

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
<p>#1</p> <p>ROYAL FLUSH</p>	<p>How does my toilet work?</p> <p>How does the required amount of water come back every time?</p> <p>Students can examine how a valve works and its importance in a simple, yet indispensable machine.</p> <p>How can science help us make our toilets more environmentally friendly?</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. ● identify ways in which forces are used in their daily lives <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts. ● evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation. 	Tent	A
<p>#2</p> <p>3 X A DAY</p>	<p>In a simulation, students will have the opportunity to examine brushing their teeth and comparing water consumption using a variety of techniques.</p> <p>How much water can you save 3 times a day?</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. ● identify ways in which forces are used in their daily lives. <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts. ● evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation. 	Tent	A

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
<p>#3</p> <p>GO WITH THE FLOW</p>	<p>Students simulate daily household routines and evaluate the impacts of their everyday actions on the environment.</p> <p>They investigate the rate of water flow, discover simple home water saving technologies and hypothesize about the impacts these technologies have on the environment.</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. ● identify ways in which forces are used in their daily lives. <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts ● evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation 	Tent	A
<p>#4</p> <p>Sciensational Snakes</p>	<p>Providing 'hands on' education. Students will learn about reptiles and amphibians - their ecology and conservation. This activity will investigate native Ontario species and will discuss the negative impacts of polluted water systems and how it affects herpetofauna.</p>	<p><u>Life Systems, Grade 2, Growth and Changes in Animals</u></p> <ul style="list-style-type: none"> ● identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● identify factors that affect the ability of plants and animals to survive in a specific habitat 	Tent	F
<p>#5</p> <p>LATHER UP!</p>	<p>How much water do you think you use in a 5 minute shower?</p> <p>See what happens when you shower for three minutes instead or if you use a low flow shower head!</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. ● identify ways in which forces are used in their daily lives. <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts. ● evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation. 	Tent	A

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
<p>#6</p> <p>DOING THE LAUNDRY</p>	<p>Why was Monday, Laundry Day, totally devoted to this task in 1914?</p> <p>Try doing laundry using old methods and equipment and compare water consumption to the present day.</p>	<p><u>Heritage and Citizenship, Grade 3, Early Settlements</u></p> <ul style="list-style-type: none"> ● identify early settlers and their origins, and describe their lives and contributions ● describe changes that have occurred in their communities since the time of the early settlers ● explain how the pioneers used natural resources (e.g. water, forests, land) ● describe the major components of a pioneer settlement ● locate key information about pioneer communities from primary sources (e.g. local museums, pioneer houses, forts, villages) ● collect and evaluate information about human and environmental interactions during the early settlement period ● compare and contrast life in a pioneer settlement with that in their own community (with respect to services, jobs, schools, stores, use of natural resources) 	<p>Open Area Next To The Boarding House</p>	<p>Village</p>
<p>#7</p> <p>BUCKET BRIGADE</p>	<p>Fire!</p> <p>Students must work together using a historic method to save the burning building from destruction</p>	<p><u>Heritage and Citizenship, Grade 3, Early Settlements</u></p> <ul style="list-style-type: none"> ● identify early settlers and their origins, and describe their lives and contributions ● describe changes that have occurred in their communities since the time of the early settlers ● describe the major components of a pioneer settlement ● locate key information about pioneer communities from primary sources (e.g. local museums, pioneer houses, forts, villages) ● collect and evaluate information about human and environmental interactions during the early settlement period ● compare and contrast life in a pioneer settlement with that in their own community (with respect to services, jobs, schools, stores, use of natural resources) 	<p>Open Area Near Tattoo Parlour</p>	<p>Village</p>

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	LOCATION
<p>#8</p> <p>SATURDAY NIGHT BATH</p>	<p>Students will be challenged to compare their hygiene habits with those of children more than 80 years ago!</p>	<p><u>Heritage and Citizenship, Grade 3, Early Settlements</u></p> <ul style="list-style-type: none"> ● identify early settlers and their origins, and describe their lives and contributions ● describe changes that have occurred in their communities since the time of the early settlers ● describe the major components of a pioneer settlement ● locate key information about pioneer communities from primary sources (e.g. local museums, pioneer houses, forts, villages) ● collect and evaluate information about human and environmental interactions during the early settlement period ● compare and contrast life in a pioneer settlement with that in their own community (with respect to services, jobs, schools, stores, use of natural resources) <p><u>Life Systems, Grade 5, Human Organ Systems</u></p> <ul style="list-style-type: none"> ● assess the effect of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial ● identify the structure and function of the major organs of various human body systems ● identify common diseases and the organs and/or human body systems that they affect 	<p>Open area near Waggot House</p>	<p>Village</p>
<p>#9</p> <p>PIONEER WATER RACE</p>	<p>Students will be encouraged to examine the importance of water to the survival and success of the pioneers.</p> <p>Taking a trip back in time, students can investigate how farm buildings were located near a water source, how pioneers obtained the water needed for animals and the family, and how much water was required.</p> <p>Discover hand power and the role of the child in pioneer families. Help us</p>	<p><u>Heritage and Citizenship, Grade 3, Early Settlements</u></p> <ul style="list-style-type: none"> ● identify early settlers and their origins, and describe their lives and contributions ● describe changes that have occurred in their communities since the time of the early settlers ● explain how the pioneers used natural resources (e.g. water, forests, land) ● describe the major components of a pioneer settlement ● locate key information about pioneer communities from primary sources (e.g. local museums, pioneer houses, forts, villages) ● collect and evaluate information about human and environmental interactions during the early 	<p>Left of Waggot House</p>	<p>Village</p>

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
	fetch a bucket! (Participate in the Water Carrying Race)	settlement period <ul style="list-style-type: none"> ● compare and contrast life in a pioneer settlement with that in their own community (with respect to services, jobs, schools, stores, use of natural resources) 		
#10 INDIGENOUS VOICES	<p>Our First Nations existed here long before European settlement. They had and still have today a very special relationship with the environment.</p> <p>Chief Top Leaf will help you discover the knowledge and values the original community has toward water.</p>	<p><u>Heritage and Citizenship, Grade 3, Early Settlements</u></p> <ul style="list-style-type: none"> ● identify the contributions of original peoples to early settlement ● identify the Original Peoples located in Upper Canada at the time of the first settlement ● collect and evaluate information about human and environmental interactions during the early settlement period <p><u>Heritage and Citizenship, Grade 6, First Nation Peoples</u></p> <ul style="list-style-type: none"> ● examine various theories about the origins of First Nation peoples in North America ● explain how cooperation between First Nation groups and early European explorers benefited both groups ● identify achievements and contributions of Original people in present-day Canada 	Tent	E
#11 WATER JEOPARDY	Students participate in a 'game show' quiz, answering questions on a variety of water related topics.	Variety of Expectations Addressed	Museum	Salon D

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
<p>#12</p> <p>SIMPLY DIVINE</p>	<p>Students can explore alternative methods of locating water.</p> <p>Do you have what it takes to be a “dowser” or “Water Witch”?</p>	<p><u>Heritage and Citizenship, Grade 3, Early Settlements</u></p> <ul style="list-style-type: none"> ● identify early settlers and their origins, and describe their lives and contributions ● describe changes that have occurred in their communities since the time of the early settlers ● explain how the pioneers used natural resources (e.g. water, forests, land) ● describe the major components of a pioneer settlement ● locate key information about pioneer communities from primary sources (e.g. local museums, pioneer houses, forts, villages) ● collect and evaluate information about human and environmental interactions during the early settlement period ● compare and contrast life in a pioneer settlement with that in their own community (with respect to services, jobs, schools, stores, use of natural resources) 	<p>Open Area next to the Barber Shop</p>	<p>Village</p>
<p>#13</p> <p>DOWN THE SEWER</p>	<p>Ever dump anything into a street storm sewer?</p> <p>Where does storm water go?</p> <p>Students will learn how water from storm water sewers is not treated like other wastewater.</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. ● identify ways in which forces are used in their daily lives. 	<p>Open Area near Tent C</p>	
<p>#14</p> <p>“AQ” THE AMAZING AQUIFER</p>	<p>Students will be encouraged to investigate the source of groundwater, how it gets there and how it is extracted for our use.</p> <p>Find out how pollutants affect our groundwater and how pollution can be prevented.</p>	<p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and of society and the environment on soils ● investigate the composition and characteristics of different soils ● demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things <p><u>Earth and Space Systems, Grade 4, Rocks and Minerals</u></p> <ul style="list-style-type: none"> ● assess the social and environmental costs and 	<p>Museum</p>	<p>Salon D</p>

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
		<p>benefits of using objects in the built environment that are made from rocks and minerals</p> <ul style="list-style-type: none"> ● analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account 		
<p>ENVIROSCAPES</p> <p># 15 HAZARDOUS WASTES</p> <p>#16 WETLANDS</p>	<p>Our hands-on models of typical communities help students understand how water pollution occurs and how we can all help to prevent it. Come and test your theories.</p> <p>There are two models, depicting different systems, located throughout the site:</p> <p>i) Hazardous Waste ii) Wetlands</p>	<p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and of society and the environment on soils ● investigate the composition and characteristics of different soils ● demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things <p><u>Earth and Space Systems, Grade 4, Rocks and Minerals</u></p> <ul style="list-style-type: none"> ● assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals ● analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account 	<p>Tent C</p> <p>Museum</p>	
<p>#17</p> <p>MAKE IT RAIN</p>	<p>A virtual reality sandbox will help students understand how watersheds connect us, why regulations exist to ensure the development does not take place in a floodplain and the impacts of wind and rain on a shoreline.</p>	<p><u>Understanding Structures and Mechanisms, Grade 3, Relating Science and Technology to Society and the Environment</u></p> <ul style="list-style-type: none"> ● assess the environmental impact of structures built by various animals and those built by humans ● assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact <p><u>Understanding Structures and Mechanisms, Grade 4, Relating Science and Technology to Society and the Environment</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities 	<p>Museum</p>	

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
		<p>(e.g., human dependence on natural materials), taking different perspectives into account (e.g., the perspectives of a housing developer, a family in need of housing, an ecologist), and evaluate ways of minimizing the negative impacts</p> <p><u>Understanding Structures and Mechanisms. Grade 5.</u> <u>Relating Science and Technology to Society and the Environment</u></p> <ul style="list-style-type: none"> analyse the effects of forces from natural phenomena (e.g., tornadoes, hurricanes, earthquakes, tsunamis) on the natural and built environment 		
<p>#18</p> <p>RUNOFF OR RECHARGE?</p>	<p>Plants help fight erosion and play an important role in the earth's recharge zones.</p> <p>Through a series of "living" models, students can investigate how asphalt, grass and soil affect runoff or recharge.</p>	<p><u>Earth and Space Systems. Grade 3. Soils in the Environment</u></p> <ul style="list-style-type: none"> assess the impact of soils on society and the environment, and of society and the environment on soils investigate the composition and characteristics of different soils demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things 	Tent	C
<p>#19</p> <p>POROSITY & PERMEABILITY</p>	<p>Porosity and permeability are the key factors in determining how water moves through or is held by the earth's surface materials.</p> <p>Using models to determine grain size and real soil samples for testing, discover one of the mysteries of how the water cycle serves us.</p>	<p><u>Earth and Space Systems. Grade 3. Soils in the Environment</u></p> <ul style="list-style-type: none"> assess the impact of soils on society and the environment, and of society and the environment on soils investigate the composition and characteristics of different soils demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things 	Tent	C

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
<p>#20</p> <p>SCRUBBING OUT PLASTICS</p>	<p>Students learn how plastics infiltrate our water systems, even in the most seemingly simple products. Students will discuss the negative impacts of plastics in our water systems, and how it affects both marine, plant and human life.</p>	<p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life identify factors that affect the ability of plants and animals to survive in a specific habitat 	Tent	C
<p>#21</p> <p>SEPTIC SIGHTS</p>	<p>Watch fluorescent water trickle through the sewage pipes into the septic bed in a rural wastewater scenario.</p> <p>Where do the wastewater and solid wastes go if one is not connected to the municipal wastewater system?</p> <p>Help us find out!</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. ● identify ways in which forces are used in their daily lives. 	Tent	A
<p>#22</p> <p>BALANCING H2O</p>	<p>Children will discover how much of their body mass is made up of water.</p> <p>Using a teeter-totter and two litre pop bottles, or scales, they will be able to calculate the amount of water in their bodies.</p>	<p><u>Number Sense and Numeration, Grades 4 & 5</u></p> <ul style="list-style-type: none"> ● use estimation when solving problems involving the addition, subtraction, multiplication and division of whole numbers and decimals to help judge the reasonableness of a solution ● solve problems involving whole numbers and decimals using a variety of strategies <p><u>Measurement, Grades 4 & 5</u></p> <ul style="list-style-type: none"> ● estimate and measure using concrete materials, and relate volume to the space taken up by an object ● select and justify the most appropriate standard unit to the measure mass (mg, g, kg) of an object and the capacity of a container (mL, L) 	outside Tent	B

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
#23 WELL SEALED	Wells sometimes dry up or are just not used any longer, but when you leave them unprotected our groundwater is at risk!	<u>Earth and Space Systems, Grade 4, Rocks and Minerals</u> <ul style="list-style-type: none"> ● assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals ● analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account 	Tent	C
#24 OIL SLICK	Students create an oil slick in a pool. Try to get the oil out of the water using real-life techniques. Discover the challenges in cleaning up this environmental mess!	<u>Life Systems, Grade 4, Habitats and Communities</u> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 	Tent	C
#25 NO WATER OFF A DUCK'S BACK	Students become wildlife biologists, studying feathers when they are wet, dry or soaked in oil. By interpreting their discoveries they realize that oily feathers create havoc for ducks. They try cleaning the feathers and then think about how successful their efforts would be on a larger scale.	<u>Life Systems, Grade 4, Habitats and Communities</u> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities 	Tent	C

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
		<ul style="list-style-type: none"> of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 		
<p>#26</p> <p>ROLLING TO THE RIVER</p>	<p>Donning Velcro vests, students imagine themselves as water droplets rolling through the watershed.</p> <p>See what gets stuck to water on its travels.</p> <p>Work backwards as a detective to find out where the different materials would be found in a real watershed.</p>	<p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 	Museum	Salon D
<p>#27</p> <p>SLIP, SLIDING AWAY</p>	<p>Our historic attraction to settle along rivers and streams have caused flooding issues.</p> <p>Using the erosion table, students will have a chance to examine the effects of flooding on a community.</p> <p>The students will learn ways to lessen the flooding impacts that rivers and streams have on communities.</p>	<p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 	Tent	B
<p>#28</p> <p>WATER CYCLE RACE</p>	<p>Students will review the water cycle through an interactive game and assembling of a water cycle puzzle.</p>	<p><u>Matter and Energy, Grade 5, Properties & Changes in Matter</u></p> <ul style="list-style-type: none"> ● explain changes of state in matter ● describe physical changes in matter as changes that are reversible 	Beside the Church	Village

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
#29 DRIPAL PURSUIT	Teams of students engage in a friendly game of not so “trivial” water facts.	Variety of Expectations Addressed	School House	Village
#30 A & B EAGLE SURVIVOR	<p>Students become Bald Eagles and catch fish in the pond for survival.</p> <p>Fish are marked with survivor points and some are marked with pollutants such as pesticides.</p> <p>Will our young Bald Eagles survive?</p>	<p><u>Life Systems, Grade 2, Growth and Changes in Animals</u></p> <ul style="list-style-type: none"> ● observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using a variety of methods and resources ● identify positive and negative impacts that different kinds of human activity have on animals and where they live ● describe an adaptation as a characteristic body part, shape or behaviour that helps a plant or animal survive in its environment ● identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including human, to explain why humans should protect animals and places where they live <p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects ● assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soil ● describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening 	<p>Outside of Tent and Across from Doctor's Office</p>	B

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
		<ul style="list-style-type: none"> ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat <p><u>Earth and Space Systems, Grade 4, Rocks and Minerals</u></p> <ul style="list-style-type: none"> ● assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals ● analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account 		
<p>#31 SOMETHING FISHY</p>	<p>Thanks to the Ministry of Natural Resources students are given the opportunity to see the different types of fish we have the Great Lakes.</p>	<p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening 	Tent	B
<p>#32 ENVIROSCAPE WATERSHED</p>	<p>Students learn that their watershed is their ecological address and that everything they do will effect nearby surface water and groundwater in both good and bad ways.</p> <p>Students learn why watersheds are so important and discuss water quality problems and how to protect our watershed.</p>	<p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts 	Tent	B

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
#33 BLUE'S CLUES	Students become detectives searching for answers to 'water' riddles throughout the site.	Variety of Expectations Addressed	Throughout Site	
#34 THE SOIL DEFENDERS	<p>Students take part in an active game to understand soil erosion and how cover crops and buffer strips protect soil.</p> <p>Students wear vests to represent different cover crops and investigate what effect they have on soil.</p> <p>Students will learn about good and bad soil.</p>	<p><u>Life Systems, Grade 3, Growth and Change in Plants</u></p> <ul style="list-style-type: none"> ● identify examples of environmental conditions that may threaten plant and animal survival ● investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods ● describe the basic needs of plants, including air, water, light, warmth and space <p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● identify and describe the difference types of soils ● investigate the composition and characteristics of different soils <p><u>Earth and Space Systems, Grade 4, Rocks and Minerals</u></p> <ul style="list-style-type: none"> ● assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals ● analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account 	Tent B - Field	
#35 ENDANGERED SPECIES NESTING HERE!	<p>Students will participate in a game to learn how a local endangered bird, the Prothonotary Warbler needs plants and water for survival.</p> <p>Half of the students represent house sparrows wearing brown vests with a picture, the other half wear yellow vests with the Prothonotary Warbler picture on them.</p> <p>Each group is given separate instructions for nest building.</p>	<p><u>Life Systems, Grade 3, Growth and Change in Plants</u></p> <ul style="list-style-type: none"> ● describe ways in which plants and animals depend on each other ● describe the basic needs of plants, including air, water, light, warmth and space <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on 	Tent B - Field	

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
		<p>the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening</p> <ul style="list-style-type: none"> ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life 		
<p>#36</p> <p>WILDLIFE WHEEL OF FORTUNE</p>	<p>Fun ways to learn how water quality experts determine water quality or stream health in this activity of observation and data collection.</p> <p>Students use dip nets to catch water wildlife in different ponds. Students predict which pond is polluted and which is healthy.</p>	<p><u>Life Systems, Grade 3, Growth and Change in Plants</u></p> <ul style="list-style-type: none"> ● investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods ● describe the basic needs of plants, including air, water, light, warmth and space ● assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects <p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects ● assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soil ● describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● identify factors that affect the ability of plants and animals to survive in a specific habitat 	Museum	Salon D
<p>#37</p> <p>CREEK CRITTERS!</p>	<p>Fun ways to learn how water quality experts determine water quality or stream health in this activity of observation and data collection.</p> <p>Students use dip nets to catch water wildlife in different ponds. Students predict which pond is polluted and which is healthy.</p>	<p><u>Life Systems, Grade 2, Growth and Changes in Animals</u></p> <ul style="list-style-type: none"> ● identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced <p><u>Life Systems, Grade 3, Growth and Changes in Plants</u></p> <ul style="list-style-type: none"> ● describe the basic needs of plants, including air, 	Tent	B

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
		<p>water, light, warmth and space</p> <ul style="list-style-type: none"> ● assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects ● investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods ● identify examples of environmental conditions that may threaten plant and animal survival <p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects ● assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soil ● describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● identify factors that affect the ability of plants and animals to survive in a specific habitat <p><u>Earth and Space Systems, Grade 4, Rocks and Minerals</u></p> <ul style="list-style-type: none"> ● assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals ● analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account 		
#38	Based on the World Water Monitoring Day test kit, students will	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact 	In front of the lunch pavilion	B

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
WATER C.S.I.	<p>test tap water and pond water for temperature, pH, turbidity and oxygen.</p> <p>The activity provided by Ontario Clean Water Agency - OCWA</p>	<p>or through interaction at a distance</p> <ul style="list-style-type: none"> ● identify ways in which forces are used in their daily lives <p><u>Life Systems, Grade 5, Human Organ Systems</u></p> <ul style="list-style-type: none"> ● assess the effect of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial 		
<p>#39</p> <p>NAME THAT FROG</p>	<p>Can the students identify our native frogs of Ontario by their individual and very unique calls?</p> <p>By the end of this activity we bet they can!</p>	<p><u>Life Systems, Grade 2, Growth and Changes in Animals</u></p> <ul style="list-style-type: none"> ● observe and compare the physical characteristics and the behavioural characteristics of a variety of animals, including insects, using a variety of methods and resources <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs 	Tent	B
#40	Students will view and participate in a drama presentation featuring	<u>Life Systems, Grade 4, Habitats and Communities</u>	Tent	D

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
ADVENTURES IN H2O	<p>“Super Duper Ultra Guy” and his bumbling attempts to “save” water.</p> <p>The activity is only conducted 4 times a day. You MUST pre-register in the morning at Tent D in order to participate in this activity.</p>	<ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts. ● evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation. <p>*must sign up for this activity if you wish to participate</p>		
<p>#41</p> <p>A DROP IN THE BUCKET</p>	<p>Just how much of our water in the world is potable?</p> <p>Students will learn through a very simplified but fun demonstration.</p>	<p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts. ● evaluate the effects of various technologies on energy consumption, and propose ways in which individuals can improve energy conservation. 	Tent	A
<p>#42</p>	<p>Students take part in an active game to understand that when new plant</p>	<p><u>Life Systems, Grade 3, Growth and Change in Plants</u></p> <ul style="list-style-type: none"> ● describe ways in which plants and animals depend 	Tent	B

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
SPACE INVADERS	species take over a habitat, our native wildlife can have trouble surviving.	<p>on each other</p> <ul style="list-style-type: none"> ● assess ways in which plants are important to humans and other living things, taking different points of view into consideration <p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects ● assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soil ● describe ways in which the components of various soils enable the soil to provide shelter/homes and/or nutrients for different kinds of living things <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 		
#43	Students take part in an active game to understand how polluted streams	<p><u>Life Systems, Grade 2, Growth and Changes in Animals</u></p> <ul style="list-style-type: none"> ● identify positive and negative impacts that different 	Open Area Near Grey Barn	Village

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
CLEAN A STREAM	<p>can kill water insects and then the frogs that eat the water insects.</p> <p>Students help clean up garbage from our imaginary stream and put plants on the stream banks to provide habitat for wildlife survival.</p>	<p>kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p> <p><u>Life Systems, Grade 3, Growth and Changes in Plants</u></p> <ul style="list-style-type: none"> ● describe ways in which plants and animals depend on each other ● describe the basic needs of plants, including air, water, light, warmth and space <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 		
<p>#44</p> <p>SUPER SAFETY WATER WIZARD</p>	<p>Learn all about water safety around Hydro plants.</p> <p>This activity offers the students an opportunity through an interactive CD-Rom game.</p>	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● describe how different forces applied to an object at rest can cause the object to start, stop, attract, repel or change directions ● identify ways in which forces are used in their daily lives <p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● describe how energy is stored and transformed in a given device or system 	Museum	Salon D
#46	Students will test the water content of different types of soil surrounding	<p><u>Life Systems, Grade 3, Growth and Changes in Plants</u></p> <ul style="list-style-type: none"> ● describe the basic needs of plants, including air, 	Museum	Salon D

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
GROWING TOGETHER	different types of plants using a Moisture, pH and Light Metre.	<p>water, light, warmth and space</p> <ul style="list-style-type: none"> ● assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects <p><u>Earth and Space Systems, Grade 3, Soils in the Environment</u></p> <ul style="list-style-type: none"> ● assess the impact of soils on society and the environment, and of society and the environment on soils ● investigate the composition and characteristics of different soils ● demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things 		
#47 UP ON THE ROOF	<p>You won't necessarily need your lawn mower, but hedge clippers might be helpful as you learn about green roofs. Made from soil and other non-shingle substances, Green Roofs grow grasses and help to direct the flow of water. Find out where you can catch a glimpse of this new technology.</p> <p>Includes exploration of rain barrel usage.</p>	<p><u>Earth and Space Systems, Grade 5, Conservation of Energy</u></p> <ul style="list-style-type: none"> ● evaluate the effects of various technologies on energy consumption and propose ways in which individuals can improve energy conservation 	Outside of Tent	B
#48 MAKING THE GRADE	Learn about water chemistry – an introduction to the pH Scale.	<p><u>Life Systems, Grade 3, Growth and Change in Plants</u></p> <ul style="list-style-type: none"> ● describe the basic needs of plants, including air, water, light, warmth and space <p><u>Life Systems, Grade 4, Habitats and Communities</u></p> <ul style="list-style-type: none"> ● demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life ● identify factors that affect the ability of plants and animals to survive in a specific habitat 	Museum	Salon D
#49 WHERE IT GOES	Students are “flushed” down a mock toilet and sewer system to understand the route taken by	<p><u>Matter and Energy, Grade 3, Forces Causing Movement</u></p> <ul style="list-style-type: none"> ● explain how forces are exerted through direct contact or through interaction at a distance. 	Next to the Church	Village

ACTIVITY	DESCRIPTION	LEARNING EXPECTATIONS	LOCATION	
WHEN I GO!	wastewater.	<ul style="list-style-type: none"> ● identify ways in which forces are used in their daily lives. 		
#51 “BEAR NECESSITIES”	Students will learn about climate change and the adverse effects on the arctic ecosystem and, in particular, through the plight and fight for survival of the polar bear.	<u>Life Systems, Grade 4, Habitats and Communities</u> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening 	Village	
#52 “SUGAR SHOCKER”	Students will learn about the overwhelming sugar content of popular drinks and how they compare to drinking water.	<u>Life Systems, Grade 5, Human Organ Systems</u> <ul style="list-style-type: none"> ● assess the effect of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial 	Village	
#53 “A DAY AT THE BEACH”	Presented by the Windsor-Essex County Health Unit, students will engage in an activity to identify sources of pollution for beach water, along with ways to prevent it.	<u>Life Systems, Grade 4, Habitats and Communities</u> <ul style="list-style-type: none"> ● analyse the positive and negative impacts of human interactions with natural habitats and communities taking different perspectives into account, and evaluate ways of minimizing the negative impacts ● identify reasons for the depletion or extinction of a plant or animal species and evaluate the impacts on the rest of the natural community, and possible actions for preventing such depletions or extinctions from happening 	Museum	Salon D