# Activities

## Learnscape Development:

 Over the course of the unit students will determine a whole class project to help the development of the learnscape. Students will need to assess what they believe would be beneficial to add to the space to make this outside classroom a better learning environment. The class project does not need to be something that students complete over the unit if what they are trying to develop will take longer than the unit itself. Smaller projects include but are not limited to: general landscaping and cleaning of the learnscape, planting of small flowers, shrubs and trees, and moving or repurposing large obstacles that inhibit the learning process. Larger projects include but are not limited to: building a community garden, building natural seating and the creation of presentation space. As larger projects will take multiple steps to create, the class should determine what steps will be needed to complete the project, what steps the class can complete over the unit, and what steps following classes can complete to finalize the project. Upon completing the project a letter or collection of letter should be written to explain to future classes what your project was and how you hope that it will help foster their learning.

 The learnscape development project will require the class to write a formal proposal with the help of the instructor stating:

1. What the class project will be
2. Why they believe this will be beneficial to the learnscape
3. Determine whether the project is large or small
4. The steps that will be needed to complete the project
5. The resources that will be needed to complete the process
6. How the class will access or gain their resources
7. Set a plan of action
8. Explain how they intend to complete the project
	1. Who is doing what (all students must have a role through all steps)
	2. When specific steps need to be completed

The learnscape development will be graded on a Pass/No pass scale based on the completion of the project. Students not participating in the development will receive NP grade for the project which will affect their overall grade in the course.

**Requirements**

* Written proposal to instructor
* Completed execution of project as determined by the class (for larger projects there is wiggle room if certain road blocks occur)
* Written letter or letters to future classes

**Assessment**

You will be graded on a pass no pass scale for this assignment. Grading will be assessed holistically based on your individual performance and the classes. You are not intended fail this assignment, nor will it be easy. Please come to all meetings with an open mind and a willing to help and participate. Your individual participation no matter how small or big is the key to success. To pass you must:

As a class

* Develop a written proposal
* Complete learnscape development project as planed in proposal

Individually

* Be a participant in all parts of the project
* Work as a team member with your classmates
* Meet all deadlines that are required on your part to complete the project
* Be willing to make adjustments that may not meet your expectations
* Be willing to share ideas that are constructive to the assignment (some of the best ideas are outside of the box)
* Have fun

### In class:

Note: Students should have experience with instruction being held in the learnscape. This assignment can and should be handed out in the learnscape to help facilitate the development of this project. As this project will take the bulk of the year instructors should set aside 1 – 2 days a month for the class to work on this project (Consider the first and third Friday of the month).

 Day 1, Developing a project: The instructor should pass out and read over the assignment. Following students should ask any relevant questions that they have pertaining to the assignment. Once all questions are answered and the assignment is understood, students should break into brainstorming groups to discuss possible outcomes for this class project. A Jigsaw discussion group would be a great way to facilitate this as individual groups can work together to brainstorm then break out into different groups with members from all other groups to discuss what the whole class has initially thought of.

 After an initial brainstorming process the class should come together to discuss the project as a whole classroom. One or two students should act as a scribe on a white board, large paper pad, or google doc to document the class discussion. The instructor should facilitate this discussion to ensure that all voices are heard and keep the discussion focused on the class project. One member from the initial jigsaw group can act as a spokesperson to explain to the class their thought process to begin the discussion. By the end of day 1 the class should have an outline of the intended project that they expect to complete and why they believe it will be beneficial to the learnscape (parts 1, 2 and 3 of the proposal)

Day 2 and 3, Proposal writing draft: The class should begin developing their proposal. Whether individual groups want to work on specific parts of the proposal or the class wants to write this out together should be determined by the class. The goal of these classes should be to have a complete typed draft to submit to the instructor. This draft is not going to be a complete or final draft but rather allow for the class to receive feedback from the instructor.

Day 4, Proposal writing submission: The class should read the feedback from the instructor and work on formulating a formal proposal to submit to the instructor. They should have all necessary components of the proposal by the end of this class.

Day 5 – completion of project: Students should begin to work on their project as a class based on the roles that each student takes on. If initial stages require more writing or research than physical work then all students should be working on something. If a garden bed is to be planted groups could look like:

* Group 1: Letter writing to administration
* Group 2: Grant writing or funding letter
* Group 3: Design and pricing of garden bed, deciding of plants and how to grow
* Group 4: Process of collecting and gathering materials/storage
* Group 5: Division of labor through actual building of garden bed.

In this example all groups should be fluid and be working together in some way or another. If individual groups complete their task they should be prepared to split their group to assist other groups

### Colorado Academic Standards Addressed

Reading

Writing

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
	1. Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme
	2. Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script)
2. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect
3. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
	1. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments
	2. Select appropriate and relevant information (excluding extraneous details) to set context
	3. Address audience needs and anticipate audience questions or misunderstandings
	4. Select and build context for language appropriate to content (technical, formal)
	5. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
	6. Support judgments with substantial evidence and purposeful elaboration
4. Standard English conventions effectively communicate to targeted audiences and purposes
	1. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose
	2. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose
	3. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

Research and Reasoning

1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes
	1. Define and narrow a topic for self-designed research for a variety of purposes and audiences

Oral Expression and Listening

1. Effective collaborative groups accomplish goals
	1. Select appropriate technical or specialized language. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
	2. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
	3. Implement an effective group effort that achieves a goal
	4. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities
	5. Assume a leadership role in a group that is collaboratively working to accomplish a goal
	6. Self–evaluate roles in the preparation and completion of the group goal
	7. Critique and offer suggestions for improving presentations given by own group and other groups

## Social Activist Field Trip

 Students will attend a field trip focusing on a form of social activism concerning the environment. This field trip is intended to get students into the community to better understand how they can impact the community around them. Field trips include but are not limited to: attending an environmental rally, viewing an environmental documentary screening, attending a community or political debate on the environment, attending a lecture on environmental concerns. After attending the field trip students should write a 2 page reflection paper discussing how the field trip impacted them personally, what changes they believe they can make, and what they want to do after attending the field trip. This paper should be posted to their blogs so that other students can read and comment on each-others reflections.

### Assignment

Write a 2 page reflection on discussing how the field trip impacted you personally, what changes you believe you can make, and what you want to do after attending the field trip. Please connect your responses to texts and information that we have discussed over the year.

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Reading for All Purposes

Writing

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	1. Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme
	2. Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script)
2. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect
3. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
	1. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments
	2. Select appropriate and relevant information (excluding extraneous details) to set context
	3. Address audience needs and anticipate audience questions or misunderstandings
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