



THE UNIVERSITY
OF BRITISH COLUMBIA

**Benefactor
Impact
Report**

EMILY LONGWORTH MEMORIAL AWARD ACTIVITY UPDATE REPORT

2022-2023

Prepared for:
The Longworth Family
Vancouver Foundation

FUND DESCRIPTION

The awards are made to Bachelor of Education (Elementary/Middle Years) students whose practica involve implementing curriculum enrichment and/or extra-curricular activities for their students that promote multicultural understanding, healthy lifestyle, environmental awareness, issues of diversity and Indigenous Education, and that will inspire students to achieve their full potential in life. Candidates must apply annually through the Faculty of Education's Teacher Education Office by January 30. The awards are made on the recommendation of the faculty.

Through this award, your commitment and support provide students with the opportunity to pursue their passion and take their achievements into the world.

We would like to acknowledge that this report was prepared on the unceded, ancestral, and occupied, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Səlilwətaʔ (Tsleil-Watuth), and Skwxwú7mesh (Squamish) Nations of the Coast Salish peoples.

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SUMMARY – 2022-2023

For 2022-23, 44 proposals were submitted involving 49 elementary/middle years Teacher Candidates, and all were approved in full for the amounts requested in the proposals. Total Funding requested and approved: \$31,156.00 with projects to impact 1275 Elementary students from the 30 practicum schools.

Due to one project funded for \$265 not proceeding as proposed, the final summary is 48 Teacher Candidates, 29 Elementary/Middle Years schools, 43 projects, with a total of 1253 Elementary or Middle Year students impacted by activities carried out by UBC teacher candidates on practicum. Total funding used: \$30,891. In progress is a request by the Teacher Education Office for the school to return the funding to be used towards 2023-24 proposed projects.

Student Impact Stories follow describing the projects and how the funding impacted students' learning.

STUDENT IMPACT STORY: Whitney Brennan

School name: Mitchell Elementary - Richmond, BC

Project: Field trip to the Vancouver Aquarium

The activities included a class visit to the Vancouver Aquarium in May 2023. Prior to the field trip, students were prepared with relevant vocabulary and activities to introduce them to the focused concepts of 'biodiversity', 'species adaptations' and 'marine conservation' that would be encountered at the Aquarium. Incorporating this out-of-school experience into the science units during my long practicum, this activity would develop students' understanding of local marine environments and wildlife, building their capacity and interest in further action related to marine conservation and climate action. As a Teacher Candidate, I observed the students' interest in connecting their in-class learning to experiences outside of the classroom, including how to learn more about a topic we cover in class.

Science 6 Big Idea: Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

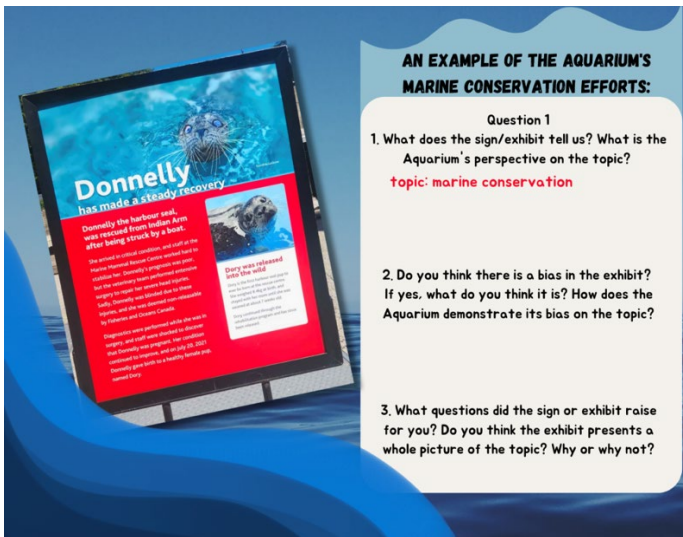
Curricular Competency:

- (Questioning and predicting) Make observations in familiar or unfamiliar contexts
- (Communicating) Express and reflect on personal, shared, or others' experiences of place

Science 7 Big Idea: Evolution by natural selection provides explanation for diversity + survival of living things.

Curricular Competency:

- (Questioning/Predicting) Observations aimed at identifying their own questions about the natural world
- (Evaluating) Consider social, ethical, and environmental implications of the findings from their own and others' investigations



< Example of Questions and Response Format

We used photos taken of signs and exhibits at the Aquarium to talk about different representations of 'biodiversity', 'marine conservation' and 'species adaptations'. Students were able to connect their learning to various topics and use specific examples.

Example of Student's Response:



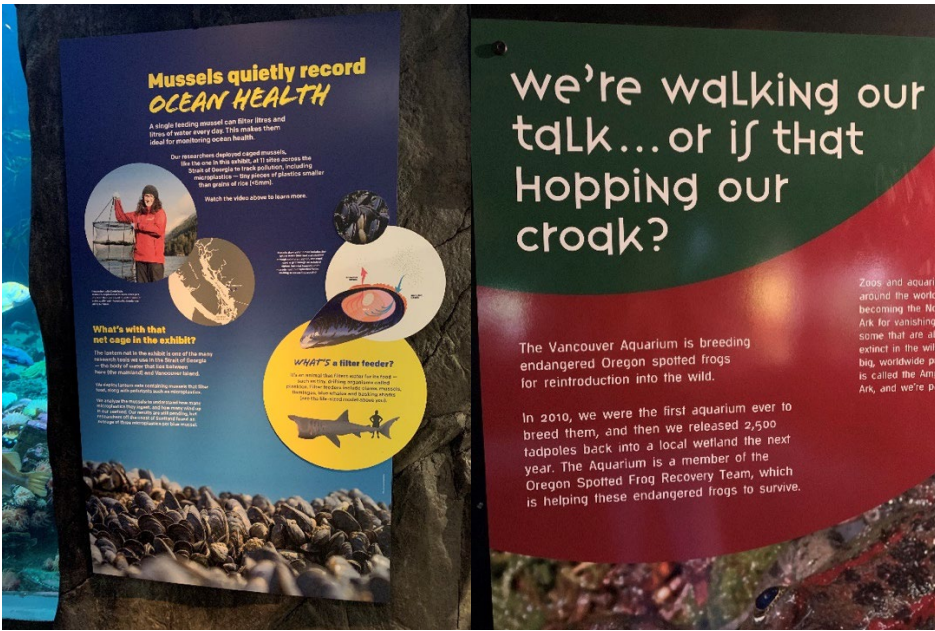
Daniella Ramos - 584

TURNED IN (LOCKED) May 4, 2023 9:57 AM · Edited May 4, 2023 9:54 AM · 0 Comments

- 1) The first picture tells us that sea lions numbers have had a dramatic drop in one area and a dramatic increase in another. the aquariums perspective is that they are taking sea lions and rehabilitating them to keep the numbers stable but to also learn more about the creatures
- 2) When it comes to the animals i wonder if they are being treated fairly and being taken proper care of. i think that there is more that. the aquarium could tell us like how the animals got there Ex. if they were taken from their natural habitat even if they were healthy or if they were sick when they were taken. if the animals were healthy it would not be right for them to be taken out of their natural habitat. on the other hand if they were sick and were taken to be cared for and to be treated it makes it better because the aquarium would not be taking just for research purposes they would be trying to preserve life.



While on the field trip, the students excitedly explored the exhibits and asked many questions about the animal and plant life. One thing that surprised me was their fascination with seeing animals in person. While I had it in mind that many students had not visited the Aquarium before, I had not expected their experience to seem as novel as it did. For many students, this was their first-time seeing fish, turtles, snakes and other animals up close. The experience was humbling. I had taken for granted how impactful these opportunities can be for students, even while I knew and appreciated the learning opportunities that were the primary reason for our visit. Later in the year, when students were sharing reflections on lessons and activities they enjoyed from our year together, many shared that the visit to the Aquarium was one of their favourites, and also one that had an impact on their interest in science.



Student Whitney Brennan's Expenditure Breakdown:

Budget:	
Item	Cost
Transportation (School bus for 28 students)	\$700
School Trip cost for the Aquarium (\$15/student)	\$420
Chaperone admission to the Aquarium	Free 1:5 students
Lunch	Students provided
TOTAL	\$1120

STUDENT IMPACT STORY: Brianna Carlyle & Emily Skillings

School name: Veddler Middle School – Chilliwack, BC
 Project: H.R. MacMillian Space Centre Mobile Planetarium

Thanks to the Emily Longworth Memorial Award funding, we were able to provide an H.R. MacMillian Space Centre mobile planetarium experience to every grade 6 student at Vedder Middle School. The Polaris dome booking allowed for each class to participate in a 40-minute astronomy lesson in an immersive experience that would have otherwise taken multiple hours on a school bus to access. The cost at the time of booking was a \$564 rental fee, plus an budgeted \$150 accommodation for the presenter on top of paid milage for 210km roundtrip and a cleanup fee. When this idea was presented to the administration at Vedder Middle, they were able to subsidize the remaining costs to provide this experience to all the grade 6 students, 6 classes in total, which would not have been possible without the generosity of the Emily Longworth Memorial Award.



(clockwise from left) A class group listening to the presenter before entering the Polaris dome, students laying in the dome, the mythological images connected to constellations projected in the dome.

This experiential learning supported both the Science 6 astronomy unit as well as the English Language Arts 6 Indigenous stories units that our students had completed earlier this year. The curricular big idea of “the position, motion, and components of our solar system in our galaxy” from Science 6 was strongly supported by the Polaris presentation and the students were able to directly experience the movement of the stars above them and “travel” around our galaxy and beyond it. In the classroom, the students had been working on researching the planets in our solar system as well as extreme environments. For multiple weeks, the students contributed to a growing physical collection of their knowledge in a folding tiny booklet. Listening to auditory information for the key information was heavily practiced, as well as their note-taking skillset. When it came time to visit the Polaris, were able to draw on this prior knowledge by asking students what they hope to hear about and see in the dome. Students were excited to see if their favourite planet would be discussed and were ready to listen to the presenter.

We did not anticipate this experience to fit so well with our unit on Indigenous stories however, this turned out to be a wonderful addition! The students had been receiving teachings about the natural in ELA. The staff and students present were able to draw this connection after the presenter highlighted Indigenous constellations and how there are stories about them, just the same as we have about Orion or Taurus. The students were given a beautiful display of Indigenous constellations that painted the night sky above them, bringing the learning to life. Due to the timing of this experience, it acted as a culmination for both the Science and ELA units.

We were amazed at the depth of questions that emerged from our students and the wealth of knowledge that our presenter answered each one with. This was proof that varied experiences outside the classroom provides an enriched learning environment that our students may not have accessed without opportunities such as this. Thank you for supporting students from a variety of geographic locations, especially the Vedder Middle students of Chilliwack, B.C., and demonstrating that learning experiences should be available to everyone.

STUDENT IMPACT STORY: Isabella Chan

School name: Bayview Community Elementary – Vancouver, BC

Project: Fresh Roots at Vancouver Technical Secondary



After months of preparation, my kindergarten class finally went on the highly anticipated field trip! It was truly the capstone of our science unit about plants as we went to Fresh Roots at Vancouver Technical Secondary. Thanks to the Emily Longworth grant, the grant covered the cost of the Fresh Roots half day program We had been learning about the life cycle of plants, the needs of plants, the different types of plants we eat, and the benefits of plants all month long. For many of my students, this would be their first ever field trip, so they were ecstatic. As a teacher candidate, I was also looking forward to bringing my students to an outdoor classroom which ties into place-based learning like the Indigenous Ways of Knowing. I knew the field trip would be beneficial to the students so that they could make deep meaningful connections with what they had learned in class to the land.

We began with a scavenger hunt around the Fresh Roots premise to gain a better understanding of where things were at the farm. Though it was a cloudy day, the students were so excited to be at Van Tech with the farmers and parent volunteers. They enjoyed running across the farm to look for the farm sign, the Indigenous sharing circle, and more. Then we moved on to a taste test of the herbs and flowers grown in the garden including sage, thyme, cabbage, rhubarb, and mint. The students washed their hands and began nibbling on the abundant plants. Surprisingly, some of my students enjoyed the incredibly tart taste of rhubarb! It was lovely to hear which sort of plants they enjoyed eating. After, we moved to the nature art station where we used leaves and flowers, gently ripped from the garden, as our paint brushes for watercolours. The students enjoyed using a non-traditional tool for art and couldn't contain their shock at the freedom of plant art. Lastly, we were able to engage with farm work! We got our hands dirty and participated in meaningful work as we began pulling weeds out of the soil. All my students were excited to help the Swiss chard grow. The plant unit was truly one of my favourite units to teach as there is so much, I could dive into!



STUDENT IMPACT STORY: Michelle Cheng

School name: Carnarvon Community Elementary School – Vancouver, BC
Project: Field Trip to Science World

Thanks to the funds received from the Emily Longworth Memorial Award, I was able to take my grade 7 students to Science World as part of the Science 7 - Chemical Changes unit I was teaching them during my long practicum.

This trip was for two main reasons. First, it was to let students find excitement and interest in different areas of science through this engaging in-person experience. By going to Science World, which is filled with lots of fun, interactive challenges, it relates back to a lot of the learning outcomes from the “applying and innovating” section of the B.C. curriculum. For example, students were doing lots of puzzles with their peers in the “puzzles and illusions” floor, which relates to the curricular competency of ‘generate and introduce new or refined ideas when problem solving’. Students were also each given a ‘Curiosity Quest’ sheet to fill out throughout the day, which lets them explore all the areas of Science World and challenges students to try the activities in the different areas.

Michelle Cheng's Grade 7 Class loved the unique exhibits at Science World:



The second main reason of visiting Science World was to attend their “Reactions and Indicators” lab workshop. This workshop directly relates to the Science 7 curricular content of ‘chemical changes.’ Students learned about pH levels and acid and base indicators. They watched the staff transform clear solutions to a different color when it was mixed with an indicator. We also got the opportunity to see dry ice which got the students very excited. During the latter half of the workshop, students were able to try on an experiment on pH themselves as well, figuring out how they could tell if a chemical reaction was happening.

Overall, the field trip was such a wonderful experience that couldn't have happened if it weren't for the grant received from this award. I'm so thankful for this opportunity that created really wonderful experiences for the students and for me. It was truly a memorable part of my practicum experience!

Student Michelle Cheng's Expenditure Breakdown:

\$350.13 – Science World Admission fee (28 students x \$12.35 per ticket + \$16.68 tax)

\$36.90 – Adult Bus Fare (5 adults)

\$31.00 – Concession Bus Fare (12 tickets)

Total expenditure = \$418.03

Awards funds = \$270.00

STUDENT IMPACT STORY: Leo Ching

School name: Queen Mary Community School – Vancouver, BC

Project: Vancouver Aquarium Field Trip

One of the grade 4 classes at Queen Mary Community School got to go to the Vancouver Aquarium for a field trip thanks to the Emily Longworth Memorial Award. I proposed the aquarium for a field trip because of the early interest shown by the students. Connecting with the grade 4 science curriculum, students were learning about how animals sense and respond to their environments. Students also were learning about observing and watching nature and living things. Personally, I came in looking to increase the class' understanding of the natural world. When I was an

elementary student, I gravitated towards animals and learned all there was about them. It rooted my fascination for sciences. It was my hope that students in the class would also find an avenue for their curiosity.



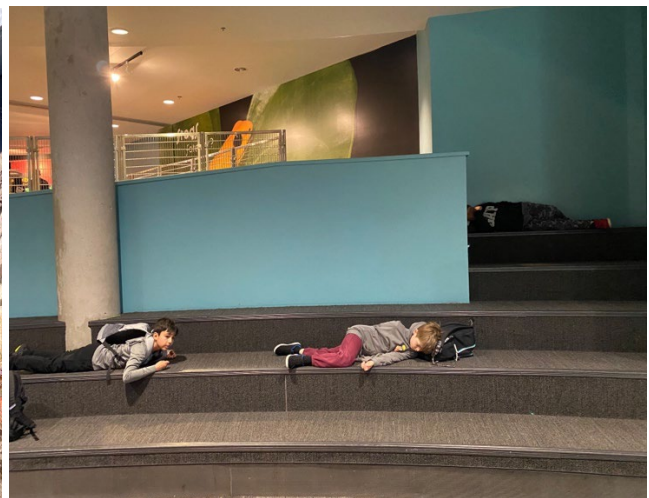
Upon arrival at the aquarium, the excitement was palpable from the class. Split into 5 groups with the help of some generous parent volunteers, it was a difficult situation to prevent the students from running off as soon as we entered. As a teacher candidate bringing a full class into the aquarium, I was extremely nervous. Trying to coordinate lunch times and show times, finding out where we could meet up to head back, and making sure everyone was engaged was a constant worry leading up to the field trip.

Yet it was magical once we started really getting to explore. With a show schedule printed on the sheets and excitement overflowing, the students really took charge of the day. My group used it as an opportunity to make decisions on their own and worked together to decide what shows or exhibits they wanted to see.

They'd ask me for some choices, and then they would all decide where to go from there. It was powerful to see them take charge like that. It also served as a reminder the power of providing situations like the field trip to get students learning. Sometimes, just a change in environment is all it takes to engage different types of learning.

One of the best parts of the aquarium is the constant presence of knowledgeable people. Whether from the shows or just wandering around, the students benefited from having conversations with folks that both knew a lot and were excited to share their knowledge. My group had endless questions for one volunteer, who was trying their best to answer a question at a time against the flood of inquiries and what if scenarios from my class.

Again, it showed me the difference that hands on and in person experiences have on learning. Videos and in class demos are great for many reasons, but to me, there's something about in person and hands on experiences that makes learning so much more real and tangible. We looked at animal senses in class with photos and videos, having students label sensory organs. But there we were in the aquarium, watching a snake use their tongue to sense the environment, watching fish respond to food being dropped. Everything we talked about became real and demonstrated in real life.



For me personally, the whole field trip was a full circle moment. One of my first educational experiences was at the Vancouver Aquarium. Leading summer camps and engaging with field trip groups just like mine. It was touching and fulfilling to be able to bring my own class of students to the aquarium. Getting to see them all so excited and engaged looking and learning was an honour and a privilege. The field trip was both a lot of hard work and

extremely rewarding at the same time. The connections made by the students to the real world was invaluable. The amount of fun and engagement everyone had was unforgettable. For a lot of my students, the field trip was a clear highlight from my time as their student teacher. It would have not been possible without the generous help from the Emily Longworth Foundation. So from the bottom of my heart and on behalf of everyone in my classroom community, thank you thank you thank you!

Student Leo Ching's Expenditure Breakdown:
Award Amount: \$1117.20
School bus fare: \$514.50
Aquarium Admission fee: \$474.60
Total Cost: \$989.10
Funds Remaining: \$128.10

STUDENT IMPACT STORY: Maggie Coval

School name: Archibald Blair Elementary – Richmond, BC

Project: Outdoor Sensory Path

While completing my 10-week practicum in a Kindergarten and Grade 1 class at Archibald Blair Elementary in Richmond, B.C., I was generously awarded the Emily Longworth Memorial Award. I used these funds to enhance our Social Studies unit on Community and Environment by collaborating with Jeni Chen, a local artist and author. Together, my students, their big buddies, and Ms. Jeni bettered the Blair School community by painting an outdoor sensory path. A sensory path guides students to perform a series of movements to activate their body and brain, develop gross motor skills, and work off excess energy. I deliberately targeted two facets of the core competencies throughout this project: collaboration, and social awareness and responsibility. Indeed, I aspired to an environment where students worked collectively to contribute to their community and care for the environment.

A student exploring Maggie Coval and artist Jeni Chen's sensory path:



Please see my write-up in Blair School's June Newsletter for an overview of the project:

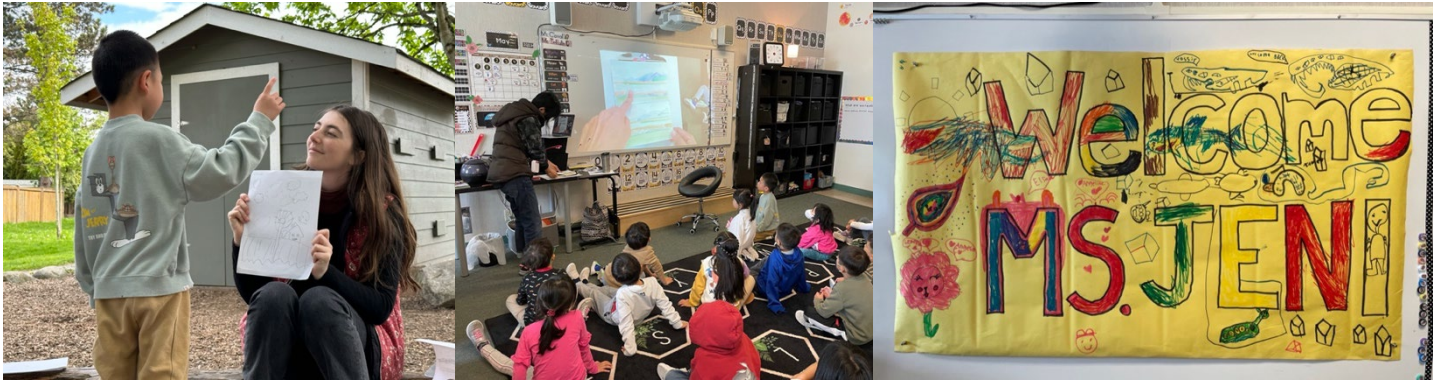
"This past month, Divisions 4 and 9 collaborated with Jeni Chen, a local artist and author, to paint an outdoor sensory path. Located just outside the primary classrooms and portables, this sensory path guides students to move their bodies and calm their minds. The path's design was inspired by Division 9's observational drawings of the beauty in nature around our school. By transforming these sketches into a large-scale mural, students are invited to run across logs, hop over stones, leap over lily pads, and solve a maze. We hope the sensory path will be both a vibrant work of art, as well as an effective tool for learning.

Thank you so much to Jeni for collaborating with us to make this project a reality! We hope our students and community enjoy this sensory path for years to come. The funds for this project were generously donated by the University of British Columbia's Emily Longworth Award."



Week 1: Introductions & Observational Nature Drawing

During week 1 of this project, we welcome Ms. Jeni to our school and read her book “Emet’s Box: A Colourful Story About Following Your Heart.” She also taught us about observational nature drawings, and we looked at her own sketchbooks for inspiration. Next, we headed outside for a walk to observe the beauty in nature around our school. Students then had the opportunity to practice sketching their own observational drawings of grass, flowers, stumps, trees, and more. Finally, Ms. Jeni collected students’ observational drawings to incorporate into the outdoor sensory path design.



Week 2: Painting the Outdoor Sensory Path

During week 2 of this project, Ms. Jeni returned to our school to bring the outdoor sensory path to life. First, we revealed the design that was inspired by students’ observational nature drawings. Then, with the help of our big buddy class, we began to paint! Small groups took on different sections of the path’s design – wood logs, a pond, vines, flowers, and a maze. It was inspiring to see our community work together in taking on this challenge!



Week 3: Presenting the Sensory Path to our Community

By week 3, Ms. Jeni had added the final touches, the paint had dried, and we were ready to share our project with the rest of our school community! We invited the other primary classes down to the blacktop, and demonstrated how to hop on logs, skip over rocks, leap over lily pads and dandelions, and solve the maze. My students were tremendously proud of their hard work and gift to their community. I hope the outdoor sensory path will be both a vibrant work of art and an effective tool for learning for many years to come!



Student Maggie Coval's Expenditure Breakdown:

The \$400 from the Emily Longworth Award was given in its entirety to Ms. Jeni Chen for her dedication and collaboration. All materials were kindly donated by either Blair School or Laura Kwok, another generous local artist in our community.

STUDENT IMPACT STORY: Mia Davison

School name:

Project: Field Trip to the Fraser River Discovery Center

Thank you for your generosity in awarding my grade 6/7 class the funds to visit the Fraser River Discovery Center. Due to the financial constraints of the school and families, this field trip would not have otherwise been possible. It was a fantastic memory and an experience I am thankful to have had—a highlight of my practicum.

The students had been studying the Fraser River for several weeks before taking this field trip. It related mainly to their Science and Social Studies units, as well as to their daily lives and interests, as the school is situated near the river and many of the students enjoy fishing with their families. They were eager and excited to visit the center and were curious and active while visiting various displays.

We left the school as soon as morning attendance was completed. We then travelled by bus to the Fraser River Centre. Before entering the museum, students had a snack and enjoyed the boardwalk along the Fraser River. It was a beautiful day and it was neat to see the students look out onto the river and name things they had learned about it. Students then participated in an activity led by the center staff, where they tested the PH and turbidity of the river water. This connected well with an earlier Science unit and the students were highly engaged with the activity. After this, students were given time to eat lunch and visit exhibits within the center. Some favorites included an exhibit about the archaeology of the Fraser River, animals native to the Fraser Valley, and the economy of the tug boat industry.

I am extremely thankful for this experience and hope to facilitate more field trips in my future years of teaching. Thank you for your generosity.

Sincerely,

Mia Davison





What did you learn? (In students' own words)

"I will remember learning about the Fraser River and how important the Fraser Valley is and how much fun I had there."

"I learned that the Fraser River starts in the Rocky Mountains, at Mt Robson."

"How important water temperature and PH value is to Salmon laying eggs."

"That we can learn from the First Nations way of treating the environment."

"That salmon are important to lots of different species."

"PH can change based on the weather."

"How the river is important to me and to others."

"How long the river is- 138, 000 kms"



Student Mia Davison's Expenditure Breakdown:

The total cost of transportation was \$730, and the entrance to the Discovery Centre was \$120. I collected \$4 from each student to cover the difference between the awarded funds and the total cost.

STUDENT IMPACT STORY: Holly Denham
School name: East Kensington Elementary – Surrey, BC
Project: Community Field Trip to a Local Creek

To the family of Emily, thank you for this opportunity.

My practicum experience was at East Kensington Elementary in South Surrey. This is a unique outdoor learning school that is not a catchment area school. This school approaches learning differently from other schools around the area. They are able to provide students with a unique experience around their school grounds. This particular project had our school working in the creek just behind the school. We were able to talk with neighbours to get access to this creek and begin our exploration.

As I mentioned this project was to fund buying supplies for my class to use through various subjects and big ideas in the BC curriculum. Not only was my class able to use these supplies but we were able to share it with the rest of the school. 110 students at East Kensington got to benefit from your generosity and kindness. Below I have posted a few of the picture I took on our exploration with my class as well as some of the intermediate class.



In my class we were able to discuss important impacts of the water cycle, weather, and life cycles of salmon and frogs. The students were able to see what these looked in the creek, different conditions and plants that made it difficult to cross. We were able to front load this learning in class and outside in our learning pergola. Due to their prior knowledge, they were passionate about conducting experiments and looking at different things. They asked so many amazing wonder questions that had my SA and I asking more questions.

The school was able to measure water qualities, waste management, making observations of plant and animal life, and comparing different areas- which resulted in asking many other questions. We were able to clean this area up at the end of our time to give back to this creek so we are able to come back a visit it again next year. As the years go by, they will be able to give back to their community and take responsibility for this creek and what happens to it as they continue to work in the creek each year. This project gives them responsibility and ownership of their school property.

Due to time, we took initial testing and preparation for our first year at the creek; now that we have explored different options, we will be able to start and complete a full report starting from September to June. I have talked to various teachers and all are really excited about this opportunity to use this hands-on learning and outdoor learning throughout the year. Creating a journal as well for the students to draw differences they notice throughout the year. This creek exploration unit connected cross-circularly, competencies and content listed on the BC curriculum for all grades were achieved.

Thank you for contributing to the learning, exploring and wondering of all the students at East Kensington. With the funds you provided we were able to use all of it to prepare these kits for the students to use in the creek. Below is the list of items that I estimated the costs, I have highlighted 2 areas that ended up costing more than I expected due to this project being something that the whole school could experience. My school was more than happy to pay that small extra cost because this was something that we could use for so many students over so many years. We purchased 10 more jars and test tubes and we bought 5 more water temperature measuring tool so it was an additional \$80. Making my grand total \$770.

This gift will be used for years to come and each classroom will be able to build a relationship with this creek and the environment we are so lucky to use. The students have so many memories that they will get to cherish for years to come. Sending you my gratitude as you continue to offer this gift to Teacher Candidates and Students.

Student Holly Denham's Expenditure Breakdown:

ITEM	COST PER ITEM	NUMBER NEEDED	TOTAL
Buckets with lids to keep items safe	\$4	40	=\$160

Shovels	\$3	20	=\$60
Bags	\$1	40	=\$40
Wood for transect box	\$2	40	=\$80
Safety glasses	\$2	40	=\$80
Jars and test tubes	\$5	20	=\$100 + \$50
Water temperature measuring tool	\$6	10	=\$60 + \$30
Water sample kit/pH testing kits and strips	\$3	10	=\$30
Nets	\$2	40	=\$80
TOTAL: Due to the prices some of these kits will not include everything listed above, in those times we will do group work.			=\$690 =\$770

STUDENT IMPACT STORY: Zoie Feng & Gurvir Hundal

School name: George T. Cunningham Elementary – Vancouver, BC

Project: Field Trip to the Vancouver Aquarium

Dear Emily Longworth Memorial Award Committee,

We want to express our gratitude for the generous funds provided towards our recent field trip to the Vancouver Aquarium. Your support made it possible for our students in grades 5/6 to embark on an educational and inspiring journey, creating memories, and enriching their understanding of the natural world; specifically, ocean biodiversity.

During our time at the Vancouver Aquarium, the students were offered a hands-on experience that allows the students to witness the incredible diversity of marine life up close. By observing various species of fish, mammals, and marine creatures in their natural habitats, our students gain a profound appreciation for the fragile ecosystems in our world. Our students were also given the opportunity to learn about the importance of protecting endangered species. Through the exhibits, presentations, and discussions with staff, our students gained valuable knowledge about various species. This firsthand encounter fosters a sense of responsibility and encourages them to become advocates of the environment.



The field trip was a full-day experience, also accompanied by a visit to the nearby beach at the Lumberman's Arch. At the site, students witnessed evidence of beach pollution and thus, naturally investigated into the consequences it would have on the ecosystem as well as the potential causes (e.g., human activities) that precipitated the litter, making real-life connections to their local community. Overall, this experience was eye-opening for students as it gave them the opportunity to explore the big idea that "everything in the environment is connected and we have a responsibility to care for them" (Province of British Columbia).

Furthermore, the students continued to critically reflect on the experience even after the field trip, writing in their journals and engaging in enriching discussions that extended to the history of the χ way χ w \acute{e} y (Lumberman’s Arch) land. Once again, we extend our deepest gratitude to the Emily Longworth Memorial Award for your support. The funds provided have had a significant impact on our students’ education, broadening their horizons and inspiring a sense of wonder and curiosity about the world. Thank you! – Zoie and Gurvir (TELL3C Cohort)

Students Gurvir Hundal and Zoie Feng Expenditure Breakdown:
Total students: 52 (\$15 each)
Total Adults: 7 (free)
Emily Longworth Memorial Award Funds: \$1075
Aquarium: \$15 x 52 = \$780
Bus: \$603.75
Total: \$1383.75

STUDENT IMPACT STORY: Larissa Gerber & Kayla Gataric

School name: Edmonds Community School – Burnaby, BC

Project: Burnaby Art Gallery Outreach Programs and EggUcation

Edmonds Community School is a diverse inner-city elementary school that consists of students from new immigrant and refugee family backgrounds. The Emily Longworth Memorial Award allowed for these students to benefit from these experiences, as they would not be given these opportunities outside of the classroom environment. These experiences allowed the students to connect with and gain a deeper understanding of their community while also ensuring that the curriculum was being covered. All of the experiences allowed for cross-curricular connections and hands-on applications.

The funding supplied these experiences for 40 grade 1/2 students in total. Given that the practicum class had a passion for creativity and inquiry, these experiences fulfilled their interests and strengths for learning. As a student-teacher, I saw just how engaging and memorable these experiences were for my students.

The first experience that the students engaged in was an outreach program from the Burnaby Art Gallery called Forest for the Trees. This program allowed students to create and explore landscape inspired artwork and connections to the land on which they are situated. Through art, students were able to discover what makes up the land they are on and develop a deeper appreciation for the environment around them. By using techniques of layering, colour mixing, and collage, students were able to engage in deep discussions and art of landscape and place.



Students were also able to experience the outreach program titled Coast Salish Contemporary from the Burnaby Art Gallery. Students had the opportunity to discover the Gallery’s Permanent Art Collections which focused on handmade prints by Indigenous artists. While viewing these art pieces, students were able to focus on the different techniques and elements that Indigenous artists use in their work while considering the significance of ecosystems and environments represented. Students were then able to learn and engage in the technique of printmaking while creating their own art piece.

To assist with the unit of 'communities', the Burnaby Art Gallery also provided my students with an ADST program called Structures and Cities. In this workshop, students were able to imagine, balance, construct, and combine materials to engineer an exciting mini city of their own. A lot of the students learned how to regulate their emotions during this workshop as well as understanding that not everything has to be perfect. By engaging with physics and art, students were able to learn techniques that supported their structures and allowed them to be creative. By using recycled materials, students were also able to understand the importance of sustainability and the model of reduce, reuse, and recycle.



The most memorable experience that the Emily Longworth Memorial Award Provided for the students was the raising of baby chicken eggs through EggUcation. This hatching experience allowed students to raise three baby chickens in the classroom setting while also learning about the needs of baby chickens and their life cycle. EggUcation provided our classroom with fertile eggs, an egg incubator, scope, and brooder. The students were able to see the life of a chicken occur before their eyes!



The students were so excited about this process and were proud to welcome and name the three baby chickens to our classroom (left to right): Nugget, Daisy, and Fluffy.



All of these experiences allowed for cross-curricular and hands-on connections to the following subjects: Science, English Language Arts, Math, Social Studies, Arts Education, ADST, and Indigenous Studies. Many of these experiences also assisted the students in learning more about themselves and their SEL behaviours. These experiences allowed for us to make connections to our learning, even when the workshops had been completed, and therefore allowed for the students to engage in a continuous learning process.

The Emily Longworth Memorial award funded all of the four experiences for the students and has made a lasting impression on what it means to learn. I know that these experiences have been memorable for all of the students and nothing will beat seeing their smiles and bright/curious eyes.

I would like to thank the Longworth family and all others involved in supporting such an opportunity for students to engage in meaningful and rich learning experiences. Without this award, such experiences would be impossible for the students to ever enjoy. Please note just how many memories and lives you have touched with this award. Thank you!

STUDENT IMPACT STORY: Marissa Gilmour

School name: Crosstown Elementary – Vancouver, BC

Project: Field Trip to Southland Heritage Farm



The Grade 6/7 class at Crosstown Elementary was thrilled to visit Southland Heritage Farm. The trip aimed to provide kinesthetic exploration of how farmers are adapting to Climate Change, while offering the inner-city school class with much needed time outdoors in a beautiful natural setting.

The field trip to Southland Heritage Farm successfully provided students with hands-on learning experiences, they explored how farmers care for their animals, sustainable farming practices, and the taste and smells of local plants.

The field trip was an important part of our classes year goal of developing our Core Competency of Social Awareness and Responsibility. Specifically, this day allowed

students to engage with the curriculum objective of caring for the environment. The curriculum states, Students “develop awareness of... the physical, and natural environments [and become aware] of the impact of their decisions, actions, and footprint.” By feeding and caring for animals, and seeing a working farm in action, students gained important context for where our food comes from and the responsibilities for animals, plants, and land we all share. Furthermore, this experience complimented our Social Studies Unit on ancient civilizations and the fundamental role of irrigation and changing farming techniques to allow high density urban living to take off in various parts of the ancient world.

A highlight of the day was when the class made their own Chicken-Treats, and got to feed the resident chickens and ducks. Students mixed and molded the treats, learning about their nutritional needs and the importance of a balanced diet. This activity also allowed them to understand the role of sustainable feeding practices in adapting to Climate Change.

Students then got to interacted with farm animals, observe their behaviors and unique personalities. This experience fostered empathy, respect for animals, and a novel and exiting challenge for students who had seen few farm animals before.



Student Marissa Gilmour's
Expenditure Breakdown:

2 Hour Focus Farm Field Trip
Agriculture and Climate Exchange

\$20 x 27 students

= \$540 total cost

Finally, students enjoyed outdoor play, promoting physical well-being and providing an opportunity to appreciate the natural environment. This experience highlighted the importance of outdoor spaces for both animals and humans in a changing climate. The field trip to Southland Heritage Farm had a significant impact on students' learning experience. Students developed empathy, understanding, and a sense of responsibility towards animals and the environment.

On behalf of the students and my host teacher, I extend our deepest gratitude to the Longworth family and the Emily Longworth Memorial Award for making this field trip possible. Seeing students' delight and amazement at the size of a horse, the personality of a duck, and the soft hair of the goat made my practicum experience. The students loved the day and all want to return next year.

STUDENT IMPACT STORY: Madison Goepel

School name: Thompson Elementary – Richmond, BC

Project: Rock Climbing & Olympic Tour

My practicum placement comprised of academically focused students in grades 5, 6, and 7. Whereas there was a massive draw towards topics such as science and math, there needed to be more attention put into physical education. My goal through this field trip was to open students to the possibilities of learning through movement and get students excited to participate in physical education. I thought that visiting the Richmond Olympic Oval would be a great opportunity to be exposed to the culture of friendly competition and the excitement of participating in high-adrenaline sports.

Our classroom had previously been doing units in team and individual sports in physical education. I had at first dedicated units to ringette, floor hockey, volleyball, and badminton. Overall, students were not too keen about participating in the gym, so I wanted to allow students to try new sports. After the field trip, back in the school gym, I tried to implement some of the sports we were exposed to in the field trip to overall increase their participation.

With 54 students, I had to divide the classroom into two sections: one section would do the educational tour in the morning and then the wall climbing in the afternoon, and the second section would do the reverse.

Educational Tour:



In the educational tour, the tour guide briefly led the class through the various courts and rinks that were used in the 2010 Winter Games. He also showed the various torches that have been used for the past hundred years, the various outfits, and the various niche sports that have come and gone throughout the history of the Olympics. Students were also able to watch a video, highlighting some of Canada's greatest Olympic achievements. At the end of the tour, students were able to explore some of the sports themselves through various simulations. Students were exceptionally excited about this, as students were able to play with their friends or individually and try sports that they have never been exposed to. Some of the simulations available were: bobsled, ski jumping, rowing, and surfing. Students were very eager to participate and were discussing how they would want to explore these sports further in the future.

Wall Climbing:



For indoor wall climbing, students were divided into two groups, one of which was wall climbing using the tightropes, and the other which was bouldering. The highlight for everyone though was wall climbing, as students were able to climb walls at various different times and skill levels. Students were also able to race each other and practice jumping off the walls. I think that this activity gave students the opportunity to conquer their fears, as even students afraid of heights were all eager to participate in some capacity. I believe my class would have gladly wall-climbed the whole day if they had the option. Through this experience, I believe students were able to explore many personal-social learning goals, as well as how sports can relate to physical, mental, and emotional well-being.

Thank you so much for giving my students the opportunity to participate in this field trip. We are exceptionally grateful!

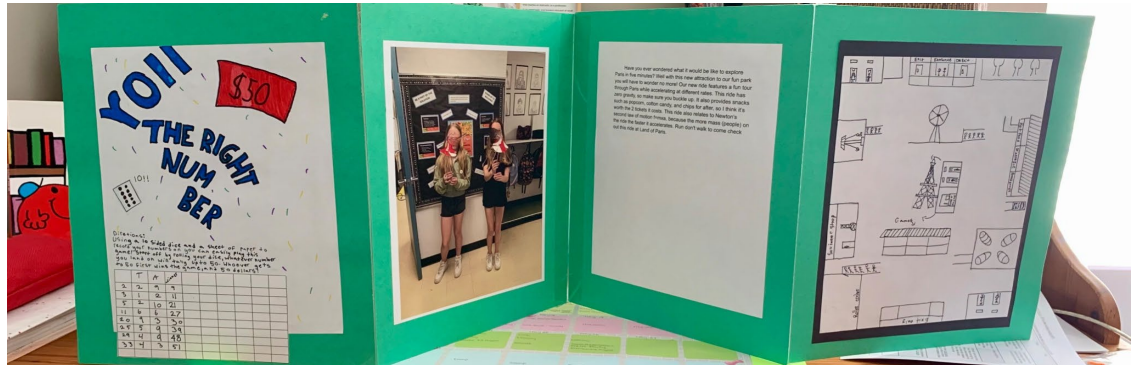
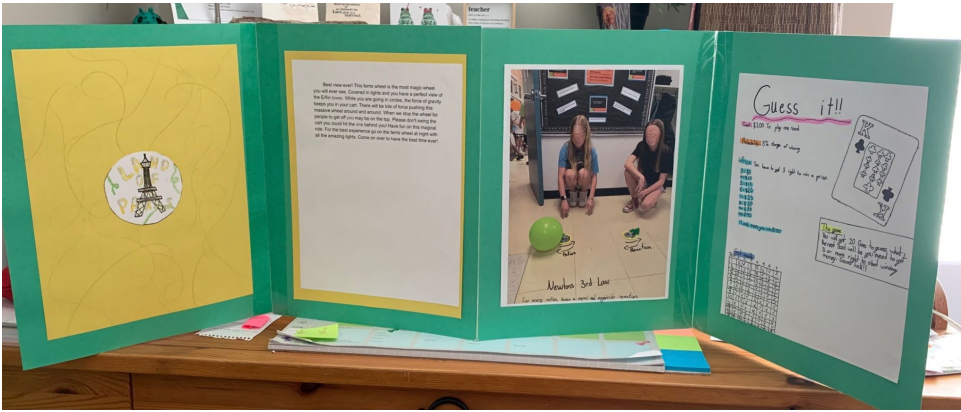
Madison Goepel's Expenditure Breakdown: Received: \$795; Spent: \$1075

STUDENT IMPACT STORY: Nicole Gordon

School name: Holly Elementary – Delta, BC

Project: Cross-Curricular Amusement Park & Science World Virtual Field Trip

During my practicum, my class of grade 5 and 6 students spent a unit learning about Newton's Laws of Force and Motion. We began by exploring the meaning of each of Newton's 3 Laws through hands-on experiments, graphic organizers, and physical reenactment. Once the students had a good understanding of the laws, I introduced a cross-curricular Amusement Park project where students worked with partners to create and design their own amusement park. As a part of this learning, each student built two rides for their park, and illustrated an example of one of Newton's Laws presented in that ride. They also wrote a persuasive paragraph describing the ride and convincing a potential visitor to try it out. This paragraph provided evidence of learning using the scientific vocabulary introduced in the Newton's Laws unit, as well as providing practice in creative writing, grammar, and punctuation in addition to building their workshoping and editing skills. Students had opportunities to create games of chance to feature at their parks. This game was a demonstration of knowledge following our math lessons on probability. Students created a game, tested it, and recorded their results to determine the odds of winning the game. They also set the prices and prizes based on the probability of winning.



As a culmination of our unit learning, our class was able to enjoy a virtual field trip presented by Science World, featuring Newton's Laws. The field trip provided an entertaining and engaging review of the laws the students had learned and allowed for more diverse experimental demonstrations of those laws. The students had a great time showing off what they know about the topic and were excited to be able to participate virtually in the scientific method of asking questions, making predictions, and observing the outcomes of the experiments. While I'm certain my students would have enjoyed an in-person field trip even more, having the option of presenting a virtual field trip enhanced their learning considerably.



Learning Outcomes:
The learning outcomes that will be addressed by this field trip were:

Core Competencies:

- Collaboration
- Critical and Reflective Thinking

Big Ideas:

- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest

Learning Outcomes:

- Make observations in familiar or unfamiliar contexts
- Make predictions about the findings of their inquiry
- Use equipment and materials safely, identifying potential risks
- Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- Identify questions to answer or problems to solve through scientific inquiry
- Make predictions about the findings of their inquiry

Student Nicole Gordon's Expenditure Breakdown:
Fantastic Forces Workshop: \$125 + GST = \$131.25
Tablecloth Demonstration Materials: \$10.00
Total Spent: \$141.25



STUDENT IMPACT STORY: Olivia Inase & Charanjeet Grewal

School name: Katzie Elementary – Surrey, BC

Project: Field Trip to Wild Play Maple Ridge



On Thursday, May 25, 2023, four grade 4 classes from Katzie Elementary took a field trip to an outdoor adventure park in Maple Ridge called Wild Play. At Wild Play, students traversed through an above ground ropes course which pushed them to explore in an exciting way both their individual limits and working in teams. Other activities included a scavenger hunt, a nature walk, rock painting, and free play.

Prior to this field trip, the classes participated in discussions connecting the First Peoples Principles of Learning and other topics such as science, physical health, and mental wellbeing. Additionally, topics of goal setting and challenging oneself were addressed. Students were guided through activities which examined the ways in which our bodies communicate perceived danger, and when it is appropriate to push ourselves to engage in more risky play.

Beyond the application of various lessons and learning goals, the field trip to Wild Play acted as the big year-end field trip for all grade 4 students at Katzie Elementary. It was a celebration of all the hard work from the school year and a kickoff to the next step in their education journey. Students were thrilled to share in such a momentous activity with all their peers and the camaraderie among the group was a beautiful thing to witness.

There are two very specific parts of this trip that we wish to highlight. One student, after seeing the course in-person, was fearful and sat on the sidelines. But after conversing with his leaders, he decided to get harnessed and try the course. His two best friends were enlisted to help him through it: one in front of him and one behind. He felt safe and encouraged by their presence, and he had a great time navigating the course. In the end, he told us how happy he was to have done it, and how proud of himself he was for finding the courage to do so.

Another incredibly moving occurrence was when another student found herself at a challenging part of the course and the line came to standstill for about 20 minutes. This student has autism and down syndrome; as such her EA was on the course alongside her, assisting when she needed it. However, a swinging part of the course spooked this student and she did not want to continue. The line of kids piled up and no one could proceed until this student progressed forward or was assisted by staff off the course (including harnessing and rigging). Suddenly, without prompting, all of her peers started chanting her name and saying “You can do it!” Encouraged by this, the student was able to continue on to finish the entire course! It was a heartwarming and proud moment for all of us who were present.



This field trip was largely made possible by the Emily Longworth Award which was awarded to us teacher candidates through UBC. The funding paid for most of the admission cost, and generous funding from the school PAC covered the cost of bus transportation. This combined subsidization brought the fees down in such a way that the balance was reasonable for the students’ families to cover. We are incredibly thankful to UBC and The Emily Longworth Foundation for making such a memorable trip possible. Thank you for an unforgettable experience!



Students Olivia Inase & Charanjeet Grewal’s Expenditure Breakdown:

Emily Longworth Bursary	= \$1,900
Wild Play admission:	\$25.74 x 107 students = \$2,754.18
Admission Balance	- \$854.18 (\$7.98/student)
Bus Transportation (x2)	- \$1,570.38
PAC Payment for Buses	- \$1,570.38

STUDENT IMPACT STORY: Karly Lim

School name: Brighthouse Elementary – Richmond, BC

Project: Field Trip to Science World & Dance Lessons

When I met my practicum class back in October of 2022, their love of creating and building was apparent from the start. My Grade 2/3 students from Brighthouse Elementary clapped and cheered whenever a STEM challenge was on the Shape of the Day. The Emily Longworth Memorial Award funding allowed us to plan a field trip to Science World during the long practicum.

Leading up to the field trip, I had the students engage in a variety of ADST activities including creating their own marble mazes, coding on Scratch Jr., and building the tallest freestanding newspaper tower. Throughout these lessons, the aim was to immerse the students in experiences that aligned with the three Big Ideas in the Grade 2/3 Applied Design, Skills, and Technologies curriculum: 1) Designs grow out of natural curiosity, 2) Skills can be developed through play, and 3) Technologies are tools that extend human capabilities. Their hard work and learning culminated with the field trip to Science World on May 18th, 2023.



We were welcomed by staff who gave us an introduction to Science World. It was so special to experience this field trip with my students and a handful for parent helpers. For many of them, this was their very first visit to Science World! We hung up our backpacks and headed to the Tinkering Space. There, we discovered different safety measures like ear protection, visibility wear and safe surroundings. We learned the importance of taking safety precautions, especially when building and handling tools to make sure everyone stays safe! From there, we got to explore many of the other galleries. The EUREKA! Gallery which sparked curiosity around light, water, force, and motion. Everyone was completely immersed in the hands-on exhibits and exploring how things work. Some of our favourite exhibits were the gear wall, shadow room, pulley chairs, and the ball wall! We really got to put our skills of ideating and making to the test!



The following week, we got to use the school set of MakeDo cardboard tools as a continuation of our learning at Science World. We had never used tools like this before! After some practice with the saws, and remembering our safety precaution from the Tinkering Space, we got to designing and measuring the first letters of our names. We had so much fun going through the process of ideating, making, and problem solving while getting to work with real tools!

We were very fortunate to have funds leftover after the trip to Science World. An opportunity arose for a dance instructor to come to the school to teach a set of three hip-hop lessons in-class and my practicum class was able to partake because the remaining funds covered the cost for all students! They all really enjoyed learning a new dance style and it was an amazing opportunity for them all to be immersed in an element of the content in the Arts Education curriculum for Grade 2 and 3 they would not have gotten otherwise. Along with the curriculum content of dance, the hip-hop lessons also encompassed these Big Ideas of Arts Education: 1) Inquiry through the arts creates opportunities for risk taking (Grade 2), 2) Dance, drama, music, and visual arts are each unique languages for creating and communicating (Grade 2/3), and 3) The mind and body work together when creating works of art (Grade 3).



The 23 students in my practicum class would not have had the chance to take part in these two incredibly enriching and educational experiences if it weren't for the funding provided by the Emily Longworth Memorial Award. The field trip and dance classes became the highlight of the year for so many of the students who asked many times if we could go on another bus ride to Science World or if the dance teacher was coming to visit again. My practicum students and I extend a heartfelt thank you to the Longworth family and UBC for helping make all this possible!

Student Karly Lim's Expenditure Breakdown:

Science World Field Trip (Bus transportation - \$233.75 + Admission to Science World - \$278.78)

Dance Lessons (Hip-hop instructor - \$253.00)

= Total: \$765.53

Funds Received from the Emily Longworth Memorial Award: \$955

Funds Remaining: \$198.47

When planning for the field trip, we were originally overquoted for the bus transportation cost which resulted in having leftover funds. I am grateful for the generosity and support from the Emily Longworth Memorial Award as having the remaining funds allowed us to cover the admission cost for a new student to the class who arrived in Canada as a Ukrainian refugee. In addition, we were able to bring two extra parent helpers who wouldn't have otherwise had the ability to experience Science World with their child. The surplus will be used to support the ever-growing population of students at Brighthouse Elementary (School).

STUDENT IMPACT STORY: Molly Livingston

School name: Errington Elementary – Richmond, BC

Project: Field Trip to Joy Kogawa's House

Taking my class of 28 grade 4/5 students on the field trip after our cross-curriculum units in English language arts (ELA) and social studies was a wonderful feeling. It was an incredible way to end the units and emphasize the connections. For our novel study in term three ELA, we read Naomi's Road by Vancouver's own Joy Kogawa. The story is a rewrite of Kogawa's famous novel, *Obasan*. Kogawa rewrote the novel in two different forms: one as a novel, *Naomi's Road*, targeted for students in grades 4-6, and another as a picture book, *Naomi's Tree*. As we began to study *Naomi's Road*, we also started a unit in social studies that focused on the Asian Canadian experiences dating back to the BC Gold Rush in the 1850s. Having these units side by side helped to drive home to these students the horrific acts Asian Canadians have faced over the years. As we progressed throughout history, the students began to understand that Japanese internment was not a one-off. Asian people of



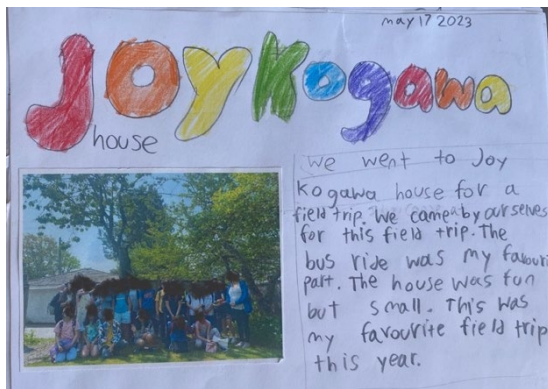
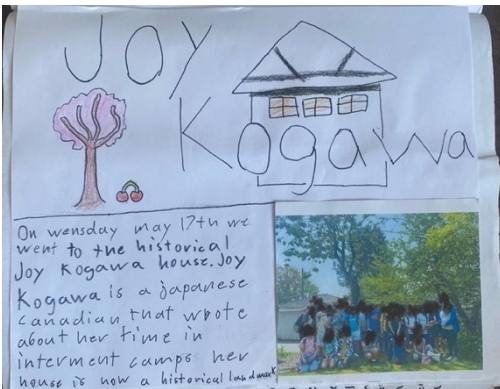
all backgrounds have been discriminated against from the time they began to immigrate to Canada. So, as we built up to World War two and the attack on Pearl Harbor, followed by the internment of all Japanese Canadians, my students understood the detrimental effects of government policy on Asian Canadian's lives. When we went to Joy Kogawa's house on May 17th, we had finished our social studies unit and had one chapter left to read in the book, which we read in Joy Kogawa's backyard.



When we arrived at the Historic Joy Kogawa house, we were met by the lovely staff and the resident author living in the house. The author introduced himself and shared his Japanese American background and experiences. After this, the students were divided into three groups to go through the various activities the staff planned for us. The first station I was at with my part of the class was the reading of *Naomi's Tree*, a rewritten version of Joy Kogawa's *Obasan* rewritten for younger children. The version she read us was a beautiful hand-quilted version of the book.

To top it all off, we were in the author's backyard, connecting with the story. It was terrific to see the students so engaged in the storytelling experience. The second activity challenged students to think about what is essential. They had to decide what to bring if their family were sent to an internment camp. It challenged them to think about what they need and what provides them comfort. The last station was in the house, where the students watched different clips about Joy Kogawa's life and internment. The field trip was a fantastic opportunity to bring a complex and emotional unit to an end. After our wonderful activities, we sat in the backyard and enjoyed our lunches. Finally, to end the day off, we read the last chapter of *Naomi's Road*, which is about Naomi going back to her Vancouver

home as an older woman and remembering her life. I did not plan for us to finish the book together there, but it worked out so beautifully that we could do so.



<p>Student Molly Livingston's Expenditure Breakdown:</p> <p>Bus - \$212.50 Entrance - \$140.00 Total = \$352.50</p> <p>Amount Awarded: \$420 Remaining Funds: \$67.50</p>
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When we returned, the students worked on a page for their yearbooks, something they add to after every event that happens throughout the year. Reading about the student's reflection on the day is always interesting. I saw a change in how students approached our conversations about internment in our socials unit, as they had something tangible to relate the information to and directly connect with.

Overall, it was a wonderful trip and opportunity for the students. I am so grateful to have been able to go on this field trip with my class. Thanks to the Emily Longworth Grant, I could give my students some examples of living history to connect with, an opportunity for which I am forever grateful.

STUDENT IMPACT STORY: Mira McEachern

School name: Carnarvon Elementary School – Vancouver, BC

Project: Field Trip to Science World

Dear Emily Longworth Memorial Fund donors,

I am writing to express my heartfelt gratitude for the generous funding provided by the Emily Longworth Memorial Fund, which allowed my grade 1/2 practicum class at Carnarvon Elementary School to embark on an unforgettable educational journey at Science World on May 24th. Thanks to your support, our students had an enriching and engaging day filled with hands-on experiences that aligned perfectly with various BC curriculum topics. We were awarded \$440 and the total cost of the trip amounted to \$256.73, and I am pleased to inform you that the remaining funds (\$183.27) were allocated to benefit the school community through another classroom field trip to the Children's Day Festival. Your contribution not only enabled us to participate in this educational excursion but also contributed to the overall improvement of our school environment. During our visit to Science World, our students had the opportunity to explore a wide range of educational activities, all of which were carefully designed to align with the BC curriculum. The interactive exhibits and workshops allowed them to delve into topics such as **behavioural adaptations in animals, states of matter, forces, life cycles, and the water cycle.**

The highlight of the day was a captivating live "bubble" show that beautifully connected to our ongoing units on forces and states of matter. It was truly a remarkable experience that left a lasting impression on the young minds of our students. The students continued to build upon their new knowledge and experiences from Science World in the classroom through their life cycles unit (intertwined with adaptations in animals) and a states of matter unit. The big ideas we focused on were living things have life cycles adapted to their environment, as well as materials can be changed through chemical and physical processes. Some of the extension activities involved viewing the life cycle of a butterfly by having butterflies in our classroom and scientifically observing them. Learning about animal adaptation of symmetry and camouflage through art activities. For the states of matter topic, we did some extension activities involving making 'Oobleck', making ice cream and 'exploring states of matter' with different materials around the classroom.

I regret that I am unable to share photos of this incredible day due to privacy restrictions, as they feature the children's identities. However, I want to emphasize how invaluable your contribution was in enabling these students to partake in such a priceless learning experience together. Your support not only broadened their horizons but also ignited their curiosity and passion for science. Once again, on behalf of my entire class and the staff at Carnarvon Elementary School, I extend my deepest appreciation for your unwavering commitment to enhancing the educational opportunities available to our students through the Emily Longworth Memorial Fund. Your contribution has had a profound impact on their learning journey, empowering them with knowledge and fostering a love for exploration.

Thank you once again for your generous funding, it is deeply appreciated by both me and my grade 1/2 practicum classroom.

Sincerely,

Mira McEachern

STUDENT IMPACT STORY: Payton McIntyre

School name: Birchland Elementary – Coquitlam, BC

Project: Field Trip to Grouse Mountain

Thanks to the Emily Longworth Memorial Award, I was able to take my grade 2 class on a field trip to Grouse Mountain. Due to the COVID-19 pandemic, my practicum class had never been on a field trip, which made this experience that much more special. We had an incredible day at Grouse Mountain!



The day began bright and early, and the bus picked us up at 9:00am. We arrived at the bottom of Grouse Mountain at 10:30am. We were greeted by our wonderful guide for the day, and then went up the mountain on the Skyride. Going up the mountain was a very exciting experience for the students, but a few students were a little bit nervous. Once we arrived at the top of Grouse Mountain, we had a quick snack, and began our first activity. We quickly walked to see the Grizzly bears, which was definitely the highlight of the field trip. My students loved seeing Grinder and Coola, and Grinder walked right in front of us, which was amazing! After seeing the Grizzly Bears, we watched the Lumberjack Show, which was incredible. It was a very entertaining show, and my students loved it. We then had lunch, and our next activity began. Students were put into groups of 4 and rotated through a variety of different stations, which all had different hands-on supplies to explore different types of animals and how they adapt to their environments. Finally, we ended the day at the Hiwus Feasthouse, where an Indigenous elder taught us different Indigenous songs and stories, and students were given the opportunity to dance as well. We then headed back down the mountain where our bus was waiting to take us back to Birchland Elementary. It was a very busy and fun-filled day!

This field trip related to multiple parts of the Science 2 and Social Studies 2 curriculum, including:

- Science 2: Living things have life cycles adapted to their environment
- Social Studies 2: Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture

Thank you very much to the Emily Longworth Memorial Award for giving my students this incredible experience!

Student Payton McIntyre's Expenditure Breakdown:
Grouse Mountain Wildlife Field Trip Cost: \$625.00
Transportation Cost: \$800.00

STUDENT IMPACT STORY: Heather Melendez

School name: Dorothy Lynas Elementary – North Vancouver, BC

Project: Classes from Victor Harry, a carver from the Squamish Nation

First off, thank you for awarding this to me for my class during my practicum. My students are equally grateful for the opportunity as it allowed us all to learn from Victor Harry, of the Squamish Nation. The original proposal was for an art project to be led by a local Indigenous artist connecting to our Bear Unit for Science that we had planned to do at this point in the year (spring), as well as our Social Studies unit focusing on Community.



We were fortunate enough to have two classes led by Victor Harry, a well-known carver from the Squamish Nation, provided by this Award. For two mornings in May, he worked with us: teaching us words in the Squamish language, songs and dance that he had been taught by his family, and we worked on a bear art project connecting to our current Science and Social Studies unit. Victor was able to connect with the Kindergarten and Grade One students in my class through interactive and engaging activities that connected both to their local community and our curricular objectives at this point in the school year.

The first day of his visit, he introduced himself in his Squamish language, and was able to explain the significance of his names to the students and give them a better understanding of the importance of where his names came from, and from whom were his names. Throughout his two days with our class, he was able to weave in vocabulary from the Squamish language for what we were learning about and share some of the protocols around sharing knowledge and saying thank you to the Coast Salish people.

The students did a directed drawing of a bear head and learned the names for the shapes used in Coast Salish art (trigons, circles, ovals, and crescents). Victor explained ways in which to draw the shapes that were age-appropriate and allowed the children freedom to experiment with these Coast Salish design elements. They were extremely focused, and immediately connected the style to the artwork visible throughout Dorothy Lynas. The school is adjacent to the Tsleil-Waututh Nation, and has a strong community connection to the Coast Salish people seen through its student population, PAC funded projects and community events. It was great to see the students connecting what they were learning from Victor to existing Coast Salish art on display around the school. The children created their own extension to the art project by adding popsicle sticks to their second piece of art and making puppets to use in oral storytelling. The students have been learning through both non-fiction and fiction stories about bears, including their own re-telling of a fictional bear fairytale using puppets. It was amazing to see the students wanting to be able to use their bear creations in a meaningful way. They even suggested we make a card for the upcoming Father's Day using the same Coast Salish design style. Victor collaborated with my SA and myself to come up with some card ideas that we will continue without him in the classroom to make the students' idea come into fruition.



Victor also gifted us with songs and dances that he had been taught from his uncles, aunties, and other extended family and community members. The children were able to listen to his instructions, and add their own experience and knowledge to what Victor was teaching them. Their familiarity with deer, eagles and bears in their own backyards allowed them a deeper understanding of the dance steps connected to “The Deer Song” “The Eagle Song” and “The Bear” song as the students called them. On day two of his time with us, the children were very excited and were requesting their favourite song and dance from Victor as we began our day with him. This part of the knowledge that he shared with us also helped to support the dance unit we have been working on in the third term for our PHE class.

The students were using the Squamish word for thank you “Huy chexw” after he left and were very excited to showcase their art to each other and use their new puppets in their oral storytelling. In terms of curricular connections that his visit supported, he was able to amplify the children’s learning in science, social studies, arts education, and physical and health education. The art allowed the students to explore some of the animal adaptations we have learned about. I heard lots of discussions on why the teeth they were drawing at the front were sharp, but the back ones were flat. The Grade One students who had just learned about this were happy to show their understanding that flat teeth are for crushing nuts and berries, and sharp ones for meat to the kindergarten students. For Social Studies, learning more about the Coast Salish people on whose lands the school and their homes are on is an integral part of our Community Unit. Learning from an Indigenous person is a more impactful way for the learners to connect, remember and understand who the Coast Salish people are and having Victor teach them about his culture and language will be something I hope the students carry with them throughout their school life. Not only did his visit support our curricular objectives for this point in the school year, but he connected the students to their local community.



Student Heather Melendez’
Expenditure Breakdown:

Cost for Indigenous Artist to visit the classroom - \$500

Honorarium for Tsleil-Waututh knowledge-keepers - \$200

Cost for art supplies: \$300

Total: \$1000

The school issued the full amount to Victor Harry to use for his time, to be given to the Squamish Nation knowledge-keepers and the art supplies. After consultation with Siyameythai-Rose Greene, who is the District Principal of Indigenous and Equity Education, it was determined that Victor Harry from the Squamish Nation would come to work with our class.

With deepest gratitude to the Longworth family, my class would like to thank your family again for giving us the opportunity to learn from Victor as he shared his knowledge with us.

STUDENT IMPACT STORY: Paula Menezla & Mary Miiller

School name: George T. Cunningham Elementary – Vancouver, BC

Project: Field Trip to Beaty Biodiversity Museum and Reconciliation Pole at UBC Vancouver

Thanks to the Emily Longworth Memorial Award, we were able to take two Gr. 5/6 classes to the UBC Vancouver Campus. The funds from the grant fully covered the cost of transportation (bus) and entrance to the Beaty Biodiversity Museum, the main experience of the field trip. This field trip started with a guided tour of the Beaty Biodiversity Museum. Included in this tour was a hands-on exploration of various museum exhibits. After the tour at the museum, students visited the Reconciliation Pole on the UBC campus to learn about and discuss residential schools and their role in the ongoing process of reconciliation. Mixed in with these educational experiences,

students were given time to connect with and play with their friends in the beautiful green spaces on the UBC campus. The field trip was enjoyed by all the students and allowed them to participate in an experience that otherwise would have been outside of their reach.

TC Ms. Miller's Class:

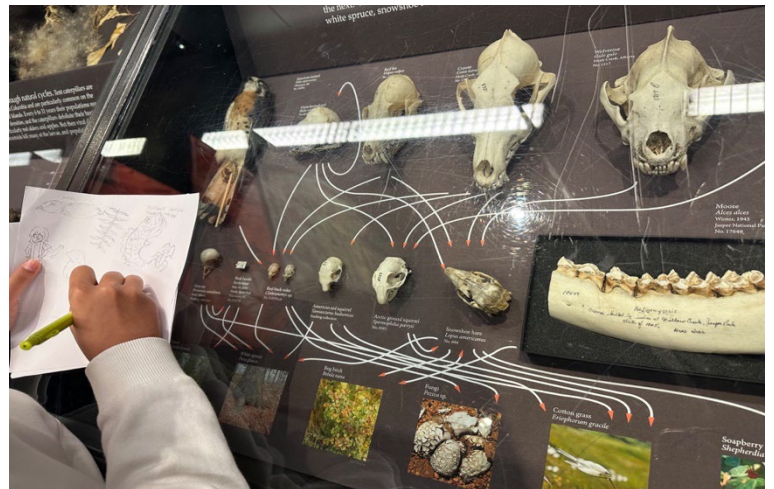


The experiences of the field trip tied in nicely with our science unit and some of our larger class goals. In science, students were learning about natural resources with a focus on sustainable practices. Tied in with this focus on sustainability was a discussion about the interconnectedness of the environment, and how our use of one resource can have far reaching consequences. Sustainability and interconnectedness are two main themes of the Beaty Biodiversity Museum and various exhibits that highlight this were brought to students' attention during the tour.

Many students in the class spend limited time outdoors, therefore a goal has been to get students outside as often as possible to experience different environments. The free time given to students during this field trip allowed students to spend this time outdoors, encouraging them to build a tolerance to time spent outside.

TC Ms. Menezla's Class:

Our class was working on a biodiversity unit, climate and sustainability awareness and we had a strong integration of FPPL throughout. The field trip was the first time most of my students had been to UBC. The combined visit to the Beaty Biodiversity Museum and the Reconciliation Pole provided a wonderful learning experience that intertwined scientific knowledge, environmental stewardship, and cultural awareness that we had been working on in class. It was an inclusive and holistic field trip, encouraging students to become engaged citizens who appreciate the diverse perspectives that shape our world.



The Beaty exhibits, and specimens, enhanced students' understanding of various ecosystems, species, adaptations, and conservation efforts. The hands-on learning experience allowed students to observe and engage with real specimens, fossils, and artifacts, fostering a deeper appreciation for the diversity of life on our planet. The museum visit encouraged students to develop and apply scientific inquiry skills back in the class as they actively observed, asked questions, and investigated different aspects of biodiversity, such as animal adaptations, classification, and ecological relationships.

The visit to the Reconciliation Pole gave students an opportunity to learn directly from Indigenous cultures and perspectives. They engaged with the rich history, traditions, and teachings of local Indigenous Peoples in class. They had been introduced to the reconciliation pole, the artists from both nations via videos before we visited. Having the opportunity to visit the pole they were able to observe and interact with the pole's artwork, symbols, and storytelling elements. Students developed a deeper understanding and appreciation of Indigenous ways of knowing.

Students made zines (see image below) while at the pole, they sketched, wrote about and expressed thoughts and feeling about the experience. The field trip directly supported the integration of FPPL with our class explorations. In class they had guided discussions and activities, where they gained insights into Indigenous perspectives on the environment, sustainability, and the interconnectedness of all living beings. The visit to the reconciliation pole gave students a powerful experience as they observed the history of residential schools, colonial impacts, and the ongoing journey towards reconciliation on the pole. They continued developing empathy, respect, and a sense of social responsibility towards Indigenous communities back in class. They completed their zines and worked on a class book of land acknowledgments.



Students Paula Menezla and Mary Müller
Expenditure Breakdown:

Beaty Biodiversity Museum Admission: \$485.92
Transportation (Lynch Bus Lines): \$603.75
Total Spent: \$1089.67

Total Amount Awarded: \$1153
Amount Remaining: \$63.33

The field trip to the Beaty Biodiversity Museum and the Reconciliation Pole on the UBC campus was a great success. Benefitting the students learning about FPPL, Indigenous ways of knowing, and the BC curriculum competencies in science. The field trip would not have been possible without the Emily Longworth Memorial Award. Both of us and our classes greatly appreciate the support that allowed for such a memorable experience.

STUDENT IMPACT STORY: Kirsten Mueller

School name: Brooke Elementary – Delta, BC

Project: Field Trip to Burns Bog



It has been my dream to be an educator since I was ten years old. I had a teacher in the fifth grade that created an amazing, experiential learning environment. When I got into the teaching program, I was out into the outdoor learning cohort and wanted to make sure that I could have my practicum class have outdoor experiences, like some of what my previous teacher had provided for me.

I decided that I wanted to centre one of my units in my practicum around the local environment. I decided that I would focus my biodiversity unit in my grade 2/3 class specifically on a local area that the students could relate to – Burns Bog. When I heard about the Emily Longworth Award, I decided that I

wanted to not only teach about Burns Bog and its vast biodiversity but also have the students experience it. I also thought it would be good to have a local community expert teach us more about it. I investigated it and Burn's Bog had a guided tour that would be catered to the grades visiting so that it related to curricular competencies. This experience sounded amazing to me, but cost was a barrier. Since I got the Emily Longworth award, I was able to set up this experience without any cost to the students.

We took the students in the morning right to burns bog, which was only 5 minutes away. We met our guide there and they took us into the bog. While in the bog the guide stopped us along the way to show us the different types of plants that we encountered in the bog. We had previously learned about bog plants and animals, but having someone so knowledgeable teach them, was amazing. We learned about what the plants were used for, by other animals, and by Indigenous peoples. During our experience the students were able to see the bark from the trees and learn how it has been traditionally used by first peoples. The students were able to ask questions and gain more knowledge about the importance of the Burn's Bog ecosystem.

Curricular Connections:

The class that took part in this experience was a grade 2/3 class. I had wanted to make sure that the students in both grades would touch on their curriculum. We learned about the plants and animals in the bog to connect with the grade two big idea (living things have life cycles adapted to their environment). I also talked about the biodiversity in the bog, which connected to the grade 3 bog idea (living things are diverse, can be grouped, and interact in their ecosystems). Leading up to our field trip we had spent time learning about the different aspects of the bog. When we got back from the field trip, we took part in a story studio/workshop (pictured below) where students could show what they learned while on our field trip and how it added to what we know about life cycles and/or biodiversity. The students were very engaged in this activity and even long after the field trip the students would ask me what we can do to make sure we preserve the bog. This experience was very enriching for the students and prompted a lot of inquiry.



Overall, the Emily Longworth grant was able to provide an enriching, experiential activity to supplement our unit about Burn's Bog and biodiversity. We would not have been able to go on this field trip without the award and I am thankful that the class got to have this outdoor experience. At the end of my practicum the students wrote notes to me and many of them said that the Burn's Bog field trip was one of their favourite experiences with me.

Student Kirsten Mueller's Expenditure Breakdown:
Tour Guide Fee for Burns Bog: \$150

STUDENT IMPACT STORY: Zachary Paradis

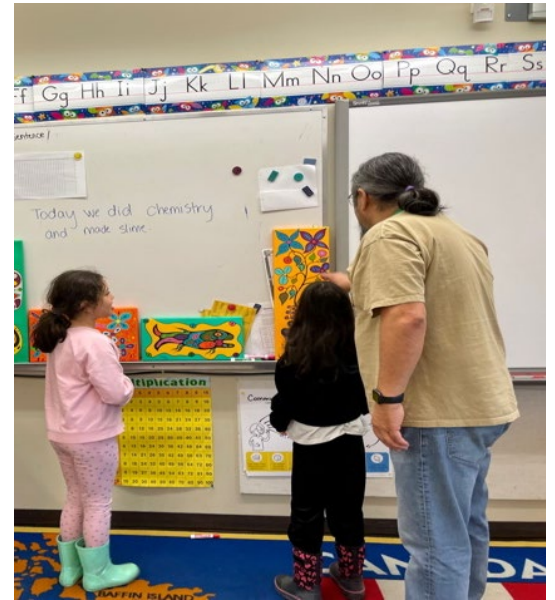
School name: Highlands Elementary School – North Vancouver, BC

Project: Indigenous Artist Workshop with James Groening

For my Emily Longworth grant, I brought in local First Nations artist James Groening to do a workshop on woodland critter art. James Groening is a '60s scoop survivor who has used his art to reconnect to his cultural roots and heritage. Mr. Groening began his workshop by introducing himself and giving the class a brief synopsis of his life and art. It was incredible to witness the engagement and interest of the class. For a group that can often be chatty, they were fully engrossed in Mr. Groening's storytelling about his life and art and how it intersects. I was grateful to see such a respectful and genuinely interested display of the class. After talking to the class about his backstory and art, he invited groups of students to take a closer look at his works and appreciate the form he uses to create his paintings so they could better mimic their own works.

After the groups took time to appreciate his art, he gave the class his one rule as an artist: your art is only done once you say so. He then invited groups to come up and pick a canvas of pre-drawn First Nation Woodland Pictures that the students could paint with his fine acrylic paints. As the children painted, he circulated and gave praise and

answered questions - of which there were many from the curious students. They posed questions about his art and life, but they were always thoughtful and intelligent, as were his responses.



My FA and SA also commented on the workshop in my final report:

"Zachary is extremely proud of securing the Emily Longworth Award. This grant allowed Zachary to invite an Indigenous artist into the classroom to teach his style of paint, woodland critter art, and to tell Indigenous stories about the creation of North America or Turtle Island. The grant provided for the artist's visit and all the materials needed for the workshop. The students created their own art through the guidance of the artist. The class was engaged and enjoyed the storytelling they heard. Zachary felt, "It was fantastic to bring a First Nations Artist and his pedagogy directly into the classroom in a fun and interactive workshop where by [he] and the students were co-learners.""

About halfway through the activity, Mr. Groening took a seat in front of the class and told the legend of Turtle Island (North America) - something that he asked the children if they knew about during his initial introduction. He told the legend of Turtle Island as the students finished their work, which captivated the class fully.

Mr. Groening's workshop ran to the end of the day, staying until the last student felt their work was complete. They all loved their final products and sent him follow-up letters of gratitude to thank him for the workshop. I am also extremely grateful for the generous grant by the Emily Longworth Foundation to make this once in a lifetime inspiring event a reality.

I didn't collect an invoice for the budget, but he provided 23 Canvases – one for each student - and hand drew the woodland art on each one, un-painted so the students could finish it themselves. In addition to the canvases, he provided premium acrylic paint. The price breakdown would include his time to prepare 23 canvases and to come to the class for 2.5 hours and then the materials of the canvases and acrylic paints which he provided.

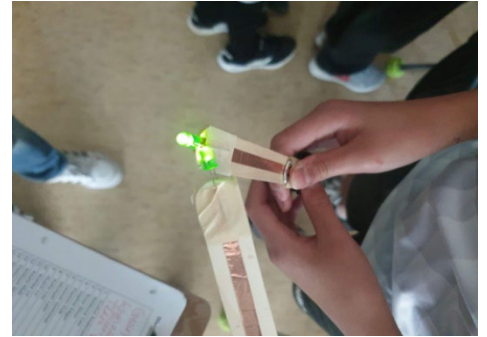
STUDENT IMPACT STORY: Kyu Jin Park

School name: Carnarvon Community Elementary – Vancouver, BC

Project: UBC Geering Up Workshop

On Thursday, May 11th, our classroom had the privilege of hosting two workshops conducted by the UBC Geering Up team, focusing on electricity and biomedical engineering. This workshop held tremendous significance for us as it directly aligned with one of the Big Ideas of the BC Curriculum for Grade 7, which states that "The electromagnetic force produces both electricity and magnetism." Moreover, the associated Curricular Competency urged students to apply and innovate by cooperatively designing new inventions.

The first part of the workshop centered around biomedical engineering, captivating the students' attention as they delved into the fascinating field and discovered the path to becoming an engineer. Engaging in an activity where they concocted a coating for a pill to prevent its dissolution in water, the students worked collaboratively in groups. It was remarkable to witness their problem-solving skills in action, as they chose ingredients and found that olive oil and corn starch formed the most effective barrier, separating the water from the pill. Through this practical exercise, they gained hands-on experience and a deeper understanding of the principles at play.



In the second part of the workshop, the students embraced their creativity and ingenuity by designing a prosthetic device using cardboard and syringes. This activity not only demonstrated their ability to think outside the box but also showcased their problem-solving abilities. Witnessing their innovation and resourcefulness was truly inspiring.



Following a well-deserved recess, the students embarked on an exploration of circuits, as they constructed a functioning light bulb circuit using an LED, copper tape, and a battery. Through this exercise, they not only comprehended the concept of electricity flow but also learned how to create a switch to control the flashlight. It was encouraging to observe their grasp of the subject matter and their enthusiasm for hands-on experimentation.

To prepare for the workshop, I had provided the students with a brief lesson and tasked them with reflecting on four things they had learned and to conceive an invention based on their newfound knowledge. Their responses were nothing short of remarkable, showcasing their boundless creativity and compassion. Many of them proposed inventions aimed at assisting sea animals or veterans in need of prosthetic devices, all while emphasizing the use of eco-friendly materials. Their ideas demonstrated a genuine desire to make a positive impact on the world around them.

Overall, the workshops facilitated by the UBC Geering Up team provided an enriching and invaluable learning experience. The hands-on activities offered an avenue for curiosity and critical thinking to flourish among the students. Their high levels of engagement and remarkable displays of creativity were truly inspiring. What stood out most was their genuine interest in applying their newly acquired knowledge to help others. It was incredibly rewarding to witness their dedication as they concluded the day by conducting focused research for their projects.

Lastly, I would like to express my heartfelt gratitude to the Emily Longworth Memorial Fund for making this workshop possible for our students. The fund's support allowed them to enjoy this exceptional day of learning and gain invaluable knowledge that will undoubtedly shape their futures.

Student Kyu Jin Park's Expenditure Breakdown:
2x Workshop Fee = \$350 Spent

STUDENT IMPACT STORY: Erin Radnidge & Ivy Chan

School name: Glenwood Elementary School – Burnaby, BC

Project: Field Trip to Burnaby Village Museum and Deer Lake Park

Going to Burnaby Village Museum and Deer Lake Park was a great learning experiences for our practicum classes. It was all made possible because of the Emily Longworth grant, which created a free field trip for all students, staff, and parents involved. The field trip allowed our students to learn more about the place they called home and the histories that shaped it.

Field Trip Learning Outcomes:

Grade 4/5: The grade 4/5 class of 23 students participated in a workshop that taught about Chinese immigration to Canada and the discrimination of the Head Tax. They were given primary and secondary resources to assess information, timelines, opinions and data. This taught a lot about the history of Chinese Immigration and where it is today. This was all heavily scaffolded before the field trip in our Multiculturalism, Discrimination and Immigration inquiry unit which lines up with the grade 5 curriculum big idea of: "Immigration and multiculturalism continue to shape Canadian society and identity."

Following this, the students were able to learn about Chinese culture in the Herbalist Shop. We did a scavenger hunt for different items that are common in these shops and were detectives for a day! Following this we surprised the students with a carousel ride as a part of the museum experience!



After a quick lunch and roam around the museum, we walked over to Deer Lake boat launch for a kayak trip on the lake! This was a fun experience for students to develop fundamental movement skills in an individual or partner pursuit. The purpose of this time was to line up with the grade 5 curriculum big idea: "Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle". We are aware that not all students get to kayak on a daily basis so we wanted to do this as a way of opening them up to new experiences where they develop life skills, build strength, learn to trust their body and build stronger relationships with their friends!



Upon returning back to school, the students were given a reflection feedback form for me to learn about how they saw the day and what were their favorite parts. Each student had a unique response and clearly all took away something unique from the hands-on learning experience. In the end I put together a slideshow with music and descriptions to help them remember and solidify their memory of the day! They all loved seeing their smiling faces on the screen and were proud of what they had accomplished.

Grade 6/7: Our class of 23 students participated in the “Tools n’ Fuels” program at the Burnaby Village Museum, which tied into their Social Studies topics of early humans and ancient civilizations, and how the development of tools was related to the growth of population. This also related to the curricular competency of learning the significance of people, places, events, or developments at particular times and places. The students were first introduced to the blacksmith, who talked to them about the importance of the discovery of coal and how that was related to the development of better tools being made. He then proceeded to demonstrate making a screwdriver by heating up steel and shaping it using a hammer and anvil.



One lucky student got to experience firsthand how it felt to shape hot steel through hammering plasticine on an anvil, which was supposed to stimulate the feeling of hammering hot steel. Students were also able to connect the hand tools creation to what they had learned previously about Indigenous hand tools and how they were made.

Afterwards, students had time to explore Deer Lake Park and learn about the Indigenous plants and animals in the area, as well as invasive species using an application which helped identify the specific species through the camera. Students were then given a scavenger hunt to explore the different species that could be found in Deer Lake Park, and whether or not they were invasive. Students were also able to recognize plants they had previously learned about on their nature walk with an Indigenous educator, who taught them about plants such as salmonberries, ferns, and cedar trees. After they returned to their classroom, we had a class discussion on all the plants and animals they were able to find and what actions they take to help Indigenous species in our local area.

Thank you so much for this opportunity to share these experiences with our students. We are honoured to have received the Emily Longworth Grant, and for the family’s generosity for supporting this. We are deeply sorry for your loss. Emily truly sounded like a wonderful young woman and we know that she lives on through the smiles and laughter created through this grant.

Students Erin Radnidge & Ivy Chan’s Expenditure Breakdown:

Div. 1 Museum Admission	\$121
Div. 2 Museum Admission + Carousel	\$175.00
Div. 1 Bus	\$514.50
Div. 2 Bus	\$514.50
Kayaking fee	\$257.60
Total	\$1582.60

STUDENT IMPACT STORY: Carissa Richard

School name: Brooke Elementary School – Delta, BC

Project: Biodiversity and the Local Environment Field Trip Experience



From the students and I in the grade 3 class that I participated in practicum with, we were so grateful to receive the Emily Longworth Memorial Award. With this gracious award I was able to take the grade 3 students to a field trip to Burns Bog where we had a guide teach us all about the local flora and fauna. Following the field trip, I purchased supplies for the students to make their own ecosystems in a jar and have a taste of Labrador tea! Throughout the practicum our big idea was, “living things are diverse, can be grouped, and interact in their ecosystems”.

The field trip to Burns Bog had a guide who walked us through the bog providing learning opportunities along the way. We were able to explore the local plants which the students were able to experience through their senses such as skunk cabbage and Labrador tea. The students were impacted heavily by the highway construction which created an inhabitable environment for the Red spotted frog of the environment and is now protected. The students also were

provided information on the different types of trees and the uses that Indigenous people of the area had for them. Following the field trip we continued our experience by diving deeper into the specific animals of the bog through, “what am I” challenges where they had certain clues to recognize the animals.

Upon returning from the Burns Bog field trip some students had expressed how good Labrador tea smelled and how it would be neat to try it. Because of this I went on a mission to find Labrador tea. I got lucky when I found a small tea shop in North Vancouver had some. I was able to use the funds to purchase a box of it for the students to have a taste. The tea was not local to Delta however, is from Saskatchewan. When I put together the tea for the students they watched as I made it, took time to smell it, and got to drink it. Some of the students’ responses were, “wow! It is so sweet” or “this is the best tea I have ever had” while a few of them were not keen on the taste.

Throughout our learning on ecosystems we focused a lot on balance. With balance it was important to remember that just the smallest things can offset the balance but also the smallest things can bring balance back. The students began to understand that over harvesting berries on a bush could take away from birds and animals having food but under harvesting could also cause harms to the berry bushes. In learning about this balance, the students made their own ecosystems in a jar. Ecosystems in a jar require a lot of balance in the beginning of sunlight and water. With the ecosystem in a jar if the balance is just right you don't have to open the jar to water the plant, it should become self sufficient as the jar creates its own water cycle. The students were amazed that this could happen. Some of the students observed their jars through day one and saw moisture already starting to trickle down the sides of their jars. Unfortunately, a couple of students couldn't get the balance just right and their plants had died. But were curious if they could bring it back to life! Once the students completed their ecosystem in a jar they drew it, labelled it, and gave it a name!



Having these hands on, meaningful experiences for the students had them invested into the learning of the water cycle, ecosystems, diversity, and much more. These were able to happen with the assistance of the Emily Longworth Memorial Award, thank you!



Student Carissa Richard's Expenditure Breakdown:
 Funding Awarded: \$400

Spending:

- \$150.00 field trip
- \$25.00 Labrador tea
- \$100.00 plants
- \$100.00 jars
- \$25.00 soil

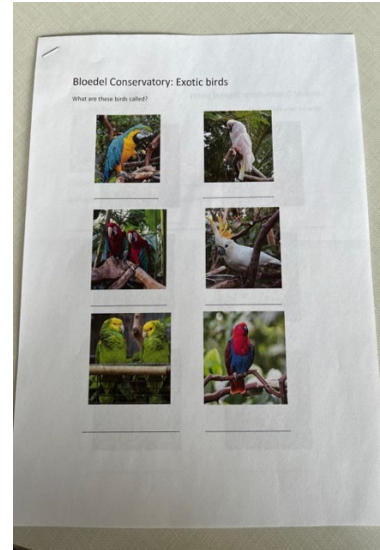
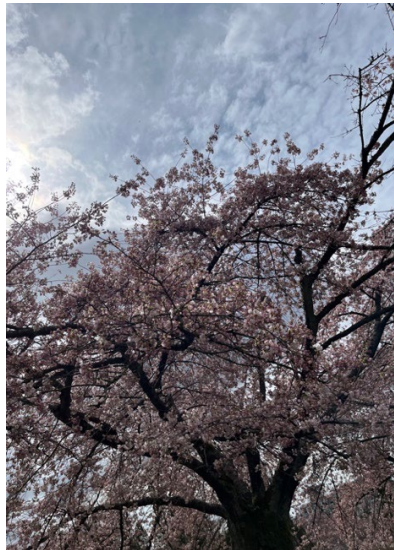
STUDENT IMPACT STORY: Manjeet Sandhu

School name: Janice Churchill Elementary – Surrey, BC
Project: Bloedel Conservatory and Queen Elizabeth Park

Thanks to the Emily Longworth Memorial Award, I able to take my blended practicum class of grade 3 and 4 to the Bloedel Conservatory at Queen Elizabeth Park. Working in a neighborhood with new immigrants and low school parent involvement where class funding is minimal, the funds we received allowed us to pay for a school bus and for the admission costs for 23 students and 6 adults (3 parent volunteers, one education assistant, my school advisor, and myself).

The day was both fun and memorable for everyone. The field trip worked well with my science unit of biodiversity. My class was learning about biodiversity and the relationships between living and non-living things in an ecosystem. They had been learning about the roles of living things such as, producers, consumers, and decomposers. The students learned about Pitcher Plants and Venus Flytraps being both producers and consumers. The students were very interested in these plants, and they were excited to see them close up at the Bloedel Conservatory.

Our visit to the Bloedel Conservatory and Queen Elizabeth Park enabled the students to observe and experience a diverse range of living things. When we arrived at the Bloedel Conservatory, we took a self-guided tour as a group with myself and my school advisor. Following the self-guided tour, the students were divided into 6 groups with an adult for a scavenger hunt. They had the challenge of looking for different exotic birds and plants around the conservatory. Students loved seeing all the different kinds of exotic birds and plants. I was so happy to see the students get excited when the birds danced or made noises.



After the Bloedel conservatory tour and a lunch break, the students were led into the outdoor garden. The school advisor talked about the Cherry Blossom trees and the famous parks in Japan, as it is currently in season for them. The students enjoyed finding unique flowers and enjoyed the scenic views at the gardens.

For my science unit, I was teaching biodiversity. My big ideas were “living things are diverse, can be grouped, and interact in their ecosystems” and “all living things sense and respond to their environment”. Before our field trip I had taught about the 3 roles of living things, producers, consumers, and decomposers. This field trip connected to this lesson because the students were able to see both producers and consumers like Venus fly traps and pitcher plants that we talked about in class. Also, students were able to see the mice in the rainforest ecosystem and learn more about how they interact in their ecosystems. For one of my lessons, I took my students for a walk around our school to look for living and non-living things. During our field trip, I was able to have conversations with multiple students about the living and non-living things they see around the Bloedel conservatory and the Queen Elizabeth Garden. This field trip connected to this unit because students were able to examine all the diversity of plants and animals that live in the Bloedel conservatory.

Overall, this experience was very fun and unique for the students, as many have never been to the park before. I really appreciate and feel very thankful to have this opportunity and allow them the chance to explore the beautiful backyard of British Columbia.

Student Manjeet Sandhu's Expenditure Breakdown:

I received \$474 from the Emily Longworth Fund.

The bus price went from \$335 as I inspected to \$425 because the district buses were booked. Since the price increased, we had asked students to bring \$3 each to meet the increased bus fair rate. Therefore, we spent \$545 in total for the bus and admission in Bloedel Conservatory.

STUDENT IMPACT STORY: Emmanuelle Schick

School name: Sir James Douglas Elementary School – Vancouver, BC

Project: Overconsumption and its impact on the planet

I'd like to acknowledge that this final report was prepared on the unceded (stolen), ancestral, and occupied, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Sel' ilwəta? (Tseil-Watuth), and Skwxwú7mesh (Squamish) Nations of the Coast Salish peoples.

Description of project: Students learned about consumer consumption and its links to the health of the planet, including climate change.

A 2015 study found that the production and use of household goods and services was responsible for 60 percent of global greenhouse gas emissions. One scientist found that 90 percent of fossil fuel companies' emissions are a result of the products made from fossil fuels. The central, guiding questions for students was: How are everyday products made and with what resources? How does their production impact the health of the planet and climate change? What kind of waste do they produce?

Students were divided into pairs (they chose their partner). Each pair chose one everyday consumer item (battery, toothbrush, perfume, running shoes, apple watch etc.) and researched four main areas:

1. Production: Resources needed to produce and distribute the item.
2. Use: Quantity of item used by the average Canadian.
3. Waste: What kind of waste results from the item (by products, years to decompose).
4. Alternatives: Students research alternatives. What was used 60 years ago? Are there more sustainable options?

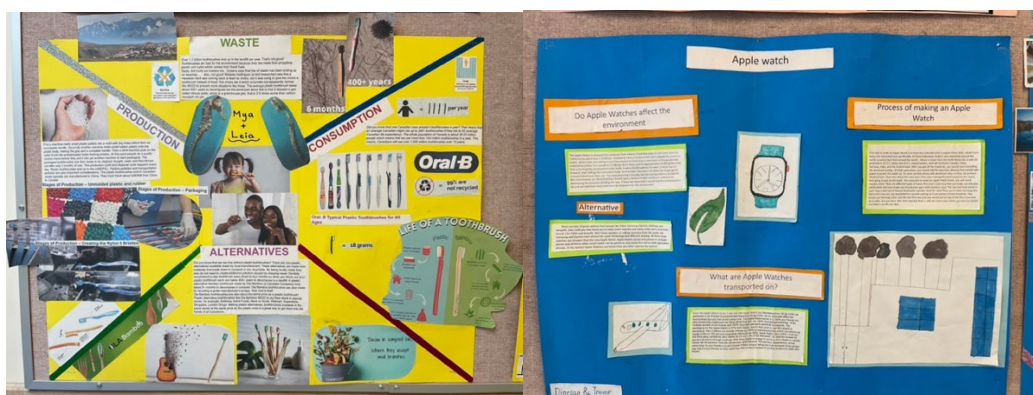
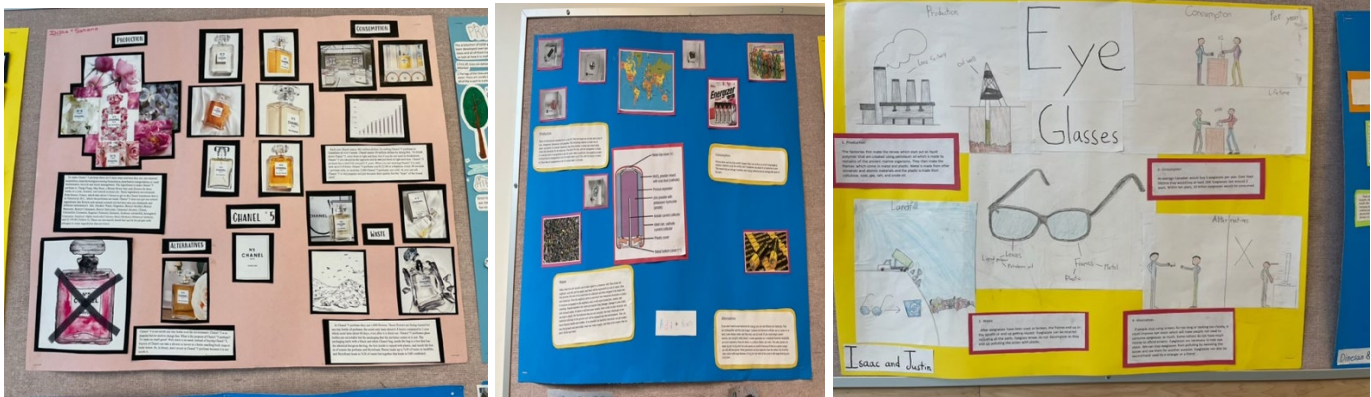
After the students completed their research, they created presentations that included visuals (images, graphics, drawings) to explain the different impacts of each item, in each stage of the project.

The projects were displayed in the school hallway where the entire student body could view and read them.

Final Budget: I did not use the award funds. I was given permission by Bette Shippam, Teacher Education Office, to allow the school to keep the funds for other student engagement activities.

Outcome: The students were very engaged in the project. They asked to work during lunchtime and recess breaks. Some even continued working at home (without being asked) and were very excited to uncover the process of an item they used every day. The students had very different views of the objects around them after the project. They discussed, amongst themselves, how certain objects shouldn't be used (or were unnecessary) or how to design them within a zero-waste framework.

Project presentations: Items: Perfume, Battery, Eye glasses, Apple watch, medical masks, Felt markers, Toilet paper, Backpack, Toothbrush. A handful of the projects are shown below:



STUDENT IMPACT STORY: Jodi Schneider

School name: Nootka Elementary – Vancouver, BC

Project: School Musical: *Annie Jr. The Musical* Vocal Coach



During my practicum at Nootka Elementary. I was placed in the Fine Arts program. I had the privilege of working in a class that offered unique Fine Arts Electives for all intermediate students in grades 4-7 in the program. Early on, I was thrilled to learn that we would be putting on *Annie Jr. the Musical* as part of the program. Inspired by the Emily Longworth scholarship, I immediately saw an opportunity to enhance the school musical.

After brainstorming with my School Advisor (SA), I decided to allocate the scholarship money to hire a vocal coach who could assist the students. With much excitement, I reached out to a highly regarded vocal coach known for working with both

professional musical theatre performers and children. She eagerly agreed to join us and help the students reach their full potential. We discussed the fees and, remarkably, she offered us a discounted rate for four sessions, totaling approximately \$1000. During the first session, the vocal coach, Raphael, focused on teaching the students proper warm-ups and cool downs to safeguard their voices. Recognizing the long-term benefits of this knowledge for aspiring performers, I considered it a crucial foundation. We also dedicated time in that first day to perfecting one of the major group numbers, honing the students' techniques, harmonies, and timing



Raphael continued to work with all the students each week, providing individual attention to those with solos. Her guidance not only improved their singing abilities but also instilled confidence and stage presence. I witnessed remarkable growth in each student's skills and self-assurance after each visit from Raphael.

Before the first performance, Raphael approached me with an extraordinary gesture. She offered to come in on her own time, without pay, to warm up the students and prepare them for their debut. The students were overjoyed to see her again and relished the opportunity to perform the entire show with her watching.

Working with a vocal coach proved to be an invaluable experience for the students. It exposed them to professional training in an area often financially out of reach for many. I am immensely grateful to UBC and the Providers of the Emily Longworth Scholarship for enabling me to create a life-changing experience for my students.



Student Jodi Schneider's Expenditure Breakdown:

Vocal Coach Sessions:

Date:	Amount:
April 4	\$262.50
April 18	\$262.50
April 25	\$262.50
May 2	\$262.50
Total:	\$1050

STUDENT IMPACT STORY: Shannon Schreurs

School name: Golden Ears Elementary – Maple Ridge, BC

Project: Afternoon with a local storyteller, Joseph Dandurand & Garden Project



When I originally applied for the Emily Longworth Award, I was hoping to use the award to be able to bring Indigenous Elders from the local Katzie and Kwantlen communities into our school to help speak with the students and educate them about local plants, why they are useful and how they have been important to local communities, the aim of this was to guide the students as they continue to build their Indigenous Garden Project that they are very passionate about. Unfortunately, due to other situations, the garden project has stalled for this year, so we were able to redistribute funds and plans to get students involved with the local Indigenous communities in other meaningful ways.

We were able to bring in a local storyteller, Joseph Dandurand, who was able to share stories and poetry with our students. In return, our students shared poems with Joseph that they had written about cedar trees which surround the area where the garden is intended to be. We were also able to arrange a walking field trip to a local high school, where our elementary students were able to join the MRSS Circle of Indigenous Youth and Allies in a walk to honor

the MMIWG2S+ community. This field trip led to meaningful conversations and connections which eventually saw the students from the MRSS returning the favour and gifting us drumming songs in the area where the garden will eventually be located. The funds that were left over have been placed aside to help build wheelchair accessible garden planters for the school's garden once the appropriate materials and tools can be secured as our class undertook a large project on diversity and accessibility during the practicum as well. The students in the grade 4/5 class are passionate about equity, diversity and being allies to the Indigenous community, I feel confident they will continue to put their time and energy into getting the garden project completed, and I hope to be able to join them when the time comes to help build the garden as we had envisioned.



<https://www.mapleridgenews.com/community/maple-ridge-secondary-walks-for-red-dress-day/>



Accessibility

Pathways:

- Width and materials
- Paved or pea-gravel

Garden beds:

- Taller for wheelchair access
- Lower for young students

Tools:

- Various sizes and shapes



Student Shannon Schreurs' Expenditure Breakdown:

Approx. \$200 – For Elder visit
 Approx \$300 remaining – to be used for materials to build accessible garden planter for Indigenous Garden project in conjunction with our students and carpentry students from a local high school (please see attached photograph for inspiration).

STUDENT IMPACT STORY: Sharon Siu

School name: James Thompson Elementary – Richmond, BC

Project: An afternoon with guests from Canadian National Institute of the Blind (CNIB)



Two Grade 5/6/7 classes with 53 students were able to benefit from the Emily Longworth Memorial Award this year. Two guest speakers from the Canadian National Institute of the Blind (CNIB) came into our school to share their experiences and perspectives with the students.

The first guest speaker shared about how they had been born with sight but had eventually lost all of it due to a medical condition. They talked about their daily experiences, including how the guide dog would provide support, how they would move around the house, and how they would cross a busy street. Our students had the opportunity to interact with different technologies with a focus on being tactile and auditory (some pictured). These technologies included the slate and stylus, speaking calculator, tactile dice, Braille labeler, guide dog handle, white cane, and so forth. The students were especially intrigued by the slate and stylus. The students had many questions that the guest speaker thoroughly answered.

Another guest speaker from CNIB brought in Braille Lego sets. The students were first taught the Braille alphabet. Then, they played multiple games at their

table groups that helped familiarize them with the alphabet, asking them about their favourite foods, hobbies, etc. They eventually created their own secret messages in Braille, and their peers worked to decipher the message. The students were pleasantly surprised when each student received a unique bookmark with their name in Braille.



This special opportunity connected back to the core competencies where students were able to develop grow social awareness and responsibility. Through learning about the challenges faced by individuals with losses of sight, the students were able to identify and develop an appreciation for different perspectives. They were also able to understand the value of diversity, show empathy, and interact respectfully with others. The students learned that other senses are enhanced when an individual loses their vision, which acknowledges that various strengths and abilities as assets, helping individuals in all aspects of life. At the same time, the students were told that there is a spectrum of blindness, recognizing that all individuals are unique and that everyone has something to contribute. By asking questions about how they can be mindful of those with a loss of sight, the students are becoming aware of the impact of their decisions, actions, and footprint; this can then allow students to advocate for and act to bring about positive change in their communities.

Student Sharon Siu's Expenditure Breakdown: Program Cost = \$400

STUDENT IMPACT STORY: Damian Spence

School name: wəkw'añəs tə syaqwəm Elementary – Vancouver, BC
Project: Gulf of Georgia Cannery

I want to start off by giving a huge thank-you to the Emily Longworth Memorial Award Fund. Our students were given an amazing opportunity to go on a field trip and learn about Canadian history. The students engaged in a unique learning experience outside the confines of a classroom, and for many of them it was their first time visiting the Guld of Georgia Cannery.

Divisions 4 and 5, ranging between grades 4 and 6, took a charter bus to the Gulf of Georgia Cannery out near Garry Point Park, part way through the 2023 UBC certification practicum. The students enjoyed the ride, followed by a short exploration of Steveston.

Inside the cannery, the students started with guided presentations that taught them about Canadian settlement, cannery operation, and related jobs. Later, they explored in groups with scavenger hunt sheets, looking to understand how the big machines worked.

After lunch, the students were guided through an exploration of individuals who could have lived at the height of cannery operation, and puzzled through recreated materials to uncover details of these peoples' lives.

The day ended with a visit to Garry Point Park where the students were reminded of the connection to the land the First Peoples have had long before the cannery was opened.



The trip fit with several unit themes and touched on curriculum aspects in Science, Social Studies, Math, and Career Education, making it easier to engage the students with follow-up lessons on simple machines, the colonization of the west, and financial literacy. We also found that a few lessons on the water cycle and the Fraser River were helpful steppingstones for our students prior to the field trip.

The trip as a whole was a huge success and stuck with the students long after, appearing in discussions as connections to other curriculum ideas and topics.

Once again, please accept our sincere appreciation for your generosity and commitment to education.

With deepest gratitude,

Damian Spence



<p>Student Damian Spence's Expenditure Breakdown: Funding: \$1025 Bus: \$617.40 Gulf of Georgia Cannery: \$678.05 Total: \$1349.45 Total-Grant = 1349.45 – 1025 = \$324.45 Per student: \$6.60</p>
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STUDENT IMPACT STORY: Rebecca Unger & Cassandra Vance

School name: Lord Selkirk Annex Elementary – Vancouver, BC

Project: Field Trip to the Hiwus-Feasthouse on Grouse Mountain

Cassandra Vance and I (Rebecca Unger) were lucky and very excited when we were awarded the Emily Longworth Memorial Award. We did our practicum at Lord Selkirk Annex Elementary and receiving this award significantly enhanced our practicum experience. It allowed us to take 36 students up (from kindergarten and grade 2) to the Hiwus-Feasthouse up on Grouse Mountain. It was a full day event, leaving 15 minutes before school started and getting back 15 minutes after the end of day bell rung. There were many things that not only the process of applying

for the Emily Longworth Memorial Award gave us, but our experiences as we went through the process of setting a field trip up for our two classes in our practicum school.

The ways that the money from the award personally impacted us was that it allowed Cassandra and I to get experiences that we wouldn't be able to otherwise. This will hugely help us as we enter into our first year of teaching and have the skills to be able to now set fieldtrips up for our classes and help other new teachers who may have never done it before. The students however were the main reason that we wanted to do this, educational fieldtrips are very expensive and so we wanted to ensure that the price would not be a barrier to anyone's ability to participate.

It definitely was a wonderful experience, we both set up units in our classes about indigenous peoples of the lower mainland and their history. Teaching about why it's important to learn about this history in particular, while also understanding that it's important to celebrate their culture.

In the kindergarten class, they learned through the First Peoples Principles of Learning (FPPL) focusing on "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)", "Learning is embedded in memory, history, and story" and "Learning involves patience and time". Through these ideas and philosophies, we watched videos and did the Métis 7 Grandfather Teachings, learned about indigenous culture and stories through sharing songs and stories (specifically from my Kwak'waka heritage as I know proper protocol and can teach it respectfully). We additionally focused on this subject through the subjects of Art (with the big idea of "people connect to others and share ideas through the arts") and Social Studies (through the big idea of "stories and traditions about ourselves and our families reflect who we are and where we are from").

In the Grade 2 class, this field trip was connected to a social studies unit about community. We focused on the Big Idea "Canada is made up of many diverse communities and regions". We first started our discussion on community by identifying whose lands we live on, attend school on, and benefit from. We focused on the FPPL of "Learning is embedded in memory, history, and story". We highlighted how important it is to reflect on how our community hasn't always looked like this and has changed over the years. Furthermore, we reflected on our own personal cultural identities. Before the fieldtrip, we looked at pictures and videos of Grouse Mountain, as well as the grizzly bear live cam. Students were told that we were visiting someone else's home, and that we had to respect others space. Students were asked to journal and reflect about what they learned from the Hiwus-Feasthouse Program, and how it was meaningful to them

This helped the students be prepared for their time there, the field trip being the part of the unit that ties it all together. Every student really enjoyed this field trip, they wouldn't stop talking about it and were counting down the days until we got to go (which was on April 22nd). Students learned more about specifically Sḵwxwú7mesh culture while up at Hiwus House, their stories, culture, art and history. After their time in the long house, they were able to go outside and enjoy the snow and views up on the mountain. At the end of the year, most students considered it to be one of the days they found the most memorable throughout the year. All you have to do now is bring it up and they'll tell you all about it.

We deeply appreciate that we were able to be one of the recipients and thus able to create such a great day for our students, while also getting some experience for ourselves too. The money that we were awarded helped pay for the school bus to get there and back, the ticket for every student and adult that was coming; which includes the price of the gondola and the activities that they participated in while up there. This award made a huge impact and we would not have been able to make everything happen without it.

Students Rebecca Unger & Cassandra Vance's Expenditure Breakdown:

The cost of the program was \$25.00 per child, and adults had complimentary tickets at a 1:5 per child ratio. In total, we needed about \$400 for the Grade 2 class, and \$475 for kindergarten. Additionally, we had to book a school bus to transport us. For one bus, we needed \$650 for the day to transport both adults and children. Therefore, the total cost of the trip was \$1,525.

STUDENT IMPACT STORY: McKenzie Van Aert & Faith Wilkes

School name: Gibson Elementary – Delta, BC

Project: Norman Foote Concert for the School Community



Thanks to the Emily Longworth Award, we were able to fund a concert for the school community performed by Norman Foote, award-winning children's musician, accompanied by a choir made up of all our primary students. With the funds from this award and one other grant that was received, we were able to cover the cost of two rehearsals and a final performance with Norman Foote. This performance was the school's first ever Spring Concert for the whole school community and families. It was an especially meaningful way to build a sense of community in our school, as concerts and assemblies had been restricted during the pandemic.

The eight primary classes spent countless hours rehearsing the words and actions to a large selection of Norman Foote's songs. Practicing was the favorite part of many of our students' days because they got to sing and do lots of fun moves that went along with joyful lyrics. Furthermore, this was the first time primary students had a regular music class /unit, as music is not offered to students from K-6 at Gibson. A large portion of our students are designated English Language Learners and this concert provided many opportunities for them to learn new vocabulary and enjoy using their new English language skills, as well as share what they've learned with family and friends in the audience.

Two intermediate classes also got involved by creating art and decorations for the concert, including a banner the length of the stage. Many intermediate students also set up the stage, decorations, and chairs for the concert, as well as ushered parents in. All in all, it was a memorable and inspiring event resulting in a strong sense of pride and accomplishment amongst students, staff and families. Thank you!!



Students McKenzie Van Aert & Faith Wilkes' Expenditure Breakdown:
Total Cost: \$2000
Emily Longworth amount received: \$1200

STUDENT IMPACT STORY: Maggie Yu

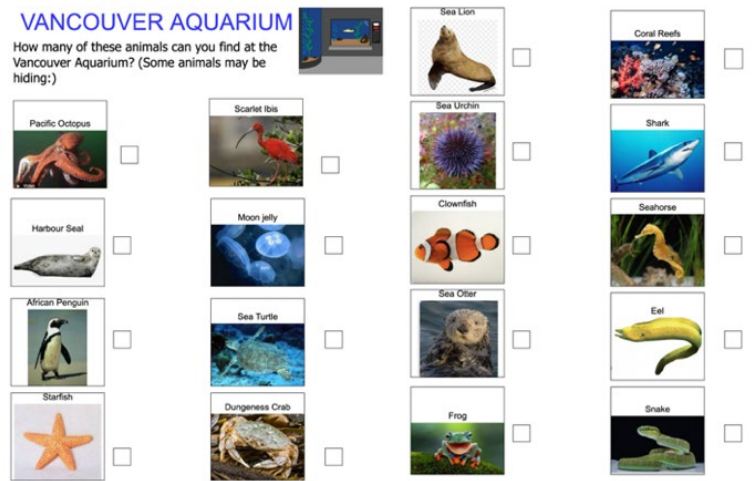
School name: James Thompson Elementary – Richmond, BC

Project: Field Trip to the Vancouver Aquarium



Thank you so much to the Emily Longworth Memorial Award selection committee for giving us the opportunity to learn more about wildlife! I planned to use these funds to enhance a science unit on animal habitats, which would connect and further lead into our bird inquiry unit. Through the grant, I was able to take both K/1 classes to the Vancouver Aquarium, giving all students an equal opportunity to learn about the diverse animals within our local community, and learn more about ocean biodiversity. The goal of this field trip was to provide students with an enriching experience where they could learn more about animals and how we can help to continue conserving wildlife to sustain life on Earth.

During this time, students were able to learn about different animals at the Aquarium. I was fortunate enough to collaborate with the resource teacher at my school, and we made a Vancouver Aquarium scavenger hunt sheet to guide and help students identify the animals that would be there. Each group had one of these scavenger hunt sheets, which encouraged students to work collaboratively and look for the animals together. Students were engaged and excited to look for these animals. This was a helpful visual/tool that supported all of our learners during the trip.



When walking to different exhibits, students immediately noticed that some animals live in the water, while some live on land. They were curious and asked questions about the different kinds of wildlife they saw. Students observed, experienced, and found a new appreciation for the diverse animal environments. They made note of the way that certain animals moved, where animals lived, things that they needed to survive, and how they were alike/unalike from other animals. This connects to the K/1 science curriculum as students explored various scientific concepts related to animals, habitats, and ecosystems. Connecting to the Big Ideas in the curriculum, students learned that animals have observable features (K), and that living things have features and behaviours that help them survive in their environment (Grade 1).

Throughout our field trip, we were able to learn about different marine animals, their physical characteristics, life cycles, and behavioural adaptations. Students were also able to learn more about the basic needs of living organisms, including animals, and how they interact with their environment.

Visiting the Vancouver Aquarium also connected to the curriculum as it inspired language development and literacy skills. During this field trip, students were able to engage in meaningful discussions about the animals they saw, describe their observations, and share their experiences with one another. Connecting to the Big Ideas in the English Language Arts curriculum, these significant discussions support the fact that curiosity and wonder lead us to new discoveries about ourselves and the world around us (K/1). Following our time at the Vancouver Aquarium, students were also able to successfully reflect their thoughts and understanding of marine life through oral and written Core Competency reflections.

After the field trip, Division 8 and 9 students developed a stronger appreciation for the natural world and gained a richer understanding of how important it is to conserve and protect it. Through the interactions with the Aquarium staff and exploring the different exhibits at the Aquarium, students learned about existing environmental issues such as pollution, conservation of water resources, and the impact of human activities on marine ecosystems.



On behalf of Divisions 8 and 9 from James Thompson Elementary, we would like to thank the Emily Longworth Memorial Award committee for making this possible! Many students in both classes have never been to the Vancouver Aquarium before. Your generous support has given us the opportunity to learn more about animal habitats and how to preserve wildlife. Thanks to you, you have brought purpose, community, and smiles into the lives of our classes. We will never forget this experience and the time that we were able to share together. Thank you so much!



Student Maggie Yu's Expenditure Breakdown:

Bus -- \$233.75
 Program -- \$570 (\$15/student)
 Total cost: \$803.75



STUDENT IMPACT STORY: Aaron Lands & Tatiana Zamorano Henriquez

School name: Tecumseh Elementary – Vancouver, BC

Project: "Talking Trees" Talaysay Tours at Stanley Park



We are extremely grateful for the Emily Longworth Award as it allowed us to provide our grade 6/7 students at Tecumseh Elementary an opportunity to understand the importance of community, story, relationships, reciprocity, relationality and respect of their community and the land beneath their feet. Through our Socials Studies unit centred on creating personal land acknowledgments and embedded in Indigenous ways of knowing and seeing, this award created space for our students to experience, witness and learn from Indigenous elders and storytellers that shared knowledge of the lands they are on through land based and experiential learning. This paved the way to a process of decolonization as well as one of profound understanding of reciprocal relationships, understanding positionality and the process of Reconcili-Action.

With the Emily Longworth award we organized and planned a field trip with Talaysay Tours "Talking Trees" at Stanley Park, where students learned Indigenous land-based knowledge about the lands they reside on and how to apply this knowledge in their everyday lives when connecting with the lands. As we were both placed in intermediate classes one grade 6 class and the other 6/7 we thought that it would be a great opportunity to combine the two classes to create a collective learning opportunity ingrained in nurturing meaningful connections and relationships amongst the students.

The field trip consisted of fifty-five students, two teacher candidates, two SA's and two parent volunteers. The shape of the day consisted of both classes leaving in the morning and taking public transportation to Stanley Park. Once students arrived students ate their recess snacks and then classes were combined and they were placed in smaller groups. Before commencing the talking tour, the Indigenous guides introduced themselves and shared their connection to the place and acknowledged the lands they came from and the lands that students were on. After this opening each group was assigned a guide that student groups walked with and learned from throughout the entire tour. Groups made their way in and around the trails at Stanley Park where they learned about plants, trees and animals, their significance, uses and how to recognize them in nature. Students learned about medicinal uses and edible plants as well as how trees and bark are used in Indigenous culture and ways of being. Through storytelling, inquiry and experiencing the land students learned essential knowledge that many of them had never heard or known before.

The Talking Trees tour was a wonderful way to bring in Indigenous voices to highlight the importance of Indigenous ways of seeing and being in our collaborative unit on Land Acknowledgements. The grade 6 class, had commenced their unit on Land Acknowledgements that also touched on Indigenous governance and the grade 6/7 class were in

the middle of their unit and had covered relationship to the land, personal connections to the land, reciprocity and respect to the land, plant based knowledge of the land and stories of the land, personal and tokenized land acknowledgments that would end with a talking circle where students would present their personal land acknowledgments with the class and parents while drinking Indigenous teas harvested from the land. For both classes the field trip provided students the opportunity to learn about the land from Indigenous knowledge keepers and elders that taught students about a new way of seeing, being and the importance of connecting with the land around them.



Overall, the trip allowed students to comprehend the land beneath their feet, their personal relationships with the land and the responsibility they hold to the land through experiential land based learning. This knowledge enabled students to understand how to become stewards of the lands to nurture and care for it for generations to come. Thus, it was from this valuable learning experience that students truly understood the integral importance of reciprocal relationships and the important role that they play in respecting and caring for the lands that provide for them. This opportunity enabled students to create meaningful, personal land acknowledgments where students came in with open minds and open hearts and shared their new profound understandings of the land beneath their feet which was extremely moving. As ingrained in their land, acknowledgements were their personal stories and connections to the land which made not only for a successful learning experience but also provided a safe space for students to share their process of growth and personal pieces of who they are.



Tecumseh is an inner-city school that would not have had this opportunity without the support of the Emily Longworth award. From the bottom of our hearts, we would like to thank you for the support that we received as it forever changed the hearts of these students and gave them an opportunity that may otherwise not have been possible.

STUDENT IMPACT STORY: Chris Zhang

School name: École Qayqayt Elementary – New Westminster, BC

Project: Field trip to the Chinatown Storytelling Centre



A field trip is an invaluable tool for teachers to provide students with experiential learning opportunities. However, not all students have access to such experiences. Fortunately, thanks to the Emily Longworth Award, Division 1 of École Qayqayt Elementary had the privilege of deepening their understanding of the Chinese Head Tax at the Chinatown Storytelling Centre.

This field trip served as one of the culminating activities for the Social Studies unit on Canada's past discriminatory policies. The students explored topics such as the Komagata Maru incident, Japanese internment camps, and the Chinese Head Tax.

Filled with excitement, the students embarked on a journey via SkyTrain from New Westminster to

Chinatown. The program they participated in was called "Home and Belonging in Chinatown" at the Chinatown Storytelling Centre. This program was specifically designed to align with Grade 5 Social Studies Big Ideas, focusing on the negative and positive legacies of Canada's treatment of minority peoples, as well as the ongoing influence of immigration and multiculturalism on Canadian society and identity.

Engagement and Learning: The day began with an introduction session during which the staff used thought-provoking questions to activate the students' prior knowledge about the Chinese Head Tax. It was heartening to witness the depth of understanding the students had already gained in the classroom, surprising even the staff with their knowledge.

The staff then facilitated an interactive scavenger hunt, where each group had to locate specific individuals and gather information from the exhibits using photographs as their guide. The students thoroughly enjoyed exploring the exhibit hall, engaging with the information presented through various modes and languages.

Sharing and Reflection: In the sharing stage, students worked in teams to present what they had learned. They also had the unique opportunity to see and touch replicas of historical objects that belonged to the individuals they had investigated. This hands-on experience enabled them to deepen their understanding by humanizing the Chinese immigrant experience, fostering empathy towards those who faced discrimination and racism, and fostering appreciation for their resilience. Additionally, students developed an understanding of the community's diligent efforts to overcome systemic racism embedded in the law.

Culinary Delights:

Thanks to the Emily Longworth Award, the students had the pleasure of sampling delectable treats from the nearby New Town Bakery, known for its fusion-style Chinese Filipino baked goods. The students savored these delicious treats, expanding their culinary horizons and learning about the historical significance behind the fusion of these two communities.

The Emily Longworth Award provided Division 1 students at École Qayqayt Elementary with an enriching and memorable field trip experience. Through the "Home and Belonging in Chinatown" program at the Chinatown Storytelling Centre, students deepened their understanding of Canada's discriminatory policies and their impact on minority communities. This experiential learning opportunity fostered empathy, appreciation, and a greater sense of cultural awareness among the students, contributing to their holistic education.



Student Chris Zhang's Expenditure Breakdown
 Total cost: \$305.68
 Including the following
 Transit fare: \$4.45
 Chinatown storytelling centre: \$235.23
 Food (New Town Bakery): \$66

STUDENT IMPACT STORY: Cisca Harrison

School name: ƧXƧWƧƧƧ ƧƧƧƧƧ Crosstown Elementary School – Vancouver, BC

Project: Field Trip to Stanley Park Ecological Society Program

Through the allocated funds, our class embarked on two captivating learning journeys that expanded our scientific knowledge and fostered a sense of curiosity and exploration. The utilization of funds facilitated engaging projects that enriched our learning experiences and promoted collaboration, creativity, and scientific exploration. From the world of bugs to the realm of thermal energy, these journeys have contributed to Crosstown School's Division 11s' growth as learners and fostered a deep appreciation for the wonders of the natural world.

Week 5: Bugs week

Our class utilized part of the allocated funds to embark on an exciting exploration of bugs and their habitats during week 5. Our objective was to delve into the intricate details of where these fascinating creatures reside and the diverse shapes that comprise their homes. To foster collaboration and effective communication, we also commenced the bug home/maze building lesson with a discussion on how to show social responsibility through agreeing and disagreeing respectfully with peers.

In order to bring our learning to life, each student was provided with a generous assortment of recycled materials to construct their very own bug homes/mazes. This hands-on activity not only allowed them to showcase their creativity, but also required them to identify and label the various three-dimensional and two-dimensional shapes incorporated into their designs.

Upon the completion of their creatively crafted bug homes, the students were thrilled to receive a Hexbug—a small robotic insect—to explore the intricacies of their creations. The classroom buzzed with enthusiasm as they cheered and laughed while guiding their miniature mechanical companions through the maze-like structures, eagerly anticipating their successful exit.

Overall, this engaging project not only facilitated a deeper understanding of bugs and their habitats but also fostered a joyful learning environment where students actively collaborated and celebrated each other's achievements. Moreover, the lesson was featured in the principal's newsletter (shown below)!

Hexbugs by Division 11

Students in Division 11 have been learning about bugs with their Teacher Candidate, Ms. Harrison.

Bilal and Parakram told me about making bug mazes.

Bugs live in mazes. Their habitat is underground. And inside there are mostly shapes inside. Bees live in a bee hive. There are a lot of shapes in there - a hexagon.

We made this as a maze and Ms. Harrison got 'hexbugs' and we build mazes and the hexbug doesn't have any eyes and it has to make it through the maze.

Every table group gets to build their own maze. They work together.

Every bug has an area to store their food and some beetles can push some rocks like balls and beetles crawl.

The hexbug was really fun because we got to build our own mazes. There were cool races and it was so cool.



Week 6-8: Thermal energy in greenhouses:

After an eventful bug week, our class shifted gears and delved into the captivating realm of thermal energy. To initiate our inquiry process, we engaged in a series of science experiments, exploring the fascinating principles of convection, conduction, and radiation. As the week drew to a close, we enhanced our understanding by embarking on an enlightening visit to the renowned Bloedel Conservatory in Vancouver, BC. This immersive experience provided invaluable insights into the interplay of thermal energy within the context of a greenhouse.

During our time at the conservatory, the students actively participated in collaborative learning exercises, completing thought-provoking worksheets that prompted them to analyze and contemplate the utilization of convection, conduction, and radiation within the greenhouse environment. The following week, we delved deeper into the mechanics of greenhouses, uncovering their functionality and the underlying purpose of harnessing thermal energy.



In an engaging group activity, each team was tasked with designing their own unique greenhouse, choosing between the hoop, A-frame, or dome designs. The students poured their creativity into crafting their structures while simultaneously describing how their respective designs optimally utilized thermal energy. To put theory into practice, the students carefully positioned their greenhouses over their nasturtium plants, which they had nurtured from seed since week 4.

As the weeks progressed, the students diligently observed the development of their greenhouse plants, sparking lively class discussions on their collective findings. Regrettably, the intense heat experienced during that particular week proved to be challenging for our delicate nasturtiums, as they struggled to maintain their health. Additionally, the plants fell victim to mold growth, prompting a class-wide exploration of this phenomenon.

The students, thoroughly convinced of the presence of mold, engaged in insightful conversations regarding the conducive nature of damp environments for mold formation. It became evident that the abundance of convection within their greenhouses, characterized by the circulation of water and water vapour, contributed to the ideal

conditions for mold growth. Despite the challenges faced, this captivating journey into thermal energy and greenhouse dynamics provided our class with invaluable hands-on experiences, deepening their understanding and fostering critical thinking skills.

STUDENT IMPACT STORY: Dianne Moore

School name: Sir Sandford Fleming Elementary School – Vancouver, BC

Project: Ropes Course at Pacific Adventure Learning



It was during our morning circle when my School Advisor asked if I had seen “the email” with a smile and a thumbs up. It took me a second to figure out what she was referring to, but the moment I realized, I was very excited to share the news to the students that we will be able to go on a field trip. The students lit up, and when it was time to go around the circle with gratitude, many students expressed their excitement and gratitude towards the opportunity. Since we decided to wait to tell the students where we were going until we received a formal approval by the district (the Ropes Course was considered a high-risk field trip), I was met with students asking about the destination almost every day for the next few months.

At the Ropes Course, we were welcomed by the staff, and students’ excitement and anticipation visibly increased as they walked deeper in the forest and saw the equipment up in the trees.

The students in the group I was observing played a game where they make a circle and toss the ball in a particular order. The instructor said “now let’s see how fast we can pass the ball. The only rule is you cannot drop the ball.” Students started brainstorming and one student realized that it never said in the instructions not to change spots. The students

quickly lined up in the order which significantly shortened the time. From there, students wanted to beat their record and came up with many interesting ideas and variations. It was very touching to see students experiment, listen to each other’s ideas, problem solve, and motivate each other. I was also able to observe students who are usually not fond of group work in classrooms, work together, give ideas, and contribute to problem solving.

After completing the challenges, students were given even more challenges until lunchtime. Students played a game where they had to use plastic lily pads to move across the lake area on the ground and learned the importance of patience, and thinking before acting. The last game was cut short due to time, but they had to use tiny rails to carry a tiny marble to a bucket that was placed far away, without stopping the ball and students learned the importance of listening to instructions carefully.

The students carefully put on their harness and got ready for the first activity. The students expressed that it looked like a ladder for a giant, which was exactly the name of the element. Each step on the ladder was taller than the students’ height, and getting up was much harder than it looked. Few got to the top, some mid-way, and others were stuck at the first step, but no matter the ability, the students watching were encouraging the climber and giving tips. The students watching also had a very important job of belaying and keeping the climbers safe. The students had to keep both their hands on the rope at all times, tightening the rope as the climber went up to the next step, and loosening when on the step. As students understood the mechanism, their skills grew, and I also noticed students using angles (which we were working on in math) to give directions to classmates.

The final activity was climbing up to a log, secured across two trees, and walking across it. Students were also given a frog stuffy toy to throw into a bin on the ground from up the log. Once again, the activity was scarier than it looked from the ground and some students trembled and froze at the top of the ladder. Those who chose to do the activity looked proud, regardless of successfully completing the challenge, and expressed the joy of having hacked their fear of height.



Student Diane Moore's Expenditure Breakdown:
 Cost of Ropes Course - \$40 per student
 Cost of Transportation - \$0
 Students Attended - \$40 x 25 students = \$1000
 Remaining - \$1160 (granted) - \$1000 = \$160

How well the field trip went was evident in the bus ride home. Keeping a respectful volume for the other passengers, students were reflecting on all the fun and scary things they did. One particular student who whispered to me on the way to the Ropes Course that they wanted to go home instead, also came up to me that it was the best field trip ever and that they wanted to do it all over again.

Throughout my practicum classroom, I tried to build core-competencies such as communication, thinking, and personal responsibility, which was also the main idea of the field trip. When we got back to our classroom, we did a reflection where students articulated which activity was focused on what aspect of the core-competency, and identified their strength and areas of growth. Students had been familiarizing themselves with the vocabulary and practicing self-reflection and self-evaluation, so the reflection of the field trip that happened on the last week of practicum was a great conclusion to their inquiry.

Aside from the core-competencies, I also tried to incorporate aspects of the field trip into lessons, such as using the shape of obstacles for math questions. We were working on angles, so the various shapes we saw at the course made very fitting examples that students were excited to estimate and measure. We also discussed adrenaline and adrenal glands as a review on the body systems unit we had worked on. The students were able to connect the in-class learning with real experience which reinforced their learnings.

I was also planning on doing an ADST/ art lesson where students build their own 3D Ropes Course, however, that unfortunately could not happen this time due to the time and conflict within the pod. I think that it would have been a very engaging project, so I hope to do something similar in the future.

The ropes course offered a unique and invaluable experience that many students would not have been able to experience without the generous grant. Thank you so much from the bottom of my heart for making this field trip to strengthen students' core-competencies possible.

STUDENT IMPACT STORY: Katelyn Bohn

School name: Brooke Elementary – Delta, BC
Project: Burns Bog Nature Reserve Inquiry



I was placed into a kindergarten classroom for my practicum and I wanted to create an inquiry into a place of local importance within the community. I chose Burns Bog Nature Reserve as it is an important place not only within the community, but all of British Columbia as a wetland. We used the money from the award to go on a field trip and this acted as the provocation into our inquiry! The day of the field trip was very cold and pouring rain, but despite the weather the students had a great time with our guide walking, smelling, listening, and looking. On the field trip our guide walked us through various parts of the bog and stopped to talk about different plants and animals that inhabited the bog. We had the opportunity to touch the Salal leaves, as well as touch and smell the Labrador tea leaves that were growing along the side of the walkway. The students were able to smell lemon on the underside of the fuzzy leaf. As

we continued our walk, we were introduced to other plants and animals that call the bog home, such as the Northern Red-Legged frog, beavers, salmon, and the Pileated woodpecker.

Back in the classroom, we continued exploring the bog through weekly story studio sessions. Using loose part materials and books that had a bog theme, we read through different stories and thought about the plants and animals that call Burns Bog home. It was great to see the students make connections to the field trip in their stories and reflect on their learning so far. We played a lot in this class and so I created invitations to play by creating a “Bog” centre in the classroom.

As we continued our inquiry, the students began taking a closer look at some of the plants that live in the bog, by painting them and then later, with the help of our big buddies, they learned an important fact about their plant that they chose. Each student then got to choose an animal from the bog that they were interested in learning more about. With the help from their big buddies, they were able to complete research booklets about their animals by reading non-fiction texts, drawing pictures and writing down key words. Throughout our inquiry into Burns Bog, I kept track of our research, wonders, and memories on our inquiry wall. Our plant inquiry wall went up in the hallway so that we could share our interests and our learning with other classes.

As part of our plant research, I invited the district’s Indigenous Teacher Mentor Coordinator to come into our classroom for a tea blending workshop. She was able to bring some connects and knowledge about many of the plants that are found in Burns Bog and their traditional and medicinal uses. We talked about the giving and taking aspect in nature and how it’s important that we don’t take away too much, or give away too much as there won’t be a balance. I think this was an important lesson for the students, as it was done in an interactive way that demonstrated what a disruptive balance could look like. She also brought many dried herbs and plants into our classroom and each student was able to blend their own teas to take home and share with their families.

With a budget of \$200, we spent \$150 on the field trip for 17 students and volunteer drivers to come along on a guided tour through the Bog. The students and I enjoyed learning about the many different aspects about Burns Bog and I believe they were able to have some really valuable experiences on the field trip and though the extension of our learning.

