

Outdoor Learning Support Group Meeting
Nicholson School
Thursday, April 27 at 4 p.m.

Present: Runa, Margo, Irene, Eva, Dawna-lea, Joyce, Leslie, Katie, Caren, Amy, Megan and Sandra

Introductions

Irene (grades 5/6/7 combined) – shared “Edible Plant Botanical Index” posters done by her class. Environmental and Aboriginal components were part to student learning. Kathy provided Aboriginal support. Students did guided drawings. The class walked to the river and compiled a list of 50 edible plants found. Medicinal plants were discussed and students sample rose hips.

Dawna-lea has collected false solomon’s seal but cautioned not to overharvest (recommending 1 leaf per plant).

Leslie has book of photographs “All Living Things” published by band in Cranbrook.

Margo (grades 1/2/3 combined) – has a bag of plastic shopping bags for “sit” mats. Children go out at the beginning of each season and use their senses to become aware of their surroundings. (Vision is used last to encourage other ways of observing.)

-Close eyes and listen to spring. (discuss birds)

-Taste snow in winter. What else can you taste? Berries. Why can’t you taste them in winter?

-Close eyes and smell spring – earth, grass, warm dirt; couldn’t smell anything in winter.

-Touch winter snow; feels cold. Touch spring grass, moisture, wind on face; warmer contrasting with winter. (Reminds children not to pick as then what has been picked dies.)

- Final sense looking. Compare difference under trees versus being in the open in late spring.

Children represent seasonal changes using medicine wheel model four times/year.

Winter and north are at the top of the wheel.

Runa suggested adding emotion to align with writing expectations in which emotion and senses are used.

Eva (grades K/1 and support services, co-teaching) – walk to Columbia river.

Uses books *Salmon for Simon* and *Salmon Creek*. Learning about the salmon/kokanee run. Used the Learning Journey Series. Used the medicine wheel to depict the salmon’s life cycle - taught by Kathy, Aboriginal Support Educator – and how it connects to the earth. Walked along the shore of the river to observe the salmon run.

Art projects: Salmon representations, one or two sided, stuffed, native symbols or torn paper/tissue.

Leslie glazes her stuffed paper salmon with modge podge; they get hard and are shiny making them look wet. She hangs them with clear fishing line.

Eva sets goals for the rest of our walk; to notice eagles, ground squirrels, osprey and a particular bird’s nest.

Runa extends her salmon unit by incorporating birds of prey. David Thompson went right by this site on this river. Joyce shared that Clayton and Ryan Robison and their dad have full outfits and extensive knowledge of David Thompson. She suggested this local family might be a potential resource. Dawna-lea has written a book for children on David Thompson. She does various workshops including ones on the fur trade and the history of beading.

Runa (grade 3/4 combined) - wants students to have a sense of place. Had historic photos loaded onto ipad so students can see what the Columbia river was like in the past: camps, canoes, pit houses, maps, paddle wheelers and landings. Colleen at the museum is an invaluable resource. Places on maps had different names before European settlers came; Golden has had 3 different names. The *Golden Memories Book* has an interesting article by Mr. Sime that Runa read to us. Leslie recommended a video Heather Adama discovered showing youth building a canoe. <http://www.sturgeon-nose-creations.com/videos> It is the fifth video down titled: Rebirth of the White Pine Sturgeon Nose Canoe. Runa discussed how logging was done by transporting logs by train, dumping them on the river in winter, and waiting for spring when the water will carry them down the river. Joyce recommended Irv Graham as a local source of historic information on the railroad.

We walked to the pond and suspension bridge on the Eco-Ranch property and looped back to the school. The finale was an osprey circling overhead showing off his catch!

Thank you Irene, Margo, Runa and Eva for an inspiring afternoon.

Next meeting – Everyone seems busy so unless you have a burning desire to meet in June, we will adjourn until early in the 2017-18 school year.

A reminder that there will be a meeting to discuss the first Chapter of Coyote's Guide to Connecting with Nature in Nicholson on Thursday, May 11th. (Details to follow.) I have a few extra copies of the book for employees of SD6 and Cheryl Lenardon is willing to order as many as needed.