



GR. 1 NATURE DISCOVERY

TEACHERS PACKAGE

An Outdoor Exploration of the
Needs of Plants and Animals

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INTRODUCTION

Welcome to the teacher's planning and activity package for **NATURE DISCOVERY**. This hands-on, outdoor program explores the needs of plants and animals in different seasons with a special focus on the role that parks play in protecting the many small creatures found in and around these areas.



PROGRAM AT A GLANCE

Time Required: 1.5 hours outdoors

Best season to book program: September, October, May, June

Suggested Locations: Saskatoon Island Provincial Park, Moonshine Lake Provincial Park, Young's Point Provincial Park or a natural area near you.

ADULT REQUIREMENTS:

We ask that you provide one adult supervisor for every 4-5 students. The adults will assist students with activities and help them remain on task with the group.

PROGRAM OUTLINES

PARKS IN MINIATURE is a hands-on program intended to introduce students to the natural environment in their own region. Students will test their senses and then use those senses to explore an area of natural forest edge at ground level. They will examine the needs of small plants and animals and discover how those needs can be met in different seasons. Students will also consider how people can care for the natural world.



This program package will give you details on how this program fits with the Alberta Curriculum for Grade 1 Science, a planning checklist, information on what to bring and parent volunteer information.

In addition, a variety of supplementary pre-fieldtrip classroom activities, extension activities and resource materials are included to help you prepare your class for the fieldtrip and build on the topics covered in the **NATURE DISCOVERY** program.

GRADE 1 CURRICULUM TOPICS

Life Science:

- E: Needs of Animals and Plants: (1-11) Identify some common living things, identify needs of those living things.
- D: Senses: (1-9) Use the senses to make general and specific observations and communicate observations orally.

Earth Science:

- B: Seasonal Changes: (1-6) Describe seasonal changes and interpret the effects of seasonal changes on living things.



SPECIFIC LEARNER EXPECTATIONS

- Observe, describe and compare living things.
- Identify the requirements of animals to maintain life (ie, air, food, water, shelter, space).
- Identify the requirements of plants to maintain life (ie. Air, light, sun, water, space)
- Give examples of ways in which animals depend on plants and the ways in which plants depend on animals.
- Identify each of the senses and explain how we use our senses in interpreting the world.
- Identify and describe examples of plant and animal changes that occur on a seasonal basis.

CROSS-CURRICULAR CONNECTIONS

This program had been designed to meet specific curriculum requirements for the Grade 1 Science Program but there are also many curriculum connections within the Language Arts, Social Studies, Mathematics, Physical Education and Art programs of studies.



This program is also designed to reflect the goals of Parks and Protected Areas:

- **Preservation & Protection**: to preserve the province's natural heritage, associated cultural heritage, ecological functions and biodiversity for current and future generations.
- **Tourism & Community**: to contribute to communities and the economy by fostering sustainable tourism experiences and ecosystem services such as clean air, land and water.
- **Heritage Appreciation & Education**: to instill pride and encourage stewardship by developing appreciation and understanding of Alberta's significant natural and cultural heritage.
- **Outdoor Recreation & Healthy Living**: to provide inclusive nature-based outdoor recreation opportunities that contribute to societal health and well being.

FACILITIES AND SERVICES

1. A professional interpreter will guide you on your fieldtrip and be there to answer any questions about the topics discussed .
2. All equipment needed for the fieldtrip will be included. There will be a break during lunch time which your class may want to bring balls, Frisbees or any other supplies for students to use during free time.
3. If your program is at a Provincial Park washrooms are located throughout the area.



NOTE: If you are spending the day in the Provincial Park, we ask that you bring any supplies that you may need for that day. If you are interested in booking the **GROUP USE** or **DAY USE** for use before or after you interpretive program, please contact the Alberta Parks office to see if there is availability.

ALBERTA PARKS OFFICE:

780-538-5350



PLANNING CHECKLIST

- Arrange transportation to and from the Park.
- Know the meeting location (Staff will let you know prior to fieldtrip).
- Supply name tags for the students.
- Check student health forms for Allergies that might be of concern. (Ensure that the Parks Staff is aware of any issues prior to the program. It is still the teachers responsibility to be prepared and administer any drugs associated with an allergy or illness).



- Arrange for and prepare adult volunteers (**A ratio of 1 adult per 5 students is recommended**).
- Ensure that students have a lunch and filled water bottle if necessary.
- Ensure students are dressed appropriately for the weather. All our programs are run in rain, snow or shine unless contacted. (See next page)
- Have a class discussion that reviews the role of Provincial Parks, Park Rules and behavior expectations.



WHAT TO BRING

The weather can be unpredictable. Please ensure that your students **DRESS FOR THE WEATHER!**

WHAT TO WEAR:

- Long pants
- Warm Sweater or Sweatshirt (Dress in layers)
- Waterproof Jacket and other Rain Gear
- Sturdy Walking Shoes
- Rubber Boots (Optional for pond dipping but highly recommended)
- Warm Socks (An extra pair of socks is helpful if other pair gets wet!)
- Toque, Gloves or Mittens
- Sunglasses or Hat

OPTIONAL ITEMS:

- Any Medications
- Binoculars
- Field Guides to Plants, Animals or Bugs
- Snacks, Lunch, Water Bottle and Water to Drink!
- Bug Repellant
- Sunscreen



PARENT VOLUNTEER INFORMATION

ROLE: Parent volunteers are a wonderful addition to any education program. Their main role is to help the interpreter lead groups through various activities during the fieldtrip and help keep students focused. Parent volunteers do not have to have any previous knowledge of the park.



WHAT TO BRING FOR PARENT VOLUNTEERS:

All the activities are outdoors so please dress for the weather including protection from the sun, rain, snow or bugs. The program also involves a fair amount of walking so please wear comfortable, sturdy footwear.

PRE-FIELDTRIP ACTIVITIES

The preparatory activities described here will introduce the topic of wetlands to your students and will allow them to practice the skills to be used during the program.

- Begin a discussion about the needs of plants and animals (food, water, shelter, air, space). Start a journal and describe what they think it would be like to be a creature living in the forest (journal making can be a great art project). Ask students to think about surviving in different seasons.
- Have the students share stories about outdoor experiences. What did they see? How did it feel to be out in the forest?



- **Measure space.** Have each student measure out a square 1 meter by 1 meter. Stand in the square and imagine living in that much space. Could they find everything they need to survive in that much space? Talk about animals that might need more or less space than we do (ant, bee, bear, deer).
- Test observation skills with a “What is Missing” Game. Lay out a number of objects on a table. Let the students observe the objects then cover the area. While their eyes are closed, remove an object and lift the cover. Can they identify what is missing?

EXTENSION ACTIVITIES

There are many other activities that can be used to expand on topics covered during the outing.

- As a class or individual, have the students choose one of the plants or animals that they saw on the walk and learn more about it.
- Build a diorama or draw a picture of the home for your plant or animal. Be sure to include everything it will need to survive. What would be the best way to make sure that the plant or animal can keep living in their special place?



- Make a chart for your classroom describing the needs of one or more of the plants or animals that you met on the walk. As the season's progress, make notes of how those needs might change.
- Conduct an "Odor" walk. Explain to the children that they are to follow their noses and use their sense of smell for this activity. Rub a large, cut onion on various objects in the school yard (playground equipment, trees, buildings) a few minutes before class. Discuss how animals use odors in their world to find food and define their territory. Have the students find your marked objects. You may want to set up an "odorous" reward at the end of the trail.

OTHER RESOURCES

- Knee-High Nature by Dianne Hayley and Pat Wishart. 1991. Volumes on Spring, Summer, Fall and Winter.

