

Life on an Island

Objective

To help students develop a stronger sense of self as they explore exactly what it means to live on an island. They will build a sense of community, as well as understand the impact they have on the local community here on Jeju. They will begin to understand the positive and negative effect tourism has on the communities around them.

Assessment (grounded in the global leadership/citizenship ELSR)

Students will Exhibit Global Leadership & Citizenship by:

- Demonstrating level 5 leadership at the school level
 - Demonstrating level 5 leadership at the community level
 - Demonstrating level 5 leadership at the global level
 - Demonstrating level 5 leadership on ecological issues
- Modeling ethical, fair, honest, and responsible behaviors.
 - Demonstrating a positive understanding of self, community and the world.
 - Proactively contributing to civic, environmental and social issues.

Overarching Enduring Understanding

★Being a global leader requires taking an active role in helping to better our self, community and world.

Overarching Essential Questions

- What can I do to help?
- How can a small act have a big impact?
- Who will care when I'm not there?

Materials

All students will be required to purchase a spiral, hard-cover notebook. This will be their "field manual" where are work/reflections will be collected and maintained. They'll need to travel with a small backpack for field manual, pencil case, water bottle, appropriate clothing, and possible camera.

Locations

Students go off campus everyday but Friday. The concept behind "Week Without Walls" is that learning can happen anywhere, therefore it shouldn't matter what day the groups go where, the lessons should be deliverable regardless of the location. Students will be traveling off-campus four days of the week. Friday should be back on campus as the reflection and "What's next?" day.

Schedule of activities: four days of “field trips”

	Monday	Tuesday	Wednesday	Thursday	Friday
Respect	Olle Trail	Beach Clean-up	Tourism Office	Tourism College	All groups on campus. (Day of reflection and “What’s next?”)
Responsibility	Olle Trail	Beach Clean-up	Tourism Office	Tourism College	
Perseverance	Tourism Office	Tourism College	Olle Trail	Beach Clean-up	
Fair Play	Tourism Office	Tourism College	Olle Trail	Beach Clean-up	
Leadership	Beach Clean-up	Tourism Office	Tourism College	Olle Trail	
Teamwork	Beach Clean-up	Tourism Office	Tourism College	Olle Trail	

Process: a three-fold lesson (self, community, world)**Lesson One: Improvement of Self** (done prior to actual week)

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • I am a reflection of those around me. • I can influence others just as much as they can influence me. • I can change. 	<ul style="list-style-type: none"> • Who am I? • How did I become who I am? • How do I express myself to the world?

This will consist of a combination of ice-breaker and team-building exercises. Following the Sports PLUS model, each activity will have a warm-up and a cool-down. Possible ideas:

- Tribble Toss
- Human Knot
- Zipper
- Trust Walks/Falls
- Drawing a self-portrait
- “If you were a TV show, what would be your theme song?”

This will also be where students spent time self-reflecting on who they are, and what influences made them who they are. Time should be spend dialoguing with students about how they see themselves, in both positive and negative aspects. This is also a place where goal setting can occur.

Lesson Two: Improvement of the Community (first four days of the week)

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • I am a piece of a larger whole. • I am capable of changing my community. • People differ in what they think is important. 	<ul style="list-style-type: none"> • How can I be a hero in/to my community? • How does my small part affect the whole cause? • How do I change others' views of what's important?

This is the bulk of the WWW mission. Students need to understand that they are a part of a larger whole, and are both the cause and effect of their surroundings. It is important that they have already established a high sense of self before moving on to this stage. The focus of this next portion is the impact of tourism/industrialism in island life.

Location: Jeju Tourism Office in Jungmun

Look at what exists on the island naturally and what has been built that attracts tourists. Are there different things or is it all the same thing over and over again. Is Jeju trying to attract different kinds of tourists?

Location: Tourism College

What is tourism doing to the island? What are the positive and negative effects? How does tourism affect the economy of Jeju?

Location: Olle Trails

Are these trails helping or hurting the natural landscape of the island?

Location: Beach

This is the beach clean-up day. Time should be spent before discussing safety as well as how there is a negative impact of all the tourists on the coastlines, then the clean up, then a reflection after about what can be done or how this can be prevented.

Lesson Three: Improvement of the World (day 5) on campus

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> •I can change the world. •I am changed by the world around me. 	<ul style="list-style-type: none"> •How will my actions now affect the world in the future? •How can I communicate my ideas to the world?

There are two main ideas to this day:

- 1) Reflection on the week: The “What, so what” prompt can be good for this. Some type of culminating project should be put together :scrapbook/poster, imovie, update the webpage.
- 2) What does the future hold? Is there something we (as fourth and fifth graders) do to help maintain the improvements we’ve made on the island? This can be a day of planning posters, pamphlets, or other information to be potentially distributed to the local communities, or put up on a website.

Integrating Units within the Curriculum: Grade 5

Subject	Unit Name	Summary	EU	EQ
Language Arts	Heroes	Students will discover different perspective when viewing new challenges.	Finding courage in difficult situations makes you stronger as a person.	In what ways can we make challenges a positive experience?
Math	Pieces of a Whole	Students will understand the transference between fractions, decimals, and percents.	Only in math, a whole is exactly the sum of its parts.	How are you a piece of a whole?
Science	Discover Ourselves	Students will focus on the human body, how it works, and what has an impact on its survival.	Humans are incredible and incredibly bizarre!	What makes us who we are? Why do we act the way that we do?
Social Studies	Society and Identity	Students will consider who they are, where they have come from, and where they are going.	Both nature and nurture affect who we become.	Who am I? Where do I come from? Where am I going?

Integrating Units within the Curriculum: Grade 4

Subject	Unit Name	Summary	EU	EQ
Language Arts				
Math				
Science				
Social Studies				