

# OEE TEACHER PACKET

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## INTRODUCTION

YMCA Camp Colman's Outdoor Environmental Education (OEE) Program offers schools a full-service experiential learning program, with a choice of environmental, challenge, and outdoor education classes.

The OEE Program is in operation from February through June and September through November. Camp sessions are mostly two nights/three days, either Monday to Wednesday or Wednesday to Friday. Other night combinations are also available.

All program classes and activities are led by trained instructor. Camp schedules are drafted by the OEE Director after group information sheets are submitted and personal or phone meetings with each head teacher have been conducted. **Schools need to organize the preparation, transport, and supervision of the students.** Groups can also choose to organize their own events. The staff of Camp Colman is more than happy to assist you in choosing and developing activities suitable for your students.

### Goals:

- **To build within students a basic understanding of ecological principles of the components of the environment and of their interaction with the natural world.**
- **To promote respect of the environment as the foundation of life and health in their community.**
- **To teach students how personal and community choices and actions can affect the environment both locally and globally, while showing them how they can apply their personal decision-making skills to enhance their own local environment.**
- **To facilitate the development of the knowledge and skills necessary for being a productive member of society, particularly by encouraging communication and cooperation.**
- **In the YMCA tradition, to encourage people to reach their fullest potential and realize self-awareness through the development of spirit, mind, and body.**

Predominant themes in the educational experience are COMMUNITIES and RESPECT. We foster an understanding of what a community is, how the elements in a community work, and our relationship and responsibility to all communities. The “Four Respects”—respect yourself; respect others; respect the environment; and respect the camp community are themes stressed in the classes we teach and in the day to day camp activities.

# Pre-trip Planning

## Working With the YMCA Camp Colman OEE Director...

To insure that your schedule is planned correctly, Camp Colman 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 Group Information Sheet and Scholarship Information form by January 12<sup>th</sup>, 2009.** Perhaps most importantly, please include the phone number and times you are best reached during the school day.

Some schools choose to visit Camp Colman to have a planning meeting and discuss plans for their trip in person. Camp Colman staff is 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. (Melanie Hill, [melaniehill@seattleyymca.org](mailto:melaniehill@seattleyymca.org), 253-884-3844 X103)

Please begin to gather the following information together for your Group Information Sheet:

- ✓ Approximate number of students and adults attending
- ✓ Dietary information including vegetarian count and allergy information
- ✓ 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

**Returning schools please take note –Please remember to share with us:** the things you have loved about the program and some things that you may want to have different this year! 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 Group Information Sheet. 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.

## Preparing Your Students & Staff...

**L**ogistically: *Please make sure that all participants are prepared for an outdoor classroom experience- raincoats and warmer clothing in the colder months are a must! **MEDICATIONS are an absolute must for all students.*** Make sure that all necessary forms (especially medical information) have been sent home and that parents have the Camp Colman phone number in the event of an emergency. It is imperative that each school gives parents advanced notice on how to package and label medications for the school nurse. (A detailed what to bring list is included in this packet.) Share the purpose of the trip and the selected activities with your students and teachers.

**E**motionally: Our 106 acre setting located on the Key Peninsula is unique and apt to be different from what your students are used to at home. We sleep in rustic cabins, walk great distances sometimes, and have no television, daily newspaper or soda to drink. Because the experience at Camp Colman 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 Colman 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 Colman can help to instill positive environmental attitudes in our students. We ask you to help us in this effort by preparing your students for our alternative living/learning environment.

## Checklist for planning your trip...

January 12, 2009:

\_\_\_\_\_ Camp Colman Group Information Sheet returned to OEE Director.

**Two Months Before Your Trip:** (Contact Director: [melaniehill@seattlemca.org](mailto:melaniehill@seattlemca.org))

- \_\_\_\_\_ Make sure all necessary forms are returned to OEE Director
- \_\_\_\_\_ Meet with participating teachers, students and parents about the Camp Colman program.
- \_\_\_\_\_ Bus transportation arranged.

**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 sure all parents know how to package and label medications for the nurse(1 month)
- \_\_\_\_\_ Finalize number of students and staff attending (1 month)
- \_\_\_\_\_ Make arrangements for an Emergency Vehicle (2 weeks)
- \_\_\_\_\_ Organize students into class groups of approximately 15 per group
- \_\_\_\_\_ Organize students into cabin groups (please place 10-12 students per cabin)
- \_\_\_\_\_ Organize a list of all pertinent medical information by study group to give to OEE Director upon arrival at camp
- \_\_\_\_\_ Distribute schedules to students including meal duties (1 week)
- \_\_\_\_\_ Let students know they must bring a sack lunch on first day
- \_\_\_\_\_ Finalize all transportation arrangements.

**Before you leave school:**

- \_\_\_\_\_ Check bus schedule for return trip
- \_\_\_\_\_ Count students, staff and parents
- \_\_\_\_\_ Double check to ensure you have all student medication (epipens, inhalers, insulin etc. a must!)

**Bring the following papers along:**

- \_\_\_\_\_ Signed Camp Colman Release of Liability Forms (students, teachers, and chaperones)
- \_\_\_\_\_ Copies of your schedule for ALL adults
- \_\_\_\_\_ List of students organized by study group and cabin groups (extra copy for OEE Director)
- \_\_\_\_\_ Pertinent medical information for students organized by study group (to discuss with OEE director upon arrival for program instructors’ awareness: ex: epipens, inhalers)

# Planning

## Transportation

Most schools use school or charter buses. If you choose to use parent drivers, please be sure to **communicate with the OEE Director in advance** to avoid potential logistical issues. Some schools arrange to share buses with other “overlapping” schools. That is, the buses bring the Wednesday-Friday groups out to camp, return with the Monday-Wednesday group. If you are interested in looking into this, please contact the OEE Director to obtain the appropriate contact information to arrange this form of transportation. Several schools have brought costs down by arranging with a parent who has a large vehicle such as a truck to bring the luggage or to rent a U-haul. This saves on having to book an extra bus to be able to accommodate both the students and their luggage.

## Choosing Classes

In a typical two night, three-day program, there will be 5 classes. This is therefore the same number of class options that should be chosen. See the **Class Abstracts** section of this guide for details of the available classes.

The type of classes Colman can provide depends on the number of students, the logistics of multiple-group access to program areas, the availability of appropriately trained and certified staff, and the ability of the school to provide sufficient assistance and supervision. The OEE Director can help choose the most effective program for your students.

## Developing Schedules and Class Grids

Once class, recreation, and evening activity choices have been discussed, the program staff will develop and send you a camp schedule and class grid. Some classes are designed for one study group and some are designed for two or three, so there is flexibility in how the classes and staff are assigned. The class grid will also indicate when cabin groups have KP, Flag, Garden, and Weather duty.

## Assigning Groups

To ensure that students are well supervised and able to participate in all of the available activities and classes, **it is important to assign all students and leaders into pre-arranged cabin groups and study groups**. Assigning students to different cabins and “study groups” (classes) allows them to mix with a variety of students and enables more community and school bonding while at camp.

### **Cabin Groups**

**Rustic Living** –At YMCA Camp Colman, students are given the opportunity to experience sleeping close to nature without actually being in a tent or sleeping on the ground. While all Camp Colman cabins are rustic, they do have doors, windows, bathrooms, showers, lights, and wood burning or propane stoves. Students and chaperones should still come prepared with sleeping bags, pillows, and warm clothes. Food is prohibited in all cabins due to our infamous pirate raccoons and ninja squirrels!

**Cabin Capacity** – Cabins hold a maximum of 14 people. Cabin groups should consist of 10-12 students and **two** leaders, but cabins are spacious enough to fit more if necessary.

**Cabin Leadership**– It is the school’s responsibility to find one adult leader for each cabin. Colman requires a ration of at least 1:12 to ensure adequate supervision, but strongly recommends 2:12. Quality cabin leadership is crucial to the success of a student’s stay at Camp Colman. Cabin leaders should possess maturity, sound judgment, enthusiasm, and a commitment to creating the best possible experience for the students.

**Cabin Groups** are the base groups for meeting spots, meals, duties (kitchen party, weather, garden, and flag) and night programs. Cabin leaders are responsible for supervising their children whenever the cabin group is together. **The OEE Director will assign cabins to schools after the Group Information Sheet is returned. The following duties: KP (Kitchen Patrol), Weather, Garden, and Flag will also be assigned by the OEE Director.** This information will be located on your school’s class grid from the OEE Director

A suggested method of assigning students to cabin groups is to have each student choose a buddy and then put five of these pairs together in a cabin. This allows each student to have a friend in the cabin and can help prevent homesickness. Cabin groups should be named after their cabin (see camp map).

## **Study Groups**

Study groups consist of approximately 15 students and at least one leader. These form the base unit for all of Colman’s class periods. Each class is led by one OEE instructor. **The OEE Director will assign study groups to individual class periods after receiving the Group Information Sheet.** For study groups, we recommend a thorough mixing of students from all the cabin groups to combine students of both sexes and all backgrounds. Many teachers like to specifically assign students to separate difficult students or break up cliques.

We recommend that leaders be assigned to stay with one study group as much as possible to effectively supervise, especially in between classes, and to have the opportunity to get to know their study groups. **All students and leaders should know the names of the cabin group and letter of their study group prior to arriving at camp.** Leaders should have all master lists of groups so as to be able to direct or locate someone quickly.

## **Supervision/Discipline**

*Schools are responsible for the supervision of their students at all times.* This supervision can be provided by teachers or other leaders recruited by the school. During class, disruptive students will be referred to the group leader, and ultimately the teacher. In the case of a serious breach of camp rules, the school will be asked to remove the student from camp. Examples of incidents that would lead to dismissal from camp include, but are not limited to acts or threats of violence, vandalism and behavior that threatens the safety of students and staff.

## **Recruiting and Training Cabin Leaders**

It is the school’s responsibility to find cabin leadership. Quality cabin leadership is crucial to the success of a student’s stay at Camp Colman. The cabin leader should possess maturity, enthusiasm, commitment, and should be genuinely interested in kids. The OEE Director can lead cabin leader trainings at your school, and we encourage you to take advantage of this opportunity to ensure that expectations between all parties are clear and the kids have a fantastic time at camp.

## Recruiting Cabin Leaders

High school students can be utilized as cabin leaders for the session. High schools in the same district as your school are a good source of cabin leaders. Local high school counselors can often help recruit and select these students. Seniors and juniors are recommended. While high school students usually have loads of energy and enthusiasm, they sometimes lack the good judgment or authority necessary for taking care of twelve students. Two teens working together, or one teen and one parent is highly recommended.

College students may also be recruited from community colleges, state or private schools in the area that have programs in recreation and education. College students are usually more mature cabin leaders than high school students, but sometimes have more difficulty getting away from classes.

Parents and adult volunteers are also a good option. Many parents and adults have skills and talents they would love to share. Parents are also often interested in sharing in the camp experience with their children. Like others, they need to be clear on camp and school expectations and need to be given information on schedules and duties well in advance of their trip to camp.

Teachers and student teachers may be possible cabin leaders. However, some teachers feel that the more involved they are with the students while at camp, the more they will benefit from the experience with the whole group back in the classroom.

## Cabin Leader Trainings

Schools **must** provide a thorough training workshop for cabin leaders prior to arriving at camp. We recommend printing *Cabin Leader Handbooks* that include camp and school expectations, a “what to bring” list, a camp map, class and study group lists, and class schedules. Handbook materials are available from the OEE Director.

## Awards and Camp Spirit

Cabin groups are an opportunity for students and leaders to bond and have a great deal of fun. Groups are encouraged to invent cabin cheers or chants, cabin flags and logos, and other fun team-building activities. Cabin groups should be assigned or come up with creative name embellishments, such as “**Ebert Emeralds**” or “**Pierce Penguins.**” Membership can be denoted by color, with bandanas, Colman T-shirts, etc.

Schools are encouraged to recognize students/groups for being on time, keeping their cabins clean, good meal conduct, camp spirit, and great cabin songs, costumes, and skits, etc. This could be in the form of awards (e.g. beads to string on a necklace) or other incentives. These awards can be awarded by both leaders and teachers.

Class time, though fun, should be taken as seriously as in school. Schools are encouraged to award prizes to study groups or individual students who are on time to class, participate well, and treat others with respect.

## Student Materials and Expectations

Hands-on learning is our focus. Notebooks and pencils are useful for some group work exercises or for students to keep notes for later use in school. All other class equipment is provided where needed.

**Expectations:** Our Outdoor Environmental Education philosophy centers on inquiry-based learning in a fun, engaging environment. We expect students to understand camp as an opportunity to think analytically and gain information, while having fun and working together with their peers. School behavior rules and disciplinary procedures still apply, as do the Four Respects that we present to students upon their arrival. *Please share this information with your students as you prepare them for their time at camp.*

## Camp Store

A variety of YMCA Camp Colman merchandise is available for sale. Schools may order items ahead of time and have them mailed to school or picked up at camp on arrival. Camp Colman T-shirts and sweatshirts are great ways to promote the experience to upcoming classes when Colman “alumni” wear them to school, as well as a great way to generate interest in fundraising for the next year. Colman gifts are also a great way to give students awards or thank the cabin leaders for their efforts. Call the OEE Director for a list of merchandise items and prices.

Please note on your Group Information Sheet if you would like the camp store open for you students. If you prefer to bulk order T-shirts or sweatshirts, please note that and the OEE Director will have your order ready for your school upon arrival. If your school chooses not to offer store time to students, please discourage the students from bringing any money.

Additionally, we have espresso in our camp store! Lattes and mochas are available on Tuesdays and Thursday for the adults with your school to purchase. *All store merchandise can be purchased with cash or checks, but we do not have debit/credit card capabilities at this point.*

## Communication

A phone is available in the lodge for use with a calling card or calling collect. Generally, cellular phones do not get reception on camp. Messages can be left on the camp voice-mail and will be relayed to the group leader. The number is (253) 884-3844. Mail is collected daily and will be distributed to the group leaders. The address is YMCA Camp Colman, 20016 Bay Rd KPS, Longbranch, WA 98351. Mail generally takes two to four days to arrive at camp, so encourage parents to send mail in advance. Please also encourage parents to add the school and camper’s name to all mail.

## Dietary Needs

- ✓ Dietary information is very important to communicate to the Food Service Director here at Camp Colman. Vegetarian meal options are available if we’ve been notified in advance. Please include an accurate count of vegetarians and vegans on the Group Information Sheet for the OEE Director.
- ✓ Other needs such as diabetic or allergic conditions also need to be communicated on the Group Information Sheet. When letting us know the dietary needs of a student, please be as specific as possible. For example, if a student is “allergic to eggs” please expand on what specific forms of that food item the allergy applies to and how severe the allergy is.
- ✓ For complex dietary needs such as gluten, soy, and dairy allergies, vegan etc. please provide the parent’s phone number. The Camp Colman Food Service Director will contact the parent to plan accordingly. It may be necessary to ask parents to provide food supplements to assist us in meeting their child’s dietary needs.

## Health, First Aid, and Emergencies

All school groups must provide their own trained medical attendant, first aid supplies, and emergency transportation vehicle for minor injuries. Camp Colman is approximately 10 minutes away from ambulance service and is a 45-minute drive to Mary Gates Hospital in Tacoma. We recommend bringing a school nurse or a professionally trained volunteer. 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 Colman requires 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. Please include the *YMCA Camp Colman Release of Liability* form when sending out parent packets (see below).

We also require school staff to collect and administer all medications to students while at camp. All medications should be collected from students, kept secure, and dispensed by the school's nominated healthcare person. Medications can be dispensed at the beginning or end of meals as needed. The healthcare person should coordinate with the staff person leading the meal to ensure that appropriate announcements are made. Other medication times can be similarly arranged.

## Release of Liability Forms

*All participants (students, teachers, and cabin leaders) must sign (or have signed by their parent/guardian) a release of liability form.* A copy is included as part of this packet. Schools are responsible for distributing and collecting these forms and should have them ready on arrival to 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

- ✓ Colman staff is trained in First Aid/CPR and is 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. It is recommended that one staff member from each school be located in the fireside lounge in the lodge for emergency purposes.
- ✓ In the event of an accident or injury, the student will be taken to the fireside lounge, preferably by one of the school's staff or volunteers. If the student cannot be moved, a messenger will be dispatched immediately to call for the assistance of the school's medical attendant. If the school's medical attendant is unable to handle the accident, they should consult with the OEE Director
- ✓ In the event of an emergency, a Camp Colman staff member will call 9-1-1 and staff will initiate our emergency response procedure.
- ✓ After the incident, please visit with a program staff member to provide details of the incident for our records.

### Fire & Disaster Procedures

- ✓ In the event of a fire or disaster, there is an emergency siren at the lodge.
- ✓ When the alarm sounds, all staff and all participants report to the ball field which has been established as the emergency meeting place. 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.
- ✓ In the event of a fire or disaster at camp it is essential that someone from the school be a designated caller to alert the school of the incident and to communicate with parents of campers. This chain of communication is important to assure parents that everything is okay at camp.

## Fundraising Ideas

With school budgets tightening, fundraising is often necessary to ensure that all children have access to the Camp Colman 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 run fundraising 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:** 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:**

**Yard Sale:** Have people around the area donate items then have a big yard sale or an auction.

**Litter-a-thon:** This will get your students involved in a hands-on environmental cleanup. Have your students get pledges for a litter pick up. This can be done by the hour or by the bag full.

**Partnering with PTSA:** Often times PTSA serves as an excellent source for funding.

**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.

**Fall Groups:** Suggestions include: obtain an advance from their Parent-Teacher Organization or board and do their fundraising after the camp visit; organize upcoming campers to fundraise during the previous school year; or have each group that comes to camp help raise funds for the students to follow, on a revolving funds basis.

## Scholarships

Scholarship funds are available for students eligible for the federal free- and reduced-lunch program. This year Camp Colman has increased their scholarship amounts to \$24.00 for those eligible for the free lunch program and \$18 for students eligible for the reduced lunch program. Numbers are collected from each school before their camp session, and the available funds are then shared among schools (taken off the final invoice) based on the number of students. Schools are responsible for seeing that the appropriate students are subsidized and that the records are kept and submitted to the YMCA.

## **Pre-Trip Activity Ideas**

Preparing your students for their trip to Camp Colman 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.

**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.

**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, their teachers or the Camp Colman staff.

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

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

## 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 at Camp Colman!*

- ✓ Melanie Hill, Director of Outdoor Environmental Education  
20016 Bay Road KPS,  
Longbranch, WA 98245  
Phone: 253-884-3844 ext: 103  
Fax: 253-884-5757
- ✓ Director on Duty Phone: For urgent emergencies only, call 206-883-5361.  
Leave a complete message including your phone number and the director on duty will return your call.

# Program Outline

## Educational Components

We recognize that there are different learning styles and therefore try to incorporate a variety of activities into our curriculum, including:

- Active demonstrations and participation
- Hands- on contact and up close observation
- Immersion in the environment, using our senses of smell, touch, hearing, and sight
- Role playing and discussion of important and relevant issues

**E**nvironmental **E**ducation introduces the basic ecological concepts through exploration and discovery of the natural environment. It helps promote respect for the environment, an understanding of the impact that humans can have, and the ability of individuals to make a difference. Classes include forest, beach, and marine ecology studies.

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**C**hallenge **E**ducation focuses on team-building and personal development in a supportive, atmosphere that is judgment free. Participants are encouraged to overcome mental and physical obstacles in order to develop closer relationships, gain insights about themselves and the group, and be able to work effectively together. Classes involve activities on the ball field and make use of our low-elements challenge course and climbing wall.

Teambuilding components focus on problem-solving, cooperation, trust, communication, and conflict resolution. Personal development components focus on responsibility, risk-taking, goal setting, focus, and self esteem. Discussion or “processing” of the experience allows participants to talk about their impressions, to draw lessons from the experience, and to see how they can apply those lessons to their own work and personal lives.

**O**utdoor **E**ducation promotes the development of self esteem and teamwork through competency in recreational skills. These include canoeing, compass and orienteering, outdoor wilderness living skills, and archery.

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These classes and activities provide exposure to simple outdoor skills in a non-threatening, non-competitive environment.

# Schedule

## Overview

Schools arrive the first morning (after 11am) with their *own sack lunches*, and then spend the afternoon in two classes. Cabin time is provided in the late evening for students and leaders to spend time together, practicing skits or cheers, reflecting on what they learned, and getting to know each other in a less structured atmosphere. The evening brings campfires, night hikes, or other activities. The second day in camp includes three class periods, recreation time, and another evening activity. The last day involves packing and cleaning, a final class, and then departure after lunch. For schools that choose to come for four or five days, Colman also offers a number of all-camp games or specialty events to add more variety to the schedule.

Arrival and departure day schedules depend on travel time to and from camp. Expect to arrive late morning (around 11:00 AM) and to depart after lunch (around 1:00 PM) on the last day. Other arrival and departure times need to be discussed with the OEE Director, as other groups may be arriving or leaving on the same day. It is very important to coordinate all movement in or out of camp.

## Sample Schedule

### Day of Arrival

11:00	Arrive at camp, unload
11:20	Camp tour (Students and OEE Instructors) Teachers and Adults meet with Program Director in Fireside Lounge of Lodge
12:00	Sack lunch, Orientation, Recycling Rendezvous, Ort Skit
2:00-3:30	Class 1
3:30	Snack (Camp Colman can provide snack for an additional fee)
3:45-5:00	Recreation time
5:10	Meal Duties: KP, weather, flag
5:20	1 <sup>st</sup> Meal Line-up
5:30	Dinner
6:30	Cabin Time and/or Teacher Time
7:30-8:45	Evening program (Camp Colman can provide snack for an additional fee)
9:00	Cabin time
10:00	Lights out

**Second Day**

7:40	Duties: KP, weather, flag, garden
8:00	Breakfast
9:00-10:30	Class 2
10:30-12:00	Class 3
12:10	Meal Duty: KP
12:30	Lunch
1:15	Rest Time
2:00-3:30	Class 4
3: 30	Snack (Camp Colman can provide snack for an additional fee)
3:45-5:00	Recreation time
5:10	Meal Duties: KP, weather, flag
5:30	Dinner
6:30	Cabin Time and/or Teacher Time
7:30-8:45	Evening program (Camp Colman can provide snack for an additional fee)
9:00	Cabin time
10:00	Lights out

**Day of Departure**

7:00	Pack up (luggage to pavilion)
7:40	Meal Duty: KP
8:00	Breakfast
8:45	Evaluations and Cabin Clean-up
9:30-11:00	Class 5
11:10	Meal Duty: KP
11:30	Lunch
12:30	Closing Ceremony
12:45	Load and board buses, depart (Come back next year!)

# Camp Procedures

## Check-In Procedure

### **Arrival**

Plan to have students arrive at camp at 11:00AM. Teachers not riding the buses should plan to arrive earlier to allow time to move in and prepare for the students' arrival. One vehicle carrying the school equipment can drive into the lower camp and unload at the lodge and should then be moved to the east parking lot. We ask that additional cars do not drive into main camp to unload luggage at individual cabins.

As buses arrive, they are met and directed by Colman staff. At least one teacher should be available to greet the buses and to assist with unloading buses. Cabin rosters should be readily available when students come off of the busses or students should already know their cabins.

### **Unloading and Move-in**

Student and cabin leader luggage should be either on the buses or in a separate truck arriving beforehand. Upon arrival at camp, cabin leaders will be called off the bus to unload bags while students remain. An OEE Instructor will board the buses and explain the calls to attention, and the move-in procedure.

Meanwhile, adults (teachers and chaperones) will assist with and coordinate the unloading of bags. Unloaded baggage is placed in long rows, to allow students to file through and find their bags easily. **All Chaperone luggage should be unloaded and placed with the student's luggage.**

While bags are unloaded, students will be called off the bus and circle up with the OEE instructors. OEE instructors will introduce themselves and then break students into cabin groups for their camp tour. To make this a smooth process, students should be made aware of their **cabin groups *prior* to arrival**. A good time to do this is when buses are being loaded when leaving school.

### **Teacher and Chaperone Meeting**

While cabin groups are on tour and moving to their cabins, all adults (teachers and chaperones) will attend a meeting with the OEE Director. This time will be used to go over the schedule and discuss any questions.

**After the tour, cabin groups will find their bags, and wait for chaperones to return from the adult meeting. Everyone will then move baggage to their cabins, where they need only drop their luggage, unpack sack lunches, and gather clothes they will need for the rest of the day (e.g. warm layers, rain gear, water bottles).**

### **Lunch and Camp Orientation**

All students and adults should gather for lunch at the campfire pit (or pavilion for rainy days) at the scheduled time. Students should arrive with their entire cabin group. As lunch finishes, please stay in the designated area for our orientation. Keep all trash and recyclables, as we will discard them at the beginning of our orientation.

To begin orientation, Colman staff will introduce themselves and ask the teachers and cabin leaders to say a few words about themselves. The staff will then run a fun, interactive welcome to camp, which explains how we recycle, our expectations, safety rules, and what we hope to accomplish with your group. We then ask the lead teacher for any wrap-up announcements.

## Class Periods

### **Class Grid (Classes and Meeting Places)**

Class schedules and grids should be provided to each chaperone by schools. Chaperones are responsible for having their entire cabin on time for classes at the campfire pit (or pavilion for rainy days). It is important for class periods to start on time.

At the end of the classes, students and leaders return to the campfire circle to reassemble in their cabin groups. They then leave for cabins to clean-up and prepare for flag, KP, and weather duties. Please be on time for this.

## Recreation

### **Assembly at the Campfire Circle**

At the end of the last class of the day, all study groups should gather at the assigned assembly place to prepare for individual choice recreation time. Cabin leaders also need to assemble here to lead kids to designated areas.

### **Choices and Dispersal**

Colman staff announces the activities that will be available and students raise hands to indicate which activity they would like to do. Students or cabin groups are selected by staff or teachers and are released one activity at a time.

## General Class Outline

These outlines serve dual purposes. First and foremost, they are for you to prepare your classes in an organized manner and be confident in the flow of your class time. Secondly, they are for me to see that you have planned accordingly and that the information you are teaching is accurate and presented in a logical method and engaging style. Please use these as an effective teaching tool, and remember that change and evolution throughout the season is encouraged.

Following is a general idea that could be applied to any class. I would like what you hand in to be more detailed and include the specific information that you will be teaching. For example - "I will start the class with a short lecture discussing zooplankton and phytoplankton and their differences. This will involve discussing the plants and invertebrates that begin their lives as plankton, the significance of plankton in the ocean ecosystems, and some of the animals that rely on plankton for food." Be sure you know what you are presenting! If you have any questions, look them up, use resources and ask others.

Please refer to your training manual outlines for information and activities specific to each class that you are outlining.

**Introduction:** How are you going to "hook" them? Names? Map of the class? Question Everything?

**The 4 Respects:** Relate the subject matter to our 4 Respects. (When actually presenting this to the kids, asking for their ideas works well, but having some examples in mind yourself is helpful).

**State the objectives for the class:** Refer to the Program Guide and your training manual for objectives specific to each class - how will you present this to the kids? How will you relate this to other classes? Drawing connections between classes helps maintain consistency and gets the kids thinking about entire systems rather than just parts. For example, you could say "this morning we learned about adaptations of animals in the tide flats. This afternoon, we're going to learn about adaptations of predators and prey in the forest."

**Mix & Match:** Now is the time for you to use your creativity and your own style of teaching. You may like to begin the class with a short lecture using a whiteboard to outline key concepts and write down new definitions. You may be more comfortable using an activity or guided discovery for the students to do some exploration on their If cabin

groups have been pre-assigned for activities, they are released together.

Students move to the recreation area, where they attend a brief orientation by either an OEE Instructor or an assigned leader before participating. Leaders are responsible for supervising conduct and safety and ensuring that students remain in supervised areas.

Adults from each school will be needed to supervise the sports courts and beach walks during recreation time. For boating, each boat can hold 4 people. **It is required that each boat has one adult.**

At the end of the recreation period, students and leaders return to the campfire circle to reassemble in their cabin groups. They then leave for cabins to prepare for flag, KP, and weather duties. Please be on time for this.

## Meal Duties

**Flag Duty:** Flag duty occurs 20 minutes before both breakfast and dinner. Students on flag duty will learn facts about our flag, properly fold or unfold the flag, and assist in raising or lowering the flag.

**Weather Duty:** Weather duty gives campers a chance to use their data collection skills by taking various measurements with weather equipment such as barometers, thermometers, and rain gages. The weather report is conducted twice daily (before breakfast and dinner). One cabin group is scheduled to arrive at the weather station 20 minutes before the meal assigned weather duty and responsible for gathering the weather data and reporting the weather with the guidance of a Colman Staff member.

**Garden Duty:** Garden duty is a morning activity that meets at the lodge 20 minutes before breakfast. During this morning garden visit the students will have a chance to turn the compost, and go on a mini tour of the garden. Please make sure the children wash their hands thoroughly with soap and water before they eat breakfast.

**KP Duty:** Those students and leaders assigned to KP duty report to the kitchen 20 minutes before the meal. Please wait outside the dining hall entrance until instructed to come in by camp staff. Based on the number of people in each cabin or meal group, KPs will be directed to set tables with the correct number of place settings and chairs and bring out the cold food, drinks, and condiments, etc. Once the hall is ready, KPs will be released to join their groups waiting outside.

## Meal Procedures

- ✓ At Camp Colman, we strive to promote a positive and environmentally conscious atmosphere at meal times as well as during other activities. Emphasis is placed on responsible behavior, consideration of others, and conservation of resources.
- ✓ Directly after the meal duty or five minutes prior to the meal time, all cabins should move to the front of the lodge and line up along the white line painted on the roadway.
- ✓ Colman staff coordinates the entry, start, and finish of the meal and clean up of the dining hall. Songs, cheers, and chants are a fun way for students to get into the spirit of camp as they wait outside or enter the dining hall, and can be lead by cabin leaders, teachers, or staff.
- ✓ Colman staff will take cabin roll call and then allow groups inside one or two at a time. Students and cabin leaders should move quickly and quietly and be seated behind their pre-assigned tables and wait for the announcements and meal thought.

- ✓ A meal thought is shared prior to the meal. We also conduct fun, educational garbage and ort (food waste) reports focusing on conservation issues, and award conscientious conservation and behavior.
- ✓ After announcements, the designated student “gofers” are then told to get the hot food. When refills are needed, gofers can return to the kitchen with the serving trays to get seconds.
- ✓ Meals are served family style, in which large serving bowls/platters are passed around the table, with each person taking a portion. At lunch, a “kitchen sink” bar provides additional options to the food served at the table. In addition, there is usually a fruit/cereal bar for breakfast and a salad bar for dinner.
- ✓ Menus stress healthy and nutritious foods, with lots of grains, vegetables, and beans. We use limited red meats and limit cholesterol-rich foods where possible. Vegetarian options are available with advance notice.

## **Dessert and Clean-Up**

When most people have finished eating, a Colman staff member will announce the dessert (at dinner) and clean-up. For breakfast and lunch, this means that tables can start their clean-up.

- 1) Table members help the gofer gather all the servings bowls and utensils and the gofer brings this into the kitchen and exchanges it for an empty plastic tub.
- 2) While the gofer is in the kitchen, the rest of the table members begin to clean at the table. All ort should be scraped onto one plate, all garbage onto another, and compost (naked fruits and veggies) in yet another separate pile. The gofer will return with the large plastic tub, in which all dishes, ort, and garbage should be placed along with the silverware, cups, and pitchers. The gofer will then bring this tub to the ort station, where a Colman staff member will be waiting to help sort their ort and garbage from their dishes and silverware.
- 3) Once all ort and garbage has been taken, the gofer returns to the kitchen with the plastic tub and leaves it in the kitchen. The gofer can then grab a washcloth to clean the tables and return the washcloth to the bucket. The group should then wait at the table to wait for Ort Report and other announcements.

For dinner, a Colman staff member will announce when dessert is ready to be picked up. The staff will also announce when clean up should begin.

## **Ort Report, Announcements, and Dismissal**

During clean-up, all ort (food waste) from the dining hall is collected and weighed. This number is then charted and compared to previous meals. A member of the Colman staff leads a brief discussion of the time, energy, and resources used to provide the food on their tables. Students are encouraged to “take only what you can eat, and eat what you take” and to set group goals for reducing ort. It is important to establish with students that reducing ort is **not** a competition, but rather a way to see how they can help the environment in their own individual consumption. The idea is to make good decisions about the food you choose to take at a given meal.

Colman staff and teachers will then make announcements about medication, clean-up assignments, afternoon/evening activities, etc. Colman staff will do table inspections to ensure that table groups have done a good job of clearing and cleaning their tables and then dismiss each table in turn.

## **Evening Program**

### **Cabin Time and Preparation**

After dinner, students return to their cabins and prepare for evening activities. Cabin leaders should help students with costumes or skits as needed and should ensure that students are well dressed for the weather. Evenings can be cold!

This is also a good time to start cabin fires if needed. Paper, matches, and kindling are provided in the lodge, while wood piles are located near cabins for larger firewood. Fires are the responsibility of the cabin leader. Children must not chop wood nor make fires. However, they can collect wood from the piles!

## **Gathering**

All groups should gather at the scheduled time and place for the pre-arranged evening activity. Sometimes this takes the form of a costume dance in the hall, sometimes a campfire with skits and songs, and sometimes a night-hike or other small group activity. At the end of the evening activity, members again assemble for final announcements by staff and teachers, and then quietly return to their cabins.

## **Cabin Time and Staff Meetings**

The final cabin time of the evening is a great opportunity for students and leaders to sit quietly in a “Sharing Circle” on the cabin floor and share some of their experiences from the day and their hopes and expectations for the next day. Cabin leaders are encouraged to make full use of this valuable opportunity, as it is a good time to wind down at the end of the day.

This is also a good time for teachers to meet with staff and each other or to get some free time in the Fireside Lounge of the lodge.

## **Lights Out**

Lights out is at 10 PM. All students should be quietly lying on their bunks at this time. In the case where there is more than one cabin leader, this is an opportunity for one leader to get some free time or to meet with teachers. **At least on leader must be in the cabin at all times when campers are present.**

Teachers are responsible for patrolling cabins in the hour or so after lights out to check on how students are settling down, to debrief the day with each cabin leader, and to deal with any homesickness or other problems. Two Colman staff will be on duty and can be reached in EMERGENCY situations by knocking on the door with the “Night Duty” sign on it. One director will also remain on duty and can be reached by phone in an emergency.

## **Check-Out Procedures**

### **Packing, Cleaning, and Inspections**

**On the morning of departure, cabin groups should rise early and pack and move all of their belongings before KP/Flag/Garden/Weather to the pavilion.** After breakfast, students and leaders return to their cabins to clean their cabins thoroughly.

Bathroom and cabin floors must be swept (but not mopped) thoroughly and fireplaces should be tidied. Also, please tilt mattresses and sweep out anything that might have collected in each bunk frame. Please check clean-up sheets posted in each cabin for other cleaning instructions. Cabin leaders should assist and supervise in cleaning and ensure that no items are left on or under bunks or in the shower stall.

Any garbage or recycling collected in the cabin should be brought by two students to the Garbage/Recycling station near the dumpster area.

When the cabin is clean, the entire group should wait outside the cabin and loudly sing a camp appropriate song to notify the OEE Instructors that they are ready for inspection. If satisfactory, the cabin group will be dismissed to meet for the final class. **Once checked out from cabins, students should not return to the cabin. Cleaning will begin for the next incoming group.**

## **Lodge Check-Out**

Teachers and other school staff or volunteers also need to check out of and clean the bedrooms after breakfast. As the lounge, sick room, and meeting areas will be used by the arriving school, please consolidate any school belongings still needed for the morning in one area, and then tidy up (sweep, return furniture to original location, etc.). The head teacher is responsible for inspecting areas as necessary.

## **Class Assembly, Closing Activity, and Morning Activities**

After cabin inspections have been completed, cabin groups return to the scheduled location for the last class assembly. Before class, students will go with their study groups to “leave their mark” on Camp Colman by completing tasks such as picking up trash, cleaning out boats, sweeping/raking sports courts, straightening benches, and tidying common areas.

## **Meeting with OEE Director**

During the morning activity, the head teacher should plan to meet with the OEE Director to discuss future bookings, feedback, and billing.

## **Lunch**

Lunch on the day of departure will be a hot lunch served as usual. After lunch, the closing ceremony will begin. Students discussed in their last class something they would like to take home from camp, an idea, a lesson, memories, etc. As a study group they write this idea on a paper leaf and then present it to the rest of the school after lunch. Our Colman Tree represents the knowledge that students gained here at camp, the roots are based here and every school has a branch. This ceremony focuses on aspects of what students learned, and what they will carry with them from Camp Colman. This ceremony varies according to the theme/focus of the students’ stay and what you as teachers would like to be emphasized.

## **Loading/Departure**

Departure time is typically 1:00, but earlier times can be arranged. Buses should be scheduled to arrive 20-30 minutes before departure time (but no earlier than 11:00 unless arranged with the OEE Director). When the buses arrive, Colman staff will direct them to the loading area.

Buses or other luggage vehicles should be loaded with bags at that time (unless students will carry them on board). **Teachers are responsible for supervising the loading.**

## Class Abstracts: Curriculum Guide

The following outlines the classes available. Unless noted, each class is designed for approximately 15 students, lasts for two hours, and is led by one Colman OEE instructor. For a three day/two night stay, teachers should **choose 5 classes**.

### Environmental Education

#### **BEACH WALK (Highly suggested for spring schools)**

Capacity: 15 students maximum

Location: The beach

#### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students observe and interact with the marine inter-tidal 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

*Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science:*

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.

## MARINE INVERTEBRATES

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 and discuss role of plankton**
- ✓ **Students discuss the effects of human impact and preservation of both local and global marine habitats**

### **Marine Invertebrate Continued:**

#### 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.

## SUPER SALMON

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 learn about salmon development at different 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. 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

**BIRDS OF THE PUGET SOUND**

Capacity: 15 students maximum  
 Location: The lagoon

**POSSIBLE LEARNING OUTCOMES:**

- ✓ **Students explore a healthy bird habitat**
- ✓ **Students identify different species of birds found during exploration**
- ✓ **Students discuss bird adaptations and behaviors**
- ✓ **Students investigate predator/prey relationships**

**POSSIBLE ACTIVITIES:**

Students will examine characteristics of a healthy bird habitat at the lagoon and will observe birds in their natural habitat to discuss their behavior. Students will discuss the interdependence of birds and other species in the ecosystems they observe. They will explore adaptations through games, observation, and discussion. Students will also have the opportunity to investigate predator prey relationships through a dissection of an owl pellet.

**MAIN VOCABULARY AND CONCEPTS:**

- ✓ Diversity
- ✓ Interdependence
- ✓ Habitat health
- ✓ Adaptations

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for Science: <b>Birds of the Puget Sound</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

## MICRO-FOREST

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 explore the roles played by other inhabitants of the forest floor (insects, slugs, amphibians, etc.)**

### POSSIBLE ACTIVITIES:

Students investigate the complexity of soil, an essential foundation of the forest. Students explore the 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

### **Micro-Forest Continued:**

<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 ECOLOGY

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:

Students explore Colman's forests and woodland ecosystems to learn about different forest communities. Students will study examples of competition and adaptation to discuss cycles of forest succession. Along with seeing the forest as a whole, interdependent, ever-changing community, students play games and participate in activities to learn about the concepts of food chains, tree functions, and animal adaptations.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Forest Succession
- ✓ 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.

## Plant Exploration

Capacity: 15 students maximum

Location: Forested Areas

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students learn some basic botanical identifications.**
- ✓ **Students explore historical and common uses of individual species.**
- ✓ **Students sharpen sensory awareness of forest community**

### **Plant Exploration Continued:**

#### POSSIBLE ACTIVITIES:

Students explore Colman's forests, exploring both native and non-native species. Students have the opportunity to be the expert through the Each-One-Teach-One curriculum. Students participate in sensory activities, allowing them the opportunity to experience the forest individually through imaginative instructions. Students will study examples of competition and adaptation to discuss cycles of forest succession.

#### MAIN VOCABULARY AND CONCEPTS:

- ✓ Native and Non-native species
- ✓ Plant Identification
- ✓ Sensory awareness

<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
1.2.1 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
1.3.9 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

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**
- ✓ **Students understand the key concepts of habitat**

**POSSIBLE ACTIVITIES:**

“Life and Death in the Forest” is an advanced hide and seek-style game that provides a fun venue for examining population dynamics. Students role-play herbivores, omnivores, and carnivores foraging for food and water to better understand predator-prey interactions. 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
- ✓ Habitat

<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

**GARDEN AND SUSTAINABLE LIVING**

Capacity: 15 students maximum

Location: Garden

**POSSIBLE LEARNING OUTCOMES:**

- ✓ **Students are introduced to Camp Colman’s organic garden to identify examples of sustainable living**
- ✓ **Students gain an understanding of the relationships among people, land, 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 the advantages and disadvantages of each**

**POSSIBLE ACTIVITIES:**

The garden at Colman is used as a model for the energy and nutrient cycles. Students will be able to explore the sustainability of plants and people living together. They will learn what sustainable living means by using our garden as an example for discussion. Students will participate in hands-on activities such as planting, harvesting, tasting, composting, and recycling in the garden. Large harvests may go directly to Colman’s kitchen to supplement meals.

**MAIN VOCABULARY AND CONCEPTS:**

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

## **GEOLOGY**

Capacity: 15 students  
 Location: Beach

### POSSIBLE LEARNING OUTCOMES:

- ✓ **Students will be able to identify different types of rocks on the beach.**
- ✓ **Students will be able to make connections between geological concepts in the Puget Sound and Western Washington.**
- ✓ **Students will understand the different types and formations of shorelines.**

### POSSIBLE ACTIVITIES:

Students will study the geological make-up of the beach and surrounding areas of Camp Colman. Through games and role-playing students are able to understand basic geological concepts and the basic formation of Western Washington.

### MAIN VOCABULARY AND CONCEPTS:

- ✓ Erosion
- ✓ Observations
- ✓ Plate Boundaries
- ✓ Glacial Formations

### **Geology 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

## **Outdoor Education**

### **ORIENTEERING**

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 complete an orienteering courses at Camp Colman**
- ✓ **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

**CANOEING**

Capacity: 15 students maximum  
Location: Puget Sound

**\*Please select an alternative class if selecting canoeing. This is a weather dependent class.**

**POSSIBLE LEARNING OUTCOMES:**

- ✓ **Students learn about water, paddling, and safety and technical skills**
- ✓ **Students connect their marine ecosystem knowledge to their paddle**
- ✓ **Students practice the importance of communication and team-oriented tasks**

**Canoeing Continued:**

**POSSIBLE ACTIVITIES:**

After learning about canoeing and water safety skills, students paddle on an instructor-led trip around the lagoon. 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. Through this activity, students practice pod traveling and how they, as a group, need to be safe and are interdependent.

Please note that this class is weather dependent and may need to be called off for safety reasons if there is inclement weather. If the weather appears to be uncooperative, instructors will move to the alternative class that the teachers have previously selected.

**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.

**OUTDOOR LIVING SKILLS**

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 fire building, setting up shelters, and wild edible etc.**
- ✓ **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. Students may work in teams to build shelters and fires. 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 Education**

### **Challenge and Teambuilding**

Capacity: 15-student maximum

Location: Field Initiative and 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.

The program director will be happy to work with you on this to define goals for the groups and the instructors are trained to help the group achieve those goals by using sequenced activities and lesson plans specific to the groups needs. The Colman staff is ultimately responsible for the logical progression of activities the students will encounter and may not attempt some elements if the team is not physically, emotionally or socially ready for it. There are several factors that determine a groups' readiness to progress to more challenging activities and the instructors will attempt to meet the groups' needs while also making sure that all students are safe at all times.

**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

Capacity: 15 students maximum

Location: The Forest

### 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**

### **Climbing Wall Continued:**

#### POSSIBLE ACTIVITIES:

Students climb an outdoor climbing wall consisting of various hand and foot holds. This activity, while very safe, provides a sense of perceived risk and generates a great feeling of accomplishment for those who choose to accept the 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 COURSES: Vertical Playpen

Capacity: 15 students maximum (grades 8-12)

Location: Upper Loop in the Forest

**\*This class requires 2 ½ hours to complete. Please consult with OEE Director before electing this class for students. Please note the minimum age is 8<sup>th</sup> grade.**

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**

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. At least two adult chaperones are required for this activity.

A team of three students will collaborate as a team to climb a vertical jungle gym, which is hung in between two trees. 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

**Vertical Playpen Continued:**

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs) for 10<sup>th</sup> grade Skills: Vertical Playpen</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

**The Beast (A great rainy day activity)**

Capacity: No student maximum

Location: Campfire pit or Morris Room

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**

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, 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. This is a class that can enhance group communication and team skills, providing an opportunity for students to examine communication barriers, and to create an avenue for developing solutions

**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

# Open Recreation Activities

## Individual vs. Cabin Recreation

Depending on school preferences, two types of recreation periods are available: "Individual Recreation" periods, in which students pick the activity they would like to attend, and "Cabin Recreation" periods, in which cabin groups choose or are assigned to an activity for their whole group. All choices are subject to space availability at each area. Colman will provide trained staff to oversee the waterfront, archery, and craft areas. Schools are responsible for providing additional supervision of these areas and supervision of other non-staffed areas such as sports courts and the beachfront. It is helpful to have cabin leader/teacher assigned to recreation time areas in advance.

## Archery

A Colman staff member will supervise the archery range, providing an orientation and giving range commands. Cabin leaders or teachers are responsible for maintaining order among those waiting. The range can accommodate around 16 students, with four students shooting at one time while others line up waiting. A minimum of one adult is required for this activity.

## Rowboats

Rowboats are available during recreation time. Lifejackets are provided and participants are required to wear them while on the dock and while in the boats. Colman staff will conduct an orientation for adults assigned to the waterfront. Cabin leaders/teachers are responsible for ensuring that all participants have a lifejacket correctly fitted, are entering and exiting boats correctly, and are being safe in the boats and on the dock. **It is required for an adult to be in the boat with students.**

In windy weather, the waterfront will be restricted or shut down at the discretion of the Colman staff member on duty. Swimming is not part of the Outdoor Environmental Education Recreation Program.

## Arts & Crafts

Colman provides supplies and instruction for a variety of craft activities such as nature collages, drawings, bead working, etc.

## Beachwalk

Many schools like to give more beach exploration time to students. This is an option schools can choose for their students. **Schools are responsible for providing supervision** and instruction to students. A ration of 1:12 adults to students is required.

## Team Sports Areas

We have facilities and equipment for volleyball, pickle ball, basketball, badminton, and soccer. Schools are responsible for providing supervision and instruction, caring for equipment, and returning equipment to the equipment boxes located at each site. **Minimum of one adult per sport court required.**

## Cabin Time

On rainy days it can be an option to have cabin time. This means that a cabin group or most of a cabin group can spend recreation time IN THEIR CABIN with their cabin leader. They may not visit other cabins and they must stay together.

# Evening Activities

## Night Hike (Highly recommended for all schools)

(1¼ hours, students participate in study groups, only available March, early April, September, October, and November due to sunset). An exploration of the night environment involving a night hike and many exciting, sensory based activities. Students also explore nocturnal animals and their many adaptations to the night environment. Activities may cover topics of bioluminescence, color perception, crystals, taste, smell, touch, and hearing analysis. 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.**

## Campfire

Your school completely handles the campfire planning and supervision. An OEE instructor will be available to start a fire. If you would like the assistance of Colman staff to perform some parts of the campfire, see "Combifire" below.

## Combifire

(1¼ hours, entire group) This is a cooperative effort where Colman staff will handle MCing the campfire, transitioning between skits, and leading songs while students perform their own skits. It is suggested that your school prepare for this by having students consider ideas for skits before coming to camp and/or have each cabin group work on skits during "cabin time" prior to this activity.

**NOTE: Appropriateness is a point to be stressed with the students PRIOR to their preparation. Themes/acts of violence/aggression, sexual innuendo, racial/gender slurs, etc. are obviously prohibited, but even seemingly innocent (to the students) pranks/jokes can be hurtful or inappropriate to others. We like to keep camp a special place for everyone, so camp staff are happy to advise on "camp appropriateness" and offer up fun and positive skit ideas.**

## Dork Dance

(1¼ hours, entire group) A conglomeration of music and dancing geared toward fun and energy expenditure. The Dork Dance doesn't require "coupling" so all ages are more willing to participate. Typical songs and dances are of the 'Limbo' and 'Electric Slide' vein, as opposed to a square dance. Kids and adults are encouraged to dress up as silly as they want (within appropriate limits).

## Alpha Wolf

(1¼ hours, cabin groups) A simulated game that begins with information about wolves and allows students to role play a wolf pack while searching camp for the alpha wolf. Alpha Wolf is similar to an all group search with clues, facts and activities along the way.

## Bizarre Bazaar

(1¼ hours) In this high-energy activity your students will work together in groups to create and act out words, phrases, or themes using materials they bring from their cabins. Students will have the opportunity to work as a team to represent science and environmental based themes. This activity allows for maximum creativity and a great opportunity for students to work together on a fun and educational project.