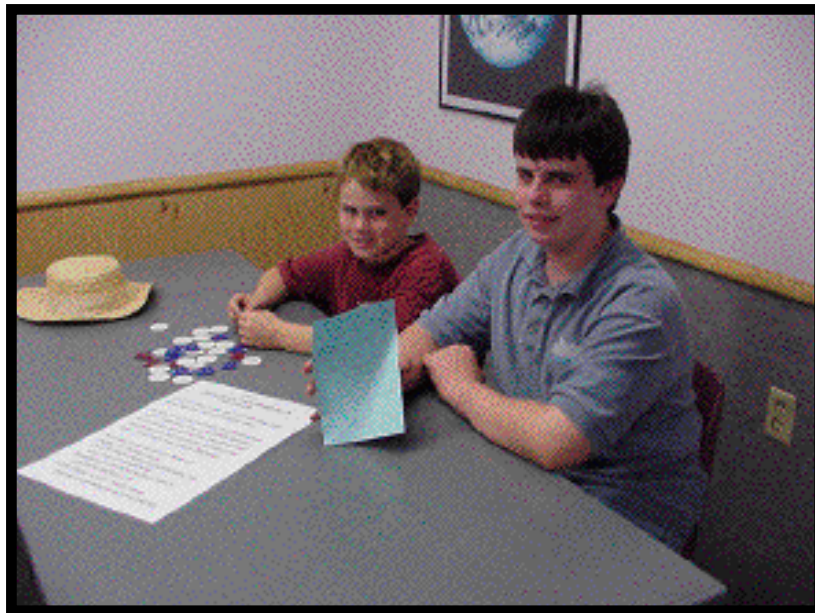




CREATIVE EXPRESSIONS

Evening Activity

Wolf Ridge Environmental Learning Center
6282 Cranberry Rd, Finland, MN 55603 • 800-523-2733 (MN, WI) • 218-353-7414



CREATIVE EXPRESSIONS

Wolf Ridge Classes:

Animals:

Animal Senses
Animal Signs
Beavers
Birds
Insects
Small Mammals
Snowshoe Hares
White-tailed Deer
Wildlife Management

Plants:

Ferns to Fungi
Forest Ecology
Trees and Keys
Wetlands Ecology
Wildflowers

Aquatics:

Fisheries Management
Frozen Lake Study
Lake Study
Stream Study

Earth Science:

Acid Rain
Geology
Weather Forecasting

Human Culture and History:

Living Lightly
Ojibwe Heritage
Ojibwe Snowshoe
Voyageur Life

Personal Growth:

Adventure Ropes Course
Rock Climbing

Team Building:

Basic Survival
Initiative Games

Outdoor Recreation:

Beginning Orienteering
Canoeing
Competitive Orienteering
Cross Country Skiing
Superior Snowshoe
Superior View Hike

Evening Activities:

Animal Trivia
Astronomy
Block Printing
Campfire
Creature from Wolf Lake
Dream Catchers
Eco-Town
Food Web Game
Lake Superior Game
Night Hike
Owl Pellets
Paper Making
Volleyball
Voyageur Canoeing

Naturalist Presentations:

Bats
Bears
Biodiversity
Birds of Prey
Bogs
Critter Tales
Echoes of the Ancient Skies
Fur Trade
Glaciers
History of the North Shore
Logging Camp Life
Loons
Moose
Night Sky
Prairies
Ravens
Spiders
Wolves

Class Description: An Evening Activity

Students will participate in activities that creatively capture their experiences in the natural world. Through activities in poetry, theatrics, and storytelling the students will express the awareness and emotions generated by their Wolf Ridge experience.

Total time: 1.5 hours Audience: 6-20 students, 4th grade through adult

Activity level: Low

Travel: None

Total uphill travel: None

Note: Weather permitting, this class could be taught outside. Clipboards can be found in the kit room. Suggested gathering areas are the benches in front of the Administration office, behind the Ed Building, the deck on the Science Center and the telescope deck.

Wolf Ridge Mission Statement

Wolf Ridge Environmental Learning Center is an accredited residential environmental education school for persons of all ages. It offers immersion programs which involve direct observation and participation in outdoor experiences and focus on ecology and science, human culture and history, personal growth, group building and outdoor recreation. The Center's mission is to:

- Foster awareness, curiosity and sensitivity to the natural world.
- Promote social understanding, respect and cooperation.
- Model values, behaviors and technologies which promote a sustainable lifestyle.
- Develop a citizenry that has the knowledge, skills, attitudes, motivation and commitment to act together for a quality environment.
- Rekindle the concepts of conservation and stewardship.



Wolf Ridge Campus

Photo by Jim



Wolf Ridge

Environmental Learning Center

6282 Cranberry Road

Finland, MN 55603-9700

800-523-2733 (MN,WI)

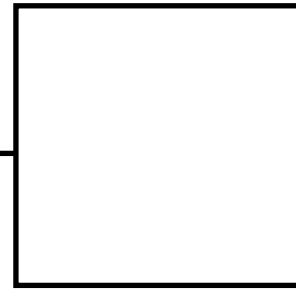
218-353-7414

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Wolf Ridge is an equal opportunity educator and employer.

CREATIVE EXPRESSIONS



OUTLINE:

I. Set-up (15 minutes)

II. Introduction (5 minutes)

- Learn Names
- Greeter/Grabber
- Follow-up and Class Overview
- Behavior Guidelines
- Assess Learner Level

III. Activity Choices (1 hour 20 minutes)

- A. Poetry
 1. Weather List Poem
 2. Acrostic
 3. Picture Poetry
- B. Storytelling
 1. Group Story
 2. Tell Me Your Story
- C. Theatrics
 1. Message Skits
 2. Silly Stories

IV. Optional Warm-ups /Energizers

1. Poets' Delight
2. Paint it with words

V. Conclusion (5 minutes)

- B. Review
- A. Stewardship

VI. Clean-up (15 minutes)

VII. Appendices

- Equipment
- References
- Glossary
- Graduation Standards



CONCEPTS:

1. Natural beauty enhances the quality of human life.
2. Art is an expression of human thoughts and feelings.
3. Feelings for and an understanding of the natural world can be expressed in a variety of ways.



OUTCOMES:

Upon completion of the Creative Expressions class students will be able to:

1. Creatively express an emotion or experience through poetry.
2. Create and share a story about an outdoor experience.
3. Working with other students, create and present a skit.



MN GRADUATION STANDARDS:

The Creative Expressions class will provide students with guided practice to support the following Graduation Standards. Each lesson is limited to two "major focus" standards per grade level, which are described more completely in the appendix. Due to the holistic nature of environmental education, several other standards, not listed here, are addressed as well.

- H.S. Write and Speak in the English Language: *Academic Writing* (A)
- H.S. Literature and the Arts: *Literary and arts creation and performance* (A,B,E)

- 6-8th Write and Speak: *Writing* (2a,b,d,3c)
- 6-8th The Arts: *Artistic creativity and performance* (2,3a-d)

- 4-5th Write and Speak: *Writing* (1b,c,d,3)
- 4-5th The Arts: *Artistic creativity, performance, and expression* (D)

I. Classroom Set-up (15 minutes)

Set up table with chairs so that each student has a work station. Each table should have scrap paper for writing and pencils for each student. A box of clipboards should be ready for use if traveling outside. Sample posters (total of 4) should be hung around the room. A side table will be set up with writing and drawing materials. Plug in the radio.

II. Introduction

Learn Students' Names

Take a few minutes to learn the names of your students and welcome them individually to the class. Repeat their names and strive to use them in every communication.

Greeting/Grabber

Greet the students as they enter the room. Share the following poem with them.

The Beauty of the trees,
the softness of the air,
the fragrance of the grass
speaks to me.
The summit of the mountain,
the thunder of the sky,
the rhythm of the sea,
speaks to me.
The faintness of the stars,
the freshness of the morning,
the dewdrop on the flower,
speaks to me.
The strength of fire,
the taste of salmon,
the trail of the sun,
and the life that never goes away,
they speak to me.
And my heart soars.
Chief Dan George

Follow-up and Class Overview

Ask the students to think about the images that formed in their mind as they heard the poem. Have they had experiences at Wolf Ridge or in the natural world that caused "their heart to soar"? Poetry, theatrics and storytelling are ways to express emotions and experience.

Set Behavior Guidelines

Discuss clearly and specifically which behaviors you expect from your students during the next two hours. Explain the need for respect; for you, for each other, and for the equipment.

Assess Learner Level

Have the students created poetry in school? Have they shared stories they have

III. Activity Choices (1 hour 20 minutes)

A. POETRY

1. Weather List Poem

The students design a weather poem following a guided format.

Materials

- Scratch paper and pencil
- Final paper
- Drawing and writing pens
- Weather List Poem Poster
- Weather tape/cd

Time: 25 minutes

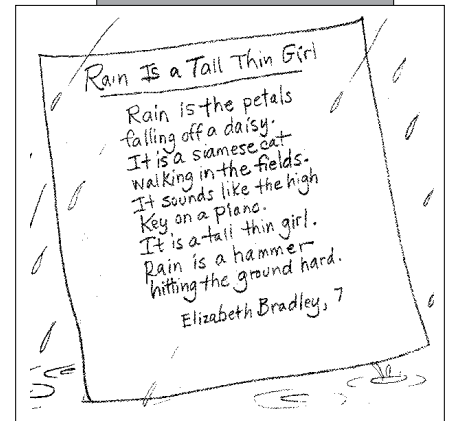
Intro: Think about the impact the weather has had on you during your stay at Wolf Ridge. Has it been cold? Warm enough for shorts? What weather have you enjoyed the most during your stay here? The least? Choose one type of weather to write about. Write a poem that becomes a list of several things you associate with that type of weather.

Activity: Transform the weather into:

1. an animal
2. a tree or flower
3. a tool
4. a person
5. a musical instrument

You don't have to put them into any particular order but remember to use all 5 categories. Show poster as example.

Closure: Students should use the final paper to create a finished product. Students that finish prior to others may want to create a drawing to accompany the poem. Ask interested students to read their final result.



Teacher Note:
Play the tape of weather sounds with music in the background as the students work.

Teacher Note:

Creating and reading poetry aloud can feel risky to students (and adults). They may feel embarrassed and silly as they expose their feelings through poetry. You can help alleviate some of their concern by giving them permission to create an "imperfect" poem.

1. Share with the students, "I don't expect you to create a perfect poem. Our poetry today is for fun; a chance to experiment, to practice and to play with words. You have permission to create an imperfect poem today!"

2. Post the following sign in the classroom as you work on and share poetry. Introduce the silly poetry hat.

Invite the students to wear it as they share their poem. Arrange room so they may stand next to sign as they share their poem.

3. Finally, you should write a poem as well. Share your final copy with the students (don't forget the hat)

Imperfect Poetry Podium

2. Acrostic

Students create an acrostic poem using ideas generated during a group brainstorm.

Materials

- Scratch paper and pencil
- Final paper
- Drawing and writing pens
- Acrostic poster

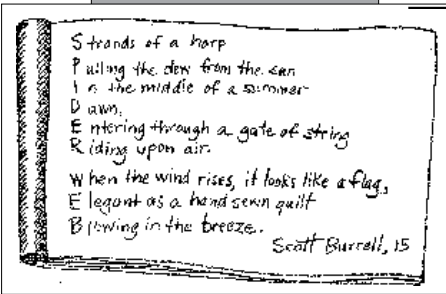
Time: 25 minutes

Intro: Option one: On the chalkboard, brainstorm with the students a list “natural wonders” they have encountered during their stay at Wolf Ridge. Examples may include: the grouse during orienteering, the spider web, the deer track, the raven cawing, the wind storm, the snow flake.

Option two: On the chalkboard, brainstorm with students a list of descriptive words regarding their Adventure Ropes Course or Rock Climbing experience. Discuss the ideas generated during the debriefing regarding the value of a Ropes or Rocks experience. Examples may include: butterflies, fear, trust, ropes, rocks, confidence and harness.

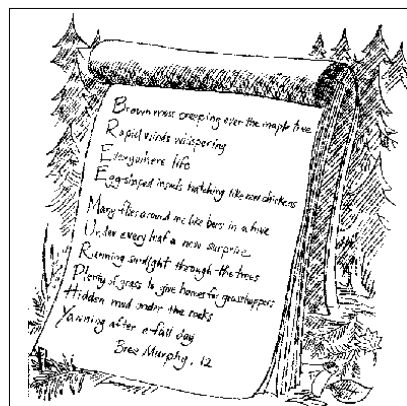
Activity: An acrostic is a poem in which you write the name of something in capital letters going vertically down the left side of your journal page. Then you start building a poem about the subject with words that begin with each letter. Students are to use complete sentences. Three examples are shown on the poster, Natural wonder(spider web), name (Bree Murphy) and experience (butterflies).

Create the poem on scratch paper. Use the final paper and pens and create a finished project. Allow students who wish to share their poems read them out loud. Students who finish early may want to create a new acrostic poem using a different example or may choose to illustrate their poem.



Butterflies in my tummy
 Understanding your limits
 Taking control of my fear
 Testing my abilities
 Earning the respect of yourself
 Run? No, don't run
 Face my fears.
 Land safely on Earth again
 Ignite the fun in my life
 Eating is not an option
 Support all others.

8th grader-Adventure Ropes



3. Picture Poetry

Students create a descriptive tree picture poem using adjectives.

Materials

- Scratch paper and pencils
- Final paper
- Drawing and writing pens
- Picture Poetry poster
- Laminated tree photos

Time: 25 minutes

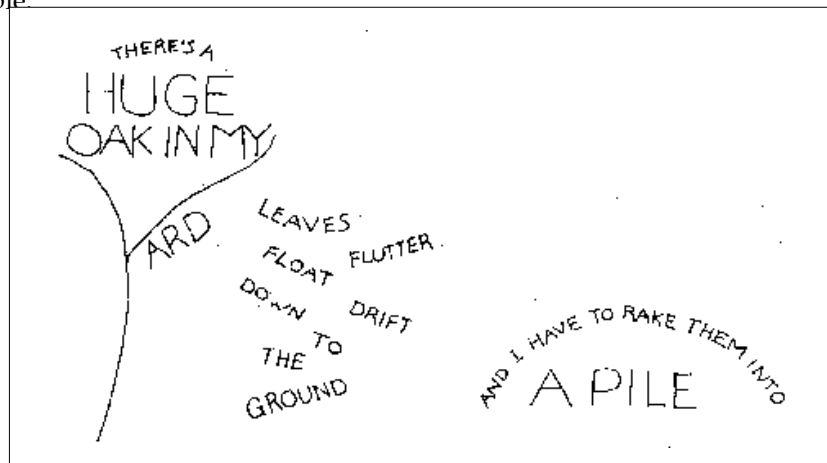
Intro: Spread laminated photos on the students tables. Brainstorm together a list of adjectives that describe trees. The list might include: towering, huge, musty, mossy, slippery, gnarled, twisted, knobby, rough, bumpy, smooth, witch like, dead, skinny and so on.

Activity: Tell the students that when we hear or read descriptive words that make pictures in our minds we say the words are a form of imagery. Ask the students to close their eyes and imagine "an old tree by the side of the stream." Then have the students try to picture "a gnarled tree whose long branches bend over the stream like huge arms." Ask them how the second tree was different from the first. Explain that the second sentence created a more precise image because it described the tree in more detail and used more descriptive words.

Next explain that the words can be written so they form a picture right on the page itself. Show the students the Picture Poetry poster. Ask them if the poem would be as much fun to read if it were simply written across the page instead of in the form of the picture. Talk about how some of the words are written (float, flutter, down, drift) in away that describes their meaning.

Ask the students to create their own tree picture poems. The words don't have to rhyme, the lines don't have to be a certain length and punctuation isn't necessary. Just form a picture with the words they write.

Closure: The students can use the drawing and writing pens to create a final copy of their picture poem. After completion arrange a gallery showing by placing finished poems on the tables and allow students to travel from table to table.



Final copy of any of the poems can be copied onto paper made in the paper-making class.

B. STORYTELLING

1. Group Story

Students create an improvisation story using Wolf Ridge experiences as a baseline. The teacher sets the pace.

Materials

- none

Time: 10 minutes

Activity: Arrange the players in a seated circle and explain the rules. The adult will travel around the circle and tap a student. The student will begin to tell a story that begins, "One day at Wolf Ridge..." the student talks until you choose a new student to tap. The new student picks up the story and continues until the adult chooses a new student to carry on the story. Keep the pace varied and remember to include all the students. An example story may begin, "One day at Wolf Ridge, during the Ojibwe class, I heard a loud thud, I looked into the woods and saw..." Silliness is accepted and even wanted!!

2. Tell Me Your Story

Students write short descriptions of an outdoor experience, then share them with the group using a game format.

Materials:

- Scratch paper and pencil, one per person
- Two baskets to collect the stories (Group A & Group B)

Time: 30 minutes

Intro: Tell the students you'd like each of them to think of something special they have done **in** the outdoors or **for** the outdoors in the past. Example of **in** the outdoors; a trip to a National Park. Example **for** the outdoors; picking up garbage along side the road.

Activity: Give each student a piece of paper and a pencil and ask them to write their story down. Instruct them to give details and write a one paragraph description. Their writing must be legible, as other students will be reading it out loud.

Split the students in two groups and then divide each group into teams of 3-4 people each. You will have two separate groups, each with 3 teams. Each group will fold up their descriptive paragraphs and place it in their groups basket. In each group (A&B) the teams are going to try to "win" other people by correctly guessing the author of each story.

12-20 kids = 2 groups (A&B)with teams of 3-4 in each group

Teacher Note:
You may have two separate games going on at the same

Note: Tell the students that if the group draws their own story, they must pretend it is not theirs. This adds to the fun.

Suggested Procedure:

1. One team begins the game by picking a story from the basket. Read the story aloud. The team has one minute to guess whose story it is. Allow only one guess.
2. If the team guesses correctly, they “win” this person to their team and get to draw a second story. The person whose story was guessed joins that team.
3. If the team guesses incorrectly, the story gets passed to the next group. The story continues to be passed around until someone guesses correctly.
4. The game ends when all the stories have been guessed. The team with the most people wins!

Closure: Thank the students for sharing the stories with each other.

C. THEATRICALS

1. Message Skits

The students will present a skit using one of the four Laws of Ecology and props. The skits all have a message for discussion.

Materials

- Props box
- Laws of Ecology (4)
- Roll of tape
- Photo copied Commoner's Law for reference

Time: 40 minutes

Intro: Tape the 4 Laws of Ecology on the board. They are as follows:

1. Everything is connected to everything else.
2. Everything has to go somewhere.
3. Nature knows best. (Everything has to go somewhere.)
4. There is no such thing as a free lunch.

Discuss with the students what each law means, using the provided summaries on the sidebar (pages 9&10). Share examples and draw pictures. You may also refer to the photo copy of Commoner's Law in the kit.

Activity:

1. Divide the students into groups by asking the students to count off by five. Then they walk around and without speaking, shake hands with the players they meet. “Ones” shake hands once, “twos” shake hands twice, and so on. As they meet others shaking the same number of times, they link arms together until they’ve found their whole “handshaking skit group.”

Message Skits

Law #1 Everything Is Connected To Everything Else

• Food chains link different animals and plants together
sun-rabbit-owl-mushroom (as owl decays.)

• Food webs are interlocking food chains.

• Competition can be beneficial; five warblers that eat insects and tree-buds adapted their behavior to feed at different tree levels and varied their diet and nesting times.

• Competition can also be detrimental; loss of habitat may equal death.

• Changes in a prey population (snowshoe hare) directly affect a predator population (lynx).

Law #2 Everything Has To Go Somewhere.

• The Earth is a finite world, containing all the minerals, water, soil and air we will ever have.

• There is a continuous cycle and flow of energy, nutrients, water and gases. The loss of a non-living or living member of the eco-system effects this flow.

• This law also applies to all chemicals, pollutants and hazardous materials. As these harmful materials recycle, they lodge in many organisms, including

Law #3 There Is No Such Thing As A Free Lunch.

- All we eat, wear and use during our lives has an environmental cost.
- These cost can include: contaminated water supplies, loss of wildlife habitat, soil erosion, air pollution, loss of animal and plant species, depletion of the ozone layer, acid rain and waste disposal
- A Fast Food meal can have an impact in many areas:
 French Fries-chemical pesticides can seep into groundwater
 Hamburger-transportation cost & rainforest habitat lost
 Milk Shake -cup is made from petroleum products- oil and coal tar

Law #4 Nature Knows Best. (Everything is always changing)

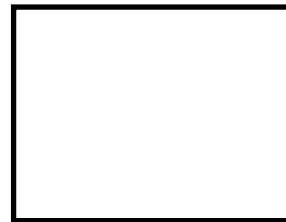
- Plant and animal communities undergo change, with one replacing the other. This is known as "succession."
- Over a period of time, a bare piece of ground will move through changes, from a pioneer to a climax community. (Lichens on bare rock create soil-grasses grow-trees and shrubs take over.)
- As slow changes take place in the forest, animal life changes as well.
- Left undisturbed, eco-systems become more stable in later stages of succession.

2. Assign each group a Law of Ecology. Each group should create a 3-5 minute skit based on the law. Show them the boxes of props. Plan on about 20 minutes rehearsal time. Monitor groups for their readiness and adjust accordingly.

3. Create a stage area at the front of the room. Let the performances begin!

Closure: The other groups are responsible for discussing and sharing the following questions directly upon completion of the other groups skits. Each group should discuss briefly the questions and then share with the large group.

1. The Laws of Ecology they heard in the presented. skit
2. Something the group did well.



2. Silly Stories

In groups of 4-5 students create a Wolf Ridge story and a skit.

Materials

- Laminated Silly Story Worksheet (4)
- Overhead markers (4)
- Prop Boxes
- Sponge for wiping off worksheets

Time: 40 minutes

Activity:

1. Divide the students into groups of five or six.
2. Show them laminated work sheet of categories. Illustrate how to fold after each category, accordian style. Using the overhead marker, each member secretly writes words or a short sentence that fits that category. They then fold the paper accordion style, covering their words. Each member fills in their category, folds and passes the paper on to next group member until finished.
3. After completion, open and read. They then create a short skit with props illustrating the story created on the paper. Each group should choose a name for their story. (Consider swapping stories before creating the skit!)
4. Create a stage area at the front of the room. Each group should announce the name of their story, the characters and themselves.

Closure: The other groups will each share one thing they liked about the skit.

Pass the sponge around and ask each group to clear their worksheet.

<p>Silly Story Categories</p> <p>Where at Wolf Ridge?</p> <p>When?</p> <p>Who?</p> <p>What emotions?</p> <p>What happened?</p> <p>How did it end?</p>

V. Warm-ups/Energizer

These activities are designed to begin your class, energize and get the students moving if needed during the class and conclude class if time warrants.

1. Poets' Delight

A classic French game that turns simple rhyming words into poetry.

Materials

- scratch paper and pencil

Time: 10 minutes

Activity: The Parisian poet, Dulos, designed this game more than 340 years ago. It became one of the most popular games of the French court.

socks.

1. Divide the students into groups of 4. Each group should have two pieces of scratch paper and a pencil.
2. Ask each group to decide on and write down two simple rhyming words, such as "rocks and socks" and "care and bear."
3. Groups then pass their words to another group. The challenge for each group is to work together to quickly create a poem with the words they receive.

2. Paint It With Words

Students create a "word picture" of remarkable detail.

Materials:

- None or...
- Paper and pens if you choose to draw

Time: 10 minutes

1. Arrange students in groups of 6-8. Groups should be seated on the floor in a circle or at a table. Assign one person in the group to choose an object you would find in nature, such as a "tree"
2. The person on his or her right adds a detail about the tree.
3. The third person adds something.
4. This continues on around the circle until a picture's been created- a vivid "still life" painted with words. Here's how it might go:

First player: A tree

Second player: A tall tree

Third player: A tall, shady tree

Fourth player: A tall, shady tree growing on a hill

Fifth player: A tall, shady tree growing on a lonely hill

Sixth player. A tall, shady apple tree growing on a lonely hill

Seventh player: A tall, shady tree full of bright red apples growing on a lonely hill

5. When the small group completed their "still lives," ask them to share with the whole group. Each group member could also draw their image of the picture formed by words.

Poets Delight
When out in the
Wear shoes and

V. Conclusion(10 minutes)

A. Review

Review the different activities they participated in during this class. Creatively expressing themselves through poetry, storytelling and theatrics is a way for people to express their natural world experiences and what they mean to each of us. Are there other ways to creatively express what impact the natural world can have on us? Do they know of any writers that have created stories about their experiences? Artists or photographers? Can architecture be an expression of the natural world?

B. Stewardship

Is there value in natural places? Is it possible to have a natural world experience without wild spaces? What can students do to ensure that there are always places for people to have outdoor experiences?

VI. Clean-up (10 minutes)

Students should take finished poetry copies with them as they leave. Replace all pen and marker covers and place in kit. (See note in the sidebar) Return all unused scratch and final paper to the appropriate folder. Please RECYCLE all scratch paper in bins in hallway. Replace all props in bin and cover. Put all other equipment neatly in bins and return to kit room. Return all posters to kit room.

VII. Appendices

A. Equipment

- Scratch paper and pencils
- Final paper
- Drawing and writing pens
- Weather tape
- Silly Poetry hat
- Laminated tree photos
- Posters: Weather list poem & Acrostic
Picture Poetry
Imperfect Poetry Podium
- Baskets(2)
- Laminated Silly Story Worksheets(4)
- Overhead markers (4)
- Laws of Ecology & photo copy of info
- Roll of masking tape
- Sponge
- Skit Props in bin with cover:

three large Cups	straw hat	animal towels
kickboard	flag headband	two plates
pack of cards	sun headband	two small mice
American flag	garden tool	stuffed fish
fancy purse	rubber snake	fruit
carrot	fly swatter	rubber hotdog
toilet brush	fishing pole/4 fish	mirror
		watering can

- A Crow Doesn't Need A Shadow: A Guide to writing poetry from Nature. Lorraine Ferra Illustrations by Diane Boardman Peregrine Smith Books ISBN 0-87905-600-2 (pbk.)
Weather List Poem
Acrostic
- Environmental Education in the Schools: Creating a Program that Works Judy A. Braus and David Wood, Peace Corps & NAAEE August 1993
Picture Poetry
- Adventures in Peacemaking William J. Kreidler and Lisa Furlong Project Adventure INC 1995
Tell me your story
- Energizers and Other Great Cooperative Activities for all Ages
Quest International Books Carol Apacki
ISBN: 1-56095-059-5
Poets' Delight
Paint it with Words
- Activity Program Fun for You "Paper Bag Dramatics" Robert H. Steuck University of Wisconsin-La Crosse eddie bowere publishing company 1983 ISBN: 0-912855-06-1
Message Skits
- The Incredible Indoor Games Book Bob Gregson 1982 David S. Lake Publishers
ISBN 0-8224-0765-5
Silly Stories
- Quinten van Katwijk-Group Stories
- H.S. Literature and the Arts: *Literary and Arts Creation and Performance*, In theatre, demonstrate understanding of elements, techniques, and process, and create an original artistic presentation that (A,B,E) demonstrate elements and skill of art form; demonstrates artistic decisions to communicate intent; uses multiple sources for critique and feedback.
- 6-8th Write and Speak: *Writing*, Shall demonstrate for a variety of academic and technical purposes, situations and audiences the ability to write: (2a,b,d) a narrative including a description of events from direct experience or observation; use of relevant detail and figurative language to create an image of setting, characters, and events; a sequence of events or ideas leading to a logical ending; and (3c) an idea or opinion that has correct spelling and mechanics.
- 6-8th The Arts: *Artistic creativity and performance*, Shall demonstrate knowledge of at least three art forms through artistic process and presentation by: (2) knowing basic conventions of the creative decision-making process; and (3a,b,c,d) performing or presenting in each art form; demonstrating fundamental skills; using improvisation to generate and communicate artistic intent; and creating original works in a variety of contexts.

C. Glossary-

Create-To bring into being, to cause to exist.
Expression-To use words or actions to create something that symbolizes or represents.
Four Laws of Ecology-Introduced in the early 1970's by ecologist Barry Commoner in his book, *The Closing Circle*.

D. Graduation Standards

The Creative Expressions class will provide students with guided practice to support the following Graduations Standards. Each lesson is normally limited to two "major focus" standards per grade level, which are described more completely in the appendix. Due to the holistic nature of environmental education, several other standards, not listed here, are addressed as well.

- H.S. Write and Speak in the English Language : *Academic writing*, (A) Describe, narrate, or explain observations of human events or situations.

- 4-5th Write and Speak: *Writing*, Shall demonstrate for a variety of academic and technical purposes, situations and audiences the ability to write: (1b,c,d) writing a story based on direct experience or observation including: a description of setting using vivid details; a flow of action leading to a logical ending; an image of at least one character; and (3) editing the finished product for correct mechanics and spelling.
- 4-5th The Arts: *Artistic creativity, performance and expression*, (D) in theater, use movement, sound, and language to create images, express emotions, and imitate animals, objects, or shapes; and use elements or environment, costume, and props to communicate story and character.

