

|  |  |
| --- | --- |
| ***Stories of Climate Change Education***  *Toronto District School Board - Climate Literacy & Leadership Program* | |
| **Humberside Students Conquer High Park!** | |
| Dimitra Tsanos, Students in Grade 9 CGC1D1, Humberside CI | |
| *Class Field Trip Photos to High Park*    [Slideshow](https://docs.google.com/presentation/d/1hW8h6UYoAl3Ucm-YnEk_HUwGtxq_VKptapg1ItlgDzs/edit?usp=sharing) | |
| **Learning Outcomes:**  **Big Idea:**   * Students will determine what makes a park a healthy green space.   **Guiding Questions:**   * Why do we need nature in urban areas? * What indicators exist in High Park that illustrate stewardship and a healthy, urban green space? * Is High Park a Healthy Urban Green Space? | **Climate Concepts & Actions:**   * **Climate concept:**   + Students will need to indicate 3 green space indicators that illustrate a healthy urban green space * **Climate actions:**   + Field Trip to High Park using geotechnology - Survey 123   + using primary data collected on the trip, they will create a digital map with photos and research based on their conclusions and findings from the trip inquiry. |
| **Learning Activities:**   1. Students will learn ‘What Makes a Park a Healthy Green Space?’ with a lesson/[slideshow](https://docs.google.com/presentation/d/1bL5ebLHFBAwWAeNS4tbeJaDowADsNBpJAcxNb9m7DAM/edit?usp=sharing) 2. Students will walk to High Park and use geotechnology (survey 123 and Storymaps) to evaluate High Park as a green space   **Location:** [**Map**](https://www.google.com/maps/d/u/1/edit?mid=1XEVDnEUsuPIjv11m-78KlroTwiaCOac&usp=sharing) **of Hike, Survey 123** [**link**](https://arcg.is/SarH00)  **[Script](https://docs.google.com/document/d/1YNnkGqwVZUCuhE69TmA3RDJ-9ZL8u8e44Pf3xvRgVS4/edit?usp=sharing) of stops**   1. Students will need to indicate 3 green space indicators that illustrate a healthy urban green space labelled on a digital map with photos. These include any of the following:  * restoration efforts * sustainable recreational use * ecosystem processes (fire) and maintenance (removal of invasive species) * biodiversity with healthy flora and fauna * habitat condition/structure * water quality (testing and clarity) * cycling infrastructure (lanes, parking, rentals) * tree canopy and maintenance * ecotourism * water relationships (quality and testing * sustainable policies and planning * Indigenous teaching integrating land based learning * community connections (education, stewardship, public participation)   During the hike fill in their survey 123 when coming across any healthy, urban green space indicators.  a) Choose what kind of indicator it is  b) Locate it on a map  c) Take a photo  d) Optional - additional notes   1. [Assignment](https://docs.google.com/document/d/1ca-OGDOn3vjrM7Xa6_ouG1zPjjeqLYN7QlBWeOsFcIY/edit?usp=sharing) - Green Spaces in Urban Places - Evaluating the health of urban green spaces: High Park   [Video](https://drive.google.com/file/d/16hANvBuwAQE7TMrKUumD76J6ZWVgW_P6/view?usp=drive_link) for Survey to storymap and written [instructions](https://docs.google.com/document/d/1DAKoJe6jAjnU-PUPD2Ir6JcTFQxomGQWzZgPZX4Q3rk/edit?usp=sharing)  Exemplars of Story Maps: [1](https://arcg.is/0uvSHi?authuser=1) [2](https://arcg.is/bS8vS?authuser=1) [3](https://arcg.is/Li0S1?authuser=1) [4](https://arcg.is/eb51T?authuser=1) | |
| **Lessons Learned:**   * Get outside in your own community * Let students explore in groups and see what they can find on their own * Using Geotechnology can sometimes be tricky but students figure it out and it ends up being a valuable tool for primary data collection. | **Key Resources:**   * Driftscape [Tours](https://webapp.driftscape.com/map/03c3a38e-eaa7-11eb-8000-bc1c5a8f0f67?key=SlNIa1UvL0NHSlVFQUo0VDM0TTNJdz09&_branch_match_id=1075033905883403537&_branch_referrer=H4sIAAAAAAAAA42OwQqCQBRFv2bamc%2Bm0gKJIKSihMjcynN8kmjOMI5ZfX0GQS6Dy13cA5dzNUY1S9vOdJGbRqCiMSo1roq6tFGbTuqHkasfTVCYQta%2BVFQnOaFpNY0G%2BDslbVtkPnDBkXtkEaJrOQ6llgcAViocMUMvh3zujthkmlFTGqmSVlf%2B9SPE%2BJpNgj4dpR%2BdgZ2Qt36%2Foer7n3%2FGg5KejG%2FOVbhD53I%2FQLg9V3FwukiIN0eIonCfvWDxBlak%2BcwKAQAA) * Survey 123 * Teaching Green: The High School Years edited by Tim Grant and Gail Littlejohn * The Global [Goals](https://www.globalgoals.org/goals/) |



**Toronto District School Board 2024**  https://www.tdsb.on.ca/environment/