

## 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"> <li>○ Rain Jacket</li> <li>○ Rain pants</li> <li>○ Sweater/fleece</li> <li>○ Boots</li> <li>○ Socks</li> <li>○ Warm hat</li> <li>○ Gloves</li> </ul>	<ul style="list-style-type: none"> <li>○ Sleeping bag</li> <li>○ Pillow</li> <li>○ Towel</li> <li>○ Water bottle</li> <li>○ Backpack</li> <li>○ Journal</li> <li>○ Pencil</li> </ul>	<ul style="list-style-type: none"> <li>○ Labeled bags (lodge and name)</li> <li>○ Name Tag (name, room, table, and field group)</li> </ul>
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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
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- 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?

*Created by Joseph Petrick, Spring 2004*

#### 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.
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- 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?

*Created by Joseph Petrick, Spring 2004*

## 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
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- 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?  
*Created by Joseph Petrick, Spring 2004*

### 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					

