RE 261 Leadership and Pedagogy in Leisure Services

Teaching Plan – 35 points

*Directions- Use the teaching plan format given below to prepare for your assigned lesson. Your plan should be written following the format and sequence below, keeping all headings and prompts the same.* ***All teaching plans are due via email by April 9th by 9:00am. This must also be printed and handed in via hardcopy by 9:00am April 9th at the beginning of class.*** *Incomplete or incorrect plans will be graded as such and will be returned as many times as necessary until all parts are fixed. You may not present your lesson or program to your audience until the Teaching Plan has been fixed and/or approved***. If you wish to implement your public teaching opportunity early be sure to hand in all the necessary paperwork and get it approved earlier than April 9th.**

 **Basic Information**

1. You and your partners name

**Justin Ozrovitz & Vincent Shultz**

1. Age or age range of your audience. Who is your audience?

**4th – 5th Graders. We think it’s going to be a 5th grade class… We will settle for a 4th grade class, however.**

1. Lesson topic

**Educational hike through Presque Isle Park.**

Estimated length of the lesson (should be at least about 45 minutes)

**45 min to an Hour, Hour – Hou & a Half**

1. Name of school or organization you’ll be working with.

**North Star Academy School**

**Resources**

1. List **specifically all materials**, supplies or equipment needed to conduct the lesson. Be sure to include the number of each item, size, length, color, etc. (be specific!).

For each item, indicate who will provide this (you or NMU). Be sure to speak with the instructor for RE 261 to see what type of materials you can borrow from NMU.

* + **Flash Cards to guide us in facilitating.**
	+ **White Pine – Red Pine Clusters**
	+ **Poster Board**
		- **Pine Trees**
	+ **Laminated “info” sheets on the Lake and Chief.**
	+ **Strings for organism search.**
	+ **Hot Chocolate**
	+ **Marshmallows**
	+ **Cups**
	+ **Thermoses with hot water**

**Objectives**

1. In ABCD format list at least two participant objectives for this lesson. For each objective, identify the appropriate learning domain (cognitive, psychomotor, affective).
* **By the end of the lesson students will be able to distinguish the difference between White & Red Pine trees by visually assessing the clusters of needles and different bark designs. – Cognitive & Physcomotor & Affective.**
* **By the end of the lesson students will have learned something new about Lake Superior, & Presque Isle Park. – Cognitive & Affective.**
1. Describe what you will do to evaluate your participant objectives listed in number 7. How will you know if they have been met?
* **Prior to the hike, after the Presque Isle / Lake Superior talk, we will lead the class to the trail head, where there are great examples of both white and red pine trees. We will do a quick educational lesson on the two trees; we will hand branches / clusters of needles of both type of trees to the students. We will also have a large poster board with visuals on it, for the more visual learners. If students are able to distinguish a White Pine from a Red Pine, when given a cluster of needles to look at, they have achieved the goal we are shooting for.**
* **As long as participants of the hike were paying attention, they “should” have gathered some sort of information about Lake Superior or Presque Isle. We will not “quiz” them on this at the end.**
1. In ToVOT format list two teaching goals that you would like to accomplish for *yourself* through this lesson. *This goal should be directly related to you, the teacher, not what you want the participants to achieve.*

* **Vince- To verbally project my voice loud enough that the students can hear me throughout the entire presentation.**
* **Vince- To interconnect with the students by the end of the presentation.**
* **Justin- To verbally project my voice loud enough that the students can hear me throughout the entire presentation.**
* **Justin- To veer away from using fill in words during the presentation**
1. *In ToVOT format list at least one teaching goal that you would like to accomplish for both yourself and your partner.*
* Both- To know when to “pass the buck” fluently between one another throughout the lesson.
	+ **This is to make sure we aren’t talking at the same time, and we look and sound confident throughout the presentation.**

**Instructional Strategies & Procedures**

1. List Kolb’s four learning styles that we learned in class. Describe what strategies/procedures/teaching techniques you will use during your lesson to address all of these.
* **Accommodating (Feel & Do)**
	+ **We will have students look around and pick up clusters of needles from the ground. They will then be able to identify which type of pine tree the cluster came from.**
* **Converging (Think & Do)**
	+ **During the debriefing process, we will evaluate the class to see if they acquired the new skill set to be able to distinguish the difference between the two pine trees they were throughout at the beginning of the lesson.**
* **Assimilating (Think & Watch) Guided Imagery**
	+ **We might use guided imagery to give the students a perspective on where we are and what could have been where they are.**
* **Diverging (Feel & Watch)**
	+ **Holding the clusters on needles, they will be able to distinguish which type of trees needles they are holding by matching it to the pictures on the poster board. We will also use the pictures of Chief K and Lake Superior as visuals.**
1. Describe (or draw) the spatial arrangement(s) you will use throughout the lesson. For example, where will you be? And, where will the audience be? Will they be sitting or standing, etc.? If this changes throughout your lesson be sure to describe how this will happen.
* **We will start up by meting up at gazebo next to the break wall.**
* **We will walk them to chief K’s rock, and give a little history lesson on him. We will also hit on a few points about Lake Superior.**
* **Standing at the rock, students will have their backs to the sun.**
* **From here, walk to the trail head, (50 feet away), where there is a white and red pine tree. We will give a quick lesson on the different pine trees.**
* **We will proceed onto the trail and hike for a few minuets.**
* **We will then split them up into group of 5 and hand out 2 feet pieces of string to each group. They will put the sting on the ground in a circle shape and have the, attempt to find as many different organisms that they can within that circle. This is to show how diverse our ecosystems are.**
* **From there we will continue on the hike and meet back at the Gazebo for hot chocolate and debriefing session.**
1. Describe the type of facility or setting you will need and/or prefer for your teaching opportunity- such as a gymnasium, large class room, wooded area, grassy field, etc.
* **We will be outside at all time for this activity / lesson. If it does happen to rain we will do our lesson plan under the gazebo on Presque Isle near the break wall. We will try and hit as many points as we can, without being in the actual woods.**
1. Write the content of your lesson. All of your factual information, relevant stories you intend to tell, or any other information you intend to give to your audience should be included here, in detail. *This section will probably be long*. *If you intend to use a PowerPoint, print a “handout” and attach it.* Please ask the instructor if you have any questions about the content of this.

**Lake Superior**

* **Lake Superior contains 10% of ALL the fresh water on Earth.**
* **The deepest point in the lake is 1,333 feet which is about a ¼ mile.**
* **There have been about 350 shipwrecks in Superior.**
* **It holds as much water as all the other great lakes plus a few extra Lake Eries**
* **That’s enough water to cover all of North and South America with one foot deep water**
* **The tallest wave ever recorded was 31 feet high (that’s about 10 of you standing on each other’s shoulders)**
* **Some of the world’s oldest rocks can be found on the shores of Lake Superior on the Ontario, Canada side**
* **Shipping throughout the great lakes has been a large business, cargo ranges from iron ore, steel, coal, salt to agricultural products to oils and fuel.**

**Chief Charles Kawbawgam**

* **Chief Charles Kawbawgam was largely known by many people in the Upper Peninsula and the surrounding areas, he was a full blooded Chippewa Indian and a chief by blood.**
* **He was a tall, strong, physically healthy man, said to have the stature of a man with a refined, noble upright soul. (he was a good man)**
* **Much of the first half of his life was unknown except for what Charles stated himself and that was that he spent 20 years in the Soo, 20 on the Taquamanon Bay and 10 years on the Canadian side of Lake Superior.**
* **We know him better as the Chief who greeted Peter White on the shores of Iron Bay in 1849.**
* **The friendship between Chief Kawbawgam and Peter White played a large role in the development of Marquette.**
* **It was never known how old Charles was when he passed but according to his accounts he would have been around 103 years old.**
* **He is buried beneath this rock and has been open to visit by the public ever since.**
* **He had no children but it was thought that many of the Indians in the tribe were his grandchildren.**

Pine Trees:

* + Difference between white and red pine trees; (color of bark, how tall they get)
	+ White Pine, clusters of 5, Red Pine, clusters of 2.
	+ Animals that live in these trees.
	+ We will have a visual poster board with facts and pictures on it.
1. Describe all visual aids, props, games, or other activities you plan to use or do.
* **Poster boards with White Pine and Red Pine info**
* **Laminated information sheets on the chief and Lake Superior**
* **The rock itself is a visual, as well as the lake, and the trees.**
* **2-foot string for organism finding activity.**
* **Hot chocolate and materials needed for that.**
* **Debrief at the end.**
1. List and describe the safety concerns associated with this lesson. For each concern, identify how you plan to avoid or minimize the risk. Be sure to mention at least two potential risks.
* **We are going to have a buddy system for the hike where they must stay with their partner and keep an eye on each other.**
* **Risks:**
	+ **Child falling into the frigid water while giving the lesson on the lake.**
	+ **Cutting themselves on a branch.**
	+ **Students getting too cold from the possible wind off the lake. (We will tell them to dress warm; of they need to take a layer off, its better than having to put one on.)**
* **We will be bringing a large first aid kit loaded with all materials needed to deal with any injury we come across.**
* **We will also be bringing our cell phones just in case of an emergency.**
* **The teacher will be there too as an extra set of eyes, hands, and ears. She knows her students, we don’t. She is also there to deal with any emotional / behavior problems that any students might have.**
1. List and describe any factors that may adversely affect your lesson. For each factor, identify what you could do to deal with it; what is your contingency plan? Please describe at least three of these.
* **Rain – If it rains, we will do the lesson in the gazebo. If it is a light mist and the children have proper gear we “might” proceed. This will be up to the teacher however.**
* **Child with a behavioral issue – The teacher will handle this one and work with the student. We don’t know about these students enough to be their “guardians”.**
* **Flat tire on the bus – they will use a second bus, or, Vince and I will head to North start to do the lesson / presentation there.**
* **Loosing a child on the trail – This wouldn’t be the end of the world, but would still be a major issue. Presque Isle is not too big and they would be found eventually. This is one of the major reasons we are going to use the buddy system.**
	+ **We will be positioning ourselves along the trail like this, Vince in front, teacher in middle, Justin in back, with med kit.**