



EARTH WORMS

OUTDOOR school

March 2019

www.palouseroots.com

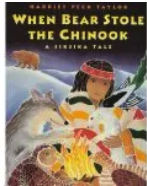
Goodbye Winter

Winter goodbye

Winter goodbye

You may no longer stay

Spring is on her way.



This is the retelling of a Siksika tale that explains why bears hibernate and what brings warm weather in the spring. It is the story of a bear who steals the warm wind and the boy and his friends who go to set the Chinook wind free to allow spring to come.



NATURE NEWS :

The geese are back and they are all in pairs, a mama and a papa.

Sometimes the geese fight over the place they want to live.

The ducks are also in pairs.

Lady bugs hibernate in piles so they can stay warm.

The warm wind melts the snow.

The worms come up when it rains a lot.

Fire needs oxygen, just like people.

Water smothers a fire so that it can't breathe.

Frog eggs look like eyeballs.

Animals don't communicate with words but sometimes tell us to leave them alone by walking or moving away from us.

In the springtime the ponds have more water in them.

Mushrooms don't need light to grow.



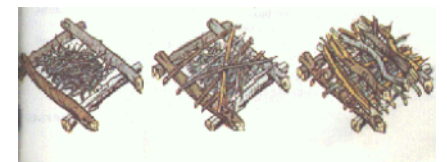
FIRE BUILDING



Fire building is a great opportunity to learn about chemistry! The kids have learned that a fire needs

oxygen, that a fire is a process not a thing, and that certain objects give off gases that cause them to be flammable. They have been given the opportunity to see how flammable tree sap is and how hard it is to start a fire with wet fuel. The kids have learned how to move their body around a fire so that they don't accidentally trip or bump someone else. They have learned to check for good fire building conditions and how to keep a wild fire from starting and they have learned the following method for building a fire:

1. Tinder, a dry fire starter.
2. Mouse tails, small sticks go first.
3. Rat tails, slightly larger sticks next.
4. Possum tails, large sticks go last.
5. Stack the sticks parallel first, then perpendicular so that it looks like a cabin.
5. Always have an adult with you to light a match or use a lighter.



EMERGENT CURRICULUM

Spring is here! With each seasonal transition comes many learning opportunities! The bugs are waking up and we're finding spiders, hoards of ladybugs, water bugs, mayfly larvae and beetles. We've also found many worms and all stages of frogs. The kids are hearing many new bird calls and we've seen some interesting bird behavior. We've had to get out our field guides a few times to help us!



IT'S MUD SEASON!

Sunny days still call for rain gear... or should we start calling it mud gear!



"Risk perception is like a muscle that needs to be developed and flexed"

~ Kate Blincoe
author of
The No-Nonsense Guide to Green Parenting

Teaching Social and Emotional Skills through Storytelling

An Excerpt From:

Beyond Once Upon a Time: Using Stories to Teach Key Concepts
By: Cherry Watts, professor at The University of Tennessee

Stories stick. They form pathways to memories. They follow the pattern of how we think and learn. They help us to recall, remember, and enjoy. They elicit emotions that burn a memory into our brains.

Why do we tell stories?

To carry on tradition. Important traditions and events are transmitted from one generation to the next through storytelling. The Iliad and Odyssey by Homer and the Analects by Confucius are examples of this oral tradition. Stories can be used to share knowledge, transmit values, and teach lessons. They ensure important ideas and struggles are not forgotten.

To magnify memory. Leo Widrich, in his November 29, 2012, Buffer Social blog (<https://blog.bufferapp.com>), says, "A story can put your whole brain to work." When we listen to a story, our brains often envision the action. We see through the lens of our own experiences and form our own emotional attachment.

This visualization process activates the brain in several sensory areas and burns the information into memory through emotion and personal connection.

To construct meaning. Because the story comes to us through the filter of our own experiences and emotions, we connect to it and invest in it. According to Widrich, "A story, if broken down into the simplest form, is a connection of cause and effect. And that is exactly how we think."

To connect with others. As the storyteller relates the story, the story and the storyteller connect with the audience. The story springs from the storyteller's personality and energy, evoking emotion and involvement. The listener responds, often with emotion, connecting with the story and the person telling the story.



In his essay "The Storyteller," Walter Benjamin says, "The storyteller takes what he tells from experience... And he in turn makes it the experience of those who are listening to the tale."



At Palouse Roots we use stories to help students remember something important. We use stories when we need them to listen and we want them to learn.

One example of this in action...we wanted the children to learn what to do when you accidentally hurt someone. We had seen several occasions in which a child responded by moving away from the person they had hurt or by simply staring and not interacting. We told a simple, made up, story about a porcupine who had the same problem, the porcupine kept accidentally hurting people and then running away. One day the porcupine decided to try telling the person it was an accident and then checking on them to see if they were ok. The porcupine was able to take care of his friends and successfully navigate this difficult social situation.

After telling this story at circle time we talked a little bit about how it applied to our own experiences and the children had some great ideas on how they could respond when this happens to them.

After circle time, and in the days that followed, we witnessed the children implementing this lesson. We heard phrases like "Are you ok?" "Can you please stop." "Do you need help?"

We could have taught the same lesson in a variety of ways, simply talking about it at circle or teaching the kids the appropriate response each time it happened. But by teaching through story we saw children expressing in their own unique way the lesson they had learned. It came from their own hearts rather than the teachers. And they retained it far longer.