

Cultivating Experiential Learning Through Immersion and Interest-Based Experiences

Lower School Immersion Coordinators: Paul Cornett & Charity Cox
Saint Andrew's School- Boca Raton



Purpose

- Supports our school's mission
- Develops life skills
- Allows students to take on new challenges
- Gives students choice



Lower School: Grades 3 - 5



- Healthy Bodies & Healthy Minds
- Sports (different sport each year)
- Climb to the Top: Lighthouses
- Triathlon
- Rockin' Roller Coasters
- Let's Write
- A Walk in the Woods: Outdoor Adventure
- The Skin You're In
- Fashion Design
- Fabulous Foodies
- Art Fusion
- Greenpower Formula Goblin Race Car

Greenpower Formula Goblin GoKart



Healthy Minds & Bodies



A Walk in the Woods



Fashion Design



Art Fusion: Art and Kindness!



Lighthouse Exploration





Fabulous Foodies



The Skin You're In



Rockin' Roller Coasters





0.300 0.550 0.400 0.975
Avg SLG OBP OPS
 $\frac{H}{AB} = \frac{3.000}{10} = .3$ $\frac{R+2B+H}{AB} = \frac{28+4+4}{10} = .36$ $\frac{R+2B+H+2}{AB} = \frac{28+4+4+2}{10} = .36$ $\frac{R+2B+H}{AB} + \frac{SLG}{OPS} = \frac{.36}{1.05} = .343$
 $\frac{186}{522} = .356$ $\frac{185}{456} = .406$ $\frac{256}{12} = 21.33$ $\frac{29}{9} = 3.22$

Course Description: Rockin' Roller Coasters

Course Overview

Calling all thrill seekers! Do you love roller coasters? Do you ever wonder how they are built and designed? If so, this is the course for you! Students will be immersed in an inquiry of the form and function of rollercoasters. They will design, build, and ride roller coasters while learning about the science and engineering that make them possible. Finally, we will take a field trip to Legoland in Orlando to experience them hands-on! If you are a thriller seeker, who isn't scared of twists, turns, loops, and drops, join us for a rockin' good time!

What will I learn in this course?

Students will learn about the physics used by engineers in the design of roller coasters, including potential and kinetic energy, friction, Newton's first law of motion, and gravity. They will discover that roller coasters are completely driven by the force of gravity. Students will learn the importance of the roller coaster's initial ascent in order to build its potential energy and how it then is converted to kinetic energy. Students will then design, build, and analyze model roller coasters they make using tubing and marbles, computer programs, and K'nex Building sets. We will then take our learnings to Legoland where we will get to experience roller coasters first hand and participate in an educational program!

Note: On Thursday, January 24th, participants will depart school at 7:00 am and return at 6:00 pm.

Off-Campus Activities: Legoland (Winter Park, FL)

Who will lead this course?

Mrs. Barcella enjoys discovering how the world works through trying things out. She loves learning, then proving it. The best research is experience! Mrs. Barcella has a love for amusement parks, and because of this is always learning about how they are designed and developed. She is looking forward to exploring, designing, and discovering all that we can about how and why roller coasters are built in different ways. **Mrs. Yowell** has a love for all outdoor activities, including those that cause her adrenaline to soar. She enjoys skydiving, hang-gliding, and trips to Florida's many amusement parks! Mrs. Yowell enjoys the thrill of riding roller coasters and is excited about sharing this joy with the students.

Lower School: JK - 2

- JK- Gardening
- K- Space
- 1st- Performing Arts
- 2nd- Performing Arts



Timeline

Immersion 2019	Date
Parent Meeting (first year)	Mid/Late Oct.
Initial Immersion Email Announcement	11/9/18
Staffing Survey and Proposal for New Immersion Offerings Due	11/16/18
Teachers Finalize Descriptions and Planner Due (Coordinators post course catalog on MySA)	11/30/18
Present Courses to Students (After First Friday)	12/7/18
Send Out Google Sign Up Form	12/7/18
Student Sign-up Due Date	12/10/18
Finalize Groups and Budgets	12/13/18
Notify Teachers of Class Rosters. Teachers notify parents of students in their groups by email.	12/14/18
Orders From Groups Due	12/17/18
Materials Ordered by Date	12/20/18
Group Timeline Due	1/16/19
Final Supply Delivery Date	1/16/19
Immersion Dates	1/23/19-1/25/19

Logistics

- Transportation: CDL drivers, certification needs; recruit from other divisions; Charter Bus
- Scheduling: for non-participating graders; staffing
- Food: plan meals and snacks with dining services; head count
- First Aid/Medication: info to group leaders; kits for each group with medication
- Coordinator role during event: attendance, driving, photographs, interviews, snacks, lunch, check-ins
- Risk Management Assessment
- Promotion and Wrap-up Video



Staffing Interest Survey Form

The screenshot shows a web-based survey interface. At the top, a purple header bar contains a back arrow, the title "Immersion 2020 Staffing Survey", a folder icon, a star icon, and utility icons for palette, eye, and settings. A "SEND" button is on the right. Below the header, a white bar shows "QUESTIONS" and "RESPONSES 11". The main content area is titled "Section 1 of 5" and "Immersion 2020 Staffing Survey". It includes a "Form description" section with the text: "This form is automatically collecting email addresses for Saint Andrew's School users. [Change settings](#)". Below this is a question: "Please indicate your teaching preference for Immersion 2020. (We will try our best to accommodate everyone's preference, but may have to ask some faculty to assist in another area as needed.)". The first option is "Continue teaching same course as last year." with a radio button. A second option is partially visible at the bottom: "Continue with the same course, but make some changes to the course...". A right-hand sidebar contains icons for adding, deleting, duplicating, and other actions.

← Immersion 2020 Staffing Survey

QUESTIONS RESPONSES 11

Section 1 of 5

Immersion 2020 Staffing Survey

Form description

This form is automatically collecting email addresses for Saint Andrew's School users. [Change settings](#)

Please indicate your teaching preference for Immersion 2020. (We will try our best to accommodate everyone's preference, but may have to ask some faculty to assist in another area as needed.)

☐ Continue teaching same course as last year.

☐ Continue with the same course, but make some changes to the course...

Student Choice Forms

Immersion Choices (Grade 4 & 5) 2018-2019

QUESTIONS RESPONSES 155

Immersion Choices (Grade 4 & 5) 2018-2019

Please read the Lower School Immersion Course Descriptions with your child prior to submitting this form.

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

Primary Contact Email Address *

Please list the email address that you would like your child's course teachers to use for immersion communications.

Short answer text

Immersion Choices (Grade 3) 2018-2019

QUESTIONS RESPONSES 66

Immersion Choices (Grade 3) 2018-2019

Please read the Lower School Immersion Course Descriptions with your child prior to submitting this form.

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

Primary Contact Email Address *

Please list the email address that you would like your child's course teachers to use for immersion communications.

Short answer text

Group Assignments

- Seniority (5th grade, then 4th, then 3rd)
- No repeats
- Refer to last year's choices
- Behavioral issues
- Boys and Girls
- Discuss 1 on 1 with student as needed
- Cost
- Peers



Upper School

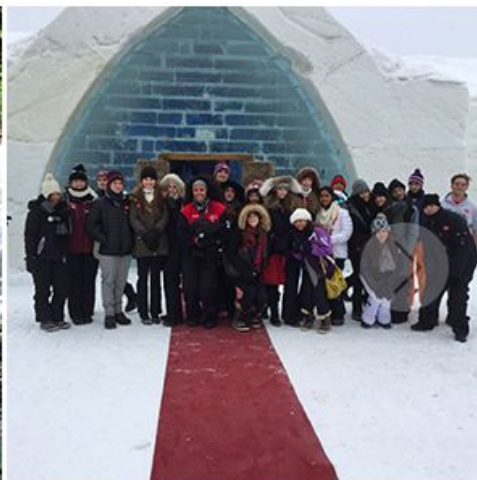


On-Campus

- Culinary Arts
- Service Matters
- Teenage Hip Hop Dance
- Magic Surrounds Us
- Visual Arts
- Actor's Workshop
- Wilderness Advanced First Aid
- Mind, Body & Spirit
- Salt Life

Travel

- Peru
- Ireland
- Costa Rica
- Spain
- Greece
- Cuba
- Galapagos Islands
- Thailand
- Alabama
- New Orleans
- Canada
- Student created independent immersion



Lessons Learned

- Weather Permitting- Plan B
- Paper Forms vs. Digital
- In-depth descriptions
- Open spots in flexible group
- Cooking- allergies
- Know 1st, 2nd, 3rd student choice
- No changes from parent request



Planning Activity



- Plan a potential 1-3 day immersion experience for your students *or yourself*
- Share with the group
- Have fun with it!

1. Age group (only for students) and location
2. Topic of interest
3. On location (school or home) learning engagements
 - a. Consider cross-curricular
4. Remote learning experiences



Contact Information:

paul.cornett@saintandrews.net
charity.cox@saintandrews.net

FCIS Annual Convention

Orlando 2019

TELL US WHAT YOU THINK!

Share your
reflections and
takeaways with the
FCIS community!
#FCISConv2019

- 1) Download the **EVENTMOBI APP** from an app store.
- 2) Open the app and select **2019 FCIS CONVENTION**.
- 3) Select the **THURSDAY** button.
- 4) Select the **SESSION TITLE**.
- 5) Scroll down to **SESSION FEEDBACK**.
- 6) Respond to the **3-QUESTION SURVEY**.



Wrap-Up



Planning Sequence



- Coordinator(s)
- Who will participate?
- Develop Overall Timeline
- Brainstorm Offerings: incorporating science, technology, research, engineering, art/design, math, language arts
- Collect Info: Brief description, teachers in group, point person, skills, cost, schedule of activities, (time frame & locations), transportation, drivers
- Develop Course Descriptions
- Risk Management Process
- Reservations: Excursions, Bus, & Drivers
- Promotional Items: Brochure & Video
- Inaugural Immersion Parent Night
- Present to Grade 3 - 5 Students
- Information Packet Sent Home
- Student Choice Form
- Finalize Groups & Budget
- Group leaders notify families
- Supply Orders from Group Leaders
- Meet with school dining services
- Order Materials
- Course Timelines Due
- Finalize Schedules for Rest of Lower School
- Materials Delivered
- Immersion Begins!
- Wrap Up Video/Reflections during Assembly