



Building Relationships With the lands and communities

By Sage children &
Educators

Connecting to our communities through responsive and reciprocal relationships

- ★ The children of Sage showed a deep interest towards the different trucks and heavy machinery they were seeing around them.
- ★ One day at drop off, a child came in talking about how the compost truck had just visited them at their home and it is now here at their daycare.
- ★ The child was making a connection to the community, in the sense that the trucks are going around the city.
- ★ Following the main topic of discussion and having the trades building so close to us, I decided to see where this would take us.

Traces of Evidence

Trades walk and more

Months of October and
November

Children involved

- Sage

Educators:

- Shithin
 - Noeleane
 - Ravinder
 - Madi
-





Trade building Exploration and results

We often revisited the trades building

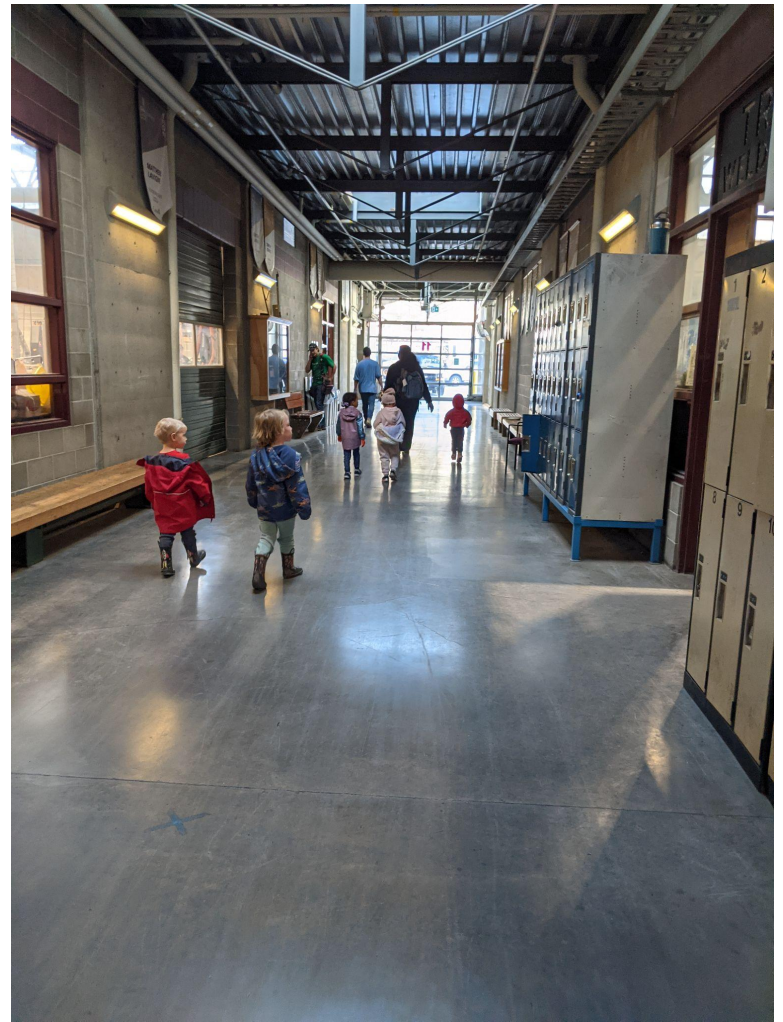
Conversations

We would visit so often and spend lots of time at the building that slowly the students and the professors started to take notice of us. Professors even stopped class to come show us magic tricks.

Invitation to the carpentering room.

Another thing that had happened was, we got invited to explore the newer side of the trades building and one of the professors also offered to show us around in one of the wood working classrooms.









We often visited
campus and the
TRU gardens after
our exploration of
the trades
building that we
started to notice
many different
things.



This was around the time that Fall had started and the children were starting to feel cold. They also noticed on our walks down that not a lot of trees had leaves or that they were no longer green, but many other colours. The children were wondering why bushes had no leaves, when one child said, “Where are all the leaves on the bush? I know, they fell, its fall!”- Bowen



We started to notice the different ways the ground felt, each visit.



Conversations about who all (Animals) share this space with us, came about.



Was it just animals, or mushrooms that are invisible and could kill you? (photo on the left)



What happens to the birds in the nest, when they fall down?

Do the mother bird take the children?

Do they fly away?

The wind pushed it down?

The birds flew away, it is an old nest!



THE POND





With each visit, a place of curiosity and wonder that came to be was the pond. The children had many questions regarding, what happens to the fishes? Where the fishes slept? What would happen to them in the winter? Did the fishes get stuck in the box in the pond? Who fed the fishes? Why did the water fall stop? (answered by one child) The waterfall stopped, because, it is becoming winter and the water would freeze and then the fishes would also freeze, so the waterfall stopped.

On one day, when we were walking through the gardens, we met a gardener, she was taking out plants from the ground and the children asked her what she was doing, she let them know that she was taking them to the greenhouse to keep them safe. They also asked her what happens to the fishes? She told them they would go deep down into the middle and sleep there through the winter. Now at each visit the children look to see where the fishes are, if they've moved to the middle to go to sleep.



THE LEAF PILE



On one of our walks, the children noticed how the big piles of leaves were all stacked and then went to play and explore it. We spoke about how someone must have collected them and gathered them, so we had our fun and then gathered them back.

We also took with us different coloured leaves and painted on them and powdered them. We also cut them and stuck them to make art and took it home and kept some in the classroom.



We also became
a part of the
campus life and
spoke a great
deal about their
own experiences
on campus.



We got to be on campus for Truth and Reconciliation day and the events.



The children noticed that a lot of people were wearing black and orange and they have only seen that colour combination for wolfie, so they kept saying wolfpack. When we told the children that this was not about Wolfpack, they had many questions. We tried to answer them in the best way that we knew how.

Some of the children didn't really understand what it meant, but some of them reflected on how it was sad to have things taken away from others without asking them. I let them know that we were also remembering all the children and people who have been there before us. It was a small way of letting them know the histories of the lands we live, work and play on.

The end!

