided by the school:*

student journals, pencils, clipboards

### *Setting:*

anywhere

### *Activity Description:*

As you are walking, collect objects found on the ground. **DO NOT PICK** anything that is attached to another object or is a living plant. Try to select a wide variety of objects, including a rock if possible. Once you have collected about 8 objects, sit the students in a circle on the ground and pass around each of the objects. Tell the students to carefully feel the object in their hands. "Now let's sort these things by touch. Let's start by putting all the bumpy or rough things in one pile and all the smooth things into a different pile." Ask the students if all the bumpy things are also hard. Are all the smooth objects also soft? After a brief discussion of texture, explain to the students that touching an object also tells about temperature, moisture and weight.

## 6.5 SEEDS

If you can feel a difference in the warmth or coolness of the objects, ask the students to re-sort the objects, putting them into piles of things that feel warm and things that feel cool. Repeat the sorting by separating the objects into damp and dry and then into heavy and light. To conclude the activity, have each student select the object they find the most interesting and describe its texture, temperature, moisture level and weight. Assist where necessary so each student experiences success with vocabulary expansion.

Please return the objects to the ground before proceeding with the next activity.

To complete journal page 4, have the students draw their objects.

### *Objective:*

This activity is designed to enhance students' recognition that some events occur at particular times (e.g. seasonal changes) and that there are changes in plants.

### *Time:*

15 minutes

### *Equipment provided by the Centre:*

none

### *Equipment provided by the school:*

student journals, pencils, clipboards

### *Setting:*

grasslands area with shrubs

### *Activity Description:*

Move your group to a grasslands area. "Most plants grow from seeds. The flowers on plants die back and we can see the seeds that will grow into new plants next year. Some plants do this in spring or summer but fall is when there are the most seeds. Let's explore this grassy area, looking for plants that have seeds on them." As the students find each plant bearing seeds, ask them to look closely at the ground around the plant. Can the students see any seeds on the ground? Discuss the shape and weight of the seeds. Are they light and fluffy? Explain that those seeds, like the dandelion's, will blow in the breeze and grow far away from the parent plant. Can the students find any seeds that have a burr (hook) on them? Explain that those seeds will catch a ride on a passing animal (or person!) and also grow far away from the parent plant.

## 6.6 SIGNS OF FALL

Move your to the shrubs, focusing their attention on a shrub with berries. Ask the students to look carefully at the shrub. Do they know where the seeds are that will grow new shrubs? (inside the berries) Explain that animals, including birds, will eat the berries and then expel the seeds later, away from the parent plant.

“Seeds are moved away from the parent plant so that when the new plants start to grow there will be enough water, space(room) and food from the soil for each plant to live.”

To complete journal page 6, have the students draw the seeds they discovered.

### *Objective:*

This activity is designed to enhance students' recognition of changes in weather and some ways animals adapt to the seasons.

### *Time:*

20 - 30 minutes

### *Equipment provided by the Centre:*

none

### *Equipment provided by the school:*

student journals, pencils, clipboards

### *Setting:*

anywhere

### *Activity Description:*

This is the concluding activity for the program. Students will use their four senses, earlier explored in individual activities, to discover signs of fall.

“As we walk back to the Centre, use your senses of smell, sight, hearing and touch to discover as many fall signs as we can. Remember plants, animals and weather are all changing as summer turns to fall.”

As your group walks , stop to explore and discuss each idea or discovery students point out. Some possibilities to direct their attention, if required, are:

See:

- squirrels storing cones to eat during the winter
- fur as the animals shed summer coats and grow in warm winter ones
- migrating ducks and geese flying overhead
- few ground squirrels(gophers) as most have gone into winter hibernation
- frost in shaded places
- low water level of the creek
- ice at the edge of the creek or ponds
- leaves falling from the trees
- grass changing from green to brown
- berries
- few flowers
- many seeds
- buds forming on the trees and bushes

Feel:

- cool air
- less heat from the sun

Hear:

- few insects compared to summer
- many birds as they gather for migration
- rustling sound of dried plants
- crunching sound as dry, dead leaves are walked on

Smell:

- decaying leaves
- “brisk, cool” smell of air, especially in the mornings

To complete journal page 7, have the student draw their favourite fall discovery.

## 7.0 POST FIELD STUDY ACTIVITY IDEAS

The following post visit activities will assist in summarizing the program and conclude the on-site visit to the Park. We recommend that you conduct these or your own activities with the students in the week after your Park visit.

### 7.1 STUDENT JOURNALS

Distribute the student journals and explain, page by page, what the students could draw. Use the adult journals as references if the students require some assistance. Page 8 provides space for the students to do a fall picture of the Park.

Invite the students to share their completed journals with their classmates either verbally during a sharing circle or by adding them to the class "library" so others could look at them any time.

### 7.2 EXPERIENCE CHART

Develop a class experience chart. Have each student contribute something that they experienced at the Park to the list. Beside each response print the student's name. When everyone has had a chance to contribute, start back at the beginning of the list and, for each response, invite the contributing student to come up and draw the body part used to make that discovery. Can they also name the sense?

Example: squirrel - Mary; she would draw eyes and say sense of sight.

### 7.3 LEAF SORT

Ask the students to collect several leaves each from the ground at home or schoolyard. Put all the leaves together. Have the students sort the leaves according to shape, colour and size. Have each one pick a favourite leaf and describe how it looks, feels, smells. When the sorting activity is completed, demonstrate how a dry leaf breaks apart. Explain that as the dry leaves decompose (fall apart) they will add nutrients (things like minerals) to the soil that will help new plants grow. Take the leaves outside and return them to nature.

### 7.4 SIGNS OF FALL

Review with the students signs of fall they discovered during their Park visit. Discuss how each has changed: what do the students think it was like during summer? Will it change when winter comes? What will happen in the spring?

## 7.5 SEEDS

Have “seeds” snack break. Show the students a corn seed then a popcorn kernel. Point out the differences in shape and colour. We plant a corn seed to grow corn. What can we do with popcorn kernels? As the popcorn is being prepared, distribute other edible seeds such as sunflower or pumpkin. Discuss what would grow if the seeds were planted instead of roasted (cooked). Where on the plant are each type of seed found? Compare size, colour, shape.

Have fruit salad snack break. As pieces of each different fruit are distributed, discuss the seeds. Can the students find the seeds in apples, oranges, grapes (some varieties), pears, berries or melons? How are the seeds different from each other?

## 7.6 DRAMA

Have the students dramatize some of the fall changes they discovered during their field study. Using creative movement and their imaginations can they be a leaf dancing in the wind, a migrating bird, a hibernating insect or a squirrel storing food for the winter?

## 7.7 FELT BOARD CENTRE: AN ASSESSMENT TOOL

Put out beside a felt board pictures that show plants and animals in various seasons. Also include human figures and a seasonal variety of clothing that can be added to the people. If possible also set out pictures of recreational equipment, such as sleds, bicycles, rollerblades and skates. Ask each student to create a fall picture and monitor the picture selections they make to assess students' understanding of seasonal changes in plants, animals, people and the activities of each.



## 8.0 NOTES

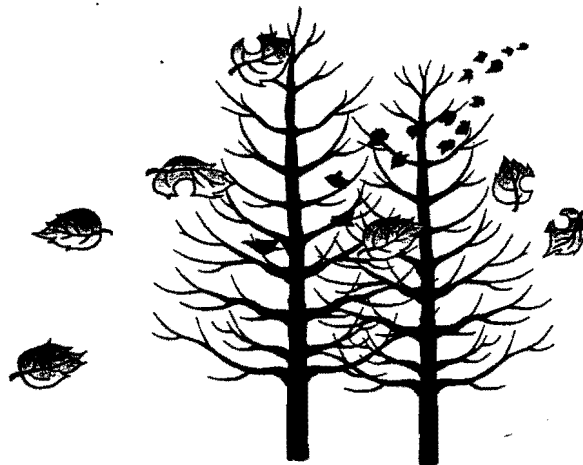
# Fall in Fish Creek Provincial Park

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Fish Creek Environmental Learning Centre

# Fabulous Fall

Student Journal

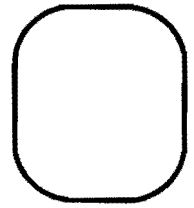


Name: \_\_\_\_\_

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## My Shape, Colour

## In Nature



number

## Signs of Fall



# Seeds



# Noses Know



## Touch Tells



## Sounds of Fall

