



Farm Sanctuary Visit

GRADES 9-12




**BEFORE THE
SANCTUARY
VISIT**



Image: Tom Woollard / We Animals Media

1. What to ask the farm sanctuary.
.....
2. Inquiry project (see lesson plan).
.....
3. Comparing sanctuaries with other places (eg. circus,
zoos, aquariums).
.....
4. Mapping activity (see lesson plan).
.....
5. The story of the farm sanctuary.
.....
6. Farm sanctuary residents activities.
.....
7. Connecting with the residents.
.....
8. Pen pal & empathy activities.
.....
9. How to observe?
.....
10. What to do at a farm sanctuary?
.....
11. Planning the field trip.
.....

A close-up photograph of a sheep's eye. The eye is dark and looking slightly to the right. The skin around the eye is red and appears irritated or inflamed. The sheep's wool is white and curly, with some brownish wool visible in the background.

QUESTIONS FOR THE SANCTUARY

Before you follow the activities provided, please ask the following questions to your farm sanctuary contact to make sure the activities planned will be aligned with the field trip.

1. What are the rules at the farm sanctuary?

2. Do you provide a penpal activity, before or after?

3. Can you provide pictures of your residents with their names and some details about them?


4. Is it ok to talk about the different employees that are working there?

5. What activities will the students be doing at the sanctuary, and can I provide suggestions based on prior activities I will be doing with them?

6. Is there a map of the sanctuary?

7. Is there a good spot for a mindfulness activity?

8. How best can we support the sanctuary? (eg. fee to come visit, vegan cupcake fundraiser etc.)



**INQUIRY
PROJECT**



**GETTING
IDEAS ON
PAPER**

Image: Gabriela Penela / We Animals Media

Have them create a Nature Journal. They can draw on the cover what comes to mind when they think about nature. This will be used throughout their inquiry.

Ask about their wonderings regarding sanctuaries. They can draw and/or write in their journal:

1. What do you know about sanctuaries?

.....

2. What would you like to know?

.....

3. Share with a partner.

.....

4. Group discussion.

.....

Write their wonderings on a document to keep for later.



CHOOSING A PROFOUND QUESTION

Great questions checklist:

- It requires more than a yes or no answer.
- You don't know the answer.
- You need to consider different options (there could be more than one answer).
- You need to make a reasoned judgement based on evidence.

You can show examples of open and closed questions and come up with criteria together.

1. Show the document with all of the wonderings.
2. Categorize them with the students and ask them how they can become profound questions.
3. Number the questions.
4. Have students choose their top 3 questions.
5. You will create groups of 3 or 4 based on their question.

SEE MORE IN THE ATTACHED LESSON PLAN: INQUIRY PROJECT.




GROUP ACTIVITY AND START PLAN

After being in their groups, they can adjust their question to make it more clear if needed.

Each student will come up with a prediction.

They can write their question and prediction in their journal and/or on the document provided in the lesson plan.



WHAT IS A FARM SANCTUARY ?

Image: Jo-Anne McArthur / We Animals Media

Gather the students in a circle and ask them:

1. What do you know about farm sanctuaries?

2. Have you ever been to one?

3. What type of farmed animals can you find in a
farm sanctuary?

4. What is the difference between a zoo and a
sanctuary?

If not mentioned, explain the purpose of the sanctuary.

"Sanctuaries are there to help animals be at their best. People who work at a sanctuary have the animal's best interest as a priority. They help them in any way they can. They don't make money off of them."

Read More / Resource: [The Open Sanctuary - The Difference Between A Sanctuary And A Petting Zoo.](#)

CRITICAL THINKING

When having a discussion about sanctuaries, it is important to ask questions to students for them to wonder and have a debate. Think of the socratic method.

It is important not to impose our beliefs but to help students see different perspectives, feel empathy, question and think critically.





ZOOS

1. The zoo is exciting for whom?
.....
2. Can animals do the same things in a zoo
.....
compared to their real home?
.....
3. Where is their real home?
.....
4. Why do zoos exist?
.....





Image: Jo-Anne McArthur / We Animals Media

SEA PARKS AND AQUARIUMS

1. What is the difference between a whale in an
.....
aquarium vs. in the ocean?
.....
2. Can marine animals stay with their family when
.....
they are in aquariums?
.....
3. Where are marine animals most happy?
.....



Image: Jo-Anne McArthur / We Animals Media

CIRCUSES

1. Do animals want to balance on balls or
.....
jump through hoops?
.....
2. Do they have a choice?
.....
3. Can they say if they don't want to?
.....



**MAPPING
ACTIVITY**



PART 1

GROUP:

Look at a map together of where the sanctuary, the school, their home, parks and popular places are located.

PAIR:

Give a map to each student.

Get them to look at the map with a partner and try to find (the school, the park, your house)".

INDIVIDUAL:

Get them to circle where the school is and where the sanctuary is. Then they can choose the best streets to take to get to the sanctuary from their school.



PART 2

MATH - Getting familiarized with timing.

How long does it takes for them to go from their home to their school? (if they don't know, give them this activity as homework).

Estimate how much time it takes to get to a specific park by car (after doing a few estimations to other locations).

Get them to guess how long it will take to go to the sanctuary and write it in the box where it says estimate (see lesson plan).

SEE MORE IN THE ATTACHED LESSON PLAN: MAPPING
ACTIVITY.



**THE STORY
OF THE
SANCTUARY**



Image: Gabriela Penela / We Animals Media

THE PEOPLE

If you have information before the visit, you can talk about the people (who they are, what they did before working there, why they are working at the sanctuary). If not, this can be done during or after.

1. Who do you think works/volunteer at a sanctuary?

2. Why do you think they work/volunteer there?

3. What are the jobs to do at a sanctuary?

4. How many people works/volunteers there?

What questions do you have for the people that work there?

PAIR: Come up with questions with your partner.

GROUP: Write all the questions down in an email with the students and send them to the contact for the sanctuary.



Image: Jo-Anne McArthur / We Animals Media

THE FARM SANCTUARY RESIDENTS

GROUP: Get the students to guess which sanctuary residents (farmed animals) you will see at the sanctuary. If they guess a type of farmed animal (species) that will be there, write it on the board. “How do you write their name?” If they didn't mention one, add them to the list.

PAIR: Talk to your partner about all of the things you know about these types of farmed animals.

INDIVIDUAL:

1. Draw the farm sanctuary resident/ farmed animal.
.....
2. Write what type of farmed animal they are (eg. pig).
.....
3. Write the number of how many of each type you think
.....
you will see and then write the number in letters.
.....



**CONNECT
WITH A
RESIDENT**

If you have pictures of some of the residents at the sanctuary, introduce each one by their name.

Leave their pictures on the wall so students can get familiar with the physical differences between all of them. Remind them to pay attention so when they get to the sanctuary, they will be able to know who is who.

Have students write the name of one of the sanctuary residents to put beside their picture. If there is not enough for all the students, you can pair them up.

You can also ask the sanctuary for more information like their age, what they like, what they don't like etc. The students can also guess if it is not provided. You can add the description, done by you or the students, beside the picture.



**PEN PAL
ACTIVITY**

Image: Victoria de Martigny / We Animals Media

Once students have connected with a resident from the previous activity, they can write a letter and/or do a drawing for them.

Some sanctuaries will write back. Ask the sanctuary if they can provide this for the students.

If the sanctuary does not provide an answer after the student wrote the letter or did the drawing, they can give the letters to each other and reply thinking about what that sanctuary resident would be thinking.

This activity can be done before and/or after the visit.



HOW TO OBSERVE



PART 1

“What does observing mean?”

“What senses do you use when you observe?”

Animals might be afraid of humans so when you are close to any other being (in the forest, at a sanctuary, in the school yard, in your yard at home). It is **VERY important** to observe them and not scare or hurt them.



PART 2

What can you do to prevent animals from being afraid of you?

Go for walks in the school yard and practice observing with the appropriate senses (no touching).

Continue the same activity in different areas (forest, walk in neighbourhood etc).

This will help students get used to:

- Observing without scaring.
- Connecting to nature without destroying.

Set rules with them before going out. You can do a scavenger hunt activity to practice observing and respecting all beings.



**BUILDING
EMPATHY**



PART 1

GROUP:

“Imagine you are an ant and a human comes close to you fast, how do you feel?”

“Imagine you are a slug and you are trying your best to get back to your home but a human pokes you with a stick, how do you feel?”

“Imagine you are a cow and a human you don’t know makes really loud noises close to you, how do you feel?”



PART 2

GROUP:

Animals are fascinating and we want to be able to understand them better, how can we do this without scaring them? (observe from far enough, listen and look, don’t touch).

PAIR:

Create a scenario with a partner that will help others not scare animals.

Have some groups show their scenarios.



Image: Jo-Anne McArthur / We Animals Media

**AT THE
SANCTUARY**

"What should we do at the sanctuary?"

"Can you guess what your jobs will be at the sanctuary?"

(stay calm, don't touch the residents, stay close to the adults, raise your hand before talking, listen to the adult etc).

Make sure to connect with the sanctuary to make sure you cover all of their rules with the students.

GROUP:

Create scenarios and ask them what they would do, for example: (1) "If a chicken is very close, do you go closer to the chicken without asking?", (2) "Do you make loud noises to scare the sheep?", (3) "If a friend tells you to follow them to explore something farther from the group, what do you do?"

PAIR:

Create scenarios with partners, then share those scenarios with another teams.



Image: Jo-Anne McArthur / We Animals Media

THEIR HOME

You are visiting the home of the rescued animals (the residents), how do you want others to enter your home?

"Who has a companion animal at home?"

Do you call your companion animal it (like a thing/object) or he/she/them (like a living being)?

They are beings with personalities, talk about them like you would like others to talk about you.



**PLANNING
THE FIELD
TRIP**



PART 1

LAST QUESTIONS TO SANCTUARY

Ask the sanctuary where they would like to meet the group. On the bus? Outside the bus? Who will remind the students of the rules?

PARENTS VOLUNTEER

Ask only parents that you would like to come and are responsible. (Not an email to everyone. Some parents know more how to be with a group of kids than others).

NOTICE TO PARENTS

Ask parents to make sure the students are dressed appropriately for the weather on the day of the field trip, including proper footwear, hats etc. Also to pack their water bottles and a vegan-friendly snack/lunch for the day, out of respect for the sanctuary's residents.



PART 2

GROUPING

Create groups ahead of time. You can discuss the ideal grouping with the sanctuary and they should be aligned with their inquiry project.



CHECKLIST

WHAT TO BRING:

- Emergency / first aid kit.**
.....
- Tissues and hand sanitizer.**
.....
- Parents' and schools' important numbers.**
.....
- Kids backpacks with water bottles, change of
clothes, and vegan-friendly snack/lunch.**
.....
- Materials for students: clipboards, pencils, pencil
sharpeners, booklets, and other activities.**
.....
-
-
-
-
-



IN THE BUS

Have students observe to see if they can recognize where they are.

“Do you recognize the streets names we are on? Do you recognize this store, cafe, park?”

"Do you remember how long you guessed it was going to take to get here?"

When arrived, tell them how long it took and ask who was the closest, or how close they were.

**AT THE
SANCTUARY**





Image: Gabriela Penela / We Animals Media

1. Review the rules.

2. Inquiry project (see lesson plan).

3. Mindfulness.

4. Mapping activity (see lesson plan).

5. Farm sanctuary residents activity.

6. Connect with farm sanctuary residents.

7. Reflection.



PART 1

REVIEW THE RULES

Still in the bus, ask what their job will be and remind the rules (this can be done by the sanctuary employee or you).

Divide the students into their groups and assign a teacher or a guide to each group.



PART 2

INQUIRY PROJECT

Make sure to have the list of questions with you so you can remind students if you see an answer.

“Do you remember your question? Look in your journal if you don’t”.

“If you hear or see information about your question, write or draw in your booklet, and/or talk to your group about it so you can bring the answers back to school.”



PART 3

MINDFULNESS

Do a mindfulness activity such as deep breathing, using all of your senses to observe, calmness, yoga, meditation etc.

Throughout the time there, remind them to be mindful (eg. take 3 deep breaths before starting the next activity, what do you really see?)



PART 4

MAPPING ACTIVITY

Look at the map of the sanctuary and talk about where everything is. Explain where students will go, where the washroom is or other important spaces.

Throughout their time there, ask students where they are on the map. You can ask how long they think it will take to walk to a certain location.



PART 5

FARM SANCTUARY RESIDENTS ACTIVITY

Students write the amount of each type of farmed animals at the sanctuary in their journals and add as many details as possible:

- Name (pig).
- Amount of each type.
- What they eat.
- What they need to be happy.



PART 6

CONNECT WITH FARM SANCTUARY RESIDENTS

Students connect with the residents: “Find the residents who you saw from the pictures. Write their name and add observations”



PART 7

REFLECTION

Can be done before and/or after.

Have students write and/or draw in their journal about their field trip:

- What did you learn?
- What was easy to do?
- What was hard to do?
- Which activity did you like?
- What did you notice?
- What other questions do you have?



**AFTER THE
SANCTUARY
VISIT**



Image: Gabriela Penela / We Animals Media

1. Reflection

2. Inquiry project (see lesson plan).

3. Mapping activity (see lesson plan).

4. Farm sanctuary residents activity.

5. Connect with farm sanctuary residents.

6. Design your farm sanctuary.

7. Brochure about your farm sanctuary.



PART 1

REFLECTION

Can be done before and/or after.

Have students write in their journal about their field trip:

- What did you learn?
- What was easy to do?
- What was hard to do?
- Which activity did you like?
- What did you notice?
- What other questions do you have?



PART 2

INQUIRY PROJECT

See lesson plan to complete the activity.



PART 3

MAPPING ACTIVITY

See lesson plan to complete the activity.



PART 4

FARM SANCTUARY RESIDENTS ACTIVITY

See lesson plan to complete the activity.



PART 5

CONNECT WITH FARM SANCTUARY RESIDENTS

Write a story or draw a picture of a farm sanctuary resident.

Options:

- Brainstorm with drawings and keywords.
- Describe them by adding physical and qualitative descriptions.
- Put ideas in a plan with parts of a story (beginning, middle, end).
- Create a comic or a mini book.



PART 6

DESIGN YOUR FARM SANCTUARY

Make a map with shapes (write the name of the shape). What is the perimeter? Area?

- Which farmed animals will be at your sanctuary and why?
- Name of your sanctuary.
- How many people will work there?
- Name your residents.
- Write a description of one of your residents with their qualities.




PART 7

BROCHURE ABOUT YOUR FARM SANCTUARY

Create a brochure to explain details about your sanctuary:

- Who the residents are.
- Pictures/Images.
- Who works there.
- Why did you create a sanctuary?
- Why is your sanctuary a good place for farmed animals?



**RESOURCES
FOR
TEACHERS**



Image: Jo-Anne McArthur / We Animals Media

1.

A Framework for Classroom Assessment ([LINK](#))

2.

Inquiry Mindset ([LINK](#))

3.

4.

5.

6.

7.



**LESSON
PLANS**



**INQUIRY
PROJECT**

GOAL

To learn the steps of the scientific inquiry and to expand knowledge about topics related to sanctuaries.

CURRICULAR CONNECTION

Science

- Questioning and predicting.
 - Demonstrate curiosity and a sense of wonder about the world.
 - Ask simple questions.
 - Make simple predictions.
- Planning and conducting.
 - Make exploratory observations using their senses and record observations.
- Processing and analyzing information.
 - Discuss observations.
 - Compare observations with predictions through discussion.

Language Arts

- Comprehend and connect.
 - Use sources of information and prior knowledge to make meaning.
 - Apply a variety of thinking, reading, listening and viewing skills to gain meaning.
- Create and communicate.
 - Exchange ideas and perspectives to build shared understanding.
 - Communicate using letters and words.

MATERIALS NEEDED

- Resources based on their question (books, articles, pamphlets etc).
- Appendix 1.
- Nature journal (made from a booklet).
- [Inquiry Mindset Resources](#) to learn more about the inquiry process.

BEFORE THE ACTIVITY

Students can explore profound questions before this activity to facilitate the inquiry. Gather a corner in the class to add the inquiry process, their wonderings, materials and resources needed for their inquiry.



BEFORE THE SANCTUARY VISIT

GETTING IDEAS ON PAPER

Ideas can be put in a Nature Journal (Notebook) or document provided (Appendix 1). They can draw the cover with what comes to mind when they think about nature. This will be used throughout their inquiry.

Ask about their wonderings regarding sanctuaries

They can draw and/or write in their journal:

- What do you know about sanctuaries?
- What would you like to know?
- Share with a partner.
- Group discussion.

Write all your students wonderings on a document to keep for later.

CHOOSING A PROFOUND QUESTION

You can show examples of open and closed questions and come up with criteria together.

- Show your document with all of the wonderings from the students.
- Categorize them and ask them how they can become profound questions.
- Number the questions.
- Have students choose their top 3 questions.
- You will create groups of 3 or 4 based on their question.

What is a great question? Here's a checklist:

- Requires more than a yes or no answer.
- You don't know the answer.
- You need to consider different options (could be more than one answer).
- You need to make a reasoned judgment based on evidence.

GROUP ACTIVITY AND START PLAN

After being in their group, they can adjust their questions to make it more clear if needed. Each student will then come up with a predication and write their questions and predictions in their journal/or on the document provided (Appendix 1).



AT THE SANCTUARY

FINDING THE ANSWER

Make sure to have the list of questions with you so you can remind students if you see an answer.

“Do you remember your question? Look in journal if you don’t “

“If you hear or see information about your question, write or draw in your booklet, talk to your group about it so you can bring the answers back to school.”

A large orange circle is centered at the top of the page. Inside the circle, the text "AFTER THE SANCTUARY" is written in a bold, black, sans-serif font, centered horizontally and vertically.


AFTER THE SANCTUARY

SHARING YOUR FINDINGS WITH YOUR TEAM

- Students come in their group and talk about any information regarding their question. They can write or draw information in their journal and or the document provided.
- Have different resources such as books, pamphlets, magazines, videos, pictures accessible so students can complete their answer to their question.
- Give students time to complete all of the steps of the inquiry including the fun fact, the answer to the question and the conclusion.
- Make sure to explain what is a good conclusion (explain why you were right or wrong, what part was fascinating, what did you learn).

SHARING YOUR FINDINGS WITH YOUR CLASSMATES

- After all steps have been corrected, they can choose how they would like to present the information to their classmates (other classes or even parents can be invited to the presentations).
- See last page with ideas to present the information creatively.
- Presentations can be filmed and used for assessment.



APPENDIX 1: INQUIRY PROJECT

INTENTIONS

Learn more about sanctuaries.

- Learn how to do an inquiry project:
 - Come up with a profound question.
 - Make a good prediction.
 - Do research properly and state sources.
 - Add interesting and important information.
 - Do a complete **conclusion**.

PART A: WRITTEN

- Complete and review your plan.
- Give it to me so I can correct and push your thinking.
- Do the corrections and start your slideshow.

PART B: ORAL PRESENTATION

- Make a plan of how you would like to do your presentation.
- What will you add on your slides, will there be a video? Images?
- How can you make sure your presentation is successful? (tone of voice, gestures, posture, eye contact etc)
- How will you present?

PART C: SELF ASSESSMENT

- Did you include all of the parts?
- What did you do well?
- What can you improve for next time?



**PART A:
WRITTEN**

BRAINSTORM PART 1

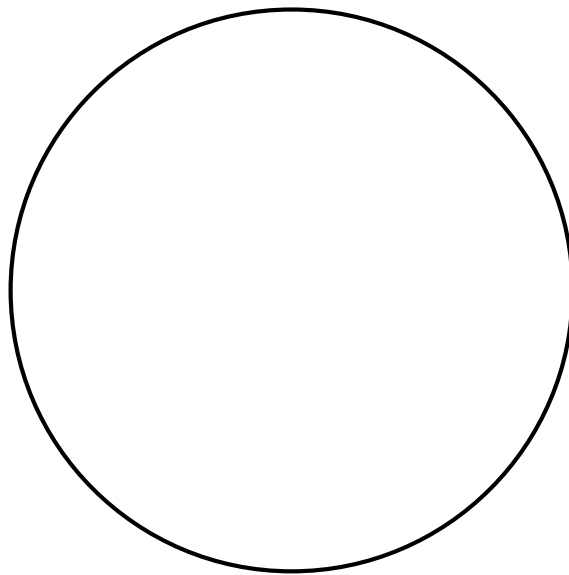
Find a good question.

WHAT I KNOW ABOUT THE SUBJECT	WHAT I THINK I KNOW	WHAT I WANT TO KNOW

BRAINSTORM PART 2

What do you know about your question?

- Write your question in the circle .
- Draw or write all of the things related to your question that you would like to research, that you would like to add to your project. You can create categories to help organize your ideas.



YOUR PROFOUND QUESTION:

COMPLETE PREDICATION:
(I think...because...)

FUN FACTS:
(Did you know...)

CONCLUSION:

(My prediction was true/false because.... I learned that...The fascinating part was...)

In conclusion, _____

BEFORE GIVING THE PLAN

Check if you did the following things:

- Did you review? (Spelling, content make sense, complete?)
- Did you complete all parts?
- Did you add sources? (Where is your information coming from, is it true?)
- Did you do your best?

HOW WILL YOU PRESENT YOUR INFORMATION CREATIVELY?

GAME

- Create a simple video game.
- Create flash cards or trivia cards.
- Create a scavenger hunt.
- Create a quiz show-style game for classmates to participate in.
- Develop a trivia board game related to the topic.
- Create a game show.
- Create a board game incorporating key elements.
- Make a word search.
- Make a crossword puzzle.

HANDS ON

- Build a diorama using LEGO bricks or other building materials.
- Decorate a box and fill with relevant objects.
- Create a poster.
- Make a shoebox diorama.
- Use a 3-panel display board.
- Make a collage.
- Make a mobile.
- Create a scrapbook.
- Create a photo album.
- Make a pamphlet or brochure.
- Assemble a time capsule.
- Create a museum exhibit.

FILMING/PRESENTING

- Do a newscast.
- Make a short documentary film.
- Make a TV or radio commercial.
- Make an instructional video.
- Have an interview of a relevant person.
- Hold a debate.
- Have a panel discussion of “experts”.

USING ART

- Design a 3D model or sculpture using clay, cardboard, or other materials
- Design a mural related to the topic
- Make a flower with a different fact for each petal
- Make a paper chain with a different fact for each link
- Organize a class art gallery featuring artwork inspired by the topic
- Write and perform a skit
- Perform a puppet show
- Design a comic strip about the topic
- Create a children’s story about the topic
- Compose a rap or other song
- Create several bookmarks about different aspects of the topic

REPRESENTATION

- Use a Venn diagram to compare two aspects of the topic.
- Create a map.

REPRESENTATION CONT..

- Make a timeline.
- Create a flowchart or diagram.

WRITING

- Write a series of short stories or a novella related to the topic
- Make a “Choose Your Own Adventure” story
- Create a mini book with one fact/idea per page
- Write a handbook or instruction book
- Write a fable or myth about the topic
- Create a newsletter
- Write an advice column with several problems related to the topic
- Create an interactive notebook
- Write a postcard or letter exchange
- Write a poem
- Write a newspaper article
- Create questions and an answer key
- Write journal/diary entries
- Create a glossary of relevant terms
- Create a set of task cards
- Create a test about the topic

ON THE COMPUTER

- Make a PowerPoint presentation.
- Create a short animation or stop-motion video about the topic.
- Make a digital storybook or eBook on the topic.
- Create an infographic to illustrate key concepts.

A close-up photograph of a red pushpin stuck into a map. The map shows various geographical features and place names, including 'Newmark', 'Uxbridge', 'Newmark', 'Thimo', 'am', 'Ton', 'Mississauga', and 'ville'. A green circular overlay is positioned in the lower-left quadrant of the image, containing the text 'MAPPING ACTIVITY'.

**MAPPING
ACTIVITY**

GOAL

Create a sense of place for the student. Help them recognize where they are compared to familiar key places. Create opportunities to estimate.

CURRICULAR CONNECTION

Math

- Reasoning and analyzing.
 - Use reasoning to explore and make connections.
 - Estimate reasonably.
 - Model mathematics in contextualized experiences.
- Understanding and solving.
 - Engage in problem-solving experiences that are connected to place and story.
 - Visualize to explore mathematical concepts.
- Connecting and reflecting.
 - Connect mathematical concepts to each other and to other areas and personal interests.

MATERIALS NEEDED

- Map of area to look at as a group (on projector).
- Map of area for each student.
- Colouring supplies.
- Mapping Activity.

BEFORE THE ACTIVITY

Students can estimate how long it takes to run around the school, do a certain activity or walk somewhere. They can then time themselves. This will facilitate the concept of estimating.



GROUP:

Look at a map together of where the sanctuary, the school, their home, parks and popular places are located. Briefly ask them if they know how long it takes to get from one place to another. Ask them how they know.

PAIR:

Give a map to each student. Get them to look at the map with a partner and try to find the school, the park, and their house. If their house is not on the map, they can attach a paper to indicate where it would be.

INDIVIDUAL:

Get them to circle where the school is and where the sanctuary is. Get them to choose the best streets to take to get to the sanctuary from their school. Ask them why they chose this way and not another.



ESTIMATING

GROUP:

"How long does it take to go from your home to school by car? What could change the amount of time it takes?" (if they don't know, give them this activity as homework).

PAIR:

Estimate how much time it takes to get to a specific park by car. (After doing a few estimations to other locations and students are getting better with estimating, you can go to the next activity)

INDIVIDUAL:

"Guess how long it will take to go to the sanctuary and write it in the box where it says estimate".

After they did their homework and they found out how long it takes to get to the park from school and their home, they will write the answers in the table in APPENDIX 1. After the field trip, they will write how long it took to get to the sanctuary.

GOING FURTHER

Students can estimate the distances between places. Students will have to understand what a meter and kilometer are.

Have students create tables to estimate something like the length of objects in the class. Creating tables is a skill required for science as well as Math.

MAPPING ACTIVITY

Put map here:

1. Circle where the school is located.
2. Circle where your home is located (if not on the map, add a paper).
3. Circle where the sanctuary is located.
4. Draw the best way to get to the sanctuary.
5. Why did you choose this way? (I chose this way because...)
6. _____
7. _____

Time it takes to get from one place to another.

LOCATION	ESTIMATE (eg. 25 min)	ANSWER (eg. 15 min)	DIFFERENCE (eg. 25 min - 15 min = 10 min)
From home to school			
From home to park			
From school to park			
From school to sanctuary			

Going further. Distance between places.

LOCATION	ESTIMATE (eg. 5 km)	ANSWER (eg. 2.5 km)	DIFFERENCE (eg. 5 km - 2.5 km = 2.5 km)
From home to school			
From home to park			
From school to park			
From school to sanctuary			

Create a table similar to the ones above (jumping 10 times, running around the school) or length of object etc.

Lesson plans created by Catherine Lamarche from
Happy Student.



Document created by People Ensuring Animal Care
Exists (P.E.A.C.E.) - P.E.A.C.E. Humane.



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Canada (AWFC).



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