

ENCHANTED SPRING

A teacher-conducted field study for
Grade 1 students

FISH CREEK
ENVIRONMENTAL LEARNING CENTRE

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www.Fish-Creek.org



Introduction

This is a curriculum-connected, full day study with multidisciplinary preparatory and post-visit resources. The intent is to offer a hands-on experience for students that naturally immerses them in the field study components of Topic B: Seasonal Changes and Topic D: Needs of Plants and Animals from the Grade 1, Alberta Elementary Science Curriculum and the vision of Alberta’s Plan for Parks.

Fish Creek Provincial Park is one of Canada’s largest urban provincial parks, stretching from the western edge of the city to the Bow River. The park has a strong vision within its visitor services program plan to support and foster environmental and cultural education.



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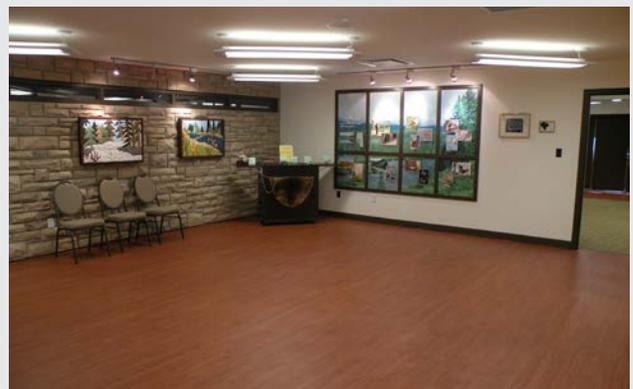
Facility & Rules

THE FACILITY

The Fish Creek Environmental Learning Centre, located at the west end of the Park. It 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.

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 for the day's activities.
2. Some equipment for the day's activities will be available at the Park. It is your responsibility to count all equipment and return it at the end of the day. **There is a fee charged for lost or broken equipment.**
3. Washrooms and water fountains are located in the building. There are no vending machines or coffee available.
4. A short orientation (about 15 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). This will introduce them to the equipment provided, to a map of the activity area (maps provided), to the general flow of the day, and will answer any questions that they may have.
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.**



LUNCH BREAK PROCEDURES

Please challenge your class to bring a litter-less lunch to the park for their program.

INSIDE THE BUILDING

Your class may eat inside the facility, within their assigned room.

- Students must be supervised by an adult at all times while they are in the building (including classrooms, washrooms and hallways).
- Classes from other schools and parks staff may be in the facility at the same time as your class(es). Please respect them and keep noise to a minimum, especially in the washrooms and common areas.
- Help us keep the Learning Centre clean. There are garbage and recycling containers in the brown built-in cabinets in each room.
- Leftover fruit and vegetable materials, such as banana peels and apple cores, are collected in a white compost bucket in each room.

OUTDOOR FACILITIES

There are several picnic tables and a fire pit behind the Fish Creek Environmental Learning Centre. This area is available on a first-come, first-served basis. Plenty of additional picnic tables are available just north of the Learning Centre building about a 2 minute walk up the trail.

- Students must be supervised by an adult at all times.
- Fish Creek Provincial Park is a public park and the facilities in an around the Learning Centre are for everyone to use. Please respect other park users.
- All garbage, recycling and compost must be put in appropriate bins (outside or in the building)
- **DO NOT FEED OR DISTURB WILDLIFE.**
- If you choose to use the fire pit you must bring your own firewood. **Do not use branches or deadfall from the park.** Have a bucket of water nearby and check that the fire is out before leaving the fire pit area.

Before the Visit

PREPARATION

The following steps and materials will assist you in preparing for your field trip to Fish Creek Provincial Park. Please take the time to review the following pages carefully.

1 Site Visit Teacher Orientation

Attending a teacher orientation prior to your class visit is mandatory and essential for familiarizing yourself with the facilities and the surrounding trails. Returning teachers are not obligated to attend but are welcome. Dates for the teacher orientations will be sent to you via email so you can register for an orientation on a date of your choice.

2 Preparation Checklist

A full, detailed teacher checklist for your field trip preparation is available on the next page.

3 Program Start and End

Program start and end times are flexible to accommodate bus availability and travel distance to the park. In general, programs start between 9:30 -10:00 A.M. and finish between 1:45 - 2:00 P.M.

4 Field Trip at a Glance

Group Orientation (15 minutes)	Overview of park rules, safety and behaviour expectations for the day.
Student Snack Break Parent Volunteer Orientation (10-15 minutes)	Overview of program activities for adult volunteers.
Educational Activities	Students explore the park in small, volunteer led groups. An Environmental Educator will be available to answer questions and provide support during your lunch break and at the end of the day.
LUNCH BREAK	
Educational Activities	Students continue to complete curriculum connected activities with their volunteer leaders.
Groups return to the Learning Centre for Program Wrap-up	Debrief by staff educator. Final washroom break, head count, and gather personal belongings.

Program Wrap-up should take place at least 15-20 minutes prior to the scheduled bus departure.

TEACHER CHECKLIST: Preparing for Your Day at the Park

Prepare yourself

-
- Read the teacher package thoroughly: phone 403-297-7926 or email FishcreekEducation@gov.ab.ca if you have any questions.
 - Register for and attend a Teacher Orientation date on site before your field trip.
 - Book your bus(es).
 - Give every driver - including the bus driver - a copy of the route map (found in the Appendix). Make sure all drivers know you are coming to the west end of the park, near Woodbine!
 - Check student health forms, looking for allergies in particular to bee/wasp stings
 - Bring a first aid kit and a few band aids with each adult.

Prepare the students

-
- Discuss how Fish Creek Provincial Park is a wild environment.
 - Do not feed or disturb wildlife: Quietly observe all wildlife from a comfortable distance.
 - Leave only footprints: Share discoveries, but leave everything as they found it.
 - Pitch in: Litter should be placed in the garbage or in a pocket.
 - Discuss behavioural expectations. Explain that the field study will be another school day, just at a different place. All the school rules apply.
 - Discuss the purpose of provincial parks and protected areas. Have the class make a list of ways they can show respect for living things during their visit to the park. *Possibilities include:*
 - Stay well back from the banks of Fish Creek
 - Leave ant hills, nests and rotting logs alone and intact. They are animal homes.
 - Walk with care and mindfulness to minimize your impact.
 - Discuss outdoor safety. Students need to:
 - Stay with an adult all times.
 - Walk, do not run.
 - Keep feet on the ground: no climbing.
 - Leave dead branches on the ground:
 - Discuss what to wear on the field trip
 - Hats, sunscreen, insect repellent.
 - Runners, comfortable boots (no sandals/high heels). Dress in layers and bring extras.
 - Complete some preparatory activities, either the ones in the next section of this package or your own.

Prepare the adults

Please follow the recommended adult to student ratios as outlined in your school board regulations.

- Provide the following to adult volunteers and review with them: Key Messages, Chaperone Letter; access map, information booklets will be provided to volunteers on the day of the trip to assist them in leading groups.
- Emphasize the following: there is nowhere to buy anything here, including coffee.
- Ensure adult volunteers are aware that their role is to lead a small group of students for part of the day and supervise students during lunch period.

FISH CREEK PROVINCIAL PARK: Key Messages

Please review and be sure everyone understands the following information before your visit the park.

- Our 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.
- Alberta Parks acknowledges that Fish Creek Provincial Park is part of the traditional territory of Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda First Nation. The City of Calgary is also home to Metis Nation of Alberta, Region III.
- 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 as well as significant cultural and historic resources. The province's network of parks and protected areas helps to ensure that Alberta's natural and cultural heritage is preserved for future generations.
- There are a wide variety of visitors and users of our parks. Everyone must respect and share the park and its facilities and resources.
- Stay on designated trails while moving through the park and participating in group activities. Staying on designated trails reduces impact to the natural habitats of the park. Please share the trail with other users.
- Feeding wildlife is prohibited. The park's ecosystems provide all the food and habitat wildlife require for their basic needs. Feeding wildlife can cause wildlife to associate humans with food. Quietly observe wildlife from a safe and comfortable distance so as not to disturb them or put them or you at risk.
- Everything in the park – living and non-living is protected. Students are welcome to share their discoveries, but must remember to leave everything as they found it. Do not remove anything natural from the park.
- Litter must be placed in garbage cans or packed out.
- Use only designated fire pits. The collecting and burning of park vegetation is not permitted. You must ensure fires are fully extinguished before leaving them.



PRE-FIELD TRIP ACTIVITIES

Preparatory activities will enhance your students experience and learning at the park.

Human Senses

Discuss senses singly and combined. Have the class name the senses. Explore different animals and how the senses are used by them. Develop activities that require the students to use one sense more than another to interact with their environment.

Sight:

Blindfold the class for 10 minutes and reflect on how they felt and how they used their other senses to compensate for the loss of sight.

Sound:

Experiment with listening to a sound and changing the position of your hands around your ears.

Touch:

Ask the students to describe what something feels like by looking at it. Then have the students touch the object to see how their visual perception compares to how it actually feels. Try to select items the students won't have seen before or disguise the items so they don't know what they are.

Post pictures of various animals, including people, and indicate the location of their various senses using arrows and pictures.

Odour Ordeal

Create an "Odour Ordeal" by putting samples of penetrating smells into small containers (such as empty pill bottles) that have small holes punched in the lids. Use odours such as onion, garlic, mint, vanilla or ground up leaves. Have the students smell the container lids. Ask them the following questions:

- Do you like or dislike the smell?
- What do you like or dislike about the smell?
- What do you think is causing the smell?

Window Field Trip

Go on a "Window Field Trip" to develop students' observation and inference skills. On a sheet of large drawing paper, ask the students to draw what they see out their window. This could be done at home or at school. Guide their observations and inferences with some questions:

- Is it hot or cold out today?
- Where is the sun?
- Are there any shadows?
- Is it windy? Can you tell from which direction the wind is blowing?
- Are there clouds in the sky?
- Do the shapes of the clouds remind you of anything?
- Can you see the moon?
- Can you see any buildings?
- Can you see any animals?

As a class, discuss their field trip to the window and share their observations and inferences. Repeat the process a week later and compare the results. Discuss why some things have changed and others did not.

Preparatory Test

RESOURCE: Appendix p.A1

This preparatory and post test is designed to evaluate learning associated with this field study experience, not the entire science unit. For maximum benefit, students should do this activity first and again after the field trip. By comparing the changes in their scores, it's possible to gain insight to the impact of the field excursion on learning.

Your Day At the Park

FIELD TRIP ACTIVITY SUMMARY

The following outdoor field trip activities are curriculum-connected and intended to connect learning in an experiential way to the natural world. A student journal is available in the Appendix (pgs A2 - A7) to photocopy for each student to record their findings.

1 Colour Search

- Students will identify colours in a variety of natural objects; compare, contrast and order those colours and describe changes that result when primary colours are mixed.
- Time: 20 minutes

2 Sound Map

- Students will listen for, and then describe different living and non-living things.
- Time: 15-20 minutes

3 Smells

- Students will compare and contrast different smells (dead grass/living grass, cone/needles, bark/sap, coniferous/deciduous trees, buds on different bushes, damp/dry soil).
- Time: 15 minutes

4 ½ Dozen Touches

- Students will compare and contrast how different items feel (texture, dry/wet, heavy/light, etc.)
- Time: 10 minutes

5 Name Game

- Students will practice oral and written skills to communicate ideas. Students will compile a list of 4 natural objects and then use descriptive words to rename those objects.
- Time: 20 minutes

6 Seasonal Changes

- Students will identify and describe examples of plant and animal changes that occur on a seasonal basis (changes in form, appearance, location, and activity).
- Time: 15-20 minutes per habitat



PROGRAM EQUIPMENT

The Learning Centre will provide your students with the following equipment and resources to utilize during the day.

1 Seasonal Scavenger Hunt

Students will seek signs of the changing season with kinesthetic, auditory and visual objectives. This is not meant to be a competition, rather it is a fun way for students to hone their observation skills.

4 Touch cartons

Students will feel different textured items that are rough, prickly, smooth, spongy, sticky and soft. Students will then find matching textures in nature.

2 Colour Palette

Students will work in pairs to match the colours on the palette to the shades in nature.

Students can fill in the “Colour Search” page of the journal with the hues discovered.

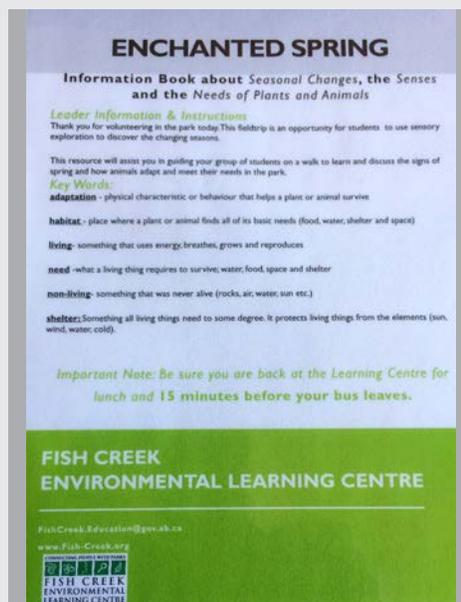
3 Magnifying Glasses

Students will use the magnifying glasses to examine things in nature up close.

All equipment must be returned prior to departure.
PLEASE NOTE: There is an additional fee for broken or missing equipment.

INFORMATION BOOKLETS

The Learning Centre will provide your adult volunteers with an information booklet to help guide them on the outdoor exploratory activities which they will lead their smaller group of students on.



The Learning Centre will provide your adult chaperones with an information booklet with all of the field trip activities outlined and explained in full detail. These booklets will have pictures and information that will support and enhance your students' learning.

These booklets will be provided at the Park for your field trip.

By providing laminated copies, at your field trip we hope to reduce the amount of photocopying and wasted paper.

Important Notes:

- We greatly appreciate all feedback to strengthen our resources; please let us know if you have any recommended changes

After Your Field Study

POST TRIP ACTIVITIES

In addition to a class discussion about trip highlights and favourite activities, students may need class time to complete data sheets or to share information about their discoveries.

Student Journals

RESOURCE: Appendix p.A 2 - 7

1. Students may need class time to go through the journal and ensure each page has been completed as thoroughly as possible.
2. Organize the student journals into a “classroom library”. They could then sign out the journals they wanted to read.
3. Select activities from the journal and apply them back at school. For example, ask them to make a classification tree of all the items in their desk.
4. Make comic strips, dioramas, posters, etc. about their trip to the park that use their journals as resource information.
5. Design and construct a bulletin board that posts all the journals once they are fully completed.

Portable Ecosystems

Develop a class experience chart. Have each student contribute something they experienced at the Park to the list. Begin by asking “What did you see, hear, smell and touch at the Park?”

Reinforce the concept of seasonal change by asking each student, when they give their responses, to indicate how their discovery would change as the seasons change.

To support the math curriculum, have the students, using the Experience Chart, classify their discoveries in a variety of ways. Possibilities for categories include: senses used, colour, size, natural or human-made, living or non-living.

Taking Action: Litter

One sign of spring is litter on the ground. Carelessly discarded throughout the winter and hidden by repeated snowfalls, the extent of the problem becomes evident as warm spring temperatures melt the snow.

Have the students complete a litter pick-up in the schoolyard. Caution the students to leave broken glass or rusty metal for adults to handle.

Back in the classroom, dump the collected litter onto spread out newspapers. Have the students help you sort the litter into categories.

Possibilities include:

- reusable, recyclable and discard
- plastic, paper, glass, metal, cloth, food, other

After the classification is completed, have the students count the items in each category. Either individually or groups, have the students create pictographs to compare the totals.

Discuss with the students the negative effects of litter. How can it harm people, pets, wildlife and the environment?

What's In a Home

Students may have discovered nests during their field study activities. Birds, mice and squirrels seem to build these with no problems. How easy is it for people? Try it!

Discuss with the students the appropriate materials, designs and sizes. Spring yard cleanups yields a treasure trove of dead grass and fallen or pruned twigs. Dandelion fluff makes a soft lining. Playdough, plasticine, or for the adventurous, mud, can be used to hold everything together.

Appendix

Enchanted Spring Quiz

Name _____

Date _____

1. **Colour** the boxes below with the different primary colours (red, yellow, blue):



2. **Write** the name of the colour to complete the sentence:

a. Red and yellow make: _____

b. Red and blue make: _____

c. Blue and yellow make: _____

4. **Draw** a squiggly line from the name of the sense to the body part that we use for that sense.

Sense of TASTE



Sense of SIGHT

Sense of SMELL

Sense of TOUCH

Sense of HEARING



Art in the Park

Draw a picture of your favourite plant or animal in
Fish Creek Provincial Park!

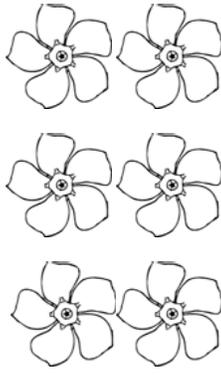
Enchanted Spring



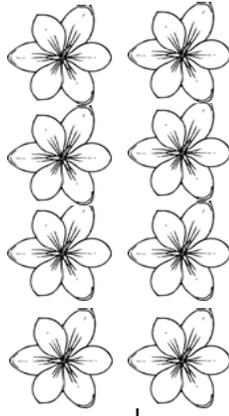
Name: _____

Flower Subtraction

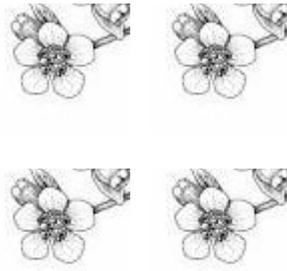
Answer the math problem and colour the number of flowers that are the answer.



$$6 - 3 = \underline{\quad}$$



$$8 - 4 = \underline{\quad}$$



$$4 - 3 = \underline{\quad}$$



$$2 - 2 = \underline{\quad}$$

Fish Creek

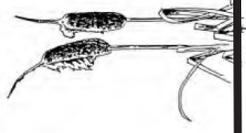
Draw a picture of Fish Creek.

Is the water high or low?

Is it moving fast or slow?

Marsh

Draw signs of spring at the marsh. Can you find pussywillow flowers? Can you hear a frog?



Colour Search

Find colours in nature! **Draw** the what you find below.

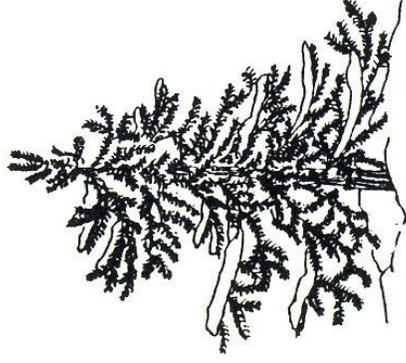
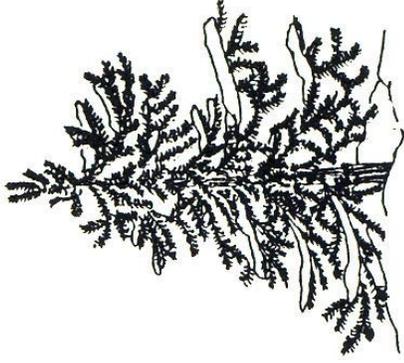
Orchestra

Draw or write about the sounds of spring below.



Spruce Forest

Draw a squirrel and its cones in the forest!

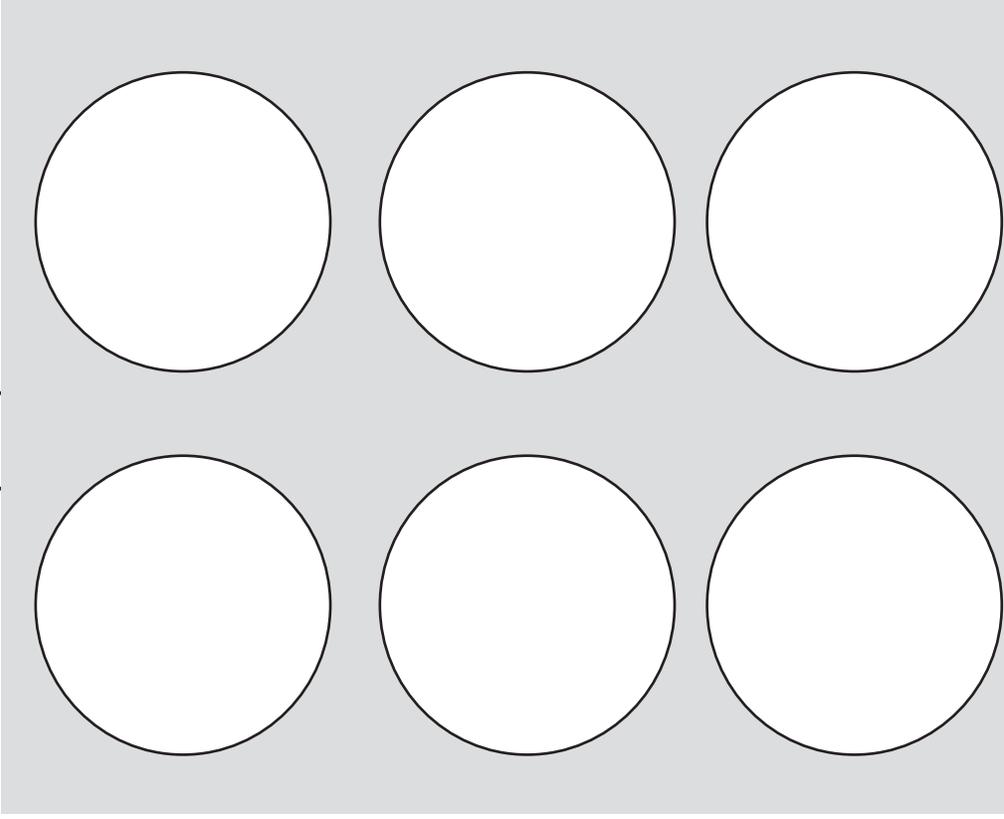


1/2 Dozen Touches

Draw the objects that you put in the egg container.

Are they soft or hard?

Are they sticky or smooth?



10

Aspen Forest

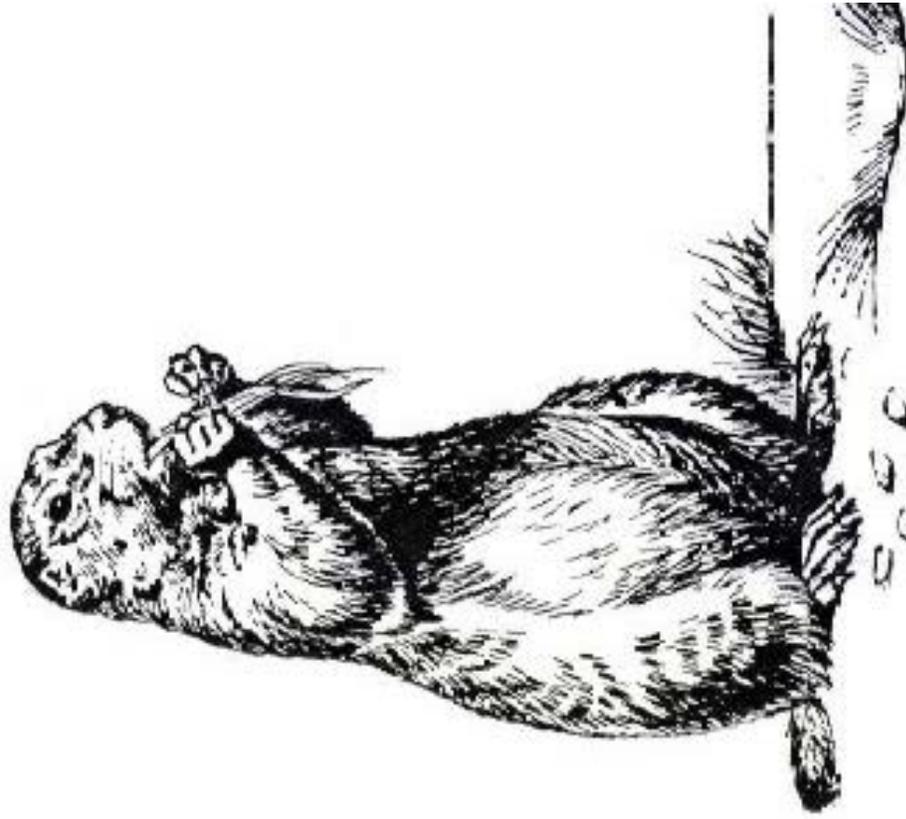
Gently rub a bud on the paper below.

What colour do you see?

3

Grassland

Colour the ground squirrel!



4

Smells

Draw or write about the smells of spring below.



9

Dear Adult Volunteer,

Thank you for volunteering for a field trip to Fish Creek Provincial Park! This excursion allows students to explore, discover and learn in one of the largest urban parks in North America.

Here are a few tips that may help you enjoy your visit:

- Pack a hearty and healthy lunch (snacks and water too!). There are no vending machines or stores on-site to purchase food
- Please dress appropriately for the weather. We will run our programs rain, snow or sunshine
- Ensure that you are aware of what part of Fish Creek the program is taking place. We host educational programs at the WEST end (near Woodbine) and the EAST end (near Deer Run)

Our staff will be available throughout the day to ensure that you and your group have a safe and educational experience in the park.

You are not expected to be a naturalist or history expert, but a positive attitude goes a long way!

Thank you again, we are very excited to see you in the park soon.

Warmest regards,

Environmental Education Team

CONNECTING PEOPLE WITH PARKS



FISH CREEK
ENVIRONMENTAL



Directions Map

Access Map - Fish Creek Environmental Learning Centre

13931 Woodpath Road SW, Calgary, Alberta



DIRECTIONS

From Anderson Rd SW heading west:

- Follow signs to Tsuut'ina Trail and follow exit onto Buffalo Run Blvd
- Follow Buffalo Run Blvd past the gas bar and Costco complex to 130 Ave SW
- Heading east through two traffic circles to continue onto 130 Ave SW
- Turn right onto Woodpath Rd SW and follow road straight into the park

From south of 130 Ave SW on northbound Tsuut'ina Trail:

- Take the 130 Ave SW exit and keep right at top of ramp onto eastbound 130 Ave SW
- Turn right on Woodpath Rd SW and follow road straight into the park

