

Logistics : if walking is a possibility, remember to register school group at the museum

According to district 61, the ration is one adult per ten kids, so having adults involved important, be sure to talk with admin and send forms out to parents

Fall or spring is a good time to go: so eat outside with kids

Contact BC transit before your field trip, can arrange for class to take a transit bus.

Check the sd61 field trip site

UDL: have enough funding to be able to hire enough busses

Talk about expectations prior to visit, and consider how this trip would create a space of equity : boundaries, where to go, not go, having partners and having time for free play at the end of the day

Go through the website

Costs involved with museums: so where do you find the funding? Pac, classroom budget, school etc?

Program timing. Consider before and after

Museum forms: signed behaviour form and field trip signed

Having cell phone, emergency kit, contact numbers

Providing students with a list of things to bring

IMAX might not be suitable for all students, so good to do a check in with students and parents. Remember to check in with parents.

Curriculum Idea: Learn about local ecology, Grade 3:

Focus on Orca exhibit: ask for 3 provocations that sparked their brains.

Georgia Strait Alliance: great organization to team up with and advocate for clean water, taking care of the Salish Sea

Final project: make awareness posters with hope to tap into more inquiry work as we are surrounded by the museum

Previous, grade 2 knowledges will be the knowledges acquired for this trip

Links to unit on: Salmon and communities lesson plans and units for this course

Would start with the Orca exhibit

And in the museums, pay particular attention to timelines. Why? Because their unit looks at timelines to place.

Questions: Can you find timelines? Can you find pictures to represent timelines?

Having already established relationships with salmon in the present day and how Indigenous knowledges, practices and relationships with salmon are practiced now. So sets the stage to challenge colonial ideas of Indigenous traditional practices as being something of the past.

Would like to look at primary evidence ; looking at objects and representations. So artifacts, like fishing technology would be great.

Look for Sarah Jim's video: <https://www.youtube.com/watch?v=tDEGMn5Q02Q>

Curriculum Competencies ; 3-4 level ...looking at Indigenous art, Spindle Whorls as the jumping off point to visit the museum.

Look at the Learning Labs: program on origin stories and Indigenous cultures, time in the exhibit and in the back rooms.

A museum facilitator works with students in the Learning Labs.

Indigenous exhibits: Before visiting the museum, important to speak with a Coast Salish member and have their view on the exhibit and the colonial frame of the exhibit.

Spindle Whorls at the museum: questions around how the museum obtained them.
And this is beyond grade 3-4 level...

So thinking about art in the contemporary world, and the revival of Coast Salish Art by Coast Salish artists today.

So important to bring in perspective. Front load with a frame of colonial view, and then offer a counter perspective of an Indigenous artist.....and be able to compare the two.

6-7 split class Looking at the definitions of language and words.

IMAX as the visit:

“ How can the journey of one turtle shed light on the ecosystem? “

Learning objectives: Turtle Odyssey, at Imax right now.

Students will recognize natural ecosystems and the impact of human activity on turtles.

Looking at social/emotional competencies, it is possible to match these ideas .

Starting with a discussion about what respectful behaviours look like, KWL chart on the lawn, prior to film

Beach clean - up as a follow up.

Conversations to focus on what we can do to protect the oceans and environment .

Grade 3- Curriculum focus on Indigenous peoples

Look back to Alice's talk: Start with a baseline, include hands on experiences to create a level playing equity with class (beautiful example of UDL)

Would organize a guided tour in through the Indigenous exhibit with the prompt
“seeing/wondering”

Ask students to find “sit spots” to journal and reflect.

Reflecting on the representation of cultures, or looking a specific cultures to place....connecting land to the exhibits