

Locally Developed Course
Grande Yellowhead Public School Division

Water Experience
15

Parks Canada (Palisades) Stewardship Education Centre

Student - Post-Immersion Course Package



Water Experience 15 Post-Immersion Sessions

The following plans and activities are to be completed after you visit the Palisades Stewardship Education Centre. Within this Post-Immersion package, you will find activities that will cover approximately 3 hours of work.

Technology

You may require access to various technologies such as internet, PowerPoint, Movie Maker programs, cameras and video cameras for your final projects in WE 15.

Final Presentation

It is recommended that you have a chance to share what you have learned with your school and community. This might be through display boards in the school, participation in assemblies or a Water Experience night – where students can share with parents all that they have done.

There are two major assignments and a reflection that must be completed.

1. Start by exploring one of the following web links to a water issue posting (or find other online articles with current, appropriate water topics):

<http://www.good.is/post/ocean-motion/>

<http://www.good.is/post/wave-goodbye/>

<http://www.good.is/post/good-event-greywater-workshop/>

<http://www.good.is/preview/19757>

<http://www.good.is/post/superb-idea-a-toilet-that-uses-runoff-water-from-your-sink/>

<http://www.good.is/post/clean-clear-water/>

<http://www.good.is/post/water-park/>

<http://www.good.is/post/dont-love-that-dirty-water/>

<http://www.good.is/post/bundy-bans-bottled-water/>

You should read the information found at the site take notes so you can share what you have learned with the group. This should then take 10 - 15 minutes.

2. After 15 minutes, share with your group.
 - What was interesting?
 - What did they learn that was new?
 - Was there anything that they disagreed with?

3. Next work through the Reflection questions on the following page.

Student Reflection Questions

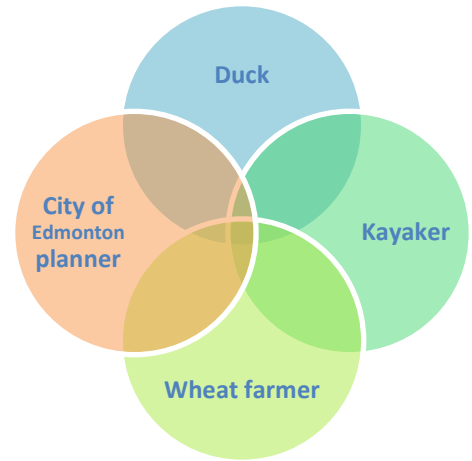
This reflection assignment will contribute to your mark in WE 15, but more importantly, the answers you give will help to improve the course for others and potentially yourself if you are interested in continuing on to WE 25 and 35. Please answer questions on a separate sheet of paper, or if completing this electronically, insert your answers after each question pass them to your teacher.

Ideas	1. What is the most important thing that you learned during Water Experience 15? Why is this important?
	2. What message or ideas have you / will you share with others about water recreation / conservation / rights after this course?
Assignments	3. Which in-class activity did you enjoy the most? Why?
	4. Do you wish that you had been given more time to work on the projects? What else would you have done?
Influences	5. In what ways did your classmates and teacher influence your learning?
Technology	6. Did you find the use of technology appropriate in this course? What would you suggest for next time?
Collaboration	7. How did you and your partner make decisions about your comparison project?
	8. How did you and your peers work together in class and at the PSEC?
Course	9. What would you like to see changed in this course? Why?
Evaluation	10. What part of this course would you keep the same? Why?
	11. Are you interested in taking the next course, WE 25? Why or why not?
	12. What type of person would you recommend this course to? Why?

Comparison Project

Points of View

With a partner of your choice (or on your own), you will be creating a project that demonstrates the points of view of four different Athabasca River water users:



• An animal	• A farmer
• A municipal planner	• A recreational user

You and your partner will need to choose the format with which you feel you could best present your ideas. Here are the format options:

• Poster	• PowerPoint Slideshow
• Photo Essay (with captions)	• Video
• Prepared debate	• Letters to the Editor
• Essay	• Newspaper Article

Here are some key questions and ideas that should be addressed in your project:

- Who exactly is the water user? If it is an animal, which animal is it? If it is a recreational user, which activities do they do? If it is a municipal planner, where is the municipality located? If it is a farmer, where are they located? What do they grow?
- What is important to each of the water users?
- What values are at play?
- Where do the opinions of these water users differ and where are the opinions the same?
- How do the water users see the National Parks (like Jasper)?
- How does scientific monitoring fit into the water users' points of view?
- What do they think needs to be done to protect or manage water?

Some helpful reminders:

- i. Your project will be evaluated based on how well you understand the points of view of the water users and how well you detail the similarities and differences.
- ii. Do not simply give a collage of images for a poster. Posters should include both images and text that demonstrate your understanding of the issue.
- iii. Review the notes you've collected over the course so far and include any specific information that may help convey your understanding.
- iv. You and your partner may choose to present this assignment to the class on the last day.

Rubric			
Comparison Project /10			
Standard of Excellence 9-10	Proficient 7-8	Acceptable 5-6	Not Acceptable 0-4
Students demonstrate a thorough understanding of the various points of view.	Students demonstrate a good understanding of the various points of view.	Students demonstrate a basic understanding of the various points of view.	Students show a lack of conceptual understanding.
Effective and competent communication of key concepts.	Effective communication of key concepts.	Communication of key concepts is evident.	Issues are dealt with at a superficial level and/or in isolation.



Lifelong Learning Exploration

Get out there!



We want your experiences rafting, kayaking, canoeing, and exploring at the Palisades Stewardship Education Centre to be just the beginning. Now it's time to research the recreational opportunities available to you that will enable you to continue learning and having new experiences in these areas long after you have returned home.

Instructions:

1. Choose one place and one organization that you are interested in. You will be researching possible courses, trips, organizations to join, or activities to pursue. Check with your teacher to see if there is an organization / place that would be appropriate for this search, but is not listed here.

Suggested Places	Suggested Organizations
<ul style="list-style-type: none"> • Red Deer River • Maligne Lake • Lake Wabamun • Lesser Slave Lake • Bowron Lakes Circuit • Clearwater - Azure Lakes • Murtle Lake (Wells Gray Park) 	<ul style="list-style-type: none"> • Paddle Alberta • Alberta Whitewater Association • Edmonton Whitewater Paddlers • U of C outdoor centre • U of A outdoors club • Many more private companies and clubs exist... search the internet or ask around!

Place:

Tell us about the place! Where is it? What would you do there? Have you been there before? Where did you get your information about the place? Why would you want to go there? Is it somewhere that beginners or advanced paddlers / explorers would go? When would you go? Who would you go with? What else should we know about it?

Organization:

What does this organization offer? Who do they target (adults, youth, kayakers, canoeists)? Where are they located? What can they help you with? What could you learn through their programs? How much do they charge? What gear do they provide? What gear would you need? Where would you find the necessary gear? When do they offer programs? How do you sign up?

2. Choose a format that is different from your comparison project:

• Poster	• PowerPoint Slideshow
• Photo Essay (with captions)	• Video
• Newspaper Article	• Letters to the Editor

Some helpful reminders:

- i. Your project will be evaluated based on how well you research and share the information on a place and an organization. Details are essential! Ensure that others could easily learn from your research and *get out there* themselves.
- ii. Clear, suitable visual images will be beneficial to your project, regardless of the format you choose. Posters should include both images and text that demonstrate your findings.
- iii. You may choose to present this assignment to the class on the last day.