

Outside Opportunity Brief Description

Name: Maria Chal	Cycle Theme: Foundation
Content Area: Physical Science	Specific Academic Unit: Intro to Science

Briefly explain in the box below the outside opportunity you are planning to include in your cycle of study.

- **Where will you go? (or who will you bring in?)**
- **How does it relate to your academic content and/or the cycle theme**
- **What type of work will students be doing and how will they be assessed?** (see possible examples below with potential assessment options in parentheses)
 - Self-reflection (journaling?)
 - Creative artwork (sketching?)
 - Interviews (Provided table for question development and response recording?)
 - Data collection (Collection Template?)
 - Graphing (Types of graphs and data analysis questions?)
 - Orienteering (Assignment that they complete as they locate items/areas?)
 - Practical Life Skills (procedural write ups?)
 - Leadership Development (self-assessment rubrics?)
 - Etc.

We will go to Yellow Springs, Ohio to launch our new school year; this will particularly focus on transitioning to high school for ninth graders and building leadership skills for 10th graders. Part of the goal of this experience will be learning what it means to be in community together and discussing what a strong community is founded on.

The experience will include a hike in the woods in our small community groups (where as a science teacher I will ask them to hone in on their observations skills and scientific sketching). There will be lessons on observation and scientific sketching as part of the “Intro to Science” Unit.

Students will also have a chance to read about the “intentional community” that Yellow Springs was meant to be and reflect on the “foundational” characteristics its original founders were focused on. This provides an opportunity for this field experience to be cross-curricular in nature and a way of uplifting the community values that are central to our school: hard work, respect, learning, peace, and community. In what ways do these values provide our high school with a foundation?

Students will also get to work together on a Scavenger Hunt through the town of Yellow Springs, which will allow them to experience Joy and Adventure and work in community together, which will tap into the 7 gateways. They will use the GooseChase App to take photos of each of the items in the town that they find together.

Students will complete a journal reflection and self-assess their engagement with the core values at the end of the field experience.

Here is the [reflection guide](#) that could be used.

Contact Information: Please include all information needed -- e.g. Location phone number or email address, transportation contact info, if you are contracting with additional personnel (e.g. canoe rental, etc.), provide their contact info as well

We schedule our busing through Cincinnati Public Schools. I fill out a form in the office and submit it to Joseph Osei-Barfi. He then confirms our school busing.

The hiking takes place in John Bryant State Park and the scavenger hunt in the town center. It's good to contact John Bryant Community Center ahead of time for bus parking. (937) 767-7206

What tasks need to be done before this is ready to go? Things to consider:

- Booking date with organization
- Board or administrator approval
- Submitting purchase order
- Communication to families
- Permission slips
- Fee collection
- Bus Booking
- Etc.

Finalize calendar dates for field experiences on the previous school calendar year or through the ILT. Collect fees from students; or help students fundraise to cover field experience costs. Submit bus order at least 4 months ahead of time to ensure reservation. Send communication letters to families with detailed schedule and permission slips for students. Prepare students with pre-lessons and any other information they need to know for the day (including dress, journaling, etc). Print out journal pages for students. Reserve lunches from cafeteria to bring with you on the day of the field trip. Organize with teaching staff and other chaperones roles and groups for the day of the field experience. Plan post-experience activities/reflections.