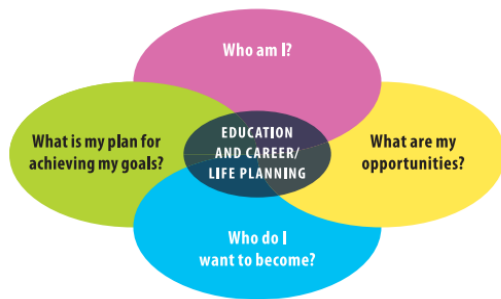


Walking in Place: Curriculum and Community Connected Walks



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Taking a walk in your local community is not only an easy and inexpensive way to engage your students in experiential learning, it will also allow you to establish



community connections all while addressing curriculum expectations. This will also allow students to connect to their education and career/life planning. For more information and strategies consult [Creating Pathways to Success](#). Please note this OCTE resource can be used in

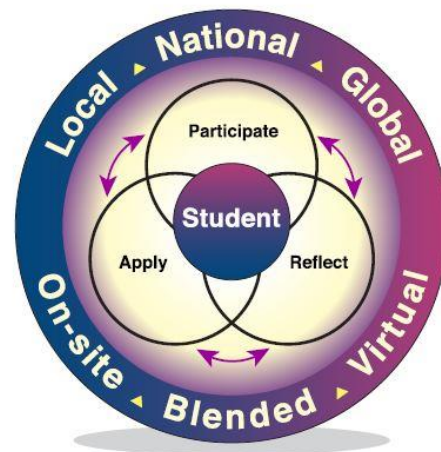
order Part 1-6 or pick the parts that best suit your students after Part 1.

Introduction to Experiential Learning-

The Experiential Learning (EL) cycle involves three phases: Participate, Reflect and Apply.

This resource is designed to engage students in all three aspects of the cycle. Students will actively explore, describe and define their “place” on their walks and working with community members to learn about the place and what came before them.

At each stage of the process students will be invited to reflect on their learning. It is encouraged that this documentation and reflection be stored somewhere centrally as students and educators may wish to revisit these ideas as they continue their work with the EL cycle. Consider using digital tools provided by your board such as Xello or myBlueprint.



Finally the students will get the opportunity to apply their knowledge. While there are some application opportunities throughout the document, [Part 6](#) will provide prompts for more curriculum specific application opportunities. Educators are welcome to edit and combine prompts as needed.

Teacher Background-

This document was designed for intermediate students in Grades 7-10 but can be easily adapted for all grade levels.

Before you engage your students in this experiential learning opportunity, it is recommended that all educators take some time to get to know the community surrounding their school by taking one of the community walks described in this document before engaging their students. Particularly for those who do not live in the community in which they teach, it is important that educators have an understanding of “the structure, challenge and opportunities within the community” (p.24, Vander Ark, Liebttag & McClennen, 2020). In the Walking Curriculum (2018) Gillian Judson highlights the best way to get a sense of place is on foot (or however you get around without a car). As many schools are short on resources you may in fact discover there are many contexts just outside the school doors that relate directly to your curriculum and your students! For more information about establishing more formal relationships with community partners check out <https://www.octe.ca/en/resources/resource-folder/opening-door-community-partnerships>

When you are out on walks in your community with your students you may need to “undo” their belief that being outside is not important or doesn’t count as instructional time (Judson, 2018). Students will likely need multiple prompts and reminders of the “purpose” of each walk throughout these activities.

Depending on your school, the area and your students, you may want to consider an initial walk before you get started with only the prompt of “what do you notice?” This only needs to be 10-15 minutes. This will give them the opportunity to make a few initial observations (and familiarize students newer to the area) before starting into an analysis of place.

It should be noted that much of this exploration of place is supported by teaching through the medicine wheel and other indigenous ways of knowing and learning. Explore more information here and connect with your board indigenous leads and/or elders for more information. <https://www.mycota.ca/pro-d-blog/2019/04/16/teaching-by-the-medicine-wheel/>

Part 1: What is this Place?

Teacher Background: For the purpose of this series of lessons, we will be defining Place using the Place Triangle from Teton Science School

(<https://www.tetonscience.org/about/place-based-education/>)

- **Ecology:** natural world within a place
- **Culture:** human-built factors (politics, education structures, social programming etc.)
- **Economy:** also human factors but these are tied to the economics and commerce of the place

Consider using digital tools like myBlueprint or Xello to document student learning, artifacts and reflections.

Materials Needed:

- Paper
- Pencil
- 3 coloured pencils/markers highlighters

Minds On:

Ask students “Where are we”? Give them 3-4 minutes to come up with as specific an answer as possible. Share responses as a class and see how many details you can come up with.

Teacher Prompt: Consider latitude and longitude, street address, neighbourhood/city/province/territory/country/planet, as well as more informal descriptions of the location (ex. third door on the left past the front office)

Activity:

Sketch a map

1. Each student needs a paper and pencil (this activity could be adapted to be virtual if needed).
2. Ask students to sketch the “walkable” neighborhood around your school.
 - a. You and your students may choose to define what this means or leave it open ended depending on the students and community.
3. Give students ample time to sketch the neighborhood. Remind them this is not an artistic endeavor.

Label the map

4. Ask students to label things they know the names of (streets, buildings/businesses etc) these can be the proper or general names.
5. Students will now create a legend for the three aspects of Place (Ecology, Cultural, Economy) using their coloured pencils/highlighters. Ask students to categorize everything on their map into those three aspects of place.

Compare with a partner

6. Have students partner up to compare and discuss all of the parts of their maps they labeled “place of ecology”. After about 3-5 minutes have students switch partners and repeat the process for cultural, and then again for economy.

Full Class Discussion

7. Engage students in a full class discussion, this may include listing locations under the three elements of place or discussing similarities/differences in interpretation. *Which element of place had the most difference on our maps? What did you notice on someone else’s map that changed your map?*

Personal Reflection

8. Allow students time for reflection. You may choose to have students record their reflection in their Experiential Learning portfolio, online IPP platform etc.

Reflection questions could include:

- a. How did your map change as you worked through this process?
- b. Which element of place (ecology, cultural or economy) do you see the most of on your map? Why is that? How does that reflect the community?
- c. What doesn’t this map tell you about this community?
- d. What evidence is there in this Place of what the community values?
- e. Who owns/operates the local businesses (things labeled “economy”)?
- f. What do you know about the history of the community?
- g. What do you want to know more about?

Part 2: Who has been in this Place?

Teacher Background: We cannot take an accurate look at a place without discussing the people who shaped it years before us. Please consider including your Indigenous Education Board Leads, Elders and those with lived experience in the community. This

is a great time to connect with local community leaders who are representative of the diversity of your local community. They may also be able to engage you and your students on a community walk as an incredible authentic learning experience.

Materials Needed:

- A copy of your school's land acknowledgement
- Teacher Laptop
- Speakers and projector

Minds On

Starting with your land acknowledgement, ask students what it means, where it represents and why it is spoken at schools and other community gatherings. Who are the people named in your land acknowledgement? How far geographically does this land acknowledgement represent?

Use <https://www.whose.land/en/> for more information about your area and to explore territories by land.

Action:

Learn more about Land Acknowledgements

1. [Watch Land Acknowledgements: Simple Gestures with Deep Root](#)
2. Discuss the elements and importance of land acknowledgements listed in the video. (Traditional place name and meaning, treaties, waterways, transportation, climate, plants etc) - are these names in your land acknowledgement?

Student Research

3. Have students do some research to create a richer, more personal land acknowledgement for your place. Consider working with your Indigenous Education Board Lead and/or an Elder/Knowledge Keeper to help students learn more about their place. If they can take you on a walk- even better!!
4. Divide students to research the different topics listed in the video (Traditional place name and meaning, treaties, waterways, transportation, climate, plants etc).

Creating a class video

5. Have students record their voices (encouraging oral traditions) sharing their learning about the specific topic they researched.
6. Go on a walk around the community and ask students to capture 1-2 images for their topic to be used in a slideshow with their voice over. The class could also use digital tools like Flip Grid or Adobe Spark to create the video.

7. Build the class video using student voice clips and pictures for your enhanced land acknowledgement
8. Consider sharing this work with other classes and local elementary schools in your community.

Extension

9. You and your students may want to do something similar looking at the settler groups who came to your place.

Personal Reflection

10. Allow students time for reflection. You may choose to have students record their reflection in their Experiential Learning portfolio, online IPP platform etc.

Reflection questions could include:

- a. What was the most surprising thing about your learning? Why?
- b. How has your Place changed?
- c. What evidence is there in this Place of what the community values?
- d. What else do you know about the history of this community?
- e. What do you want to know more about?

Part 3: Walking this Place

Teacher Background: Talk to your administrators about the required permission forms necessary for taking the students for a walk in the community surrounding the school. Consider a “walking permission form” or “local excursions form” that grants permission to take the students on walking excursions around the community throughout the year. This will give you more flexibility in terms of when you get out. If this is not appropriate for your school location, a lot of the activities can be modified for the school yard.

Materials Needed:

- Map students created in part 1
- [Walking Artifacts document](#)
- Pencil
- Clipboard (or hard surface to write on)

Minds On:

What kind of impact can humans have on a place? What would that look like?

Teacher prompt: Brainstorm ways you can see evidence of humans in a place, consider both positive and negative.

Activity:

Updating your Map

1. Determine how you and your students are going to approach the walk, are you giving them boundaries, have them walk as a group, etc. Take into consideration the needs of your students as well as the layout of your community.
2. Students should take their maps from the previous lesson with them on this walk.
3. Give students the opportunity to update their maps, adding more specific details.

Looking for Human Impact

4. In partners, provide students with a physical or digital copy of the [Walking Artifacts Chart](#). They will use this chart to document 2 artifacts of **evidence of human** impact for each element of place (Ecology, Culture and Economy). The artifacts can be photographs, sketches etc.
5. Depending on the length of your walk, you may want to do a second loop for this portion. Encourage students to find ways to capture this without photographing humans.

Full Class Discussion

6. Engage students in a full class discussion, this may include: listing additions made to their maps or comparing the evidence of human impact they captured for ecology, culture and economy. If students were able to capture photos, consider placing them in a shared folder or slide deck so everyone can see and compare. They could also be uploaded to the student's portfolio.

Teacher Prompts: Which were easiest to capture? Why? Which element do we see the most variety in our evidence of human impact?

Personal Reflection

7. Allow students time for reflection. You may choose to have students record their reflection in their Experiential Learning portfolio, online IPP platform etc. Reflection questions could include:
 - a. How did your map change as you worked through this process?
 - b. Which element of Place (ecology, cultural or economy) do you see the most of on your map? Why is that? How does that reflect your community?
 - c. Was it easier to capture - positive or negative impact of humans? Why?

- d. What doesn't this map tell you about this community?
- e. What evidence is there in this Place of what the community values?
- f. Who owns/operates the local businesses (things labeled "economy")?
- g. What do you know about the history of this community?
- h. What do you want to know more about?

Walking Artifacts

Use this chart to document the artifacts of your walk. You may wish to use a digital version of this document to insert any pictures you take.

Your Name:	
Date of Walk:	
Purpose of Walk:	
Artifact Image, sketch, recording, etc (do not remove items from their place, only document them)	Why is this the best artifact to represent the purpose of this walk? What does it represent?

Part 4: The Jobs that Make this Place

Teacher Background: To be able to explore the role of skilled trades in the community, students may require background on the skilled trades. There are more opportunities for career and pathways exploration on the OCTE website: <https://www.octe.ca/en> or the OYAP website: <https://oyap.com/>

Materials Needed:

- Laptop
- Projector
- Speakers
- Student devices to play Kahoot and watch Job Talk videos
- [Interactive Slide deck](#)
- [Evidence of the Skilled Trades Around Us](#) (physical or digital copy)

Activity:

Intro Slide Deck

1. Use this [interactive slide deck](#) to introduce students to the skilled trades. Teacher information provided in the notes.
 - a. This includes introductory activities and videos as well as a [Kahoot game show](#) to review.

Job Talks Videos (slide 6)

2. Students will have the opportunity to explore some skilled trades of interest to them. Have all students complete a physical or digital version of the [Evidence of Skilled Trades Around Us chart](#).
3. Have students share ways to identify evidence of different skilled trades (this will be helpful for the next part- consider a shared chart for students)
4. Students will complete the reflection questions (rose, bud, thorn) on the [Evidence of Skilled Trades Around Us](#) document.



Evidence of the Skilled Trades Around Us

1. Watch 3 different videos from the [Job Talks Website](#).
2. Record the name of the Trade and the evidence of their work that we might see around us.

Name of the Trade/Video	Evidence of their work around us:

Reflect:

Complete the following chart to record your thoughts about careers in the skilled trades.

Rose: What is something that you think you will like about a career in the Skilled Trades?	
Bud: What is something about a career in the Skilled Trades that you would like to learn more about?	
Thorn: What is something about careers in the trades that you may not like, or may find difficult?	

Part 5: The People who make this Place

Teacher Background: Students will be able to apply some of their learning from the previous part. It is encouraged to invite tradespeople from the community to engage your class (or stop in for a visit on your walk) to talk about some of their work. If you cannot take your class on a walk around the community, you could still look for evidence of the skilled trades in your school yard (school building, roads to school, school yard landscaping etc)

- [Walking Artifacts document](#)
- Filled in chart from [Evidence of Skilled Trades Around Us](#)
- Pencil
- Clipboard (or hard surface to write on)

Minds On:

Who works in the Skilled Trades in our community?

Name local businesses (hair salon, construction company, manufacturing plant in town etc)

What skilled trades are needed to “create” a Place? What skilled trades are required to maintain a Place?

Looking for Evidence of the Skilled Trades

1. In partners, provide students with a new physical or digital copy of the [Walking Artifacts Chart](#). They will use this chart to document 6 artifacts of **evidence of skilled trades**. Students should strive to find evidence for as many different trades as possible (e.g. not all 6 auto mechanics). The artifacts can be photographs, sketches etc.
2. Depending on the length of your walk, you may want to do a second loop to allow students to find representation from different trades. Can they find one from each sector (Construction, Industrial, Motive Power, and Service)? Encourage students to find ways to capture this without photographing humans.

Full Class Discussion

3. Engage students in a full class discussion, this may include: comparing the evidence of skilled trades they found, categorizing by sector, etc. If students were able to capture photos, consider placing them in a shared folder or slide deck so everyone can see and compare. They could also be uploaded to the student’s portfolio.

Teacher Prompts: Which skilled trades were easiest to capture? Why? Which skilled trades were the most difficult to capture? What information is missing from our artifacts?

Personal Reflection

4. Allow students time for reflection. You may choose to have students record their reflection in their Experiential Learning portfolio, online IPP platform etc.

Reflection questions could include:

- a. Which skilled trade did you find the most evidence of? Why is that? How does that reflect your community?
- b. Which sector (Construction, Industrial, Motive Power, and Service) was it hardest for you to capture? Why?
- c. What doesn't your walking artifacts collection tell you about this community?
- d. What evidence is there in this Place of how the community values skilled trades?
- e. Who owns/operates the local skilled trades businesses (things labeled "economy")?
- f. What do you know about the history of skilled trades in this community?
- g. What do you want to know more about?

Part 6: Our Learning in this Place

Teacher Background: The intention of this final part is for educators to select prompts to apply to student learning from this exploration of place to a more specific curriculum area. The reflection prompts used throughout this document will also be appropriate for use with these activities.

Some subject area prompts will also come with additional external resources for further information and support. Much of this exploration of Place is supported by teaching through the medicine wheel. Explore more information here and connect with your board Indigenous leads and/or elders for more information. <https://www.mycota.ca/pro-d-blog/2019/04/16/teaching-by-the-medicine-wheel/>

Application:

The prompts listed below can be used in a way that best suits the course curriculum. Consider using the [Walking Artifact chart](#) to document new learnings.

Students could create their own walking tour of their Place. A themed tour based on prompts below should have 5-6 stops where they explain the significance of this Place/artifact etc. Students could use their [Walking Artifact sheet](#) to plan. These tours would be a great way to engage younger students or the students from feeder elementary schools.

Technology Prompts

Community Needs- Identify a need in your community connected to ecology, economy or social. Work to create a prototype and/or create a solution. Consider bringing in community members to share their needs/concerns (a charity needing to raise awareness/social media, fish issue with local pond in park, community food garden etc)

Scale It- Create a scale model of your place with tools appropriate for your tech curriculum (3D rendering, model construction etc)

Skilled Trades Prompts

Filling the Gaps- Pick a skilled trade that is under represented or needs more tradespeople in your community. Reach out to a local organization to discuss their needs, training and apprenticeship possibilities etc. Reach out to your board's OYAP coordinator to discuss how students are (or could better be) prepared for work in this trade to fill the gap in your community.

History of Trades- How does this history of your community connect to the role of skilled trades? Did people move in or out of the community because of it? What trades are attracting people to this Place now?

Trades in Place- Pick a skilled trade active in your community. Find evidence of it in terms of all three elements of Place (ecology, economy and social) What are areas of success in this trade in your community? What are some issues or obstacles?

Math Prompts

Show the Numbers- Create an infographic about your community. Use appropriate statistics and graphical representations to show all 3 elements of Place (ecology, economy and social) in your community.

Cost of Change- Find an issue or need in your community. (Playground update needed, new library, potholes in roads etc). Create a spreadsheet where you calculate approximate costs to fix the problem. Don't forget to include hours for labour, cost of materials and tax!! You may need to look up costs from multiple sources to get an idea of how much this may cost and how to get the best deal. Be prepared to justify your choices to propose the best solution that costs the least amount of money.

Science Prompts:

Preservation of Place- What can be done to preserve or improve the 3 aspects of the Place in which we live: Ecology, Economy and Social? Who would you need to work with to start to make these changes? What supports would you need?

Neighbour Walk- Who are your neighbours? Include all living things. How can you document and categorize them? What evidence do you see of your neighbours?

Systems Walk- Look for evidence of natural and/or human-built systems (water cycle, food webs, waste management etc). Identify the parts of the system (using [Walking Artifacts](#) to document) how do the different systems interact? What can be done to preserve or improve the system? How do they impact the 3 aspects of Place?
(Rothschild, 2004)

History Prompts

Who was Here- Who was here before? 50 years ago? 100 years ago? 500 years ago? Where do we see their impact?

What's in a Name- What is the historical significance of the place names (buildings, streets, townships etc) what are their language origins? What does this tell us about this Place?

- If students are researching some Indigenous names of places try using translator websites or resources/people in your school board
<https://www.languagemuseum.ca/indigenous-language-apps-websites>

Settler History- What is the history of settlers in this Place? Why did they come here? Under what conditions? What was their impact on the 3 elements of Place (ecology, economy and social)?

- Please consider including those with lived experience in the community.

Indigenous History- What is the history of Indigenous peoples in this Place? What was and is their impact on the 3 elements of Place (ecology, economy and social)?

- Please consider including your Indigenous Education Board Leads, Elders and those with lived experience in the community.

Geography Prompts

Gathering Place- What is a key gathering Place? How do people use this space? How is it used for bonding (that happens within a particular group/community)? How is it used for bridging (relationships between social groups)? How could it better be used for both bonding and bridging in the community? (Judson, 2018).

People Walk- Who is in this Place? How do people get around? What speed are they travelling (quickly, slowly etc). Do they travel in groups, pairs or by themselves? How does this vary by time of day? (Judson, 2018)

- Teacher reminder: make sure you review with students appropriate interactions and documentation when it comes to people they do not know.

Walkability Score- How “walk friendly” is your Place? Using www.walkscore.com students can see the rating from your community. <http://walkonomics.com> provides a more detailed report based on 8 factors: “road safety; ease of crossing the street; availability of sidewalks’ hilliness’ ease of navigation; fear of crime’ the aesthetic quality of a route and whether the street is ‘fun and relaxing’” (Judson, 2018, p.52). How does your Place score? Do you think this is accurate? What measures would you use? How can a space become more walkable? Who do you need to contact to make this possible?
(Judson, 2018)

Eco Tourism- What eco tourism does (or could) take place in this community? What is being done to preserve this Place? How do the elements of place interact when it

comes to charging money for ecology experiences meant to be used to preserve the Place.

Art Prompts

Create Place- Using a medium of your choice create an artistic representation of all 3 elements of Place in your community (ecology, economy and social).

Place Perspective- Using perspective drawings, create an image with “depth” that best represents your Place. It may be an exact drawing of a main space in your community, or you may choose to create an image that integrates many different parts of your Place that may not be as physically close in real life.

Community Collaboration- The class will work together to create a giant map of the local community (large enough to cover a whole wall in the classroom or large section in the hallway). Students can collaborate to decide how they will work together on this art piece. This piece could remain an important part of the school decor or local community. (Judson, 2018).

Language Prompts

Take a Tour- Write the script for a walking tour highlighting 6 stops that are of importance to your Place. This tour could also be based on some of the prompts listed above. Consider taking younger students or even the feeder elementary schools out on your walks!

- Teachers- you can find some examples here on <https://www.driftscape.com/driftscape-for-web> the city of Toronto has many recorded walking tours you can explore if your community does not have as many points of the site.

References

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Walkonomics: <http://walkonomics.com>

WalkScore: <https://www.walkscore.com>