

Water has a way of changing.

Outdoor Education Lesson Planning Template	
Teaching Team: for grades 2's	Grade/Teacher(s): Bonnie Anderson
Date: TBD	Block/Time: 100 min
Location: school yard or gymnasium in bad weather	G.I.S Map Link: <u>depends on each school I go to</u>

Safety Inspection	
Site Safety: (Conducted one (1) hour before start of day)	Student Safety: (I.E.P Accommodations and Modifications)
<ul style="list-style-type: none"> - Safety walk (removing hazards, marking boundaries, finding meeting locations) - Safety kits (gloves, Band-Aids, biobags, tissues, hand sanitizer, gauze, ice packs) - Head counts (ensure all students are accounted for throughout lesson) <p>Hazards to consider:</p> <p>Glare Ice: Scan area before lesson and choose safe area in yard/natural area without glare ice</p> <p>High Winds: Winds above 50 km/hr restricts any use of forested areas due to potential risk of flying objects and breaking trees/limbs.</p> <p>Extreme Cold: Shorten outdoor lesson and bring activity indoors/ Ensure all students have proper snow gear.</p> <p>Forest: Scan area before lesson to observe tree health, root tripping hazards, loose branches and so forth. Check for garbage, loose debris, needles, and other hazards.</p> <p>Too Much Snow: Ensure students can move through snow (student age/height and snow amount need to be considered)/Move to ploughed/shovelled areas. Build in shovelling/building in the snow into the lesson.</p> <p>Other hazards: Search for poison ivy and other hazardous plants in the areas. Be aware of waterways, holes, or other potential hazards on the ground</p>	<ul style="list-style-type: none"> -Ask if there are safety plans/notifications of worker risks to read -Discuss with teachers/EA triggers/needs of special education students -Ensure students with needs are partnered up with a tall person(adult) -Pair oral teaching with visuals (pictures, images, manipulatives) -Ensure you are close to students with visual or auditory impairments when giving instruction -Be mindful of proximity to material/images/books etc. -Provide space/time if needed -Offer choice -Breaks (if needed) e.g., walk, snack/drink break inside (with classroom teacher/EA) -Bring sensory equipment/ support needs throughout lesson if needed (e.g., weighted vest).
Team Safety: (What do we need to be safe? Physical, emotional, mental, social, etc.)	Teacher Safety: (Is the teacher experienced with outdoor education? How can we help them feel comfortable facilitating?)
<ul style="list-style-type: none"> - Roll calls (repeat after me, songs, animal calls) - Support team lead/work collaboratively - Review/break down lesson plan/back up plans. - Dress appropriately for weather conditions - Come prepared with lesson materials/equipment etc. - Allow exploration but ensure you have eyes on all students. - Have central meeting spot 	<ul style="list-style-type: none"> - Off property permission forms - Communication before/after session - Have classroom teacher assign groups of students (to ensure equal pairings) - Provide opportunities to engage in lesson (i.e., small group instruction, assessment tracking, provide 'question prompts').

Lesson Objective
(What do we want the students to take away from this lesson? What should they be able to know/do as a result of this lesson? What does the teacher want you to cover? What options does the season provide?)
Students can identify several forms of water by identifying their key attributes. Students will also explore similarities and differences between the states of water and explore their natural environment to make these connections. In addition, we hope to provide opportunities for students to explore how the waters way of being effects living things around them as well as critically considering what happens when Climate

change interferes with those functions.

Learning Goals: We are learning how water works using observation skills and experiments.
We are learning how to make water change inside our buildings and seeing it happen outside.
We are learning to notice how water in the world around us is changing with climate change.

Success Criteria: I can identify 2 states of water with specific attributes.
I can make water change inside and outside my school.
I can learn all the states of water and all the ways it can change inside and outside and with climate change.

Assessment Type:	FOR Learning	AS Learning	OF Learning
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Integrated Curriculum/Program Connections STRAND C: Matter and Energy Properties of Liquids and Solids	
Anticipated Overall Expectations:	Anticipated Specific Expectations:
C1. Relating Science and Technology to Our Changing World: assess ways in which liquids and solids and their uses can have an impact on society and the environment	C1.2 assess the impacts of changes of state of liquids and solids on humans and on environments
Actual Overall Expectations:	Actual Specific Expectations:
C2. Exploring and Understanding Concepts: demonstrate an understanding of the properties and physical changes of liquids and solids	C2.1 identify various types of matter in natural and built environments as liquids or solids C2.2 describe the properties of liquids and solids C2.3 describe properties of liquid water and solid water, and identify the conditions that cause changes from one state to the other C2.4 identify conditions in which the states of liquids and solids remain constant and conditions that can cause their states to change C2.5 describe some ways in which liquids and solids can be combined to make useful mixtures

"Minds On" - Planned Activities <i>(Check off if accomplished)</i>		
Learner Level	Timing	Plan
Beginning	10-15 min	Business Meeting: <ul style="list-style-type: none"> Introduce ourselves to the class and why we are here Go over the rules we have to keep us safe outside while we have some fun Introductions of each educator and then students are able to introduce themselves <u>Hook to lesson:</u> Watch Water's Way by Lisa Westerberg Peters on YouTube
Ongoing	10	Check inside school and outside in yard for all the ways to see/feel/smell/hear water: • Create a class list so we can review what you have seen

"Action" - Planned Activities <i>(Check off if accomplished)</i>		
Learner Level	Timing	Plan
Beginning	20	- jars demos for how water works – liquid solid and gas as well as temperature, density, salinity. - inflatable globe to show all the types of water on planet
Developing	20 min	Try new ways of working water: - create the droplet tag - being the states of water when they precipitate, condense, evaporate and move around the globe. -create a path from oceans to lakes in area

		- have students create a what could happen scenario for climate change as well
Proficient	20 min	Create a dance to music to show what you have learned about the properties of water and how salt and climate change affect them. Create a climate change dance to show how you can get ready for when things change.

“Consolidation” - Planned Activities <i>(Check off if accomplished)</i>		
Learner Level	Timing	Plan
Beginning	20 min	Whole group- each small group takes turns sharing where they discovered water in the world around them. Take time to discuss how they knew it was their property (providing specific attributes- “I knew the puddle was a liquid because it’s form can fit the shape it is in and I can touch it.”). Show a demo of land ice melting and seas levels rising. - how does this create opportunities and issues for both people and creatures - what ways can we help each other deal with water levels over the seasons
Developing	40 min	Whole group- What similarities/differences do we notice between the shapes? ‘What State is it Mr. State’ game (To assess knowledge and understanding of the attributes of states of water) Small group actions - small parts play to design homes for people or animals to help show what needs to happen in community to create healthy homes and food sources as climate change affects the water cycle.
Proficient		Small group discussions- what happens when a state of water is affected by climate change or when two or more states are present at the same time [e.g., rain, fog and hail]es are together. Why do you think this happens? What similarities/differences do you notice?

Resources and Equipment <i>(What is needed to facilitate the lesson?)</i>
demo supplies - jars, water, ice, food colouring, properties of matter cards [solid, liquid and gas] loose parts box, avatars for people and animals dry erase boards pens and socks picture on iPad to show while we are looking around

Reflective Practice	
Documentation of Learning: <i>(In the moment observations that reflect back to the learning objectives)</i> <i>(i.e.: Anecdotal Quotes, Photos, Student Artifacts, Videos, etc.)</i>	
This is where I put what happens and how to refine my practice	
Actual Overall Expectations:	Actual Specific Expectations:
What got done	What got done
Reflection on Lesson: <i>(Completed after the lesson)</i>	
Next Steps: <i>(Extensions, Possible Inquiries, etc.)</i>	
What I want for next time	
Comments from Teacher: <i>(Associate Teacher, Host Teachers, etc.)</i>	
Love to add their input	