

	K-1 (4-7yo)	2-3 (7-9yo)	4-5 (9-11yo)	6-8 (11-13yo)
Season and Curriculum Resource	Primary School: Discovering and understanding the great outdoors. Moving beyond self-centered, parallel play into a more cooperative social world where creative, spontaneous actions serves as the socializing process through which they learn the benefits of give and take.	8-11 years old: Children this age need similar opportunities for nature activities as their younger peers but in larger scale. Typically extends longer for boys than girls because of the earlier onset of puberty and adolescence in females. Create strong friendships especially those of the same sex and want to belong to a group that is socially secure. Imaginations can be exercised in activities that they see as adventurous – That support growth of confidence through autonomous action (fort building ex.) Space large enough to pretend to be lost. Territory expands and collecting and classifying becomes popular.		Pre-Adolescence, puberty, and the beginning of adolescence: Nature as a vehicle for personal development. This is a period of rapid physical, social and psychological change. Preadolescent introspection, the search for personal identity, the quest for the meaning of life may find expression through interaction with nature in poetry and drama. Through active involvement with the natural world, young people learn deep concentration and experience the joy of accomplishment.
PHA Habits of Crew to Emphasize	Compassion, Collaboration, Perseverance	Compassion, Collaboration, Perseverance, Responsibility,	Compassion, Collaboration, Perseverance, Responsibility, Courage	Compassion, Collaboration, Perseverance, Responsibility, Courage, Craftsmanship
Project Adventure	Norms: BE KIND, BE GENTLE, BE SAFE	Norms: 2 nd : BE KIND, BE GENTLE, BE SAFE 3 rd -5 th PLAY HARD, PLAY FAIR, PLAY SAFE		6 th -8 th Grade Norms: BE HERE, BE SAFE, SET GOALS, BE HONEST, LET GO & MOVE ON
Community of Caring	COOPERATION: Put Ups/Put-Downs; Hidden Agendas; Active Listening; Mixing; Perspective Taking	COOPERATION: Put Ups/Put-Downs; Hidden Agendas; Active Listening; Mixing; Perspective Taking TRUST: Making Mistakes; Empathy; Trustworthiness; Risk Taking; Physical Emotional	TRUST: Making Mistakes; Empathy; Trustworthiness; Risk Taking; Physical Emotional PROBLEM SOLVING: Decision Making; Group Goals; Taking Turns; Leadership; Conflict Resolution	CHALLENGE: Individual Goals; Stating Needs; Encouragement/Support; Fear Anxiety; Success/Failure
CASEL (Collaborative for Academic, SEL)	Self-Awareness Self Management	Self Management Social Awareness	Social Awareness Relationship Skills	Relationship Skills Responsible Decision Making

IL SEL State STDS – Hyperlink	K-1 STT MAP	2-3 STT MAP	4-5 STT MAP	6-8 STT MAP
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<p>Late Summer Aug-Sept 3 Weeks; Four 40 min sessions each week</p>	<p>Rock exploration</p> <p>PLAY: Rock collecting and breaking Q&A: Textures and Shapes STORY TELLING: Elk eating dirt, The Rock I found is a _____ shape. My rock has a _____ texture. MUSIC: Rocks turn to pebbles, pebbles turn to sand, a thousand tiny minerals in my hand; Fire circle Fire circle here I come, Fire Circle Fire Circle tell me a story</p>	<p>Insects – Sensory, habitat and guide books</p> <p>PLAY: Thicket Game and Grasshopper Habitat Discovery Q&A: Behaviors and Defenses STORY TELLING: “There I was hiding behind a _____ and then...” MUSIC: Fire circle Fire circle here I come, Fire Circle Fire Circle tell me a story</p>	<p>Edible Forest</p> <p>PLAY: Thicket Game and Native Plant Habitat Discovery Q&A: What is edible and what is not STORY TELLING: The Woman Who Married a Bear; “While I was out exploring I observed...” MUSIC: “Information, Evaluate, Decide”</p>	<p>Food Preservation</p> <p>PLAY: Thicket Game and Native Plant Habitat Discovery Q&A: What is edible and what is not STORY TELLING: The Woman Who Married a Bear; “The most amazing thing I discovered was...” MUSIC: “Information, Evaluate, Decide”</p>
	<p>Assessment: Norms I can practice perseverance with the K-2 adventure norms of being kind, being gentle, and being safe.</p> <p>Recognize own uniqueness and personal qualities</p> <p>Demonstrate skills related to successful personal and school outcomes</p> <p>Identify and manage one’s emotions and behavior</p>	<p>Assessment: Norms I can use listening skills to recognize the feeling and perspective other others related to the K-2 adventure norms of being kind, being gentle and being safe.(3rd=Hard Fair Safe)</p> <p>Consider Ethical, safety and society factors in making decisions</p> <p>Contribute to the well-being of one’s school and community.</p>	<p>Assessment: Norms I can practice responsibility by describing and applying systemic decision making to the 3-5th grade adventure norms of play hard, play fair and play safe.</p> <p>Consider Ethical, safety and society factors in making decisions</p> <p>Contribute to the well-being of one’s school and community.</p>	<p>Assessment: Norms 6th: I can practice responsibility by describing and applying systemic decision making to the 6th -8th grade adventure norms of “Be Here”, “Be Safe”, “Be Honest”, “Set Goals” and “Let Go and Move On”;</p> <p>7th&8th: I can practice collaboration by <i>contributing to the well-being of my school and community using the 6th -8th grade adventure norms</i></p> <p>Consider Ethical, safety and society factors in making decisions</p> <p>Contribute to the well-being of one’s school and community.</p>

<p>Fall Oct-Nov 3 Weeks; Four 40 min sessions each week</p>	<p>Ephemeral Art – Adventure Play</p>	<p>Fort Building</p>	<p>Trees – Jordan River Trekking</p>	<p>Carving and Fire Kits</p>
	<p>Compassion: Notice feelings</p> <p><i>I can practice compassion by developing positive relationships with peers and adults by using communication and social skills to interact effectively with others</i></p> <p><i>Develop positive relationships with peers and adults</i> <i>Use communication and social skills to interact effectively with others</i></p>	<p>Collaboration: Noticing conflicts</p> <p><i>Recognize personal qualities and external supports</i></p> <p><i>Recognize individual and group similarities and differences</i></p> <p><i>Contribute to the well being of one’s school and community.</i></p>	<p>Collaboration: Conflict resolution</p> <p><i>Recognize personal qualities and external supports</i></p> <p><i>Recognize individual and group similarities and differences</i></p> <p><i>Contribute to the well being of one’s school and community.</i></p>	<p>Courage: Healthy risks</p> <p><i>Recognize personal qualities and external supports</i></p> <p><i>Recognize individual and group similarities and differences</i></p> <p><i>Recognize the feelings and perspectives of others.</i></p>

Winter Jan-February 3 Weeks; Four 40 min sessions each week	Mud Painting Den building	Fire Basics – Friction/Heat, Fuel Oxygen “Maui the fire god”	“Out in the Cold” Homelessness Snowshoeing Healthy Meals	“This little light of mine” <ul style="list-style-type: none"> ● Fire Nest building ● Fire lighting and maintaining
	Fire: Safety, warmth, cooking, friction with plough fires.	Fire: Safety, warmth, cooking, build flames from coals	Fire: Safety, warmth, cooking, Build nest and create flames into fire	Fire: Safety, warmth, cooking, create own fire kits.
	Compassion: Notice actions <i>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</i> <i>Apply decision-making skills to deal responsibly with daily academic and social situations.</i>	Collaboration: Win-win Identify and manage one’s own emotions. Use communication and social skills to interact effectively with others. <i>Apply decision making skills to deal responsibly with daily and academic and social situations.</i>	Collaboration: Group goals Identify and manage one’s own emotions. Use communication and social skills to interact effectively with others. <i>Apply decision making skills to deal responsibly with daily and academic and social situations.</i>	Perseverance Identify and manage one’s own emotions. Use communication and social skills to interact effectively with others. <i>Apply decision making skills to deal responsibly with daily and academic and social situations.</i>

Spring April May 3 Weeks; Four 40 min sessions each week	Insect zoo			
	Service: Trash	Service: Willow fence	Service: Wetlands and River	Service: Fale
	<i>Begin to consider ethical, safety, and societal factors in making decisions</i> <i>Apply decision-making skills to deal responsibly with daily academic and social situations</i> <i>Contribute to the well-being of one's school and community</i>	Demonstrate an ability to prevent manage and resolve interpersonal conflicts in constructive ways. <i>Demonstrate skills related to achieving personal and academic goals.</i>	Demonstrate an ability to prevent manage and resolve interpersonal conflicts in constructive ways. <i>Demonstrate skills related to achieving personal and academic goals.</i>	Responsibility - Organization – Demonstrate an ability to prevent manage and resolve interpersonal conflicts in constructive ways. <i>Demonstrate skills related to achieving personal and academic goals.</i>

List "story" outline, learning targets, science standards, phys ed standards, social and emotional learning with group development stage.

<p>INFANCY: Birth – 18 Mo. Sensory exposure to the wonders of nature.</p> <ul style="list-style-type: none"> ● Intimate, small scale, multi-sensory surroundings. ● Ground-level exploration of diverse surfaces and objects. ● Sitting, crawling, learning to walk, exercising body control. ● Uneven ground surfaces challenging. ● Overhead objects stimulate eye exercise. ● Reaching to objects. ● Listening, imitating natural sounds. 	<p>Toddlerhood: 18-36 Mo. Differentiating natural objects and phenomena.</p> <ul style="list-style-type: none"> ● Expanding territorial scale. ● Additional motor skills: run, jump, balance, pedal. ● Ground-level activity still important. ● Hand-on sensory exploration/experimentation. ● Observing, following small creatures, insects, birds. ● Naming objects, plants, and animals, weather. ● Learning where food comes from. ● Parallel play changes to small group interaction.
<p>Primary School: 3-7 years Discovering and understanding the great outdoors.</p> <ul style="list-style-type: none"> ● Greatly expanded territorial scale. ● Spatial limits negotiated with adults. ● Motor skills extended movement complexity. ● Risk-taking, daring. ● Social cooperative play, shared experience. ● Discover understand cycles of life, seasons. ● Gardening. ● Enjoy children's nature literature. ● Cultural expression of nature in music, drama. 	<p>Middle Childhood: 8-11 years The halcyon days of childhood in nature.</p> <ul style="list-style-type: none"> ● Territorial scale highly variable. ● Can navigate residential neighborhood and beyond. ● Bicycle riding, skating, sledding, climbing etc. ● Interest in collecting and classifying natural objects. ● Need to feel useful. ● Construction skills. ● Motivated by hands-on, ambitious STEAM projects. ● Creativity, imagination through nature.
<p>Adolescence: 12-17 years</p> <ul style="list-style-type: none"> ● Nature as a place for social interaction. ● Individual talents nurtured by nature. ● Emotional expression through nature. ● Engaged by environmental/conservation issues. ● Leadership skills emerge. ● Facilitate activities of younger groups. 	

Affordance

Activity setting

Territorial range

	<p>K-1 (4-7yo) Primary School: Discovering and understanding the great outdoors. Moving beyond self-centered, parallel play into a more cooperative social world where creative, spontaneous actions serves as the socializing process through which the learn the benefits of give and take.</p> <p>BE KIND, BE GENTLE, BE SAFE</p>	<p>2-3 (7-9yo) Middle Childhood: The halcyon days of childhood in nature.</p>	<p>4-5 (9-11yo) Middle Childhood: The halcyon days of childhood in nature.</p>	<p>6-8 (11-13yo) Pre-Adolescence, puberty, and the beginning of adolescence: Nature as a vehicle for personal development.</p>
		<p>8-11 years old: Children this age need similar opportunities for nature activities as their younger peers but in larger scale. Typically extends longer for boys than girls because of the earlier onset of puberty and adolescence in females. Create strong friendships especially those of the same sex and want to belong to a group that is socially secure. Imaginations can be exercised in activities that they see as adventurous – That support growth of confidence through autonomous action (fort building ex.) Space large enough to pretend to be lost. Territory expands and collecting and classifying becomes popular.</p> <p>PLAY HARD, PLAY FAIR, PLAY SAFE</p>		<p>This is a period of rapid physical, social and psychological change. Preadolescent introspection, the search for personal identity, the quest for the meaning of life may find expression through interaction with nature in poetry and drama. Through active involvement with the natural world, young people learn deep concentration and experience the joy of accomplishment.</p> <p>Be Here, Be safe, Set Goals, Be Honest, Let Go and Move On</p>
Courage	<p>I know there are different levels of risk.</p> <p>I can identify behaviors that are safe or risky.</p>	<p>I know there are different kinds of risks physical and emotional risks.</p>	<p>I can identify various physical and emotional risks.</p>	<p>I can demonstrate courage by choosing healthy risks</p>
Compassion	<p>I can communicate my own feelings verbally and non-verbally</p>	<p>I can notice other crew members’ feelings by looking at their face expressions or asking them how they feel.</p>	<p>I can state my needs and identify when others have similar or different needs.</p>	<p>I can show concern for both physical and emotional safety.</p> <p>I can express understanding for another crew member’s feelings.</p>

	<p>I can notice other crew members' feelings.</p> <p>I can recognize when my actions affect others in my crew.</p> <p>I can show concern when someone is upset or hurt.</p>	<p>I can explain what empathy means.</p> <p>I can listen to perspectives besides my own.</p> <p>I can practice active listening.</p>	<p>I can describe and practice active listening skills with my crew.</p>	
Perseverance				I can exercise perseverance by completing challenging tasks

Craftsmanship				
Collaboration	<p>I can identify when my actions affect others in the crew.</p> <p>I can show examples of how actions affect others positively or negatively.</p> <p>I can practice collaboration by working in small groups.</p>	<p>I can identify when conflicts can escalate and de-escalate.</p> <p>I can practice collaboration by working with my whole crew.</p> <p>I can brainstorm win-win solutions.</p> <p>I can identify when there is a segregation of gender, race, or clique.</p>	<p>I can practice collaboration by using conflict resolutions strategies like the ABCDEs or VOMP.</p> <p>I can identify that conflict does not need to be “bad”, but can be a powerful learning experience.</p> <p>I can work towards win-win solutions.</p>	<p>I can contribute to group goals verbally.</p> <p>I can contribute to group goals through my actions.</p> <p>I can take turns doing difficult and mundane tasks.</p> <p>I can identify when I have taken a leadership position.</p> <p>I can practice collaboration by setting group goals and facilitating win-win solutions during disagreements.</p>
Responsibility	<p>I can follow directions.</p>	<p>I can act trustworthy.</p> <p>I can identify what it means to be trustworthy.</p>	<p>I can show through repeated practice that I know how to keep others safe from physical harm.</p> <p>I can show that my words and actions are consistent over time.</p> <p>I can identify stars and steps for myself and crew about our Habits of Crew.</p>	<p>I can address fellow crew members and facilitate discussion when “put downs” occur.</p> <p>I can help create an emotionally and physically safe atmosphere.</p> <p>I can set individual and group goals related to our Habits of Crew.</p>

End of K:

- Observe the world around them and report on their observations.
- Demonstrate scientific processes, e.g., how wind and water move non-living things.
- Sort, group, and classify different materials.
- Compare and contrast, e.g., light and dark, physical properties of objects and how they affect their movement, the parts of different animals
- Investigate, interpret, and explain to others.
- Examine scientific phenomena, e.g., what happens when you block the sun's light.
- Communicate and share findings with others, e.g. ways weather can affect individuals
- Describe and discuss the world around them based on their observations and records e.g., weather conditions and how predicting the world around them can improve our lives.
- Conduct simple experiments and explain their findings, e.g., why things may not work the same if some of the parts are missing.
- Construct questions, give reasons, and share findings with others.

End of 1:

- Observe, compare, describe, sort, and chart objects by observable characteristics.
- Identify and describe scientific properties, e.g. water source, characteristics of seasons of the year, characteristics of weather, how animals and plants sustain life.
- Record weather information during each season.
- Gather evidence and report their findings.
- Observe, describe, and record scientific phenomena, e.g., changes in the appearance of the sun and moon during daylight, weather information within each season.
- Compare and contrast properties of scientific phenomena, e.g., seasonal weather pattern, the movement of objects
- Use drawing, graphs, and numbers to communicate findings.
- Predict, test, record data, and describe experimental results.
- Analyze similarities and differences between and within groups.
- Use the five senses to make observations in nature.
- Describe and model life cycles.
- Communicate and share findings with others.
- Conduct simple experiments and explain their findings.
- Construct questions, give reasons, and share findings with others.

End of 2:

- **Explain weathering and breakage of rocks.**
- **Describe, classify, and communicate scientific ideas, e.g., ,rocks in terms of their parts, stars in the night sky,**
- **Observe, compare, describe and sort objects by their characteristics and properties, e.g., color, hardness, texture, layering, particle size**
- **Observe, describe, record, and compare patterns in nature.**
- **Compare and contrast, e.g., seasonal weather patterns, characteristics of living things in various habitats**
- **Observe and identify scientific phenomena, e.g., observe falling objects and identify things that prevent them from reaching the ground.**
- **Communicate about their observations, e.g., similar objects of varying masses fall at the same rate.**
- **Model changes in various materials, e.g., physical changes**
- **Analyze and interpret data, e.g. temperatures in different locations and different times,**
- **Investigate and provide evidence to others.**
- **Develop, communicate, and justify a scientific explanation, e.g., why a habitat is or is not suitable for a specific organism, how the**
- **physical characteristics of living things help them meet their basic needs.**
- **Create possible explanations for natural phenomena, e.g., why some organisms no longer exist but similar organisms are still alive today.**
- **Identify responses of living things to their environment.**
- **Communicate and share findings with others.**
- **Conduct simple experiments and explain their findings.**
- **Construct questions, give reasons, and share findings with others.**