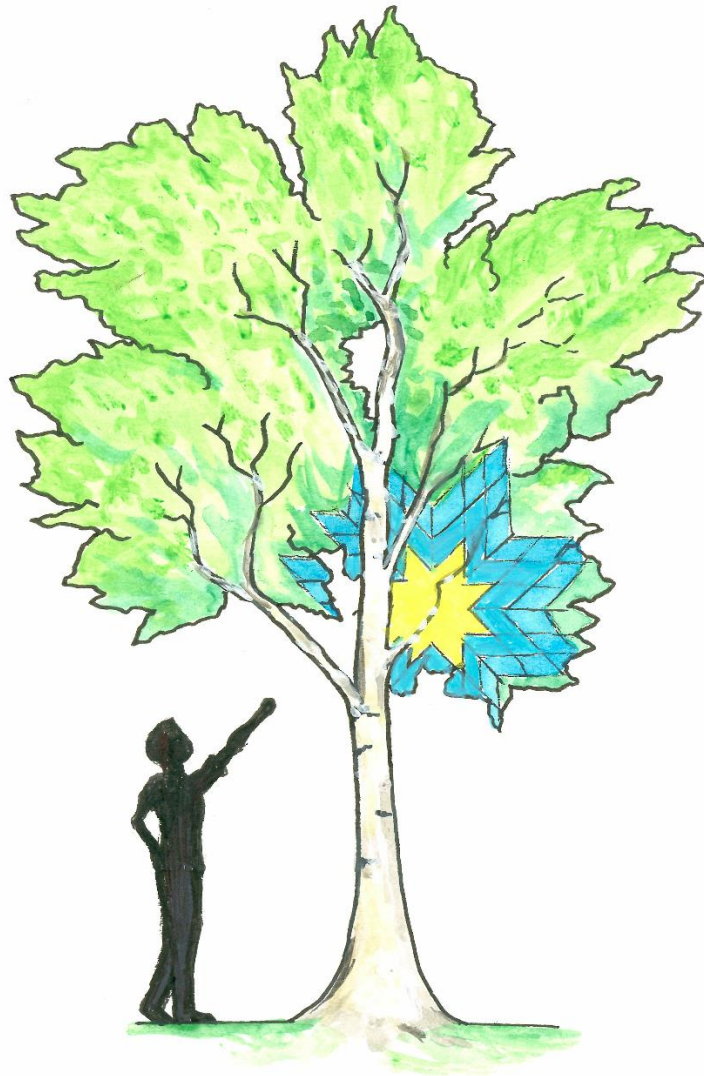


Teacher and Parent Guide to:  
Richard St. Barbe Baker Afforestation Area Stories



*Our future is in our children;  
the future of the world is in their hands  
and in the hands of their children. Let us train them wisely,  
and see that the understanding and appreciation of trees is part of their heritage.  
~ Richard St. Barbe Baker, Dance of the Trees <sup>[1]</sup>*

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## About the Artist:

Kevin Wesaquate is a spoken word poet and visual artist currently employed as a Multi-Disciplinary Indigenous Arts Leader at the Saskatoon Community Youth Arts Programing (SCYAP). He is from Piapot First Nation, where he learned the value of a community and proudly shares those teachings in Saskatoon or where ever his work takes him. Sahkihitok (love one another).

## About the Starblanket Motif:

*"Starblankets are a way of honouring great accomplishments. The starblanket symbol in these illustrations reflects the way we honour our elders. In this example, we honour the legacy of Richard St. Barbe Baker in the light and beauty of nature." ~ Kevin Wesaquate (Poetik)*

## About the Author:

Elizabeth Bekolay is a biologist, children's author, and nature-based educator in Saskatoon, Saskatchewan. She is grateful for the opportunity to learn and share stories from Richard's inspiring life.

*Are we so deafened by the lure of transitory gain that we cannot hear the spirit of the trees appealing to us? Are we so enslaved to the marketplace as to pledge our souls and those who come after us to what we now consider well-being?*

*~ Richard St. Barbe Baker <sup>[1]</sup>*

## *Inspiring Positive Change Through Story*

On November 6th, 1971, Richard St. Barbe Baker was awarded an honorary doctorate of laws from the University of Saskatchewan, presented to him by former classmate John G. Diefenbaker, 13th prime minister of Canada. These booklets and this education guide were created in 2021 inspired by a desire to mark this special 50th anniversary commemorating the extraordinary humanitarian services of Richard St. Barbe Baker globally.

In Saskatoon, Richard St. Barbe Baker has been recognized by Meewasin and the Saskatoon Bahá'í Community who together erected a commemorative sign in his honour. It is on the Meewasin trail near the Diefenbaker Centre near the last tree planted by Baker on June 5th, 1982.

**There are two afforestation areas in the City of Saskatoon;** the 148-acre George Genereux Urban Regional Park and the 326-acre Richard St. Barbe Baker Afforestation Area. The City of Saskatoon planted the afforestation areas in 1972-73 and named the largest area in Richard's honour in 1978.

In 1972, these afforestation areas were planted under the Green Survival Program as tree nurseries. Now, too large to transplant the afforestation areas have become urban regional parks for the general public to enjoy. Their 50th anniversary is in 2022. The Friends of the Saskatoon Afforestation Areas Inc will release a film in commemoration - stay tuned to the website; [www.stbarbebaker.wordpress.com](http://www.stbarbebaker.wordpress.com)

Richard St. Barbe Baker, through organizations he founded and assisted, has been responsible for planting billions of trees internationally. The last tree planted by Richard St. Barbe Baker was World Environment Day, June 5, 1982, an auspicious occasion to be celebrated in 2022 and beyond.

The Dance of the Trees on July 22, 1922, was the root of the organization Men of the Trees, now known as the International Tree Foundation [ITF]. The centenary of this global organization founded by Richard St. Barbe Baker will be in 2022.

To connect with their celebrations, see [www.internationaltreefoundation.org](http://www.internationaltreefoundation.org). The Watu Wa Miti (people of the trees) upheld the ITF motto "Twihamwe" (pull together) and promised to;

1. Plant ten trees a year
2. Protect trees everywhere
3. Do a good deed every day

You can be a Forest Scout or Watu Wa Miti by honouring these pledges.

To enhance the learning experience about the afforestation areas there will be two heritage documentaries made and available for classroom use. One will be aired and freely available on November 6, 2021, and afterward. The other will be aired in 2022 for the second anniversary. These documentaries will have a link posted on the webpage for the afforestation areas – [www.stbarbebaker.wordpress.com](http://www.stbarbebaker.wordpress.com).

These stories call to involve more people in community action for stewardship and guardian efforts to celebrate and focus on the tangible and intangible qualities existing in these important and valued greenspace assets of Saskatoon. This is in alignment with our community values in the City of Saskatoon and surrounding areas.

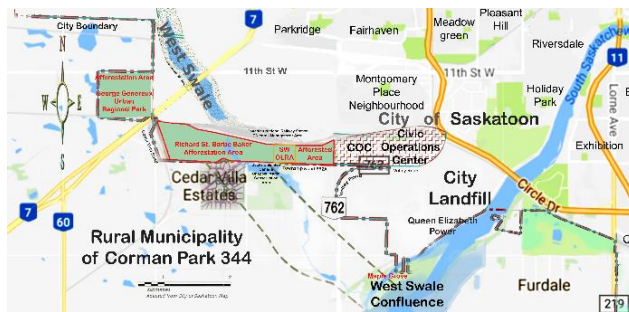
**Why take an interest in our local heritage? Why study and protect the environment and ecosystems?**

Richard St. Barbe Baker says it this way; *"We live less than five minutes without air and the trees give us air we breathe. We live less than five days without water, and trees are absolutely essential in the water cycle. We live less than five weeks without food, and without the trees we could not grow food."* <sup>[1]</sup>

Richard St. Barbe Baker recognized people in his life as Tall Trees: Great Ones I Have Known. The Friends of the Saskatoon Afforestation Areas Inc. wish you all the best of luck, and encouragement as you follow your own path. Develop your own tree sense, and bear in mind these inspirational words from Richard St. Barbe Baker- the message of the trees.

*Be like a tree in pursuit of your cause  
Stand firm, grip hard, thrust upward to the sky  
Bend to the winds of heaven  
And learn tranquillity*

**Richard St. Barbe Baker Afforestation Area  
Stories Series is available in both  
French and English.**



## *Site Access and Trip Information*

Access to the Richard St. Barbe Baker Afforestation Area can be found here:

<https://stbarbebaker.wordpress.com/2016/06/03/where-is-the-richard-st-barbe-baker-afforestation-area/>

It is an urban regional park and is **FREE** to visit the site.

The bus will drop you off at the **Southwest Dog Park**, along Cedar Villa Estates Road. The students can gather to the right/east side of the parking lot where there is a map of the area. Choose a trail and start to explore! (You don't have to enter the dog walking park; it is fenced off).

On another visit, take the path to the south of the dog park, and continue alongside the fence west of the dog park to see what can be found. There is a low-lying area in a willow meadow with another site of biodiversity.

There are **10 booklets** in this series; they follow the seasons. Some of the activities can be adapted for the school yard. The minimum site visits for the best outcomes would be 2 trips throughout the school year, but we encourage one trip per month for the most benefits to the students.

**It is important that Booklet 1 or 2 accompany a visit to the afforestation area in the fall.**

## *Acknowledgements*

Producing a curriculum package such as this required the kind generosity of many others and The Friends of the Saskatoon Afforestation Areas Inc. is very grateful of their support. The anniversaries in 2021 and 2022 mentioned above provided the initial inspiration for creating this package, but the booklets will be a timeless invaluable resource. The natural history and cultural heritage of the Richard St. Barbe Baker Afforestation Area, which they are based on, will continue to grow in importance.

Delving into the natural history and cultural heritage of the Richard St. Barbe Baker Afforestation Area, the Friends of the Saskatoon Afforestation Areas express their sincere thanks to Elizabeth Bekolay, author, and Kevin Wesaquate, illustrator, for their knowledge, expertise, artistry and guidance in the completion of this educational information set. Thank you.

The Richard St. Barbe Baker fonds, MG 71 are held by the University of Saskatchewan Archives and Special Collections and their assistance is greatly appreciated.

The Friends of the Saskatoon Afforestation Areas Inc. are very grateful to Jade Varin for the translation of the English content to French. A quality translation expands the reach of this labor of love sharing the understanding of our Canadian heritage, natural science to enrich also our francophone culture.

To support this environmental protection initiative, thank you to the University of Regina press who has graciously allowed use of quotations from this book, [Hanley, Paul](#) (October 2018). *Man of the Trees Richard St. Barbe Baker, the First Global Conservationist*. Regina, SK, CA: University of Regina Press. p. 320. [ISBN 978088977566](#). We are very overwhelmed in all humbleness and gratefulness to receive these permissions for non-commercial educational use. Ultimately, this book is a “must read and is available through the [University of Regina Press](#). <https://uofrpress.ca/Books/M/Man-of-the-Trees>

Robert White, BSA, MES (Env. St.), personally knew Richard St. Barbe Baker and provided heartfelt insight and crucial alignment of Richard St. Barbe Baker's vision with the storyline. The Friends of the Saskatoon Afforestation Areas Inc. are eternally grateful, and we will never forget your support and kindness.

Gratitude and utmost appreciation are extended to Paul Hanley, author of *Man of the Trees: Richard St. Barbe Baker, the First Global Conservationist*. This fascinating biography detailing how Richard St. Barbe Baker devoted his life to serving communities worldwide, through planting trees and protecting forests was a guiding framework.

For the completion of this project, we send our deepest thanks to Hugh Locke. Hugh Locke developed a close relationship with Richard St. Barbe Baker while organizing the itinerary of Richard St. Barbe Baker's global trips. He wrote: "It was an honor to be filmed for the documentary you are producing, and I look forward to seeing the final edition! Congratulations on the outstanding work you and your team are doing to honor St. Barbe's legacy and translate that into action at a local level" and "You have permission, in my capacity as literary trustee of St. Barbe's estate – and my profound thanks – for using quotes from St. Barbe for the documentary and for the excellent lesson plans."

The Friends of the Saskatoon Afforestation Areas Inc. express their deepest thanks to John Jeavons, president, Ecology Action of The Mid-Peninsula for permissions to use quotations from Selected Writings of Richard St. Barbe Baker by Karen Gridley.

Let us think about that which is "most important and to grow our roots – our connections to our planet, to our fellow humans, to our beautiful and resilient ecosystems, to our best selves – strong and deep," says Jeavons, Let us all “take part in a paradigm shift that takes us into a new era of truly sustainable progress, in which we all “plant trees” – either literally, or figuratively – to bring our lives back into harmony with nature."

Booklet 5 Snow/Temperature Chart adapted from Snow Morphology Diagram courtesy of [SnowCrystals.com](#) created by Dr. Kenneth G. Libbrecht, Professor of Physics, Caltech with permissions.

It is very much appreciated that SaskEnergy has come forward with funding proffered towards the printing of these resources. The Friends of the Saskatoon Afforestation Areas express our warmest thanks.

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**Friends of the  
Saskatoon  
Afforestation  
Areas Inc.**



This project was undertaken with the financial support  
of the Government of Canada.

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Credits and Permissions are listed here in the acknowledgments and apply for the entire series of 10 booklets and teacher's guide. These are considered a continuation of the copyright page(s).

#### **Bibliography for Teacher's Guide**

**1** Baker, Richard St. Barbe. *I Planted Trees*. Lutterworth Press. 1945.

**2** Gridley, K. (1989). *Man of the Trees: Selected Writings of Richard St. Barbe Baker*. Willits, California: Ecology Action of the Midpeninsula.

*Dedicated to the memory of Richard St. Barbe Baker visionary,  
inspirational speaker and author, conservationist and humanitarian.*



## *Nature-Based Education*

Ecological outdoor education for children and youth is all about providing space for their growth and exploration. We need functioning ecosystems with native plants in order to learn ecological literacy, quickly becoming the most important type of literacy for a generation being handed down a sickly planet.

The need for a connection with nature among children and youth is as much for their mental, physical, emotional, social, and spiritual health as it is for the health of the natural world. Natural areas that humans have not bonded to, and formed an appreciation for, can be quickly lost to development. **The role of facilitating the nature-human connection has become a lifeline for future generations. This is one of the most important roles of parents and teachers today.**

*Nature Bonding* – Bonding ‘refers to the process or formation of a close personal relationship, as between a mother and child, especially through frequent or constant association.’ If children spend the vast majority of their time inside, learning with plastic manipulatives and screens, they may not come to bond with and love the natural world.

Many children and youth have lost the wisdom that was common among previous generations; the wisdom that is gained through observing nature, with no other agenda than to just be alive and present in a beautiful space, surrounded by trees or flowers. **Ensure that you allow yourself and your students this time to be ‘bored’ in nature. This is where brilliance and imagination are born.**

This guide encourages you, the facilitator of these experiences, to fall in love with trees and trust that the children and youth in your care will thrive in these spaces. Please be creative with how you use the materials and information provided to become an enthusiastic explorer alongside your students.

## Adapting Lessons for Grade Levels

To print the booklets, choose ‘*flip on short side*’ as the setting on your printer.

These booklets can be a record of year-long nature journaling. **Adding a hardcover utilizing repurposed materials (boxboard, cardboard, cloth, plastic sheets or binder covers) could be an art project that adds to the experience and longevity of the booklets.** Hole-punch the ends and bind with string.

### **Grades K – 4:**

1. Read the story aloud to the class.
2. Reflect on the questions together as a class discussion.
3. Encourage the students to fill in the pages with art or simple descriptive words.
4. Read through the curricular connections (page #) and adapt lessons for a focus on materials and methods at the afforestation area, for example;
  - Find sounds of the alphabet in the forest
  - Make patterns with different coloured leaves
  - Count branches or needles on evergreens
  - Measure heights and distances between plants
  - Collect flower and tree seeds for germination in spring
  - Draw or paint paying attention to colour changes. What flowers and leaves are ahead of or behind? Where is the plant the tallest? What is at the end of the stem?

## Grades 5 – 12:

1. Students can work through the booklets independently.
2. Lead an open group discussion for students to share their reflections or present on their research.
3. Read through the curricular connections (page #) and adapt lessons for your subject focus at the afforestation area, for example;
  - Recording temperature, wind speed and direction, precipitation, relative humidity to report in a weather journal with tables, charts, diagrams, and graphs.
  - Analyze the carbon sequestration potential of trees and shrubs in the afforestation area utilizing this tool - [www.shelterbelt-sk.ca](http://www.shelterbelt-sk.ca)
  - Practice orienteering, mapping and GPS
  - Practice yoga, tai chi, qi gong and other mindfulness activities in the open spaces at the afforestation area.
  - Take time to sit, write, and draw what they sense around them.
4. Contact the U of S TREE program to conduct Aspen Tree dendrochronology - <http://www.madlabsk.ca/>

## Booklet Activity Synopsis:

We highly recommend the activities of the booklets coinciding with a visit to the afforestation areas. Email the Friends of the Saskatoon Afforestation Areas Inc. When not taking a field trip, adapt these lessons to the local neighbourhood as needed. Here is a synopsis of how you can support each booklet study.

### *Booklet 1 – Born with a Purpose: **Visit the Afforestation Area** (Fall or September)*

Materials: Booklets, pencils, preferred art supplies, small envelopes for seeds, species list and tree chart (appendix)

- Help students adopt and identify their tree with the tree guide sheet included.
- For younger grades don't focus on the tree name, unless the child asks. (Use iNaturalist Seek)
- Fall flower scavenger hunt in groups (sheet in appendix) and seed collection
- Student chosen wide game adapted to the species that are in the appendix lists.
- Planting trees in the spring (Booklet 8) for Arbour week encourages tree canopy growth. Planting trees for Maple Leaf Day (National Forest Week) in September encourages root growth.
- Make a seed packet of 10 seeds. Add a tree description and tree planting song/poem. Provide artwork, the name of the seeds, and give your seed packets as gifts to encourage the planting of 10 trees every year.

### *Booklet 2 – Tree Friendships: **Visit anywhere with trees or the Afforestation Area** (Fall or October)*

Materials: Soil (outdoor area with a humus layer, like an aspen bluff, forested part, or river valley)

- Facilitate learning on how we are all connected through the elements.
- Help students adopt a tree- Email your tree picture or your link on iNaturalist to [friendsafforestation@gmail.com](mailto:friendsafforestation@gmail.com) for a tree adoption certificate and an answer from your tree.

### *Booklet 3 – Making Dreams a Reality (Fall or November)*

Materials: Species list (appendix)

- The students reflect on their own dreams and goals for the future.
- Revisit adopted trees.
- Student chosen wide game (each group can take turns teaching their game each month).



*Booklet 4 – Elders and Lessons from Nature (Winter or December)*

- Design an Eco-buffer shelterbelt and use the carbon calculator provided.
- Younger grades can visit their tree and bring a gift that they make.
- Invite a Traditional Knowledge Keeper to share with your class.
- The actions to the “Message of the Trees” on page 7 are in the film “the Legacy of Saskatoon’s Secret Forest.” [stbarbebaker.wordpress.com](http://stbarbebaker.wordpress.com)
- Discuss this YouTube/James Daschuk's book 'Clearing the Plains' University of Regina Press Paperback: 9780889776227, Hardcover: 9780889776210, March 2019 written as part of his PhD dissertation - <https://www.youtube.com/watch?v=c2IUCd4yX6E&t=5031s>
- Discuss *Place and Culture* from the University of Saskatchewan’s Teaching and Learning [https://teaching.usask.ca/curriculum/indigenous voices/place-and-culture/introduction.php](https://teaching.usask.ca/curriculum/indigenous%20voices/place-and-culture/introduction.php)

*Booklet 5 – A Promise to the Future (Winter or January)*

Materials: Thermometers, dark paper (chilled)

- Tracking -watching for animals tracks and snow studies.
- Watch for snow in the forecast and take students out when it is snowing or shortly after to identify snowflake shapes.

*Booklet 6 – Dance of the Trees*

Materials: Ruler

- Winter twig studies – plant dormancy.
- Have a class dance party or celebration
- Watch the films made for the 50<sup>th</sup> anniversaries of afforestation - [stbarbebaker.wordpress.com](http://stbarbebaker.wordpress.com)

*Booklet 7 – International Tree Foundation (Spring or March)*

Materials: Small pots, seeds (from fall collection, or others), potting soil (research peat-free soil mixes)

- Rare species study (list in appendix)
- Start seeds indoors (seeds from fall seed collection or others).

*Booklet 8 – Feast of the Trees (Spring or April)*

- Animal reproduction.
- Research ethnobotany and traditional harvests such as Saskatoon berries, or buffaloberries

*Booklet 9 – Trees and Turtle Island (Spring or May)*

- Family history – where are your ancestors indigenous to? Everyone is indigenous to someplace. And with enough genealogy, we are all related one to another.
- Spring plant growth observations.

*Booklet 10 – World Forestry Charter and the Desert Challenge (Summer or June)*

Materials: laptops for research, Spring Flower Scavenger Hunt

- Help the students choose one of the global conservation leaders to learn about (booklets/film). Chipko movement or chipko andolan, was a forest conservation movement in India many brave women and Sunderlal Bahuguna. Investigate also Andy Lipkis <https://www.thelacoalition.com/about/our-coalition/andy-lipkis/> and the TreePeople <https://www.thelacoalition.com/about/our-coalition/andy-lipkis/>.
- Flower/pollinator and wetland observations.
- Plant the trees or flowers that were started in the spring. Present them as gifts i.e., Mother’s Day/Father’s Day or donate them to restoration projects.

## Trees and Shrubs - The Standing People

| INDIGENOUS REGIONALLY   | INDIGENOUS TO NA                                     | INTRODUCED FROM EURASIA                 |
|---|--|---|
| Manitoba Maple<br><i>Acer negundo</i>   | American Elm<br><i>Ulmus americana</i>               | Siberian Elm<br><i>Ulmus pumila</i>     |
| Green Ash<br><i>Fraxinus pennsylvanica</i>                                    | Colorado Blue Spruce<br><i>Picea pungens</i>         | Scots Pine<br><i>Pinus sylvestris</i>   |
| Balsam Poplar<br><i>Populus balsamifera</i>                                   | Engelmann's White Spruce<br><i>Picea engelmannii</i> | Caragana<br><i>Caragana arborescens</i> |
| White Poplar/ Aspen<br><i>Populus tremuloides</i>                             |  | Amur Maple<br><i>Acer ginnala</i>       |
| Cottonwood hybrid<br><i>Populus deltoides hybrid</i>                          |  |   |
| Bebb's Willow<br><i>Salix bebbiana</i>  |  |   |
| Saskatoon Berry<br><i>Amelanchier alnifolia</i>                               |  |   |
| Chokecherry<br><i>Prunus virginiana</i>                                       |  |   |
| Red Osier Dogwood<br><i>Cornus sericea</i>                                    |  |   |
| Buffaloberry<br><i>Shepherdia argentea</i>                                    |  |   |
| Wolf Willow/ Silverberry<br><i>Elaeagnus commutata</i>                        |  |   |
| Snowberry<br><i>Symphoricarpos occidentalis</i>                               |  |   |
| Creeping Juniper<br><i>Juniperus horizontalis</i>                             |  |   |
| Roses – Prairie, Prickly, Woods<br><i>Rosa arkansana, acicularis, woodsii</i> |  |   |
| Currants <i>Ribes</i>   |  |   |

## Flowers and Grasses

| INDIGENOUS TO NORTH AMERICA                          | INTRODUCED FROM EURASIA                        |
|--|--|
| Many Flowered Aster <i>Symphotrichum ericoides</i>   | Blue Lettuce <i>Lactuca tatarica</i>           |
| Smooth Blue Aster <i>Symphotrichum laeve</i>         | Wormwood/Absinth <i>Artemisia absinthium</i>   |
| Panicked Aster <i>Symphotrichum lanceolatum</i>      | Canada/Creeping Thistle <i>Cirsium arvense</i> |
| Hairy Golden Aster <i>Heterotheca villosa</i>        | Tansy <i>Tanacetum vulgare</i>                 |
| Goldenrod <i>Solidago (Many species)</i>             | Dandelion <i>Taraxacum officinale</i>          |
| Yellow Lady's Slipper <i>Cypripedium parviflorum</i> | Perennial Sow Thistle <i>Sonchus arvensis</i>  |
| Yarrow <i>Achillea millefolium</i>                   | Crested Wheat Grass <i>Agropyron cristatum</i> |
| Gumweed <i>Grindelia squarrosa</i>                   | Smooth Brome Grass <i>Bromus inermis</i>       |

## Mammals - The 4 Legged

Some species assumed based on ecological data of the River Valley in Saskatoon – Smallest to Largest  
The afforestation areas located in the West Swale are part of the South Saskatchewan watershed.

| HERBIVORE                      | OMNIVORE                           | CARNIVORE/INSECTIVORE                |
|--------------------------------|------------------------------------|--------------------------------------|
| Deer Mouse                     | Raccoon                            | Pygmy Shrew                          |
| Prairie Vole                   | Bear (Sightings rare – transitory) | Silver-haired Bat                    |
| Least Chipmunk                 |                                    | <b>Little Brown Bat</b> (Endangered) |
| Thirteen-lined Ground Squirrel |                                    | Big Brown Bat                        |
| Red Squirrel                   |                                    | Hoary Bat                            |
| Richardson's Ground Squirrel   |                                    | Least Weasel                         |
| Franklyn's Ground Squirrel     |                                    | Short-tailed Weasel                  |
| Pocket Gopher                  |                                    | Long-tailed Weasel                   |
| Muskrat                        |                                    | Red Fox                              |
| Porcupine                      |                                    | Bobcat (Range – not common)          |
| Skunk                          |                                    | Coyote                               |
| Snowshoe Hare                  |                                    | Wolf (Sightings rare – transitory)   |
| White-tailed Jack Rabbit       |                                    | Cougar (Range – not common)          |
| Mule Deer                      |                                    |                                      |
| White tailed deer              |                                    |                                      |
| Moose                          |                                    |                                      |

## Rare Species of the Afforestation Areas

| BIRDS                | AMPHIBIANS               | INSECTS              | PLANTS                      |
|----------------------|--------------------------|----------------------|-----------------------------|
| Cooper's Hawk        | Western Tiger Salamander | Woodland Skipper     | Red-berried Elder           |
| Lesser Yellow Legs   |                          | Western Yellowjacket | Small Yellow Lady's Slipper |
| Horned Grebe         |                          |                      |                             |
| Western Grebe        |                          |                      |                             |
| Bobolink             |                          |                      |                             |
| Red-necked Phalarope |                          |                      |                             |
| Bank Swallow         |                          |                      |                             |
| Baird's Sparrow      |                          |                      |                             |
| Grasshopper Sparrow  |                          |                      |                             |
| Evening Grosbeak     |                          |                      |                             |

Consider the human footprint and the Small Northern Yellow Lady's Slipper. Apply some research; i.e. When does bloom? How long does the plant need to have its leaves intact to replenish the plant with nutrients before it goes into dormancy?

## Birds - The Winged Ones (A small sample of birds in the Afforestation Area)

| YEAR-ROUND RESIDENTS    | MIGRATORY BIRDS                |
|-------------------------|--------------------------------|
| Ruffed Grouse           | Horned Grebe (Special Concern) |
| White-breasted Nuthatch | Pied-billed Grebe              |
| Red-breasted Nuthatch   | Eared Grebe                    |
| Black-capped Chickadee  | Red-necked Grebe               |
| Downy Woodpecker        | Western Grebe                  |
| Hairy Woodpecker        | Canada Goose                   |
| Common Raven            | Mallard                        |
| Great-horned Owl        | Common Merganser               |
|                         | American Golden Plover         |
|                         | Blue-winged Teal               |
|                         | Northern Shoveler              |
|                         | Swainson's Hawk                |
|                         | Red-tailed Hawk                |
|                         | Cooper's Hawk                  |
|                         | Veery                          |
|                         | Killdeer                       |
|                         | Turkey Vulture                 |
|                         | Grey Catbird                   |
|                         | Blue Jay                       |
|                         | American Robin                 |
|                         | Kingbird                       |
|                         | Dark-eyed Junco                |
|                         | House Wren                     |
|                         | Yellow Warbler                 |

To learn more about urban wildlife contact Dr. Ryan Brook with the Wildlife Ecology and Community Engagement (WECE) lab at the University of Saskatchewan. They have 30 trail cameras that they monitor throughout the city and on its fringes. The U of S project is part of the Urban Wildlife Information Network (UWIN) [https://agbio.usask.ca/faculty-and-staff/people-pages/ryan-brook.php#research\\_areas](https://agbio.usask.ca/faculty-and-staff/people-pages/ryan-brook.php#research_areas)

The iNaturalist smart phone app opens up a world of natural science possibility for citizen scientists and increases appreciation and awareness in the observation of biodiversity. The Friends of the Saskatoon Afforestation Areas Inc. encourage environmental stewardship through documenting an inventory of bio-diversity. It is truly said, we cannot protect what we don't know. This inventory is appreciated and is used in future planning for the afforestation areas. Go out on your own to connect with iNaturalist [use "Seek" for younger children], or contact the Friends of the Saskatoon Afforestation Areas Inc. to arrange a date and time for a Nature Connect group Bio-Blitz. [friendsafforestation@gmail.com](mailto:friendsafforestation@gmail.com)

Teacher's Guide <https://www.inaturalist.org/pages/teacher%27s+guide>  
iNaturalist Canada Resources <https://inaturalist.ca/pages/ca-resources>  
What is it? <https://youtu.be/hEZ2w9YxjoI>

# Glossary

*Afforestation*: the act or process of establishing a forest especially on land not previously forested.

*Agroforestry*: a way of farming that integrates crops, trees, and animals like a natural system.

*Desertification*: the process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate agriculture. (There is debate among scientists on the proper definition. Some would like it to mean that the area is irreversibly impacted within human timelines.)

*Permaculture*: a way of growing food that mimics nature, is self-sufficient, and is inclusive of community and the sharing of resources.

*Stoma*: any of the minute pores in the epidermis of the leaf or stem of a plant, forming a slit of variable width which allows movement of gases in and out of the intercellular spaces. *pl. stomata*

*Transpiration*: the exhalation of water vapor through the stomata of a plant leaf or stem.

*Wide game* tag, hide and go seek, man tracker etc.

## Saskatchewan Curriculum Connections

### Kindergarten:

Art - CPK.4,  
English - CRK.1, ARK.1, ARK.2  
Health - USCK.1  
Math – NK.1, NK.2, NK.3, PK.1

Physical Education - PEK.1, PEK.2  
Science - LTK.1, MOK.1, NSK.1  
Social - RWK.2

### Grade 1:

Art - CP1.8  
English - CR1.1, CR1.3, CC1.1  
Health - USC1.1 (e), USC1.5  
Math - P1.1

Physical Education - PE1.2, PE1.8  
Science - LT1.1, LT1.2, SE1.1, SE1.2, DS1.1, DS1.2  
Social - DR1.3, PA1.2, RW1.1

### Grade 2:

Art - CP2.7, CR2.3  
English - CC2.1, AR2.1  
Health - USC2.4  
Math - P2.1, SS2.2, SS2.3

Physical Education - PE2.8, PE2.10  
Science - AN2.1, AN2.3, AW2.1, AW2.2  
Social - DR2.2, RW2.3

### Grade 3:

Art - CR3.1, CR3.3  
English - CC3.4  
Health - USC3.2  
Math - SS3.3

Physical Education - PE3.2  
Science - PL3.1, PL3.2, ES3.1, ES3.2  
Social - DR3.2,

**Grade 4:**

Art - CP4.7, CR4.1, CR4.3

English - CC4.1, CC4.3

Health - USC4.4

Physical Education - PE4.9

Science - HC4.1, HC4.2, HC4.3, SO4.1, RM4.1

Social - RW4.1

**Grade 5:**

Art - CP5.8, CR5.1

English - CC5.1, CC5.3

Health - USC5.4

Math - SS5.5

Physical Education - PE5.11

Science - MC5.1, FM5.2(Navarac), WE5.1

Social - DR5.1, DR5.2, DR5.3, RW5.1

**Grade 6:**

Art - CR6.2, CR6.3

Career - CG6.2, LW6.2

English - CR6.1, CR6.7, CC6.1

Health - USC6.4

Math - SP6.1, SP6.2,

Physical Education – PE6.10

Science – DL6.1, DL6.3, DL6.4

Social - DR6.2, RW6.2

**Grade 7:**

Art - CP7.10, CR7.2

Career - CG7.2

English - CC7.1, CR7.1, CR7.7

Health - USC7.4

Physical Education – PE7.9

Science - IE7.2, IE7.3, IE7.4, EC7.3

Social - DR7.2, RW7.3

**Grade 8:**

Art - CP8.10, CC8.2, CR8.1

English - CC8.1, CC8.8

Health - USC8.1, USC8.6, DM8.9, AP8.10

Physical Education - PE8.14

Science - WS8.1, WS8.2

Social - DR8.1, RW8.1, RW8.3

**Grade 9:**

Art - CP9.10

English - CR9.1a, CC9.1a, CC9.5a

Health - USC9.2 (Ecological Grief)

Math - P9.1

Physical Education - PE9.7, PE9.8

Science - RE9.3

Social - DR9.3

**Grade 10:**

Science – CD1, CD2, CD3, CD4

English – CR A10.1, CC A10.1

**Grade 11:**

Environmental Science 20 – AH2, AS1, AS2, TE1, TE2

English – CR 20.1, CC 20.1

**Grade 12:**

Biology 30 – OL2

English - CR A30.1, CCA30.1

Find more curriculum connections and activities here:

<https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/>





Chokecherry



Northern Bedstraw



Saskatoon Berry



Wolf Willow

## Spring Flower Scavenger Hunt



Buffalo Berry



Rose

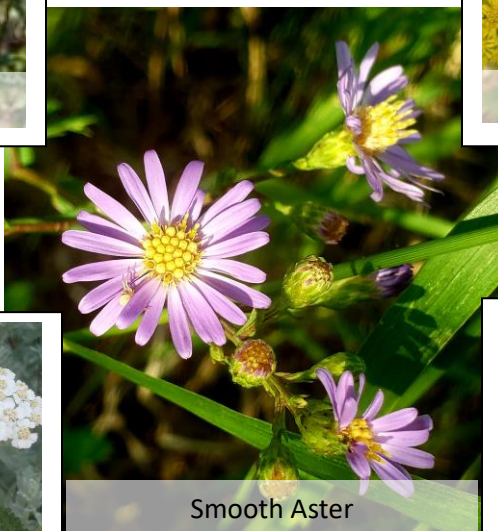
## Fall Flower Scavenger Hunt



Panicled Aster



Goldenrod



Smooth Aster



Yarrow



Many-flowered Aster

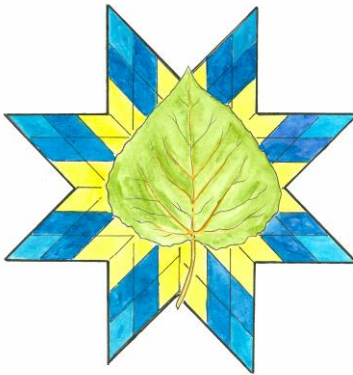


Hairy Golden Aster

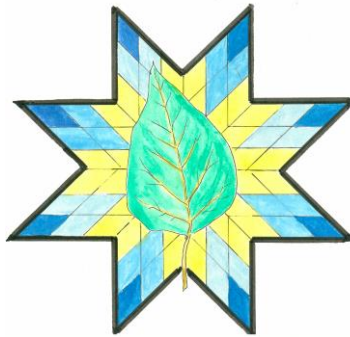


# Trees of the Afforestation Area ID Chart

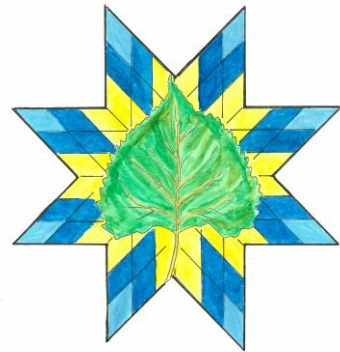
## Starblanket Motif



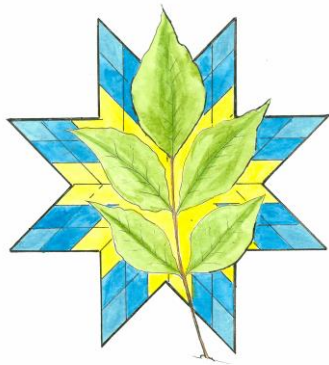
Trembling Aspen



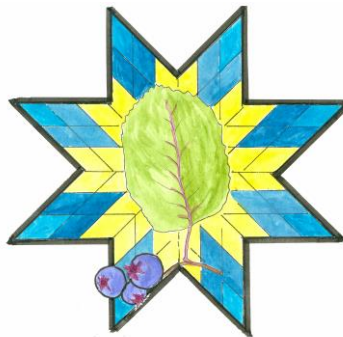
Balsam Poplar



Cottonwood Poplar



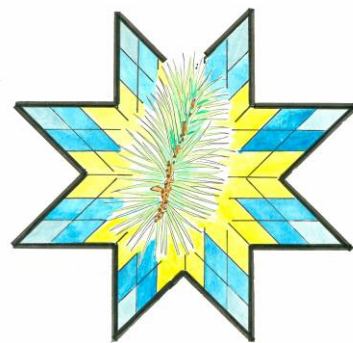
Green Ash



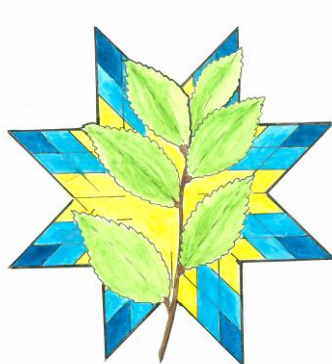
Saskatoon Berry



Manitoba Maple



Colorado Blue  
Spruce



Siberian Elm



Englemann's White Spruce

## Common Animals of the Afforestation Areas



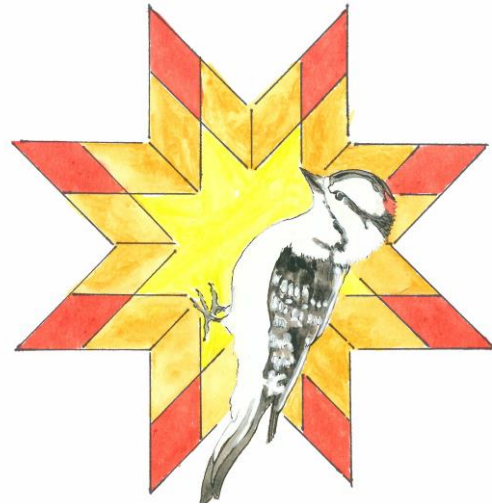
Red Squirrel



Robin



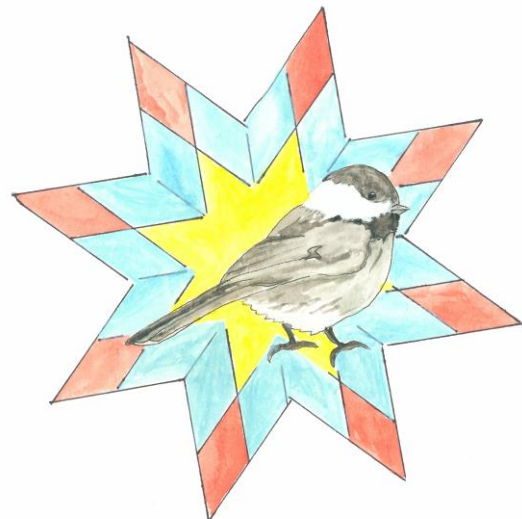
Magpie



Downy Woodpecker



White-breasted Nuthatch



Chickadee