



Weaselhead Grade 7 At School Program Teacher's Package Recreational Impacts

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Thank you for your participation in our Grade 7 Weaselhead Education Program! This program is specifically designed to meet cross curricular learning outcomes focused on the Alberta Science and Social Studies curriculums. Our program is led by a Weaselhead Naturalist who brings their own expertise and personal experiences to your program.

The following items have been enclosed in this Teacher's Guide package:

- Curriculum Connections
- Program Objectives
- Participant Guidelines
- Behavioural Expectations
- Program Outline
- Activities
- Background Information on the Weaselhead Area

Curriculum Connections

Science: Unit A: Interactions and Ecosystems

Guiding Questions

- How do human activities affect ecosystems?
- What methods can we use to observe and monitor changes in ecosystems, and assess the impacts of our actions?

Program Objectives

Students conduct an experiment to study the impacts of different recreational activities and develop mitigation strategies for preserving plants, wildlife, water and soil. They also participate in an activity designed to highlight different perspectives on the same issue.

Before the Program

Pre program preparation

- Students should bring a journal or clipboard with blank paper.

For any outdoor activities participants should:

- dress for the weather. Dress in layers. Wear appropriate footwear.
- bring pencils or pens.
- bring a field journal OR blank paper on a clipboard.

Behavioural Expectations for outdoor activities

- Remain with the group and keep in sight of supervisors at all times.
- There is always an adult leader at the front of the group and at the end of the group.
- Never remove natural items from the area. Vegetation, insects, mammals, birds, and amphibian life is to be respected and left in the natural habitat.
- Leave no trace of our visit. All litter must be brought back out.
- Unsafe behaviour such as tripping, wrestling, fighting, and teasing is unacceptable and may result in withdrawal from the activity.
- Cooperation by listening, participating in group discussions, observing, and recording is expected during the learning experience.
- Each adult is expected to participate in the activities and to provide due safety and care for each of the students.
- No headphones or earbuds are allowed. This is for the safety of the participants.
- **Both adult's and student's cell phones must be kept away unless taking pictures or in case of emergency.**

Field Trip Program Outline: 1 ½ hours

5 minutes	• Introduction and Land Acknowledgement
15 minutes	• Presentation on recreational impacts
30 minutes	• Activity: Choose one activity from the worksheet (soil compaction, insect diversity or wildlife observations)
25 minutes	• Activity: Take a stand
15 minutes	• Wrap up discussion including actions students can take to support animals and plants in the natural environment.

Activities

- Presentation to learn about how different forms of recreation affect the environment
- Recreational impact study. Choose from:
 - o Soil compaction exercise - students compare soil compaction of well used spots to less used spots around the school.
 - o Insect diversity - students compare diversity of insect on native plants to non-native plants

- o Wildlife observation - students explore around the school looking for signs of wildlife. They can then discuss wildlife sign they have seen in natural areas to compare.
- Take a Stand: Students are assigned as different stakeholders with different perspectives on how a natural area should be used.

Weaselhead History

The Weaselhead area has a name shrouded in mystery. Like so many Indigenous stories, how the Weaselhead got its name has been lost over time. What we do know is that although there are weasels that call this area home, the name has nothing to do with actual weasels!

Weaselhead is a traditional Blackfoot last name so the name may be related to someone from the Blackfoot Confederacy. There is written history of a man with the name Weazel Head on the Tsuut'ina reserve as well, but little is known about where he originated. Early settler Sam Livingston, whose house is now part of Calgary's Heritage Park, was the first European to settle in the Elbow River valley, now known as the Weaselhead.

Between 1910 and 1990, Tsuut'ina reserve and parts of the Weaselhead were used for military training exercises. Foxholes and signs warning of ordinances possibly left behind remind of this history even today. The last time an exploded device was found was during the floods of 2013.

The City of Calgary bought what is now the Weaselhead from the Tsuut'ina Nation in 1929 to build the Glenmore Reservoir, which still provides roughly 40% of Calgary's drinking water.

Today, this protected area spans 404 hectares (989 acres) and is bursting with diverse habitats. Wander through dense White Spruce forests, leafy Balsam Poplar groves, and colourful wildflower meadows. The Elbow River winds through it all, with floodplains, beaver ponds, and wetlands teeming with life.

As you explore, you'll uncover clues to the area's rich history. Fossils in sandstone cliffs date back 35 million years, and traces of ancient river paths still shape the landscape. You can find evidence of Indigenous campsites and buffalo hunts, as well as remnants of a military training base that once operated here.

With over 480 plant species, including rare ones like the Western Wood Lily, the Weaselhead is a wildlife haven. Frogs, salamanders, and more than 200 bird species thrive here, while larger animals like moose, bears, and even cougars visit throughout the year.

The Weaselhead is a living tapestry of Calgary's natural and cultural history, offering a rich, engaging experience for all who visit.

REMEMBER: This is a natural area park. It is illegal to remove anything from the area. Fossils and certain plant species are protected in Alberta.