

EVENT	TIME	LESSON	LOCATION	FACILITATORS
Check-in	9:45-9:55am		Deike/Walker	
Snack/Introduction	10:10-10:30am	Welcome and brief introduction to the science and discipline of geography	22 Deike	Cindy Brewer and Jodi Vender (others TBD)
Session 1	10:40-11:20am	<b>Group A:</b> Physical Geography - "Mother (Nature) may I?"	10 Deike	Rachel I./Jase B.
		<b>Group B:</b> Human Geography - "Mapping feelings in everyday spaces"	9 Walker	Arielle H./Jenna C.
		<b>Group C:</b> GIScience - "Why is that store there?"	208 Walker	Raechel B./Sam S.
Session 2	11:30am-12:10pm	<b>Group A:</b> Human Geography - "Mapping feelings in everyday spaces"	8 Deike	Arielle H./Jenna C.
		<b>Group B:</b> GIScience - "Why is that store there?"	208 Walker	Raechel B./Sam S.
		<b>Group C:</b> Physical Geography - "Mother (Nature) may I?"	103 Walker	Rachel I./Jase B.
Lunch/GEO-pardy	12:20-1:10pm	<b>GEO-pardy:</b> world cultures and earth science adaptation of the game show, Jeopardy	26 Hossler	Catherine J.
Departure	1:10-1:30pm		Deike/Walker	

## Lesson Descriptions:

### **Physical Geography – “Island Biogeography”**

- ❖ We will be teaching the students about the concepts of Island Biogeography Theory and the food web by transforming the concepts into a fun and interactive version of the “Mother May I” game. Students will choose out of a hat a component of the food web. They will have the opportunity to be primary producers (e.g. plants), herbivores (e.g. deer), and carnivores (e.g. wolves) and will have opportunities to become different plants and animals as the game progresses. The students will act out various plant and animal species as they work their way to various “islands” of varying sizes and distances around a classroom. With the help of a department facilitator, the student will have to explain their justification for either immigrating (going to) to or emigrating from (leaving) an island based on a variety of factors including their dispersal mechanism (e.g. wind, water), if there is room to occupy an island, and if there is a food source. As students emigrate from an island as a result of overcrowding or lack of food source, they can start at the beginning of the process once again and choose a new plant or animal out of a hat.

### **Human Geography – “Mapping feelings in everyday spaces”**

- ❖ In this activity we’ll explain a little bit about how geographers have explored how different people experience spaces. We will provide the students with a map of either the school or their community and use that as a starting point to talk about how those spaces affect them, and how geographers might interpret that. For example, we might talk about the way the gymnasium affects them differently than the classroom or the cafeteria, by talking about some of the social processes that shape those spaces.

### **GIScience – “Why is that store there?”**

- ❖ Whether it is a Target, Walmart, or Weis, we have all walked into one store or another. When walking into that store have you ever wondered how the company knew where to locate that store there? While there are many decisions that go into establishing a new store, one of the most intriguing is location. Companies like Walmart use **spatial models** to help them decide where to put their newest location, and in doing so, they use geographic information to inform their decisions. Today we will look at spatial relationships between **socio-economic** data and locations of a well-known thrift store, Goodwill. The goal of this lab will be to determine whether there is a relationship (**correlation**) between the number of Goodwill Thrift stores and socio-economic data.