

Virginia 4-H Camping

Camp Class Curriculum Guide



Working Draft
Updated April 2006



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Introduction

Virginia held its first county 4-H camp in Loudoun County in 1917. Conducted for girl members of the county canning and tomato clubs, educational programming was focused on better growing and canning techniques with girls being able to sell their produce. Many of the early Virginia 4-H camps (initially called short courses) were conducted on college campuses, farms, and campsites owned by other organizations, but the first 4-H camp built specifically for 4-H'ers was Jamestown 4-H Camp in 1928. Other camps followed such as Holiday Lake (1941), Camp Farrar (1948), etc., with the focus on teaching boys and girls, learning to work with others, having fun, and a variety of other interests.

Camping is a primary delivery mode for 4-H youth development. Virginia 4-H camping is dedicated to the individual development of youth through experiential learning in a safe nature-based environment. At camp, youth not only learn subject-matter skills (such as tree identification, how to paddle a canoe, and how to make their own bed), they also learn important life skills (communication, responsibility, sharing, respecting others, citizenship, and many more). Learning these life skills help youth to become successful, self-directed, contributing members of society. This supports the 'learn-by-doing' philosophy of 4-H and the mission of 4-H to help youth to reach their full potential.

Purpose

This Camp Curriculum Guide supports youth development and experiential learning programs at Virginia 4-H Centers and was developed as a programmatic tool in order to meet the following five (5) goals:

1. To increase Virginia 4-H staff and volunteers' awareness of 4-H Center camp classes and programs (i.e. provide background of each class, provide programming options, etc.).
2. To serve as a resource for 4-H counselors-in-training, teen counselor and adult leader training (unit-based and 4-H Center based) and State 4-H Camp Staff Training.
3. To provide a vehicle through which 4-H camp knowledge and information can be shared.
4. To add to the overall 4-H camping "body of knowledge."
5. To showcase the Virginia 4-H camping program nationwide.



4-H Camp Culture and Rituals

Camps are small communities. As such, a camp has its own culture, which includes beliefs, values, attitudes, assumptions, norms, customs, behaviors, rituals, traditions, traits, and other products of human work and thought (Grayson, 2002). Camp culture can be seen in everything that happens in camp, including classes and programs. Many aspects of camp culture are passed down. For example, many camp songs originated as folk songs that were passed down and modified over time.

The majority of Virginia 4-H camping programs occur at 4-H educational centers*. Each 4-H Center, because of different histories, stakeholders, communities, and other differences, has developed its own unique camp culture. For this reason, there is not one simple encompassing “culture” that can be accurately described. Many aspects of Virginia 4-H camp culture developed and grew over time, and were influenced by different stakeholders (e.g. 4-H youth campers, 4-H teen and adult volunteers, Extension Agents, 4-H Center Program Directors, parents, and other community, 4-H Center, and Extension stakeholders) that participated in 4-H camp.

An important aspect of Virginia 4-H camping culture is ritual. A variety of rituals have developed over the years at each 4-H Center. Some of these rituals include:

- Song-singing and song-leading
- Campfire programs
- American-Indian (or Native American) education incorporated into various aspects of camp according to authentic ceremonies from Virginia tribes
- Utilization of a “Spirit Stick” to recognize positive behaviors
- Recognition and award systems (e.g. 1st year award- penny with the date camper attended camp; point systems)
- Leadership system (i.e., camper to counselor-in-training to teen counselor to staff members)
- Choice (i.e. provide 4-H youth campers with the opportunity to choose their activities and programs)
- Reflective programs and ceremonies (ex: The Story of Taps, candle lighting)
- Utilization of theme days/weeks
- Incorporation of morning calisthenics (ex: Spazercise)
- Clover-grams (i.e., positive messages written to share anonymously with another person in camp)

* For a complete history of Virginia 4-H Educational Centers, see the *Virginia 4-H Camping Handbook* (Garst, 2005).



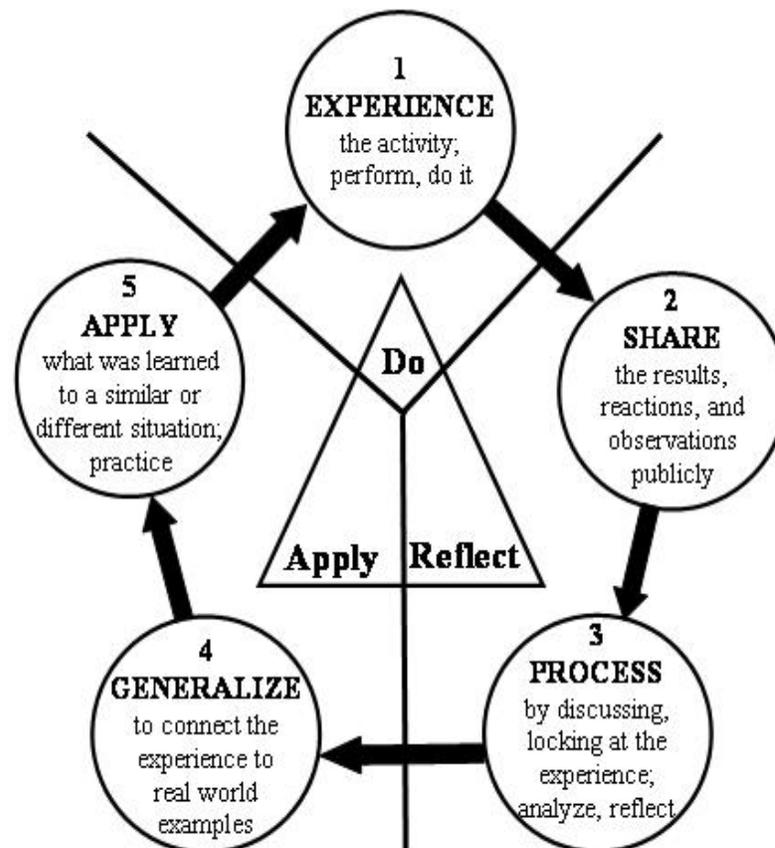
4-H Camp Emphasis on Experiential Learning

Experiences at 4-H camp are most often active and hands-on, but they should also reflect the processes of sharing, reflecting, generalizing, and applying. “Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity.” (John Dewey)

The “Experiential Learning Model” reflects how an experiential learning experience should have five (5) parts: experience, share, process, generalize, and apply.

Whenever possible, 4-H campers should be engaged in asking questions about information that they are learning and using the experiential learning model as a guide to help them to share, process, generalize, and ultimately to apply what they are learning to other aspects of their life. The experiential learning model is a tool to help us to connect information learned at 4-H camp to life skills that 4-H campers need outside of the camp setting.

Experiential Learning Model





4-H Camp and Character Development

Virginia 4-H has adopted a pro-active plan utilizing the CHARACTER COUNTS! framework to address the awareness and need for exercising character within the Commonwealth. The CHARACTER COUNTS framework is designed to meet and address the challenges that our youth face today with their character development. It is a proven and practical program that contains 'how to' approaches to establish and conduct character education through partnerships with school systems, civic groups, businesses, other youth serving organizations, and communities. CHARACTER COUNTS! is an approach that translates Six Pillars of Character into practical ground-rules for everyday living. The Six Pillars are trustworthiness, respect, responsibility, fairness, caring and citizenship. It is not something that is done to young people. It is something in which they actively participate. CHARACTER COUNTS! includes teaching by example and creating an environment in which these messages are pervasive.

Trustworthiness

- Stand up for beliefs about right and wrong
- Respond in truthful and honest ways
- Do what you say you will do
- Cheating

Respect

- Act polite and courteous
- Use "put downs"
- Use threats, physical force, or anger when settling disputes or disagreements
- Judge others on merit instead of race, gender, or physical/mental conditions

Responsibility

- Help others
- Think before you act
- Set a good example for others to follow
- Blame others for your mistakes

Fairness

- Listen to others' viewpoints before making decisions
- Treat everyone in the group fairly
- Admit and correct your mistakes
- Play by the rules and use the same rules for others

Caring

- Propose ideas and projects to help others
- Do kind acts for one another
- Act sensitively to the feelings of others
- Show caring to those hard to like

Citizenship

- Cooperate to make your group/class/community better
- Respect the authority of teachers and leaders
- Obey rules and laws
- Protect common property or take care of property you are allowed to use



4-H Camp Lesson Plan Format

Class Title: _____		LESSON : # __	SIZE: __ (min/max)
GOALS/OBJECTIVES: <i>(The goal is <u>what</u> you hope to accomplish during that lesson. The objectives should describe <u>how</u> you are going to reach your goal. Objectives should be measurable.)</i>			
LESSON DESCRIPTION:			
LENGTH OF CLASS:			
SAFETY CONCERNS / EMERGENCY PROCEDURES:			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED:			
CAMPER ELIGIBILITY: <i>(Requirements for camper participation, including age, developmental needs, previous experience, prior knowledge, etc.)</i>			
INSTRUCTOR ELIGIBILITY: <i>(Instructor qualifications/certifications/training needed)</i>		SUPERVISION REQUIRED: <i>(Including instructor/participant ratio)</i>	
EXTENSION ACTIVITIES: <i>(An enrichment/clarification of the current lesson for campers of different skill levels)</i>			
BACK-UP PLAN: <i>(Alternate plan in the event of inclement weather, etc.)</i>			
ASSESSMENT: <i>(How will you determine whether or not campers have learned what was taught in the lessons? Be sure the objective(s) listed above are directly connected to your assessment.)</i>			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: <i>(disabled populations, youth with behavioral needs, etc.)</i>			
TARGETED SOLs <i>(According to the Virginia Standards of Learning)</i>	TARGETED LIFE SKILLS <i>(From the "Targeting Life Skills Model") (See "Virginia 4-H Camping Handbook)</i>	TARGETED PILLAR(S) OF CHARACTER	



Junior 4-H Camp Lesson Plans



Aquatics



Flat Water Canoeing	LESSON #1	SIZE: 8/16 (min/max)
<p>Goal</p> <ul style="list-style-type: none"> By the end of Lesson # 1, all campers will: (1) go through safety rules, including personal flotation devices, (2) learn parts of paddle and learn/demonstrate basic strokes, (3) learn parts of and how to properly enter the canoe (4) understand the importance of proper communication with the other paddler in the canoe. <p>Objective #1</p> <ul style="list-style-type: none"> Safety Rules and Equipment: The instructor will lead all campers through a safety orientation prior to attempting canoeing, including the proper use of PFD's. Instructor will ask for any questions following orientation to ensure everyone comprehends the goals. <p>Objective #2</p> <ul style="list-style-type: none"> To have campers learn parts of paddle and learn/demonstrate basic strokes: Instructor will teach parts of paddle and proper use, Instructor will demonstrate and have campers imitate strokes on land, and again after boarding canoes. <p>Objective #3</p> <ul style="list-style-type: none"> To have campers learn parts of and how to properly enter the canoe. The facilitator will discuss and teach parts of canoe, demonstrate how to properly enter the canoe, observe campers properly entering the canoe <p>Objective #4</p> <ul style="list-style-type: none"> To understand the importance of proper communication with other paddler in canoe. Each participant will learn roles of placement in canoe and importance of communication with partner in tandem canoeing 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Safety Orientation</p> <ul style="list-style-type: none"> discuss the purposes of the activities for the next three (or four) days (skills development, working with others), discuss safety rules and demonstrate proper PFD use <p>Activity # 2: The Paddle and Basic Strokes</p> <ul style="list-style-type: none"> discuss paddle parts and proper holding technique demonstrate and have campers imitate strokes on land (Forward Stroke, Back Stroke, "J" Stroke, and Sweeps) Observe for proper strokes once on water <p>Activity # 3: Parts of and how to Properly Enter the Canoe</p> <ul style="list-style-type: none"> discuss parts of the canoe including job descriptions for bow and stern paddlers demonstrate proper entrance into a canoe observe campers properly entering canoe <p>Activity # 4: Basic Paddling</p> <ul style="list-style-type: none"> have campers practice strokes learned on water, advise where needed emphasize communication between tandem partners <p>Activity # 5: Review (time permitting)</p> <ul style="list-style-type: none"> recap safety rules and strokes 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> check equipment (canoes, paddles, PFD's) daily for defects or damage before classes and in between daily and while on the water, observe area for visible and submerged snags or debris to be avoided 		



- supervise and check all campers PFD's after adornment
- be aware of weather and water conditions(thunder storms, high winds, cloudy water)
- keep campers in same general area while on water
- provide sun screen for campers who may need it

Emergency Procedures:

- In case of accident or injury while utilizing the canoes, the instructor will stop all activity making certain all campers are safely guided to the docks or landing and seated to the side in an unobtrusive location. The injured will be retrieved from the water (if backboard is not required) and kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary.
- In the event of severe weather, paddlers are to immediately dock canoes and get to a sheltered area. If such area is not available, canoes, once landed, may be overturned and used as shelter.
- For information on a capsized canoe, see lesson #2.

MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster, Tandem or one person canoes, appropriate sized paddles and PFD's, through bag, first aid kit, sun screen

CAMPER ELIGIBILITY: 9-13 year olds; no previous experience needed

INSTRUCTOR ELIGIBILITY: Certification- Instructor rating in canoeing from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities

SUPERVISION REQUIRED:
One certified instructor and one assistant (teen or adult leader) per every 16 campers (1instructor to 8 campers)

EXTENSION ACTIVITIES: None for this first lesson

BACK-UP PLAN: Teach advanced strokes, discuss proper clothing for different weather conditions, discuss hypothermia in a covered location

ASSESSMENT:

- Instructor observation of skills development throughout classes
- Oral exam- camper explanation of lesson content
- At the conclusion of the three canoe lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: *Canoeing and Kayaking for Persons with Disabilities Instruction Manual* (1990), Anne Worthem Weber and Janet Zeller, available through American Canoeing Association

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
1,8; 4.8; 6.7	Teamwork, Self-motivation, Communication, Cooperation, Social skills	Trustworthiness Respect Responsibility Fairness



Flat Water Canoeing	LESSON #2	SIZE: 8/16 (min/max)
<p>Goal</p> <ul style="list-style-type: none"> By the end of Lesson # 2, all <i>campers</i> 1) will review safety rules, including personal flotation devises, 2) will demonstrate basic strokes, 3) will capsize canoes and learn boat over boat rescue <p>Objective #1</p> <ul style="list-style-type: none"> Review Safety Rules and Equipment: The instructor will lead all campers through a safety rules review, including the proper use of PFD's. <p>Objective #2</p> <ul style="list-style-type: none"> To have campers demonstrate basic strokes: Instructor will observe campers strokes learned the day before, advise where necessary. <p>Objective #3</p> <ul style="list-style-type: none"> To have campers capsize canoes and learn boat over boat rescue. The facilitator will discuss and teach boat over boat rescue, walking campers through, staying in their craft to scan. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Safety review</p> <ul style="list-style-type: none"> Review safety rules and proper PFD use by using question and answer format. <p>Activity #2: Campers demonstrate basic strokes</p> <ul style="list-style-type: none"> Forward Stroke, Back Stroke, "J" Stroke, and Sweeps <p>Activity # 3: Capsize canoes and learn boat over boat rescue</p> <ul style="list-style-type: none"> One tandem canoe capsizes Instructor will talk another tandem pair through boat over boat rescue Half of class will capsize and other half will rescue Campers repeat # 3 switching places <p>Activity # 4: Review (time permitting)</p> <ul style="list-style-type: none"> Recap safety rules and discuss boat over boat rescue 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> For boat over boat rescue, Instructors should remain in watercraft to observe for problems. check equipment (canoes, paddles, PFD's) daily for defects or damage before classes and in between daily and while on the water, observe area for visible and submerged snags or debris to be avoided supervise and check all campers PFD's after adornment be aware of weather and water conditions (thunder storms, high winds, cloudy water) keep campers in same general area while on water provide sun screen for campers who may need it Remind campers with glasses to either wear a glasses strap or to remove them before capsizing. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury while utilizing the canoes, the instructor will stop all activity making certain all campers are safely guided to the docks or landing and seated to the side in an unobtrusive location. The injured will be retrieved from the water (if backboard is not required) and kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. In the event of severe weather, paddlers are to immediately dock canoes and get to a sheltered area. If such area is not available, canoes, once landed, may be overturned and used as shelter. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster, Tandem or one person canoes, appropriate sized paddles and PFD's, through bag, first aid kit, sun screen</p>		



CAMPER ELIGIBILITY: 9-13 year olds; no previous experience needed		
INSTRUCTOR ELIGIBILITY: Certification-Instructor rating in canoeing from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities		SUPERVISION REQUIRED: One certified instructor and one assistant (teen or adult leader) per every 16 campers (1 instructor to 8 campers)
EXTENSION ACTIVITIES: None for this first lesson		
BACK-UP PLAN: Teach advanced strokes, discuss proper clothing for different weather conditions, discuss hypothermia in a covered location		
ASSESSMENT:		
<ul style="list-style-type: none"> • Instructor observation of skills development through out classes • Oral exam- camper explanation of lesson content • At the conclusion of the three canoe lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned 		
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: <i>Canoeing and Kayaking for Persons with Disabilities Instruction Manual</i> (1990), Anne Worthem Weber and Janet Zeller, available through American Canoeing Association		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
1,8; 4.8; 6.7	Teamwork, Self-motivation, Communication, Cooperation, Social skills	Trustworthiness Respect Responsibility Fairness



Flat Water Canoeing	LESSON #3	SIZE: 8/16 (min/max)
<p>Goal By the end of Lesson # 3, all campers 1) will review safety rules, including personal flotation devices, 2) will demonstrate basic strokes, 3) learn fun activities that help develop paddling skills</p> <p>Objective #1</p> <ul style="list-style-type: none"> • Review Safety Rules and Equipment: The instructor will lead all campers through a safety rules review, including the proper use of PFD's. <p>Objective #2</p> <ul style="list-style-type: none"> • To have campers demonstrate basic strokes: Instructor will observe campers strokes learned the day before, advise where necessary. <p>Objective #3</p> <ul style="list-style-type: none"> • To learn fun activities that help develop paddling skills: The facilitator will discuss and teach games and activities that develop campers' skills 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Safety review</p> <ul style="list-style-type: none"> • Review safety rules and proper PFD use by using question and answer format. <p>Activity # 2: Campers demonstrate basic strokes</p> <ul style="list-style-type: none"> • Forward Stroke, Back Stroke, "J" Stroke, and Sweeps <p>Activity # 3: Campers learn fun activities that help develop paddling skills</p> <ul style="list-style-type: none"> • Back stroke race – person in the bow sits backwards facing person in the stern and uses back stroke while stern uses forward and J strokes to a buoy. Once past the buoy, the person in stern used back stroke while bow person steers. • Canoe lacrosse – place two tennis balls in an old stocking, tying off the end. Use paddles as lacrosse stick to throw the "ball" into another canoe. Be sure to give instructions not to touch the "ball" with anything but paddle and to stay at least 10 feet away from other boats for safety. • Hand-Paddle Race – place four campers in each canoe, put the paddles away and have them use their hands as paddles. Race! (this one's just for fun!) <p>Activity # 4: Evaluate</p> <ul style="list-style-type: none"> • Pass out 5 or 6 question evaluation. Be sure to ask them to list what they learned <p>Activity # 5: Review (time permitting)</p> <ul style="list-style-type: none"> • Recap safety rules and answer any questions 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> • For boat over boat rescue, instructors should remain in watercraft to observe for problems. • Check equipment (canoes, paddles, PFD's) daily for defects/damage before classes • daily and while on the water, observe area for visible and submerged snags or debris to be avoided • supervise and check all campers PFD's after adornment • be aware of weather and water conditions(thunder storms, high winds, cloudy water) • keep campers in same general area while on water • provide sun screen for campers who may need it • Remind campers with glasses to either wear a glasses strap or to remove them before capsizing. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury while utilizing the canoes, the instructor will stop all activity making certain all campers are safely guided to the docks or landing and seated to the side in an unobtrusive location. The injured will be retrieved from the water (if backboard is not required) and kept comfortable and immobile. An assistant will be sent to get the EMT who will administer 		



<p>appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary.</p> <ul style="list-style-type: none"> In the event of severe weather, paddlers are to immediately dock canoes and get to a sheltered area. If such area is not available, canoes, once landed, may be overturned and used as shelter. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster, Tandem or one person canoes, appropriate sized paddles and PFD's, through bag, first aid kit, sun screen</p>		
<p>CAMPER ELIGIBILITY: 9-13 year olds; no previous experience needed</p>		
<p>INSTRUCTOR ELIGIBILITY: Certification-Instructor rating in canoeing from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities</p>		<p>SUPERVISION REQUIRED: One certified instructor and one assistant (teen or adult leader) per every 16 campers (1instructor to 8 campers)</p>
<p>EXTENSION ACTIVITIES: None for this first lesson</p>		
<p>BACK-UP PLAN: Teach advanced strokes, discuss proper clothing for different weather conditions, discuss hypothermia in a covered location</p>		
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Instructor observation of skills development through out classes Oral exam- camper explanation of lesson content At the conclusion of the three canoe lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: <i>Canoeing and Kayaking for Persons with Disabilities Instruction Manual</i> (1990), Anne Worthem Weber and Janet Zeller, available through American Canoeing Association</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
1,8; 4.8; 6.7	Teamwork, Self-motivation, Communication, Cooperation, Social skills	Trustworthiness Respect Responsibility Fairness



Advanced Flat Water Canoeing	LESSON #1	SIZE: 8/16 (min/max)
<p>Goals</p> <ul style="list-style-type: none"> By the end of lesson #1 all campers 1) will review basic strokes and safety rules, 2) will learn to heel a canoe, 3) will demonstrate the draw and pry strokes, 4) will demonstrate paddling a swamped canoe to shore. <p>Objective #1</p> <ul style="list-style-type: none"> Review: Instructor will lead all campers through a review of safety rules (including the proper use of PFD's), and basic paddling strokes. The instructor will ask for a demonstration of basic strokes from campers once they are on the water. <p>Objective #2</p> <ul style="list-style-type: none"> Heeling: The instructor will discuss and demonstrate the correct way to heel a canoe. Campers will practice the heeling technique while instructor observes first on land and then on the water. <p>Objective #3</p> <ul style="list-style-type: none"> Draw & Pry Strokes: The instructor will teach the proper technique for the pry and draw strokes on land and demonstrate them on the water. Campers will practice the strokes under supervision, advising as necessary. <p>Objective #4</p> <ul style="list-style-type: none"> Paddling a swamped Canoe: Instructors will demonstrate paddling a swamped canoe, and the proper technique of draining it of water once shore has been reach. Campers will practice paddling a swamped canoe to shore, draining the boats of water, and re-launching. 		
<p>LESSON DESCRIPTION:</p> <p>Activity #1: Safety and stroke review</p> <ul style="list-style-type: none"> Review safety rules by question and answer format, have campers model basic strokes on land. <p>Activity #2: On shore instruction of draw and pry strokes and heeling technique</p> <ul style="list-style-type: none"> Campers will practice strokes and heeling on land after instruction/demonstration <p>Activity #3: On water instruction and demonstration on paddling a swamped canoe</p> <ul style="list-style-type: none"> Campers will practice paddling a swamped canoe after instruction/demonstration <p>Activity #4: On water instruction/demonstration of draw and pry strokes and heeling technique</p> <ul style="list-style-type: none"> Campers will practice draw and pry strokes and heeling technique after instruction/demonstration. They will paddle their swamped canoes to shore to drain and re-launch after any capsizes. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> Check equipment (canoes, paddles, PFD's for defects prior to each class Check that all PFD's are worn properly and at all times Observe the area for hazards and warn or remove accordingly Maintain a weather and water condition awareness at all times Keep campers in the same general area and under observation at all times Provide sunscreen for campers as needed Remind campers that shoes are to be worn at all times Instruction should verify that there are enough assistants to maintain appropriate instructor/participant ratios. 		



<p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury the instructor will stop all activity, guide campers to a safe unobtrusive location (on shore) where they will remain under the supervision of an assistant until given further direction. The injured will be brought to shore if on the water (a backboard will be utilized if necessary) and kept comfortable. The camp medic or EMT will be notified by radio and will administer appropriate first aid and/or call 911 if necessary after diagnosis. In the event of severe weather, paddlers are to immediately dock canoes and get to a sheltered area. If such area is not available, canoes, once landed may be overturned and used as shelter. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster, Tandem or solo canoes, appropriate sized paddles and PFD's, throw bag, first aid kit, sun screen</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old, previous experience = to basic flat water canoeing lessons 1-3</p>		
<p>INSTRUCTOR ELIGIBILITY: Certification- Instructor rating in canoeing from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities</p>		<p>SUPERVISION REQUIRED: One certified instructor and one assistant (teen or adult leader) per every 16 campers (One supervisor to eight campers)</p>
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: Instruction on supervision and communication on moving water; Instruction in canoe trip planning</p>		
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Instructor observation of skills development throughout the class Oral exam- camper explanation of lesson content At the conclusion of the three canoe lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: <i>Canoeing and Kayaking for Persons with Disabilities Instruction Manual</i> (1990), Anne Worthem Weber and Janet Zeller, available through American Canoeing Association</p>		
<p>TARGETED SOLs</p>	<p>TARGETED LIFE SKILLS</p>	<p>TARGETED PILLAR(S) OF CHARACTER</p>
<p>1,8; 4,8; 6,7</p>	<p>Teamwork Self-motivation Communication Cooperation Social Skills</p>	<p>Trustworthiness Respect Responsibility Fairness</p>



Coastal Kayaking	LESSON #1	SIZE: 8/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of Lesson # 1, all campers will: (1) go through safety rules, including personal flotation devices, (2) learn parts of paddle and learn/demonstrate basic strokes, (3) learn parts of and how to properly enter the kayak (4) understand the importance of proper communication with the other paddler in the kayak if paddling tandem. <p>Objective #1</p> <ul style="list-style-type: none"> Safety Rules and Equipment: The instructor will lead all campers through a safety orientation prior to attempting kayaking, including the proper use of PFD's. Instructor will ask for any questions following orientation to ensure everyone comprehends the goals. <p>Objective #2</p> <ul style="list-style-type: none"> To have campers learn parts of paddle and learn/demonstrate basic strokes: Instructor will teach parts of paddle and proper use, Instructor will demonstrate and have campers imitate strokes on land, and again after boarding kayaks. <p>Objective #3</p> <ul style="list-style-type: none"> To have campers learn parts of and how to properly enter the kayak. The facilitator will discuss and teach parts of kayak, demonstrate how to properly enter the kayak, observe campers properly entering the kayak <p>Objective #4</p> <ul style="list-style-type: none"> To understand the importance of proper communication with other paddler in tandem kayak. Each participant will learn roles of placement in kayak and importance of communication with partner in tandem kayaking. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Safety Orientation</p> <ul style="list-style-type: none"> discuss the purposes of the activities for the next three (or four) days (skills development, working with others), discuss safety rules and demonstrate proper PFD use <p>Activity # 2: The Paddle and Basic Strokes</p> <ul style="list-style-type: none"> discuss paddle parts and proper holding technique demonstrate and have campers imitate strokes on land (Forward Stroke, Back Stroke, and Sweeps) Observe for proper strokes once on water <p>Activity # 3: Parts of and how to Properly Enter the Kayak</p> <ul style="list-style-type: none"> discuss parts of the kayak including job descriptions for bow and stern paddlers in tandem kayaks demonstrate proper entrance into a kayak observe campers properly entering kayak <p>Activity # 4: Basic Paddling</p> <ul style="list-style-type: none"> have campers practice strokes learned on water, advise where needed emphasize communication between tandem partners <p>Activity # 5: Review (time permitting)</p> <ul style="list-style-type: none"> recap safety rules and strokes 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> check equipment (kayaks, paddles, PFD's) daily for defects or damage before classes and in between daily and while on the water, observe area for visible and submerged snags or debris to be avoided 		



- supervise and check all campers PFD's after adornment
- be aware of weather and water conditions(thunder storms, high winds, cloudy water)
- keep campers in same general area while on water
- provide sun screen for campers who may need it
- Shoes must be worn at all times

Emergency Procedures:

- In case of accident or injury while utilizing the kayaks, the instructor will stop all activity making certain all campers are safely guided to the docks or landing and seated to the side in an unobtrusive location. The injured will be retrieved from the water (if backboard is not required) and kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary.
- In the event of severe weather, paddlers are to immediately dock kayaks and get to a sheltered area. If such area is not available, kayaks, once landed, may be overturned and used as shelter.
- For information on a capsized kayak, see lesson #2.

MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster, Tandem or one person kayaks, appropriate sized paddles and PFD's, throw bag, first aid kit, sun screen

CAMPER ELIGIBILITY: 9-13 year olds; no previous experience needed

INSTRUCTOR ELIGIBILITY: Certification-Instructor rating in kayaking from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities

SUPERVISION REQUIRED:
One certified instructor and one assistant (teen or adult leader) per every 16 campers (1instructor to 8 campers)

EXTENSION ACTIVITIES: None for this first lesson

BACK-UP PLAN: Teach advanced strokes, discuss proper clothing for different weather conditions, discuss hypothermia in a covered location

ASSESSMENT:

- Instructor observation of skills development through out classes
- Oral exam- camper explanation of course content
- At the conclusion of the three kayak lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: *Canoeing and Kayaking for Persons with Disabilities Instruction Manual* (1990), Anne Worthem Weber and Janet Zeller, available through American Kayaking Association

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
1,8; 4.8; 6.7	Teamwork Self-motivation Communication Cooperation Social skills	Trustworthiness Respect Responsibility Fairness



Coastal Kayaking	LESSON #2	SIZE: 8/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of Lesson # 2, all <i>campers</i> 1) will review safety rules, including personal flotation devices, 2) will demonstrate basic strokes, 3) will capsize kayaks and learn wet exits and T rescue <p>Objective #1</p> <ul style="list-style-type: none"> Review Safety Rules and Equipment: The instructor will lead all campers through a safety rules review, including the proper use of PFD's. <p>Objective #2</p> <ul style="list-style-type: none"> To have campers demonstrate basic strokes: Instructor will observe campers strokes learned the day before, advise where necessary. <p>Objective #3</p> <ul style="list-style-type: none"> To have campers capsize kayaks, do wet exits, and learn T rescue. The facilitator will discuss and teach T rescue, walking campers through, staying in their craft to scan. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Safety review</p> <ul style="list-style-type: none"> Review safety rules and proper PFD use by using question and answer format. <p>Activity #2: Campers demonstrate basic strokes</p> <ul style="list-style-type: none"> Forward Stroke, Back Stroke, and Sweeps <p>Activity # 3: Capsize kayaks and learn boat over boat rescue</p> <ul style="list-style-type: none"> One kayak or tandem kayak capsizes Instructor will talk paddler or tandem pair through T rescue Half of class will capsize and other half will rescue Campers repeat # 3 switching places <p>Activity # 4: Review (time permitting)</p> <ul style="list-style-type: none"> Recap safety rules and discuss T rescue 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> For T rescue, instructors should remain in watercraft to observe for problems. Check equipment (kayaks, paddles, PFD's) daily for defects/damage before classes Daily, on land and while on the water, observe area for visible and submerged snags or debris to be avoided Supervise and check all campers PFD's after adornment Be aware of weather and water conditions(thunder storms, high winds, cloudy water) Keep campers in same general area while on water Provide sun screen for campers who may need it Remind campers with glasses to either wear a glasses strap or to remove them before capsizing. Campers must wear shoes at all times. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury while utilizing the kayaks, the instructor will stop all activity making certain all campers are safely guided to the docks or landing and seated to the side in an unobtrusive location. The injured will be retrieved from the water (if backboard is not required) and kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. In the event of severe weather, paddlers are to immediately dock kayaks and get to a sheltered area. If such area is not available, kayaks, once landed, may be overturned and used as shelter. 		



MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster, Tandem or one person kayaks, appropriate sized paddles and PFD's, throw bag, first aid kit, sun screen		
CAMPER ELIGIBILITY: 9-13 year olds; no previous experience needed		
INSTRUCTOR ELIGIBILITY: Certification-Instructor rating in kayaking from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities (American Camp Association, 1998)		SUPERVISION REQUIRED: One certified instructor and one assistant (teen or adult leader) per every 16 campers (1instructor to 8 campers)
EXTENSION ACTIVITIES: None for this first lesson		
BACK-UP PLAN: Teach advanced strokes, discuss proper clothing for different weather conditions, discuss hypothermia in a covered location		
ASSESSMENT:		
<ul style="list-style-type: none"> • Instructor observation of skills development through out classes • Oral exam- camper explanation of course content • At the conclusion of the three kayak lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned 		
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: <i>Canoeing and Kayaking for Persons with Disabilities Instruction Manual</i> (1990), Anne Worthem Weber and Janet Zeller, available through American Kayaking Association		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
1,8; 4.8; 6.7	Teamwork Self-motivation Communication Cooperation Social skills	Trustworthiness Respect Responsibility Fairness



Coastal Kayaking	LESSON #3	SIZE: 8/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of Lesson # 3, all <i>campers</i> 1) will review safety rules, including personal flotation devises, 2) will demonstrate basic strokes, 3) learn fun activities that help develop paddling skills <p>Objective #1</p> <ul style="list-style-type: none"> Review Safety Rules and Equipment: The instructor will lead all campers through a safety rules review, including the proper use of PFD's. <p>Objective #2</p> <ul style="list-style-type: none"> To have campers demonstrate basic strokes: Instructor will observe campers strokes learned the day before, advise where necessary. <p>Objective #3</p> <ul style="list-style-type: none"> To learn fun activities that help develop paddling skills: The facilitator will discuss and teach games and activities that develop campers' skills 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Safety review</p> <ul style="list-style-type: none"> Review safety rules and proper PFD use by using question and answer format. <p>Activity # 2: Campers demonstrate basic strokes</p> <ul style="list-style-type: none"> Forward Stroke, Back Stroke, and Sweeps <p>Activity # 3: Campers learn fun activities that help develop paddling skills</p> <ul style="list-style-type: none"> Back stroke race – paddlers use back stroke until reaching a specified buoy; in a tandem the person in stern used back stroke while bow person makes adjustments to steer. Kayak lacrosse – place two tennis balls in an old stocking, tying off the end. Use paddles as lacrosse stick to throw the “ball” to another kayaker. Be sure to give instructions not to touch the “ball” with anything but paddle and to stay at least 10 feet away from other boats for safety. Hand-Paddle Race – put the paddles away and have the campers use their hands as paddles. Race! (this one's just for fun!) <p>Activity # 4: Evaluate</p> <ul style="list-style-type: none"> Have a 5 or 6 question quiz/evaluation. Ask the campers to paddle into groups based on their answer (example all the “Trues” in one group and all the “Falses” in another. Be sure to ask them to explain their answers. <p>Activity # 5: Review (time permitting)</p> <ul style="list-style-type: none"> Recap safety rules and answer any questions 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> For T rescue, instructors should remain in watercraft to observe for problems. Check equipment (kayaks, paddles, PFD's) daily for defects/damage before classes Daily, on land and while on the water, observe area for visible and submerged snags or debris to be avoided Supervise and check all campers PFD's after adornment Be aware of weather and water conditions(thunder storms, high winds, cloudy water) Keep campers in same general area while on water Provide sun screen for campers who may need it Remind campers with glasses to either wear a glasses strap or to remove them before capsizing. Campers must wear shoes at all times. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury while utilizing the kayaks, the instructor will stop all activity making 		



certain all campers are safely guided to the docks or landing and seated to the side in an unobtrusive location. The injured will be retrieved from the water (if backboard is not required) and kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary.

- In the event of severe weather, paddlers are to immediately dock kayaks and get to a sheltered area. If such area is not available, kayaks, once landed, may be overturned and used as shelter.

MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Tandem or one person kayaks, appropriate sized paddles and PFD's, throw bag, first aid kit, sun screen

CAMPER ELIGIBILITY: 9-13 year olds; no previous experience needed

INSTRUCTOR ELIGIBILITY: Certification-Instructor rating in kayaking from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities

SUPERVISION REQUIRED:
One certified instructor and one assistant (teen or adult leader) per every 16 campers (1instructor to 8 campers)

EXTENSION ACTIVITIES: None for this first lesson

BACK-UP PLAN: Teach advanced strokes, discuss proper clothing for different weather conditions, discuss hypothermia in a covered location

ASSESSMENT:

- Instructor observation of skills development through out classes
- Oral exam- camper explanation of course content
- At the conclusion of the three kayak lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: *Canoeing and Kayaking for Persons with Disabilities Instruction Manual* (1990), Anne Worthem Weber and Janet Zeller, available through American Kayaking Association

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<ul style="list-style-type: none"> • 1,8; 4.8; 6.7 	<ul style="list-style-type: none"> • Teamwork • Self-motivation • Communication • Cooperation • Social skills 	<ul style="list-style-type: none"> • Trustworthiness • Respect • Responsibility • Fairness



Advanced Coastal Kayaking	LESSON: #1	SIZE: 8/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of lesson #1 all campers 1) will review basic strokes and safety rules, 2) will demonstrate high and low braces, 3) will learn to heel a kayak, 4) will demonstrate the draw and pry strokes, 5) will demonstrate paddling a swamped kayak to shore. <p>Objective #1</p> <ul style="list-style-type: none"> Review: Instructor will lead all campers through a review of safety rules (including the proper use of PFD's), and basic paddling strokes. The instructor will ask for a demonstration of basic strokes from campers once they are on the water. <p>Objective #2</p> <ul style="list-style-type: none"> High & Low Braces: The instructor will teach the proper technique for braces on land and demonstrate them on the water. Campers will practice bracing under supervision, advising as necessary. <p>Objective #3</p> <ul style="list-style-type: none"> Heeling: The instructor will discuss and demonstrate the correct way to heel a kayak. Campers will practice the heeling technique while instructor observes first on land and then on the water. <p>Objective #4</p> <ul style="list-style-type: none"> Draw & Pry Strokes: The instructor will teach the proper technique for the pry and draw strokes on land and demonstrate them on the water. Campers will practice the strokes under supervision, advising as necessary. <p>Objective #5</p> <ul style="list-style-type: none"> Paddling a swamped Kayak: Instructors will demonstrate paddling a swamped kayak, and the proper technique of draining it of water once shore has been reach. Campers will practice paddling a swamped kayak to shore, draining the boats of water, and re-launching. 		
<p>LESSON DESCRIPTION:</p> <p>Activity #1: Safety and stroke review</p> <ul style="list-style-type: none"> Review safety rules by question and answer format, have campers model basic strokes on land. <p>Activity #2: On shore instruction of high and low braces, heeling technique, and draw and pry strokes</p> <ul style="list-style-type: none"> Campers will practice bracing, heeling, and the draw and pry strokes on land after instruction/demonstration <p>Activity #3: On water instruction and demonstration on paddling a swamped kayak</p> <ul style="list-style-type: none"> Campers will practice paddling a swamped kayak after instruction/demonstration <p>Activity #4: On water instruction/demonstration of draw and pry strokes and heeling technique</p> <ul style="list-style-type: none"> Campers will practice bracing and heeling techniques after instruction/demonstration. They will practice the draw and pry strokes and, after any capsize, will paddle their swamped kayaks to shore to drain and re-launch. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> Check equipment (kayaks, paddles, PFD's for defects prior to each class Check that all PFD's are worn properly and at all times Observe the area for hazards and warn or remove accordingly Maintain a weather and water condition awareness at all times Keep campers in the same general area and under observation at all times Provide sunscreen for campers as needed Remind campers that shoes are to be worn at all times Instruction should verify that there are enough assistants to maintain appropriate instructor/participant ratios. 		



<p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury the instructor will stop all activity, guide campers to a safe unobtrusive location (on shore) where they will remain under the supervision of an assistant until given further direction. The injured will be brought to shore if on the water (a backboard will be utilized if necessary) and kept comfortable. The camp medic or EMT will be notified by radio and will administer appropriate first aid and/or call 911 if necessary after diagnosis. In the event of severe weather, paddlers are to immediately dock kayaks and get to a sheltered area. If such area is not available, kayaks, once landed may be overturned and used as shelter. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Tandem or solo kayaks, appropriate sized paddles and PFD's, throw bag, first aid kit, sun screen</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old, previous experience = to basic flat water kayaking lessons 1-3</p>		
<p>INSTRUCTOR ELIGIBILITY: Certification-Instructor rating in kayaking from a nationally recognized certifying body, or lifeguard training from a nationally recognized certifying body; Documented skills and training in water rescue and emergency procedures specific to the location and the activities</p>		<p>SUPERVISION REQUIRED: One certified instructor and one assistant (teen or adult leader) per every 16 campers (One supervisor to eight campers)</p>
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: Instruction on supervision and communication on moving water; Instruction in kayak trip planning</p>		
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Instructor observation of skills development throughout the class Oral exam- camper explanation of course content At the conclusion of the three kayak lessons, have campers complete a simple evaluation or assessment instrument including descriptive questions on what they learned 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: <i>Canoeing and Kayaking for Persons with Disabilities Instruction Manual</i> (1990), Anne Worthem Weber and Janet Zeller, available through American Kayaking Association</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<ul style="list-style-type: none"> 1,8; 4.8; 6.7 	<ul style="list-style-type: none"> Teamwork Self-motivation Communication Cooperation Social Skills 	<ul style="list-style-type: none"> Trustworthiness Respect Responsibility Fairness



Beginning Swimming		LESSON #1	SIZE: 15 (max)
<p>Goals: Campers will</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Learn names and get acquainted. <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Introductions, Name game, Class expectations • Safety Topic: Pool Rules and Regulations • Warm-up exercises on deck • Enter water, putting face in water, bubble blowing, bobbing and floats. • Learn Types of Floats (Front float, Back float, and Jelly fish float) • Learn bobbing to safety • Play freeze tag in shallow end if time permits. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Make sure that campers understand pool rules. A lifeguard will be present at all times during class. Rescue tubes will always be available to use for reaching and swimming rescues. A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Ping- pong balls and Saturn balls; Rescue Tubes; Backboard; First Aid Kit; Phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: No prior knowledge or skills required for this class. Campers will take a swim test on the first day at camp. Ability will be assessed at this time by the aquatic staff to determine whether the camper should be in the beginner or advanced class.</p>			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard:15 campers ratio and two teens.</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Name game, Rules of pool, Safety Tip of the Day; Stretching activities, relays etc...</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask campers to identify one thing they learned. • Observe campers practice of safety tip – i.e. bobbing to safety. • Oral exam- camper explanation of course content • Observe as campers are blowing bubbles, floating and playing with the Saturn and ping pong balls. • Observe campers playing freeze tag. 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self- discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect	



Beginning Swimming		LESSON #2	SIZE: 15 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Learn how to help someone in trouble. • Learn breathing control in water (Bobbing), and leg movements (Flutter kick). Also, begin to put together the parts for free style stroke. • Review what we learned on day one. <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Discuss & demonstrate how to help someone in trouble in the water (i.e., get attention of lifeguard, adult or others, use of flotation devices). • Practice bobbing and floats. • Learn flutter kick- Practice kicking at the wall, with a kickboard then practice on front and back • Put front crawl stroke together (Learn front crawl arm movements on land, practice walking in water using the front crawl arm movements AND Learn breathing for front crawl, practice breathing with arm movements while walking in water and with a kickboard AND Add arm motions and kick to front float) • Play shark if time permits (Can't be tagged if floating on back) 			
LENGTH OF CLASS: 45-50 minutes			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Make sure that campers understand pool rules. A lifeguard will be present at all times during class. Rescue tubes will always be available to use for reaching and swimming rescues. A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Kick boards, Rescue Tubes, Backboard, First Aid Kit, Phone and/or two-way radio			
CAMPER ELIGIBILITY: No prior knowledge or skills required for this class. Campers will take a swim test on the first day at camp. Ability will be assessed at this time by the aquatic staff to determine whether the camper should be in the beginner or advanced class.			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard:15 campers ratio and two teens.</p>	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Review Day 1; Discuss & demonstrate safety topic; Learn Front crawl on land arm and leg; movements; Play water charades.			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask campers to identify one thing they learned. • Observe as campers are practicing floats and bobbing. Observe while campers are learning / practicing the front crawl. • Oral exam- camper explanation of course content 			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self- discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect	



Beginning Swimming		LESSON #3	SIZE: 15 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Learn arm and leg movements for breast stroke • Learn “when to swim” and “when not to swim” • Review content from Day 1 and Day 2 <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review, practice front crawl, floats, and bobbing. • Review previous safety topics, discuss storms, no lifeguard on duty, and other similar situations • Breaststroke kick- practice kicking at the wall, with a kickboard then practice on front and back • Breaststroke <ul style="list-style-type: none"> ○ Learn breathe, pull, kick, glide ○ Learn breaststroke arm movements on land, practice walking in water using the arms ○ Learn breathing for Breaststroke ○ Add arm motions and kick to front float ○ Put it all together and swim the width of the pool. • Free swim for approx. 5 min if time permits at the end of class. 			
LENGTH OF CLASS: 45-50 minutes			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Make sure that campers understand pool rules. • A lifeguard will be present at all times during class. • Rescue tubes will always be available to use for reaching and swimming rescues. A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Kick boards, Rescue Tubes, Backboard, First Aid Kit, Phone and/or two-way radio			
CAMPER ELIGIBILITY: No prior knowledge or skills required for this class. Campers will take a swim test on the first day at camp. Ability will be assessed at this time by the aquatic staff to determine whether the camper should be in the beginner or advanced class.			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard:15 campers ratio and two teens.</p>	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Review how to do arm movements from day 1 and 2 and learn breaststroke arm and leg movements on land; Review all safety tips; Play water charades or relays.			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask campers to identify one thing they learned. • Observe as campers are kicking and practicing their breaststroke and front crawl. • Oral exam- camper explanation of course content 			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
<ul style="list-style-type: none"> • 1.2 	<ul style="list-style-type: none"> • Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self- discipline, Self-motivation, Sharing, Managing feelings 	<ul style="list-style-type: none"> • Fairness • Responsibility • Respect 	



Beginning Swimming		LESSON #4	SIZE: 15 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Learn how to stay safe in the water (a review of Day 1-3) • Review content from Day 1, Day 2, and Day 3 <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review safety topics • Review, practice front crawl, breast stroke, floats, and bobbing. • Learn arm movements for elementary backstroke, learn leg kick for elementary backstroke. • Practice on land, on wall, and with kickboards • Put arm and leg movements together for elementary backstroke. • Play relay race using all of the strokes learned. 			
LENGTH OF CLASS: 45-50 minutes			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Make sure that campers understand pool rules. • A lifeguard will be present at all times during class. • Rescue tubes will always be available to use for reaching and swimming rescues. • A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Kick boards; Rescue Tubes; Backboard; First Aid Kit; Phone and/or two-way radio			
CAMPER ELIGIBILITY: No prior knowledge or skills required for this class. Campers will take a swim test on the first day at camp. The aquatic staff will determine whether the camper should be in the beginner or advanced class.			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard:15 campers ratio and two teens.</p>	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Review how to do arm movements from day 1 and 2 and learn breaststroke on land arm and leg movements; Review all safety topics; Play water charades.			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask campers to identify one thing they learned. • Observe as campers are kicking and practicing their breaststroke, front crawl and elementary backstroke. • Oral exam- camper explanation of course content 			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self- discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect	



Advanced Swimming		LESSON #1	SIZE: 15 <i>(max)</i>
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Learn names and get-acquainted • Learn expectations and pool rules <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Introductions, Name game, Class expectations • Safety Topic: Pool Rules and Regulations • Warm-up exercises on deck • Review breathing and learn rhythmic breathing to the side. • Review front crawl. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Making sure that campers understand pool rules. A lifeguard will be present at all times during class. Rescue tubes will always be available to use for reaching and swimming rescues. A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Kickboards, Rescue Tubes, Backboard, First Aid Kit, Phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: Campers will take a swim test on the first day at camp. The aquatic staff will determine whether the camper should be in the beginner or advanced class.</p>			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard:15 campers ratio and two teens.</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Name game, Rules of pool, Safety Tip of the Day, Warm up exercises</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask campers to identify one thing they learned. • Observe as campers are practicing rhythmic breathing and performing front crawl. • Oral exam- camper explanation of course content 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self- discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect	



Advanced Swimming	LESSON #2	SIZE: 15 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Review what was learned on Day 1 • Review water safety. • Review floats, treading and sculling. • Learn breaststroke kick. <p>Objectives:</p>		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Ask campers what dangers water can have. • Review swimming alone, bad weather, and distressed swimmer. • Warm up on deck • Practice front crawl with rhythmic breathing. • Review Types of Floats <ul style="list-style-type: none"> ○ Front float ○ Back float then add sculling ○ Jelly fish float • Review bobbing to safety and treading • Breaststroke kick <ul style="list-style-type: none"> ○ Practice kicking at the wall, with a kickboard then practice on front and back • Breaststroke <ul style="list-style-type: none"> ○ Learn breathe, pull, kick, glide ○ Learn breaststroke arm movements on land, practice walking in water using the arms ○ Learn breathing for Breaststroke ○ Add arm motions and kick to front float • Put it all together and swim the width of the pool. • Have deep end treading contest. • Play shark if time permits (Shark can't catch you if you are on your back). 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Make sure that campers understand pool rules. • A lifeguard will be present at all times during class. • Rescue tubes will always be available to use for reaching and swimming rescues. • A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Kick boards, Rescue Tubes, Backboard, First Aid Kit, Phone and/or two-way radio</p>		
<p>CAMPER ELIGIBILITY: Campers will take a swim test on the first day at camp. Aquatic Staff will determine whether the camper should be in the beginner or advanced class.</p>		
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>	<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard: 15 campers ratio and two teens.</p>	
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: Review how to do arm movements from day 1 and learn breaststroke arm and leg movements on land; Play water charades; Learn about water safety- distressed swimmer, reaching and throwing assists</p>		
<p>ASSESSMENT:</p>		



<ul style="list-style-type: none"> • Ask Campers to tell one thing they learned today. • Observe as campers are practicing floats, treading and bobbing. Observe while campers are practicing and learning the breaststroke. • Oral exam- camper explanation of course content 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self- discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect



Advanced Swimming		LESSON #3	SIZE: 15 (max)
<p>Goals: Campers will</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Learn the fundamentals of backstroke. • Review content from Day 1 and Day 2. 			
<p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Warm-up on deck (stretching) • Review and practice front crawl, breaststroke. • Learn arm and leg movements for Backstroke <ul style="list-style-type: none"> ◦ Practice on land, on wall, and with kickboards • Practice back float with sculling added. • Put arm and leg movements together for breaststroke. • Do half backstroke and half-front crawl relay over the width of the pool. • Learn feet first and head first surface dive if time permits. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Make sure that campers understand pool rules. • A lifeguard will be present at all times during class. Rescue tubes will always be available to use for reaching and swimming rescues. • A first aid kit and backboard will also be on hand at the pool at all times. • Phone and/or two-way radio for communicating emergencies. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Kick boards; Rescue Tubes; Backboard; First Aid Kit; Phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: Campers will take a swim test on the first day at camp. Aquatic staff will determine whether the camper should be in the beginner or advanced class.</p>			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard: 15 campers ratio and two teens.</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Review how to do arm movements from day 1, 2 and learn breaststroke on land arm and leg movements; Play water charades; Learn about water safety; Distressed swimmer, reaching and throwing assists</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Ask Campers to tell one thing they learned today. • Observe as campers are kicking and practicing their breaststroke, front crawl and back stroke. • Oral exam- camper explanation of course content 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self-discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect	



Advanced Swimming		LESSON #4	SIZE: 15 (max)
<p>Goals: Campers will</p> <ul style="list-style-type: none"> • Feel more comfortable around water. • Review front crawl, breaststroke, and elementary back stroke. • Learn how to dive. 			
<p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review, practice front crawl, breast stroke, elementary backstroke, floats, and bobbing. • Learn about diving safety and spinal injuries. • Break diving down into different stages (“Kneel and dive” and “hunch and dive”) • Campers should enter water hands first, head, torso and then feet. All of body should enter water through the same hole. • Have diving competition for the smallest splash or farthest distance dive using a noodle as the line. • Learn / review surface dives (feet first, and head first) • Play relay race using all of the strokes learned if time permits. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Make sure that campers understand pool rules; A lifeguard will be present at all times during class. Rescue tubes will always be available to use for reaching and swimming rescues; A first aid kit and backboard will also be on hand at the pool at all times; Phone and/or two-way radio also available for communicating emergencies.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Kick boards; Rescue Tubes; Backboard; First Aid Kit; Phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: Campers will take a swim test on the first day at camp. Aquatic staff will determine whether the camper should be in the beginner or advanced class.</p>			
<p>INSTRUCTOR ELIGIBILITY: Instructor will be Red Cross lifeguard certified or equivalent certification and Water Safety Instructor (Red Cross) or equivalent certification and CPR for the professional rescuer and first aid certification.</p>		<p>SUPERVISION REQUIRED: There will always be at least a 1 lifeguard: 15 campers ratio and two teens.</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Review how to do arm movements from day 1 and learn breaststroke on land arm and leg movements; Play water charades; Learn about water safety (distressed swimmer, reaching and throwing assists - distressed swimmer, reaching and throwing assists)</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Campers will identify one thing they learned today. • Observe as campers kick and practice the breaststroke, elementary backstroke and front crawl. • Observe as campers are practicing / learning to dive. • Oral exam- camper explanation of course content 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need accessible pool with chair lift or ramp for campers with special needs.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
1.2	Social skills, Communication, Goal setting, Personal safety, Healthy lifestyle choices, Self-discipline, Self-motivation, Sharing, Managing feelings	Fairness Responsibility Respect	



Shooting Education



Archery		LESSON #1	SIZE: 15 (max)
<p>Goals: Camper will</p> <ul style="list-style-type: none"> • Be able to identify parts of the bow and arrow • Determine eye dominance • Learn safety rules and demonstrate use of safety equipment • Be able to string a bow with a bow stringer? (not a beginner skill) • Hit the target face <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Discuss basic parts of the bow and arrow • Discuss range and whistle commands • Select length of arrows • Determine eye dominance • Demonstrate safety equipment • Demonstrate proper shooting technique • Demonstrate bow stringer • Allow campers to shoot 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Explain range rules including whistle commands. • Demonstrate use of safety equipment, i.e. armguard, finger tab, safety eye wear. • A first aid will also be on hand at all times. • Phone and/or two-way radio for communicating emergencies. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Targets, recurve bows: 20-25 lb., arrows (fiberglass)—various lengths, bow stringers, finger tabs, armguards, safety glasses, quivers; First aid kit, phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: 9-12 year olds; no previous experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Certification as a 4-H shooting education archery instructor</p>		<p>SUPERVISION REQUIRED: One instructor, 2 monitors (teens) per 15 campers</p>	
<p>EXTENSION ACTIVITIES: None for this first lesson</p>			
<p>BACK-UP PLAN: Move range to temporary quarters inside or under a shelter type structure; If indoor range not available – follow lesson plan with the exception of actual shooting</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Campers will demonstrate safe range practices • Campers will identify one thing they learned. • At the conclusion of the three archery lessons, have campers complete a simple evaluation or assessment instrument 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: It is appropriate to “mainstream” individuals with special needs into the regular archery classes</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	<ul style="list-style-type: none"> • Goal setting • Personal safety • Self discipline • Self motivation • Sharing 	<ul style="list-style-type: none"> • Responsibility • Fairness • Respect 	



Archery		LESSON #2	SIZE:15 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Learn range commands and rules • Learn basic parts of bows and arrows • Learn how to use archery safety equipment • Develop a basic understanding of the nine points of shooting • Hit a target more frequently than on Day 1 			
<p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review range commands • Review safety equipment • Describe parts of bows and arrows • Review nine points of shooting—stance, nock, set, pre-draw, draw, anchor, aim, release, follow-through • Allow campers to shoot 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • Explain range rules including whistle commands. Demonstrate use of safety equipment, i.e. armguard, finger tab, safety eye wear. • A first aid kit will be on hand at all times. • Phone and/or two-way radio for communicating emergencies. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Targets, recurve bows: 20-25 lb., arrows (fiberglass)—various lengths, bow stringers, finger tabs, armguards, safety glasses, quivers; First aid kit, phone and/or two way radio</p>			
<p>CAMPER ELIGIBILITY: 9-12 year olds; no previous experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Certification as a 4-H shooting education archery instructor</p>		<p>SUPERVISION REQUIRED: One instructor, 2 monitors (teens) per 15 campers</p>	
<p>EXTENSION ACTIVITIES: Campers deemed as having advanced archery skills may shoot with compound bows</p>			
<p>BACK-UP PLAN: Move range to temporary quarters inside or under a shelter type structure; If indoor range not available, follow lesson plan with exception of actual shooting.</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Campers will demonstrate safe range practices • Campers will identify one thing they learned. • At the conclusion of the three archery lessons, have campers complete a simple evaluation or assessment instrument 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: It is appropriate to “mainstream” individuals with special needs into the regular archery classes</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Goal setting Personal safety Self discipline Self motivation Sharing	Responsibility Fairness Respect	



Archery		LESSON #3	SIZE: 15 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> Participate in archery-related games Assess the knowledge and skills learned on Day 1-3 <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Review range command, safety equipment Introduce archery balloon burst Introduce archery Tic-Tac-Toe Have campers shoot at a swinging target Campers will complete the archery class evaluation form 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> Explain range rules including whistle commands. Demonstrate use of safety equipment, i.e. armguard, finger tab, safety eye wear A first aid kit will be on hand at all times. Phone and/or two-way radio for communicating emergencies. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Targets, recurve bows: 20-25 lb., arrows (fiberglass)—various lengths, bow stringers, finger tabs, armguards, safety glasses, quivers; First aid kit, phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: 9-12 year olds; no previous experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Certification as a 4-H shooting education archery instructor</p>		<p>SUPERVISION REQUIRED: One instructor, 2 monitors (teens) per 15 campers</p>	
<p>EXTENSION ACTIVITIES: Campers deemed as having advanced archery skills may shoot with compound bows</p>			
<p>BACK-UP PLAN: Move range to temporary quarters inside or under a shelter type structure; If not indoor range available, review lessons 1-2 and use alternate equipment for shooting. (i.e. stopper bows, or darts)</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Campers will demonstrate safe range practices Campers will identify one thing they learned. At the conclusion of the three archery lessons, have campers complete a simple evaluation or assessment instrument 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: It is appropriate to “mainstream” individuals with special needs into the regular archery classes.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Goal setting Personal safety Self discipline Self motivation Sharing	Responsibility Fairness Respect	



Riflery		LESSON #1	SIZE: 10 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Identify the parts of the rifle • Learn the three major safety rules • Learn the reasons for eye and ear protection and be able to put these items on • Demonstrate safe gun handling • Determine eye dominance • Learn the three major fundamentals of firing the shot • Hit the target with 5 shots fired from a supported position 			
<p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Discuss major parts of the rifle • Discuss the major safety rules • Demonstrate wearing safety equipment • Demonstrate safe gun handling • Determine eye dominance • Demonstrate proper shooting technique • Allow campers to shoot 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Explain range rules including firing line commands. Demonstrate use of safety equipment. Demonstrate safe gun handling. Use one of the shooters, preferably someone who has shot at camp before, to demonstrate the proper supported shooting position; A first aid kit will be on hand at all times; Phone and/or two-way radio for communicating emergencies.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Safety glasses, hearing protection, rifles, ammunition, targets, target frames, method to hang targets, rests to support rifles (either on the ground or on a bench); First aid kit, phone and/or radio</p>			
<p>CAMPER ELIGIBILITY: 9-19 year olds; no previous experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Certification as a 4-H Shooting Education Rifle Instructor</p>		<p>SUPERVISION REQUIRED: One instructor, 1 monitor (teen) per 5 campers</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Move range to under a shelter type structure or shoot air rifles indoors at appropriate target backstops; If no indoor range available, follow lesson plans with the exception of actual shooting.</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Campers will demonstrate safe range practices • Campers will identify one thing they learned. • At the conclusion of the three riflery lessons, have campers complete a simple evaluation or assessment instrument 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: It is appropriate to "mainstream" individuals with special needs into the regular rifle classes</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Goal setting, Personal safety, Self discipline, Self motivation, Sharing	Responsibility Fairness Respect	



Riflery		LESSON #2	SIZE: 15 (max)
<p>Goals: Campers will</p> <ul style="list-style-type: none"> • Learn range commands and safety rules • Learn basic parts of the rifle • Learn the fundamentals of firing a shot • Learn how to fire from the standing position • Learn to fire from the supported position and/or try shooting from the standing position 			
<p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review range commands • Have one of the campers review shooting from the supported position • Use one of the campers to demonstrate shooting from the standing position • Allow campers to shoot groups (usually 5 shot) on targets 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Explain range rules including firing line commands. Demonstrate use of safety equipment. Demonstrate safe gun handling. Use one of the shooters, preferably someone who has shot at camp before, to demonstrate proper shooting positions; A first aid kit will be on hand at all times; Phone and/or two-way radio for communicating emergencies.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Safety glasses, hearing protection, rifles, ammunition, targets, target frames, method to hang targets, rests to support rifles (either on the ground or on a bench), bench to rest rifle between shots in standing; First aid kit, phone and/or two-way radio</p>			
<p>CAMPER ELIGIBILITY: 9-19 year olds; no previous experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Certification as a 4-H Shooting Education Rifle Instructor</p>		<p>SUPERVISION REQUIRED: One instructor, 1 monitor (teen) per 5 campers</p>	
<p>EXTENSION ACTIVITIES: Campers having demonstrated a good understanding of basic marksmanship principles by having shot small groups from the supported position may shoot from the standing position</p>			
<p>BACK-UP PLAN: Move range to under a shelter type structure or shoot air rifles indoors at appropriate target backstops</p>			
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Campers will demonstrate safe range practices • Campers will identify one thing they learned. • At the conclusion of the three riflery lessons, have campers complete a simple evaluation or assessment instrument 			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: It is appropriate to “mainstream” individuals with special needs into the regular rifle classes</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Goal setting, Personal safety, Self discipline, Self motivation, Sharing	Responsibility Fairness Respect	



Riflery		LESSON #3	SIZE: 15 (max)
<p>Goals: Campers will</p> <ul style="list-style-type: none"> • Will be exposed to several riflery fun games • Will assess their knowledge and skills learned 			
<p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review range commands • Introduce fun games, such as balloon shooting, swinging targets, silhouettes, etc. • Campers will complete the riflery class evaluation form 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Explain range rules including firing line commands. Demonstrate use of safety equipment. Demonstrate safe gun handling. Use one of the shooters, preferably someone who has shot at camp before, to demonstrate proper shooting positions</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Safety glasses, hearing protection, rifles, ammunition, targets, target frames, method to hang targets, rests to support rifles (either on the ground or on a bench), bench to rest rifle between shots in standing</p>			
<p>CAMPER ELIGIBILITY: 9-19 year olds; no previous experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Certification as a 4-H Shooting Education Rifle Instructor</p>		<p>SUPERVISION REQUIRED: One instructor, 1 monitor (teen) per 5 campers</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Move range to under a shelter type structure or shoot air rifles indoors at appropriate target backstops</p>			
<p>ASSESSMENT: Campers will complete an evaluation or assessment instrument</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: It is appropriate to "mainstream" individuals with special needs into the regular archery classes</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Goal setting, Personal safety, Self discipline, Self motivation, Sharing	Responsibility Fairness Respect	



SHOTGUN (To be used in conjunction w/VA 4-H Shooting Education Guide-Shotgun)	LESSON #1, 2, 3	SIZE: 4/16 (min/max)
<p>Goal:</p> <ul style="list-style-type: none"> Each camper will have a basic knowledge of shotgun components, gun care, operation, and safe handling. <p>Objective #1:</p> <ul style="list-style-type: none"> Introduction to Shotgun: All campers will receive a basic introduction to shotgun components including barrel, stock, action type, safety, trigger, bead, choke, ammunition and appropriate gun care. <p>Objective #2:</p> <ul style="list-style-type: none"> Operation of Shotgun: All campers will receive an introduction to proper procedures and practices involved in the operation of a shotgun. <p>Objective #3:</p> <ul style="list-style-type: none"> Safe Handling of Shotgun: All campers will learn basic firearm safety procedures to ensure safe handling and operation of a shotgun. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Class Introduction</p> <ul style="list-style-type: none"> Instructor/camper introductions Introduce the rules of the class and discuss the importance of the adherence to these rules Explain safety/range operation procedures. <p>Activity # 2: Introduction to Components of Shotgun</p> <ul style="list-style-type: none"> Campers will be given a brief explanation of various types of shotguns (i.e. bolt-action, semi-automatic, hinge-action, single-barrel, double-barrel, pump, etc.). Campers will be instructed as to the parts of a shotgun (barrel, butt-stock, fore-grip, safety, trigger, action, bead and choke) and appropriate care. Campers are given descriptions and uses of various gauge sizes/types. <p>Activity # 3: Shotgun Operation/Safe Handling</p> <ul style="list-style-type: none"> Campers will be given instruction as to the safe handling and operation of a shotgun (<i>refer to Virginia 4-H Shooting Sports Guide—Basic Rules for Safe Gun Handling</i>). Campers will be instructed on how to determine eye dominance and will demonstrate. Campers will be instructed on proper stance, gun mount, target acquisition, trigger pull, and follow through when shooting. <p>Activity # 4: Introduction to Clay Targets & Firing Practice</p> <ul style="list-style-type: none"> Campers will be introduced to various types, colors, and flight patterns of clay targets. Campers will be given the opportunity to demonstrate knowledge and skills learned thus far in class through live-fire. 		
<p>LENGTH OF CLASS: Three 100 minute lessons (this is a 2-period class)</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of appropriate use of safety equipment and range operating procedures. Ensuring proper safe handling of firearms. <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Supervisor (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Supervisor for emergency support as needed If any unsafe behavior or other situation is presented, the class will be stopped and a cease fire will be called. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Shooting Vests (Right and Left Handed); Basic Shotgun Shooting Video; Shotguns; Clay targets, traps, eye/ear protection, ammunition, etc.</p>		



CAMPER ELIGIBILITY: Junior 4-H Campers, ages 11-13 years old		
INSTRUCTOR ELIGIBILITY: Current Virginia 4-H Shooting Education Instructor Certification, Shotgun discipline; Current certification in First Aid/CPR		SUPERVISION REQUIRED: 1:8 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)
EXTENSION ACTIVITIES: Vary the angle/difficulty of traps and clay target trajectory		
BACK-UP PLAN: Indoor instruction of <u>non-live fire</u> components of class; Basic Shotgun Shooting Video		
ASSESSMENT:		
<ul style="list-style-type: none"> • Review of rules, safety procedures & practices • “Quiz” campers about shotgun component specifications, uses, and appropriate care • Ensure each camper has the opportunity to demonstrate skills learned. 		
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for each lesson (i.e. class location change, activity adaptation, etc.)		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Self-responsibility Personal safety Goal setting Communication Self-discipline	Respect Responsibility



Challenge and Initiatives



Challenge Course (Low and High Ropes Course)	LESSON #1	SIZE: 15 (max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of Lesson # 1, all campers 1) will go through a Challenge Course Orientation, 2) will understand the importance of and accept a TEAM Contract, 3) will understand the importance of proper communication, 4) will understand the concept of spotting, and 5) will be able to effectively spot while using safety commands. <p>Objective #1:</p> <ul style="list-style-type: none"> Challenge Course Orientation. The facilitator will lead all campers through an orientation prior to attempting the Challenge Course. Facilitator will ask for any questions following Orientation to ensure everyone comprehends the goals. <p>Objective #2:</p> <ul style="list-style-type: none"> To have campers understand and adopt a TEAM Contract. The facilitator will discuss the importance and design of a TEAM Contract. Campers will have to agree (through physical affirmation) on the Contract prior to the implementation of activities. <p>Objective #3:</p> <ul style="list-style-type: none"> To help campers understand the importance of using names when communicating with each other. Reinforcement of this concept will be through activity and Facilitator observation. <p>Objective #4:</p> <ul style="list-style-type: none"> To foster and demonstrate an understanding of spotting. Each participant will undergo spotting training prior to Challenge Course use through a trust exercise. Facilitator will proceed with activity until proficiency is met. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Orientation</p> <ul style="list-style-type: none"> Campers will be put in a circle to discuss the purposes of the activities for the next three (or four) days (team-building, communication-enhancement, etc.), the nature of the activities (description of lows and highs), structure of challenges (the facilitator set-up, group planning, action, processing), and to outline the day's goals. The facilitator will offer the "Challenge-by-Choice" concept defined as "any challenge a participant finds he/she is not comfortable doing, he/she will not have to physically do the challenge; however, campers who sit out are still part of the team and will be expected to take an active part in planning, spotting, and other low-impact activities related to the challenge." <p>Activity # 2: TEAM Contract</p> <ul style="list-style-type: none"> Before campers break from the circle, they are asked to verbally agree to four statements in the participant contract. The facilitator will explain he/she has the right to stop all action if one of the agreements is broken. The four agreements of the contract are: <ol style="list-style-type: none"> We will always work for and towards the success of the group. We will always adhere to all safety procedures and guidelines while participating in the Ropes Course. We will always give honest and constructive feedback when processing each activity. We will never insult a team member's intelligence or injure a team member's feelings. Anyone who participates must agree to the TEAM Contract. Agreement can be gained through campers giving a "thumbs-up" after each statement is said. <p>Activity # 3: Name Game</p> <ul style="list-style-type: none"> Instructor will explain why calling out a name for assistance instead of saying, "Hey you!" is a more effective means of gaining attention and in turn keeping each other safe. Facilitator will implement a Name Game of choice. <p>Activity # 4: Trust Circle</p> <ul style="list-style-type: none"> The concept of spotting helps team members to trust one another while they protect each other from injuring themselves. Facilitators will teach campers to use a series of commands to make all spotters aware they are now putting themselves in a potentially dangerous situation. These commands are taught in a best taught in a "Trust Circle" and are continually used throughout the day. The commands are as follows: <ol style="list-style-type: none"> "Spotters ready?" (asked by participant) "Spotters ready." (said by spotters) 		



<p>3. "Climbing." (participant) 4. "Climb on." (spotters)</p> <p>Activity # 5: Lawn Element (time permitting)</p> <ul style="list-style-type: none"> The Facilitator should end the day with a simple lawn element (i.e. "Flying Carpet", "Cookie Machine", etc.) to instill team concept and observe spotting, communication, and other areas. Processing must take place after activity. 	
<p>LENGTH OF CLASS: 45-50 minutes</p>	
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <p>Safety Procedures:</p> <ul style="list-style-type: none"> The Challenge Course is identified with signs posted to label the area as a risk area. Signs clearly state that authorized personnel must be present to supervise when course is in use. Prior to each day's use, the Challenge Course will be inspected. The following items are checked and/or corrected: <ul style="list-style-type: none"> Carabiners: excessive wear, cracks, rust, deformities, improper closure of gates and locking mechanisms; Cables: splinters, barbs, jagged edges, kinks, excessive rust, signs of wear, slippage at connections, stretching; Connections: excessive corrosion, rust, looseness, damage Ground: rocks, fallen branches, pine cones, glass, other dangerous items; Hardware: broken, loose, or rusted lags, nuts, and bolts; Ropes: cuts, fraying, excessive wear, chemical damage, abrasions; Trees: signs of decay, cracks, cuts, dead branches, overhanging branches which could interfere with activities. Tennis shoes or light hiking boots are to be worn. No jewelry or accessories are to be worn. No food or objects are allowed in the mouth during activities. Grabbing belts, belt loops, shirt sleeves, or other clothing while on any element to hoist somebody up is not allowed. Helmets will be worn by campers when participating in High Ropes activities. After each use of the Challenge Course, all accessible ropes are removed from the course and locked in the Challenge Course storage shed. No one may use the equipment without the direct supervision of a qualified instructor. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury while utilizing the Challenge Course, the instructor will stop all activity making certain all campers are safely guided to the ground and seated to the side in an unobtrusive location. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. Inventory/Hazards: The Ropes Course instructor will inventory all equipment at the beginning and end of each session. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to ensure the equipment is maintained in working and safe conditions throughout the season including a weekly recording of all equipment checks. Prior to each class, the instructor will clear the activity areas of any hazards including downed limbs, snakes, and rocks. 	
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; Only approved, properly-inspected Challenge Course elements may be utilized for lessons. Each 4-H Center has a variety of equipment/elements. Individual Program Directors or other approved designees will go over all elements with the hired Instructor/Facilitator.</p>	
<p>CAMPER ELIGIBILITY: While all ages may find some benefit from using the Challenge Course, it is often seen as nothing more than an obstacle course by the lower age groups. For maximum benefit to be gained by groups using the course, it is recommended ages nine and up utilize the course while lower ages concentrate on the initiative games. For reasons of maturity, physical stature, and reward (pre-requisite), it is further recommended campers aged 9-10 years only utilize low elements while campers aged 11-13 years participate in both low and high elements, i.e. Eagle Walk, Vine Walk, Zip Line, Climbing Wall, etc.</p>	
<p>INSTRUCTOR ELIGIBILITY: Each class/activity will be led by a 4-H Center staff member who has prior experience facilitating individuals and teams on a</p>	<p>SUPERVISION REQUIRED: Class Size/Ratios: Each</p>



<p>Challenge Course and has been trained on the Challenge Course at the specific 4-H Center at which he/she works. Training will be provided by a certified Course instructor who has at least one year's experience leading groups through a Challenge Course and has accrued no less than ten Course teaching experiences within that year's period. In addition, the course instructor must have high elements training through Inner Quest, Inc., or other comparable, licensed organizations with the ability to qualify instructors to lead high elements. The Challenge Course instructor will also meet the following criteria:</p> <ul style="list-style-type: none"> • Currently certified in First Aid/CPR; • Possesses appropriate leadership skills; • Has knowledge and understanding of all rules and procedures pertaining to the Challenge Course; • Has assisted with planning and implementation of curriculum. <p>Training will consist of a full day's discussion and implementation of all of the challenges of the low ropes course at the 4-H Center. Trainees will be led through all of the challenges, from the first activity, "The Name Game", to the second important activity, "The Trust Circle", to the last of all of the low ropes elements at the 4-H Center. Two full days will be spent on the high challenge elements of the course to include "The Eagle Walk", "The Vine Walk", "Climbing Wall", and "The Zipline", for instance, as well as the safety and emergency procedures involved with each. After two days of instruction, trainees will lead each other through the course, co-lead twice with an experienced instructor, and ultimately lead a group alone under the supervision of an experienced instructor.</p>	<p>Challenge Course group will not exceed 15 campers per two supervisors. The minimum for beneficial activities will not be less than ten.</p> <p>Instructor Assistance: Additional supervision is provided by other leaders which may be teen leaders or adult volunteers. Their role is to assist the instructor with spotting and offer proper supervision to complement that of the instructor. For each class, two to four additional leaders will be required. There will always be at least one instructor or facilitator for every fifteen campers.</p>
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EXTENSION ACTIVITIES: Each 4-H Center has a variety of Initiative Activities that may be used as follow-up to any of the day's activities and will build upon the insights gained and lessons taught throughout the Challenge Course, i.e. there is more than one type of "trust" activity, **"Name Game"**, and lawn element. More basic challenges can be used to help campers understand concepts.

BACK-UP PLAN: All activities in Lesson # 1 can be implemented indoors. The facilitator must identify a clear, wide, safe spot free of hazards.

ASSESSMENT:

- After each activity, the Facilitator will process the challenge to gauge what the campers have learned about team concepts, each other, themselves, trust, communication, and other areas that may come out of conversation.
- Facilitator must remember he/she is not responsible for telling the campers what he/she observed or thinks about the team's interaction or abilities. In keeping with the philosophy of the Challenge Course, the campers will learn best if they come to their own conclusions through the direction of well-asked Facilitator questions. At the conclusion of each period, the Facilitator should be prepared with wrap-up questions as well as rhetorical questions ("What do you want to accomplish a team tomorrow?", "What would you like to do differently as a team tomorrow?", "As an individual tomorrow?") for the campers to think about in preparation for the next day's activities.

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Depending on the location of the 4-H Center's Challenge Course, the Facilitator/Camp Coordinator/Program Director/Camp Director might need to arrange transportation to the elements. Most elements should not exclude persons with disabilities. For more specific processing questions related to person with disabilities, please refer to John FarK's **TEAM Challenge Adventure Initiatives Manual**.

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
English-oriented for grades 4-7 English SOL 4.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	Communication Goal setting Personal safety Cooperation Problem-solving Teamwork	Trustworthiness, Respect Responsibility Fairness Caring



Challenge Course (Low and High Ropes Course)	LESSON #2	SIZE: 15 (max)
<p>Goal: By the end of Lesson # 2, all campers 1) will reinforce concepts learned in Lesson # 1 while participating in low challenges and 2) successfully plan, implement, and process at least one challenge.</p> <p>Objective #1: Participant understanding of Team concepts.</p> <ul style="list-style-type: none"> Facilitator will process Lesson # 1 with campers in preparation for Lesson # 2. <p>Objective #2: Completion of Low Challenge(s).</p> <ul style="list-style-type: none"> Facilitator will provide a challenge and process the event. 		
<p>LESSON DESCRIPTION: <i>(One lesson per page)</i></p> <p>Activity # 1: Lesson # 1 Review</p> <ul style="list-style-type: none"> Facilitator will ask questions to the group in relation to the day's activities. Facilitator will lead group through discussion on spotting commands (as well as observe correct spotting position), goals for the day, and answers to prior day's rhetorical questions. <p>Activity # 2: Low Challenge Element</p> <ul style="list-style-type: none"> Facilitator will implement a challenge from set-up to planning to action to processing. <p>Activity # 3: Low Challenge Element (time permitting)</p>		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>Safety Procedures:</p> <ul style="list-style-type: none"> The Challenge Course is identified with signs posted to label the area as a risk area. Signs clearly state that authorized personnel must be present to supervise when course is in use. Prior to each day's use, the Challenge Course will be inspected. The following items are checked and/or corrected: <ul style="list-style-type: none"> Carabiners: excessive wear, cracks, rust, deformities, improper closure of gates and locking mechanisms; Cables: splinters, barbs, jagged edges, kinks, excessive rust, signs of wear, slippage at connections, stretching; Connections: excessive corrosion, rust, looseness, damage Ground: rocks, fallen branches, pine cones, glass, other dangerous items; Hardware: broken, loose, or rusted lags, nuts, and bolts; Ropes: cuts, fraying, excessive wear, chemical damage, abrasions; Trees: signs of decay, cracks, cuts, dead branches, overhanging branches which could interfere with activities. Tennis shoes or light hiking boots are to be worn. No jewelry or accessories are to be worn. No food or objects are allowed in the mouth during activities. Grabbing belts, belt loops, shirt sleeves, or other clothing while on any element to hoist somebody up is not allowed. Helmets will be worn by campers when participating in High Ropes activities. After each use of the Challenge Course, all accessible ropes are removed from the course and locked in the Challenge Course storage shed. No one may use the equipment without the direct supervision of a qualified instructor. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury while utilizing the Challenge Course, the instructor will stop all activity making certain all campers are safely guided to the ground and seated to the side in an unobtrusive location. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. Inventory/Hazards: The Ropes Course instructor will inventory all equipment at the beginning and end of each session. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to ensure the equipment is maintained in working and safe conditions throughout the season including a weekly recording of all equipment checks. Prior to each class, the instructor will clear the activity areas of any hazards including downed limbs, snakes, and rocks. 		



<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Only approved, properly-inspected Challenge Course elements may be utilized for lessons. Each 4-H Center has a variety of equipment/elements. Individual Program Directors or other approved designees will go over all elements with the hired Instructor/Facilitator.</p>	
<p>CAMPER ELIGIBILITY: While all ages may find some benefit from using the Challenge Course, it is often seen as nothing more than an obstacle course by the lower age groups. For maximum benefit to be gained by groups using the course, it is recommended ages nine and up utilize the course while lower ages concentrate on the initiative games. For reasons of maturity, physical stature, and reward (pre-requisite), it is further recommended campers aged 9-10 years only utilize low elements while campers aged 11-13 years participate in both low and high elements, i.e. Eagle Walk, Vine Walk, Zip Line, Climbing Wall, etc.</p>	
<p>INSTRUCTOR ELIGIBILITY: Each class/activity will be led by a 4-H Center staff member who has prior experience facilitating individuals and teams on a Challenge Course and has been trained on the Challenge Course at the specific 4-H Center at which he/she works. Training will be provided by a certified Course instructor who has at least one year's experience leading groups through a Challenge Course and has accrued no less than ten Course teaching experiences within that year's period. In addition, the course instructor must have high elements training through Inner Quest, Inc., or other comparable, licensed organizations with the ability to qualify instructors to lead high elements. The Challenge Course instructor will also meet the following criteria:</p> <ul style="list-style-type: none"> • Currently certified in First Aid/CPR; • Possesses appropriate leadership skills; • Has knowledge and understanding of all rules and procedures pertaining to the Challenge Course; • Has assisted with planning and implementation of curriculum. <p>Training will consist of a full day's discussion and implementation of all of the challenges of the low ropes course at the 4-H Center. Trainees will be led through all of the challenges, from the first activity, "The Name Game", to the second important activity, "The Trust Circle", to the last of all of the low ropes elements at the 4-H Center. Two full days will be spent on the high challenge elements of the course to include "The Eagle Walk", "The Vine Walk", "Climbing Wall", and "The Zipline", for instance, as well as the safety and emergency procedures involved with each. After two days of instruction, trainees will lead each other through the course, co-lead twice with an experienced instructor, and ultimately lead a group alone under the supervision of an experienced instructor.</p>	<p>SUPERVISION REQUIRED: Class Size/Ratios: Each Challenge Course group will not exceed 15 campers per two supervisors. The minimum for beneficial activities will not be less than ten.</p> <p>Instructor Assistance: Additional supervision is provided by other leaders which may be teen leaders or adult volunteers. Their role is to assist the instructor with spotting and offer proper supervision to complement that of the instructor. For each class, two to four additional leaders will be required. There will always be at least one Instructor/Facilitator for every fifteen campers.</p>
<p>EXTENSION ACTIVITIES: Each 4-H Center has a variety of Initiative Activities that may be used as follow-up to any of the day's activities and will build upon the insights gained and lessons taught throughout the Challenge Course, i.e. there is more than one type of activity that reinforces trust, communication, and other concepts.</p>	
<p>BACK-UP PLAN: While traditional Challenge Course activities cannot be brought inside, i.e. "The Wall", "The Water Wheel", etc., each 4-H Center has a variety of equipment that can be utilized indoors. Trust Platforms, Flying Carpets, Duct Tape Spider Webs, and other activities should be readily-available. Instructors need to converse with Program Directors to develop alternate activities with what is available at each center.</p>	
<p>ASSESSMENT: After each activity, the Facilitator will process the challenge to gauge what the campers have learned about team concepts, each other, themselves, trust, communication, and other areas that may come out of conversation. Facilitators must remember he/she is not responsible for telling the campers what he/she observed or thinks about the team's interaction or abilities. In keeping with the philosophy of the Challenge Course, the campers will learn best if they come to their own conclusions through the direction of well-asked Facilitator questions. At the conclusion of each period, the Facilitator should be prepared with wrap-up questions as well as rhetorical questions ("What do you want to accomplish a team tomorrow?", "What would you like to do</p>	



<p>differently as a team tomorrow?”, “As an individual tomorrow?”) for the campers to think about in preparation for the next day’s activities.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Depending on the location of the 4-H Center’s Challenge Course, the Facilitator/Camp Coordinator/Program Director/Camp Director might need to arrange transportation to the elements. Most elements should not exclude persons with disabilities. For more specific processing questions related to person with disabilities, please refer to John Fark’s TEAM Challenge Adventure Initiatives Manual.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>English-oriented for grades 4-7</p> <p>English SOL 4.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2</p>	<p>Communication Goal setting Personal safety Cooperation Problem-solving Teamwork</p>	<p>Trustworthiness, Respect Responsibility Fairness Caring</p>



Challenge Course (Low and High Ropes Course)	LESSON #3	SIZE: 15 (max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of Lesson # 3, all campers 1) will reinforce concepts learned Lessons # 1 and # 2 while participating in high challenges. Campers will be able to process the last three days and assess what they have learned. <p>Objective #1:</p> <ul style="list-style-type: none"> Participant understanding of Team/High Challenge concepts. Facilitator will process Lesson # 2 with campers in preparation for Lesson # 3. <p>Objective #2:</p> <ul style="list-style-type: none"> Completion of High Challenge(s). Facilitator will provide a challenge and process the event. <p>Objective #3:</p> <ul style="list-style-type: none"> Processing of Class. Facilitator will assess campers' knowledge gain through processing. 		
<p>LESSON DESCRIPTION: (One lesson per page)</p> <p>Activity # 1: Lesson # 2 Review/High Challenge Orientation</p> <ul style="list-style-type: none"> Facilitator will ask questions to the group in relation to the day's activities. Facilitator will lead group through discussion on spotting commands (as well as observe correct spotting position), goals for the day, and answers to prior day's rhetorical questions. Facilitator will also orient campers to High Challenges through activity description, safety concerns, and spotting needs. <p>Activity # 2: High Challenge Element</p> <ul style="list-style-type: none"> Facilitator will implement a challenge from harness-dressing to processing. <p>Activity # 3: High Challenge Element (time permitting)</p> <p>Activity # 4: Wrap-up</p> <ul style="list-style-type: none"> Facilitator will process the class with the campers and assess lessons learned. Facilitator will guide wrap-up questions toward how the campers can use knowledge-gained in their own communities, schools, etc. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>Safety Procedures:</p> <ul style="list-style-type: none"> The Challenge Course is identified with signs posted to label the area as a risk area. Signs clearly state that authorized personnel must be present to supervise when course is in use. Prior to each day's use, the Challenge Course will be inspected. The following items are checked and/or corrected: <ul style="list-style-type: none"> Carabiners: excessive wear, cracks, rust, deformities, improper closure of gates and locking mechanisms; Cables: splinters, barbs, jagged edges, kinks, excessive rust, signs of wear, slippage at connections, stretching; Connections: excessive corrosion, rust, looseness, damage Ground: rocks, fallen branches, pine cones, glass, other dangerous items; Hardware: broken, loose, or rusted lags, nuts, and bolts; Ropes: cuts, fraying, excessive wear, chemical damage, abrasions; Trees: signs of decay, cracks, cuts, dead branches, overhanging branches which could interfere with activities. Tennis shoes or light hiking boots are to be worn. No jewelry or accessories are to be worn. No food or objects are allowed in the mouth during activities. Grabbing belts, belt loops, shirt sleeves, or other clothing while on any element to hoist somebody up is not allowed. Helmets will be worn by campers when participating in High Ropes activities. After each use of the Challenge Course, all accessible ropes are removed from the course and locked in the Challenge Course storage shed. No one may use the equipment without the direct supervision of a qualified instructor. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury while utilizing the Challenge Course, the instructor will stop all activity making certain all campers are safely guided to the ground and seated to the side in an unobtrusive location. The 		



<p>injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary.</p> <ul style="list-style-type: none"> Inventory/Hazards: The Ropes Course instructor will inventory all equipment at the beginning and end of each session. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to ensure the equipment is maintained in working and safe conditions throughout the season including a weekly recording of all equipment checks. Prior to each class, the instructor will clear the activity areas of any hazards including downed limbs, snakes, and rocks. 	
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Only approved, properly-inspected Challenge Course elements may be utilized for lessons. Each 4-H Center has a variety of equipment/elements. Individual Program Directors or other approved designees will go over all elements with the hired Instructor/Facilitator.</p>	
<p>CAMPER ELIGIBILITY: While all ages may find some benefit from using the Challenge Course, it is often seen as nothing more than an obstacle course by the lower age groups. For maximum benefit to be gained by groups using the course, it is recommended ages nine and up utilize the course while lower ages concentrate on the initiative games. For reasons of maturity, physical stature, and reward (pre-requisite), it is further recommended campers aged 9-10 years only utilize low elements while campers aged 11-13 years participate in both low and high elements, i.e. Eagle Walk, Vine Walk, Zip Line, Climbing Wall, etc.</p>	
<p>INSTRUCTOR ELIGIBILITY: Each class/activity will be led by a 4-H Center staff member who has prior experience facilitating individuals and teams on a Challenge Course and has been trained on the Challenge Course at the specific 4-H Center at which he/she works. Training will be provided by a certified Course instructor who has at least one year's experience leading groups through a Challenge Course and has accrued no less than ten Course teaching experiences within that year's period. In addition, the course instructor must have high elements training through Inner Quest, Inc., or other comparable, licensed organizations with the ability to qualify instructors to lead high elements. The Challenge Course instructor will also meet the following criteria:</p> <ul style="list-style-type: none"> Currently certified in First Aid/CPR; Possesses appropriate leadership skills; Has knowledge and understanding of all rules and procedures pertaining to the Challenge Course; Has assisted with planning and implementation of curriculum. <p>Training will consist of a full day's discussion and implementation of all of the challenges of the low ropes course at the 4-H Center. Trainees will be led through all of the challenges, from the first activity, "The Name Game", to the second important activity, "The Trust Circle", to the last of all of the low ropes elements at the 4-H Center. Two full days will be spent on the high challenge elements of the course to include "The Eagle Walk", "The Vine Walk", "Climbing Wall", and "The Zipline", for instance, as well as the safety and emergency procedures involved with each. After two days of instruction, trainees will lead each other through the course, co-lead twice with an experienced instructor, and ultimately lead a group alone under the supervision of an experienced instructor.</p>	<p>SUPERVISION REQUIRED: Class Size/Ratios: Each Challenge Course group will not exceed 15 campers per two supervisors. The minimum for beneficial activities will not be less than ten;</p> <p>Instructor Assistance: Additional supervision is provided by other leaders which may be teen leaders or adult volunteers. Their role is to assist the instructor with spotting and offer proper supervision to complement that of the instructor. For each class, two to four additional leaders will be required. There will always be at least one instructor or facilitator for every fifteen campers.</p>
<p>EXTENSION ACTIVITIES: Each 4-H Center has a variety of Initiative Activities that may be used as follow-up to any of the day's activities and will build upon the insights gained and lessons taught throughout the Challenge Course, i.e. there is more than one type of activity that reinforces trust,</p>	



communication, and other concepts.		
<p>BACK-UP PLAN: While traditional High Challenge Course activities cannot be brought inside, i.e. “The Climbing Wall”, “Zipline”, etc., each 4-H Center has a variety of equipment that can be utilized indoors. Trust Platforms, Flying Carpets, Duct Tape Spider Webs, and other activities should be readily-available. Instructors need to converse with Program Directors to develop alternate activities with what is available at each center.</p>		
<p>ASSESSMENT: After each activity, the Facilitator will process the challenge to gauge what the campers have learned about team concepts, each other, themselves, trust, communication, and other areas that may come out of conversation. Facilitators must remember he/she is not responsible for telling the campers what he/she observed or thinks about the team’s interaction or abilities. In keeping with the philosophy of the Challenge Course, the campers will learn best if they come to their own conclusions through the direction of well-asked Facilitator questions. At the conclusion of the week, the Facilitator should be prepared with wrap-up questions that will allow campers to see how what they learned applies back in their community, school, etc.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Depending on the location of the 4-H Center’s Challenge Course, the Facilitator/Camp Coordinator/Program Director/Camp Director might need to arrange transportation to the elements. Most elements should not exclude persons with disabilities. For more specific processing questions related to person with disabilities, please refer to John Fark’s TEAM Challenge Adventure Initiatives Manual.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>English-oriented for grades 4-7</p> <p>English SOL 4.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2</p>	<p>Communication</p> <p>Goal setting</p> <p>Personal safety</p> <p>Cooperation</p> <p>Problem-solving</p> <p>Teamwork</p>	<p>Trustworthiness,</p> <p>Respect</p> <p>Responsibility</p> <p>Fairness</p> <p>Caring</p>



LOW ROPES	LESSON #1	SIZE: 6/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Each camper will understand the importance of knowing each other's names, the Full Value Contract, and the rules of the Low Ropes Course. <p>Objective #1:</p> <ul style="list-style-type: none"> Rules of the Low Ropes Course: To ensure that all campers understand the importance of the rules of the Low Ropes course and how they help ensure the safety of all campers <p>Objective #2:</p> <ul style="list-style-type: none"> Full Value Contract: To ensure that all campers understand and are able to follow the Full Value Contract <p>Objective #3:</p> <ul style="list-style-type: none"> Knowing Each Other's Names: To make sure that all campers know each other's names in order to ensure that future activities run smoothly 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Introductions</p> <ul style="list-style-type: none"> Instructor to introduce him/her self and the class Play a name game in order to introduce themselves and get to know each other <p>Activity # 2: Introduction of the Rules of the Low Ropes Course</p> <ul style="list-style-type: none"> Instructor will introduce the rules and procedures of the class Get camper input as to what rules are necessary Discuss the importance of the adherence to these rules <p>Activity # 3: Create a Full Value Contract</p> <ul style="list-style-type: none"> Explain the Full Value Contract and it's importance Facilitate the class to create their own statements <p>Activity # 4: Games & Initiatives</p> <ul style="list-style-type: none"> Instructor to lead related activities that will facilitate discussions about trust and communication and their importance throughout the week Activities could include Impulse, Circle the Circle, Yurt Circle, Speed Rabbit, Line-up, etc. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of potentially dangerous plants, animals and terrain (i.e. roots, rocks etc on trails) <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED:</p> <ul style="list-style-type: none"> Class Roster List of Rules (whiteboard, poster board, etc) Full Value Contract (whiteboard, poster board, etc) Props needed for name games/icebreakers/time fillers 		
<p>CAMPER ELIGIBILITY: Campers ages 9-13 years old; No prior experience necessary</p>		
<p>INSTRUCTOR ELIGIBILITY: Instructors should have prior experience and training in Low Ropes Course facilitation; Instructors should be 1st Aid/CPR certified & trained camp staff</p>	<p>SUPERVISION REQUIRED: 1:7 supervision ratio (staff: campers); must have a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Any initiative can be used to follow up on the day's activities & build upon</p>		



what was learned; Each element can be made more/less difficult		
BACK-UP PLAN: Each activity can be done indoors		
ASSESSMENT:		
<ul style="list-style-type: none"> • Review of rules, class format, etc • Discussion of rules and Full Value Contract • Each camper will be calling the others by their name 		
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Leadership Contributions to Group Effort Personal Safety Goal Setting Communication Cooperation Accepting Differences	Respect Responsibility Trustworthiness Caring Fairness



LOW ROPES	LESSON #2	SIZE: 6/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Each camper will understand ropes course safety, the importance of spotting and the importance of working together to achieve common goals. <p>Objective #1:</p> <ul style="list-style-type: none"> Ropes Course Safety: To ensure that each camper understand all ropes course rules and the importance of ropes course safety. <p>Objective #2:</p> <ul style="list-style-type: none"> Spotting: To ensure that campers have learned how to safely and properly spot each other. <p>Objective #3:</p> <ul style="list-style-type: none"> Working as a Team: To ensure that campers know each other's names and are working together as a team to reach common goals (task completion, inclusion, etc.). 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Review</p> <ul style="list-style-type: none"> Review previous day's lesson including names, rules, and full value contract. <p>Activity # 2: Initiatives</p> <ul style="list-style-type: none"> Introduce & facilitate 2-3 games/initiatives with group Initiatives at this stage could include Circle the Circle (w/ hula hoops), Lap Sit, Speed Ball, Marshmallows, etc. Process initiatives as necessary <p>Activity # 3: Spotting & Trust Activities</p> <ul style="list-style-type: none"> Introduce the concepts of trust and spotting Teach proper techniques of spotting, allow groups of two to practice the art of spotting (add a third partner if appropriate) Facilitate additional spotting and trust activities (Zipper Run, Wind in the Willows, Sherpa Walk, etc.) Process spotting & trust <p>Activity # 4: Low Ropes Course</p> <ul style="list-style-type: none"> Introduce campers to the Low Ropes Course with a basic explanation of element construction, location, etc. Facilitate campers through an introductory Low Ropes Course element (All Aboard, TP Shuffle, etc.) Facilitate campers through a second introductory element if time allows. Process low ropes events and the day's events. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of potentially dangerous plants, animals, and uneven terrain Maintaining the attention of campers to ensure safe learning environment Ensure proper spotting techniques and safe implementation of activities <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed In the event of unsafe behaviors or other unsafe conditions, stop the class immediately and move campers from the area to debrief/process as needed. 		
<p>MATERIALS/SUPPLIES/EQUIPMENT NEEDED: Class Roster; List of Rules (whiteboard, poster board, etc.); Full Value Contract (whiteboard, poster board, etc.); Props needed for name games/icebreakers/time fillers</p>		
<p>CAMPER ELIGIBILITY: Campers ages 9-13 years old; No prior experience necessary (aside attendance of class 1)</p>		



<p>INSTRUCTOR ELIGIBILITY: Instructors should have prior experience and training in Low Ropes Course facilitation; Instructors should be 1st Aid/CPR certified & trained camp staff</p>		<p>SUPERVISION REQUIRED: 1:7 supervision ratio (staff: campers); must have a minimum of 2 staff (paid/volunteer)</p>
<p>EXTENSION ACTIVITIES: Any initiative can be used to follow up on the day's activities & build upon what was learned; Each element can be made more/less difficult</p>		
<p>BACK-UP PLAN: Move activities indoors (covered pavilion, indoor building space, etc.); Concentrate on initiatives that can be done indoors while still building on skills and challenges faced thus far</p>		
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Review of rules, class format, previous day's learning opportunities • Respect and use of Full Value Contract • On-going observation of behaviors and teamwork-related skills • Regular and on-going group processing sessions 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Leadership Contributions to Group Effort Personal Safety Communication Cooperation Accepting Differences	Respect Responsibility Trustworthiness Caring Fairness



LOW ROPES	LESSON #3	SIZE: 6/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Each camper will understand the importance of teamwork and communication to help their team develop a plan of action for each element. <p>Objective #1:</p> <ul style="list-style-type: none"> Teamwork & Communication: To ensure that each camper understands and is able to demonstrate the elements of teamwork and successfully communicates with their group members. <p>Objective #2:</p> <ul style="list-style-type: none"> Develop a Plan of Action: To ensure that campers are able to work with their team to develop a plan of action. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Review</p> <ul style="list-style-type: none"> Review previous days' lessons & processing sessions <p>Activity # 2: Warm-ups</p> <ul style="list-style-type: none"> Facilitate 1-2 physical/mental warm-up activities (Yurt Circle, I'm Great Tag, etc.) <p>Activity # 3: Low Ropes Course Elements</p> <ul style="list-style-type: none"> Facilitate low ropes course elements using appropriate sequencing Process elements as needed <p>Activity # 4: Processing</p> <ul style="list-style-type: none"> Process the week of class and associated learning for each camper Discuss details of importance (to campers and staff) 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of potentially dangerous plants, animals, and uneven terrain Maintaining the attention of campers to ensure safe learning environment Ensure proper spotting techniques and safe implementation of activities <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed In the event of unsafe behaviors or other unsafe conditions, stop the class immediately and move campers from the area to debrief/process as needed. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; List of Rules (whiteboard, poster board, etc.); Full Value Contract (whiteboard, poster board, etc.); Props needed for name games/icebreakers/time fillers</p>		
<p>CAMPER ELIGIBILITY: Campers ages 9-13 years old; No prior experience necessary (aside from attendance in classes 1 & 2)</p>		
<p>INSTRUCTOR ELIGIBILITY: Instructors should have prior experience and training in Low Ropes Course facilitation; Instructors should be 1st Aid/CPR certified & trained camp staff</p>	<p>SUPERVISION REQUIRED: 1:7 supervision ratio (staff: campers); must have a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Any initiative can be used to follow up on the day's activities & build upon what was learned; Each element can be made more/less difficult</p>		
<p>BACK-UP PLAN: Move activities indoors (covered pavilion, indoor building space, etc.); Concentrate on initiatives that can be done indoors while still building on skills and challenges faced thus far</p>		



<p>ASSESSMENT:</p> <ul style="list-style-type: none"> • Review of rules, class format, previous day's learning opportunities • Respect and use of Full Value Contract • On-going observation of behaviors and teamwork-related skills • Regular and on-going group processing sessions 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Leadership Contributions to Group Effort Personal Safety Communication Cooperation Accepting Differences	Respect Responsibility Trustworthiness Caring Fairness



High Ropes		LESSON #1	SIZE: 6-15 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> Familiarization with the equipment and facilities <p>Objectives:</p> <ul style="list-style-type: none"> Take a tour of the course and all elements. Instruct the proper way to put on and wear a harness. Have each participant put on a harness and helmet properly. Have a mock clip in for attaching the carabiner to the harness. Have each participant clip into the mock safety and lock down the carabiner. 			
LESSON DESCRIPTION: Start with a tour and equipment overview. Then have the campers put on a harness and helmet. Run through a mock clip in to the safety at the equipment shed. Overview of the plans for the rest of the week.			
LENGTH OF CLASS: 45-60 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Proper use of equipment. Excellent communication with campers and helpers; Emergency Procedures: Contact the medical professional on site and follow basic training for safety.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Harnesses, Helmets, Carabiners, 1 piece of safety rope to use as a mock clip in.			
CAMPER ELIGIBILITY: There is a pre-requisite of completion of Low Ropes/Challenge Course to be eligible to participate in the High Ropes Course. This will ensure that the campers have a thorough knowledge of spotting and safety at a High Risk Program Area.			
INSTRUCTOR ELIGIBILITY: Basic Rope Course Facilitation Certification, at least 18yrs of age.		SUPERVISION REQUIRED: 1:5, with a minimum of 1 staff and 1 volunteer assistant.	
EXTENSION ACTIVITIES: This is the opportunity to ask pertinent questions about the lesson to check for understanding and comprehension.			
BACK-UP PLAN: Knot tying lesson inside if there is lightning. Otherwise continue as planned rain or shine.			
ASSESSMENT: Each participant must show that they can safely and correctly put on and wear a harness and helmet properly. Each participant must also show proficiency in hooking into the safety lines and during transfers.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Smaller number of campers and more supervisors for youth at risk.			
TARGETED SOL's	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Skills and movement 7.1 C Knowledge and Skills 7.1 A,B,C,D	Understanding Self Communicating and relating to others Acquiring, analyzing and using information Working with others	Trustworthiness Responsibility	



High Ropes		LESSON #2	SIZE: 6-15 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Allow campers to try to accomplish the first element on the course. <p>Objectives:</p> <ul style="list-style-type: none"> Each participant will take a turn to attempt the first element. 			
LENGTH OF CLASS: 45-60 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Proper use of equipment. Excellent communication with campers and helpers; Emergency Procedures: Contact the medical professional on site and follow basic training for safety.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Harnesses, Helmets, Carabiners			
CAMPER ELIGIBILITY: There is a pre-requisite of completion of Low Ropes/Challenge Course to be eligible to participate in the High Ropes Course. This will ensure that the campers have a thorough knowledge of spotting and safety at a High Risk Program Area.			
INSTRUCTOR ELIGIBILITY: Basic Rope Course Facilitation Certification, at least 18yrs of age.		SUPERVISION REQUIRED: 1:5, with a minimum of 1 staff and 1 volunteer assistant.	
EXTENSION ACTIVITIES: This is the opportunity to ask pertinent questions about the lesson to check for understanding and comprehension.			
BACK-UP PLAN: Knot tying lesson inside if there is lightning. Otherwise continue as planned rain or shine.			
ASSESSMENT: Each participant attempts to complete the element. Challenge by choice.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Smaller number of campers and more supervisors for youth at risk.			
TARGETED SOL's	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Skills and movement 7.1 C Knowledge and Skills7.1 A,B,C,D	Understanding Self Communicating and relating to others Acquiring, analyzing and using information Working with others.	Trustworthiness Responsibility	



High Ropes		LESSON #3	SIZE: 6-15 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> Allow campers to try to accomplish the second element. <p>Objectives:</p> <ul style="list-style-type: none"> Each participant will take a turn to attempt the second element. 			
<p>LESSON DESCRIPTION: Demonstrate how to properly complete the second element. Then, start having the campers rotate through the element.</p>			
<p>LENGTH OF CLASS: 45-60 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Proper use of equipment. Excellent communication with campers and helpers; Emergency Procedures: Contact the medical professional on site and follow basic training for safety.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Harnesses, Helmets, Carabiners</p>			
<p>CAMPER ELIGIBILITY: There is a pre-requisite of completion of Low Ropes/Challenge Course to be eligible to participate in the High Ropes Course. This will ensure that the campers have a thorough knowledge of spotting and safety at a High Risk Program Area.</p>			
<p>INSTRUCTOR ELIGIBILITY: Basic Rope Course Facilitation Certification, at least 18yrs of age.</p>		<p>SUPERVISION REQUIRED: 1:5, with a minimum of 1 staff and 1 volunteer assistant.</p>	
<p>EXTENSION ACTIVITIES: This is the opportunity to ask pertinent questions about the lesson to check for understanding and comprehension.</p>			
<p>BACK-UP PLAN: Knot tying lesson inside if there is lightning. Otherwise continue as planned rain or shine.</p>			
<p>ASSESSMENT: Each participant attempts to complete the element. Challenge by choice.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Smaller number of campers and more supervisors for youth at risk.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Skills and movement 7.1 C Knowledge and Skills7.1 A,B,C,D	Understanding Self Communicating and relating to others Acquiring, analyzing and using information Working with others	Trustworthiness Responsibility	



High Ropes		LESSON #4	SIZE: 6-15 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Allow campers to try to accomplish the third element. <p>Objectives:</p> <ul style="list-style-type: none"> Each participant will take a turn to attempt the third element. 			
LESSON DESCRIPTION: Describe the proper commands and general instructions. Then begin rotating campers through.			
LENGTH OF CLASS: 45-60 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Proper use of equipment. Excellent communication with campers and helpers; Emergency Procedures: Contact the medical professional on site and follow basic training for safety.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Harnesses, Helmets, Carabiners			
CAMPER ELIGIBILITY: There is a pre-requisite of completion of Low Ropes/Challenge Course to be eligible to participate in the High Ropes Course. This will ensure that the campers have a thorough knowledge of spotting and safety at a High Risk Program Area.			
INSTRUCTOR ELIGIBILITY: Basic Rope Course Facilitation Certification, at least 18yrs of age.		SUPERVISION REQUIRED: 1:5, with a minimum of 1 staff and 1 volunteer assistant.	
EXTENSION ACTIVITIES: This is the opportunity to ask pertinent questions about the lesson to check for understanding and comprehension.			
BACK-UP PLAN: Knot tying lesson inside if there is lightning. Otherwise continue as planned rain or shine.			
ASSESSMENT: Each participant attempts to complete the element. Challenge by choice.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Smaller number of campers and more supervisors for youth at risk.			
TARGETED SOL's	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Skills and movement 7.1 C Knowledge and Skills7.1 A,B,C,D	Understanding Self Communicating and relating to others Acquiring, analyzing and using information Working with others.	Trustworthiness Responsibility	



Climbing (Belay School)	LESSON #1, 2, 3	SIZE: 5/12 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> By the end of this lesson, each participant will have learned: 1) the parts of a climbing harness and how to properly inspect and wear that harness, 2) the different types of ropes used in climbing, how to recognize rope damage, and the importance of proper rope care, 3) the different types of belay devices and how they are used, 4) belay commands, their proper order, and the importance of using belay commands. <p>Objective #1:</p> <ul style="list-style-type: none"> The Climbing Harness & Helmet: The Instructor will demonstrate to campers the parts of a climbing harness using both a new and a worn harness in order to point out differences between normal and excessive wear. With each participant holding their harness in hand, the Instructor will: 1) demonstrate how to properly darn a harness, 2) have campers check each other, 3) check each participant to insure harness is properly worn. This same process should be repeated to instruct proper use of Climbing Helmet. <p>Objective #2:</p> <ul style="list-style-type: none"> The Climbing Rope: The Instructor will teach campers about the different types of ropes used for climbing, explain their differences and uses, and provide hands-on examples of each type of rope (Static v/s Dynamic). The Instructor will: 1) demonstrate how to inspect ropes for wear and/or deformities, 2) instruct campers as to the importance of properly caring for ropes (while in use, and proper storage), 3) instruct campers on the importance of maintaining rope use/damage logs. <p>Objective #3 & 4:</p> <ul style="list-style-type: none"> Belaying: The instructor will: 1) teach campers (using examples) about the different type of belay devices available and the possible advantages/disadvantages to each, 2) instruct and evaluate campers in the use of proper belay commands and procedures and their importance for safe climbing, 3) divide campers into teams of two so that they may practice and master the belay commands and procedures, 4) conduct a final evaluation in which each participant must demonstrate mastery of proper belaying skills. 		
<p>LESSON DESCRIPTION:</p> <p>Activity #1: Introduction to Climbing</p> <ul style="list-style-type: none"> Campers will receive an orientation to the climbing tower and equipment, and will discuss the goals and objectives of the course. <p>Activity #2: Safety Briefing & Evaluation</p> <ul style="list-style-type: none"> Campers are given instruction on following topics: <ol style="list-style-type: none"> How to properly wear harness and helmet. Proper use of belay equipment (figure 8, ATC, belay post, etc...) How to properly become (clip in) part of the belay system. (both climber and belayer) Belay commands: What the commands are, their proper sequencing, and their importance for the safety of the campers. Campers are given the opportunity to divide into pairs and practice their newly learned skills. Each participant will be individually evaluated to ensure understanding and competency in safety procedures and guidelines. <p>Activity #3: Climbing</p> <ul style="list-style-type: none"> Campers gain hands-on experience with their newly skills by practicing them at the climbing tower. Campers are divided into teams which rotate through "Climber" to "Belay", until each participant has had the opportunity to experience both. During the initial rotation, each participant is supervised, encouraged, and coached the instructor in order to promote proficiency of the skills learned. After all campers have completed the initial rotation, a "free climbing" session begins. 		
<p>LENGTH OF CLASS: 3 Sessions. Length of each session = 1 hour 40 minutes</p>		
<p>Safety Procedures:</p> <ul style="list-style-type: none"> Daily equipment check and inspection by instructors. Daily inspection of climbing area (wall and surrounding ground surface). 		



<ul style="list-style-type: none"> • Daily check of weather conditions • Individual inspection of each participant's equipment to insure proper fit and wear before activity begins. • Instructor observation and supervision of campers during entire activity to insure adherence to safety policies and procedures (i.e. belay commands). <p>Emergency Procedures:</p> <ul style="list-style-type: none"> • At all times, a first aid kit and backboard will be present and readily available to instructors. All instructors will be trained in basic first aid and CPR. • In the event of an accident/injury during the activity, instructors will cease all activity, and insure the safety of all other campers. After initial assessment of the accident/injury one instructor (if deemed necessary) will seek assistance from the camp EMT who may better assess the situation and take appropriate measures to treat and/or relocate the injured party. If necessary further medical assistance will be contacted via 911 or by calling the local rescue squad/paramedic service. • In the event of severe weather, campers will be directed to the closest shelter area. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Climbing Harness, Climbing Helmet, Climbing Rope, Assorted Belay Devices, Climbing Wall (or appropriate natural setting conducive to beginner level instruction)</p>		
<p>CAMPER ELIGIBILITY: This class is designed for older campers aged 12 and up.</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior experience and training in safe climbing facilitation techniques and creating and managing belay systems; Current certification in First Aid/CPR</p>		<p>SUPERVISION REQUIRED: 1 instructor and 1 assistant / 12 campers</p>
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: All activities except actual use of climbing wall can be accomplished indoors or under shelter.</p>		
<p>ASSESSMENT: Instructor observation of skills development will be an integral and necessary component of the final lesson and subsequent "free climb" activities.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
PE 3.4, 4.4, 5.5, 6.4, 7.4, 8.5, 9.4, 10.4 English - 3.1, 4.1, 5.2, 6.1, 7.1, 7.2 Oral Lang. 6.1, 6.2, 7.1, 3.1, 3.2 PH5, PH6, PS6, PS1, PS10	Teamwork Self-esteem Self-discipline Problem Solving Communication Concern for others Goal Setting Planning/Organizing Cooperation	Trustworthiness Respect Responsibility Caring



Climbing	LESSON #1	SIZE: 4/12 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> Each camper will receive a safety orientation, a basic introduction to climbing tower equipment, and have the opportunity to experience an introductory climb. <p>Objective #1:</p> <ul style="list-style-type: none"> Safety Orientation: To ensure that all campers understand the rules, safety procedures, and safe practices of the Climbing Tower. <p>Objective #2:</p> <ul style="list-style-type: none"> Equipment Introduction: To ensure that all campers receive a basic introduction to personal use and climbing tower equipment. <p>Objective #3:</p> <ul style="list-style-type: none"> Introductory Climb: To ensure that all campers have the opportunity to experience the climbing tower through an introductory climb. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Introductions</p> <ul style="list-style-type: none"> Instructor to introduce him/her self and the class Play a name game in order to introduce themselves and get to know each other <p>Activity # 2: Safety Orientation</p> <ul style="list-style-type: none"> Introduce the rules of the class and discuss the importance of the adherence to these rules Explanation of safety procedures (in addition to rules), including belay commands, helmet use, etc. <p>Activity # 3: Equipment Display & Explanation</p> <ul style="list-style-type: none"> Safely display all equipment on tarp Discuss names, basic specifications, uses of, and safety procedures related to equipment <p>Activity # 4: Introductory Climb</p> <ul style="list-style-type: none"> With volunteer assistance, put campers into harnesses and allow each camper to experience an introductory climb (this may not necessarily be to the top, perhaps only to “feel” the wall and/or a “fall”) 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of appropriate use of equipment and techniques of climbing 		
<p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed If any unsafe behavior or other situation is presented Stop the class immediately. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tarp; Harnesses, helmets, ropes, anchors, carabiners, belay devices, etc.</p>		
<p>CAMPER ELIGIBILITY: Junior 4-H Campers, ages 9-13 years old; Cloverbud campers ages 5-8 years old (with appropriately sized harnesses)</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior experience and training in safe climbing facilitation techniques; Current certification in First Aid/CPR</p>	<p>SUPERVISION REQUIRED: 1:5 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: Indoor instruction of safety orientation and equipment introduction</p>		
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Review of rules, safety procedures & practices 		



- “Quiz” campers about equipment specifications, uses, and appropriate care
- Ensure each camper has the opportunity to climb (introductory climbs may be shorter/abbreviated climbs)

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of *all* campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.); Investigate the possibility of counter-weight systems, etc.

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Contributions to group effort Self-responsibility Personal safety Goal setting Communication Nurturing relationships	Respect Responsibility Caring



Climbing	LESSON #2	SIZE: 4/12 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> Each camper will learn the proper application of a climbing harness and will learn basic techniques involved in climbing. <p>Objective #1:</p> <ul style="list-style-type: none"> Harness Orientation & Application: To ensure that all campers understand the importance and proper techniques of harness inspections and application. <p>Objective #2:</p> <ul style="list-style-type: none"> Climbing Techniques: To ensure that all campers learn basic climbing techniques through a brief explanation and the opportunity to put these techniques to use on the tower. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Review</p> <ul style="list-style-type: none"> Review previous day's lesson (rules, safety procedures, equipment spec's, commands, etc.) <p>Activity # 2: Harness Orientation</p> <ul style="list-style-type: none"> Have group form a circle and give each camper a harness Explanation of proper inspection techniques for climbing harness Illustration and explanation of proper harness application (each camper will put on a harness during this process) <p>Activity # 3: Climbing Techniques Discussion</p> <ul style="list-style-type: none"> Instructor will explain various basic techniques involved in climbing while soliciting input from campers as to reasons why techniques may be successful or necessary Instructor and/or campers will show demonstrations (without climbing) <p>Activity # 4: Intermediate Climb</p> <ul style="list-style-type: none"> Campers will have the opportunity to participate in an intermediate climb, demonstrating the proper climbing techniques required to ascend the route. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of appropriate use of equipment and techniques of climbing Proper communication between climbers and instructor (belayer) <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed If any unsafe behavior or other situation is presented STOP the class immediately. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tarp; Harnesses, helmets, ropes, anchors, carabiners, belay devices, etc.</p>		
<p>CAMPER ELIGIBILITY: Junior 4-H Campers, ages 9-13 years old; Cloverbud campers ages 5-8 years old (with appropriately sized harnesses)</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior experience and training in safe climbing facilitation techniques; Current certification in First Aid/CPR</p>	<p>SUPERVISION REQUIRED: 1:5 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Utilization of multiple routes of varying difficulty for campers of varying skill levels</p>		
<p>BACK-UP PLAN: Indoor discussion on harnesses & climbing techniques; Games & initiatives</p>		



<p>ASSESSMENT: Review of information discussed in first two lessons; “Quiz” campers about harness inspections & application; Ensure each camper has the opportunity to climb and demonstrate proper climbing techniques</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.); Investigate the possibility of counter-weight systems, etc.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Contributions to group effort Self-responsibility Personal safety Goal setting Communication Nurturing relationships	Respect Responsibility Caring



Climbing	LESSON #3	SIZE: 4/12 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Each camper will learn intermediate/advanced climbing techniques. <p>Objective #1:</p> <ul style="list-style-type: none"> Climbing Techniques: To ensure that all campers learn intermediate/advanced climbing techniques through a brief explanation and the opportunity to put these techniques to use on the tower. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Review</p> <ul style="list-style-type: none"> Review previous day's lesson (rules, safety procedures, equipment spec's, commands, harness application, etc.) <p>Activity # 2: Climbing Techniques Discussion</p> <ul style="list-style-type: none"> Instructor will explain intermediate and advanced climbing techniques while soliciting input from campers as to reasons why techniques may be successful or necessary for more difficult climbing routes Instructor and/or campers will show demonstrations (without climbing) <p>Activity # 3: Intermediate/Advanced Climb</p> <ul style="list-style-type: none"> Campers will have the opportunity to participate in an intermediate or advanced climb, demonstrating the proper climbing techniques required to ascend the route. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS:</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Awareness of appropriate use of equipment and techniques of climbing Proper communication between climbers and instructor (belayer) <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) Contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed If any unsafe behavior or other situation is presented STOP the class immediately. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tarp; Harnesses, helmets, ropes, anchors, carabiners, belay devices, etc.</p>		
<p>CAMPER ELIGIBILITY: Junior 4-H Campers, ages 9-13 years old; Cloverbud campers ages 5-8 years old (with appropriately sized harnesses)</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior experience and training in safe climbing facilitation techniques; Current certification in First Aid/CPR</p>	<p>SUPERVISION REQUIRED: 1:5 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Utilization of multiple routes of varying difficulty for campers of varying skill levels</p>		
<p>BACK-UP PLAN: Indoor discussion of climbing techniques; Games & initiatives</p>		
<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Review of information discussed in all lessons "Quiz" campers about harness inspections & application as well as climbing techniques Ensure each camper has the opportunity to climb and demonstrate proper climbing techniques 		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.); Investigate the possibility of counter-weight systems, etc.</p>		



TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Contributions to group effort Self-responsibility Personal safety Goal setting Communication <ul style="list-style-type: none">• Nurturing relationships	Respect Responsibility Caring



Natural Resources and Environmental Education



Outdoor Living Skills (Fire building)		LESSON #1	SIZE: 16 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> Learn how to build a fire using different building techniques and sizes of firewood. Learn how primitive peoples made fire. Learn where and when to safely build a fire. <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Why is fire important? (heat, light, cooking) Discuss types of wood, tinder bundles & equipment needed to build a fire. Wood must be dry. Leaves will make a fire smoke, but are good for keeping a fire going. Discuss importance of having the correct and safe place to build a fire, in a ring and in the backwoods. Fire must have a hole in the trees above for the smoke to go out of. Fires should not be built near a hiking trail or close to a building. Fire in the wilderness: dig out a "pie" section of the grass or ground, bundle this up and keep in a cool area to replace later. Build fire in the pit of the pie, (wilderness fires are small and never should be a bon-fire size). When the fire is burned down to cold ashes, spread ashes in the woods in a thin layer (not a pile) and replace the pie piece to the pit. Discuss the importance of "Leave no trace". Making an area look like you were never there. Show examples of the different types of structures for fires: log cabin, tee pee, or a combination. Have campers find various sizes of wood, make tinder bundles & build fires. Use flint & steel, bow drill, hand drill and any other methods of building fires. Extinguish fires when finished. 			
LENGTH OF CLASS: 45-50 minutes			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> English-oriented for grades 4-7 Building fires should only be built with adult supervision. Fires should only be built in designated or safe areas. Keeps hands and body parts out of fires. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Matches, lighter, flint & steel fire starters, bow drill (if have one), bucket of water			
CAMPER ELIGIBILITY: 9 and older (younger campers need more supervision from adults)			
INSTRUCTOR ELIGIBILITY: Proven experience in OLS skills		SUPERVISION REQUIRED: 1 instructor, 1 helper to up to 16 campers	
EXTENSION ACTIVITIES: Beginning campers should build a basic fire, experienced campers should use flint & steel, more experienced bow drill / hand drill.			
BACK-UP PLAN: Fires may be built in the rain-teach campers how to find dry materials in the woods.			
ASSESSMENT: Camper will be able to build a fire using one of many techniques and understand the safety needed in building fires. How did assist early peoples in their lives?			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: May not be able to send wheelchair campers deep into woods, collect wood on base camp and build fires in a safe place on the property that is wheelchair accessible. ADHD campers / special needs-this is a very hands on class, encourage campers to keep trying if having difficulty with fires.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
LS 7 LS 5.7 LS 6.3	Self-responsibility Personal safety Wise use of resources	Trustworthiness Responsibility	



Outdoor Living Skills (Tents/Shelters)		LESSON #2	SIZE: 16 (max)
<p>Goals: Campers will:</p> <ul style="list-style-type: none"> • Learn how to set up a tent. • Learn how to select a proper campsite. • Learn to build a survival shelter in the woods. • Learn why “shelter” is important to survival. <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Teach how to set up tents and how to select a tent site. (location, ground coverage, tree cover) • Ground should be level or with a slight angle for rain runoff. Ground tarp will keep tent dry and protect tent floor from ripping. • Ground should be cleared of sticks and rocks for a comfortable nights rest. • Look for an area that has tree coverage if possible, however do not set up tents under trees that have dead limbs that could fall off the tree. • Leave no trace – teach campers the importance of ‘Leave no Trace’ ethics in camping. The area should look like no one was there when a group leaves. After leaving the camping area, replace all sticks and leaves that were moved for the tent. The area should look “natural” again. • Teach campers how to build a personal shelter out of sticks and leaves. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Stay with the group, travel in groups of three; Be on the lookout for poison ivy.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tents; Space in the woods to build shelters</p>			
<p>CAMPER ELIGIBILITY: No prior experience necessary. All age levels will be able to participate in this lesson. Give ample time to build shelters.</p>			
<p>INSTRUCTOR ELIGIBILITY: Adult or teen that has proven experience in outdoor skills, should know how to set up a tent and shelters.</p>		<p>SUPERVISION REQUIRED: One adult and 1 teen per 16 campers</p>	
<p>EXTENSION ACTIVITIES: Set up tarps instead of tents</p>			
<p>BACK-UP PLAN: Tents may be set up inside. Shelters can be set up in rain if no storms are present.</p>			
<p>ASSESSMENT: Demonstrate ability to set up tents without guidance from instructor. Campers will be able to build and stay in (if able) their own personal shelter.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: This is a great activity for ADHD campers. Hands on activity. Campers with mobility issues will need assistance getting in tents and building.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
LS 7 LS 5.7 LS 12	Self-responsibility Personal safety Wise use of resources	Responsibility	



Outdoor living Skills (Tracking)		LESSON #3	SIZE: 16 (max)
Goals: <ul style="list-style-type: none"> Learn reasons and ethics of hunting and tracking animals. Learn and practice techniques of tracking. 			
Objectives:			
LESSON DESCRIPTION: <ul style="list-style-type: none"> Discuss why people track animals and how native peoples hunted. People track animals to study and to get a better look at them and to hunt for food and clothing. Stalking: sit in a wooded area for a while to seek for deer or other animals. When an animal is found and is standing still in a field, do this. Keep your eyes focused in the direction of the animal, not directly on the animal. Walk in a very slow manner, with your toes hitting the ground first then heels, knees should be bent and very limber. The walk should be very quiet and controlled. Walking in this manner should get one closer to an animal to observe. Circle Sneak Practice Game: Groups stands in a circle. One person stands in the middle of the circle and is blind folded with a blindfold on the ground between their feet. A person in the outside of the circle tries to slowly sneak into the circle and grab the bandana on the ground between the person's feet. The blind folded person may not move their feet, but may try to tag the stalker with their hands. Once a person is caught, blind fold another participant and try again. Tracking: find animal tracks. Identify what the animal is using field guides. Look for the direction in which the animal is moving and follow the tracks until you can no longer visibly see them. Try to identify the size of the animal, whether it is a male or a female and when it last ate. Make plaster cast of the animal tracks: add water to plaster of Paris, pour plaster over the animal track, let sit until firm and pull up the track. 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Always stay in a safe range from animal. Never approach a live animal and try to pet it.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Plaster of Paris, water, small bucket, field guide to animal tracks.			
CAMPER ELIGIBILITY: No prior knowledge needed			
INSTRUCTOR ELIGIBILITY: No experience necessary if follow lesson plan and have field guide for assistance.		SUPERVISION REQUIRED: 1:8 --1 instructor and 1 teen	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Staking skills may be done indoors, tracking use ink stamps and stamp the floor of a room, campers will then follow tracks in the room to identify.			
ASSESSMENT: Will be able to successfully stalk something with the correct body posture.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Wheelchair populations should advance on the animal very slowly and as quietly as possible, not moving arms in a quick manner.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
LS 7 LS 5.7 LS 12	Self-responsibility Personal safety Wise use of resources	Respect Caring	



Outdoor living Skills (Orienteering)	LESSON #4	SIZE: 16 (max)
<p>Goals:</p> <ul style="list-style-type: none"> Learn how to take a bearing. Practice pacing. Practice following a bearing and pacing together. <p>Objectives:</p>		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Discuss parts of a compass. <ul style="list-style-type: none"> Base – plastic foundation Housing - Moveable dial with numbers and orienteering arrow Direction of travel arrow- tells you which way to go, point away from body Read bearing here – where you line up a desired bearing Red magnetic needle – points to magnetic north, earth's magnetic center Orienteering Arrow – orienteering & red magnetic needle should always overlap when reading a bearing Cardinal points – points on a compass easily found and commonly referred to as: East 90, South 180, West 270, North 360 Bearing or degrees – are the numbers on the compass Pace – a normal walk count every time you move the right or left leg. Walk 100' rope and count the number of paces you get. Practice reading compass. <ul style="list-style-type: none"> Give campers a bearing. Practice turning the housing so that the numerical bearing line up underneath the read bearing here mark. Practice pacing. <ul style="list-style-type: none"> Walk 100' rope and count the number of paces you get. Practice pacing a set shape. <ul style="list-style-type: none"> Give campers a bearing and a distance in paces to walk. Possible shapes for practice (Square – give 4 bearings, each 90° apart; Triangle – give 3 bearings, each 120° apart; Hexagon – give 6 bearings, each 60° apart.) If time, try a course. Divide campers into groups with at least one adult per group if possible. Give each group a predetermined course map and take them to their starting points. Make sure you tell them what time to be back! Watch to see the campers find the correct first stop on the course, if not they will be off for the entire course. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Wear compass around neck. Do not swing compass around on fingers; Look up when walking and pacing; Warn about poison ivy and weather problems.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Compasses; Pacing line; Orienteering course cards</p>		
<p>CAMPER ELIGIBILITY: 4th grade and higher. No previous knowledge needed.</p>		
<p>INSTRUCTOR ELIGIBILITY: Some background helpful, but need not be an expert.</p>		<p>SUPERVISION REQUIRED: 1:8</p>
<p>EXTENSION ACTIVITIES: For further skills, triangulation and using a map, topo map and GPS.</p>		
<p>BACK-UP PLAN: Activities 1-4 can be done both indoors and outdoors.</p>		
<p>ASSESSMENT: Observation by the instructor. Discussion and wrap- up at the end of the lesson.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Need a universal course for people with disabilities.</p>		
<p>TARGETED SOLs</p>	<p>TARGETED LIFE SKILLS</p>	<p>TARGETED PILLAR(S) OF CHARACTER</p>
<p>Math: 4.7, 4.10, 5.3, 5.7, 5.11, 6.6, 6.10, 6.13</p>	<p>Self-responsibility Personal safety Wise use of resources</p>	<p>Responsibility Respect Fairness</p>



Fun With Fishing		LESSONS #1, 2, 3	SIZE: Max - 16
<p>Goals:</p> <ul style="list-style-type: none"> To introduce campers to the basics of fishing. <p>Objectives:</p> <p>By course end, campers should be able to demonstrate and/or discuss:</p> <ul style="list-style-type: none"> Activity planning and safety measures Differences of fish species and habitat Differences of baits (natural v/s artificial) Working knowledge of equipment used (rod and tackle) 			
<p>LESSON DESCRIPTION:</p> <p>Lesson #</p> <ol style="list-style-type: none"> Introduction to fishing and fishing equipment; Fish species and habitat (bass v/s trout v/s catfish, etc...); Differences of baits and their uses; Rigging the rod for fishing and choosing bait; Careful use of hooks and proper techniques for taking fish off of hooks; Casting techniques; Lets go fish! Planning a fishing trip (location, equipment, clothing, tackle, weather and safety precautions); How to re-rig after breaking a line; Proper choice and use of floats and weights; Knot tying.; Lets go fish! Review of course material and discussion of learned skills; Lets go fish!!!!!!!!!!!! 			
<p>LENGTH OF CLASS: 3 Class periods 90 minutes each</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> Precautions should be taken to insure safety around water, and campers should be instructed as to how to safely fish around others (avoid hooking or being hooked). If any water craft are used, all equipment should be inspected prior to use, and campers instructed in the proper use of a PFD. Campers are to be instructed as to the use of sunscreen, hats, and other protective gear. At all times, a first aid kit will be present and readily available to instructor. In the event of an injury, proper first aid will be administered. The camp EMT will be give a follow up assessment, and if needed further action will be taken. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Fishing Rod and Reel; Various Tackle (hooks, floats, weights, leaders, lures, etc...); Bait (natural and artificial); Tackle Box</p>			
<p>CAMPER ELIGIBILITY: Open to all campers</p>			
<p>INSTRUCTOR ELIGIBILITY: Instructor should possess an understanding of basic fishing skills and be able to effectively teach those skills to youth.</p>		<p>SUPERVISION REQUIRED: 1:8 or 1 Instructor and 1 Assistant per 16 campers.</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: In the event of severe weather, all aspect of the course, with the exception of actual fishing, may be taught indoors.</p>			
<p>ASSESSMENT: Campers should be able demonstrate knowledge and understanding of learned skills, proper use of equipment and safety concerns, as well as organize a well planned fishing trip.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Assistant Instructors or Counselors/CITs may need to work one-on-one with special needs campers to bait hooks, cast lines, manipulate reels, etc. Youth with behavioral issues may need to be more closely monitored to ensure they are behaving safely with hooks, around a body of water, etc.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
4 th grade- .5a-f, .8ab 5 th grade- .5d 6 th grade- .7a-g, .9acd Life Science- .4b, .5abc, .7a-d, .9a-e	Planning/Organizing Goal Setting Personal Safety Wise use of resources	Respect Responsibility Citizenship	



Nature (Sensory Hike)		LESSON #1	SIZE: 15 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> • Campers will learn that all their senses, not just vision, can help them understand the natural world around them. As we go on our hike, we will have different stops with various aspects for campers to touch, hear, taste, and smell. <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ol style="list-style-type: none"> 1. (5 minutes) Group introductions and name the sense that is most important to you 2. (40 minutes) Go on a hike. The following is a partial list of the senses and what can be used to “wow” the audience <ul style="list-style-type: none"> • Taste – honeysuckle blooms, sourwood leaves, wild blueberries (check for safe identification). Let campers know that they are not to pick anything themselves. • Smell – skunk cabbage, honeysuckle, spicebush (warn about stinging insects). • Touch – scouring rush, maple-leaf viburnum, or different types of bark. Make sure and point out poison ivy or poison oak so that campers do not touch these plants. • Hearing – lead group (eyes closed) close to a natural source of water (Lake, stream or river). Have them try and determine how fast the water is moving or what other types of sounds they may hear that let them know water is present. 3. (5 minutes) Conclude with asking campers to describe which their favorite sense was to explore with, and if they were shocked by anything they experienced. Reiterate that you can learn more about the world around you by using all of your senses. (Note: Instructor should have stops predetermined to help create the most dramatic use of the senses. Instructor should know what natural objects are to have the most effect, and their location along the hike.) 			
LENGTH OF CLASS: 45-60 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Weather (change in temperature, hot/cold conditions, storms), uneven terrain, environmental factors (allergies to bee stings, etc) will determine feasibility of holding the class outdoors or in a specific location; A first aid kit will accompany the instructor on each excursion to treat minor injuries. The proper parties will be notified in the case that advanced medical assistance is needed.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Gloves if handling poisonous plants, a container for holding berries, an insect net if attempting to capture noisemaking insects			
CAMPER ELIGIBILITY: Open to all Campers			
INSTRUCTOR ELIGIBILITY: A basic understanding of forest ecology is helpful for answer the plethora of questions usually generated by this type of activity		SUPERVISION REQUIRED: The Natural Resource Education program typically maintains a 1 instructor to 15 participant ratio	
EXTENSION ACTIVITIES: Training on tracking and track identification. Hold a discussion on how using your senses can lead to a greater awareness of your surroundings, which in turn helps to develop a better understanding of the natural world.			
BACK-UP PLAN: Small cuttings can be taken in advance and brought into a sheltered space to do a modified version of the activity inside. You could have items in a bucket or sack with a person blindfolded and they can use their other senses to guess whatever object they pick up (include natural and unnatural objects to increase the challenge).			
ASSESSMENT: If each participant had one “Ah Ha” moment, a moment when they felt/smelled/tasted/touched something new that they had not experienced before. Or if campers were inspired when they felt/smelled/tasted/touched something familiar in a new way, then the lesson was successful. This will be assessed during a discussion at the conclusion of the program.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification. Trail may or may not be wheelchair accessible.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
K.2,1.4,6.9	Responsible citizenship Wise use of resources	Citizenship	



Nature (Turtle Hurdles)		LESSON #2	SIZE: 15 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> Campers will gain a new understanding and deeper appreciation of turtles. The lesson consists of talking about turtles, such as life processes and habitat requirements, then playing a game to illustrate some of the challenges a nesting female turtle faces. <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Begin with introductions, then pass out turtle shells or photos of different types of turtles, one at a time (Holiday Lake has a large snapper, a river cooter, a red-bellied, and male and female box turtles as props). Talk about the differences in shell size, shape, and coloration, and how it relates to a turtles habitat. Talk about some adaptations to help the turtle survive. See if they have any questions. Begin turtle hurdles. <ol style="list-style-type: none"> Divide the kids into groups of 2-3 (2 keeps the campers better engaged unless you have enough materials for each person which would be ideal). Pass out the following to each team: 1 large trash bag, a small trowel, water bottle, 6-7 ping pong balls. Explain that a nesting female turtle faces a lot of challenges. <ul style="list-style-type: none"> She first must crawl out of the water (or across land) to find a suitable site. Have 1 team member put the garbage bag on, poking holes for the head and arms with safety scissors. Have the other team member carry the objects to a predetermined "nesting site". The turtles must crawl on their bellies from the start to the nesting site, with their teammate cheering for them. When they get to their nesting site, they have to use the water bottle to dampen the area they are going to dig in. Female turtles typically urinate on the site to make the soil easier to manage. Use the sand castle analogy to illustrate: What is the first thing you do when building a humongous sandcastle and why? Using the trowels (hind feet) they need to dig the nest, deposit the ping-pong ball "eggs", bury the eggs, the crawl back to the beginning. You can play the game competition style, which is hard because of very different abilities, or you can have them do it one step at a time as you narrate. Have the campers unbury their eggs for the next group or have predators capture them. End program by asking them what they thought/felt. 			
LENGTH OF CLASS: 45-60 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Weather (change in temperature, hot/cold conditions), uneven terrain, environmental factors (allergies to bee stings, etc); A first aid kit will accompany the instructor on each excursion to treat minor injuries. The proper parties will be notified in the case that advanced medical assistance is needed.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; For each participant: 1 garbage bay, 1 pair child safety scissors, 1 trowel, 6-8 ping-pong balls (brightly colored), 1 bottle of water Turtle props (shells, pictures, etc.)			
CAMPER ELIGIBILITY: Open to all Campers			
INSTRUCTOR ELIGIBILITY: Instructor should possess a knowledge of the basic needs of turtles, especially nesting turtles.		SUPERVISION REQUIRED: The Natural Resource Education program typically maintains a 1 instructor to 15 participant ratio	
EXTENSION ACTIVITIES: Other activities may involve researching what kinds of turtle live in your area.			
BACK-UP PLAN: A "Create a Turtle" craft involving paper plates (the turtle shell) and masking tape and shoe polish (tear off bits of tape, place on paper plate, coat with shoe polish, let dry) could be done indoors. You would also need a turtle head, legs, and tail template for the craft.			
ASSESSMENT: Knowledge gained would be assessed by determining if the campers have a new sense of respect for turtles.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
K.6,1.5,3.5,3.6,4.5	Responsible citizenship	Caring, Respect, Responsibility	



Nature (Stream Sampling)		LESSON #3	SIZE: 15 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> Create an understanding that 1) there's more critters in the water than just fish and 2) the types and numbers of macro-invertebrates found in stream ecosystems can determine stream health. We will be following the Save Our Streams (SOS) guidelines by the Isaac Walton League (available online). <p>Objectives:</p>			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Begin by asking "What are macro-invertebrates?" It helps to break down the word to "Macro" and "Invertebrates." Explain that the type and number of macro-invertebrates in a stream can help determine the stream's health. Emphasis that the macro-invertebrates will not hurt them (these critter's don't have pinchers, stingers, etc). Pass out identification cards, plastic containers to temporarily store specimens in, and plastic view scopes (or hand-held magnifiers). Demonstrate proper collecting practices of the specimens, such as gently lifting a rock from the stream, looking for anything that wiggles, gently removing the insect with your plastic container or fingers, and placing the rock back where you found it (NO THROWING). Place the campers in groups of 3-4 along the stream and allow them 25-30 minutes to explore the streambed. Come together as a large group at the end of the class to look at the collected specimens (critters) and help identify their findings. Point out on the chart which macro-invertebrates are indicators of good stream health and which are indicators of poor stream health. Compare your results. Finally, gently release the macro-invertebrates back into the stream. 			
LENGTH OF CLASS: 45-60 minutes			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> Weather (change in temperature, storms), uneven terrain, environmental factors (allergies to bee stings, etc) will determine feasibility of holding the class outdoors or in a specific location. A first aid kit will accompany the instructor on each excursion to treat minor injuries. The proper parties will be notified in the case that advanced medical assistance is needed. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Plastic containers to hold specimens in; View scopes or other magnifiers; Laminated copies of the Save Our Streams identification charts			
CAMPER ELIGIBILITY: Open to all Campers			
INSTRUCTOR ELIGIBILITY: Familiarity with the Save Our Streams framework		SUPERVISION REQUIRED: The Natural Resource Education program typically maintains a 1 instructor to 15 participant ratio	
EXTENSION ACTIVITIES: If time is available, a stream comparison would be a lot of fun. Try to look at a healthy stream and a very impacted stream. Talk about the differences and what would need to be done to improve the water quality of the impacted stream.			
BACK-UP PLAN: Lots to choose from! Spend time using the Enviroscope model (if available) or any sort of groundwater model; Obtain samples of water from different areas before the start of the lesson and use test kits to determine the amount of dissolved oxygen, phosphates, and nitrates in the water and its implications; Choose activities from project WET; Collect macro-invertebrates for indoor identification and discussion.			
ASSESSMENT: Campers will be able to tell if the stream is healthy or not using the Save Our Streams charts and their own macro-invertebrate collections.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification. Stream is not wheelchair accessible but specimens can be brought to the camper.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
2.5,3.6,3.10,4.5	Responsible citizenship Wise use of resources	Citizenship Responsibility	



Water Quality	LESSON #1	SIZE:16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> • Campers will understand what water quality is. • Campers will understand what parameters are used to assess water quality and why. • Campers will test some water quality parameters in a natural body of water. • Campers will understand how excess nutrient inputs can harm water quality, and where the excess nutrients come from. <p>Objectives:</p> <ul style="list-style-type: none"> • Run tests on water quality, clarity and temperature while discussing water quality parameters and how nutrients can affect them. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • First, have your group take general observations such as: 1. Name and location of the river, stream, lake or pond tested; 2. Date and time of water sampling; 3. Recent weather conditions (ex. the day after a big rain storm); 4. Condition of the river, stream, lake or pond. (ex. Polluted? Fish or plants in the water? Algae present?) 5. Color and odor of the water; 6. Other interesting or significant observations. • Next have the group test turbidity and temperature. Lower a secchi disk into the water or some other similar device to see how far it can get before it is no longer visible. Record the temperature of the water (try to get a reading from the top of the water and another from depth (tie the thermometer well). Discuss how temperature and turbidity can affect water quality. Collect water samples in buckets to return to your testing area. • Test the water using whatever test kits you have available (use proper safety precautions) while explaining the meaning and parameters of the things you are testing for. Add things like baking soda, fertilizer, grass clippings, and soil to your water sample and then test the water again. Explain how these different materials can get into a body of water and what the results can be to the water quality. 		
<p>LENGTH OF CLASS: 45-60 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Anyone handling water quality testing chemicals should use goggles and gloves. MSDS Sheets should be on hand and the instructor should be knowledgeable on first aid recommendations for any mishaps with chemicals in use.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Water Quality Test kits for any or all of the following: Acidity, DO, Ph, Salinity, Hardness, Alkalinity, Nitrate, Nitrite, and Ammonia. If necessary you can use the multi test strips used for fish tanks. Secchi disk, buckets for water samples, thermometers, gloves and goggles. Soil, plant fertilizer, baking soda, crass clippings or mulch.</p>		
<p>CAMPER ELIGIBILITY: Open to campers of all ages</p>		
<p>INSTRUCTOR ELIGIBILITY: Instructor should be knowledgeable of water quality and appropriate testing procedures.</p>	<p>SUPERVISION REQUIRED: 1:16</p>	
<p>EXTENSION ACTIVITIES: If available an enviroscape can be used to teach about point and non-point source pollution, if one is not available then an additional activity would be for the campers to make one. A ground water model can be used to show how all bodies of water are connected.</p>		
<p>BACK-UP PLAN: If weather conditions preclude going outside or using samples selected from outside, then the class can be taught using a fish aquarium as a model environment.</p>		
<p>ASSESSMENT: Campers can explain what water quality is and how nutrients can affect it. They can talk about some of the tests that they used to determine water quality.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification. Natural body of water may not be wheelchair accessible, however specimens can be brought to the participant.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>Resources: K.10, 1.8, 3.10,4.8, 6.9 Earth & Environmental Science: 3.9, 5.6, 6.5, ES.7, ES.9, ES.11 Life Science & Biology: 3.6, 6.7, LS.7, LS.11, LS.12, BIO.9</p>	<p>Responsible citizenship Wise use of resources</p>	<p>Citizenship Responsibility</p>



Water Quality	LESSON #2	SIZE: 16 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> • Campers will understand what water quality is. • Campers will understand how excess nutrient inputs can harm water quality, and where the excess nutrients come from. <p>Objectives:</p> <ul style="list-style-type: none"> • Campers will visit a local body of water and review what they already know about water pollution. • Campers will work in a group to evaluate various scenarios for pollution problems. • Campers will determine ways to improve water quality. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review: Take the group to a local body of water and take general observations such as: 1. Name and location of the river, stream, lake or pond under discussion; 2. Date and time; 3. Recent weather conditions (ex. the day after a big rain storm); 4. Condition of the river, stream, lake or pond. (ex. Polluted? Fish or plants in the water? Algae present?) 5. Color and odor of the water; 6. Other interesting or significant observations. Discuss what water quality is and what the causes of pollution might be. Write down the answers so that it can be compared to their answers to the same questions at the end of the lesson. • Introduction: Have your group break into 6 small groups. Explain that the coming activity will be a group effort to analyze the causes of pollution and some possible ways of improving the quality of a body of water. • Activity #1: Give each group a set of handouts, a clipboard and a pencil. Assign each group one of the six scenarios to discuss. They are to determine causes and solutions to the pollution problems in their assigned scenario. The group must take notes either by selecting a scribe or by taking turns. The group must then select a representative to be their "actor" for the coming role play. • Activity #2: Gather all of the groups together and have the actors come forward to form a panel for discussion. Each actor will take turns reading their scenario and will then take questions from the audience. The questions should be 1. What actions are contributing to pollution? And 2. What solutions can we find to eliminate or combat the pollution cause? The actor's group may assist with answers. • Summary: After this discussion, return to the original list of water pollution causes and see whether any new ones were identified (sediment, runoff, phosphorus, nitrogen, fertilizers, pesticides, etc.) Ask campers to do further investigation when they get home and find out where their water at home and school comes from and where it goes. Encourage campers to think about ways that they and their families can take better care of the water that they use and depend on! 		
<p>LENGTH OF CLASS: 45-60 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Weather (change in temperature, hot/cold conditions, and storms), uneven terrain, environmental factors (allergies to bee stings, etc) will determine feasibility of holding the class outdoors or in a specific location; A first aid kit will accompany the instructor on each excursion to treat minor injuries. The proper parties will be notified in the case that advanced medical assistance is needed.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Copies of Pollution Solutions Scenarios page and Pollution Solutions summary sheet for each group; A clipboard and pencil for each group to write with if no flat surface is available); Something for the instructor to take notes on (either a flip chart or a notebook)</p>		
<p>CAMPER ELIGIBILITY: Open to campers of all ages</p>		
<p>INSTRUCTOR ELIGIBILITY: Instructor should be knowledgeable of water quality and the primary causes of water pollution.</p>	<p>SUPERVISION REQUIRED: 1:16</p>	
<p>EXTENSION ACTIVITIES: If available an enviroscape can be used to teach about point and non-point source pollution, if one is not available then an additional activity would be for the campers to make one. A ground water model can be used to show how all bodies of water are connected.</p>		
<p>BACK-UP PLAN: This lesson can be taught indoors.</p>		
<p>ASSESSMENT: Campers can explain what water quality is, some primary causes of pollution, and ways in which pollution can be avoided or combated; More answers were added to the list of pollution problems at the end of the class period than were offered in the beginning.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification. Natural body of water may not be wheelchair accessible,</p>		



however the class can be held in a wheelchair accessible location.		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
Resources: K.10, 1.8, 3.10,4.8, 6.9 Earth & Environmental Science: 3.9, 5.6, 6.5, ES.7, ES.9, ES.11 Life Science & Biology: 3.6, 6.7, LS.7, LS.11, LS.12, BIO.9	Responsible citizenship Wise use of resources	Citizenship Responsibility



Marine Food Web Investigations	LESSON #1	SIZE: 16 <i>(min/max)</i>
<p>Goals:</p> <ol style="list-style-type: none"> 1. Understand food chains and food webs 2. Understand trophic levels 3. Recognize the importance of and need for primary producers 4. Appreciate the interconnectedness and interdependence of organisms 5. Understand the role of bacteria in the food web <p>Objectives:</p> <ol style="list-style-type: none"> 1. Campers will visit a body of water to learn about the food web system that exists there. 2. Campers will create a food web illustration and will discuss how different adverse effects upon the food web would impact it. 3. Campers will use nets to capture example of marine life for identification purposes. They will discuss how these organisms would interact in the local food web. 		
<p>LESSON DESCRIPTION: (See Project Learning Tree 45 “Web of Life” and the web site): www.bigelow.org/edhab/fitting_algae.html)</p> <p>Introduction: Explain how food chains and food webs show the flow of energy through an ecosystem. Food chains are linear depictions of energy flow, while food webs show the multiple interactions among the different types of organisms. Food webs are generally a more realistic portrayal of the energy flow in the system. After all, most organisms eat more than one type of food and can be eaten by more than one type of predator. Each level of a food web or a food chain is called a trophic or feeding level, and the organisms in the food web are classified by whether they are primary producers or consumers. The consumers in food webs are called heterotrophs and they consume the organic material made by the autotrophs. Heterotrophs cannot make their own food so they are dependent on the autotrophs for survival.</p> <p>Activity #1: Give each camper a card with an organism listed on it to wear on their shirt (or have them create their own with the name of the organism and a picture of it). Take a ball of twine and have a camper hold onto one end and pass the ball on to another organism that they would interact with. That camper would hold onto a section of the twine and pass the ball along to another organism. This will continue until everyone has a hold of the twine and the twine makes it back to the starting person. Within just a few moments you will have created an example of a food web. Have the entire group of campers slide back until the web is taut.</p> <p>Activity #2: Ask campers how they might illustrate what would happen if one of the links in the web were damaged by human or natural stress. On a signal have one camper begin to gently tug on the twine; each camper will tug gently back when they feel a tug. Soon the entire web should be vibrating. Discuss the result.</p> <p>Activity #3: Have campers determine which organism they feel to be least important to the web and have that organism drop out. What happens to the others that were dependant upon that organism? Have them drop out too. Continue until all effected organisms are out. Discuss the results.</p> <p>Activity #4: Take the campers out to a body of water and use nets to capture as many organisms as possible. Place the organisms in a larger container (buckets or plastic wading pool) with plenty of water. Once you have collected several organisms have the camper attempt to identify them and determine what their trophic type is, if they are predators or grazers, and what their prey or food is. Discuss how these organisms form a food web. Gently release all organisms when finished.</p> <p>Summary: Discuss the new terms that were learned and their definitions. Talk about the importance of primary producers, the role of bacteria in the food web, and the interconnectedness and interdependence of organisms.</p>		

**Example:****Antarctic Marine Food Web**

Organism	Trophic Type	Prey/Food	Predators/Grazers
algae	primary producer	---	krill, fish, blue whales
birds	carnivorous consumer	krill, fish	seals, killer whales
blue whales	planktivorous consumer	algae, krill	killer whales
fish	omnivorous consumer	algae, krill	birds, seals, killer whales
killer whales	top consumer	blue whales, fish, birds, seals	---
krill	herbivorous consumer	algae	fish, blue whales, birds
seals	carnivorous consumer	fish, birds	killer whales

LENGTH OF CLASS: 45-60 minutes

SAFETY CONCERNS / EMERGENCY PROCEDURES: Weather (change in temperature, hot/cold conditions, and storms), uneven terrain, environmental factors (allergies to bee stings, etc) will determine feasibility of holding the class outdoors or in a specific location; A first aid kit will accompany the instructor on each excursion to treat minor injuries. The proper parties will be notified in the case that advanced medical assistance is needed.

MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Organism name tags or materials to create them including string (hang) or safety pins; Marine Life Identification Book (for your region); Buckets or plastic wading pool, nets (seine nets if available); Life Jackets if using seine nets or going into the water with other nets

CAMPER ELIGIBILITY: Open to campers of all ages

INSTRUCTOR ELIGIBILITY: Instructor should be knowledgeable of marine life and the primary roles in food webs; A Red Cross Certified lifeguard needs to be present if campers are going into the water

SUPERVISION REQUIRED: 1:16, 1:8 if you are going into the water. A lifeguard must be present.

EXTENSION ACTIVITIES: Take a closer look at the food web you created. What would happen if you removed one of the organisms from the food web? Are there other organisms that could take its place? How would the organism's predators/grazers respond? How would the organism's prey/food respond?; Explain what decomposers are and what they do, place them on your food web and show how they interact with the other organisms in the web.

BACK-UP PLAN: Have the campers make their organism name tags and draw or cut out and paste a picture of the organism on it; Pre-collect specimens from your local body of water and have them in an aquarium or other suitable container prior to class. Make sure they are well cared for and released when finished

ASSESSMENT: Campers can explain what a food web is; Campers can list some primary consumers and predators in the local food web; Campers can discuss ways in which humans or nature can create changes in a food web.

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification. Natural body of water may not be wheelchair accessible, however the class can be held in a wheelchair accessible location.

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
Science Standards Primary (K-2) Standards 5, 6, & 9 Elementary (3-5) Standard 6 Middle (6-8) Standards 1, 5, 6, & 7 High School (9-12) Standards 5 & 6	Responsible citizenship Wise use of resources	Citizenship Responsibility



Field Food Web Investigations	LESSON: #1	SIZE: 16 (min/max)																								
<p>Goals:</p> <ol style="list-style-type: none"> 1. Understand food chains and food webs 2. Understand trophic levels 3. Recognize the importance of and need for primary producers 4. Appreciate the interconnectedness and interdependence of organisms 5. Understand the role of bacteria in the food web <p>Objectives:</p> <ol style="list-style-type: none"> 1. Campers will visit a field of grass to learn about the food web system that exists there. 2. Campers will create a food web illustration and will discuss how different adverse effects upon the food web would impact it. 3. Campers will use insect nets to capture examples of organisms for identification purposes. They will discuss how these organisms would interact in the local food web. 																										
<p>LESSON DESCRIPTION: (See Project Learning Tree 45 “Web of Life” and the web site: www.bigelow.org/edhab/fitting_algae.html)</p> <p>Introduction: Explain how food chains and food webs show the flow of energy through an ecosystem. Food chains are linear depictions of energy flow, while food webs show the multiple interactions among the different types of organisms. Food webs are generally a more realistic portrayal of the energy flow in the system. After all, most organisms eat more than one type of food and can be eaten by more than one type of predator. Each level of a food web or a food chain is called a trophic or feeding level, and the organisms in the food web are classified by whether they are primary producers or consumers. The consumers in food webs are called heterotrophs and they consume the organic material made by the autotrophs. Heterotrophs cannot make their own food so they are dependent on the autotrophs for survival.</p> <p>Activity #1: Give each camper a card with an organism listed on it to wear on their shirt (or have them create their own with the name of the organism and a picture of it). Take a ball of twine and have a camper hold onto one end and pass the ball on to another organism that they would interact with. That camper would hold onto a section of the twine and pass the ball along to another organism. This will continue until everyone has a hold of the twine and the twine makes it back to the starting person. Within just a few moments you will have created an example of a food web. Have the entire group of campers slide back until the web is taut.</p> <p>Activity #2: Ask campers how they might illustrate what would happen if one of the links in the web were damaged by human or natural stress. On a signal have one camper begin to gently tug on the twine; each camper will tug gently back when they feel a tug. Soon the entire web should be vibrating. Discuss the result.</p> <p>Activity #3: Have campers determine which organism they feel to be least important to the web and have that organism drop out. What happens to the others that were dependant upon that organism? Have them drop out too. Continue until all effected organisms are out. Discuss the results.</p> <p>Activity #4: Take the campers out to a field of grass and use nets to capture as many organisms as possible. Place the organisms in bug boxes or other container. Once you have collected several organisms have the camper attempt to identify them and determine what their trophic type is, if they are predators or grazers, and what their prey or food is. Discuss how these organisms form a food web. Gently release all organisms when finished.</p> <p>Summary: Discuss the new terms that were learned and their definitions. Talk about the importance of primary producers, the role of bacteria in the food web, and the interconnectedness and interdependence of organisms.</p> <p>Example: Grass Field Food Web</p> <table border="1"> <thead> <tr> <th>Organism</th> <th>Trophic Type</th> <th>Prey/Food</th> <th>Predators/Grazers</th> </tr> </thead> <tbody> <tr> <td>grass</td> <td>primary producer</td> <td></td> <td></td> </tr> <tr> <td>birds</td> <td>omnivorous consumer</td> <td>Insects/seeds/berries</td> <td>both</td> </tr> <tr> <td>grasshoppers</td> <td>Primary herbivorous consumer</td> <td>plants</td> <td>grazers</td> </tr> <tr> <td>ants</td> <td>Primary omnivorous consumer</td> <td>Plants & insects</td> <td>both</td> </tr> <tr> <td>mosquitoes</td> <td>Primary carnivorous consumer</td> <td>Blood from animals</td> <td>predators</td> </tr> </tbody> </table>			Organism	Trophic Type	Prey/Food	Predators/Grazers	grass	primary producer			birds	omnivorous consumer	Insects/seeds/berries	both	grasshoppers	Primary herbivorous consumer	plants	grazers	ants	Primary omnivorous consumer	Plants & insects	both	mosquitoes	Primary carnivorous consumer	Blood from animals	predators
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rabbits	herbivorous consumer	Grass & other plants	grazers
fox	Tertiary carnivorous consumer	Rodents, birds	predators
Squirrels	Omnivorous consumers	Seeds, berries, insects	both
Hawk	Tertiary carnivorous consumer	Rodents, snakes, birds	predators
Deer	herbivorous consumer	plants	grazersp
Spider	carnivorous consumer	Insects	predators
Toad	carnivorous consumer	Insects	predators
Snake	Secondary carnivorous consumer	Rodents, eggs	predators
Opposum	Carnivorous consumers	insects	

LENGTH OF CLASS: 45-60 minutes

SAFETY CONCERNS / EMERGENCY PROCEDURES: Weather (change in temperature, hot/cold conditions, and storms), uneven terrain, environmental factors (allergies to bee stings, etc) will determine feasibility of holding the class outdoors or in a specific location; A first aid kit will accompany the instructor on each excursion to treat minor injuries. The proper parties will be notified in the case that advanced medical assistance is needed.

MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Organism name tags or materials to create them including string (hang) or safety pins; Insect Identification Book (for your region); Insect nets; Bug boxes or other containers

CAMPER ELIGIBILITY: Open to campers of all ages

INSTRUCTOR ELIGIBILITY: Instructor should be knowledgeable of insects and their primary roles in food webs.

SUPERVISION REQUIRED: 1:16

EXTENSION ACTIVITIES: Take a closer look at the food web you created. What would happen if you removed one of the organisms from the food web? Are there other organisms that could take its place? How would the organism's predators/grazers respond? How would the organism's prey/food respond?; Explain what decomposers are and what they do, place them on your food web and show how they interact with the other organisms in the web.

BACK-UP PLAN: Have the campers make their organism name tags and draw or cut out and paste a picture of the organism on it; Pre-collect specimens from your local field of grass and have them in bug boxes or other suitable container prior to class. Make sure they are well cared for and released when finished

ASSESSMENT: Campers can explain what a food web is; Campers can list some primary consumers and predators in the local food web; Campers can discuss ways in which humans or nature can create changes in a food web.

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Accommodations for special needs available with advance notification. Field of grass may not be wheelchair accessible, however the class can be held in a wheelchair accessible location.

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>Science Standards Primary (K-2) Standards 5, 6, & 9 Elementary (3-5) Standard 6 Middle (6-8) Standards 1, 5, 6, & 7 High School (9-12) Standards 5 & 6</p>	<p>Responsible citizenship Wise use of resources</p>	<p>Citizenship Responsibility</p>



Outdoor Adventures	Lesson #1	SIZE: 4/16 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> • Campers will be familiar with class rules, safety procedures, and Leave No Trace principles. <p>Objective 1:</p> <ul style="list-style-type: none"> • Introduction to Safety Rules & Class Procedures: The instructor will lead campers through a class orientation, name game, and review of class rules and procedures. <p>Objective 2:</p> <ul style="list-style-type: none"> • Introduction to Leave No Trace principles: The instructor will lead campers through a discussion about Leave No Trace principles and the importance of exercising them in the outdoors. 		
<p>LESSON DESCRIPTION:</p> <p>Activity 1: Icebreakers</p> <ul style="list-style-type: none"> • Play name game(s) with class (i.e. animal name that starts with same first letter) • Discuss benefits of camping and find out who has been camping before <p>Activity 2: Class Orientation</p> <ul style="list-style-type: none"> • Discuss format and purpose of class • Discuss class procedures, rules, and safety considerations <p>Activity 3: Introduction to Leave No Trace Principles</p> <ul style="list-style-type: none"> • Solicit input as to what is “leave no trace” and why it is important • Give campers opportunity to come up with the LNT principles • Briefly discuss each principle 		
<p>LENGTH OF CLASS: 45-50 Minutes</p>		
<p>SAFETY CONCERNS</p> <ul style="list-style-type: none"> • Ensuring all campers attend class • Ensuring all campers feel safe and comfortable with class • Ensuring all campers understand class format, rules, and procedures <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> • If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) • Contact Camp Medic for camper injury/illness • Contact Staff Coordinator/Program Director for emergency support as needed 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; List of class rules (whiteboard/poster board); List of Leave No Trace principles; Props for name games/time fillers; Examples of equipment to be used for class (backpack, tent, etc.)</p>		
<p>CAMPER ELIGIBILITY: Campers, ages 9-13 years old; No experience necessary</p>		
<p>INSTRUCTOR ELIGIBILITY: Completion of Virginia 4-H Outdoor Adventure Leader Training (or similar training with LNT focus); First Aid/CPR certified; Camp staff training</p>		<p>SUPERVISION REQUIRED: 1:8 supervision ratio (staff:campers), minimum of 2 staff (paid/volunteer)</p>
<p>EXTENSION ACTIVITIES: Move directly into lesson #2</p>		
<p>BACK-UP PLAN: Lesson #1 can be completed inside or out</p>		
<p>ASSESSMENT: Review lesson; “Quiz” campers on topics covered (safety rules & procedures; LNT principles)</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		
<p>TARGETED SOLs</p>	<p>TARGETED LIFE SKILLS</p>	<p>TARGETED PILLAR(S) OF CHARACTER</p>
	<p>Personal safety; Communication; Self-responsibility</p>	<p>Responsibility</p>



Outdoor Adventures	Lesson #2	SIZE: 4/16 <i>(min/max)</i>
<p>Goals:</p> <ul style="list-style-type: none"> For all campers to understand the LNT principles and successfully set-up/take-down a tent. <p>Objective 1:</p> <ul style="list-style-type: none"> In-depth review and discussion of LNT principles: The instructor will lead campers through a discussion about LNT principles with related activity(s). <p>Objective 2:</p> <ul style="list-style-type: none"> Set-up/take-down tents: The campers will split into “tent-teams” and work together to set-up and take-down their tent. 		
<p>LESSON DESCRIPTION:</p> <p>Activity 1: Review of class procedures</p> <ul style="list-style-type: none"> Instructor will ask campers to review rules and class procedures <p>Activity 2: Review/discussion of LNT principles</p> <ul style="list-style-type: none"> Instructor will ask campers to list LNT principles (from lesson 1) Instructor will lead campers through a discussion about what supplies are necessary for a safe and fun camping trip. <p>Activity 3: Set-up/take-down of tents</p> <ul style="list-style-type: none"> Split campers into “tent-teams” Discuss basics of setting-up tents and campsite selection (refer to appropriate LNT principle) Allow groups to set-up their own tent (with instructor/volunteers floating to assist) Discuss each tent (advantages/disadvantages) Allow groups to take-down their tents (with instructor/volunteers floating to assist) 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS: Ensure all campers attend class; feel safe and comfortable with class; and understand class format, rules, and procedures; Keeping class together; Avoiding dangerous plants/animals while outside (i.e. poison ivy, bees, etc.); Stay on designated trails</p>		
<p>EMERGENCY PROCEDURES: If campers on role are not in class, contact Staff Coordinator (via walkie-talkie); While keeping campers calm and away from injured, contact Medical Staff for camper injury/illness; Contact Staff Coordinator/Program Director for emergency support as needed</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; List of class rules & Leave No Trace principles; Props for name games/time fillers; Equipment to be used for class (i.e. tent, poles, etc.)</p>		
<p>CAMPER ELIGIBILITY: Campers, ages 9-13 years old; No experience necessary</p>		
<p>INSTRUCTOR ELIGIBILITY: Completion of Virginia 4-H Outdoor Adventure Leader Training (or similar training with LNT focus); First Aid/CPR certified; Camp staff training</p>	<p>SUPERVISION REQUIRED: 1:8 supervision ratio (staff:campers); minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Campers can set-up shelters using tarps and bungee cords</p>		
<p>BACK-UP PLAN: Utilize covered pavilions or other space during inclement weather</p>		
<p>ASSESSMENT: Review lesson; Campers will be able to list and discuss LNT principles; Campers will have successfully set-up and taken-down tents</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Ensure instructor/volunteers are aware of possible special needs campers and accommodations needed; Location of class may be altered if needed (to accommodate wheelchairs, etc.); Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	<ul style="list-style-type: none"> Self-responsibility Personal safety Wise use of resources Teamwork 	Responsibility



Outdoor Adventures		Lesson #3	SIZE: 4/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> For all campers to understand LNT principles and successfully & safely build a fire using different fire building techniques. <p>Objective 1:</p> <ul style="list-style-type: none"> In-depth review and discussion of LNT principles: Campers will learn the seven LNT principles and participate in related activities. <p>Objective 2:</p> <ul style="list-style-type: none"> Understand safety surrounding fire building and how to build a fire: Campers will learn how to build fires using different methods and will teach campers the importance of fire safety. 			
<p>LESSON DESCRIPTION:</p> <p>Activity 1: Review of class procedures</p> <ul style="list-style-type: none"> Instructor will ask campers to review rules and class procedures <p>Activity 2: Review/discussion of LNT principles</p> <ul style="list-style-type: none"> Instructor will ask campers to list LNT principles (from lesson 1) <p>Activity 3: Basics of Fire Building</p> <ul style="list-style-type: none"> Discussion of the importance of fire (heat, light, cooking, etc) Discussion of fire safety and awareness Types of wood, timber bundles, etc need to successfully build a fire Show examples of fire building structures (log cabin, teepee, or combo) Have campers gather wood and create a fire structure (instructor/volunteers floating to assist) Extinguish fires when finished 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>SAFETY CONCERNS: Ensuring all campers attend class, feel safe and comfortable with class; and understand class format, rules, and procedures; Keeping class together; Avoiding dangerous plants/animals while outside (i.e. poison ivy, bees, etc.); Ensuring all campers understand the importance of fire safety (i.e. fires should only be built with adult supervision, only built in safe or designated areas, keep hands, etc out of the fire, etc); Ensuring proper placement and use of fire</p>			
<p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) While keeping campers calm and away from injured, contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; List of class rules & Leave No Trace principles; kindling; fuel source; other fire-starting materials</p>			
<p>CAMPER ELIGIBILITY: Campers, ages 9-13 years old; No experience necessary</p>			
<p>INSTRUCTOR ELIGIBILITY: Completion of Virginia 4-H Outdoor Adventure Leader Training (or similar training with LNT focus); First Aid/CPR certified; Camp staff training</p>		<p>SUPERVISION REQUIRED: 1:8 supervision ratio (staff:campers), minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Advanced campers could build the campfires without adult supervision</p>			
<p>BACK-UP PLAN: Fires may be built in rain or wet weather in order to teach campers how to find dry materials, light damp materials, or find other alternative; Fire wood may be collected earlier</p>			
<p>ASSESSMENT: Review lesson; Campers will be able to repeat the basics of fire safety; Campers will be able to demonstrate fire building structures; campers will demonstrate fire-extinguishing techniques</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Ensure instructor/volunteers are aware of possible special needs campers and accommodations needed; Location of class may be altered if needed (to accommodate wheelchairs, etc.); Make plans for possible accommodations needed for remaining lessons (i.e. location change, activity adaptation, etc.)</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Self-Responsibility; Wise Use of Resources; Personal Safety; Planning; Communication; Cooperation	Trustworthiness Responsibility	



Outdoor Adventures	Lesson #4	SIZE: 4/16 (min/max)
<p>Goals:</p> <ul style="list-style-type: none"> For all campers to be able to gain knowledge of and be able to identify native Virginia tree species. <p>Objective 1:</p> <ul style="list-style-type: none"> Gain knowledge of Native Virginian tree species: The instructor will teach campers about Native Virginia tree species through a variety of related activities. <p>Objective 2:</p> <ul style="list-style-type: none"> Identification of tree species native of Virginia: The instructor will teach campers how to identify tree species through leaf identification 		
<p>LESSON DESCRIPTION:</p> <p>Activity 1: Review of class procedures</p> <ul style="list-style-type: none"> Instructor will ask campers to review rules and class procedures <p>Activity 2: Review/discussion of LNT principles</p> <ul style="list-style-type: none"> Instructor will ask campers to list LNT principles (from lesson 1) <p>Activity 3: Tree Identification</p> <ul style="list-style-type: none"> Discussion of "Tree Cookies" and what they tell about the tree i.e. fire, ages, etc Nature walk on site to teach/show different tree/leaf characteristics Variety of experiential learning games i.e. Leaf Relay Race, Make a Tree Friend 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS</p> <ul style="list-style-type: none"> Ensuring all campers attend class Ensuring all campers feel safe and comfortable with class Ensuring all campers understand class format, rules, and procedures Keeping class together Avoiding dangerous plants/animals while outside (i.e. poison ivy, bees, etc.) Awareness of trail terrain (i.e. roots, rocks, etc) <p>EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> If campers on role are not in class, contact Staff Coordinator (via walkie-talkie) While keeping campers calm and away from injured, contact Camp Medic for camper injury/illness Contact Staff Coordinator/Program Director for emergency support as needed 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Nature Trail; Native Virginia tree leaves; Blindfolds; Tree Cookies; Field Guides; Other props needed for experiential games</p>		
<p>CAMPER ELIGIBILITY: Campers, ages 9-13 years old; No experience necessary</p>		
<p>INSTRUCTOR ELIGIBILITY: Instructors should have attended Virginia 4-H Outdoor Adventure Leader Training or similar training with LNT focus; Instructors should be 1st Aid/CPR certified & trained camp staff</p>	<p>SUPERVISION REQUIRED: 1:8 supervision ratio (staff:campers); minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Campers can identify tree species using field guides</p>		
<p>BACK-UP PLAN: Leave may be gathered for teaching purposes ahead of time; Use indoor space</p>		
<p>ASSESSMENT: Review lesson; Campers will be able to demonstrate knowledge of Native Virginia trees; Campers will be able to identify Native Virginia trees</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Ensure class is interactive to keep the attention of <i>all</i> campers; Ensure instructor/volunteers are aware of possible special needs campers and accommodations needed; Location of class may be altered if needed (to accommodate wheelchairs, etc.); Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		
<p>TARGETED SOLs</p>	<p>TARGETED LIFE SKILLS</p>	<p>TARGETED PILLAR(S) OF CHARACTER</p>
<p>Science 4.8 Science 5.1</p>	<p>Learning to Learn Sharing</p>	<p>Responsibility Team Work</p>



(Forestry) Tree Identification		LESSON #1	SIZE: 2-15
GOALS/OBJECTIVES:			
<ul style="list-style-type: none"> • Campers will learn how to distinguish between tree parts, such as leaves, buds, bark, fruit etc. The measurable objective is for campers to match a live sample taken from a tree with a picture or name of that tree. 			
LESSON DESCRIPTION: Visit trees on campus and look at leaf and other characteristics. Refer to Project Learning Tree Activities # 64 (Looking at Leaves) and # 68 (Name that Tree), and the tree list compiled for each 4-H Center at http://www.cnr.vt.edu/dendro/sols/schoolTrees/part_1.htm			
LENGTH OF CLASS: 45-50 minutes (more time as needed until each camper learns 10 trees)			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Walk route and check for hornet nests.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tree id books to provide as an award; Dendrology fact sheets to match with tree parts; Pruning shears to take samples; Plant press or telephone book to press leaves.			
CAMPER ELIGIBILITY: Age 8 - 13			
INSTRUCTOR ELIGIBILITY: Project Learning Tree PreK-8 certification		SUPERVISION REQUIRED: Maximum 15:1	
EXTENSION ACTIVITIES: Tree identification project, 4-H forestry judging contest			
BACK-UP PLAN: Bring leaf, twig, fruit samples indoors and perform matching activities with fact sheets.			
ASSESSMENT: Conduct a tree identification contest. Goal should be to learn 10 trees in one week.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS:			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Science 4.8 Science 5.1	Learning to Learn Wise Use of Resources Critical Thinking		



Forestry (Every Tree for Itself)		LESSON #2	SIZE: 2-15 (min/max)
GOALS/OBJECTIVES:			
<ul style="list-style-type: none"> • Campers will learn that trees require sunlight, moisture and nutrients in order to grow. They will also learn that trees compete for sunlight, moisture and nutrients. They will be able to determine if a tree lives or dies based on the number of resources they accumulate in a game where they play the role of trees. 			
LESSON DESCRIPTION: Campers play a game where they are trees and they have to collect resources while standing in one place. See Project Learning Tree Activity 27- Every Tree for Itself			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: None			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster: See Project Learning Tree Activity 27- Every Tree for Itself			
CAMPER ELIGIBILITY: Age 8-13			
INSTRUCTOR ELIGIBILITY: Project Learning Tree PreK-8 certification		SUPERVISION REQUIRED: 15:1	
EXTENSION ACTIVITIES: Tree Planting Project			
BACK-UP PLAN: This lesson can be taught indoors			
ASSESSMENT: At the end of each game, ask campers if they were a tree, would they live or die?			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS:			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Science 4.4 Science 4.5 Science 4.8	Learning to Learn Wise Use of Resources Critical Thinking		



Forestry (How Big is Your Tree)		LESSON #3	SIZE: 2-15
GOALS/OBJECTIVES:			
<ul style="list-style-type: none"> Campers will learn that trees are measured a variety of ways. They will use a measuring tape to measure tree circumference, and a ruler to measure tree height. 			
LESSON DESCRIPTION: Please see Project Learning Tree (PLT) Activity # 67 How Big Is Your Tree			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: None			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; See Project Learning Tree (PLT) Activity # 67 How Big Is Your Tree			
CAMPER ELIGIBILITY: Age 8-13			
INSTRUCTOR ELIGIBILITY: Project Learning Tree PreK-8 certification		SUPERVISION REQUIRED: 15:1	
EXTENSION ACTIVITIES: Go to the Virginia Big Tree Web Site, http://www.cnr.vt.edu/4h/bigtree/ , and note several champion trees and their height, circumference and crown spread. Have campers outline these dimensions on a field. Note: 4-H Forestry Judging requires tree measuring skills.			
BACK-UP PLAN: Do another PLT activity, see index for indoor activities.			
ASSESSMENT: Have campers record circumference and height of several trees you have marked on the camp grounds. Measuring within 10% for circumference and 25% for height is excellent.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS:			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
Science 4.1 Science 5.1 Math	Learning to Learn Wise Use of Resources Critical Thinking		



Forestry (We All Need Trees)		LESSON #4	SIZE: 2-15
GOALS/OBJECTIVES:			
<ul style="list-style-type: none"> • Campers will learn that trees provide many products that we use daily. Campers will be able to identify products made in Virginia and use a hand lens to observe cell structure in those products. 			
LESSON DESCRIPTION: Please see Project Learning Tree (PLT) Activity # 13 We all need Trees.			
LENGTH OF CLASS: 45-50minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: None			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; See Project Learning Tree (PLT) Activity # 13 We all need Trees; Hand lenses will be needed to view cell structure; Straws are useful to illustrate cell structure in trees; A list of Virginia forest products is at: http://www.cnr.vt.edu/dendro/sols/sci4.8_forprod.htm			
CAMPER ELIGIBILITY: Age 8-13			
INSTRUCTOR ELIGIBILITY: Project Learning Tree PreK-8 certification		SUPERVISION REQUIRED: 15:1	
EXTENSION ACTIVITIES: Information learned in this activity makes an excellent 4-H presentation topic.			
BACK-UP PLAN: This lesson can be taught indoors.			
ASSESSMENT: Give campers a hand lens to see if they know how to focus on cell structure.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS:			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Learning to Learn Wise Use of Resources Critical Thinking		



Creative and Performing Arts



Arts & Crafts (Dream Catcher)	LESSON #1	SIZE:15 (max)
<p>Goals/Objectives: Campers will"</p> <ul style="list-style-type: none"> • Become more creative as a result of participating in the Arts & Crafts class. • Learn the value of patience and teamwork as they have to work with others to share equipment and complete a project. • Refine fine-motor skills by becoming more precise and neat in their crafting abilities. • Learn the basics of using arts & crafts equipment. • Successfully complete the Dream catcher project. • Learn the value of creativity and teamwork through the completion of project. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Instructor will orient campers to the different equipment needed for the Dream catcher craft project, including scissors, glue, beads, hoop, string, etc. The instructor will cover safety issues and also proper care of the equipment. • The instructor will demonstrate for the class how to complete the Dream catcher project. • The instructor will distribute arts & crafts equipment and craft projects. • Directions to make a Dream catcher: • Step One: Leaving 5 inches of lace at the beginning, wrap the suede lace around the hoop without twisting it, leaving a little bit of space between each wrap. • Step Two: When the starting point is reached, tightly tie the remaining suede to the original 5 inches to secure the lace. Then tie a knot 1-2 inches above the ring, creating a hanger. Trim any excess lace. • Step Three: Tie one end of the sinew to the ring, to the right of the top suede knot, leaving an extra 2-3 inches. Find the center of the bottom of the ring and count over 4-5 suede wraps to the left. Pull the sinew down over the front of the ring, and over to the back, ending up at the space just to the right of where the sinew began. • Step Four: Continue wrapping the sinew while keeping it tight, coming over the top in the next space to the right and around the bottom. When you reach the last space, next to the knot at the top, go through the space and around the hoop to the back and tie the sinew to the original 2 inches. Trim any excess sinew. • Step Five: With a 6 inch piece of lace, wrap though the center hole of the ring and secure by threading both ends of the lace through beads. Add 2-4 beads onto each end of the lace, and slide them towards the top. Attach 1 feather to each end of the lace with glue, and slide the 2-4 beads down to secure the feathers in place. • Have campers personalize their Dream catcher Web with different colors of suede lace, beads, and feathers. • Small group interaction and large group interaction will be incorporated through sharing tools and ideas. • Clean up classroom area 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers will be required to take turns. • Campers will be required to use hand & eye coordination. • Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. • Campers will be considerate of others work space to avoid accidents. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the arts and crafts class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 		



MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; (For each participant- 1 3" Mandela Hoop; 5 yards sinew; 2 yards suede lace; assortment of 10-12 beads; 2 feathers; Glue)		
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed		
INSTRUCTOR ELIGIBILITY: Prior knowledge of arts and craft project to be completed is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers
EXTENSION ACTIVITIES: None		
BACK-UP PLAN: N/A- indoors class		
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.		
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Cooperation; Teamwork; Personal safety; Learning to learn; Creativity Planning, Organizing; Problem Solving; Decision Making; Communication	Responsibility Fairness Caring



Arts & Crafts (Twine Jewelry)	LESSON #2	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn the value of patience and teamwork as they have to work with others to share equipment and complete a project. • Refine their fine-motor skills by becoming more precise and neat in their crafting abilities. • Learn the basics of using arts & crafts equipment. • Successfully complete a jewelry making project. • Learn the value of creativity and teamwork through the completion of project. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Instructor will orient campers to the different equipment needed for the hemp twine jewelry craft project, including scissors, beads, twine, etc. The instructor will cover safety issues and also proper care of the equipment. • The instructor will demonstrate for the class how to complete the jewelry project. • The instructor will distribute arts & crafts equipment and craft projects. • Directions to make hemp twine jewelry: <ol style="list-style-type: none"> 1. Determine the length of the piece to be made. 2. Cut a piece for the inner strands twice that length plus 12 inches (length x 2 + 12 = inner strands) 3. Cut one piece for the outer strands 5 times the length of the inner strands (inner strands x 5 = outer strands) 4. There are now 2 strands. Though not essential, applying beeswax to the twine can cut down on fraying, improve its water resistance and generally make it easier to work with. 5. Make a loop at the center of the strands. 6. Center the shorter strand on the longer one and fold in half. You can do this by folding each in half and putting the centers together. 7. Tie the two folded ends together with an overhand knot to make a loop about an inch long. Keep the longer strands towards the outside with the shorter strands between them on the inside. The longer outer strands are the “working” strands that are used to tie the knots around the shorter inner strands. 8. Tape the loop down to hold the piece to a work surface while working. 9. Design the piece. Line the beads up in the desired order on a tray or towel. A ruler can come in handy to figure out how much space to leave between beads where knots will be tied, and to keep an eye on your progress while knotting. 10. Proceed with the square knot, a basic macramé knot, around the two center strands. <ul style="list-style-type: none"> • Using the outer left strand, form a “4” over the inner strands • Take the right outer strand over the end of the “4”, then under the inner strands and up through the center of the “4” • Pull the outer strands apart to tighten the knot. If you keep repeating the knot starting with the left outer strand, a twisted pattern will form. To get a flat untwisted pattern, alternate by starting with the left and making the “4” for the first knot, then starting with the right outer strand making a backwards “4”, etc. • Add beads by stringing them onto the inner strands. • Proceed with the square knot, tying the knot around the bead or beads. For another look, try adding beads using the ruler as a guide until you are about 1 inch less than the desired total length. • Form a clasp knot at the end. Make a large overhand knot at the end with all four strands that will fit snugly into the loop that you made on the other end. You may have to make a few knots on top of each other to build it up to the right size. Trim off excess hemp twine. • Add a bead or clasp. An alternative is to add a bead at the end for the clasp. Do this by making one overhand knot with all four strands. Place a bead on the inner strands and secure with another overhand knot made with the inner strands. Trim off excess twine. • Small group interaction and large group interaction will be incorporated through sharing tools and ideas. • Clean up classroom area 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		



<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers will be required to take turns. • Campers will be required to use hand & eye coordination. • Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. • Being considerate of others work space to avoid accidents. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the arts and crafts class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; (For each participant- Hemp twine, usually 5-10 yards per person depending on the length of the piece to be made; Large holed beads to fit on 2 strands of hemp twine; Bead board or towel; Ruler; Duct tape; Bees wax (optional); Scissors)</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior knowledge of arts and craft project to be completed is recommended.</p>		<p>SUPERVISION REQUIRED: One supervisor per each five campers</p>
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: N/A- indoors class</p>		
<p>ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Cooperation; Teamwork; Personal safety; Learning to learn; Creativity Planning, Organizing; Problem Solving; Decision Making; Communication	Responsibility Fairness Caring



Arts & Crafts (Scrapbook)	LESSON #3	SIZE:15 (max)
<p>Goal/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn the value of patience and teamwork as they have to work with others to share equipment and complete a project. • Refine fine-motor skills by becoming more precise and neat in their crafting abilities. • Learn the basics of using arts & crafts equipment. • Successfully complete the Camp Scrapbook project. • Learn the value of creativity and teamwork through the completion of project. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Instructor will orient campers to the different equipment needed for the craft project, including scissors, glue, beads, hoop, string, etc. The instructor will cover safety issues and also proper care of the equipment. • The instructor will demonstrate for the class how to complete the Camp Scrapbook project. • The instructor will distribute arts & crafts equipment and craft projects. <p>Directions to make Camp Scrapbook:</p> <ul style="list-style-type: none"> • Campers decide what pages they want to include in their scrapbook. Each page will have a title and space for the camper to write about that topic, have friends sign or write, or glue pictures and other memento items. Suggested pages may include “What I Ate at Camp”; “Classes I Took at Camp”; “My Favorite Things About Camp”; “Who Was In My Cabin”; “New Friends I Made”; “My Favorite Songs” (Campers may come up with additional pages, the group may collaborate to create ideas. Individuals may include whichever pages they wish.) • Each camper receives two sheets of cardboard or stiff, colorful paper, cut to size (8.5x5.5) to form the front and back cover of their camp scrapbook • Campers select sheets of colored paper or construction paper to form the inner pages of their scrapbook (these pages may be cut to the same size as cover pages, or trimmed to slightly smaller) • The pages are assembled in book form and then two holes punched along the left side. Campers use ribbon or string, tied through the holes, to bind the book together. • Campers will write one of their selected topics on each page. They may choose to decorate the front and back covers, as well as the pages inside. • Campers should be given time to begin reflecting and writing in their scrapbooks, they may wish to exchange books to have friends write as well. • Small group interaction and large group interaction will be incorporated through sharing tools and ideas. • Clean up classroom area 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers will be required to take turns. • Campers will be required to use hand & eye coordination. • Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. • Being considerate of others work space to avoid accidents. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the arts and crafts class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Paper sheets cut to size for scrapbook pages; Stiff paper or cardboard cut to size for scrapbook cover pages; Ribbon or string; Scissors; Glue/paste; Markers, crayons, colored pencils</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior knowledge of arts and craft project to be completed is recommended.</p>	<p>SUPERVISION REQUIRED: One supervisor per each five campers</p>	



EXTENSION ACTIVITIES: This activity may be adapted in many ways, and can be used to stimulate discussion of camp in general, what campers learned at camp, how they will use what they've learned outside of camp, etc.		
BACK-UP PLAN: N/A- indoors class		
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.		
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Cooperation; Teamwork; Personal safety; Learning to learn; Creativity Planning, Organizing; Problem Solving; Decision Making; Communication	Responsibility Fairness Caring



Leathercraft		LESSON #1	SIZE:15 (max)
Goals/Objectives: Campers will:			
<ul style="list-style-type: none"> Learn to share equipment and complete a project. Refine their fine-motor skills by becoming more precise and neat in their stamping abilities. Learn the basics of using leathercraft equipment. Successfully complete 2 leathercraft projects. Learn the value of creativity and teamwork through the completion of projects. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> Instructor will teach campers the different pieces of leathercraft equipment, including the stamps, posts, mallets, marble block, hole punches, and leather shapes. The instructor will demonstrate for the class how to use the leathercraft equipment. The instructor will cover safety issues and also proper care of the equipment. The instructor will distribute scrap pieces of leather and let the campers practice using the stamps. During this practice phase, the instructor will correct any camper misusing the equipment and will encourage creativity in designs. The campers will receive a clean piece of leather to begin their first project. Small group interaction and large group interaction will be incorporated through sharing tools and ideas. Clean up classroom area 			
LENGTH OF CLASS: 45-50 minutes			
Safety Concerns:			
<ul style="list-style-type: none"> Campers will be required to take turns. Campers will be required to use hand & eye coordination. Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. Being considerate of others work space to avoid accidents. 			
Emergency Procedures:			
<ul style="list-style-type: none"> In case of accident or injury during the leathercraft class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; water; stamps; mallets; sponges; marble; stamp posts; leather			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed			
INSTRUCTOR ELIGIBILITY: Prior knowledge of leathercraft use is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Personal safety, Learning to learn, Creativity, Patience	Responsibility Fairness Caring	



Leathercraft		LESSON #2	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> Learn the value of patience and teamwork as they have to work with others to share equipment and complete a project. Refine fine-motor skills by becoming more precise and neat in their stamping and painting abilities. Successfully complete 2 leathercraft projects. Decorate simple and more advanced pieces of leather using stamps and paint. Learn the value of creativity and teamwork through the completion of projects. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Instructor will review with the campers the different pieces of leathercraft equipment, including the stamps, posts, mallets, marble block, hole punches, and leather shapes. The instructor will demonstrate for the class how to use the leathercraft equipment. The instructor will cover safety issues and also proper care of the equipment. The campers will complete the previous day's project(s). The campers will advance to bigger and more difficult pieces of leather, which they will decorate leather using stamps, markers, and paint. Small group interaction and large group interaction will be incorporated through sharing tools and ideas. Clean up classroom area 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> Campers will be required to take turns. Campers will be required to use hand & eye coordination. Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. Being considerate of others work space to avoid accidents. <p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury during the leathercraft class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; water; stamps; mallets; paint; brushes; sponges, marble; markers (sharpies); stamp posts; leather; paint			
CAMPER ELIGIBILITY: 9 – 13 year olds, no previous experience necessary			
INSTRUCTOR ELIGIBILITY: Prior knowledge of leathercraft use is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES:			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Personal safety, Learning to learn, Creativity, Patience,	Responsibility Fairness Caring	



Leathercraft		LESSON #3	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> Learn the value of patience and teamwork as they have to work with others to share equipment and complete a project. Refine their fine-motor skills by becoming more precise and neat in their stamping and staining abilities. Learn the basics of using leathercraft equipment, including “supersheen” and stains. Successfully complete 2 leathercraft projects. Decorate simple and more advanced pieces of leather using stamps and stains. Learn the value of creativity and teamwork through the completion of projects. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Instructor will review with the campers the different pieces of leathercraft equipment, including the stamps, posts, mallets, marble block, hole punches, and leather shapes. The instructor will demonstrate for the class how to use the leathercraft equipment. The instructor will cover safety issues and also proper care of the equipment. The instructor will teach and demonstrate how to apply supersheen and also stains. The campers will complete the previous day’s project(s). The campers will advance to bigger and more difficult pieces of leather, which they will decorate leather using stamps, stains, and paints. Small group interaction and large group interaction will be incorporated through sharing tools and ideas. The instructor will administer class evaluations. Clean up classroom area 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> Campers will be required to take turns. Campers will be required to use hand & eye coordination. Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. Being considerate of others work space to avoid accidents. Paying attention that campers are properly applying supersheen and stains. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury during the leathercraft class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; water; stamps; super sheen; paint brushes; sponges; marble; stain; stamp post; leather)			
CAMPER ELIGIBILITY: 9 – 13 years old, no previous experience necessary			
INSTRUCTOR ELIGIBILITY: Prior knowledge of leathercraft use is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation; Teamwork; Personal safety; Learning to learn; Creativity; Patience	Responsibility, Fairness Caring	



Performing Arts	LESSON #1	SIZE: 8/16 (min/max)
<p>Goal/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Think and act creatively and solve problems while employing originality, flexibility, and imagination. • "Visualize" sights, sounds, and smells • Imitate others by using sounds and gestures. • Demonstrate an ability to imagine an unusual environment and react appropriately to that environment. • Demonstrate an imagined object without using sounds or words. • Transform his/her body to represent and express inanimate objects. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • <u>Warm-up Activity</u> (5min): A name game is appropriate for the first lesson. Have each child state his/her name and come up with an animal that begins with the same first letter as his/her name does (ex. Mike monkey). Have the campers imitate the animal as they introduce themselves. • <u>Imaginative Journey</u> (5 min): Have campers lie flat on their backs in a comfortable location and close their eyes. They should focus only on the sound of the instructor's voice. Calmly take them on a "mental journey" by telling a story that requires them to visualize what is happening. Incorporate sounds, scents, textures, etc. into the story so that the campers have to imagine the entire sensory experience, not just the visual. Be creative! • <u>Circle Imitation</u> (5 min): Campers should form a circle. Choose a child to make up his own sound and gesture. Have him go inside the circle and stand in front of each child, who should then imitate the sound and gesture simultaneously while the rest of the campers continue to imitate the sound and gesture. The exercise is complete when the lead child has gone entirely around the circle. The instructor should serve as a model for this exercise to demonstrate how it works, making it as ridiculous as possible. Select other campers at random to make up a sound/gesture. • <u>Environment</u> (10 min): Have the campers walk around in a circle and ask them to imagine and then demonstrate how they would walk or behave in different environments. Try the following: <ul style="list-style-type: none"> ○ You are in 6 inches of glue ○ You are in a room filled with jello ○ You are on a floor that is a thin plate of glass with a 30 feet drop below ○ You are in a frying pan on high heat ○ You are in a room that is full of thick, black, poisonous smoke • <u>Imagination With Objects</u> (10 min): Put a chair in the middle of the circle of campers and explain that with sounds and gestures they can make the chair into any object they wish other than itself. For instance, tell them that the chair can be a typewriter and demonstrate without using words. Ask the campers to volunteer and demonstrate their own ideas. After a half-dozen or so examples by the campers, change the object to a broomstick, garbage can, box, blanket, etc. • <u>Be An Object</u> (10 min): With campers sitting in a circle, ask for a volunteer. Have the volunteer go to the middle of the circle and ask her to pretend to be a lighthouse. Ask for another volunteer to show his different version of the lighthouse. After several examples, change the object to, for example, a vacuum cleaner, two ice cubes, bacon in a frying pan, a cookie baking, a computer. For this activity, campers should volunteer. • <u>Closure</u> (5 min): Group discussion. Talk about how the campers responded to each activity. Allow each child to express how each activity made him feel. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • The instructor prior to the start of each class must inspect all props, equipment, and instructional space. No child is to touch props or equipment until told to do so by the instructor. Each child is to inspect equipment prior to using. All props, equipment, and tools will be accounted for at the end of each class. Upon completion of the daily class sessions, or any instruction periods, all tools, props, and equipment will be stored properly. The Performing Arts instructor will inventory all equipment at the beginning and end of each season. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to assure that equipment is maintained in useable and safe condition throughout the season. • In case of serious accident or injury, all campers will cease using Performing Arts equipment. The instructor will administer appropriate first aid (if certified to do so) and send the assistant to get help from a Medical Representative. The injured party will not be moved except as instructed by the Medical Representative. If necessary, the emergency rescue squad will be summoned by the Medical Representative (911). 		



<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; A good sensory story with lots of description (written or memorized); Random objects (chair, broom, empty box, blanket, etc.); Tape or CD Player; CD or tape of Madonna's "Vogue"</p>		
<p>CAMPER ELIGIBILITY: Appropriate for ages 5-13. No previous experience is necessary. Prior knowledge is based on what they know and have learned from their environments.</p>		
<p>INSTRUCTOR ELIGIBILITY: An adult or mature teen can lead these activities. Previous experience in drama, dance, or music is preferred but not required. The instructor needs to be outgoing and maintain a healthy attitude to the developmental appropriateness of performing arts activities. He or she should recognize that these activities are designed for campers to explore imagination and creativity and that performance (i.e. a play or recital) is not a requirement of the campers.</p>		<p>SUPERVISION REQUIRED: There should be one instructor and one assistant leading each class. A ratio of 1:8 (leader to camper) should be maintained at all times.</p>
<p>EXTENSION ACTIVITIES:</p> <ul style="list-style-type: none"> • Pantomiming (15 min): Pantomime is the art of portraying characters and acting out situations or narratives by gestures and body movement without the use of words. The instructor will lead the campers, as a group, in miming various actions. These actions may include: pulling a rope, being inside a box, walking in place, climbing a ladder, etc. After doing several isolated actions, the campers should try pantomiming scenes generated by the instructor. • Vogue (5 min): Have the campers take turns "walking down the runway". Encourage them to walk with confidence and display "attitude". Encourage them to "strike a pose" as a runway model might do. Play Madonna's "Vogue" in the background (or some other upbeat music that has a good tempo for walking). 		
<p>BACK-UP PLAN: The activities presented here in lesson # 1 lend themselves to most any environment (outdoor or indoor). Therefore, the same activities can be carried out in inclement weather as in good weather, providing you can find an empty space to do them. One thing to consider might be to have batteries in the tape/CD player in case of loss of electricity.</p>		
<p>ASSESSMENT: Observation by the instructor (Participation of each child in each activity); Group Discussion (instructor asks questions of campers to facilitate)</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: The activities presented in lesson # 1 are appropriate for campers of all populations. Each activity can be easily modified for the physical/emotional needs of each child. The main consideration of the instructor should be the location of the class. It should be accessible by all. If the class is to take place on a stage, make sure the stage is handicap accessible.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>English: K.1, 1.1, 2.1, 3.2, 4.1, 5.2, 7.2 Theatre Arts: M.2 Music: K.4, 3.3, 5.3, 2.3, 4.3</p>	<p>Sharing Accepting Differences Communication Problem Solving Managing Feelings Self Esteem</p>	<p>Trustworthiness Respect Fairness Caring</p>



Performing Arts	LESSON #2	SIZE: 8/16 (min/max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> Express human emotion creatively by employing originality, flexibility, and imagination. Express and project their feelings in an authentic manner. React spontaneously to another child and/or things in his environment. Develop a "character" (including voice and mannerisms) using props and other materials Explore new ways of thinking and perceiving ("think on their feet"). 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> <u>Warm Up Activity</u> (5 min): Review "Environment" activity from lesson # 1. <u>Emotional Validity</u> (5 min): Have the campers walk around in a circle and tell them that they are "suspicious of someone or something". Repeat this exercise with different emotions such as: you didn't get what you wanted when expecting a gift, you dislike the person in front of you, there is something physically wrong with your insides, you are your own best friend, etc. <u>Mini-Scenes</u> (15 min): Have the group "count off" alternating A and B and position the pairs around the room. Explain that "person A owes person B money" and that they have a moment to think about the situation but cannot talk to each other. At the command "go", they are to act out the improvised episode. (All pairs do this at the same time) At "stop", ask each pair to explain their scene. Do more scenes, for example, "person A gives a gift to person B." <u>Create a Character</u> (20 min): Campers like to play dress up. This activity will allow the fun of dressing up while stimulating the creativity of the campers. Watch characters come to life as campers dress up and "create", or mimic, their favorite (or least favorite) person. Encourage the child to become the character, develop a voice, mannerisms, etc. After the child has developed a character with which he/she is comfortable, incorporate the character into a skit or improvisation. <u>Closure</u> (5 min): Group discussion. Talk about each activity and the campers's responses and emotions to each activity. Allow each child to express how each activity made him feel. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> The instructor prior to the start of each class must inspect all props, equipment, and instructional space. No child is to touch props or equipment until told to do so by the instructor. Each child is to inspect equipment prior to using. All props, equipment, and tools will be accounted for at the end of each class. Upon completion of the daily class sessions, or any instruction periods, all tools, props, and equipment will be stored properly. The Performing Arts instructor will inventory all equipment at the beginning and end of each season. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to assure that equipment is maintained in useable and safe condition throughout the season. In case of serious accident or injury, all campers will cease using Performing Arts equipment. The instructor will administer appropriate first aid (if certified to do so) and send the assistant to get help from a Medical Representative. The injured party will not be moved except as instructed by the Medical Representative. If necessary, the emergency rescue squad will be summoned by the Medical Representative (911). 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tub full of clothes and accessories (for dress up) several "people" puppets</p>		
<p>CAMPER ELIGIBILITY: Appropriate for ages 5-13. Campers should go through the activities in lesson # 1 before progressing to these activities.</p>		
<p>INSTRUCTOR ELIGIBILITY: An adult or mature teen can lead these activities. Previous experience in drama, dance, or music is preferred but not required. The instructor needs to be outgoing and maintain a healthy attitude to the developmental appropriateness of performing arts activities. He or she should recognize that these activities are designed for campers to explore imagination and creativity and that performance (i.e. a play or recital) is not a requirement of the campers</p>	<p>SUPERVISION REQUIRED: There should be one instructor and one assistant leading each class. A ratio of 1:8 (leader to camper) should be maintained at all times.</p>	
<p>EXTENSION ACTIVITIES: Puppets (15-20 min): Using puppets, campers create characters by giving voice to puppets. Allow campers to explore dialogue using the puppets. The instructor may do the same activities (Mini-scenes and Create a Character) with the puppets. Work with the campers to coordinate their hand movements (the puppet's mouth and arms) to the sounds of their own voices. If</p>		



<p>puppets allow, explore making facial expressions with the puppets by the way the hand is placed inside it and the way the hand moves around.</p>		
<p>BACK-UP PLAN: The activities presented here in lesson # 2 lend themselves to most any environment (outdoor or indoor). Therefore, the same activities can be carried out in inclement weather as in good weather, providing you can find an empty space to do them.</p>		
<p>ASSESSMENT: Observation by the instructor (Participation of each child in each activity); Group Discussion (instructor asks questions of campers to facilitate)</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: The activities presented in lesson # 2 are appropriate for campers of all populations. Each activity can be easily modified for the physical/emotional needs of each child. The main consideration of the instructor should be the location of the class. It should be accessible by all. If the class is to take place on a stage, make sure the stage is handicap accessible; When using puppets, some campers with physical limitations may need assistance. Try to have both hand puppets and marionette puppets available.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>English: K.1, 1.1, 2.1, 3.2, 4.1, 5.2, 6.1, 7.1, 7.2 Theatre Arts: M.1, M.2, M.3</p>	<p>Sharing, Accepting Differences, Conflict Resolution, Social Skills, Cooperation, Communication, Problem Solving, Decision Making, Managing Feelings, Self Esteem</p>	<p>Trustworthiness Respect Fairness Caring</p>



Performing Arts	LESSON #3	SIZE: 8/16 (min/max)																					
<p>Goal/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Think and act creatively through improvisation and performance in skits by employing originality, flexibility, and imagination. • Demonstrate new ways of thinking and perceiving ("think on his feet") • React spontaneously to another person, random props, and a random environment. • Demonstrate vocal projection and facial expressions while reading from a script. • Demonstrate the ability to place appropriate actions with a script. 																							
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • <u>Warm up Activity</u> (5 min): Review the activity "Emotional Validity" from lesson # 2. • <u>Skit in a Bag</u> (10 min): Divide the class into groups of 2-4 campers. Each group is given a bag with 4-5 random, non-related objects in it. The group is then given a short amount of time to come up with a skit incorporating these objects. Encourage campers to be as creative with the objects and see them for other things. For example, a fly swatter might be used as a badminton racket in a skit. Each group should be given at least five minutes to discuss their use of each object in a skit and the topic of their skit. They should not be given enough time to develop or write a script word-for-word because this is an improvisational activity. • <u>Random Improvisation</u> (15 min): Create three sets of cards, each set with a different theme: place, event, object. Be sure to color code each set and mix each set up well. Divide the class into small groups of 3-4 campers. Each group will choose on card from each of the sets [one place (blue), one event (red), and one object (yellow)]. The group must then come up with a short skit incorporating the random place, event, and object that they drew. Each group should be given at least 5 minutes to collaborate. With the random chance in the drawing of the cards, a group may end up with some crazy combinations that make for a truly funny and interesting improvised skit. Suggestions for words to put on cards: <table border="0" data-bbox="272 989 980 1182"> <thead> <tr> <th><u>Place</u></th> <th><u>Event</u></th> <th><u>Object</u></th> </tr> </thead> <tbody> <tr> <td>school</td> <td>wedding</td> <td>baseball bat</td> </tr> <tr> <td>grocery store</td> <td>graduation</td> <td>hair dryer</td> </tr> <tr> <td>amusement park</td> <td>birthday</td> <td>umbrella</td> </tr> <tr> <td>hospital</td> <td>concert</td> <td>mirror</td> </tr> <tr> <td>park</td> <td>first day at a new job</td> <td>blanket</td> </tr> <tr> <td>beach</td> <td>party</td> <td>candle</td> </tr> </tbody> </table> • <u>Reader's Theatre</u> (15 min): Take a favorite camper's story with a lot of dialogue. Convert it into a script to be used as a play. Campers can take the script, read the dialogue, and act out the scenes. An old favorite is <u>The Giving Tree</u>. Another variation might be to have some campers reading (narrating) the story aloud while other campers perform the actions in the story. (For younger campers or low level readers, the instructor may want to narrate and have the campers act out what is happening in the story) • <u>Closure</u> (5 min): Group discussion. Talk about how the campers responded to the activities. Allow campers opportunity to express how each activity made them feel. Give written evaluation if it is the last day of class. 			<u>Place</u>	<u>Event</u>	<u>Object</u>	school	wedding	baseball bat	grocery store	graduation	hair dryer	amusement park	birthday	umbrella	hospital	concert	mirror	park	first day at a new job	blanket	beach	party	candle
<u>Place</u>	<u>Event</u>	<u>Object</u>																					
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beach	party	candle																					
<p>LENGTH OF CLASS: 45-50 minutes</p>																							
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • The instructor prior to the start of each class must inspect all props, equipment, and instructional space. No child is to touch props or equipment until told to do so by the instructor. Each child is to inspect equipment prior to using. All props, equipment, and tools will be accounted for at the end of each class. Upon completion of the daily class sessions, or any instruction periods, all tools, props, and equipment will be stored properly. The Performing Arts instructor will inventory all equipment at the beginning and end of each season. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to assure that equipment is maintained in useable and safe condition throughout the season. • In case of serious accident or injury, all campers will cease using Performing Arts equipment. The instructor will administer appropriate first aid (if certified to do so) and send the assistant to get help from a Medical Representative. The injured party will not be moved except as instructed by the Medical Representative. If necessary, the emergency rescue squad will be summoned by the Medical Representative (911). 																							
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; 8-10 bags, each with 4-5 random objects in them; 3 sets of cards (set 1 = places, set 2 = events, set 3 = objects); Reader's Theatre scripts (one for each child and instructor(s))</p>																							



<p>CAMPER ELIGIBILITY: Appropriate for ages 5-13. Campers should go through the activities in lesson # 1 and # 2 before progressing to these activities.</p>		
<p>INSTRUCTOR ELIGIBILITY: An adult or mature teen can lead these activities. Previous experience in drama, dance, or music is preferred but not required. The instructor needs to be outgoing and maintain a healthy attitude to the developmental appropriateness of performing arts activities. He or she should recognize that these activities are designed for campers to explore imagination and creativity and that performance (i.e. a play or recital) is not a requirement of the campers</p>		<p>SUPERVISION REQUIRED: There should be one instructor and one assistant leading each class. A ratio of 1:8 (leader to camper) should be maintained at all times.</p>
<p>EXTENSION ACTIVITIES: Continue with Reader's Theatre using more advanced stories and skits (more dialogue and action).</p>		
<p>BACK-UP PLAN: The activities presented here in lesson # 3 lend themselves to most any environment (outdoor or indoor). Therefore, the same activities can be carried out in inclement weather as in good weather, providing you can find an empty space to do them.</p>		
<p>ASSESSMENT: Observation by the instructor (Participation of each child in each activity); Group Discussion (instructor asks questions of campers to facilitate); Written Evaluation developed by the instructor (if this is the last day of class)</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: The activities presented in lesson # 3 are appropriate for campers of all populations. Each activity can be easily modified for the physical/emotional needs of each child. The main consideration of the instructor should be the location of the class. It should be accessible by all. If the class is to take place on a stage, make sure the stage is handicap accessible. When using Reader's Theatre scripts with younger campers, use short script with lower reading levels or be prepared to narrate and have the campers "act out" the story.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>English: K.1, 1.1, 2.1, 3.2, 4.1, 5.2, 7.2 Theatre Arts: M.2, M.3</p>	<p>Sharing, Accepting Differences, Conflict Resolution, Social Skills, Cooperation, Communication, Planning/Organizing, Problem Solving, Decision Making, Managing Feelings, Self Esteem, Teamwork, Contributions to Group Effort</p>	<p>Trustworthiness Respect Responsibility Fairness Caring</p>



Performing Arts	LESSON #4	SIZE: 8/16 (min/max)
<p>Goal/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Gain confidence through performance of skits. • “Project” vocally. • Exhibit appropriate facial expressions for the script. • Demonstrate appropriate gestures and use of bodily movement. • React appropriately (based on the script) to other characters in the skit. • Memorize the speaking parts for his/her character in the script. 		
<p>LESSON DESCRIPTION: <u>Warm Up</u> (5min):</p> <ul style="list-style-type: none"> • Mini-Scenes from lesson # 2 <p><u>Skits</u> (40 min):</p> <ul style="list-style-type: none"> • Select several short skits for campers to perform. The scripts for the skits should be 2-3 pages in length, no more. Break campers up into small groups. Each group will work on a different skit. Move from group to group assisting campers where necessary (reading lines, developing characters, vocal projection, stage direction, adding movement, blocking, etc.). Allow the campers plenty of time to practice their lines and interacting with others in the group. Let them know how much time they will have to prepare and give them regular notices on how much time is left. Reserve the last 10-15 minutes of class for the performance of the skits. Perfection during performance will not occur, so look for everything positive on which to compliment each group (vocal projection, use of space, facial expressions, etc.) <p><u>Closure</u> (5 min):</p> <ul style="list-style-type: none"> • Group discussion. Give feedback to each individual regarding their progression during the week (i.e. where they started and to what point they have come, improvements). Complete written evaluation. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> • The instructor prior to the start of each class must inspect all props, equipment, and instructional space. No child is to touch props or equipment until told to do so by the instructor. Each child is to inspect equipment prior to using. All props, equipment, and tools will be accounted for at the end of each class. Upon completion of the daily class sessions, or any instruction periods, all tools, props, and equipment will be stored properly. The Performing Arts instructor will inventory all equipment at the beginning and end of each season. Faulty or dangerous equipment will be taken out of use immediately. Every effort will be made by the instructor to assure that equipment is maintained in useable and safe condition throughout the season. • In case of serious accident or injury, all campers will cease using Performing Arts equipment. The instructor will administer appropriate first aid (if certified to do so) and send the assistant to get help from a Medical Representative. The injured party will not be moved except as instructed by the Medical Representative. If necessary, the emergency rescue squad will be summoned by the Medical Representative (911). 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Several different skit scripts (and several copies of each script); Tub full of clothes and accessories</p>		
<p>CAMPER ELIGIBILITY: Appropriate for ages 5-13 (younger campers need shorter scripts -1 page-and assistance learning those scripts). Campers should go through activities in lessons # 1, # 2, and # 3 before progressing to the activity in lesson # 4.</p>		
<p>INSTRUCTOR ELIGIBILITY: An adult or mature teen can lead these activities. Previous experience in drama, dance, or music is preferred but not required. The instructor needs to be outgoing and maintain a healthy attitude to the developmental appropriateness of performing arts activities. He or she should recognize that these activities are designed for campers to explore imagination and creativity and that performance (i.e. a play or recital) is not a requirement of the campers</p>	<p>SUPERVISION REQUIRED: There should be one instructor and one assistant leading each class. A ratio of 1:8 (leader to camper) should be maintained at all times.</p>	
<p>EXTENSION ACTIVITIES: Skits: Allow campers to develop their skits more, using costumes and props.</p>		



<p>BACK-UP PLAN: The activities presented here in lesson # 4 lend themselves to most any environment (outdoor or indoor). Therefore, the same activities can be carried out in inclement weather as in good weather, providing you can find an empty space to do them.</p>		
<p>ASSESSMENT: Observation by the instructor (Participation of each child in each activity); Group Discussion (instructor asks questions of campers to facilitate); Written Evaluation developed by the instructor (for the last day of class)</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: The activities presented in lesson # 4 are appropriate for campers of all populations. Each activity can be easily modified for the physical/emotional needs of each child. The main consideration of the instructor should be the location of the class. It should be accessible by all. If the class is to take place on a stage, make sure the stage is handicap accessible. The instructor should also be ready to assist lower level readers in learning the lines of their scripts. When assigning parts in each script, take into consideration any limitations or needs of each child.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<p>English: K.1, 1.1, 2.1, 3.2, 4.1, 5.2, 7.2 Theatre Arts: M.2, M.3</p>	<p>Sharing, Accepting Differences, Conflict Resolution, Social Skills, Cooperation, Communication, Planning/Organizing, Problem Solving, Decision Making, Managing Feelings, Self Esteem, Teamwork, Contributions to Group Effort</p>	<p>Trustworthiness Respect Responsibility Fairness Caring</p>



Creative Dance	LESSON #1	SIZE:15 (max)
<p>Goal/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Enhance creativity and imagination as a result of participating in the creative dance class. • Learn the value of positive communication, cooperation, and teamwork as they have to work with others to design and perform a group dance routine for the camp's talent show. • Refine gross motor skills and will recognize dance as a form of healthy and fun exercise. • Develop a sense of pride, accomplishment, and self-esteem in the performance of their dance at the camp's talent show. • Learn basic dance moves that they can incorporate into a dance routine. • Choose the music and choreograph the dance steps for their dance routines. • Successfully create a dance routine that will be performed in the camp's talent show. • Learn the value of creativity, cooperation, diversity, and teamwork through the completion of the dance routine. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • The instructor will start with an ice-breaker that encourages the campers to mingle and begin to work together to accomplish a goal. • The instructor will review the class objectives for the day and then will begin a warm-up activity, such as a stretch session to music. Campers will be given the opportunity to lead stretches. • The campers will have the opportunity to listen to different types of music to discuss differences and select a song that will be used during the dance routine. • The instructor will teach the campers basic dance moves from different dance styles (stepping, hip-hop, line dancing, jazz, ballet, etc). The campers will decide what style of dance they want their choreographed routine to focus on. • The instructor will teach the campers more advanced steps using the selected music and dance style. • The campers will begin using the dance steps to create their own unique dance routine. • At the end of the class, the instructor will lead a cool-down session with stretching. • The instructor will discuss the benefits of aerobic exercise during the cool-down session and will lead discussion about dance as a fun and healthy exercise technique. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers should be made aware of emergency exit in building in case of fire or other emergency. • Campers should always stretch prior to dancing so as not to pull a muscle. • Campers should be wearing appropriate footwear for dancing. • Campers should be given adequate space to dance so as not to run into each other or objects in the room. 		
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the creative dance science class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; CD's, stereo</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior knowledge of dance styles and dance routines is recommended</p>	<p>SUPERVISION REQUIRED: One supervisor per each five campers</p>	
<p>EXTENSION ACTIVITIES: Campers will be encouraged to join dance companies/troupes in their communities after camp is finished.</p>		
<p>BACK-UP PLAN: N/A- indoors class</p>		
<p>ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.</p>		



TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Cooperation, Teamwork, Learning to learn, Creativity, Social Skills, Communication, Planning /Organizing, Goal-Setting, Critical Thinking, Problem Solving, Leadership	Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness



Creative Dance		LESSON #2	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> Enhance their creativity and imagination as a result of participating in the creative dance class. Learn the value of positive communication, cooperation, and teamwork as they have to work with others to design and perform a group dance routine for the camp's talent show. Refine gross motor skills and will recognize dance as a form of healthy and fun exercise. Develop a sense of pride, accomplishment, and self-esteem in the performance of their dance at the camp's talent show. Learn basic dance moves that they can incorporate into a dance routine. Choose the music and choreograph the dance steps for their dance routines. Successfully create a dance routine that will be performed in the camp's talent show. Learn the value of creativity, cooperation, diversity, and teamwork through the completion of the dance routine. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> The instructor will review the class objectives for the day and then will begin a warm-up activity, such as a stretch session to music. Campers will be given the opportunity to lead stretches. The instructor and campers will review the dance steps they have created for their own unique dance routine the day before. The campers will continue to work to finish the choreography of their dance routine. The instructor will assist campers to refine their movements as they are practicing the dance. At the end of the class, the instructor will lead a cool-down session with stretching. The instructor will discuss the benefits of aerobic exercise during the cool-down session and will lead discussion about dance as a fun and healthy exercise technique. The instructor will lead discussion about how the campers can incorporate dance as an daily exercise 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> Campers should be made aware of emergency exit in building in case of fire or other emergency. Campers should always stretch prior to dancing so as not to pull a muscle. Campers should be wearing appropriate footwear for dancing. Campers should be given adequate space to dance so as not to run into each other or objects in the room. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury during the creative dance science class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; CD's, stereo			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed			
INSTRUCTOR ELIGIBILITY: Prior knowledge of dance styles and dance routines is recommended		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Campers will be encouraged to join dance companies/troupes in their communities after camp is finished.			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Learning to learn, Creativity, Social Skills, Communication, Planning /Organizing, Goal-Setting, Critical Thinking, Problem Solving, Leadership	Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness	



Creative Dance		LESSON #3	SIZE:15 (max)
<p>Goals/Objectives: Campers will</p> <ul style="list-style-type: none"> Enhance their creativity and imagination as a result of participating in the creative dance class. Learn the value of positive communication, cooperation, and teamwork as they have to work with others to design and perform a group dance routine for the camp's talent show. Refine their gross motor skills and will recognize dance as a form of healthy and fun exercise. Develop pride, accomplishment, and self-esteem in the performance of their dance at the camp's talent show. Learn basic dance moves that they can incorporate into a dance routine. Choose the music and choreograph the dance steps for their dance routines. Successfully create a dance routine that will be performed in the camp's talent show. Learn the value of creativity, cooperation, diversity, and teamwork through the completion of the dance routine. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> The instructor will review the class objectives for the day and then will begin a warm-up activity, such as a stretch session to music. Campers will be given the opportunity to lead stretches. The instructor and campers will review the dance steps they have created for their own unique dance routine the day before. The instructor will assist campers to refine their movements as they are practicing the dance. The campers will finish the choreography of their dance routine and will practice the routine for the talent show performance. The instructor will give directions for entering and exiting the talent show stage. If there is extra class time, the instructor will teach campers dance steps from various dancing styles (stepping, line dancing, ballet, jazz, hip-hop, etc). At the end of the class, the instructor will lead a cool-down session with stretching. The instructor will discuss the benefits of aerobic exercise during the cool-down session and will lead discussion about dance as a fun and healthy exercise technique. The instructor will lead discussion about how the campers can incorporate dance as a daily exercise 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> Campers should be made aware of emergency exit in building in case of fire or other emergency. Campers should always stretch prior to dancing so as not to pull a muscle. Campers should be wearing appropriate footwear for dancing. Campers should be given adequate space to dance so as not to run into each other or objects 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> In case of accident or injury during the creative dance science class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; CD's, stereo</p>			
<p>CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Prior knowledge of dance styles and dance routines is recommended</p>		<p>SUPERVISION REQUIRED: One supervisor per each five campers</p>	
<p>EXTENSION ACTIVITIES: Campers will be encouraged to join dance companies/troupes in their communities after camp is finished.</p>			
<p>BACK-UP PLAN: N/A- indoors class</p>			
<p>ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Learning to learn, Creativity, Social Skills, Communication, Planning /Organizing, Goal-Setting, Critical Thinking, Problem Solving, Leadership	Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness	



Woodworking		LESSON: # 1	SIZE: 5/12 (min/max)
GOALS/OBJECTIVES: Goal: Each camper should be able to build and decorate his or her own functional birdhouse. Objective: Each camper will complete a birdhouse project to take home with them.			
LESSON DESCRIPTION: <ul style="list-style-type: none"> • Introduction of instructors, campers • Overview of the week's project, orientation to basic class rules and woodworking safety rules • Divide class in to pairs to work together, hand out kits to each pair • Demonstrate how to measure the necessary cuts, assist campers with measuring and sawing • Begin sanding 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: <ul style="list-style-type: none"> • Eye protection will be worn at all times • Instructor and counselors assisting will supervise use of hammers, saws, and other tools • Campers and teens will not be allowed to operate power tools • Basic First Aid will be performed if necessary, 4-H Center emergency procedures followed • First Aid kit will be located in class location 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Individual pieces will be assembled into kits for each camper. Pieces will be cut to size, with two cuts left for campers to measure and cut.; Hammers; Nails; Glue; Paint; Brushes; Drill; Safety goggles; Sandpaper			
CAMPER ELIGIBILITY: No previous experience required.			
INSTRUCTOR ELIGIBILITY: Basic math, First Aid		SUPERVISION REQUIRED: Ideally, one supervisor for each pair of campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Lesson is conducted indoors			
ASSESSMENT: Observation of campers following rules & safety procedures; observation of campers developing the ability to proceed with less help as the week progresses.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Disabled youth may require more individual attention, modification of the birdhouse kit.			
TARGETED SOLS	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Sharing Marketable skills Problem solving	Responsibility Respect Fairness	



Woodworking		LESSON: #2	SIZE: 5/12 (min/max)
GOALS/OBJECTIVES: Goal: Each camper should be able to build and decorate his or her own functional birdhouse. Objective: Each camper will complete a birdhouse project to take home with them.			
LESSON DESCRIPTION: <ul style="list-style-type: none"> • Review of project overview, rules and safety guidelines • Pairs continue to work together, assembling kits • instructors continue to assist with measuring and cutting • Instructors begin to drill a hole in each kit, no campers will handle drill • Sanding 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: <ul style="list-style-type: none"> • Eye protection will be worn at all times • Instructor and counselors assisting will supervise use of hammers, saws, and other tools • Campers and teens will not be allowed to operate power tools • Basic First Aid will be performed if necessary, 4-H Center emergency procedures followed • First Aid kit will be located in class location 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roger; Individual pieces will be assembled into kits for each camper. Pieces will be cut to size, with two cuts left for campers to measure and cut; Hammers; Nails; Glue; Paint; Brushes; Drill; Safety goggles; Sandpaper			
CAMPER ELIGIBILITY: No previous experience required.			
INSTRUCTOR ELIGIBILITY: Basic math, First Aid		SUPERVISION REQUIRED: Ideally, one supervisor for each pair of campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Lesson is conducted indoors			
ASSESSMENT: Observation of campers following rules & safety procedures, observation of campers developing the ability to proceed with less help as the week progresses.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Disabled youth may require more individual attention, modification of the birdhouse kit.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Sharing Marketable skills Problem solving	Responsibility Respect Fairness	



Woodworking		LESSON: #3	SIZE: 5/12 (min/max)
GOALS/OBJECTIVES: Goal: Each camper should be able to build and decorate his or her own functional birdhouse. Objective: Each camper will complete a birdhouse project to take home with them.			
LESSON DESCRIPTION: <ul style="list-style-type: none"> • Review of project overview, rules and safety guidelines • Pairs continue to work together, assembling kits • Instructors continue to assist with assembling • Campers begin decorating completed birdhouses with paint and brushes 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: <ul style="list-style-type: none"> • Eye protection will be worn at all times • Instructor and counselors assisting will supervise use of hammers, saws, and other tools • Campers and teens will not be allowed to operate power tools • Basic First Aid will be performed if necessary, 4-H Center emergency procedures followed • First Aid kit will be located in class location 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Individual pieces will be assembled into kits for each camper. Pieces will be cut to size, with two cuts left for campers to measure and cut.; Hammers; Nails; Glue; Paint; Brushes; Drill; Safety goggles; Sandpaper			
CAMPER ELIGIBILITY: No previous experience required.			
INSTRUCTOR ELIGIBILITY: Basic math, First Aid		SUPERVISION REQUIRED: Ideally, one supervisor for each pair of campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Lesson is conducted indoors			
ASSESSMENT: Observation of campers following rules & safety procedures; observation of campers developing the ability to proceed with less help as the week progresses			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Disabled youth may require more individual attention, modification of the birdhouse kit.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Sharing Marketable skills Problem solving	Responsibility Respect Fairness	



Foods, Nutrition, and Health



Outdoor Cookery		LESSON #1	SIZE:15 (max)
<p>Goal:</p> <ul style="list-style-type: none"> To build a fire for outdoor cooking and to prepare common camp foods, utilizing helpful hints <p>Objectives:</p> <ul style="list-style-type: none"> Campers will learn to build a fire by adult demonstration Campers will successfully prepare two common camp foods Campers will learn valuable tips for outdoor cooking 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Fire should be burning before arrival of campers (charcoal or wood could be used). Demonstrate how to build a fire utilizing safety tips. Provide each camper with a long stick that has been prepared for cooking. Using canned biscuits, have volunteers assist by cutting biscuits in halves and giving each camper a biscuit piece. Demonstrate and have them wrap their biscuit pieces around the point of the stick and bake over fire. These "doughboys" can then be pulled off the sticks when done and eaten with butter/jelly. Discuss helpful hints for outdoor cooking. Give each camper two graham cracker squares, a marshmallow, and one half of chocolate bar; have them toast marshmallow and make "S'mores". Clean up as needed. Briefly summarize outdoor cooking. 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Open fire / fire extinguisher / water available, bucket of sand			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Wood or charcoal, matches, water, bucket of sand, fire extinguisher, long sticks for cooking, canned biscuits, butter, jelly, graham crackers, marshmallows, Hershey's chocolate bars, paper towels, napkins.			
CAMPER ELIGIBILITY: 9-13 years old			
INSTRUCTOR ELIGIBILITY: Extensive expertise / training in cooking topics		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Mainstream all campers into all phases of each lesson.			
BACK-UP PLAN: Switch to lesson #2 or #3; come back to lesson #1 on good weather day.			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Volunteer helpers for special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Healthy lifestyle choices, Disease prevention, Personal safety, Learning to learn	Responsibility, Fairness, Caring	



Microwave Cookery		LESSON #2	SIZE:15 (max)
<p>Goals:</p> <ul style="list-style-type: none"> To prepare simple snack foods by use of a microwave. <p>Objectives:</p> <ul style="list-style-type: none"> Campers will learn the proper use of a microwave Campers will successfully prepare simple snack food items, "Rice Krispie Treats" and "Fudge Pops" 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Explain proper use of the microwave. As an example, demonstrate safely boiling water with wooden spoon. Working in groups of 5, have campers mix ingredients for fudge pops, sharing the use of the microwave. After placing combined ingredients in paper cups, they may be placed on cookie sheet and frozen and eaten later (4 hours). <p>Fudge Pops (serves 6) 1 pkg. (3 5/8 oz.) chocolate pudding mix; 2 1/2 cups milk; 1/2 cup marshmallow crème; 1/3 cup chopped peanuts 1/4 cup chopped chocolate chip; 6 wax-coated paper cups; 6 wooden popsicle sticks</p> <ul style="list-style-type: none"> Combine pudding mix and milk in 4-cup measure. Microwave at High 5 1/2 to 6 minutes, or until slightly thickened, stirring every 2 minutes. Cool pudding to room temperature. Fold in marshmallow crème to create "marbled" appearance. Set aside. Spoon 1 tablespoon of chocolate chips into each of 6 paper cups. Add 1 tablespoon of pudding mixture to each cup and stir lightly to combine. Divide remaining pudding mixture evenly between cups. Insert popsicle stick in center of each cup. Freeze about 4 hours or until firm. To serve, peel cups from frozen pops. NOTE: Since the recipe for Rice Krispie Treats makes a large number of bars, have several campers volunteer to demonstrate. (If there is a problem with selecting volunteers, have them draw numbers.) <p>Rice Krispie Treats (makes 24 bars) 1/3 cup butter or margarine; 1 pkg. (10 1/2 oz.) marshmallows; 8 cups crisp rice cereal</p> <ul style="list-style-type: none"> Grease 12 x 8 in. baking dish. Place 1/3 cup butter in large bowl. Microwave at High 45 to 60 seconds or until melted. Stir in marshmallows, tossing to coat. Microwave at High 1 1/2 to 2 minutes or until marshmallows melt, stirring after half the time. Immediately stir in cereal until well coated. Press into prepared dish with back of lightly buttered large spoon. Cool. After Rice Krispie Treats are made and cooled, they may be cut into bars and served. Clean up as needed. 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Be careful with use of electricity; Be careful handling hot water / use potholders/oven mitts			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Pot holders, napkins, paper towels, rice krispies cereal, margarine, milk, marshmallows, chocolate chips, chocolate pudding mix, marshmallow crème, wax paper cups (9 oz. size), wooden popsicle sticks, water, 2 glass measuring cups, cookie sheet, several wooden spoons, 12 x 8-inch baking dish, several large mixing bowls.			
CAMPER ELIGIBILITY: 9 – 13 year olds			
INSTRUCTOR ELIGIBILITY: Extensive expertise / training in cooking topics		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Mainstream all campers into all phases of each lesson.			
BACK-UP PLAN: Switch to another lesson if microwave is not operable.			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Volunteer helpers for special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Healthy lifestyle choices, Disease prevention, Personal safety, Learning to learn	Responsibility, Fairness, Caring	



Conventional Oven Cookery		LESSON #3	SIZE:15 (max)
<p>Goals:</p> <ul style="list-style-type: none"> To prepare simple foods by use of a conventional oven <p>Objectives:</p> <ul style="list-style-type: none"> Campers will learn the proper use of a conventional oven Campers will successfully prepare two simple food items – “Pigs in a Blanket” and “Mini Pizzas” 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Preheat oven and have baking sheets lightly greased. Explain conventional oven cooking tips, emphasizing safety. With volunteers assisting, cut hot dogs in half, and give each camper one half with a canned biscuit. Have them spread the biscuits out and place hot dog in middle, wrapping dough around hot dog. After placing biscuits on baking sheet and placing in oven, next food preparation item can start. With assistance of volunteers, separate each canned biscuit into two layers. Distribute one layer to each camper. Have available to them pizza sauce, pepperoni slices and shredded cheese. Instruct campers to spread each biscuit with 1 teaspoon pizza sauce, 1 pepperoni slice and 2 teaspoons of shredded cheese. “Pigs in a Blanket” should be done by now. After removing them from oven, the “Mini Pizzas” can be backed. After all baking is completed; further discussion of conventional oven cooking may be done. Clean up as needed. 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Hot oven / pot holders, oven mitts			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Pot holders, oven mitts, baking sheets, spatulas, canned biscuits, pizza sauce, shredded cheese, pepperoni (optional), hot dogs, mustard, ketchup, napkins, paper towels			
CAMPER ELIGIBILITY: 9 – 13 years old			
INSTRUCTOR ELIGIBILITY: Extensive expertise / training in cooking topics		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Mainstream all campers into all phases of each lesson.			
BACK-UP PLAN: Switch to another lesson and come back to lesson #3 when day and time is suitable.			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Volunteer helpers for special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Healthy lifestyle choices, Disease prevention, Personal safety, Learning to learn	Responsibility, Fairness, Caring	



Fun with Foods (Beef Lesson)	LESSON #1	SIZE: 8/10 (min/max)
<p>Goals/Objectives: Campers will</p> <ul style="list-style-type: none"> • Learn the nutritional value of protein foods (using beef as an example), • Learn the principles of cooking ground beef • Learn how to follow a recipe • Learn the foods found in the Meats, Beans, and Eggs group – the “protein” group – and how it fits into the Food Guide Pyramid. • Learn the recommended serving sizes and numbers for “protein” foods. • Safely prepare a recipe using ground beef. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Wash hands upon arrival to class! • Give introduction on ground beef (5 minutes). Refer to Food Guide Pyramid and Protein Group. Ground beef is a good source of protein and iron. One serving is 3 ounces of lean ground beef. One pound will yield 4 servings. Ground beef is sold in different levels of “lean” depending on fat content. After purchasing ground beef, store in refrigerator. Use within two days or freeze. Ground beef can be frozen for up to 4 months. Frozen ground beef should be defrosted in the refrigerator – never at room temperature. (Note: refer to VCE publication 348-024 “Beef -- A Handy Food” for information on ground beef nutrition and cookery.) • Explain recipe to 4-H’ers and give out assignments. Adult will have to demonstrate techniques like using cutting board for safety, safety with small appliances, etc. Be sure to let the youth prepare the food. They like the “hands-on” experience. • Prepare recipe. Be safe. • Taste and evaluate finished product. Review lesson. • Clean up (5-10 minutes). Be sure to allow time for this. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Wash hands for 20 seconds in warm water to prevent spreading germs from hands to food; Explain general kitchen safety rules: use cutting board with sharp knives, rules for small appliances, no running or horseplay, etc.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Food Guide Pyramid Poster ; Paper towels, dish detergent, etc.; Paper plates, napkins, forks, etc. for tasting; Electric skillet; Oven or microwave oven; Cutting boards and knives; Measuring cups and spoons</p>		
<p>Quick Calzones: 12 flour tortillas; 1 pound ground beef; ½ pound Mozzarella cheese- shredded; 1 cup pizza sauce onions or green peppers-chopped</p> <ul style="list-style-type: none"> • Brown ground beef with onions and green peppers. • Spread pizza sauce on flour tortilla. • Top with 2 tablespoons meat mixture and mozzarella cheese. • Fold tortillas in half forming a calzone. • Using a fork dipped in warm water, crimp edges together. • Bake 5-7 minutes at 425 degrees in oven, or microwave 20 seconds. • Taste and review lesson. • Serves 12. 		
<p>CAMPER ELIGIBILITY: 9-13 years old</p>		
<p>INSTRUCTOR ELIGIBILITY: Adult 4-H Leader or Agent, who is knowledgeable of nutrition and food preparation.</p>	<p>SUPERVISION REQUIRED: This works best in a small group of 6 - 8 (10 maximum) so that all youth get to participate.</p>	
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: This is taught indoors at the 4-H Centers, which have a classroom with kitchen. If you only have outdoor facilities for cooking, select another recipe to be cooked on a grill or campfire.</p>		
<p>ASSESSMENT: While you taste the recipe, review the lesson. At the end of class, campers will be asked questions about the Food Guide Pyramid, ground beef and the Protein group, and safely preparing foods.</p>		



RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: A second adult or teen leader may be necessary to personally assist severely handicapped youth. Otherwise this activity should be appropriate for all special needs campers.		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
Math 4.7, Math 4.10, Math 5.3, Math 5.7, Science 4.4 English 4.1, English 4.3, English 5.4, English 5.6	Cooperation Teamwork Healthy lifestyle choices Disease prevention Personal safety Learning to learn	Responsibility Fairness Caring



<i>Fun with Foods (Eggs Lesson)</i>	LESSON #2	SIZE: 8-10 (max)
<p><u>Goals/Objectives:</u> Campers will:</p> <ul style="list-style-type: none"> • Learn the nutritional value of protein foods (using eggs as an example) • Learn the principles of safely choosing and storing eggs • Learn how to prepare a variety of omelets. • Learn the foods found in the Meats, Beans, and Eggs group – the “protein” group – and how it fits into the Food Guide Pyramid. • Learn the recommended serving sizes and numbers for “protein” foods. • Safety prepare a recipe using eggs. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Wash hands upon arrival to class. • Give introduction on protein group and eggs (5 minutes). Refer to Food Guide Pyramid Poster and Protein Group. Eggs are a nutrient-dense food and source of protein. The body uses protein to build and maintain muscles and other body organs, nerves, bone and blood. One serving equals 1 egg for campers and 2 eggs for adults. • Give an overview of egg safety. Buy refrigerated grade A or AA eggs with clean, un-cracked shells. Refrigerate raw shell eggs in their cartons on a shelf in the refrigerator; not on the door. Cook basic egg dishes until the whites are set and the yolks begin to thicken. Cook scrambled eggs and omelets until there is not visible liquid remaining. Replace all recipes calling for raw eggs with cooked egg recipes (example: egg nog, homemade ice cream, etc.) Use refrigerated hard-cooked eggs within 1 week. Discard cracked eggs or eggs that have been out of the refrigerator for more than 2 hours. (Note: refer to information from the Virginia Egg Council for more information on egg nutrition and cookery.) • Demonstrate how to prepare basic omelets: Show how to crack eggs. Mix with water. Demonstrate using the omelet pan. • Assign jobs to each child. Let two campers break and mix eggs. Let others chop fillings. • Assemble all ingredients beside the omelet pans. Let each child prepare his/her own omelet. • Taste and evaluate the finished product. • Clean up (5-10 minutes). Be sure to allow time for this) 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Wash hands for 20 seconds in warm water to prevent spreading germs from hands to food; Follow egg safety guidelines; Explain general kitchen safety rules- use cutting board with sharp knives, rules for small appliances, no running or horseplay,</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Food Guide Pyramid Poster; Paper towels, dish detergent, etc. for clean up; Paper plates, napkins, folks, etc. for tasting; Omelet pans (these can be borrowed from the Virginia Egg Council if your office doesn't have them); Cutting boards and knives; Measuring cups and spoons, mixing bowls, whisks, spatulas</p> <p><u>Basic French Omelet:</u> Multiply the recipes by as many servings as you need and use ½ cup of the egg mixture for each omelet. For a sweeter omelet, substitute a pinch of sugar for the salt and pepper.</p> <p>2 eggs; 2 tablespoons water; 1/8 teaspoon salt; 1 dash pepper; 1 teaspoon butter</p> <p><u>Omelet fillings:</u> Ham-chopped; Cheese-grated; Mushrooms-chopped; Tomatoes-chopped; Green peppers--chopped; Bacon-cooked and chopped</p> <p><u>Sweeter fillings:</u> Orange marmalade; Strawberries; Sliced fresh fruit; Sour cream</p> <ul style="list-style-type: none"> • Beat together eggs, water, salt and pepper until blended. • In 7-10 inch omelet pan or skillet over medium high heat, heat butter until just hot enough to sizzle a drop of water. • Pour in egg mixture. (Mixture should set immediately at edges.) 		



- With an inverted pancake turner, carefully push cooked portions at edges toward center so uncooked portions can reach hot pan surface, tilting pan and moving cooked portions as necessary.
- When top is thickened and no visible liquid egg remains, fill, if desired. With pancake turner, fold omelet in half.
- Invert onto plate with a quick flip of the wrist or slide from pan onto plate.
- Taste and review lesson.

Note: We usually serve omelets for breakfast or brunch, but they make a nutritious lunch or dinner entrée also. Add salad or fruit and glass of milk for a complete meal.

Serves one.

CAMPER ELIGIBILITY: 9-13 years old

INSTRUCTOR ELIGIBILITY: Adult 4-H Leader or Agent, who is knowledgeable of nutrition and food preparation.	SUPERVISION REQUIRED: This works best in a small group of 6 - 8 (10 maximum) so that all youth get to participate.
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EXTENSION ACTIVITIES: None

BACK-UP PLAN: This is taught indoors at the 4-H Centers, which have a classroom with kitchen. If you only have outdoor facilities for cooking, select another recipe to be cooked on a grill or campfire (scrambled eggs) or requires no cooking (deviled eggs).

ASSESSMENT: While you are tasting the recipe, review the lesson. At the end of class, campers will be asked questions about the Food Guide Pyramid, eggs and the Protein group, safely storing and choosing eggs, and safely preparing foods.

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: A second adult or teen leader may be necessary to personally assist severely handicapped youth. Otherwise this activity should be appropriate for all special needs campers.

TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
Math 4.7 Math 4.10 Math 5.3 Math 5.7 Science 4.4 English 4.1 English 4.3 English 5.4 English 5.6	Cooperation Teamwork Healthy lifestyle choices Disease prevention Personal safety Learning to learn	Responsibility Fairness Caring



Fun with Foods (Fruit / Dairy Lesson)	LESSON #3	SIZE: 8-10 (min/max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn the importance of fruit and calcium foods in their diet and to prepare a recipe using a combination of fruits and dairy products. • Learn the nutritional value of the Fruit and Calcium food groups. • Learn the foods found in the Fruit and Calcium groups – and how they fit into the Food Guide Pyramid. • Learn the recommended serving sizes and numbers for the Fruit and Calcium food groups. • Safely prepare a recipe using a blender. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Wash hands upon arrival to class. • Give introduction on fruits and calcium foods (5 minutes). Fruits are high in anti-oxidants, compounds such as vitamins A, C, and E, that are found in food, especially fruits. They help fight off sickness and reduce the risk of cancer and heart disease. Like vegetables (see Fun with Foods – vegetable stir-fry), they also provide vitamins A and C and fiber. Ask the campers, “What are your favorite fruits?” and “What do you like about them?” Explain serving sizes and serving numbers for fruit (refer to the Food Guide Pyramid). One serving is 1 medium fruit, such as apple, banana, orange or peach, ½ cup of chopped fruit, and ¾ cup of 100% fruit juice. You should aim for at least two servings a day – a total of five servings a day for fruits and vegetables. • Dairy products like milk, yogurt, and cheese are high in calcium. Other calcium-rich foods include dried beans, spinach and kale. Calcium is an important nutrient for growth. It helps your muscles function and your bones grow strong. Explain serving sizes and serving numbers for calcium foods. One serving is one cup of milk or yogurt or 2-3 ounces of cheese. You should eat 2-3 servings of calcium foods each day. (*Note: Refer to VCE publication 348-021 Color Your Way to 5 Fruits and Vegetables A Day for additional information.) • Explain recipe to 4-H'ers and give out assignments. Adult may have to demonstrate how to wash and chop some of the vegetables if the campers have not done this before. Demonstrate how to safely use a cutting board and sharp knife. Be sure to let the youth prepare the food. They like the “hands-on” experience. • Prepare recipe. • Taste and evaluate recipe. You may have to encourage some campers to try new vegetables they haven't tasted before. Review lesson. • Clean-up (5-10 minutes). Be sure to allow time for this. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Wash hands for 20 seconds in warm water to prevent spreading germs from hands to food; Discuss the importance of washing the outside of fruit to make sure they are free of bacteria and germs; Explain general kitchen safety rules: use cutting board with sharp knives, rules for small appliances, no running or horseplay, etc.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Food Guide Pyramid Poster; Pyramid Chefs Lessons 1 and 2; Paper towels, dish detergent, etc. for clean up; Paper cups for tasting; Blender; Measuring cups; Sharp knife; Cutting board</p>		
<p>Sunshine Shake: 1 cup yogurt 1 cup orange juice 1 cup milk 1 banana *fruit ice cubes (for serving)</p>		



<p>*Fruit can include: 4-5 frozen strawberries ½ cup fresh or frozen peaches, nectarines, or papaya 1 large mango, peeled and cut into small pieces* 2 kiwi, peeled and sliced</p> <ul style="list-style-type: none"> • Peel and slice the fruit • Place all ingredients in the blender and puree. • Ready to serve. • Taste and review lesson. • Demonstrate the proper use and cleaning of blender. Review safety tips. • Clean-up the rest of the area. <p>Serves: 6</p>		
<p>CAMPER ELIGIBILITY: <i>(Requirements for camper participation, including age, developmental needs, previous experience, prior knowledge, etc.)</i></p> <ul style="list-style-type: none"> • This is for 4-H Junior Campers ages 9-13. 		
<p>INSTRUCTOR ELIGIBILITY: 4-H Adult Leader or Agent, who is knowledge about nutrition and food preparation</p>		<p>SUPERVISION REQUIRED: This works best in a small group of 6 - 8 (10 maximum) so that all youth can participate.</p>
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: This is taught indoors at the 4-H Centers that have a classroom with a kitchen. If you only have outdoor facilities or do not have a kitchen, select another recipe to be cooked on the grill (orange French toast topped with fruit stew and yogurt) or a no-cook recipe (like a fruit salad mixed with yogurt or punch bowl cake with yogurt).</p>		
<p>ASSESSMENT: While you are tasting the recipe, review the lesson. At the end of class, campers will be asked questions about the Food Guide Pyramid, the Fruit and Calcium groups, and safely preparing foods.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: A second adult or teen leader may be necessary to personally assist severely handicapped youth. Otherwise this activity should be appropriate for all special needs campers.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
Math 4.7 Math 4.10 Science 4.4 English 4.1 English 4.3 Math 5.3 Math 5.7 English 5.4 English 5.6	Cooperation Teamwork Healthy lifestyle choices Disease prevention Personal safety Learning to learn	Responsibility Fairness Caring



Fun with Foods (Grains Lesson)	LESSON #4	SIZE: 8-10 (min/max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn the nutritional value of grains and complex carbohydrates and to follow a recipe. • Learn the nutritional value of Breads, Cereals, and Grains and complex carbohydrates. • Learn the foods found in the Breads, Cereals, and Grains group – and how it fits into the Food Guide Pyramid. • Learn the recommended serving sizes and numbers for the breads, cereals, and grains group. • Safely prepare a recipe with grains. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Prepare the pancake batter before the class arrives – so they can cook these whole grain pancakes in class. • Wash hands upon arrival to class. • Give introduction on Breads, Cereals, and Grains (5 minutes). Base your meals on breads, cereals, and grains. These foods are great sources of complex carbohydrates, which give you energy. They are also typically low in fat. Usually the fat is “added” to these foods, such as adding butter to toast. Whole grains and cereals are especially good because they are high in fiber, vitamins, and minerals. Fiber is important to maintain a healthy digestive tract. Distinguish between “whole” wheat and wheat. • Refer to the Food Guide Pyramid. One serving of grains is 1 piece of bread, 1 muffin, 1 cup of oatmeal or cereal, ½ bagel or ½ cup of rice. You should eat 6 –11 servings a day. This sounds like a lot, but notice that the serving sizes are not that big. Have the class count the number of servings they eat each day. • Explain recipe to 4-H’ers and give out assignments. Adult will have to demonstrate techniques like using cutting board for safety, safety with small appliances, etc. Be sure to let the youth prepare the food. They like the “hands-on” experience. For this recipe, you may want to divide groups into “oatmeal pancakes” and “baked bananas.” • Have class prepare the recipes. Use the prepared batter for making the pancakes. Be safe. • Taste and evaluate finished product. Review lesson. • Clean up (5-10 minutes). Be sure to allow time for this. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Wash hands for 20 seconds in warm water to prevent spreading germs from hands to food; Explain general kitchen safety rules: use cutting board with sharp knives, rules for small appliances, no running or horseplay, etc.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED:</p> <ul style="list-style-type: none"> • Class Roster; Food Guide Pyramid Poster; Pyramid Chefs lessons 5 and 6; Paper towels, dish detergent, etc. for clean-up; Paper plates, napkins, forks, etc. for tasting; Electric skillet; Cutting boards and knives; Measuring cups and spoons; Whisk; Spatula; Non-stick spray <p>Oatmeal Pancakes (prepare before campers arrive)</p> <p>1 ½ cups quick cooking oatmeal ¾ cup unsifted whole wheat flour 1 tbsp. Sugar 1 tsp. Baking soda 2 tbsp. Oil 2 cups buttermilk (or 2 cups skim milk plus 2 tablespoons lemon juice) 1 egg 1 tsp. Vanilla (optional) ½ tsp. Maple flavor (optional) cinnamon or nutmeg to taste (optional)</p> <p>Baked Bananas:</p> <p>¼ cup brown sugar ¼ cup honey 2 tbsp. Water 4 bananas</p>		



- Combine oatmeal, flour, sugar, and baking soda in a bowl. Add oil, milk, egg, and any optional flavors.
- Stir vigorously until thoroughly mixed. Let batter rest for 30 minutes.
- Use the batter that was pre-prepared by the 4-H Leaders.
- After spraying griddle with non-stick spray, drop mixture from spoon onto preheated griddle or skillet. (About 2 spoonfuls will make one four-inch pancake).
- Bake until bubbles form.
- Turn and bake on the other side.

Meanwhile:

- In a pot, heat brown sugar, honey, and water over low heat for 5 minutes until sugar dissolves.
- Peel bananas and cut into ¼ inch slices. Place in the pan with the brown sugar syrup. Simmer for 5-10 minutes.
- Serve over pancakes.

Finally:

- Taste and review lesson.
- Clean-up the rest of the area.

Serves 8.

CAMPER ELIGIBILITY: 9-13 years old

INSTRUCTOR ELIGIBILITY: Adult 4-H Leader or Agent, who is knowledgeable of nutrition and food preparation.

SUPERVISION REQUIRED: This works best in a small group of 6 - 8 (10 maximum) so that all youth get to participate.

EXTENSION ACTIVITIES: None

BACK-UP PLAN: This is taught indoors at the 4-H Centers, which have a classroom with kitchen. If you only have outdoor facilities for cooking, try this recipe on a grill.

ASSESSMENT: While you are tasting the recipe, review the lesson. At the end of class, campers will be asked questions about the Food Guide Pyramid, the Breads, Cereals, and Grains group, complex carbohydrates, and safely preparing foods.

RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: A second adult or teen leader may be necessary to personally assist severely handicapped youth. Otherwise this activity should be appropriate for all special needs campers.

TARGETED OLS	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
<ul style="list-style-type: none"> • Math 4.7 • Math 4.10 • Science 4.4 • English 4.1 • English 4.3 • Math 5.3 • Math 5.7 • English 5.4 • English 5.6 	<ul style="list-style-type: none"> • Cooperation • Teamwork • Healthy lifestyle choices • Disease prevention • Personal safety • Learning to learn 	<ul style="list-style-type: none"> • Responsibility • Fairness • Caring



Fun with Foods (Vegetable Stir-Fry)	LESSON #5	SIZE:8-10 (min/max)
<p><u>Goals/Objectives:</u> Campers will:</p> <ul style="list-style-type: none"> • Learn the importance of vegetables in their diet and to prepare a recipe using vegetables. • Learn the nutritional value of vegetables. • Learn the foods found in the Vegetable group – and how it fits into the Food Guide Pyramid. • Learn the recommended serving sizes and numbers for the Vegetable group. • Safely prepare a recipe using vegetables. • Practice low-fat food preparation. 		
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Wash hands upon arrival to class. • Give introduction on vegetables (5 minutes). Vegetables provide vitamins A and C and fiber. Vitamin A keeps eyes healthy and is necessary for smooth skin and shiny hair. Good sources are dark green and yellow vegetables such as broccoli, carrots, spinach, and sweet potatoes. Vitamin C holds cells together, promotes healing of wounds and resists infection. Good sources are asparagus, cabbage, cauliflower, tomatoes, broccoli, peppers, and potatoes (eat the skin). Vegetables and fruits are a rich source of fiber, especially when you eat the skin. Fiber helps your digestion. Ask the campers, “What are your favorite vegetables?” and “What do you like about them?” • Explain serving sizes and serving numbers for vegetables (refer to the Food Guide Pyramid). One serving is ½ cup of vegetables, one cup of leafy vegetables, or ¾ cup vegetable juice. Show a ½ cup measuring cup to show the amount for one serving. • Explain the 5-A-Day campaign, which is trying to get Americans to eat more fruits and vegetables each day. • Fruits and vegetables are nutrient-dense foods compared to high-sugar and high-fat snack food. That means that they contain a lot of nutrients without the added sugar and fat. Choose fruits and cup-up raw veggies with low-fat dip in place of cookies or chips for a healthy snack. (*Note: Refer to VCE publication 348-021 Color Your Way to 5 Fruits and Vegetables A Day for additional information on vegetables.) • Explain recipe to 4-H'ers and give out assignments. Adult may have to demonstrate how to wash and chop some of the vegetables if the campers have not done this before. Demonstrate how to safely use a cutting board and sharp knife. Be sure to let the youth prepare the food. They like the “hands-on” experience. • Prepare recipe. • Taste and evaluate recipe. You may have to encourage some campers to try new vegetables they haven't tasted before. Review lesson. <p>Clean-up (5-10 minutes). Be sure to allow time for this.</p>		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Wash hands for 20 seconds in warm water to prevent spreading germs from hands to food; Discuss the importance of washing vegetables thoroughly before eating to make sure they are free of bacteria and germs; Explain general kitchen safety rules: use cutting board with sharp knives, rules for small appliances, no running or horseplay, etc.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Food Guide Pyramid Poster</p> <ul style="list-style-type: none"> • Pyramid Chefs Lessons 3 and 4 • Paper towels, dish detergent, etc. for clean up • Paper plates, napkins, forks, etc. for tasting • Electric Skillet or Wok • Saucepan or rice cooker to cook rice • Can opener • Cutting boards and knives • Measuring cups and spoons, mixing bowls, whisk, spoons • Lemon juicer 		
<p>Chinese Vegetable Stir-Fry Sweet and Sour Sauce: ¾ cup pineapple juice 1 tablespoon sugar</p>		



<p>1 tablespoon lemon juice 1 ½ teaspoons cornstarch 1 teaspoon light soy sauce</p> <p>Stir-Fry Vegetables: 4 teaspoon vegetable oil 1 cup broccoli, chopped 1 cup carrots, sliced diagonally 1 cup cauliflower, chopped 1 cup celery, sliced diagonally 1 onion, sliced 1 green pepper, cut in strips</p> <ul style="list-style-type: none"> • Have an Adult start the rice at the beginning of class (or put it in a rice cooker). • Combine the ingredients for Sweet and Sour Sauce in a mixing bowl. Set aside. • Heat oil in a wok or skillet over medium high heat. • Add broccoli, carrots, green pepper, onion, celery, cauliflower, and stir-fry for 3-4 minutes. • Add sweet and sour sauce, bringing to a boil, and cook for 1 minute, covered. • Serve hot vegetables over cooked rice. • Taste and review lesson. • Clean-up. <p>Serves: 6</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old</p>		
<p>INSTRUCTOR ELIGIBILITY: 4-H Adult Leader or Agent, who is knowledge about nutrition and food preparation.</p>		<p>SUPERVISION REQUIRED: This works best in a small group of 6 - 8 (10 maximum) so that all youth can participate.</p>
<p>EXTENSION ACTIVITIES: None</p>		
<p>BACK-UP PLAN: This is taught indoors at the 4-H Centers that have a classroom with a kitchen. If you only have outdoor facilities or do not have a kitchen, select another recipe to be cooked on the grill (vegetable kabobs) or a no-cook recipe like a salad.</p>		
<p>ASSESSMENT: While you are tasting the recipe, review the lesson. At the end of class, campers will be asked questions about the Food Guide Pyramid, the Vegetable group, and safely preparing foods.</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: A second adult or teen leader may be necessary to personally assist severely handicapped youth. Otherwise this activity should be appropriate for all special needs campers.</p>		
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
Math 4.7 Math 4.10 Science 4.4 English 4.1 English 4.3 Math 5.3 Math 5.7 English 5.4 English 5.6	Cooperation Teamwork Healthy lifestyle choices Disease prevention Personal safety Learning to learn	Responsibility Fairness Caring



Yoga		LESSON #1	SIZE: Max - 16
<p>Goal: To promote the importance fitness and stress management through a fun group activity.</p> <p>Objective: By learning and then moving through various yoga positions, campers will be able to increase flexibility and promote relaxation of the body.</p>			
<p>LESSON DESCRIPTION: The instructor will guide campers through the beginner yoga pose; Campers will be given a demonstration, and will then follow along as instructor progresses through different movements.</p>			
<p>LENGTH OF CLASS: 90 minutes</p>			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES: Campers will be instructed in the proper warm up techniques so as not to strain muscles and cause physical injury; In the event of a strain or injury, first aid will be administered by the instructor. The camp EMT will be giving a follow up assessment, and if needed further action will be taken.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Yoga mats; A large towel may be substituted if a Yoga Mat is not available.</p>			
<p>CAMPER ELIGIBILITY: Open to all campers</p>			
<p>INSTRUCTOR ELIGIBILITY: Yoga certified instructor</p>		<p>SUPERVISION REQUIRED: 1:16</p>	
<p>EXTENSION ACTIVITIES: None</p>			
<p>BACK-UP PLAN: Class can be held indoors or outdoors.</p>			
<p>ASSESSMENT: Campers will demonstrate newly learned skills, and a discussion of stress management and the understanding of its importance will be facilitated by the instructor.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Yoga poses can be easily adapted to match specific special needs.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Stress Management Self Discipline	Responsibility Respect	



Animal Science



Small Animal Science		LESSON #1	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn to identify small non-ruminant animals. • Learn the proper care and handling of small production oriented animals. • Learn that many animals are important to Virginia’s farming industry and agriculture. • Identify breeds and the anatomy of small non-ruminant animals and poultry. • Learn proper care and handling of animals through experience touching, feeding, and grooming the animals during class. • Learn the production value of the animals to Virginia’s agricultural economy and will be able to identify which products the animals produce. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • The instructor will start the class by playing name games and conducting introductions. • The instructor will cover safety rules and make campers aware of all necessary safety precautions around animals (avoiding bites, kicks, stepping on feet, etc). • The instructor will introduce the rabbit and chicken to the campers. • The instructor will teach the campers about chicken anatomy and about egg production. • The instructor will demonstrate proper handling of the animals and provide an opportunity for the campers to practice handling the animals. • The instructor will provide overview of the animals’ basic anatomy using colored stickers and showing pictures of breeds. The instructor will explain identifying characteristics, nutrition, present feeding methods, and will have campers feed and water the animals. • The instructor will provide types of products produced by the animals and have tangible examples of the products. • The instructor will provide statistics about Virginia’s agricultural economy to the campers. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • No campers are allowed in animal pens or barns when instructor is not present. • The campers must have the instructor’s permission before handling animals. • Campers must always wear closed toe shoes. • The instructor will cover safety rules and make campers aware of all necessary safety precautions around animals (avoiding bites, kicks, stepping on feet, etc). • The instructor will highlight the important of a low stress environment for the animals. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the class, the instructor will stop all activity making certain all campers are safely seated and away from the animals. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Rabbits, Chickens, Feed & Buckets, Pictures of Breeds, Chicken & Rabbit Products, stickers</p>			
<p>CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed</p>			
<p>INSTRUCTOR ELIGIBILITY: Animal Science knowledge</p>		<p>SUPERVISION REQUIRED: 1:5</p>	
<p>EXTENSION ACTIVITIES: Go more in-depth into anatomy and breed identification</p>			
<p>BACK-UP PLAN: Class can be moved inside or under covered shelter</p>			
<p>ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Personal safety, Learning to learn, Patience, Decision-making, Critical Thinking, Leadership	Responsibility, Caring, Trustworthiness, Respect	



Small Animal Science		LESSON #2	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn to identify small non-ruminant animals. • Learn the proper care and handling of small production oriented animals. • Learn that many animals are important to Virginia’s farming industry and agriculture. • Identify breeds and the anatomy of small non-ruminant animals. • Learn proper care and handling of animals through experience touching, feeding, and grooming the animals during class. • Learn the production value of the animals to Virginia’s agricultural economy and will be able to identify which products the animals produce. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • The instructor will review safety rules and make campers aware of all necessary safety precautions around animals (avoiding bites, kicks, stepping on feet, etc). • The instructor will introduce the lamb and goat to the campers. • The instructor will teach the campers about lamb and goat anatomy and about which products are derived from these animals. • The instructor will demonstrate proper handling of the animals and provide an opportunity for the campers to practice handling the animals. • The instructor will provide overview of the animals’ basic anatomy using colored stickers and showing pictures of breeds. The instructor will explain identifying characteristics, nutrition, present feeding methods, and will have campers feed and water the animals. • The instructor will provide types of products produced by the animals and have tangible examples of the products. • The instructor will provide statistics about Virginia’s agricultural economy to the campers. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • No campers are allowed in animal pens or barns when instructor is not present. • The campers must have the instructor’s permission before handling animals. • Campers must always wear closed toe shoes. • The instructor will cover safety rules and make campers aware of all necessary safety precautions around animals (avoiding bites, kicks, stepping on feet, etc). • The instructor will highlight the important of a low stress environment for the animals. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the class, the instructor will stop all activity making certain all campers are safely seated and away from the animals. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Lamb, Goat, Feed & Buckets, Pictures of Breeds, Lamb and Goat Products, stickers</p>			
<p>CAMPER ELIGIBILITY: 9 – 13 year olds, no previous experience necessary</p>			
<p>INSTRUCTOR ELIGIBILITY: Animal Science knowledge</p>		<p>SUPERVISION REQUIRED: 1:5</p>	
<p>EXTENSION ACTIVITIES: Go more depth into with anatomy and breed identification</p>			
<p>BACK-UP PLAN: Class can be moved inside or under covered shelter</p>			
<p>ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.</p>			
TARGETED SOLS	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Personal safety, Learning to learn, Patience, Decision-making, Critical Thinking, Leadership	Responsibility, Caring, Trustworthiness, Respect	



Small Animal Science		LESSON #3	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Learn to identify a large animal breed animal. • Learn the proper care and handling of large production oriented animals. • Learn that many animals are important to Virginia’s farming industry and agriculture. • Identify breeds and the anatomy of large animals. • Learn proper care and handling of animals through experience touching, feeding, and grooming the animals during class. • Learn the production value of the animals to Virginia’s agricultural economy and will be able to identify which products the animals produce. 			
<p>LESSON DESCRIPTION: The instructor will review safety rules and make campers aware of all necessary safety precautions around animals (avoiding bites, kicks, stepping on feet, etc).</p> <ul style="list-style-type: none"> • The instructor will introduce the calf to the campers. • The instructor will teach the campers about cow anatomy and about which products are derived from this animal. • The instructor will demonstrate proper handling of the animal and provide an opportunity for the campers to practice handling the animal. • The instructor will provide overview of the animal’s basic anatomy using colored stickers and showing pictures of breeds. The instructor will explain identifying characteristics, nutrition, present feeding methods, and will have campers feed and water the animals. • The instructor will provide types of products produced by the animal and have tangible examples of the products. • The instructor will provide statistics about Virginia’s agricultural economy to the campers. 			
<p>LENGTH OF CLASS: 45-50 minutes</p>			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • No campers are allowed in animal pens or barns when instructor is not present. • The campers must have the instructor’s permission before handling animals. • Campers must always wear closed toe shoes. • The instructor will cover safety rules and make campers aware of all necessary safety precautions around animals (avoiding bites, kicks, stepping on feet, etc). • The instructor will highlight the important of a low stress environment for the animals. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the class, the instructor will stop all activity making certain all campers are safely seated and away from the animals. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
<p>CAMPER ELIGIBILITY: 9 – 13 year olds, no previous experience necessary</p>			
<p>INSTRUCTOR ELIGIBILITY: Animal Science knowledge</p>		<p>SUPERVISION REQUIRED: 1:5</p>	
<p>EXTENSION ACTIVITIES: Go more depth into with anatomy and breed identification</p>			
<p>BACK-UP PLAN: Class can be moved inside or under covered shelter</p>			
<p>ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.</p>			
TARGETED SOLs	TARGETED SOLs	TARGETED SOLs	
	Cooperation, Personal safety, Learning to learn, Patience, Decision-making, Critical Thinking, Leadership	Responsibility, Caring, Trustworthiness, Respect	



BASIC HORSEMANSHIP	LESSON #1	SIZE: 4/18 (min/max)
<p>Goal:</p> <ul style="list-style-type: none"> • Campers will receive a safety orientation, a basic introduction to tack, and have the opportunity to experience an introductory ride. <p>Objective #1:</p> <ul style="list-style-type: none"> • Safety Orientation: Campers will understand the rules, safety procedures, and safe practices of Basic Horsemanship class. <p>Objective #2:</p> <ul style="list-style-type: none"> • Introduction to Tack: Campers will receive a basic introduction to tack/equipment (saddles, bridles, saddle pads, etc.). <p>Objective #3:</p> <ul style="list-style-type: none"> • Introductory Ride: Campers will have the opportunity to experience an introductory ride. 		
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Introductions</p> <ul style="list-style-type: none"> • Instructor to introduce him/her self and the class • Play a name game in order to introduce themselves and get to know each other <p>Activity # 2: Safety Orientation</p> <ul style="list-style-type: none"> • Introduce the rules of the class and discuss the importance of the adherence to these rules • Explanation of safety procedures (in addition to rules), including safe behavior around horses, helmet use, etc. <p>Activity # 3: Tack Display & Explanation</p> <ul style="list-style-type: none"> • Safely display examples of each type of tack/equipment • Discuss names, basic specifications, uses of, and safety procedures related to equipment <p>Activity # 4: Introductory Ride</p> <ul style="list-style-type: none"> • Campers will learn to safely mount and dismount a horse prior to riding • Campers will then have the opportunity to ride a horse around the horse-ring, on-lead. 		
<p>LENGTH OF CLASS: 45-50 minutes</p>		
<p>SAFETY CONCERNS: Ensuring all campers attend class; Ensuring all campers feel safe and comfortable with class & horses; Ensuring all campers understand class format, rules, and procedures; Awareness of appropriate behavior around horses as well as appropriate attire; Ensuring anyone mounting or riding a horse is wearing a helmet</p> <p>EMERGENCY PROCEDURES: If campers on role are not in class, contact Staff Coordinator (via walkie-talkie); Contact Camp Medic for camper injury/illness; Contact Staff Coordinator/Program Director for emergency support as needed; If any unsafe behavior or other situation is presented STOP the class immediately.</p>		
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tack & horses to be used</p>		
<p>CAMPER ELIGIBILITY: 9-13 years old</p>		
<p>INSTRUCTOR ELIGIBILITY: Prior experience and training in equine activities; Current certification in First Aid/CPR</p>	<p>SUPERVISION REQUIRED: 1:3 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Include proper grooming techniques</p>		
<p>BACK-UP PLAN: Indoor instruction of safety orientation and tack introduction; Introductory ride can be completed inside barn if appropriate</p>		
<p>ASSESSMENT: Review of rules, safety procedures, practices; "Quiz" campers about tack/equipment specifications, uses, and appropriate care; Ensure each camper has the opportunity to ride inside ring, on-lead</p>		
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS PARTICIPANTS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>		



TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER
	Self-responsibility, Personal safety, Self-esteem, Nurturing relationships	Respect, Responsibility, Fairness, Caring



BASIC HORSEMANSHIP		LESSON #2	SIZE: 4/18 (min/max)
<p>Goal:</p> <ul style="list-style-type: none"> • Campers will learn proper grooming techniques and how to handle a horse “off-lead”. <p>Objective #1:</p> <ul style="list-style-type: none"> • Grooming Instruction: Campers will understand the importance and proper techniques of grooming horses. <p>Objective #2:</p> <ul style="list-style-type: none"> • Off-Lead Riding Techniques: Campers will learn safe “off-lead” riding techniques. 			
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Review</p> <ul style="list-style-type: none"> • Review previous day’s lesson (rules, safety procedures, equipment spec’s, commands, etc.) <p>Activity # 2: Grooming Orientation and Practice</p> <ul style="list-style-type: none"> • Instructor will explain the importance of regular and proper grooming • Instructor will display and discuss the tools used in grooming • Campers will assist the instructor in grooming a horse <p>Activity # 3: Safe Riding Techniques Discussion</p> <ul style="list-style-type: none"> • Instructor will facilitate a discussion regarding techniques for safe-riding • Techniques to be discussed may include helmet use, steering, appropriate posture, etc. <p>Activity # 4: Off-Lead Ring Ride</p> <ul style="list-style-type: none"> • Campers will have the opportunity to participate in an off-lead ring ride while being directly supervised by a staff member (paid/volunteer). • <i>Instructors must review and understand their 4-H Center’s policies related to horsemanship to ensure “off-lead” rides are allowed</i> 			
LENGTH OF CLASS: 45-50 minutes			
<p>SAFETY CONCERNS: Ensuring all campers attend class; Ensuring all campers feel safe and comfortable with class & horses; Ensuring all campers understand class format, rules, and procedures; Awareness of appropriate behavior around horses as well as appropriate attire; Ensuring anyone mounting or riding a horse is wearing a helmet; Ensuring campers understand safe riding techniques and are directly supervised by a staff person (paid or volunteer).</p> <p>EMERGENCY PROCEDURES: If campers on role are not in class, contact Staff Coordinator (via walkie-talkie); Contact Camp Medic for camper injury/illness; Contact Staff Coordinator/Program Director for emergency support as needed; If any unsafe behavior or other situation is presented STOP the class immediately.</p>			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tack & horses to be used			
CAMPER ELIGIBILITY: 9-13 years old			
INSTRUCTOR ELIGIBILITY: Prior experience and training in equine activities; Current certification in First Aid/CPR		SUPERVISION REQUIRED: 1:3 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)	
EXTENSION ACTIVITIES: Continue with on-lead ring riding for those campers not prepared for off-lead rides			
BACK-UP PLAN: Indoor instruction			
ASSESSMENT: Review of information discussed in first two lessons; “Quiz” campers about grooming and safe riding techniques; Ensure each camper has the opportunity to ride and demonstrate proper off-lead riding techniques			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS PARTICIPANTS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Self-responsibility, Personal safety, Self-esteem, Nurturing relationships	Respect, Responsibility, Fairness, Caring	



BASIC HORSEMANSHIP		LESSON #3	SIZE: 4/18 (min/max)
<p>Goal:</p> <ul style="list-style-type: none"> Each camper will utilize acquired skills to complete an obstacle course on their horse. <p>Objective #1:</p> <ul style="list-style-type: none"> Obstacle Course: Campers will have the opportunity to put previously acquired riding techniques to use by riding their horse through an obstacle course inside the riding ring. 			
<p>LESSON DESCRIPTION:</p> <p>Activity # 1: Review</p> <ul style="list-style-type: none"> Review previous lessons (rules, safety procedures, riding techniques, steering, etc.) <p>Activity # 2: Obstacle Course</p> <ul style="list-style-type: none"> Campers will have the opportunity to ride their horse through an obstacle course, demonstrating safe riding techniques learned in previous lessons. 			
LENGTH OF CLASS: 45-50 minutes			
<p>SAFETY CONCERNS: Ensuring all campers attend class; Ensuring all campers feel safe and comfortable with class & horses; Ensuring all campers understand class format, rules, and procedures; Awareness of appropriate behavior around horses as well as appropriate attire; Ensuring anyone mounting or riding a horse is wearing a helmet; Ensuring campers understand safe riding techniques and are directly supervised by a staff person (paid or volunteer).</p>			
<p>EMERGENCY PROCEDURES: If campers on role are not in class, contact Staff Coordinator (via walkie-talkie); Contact Camp Medic for camper injury/illness; Contact Staff Coordinator/Program Director for emergency support as needed; If any unsafe behavior or other situation is presented STOP the class immediately.</p>			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Tack and horses to be used; Obstacle course supplies & props</p>			
CAMPER ELIGIBILITY: 9-13 years old			
<p>INSTRUCTOR ELIGIBILITY: Prior experience and training in equine activities; Current certification in First Aid/CPR</p>		<p>SUPERVISION REQUIRED: 1:3 supervision ratio (staff: campers) with a minimum of 2 staff (paid/volunteer)</p>	
<p>EXTENSION ACTIVITIES: Allow campers to participate in an on-lead, out-of-ring ride (see 4-H Center procedures for policies on this first); Allow campers to groom/bath horses</p>			
BACK-UP PLAN: Indoor instruction/obstacle course if available			
<p>ASSESSMENT: Review of information discussed in all lessons; Ensure each camper has the opportunity to ride the obstacle course and demonstrate proper riding techniques</p>			
<p>RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS PARTICIPANTS: Ensure class is interactive to keep the attention of <i>all</i> campers; Make plans for possible accommodations needed for remaining lessons (i.e. class location change, activity adaptation, etc.)</p>			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Self-responsibility, Personal safety, Self-esteem, Nurturing relationships	Respect, Responsibility, Fairness, Caring	



Dog Training, Grooming, and Care		LESSON #1, 2, 3	SIZE: 10 Max
<p>Goal:</p> <ul style="list-style-type: none"> To educate campers techniques that will aid in the training, grooming, and care of their pets. <p>Objectives:</p> <ul style="list-style-type: none"> Campers will be introduced to safe handling, training, and care techniques for small animals. Campers will learn through hands-on activities with a dog less than one year old. 			
<p>LESSON DESCRIPTION:</p> <p><u>Lesson #</u></p> <ol style="list-style-type: none"> Introduction to animal safety. <ul style="list-style-type: none"> What to do when meeting a new dog or facing a strange dog. How to avoid being hurt by aggressive dogs. How to protect yourself if attacked. Dog body language. Reasons not to approach an unattended dog Reasons a child should never help an injured dog. Nutrition: (how to feed puppies, adult dogs, senior dogs; protein/fat in foods) Grooming, Bathing, and brushing. <ul style="list-style-type: none"> Skin problems in different coats. Importance of cleanliness. Proper way to brush. Use of combs, shedding blades, clippers. Collars, Harnesses, and Leashes. Basic Obedience <ul style="list-style-type: none"> Teaching your dog to sit, heal, come, stay, and quiet. Review of class material. Processing and reflection. 			
LENGTH OF CLASS: 45-50 minutes each lesson			
<p>SAFETY CONCERNS / EMERGENCY PROCEDURES:</p> <ul style="list-style-type: none"> Campers will receive an animal safety orientation at the beginning of the course. Assistant Instructor will maintain control of animal at all times. All animals used will be current on all shots and immunizations, will be temper tested, and will not be allowed to run free. Animal will be kept leashed or kenneled at all times. Campers will be instructed as to the proper way to approach the animal At all times, a first aid kit will be present and readily available to instructor. In the event of an injury, proper first aid will be administered. The camp EMT will be give a follow up assessment, and if needed further action will be taken. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; animals; animal care and safety items			
CAMPER ELIGIBILITY: Open to all campers			
INSTRUCTOR ELIGIBILITY: Instructor should be an experienced animal trainer and groomer.		SUPERVISION REQUIRED: 1 Instructor & 1 Assistant per 10 Campers.	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: Class may be held indoors or outdoors.			
ASSESSMENT: Hands-on demonstration of learned skills; Instructor facilitated discussion/review of course material upon completion of course.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Course can be adapted to special needs campers as needed.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Concern for Others, Personal Safety	Responsibility, Respect, Caring	



Youth Leadership Development



C.I.T. Leadership		LESSON #1	SIZE:10-15 (min/max)
Goals/Objectives: Campers will: <ul style="list-style-type: none"> List and describe details of a CIT's job role at camp Detail risks that are involved at camp Discuss their beliefs about camp interactions and objectives List and apply qualities of a great camp counselor 			
LESSON DESCRIPTION: <ul style="list-style-type: none"> Given a job description, a camp survey and a quality evaluation, CIT's will be able to apply the concepts and knowledge from these areas to daily interactions at camp. Adapted from: Garst, Adcock, Unroe, Elmer, & Soper (2003). <i>Exploring the World of 4-H Camp Counseling: Counselor-in-Training Curriculum for Virginia 4-H Camping Program</i> , Virginia Cooperative Extension, #388-53.			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Emergency procedures would include contacting medical staff and administration in the event of emergency with instructor and campers.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Counselor-in-Training Job Description Handout; Counselor-in-Training Letter from Virginia 4-H Camping; Counselor's Creed Handout; Tips for Avoiding Risks at Camp Handout; Why Camp Survey; Large sheet of paper; Markers; Scissors			
CAMPER ELIGIBILITY: Campers/campers must have achieved CIT status or be of the ages of 12-13-14 or a teen leader who has not been through a CIT program.			
INSTRUCTOR ELIGIBILITY: Instructors should have completed training in the CIT Curriculum area to be able to develop information sessions and personal experiences to relate to valid information for camper/participant roles.		SUPERVISION REQUIRED: Ratio of 1:8 will be abided by in cases of class sessions; Teen/Junior leader will be counted in the ratio.	
EXTENSION ACTIVITIES: <ul style="list-style-type: none"> Discussion of Job Description- <i>Exploration 4, Activity 1</i>- Hand out Job Description Handout for Teens and CIT's <ul style="list-style-type: none"> Each person will be asked to read one responsibility requirement to the group (more if there is a smaller group) Each person will sign their Job Description noting that they take on responsibility for being a CIT for their respective counties. Take the "Why Camp" survey- <i>Exploration 2, Activity 1</i>- Handout Why Camp Survey- Campers will be asked to complete the activity with the directions that are listed on the sheet. What makes a GREAT counselor?- <i>Exploration 4, Activity 3</i>- Have large sheets of paper to trace an outline of someone on. Break into groups to do activity.- Discuss why groups chose to write or draw their qualities on their person. ADD-IN- Risks Involved with Camp- <i>Exploration 7, Activity 2</i>- Distribute Topic Cards to groups and a sheet of paper, Have CIT's discuss their topics and write down ideas or questions about the topics; Discuss as whole group activity. 			
BACK-UP PLAN: This is an indoor course.			
ASSESSMENT: Illustrated discussion will be carried on throughout the session and question & answer sessions will conclude the session with objectives and goals.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: All information can be adapted for special needs individuals.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Planning/Organizing, Learning to Learn, Responsible Citizenship, Leadership	Trustworthiness, Respect, Responsibility, Fairness	



C.I.T. Leadership		LESSON #2	SIZE:10-15 (min/max)
Goals/Objectives: Campers will: <ul style="list-style-type: none"> • Demonstrate communication skills with a partner • Shadow a teen to gain insight on teen responsibility to camp • Discuss their observations and shadowing experience 			
LESSON DESCRIPTION: <ul style="list-style-type: none"> • Given a communication exercise, opportunity to shadow a teen counselor and time to process interactions, CIT's will be able to apply their experiences to everyday interactions at camp. Adapted from: Garst, Adcock, Unroe, Elmer, & Soper (2003). <i>Exploring the World of 4-H Camp Counseling: Counselor-in-Training Curriculum for Virginia 4-H Camping Program</i> , Virginia Cooperative Extension, #388-53.			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Emergency procedures would include contacting medical staff and administration in the event of emergency with instructor and campers.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster, Building blocks; barrier to block vision; Communication Activity Sheet; watch			
CAMPER ELIGIBILITY: Campers/campers must have achieved CIT status or be of the ages of 12-13-14 or a teen leader who has not been through a CIT program.			
INSTRUCTOR ELIGIBILITY: Instructors should have completed training in the CIT Curriculum area to be able to develop information sessions and personal experiences to relate to valid information for camper/participant roles.		SUPERVISION REQUIRED: Ratio of 1:8 will be abided by in cases of class sessions; Teen/Junior leader will be counted in the ratio.	
EXTENSION ACTIVITIES: <ul style="list-style-type: none"> • Communication Activity (Break CIT's into pairs and give them 2 sets of blocks and a barrier)- <i>Exploration 8, Activity 2</i> • Teen Shadowing (CIT's will be assigned a teen counselor to shadow during classes) Explain guidelines with Teen Shadowing • Reflection <ul style="list-style-type: none"> ○ What were some of the qualities that you noticed about the teen that you shadowed that made them a great camp counselor? ○ Were there any qualities that you will carry over to your teen leader duties? ○ Do you think seeing a teen assist in their classes will help you be a better helper/assistant as a teen leader? 			
BACK-UP PLAN: This is an indoor class.			
ASSESSMENT: Illustrated discussion will be carried on throughout the session and question & answer sessions will conclude the session with objectives and goals.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: All information can be adapted for special needs individuals.			
TARGETED SOLS	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Character, Self-Motivation, Leadership, Contributions to Group Effort, Nurturing Relationships, Sharing, Communication, Cooperation, Decision Making, Learning to Learn, Critical Thinking, Service Learning	Trustworthiness, Respect, Responsibility, Fairness, Citizenship	



C.I.T. Leadership		LESSON #3	SIZE:10-15 (min/max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> Identify and justify leadership qualities and terms Apply CIT principles to given situations Discuss scenarios for making decisions Examine and create goal setting strategies 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> Given terms and definitions, decision making scenarios, and a CIT Action Plan; campers will identify key importance in leadership, decision making and goal setting for future use at camp and in life skills. <p>Adapted from: Garst, Adcock, Unroe, Elmer, & Soper (2003). <i>Exploring the World of 4-H Camp Counseling: Counselor-in-Training Curriculum for Virginia 4-H Camping Program</i>, Virginia Cooperative Extension, #388-53.</p>			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Emergency procedures would include contacting medical staff and administration in the event of emergency with instructor and campers.			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Leadership Signs; Decision making situational sheets; 4-H Camp Counselor-In-Training Action Plan; CIT Evaluation Sheet			
CAMPER ELIGIBILITY: Campers/campers must have achieved CIT status or be of the ages of 12-13-14 or a teen leader who has not been through a CIT program.			
INSTRUCTOR ELIGIBILITY: Instructors should have completed training in the CIT Curriculum area to be able to develop information sessions and personal experiences to relate to valid information for camper/participant roles.		SUPERVISION REQUIRED: Ratio of 1:8 will be abided by in cases of class sessions; Teen/Junior leader will be counted in the ratio.	
<p>EXTENSION ACTIVITIES:</p> <ul style="list-style-type: none"> What Type of Leader Am I? (Post signs with terms of Leadership and Definition of term around the room)- <i>Exploration 6, Activity 1</i> Decision Making Scenarios from Camp- Campers will break into pairs/groups and will be given a scenario from a camp situation. Campers will discuss their situation and discuss possibilities of decision making. *Distribute paper for writing and situation papers.* 4-H Camp Counselor-In-Training Action Plan and Goal Setting (*Distribute Action Plan); Campers will share their plans on a voluntary basis with the group 			
BACK-UP PLAN: This is an indoor class.			
ASSESSMENT: Illustrated discussion will be carried on throughout the session and question & answer sessions will conclude the session with objectives and goals. Evaluation for CIT Leadership class will be distributed.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: All information can be adapted for special needs individuals.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Sharing, Keeping Records, Planning/Organizing, Goal Setting, Critical Thinking, Problem Solving, Decision Making, Teamwork, Leadership	Trustworthiness, Respect Responsibility, Citizenship Caring	



Science and Technology



Computer Science		LESSON #1	SIZE: 2/15 (min/max)
Goals/Objectives:			
<ul style="list-style-type: none"> Goals- Campers will become familiar with computer technology and begin designing websites. Objective- Each camper will complete a personal web page. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> Camper and instructor introductions Overview of class activities for the week, discussion of general rules and computer lab rules Instructor will introduce campers to the basics of computer hardware and Windows operating system, will assess campers' current level of knowledge Discussion of internet technology and the world wide web and what makes a good web page, what they would like to include on a personal website Campers will begin planning a website. 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Safe-surfing concerns, Instructor will monitor all online activity; Basic First Aid will be performed if necessary, 4-H Center emergency procedures followed; First Aid kit will be located in class location			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Computers; Internet access; Digital projector (optional)			
CAMPER ELIGIBILITY: None			
INSTRUCTOR ELIGIBILITY: Basic computer knowledge		SUPERVISION REQUIRED: 1:10	
EXTENSION ACTIVITIES: Campers at higher skill levels will complete objectives faster and may assist other campers; Depending on technology resources available, campers may be able to explore other computer and online technologies			
BACK-UP PLAN: All class activities will take place indoors			
ASSESSMENT: Instructor observation of camper activities, completion of project			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Campers with visual or hearing impairments will need individual assistance. Depending on resources, technology solutions may be available.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Marketable Skills Communication Decision Making	Citizenship Responsibility Respect	



Computer Science		LESSON #2	SIZE: 2/15 <i>(min/max)</i>
Goals/Objectives:			
<ul style="list-style-type: none"> • Goal: Campers will become familiar with computer technology and begin designing websites. • Objective: Each camper will complete a personal web page. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> • Review of class activities for the week, discussion of general rules and computer lab rules • Review of internet technology and the world wide web and what makes a good web page, what they would like to include on a personal website • Campers will continue planning a website. • Upon instructor approval of outline, campers will begin designing their web page using MS Word and/or MS Publisher 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Safe-surfing concerns, Instructor will monitor all online activity; Basic First Aid will be performed if necessary, 4-H Center emergency procedures followed; First Aid kit will be located in class location			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Computers; Internet access			
CAMPER ELIGIBILITY: None			
INSTRUCTOR ELIGIBILITY: Basic computer knowledge		SUPERVISION REQUIRED: 1:10	
EXTENSION ACTIVITIES: Campers at higher skill levels will complete objectives faster and may assist other campers; Depending on technology resources available, campers may be able to explore other computer and online technologies.			
BACK-UP PLAN: All class activities will take place indoors			
ASSESSMENT: Instructor observation of camper activities; completion of project			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Campers with visual or hearing impairments will need individual assistance. Depending on resources, technology solutions may be available.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Marketable Skills Communication Decision Making	Citizenship Responsibility Respect	



Computer Science		LESSON #3	SIZE: 2/15 (min/max)
Goals/Objectives:			
<ul style="list-style-type: none"> • Goal: Campers will become familiar with computer technology and begin designing websites. • Objective: Each camper will complete a personal web page. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> • Review of class activities for the week, discussion of general rules and computer lab rules • Campers will continue designing their websites. • Instructor will review each project, helping campers to finish a completed page. 			
LENGTH OF CLASS: 45-50 minutes			
SAFETY CONCERNS / EMERGENCY PROCEDURES: Safe-surfing concerns, Instructor will monitor all online activity; Basic First Aid will be performed if necessary, 4-H Center emergency procedures followed; First Aid kit will be located in class location			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class Roster; Computers; Internet access; Digital projector (optional)			
CAMPER ELIGIBILITY: None			
INSTRUCTOR ELIGIBILITY: Basic computer knowledge		SUPERVISION REQUIRED: 1:10	
EXTENSION ACTIVITIES: Campers at higher skill levels will complete objectives faster and may assist other campers; Depending on technology resources available, campers may be able to explore other computer and online technologies.			
BACK-UP PLAN: All class activities will take place indoors			
ASSESSMENT: Instructor observation of camper activities, completion of project			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Campers with visual or hearing impairments will need individual assistance. Depending on resources, technology solutions may be available.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Marketable Skills Communication Decision Making	Citizenship Responsibility Respect	



Journalism/Computer Science		LESSON #1	SIZE:15 (max)
Goals/Objectives: Campers will:			
<ul style="list-style-type: none"> • Become more creative as a result of participating in the journalism/computer science class. • Learn the importance of teamwork for successful completion of a group project • Increase computer software (Microsoft Word, PowerPoint) and digital camera skills. • Develop a sense of pride and accomplishment after completing a newsletter and/or PowerPoint presentation. • Successfully complete a camp newsletter and/or a camp PowerPoint presentation. • Learn the value of creativity and teamwork through the completion of projects. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> • The instructor will start with an ice-breaker, such as the campers interviewing each other so everyone gets to talk and learn the proper way of interviewing; The instructor will <u>stress</u> the importance of the being careful with the equipment; The instructor will stress that the campers respect others' opinion and value diversity. • Option A: Newsletter- The Instructor will provide campers with some of the previous years' Cloverpatch newsletter so that the campers can gather ideas; The instructor will assign all campers to something to contribute to the Cloverpatch; The instructor will demonstrate and teach the use of the electronic equipment in the class, such as the computers, Microsoft Word, and the digital cameras and software. • Option B: Slideshow- The instructor will demonstrate and teach the use of the electronic equipment in the class, such as the computers, projector, Microsoft PowerPoint, and the digital cameras and software. 			
LENGTH OF CLASS: 45-50 minutes			
Safety Concerns:			
<ul style="list-style-type: none"> • Campers should be made aware of emergency exit in building in case of fire or other emergency. • Computers should not be used during a lightening storm. • Whenever campers go on interview and photography assignments, a counselor must go and one-on-one situations must be avoided. • Being considerate of others work space to avoid accidents. 			
Emergency Procedures:			
<ul style="list-style-type: none"> • In case of accident or injury during the journalism/computer science class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Option A: Newsletter (Class Roster, computers, papers, pens, pencils, printer, digital cameras, old issues of the Cloverpatch); Option B: Slideshow (Class roster, computers, digital cameras, digital projector)			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed; Ensure that all campers who are photographed have signed photo release forms.			
INSTRUCTOR ELIGIBILITY: Prior knowledge of computers, Microsoft Word, PowerPoint, digital cameras, and projectors		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Learning to learn, Creativity, Social Skills, Communication, Planning/Organizing, Goal-Setting, Critical Thinking, Problem Solving, Leadership	Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness	



Journalism/Computer Science		LESSON #2	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Become more creative as a result of participating in the journalism/computer science class. • Learn the importance of teamwork for successful completion of a group project • Increase computer software (Microsoft Word, PowerPoint) and digital camera skills. • Develop a sense of pride and accomplishment after completing a newsletter and/or PowerPoint presentation. • Successfully complete a camp newsletter and/or a camp PowerPoint presentation. • Learn the value of creativity and teamwork through the completion of projects. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • Review the use of the electronic equipment in the class, such as the computers, Microsoft Word, and the digital cameras and software; Stress the importance of the being careful with the equipment. • Option A: Newsletter- The campers will brainstorm and vote on what they want to include in the newsletter for the week; The instructor will stress that the campers respect others' opinion and value diversity; The campers will begin to write their articles for the newsletter and will "go out on assignment" with counselors/instructor to conduct interviews and take pictures.; The campers will utilize the computers to type articles and format the newsletters under the instructor's supervision. • Option B: Slideshow- The campers will brainstorm and vote on what camp highlights they want to include in the slideshow for the week; The instructor will stress that the campers respect others' opinion and value diversity; The campers will begin to plan their slideshow and will "go out on assignment" with counselors/instructor to take pictures; The campers will utilize the computers to begin downloading pictures and putting the slideshow together under the instructor's supervision. 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers should be made aware of emergency exit in building in case of fire or other emergency. • Computers should not be used during a lightening storm. • Whenever campers go on interview and photography assignments, a counselor must go and one-on-one situations must be avoided. • Being considerate of others work space to avoid accidents. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the journalism/computer science class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
<p>MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Option A: Newsletter (Class roster, computers, papers, pens, pencils, printer, digital cameras, old issues of the Cloverpatch); Option B: Slideshow (Class roster, computers, digital cameras, digital projector)</p>			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed; Ensure that all campers who are photographed have signed photo release forms.			
INSTRUCTOR ELIGIBILITY: Prior knowledge of computers, Microsoft Word, PowerPoint, digital cameras, and projectors		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Learning to learn, Creativity, Social Skills, Communication, Planning/Organizing, Goal-Setting, Critical Thinking, Problem Solving, Leadership	Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness	



Journalism/Computer Science		LESSON #3	SIZE:15 (max)
Goals/Objectives Campers will:			
<ul style="list-style-type: none"> • Become more creative as a result of participating in the journalism/computer science class. • Learn the importance of teamwork for successful completion of a group project • Increase computer software (Microsoft Word, PowerPoint) and digital camera skills. • Develop a sense of pride and accomplishment after completing a newsletter and/or PowerPoint presentation. • Successfully complete a camp newsletter and/or a camp PowerPoint presentation. • Learn the value of creativity and teamwork through the completion of projects. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> • Review the use of the electronic equipment in the class, such as the computers, Microsoft Word, and the digital cameras and software; Stress the importance of the being careful with the equipment; Stress that the campers respect others' opinion and value diversity. • Option A: Newsletter- The instructor will stress that the campers respect others' opinion and value diversity; The campers will continue to write their articles for the newsletter and will "go out on assignment" with counselors/instructor to conduct interviews and take pictures; The campers will utilize the computers to type articles and format the newsletters under the instructor's supervision; The campers will finalize the camp newsletter; The campers will complete an evaluation on the journalism class. • Option B: Slideshow- The instructor will stress that the campers respect others' opinion and value diversity; The campers will continue to "go out on assignment" with counselors/instructor to take pictures; The campers will utilize the computers to download pictures and put the slideshow together under the instructor's supervision; Campers will choose music to complete the slideshow; Campers will complete a class evaluation. 			
LENGTH OF CLASS: 45-50 minutes			
Safety Concerns:			
<ul style="list-style-type: none"> • Campers should be made aware of emergency exit in building in case of fire or other emergency. • Computers should not be used during a lightening storm. • Whenever campers go on interview and photography assignments, a counselor must go and one-on-one situations must be avoided. • Being considerate of others work space to avoid accidents. 			
Emergency Procedures:			
<ul style="list-style-type: none"> • In case of accident or injury during the journalism/computer science class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Option A: Newsletter (Class roster, computers, papers, pens, pencils, printer, digital cameras, old issues of the Cloverpatch); Option B: Slideshow (Class roster, computers, digital cameras, digital projector)			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed; Ensure that all campers who are photographed have signed photo release forms.			
INSTRUCTOR ELIGIBILITY: Prior knowledge of computers, Microsoft Word, PowerPoint, digital cameras, and projectors is necessary		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: None			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Learning to learn, Creativity, Social Skills, Communication, Planning/Organizing, Goal-Setting, Critical Thinking, Problem Solving, Leadership	Responsibility, Fairness, Caring, Respect, Citizenship, Trustworthiness	



Model Rocketry		LESSON #1	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Explore aerospace topics and gain a greater understanding of this important science field. • Improve communication, creative thinking, decision making, and problem solving skills. • Refine their fine-motor skills by becoming more precise and neat in their rocket assembling abilities. • Learn the basics of model rocketry and aerospace topics. • Successfully begin assembling a model rocket to be launched at the end of the week. • Learn the value of creativity and teamwork through the completion of model rockets. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • The class will review elementary aerospace topics and will discuss the importance of rockets in space to our science and research fields. • The elementary physics of rockets will be introduced and discussed- flight, propulsion, gravity, velocity, etc. • Instructor will teach campers the different pieces of model rocket, including the body tube, nose cone, engine, fins, and recovery system. • The campers will look over everything in the kit and read through the directions before beginning to build the rocket. • The instructor will demonstrate for the class how to use the equipment for the construction of the rocket. The instructor will cover safety issues and also proper care of the equipment. • The class will begin the construction of the rocket: 1. nose cone assembly, 2. tube marking detail, 3. tube cutting detail, 4. fin unit/engine hook attachment, 5. shock cord mount attachment, 6. recovery device attachment, 7. decorate rocket with decals • Small group interaction and large group interaction will be incorporated through sharing tools and ideas. • Clean up classroom area 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers will be required to take turns. • Campers will be required to use hand & eye coordination. • Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. • Being considerate of others work space to avoid accidents. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the model rocketry class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; rocket kits, scissors, ruler, hobby knife, pencil, glue, tape, marker			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed			
INSTRUCTOR ELIGIBILITY: Prior knowledge of model rocket construction use is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Any activities from the 4-H Cooperative Curriculum System Aerospace Project Activity Guide are recommended as Extension Activities.			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Personal safety, Learning to learn, Creativity, Patience	Responsibility, Fairness, Caring	



Model Rocketry		LESSON #2	SIZE:15 (max)
Goals/Objectives: Campers will:			
<ul style="list-style-type: none"> • Explore aerospace topics and gain a greater understanding of this important science field. • Improve communication, creative thinking, decision making, and problem solving skills. • Refine their fine-motor skills by becoming more precise and neat in their rocket assembling abilities. • Learn the basics of model rocketry and aerospace topics. • Successfully begin assembling a model rocket to be launched at the end of the week. • Learn the value of creativity and teamwork through the completion of model rockets. 			
LESSON DESCRIPTION:			
<ul style="list-style-type: none"> • The class will review elementary aerospace topics and will discuss the importance of rockets in space to our science and research fields. • The instructor will review for the class how to use the equipment for the construction of the rocket. The instructor will cover safety issues and also proper care of the equipment. • The class will complete the construction of the rocket: 1. nose cone assembly, 2. tube marking detail, 3. tube cutting detail, 4. fin unit/engine hook attachment, 5. shock cord mount attachment, 6. recovery device attachment, 7. decorate rocket with decals, 8. finish rocket • Small group interaction and large group interaction will be incorporated through sharing tools and ideas. • Clean up classroom area 			
LENGTH OF CLASS: 45-50 minutes			
Safety Concerns:			
<ul style="list-style-type: none"> • Campers will be required to take turns. • Campers will be required to use hand & eye coordination. • Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. • Being considerate of others work space to avoid accidents. 			
Emergency Procedures:			
<ul style="list-style-type: none"> • In case of accident or injury during the model rocketry class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; rocket kits, scissors, ruler, hobby knife, pencil, glue, tape, marker			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed			
INSTRUCTOR ELIGIBILITY: Prior knowledge of model rocket construction use is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Any activities from the 4-H Cooperative Curriculum System Aerospace Project Activity Guide are recommended as Extension Activities.			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Personal safety, Learning to learn, Creativity, Patience	Responsibility, Fairness, Caring	



Model Rocketry		LESSON #3	SIZE:15 (max)
<p>Goals/Objectives: Campers will:</p> <ul style="list-style-type: none"> • Explore aerospace topics and gain a greater understanding of this important science field. • Improve communication, creative thinking, decision making, and problem solving skills. • Refine their fine-motor skills by becoming more precise and neat in their rocket assembling abilities. • Learn the basics of model rocketry and aerospace topics. • Successfully prepare and launch a model rocket. • Learn the value of creativity and teamwork through the completion of model rockets. 			
<p>LESSON DESCRIPTION:</p> <ul style="list-style-type: none"> • The class will review elementary aerospace topics and will discuss the importance of rockets in space to our science and research fields. • The elementary physics of rockets will be reviewed and discussed- flight, propulsion, gravity, velocity, etc. • The campers will complete the construction of the rocket by inserting the engine into their rockets as demonstrated by the instructor. • The instructor will demonstrate for the class how to use the equipment for the launching of the rocket. The instructor will cover safety issues and also proper care of the equipment. • The class will launch their rockets in a clear and safe area away from other campers. After the launching, the campers will be able retrieve the remains of their rocket and parachute for memorabilia. • Small group interaction and large group interaction will be incorporated through sharing tools and ideas. • Clean up classroom area 			
LENGTH OF CLASS: 45-0 minutes			
<p>Safety Concerns:</p> <ul style="list-style-type: none"> • Campers will be required to take turns. • Campers will be required to use hand & eye coordination. • Campers will be orientated as to the safe use of tools and equipment and counselors and instructor will supervise the use of tools. • Being considerate of others work space to avoid accidents. 			
<p>Emergency Procedures:</p> <ul style="list-style-type: none"> • In case of accident or injury during the model rocketry class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the EMT who will administer appropriate First Aid. After diagnosis by the EMT, appropriate action will be taken including calling 911 if necessary. 			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; Rockets, engines, launch pads, extra batteries, launch controllers, pencil, glue, tape, marker, hot glue gun (for last minute repairs to rocket parts that might have fallen off prior to launching)			
CAMPER ELIGIBILITY: 9-13 years old, no prior experience needed			
INSTRUCTOR ELIGIBILITY: Prior knowledge of model rocket construction use is recommended.		SUPERVISION REQUIRED: One supervisor per each five campers	
EXTENSION ACTIVITIES: Any activities from the 4-H Cooperative Curriculum System Aerospace Project Activity Guide are recommended as Extension Activities.			
BACK-UP PLAN: N/A- indoors class			
ASSESSMENT: Have available a simple evaluative/assessment instrument for entire three lessons.			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Counselors will provide more one-on-one attention and assistance to special needs youth.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Cooperation, Teamwork, Personal safety, Learning to learn, Creativity, Patience	Responsibility, Fairness, Caring	



Other Lessons



Skateboarding		LESSON #1	SIZE: 2/12 (min/max)
<p>Goals: Give youth a solid beginning in the sport of skateboarding, help them develop basic skills and knowledge of basic equipment, parts, and history.</p> <p>Objectives: All campers will demonstrate knowledge of skateboarding equipment and parts, will be able to perform at least one of the basic skills covered in the class.</p>			
<p>LESSON DESCRIPTION: <i>*This class and all lessons are adapted from the 4-H Skateboarding Curriculum developed in Gallatin County, Montana by the MSU Extension Service. Adamich, J., Astroth, K., Bos, T., Moore, J., & Kesner, T. (1998). 4-H Skateboarding Curriculum. Bozeman, MT: MSU Extension Service.</i></p> <ul style="list-style-type: none"> • Introduction of instructors, campers • Explanation of rules and safety procedures • Go over parts of the skateboard, safety equipment • Assessment of individual campers' current skill level and abilities • Begin basic instruction of riding with beginners (stopping and falling safely, balance & basic board control, turning) • Begin instruction of basic tricks with advanced riders (ollie, grinds, grabs) 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns: There is some level of risk involved with this activity. To reduce the risk of injury, the following procedures will be followed: Appropriate class location will be selected (outdoors, smooth & flat); Safety equipment (helmets, knee pads, elbow pads, wrist guards) will be worn by all riders at all times while skating; Instructors/assistants will closely monitor each rider; Campers will not ride or stand on skateboards without proper safety equipment and without supervision from instructors; Campers will demonstrate skills/perform tricks only as directed. Campers will not attempt activities that are not explained, monitored and directed by instructors.</p> <p>Emergency Procedures: In case of accident or injury during the skateboarding class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the Medical Representative who will administer appropriate First Aid. After assessment by the Medical Representative, appropriate action will be taken including calling 911 if necessary.</p>			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; Handouts (history, equipment, parts); Helmets; Knee & Elbow pads; Wrist guards; Skateboards; smooth, flat pavement for class area			
CAMPER ELIGIBILITY: 9-13 years old			
INSTRUCTOR ELIGIBILITY: Basic knowledge of and skills in skateboarding; Verification (demonstration) of skateboarding skills to be covered in class; Demonstrate knowledge of class safety procedures		SUPERVISION REQUIRED: 1:3 Campers will need to be monitored closely during skating activities.	
EXTENSION ACTIVITIES: Instructors and leaders may wish to consider providing a skate ramp and lessons for its use for advanced campers. Care should be taken in evaluating this risk and whether it is appropriate for the site, facility, and campers.			
BACK-UP PLAN: Discussion of skateboarding history, notable skateboarding professionals and their styles, contributions to the sport.			
ASSESSMENT: A written evaluation of the class and camper knowledge; Observation and evaluation of camper skills demonstration			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Changes or adaptations to this class for disabled or special-needs campers will need to be evaluated on a case by case basis, taking into consideration the specific needs being addressed. In general, all campers participating in skateboarding activities, including those with special needs, will be monitored one-on-one.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Personal Safety; Self-discipline; Resiliency Self-motivation; Self-esteem	Responsibility, Respect, Fairness, Caring	



Skateboarding		LESSON #2	SIZE: 2/12 (min/max)
<p>Goal: Give youth a solid beginning in the sport of skateboarding, help them develop basic skills and knowledge of basic equipment, parts, and history.</p> <p>Objectives: All campers will demonstrate knowledge of skateboarding equipment and parts, will be able to perform at least one of the basic skills covered in the class.</p>			
<p>LESSON DESCRIPTION: <i>*This class and all lessons are adapted from the 4-H Skateboarding Curriculum developed in Gallatin County, Montana by the MSU Extension Service. Adamich, J., Astroth, K., Bos, T., Moore, J., & Kesner, T. (1998). 4-H Skateboarding Curriculum. Bozeman, MT: MSU Extension Service.</i></p> <ul style="list-style-type: none"> • Review of rules and safety procedures • Go over history of skateboarding, noted skaters • Continue basic instruction of riding with beginners (stopping and falling safely, balance & basic board control, turning) • Continue instruction of basic tricks with advanced riders (ollie, grinds, grabs) • Demonstration of basic, advanced tricks 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns: There is some level of risk involved with this activity. To reduce the risk of injury, the following procedures will be followed: Appropriate class location will be selected (outdoors, smooth & flat); Safety equipment (helmets, knee pads, elbow pads, wrist guards) will be worn by all riders at all times while skating; Instructors/assistants will closely monitor each rider; Campers will not ride or stand on skateboards without proper safety equipment and without supervision from instructors; Campers will demonstrate skills/perform tricks only as directed. Campers will not attempt activities that are not explained, monitored and directed by instructors.</p> <p>Emergency Procedures: In case of accident or injury during the skateboarding class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the Medical Representative who will administer appropriate First Aid. After assessment by the Medical Representative, appropriate action will be taken including calling 911 if necessary.</p>			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; Handouts (history, equipment, parts), Helmets, Knee & Elbow pads, Wrist guards, Skateboards, smooth, flat pavement for class area			
CAMPER ELIGIBILITY: 9-13 years old			
INSTRUCTOR ELIGIBILITY: Basic knowledge of and skills in skateboarding; Verification (demonstration) of skateboarding skills to be covered in class; Demonstrate knowledge of class safety procedures		SUPERVISION REQUIRED: 1:3 Campers will need to be monitored closely during skating activities.	
EXTENSION ACTIVITIES: Instructors and leaders may wish to consider providing a skate ramp and lessons for its use for advanced campers. Care should be taken in evaluating this risk and whether it is appropriate for the site, facility, and campers.			
BACK-UP PLAN: Discussion of skateboarding history, notable skateboarding professionals and their styles, contributions to the sport.			
ASSESSMENT: A written evaluation of the class and camper knowledge; Observation and evaluation of camper skills demonstration			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Changes or adaptations to this class for disabled or special-needs campers will need to be evaluated on a case by case basis, taking into consideration the specific needs being addressed. In general, all campers participating in skateboarding activities, including those with special needs, will be monitored one-on-one.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Personal Safety; Self-discipline; Resiliency Self-motivation; Self-esteem	Responsibility, Respect, Fairness, Caring	



Skateboarding		LESSON #3	SIZE: 2/12 (min/max)
<p>Goals: Give youth a solid beginning in the sport of skateboarding, help them develop basic skills and knowledge of basic equipment, parts, and history.</p> <p>Objectives: All campers will demonstrate knowledge of skateboarding equipment and parts, will be able to perform at least one of the basic skills covered in the class.</p>			
<p>LESSON DESCRIPTION: <i>*This class and all lessons are adapted from the 4-H Skateboarding Curriculum developed in Gallatin County, Montana by the MSU Extension Service. Adamich, J., Astroth, K., Bos, T., Moore, J., & Kesner, T. (1998). 4-H Skateboarding Curriculum. Bozeman, MT: MSU Extension Service.</i></p> <ul style="list-style-type: none"> • Review of rules and safety procedures • Go over skateboard manufacturing, how they are made • Continue basic instruction of riding with beginners if necessary • Continue instruction of basic tricks with advanced riders (ollie, grinds, grabs) • Demonstration of basic, advanced tricks • Final evaluation 			
LENGTH OF CLASS: 45-50 minutes			
<p>Safety Concerns: There is some level of risk involved with this activity. To reduce the risk of injury, the following procedures will be followed: Appropriate class location will be selected (outdoors, smooth & flat); Safety equipment (helmets, knee pads, elbow pads, wrist guards) will be worn by all riders at all times while skating; Instructors/assistants will closely monitor each rider; Campers will not ride or stand on skateboards without proper safety equipment and without supervision from instructors; Campers will demonstrate skills/perform tricks only as directed. Campers will not attempt activities that are not explained, monitored and directed by instructors.</p> <p>Emergency Procedures: In case of accident or injury during the skateboarding class, the instructor will stop all activity making certain all campers are safely seated. The injured will be kept comfortable and immobile. An assistant will be sent to get the Medical Representative who will administer appropriate First Aid. After assessment by the Medical Representative, appropriate action will be taken including calling 911 if necessary.</p>			
MATERIALS / SUPPLIES / EQUIPMENT NEEDED: Class roster; Handouts (history, equipment, parts), Helmets, Knee & Elbow pads, Wrist guards, Skateboards, smooth, flat pavement for class area			
CAMPER ELIGIBILITY: 9-13 years old			
INSTRUCTOR ELIGIBILITY: Basic knowledge of and skills in skateboarding; Verification (demonstration) of skateboarding skills to be covered in class; Demonstrate knowledge of class safety procedures		SUPERVISION REQUIRED: 1:3 Campers will need to be monitored closely during skating activities.	
EXTENSION ACTIVITIES: Instructors and leaders may wish to consider providing a skate ramp and lessons for its use for advanced campers. Care should be taken in evaluating this risk and whether it is appropriate for the site, facility, and campers.			
BACK-UP PLAN: Discussion of skateboarding history, notable skateboarding professionals and their styles, contributions to the sport.			
ASSESSMENT: A written evaluation of the class and camper knowledge; Observation and evaluation of camper skills demonstration			
RESOURCES/CONSIDERATIONS FOR SPECIAL NEEDS CAMPERS: Changes or adaptations to this class for disabled or special-needs campers will need to be evaluated on a case by case basis, taking into consideration the specific needs being addressed. In general, all campers participating in skateboarding activities, including those with special needs, will be monitored one-on-one.			
TARGETED SOLs	TARGETED LIFE SKILLS	TARGETED PILLAR(S) OF CHARACTER	
	Personal Safety, Self-discipline, Resiliency, Self-motivation; Self-esteem	Responsibility, Respect, Fairness, Caring	