

ORIENTEERING

A Field Study for Grade 4 - 6 Students

FISH CREEK
ENVIRONMENTAL LEARNING CENTRE

FishCreek.Education@gov.ab.ca

www.Fish-Creek.org

CONNECTING PEOPLE WITH PARKS



FISH CREEK
ENVIRONMENTAL
LEARNING CENTRE



Alberta Parks

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 *Physical Education*, *General Outcomes A, C & D* from the Grade 4 - 6 Alberta Elementary Physical Education Curriculum components 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 (13931 Woodpath Road SW) is located at the west end of the park and offers five indoor classrooms, bathroom facilities, an outdoor picnic area, an accessible trail system and an extensive variety of natural ecosystems: an old growth spruce forest, grasslands, riverine forests, a creek and several wetlands as well as disturbed (urban) areas.

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 missing or broken equipment.**
3. Washrooms and water fountains are located in the building. There are no vending machines or coffee/tea 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. A snack break will take place *after* the group orientation. Please ensure that the students are supervised by teachers during this time.
6. Volunteers will have a separate orientation (~10 minutes) on the day of the field trip during student snack break. 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 answer any questions that they may have.
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	Teacher/Parent led groups will navigate through approximately 1/2 of the orienteering course and complete Student Journal entries.
LUNCH BREAK	
Educational Activities	Teacher/Parent led groups will navigate through second 1/2 of the orienteering course and complete Student Journal entries.
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.

Reading a Map

RESOURCE: Appendix p.A1, 2

Maps represent geographical areas with symbols to inform the viewer about landmarks, points of interest and water bodies. These symbols vary from map to map, so a legend is used to explain what the symbols represent. Legends are important to understand the meaning of the symbols and to calculate the distances between landmarks.

Distribute copies of both the Sample Legend and the Map Symbol Practise sheets found in the appendix. Encourage your students to work in small groups or individually to complete the activity sheet.

Orienting the Map

The students will need to know how to orient a map before attempting the orienteering course in the park. Failure to correctly orient the map is the frequent reason why people experience difficulty following maps. Orienting a map requires the cardinal north on the map faces the same direction of compass north. If the map reader is unsure of compass north, orienting can be accomplished by following these steps:

1. Read the legend.
2. Locate where you are presently.
3. Find a landmark (parking lot, hill, bridge, creek) close to your location.
4. Holding the map so the words remain right side up, turn yourself around until what is shown on the map matches the actual locations.

Orienteering Practise

Set up an orienteering course on school grounds to practise the sport of navigating with your students. The map used can be teacher or student designed. Designate 10 to 20 control markers on distinct landmarks on the map using symbols. Mark and number these locations on the map. Ensure each student has a copy of the map.

A mass start could be used if the controls are to be visited in random order. Assign a particular control as a starting point for each group and then allow them to use the most time efficient route to locate the remaining control markers.

If you assign a code to each marker you can ask each group to record the codes from each marker found.

Where are we Going

Divide the class into small groups and distribute a City of Calgary map, pencil crayons and a ruler to each group.

Remind the students the first thing to do when using a map is to read the legend. Have the students locate Fish Creek Provincial Park on the map and determine the length of the Park, using the ruler and the map scale. The Park is too large to explore all in one day. The class will be visiting only the extreme west end of the Park. Have the groups locate this area of the Park and circle it.

Next, have the students locate your school on the map and circle that location. With everyone following on their map, discuss the route you will be travelling to reach the Shannon Terrace area of the Park. Students could be highlighting this on their maps as each thoroughfare is mentioned. Again using a ruler and the map scale, ask the students to calculate approximately how many kilometres they must travel from the school to reach the Learning Centre. Given an average speed of 65 km/hr. (some roads will be less, some more) and allowing 5-10 minutes for red lights and stop signs, about how long should the trip take?

Student Journal

RESOURCE: Appendix p.A4 - I I

Make copies of the Student Journal for each student in your class.

Students will use the “Orienteering in Fish Creek Provincial Park” student journal, to record the marker code letters and complete the associated activities.

You are encouraged to modify the activities, or substitute your own, to fit both the skill levels of your students and your lesson plans. A separate journal for the adults, marked Leader’s Copy, will be given to each adult as it contains the both the code letters and the correct answers to the activities.

Control Markers

Share the following information with your class. Orienteering control markers are usually red and white. On the course at Fish Creek Provincial Park, they are metal plates approximately 10 cm square permanently attached in a vertical position to signs, sign posts, map posts, trail marker posts or a dedicated post. They may be attached on any side and at any height, so remember to look up, down and all around if the control marker is not immediately visible. Record **ONLY** the two letter code on from the control marker.



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 can be found in the Appendix (pg A.#), please have a copy for each student.



Map Reading Praticce

Facilitated by the teacher for the entire class or by volunteers in small student groups

Using the laminated course maps provided students are taken through a quick review of reading the map legend and orienting the map.

- Ask student to read the map legend and locate the Learning Centre on the map.
- Ask students to orient themselves and the map using the picnic area parking lot in relation to the Learning Centre as thier landmark.
- Check to see that all students have themselves and the map oriented properly.
- This review can be done inside or outside before starting the course.

Upon completion of the practice small groups will head out to an assigned Control Marker to begin thier navigation of the course.



Orienteering Course

Completed in small, adult volunteer led groups for half the day.

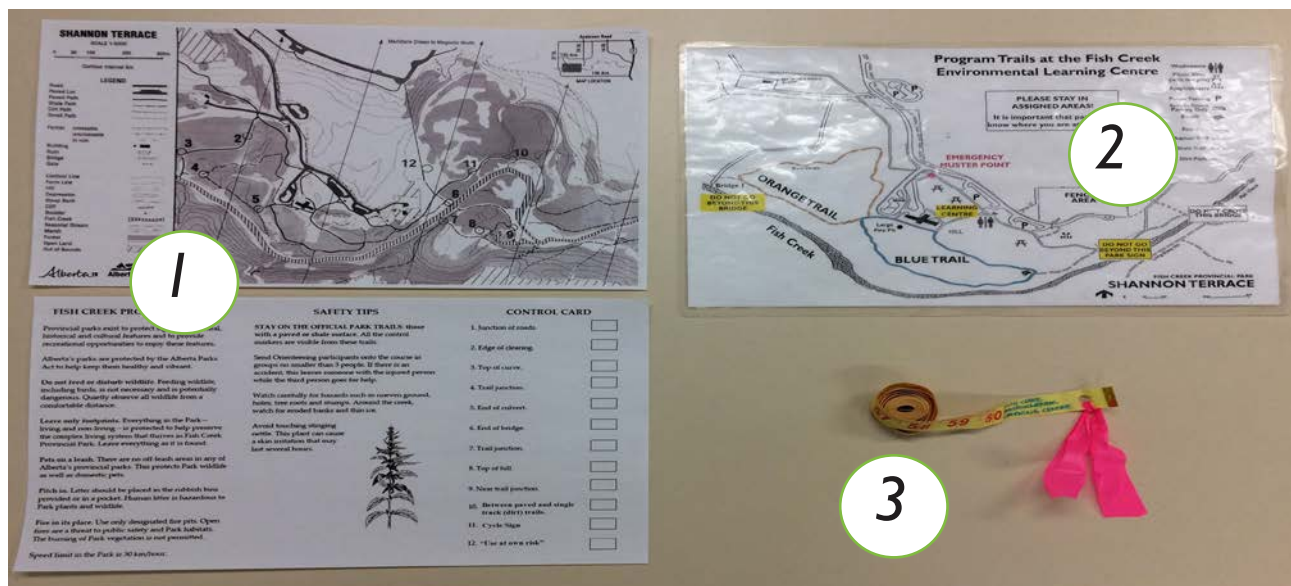
Students working in small groups with an adult leader will use the supplied maps to navigate through the 12 marker course. At each marker students will make observations and record thier finding in thier Student Journal.

Teachers will split thier class into four or more groups and assign each group a different Control Marker number to start navigating from. Groups can navigate the course in the following arrangement:
Markers 1 - 5
Markers 6 - 12
Markers 5 - 1
Markers 12 - 6

Student groups will be led by an adult to navigate half the course before lunch and half the course after lunch.

It is not a race and students should be encouraged to complete the observations and questions outlined in the Student Journal.

Be sure to divide each class into smaller groups and assign an adult volunteer to each group.



PROGRAM EQUIPMENT

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

1 Course Map

Orienteering course map (front and back) used to navigate to find course markers.

2 Trails Map

Program area map to aide in familiarization of landmarks and pathways locations.

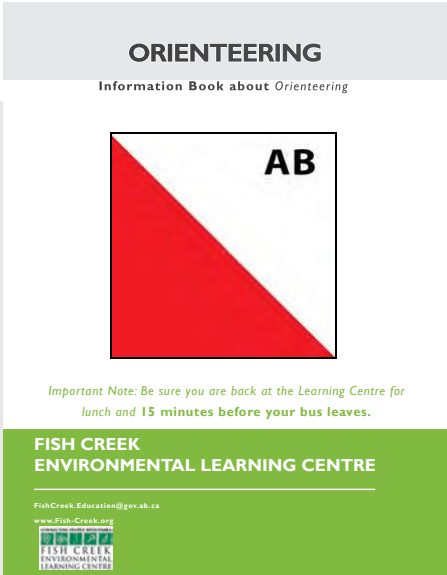
3 Tape Measure

To allow students to measure a variety of plant characteristics as asked for in thier journal.

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.



These booklets have a completed version of the “Student Journal” to act as an answer key and resource for you and your volunteers. They also include Orienteering Map for reference.

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 Journal

Allow students time to complete any work in their Student Journals.
Spend time sharing and discussing observations and findings students made while in the park.

Map Making

Working in their small groups, have the students draw maps of the Shannon Terrace area showing buildings, trails, bridges and the creek. North should be indicated and a legend included. Once the basic map has been completed, ask the students to add the interesting things they discovered while on the orienteering course: animal/bird sightings, nests, ant hills, flowers, strangely shaped trees, etc. Symbols used to represent these additions will need to be added to the legend.

Treasure Hunt

In small groups, students will set their own orienteering course using control cards and clues to identify the stops. When all the groups have finished setting a course, they will exchange maps and try to follow another group's course. When a group has completed the course, it will have all the code letters. Each group must unscramble those code letters to read a clue indicating where the treasure is hidden.

Move the class outside. Define the boundaries they must stay within as they draw a map of the area on the large piece of paper. The map should include natural and man-made landmarks, cardinal directions and a legend. When all the groups have completed a map, explain that each group will set up an orienteering course consisting of 8 control points.

The code letters on the control markers should unscramble to form a clue, indicating where a treasure has been hidden.

e.g. : UN - DR - ET - AE - RE - CH - ED - SK
= UNDER TEACHER DESK

Give each group three minutes to think of a place to hide a treasure and record, on a piece of paper, a clue indicating where the treasure is. (Check with each group to ensure their hiding place is acceptable).

Ask the students to keep in mind the following guidelines:

- keep their course distant from other groups
- set the control markers at some type of landmark e.g. tree, log, bicycle rack
- mark the location of each control marker on their map, using a circle. The centre of the circle should show the exact location of the control marker.
- write their group name, control number and double letter code on the front of the card. If the students cross off the letters in their written clue as they use them on the control markers repetition or omission of letters will be avoided.

- write a clue to help find the next stop on the back of the card

- as course is set up, record control number and codes to check answers later





























Give the groups 1/2 hour to set up their course and then return to you. As each group returns, give them a container with a treasure (e.g. stickers, pencils, treats etc.) inside, and have them place it in the hiding spot they had selected.

When all the groups are back, have them exchange maps. Ask them to pick up and bring back each control marker they find as they follow the course set by another group. Send the groups out to follow another group's course. As each group returns, check that they have found all the control markers for the course they were following. Use the answer sheets if necessary. Give them time to unscramble the code letters and find the treasures.

Appendix

READING A MAP

SAMPLE LEGEND

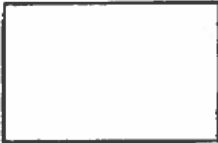
Road		Brown
Paved Lot		Brown
Paved Path		Black
Cinder Path		Black
Dirt Path		Black
Small Path		Black
Horse Trail		Black
Fence - crossable		Black
- uncrossable		Black
- in ruin		Black
Building		Black
Ruin		Black
Bridge		Black
Gate		Black
Car Wreck		Black
Contour Line		Brown
Form Line		Brown
Hill		Brown
Depression		Brown
Steep Bank		Brown
Cliff		Black
Boulder		Black
Fish Creek		Black
Seasonal Stream		Black
Marsh		Black
Forest		Black
Open Land		White
Out-of-Bounds		Black

MAP SYMBOL PRACTISE

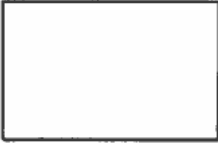
For the following exercise draw the feature using the correct color according to the symbols on the sample legend (following page). The contour interval is three metres. North is located at the top of the page.

Example:

1. Draw a cliff on the top of the east side of a nine metre hill.



7. Draw Fish Creek with a paved path and a bridge.



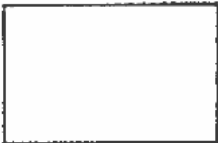
2. Draw a depression.



8. Draw a clearing with a car wreck at the western edge.



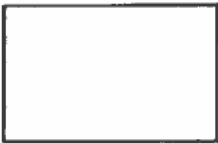
3. Draw a marsh.



9. Draw a horse trail running north-south with an uncrossable fence on the east side.



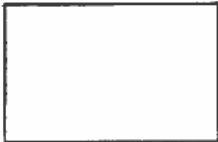
4. Draw three boulders in south-west of a ruin.



10. Draw a cinder path beside a seasonal stream.



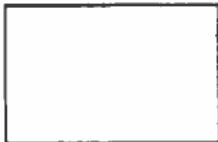
5. Draw a ruin on the east side of a building.



11. Draw a paved path south of an out-of-bounds area.



6. Draw a marsh with a seasonal stream flowing out the southern end.

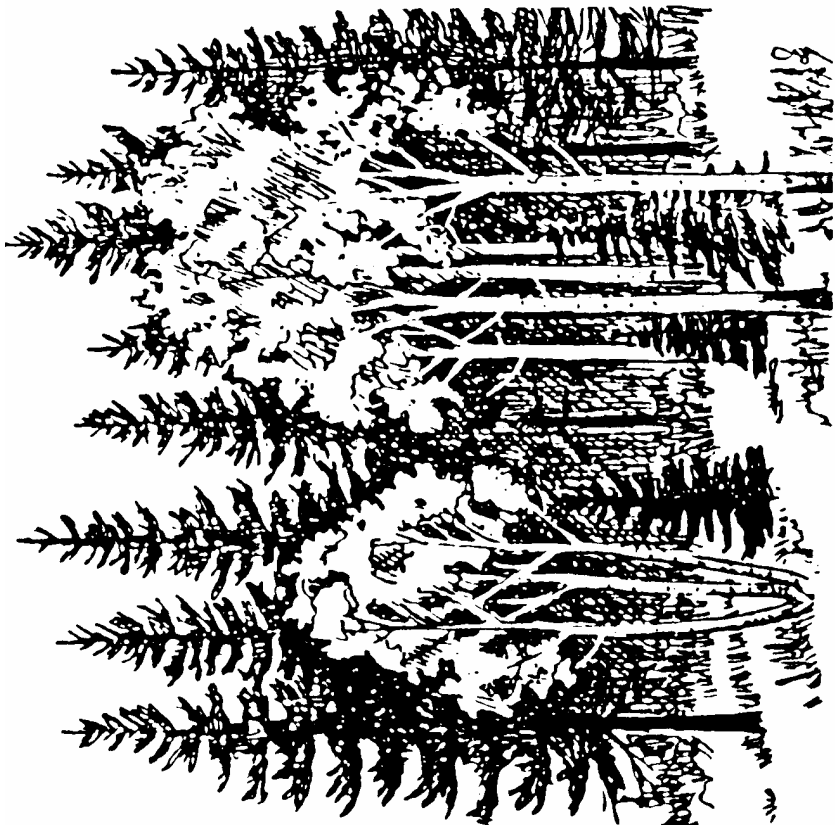


12. Draw a dirt path going through a forest.



ORIENTEERING IN FISH CREEK PROVINCIAL PARK

Student Journal



Name: _____



Control Marker 12

Willans

Control Code:

Norman Willans, a ranch foreman for Patrick Burns, built a ranch just down the hill towards the creek from here in 1932. The Willans raised five children in a very small house. Imagine what their lives were like compared to your life. In the left column, fill in details of your life. In the right column, fill in what life may have been like for children growing up here in the 1930's.

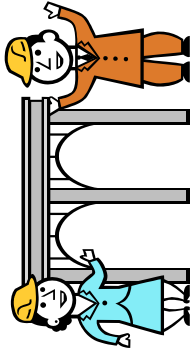
Your Life	Willans Children
Chores:	Chores:
Clothes:	Clothes:
Entertainment:	Entertainment:

Control Marker 1

Development

Control Code:

Look down the gravel road. In the distance is a large bridge that crosses the Fish Creek valley. Imagine you were the engineer hired to design the bridge and all the roads in the park. What things would you have to consider to be sure the bridge and roads did not have a negative impact on the creek, plants and wildlife?



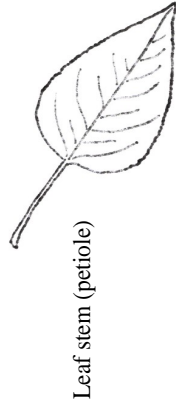
Control Marker 2

Balsam Poplar

Control Code:

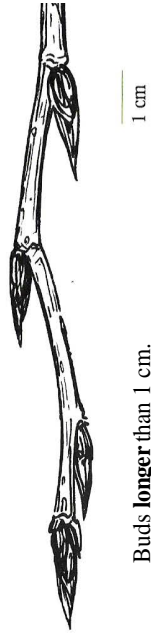
There are large balsam poplar trees in the area of the control marker. Take a look at the leaves (spring/summer) or leaf buds (fall/winter) on the balsam poplar branches.

Leaves (spring and summer)



The leaves are shaped like spades or **arrowheads**.
The leaf stem is **round** (roll between fingers).

Leaf Buds (fall and winter)



Leaf buds contain rolled up leaves that will open up in the spring. The resin covering the buds may be **sticky** and smell sweet.

As a balsam poplar ages, the bark darkens and gets thick and deeply grooved. The tree trunk can get very large. Look for insects and spiders taking shelter in the bark.

Control Marker 11

Lichen

Control Code:

In the area of the control marker, you will see shrubs and trees with lichen on their stems. They will look crusty and be of different colours.

A lichen is a combination of two organisms - algae and fungi. Algae make food through photosynthesis. Fungi retain water and provide nutrients and minerals.

Lichen are sensitive to air pollution and grow where the air quality is good. In the past, people have used lichen to dye cloth, to make toothpaste, lotions and even perfume.

Lichen comes in a variety of colours and shapes. On the chart below, check off the different colours and shapes of lichen you see as you are exploring the park.

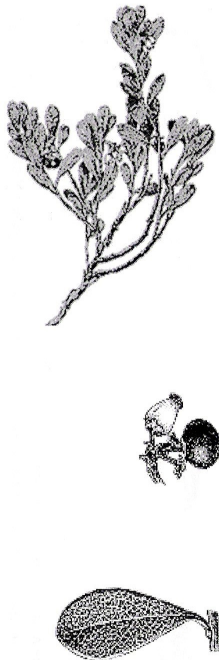
COLOURS	SHAPES		
	Crusty	Leaf-like	Shrubby
	Orange		
	Yellow		
Light Green			
Grey			
Black			

Control Marker 10
Kinnikinnick



Control Code:

This one can be a little tough to find. As you move to find this marker or the next one look down for a trailing plant hugging the ground like a mat. It has brownish-red bark and shiny, dark green leaves that are oval and leathery. This is bearberry or kinnikinnick. Its waxy, bright red berries are a favourite food of bears and birds, including grouse.



Carefully moving the plants, find the beginning of one branch and follow it to the end. Estimate how long it is. Repeat with two more branches. Find the average length by adding all the estimates together and then divide the total by 3.

Branch #1: _____ cm

Branch #2: _____ cm

Branch #3: _____ cm

TOTAL: _____ cm ÷ 3 = _____ cm average length

Control Marker 3
Red-Osier Dogwood



Control Code:

The red-osier dogwood shrub is 1 to 3 metres tall. Almost the entire stem is a deep red colour especially in winter. In spring it may be more green.



First Nations people used the outer bark of red-osier dogwood to make dye. The stems of the shrub were woven into birch baskets to add colour.

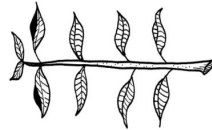
Many birds like to eat the white berries that grow on red-osier dogwood, but deer find the buds and branch tips irresistible. Look for shredded branch tips where deer have browsed.

Take a look at the leaves, buds and branches. Do they grow opposite or alternate along the stems?

Alternate

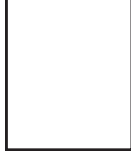


Opposite



Control Marker 4 Deadfall

Control Code:



Deadfall (fallen tree trunks and branches) is an important part of a healthy forest ecosystem. It provides food and shelter for many small plants and animals. In turn, these organisms are important sources of food for larger animals. As the wood decays, it becomes part of the soil, adding valuable nutrients to the soil that plants need to grow.

Look at the fallen logs and circle the items you find below.



fungus



slug



centipede



millipede



lichen



beetle



earthworm



moss



gnome



spider



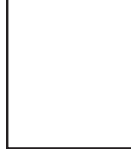
seedling



woodpecker

Control Marker 9 White Spruce

Control Code:



Most of the coniferous trees in Fish Creek Provincial Park are white spruce trees. Coniferous trees produce cones with seeds inside.



If you find a dry cone on the ground, tap it against the palm of your hand. Some of the little winged seeds may fall out. Squirrels, mice, and many birds, love to eat spruce seeds.

Look at a needle-like leaf on the spruce tree. Does the needle grow out of the branch singly, or do you see needles growing out of the branch in groups of 2 or more, bundled together at the base?



Roll a needle between your fingers. Does it roll smoothly or does it feel like it has edges?

You can use needle shapes and growth patterns to identify evergreens:

Needle Square, grows singly out of branch - **Spruce Tree**

Needle Flat - Fir Tree

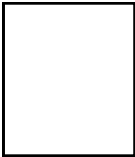
Needle in Pairs - Pine Tree

The trunk of a white spruce grows straight; this makes for good lumber. Your home may be made from white spruce lumber.

Control Marker 8

Trembling Aspen

Control Code:



Examine the stands of trembling aspen trees in the area of this marker. Take a look at the leaves (spring/summer) or leaf buds (fall/winter) on the trembling aspen branches.

Leaves (spring and summer)



Leaves are oval to **heart-shaped**.
Leaf stem is **flattened** (feel and roll between fingers).



1/2 cm

Leaf Buds (fall and winter)

Buds **shorter** than 1 cm.

The bark of a trembling aspen tree usually has a **white powder** on it, to protect its thin bark from the sun's drying rays.
(Rub the tree trunks.)

Control Marker 5

Willow

Control Code:

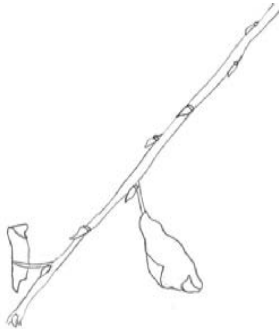


Walk a few metres down the trail towards the Centre to a small wetland. There is a large willow shrub on the south side of the trail, right beside the wetland. Willow shrubs are often found along the edges of lakes, rivers and wetlands.

The leaves on a willow shrub are usually simple, long and narrow, and pointed at both ends.



Willow leaf buds, seen in the fall and winter, are small and grow in an alternate pattern along the stems. Each bud has only one scale.



Willow bark has been used for centuries to relieve pain, aches and fever. The bark contains a compound called salicin.

What is the name of the medicine that we take for headaches, aches and pains, that contains a compound similar to the salicin found in willow bark?

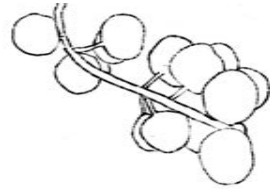
A _____ N _____

Control Marker 6

Chokecherry

Control Code:

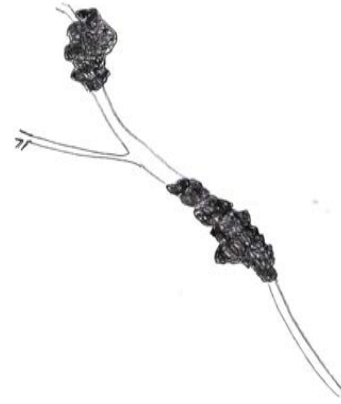
Chokecherry is a shrub that can grow up to 10 m tall. Young chokecherry bark is reddish-brown and older shrubs have bark that is more grey-brown.



The berries that grow on chokecherry shrubs are dark reddish purple and they hang in clusters from the branches. Although bitter or sour, chokecherries can be made into jam and jellies.

A sure way to identify chokecherry in the park is to see shrubs with clumps of black material plastered on the branches. What do you think the clumps of black material might be?

1. Scat
2. Fungus
3. Lichen
4. Sap



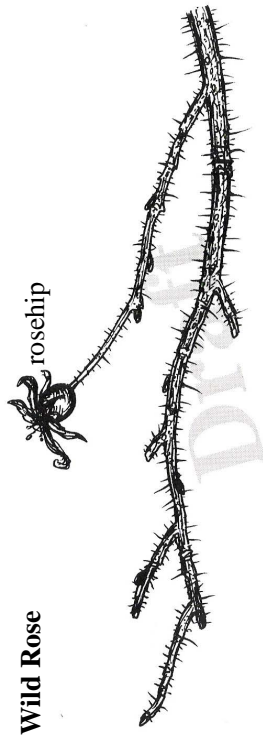
Control Marker 7

Rose/Gooseberry

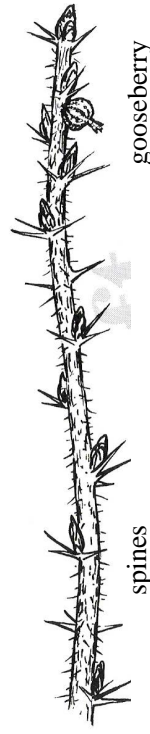
Control Code:

Around the area of Control Marker 7 you will see wild rose and wild gooseberry shrubs. Both shrubs have prickles along their stems, however, the wild gooseberry also has large spines growing just below the leaves or buds. Try to find a wild rose shrub and gooseberry shrub.

Wild Rose



Wild Gooseberry



The fruits of the wild rose form in the late summer and are called “rosehips”. Rosehips are shiny red and are rich in Vitamin ___, just like oranges. Gooseberries start off bright green and will slowly turn dark purple. They are tart or sour, but sweeten up as they ripen.

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 onsite 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

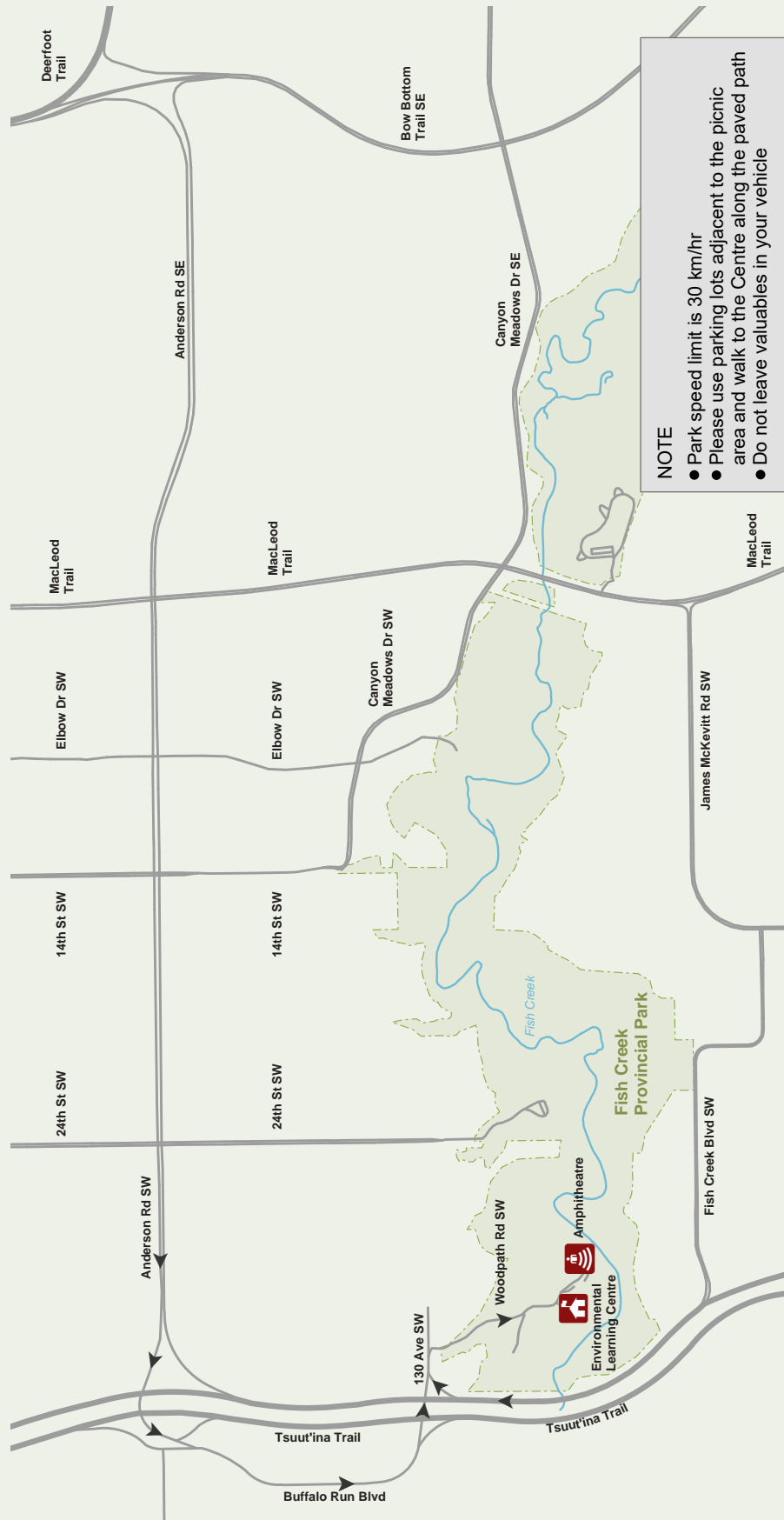


FISH CREEK
ENVIRONMENTAL



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

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

