

Walk in the Park

8:00-8:15 Arrival

Name Tags-Draw 3 symbols that describe your personality along with your name

Breakfast Snack

8:15 Welcome-Chad & Ethan

Introduce the day to students and do a wagon wheel adaptation ice breaker, inside/outside circle rotation.

Frame the field trip in terms of understanding the physical space of the Rouge Park. Let's focus on our senses at the park and make observations and come up with questions.

Our **purpose** for going to the park is to get to know the space, use our 5 senses-hearing, smell, sight, touch, and taste-to make observations about the park. Another purpose is that we want to end up with more questions than when we started. These questions are important to our studies this year.

Make sure students have gotten into groups-announce groups if need be.

Introduce **Photo Contest**

8:30 Ice breaker-purpose is to practice listening skills & to get to know other people.

1. Form one inner circle and one outer circle, Make sure the inner circle is facing out and the outer circle is facing inward. The person you are facing is your first partner.
2. You will have 10 seconds to share the explanation of one of your symbols with the person you are facing and vice-versa for a 20 second total to pair-share out.
 - a. Tell them why you chose this symbol and how it tells them about your personality
3. Rotate and now the outer circle gets to share with the inner circle.
4. Continue rotating and switching inner/outer until you have one complete circle rotation.

8:45-8:50 Environmental Citizen Game

Key concepts: Civic ability, inclusivity, Cooperation, Civic Responsibility, Confidence, Interdependence

Opening questions: 1. Why should we care about taking care of the environment? What does this environment provide for us? What could happen if we ignore the problems we see in the environment and the community?

Lisa will introduce the **concept of an EC** and share a definition from Earth Force:

- This is a broad definition of “citizen”-one who is a member of a community, not the legal use of the word.
- Community problem solver
- Someone who understands the importance of taking care of the environment and our natural resources like water, soil, minerals, land, and more
- Simply put, a way of thinking and acting responsibly for the environment and the community within that environment

Tavon will ask the groups to consider a few Essential Questions for the activity, and then invite groups to answer those questions in their small groups, round robin style.

8:50-9:15 EC Game: Each group leader will read the directions to their group and facilitate a few rounds.

Groups will do small group/partner reflection and

9:15-9:30 then we will create 1 large CODY-DIT 9th grade Environmental Citizen.

We need a transition here to get us heading to the bus.

9:45 Get on bus and head to Rouge Park

10:00 Arrival

Remind students to stay in and travel in groups once we begin the stations.

10:15 “Walk in the Park” independent stroll around

Students will walk around and complete the Walk in the Park reflection handout

10:30 Regather together small groups and share one thing you noticed while you walked around, quick once-around and then listen for station directions.

10:35 STATIONS!!

Stations

20 minutes per station
Rotate through 4 stations each group
Rotate numerically in order

5 minute transitions

1. Photo station-EMU student
2. Mapping station-EMU student
3. Writing station – form a hypothesis
4. Nature Drawing-Lisa Voelker, SEMIS
5. Water sampling-Stevie, DYES
6. History Station-Matt Siegfried, Historian
7. Detroit Water Rights Issue-DYES

Timing

10:35-10:55 Round one

11:00-11:20 Round two

11:25-11:45 Round three

11:50-12:10 Round four

Board the bus @ 12:15-20 to DIT

See below for afternoon schedule.

Afternoon

12:30-1:15 Return to school and eat lunch

Pizza/soda from Little Caesar's-pick up on the way back from the park & pay then

1:15-1:25 Independent Reflection (assessment)

1. What did you see while you were at the park that caught your attention?
2. Why was the visiting the park interesting to you?
3. Did you see or learn anything at the park that made you think in a new way about parks?
4. What do you think might be an environmental or community issue at the Rouge Park?
5. What would you tell one friend about your trip today to the park? Pretend this is a friend who was NOT there with you.

DANCE BREAK. SHAKE IT FOR 60 SECONDS. Writing is tough for everyone.

1:30-2:00 Chalk Talk & Walk Reflection

Small groups again. Rotate through each "Chalk Talk" post-it and contribute to the reflection by adding your ideas, thoughts, questions, observations. **There will be doubles of each question.**

- A. Tell us something you SAW while you were at the park-describe in a few details.
- B. What is something you know THINK about the Rouge Park?
- C. What is something you are CURIOUS about now? Connected to our field trip today.
- D. What skills would an Environmental Citizen need to find out more about the Rouge Park?

Rotate through each reflection- 5 mins at each "chalk talk" and walk