

Grades 3-5



Duration: 2-3 hours
(half-day field trip)

BC PARKS THEME:

Conservation

BC PARKS EDUCATION BOOKLET:

Weaving into the Web of Life (Ages 8-12)

Planning a BC Parks class field trip?

Enrich your students' experience with this half-day field trip itinerary. It outlines curriculum-linked activities you can do with the free BC Parks *Weaving into the Web of Life (Ages 8-12)* Education Booklet, designed to complement your planning for a field trip to a BC Parks. These booklets are available in BC parks and protected areas.*

Embrace the role of a co-learner alongside your students, and let inquiry lead the way to deep connection through immersive experiences.

The itinerary should take you **2-3 hours** to complete, great for a half-day field trip!

PREPARING FOR THE PARK

- Start a class conversation about appropriate behaviours when visiting the park: *How can students show respect for cultural artifacts, important animal habitats, and other special features within the park?*
- Take a moment to learn or learn more about the traditional territory of the park you will be visiting by using a website such as Nativeland.ca. (Please note: This website is not affiliated with BC Parks.) Use the information you find as a starting point for a meaningful land acknowledgement with your class during your visit to the park.
- Review the field-trip guide below, preparing or gathering any materials you may need, and prompting your class with any relevant content in advance.
- Consider downloading the **iNaturalist** app or the **Seek** app by iNaturalist to use with your class in the park.
 - After signing up for a free account on **iNaturalist**, the class can work together to contribute to citizen science. It uses artificial intelligence (AI) technology to help identify species. Observations on iNaturalist in BC Parks build a deeper understanding of what parks are protecting and can inform management decisions.
 - Using the same technology, the **Seek** app is a digital field guide that can help you and your class identify plants and animals in the park without requiring an account.



**Consider calling ahead to the Park Operator to ensure enough copies of the BC Parks Booklets are available for your class, or print your own set on the BC Parks website.*

IN THE PARK



Guiding Question(s)

How are living things interconnected? How can changes to one part of a web of life impact the others?

Opening Circle

Gather together in a circle. Take some deep breaths as a group, noticing the land and surroundings. What can you hear? What do you see? Invite students to share what they know about the connections between living things in the surrounding environment.

Acknowledgement

Material: Booklets

Time required: 5-10 minutes

Take a moment as a class to recognize the traditional territory on which you are learning today. **Consider completing booklet pages 4-5 together.**

CONTINUING IN THE OUTDOOR CLASSROOM



As a class: Learn more with “Seek” by iNaturalist

As mentioned in the booklet *Sensing the World Around Us*, the Seek app by iNaturalist is a great way to continue the learning begun in the park. It can help you ID the diverse species spotted as a class while in the park. By capturing photos and sightings of plants, mammals, insects, amphibians, birds, etc. spotted in the park with the Seek app, students can become better observers. Maybe this is practice for one day becoming a citizen scientist!

For teachers: Learn more with iNaturalist

Consider exploring the citizen science iNaturalist app to catalogue biodiversity spotted in the parks as a class. (Please note: iNaturalist can only be used by students aged 12+, or with adult permission.) This could be interesting to introduce to the class, explaining how iNaturalist observations help researchers develop a deeper understanding of what parks are protecting and can inform management decisions to sustain these protected areas for generations to come.

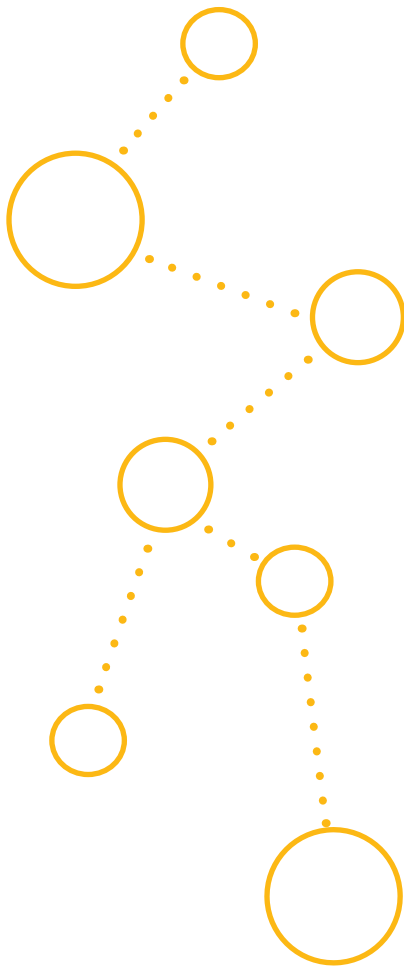
ACTIVITY:

The Web of Life

Curriculum Connection | SCIENCE

Living things have features and behaviours that help them survive in their environment

MATERIAL(S): LONG STRING OR ROPE,
FIELD GUIDE (OPTIONAL)
TIME REQUIRED: 20+ MINUTES



1. Walk through an area of the park together, inviting students to acknowledge the vast number of species contained in this ecosystem. Invite them to identify as many different species as they can, both plants and animals. Use group knowledge, field guides or interpretive signs where possible. Ask: *What is the dominant species in this area?* (e.g. Douglas-fir, black spruce, hemlock, etc.)
2. Invite a student to hold one end of the rope and stand by that species. Invite another student to take the ball of string/rope and walk to another species connected to the first one, maybe a cone, a seedling, etc.
3. Invite the next student to make the next connection and continue to weave through the area with each student standing by their chosen species.
4. Each time a new connection is made, each student can explain the connection between the components.

**Reflection Questions**

- Is this a complete picture of an ecosystem? Why or why not?
- What features and behaviours do these species have that help them survive in their environment? Are there similarities? Differences?
- What are some species that are not represented within our web?
- How does the web change if one species is eliminated? (one species drops out)
- When humans are introduced, what happens to the web?
- What would your species say if they could speak to our class?

BOOKLET ACTIVITY:

Enjoying BC's Biodiversity - Food Web

(p. 8-9)

MATERIAL(S): BOOKLETS, PENCILS

TIME REQUIRED: 20+ MINUTES



Curriculum Connection | SCIENCE

All living things sense and respond to their environment - sensing and responding (humans, other animals, plants)

1. Gather together in a circle, sharing reflections and observations from the web of life.
2. Ask students to consider the connection between a small mosquito and a bear. What connects them?
3. Students will **work through pages 8-9 of the booklets**, exploring the connections between salmon, mosquitoes and bears, as well as choosing elements around them to create their own park-specific food web.
4. Encourage students to share their food webs with a partner or with the whole group.

ACTIVITY:

Connections to the Natural World

Curriculum Connection | SOCIALS

Relationship between humans and their environment

MATERIAL(S): PAPER AND PENCILS
TIME REQUIRED: 30 MINUTES

1. Divide students into small groups of 2 or 3 people. Ask each group to divide their page into three columns: Something in Nature, Things We have in Common, and How it Helps Me.
2. Invite the groups to walk around and observe their environment. They must find objects in nature and record things they have in common with each object, and then how it helps them.

For example:

Soil. We both contain minerals. We both need shelter. Soil helps grow my food.

Tree. We both have an outer layer to protect us (bark/skin). A tree gives me oxygen and shade. Trees add beauty to the world.

3. Invite students to consider less obvious things such as air, soil, and sun.
4. Gather in a circle and have students share one or more of their connections.

Extensions

In small groups, invite students to choose an element of the natural world to focus on, and draw a Venn Diagram to find similarities between humans and their natural element. Have each group focus on a different species or life form. Once the diagrams are complete, gather together to share similarities and differences.

Reflection Questions

- What was one thing that surprised you when listening to other peoples' ideas?
- Why is it important to consider how we benefit from the natural world?
- What can we do to protect and support the things that we benefit from?



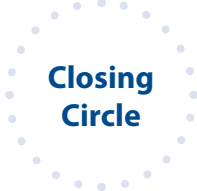
BOOKLET ACTIVITY:**Sit Spots - Zoom In,
Zoom Out** (p. 10)

MATERIAL(S): BOOKLETS, PENCILS
TIME REQUIRED: 30+ MINUTES

**Curriculum Connection | SCIENCE**

All living things sense and respond to their environment -
Experience and interpret the local environment

1. Near the end of the field trip, gather together in a circle. Explain that each student is going to choose their own special spot, within sight/earshot, and take a focused moment on their own. **Guide students through the steps in the booklet (p. 13)** before they wander off. Decide together on a call/signal you will use to call them back when time is up.
2. Invite students to walk to a spot of their choice, find a comfortable seat, and start their focused moment.
3. Give students time to **record their observations in the booklet** while in their sit spots.
4. When the group is ready, give the call/signal and gather back together for the Closing Circle.


**Closing
Circle**

Gather together in a circle. Encourage students to share their favourite moments from the day in the park, and something they noticed in being on the land together. Share something noticed during sit spots.

Reflection Questions

- What was the first thing you noticed in your sit spot? What was the last thing you remember from your sit spot time?
- What do you think you would notice if you sat in the same spot every day?
- What kinds of interconnections did you notice between living things in the park?
- How can humans use our understanding of the web of life to care for the land?

**Assessment Opportunity:**

- Are students able to identify connections between multiple parts (small and large) of a web of life?
- Can students recognize their connection to the land, and their place in a web of life connected to the park?