

## **Overview for Teachers**

**TOPIC:** Importance of Biodiversity

**THEME:** Garry oak ecosystems are rare and support a diversity of life.

### **LEARNING OUTCOMES:**

**The student at the end of the day will be able to:**

- ✧ explain the impact of invasive species,
- ✧ identify a high-value wildlife tree,
- ✧ demonstrate use of a dichotomous key to identify plants,
- ✧ use observations to draw conclusions about their natural surroundings.

**PRE-TRIP:** 40 minute session in Class

The Program Coordinator runs a classroom session to familiarize students with the upcoming field program and the meaning of stewardship.

Students are led in a demonstration of how to construct their field journal. Once crafted by each student, the field manual is reviewed briefly.

Teachers are encouraged to have their students research native plants of AVNR and work up a Plant ID card, complete with a colourful sketch. Students can then stake their plant card sign at AVNR when they have their field day. The plant list and plant ID card follows.

**FIELD DAY:** Full Day program on Site

Each school group will be accompanied by at least 8 volunteers. During the day groups of 6 to 8 students (depending on class size) will move around to the various stations, accompanied by at least one, if not two adults.

**POST TRIP:** 40 minute session in Class

### **STEWARDS IN TRAINING PROGRAM PROVIDES THE FOLLOWING**

1. Journal materials for use in the classroom.
2. All field equipment and supplies.
3. Booking and cost of the school buses to transport the students from the various schools to the field site and back.
4. Trained volunteers from the community.
5. First aid kits and walkie-talkies.
6. Cell phone for emergency.

## SSI Conservancy Stewards in Training Program

### STUDENT NEEDS FOR THE FIELD DAY

1. Dress for all weather (rubber boots or sturdy hikers, sweater, hat, rain gear).
2. Snacks, water bottle and hearty lunch.
3. Any personal medications (particularly allergy remedies for grass, bee stings, etc.).

### CONSERVANCY NEEDS FROM THE TEACHER

1. Permission slips prepared and collected.
2. Scissors, glue sticks and pencil crayons/markers for the construction of the field journal during the pre-trip session.
3. A class list of students' first names sorted into four groups.
4. Two parent volunteers who are able to attend the field day with the class.
5. Parent names & contacts who might be interested in coming out on field trip. They are welcome to come to our volunteer training day.
6. Names of all students with photo-use restrictions.
7. Cell phone for emergency, if available.
8. Help with the evaluation of the program.
9. A few good photos from the field day.

#### Plant List:

arbutus	baldhip rose
bracken fern	bigleaf maple
chickweed monkey-flower	cleavers*
creeping buttercup*	Douglas-fir
English holly*	white fawn lily
Foxglove*	Garry oak
grand fir	gummy gooseberry
miner's lettuce	oceanspray
dull Oregon grape	red huckleberry
salal	Scotch broom*
sheep sorrel	Siberian miner's lettuce
spring-gold	stinging nettle
small flowered blue-eyed Mary	sword fern
trailing blackberry	vanilla-leaf
yarrow	wall lettuce*
strawberry	western hemlock
western redcedar	
*introduced plants	

# Plant ID Card

COMMON NAME:
CHARACTERISTICS:
ECOLOGY
NATIVE OR INTRODUCED: IN BALANCE OR INVASIVE:
ETHNOBOTANICAL USES:
RANGE:

SCIENTIFIC NAME:
IMAGE(S) FOR RECOGNITION: (show characteristics)
RESEARCHED BY:

NOM COMMUN:
CARACTÉRISTIQUES:
ÉCOLOGIE:
INDIGÈNE                      INTRODUITE NUISIBLE                      FAVORABLE
UTILISATION CULTURELLE:
DISTRIBUTION:

NOM SCIENTIFIQUE:
IMAGES POUR RECONNAÎTRE CETTE ESPÈCE:
RECHERCHÉ PAR: