

YMCA Camp Orkila Outdoor Environmental Education Teacher Packet

Start Planning Your Trip!

Working With the Camp Orkila OEE Director...

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

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

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

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

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

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

Preparing Your Students & Staff...

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

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

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

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

Calendar for planning your trip...

Three Months Before Your Trip:

- _____ Camp Orkila Pre-Camp Planner returned.
- _____ Bus transportation arranged.

Two Months Before Your Trip: (Contact Director)

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

One Month – One Week before trip:

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

Before you leave school:

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

Bring the following papers along:

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

Ferrying Through the San Juans

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

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

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

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

Housing and Cabin Leadership

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

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

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

Health and Wellness

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

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

Accident & Emergency Procedures

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

Injury & Medical Emergency Procedures

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

Fire & Disaster Procedures

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

Building Capacities

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

Wally Fisher Lodge: Capacity: 48

Cabin	Capacity	Cabin	Capacity
Makah	12	Quinault	12
Haida	12	Hoh	12

North Camp: Capacity: 160

North Orchard

Cabin	Capacity
Lummi	12
Puyallup	10
Nooksack	10
Chinook	12
Snoqualmie N.10	
Snoqualmie S. 10	

North Forest

Cabin	Capacity
Tumwata	12
Kalakala	12
Wapato	12
Klahanie	12
Keheloken	12
Klickitat	12

North Ridge Trail

Cabin	Capacity
Nisqually	12
Gwinn	12

Mid Camp: Capacity: 106

Mid Beach

Cabin	Capacity
Cypress	12
Saturna	12
Waldron	12
Tracy Strong	12

Mid Forest

Cabin	Capacity
Orcas	12
San Juan	12
Decatur	12
Sucia	12

South Camp: Capacity: 124

South Beach

Cabin	Capacity
Spieden	10
Stuart	10
Sentinel	10
Satellite	10

South Forest

Cabin	Capacity:
Patos	12
Matia	12
Barnes	12
Clark	12

South Field

Cabin	Capacity:
Turn	12
Ripple	12

Additional Housing Options...

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

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

Fund Raising Ideas

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

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

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

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

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

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

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

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

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

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

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

Pre-Trip Activity Ideas

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

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

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

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

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

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

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

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

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

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

Important Details...

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

Contact Us!

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

- ✓ Christy Shiers, Director Environmental Science Programs
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Eastsound, WA 98245

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

YMCA Camp Orkila

ENVIRONMENTAL EDUCATION CLASSES

Introduction:

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

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

Each Study Block Chosen Counts for 2 Classes

Ultra Forest: Includes Forest and Micro-Forest

King Salmon: Includes Super Salmon and Salmon Conservation Debate

Survival: Includes Outdoor Living Skills and Orienteering

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

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

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

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

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

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

Alpha Beta is now Culture Shock

Map and Compass is now Orienteering

Water Works is now Watersheds

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

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

Sincerely,

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

Alyssa Knickerbocker
Site Director of OEE
YMCA Camp Orkila

Life Science Classes

BEACH WALK

Life Science
Capacity: 15 students maximum
Location: The Beach

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

PLANKTON STUDY

Life Science
Capacity: 15 students maximum
Location: The Dock

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

Plankton Continued:

MAIN VOCABULARY AND CONCEPTS:

- ✓ Plankton
- ✓ Phytoplankton
- ✓ Zooplankton

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

WATERSHEDS (formerly Waterworks)

Life Science

Capacity: 15 students maximum

Location: Stream, Field, and/or Crafts Shop

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

POND STUDY

Life Science

Capacity: 15 students maximum

Location: The Pond

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Community
- ✓ Metamorphosis
- ✓ Food Web

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

BIRDS OF THE SAN JUAN ISLANDS (NEW!)

Life Science

Capacity: 15 students maximum

Location: The Pond

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Diversity
- ✓ Interdependence
- ✓ Habitat health

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

SUPER SALMON

Life Science

Capacity: 15 students maximum

Location: The Salmon Pond and the Marine Center

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

SALMON CONSERVATION DEBATE

Life Science

Capacity: 15 students maximum

Location: The Salmon Pond and the Marine Center

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

Salmon Conservation Debate Continued:

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Conservation
- ✓ Impact
- ✓ Decision Making

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

MARINE INVERTEBRATES

Life Science

Capacity: 15 students maximum

Location: The Marine Center and the Beach

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

MARINE MAMMALS

Life Science

Capacity: 15 students maximum

Location: Marine Center

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Marine Mammal
- ✓ Habitat
- ✓ Adaptations

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

LIFE AND DEATH in the FOREST

Life Science

Capacity: 45 students maximum

Location: Forested Areas

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Interdependence
- ✓ Adaptations
- ✓ Food Web

Life and Death in the Forest Continued

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

MICRO-FOREST

Life Science

Capacity: 15 students maximum

Location: Forested Areas

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

FOREST

Life Science

Capacity: 15 students maximum

Location: Forested Areas

POSSIBLE LEARNING OUTCOMES:

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

Forest Continued:

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

SUSTAINABLE LIVING

Life Science

Capacity: 15 students maximum

Location: Farm and Garden

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

Earth Science Classes

GEODESIC DOME

Earth Science
Capacity: 15 students
Location: Field

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Geometry
- ✓ Buckminster Fuller
- ✓ Basic knots

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

ROPE BRIDGE

Earth Science
Capacity: 15 students
Location: Field

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

GEOLOGY

Earth Science
Capacity: 15 students
Location: Beach

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

NATURAL HISTORY OF THE SAN JUAN ISLANDS (NEW!)

Earth Science
Capacity: 15 students
Location: Beach

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Observations
- ✓ Archipelago
- ✓ Geology

History of the San Juan Islands Continued:

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

WEATHER AND CLIMATE

Earth Science

Capacity: 15 students

Location: Lodge and Field

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

ORIENTEERING (Formerly Map and Compass)

Earth Science, Challenge

15 students maximum

Fields, Forest, and Map and Compass Sites

POSSIBLE LEARNING OUTCOMES:

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

Orienteering Continued:
POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

OUTDOOR LIVING SKILLS

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

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

Challenge Ed And Communication Classes

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

NEW GAMES

Challenge Education
Capacity: Unlimited
Location: Field

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Teamwork
- ✓ Participatory
- ✓ Cooperation

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

GROUP INITIATIVES 1 & 2

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

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

This class is offered in two different formats:

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

Group Initiatives I and II Continued

MAIN VOCABULARY AND CONCEPTS:

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

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

CLIMBING WALL

Challenge Education

Capacity: 15 students maximum

Location: The Barn

Prerequisite: Group Initiatives

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

HIGH ROPES COURSE

Challenge Education

Capacity: 15 students maximum

Location: High Ropes Course in the Forest

Prerequisite: Group Initiatives

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

HIGH ROPES COURSES: GIANT'S LADDER

Challenge Education

Capacity: 15 students maximum grades 7-12

Location: High Ropes Courses in the Forest

Prerequisite: Group Initiatives

Only Offered as a Block Class

POSSIBLE LEARNING OUTCOMES:

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

Giant's Ladder Continued

ACTIVITIES:

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

Giant's Ladder:

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

MAIN VOCABULARY AND CONCEPTS:

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

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

HIGH ROPES COURSE CIRCUIT

Challenge Education

Capacity: Up to 3 groups of 15 students

Location: High Ropes Courses in the Forest

Prerequisite: Group Initiatives

Offered as a Block Class or a Single Class

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

High Ropes Course Circuit Continued:

MAIN VOCABULARY AND CONCEPTS:

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

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

CULTURE SHOCK: (formerly Alpha Beta)

Communication

Capacity: 40 students

Location: Lodge

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Culture
- ✓ Diversity
- ✓ Communication

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

TALKING TOOLBOX

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

Communication

Capacity: No student maximum

Location: The Lodge

POSSIBLE LEARNING OUTCOMES:

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

Talking Toolbox Continued:

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Listening
- ✓ Speaking

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

ON THE STREETS

Challenge and Communication Education: grades 4-8

Capacity: No student maximum

Location: Through out camp

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

MAIN VOCABULARY AND CONCEPTS:

- ✓ Community
- ✓ Social Issues
- ✓ Stereotypes

On The Streets Continued:

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

Adventure Classes

SEA KAYAKING

Outdoor Education: grades 7-12

Capacity: 15 students maximum

Location: Puget Sound

POSSIBLE LEARNING OUTCOMES:

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

Sea Kayaking Continued:

POSSIBLE ACTIVITIES:

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

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

MAIN VOCABULARY AND CONCEPTS:

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

<i>Connections with Washington's Essential Academic Learning Requirements (EALRs):</i>
7 th 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 th grade Science 1.3.10 Environmental and resource issues: Explain how human societies' use of natural resources affects quality of life and the health of ecosystems.

MOUNT CONSTITUTION OR MOUNTAIN LAKE HIKE

Challenge Education

7th grade and up for Mount Constitution

Capacity: 15 students maximum

Location: Moran State Park

POSSIBLE LEARNING OUTCOMES:

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

POSSIBLE ACTIVITIES:

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

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

MAIN VOCABULARY AND CONCEPTS:

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

EVENING ACTIVITIES

Ork-Fire

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

Combi-Fire

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

School Campfire

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

Ork-Dance

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

Flight From Mordor

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

Night Watchers

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

Bizarre Bazaar

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

Science Fair

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

The Amazing Migration

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