



IslandWood

School Partnership Program

Make A Difference Project Curriculum

Created By Joseph Petrick
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Introduction to IslandWood's School Partnership Program (SPP)

➤ **MISSION:**

- To assist classroom teachers in meaningfully connecting and integrating the knowledge, skills, and experiences gained by students at IslandWood with classroom objectives and state and national learning standards.

➤ **GOALS:**

- All students will participate in a service-project that utilizes the knowledge, skills, and experiences gained at IslandWood and that is linked to curricular objectives.
- To provide teachers with training and resources for planning and implementing the trip to IslandWood, the integration of knowledge, skills, and experiences gained at IslandWood, and the community project.

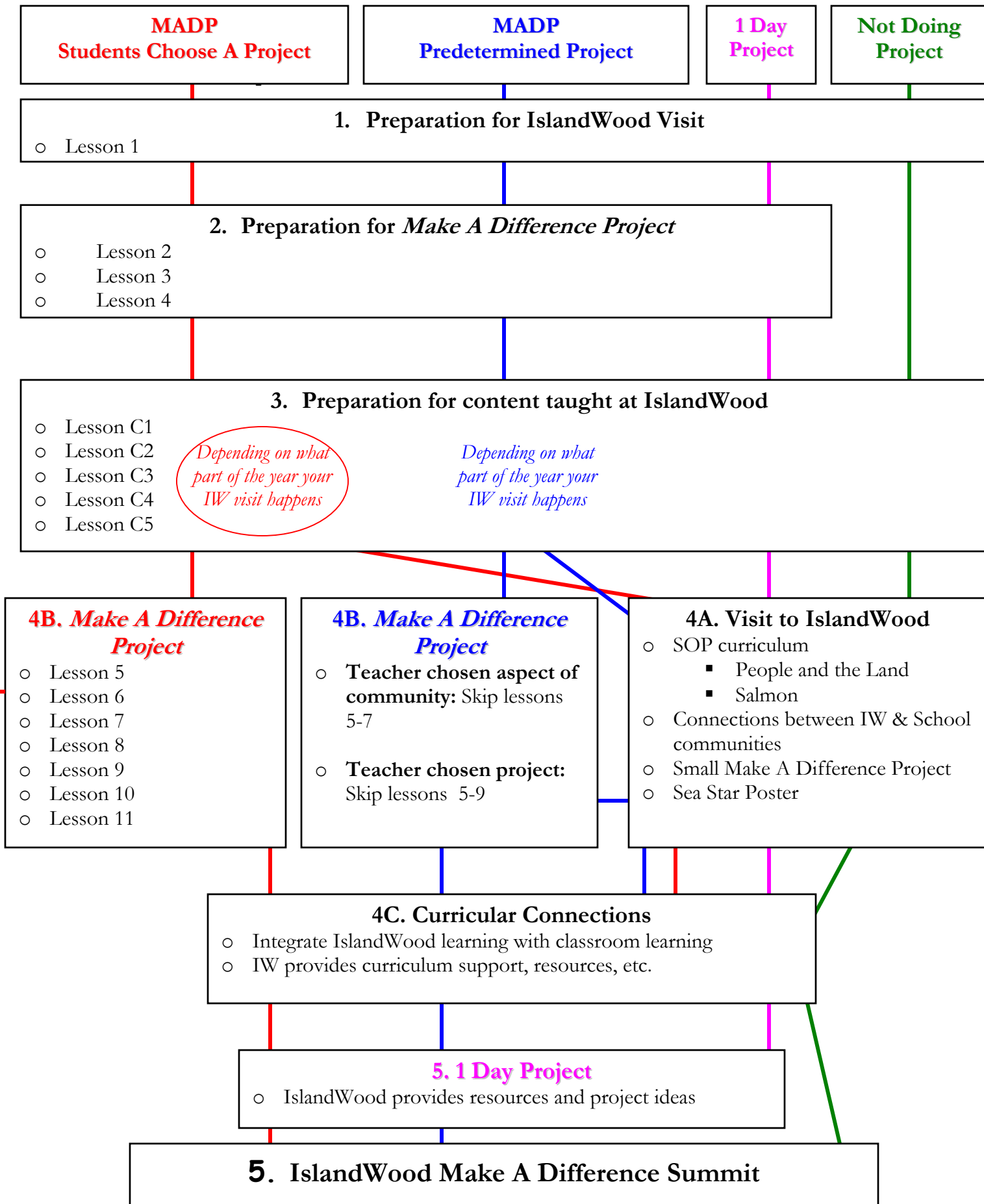
➤ **SERVICE-LEARNING:**

- Definition: Service-learning is an educational method that involves students in challenging tasks that meet genuine community needs and requires the application of knowledge, skills, and systematic reflection on the experience (National Youth Service Council).
- Project Options:
 - Not Doing Project
 - 1 Day Project
 - Make A Difference Project (MADP)
 - Students Choose A Project
 - Predetermined Project

➤ **ISLANDWOOD LIAISON:**

- Each school will be assigned one IslandWood liaison (staff member or graduate student)
- The liaison will:
 - Assist you in preparing for your visit to IslandWood.
 - Assist you with planning and implementing curriculum that integrates the knowledge, skills, and experiences gained at IslandWood with classroom objectives and state and local standards.
- Any logistical questions concerning your trip to IslandWood should be forwarded to:
 - IslandWood Registrar: 206-855-4377
 - The School Partnership Program Coordinator: 206-855-4373

School Partnerships Program Framework



Introduction to the *Make A Difference Project Curriculum*

➤ TWO OPTIONS:

1. **Students Choose A Project:** This option has the students use the knowledge, skills, and experiences gained at IslandWood and in the classroom to plan, implement, and evaluate a service-learning project that will be beneficial to the students' growth as citizens and will make a positive difference in the school's community.
2. **Predetermined Project:** This option is designed for teachers who are continuing a service-learning project or have chosen a project for their students. Students use the knowledge, skills, and experiences gained at IslandWood and in the classroom to plan, implement, and evaluate the predetermined service-learning project.

➤ TIME COMMITMENT:

- This is a step-by-step curriculum where the objectives and outcomes of each lesson build upon the prior. The curriculum is most effective when followed in order.
- The duration of the curriculum can be adapted to meet the needs of the class.
- During the implementation of the *Make A Difference Project* class time will be devoted each day to class meetings and reflection.

➤ FLEXIBILITY

- The curriculum works best when the teacher adapts the lessons to the needs, experiences, and interests of their students.
- The curriculum can be used with classes that are attending IslandWood at any point in the school year. See School Partnership Program Framework (p. 4).
- The duration of the curriculum can be adapted to meet the needs of the class.

➤ INTEGRATION

- The curriculum is designed to allow for integration of school and state mandated curricula and learning objectives.
- Each activity includes a list of EALRs that it meets (See EALRs Matrix, Appendix A).

➤ KEY COMPONENTS:

1. Journaling:

- Journaling is an essential aspect of the *Make A Difference Project Curriculum* and the *IslandWood School Overnight Curriculum*.
- Journaling has students reflect upon what is learned, internalize the knowledge, and relate it to themselves and their experiences.
- Most activities in the *Make A Difference Project Curriculum* have a section called "Reflection Questions & Projects." These questions and project ideas can be used as part of the activity itself, group reflection on the activity, or as journal writing prompts.
- All students must have a journal for the *Make A Difference Project Curriculum* and for their trip to IslandWood.

3. Diversity & Social Justice:

- This curriculum is designed to be a tool to help facilitate exploration, discussions, and reflections about issues of diversity and social justice in the school's community.
- Teachers should make an effort to challenge their students to look at issues in the community from multiple perspectives.

Goals & Objectives For the *Make A Difference Project Curriculum*

- 1.0 **The students will develop an understanding that through caring and informed relationships with their community every person has the power to make a positive difference.**
 - 1.1 The students will know the definition of the term “community”
 - 1.2 The students will be able to identify the school’s community
 - 1.3 The students will be able to define what it means to make a positive difference in their school’s community
 - 1.4 The students will identify ways they can make a positive difference in their school’s community
 - 1.5 The students will plan and implement a project to make a positive difference in their school’s community
 - 1.6 The students will illustrate how they made a positive difference in their school’s community by creating and presenting a creative presentation about the planning, implementation, and evaluation of their *Make A Difference Project*
 - 1.7 The students will set personal goals for how they can continue to make decisions and take actions that will make a positive difference in their community

- 2.0 **The students will prepare for their trip to IslandWood**
 - 2.1 The students will explore concepts that are central to the IslandWood School Overnight Program Curricula
 - 2.1.1 The students will be able to make and record observations of their surroundings
 - 2.1.2 The students will be able to express how abiotic, biotic, and cultural aspects of a community interact and depend on each other
 - 2.1.3 The students will explore the abiotic, biotic, and cultural aspects of their school’s community and will be able to compare them to IslandWood’s community
 - 2.1.4 The students will differentiate between the terms REDUCE, REUSE and RECYCLE.
 - 2.1.5 The students will be able describe the process of composting food waste
 - 2.1.6 The students will be able to recognize and use vocabulary central to the IslandWood *School Overnight Program Curriculums*
 - 2.2 The students will know what they will need to bring with them to IslandWood
 - 2.3 The students will know what they are going to be doing and seeing on a typical day at IslandWood
 - 2.3.1 The students will know the daily schedule for IslandWood
 - 2.4 The students will know IslandWood’s behavior expectations for them
 - 2.5 The students will know that the purpose of their trip to IslandWood is to gain knowledge, skills, and experiences that will help them make a positive difference in their school’s community

- 3.0 **The students will explore their school’s community and develop ideas for how their class can make a positive difference.**
 - 3.1 The students will apply their observation skills and knowledge of ecological concepts learned at IslandWood to explore their school’s community
 - 3.2 The students will analyze the similarities and differences between their school’s community and IslandWood’s community
 - 3.3 The students will analyze the abiotic, biotic, and cultural aspects of their school’s community
 - 3.4 The students will create a list of ways the class can make a positive difference in the school’s community, in accordance with the seven sea star standards
 - 3.5 The students will choose one aspect of the school’s community to concentrate their research on
 - 3.6 The students will research periodicals for issues related to the classes’ chosen aspect of the community
 - 3.7 The students will analyze diverse perspectives surrounding their chosen aspect of the school’s community by interviewing a member of the school’s community

- 3.8 The students will analyze how an organization in the school's community is working to make a positive difference on their chosen aspect of the community

4.0 The students will plan, implement, and evaluate their *Make A Difference Project* and share what they learned with others

- 4.1 The students will develop a persuasive argument for one idea of how the class can make a positive difference in the school's community.
- 4.2 The students will create an artistic vision for the *Make A Difference Project* that illustrates what the community will look like when the project is complete
- 4.3 The students will work together to create a vision statement for the *Make A Difference Project* that states what the community will look like when the project is complete
- 4.4 The students will create clear, realistic, and measurable goals that will guide them in implementing the *Make A Difference Project*
- 4.5 The students will create an outline that will establish which students are responsible for which tasks and will set deadlines and provide a logical sequence of events for the *Make A Difference Project*
- 4.6 The students will work together to implement the project in accordance with the goals and timeline they established
- 4.7 The students will use their goals to evaluate the success of their *Make A Difference Project*
- 4.8 The students will illustrate how they made a positive difference in their school's community by creating and presenting a creative presentation about the planning, implementation, and evaluation of their *Make A Difference Project*
- 4.9 The students will write a story about the process of exploring their community and planning, implementing, and evaluating their *Make A Difference Project* to teach others about how they can make a difference in their school's community

5.0 The students will use various forms of reflection to think critically about the *Make A Difference Project*

- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*

6.0 The students will explore multiple perspectives and issues of diversity in planning, implementing, and evaluating their *Make A Difference Project*.

- 6.1 The students will create a visual map of effects their project might have on different people in the school's community
- 6.2 The students will examine their project idea from multiple perspectives by interviewing people from diverse backgrounds
- 6.3 The students will justify why it is better to work as a team and seek out ideas from a diverse group of people
- 6.4 The students will recognize each others' contributions to the process of planning and implementing the *Make a Difference Project*

Lesson 1

An Introduction To IslandWood

Lesson Overview:

- **Purpose:**

- To assess students' prior knowledge of topics central to the IslandWood experience
- To introduce students to the *Make A Difference Project* and using the knowledge, skills, and experiences they gain at IslandWood to make a positive difference in their school's community
- To show students what they will be seeing and doing at IslandWood
- To make students aware of IslandWood's expectations for their behavior and learning
- To give students an opportunity to ask questions about IslandWood
- To tell students and teachers how to prepare for their trip to IslandWood
- To get students excited about their trip to IslandWood

- 6 **Objectives:**

- The students will demonstrate their prior knowledge of topics that are central to the IslandWood experience
- 2.2 The students will know what they will need to bring with them to IslandWood
- 2.3 The students will know what they are going to be doing and seeing on a typical day at IslandWood
 - 2.3.1 The students will know the daily schedule for IslandWood
- 2.4 The students will know IslandWood's behavior expectations for them
- 2.5 The students will know that the purpose of their trip to IslandWood is to gain knowledge, skills, and experiences, that will help them make a positive difference in their school's community
- 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*

- **Student Outcomes:**

- Active participation in activities
- Completion of *Dear IslandWood Letter*
- Completion of the *World Around Me* worksheet
- Completion of journaling activities

Activities

1. The World Around Me: Pre-Assessment

Teacher Information:

- **Objectives:**

- The students will demonstrate their prior knowledge of topics that are central to the IslandWood experience

- **Duration:** 20 minutes

- **Materials:** *The World Around Me* worksheets and pencils for each student

- **Important:**

- *Give or mail The World Around Me* worksheets to the IslandWood liaison as soon as possible so they can be given to the IslandWood instructor.
- Make sure you get *The World Around Me* worksheets back from the IslandWood instructors before you leave IslandWood.
- *The World Around Me* serves as a pre- and post-assessment activity. Be sure to keep the original *The World Around Me* for comparison.

- Tell the students that *The World Around Me* worksheet is a tool to find out what they already know about the world around them. Tell them to thoughtfully complete the sheet to the best of their ability.
 - Ask the students to write neatly and be sure to fill in their name, school, teacher, and date
 - Tell the students that it is ok if they can't answer some of the questions
 - If students are having trouble understanding a question feel free to rephrase it for them

2. “IslandWood: A Fun Place to Learn” - PowerPoint

Teacher Information:

- **Objectives:**
 - 2.2 The students will know what they will need to bring with them to IslandWood
 - 2.3 The students will know what they are going to be doing and seeing on a typical day at IslandWood
 - 5.2.1 The students will know the daily schedule for IslandWood
 - 5.3 The students will know IslandWood’s behavior expectations for them
 - 5.4 The students will know that the purpose of their trip to IslandWood is to gain knowledge, skills, and experiences, that will help them make a positive difference in their school’s community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** COMMUNICATION 1; CIVICS 4.3
 - **Duration:** 25 minutes
 - **Materials:**
 - “IslandWood: A Fun Place to Learn” PowerPoint
 - Computer with PowerPoint
 - LCD projector
 - Viewing screen
 - **Prep:**
 - Make sure all the equipment is working and that all the students have a comfortable seat and clear view of the screen.
 - Write the guiding questions on the board
 - **IMPORTANT:** Activities 2A, 2B, and 2C are included in the PowerPoint. Read through these lessons prior to showing the students the PowerPoint. The activities may also be done separately if you do not have access to the PowerPoint.
- Ask the students to write the following guiding questions in their *IslandWood Journals*. Tell the students that they should be thinking about these guiding questions while they watch the PowerPoint:
 - Why is IslandWood called “A School in the Woods”?
 - Make sure the students understand that IslandWood is a fun place to learn; *not* a “camp.”
 - What will you be doing at IslandWood?
 - Where will you be learning at IslandWood?
 - What should you bring to IslandWood?
 - What is similar about IslandWood and your school’s community? What is different?
 - What will you do with the knowledge, skills, and experiences you gain at IslandWood?
 - Show the students the IslandWood slide show
 - Emphasize the process of using the knowledge, skills, and experiences gained at IslandWood to create a *Make A Difference Project* in the community.
 - Go over the guiding questions with the class and ask the students to answer the questions in their *IslandWood Journals*

- **Reflection Questions & Projects:**
 - Does IslandWood look like you expected?
 - What did you see that looked exciting to you?
 - What questions do you still have about IslandWood?

2A. Banana Slug (Included in “IslandWood: A Fun Place to Learn” - PowerPoint)

Teacher Information:

- **Objectives:**
 - 2.4 The students will know IslandWood’s behavior expectations for them
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Duration:** 5 minutes
- **IMPORTANT:** This activity is designed to coincide with the banana slug slide in the PowerPoint (Activity 2), but can also be done independent of the PowerPoint.

- Make the banana slug hand gesture and say “banana slugs”. Wait for the students to quiet down and mimic your gesture. Ask the students if anyone knows what the banana slug gesture means.
- Ask the students if they have ever seen a banana slug or if they know anything about banana slugs. Be sure to mention that banana slugs:
 - Don’t make much noise
 - Use their antennas to sense the world
- Tell the students that whenever they see the banana slug sign they should:
 1. Be silent (like the closed mouth made by thumb, middle, and ring fingers) and listen to the person who made the gesture (like the antenna made by the pinky and index fingers)
 2. Make the banana slug gesture to let others know to do the same
- Practice using the banana slug gesture with the students
- **Reflection Questions & Projects:**
 - What can you do if you see the banana slug sign and all your friends are talking to each other?
 - Why shouldn’t you scream at people to be quiet when we see the banana slug sign?
 - Research some fun facts about banana slugs.

2B. What to bring? (Included in “IslandWood: A Fun Place to Learn” - PowerPoint)

Teacher Information:

- **Objectives:**
 - 2.2 The students will know what they will need to bring with them to IslandWood
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Duration:** 15 minutes
- **Materials:** Examples of each piece of gear from the gear room.
- **Prep:**
 - Create a luggage label that includes your name and a lodge name
 - Create a name tag that includes your name, room name, table name, and name of field group
 - See the teacher information packet for example luggage tags, name tags, and a list of items NOT to bring to IslandWood
- **IMPORTANT:** This activity information is included in the PowerPoint. Only do this activity if you do not have access to the PowerPoint (Activity 2).

- Ask for a volunteer to demonstrate what the students will need when they are at IslandWood.
- Ask the students what they think they will need to bring with them to IslandWood. As the students guess an item give it to the volunteer to put on or hold. Also write a list of the items on the board to help the students remember.
- Make sure the following items are discussed

<ul style="list-style-type: none"> ○ Rain Jacket ○ Rain pants ○ Sweater/fleece ○ Boots ○ Socks ○ Warm hat ○ Gloves 	<ul style="list-style-type: none"> ○ Sleeping bag ○ Pillow ○ Towel ○ Water bottle ○ Backpack ○ Journal ○ Pencil 	<ul style="list-style-type: none"> ○ Labeled bags (lodge and name) ○ Name Tag (name, room, table, and field group)
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- Emphasize to the students that they should bring the gear they have and that IslandWood can loan them any gear they may need
- **Reflection Questions & Projects:**
 - Draw a picture of a student with all the gear they need for IslandWood
 - Create a song that helps students remember the gear they should bring with them to IslandWood

2C. Guess The Rules (Included in “IslandWood: A Fun Place to Learn” - PowerPoint)

Teacher Information:

- **Objectives:**
 - 2.4 The students will know IslandWood’s behavior expectations for them
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Duration:** 5 minutes
- **Prep:** Draw a chart with two unlabeled columns on the board.
- **IMPORTANT:** This activity is designed to coincide with the “Our Rules” slide in the PowerPoint (Activity 2), but can also be done independent of the PowerPoint.

- Ask the students to guess what rules IslandWood has for its guests.
 - Record all the students’ suggested rules into two unnamed categories (**safety & respect**). Write all the rules that have to do with **safety** in one column and all the rules that have to do with **respect** in the other.
- Once the students have a variety of responses in each column, ask them to guess the overarching principles for each column (**safety & respect**).
- Ask the students how they can be **safe** at IslandWood. Be sure to include emotional and physical safety in the discussion.
- Ask the students how they can be **respectful** at IslandWood. Be sure to include respect to yourself, others, and the natural world in the discussion.
- **Reflection Questions & Projects:**
 - Why is it important to be respectful to the natural world?
 - What would the world be like if no one was respectful to the natural world?
 - If you could make your own rules for IslandWood what would they be?

3. IslandWood Toss

Teacher Information:

- **Objectives:**
 - 2.2 The students will know that the purpose of their trip to IslandWood is to gain knowledge, skills, and experiences, that will help them make a positive difference in their school's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **Duration:** 10 minutes
 - **Materials:** soft object (something crazy like a rubber chicken will increase student participation)
 - **Physical safety:** the students should throw the object underhand and make sure that the person they are throwing it to is paying attention
 - **Emotional safety:** students should be working as a team to assure that all students feel included and all students' responses are valued
 - **Prep:** Write the question "What is IslandWood and why are we going there?" on the board
-
- Ask the students to reflect on the previous activities and think about the question "**What is IslandWood and why are we going there?**"
 - Ask the students to discuss the question with a person sitting near them.
 - Begin the IslandWood toss by asking the question, "Who would like to share an answer to the question?"
 - Toss the soft object to a student (sitting in their seat) volunteering a response
 - After sharing, the student chooses another student volunteering a response and gently tosses the soft object to him/her.
 - **Reflection Questions & Projects** (these questions can be asked as part of the activity):
 - What were some common responses?
 - Why do you think IslandWood is called "a school in the woods"?
 - Emphasize that IslandWood is a "school" NOT a "camp".
 - What do you think IslandWood has in common with your school?
 - Emphasize that although they may not be in a classroom they will still be learning.
 - Emphasize that journaling and reflection are a vital part of IslandWood. Let the students know that every student that comes to IslandWood has a journal.
 - What are some things about IslandWood that will be different than your school?

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4. IslandWood Journals

Teacher Information:

- **Objectives:**
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** WRITING 2
 - **Duration:** 20 minutes
 - **Venue:** Indoors/One class
 - **Materials:** A pencil and a journal for each student that will be used before, during, and after the trip to IslandWood
 - **Important:**
 - Journaling is an essential aspect of the *Make A Difference Curriculum* and the *IslandWood School Overnight Curriculum*.
 - Journaling has students reflect upon what is learned, internalize the knowledge, and relate it to themselves, and their experiences.
 - Most activities in the *Make A Difference Curriculum* have a section called “**Reflection Questions & Projects**”. These questions and project ideas can be used as part of the activity itself, group reflection on the activity, or as journal writing prompts.
 - All students must have a journal to use during the *Make A Difference Curriculum* and during their trip to IslandWood.
-
- Tell the students that everyone that comes to IslandWood has an *IslandWood Journal* that they use before, during, and after their trip to IslandWood.
 - Tell the students that they will use the journals for many things including: sketching, art, writing stories, collecting data, recording memories, games, and reflecting on experiences
 - Tell the students to write their name, their teacher’s name, and the school’s name on the front of the journal
 - Tell the students that they are going to have their first journaling activity:
 - Tell the students to pretend they are a banana slug explorer who just discovered humans. Write a description of the human you discovered from a banana slug’s perspective. Be sure to include a description and sketches of the human’s:
 - Size
 - Body (parts, coloration, uses)
 - Movements
 - Habitat
 - Eating habits
 - **Reflection Questions & Projects:**
 - Have you ever kept a journal before? When?
 - Do you think you will like journaling? Why or why not?

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5. Dear IslandWood

Teacher Information:

- **Objectives:**
 - The students will demonstrate their prior knowledge of topics that are central to the IslandWood experience
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** ART 3.1
 - **Duration:** 20 minutes
 - **Materials:**
 - *Dear IslandWood Letter* for each student
 - Pencils, markers, and/or colored pencils
 - **Important:**
 - The *Dear IslandWood Letters* will be given to the IslandWood liaison or mailed to IslandWood as soon as possible so they can be given to the student's instructor
 - Make sure you get the *Dear IslandWood Letters* back from the IslandWood instructors before you leave IslandWood
-
- Give each student a *Dear IslandWood Letter*. Tell them that this is their chance to let their instructor know about them.
 - Encourage the students to be creative and to use words, pictures, and colors to complete their letters.
 - **Reflection Questions & Projects:**
 - If you could ask the plants and/or animals at IslandWood any questions what would you ask them?
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Segue:

- The students have learned about:
 - How they will use their knowledge, skills, and experiences to make a difference in their school's community
 - IslandWood's expectations for their behavior and learning
 - How they can prepare for their trip to IslandWood
- In the next lesson the students will study how other people have made a positive difference in their community and the role IslandWood will play in helping them make a difference in their school's community.

Dear



Hello my full name is:
I go to school at:

I learn best when:

This is something that scares me about
IslandWood:



I like it when teachers:

Here is a question I
have for my
instructor at
IslandWood:



This is something I
want my IslandWood
instructor to know
about me:

This is something I am really
excited about doing at
IslandWood:



Here is a picture of me and my
favorite thing in nature:

I love to _____ at school.

The World Around Me

Pre-assessment



Name _____

Date _____

School _____

Teacher _____

Is it important to study the world around us? Why or why not?

What are some ways people harm the earth?

What is a community?

What is the purpose of going to IslandWood?

Is teamwork important? Why or why not?

Can you make a positive difference in your community? How?

- *Read* and *think* about each of the following statements
- Place an “X” in the box that best describes how *you feel* about the statement
- There are *no right or wrong* answers

	I strongly agree	I agree	I disagree	I strongly disagree	I'm unsure
I have the power to do things that will improve my community					
Diversity (differences among people) is a valuable part of a community					
I am good at working with others					
I like working with people who have different ideas than me					
All my actions and decisions effect the people, places, animals, and plants around me					
There are plants and animals in my community					
There are many different people in my community					
It is helpful to work as a team					
It is important for me to know about my community					
I know a lot about my community					
I like to spend time outdoors					
I am proud to live in the community I live in					
I like science					
I like social studies					
I am an important person in my community					

Content 1 Observation

Lesson Overview:

- **Purpose:**
 - To prepare the students' knowledge and vocabulary for the content they will be learning at IslandWood
- **Objectives:**
 - 2.1.1 The students will be able to make and record observations of their surroundings
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
 - Recording observations of an event
 - Create a list of places where a certain color was observed
 - Completion of journaling activities

Activities:

1. Making a Scene

Teacher Information:

- **Objectives:**
 - 2.1.1 The students will be able to make and record observations of their surroundings
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** SCIENCE 1; COMMUNICATION 1
- **Duration:** 30 minutes
- **Materials:**
 - Various articles of clothing and accessories
 - Object with a distinctive odor (deodorizing spray, cologne, perfume, garbage, potpourri, etc)
 - Books (or other object to drop)
 - IslandWood Journals
- **Prep:**
 - Create a master chart on the board to list student observations of the event and what senses were used to make observations
- Have an adult from the building:
 - Visit you at your desk while the students are working silently
 - Wear bright colors and accessories (hat, sunglasses, pin, nametag, shorts over their pants, etc.)
 - Wear a distinctive smell (bathroom deodorizing spray, heavy cologne or perfume, etc.) or carry something with a distinctive smell (potpourri, flowers, smelly garbage, etc.)
 - Walk in a distinctive and somewhat loud manner
 - Talk to you in an loud voice
 - Trip and drop something that will make a noise (stack of books, trash can, etc.)
 - Stumble to pick the object off the floor
 - Say something to a student near the spot where the object fell
 - Scurry out of the room and slam the door

- Tell the students that they are going to test out their observation skills
 - Ask the students what part of their bodies they use to make observations and copy down the students' answers on the board
 - Ask the students what parts of our bodies help us make observations
 - Have the students name the five senses and the part of the body used for each
 - Have the students copy the following chart in their IslandWood Journal

Touch	Smell	Taste	Hear	See

- Tell the students that they are going to test out their observations by filling out the chart for the visit they just had
 - Give the students ten minutes to write their observations in their IslandWood Journals, placing the observations under the sense they used to make it. Tell the students to imagine they are giving a statement to detectives who are trying to figure out **exactly** what happened in the classroom.
 - It may be helpful to have the students think about the following questions:
 - What was the person wearing?
 - Where and how did the person walk?
 - What sounds did you hear?
 - Did you smell anything?
 - How tall was the person?
 - What did the person say?
 - Who did the person talk to?
 - What time was it when the person entered the room?
 - How long was the person in the room?
 - Have the class share their observations
 - List all student responses on a master chart
 - There will likely be contradictions in what the students observed
- **Reflection Questions & Projects:**
 - What sense did the class use the most? Why do you think there were many observations for this sense?
 - What sense did the class use the least? Why do you think there were not many observations for this sense?
 - Did people have differing observations? Why do you think people observed the same event different ways?
 - Who was surprised by how much they did not observe about the event?
 - Who was surprised about how much they did observe about the event?
 - How would you like to be a detective trying to figure out exactly what happened?
 - In what professions is observation an important skill?
 - Why might observation be an important skill to have at IslandWood?
 - Why might observation be an important skill to have when exploring your community?

Created by Joseph Petrick, Spring 2004

2. Color Search

Teacher Information:

- **Objectives:**
 - 2.1.1 The students will be able to make and record observations of their surroundings
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** ARTS 3.1
 - **Duration:** 25 minutes
 - **Venue:** Outside or in the classroom
 - **Materials:** paint chips (from a paint store) or colored paper
 - **Prep:**
 - Prepare multiple color paint chips (or pieces of colored paper) for each student
-
- Give each student one paint chip (or piece of colored paper)
 - Tell the students to write the name of the color in their IslandWood Journal
 - Tell the students to make a guess in their IslandWood Journals of how many different places they will be able to find the color in their surroundings
 - Tell the students to try to find their color in as many different places as they can
 - Tell the students to write a description, in their IslandWood Journal, of each location where they find their color
 - Encourage the students to be creative when looking for their color
 - Periodically have the students freeze and share creative methods they developed to find their color
 - Have the students trade colors and search again
 - **Reflection Questions & Projects:**
 - Did you find your color more or less than your thought you would? Why?
 - Was one color harder to find than the other? Why?
 - Write a poem about your color.
 - What colors do you think you will see at IslandWood?
 - What can color tell you about the health of a community?

Adapted from a lesson by Lee Ann Woolery, Arts Coordinator at IslandWood, by Joseph Petrick, Spring 2004

Content 2

Reduce, Reuse, Recycle

Lesson Overview:

- **Purpose:**
 - To prepare the students' knowledge and vocabulary for the content they will be learning at IslandWood
- **Objectives:**
 - 2.1.4 The students will differentiate between the terms REDUCE, REUSE and RECYCLE
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
 - Reduce, reuse, or recycle an item from the class garbage can
 - Create poster that teaches others about the terms reduce, reuse, and recycle

Activities:

1. Trash Sort

Teacher Information:

- **Objectives:**
 - 2.1.4 The students will differentiate between the terms REDUCE, REUSE and RECYCLE
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** ARTS 3.2; SS SKILLS 1
- **Duration:** 1 hour
- **Materials:** Trash bin filled with trash and *The IslandWood Times* article (p. 14)
- **Prep:**
 - Fill trash can with trash items and place it in the usual spot
 - Write the following information on the board:
 - REDUCE ==> make less garbage. For example, instead of buying juice boxes for lunch, buy a large container of juice and use a washable single serving container to take it to school.
 - REUSE ==> use an item more than once. For example, when you get a plastic bag from the grocery store put it in your car and use it again the next time you go shopping.
 - RECYCLE ==> turn an item into another useful item. For example, scrap paper from the classroom might be turned into newspaper or paper bags when sent to the recycling plant.
- Ask the students if they know what happens to garbage after they put it in the garbage can
 - Write their thoughts on the board. Explain to the students that garbage goes to a garbage dump (landfill) and that once one landfill gets full, room for another one must be found
 - Ask the students to imagine what it would be like if the city ran out of room for garbage
 - Read the students the make believe news story from the year 2025
- Tell the student that it is the class's job to develop an alternative to turning school playgrounds into landfills
 - Introduce the concept of the 3 r's (REDUCE, REUSE, and RECYCLE) using the examples on the board
 - Ask the students what they can do today to keep the news story from coming true

- Draw the following 3R's chart on the board and have the students classify their ideas into the appropriate columns:

Reduce	Reuse	Recycle	Other

- Have students take an item out of the garbage can and move to their own area of the room
 - Have each student write down and draw a picture of how they could:
 - Reduce the item they chose
 - Reuse the item they chose
 - Recycle the item they chose
 - Have each student choose one of their ideas and do it
 - Have the students get into small groups and share their ideas
 - Have each group share a few of their ideas
- Tell the students that there is a specific order to the 3R's
 - Tell the students that environmentalists were concerned that recycling might be a bad thing. Environmentalists worried that the idea people could recycle would make them forget to reduce and reuse. This could lead to our resources being used up faster than they would be if we only had 2 R's. It's important that we try to reduce and reuse **FIRST** and recycle only if we can't do the other two. That's why the 3 R's come in the order REDUCE, REUSE, RECYCLE. They're listed in the order we should try to do them.
 - Have the students work in small groups to create posters for the hallway or cafeteria. Tell the student that the posters should teach others the importance of the 3R's and that there is an order to the 3R's
- Extension Activities:
 - Have the students write a short story about what it might be like in the year 2025 if the city runs out of room for garbage. How would you feel? What would you suggest the mayor do to solve the problem?
 - Have the students write editorials to the IslandWood Times about alternatives the city has to turning school playgrounds into landfills.
- **Reflection Questions & Projects:**
 - How can you reduce the waste you produce at home by reducing, reusing, and recycling?
 - What can you use the soil for?
 - At IslandWood you will separate your food waste into two buckets. How do you think they are separated?

Adapted from a Reduce, Reuse and Recycle (before we run out of space at the dump!) a lesson plan on KidZone <http://www.kidzone.ws/plans/view.asp?i=150>, by Joseph Petrick, Spring 2004

MAYOR ANNOUNCES THAT THE CITY HAS RUN OUT OF ROOM FOR GARBAGE.

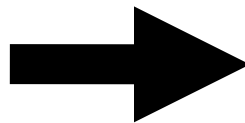
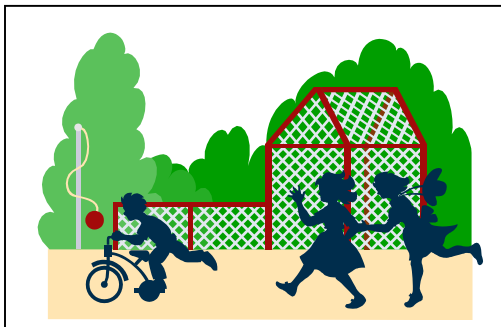
TRASH BINS OVERFLOWING!



In a news conference yesterday, the Mayor announced that the garbage dumps have started to overflow. Despite the mayor's efforts to find a suitable location for a new dump, the garbage crisis has not been resolved. An emergency meeting has been called for this evening to discuss final plans for dumping the city's garbage.

During the news conference, the mayor said, "Er, our best plan so far is to **eliminate school playgrounds**. If we dumped the garbage in the space currently occupied by all school monkey bars and fields we

should be able to resolve the problem for another year or two. And hey, the kids will still have their gyms to play in..." Parents and students began protesting the proposed action but stopped when they realized that the next best plan was to dump garbage in everyone's backyards.



Content 3

Food Waste Management

Lesson Overview:

- **Purpose:**
 - To prepare the students' knowledge and vocabulary for the content they will be learning at IslandWood
- **Objectives:**
 - 2.1.5 The students will be able describe the process of composting food waste
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
 - Create a compost jar
 - Record observations of compost jar
 - Complete journaling activities

Activities:

1. Compost in a Jar

Teacher Information:

- **Objectives:**
 - 2.1.5 The students will be able describe the process of composting food waste
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **EALR:** SCIENCE 1, 2, 3
- **Duration:** 45 minutes
- **Materials:** 1 large glass jar (per student or group), food scraps (banana peel, orange, apple, bread), leaves, grass clippings, soil, thermometers, and water
- **Prep:**
 - Each student can make their own jar or students can work in groups

- Tell the students that they are going to turn their leftover lunch into rich soil that can be used to start a garden
 - Tell the students that they are going to make a compost jar. Tell the students that “**compost**” is soil made from the decaying of dead things. Since decaying animal products (meat and dairy) attract rodents, most people use decaying plant products (fruits, vegetables, leaves, and grass) to make compost
 - Tell the students that when dead things decay we say they “**decompose.**” Decomposing means breaking down and rotting into tiny parts
- Have each group follow these steps:
 - Collect various food scraps that can be composted from their lunch (no meat or dairy)
 - Collect a handful of leaves and grass from outside
 - Place a small layer (about 2 inches) of soil in the bottom of the jar for aerations
 - Place a mixture of food, leaves, and grass on top of the soil
 - Keep the jar as moist as a rung out sponge; do not soak the compost

- Leave the jar open and place on the windowsill
 - Have the students guess how long it will take their compost jar to produce fresh compost
 - Have the students record the following daily observations of their compost jar in their IslandWood Journal:
 - A sketch of what the jar and its contents look like
 - A description of the smell of the jar's contents
 - The temperature of the jar
 - Any changes made to the jar
 - **Possible Science Experiments:** groups of students can vary one of the following aspects of their compost and compare their results: water, sunlight, mixing, soil, leaves, or grass
 - The groups that varied the same factor can compare daily observations, the daily temperature of their compost, how long it takes for the compost to mature, and the quality of the soil produced
 - The finished compost will take up only 25 - 40% of the space occupied by the original pile. When the individual materials can no longer be identified and the pile resembles dark rich soil, the compost is completed. It will smell sweet, woody, and earthy. It will crumble through your fingers.
 - **Reflection Questions & Projects:**
 - How can we use what we learned about composting to help reduce food waste in landfills?
 - What can you use the soil for?
 - At IslandWood you will separate your food waste into two buckets. How do you think they are separated?
2. **Wade - The IslandWood Food Weigh Station:** Extension activities can be found by visiting the IslandWood Food Weigh Station website at <http://learn.islandwood.org>

Created by Joseph Petrick, Spring 2004

Content 4

IslandWood Vocabulary Olympics

Lesson Overview:

- **Purpose:**
 - To prepare the students' vocabulary for the content they will be learning at IslandWood
- **Objectives:**
 - 2.1.6 The students will be able to recognize and use vocabulary central to the *IslandWood School Overnight Program Curriculums*
- **Student Outcomes:**
 - Create a vocabulary superhero
 - Act out at least one vocabulary word
 - Draw pictures that represent the meaning of at least two vocabulary words
 - Create flash cards for all the vocabulary words
 - Completion of the *IslandWood Word Search* and *Crossword Puzzle*

Activities:

1. Vocabulary Olympics

Teacher Information:

- **Objectives:**
 - 2.1.6 The students will be able to recognize and use vocabulary central to the *IslandWood School Overnight Program Curriculums*
 - **EALR:** ARTS 3.1, 3.2
 - **Duration:** each rotation should be about 10 minutes; can do it all in one session or over the course of a few days
 - **Materials:**
 - One copy of each of the *Student Directions* (see below) for each event
 - Event 1: paper for flash cards (can be the back of used paper cut into squares) and pen/pencil
 - Event 2: markers, crayons, or colored pencils and two sheets of paper per student
 - Event 3: Copy of *IslandWood Crossword Puzzle* (p. 27) per two students and pen/pencil
 - Event 5: Copy of *IslandWood Word Search* (p. 30) per two students and pen/pencil
 - Event 6: Markers, crayons, or colored pencils and a sheets of paper per student
 - **Prep:**
 - Give each student a copy of the IslandWood Vocabulary Words
 - Post a list of the IslandWood Vocabulary Words in a visible location in the classroom
 - Choose a location for each event
 - Put *Student Directions* (see below) at each event location
 - Make sure each event location has the materials needed
- Tell the students that they are all Olympians in the IslandWood Vocabulary Olympics
 - Split the class into six groups
 - Have each group start at a different event
 - Give a brief overview of each event and where the each event is located
 - **Event 1: Flash Cards:** Have each student use the list of IslandWood vocabulary words to make flash cards. Once the flash cards are complete have the students quiz each other.
 - **Event 2: PICTURE IT:** Have each student Choose 2 words and draw a detailed picture to represent each word. Tell the students to keep the word they are drawing secret and to write the word and their name on the back of the picture. Collect all of the students' pictures and hang them on the wall.

- **Event 3: Crossword Puzzle:** Have the students work in pairs to complete the IslandWood crossword puzzle.
 - **Event 4: Charades:** Have one student choose an IslandWood vocabulary word and act it out without talking or making any noise. Tell the other students to guess the word. Whoever guesses correctly gets to act out the next word.
 - **Event 5: Word Search:** Have the students work in pairs to complete the IslandWood word search.
 - **Event 6: Superhero:** Tell the students to choose one IslandWood vocabulary word and draw a picture of a superhero whose superpower relates to the meaning of the word. The picture should include:
 1. A picture of the superhero
 2. A description of the superhero's superpower
 3. A name for the superhero that includes the vocabulary word
 4. The definition of the vocabulary word at the bottom of the picture
- Tell the students that they will have about 10 minutes at each station
 - After each group has completed all the events have the students try to guess the words of each of the pictures drawn in Event 2.

Vocabulary Olympics Student Directions

Event 1: Flash Cards: Use the list of IslandWood vocabulary words to make flash cards. Once you finish your flash cards quiz another student in your group.

Vocabulary Olympics Student Directions

Event 2: PICTURE IT: Choose 2 words and draw a detailed picture to represent each word (do each word on a separate sheet of paper). Keep the word you are drawing secret. Write the word and your name on the back of each picture.

Vocabulary Olympics Student Directions

Event 3: Crossword Puzzle: Work with a partner to complete the IslandWood crossword puzzle.

Vocabulary Olympics Student Directions

Event 4: Charades: Choose one person to act out an IslandWood vocabulary word without talking or making any noise. Everyone else will try to guess the word. Whoever guesses correctly gets to act out the next word.

Vocabulary Olympics Student Directions

Event 5: Word Search: Work with a partner to complete the IslandWood word search.

Vocabulary Olympics Student Directions

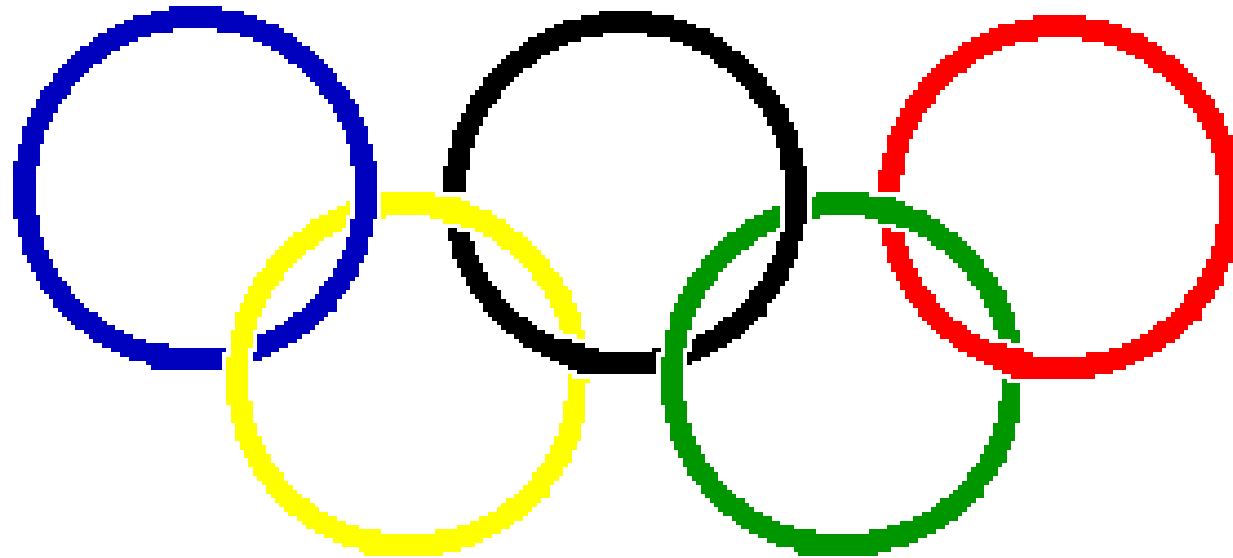
Event 6: Superhero: Choose one IslandWood vocabulary word and draw a picture of a superhero whose superpower relates to the meaning of the word. The picture should include:

2. A picture of the superhero
3. A description of the superhero's superpower
4. A name for the superhero that includes the vocabulary word
5. The definition of the vocabulary word at the bottom of the picture

- **Reflection Questions & Projects:**

- Create a picture book using the IslandWood vocabulary words. Each page should include at least one word and a picture that shows readers the definition of the word
- Create an art project that can be used to teach others the meaning of at least five of the IslandWood Vocabulary words
- Create a vocabulary test and answer key for the IslandWood vocabulary words

Created by Joseph Petrick, Spring 2004



IslandWood
Vocabulary Olympics

IslandWood Vocabulary

Abiotic	The non-living parts of an ecosystem. You can remember by thinking about the “L.A.W.S.” (light, air, water, soil) of nature, which govern who and what lives in a place and how.
Biotic	Living things, including anything caused by and produced by a living thing.
Organism	Anything that is alive or was alive, including plants or animals.
Producers	Organisms that are able to make their own food from the energy of the sun.
Consumers	Organisms that cannot make their own food and must rely on other organisms as a food source. Humans, although they can make their own sandwiches, must use the products of other animals. Includes herbivores (plant eaters), omnivores (plant and meat eaters), and carnivores (meat eaters).
Decomposers	Organisms that break down dead decaying plant and animal material (detritus) and turn it into food for plants. These organisms include Mushrooms and Banana Slugs.
Cultural	Parts of an ecosystem that have been introduced or altered by humans. Examples would be a dam across a river, or a tree that had its bark stripped to make clothing.
3 R’s	Reduce, Reuse, Recycle, in order of importance.
Adaptations	The change over time of the structure, function, behavior, or habitat of an organism, which allows for it to better survive in its environment.
Biodiversity	The variety of life on earth.
Bog	An area of soft, spongy, water-saturated ground. The ground is a build-up of sphagnum moss and is very acidic. It has no streams running in or out.
Community	All abiotic, biotic, and cultural elements of a place, and how they interact.
Compass	A tool that finds directions by a turning magnetic needle. The red end of the needle points north.

Compost	A mixture of decaying organic matter rich in nutrients, often used to fertilize gardens.
Conifer	A tree that grows its seeds in cones.
Conservation	To save and protect something, especially natural resources.
Decomposition	The process of breaking down organic matter into its basic elements including nutrients needed for plant growth.
Deciduous	Trees that lose their leaves in autumn, such as the Big Leaf Maple.
Detritus	Dead and decaying plant, animal, and organic material.
Diurnal	Active during the day.
Ecology	The study of the interconnecting relationship between all of the biotic and abiotic components of an ecosystem.
Ecosystem	A dynamic and interrelating complex of plant and animal communities and their associated non-living environment.
Energy	The capacity to perform work, or the potential for power and activity.
Environment	All of the surrounding conditions and influences that effect the development of a living thing.
Estuary	The place where freshwater meets the ocean (saltwater) resulting in a mixing of fresh and salt water.
Evergreen	Trees that keep their leaves (often needles) all year long.
Field guide	A book used to identify natural organisms in a specific field.
Food Waste	Food that has been touched or placed on an individual plate and not consumed.

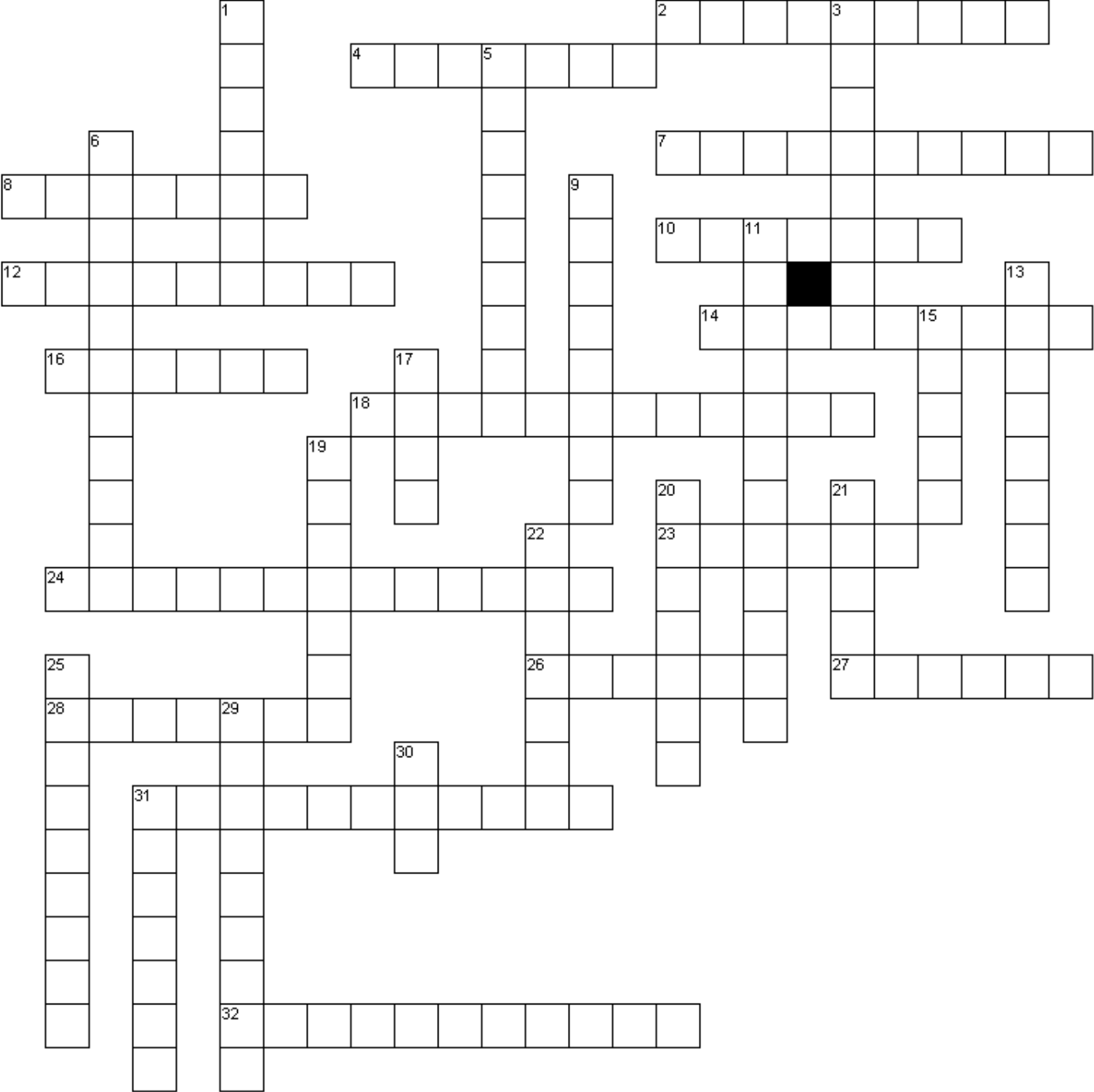
Food web	Feeding relationship in communities that displays the flow of energy and materials from producers, consumers, decomposers, and scavengers.
Free-Range	Animals that are not caged, but rather free to move about and feed at will. This term is often used to describe livestock that has been raised without pens or cages.
Habitat	The location that an organism or community of organisms lives, their home, where they are able to find water, food, and shelter.
Impact	To have an effect on something.
Invasive species	Species that have been transported, accidentally or purposefully, from their natural setting and planted in a new environment.
Invertebrates	Having no backbone.
Journal	A personal record of experiences, observations, thoughts, and ideas kept in a diary or other written form.
Lake	A large body of standing water, deep enough so light cannot penetrate throughout its depth.
Leftovers	Food that has not been touched or placed on an individual plate and has remained in the serving platter.
Macro invertebrates	Invertebrate (no backbone) animals large enough to be observed without the aid of a microscope or other magnification.
Mammals	Warm-blooded vertebrates that nourish their young with milk and have skin often covered with hair.
Map	A drawing or some other kind of picture of a particular area; generally used to find your way around.
Marsh	Wetlands that are dominated by grasses and herbs.

Native species	A naturally occurring species.
Naturalist	Someone who studies nature.
Nocturnal	Active at night.
Non-Compostable	Food scraps that attract pests and give off a bad odor. These include cooked foods, meats, fish, and dairy products.
Nutrients	Substances taken in by plants and animals to help them grow. For animals, these are gotten through eating food.
Observing	Watching and taking note of the world around you.
Organic food	Food that is grown or reared without the use of synthetic chemicals or pesticides.
Pollution	Substances left in the environment that leave it less clean, or useful.
Pond	A body of standing water, smaller than a lake, in which light can penetrate through to the bottom. This allows plant life to grow throughout.
Predator	An organism that hunts and kills its food.
Prey	An animal targeted by a predator for food. An animal vulnerable to attack by a predator.
River	A large body of water moving under gravity's influence through clearly defined natural channels. Larger than a stream.
Scavenger	An organism that eats the abandoned food of other organisms, and rarely kills its own.
Stream	Any body of running water moving under gravity's influence through clearly defined natural channels to progressively lower levels.

Sustainable	Able to be maintained or sustained at a certain rate or level. Meeting the needs of the present without harming the ability of future generations to meet their own needs.
Waste	Unwanted and discarded material, not always useless.
Water quality	The chemical, physical, and biological characteristics of water with respect to its suitability for a particular use.
Watershed	All the land area that drains into a particular body of water.
Wetlands	A habitat that often has soil saturated by water or has shallow standing water for part of the growing season.

Created by Joseph Petrick, Spring 2004

IslandWood Vocabulary Crossword



Crossword Clues

Across

2. Trees that lose their leaves in autumn, such as the Big Leaf Maple.
4. A mixture of decaying organic matter rich in nutrients, often used to fertilize gardens.
7. Someone who studies nature.
8. A personal record of experiences, observations, thoughts, and ideas kept in a diary or other written form.
10. The location that an organism or community of organisms lives, their home, where they are able to find water, food, and shelter.
12. All the land area that drains into a particular body of water.
14. Organisms that cannot make their own food and must rely on other organisms as a food source.
16. Living things, including anything caused by and produced by a living thing.
18. To save and protect something, especially natural resources.
23. Any body of running water moving under gravity's influence through clearly defined natural channels to progressively lower levels.
24. The process of breaking down organic matter into its basic elements including nutrients needed for plant growth.
26. To have an effect on something.
27. The capacity to perform work, or the potential for power and activity.
28. Food that is grown or reared without the use of synthetic chemicals or pesticides.
31. Organisms that break down dead decaying plant and animal material (detritus) and turn it into food for plants. These organisms include Mushrooms and Banana Slugs.
32. The change over time of the structure, function, behavior, or habitat of an organism, which allows for it to better survive in its environment.

Down

1. Warm-blooded vertebrates that nourish their young with milk and have skin often covered with hair.
3. Dead and decaying plant, animal, and organic material.
5. Organisms that are able to make their own food from the energy of the sun.
6. Able to be maintained or sustained at a certain rate or level. Meeting the needs of the present without harming the ability of future generations to meet their own needs.
9. Parts of an ecosystem that have been introduced or altered by humans. Examples would be a dam across a river, or a tree that had its bark stripped to make clothing.
11. The variety of life on earth.
13. Anything that is alive or was alive, including plants or animals.
15. Wetlands that are dominated by grasses and herbs.
17. A body of standing water, smaller than a lake, in which light can penetrate through to the bottom. This allows plant life to grow throughout.
19. The non-living parts of an ecosystem. You can remember by thinking about the "L.A.W.S." (light, air, water, soil) of nature, which govern who and what lives in a place and how.
20. The place where freshwater meets the ocean (saltwater) resulting in a mixing of fresh and salt water.
21. Unwanted and discarded material, not always useless.
22. A tree that grows its seeds in cones.
25. All abiotic, biotic, and cultural elements of a place, and how they interact.
29. Active at night.

30. An area of soft, spongy, water-saturated ground. The ground is a build-up of sphagnum moss and is very acidic. It has no streams running in or out.
31. Active during the day.

Created by Joseph Petrick, Spring 2004

IslandWood Word Search Solution

NENVIRONMENTBNSPCGPC
 AONAESYSLAMNOERRINOO
 FAIVTRRETSSNLEEOTILM
 URITAUFERCGLRSDOVL
 WREUITRNMOEACGOUIRUA
 AHTEOSAAMURAORPCBETS
 TSAVRGOPLUSTMEMEBISIS
 EMEBRAOPTICNPVORIBOL
 RRAOISNLMASOOECSONA
 SESCTTUGPONTSCEDEN
 HK+ARCAMEDC+T+D+I+LR
 EAB+NOITAVRESNOCVEBU
 DL+SNOITATPADA++ECAT
 EYTINUMMOCINAGRORONC
 REGNEVACSDETRITUSSIO
 WETLANDSTNEIRTUNIYAN
 DECIDUOUSLANRUIDTSTI
 GOBSETARBETREVNITYTSF
 PREDATOR+EVISAVNIEUE
 ECOLOGY+ABIOTICPAMSR

(Over,Down,Direction)

ABIOTIC(9,20,E)
 ADAPTATIONS(14,13,W)
 BIODIVERSITY(17,7,S)
 BIOTIC(17,6,N)
 BOG(3,18,W)
 COMMUNITY(10,14,W)
 COMPASS(20,1,S)
 COMPOST(13,5,S)
 CONIFER(20,14,S)
 CONSERVATION(16,12,W)
 CONSUMERS(14,10,NW)
 CULTURAL(6,11,NE)
 DECIDUOUS(1,17,E)
 DECOMPOSERS(15,11,N)
 DECOMPOSITION(13,13,NW)
 DETRITUS(10,15,E)

DIURNAL(16,17,W)
 ECOLOGY(1,20,E)
 ECOSYSTEM(18,12,S)
 ENVIRONMENT(2,1,E)
 ESTUARY(1,8,NE)
 EVERGREEN(14,9,N)
 FREE-RANGE(1,3,SE)
 HABITAT(2,6,SE)
 IMPACT(7,12,NE)
 INVASIVE(17,19,W)
 INVERTEBRATES(16,18,W)
 LAKE(2,13,N)
 LEFTOVERS(9,2,SW)
 MACRO(2,8,SE)
 MAP(18,20,W)
 NATURALIST(3,1,SE)
 NOCTURNAL(20,16,N)

NON-COMPOSTABLE(14,1,SW)
 NUTRIENTS(16,16,W)
 OBSERVING(18,9,N)
 ORGANIC(16,14,W)
 ORGANISM(4,9,NE)
 POLLUTION(19,1,S)
 POND(13,8,SW)
 PREDATOR(1,19,E)
 PRODUCERS(16,1,S)
 RIVER(2,5,NE)
 SCAVENGER(9,15,W)
 STREAM(8,2,SE)
 SUSTAINABLE(19,20,N)
 WATERSHED(1,5,S)
 WEB(1,16,SE)
WETLANDS(1,16,E)

Hidden Message Banana Slugs

Content 5

Exploring the School's Community

Lesson Overview:

- **Purpose:**
 - To give students an idea of what can be found in their school's community
 - To begin to have students compare IslandWood's community to their own community
 - To develop observation skills
- **Objectives:**
 - 2.1.3 The students will explore the abiotic, biotic, and cultural aspects of their school's community and will be able to compare them to IslandWood's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
- **Student Outcomes:**
 - Completion of *Exploring the School's Community Worksheet*
 - Completion of journaling activities

1. Exploring the School's Community

Teacher Information:

- **Objectives:**
 - 2.1.3 The students will explore the abiotic, biotic, and cultural aspects of their school's community and will be able to compare them to IslandWood's community
 - 5.1 The students will use journaling to reflect throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - 5.2 The students will participate in group reflection throughout the planning, implementing, and evaluating of the *Make A Difference Project*
 - **EALR:** ARTS 3.1; COMMUNICATION 1
 - **Duration:** 60 minutes
 - **Venue:** Explore a section of the school grounds or have the students choose different parts of the community as a homework assignment (make sure the students explore with an adult)
 - **Materials:**
 - A copy of *Exploring the School's Community Worksheet* (p. 34) for each student
 - pen/pencil
 - Clipboard for each student
 - **Safety:**
 - Adult volunteers can be used as extra eyes and ears
 - Students should be able to hear and see an adult at all times
 - Remind students of respect and safety expectations
 - Clearly mark the perimeter of a specific area that the students will explore
 - Check for safety concerns
 - Have a signal to get everyone's attention (banana slug, whistle, etc.)
- Give each student an *Exploring the School's Community Worksheet* and a clipboard
 - Tell each student where they will be exploring
 - Make sure each student knows the boundaries they must stay within
 - Make sure each student knows the signal to get their attention
 - Allow the students thirty minutes to explore the school's community using the worksheet

- Once the students have completed their exploration have them complete the part of the worksheet that asked them to imagine what IslandWood will be like
- Have the students share their descriptions and pictures in small groups
- Have the students put the *Exploring the School's Community Worksheet* in their IslandWood Journal
- **Reflection Questions & Projects:**
 - What parts of the school's community do you think will be different than IslandWood's community? Why?
 - What parts of the school's community do you think will be similar to IslandWood's community? Why?

Created by Joseph Petrick, Spring 2004

Name:
School:

Date:

Exploring The School's Community Worksheet

	Describe or draw what it is like in your community	Describe or draw what you think it will be like at IslandWood
Light		
Air		
Soil		
Plants		
Pollution		
Things made by humans		
You		

At IslandWood:
**A guide for IslandWood Instructors to connect
the School Overnight Program Curriculum
to the *Make A Difference Project***

Lesson Overview:

- **Purpose:**
 - Provide IslandWood instructors with methods of connecting the *School Overnight Program* experience with the *Make A Difference Curriculum* and the *School Partnerships Program*.
- **Objectives:**
 - The students will compare the IslandWood community to their school's community
 - The students will apply the knowledge, skills, and experiences gained at IslandWood to doing a *Make A Difference Project* in their school's community
 - The students will participate in a small student-directed *Make A Difference Project* at IslandWood
- **Student Outcomes:**
 - Apply knowledge, skills, and experiences to developing and implementing a *Make A Difference Project* in his/her community
 - Participate in a small *Make A Difference Project* at IslandWood
 - Develop a *Make A Difference Project* idea on a paper sea star and add it to the *Sea Star Poster*
- **Prep:**
 - The school's liaison should remind each class to bring their *Sea Star Posters* to IslandWood

Activities:

1. Connect the IslandWood Experience to the Students' Lives

Teacher Information:

- **Objectives:**
 - The students will compare the IslandWood community to their school's community
 - The students will apply the knowledge, skills, and experiences gained at IslandWood to doing a *Make A Difference Project* in their school's community
- **Duration:** Throughout the four day IslandWood experience
- **Venue:** IslandWood

1. Preparation, Research, and Planning

- a. Use information provided by the school's liaison about the school and the surrounding community in planning for the week
- b. Researching the waterways, animals, plants, and geographic features of the school's community

2. Allowing students choices in what they are learning

- a. Mold the curriculum and teaching plans to the students and their interests

3. *Make A Difference Project* as a Central Part of the SOP Curriculum

- a. The *Make A Difference Project* should be an overt theme of the students' learning
 - Tell the students they will be learning about how to make a positive difference in their school's community
- b. The guiding question for the week should center around the *Make A Difference Project*
 - How can you use what you learn at IslandWood to make a difference in your school's community?
 - How can the salmon of IslandWood teach us about the role we play in our school's community?

- How can you decrease your ecological footprint by studying ways that other people live on the land?
 - c. All lessons should include connections back to the students' daily experiences at home
 - d. All lessons should challenge the students to think about how they can use what they learned to make a positive difference in their school's community.
- 4. Reflective questioning that connects what is learned at IslandWood back to the school's community and the students' daily lives**
- Example questions:
 - How can you save this same resource in your home?
 - What do the trees look like in your community?
 - Does this stream look like the stream by your school? What is different? What is similar?
 - What can you do to reduce waste in your community?
 - How can you share what you learned about this with people at home?

2. Small *Make A Difference Project* at IslandWood

Teacher Information:

- **Objectives:**
 - The students will compare the IslandWood community to their school's community
 - The students will apply the knowledge, skills, and experiences gained at IslandWood to doing a *Make A Difference Project* in their school's community
 - The students will participate in a small student-directed *Make A Difference Project* at IslandWood
 - **EALR:** SOCIAL STUDY SKILLS 3; COMMUNICATION 3; SCIENCE 1, 2, 3; ART 3.1, 3.2; CIVICS 4.3
 - **Duration:** 45-60 minutes
 - **Venue:** IslandWood
- The small *Make a Difference Projects* can be used as a culminating activity that allows students to apply the knowledge, skills, and experiences they gain at IslandWood.
 - Introduce the project at the beginning of the week as a goal of what is being learned
 - Choose a project that is small in scope and makes a quick impact
 - Involve the student as much as possible in the planning and implementing of the project
 - Examples of projects include:
 - Picking invasive plants and/or planting native plants from the restoration garden (in the Garden Classroom) to decrease the students ecological footprint
 - Picking up trash on trails or along the road to help the IslandWood watershed
 - Collecting, sharing, and presenting scientific data (water quality, animal sightings, etc.) to assess the health of the IslandWood watershed
 - Making signs, bumper stickers, or art that educates others about their role in the watershed
 - Writing letters to yourself or someone else about how you can use what you learned, did, and experienced at IslandWood to make a difference in your home community
 - Connect the project back to the school's community using reflective questioning
 - Could you do this project in your community?
 - What are some other ways you can make a difference in your school's community?
 - Have each student write an idea for how their class can make a positive difference in their school's community on a sea star

- Introduce *The Seven Sea Star Standards* to the students:

The Seven Sea Star Standards

1. **Involve the entire class** – Can everyone work as a team to make a difference?
2. **Be specific** – What will we be doing?
3. **Use knowledge, skills, and experiences from IslandWood and the classroom** – What knowledge, skills, and experiences gained at IslandWood or in the classroom are we using?
4. **Be doable with limited time and money** – How long will this project take? Will this project cost us money?
5. **Make a positive difference in the school's community** – How does this idea help the school's community?
6. **Help the class grow as students and citizens of the community** – What will our class learn from this project?
7. **Be Fun** – Will everyone in the class have fun doing this project?

- **Reflection Questions & Projects:**

- How did the project make you feel?
- How did our project benefit the IslandWood community?
- What obstacles did we face during our project? How did we overcome them?
- Did we use the knowledge, skills, and experiences we gained during the week to help us with our project?
- How can we teach others about our project?
- How can we continue to make a difference in the world around us?

3. Closing Circle – Sea Stars

Teacher Information:

- **Objectives:**

- The students will apply the knowledge, skills, and experiences gained at IslandWood to doing a *Make A Difference Project* in their school's community

- **EALR:** CIVICS 4.2, 4.3; SOCIAL STUDY SKILLS 2

- **Duration:** 20 minutes

- **Venue:** IslandWood Friendship Circle during closing circle

- **Materials:**

- *Sea Star Poster*
- Student's sea stars
- Tape to attach sea stars to the *Sea Star Poster*.

- **Prep:**

- Make sure the *Sea Star Poster(s)* is hanging at the Friendship Circle
- Give each instructor tape to give to their students

- Ask for volunteers to read their *Make A Difference Project* ideas from their sea stars.
- Ask the students to tape their sea stars to the *Sea Star Poster* as they exit the Friendship Circle.
- Tell the students that they will be adding more ideas to the *Sea Star Poster* when they return to their schools and begin to explore the school's community.
- Make sure one of the teachers from the school takes the *Sea Star Poster* home on the bus.

- **Reflection Questions & Projects:**

- Can your class make a difference in your school's community?
- Are you excited about developing your *Make A Difference Project*?

Created by Joseph Petrick, Spring 2004

Segue: The students have become inspired to make a difference in their school's community. The students will use the knowledge, skills, and experiences gained at IslandWood to plan and implement a *Make A Difference Project*.

Appendix A

Essential Academic Learning Requirements (EALRs) Matrix

ARTS

3. The student communicates through The Arts.
- 3.1 Uses the arts to express and present ideas and feelings
 - 3.2 Uses the arts to communicate for a specific purpose

Lesson	Activity	3.1	3.2
C1	1	X	
C2	1	X	
C4	1	X	X
1	5	X	
2	1	X	
2	2	X	
4	2	X	X
4	3	X	X
IW	2	X	X
5	1	X	
10	3	X	X
11	3	X	X

SCIENCE

1. SYSTEMS: The student knows and applies scientific concepts and principles to understand Systems.
- 1.1 Properties: Understand how properties are used to identify, describe, and categorize substances, materials, and objects and how characteristics are used to categorize living things.
 - 1.2 Structure: Understand how components, structures, organizations, and interconnections describe systems.
 - 1.3 Changes: Understand how interactions within and among systems cause changes in matter and energy.
2. INQUIRY: The student knows and applies the skills, processes, and nature of scientific inquiry.
- 2.1 Investigating Systems: Develop the knowledge and skills necessary to do scientific inquiry.
3. DESIGN: The student knows and applies the design process to develop solutions to human problems in societal contexts.
- 3.1 Designing Solutions: Apply design processes to develop solutions to human problems or meet challenges using the knowledge and skills of science and technology.
 - 3.2 Science, Technology, & Society: Know that science and technology are human endeavors, interrelated to each other, to society, and to the workplace.

Lesson	Activity	1	2	3
C1	1	X		
C3	1	X	X	X
2	1	X		
2	2	X		
IW	2	X	X	X
6	2	X	X	X
6	3	X	X	X
7	1	X		
8	2		X	
8	5	X		
9	1			X

CIVICS

4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

4.2 Identify and demonstrate rights of United States citizenship related to local, state, national, and international issues

4.2.1a Participate in civic discussion pertaining to public issues at school and in the local community

4.2.2b Discuss how voting in a representative democracy is a privilege and a responsibility

4.3 Explain how various stakeholders influence public policy

4.3.1a Describe how one person can make a difference in school or the local community

Lesson	Activity	4.2	4.3
1	2		X
3	1		X
3	2		X
IW	2		X
IW	3	X	X
4	2		X
4	3		X
5	1		X
6	2	X	X
7	2	X	
7	3	X	
8	2	X	
8	3	X	
8	5	X	
8	6	X	X
9	1	X	X
9	2	X	
10	1	X	
10	3	X	
10	4	X	
10	5	X	
11	1	X	
11	2	X	X
11	3	X	X
11	5	X	X

COMMUNICATION

1. The student uses listening and observation skills to gain understanding.
 - 1.1 focus attention
 - 1.2 listen and observe to gain and interpret information
 - 1.3 check for understanding by asking questions and paraphrasing
2. The student communicates ideas clearly and effectively.
 - 2.1 communicate clearly to a range of audiences for different purposes
 - 2.2 develop content and ideas
 - 2.3 use effective delivery
 - 2.4 use effective language and style
 - 2.5 effectively use action, sound, and/or images to support presentations
3. The student uses communication strategies and skills to work effectively with others.
 - 3.1 use language to interact effectively and responsibly with others
 - 3.2 work cooperatively as a member of a group
 - 3.3 seek agreement and solutions through discussion

Lesson	Activity	1	2	3
C1	1	X		
C5	1	X		
1	2	X		
3	1		X	
3	2	X	X	X
IW	3			X
5	2	X	X	X
6	2	X	X	
7	2		X	
8	2	X	X	
8	5	X	X	X
8	6		X	
9	1	X	X	X
10	1	X	X	X
10	5	X	X	X
11	1	X	X	X
11	3	X	X	X

SOCIAL STUDY SKILLS

1. Inquiry and Information Skills

1.1.1a Select a social studies topic; ask questions to identify sub-topics

1.1.1b Identify key works; identify appropriate and varied sources; use basic search skills; use table of contents and indices as social studies reference materials

1.1.1e Locate data into graphic organizers

1.1.1f Create a product that demonstrates understanding of information and responds to central questions; present product to a meaningful audience

2. Interpersonal Group Process Skills

2.1.1a Communicate own feelings and beliefs; listen to viewpoints on social studies issues

2.1.1c Identify appropriate people to gain needed information, ask relevant questions, record answers

3. Critical Thinking Skills

3.1.2a Identify central issue; formulate appropriate questions

3.1.2c Compare advantages and disadvantages, suggest solutions, decide appropriate course of action

3.1.2d Investigate cause and effect relationships and their impact on people, environments, and economic systems

3.1.2f Assume and portray others' points of view

Lesson	Activity	1	2	3
C2	1	X		
3	1		X	X
IW	2			X
IW	3		X	
6	2		X	X
6	3		X	X
7	2		X	X
8	2	X		X
8	3			X
8	5	X	X	X
6	6	X	X	X
9	1	X	X	X
10	1			X
10	4			X
11	1			X
11	5		X	X

WRITING

1. The student writes clearly and effectively.
 - 1.1. Develop concept and design.
 - 1.2. Use style appropriate to the audience and purpose.
 - 1.3. Apply writing conventions.
2. The student writes in a variety of forms for different audiences and purposes.
 - 2.1. Write for different audiences.
 - 2.2. Write for different purposes
 - 2.3. Write in a variety of forms
 - 2.4. Write for career applications
3. The student understands and uses the steps of the writing process.
 - 3.1. Pre-write—generate ideas and gather information.
 - 3.2. Draft—elaborate on a topic and supporting ideas.
 - 3.3. Revise—collect input and enhance text and style.
 - 3.4. Edit—use resources to correct spelling, punctuation, grammar, and usage.
 - 3.5. Publish—select a publishing form and produce a completed writing project to share with chosen audience.

Lesson	Activity	1	2	3	4
1	4		X		
3	2	X	X		
8	2		X	X	
8	4	X	X	X	
8	5	X	X		
10	1	X	X		
10	2	X	X	X	
10	3	X	X	X	
10	5	X	X		
11	1	X	X		
11	2	X	X	X	
11	3	X	X	X	
11	5	X	X		

READING

2. The student understands the meaning of what is read.
 - 2.1. Demonstrate evidence of reading comprehension.
3. The student reads different materials for a variety of purposes.
 - 3.1. Read to learn new information.
 - 3.2. Read to perform a task.

Lesson	Activity	2	3
3	1	X	X
IW	2	X	X
4	2	X	X
5	1	X	X
8	2	X	X
8	6	X	X