

TEACHER GUIDE:

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

WHAT TO EXPECT FROM YOUR DAY?

When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment will be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

ACTIVATION (Pre Visit Ideas)

- 1) Have students complete a **KWL chart** (see the link in Additional Links to Learning). In this chart, students should complete what they **Know** about Toronto's waterfront community, and what they **Want** to know before attending Harbourfront Centre.
- 2) **Grade 4** – Ask your students to complete a **habitat factsheet** on a specific type of habitat you have been studying. Suggestions of habitats include wetlands, deserts, ponds, forests, etc. The format for the factsheet can be discussed with your class, who can also assist in the creation of a rubric/success criteria.
- 3) **Grade 5** – Ask your students to conduct an **energy audit** of their school by identifying energy sources that are wasteful and those that are more sustainable. As an extension, ask students to complete an energy audit of their homes.
- 4) **Grade 6** – Ask students to conduct a biodiversity audit of their school yard or a natural space (i.e. park, ravine) close by. Begin by brainstorming the biotic elements of this area as a class (i.e. trees, flowers, grass, birds, insects, animals, etc.), then have students explore the area weekly for a duration of time and record the specific elements they observe in this environment and how they change. Ask students to consider how these elements interact with one another. How could you increase the biodiversity of this space?
- 5) Have students **select a newspaper or magazine article that focuses on an environmental issue in their local community**. Ask students to summarize the key points of the article and present their summary to the class.

PROGRAM DETAILS:

Grades: 4 to 6

Curriculum Links:

Science:

Understanding Life Systems – Habitats and Communities (Grade 4): analyze the effects of human activities on habitats and communities

Understanding Earth and Space Systems – Conservation of Energy and Resources (Grade 5): analyze the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources

Understanding Life Systems – Biodiversity (Grade 6): assess human impact on biodiversity, and identify ways of preserving biodiversity

Key Inquiry Question:

How can a comparison of different communities lead to a better understanding of the world?

EXTENSION (Post Visit Ideas)

- 1) Have your students revisit their **KWL charts** and complete the **Learned** column. Ask students whether what they wrote in the K or W columns was modified or enhanced after participating in the workshop.
- 2) Have students prepare a **reflection** activity based on their experience at Harbourfront Centre. This can take a number of different forms and can build cross-curricular links to support your in-class discussion of the topics addressed onsite.
- 3) Conduct a **class debate** on one of the major topics addressed during the program. Students can use information shared onsite at Harbourfront Centre, information from your class, as well as conduct additional research.

ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the weblinks in this document. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

1) KWL Chart

http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf

2) Conservation Ontario: Our Great Lakes

<http://www.learnaboutthegreatlakes.ca/english/index.html>

3) Ontario's Invading Species Awareness Program

<http://www.invadingspecies.com/>

URBAN STUDIES OFFSITE ASSESSMENT TOOL

Student Name: _____ Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Interaction in Group Discussion	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
Listening Skills	student does not listen when others talk, and follows few of the instructor's directions.	student does not listen when others talk, and sometimes follows the instructor's directions	student listens when others talk, and often follows the instructor's directions	student listens when others talk, and always follows instructor's directions

Comments
