



Making a difference...together

SENSE-SATIONAL SNOOP

Educators Guide

Program at a Glance

Our senses are important tools that help us discover nature and inspire a sense of wonder. On this joyful program, we will use our five senses to explore the incredible smells, sounds, sights and textures in our local Douglas-fir forests. Using hands-on and inspiring nature activities as we stroll through the forest, young children will connect to the natural world, become aware of the variety of life in the forest during springtime, and develop a greater appreciation for nature.



In this program, your students will...

- Observe and experience spring in the forest
- Explore the forest using five senses
- Discover that there is an incredible variety of life in the forest
- Understand that the forest is a home to many plants and animals

Curriculum Connections

Our place based school programs directly relate to BC's Early Learning Framework and the K-5 science curricula. Below you will find some of the learning standards that will be addressed on your program.

BC's Early Learning Framework (Pre-K)

A Sense of Well-being and Belonging

- Children will develop curiosity and a sense of wonder about, and a deeper connection to the forest and the animals that live there.

Exploration and Creativity

- Children will explore the forest environment through play and discovery, using all of their senses.

Language and Literacies

- Children will share their experiences in the forest through song, stories, play, and exploration.

Social Responsibility and Diversity

- The program will foster an appreciation that the forest is a home to animals who have needs similar to our own.
- The program will encourage respect for, and gentle treatment of the forest and its inhabitants.

Suggested Pre-Trip Activities

- Have students draw pictures about the fieldtrip and predict what they might see.
- Read stories about Pacific Northwestern forests and their inhabitants.
- Have students go on a sense walk in the schoolyard. How might a sense walk on a field trip to the Regional Parks forest be different from in the schoolyard?
- Have a sharing circle to talk about forest experiences.
- Show photographs of some of Vancouver Island's forest plants and animals.

Follow-up Activities

- Have children make a "5-senses forest mural" with drawings of their experiences and the things that they saw/touched/smelled/felt and tasted on their field trip.
- Have a follow-up sharing circle to talk about the children's field trip experiences. Discuss how they think their forest walk might be different in another season.
- Continue to go on outdoor sense walks to further develop observation skills and sensory awareness. Visit the same places multiple times to observe how the area is different at different times of year.

Background Information

Children in Nature

Research has shown that time spent in nature helps children to self-regulate, gain confidence, improve focus, enhance communication and collaboration, and improve mental and physical health, among numerous other benefits. Regional Parks provide us with diverse and beautiful places where children can receive these benefits and deepen their connection to local nature while exploring and learning through play.

Coastal Douglas-fir Forests

Coastal Douglas-fir ecosystems are among the most imperiled coastal ecosystems. Since they occur along the coast, in regions favoured by people, they were some of the first forest types targeted for logging, and cleared for urban and agricultural development. Today, very few older forest ecosystems remain in the Coastal Douglas-fir zone, and those that do are highly fragmented. Regional Parks protect some fine examples of Coastal Douglas-fir ecosystems and offer valuable opportunities to explore and learn about these habitats.

Life in Coastal Douglas-fir Forests

About 100 species of plants are found in Coastal Douglas-fir ecosystems, including trees, shrubs, herbaceous plants, mosses and fungi. These plants, fungi and the associated soil microorganisms form the structure of the forest, and provide habitat and food for animals. Some of the animals found in the Coastal Douglas-fir Ecosystems include large mammals such as black tailed deer, black bear and cougars (in more remote and less urban environments). There is an incredible variety of smaller mammals, bird life, invertebrates and amphibians.

Resources

Teacher References

Cannings, Richard and Sydney Cannings. British Columbia: A Natural History of its Origins, Ecology, and Diversity, with a New Look at Climate Change. Greystone Books, 2015.

Louv, Richard. Last Child in the Woods: Saving our Children from Nature Deficit Disorder. Algonquin Press, 2005.

Nightingale, Ann and Claudia Copley (Editors), Victoria Natural History Society. Nature Guide to the Victoria Region. Royal BC Museum Publishing. Victoria, 2012.

Penn, Briony. A Year on the Wild Side. Touchwood Editions, 1997.

Pojar, J. And A. MacKinnon. Plants of Coastal British Columbia, Including Washington, Oregon and Alaska. Lone Pine Publishing, 1994.

Sobel, D. Place Based Education: Connecting Classrooms and Communities. Orion Society, 2004.

Student References

Arnosky, Jim. Crinkleroot's Guide to Walking in Wild Places. Simon and Schuster, 1990.

Blomgren, Jennifer. Where Would I Be in an Evergreen Tree? Sasquatch Books, 2004.

Lloyd, Megan Wagner. Finding Wild. Knopf Books for Young Readers, 2016.

Schaefer, Lola M. Because of an Acorn. Chronicle Books, 2016.

Showers, Paul. The Listening Walk. Harper Collins, 1993.

Viano, Hannah. S is for Salmon: Pacific Northwest Alphabet. Little Bigfoot, Sasquatch Books, 2014.