

# YMCA Camp Orkila Outdoor Environmental Education Program Overview

## A Northwest Tradition

YMCA Camp Orkila has been a setting for outdoor adventures since its conception in 1906. It is quite possible that some of your students' parents, grandparents, and even great-grandparents attended Orkila as children. Owned and operated by the YMCA of Greater Seattle, Orkila began serving schools as a site for environmental education programs in 1971. In 1984, the YMCA developed its own environmental education program for schools. Since then, the program has grown and continued to develop. Orkila's Outdoor Environmental Education program now serves more than 75 schools and 6500 participants each year.

## Setting: The San Juan Archipelago

Set on the northwest corner of Orcas Island in the San Juan Islands, Orkila enjoys a beach front view overlooking President Channel and the Canadian Gulf Islands. From downtown Seattle, the trip to camp includes a 90 minute drive to the Anacortes ferry terminal, a one hour ferry ride to Orcas Island, and a twenty minute drive to camp. Orkila is settled on 265 beautiful acres of forest, fields, and beachfront property, as well as 10 acres in Moran State Park and 110 acres on Satellite Island. The nearby village of Eastsound provides a medical center, shopping, and entertainment.

## Dedicated Staff Team

Our staff members are dedicated to the YMCA mission of building a community where individuals, especially the young, are encouraged to develop to their fullest potential in Spirit, Mind, and Body. Our seasonal teaching staff is comprised of experienced instructors and college interns. The OEE Directors provide year-round leadership for the program. Our team also includes outstanding food service and maintenance staff, a camp manager, and Seattle-based administrators.

## Healthy Food Service

Our guests eat family style in Larry Norman Lodge overlooking President Channel. With an emphasis on health and variety, our kitchen staff carefully creates menus that will provide adequate protein, carbohydrates, and fiber, and avoid excess sugar, salt, and cholesterol.

## Facilities & Resources

- **Accommodations:** As part of our long tradition of providing rustic outdoor experiences, we house students and their cabin leaders in rustic open air cabins. Each cabin has 10 - 12 built-in bunks, and open windows and doorways. Bathhouses with toilets, sinks, and shower facilities are located throughout camp, just a few steps away from cabin areas.
- **Teacher Housing:** Additional space in winterized buildings (fully enclosed with heat, lights, and inside bathrooms) is usually provided for teachers. This space may be shared with teachers from other schools visiting at the same time.
- **Facilities:** Over 50 buildings made of stone and cedar are nestled in among the evergreens. Orkila's facilities include: marine science center with touch tanks, salmon hatchery, forest trails, a pond community study center, small farm animals, a garden, adventure ropes courses, simulated rock climbing wall, initiatives course, softball and soccer fields, archery range, basketball and volleyball courts, a crafts center, two outdoor campfire circles, rowboats, and a covered program shelter, and 2 lodges.

# Mission Statement

## Introduction

Set in the unique classroom of the San Juan archipelago, the outdoor environmental education program at Camp Orkila has grown out of a dedication to offering experiential education to participants. Our goal is to cultivate positive relationships of all kinds, both between participants and the natural world and among participants themselves.

Because we believe that students learn most effectively through self-initiated involvement with material, we encourage students to actively participate in shaping their own learning process. To make this possible, we have developed a teaching philosophy that is based on observing and adapting to students' needs. While our approach is flexible, it is grounded in a solid conceptual foundation.

This foundation consists of three threads: **adaptations**, **interdependence** and **impact**. We have chosen these threads because they illustrate the strong links that exist between all classes in our curriculum. For participants, they provide a framework necessary to process the many facets of the experience at camp. The end result is that students are able to take home the tools they need to successfully apply the lessons learned here to the challenges of their daily lives.

## The Three Threads

### Adaptations

This thread highlights the common trait among all living organisms to change and grow in accordance with their environment. An organism's ability to survive and flourish is dependent on its physical and behavior adaptations, a common trait shared by all life on earth. This thread supports our initiative to create tangible connections between the human and natural world.

### Interdependence

Our program challenges students to recognize how all forms of life demand and require support from each other. In natural and human communities, any and all actions create lasting effects. All our classes highlight how every organism is dependent upon a web of intricate relationships that make life possible.

### Impact

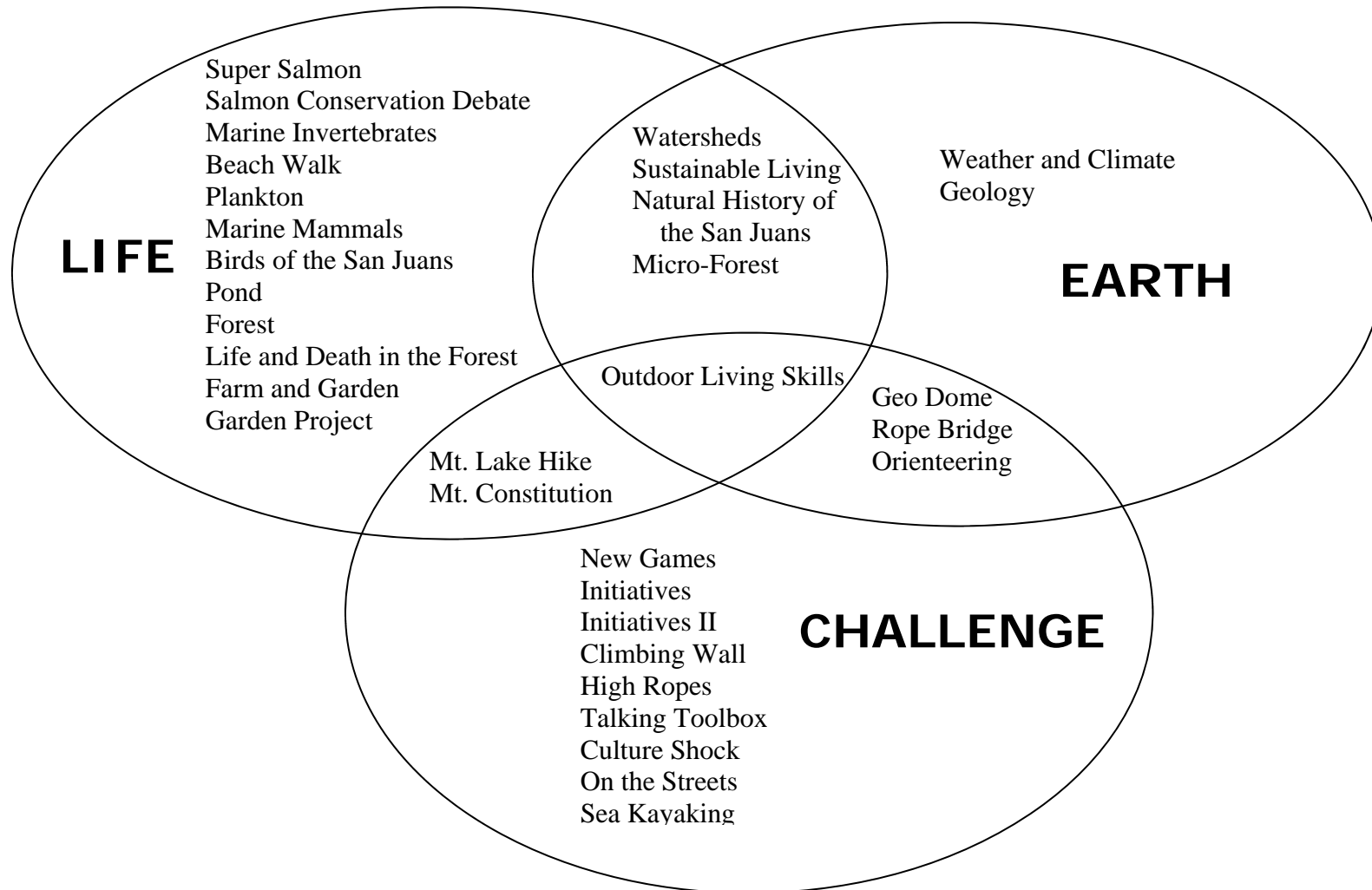
As inhabitants of this earth we have the responsibility to make sustainable decisions. By discussing the impact humans have on the natural world we increase awareness about the effect we have on the communities to which we belong. By weaving this thread into our classes we hope to inspire students to take action, make positive changes in their daily lives and move towards a more regenerative model of living.

## YMCA Camp Orkila Outdoor Environmental Education Class Offerings

**LIFE:** Life science classes study the interactions within the living world.

**EARTH:** Earth science classes study abiotic factors that impact the living world.

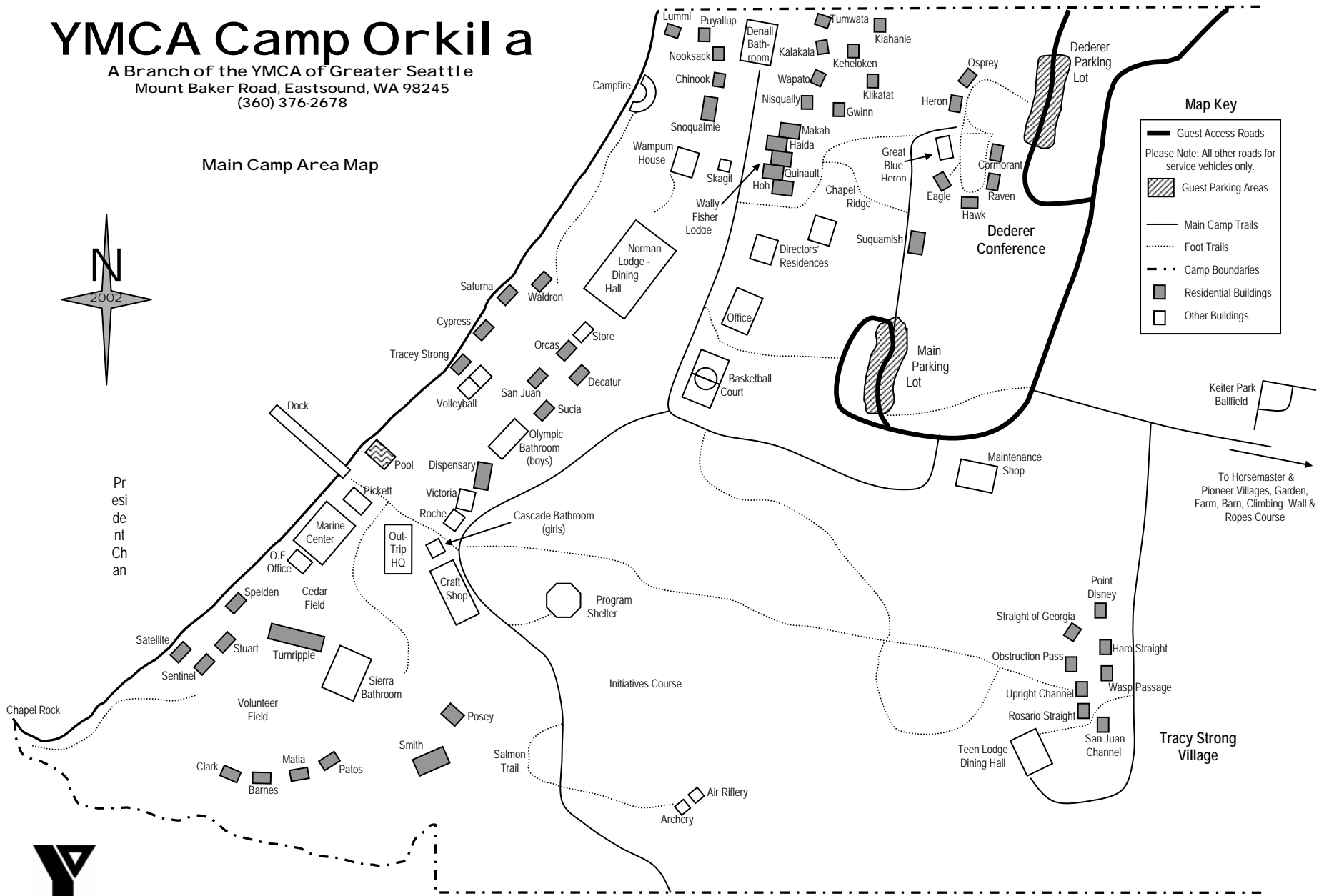
**CHALLENGE:** Challenge classes address human interactions, communication, team-building and adventure.



# YMCA Camp Orkila

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 Mount Baker Road, Eastsound, WA 98245  
 (360) 376-2678

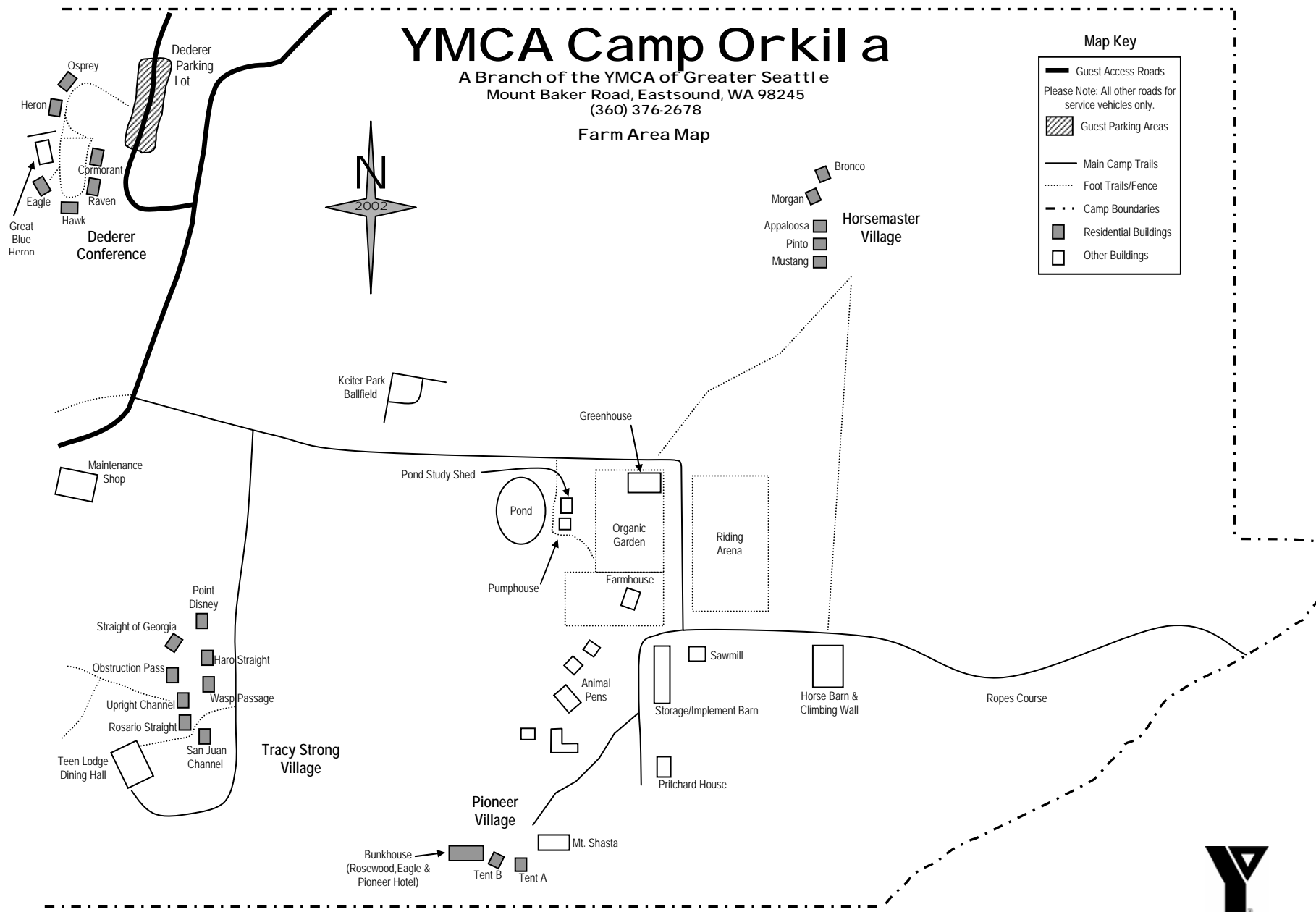
Main Camp Area Map



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## Farm Area Map



# A Typical Day at Camp Orkila...

7:00	Rise and shine, get ready for the day
7:30	KP - Send one person per table group to the dining hall for set-up
7:45-8:30	Breakfast (standard meal time daily)
8:30-8:45	Cabin and bathroom clean-up, prepare for morning classes
8:45-10:15	Classes
10:15-10:30	Break and travel time between classes
10:30-11:45	Classes
12:00	KP - Send one person per table group to the dining hall for set-up
12:15-1:15	Lunch (standard meal time daily)
1:15-2:45	Classes
2:45-3:00	Break and travel time
3:00-4:30	Classes
4:45-5:45	Recreation (KP's should leave a few minutes early)
5:45	KP - Send one person per table group to the dining hall for set-up
6:00	Dinner (standard meal time daily)
6:45-7:30	Cabin time: cabin leaders supervise; prepare for evening program
7:30-8:45	Evening program
9:45	Lights out - Quiet hours are from 10:00 PM to 7:00 AM

## A Three-Day Schedule

[Four & five day trips add additional "Day two's"]

### Day one...

11:00 Arrive, move in  
 11:30 Orientations  
 12:00 Sack Lunch  
 1:00 1<sup>st</sup> Class  
 2:30 Break  
 2:45 2<sup>nd</sup> Class  
 4:15 Break  
 4:30 Open Recreation  
 5:45 Break  
 6:00 Dinner  
 7:15 Fire Drill  
 7:30 Evening Program  
 8:45 Return to cabin  
 10:00 Lights out

### Day two...

7:45 Breakfast  
 8:45 3<sup>rd</sup> Class  
 10:15 Break  
 10:30 4<sup>th</sup> Class  
 11:45 Break  
 12:15 Lunch  
 1:15 5<sup>th</sup> Class  
 2:45 Break  
 3:00 6<sup>th</sup> Class  
 4:30 Break  
 4:45 Open Recreation  
 5:45 Break  
 6:00 Dinner  
 7:30 Evening Program  
 8:45 Return to cabin  
 10:00 Lights out

### Day three...

7:45 Breakfast  
 8:30 Evaluations  
 9:00 Cleaning  
 10:00 7<sup>th</sup> Class  
 11:30 Group Wrap-up  
 12:00 Lunch  
 1:00 Depart to ferry



# Camp Policies

- The YMCA's Core Values are the guiding principal for appropriate behavior at Camp Orkila. We ask all participants to show:
  - ✓ **Respect** for themselves, others and the environment.
  - ✓ **Responsibility** for themselves and their own actions.
  - ✓ **Honesty** in all situations.
  - ✓ **Caring** for others and the environment.
  - ✓ **Faith** in themselves and their community.
  - ✓ **Fun** by having a positive, enthusiastic attitude.
- The use or possession of alcoholic beverages or illegal drugs is prohibited. Individuals who break this policy will be asked to leave camp immediately and will be fined a minimum of \$250.
- Tobacco products are prohibited. There is no longer a designated smoking area at Orkila. Please speak with the camp director to discuss any concerns.
- Vehicles are only permitted beyond the upper parking lot to unload luggage. Schools that bring more than five luggage vehicles will be asked to unload the luggage in the parking lot. Schools may park one emergency vehicle in camp, and all others in the upper lot. The speed limit in camp is 5 miles per hour.
- Schools must provide adult supervision in every cabin. Students must be supervised at all times. Please follow a minimum ratio of 1 adult per 10-12 students. [NOTE: Student discipline is the primary responsibility of the school staff. Should a situation arise, such as fighting or theft, Orkila reserves the right to have the students sent home.]
- Graffiti is not permitted in the cabins. Please notify the camp director of any graffiti found in cabins so that it may be removed and so that your school is not billed for damage.
- Beach fires are allowed ONLY with permission of the camp director and must be supervised by a schoolteacher. Please help us conserve our natural resources at camp by keeping fires small.
- Firearms, knives, weapons of any kind and fireworks are prohibited on camp property.
- An adult or cabin leader must accompany students in order to be on the dock or beach. Swimming is prohibited. "Polar Bear" dips must be arranged with the camp director.
- Schools are responsible for cleaning their assigned cabins, restroom facilities, and surrounding outside areas during their stay and prior to departure.
- Live plants, animals, and sea life may not be collected or damaged in any way.
- All students must remain on Camp property unless participating in a kayak trip, beach walk, or Moran State Park hike. Adult participants should check with school staff before leaving camp property.
- Students must be accompanied by their teacher in order to use the telephone. Camp Orkila staff will relay important messages from parents to their children.
- ***Insurance: It is the responsibility of every individual, their parent or legal guardian, and/or the school to provide accident and health coverage while participating in all YMCA activities. The YMCA of Greater Seattle does not provide any accident or health coverage for its participants.***

Please share this information with all students, parents and teachers attending.

# Behavior Expectations

The YMCA's Core Values of Respect, Responsibility, Honesty, Caring, Faith and Fun are the guiding principal for appropriate behavior at Camp Orkila. Here is a closer look at how respect can influence participants each day:

## Respect yourself by...

- Keeping an open mind to new ideas, new ways of doing things, and being different.
- Doing things which are healthy and safe, including:
  - Wear shoes at all times,
  - Wear rain gear when it is raining,
  - Wear warm clothes when it is cold,
  - Get plenty of sleep,
  - Run only on flat areas or up hills (not down hill),
  - Stay on the ground (unless you are at the climbing wall or ropes course and are supervised by Orkila staff),
  - Walk on the beach only if supervised by an adult or a counselor,
  - Go on the dock only if supervised by Orkila staff.

## Respect others by...

- Listening when someone is speaking.
- Following directions given by counselors, teachers, and Orkila staff.
- Staying in your own section of camp and away from others' cabins unless invited.
- Throwing rocks only on the beach and towards the water (Remember, there must be a counselor or adult present for you to be on the beach).
- Supporting others by giving "put ups", pats on the back, and encouragement. "Put downs" do not belong at camp!
- Showing up to your classes and KP assignments on time because other people are relying on you.

## Respect your surroundings by...

- Looking at, listening to, smelling, tasting, and even touching the nature around you as long as you are careful not to scare, harm, bother, pick, or break any growing plants or animals. (This includes the animals living in the marine tanks.)
- Keeping your cabins and bathrooms clean every day.
- Picking up trash when you see it, even if it is not your trash or in your area.

# YMCA Camp Orkila Outdoor Environmental Education Teacher Packet

## Start Planning Your Trip!

### Working With the Camp Orkila OEE Director...

To insure that your schedule is planned correctly, Camp Orkila has an OEE Director that works with your school. In addition to the logistics, the director will provide a smooth transition from the indoor classroom to the outdoors. In order for the OEE Director to do an effective job, *they will need your assistance*. Please complete and return the Pre-Camp planner and Scholarship Information form as soon as possible, perhaps most importantly, please include the phone number and times you are best reached during the school day (or perhaps a home phone).

Some schools chose to visit Camp Orkila to have a planning meeting and discuss plans for their trip in person. Camp Orkila staff are also available to come to your school to meet with students, teachers and parents and provide a presentation. Please contact the OEE Director if you are interested in this.

Please begin to gather the following information together for your Pre-Camp planner:

- ✓ Approximate number of students and adults attending
- ✓ The goals you hope to accomplish during the trip
- ✓ Ideas or requests for your classes
- ✓ Ideas or requests for evening programs
- ✓ Special requests or needs your group might have
- ✓ Transportation requests and needs

**Returning schools please take note** – we take copious notes of your school's experience, but sometimes we forget each small detail. **Please remember to share with us:** the ways you have always done things, the rooms you have always had and the flow of events you have come to expect. Please remember that we are continually upgrading and improving our program- **so try something new!**

The OEE Director will create a tentative schedule after reviewing your Pre-Camp Planner. When this schedule is completed the Director will forward a copy to you either via e-mail or fax. Please carefully review this schedule and contact the OEE Director with any questions that you may have. Since we organize our teaching schedule two weeks in advance to your arrival, last minute changes can be difficult. For that reason, we hope to work out all scheduling details before you arrive.

## Preparing Your Students & Staff...

**E ducationally:** The Camp Orkila Outdoor Environmental Education Program is a school in the outdoors, all our experiences (including eating in the Dining Room) have an educational foundation. In preparation you may want to perform special units of study, discuss current events, or work on journals back at school. For additional ideas, review the Pre-Trip Activity Ideas in this planning pack.

**Logistically :** *Please make sure that all participants are prepared for an outdoor classroom experience- raincoats and warmer clothing in the colder months are a must!* Share the purpose of the trip and the selected activities with your students and teachers. Make sure that all necessary forms have been sent home and that parents have the Camp Orkila phone number in the event of an emergency.

**E motionally :** Our 300 acre setting located on Orcas Island is unique and apt to be different from what your students are used to at home. We sleep in open air cabins, walk great distances sometimes, have no television, daily newspaper or soda to drink. Because the experience at Camp Orkila is so short and intense, we ask you to address student's behavior before you arrive. Many schools have found that a behavior contract signed by students and parents is a great idea!

**E nvironmentally:** We ask that you and your students respect the Camp Orkila environment inside and out. Collecting plants or animals is not permitted without permission. Furthermore, we try to integrate our philosophies into every part of our program, including the Dining Room. Activities such as weighing food waste can be a dramatic lesson about wasteful lifestyles and energy cycles. We feel a trip to Camp Orkila can help to instill positive environmental attitudes in our students. So, we will strive to practice what we preach, and we ask you to help us in this effort by preparing your students for our alternative living/learning environment.

## Calendar for planning your trip...

### Three Months Before Your Trip:

- \_\_\_\_\_ Camp Orkila Pre-Camp Planner returned.
- \_\_\_\_\_ Bus transportation arranged.

### Two Months Before Your Trip: (Contact Director)

- \_\_\_\_\_ Discuss choices for classes and evening programs with all school teachers.
- \_\_\_\_\_ Make sure all necessary forms are returned to OEE Director
- \_\_\_\_\_ Meet with participating teachers, students and parents about the Camp Orkila program.  
We are happy to present at this meeting.

### One Month – One Week before trip:

- \_\_\_\_\_ Give “Bring Along” list to students ( 1 month)
- \_\_\_\_\_ Discuss trip goals and behavior with students (1 month)
- \_\_\_\_\_ Make sure all necessary health information is acquired (1 month)
- \_\_\_\_\_ Make arrangements for an Emergency Vehicle (2 weeks)
- \_\_\_\_\_ Finalize number of students and staff attending (2 weeks)
- \_\_\_\_\_ Organize students into class groups of 12-15 per group
- \_\_\_\_\_ Organize students into cabin groups (check cabin list for capacities)
- \_\_\_\_\_ Assign dining hall duties
- \_\_\_\_\_ Distribute schedules to students including Dining Hall set up (1 week)
- \_\_\_\_\_ Let students know they must bring a sack lunch on first day
- \_\_\_\_\_ Finalize all transportation arrangements. Check ferry times

### Before you leave school:

- \_\_\_\_\_ Check bus schedule for return trip
- \_\_\_\_\_ Count students, staff and parents

### Bring the following papers along:

- \_\_\_\_\_ Copies of your schedule for ALL adults
- \_\_\_\_\_ List of students organized by study group and dining tables

# Ferrying Through the San Juans

**Save Money** -- As of February 2001, it costs \$2 for a group of students to walk on – that’s \$2 for the entire group whether you have 3 students or 300! To receive this great deal, bring a letter to the Washington State Ferries on school letterhead telling them what days you will be riding the ferry and how many students and chaperones you will have with you. There is a form letter available on the ferry website at: <http://www.wsdot.wa.gov/ferries/>

**Share the Ferry** – Sometimes 2 or more schools may arrive or depart on the same ferry. It often works well to have each school ‘take over’ a particular space on the boat to call their meeting place. Set firm boundaries for your students, keeping in mind that students from other schools may be older or younger or may have different behavior expectations than your students.

**Get Organized Before Taking Off** – **Before the ferry arrives at Orcas Island, have students line up by classroom or cabin group and take them downstairs to the front of the car deck.** School groups going to Orkila are always the first people to be let off the ferry – everyone else has to wait until students are loaded onto the buses (so please be sure students are ready to move quickly in order not to keep other passengers waiting!). If you have your students organized and ready, this should only take a few minutes. A bus driver will meet you as you get off the ferry and give you directions about which bus to get on.

**Supervision & Student Health** – Just like at camp, please remember to have an adult-camper ratio of 1:10 on the ferry and bus. We also strongly recommend keeping students’ health information & permission-to-treat forms, as well as first aid supplies, in an accessible location while traveling from school to camp.

## Housing and Cabin Leadership

**Rustic Living** – At YMCA Camp Orkila, students are given the opportunity to experience sleeping close to nature without actually being in a tent or sleeping on the ground. Most Orkila cabins are open-air wooden structures that have canvas window coverings, open doorframes and no electricity. Schoolteachers should ensure that students are mentally and physically prepared for a rustic experience. Let them know they will have a chance to sleep in the open, while being protected from rain and wind. As long as food is not left out in the cabins, raccoons will not disturb them. Our rustic cabins and philosophy of “roughing it” have been a tradition at Orkila since 1906, and have proven to be among most participant’s fondest memories.

**Student Cabin Assignments** – Most cabins hold a maximum of 12 people however a few cabins hold only 10 people. Please be aware of these numbers and use the housing chart to plan accurately.

**Cabin Leadership and Training** – It is the school’s responsibility to find one adult leader for each cabin. Orkila recommends a ration of at least 1:10 to ensure adequate supervision. Quality cabin leadership is crucial to the success of a student’s stay at Camp Orkila. Cabin leaders should possess maturity, sound judgment, enthusiasm, and a commitment to creating the best possible experience for the students. Schools **must** provide a thorough training workshop for cabin leaders prior to arriving at camp.

## Health and Wellness

All school groups must provide their own trained medical attendant, first aid supplies, and emergency transportation vehicle. At minimum, the medical attendant must have a current First Aid & CPR certificate from a nationally recognized provider such as the Red Cross, American Heart Association, or Wilderness Medicine Institute.

Camp Orkila strongly urges school staff to gather health information for ALL participants in their care. This information, at minimum, should include: name and address, emergency contact names and phone numbers, a listing of allergies and health conditions requiring treatment and a signed permission to seek emergency treatment. We also strongly urge school staff to collect and administer all medications to students while at camp.

### Accident & Emergency Procedures

*School groups are required to explain the following accident and emergency procedures to their chaperones and students prior to arriving at camp. In addition, information regarding emergency meeting areas will be reviewed during the initial orientation.*

#### Injury & Medical Emergency Procedures

- ✓ Orkila staff are trained in First Aid/CPR and are available to administer initial assistance to participants. However, each school's trained medical attendant must be available to take over all medical situations as soon as feasible and appropriate.
- ✓ In the event of a medical emergency (or any medical situation), the student will be taken to the school's teacher housing, preferably by one of the school's staff or volunteers. If the student cannot be moved, a messenger will be dispatched immediately to the school's teacher housing to call for the assistance of the school's medical attendant.
- ✓ If the school's medical attendant is unable to handle the emergency, they should either call the Orcas Island Medical Clinic (376-2561) or 911. If a student is taken to the Medical Center or 911 is called, school staff must notify the OEE Director as quickly as possible.
- ✓ A YMCA Accident/Incident report must be filed in the event of any accident that requires a participant to have medical treatment and/or to return home.

#### Fire & Disaster Procedures

- ✓ There are two sirens located in camp—one at the Dispensary and one at the camp director's house. The signal for fire or disaster is a continuous sound of the siren. In addition, depending upon the location in camp, an air horn may be blasted repeatedly to signify an emergency.
- ✓ When the alarm sounds, all staff and all participants report to the emergency meeting area established for their group. If the passage is blocked, an alternative meeting area will be established.
- ✓ Students should line up by cabin group so that their teachers may verify attendance. The camp director will meet with teachers to explain evacuation or other special instructions necessary.

# Building Capacities

Schools will be assigned to specific cabins within one (or possibly two) sections of camp based upon size and special needs. We reserve the right to alter housing assignments as necessary to accommodate the needs of all participants.

## Wally Fisher Lodge: Capacity: 48

<b>Cabin</b>	<b>Capacity</b>	<b>Cabin</b>	<b>Capacity</b>
Makah	12	Quinault	12
Haida	12	Hoh	12

## North Camp: Capacity: 160

### North Orchard

<b>Cabin</b>	<b>Capacity</b>
Lummi	12
Puyallup	10
Nooksack	10
Chinook	12
Snoqualmie N.10	
Snoqualmie S. 10	

### North Forest

<b>Cabin</b>	<b>Capacity</b>
Tumwata	12
Kalakala	12
Wapato	12
Klahanie	12
Keheloken	12
Klickitat	12

### North Ridge Trail

<b>Cabin</b>	<b>Capacity</b>
Nisqually	12
Gwinn	12

## Mid Camp: Capacity: 106

### Mid Beach

<b>Cabin</b>	<b>Capacity</b>
Cypress	12
Saturna	12
Waldron	12
Tracy Strong	12

### Mid Forest

<b>Cabin</b>	<b>Capacity</b>
Orcas	12
San Juan	12
Decatur	12
Sucia	12

## South Camp: Capacity: 124

### South Beach

<b>Cabin</b>	<b>Capacity</b>
Spieden	10
Stuart	10
Sentinel	10
Satellite	10

### South Forest

<b>Cabin</b>	<b>Capacity:</b>
Patos	12
Matia	12
Barnes	12
Clark	12

### South Field

<b>Cabin</b>	<b>Capacity:</b>
Turn	12
Ripple	12

Additional Housing Options...

**Tracy Strong Teen Leadership Village:** 8 cabins, total capacity = 96, call for more information. No addition charge.

**Dederer Retreat & Conference Center:** 4 houses, total capacity = 64, call for more information. Additional charge.

# Fund Raising Ideas

With school budgets tightening, fund-raising is an essential part of the Camp Orkila experience. It is also an important way to get your students involved in the preparation for a trip. Many of the schools that visit Camp Orkila run fund raising programs throughout the school year. The following are a few examples we have heard about:

**Spaghetti Dinners, Pancake Breakfasts:** Encourage your local grocery stores to donate the ingredients and hold a dinner or breakfast in your community for a small fee.

**Poster sales, T -shirt sales, Wrapping paper sales:** This is your typical fund raiser. Find a good vendor and send your students out in the field. Try to find some good environmental products to sell. Human-i-Tees is a vendor that donates some of their profits to groups protecting the environment. Their address is: [www.humanitees.com](http://www.humanitees.com) and a phone number is 914-741-2424.

**Hold A Carnival:** Let your students be creative! Have them come up with some fun games and activities and hold a fun day for families. Charge a small entrance fee or fees for each activity.

**Car Wash:** All you need for this is an available water source. Look into using environmentally friendly soaps and other supplies. A local store may be able to donate supplies. You can also share car wash tickets instead of holding the car wash.

**Bake Sale or Craft Sale:** Here's another typical fund raiser, but always a good way to bring in some extra money.

**Yard Sale:** Here's a good one that will provide a service for those looking to do some spring or fall cleaning. Have people around the area donate items then have a big yard sale or an auction.

**Litter-a-thon:** This is a great idea that will get your students involved in a hands-on environmental cleanup. Have your students get pledges for a little pick up. This could be done by the hour or by the bag full. Perhaps you can find an area of concern in your community and bring about some positive change through your efforts.

**Partnering with PTSA:** Often times PTSA serves as an excellent source for funding. An Orkila representative can meet with you or present to the PTSA to help with this effort.

**Krispy Kreme and Wal-Mart:** Krispy Kreme will sell you boxes of a dozen doughnuts at a reduced price. You can then sell these in front of a Wal-Mart store. Wal-Mart will match the profits you make from selling the doughnuts. Contact your local Krispy Kreme and Wal-Mart for more information.

Please help us improve this list for next year by passing on other ideas you have.

# Pre-Trip Activity Ideas

Preparing your students for their trip to Camp Orkila is an important part of the entire experience. We strongly suggest that you do pre-activities to help your students prepare for their resident experience- as well as post-activities to help them follow up and build upon the experiences that happened during their trip. Expanding the experience in this way will make their trip much more meaningful than an intense, but isolated 3-5 days. Below are some suggestions for pre-activities. Please let us know how these suggestions work out for your group and any additional ideas you may have.

**Letter to Myself:** Have the students write a letter to themselves and their expectations of the upcoming trip. What are they looking forward to the most? The least? What fears do they have? What do they hope to get out of the experience? Seal the letters, hold them and then give them back after the trip.

**Journal Writing:** Journals are a very effective way for students to process and evaluate their experience before, during and after their residence experience. The students can make and decorate their journals before the trip and complete a few entries about their expectations, hopes and fears. You may want to include worksheets or questions that they will work on during their trip in the journal; include a page or two for each activity they will be doing plus a place for them to react to meal times, cabin time and free time. A scavenger hunt that goes on throughout the entire trip is also a fun addition (collecting information, not wildlife).

**Photo Board or Collage:** Set up a bulletin board or large sheet of paper where the students can display images of their trip. Plan to include pictures or photos of all aspects of the experience, from planning what to take, meetings with teachers about expectations and pre-activities to the trip itself and follow-up activities. Also include schedules, rules and bring along lists for the students to refer to as they prepare for the trip.

**Scrap Books:** One book can be made for the whole group or each student can make their own. Photos or drawings that describe planning and expectations can be the first entries. During the trip they can add more images, plus natural objects such as pressed flowers or leaves, poems from a creative writing exercise, schedules etc. Students can make captions to explain the sequence of events that tells the story of their trip.

**News Reporting:** Give each student an aspect of the trip to report on for the whole group. Information they collect can be compiled into a school newspaper or video news show. Some examples of topics to report on could be classes, meals, the ferry ride, their teachers or the Camp Orkila staff.

**Vocabulary:** Study some of the key vocabulary words that will come up during your classes visit to Camp Orkila. For vocabulary lists that match your class selections, please talk with the OEE Director.

**Skits:** Divide the students into groups and have them create skits showing what they think the trip will be like. If possible put them in the groups they will be in for activities during the trip so they can work on cooperating and getting to know one another better before they arrive.

**Environmental Club:** Organize a club in your school where students can work together to help the environment and solve problems in their community.

Please help us improve this list for next year by passing on other ideas you have.

## Important Details...

- ✓ Remember to bring a vehicle for use in case of an emergency.
- ✓ Use the Program Planning Checklist to ensure nothing is “left behind”.
- ✓ To ensure a smooth first day, please make sure that every child knows what Study Group they are in, what cabin they are staying in and which table they will sit at in the Dining Room – before arrival.
- ✓ A confirmation phone call from the OEE Director will be made two weeks before your arrival to assure a smooth and successful experience. At this time please be aware of all special dietary needs or participants with special needs.

## Contact Us!

*Please feel free to contact us at any point with questions or concerns about your trip. It is important to us that each of you has a successful experience here at Camp Orkila!*

- ✓ Christy Shiers, Director Environmental Science Programs  
PO Box 1149  
Eastsound, WA 98245  
  
Phone: 206-949-9825, 360-376-2678 ext. 103  
Fax: 360-376-2267  
E-mail: [cshiers@cs.seattlemca.org](mailto:cshiers@cs.seattlemca.org)
- ✓ Alyssa Knickerbocker, Site Director of Environmental Education  
Phone: 360-376-2678 ext. 146  
E-mail: [aknickerbocker@cs.seattlemca.org](mailto:aknickerbocker@cs.seattlemca.org)
- ✓ Emergency Pager: For urgent emergencies only, call 1 (800) 800-8596 and ask for the “Emergency Pager”. Leave a complete message including your phone number and the director on duty will return your call. This pager is only activated when a group is at camp.

# YMCA Camp Orkila

## ENVIRONMENTAL EDUCATION CLASSES

### Introduction:

We have redesigned some of our curriculum packaging to better serve you! Throughout the past few months we have been carefully considering the content and mission behind each class that we offer. During that consideration we decided to make some changes in order to make our curriculum more focused and to continue to offer classes that utilize the many resources that Camp Orkila has to offer. In the introduction we will briefly explain some of the changes. Details about each class will be found following the introduction in the class abstracts.

**Study Blocks:** We have found that many schools have enjoyed having a strong area of focus while at camp. Study blocks simply allow you to choose an area of concentration for a three hour block. What was formerly two separate classes will be combined into a cohesive block to allow for continuity and enhanced growth of knowledge. You may choose to request two classes in a study block, or you may continue to request classes singly. For larger schools (250+) scheduling may prevent all study groups from taking the classes in a block.

### Each Study Block Chosen Counts for 2 Classes

**Ultra Forest:** Includes Forest and Micro-Forest

**King Salmon:** Includes Super Salmon and Salmon Conservation Debate

**Survival:** Includes Outdoor Living Skills and Orienteering

**High Ropes:** Includes two high ropes elements or a double class of one element

**San Juan Sampler:** Includes Geology and Natural History of the San Juan Islands

**Marine / Aquatic:** Includes your choice of two of the following four: Beach Walk, Marine Invertebrates, Plankton, Pond

Careful consideration has also caused us to change the way a few of our classes are offered. Some of our “science based classes” did not match our other classes with the level of intensity and engagement. We will now be offering the following subjects as choices in our Science Fair evening program as opposed to a 90 minute class format. (Please contact the OEE Director with concerns, exceptions can be made) **Egg Drop, Bubbles, Roller Coasters, Hot Air Balloons are now available in Science Fair as well as other experiments.**

We have also combined a couple of our classes to make them stronger. **Tooty Fruity** can now be a part of **Farm and Garden**, just request it on your pre-camp planner. **The Beast and Blind Man and the Elephant** will be combined into a great new communication class called **Talking Toolbox**. **Public Hearing** is now part of a new class called **Salmon Conservation Debate**. **Ultimate Challenge** can now be addressed in our **Initiatives II** class on the low ropes course, please make a request on your pre-camp planner. The objectives fulfilled by **Bridge, Tower / City Building** are more effectively addressed in either **Geodesic Dome** or **Rope Bridge**.

While we were at it, we decided to rename some of the classes with titles that make more sense.

**Alpha Beta is now Culture Shock**

**Map and Compass is now Orienteering**

**Water Works is now Watersheds**

Lastly, we have made a few changes in our evening program. **Invention Convention** has been incorporated into **Bizarre Bazaar** to make it more environmentally focused. **Science Fair** has new options as listed above and focuses on providing students with an opportunity to design and perform an experiment. **Amazing Race** will be changed to a more environmentally focused adventure program that allows students to follow a model of a bird migration path, it will be called **Amazing Migration** and is appropriate for all participants. We have decided to no longer offer **Underground Railroad**. (Please contact the OEE Director with concerns, exceptions can be made)

We hope that you welcome our improvements! Please feel free to contact us with any questions or concerns!

Sincerely,

Christy B. Shiers  
Director of Environmental Science Programs  
YMCA Camp Orkila

Alyssa Knickerbocker  
Site Director of OEE  
YMCA Camp Orkila

# Life Science Classes

## BEACH WALK

Life Science  
Capacity: 15 students maximum  
Location: The Beach

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students observe and interact with the marine intertidal ecosystem on a short marine hike**
- ✓ **Students relate the beach formation with the tidal and geological cycles**
- ✓ **Students will discover and respond to the human impact and use of beaches and rocky shores**

### POSSIBLE ACTIVITIES:

By hiking on our beautiful beach, students observe and examine the shore community (including tidal pools, invertebrates, marine algae, and coastal wildlife) and show understanding of concepts related to tides and tidal zones. At the different coastal habitats, students explore the physical features of the beach and organisms living there. In this course, students are active participants in their own learning: they question, explore, and identify their living surroundings.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Intertidal Zones
- ✓ Tides and Currents
- ✓ Revolution and Rotation

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.4 Nature and the properties of earth materials: Observe and examine physical properties of earth materials such as rocks and soil, water, and the gases of the atmosphere
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other
1.3.2 Forces to explain motion: Investigate and recognize factors which determine the effects of a push or pull on the motion of objects
1.3.3 Processes and interactions in the earth system: Identify processes that slowly change the surface of the earth, such as erosion and weathering, and those that rapidly change the surface of the earth, such as landslides, volcanic eruptions, and earthquakes.
1.3.6 Interactions in the solar system and beyond: Observe and describe the patterns of movement of the sun and moon relative to each other and the earth, and relate them to the earth's rotation
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources. (2) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.

## PLANKTON STUDY

Life Science  
Capacity: 15 students maximum  
Location: The Dock

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students discover the planktonic world through discussing the food web and the important role of plankton in the marine food web.**
- ✓ **Students learn the basics of microscopic investigation**
- ✓ **Students explore the diversity of plankton**

### POSSIBLE ACTIVITIES:

Students collect samples of ocean water and discover a universe through the guided use of microscopes. They play games to learn the role of plankton in the marine food web, invertebrate and algae life cycles, and in the production of the world's oxygen. This class provides a solid foundation of what plankton is through hands-on exploration and reinforcing ideas in fun activities.

## Plankton Continued:

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Plankton
- ✓ Phytoplankton
- ✓ Zooplankton

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science: Plankton Study</i>
1.1.5 Basis of biological diversity: Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other
1.2.2 Understand that energy keeps things running and comes in many forms.
1.2.9 Molecular basis of heredity: Describe the life cycles of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.7 Recognize that living things need constant energy supplied from food or light and that in ecosystems substances such as air, water, nutrients, and the chemicals in food are continually recycled.
1.3.9 Describe how an organism's behavior and ability to survive is influenced by environment, other life forms, and the availability of food and/or other resources.
2.1.1 Questioning: Ask questions about objects, organisms, and events in the environment
3.2.2 Relationship of science and technology: Recognize that people have invented tools for everyday life and for scientific investigations

## WATERSHEDS (formerly Waterworks)

Life Science

Capacity: 15 students maximum

Location: Stream, Field, and/or Crafts Shop

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students understand how water is cycled among oceans, rivers, lakes, air, and land and how all life depends on this process**
- ✓ **Students define watershed and understand the importance of watersheds to the Pacific Northwest ecosystem**
- ✓ **Students explore the watershed that exists on Camp Orkila property**
- ✓ **Students explore how human activities can affect their local water cycle and water quality**

### POSSIBLE ACTIVITIES:

In this class, students examine one of our most vital natural resources: water. Students can participate in activities that illustrate how the water cycle works, role-play different species that depend on the Puget Sound watershed, conduct a stream survey, or experiments on water quality in order to learn the importance of clean water. Students can then come up with solutions about what we can all do in order to conserve this natural resource.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Water Cycle
- ✓ Watershed
- ✓ Water as a Natural Resource

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.4 Nature and properties of earth materials: Observe and examine physical properties of earth materials such as rocks and soil, water (as liquid, solid, and vapor) and the gases of the atmosphere.
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other.
1.2.5 Physical/Chemical changes: Know that matter can undergo changes of state such as evaporation, condensation, or freezing and thawing.
1.3.7 Life processes and the flow of matter and energy: Recognize that living things need constant energy supplied from food or light, and that , in ecosystems, substances such as air, water, nutrients, and chemicals in food are continuously being recycled
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.
2.1.4 Modeling: Model objects, events, or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs

## POND STUDY

Life Science

Capacity: 15 students maximum

Location: The Pond

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students investigate the unique plant and animal life in a pond community**
- ✓ **Students identify different species found during exploration**
- ✓ **Students are introduced to life cycles and the interrelationships in aquatic ecosystems**
- ✓ **Students understand insect life cycles and the differences between complete and incomplete metamorphosis**

### POSSIBLE ACTIVITIES:

The pond allows students to see and explore a unique and vital ecosystem. Students use dip nets, magnifying glasses, and microscopes to identify the many kinds of plant and animal life in the pond. They might investigate seasonal changes of the pond and the life cycles of the insects that make it their habitat.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Community
- ✓ Metamorphosis
- ✓ Food Web

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science: Pond Study</i>
1.1.5 Basis of biological diversity: Distinguish living organism from nonliving objects, and use characteristics to sort common organisms into plant and animal groups
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other.
1.2.9 Molecular basis of heredity: Describe the life cycle of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.7 Life processes and the flow of matter and energy: Recognize that living things need constant energy supplied from food or light, and that , in ecosystems, substances such as air, water, nutrients, and chemicals in food are continuously being recycled
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.
2.1.1 Questioning: Ask questions about objects, organism, and events in the environment
2.1.5 Communication: Record and report observations, explanations, and conclusions using oral, written, and mathematical expression
3.2.2 Relationship of science and technology: Recognize that people have invented tools for everyday life and for scientific investigations

## BIRDS OF THE SAN JUAN ISLANDS (NEW!)

Life Science

Capacity: 15 students maximum

Location: The Pond

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students investigate a healthy bird habitat**
- ✓ **Students identify different species of birds found during exploration**
- ✓ **Students are introduced to life cycles and the interrelationships in ecosystems**

### POSSIBLE ACTIVITIES:

Students will examine characteristics of a healthy bird habitat at the pond and /or beach. Students will observe birds in their natural habitat and discuss their behavior. Students will learn about other possible species that may be found in the habitat during other times. Students will discuss the interdependence of birds and other species in the ecosystems they observe.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Diversity
- ✓ Interdependence
- ✓ Habitat health

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science: <b>Birds of the SJs</b></i>
1.1.5 Basis of biological diversity: Distinguish living organism from nonliving objects, and use characteristics to sort common organisms into plant and animal groups
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other.
1.2.9 Molecular basis of heredity: Describe the life cycle of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.7 Life processes and the flow of matter and energy: Recognize that living things need constant energy supplied from food or light, and that , in ecosystems, substances such as air, water, nutrients, and chemicals in food are continuously being recycled
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.
2.1.1 Questioning: Ask questions about objects, organism, and events in the environment
2.1.5 Communication: Record and report observations, explanations, and conclusions using oral, written, and mathematical expression
3.2.2 Relationship of science and technology: Recognize that people have invented tools for everyday life and for scientific investigations

## SUPER SALMON

Life Science

Capacity: 15 students maximum

Location: The Salmon Pond and the Marine Center

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students describe the life cycle of the Pacific salmon (egg, alevin, fry, smolt, and, adult)**
- ✓ **Students are introduced to the unique physical adaptations salmon make between fresh and salt water environment**
- ✓ **Students discover the importance of salmon within the food chain and be able to describe the predator and prey relations involving salmon**
- ✓ **Students discuss human impact and its effect on the spawning grounds and home streams of Pacific salmon**

### POSSIBLE ACTIVITIES:

Students have the opportunity to explore Orkila's hatchery and, seasonally, see salmon develop at different the stages of their lives. Through active role-playing and lessons, students experience the life cycle of the salmon, learn of salmon's physical adaptations, and understand salmon's role in the food chain. As our hatchery and Marine Center grow, students can become more involved and informed in the lives and experiences of salmon.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Life Cycle
- ✓ Physical Adaptations
- ✓ Food Chain

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other.
1.2.9 Molecular basis of heredity: Describe the life cycle of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources (2) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive. (2) Explain how human societies' use of natural resources affects quality of life and the health of ecosystems.
2.1.1 Questioning: Ask questions about objects, organism, and events in the environment
2.2.4 Modeling: Model objects, events, or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs

## SALMON CONSERVATION DEBATE

Life Science

Capacity: 15 students maximum

Location: The Salmon Pond and the Marine Center

Pre-requisite: Super Salmon or Previous study of salmon prior to camp

## Salmon Conservation Debate Continued:

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students discuss human impact and its effect on the spawning grounds and home streams of Pacific salmon**
- ✓ **Students learn about current conservation efforts to protect salmon**
- ✓ **Students discuss useful conservation efforts and how they impact human lives**
- ✓ **Students learn about the operation of salmon hatcheries and how they impact wild salmon populations**

### POSSIBLE ACTIVITIES:

Students have the opportunity to explore Orkila's hatchery and, seasonally, see salmon develop at different the stages of their lives. Through active role-playing and lessons, students explore the impact of specific factors on salmon. Students will engage in debate about conservation efforts and the impact versus reward of these efforts.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Conservation
- ✓ Impact
- ✓ Decision Making

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other.
1.2.9 Molecular basis of heredity: Describe the life cycle of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources (2) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive. (2) Explain how human societies' use of natural resources affects quality of life and the health of ecosystems.
2.1.1 Questioning: Ask questions about objects, organism, and events in the environment
2.2.4 Modeling: Model objects, events, or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs

## MARINE INVERTEBRATES

Life Science

Capacity: 15 students maximum

Location: The Marine Center and the Beach

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students discover the characteristics of tidal zones and the animals living in them**
- ✓ **Students identify the adaptations of marine invertebrates common to the Puget Sound**
- ✓ **Student understand and draw connections among organisms in a marine food web**
- ✓ **Students discuss the effects of human impact and preservation of both local and global marine habitats**

### POSSIBLE ACTIVITIES:

Students meet creatures from the saltwater ecosystem. Through hands-on activities, students explore how marine invertebrates have adapted to different habitats and why these critters are suited to their habitats. Depending on the tides, students will identify and get to know creatures on the beach or in the Marine Center's touch tanks. Through interactive lessons, students will uncover the interconnectedness within the marine community.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Marine Invertebrate
- ✓ Habitat (sandy, rocky, muddy, and sub tidal)
- ✓ Niche
- ✓ Adaptations (locomotion, protection, and nutrition)

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.5 Basis of biological diversity: Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups (2) Categorize plants and animals into groups according to how they accomplish life processes and by similarities and differences in external and internal anatomy.
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources. (2) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive. (2) Explain how societies' use of natural resources affects quality of life and the health of ecosystems
2.1.1 Ask questions about objects, organisms, and events in the environment.

# MARINE MAMMALS

Life Science

Capacity: 15 students maximum

Location: Marine Center

## POSSIBLE LEARNING OUTCOMES:

- ✓ **Students discover the different types of marine mammals common in the Puget Sound and learn their specific classifications.**
- ✓ **Students identify the adaptations of marine mammals.**
- ✓ **Students understand and draw connections among organisms in a marine food web.**
- ✓ **Students discuss the effects of human impact and preservation of both local and global marine ecosystems.**

## POSSIBLE ACTIVITIES:

Students are introduced to the different marine mammals through hands-on activities. Students may have the opportunity to explore different habitats of these creatures. Through interactive lessons, students will uncover the interconnectedness within the marine community.

## MAIN VOCABULARY AND CONCEPTS:

- ✓ Marine Mammal
- ✓ Habitat
- ✓ Adaptations

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.5 Basis of biological diversity: Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups (2) Categorize plants and animals into groups according to how they accomplish life processes and by similarities and differences in external and internal anatomy.
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources. (2) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive. (2) Explain how societies' use of natural resources affects quality of life and the health of ecosystems
2.1.1 Ask questions about objects, organisms, and events in the environment.
<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.5 Basis of biological diversity: Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.

# LIFE AND DEATH in the FOREST

Life Science

Capacity: 45 students maximum

Location: Forested Areas

## POSSIBLE LEARNING OUTCOMES:

- ✓ **Students discover how food chains and food pyramids are constructed**
- ✓ **Students experience a predator-prey relationship and animal feeding patterns and strategies through role playing a herbivore, omnivore, or a carnivore**
- ✓ **Students understand human impact on animal habitats in terms of pesticide use and appropriation of territory**

## POSSIBLE ACTIVITIES:

"Life and Death in the Forest" is an advanced hide-and-seek game. Students role-play herbivores, omnivores, and carnivores foraging for food and water. After the game, there is a debriefing session to recognize and evaluate students' animal-like strategies, their adaptations, and human impact in the food chain and forest.

## MAIN VOCABULARY AND CONCEPTS:

- ✓ Interdependence
- ✓ Adaptations
- ✓ Food Web

## Life and Death in the Forest Continued

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other.
1.2.9 Molecular basis of heredity: Describe the life cycles of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.7 Life processes and the flow of matter and energy: Recognize that living things need constant energy supplied from food or light, and that , in ecosystems, substances such as air, water, nutrients, and chemicals in food are continuously being recycled
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources. (2) Explain how organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.
2.1.3 Explanation: Use data to construct reasonable explanations
2.1.4 Modeling: Model objects, events, or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs
2.1.5 Communication: Record and report observations, explanations, and conclusions using oral, written, and mathematical expression

## MICRO-FOREST

Life Science

Capacity: 15 students maximum

Location: Forested Areas

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students explore the smaller components of forest ecosystem**
- ✓ **Students explore soil as a habitat, learn how soil is formed, and understand the cycle of decomposition**
- ✓ **Students examine a soil profile and identify different parts of the soil**
- ✓ **Students study lichen, moss, and fungi and their important in a healthy forest**

### POSSIBLE ACTIVITIES:

Students investigate the complexity of soil, an essential foundation of the forest. Students explore the habits and habitats of the small, fascinating world of the forest floor: slugs, mosses, lichens, centipedes, and beetles to name a few. In this class, students break down the larger concept of forest into smaller parts to see the connections among each part.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ The Components of a Healthy forest
- ✓ Elements of Soil
- ✓ Decomposition

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.1: Properties of substances: Use properties to sort natural and manufactured materials and objects, for example size, weight, shape , color, texture, and hardness
1.1.4 Nature and the properties of earth materials: Observe and examine physical properties of earth materials, such as rocks and soil, water (as liquid, solid, and vapor) and the gases of the atmosphere
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other
1.3.7 Life processes and the flow of matter and energy: Recognize that living things need constant energy supplied from food or light, and that , in ecosystems, substances such as air, water, nutrients, and chemicals in food are continuously being recycled
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.
2.1.2 Designing and conducting investigations: Plan and conduct simple investigations, using appropriate tools, measures, and safety rules

## FOREST

Life Science

Capacity: 15 students maximum

Location: Forested Areas

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students learn some basic botanical identifications and plant anatomy.**
- ✓ **Students are exposed to the cycle of the forest succession as a process of a healthy forest**
- ✓ **Students analyze how species function as individuals and as part of a larger system in the forest community**

## **Forest Continued:**

### POSSIBLE ACTIVITIES:

In hiking through our majestic trees, students explore Orkila's forests and woodland ecosystems. Along with seeing the forest as a whole, interdependent, ever-changing community, students play games and participate in activities to learn about individual species in the forest and how they live.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Forest Succession
- ✓ Botanical Classifications
- ✓ Plant Anatomy
- ✓ Human Impact and Disturbances

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.5 Basis of biological diversity: Distinguish living organisms from nonliving objects, and use characteristics to sort common organisms into plant and animal groups
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other
1.2.2 Energy sources and kinds: Understand that energy keeps things running and comes in many forms
1.2.3 Energy transfer and transformation: Know that energy can be transferred between various forms
1.2.9. Molecular basis of heredity: Describe the life cycles of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.9 Interdependence of life: Describe how an organism's behavior and ability to survive is influenced by its environment, other life forms, and availability of food and/or other resources
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.

## **SUSTAINABLE LIVING**

Life Science

Capacity: 15 students maximum

Location: Farm and Garden

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students are introduced to a working farm and an organic garden to identify examples of sustainable living**
- ✓ **Students gain an understanding of the relationships among people, land, livestock, and crops**
- ✓ **Students identify the energy cycle and be able to apply its function in their lives and communities**
- ✓ **Students are introduced to the concepts of reduce, reuse, and recycle along with their advantages and disadvantages**

### POSSIBLE ACTIVITIES:

The farm and garden at Orkila are used as models for the energy cycle. Students will be able to explore the sustainability of plants, animals, and people living together. They will learn what sustainable living means by using our farm and garden as examples for discussion. Students will participate in hands-on activities such as planting, harvesting, composting, and recycling in the garden or at the farm.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Sustainability
- ✓ Energy Cycle (Producers, Consumers, Decomposers, and Sun)
- ✓ Organic

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science: Sustainable Living</i>
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other
1.2.2 Energy sources and kinds: Understand that energy keeps things running and comes in many forms
1.2.3 Energy transfer and transformation: Know that energy can be transferred between various forms
1.2.9 Molecular basis of heredity: Describe the life cycles of plants and animals, and recognize the differences between inherited and acquired characteristics
1.3.7 Life process and the flow of matter and energy: Recognize that living things need constant energy supplied from food or light and that, in ecosystems, substances such as air, water, nutrients, and the chemicals in food are continually recycled
1.3.10 Environmental and resource issues: Know humans and other living things depend on the natural environment, and can cause changes in their environment that affect their ability to survive.
2.1.1 Questioning: Ask questions about objects, organism, and events in the environment
2.1.4 Modeling: Model objects, events, or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs
3.2.3 Careers and Occupations using science, mathematics, and technology: Identify the knowledge and skills of science, mathematics, and technology used in common occupations

# Earth Science Classes

## GEODESIC DOME

Earth Science  
Capacity: 15 students  
Location: Field

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will learn how to tie basic knots.**
- ✓ **Students will learn the geometric principles used in building.**
- ✓ **Students will work together to build a geodesic dome.**

### POSSIBLE ACTIVITIES:

The Geodesic dome is a fantastic structure developed by Buckminster Fuller in the late 1940's. Today, students can build one with teamwork, logs and rope. In addition to building a Geodome, they learn the history behind it and important geometric principles that enable all the students to climb on the structure.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Geometry
- ✓ Buckminster Fuller
- ✓ Basic knots

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other. (2) Describe how the parts of a system interact and influence each other.
1.3.2 Forces to explain motion: Investigate and recognize factors which determine the effects of a push or pull on the motion of objects (2) Understand the effects of balanced and unbalanced forces on the motion of objects along a straight line.
1.3.10 Know humans and other living things depend on the natural environment and cause changes in their environment that affect their ability to survive.
2.1.1 Ask questions about objects, organisms, and events in the environment
2.1.2 Plan and conduct simple investigations, using appropriate tools, measures and safety rules.
2.1.3 Model objects, events or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs.

## ROPE BRIDGE

Earth Science  
Capacity: 15 students  
Location: Field

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will be able to identify the four different types of bridges.**
- ✓ **Students will learn how to tie basic knots.**
- ✓ **Students will be able to work in a large group to accomplish the task of building one large bridge together.**

### POSSIBLE ACTIVITIES:

The title really explains the class: the students build a bridge from heavy ropes. They learn the history behind the Burmese rope bridge. The students also learn several knots used to anchor the bridge between two trees. Through teamwork they get to walk across the bridge they made together.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Four bridge types
- ✓ Knots
- ✓ Engineering
- ✓ Architecture

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other. (2) Describe how the parts of a system interact and influence each other.
1.3.2 Forces to explain motion: Investigate and recognize factors which determine the effects of a push or pull on the motion of objects (2) Understand the effects of balanced and unbalanced forces on the motion of objects along a straight line.
1.3.10 Know humans and other living things depend on the natural environment and cause changes in their environment that affect their ability to survive.
2.1.1 Ask questions about objects, organisms, and events in the environment
2.1.2 Plan and conduct simple investigations, using appropriate tools, measures and safety rules.
2.1.3 Model objects, events or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs.

# GEOLOGY

Earth Science  
Capacity: 15 students  
Location: Beach

## POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will be able to identify different types of rocks on the beach at Camp Orkila.**
- ✓ **Students will be able to use the scientific method in a hands-on manner.**
- ✓ **Students will be able to make connections between geological concepts in the San Juan Islands and how those relate to other areas of the world.**

## POSSIBLE ACTIVITIES:

Students will study the geological make-up of the beach and surrounding areas of Camp Orkila. Through a thorough study of the erosion patterns of Chapel Rock, which is located along the coast on camp property, students will understand how this area has changed over time.

## MAIN VOCABULARY AND CONCEPTS:

- ✓ Erosion
- ✓ Observations
- ✓ Hypothesis
- ✓ Scientific Method
- ✓ Wave Refraction
- ✓ Conglomerate

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.4 Observe and examine physical properties of earth materials, such as rocks and soil, water (as liquid, solid, and vapor) and the gases of the atmosphere. (2) Classify rocks and soils into groups based on their chemical and physical properties; describe the processes by which rocks and soils are formed.
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other. (2) Describe how the parts of a system interact and influence each other.
1.3.2 Forces to explain motion: Investigate and recognize factors which determine the effects of a push or pull on the motion of objects (2) Understand the effects of balanced and unbalanced forces on the motion of objects along a straight line.
1.3.10 Know humans and other living things depend on the natural environment and cause changes in their environment that affect their ability to survive.
2.1.1 Ask questions about objects, organisms, and events in the environment
2.1.2 Plan and conduct simple investigations, using appropriate tools, measures and safety rules.

# NATURAL HISTORY OF THE SAN JUAN ISLANDS (NEW!)

Earth Science  
Capacity: 15 students  
Location: Beach

## POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will be able to identify different islands on a map and by sight in the San Juan Islands.**
- ✓ **Students will know unique characteristics of the San Juan Islands.**
- ✓ **Students will be able to make connections between geological concepts in the San Juan Islands and how those relate to other areas of the world.**

## POSSIBLE ACTIVITIES:

Students will investigate the San Juan Archipelago. Students will discuss characteristics of the San Juan Islands and learn historical information about different stages of life in the San Juans. Students will play games and participate in hands on activities while learning more about the San Juan Islands.

## MAIN VOCABULARY AND CONCEPTS:

- ✓ Observations
- ✓ Archipelago
- ✓ Geology

## History of the San Juan Islands Continued:

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.4 Observe and examine physical properties of earth materials, such as rocks and soil, water (as liquid, solid, and vapor) and the gases of the atmosphere. (2) Classify rocks and soils into groups based on their chemical and physical properties; describe the processes by which rocks and soils are formed.
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other. (2) Describe how the parts of a system interact and influence each other.
1.3.2 Forces to explain motion: Investigate and recognize factors which determine the effects of a push or pull on the motion of objects (2) Understand the effects of balanced and unbalanced forces on the motion of objects along a straight line.
1.3.10 Know humans and other living things depend on the natural environment and cause changes in their environment that affect their ability to survive.
2.1.1 Ask questions about objects, organisms, and events in the environment
2.1.2 Plan and conduct simple investigations, using appropriate tools, measures and safety rules.

## WEATHER AND CLIMATE

Earth Science

Capacity: 15 students

Location: Lodge and Field

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will be able to identify four different cloud types and the characteristics of each.**
- ✓ **Students will be able to identify ways to measure and predict weather.**
- ✓ **Students will be able to explain what the sun index is and why it is important.**
- ✓ **Students will be able to make a rain gauge.**

### POSSIBLE ACTIVITIES:

In this class students will be able to identify and predict different types of weather and the causes of weather patterns. Students will explore weather in the Pacific Northwest and compare it to other areas of the world. Students will also make a barometer to measure changing weather. This class will allow for students to think more critically about the climate and weather they experience everyday.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Beaufort Scale
- ✓ Barometric Pressure
- ✓ Currents
- ✓ Weather Patterns

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.1.4 Observe and examine physical properties of earth materials, such as rocks and soil, water (as liquid, solid and vapor) and the gases of the atmosphere.
1.2.1 Systems: Identify the parts of a system, how the parts go together, and how they depend on each other. (2) Describe how the parts of a system interact and influence each other.
1.3.2 Forces to explain motion: Investigate and recognize factors which determine the effects of a push or pull on the motion of objects (2) Understand the effects of balanced and unbalanced forces on the motion of objects along a straight line.
1.3.5 Observe and measure weather indicators such as temperature, wind direction and speed, and precipitation, noting changes and patterns of change from day-to-day and over the seasons. (2) Relate global atmospheric movement and the formation of ocean currents to weather and climate.
1.3.10 Know humans and other living things depend on the natural environment and cause changes in their environment that affect their ability to survive.
2.1.1 Ask questions about objects, organisms, and events in the environment
2.1.2 Plan and conduct simple investigations, using appropriate tools, measures and safety rules.
2.1.3 Model objects, events or processes by representing them with concrete objects, metaphors, analogies, or other conceptual or physical constructs.

## ORIENTEERING (Formerly Map and Compass)

Earth Science, Challenge

15 students maximum

Fields, Forest, and Map and Compass Sites

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students identify the essential elements of a map and a compass**
- ✓ **Students use a map to understand and find locations at Camp Orkila**
- ✓ **Students use a compass to set bearings, travel distances, and find markers**

**Orienteering Continued:**  
**POSSIBLE ACTIVITIES:**

Students learn to identify the parts of a compass. Students use the compass to move to different locations. To familiarize students with these materials, they will use compasses in playing games and hands-on activities.

**MAIN VOCABULARY AND CONCEPTS:**

- ✓ Cardinal directions
- ✓ Degrees
- ✓ Dial
- ✓ Direction of travel arrow
- ✓ Magnetic needle
- ✓ Orienting arrow

<i>Connections with Washington's Essential Academic Learning Requirements (EALR) for 7th grade:</i>
Health and Fitness: 1.2 Safely participates in a variety of developmentally appropriate physical activities: Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.
Mathematics 1.3.1 Understand and apply concepts and procedures from geometric sense: properties and relationships- use properties and relationships of plane geometry to describe shapes and figures including angles, degrees in a circle, triangles, isosceles, equilateral, or quadrilateral.
Mathematics 1.3.4 Understand and apply concepts and procedures from geometric sense: properties and relationships- perform geometric constructions using a variety of tools and technologies, such as paper folding, computer software, straightedge, compass

## **OUTDOOR LIVING SKILLS**

Earth Science, Life Science, Challenge  
Capacity: 15 students maximum  
Location: Fields and Forest

**POSSIBLE LEARNING OUTCOMES:**

- ✓ **Students learn the 10 essential things to bring for wilderness travel**
- ✓ **Students learn basic outdoor skills such as knots, setting up shelters, and finding water**
- ✓ **Students explore ways to reduce their impact on the land while hiking and camping**

**POSSIBLE ACTIVITIES:**

Students play games and participate in practicing outdoor living skills. This class helps to inform students about what materials they need in order to be safe while camping outdoors and how to experience the outdoors with a minimum impact on their environment. If indicated beforehand, this class could be combined with map and compass skills.

**MAIN VOCABULARY AND CONCEPTS:**

- ✓ Ten Essentials
- ✓ Leave No Trace
- ✓ Human Impact

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7th grade Health and Fitness:</i>
1.2 Safely participates in a variety of developmentally appropriate physical activities: Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities
2.3.2 Acquire skills to live safely and reduce health risks: Identify abusive and risky situations and demonstrate safe behaviors to minimize risk and prevent injury to self and others at home, school, and in the community
3.1 Understand how environmental factors affect one's health: Describe the influence of environmental factors that positively and negatively affect health
<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:</i>
1.3.10 Know humans and other living things depend on the natural environment and can cause changes in their environment that affect their ability to survive. (2) Explain how human societies' use of natural resources affects quality of life and the health of ecosystems.

# Challenge Ed And Communication Classes

All challenge course equipment is inspected on a regular basis both by Camp Orkila staff and by a third party vendor Team Synergo.

## NEW GAMES

Challenge Education  
Capacity: Unlimited  
Location: Field

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students are introduced to each other and their new instructors**
- ✓ **Students learn fun games in an ‘everyone-wins’ situation**
- ✓ **Students participate in exercise through playful outdoor games**

### POSSIBLE ACTIVITIES:

Students participate in a variety of outdoor games. Games and activities may include: Everybody’s It; Four Corners; Zip-Zap-Zoom; Crows and Cranes; Ha, Ha, Ha; Mingle; Spoke Tag; Barnyard; Giants, Wizards, and Elves.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Teamwork
- ✓ Participatory
- ✓ Cooperation

<i>Connections with Washington’s Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Skills:</i>
Communication 3.1.1 Use language to interact effectively and responsibly with others: Use language to interact with others, for example to greet people, compliment, give encouragement, or express feelings
Communication 3.3.3 Seek agreement and solutions through discussion: Contribute responsibly to group efforts
Health and Fitness 1.1 Develop fundamental and complex movement skills, as developmentally appropriate: Perform fundamental movement combinations (run/catch; catch/throw; dribble/pass)
Health and Fitness 1.2 Safely participate in a variety of developmentally appropriate physical activities: Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.

## GROUP INITIATIVES 1 & 2

Challenge Education  
Capacity: 15-student maximum  
Location: Field or Initiative Low Element Course

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will develop group cooperation and group communication skills by facing challenging activities**
- ✓ **Students will practice constructive group problem solving skills**
- ✓ **Students will debrief these activities**

### POSSIBLE ACTIVITIES:

In these classes, students work together to solve physical and mental problems. The group starts with simple problems requiring basic communication and problem solving skills. Groups work up to more difficult problems requiring trust and strong reliance on each other. Activities range from non-prop and prop initiatives (use of physical items to facilitate the activity) to group efforts on a low element initiative course. The course is composed of obstacles that require the groups to cooperatively problem solve and devise safe and effective solutions. Progression through the elements is dependent on the group’s ability to work together safely.

This class is offered in two different formats:

- **Initiatives I** focusing in helping students work together as a group by practicing communication, cooperation, and problem solving skills
- **Initiatives II** builds on the skills practiced in Initiatives I and begins to focus on helping students develop trust

## Group Initiatives I and II Continued

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Listening
- ✓ Problem Solving
- ✓ Cooperation
- ✓ Challenge by Choice

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Communication Skills:</i>
1.1.2 Focus attention: Pay attention and respond appropriately in particular contexts such as social interactions and receiving information
1.3.4 Check for understanding by asking questions and paraphrasing: Construct hypotheses
3.1.1 Use language to interact effectively and responsibly with others: Use language to interact with others, for example to greet people, compliment, give encouragement, or express feelings
3.1.3 Use language to interact effectively and responsibly with others: use language that is free from stereotyping, bias, libel, slander, or harassment
3.2.1 Work cooperatively as a member of a group: Assume roles or tasks within a group to perform a task
3.2.2 Work cooperatively as a member of a group: contribute to group with suggestions, research, and effort
3.3.1 Seek agreement and solutions through discussion: Acknowledge others' ideas and points of view; identify similarities and difference
3.3.3 Seek agreement and solutions through discussion: Contribute responsibly to group efforts
3.3.5 Seek agreement and solutions through discussion: Define challenges and encourage others to action
4.1.1 Assess strengths and need for improvement: Establish and apply criteria for evaluating one's own and other's presentations
4.2.2 Seek and offer feedback: Accept feedback when appropriate and revise own presentation

## CLIMBING WALL

Challenge Education

Capacity: 15 students maximum

Location: The Barn

Prerequisite: Group Initiatives

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students are exposed to a challenging experience where they will gain insight into their abilities and self-perception**
- ✓ **Students understand that all individuals have different challenges and goals**
- ✓ **Students practice supporting one another by helping each other reach their goals and providing encouragement in their endeavors regardless of the outcome.**
- ✓ **Students relate their skills and process use in the climbing wall to other areas of their lives**

### POSSIBLE ACTIVITIES:

Students climb an indoor climbing wall consisting of various hand and foot holds to a height of 24 feet. This activity, while very safe, provides a sense of perceived risk for those who choose to take on this challenge. The climbing wall, for some students, is a physical challenge. The climber is in a harness and belayed by an instructor. Each participant requires steady support from the rest of the group. Afterwards, staff facilitates a debriefing discussion to help students process their experience and express their feelings.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Challenge by Choice
- ✓ Helmet and Harness
- ✓ Belaying

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Skills:</i>
Communication 1.1.2 Focus attention: Pay attention and respond appropriately in particular contexts such as social interactions and receiving information
Communication 3.1.1 Use language to interact effectively and responsibly with others: Use language to interact with others, for example to greet people, compliment, give encouragement, or express feelings
Communication 3.1.3 Use language to interact effectively and responsibly with others: use language that is free from stereotyping, bias, libel, slander, or harassment
Communication 3.3.5 Seek agreement and solutions through discussion: Define challenges and encourage others to action
Health and Fitness 1.2 Safely participates in a variety of developmentally appropriate physical activities: Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team and leisure activities.
Health and Fitness 3.4 Understand how emotions influence decision making: Describe how emotions may influence decision making and develop strategies about how to act in emotional situations

# HIGH ROPES COURSE

Challenge Education

Capacity: 15 students maximum

Location: High Ropes Course in the Forest

Prerequisite: Group Initiatives

## POSSIBLE LEARNING OUTCOMES:

- ✓ **Students are exposed to a challenging experience where they can gain insight into their abilities and self-perception**
- ✓ **Students understand that all individuals have different challenges and goals**
- ✓ **Students practice supporting one another by helping each other reach their goals and providing encouragement in their endeavors regardless of the outcome.**
- ✓ **Students relate their skills and process use in the high ropes course to other areas of their lives**

## POSSIBLE ACTIVITIES:

Students climb elements constructed of wire cable, logs, and rope that have been built from ground level to 20-30 feet high in the trees. There are four types of courses: a Pirate's Crossing, a Grapevine, a Cat Walk and a Giant Swing. In all courses, students climb up an aluminum ladder and staples in a tree to get to the ropes or log. In the Pirate's Crossing course, there are three ropes: one across the top, and two crossing to make an X in the middle; students travel approximately 20 feet between two trees. In the Grapevine there is a series of ropes hanging for students to grab as they walk across a cable. The Cat Walk consists of a log suspended between two trees; students can travel across this log, which is approximately 25 feet. In the Giant Swing, the participant decides how far the class should pull the rope so that the participant is high in the air. The participant then releases themselves into a safely harnessed free fall swing. All participants use safety equipment: helmets, belay lines, harnesses, and other climbing safety gear. These activities, while very safe, provide a sense of perceived risk for those who choose to take on this challenge. Each participant requires steady support from the rest of the group. Afterwards, staff facilitates a debriefing discussion to help student's process their experience and express their feelings.

## MAIN VOCABULARY AND CONCEPTS:

- ✓ Challenge by Choice
- ✓ Helmet and Harness
- ✓ Belaying

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Skills:</i>
Communication 1.1.2 Focus attention: Pay attention and respond appropriately in particular contexts such as social interactions and receiving information
Communication 3.1.1 Use language to interact effectively and responsibly with others: Use language to interact with others, for example to greet people, compliment, give encouragement, or express feelings
Communication 3.1.3 Use language to interact effectively and responsibly with others: use language that is free from stereotyping, bias, libel, slander, or harassment
Communication 3.3.5 Seek agreement and solutions through discussion: Define challenges and encourage others to action
Health and Fitness 1.2 Safely participates in a variety of developmentally appropriate physical activities: Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team and leisure activities.
Health and Fitness 3.4 Understand how emotions influence decision making: Describe how emotions may influence decision making and develop strategies about how to act in emotional situations

# HIGH ROPES COURSES: GIANT'S LADDER

Challenge Education

Capacity: 15 students maximum grades 7-12

Location: High Ropes Courses in the Forest

Prerequisite: Group Initiatives

**Only Offered as a Block Class**

## POSSIBLE LEARNING OUTCOMES:

- ✓ **Students can work together to practice supporting one another by helping each other reach their goals and providing encouragement in their endeavors regardless of the outcome**
- ✓ **Students can be exposed to a challenging experience where they can gain insight into their abilities and self-perception**
- ✓ **Students can understand that all individuals have different challenges and goals**
- ✓ **Students can relate their skills and process use in the high ropes course to other areas of their lives**

## Giant's Ladder Continued

### ACTIVITIES:

All participants use safety equipment: helmets, belay lines, harnesses, and other climbing safety gear. This activity, while very safe, provides a sense of perceived risk for those who choose to take on this challenge. Each participant requires steady support from the rest of the group. Afterwards, staff facilitates a debriefing discussion to help students process their experience and express their feelings.

### **Giant's Ladder:**

A team of three students will collaborate as a team to climb a ladder, which is hung in between two trees. For each level the students climb, the rungs are spaced more four inches apart. While one team is climbing, staff supervises the other students as they work together in teams to belay their classmates. This activity pinpoints and stresses the necessity of cooperation, communication, and problem solving skills to accomplish a task.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Challenge by Choice
- ✓ Helmet, Harness, and Belaying
- ✓ Group Work

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 10<sup>th</sup> grade Skills: Giants Ladder</i>
Communication 1.1.2 Focus attention: Use attention level appropriate for particular circumstances and contexts
Communication 1.3.4 Check for understanding by asking questions and paraphrasing: Ask questions to refine and verify hypotheses
Communication 3.1.3 Use language to interact effectively and responsibly with others: use language that is accurate and equitable
Communication 3.2.1 Work cooperatively as a member of a group: Participate in a group to write, work towards consensus, propose solutions, or achieve results
Communication 3.2.2 Work cooperatively as a member of a group: Make individual contribution to the group and extend the contribution of others
Communication 3.2.3 Work cooperatively as a member of a group: Encourage group members to offer ideas and points of view
Communication 3.3.1 Seek agreement and solutions through discussion: Respect that a solution may require honoring other points of view
Communication 3.3.3 Seek agreement and solutions through discussion: Accept accountability for group results
Communication 3.3.5 Seek agreement and solutions through discussion: Influence by encouraging and supporting others to act independently
Communication 4.1.1 Assess strengths and need for improvement: Defend choices to deviate from established criteria?
Communication 4.2.2 Seek and offer feedback: Seek, evaluate, accept, and apply feedback
Health and Fitness 1.2 Safely participates in a variety of developmentally appropriate physical activities: Incorporates safety procedures into activities and individual plans for leisure and employment
Health and Fitness 3.3.1 Use social skills to promote health and safety in a variety of situations: Negotiate conflict situations constructively while maintaining safe and respectful relationships
Health and Fitness 3.4 Understand how emotions influence decision making: Anticipate emotional situations and develop strategies to act in ways that are safe to self and others

## HIGH ROPES COURSE CIRCUIT

Challenge Education

Capacity: Up to 3 groups of 15 students

Location: High Ropes Courses in the Forest

Prerequisite: Group Initiatives

**Offered as a Block Class or a Single Class**

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students are exposed to a challenging experience where they can gain insight into their abilities and self-perception**
- ✓ **Students understand that all individuals have different challenges and goals**
- ✓ **Students practice supporting one another by helping each other reach their goals and providing encouragement in their endeavors regardless of the outcome.**
- ✓ **Students relate their skills and process use in the high ropes course to other areas of their lives**

### POSSIBLE ACTIVITIES:

Students climb elements constructed of wire cable, logs, and rope that have been built from ground level to 20-30 feet high in the trees. There are several parts to the circuit: Grapevine, Burma Buckets, Charlie Chaplin walk, and Floating Islands. Students may participate on several elements or just one given the amount of time allowed for this activity. The students can participate with a traditional dynamic belay or complete the course through a more advanced static method. All participants use safety equipment: helmets, belay lines, harnesses, and other climbing safety gear. These activities, while very safe, provide a sense of perceived risk for those who choose to take on this challenge. Each participant requires steady support from the rest of the group. Afterwards, staff facilitates a debriefing discussion to help student's process their experience and express their feelings.

## High Ropes Course Circuit Continued:

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Challenge by Choice
- ✓ Helmet and Harness
- ✓ Belaying

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Skills:</i>
Communication 1.1.2 Focus attention: Pay attention and respond appropriately in particular contexts such as social interactions and receiving information
Communication 3.1.1 Use language to interact effectively and responsibly with others: Use language to interact with others, for example to greet people, compliment, give encouragement, or express feelings
Communication 3.1.3 Use language to interact effectively and responsibly with others: use language that is free from stereotyping, bias, libel, slander, or harassment
Communication 3.3.5 Seek agreement and solutions through discussion: Define challenges and encourage others to action
Health and Fitness 1.2 Safely participates in a variety of developmentally appropriate physical activities: Demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team and leisure activities.
Health and Fitness 3.4 Understand how emotions influence decision making: Describe how emotions may influence decision making and develop strategies about how to act in emotional situations

## CULTURE SHOCK: (formerly Alpha Beta)

Communication

Capacity: 40 students

Location: Lodge

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will gain and understanding of cultural differences**
- ✓ **Students will begin to explore and breakdown cultural barriers**
- ✓ **Students will practice having patience while communicating**

### POSSIBLE ACTIVITIES:

This class was developed by the Peace Corps to prepare the volunteers for their new experience in different cultures. The students are divided into two groups; each group role-plays the culture of a distant planet they represent. During the game, the students are sent to the other "planet" and can experience what it is like to be in a place where the culture is completely different. At the end of class, both groups reunite to discuss: how they felt in the other culture, assumptions they made about the other culture, and the truth about the other culture. This class emphasizes how to avoid stereotyping individuals and reveals methods the students can use to make people who are new to an area feel more welcome.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Culture
- ✓ Diversity
- ✓ Communication

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Communication Skills:</i>
1.1.2 focus attention: pay attention and respond appropriately in particular contexts such as social interactions and receiving information
1.2.5 listen and observe to gain and interpret information: demonstrate listening strategies for gaining information
1.3.1 check for understanding by asking questions and paraphrasing: ask questions to clarify content and meaning in a variety of contexts and situations
1.3.3 check for understanding by asking questions and paraphrasing: ask questions to verify judgments and inferences
2.2.1 develop content and ideas: choose content appropriate own purposes and interests and needs of an audience
3.2.1 work cooperatively as a member of a group: assume roles or tasks within a group to perform a task
3.2.3 work cooperatively as a member of a group: demonstrate respect for others' opinions by allowing time for responses

## TALKING TOOLBOX

### *A NEW combination of The Beast and The Blind Men and The Elephant!*

Communication

Capacity: No student maximum

Location: The Lodge

#### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will realize the importance of clear, concise communication**
- ✓ **Students will learn to use descriptive language**
- ✓ **Students will practice having patience while communicating**
- ✓ **Students will work together in teams**

#### **Talking Toolbox Continued:**

#### POSSIBLE ACTIVITIES:

This communication workshop challenges students to explore different methods of conveying and receiving information. Participants are split into smaller groups and assigned differing roles that limit and focus their ability to communicate with each other. In one activity, they must construct an exact replica of a hidden Lego “Beast” that only one team member can see. In another, based on an old folk tale about the necessity of sharing information, students are using their visual and listening skills to recreate an intricate drawing. This is an active, inclusive, hands-on class that deals with relationships between people and adapting to help others communicate.

#### MAIN VOCABULARY AND CONCEPTS:

- ✓ Listening
- ✓ Speaking

<i>Connections with Washington’s Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Communication Skills:</i>
1.1.2 focus attention: pay attention and respond appropriately in particular contexts such as social interactions and receiving information
1.2.5 listen and observe to gain and interpret information: demonstrate listening strategies for gaining information
1.3.1 check for understanding by asking questions and paraphrasing: ask questions to clarify content and meaning in a variety of contexts and situations
1.3.3 check for understanding by asking questions and paraphrasing: ask questions to verify judgments and inferences
2.2.1 develop content and ideas: choose content appropriate own purposes and interests and needs of an audience
3.2.1 work cooperatively as a member of a group: assume roles or tasks within a group to perform a task
3.2.3 work cooperatively as a member of a group: demonstrate respect for others’ opinions by allowing time for responses

## ON THE STREETS

Challenge and Communication Education: grades 4-8

Capacity: No student maximum

Location: Through out camp

#### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will gain a greater understanding of homelessness in our country today**
- ✓ **Students will begin to understand stereotypes and how they are formed**
- ✓ **Students will begin to look at social issues and how they relate to their community or surrounding areas and what contributions they can make individually and as a group.**

#### POSSIBLE ACTIVITIES:

This powerful simulation looks at homelessness in our country today. Students will have the opportunity to experience many of the trials and tribulations associated with getting a job, finding food and a warm place to stay once you are “on the streets”. This is a role-playing game in which students will play the role of homeless individuals and teachers and parents will play the role of individuals running offices and centers that are meant to “help” the homeless. The simulation also allows students to look at their own stereotypes and understand ways they can make a contribution in their own community once they are home. This is a great class for helping students to look outside of their own world.

#### MAIN VOCABULARY AND CONCEPTS:

- ✓ Community
- ✓ Social Issues
- ✓ Stereotypes

### **On The Streets Continued:**

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 7<sup>th</sup> grade Communication Skills:</i>
1.1.2 focus attention: pay attention and respond appropriately in particular contexts such as social interactions and receiving information
1.2.5 listen and observe to gain and interpret information: demonstrate listening strategies for gaining information
1.3.1 check for understanding by asking questions and paraphrasing: ask questions to clarify content and meaning in a variety of contexts and situations
1.3.3 check for understanding by asking questions and paraphrasing: ask questions to verify judgments and inferences
2.2.1 develop content and ideas: choose content appropriate own purposes and interests and needs of an audience
3.2.1 work cooperatively as a member of a group: assume roles or tasks within a group to perform a task
3.2.3 work cooperatively as a member of a group: demonstrate respect for others' opinions by allowing time for responses

## **Adventure Classes**

### **SEA KAYAKING**

Outdoor Education: grades 7-12

Capacity: 15 students maximum

Location: Puget Sound

#### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students learn about water, paddling, and safety and technical skills**
- ✓ **Students put the outdoor living skills that they have learned into practical use**
- ✓ **Students connect their marine ecosystem knowledge to their trip**
- ✓ **Students practice the importance of communication and team-oriented tasks**

#### **Sea Kayaking Continued:**

##### POSSIBLE ACTIVITIES:

After learning about kayaking and water safety skills, students paddle to Pt. Doughty or around Freeman Island. Along the way, students ask questions about what they see on and around the water; instructors will answer these questions and pose others to students. Students may also learn about map and compass reading, currents and tides, and marine navigation. Through this activity, students practice pod traveling and how they, as a group, need to be safe and are interdependent. This is a 2 period class, but can be extended to a 4 period class to allow students to paddle farther along the coast of Orcas Island. Since Camp Orkila adheres to a strict policy of staying off the water during poor weather and high winds, a substitute activity may need to be arranged at the last minute.

With groups of 25 or fewer, overnight trips to campsites on Pt. Doughty, or Jones or Sucia Island can be arranged. Students will learn basic camping skills including map and compass reading, campsite selection and set up, and cooking. Due to a higher instructor-student ratio and use of special equipment, an extra fee is charged for overnight trips. Please call for more information.

##### MAIN VOCABULARY AND CONCEPTS:

- ✓ Leave-No-Trace
- ✓ Marine Ecosystem
- ✓ Technical Skills
- ✓ Pod Communication and Travel

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs):</i>
7 <sup>th</sup> grade Health and Fitness 1.2 Safely participates in a variety of developmentally appropriate physical activities: demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team and leisure activities.
8 <sup>th</sup> grade Science 1.3.10 Environmental and resource issues: Explain how human societies' use of natural resources affects quality of life and the health of ecosystems.

## **MOUNT CONSTITUTION OR MOUNTAIN LAKE HIKE**

Challenge Education

7<sup>th</sup> grade and up for Mount Constitution

Capacity: 15 students maximum

Location: Moran State Park

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students learn about respectfully exploring the natural world**
- ✓ **Students learn how to adequately prepare for an outdoor experience**
- ✓ **Students connect their knowledge from other ecological classes to what they experience on the hike**
- ✓ **Students learn the importance of human impact on the natural world**

### POSSIBLE ACTIVITIES:

Mountain Lake Hike: Students leave for Moran State Park after breakfast or lunch (Orkila transportation is available for an additional charge) and return after 2 class periods. While completing the 3.8 mile hike around Mountain Lake, you can opt for students to have lessons from our Forest class during the hike. (Please make the selection on your pre-camp planner) Mountain Lake hike is a moderate hike with relatively flat terrain. The hike is suitable for younger students in 5<sup>th</sup> or 6<sup>th</sup> grade up to adult.

Mount Constitution: Students leave for Moran State Park after breakfast (Orkila transportation is available for an additional charge) and return after 4 class periods. While completing the approximately 5 mile hike up Mount Constitution, you can opt for students to have lessons from up to two of the following classes: Forest, Geology and History of the San Juan Islands. (Please make the selection on your pre-camp planner) Mount Constitution is a difficult hike with steep terrain. The hike is not suitable for students younger than 7<sup>th</sup> grade. At the top of Mount Constitution, students will enjoy 360 degree panoramic views of the San Juan Islands, a perfect spot to talk about the Natural History of the Islands.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Leave-No-Trace
- ✓ Forest Ecosystem
- ✓ Human Impact
- ✓ Packing for an Outdoor Experience

# EVENING ACTIVITIES

## **Ork-Fire**

This exciting campfire is usually done outside under the stars with a fire to keep warm. The Orkila staff leading this activity may arrange songs, stories, cheers and skits and many more activities for your school to enjoy. There is no limit on size for this activity, which lasts an hour.

## **Combi-Fire**

This campfire allows for students to shine as they perform their own skits either in cabin groups or class groups. Camp Orkila staff are there to announce for the students as well as perform a couple of their own skits. There is no limit on group size for this activity, which lasts an hour.

## **School Campfire**

Your school group runs this campfire. A Camp Orkila staff member will start your fire for you and then you are on your own to perform skits with your students, sing songs, tell stories and roast marshmallows. This activity should last no more than an hour and a half.

## **Ork-Dance**

Have your students put on their craziest outfits and join the Camp Orkila staff as we lead your group in fun dances that get the whole group involved. Staff call the dances and use recorded music as well as some live instruments. Any size group can enjoy this activity. This is an indoor activity and is very active.

## **Flight From Mordor**

Take your students on a quest through the forest of Camp Orkila as they seek answers and treasures from various characters they meet along the way. Through out the program, students, teachers and Camp Orkila staff are all in character as groups work together to outsmart each other. This is a very active evening program.

## **Night Watchers**

The emphasis of this activity is for students to learn about nocturnal nature, to explore their own perception of darkness, to learn how sense, specifically sight are affected, and to take part in activities that have to do with all of these. This is a wonderful activity to get kids excited about exploring the night in a very fun and safe manner. Flashlights are not allowed in this activity.

## **Bizarre Bazaar**

In this high-energy activity your students will work together in groups to create new and exciting “inventions” out of materials they bring from their cabins. Students will have the opportunity to design environment-friendly inventions with hands on materials. This class allows for maximum creativity and a great opportunity for students to work together on a fun and education project. There is a maximum capacity of 100 on this activity.

## **Science Fair**

Students participate in an evening full of scientific wonders as the magic of fire, silly putty, vision and the laws of motion are explored in a safe, fun and educational fashion. Students will have the opportunity to rotate around to different stations as Orkila teachers amaze them with the wonders of science all the while asking questions to constantly make your students question what is happening. This is a great first night activity!

## **The Amazing Migration**

This is a chance for your students to follow clues and race through camp following a model of the migration pattern of birds. This activity is a great teambuilding exercise and provides an excellent opportunity for your students to work on problem solving skills.

# YMCA Camp Orkila Outdoor Environmental Education Information for Trip Chaperones

The First Challenge...

## Ferrying Through the San Juans

### Show Your School Pride!

When you are traveling together as a group, you are representing your school, your hometown, and Camp Orkila. If you behave appropriately, other passengers on the ferry will give you and your school the respect and honor you deserve! Here are some important guidelines:

- ✓ Keep your voices quiet so that you do not disturb other passengers.
- ✓ Always walk wherever running and roughhousing are prohibited.
- ✓ If you eat on the ferry, clean up your mess and throw trash and recyclables in the right place.
- ✓ Listen carefully for instructions both from your teacher and from the ferry captain.
- ✓ Stay with your cabin counselor and keep track of everything you bring on the ferry with you.

### Have Fun!

The trip from Anacortes to Orcas Island lasts about 1 hour. There are lots of interesting things to see along the way, but you may also want to bring something quiet to do on the journey:

- ✓ Read a book.
- ✓ Write in a journal.
- ✓ Play cards or work on a puzzle.
- ✓ Decorate your camp nametag.
- ✓ Watch out the window for Orca Whales, Harbor Seals, and Bald Eagles.
- ✓ Meet with your cabin counselor to pick a group name and make a cabin banner.

### Be Safe!

When you are on the ferry or the bus, you are expected to act in a safe & responsible manner.

Remember to:

- ✓ Stay seated and face forward on the bus.
- ✓ Listen to the bus driver and follow his or her directions.

YMCA Camp Orkila  
Outdoor Environmental Education  
**Student Responsibilities**

As with any community--whether it is your home, school, or city--there are certain duties that must be performed to keep everyone in the community healthy and happy. Students are a very important part of the Orkila community and you are responsible to help make sure camp runs smoothly! Before you arrive at camp, your teachers will give you a schedule of classes, duties and cleaning assignments. Some of the responsibilities you will be asked to do are listed below:

**Super Student:** Camp Orkila may not look like school, but you are still responsible for being a great student –

- ✓ Follow directions from the Orkila staff that will be your instructors.
- ✓ Keep an open mind and be excited about learning.
- ✓ Be on time to all of your classes.
- ✓ Participate in class activities and asking questions.

**KP Duty (Kitchen Patrol or Kitchen Party):** Everyone in the Orkila community is responsible for taking turns as a KP. When it's your turn to do KP, be on time and look for the Orkila instructor to give you directions. Listen carefully and follow directions about what food to get and how to set the table. After the meal is over, report to the podium to get directions for cleaning the tables and sweeping.

**Gofer (The person who "goes for" food):** To make sure meals run smoothly, only one person at a time at each table is allowed to go to the kitchen to get seconds. This person carries a "Gofer" tag as their 'ticket' into the kitchen. Take turns at each meal so everyone gets a chance to be the Gofer.

**Cabin Clean-up Crew:** Everyone in the Orkila community is responsible for cleaning their cabin every day and especially at the end of their stay. This includes putting clothes away, emptying cabin trashcans into the big cans around camp, sweeping floors, and picking up litter around the cabin. Orkila provides a trashcan, broom, and dustpan for each cabin. Please let us know if any of these items are missing from your cabin.

**Bathroom Brigade:** Everyone in the Orkila community is responsible for cleaning the bathrooms every day and at the end of your stay. This includes flushing the toilets, sweeping floors, picking up trash and lost and found items. Orkila staff will sanitize the bathrooms and re-stock toilet paper and soap once each afternoon, but you much keep it clean the rest of the time.

**Litter Patrol & Habitat Helpers:** Whenever you see litter – even if it's not yours! – Pick it up and put it in the trashcan or recycling. Remind other people to stay on trails and to be gentle and quiet around the wild creatures living at camp.

# On Being a Chaperone...

## Chaperone & Cabin Counselor Responsibilities

*Cabin leaders, school staff and other adults play an important support role in ensuring the quality and safety of the program for all students. Orkila staff are responsible for teaching classes, running specific open recreation areas and providing evening activities. Cabin counselors, adult chaperones and ultimately the school staff are responsible for supervising their students 24 hours a day. **At least one adult, but not more than three, must accompany each Study Group to all classes and assist the Orkila staff as needed.** The same counselor or set of counselors should stay consistently with one study group rather than rotating. The following is a breakdown of specific responsibilities of cabin counselors:*

### General Responsibilities:

- ✓ Supervise students at all times. Remember that the campers' safety and experience are your first priority at all times.
- ✓ Set clear expectations.
- ✓ Communicate with teachers and Orkila staff.
- ✓ Ask for help when you need it.
- ✓ Lead by example. You are the most important role model at all times.
- ✓ Always be on time.

### Pre-Camp:

- ✓ Schoolteachers may want to meet with you prior to camp for training or to introduce you to students.
- ✓ On the way to Orkila, keep students occupied and well behaved on the bus and ferry.

### Meals:

- ✓ Stay at your assigned table. If you must get up, make sure another cabin counselor is keeping an eye on your table.
- ✓ Make sure you and your campers listen to the meal thought and to directions.
- ✓ Assign one student to be the Gofer. This is the only person allowed to be up from the table.
- ✓ Make sure that no more than two people go to the breakfast or salad bar at any time.
- ✓ Stress good manners and appropriate behavior and speaking volume.
- ✓ Encourage friendly conversation among campers.
- ✓ Have students wait for the Orkila staff to announce clean-up time.
- ✓ Stay seated until you are dismissed.

### Morning:

- ✓ Wake-up campers and help them get ready.
- ✓ Remind them to go to the bathroom, brush their teeth, wash, etc.
- ✓ Have breakfast KP's go to the lodge 15 minutes early.
- ✓ Be on time for breakfast at 8:00 a.m.
- ✓ Help students make their beds, sweep, and clean cabin and outside area.
- ✓ Help students figure out what classes they have in the morning and where they need to meet.
- ✓ Be at your own class-meeting place on time.
- ✓ During classes, monitor student behavior and assist Orkila staff in teaching when they ask. Be attentive, involved, and interactive with the campers and class.
- ✓ Have lunch KP's go to the lodge 15 minutes early.
- ✓ Have campers wash their hands before lunch. Be on time for lunch at 12:15 p.m.

#### Afternoon:

- ✓ Help students figure out what classes they have in the afternoon and where they need to meet.
- ✓ Be at your own class-meeting place on time.
- ✓ During classes, monitor student behavior and assist Orkila staff in teaching when they ask. Be attentive, involved, and interactive with the campers and class.
- ✓ During Recreation, help campers find an activity to do, carry rowboats and help students row, and monitor that student's stay in the designated Recreation areas.
- ✓ Have dinner KP's go to the lodge 15 minutes early.
- ✓ Have campers wash their hands before lunch. Be on time for dinner at 6 p.m.

#### Evening:

- ✓ Have campers change into warmer clothing if necessary and prepare for the evening activity.
- ✓ Keep campers occupied during cabin time.
- ✓ Be on time for the evening activity. Be attentive, involved, and interactive with the campers and activity.
- ✓ Take campers to their cabin and help them stay quiet after the evening activity.
- ✓ Help campers get ready for bed
- ✓ Remind them to go to the bathroom, brush their teeth, wash, etc.
- ✓ Do a quiet bedtime activity to help campers fall asleep such as reading a story, sharing "highlights" of the day, or playing a quiet instrument.
- ✓ Stay in the cabin and sleep.

#### Last Day:

- ✓ Help campers pack all their belongings and find missing items.
- ✓ Help campers sweep their cabin, pick up and empty trash, turn mattresses on their side, and clean bathrooms.
- ✓ Listen carefully for any last-minute schedule changes.
- ✓ Take luggage to the luggage truck on time.
- ✓ Be on time to catch the bus in the upper parking lot.
- ✓ Keep campers quiet and occupied while waiting for the ferry.

### Fine Dining in the Orkila Dining Hall

#### Before Entering the Dining Hall:

- ✓ Wash your hands before each meal. Unfortunately, there are no sinks in the lodge that students can use, so you will need to return to the bathrooms in your school's cabin area.
- ✓ Line up outside the dining hall before the bell rings.
- ✓ Come inside as soon as you hear the bell ring.

#### Inside the Dining Hall:

- ✓ Come in quietly, go to the area assigned to your school, and sit quietly at your assigned table. Pay attention to the Orkila staff KP who will be speaking to you once everyone is inside and seated. Once you have sat down please use the hand sanitizer on each table EVEN if you have washed your hands before the meal. Please do not eat or drink anything until after the meal thought.
- ✓ Before each meal, Camp Orkila staff will present a Meal Thought and give instructions about the meal. Please give this person your complete attention.
- ✓ You will be instructed to send your "gofer" into the kitchen to get food. The Gofer must have the gofer tag on or he/she will not be allowed in the kitchen.

- ✓ There is an IN door and an OUT door for the kitchen. Please go in the IN door and out the OUT door so we will not have any accidents.
- ✓ When there is a cereal bar at breakfast or a salad bar at dinner, only 2 people per table may get up at one time. Wait patiently for your turn and then hurry back so the next 2 people may go. Sometimes the kitchen puts leftovers out for us to finish – make sure you just take a little bit so that everyone gets to have some.
- ✓ Remember, the Orkila community eats family style. This means that everyone must get a serving from each serving dish before the Gofer goes to the kitchen for seconds. Take only what you will eat. We will keep track of wasted food during “The Ort Report”.
- ✓ After dinner, when the Orkila instructor announces dessert, remind your Gofer to take their Gofer ticket and to walk to the kitchen so that they don’t get sent back to the table. Remember – you only get one plate for the whole meal, so you will need to re-use it for your salad and dessert, too.

#### At the End of the Meal:

*Here are the three biggest challenges of the entire meal...*

- ✓ Wait for the Orkila instructor to tell you start cleaning up your table. When you are finished eating, stay seated and talk quietly with others sitting at your table.
- ✓ Listen to the directions the Orkila instructor gives you about how to clean up.
- ✓ Stay Seated when the Orkila instructor announces that it is time to start cleaning. The person who has the Gofer tag is the only person who can stand up and move around the lodge. However, everyone else can stay seated and help get things ready for the Gofer to pick up and take to the kitchen or dish room.
- ✓ Last of all, wait for the Orkila instructor to announce the Ort Report, listen to the final announcements, and stay seated until you are dismissed.

#### What is the Ort Report?

According to the Merriam-Webster dictionary, ort is “a morsel of food left at a meal”. At the end of each meal we collect all of the food waste from each person’s plate and weigh it in a large scale to determine the amount of food we have wasted and then we report to the group.

#### Why does this matter?

All of the food that we have is potential energy for our bodies. That food also took energy to make. The bread that is on your table is made by the cook, who got it from the delivery person, who got it from the company that made the bread, who got it from the farmer that grew the grains, who depended on the sun and clouds to provide light and water for growth. A cycle of energy is created. Therefore, if we throw the food away then we are breaking the cycle of energy and wasting that energy which could be used by each of us in our daily activities.

The point of “The Ort Report” is to make you aware of the amount of waste that is produced and ways in which we can lower our waste individually and as a group. Each of you has the opportunity to make a difference in our Camp Orkila community!

## Characteristics of a Good Counselor

*The person who would most likely make a good counselor...*

<ul style="list-style-type: none"><li>• Is optimistic, cheerful, outgoing.</li><li>• Is friendly, sympathetic, understanding, patient.</li><li>• Is interested in the campers.</li><li>• Is fair, objective, and does not play favorites.</li><li>• Is never sarcastic or threatening.</li><li>• Is considerate of camper's needs and feelings, puts the campers at ease.</li><li>• Is courteous, has good manners, sets a good example.</li><li>• Helps campers feel secure.</li><li>• Is reasonable and flexible.</li><li>• Is enthusiastic about campers, camp, activities.</li><li>• Is honest, sincere, consistent.</li></ul>	<ul style="list-style-type: none"><li>• Uses common sense and intelligence.</li><li>• Explains ideas clearly.</li><li>• Respects all participants.</li><li>• Is skilled in many activities, but is not a know-it-all.</li><li>• Knows what to do or whom to ask when help is required.</li><li>• Is not afraid to ask for help.</li><li>• Is always dressed appropriately for camp life.</li><li>• Is neat and clean.</li><li>• Plans and works out activities in advance.</li><li>• Focuses on similarities and honors diversity.</li><li>• Makes activities interesting.</li></ul>
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## Characteristics of 5th-6th Grade Students

*Remember what it was like to be a 5th-6th grader? Before meeting the students, take a moment to reflect on what you were like at that age and what kind of help you needed from a cabin counselor.*

- A time for rapid growth and physical change. Surplus energy followed by fatigue.
- Frequent minor illnesses and complaints.
- Tendency to feel awkward and self-conscious.
- Increased concern for community, world, environmental problems.
- Greater understanding of concepts of time and place.
- Gradual increase in reasoning ability and handling abstract concepts.
- Often jump to conclusions without seeing whole picture.
- Widening range of individual differences in abilities and interests.
- Growing interest in physical attractiveness and appearance.
- Desire to excel in group activities and to avoid activities they don't do well.
- Desire to talk and argue rather than listen.
- Conflicted desire for independence: half child/half adult. Desire for privileges, not responsibility.
- Status with peers more important than approval of adults.
- Reluctance to be different from group physically or socially.
- Heightened sense of fairness.
- Emerging awareness of and companionship with opposite sex.
- Idealistic, hero worship.
- Tendency to be rude and not be aware of it.

## Leadership Skills for Cabin Counselors

*As a cabin leader, establishing trust and respect with your cabin group will result in a meaningful and positive experience for both you and your cabin group.*

**A void making promises you can't deliver** - If you promise favors and treats to your group that you do not intend to deliver, the kids learn to distrust you and think of you as a liar. Not a good impression! However, if you are honest, the kids will know you as someone they can trust, and will come to you openly.

**Actions speak louder than words** - If you say one thing to students and then do another, you lose their trust, and defeat your purpose.

**Be consistent and fair** - When dealing with students, it is natural to like some kids better than others. However, it is your responsibility to make a great week for every student, so everyone must be treated the same.

**Explain why** - Be sure to give the reason for rules that you or Orkila have established. Nothing is more ineffective and aggravating than to hear "because I said so."

**Separate the student from their behavior** - When talking with student about the something that they have done, talk about the situation and not the student's personality.

**Give Logical Consequences** - If you must discipline a student, make sure the discipline helps the child learn what is the right thing to do. Never deprive a child of food or sleep, leave them alone, ridicule or threaten them, touch them, or use excessive physical exercise.

If you are ever in doubt about what to do or need help, ask the teachers or staff at Orkila!

## A Few Suggestions for Managing Your Cabin Group...

- ✓ Quickly learn each child's name in your cabin group.
- ✓ Establish expectations and standards for behavior and routines. Be firm, consistent, and immediate about enforcing your expectations.
- ✓ Some cabin leaders choose to guide groups in making their own group rules, with the whole cabin contributing ideas about how to live together. This helps campers buy into the rules. You must guide this process to make sure rule are appropriate!
- ✓ To gain the respect of the campers and manage the cabin group, remember that there is a fine line between being a friend and being a counselor.
- ✓ Be fair, firm, and honest.
- ✓ Be a great role model. Kids are completely influenced by your actions. They will want to act, talk, dress, and even think like you.

## Important Reminders Especially for Cabin Counselors...

To keep your students safe & happy, please remember...

- ✓ All camp policies do apply to you.
- ✓ You must stay on campgrounds at all times unless you have a teacher's permission to leave.
- ✓ Relationships are a wonderful thing, but camp is not the appropriate place to exhibit them. Holding hands, kissing, and other forms of intimate affection between leaders is prohibited.
- ✓ Pranks of any kind are prohibited.

To make your life easier, you might want to bring...

- ✓ Watch
- ✓ Battery Operated Alarm Clock
- ✓ Quiet Bedtime Book for Campers

## Child Abuse Prevention for Chaperones

**A Note To Chaperones:** As chaperones, you will be spending a lot of time with your campers. All YMCA Camp Orkila cabin counselors (for summer camp) participate in an intense Child Abuse Prevention Training prior to working with participants. As a chaperone, it is a good idea to familiarize yourself with indicators of abuse, and to be prepared to listen to a child who may want to confide in you. This is a small part of our training, but we felt it useful to share with you.

If a child confides in you about an issue that may be related to abuse:

**Do:**

- ✓ Treat the child with respect
- ✓ Listen closely
- ✓ React calmly, avoid showing facial expressions of disgust
- ✓ Let the child know you care
- ✓ Ask the child to share more information
- ✓ Assume the child is genuine
- ✓ Report suspected cases of abuse to a school leader and to Child Protective Services

**Don't:**

- ✓ Promise not to tell anyone
- ✓ Act shocked or enraged
- ✓ Confront the abuser directly

General Guidelines for Cabin Supervision:

**Do:**

- ✓ Establish good ground rules about boundaries, express the idea of comfort zones and the personal bubble.
- ✓ Supervise and monitor bathrooms during shower time and getting ready for bed time.

**Don't:**

- ✓ Find yourself alone with a child
- ✓ Shower with your campers

YMCA Child Abuse Prevention Training

### **POSSIBLE INDICATORS OF ABUSE**

Sexual Abuse--Behavioral Indicators

1. Is reluctant to change clothes in front of others.
2. Is withdrawn.
3. Exhibits unusual sexual behavior and/or knowledge beyond that which is common for his/her developmental stage.
4. Has poor peer relationships.
5. Either avoids or seeks out adults.
6. Is pseudo-mature.

7. Is manipulative.
8. Is self-conscious.
9. Has problems with authority and rules.
10. Exhibits eating disorders.
11. Is self-mutilating.
12. Is obsessively clean.
13. Uses or abuses alcohol and/or other drugs.
14. Exhibits delinquent behavior such as running away from home.
15. Exhibits extreme compliance or defiance.
16. Is fearful or anxious.
17. Exhibits suicidal gestures and/or attempts suicide.
18. Is promiscuous.
19. Engages in fantasy or infantile behavior.
20. Is unwilling to participate in sports activities.
21. Has school difficulties.

### **Sexual Abuse--Physical Indicators**

1. Has pain and/or itching in the genital area.
2. Has bruises or bleeding in the genital area.
3. Has venereal disease.
4. Has swollen private parts.
5. Has difficulty walking or sitting.
6. Has torn, bloody, and/or stained underclothing.
7. Experiences pain when urinating.
8. Is pregnant.
9. Has vaginal or penile discharge.
10. Wets the bed.

### **Emotional Abuse--Behavioral Indicators**

1. Is overly eager to please.
2. Seeks out adult contact.
3. Views abuse as being warranted.
4. Exhibits changes in behavior.
5. Is excessively anxious.
6. Is depressed.
7. Is unwilling to discuss problems.
8. Exhibits aggressive or bizarre behavior.
9. Is withdrawn.
10. Is apathetic.
11. Is passive.
12. Has unprovoked fits of yelling or screaming.
13. Exhibits inconsistent behavior at home and school.
14. Feels responsible for the abuser.
15. Runs away from home.
16. Attempt suicide.
17. Has low self-esteem.
18. Exhibits a gradual impairment of health or personality.
19. Has difficulty sustaining relationships.
20. Has unrealistic goal setting.

21. Is impatient.
22. Is unable to communicate or express his/her feelings, needs, or desires.
23. Sabotages his/her chances of success.
24. Lacks self-confidence.
25. Is self depreciating and has a negative self-image.

### **Emotional Abuse--Physical Indicators**

1. Has a sleep disorder (nightmares or restlessness).
2. Wets the bed.
3. Exhibits developmental lags (stunting his/her physical, emotional, and/or mental growth).
4. Is hyperactive.
5. Exhibits eating disorders.

### **Physical Abuse--Behavioral Indicators**

1. Is wary of adults.
2. Is either extremely aggressive or withdrawn.
3. Is dependent and indiscriminate in his/her attachments.
4. Is uncomfortable when other children cry.
5. Generally controls his/her own crying.
6. Exhibits a drastic behavior change when not with parents or caregiver.
7. Is manipulative.
8. Has poor self-concept.
9. Exhibits delinquent behavior, such as running away from home.
10. Uses or abuses alcohol and/or other drugs.
11. Is self-mutilating.
12. Is frightened of parents, of going home.
13. Is overprotective of or responsible for parents.
14. Exhibits suicidal gestures and/or attempts suicide.
15. Has behavior problems at school.

### **Physical Abuse--Physical Indicators**

1. Has unexplained\* bruises or welts, often clustered or in a pattern.
2. Has unexplained\* and/or unusual burns (cigarettes, doughnut-shaped, immersion-lines, object-patterned).
3. Has unexplained\* bite marks.
4. Has unexplained\* fractures or dislocations.
5. Has unexplained\* abrasions or lacerations.
6. Wets the bed.

(\* Or explanation is inconsistent or improbable.)

### **Neglect--Behavior Indicators**

1. Is truant or tardy to school often or arrives early and stays late.
2. Begs or steals food.
3. Attempts suicide.

4. Uses or abuses alcohol and/or other drugs.
5. Is extremely dependent or detached.
6. Engages in delinquent behavior, such as prostitution or stealing.
7. Appears to be exhausted.
8. State frequent or continual absence of parent or guardian.

### **Neglect--Physical Indicators**

1. Frequently is dirty, un-washed, hungry, or inappropriately dressed.
2. Engages in dangerous activities (possibly because he/she generally is unsupervised).
3. Is tired and listless.
4. Has unattended physical problems.
5. May appear to be over-worked and/or exploited.

### **Family Indicators**

1. Extreme paternal dominance, restrictiveness, and/or over protectiveness.
2. Family isolated from community and support systems.
3. Marked role reversal between mother and child.
4. History of sexual abuse for either parent.
5. Substance abuse by either parent or by children.
6. Other types of violence in the home.
7. Absent spouse (through chronic illness, depression, divorce or separation)
8. Severe overcrowding.
9. Complaints about a "seductive" child.
10. Extreme objection to implementation of child sexual abuse curriculum.

Material taken from pages 191-193 of *For Their Sake, Recognizing, Responding to And Reporting Child Abuse*, Becca Cowan Johnson, American Camping Association, 1992.

Family Indicators from Committee For Children.

**Note:** These indicators can also be indicative of emotional dysfunctions that merit investigation for emotional problems and/or being the victims of abuse.

## Identifying Red Flags of Peer to Peer Abuse

### Warning Signs in Group Dynamics:

- Power dynamics, kids scared of one “leader”. Retaliation.
- Kid being isolated, outcast, excluded
- Cultural norm, borderline touch is appropriate level of physical contact increasing to horseplay
- Inside jokes
- Singling child out for sexual comments, sexualized nicknames
- Physical dominance
- Bullying
- Verbal aggression
- Changes in leadership, power from many to one
- Avoiding supervision
- Teasing about sexual orientation
- Exchanges (giving up) of personal items
- Testing privacy and personal boundaries

### Warning Signs in Individual Behaviors:

- Different from others
- Change in eating habits
- Difficulty in communicating
- Changes in demeanor
- Clingy, may seek protection
- Avoiding other participants
- Seeking constant supervision
- Significant decline in performance
- Treated differently by staff or volunteer
- Unexplained injuries
- Vague disclosures
- Sudden dissatisfaction with the program
- Servitude, serving others
- Concern and asking, “Is “Julie” going to be here again?”
- Isolations

### **Words of Advice:**

**The behaviors described above are simply possible indicators of abuse. Observing one or more behaviors in a child does not necessarily mean a child is being abused, there are other possible explanations for the behavior. If multiple indicators are present, it is a good idea to investigate the situation and try and gather more information.**

# YMCA Camp Orkila Outdoor Environmental Education Program

## Information for Parents

### What To Bring Checklist

#### A few words of advice:

- ✓ Activities happen rain or shine so be sure to pack appropriately!
- ✓ Bring old clothes. New clothes will come home looking very old!
- ✓ All items should be marked with your child's name
- ✓ Students should be limited to one suitcase or one duffle bag!

#### Required:

- |   |  |
|---|--|
| <p>Bedding</p> <p>_____ Warm Sleeping bag or 3-blanket bedroll</p> <p>_____ Pillow</p>  | <p>_____ Warm jacket</p> <p>_____ Hat and gloves/mittens</p> <p>_____ Plastic bag for dirty clothing</p> <p>_____ Bathing Suit for shower house (<u>not</u> for swimming)</p>  |
| <p>Clothing</p> <p>_____ Pajamas</p> <p>_____ Sturdy Walking Shoes (2 pairs)</p> <p>_____ Daily change of Socks and Underwear</p> <p>_____ Shirts (both heavy and light weight)</p> <p>_____ Warm Sweater or Sweatshirt</p> <p>_____ Long Pants (2 pairs)</p> <p>_____ Raincoat, Rain pants</p> <p>_____ Waterproof boots (or extra shoes so others can dry)</p> <p>_____ Shorts (during May, June, September only)</p> | <p>Toiletries</p> <p>_____ Toothbrush and toothpaste</p> <p>_____ Soap and Shampoo</p> <p>_____ Towel and washcloth</p> <p>_____ Comb or brush</p> <p>_____ Sunscreen lotion, lip salve</p> <p>Camp Equipment</p> <p>_____ Water bottle for hiking</p> <p>_____ Small backpack for carrying extra jacket, water, journal etc</p> |

#### Recommended

- \_\_\_\_\_ Flashlight and extra batteries
- \_\_\_\_\_ Inexpensive camera and film (Label with name & school)
- \_\_\_\_\_ Books
- \_\_\_\_\_ Paper and sharpened pencils or pens

#### Do Not Bring

- ✓ Money or other Valuables
- ✓ Fishing Rods, Bikes, Roller blades, Skateboards
- ✓ Radios, Tape/CD players, Electronic Games, Cell Phones
- ✓ Knives, Matches, Fireworks
- ✓ Food, Candy, Gum, Soda Pop or other Beverages
- ✓ Hairdryers, Curling Irons, other Electric Appliances
- ✓ Cosmetics, hairspray

## **Frequently Asked Questions:**

### **Q1. Does it get cold at night?**

A1. We have predominantly open air cabins at Camp Orkila. This means that the cabin has four walls but the windows and doors are open. This allows students to have a rustic camping experience while still being protected from the elements. Please send your student with warm clothing and a warm sleeping bag for night time. We do have a limited number of sleeping bags available for loan if needed. Please arrange to borrow a sleeping bag through your teacher so that we can keep a total count.

### **Q2. If it rains, will my child still be outside?**

A2. We hold classes outside even in the rain. Be sure to send your child with adequate rain gear and two pair of shoes.

### **Q3. My child has a food allergy, what do I do?**

A3. The first step in this process is to alert your child's classroom teacher. They will be communicating this information to camp. If your child simply needs substitutions, we have many options at meals and it is generally not a problem. If your child's allergy is severe enough that contact could cause a medical problem you will need to speak to our kitchen manager. You can call her directly or go through your classroom teacher. Our kitchen manager is Lisa Crowe at 360-376-2678 ext. 132.

### **Q4. What do I do about my child's medication while at camp?**

A4. A school representative will be designated to dispense your child's medication. The school will ask you to send medications and instructions. In many cases, a prescription is required even for over the counter medications to be dispensed. Please check with your school to find out the district policy.

### **Q5. Can I call my child while at camp?**

A5. We ask that you call camp in case of emergency only. Most schools do not permit students to bring cell phones or any electronics. Cell phones do not work well at camp and there is no way to lock them up. If you do have an emergency, you can call the camp at 360-376-2678. There is also an emergency pager that is always worn by a member of the leadership staff. The emergency pager number is 1-800-800-8596. Please ask to page "emergency pager" and leave a detailed message with a number to return your call.

### **Q6. Are there medical facilities on Orcas Island?**

A7. Orcas Island has a medical center that is staffed by two doctors. It is located approximately 5-10 minutes from camp. The medical center does not have an emergency room, but there are full emergency response services just down the road from camp.

## **Topics of Conversation For After the Camp Experience:**

While at camp, your child will have many “firsts” that will invariably come with memorable stories. For many students, it may be the first time they have been on a ferry, or the first time they spend a night away from home. You may want to ask about sharing a cabin with other students or eating in a large group. Your student may have boldly tried different foods at camp or walked more miles than in the last month. Your child has probably strengthened relationships with classmates and formed new ones.

Your child will have experienced learning in a totally new environment. The classes may have included a team-building class where your child learned to solve problems in a group. Your child may have discovered new animals on the beach or in our marine center. Maybe your child learned to appreciate nature through the trees in the forest, the sunset on the beach, or the plants in the garden. The learning experience may have been more powerful than just understanding the many important concepts, your child may have discovered that learning is fun!

## Student Packet

*We the staff of Camp Orkila are very excited about having you and your school visit us on Orcas Island.*

*Coming to camp means being outside all day, sharing the same space as deer, geese, cormorants, woodpeckers, great blue heron, and even river otters! Camp looks out over the President's Channel, part of the Puget Sound, which stretches all the way down to Seattle. From our dock you can see the harbor seals at Point Doughty, sailboats and barges, and many other islands—even ones in Canada.*

*Read on for more facts about life at camp, starting with your trip to the island...*

### The Voyage: On the Ferry in the San Juan Islands!

Show Your School Pride -- When you are traveling together as a group, you are representing your school, your hometown, and Camp Orkila. If you behave appropriately, other passengers on the ferry will give you and your school the respect and honor you deserve! Here are some important guidelines:

- ✓ Keep your voices quiet so that you do not disturb other passengers.
- ✓ Always walk wherever yinng and roughhousing are prohibited.
- ✓ If you eat on the ferry, clean up your mess and throw trash and recyclables in the right place.
- ✓ Listen carefully for instructions both from your teacher and from the ferry captain.
- ✓ Stay with your cabin counselor and keep track of everything you bring on the ferry with you.

Have Fun! -- The trip from Anacortes to Orcas Island lasts about 1 hour. There are lots of interesting things to see along the way, but you may also want to bring something quiet to do on the journey:

- ✓ Read a book.
- ✓ Write in a journal.
- ✓ Play cards or work on a puzzle.
- ✓ Decorate your camp nametag.
- ✓ Watch out the window for Orca Whales, Harbor Seals, and Bald Eagles.
- ✓ Meet with your cabin counselor to pick a group name and make a cabin banner.

Be Safe! -- When you are on the ferry or the bus, you are expected to act in a safe & responsible manner. Remember to:

- ✓ Stay seated and face forward on the bus.
- ✓ Listen to the bus driver and follow his or her directions.

# Life at Camp Orkila:

## Frequently Asked Questions

### Arriving at camp

When you arrive at Camp Orkila, you will be greeted by the camp staff. These are the people who will be teaching your classes during your stay. After they introduce themselves, they will take you on a tour of camp to show you the places where you eat, sleep, learn and play. But...you might have some questions now. Read on to the next section, where we've answered a few of them for you...

### Where will I sleep at camp?

You will stay and sleep in open-air cabins, which means cabins that don't have any doors and windows, so they let in the sun and the breeze. You will have a chaperone staying with you, and the rest of your classmates in other cabins nearby.

### Will animals come into my cabin?

Only if you have something they want! There are some raccoons that live at Camp Orkila who enjoy nighttime snacks. If you have food in your cabin, they might decide to visit. So as long as you refrain from hiding food, gum or candy in your backpack or duffel bag, Orkila's furry friends will not bother you.

### When can I shower?

Your teachers can tell you more about when they would like you to use the showers, but in general you can use them early in the morning before breakfast or in the evening, after your night program. The showers at camp are communal, which means that the girls will share one shower room and the boys will share another. Since you won't have your own private shower, you can bring a bathing suit to shower in.

### Are the classes at camp like my classes at school?

No! In general, classes at camp are very different from classes in school. Your teachers bring you to camp so that you can do something other than sit in a classroom! During a typical day at Camp Orkila, you'll take four classes, two in the morning after breakfast and then two in the afternoon, after lunch. What classes you take depends on what your teachers, in their infinite wisdom, have signed you up for. They involve playing games with hula hoops and rubber chickens, exploring the forest or the beach, and checking out the sea creatures in the Marine Center. Each Orkila instructor has their own style, and so every class will be unique.

### What happens in the evenings?

After dinner you will have time to go back to your cabin and get warm clothes for the evening. Your evening activities are more like games than classes. You might have a campfire with skits, go on a camp-wide scavenger hunt, do experiments at a science fair, or creep through the woods on a night hike.

Will I have any free time?

Of course! After your last class of the day, which ends at 4:30, you will have free time until dinner. During this time you have a lot of options. Orkila staff will be running different activities around camp, and if you choose to, you can participate in one of these. They are:

Archery—Try using a bow and arrow to hit a target

Arts & Crafts—Check out the craft of the day...beading, pottery, etc.

Boating—Take a rowboat out into the Orkila Bay

Marine Center—Come check out the touch tank outside of class time

Volleyball & Basketball—Collect some friends & start up a game

Field Games—It could be soccer, tag, or ultimate frisbee...

This time of day is called Open Rec. It will last for an hour, from 4:45-5:45. ***This is not cabin time!***

If you aren't interested in any of the activities, you can hang out with your friends on the beach or the dock, as long as you have an adult nearby.

What, where and when do we eat?

Ah, food. The most important question. The answer is that you eat wonderful food prepared by our kitchen staff, who spend a lot of time making sure that they prepare something for everyone. If you're vegetarian, vegan or have a food allergy, we will make sure you don't go hungry. Here's some typical camp offerings:

Breakfast may begin as early as 7:45 and always offers...

Milk & juice

Cold cereal (*Rice krispies, raisin bran, cheerios*)

Hot cereal (*Oatmeal or cream of wheat*)

Fruit (*Oranges, apples, or melon*)

Yogurt (*Plain, vanilla or raspberry*)

Granola

The Main Course (*Like bagels & eggs, pancakes & sausage, French Toast, & more!*)

Lunch always offers...

Milk

Sandwiches (*Peanut butter & jelly or hummus*)

Apples

Vegetarian Option (*This might be soup or a casserole*)

The Main Course (*Like burritos & salad, sloppy joes & chips, hot dogs & veggies, etc.*)

Dinner always offers...

Milk

Salad bar (*with all the fixins, different kinds of dressing, and pasta salads*)

Vegetarian Option (*Like veggie burritos, rice & curry, mac & cheese, etc.*)

The Main Course (*Like spaghetti, tacos, roast chicken, fish fillets, & more!*)

Dessert! (*It's a surprise...*)

What is "The Ort Report"?

"Ort" is a real word that means "a morsel of food left at a meal". We use it to refer to the scraps of food you leave on your plate after eating. At the end of each meal we collect, weigh and graph all of the food waste from everyone in the dining hall. Throughout your stay at camp, you can see how low you and your classmates can keep your Ort.

Why does it matter how much food I leave on my plate?

At home, if you leave uneaten food on your plate, it might not look like a lot. Here at camp, we have hundreds of people eating in the lodge all at once! If we all left food on our plates, we would end up with a gigantic heap of uneaten food scraps after every meal. All that wasted food adds up to a lot of wasted energy. Our mission, at camp and at all times in our lives, is to conserve energy and use only what we need.

## What You Can Do:

### Making Camp a Place You'll Love to Visit

*As with any community--whether it is your home, school, or city--there are certain things we do to keep everyone in the community healthy and happy. Students are a very important part of the Orkila community and you are responsible to help make sure camp runs smoothly! Before you arrive at camp, your teachers will give you a schedule of classes, duties and cleaning assignments. Some of the responsibilities you will be asked to do are listed below:*

**Super Student:** Camp Orkila may not look like school, but you are still responsible for being a great student –

- ✓ Follow directions from the Orkila staff that will be your instructors.
- ✓ Keep an open mind and be excited about learning.
- ✓ Be on time to all of your classes.
- ✓ Participate in class activities and asking questions.

**KP Duty (Kitchen Patrol or Kitchen Party):** Everyone in the Orkila community is responsible for taking turns as a KP, even your Orkila instructors! Your teachers & chaperones will let you know which meals you are in charge of. When it's your turn to do KP, be on time and look for the Orkila instructor to give you directions. You will:

- ✓ Come to the lodge **15 minutes before the meal** to prepare the lodge for all of camp!
- ✓ Listen carefully and follow directions from Orkila staff
- ✓ Set tables with plates, cups, silverware & napkins
- ✓ Pre-set some food, milk and water
- ✓ After the meal is over, report to the podium to get directions for cleaning the tables and sweeping.

**Gofer (The person who "goes for" food):** To make sure meals run smoothly, only one person at a time at each table is allowed to go to the kitchen to get seconds. This person carries a "Gofer" tag as their 'ticket' into the kitchen. Take turns at each meal so everyone gets a chance to be the Gofer.

**Cabin Clean-up Crew:** Everyone in the Orkila community is responsible for cleaning their cabin every day and especially at the end of their stay. This includes:

- ✓ Putting clothes away
- ✓ Emptying cabin trashcans into the big cans around camp
- ✓ Sweeping floors and picking up litter around the cabin.

*Orkila provides a trashcan, broom, and dustpan for each cabin. Please let us know if any of these items are missing.*

Bathroom Brigade: Everyone in the Orkila community is responsible for cleaning the bathrooms every day and at the end of your stay. This includes:

- ✓ Flushing the toilets
- ✓ Sweeping floors
- ✓ Picking up trash and lost and found items.

*Orkila staff will sanitize the bathrooms and re-stock toilet paper and soap once each afternoon, but you much keep it clean the rest of the time.*

Litter Patrol & Habitat Helpers: Camp is a big place, and you are the people who see the most of it! We need your help keeping it clean and safe for people, plants, and animals. Some ways you can do this are:

- ✓ Whenever you see litter (Even if it's not yours!) pick it up and put it in the trashcan or recycling.
- ✓ Remind other people to stay on trails and to be gentle and quiet around the wild creatures living at camp.

***Thank you for all your help! See you at camp...***