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# Target Field Trip Extravaganza

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Target Field Trip Extravaganza  
by

Marsha J. Phillips

An Abstract of a Project  
in  
Creative Studies

Submitted in Partial Fulfillment  
of the Requirements  
for the Degree of

Master of Science

August 2007

Buffalo State College  
State University of New York  
Department of Creative Studies

## ABSTRACT OF PROJECT

*Target Field Trip Extravaganza*

The goal of this project is to benefit children. Students involved in the Target Field Trip Extravaganza have the opportunity to realize that what they are learning in school has a link to the real world. A secondary goal of this project is to create a liaison between the Target Corporation and public education. Students who participate in this project rotate through three distinct challenges in a Target store (i.e. Needs v. Wants, Target Supermarket Sweep, and Jump on Board with the Target Designers). Students work collaboratively using critical thinking skills to solve problems. Also, students have the opportunity to debrief and make connections with their classmates after the three challenges have been completed. The entire activity takes approximately an hour and a half. This program and be evaluated by using the pre and post-assessments.

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Date

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State University of New York  
Department of Creative Studies

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## Acknowledgements

“The most extra ordinary thing about the oyster is that irritations get into his shell. He does not like them. But he can not get rid of them; he uses the irritation to do the loveliest thing an oyster ever had a chance to do. If there are irritations in our lives today, there is only one prescription: make a pearl. It may have to be a pearl of patience, but, anyhow make a pearl. Ant it takes faith to do it.”

Harry Emerson Fosnick

You, Dr. Mary Murdock, are like that oyster, helping me to reach my creative potential through patience, non judgment, and grace. I felt like a little kid entering your classroom. Your enthusiasm and zest for teaching made every moment spent in your presence a treasured learning. Your scholarship has inspired me to dig deeper and personally know that I can make a difference in this world. Without you, my project would never have been completed. Thank you, Mary Murdock. I feel like a pearl. I am honored to be your student.

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## Background to Project

I designed Target Field Trip Extravaganza to give students an opportunity to link what they know about the real world through critical thinking and problem solving in a team-like setting. Novel tasks and unsolved mysteries are used to motivate and “tickle students’ imaginations.” By accessing prior knowledge and creating connections, children have the opportunity to see the purpose behind what is taught in school which allows for lasting value and retention. Designed to be piloted in a Target store, the Target Field Trip Extravaganza fits Target’s philosophy of “inspiring young minds in and out of the classroom” (Target.com). The hours of research and design involved in this project were intended to be my personal “give back/thank you” for all Target has done for the children in my classroom and across the country.

In these project activities students have the opportunity to engage in discovery and invention, reflection and problem solving within a Target store. Three separate tasks can be carried out by the students (within time limits). The teacher, a parent, and a Target team facilitator are responsible for the implementation of the challenges. The Target Field Extravaganza incorporates New York State learning standards ([emsc.nysed.gov](http://emsc.nysed.gov)) in an exciting and innovative way.

The rationale for this project and its activities is rooted in the fact that when I was growing up, I was bored in school. I followed the directions of every teacher from kindergarten to my senior year of high school. However, I internally questioned everything the teacher stated. I asked myself, “Why do I need to learn about the solar system? Would I ever visit the stars?” Also, I pondered, “You are telling me that two

plus two is four. What is a number and why must I believe you?" I became tired of teachers dictating what appeared to be meaningless orders. I did well enough in school; however, I really did not remember anything I learned until my fifth grade science fair. At this time, I was given the opportunity to create a science project that reflected on part of our curriculum. I choose the human body. My uncle, a butcher, supplied me with the body parts of a cow. I spent hours researching how each part functioned and the similarities between the cow and the human body. I remember feeling proud as I dissected the heart of the cow and explained how the blood flowed to my classmates' parents. My principal stood next to me and explained to all spectators that "Marsha was really going to go somewhere!" At the time, I wanted to be a brain surgeon. The "I am possible" feeling diminished after that year. I sadly sank into the world of ditto sheets and drill and kill. I lost my zest for endless possibilities. I remained a good girl bobbing my head and giving the appropriate answers when called upon. It was not long before I would hear teachers chatter, "Marsha's so bright if only she would try harder." In my head, I said, "Why? What is the purpose? I have no interest in what you are teaching. How does this connect to my life?" My goal for this project was to allow children the chance to connect what they learned inside the classroom to a real life setting.

I spent years learning how I did not want to teach children. In 1992, I was fortunate to be able to go back to school during an exceptional era in education. Howard Gardner was exposing "learning modalities" (Gardner, 1999). Cooperative learning was new on the horizon. Reading specialists were starting to synthesize the current best practices. Also, New York State started doing an effective job of

organizing its curriculum ([www.emsc.nysed.gov](http://www.emsc.nysed.gov).) at every grade level which was long overdue. At this time, I had four children and a sound college education which created the opportune scenario to launch a career in education.

I went back to school to become a teacher because I believe that every child is a gift. Although it may sound cliché, I strongly believe children are our future. Within each child lies amazing possibilities. As an educator, I have a responsibility to prepare children academically and socially for the future. We no longer live in isolation, but are part of a global community. Therefore, children need to be able to creatively solve problems and work together. This Master's project combined my personal educational philosophy guided by my educational heroes. The goal of this project was to provide a healthier route by which children access and retain knowledge.

I believe my first experiences teaching, in the nineties, was a time when I was able to mix best practices with creativity. I was able to individualize instruction as I held tightly to the philosophies of John Dewey, Paul Torrance, Alfie Kohn, Howard Gardner, and John Gatto. (Dewey, 1938; Gardner, 1999; Gatto, 1992, 2007; Kohn, 1999, 2005, 2007; Torrance, 1995; Torrance & Safter, 1000; Torrance & Fletcher, 1996; Torrance & Safter, 1990; Torrance & Sisk, 1997).

As a teacher, I skillfully sent the students in my classroom on their way as lifelong learners. Unfortunately, educational changes were made such as *No Child Left Behind* (2001) which began to dominate classrooms (Bush, 2001). Testing became mandated across the board, and schools resembled factories. Low achieving schools were threatened with closure if they did not meet standards. In 2002, my school was

closed due to low test scores. Competitiveness between and within schools and threats of school closures tightened the grip on the curriculum. As a result, I was forced to teach to the test if I wanted to keep my job. Teachers were encouraged to have their students memorize, and creativity was discouraged. There was no time for investigation and critical thinking. Children learned in isolation at their desks because cooperative learning was too time consuming. Consequently, I watched frustrated students become problematic, and often schools became centers of violence and uncertainty. Instead of the faculty lunchroom being a place to share ideas, it became a war zone. Parents also felt pressure. If their children did poorly on a pretest, they were often pulled out of gym or other special activities for extra help. Parents of low achieving students were sent home packets over breaks and vacations, which only increased child-parent frustration. Nevertheless, schools were indicating to families that test scores were more important than time spent together.

As a teacher, I have the responsibility to prepare children both socially and academically for the future. As a society, we no longer live in isolation. Instead, we are part of global community. Accordingly, children need to be able to creatively solve problems and work together. In my opinion, social skills are equally as important as academics. This project gives students the occasion to collaboratively work as well as apply what they learn in the classroom.

Some individuals involved in education say that they have seen the pendulum swing, and this testing phenomenon will soon pass. This passive remark sends chills up my spine. I am not willing to wait for the swing because it would take five to ten or more years for this to pass. I do not believe that we can allow a generation of

children to pass through the American educational system that does not problem solve and does not know how to work collaboratively. As education currently I believe that stands, students are not able to distinguish between wrong and right or differentiate alternative points of view. In many ways, educators have not prepared these children for the real world. Again, I am not willing to wait for the pendulum to swing. It is my hope that this program will be part of the change.

The goal of the Target Field Trip Extravaganza was to excite and motivate children. It should be of interest to administrators because the project activities engage the standards in a new way. In this program, students will be reading, writing, listening and speaking with understanding. Creative problem solving and decision making will be used in a real life setting. Knowledge once received in isolation can be synthesized to create concrete connections. It is when students are able to make connections between what they learn in the classroom and in their own lives that children are able to value what they are learning. By including the activities developed in this Master's this project, the Target Corporation has the opportunity to be a role model for other organizations interested in personally engaging the most vital and precious part of our communities, our children.

### Pertinent Literature

In this section, I will review pertinent literature which influenced the design of the Target Field Trip Extravaganza project. A few key individuals have developed strategies, techniques, and philosophies that work on every child no matter his or her socio-economic status. John Dewey, Paul Torrance, Alfie Kohn, Howard Gardner, and John Taylor Gatto are my education heroes (Dewey, 1938; Gardner, 1999; Gatto, 1992, 2007; Kohn, 1999, 2005, 2007; Torrance, 1995; Torrance & Safter, 1999; Torrance, Murdock, & Fletcher, 1996; Torrance & Safter, 1990; Torrance & Sisk, 1997). In this review of relevant research, I will describe the influence of these key individuals on the Target Extravaganza project.

John Dewey was born in 1859 ([dewey.pragmatism.org](http://dewey.pragmatism.org)). It is obvious that life in America was profoundly different during the 1800s. However, Dewey intrinsically understood the nature of the human condition. Dewey knew what was needed for children to maximize their school experience. He was interested in the growth of children and explained it was the moral “end,” that was not quite a real end, but was always a means. To many, he is regarded as the father of experiential and project learning. In many ways his life is alive in this project. Likewise, his interest in moral growth is a key component behind this Target program. For example, students need to work together in their small groups to complete the three challenges.

Paul Torrance said, “Don’t be afraid to fall in love with something and pursue it with intensity” ([www.coe.uga.edu](http://www.coe.uga.edu)). However, in today’s classrooms there is pressure to conform. What I admire about Torrance’s work is that he was able to design lessons that were creative, forward thinking, measurable and fun. Interestingly,

he regarded humor as one of the highest intellects. Torrance created valid tests that assessed strengths rather than deficits. He saw giftedness in many children (Torrance & Sisk, 1997). I have found his Incubation Model of Teaching and Learning to be a good lesson planner (Torrance & Safter, 1990). By following his lesson design process, children not only learn, but want to learn. This model arouses and stimulates motivation. His teaching models are filled with child centered experiences (Torrance, Murdock, & Fletcher, 1997). I used Torrance's Incubation Model to design my Target Field project because it helped create a format to inspire imagination.

Another theorist, Alfie Kohn wrote about his perspective of the American classroom. He wrote from a frustrated perspective in which he saw "schools doing more harm than good" (alfiekohn.org). When Kohn talked to parents and teachers, he asked them about what they wanted most for their children. He heard them say that they wanted their children to be happy and fulfilled, successful and productive, ethical and decent, independent and self-reliant, but also caring and compassionate. He pondered whether our schools were in sync with the long term goals shared by parents and teachers. He suggested that this is a "disconnect between our goals and our practices, a clash between what we ultimately desire for our children and the kind of education they actually receive" (alfiekohn.org). Additionally, Kohn reflected on Dewey's progressive theories where children learn by discovery, reflection and problem solving. Students, Kohn believed, should not be expected to hand down static truths to the next generation, but should respond to the needs and interests of students themselves. His research and writings are reflected in my teaching philosophy. For example, I believe that children need to work together to make sense

of their world and they will retain what is learned if it is valued. Like Kohn's work, the Target Extravaganza activities utilizes social dynamics as students work together to problem solve.

John Taylor Gatto is an educational reform rebel ([johntaylorgatto.com](http://johntaylorgatto.com)). As a young boy, he held many jobs. After college he worked as a scriptwriter. Also, he was an advertising writer, taxi driver, jewelry designer, an ASCAP songwriter, and a hotdog vendor before becoming a schoolteacher. He taught during the 1990's when New York State was under education reform. Interestingly, Gatto and I began teaching in the early 1990s before No Child Left Behind (Bush, 2001) and what we now know of the standardized testing craze. Gatto had freedom to teach and even taught math from binoculars across the street from vendors in New York City.

In 2003, I had the privilege of sitting next to Gatto at a workshop at Medaille College in Buffalo, NY. He told stories as a father would tell stories to his children. He explained how a minority student in his class had gone into a Manhattan pizza parlor ([johntaylorgatto.com](http://johntaylorgatto.com)). While ordering, the student took a handful of napkins. The pizzeria manager told the young boy to return the napkins or else he would not receive the pizza. The student refused to return the napkins and did not get the pizza. The following day, the young man angrily came into Gatto's classroom and told him about the incident. Gatto explained to the student that he could either feel sorry for himself or do something about the situation. As a result, the student wrote letters and followed a course of action. When the student did not get a response, he wrote a letter to the *New York Times*, and his letter was later published. Of course, the pizzeria

manager apologized and the following day the student was offered an assistantship at a prestigious law firm (johntaylorgatto.com).

John Taylor Gatto believed that all learning should be active. As seen through the story about the student there needs to be a relationship to the real world in order for it to be valued. Gatto is still considered an educational reformist who holds true to his belief that all teaching should be done through an interdisciplinary lens. While teaching, he focused on igniting children's interests and having them follow their passions. The Target Extravaganza incorporates the teachings of John Taylor Gatto because students are given the opportunity to experience the real world and explore their passions.

Howard Gardner, the founding father of multiple intelligences, attended Harvard University. He was mentored for two years under Erick Erickson, a social theorist (Gardner, 1999). It is through his research at Harvard Medical School and Boston University's Aphasia Research Center that Gardner began to examine the nature of the mind and mental processes. His brain based theory proposed that intelligence did not arise from a single unitary quality of the mind. Instead, different intelligences were generated from separate metaphorical pools of mental energy. Each of these pools enabled individuals "to solve problems, or create products that are valued within one or more cultural settings" (Gardner, 1999, p. xvi). His mapping of the eight intelligences has helped me to understand why I chose to focus on students' abilities rather than weaknesses. Consequently, I have used his work to justify why I follow children's passions on subject matter. When children are engaged, I am still able to identify benchmarks in their work. In the Target

Extravaganza, children can collectively use their dominant intellectual strengths to learn from each other and to complete the project.

## Process Plan

My project plan guided me through the design of this project. In this section, I will explain the timeline I used to create this project.

### Timeline:

November 2006: Initiation of Concept paper

February 2007: Concept Paper revisited

March-April 2007: I drafted *Jump on Board with the Target Designers*

April 2007: Finished the draft of *Wants v. Needs*

May 2007: Concept paper finalized

May-June: Finished draft of *Supermarket Sweep*

June, July, and August 2007: I worked on the final write-up.

July and August: I worked on the actual game pieces to the project.

August 2007: Project complete

Approximately 500 hours went into my Master's project design.

I plan to partner with Target and pilot this program in January 2008.

## Outcomes

There were nine outcomes in this project which include: (1) brochure; (2) pre-assessment; (3) Target designer biographies; (4) lesson plan/ user guide; (5) Challenge One- *Needs v Wants.*; (6) Challenge Two- *Target Supermarket Sweep*; (7) Challenge Three- *Jump on Board with the Target Designers*; (8) debrief, questions? (9) post-assessment. In this next section, I will explain in detail the nine project outcomes.

1-The brochure contained a general synopsis of the program. It is intended to “tickle the imagination” and excite the reader. It gave a brief description of the three challenges and a general overview of how the students progress through the Target Extravaganza (see Appendix A).

2-The pre-assessment was a survey which assesses student’s attitudes about school (see Appendix A).

3-The five Target designer biographies were provided to explain to students about the lives of five Target designers. The students will read these biographies before they attend a Target Extravaganza. In Challenge Three, “*Jump On Board with the Target Designers,*” students will be expected to solve clues about the designers.

4-The lesson plan/ user guide organized the Target Field Trip Extravaganza for the teacher and a Target team mentor. It gave step-by-step instructions as well as the objectives behind the process.

5-*Challenge One- Needs v. Wants-* Students will be handed a Target folder with a fictitious scenario (see Appendix B). Students will be given a budget

with “X” amount of dollars. As students proceed, they will need to shop and make decisions about the health and well-being of the role they are playing. At the end of this challenge students will have organized a monthly budget and calculated whether or not they have the money to buy an Ipod. Calculators will be supplied to tabulate the sums.

6- Challenge Two: *Target Supermarket Sweep*- Students will be handed a Target folder. The children will be split into two teams. A number of clues will be given. They can proceed to the next clue if they have solved the first clue. The team that solves the most number of clues wins. Bonus products (with points) can be found along the way. A monetary total will be give for each clue found. Students will tabulate the total number of points with a calculator to determine the winning team (see Appendix C).

7- Challenge Three: *Jump on Board with Target Designers*- Two weeks prior to arriving at Target, students will have read the biographies of five Target designers (see Appendix D). When they have arrived at Target, they will have received a folder with the directions of how the game is played. The first clue will guide them on a path to help them on their path to other clues. Students will have to access information they learned from the designers’ biographies to complete the task. Students continue to travel from clue to clue until the last clue is obtained.

8- The post-assessment revisits students attitudes towards school.

In this next section, I will explain how the nine outcomes are incorporated in the Target Field Trip Extravaganza. Two weeks before arriving at the field trip, the school will receive a packet. A brochure will give a general description for the field trip to “tickle students’ imaginations” (Torrance & Safter, 1990). Before students arrive at Target, they will have taken a pre-assessment to access prior knowledge of their attitudes towards school (see Appendix A for pre-assessment). Also, teachers will be given a lesson plan/user guide which takes the teacher through the program step by step (see Appendix A). A week later, students will read five short biographies of the Target designers (see Appendix D). When they have arrived at Target, they will have a folder with the directions of how the game is played. The first clue will guide them on a path to help them on their path to other clues. Students will have to access information they learned from the designers’ biographies. Students continue to travel from clue to clue until the last clue is obtained.

Students will be responsible for reading the material. Also included in the packet is a map of the store floor, brief description of general rules, and roles associated with the experience. Additionally, before students arrive at the store, students will be split into three teams. Each group will pass through the three challenges. Once at Target, each team will receive instructions for their first challenge in a Target folder. After the students have gone through all of the challenges, the class will come together and debrief the challenges. Both the teacher and the Target team leader will facilitate the meeting and write down key learnings as the students speak. When students get back to their classrooms, they will complete a post- assessment and debrief again with their teacher (see Appendix A). The pre and post-assessment

will be given to the Target mentor who will review the pre and post-assessments.

Because the goal of the Target Extravaganza is for students to see the value of their education in the real world, the assessment will be used to re-evaluate students' goals and the mentor will report the findings to the teacher/principle. Any changes necessary in the program will be made before the program is piloted again.

## Key Learnings

Some people believe that coincidence is serendipitous. However, I do not. My six key learnings are grounded in my philosophy of education. This philosophy stems from my classroom experiences and is profoundly tied to what I know about how children learn best.

My relationship with Target is not a coincidence I applied for the Start Something program because I was moved by how well their program was put together ([tigerwoodsfoundation.org](http://tigerwoodsfoundation.org)). Start Something and I share the same philosophy. For example, the program was grounded in the philosophy that every child should follow his or her passions and was grounded in real life learning. Target always seems to be one step ahead in fashion, marketing, community giving and their belief in children. In creating this master's degree project, I learned that individuals involved in the Target Corporation also share their philosophy which is to honor change leadership and believe in humanity.

I believe that the activities in the *Target Extravaganza Field Trip* can be a starting point for altering past poor practices in education. It seems that many individual involved in education are content with the status quo. Even if they disagree, they are not willing to put forth energy necessary to make the change. When I embarked on this project, I wondered, "How might I change the complacency I seen in education?" I believe this project is heading in the right direction. It is my hope that children will retain the information they learned at Target. It is my goal that administrators and curriculum developers will see that children learn best when they

are placed in a creative and stimulating environment that expands on prior knowledge.

Brilliance has its commonalities. As a classroom teacher, I am constantly in awe of the brilliance I see day in and out. Unfortunately, research has shown that brilliance is greatly diminished by age 9 or 4<sup>th</sup> grade (Torrance, 1995, p. 313). It is my belief that this reduction in brilliance is caused because students are over-tested.

My first key learning occurred while I was researching the Target designers (i.e. Massimo Giannulli, Isaac Mizhari, Liz Lange, Michael Graves, and Victoria Haagan) for the third challenge activity. It was exciting to learn about each of the designers' stories and take note of the common threads among them. As young children each of the designers had unique interests. The designers did not know that each of their passions would blossom with age. Each designer had to pursue his or her interests with or without the help of organized schooling. Also, they did not let lack of funding keep them back from pursuing their dreams. With one exception- Massimo all went through formal education to reach his or her dreams. Captivatingly, the Target designers were a reflection of what Dewey, Gatto, Kohn, Gardner, and Torrance believed about the way children learn.

My second key learning was that the work of John Dewey kept echoing in my mind. I was astonished to find the ways in which a man who studied and practiced decades ago lived and breathed in so many of the theorists and genius minds who followed him. It was interesting to notice the ways in which so many of the educational heroes I admire were often publicly criticized for their educational beliefs. It is through these scholars that I have found my educational philosophy.

My third key learning was after numerous phone calls, I learned that National Standards in education do not exist. I was told that having national standards in education would be unconstitutional. Each state is responsible for its own standards.

My fourth key learning was when I stepped outside of my role as a teacher and remembered to be a facilitator. At that moment, I was able to access the creative ideas of my students around this project. I found that perhaps my most creative resources in this project were my students in room 202. Without their assistance, I might have left out key ideas that helped to make this project work. I owe a special thanks to Trinae Cole, a student in my class, for her guidance. She believed in this project and was my mentor. Also, the other children in my class were able to give me feedback. They listened as I explained the rules and were able to point to places where there might be glitches. As we brainstormed changes, many novel ideas came off the ridiculous. We highlighted the changes that were thought would work best. After working through the three challenges, we had an ALOU experience (Isaksen, Dorval, & Treffinger, 2000). After the debrief, we all felt a sense of ownership and pride. My brochure resulted from their suggestions (see Appendix A). My students believed the brochure would be a great marketing tool. I had one disappointment; I originally planned to complete phase one and two by the end of the school year and test run it at a Target store. Unfortunately, the end of the year was tied up in exams.

My fifth key learning was being able to utilize what I already knew about the change agency of Father Baker and how change agency was interconnected with the scholars, philosophers, researchers and Target designers. As a side note, before I came up with the idea to design this project, I was planning to work on a project

about Father Baker. Being able to see similarities among them brought this project to life. I was able to see the ways in which creativity was central to the work they were able to accomplish.

My sixth and final key learning was that by using creative problem solving to create this project, I was able to positively focus on how I could change complacency within the educational system. For example, this project hopes to attract the positive energy that allows for positive growth and change.

In the next stages of this project, I plan to pilot this program in a Target store. After the first pilot, I plan to assess the strengths and weaknesses and incorporate them into the program. Looking back on the design of this project, I wish that I would have brought in the perspectives of my colleagues. I see myself as a collaborator and believe that more heads are better than one!

## Conclusions

We live in a global society. Our earth is constantly changing and our schools are not preparing children for the 21<sup>st</sup> century. Instead, students are being swallowed by good intentions that have gone awry. Students spend hours preparing for test that have no meaning to their lives. The ‘drill and kill’ relies on information that is not valued and easily forgotten. Across the country, classrooms are erupting in violence because children are stressed and bored. Educational reformists are labeled as radicals and are dismissed. I try to stay focused on the positives in education in order to create the best possible learning experiences for my students. Again, I am grateful to the brilliant minds of educational thinkers for helping to make the space for projects such as the Target Extravaganza.

It is through the creative programs that Target promotes that real change is happening. In my opinion, I have been able to see that Target has been able to achieve its great success because they are willing to listen to their associates. Also, they are willing to take risks. Throughout the Target Corporation, one can see that Target places high value on human beings. It is my goal that the Target Extravaganza will change the way individuals view education. I hope that children will come home and share with their families about their positive learning experience. It is my belief that our educational system has remained below par because individuals involved in education (including parents) do not challenge the system. However, the research that is behind the Target Extravaganza shows that it is still able to meet educational standards while being fun. Lastly, I hope that every child who participates in the

Target Extravaganza will want to come home and tell his or her parents all that he or she has learned.

“Children are one third of our population and all of our future!”- Unknown  
(<http://quotes.zaadz.com/topics/population>)

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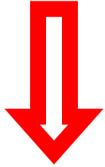
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## Appendix A: Teacher Packet

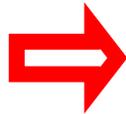
In this teacher packet is the brochure, pre and post-assessment, and the lesson plan/user guide.

This brochure is an overall synopsis of the three challenges in Target Field Trip Extravaganza.

**Groups of students will have the opportunity to work together on three individual challenges:**



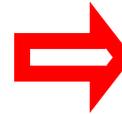
### **1. Shop Till' You Drop**



Groups of students will work in teams to solve riddles which advance them to the next clue. Problem solving and collaboration make this a challenge students will find both, socially and academically rewarding.



### **2. Can I afford an iPOD?**



Wants vs. Needs

A fictitious scenario creates an opportunity for children to balance a household budget, while solving problems in everyday life.



### **3. Jump On Board with the Target Designers**

Designers will guide students through a mysterious tour of the Target Store. Teams of students will work collaboratively to solve riddles pertaining to the designer's life journeys. Students will advance by solving riddles from the designer's past to win.

## Target Field Trip Encourages Children by...

- ✓ Students will understand the relationship behind what is learned in the classroom and correlate it to real life situations/events.
- ✓ Actively engages students by making sense of ideas.
- ✓ Promotes creativity and positive attitudes toward school.
- ✓ Promotes decision making and problem solving.
- ✓ Encourages students to attempt challenging tasks and gain confidence.
- ✓ Provides a thorough grasp of subject matter across disciplines, thus meeting numerous benchmarks and standards.



**“The strength of  
many the power  
of one”**



## **Extravaganza...**

Real life learning that creates lasting value by promoting healthy social development in a novel authentic setting.

## **Field Trip Extravaganza**



*“Inspiring young minds in  
and out of the classroom.”*

Target Corporation



### Pre-assessment

In a few weeks you will have be attending a field trip at Target Stores. Before you attend the field trip we would like you to take this brief survey. Another survey will be taken after you have attended the field trip. It is important that you answer the survey according to how you truly feel. Your identity is confidential. Place a (A) for always in the parentheses, an (S) sometimes and an (N) for never.

- ( ) I like school.
- ( ) I feel that what I am learning in school is important to my future.
- ( ) I will use what I am learning in school on a daily basis.
- ( ) I use what I learn in school in the real world.
- ( ) I am able to make connections between what I am know and what I am learning in school.
- ( ) I am able to work in small groups while I am learning.
- ( ) I am able to problem solve with my friends.
- ( ) I have role models in my life that I look up to.
- ( ) I am allowed to be creative in school.
- ( ) School motivates me to learn more.
- ( ) In school I make connections between different subject areas.

\*for example learning about how the depletion of the ozone layers of atmosphere

(Science) is affecting land forms and animal life. (Social Studies)

Thank you for your cooperation. We'll be looking forward to seeing you in two weeks!

## Post-assessment

Thank you for attending the Target Field Trip. Would you please take a few minutes to fill out the following form. In the parenthesis ( ) put an A for always, an S ( ) for sometimes, or an ( ) N for never. This survey will be kept confidential. Feel free to add any comments at the bottom of the survey. We are always looking for new ways to improve. Your comments are appreciated.

- ( ) I like school.
- ( ) I feel that what I am learning in school is important to my future.
- ( ) I will use what I am learning in school on a daily basis.
- ( ) I use what I learn in school in the real world.
- ( ) I am able to make connections between what I am know and what I am learning in school.
- ( ) I am able to work in small groups while I am learning.
- ( ) I am able to problem solve with my friends.
- ( ) I have role models in my life that I look up to.
- ( ) I am allowed to be creative in school.
- ( ) School motivates me to learn more.
- ( ) In school I make connections between different subject areas.

\*for example learning about how the depletion of the ozone layers of atmosphere

(Science) is affecting land forms and animal life. (Social Studies)

Additional comments

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***Lesson plan/ User Guide***

Two weeks before the children arrive the teacher will receive a packet that includes biographies of five designers. These biographies need to be read in order for students to prepare themselves for the challenge “Jump on Board with the Target Designers.”

A pre assessment will be given to students a week before the field trip. The purpose of the assessment is to assess attitudes about school and subject matter taught within the school setting.

**Who:****People Involved**

One parent

One teacher

One Target Team Mentor

One class of 5<sup>th</sup> grade students

**When?****Project duration:**

One hour and a half

**Where:**

At a Target Store

What?

The purpose of project is to create interactive collaborative activities in a real life setting. These activities are designed for students to realize what they are learning in

school has a link to the real world. In creating the relationship students will value students and retain information learned.

### **How?**

Students will be divided into three groups.

Each group will be handed a specific challenge. Complete directions will be included in the team folder. The group is to complete the challenge in 15 minutes.

After the challenge is completed the children will then rotate to the next challenge.

After the three challenges are completed the students will proceed to an area collectively for a debrief.

There are three group challenges.

#### ***#1 Can I Afford an IPOD?/Wants vs. Needs***

##### **Tickle the Imagination/Anticipatory Set**

**Everyone loves to shop.**

**In this challenge you will too.**

**(display a filled shopping cart filled with goodies)**

**There's just one catch...**

**You're on a budget.**

**You've got 15 minutes to decide if you can afford an IPOD?**

**Good Luck the rest is up to you!**

### **Materials:**

Folders, directions, paper, pencils, shopping cart, calculators

### **WHY?**

### **Objective:**

Students will work collaboratively in a real life setting by utilizing critical thinking to problem a solve fictitious scenario. Students will need to shop wisely to stay within a budget. At the conclusion of the shopping students will add up totals of money spent on a calculator to complete the task.

**Evaluation:**

Debrief after all three rotations

## *#2 Target Supermarket Sweep*

### **Tickle the Imagination**

**Shopping can be lots of fun as you will soon see**

**The more riddles you solve**

**The happier you'll be**

**Add the groceries that surround the clues to the cart**

**Don't forget the bonuses right from the start.**

**Are you ready to go?**

**Excited as can be...**

**You are on your way on the count of three...**

**One**

**Two**

**Three**

### **Materials**

folders, directions, clue cards, pencils, paper, calculators

### **WHY?**

#### **Objective:**

Students will work collaboratively to solve problems by critically thinking in a real life setting.

Students will tabulate value of products to come up with a total using a calculator.

The team with the highest total wins.

#### **Evaluation:**

### **#3 Jump on Board with the Target Designers**

#### **Tickle the Imagination/Anticipatory Set**

Jump on Board with the Target Designers

Come along with me and you'll soon see...

How what you know will help you to go...

On a mystery tour solving clues from the past.

With the Target Designers whose ideas are so bright and so new...

Who were once growing up just like you.

They believed in their strengths...

Worked hard as they could and went to great lengths.

They've proven that success comes to those that work hard...

Who never give up and go the extra yard!

Turn this card over and away you go

#### **Materials:**

Folder, directions, biographies of Target Designers

#### **WHY?**

#### **Objective:**

To access prior knowledge in a real life setting by obtaining clues from the biographies of five designers from Target. Team work and collaboration will be needed to solve the clues.

#### **Evaluation:**

*Debrief* ( A debrief is a part of the evaluation process. It follows the three Target Challenges.)

### **Debrief/ ALOU**

Go over rules for debrief:

Students may not judge other students learnings

Students may piggy back off of other students comments

The more comments the better

While a classmate is talking students need to listen( a talking stick might be needed.

This serves as a reminder for students to not talk while their classmate is holding the stick.)

### **Debrief**

What did you like about the challenges?

What didn't you like about the challenges?

How might you have overcome the challenges?

What was unique about your experience?

### **Material:**

Teacher and Target Team Mentors journal, pencils

### **WHY?**

### **Objective #1:**

Purpose of this debrief is to assess student's knowledge and understanding of the three challenges in a whole group setting. Students will assess and piggy back on key

learnings of their classmates thus creating a deeper understanding of the challenges purposes.

The teacher and Target Team Mentor will record the students findings.

### **Objective #2**

Debrief will be reviewed to assess key learning's thus helping the Target Team Mentor and

Teacher iron out the clichés to improve the challenges

Evaluation: Finding will be sent back to the teacher at the pilot school.

Students return to school.

### **Post Assessment**

The teacher will give students a post assessment upon returning to school. The assessments will be sent back to Target for comparative evaluation. Pre and post assessments will be analyzed. The Target Team Mentor will share the findings with the classroom teacher, principal and Target Corporation

Appendix B: Challenge *One- Needs v. Wants/Can I Afford An IPOD?*

In this appendix are the directions for Challenge One: Needs v. Wants.

Needs v Wants

**Scenario**

3 children

1 parent

1 dog

You are the single parent of the household. You have three beautiful children. All three children attend school. You are responsible for the rent and all utilities. You also need to buy weekly groceries and all clothing for your family. You make a decent living, however money is always tight. Your son's birthday is coming up. You know he's got his heart set on an IPOD. Your dog however, has gotten into the garbage and needs to go to the vet. Your vet bill is \$75.00. Itemized below are your living expenses. You can pick up all of your groceries at Target for the week. Don't forget to make healthy choices when selecting your food. Budget your money making sure that you pay have enough for all your expenses. Your job is to shop for one week for **all** of your family items. Remember that your budget for one week of groceries is \$150.00. Your monthly take home salary is \$2000.00. Your monthly bills are as follows...

Rent \$600.00

Utilities \$400.00

Weekly Groceries \$150.00

Clothing \$75.00

Emergency expenses \$75.00

Additional expenses \$100.00

Will you be able to get your son his IPOD for his birthday?

Discuss your purchases with your family. Can you stick to your budget?

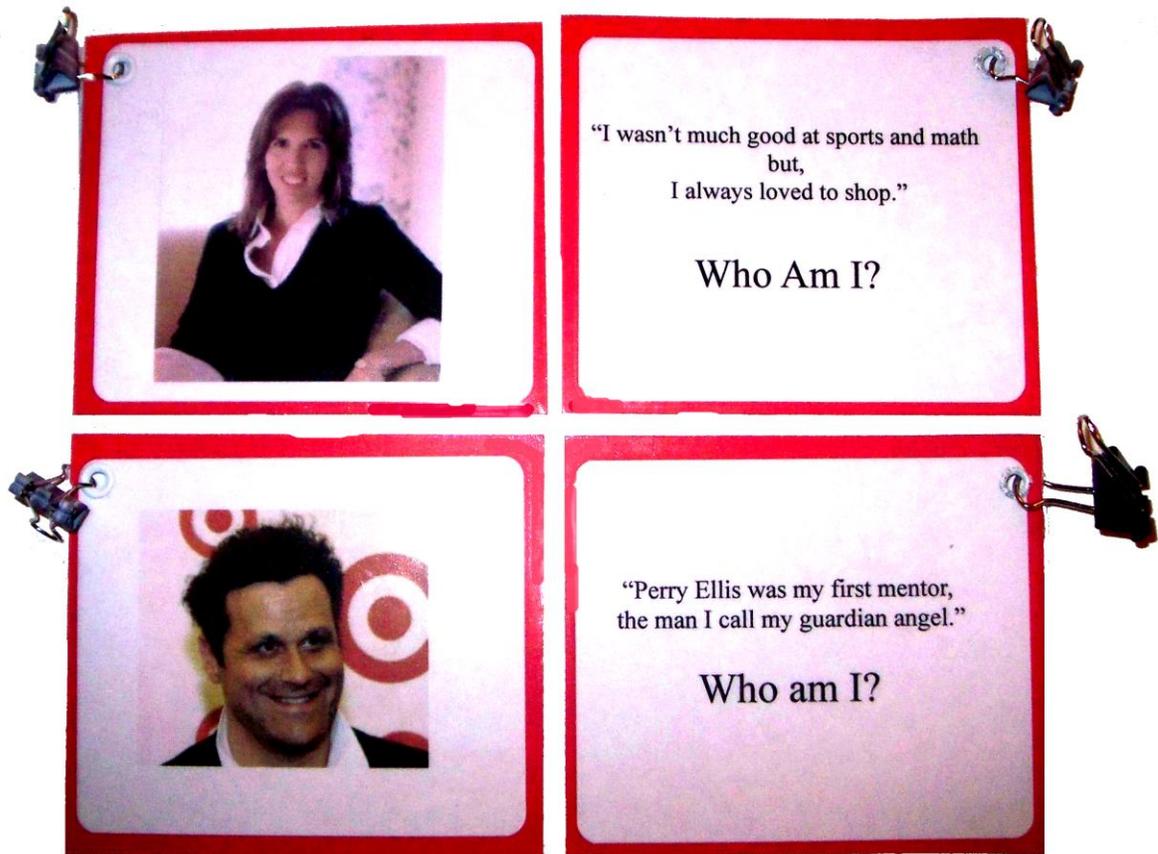
Write down all your purchases. You may use calculators to find totals.

## Appendix C: Challenge Two – Target Supermarket Sweep



These are sample riddles which guide students through the challenge.

## Appendix D: Challenge Three – Jump on Board with the Target Designers



Photographed above are clues about the designers used to complete this challenge.

In this next section are the five biographies of the Target Designers that the students will receive before they arrive at the store.

## Michael Graves

When Michael Graves was growing up the one thing that he knew he could do was draw. His mother suggested that if he was serious about his art work he would need to think about how he could make a living at it. His mother recommended that he use his talent to become either an engineer or an architect. It was at that point that Michael decided to become an architect. The very next day he found himself on the street drawing houses. Michael attended a public school that had drawing. He was so good at drawing that the school found that they were inventing courses so that he would not become bored. Michael went to Rome where he saw architecture through a different lens. He studied the works of early Roman temples where his work began to take on a whole new meaning. Michael believes that things stay “fresh” because of the questions they ask, not because of their style or their momentary attraction to new materials, or new ways of doing things.

Michael has dubbed himself a “general practitioner,” designing not only the interiors for the majority of his projects, but also a wide range of furnishing and artifacts, from lighting fixtures to jewelry and dinnerware, for companies such as Alessi, Stueben, Disney, and Phillips electronics and Black and Decker. He has also teamed with Target Stores to bring signature style design to a larger public in a wide variety of product categories. Hailed in the *New York Times*, by critic Paul Goldberger as “truly the most original voice American architecture has produced in

some time.” Graves has been the recipient of several of the most prestigious award conferred upon architects in the United States.

### Mossimo Giannulli

Mossimo grew up in Newport Beach, CA may explain his early connection to fashion with a focus on surfwear. He was a popular but known for being unique. He cared a lot about the way he looked. He had the need to keep everything in order from the way he looked to the organization of his desk. His mother Nancy told *People Magazine* that when she took him over to a friend's house he would remember how the house was decorated "down to the doorknobs." He would customize his bike and skateboard to look better so that it would stand out. He tailored his little league baseball uniform so that he would look better. When he got older he did the same to his car. He just did not like looking good, he felt compelled to look good.

When Mossimo became older he attended the University of Southern California and later dropped out. He started a business out of his garage. He used every inch of his living space for his business: his patio, his living room for shipping and staging area, and even his upstairs bedrooms were overflowing with fabric. His first year in fashion, grossed a million dollars in sales. Mossimo signature design was his volleyball shorts with "M" stamped on the butt. It was stated that Mossimo needed the fashion world. Although Mossimo is more concerned with fashion rather than functionality, he believed that surf wear could be both. Mossimo did not always have it easy in the fashion business. At one point, he had to file for bankruptcy. However, Target believed in Mossimo and created a successful liaison with him.

Mossimo loves to hang out with beautiful people. He married actress Lori Loughlin in 1998. He is the father of three children, one son and two daughters. He still calls Los Angeles home. His upcoming Fall line will soon be released through Target stores.

## Victoria Hagan

Victoria Hagan grew up in the Hudson Valley town of Pocantico Hills, New York. Her interest in interior design began when she was young while visiting local architectural treasures such as the town's Union Church, which has stain glass windows by Henry Matisse and Marc Chagall. A family trip to Monticello, Thomas Jefferson's house near Charlottesville, Virginia, provided further inspiration as Hagan began to think about design as a profession. Hagan distinctive sensibility developed at a young age. "I always wanted to improve things," she said with a laugh, recalling an early memory of peering out of her crib to examine the floor of her bedroom.

After receiving her BFA from the Parsons School of Design in 1984, Hagan apprenticed with interior designer Simone Feldman. It was not long before mentor and novice became partners-and the two were participating in industry events such as the Kips Bay decorator House. When Feldman died in 1991, Hagan established her own New York firm, Victoria Hagan Interiors.

The mother of twin seven-year-old boys, Hagan believes that good design should be relevant to the family's lifestyle. Hagan cites examples of the country's great farms as the inspiration for her collection at Target. Her sophistication and use of color and scale, combined with silhouettes, evoke images of refined traditional homes nestled among billowing fields bordered by miles of orderly white fences. Her new association with Target delights her both because of the company's long-

standing quality design partnerships and because of its philanthropic commitment to the communities it serves.

## Liz Lange

Liz Lange grew up in New York City's Eastside of Manhattan. Her father was a financier; her mother is a real estate broker in Manhattan. She has a younger sister who she describes as her best friend. She explains that that she worked very hard at school, however, there were subjects like physical education and math that she was not particularly good at. Her mother loved clothes and shopping. Liz was always aware of fashion; dressing well just came naturally to her. Growing up in the 1980s she went to a lot of fun clubs like Studio 54, Xenon and Area. It was at these clubs that she was constantly exposed to beautiful people. However, at that time she never thought of herself as making a career of fashion. Because of her hard work in school Liz was accepted to Brown University. She explained that she thought she would be a writer; she loves to read and still does. After college she was not worried about making a lot of money, she just wanted to do what she enjoyed.

Liz started working at Vogue assigning photographers at shoots and preparing party schedule for the week each Monday. Soon after she left Vogue she met designer Stephen Di Geronimo. Lange begged DiGeronimo to let her work for him gratis so that she could learn the trade. During the 1980s Liz was a partner in a sportswear company. She often dressed her pregnant friends in stylish stretchy clothes. Her friends would complain that there was nothing out there for them. She started checking out maternity stores to see if it was true. She stated that "she was appalled at what she saw; cheap fabrics, unsophisticated styles and specialty shops that exuded a bargain-basement aura."

Nine months later, armed with designs that took their close fitting fashion cues from the no maternity runway, she gave birth to Liz Lange Maternity. She carried ten items, including a cashmere-and Lycra T shirt and cardigan set for \$359, out of a 300 square foot office on east 61<sup>st</sup> Street.

Since then Liz has opened many stores with a clientele including Cindy Crawford and many other stars. Liz marvels at the turns her life has taken. “It has really been transforming-the vision I has of my future 20 years ago, and what I'm doing now, I would never would have believed it,” she says “I’m the accidental entrepreneur, the accidental feminist. I'm shocked at my transformation.” Liz’s female intuition has paid off. Today the 10 million dollar business of Liz Lange includes contracts with Nike and Target.

Her method of designing is based on the druthers system. “I’ll take a jacket from my closet and think I wish this had a looser fit or different pockets,” she says, my design inspiration comes from my own closet, my own thighs, my own life. It’s business, but it’s personal.”

Liz gives back by holding in store fund raisers and participates in other charitable events for the Ovarian Cancer Research Fund and donates clothing and gift certificates to many organizations.

## Isaac Mizrahi

Isaac Mizrahi was born in Brooklyn, New York of Egyptian Jewish heritage. Isaac's father worked in the garment industry, first as a pattern cutter and later as a children's wear manufacturer. Isaac's mom was instrumental in introducing him to fashion at a very young age. He often would accompany his mother on shopping trips to Saks Fifth Avenue and Bergdorf Goodman. His mom would also take Isaac to the ballet and to movies.

When Isaac was eight, his family moved to a middle class section of Brooklyn. He contracted spinal meningitis during this time and was spent eating junk food and viewing television, especially old movies. Isaac was inspired by a 1961 remake of a fashion design movie. The glamour of the fashion industry depicted in the movie became an inspiration to him to design clothes. When Isaac was ten years old, his father bought him a sewing machine. Isaac set up a workroom in the basement and created clothes for puppets for neighborhood birthday parties. At age thirteen, Isaac was designing clothes for himself, his mother, and a close friend of his mother.

Mizrahi was expelled several times from the strict Yeshiva school he attended for impersonating rabbis and scribbling fashion sketches in his Bible. One of Isaac's teachers encouraged him to audition for Manhattan's High School of the Performing Arts. The school used as a basis in the movie and television series Fame. He was accepted and had a small role in Fame for which he designed his own costume. At age 15, while attending the Performing Arts High School. Mizrahi produced clothes under his first label, IS of New York. His financial backer was his mother's friend

Sarah Habbard. When Sarah Haddad's husband fell ill, IS New York closed, Mizrahi continued to sketch his ideas. His father showed his sketches to a child swear designer, Ellie Fishman, who suggested that Isaac attend Parson's School of Design.

After graduating from school, he enrolled at Parson's full time. Isaac was an outstanding student. For his final project he videotaped by the school to show future classes. Mizrahi earned a job at Perry Ellis for the summer following his junior year. Perry Ellis was Mizrahi's first industry mentor, the man he called "my guardian angel." He continued to work for Ellis part time during his senior year and was hired after his graduation. In 1993 Ellis died. Also, that same year, Isaac's father died.

Mizrahi joined Jeffery Banks to spearhead a new women wear line. He remained only a short time due to the company's financial trouble. Marathi joined Calvin Klein. After leaving Calvin Klein, he and Sarah HaddardCheney pooled \$50,000 each and opened Mizrahi's own women swear company. Mizrahi's Company successfully grew and grew.

In 1995, Douglas Keeve directed a documentary entitled "Unzipped" about Isaac's life. The film portrayed the artist --a designer with a flamboyant personality. Viewers of the film learned that Mizrahi did not take his success for granted, maintained both a sense of humor and perspective about his life. Isaac's success was due to hard work and persistence.

Mizrahi stated that his inspiration comes from "food and fun" and "motion and movies." His creations have been referred to as "classics with a twist," a "blend of ease and elegance," and "simple shapes, clean colors and unlabored touches of wit"-- all hallmarks of American style.

## Appendix E: Extra Materials



The extra materials are supplemental materials used in the project. They include a crate, calculator, folder, game card organizers, a marker, journal, and name tags.

## Appendix F: Concept Paper

### Concept Paper

#### Target Field Trip Extravaganza

Marsha Phillips

May 25, 2007

#### Use a Skill/Talent to Improve the Quality of Life for Others

##### What Is The Project About?

This project is about developing a pilot program for use in Target Stores. The program's objective will directly correlate to the New York State Standards in Education and contain materials that will promote experimental learning and utilize prior knowledge in math, science, language arts, health and reading. The Field Trip Extravaganza will reflect the progressive philosophy that learning is an active process; learners will be given an active role. The tasks I develop will nurture critical thinking and will be connected to real issues. The community of learners will engage in discovery and invention, reflection and problem solving. Students will develop an understanding of how key academic areas relate to the real world, thus giving meaning to the educational process. The teacher's role is that of the facilitator. Creative Problem Solving will be used in implementation of program ideas.

### Rationale for Choice:

I choose this project because The Target Corporation has a silent history of “giving back” to communities all across the United States. In this respect, Target stands alone in its corporate generosity. The children I have worked with in the city of Buffalo have been recipients of this generosity. I proudly and perhaps selfishly want to create a “giveback to Target“. In my heart-o- hearts, I would like other corporations to examine the selflessness of the Target family. In doing so, perhaps they too will see how they can make a difference in the life of a child.

I believe the premise of the field trip program fits the Target “Silent Give Back” philosophy. The program puts an emphasis on the value of education. It will incorporate the state standards and benchmarks thus creating an interest in school districts, administrators and teachers across the country. Students will apply prior knowledge to real world situations thus creating new connections that have sustainable value. Through this creative, novel experience, Target can strengthen its stake in the community by continuing its commitment to education.

I foresee children coming home excited and sharing their Target experience at dinner tables across America, thus creating a positive family Target experience. Target teams members will receive feedback from individual classrooms preceding the field trip.

The Target experience will create a community classroom liaison thus giving children an opportunity to see the value of education in the real world.

Field Trip Extravaganza 2

Selfishly, this program needs to be implemented because I love and honor children. I went back to school non-traditionally because I believe that every child is unique and gifted.

I do not believe that filling in blanks, rote memorization or teaching to a test creates or motivates giftedness. Headlines comparing “our” to “their” are based on the fact that relative performance suggests that we’re less concerned with the quality of education and more concerned with whether we can chant, “We’re number one!” This project will reflect the philosophies and teachings of John Dewey (1938), John Taylor Gatto (1992), Alfie Kohn (2006), Paul Torrance (2004), and many individuals who respect and understand how a child grows into a confident, productive, motivated, intelligent human being. The field trip will create connections so that each child will make sense of the real world by taking what they know and integrating it into a project experience with real life value.

Who Will Be Involved or Influenced?

I am designing the field trip program and be involved in the delivery. The pilot program will initially include fifth and sixth grade children from Buffalo, New York. The field trip will take place in a Target Store. (To be determined later) A Target Team member will facilitate and deliver the program to the 5<sup>th</sup> and 6th grade students. The classroom teacher will act as a mentor and a guide. Three parents will be invited to provide support to the children, teacher and Target Team member. Organizational instructions will be provided in teacher’s packet two weeks before field trip. Field trip objectives and expectations will be clearly stated.

When Will This Master’s Project Take Place?

Phase one of the field trip program will see materials delivered to the pilot school in July of 2007. Target Team Members and school officials will coordinate phase two of the field trip in September of 2007.

#### Where Will the Project Occur?

The Target Extravaganza will be piloted in a Target Store. The exact location of the program and cooperating schools will be up to Target Team officials, yet to be determined.

#### Why Is It Important To Do This?

I have had the privilege of attending Target's corporate meeting. I have come to Field Trip Extravaganza 3 appreciate how Target has embedded a silent program of giving back to communities across the country. This selfless dedication to creating positive programs, has personally inspired me. This project is my personal "Thank you to Target"...no strings attached.

Did you know that John D. Rockefeller devoted a good part of his life to making affordable education to the common man? He is responsible for creating New York State educational system. Rockefeller found that people began to expect more and more. One day he received a letter from a young college student thanking him for what he had done in terms of education not only for himself but also for human kind. Oddly enough, it was the first written thank you that Rockefeller ever received with no strings attached from a student. This Field Trip Extravaganza is my "pay it forward" to Target. It is as important to give, as it is to receive.

The second reason I am doing this project is purely educational. Education for most children isn't interesting. I can't tell you how many times I have heard teachers

state that “they can’t motivate their children.” Another common complaint is that “what is taught is not retained.” I believe that children need to value what they are learning before it is retained. They need to make connections to the real world.

We have taken so much joy out of our children. From grades 3-8<sup>th</sup> in New York State our educational system does nothing but encourage administrators and teachers to teach to a test. Schools are graded against each other. Funding sources depend on the school wide grade. Teachers and administrators are held accountable for all deficits.

This program will ignite the passion in young people. It will make children realize that what they have learned thus far isn’t wasted. It will give children the opportunity to connect what they know to specific “real life” scenarios, thus involving problem solving, creativity and critical thinking skills. Yes, children will be reading, writing, listening and speaking for understanding. They will be digging deeper by comparing, questioning, organizing and synthesizing. The setting will create an energy that will find every student working together team building and valuing community.

It will awaken the “AHAS!” Education will be valued, thus creating a life long learner.

Personal Learning Goals:

Children are my passion. They are our future. This program project gives me an opportunity to...

- \*further my knowledge base of the professional educational readings

- \*bridge business and education, thus creating a unique educational relationship

- \*create an enriching program that correlates to New York State benchmarks and standards

\*create a novel educational product/experience that enhances the lives of children

How Do I Plan to Achieve Your Goal and Outcome

\*Refresh my knowledge base by revisiting selected readings from John Dewey, Paul

Torrance, Alphonse Kohn, and John Taylor Gatto

Field Trip Extravaganza 4

\*Reestablish my contacts with Target Stores. Net work with the store to gather the needed materials to appropriately present the field trip program in alignment with their goals and standards

\*Align the Field Trip Program to reflect New York State Standards and Benchmarks in education

\* Create three unique educational experiences that will satisfy specific criteria stated above. The gathering of this information will be done in a number of ways. I will find this information by researching and accessing my resources with Target stores.

\* I will establish a working relationship with a pilot school and Target to create the collaboration needed to ensure the success of the program

The following tasks will be created

Challenge #1

Two groups of children/each team has the same number of students.

Students will be handed an envelope with the initial clue in rhyme. A number of clues will be given. Procedure to the next clue will depend on solving each clue. The team that solves “X” number of clues first is the winner.

Challenge #2

Needs vs. Wants

Students will be handed an envelope with a fictitious scenario. Students will need to learn how to budget “X” amount of dollars. As students proceed through the process they will need to make decisions that will affect the health and well being of their role played family.

### Challenge #3

Who Done It Mystery (similar to the game of “CLUE”)

Students will be handed Target accessories, such as a purse or wallet. Students will need to access prior knowledge given to them in their bios about the Target’s Top designers.

Students will eliminate designers by solving the clues and working together to determine which designer was the responsible for said (to be determined) articles missing.

At the conclusion of the activities, students will be directed back to a general meeting area whereby they will debrief all challenges. The debrief will last approximately 25 minutes. Both the teacher and Target team member will write down key learnings as the students are speaking.

Upon returning to school, the teacher will ask the students to complete a post assessment of the field trip. The assessment will be accumulated and given to the Target Team Leader. That leader will review the pre and post assessments. The goal of the Field Trip is to see the Value of education in the real world. The assessment will evaluate said goal. The mentor will report the finding back to the teacher/principal.

Field Trip Extravaganza 5

## Evaluation

Before the program is finalized, it will be given to two principals and two teachers for critical analysis and evaluation. This will be done as to iron out any perceived glitches or program flaws.

The pre and post assessments will evaluate student's perception of the field trip. The results of the field trip will be shared with the principal and teachers of the pilot program. The outcome will be shared with the students. The results will be given to Target to assess the productivity of the field trip. I envision a positive outcome. The positive outcome will provide the rationale for extending the pilot program.

After the field trip activities, a teacher and Target team member will take notes as the students debrief. This analysis will provide an immediate oral accountability of said learnings. The debrief will follow an ALOU format. This tool is a powerful structured resource, which helps children "talk off" what they have learned.

I am also going to test run the program with live children to make sure the timing sequence is harmonious with my timed perception of activities.

## Timeline

\*March: 2007 Contact Mary Murdock

Discuss Concept Paper/Iron out kinks

\*April: Work on product/Contact Target/Contact Designers/Create Pre

Assessment/Post Assessment/ Familiarize myself with the National Standards in Education/

Prepare Physical Pieces of Field Trip Design/Stay in contact with Dr. Murdock

\*May give Program Design to two teachers/ two principals for critique and evaluation

\*Hand in CBIR annotations

\*June 1<sup>st</sup>, hand in to Mary for final sign off

