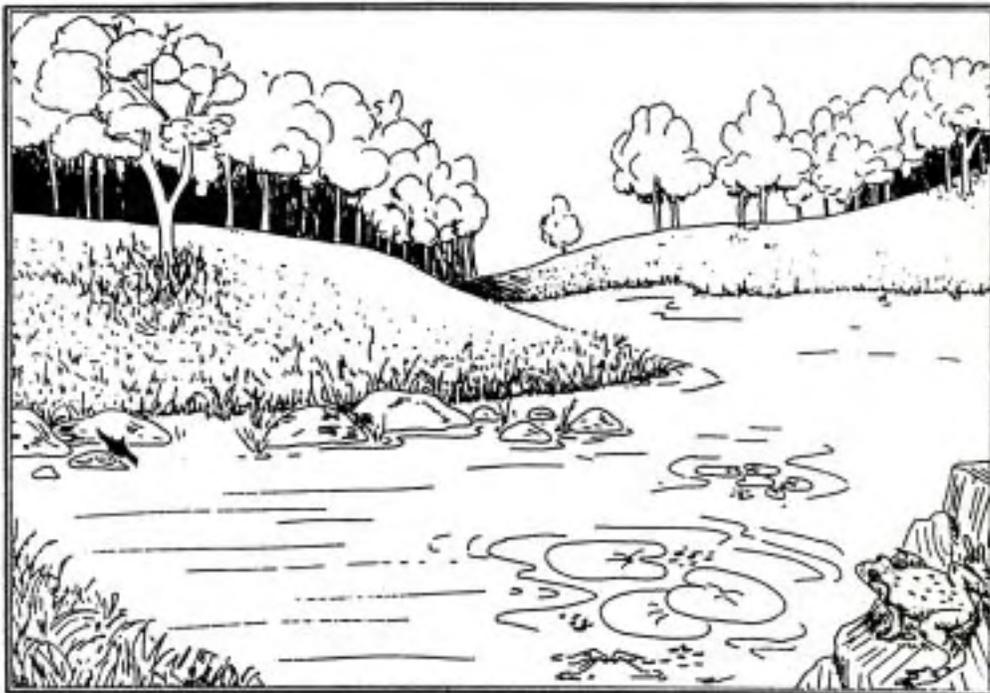




## Fish Creek Provincial Park

# SPRING FEVER

A teacher conducted field study science program for Kindergarten students.



*Fish Creek Environmental Learning Centre*

(403) 297-7827

[www.cd.gov.ab.ca/parks/fishcreek](http://www.cd.gov.ab.ca/parks/fishcreek)



Alberta



# SPRING FEVER

A teacher conducted science field study program  
for Kindergarten students.

This curriculum connected field study was developed to  
support the specific requirements in the Alberta  
Learning's Kindergarten Program Statement and the  
mandates of Alberta Parks Service.

Developed by:

Fish Creek Environmental Learning Centre  
Fish Creek Provincial Park  
13931 Woodpath Road, S.W.  
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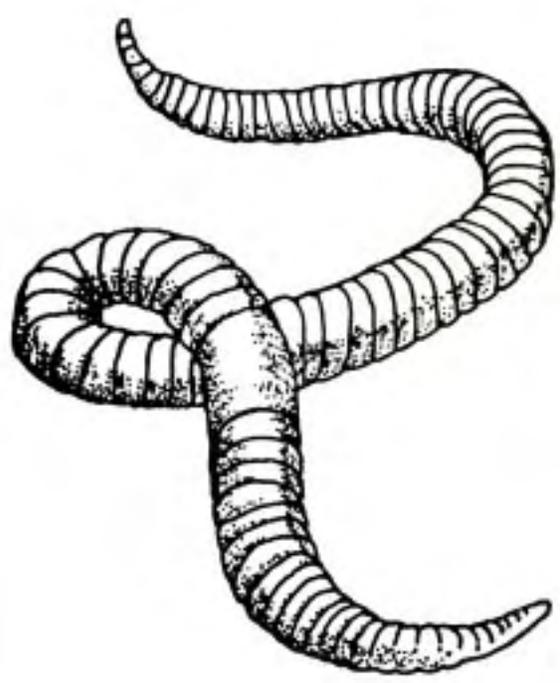
(403) 297-7827

February 2008



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## 1.0 INTRODUCTION

Welcome to **SPRING FEVER**, 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 mandates of Alberta Parks Service:

- preservation
- heritage appreciation
- outdoor recreation
- heritage tourism

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

*"Alberta's Fish Creek Provincial Park is an evolving landscape in an urban setting where the needs of wildlife and natural systems are balanced with outdoor leisure and environmental education."*





## 1.1 PROGRAM OUTLINE

Welcome to **SPRING FEVER**, a teacher-conducted kindergarten program utilizing a sensory awareness approach to explore nature and discover what happens as the season changes from winter to spring.

Part One of the **SPRING FEVER** 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 animals, plants and creek as the students search for signs of spring. 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 complement it, have been designed to address eight specific 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

The program is also designed to reflect the mandates of Alberta Parks Service:

- preservation
- heritage appreciation
- outdoor recreation
- heritage tourism





## 1.3 CURRICULUM 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*

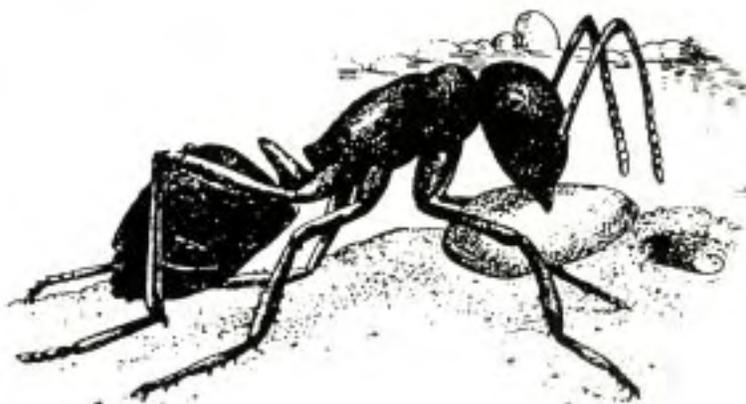
- works cooperatively with partner or group
- takes turns in activities and discussions

### *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 Reserve 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.

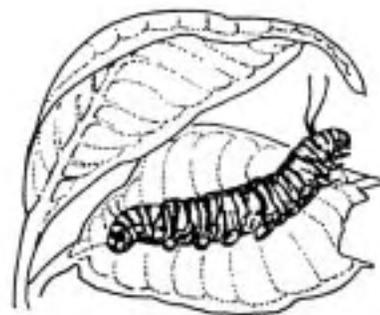
The Fish Creek Environmental Learning Centre, located at the west end of the Park off 37 Street S.W, offers five indoor classrooms, an outdoor picnic area and access to an extensive variety of natural ecosystems: an old spruce forest, grasslands, riverine, creek and pond wetlands and disturbed (urban) 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 a water fountain are located in the building. There are no vending machines or microwave ovens available. Hot water is available. Please make hot drinks in cups, not the urn.
4. A short orientation (about 15 minutes) will be provided, when your group arrives, to welcome the students and introduce them to the Park, its rules, the program for the day and what the students might see.
5. Indoor activities focusing on key concepts are available for use during break or inclement weather. No teacher preparation is required. All activities have written instructions and the correct answers where required.





## 2.2 SNACK/LUNCH BREAK PROCEDURES

Your class may eat inside the facility. While the students are eating, please explain to the class our expectations regarding disposal of "leftovers".

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?

- food garbage goes into the container labeled "**COMPOST**". This is fed to worms in a vermiculture program in the Park.
- factory produced wrappers into the "**NON-RECYCLABLES**" containers to be sent to the landfill site. These items are usually a mixture of plastic, paper or foil which means they cannot be put with other recyclables.
- paper and plastic lunch bags go back home to be reused
- plastic sandwich bags, food wrap or tin foil also goes home to be reused. What must be done to it before it is stored? Why does it need to be washed?

## 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 297-7827 to reserve.

When using a fire pit area be sure to:

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





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

Give every driver – **INCLUDING THE BUS DRIVER** - a copy of the route map (last stapled page of this package). Make sure they know you are coming to **the west end of the Park, near Woodbine!!**

### PREPARE YOURSELF

- Read the teacher package thoroughly: phone 297-7827 if you have any questions.
- Select the activities to fit your lesson plans, students' skill levels and time you are at the Park.

### 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:
  - Dress in layers: it will be cooler at the Park than at your school.
  - There is nowhere to buy anything here so bring plenty to eat and drink.
- Complete some preparatory activities: either the ones in the next section of this package or some of your own.

### PREPARE THE ADULTS

- Recommended ratio is 1 adult per 5 students: minimum is 3 adults per class including teacher.
- Review the Park rules (explained on page 10).
- Emphasis the following:
  - Dress in layers: it will be cooler at the Park than at your school.
  - There is nowhere to buy anything here, including **COFFEE**.
- 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 they can become familiar with the activities.
- If you want your students to complete the Student Journals at school, ask your volunteers to make notes on the activity instruction pages about the students' discoveries to assist the students back at school with their Journal work. Collect these at the end of your Park visit.

### BRING

- A cheque made payable to **Minister of Finance** for \$1.50 per student for half day visit: \$3.00 per student if you are staying over lunchtime (no charge for adults).
- Trail map for each adult (long map wrapped around teacher package).
- Student booklets and crayons if you want the students to work on their Student Journals at the Park.



### 3.1 PLANNING THE ITINERARY FOR THE FIELD STUDY

Please consider travel time from your school to and from the Park. If you are planning on modifying your program, select your activities and timetable the day accordingly.

TIME            ACTIVITY

- \_\_\_\_\_ Depart from school.
- \_\_\_\_\_ Arrive at Fish Creek Provincial Park and settle into classroom.
- \_\_\_\_\_ Participate in a class orientation meeting with a Park staff person.
- \_\_\_\_\_ Teacher and volunteer led program activities.

Write down the activities you are doing and what equipment and materials you need for each if you are modifying your visit.

| ACTIVITY | EQUIPMENT/MATERIALS |
|----------|---------------------|
| _____    | _____               |
| _____    | _____               |
| _____    | _____               |
| _____    | _____               |
| _____    | _____               |
| _____    | _____               |
| _____    | _____               |
| _____    | _____               |

- \_\_\_\_\_ Gather together, inventory and return any equipment borrowed from the Park.
- \_\_\_\_\_ Gather personal belongings together and travel back to school.
- \_\_\_\_\_ Arrive back at school.

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## 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.

Our vision: *"Alberta's parks and protected areas preserve, in perpetuity, landscapes, natural features and processes representative of the environmental diversity of the province."*

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. Open fires are a threat to public safety and Park habitats. The burning of Park vegetation is not permitted.

### Discussion Checklist

Here is a checklist of things to discuss at school prior to the field study day:

— Discuss the fact that Fish Creek Provincial Park is not a city park. It is one of many Alberta parks and protecte/d areas.

— 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 carefully around bushes and trees, not through the middle of them.
- stay on the trails. When leaving the trails to complete program activities walk carefully, watching each step to avoid crushing small plants and trees.

— Discuss the Park rules. 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.
- leaves 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. 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. Boots provide more protection than sandals and canvas runners. However, boots with heavy lug soles are damaging to trails. They should only be worn when necessary, and replaced with sturdy runners or shoes when not required. Warm weather means sunhats, sunscreen and insect repellent will also be required.



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## 5.0 PREPARATORY FIELD STUDY ACTIVITY IDEAS

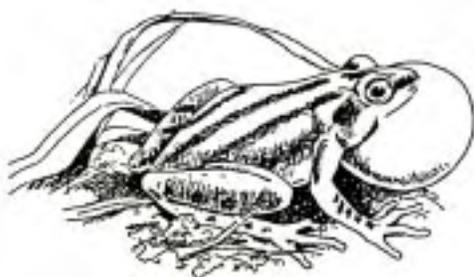
The preparatory activities described here will introduce the field study day to your students and will allow them to practise the skills to be used during the field study. If possible invite the parent volunteers into the classroom to also experience these activities.

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

Select activities in addition to the ones described in this package that reflect each specific learner outcome from the Program Statement that will be addressed during the field study. (See *Program Objectives and Curriculum Fit*).

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

Conduct some activities outside to get the students familiar with outdoor classroom management strategies and thinking of school in an outdoor setting.



### 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.



### 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, nametag, 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 PLANT CHANGES

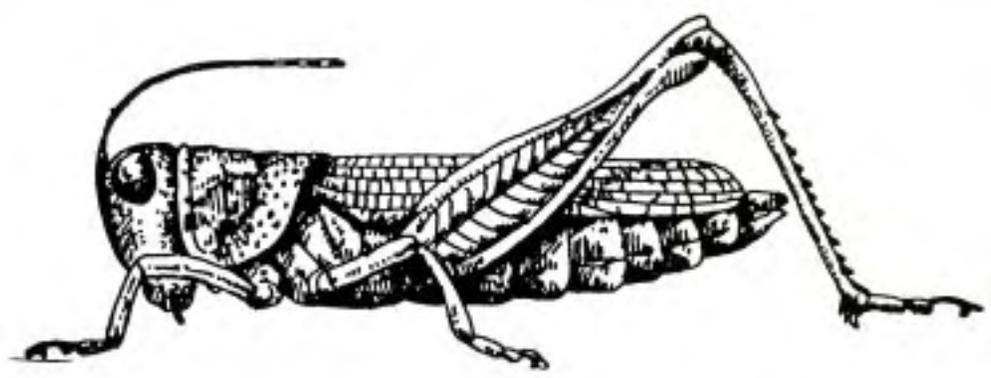
Give the students an opportunity to watch plant growth and change as it occurs. Soak 2 tablespoons (30 ml.) of alfalfa seeds in a bottle with a screen tied around the jar mouth. Drain the water the following day and rinse the seeds twice a day for the next three days. It is important to keep the bottle in a dark place until the last day. On the last day, put the sprouts in a sunny location. Discuss with the students how the seeds changed in only a few days.



## 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 their 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.



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## 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 three activities focus on the concept of change.



### 6.1 VIEWFINDER

*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.*

*Time:* 10 - 15 minutes

*Equipment provided by the Centre:*  
1 viewfinder per student

*Equipment provided by the school:*  
student journals, pencils, clipboards

*Setting:* anywhere

#### *Activity Description:*

The viewfinder is a 12 cm square of coloured matte board with a hole in the middle. The hole will be one of the following shapes: oval, circle, triangle, square or rectangle. Give each student a viewfinder and have them complete the following 3 activities.

1. Look for shapes in nature. Ask the students to name the shape of the hole in their viewfinders. Have them look for a natural object that is about the same shape. (Does not have to be the same size). They should TAKE THE VIEWFINDERS TO THE OBJECTS, instead of picking the object and taking it to the viewfinder. When each student finds a match, ask them to compare the natural object to the viewfinder hole. Are they exactly the same shape? How are the shapes a little bit different? 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 viewfinders with natural objects. When each student finds a match, ask them to compare the natural object to the viewfinder 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.



## 6.2 HIDDEN TREASURES

3. Look through the viewfinder hole. Have the students use it like a frame or camera. The frame directs students' focus on specific things. Have them look at textures and patterns, both close and farther away. Ask the students to move close to a tree trunk and look at the bark patterns through their viewfinder holes. Compare that to what they see when they take several steps backward and look at the same tree trunk. Have the students move the viewfinder close to their eyes and compare that with the view of objects when the viewfinder is held at arms' length away when viewing through the hole. "Can you see things better with your viewfinder?"

To complete journal page 2, have the students draw the shape of the hole in their viewfinder and the natural object they found that was the same shape. Students can colour the viewfinder later.



*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

### *Activity Description:*

Explain to the students "There are many smells out here in nature waiting to be discovered. Some are very strong, we will notice them just walking past a natural object. Most natural smells though are like a hidden treasure. The smell is hidden below the surface just waiting to burst out and be discovered by your special treasure hunter - your nose! **GENTLY** scratch trees, bark, plants and soil and then take a whiff. Do not squish anything. Remember your favourites."

Encourage your group to sniff for treasures at all levels: ground, plants and nose height. You can ensure success in finding hidden treasures if you direct the students to scratch tree bark, needles and leaves.

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



## 6.3 DOUBLE TOUCH

*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

### *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. Once you have collected one object for each student in your group, sit the students in a circle on the ground. Ask them to close their eyes and place their open hands behind their backs. Walk around the outside of the circle and place one object in each child's hands. Tell the students to carefully feel the object in their hands. Now ask the students to pass their object to the child on the left. **NO PEEKING!** Everyone will have a new object to feel. Tell the students to repeat this procedure of passing and feeling until they think the object they started the game with is back in their hands. At that point they should call out "Double Touch". Are they correct? Could they identify the object by touch alone?

Ask each student to pick one or two words to describe how their objects feels. Students usually will describe texture (bumpy, rough, smooth). Encourage them to also focus on temperature (cool, warm, hot, cold) and moisture ( dry, damp, soggy, wet).

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

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





## 6.4 SOUNDS OF SPRING

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

*Time:* 10 - 15 minutes

*Equipment provided by the Centre:* none

*Equipment provided by the school:*  
student journals, pencils, clipboards

*Setting:* edge of forest and grasslands

### *Activity Description:*

Ask the students stand quietly, close their eyes and listen carefully for several minutes. Discuss the sounds the students heard. Ask them to describe the sounds: loud, quiet, song-like, natural, human-made are some of the descriptive words you could encourage the children to use.

Repeat the listening procedure, now also asking the students to rotate their heads from side to side slowly as they are listening. Ask the students to pick one sound they can hear. If they had to draw it on paper, would it be jagged lines or smooth curves? Would it be a bright, big patch of colour or a small, soft, light colour? After several minutes of listening, ask the students if there were more sounds in one direction than another.

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

## 6.5 SIGNS OF SPRING

*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 weather and the ways animals adapt to the seasons.*

*Time:* 25 - 35 minutes

*Equipment provided by the Centre:* none

*Equipment provided by the school:*  
student journals, pencils, clipboards

*Setting:* forest, grasslands, creek

### *Activity Description:*

Signs of Spring is a series of short activities investigating and observing the changes occurring in nature as winter turns to spring.

**BIRDS** - the migratory birds are back from their wintering areas. They, and the year-round resident birds, are claiming nesting territory and trying to attract mates. This produces a symphony of bird calls and songs. How many different bird sounds can the students hear? "Do birds change? How?"

**INSECTS** - many insects are coming out of their egg or larvae stages that were dormant during the winter. Watch for one of the earliest butterflies, the small blue azure. Watch for flies and bees looking for



food. The ants will be out repairing winter damage to their hill and also looking for food. You may discover large groups of ladybugs as they emerge from their winter hibernation under piles of dead leaves. "Do insects change? How?"

**BUDS** - plants are also changing as spring arrives. Look at the tips of many different trees and bushes. Compare the twigs ends and introduce the term "bud". Explain that new leaves and flowers grow from buds. The leaf buds were actually formed in the fall before the leaves fell off the trees and bushes. Compare the bud to a sleeping bag. The bud scales, like a sleeping bag, provide protection from the cold. Now its spring, the scales will fall off and the leaves will open up. "Are the trees changing? Are the leaves beginning to grow now? Why not in the winter time? ( Trees and bushes that have leaves "rest" during the winter so they do not need the leaves, which produce the "food" for the trees/bushes).

**SEEDS** - have the students get down on the ground to look for tiny plants starting to grow. "Are they coming out of the soil? What do many plants start as? (seed). "Can you find any seeds that have not started to grow yet? "How do seeds change?"

**ANIMALS** - the animals that hibernated during the winter are waking up now. Watch for signs, such as fresh diggings, that the ground squirrels (gophers) are out. Listen for frogs near the marshy

areas. Animals that remained active all winter are now shedding their heavy winter fur and growing in lighter coats of summer fur. Watch for bits of fur caught in bushes or tree bark. All the animals are busy establishing territories, mating and raising their young. Can the students find any warm, sheltered spots that might be used by an animal to raise its young?

**CAUTION: never reach into burrows, tree cavities or dens. There may be an animal inside!**

**CREEK** - look at level of the creek water. "Does the level of the water change?" Look for swirls of mud and dried grass caught in the shrub branches on the creek banks. Those show how high the creek water level has been at other times. Point them out to your group and ask them how does the water level now compare to where it has been."How does the creek water change? What do you think it was like in the winter? Do you think there will be more or less water in the summer when it is very warm?"

**CAUTION: keep the students well back from the creek edges, the banks may be slippery or eroded. NEVER step onto any pieces of ice at the creek edges.**

To complete journal page 6, have the students draw the changes in nature they saw. These are their signs of spring.



## 6.6 OLD/NEW; DEAD/ALIVE

*Objective: This activity is designed to enhance students' awareness of the properties of objects as they explore and investigate objects and events in the environment. Students will investigate change as a life cycle process extending beyond a seasonal cycle.*

*Time:* 15 - 20 minutes

*Equipment provided by the Centre:* none

*Equipment provided by the school:*  
student journals, pencils, clipboards

*Setting:* white spruce forest

### *Activity Description:*

Ask each student to find a cone and then have them look at the cone carefully. "Where did the cone come from?" (evergreen tree) "Does anyone know what is inside the cone?" (seeds that will grow into another evergreen tree) "Now we have the start of an evergreen tree, let's look around to find what happens next."



Challenge the group to find an example of each life stage as listed below.

- tiniest baby evergreen tree in the area
- evergreen tree as tall as the students' waist (it will be able the same age as them)
- the tallest evergreen tree in the area
- a standing dead evergreen tree
- a fallen log

Discuss each discovery with the students. You may find the following questions a helpful guide to key points to cover.

- "Is this alive? How do you know it is living?"
- "Has it changed? How is it different?"
- "Do think it will change more?"
- "Do all evergreens change this way?"

To conclude the activity, ask each student to select their favourite stage of the tree's life cycle and explain why they liked that one best.

To complete journal page, have the students draw examples of evergreen trees under each descriptive word.



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## 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 spring 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 SIGNS OF SPRING

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



### 7.4 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 spring 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

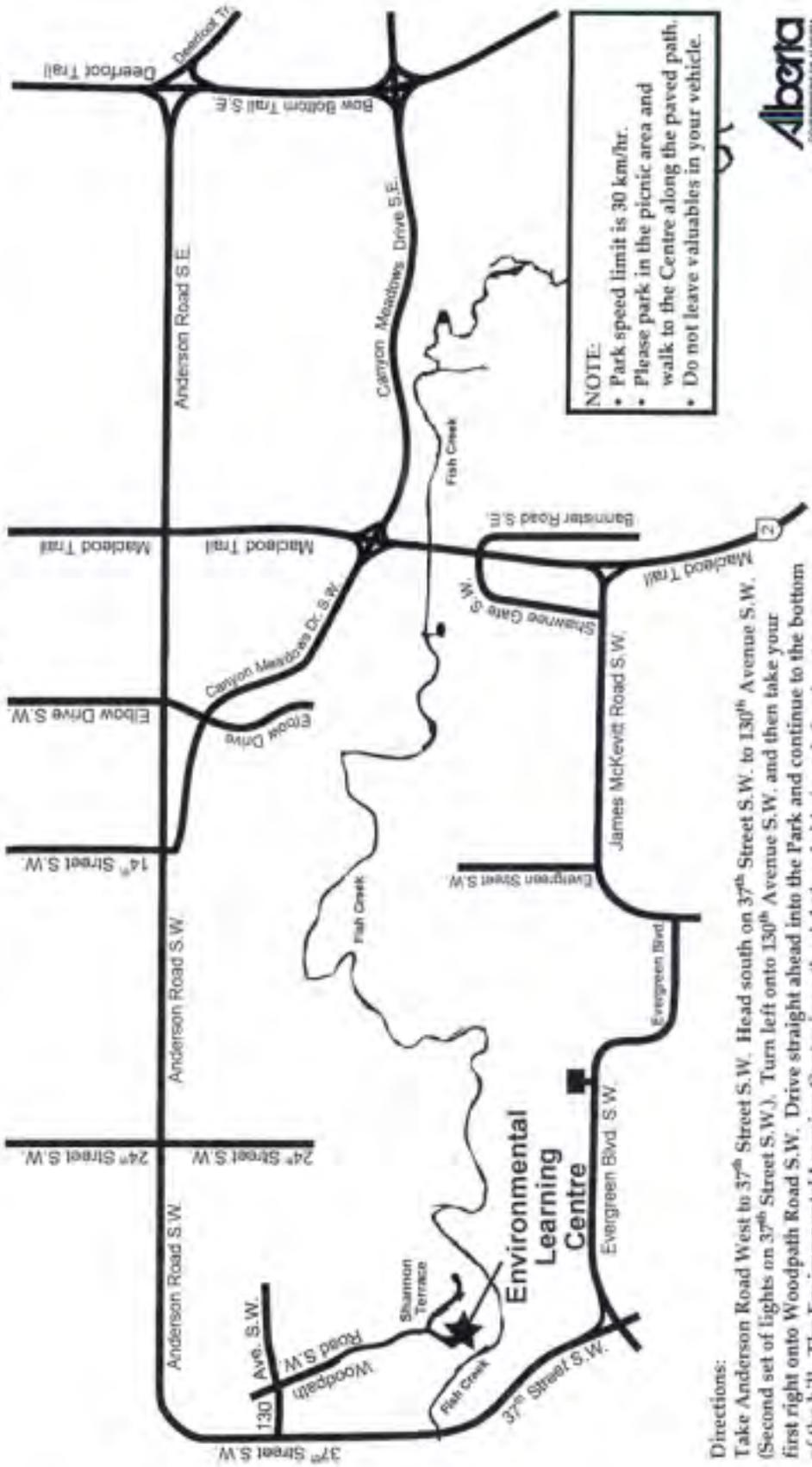


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# ACCESS MAP - Fish Creek Environmental Learning Centre

13931 Woodpath Road S.W., Calgary, Alberta T2W 5R6  
Phone: (403) 297-7827 Fax: (403) 297-7849  
www.fish-creek.org



**Directions:**  
Take Anderson Road West to 37<sup>th</sup> Street S.W. Head south on 37<sup>th</sup> Street S.W. to 130<sup>th</sup> Avenue S.W. (Second set of lights on 37<sup>th</sup> Street S.W.). Turn left onto 130<sup>th</sup> Avenue S.W. and then take your first right onto Woodpath Road S.W. Drive straight ahead into the Park and continue to the bottom of the hill. The Environmental Learning Centre is on the right hand side (watch for signs).



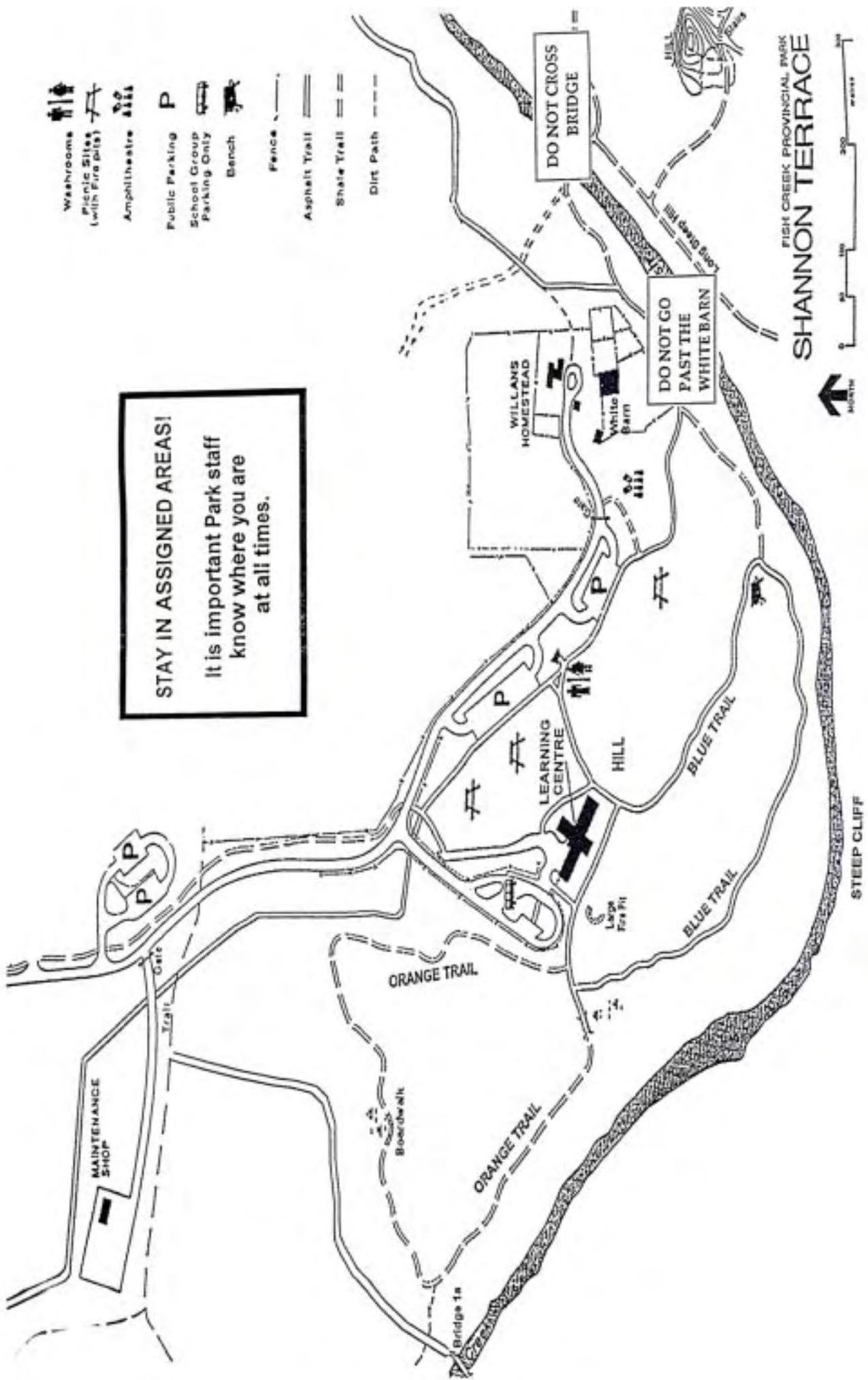


- Washrooms
- Picnic Sites (with Fire pits)
- Amphitheatre

- Public Parking
- School Group Parking Only
- Bench

- Fence
- Asphalt Trail
- Shade Trail
- Dirt Path

**STAY IN ASSIGNED AREAS!**  
 It is important Park staff know where you are at all times.



FISH CREEK PROVINCIAL PARK  
**SHANNON TERRACE**



# Spring in...

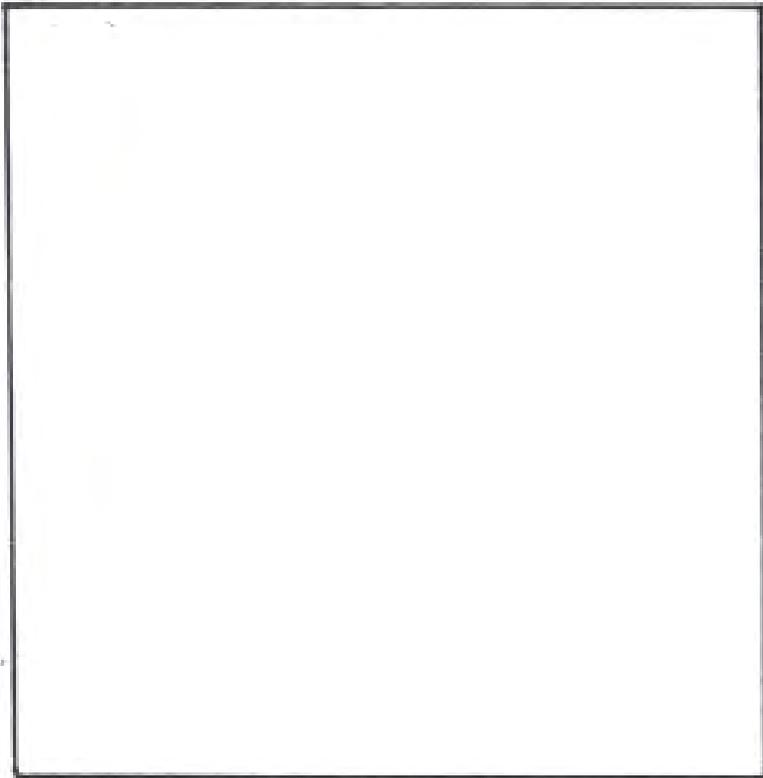


# SPRING FEVER



NAME: \_\_\_\_\_

# Viewfinder



# New

# Dead



# Old



# Alive



# Signs of Spring



# Hidden Treasures

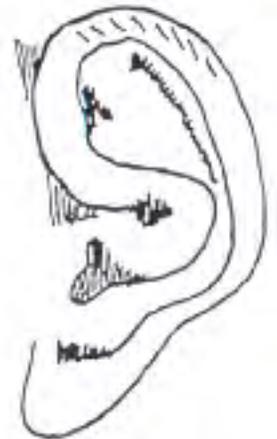


# Double Touch



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# Sounds of Spring



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