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| ***Stories of Climate Change Education***  *Toronto District School Board - Climate Literacy & Leadership Program* | |
| **So, You Want to Make Maple Syrup?** | |
| Nancy Gillis with Students in Grade 2/3 at Cresthaven P.S. | |
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| **Learning Outcomes:**   * Students will participate in the sap to syrup process to deepen their understanding of how trees make their own food and of trees as a resource for human food consumption * Students will learn about various sap collection methods from Early Indigenous methods, European Settler methods and modern collection methods * Students will create a class book about their learning and **share their knowledge** with the school at a series of Text & Tasting sessions | **Climate Concepts & Actions:**   * Understanding the impacts of climate change on the natural world through the process of making maple syrup * Connecting with Nature and the Community * Tree Stewardship and trees as a food source * Hands-on engagement in the Sap to Syrup process directly in the community and school * Indigenous Knowledge |
| **Learning Activities:** *(brief description of main activities)*   * *Students wrote and delivered letters to community members asking for permission to tap their trees (based on a list of previous participants)* * *Students tapped two trees in the neighbourhood (other classes tapped trees as well)* * *Students regularly collected sap from half a dozen trees (one of two school-wide sap collection routes)* * *Students helped to filter and boil the sap into syrup in our school kitchen (on the stove)* * *Students researched various parts of the sap to syrup process including collection methods through history* * *Students visited Forest Valley Outdoor Education Centre for their sap to syrup program* * *Students used their knowledge and understanding to create a class book to share with the school* * *Students led a series of “Text and Tasting” events in the school library where they read their book to visited classes and then gave them a taste of the syrup they made from the sap that the school collected* | |
| **Lessons Learned:** *(1-2 about CCE teaching practice)*   * This was not my original planned focused (although both inquiry plans involved the outdoors and opportunities for students to take leadership within the school to share their knowledge). I shifted focus because we were already engaged in the sap to syrup project and the season wasn’t right for what I had wanted to do in our nature study area. * I learned that collected sap needs a quick boil soon after collection so it doesn’t spoil! * Changes in temperature patterns (such as an exceptionally warm Feb/Mar) have significant impact on sap quality. | **Key Resources:**   * <https://tapmytrees.com/tap-tree/> * <https://www.ontarioparks.ca/parksblog/tap-maple-tree/> * <https://extension.unh.edu/resource/maple-sugaring-tips-beginners-and-backyard-maple-sugar-producers> * Print resources are available from Forest Valley OEC |



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