



SCHOOL & WILDERNESS PROGRAM OVERVIEW

Academy Mission and Model of Approach

Face to Face Academy is a public charter school open for all high school students. Most of the students enrolled have not been successful in traditional high school settings. Openly enrolling as many as seventy students at a time, the Academy gives students a hands-on experience in the key academic areas of Math, English, Social Studies, U.S. History, Science, Art, Physical Education, and Health. We approach the whole person, helping students focus not only on doing well in school, but on reaching personal goals, building life skills, and using creative expression to thrive and survive independently. The Academy's educational team is comprised of teachers, social workers, educational assistants, and a variety of special consultants. All students have an Academic Advisor, a designated staff person, who provides additional support and communication.

The Academy is based on an integrated service system model, which combines academic instruction with independent living skills training, college and career exploration, transitional support, on-site health care and counseling, self-awareness and personal growth, community awareness, and the development of adult and peer support systems. The environment for learning and development address the whole person within an academic setting and structure. We also have a well developed Wilderness and Outdoor program available for all students. Our shared campus with Face to Face Youth Clinic provides another system of support as students can easily access mental health, health, and prenatal care specifically tailored to their needs. All students must have completed their course work through the 8th grade, be under age 21, and typically meet a minimum of one of the following:

Be two grades below performance on local achievement test

Be at least one year behind in grade level on course work towards graduation

Have been homeless anytime within the past six months

Have experienced mental health problems

Be, or have been, a victim of physical or sexual abuse

Be pregnant or parenting

Be chemically dependent

Currently on or have been on Probation

Wilderness and Outdoor Program Overview

Aligned with the mission of the school and, specifically, in the spirit of increasing after-school opportunities for Academy students that would promote positive development and fill a needed time void, the Wilderness and Outdoor Program began modestly. Five students and two staff members went on a three-day hiking trip at Governor Knolls State Park located across the Wisconsin border, a little more than an hour from the Twin Cities. Over the course of the next six years, the Wilderness and Outdoor Program would blossom into an intricate component of the school and become one of its greatest assets.

Today, students participate in multiple trips a year lasting anywhere from three to seven days. Trips have included canoeing down the Namekogan River, hiking the Porcupine Mountains, and camping in the Boundary Waters. Day activities include wilderness survival skills, canoe paddling skills, downhill and cross-country skiing, rock-climbing, and off-road biking. Over forty of the Academy's seventy students now participate in the Wilderness Program.

What makes the Academy's Wilderness and Outdoor Program even more valuable is that the vast majority of the students do not have the resources or family background to access these opportunities. Outfitters charge in excess of \$800 a person for a five-day camping trip. After-school biking, skiing, and rock-climbing clubs come with activity fees and pricey equipment. The Academy provides all of these experiences for its students absolutely free.

The Academy has also made great strides in incorporating the school's core academic curriculum into the Wilderness and Outdoor Program. One prominent example is the annual service learning trip where students work with the noted Arctic explorer, author, and environmentalist, Will Steger. In the classroom, students will study his exploits and then apply lessons learned on his homestead in Northern Minnesota. They will develop a better understanding of the global environmental issues facing their generation and their personal impact on nature while exploring the themes of sustainability.



EVIDENCE OF SUCCESS

Whether it is Will Steger staring at the lights of the Aurora Borealis in the spacious Arctic Sky or a child walking down a tree canopied trail for the first time, everyone can attest to the transformative experience of the outdoors. On a recent winter camping trip twelve students braved the Minnesota elements. One of the students on the trip was notoriously shy and quiet. He spoke so softly that you had to be within inches of him to hear his voice. A three sentence exchange was considered a thorough conversation. Yet, on the second night, he could be heard over the crackling of the fire and howl of the coyotes explaining how he build his snow shelter and, if he had it to do over again, how he would construct it a few degrees west so the morning light wouldn't enter through the door. The rest of his companions stared in stunned silence as this student literally had found his voice.

Anecdotal evidence aside, the Wilderness and Outdoor Program has demonstrated empirical results. The students who are regular participants show greater academic gains in both credit accumulation and standardized test scores in math and reading. Their attendance not only improves from their previous baseline, but also is greater than their non-participatory peers. The following is a table highlighting Attendance and NWEA-MAP Reading and Math scores from school year 2013-14. The table compares students who participated in at least two overnight trips compared to students who did not participate in the Wilderness and Outdoor program in any capacity.

	Wilderness Program Participants	Non-Participants
School Attendance	86%	66%
NWEA Math	5.8 point yearly gain	3.5 point yearly gain
NWEA Reading	5.7 point yearly gain	4.4 point yearly gain

Most importantly, a longitudinal study completed over a three year period demonstrated that students with a regular involvement in the Wilderness Program (at least two overnight trips per year) saw their likelihood for graduation significantly increased from their non-participatory peers. Graduation rate includes 4, 5, and 6-year students and follows the formula set aside in the school's Annual Report.

The result are as follows:

	Wilderness Program Participants	Non-Participants
Graduation	81%	67%

While "selection bias" is always a consideration when random selection is not a viable option, it is important to note that the demographics of those participating in the Wilderness and Outdoor Program are reflective of the school as a whole; the only differing variable is the amount of participation in the program. While there are many theories as to what's behind the dramatic results, the most likely conclusion is that it forms a strong bond with their school and peers. Studies, like the HOPE research, have shown that if a student feels connected to and "engaged" with their school, they more consistently attend and actively participate. In addition, the qualities that are a necessity and developed in the outdoors – work ethic, initiative, organization, appropriate risk-taking and responsibility – are the same as the qualities of a successful student.



Linking the Wilderness and Outdoor Program to School-wide Goals and Outcomes

In addition to the research data, the Wilderness and Outdoor Program is linked to school-wide goals.

Students participating in the program will demonstrate achievement in three of the following five core areas:

1) Sustainable Healthy Lifestyle

- Students will create a Personal Health Plan including Fitness Logs and a Meal Journal.

2) College and Career Readiness

- Students will identify careers associated with the wilderness and outdoors.
- Students will be placed in Summer Internships with an outdoor focus.

3) Academic Performance

- Students participating will show increases in test scores, attendance, and graduation rate.

4) Leadership and Social Skills

- Students will demonstrate improved leadership and life skills as measured by the Casey's Inventory and internal rubrics.

5) Environmental Awareness

- Students will develop a better understanding of environmental issues through the Will Steger Foundation and Boundary Waters Leave No Trace Curriculum.
- Students will apply lessons learned through service learning projects, environmental clean-up, and/or trail building.



COST BREAKDOWN & BUDGETING

Daily Cost Breakdown for Wilderness Trips

The following document is designed for administrators and potential facilitators to gain a better understanding of the likely expenses associated with overnight trips. We have found that it is most helpful to break it down by daily costs. This approach allows for flexibility in determining the length of a trip based on available resources.

Item	Description	Cost
Staffing	Daily facilitation of Wilderness Activities	\$325 for two staff members /per day
Transportation	Van / Bus rental fees	\$140 per day
Equipment (no canoe)	Any gear necessary such as tents, sleeping bags, and backpacks	\$130 per day
Equipment (Canoe)	6 canoes allowing for both double / triple paddlers	\$150 per day
Food	3 meals per day / per member	\$110 per day
Permits	Park and campsite registration	\$30 per day
Gas and Misc. expenses	Dependent on the trip	\$50 per day
Total Daily Costs		\$785 for Hiking Trip \$935 for Canoe Trip

For around \$2,350, a school can take 12-14 students for a 3-day hiking trip. The Academy has been able to make some long-term investments that have cut the daily costs considerably. The purchase of an Activity Bus which has been used for multiple field trips and other purposes, plus almost all essential equipment, has reduced the daily cost to about \$500 per day. We have also found that outfitters are excited to promote wilderness experiences in schools and will offer equipment at discounted rates. These types of trips are also excellent fund-raising opportunities for students and the entire school wide community.

Program Development

It is important to note that, although the Academy now embarks on 6-8 trips per year, our first year of the program resulted in just two trips (one per semester). Below is a breakdown of the growth of the program from the first year of inception, SY 2008 to SY 2014.

	SY 2008	SY 2010	SY 2012	SY 2014 (start of WF grant funding)
Overnight Trips	(8 students) 360 hours	(34 students) 1,252 hours	(48 students) 2,304 hours	(85 students) 4,080 hours
Biking	0 hours	0 hours	0 hours	(22 students) 528 hours
Cross Country Skiing	0 hours	0 hours	(14 students) 42 hours	(24 students) 192 hours
Snow Shoeing	0 hours	0 hours	0 hours	(16 students) 96 hours
Rock Climbing	(14 students) 42 hours	(17 students) 48 hours	(28 students) 64 hours	(32 students) 130 hours
Canoeing	(10 students) 20 hours	(14 students) 44 hours	(23 students) 96 hours	(29 students) 130 hours
Total Hours	(32 students) 422 hours	(65 students) 1,344 hours	(113 students) 2,506 hours	(208 students) 5,156 hours

Notice the gradual build in both students served and contact hours. The initial commitment started small and grew into a substantial component of the school's overall programming. Over the course of the next seven years, there was a 12 times increase in Wilderness and Outdoor Program hours completed.

Manageable Investments: Daily Experiences

Even if planning an overnight trip proves too large of a challenge at this time, consider activities that require only a day or even as little as an afternoon commitment. These experiences can be fun, rewarding, and build momentum for more involved trips.

Here are some examples of such activities and likely costs for a group of 12 to 14 students:

Activity	Description	Cost
Biking	Mountain bike rental	\$300 (\$25 per bike)
Cross Country Skiing	Rental of skis and boots	\$180 (\$15 per set up)
Downhill Skiing	Lift ticket and equipment	\$180 - \$300 (\$15-\$25 per student)
Snow Shoeing	Equipment	\$144 (\$12 per student)
Ice skating	Day pass and skates	\$120 (\$5 per day pass/ \$5 per skates)
Hiking	State Park pass	\$12 for whole group
Canoeing	Canoes, paddles, PDF's	\$240 (\$20 per day/per student)
Rock Climbing		\$12 (\$4 for shoe rental)



RESOURCES AND SAFETY TIPS

Background

Wilderness and Outdoor activities are designed to challenge students and expose them to elements that could test their “comfort zone.” It is paramount, however, that when exploring these limits proper steps are taken to ensure the physical and emotional safety of all participants.

Here are some Tips the Academy has found helpful over the years:

- 1) Appropriate Staffing:** the Academy uses a two staff model for every trip. The primary staff member has extensive training in Wilderness facilitation, has led multiple groups, and is trained in necessary first-aid. This individual is usually contracted from an outside organization (see list of resources). The second staff is usually from the school itself. This person has the relationship with the students. They also learn valuable skills while out on the trail and often eventually become the “in-house” expert.
- 2) Liability & Insurance:** the Academy works with its insurance provider to make certain proper injury coverage is applicable while students are on trips. The cost is reasonable and allows for an extra layer of risk management beyond the umbrella coverage most schools apply for naturally. Also, students and parents are required to fill out a permission form that includes health history, emergency contact information, and a liability waiver. It is important to have an honest discussion with parents about the numerous safety precautions in place, but also the inherent risk associated with such activities.
- 3) Pre-Planning:** students interested in going on trips are required to attend informational and planning meetings beforehand. The meetings cover expectations, trip itinerary, and supplies they will need to bring. Students will also practice the skills they will need in a more controlled setting before being out in the wilderness. These skills could include a practice hike with a pack on and/or paddling a canoe plus water safety training. These activities allow for students to gain some confidence and for staff members to assess levels of competency or any extra skill building a student may need before attending a trip.

4) Itinerary & Contingency Plans: before every trip, wilderness staff review the final itinerary with the Program Director. Exit points and nearest medical facilities, in case of emergency, are identified. Staff troubleshoot possible scenarios that may come up based on the specifics of each trip. It should be stressed that these contingency plans are hardly ever executed. It is always better, though, to be prepared.

5) Point Person & Check-Ins: a point person back at school is designated to be on-call during the trip. On most trips, the group is either in cell coverage or a short walk away from being able to make a phone call. Wilderness guides make an attempt to call or text each day for a brief check-in and update about the status of the trip. The point person is also available to problem-solve if any issues arise that require extra assistance or coordination.

6) Safety Equipment: all proper safety equipment is mandatory during trips and/or experiences. Most notably students are required to wear life jackets during every water activity and helmets during biking or rock climbing activities. There are no exceptions.

List of Wilderness Resources Available in Minnesota

Gerten Outdoors Inc (GO)

Paul Gerten and a team of high quality educators have worked in public and charter schools in Minnesota for over 15 years both as a classroom teacher and a trail leader in the Wilderness. *GO* offers custom trips for school programs with on-site pre/post trip skill-building activities and academic groundwork associated with the trips.

Mission:

GO provides adventure-based experiential opportunities that challenges individuals and groups. *GO's* goal is to build community, challenge individuals within the group, and build student leadership in a wilderness setting.

Contact Gerten Outdoors:

Gerten Outdoors Inc

Paul Gerten

651.485.7087

952.935.5610 (fax)

Gertenoutdoors@yahoo.com

Wolf Ridge Environmental Learning Center

Wolf Ridge offers programs and custom wilderness trips. Wolf Ridge offers schools and individuals opportunities to experience the wilderness on their grounds on a trip.

Mission:

To develop a citizenry that has the knowledge, skills, motivation and commitment to work together for a quality environment. We do this by:

Fostering awareness, curiosity and sensitivity to the natural world

Providing lifelong learning experiences in nature

Developing social understanding, respect and cooperation

Modeling values, behaviors and technologies which lead to a sustainable lifestyle

Promoting the concepts of conservation and stewardship

Contact Wolf Ridge:

6282 Cranberry Road

Finland, MN 55603

800-523-2733 (MN, WI, ND)

218-353-7414

mail@wolf-ridge.org

Base Camp BSA

Base Camp offers day experiences and challenges. Located in the century-old Cavalry Drill Hall near Fort Snelling, Minnesota, Base Camp is owned and operated by the Northern Star Council, Boy Scouts of America.

Mission:

To serve all youth of the greater Twin Cities metro area through school field trips, lock-ins, retreats, summer camps, private parties, and community group use. We have special outreach programs for under-served populations.

Contact Base Camp:

201 Bloomington Road

Fort Snelling, MN

basecamp@northernstarbsa.org

YMCA Twin Cities

YMCA council of the Twin Cities offers a number of programs and locations for individuals and groups. We nurture development of the Y's core values: caring, honesty, respect and responsibility. Our well-trained counselors lead quality programs that are safe, fun and enriching.

YMCA Campers will:

Develop integrity, self-reliance and leadership skills.

Build friendships that could last a lifetime.

Enrich spirit, mind and body through challenging and fun activities.

Gain an appreciation for the natural environment.

Experience a sense of community by living with campers in small age-appropriate, single-gender groups (8–10 campers and two staff members).

YMCA Programs and Facilities Include:

Camp Menogyn

Camp Menogyn is located on the Gunflint Trail 30 miles north of Grand Marais, MN. There are no roads leading to Menogyn, so all campers cross West Bearskin Lake by boat to arrive at this beautiful, intimate wilderness setting. Our focus is on the small group, compassionate guided wilderness canoeing, backpacking and rock climbing trips that are safe, fun and enriching.

Camp Widjiwagan

Located on Burntside Lake near Ely, MN, Widji offers high-quality canoe and backpacking adventures in the BWCA and throughout North America. Widji wilderness trips are focused on respect and values that build skills for life, and a relationship with the environment that is unparalleled.

Camp St Croix

YMCA Camp St. Croix builds community and teaches respect for self, others and nature through summer camp, outdoor education and retreats.

Contact YMCA Twin Cities:

(P) 612-230-9622 | (F) 612-223-6322

Voyagers Outward Bound

Voyages Outward Bound offers courses and custom trip to individuals and schools. The Voyager Outward Bound mission is to change lives through challenge and discovery.

Mission:

We deliver our world renowned experiential learning programs to people of all ages and all walks of life.

We help our students to discover that 'there is more in them than they thought.

We help our students to discover a strength of character, ability to lead and desire to serve.

We help our students to have a positive impact on their lives and the lives of those around them.

We employ a diverse and compassionate staff of highly trained, skilled and dedicated instructors, facilitators and educators through a national network of regional Schools.

We partner with educational institutions, businesses, civic organizations and parents to serve all who wish to participate.

We seek innovative ways to apply our Educational Framework to address emerging social needs.

That's how Outward Bound has used challenge and discovery to change lives and prepare people to be capable, compassionate and engaged leaders since our founding in the U.S. in 1962.

Contact Voyagers Outward Bound:

Twin Cities Center:

179 Robie Street East, Suite 295

St. Paul, MN 55107

Phone: (651) 292-1062

Fax: (888) 514-6280

Wilderness Base:

1007 Spruce Road, PO Box 450

Ely, MN 55731

Phone: (218) 365-5761

Admissions:(866) 467-7651

www.outwardbound.org



Wilderness Inquiry

Wilderness Inquiry offers trips for individuals and custom trips for groups. Wilderness Inquiry specializes in facilitating trip for people of all abilities providing an inclusive environment. We are a non-profit adventure travel organization on a mission of connecting everyone to great places through activities such as sea kayaking, canoeing, rafting, hiking, safaris and dog-sledding. Our adventures take you all over the world, from the Mississippi River to East Africa on high quality experiences featuring carefully crafted itineraries, excellent food, top notch gear and, best of all, highly skilled trail guides who care deeply about providing you the very best experience possible.

Contact Wilderness Inquiry:

808 14th Ave SE
Minneapolis, MN 55414
(612) 676-9400
Fax: (612) 676-9401
Email: info@wildernessinquiry.org

Blue Gold

BOLD GOLD offers the opportunity for youth 13-18 to develop leadership skills through active participation in a week-long session in northern Minnesota, including a 5-day canoe trip into the Boundary Waters Canoe Area Wilderness. Through teamwork, leadership training, self-reflection, and physical challenge youth gain leadership skills necessary for success in high school, college, and beyond!



CURRICULUM & RESEARCH

Introduction

The Wilderness and Outdoor Program is best supported through learning both inside the classroom and outside in our natural environment. Students are able to connect and apply the standard-based classroom lessons experienced inside the school building through their experiences of camping, canoeing, hiking, skiing, biking, snow shoeing, swimming, and so forth. There are many resources available for teachers in the field of environmental studies with rich opportunities for growth in all areas of English, Math, Science, Social Studies and Art. We have chosen to connect our Wilderness and Outdoor Program to the study of sustainability and resiliency. This allows learning about the major content areas while exploring self connections.

Research

There are many forms of research to support learning in the natural environment. Recent studies are highlighted in Steven M. Southwick and Dennis S. Charney's cover story in Scientific American Mind (July/August 2013) to support the Academy's Wilderness and Outdoor Program as a method to build resiliency in our students. Main topics of research include: "rethinking adversity, forging close friendships, and accepting novel challenges" as proven tools to increase the skill of resiliency. Outlined strategies include enhancing positive emotions, becoming physically fit, accepting challenges, and maintaining close network. Academy students have reported these experiences through our outdoor educational program. The Academy has prepared a series of worksheets to compliment the reading of the article and uses it many times with new campers as an independent assignment and/or classroom assignment to promote the outdoor program. (Article available at: <http://www.scientificamerican.com/article/enhance-your-resillience-stress/>)

Basic Essential Questions Include

How can our environment sustain its population and use of energy?

How can I make a positive impact in my environment and in my community?

How can individuals and a community support sustainable practices?

How can a community learn about the challenges of sustainability through historical studies?

How can a connection to the natural environment increase personal and community resiliency?

Teaching Resources

Many different teaching resources are available both online and in print and are readily updated and available.

The resources we have had success with recently include:

Will Steger Foundation (globalwarming101.com)

This is an online teaching resource and web-based newsletter.

Grades 6-12 Interdisciplinary Lesson Plans available

Topics Include: Our Unique Atmosphere, Emissions of Heat-Trapping Gasses, Communities of Living Things, Implications of Warming the Arctic, Regional Effects of Global Warming, What Now?

National Energy educational Development Project (www.NEED.org)

Extensive online teaching resource updated each year with classroom lessons and reproducibles available for use.

Facing the Future

This is an extensive resource of curriculum for all contents.

- 1) Exploring Global Issues: Social, Economic, and Environmental Interconnections (2013)
- 2) Making Connections: Engaging Students in Language, Literacy, and Global Issues (2010)
- 3) Engaging Students Through Global Issues: Activity-Based Lessons and Action Projects (2006)
- 4) It's All Connected: A Comprehensive Guide to Global Issues and Sustainable Solutions (2005)



The New York Times

This is a print and online magazine of current events for grades 9-12 with extensive teaching materials.

Scholastic's Upfront Magazine

Perfection Learning

These are teaching resources and curriculum connecting literature with environmental studies.

What on Earth: How Do We Protect Our Planet?

Writing selections from Gary Soto, Ray Bradbury, Katherine Paterson.

Essential questions include:

What is Our Relationship with Nature?

What Happens When Humanity and Nature Collide?

How can We Live in Harmony with Nature?

On the Edge of Survival

Writing selections from Gary Paulsen, Jack Finney, and Jon Krakauer.

Essential Questions include:

Why Do People Take Risks?

After Surviving?

What Would You Risk?

Water for Life

This is an organization to support a school community project with teaching materials and resources for activities for a classroom, after-school club, leadership training, and parental involvement. Students can help raise funds matched by the organization to bring fresh water to communities in developing countries.



LESSON PLANS, INTENERARIES, & EXAMPLES

Wilderness Sample Lesson Plan

Lesson Title or Subject Knowledge: Superior Hiking Trail Trip

MN Learning Standard Addressed: Human Interaction with the Land in North Eastern Minnesota, MN Social Studies learning Standard Assessed.

The primary focus of the trip will be human environment interaction, people and cultures over time, and economic reasoning skills.

- The following Social Studies concepts will be introduced as relating to the region visited on a trip to North Eastern Minnesota:
Economics: economic reasoning skills, micro and macro concept
- Geography: geospatial skills, place and regions, human systems, human environment interaction
- History: historical thinking, people and cultures change over time, US History

Overview of Lesson Activities / Procedures:

Students will visit numerous sites of historical, economic and cultural significance on the North Shore of Lake Superior. Students will learn how the people shaped the land and how the land and resources shaped human activity. Prior to the trip students will be given an outline of these topics to be researched in their own.

Students will visit the following locations:

Duluth Harbor: students will learn how the Western most Atlantic shipping post has shaped the human activity in Duluth and the impact on Minnesota.

Two Harbors: students will visit the Two Harbors waterfront and museums, and learn the significance of the Iron Ore, Shipping and Rail Industry's in Minnesota and how they all impacted the United States in the industrial Revolution and the World Wars.

Tofte: students will visit the Tofte Commercial Fishing Museum and learn about the first European settlers in this area and their economic activities.

Grand Portage: students will visit the Historic Fort at Grand Portage and be introduced to Native American culture and economic activity prior to and post European contact. Students will understand the macro impact the European contact had on Native American culture and economics.

Assessment Tools:

Students will use independent research and trip experience/historical visits to create a timeline, text, images and oral presentation to demonstrate their understanding of how the history of the region was shaped by the people and resources and how those activities changed over time and were influenced by outside and worldwide demands. Students will be assessed using a grading rubric based in the following Sub-strands and standards. Geospatial skills will be assessed on the trip through map reading and navigation. Due to the trips happening on school breaks and outside regular instructional hours, an opportunity to earn extra credit/hours can be awarded based on the length of the trip, number of activities, sub-strands assigned and/or completed, and the depth of understanding and quality of presentation.

Assessed Product:

Students will create a presentation using research, site visits and critical thinking to demonstrate their understanding of the economic and cultural evolution of North Eastern Minnesota over the past 200+ years. Students will show how distinct physical characteristics of the North Shore have shaped the Human Characteristics (geography sub-strand 2 places and regions, standard 3 and 4. sub-strand 3 human systems, standards 5-8 and sub-strand 4 Human and environmental interaction standards 9-10)

Students will articulate in their presentation how the iron ore industry impacted the U.S. economy throughout the Industrial Revolution and the World Wars. (Economic sub-strand 5 Macroeconomic concept, standard 9). Students will have the ability to expand the project to include economic standards 10-12.

Students will make an in-depth study of the micro-economics of the fur trade in Minnesota and how European fashion drove the exploration of North America.

Students will show the impact of governmental decisions on the individuals of Native American and European origins who engaged directly and indirectly in the fur trade (sub-strand 4 microeconomic concepts standards 5-8)

Students will create a timeline of North Shore History, beginning with the Native Americans prior to European contact through current day.

Students will reconcile their online research of the region with their experience visiting the region and speaking with the local residents. Students will use this knowledge to demonstrate their understanding of the history culture and economics of the region and speak to the cause and effect of future economic endeavors of the region and the impact on the people. (History sub-strand 1-2 historical thinking skills and people cultures and change over time, standards 1-5.)

Differentiation Tools:

Modifications and adaptations are always accessible for students on wilderness trips so that all students are comfortable, safe and able to be successful.

Trip itinerary, Superior Hiking Trail (SHT)

Pre-Trip Meetings

4-8 hours practicing camping skills, practice hike, pack fit, gear check.

4-8 hours classroom, expectations, trip outline, curriculum introduction.

Day 1

Depart for Duluth/Two Harbors

Choose from the following as time permits or take two days to experience everything. Pull readings or assign topics to students to present at assigned destinations as time and student ability dictates.

Duluth Waterfront, Maritime Museum

Two Harbors, waterfront, Museum, 3M museum

Tofte, commercial fishing museum

Camp at Judge Magney State

Day 2

Visit grand Portage National Historic Site

Return to Judge Magney SP and begin hike

Hike south on the Superior Hiking Trail 6 miles to the Lake Walk portion of the trail, camp on the beach next to Lake Superior.

Introduce curriculum around Geology, Economics or History.

Day 3

Breakfast

Break camp

Hike south on SHT (students can average between 6 and 12 miles a day typically)

Lunch

Hike

Camp/Dinner

Day 4

Breakfast

Break camp

Hike south

Lunch

Hike

Camp/Dinner

Day 5

Breakfast

Break camp

Hike to Grand Marais

Lunch

Return home (Vehicles can be shuttled using local outfitters, or you can use the Superior Hiking Trail Shuttle)

Sample Classroom Lesson Plan

Adopted and Modified from *Facing the Future's Making Connections: Engaging Students in Language, Literacy, and Global Issues*

Lesson Title or Subject Knowledge: Iceberg Model: What's in the News?

National Standards Addressed

National Council for the Social Studies

3. People, Places, and Environments

9. Global Connections

National Science Education Standards

F. Science in Personal and Social Perspectives

3.1 Personal Action: Personal Change Skills and Strategies

Overview of Lesson Activities / Procedures:

In this media literacy activity, students use an iceberg model to analyze the global patterns and underlying structural causes that drive current events in the news. Students will:

- analyze several news articles using a model that helps identify the particular global patterns and economic, political, and social forces (i.e. structural causes) behind the story
- discuss personal accountability and how is it reported
- diagram the events, patterns, and underlying structures in a news article
- work together in a small group to present findings

Explicit Literacy Strategy: Essential Question

How is the media reporting underlying causes and global patterns for current events? Is personal accountability also being presented in newsworthy items?

Assessment Tools:

Completion of the worksheet, participation in the group discussion and presentation.

Differentiation Tools:

Content: content tiered by varying texts of newspaper, online journals and YouTube clips. Teacher can hand pick texts or allow students to locate ones on the Internet.

Process: process tiered by pairings such that students can work in partners, and small groups and participate by taking on different leadership roles

Product: product tiered by students completing both worksheet, participation in small and large group discussions and presentation

Activity


1. Ask the students to define the word media (means of communication, such as radio, television, newspapers, and magazine that reach or influence people widely).
2. Ask them what the word literacy means (the quality or state of being literate, especially the ability to read and write).
3. Finally, ask them to define the term media literacy (the ability to read, analyze, evaluate, and produce communication in a variety of media forms such as television, print, radio, computers, etc.).
4. Tell them that they are going to explore an aspect of media literacy by analyzing some news articles using a tool called the iceberg model.

Use iceberg model and the information below to lead a class discussion about the relationship between current events and the global patterns and underlying economic, political, and social forces that propel them to prominence in the news. Explain that what we read about most often in the news are events—the newsworthy, exciting, and dramatic things that happen in our world. Events in the news are like the tip of an iceberg. The visible part of an iceberg is only about 10% of its total mass and the remaining 90% is underwater and never seen. However, it is this hidden 90% that the ocean currents impact and that determine the behavior of the iceberg's tip. For example, we might read a news article in the paper today about a local robbery (an event). During the course of a year we may notice that there are several articles about robberies and other crimes committed in the same area of town (a pattern). Does this indicate that crime is up or just that we are hearing about it more frequently? Patterns underlie and act upon events, so they are shown just below the tip in the iceberg model. In addition, sometimes the media presents the newsworthy events as random, unrelated events that lack an essence of personal accountability until the aggressor is caught and/or punished. Many crimes towards the environment lack an individual aggressor making it harder for communities to be accountable.

Assignment

Have each group create an iceberg diagram of their news article by gluing or taping the article onto the top of the paper, listing and/or drawing the patterns they have noticed, and finally listing and/or drawing the underlying root causes. Their final diagram should have a shape similar to an iceberg with the news article at the top (the event), the pattern below, and the underlying causes at the bottom. Explain to students they will also be using media literacy to analyze the information they were presented in their news article. Have them analyze the article through the following lens: For whom was this article written? From whose perspective is this story told? Whose story is not told in this message?

Have each group present their iceberg models to the class. Discuss how many of the events presented connect to each other through similar underlying causes. For example, wars, social unrest, and environmental damage are often closely linked by factors such as poverty, lack of education, and limited resources. They can also share what they learned from their media literacy analysis.



Have each group discuss structural solutions that could be implemented to address the root causes of events and patterns identified in their articles. In addition, have each group identify where personal or community accountability comes into play regarding the newsworthy event. Is there a way to report accountability or behavior that could be changed to prevent or encourage this event in the future?

Large Group Closing Discussion Questions


- 1. How did using the iceberg model to analyze the news articles help in your understanding of events, patterns, root causes, and their connections?**
- 2. What was the most surprising thing you found in your analysis?**
- 3. How could you use the iceberg model to improve your reading skills (reading for content versus understanding)?**

Writing Extension/Homework

Have students rewrite their article explaining the event, but also including the patterns, underlying structures, and different points of view. Students should conclude the article with references to personal and/or community accountability and how this is linked to resiliency.

(See attached double-sided worksheet)





SEE OTHER CLASSROOM SAMPLE LESSONS
ATTACHED HERE
INCLUDING:

Resiliency and You