

ENVS 425/525: Environmental Education in Theory & Practice

CRN 22177/22182, Winter 2015, Tues 10-11:50 am, Thurs 10- 12:50 pm, 142 Columbia Hall

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Course Overview

This class is the first quarter of the Environmental Leadership Program's two-quarter Environmental Education Initiative. During the winter we will explore various educational theories and the rationale for getting children outside. We will cultivate our own ecological literacy as we develop our skills as environmental educators. This year we are focusing on developing sensory awareness. You will work in your team to apply your skills, strengths and creativity towards developing educational materials that will help children connect to the magnificent natural world. Then during spring term you will deliver your environmental education program – in the classroom and in the field. This year the two EE teams and community partners are:

Canopy Connections – H.J. Andrews Experimental Forest and Pacific Tree Climbing Institute
Restoring Connections – Adams Elementary and the Village School

Course Format & Philosophy

The Environmental Leadership Program is a service-learning program. Our goal is to create meaningful learning experiences that not only help you build your knowledge and skills, but that also make a difference in our community. Active, engaged participation is central to this class, so if you prefer passive learning, this class is not for you! Rather we will focus on critical analysis of the readings using small group discussions and participatory exercises. Emphasis will be placed on critical thinking, effective communication skills, and making learning fun. We, as a group, will be responsible for the learning that occurs. That means you are responsible for doing all the reading and coming to the class prepared for critical discussion. Everyone is expected to share their opinions, perspectives and experiences and to help build a positive, safe, learning environment. By June, I hope you are all inspired and “willing to act for the common good and capable of doing so effectively” (Colby 2003:7).



Learning Objectives

By the end of this course, you will be able to:

- Discuss the history and goals of environmental education.
- Plan, implement and evaluate multiple methods for teaching about environmental issues.
- Develop an educational unit for a community partner that is appropriate for your audience, responds to community partner's needs and expectations, and inspires youth to be better stewards of the world.
- Work more effectively in a team

Required Reading & Materials

- ❑ Jacobson, Susan K., Mallory D. McDuff and Martha C. Monroe. 2006. *Conservation Education and Outreach Techniques*. Oxford: Oxford University Press.
- ❑ Louv, Richard. 2006. *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill.
- ❑ Tomlinson, Susan Leigh. 2010. *How to Keep a Naturalist's Notebook*. Mechanicsburg, PA: Stackpole Books.
- ❑ Various articles which are available on the class website.
- ❑ Field notebook
- ❑ Canopy Connections only: Li, Judith. 2013. *Ellie's Log. Exploring the Forest Where the Great Tree Fell*. Corvallis: OSU Press.

Recommended:

- ❑ Drawing, painting, writing tools (e.g. ink pens, pencils, erasers, watercolor pencils, brushes, pencil case/box, land lens, binoculars, and a bag to keep it all in)
- ❑ Young, Jon, Ellen Haas, and Evan McGown. 2010. *Coyote's Guide To Connecting with Nature*. 2nd Ed. Shelton, WA: Owl Link Media Corporation.
- ❑ Pelo, Ann. 2013. *The Goodness of Rain. Developing an Ecological Identity in Young Children*. Redmond, WA: Exchange Press.

Course Requirements

1. Participation (5%)

This grade is based upon attendance AND the quality of your participation. Due to the participatory nature of this class, absences are impossible to “make-up” and thus inherently will affect your grade. Your participation grade includes completing all the assigned reading, coming to class on-time and prepared to discuss the materials in an analytical manner, active engagement in class activities, and bringing at least one question that could be used to facilitate a discussion of the readings each class.

Participation also includes:

- a) PLT workshop, Saturday January 31st, 9 – 4:30 pm. 142 Columbia Hall.
- b) Restoring Connections pilot, Friday March 13th, 9-2:30 pm. Mt. Pisgah Arboretum.
- c) Canopy Connections pilot, Saturday March 14th, 8-5pm. HJ Andrews Experimental Forest.

2. Facilitation of a PLT/Wild/Aquatic Wild lesson (10%)

Working in pairs, along with your project managers, this assignment gives you an opportunity to select and facilitate a lesson plan from the PLT/Wild/Aquatic Wild or Ellie's Log activity guides. The workshop is scheduled for Saturday January 31st, 9-4:30 pm. See assignment details on blackboard.

3. Field observation notebooks (10%)

You will be honing your observation skills by keeping a weekly field notebook. In our hectic lives, we don't often have the luxury to slow down and observe the beauty of nature around us. A good educator has the ability to inspire wonder, and help kids slow down and notice the brilliance in the details, in the tiny goings-on. This assignment creates space to develop these skills. Please bring your field notebook and pens/pencils to class everyday as we will be actively using them! Every Thursday notebooks will be checked. Please see assignment details on blackboard.

4. Critical reviews of reading (15%)

Learning how to actively engage with the materials you read is a skill that takes practice. The goal of this assignment is to make you a better critical thinker and to encourage you to be an active, engaged reader. A bonus of this assignment is that you will be better prepared for class discussions and the midterm exam and it will be a skill that you can apply in other classes and throughout your life! Please see assignment details on blackboard.

5. Midterm exam (20%)

There will be an in-class exam on Tuesday February 24, 2015. This exam will cover key concepts discussed in the reading and in class. The objective is to assess your ability to apply what you have learned so far. You should take this opportunity to impress me with your insights into the key points from the readings. Citing authors and specific articles is one savvy way to demonstrate a working knowledge of the materials. The format will be short answers with 1 essay question.

6. Group project: Environmental education package (40%)

This is where you get to apply what you are learning and tap into your creative energies to develop innovative, engaging, interesting educational materials! As mentioned above, your group project has been designed in collaboration with various community partners in order to benefit the wider community. Thus, the goal of your group project is to produce professional quality educational materials that you and these organizations will be able to use in the future. Working in your teams, you will be developing education and outreach materials. This primarily will consist of adapting already existing lesson plans, to make them locally relevant and place-based. You will complete work in class and outside to keep you on track. Please see the Group Project Assignment handout posted on blackboard for all the details! The exact final product will vary based on the needs of your partner, the audience, the location, etc. At the end of the term, each team will pilot their lesson plans and undergo a peer review process. Your final group project should be uploaded to blackboard by Tuesday March 17th, by 10 am.

Summary of class activities and grading

Activity	Total Points	Percent of Grade
Participation	25	5%
Facilitation of a PLT/Wild/Aquatic Wild lesson	50	10%
Field observation notebook	50	10%
Critical reviews of the reading (five, 15 pts each)	75	15%
Midterm exam	100	20%
Group Project – EE package	200	40%
Total Points	500	100%

Grading

In the service of fairness, late assignments will drop 5 pts. every day until submitted. Sorry, but no exceptions unless you have an excused medical reason (with a note from the student health center) or have made pre-arrangements with me. We are working with community partners and it is critical we meet all our deadlines to maintain good relations! Incompletes are not available for this class.

Academic Honesty

I take this very seriously. I expect everyone to strictly adhere to the University Student Conduct Code and University policies regarding academic misconduct (see the UO Office of the Dean of Students website, <http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>). All work submitted for this course must be your own and be written exclusively for this course. In particular, you must properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas). “Cutting and pasting” from the internet is essentially stealing intellectual property and is not acceptable. Also, you must properly acknowledge any photos or other creative materials that you use. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with us before submitting your work. If you plagiarize, you will receive an F for the assignment or entire course (depending of the severity of the situation), and you’ll be referred to Office of Academic Affairs. Additional information about this common form of academic misconduct is available at www.libweb.uoregon.edu/guides/plagiarism/students.

Inclusive Learning and Academic Access

If you have a disability (physical or learning), medical condition, or other situation that you think may affect your performance in this class, please see me *during the first week of the term* so that I can make arrangements, if necessary, for your full access to all classroom activities. You may also wish to contact Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

- The UO Bias Response Team (BRT) works to gather information about bias incidents and to support those who unfortunately have witnessed, or themselves become a target, of an act of bias. BRT also provides educational programming and campus presentations. Email: brt@uoregon.edu, website: <http://bias.uoregon.edu/index.html>
- The Mills International Center is another resource. More than a lounge; it is a channel for the UO community including faculty, staff, international students, and domestic students to share their cultural diversity. Located in the NW corner of the EMU, open 9-9 M-F, you are invited to visit and check out all they have to offer. Contact: Sara Clark sclark6@uoregon.edu 6-0848, www.facebook.com/UOMills



Schedule of Topics, Reading Assignments & Activities

Week One: Breaking Ground

Tuesday January 6

- Ⓞ Introductions, course overview, setting class norms
- Ⓞ Activity: Defining environmental education
- Ⓞ Get connected: sign up for free EE newsletters for the term
 - ➔ Children and Nature Network: <http://www.childrenandnature.org>
 - ➔ Environmental Education Association of Oregon (EEAO): <http://www.eeao.org/>
 - ➔ National Environmental Education Foundation (NEEF): eeweek@neefusa.org

Thursday January 8

- Ⓞ Group discussion of readings – Defining EE
 - ➔ Jacobson et al. 2006. Chapter 1: Pp. 7-10.
 - ➔ Stapp, William B., et al. 1969. The Concept of Environmental Education. Pp. 33-36.
 - ➔ Tbilisi Declaration. 1977. Summary of goals and guiding principles (1 page).
 - ➔ NAAEE. 2004. Guidelines for the Preparation and Professional Development of Environmental Educators. Introduction. Pp. 1-4.
 - ➔ Carter and Simmons. 2010. The History and Philosophy of Environmental Education. In *The Inclusion of Environmental Education in Science Teacher Education*. Bodzin et al., eds. Springer: NY. Pp. 3-16.
 - ➔ *Coyote's Guide*. Journaling. Pp. 63-66 and 325-330.
 - ➔ Tomlinson. The Daily Log. Pp. 124-129; and Descriptive Notes. Pp.136-138.
- Ⓞ Lecturette: History of EE in the US
- Ⓞ Workshop: Field Notebooks with guest facilitator Erika Beyer

Week Two: Building a Foundation

Monday January 12, noon

- ➔ Critical review #1 (of 1/8 and 1/13 Jacobson and Plevyak) due, posted to blackboard

Tuesday January 13

- Ⓞ Community partner presentations
- Ⓞ Team planning session: defining mission, goals, vision.
To prepare for your meeting with your community partners, please read (and take detailed notes) before class:
 - ➔ Jacobson et al. 2006. Ch. 1: Pp.10 -23.
 - ➔ Community partner websites.
 - ➔ Plevyak, Linda and Amy Mayfield. 2010. Environmental education within early childhood. In *The Inclusion of Environmental Education in Science Teacher Education*. Alec M. Bodzin, et al, eds. Springer: NY. Pp. 51-64.
 - ➔ Canopy: *Ellie's Log*. Ch. 1-2: Pp. 12-43.

Thursday January 15

- Ⓞ Field journal activity
- Ⓞ Group discussion of current status of EE in Oregon, defining environmental literacy
 - ➔ Oregon Environmental Literacy Task Force. April 20, 2013. Ch. 1 Introduction; Ch. 2 Environmental Literacy – Vision and Essential Underpinnings; Ch. 3: Educational Standards and Graduation Requirements. Pp. 9-24.
 - ➔ Website: No Child Left Inside: www.eenclb.org
 - ➔ Jacobson et al. 2006. Chapter 2: Learning and teaching with adults and youth. Pp. 35-62.
 - ➔ Louv. 2006. Ch. 6. The Eighth Intelligence. Pp. 71-85.
 - ➔ Tomlinson. Chapter 2. Field Sketching: Basic Skills. Pp. 23-45.

- ➔ CNPS. 2012. Introduction. Pp. 4-8. (stop at Integrating Language Arts & Field Journals for now)
- Ⓞ Team work session: Applying learning theories to improve our EE projects.
- Ⓞ Activity: Introduction to PLT.

Week Three: Fostering Learning

Monday January 19, noon

- ➔ Critical review #2 (of readings for 1/20) due, posted to blackboard
- ➔ Team Planning Worksheet # 1 due, emailed to Katie and Alicia
- ➔ MLK work party service day at Mt. Pisgah

Tuesday January 20

- ➔ Bring list of PLT lessons you want to facilitate for PLT workshop to class today.
- Ⓞ Group discussion of readings:
 - ➔ hooks, bell. 1994. Ch. 1: Engaged pedagogy; Ch. 3: Embracing change – teaching in a multicultural world; and Ch. 12: Confronting class in the classroom. In *Teaching to Transgress. Education as the Practice of Freedom*. NY: Routledge. Pp. 13-22, 35-44, 177-189.
 - ➔ Cole, Anna Gahl. 2007. Expanding the Field: Revisiting Environmental Education Principles Through Multi-disciplinary Frameworks. *Journal of Environmental Education*. 38(2):35-46.
 - ➔ Orlich, Donald C., et al. 2007. Section 3: Using Objectives to Guide Learners. In *Teaching Strategies. A Guide to Effective Instruction*. Boston, MA: Houghton Mifflin Co. Pp. 79-81, 85-86, 87-89, 92-93, 122-123.
 - ➔ Support doc: <http://tepblog.uoregon.edu/blog/index.php/thinking-about-course-learning-objectives/>
- Ⓞ Focus on skills: facilitation and lesson planning.

Thursday January 22 – Field trip to Mt. Pisgah Arboretum

- ➔ Guest facilitator: Rees Maxwell from Whole Earth Nature School
- ➔ Meet at Onyx Bridge at 9:50am.
- Ⓞ Please read prior to the field trip:
 - ➔ *Coyote's Guide*. Who Are We? P. xxvii- xxxiii; Awakening Sensory Awareness, Pp. 28-33; and Sit Spot. Pp. 35-40.
 - ➔ Pelo, Ann. 2013. Full-bodied Participation, in *The Goodness of Rain*. Pp. 117-124.
 - ➔ Moore, Kathleen Dean. 1995. Winter Creek. *Riverwalking. Reflections on Moving Water*. San Diego: Harcourt Brace & Co. Pp. 31-37.
 - ➔ Moore, Kathleen Dean. 2004. Late Night Listening. *The Pine Island Paradox. Making Connections in a Disconnected World*. Minneapolis, MN: Milkweed Editions. Pp. 50-55.
 - ➔ Zwinger, Ann. 2012. The Art of Wandering (1986). In *Wonder and Other Survival Skills, A Selection of Essays from Orion Magazine*. Massachusetts: Orion. Pp. 33-45.
 - ➔ Canopy Connections: *Ellie's Log*. Ch. 3-4: Pp. 46-67.
 - ➔ Restoring Connections: Exploring Ethnobotany lessons, first and second grade.

Saturday January 24

- Ⓞ Optional: Outdoor School Regional Gathering 1-3pm. 176 Education.

Week Four: Planning and Implementing EE

Monday January 26, noon

- ➔ Critical review #3 (of Tuesday's reading) due, posted to blackboard
- ➔ Team Plans due today, uploaded to blackboard.

Tuesday January 27

- ➔ Bring PLT book to class today.
- Ⓞ Please read for today:

- ➔ North American Association for Environmental Education (NAAEE). *Environmental Education Materials: Guidelines for Excellence*. Pp. 1-23.
- ➔ Jacobson et al. 2006. Chapter 5: Making conservation come alive. Pp. 132-173.
- ➔ Sobel, David. 1996. *Beyond Ecophobia: Reclaiming the Heart in Nature Education*. Nature Literacy Series. Great Barrington, MA: The Orion Society.
- ➔ Cooper, James M., ed. 2006. What is a planned beginning./ What is a planned ending? In *Classroom Teaching Skills*. 8th Ed. Boston, MA: Houghton Mifflin Co. Pp. 80-81, 94-96, 98-99.
- ➔ Canopy: *Ellie's Log*. Ch. 5-6: Pp. 68-91.
- Ⓞ Team Work Session: Identifying your conceptual framework, concepts and adapting for your situation.

Thursday January 29 - Storytelling

- Ⓞ Please read for today:
 - ➔ Coyote's Guide, p. 41-44 (Story of the Day) and pp. 105-116 (Storytelling); p. 79-86 (Child's Passions)
 - ➔ Leventhal, Rona and Katie Green. 2002. Introduction to the 2nd Edition: Ten Reasons to Tell Stories in the Classroom. In *Spinning Tales, Weaving Hope. Stories, Storytelling and Activities for Peace, Justice and the Environment*. Ed Brody, et al., eds. New Society Publishers. Montpelier, VT: Capital City Press. Pp. x-xv.
 - ➔ Brody, Ed and Michael Punzak. 2002. Introduction: Stories Can Make a Difference. In *Spinning Tales, Weaving Hope. Stories, Storytelling and Activities for Peace, Justice and the Environment*. Ed Brody, et al., eds. New Society Publishers. Montpelier, VT: Capital City Press. Pp. 3- 4.
 - ➔ Goldspinner, Jay. 2002. Telling Stories: Bringing a Tale to Life. In *Spinning Tales, Weaving Hope. Stories, Storytelling and Activities for Peace, Justice and the Environment*. Ed Brody, et al., eds. New Society Publishers. Montpelier, VT: Capital City Press. Pp. 5-10.
 - ➔ Tomlinson, Ch. 3. Field Sketching: Beyond the Basics. Pp. 47-64 (stop at Perspective)
- Ⓞ Activity: The Cricket Story, adapted by Rona Leventhal, from *Spinning Tales, Weaving Hope*. P. 201.
- Ⓞ Field journal activities – Beyond the basics – color, line, frames.
- Ⓞ Guest lecture – Storytelling with Justin Bo, Village School
- Ⓞ Team work session – PLT workshop and team plans

Saturday January 31

- Ⓞ PLT/Wild/Aquatic Wild Workshop. 9am – 4:30 pm. 142 Columbia Hall.

Week Five: Planning and Implementing EE – using the humanities

Monday February 2, noon

- Critical review #4 (of Tuesday's reading) due, posted to blackboard
- Team meetings with Katie

Tuesday February 3

- Ⓞ Group discussion of readings:
 - ➔ Jacobson et al. 2006. Ch. 6: Using the arts for conservation, 174-208.
 - ➔ Jacobson et al. 2006. Excerpt from Chapter 12: Designing on-site activities. Pp. 405-412.
 - ➔ Alison Hawthorne Deming, "The Web," *Orion Magazine*, March/April (2007), accessed September 4, 2012, <http://www.orionmagazine.org/index.php/articles/poem/248/>
 - ➔ Canopy: *Ellie's Log*. Ch. 7: Pp. 94-107.
- Ⓞ Activities: Poet Tree, Adaptation Artistry, Using Literature

Thursday February 5

- Ⓞ Field journal activities – Sound maps and more
- Ⓞ Group discussion of readings:
 - ➔ Excerpt from Ch. 7: Connecting classes and communities with conservation. Pp. 241-249 (maps).
 - ➔ Coyote's Guide, Pp. 58-61 (Mapping); p. 321 (Mapping Sit Spot)
 - ➔ Clark, Delia and Steven Glazer. 2004. Introduction: Place-based education. In *Questing. A guide to creating community treasure hunts*. Hanover: University Press of New England. Pp. 1-17, 155-171.
 - ➔ Gessner, David. 2012. When You See A Skimmer (2007). In *Wonder and Other Survival Skills, A Selection of Essays from Orion Magazine*. Massachusetts: Orion. Pp. 54-56.

- ➔ Tomlinson, Ch. 4: Field Drawing: Tips for the Field. Pp.75-85; and Maps, Pp. 142-147.
- Ⓞ Team work session

Week Six: Assessment and Evaluation

Monday February 9, noon

- ➔ Critical review #5, (of Tuesday's reading) due, posted to blackboard

Tuesday February 10

- Ⓞ Introduction to NGSS (and Common Core/Social Science standards).
- Ⓞ Group discussion of readings:
 - ➔ Jacobson et al. 2006. Section 1.5: Evaluation. Pp. 24-34.
 - ➔ NAAEE. 2004. Guidelines for the Preparation and Professional Development of Environmental Educators. Theme # 6- Assessment and Evaluation. Pp. 23-25.
 - ➔ Bybee, Rodger W. 2014. NGSS and the New Generation of Science Teachers. *J.Sci Teacher Educ.* Springer. Published online 11 March 2014. DOI: 10.1007/s10972-014-9381-4.
 - ➔ Marcinkowski, Thomas. 1998. Assessment in Environmental Education. in *Environmental Education Teacher Resource Handbook*. Kraus International Publications in Association with the National Science Teachers Association. You can skim sections I, II, V, but read III and IV for ideas on how to really assess if you've successfully brought your students from Awareness to Action.
- Ⓞ Team work session: Developing your assessment strategies

Thursday February 12

- ➔ Draft curricula due today, bring 3 hard copies to class.
- Ⓞ Group discussion of readings
 - ➔ Coyote's Guide. Ch. 11 Indicators of Awareness. Pp. 257-276.
 - ➔ TenBrink, T. and Cooper, James M. 2003. *An Educator's Guide to Classroom Assessment*. Boston, MA: Houghton Mifflin Co. Pp. 33-34.
 - ➔ Environmental Literacy Council. 2008. Assessments. <http://www.enviroliteracy.org/article.php/1185.html>
Read about rubrics.
 - ➔ Tomlinson, Ch. 3. Perspective. Pp. 64-74
- Ⓞ Team work session: Finalizing assessment strategies and polishing lesson plans

Week Seven: Fostering Learning

Tuesday February 17

- ➔ Group discussion of readings
 - ➔ NAAEE. 2004. Guidelines for the Preparation and Professional Development of Environmental Educators. Theme # 5- Fostering Learning. Pp. 21-22.
 - ➔ McIntosh, Peggy. Unpacking the Knapsack of Privilege.
 - ➔ Smith, Andrea. The Problem with Privilege.
 - ➔ Cullinan, Cris. 1999. Privilege, & the Limits of Tolerance. <http://jonah.eastern.edu/emme/1999spring/cullinan.html>
 - ➔ Kivel, Paul. 2000. <http://www.paulkivel.com/issues/racial-justice/item/95-the-culture-of-power>
 - ➔ Hanley, Jerome. Nd. Beyond the Tip of the Iceberg. Five Stages toward Cultural Competence.
- Ⓞ Focus on skills: Group dynamics role-play activity.

Thursday February 19

- ➔ Complete curricula materials due and presentation today.
- Ⓞ Field journal activity
- Ⓞ Group discussion of readings: Pedagogy of Place
 - ➔ Orr, D. 1992. Place and Pedagogy. In *Ecological Literacy*. Albany: State Univ. of New York Press. Pp. 125-131.
 - ➔ Gruenewald, D. 2003. The Best of Both Worlds: A Critical Pedagogy of Place. *Educational Researcher* 32 (4): 3-12.

- ➔ Salvatore Engel-Di Mauro and Karanja Keita Carroll. 2014. An African-centered approach to land education. *Environmental Education Research*. 20(1):70-75.
- ➔ Pelo, Ann. 2013. Finding Place, in *The Goodness of Rain*. Pp. 39- 53.
- ➔ Possibly one more reading here- tbd
- Ⓞ Activity: Preparing for the midterm.

Week Eight: Professional Responsibilities

Tuesday February 24

- ➔ In-class exam
- ➔ Journals due

Thursday February 26: Professional Responsibilities

- Ⓞ Field journal activity
- Ⓞ Activity and group discussion: Where do you stand?
- Ⓞ Lecturette: Professional organizations and EE in Oregon
- Ⓞ Team work session
- Ⓞ Please read for today:
 - ➔ Children and Nature Network: <http://www.childrenandnature.org>
 - ➔ Environmental Education Association of Oregon (EEAO): <http://www.eeao.org/>
 - ➔ North American Association for Environmental Education (NAAEE): <http://www.naaee.net/>
 - ➔ Gray Family Foundation website: <http://grayff.org/>
 - ➔ Tomlinson, Ch. 5: Wildflowers and Birds Pp. 105-118. (read the section on taxonomy if you need a refresher)

Week Nine: Nature-deficit disorder

Monday March 2, noon

- ➔ Critical review #6 (of Tuesday's reading) due, posted to blackboard

Tuesday March 3

- Ⓞ Group discussion of readings
 - ➔ Louv, R. 2006. Introduction, Ch. 5, 7, 8, 16. In *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill. Pp. 1-4, 54- 69, 86-98, 99-112.
 - ➔ One article from the Children & Nature Network (your choice) <http://www.childrenandnature.org/>
 - ➔ Read at least three excerpts from Ann Pelo. 2013. *The Goodness of Rain* (or all if you love them like I do!)
 - Footsteps on the Ground, in. Pp. 63-71.
 - Eagles and Salmon Reverence. P. 75-80.
 - Reverence. P. 86-90.
 - Naming and Knowing, in *The Goodness of Rain*. Pp. 104- 109.
 - Creating Stories, in *The Goodness of Rain*. Pp. 151-163.
 - Make Rituals: Pooh Sticks, in *The Goodness of Rain*. Pp. 167-170.
 - A Call to Come Home, in *The Goodness of Rain*. Pp. 179-186.

Thursday March 5

- ➔ Each team should bring 8 copies of your draft abstract for your oral presentation to the Undergrad Research Symposium.
- Ⓞ Field journal activity
- Ⓞ Group discussion of readings:
 - ➔ Louv. 2006. Ch. 11, 12, 16. Pp. 133-145. In *Last Child in the Woods. Saving our Children from Nature-Deficit Disorder*. NC: Algonquin Books of Chapel Hill. Pp. 146-159 and 203-226
 - ➔ Buhner, Stephen Harrod. 2002. The Separation of Children from the Aliveness of the World. In *Lost Language of Plants*. White River Junction, VT: Chelsea Green Publishers. Pp. 75-77.

- ➔ Fried, Robert. 2004. The heart of the matter. In *Kaleidoscope. Readings in Education*. 10th ed. Ryan, Kevin and James M. Cooper, eds. Boston, MA: Houghton Mifflin Co. Pp. 15-17.
- ➔ Monke, L. 2005. Charlotte's Webpage. *Orion* (Sept/Oct).

<http://www.orionmagazine.org/index.php/articles/article/159/>

- Ⓞ Team work session: Undergraduate Research Symposium abstracts.

Week Ten: Lesson Plan Pilot Presentations

During this week you will do a run-through of your curriculum materials. Everyone will participate in and peer review each other, providing critical constructive feedback on how the materials can be improved. Community partners are invited to these pilots.

Tuesday March 10

- ➔ Restoring Connections presents (1st and 2nd grade pre-trip lessons)

Thursday March 12

- ➔ Canopy Connections presents (pre-trip lesson)
- ➔ Final class – reflections and wrap

Friday March 13

- ➔ Restoring Connections facilitates field trip (Mt Pisgah, 8:45 meet at Onyx Bridge, return by 2:30)

Saturday March 14

- ➔ Canopy Connections facilitates field trip (HJA, 8:00 meet at Onyx Bridge, return by 5:00, with Springfield High School students)

- ➔ **COURSE EVALUATIONS:** On-line course evaluations close midnight on Sunday prior to the beginning of final exams. Please use your new insights on pedagogy and facilitation to share thoughtful and constructive feedback on this course this weekend!

Finals Week

Tuesday March 17:

- ➔ Final curriculum materials due at end of your exam period, 10:00am.