



## **Independent Student Activities Teacher Overview and Resources**

Independent (asynchronous) lessons are accessed on our virtual map and require the student ODS notebooks. There are several possible ways you may choose to incorporate these ODS lessons into your week.

- a. After each synchronous lesson you can assign or lead the two asynchronous lessons that correspond to the day's activity.
- b. On your free day (Thursday or Friday, depending on when your class attends the field trip) you can assign or lead multiple asynchronous lessons.
- c. You can assign asynchronous lessons for homework.
- d. You can make asynchronous lessons optional.

Feel free to use the lessons however you see fit. We hope they are a helpful addition to your ODS experience!

## Meet A Tree

- Age group: 5th/6th grade
- Total time: 30-40min
- Theme: Connecting students to the land, science and their community.
- Standards:
  - Cross cutting concepts- Patterns
  - Scientific Practices- Making Observations and Asking Questions, Collecting Data
- Objectives:
  - Students will make observations of a local tree.
  - Students will collect notes and data about the tree in their student notebook.
  - Students will practice the thinking routine of “I notice, I wonder, This reminds me of...”.

## Materials

**Student materials:** magnifying lens, student notebook, writing utensil

**Digital Resources:** Interactive Map of Camp Latgawa (on Rogue Environmental Ed Website)

Activity	Time(min)	Leader Instructions
Engage:	10	<p>Have you ever spent time hanging out with a tree? Have you ever asked a tree questions? Today we are going to make friends with a tree.</p> <p>Go to the interactive map of Camp Latgawa and watch the short video “Meet A Tree” in the “Patterns in Plants” section of the map.</p>
Explore:	10-15	<p>Prepare students to go outdoors to the schoolyard and find a tree to investigate and make friends with. Make sure they bring their materials along with them.</p> <p>Instructions: (also found in the student notebook)</p> <ol style="list-style-type: none"> <li>1. Meet a tree in your yard, at a park, or at your school. Bring your notebook, a pencil and your magnifying lens.</li> <li>2. Use your sense of touch, smell, sight and sound to explore the tree and really get to know it. Introduce yourself to the tree.</li> <li>3. What do you notice? What do you wonder? What does it remind you of?</li> <li>4. What season is it? How can you tell by looking at the tree? How would the tree look in other seasons?</li> </ol>
Evaluate:	5	<p>Take a picture, draw a sketch, write notes, poems or ideas that you want to remember or share about the tree in your nature journal on page 8.</p>

## My Plant Story

- Age group: 5th/6th grade
- Total time: 30-40min
- Theme: Connecting students to the land, science and their community.
- Standards:
  - Cross cutting concepts- Patterns
  - Scientific Practices- Communicating Ideas
- Objectives:
  - Students will identify a plant that has a purpose of meaning in their life.
  - Students will recognize the importance of plants to people.
  - Students will create a diagram or story about an important plant in their life.

### Materials

**Student materials: Student Notebook**

**Digital Resources: Interactive map of Camp Latgawa**

Activity	Time(min)	Leader Instructions
Engage:	10	<p>A botanist is someone who studies plants. We have been working like botanists a lot as we have investigated our plant specimens this week. Today we are going to work like an ETHNObotanist. An ethnobotanist studies the ways the people and plants are connected.</p> <p>Let's watch some videos of our ODS instructors sharing some of the ways that plants are important in their lives and see if we can start to see some patterns about the ways the plants and people are connected.</p> <p>Go to the "Patterns in Plants" section of the interactive map online and click through a handful of the instructor videos.</p>
Explore:	10	<p>Invite students to think of their own ways that plants are important in their lives. Perhaps it is the foods that they eat or the shady tree in their backyard. Invite students to write about or sketch and label their connections to plants in their student notebook on page 12.</p>
Elaborate:	5	<p>Invite a few students to share their ideas and stories about the plants in their lives.</p>
Evaluate:	10	<p>Lead a short discussion about the patterns we see from the student's stories and the instructor's stories about plants in their lives. What are some of the main ways that people are connected to plants? (highlight: food, shelter, clothing, beauty/enjoyment)</p>

### Interview an Organism (adapted from the Beetles Project)

- Age group: 5th/6th grade
- Total time: 30-40min
- Theme: Connecting students to the land, science and their community.
- Standards:
  - Cross cutting concepts- Patterns
  - Scientific Practices- Making Observations and Asking Questions, Collecting Data
- Objectives:
  - Students will make observations and ask questions about an organism.
  - Students will collect notes and data about the organism in their student notebook.
  - Students will practice the thinking routine of “I notice, I wonder, This reminds me of...”.

#### Materials

**Student materials: student notebook, writing utensil**

**Digital Resources: Interactive Map of Camp Latgawa (on Rogue Environmental Ed Website)**

Activity	Time(min)	Leader Instructions
Engage:	10	<p>Watch the “Interview an Organism” video on the Energy Exchange section of our virtual map.</p> <p>Now that you have seen how others have interviewed organisms you get to try it out! Remember some of the different types of questions you can ask include:</p> <ul style="list-style-type: none"> <li>● Descriptive Questions</li> <li>● Counting and Measurement</li> <li>● Behavior Questions</li> <li>● Time Questions</li> </ul> <p>And the types of questions to avoid (because they are not easily answered through observation):</p> <ul style="list-style-type: none"> <li>● Why questions</li> <li>● Feeling or thinking questions</li> </ul>
Explore:	10-15	<p>Invite students to open their ODS notebooks to page 15. Students can watch the organism video on the interactive map OR (if time allows) you can take your class outdoors to look for plants and insects that students can “interview”.</p> <p>Remind students to use sketches, words, numbers and symbols to answer their interview questions.</p>
Evaluate:	5	<p>To wrap up, have a short class discussion using these questions as your guide:</p> <ol style="list-style-type: none"> <li>1. What helped you to learn about the organisms you interviewed?</li> <li>2. What are some organisms you could interview in the future, here or when you return home? What questions could you ask of them?</li> </ol>

Lesson 2- Asynchronous

### Draw a Scientist

- Age group: 5th/6th grade
- Total time: 25 min
- Theme:
- Standards:
  - Cross cutting concepts- Patterns
  - Scientific Practices- Communicating Ideas
- Objectives:
  - Students will explore examples of different ways people are doing science.
  - Students will identify features of what makes someone a scientist.
  - Students will sketch a diagram of a scientist.

### Materials

**Student materials: Student Notebook, colored pencils**

**Digital Resources: Interactive map of Camp Latgawa**

Activity	Time(min)	Leader Instructions
Engage:	10	Invite students to explore the videos of a few different scientists on the interactive map (or watch them as a whole class).
Explore:	10	Invite students to draw their own sketch of what a scientist is to them on page 16. What do they wear? What tools do they have? What do they know and what makes them curious? How do they answer their questions? What thoughts are in their heads?
Evaluate:	5	After students have had a chance to complete their drawings, have a short class discussion where students can share some of the features of a scientist they came up with. Encourage students to think of themselves as scientists and remind them that there are many different ways to be a scientist and that we are all curious- the most important part of being a scientist.

## Darlingtonia Dissection

- Age group: 5th/6th grade
- Total time: 25 min
- Theme: Connecting students with the land, science and their communities.
- Standards:
  - Cross cutting concepts- Patterns
  - Scientific Practices- Making Observations and Asking Questions, Collecting Data
- Objectives:
  - Students will observe features of serpentine rock and serpentine landscapes on video.
  - Students will identify common plants that survive and thrive in serpentine soils.
  - Students will observe a carnivorous plant dissection and diagram the parts of the plant in their student notebooks.

### Materials

**Student materials: student notebook, writing utensil**

**Digital Resources: Interactive Map of Camp Latgawa (on Rogue Environmental Ed Website)**

Activity	Time(min)	Leader Instructions
Engage:	10	Watch the two videos about our local serpentine soils and the carnivorous plant, Darlingtonia californica.
Explore:	5	Invite students to turn to page 25 in their ODS notebooks and record some of the special features the Darlingtonia has that help it lure in and catch bugs. They can label the drawing with words and symbols.
Elaborate	10	Next, have students imagine they are going to host a summertime barbeque. They definitely don't want pesky flies and yellow jackets hanging around and bothering their guests.  Invite students to design their own bug trap using some of the same types of features they saw the Darlingtonia using in the videos.
Evaluate:	5	Introduce the term biomimicry to students. Biomimicry means designing something based on observations of the land and living things- new inventions that mimic nature!  Invite students to share with one another their bug catcher ideas!

## Beneath My Feet

- Age group: 5th/6th grade
- Total time: 20 min
- Theme: Connecting students with the land, science and their communities.
- Standards:
  - Cross cutting concepts- Patterns
  - Scientific Practices- Communicating Ideas
- Objectives:
  - Students will use their knowledge of the land to construct ideas about what happens underground that we cannot see.
  - Students will observe and ask questions about the processes that are happening slowly and quietly to our land and our earth.
  - Students will create a diagram or story about what they imagine is happening beneath the earth right now.

### Materials

**Student materials: Student Notebook**

**Digital Resources: Interactive map of Camp Latgawa**

Activity	Time(min)	Leader Instructions
Engage:	5	Watch the “Beneath Your Feet” video on the geology section of the interactive map.
Explore:	10	<p>Find a quiet and calm spot for students to imagine and work. This could be in your classroom, outside the school, etc.... Remind students of the questions to think about as they get started:</p> <ul style="list-style-type: none"> <li>● Use your imagination to think about what is happening under the ground where you are right now?</li> <li>● Are there things moving? At what speeds?</li> <li>● Are there things growing?</li> <li>● Is anything changing? Breathing? Decomposing?</li> </ul> <p>Invite students to sketch, diagram or write about what they imagine on page 21 in their notebooks.</p>
Evaluate:	5	<p>Have a short class discussion using these questions as your guide:</p> <ol style="list-style-type: none"> <li>1. What was something that you imagined that was happening very slowly?</li> <li>2. What was something you imagined happening beneath your feet that you would like to learn more about?</li> </ol>

## **Additional ODS Activities:**

As part of our virtual/hybrid ODS program we offer a few opportunities for students to participate in some of the favorite traditions from Outdoor School. We encourage teachers to offer opportunities for students to decorate their wood cookie name tags and create friendship bracelets with the materials in their kits.

### **RECREATION: Friendship Bracelets**

- Invite students to take out their friendship bracelet string from their materials kits. (students may need a piece of tape to secure their string to their desk as they tie the bracelet).
- Watch the step-by-step video of how to make a friendship bracelet found in the “Recreation” section of our interactive map of Camp Latgawa.
- Encourage students as they tie their friendship bracelets!

### **Wood Cookie Name Tags**

An important tradition at ODS is that students and staff wear their wood cookies throughout the week. The wood cookie becomes an important memento from their time at ODS. We encourage students to decorate the FRONT of their name tags with colored pencils, markers or stickers. Teachers can help to make sure student’s names are visible on their name tag (by offering to help them write it in dark ink). Please make sure that student’s name tags have the name they go by at school on the front. At the end of the week we invite students to choose a nature name to go on the back of their wood cookie during our closing ceremony.

As adults at ODS we go by nature names the whole week. We invite teachers to also participate by creating their own wood cookie and nature name to use throughout the week of ODS. This tradition helps to set the tone and models name tag wearing/appreciation for students.

### **Cabin Contest**

As a special project students may choose to participate in our “Design Your Ultimate Cabin Contest”. Living in a cabin is an important and memorable part of a typical ODS experience. Students who choose to participate can utilize the materials envelope and supplies to design and build their most creative, utilitarian, or simply amazing camp cabin. Photos of the cabin designs can be submitted to [rogue.enviro.ed@gmail.com](mailto:rogue.enviro.ed@gmail.com) by June 4, 2021. Full contest instructions can be found in the student notebook and on our website. Winners will receive a prize and recognition!

### **Golden Bead**

To encourage students to complete their asynchronous activities we have included in the teacher packet materials “golden beads”. If students work to complete their students notebooks to your desired level of fulfillment you may offer them a golden bead as an incentive. Notebooks are for the benefit of the students and often become a special memento as well. They can be used by you as an assessment if you so choose. We recommend returning notebooks to students after you have reviewed them.