

Brightwater Experience Itinerary

Name: Sarah Myers

School: Caswell Community School- AcTal Grade 7s (28 students- 13M, 15F)

Inquiry (BIG) Question: *What can we learn about the cycles and complex interactions within ecosystems while connecting with the land and its inhabitants, Elders, Traditional Knowledge Keepers, scientists, and artist at Brightwater?*

Monday, October 29th, 2012

- 8:45 arrive at school and bring supplies and gear to front of school
- 9:00 load the bus
- 9:10 depart for Brightwater
- 9:30 arrive at Brightwater and unload bus (drop all gear in front of cabin). - Girls- Meet in front of Somers hall for **Orientation/Expectation** from Teri Clark; Boys= solitude journal entry *TOPIC=Sense of Place: What are your first impressions of Brightwater? What do you see, hear, smell, feel? What questions arise? What observations do you make that connect to prior experience or knowledge? What do you hope to learn this week?*
- 10:00 Boys' orientation; girls' journal entry
- 10:30 Snack
- 10:45 **Nature immersion with Ms Myers:** *How does "tapping in" to all our senses help us connect to the Brightwater ecosystem?*
- Discovery hike along creek trail (backpack with loupes and "who am I" cards)
- 12:30 Lunch (**students need to bring a garbage, free bagged lunch**)
- 1:00 **Session with Elder Darlene Spiedel (Somers Hall)***What knowledge to the Dakota people hold regarding the components & interdependence of ecosystems?*
- 2:30 Snack
- 2:45 **Nature immersion II with Ms Myers:** *How does "tapping in" to all our senses help us connect to the Brightwater ecosystem?*
- Sound map- high path up by the dunes
 - rainbow chips
 - get to know a tree (if time)
- 4:30 Cabin time, set up, get settled, unpack
- 5:00 Food Prep/Supper Set up/Time in Cabins (see grid)
- groups w/o task: cooperative activities (e.g. Bioviva game, dilemma game)
- 5:45 Supper

- 6:30 Supper Clean-up; rest of groups- team building games in Somers hall with Mr. Avivi
- 7:45 meet for night hike (Somers Hall)
- 8:00 Night Hike with Ms Myers: How does "Brightwater by night" compare to Brightwater by day"? What adaptations do animals have that allow them to thrive and/or survive in the dark?
- 9:15 or so Snack (see attached grid); fire in Somers Hall and singing if time
- 10:00 **Cabins/journals (What did you learn today? What questions do you now have?)**
- 10:30 **Lights out!**

Tuesday, October 30th, 2012

- 8:00 Rise and shine! (remain in cabins until bell for breakfast)
- 8:15 Breakfast set up (see grid re. groups)
- 8:30 Breakfast then clean up
- 9:00 **Round one of Inquiry activities (Somers hall - Liz, Kevin, Sandra)**
- 10:30 Snack at Somers hall
- 10:45 **Round two of Inquiry activities (Liz, Kevin, Sandra)**
- 12:15 **lunch prep or cabin time**
- 12:30 Lunch & clean up
- 1:00 Round three of Inquiry activities
- 2:30 Snack
- 2:45 Nature journal time (outside if they're not too cold; or in Somers Hall)
- 3:15 or 3:30 **First Aid Basics with Mr. Barbier** (health curriculum link)
- 4:45 Somers hall- talking circle- What are we thankful for today? What have we learned? How can we be good ecological/global citizens?
- 5:30 Cabin time & supper prep
- 6:00 Supper
- 6:30 Supper clean up; groups w/o task: cooperative activities (see day 1)
- 7:00 gather back; storytelling
- 7:30 **Astronomy with Ron Waldron**- clear skies= 40 min. presentation
- 8:10 "Birch" group views; "Aspen" group- skit prep with Sarah
- 8:30 switch viewing/skit
- 9:00 Campfire, snack, skits, and singing- Somers hall
- 10:30 Cabins
- 11:00 Lights out!

Wednesday, October 31st, 2012

- 8:00 Rise and shine! (remain in cabins until bell for breakfast - **pack up all gear**)
- 8:15 Breakfast set up
- 8:30 Breakfast then clean up
Back to Cabins to clean and haul all gear to the top of the hill
- 9:45 Group 1 meet to walk out to tipi; group 2 meets for instructions
Inquiry questions for Faye: *What knowledge to the Metis people of Saskatchewan hold regarding the components & interdependence of ecosystems?*
- 10:00 Faye with group 1- "Aspen"
Group 2- "Birch"- work project
- 11:00 groups switch locations
- 12:15 Reconvene; Lunch set up
- 12:45 Lunch
- 1:15 Lunch clean up
Final clean-up of the hall, kitchen and bathrooms in Somers Hall
- 1:45 Talking Circle & final task culminating the camp experience (building a web)
- 2:00 load bus
- 2:30 Leave Brightwater
- 3:15 arrive at school / unload bus

SESSION SCHEDULE	Round A	Round B	Round C
Session 1- Art with Kevin (watercolours, weather permitting; sketching if it's quite cold)	Redpolls (9 students)	Waxwings	Chickadees
Session 2- Ethnobotany with Sandra	Chickadees (9 students)	Redpolls	Waxwings
Session 3- Science (cycles in nature) with Liz	Waxwings (10 students)	Chickadees	Redpolls

For Astronomy and Metis Knowledge sessions	
Aspen	Birch
14 students	14 students

Group 1: Liz- Science

These three are the primary focus:

- Which biogeochemical cycles can we observe at Brightwater? How does matter cycle through the prairie, forest, and creek ecosystems? How does energy cycle through these same ecosystems?
- What are some examples of decomposers found here? What is their role in the ecosystem?
- How does human influence impact biogeochemical cycles locally and globally? What can we do to reduce our negative impact?

These two are a minor focus:

- What biotic and abiotic components make up the Brightwater ecosystem(s)?
- What examples of the interdependence of living things can we respectfully observe while getting to know the Brightwater ecosystem(s)?

Group 2: Kevin- Art

- How can we visually depict the complexity of the Brightwater ecosystem?
- What message or ideas can our artwork communicate about the interactions among the various biotic and abiotic “components” of the Brightwater ecosystem?
- How can art help us to deepen/enhance our connection to the land at Brightwater?

Group 3: Sandra- Ethnobotany (Student take their photos and nature journals to record their findings/learnings during this session)

- Which plants at Brightwater have medicinal, artistic, food, tool, or spiritual purposes?
- What connections can we make between traditional/historical plant use and current medicines, tools, art supplies etc.?
- What traditional Indigenous knowledge relates to plants at Brightwater?
- What can we do to reduce our impact on the land and to promote sustainability both at Brightwater in our daily lives?

Curricular outcomes setting the focus for the week:

Science IE7.2- Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.

- a. Provide examples of ecosystems of varying sizes and locations, including their biotic and abiotic components.
- b. Conduct a field study to observe, record (using sketches, notes, tables, photographs, and/or video recordings), and identify biotic and abiotic components of a local ecosystem.
- c. Show respect for all forms of life when examining ecosystems.

Science IE7.1- Relate key aspects of Indigenous knowledge to their understanding of ecosystems.

- a. Gather information about traditional Indigenous practices with respect to the relationships and connections between people and their ecological environment.
- b. Examine key aspects of Indigenous knowledge and First Nations and Métis people's practices that contribute to understanding of ecosystems and the interactions of their components.
- c. Provide specific examples of Indigenous knowledge in understanding the components of their ecosystems.
- d. Describe the ways that traditional Indigenous knowledge about respect and responsibility for the land, self, and others has been transmitted over many years, including the oral tradition.

Science IE7.3- Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems

- a. Model the carbon, nitrogen, and water cycles to illustrate how matter cycles through ecosystems.
- b. Explain the role of decomposers in recycling matter in an ecosystem.
- c. Consider observations and ideas from a variety of sources during investigations and before drawing conclusions related to biogeochemical cycles.
- d. Describe how energy passes through ecosystems during the processes of photosynthesis and cellular respiration.

Science IE7.4- Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem.

- a. Identify and refine questions and problems related to the effects of natural or human influences on a particular ecosystem.
- b. Be sensitive and responsible in maintaining a balance between human needs and a sustainable environment by considering both immediate and long-term effects of their course of action or stated position

Art CP7.10- Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).

- a. Investigate how a single idea can be developed in many ways and directions (e.g., How many different ways could we represent visually a sense of community within an isolated prairie landscape?).
- b. Reflect on how images, elements of art, and principles of composition can be organized to convey meaning in visual art (e.g., What message or ideas does our art work communicate about our sense of place in Saskatchewan?).
- c. Demonstrate awareness that artists are observant of their environment and often express ideas about the role and representation of place in their work.
- d. Recognize that visual art is a means of personal exploration and communication, and appreciate the importance of visual expression.

MEAL SCHEDULE	food prep	set tables	clean up kitchen	clean up tables	free
Supper Monday 29th (e.g. pasta- spag- and salad)	sun	earth	wind	water	sky
Breakfast Tuesday (e.g. French toast, bacon and fruit)	sky	sun	earth	wind	water
Lunch Tuesday (e.g. make your own subs + soup)	water	sky	sun	earth	wind
Supper Tuesday (e.g. burritos and veggies and dip)	wind	water	sky	sun	earth
Breakfast Wednesday (e.g. bagels, eggs, fruit, cereal)	earth	wind	water	sky	sun
Lunch Wednesday (e.g. perogies and hot dogs)	sun	earth	wind	water	sky- bathrooms

SNACK SCHEDULE	Who prepares	Where we eat it
MORNING Monday 29th - fruit		
AFTERNOON Monday 29 th - muffins (or something like that!)		
CAMPFIRE Monday 29 th - something fun e.g. S'MORES		
MORNING Tues 30th - fruit		
AFTERNOON Tues 30th - muffins (or something like that!)		
CAMPFIRE Tues 30th - something fun e.g. S'MORES		
MORNING Wed 31 st - fruit? cheese and crackers?		
AFTERNOON Wed 31 st (take on bus)- granola bars		