Working Water {or What the duck?}

Outdoor Education Lesson Planning Template		
Teaching Team: for grade 2's	Bonnie Anderson	
Date:7 / 20 / 23	Block/Time: 100 min	
Location: school yards in Simcoe County	G.I.S Map Link: different for each school	

Safety Inspection		
Site Safety: (Conducted one (1) hour before start of day)	Student Safety: (I.E.P Accommodations and Modifications)	
 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) Hazards to consider: Glare Ice: Scan area before lesson and choose safe area in yard/natural area without glare ice High Winds: Winds above 50 kph restricts any use of forested areas due to potential risk of flying objects and breaking trees/limbs. Extreme Cold: Shorten outdoor lesson and bring activity indoors/ Ensure all students have proper snow gear. 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. Too Much Snow: Ensure students can move through snow (student age/height and snow amount need to be considered)/Move to ploughed/shoveled areas. Build in shoveling/building in the snow into the lesson. 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 	 -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?	
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	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'). Make sure teacher has this ahead of time to share with P and ensure permissions are set before I arrive	

Integrated Curriculum/Program Connections STRAND E: Earth and Space Systems Air and Water in the Environment

Anticipated Overall Expectations:	Anticipated Specific Expectations:
E1. Relating Science and Technology to Our Changing World: assess ways in which the actions of humans have an impact on the quality of air and water, and create plans to protect these resources	E1.1 assess the impact of human activities on air and water, taking various perspectives into consideration, including those of First Nations, Métis, and Inuit, and plan a course of action to protect the quality of the air and/or water in the local community
Actual Overall Expectations:	Actual Specific Expectations:
E2. Exploring and Understanding Concepts: demonstrate an understanding of the properties of air and water, including water in various states, and of ways in which living things depend on air and water for their survival	 E2.1 demonstrate an understanding of the key properties of air and water E2.2 identify sources of water in the natural and built environments E2.3 describe the stages of the water cycle, including evaporation, condensation, precipitation, and collection E2.4 identify the three states of water in the environment, and describe how temperature changes affect the state of water within the water cycle E2.5 describe ways in which living things, including humans, depend on air and water

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?)			
To understand how water moves in oceans and lakes and how people use that to get goods and services.			
Assessment Type:	FOR Learning	AS Learning	OF Learning

"Minds On" - Planned Activities (Check off if accomplished)		
Learner Level	Timing	Plan
Beginning	10-15 min	Business Meeting: 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 Hook to lesson: Watch 10 Ducks by eric Carle on YouTube
Ongoing		Discuss the differences between Oceans and Lakes – what are the similarities and differences. Talk about where toys come from [shipping lanes and do the boats make it this far into Canada?]

"Action" - Planned Activities (Check off if accomplished)		
Learner Level	Timing	Plan
Beginning	20	Discuss the story 10 ducks by Eric Carle [can use YouTube again so folk can see what is happening and what we will be reenacting [the boat trade routes] Discuss how the ducks got to different places with ocean currents. What do they think is true/ make believe? What questions do they have about the story.
Developing	40 min	Water gets around - set up on hard top a drawing of Atlantic Ocean and show the current patterns. Have students walk the path of the currents and go with the flow. Now use 2 sided coloured craft sticks to show when hot or cold depending on where they are in Ocean. Set up the Coriolis dance and add music to flow with. Continue to change sticks for colours while moving and add a high 5 for when in the upwell area. [discuss the upwell productivity spots and why they are there. Talk about shipping lanes and where most of the dollar store toys come from. Create the paths with students taking turns cruising [walking] from one country across the ocean to the other side to deliver them.

		Drop of the duck box and have the currents take the ducks away. Where would the ducks go in real life? - Compare back to the story - what is real and not
Proficient	20 min	Check for understanding and create open inquiry about shipping toys and ocean currents. Find and read together the real story behind the 10 ducks book Redo the story book with what could really happen – text and new pictures

"Consolidation" - Planned Activities (Check off if accomplished)		
Learner Level	Timing	Plan
Beginning	20 min	Whole group- each small group takes turns sharing where they discovered about water currents and how they are used. Take time to discuss how they knew worked (providing specific attributes- "I knew the upwell was important because food can to the surface to fish to feed on." Show a you tube video on water currents and trade winds and how their toys get here faster. How can we be more responsible for keeping those lines open.
Developing	40 min	Whole group- What similarities/differences do we notice between the story and what we did? How did the trade winds affect the way the ocean works. Can we make that happen in the great lakes too? ' (To assess knowledge and understanding of the attributes of the circulation of water and how it creates lanes for travel) Small group actions – recreate the big game on a smaller scale and use sidewalk chalk and small boats to show what they have learned.
Proficient		Small group discussions- create a challenge of trying to move the ducks to safety without touching them - what forces are needed to get a floating object from one side of pool to another without touching the object - wind or moving the water around the duck

Resources and Equipment (What is needed to facilitate the lesson?)

10 duck book by Eric Carle sidewalk chalk field tapes to create circulation lanes craft sticks for hot and cold [red on one side and blue on another] prompt cards for what is happening and what happens next

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