

# Aboriginal: The Stories, Histories and People of Alberta

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



TEACHER'S PET™



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

***Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled field trip.***

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: [fieldtrips@tpet.ca](mailto:fieldtrips@tpet.ca)

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



***No bus needed!  
We come to your  
classroom!***

# Aboriginal: The Stories, Histories and People of Alberta

FOR YOUR INFORMATION

## Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed directly to the accounts payable individual at your school.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:  
Teacher's Pet Educational Services  
11215-180 Street  
Edmonton, AB  
T5S 0B4
4. If paying by credit card, please call the office at:  
780 434 8224 (Edmonton)  
1 888 634 8738

Please note: We are an approved vendor in your school district.

## Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



## Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.

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# Aboriginal: The Stories, Histories and People of Alberta

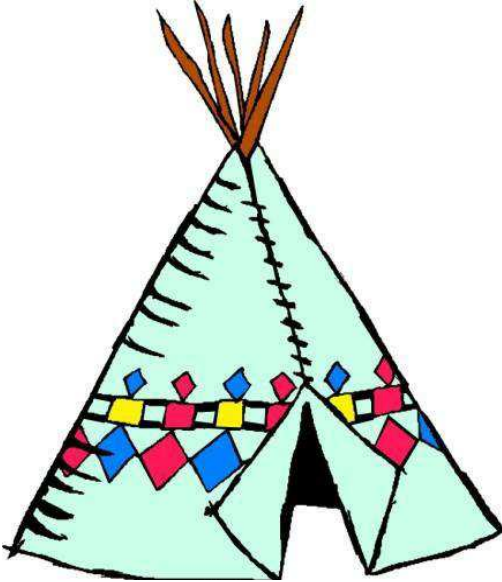
IN-SCHOOL FIELD TRIP FORM

A Teacher’s Pet Educational Services In–School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive stations while learning several key components of the curriculum.

Here is brief outline of our learning adventure!

**Aboriginal: The Stories, Histories and Peoples of Alberta**

Your children will learn about the oral history tradition of Alberta’s Aboriginal Peoples. They will connect the past with the present through storytelling, sharing circles and crafts.



Date of presentation: \_\_\_\_\_

Time of presentation: \_\_\_\_\_

Cost: \_\_\_\_\_

Please return your payment for this event by \_\_\_\_\_

✂ -----

I hereby give my son/daughter \_\_\_\_\_ permission to participate in the Aboriginal In-School Fieldtrip on \_\_\_\_\_ at \_\_\_\_\_ AM/PM.

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Amount enclosed: \_\_\_\_\_

In order for your child to receive the maximum benefit from this field trip, we will require 3 volunteers to help out in station activities. Please arrive at least 15 minutes before the scheduled field trip time to receive instructions.

I will be able to volunteer.  
Name/phone number: \_\_\_\_\_

I am sorry, but I will not be able to volunteer.



# Aboriginal: The Stories, Histories and People of Alberta

## CHECKLIST

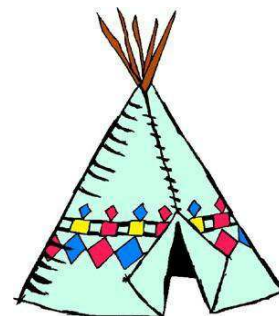
The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive field trip.

### Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- 3 volunteers are required and they should arrive at least 15 minutes prior to the beginning of the field trip.
- Please photocopy the Student Booklet.

### Day of the field trip:

- Please organize your classroom in the following way:
  - 4 different stations will be set up in the classroom
  - A sharing circle requiring a large space will open and close the presentation. (Clearing the centre of the room and arranging the desks in 4 stations around the perimeter of the room is one suggestion.)
  - Desks arranged so that each student has a seat when at each station
- Divide your class into 4 groups. They do not need to be in these groups at the beginning of the field trip but will break into their groups shortly afterwards. If you have already decided how the students will be divided up, it will ensure a smooth transition.
- Please provide each student with a name tag and pencil.
- The Teacher's Pet representative will arrive approximately 20-30 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.



### During the field trip:

- Students will rotate through stations.
- The Teacher's Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students' learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

### After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/>. Your input is very valuable and very much appreciated!

### Payment:

- Please refer to the Payment section included on the "For Your Information..." page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,  
The Teacher's Pet Team

# Aboriginal: The Stories, Histories and People of Alberta

## LEARNER OUTCOMES

The following **Learner Outcomes** are explored to varying degrees within the 2 hour Grade 4 In-School Field Trip, Aboriginal: The Stories, Histories, and Peoples of Alberta.



### 4.2 The Stories, Histories and Peoples of Alberta

The following specific outcomes are explored to varying degrees during the “Aboriginal: The Stories, Histories and Peoples of Alberta” In-School Field Trip.

#### Values and Attitudes

*Students will:*

4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:

- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity
- recognize British institutions and peoples as integral parts of Alberta’s heritage
- recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities
- demonstrate respect for places and objects of historical significance

#### Knowledge and Understanding

*Students will:*

4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC)
- What movement or migration within Canada contributed to the populating of Alberta?
- In what ways did Francophones establish their roots in urban and rural Alberta?
- How did the Métis Nation and Métis settlements contribute to Alberta’s identity?