

Dr. J. G. Egnatoff Brightwater Winter Experience
Feb 5 – 7, 2014

Teacher: Crawford Grade # of Grade 6 Students: 35
 # of Volunteers: 6 # of Cabins:3

Classroom Inquiry Unit of Study Question(s):

- What have and can we learn from birds in the wild about flight and adaptations for winter survival?
- How do birds wing shape and size effect flying?
- What are and why are there variations in morphology (appearance) of birds found on the prairies?
- How did past cultures use the natural resources of the prairies for survival during the winter?
- How can we apply these learnings to present day living?
- What birds can be found on the Sask prairies

Wednesday Feb. 5

9:05am	Arrive at School
9:30	Leave for Brightwater in bus
10:00	Arrive at Brightwater –drop off gear in cabins
	Orientation whole group – meet in Urwin Hall
10:15	Orientation Girls/Boys set up cabins
10:30	Orientation Boys/Girls set up cabin
10:45	Snack
11:00	Site Hike
12:30	Lunch with 6Peters - Clean up (Fire)
1:15	Learning Session 1 Survival/Photography/Nature
2:30	Learning Session 2 Survival/Photography/Nature
3:45	Snack
4:00	Session 3 Survival/photography/nature
5:30	Food preparation (Earth - leave session early)
6:00	Supper -Clean up (Water) / Cabin Inspection
7:00	Wide games
7:30	Star gazing/astronomy with Mr. Waldron
10:00	Evening Snack and mug up
10:30	Lights Out. Good Night

Thursday Feb 6 (9; 10:45; 1:15)

Science Inquiry Focus Questions (Liz):

What aspects of winter ecology can we best study at Brightwater?

Flight – What adaptations have some birds evolved for survival through the prairie winters?

Activity:

Discuss, observe and record aspect of prairie winter that mammals and birds must adapt to for survival. Discuss, observe and record bird adaptations (physiological, anatomical, and behavioural)

Ethnobotany Inquiry Focus Questions (Sandra):

How have past cultures used the natural resources found on the prairies for winter survival?

Flight – how have humans used the principles of flight in order to hunt? What makes the Atlatl so effective?

Activity:

Discuss and observe artifacts found at Brightwater. Hike the trails to discuss and observe native plants in their natural habitat and their uses by past cultures for food, clothing, shelter, medicines and tools.

Observe flight paths/trajectories of the atlatl and spears and through participation discover the advantages/disadvantages of these tools for hunting.

Art Inquiry Focus Questions (Kevin):

How can we depict variations in prairie bird adaptations through Art?

Activity: making masks of prairie birds

Thursday, Feb. 6

7:30	Wake Up
7:45	Food Preparation (Fire)
8::15	Breakfast. Clean Up (Earth)
9:00	Learning Rotation 5 Sci/Ethno/Art
10:30	Snack
10:45	Learning Rotation 6 Sci/Ethno/Art
12:15	Food Preparation (Water)
12:30	Lunch - Clean Up (Fire)
1:15	Learning Rotation 7 Sci/Ethno/Art
2:45	Snack
3:00	Journaling
3:45	Optional ski/board games
5:00	Choice Activities/Wide games
5:10	Food Preparation (Earth)
5:30	Supper - Clean Up (Water)
7:00	Songs with Liz
8:45	Camp fire
9:30	Evening Snack
10:30	Lights Out. Good Night

Friday Feb 7 (9:30, 10:30)

TKK Inquiry Focus Questions (Faye):

Traditional knowledge and stories centered on flight – How and what have FNIM peoples learned from bird flight?

Activity: Story Telling in the Tipi

Giving Back Activities: Restacking wood, shoveling snow, feeding birds

Friday, Feb. 7

7:30	Wake Up. Pack up all gear and Haul to the Flag Pole
7:45	Food Preparation (Fire)
8:00	Breakfast - Clean Up (Earth)
8:45	Cabin Cleaning and Inspection
9:30	Learning Rotation 8 Giving Back/ TTK in Tipi (10am)
10:30	Learning Rotation 9 Giving Back/ Ttk in the Tipi (11am)
12:00	Lunch - Clean Up (Water)
1:00	Final clean up of halls
1:45	Depart for School
2:15	Arrive at School (Head home for a sleep)