

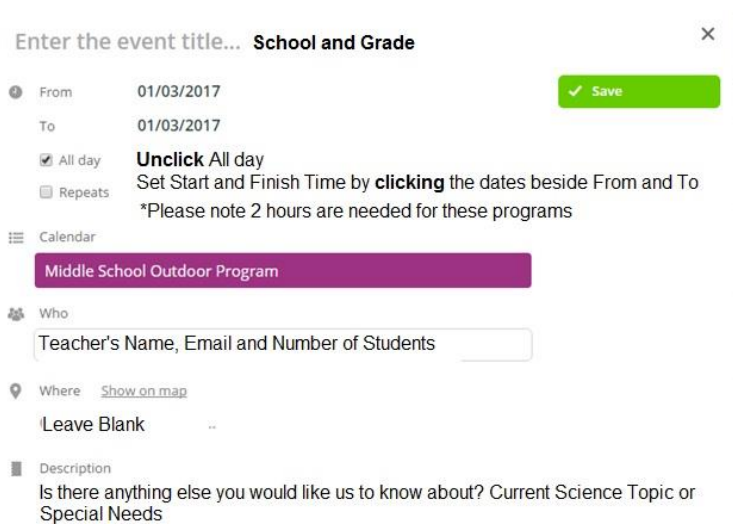
www.meduxnekeag.org Outdoor Environmental Education Program

The Meduxnekeag Outdoor Environmental Education(MOEE) Program is a curriculum linked, inquiry based outdoor program. Each program requires 2 hours to complete, excluding travel time. Grade 6 students participate in a tree measuring and identification program that allow them to experience forestry field work, use trade tools and techniques and explore their local environment with a focus on living and nonliving things.

Frequently Asked Questions

How do you book an Outdoor Environmental Education Program? The following link

<https://teamup.com/ks4020f784a423c477> will take you to our online booking calendar where you can see the times that we have available. Please pick a date and time that works for you, right click on that time slot and a window will pop up. Please fill in the following information: School, Grade, Date, Time*, and Teacher's Name and Teacher's Email. *If for any reason you are having difficulties with the booking site please contact Jennifer at meduxnekeag@nb.aibn.com or 328-8227 to book directly.*



Enter the event title... School and Grade

From 01/03/2017 To 01/03/2017 All day Repeats Save

Unclick All day
Set Start and Finish Time by **clicking** the dates beside From and To
*Please note 2 hours are needed for these programs

Calendar
Middle School Outdoor Program

Who
Teacher's Name, Email and Number of Students

Where [Show on map](#)
Leave Blank

Description
Is there anything else you would like us to know about? Current Science Topic or Special Needs

How long is the MOEE Program? Each program is 2 hours long.

What do students need to bring/ wear? Students should be dressed for the weather, we walk rain or shine. Sturdy shoes are a must. Please no sandals or crocs as the trails can become slippery and muddy in areas. Bug spray, sun screen and water are also advisable to have on hand.

All experiment equipment will be provided by the Meduxnekeag River Association.

Are the MOEE Programs grade specific? Yes the programs are grade specific to optimize curriculum connections. Grade 6-Tree Measurements. Grade 7- Soil Sampling. Grade 8- Water testing.

Can split classes participate in the MOEE Programs? Yes, split classes are welcome to participate, but the teachers must decide which program fits their students learning goal. Unfortunately we are unable to provide different grade programs concurrently.

How many students can be accommodated in one booking? One class, or approximately 30 students can participate in the program in a single booking.

Who books the bus? It is the school's/teacher's responsibility to book the bus.

Who is responsible for the cost of the bus? The Meduxnekeag River Association will cover the cost of the bus.

Where is the preserve? Bell Forest Directions from Kojax/Petro Canada 121 Highway 550. Continue past Kojax on the 550 for 2 km. Turn left on Red Bridge Road continue for 4 km and turn right onto Bell Settlement Road(do not cross the

bridge). Bell Forest is 200 Bell Settlement Road approximate 3.5 km on the left. There is no off the road parking at this location.

Are there lesson plans provided for these programs? Yes, each program has its own lesson plan that will be sent to you upon booking a program. Lesson plans can also be found on our website Meduxnekeag.org or by email request

Are there follow up activities that can be done in class? Yes, there are suggested follow-up activities for each program. Located at the bottom of the lesson plan.

Will the data collected by provided to teachers to discuss and us in future lessons? Yes, all data collected will be scanned and sent to teachers within 48 hours of completing the experiment.

How are the MOEE Programs Curriculum Linked?

Science

Unit 1: Life Science: Diversity of Life

Science- Technology- Society- Environment (STSE) Outcomes

- 104-5: describe how results of similar & repeated investigations may vary & suggest possible explanations for variations
- 105-1 describe examples of scientific questions and technological problems that are currently being studies
- 107-6: provide examples of how science and technology have been used to solve problems around the world
- 107-11: identify examples of careers in which science and technology play a major rule

Skills Outcomes

- 204-1: proposing questions to investigate and practical problems to solve
- 204-6: identifying various methods for finding answers to given questions and solutions to given problems, and select one that is appropriate
- 204-8: identify appropriate tools, instruments, and materials to complete their investigation
- 205-7: record observations using a single word, notes in point form, sentences, and simple diagrams and charts
- 206-1: classify according to several attributes and create a chart or diagram that shows the methods of classifying
- 207-2: communicate procedures and results, using lists, notes in point form, and oral language

Knowledge Outcomes

- 300-15: describe the role of a common classification system for living things
- 300-17: compare the characteristics of mammals, birds, reptiles, amphibians, and fish

Mathematics

Number (N)

- N1: demonstrate an understanding of place values for numbers
- N6: demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially and symbolically

Patterns and Relationships (PR)

- PR1: Represent and describe patterns and relationships using graphs and tables

Statistics and Probability (SP)

- SP1: Create, label and interpret line graphs to draw conclusions
- SP2: select, justify and use appropriate methods of collecting data including: questionnaires; experiments; databases; electronic media

Social Studies

Unit 2: Environment and Culture

- 6.2.2: assess the relationship between culture and environment in selected cultural regions
- 6.2.3: compare the use of the resources and sustainability practices between Canada and a selected country

K-12 Outcome goals

Attitude- Student expected to demonstrate an appreciation for physical settings, natural beauty and resources

Knowledge-Student expected to demonstrate an understanding that:

- people interact with their physical environment to create and refine their social environment.
- natural resources shape the decisions that people make as they meet their needs and wants.
- effective citizenship requires a sense of personal commitment, a willingness to act, and a concern for the future

Skills-Students expected to demonstrate competences in:

- co-operative learning skills essential to the development of positive self-concepts, empowerment, and teamwork
- accessing, retrieving, evaluating, organizing and presenting, information in a variety of ways

General Curriculum Outcomes -by the end of grade 6 students will be expected to know

- identify and describe examples of positive and negative interactions among people, technology and the environment
- describe examples of cause and effect, and change over time