

Planning Guide for Teachers



Allan Park Management Unit

Oct 2-4, 2018



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BRUCE GREY FOREST FESTIVAL

A division of the Grey Bruce Children's Water Education Council

Welcome!

The Bruce Grey Forest Festival is celebrating its eighth year. Thank you for being part of this great environmental education opportunity!

This planning guide has been compiled to prepare teachers and students for participation in the Festival and to aid teachers in further developing this theme in the classroom. There are over 30 activity stations at the Festival based around five themes: forest ecosystems and interactions; biodiversity and species at risk; climate change; forest resources; and stewardship and conservation.

All activities;

- Are connected to the curriculum in ways that help students to achieve the desired expectations (Science & Technology, Geography and History);
- Are designed to be hands-on and experiential as possible in order to enhance and personalize the learning;
- Provide for holistic learning in an environment that demonstrates the integration of people, phenomena and ideas;
- Are geared to the interests, abilities, and special needs of learners; and
- Reflect the beliefs that guide education – accountability, quality, equity, partnerships, and a safe environment.

We hope you enjoy the festival and we look forward to receiving your evaluations.

Thank you for participating!

The Bruce Grey Forest Festival Organizing Committee



Introduction

Trees are the longest living and largest living organisms on Earth.

Canada has just over 402 million hectares of forest and other wooded land, representing 10% of the world's forest cover and 30% of the world's boreal forest. Most of Canada's forest land (93%) is publicly owned – 77% under provincial or territorial jurisdiction and 16% under federal purview. The rest is on private property belonging to more than 450 000 private landowners. The provinces and territories have legislative authority over the conservation and management of the forest resources on provincial/territorial Crown lands. (ref. Natural Resources Canada).

Ontario has 57 million hectares of productive forest area of which 8.5% of the province's forests and 12% of its managed forests are located in parks and protected areas. In the inventoried forest, 57% is softwood, 26% is mixed wood and 17% is hardwood. Of Ontario's 85 billion trees, the main species are black spruce 37%, poplar 21% and jack pine 11%.

This Planning Guide is designed to prepare classes for participation in the Festival and to aid teachers to further develop this theme in the classroom.

Both local School Boards, together with the organizing groups and sponsors, share a vision of the future that features informed and responsible citizens in appreciating the environment and in dealing with environmental issues. The Bruce Grey Forest Festival is intended to help nurture this awareness and understanding in the hope that the vision becomes a reality.

Purpose

The Bruce Grey Forest Festival brings together the expertise of educators, foresters and members of the community to provide students with the opportunity to discover the importance of forest and the diversity of trees and their uses in historical and modern times.



Learning Opportunities

The Bruce Grey Forest Festival will motivate students to become forest stewards around their schools and in their communities. By combining hands-on activities with messages relevant to their daily lives, students will acquire knowledge on the uses, connections, and importance of trees. Armed with this knowledge, students become aware of the value of conserving and protecting forests.

Activities at the Festival are grouped into the following five themes:

Forest Resources

- Tree Key Identification
- Interactions in the Environment
- Introduction to forest management

Forest Ecosystems and Interactions

- Examination of how forests ecosystems function and how we are all interconnected with the natural environment

Climate Change

- What is climate change and why should we be concerned

Our Mission

“To cultivate in all Festival participants, an understanding of and appreciation for our forest resources and the natural environment in which we live.”

- The importance of reducing our carbon footprints through relying less on fossil fuels at homes, schools, and communities

Biodiversity and Species at Risk

- Examination of the interdependence of soil, air, water, plants, people and animals
- Consideration given to the positive steps we can take to ensure biodiversity

Stewardship and Conservation

- Introduction to historical uses of forests compared to present uses
- Exploration of common attitudes toward forest and ways to improve this view



Why is there a Forest Festival in Bruce Grey?

In the past, Bruce and Grey Counties have relied on forest resources for our existence and development and yet, there seems to be little appreciation for the value and role that forest resources play in our daily lives. In recent years, the Counties have moved to implement Forest Conservation Bylaws which promote the health and quality of our forests. In addition, recent extensive planting programs have increased the land area covered by forest. Maintaining the quality and quantity of our forest resources is extremely important for the economy and for the environment of the Bruce and Grey area. Educating young people about sustainable forest management practices and protection of the natural environment is the key to ensuring high quality living standards for future generations.

Typical Day at the Festival

9:30 a.m.	Arrival & Greetings
9:30 – 11:30 a.m.	Take part in “hands-on” activity centres
11:30 – 12:15 p.m.	Lunch – all activity stations are closed
12:15 – 2:00 p.m.	Continue the “hands-on” activity centres
2:00 p.m.	Departure



Photos courtesy of the Bruce Grey Forest Festival

Preparing for your Day



Planning plays an important part in the success of your visit to the Bruce Grey Forest Festival. Familiarizing yourself with this festival guide is vital and will assist you in your preparation. The following checklist is designed to help you prepare for your visit. **Thank you for planning ahead!**



Using your class list, divide your students into groups of 10 students. Ensure that you have one adult supervisor per group.



Advise all adult supervisors that they are responsible for the behavior of their group during their visit. Students **must** be accompanied by an adult at all times.



Photocopy and distribute copies of the **Festival Guide for Group Leaders** that you received at the Teacher Orientation Session to all adult supervisors.



Familiarize yourself with the Site Map (page 11).



Plan ahead by selecting activities which best suit your group's interests and classroom curriculum. A Festival Scheduler has been provided for your convenience – however, it is only a guideline – it does not have to be followed exactly in order. Start each group from a different location to avoid congestion. You will find a description of each activity station starting on page 17 of this guide. These descriptions will help you to plan your day.



Please note that the lunch period is from 11:30 a.m. to 12:15 p.m. Have students pack litter-less, nut-free lunches and snacks. No cafeteria, vending machines or drinking fountains available on site. Students should bring **filled** water bottles.



Festival organizers and sponsors may wish to photograph participants during the Festival to aid in the promotion of the Festival. A letter of consent (provided) will need to be sent to all participants (student and adult) and returned signed to ensure that we have consent for photos to be taken. Teachers and adult supervisors with groups of students that do not have consent for photos to be taken will be asked to wear a BGFF safety-vest to identify their group.

On the Day of your Visit



The Festival will be held rain or shine! Please come prepared with appropriate

clothing and footwear. Many activities will be held on trails or in vegetation, students should not have bare legs or open toed shoes.



Upon arrival, a greeter will board your bus and outline information about the day.

For the safety and security of all, please have an accurate list with the numbers and names of students and adults attending the Festival from your school. A copy of this list must be provided to the greeter.



To enhance your visit, **please bring copies of the Festival Guide for Group Leaders** (enough for each teacher/adult supervisor).



Lunch is scheduled from 11:30 a.m. to 12:15 p.m. – a siren will signal the beginning of the lunch period. All activities will be closed during this time. Students, chaperones and teachers will eat their lunches in the lunch tent provided. At 11:45 the Peregrine Institute will provide a 20 minute educational opportunity for participants in the lunch tent.



Festival Organizers will be wearing orange Festival t-shirts and will be located in many areas throughout the site. Should questions arise, feel free to ask any Festival Organizer and they will be happy to assist you.



The Festival ends at 2:00 p.m. – another siren will signal the end of the day. All activities will be shut down at that time. Promptly meet up with the rest of your class and go to the bus departure area.



Please help us to improve future festivals by completing the teacher/chaperone evaluation forms and depositing the completed forms in the box provided at the student lunch tent entrance.

Basic Rules & Safety Protocol



To ensure a fun and safe day please review the points below

- A Festival First Aid Station will be on site, located near the Registration Tent (see map).
- The Festival will run rain or shine. Please come prepared for the possibility of wet and cold weather – the entire day will be spent outside. Please ensure all participants have closed-toe sturdy footwear as some hiking is required.
- Please ensure children stay in their groups and are accompanied by an adult at all times (including washroom breaks).
- Group leaders are to be fully aware of any medical conditions and/or allergies within their group.
- We will be having a **Boomerang– Litterless Lunch**, meaning any garbage/packaging that you bring with you to the Festival, goes home with you in your lunch bag!
- Due to allergies the Festival requires lunches and snacks to be peanut/nut free.
- Festival Organizers, identified by the orange t-shirts, will be located throughout the site. If you have any safety concerns, please speak to a Festival Organizer.
- In the event of a child going astray, please advise a Festival Organizer or the Festival First Aid Station and they will be able to assist you.
- In the event of an emergency, such as sudden severe weather, you will hear three long siren blows indicating immediate evacuation to the buses to await further instructions.
- We request that participants **DO NOT** bring two-way radios as it interferes with our emergency communication lines.

Checklist



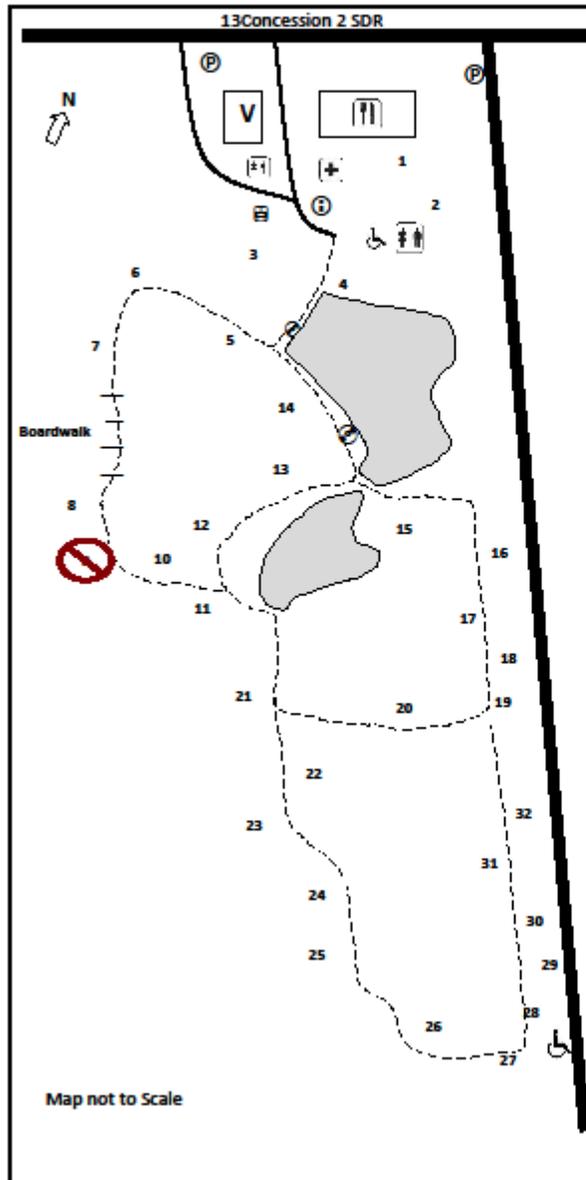
“What to Bring on the day of your visit”

- For A Rainy Day:** Raincoat, rubber boots, layers of warm clothing.
- Lunches:** Festival participants are to bring a litter-less, nut-free lunch. There are no vending machines, food sales or water fountains at the Festival. Students are encouraged to bring backpacks as they will be carrying their belongings with them to the lunch tent.
- Water Bottles:** Bring filled re-useable water bottles to the Festival.
- Copies of the Festival Guide for Group Leaders (enough for one per leader).** This will give your adult supervisor a good idea of the Festival layout and requested activities.
- Name Tags:** Each student, teacher and adult supervisor must have a name tag with his or her name and the name of the school prior to arrival at the Festival.
- Two Class Lists:** Each teacher should have an accurate class list of students and adults attending the festival (one for your records and one to give to the bus greeter upon arrival at the Festival).
- Sign for your Bus:** For easier identification, prepare a sign with your school's name on it which you can ask the bus driver to display in the front/side window of the bus when you are ready to depart the Festival.



Bruce Grey Forest Festival

Allan Park Site Map



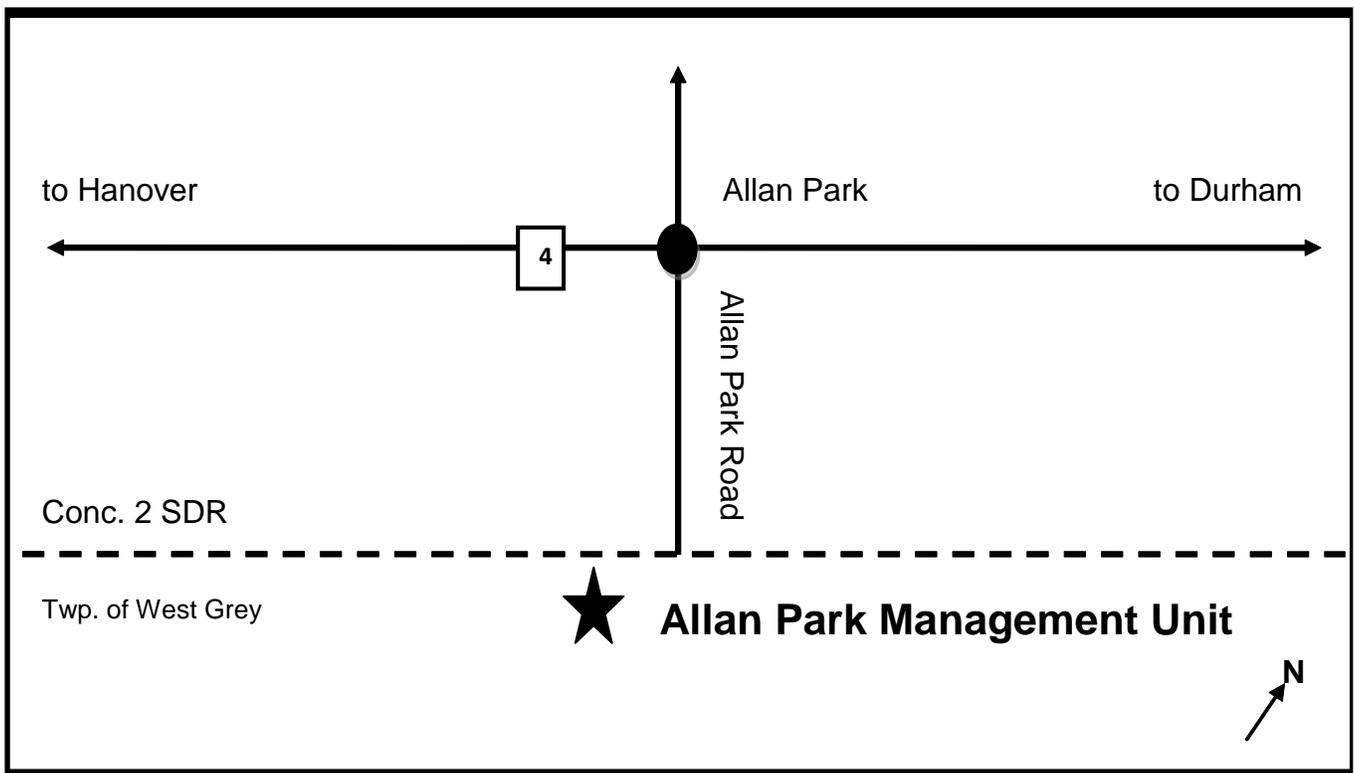
FESTIVAL LEGEND	
	Bus Unloading Zone
	Parking
	Registration Tent
	Washrooms
	Handicap Washroom
	Student Lunch Tent
	Volunteer Tent
	First Aid
	Pond
	Lifesaving Ring
	Trails
Activity Stations	
1	Career's Trailer
2	Race to Succession
3	A Bird's Eye View
4	Carbon Capture
5	Tree Scene Investigation
6	Climate Change Puzzler
7	Forest Feast
8	Don't be Cavity Free
9	Bird Studies 101 – <i>not running this year</i>
10	Going Squirrely!
11	Dr. Damage
12	Species Invaders
13	Manage Master
14	Nature's Drinking Straws
15	Screech Owl Survivor
16	Carbon Cycle Shuffle
17	Production Line
18	Scaly or Slimy
19	Ecological Footprint
20	Dwindling Dwellings
21	Let the Light Shine In
22	Web of Life
23	Tune In
24	Down But Not Out
25	Measuring Up
26	Forest Products
27	Harvest Time
28	Urban Umbrella
29	Where Have all the Species Gone?
30	"Tree"vial Pursuit
31	Seed to Tree
32	It's Good to be Different



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Location Map – Allan Park Management Unit



Activity List by Theme



Theme: Forest Resources

Forest Feast
Forest Products
Dwindling Dwellings

Harvest Time
Measuring Up
Tree Scene Investigation

Theme: Forest Ecosystems and Interactions

A Bird's Eye View
Don't Be Cavity Free
Down but Not Out
Going Squirrely!
Let the Light Shine In

Production Line
Race to Succession
"Tree"vial Pursuit
Tune In

Theme: Climate Change

Carbon Capture
Carbon Cycle Shuffle
Climate Change Puzzler

Ecological Foot print
Urban Umbrella

Theme: Biodiversity and Species at Risk

Screech Owl Survivor
It's Good to be Different
Species Invaders
Slimy or Scaly

Web of Life
Where Have all the Species Gone?

Theme: Stewardship and Conservation

Nature's Drinking Straws
Dr. Damage
Can You Manage

Seed to Tree

TEACHER ASSESSMENT SCALE FOR FOREST FESTIVAL ACTIVITIES

	Level 1	Level 2	Level 3	Level 4
Understanding of basic concepts	demonstrates a limited understanding of a forest issue by providing a partial explanation with significant misconceptions	demonstrates some understanding of a forest issue by providing a partial explanation with minor misconceptions	demonstrates a general understanding of a forest issue by providing a complete explanation with no significant misconceptions	demonstrates a thorough understanding of all forest issues by providing complete explanations without misconceptions
Inquiry and design skills	selects and applies a few simple skills and strategies in investigating or designing an effective solution to a forest issue with major errors	selects and applies some appropriate skills and strategies in investigating or designing an effective solution to a forest issue with several minor errors	selects and applies appropriate skills and strategies in investigating or designing an effective solution to a forest issue with a few minor errors	selects and applies innovative and appropriate skills and strategies in investigating or designing an effective solution to a forest issue without errors
Communication of required knowledge	Communicates forest issue ideas with little clarity and precision by rarely using appropriate science and technology terminology and units of measure	communicates forest issue ideas with some clarity and precision by sometimes using appropriate science and technology terminology and units of measure	Communicates forest issue ideas with general clarity and precision by usually using appropriate science and technology terminology and units of measure	communicates forest issue ideas clearly and precisely by consistently using appropriate science and technology terminology and units of measure
Relating of science and technology to each other and to the world outside school	makes a few simple connections between science and technology and the world outside of school by showing limited understanding of how the forest issues relate to their daily habits	makes simple connections between science and technology by showing some understanding of how the forest issues relate to their daily habits	makes connections between science and technology of some complexity by showing understanding of how the forest issues relate to their daily habits	makes complex connections between science and technology by showing a thorough understanding of how the forest issues relate to their daily habits

'Back at School' Ideas for Students to Demonstrate their Learning



Activity Centre Share

Select 3 activity centres you know the most about. For each centre complete the following tasks:

1. Name it.
2. What problem did it deal with? Why is this a problem?
3. What facts did you learn? List them.
4. What action can you take to reduce the problem?
5. Illustrate something important about this centre.

Culminating Task

Before visiting the Forest Festival, you should think about how you might use the experience in some other way. Each culminating task should demonstrate what you know, what you have learned and what you want to do about it. When you return you will be expected to complete one of the following tasks:

- create a poster
- create a sculpture
- create a mural
- create a diorama
- design a web site
- research a topic
- write song lyrics
- create a card game
- experiment on a topic
- write a skit
- create a board game
- design and build a solution
- plan a lesson for others about one centre they missed