



Brightwater Experience

Administrative Details:	School: Aden Bowman	Teacher Name(s): Joelle Krysak	Date of Experience: October 2
	Course Name: Environmental Studies 20	Number of Learners: 37	Number of Learning Sessions:
Areas of Curricular Emphasis (Based on Number of Learning Sessions)			
Curricular Connection(s): _____		Curricular Connection(s): _____	
Unit(s): Integrative Nature of Environmental Science		Unit(s):	
Outcome(s): Examine the interdisciplinary nature, systems approach, and applications of environmental science and Indigenous perspectives on living with and in the environment.		Outcome(s):	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open	
Facilitator Requested: <input checked="" type="checkbox"/> Liz/Susan: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Traditional Knowledge Keeper <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other Inquiry Question: How do First Nations people view environmentalism vs. western cultures? Collaboration Notes: 9:30 – 11am Meet at EcoIL Centre The students are in 2 groups; each group spends 1.5 hours with an ecology facilitator (2 facilitators needed) on a hike to become familiar with the land from Ecology and Indigenous Cultures perspectives Questions to consider: How was the landscape formed, how has it been altered? What ethnobotany is explored at Brightwater? What are some of the conservation issues/actions that are being considered/performed at Brightwater? Discussion of Circle of Life from First Nations and Ecology perspectives.		Facilitator Requested: <input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Traditional Knowledge Keeper <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other Inquiry Question: Collaboration Notes:	
Pre-teaching: What do students need to know or be able to do before going to Brightwater? We have taught the students about the difference between the First Nations and Western World Views regarding the earth and environmentalism.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? Class discussion to explore new learnings. Reflection on Brightwater Experience to help students understand Environmental 20 concepts from a First Nations perspective.	Pre-teaching: What do students need to know or be able to do before going to Brightwater?	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?
Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation Description: <input type="checkbox"/> Conversation Conversations in class regarding Brightwater Experience. <input type="checkbox"/> Product Application of new knowledge to class assignments. (looking at environmentalism from different points of view)		Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation Description: <input type="checkbox"/> Conversation <input type="checkbox"/> Product	



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Collaboration Notes:		Collaboration Notes:	
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Assessment: What evidence will students show of their learning?		Assessment: What evidence will students show of their learning?	



<http://schools.spsd.sk.ca/brightwater/>

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