




CCTCA 2026

Place Based Learning

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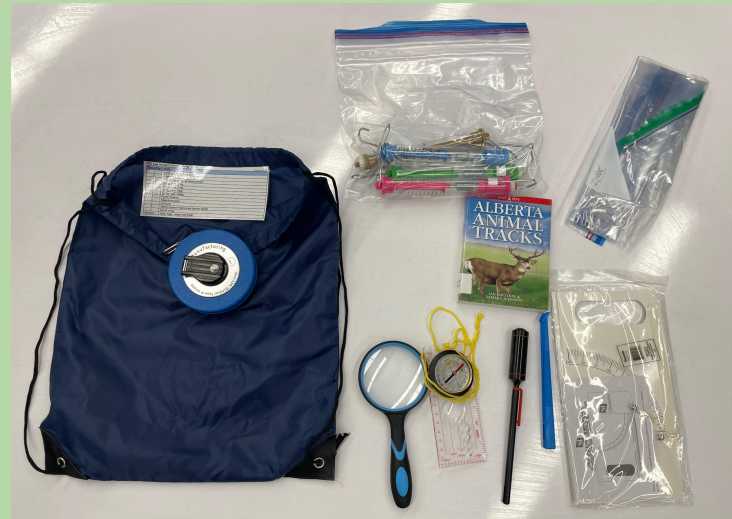
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Learning Goals:

-  To explore the natural surroundings of our local community and inspire curiosity about nature and an enjoyment for being outdoors in all seasons.
-  Help students make connections between self-regulation and the natural environment.
-  To build capacity for recognizing the relevancy of cross-curricular concepts outdoors.

Wonder Wagons

We have a wagon packed with supplies (books, magnifying glasses, math sheets, binoculars, scales, plastic bags, sit mats)



Land Acknowledgement

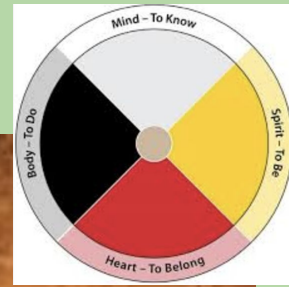


Land Acknowledgement



What do you think this means?

Why is it important to be ethical in nature?



How can we connect Pond School to Indigenous Ways of Knowing and Being?

📖 Read an Indigenous story each day (Andrea's stories)- copies of the stories are in the wonder wagon

🐻 [Animal Indigenous Stories.pdf](#)

- ❖ Bear Who Stole the Chinook Story
- ❖ Spruce Tree and the Chickadee Story

[CBC 🎥 Playlist](#)

🟡 [Shirt Day Resources](#)

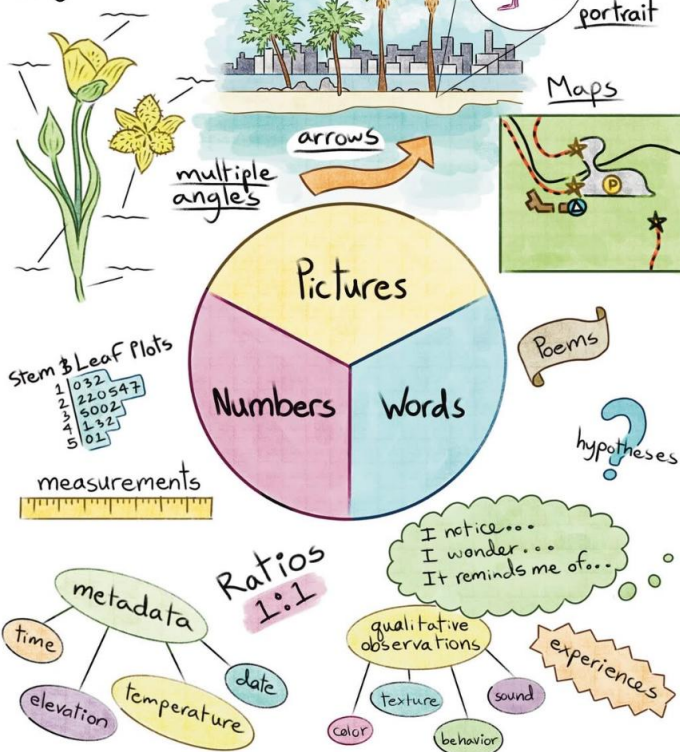
[CBE Indigenous Padlet](#)

[Indigenous games.pptx](#)



🟠 Start or end with a sharing circle 🟡

The 3 LANGUAGES of Nature Journaling



INI WIRMO



Sit Spots

Guiding Question:

- How can I reflect on my day/life while in nature?
- How does being in nature affect my ability to self-reflect?

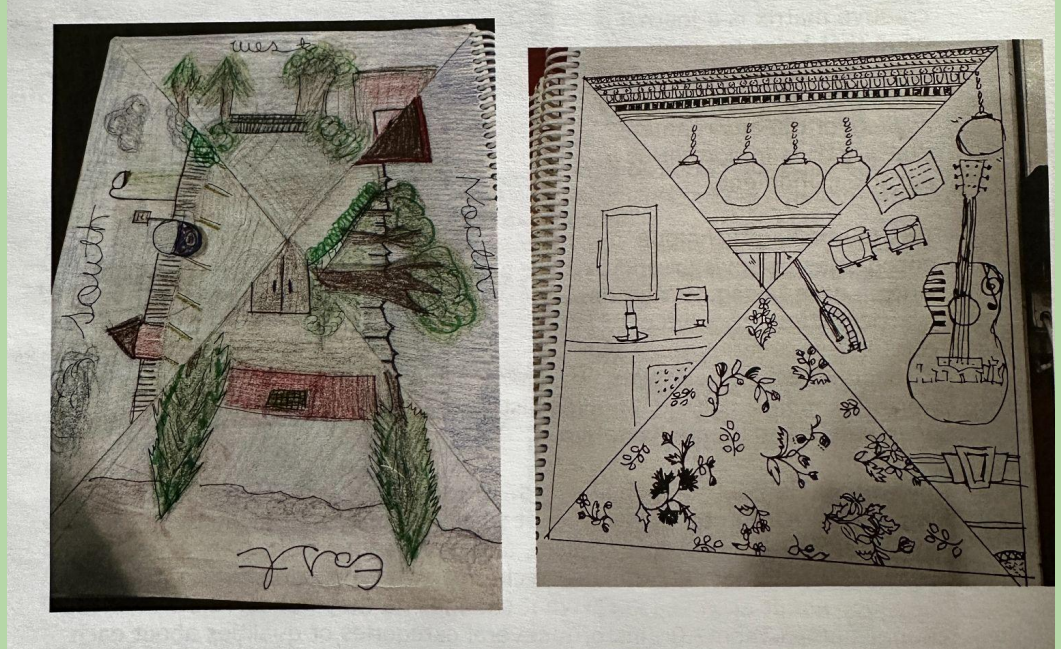
Your Task:

- When we arrive at our destination, find a spot where you can sit for at least 10 minutes to journal.
- *Consider the following:*
 - What/who do you see?
 - What do you hear?
 - What can you feel?



Up, Down, All Around

- 1) Divide your visual journal into four sections.
- 2) Find your sit spot
- 3) Sketch what you notice down below (look closely!)
- 4) Sketch what you notice up above
- 5) Sketch what you notice to your left
- 6) Sketch what you notice to your right



Poetry/Writing

5 senses of nature poem:

Sight: Grass, trees, pond, mountains, water,

Smell: grass, pine needles

Sound: wind through trees, birds, leaves rustling, ducks, water

Touch: soft grass, prickly pine needles, cold rocks, damp leaves, crumbly dirt

Feelings: calm, hopeful, quiet cool

The 5 senses of nature

Nature is tall tree stretching its branches to the sky

Nature is the smell of pine needles

Nature is soft wind blowing

...

7 Directions Poem

Use adjectives and adverbs to describe what you see, hear, feel, or smell.

Use proper names of the things you see.

To the North I see ..

To the East I see...

To the South I see..

To the West I see...

Above me I see...

Below me I see...

Inside me I feel...

To go further with this poem, add some personification - describe what the things you see are doing, feeling, wondering, or hoping for.

To the North I see a path
leading far away,

To the East I see a lovely
old church,

To the South I see a bridge,

To the West I see an
enchanted wood,

Above I see rain struck
puffy clouds,

Below I see spring flowers
on the ground

Inside I feel loved,

Altogether, I am happy. I
give thanks for all there is.

÷ Math at the pond: Shapes Walk

Guiding Question:

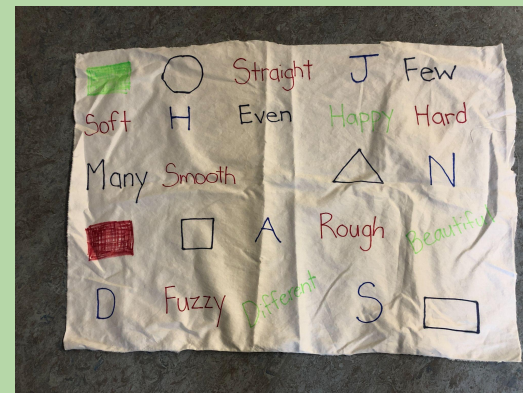
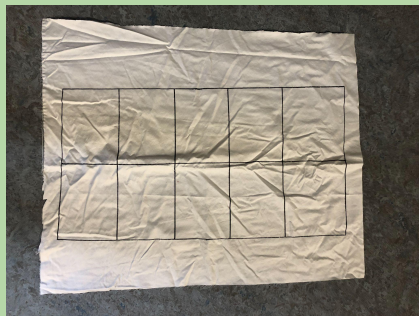
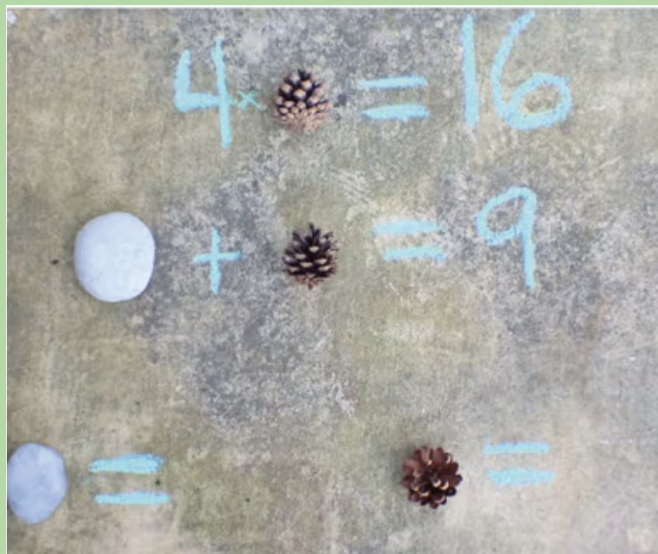
What geometric shapes (2D/3D shapes) can you find outside

Prompts:

What example of symmetry did you see?

Did you find any perfect shapes or lines?

How many shapes do you see in one object and how might they work together (ie; tree)?

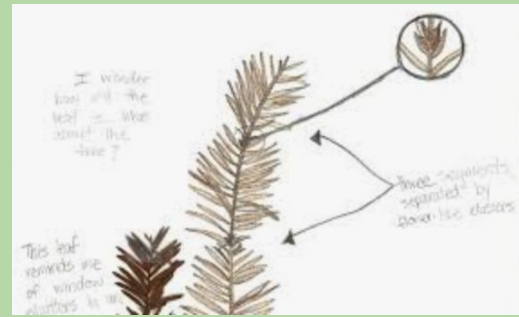




Think like a Scientist

Science: Read a book about the pond, Over and Under the Pond

- Sketch (leaf, pond, tree)
- Label (parts)
- Record temperature (feels like & actual), air quality, sunny/cloudy
- Whatever else that would work with what you are doing in science
- What is happening in this season? How are animals getting ready for winter? Camouflage, shelters
- Students can build something with found materials (nest, shelter, etc).
- Phenology Wheel



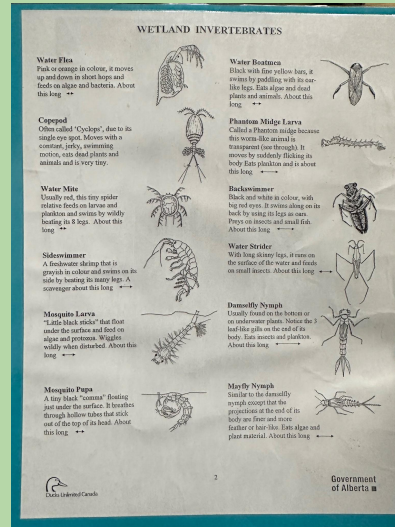
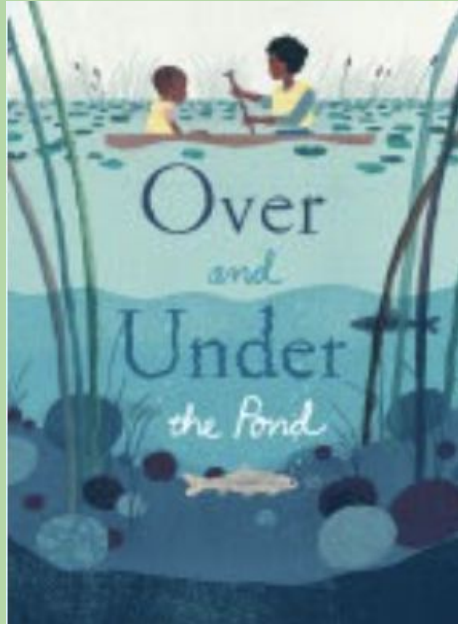
Pond Dipping

Science: Read a book about the pond, Over and Under the Pond

Wetland Invertebrates

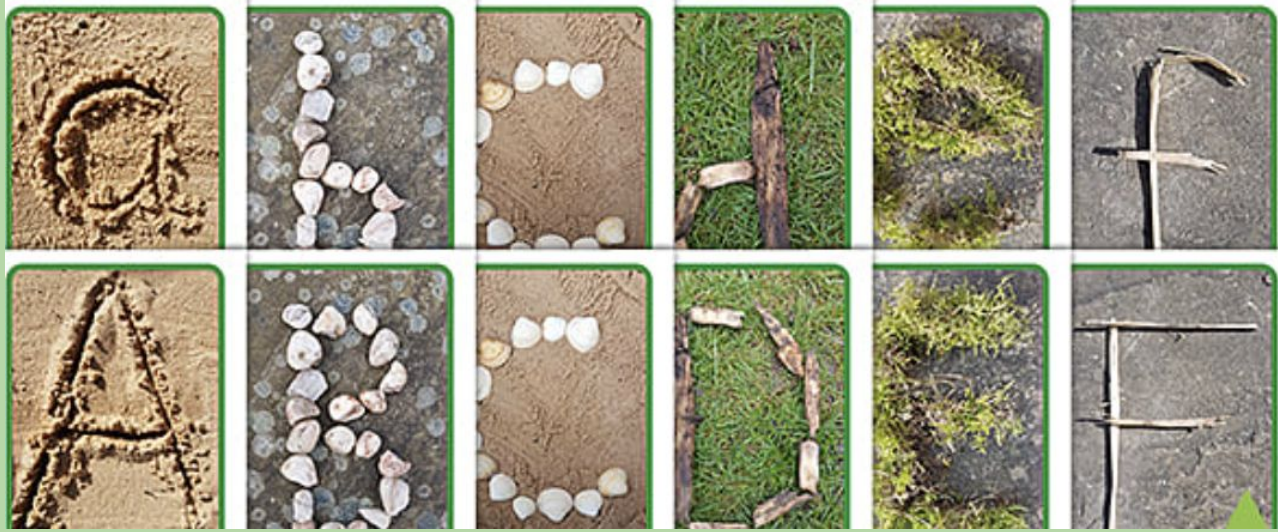
Materials:

- Nets
- Buckets
- Small plastic cups
- magnifying glasses
- Wetland Invertebrates
- Identification cards



Land Art





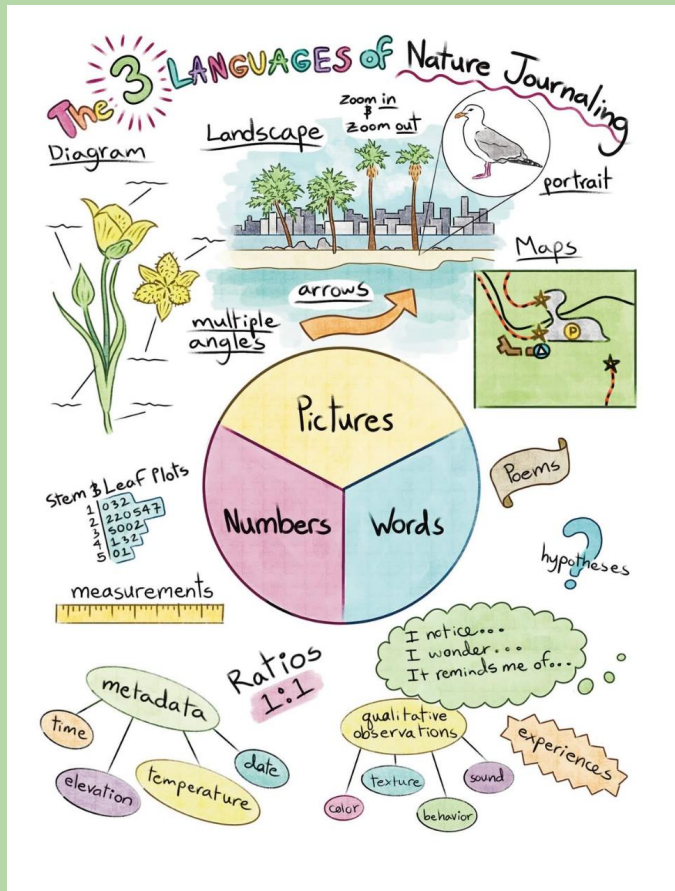
Things to think about

1. Decide what to collect with your
2. Collect Pieces of nature (only take what is already on the ground, **do not pick from trees or bushes.**
3. Start creating your art piece be creative
 - a. It can be symmetrical
 - b. You can make a picture
 - c. You can make words





Journalling



Ideas/Resources



[13 Weeks of Journaling](#)

[John Muir Laws Journaling](#)

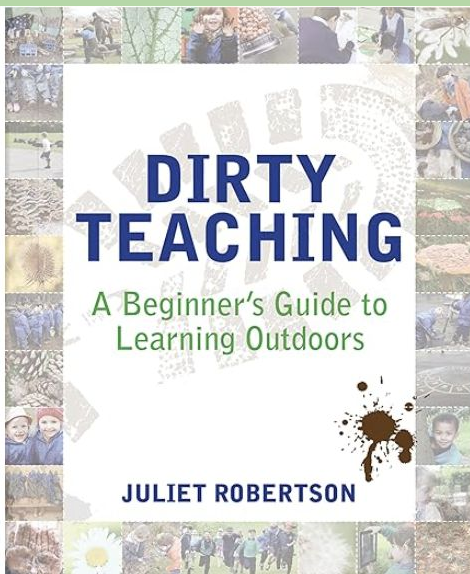
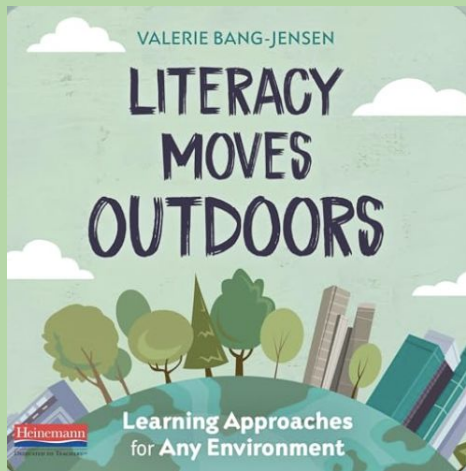
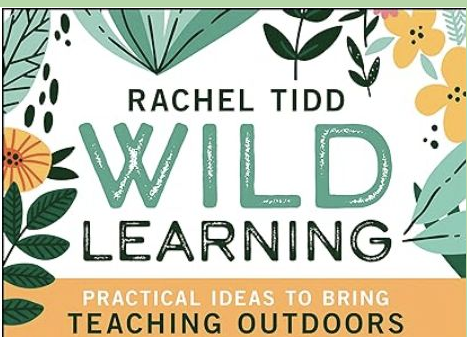
<https://wildsight.ca/>

<https://naturealberta.ca/nature-kids/>

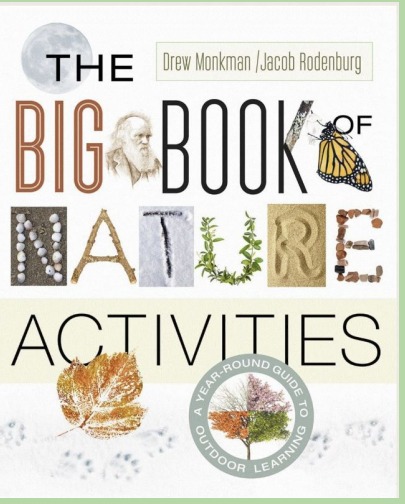
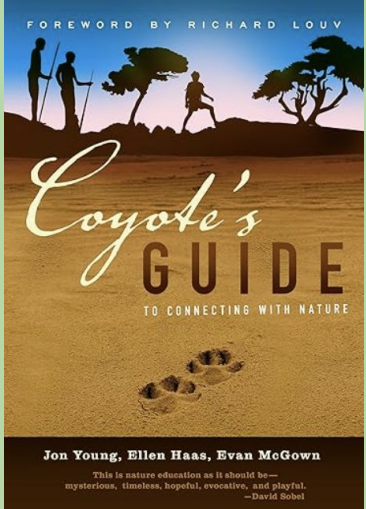
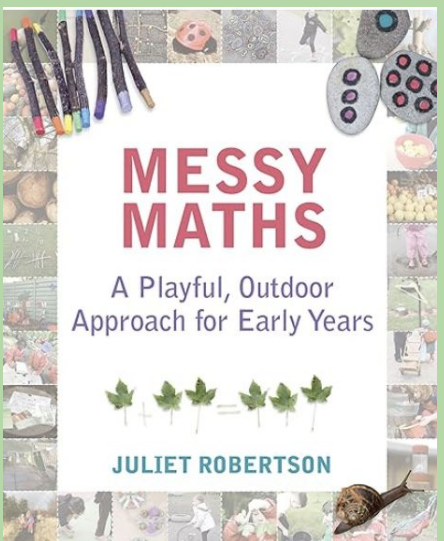
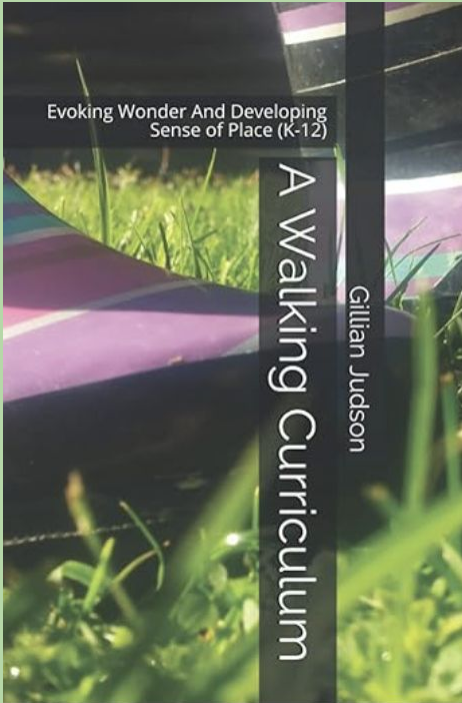
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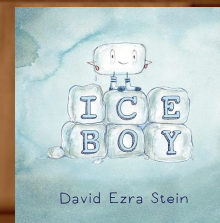
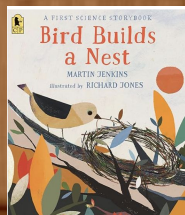
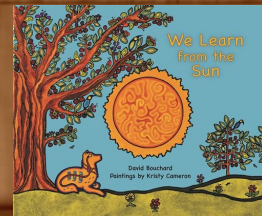
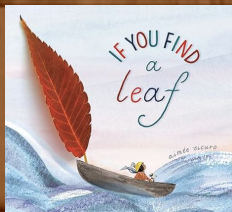
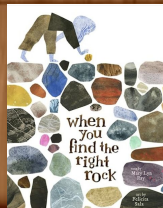
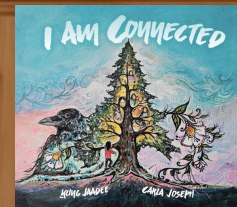
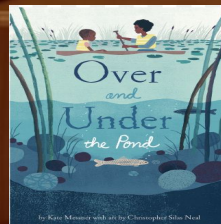
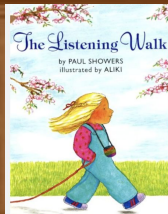
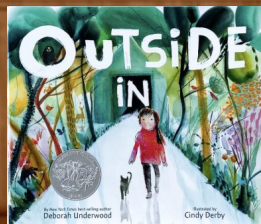
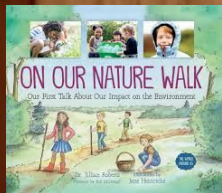
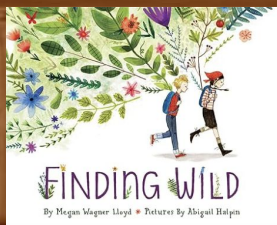
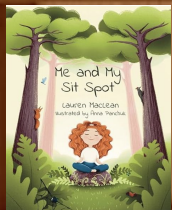
<https://outdoorlearning.com/>

<https://pz.harvard.edu/thinking-routines>



Teacher Resources





Picture books as provocation

