

**Locally Developed Course**  
**Grande Yellowhead Public School Division**

**Water Experience**  
**15**

**Parks Canada (Palisades) Stewardship Education Centre**  
**Post-Immersion Course Package**



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## *Water Experience 15 Post-Immersion Sessions*

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

### **Technology**

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

### **Final Presentation**

It is recommended that students have a chance to share what they have learned with their school and community. Whether this is 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.

In the three levels of Water Experience, there will be the following final assignments:

WE 15

- Comparison project
- Lifelong Learning project

WE 25

- Lifestyle Analysis
- Invention

WE 35

- Trip Planning
- Careers Profile

## Session 1

Topics this class will cover:

- Reflections on the Immersion experience
- Final assignments

Learning outcomes:

- Students will share their impressions of the PSEC and the activities in which they participated.
- Students will begin to organize their final assignments.

Lesson Preparation & Resources Needed:

- All student handouts are included in this Instructor's Notes package. Copies will need to be made before the course starts.

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1. Sharing time: What did you take away from your experience at the PSEC?
  2. Explanation & discussion of final assignments: There are two major assignments and a reflection that must be completed.
    - Students should be monitored when they are beginning these assignments to make sure they are on the right track with their thinking. Get students to bring out their notes from the Pre-Immersion portion of the course and their journals from their time at the PSEC.
    - In a group, discuss how their ideas of water rights and appropriate water use have evolved since the Pre-Immersion. Explore how management and conservation are such complex problems to be solved.
    - For their partner projects, students will create a creative representation of 4 points of view about water: An animal's point of view, a farmer's point of view, a recreational user's point of view, and a municipal planner's point of view. Where do these individuals share the same opinions about water? Where do their opinions differ? What is important to them? What do they think needs to be done to protect / manage water?
  3. Give students time to work on their projects, discussing ideas with their teacher & peers.

## Session 2

Topics this class will cover:

- Water conservation issues
- Final assignments

Learning outcomes:

- Students will explore a water issue and share their findings and opinions with the group.
- Students will continue to organize their final assignments.

Lesson Preparation & Resources Needed:

- Students will need access to their own computer with internet.

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1. Give each student one of the following links to a water issue posting from the website (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/>

Students should read the information found at the site given to them and take notes so they can share what they learned with the group. They should then take 10 - 15 minutes to "flow" from their starting point, reading any of the links or other articles on the site that interest them.

2. After 15 minutes, share with the group. What was interesting? What did they learn that was new? Was there anything that they disagreed with?
3. Give time to students to work on their projects, discussing ideas with their teacher & peers. Remind students that they will be handing in both major projects next class, and will be presenting one to the group at that time as well. Ensure all students are on the right track and answer any questions they may have.

## Session 3

Topics this class will cover:

- Presentations of final assignments
- Self-evaluations
- Course evaluations

Learning outcomes:

- Students will share one of their major projects with the class (either the partner project, or the individual project).
- Students will hand in copies of both projects to their teacher.
- Students will reflect on the course and on their assignments.

Lesson Preparation & Resources Needed:

- All student handouts are included in this Instructor's Notes package. Copies will need to be made before the course starts.

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1. Sharing time: Students present one project to the group. Have the group ask questions after the presentations and discuss any interesting points of view or topics that arise during the presentations.
  2. Hand out the Reflection Questions. Ask students to complete them during class (if there is time) or have them e-mail their answers by a set date. Ensure that you share the answers the students give with the Palisades staff. Make your own suggestions as well so that the course can be continually improved.
  3. Let the students know when they will receive their final marks for the class, and let them know about WE 25 (when it will run & how to register).

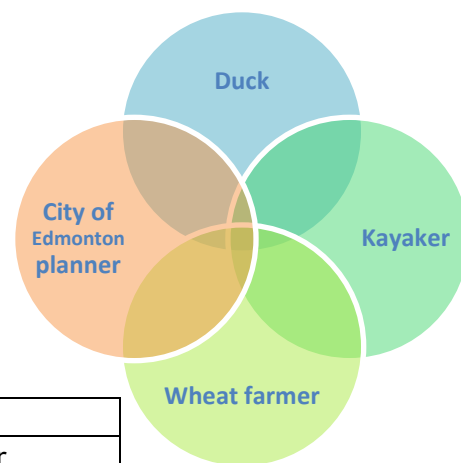
## Student Reflection Questions

This reflection assignment will contribute to your participation 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 and e-mail the file to: \_\_\_\_\_ by \_\_\_\_\_.

- 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 Evaluation**
9. What would you like to see changed in this course? Why?
  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.

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

#### 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.

Sample Rubric			
Lifelong Learning Exploration /10			
Standard of Excellence 9-10	Proficient 7-8	Acceptable 5-6	Not Acceptable 0-4
Students demonstrate a thorough understanding of the chosen place and organization. There are many useful details.	Students demonstrate a good understanding of the chosen place and organization. There are many useful details.	Students demonstrate a basic understanding of the chosen place and organization. There are few useful details.	Students show a lack of conceptual understanding. There are few useful details.
Effective and competent communication of key concepts.	Effective communication of key concepts.	Communication of key concepts is evident.	Communication of key concepts is lacking.