

Kevi Byers
P.O.P.
Final Project

Course Description:

Throughout our Interdependence Cycle we will read Ceremonial Time. We will then turn our focus to the Holmgren Historic Family Farm. By learning the history of who has resided on the land, investigating the migration patterns of birds, identifying indigenous plant life, we will reach a deeper understanding of our land...our Erdkinder.

Guiding Questions:

1. How has the land been utilized over the last 200 years?
2. In what way is this land significant to the migratory wildlife?
3. In what ways is water significant to this land?
4. Historically, who has lived on the Holmgren Historic Family Farm's land?
5. Is it important that it has stayed with one family for so long? Why?
6. How has the role of children living on this farm changed in the past 100 years?
7. How has being on the farm affected your view place in the Universe?
8. What do you want to do to impact the farm for the better?

Our Objectives:

- Research the patterns of human residency upon this land.
- Discover what birds call this land home, and for how long.
- Study the path water moves across and beneath this land.
- Document indigenous plants.
- Study the changing definition of being a child of the West.
- Appreciate the importance of our impact on this land.

Seminar Piece:

Title: Last Child in the Woods

1. Since, we cannot know the future, is it worth worrying about?
2. Even though you are Digital Natives, what do you feel connected to?
3. Does this author live in an urban environment?

Leadership Rubric

Name _____ Field Experience _____

5	4	3	2	1
<ul style="list-style-type: none"> Arrives to meeting early and helps others settle Brings required material or gear to morning meeting Is prepared for work and takes initiative to begin Works effectively with others Adheres to safety rules Is respectful to the environment during field study Initiates clean up, and remains engaged in tasks until the tasks are completed Demonstrates respect to all community members Submits work on time and in the appropriate format Approaches tasks with enthusiasm, and applies this same enthusiasm to new assignments Encourages others to participate, and meet their own challenges Pushes self beyond comfort zone Is willing to take risk and try new things 	<ul style="list-style-type: none"> Arrives to meeting on time Brings materials and gear to meeting but needs a little organization Generally takes initiative, but does need to be reminded from time to time Works effectively alone, but needs interaction with others Adheres to safety rules Is respectful to the environment during field study Conducts clean up without reminders, and continues until job is done Generally demonstrates respect to community members, but sometimes requires a gentle reminder Submits work on time Needs encouragement to approach new tasks Needs encouragement to move past comfort zone Is somewhat willing to take risk and try new things 	<ul style="list-style-type: none"> Arrives to meeting just after first words are spoken Brings some materials to meeting, but needs to borrow or fetch some other items Needs to be reminded to begin work Tends to get off track and socialize, but will redirect without argument Mostly adheres to safety rules Is mostly respectful to the environment during field study Conducts clean up without reminders, but stops before all work is done Needs reminder to be respectful to others Submits work late, but does complete assignments Regularly needs encouragement to move past comfort zone - Reluctant to take risk or try new things 	<ul style="list-style-type: none"> Arrives to meeting a few minutes late Is not prepared with materials and needs to borrow or fetch additional items Regularly needs to be reminded to begin work Tends to get off track and socialize, and is a bit argumentative when reminded to get back on task Follows most of the safety rules Is sometimes respectful to the research environment Restores environment with reminders, and stops before all work is done Regularly needs reminders to be respectful to others Needs to be reminded to turn in work, and is often late with assignments Does not want to move past comfort zone - Avoids taking risk or trying new things 	<ul style="list-style-type: none"> Arrives to meeting several minutes late Needs to leave meeting to collect materials Needs monitoring to engage in work Makes excuses regularly and distracts others Does not follow safety rules Disregards the research environment Needs regular reminders to begin clean up Generally does not demonstrate respect to others Work is submitted late Avoids moving beyond comfort zone - Unwilling to take risk or try new things

Comments:

Daily Assignments:

Subject	Assignment	Student Check	Teacher Check
History	Farmland Timeline		
Science	Bird watching, plant identification, water level of river		
Writing	Points on seminar piece		
Reading	History of Holmgren Farm		
P.E.	Paddle Board (with lifeguard)		
Math	Tally of botany, recipe following		

Calendar:

August 2014				
Monday	Tuesday	Wednesday	Thursday	Friday
11 Teachers Begin School	12 Teacher's Aid Contacts Gear30 re: Paddle Boards	13	14	15
18	19	20 School Begins	21	22
25 Handout Field Experience letters and Permission Slips	26 Teacher's Aid puts all information on MMAJH Blog	27	28	29

September 2014				
Monday	Tuesday	Wednesday	Thursday	Friday
1 Teacher's Aid schedules a certified lifeguard from Crystal Hot Springs	2	3	4	5 Permission Slips are due. Community Meeting: Tent assignments are given. Packing list is reviewed.
8	9	10	11	12 Teacher's Aid: Touch base with Jon, farm supervisor. Ensure farm is ready. Packing list is reviewed.
15 Teacher's Aid verifies Crystal Springs lifeguard is finalized	16 Ms. Emily grocery shops for all perishables.	17 We discuss behavior expectations while at the farm. Review packing list	18 Field Experience Happens	19 Lifeguard arrives. Field Experience Happens

Montessori Connections:
Field Study Rational

The word education must not be understood in the sense of teaching but of assisting the psychological development of the child. Dr. Maria Montessori

Maria Montessori was a firm believer in hands-on learning and experiencing nature. It is the foundation of her work. By offering students time to make a genuine connection with their natural surrounding, they will gain a sense of place. Once that sense of place is firmly set, they can begin to look back, around, inward, and up. They can begin the journey of knowing that where they stand is part of *everything*. We are all connected; they are connected.

The adolescent is at a developmental level that mirrors that of a toddler. It is a time when the brain's synaptic connections are at a heightened level that will never be seen again. Giving students experiences, rather than lectures is how we can offer them the greatest opportunity to learn authentically. According to Dr. Montessori "There is no description, no image in any book that is capable of replacing the sight of real trees, and all the life to be found around them, in a real forest. Something emanates from those trees which speaks to the soul, something no book, no museum is capable of giving". This is the driving force for taking our students out on their field studies.

When my partners and I take our students to our Erdkinder farm, we are extending to them the opportunity to learn through: small study cycles, farm labor, communal eating, laughter and Solo Time. They return from the farm with a deeper understanding of the land we reside upon. It has a powerful past, and through their connection with that, they more readily become stewards of this land in the present. It is

amazing to see how each visit to the farm deepens the relationship with the land, the farm, and our community.

As a Montessori educator, it is my responsibility to understand and follow the child. The purpose is made clear in *Liberty and Hope for the Adolescent: Valorization of the Personality*. Marta Donahoe states “Our children will naturally take their place in society when we have helped guide them toward valorization – a society that will have a greater chance for liberty and hope because our children are its members”. This means taking the time to offer them experiences from which they will learn naturally. Through this work, we are making a better them and a better future.

Parent Communication

Dear Parents,

On September 18 through May 19, we will be taking a fieldtrip to the Historic Holmgren Family Farm (460 N. 300 E. Tremonton, 84337). Please make the necessary arrangements to drop your child off at the farm at 9am on the morning of the 21st, a Wednesday. Because this is an overnight adventure there is much preparation needed to provide a positive experience for each student. Below is a copy of our itinerary. Please, if you have any questions or concerns feel free to address them with any of the staff. Daily activities and schedule is attached.

Wednesday

- 9:00-10:00 Parents drop off students. Students check in, **set up tents**, get settled. Each student is responsible for that day's cold lunch and fresh and healthy snacks.
- 10:00-11:00 **Opening Group Initiative** Consider personal strengths and fears.
11:00- 12:30 **Mr. Rob** as lead instructor (all instructors will be present): Go on wetland walk as a whole group. Identify indigenous plants & birds. Walk down to the Bear River to check spring water level. Harvest the invasive Goldenrod plants.
Personal reflection (write or draw in your journal).
- 12:30-1:00 **Eat sack lunch** by the Bear River and return to barn.
12:30-3:30 **Activity Rotations**
Ms. Fallon: Using provided photos and newspaper clippings, create a timeline of this land and the families that have called it home.
Ms. Kevi: Pull leaves off of Goldenrod plants. Place in distilled water to begin the process of making a blue dye (This will be used in second semester's weaving class).
Ms. Adrienne: Create Survivor Bracelets.
- 3:30-6:00 **Group Project:** Students will work as a team to harvest apples from the orchard, peel, mix and prep for a Dutch oven cobbler. They will then peel and prep the vegetables and make their Dutch oven Elk Stew and rolls. Let the food get yummy!
- 6:00-7:00 **Eat!** Once done, students will restore their environment.
7:30-10:00 At campfire, students will participate in Closing Ceremony. We will then participate in drum circle with Kate's dad, Mr. Vinnie, roast marshmallows, and star gaze.
- 10:00 Lights out, and sweet dreams.

Thursday

- 7:30 Wake up/get ready
8:00-9:00 **Eat!** Oatmeal bar breakfast (provided) Students will then make their own sack lunch from provided food. Restore environment.

- 9:00-11:30 **Community Service Projects:** There will have three projects to choose from: help repair fences that need mending after the winter, plow and prep field plots for planting, or stack logs for their log fence.
- 11:30-12:00 **Eat!** Lunchtime
- 12:30-2 **Ms. Emily and Gear 30** paddle board demonstration. Get ready to get wet and have a blast.
- 2:30 Parents **pick up**

Packing List:

- Cold sack lunch (for one day)

- Fresh, healthy snacks

- Warm pajamas

- Shoes appropriate for walking

- Coat and rain gear

- Hat- sunscreen

- Water bottle

- Change of clothes (optional)

- Toiletries (tooth brush, toothpaste, deodorant, etc.)

- Medication (labeled and given to Ms. Kat).

- Sleeping bag and pillow, sleeping pad

- Extra socks

- Jacket

- If you need help coordinating a carpool, please email Melinda Montgomery. Her email address is melmont30@gmail.com

Travel and Field Logistics

Travel:

Our Erdkinder farm is a forty-five minute drive. The parents are accustomed to using carpools to drop and pick their children up. Below is our legal permission form that must be filled out two weeks in advance.

Liability Release, Waiver, Discharge and Covenant Not To Sue

This Liability Release, Waiver, Discharge and Covenant not to Sue, (hereinafter referred to as "Release"), executed by _____ (your name), parent/guardian of _____ (student's name), to Maria Montessori Academy, (hereinafter referred to as "MMA"), Ogden, Utah.

For the following:

Field Trip Activity: Historic Holmgren
Location of Activity: 460 N. 300 E. Tremonton, Utah 84337
Date of Activity: Thursday, Sept. 18- Friday, Sept 19
Transportation via: ___ Commercial Bus ___ Chartered Bus ___ Walking
___X___ Parents

Description of Activity: The students will participate in real world application of knowledge gained from instruction and active participation. This field experience is part of the Natural World (Science). This will be an overnight activity.

In Case Of Emergency, please list your name and number here:

If additional description is needed please attach to this form

- 1.0 As a parent of a student of MMA I desire my child to participate in the field trip listed above, and I fully understand the dangers, hazards, and risks inherent in the activity, in the transportation to and from the Activity including, but not limited to, automobile accidents, theft of personal property. I further understand and expressly acknowledge that my child's participation in the activity is not required by MMA and that it is voluntary and my own decision. I further understand and acknowledge that if my child travels to the activity in a personal vehicle owned or rented by the driver, that MMA will not insure such private vehicle nor will it insure commercial vehicles, and that the owner and/or driver shall be responsible for providing automobile insurance which adequately, and in conformance with the law, covers the occupants, including passengers.
- 2.0 I acknowledge that my child is expected to conduct him/herself responsibly throughout the activity and will conform to the laws of the State of Utah and policies of MMA, including but not limited to any such laws or policies pertaining to alcohol consumption and/or drug use, etc.
- 3.0 Knowing the potential dangers, hazards, and risks of such activities, and in consideration of permitting my child to participate in the activity, on behalf of myself, my family, heirs and personal representatives, I, the undersigned, are to assume all risks inherent in the activity, the transportation, and in any independent activities undertaken as an adjunct hereto, and in

advance release, waive, and forever discharge, and covenant not to sue MMA, its governing board, officers, agents, employees (hereinafter collectively referred to as "releasees"), from and against any and all liability for any harm, injury, damage, claims, demands, actions, cause of action, costs, and expenses of any nature that I may have or that may hereafter accrue to me, arising out of or related to any loss, damage, or injury, including but not limited to, suffering and death, that may be sustained by my child or by any property belonging to my child, whether caused upon, or in transit to or from the premises where the activity, or any adjunct to the activity occurs, or is being conducted.

4.0 I understand and agree that Releasees do not have medical personnel available at the location of the activity. I agree and hereby grant Releasees permission to authorize emergency medical treatment, if necessary, and that such action by Releasees shall be subject to the terms of this document. I understand and agree that Releasees assume no responsibility for any injury or damage which might arise out of or in connection with such authorized emergency medical treatment.

5.0 In signing this Release, I acknowledge and represent that I have fully informed myself of the content of the foregoing by reading it before I sign it, and I understand that I sign this Release as my own free act and deed; no oral representations, statements, or inducements, apart from the foregoing written statement, have been made. I understand that MMA does not require my child to participate in the Activity, but I want my child to do so, despite the possible risks and despite this Release. I further state that I am at least eighteen (18) years of age and fully competent to sign this Release; and that I execute this Release for full, adequate and complete consideration fully intending to be bound by the same. I further state that there are no health-related reasons or problems which preclude or restrict my child's participation in the Activity, and that I have adequate health insurance to provide for and pay any medical costs that may be attendant as a result of injury to my child.

6.0 I further agree that this Release shall be construed in accordance with the laws of the State of Utah. If any term or provision of this Release shall be held illegal, unenforceable, or in conflict with any governing law, the validity of the remaining portions shall not be affected thereby.

I have executed this Release this _____ Day of _____ (month), _____(Year).

THIS IS A RELEASE OF LEGAL RIGHTS. READ AND BE CERTAIN YOU UNDERSTAND BEFORE SIGNING.

PARENT/GUARDIAN OF PARTICIPANT

(Print Name)

(Signature)

(Date)

Informed Consent and Waiver and Release

Injury may result from your participation in the _____ (the "activity"). You are expected to familiarize yourself with the activity, what is required, and the rules of conduct for the activity. You are expected to wear appropriate safety equipment and follow proper operating procedures, including safety procedures as outlined by the coordinator, plus any directions given by an authorized person.

I, _____, acknowledge that I have familiarized myself with the activity and what is required, wear appropriate safety equipment, including a helmet, will follow the rules of conduct, will follow the operating procedures, and will follow any directions given by and authorized person.

(Signature of Participant)

The undersigned, the legal guardian of the above identified participant, in consideration of participant's participation in the activity do hereby agree to this waiver and release.

I recognize that participation in the activity may involve moderate to strenuous physical activity and may cause physical and/or emotional distress to participants. There may also be associated health risks. I state that participant is free from any known heart, respiratory or other health problems that could prevent participant from safely participating in any of the activities.

I further agree to release the School, the State of Utah, the sponsor of the activity, and their agencies, departments, officers, employees, agents, and volunteers from any and all liability, claims, demands, breach of warranty, negligence, actions, and causes of actions whatsoever for any loss, claim, damage, injury, illness, attorney's fees or harm of any kind or nature to me arising out of participant's participation in the activity. This release extends to any claim made by parents or guardians or their assigns arising from or in any way connected with the aforementioned activities.

Consent

Consent is expressly given, in the event of injury, for any emergency aid, anesthesia and/or operation, if in the opinion of the attending physician, such treatment is necessary.

I have carefully read and understand the contents of the foregoing language, and I specifically intend it to cover participant's participation in the above-referenced activity.

Name _____

Date _____

Signature of Parent/Guardian _____

Travel:

Our adopted farm is a forty-five minute drive. Parents will either drive their child or make arrangements with our Room Mother.

Opening and Closing Ceremonies:

Opening: Once students are done setting up their tents, students will be given a small piece of paper and a pencil. They will then be asked to wander and find a small rock (something that can fit in their pocket). While they sit alone, they will think about what strength they possess; this they will put into the stone. On the paper, they will write a fear they have about the camping trip.

Closing: As we come to the fire, students will be asked to sit and consider how the strength they had originally thought had been the one they used most. Are there new strengths they found? They will then pull out the paper with their fear. They will have time to contemplate if their fear came true. If not, was it worth carrying around? They will throw their paper into the fire and let it burn.

Community Building Activity:

Before the drum circle begins Mr. Vinnie, our guest speaker/performer, will introduce the students to the different kind of drums, percussion instruments, and didgeridoo. Students will take turns trying the variety of instruments. It will organically become a drum circle where students take turns shaping the sounds and rhythms that they can only create together. At the end of the evening we will discuss how much the music changed as different instruments took more of a lead role and how each person made the moment possible.

Field Logistics:

The boys' camp will be behind the barn, on the grass. The girls' camp will be on the grass behind the house. There is a gravel driveway dividing these areas. The campsites are equally close to the fully-plumbed outhouse.

The Dutch oven and outdoor kitchen area are near a facet linked to the natural spring. It is all on gravel, so the heat is easily maintained.

There are picnic tables nearby and also in the barn. Depending on the weather, students have an area to sit and eat.

The basins with heated water are ready and waiting for clean up and the cooking and eating concludes.

All vegetarian scraps are put into a “chicken bucket”. Specific students are given the job of bringing this to the area the free-range chickens come to eat.

Budget

- Annual payment to farm (\$ 780 allows us four visits annually) \$195
- Groceries: \$400
 - Potatoes, parsnips, sweet potatoes, onion, garlic, dried parsley, oatmeal, dried apple, dried apricot, milk, butter
- Lifeguard: \$40
- Paddle Board Rental (Gear 30) \$100
- Cording and clasps for survivor bracelets \$40
 - **Total \$775 (\$7.75 per student)**

Free or already owned by the junior high:

- Travel provided by parents
- Students provide:
 - Tents (one for each four students)
 - Sleeping bags or bed roll
- Elk meat donated by one of our families
- Brown sugar, flour, baking soda
- Dutch oven and cooking utensils (we keep in one box)
- Gardening gloves
- Gardening tools
- Firewood

Remaining Work: None