

Blair Outdoor Education Centre
Program Outline: Grade 4 Habitats and Communities (Fall, Spring)
Habitat Comparison

- This topic is a 1/2 day program
- Outdoor activities will focus on expectations from the Science and Technology curriculum for Life Systems, Grade 4. These include some of the following:

Overall Expectations

By the end of Grade 4, students will:

1. analyse the effects of human activities on habitats and communities;
2. investigate the interdependence of plants and animals within specific habitats and communities;
3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Activities will be of a hands-on, experiential nature. In order to prepare your students, please try to present or review some of the above concepts prior to the trip. Also please ensure that they are well dressed for the season.

Bus Times:

Schools are responsible for booking the bus for the trip. Please complete the form, **Off-Campus Excursion Category 1 IS-11-FA** Busing costs are paid for by Learning Services, but you must book your bus through **STOCK Transportation (brendaj@stocktransportation.com 519 742-6224)**. When you book with STOCK please specify that it is an outdoor education field trip and they will bill Learning Services directly.

Please book your bus according to the following times:

If your school start time is between 8:30 and 8:50, book your bus to:			
Morning Programs		Afternoon Programs	
Arrive at Blair 9:15 a.m.	Depart from Blair 11:30 a.m.	Arrive at Blair 12:00 p.m.	Depart from Blair 2:15 p.m.
If your school start time is between 8:55 and 9:25, book your bus to:			
Morning Programs		Afternoon Programs	
Arrive at Blair 9:45 a.m.	Depart from Blair at 12:00	Arrive at Blair 12:15 p.m.	Depart from Blair 2:30 p.m.

- **All planning information for this trip is either contained in this document, or can be found on the Blair website.**
Blair Teacher Planning Page: <https://schools.wrdsb.ca/environmental-education/blair/blair-teacher-planning/>
- **Please complete the Blair Planning Form at least one week prior to your visit date.** This is the only written information I have regarding your class and I cannot be fully prepared for your visit without it. Of particular importance are life-threatening allergies that require an epipen or other medication.
Centre Visit Planning Form: <https://schools.wrdsb.ca/environmental-education/blair/centre-planning-form/>

If you have any other questions or concerns, please don't hesitate to contact me.

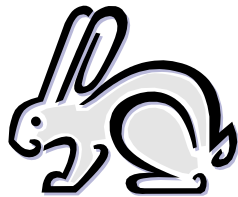
Sincerely,

Nathan Mantey, OCT
 Blair Outdoor Education Centre
 653-9855
nathan_mantey@wrdsb.ca

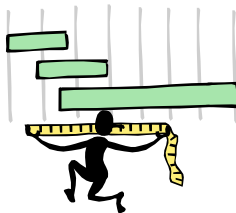
Centre Program

Home Sweet Home + Habitat Measurements

Home Sweet Home This is an activity in which each of the students is given a "fictitious" plant or animal identity. As we visit a variety of habitats, they must determine whether or not their specific needs of food, water, shelter and space can be met there. Afterwards we discover that each character represents a real plant or animal and we learn about its niche in the ecosystem and its unique adaptations. Additional activities undertaken along the way. (This is fun, I like this!!)



Habitat Measurements We will visit a variety of habitats (field, forest, wetland) and collect measurements of physical data such as temperature, wind speed, light, and soil moisture. We will also investigate some of the plant and animal inhabitants and attempt to make some connections between their needs and the data measurements.



Notes:

- It can be wet and muddy on the Blair trails, so students should wear rubber boots if they have them, or old shoes, and have dry socks/ shoes for when they return to school.
- Weather is variable at this time of year, so please watch the forecast for a few days prior to your visit date, and remind the kids to dress well for the day.

Worksheets required: I will provide all necessary worksheets.

Ministry of Education and Training Expectations met: Students will...

- classify organisms according to their role in a food chain (e.g., producer, consumer);
- demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals, construct food chains of different plant and animal species (e.g., grass'rabbit'fox), and classify animals as omnivore, carnivore, and herbivore;
- identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light; ground features; weather conditions);
- recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them (e.g., ducks live in marshes because they need marsh plants for food and shelter and water for movement);
- identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light; ground features; weather conditions);
- describe structural adaptations of plants and animals that demonstrate a response to the living things in their environment (e.g., the height of a plant depends on the amount of sunlight the plant gets; many animals that live in the Arctic have white fur);