

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

2002

Teamwork and place-based curriculum and instruction in teaching English to speakers of other languages

Mary Kay Bider

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#)

Recommended Citation

Bider, Mary Kay, "Teamwork and place-based curriculum and instruction in teaching English to speakers of other languages" (2002). *Theses Digitization Project*. 2268.

<https://scholarworks.lib.csusb.edu/etd-project/2268>

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

TEAMWORK AND PLACE-BASED CURRICULUM AND INSTRUCTION IN
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Teaching English to Speakers of Other Languages

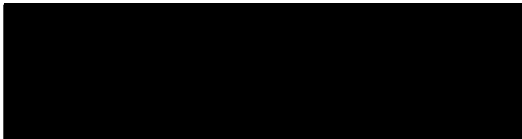
by
Mary Kay Bider
March 2002

TEAMWORK AND PLACE-BASED CURRICULUM AND INSTRUCTION IN
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

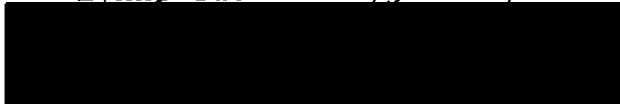
by
Mary Kay Bider
March 2002

Approved by:



Lynn Díaz-Rico, Ed.D., First Reader

Mar. 4, 2002
Date



Gary Negin, Ph.D., Second Reader

ABSTRACT

The purpose of this project is to apply the theories of the educational reformer, John Dewey, to the discipline of English as a Foreign Language (EFL). Dewey's revelations on the importance of experiential learning provide the foundation of the place-based curriculum movement in regular education. This project puts forth a framework to incorporate community investigation, outdoor education, and project-based learning into an EFL curriculum that is taught in the area of Big Bear Lake, California. This project also features a curriculum component consisting of team-building activities aimed at increasing self-esteem and intercultural communicative competence.

Five key concepts serve in the development of the curriculum design: background and present theories of experiential education; the importance of place-based curriculum and instruction; team-building; intercultural communicative competence, and second language acquisition theories.

The above concepts, though different in nature, intersect to provide the basis for a curriculum plan that emphasizes direct experience and students' in-depth knowledge of place. In light of the need for intercultural

awareness in a technological world, it is important that students have the choice of learning English in a natural setting emphasizing the value of community and teamwork. This guide offers a selection of lessons aimed at instilling an appreciation of teamwork and place-based knowledge as a means of achieving pride of community, intercultural awareness, and social conscience.

ACKNOWLEDGMENTS

I would like to offer my sincere gratitude to the following people who have inspired me to complete this project: to Dr. Lynne Díaz-Rico, whose ideas and suggestions helped me to realize that I really could complete this task; to Dr. Gary Negin, whose generosity I truly appreciate; to my children, Chelsea, Matthias, and Luisa, who encouraged me to continue; to my husband Bernhard, whose technical help was invaluable; and to Mr. Timothy Thelander, whose technical prowess and competence helped me meet my deadlines.

DEDICATION

This work is dedicated to the memory of Sister Mary
and to my Aunt Anna, both so dear to my heart.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGMENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	
Background of the Project	1
English as an International Language	2
Target Teaching Level	3
Purpose of the Project	4
Content of the Project	6
Significance of the Project	7
CHAPTER TWO: REVIEW OF THE LITERATURE	
Background of Experiential Education	8
John Dewey	8
David Kolb and the Experiential Model	17
Paulo Freire	25
Key Features of the Freiean Approach	27
The Nature of Modern [Experiential] Education	30
Nine Characteristics of Experiential Learning	34
Experiential Learning in Higher Education	38
Place-Based Curriculum and Instruction	39

Outdoor Education, Environmental Education, and Place-Based Education: A Comparison	39
Characteristics of Place-Based Education	44
Importance of Place-Based Curriculum and Instruction	44
The Concept of Teamwork	46
The Importance of Intercultural Communication	52
What is Intercultural Communicative Competence?	53
Second Language Acquisition Theories and Applications to English as a Foreign Language	59
The Affective Domain	61
Implications for English as a Foreign Language	66
CHAPTER THREE: THEORETICAL FRAMEWORK	
A Description of the Model	68
Place-Based Objectives	69
Teamwork Objectives	70
Intercultural Communicative Competence Objectives	71
Language Learning Objectives	72
CHAPTER FOUR: CURRICULUM DESIGN	
The Rationale for the Design	76
The Content of the Lesson Plans	76

CHAPTER FIVE: ASSESSMENT OF INSTRUCTION

Introduction	82
APPENDIX A: ASSESSMENT FORMS	91
APPENDIX B: LESSON PLANS	97
APPENDIX C: WARM UP ACTIVITIES	193
REFERENCES	200

LIST OF TABLES

Table 1. Kolb's Learning Styles	20
Table 2. McCarthy's Learning Styles	23
Table 3. Concepts and Components of the Teaching Model	74
Table 4. Objectives of the Lesson Plans	80
Table 5. Assessment of Instruction	84

LIST OF FIGURES

Figure 1. Kolb and Fry's Learner Abilities 18

Figure 2. McCarthy's 4MAT Cycle as a Change
System 24

CHAPTER ONE
INTRODUCTION

Background of the Project

The human brain is innately active. It is "on" when it is actively engaged in choosing, ordering, or problem solving. The brain is not necessarily active when attempts are being made to pour information into it. Therefore, it is imperative to design lessons that challenge students to become dynamically involved.

This is true in the regular education classroom as well as in the Teaching of English to Speakers of Other Languages (TESOL). As the numbers of non-traditional learners increase, there is a need to educate students who have diverse learning styles and needs.

As the importance of knowing the English language continues to increase worldwide, methods of teaching it have also been on the rise. Current methods include the communicative approach; The Natural Approach (Krashen & Terrell, 1983); Total Physical Response [TPR] (Asher, 1982); and Content-based ESL. Other methods of instruction are the grammar-translation method, the audiolingual method, Suggestopedia, (Lozanov, 1982); and The Silent Way (Gattegno, 1982).

Teachers in the regular education classroom often employ the Cognitive Academic Language Learning Approach (CALLA). This approach (Chamot & O'Malley, 1987) encourages direct instruction of learning strategies within academic subject areas (Díaz-Rico & Weed, 1995). The purpose of CALLA is to enrich the language that students may use for academic communication while furthering their ability to comprehend the language and discourse of different subject areas (Díaz-Rico & Weed, 1995).

Although the majority of language learning programs found today do not utilize just one approach in teaching, certain aspects of these aforementioned methods of language instruction are found in many modern language programs.

English as an International Language

There are more than 400 million speakers of English as a second language. English is the language of business and international relations. It is used in international air traffic control, and is the language of maritime communication and diplomacy. It is an important tool for international travel and athletics. It is used as a contact language between nations and parts of nations, and it is often used in scientific circles. It is important to

the music and entertainment world. An estimated 80% of the world's computer data are processed and stored in English (Kitao, 1996).

English is viewed by many as a candidate for the world's most important international language. Many developed countries require English not only in the secondary school curriculum, but also in the primary schools. Educational policy makers have begun to realize the significance of the English language, and are requiring it at younger ages than were once the norm. Recent propositions in areas of Switzerland have mandated that English be taught to children as young as the fourth grade. Sweden and Holland teach English in the primary school, as do Japan and Korea. The growing number of students demanding English instruction calls for an increasing number of English teachers and schools.

Target Teaching Level

This project is designed for teachers in the EFL or ESL, particularly those teaching in an outdoor camp. Ideally, the option of going out of doors for many of the lessons will be available. The lessons herein may be used independently, or with a suitable grammar supplement, depending on the needs and desires of the students. Specifically designed for upper intermediate English

skills, some lessons may be adapted to accommodate other age levels.

Purpose of the Project

Secondary school students worldwide are required to learn English in school and to pass examinations permitting them to gain entrance to prestigious schools or to be accepted into challenging apprenticeships. The number of students desiring to attend a university or attain valuable work-study opportunities is increasing. Where it was once relatively easy to obtain entrance to these "clubs," acceptance is becoming more difficult to achieve, and the competition is becoming fiercer. As in the United States, international employers are looking for graduates with a high level of education and experience. More students are attempting to pass stringent exams in order to gain acceptance. In Switzerland, 17.7% of 19-year-old students pass the maturity exam, allowing them to proceed with higher education. Ten years ago, this number of students was only 12%. Part of the exams includes English competency. With the growing number of students, the institutions are becoming increasingly overcrowded, requiring further expansion.

Vocational programs are also becoming competitive in many areas of Switzerland and Germany, it is not unusual for an industrious student to apply to over 50 companies before getting an apprenticeship. In Japan and Korea, students must pass a rigorous high school exit exam before being admitted to a reputable university.

In situations such as these, many young people are enrolling in language classes outside of the school day in an effort to remain competitive. Often it is the case that parents finance expensive "fifth year" study programs in an effort to prepare their children to pass the exams. Some teens attend EFL summer camps in Britain, Australia, and the United States. These programs generally include classroom hours and cultural enrichment opportunities such as sightseeing or dining out, but are generally geared toward traditional teaching.

The purpose of this project is to develop an English-as-a-foreign-language curriculum that includes a variety of experiential, place-based learning opportunities and team-building activities for students of multicultural backgrounds. These lessons will be a mixture of formal and informal education, with an emphasis on the target teaching area of Big Bear Lake, California. This small city is surrounded by the San Bernardino National

Forest and situated around Big Bear Lake, a popular fishing and water sport location. Numerous opportunities for outdoor experiential activities exist. The area is considered a year-round resort with hundreds of miles of hiking and biking trails, ski resorts, boating and cultural attractions. Located only a few hours from cities such as Los Angeles, San Diego, and Las Vegas, the city of Big Bear Lake, elevation, 6,534 ft., offers a wide variety of non-traditional learning possibilities.

Content of the Project

This project provides sample place-based lesson plans for TESOL. Although they concentrate on the Big Bear area, they are adaptable to other natural areas with similar characteristics. There are six main parts to this project. Chapter One profiles the state of affairs for English learning in key developed countries, and states current needs of English learners. Chapter Two reviews literature relating to experiential and place-based curriculum and instruction and team-building. Also included in this chapter are an overview of the historical foundations of experiential education and an introduction to intercultural communication. Chapter Three presents a theoretical framework that can be applied to TESOL.

Chapter Four includes sample lesson plans focusing on learning in the students' natural environment, and possible ideas for lesson extension. Chapter Five suggests a design for the assessment of the lessons. Appendix A contains pre-testing and post-testing forms, Appendix B contains 12 lesson plans centering on learning English in Big Bear, and Appendix C contains activities and resources useful to teaching English in an experiential manner.

Significance of the Project

Experiential learning in place-based curriculum and instruction is a dynamic option for TESOL. By becoming actively involved with lessons and by focusing on the reflection aspect of learning in natural surroundings, students will develop critical thinking skills and improve cultural communicative competence while improving their English. In addition, crosscultural understanding and team-building skills will serve to increase motivation and self worth. The team-building component serves also to enlighten students to the value of working together. It is hoped that students taking part in these lessons will gain an understanding not only of the English language, but of the natural beauty, geography, and history of Big Bear Valley, California.

CHAPTER TWO

REVIEW OF THE LITERATURE

In the first section of Chapter Two, I will discuss the historical background leading up to today's perspectives of experiential and place-based curriculum and instruction in the regular education classroom. These concepts, which were proposed in the early twentieth century by John Dewey, have resurfaced as areas of interest for educators in the new millennium. However, their applications to Teaching English to Speakers of Other Languages (TESOL) are largely unresearched.

In the second section of Chapter Two, I will review the still-evolving field of place-based curriculum and instruction as it relates to experiential education. In addition, I will summarize second language learning theories, the importance of social interaction, and the concept of teamwork. Included in this section are implications for educators.

Background of Experiential Education

John Dewey

Although Dewey did not speak directly to second language pedagogy, he did formulate ideas concerning learning and development that have important implications

for TESOL. His theories are seminal to the field of experiential education and place based curriculum and instruction.

Born on October 20, 1859, John Dewey attended the University of Vermont, where he was exposed to evolutionary theories that had lifelong influences on his thought. According to Dewey, the importance of the theory of evolution was that it proved that scientific methods could be applied to the study of man as a biological and social creature (Bernstien, 1960). While working at a teaching post at the University of Michigan, Dewey became involved in the American school of thought that eventually became known as pragmatism. Rooted in this ideology is the idea of experiential and inquiry learning, both basic principles of Dewey's educational philosophy.

Active Inquiry. Dewey argued that the organism interacts with the world through self-guided activity that coordinates and integrates sensory and motor responses. The implication for the theory of knowledge was that the world is not passively perceived; rather active manipulation of the environment is a crucial part of the learning process. He draws from the thinking of Pestalozzi, the Swiss reformer whose belief in the importance of out-of-the-classroom experience led him to

experiment with physical exercise, singing, drawing, map making, field trips, and model making rather than simply employing the lecture format in his classes.

In Logic: The Theory of Inquiry Dewey (1938) discusses the continuity of intelligent inquiry with the adaptive responses of pre-human organisms to their environments in situations that would require adaptation. Dewey found that the distinction of language use has allowed humans to critically reflect upon their actions before putting them into use.

A student should be encouraged to study what interests him in a fashion that seems natural. Although this concept in its pure form could prove problematic in today's public schools, many ideas geared toward learner-based curriculum have been introduced into the modern classroom. Also, many currently used approaches include opportunities for students to delve deeply into areas of their own interest including research projects or cooperative classroom activities.

Underlying Dewey's educational philosophy is the idea that an individual is both "body" and "mind." Reaching both of these sides of the learner must be a primary aim of instructors. Dewey recommends that students take part in outdoor activities and "shop work" in an effort to

research topics in mathematics and science. These types of activities not only guide the child in areas that will prepare him for adulthood, but provide social skills which arise in the context of the project. Furthermore, such projects help students to develop initiative, thereby enabling a culture of social efficiency.

Dewey does not advocate the drill and practice style of learning. He believes that this serves only to kill the initiative of the student. A wiser form of teaching is to encourage learning through the use of real situations and problems. The educator's part in the enterprise of education is to furnish the environment, which stimulates responses and directs the learner's course (Dewey, 1916).

What is Experience? The word "experience" is a technical term for Dewey, and is at the center of much of his work. Dewey calls the method of basing philosophical inquiry on experience as "empirical naturalism" (Dewey, 1929). Empirical naturalists attempt to bridge the idea of what is typically human and what occurs in nature. This idea of the metaphysical permeates the perspective of experience.

Dewey distinguishes between two different but interconnected aspects of all experience, primary and reflective experience. Primary experience refers to the

immediate, tangible, and moving world that is perceived by the senses. This type of experience is "non cognitive" (Dewey, 1929). The work of reflective experience is to use the data of the primary experience, and arrange and categorize it. Secondary experiences allows explanation and understanding of the primary objects and understand them.

He states that there are five logical moments involved in a reflective experience. First, there is a felt difficulty to which a learner directs his/her interest. Next, the learner locates and defines the problem. Thirdly, the learner begins to reason, possibly suggesting a solution. After that, the possible solutions are developed, and lastly, the learner engages in further observation and experiment, which eventually leads to the idea's acceptance or rejection. This conclusion will ideally be the impetus for a renewed desire for investigation, and the circle of inquiry and reflective experience may begin again.

The Importance of Social Interaction. Dewey believes that the nature of social relationships is not only important for social theory, but also for the area of metaphysics. For Dewey, the question of the nature of social relationships is a significant matter, not only for

social theory, but metaphysics as well, because it is from collective human activity, and specifically the development of shared meanings that govern this activity, that the mind arises. Therefore, rather than understanding the mind as a primitive and individual human endowment, Dewey describes a genetic view of the mind as an emerging aspect of cooperative activity mediated by linguistic communication.

Dewey's concern with social institutions is founded on the principle that creative individuals do not arise spontaneously, but only when the society that is the medium of their activity demands their development. In The School and Society (1900), Dewey challenged the separation of individual and society. He believed that individual-and-society is a unified organic interaction in which the quality and significance of one aspect is dependent on the other.

To Dewey, language classes should be community based. Because ideas are shared through communication, he believed that language studies should be carried out in a social setting. In My Pedagogic Creed Dewey commented on the value of language:

I believe that at present we lose much of the value of literature and language studies because of our

elimination of the social element. Language is almost always treated in the books of pedagogy simply as the expression of thought. It is true that language is a logical instrument, but it is fundamentally and primarily a social instrument. Language is the device for communication; it is the tool through which one individual comes to share the ideas and feelings of others. When treated simply as a way of getting individual information, or as a means of showing off what one has learned, it loses its social motive and end. (Dewey, 1959, p. 26)

Dewey's idea of a democratic form of life includes standards of cooperation and civic-mindedness evident in a productive and organized form of community. In School and Society (1900) and in Democracy and Education (1916), Dewey argued that the development of these democratic ideas must begin in early childhood education. The school should be seen as an extension of this larger society, integrally attached. It is by a process of self-directed learning, guided by resources provided by teachers, that Dewey believed a child is best prepared for the membership in the democratic community. Dewey strongly believed in the importance of experience in a local environment. He said,

Experience (outside the school) has its geographical aspect, its artistic and its literary, its scientific and its historical sides. All studies arise from aspects of the one earth and the one life live upon it. (1916, p. 91)

Despite his appreciation of the need for formal schooling in technological societies, Dewey was convinced that nonschool learning could be used to vitalize the classroom and encourage learners to become emotionally involved with the learning. Dewey believed in the interplay of all types of learning. It is through education that a true democratic society can be formed. In My Pedagogic Creed, Dewey stated,

I believe that education is the fundamental method of social progress and reform. All reforms which rest simply upon the law, or the threatening of certain penalties, or upon changes in mechanical or outward arrangements, are transitory and futile... But through education, society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.. Education thus conceived marks the most perfect and intimate union

of science and art conceivable in human experience.

(Dewey, 1959, p. 20)

In How We Think (1933), Dewey adhered to his previous views on the importance of experience and reflection in education. He rejected the popular belief in the importance of linear models of teaching and learning.

Implications for English Instructors. Dewey's theories have important implications for language teachers. As language learning is part of learning in general, the theories of active learning hold true also for language acquisition. In addition, Dewey's idea of reflection as an integral part of learning can be applied to language learning.

Also important to the language learner is the idea of using the natural environment to improve skills and acquire communicative competence. If students are given an opportunity to use their learning in real situations within the community, they will be motivated to work through their problems and devise creative strategies to complete the learning cycle. Simply learning a language phrase or grammar fact in a classroom with no practical use to the student is not as effective as learning a concept in context.

Using the community as a backdrop for learning, and acquainting the student with the local environment, serves to imprint the concept upon the student. Coupled with this aspect of learning is the act of interacting cooperatively with fellow students in a community-oriented classroom/outdoor experience. This widens the scope of learning. The student learns larger concepts, thereby opening the doors to further learning, and deepening the belief in a democratic society.

David Kolb and the Experiential Model

Like Dewey, David A. Kolb, Professor of Organizational Behavior in the Weatherhead School of Management, Harvard University, has endeavored to explain the importance of concrete experience in learning. Kolb is also known for his study of organizational behavior, career development, and professional education.

Kolb (1984) defined experiential learning as the process whereby knowledge is created through the transformation of experience. Working with Roger Fry, he developed a model of experiential learning much like Dewey's, which focused on four elements: concrete experience, observation and reflection, the formation of abstract concepts, and testing in new situations. Kolb and Fry (1975) stated that the learner may enter the learning

cycle at any point, as long as the spiral is completed. However, if the learning process begins with an action, the learner will inevitably see the results of this action, and reflect upon it. Next, the learner will try to understand the general principle that guides the action.

According to Kolb, the final step is applying the learned information to a new situation through generalization. His use of feedback to change practices parallels Dewey's emphasis on the developmental nature of the situation (see Figure 1).

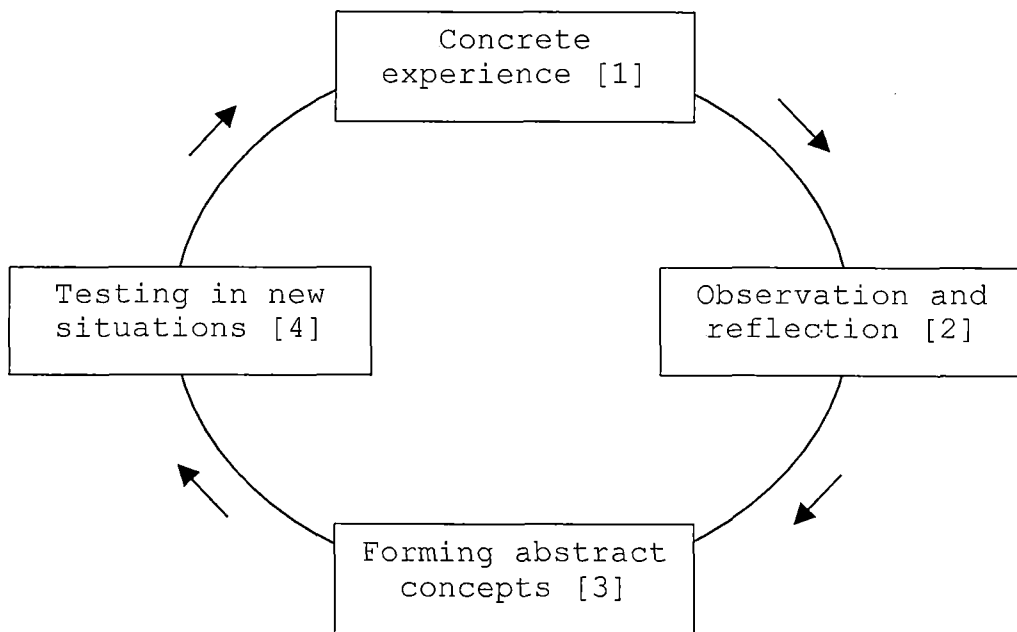


Figure 1. Kolb and Fry's Learner Abilities

Kolb and Fry (1975) state that in order for effective learning to take place, four different abilities must be present. They are concrete experience abilities, reflective observation abilities, abstract conceptualization abilities, and active experimentation abilities. Most individuals, according to the authors, demonstrate strengths in one of these dimensions more than others.

Kolb (1984) went on to develop the Learning Style Inventory to help learners understand their strengths and weaknesses (see Figure 2). The inventory measures learners' preferences in the four stages of learning. Kolb's learning style inventory was designed to place learners on a line between concrete experience and abstract conceptualization and between active experimentation and reflective observation. Each learning style consists of a set of learning characteristics which categorize the style. Copies of Kolb's Learning Style Inventory can be purchased from McBer and Company, Training Resources Group, 116 Huntington Avenue, Boston, Massachusetts, 02116.

Table 1. Kolb's Learning Styles

Learning Style	Learning Characteristic	Description
Converger	Abstract conceptualization + active experimentation	<p>Strong in practical application of ideas</p> <p>Can focus on hypo-deductive reasoning on specific problems</p> <p>Unemotional</p> <p>Has narrow interests</p>
Diverger	Concrete experience + reflective observation	<p>Strong in imaginative ability</p> <p>Good at generating ideas and seeing things from different perspectives</p> <p>Interested in people</p> <p>Broad cultural interests</p>
Assimilator	Abstract conceptualization + reflective observation	<p>Strong ability to create theoretical models</p> <p>Excels in inductive reasoning</p> <p>Concerned with abstract concepts rather than people</p>
Accommodator	Concrete experience + active experimentation	<p>Greatest strength is doing things</p> <p>More of a risk taker</p> <p>Performs well when required to react to immediate circumstances</p> <p>Solves problems intuitively</p>

Kolb asserts that a learner may need to go through more than one learning style in order to fully understand a concept. For example, a person who was a concrete/reflective learner could wonder what would happen if he or she tried to do some task with regard to the information being presented. The learner would try it and then observe what results appear to be concrete. Then he or she would reflect on these results, carefully considering the abstract possibilities, and then use the results to create a new experimental action.

Implications for English Instructors. Kolb's concept of experiential learning is a valuable concept for EFL. The four-part model incorporates the need for experiencing the language, reflecting upon its meaning and use, drawing conclusions about how and when to use it, experimenting with the new structures, and reflecting once again.

The Learning Style Inventory can be administered to students upon entering a learning program. Results of the inventory may show the teacher which types of activities could prove helpful. Concrete experience examples include demonstrations, text reading, and field trips. Activities that support reflective observation include journals, brainstorming sessions, and group discussion which follow a reading assignment.

Abstract Conceptualization activities include model-building, paper writing, and application of theories. Activities that support active experimentation include simulations, case studies, and problem solving homework.

It is the important stage of reflection that allows the learner to make improvements. It is at this stage that the instructor must allow time for students to look inward. Use of reflection sheets, discussion, or journals can serve to complete the learning cycle and begin it anew.

Although there has been some controversy surrounding the issue of learning styles and their usefulness in mastery of concepts, Kolb's theories have brought to the forefront the idea that not all learners process information in the same manner, and therefore may require extra time to process information. There may be many ways to teach or learn a concept. The importance of focusing on the idea of learning styles is clear for language acquisition. It is important for students to realize how their learning is taking place; it is this act of self-realization that paves the road for more efficient learning. In addition, the recognition of learning styles

helps the instructor integrate materials that reach various learning styles within the group.

Bernice McCarthy (1990) uses Kolb's work to form the theoretical base for her 4MAT cycle of instruction. She identifies learners into the following four categories (Table 2):

Table 2. McCarthy's Learning Styles

(adapted from McCarthy, 1990, pp. 34-36)

Imaginative Learners	These learners perceive information concretely and process reflectively, tying experience to the self.
Analytic Learners	These learners perceive information abstractly and process it reflectively. They learn by thinking through ideas.
Common Sense Learners	These learners perceive information abstractly and process it actively, integrating theory and practice, and applying common sense.
Dynamic Learners	These types of learners perceive information concretely and process it actively, integrating experience and learning by trial and error.

The role of the teacher in the 4MAT Process one of facilitator of creative options; meaning connector; sponsor and practice coach; or instructional leader. In adapting curriculum and instruction to students' needs, the 4MAT System can support teachers by giving them a framework to design learning activities in a systematic

cycle. Administrators can also use the plan to anticipate desired outcomes of staff development (see Figure 2).

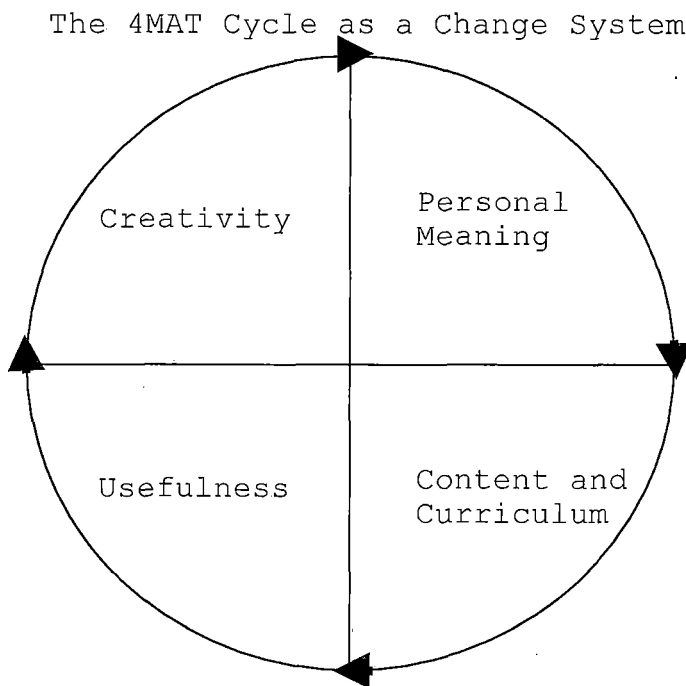


Figure 2. McCarthy's 4MAT Cycle as a Change System
(adapted from McCarthy, 1990)

By thoughtful reflection of the four areas of the cycle, teachers and administrators can examine the rationale for curriculum adaptation and refinement. By examination of the creative aspects of the learning experience, the lesson's usefulness, and how it fits into learners' need for meaning, instructors can enrich lessons to reach the content areas that they are teaching.

Implications for English Instructors. English

learners can benefit from being aware of their learning styles in two ways. The knowledge can help them understand their learning styles, and to make transitions to higher levels of personal and cognitive functioning (Knox, 1986). The knowledge also enables a teacher to recognize traits in students, and diversify material in accordance with student needs.

Recognition of the importance of experience and reflection to Dewey and Kolb is a reminder to teachers to include it in presentation of lessons. Allowing time for students to actively participate in a concept rather than to accept it passively is an important factor in learning, as is the opportunity to process information during reflection.

Paulo Freire

Another philosopher and educator whose theories are firmly rooted in the concept of experience is Paulo Freire. Although much of Freire's work is centered upon education of the oppressed, his emphasis on dialogue is especially significant for educators. Because regular education is often geared toward a teacher acting on students, Freire believes, it is not as effective as dialogue between people working with each other. This act,

which Freire calls the praxis, encourages mutual respect and thereby enhances community and building social relationships. The end product, therefore, is social justice and world change.

In Freire's (1970) work, Pedagogy of the Oppressed, he distinguishes between two types of education: banking and libertarian. The former involves the idea of the teacher depositing knowledge into the student, with no real communication. The student's "disengaged brain" is passive, and communication is non-existent.

Freire calls the other type of education libertarian. In this situation, the teacher and the students are partners, and meaning is inherent in the communication. In libertarian education, sometimes the students are teachers and vice versa.

He advocates educational activities that center on the lived experience of participants. Informally, students are encouraged to draw upon their own life experiences to form dialogues infused with meaning. The idea of learning being accomplished in social situations to empower the participants is an idea which parallels Dewey's beliefs in the importance of social interaction in learning situations.

Freire's model for language learning is rooted in understanding the context of the situation. Learning to read and write in English is approached in a holistic way, drawing on the experiences of the students. Formal instruction in the language is not the primary thrust of the program, as learners acquire skills through inquiry, and real life problem solving (Spencer, 1992).

Key Features of the Freiean Approach

The two most distinctive features of the Freiean Approach are dialogue and problem posing (Spencer, 1992). Teachers use their knowledge of reading and writing while students are in control of the concrete experience of their cultures. Freire rejects the lecture format of education, in which the teacher talks and the students listen passively. Rather, he advocates a "culture circle" in which students and teachers work together in small groups, discussing issues of concern in their own lives.

Problem-posing activities can include use of pictures, comics, stories, songs, and films that provide the backdrop for discussion. Students are encouraged to solve real-life problems through discussion and reasoning. Freire encourages activities to instill pride and self-worth. Rural activities such as surveying the history of an area through taped interviews in which local

citizens retell incidences of social or historical interest are one way of establishing interest. Publishing pamphlets with the results of the interviews and allowing the taped interviews to be housed in the local library serves to generate interest and instill pride in community (Freire & Macedo, 1988).

Although Freire's main research focus has been in the area of achieving literacy, his concern with breaking down the barriers of fear between teacher and student has worked to change teaching methods in regular education classes, adult literacy programs, and foreign language instruction. Freire's belief is that language gives us the power of remembering our past. He believes that language gives humans the power of remembering meanings, which in turn allows humans not only to interpret, but interpret our interpretations. In doing so, language assures the power of envisioning the world, thereby creating a better world. He insists that liberation comes when people reclaim their language, and with it, the idea of a better world (Freire & Macedo, 1988).

The role of the instructor in the Freiren model is one of knowing the learner. The task of a theory of critical literacy is to broaden the conception of how teachers actively produce, sustain, and legitimize meaning

and experience in classrooms. For teachers, this means being sensitive to the actual historical, social, and cultural conditions that students bring with them to school (Freire & Macedo, 1988). This recognition of culture increases self-awareness and empowerment of the learner.

Implications for English Instructors. Freire's belief in the importance of the praxis, or the practical use of language, has important implications for TESOL. It is imperative that language learners have a chance to use the language that they are learning practically, not only in classroom exercises and workbook assignments, but in actual problem-solving situations. These situations should be meaningful to the students themselves. The instructor's role is one of awareness. This means that he or she should be keenly aware of the backgrounds of the students, and work in a non-threatening manner to draw out dialogue to build language and reading literacy. Use of small group settings, one of Freire's key ideas, serves to bolster the feeling of community, mutual understanding of cultural ideals, and support.

Using the learner's own culture as a backdrop for the teaching of language is a dynamic way of injecting meaning into language lessons. Learners' interest in their own

culture can heighten interest in the target language and culture. Therefore, an important component to language instruction should be the use of compare-and-contrast discussion. Students who are encouraged to bring past first-hand experience of their countries to the lesson, will provide situations not only for dialogue, but also for listening and speaking. Students from varying backgrounds can add to the discussion, and the final comparisons to the target culture (e.g. American) will become more meaningful.

The Nature of Modern Experiential Education

Although the term experiential education can be applied to regular education, as evidenced by the theories of Dewey and Kolb, the category itself encompasses a number of other types of learning. Boss (1999) defines experiential learning as learning by doing, a change in judgments, emotions, knowledge, or skills that occurs when a learner lives through an event or events. The Association for Experiential Education defines experiential education as "a process through which a learner constructs knowledge, skill, and value from direct experience" (1994, p. 1).

Brookfield (1990) reports that writers in the field of experiential learning have used the term in two

contrasting senses. First, experiential education is used to describe students who are learning by acquiring and applying knowledge, skills, and feelings in an immediate and relevant setting. This involves a direct encounter with phenomena being studied rather than merely thinking or hearing about it. Learning such as this might be used by training programs in such areas as social work, teaching, or geography courses.

The second type of experiential learning is a sort of life education that is not sponsored by a formal educational institution such as a university, rather, by the participants themselves. It is learning that is accomplished through reflection upon everyday experience. Weil and McGill (1989) categorize experiential learning into four "villages."

Village One is concerned particularly with assessing and accrediting learning from life and work experience. Programs that sponsor apprenticeships and work study options can be included in this subgroup.

Village Two sees experiential learning as a basis for bringing change in the structures of post-school education. These types of experiential education programs include workshops and seminars dealing with specific content area.

Village Three is concerned with raising group consciousness. Management, leadership, or team-building programs are examples of this type of experiential learning.

Village Four is interested in personal growth and self-actualization. The Outward Bound Program, popularized by Kurt Hahn, is an example of this type of experiential learning. Although these programs may place emphasis on physical challenge, they are also used in training the will to strive for mastery. Ropes and climbing challenges are often offered in a "challenge by choice" option.

These "villages" have one main thing in common: the focus is on a primary experience and reflection. Joplin (1995) contends that all experiential programs begin with two responsibilities: providing an experience for the learner, and facilitating the reflection on that experience. There is an action-reflection cycle, ongoing and building on the previously occurring stage. Joplin believes that a five-stage model can be used to communicate an experiential action strategy to teachers and students. This model is organized around a central, hurricane-like cycle. It is preceded by a focus and followed by a debrief session. The surrounding element is support and feedback. The five stages are one complete

cycle, where completion of the fifth stage is concurrent with beginning the first stage of the following cycle.

Focus. This stage includes presenting the task and isolating the attention of the learner. In this stage, the subject of the study is defined and the student encounters and concentrates on the action that is to follow (Joplin, 1995). Focus helps the learner prepare for what is viewed as important by the student herself and by the teacher. This may be different for each student.

Action. Action is the "hurricane" stage of the model, which places the learner in a stressful or tension-filled situation where the problem must be addressed. Action may be physical, mental, emotional, spiritual, or any other dimension (Joplin, 1995). This phase involves the student with the subject, and demands time for sorting, ordering, analyzing, struggling, emoting, embracing, etc.

Support and Feedback. Throughout the learning experience, support and feedback should be apparent. Support provides security and caring in a way that challenges the learner to continue. At this point, adventure staff may aid in a situation, as can fellow learners. In this area students realize that they are not learning alone; others demonstrate an interest in the learner's situation. Feedback provides information about

the student's performance. It can include comments about how the student works, the way he or she interacts, or the student's work in general.

Debriefing. At this point, the learning is recognized, discussed, and evaluated. In experiential education, debriefing needs to be made public through group discussion, writing of themes, or summary papers, sharing of personal journals, or doing a class project or presentation. By making the comments public, the scene is set for the next five-stage-cycle.

Nine Characteristics of Experiential Learning

Student Based Rather than Teacher Based. Learning starts with the student's perceptions and current awareness. Much of typical course design attempts to start with an orderly format based on the teacher's ideas of the ideas of the textbook author or the school board. These starting points may not be relevant to the learner.

Experiential education starts with the student's own pace of learning. It may necessitate some flexibility in the area of lesson plans, as some unplanned topics may arise, and some planned topics may not prove viable. Though less teacher-decided material may be covered, more material may be learned because of the student-oriented process.

Personal not Impersonal Nature. The learner as a feeling, valuing, perceiving being is emphasized. Experiential education starts with the individual's relationship to the subject of study. How a student feels about a subject is valued along with the student's prowess or factual recall. The relationship of educational experiences to personal growth is incorporated into the classroom. At the core of much experiential learning is a spiritual change or realization (Fox, 1995). In some cases, a maturing of the learner will take place.

Process and Product Orientation. Experiential education stresses how a student arrives at an answer, as well as how "right" that answer may be. The product of the study is valued within the context of the thought and work processes behind it. This is especially important in the evaluation process. Student evaluation is commonly a "products only" evaluation. Experiential educators also need to assess a student's ideas, developing processes, and work strategies.

Education for Internal and External Reasons. Much educational evaluation is done for the benefit of agents external to the student's learning experience, such as parents, school boards, entrance to other educational programs, etc. Evaluation in experiential education is not

something that is only "done to" the student. Students can be encouraged to develop self-evaluation skills and monitoring of their language. Competence in evaluation skills can help a student become a more independent, self-directed learner. Students participating in their own evaluation increase their sense of responsibility.

Holistic Understanding and Component Analysis.

Experiential education includes both the explanation of the activity through statistical equations and description of the variety and depth of the qualities of the subject. Narrative descriptions, interviews, personal reports, inventories, questionnaires, or group discussions can provide information.

Organized Around Experience. Direct experience provides the substance from which learners develop personal meaning. Because the learning starts with the learner's experience, the subject organization must start there also. A problem or thematic approach can provide a strong organization for experiential education. Rather than building from the simple to the complex, experiential situations often start with a complex experience which is analyzed in the follow-up study. Enlisting student participation in choosing among a set of topics to be covered as well as the order of study, helps the teacher

organize the course around the student's experience (Joplin, 1995).

Perception Based Rather than Theory Based.

Experiential learning emphasizes a student's ability to justify or explain a subject, rather than to recite an expert's testimony. Expert testimony is one source for investigating. Ideally, experiential education emphasizes knowing the subject from the ground up, starting with the student's perception and moving to the expert testimony as verifier of views.

Individual Based Rather than Group Based.

Experiential education stresses the individual's development in a self-referenced fashion. Group comparisons or norm ratings are useful as supplemental information. Norm-referenced grading can be a part of experiential education, especially for school systems and college entrance boards. However, the emphasis and goal in experiential education tends toward monitoring the learner's growth and the development of self-awareness. Group identity and socialization skills are often involved in experiential programs. The emphasis is on the individual's relationship and role within the group, and that person's awareness of group functioning and his or her part in it.

Experiential Learning in Higher Education

According to Cantor (1995), current issues exist in the area of education that call for a more experiential approach to learning. Some of these issues include the following:

A need for educated workers and citizens who can meet the challenges of a new world economy and order; an increased understanding of learning theories and cognitive development; more non-traditional learners with diverse learning styles and needs; an economic necessity for higher education to more closely interface with business and community; and administrative and faculty concerns about their roles in selection, control and evaluation of the learning process.

Experiential learning as a part of higher learning extends across a broad range of disciplines including English literature, history, psychology, communications, and language learning. Possible activities include cooperative education placements, practicum experience, and hands-on experience in the classroom and community. The experiences outside of the classroom provide the increasingly growing numbers of non-traditional learners with valuable opportunities to apply theory to practice (Cantor, 1995).

Place-Based Curriculum and Instruction

Based on the ideas of John Dewey, place-based curriculum and instruction is a fairly new term in education literature. In The School and Society (1900), Dewey called for the experiential approach to student learning in a local environment. As controversies dealing with curriculum resurface, the idea of learning about one's own place in nature has received renewed interest. School gardens, examination of local geography, community service options, and local clean-up projects have been on the increase in many areas of the United States.

Today's idea of place-based education usually includes conventional outdoor education methodologies as advocated by John Dewey to help students connect with their particular corners of the world (Woodhouse & Knapp, 2000). Proponents of place-based education often envision a role for it in achieving local ecological and cultural sustainability. Components of place-based curriculum and instruction include aspects of outdoor education and environmental education.

Outdoor Education, Environmental Education, and Place-Based Education: A Comparison

The main purpose of outdoor education is to provide experiences for students that complement and expand

classroom instruction. These experiences may be in either a natural or man-made environment. The concept of outdoor education is a broader term than environmental education, which tends to concentrate primarily on ecological themes and issues (Knapp, 1996).

Bernardy (1995) suggests that the power of outdoor education resides in providing opportunities for diverse participants to cooperate to solve problems, exercise critical thinking skills, and develop communication within the group. Matthews (1993) emphasizes that outdoor education provides a unique opportunity for sharing environmental concerns among diverse participant populations.

Three principal types of outdoor education are commonly used in educational settings today. They include adventure education, cultural journalism and participatory research, and service learning.

Adventure Education. Adventure education usually takes place outdoors and is used to teach environmental awareness and build self-confidence by engaging students in risk-taking activities such as ropes or climbing courses. The Outward Bound organization, which began in 1968, has had great success with at-risk youth. Outdoor education nurtures a respect for people's connectedness

with nature and the wider community. This connectedness flows over into an awareness of each individual's relatedness to others in the community (Fouhey & Saltmarsh, 1996).

Cultural Journalism and Participatory Research. This approach to outdoor education helps students understand the place where they live, and their connections through their relatives and friends to other members of the community, both past, present, and future. Recording of oral histories serves to promote pride in the native society. The Foxfire method of teaching employs such recording of local history. This approach to learning has roots in genealogical societies, local historical groups, and testimonies of local peoples (Tierney, 1992).

Participatory research is similar in content, but tends to involve more contemporary issues. It is research conducted by people who are affected by an issue. Students involved with this type of learning may utilize various means to investigate an issue: 1) group discussion to define an issue and identify expertise in the group or community; 2) public meetings to involve community members in the research; 3) research teams to share responsibility for the research; 4) open-ended surveys to gather information about how a wider range of people view the

issue; 5) community seminars for focused discussion; 6) fact-finding tours to various parts of the community or other communities; and 7) communicating the newly gathered information (Tierney, 1992).

Service Learning. Civic responsibility entails a willingness to engage in community service, as well as political activism. Communities benefit directly from the services provided by students, and indirectly because students gain a sense of civic efficacy, and the belief that they can have an impact on civic affairs (Garmon, 1995). These types of activities have been successfully carried out by schools throughout the United States. In South Royalton, Vermont, middle school and high school students planted trees and grass to help stabilize erosion. At Rosemead High School, in California, students and faculty worked to replant an area around the school that had been paved to save maintenance costs. Students learned about the importance of trees and plants in filtering polluted air and preventing erosion (Stine, 1997). In 1985, the "Spice of Life" program was enacted in a Colorado Springs junior high school with a mission to create a positive connection between students, the school environment, and the community. A small group of students enrolled in the six-week program and participated in

community service learning projects which included experiential live presentations at local elementary schools. The program focused on the concepts of service learning, self-esteem, motivation, and communication, and has expanded to include numerous school districts in areas across the nation (McGuire, 1997).

Environmental Education. Environmental education can occur in or out of a classroom, and centers on learning about the ecology of an area and preserving it (Woodhouse & Knapp, 2000). Whereas outdoor education may include activities in physical education, mathematics, or language, environmental education tends to focus on the environment and its balance.

Variations in the terminology used to describe place-based curriculum and instruction exist today. Theobald (1997) refers to "place conscious" schools, but later uses the term "community-oriented schooling." Smith and Williams (1999) describe it as "ecological education" and write, "The practice of ecological education requires viewing human beings as one part of the natural world and human cultures as an outgrowth of interactions between species and particular places" (p. 3).

Orr (1994) states that "ecoliteracy," a mixture of outdoor education and place-based education, is necessary

to today's students. He believes that students should understand the effects of knowledge on real people and their communities; and that learning through direct experiences outside the classroom is as important as the content of particular courses. Haymes (1995) calls for a "pedagogy of place," in a work that is rooted in cultural studies.

Characteristics of Place-Based Education

According to Joplin (1995), there are a number of characteristics which exemplify place-based education. First, it emerges from the particular attributes of a place. The content is specific to the geography, ecology, sociology, politics, and other dynamics of that place. Place-based education is multidisciplinary and inherently experiential. In many programs, this includes a participatory action or service-learning component which reflects a philosophy that is broader than a "learn to earn" philosophy. Finally, a place-based education is one which connects self and community.

Importance of Place-Based Curriculum and Instruction

Place-based educators believe that education should prepare people to live and work to sustain the cultural and ecological integrity of the places they inhabit. To

make this possible, citizens must have knowledge of ecological patterns, systems of causation, and the long-term effects of human actions on those patterns (Orr, 1994).

Foxfire Magazine and the subsequent series of books on Appalachian life and folkways are an important example of the value of place-based, experiential education. Originally intended to teach basic English skills to high school freshmen in the mountains of Georgia, the Foxfire approach to teaching and learning has been successfully used since the 1960s. These books feature examples of students' recordings of oral history, as well as quilt designs, furniture constructed from local materials, and other crafts typical of the Appalachian area of the United States. The Foxfire approach to teaching and learning fits with John Dewey's notion of experiential education (Starns, 1999). The preparation of these books by students featured the teacher's role as a team leader, the need for teamwork in preparation for lives as citizens and individuals, and the idea of reflection as being an integral part of learning. The importance of the bond between teacher, student, and community is stressed, and use of collaborative learning and teamwork is employed throughout the program. As in regular education, the

Foxfire approach is a valuable consideration for TESOL. Because of the integration of the concepts of community, communication, and problem solving, this dynamic method can serve to bring together teacher, class, and community in a way that encourages authentic dialogue, reading, writing, and listening.

The Concept of Teamwork

Challenge-related education and training has increased dramatically in the past decade (Cain & Jolliff, 1998). The ability to work as a group to solve problems, to communicate effectively, and to manage resources is necessary in the world of education and business today. Working together toward a shared goal helps to build a sense of community that transfers back to the work environment.

Challenge and adventure activities provide the opportunity for participants to excel, to push past their own comfort zones (physically, emotionally, intellectually, spiritually) and to enter a region of unknown outcome, which is often referred to as the growth zone (Cain & Jolliff, 1998). The step just beyond one's comfort zone is generally conservative, especially early in the program. If an individual steps beyond the comfort

zone too quickly, the participant enters a zone of anxiety, known as the panic zone (Cain & Joliff, 1998). Csikszentmihaylya (1990) terms these concepts in a different manner. The ability to "flow" during a personal growth activity or learning event is what Csikszentmihaylya considers the region of optimal learning environment. This point falls between boredom and lack of stimulation or challenges and anxiety from an overabundance of stimulation or challenges.

Challenge activities beckon individuals and groups to reach beyond the typical and experience a unique environment in which to learn skills that can be applied to new situations. Skills learned during these experiences are generally retained at a higher level than those involving only lecture, reading, or writing (Cain & Jolliff, 1998). Although participants typically only retain about 10% of what they read, their retention jumps to 50% if they are actively engaged in the learning process with discussion and demonstrations. This retention increases even further, to more than 70% if the participant has the opportunity to participate and practice what they learn, and to 90% if they are given the opportunity to experience, reflect, internalize and then share what they have learned (Cain & Jolliff, 1998).

Teamwork and challenge activities address the idea of different learning styles. These include learning experiences geared toward linguistic learners; logical mathematical, or spatial learners; kinesthetic and musical learners; and interpersonal and intra-personal learners. Different teambuilding activities allow for different learning styles to excel. Challenge activities can center on problem solving, confidence building, or increasing creativity and effective feedback. These areas of focus can be applied in turn to second language acquisition. For example, learning a language requires self-confidence and feelings of acceptance and relaxation. By using team-building techniques before or during a language lesson, the group can develop communication skills, and provide accurate feedback about a lesson or experience. Through creative challenge activities, students learn trust and self-reliance that will transfer to dialogue and written assignments.

According to Cain and Jolliff (1998), challenge and adventure programs create situations that stretch the abilities of individuals and groups. These situations are metaphors for the problems and challenges faced by many individuals and groups during a typical day. By being part of such events, participants learn skills that can be used

in their daily activities. By discussing their performance during these events, participants learn how to improve their application of these new techniques to obtain positive results, in an atmosphere of trust and cooperation. The end result is a more confident and capable individual and a more cooperative team.

According to Quick (1992), a team develops in stages over a period of time. In Stage One, members may exhibit confusion over the assignment and their individual roles. In Stage Two, the task is defined by the group, and roles are discussed and decided upon. Some confusion still exists, and conflicts may occur between participants with varying ideas. There are usually many personal agendas, and some members may try to take control while others may grow impatient with those who wish to pay attention to the group's dynamics. In Stage Three, members begin to work together toward a common goal. Roles that were once self-serving become more group-oriented. The disjoint nature of Stage Two begins to fade as members begin to develop effective ways to reach goals. Stage Four is one of processing the dynamics. Team members reevaluate their new roles, and formal leadership may fade as members work together to find even more effective ways of reaching the desired goals. In Stage Five, groups finish the task, and

feel periods of grief when members mourn the end of the assignment. Permanent groups may regroup, and new personalities may join, possibly requiring a revisit to Stage Two or Three.

Implications for English Instructors. Because the affective domain (an individual's feelings) plays an important role in language acquisition, the use of team-building activities can provide an imaginative and dynamic role in TESOL. Challenge and teamwork activities may stand alone, or provide as an introduction to a related task. Examples of some activities include working together to move a balloon across a room using only one body part, moving a marble through a tube toward a finish line, completing a ropes course, or finding someone while blindfolded.

The activities themselves may or may not require verbalization. If language is not the primary goal of the activity itself, the use of pre-activity focusing and post-activity reflection can serve to improve communicative competence. The exhilaration that follows the activity can create the climate for active learning and mutual understanding will continue into the language lesson. If language is required in the activity, it may be

taught beforehand, or integrated into the activity as an informal lesson.

Other teambuilding activities can be strictly language oriented. For example, a game such as "Have you ever?" (Appendix C) can teach the present perfect verb tense in the form of a game. In this type of activity, students are involved in the learning process, and benefit from the experiential aspects of the activity. The inclusion of challenge and team building activities in TESOL is a rewarding means of motivating students and encouraging communicative competence.

In designing teamwork and challenge activities it is of utmost importance that careful planning takes place. Thoughtful reflection about the terrain of the outdoor or indoor area must be completed before the activity is carried out. In most cases, trying out the activity is imperative. In activities that require safety measures, instructors must be sure to review the possible dangers involved. For example, in a rock sliding activity, students must be sure to keep their shirts tucked into their trousers. Because the word "tuck" is not a high frequency word in English, the instructor must be sure to carefully plan to include this and other words that help students to remain safe during the activity. The same is

true for activities such as bicycle riding where students surely must acquire the word "brake" before embarking on an excursion.

An important component of challenge and team building activities is providing feedback. This aspect of the learning parallels the theories of Dewey, Kolb, and Freire. It is through giving effective feedback that group members learn to improve communication skills. Members learn to openly discuss the activity during the completion. After finishing, participants are encouraged to discuss the positive experiences and the areas where improvement was needed. In this way, members learn to feel comfortable with their strengths and accept their weaknesses in order to improve upon them. Again, this format fits in with Dewey's belief in the importance of a learning community in the natural world, Kolb's concentration on concrete experience, and Friere's idea of the importance of the praxis.

The Importance of Intercultural Communication

The fields of language education and intercultural communication have been evolving quickly for the past few decades. However, the two fields have often moved forward without intersecting. Although language teachers are often

interested in their students' backgrounds and cultures, often only a minimal amount of time is spent in its recognition. Similarly, interculturalists do not always discuss how specifics to a language often play a key role in positive interaction between two groups (Fantini, 1997). According to Fantini, if educators in the language and intercultural fields had a shared goal, it would certainly be the development of intercultural communicative competence (ICC).

What is Intercultural Communicative Competence?

The term intercultural communication (ICC) is difficult to define. According to Spitzberg and Cupach (1987), as of that time, there were 167 definitions for communicative competence specific to the United States alone. The question of what makes a good communicator is complicated when dealing with one culture, and the difficulty of accomplishing this task becomes even more so as the audiences are increased to include other cultures.

Early interest in ICC evolved out of exploring problems that came up in communicating across cultures (Ruben, 1989). Interest in the behaviors possessed by competent communicators established research that attempted to identify an ideal communicator who could perform competently across all cultures (Hammer,

Gudykunst, & Wiseman, 1978; Hawes & Kealey, 1979; Ruben, Askling, & Kealey, 1997). Although such research was useful for developing training and education programs, it defines ultimate competence as a psychological state that operates on a broader level of cultural perceptions rather than one-on-one interaction. Therefore, attempts have been made at defining ICC in a more process-oriented way. However, even the idea of the "ideal" communicator will be culturally defined. In looking for a more interactive approach to assessing ICC, Paige and Steglitz (1998) insist that two important questions must be answered. First, what exactly is it we are looking for? Second, what is the domain of inquiry, i.e. where does it reside: within the person, social context culture, the relationship, or some combination of the above?

The above authors cite studies (Collier, 1988; Imahori & Lanigan, 1989; Spitzberg, 1989) which are geared toward a process-oriented definition. Communication competence is an intercultural concept, and therefore can be defined as quality of interaction performance between speakers of different cultures.

The principal themes of ICC are the ability to establish relations; the ability to communicate with minimal loss or distortion; and the ability to achieve or

attain a level of compliance among those involved (Fantini, 1997).

Learning about culture is often a complex process of negotiation that involves finding meanings and refining them to assure optimal understanding. Bennett (1993) devised a developmental model which describes the evolution of culture-learning by defining sensitivity stages that a person experiences in adapting to cultural differences. Beginning with the stage of ethnocentrism to stages of ethnorelativism, or the acceptance of differences, an individual becomes more skilled at anticipating outcomes, thereby increasing cultural awareness and intercultural competence.

As the focus of language teaching moves from teaching of grammar to teaching of communicative competence, the need for language teachers to teach more than the mechanical aspect of language has come to the forefront. The concept of linguaculture explains the importance of teaching language and culture together as an inseparable entity (Fantini, 1997).

Hall (1976) believes that language is culture, and that studying of one infers studying of the other. He theorizes that in order to function in crosscultural situations, knowledge of both areas is imperative.

Implications for English Instructors. Learning a new language involves learning new ways of thinking about an activity or expression. This can put pressure on learners who have set systems of categorizing ideas. For example, the English counting system is based on completely different concepts than the French counting system. This is true with position of adjectives in English (before the noun) and in French (after the noun). Because learners may resist the new social context of language and culture, teachers may ease the learning process in a variety of ways. Introduction of various traditions, holidays, ways of dress, and foods can be non-confrontational ways of starting discussion and learning.

However, classroom teachers must be aware that, although competence in discussion and communication are some of the goals of language learners, some subjects may be taboo to students. Careful consideration of cultural backgrounds is imperative before the start of classroom discussion.

Also important to consider is the amount of time given to students to answer a question. Information processing in a second language requires time for reflection. As this varies from culture to culture, response time given to students should be adequate.

Furthermore, use of small groups serves to bolster some students' courage and draw out discussion.

According to Seelye (1997), there are six primary instructional goals for teaching culture-based communicative competence. Goal One is that the student shows curiosity about another culture and empathy toward its members. Goal Two is that the student recognizes that role expectations and other social variables such as sex, social class, religion, ethnicity, and residence affect the way that people speak and behave. Goal Three is that the student realizes that effective communication requires discovering the culturally conditioned images that are part of a person's speech, behavior, and thought. The fourth goal is that the student recognizes that situational variables and convention shape behavior in important ways. Goal Five is that the student understands that people generally act the way they do because of the options that their society offers, and that cultural patterns are interrelated and tend mutually to support need satisfaction. The sixth and final goal is that the student can use critical thinking to evaluate a generalization about a culture in terms of the amount of evidence to support it. Included in this goal is the

student's ability to retrieve information about culture from the various media available to him or her.

Implications for English as a Foreign Language.

Because of the potentially large mix of nationalities present in an EFL classroom, it is imperative that both teachers and students are aware of cultural backgrounds and patterns of those present. For students, it helps to maintain an open-minded acceptance of other mentalities and for the teacher, it demands thoughtful consideration of curriculum and instruction. It is necessary to teach culture in a way that is non-threatening and accepting of all.

Programs which emphasize and celebrate cultures can be highly effective because they draw students into a dialogue in which they can be the experts. In recognizing the uniqueness of individuals within the English class, all students benefit. The student who is speaking about his or her culture will have a chance to explain and validate his or her mentality, and possibly the mentality of the homeland, and the other students benefit because they have the opportunity to gather first-hand experience of a different culture. In appreciating other cultures, both students and teachers gain insight into a wide variety of viewpoints and opinions. More importantly,

perhaps, is the possibility of joining together these backgrounds into a group in the hopes of attaining mutual understanding, trust, tolerance, and empathy. An EFL program that succeeds in attaining the goals of intercultural communicative competence is one that brings out the natural curiosity of the students, and turns that curiosity into a deeper understanding and ability to maintain relations.

Second Language Acquisition Theories
and Applications to English as
a Foreign Language

Second Language Acquisition (SLA) theories center around cognitive issues, affective issues, and linguistic research. Behaviorist theories of language learning (the idea that the mind is a blank slate that needs to be filled with input during a learning experience) were disputed by Chomsky (1959) when he asserted that language is not learned solely by memorizing and repeating. If this were the case, he argued, learners would not be able to generate new sentence forms. Chomsky believes that a language processor, the language acquisition device (LAD), performs active processing on language. Hymes (1972) believes that the actual use of language, or communicative competence, is most important in language learning.

Current theories of language have moved away from the linguistic components of language to the use of language, including social, political, and psychological domains (Díaz-Rico & Weed, 1995).

Krashen's theory (1982) states that people acquire second language structures if there is sufficient comprehensible input, and if their affective filters are low enough to let information into the system. Learners possess a monitor to edit language usage. The optimal learning situation is present when a speaker is conversing with another speaker who possesses skills that are slightly more advanced.

According to Krashen, ample time must be given to learners, and partial comprehension and incomplete utterances are acceptable. Students' minds seek order, and a natural acquisition of structures will follow from ordering structures that are heard in learning situations. Following processing of comprehensible input, students internalize rules and begin to self-monitor. Teachers can lower the "affective filter," or the learners' inhibitions and anxiety level, by encouraging mutual respect in learning situations. Students must be encouraged to learn without over-correction in a setting that enables the student to relax and concentrate.

Long argues that pair work that is carefully designed can help learners to obtain language (as cited in Díaz-Rico & Weed, 1995). Certain factors must be considered when pair work is employed in the language classroom. To insure information flow, both students need to have different information that they are required to share in order to complete an assignment. Students should work with a specific task in mind. Tasks are more motivating if a type of product such as a list, chart, or diagram is required. Many different kinds of pairings are possible; for example, mixed ability, shared ability, mixed ethnic or language backgrounds are a few possible choices when assigning groups. For some tasks both students may share a common role; other times, one student may act as a type of peer tutor.

The Affective Domain

The affective domain is the emotional side of human behavior, which influences the cognitive aspect of learning. The development of affective states or feelings incorporates various aspects of personality factors, feelings about self, and feelings about those we come into contact with (Richard-Amato, 1988). Specific personality factors must be considered when teaching EFL.

Self-Esteem. Coopersmith (1967) describes self-esteem as the evaluation which the individual makes and customarily maintains, with regard to self. This expresses the degree or approval of self that the person holds which can be conveyed to others by verbalizations or other expressive behavior.

Gardner and Lambert (1972) found that self-esteem is an important variable in learning EFL, especially in areas that relate to crosscultural factors. Heyde (1979) studied the effects of self-esteem on communication tasks performed by American college students learning French. She found that positive self-esteem levels correlated with performance of oral production.

Inhibition. Inhibition is closely related to self-esteem, and refers to the sets of defenses human beings build up to protect the ego. Guiora, Beit-Hallami, Brannon, and Dull (1972) refer to the language ego, which monitors inhibitions that may impede success. It is important for language teachers to create contexts for meaningful classroom communication that lower ego barriers and decrease the amount of inhibition.

Risk-Taking. According to Rubin (1975) one characteristic of good language learners is risk-taking, or an ability to "guess" at answers. Beebe (1983) reported

that risk taking is important in language learning, but on a continuum ranging from high to low, a moderate degree of risk taking is preferable to a high degree. This is because language use requires a degree of reflection and accuracy. The role of the teacher, therefore, should be to encourage learning and reflection, but also to foster some degree of risk taking by downplaying over-correction.

Empathy. Empathy is the process of putting oneself into another's situation. It connotes the idea of reaching beyond self and understanding another's feelings. This involves projecting one's own personality into the personality of others in order to understand him better. Important to the field of intercultural communications, the need for empathy is also important to EFL. Personal dialogue involves empathetic communication. Oral feedback can clear up problems by questions from the listener. According to Richard-Amato, in second language learning, the problem of empathy becomes acute:

Not only must learner-speakers correctly identify cognitive and affective sets in the hearer, but they must do so in a language in which they are insecure. Then learner-hearers, attempting to comprehend a second language, often discover that their own states of thought are misinterpreted by a native speaker,

and the result is that linguistic, cognitive, and affective information easily passes "in one ear and out the other." (1988, p. 363)

Motivation. Motivation is a type of inner drive or impulse drive that compels one to an action. According to Maslow (1970), there is a set of hierarchical human needs ranging from physical necessities to higher needs such as security, identity and self-esteem. Language learners who are intrinsically or extrinsically meeting these needs will be positively motivated to learn.

Gardner and Lambert (1972) studied attitudinal and motivational factors and their affect on language learning success. Motivation was examined as a factor in different types of attitudes. Two different clusters of attitudes divided two basic types of motivation: instrumental motivation and integrative motivation.

Instrumental motivation involves language learners as a way to attain goals such as a career. Integrative motives are employed by learners who wish to integrate themselves within the second language culture. Lambert (1972) and Spolsky (1969) found that learners studying with the purpose of integrating into the target culture scored higher in tests of proficiency. Although following studies yielded contradictory results, the idea of

examining a student's motivation in learning a foreign language can be helpful to the teacher. By realizing the goals behind a student's participation in an English language program, instructors may gain insight for use in development of curriculum used in instruction.

Communicative Competence. Today's emphasis on communicative competence includes grammatical competence, or knowing grammar functions; discourse competence, or the ability to combine and connect spoken and written languages into an understandable whole; socio-linguistic competence, or the ability to produce and understand language in various social situations; intercultural competence, or the ability to effectively communicate between cultures; and strategic competence, or the ability to switch gears when needed in order to get a point across.

Discourse Theory and Whole Language Theory. Discourse theory in SLA focuses on the importance of face-to-face interaction, while whole language theorists believe that language is a complex system for creating meanings through socially shared conventions. Whole language theorists believe that language learning is accomplished when language is used for specific purposes, incorporating direct engagement and shared experience.

Implications for English as a Foreign Language

Beginning with Chomsky's assertions that language learners require more than a passive treatment in the instruction of a second language, language teachers have begun to adjust teaching methods to involve the learner more dynamically in language lessons. Krashen's theories, especially the consideration of the affective filter, demand that teachers consider their students' emotions when designing curriculum. The careful consideration of areas of the affective domain including motivation, empathy, risk-taking skills, inhibition, and self-esteem is necessary to language lesson design. Team-building exercises, small group work, negotiation, and dialogue are some ways that these ideas can be utilized in the language classroom. Discourse and whole language theorists have emphasized the importance of treating language in a natural way focusing on real dialogue and discussion rather than a more linear model. This is important to the application of experiential and place-based curriculum and instruction. Considering the learners' needs, and applying them to real-life situations within the community are consistent with this school of thought. Overall, numerous elements of second language acquisition learning theories can be applied to place-based curriculum and instruction

and experiential education in language classrooms and camp experiences today.

CHAPTER THREE
THEORETICAL FRAMEWORK

A Description of the Model

The literature reviewed in Chapter Two was organized around five key concepts: 1) background and application of experiential education; 2) place-based curriculum and instruction; 3) the importance of teamwork; 4) goals of intercultural communicative competence; and 5) second language acquisition theories. These concepts are key components of this curriculum design (see Table 3). In this model, the five key concepts are then divided into various components which are utilized in instruction. The integration of the concepts into the curriculum is considered in the last column of the table.

Experiential Learning Objectives

As it has been proved that involving the learner in the learning experience is more effective than lecture-style instruction (Cain & Joliff, 1998), opportunities for students to learn by doing must exist in language instruction. Language learning based on real-life situations, partner activities, and small group, team-based projects and games will prove more effective than drill and practice type activities or grammar-translation.

Each lesson in the unit contains opportunities for students in the areas of speaking, writing, reading, and listening. Experiences in and around the community support the the place-based nature of the lessons.

Place-based Objectives

The growing number of non-traditional learners globally calls for an experiential method of language teaching. Acquiring English while learning about one's unique place in nature is a viable alternative to traditional English instruction for many of today's students.

The place-based objectives included in these lesson plans focus on increasing the learner's awareness and appreciation of the natural beauty of the San Bernardino Mountains of California. Also, the goal of understanding the intricate balance of ecosystems worldwide is a key feature of place-based education. By learning about geography, history, and ecology of the area, students will increase their ability to view other areas with balanced judgment and keen curiosity, possibly bringing home the experience to their native countries. This internalization of knowledge can serve to sustain cultural and ecological integrity. Pride of place can ultimately serve to bring

together people of distinct cultures in a spirit of mutual understanding and shared interests.

Teamwork Objectives

Today's economy puts a great emphasis on teamwork. In the business world it is necessary for both employers and employees to work together to solve problems and improve systems. Negotiation and feedback are an integral part of transactions worldwide. Although there has been a renewed interest in collaborative learning and teamwork in regular education, many models for English instruction concentrate on independent activity, grammar translation, and rote drill and practice. Language learning, like the world of business, requires negotiation, trial and error, and feedback. Students' motivation, self-esteem, and risk-taking skills are important variables in successful language learning. The necessity of building teamwork is evidenced in studies of the role of the affective domain in second language acquisition. Studies have proven that students' emotions play a role in learning. Teamwork objectives serve to motivate the student in a way that reduces inhibitions and maximizes self-awareness. Furthermore, the ability to work with others of various backgrounds and cultures serves to increase intercultural communicative competence. Teamwork can help to increase

empathy and risk-taking skills as well as accelerate student motivation.

These team-building activities can be utilized before the lesson or within the lesson itself. Some of the activities can be used purely as icebreakers, or they can be used within the lesson as a means to achieve objectives in language learning or place-based learning. Before each lesson begins, there is a team-building warm up suggested as an accompaniment to the lesson. In addition, team-building activities are evident in the lessons themselves as part of the task chains.

Intercultural Communicative Competence Objectives

Learning English in Big Bear Lake, California, is a multicultural experience for students. While attending language camp, students meet others from a variety of countries, religious backgrounds, and cultures. It is important to provide learning experiences which address the teaching cultural awareness and intercultural communicative competence.

Lessons in the unit "An Experience in Bear Valley" incorporate learning about the local environment and culture and allow students to compare it to their own environments and cultures. Within the lessons are various activities that draw upon the students' own knowledge and

experience in the areas of history, geography, conservation, and daily life. Their experiences are then used as a means of comparison with the local history and geography of Big Bear Valley.

Use of a variety of small group, partner, and whole group activities provides opportunities for students of various learning styles and cultural backgrounds to excel. In appreciating the backgrounds of other learners, students can learn tolerance and acceptance in a world often tainted with prejudice and misunderstanding.

Language Learning Objectives

Because it is primarily the acquisition of language that is the main goal of students taking part in the program, language objectives are included in each lesson. However, these language skills need not be taught independently of their context. Therefore, it is often the case that language objectives such as speaking and listening involve experiential team-building and place-based objectives. Grammar concepts are taught in the context of the lesson, not as a lesson in themselves. Students are given opportunities in speaking, listening, and writing which involve real-life situations. Involvement in the community and excursions to a variety of local attractions allows the students to use language

in authentic situations. The reflection which follows each lesson serves to provide the basis for new learning.

The specific language objectives serve to facilitate intercultural communicative competence, which in turn facilitates the process of team building and self-awareness. In the tradition of Dewey, Freire, and Kolb, and in keeping with the theories of Krashen, dialogue between students, and reflection on that dialogue, is of utmost importance.

Table 3. Concepts and Components of the Teaching Model

Key Concept	Components	Integration of Concepts
Experiential education	Hands-on learning experiences, learning by doing, recognition of importance of reflection aspect of learning	Actual use of language in real-life situations. Opportunities for students to reflect on learning experiences
Place-based curriculum and instruction	Local geography, local plants, local history, local religions	Learning which is centered on place; concentration on students' place in nature and the importance of maintaining ecological balance or "ecoliteracy;" comparing place in Big Bear Valley to students' place in home countries, thereby increasing intercultural communicative competence
Teamwork	Goal setting, optimal use of members' strengths, team based projects, team reading, brainstorming, team learning games	Use of pre-lesson warm-up activities; experiential, collaborative projects involving teams; utilization of activities which encourage group interaction, intercultural communicative competence, and place-based learning

Key Concept	Components	Integration of Concepts
Intercultural communicative competence	Ability to relate to those of different cultures; knowledge and acceptance of differences	Activities centered on real-life situations and comparisons to students' cultures. Use of team-building activities as a tool to increase crosscultural awareness. Small group activities stressing various customs, ideas, and mentalities
Second language acquisition theories	Reading for comprehension, reading for main idea, reading for information, writing, speaking, vocabulary acquisition, listening, conversation skills, parts of speech, classifying, evaluating, and applying information	Utilization of place-based curriculum involving teamwork to teach language concepts; experiential activities geared toward the real use of English (discourse theory) while improving intercultural communicative competence; use of activities to reduce the affective filter; use of graphic organizers as a learning tool

CHAPTER FOUR

CURRICULUM DESIGN

The Rationale for the Design

The purpose of this project is to present a plan for teaching English using place-based curriculum and instruction concepts accelerated by teamwork and experiential learning. One curricular unit is included in the project. This unit is designed to take place over a period of two to three weeks of intensive English learning in an outdoor setting. Local points of interest are the basis for the curriculum, and the teacher's role is one of coach and steward. The unit, "An Experience in Big Bear Valley," is made up of 12 lessons, each of which require one to three days to complete, depending on need and interest. It is expected that the group will also be participating in various excursions to local attractions, which could add to the total time spent at the camp.

The Content of the Lesson Plans

Lesson One, "Welcome to Big Bear," is an introductory lesson which sets the stage for the unit. Verb tenses are reviewed in a setting in which students learn about one another, while vocabulary dealing with families is also covered. Lesson Two, "Those Amazing Eagles," highlights

the local eagle population and allows for actual viewing at the Big Bear Discovery Center. Learning questioning techniques in English is an objective of this lesson. While attending a presentation of the Forest Service which is given at the Discovery Center, students are encouraged to ask questions and record answers.

"The Gold Fever Trail," Lesson Three, is a lively depiction of the wild days of gold fever in nearby Holcomb Valley. During the lesson, students visit the area, and observe the natural environment. Teamwork is encouraged through use of learning games and skits. Increasing reading comprehension through use of context clues is encouraged. Lesson Four, "Uses of the Forest," requires students to team up for an activity requiring critical thinking and dialogue. Also included in this lesson are insightful essays focused on various authors' feelings about the forest. Students work together to extract the main ideas of these readings, and in turn add some of their own. In Lesson Five, "Visiting the Woodland Interpretive Trail," students take part in a language learning scavenger hunt, team up for a vocabulary game, and reflect on their own countries' landscapes.

Lesson Six, "Comparing Two Ski Resorts," requires students to visit local ski resorts to compare and

contrast them. They also partake in an evaluative study of what makes up a good brochure. The language of comparison is used in real observation and dialogue. Students also learn writing skills through the introduction of transition words. In Lesson Seven, "You Can't Change the Weather," students find differences and similarities in their countries' weather patterns and explore a native American folk tale detailing how the seasons were formed. Students are involved in categorizing and sequencing in a reading activity which requires critical thinking to solve.

Lesson Eight, "The Indians of Big Bear Valley," is centered on reading and teamwork in a poster design. Students are asked to reflect on the values of the Serrano Indians and how they relate to students' values today. Speaking skills are sharpened when students present their posters to the class, while evaluation is required when students engage in a discussion questions comparing Native American life to students' own lives. Lesson Nine involves religion. Students are required to visit a local place of worship and observe the rituals they see. "Places of Worship," asks students to compare their own or their country's most prominent religions to the religion that they observed. Using a Venn Diagram, students compare

their own places of worship with a student's of a different culture. Lesson 10, "Shopping in Big Bear," contains a sorting and research activity. Students use the yellow pages to find phone numbers and addresses of local shops. They must then visit a shop, use English, and observe the routines in place. Directional words are highlighted in this lesson, as is a role-play activity that teaches how to ask for and give directions.

In Lesson 11, students participate in a mountain biking excursion. Before embarking, various scenarios of possible situations are addressed in a role-play activity. Later, students reflect on the experience, suggesting favorite features of the ride. Finally, Lesson 12, "Saying Goodbye," reviews various parting thoughts and serves to wind up the experience for the students.

Before all of the lessons are suggestions for team-building activities, which are located in Appendix C. These activities serve to motivate and excite the students into an alert state of learning. Assessment for the lessons is through teacher observation, work sheet and class work, and formal assessment sheets.

Table 4. Objectives of the Lesson Plans

Lesson Number	Place-Based Objectives:	Team-Building Objectives	Language Objectives
Lesson One	To view an introductory slide show of Bear Valley	To learn vocabulary through teamwork	To learn vocabulary of families. To review present tenses
Lesson Two	To learn about the bald eagles of Big Bear		To learn questioning techniques
Lesson Three	To learn about the Holcomb Valley. To learn about the gold mining history of Bear Valley	To create team skit, focusing on Gold Rush in Bear Valley	To learn directional words. To improve speaking and listening through drama; to improve reading skills through use of context clues
Lesson Four	To learn about forest areas	To participate in team categorizing activity	To increase communicative competence through use of discussion and dialogue. To find main ideas in written passages
Lesson Five	To learn about local flora and fauna while visiting area	To complete team scavenger hunt	To read for information. To increase communicative competence through discussion of real life issues
Lesson Six	To visit local ski resorts in order to compare and contrast	To work in teams to learn vocabulary	To learn comparative and superlative adjectives To use transition words to improve writing To recognize features of brochures

Lesson Number	Place-Based Objectives:	Team-Building Objectives	Language Objectives
Lesson Seven	To learn about Native American Indian values	To complete a sequencing activity in teams	To learn the vocabulary of weather. To review structures used in comparisons
Lesson Eight	To learn more about the local Serrano Indians and to view gathering places	To increase teamwork through team projects chosen by students	To review use of passive voice and use in presentations
Lesson Nine	To visit local place of worship	To work in teams to compare religions	To increase communicative competence skills through use of interviews and discussion
Lesson Ten	To visit local shops to observe scripts used and products sold	To work as a team to complete categorizing activity	To learn vocabulary of shopping. To use the yellow pages of local phone book
Lesson Eleven	To participate in a challenging mountain biking excursion. To experience natural beauty of San Bernardino Mountains	To use team work skills to help group during trip	To learn vocabulary of cycling
Lesson Twelve	To reflect on favorite experiences while at camp	To reflect on team-building experiences while at camp	To learn various ways to say goodbye

CHAPTER FIVE
ASSESSMENT OF INSTRUCTION

Introduction

Unlike traditional education, many experiential education programs do not rate their students; rather, students rate their own performance. A variety of programs offer a "challenge by choice" option which allows the student to move along at a desired pace. This is not to say that reviewing subject matter is not an integral part of the programs; rather, the focus of experiential assessment is based on students' self-realization, which may prove to be more personal and unique than is formal assessment, in which grades are often used to promote or retain students.

In experiential instruction, there is always a reflection, feedback, or debriefing component where students discuss the positive and negative points of the activity. Because personal growth is the aim, comparisons to others is not usually the norm. However, experiential education, like place-based curriculum and instruction, has many "villages", and it can be used as part of a more traditional program. This project is designed to contain both personal, non-graded student reflection, and more

traditional assessment in the form of work sheets and assessment sheets. Both student reflection sheets and formal assessment sheets are labeled assessment sheets for the purpose of uniformity.

Because many of the objectives span all key concepts, experiential education, place-based learning, teamwork, and language acquisition, they are inseparably linked. Therefore, the following list of objectives and assessment methods sometimes covers not just the area that is listed, but two or more types of objectives. For the purpose of remaining concise, components are listed under the objective where they fit most exactly.

Also included in assessment is group self-assessment, and teacher assessment of the group, as well as a pre-course reflection sheet and a final evaluation of the program (see Appendix A). It is anticipated that by considering all five types of objectives in assessment, students will be tested on what they have learned, and not on material that is not pertinent to the program.

Unlike regular education where assessment often serves to compare students' grades to a norm-referenced point, the idea of the more informal type of testing employed in this project is that it is more student-centered, and is to be used as a gauge for the student to

measure whether enough effort is being put forth to learn English. Examples of pre- and post-course assessment may be compared to assess whether students view themselves in a more positive light with regards to language learning, teamwork, concept of place, and intercultural communicative competence. Additionally, a rise in self-esteem and empathy may be measured. The group and teacher assessment of group assessment is located in Appendix C, and may be used after group activities as the instructor desires.

Table 5. Assessment of Instruction

Lesson One

Type of Objective	Means of Instruction	Method of Assessment	Scale
Place-Based	Discussion topic: Why did you choose Big Bear?	Worksheet 1-1	Complete or incomplete
Teamwork	Goal setting "Find Me" team game	Activity 1 Teacher observation	Participates or does not participate Participates or does not participate
Language	Present tenses, introductions, question types, vocabulary about families	Assessment Sheet 1-3	20 points

Lesson Two

Type of Objective	Means of Instruction	Method of Assessment	Scale
Place-Based: To learn about local wildlife	Reading for information eagle activity, local nature center visit	Work Sheet 2-4 Teacher observation	14 points
Teamwork: To set goals	Activity 1: "Warp Speed" variation played with balls	Teacher observation	Participates or does not participate
Language: To learn how to ask questions in English To increase communicative competence	Question type activity	Assessment Sheet 2-5	Complete or incomplete Teacher observation, student reflection

Lesson Three

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about gold-mining days in area	Visit to "Gold Fever Trail"	Work Sheet 3-1	9 points
Teamwork: To create skits in teams	Presentation of skits to class	Team self assessment, teacher assessment	Participates or does not participate
Language: To improve reading through use of context clues vocabulary acquisition	Reading with context clues worksheet mock journal writing activity	Focus Sheet 3-2 Assessment Sheet 3-6	Teacher observation 20 points

Lesson Four

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about the many uses of the forest	Discussion of forest's uses	Teacher observation	Participates or does not participate.
Teamwork: To participate in team activity to categorize forest products	Team station activity	Teamwork assessment, teacher assessment Assessment Sheet 4-2	Team Assessment Form (Appendix A) Complete or incomplete
Language: To recognize main idea in selection of essays.	Reading essays on the forest	Work Sheet 4-1	15 points

Lesson Five

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about the flora and fauna of Bear Valley	Visit to "Woodland Interpretive Trail."	Teacher observation.	Participates or does not participate.
Teamwork: To work as a team to find answers to scavenger hunt.	Scavenger hunt activity at local trail.	Work Sheet 5-2	20 points
Language: To improve reading through use of context clues vocabulary acquisition	To complete scavenger hunt activity using context clues.	Work Sheet 5-2 Assessment Sheet 5-3	See above 20 points Complete or incomplete

Lesson Six

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about area resorts.	Visit to local ski resorts	Teacher observation	Participates or does not participate
To work as team to complete reading assignment and comparison activity.	Reading of local brochures. Discussion activity	Work Sheet 6-1 Work Sheet 6-3	Complete or incomplete 13 points
To recognize components in advertising brochures To improve writing through use of transition words To practice present tenses	To compare brochures of two local resorts. To write an essay using transition words To use past tenses in discussion and dialogue	Work Sheet 6-3 Assessment Sheet 6-5 Work Sheet 6-4 Teacher observation	13 points (See above) 20 points 10 points Participates or does not participate

Lesson Seven

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about Native American values and folklore.	Read and discuss Native American folktale	Work Sheet 7-2	Participates or does not participate
Teamwork: To work in teams to complete comparison activity	Venn Diagram Activity	Work Sheet 7-1: Team self assessment, teacher assessment	Participates or does not participate
Language: To improve reading through use of sequencing.	Sequencing events in a story	Teacher observation	Participates or does not participate

Lesson Eight

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about Serrano Indians of Bear Valley	Reading activity: Focus Sheet 8-1	Teacher observation	Participates or does not participate
Teamwork: To create posters in teams	Students work in teams to create posters	Team self assessment, teacher assessment	Participates or does not participate
Language: To improve reading through use of context clues vocabulary acquisition To use passive voice correctly	Reading with context clues Vocabulary activity	Teacher observation Work sheet 8-2 Work Sheet 8-3 Assessment Sheet 8-5	Participate or does not participate 18 points 9 points 20 points

Lesson Nine

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To increase cross cultural awareness	Comparison of two places of worship	Work Sheet 9-1	Complete or incomplete
Teamwork: To work as a team to develop vocabulary list	Working in teams, students develop word list.	Assessment Sheet 9-4 Self Assessment Form (Appendix A)	10 points
Language: To improve vocabulary of worship To improve listening skills	Visitation of place of worship	Work Sheet 9-2: Teacher observation Assessment Sheet 3-6	Complete or incomplete 20 points

Lesson Ten

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To learn about local shops and shopping in Big Bear	Visit to local shops	Work Sheet 10-6	Participates or does not participate
Teamwork: To work as a team using yellow pages to find information	Yellow Page Search	Team self assessment, teacher assessment	Participates or does not participate
Language: To increase communicative competence To categorize information	Activity focusing on infinitive of purpose Reflection of shopping experience Sorting of shops and products activity	Work Sheet 10-1 Work Cards 10-2 Work Sheet 10-6 Assessment Sheet 10-7	Complete or incomplete Complete or incomplete Complete or incomplete 20 points

Lesson Eleven

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To experience mountain biking	Mountain biking activity	Teacher observation	Complete or incomplete
Teamwork: To use team work skills while biking.	Mountain biking activity	Team/teacher assessment form	Participates or does not participate
Language: To improve communicative competence	Role play activity	Work Sheet 11-1 Assessment Sheet 11-2	Complete or incomplete Complete or incomplete

Lesson Twelve

Type of Objective	Means of instruction	Method of Assessment	Scale
Place-Based: To reflect on preferred lessons in unit	Reflection activity	Assessment Sheet 12-2	Complete or incomplete
Teamwork: To work as a team to discuss aspects of camp experience	Discussion activity	Teacher observation	Participates or does not participate
Language: To practice future tense with use of "will". To increase communicative competence: learning to say goodbye	Review use of will to discuss future. Brainstorm ways to say goodbye	Teacher observation Work Sheet 12-1 Assessment Sheet 12-2	Teacher observation 20 points Complete or incomplete

APPENDIX A
ASSESSMENT FORMS

Pre-Course Assessment Form

Name _____

Welcome to Big Bear! Please rate yourself in the following areas. A score of 1 is very low and a score of 5 is very high.

I can read English very well.	1	2	3	4	5
I can write English very well.	1	2	3	4	5
My spoken English is very good.	1	2	3	4	5
I have good listening skills in English.	1	2	3	4	5
My written English is very good.	1	2	3	4	5
I feel that I am a team player.	1	2	3	4	5
I am not afraid to make mistakes.	1	2	3	4	5
I feel that I am very motivated to learn English.	1	2	3	4	5

Briefly tell what you hope to learn here at camp. What are your goals? Explain what type of activities work best for you.

Self Assessment Form 1

Name _____ Date _____

1 = absolutely yes

5 = absolutely not

	Student self rating	Teacher rating of student
I always do my best in class.	1 2 3 4 5	1 2 3 4 5
I study outside of class	1 2 3 4 5	1 2 3 4 5
I ask for help if needed.	1 2 3 4 5	1 2 3 4 5
I have made extra effort to reach important goals.	1 2 3 4 5	1 2 3 4 5
I am satisfied with my progress.	1 2 3 4 5	1 2 3 4 5
I am improving my grammar.	1 2 3 4 5	1 2 3 4 5
I am speaking English better.	1 2 3 4 5	1 2 3 4 5
I am improving my writing.	1 2 3 4 5	1 2 3 4 5
I am improving my listening.	1 2 3 4 5	1 2 3 4 5
My reading is improving.	1 2 3 4 5	1 2 3 4 5
I am working well in groups.	1 2 3 4 5	1 2 3 4 5
I am not afraid to take risks.	1 2 3 4 5	1 2 3 4 5
I am learning to appreciate others' differences.	1 2 3 4 5	1 2 3 4 5

Note: This form was adapted from :

Bassano, S. & Christison, M. (1995). Community spirit:
A practical guide to collaborative language learning.
Burlingame, CA: Alta Book Center.

Team Participation Rating Sheet

Names of team players: _____

Your name: _____

Date: _____

Circle the statement that best applies to you.

1. I was an active participant. I talked, listened, and assisted my group.
2. I talked and listened most of the time.
3. I talked and listened only a little today.
4. I only listened today.
5. I didn't participate today.

I rate myself today (circle one) Participant Non-Participant

I rate my group today (circle one) Good Average Poor

Comments about the activity:

Note: This form was adapted from:

Bassano, M. & Christison, M. (1995). Community spirit:
A practical guide to collaborative language learning.
Burlingame, California: Alta Book Center, p. 50.

Teamwork Checklist

Team members: _____

Total Points: _____ out of 25

5=Excellent 4=Good 3=Satisfactory

2=Needs improvement 1=Unsatisfactory

Score	1	2	3	4	5
Negotiation					
Feedback					
Empathy					
Encouragement					
Compromising					

Note: This checklist is adapted from:

Woo, J. (2000). Culture teaching in EFL.
Unpublished Master's Project, California State
University, San Bernardino.

Post-Course Assessment Form

Name _____

We hope you enjoyed your stay in Big Bear. Please rate yourself in the following areas. A score of 1 is very low and a score of 5 is very high.

I can read English very well.	1	2	3	4	5
I can write English very well.	1	2	3	4	5
My spoken English is very good.	1	2	3	4	5
I have good listening skills in English.	1	2	3	4	5
My written English is very good.	1	2	3	4	5
I feel that I am a team player.	1	2	3	4	5
I am not afraid to make mistakes.	1	2	3	4	5
I feel that I am very motivated to learn English.	1	2	3	4	5

Briefly tell what you learned here at camp. Do you feel that you achieved your goals? Explain what type of activities worked best for you. What were your greatest accomplishments here at camp?

APPENDIX B
LESSON PLANS

An Experience in Big Bear Valley

Lesson Plans

Lesson Plan 1 - Welcome to Big Bear

Lesson Plan 2 - Those Amazing Eagles

Lesson Plan 3 - The Gold Fever Trail

Lesson Plan 4 - Products of the Forest

Lesson Plan 5 - Visiting the Woodland Interpretive Trail

Lesson Plan 6 - Comparing Two Ski Resorts

Lesson Plan 7 - You Can't Change the Weather

Lesson Plan 8 - The Indians of the Big Bear Valley

Lesson Plan 9 - Places of Worship

Lesson Plan 10 - Shopping in Big Bear

Lesson Plan 11 - Mountain Biking

Lesson Plan 12 - Saying Goodbye

Lesson Plan 1

Welcome to Big Bear

- Objectives:
1. To learn vocabulary of introductions
 2. To review the present simple and present continuous tenses
 3. To learn vocabulary of families

Team Building Activity: Activity 1 (Appendix C)

Warm Up: Instructor introduces self and gives background information; asks class members to introduce another student, based on teambuilding activity.

Task Chain 1: *Who Are You?*

1. Working in pairs, students use Focus Sheet 1-1 to introduce themselves to partner.
2. Using Work Sheet 1-1, students practice question types, concentrating on present simple and progressive.
3. Using card from Focus Sheet 1-2, students must circulate around the room, looking for “person” on card. Another student is looking for him. There should be one card with mission, and one card with name of character. For example, “Are you Mickey Mouse?” When student “finds” the “person,” he/she may sit down.

Task Chain 2: *Who’s in your family?*

1. Instructor draws basic family tree on board, being sure to cover following words: mother, father, sister, brother, daughter, son, aunt, uncle, grandmother, grandfather, mother-in-law, father-in-law, sister-in-law, and brother-in-law.
2. Working in pairs, students draw family trees, speaking while drawing.
3. Students work in groups of four or five, reporting about partner’s family.

Task Chain 3: *Why Big Bear?*

1. Working as a class, instructor explains why she lives in Big Bear and what she likes about it; asks students to explain why they are here.
2. Using Work Sheet 1-1, students work independently to assess why they are here in Big Bear, and what they are going to do while they are here.

Task Chain 4: *Assessment*

1. Instructor scores family tree on a scale of 10
2. Using Assessment Sheet 1-3, students take test on introductions, present tenses, and family members

0-7	8-17	18-20
Student needs to review concepts from Lesson 1.	Student needs to review concepts learned in Lesson 1 but is approaching competency.	Student meets or exceeds competency expectations for Lesson 1.

Work Sheet 1-1

Practice with the Present

Part 1.

Use the present simple tense to complete the paragraph. Read the sample to help you.

Hi, my name is Wilma Flintstone. I am from Bedrock. That's in the United States. I am married, and I have one daughter. Her name is Pebbles. My husband's name is Fred. I am a housewife. In my free time I like to sew and cook. I am in Big Bear to learn English.

Hi, my name is _____. I'm from _____. That's in _____. I am _____. I have _____. His/her name is (are) _____. I am a _____. In my free time I like to _____. I am in Big Bear to _____.

Write some questions for your partner.

1. _____
2. _____
3. _____

Part 2.

Use the present progressive to describe what you are wearing.

I am wearing a _____, _____, and _____.
_____ is wearing _____ and _____.

Ask your partner what he/she is wearing.

Part 3.

Use going to and tell about what you would like to do while you are in Big Bear.

While I am in Big Bear, I am going to _____.

I am not going to _____. While in Big Bear, I am going to _____.
My partner's going to _____ and _____.

Work Sheet 1-2

Find Me Game

Cut out cards. Give each student an identity card and a mission card. Make sure they are not the same identities.

You are Mickey Mouse.	You must find Mickey Mouse.	You are George W. Bush.	You must find George W. Bush.	You are Madonna.
You must find Madonna.	You are Tom Cruise.	You must find Tom Cruise.	You are Queen Elizabeth.	You must find Queen Elizabeth.
You are Francoise Mitterand.	You must find Francoise Mitterand.	You are William Shakespeare.	You must find William Shakespeare.	You are Donald Duck.
You must find Donald Duck.	You are Prince Charles.	You must find Prince Charles.	You are Sir Lancelot.	You must find Sir Lancelot.

Assessment Sheet 1-3

Introductions

Answer the following questions in sentences. (2 points each)

1. Where are you from?

2. Where is your teacher from?

3. What are you wearing?

4. What is the person on your left wearing?

5. What is your teacher wearing?

Write a few sentences about your family. Use at least five of the words that you learned in class. (10 points total)

Lesson Plan 2

Those Amazing Eagles

- Objectives:
1. To learn about the bald eagle
 2. To improve communicative competence
 3. To practice questioning techniques

Team Building Activity: Activity 1 (Appendix C)

Warm Up: Instructor shows pictures of bald eagles, and presents examples of bald eagles in American slogans, money, etc.

Task Chain 1: *What We Know and What We Want to Know.*

1. Using notebooks and working in small groups, students brainstorm what they know and what they want to know about eagles.
2. Students record questions on a chart.
3. Using Work Sheet 2-1, instructor reviews question types, and students write questions about eagles out on paper.

Task Chain 2: *Eagle Tips*

1. Working in pairs, students read Focus Sheet 2-2, underlining unclear words.
2. Students write unclear words on Work Sheet 2-3, trying to guess meanings, then finding meanings in dictionaries or through discussion.
3. Students discuss meanings, and clear up questions with instructor, students.
4. Using Work Sheet 2-4, students answer questions about bald eagles.

Task Chain 3: *Let's Go!*

1. Students travel to Big Bear Discovery Center to view eagles and attend presentation.
2. Students ask prepared questions and record answers in notebooks.

Task Chain 4: *Assessment*

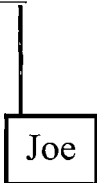
1. Using Assessment Sheet 2-5, students rate their performance in the area of communicative competence.

Question Types

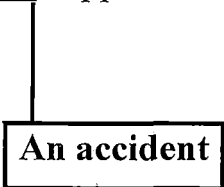
Questions About the Subject

Who saw you?

Joe saw me



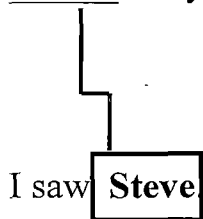
What happened in Big Bear?



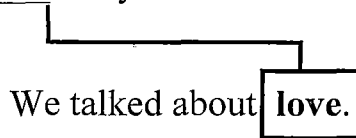
happened in Big Bear.

Questions About the Object

Whom did you see?



What did you talk about?



To whom do you write letters? _____

Who writes letters to you? _____

What kind of toothpaste do you use? _____

What did you have for breakfast? _____

Focus Sheet 2-2

Eagle



HOW DO YOU TELL THE AGE OF AN EAGLE?

Eagles reach full size at age six months. For most of their first year they have brown eyes, beaks and dark brown bodies. Around the time of their first birthday, they begin to add some white to their feathering: a mottled look of spots. Sometime around age three, a white triangle of feathers appears on their back. From then on they gradually begin to get the white head and tail feathers of a mature eagle. And remarkably, their beak changes from black to yellow and their eyes become whitish yellow. It's virtually impossible to tell the male from the female, although the female is generally slightly larger, which is true of most raptors (birds of prey).

WHO COUNTS THE EAGLES?

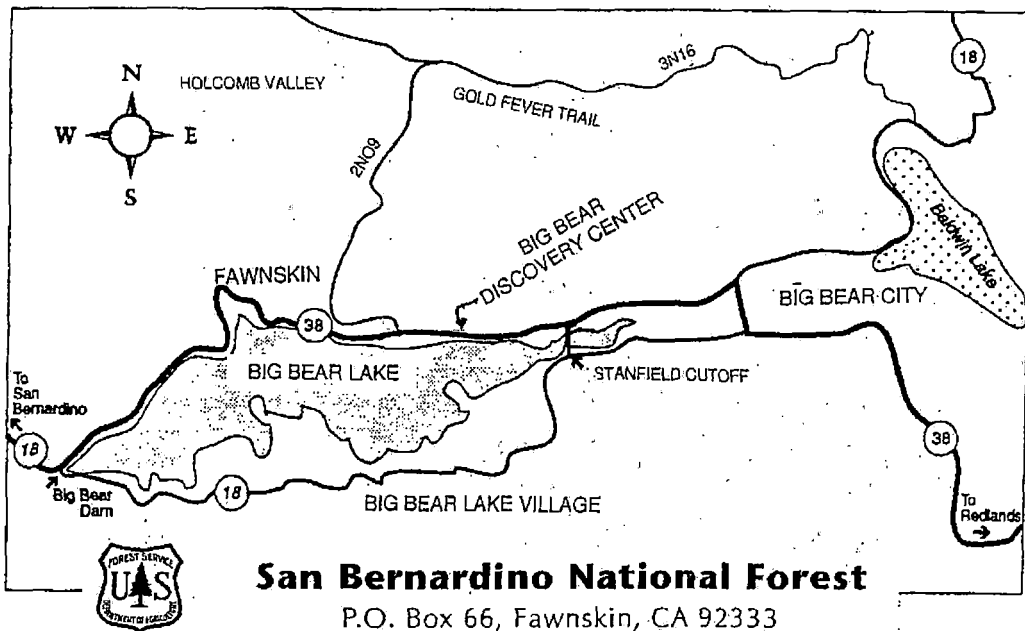
One Saturday a month from December through March, volunteers help count eagles around Big Bear, Arrowhead and Silverwood Lakes. The census data is used to track the population status over the years.

If you'd like to join the eagle count, contact the Big Bear Discovery Center for more information (909) 866-3437, ext. 3909.
Arrowhead (909) 337-2444
Silverwood (760) 389-2303

On any given day, depending upon weather and wind conditions, the eagles move to different locations around the lakes. For expert advice, check with the front desk at the Discovery Center and they'll be delighted to assist you.

THE BIG BEAR DISCOVERY CENTER:

"Your gateway to adventure in
the great outdoors."



Focus Sheet 2-2 (cont)

Eagle

EAGLE WATCHING TIPS

The Bear Valley has the largest wintering population of Bald Eagles in southern California. Very rare here by the late 1950's, the eagle has made a remarkable comeback!

In the early 60's it was estimated that only 500 pairs of nesting eagles were left in the lower 48 states. Unlike other species of eagles, which are found around the globe, the Bald Eagle exists only in North America, Making it the perfect national symbol for the United States.

The most significant cause of the eagles decline was the pesticide DDT, which was ultimately banned in 1972. However, the pesticide's effects linger in the environment for generations, doing serious biological damage. DDT interferes with metabolic processes, causing birds to lay eggs with significantly thinner shells, so that a incubating adult often crushes the egg before the chick can hatch.

Additional reasons for the decline of our eagle population include electrocutions and injuries from powerline collisions. Other causes for their near extermination include habitat losses as humans developed in and around important nesting sites, and malicious vandals seeking eagle feathers and claws as trophies.

If eagles have nowhere to nest and hunt without interference from humans, they cannot survive.

In response to this situation, the Forest Service in the San Bernardino Mountains has protected many areas around Big Bear Lake, particularly on the North Shore, so that wintering eagle populations can live with limited disturbance from people. On the positive side, there are now many locations around the Bear Valley where wild eagles can be spotted on a regular basis between October to April.

Remember, it is extremely important to observe eagles without disturbing them.

Stay in your car if you can. If you get out, limit your movement and talk quietly.

During a typical winter, from 15 to 35 eagles make this alpine lake their home. During the summer they will migrate north to nest. Biologists have tracked some of the Big Bear eagles to Wyoming, Montana, Idaho and Alberta, Canada. One eagle that winters at Lake Silverwood in the San Bernardino National Forest, migrates to and from the Great Slave Lake, in Canada's NW territories - a commute of more than 4,000 miles round trip!

Up north the primary diet of the eagle is fish, but when the rivers and lakes freeze over, their food supply is unreachable. So eagles have to move south to find food. Big Bear Lake sits in the center of the Pacific Flyway, the migratory route for millions of waterfowl, including a small duck-like bird called the American Coot. Coots are the favorite food of eagles wintering in the Bear Valley.

Eagles mate for life and can live for 35 years or longer in the wild. They can be as tall as 42 inches from tail to the top of their white heads. Eagles have a wing-span of 7 feet and adults weigh from 10 to 14 lbs. Their eyesight is 8 times better than a human's and their talons are so strong that if a person had the same amount of power in their hands, he could crush a car bumper!

WHERE TO LOOK FOR EAGLES

During the day, eagles are usually seen perched on snags or dead-topped trees along the shore of the lakes. They sit there conserving energy until they see likely prey, often as far away as a half mile. When they take flight, they're usually intent on capturing their quarry in curved claws 2 inches long.

As you move into an eagle habitat area, remember to keep your activity to a minimum. An eagle watching you could miss a meal. An eagle disturbed by you could waste energy flying away.

Work Sheet 2-3
Eagle Vocabulary

Eagle Vocabulary: What Does it Mean?

Word	What you think it means	What it really means
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Work Sheet 2-4
Those Amazing Eagles!

Using the information sheet, answer the questions about eagles.

1. Describe an eight-month-old eagle.
2. Describe a mature eagle.
3. What was the main reason for the decrease in bald eagles in the 1960s?
4. Draw a picture of what an eagle might eat in an ordinary day.
5. What are talons?
6. Would you and your partner like to participate in an eagle counting activity?
7. Why or why not?

Note: If you are interested in finding out more about the eagles that winter in Big Bear, log on to the Santa Cruz Predatory Bird Research Group's website at www2.ucsc.edu/scpbrg/education_program.htm

Assessment Sheet 2-4

Eagles

Answer the questions honestly!

1. What questions did you ask at the eagle presentation?
2. Do you feel that you asked the questions clearly? Were you satisfied with your delivery?
3. Did you understand the answers? If not, did you ask the presenters to speak more clearly? Why or why not?
4. Did you feel comfortable asking questions in public? Why/why not?
5. Do you feel comfortable working with a partner on the reading activity?
6. Which area of English do you feel that is your strongest: reading, writing, listening, or speaking? Why?
7. How do you think that you can improve your weakest areas of English learning? Will it help you to go out into the village and practice your English?

Answer Sheet

Work Sheet 2-5

1. An eight-month-old eagle has brown eyes and beak, and has dark brown feathers.
2. A mature eagle has a white triangle of feathers on its back, a white head and tail feathers, and a yellow beak and eyes. It has a wing-span of seven feet and weighs from 10 to 14 pounds.
3. The main reason for the decrease in bald eagles in the 1960s was the widespread use of DDT. The chemical caused the eagle's egg shells to be very fragile, and many broke before the baby eagles were born.
4. The picture should include fish, ducks, and small animals.
5. Talons are sharp claws used to grab fish and other animals.
6. Answers will vary.

Lesson Plan 3

The Gold Fever Trail

- Objectives:
1. To discover meaning through context clues
 2. To learn directional words
 3. To gain deeper insight into the history of the Bear Valley

Extra Materials: Gold Fever Trail Pamphlet, butcher paper for small groups, overhead projector

Teambuilding Activity: Activity 5 (Appendix C)

Warm Up: Instructor shows slides of Holcomb Valley area of Big Bear, and asks the class if they have ever heard of the town of Belleville, a gold mining town that was almost chosen as county seat over San Bernardino.

Task Chain 1: *Reading about Holcomb Valley*

1. Working in pairs students use Focus Sheet 3-1, to find out about the early days of Holcomb Valley through the use of context clues. The following words should be learned:
 - a. panning,
 - b. placer
 - c. logger
 - d. claim jumper
 - e. mine
 - f. saloon
 - g. mother lode
 - h. Claim
 - i. ghost town
2. Working in pairs, students read one station of the Gold Fever Trail (Focus Sheet 3-2), circling unknown words. Using the text as a guide, pairs present a short summary of the story of the station. Students must “teach” new vocabulary words to the other groups.
3. After all of the groups have finished, students work together to construct a map of the area on butcher paper, being sure to include a picture or diagram of their special station’s points of interest

Task Chain 2: *Role play*

1. Working in the same pairs, students prepare a small skit which includes dialogue that real or fictional characters might have had. Each group must include at least one historical event.
2. Pairs present their skits.

Task Chain 3: *Mock Journal Entries*

1. Instructor uses map of Gold Fever Trail to review vocabulary of direction. Included in the lesson should be: north (north of); south (south of); east (east of); west (west of); (about) a mile to the north, east, etc.
2. Working independently, students prepare a mock journal entry of a pioneer who has just arrived in Holcomb Valley. Included in the entry must be at least two directional words.
3. Students may take turns reading their journal entries to the class.
4. Instructor compiles entries in a book of mock “memoirs” of pioneers.

Task Chain 4: *Assessment*

1. Using Assessment Sheet 3-3, students check their understanding of lesson objectives.

0-8	9-15	16-20
Student must review most concepts from Lesson 3.	Student must review some concepts from Lesson 3.	Student at or exceeding competency expectations.

Focus Sheet 3-1

The Early Days of Holcomb Valley

Use one of the following words to complete the story of Holcomb Valley's early days. Try to use the context clues to help you find the answer:

- | | |
|------------------|----------------|
| 1. mine | 6. claim |
| 2. placer | 7. mother lode |
| 3. claim jumpers | 8. saloons |
| 4. loggers | 9. panning |
| 5. ghost towns | |

Gold mining was a major factor in the growth of California's population after 1849. Many risk takers left their homes back East and tried to find gold in the hills of California. Eventually, a man named William Holcomb arrived in the Bear Valley and began his search.

Other miners soon arrived, and the area was alive with activity. Miners looked for _____ gold, which is a pure form of gold found by separating gold from sand or gravel by using water. Sometimes miners looked for gold by _____, which is done by slowly dipping a pan into sand in a creek or river, and filtering out the sand in search of gold flecks or nuggets. After some gold was located, miners hurried to stake a _____, and they tried to find the _____, which is the location of the largest amount of gold in the area. After this was located, a _____ could be constructed.

Focus Sheet 3-1 (cont)

The Early Days of the Holcomb Valley

Sometimes outlaws would try to “jump ahead” of the miner and steal his claim location. These people were called _____. As you can imagine, battles over land and claims caused problems for the early settlers, and over 50 murders were committed the Holcomb Valley in the first two years after the discovery of gold. _____ were lively places where miners could get food and drink and meet women.

As the number of people in the Holcomb Valley grew, more cabins were needed. Trees were cut by _____, and the first cabins were built. A few of these cabins still remain, but most of them have disappeared. Almost all of the old settlement in Holcomb Valley is gone, but there are other _____ in the Southern California area. The people are gone, but some of the buildings remain. Calico is an example of one such town.

Answer Sheet
Work Sheet 3-1

1. placer
2. panning
3. claim
4. motherlode
5. mine
6. claim jumpers
7. saloons
8. loggers
9. ghost towns

Gold Fever Trail

1. Holcomb View Trail (3.2 miles)

Park and follow the Pacific Crest Trail 250 feet east to the view of Holcomb Valley.



Bill, being a fine marksman, was hired by other prospectors to hunt bear for its meat. One hunting trip led him up Polique Canyon, and when he reached the ridge line he looked northward and saw a beautiful little valley two miles distant. The party back at Starvation Flats later named this Holcomb's Valley.

The following day Bill and Ben Choteau, his Cherokee companion, wounded a "monster grizzly." They followed the blood trail across a quartz ledge which caught Bill's attention. Three days later they returned to take hunks of the quartz down to Caribou Creek where they intended to test the samples. While washing the rock in the creek, they were delighted to find the stream bed shimmering with gold washed down from the ridges above them! The news spread rapidly and by July of 1860 the valley was swarming with prospectors.



2. Last Chance Placer (4.8 miles)

Drive in 200 feet to a split rail fence around a mining pit.

Placer mining is a simple technique where gold is separated from sand or gravel with water. The miners worked the ground at this site down to bedrock.

Once pay dirt (black sand) was found, it was transported by horse and cart or in sacks on burros' backs, to be "sluiced

in the rockers." These crude gravel washers were located near hand-built earthen "snow ponds" where runoff supplied the water they needed. One such pond is northeast of the pit, 0.25 mile up the gulch.

The mounds, or "tailings" you see are the dirt and rocks removed from the mine after it was worked for gold. The prospectors were in search of the mother lode—the source of the gold—which has never been found.

3. Two Gun Bill's Saloon (5.8 miles)

Hike in 100 yards to the scattered remnants of this historic log structure.



For many years strangers were told that this was the site of the famous saloon, dance hall and bordello. The "white lie" was repeated so often that

even locals began to believe it. But the real Two Gun Bill's Saloon was due west 1.5 miles at the southeast corner of the juncture of 3N16 and 3N12. The

remains resting here are of a very big cabin that was occupied as late as the 1930's.

4. Jonathan Tibbetts' Grasshopper Quartz Mill (6.3 miles)

Walk 300 yards past sand mounds to the remains of a water pump.

Located in the "center of activity" was a high piece of ground known as "Chinamen's Knoll." Here Tibbetts operated a 5-stamp mill powered by a Pico Steam Engine. Heavy iron heads rose and fell rhythmically, pulverizing gold ore from the John Bull mines. The sand mound is old tailings.

Focus Sheet 3-2 (Cont)

Gold Fever Trail

5. Hangman's Tree (6.5 miles)

Look for a tree surrounded by rail fence next to road.

As miners and prospectors came to seek their fortune, outlaws, claim jumpers, gamblers, and other trouble makers followed close behind. In late August, 1861, the valley was taken over by an organized band of horse thieves from Salt Lake City, known as Button's Gang. The gangs' domination was so complete they simply commandeered any cabin they wanted and appropriated any supplies or equipment they fancied.

An estimated 50 murders were committed in the first two years of the discovery of Holcomb Valley. For example, "Hell Roaring Johnson" was shot when he tried to fix the first election in the valley.

Some outlaws evaded justice, but those who didn't met their Maker on Hangman's Tree.

For many years, this juniper tree was mistaken to be the famous

Hangman's Tree, the symbol of law and justice in the turbulent Holcomb Valley. (The original Hangman's Tree is now believed to be a stump 100 feet east of Belleville Cabin). Nevertheless, you can look up and imagine the scene when as many as four outlaws were hanged at once from the branches of a large tree.



6. Original Gold Diggings (6.8 miles)

Look in the meadow (the stream is not usually visible).

In this field Bill Holcomb made his original discovery. "Pannin' and diggin'" along the intermittent seasonal stream yielded some of the purest gold ever recovered in California.



In 1861 and 1862 thousands of claims were staked throughout the valley. Staking and recording a claim was easy—protecting it from someone else

was often a more difficult task. One old claim paper says, "Joe Brown, takes this ground, jumpers will be shot."

7. Belleville (7.1 miles)

A lone log cabin sits in the meadow on your left (this cabin was moved to this site to represent the kind of structure once common in Holcomb Valley).



The largest gathering of prospectors settled east of the original discovery, in a rich, flat meadow. Inevitably a town sprung up, and Holcomb's memoirs tell of

"Saloons, gambling dens, and bagnios of the lowest kind." On the outskirts of the haphazard town, earthen dugouts and hastily built shacks were thrown together by the miners. There was even a brewery and the infamous "Octagon House," an 8-sided saloon and dance hall, with rooms where glitter girls entertained.

For the town's first July 4th Celebration, the blacksmith's wife, Mrs. Jed Van Dusen, stitched together a flag made from the shiny skirts of the dance hall girls, and red and blue from miners'

Focus Sheet 3-2 (Cont)

Gold Fever Trail

shirts. Out of gratitude for her patriotic endeavor, the settlement was named Belleville, in honor of her pretty little daughter, Belle.

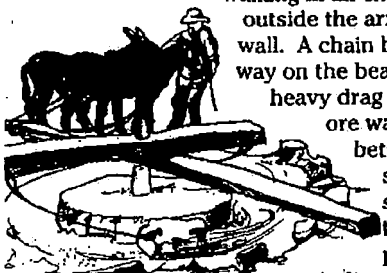
In 1861, at the peak of the gold rush, 1,500 people lived in Holcomb Valley, and Belleville missed taking the county seat from San Bernardino by a mere two votes. The population was typical of a mining town, with good men and industrious workers, balanced by degenerates and professional lawbreakers.



8. Arrastres (Gold Ore Grinder)

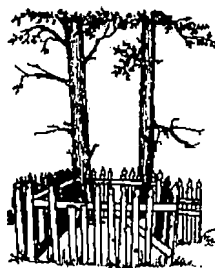
Walk 150 feet west of the Belleville cabin to see stone remains. Take care to protect the natural features of this meadow.

The oldest tool for recovering gold from rock was the arrastre, a wheel introduced by Mexican miners. The early arrastres consisted of a low rock wall banked around large, flat and fairly level stones. In a hole in the center was set an upright post, and on this pivoted a long horizontal beam. A donkey or mule harnessed to the end of the beam provided the power by walking in an endless circle outside the arrastres wall. A chain bolted midway on the beam pulled a heavy drag stone. The ore was crushed between the stones. The slow, tedious process of grinding a single pile of ore took about four hours. Over 100 gold-grinding quartz arrastres once dotted Holcomb Valley.



9. Ross' Grave (7.3 miles)

A 500-foot trail leads to the gravesite.



Little is known of Ross except for his name and that he was accidentally killed while cutting down a tree. Ross was buried on the spot. What made this gravesite unusual is that during those frantic days of gold fever, someone took the time to carve a picket fence to surround the grave. Unfortunately, in recent years, vandals and souvenir hunters destroyed almost everything. However, one corner post and a few pickets can still be seen at the Big Bear Museum. The log fence was built by volunteers in 1995.

Virtually all the timber now standing in Holcomb Valley has grown back since the days when loggers with cross-cut hand saws and "yokes of six" were snaking the timber to nearby mills. Lumber and split clapboards were cut to build the boom towns of Belleville, Union, Clapboard and Doble. Heavy timbers were also milled to shore the mine shafts.

10. Pygmy Cabin Site (7.3 Miles)

Across the road from Stop #9, a winding 300-yard trail leads to the cabin remains.

There is much speculation and curiosity about the tiny old log cabin, which had a height of 6 feet at the roof peak and a door barely more than 4 feet tall. Was the roof put on before the walls got completed because winter was quickly approaching? Was the job rushed so the owner could head to the nearest stream to start panning? Or, was the builder simply short of stature?

Fire destroyed the cabin in November of 1983.



Focus Sheet 3-2 (Cont)

Gold Fever Trail

11. Metzger Mine (9.0 Miles)

Follow an 800-foot trail to the mine entrance.

After most of the placer sites were staked, gold-bearing quartz veins were discovered in the hills to the north and down through Jacoby Gulch to the east. The vein the miners followed when they dug this underground horizontal passage, or hardrock drift, is still visible above the mine entrance.



Lode claims could not be worked without heavy machinery, so a wagon road became essential. The miners pledged \$1,500 and a road was cut by Jed Van Dusen

down through Lower Holcomb connecting with the "new" toll road in Cajon Pass. Soon after, a wagon hauled in a four-ton boiler to power the first quartz mill. The trip took 27 days from Los Angeles to Holcomb Valley.

12. Gold Mountain (10.8 Miles)

also known as "Lucky Baldwin" Mine

Watch for the crumbling wooden structure on the right or south side of the road—this is an ore bin, built in 1945, a more recent attempt to make Gold Mountain profitable.

The last major gold discovery occurred in 1873 when Barney and Charley Carter were enroute to the Rose Mine. While camped on the north shore of Baldwin Lake, Barney went to inspect the "shiny stuff" in the quartz ledge immediately above their camp. His brief exploration led to a mountain of gold ore! Elias J. "Lucky" Baldwin purchased "Carter's Quartz Hill" for \$30,000.

By 1876, Baldwin had 180 men working his mine and a 40-stamp mill was in place. The concrete footings can be seen to the west. The site of a large mill and cyanide processing plant was added in 1899. The mill was in operation as late as 1923.

In the fall of 1875, William F. Holcomb returned once more to the Valley, a visit inspired by sentimentality and curiosity. Bill witnessed the death throes of the mining camps, the final and futile last search for more gold. Before long nature would creep back, reclaiming the land. The clapboard villages were abandoned, leaving only decaying ghost towns. Holcomb could never have guessed that when he shouldered his rifle to hunt bear in 1860, he would precipitate the largest Gold Rush in Southern California.



The United States Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or familial status. (Not all prohibited bases apply to all programs). Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.

Revised in 1999 by the San Bernardino National Forest. Printed on recycled paper.



Big Bear Discovery Center
P.O. Box 66
Fawnskin, CA 92333
909-866-3437

Assessment Sheet 3-3

The Gold Fever Trail

Match the terms in column A with the explanations in Column B. (One point each)

- | Column A | Column B |
|--------------------|---|
| a. ghost town | 1. _____ location of large amount of precious stone and the structure built around it |
| b. claim | 2. _____ what a miner “staked” when gold was discovered |
| c. mother lode | 3. _____ an empty town that was once alive with mining activity |
| d. saloon | 4. _____ a place for drinking and entertainment |
| e. mine | 5. _____ area near Big Bear where gold was discovered |
| f. claim jumper | 6. _____ pure form of gold |
| g. logger | 7. _____ some miners found gold this way |
| h. placer | 8. _____ a thief who tried to take another miner’s claim |
| i. panning | 9. _____ someone who cut down trees for later sale |
| j. Holcolmb Valley | 10. _____ location of the largest amount of gold |

Describe what life may have been like in the Holcomb Valley during the late 1800’s. Include what the land may have looked like, how the people acted, and what they were looking for. (10 points total)

Answer Sheet
Work Sheet 3-3

1. e
2. b
3. a
4. d
5. j
6. h
7. i
8. f
9. g
10. c

Lesson Plan 4

Products of the Forest

- Objectives:
1. To learn about products that come from trees
 2. To increase awareness of forest's uses
 3. To increase teambuilding skills

Warm Up: "Look around you and tell me all of the things that you see in the class that are made of wood." Instructor lists some on board as lead in to Task Chain 1.

Teambuilding Activity: Activity 10 (Appendix C)

Extra Materials: newspaper, toothpicks, candy bar with almonds, piece of lumber or plywood, tissue paper, sponge, rayon material, baseball, wooden chopsticks, bottle of vanilla, book, cardboard box, can of paint thinner or turpentine, pack of chewing gum, can of paint, bottle cork, rubber gloves, apple, comb, cellophane, wooden chair.

Task Chain 1: *Team Work*

1. Instructor places items listed around room, labeling each with a number.
2. Instructor divides group into teams of four and determine if the products around the room are made from trees or not. All team members must agree to work together to reach a decision about each product and they must be able to explain why the item is on the list.
3. Instructor numbers group members from one to four and tell "1's" that it is their responsibility to record the information that everyone on their team agrees on and that they will report their group's findings to the rest of the class. "2's" must make sure that everyone in the group has an opportunity to speak as the team tries to reach decisions. The "3's" must make sure the group stays on track and gets everything accomplished in the time allowed. The "4's" are the only people who may leave the group to ask the instructor questions.
4. Teams move around the room examining products. After they have decided if an item comes from trees in some way, they must record it in list form.
5. Groups report findings; instructor explains that all products are from trees and what the products are.

Task Chain 2: *Tell Me More!*

1. Instructor asks class to list other important roles of trees in our lives.
2. Class read lists; discusses.

Task Chain 3: *Active Reading*

1. Using Focus Sheet 4-1, students read tree essays in small groups, noting main idea in notebooks.
2. Each group is responsible for being the experts on one reading. Groups take turns explaining main ideas of readings.
3. Instructor asks if the authors of the readings had any new ideas that the groups had not mentioned yet.

Task Chain 4: *Discussion and Reflection*

1. Instructor asks students how the awareness of tree products affects students' lifestyles.
2. Using Assessment Sheet 4-2, students rate and reflect on their own learning and conservation habits.

Note: This lesson plan has been adapted from:

American Forest Foundation (1996). Project Learning Tree (4th Ed.). Washington, D.C.: Author.

Work Sheet 4-1

Forest Tales

Read these essays from famous authors. Try to decide what you think that the main ideas of the paragraphs are. Write them under the essays. (Five points each)

1. Today, as always, when I am afoot in the woods, I feel the possibility, the reasonableness, the practicability of living in the world in a way that would enlarge rather than diminish the hope of life. I feel the possibility of a frugal and protective love for the creation that would be unimaginably more meaningful and joyful than our present destructive and wasteful economy. The absence of human society, that made me so uneasy last night, now begins to be a comfort to me. I am afoot in the woods. I am alive in the world, this moment, without the help or the interference of any machine.

Born in 1934, Wendell Berry writes most often about farming, wilderness, and the need for different attitudes toward the land.

Main ideas:

2. In the woods is perpetual youth. Within these plantations of God, a decorum and sanctity reign, a perennial festival is dressed, and the guest sees, not how he should tire of them in a thousand years. In the woods we return to reason and faith. There I feel that nothing can befall me in life-no disgrace, no calamity....which nature cannot repair...I become a transparent eyeball; I am nothing; I see all; the currents of the Universal Being circulate through me; I am part or parcel of God.

Born in 1803, Ralph Waldo Emerson was educated at Harvard Divinity School. He taught and preached, and later became a renowned philosopher, writer, and poet.

Main ideas:

Work Sheet 4-1 (cont)

Forest Tales

3. It's amazing that trees can turn gravel and bitter salts into these soft-lipped lobes, as if I were to bite down on a granite slab and start to swell, bud, and flower. Trees seem to do their feats effortlessly. Every year a given tree creates from scratch 99 percent of its living parts. Water lifting in tree trunks can climb 150 feet per hour in full summer and a tree can heave a ton of water every day. A big elm in a single season might make as many as six million leaves, each wholly intricate; without budging; one inch, a tree stands there accumulating dead wood, mutely rigid as an obelisk, but secretly it seethes, splits, sucks, and stretches.

Born in Pittsburgh in 1945, Annie Dillard has written most about the Roanoke Valley of the Blue Ridge Mountains.

Main ideas:

Note: These readings were obtained in :

American Forest Foundation (1996). Project Learning Tree (4th ed.). Washington, D.C.: Author.

Answer Sheet

Work Sheet 4-1

1. The woods give the author hope for a more meaningful life. They are comforting. The author feels more alive there.
2. In the woods the author feels close to God.
3. A tree is capable of doing very amazing things.

Assessment Sheet 4-2

Reflection

Answer the following questions.

1. How do you feel about your conservation practices? Do you feel that you are careful about recycling and conserving products made from wood?
2. In general, are people in your country careful about how they conserve forest products? What kinds of programs are available to help people conserve? What sorts of things does your community do to help preserve the forests?
3. Can you think of any ways to reduce the amount of paper used in your country and in the United States?
4. What did you learn about forest products? List any new words that you have learned.

Lesson Plan 5

Visiting the Woodland Interpretive Trail

- Objectives:
1. To learn about the flora and fauna of the Bear Valley
 2. To increase communicative competence
 3. To compare vegetation of Bear Valley with student's community

Teambuilding Activity: Activity 7 (See Appendix C)

Warm Up: Instructor tells class about the next day's field trip to the North Shore of Big Bear Lake. Boughs and pine cones from various trees are on display around the classroom. Posters of trees and flowers are around the room for observation. Instructor tells students to walk around and observe various examples of local trees and shrubs.

Task Chain 1: *Reading as Team Work*

1. Class travels to Woodland Trail on the North Shore of Big Bear Lake. Instructor passes out brochures to students and breaks them into groups of four.(see Focus Sheet 5-1).
2. Students must work together to find answers to scavenger hunt questions on Work Sheet 5-2. Teams may go about finding information in any way that they would like. First team to find all correct answers is the winner.

Task Chain 2: *Swatting Important Words*

1. After students are back at class, they underline any unclear words and look for meanings; record in notebooks. Class works together to decide 10-15 words that they feel are of most value. They write vocabulary words on large index cards, and post cards on front board.
2. All groups receive colored flyswatter, and stand at a point at least 10 feet from board.
3. Instructor reads clues to words on board, and groups run to slap word with fly swatter that they believe fits the description. First group that hits correct word receives a point. Team with most points "wins" a forest treat such as an acorn.

Task Chain 3: *Reflection and Assessment*

1. Using Assessment Sheet 5-3, students evaluate their experiences learning about the Woodland Trail.

Focus Sheet 5-1

Woodland Trail



**WOODLAND
TRAIL**

A 1-½ MILE INTERPRETIVE LOOP

Created by volunteers in 1986, this trail rises in elevation from 6,750 to 7,000 feet. The area is a transition zone of mixed conifers and pinyon-juniper woodland.

The trail is suitable for hikers of all skill levels, and takes from 45 minutes to an hour to complete.

20 numbered posts mark the Woodland Trail, corresponding to the numbers in this brochure. Please remember to stay on the path.

The trailhead is on North Shore Drive (HWY 38) ¼ mile west of Stanfield Cutoff, 1 mile east of the Big Bear Discovery Center.



United States
Department of
Agriculture


PREPARED BY
Forest Service





San Bernardino
National Forest


Focus Sheet 5-1 (cont)


Woodland Trail


 **Western Juniper** is often mistaken for Incense Cedar with its massive trunks and furrowed, stringy bark. The fibrous bark, which hangs in loose strands, was often used by Native American women for making simple skirts.


 Locals dub **Mountain Mahogany** "Ironwood" because it is notorious for dulling chainsaws. The wood is so close-grained and heavy that it won't float in water! A member of the rose family, it's useless for lumber, but great as firewood. However, its leathery, aromatic leaves, which remain green year around, are a favorite food for deer. The small, twisted trees turn silvery in the fall, with curled, leathery seeds. The seeds plant themselves by corkscrewing into the ground.


 **Ecological succession** is the natural process in which habitats are converted from one type to another over a period of time. You just left an open area with relatively little overstory and a lot of ground cover; lower growing shrubs and plants. You are now entering an area with a dense canopy that shades out the understory, allowing only tall shrubs and trees to survive. The plants that thrive in this dynamic environment are adapted to the unique combination of snowfall, elevation, soils, and rainfall.

 **The Distinctive Fork in the Trunk** of this 150-year old **Jeffrey Pine** was probably caused by damage to the treetop when it was about 10 years old. Heavy snowfall, or a larger tree falling and snapping off the top could have caused this injury.

 A **Riparian** environment is characterized by the presence of water, which makes these areas very attractive to wildlife. The willows bordering this creek are a popular treat for **Blacktail Deer**, which also like their protection during spring lawning. **Willows** are a member of the *salix* family, and making a tea from the bark is a traditional headache cure. (Aspirin is a derivative of salicylic acid, so Willow tea is probably a valid folk remedy.)

 **Fire** once swept through here, as evidenced by these relative young **Jeffrey Pine**, which are probably no more than 50 years old. Fire is a natural part of this Forest. Periodic fires creep through the under story, killing seedlings and reducing the chances of a catastrophic fire. Some pines, like the **Lodgepole**, **Knobcone** and **Coulter**, can only reproduce after a fire has scorched their cones and released the seeds.

 **Multiple Use** of forest land can be viewed from this marker. The **Snow Summit Ski Area** and the **Big Bear Mountain Resort** (on your left) have been set aside for summer and winter recreation. Seen between and behind the resorts is **Mt. San Geronio**, the tallest peak in southern California. The mountain, with an elevation of 11,499, is the only location south of the Sierras with a timberline. This means that the peak is so high, with a climate so harsh, that trees can no longer grow there. A designated wilderness area (which allows only foot and equestrian traffic) protects **Mt. San Geronio**.


 **Wildlife** is abundant in this area. Down slope to your left is a tall acorn storage tree, where **Acorn Woodpeckers** drill rows of holes in the bark to stash acorns.

Focus Sheet 5-1 (cont)


Woodland Trail

They will visit the holes later and eat the bugs attracted by the rotting acorns. Fifty feet before marker #8 is a small grove of **Canyon Live Oaks**, source of the acorns.


Nearby rocks and fallen trees are home to a variety of creatures, including the Southern Pacific Rattlesnake, so be cautious when exploring. Also, keep your eyes on the ground for lizards and the brilliantly hued blue-tailed Western Skink.

 **Serviceberry Bushes** (also a member of the rose family), with its tiny apple-like fruits, fed many mountain families, who ground up the seeds during the Great Depression. Sweet and succulent, the fruits were an important food for Native Americans, and for birds and wildlife. It was also valuable for arrow shafts because its branches are straight, strong and very hard. The mound of sticks clustered around the base of the bush tells us that it's the home of the resourceful packrat.


Take a few more steps down the trail and look to the clearing off to your right behind the huge dead tree (Snag). There you'll see a prime example of the Beavertail Cactus found in this area. Springtime brings brilliant purple blooms, but please, leave those flowers for others to enjoy.


 **California Black Oak** thrive in this area. They provide soft pink foliage in the spring and striking yellows in the fall. The bark is smooth in younger trees, then gray and deeply checked in older specimens. This stand of trees developed when one tree died and new ones sprouted up from the roots. The Black Oak is deciduous, meaning it loses its leaves in the fall, unlike the Live Oak, which manages to remain green year-round.

Deer and squirrels flourish on acorns, as did the Serrano People who summered in the Bear Valley. The native people dried acorn meats, poured them into a grinding hole and pounded the nuts into a fine meal with a long rounded stone. The meal was then placed in a reed basket and water poured over the flour to leach out the poisonous tannins. By boiling the flour into the consistency of oatmeal, the Serrano had a staple and nutritious diet.

 Three majestic **Jeffrey Pines**, dating back 400 years, dominate this ridge shoulder. The high branches of these pines is the preferred home of the Western Gray Squirrel.


Jeffrey Pines are a popular tree in the lumber industry. It is easily identified by its three-needle clumps, and large pinecones with woody scales and sharp barbs pointing inward. What odor is associated with Jeffrey Pine bark? Many people claim it smells like vanilla.

 **Canyon Live Oaks** provide a shimmering canopy for this portion of the trail. This hardwood tree is unusual in that it retains its leaves through out the winter. To help them retain moisture in the winter, the leaves have a thick, waxy cuticle (outer-covering). One of the most interesting aspects of its foliage is that the leaves vary in size and shape, with some smooth and rounded, and others growing a serrated holly-like edge.


 In the fall **Rubber Rabbit Brush** is vibrant with bright yellow foliage. The plant has a flexible, rubbery stem, and was actually developed as a rubber derivative at the end of the World War II. It got the rest of its name from the fact that it's the only bush that a rabbit won't eat!


Focus Sheet 5-1 (cont)


Woodland Trail


 Large dead trees, called **Snags**, fill an important role in forest ecology. A snag may be a pantry for Acorn Woodpeckers, a home for nesting birds, or a perch tree for raptors (birds of prey). Look for a pointed snag trunk on your left. The holes near the top are the year round homes of the Pygmy Nuthatch. They are the only bird that can walk *down* a tree trunk, in their endless search for the grubs that live in the cracks.

 The **Big Bear Valley** is one of the largest communities in the country completely surrounded by National Forest. Forest management here creates special challenges since millions of visitors enter the San Bernardino Forest each year. Many make the trip to enjoy the pristine tranquility of the forest and the mountains, while others happily anticipate camping, hiking, mountain biking, off-road vehicle roads, skiing, snowboarding and exploring the historical culture of the Valley. Look down toward the highway at the tallest of the large trees with open, dead branches at the top. This Jeffrey Pine is a favorite perch of the hunting bald eagles that migrate to the Valley in the winter when the waterways freeze over in the north.

 **Granite**, igneous rock created by heat and pressure, forms the backbone of the San Bernardino Mountains. Lichen cling to the west side of boulders, part of a millennium old process of changing rock to soil. Lichen is a naturally beneficial partnership between fungi and algae. Water drips and runs into the cracks in the rocks, and when the temperature drops below freezing, the ice expands, further fracturing the granite and helping the decomposition process.

 **Yerba Santa Shrubs** grow in hot, dry areas where they receive maximum exposure to the sun. They have oblong, shiny leaves designed by nature to prevent a rapid loss of moisture in the summer. Native Americans and early settlers ate and brewed the leaves, believing them to be an herbal remedy for colds, asthma and stomachaches. The leaves were once known as "Indian Chewing Gum" and many claim it has the distinct aftertaste of spearmint. Please don't pick the leaves of this plant, however.

 **Big Bear Lake** is manmade, the first dam constructed in 1883-85 and a second dam built even higher in 1911-12. Where there is now a 7-mile long lake, was originally a fertile alpine meadow, home to deer, mountain lions and grizzly bear (exterminated in 1921). The dam was built as a reservoir so water could be released in dry periods to the citrus orchards in Redlands.

 **Junipers, Pinyon Pines** and **Limestone rock** are prevalent again as the trail returns to a lower elevation. The drier climes support a different type of tree, like the shaggy Juniper with its scale-like leaves. The Pinyon is easy to recognize because it's the only single-needle pine in the world. Pinyons grow very slowly, with a 100-year old specimen having a trunk diameter of only 6 inches. Pinyon seeds, also known as pine nuts, were a significant source of protein for Native Americans.

"This ... is the Indians' own tree," says John Muir, "and many a white man have they killed for cutting it down." The nuts were eaten raw, roasted, brewed as soups for infants, and baked into cakes. The pine pitch was also a valuable resource, used to "cure" colds, sore throats, draw out splinters, heal cuts, seal water jugs and as a hair restorer.

Work Sheet 5-2

Scavenger Hunt

Use the stations of the trail and the trail brochure to help you to answer the questions. You may use your dictionary.

1. What color are the leaves (foliage) on the California Black Oak trees in the spring?
2. What is unusual about Canyon Live Oaks?
3. What probably caused the fork shape in the 150-year old Jeffrey Pine?
4. What is ecological succession?
5. What are the most popular trees in the lumber industry?
6. What tree bark is used as a folk remedy for headaches?
7. What is the tallest peak that you can see from here?
8. What are snags, and what role do they play in the forest?
9. Why was Big Bear Lake built?
10. What types of rocks are most plentiful in the San Bernardino Mountains?
11. What shrubs did Native Americans use as a remedy for colds?

Work Sheet 5-2 (cont)

Scavenger Hunt

12. What is the only single needle pine tree in the world?
13. What is a raptor?
14. Why do Acorn Woodpeckers put acorns into holes in trees?
15. What tree smells like vanilla?
16. What bush will rabbits not eat?
17. What bush was important for Native Americans as they made their arrow shafts?
18. What seed was the main food of the Serrano Indians?
19. Who built the Woodland Trail and why do you think that they built it?
20. Why is the Western Juniper so valuable to the forest?
Can you think of trees or plants from your country that are very valuable?

Answer Sheet

Work Sheet 5-2

1. pink
2. They retain their leaves throughout the winter.
3. Heavy snowfall or a large tree may have damaged the tree top.
4. It is a natural process in which habitats are converted from one type of vegetation to another over a period of time.
5. Jeffrey Pines
6. willows
7. Mt. San Geronimo is 11, 4999 ft.
8. Snags are large dead trees and are a home and food source for many animals.
9. It was built as a reservoir so water could be released to citrus groves in Redlands.
10. igneous rocks.
11. Yerba Santa shrubs
12. the pinyon tree.
13. a bird of prey.
14. They will return to eat bugs that have been attracted to rotting nuts.
15. the Jeffrey Pine.
16. the rubber rabbit brush.
17. the serviceberry bush.
18. acorns
19. Volunteers built the trail so that people could learn more about the San Bernardino National Forest.
20. The tree survives flash floods.

Lesson Plan 6

Comparing Two Ski Resorts

- Objectives:
1. To learn vocabulary of comparisons
 2. To improve writing through use of transition words
 3. To recognize features of brochures
 4. To practice the past tenses in dialogue and discussion

Extra Materials: Instructor should gather brochures from Big Bear Mountain Resort and Snow Summit Resort before beginning this lesson.

Note: This lesson is designed for seasonal (winter) use. If the lesson is for use during other times, summer brochures can be adapted.

Teambuilding Activity: Activity 2 (Appendix C)

Warm Up: Instructor holds up brochures from two local resorts: Big Bear Mountain Resort and Snow Summit Resort. Instructor asks, “What do you see in the pictures? Which brochure do you like better? Why?”

Task Chain 1: *A Look at Two Brochures*

1. Working in groups of two or three, students compare brochures of two local resorts.
2. Students use information to try to come to a group consensus about which brochure is more appealing.
3. Students use comparative adjectives to explain why they prefer the brochure. Each member tells the rest of class one reason that they prefer the brochure that they chose.

Task Chain 2: *Reading for Information*

1. Students work in groups of four to read brochures of two resorts. Each group of four should break into two: each group of two works on a different brochure, circling unknown words and using a dictionary.
2. Groups of two discuss whether the unknown words are imperative to the meaning of the article. If so, students write words on Worksheet 6-1. Group members discuss brochures and vocabulary with others.
3. Students from all groups write words on butcher paper. If word has been written already, students put a check beside it; they do not write the word again. Students who know vocabulary are encouraged to describe meanings for others.

Task Chain 3: *Higher, Bigger, More Fun!*

1. Using Focus Sheet 6-2, instructor reviews rules for comparative and superlative forms of adjectives.
2. Using Work Sheet 6-3, students work in groups of two to fill out sheet.
3. As a class, students work together to discuss which resort they would like to visit and why.

Task Chain 4: *On the Mountain*

1. Led by teachers and staff, students visit Big Bear Mountain Resort and Snow Summit Resort. Depending on the season of visit, various activities may be enjoyed.
2. Using Worksheet 6-4, students record their experiences.

Task Chain 5: *Assessment*

1. Using Assessment Sheet 6-5, students test their ability to make comparisons in English.

0-7	8-17	18-20
Student needs to review comparative and superlative forms of adjectives	Student approaching fluency in comparative and superlative adjective formation	Student shows superior ability in adjective formation

Work Sheet 6-1

Resort Vocabulary: What Does it Mean?

Resort Vocabulary: What Does it Mean?		
Word	What you think it means	What it really means
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Focus Sheet 6-2

Comparative and Superlative Adjectives

When forming comparative adjectives, we use -er after an adjective to show that something is a certain degree more or less than the other adjective being discussed. We use -est to show a superlative adjective.

Example:

High, higher, the highest

Barstow is high in altitude, but Big Bear is higher. Denver is the highest.

If it is a short adjective with a consonant/vowel/consonant form, we double the final consonant before adding -er or ---est. If we are forming the negative form, we use not as _____ as _____!

Example: New York is bigger than Big Bear.

Barstow is hotter than Big Bear, but it is not as hot as Las Vegas.

If the adjective is a long word, we use more or most to denote comparative and superlative.

Example: Paris is more beautiful than Los Angeles. Venice is the most beautiful city in the world.

This book is the most interesting book in the library.

Susanne is more adventurous than Fatima.

Now use comparative adjectives to talk about your town and Big Bear. Try using these adjectives: high, cold, wet, beautiful, exciting, old, interesting, expensive. Add more adjectives.

Work Sheet 6-3
Comparing Ski Resorts

Answer the following questions using comparative or superlative adjectives.
(1 point each)

1. Bear Mountain is _____ than Snow Summit. (high/low)
2. Snow Summit's lift ticket prices are _____ than Bear Mountain's.
(cheap/expensive)
3. Snow Summit has _____ trails than Bear Mountain. (more/less)
4. Snow Summit is _____ to the village of Big Bear Lake.
(close/far away)
5. Snow Summit offers _____ learn-to-ski packages than Bear Mountain. (more/few)

Describe the following options offered at the two resorts. (2 points each)

6. If you don't know how to ski, describe the program offered by Snow Summit that will guarantee your learning success.
7. Explain Bear Mountain's "Vertical Plus" program.
8. Describe how people with disabilities can be served at Bear Mountain.
9. Choose a resort and design a poster explaining the fun and adventurous possibilities offered there. Be creative!

Answer Sheet

Work Sheet 6-3

1. higher
2. more expensive
3. more
4. closer
5. fewer
6. The "Guaranski Program" guarantees that you will be able to ski down the mountain by mid afternoon or they will give you free lessons until you are able.
7. This program allows frequent skiers to wear a wrist band that allows them to use special lift lines. Also, they can calculate the number of feet that are skied. These feet accumulate, and members are assigned points to win free items at Bear Mountain.
8. They sponsor U.S. Adaptive Recreation Center, which is a non-profit organization that provides recreational activities for disabled youth and adults.
9. Answers will vary.

Work Sheet 6-4

Reflecting on Two Resorts

Answer the following questions. Try to write as much as you can about the topic. You may use another sheet of paper if you need one. (10 points total)

1. The first resort that I visited was

2. One thing I liked about the resort was

3. One thing that I found strange or did not really understand was.

4. The next resort that I visited was _____.

5. One fun thing that I did there was

6. Describe which resort that you liked better and why.

7. Describe some of the things that you did there. Use transition words such as first, next, then, after that, finally.

8. Is there anything that you would like to do if you get the chance to go back? Why?

9. Overall, was your day enjoyable or not so enjoyable?

Assessment Sheet 6-5

Comparisons

Circle the best answer. (2 points each)

1. Big Bear is a) higher as or b) higher than Barstow.

 2. San Bernardino is a) not as high as Big Bear or b) not as high like Big Bear.

 3. In my family, I am a) the older or b) the oldest.

 4. Venice is a) the beautifulest or b) the most beautiful city in the world.

 5. A lion is a) biger than or b) bigger than a dog.
-
6. Write about your own town or city compared to Big Bear. Use at least five comparative or superlative adjectives. Use good spelling and grammar. (10 points total)

Answer Sheet
Work Sheet 6-5

1. B
2. A
3. B
4. B
5. B
6. Essay answers will vary.

Lesson Plan 7

You Can't Change the Weather

- Objectives:
1. To learn the vocabulary of weather
 2. To review English structures used in comparisons
 3. To learn about Native American folklore and values

Teambuilding Activity: Activity 3 (Appendix C)

Warm Up: Instructor begins by asking students about the weather in Big Bear. "Do you like the weather here? How does it compare with the weather in your country?"

Task Chain 1: *Comparing Weather Types*

1. Working in groups of three (mixed level, varying country of origin), students label Work Sheet 7-1, Venn Diagram, with their own countries, filling in characteristics of weather in each, and finding differences and similarities.
2. Using almanacs and other resources, students write about the weather in their countries, and report to the class.
3. Working as a class, instructor helps students find hottest summer, wettest country, etc., and records on board.

Task Chain 2: *Serrano Indian Story*

1. Instructor leads a discussion about how folk tales and mythology often deal with weather.
2. Working in groups of four, students use Work Sheet 7-2, which has been cut into strips to put paragraphs in order to create a story.

Task Chain 3: *Describing Seasons*

1. Remaining in groups of four, students divide paper into four sections, labeling spring, summer, fall (autumn), and winter in sections. Students find words from story which describe seasons and write in sections.
2. Students discuss the four seasons, sharing ideas about their favorite seasons.

Task Chain 4: *Native American Values*

1. Working as a class, students discuss the underlying message of the Serrano story.
2. Students discuss values important to their cultures and the values that they think are important to Americans.

Task Chain 5: *Assessment*

1. Using Assessment Sheet 7-3, students complete self-assessment sheet.

Work Sheet 7-1

Weather

Weather in Three Countries

Country 1

Country 2

Country 3

Write what the weather is like in your country in your area. Write the way your weather is the same as the weather in other students' in the areas that intersect with their countries. Write how all three countries are similar in the area intersects all three circles. If there are no similarities, leave the spots blank. Think of as many things as you can!

Work Sheet 7-2

The Four Seasons

Long, long ago, in the days of our grandfathers' memories, there was a man to whom the Great Spirit showed the many different pathways of the sun. Some paths made things hot and other paths made things cold. It was the task of this man to guide the sun.

The man did a fine job guiding the sun. He always kept it on paths mild enough to allow life to flourish. But the people on earth were never satisfied. They always complained about the weather. The days were too hot or too cold. There was not enough rain or too much rain.

Now the man who guided the sun had four sons. These four brothers were always quarreling. Finally, the noise of the people on earth and the noise of his four sons were too much and the man decided that he had enough, that he would never please anyone. So he told his four children that they would have to guide the sun. Each could do with the sun whatever he wanted, and each of the brothers would have the same amount of time with the youngest brother going first.

The youngest boy was a gentle child and as he journeyed with the sun, he slowed to admire the trees and the flowers, and to whistle with the birds. So the plants grew, the birds built nests, and the earth put on a green cover all over. If the sun was too hot, the boy called the Wind Man to bring the Cloud Man to shield and cool the land. These were the days of spring.

The days passed, and the youngest brother lost track of them. The second brother came to take his turn and the youngest brother showed him all the things he had done. The new watchman of the sun admired all the trees and birds' nests, so he kept things as they were. The young birds flew and the plants gave fruit. But the sun was hot and the brother grew tired and went to sleep. Without the cooling brought on by the Wind Man and the Cloud Man, the days stayed hot and the earth turned yellow. These were the days of summer.

Work Sheet 7-2 (cont)

The Four Seasons

Now, the third brother, who knew it was his turn, became angry and sent the Wind Man to find his younger brother. The wind screeched to awaken him. Then the third brother took a stick and beat the Wind Man because he was not working, the sun was too hot and there were no storms. The wind went close to earth trying to hide. Because of the Wind Man, the leaves and cover of the earth dried up and the birds were frightened and sang no more. These were the days of autumn.

Then the third boy went home and gave his turn to the oldest brother. Now the oldest boy was hard and overbearing. He made Wind Man and his brother the Cloud Man work very hard. Because the sun walked so far away there was little heat so the wind was cold and what fell from the clouds was hard. The ground called out to the oldest brother, but he would not listen. When anything tried to grow through the frozen ground, the oldest brother would step on it. These were they days of winter.

When his turn was over, the Great Spirit called the oldest brother and sent him home. It was time for the youngest brother to take his turn again. A year had passed. The sun was high then low, then once more high in the heavens. The people of earth were still complaining. Some liked on brother; some liked another. So the Great Spirit decided that the brothers should always take their turns, doing just what they had done.

That is why we have the four seasons.

Adapted from Outdoor Science Education Handbook, 1991.

Assessment Sheet 7-3

You Can't Change the Weather

1. What did you learn about the values of the Serrano Indians?
2. What did you learn about the weather in your classmates' countries?
3. How do you feel that you did with the comparative and superlative adjectives in this lesson? Do you think that you have improved since the beginning of the class?
4. Do you have any questions about what you have learned?

Lesson Plan 8

The Indians of the Big Bear Valley

- Objectives:
1. To learn more about the Serrano Indians
 2. To review the passive voice
 3. To increase teamwork

Warm Up: Instructor begins class by showing items such as acorns and pinon nuts. Next, instructor shows photos of grinding rocks and pestles found in the nearby areas of Big Bear Valley and asks, "Does anyone have an idea of what these pictures are? What are they used for? If students do not know, explain that there are a number of places in the area where the Native Americans ground acorns for food.

Task Chain 1: *Team Reading*

1. Using Focus Sheet 8-1, students break into groups to read about origins and dispersment of the Serranos; their social structure; foods; and handicrafts. Students read article, circling unclear words, and working together to ascertain meanings.

Task Chain 2: *Vocabulary Matching*

1. Using Worksheet 8-2, students work together to do vocabulary exercise.
2. Students take turns clarifying meaning by pair quizzing.

Task Chain 3: *Reviewing Passive Voice*

1. Using Work Sheet 8-1, student groups go back to article and underline examples of passive voice.
2. Students work together to reflect on how the voice is formed and why it is used.
3. Instructor passes out Work Sheet 8-3, and students complete examples.

Task Chain 4: *Poster Time*

1. Working in groups, students review their previous reading, and prepare illustrated poster which explains that aspect of Native American life. Groups should be encouraged to choose a writer, an illustrator, a mediator, and a presenter when preparing the poster.
2. When the poster is complete, students present their aspect of Serrano life to class, clarifying important points, and utilizing passive tense.

Task Chain 5: *Discussion*

1. Using Focus Sheet 8-4, students work together on discussion questions.

Task Chain 6: *Assessment*

1. Using Assessment Sheet 8-5, students check understanding of Serrano culture and use of passive voice.

/	/	/
0-5	6-12	13-20
Student needs to review concepts	Student is approaching fluency in area, but needs more practice and reflection.	Student has made satisfactory to superior progress.

Serrano Indian Origins and Overview

The origins of the Serrano Indians of the Big Bear Valley are uncertain. It is possible that they moved from their homeland in Idaho about 2500 years ago. Their name for the Big Bear Valley was Yuhaviat, which means pine place. The name Serrano was given to them by the Spanish. It means mountaineer. They call themselves Tahtun, which means the people. The Serrano engaged in trading excursions, but in general, they remained close to home. They believe that the earth was created on a mountain top near Baldwin Lake in a spot they called the Eye of God. Unfortunately, this crystal dome was damaged by miners who were looking for gold.

Last Days of the Serrano

In 1769, the Spanish arrived. Father Francisco Garces was the first European to see the area and its people during his 1774-1776 expedition. In 1862, smallpox swept through the area. The Serrano had no experience with the disease, and many died. In 1867, Don Benito Wilson (for whom Mt. Wilson is named), and his group exterminated any Indians that they found when they rode through the valley. This was done because some Indians had killed three cowboys at a nearby ranch, and had also burned some buildings at Lake Arrowhead. In 32 days, the Wilson party had cleaned the Indians out the Big Bear Valley. Many small reservations were established: The Mara Reservation, the San Manuel Reservation, and the Morongo Reservation.

As time passed, the Serranos began to scatter and to intermarry with the Cahuilla Indians and the local Mexican population. Many of them now have names like Chacon and Martinez. Gradually, they were assimilated into the main stream of society. However, each year there are annual ceremonies held throughout the area.

Serrano Indian Social Order

The Serrano's social order consisted of different groups called clans. A woman retained her own lineage name when she married, but was welcomed into the husband's clan. The villages consisted of 10-30 dwellings with 25-100 people. It was believed that larger groups would be too hard to govern. The homes were made of brush and grass, and had a low door and a smoke hole. They used the homes mostly for sleeping and in bad weather. Beds were made of animal skins and grass mats. The people used hot springs for bathing.

Focus Sheet 8-1 (cont)

Serrano Indians

The people had wide, round faces, broad, flat noses, high cheek bones, and wide mouths. They had coarse black hair and stood about five feet tall. The men plucked their whiskers with shells. Both men and women tattooed themselves. They usually did not wear clothing except during cold weather. A skin blanket was sometimes used as a robe. Leadership roles included political, judicial, economic, legislative, and ceremonial responsibilities. Each village had its own leaders. A sacred bundle of objects was often brought to ceremonies. This consisted of a string of sacred eagle feathers, and rattles, head plumes, and shell money.

Ceremonies

A ceremonial house was present in some villages. It was an important place used for the Naming Ceremony, The Mourning Ceremony, curing of the sick, and other ceremonies.

Ceremonies were usually carried out with other clans and often with the Cahuilla Indians, a tribe related linguistically. Rituals were used at birth, Coming of Age (for the girls), Boy's Initiation Ceremonies, death, and Mourning Ceremonies. These were usually held once a year. Caps and kilts of detailed featherwork were worn, and dancers would perform. The Serrano probably cremated their dead until the Europeans arrived.

The Boy's Initiation Ceremony

Dreams and visions were produced by the drinking of a jimson weed tea. The purpose of the ceremony was to instruct the boys on how to live successfully as adults through dreams and visions. In hunting and gathering societies, it is important for everyone to know what their responsibilities are. This ceremony lasted three or four days, and the boys learned their clan and tribe's songs. The final event was a race, and the winner was chosen to perform the Eagle Dance.

Girl's Adolescent Ceremony

Girls who had their first menses during the preceding year participated in this ceremony. Its purpose was to recognize the arrival of sexual maturity and womanhood. The girls were placed in a shallow pit which had been heated with hot stones. They were buried in the sand except for their heads, comforted by herbs, and left for at least one day. After this, they went into seclusion with their paternal grandmothers, who for four days instructed them on their duties in life.

Focus Sheet 8-1 (cont)

Serrano Indians

Death Rites

Someone outside of the clan was hired to prepare the body for cremation or burial. The deceased's personal belongings were destroyed. About a month later, some singing and dancing occurred along with the burning of some selected possessions of the dead.

Mourning Ceremony

This ceremony was held once a year, for all who had died during the past year. It took one week's time. The sacred bundle was presented at the ceremonial house. On the fifth day, the naming of all children born during the preceding year took place. Names were selected for them from the names of the father's ancestors. That afternoon, they made images of those who had died. The images were nearly life-sized and made of grasses. They were dressed in a fine garment. That day, a special eagle dance was held. People sang and danced until dawn. Just before sunrise, the images were carried into a circle dance. Finally, the images were taken outside and burned.

There may have been a Bear Cult. The Grizzly Bear was considered a close kin to the Indians. They killed bears only if they had killed an Indian or had threatened the village. The Serrano preferred to talk a bear into going away. Bears were never eaten.

Foods

Acorns were pounded in a plain or basket mortar with a heavy pestle on a bedrock mortar. Acorn mush was the most important food. Acorns were gathered in October and November, from the black oaks in the San Bernardino Mountains. The acorns were stored whole in the basket granaries. After they were pounded, they were leached in a leaf-lined basket and buried in the sand. Some were cooked in pots over beds of hot coals.

Pinon nuts were a favorite food, and Bear Valley was a favorite gathering spot. Boys climbed trees and shook down the cones. The cones were sometimes placed in pits and roasted. Mesquite beans, chia, berries, roots, and sage were also collected. Tubers and bulbs were eaten. Reptiles and small rodents were consumed as were rabbits and larger animals. Bows and arrows made from rock were used to kill deer and antelope.

Work Sheet 8-1 (cont)

Serrano Indians

Acorns were traded for if they were not plentiful that year. Storage was outdoors in basket-like sacks raised on poles. Seeds were also kept in baskets, and small game was eaten raw or slightly cooked. It was customary to give away some of the prepared food before eating. This was a religious offering to insure better hunting or a more plentiful supply of food.

Handcrafts

The Serrano women made pottery and decorated them in beautiful freehand patterns of dots, lines, triangles, circles, curves, and lines. The pots were built up using the coil and paddle method and fired in pits in the ground. They were cooled slowly to avoid cracking. These pots were used to store food, serve meals, and hold water.

Baskets of many shapes and sizes were made. Yucca fiber, grasses, and willows were used along with other weeds and grasses. Designs were created in natural colors, such as brown, white or red. The eagle and rattlesnake along with heavenly bodies were often woven into the basket. The Serrano were unusual in having both basketry and pottery evident in their culture.

Beadwork was another form of artistic expression. Beads were made from intricately carved shells, stones, and seeds. Some were acquired by trade. Featherwork was found on headdresses and in the sacred bundle. The men made articles of stone, wood, bone, shell, fiber, and feather. In addition to their bow, arrows, and sticks, they made a war club. Whistles were made from deer leg bones.

Work Sheet 8-2

Serrano Indian Vocabulary Check

1. A _____ is a hand-made item that is created in a skillful way.
2. Indians _____ some of their goods with other tribes.
3. An _____ is a short trip to another place.
4. Dusk is when the sun is setting. _____ is when the sun is rising.
5. A _____ is a place to live. A house and a hut are examples.
6. The Serrano Indians began to _____ after the white man arrived.
7. The Serrano _____ roles included political, judicial, economic, legislative, and ceremonial responsibilities.
8. To _____ a body means to burn it.
9. The _____ bundle was very important to the Serranos.
10. The Serranos gave children names of their father's _____.
11. When someone dies, they are _____.
12. A(n) _____ is the seed of an oak tree.
13. _____ are like seeds, but are larger.
14. The Serranos made _____ out of stone and shell.

Work Sheet 8-2 (cont)
Serrano Vocabulary Check

15. To _____ means to get rid of or kill off.
16. _____ is the disease that killed many Native Americans after the arrival of the white man.
17. _____ were woven from native grasses.
18. _____ was made from local clay and painted with beautiful designs.

Answer Sheet

Work Sheet 8-2

1. handcraft
2. traded
3. excursion
4. Dawn
5. dwelling
6. scatter
7. social
8. cremate
9. sacred
10. clan
11. buried
12. acorn
13. bulbs
14. arrows
15. exterminate
16. smallpox
17. mats
18. pottery

Work Sheet 8-3

The Passive Voice

The Passive Voice is formed by using the verb to be + the past participle of the verb.

It is used when:

1. It is not important who is responsible for the action.
2. It is not necessary to know who is responsible for the action.
3. It is not advisable to tell the reader who is responsible for the action.

Examples: Automobiles are made in Detroit.

 Lunch will be served at noon.

 The information was hidden by the authorities.

Fill in the blanks with an appropriate answer.

1. The Magna Carta _____ in 1215.
2. Acorns _____ into flour.
3. Paper _____ from trees.
4. The school _____ in 1967.
5. Beads _____ from stone and shell.
6. After a Serrano woman married, she _____ into her husband's clan.
7. The grizzly bear _____ considered close kin to the Serranos.
8. Gifts _____ to people on their birthdays.
9. Cookies _____ by children.

Answer Sheet
Work Sheet 8-3

1. was signed
2. were made
3. is made
4. was built
5. were made
6. was welcomed
7. was
8. were given
9. are enjoyed

Focus Sheet 8-4

Questions for Discussion

Creation

1. How do you feel about the Serrano's creation myth?
2. Do you know any other creation myths?
3. Can you think of any creation myths from your country?

Social Order

1. How do you feel about the Serrano's small social units?
2. How are villages, towns, and cities organized in your country? Do you think that it is a system that "works"?
3. The United States is very large. Do you think it is too large to govern?
4. Think of the ceremonies used by the Serranos. Are there similar ceremonies in your country for similar situations?

Foods

1. The Serranos ate meat raw or lightly cooked. How do people in your culture eat meat? What types of meat are popular? How do you feel about eating meat?
2. What sort of flour is most popular in your country? What sorts of foods are popular?

Handcrafts

1. The Serrano used designs from nature in their pottery and baskets. What sorts of designs are popular in your country?
2. What sorts of handcrafts are typical of your country? Are you good at handcrafts?

Assessment Sheet 8-5

Serrano Indians

Write T for true or F for false after the following statements. (1 point each)

1. The Serrano Indians traveled great distances for trading. _____
2. The potato was the main food of the Serranos. _____
3. The eagle was important in Serrano ceremony. _____
4. Ancestors are the relatives who came before you. _____
5. Dawn is when the sun is coming up in the morning. _____
6. Sacred means bitter tasting. _____
7. A dwelling is a place to live. _____
8. Acorns are the leaves of pine trees. _____
9. Women wear beads around their necks. _____
10. An excursion is a short trip. _____

Write a paragraph about the Serrano Indians. Use the passive voice at least three times. Use correct spelling and sentence structure. (8 points)

Explain how you and your group worked together as a team. What did you learn from this experience? (2 points).

Answer Sheet
Work Sheet 8-5

1. F
2. F
3. T
4. T
5. T
6. F
7. T
8. F
9. T
10. T

Essay answers will vary.

Lesson Plan 9

Places of Worship

- Objectives:
1. To increase cross-cultural awareness
 2. To learn vocabulary used in worship
 3. To increase listening skills
 4. To increase communicative competence

Teambuilding Activity: Activity 4 (Appendix C)

Warm up: Instructor informs students that they will soon be visiting a local place of worship. Before the class is over, students must refer to Yellow Pages of local phone books to decide which church they would like to visit.

Task Chain 1: *Brainstorming*

1. Instructor asks students to write down the name of every religion that they can, including religions from their own countries.
2. In small groups, students compare religions, and record on butcher paper. Students take turns explaining one religion that they know about.
3. Students discuss places of worship and write names of each next to religion on butcher paper, illustrating each.

Task Chain 2: *National Religions*

1. Working in pairs, students use Work Sheet 9-1 to compare either their own religion or one of the main religions of their country.
2. Students choose six words that have to do with the religion they chose. Three should be nouns and three verbs.
3. Students take turns explaining their word choices to their partners.
4. Working in pairs, students discuss features of nouns and verbs, noting endings such as -tion, which denote part of speech.
5. Instructor gathers words to make a master list.
6. Students use the list to act out words in charade-type game.

Task Chain 3: *Let's Go!*

1. Using Work Sheet 9-2, students visit worship center of choice and report back to class to discuss experiences.
2. Using Work Sheet 9-3, students record other students' experiences.

Task Chain 4: *Assessment*

1. Using words from the master list, the instructor draws up vocabulary quiz, Assessment Sheet 9-4, with a score of 20.
2. Quiz should ask students to note whether the word is a noun or verb, in addition to its meaning.
3. Part two of Assessment Sheet 9-4 is student's own self-assessment.

Note: Work Sheets are adapted from
Stafford-Yilmaz, L. (1998). A-Zany community activities for students of English. Ann Arbor, MI: The University of Michigan Press.

Work Sheet 9-1
Comparing Religions

My Worship Center and my Partner's Worship Center

Mine

My Partner's

How are they alike?

How Different?

Work Sheet 9-2
Place of Worship Visit

1. Find a religious worship center that you can visit.
2. Name of center and address:
3. Hours/days of services:
4. Religion:
5. Date of your visit:
6. Describe the building, both inside and outside.

7. Describe the service. Was there a main speaker? If so, was it a man or a woman? What was the main topic of the speaker's speech?

8. About how many people attended the service?
9. Was a book read during the service? Do you know the name of the book?
10. What languages were used in the service?

11. Did people move their hands, heads, eyes, or bodies in patterns that you have never seen before? If so, what did they do? Can you guess why they did it?

12. Many places of worship have inexpensive religious items for sale such as bookmarks, beads, or prayers. Many have free brochures or small prayer sheets. Did you find anything for sale? Describe it.

Assessment Sheet 9-4

Places of Worship

Look at the overhead. Your teacher has written a test of the words that you think are important. Answer the questions on this sheet.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Now complete the self- assessment form, and staple it to this sheet.

Lesson Plan 10

Shopping in Big Bear

- Objectives:
1. To learn vocabulary of shopping
 2. To increase communicative competence
 3. To learn to use resources to find information
 4. To learn ways of explaining categories

Teambuilding Activity: Activity 6 (Appendix C)

Warm Up: Instructor shows a variety of store-bought items and asks class, "Which type of shop did I buy these items in? What else can you buy in that type of shop?"

Task Chain 1: *Categories*

1. Using Focus Cards 10-1 and Work Sheet 10-2, students work in groups of two or three to separate items into 10 categories. They then write two new examples on the strips, and cut the strip in half. Lastly, they place strips in each category.
2. After completing category task, students from different groups record their responses on butcher paper, adding one item to each category.
3. Working in pairs, students complete Worksheet 10-3.

Task Chain 2: *Where can I buy...?*

1. Working in pairs, students use phone books to look up a name (such as T. Ptak) that instructor chooses ; students find business entry (such as Village Music) in yellow pages. (Note: This should be discovered by the students themselves.)
2. Instructor asks students to report other items found in the phone book.
3. Using Worksheet 10-4, students discover the addresses and phone numbers of local businesses.
4. Using maps provided in phone books, students locate businesses, and record their locations.
5. Using Focus Transparency 10-5, students use phrases to explain locations.

Task Chain 3: *Role Play*

1. Using Worksheet 10-4, students use business names to pose questions for their partners. Students reverse roles, asking for and giving directions.

Task Chain 4: *Out and About*

1. Using structures learned in above Task Chains, students visit three shops and record their impressions on Worksheet 10-6.
2. During next class, students report on their experiences, and allow for question and answer period.

Task Chain 5: *Assessment*

1. Using Assessment Sheet 10-7, students test their knowledge of vocabulary and structures used in shopping.

0-10	11-17	18-20
Student should review vocabulary and structure of shopping.	Student needs more practice before moving on.	Student approaching skill Superior Work!

Focus Sheet 10-1

Categories

Cut the following into strips and use with Focus Sheet 10-2.

Add two examples of each. Example: Clothes go with clothes shop. Two examples are 1. blouse, and 2. hat

Cut into strips.

clothes Examples:

hardware Examples:

food (groceries) Examples:

office supplies Examples:

sports equipment Examples:

gifts (presents) Examples:

used items Examples:

books Examples:

craft supplies Examples:

music supplies Examples:

Work Cards 10-2

Shopping

Clothing Shop	Gift Shop
Thrift Shop	Hardware Shop
Book Shop	Craft Shop
Stationery Shop	Sports Shop
Music Shop	Grocery Store

Work Sheet 10-3
Shopping in Big Bear

Structure: You go to a _____ *to + infinitive of verb.*

Example: You go to a sports shop *to buy sports equipment* such as basketballs.

1. You go to a _____ shop to buy sheet music.
2. _____ gift shop _____ gifts such as candles or picture frames.
3. Tourists go to my country _____.
4. You go to a _____ to buy hammers and nails.
5. _____ to buy used clothes.
6. I went to the _____ to buy a copy of War and Peace.
7. You don't go to Japan _____.
8. People don't go to Switzerland _____.
9. I drove to the _____ to buy food.
10. Let's go to the _____ to buy some sewing materials.

*Discuss with your partner some of the reasons that people come to the United States.
Be creative!*

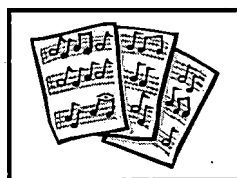
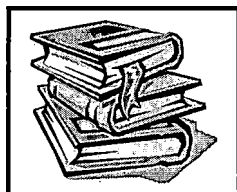
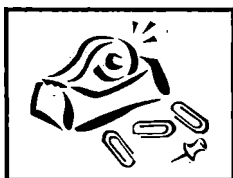
Answer Sheet
Work Sheet 10-3

C

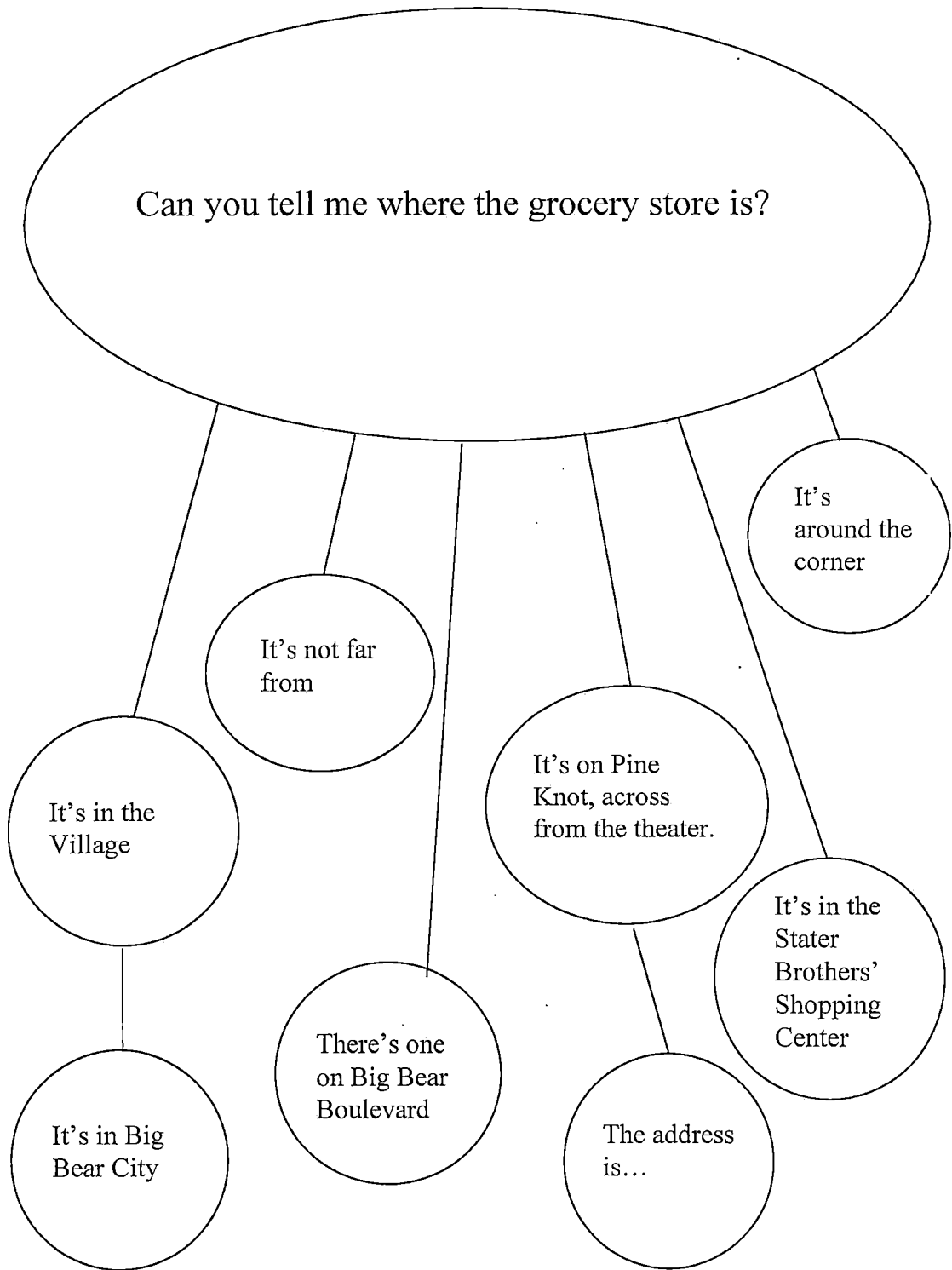
1. music
2. You go to a...to buy ...
3. to + infinitive
4. hardware store
5. You go to a thrift shop...
6. book shop
7. answers will vary
8. answers will vary
9. grocery store
10. fabric store

Work Sheet 10-4
Finding Addresses

Shop	Location	Phone
1. Beno's		
2. Senior Thrift		
3. Von's		
4. Stater Brothers		
5. Humari Wood Sculpture		
6. Big Bear Book and Bean		
7. The Butcher's Block		
8. Village Music		
9. Alpine Sports		
10. Blauer's		
11. Riffenburg Lumber		
12. Big Bear Trader		
13. Teddy Bear Square		
14. The Paper Clip		
15. Leroy's		
16. Edelweiss Books		



Focus Transparency 10-5
Focus Transparency Direction



Work Sheet 10-6
Out and About in Big Bear

1. Which shop (s) did you visit?
2. What is the address? Describe where it is in relation to the Village.
3. What sorts of things does the shop carry?
4. Did you find any products that are imports from your country? If so, what are they?
5. What do you think of the prices of the products compared to the prices in your country?
6. Did the shopkeeper greet you? If so, what did he/she say?
7. Did you buy anything? Is there anything that you would like to buy next time?
8. How does this type of shop compare with a similar shop in your country?

Answer Sheet
Work Sheet 10-6

Possible answers:

1. You go to a music shop to buy CDs and musical instruments.
2. You go to a grocery store to buy food and drinks.
3. You go to a hardware store to buy paint and building supplies
4. You go to a gift shop to buy picture frames and vases.
5. You go to a stationery shop to buy writing paper and pens.
6. Answers will vary.
7. Answers will vary.

Asses

Shopping Plan 11

Answer the following questions using the store and around town.

Biking

Explain 1) why you go to each of the following places with bike safety in the Big Bear Valley (2 points each.)

1. a music shop

2. a grocery store

3. a hardware store

4. a gift shop

5. a stationery shop

6. Write a few things about your country. Include why tourists go there. Include why tourists would not go there! (5 points each)

7. Write a few reasons why people come to the United States and a few reasons why they would not want to come here. (5 points each)

Task Chain 4: *Reflection and Assessment*

1. When students return to the school (camp) they are encouraged to complete the reflection form, rating themselves and the experience.

Work Sheet 11-1

Mountain Biking

This Could Happen To You!

1. You are riding along when all of a sudden you see a bear approaching. What should you do?
2. You fall off of your bike, and the rest of the group does not see the accident. You need them to stop. What do you shout?
3. Your water bottle falls off of your bike and you don't have any water. What do you say?
4. You are rounding a curve, and there is a possibility that hikers are around the bend. What do you shout?
5. You have been stung by a bee. What do you say?
6. You are very tired, and you can't keep up with the others. What do you say?
7. You are curious about a certain tree or shrub. What do you ask?
8. You don't like ham sandwiches. What can you ask your instructor?
9. You don't want to ride so fast. You notice another student feels the same. What can you say to him?

Lesson Plan 12

Saying Goodbye

- Objectives:
1. To learn vocabulary of saying goodbye
 2. To practice the future tense
 3. To increase communicative competence

Teambuilding Activity: Group gathers in circle; each member states something that they will miss about the team and the overall experience.

Warm Up: Instructor asks class to think of as many ways that they can think of to say goodbye. They may use Standard English, slang, or their own languages.

Task Chain 1: *Saying Goodbye*

1. Instructor has class read off Expressions on paper, noting that some expressions in English (adios, ciao) come from foreign languages.
2. Using Work Sheet 12-1, students fill in gaps.

Task Chain 2: *I'll Write*

1. Using white board, instructor explains the use of will to denote future plans.
2. Students write a list of things that will do when they get back to their countries that will help them with their English. Students read and discuss.
3. Working in same groups, students add some of the things that they will miss about their classmates and team members.

Task Chain 3: *Reflection*

1. Using Assessment Sheet 12-2, students reflect on the learning and motivational experience.

Work Sheet 12-1

Saying Goodbye

Fill in the gaps with a suitable word. (One point each)

1. Bye- _____.
2. See _____ soon.
3. Take _____ easy.
4. Take _____.
5. I'll see you _____.
6. It was nice to _____ you.
7. Let's keep _____ touch.
8. Can I have _____ address?
9. I'll write to you.
10. Good luck in the future!

Using these expressions, move around the class and say goodbye to your classmates.
Use this sheet for phone numbers if you would like!

Answer Sheet
Work Sheet 12-1

1. Bye-bye.
2. you
3. it
4. care
5. soon
6. meet
7. in
8. your
9. I'll
10. luck

Assessment Sheet 12-2

Saying Goodbye

1. List three things that you will do to learn English after you leave the United States.
2. List your favorite three lessons during your stay here at camp. Explain why you liked them.
3. Did you have any experiences that you did not like? If so, what were they?
4. What would you like to see added to the camp experience?

APPENDIX C
WARM UP ACTIVITIES

Warm Up Activities

The following activities are designed to be used to build trust, motivation, enthusiasm, and empathy. The main goal of teambuilding is to increase both the individual student's power and self-esteem and the power of the group. Teamwork in the classroom is preparation for real world activities, both in the language learner's host country and at home.

These games and role-plays can be used to create positive relations within the classroom. Students learn to appreciate each other for who they are, and to acknowledge various cultural backgrounds. These activities help to encourage a positive, non-threatening tone which serve to increase motivation, empathy, self esteem, and risk-taking ability.

Activities are listed in an order that ranges from easy to more difficult. The rating is noted at the top of the lesson. Teambuilding activities may be used alone or as part of another lesson.

It is advised that the play area is carefully investigated before play is initiated. Any uneven or slippery surfaces should be resurfaced, and any faulty materials should be replaced. It is assumed that after each activity, a group debriefing will be undertaken, and the class will spend time reflecting on what went well, what did not go well, and why. Selections with * have been obtained in Rohnke, 1989). Those with ** are adapted from McCain and Joliff, 1998.

Activity 1: Warp Speed*

This activity is good for breaking the ice in a new team formation.

The instructor gathers the group together and asks them how long they think it will take for all of the participants to shout out their names, one after the other. The group comes up with a time, and each student says his name while the instructor times the activity. Next, the instructor asks if they think that they can make any changes to do it faster. The group confers, and a new time goal is suggested. This continues until a seemingly impossible goal is suggested. Students try to achieve goal.

After completion, group discusses what made them perform as they did, and how they improved.

A variation of this is to use a soft ball. The group gathers in a circle and throws the ball to a person in the circle, choosing a new person for each throw. Once the sequence has been established, students must choose a time goal. Times should continue to drop; in fact, it may prove to be much lower than previously thought.

Activity 2: Lineups

Note: This activity can be used with Lesson 6 or when studying comparative and superlative adjectives.

In this activity, students occupy a unique position in the team as they solve team line-up problems. First the instructor describes the line. “Line up from youngest to oldest; line up from smallest to tallest; line up by the number of pets you own, etc.

Activity 3: Find the Fib

The team works together to find the untrue statement in a series of statements

Instructor asks students to write three statements, two of which are true, and one which is false. Students are numbered and when class finishes writing, instructor calls out a number. That student reads her sentences, and the other group members must work together to decide which one is the fib. Next, the team presents the guess, and if they are correct, the fibber applauds the team. If the fibber is not found, the team applauds the fibber.

Activity 4: Have You Ever?

Note: This lesson was taken from Karl Ronke’s video, The Bottomless Bag, Live.
Dubuque, IO: Kendall Hunt Publishing Company.

This activity works well when studying the present perfect tense. A lot of energy can be used in fighting for chairs!

Students sit on chairs in a circle, and instructor stands in the center to explain the game. The person who is “it” stands in the center and comes up with a question such as, “Have you ever flown an airplane; have you ever worked in a restaurant; or have you ever eaten sushi? After instructor’s (one) question, any students who have done the deed, must get up and switch chairs with another student. The instructor sits down, and one student is left without a seat. This student must come up with a new “Have you ever...?” and play continues.

During the debrief, instructor asks class how it felt not to have a seat and why they felt this way. Remind them that almost everyone had a turn in the center. Ask them how they felt after they realized this.

Activity 5: Move the Marble**

This game requires eight to ten pieces of PVC piping which are cut in a way that they will fit onto other pieces of piping. (See McCain & Joliff, 1998)

Note: This lesson may be used when studying imperative forms of verbs.

The instructor brings two teams together to explain the game rules. Each team must use the piping to move a marble from the starting point to the finish line without touching the marble. Team members in each group each get a piece of piping, and must begin with two members holding their pipes together and rolling the marble in the direction of the finish line. A third member brings her pipe to catch the marble, and the other members go to the back of the line. The participants who are holding a marble in their segment of PVC may not move their feet. The players must manipulate the piping so that the marble does not fall on the ground. This continues until the marble rolls out of the pipes and across the finish line. If the marble falls on the ground, groups must go back to start. This game is very fast-paced, and requires a lot of teamwork. It is best if the instructor remains on the sidelines, not discussing any “how-to” techniques with the students. The teams will discover the best ways to manipulate the marble. Students are encouraged to instruct teammates using the imperative form of the verb.

After the groups finish, ask them to name some of the pitfalls that they encountered and how they overcame them to reach the finish line.

Activity 6: Carpet Crawl

Note: You will need a set of small, sample carpets available from a carpet shop. Depending on the group's size, you will need from 20-30 carpets.

The instructor calls group to center to explain the rules of the game. Two teams are formed, and each member is given a square of carpet. The carpet is the only thing that members may stand on as they try to reach the finish line. Groups begin when instructor says, “GO.”

The first member throws a carpet out in front of him, and jumps to the carpet. The next player must jump to this carpet with the other member and throw out his carpet. From there, he must jump to his. A third member now must hop from player one, to player two, and then throw her carpet out in front and jump to it. This continues until the players reach the finish line.

Next, all of the players must repeat routine going backwards to pick up the carpets and put them all behind the finish line. If a player obviously is not on the

carpet, the group must begin again. However, small infractions may be ignored. The team that has gotten to the finish line and gathered up all of the carpets is the winner.

During the debriefing, ask students to discuss some of the ways that they were able to help each other move along the carpets. Ask them how they helped each other to perform the tasks.

Activity 7: Blindfold Find

Note: This activity requires a set of blindfolds for all players. It is a good activity to use when learning parts of the body.

All players are blindfolded and given a body part. The following parts work well: Neck, head; foot, ankle; hand, wrist; knee, leg; finger, thumb; toe, foot; ear, nose; hip, stomach.

Instructor tells the group that they must “find” their body part. The neck must find the head; the finger must find the thumb, etc. Players are mixed about in the blindfolds, and instructed to yell out in search of their mates. When they find them, they must ask questions to be sure of the identity. For example, “Are you the thumb?”

When the activity is over, ask participants how they found their partner. Ask, “What was important, how loud your partner called you, or how well he mixed around the area to look for you?” Elicit methods of finding the lost partner.

Note: Be sure that the ground is even and free of debris.

Activity 8: Team "Personals"

In this activity, the team gathers together to write its own personal ad for themselves. The instructor tells the team that each team member must write a personal ad about themselves. The ad may not include physical attributes; rather, it should state the person's philosophy on learning, working, and achieving goals.

Later, team members gather together and attempt to blend the individual ads into a team ad, which exemplifies the main mission of the team. The instructor may challenge teams by requiring a certain number of adjectives or adverbs, etc.

After completion, teams read their ads to the class, and the class votes on what they think is the best ad. Debriefing may also include stating why the ad was the favorite.

Activity 9: What's in the Bag? **

Note: You will need a drawstring bag filled with a variety of objects such as ping pong balls, a rope, a tennis ball, screws, a cassette tape, a paperback book, etc. It is important to include a few unusual items that may be hard to classify.

The instructor tells the group that they must try to guess all of the items without looking at them. Group members may not discuss it as they go. Repeat the activity with a new set of items, but this time allow conversation.

Variations of the game include: having groups guess colors of objects, or having groups order objects from cheapest to most expensive.

Debrief should include asking the group which activity was more successful: the activity with discussion or the activity without the discussion.

Activity 10 Autographs**

Note: This activity could be used to practice the present perfect tense, or as an icebreaker at the start of the class.

Instructor passes out the Autograph sheet on which various types of activities have been recorded in boxes (i.e. Find someone who has been to Asia; Find someone who has worked in a restaurant, etc). The instructor tells students to circulate around the room to find other students who have done any of the activities listed. If so, have them sign their name on the box.

After the activity, instructor may call out each category, and have students line up together for a short discussion of the activity. This may be used to review the present simple tense.

Activity 11 Artists at Work**

Note: You will need a variety of objects that students will find simple to draw. This game is a variation of the children's game sometimes called "Telephone." It is recommended for use with Lesson or when learning about prepositions or directions.

This activity is possible with one group or with two competing groups.

At both ends of a long line of people, two artists stand ready to begin. One artist arranges the materials in a way she chooses, and begins to draw the picture. An observer faces the artist, while all others must be turned away. The observer passes on

the information to the next person in line. Eventually, the entire description is passed down the line to the other artist, who is trying to copy the first artist.

During the debriefing, ask members if they were able to effectively communicate the original artist's work. Ask if it was a problem of not knowing the words, or was it the artist's misunderstanding, or a mixture of both. Ask how much of the communication was non-verbal.

Activity 12: Magic Carpet**

Note: You will need a single piece of tarp or plastic cloth.

The instructor gathers a team or two teams with two tarps. The team must stand on the tarp and try to turn the Magic Carpet over without touching the ground surrounding it.

As part of the debriefing, instructor asks participants what their role in the activity really was. Were they active or passive in finding the solution? Ask class what types of moves that they had to make to complete the task.

REFERENCES

- Asher, J. (1982). Learning another language through actions: The complete teachers' guidebook. Los Gatos, CA: Sky Oaks.
- Bassano, S., & Christison, M. (1995). Community spirit: A practical guide to collaborative language learning. Burlingame, CA: Alta Book Center.
- Beebe, L. (1983). Risk taking and the language learner. In H. Seliger & M. Long (Eds.), Classroom oriented research in second language acquisition (pp. 39-66). Rowley, MA: Newbury House.
- Bennett, M. (1993). Toward ethnorelativism; A developmental model of sensitivity. In R. M. Paige (Ed.), Education for the intercultural experience (pp. 21-72). Yarmouth, ME: Intercultural Press.
- Bernardy, M. (1995). Educating multicultural groups outdoors. (ERIC Document Reproduction Series No. ED397999)
- Bernstein, R. (1960). On experience, nature, and freedom. New York: The Bobbs-Merrill Company.
- Boss, J. (1999). Outdoor education and the development of civic responsibility. Charlestown, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED425051)
- Brookfield, S. (1990). The skillful teacher. San Francisco: Jossey-Bass.
- Cain, J., & Jolliff, B. (1998). Teamwork and teamplay. Dubuque, IO: Kendall/Hunt Publishing Company.
- Cantor, J. (1995). Experiential learning in higher education: Linking classroom and community. (ERIC Document Reproduction Series No. EDO-HE95-7)
- Chamot, A., & O'Malley, J. (1987). The cognitive academic Language learning approach: A bridge to the Mainstream. TESOL Quarterly, 21(2), 227-249.
- Chomsky, N. (1959). Verbal behavior [Review of B. F. Skinner]. Language, 35, 26-58.

- Collier, M. (1988). Conversation comparison among domestic cultures; How intra-and intercultural competencies vary. Communication Quarterly, 36(2), 122-144.
- Coopersmith, S. (1967). The antecedents of self-esteem. San Francisco: W. H. Freeman.
- Csikszentmihalyi, M. (1990). Flow. New York: Harper & Row.
- Dewey, J. (1900). The school and society. Chicago: University of Chicago Press.
- Dewey, J. (1916). Democracy in education. New York: The Macmillan Company.
- Dewey, J. (1929). Experience and nature. New York: W. Norton and Co.
- Dewey, J. (1933) How we think. New York: Heath and Company.
- Dewey, J. (1938). Logic: The theory of inquiry. New York: Henry Holt & Co.
- Dewey, J. (1959). My pedagogic creed. In L. A. Cremin (General Ed.) & M. S. Dworkin (Vol. Ed.), Classics in Education: Vol 3. Dewey on Education. New York: Bureau of Publications.
- Díaz-Rico, L., & Weed, K. (1995). The crosscultural, language, and academic development handbook. Boston, MA: Allyn & Bacon.
- Fantini, A. (1997). New ways in teaching culture. Bloomington, IL: TESOL Press.
- Fincher-Reichardt, B. (1983). The Indians of Big Bear Valley. Big Bear Lake, CA: Village Printers.
- Fouhey, L., & Saltmarsh, R. (1996). Outward bound and community service learning: An experiment in knowing. The Journal of Experiential Education, 19(2), 82-89.
- Fox, F. E. (1995). On defining experiential education. In K. Warren, M. Sakors, & J. Hunt (Eds.), The theory of experiential education (pp. 153-157). Dubuque, IA: Kendall/Hunt Publishing Company.

- Freire, P. (1970). Pedagogy of the oppressed. New York: The Continuum Publishing Corporation.
- Freire, P., & Macedo, D. (1988). Literacy: Reading the word and the world. South Hadley, MA: Bergin & Garvey.
- Gardener, R., & Lambert, W. (1972). Attitudes and motivation in second language learning. Rowley, MA: Newbury House
- Garmon, B. (1995). Civic education through service learning. (ERIC Document Reproduction Service No. ED 390720)
- Gattegno, C. (1982). Much language and little vocabulary. In R. Blair (Ed.), Innovative approaches to language teaching. Rowley, MA: Newbury House.
- Guiora, A., Beit-Hallami, B., Brannon, R., & Dull, C. (1972). The effects of experimentally induced changes in ego states on pronunciation ability in second language: An exploratory study. Comprehensive Psychiatry, 13, 421-428.
- Hall, E. (1976). Beyond culture. Garden City, NY: Anchor Books.
- Hammer, M., Gudykunst, & Wiseman, R. (1978). Dimensions of intercultural effectiveness: An exploratory study. International Journal of Intercultural Relations, 2, 382-393.
- Hawes, F., & Kealy, D. (1979). Canadians in development: An empirical study of adaptation and effectiveness On overseas assignments (Technical report). Ottawa, Canada: Canadian International Development Agency.
- Haymes, S. (1995.) Race, culture, and the city. A pedagogy for Black urban struggle. Albany, NY: State University of New York Press.
- Heyde, A. (1979). The relationship between self esteem And the oral production of a second language. In Richard-Amato (Ed.), Making it happen (pp. 226-240). White Plains, NY: Longman, Inc.

- Hymes, D. (1972) On communicative competence. In J. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 35-71). Harmondsworth, UK: Penguin Books.
- Imahori, T., & Lanigan, M. (1989). A relational model of intercultural communication competence. International Journal of Intercultural Relations, 13, 269-285.
- Jenkins, J. (1998). Which pronunciation norms and models for English as an international language? ELT Journal, 52, 2-5.
- Joplin, L. (1995). On defining experiential education. In K. Warren, M. Sakors, & J. Hunt (Eds.), The theory of experiential education (pp. 15-22). Dubuque, IA: Kendall/Hunt Publishing Company.
- Kitao, K. (1996). Why do we teach English? The Internet TESL Journal, 2(4). Retrieved December 12, 2001 from <http://iteslj.org/Articles/Kitao-WhyTeach.html>
- Knapp, C. (1996). Just beyond the classroom: Community adventures for interdisciplinary learning. (ERIC Document Reproduction Service No. ED388485)
- Knox, A. (1986). Helping adults learn. San Francisco: Jossey-Bass.
- Kolb, D. (1984). Experiential learning. Englewood Cliffs, NJ: Prentice Hall.
- Kolb, D., & Fry, R. (1975). Toward an applied theory of experiential learning. In C. Cooper (Ed.), Theories of group process (pp. 12-78). London: John Wiley Press.
- Krashen, S. (1982). Principles and practice in second language acquisition. Oxford: Pergamom Press.
- Krashen, S., & Terrell, T. (1983). The Natural Approach: Language acquisition in the classroom. Oxford: Pergamon Press.
- Lambert, W. (1972). Language, psychology, and culture. Stanford, CA: Stanford University Press.

- Lozanov, G. (1982). Suggestology and suggestopedia. In R. Blair (Ed.), Innovative approaches to language teaching. Rowley, MA: Newbury House.
- Maslow, A. (1970). Motivation and personality (2nd ed.). New York: Harper & Row.
- Matthews, B. (1993). Multiculturalism: Implications for outdoor and conservation educators. Paper presented at the annual conference of the Association for Conservation Information. Portsmouth, NH. (ERIC Document Reproduction Service Number ED369584)
- McCarthy, B. (1990). Using the 4MAT System to bring learning styles to Schools. Educational Leadership, 10, 34-37
- McGuire, J. (1997). No negatives. Boulder, CO: Spice of Life Educational Publishing, Inc.
- Orr, D. (1994). Earth in mind: On education, environment, and the human prospect. Washington, DC: Island Press.
- Outward Bound, U.S.A. (n.d.) About Outward Bound: Core values. Denver, CO: Outward Bound. Retrieved November 14, 2001 from <http://www.Outwardbound.com>
- Project Learning Tree. (1996). Environmental Education Activity Guide. Washington, D.C.: American Forest Foundation.
- Quick, T. (1992). Successful team building. New York: Amacom.
- Richard-Amato, P. (1988). Making it happen. White Plains, New York: Longman. Inc.
- Rohnke, K. (1989) Cowstails and Cobras II. Dubuque, IA: Kendall/Hunt Publishing Company.
- Rohnke, K. (Writer). (n.d.). The bottomless bag live [Video]. Dubuque, IO: Kendall-Hunt Publishing Company.
- Ruben, B. (1989). The study of communicative competence: Traditions and contemporary issues. International Journal of Intercultural Relations, 13(3), 223-240.

- Ruben, B., Askling, L., & Kealey, D. (1997). Cross-cultural effectiveness. In D. Hoopes, P. Pederson, & G. Renwick (Eds.), Overview of intercultural education, training and research theory. Pittsburgh, PA: SIETAR
- Rubin, J. (1975) What the "good" language learner can teach us. TESOL Quarterly, (9), 41-51.
- Seelye, H. (1997) Cultural goals for achieving intercultural competence. In A. Fantini, (Ed.), New ways in teaching culture. Bloomington, IL: TESOL.
- Shaw, W. (1981) Asian students' attitudes towards English. In L. Smith (Ed.), Readings in English as an International language (pp. 17-24). Oxford: Pergamon Press.
- Smith, G., & Williams, D. (Eds.). (1999). Ecological education in action: On weaving education, culture, and the environment. Albany, NY: State University of New York Press.
- Spencer, D. (1992). The Freirian approach to adult literacy education. National Clearinghouse for ESL Education (NCLE). Retrieved November 14, 2000, from <http://www.cal.org/ncle/digests/FreireQA.htm>
- Spitzberg, B. (1989). Issues in the development of a theory of interpersonal communication competence and intercultural context. International Journal of Intercultural Relations, 13(3), 241-268.
- Spitzberg, B., & Cupach, W. (1984). Interpersonal communication competence. Beverly Hills, CA: Sage Publishers.
- Spitzberg, B., & Cupach, W. (1987, November). The model of relational competence: A review of assumptions and evidence. Paper presented at the Speech Communication Association Conference, Boston, MA.
- Spolsky, B. (1969). Attitudinal aspects of second language learning. Language Learning, 19, 271-283.
- Stafford-Yilmaz. (1998). A to zany community activities for students of English. Ann Arbor, MI: The University of Michigan Press.

- Starns, B. (1999). The Foxfire Approach to teaching and Learning, and the core practices. (ERIC Document Reproduction Service No. EDO RC-98-6)
- Stine, S. (1997). Landscapes for learning: Creating outdoor environments for children and youth. New York: John Wiley and Sons.
- Tennant, M. (1997). Psychology and adult learning. London: Routledge.
- Theobald, P. (1997). Teaching the commons: Place, pride, and the renewal of community. Boulder, CO: Westview Press.
- Tierney, M. (1992). In our own words: Community story traditions to prevent and heal substance abuse. (ERIC Document Reproduction Service, Number ED 348203)
- Weil, S., & McGill, I. (1989). Making sense of experiential learning: Diversity in theory and practice. Milton Keynes, Canada: Open University Press.
- Woodhouse, J, & Knapp, C. (2000). Place-based curriculum and instruction: Outdoor and environmental education approaches. (ERIC Document Reproduction Service No. RC-00-6)