

Cycle 1B Hidden Potential Appreciation of Nature Field Study, Fall 2017

“Only through freedom and environmental experience is it practically possible for human development to occur.”

— Maria Montessori



picture from: <http://dnr.wi.gov/topic/parks/name/govdodge/>

Appreciation of Nature Course Description:

We will embark on a 4-day, 3-night camping trip to Governor Dodge State Park in Wisconsin. Governor Dodge State Park is one of the state's largest parks, with 5,350 acres of steep hills, bluffs and deep valleys plus two lakes and a waterfall. Located in Wisconsin's scenic driftless area, Governor Dodge offers camping, picnicking, hiking, canoeing, biking, hunting, fishing, off-road biking, cross-country skiing and horseback riding opportunities. Preparation the week prior will include research, planning, and lessons on nature and sustainability of the environment. You will gain an understanding of the natural environment and participate in exploration of ecosystems. While camping, you will work on taking responsibility with a positive attitude and build a sense of community through activities and group initiatives.

Course Objectives:

- Gain a greater appreciation for our outdoor environment
- Grow in leadership and self-discovery
- Participate in experiential outdoor learning combined with studies and activities in writing, science, history, math, and art
- Prepare thoroughly for seminar and contribute meaningfully to seminar discussions

Guiding Questions:

- What do you find inspiring, peaceful, or rewarding about nature?
- In 1872, Yellowstone became the first national park. Why do you think we have local, state and national parks?
- A national park must contain one or more ecosystems not materially altered by human exploitation or occupation. Describe an ecosystem.
- In what ways do humans exploit the land?
- What can you do to preserve and respect the ecological, geomorphological, and aesthetic features of our land?
- What are the names and locations of 5 state or national parks?
- At Governor Dodge State Park, what people have called this home in the past?

Opening Activity

Gather at the campfire Tuesday night. Provide a quarter sheet of paper to each student. Have them write or draw a symbol of technology and civilization on the sheet (e.g. car, radio, TV, computer, telephone, refrigerator, microwave, airplane... etc. Something American Indians did not have in 1776 when we became the United States of America.) When all have completed their lists and drawings have them proceed one at a time to the fire and deposit their symbols of modern society while saying, "I am one with nature", or "I am at home in the woods."

Closing Ceremony

On the last day, after breakfast, gather once again around the fire with paper and pencil available. Have each student write anything that they like, respect, or cherish about nature and the outdoors. They may also write down any happy moment that they experienced while camping. (the woods, the lake, canoeing, flowers, streams, hikes, sunshine, campfires, rocks, animals, rain, peacefulness, etc.). When all have listed or sketched their responses, say, "We are going to release our feelings as smoke to drift through the trees and remain in the forest as we head home. Have each student name one thing they like about nature, and drop their list into the fire, setting their happy memories free."

Community Service Component:

The representative from Governor Dodge State Park with whom I spoke indicated a willingness to have our students participate in community service. She said in the spring, pulling up invasive mustard plants is helpful. At any time during the year, they are happy to have volunteers pick up litter, though she indicated that being a state park, people are generally good about keeping it clean. Still, in the interest of serving, I would like to have our kids take a trash bag with them as they hit the trails for hiking. In that way, they can clean up in the areas that are not maintained as frequently or easily.

Begin by asking students who has had a meaningful service or volunteer experience before.

- Anyone willing to share what they did?
- Why was it meaningful to you?
- What issues did your volunteer service address?
- How did you get involved in this experience?

Today, we will continue our service project by cleaning up the trails as we hike. Our core value of community service enables us to reach out beyond our own spaces and help others, including helping the environment. You will be picking up trash as we hike, and will need to reflect on this experience at the end of the day. We want you to challenge yourself and your fellow hikers to think about what you're trying to accomplish, who you're impacting, and what kind of experiences you are soaking up. Have conversations about what you observe and how you feel as you hike.

Processing Questions:

- What happened during our community service at the camp?
- What did you observe?
- What issue is being addressed or population is being observed?
- Did you hear, smell, or feel anything that surprised you?
- How is your experience different from what you expected?
- What learning occurred for you in this experience?
- How can you apply this learning?
- What would you like to learn more about, related to this project?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?
- If you could do the project again, what would you do differently?

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 June 30, 2017
 Field Study

General Calendar:

Letter home to parents with permission slip on September 7th,

Monday	Tuesday	Wednesday	Thursday	Friday
September 18	19	20	21	22
Woods week Work Plan: Insect Study Plant Study Nature Packet	Research sustainability and conservation Worksheets Read, annotate Last Child in the Woods	Discussion: Cooking while camping Plan menu	Research and discussion on safety: Camping Fires Canoeing	Independent Work on Nature Packet Seminar Selection of independent field study in nature
25	26	27	28	29
Hand out Camp Packet Overview of Leadership Rubric and Journal Review Safety	Day 1 Bus leaves 9 am See Activity Sheet	Day 2 See Activities	Day 3 See Activities	Final Day See Activities Bus departs 1pm Bus returns 3pm

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Activity Agenda

Tuesday	Wednesday	Thursday	Friday
Depart School 9 a.m.	6:45 breakfast crew Hearts	6:45 breakfast crew Spades	6:45 breakfast crew Diamonds
Arrive GDSP 11 a.m.	7 a.m. wake up	7 a.m. wake up	7 a.m. wake up
Set up camp Pitch tents	7:30 Breakfast 8:00 clean up	7:30 Breakfast 8:00 clean up	7:30 Breakfast 8:00 clean up
Sack lunch	Diamonds	Clubs	Hearts
Group Initiative	8:30 Whole group meeting. Review the schedule for the day and packet assignments.	8:30 Whole group meeting. Review the schedule for the day and packet assignments.	8:30 Whole group meeting. Review the schedule for the day and packet assignments.
Mindfulness	Mindfulness	Mindfulness	Mindfulness
1:30 Hike			
3:30 Solo			
4:00 Assign reading from Unseen Forest (In camp Packet)	10 a.m. Hike H/C Canoeing S/D	10 a.m. Hike S/D Canoeing H/C	8:45 Group Initiative
4:30 Dinner prep Clubs	11:30 lunch prep (H) 12:00 lunchtime 12:30 clean up (D)	11:30 lunch prep (S) 12:00 lunchtime 12:30 clean up (C)	9:15 Scavenger Hike
5:30 Dinner	1:00 community building initiative	1:00 community building initiative	11:00 Begin breaking Down
6:15 Clean up Spades	1:30 Hike S/D Capture the Flag H/C	1:30 Hike H/C Capture the Flag S/D	11:15 Lunch prep (D) 11:30 Lunch time Hot Dogs around Fire
Your Time			12:00 Closing Ceremony - Nature Reflections on notes... leave as smoke through the trees
7:30 Seminar	3:30 Solo	3:30 Solo	
8:30 Campfire gathering: Opening Activity... one with nature Marshmallows, stories Turn in leadership Self Assessments	4:30 Dinner Prep (D) 5:30 Dinner 6:15 Clean up (H) 7:30 Seminar	4:30 Dinner Prep (C) 5:30 Dinner 6:15 Clean up (H) 7:30 Seminar	1:00 Board bus to return to school.
9:30... teeth, jams, Tents - Go to sleep	8:30 Campfire Turn in leadership Self Assessments 9:30 teeth, jams, Tents... go to sleep	8:30 Campfire Turn in leadership Self Assessments 9:30 teeth, jams, Tents... go to sleep	3:15 In classroom... Collect camp packets, assignments, and journals.

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Travel

Buses will leave Montessori at 9 a.m. on Tuesday, Sept. 26, arriving at Governor Dodge State Park at approximately 11 a.m.

On Friday, September 29, our buses will depart Governor Dodge State Park at 1 p.m. and arrive back at Montessori at approximately 3 p.m.

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Parent Communication

Montessori Middle School

September 7, 2017

Dear Parent,

Your child will soon have the opportunity to participate in an outdoor overnight field experience camping in Governor Dodge State Park in Wisconsin. Preparation the week prior will include research, planning, and lessons on nature and sustainability of the environment. We will help students understand the natural environment and participate in exploration of ecosystems. While camping, students will work on taking responsibility with a positive attitude and build a sense of community through team building activities and group initiatives.

We will leave Montessori at 9 a.m. on Tuesday, September 26, and return to Montessori by 3 p.m. on Friday, September 29. Students will camp in tents at Governor Dodge State Park on Tuesday, Wednesday, and Thursday nights. Students will be supervised the entire time by classroom teachers.

The cost of the trip is \$50 per student. Please return the permission slip by Friday, Sept. 15.

Thank you,

Amy Orvis
Kent Holden
Stacey DenBraven
Sara Hanson

Permission to Attend

My child, _____, has permission to attend the 4-day, 3-night field study at Governor Dodge State Park in Wisconsin.

Parent/Guardian Signature _____

Written Name: _____

Date _____ Relationship to Student _____

Parent Cell Number (in case of emergency) _____

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Budget

Expenses:

Bus	\$1300
Cold Food Items	\$250
Dry Food Items	\$150
Firewood	\$45
Ice	\$25
Canoeing Fee \$3 x 60	\$180
T-shirts \$12 x 60	\$720
Total Expenditures	\$2815 (\$47 per student)
Student Fee	\$50

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Seminar

The initial seminar piece in preparation for this field study will be an excerpt from *Last Child in the Woods* by Richard Louv. Additional seminars will stem from *The Forest Unseen*.

Writing Question: Tell about a time you have been camping, or hiked in the woods.

Opening Question: On page 2, the last sentence of the second paragraph tells of a recent television ad. What is the author's point in mentioning the ad?

Themes:

- Understanding and appreciating nature
- A changing world
- Nature vs. Technology
- Basic Needs

Core Questions:

- In what ways do we depend upon nature?
- In what ways does nature depend upon us?
- On page 3, the author refers to a slide from the mountains to the matrix. To what is he referring?
- Are your experiences with nature real or virtual?
- In what ways can you experience and appreciate nature?
- What, if any, is your responsibility in nature?

Closing Question: (Whip around). Yes/No

- Can you make a difference in nature simply by picking up trash?

Leadership Rubric

Montessori students should always remember to be respectful and considerate to others. During special field studies this is sometimes harder to remember, and at the same time more important to demonstrate. Please be aware of how helpful it can be for you to be attentive and respectful in large groups, outdoors, and in public places.

Expected Behavior

Assess with: 4 Always 3 Usually 2 Sometimes 1 Seldom

T	W	Th	F	
				Speaks to teachers and peers with appropriate tone and vocabulary
				Listens actively (eye contact), and respectfully
				Follows directions the first time they are given
				Uses time wisely, works productively
				Works well with others
				Participates in activities and displays a positive attitude
				Approaches tasks with willingness and enthusiasm
				Sets a positive example (listening, volunteering, attitude, working)
				Acts in ways that ensure the physical and emotional safety of all

Self Evaluation - Expected Work

Assess with: 4 All 3 Most 2 Some 1 Few

Fri	
	Completed assigned readings
	Actively participated in seminar discussions
	Completed worksheet and packet activities
	Fulfilled camp chore responsibilities (cooking, cleanup, firewood, etc.)

Free Write: On the back, write about at least one challenge, triumph, what moved you or inspired you.

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Community Building Activity (One of multiple):

Team Turbine

Materials: 1 thick, long (try 100 ft.) rope.

Play: Have two teachers revolve rope in a giant jump rope motion. Instruct kids to line up and see if all students can get from one side to the other, through the twirling rope without having the rope touch them. If someone touches the rope, begin again. Once the entire class has successfully navigated the turbine, try again with two kids (elbows locked), go together. The next challenge level is to have four kids join hands and go as a group. Finally, challenge the class to all get from one side to the other as fast as they can. Use a timer to set a record. Only times when nobody contacts the rope count. This activity can easily last 30 minutes.

Processing Questions

- What did we do?
- What worked?
- What did we have trouble with?
- What might we do differently next time?
- What can we learn from such an activity?