**Starting from Your Favorite Place**

Setting: Introductory environmental-studies course

Timing: Beginning of term

Creativity/insight dimension: By connecting students’ learning to a physical place to which they feel a personal affective connection, and by encouraging artistic creativity during the process, students are supported in making scientific connections and having important insights.

*Using a large blank sheet of paper, draw/illustrate at each step:*

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| **Activity component** | **Scientific process component** | **Scientific skill component** | **Artistic/contemplative dimension** |
| 1. Your place   * Visualize |  |  | Draw/photo/story/poem/song |
| 2. Move out from your place   * As a bird/out of body exp/waterway * What do you see/hear/perceive?   + 1 mile   + 10 miles   + 100 miles * Both horizontally and vertically (use scale appropriate to place) | Observation  Imagination | Measuring | Illustrate (draw, collage, etc.) |
| 3. What do you see in each circle?   * Natural features, natural resources * Classify as to renewable/nonrenewable * What resources are used within each circle, and how used? |  | Mapping | *Ongoing* |
| 4. Gradually add information to the same piece of paper:   * Soil * Bedrock * Air * Watercourses * Biology/biological resources | Data collection |  | *Ongoing* |
| 5. Develop a question about your map – not necessarily a formal hypothesis   * About the natural system * Must address all of: what/how/why/where |  | Asking good questions | *Ongoing* |
| 6. Share with teammates   * Connect places with each other | Communication  Building on others’ ideas | Communication | *Ongoing* |

*For the next modules:*

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| 7. Followup research | Hypothesis testing/addressing question |  | *Ongoing* |
| 8. Evaluative   * What *should* be happening here? | Ethical reflection |  | *Ongoing* |