

COURSE TITLE: FOLLOWING THE WATER: Our Willamette Watershed

NO. OF CREDITS: 1 QTR CREDIT

WA CLOCK HRS: 9
OR PDUs: 9

INSTRUCTORT: HEATHER STEVENS, M.Ed
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COURSE DESCRIPTION:

Where does our water come from? Drawing upon the Johnson Creek watershed as our learning context, learn how to engage with the stories of our bioregion's vibrant watersheds. Craft bioregional-based wisdom practices through inquiry, observation, recording and creating simple art that translates to innovative and thought-provoking curriculum for in your grade 6-12 classroom. We'll also discuss relevant, current issues that are influencing the local landscape, our communities and our future. \$10 for materials and fees due at class.

LEARNING OUTCOMES:

In taking this class you will:

1. Explore different contexts for guiding students in nature-based learning
2. Identify 'big questions' and 'intentions' that serve to guide curriculum development
3. Discover ways of relating to nature through sense of place activities
4. Deepen an understanding of guiding principles of nature as teacher, cultural relevancy, and teacher-directed/student-directed paradigms
5. Apply learning using the metaphorical language of nature in self-selected activities such as journaling, writing stories, creating artistic expressions, building models
6. Create learning activities that transfer these practices and principles into any application or course of study

REQUIREMENTS FOR COURSE CREDIT:

Following are the general course requirements weighted for determining the granting of university credit. Antioch University Seattle requires 75% or better for 400 level credit to be awarded and 85% or better for 500 level credits.

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| 1. Attendance and active participation in all class sessions | 40% |
| 2. Reading of articles, handouts, books or texts | 30% |
| 3. Satisfactory completion of all outside assignments | 30% |

400 LEVEL OUTSIDE ASSIGNMENT:

Writing

Answer the following questions in 200-300 words, using examples where possible:

- Why is my students' connection to nature important to me?
- What do I experience in my classroom that tells me about my students' connection to nature? Are there ways I want that to be different?
- What is my vision of what's possible if that connection is strengthened?

OR

Activity

Visit an inspirational, natural area where you could plan to take your students to practice your developed lesson after the course is complete.

- While there, journal about your impressions and ideas of that place. Employ all of your senses.
- Collect any materials that may aid in recollection of your impressions.
- Make sketches of any animals, insects, plants, stones, grasses, dirt or other items you discover that may aid you in your recollections.
- Create a presentation booklet of your design employing your written and collected impressions.

OR

Project

Using ideas from the most age-appropriate materials for your student level of learning, create your own nature-based project or lesson. Include and incorporate the following:

- Principles of 'nature as teacher', 'cultural relevancy', and 'teacher-directed/student-directed paradigms'
- Use of metaphorical language of nature in at least one activity
- A field study element or activity
- Use your school's format in determining length and style.

OR

Another assignment of your own design with the prior approval of the instructor.

500 LEVEL OUTSIDE ASSIGNMENT:

In addition to the 400 Level Assignment do **one** of the following:

Writing

- Select one of the following texts from the bibliography
Native Science, Natural Laws of Interdependence
Exploring a Sense of Place
- Write an expository essay of between 500-1000 words. In the essay, note what theory, problem or practice you are exploring from the text. Discuss its implications for students in your bioregion, and in their current cultural setting.
- Use your school's format in determining style.

OR

Project

Using ideas from the most age-appropriate materials for your student level of learning, create a cross-cultural and cross generational earth-based project or lesson.

- Include and incorporate the following principles as you currently understand them:
 'nature as teacher'
 'cultural relevancy'
 'mentoring'
 'peer learning'
- Include elements of active participation from at least three outside community resources or influences.
- Use your school's format in determining length and style.

OR

Another assignment of your own design with prior approval of the instructor.

ASSIGNMENT FORMAT & DUE DATES:

- Papers should be word-processed, double-spaced, single sided and sent to instructor's home or email address listed in this syllabus.
- All assignments are due to the instructor within two weeks of the last class session.

REQUIRED READING:

It is recommended that you complete the reading prior to attending the class:

Introduction, pages 2-9 of *Native Science, Natural Laws of Interdependence*, by Gregory Cajete, Clear Light Publishers, Santa Fe, NM (2000)

MATERIALS FEE:

\$10 materials fee is due at the beginning of the course. Please bring the exact amount. A receipt will be available. Paper, pencils and other art supplies will be available for your use.

WHAT TO BRING:

- Bring a day pack, a sit-upon, a sack lunch, any snack food desired and a water bottle. Water refills will be available.
- Our time will be spent outdoors; wear layers appropriate to the weather the day of the course. There will be limited shelter, so bring sunscreen, or a hat. We will be near water, so you may wish to bring shoes that can get wet, or a second pair.
- Bring appropriate prescribed medications as required for your wellbeing.

INSTRUCTOR APPRAISAL OF WORK:

Please bring a self-addressed, stamped envelope with you to the course if you wish to receive feedback or suggestions from the instructor on your post course project.

QUALIFICATIONS FOR TEACHING THE COURSE:**Heather Stevens, M. Ed**

Heather has been working with youth and adults in nature education for eleven years. She co-created the Nature Awareness Project, a long-term mentoring project designed to help schoolteachers support their students' personal connection to community and nature. She is a board member of Cascadia Wild and worked for 4 years as their education director. She currently works as a math and science teacher at Johnson Leadership Academy at Jefferson High School campus in Portland.

Judy Todd (Consultant)

A native Oregonian, Judy has been a hiker, camper and outdoor enthusiast for 40 years. She has been leading excursions into Pacific Northwest territory for ten years through NatureConnect Excursions. (www.yournatureconnect.com) Experienced as an educator of high school and adult aged students, her newest favorite age group is 2-7, the same age as her four curious, naturalist grandchildren. Judy makes her home in Sullivan's Gulch, in the Willamette River watershed.

FOLLOWING THE WATER—LEARNING THE WATERSHED

BIBLIOGRAPHY

Native Science, Natural Laws of Interdependence, Gregory Cajete, Clear Light Publishers, Santa Fe, NM (2000)

Teaching kids to Love the Earth, Marina Lachecki, Joseph Passineau, Ann Linnea and Paul Treuer, University of Minnesota Press, Minneapolis, MN (1991)

Columbia River Stories, Robin Chilstrom and Judith Yeckel, Earth Arts NW, www.earthandspirit.org, United States of America (2007)

Field Trips with Jim Arnosky, Jim Arnosky, Harper Collins Publishers (2002)

Exploring a Sense of Place, Karen Harwell and Joanna Reynolds, Conexions: Partnerships for a Sustainable Future, Palo Alto, CA (2006)

**FOLLOWING THE WATER—LEARNING THE WATERSHED
COURSE SCHEDULE**

Course Schedule is subject to change.

8:00-8:30	Introductions and overview of the day. Site introduction and awareness.
8:30-10:00	Review of foundational contexts for guiding students in nature-based learning Sharing pre-course writing Sharing pre-course activity notes from journal Identifying the 'big questions' and individual 'intentions' for guiding today's curriculum development
10:00-12:00	Activity: Engaging with site to discover ways of relating to nature through sense of place activities
12:00-12:30	Debrief and sharing in group
12:30-1:00	Lunch break
1:00-2:00	Council dialogue: deepening our understanding of three nature-based guiding principles in experiential learning and curriculum development: 1. nature as teacher 2. cultural relevancy 3. teacher-directed/student-directed paradigms
2:00-4:00	Activity: Application of learning using the metaphorical language of nature in self-selected activities such as journaling, writing stories, creating artistic expressions, building models
4:00-5:15	Sharing in council. Cross pollination of ideas for creating learning activities that transfer practices and principles into additional applications and courses of study
5:15-5:30	Closing questions, comments, evaluations, and completion