

# Trek Across Alberta

## Teacher's Guide (Kindergarten to Grade 6)

2005



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Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

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<i>Administrators</i>	✓
<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
<i>Teachers</i>	✓

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## Introduction

Alberta is rich in history and natural beauty. The *Trek Across Alberta Teacher's Guide* encourages teachers and students to explore the province through 30 sites that reflect a variety of flora, fauna, cultures and environments.

Using pedometers, students count their steps each day and use them to advance through a virtual tour of Alberta. The route includes 30 selected sites. For each site, there is a link to a relevant Alberta Community Development Web page. It is expected that the class will investigate and understand the importance of each Alberta site and challenge themselves with the grade-specific activities linked to various curricular outcomes.

This guide includes:

- **How to Use Pedometers**
- **Pedometer Log**
- **How to Organize your Trek**
- **Trek Across Alberta Sites**  
Each Site includes
  - A brief description of the place
  - A relevant Web site reference
  - The approximate number of kilometres and steps to reach the site
  - Activities for Kindergarten to Grade 6 based on different curricular outcomes
- **Trek Across Alberta Centennial Playday.**

## How to Use Pedometers

A pedometer is used to count the number of steps a person takes. By keeping track of steps, students can discover how far they travel in a day as a result of their activities. Pedometers are simple, cost-effective, lightweight and unobtrusive tools that are easy for students to use and interpret. They are also an easy, concise way to show parents the current level of physical activity of their children.

### Before using the pedometers

- Number the pedometers using a permanent marker.
- Record the corresponding pedometer number for each student.
- Establish rules for the use of the pedometers.

### While using the pedometers

- Have students attach the pedometers to their waistbands in line with the right or left knee. With the counter on 0, have students walk 20 steps. Check the counters to see if they read approximately 20. If not, reposition the pedometers and try again.
- Have students put on the pedometers when they wake up in the morning and take them off when they go to bed at night, or have students wear the pedometers for some other specified period of time.
- Have students record their steps daily using the Pedometer Log on the following page.

**Note:** The average number of steps per day for 8–10 year olds is between 12 000 and 16 000.



### For more information on pedometers, visit:

- [www.canadaonthemove.ca](http://www.canadaonthemove.ca) (allows the children an opportunity to donate their steps for research)
- [www.walk4life.com](http://www.walk4life.com) (provides information about pedometers and accessories)
- [www.healthcanada.ca/paguide](http://www.healthcanada.ca/paguide) (*Canada's Physical Activity Guide* available online)
- [www.goforgreen.ca](http://www.goforgreen.ca) (The *Go for Green* Web site).

# Pedometer Log

Adapted from *Action Schools! BC Classroom Action Resource*, BC Ministry of Health Services, 2004, p. 30.

Wear your pedometer to record the steps you take each day, for example, when walking to school, walking the dog, playing tag with friends, during physical education class, and during sports activities.

This log belongs to: \_\_\_\_\_

Date completed: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Pedometer ID number: \_\_\_\_\_

Don't forget to reset your pedometer at the end of each day!



Day	Number of Steps
1	
2	
3	
4	
5	
6	
7	
<b>TOTAL</b>	

# How to Organize Your Trek

Alberta's Centennial in 2005 is a great reason for students to learn more about Alberta. Consider following these steps when organizing your trek.

<b>Step 1</b>	<p>Review the pedometer instructions on page 2, and distribute the pedometers and logs to students. Create a map of Alberta, showing all of the sites to be visited, or use an Alberta road map to find sites and to mark the students' progress. Include all 30 sites on the map. Use the following two maps as reference:</p> <p><b>Museums and Historic Sites Map</b> <a href="http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listing_s/pdf/real_ab_map.pdf">www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listing_s/pdf/real_ab_map.pdf</a></p> <p><b>Parks and Recreation Sites Map</b> <a href="http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/geosearch.aspx">www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/geosearch.aspx</a></p>
<b>Step 2</b>	<p>Calculate the class average for steps per kilometre. For example, have students walk 100 metres and measure the number of normal steps it takes. Average the number of steps for the class (or school) per 100 metres and multiply by 10 to get the average number of steps per kilometre.</p> <p>In this document, a range of 1600–1800 steps per kilometre has been used to provide the average steps required to travel between two sites.</p>
<b>Step 3</b>	<p>Research and collect resource materials related to the first site. Calculate the number of steps from your community to the first site (kilometres to the site x average number of steps/km). Or you can begin your trek at the first site.</p>
<b>Step 4</b>	<p>Collect and tally students' step totals daily and indicate class progress on the map. When a site is reached, research and discuss the site, and complete the associated activity. Continue on to the next site.</p> <p><b>Tips!</b></p> <ul style="list-style-type: none"><li>• Set individual and class goals for daily step totals.</li><li>• For shorter distances, use the daily step totals of smaller groups of students.</li><li>• Modify the activities as required to suit the learning needs of students.</li></ul>

**Happy Travelling!**

# Trek Across Alberta Sites



## Museums and Historic Sites Map

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/pdf/real\\_ab\\_map.pdf](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/pdf/real_ab_map.pdf)

## Parks and Recreation Sites Map

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/searchgeo.asp](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/searchgeo.asp)

## For more information, visit:

- [www.cd.gov.ab.ca](http://www.cd.gov.ab.ca) or
- [www.TravelAlberta.com](http://www.TravelAlberta.com), toll free number: 1-800-Alberta.

# Start



# Finish

1. Colin-Cornwall Lakes Wildland Park
2. Hay-Zama Lakes Wildland Park
3. Fort McMurray – Oil Sands Discovery Centre
4. Saskatoon Island Provincial Park
5. Historic Dunvegan
6. Cold Lake Provincial Park
7. Willmore Wilderness Park
8. Royal Alberta Museum
9. Father Lacombe Chapel
10. Fort George and Buckingham House Provincial Historic Site
11. Reynolds-Alberta Museum
12. Rutherford House
13. Ukrainian Cultural Heritage Village
14. Victoria Settlement
15. Gooseberry Lake Provincial Park
16. Red Deer River Provincial Recreation Area
17. Red Lodge Provincial Park
18. Stephansson House
19. Don Getty Wildland Provincial Park
20. Royal Tyrrell Museum
21. Peter Lougheed Provincial Park
22. Fish Creek Provincial Park
23. Cypress Hills Interprovincial Park
24. Brooks Aqueduct
25. Frank Slide Interpretive Centre
26. Head-Smashed-In Buffalo Jump
27. Leitch Collieries
28. Tyrrell Field Station
29. Writing-on-Stone Provincial Park
30. Remington Carriage Museum

## SITE 1: Colin-Cornwall Lakes Wildland Park

This park contains large lakes, sand deposits, wetlands and bedrock outcrops. There are sand plains and dunes at Cornwall Lake, and scenic rocky islands in Colin Lake. Forests are jack pine and aspen, and there are unique kettle wetlands north of Colin Lake. Provincially rare plants in the park include lens-fruited sedge, knotted pearlwort and sunpine sedge. Provincially rare birds, i.e., mew gull and semipalmated plover, nest on Colin Lake.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=373](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=373).



Calculate the average number of steps by figuring out the distance from your community to the park and multiplying by your class average steps /km. You could also start at this site (0 steps). Distance from Edmonton is 780 km. Distance from Calgary is 1175 km.

### Activities

#### Kindergarten

Show students pictures of various types of ducks. Discuss how some ducks dive and some do not. View a short film, if possible, e.g., National Geographic's *Flying, Trying and Honking Around*, showing how ducks propel themselves under water.

#### Grade 1 Science Topic E

Show students pictures of bald eagles. Explain that these birds are found in abundance in this park. Discuss the types of food they eat and why they thrive at this site.

#### Grade 2 Science Topic A

Just north of Colin Lake, there are unique kettle wetlands that have no surface input or output of water (by rivers, streams). Have students research this type of wetland and predict what types of vegetation, animals and/or insects might survive here.

#### Grade 3 Science Topic A

This area includes sand plains and dunes, bedrock and rocky islands. Have students research how different types of soil formations are created and why each is important to the environment. Have students discuss soil formations found in their own communities.

#### Grade 4 Science Topic E

Have students research rare plants native to this site, such as lens-fruited sedge, knotted pearlwort or sunpine sedge. In groups, discuss how light, water or other conditions allow these rare plant forms to survive here.

## SITE 1: Colin-Cornwall Lakes Wildland Park

### Activities (continued)

**Grade 5**  
Science  
Topic E

Discuss why there are no visitor facilities at this park and why wetlands are fragile environments. Brainstorm different ways that a wetland area could be contaminated, e.g., acid rain, run off from neighbouring farms/mines/industry, groundwater contamination, spray from local farms, dumping.

**Grade 6**  
Science  
Topic A

This park is home to bald eagles, ospreys, mew gulls, semipalmated plover and common terns. Have the students examine the ways in which any two of these birds fly and catch their prey. Discuss how their unique characteristics allow them to hunt in different ways.

## SITE 2: Hay-Zama Lakes Wildland Park

Hay-Zama Lakes Wildland Park is located in a remote wilderness setting 120 km northwest of High Level and access is limited. The park contains a series of eutrophic lakes, flood plains and deltas. It is a wetland of international significance that is used by migrating waterfowl from three of the four North American migration routes (Pacific, Central and Mississippi). During the fall migration, 130 000 lesser snow geese, 47 000 Canada geese and 200 000 ducks have been recorded in the area.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=379](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=379).



Approximate distance from Site 1 to Site 2 is:  
**375 km or 600 000–675 000 steps.**

### Activities

#### Kindergarten Physical Education Outcome A

In the gym, have students work individually on large apparatus to develop a sequence that includes a jump, a landing, a balance and a roll, as they pretend to find their way to the park. All sequences must start and end with a freeze. Reinforce the idea that one action flows smoothly into another. Explore levels, pathways, directions and body shapes to make the sequences more interesting. For more information, visit:

[www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Activity/examples/ak\\_3/k3\\_13a.asp](http://www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Activity/examples/ak_3/k3_13a.asp).

#### Grade 1 Language Arts Outcome 3

Find a story about geese. After reading it to students, ask questions about the story. Have students discuss their own experiences with geese in Alberta. Examples of stories are:

- *Petunia* by Roger Duvoisin (New York: Random House, 1973)
- *Gossie and Gertie* by Olivier Dunrea (Boston, MA: Houghton Mifflin Company, 2002)
- *The Golden Goose* by Dick King-Smith (London, UK: Puffin Books, 2003).

#### Grade 2 Math Number Operations

Create a math puzzle map for students. Have students follow a route to the park and solve various equations along the way. Discuss the remoteness of this park and how difficult it is to reach.

## SITE 2: Hay-Zama Lakes Wildland Park

### Activities (continued)

<b>Grade 3</b> Science Topic D	Have students listen to a nature recording and identify the various sounds in nature, e.g., water, wind, birds, animal calls. Discuss the projection of sound over still water, such as a lake, and how various birds use sound, e.g., mating, to mark territory.
<b>Grade 4</b> Physical Education Outcome A	<p>Orienteering is a sport that involves navigating your way through varied terrain with the aid of a map and compass. Participants navigate to a series of checkpoints marked on a map. The goal is to find each point on the map as quickly as you can. Create an orienteering course either within the school or in the schoolyard.</p> <p>Teach students how to look for clues or symbols on the map to help them find their way. Explain how these skills are useful in wilderness areas such as Hay-Zama Lakes. For more information, visit: <a href="http://www.orienteingalberta.ca">www.orienteingalberta.ca</a>.</p>
<b>Grade 5</b> Drama Mime	Have students create mimes showing the migratory patterns and pathways of various birds that migrate to this northern site. Discuss the importance of northern migration sites for wildlife.
<b>Grade 6</b> Science Topic A	Migrating waterfowl from three of the four North American migration routes use this site. As a result, it is recognized internationally for its ecological importance. Have students work in pairs to research the migration route of one species of ducks or geese. The research can be presented as a paper, chart, song or other method of delivery.

## SITE 3: Fort McMurray – Oil Sands Discovery Centre

The Oil Sands Discovery Centre in Fort McMurray is in the heart of the world's biggest single oil deposit—the Athabasca Oil Sands. At the centre, there are some really BIG things: a dragline bucket, a 150 tonne heavy hauler with tires three metres high and Cyrus—an 850 tonne bucketwheel excavator. The centre is an educational facility committed to increasing public awareness, appreciation and knowledge of the oil sands industry by presenting and interpreting the history, technology and significance of the industry and its role in the development of Canada.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/oil\\_sands/](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/oil_sands/).



Approximate distance from Site 2 to Site 3 is:  
**391 km or 625 600–703 800 steps.**

### Activities

#### Kindergarten

Discuss the various products we use that are made from oil. Bring in examples, such as shampoo, plastic, acrylics and foods, such as processed cheese.

#### Grade 1 Art Expression

Look at pictures of the machinery involved in the exploration of the oil sands. Have students create picture stories about these machines. For pictures and information, visit:

[www.oilsandsdiscovery.com/oil\\_sands\\_story/facts.html](http://www.oilsandsdiscovery.com/oil_sands_story/facts.html).

#### Grade 2 Physical Education Outcome A

Play a game, e.g., snowshoe balloon stomp, snowshoe topper tag, outside in cold weather. Talk about appropriate dress and its importance to people living in a cold environment, such as in Fort McMurray. For games suggestions, visit:

[www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Activity/examples/ak\\_3/k3\\_07a.asp](http://www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Activity/examples/ak_3/k3_07a.asp).

#### Grade 3 Math Patterns

Discuss the extraction of oil from the oil sands. Have students use the ideas discussed to create three word problems, e.g., If a bucketwheel excavator carries 850 tonnes and it is one half full, how much sand is in it? Have students share their problems with partners. For information, visit:

[www.oilsandsdiscovery.com/oil\\_sands\\_story/facts.html](http://www.oilsandsdiscovery.com/oil_sands_story/facts.html).

## SITE 3: Fort McMurray – Oil Sands Discovery Centre

### Activities (continued)

<b>Grade 4</b> Social Studies 4.1	Discuss the boom of Fort McMurray due to the oil sands. Have students surf the Internet for information on the effects it has had on the city. How does the discovery of a natural resource affect population, housing, businesses? For more information, visit: <a href="http://www.fortmcmurraytourism.com/">www.fortmcmurraytourism.com/</a> .
<b>Grade 5</b> Science Topic A	Have students investigate how electricity is used to power machines in oil sands extraction. How much is used by these machines? How is this electricity generated? Have the students choose an oil sands machine, e.g., loader, bucket, crane, shovel, to investigate and present their findings to the class. For more information, visit: <a href="http://www.oilsandsdiscovery.com/oil_sands_story/facts.html">www.oilsandsdiscovery.com/oil_sands_story/facts.html</a> .
<b>Grade 6</b> Language Arts Outcome 1	Have students choose print, oral or other media to describe the characteristics of Fort McMurray, e.g., oil sands, merging rivers, northern climate, local Aboriginal communities, and why it would be an interesting place to visit. Use facts, pictures or other supports as needed. For more information, visit: <a href="http://www.fortmcmurraytourism.com/">www.fortmcmurraytourism.com/</a> .

## SITE 4: Saskatoon Island Provincial Park

Saskatoon Island Provincial Park is located within the Grande Prairie Important Bird Area. The park is home to grasslands, forests and lakeside birds. Tundra swans and rare trumpeter swans can be observed from viewing platforms on Little Lake. The Friends of Saskatoon Island Cooperating Association holds a swan festival in the park each April. The park is a year-round home to snowshoe hares, weasels, woodchucks, muskrats, beavers and deer, and is also frequently visited by coyotes.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=118](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=118).



Approximate distance from Site 3 to Site 4 is:  
**809 km or 1 294 400–1 456 200 steps.**

### Activities

**Kindergarten**  
Art

Have students create classroom decorations of trumpeter swans.

**Grade 1**  
Science  
Topic D

Bring in a variety of edible berries, e.g., blueberries, raspberries, strawberries, cranberries, huckleberries, blackberries and Saskatoon berries. Together, make a chart comparing taste, texture, smell and colour.

**Grade 2**  
Language Arts  
Outcome 3

Read *The Trumpet of the Swan* by E. B. White or *The Ugly Duckling* by Hans Christian Andersen to students. Discuss the birds depicted in the story.

**Grade 3**  
Science  
Topic E

This site is known for its abundance of rare trumpeter swans. Have students study the life cycle of the swan, including its growth and development.

## SITE 4: Saskatoon Island Provincial Park

### Activities (continued)

<b>Grade 4</b> Social Studies 4.2	Discuss how some Aboriginal peoples make pemmican. Make pemmican as a class.
<b>Grade 5</b> Social Studies 5.1	Discuss the various types of landforms in Canada. Have students find other islands in Canada using an atlas and research facts about each one, e.g., size, climate, body of water, population.
<b>Grade 6</b> Science Topic A	Have students investigate and describe the aerodynamics of the swan, including how it produces lift to overcome the downward force of gravity and the streamlining of its body shape.

## SITE 5: Historic Dunvegan

Historic Dunvegan is the site of one of Alberta's earliest fur trade posts and missionary centres. The park includes 19th century log buildings restored and furnished in meticulous detail. Visitors can see the spartan lifestyle of an Oblate missionary, the rustic splendour of St. Charles Mission Church and how the Hudson's Bay Factor and his family lived in the Factor's House. Historic Dunvegan is nestled in the scenic valley of the Peace River. Market gardens nearby are still farmed just as they were a hundred years ago.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/historic\\_dunvegan/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/historic_dunvegan/index.asp).



Approximate distance from Site 4 to Site 5 is:  
**116 km or 185 600–208 800 steps.**

### Activities

#### Kindergarten Art

Brainstorm what places of worship look like and what they have inside. Have students draw pictures of churches with doors, windows, pews, altars, prayer books and other items discussed.

#### Grade 1 Science Topic C

Have students collect natural materials, e.g., twigs, grasses, while on a walk around the playground. Back in class, have them create a house or dwelling of some kind using only the collected materials. Talk about how settlers did the same thing when they first arrived in Alberta.

#### Grade 2 Language Arts Outcome 2

Read a descriptive excerpt from a book depicting the homes of early settlers, e.g., Laura Ingalls Wilder series. Using small boxes or shoeboxes, have students create dioramas of a one-room house for a family of four.

#### Grade 3 Language Arts Outcome 2

Discuss the history of Dunvegan. Have students write short stories that take place in Dunvegan during the 19th century, adding sufficient detail about setting and character to sustain plot.

## SITE 5: Historic Dunvegan

### Activities (continued)

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<b>Grade 4</b> Social Studies 4.2	Compare Alberta and Quebec in terms of religious influences, past and present. Have students research and compare missions and historic churches within the two provinces. Discuss the influence of missionaries on the settlers of Alberta and evidence of French influence in Alberta today.
<b>Grade 5</b> Social Studies 5.2	Have students pick two groups from the following: Aboriginal peoples, explorers, missionaries, fur traders and settlers. Compare the effects the two groups had on the development and settlement of Alberta.
<b>Grade 6</b> Language Arts Outcome 2	Discuss the way of life of early missionaries in Dunvegan and look at pictures of the town. Have each student write a paragraph describing this way of life using literary devices such as figurative language.

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## SITE 6: Cold Lake Provincial Park

One of Alberta's largest lakes, Cold Lake is an important breeding area for waterfowl, including colonial nesting birds. About 13 percent of the world's birds make their nests in colonies—surrounded by nests of other similar birds. The place where these colonies are found is called a rookery. Ordinarily, colonies are made up of a single species of bird, but sometimes two or more species are present.

Cold Lake is home to more than 200 bird species: breeding wood warblers, yellow rail and sedge wren, as well as one of Alberta's largest nesting western grebe colonies. Other species in the area include chestnut-sided, Canada and mourning warblers; flycatchers; thrushes; vireos; great black-backed gull; common eider; teals; and mallards. Wildlife species include moose, deer, coyote, lynx, bear, fisher and garter snakes. The lake also provides excellent sport fishing.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=22](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=22).



Approximate distance from Site 5 to Site 6 is:  
**704 km or 1 126 400–1 267 200 steps.**

### Activities

#### Kindergarten Art

Discuss students' experiences with lakes. Have they ever gone on a holiday near a lake, swam or fished in a lake? Have students draw pictures of experiences they have had or would like to have near a lake.

#### Grade 1 Physical Education Outcome D

Have students talk about their experiences at lakes. What are the safety rules people should be aware of when swimming in lakes? Have students draw pictures of safe practices at lakes.

#### Grade 2 Science Topic D

Cold Lake got its name from the coldness of the water. Discuss why the lake is so cold. Research what the temperature is, and using water, ice and a thermometer, prepare a bowl of water at the same temperature. Discuss lake activities that might be affected by the cold temperature.

## SITE 6: Cold Lake Provincial Park

### Activities (continued)

<b>Grade 3</b> Physical Education Outcome D	Have students talk about their experiences at lakes. What are the safety rules people should be aware of when swimming in lakes? Make posters depicting water/boating safety rules.
<b>Grade 4</b> Physical Education Outcome D	Have students discuss recreational sites close to home. Are lakes included in the list? Name a few lakes that students might frequent and estimate how long it would take to get to them.
<b>Grade 5</b> Drama Mime	Use location words like “Cold Lake” to play charades with students. Other examples could be: Head-Smashed-In Buffalo Jump, Writing-on-Stone Park and Frank Slide. Find other Alberta place names at: <a href="http://www.PlaceNamesOfAlberta.ca">www.PlaceNamesOfAlberta.ca</a> .
<b>Grade 6</b> Science Topic B	The Canadian Forces Base at Cold Lake is home to Canada’s most advanced jet fighters. Many floatplanes also land at Cold Lake during the year. Have students examine the aerodynamics of floatplanes and how they land and take off (lift production and streamlining). What are the primary uses for these planes in northern Alberta?

## SITE 7: Willmore Wilderness Park

Willmore represents some of the last unexploited ranges of some wildlife species in Alberta. Almost 20 percent of Alberta's mountain goats and bighorn sheep are found here. Other wildlife species include grizzly bears, mountain caribou, cougars and wolves. The elevation ranges from 300 metres in the northeast to over 1500 metres in the southwest and some peaks along the Continental Divide exceed 3050 metres. Resthaven Glacier extends into Willmore from Jasper National Park.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=398](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=398).



Approximate distance from Site 6 to Site 7 is:  
**724 km or 1 158 400–1 303 200 steps.**

### Activities

#### Kindergarten Math

Show students pictures of animals native to this site, e.g., bear, caribou, cougar, sheep, goats. Have students arrange the animals according to size.

#### Grade 1 Health Wellness Choices

During the year, this site experiences several periods of high fire hazard. Have students talk about ways to demonstrate safe fire procedures while camping or picnicking.

#### Grade 2 Science Topic A

Discuss the changes to the water of Resthaven Glacier, from freezing during the Ice Age to melting today. Discuss the force of freezing and thawing water on the environment, e.g., freezing expands and cracks the earth, thawing creates/floods rivers, streams and lakes.

#### Grade 3 Math Shape and Space

Using a map of Alberta, have the students find the direction, e.g., N, S, E or W, to this site from their own community.

#### Grade 4 Social Studies 4.1

Have students discuss the following question using the Willmore Wilderness Park as an example.  
How are Alberta's provincial parks, protected areas and national parks important to the sustainability of Alberta's natural environment?

## SITE 7: Willmore Wilderness Park

### Activities (continued)

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<b>Grade 5</b> ICT Outcome 1	Have students use the Internet to research one of the animals native to this area, e.g., mountain goats, bighorn sheep, grizzly bears, mountain caribou, cougars or wolves.
<b>Grade 6</b> Art Drawing	After exploring the wildlife native to this site, have students draw pictures of bighorn sheep in their natural environment. Students may have seen these animals perched on the side of mountains and may have photos to share.

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## SITE 8: Royal Alberta Museum

Located in Edmonton, the Royal Alberta Museum is one of Canada's most popular museums. It contains approximately 10 000 000 objects. Collections include:

- LIFE SCIENCES—the study of living organisms such as plants, animals, birds and insects.
- EARTH SCIENCES—the history of life as told by geology and the changes in the earth's surface, for example, rocks, rock formations, fossils, buried objects.
- HUMAN HISTORY—ethnology, cultural studies, military and political history, and Western Canadian history.
- COLLECTIONS SERVICES—collections management, conservation, information resource management, resource library.



For more information, visit:

[www.royalalbertamuseum.ca/general/intro.htm](http://www.royalalbertamuseum.ca/general/intro.htm).



Approximate distance from Site 7 to Site 8 is:

**432 km** or **691 200–777 600 steps**.

### Activities

#### Kindergarten Math

Talk to students about museums. Have any of the students been to one? Is there one in your area? Plan a field trip to a museum if it is appropriate for younger students.

#### Grade 1 Art Reflection

Talk with students about why museums exist, e.g., to preserve past and present natural and human history, record past stories and preserve authentic pieces. Have students paint pictures that they would like preserved for a long time.

#### Grade 2 Art Composition

After learning about various insects on display at the museum, have students create their own insects (draw, paint, sketch) and explain their unique characteristics.

#### Grade 3 Science Topic E

This museum has a collection of some of the world's biggest insects. Discuss which insects might be present and how they are preserved. For more information, visit:

[www.royalalbertamuseum.ca/natural/insects/intro.htm](http://www.royalalbertamuseum.ca/natural/insects/intro.htm).

## SITE 8: Royal Alberta Museum

### Activities (continued)

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<b>Grade 4</b> Social Studies Topic A	Have students review the items and information related to Western Canadian history on the museum's Web site and use their research to answer the question: How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? For more information, visit: <a href="http://www.royalalbertamuseum.ca/human/wcanhist/collects/collects.htm">www.royalalbertamuseum.ca/human/wcanhist/collects/collects.htm</a> .
<b>Grade 5</b> Language Arts Outcome 2	Have students create brochures to advertise the museum. They must conduct research in order to accurately advertise the museum.
<b>Grade 6</b> ICT Outcome 1	Using the Internet, have students research and discuss museums they are familiar with. What items can be found in museums? If students were to create a museum of their present school for children 100 years from now, what would it contain and why?

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## SITE 9: Father Lacombe Chapel

In 1861, Father Albert Lacombe and his Métis helpers constructed a log building to serve as the new St. Albert Roman Catholic Mission. This simple chapel, Alberta's oldest building, became the centre of the thriving French-speaking Métis settlement of St. Albert. Today the chapel has been restored to look much as it did in the early 1860s.

At the chapel, visitors can view the crypt where Father Lacombe and Bishop Grandin are buried and take a stroll through the cemetery, the resting place of some of St. Albert's first residents. Interpretive guides lead tours through the chapel and the historic Mission Hill site, and demonstrate activities and skills of the time.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/father\\_lacombe/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/father_lacombe/index.asp)



Approximate distance from Site 8 to Site 9 is:  
**15 km or 12 000–27 000 steps.**

### Activities

#### Kindergarten

Have students build cardboard or paper models of some of the oldest buildings in their communities, e.g., houses, general store, livery stable, church, doctor's office, hotel.

#### Grade 1

Art  
Composition

Talk to students about experiences they might have had while driving past or visiting churches and cemeteries. Have students draw pictures of an old church and cemetery from their own or a neighbouring community.

#### Grade 2

Social Studies  
2.1

Churches and other places of worship play an important role in many communities. Discuss the roles of churches today compared with the past. Have students write a paragraph explaining what the church might have meant to people in the late 1800s.

#### Grade 3

Science  
Topic B

Discuss the types of materials used to construct buildings in the late 1800s. Where did the materials come from? Discuss the construction of the Father Lacombe Chapel and have students write a paragraph about what should be done to conserve it.

## SITE 9: Father Lacombe Chapel

### Activities (continued)

**Grade 4**  
Social Studies  
4.2

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The Father Lacombe Chapel was the centre of the French-speaking Métis settlement in the early 1860s. Have students learn more about the Métis, where they settled, their values and beliefs, and their way of life.

**Grades  
5 and 6**  
Language Arts  
Outcome 1

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Have students discuss and research the history of the Father Lacombe Chapel and respond to what they learned by answering questions, such as:

- What do you think it would be like to visit this church?
- What does this church remind you of?
- Do you think this building is important? Why or why not?

Have students share their responses with classmates.

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## SITE 10: Fort George and Buckingham House Provincial Historic Site

Fort George and Buckingham House Provincial Historic Site is the location of two competing fur trade posts. The museum shares the stories of Louis, the voyageur, and William Tomison, the Chief Factor of Buckingham House. Visitors also step into the world of the Aboriginal peoples whose lives were so affected by the arrival of the fur traders. Meet the Country Wife and learn about the important role she played as the link between two cultures. Visitors can stroll down the interpretive path to the archaeological site of the two forts.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/george\\_buckingham/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/george_buckingham/index.asp).



Approximate distance from Site 9 to Site 10 is:  
**235 km or 376 000–423 000 steps.**

### Activities

**Kindergarten,  
Grades 1  
and 2**  
Language Arts  
Outcome 3

Discuss the concept of trading posts and create a classroom trading post in which students can trade books and games. Have students describe what other items they could trade and what makes a trade even or fair.

**Grade 3**  
Social Studies  
3.1

Brainstorm what people use today to acquire what they want and need, e.g., cash, debit cards, credit cards, traveller's cheques, exchange of services. What was used before money was invented? Discuss trading companies of the past and what was traded at them. Are there still trading posts or markets in other countries around the world? If so, what is traded there? What are the advantages of trade over monetary forms of exchange?

**Grade 4**  
Social Studies  
4.2

This is the site of two famous trading companies (the North West Company and the Hudson's Bay Company) built in 1792. Have students research one of the trading companies and how it helped shape the settlement of Alberta. Have students present their information to the class. Discuss how French and English became the two languages most used in business and politics in Alberta during the 19th and early 20th centuries.

## SITE 10: Fort George and Buckingham House Provincial Historic Site

### Activities (continued)

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<b>Grade 5</b> Social Studies 5.2	Review information about the trading posts at the museum and have students research and answer one of the following questions. <ul style="list-style-type: none"><li>• How are stories of the Métis people, their culture and heritage rooted in the fur trade?</li><li>• How do stories about the way of life in fur trade forts reflect the British influence in Canada?</li><li>• What were the main languages spoken by fur traders and their families in the fur trade forts?</li></ul>
<b>Grade 6</b> Science Topic F	Have students describe the use of forests surrounding forts in the past and present. Have them compare and contrast how these forests are and were used, e.g., using a Venn diagram.

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## SITE 11: Reynolds-Alberta Museum

The Reynolds-Alberta Museum in Wetaskiwin, Alberta, interprets the impact of technological change in transportation, aviation, agriculture and industry from the 1890s to the 1970s. Visitors see a wide variety of vintage automobiles, motorcycles, bicycles, trucks, stationary engines, tractors, agricultural implements, aircraft and industrial equipment.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/reynolds\\_alberta\\_museum/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/reynolds_alberta_museum/index.asp).



Approximate distance from Site 10 to Site 11 is:  
**258 km or 412 800–464 400 steps.**

### Activities

#### Kindergarten

Show pictures of old cars, planes and farm equipment. Discuss them with students. Have students identify the items.

#### Grade 1 Science Topic C

This site contains a wide variety of vehicles, aircraft, farm equipment and other machines. Provide students with various items, e.g., popsicle sticks, duct tape, pipe cleaners, coloured paper, and working in pairs or individually, create items that might be found at this site. Have the students show their creations and explain them.

#### Grade 2 Art Depiction

Show students pictures of vintage and modern aircraft. Discuss the similarities. Have students create their own pictures of aircraft, and name and decorate them. This can be done by drawing, cutting, tearing or stitching.

#### Grade 3 Language Arts Outcome 3

Discuss the advances made in one area, e.g., cars/trucks, aircraft or farm equipment. Explain how this site is a museum of the history of these mechanical advancements. Taking into account advancements made in the past, have students predict what might change 50 years from now. Have students use a timeline to show their ideas.

## SITE 11: Reynolds-Alberta Museum

### Activities (continued)

<b>Grade 4</b> Science Topic C	Have students research the types of moving vehicles displayed at this site. Have students find some that are powered by energy-storing and energy-consuming components. Have students compare two designs, identifying the strengths and weaknesses of each.
<b>Grade 5</b> Science Topic B	Have students research the types of vehicles found at this site and find out when battery-powered electric motors were first used. Have students create their own vehicles that use battery-powered motors and test them. This project can be done individually or in pairs. Look for plans in hobby or science project books.
<b>Grade 6</b> Science Topic B	This site is home to Canada's Aviation Hall of Fame. Have students find out what types of aircraft can be viewed here and, choosing one, research what it was used for, when it was used, what it looks like and any unique qualities.

## SITE 12: Rutherford House

The gleam of polished silver, the warm glow of a library lamp and the aroma of freshly-baked scones beckon visitors into the home of Alberta's first premier, Alexander Cameron Rutherford. For many years, Rutherford House welcomed the political and social elite of Alberta. Today, this restored Edwardian mansion maintains that tradition of hospitality and recaptures the spirit of Edmonton in 1915. Costumed interpreters recreate daily household activities, re-enact important events in Rutherford's life and lead guided tours of his home.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/rutherford\\_house/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/rutherford_house/index.asp).



Approximate distance from Site 11 to Site 12 is:  
**71 km or 113 600–127 800 steps.**

### Activities

<b>Kindergarten</b>	Have the students draw pictures of their homes.
<b>Grade 1</b> Science Topic C	This mansion was built in 1911. Have students name the parts of the house that they would expect to see, remembering that it was constructed a long time ago.
<b>Grade 2</b> Language Arts Outcome 2	Provide students with a simple description and photograph of Rutherford House and have them add descriptive words.
<b>Grade 3</b> Science Topic B	By taking a close look at pictures of Rutherford House, have students list the types of materials used to build homes in the early 1900s.
<b>Grade 4</b> Social Studies 4.2	Discuss who Alexander Rutherford was and why he was an important figure in Alberta history.
<b>Grade 5</b> Language Arts Outcome 5	Have students research house construction in the early 1900s. Divide students into groups and have them formulate questions to guide research, with attention to specific audiences and purposes.
<b>Grade 6</b> Social Studies 6.1	Have students trace the premiers from Rutherford to today. Discuss how premiers are elected in Alberta.

## SITE 13: Ukrainian Cultural Heritage Village

This historic site tells the story of Ukrainian immigrants and the development of the Bloc Settlement in East Central Alberta from 1892 to 1930. Role players in period costume recreate a variety of historic characters. Visitors can take a guided tour through the farmsteads, town site and rural community, ride in a horse-drawn grain tank or explore the site on their own.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/ukrainian\\_heritage\\_village/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/ukrainian_heritage_village/index.asp).



Approximate distance from Site 12 to Site 13 is:  
**51 km or 81 600–91 800 steps.**

### Activities

#### Kindergarten

Show pictures of traditional Ukrainian painted eggs (pysanka). Talk about how they are made and how much work goes into each one. Give each student a sheet of paper with an egg outline drawn on it. Have students draw their own special eggs.

#### Grade 1

Health  
Relationship  
Choices

Talk to students about how hard it can be to change schools. Discuss what it might be like to leave your friends, home and sometimes your country, and start over. What would it have been like for the Ukrainian children? Discuss how students can make others feel welcome in their classroom.

#### Grade 2

Social Studies  
2.2

Discuss how various cultures, e.g., Ukrainian, French, Aboriginal, British, German, are prevalent in Canada, Alberta and in their own community. Talk about foods from different cultures and have students conduct a survey to discover what cultural dishes they have tried, e.g., pemmican, borscht, kielbasa.

#### Grade 3

Science  
Topic B

Discuss the tools and techniques used to build the houses, school and churches at the Ukrainian Cultural Heritage Village.

#### Grade 4

Social Studies  
4.2

Early settlers of the same background or nationality formed their own communities. In the early 1900s, this site was home to the largest Ukrainian settlement in Canada. Have students explore the advantages of living in such a community.

## SITE 13: Ukrainian Cultural Heritage Village

### Activities (continued)

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<b>Grade 5</b> Physical Education Outcome A	Teach students a Ukrainian dance or dance from another culture. Talk about how folk dances are traditional dances passed down from generation to generation. For dance ideas, see <i>Step Lively! Dances for Schools and Families</i> by M. Rose or visit: <a href="http://www.education.gov.ab.ca/physicaleducationonline/lessonplans/Vi&lt;br/&gt;ewPlanSelect.asp">www.education.gov.ab.ca/physicaleducationonline/lessonplans/Vi ewPlanSelect.asp</a> . (Select dance as an option in the window.)
<b>Grade 6</b> Art Appreciation	Show a photo of the enormous decorated egg on display in Vegreville. Explain how this landmark reflects the community. Show pictures or examples of decorated eggs (pysanka). If possible, invite a guest to speak to students about this tradition and help students design and create their own pysanka eggs. For more information, visit: <a href="http://www.pysanka.com/">www.pysanka.com/</a> .

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## SITE 14: Victoria Settlement

Discover history on the North Saskatchewan River along the Victoria Trail, where Reverend George McDougall founded a Methodist Mission to the Cree in 1862. This is where the Hudson's Bay Company established Fort Victoria in 1864 to trade with local Aboriginal peoples. The mission and fort became the nucleus of a Métis community, whose river lots extended six miles along the bank of the river.

Today, visitors can step inside the 1864 Clerk's Quarters or the 1906 Methodist Church to hear the story of a once-bustling community that saw a new surge of missionary and commercial activity at the turn of the century. Visitors also learn why this thriving settlement experienced a sudden decline and all but vanished.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/victoria\\_settlement/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/victoria_settlement/index.asp).



Approximate distance from Site 13 to Site 14 is:  
**68 km or 108 800–122 400 steps.**

### Activities

#### Kindergarten

Talk to students about how early settlers made things for themselves, e.g., butter, ice cream, soap, shampoo, toys, pots and baskets. Bring in whipping cream and make butter by whipping it and adding a little salt. Spread it onto crackers for students to taste.

#### Grade 1 Social Studies 1.2

Have students discuss how their families would be different if they had lived in the late 1800s. Have them draw pictures of what their families and homes would look like, and write brief descriptions of their family roles.

#### Grade 2 Social Studies 2.2

Discuss the Victoria Settlement. How did people live in communities or settlements long ago? Have students examine the history of their own communities.

- What are the origins of their community?
- What were the reasons for the establishment of their community, e.g., original fur trade fort, original inhabitants?
- What individuals or groups contributed to the development of their community?

## SITE 14: Victoria Settlement

### Activities (continued)

<b>Grade 3</b> Science Topic B	Have students discuss how the structures of the settlement would have been built, e.g., bridges, houses, barns. What materials and tools were used?
<b>Grade 4</b> Social Studies 4.2	Discuss the Aboriginal peoples who originally inhabited the area. Do they still live there? What Aboriginal peoples originally inhabited the area where the students now live? Do they still live there?
<b>Grade 5</b> Language Arts Outcome 1	Divide students into groups and have them discuss what it would have been like to live in the Victoria Settlement in the late 1800s. Have students compare their ideas with those of others.
<b>Grade 6</b> Social Studies Topic A	Where did the name of this settlement come from? Discuss the origins of the settlers. Did they bring their allegiances with them? How do we know? Have students find three other places in Alberta that reveal their origins.

## SITE 15: Gooseberry Lake Provincial Park

Gooseberry Lake is an Important Bird Area and large numbers of shore birds have been recorded during spring and fall migrations. Sanderlings and red-necked phalaropes are two common species. The lake is a late summer staging area for ducks, geese and swans. Other water birds, such as gulls, great blue herons and American white pelicans are common in the area. In addition to its importance to shorebirds, Gooseberry Lake supports a small population of the nationally endangered piping plover.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=51](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=51).



Approximate distance from Site 14 to Site 15 is:  
**325 km or 520 000–585 000 steps.**

### Activities

#### Kindergarten

Show students a variety of berries, e.g., strawberries, raspberries, blueberries, blackberries, cranberries, huckleberries. Have the students taste them and discuss their likes and dislikes.

#### Grade 1 Art Reflection

Bring in a gooseberry leaf or a picture of one. Discuss the distinct shape and lines of the leaf. Have students walk around the schoolyard observing and/or collecting leaves with unusual shapes. Preserve the leaves by laying them between two sheets of wax paper and ironing them with a medium hot iron.

#### Grade 2 Drama Mime

Teach the students how to play charades. Have them try to act out place words, such as Gooseberry Lake, Cold Lake and Red Deer. Alternatively, post pictures of the different birds found in this park and have students mime them.

#### Grade 3 Science Topic E

Discuss the possibility of extinction of the piping plover. Have students research its habitat, food, enemies, ways it protects itself, and why this site provides all that the plover needs to survive.

## SITE 15: Gooseberry Lake Provincial Park

### Activities (continued)

**Grades  
4, 5 and 6**  
ICT  
C1

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This is an important site for birds. Specific varieties include sanderlings, red-necked phalaropes, great blue herons, American white pelicans and piping plovers. Have students research one of these birds and complete electronic reports. Set criteria for the reports.

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## SITE 16: Red Deer River Provincial Recreation Area

The Red Deer River is an excellent spot for river rafting. The river is home to a wide variety of fish, such as brook trout, finescale dace, flathead chub, goldeye, lake sturgeon, lake whitefish, longnose sucker, mountain whitefish, northern pike, quillback, rainbow trout, river shiner, sauger, spoonhead sculpin, walleye, white sucker and yellow perch. There are also extensive camping and recreational facilities in the park.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=214](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=214).



Approximate distance from Site 15 to Site 16 is:  
**225 km or 360 000–405 000 steps.**

### Activities

#### Kindergarten

Teach students a game that can be played outside on a playground structure. For more information on games, visit:

[www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Health/](http://www.education.gov.ab.ca/PhysicalEducationOnline/TeacherResources/Health/).

#### Grades 1 and 2

Physical  
Education  
Outcome A

Teach a group of at least five students how to play kick the can. Have students play this game that settlers played years ago. An empty can is placed upside down in the middle of the playing area. One student is “it” and closes his or her eyes while counting to 50. Other students hide within a predetermined area. Upon reaching 50, the student who is “it” tries to catch the hiding students by tagging them. Meanwhile, the untagged hiding students are attempting to reach the can and kick it over before they are tagged. If successful, they become the next person to be “it.”

#### Grade 3

Math  
Number  
Operations

Discuss the types of recreational facilities students are likely to find at this site. Create number problems for students using their ideas. For example, you want to set up a campground and make \$100 per night. How many sites would you need to rent out if you charged \$5 per night for each site?

## SITE 16: Red Deer River Provincial Recreation Area

### Activities (continued)

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<b>Grade 4</b> Physical Education Outcome A	Have student volunteers teach others some of the games they play when they are camping with their families, e.g., kick the can, baseball, throw and catch. Have students work in groups to create a new game based on the different types of fish found in the river.
<b>Grade 5</b> Physical Education Outcome D	Have students brainstorm the names of all the provincial recreational areas they have been to. How would they rank them? What do they view as important facilities? Students can complete projects highlighting the facilities available at their favourite sites and share their projects with others.
<b>Grade 6</b> ICT Outcome 1	Have students find out how many provincial parks there are in Alberta. Where are they located? When were they established as provincial parks? What are the criteria to be designated a provincial park? Are there any national parks in Alberta? If so, what are they? For information, visit: <a href="http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/searchgeo.asp">www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/searchgeo.asp</a> .

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## SITE 17: Red Lodge Provincial Park

On this site, an English settler named Mr. Crichley had a craftsman build him a large log home on the shore of the Little Red Deer River. The logs were painted red. Red Lodge became the name of his ranch and later, the name of a small community and the provincial park.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=114](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=114).



Approximate distance from Site 16 to Site 17 is:  
**42 km or 67 200–75 600 steps.**

### Activities

#### Kindergarten

Talk about the colour red. What colours can be mixed with red to make orange and purple? Have the students experiment with paints to create colours with red.

#### Grade 1 Art Depiction

Explain that this park was named after an English settler who had his large log home painted bright red. Discuss other buildings students know of that are red in their communities. Have students create a picture including only things that are red.

#### Grade 2 Language Arts Outcome 1

Explain that this site was named after an English settler who had a craftsman paint his lodge red. Discuss the word “craftsman.” Talk about the two words that make up this word. Ask students what other compound words they know. Brainstorm them, write them down and use some for spelling words.

#### Grade 3 Physical Education Outcome D

Discuss this site and what it is used for today. Ask students if they have ever camped with their parents. Talk about students’ favourite sites, their locations and the activities they offer. Play a game of skunk tag, which can be played at any camping area. One person is it and all others attempt to run away. To avoid being tagged, the runner must place him- or herself in a skunk position. This involves standing with one arm under one leg and holding his or her nose with that hand. The skunk position can only be used three times in the game. When a new person is tagged, he or she becomes it.

## SITE 17: Red Lodge Provincial Park

### Activities (continued)

**Grade 4**  
Social Studies  
4.2

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Discuss what the story of the English settler reveals about the history of Alberta. How do you think his story would differ from that of a Francophone settler or Aboriginal person?

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**Grades  
5 and 6**  
Language Arts  
Outcome 1

This site was named after a large log home painted red. It was first the name of a home, then the name of a small community and then a provincial park. Discuss things that influence the naming of towns and cities. Brainstorm a list of 5–10 names of towns or cities and have students research the origins of the names. For more information, visit: [www.PlaceNamesOfAlberta.ca](http://www.PlaceNamesOfAlberta.ca).

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## SITE 18: Stephansson House

Born in Iceland in 1853, Stephansson brought his family to the Markerville area in 1889. There, within the view of the Rockies, he homesteaded—farming by day and writing by night. His prolific literary output has since gained him worldwide recognition and respect in his homeland as a poet.

Restored to its 1927 appearance, the Stephansson home offers a glimpse of Alberta's Icelandic heritage and the life of this pioneer poet. Visitors can enjoy pioneer life as costumed guides provide interpretive programs and house tours. Experience the spinning of wool, baking, household chores or a leisurely poetry reading, all as it was in the 1920s.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/stephansson\\_house/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/stephansson_house/index.asp).



Approximate distance from Site 17 to Site 18 is:  
**30 km or 48 000–54 000 steps.**

### Activities

#### Kindergarten

Read stories and show pictures depicting early settlers. Have students talk about what toys might have looked like at that time. Stories include:

- *A Pioneer Thanksgiving* by Barbara Greenwood (Toronto, ON: Kids Can Press, 1999)
- *A Pioneer Christmas* by Barbara Greenwood (Toronto, ON: Kids Can Press, 2003)
- *The Story of Canada* by Janet Lunn (Toronto, ON: Lester Publishing Ltd., 1992).

#### Grade 1 Health Wellness Choices

Discuss how early settlers got healthy foods and how we acquire them today. Draw a picture of a homesteader and his family's food sources (garden and/or animals).

#### Grade 2 Health Wellness Choices

Make a chart of the activities early settlers did and compare them to what we do today to stay active. Examples could include plowing the fields, hauling water and picking vegetables compared to running, swimming, working out and playing hockey.

## SITE 18: Stephansson House

### Activities (continued)

<b>Grade 3</b> Science Topic B	Discuss the building methods and tools used at the time and have students create a model log house to depict a typical settler's farmhouse.
<b>Grade 4</b> Language Arts Outcome 3	Use pictures to show the sequence of hardships new immigrants must have faced when they entered Canada. Examples could include finding a place to live, knowing where to buy clothes, the different types of food and how to find a doctor.
<b>Grade 5</b> ICT Outcome 1	Have students research Stephansson House on the Internet and answer the questions, "what, where, when, why and how."
<b>Grade 6</b> Language Arts Outcome 2	Write a poem about your life as a new settler coming to Canada. Include your observations as well as your feelings.

## SITE 19: Don Getty Wildland Provincial Park

Don Getty Wildland Provincial Park contains several important features, including Forget-Me-Not Ridge, which provides spectacular views, and one of the deepest known caves in Alberta. The park also contains exceptional examples of several well-preserved periglacial features—felsenmeer, stone stripes and stone polygons. The Plateau-Cataract area of the park includes Cataract Creek, one of Alberta's finest walk-in trout fishing streams.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/featured/kananaskis/wildland\\_getty.asp](http://www.cd.gov.ab.ca/enjoying_alberta/parks/featured/kananaskis/wildland_getty.asp).



Approximate distance from Site 18 to Site 19 is:  
**233 km or 372 800–419 400 steps.**

### Activities

**Kindergarten  
and Grade 1**  
Social Studies  
Topic A

Explain that this park was named after a specific person. Tell students who Don Getty was. What other things can they think of that were named after people? What would they like named after themselves? Have students draw pictures and share them with others.

**Grade 2**  
Language Arts  
Outcome 2

Have students use words from the name of the park and description above to create a rhyme. Encourage students to play with the sounds of words and word combinations, and recite their rhymes for others.

**Grade 3**  
Science  
Topic E

This site is restricted to backcountry permit holders only. Explain what that means. Have students try to surmise why. Talk about the impact of humans on our natural environment. How could humans affect animals and their life cycles?

**Grade 4**  
Science  
Topic B

Since this site has limited summertime access, have students make a chart showing the advantages and disadvantages of each of the three ways of accessing this site, i.e., by hiking, horseback or mountain bike.

## SITE 19: Don Getty Wildland Provincial Park

### Activities (continued)

**Grade 5**  
Physical  
Education  
Outcomes A  
and D

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This site can only be reached in the summer by hiking, horseback or mountain bike. Plan a hike with your students. Review everything that would need to be taken and done to ensure the safety of all. Refer to the *Safety Guidelines for Physical Activity in Alberta Schools* as well as your own jurisdiction's safety regulations.

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**Grade 6**  
Science  
Topic E

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Have students view pictures of the forests in the park and identify characteristics of at least four trees. Have them compare these trees to those found in their own local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar and pine.

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## SITE 20: Royal Tyrrell Museum

Opened in 1985, the Royal Tyrrell Museum is a world-renowned palaeontology museum and research facility. The museum has 10 signature galleries and feature exhibitions that celebrate the spectacular history and diversity of life on Earth, and the palaeontologists who bring the story to life. Visitors can watch technicians carefully removing the rock from fossils that may hold new clues to the past or tour the Discoveries Hall to see prize specimens.

With every step, visitors experience the evolution of life: from sea dwellers to the Tyrrell's BIG attraction, the dinosaurs, to the rise of those furry little mammals and many of Earth's inhabitants in between. The museum boasts dozens of skeletons and hundreds of fossils that tell the story of ancient Alberta.



For more information, visit:  
[www.tyrrellmuseum.com/](http://www.tyrrellmuseum.com/).



Approximate distance from Site 19 to Site 20 is:  
**253 km** or **404 800–455 400 steps**.

### Activities

#### Kindergarten

Discuss pictures of dinosaurs. Have any of the students visited this site? What would they like to know about dinosaurs? Access the Web site and walk students through it.

#### Grade 1 Language Arts Outcome 2

Read a variety of stories about dinosaurs. Ask students what they know about dinosaurs. Have they seen pictures or movies about dinosaurs? Reference books include:

- *What Happened to Patrick's Dinosaurs?* by Carol Carrick (New York, NY: Clarion Books, 1986)
- *The Magic School Bus in the Time of Dinosaurs* by Joanna Cole (New York, NY: Scholastic Inc., 1994)
- *March of the Dinosaurs: a Prehistoric Counting Book* by Jakki Wood (London, UK: Frances Lincoln, 1999).

## SITE 20: Royal Tyrrell Museum

### Activities (continued)

<b>Grade 2</b> Math Shape and Space	Discuss the various sizes of dinosaurs. Prepare word problems for students comparing the size of dinosaurs to other objects they are familiar with. For example, a stegosaurus was about 2.75 metres tall or as tall as a high diving board; a tyrannosaurus rex was about as tall as a two-storey house.
<b>Grade 3</b> Math Statistics and Probability	Provide the names of a number of dinosaurs from various time periods, e.g., Theropods, T-rex, Albertosaurus. Have students put the dinosaurs on timelines representing the periods of their existence, and work with partners to see if the timelines are correct.
<b>Grade 4</b> Social Studies 4.1	Have students review the Web site and other resources and answer the following questions. <ul style="list-style-type: none"><li>• How did archeologists and paleontologists discover the presence of dinosaurs in Alberta?</li><li>• In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage?</li></ul>
<b>Grade 5</b> Science Topic E	Have each student (or pairs of students) research a dinosaur found in this museum. Guiding questions are: What did the dinosaur look like? What did it eat? What was its environment like? Which dinosaurs were friends or adversaries? Have students prepare dioramas showing the dinosaur in its natural habitat and evidence that they researched the topic.
<b>Grade 6</b> ICT Outcome B	Have students use the Internet to look up a particular dinosaur or prehistoric period. Assign questions that they are to answer in their research or have students write a report based on specific criteria. Ensure that the dinosaurs were linked to Alberta in some way.

## SITE 21: Peter Lougheed Provincial Park

Towering mountains, pristine lakes, evergreen valleys and glacial streams—Peter Lougheed Provincial Park is an area of striking contrasts where people can re-establish their links with the wilderness. This is one of Alberta's largest provincial parks. It has been developed to offer outdoor recreational opportunities in a mountain setting that extends over 500 square kilometres.

The park's Visitor Information Centre provides information on facilities and recreation opportunities. There are also displays dealing with the natural and cultural history of the area.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/featured/kananaskis/parks\\_lougheed.asp](http://www.cd.gov.ab.ca/enjoying_alberta/parks/featured/kananaskis/parks_lougheed.asp).



Approximate distance from Site 20 to Site 21 is:  
**270 km or 432 000–486 000 steps.**

### Activities

**Kindergarten**  
**Grade 1**  
Physical  
Education  
Outcome A

This site offers day hikes for walkers of various ability levels. Take students on a walk through the green spaces around the school or through the neighbourhood. Discuss which areas are easier to walk than others and why.

**Grade 2**  
Science  
Topic B

Discuss the recreational use of boats in this park. Have students discuss and evaluate the appropriateness of various materials to the construction of watercraft, in particular:

- the degree to which the material is waterproof (not porous)
- the ability to form waterproof joints between parts
- the stiffness or rigidity of the material
- the buoyancy of the material.

**Grade 3**  
Drama

This site offers nightly interpretive programs in the summer. Have students pretend they are naturalists and prepare a short information segment for the rest of the class. Topics could include animals native to the area, local flowers or weather patterns.

## SITE 21: Peter Lougheed Provincial Park

### Activities (continued)

<b>Grade 4</b> Physical Education Outcome A	There are over 12 kilometres of paved trails at this site. Take students on a 12 km bike ride around the school neighbourhood or on trails, if available. Stop frequently and provide the students with information about the site along the way.
<b>Grade 5</b> Math Shape and Space	This park extends over 500 square kilometres. Using chart paper, show at least three different configurations to represent this size. Specifications could include: must be a rectangle, must include a 45-degree angle, must be symmetrical.
<b>Grade 6</b> Physical Education Outcome A	This park is known for its hiking trails and beauty. Plan and take a hike with your students. Refer to <i>Safety Guidelines for Physical Activity in Alberta Schools</i> as well as your own jurisdiction's regulations.

## SITE 22: Fish Creek Provincial Park

Fish Creek Provincial Park was established in 1975 and is one of the largest urban parks in North America. It contains areas of mixed forest and open prairie. The park's attractions include: the historic Bow Valley Ranch House (now a restaurant), archaeological sites such as teepee rings and bison kill sites, a visitor centre and extensive environmental education programs.

More than 180 bird species have been observed in Fish Creek Provincial Park. Great blue herons are common along watercourses, ducks and geese can be seen on the Bow River year-round, and there are bald eagles in the Bow River Valley during winter months. Raptors common to the area are red-tailed and Swainson's hawks and great horned owls. Dense spruce and aspen forests provide excellent habitat for songbirds.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=45](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=45).



Approximate distance from Site 21 to Site 22 is:

**134 km or 214 000–241 200 steps.**

### Activities

#### Kindergarten

Discuss what the name of this park might mean. What would students expect to find there? Have students draw a picture of what they think Fish Creek Provincial Park would look like.

#### Grade 1

Math  
Number  
Operations

Make up word problems for students, including fish in each one. For example, eight fish were swimming in a pond. A fisherman caught three of them. How many fish are left in the pond?

#### Grades 2 and 3

Language Arts  
Outcome 3

This site is often used as a family picnic area. Discuss what to take on a picnic and activities to play. Take students on a walk and have a picnic at a local park.

#### Grade 4

ICT  
Outcome 1

The Bow River flows through this site. It is known for the great numbers of bald eagles that nest here. Have students research this species on the Internet to determine specific facts, such as size, food, nesting habits, its young, its prey and enemies.

## SITE 22: Fish Creek Provincial Park

### Activities (continued)

**Grades 5  
and 6**

Physical  
Education  
Activity

Within Fish Creek Provincial Park there are many orienteering courses. Orienteering is a sport that involves navigating through varied terrain with the aid of a map and compass. Participants navigate to a series of checkpoints marked on a map. The goal is to find each point as quickly as possible.

Create an orienteering course in the schoolyard. For more information, visit: [www.orienteeingalberta.ca](http://www.orienteeingalberta.ca).

## SITE 23: Cypress Hills Interprovincial Park

Canada's first and only interprovincial park is located in both Alberta and Saskatchewan. The Cypress Hills are the highest point in Canada between the Rocky Mountains and Labrador, with a maximum elevation of 1466 metres above sea level. They are unique in that they were not glaciated during the last ice age. The environment is an oasis of mixed and lodgepole pine forests in the midst of the Canadian prairies. The park features a wealth of plant and animal life, including 14 species of orchids.

Moose, elk, white-tailed and mule deer, pronghorn (antelope), red fox, porcupine and bobcat live in the park. Three important amphibian species, endangered northern leopard frog, boreal chorus frog and tiger salamander, also make the park their home. The park became a Researching Amphibian Numbers in Alberta (RANA) site in 1998 and it is the only RANA site where the largest and most threatened Alberta frog, the northern leopard frog, is found.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=29](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=29).



Approximate distance from Site 22 to Site 23 is:  
**357 km or 517 200–642 600 steps.**

### Activities

#### Kindergarten

Explain what an oasis is, e.g., a welcoming, nice place where animals and plants thrive. Describe how the surrounding landscape suddenly changes as you enter this park. The surrounding area is flat but suddenly transforms to forests, hills and lakes. Have students draw pictures of an oasis that they have seen or would like to discover, e.g., a back garden in the city, a local park.

#### Grade 1 Science Topic B

Discuss seasonal changes that occur in the park, focusing on plant and animal changes:

- changes in form and appearance
- changes in location of living things
- changes in activity, e.g., students should recognize that many living things go into a dormant period during winter to survive.

## SITE 23: Cypress Hills Interprovincial Park

### Activities (continued)

<b>Grade 2</b> Health Relationship Choices	Explain what “interprovincial” means—this site straddles two provinces. What might that mean for the people living or working in the park? Talk about how we get along with our neighbours. What characteristics are needed to be a good friend or neighbour? Make a poster depicting good skills to use when playing or working with friends or neighbours.
<b>Grade 3</b> Science Topic E	Show students a picture of a wapiti (a rare, large deer). What does it remind them of? Who has seen one before? Where? Together, create a list of questions about this animal and attempt to answer the questions. Why do students think wapiti thrive in Cypress Hills? Encourage students to recognize that animals require different habitats in order to meet their basic needs of food, water, shelter and space.
<b>Grade 4</b> Science Topic E	Within the unit on plant growth, have students study the orchid. What makes these flowers special? What type of environment do they grow in? Why do they not grow everywhere? What can students assume about Cypress Hills if orchids grow there?
<b>Grade 5</b> Social Studies 5.1	Cypress Hill Park is an interprovincial park. What does that mean? Is that common in Canada? What was the first interprovincial park? What two provinces does it straddle? Where did the name of this park come from? (French-speaking explorers called the local pine Cypres that led to the hills being called Cypress Hills.) Have students discuss how Canada’s national parks and protected areas are important to the sustainability of Canada’s natural environment.
<b>Grade 6</b> Science Topic E	This site is known as a geographic wonder, with forests of lodgepole pine, spruce and aspen as well as 14 varieties of orchids. Have students research in a library or on the Internet what kind of characteristics must exist in order for these forests and/or flowers to exist, e.g., weather, land formations. Some students could look up the types of orchids and the qualities that make them special.

## SITE 24: Brooks Aqueduct

Like a giant centipede, the Brooks Aqueduct spans a shallow 3.2 km wide valley, suspending a concrete sling 20 metres above the prairie landscape. Once filled to overflowing with water bound for the thirsty croplands of southwestern Alberta, today it holds only memories.

Discover the Brooks Aqueduct National/Provincial Historic Site and learn the story of this monumental structure. Erected over 80 years ago by the Canadian Pacific Railway's irrigation division to serve as a vital link in its expansive irrigation network, the Aqueduct stretched the limits of engineering design and technology of that time.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/brooks\\_aqueduct/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/brooks_aqueduct/index.asp).



Approximate distance from Site 23 to Site 24 is:  
**108 km or 172 800–194 400 steps.**

### Activities

#### Kindergarten

Discuss how vital clean water is to our bodies. What would we do without it? How can we make sure that we don't waste water in our homes? What can we do to ensure that we get enough water?

#### Grade 1 Science Topic E

Discuss needs that are vital to plants and animals and the importance of water for both. Show a picture of the Brooks Aqueduct and describe what it was used for. Do students know of any other structures that hold water in their communities, e.g., water towers, dams? Have students draw pictures of water-holding devices and write a few words about how they work and/or who would use them.

#### Grade 2 Health Wellness Choices

Discuss the importance of clean water and ask students where tap water comes from. Where does our food come from? What is needed to make food grow? Explain why the Brooks Aqueduct was built and how it was used. Why is it not used anymore? How much water do we use every day and how can we decrease the amount of water we waste in our homes?

## SITE 24: Brooks Aqueduct

### Activities (continued)

<b>Grade 3</b> Language Arts Outcome 1	Have students look up the word “aqueduct.” Discuss its meaning. Have any of the students seen one? What can we assume about the location of aqueducts? Have students write a paragraph about what they have learned about aqueducts. Ensure that it includes an enticing opening sentence, clear descriptive sentences, proper punctuation and a good summative end sentence.
<b>Grade 4</b> Social Studies 4.2	Water in southern Alberta has always been a limited natural resource. How do you think this affected the early settlers there? How did they get water for their personal use, their gardens, their crops and their animals? What might it have meant to them when this aqueduct opened in 1914? Using a before and after chart, compare their lives in terms of water use before and after 1914.
<b>Grade 5</b> Science Topic D	What are some things that are affected by rain levels? How do farmers rely on the weather for their existence? What types of inventions are used to help modern day farmers with their crops? How was this different years ago? What is the Brooks Aqueduct and why was it built? How long was it used? Why is it no longer used today? Explain how it met the needs of the community when it was constructed in 1914.
<b>Grade 6</b> Math Shape and Space	The Brooks Aqueduct opened in 1914 to provide a critical water supply to southern Alberta farmers. It was the longest steel-reinforced concrete structure of its kind in the world. Determine the volume of water it was capable of holding and the area of the structure.

## SITE 25: Frank Slide Interpretive Centre

On April 29, 1903, at 4:10 a.m., 82 million tonnes (30 million cubic metres) of limestone crashed from the summit of Turtle Mountain and buried a portion of the sleeping town of Frank. The bustling town was home to approximately 600 people in 1903. Of these, roughly 100 individuals lived in the path of the slide. An estimated 70 people were killed.

The primary cause of the Frank Slide was the mountain's unstable structure. Underground coal mining, water action in summit cracks and severe weather conditions may have contributed to the disaster.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/frank\\_slide/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/frank_slide/index.asp) or, [www.frankslide.com](http://www.frankslide.com).



Approximate distance from Site 24 to Site 25 is:  
**299 km or 478 400–538 200 steps.**

### Activities

#### Kindergarten

Tell the story of the Frank Slide. Show pictures of Turtle Mountain before and after. Talk about the rocks strewn around the base. Explain how this is now a protected area and that the rocks cannot be removed or defaced. Have students draw pictures of the mountain, the slide and the rocks at the base.

#### Grade 1 Language Arts Outcome 2

Tell the story of the Frank Slide. Have students relate aspects of the story to personal feelings and experiences.

#### Grade 2 Social Studies 2.1

Tell the story of the Frank Slide. Have students discuss how natural resources and industry can impact a community, e.g., occupations, economy, risks.

#### Grade 3 Math Statistics and Data Analysis

Use problem-solving strategies to deduce the number of people in Frank prior to the slide, the number lost in the slide and the portion of the town that survived. Estimate the number of families affected and how many years it might take to rebuild the town.

## SITE 25: Frank Slide Interpretive Centre

### Activities (continued)

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<b>Grade 4</b> Math Statistics and Data Analysis	Have students construct a bar graph using information at <a href="http://www.frankslide.com/info.html">www.frankslide.com/info.html</a> to show the size of Turtle Mountain prior to the slide, the section that broke off and the remaining section.
<b>Grade 5</b> Science Topic D	Have students write paragraphs explaining how weather can affect rockslides and other formations in our environment, making links to the 1903 slide in Frank.
<b>Grade 6</b> Language Arts Outcome 4	Have students write newspaper articles describing the events that occurred on Turtle Mountain. Their articles should be dated May 1, 1903.

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## SITE 26: Head-Smashed-In Buffalo Jump

For over 10,000 years, the people of the Plains stampeded herds of buffalo to their deaths at jump sites across the Western Plains. Head-Smashed-In Buffalo Jump is known around the world as a remarkable testimony of early life. The plains people used this hunting system at Head-Smashed-In Buffalo Jump for nearly 6000 years.

Using their knowledge of local topography and bison behaviour, Aboriginal peoples stampeded large herds over the precipice and processed the kill in the butchering camp on the flats below.

In 1981, the United Nations Educational Scientific and Cultural Organization (UNESCO) designated the jump a World Heritage Site, placing it among other world attractions such as the Egyptian Pyramids, Stonehenge and the Galapagos Islands.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/head\\_smashed\\_in/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/head_smashed_in/index.asp) or [www.head-smashed-in.com](http://www.head-smashed-in.com).



Approximate distance from Site 25 to Site 26 is:  
**108 km or 172 800–194 400 steps.**

### Activities

#### Kindergarten

Discuss the Aboriginal peoples who lived in the area and their buffalo hunt. For more information, visit:  
[www.head-smashed-in.com/black.html](http://www.head-smashed-in.com/black.html).

#### Grade 1 Science Topic E

Have students draw pictures of buffalo. Name three parts of the buffalo that were used by Aboriginal peoples and what uses they served.

#### Grade 2 Language Arts Outcome 5

Have students write down three questions they would like to ask a young brave who participated in a buffalo hunt. Discuss the questions and predict what the young brave might have said.

#### Grade 3 Art Reflection

Create a landscape depicting the layout of the buffalo jump using natural materials.

## SITE 26: Head-Smashed-In Buffalo Jump

### Activities (continued)

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<b>Grade 4</b> Social Studies 4.2	Discuss how the ways of life of Aboriginal peoples changed after the Europeans arrived. What does this site reveal about how First Nations people survived and met their needs? For more information, visit: <a href="http://www.head-smashed-in.com/black.html">www.head-smashed-in.com/black.html</a> .
<b>Grade 5</b> Social Studies 5.1	In which physical region of Canada is this site located? Have students illustrate the geographic features of this area, and include a legend.
<b>Grade 6</b> Science Topic E	Have students research the types of trees and vegetation around this site and describe their importance in the way of life of Aboriginal peoples.

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## SITE 27: Leitch Collieries

Leitch Collieries was one of the largest and most ambitious coal mines in the early history of the Crowsnest Pass. Established in 1907, it was the only coal company in the pass completely Canadian owned and operated. Its first entry into coal seams occurred at Byron Creek, south of the present site. The No. 2 mine was started in 1909, one kilometre northwest of the area known as Police Flats.

The town of Passburg, one kilometre west of the site, was built as a bedroom community for Leitch Collieries miners and their families. When the mine ceased operations, the town's buildings were eventually moved to other communities in the Crowsnest Pass. The mine owners built an impressive row of 101 coke ovens, a 27 metre wooden washery, a huge tippie with a daily capacity of 1000–2000 tons of coal and a large sandstone powerhouse, completed in 1910, which supplied electricity to the mine and the town of Passburg.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/leitch\\_collieries/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/leitch_collieries/index.asp).



Approximate distance from Site 26 to Site 27 is:

**108 km or 172 800–194 400 steps.**

### Activities

#### Kindergarten

Show pictures or a video of a mine and discuss what miners do. Discuss the importance of this occupation and all occupations of a community.

#### Grade 1 Social Studies 1.1

Read stories to the students that describe various jobs that adults do and how these jobs affect their families and communities, e.g., firefighter, police officer, travelling salesperson, someone who works at home, teacher, restaurant owner, rancher, miner. Describe what each job involves. What would it be like to live in a mining community?

## SITE 27: Leitch Collieries

### Activities (continued)

<b>Grade 2</b> Social Studies 2.2	Discuss the unique characteristics of the communities around the Leitch Collieries and the role coal exploration played in the founding of the communities. Discuss the characteristics that define the students' community, what is unique about it and its origins.
<b>Grade 3</b> Science Topic A	Discuss rocks and minerals, and what coal is used for. Where is it found? What do the students know about it? What are some of its qualities? Show students a piece of coal, and pictures of a mine. Have students answer the question, "What kind of equipment would miners need to perform their job?"
<b>Grade 4</b> Social Studies 4.1	Discuss where in Alberta coal was mined in the early 1900s and where it is mined today. How is coal used today? In what ways do the physical geography and natural resources of a region determine the establishment of communities?
<b>Grade 5</b> Social Studies 5.1	While studying the physical regions of Canada, ask students what the Crowsnest Pass is known for. How many have driven through the region? What did they notice? What are the advantages and disadvantages of mining? Brainstorm some questions about mining and this site. With students working in pairs, have each pair take a question, research it and share their findings with the class.
<b>Grade 6</b> Math Quantity	This site was in operation from 1907–1915. It was one of the most sophisticated early coal mines in operation. Have students research the quantity of coal mined in each year and draw a circle graph to depict their findings. Have students make inferences about why the mine was closed.

## SITE 28: Tyrrell Field Station

Visitors can walk the trail of dinosaurs at Dinosaur Provincial Park near Brooks, one of the richest fossil sites in the world, or stop at the station and take a guided hike or bus tour.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/index.asp).



Approximate distance from Site 27 to Site 28 is:  
**300 km or 480 000–540 000 steps.**

### Activities

#### Kindergarten

Show students pictures of fossils. Tell students what they are and what they represent. Explain how fossils help us understand our past. Have students preserve a leaf by ironing it between two sheets of wax paper.

#### Grade 1 Science Topic B

Bring in a few sea shells or ask students to bring sea shells from home. Discuss where they might be found. Ask students what they think happens to sea shells over time.

#### Grade 2 Science Topic E

Show pictures of insects trapped in rocks. (See [www.canadafossils.com](http://www.canadafossils.com).) Ask students if they know how the insects got there. Discuss fossils. At this site, scientists work with fossils every day. What do students think of this occupation? Explain what an archaeologist does. Have students draw pictures and a few sentences that show what an archaeologist does.

## SITE 28: Tyrrell Field Station

### Activities (continued)

<b>Grade 3</b> Science Topic A	Have students study rocks and fossils contained in rocks. Discuss this site and the work done here. What is it about the surrounding area that provides so much information for scientists here? Have students create their own fossils using dried pieces of vegetation or insects pressed into wet plaster, clay or plasticine.
<b>Grade 4</b> Math Number Operations	At this site, there is a replica of the world's largest dinosaur, the Tyrannosaurus Rex, which stands overlooking Drumheller Valley. Visitors can climb 106 steps to reach a platform inside the mouth of the dinosaur. If each step were about 22 cm high, how high up would people on the platform be? Create other number problems for students to solve. Students can also use their pedometers to count out the steps to show the height.
<b>Grade 5</b> Math Shape and Space	The Tyrannosaurus Rex at the site stands 25 metres high and 12.4 metres long. Have students prepare graphs comparing at least five other objects or buildings with the dinosaur.
<b>Grade 6</b> Science Topic D	Fossils play an important role in determining the past. Have students study some of the discoveries found at this site. Have students develop their own set of prints, bones, teeth or shells by pressing their hands or feet or objects into plasticine or plaster and pulling them out to leave an impression.

## SITE 29: Writing-on-Stone Provincial Park

This park is one of the largest areas of protected prairie in Alberta's parks network, preserving significant coulee and prairie wildlife habitats. An archaeological preserve protects the largest concentration of native rock paintings and carvings on the North American Plains. A reconstructed Northwest Mounted Police outpost depicts the area's role in bringing law and order to the Canadian West.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/parks/planning/gateway/siteinformation.asp?id=177](http://www.cd.gov.ab.ca/enjoying_alberta/parks/planning/gateway/siteinformation.asp?id=177).



Approximate distance from Site 28 to Site 29 is:  
**145 km or 232 000–261 000 steps.**

### Activities

#### Kindergarten

Discuss this site and how important it is to understand things that happened long ago. Discuss how the site is preserved. Talk to the students about their toys and how they change over time. Have students draw pictures of their favourite toys to preserve them for future generations.

#### Grade 1 Language Arts Outcome 2

Make an 8–10 page booklet for each student. Ask students to create their own picture stories, making sure that there is a beginning, middle and end. Use the petroglyphs for inspiration. For photographs, visit: [www.raysweb.net/writingonstone/](http://www.raysweb.net/writingonstone/).

#### Grade 2 Physical Education Outcome A

Discuss the need to preserve our heritage and culture. Many Aboriginal art forms are preserved at this site. Another way of maintaining culture is through dance. Discuss different Aboriginal dances and their cultural significance. Have students create and perform their own dances.

#### Grade 3 Art Depictions

Show students pictures of Aboriginal carvings found at this site. Explain that these are preserved in sandstone. Using the rubbing method to reveal textures, have students capture five interesting rubbings within the classroom.

#### Grades 4, 5 and 6 Art Expression

This site contains ancient petroglyphs that tell the stories of Aboriginal peoples. Have students research these sandstone drawings. (See [www.raysweb.net/writingonstone/](http://www.raysweb.net/writingonstone/).) Using their choice of medium, have students tell stories about important events in their lives with the idea of preserving them for 100 years.

## SITE 30: Remington Carriage Museum

Located in the rolling foothills of southern Alberta, the Remington Carriage Museum in Cardston provides visitors with an authentic experience with 19th and early 20th century horse-drawn transportation. Using state-of-the-art techniques, the Remington Carriage Museum brings this bygone era to life.

The museum's interactive galleries tell numerous stories of turn-of-the-century society and the carriage industry. Visitors can enter the carriage factory and discover the techniques used to produce carriages. Across the street is the carriage dealer where all types of vehicles were sold to all types of buyers. Around the corner is the blacksmith shop and livery stable where artisans and businessmen plied their trades. Across the way is the racetrack, where the elegant lifestyles of the leisure class are depicted. Vehicles from the Remington collection are prominent in most of the 25 stories told in the galleries.



For more information, visit:

[www.cd.gov.ab.ca/enjoying\\_alberta/museums\\_historic\\_sites/site\\_listings/remington\\_carriage\\_museum/index.asp](http://www.cd.gov.ab.ca/enjoying_alberta/museums_historic_sites/site_listings/remington_carriage_museum/index.asp)



Approximate distance from Site 29 to Site 30 is:  
**119 km or 190 400–214 200 steps.**

### Activities

#### Kindergarten

Discuss horse-drawn hayrides. Have students experienced one? What did they think? Discuss caring for horses. If possible, arrange for a horse-drawn ride for students.

#### Grade 1 Language Arts Outcome 1

Review the different types of carriages and how they were made. Divide students into groups to share the experiences they have had with horses, wagons or carriages. Have students share what they learned about horse-drawn carriages.

#### Grade 2 Language Arts Outcome 3

Read short stories about various modes of transportation, which can be found in any school library. Discuss how transportation has progressed over the years. Have students draw 5–7 pictures showing the changes in transportation over the years.

## SITE 30: Remington Carriage Museum

### Activities (continued)

<b>Grade 3</b> Language Arts Outcome 3	Have students bring in pictures of different types of transportation over the years. Share these pictures with the class and have students write stories about their favourite vehicles.
<b>Grade 4</b> Science Topic B	As students are learning about wheels and levers, discuss how automobiles were developed. Look at the various types of wheels, gears and levers that were used to enhance the progression of automobiles. Have students write a paragraph on how life changed when automobiles took over from horses as the main mode of transportation.
<b>Grade 5</b> Social Studies 5.2	Starting with the explorers, settlers and First Nations people, have students write about how transportation affected the development of our country.
<b>Grade 6</b> Math Data Analysis	Have students develop a questionnaire to collect data from family members or neighbours about modes of transportation they have used, e.g., boats, planes, helicopters, trains, horses, elephants, camels, donkeys, dog sleds, wagons. Try to include grandparents or other seniors. Have students create a chart or graph to display their findings.



You've completed the Trek Across Alberta, now organize a school-wide or multiple-class playday based on the **Trek Across Alberta Centennial Playday!**

## Trek Across Alberta Centennial Playday

This playday is a great way to end the Trek Across Alberta. It can be scheduled when students complete the trek or at the end of the year in place of the regularly scheduled playday. These types of activities help to enhance school spirit and build a positive sense of school community. The activities can be scheduled for a half day or full day but may also be used for single classes or divisions. An equipment list is provided for every station. Quantities will vary depending on the number of participants.

### Types of Playdays

Playdays can be structured in different ways. Examples follow.

#### Single Team Rotation

Students are placed in cross-graded teams. Teams start at different stations and travel from one station to the next. Rotation can be determined according to a specific amount of time or as stations are completed by each team. Points can be awarded for participation.

#### Two Team Rotation

Two teams start at each station. Half of the teams rotate one direction and the other half in the other direction. This type of rotation works well with large groups. Points can be awarded competitively or for participation.

#### Individual (no specific rotation)

Students travel individually, in pairs or in small groups. They can go to whichever station they wish, whenever they wish. No station can be repeated until all have been visited once. This format is the most relaxed and least competitive.

### Playday Passports

Have students, individually or as a group, fill out a passport as they complete each station. Station leaders can initial or stamp the passports after each student completes the station. Encourage older students to write comments in their passports about the different activities, e.g., what they liked, what they disliked or something they learned, during wait time between stations or at the end of the playday.

A sample playday passport is found on page 66.

## Remember

- It takes more than one person to plan and run a playday. Organize a playday team consisting of teachers, administrators, parents, community members and older students.
- Events can start with an opening ceremony and/or end with a closing ceremony.
- Make signs for each station and post them on chairs for the station leaders to sit on if needed.
- Half the school can participate in the morning and the other half in the afternoon if numbers are difficult to manage.
- Use a portable board to display a master map of all stations.
- Events can be held both inside and outside.
- Invite guests, mascots and/or the media to the event.
- Half-day playdays can be just as enjoyable as full-day events.

## Possible Playday Team Roles

<b>General Organizer</b>	Organizes the team members and equipment needed for the event. Advertises and promotes the event. Handles problems and fills in as needed throughout the day.
<b>Setup Crew</b>	Sets up each station according to the master map. The setup crew could include station leaders or older students.
<b>Station Leaders</b>	Oversee the activity at a station and mark students' passports. Try rotating station leaders throughout the day to ensure each leader gets a break.
<b>Photographer</b>	Takes photographs and/or video of the event for display during an open house or for a school display.
<b>Clean-up Crew</b>	Cleans up each station and returns the equipment. The clean-up crew could include station leaders or older students.

**Have fun!**

# Trek Across Alberta Playday Passport



Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Station	Done?	Comments
1. Colin-Cornwall Lakes Wildland Park		
2. Hay-Zama Lakes Wildland Park		
3. Fort McMurray - Oil Sands Discovery Centre		
4. Saskatoon Island Provincial Park		
5. Historic Dunvegan		
6. Cold Lake Provincial Park		
7. Willmore Wilderness Park		
8. Royal Alberta Museum		
9. Father Lacombe Chapel		
10. Fort George and Buckingham House Provincial Historic Site		
11. Reynolds-Alberta Museum		
12. Rutherford House		
13. Ukrainian Cultural Heritage Village		
14. Victoria Settlement		
15. Gooseberry Lake Provincial Park		
16. Red Deer River Provincial Rec. Area		
17. Red Lodge Provincial Park		
18. Stephansson House		
19. Don Getty Wildland Provincial Park		
20. Royal Tyrrell Museum		
21. Peter Lougheed Provincial Park		
22. Fish Creek Provincial Park		
23. Cypress Hills Interprovincial Park		
24. Brooks Aqueduct		
25. Frank Slide Interpretive Centre		
26. Head-Smashed-In Buffalo Jump		
27. Leitch Collieries		
28. Tyrrell Field Station		
29. Writing-on-Stone Provincial Park		
30. Remington Carriage Museum		

## Playday Stations

Station	Description	Equipment
<b>1.</b> <b>Colin-Cornwall Lakes Wildland Park</b>	Students can run (as if flying) like the abundance of birds native to this park. They must run around at least five other stations before returning to their home station. With large teams, use a relay format.	none
<b>2.</b> <b>Hay-Zama Lakes Wildland Park</b>	This park is difficult to reach. Students must follow a series of clues to reach their destination (the park). Clues could include the following. Travel to a water holding station to find the next clue (station 24, Brooks Aqueduct). Find your next clue where buffalos were hunted (station 26, Head-Smashed-In Buffalo Jump). Find the next clue under a rock from Turtle Mountain (station 25, Frank Slide). Students must find their next clues at the applicable stations. The last clue should have students returning to this station.	<ul style="list-style-type: none"> <li>• set of 3–7 written clues (either hidden or displayed) linked together, with the last one returning to this station</li> </ul>
<b>3.</b> <b>Fort McMurray – Oil Sands Discovery Centre</b>	With the oil boom, this town grew quickly. Play a game of blob tag with students. Two students hold hands and are “it.” When they tag another student, that student must join on and help tag more students. Staying attached, continue tagging and adding on as the town grows. Use pylons to set boundaries for play. Several groups can play this at one time.	<ul style="list-style-type: none"> <li>• 4 pylons</li> </ul>
<b>4.</b> <b>Saskatoon Island Provincial Park</b>	The goal at this station is to rescue a friend from an island. Use a hoop to signify the island. One person sits in the hoop. The rescuer rides one scooter (boat), and takes another scooter with him or her to the island. Both students must return back from the hoop on the scooters and are attached using the hoop (bigger boat). The rescuer must do all of the pushing, pulling or provide the momentum to bring the other student back. With large groups, run this event as a relay activity.	<ul style="list-style-type: none"> <li>• 2 hoops</li> <li>• 4 scooters start and finish lines (shore)</li> </ul>

Station	Description	Equipment
<b>5.</b> <b>Historic Dunvegan</b>	Become a settler's wife for a day. Establish a circuit activity to represent chores, such as scrubbing clothes, churning butter, cleaning the rug and kneading bread. Each activity is followed by a physical activity to represent the hardships settlers experienced. Students perform chores, e.g., scrub the clothes in the bucket and do 10 jumping jacks; churn the butter in the next bucket and do five push-ups; hit the rugs with a pool noodle and do 10 crunches; knead the bread and run once around the station. With large groups, this can be done in a relay format.	<ul style="list-style-type: none"> <li>• 4 buckets</li> <li>• 2 boards to scrub clothes</li> <li>• 2 rags for clothes</li> <li>• 2 sticks for churning</li> <li>• 2 rugs draped on a baseball backstop</li> <li>• 2 pool noodles</li> <li>• 2 batches of dough or playdoh</li> </ul>
<b>6.</b> <b>Cold Lake Provincial Park</b>	This is the rest station. If it is a hot day, provide a cold popsicle or drink and time to rest.	<ul style="list-style-type: none"> <li>• popsicles or juice boxes</li> </ul>
<b>7.</b> <b>Willmore Wilderness Park</b>	Have students play charades in pairs or small groups. Each student draws a card that indicates the name of an animal native to the park, e.g., mountain goats, bighorn sheep, grizzly bears, mountain caribou, cougars and wolves. They must act out this animal to their partners/group.	<ul style="list-style-type: none"> <li>• cards with animal names or pictures</li> </ul>
<b>8.</b> <b>Royal Alberta Museum</b>	This museum has a large exhibit on insects. Have students (in groups of four or more) move like a centipede around a pylon and back. With each student on a scooter, students form a line one behind the other. Each student, except the leader, puts his or her legs onto the scooter board of the person in front. Only hands can be used for propulsion, except for the person in the front. The larger the team, the more difficult this task is.	<ul style="list-style-type: none"> <li>• 20 scooters</li> <li>• 4 pylons</li> </ul>
<b>9.</b> <b>Father Lacombe Chapel</b>	Father Albert Lacombe and his Métis helpers constructed a log building to serve as the new St. Albert Roman Catholic Mission. Have students work together, some running to get more "logs" and others assembling the structure, to construct a log building out of pool noodles. One student stays inside the building and helps hold it together. Challenge students to build as high as they can. Students must return the logs once they have reached their goal, e.g., as high as the student inside, four noodles high.	<ul style="list-style-type: none"> <li>• 28 or more pool noodles</li> </ul>

Station	Description	Equipment
<b>10.</b> <b>Fort George and Buckingham House Provincial Historic Site</b>	Students must trade their way out of this station. Using a large selection of items marked with numbers, e.g., toys, cards, skipping ropes, hats, students attempt to trade for their freedom. Students must trade with another student who has an odd number if they have an even number or vice versa. In between trades, students must perform 10 jumping jacks. Students must trade items with different students each time and must trade at least five times.	<ul style="list-style-type: none"> <li>• large box of marked items, e.g., clothes, toys, hair brushes, roll of tape, band aids, cards, hats</li> </ul>
<b>11.</b> <b>Reynolds-Alberta Museum</b>	Students must build a moving vehicle, aircraft or piece of farm machinery. Have a table of building blocks, wheels, tinker toys, etc. for students to use. When they have finished building their items, they must show the leader or group and explain the use of the equipment.	<ul style="list-style-type: none"> <li>• 2 tables</li> <li>• a selection of building toys</li> </ul>
<b>12.</b> <b>Rutherford House</b>	Working in cooperative groups of three to six, students choose a room in the house and plan how they can create a silent picture of the room by posing as various items of furniture or architectural features. Each group presents their tableau of the room, and the other students guess which room they are portraying.	<ul style="list-style-type: none"> <li>• variety of games equipment, e.g., hoops, balls, ropes, skittles</li> </ul>
<b>13.</b> <b>Ukrainian Cultural Heritage Village</b>	For this pioneer picnic game, students must carry an egg (plastic or real) on a spoon to a pylon and back. If they drop the egg, they must return and start again.	<ul style="list-style-type: none"> <li>• 4 spoons</li> <li>• 4 plastic or real eggs</li> <li>• 2 pylons</li> <li>• start and finish lines</li> </ul>
<b>14.</b> <b>Victoria Settlement</b>	Tug-of-war has been popular for many years. Have students play a game of tug-of-war with two groups. Each side should have a similar number. Specify a centre line (pylon) that the teams must pull the other team over in order to win.	<ul style="list-style-type: none"> <li>• rope</li> <li>• pylon</li> </ul>
<b>15.</b> <b>Gooseberry Lake Provincial Park</b>	Students participate in a gooseberry scramble. Two or more students compete against each other to collect as many gooseberries as they can. The leader throws gooseberries out on the field and students collect the berries. If playing in teams, each student takes a turn or they collect gooseberries as a group. If students are participating individually, the student who collects most moves to another station. The remaining student plays again against another student.	<ul style="list-style-type: none"> <li>• 4 bowls</li> <li>• marbles (gooseberries)</li> </ul>

Station	Description	Equipment
<b>16.</b> <b>Red Deer River Provincial Recreation Area</b>	Students form groups of three. Two attempt to carry a third person to safety across a river created by laying two ropes parallel to each other 4–6 feet apart. If the person they are carrying touches the water, they must start over. Once on the other side, they all “swim” safely back. Larger teams participate in a relay format.	<ul style="list-style-type: none"> <li>ropes to signify the river</li> </ul>
<b>17.</b> <b>Red Lodge Provincial Park</b>	This is a scavenger hunt for items that are red. Give each student, pair or team a red piece of paper and a marker. Students must find 10 red objects and list them on the paper. Younger students can draw pictures to represent the items.	<ul style="list-style-type: none"> <li>red paper</li> <li>black markers</li> </ul>
<b>18.</b> <b>Stephansson House</b>	Teach a group of at least five students how to play kick the can. Have students play this game that settlers played years ago. An empty can is placed upside down in the middle of the playing area. One student is “it” and closes his or her eyes while counting to 50. Other students hide within a predetermined area. Upon reaching 50, the student who is “it” tries to catch the hiding students by tagging them. Meanwhile, the untagged hiding students are attempting to reach the can and kick it over before they are tagged. If successful they become the next person to be “it.”	<ul style="list-style-type: none"> <li>one empty tin can</li> </ul>
<b>19.</b> <b>Don Getty Wildland Provincial Park</b>	This site can only be reached in the summer by hiking, horseback or mountain bike. Have students walk (not run), ride a stick pony and ride a tricycle around a designated track (one rotation for each mode of transportation). Depending on the playground terrain, include hills as well as flat areas to make it more difficult. This can be done in a relay format for larger groups.	<ul style="list-style-type: none"> <li>tape or pylons to mark the route</li> <li>4 stick ponies</li> <li>4 tricycles</li> </ul>
<b>20.</b> <b>Royal Tyrrell Museum</b>	Students become archaeologists at this station. Provide a sand box of some kind (the Kindergarten class may have one) or use a long jump pit or plastic wading pool. In the sand, hide several pieces of bone, rock or clay shapes to represent fossils. As students find these pieces, they must go to a large chart to find out what they have discovered. Great care must be taken in finding these fossils and remains. Use small rakes and brushes to uncover the “artefacts.” A chart may be created using information from the Smithsonian National Museum of Nature Web site: <a href="http://www.nmnh.si.edu/paleo/dino">www.nmnh.si.edu/paleo/dino</a> .	<ul style="list-style-type: none"> <li>sand box and sand</li> <li>items for fossils and bones, e.g., clay shapes, bones, dog biscuits</li> <li>chart of what each item represents (names of dinosaur parts)</li> <li>small rakes and brushes</li> </ul>

Station	Description	Equipment
<b>21.</b> <b>Peter Lougheed Provincial Park</b>	This park has an extensive paved pathway system. Have students race tricycles through a course on pavement. If participating in groups, have students compete against one another, or this can be completed as a relay with two competing teams.	<ul style="list-style-type: none"> <li>• 2 tricycles</li> <li>• 8 pylons</li> </ul>
<b>22.</b> <b>Fish Creek Provincial Park</b>	Students must attempt to catch fish with their fishing rods. Create an imaginary fish pond using a tri-fold mat, puppet theatre or small wading pool. The station leader behind the pond attaches a “fish” onto the rod. Each has a task marked on it, which must be completed by the student or team. Examples could be: skip a rope 20 times, hop on one foot in a circle three times, do four forward rolls, shoot the ball into the basket twice.	<ul style="list-style-type: none"> <li>• tri-fold mat decorated with a picture of a pond</li> <li>• fish (with an activity printed on each one)</li> <li>• skipping ropes</li> <li>• mat</li> <li>• basket</li> <li>• ball</li> </ul>
<b>23.</b> <b>Cypress Hills Interprovincial Park</b>	<p>Option One:            Within this park, there is a lake. Rent a dunk tank. (Adults only are allowed to sit in the dunk tank.) Fill it with warm water. Students throw the ball and hit the target, causing the seat to fall, dropping the adult into the tank. Each student gets three attempts.</p> <p>Option Two:            If a dunk tank is not available, have students make boats out of popsicle sticks, straws, elastic bands and paper (for sails). Students try to blow their boats across the lake (wading pool). Races could be held between teams or individual students.</p>	<ul style="list-style-type: none"> <li>• dunk tank</li> <li>• hose</li> <li>• warm water</li> <li>• three hard balls</li> <li>• towels</li> <li>• loud-hailer for crowd control</li> <li>• sense of humour</li> <li>• wading pool</li> <li>• water</li> <li>• popsicle sticks</li> <li>• straws</li> <li>• elastic bands</li> <li>• paper squares</li> </ul>
<b>24.</b> <b>Brooks Aqueduct</b>	The farmers are in need of water! Students must help by running over to the aqueduct, filling up a cup, running back and filling up a bucket, spilling as little as possible. Each student or team will need to repeat this several times to fill the bucket.	<ul style="list-style-type: none"> <li>• plastic swimming pool of water (aqueduct)</li> <li>• 2 buckets</li> <li>• several cups water</li> <li>• start and finish lines</li> </ul>
<b>25.</b> <b>Frank Slide Interpretive Centre</b>	Run this station on playground equipment. Establish a set route involving at least one slide. Students must go through this course full of obstacles to reach the finish line. Be sure to include climbing, jumping, hanging, sliding and travelling on one foot. For large groups, have students turn their backs to the playground until it is their turn so they cannot see the route.	<ul style="list-style-type: none"> <li>• playground equipment</li> <li>• arrows</li> <li>• pylons for the start and finish lines</li> </ul>

Station	Description	Equipment
<b>26.</b> <b>Head-Smashed-In Buffalo Jump</b>	Using a hoop tied to a rope as a lasso, have students attempt to lasso a buffalo. Create a buffalo using a picture of a buffalo head taped to a brown/black blanket draped over wooden blocks or a sawhorse. For large groups or teams, run this as a relay.	<ul style="list-style-type: none"> <li>• 2 hoops with ropes attached</li> <li>• 2 pictures of buffalo heads</li> <li>• 2 brown/black blankets or fabric</li> <li>• wooden blocks or sawhorse about a metre high</li> <li>• distance lines for throwing</li> </ul>
<b>27.</b> <b>Leitch Collieries</b>	Students travel on their stomachs through a course, e.g., under benches, through hoops, over a chair, that leads them to coal. Once there, they put the coal in a bucket and, while still slithering, return without dropping the coal.	<ul style="list-style-type: none"> <li>• pieces of coal, rocks painted black or beanbags</li> <li>• 2 ice cream buckets with handles</li> <li>• 2 benches</li> <li>• hoops, chairs and other obstacle items</li> <li>• skipping rope for the start and finish line</li> </ul>
<b>28.</b> <b>Tyrrell Field Station</b>	Create large sheets of paper with pictures of parts of dinosaurs and complete dinosaurs. Have students match the parts with the complete dinosaurs. Have students draw lines from the part to the correct complete dinosaur, e.g., T-rex head to complete T-rex. Use reference pictures from Web sites, such as: <a href="http://www.nmnh.si.edu/paleo/dino">www.nmnh.si.edu/paleo/dino</a> .	<ul style="list-style-type: none"> <li>• sheets with pictures of parts of dinosaurs and complete dinosaurs</li> </ul>
<b>29.</b> <b>Writing-on-Stone Provincial Park</b>	Set up tables with crayons and brown paper ( $5\frac{1}{2} \times 8\frac{1}{2}$ ) pieces. Have a few sample petroglyphs available for students to see, e.g., from <a href="http://raysweb.net/writingonstone">http://raysweb.net/writingonstone</a> or <a href="http://www.petroglyphs.us">www.petroglyphs.us</a> . Have students draw a picture story about themselves on the paper (sandstone). Display the newly created petroglyphs on the wall behind this station. All team members must complete their stories before their team is finished.	<ul style="list-style-type: none"> <li>• brown paper (one for each student)</li> <li>• crayons</li> <li>• samples of petroglyphs</li> <li>• tape or pins to display students' work</li> </ul>
<b>30.</b> <b>Remington Carriage Museum</b>	Have one student sit in a wagon and two others pull the wagon, representing a carriage drawn by horses. Pull the wagon around a set course. With large teams, run this event in relay format.	<ul style="list-style-type: none"> <li>• 2 wagons</li> <li>• pylons to mark the course</li> </ul>