

Stave Falls Elementary School

FOREST AND NATURE program

Explore Discover Learn

Students will have the opportunity to explore, discover and learn in the natural environment each day

- **Curriculum Connectedness:** The BC Science curriculum takes a place-based approach to science learning. Students will develop place-based knowledge about the area in which they live, learning about and building on First Peoples knowledge and other traditional ecological knowledge of the area. This provides the basis for an intuitive relationship with and respect for the natural world, connections with ecosystems and community, and a sense of relatedness that encourages lifelong harmony with nature. Lesson plans are designed to meet requirements in subject areas.
- **Aboriginal Worldviews and Perspectives:** Students build capacity for intercultural understanding, empathy, and mutual respect. Lessons incorporate First People's Principles of Learning.
- **Experiential Education:** Students are immersed in an outdoor experience and then encouraged to reflect about the experience to develop new skills, new attitudes, or new ways of thinking.
- **Cultivating Curiosity** – Using an inquiry-based approach to learning, students will be engaged in deep thinking, meaningful questioning, and discovery
- **Hands-On Happenings** – Students are given the opportunity to create, design and build to enhance their learning using appropriate tools
- **Purposeful play** - Students have the opportunity to imagine, socially connect and construct in the context of “play”
- **Competencies Competency** – Students develop curriculum competencies and personal competencies (communication, thinking, personal and social) through outdoor learning activities and tasks
- **Environmental Expertise** – Students learn and practice outdoor safety practices in a controlled environment in order to become safe, responsible outdoor citizens. They are taught specific outdoor skills to gain proficiency in navigating the outdoors
- **Stewardship Sensations** – Students practice responsible stewardship of the land they are a part of and learn ways to contribute to sustainable practices in everyday living

What kind of activities might be a part of your child's day?

- Exploring habitat through scavenger hunts, digging in the dirt, collecting, sorting and identifying
- Examining bark under a magnifying glass, weaving traditional cedar baskets
- Participating in a nature walk learning history and story of the place

- Acquiring wilderness survival skills (bear aware, making lean to's)
- Planting and cultivating berries to be used in traditional teas, making nettle soup
- Creating a haiku poem, story or Inukshuk reflecting a special place
- Designing, planting, tending and harvesting gardens
- Nature art: leaf crowns, story stones, paintings, designing bug hotels
- Math centres: Measuring plants, counting rings, building tiered structures, boxes and planters
- Analyzing trees to determine health, age and species
- Sit spots – listening to the sounds around you – creating a soundscape
- Identifying natural and man-made things in nature (and cleaning up the forest at the same time)
- Aboriginal knowledge and connection with land through story, plants, history and activities
- Understanding scientific principles and processes in the context of curriculum themes including habitat, water, insects, weather, planets, biodiversity and so much more.

Preparation and Clothing for the Outdoor Classroom

- Waterproof jackets
- Rain pants
- Rubber boots/Snow boots
- Hats and gloves
- Change of clothes at school
- Extra socks
- Water bottle – labelled
- Layers – wearing several layers with a waterproof layer on the outside
- Sunscreen
- Kleenex or napkin for runny noses, etc.
- Closed toed shoes in dry weather
- Emergency medication and communication on procedure with school (i.e. epipen, allergy requirements, etc.)
- Be prepared for messy children on pick up – including seating in car
- Healthy, portable snacks – children get very hungry in the outdoors