

CLASSROOM CAMPGROUND

A Simulation Teaching Students to Explore and Enjoy Nature

Author **VaREANE HEESE** is a fifth and sixth grade reading and language teacher in Omaha, Nebraska. She also works as a freelance writer with articles appearing in numerous print and on-line education publications. In addition, VaReane works with other teachers to develop practical methods of integrating technology into the curriculum. She and her husband, Terry, have three sons who have served as the inspiration for many of her freelance and teaching projects. **CLASSROOM CAMPGROUND** was written as a result of Heese family camping experiences.

Copyright ©2002 Interact
10200 Jefferson Boulevard
P.O. Box 802
Culver City, CA 90232-0802
(800) 359-0961 • www.teachinteract.com
ISBN# 978-1-57336-021-0

Project Editors: Kristen Muir and Sharon Keenan
Graphics Editor: Steve Roberts
Managing Editor: Stacy Yount

All rights reserved. Only those pages of this simulation intended for student use as handouts may be reproduced by the teacher who has purchased this teaching unit from Interact. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. CLASSROOM CAMPGROUND is a standards-based program addressing National Health, Science, English Language Arts, Technology, and Math Standards. The simulation provides the opportunity for performance assessment as students plan and participate in a camping trip in their classroom. Students, working individually and in groups, participate in many activities including writing, drawing, planning menus, and learning about food chains and camping safety. Applied learning standards are addressed throughout.

National Health Education Standards

Standard 1: The student will comprehend concepts related to health promotion and disease prevention.

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

National Science Education Standards

Content Standard C: Life Science

Characteristics of Organisms

- Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.

Organisms and their Environment

- All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.

Content Standard F: Science in Personal and Social Perspectives

Personal Health

- Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feeling of confidence and lack of anxiety and fear. Student understanding includes following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no.

NCTE Standards for the English Language Arts

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

STANDARDS

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions, (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

National Education Technology Standards

2. Social, Ethical, and Human Issues

- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology Communication Tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

5. Technology Research Tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.

National Standards for School Mathematics

Measurement Standard: Understand measurable attributes of objects and the units, systems, and processes of measurement.

California Applied Learning Standards

Standard 6: Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8: Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

TABLE OF CONTENTS

Purpose	1
Overview	2
Setup Directions	4
Integrating Technology into CLASSROOM CAMPGROUND	14
Assessment	18
Bibliography and Resources	20
Unit Time Chart	22
Daily Directions	
Introduction (One Week Pre-simulation)	23
Session 1	26
Session 2	35
Session 3	43
Session 4	51
Session 5	59
Reproducible Masters	
PRE/POSTTEST (Primary)	65
PRE/POSTTEST (Intermediate)	67
PARENT LETTER	69
OBSTACLE COURSE	70
SUN VISOR	71
FAMILY CAR	72
SCHOOL BUS OR VAN	73
COOPERATIVE GROUP WORK RUBRIC AND CAMPER'S LOG RUBRIC	74
CAMPING LIST	75
TECHNICAL SKILLS RUBRIC AND WRITING RUBRIC	76
CAMPER'S LOG	77
CAMPER'S WEATHER CHART	78
WIND	79
RAIN	80
SUN	81
RAINY DAY FUN CARDS	82
SAFETY TEST	84
PESTS AND PLANTS TO AVOID	85
INSECT FACTS	87
FIRST AID KIT	88
SAFETY RAP	89
RECIPE CARDS	90
RECIPE PLACE CARDS	92
FOOD CHAIN	93
ANIMAL TRACKS	94
DATABASE: Classifying Animals	95

STREET
N
C

TABLE OF CONTENTS

CONTENTS	POSTCARDS	97
	KEEPERS	98
	FISH CARDS	99
	FACT/OPINION CARD SENTENCES	100
	CAMPFIRE SING-ALONG	101
	CAMPER’S AWARD	103

CLASSROOM CAMPGROUND increases student awareness of their environment and what they can do to enjoy and preserve it. Students draw on past experiences and participate in new ones while working cooperatively in groups. They choose appropriate food, clothing, and equipment necessary for camping and become more aware of how weather affects human beings. They learn how to practice safety in the sun and in or near water. Cooperative learning groups use map skills to choose the route to their campsites. Students apply composition skills as they keep daily logs and records, send postcards home, and write stories, songs, and poems about their experiences. Role playing increases student understanding of predators and prey and the important role each plays in environmental balance. Finally, student use of the Internet reinforces learning throughout the simulation and teaches students ways that technology may be used in their daily lives. Specifically, students experience the following:

Knowledge

- State camping areas
- Effects of weather on humans
- Water, sun, insect, and plant safety
- Nutritious meal planning
- Environmental concerns
- Animals—their habitat and roles
- Characteristics of fish and reasons for fishing regulations

Skills

- Making choices
- Planning a trip
- Mapping and orienteering techniques
- Measuring ingredients for recipes
- Writing fables, poems, postcards, riddles, and logs
- Keeping records
- Using a ruler to measure items
- Discriminating between facts and opinions
- Finding and utilizing information on the World Wide Web
- Forming conclusions and making inferences using Information Technology

Attitudes

- Learning a sense of independence and adventure
- Developing respect for weather
- Increasing awareness of safe swimming and boating practices
- Being aware of animals as predators
- Appreciating our environment
- Building excitement as they develop familiarity in the camping setting
- Being enthusiastic as they try new activities
- Gaining confidence in the use of technology
- Recognizing the Internet as a useful resource

ESOPURPOSE

OVERVIEW

OVERVIEW

Preview the simulation one week before it actually begins. Administer the PRE/ POSTTEST to assess prior knowledge. Enlist student assistance in furnishing supplies and setting up the camp and the *Obstacle Course*. Spend time demonstrating copying and pasting from the Internet to word processing documents and basic editing skills for the various **Integrating Technology** activities within the unit.

Session 1

Groups of six to eight students choose their group color, name, and identity, based on whether they want to be a family, scout group, or group of friends going on a camping trip. They then make preparations and map their route to the campground of choice. Older campers estimate travel time to the campsite. Once there, all campers learn basic orientation skills by watching their shadows and learning how a compass works.

During Session 1 the class briefly reviews basic Internet navigation and explores teacher-provided Web addresses. Students may use traditional methods or a computer drawing program to design their campsite. They may use an Internet mapping site to plan their trip to the campground.

***Note:** At the end of each of the first four sessions, campers choose activities they want to experience. Their choices include reading books, writing stories or letters home, creating shadow plays, designing their own campground, making a windsock, weighing and comparing collections, and writing riddles about insects. They keep a record of these activities by recording their experiences in a CAMPER'S LOG.*

Session 2

Campers learn about the effects various types of weather have on camping. They use past experiences and imagination to create sentences and poems describing weather and to come up with suggestions for enjoyable things to do in inclement weather. They learn precautions to take while in the sun and safety rules to follow while boating. They take part in demonstrations and create safety posters for display.

Students continue to visit and share websites that you or they have found. Web addresses, information, and graphics are saved and work is continued on products.

Session 3

Classroom campers become acquainted with plant and insect safety, learn facts about insects, and assemble imaginary or real First Aid Kits. A *Safety Rap* reinforces many important rules. Groups work together to plan nutritious meals. Conducting experiments increases awareness of environmental concerns.

Students may email classmates or find electronic pen pals on the Internet.
Students seek out camping recipes on the Internet.

Session 4

Campers play the roles of both predators and their prey in order to understand the importance of each in keeping the balance of nature. Campers examine common animal tracks and place animals in their appropriate habitat. They create riddles, habitat stamps, fables, and postcard invitations for their parents announcing the culminating *Campfire Sing-along*. Students may research living creatures on the Internet and use a computer to create riddles about animals, fish, plants, or insects; habitat stamps; fables; and postcards.

Session 5

Campers compare and contrast fish and humans, identify common tackle, and become acquainted with laws intended to protect fish. They use rulers to measure *Keepers* and identify facts and opinions about fish. Students may use the Internet to research various species of fish native to their chosen camping area. Campers greet their parents, show them their classroom campground, and share their favorite experiences. Everyone joins in a *Campfire Sing-Along* after which each student receives a CAMPER'S AWARD

Differentiated Instruction

Like all Interact units, CLASSROOM CAMPGROUND provides differentiated instruction through its various learning opportunities. Students learn and experience the knowledge, skills, and attitudes through all domains of language (reading, writing, speaking, and listening). Adjust the level of difficulty as best fits your students. Assist special needs students in selecting activities that utilize their strengths and allow them to succeed. Work together with the Resource Specialist teacher, Gifted and Talented teacher, or other specialist to coordinate instruction.

OVERVIEW

SETUP DIRECTIONS



Provide websites that reflect their research choices.

*Study the **Integrating Technology** section of the Teaching Directions for each Session. Here you will find specific technology activities related to the information students are learning within that Session.*

1. Before You Begin

Carefully read the entire Teacher Guide to become familiar with the elements, lessons, and procedures of the simulation. Study the Student Guide, which contains student materials and student directions. Throughout the Teacher Guide, Interact employs certain editorial conventions to identify materials.

- a. In preparing materials, *class set* means *one per student*.
- b. One *Session* on the Unit Time Chart is approximately 3.5–4 hours
- c. All transparency masters and student handouts are listed by name using ALL CAPITAL LETTERS.
- d. Student-created materials are named with plain text, beginning with capital letters (e.g., Campers Log).
- e. Special events are named using *Italics* (e.g., *Campfire Sing-along*).

Additionally, read over your school's Acceptable Use Policy for students accessing the Internet. Although most of the information students receive comes from sites you have previewed, if necessary, provide for additional monitoring by school or district staff or volunteer parents.

2. Incorporating CLASSROOM CAMPGROUND into Your Curriculum

Consider the following options when integrating this simulation into your curriculum:

- Have your students explore designated geographic areas related to your social studies or language arts curriculum.
- Allow students to make their own decisions on which parts of the continent or world to visit.

3. Technical Considerations

- a. Assess your technical skills—After previewing the simulation, assess your computer knowledge. If you are a novice at performing any of the activities, enlist the help of your district Technology Specialist or a fellow teacher with more expertise.
- b. Refer to the Integrating Technology into Classroom Campground (pages 14–17) for specific information and helpful hints and suggestions.

4. Timing Options

- a. Ideally, this unit is set up to run for five days (see **Unit Time Chart**, page 26). With the camping equipment and obstacle course set up, most teachers prefer not to have the simulation run much longer. Consider having your class do some of the activities during certain subject times (e.g., the fable writing during language arts and the measuring during math).

- b. **Time of year**

This simulation can be done any time of year. However, during Session 1, the class observes shadows. If, for some reason, observing shadows is not possible outdoors, do this activity at another time of day, during a different session, or in your classroom using an overhead projector.

If you choose to take your class on a nature walk (an optional activity during Session 4), plan for spring or fall. However, winter nature walks often allow more observation of animal tracks. Even if such an outing were to be conducted at a later time in the year, it would allow students to apply their knowledge by observing small insects, animals, and plants. Likewise, an actual camping trip would be beneficial if well planned and appropriate for your students.

5. Grouping Students

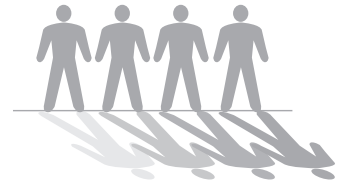
Six to eight students per camp group are ideal. Actual student grouping depends on the number of computers you have available with Internet access and the technical ability of your students. Two students can share a computer and even complete products together. It is not recommended that more than two work at one computer.

Consider the following options for grouping students:

- Assign students to groups.
- Allow students to choose their group members as if they were going camping with friends.
- Place students of varying ability levels together. Placing one or two more capable students in each group will help if your class is larger. They should be good listeners and good role models since they will be responsible for group time on task when you are busy with others. Those who are quick at picking up skills and patient with peers will be best suited to this task.
- Put names in a camping pot and draw out the appropriate number of names for each group.
- Use cross-age teaching teams—organize upper grade students to run the unit as if they were camp buddies to younger students.



*5 Sessions of approximately
3.5–4 hours*



6–8 students



If you choose to use cross-age teaching teams, you could run this unit with Kindergarten or 1st grade students. Pair your upper elementary students with Kindergarten or First graders.

SETUP DIRECTIONS



Consider whether you will make folders for students to keep their handouts, Student Guides, and other materials.



Each student will use the construction paper to make a log, sun visor, and suitcase. Groups are identified by their group color, thus be sure to use different colors for each group.

Use the blue and green construction paper for Primary grades and the DATABASE: Classifying Animals for Intermediate grades.

After camp is set up, place the books in the tent with sleeping bags and blankets.

Have students bring in magazines and catalogs ahead of time.

*At least one month ahead of time, contact your state Game and Parks Commission for maps and brochures about state campgrounds. These materials are free. Provide one per group plus one state map per group. Explain that you are a teacher and need multiple copies for classroom use. There should be a toll free number in your phone book. Another source is your state Office of Tourism. See **Bibliography and Resources** on pages 20–25 for addresses and phone numbers (accurate in 2002).*

6. Materials (General Simulation)

Enlist the help of your students in gathering materials for your classroom campground. Store all materials for specific activities in large bags or boxes.

- Animal fables — *at least two*
- Box (cardboard; large) — *one per group (Optional; Primary grades)*
- Coins (dimes or pennies) — *four*
- Compass — *one per group + one for teacher (minimum)*
- Construction paper (12" x 18"; each group needs a different color) — *class set*
- Construction paper (8.5" x 11"; each group needs a different color) — *two class sets*
- Construction paper (1" x 9"; in appropriate group colors) — *two class sets*
- Construction paper (blue, 12" x 18") — *class set (Primary grades)*
- Construction paper (green, 6" x 12") — *class set (Primary grades)*
- Cooking oil — *one Tablespoon*
- Books on camping, hiking, orientation, wildlife, fishing, boating, collections, and nature stories (appropriate for the reading level of your class) — *several*
- Feathers (chicken or other) — *two*
- Glue — *several per group*
- Hole punch — *one per group*
- Index cards (5" x 7") — *several class sets*
- Index cards (3" x 5") — *several class sets*
- Magazines and catalogs (women's magazines, outdoor magazines, department store catalogs, camping catalogs, newspaper ads featuring camping items) — *many (Primary grades)*
- Map (of state campground) — *one per group*
- Map (state) — *one per group*
- Markers or crayons (variety of colors) — *one pack per group*
- Masking tape — *one roll per group*
- Pan (shallow, filled with water) — *one*
- Paper (oaktag; 8.5" x 11") — *one per group*
- Paper (scrap) — *several per group*
- Paper (white, drawing; 12" x 18") — *class set*
- Paper plates (large) — *class set*

SETUP DIRECTIONS

- Personal Flotation Device (PFD): vest, belt, over-the-shoulder life jackets, ring or cushion — *one of each type*
- Plastic bags (large, self-sealing) — *one per group (for Fish Cards)*
- Pocket folder (in group colors) — *one per group (for Fact/Opinion Game)*
- Recipe box (5" x 7") — *one (for RAINY DAY FUN CARDS)*
- Recipe box (3" x 5") — *one (for RECIPE CARDS)*
- Rulers — *class set*
- Scissors — *class set*
- Sentence strip or light-colored paper strips (3" x 36") — *class set*
- Stapler — *one per group*
- Water cooler (half filled with ice water) — *one*
- Whistle or bell — *one*
- Yarn or string — *two feet per student*
- Yarn or fishing line (long enough to hang weather shapes from ceiling) — *one per group*

7. Materials (Specific Activities)

Enlist the help of your students in gathering materials for your classroom campground. Store all materials for specific activities in large bags or boxes.

Group Activity Time

Creative Campers Write

- Paper (blank) — *class set*
- Paper (to be cut by students into 3" x 18") — *class set*

Shadow Plays

- Flashlight or overhead projector — *at least one*

Collections

- Pan balance — *at least one*
- Rocks or seeds (of varying sizes) — *many*

Make A Windsock

- Crayons or colored markers (variety of colors) — *several packs*
- Crepe-paper (one-yard lengths) — *four per Windsock*
- Fish line or yarn — *one yard per Windsock*
- Paper bag (lunch size) — *one per Windsock*
- Stapler — *several*

Writing Riddles

- Index card (5" x 7") — *one per Riddle*

Design a Habitat Stamp

- Index card (3" x 5") — *one per Habitat Stamp*



Army Corps of Engineers and Coast Guard offices have personal flotation devices available for demonstrations.



If students will complete their products using crayons, markers, or colored pencils have them bring those supplies.

Bordered papers, colored computer paper, and binding materials for the albums make everything more interesting and lead to more student creativity.

Provide at least two large tables for student work space.

SETUP DIRECTIONS



These Obstacle Course materials are suggested. Review **Setup Directions #10, Obstacle Course** for more information.

Obstacle Course

- 2" x 4" board that is about six feet long — *one*
- Classroom table — *one*
- Yardstick — *one*
- Hula hoop — *one*
- Cones (plastic) — *six*
- Classroom chairs — *two*

Rainy Day Fun Card Activities

Plastic Spoon Puppet

- Marker (permanent) — *several*
- Plastic spoons — *one per puppet*

Colorful Play Dough

- Bowl (large) — *one*
- Flour — *3 cups*
- Food coloring — *2 teaspoons*
- Plastic bags (large, self-sealing) — *one per batch of play dough*
- Salt — *3/4 cup*
- Water — *1 cup*

Seed Art

- Glue (appropriate for gluing surface) — *several*
- Seeds (several different types) — *a lot of each*
- Wood or tree bark piece (or paper plate) — *one per seed art made*

Penny Pitch

- Measuring tape or stick — *one*
- Paper plate — *three*
- Pennies — *many*
- Table (picnic or other) — *one*

Recipes (See RECIPE CARDS and **Daily Directions, Session 3** for more information)

Shakey Snack (*serves one*)

- Baby food jar (with lid) — *one per serving*
- Bowl (very small) — *one*
- Dry milk — *1 Tablespoon per serving*
- Food coloring (various colors) — *2 drops per serving*
- Pudding (Instant) — *1 Tablespoon per serving*
- Spoon — *one per serving*
- Tablespoon measure — *several*
- Water (cold) — *3 Tablespoons per serving*

Happy Trails Mix (*serves four*)

- Bite-sized dry cereal (any variety, sweetened or non-sweetened) — *1/2 cup*
- Bowl (big enough to fit and stir 2 cups of ingredients) — *one*

- Chocolate chips — *1/2 cup*
- Measuring cup (1/2 cup-size) — *several*
- Plastic bags (small, self-sealing) — *four*
- Raisins — *1/2 cup*
- Sunflower seeds (shelled) — *1/2 cup*

Apple Boats (*serves four*)

- Apple — *one*
- Applesauce — *1 Tablespoon*
- Bowl (small) — *one*
- Cream cheese — *1 Tablespoon*
- Granola — *enough to sprinkle over 4 apple sections*
- Knife (to cut apple into four equal parts and remove core) — *at least one*
- Tablespoon measure — *several*

Ants on a Log (*serves one*)

- Celery stalks — *one per serving*
- Cheese spread — *1 Tablespoon per serving*
- Knife (for spreading) — *several*
- Raisins — *six per serving*
- Tablespoon measure — *several*

MMM Schmoors (*serves one*)

- Chocolate bar — *1/4 bar per serving*
- Graham cracker — *one per serving*
- Marshmallow — *one per serving*
- Microwave — *one*
- Microwave-safe dish — *at least one*

Campers' Crunch (*serves four*)

- Animal crackers — *1 cup*
- Bowl (big enough to fit and stir 2 cups of ingredients) — *one*
- Crunchy nugget cereal — *1/2 cup*
- Hard shelled candy — *1/4 cup*
- Measuring cup (1/4 cup, 1/2 cup, and 1 cup-sizes) — *at least one of each*
- Mixing spoon — *one*
- Plastic bags (small, self-sealing) — *four*
- Raisins — *1/4 cup*

8. Preparing Materials

a. Simulation Materials

- As students bring needed equipment, store it in one corner of the classroom until the first day of the simulation. If you prefer, the tent and other items can be set up as they arrive. *Regardless of when you decide to set up camp, students should be involved in the process.*



Consider cutting and coring the apple(s) prior to students working on the recipes.

SETUP DIRECTIONS



Boxes are fun for primary students because they can stand in or behind them for a group picture.

- Remind students that proper care must be taken with all items—particularly because they are being loaned to the class.
 - One large corner of the classroom should be sufficient, or set up the tent in the center of the classroom and have the class conduct daily activities around it. It can be used for quiet reading, study time, or creative writing throughout the day.
 - A classroom table and chairs or benches will work well as a substitute picnic table. Place pens, pencils, markers, crayons, and colored pencils at the picnic table along with a variety of writing paper for students to choose from when writing their letters or stories as described in the Student Guide.
- b. **Sun Visor Pattern**
Create Sun Visor patterns (one pattern per group) by copying SUN VISOR on 8.5" x 11" sheets of oaktag.
- c. **Vehicle Pattern**
For primary students, make a transparency and enlarge the FAMILY CAR or SCHOOL BUS OR VAN. You need one vehicle enlargement per group. Attach these to a bulletin board or provide one large box for each group and attach the vehicle to the side of the box. Students paste their magazine pictures of necessary camping equipment on these.
- d. **Ingredients**
Assemble all ingredients and supplies based on the RECIPE CARDS and **Setup Directions #7, Materials (Specific Activities)** before Session 3. Consider the amount of ingredients you will need if students will demonstrate for parents during Session 5.
- e. **Rainy Day Fun Cards**
Duplicate both pages on oaktag, cut each card apart, and place in a 5" x 7" recipe box.
- f. **Recipe Cards**
Duplicate both pages on oaktag, cut each card apart, and place in a 3" x 5" recipe box.
- g. **Recipe Place Cards**
Duplicate on oaktag, cut apart, fold at dotted lines, and use as place cards during Session 3 (to identify the location where each recipe will be made).
- h. **Pocket Folder**
Label the front of the folder Fact/Opinion Game (one per group). Label the left pocket "facts" and the right pocket "opinions."

i. Fish Cards

Using heavy construction paper, duplicate FISH CARDS nine times for each group. Additionally, duplicate one copy of FACT/OPINION CARD SENTENCES per group. Cut the fish and sentences apart. Glue one FACT/OPINION CARD SENTENCE on each fish (each group has a total of 18 cards). Place each group's Fish Cards in a separate self-sealing plastic bag.

9. Reproducible Masters

For your convenience, the Reproducible Masters are listed in the order of use. The quantity of each is indicated in *Italics*.

- PRE/POSTTEST (Primary or Intermediate) — *two class sets*
- PARENT LETTER (sign it first) — *class set*
- OBSTACLE COURSE — *one or transparency*
- SUN VISOR — *class set*
- FAMILY CAR — *class set (Primary grades)*

—OR—

- SCHOOL BUS OR VAN — *class set (Primary grades)*
- COOPERATIVE GROUP WORK RUBRIC AND CAMPER'S LOG RUBRIC — *one of each to post + class set and/or transparency*
- CAMPING LIST — *one per group (Intermediate grades)*
- TECHNICAL SKILLS RUBRIC AND WRITING RUBRIC — *one of each to post + class set and/or transparency*
- CAMPER'S LOG — *two class sets*
- CAMPER'S WEATHER CHART — *transparency*
- WIND — *four*
- RAIN — *four*
- SUN — *four*
- RAINY DAY FUN CARDS (on oaktag and cut apart) — *one set*
- SAFETY TEST — *two class sets*
- PESTS AND PLANTS TO AVOID — *transparency*
- INSECT FACTS — *transparency + class set or one per group*
- FIRST AID KIT — *class set*
- SAFETY RAP — *class set*
- RECIPE CARDS (on oaktag and cut apart) — *one set*
- RECIPE PLACE CARDS (on oaktag and cut apart) — *one set*
- FOOD CHAIN — *transparency*
- ANIMAL TRACKS — *transparency + class set or one per group*
- DATABASE: Classifying Animals — *one per group (Intermediate grades)*
- POSTCARDS — *class set (on oaktag)*



Consider using a large sheet of poster board or oaktag (at least 24" x 36") and write out the **CAMPER'S WEATHER CHART** information instead of the transparency.

SETUP DIRECTIONS

- KEEPERS — *class set*
- FISH CARDS — *18 cards per group*
- FACT/OPINION CARD SENTENCES — *one per group*
- CAMPFIRE SING-ALONG — *class set*
- CAMPER'S AWARD — *class set*

10. Obstacle Course

Students should be involved in setting up the Obstacle Course. Older students will be able to accomplish the task themselves with little direction from you. Activities should require balance and flexibility. The course can be at one end of the classroom, in an unused hallway or coatroom, or it can be placed on the playground. Adapt the following suggested course to your needs and your students' age. It is intended that items will mimic items found in a nature setting which a camper may need to crawl through, crawl under, go over, or go around while exploring.

Suggested Obstacle Course

- Walk on the 2" x 4" board on the floor, placing one foot in front of the other.
- Crawl under a table.
- Hop on one foot to a yardstick placed over two chair backs. Crouch and walk under the yardstick without touching it.
- Jump as high as you can 10 times.
- Pick up a hula-hoop and hula while zigzagging through the cones to the starting line (the 2" x 4"; which should be about five yards away).
- Take the hoop and roll it zigzag back through the cones to its original place.
- Jump completely over the hoop four times.

When the course is set up, demonstrate the proper procedure for moving through it. Post OBSTACLE COURSE directions near the course or print on the board throughout the simulation.

11. Culmination

a. Parent Involvement

Parents are invited to attend part of Session 5 so students may share with them what they have been doing. At the end of Session 4 students make a POSTCARD invitation for their parents. Have them do this earlier in the simulation if you feel advance notice will be beneficial.



Make **OBSTACLE COURSE** directions into a transparency and view on the overhead or print on individual cards and tape to items along the course.

b. **Selecting Activities to Share**

Remind students throughout the simulation that they will share their experiences and their products with their parents. Ask them to carefully consider their favorites as they try each new activity. Students may share fables; posters; shadow plays; riddles, fables, or letters they wrote; games they enjoyed; collections; Campers Logs; Student Guides and all the activities in them.

12. **Final Considerations**

a. **Sharing lectures/demonstrations**

If you choose to have someone other than yourself present some of the lectures or demonstrations, be sure to contact them in advance. Consider asking someone from the Army Corps of Engineers, Coast Guard, Game and Parks Commission, State Fisheries Department, a local lifeguard, or parent who enjoys fishing. See additional sources in **Bibliography and Resources** (pages 20–21).

b. **Demonstrating recipes**

If students will demonstrate the recipes for their parents during the culmination, purchase double the amount of ingredients needed for Session 3.

INTEGRATING TECHNOLOGY INTO CLASSROOM CAMPGROUND

1. Technical Skills Required

- a. Knowledge of word processing
- b. Knowledge of graphics programs:
 - How to insert graphics into word processing and drawing programs
 - How to resize, frame, and move graphics
- c. How to create a computer slide show
- d. How to project the computer onto a larger screen or monitor
- e. Knowledge of the Internet:
 - How to navigate from one Internet site to another
 - How to enter, add, delete and sort bookmarks or favorites
 - How to copy and paste graphics, text and URLs from the Web into a word processing or drawing program
 - How to send and receive email
- f. How to scan, use a digital camera, or capture graphics using an AV computer and camcorder
- g. Basic trouble shooting techniques
- h. How to back up files on a server or zip drive
- i. How to create a presentation that integrates text, sound, graphics, and movies (Optional)

2. Hardware and Software Needs

Below is a list of basic hardware and software necessary for this simulation. Of course, you can add to the list depending on changes you make for your class. Classes larger than twenty will definitely need more than one printer and more than one method of inputting graphics. You will want to have everything set up ahead of time and in proper working order.

- AV computer — *one*
- Backup storage
 - Server space set aside to store student products
 - OR
 - Diskettes — *two per student*
 - OR
 - Zip drive
- Computer (with direct Internet access, browser, word processing, and drawing program) — *class set*
- Computer that can be hooked up to a display panel or monitor for sharing electronic presentations — *one*
- Digital camera or a camcorder — *one*
- Presentation program that integrates text, sound, graphics, and movies — *one per computer (Optional)*
- Ink cartridges — *several*
- Printer (black and white) — *one*
- Printer (color) — *one*



Many computer applications include both word processing and drawing programs.

INTEGRATING TECHNOLOGY INTO CLASSROOM CAMPGROUND

- Printer paper — *several class sets*
- Scanner — *one*

Most of the equipment will be available if you have access to a computer lab. If necessary, you can divide the sessions into smaller time allotments and teacher presentation of skills can be done outside of the lab.

3. Accessing URLs

Be sure to preview any website before sending your students to it. Place them in a folder on your browser titled “Camping.” Depending on your browser, web addresses will be called “Bookmarks” or “Favorites.” Visit the Interact website for several recommended URLs. When you have completed your list, save the entire folder on the desktop or a disk. This way you can insert it into the browser on each student computer—from the desktop if you have server access and from the disk if you do not.

4. General Technology Suggestions

- a. Students may create the Camper’s Log in a word processing program.
- b. Consider the presentation format students will use. If you have unlimited computer use and your students are capable, require electronic scrapbook presentations. These can be projected on a screen for the entire group or shown at individual computers throughout the simulation and during the *Campfire Sing-along*.
- c. Consult the **Integrating Technology** information for each Session for specific suggestions to coordinate with the lessons of that Session.

5. Specific Technology Suggestions

Session 1

- Remind students of the importance of saving work often while working on the computer.
- Demonstrate use if digital camera and scanner are available for use in developing projects.

Session 2

- Students may use electronic equipment to scan pictures or capture them digitally.
- Many Internet sites are available for weather awareness and water safety.
- Students may create a weather calendar using the computer and graphics from a word processing program or the Internet.

INTEGRATING TECHNOLOGY INTO CLASSROOM CAMPGROUND

Session 4

- Provide URLs containing fables and animal facts as well as graphics.

Session 5

- Game and Parks Commission websites give a great deal of information on size, weight limits, as well as catch limits for each species of game fish.

6. Technology Enhancements

Badges and Sashes

Materials

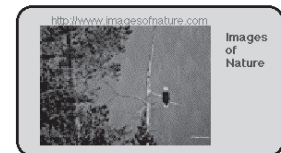
- Fastener (brass for paper sash, hook and loop tape for felt or burlap) — *one per sash*
- Glue — *several*
- Paper (bulletin board), felt, or burlap — *1.5 yards per sash*

Procedure

Create *Badges* from websites visited in order to complete each activity; print in color and glue on sash or vest of paper, felt, or burlap. Paper sashes can be cut from a 1.5 yard-length of bulletin board paper, felt, or burlap. Use a brass fastener to attach one side of the paper to the other when ends are overlapped. Use hook and loop tape to secure felt or burlap sashes.



String beads of accomplishments on leather thongs as each activity is completed. Attach to the sash.



INTEGRATING TECHNOLOGY INTO CLASSROOM CAMPGROUND

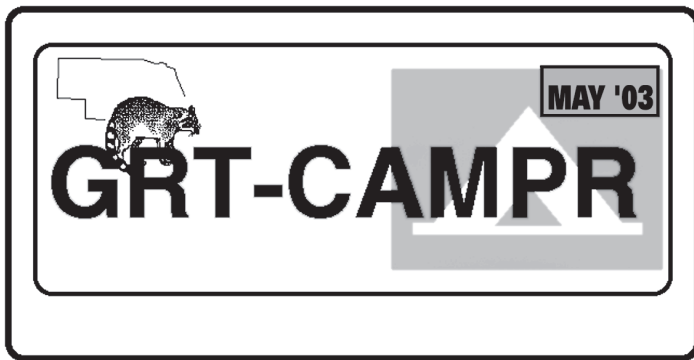
License Plates

Materials

- Cardstock (large enough to print 4" x 10" oval plate) — *one per license plate*

Procedure

Use a drawing program to create computer *License Plates* of states you drive through on the journey to the campsite; graphics may be taken from the Internet and properly cited. Oval plates should be 4" x 10" and printed on cardstock. Laminate before gluing them on a vehicle made from a large box.



Nametags

Materials

- Cardstock — *several nametags per page*
- Glue gun — *one*
- Laminating materials — *enough to laminate nametags*
- Pin back — *one per nametag*

Procedure

Use a computer draw program to design a camper's *Nametag*. Print several on cardstock, laminate, and use a glue gun to attach pin backs to each.





Two Rubrics are included within the unit. The **WRITING RUBRIC** is generic and can be used with any written activity. The **CAMPER'S LOG RUBRIC** is specific to the log entries.

Be sure to clearly define your expectations and what “meets the standard” for your students before beginning each activity.

Additionally, there is an objective **SAFETY TEST** (taken twice to assess knowledge gained).

Holding students accountable reinforces the importance of quality work.

1. Determine Assessment Standards

CLASSROOM CAMPGROUND is designed for students from second through fifth grades. Therefore, establish your own level of what “meets the standard” for your grade level.

- a. Decide ahead of time how many of the products your students will be required to complete. A checklist is available on the back of the Student Guide. More capable students may be required to complete more of these. Be sure students know which of these are required and notify students which projects you will formally assess.
- b. The writing activities (including **Creative Campers Write** and Camper's Log entries) can be difficult for some students and they may need accommodations to meet the standard (additional time, assistance generating ideas, etc.). “Meeting the standard” for lower grades may require fewer details within the written product, whereas you may insist that older students include more detail to meet the standard. Students who do more than you expect have “exceeded” your standard.
- c. The Integrating Technology activities require basic knowledge of the computer, word processing, using the Internet, and some drawing programs. Assist students who do not have this basic knowledge and adjust expectations accordingly. A generic **TECHNICAL SKILLS RUBRIC** is included in the unit (see page 80).
- d. A **PRE/POSTTEST** (distinct for Primary or Intermediate students) will establish a base measure of knowledge and will indicate the extent of student learning through the simulation.
- e. Students who do not “meet the standard” on any part of the assessment must be required to redo that section. Sometimes students need a second chance to demonstrate what they know. Consider allowing students to redo the activity after reviewing with you. Also consider allowing them to complete the activity orally.
- f. Always post Rubrics before running the unit. Complete these Rubrics for all students at least *twice*: first after the first or second session and again at the end. After the first evaluation, students generally attend to their tasks better and work to improve their rubric scores by the end of the simulation.

2. What do Rubric Scores Mean?

When completing performance assessments, focus on “student work.” This work is *not* limited to written work. It includes demonstrated skills, oral exchanges, processes, strategies, and any other evidence that proves that the students have learned the targeted content or skill and can apply what they know.

4 – Exemplary

Generally this rating describes student work that exceeds the standard for the activity. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the simulation.

3 – Expected

Generally this rating describes student work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his/her understanding in an application setting.

2 – Nearly There

Generally this rating describes student work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs a little reteaching, needs to try a little harder, or needs to revise his/her work in order to meet the standards described.

1 – Incomplete

Generally this rating describes student work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.

3. Cooperative Group Assessment

In addition to assessing content knowledge and skills, CLASSROOM CAMPGROUND includes a Rubric to assess cooperative group work (see page 78). Individual students working well within their group may strive to achieve a score of “4” using this Rubric.



Use this rubric whenever necessary to encourage and reinforce positive group behavior.

BIBLIOGRAPHY AND RESOURCES

Books

- Beall, Pamela Conn and Susan Hagen Nipp, *Wee Sing Around the Campfire*. Los Angeles, CA: Price/Stern/Sloan Publishers, Inc., 1982. (book and cassette available)
- Beall, Pamela Conn and Susan Hagen Nipp, *Wee Sing Silly Songs*, Penguin Books, Ltd. 2002, 1982 (book and CD)
- Branley, Franklyn M., *North, South, East and West*. Crowell, 1966.
- Brunell, Lynn, *Campout!: The Ultimate Kids' Guide*, Workman Publishing, 2007
- Carlson, Laurie and Judith Dammel, *Kids Camp!: Activities for the Backyard or Wilderness*, Chicago Review Press, 1995
- Drake, Jane and Ann Love, *The Kids Campfire Book: Official Book of Campfire Fun*, Kids Can Press, Ltd., 1998
- Neimark, Paul G., *Camping and Ecology*. Chicago: Regensteiner Publishing Enterprises, Inc., Children's Press, 1987.
- Project Wild—Elementary Activity Guide*. 1986. Western Regional Environmental Education Council, Salina Star Route, Boulder, Colo., 80302 303-444-2390 (usually not available except with Project Wild workshop)
- Shapiro, Irwin, *Smokey Bear's Camping Book*. Western Publishing Co., Inc., 1976. (good illustrations)

Magazines for children

- International Wildlife* (National Wildlife Federation)
- National Geographic World* (National Geographic Society)
- Ranger Rick* (National Wildlife Federation)
- Your Big Backyard* (National Wildlife Federation)

Internet Bibliography

- American Academy of Dermatology
http://www.aad.org/public/publications/pamphlets/skin_poison.html

- Visit the following website to identify the main species of freshwater fish
Texas Freshwater Fishing
<http://www.tpwd.state.tx.us/fish/infish/species/fishgrup.htm>

- State Travel and Tourism Offices
<http://www.sirlinksalot.net/travel.html>
(This site provides all current addresses and phone numbers.)

BIBLIOGRAPHY AND RESOURCES

Additional Resources

Boy Scouts of America
<http://www.scouting.org/>

Campfire Club of America
230 Campfire Road, #B
Chappaqua, NY 10514

Future Fisherman Foundation
P.O. Box 711140
Oak Hill, VA 20171
<http://www.futurefisherman.org>

Girl Scouts of the USA
<http://www.girlscouts.org/>

Kampgrounds of America (KOA)
<http://koa.com/>

GORP (Greater Outdoor Recreation Pages)
<http://gorp.away.com/index.html>

Natural Resources Districts (local)

State Game and Parks Commission
State Fisheries Department
U.S. Army Corps of Engineers
U.S. Coast Guard



UNIT TIME CHART

INTRODUCTION	SESSION 1	SESSION 2
(One Week Pre-simulation) <ul style="list-style-type: none"> • Student Guides • PRE/POSTTEST (Primary or Intermediate) • PARENT LETTER 	Packing Up Mapping/Orienting Integrating Technology Group Activity Time: <i>(30 minutes)</i> <ul style="list-style-type: none"> • FAMILY CAR or SCHOOL BUS OR VAN (Primary grades) • CAMPING LIST (Intermediate grades) • COOPERATIVE GROUP WORK RUBRIC • TECHNICAL SKILLS RUBRIC • WRITING RUBRIC • CAMPER'S LOG • CAMPER'S LOG RUBRIC 	Weather Awareness Sun and Water Safety Integrating Technology Group Activity Time: <i>(Two—20 minutes each)</i> <ul style="list-style-type: none"> • CAMPER'S WEATHER CHART • WIND • RAIN • SUN • RAINY DAY FUN CARDS • SAFETY TEST
SESSION 3	SESSION 4	SESSION 5
Insects and Plants Nutritious Camping Environmental Concerns Integrating Technology Group Activity Time: <i>(Two—20 minutes each)</i> <ul style="list-style-type: none"> • PESTS AND PLANTS TO AVOID • INSECT FACTS • FIRST AID KIT • SAFETY RAP • SAFETY TEST • RECIPE CARDS • RECIPE PLACE CARDS 	Review Riddles and Rap Predator/Prey Animal Features and Habitat Fables and Postcards Integrating Technology Group Activity Time: <i>(Two—20 minutes each)</i> <ul style="list-style-type: none"> • DATABASE: Classifying Animals (Intermediate grades) • FOOD CHAIN • ANIMAL TRACKS • POSTCARDS 	Fishin' Fun Integrating Technology Fact/Opinion Game <ul style="list-style-type: none"> • KEEPERS • PRE/POSTTEST • CAMPFIRE SING-ALONG • CAMPER'S AWARD • FISH CARDS and FACT/OPINION CARD SENTENCES Culmination (with parents)

One Week Pre-simulation

Materials

- Student Guides — *class set*
- PRE/POSTTEST (Primary or Intermediate) — *class set*
- PARENT LETTER (sign it first) — *class set*

1. One week before you intend to begin CLASSROOM CAMPGROUND, distribute the appropriate PRE/POSTTEST to your students. Allow up to 20 minutes for the students to complete. Collect and evaluate later. Return the papers for student reference during Sessions 3 and 4 or distribute at the end of the simulation to demonstrate student learning.
2. Distribute the Student Guides. Allow students a few minutes to look through them before reading page 1 together.
3. Point out that pages 2–6 contain many activities that they will complete individually or as a camping group during special *Group Activity Time* periods during each Session of the simulation.
Page 2: Design Your Own Campground (If appropriate, inform students that they may create these campgrounds on the computer.)
Page 3: Creative Campers Write and Shadow Plays
Page 4: Collections and Make A Windsock
Page 5: Share A Desk and Writing Riddles
Page 6: Complete A Food Chain and Design A Habitat Stamp
4. Page 7 relates some facts common to humans and fish as well as showing fishing tackle.
5. Students record their *Group Activity Time* accomplishments on page 8.

Session indicates when the students may first work on the following activity. During any Session they may complete any activities keyed to that Session or earlier sessions.

Activity names or describes the activity.

Place tells students where they should go or what they should refer to in order to begin the activity.

X is where they check off their completed work.

They must complete all required activities for any Session before repeating any earlier activity.

6. Collect copies of the Student Guides for redistribution on the first day of CLASSROOM CAMPGROUND.



Before distributing the Student Guides, consider how best to motivate your students. Ask about their camping experiences: where did they go? Whom did they go with? Did they sleep in a cabin, a tent, a camper, or under the stars?

DAILY DIRECTIONS

INTRODUCTION



7. Distribute PARENT LETTER and have students put their names at the top. Discuss the camping-related items you will need for the simulation. Instruct students to draw an asterisk by items that they know their family has so they can ask permission to bring them. Make sure the students take their letters home.

8. PRE/POSTTEST answer key:
PRE/POSTTEST (Primary)

Animals and the Environment

1. teacher will determine correctness of choices
2. trout, bluegill, catfish
3. May include any four of the following:
Dispose of trash properly; build fires only in clear spaces and under adult supervision; do not play with fires; put out fires completely; drink only bottled water; keep food out of reach of wild animals

Health and Safety

1. Plants with a cluster of three leaves together may cause itching; avoid touching them.
2. touch, wind, clothing, pets, equipment (any 3 are correct)
3. wear long sleeves, pants, gloves and boots; wash self and clothing as soon as possible
4. mosquito, tick, chigger
5. wear long sleeves and pants; spray with DEET; stay out of tall grass
6. wear a cap; use a sunscreen with at least 30 SPF; stay out of the sun between 10 a.m. and 2 p.m.; wear dark clothing
7. Never go into the water to rescue someone who is drowning. The victim may be so frightened that he or she may pull you under. Instead, reach for the victim, throw him or her a line or safety float, or move the boat as close as possible.
8. Stay away from the water when it is storming; avoid swimming until at least an hour after eating; do not dive into shallow or unfamiliar water; do not swim alone; always wear a lifejacket when boating

PRE/POSTTEST (Intermediate)

Animals and the Environment

1. teacher will determine correctness of choices
2. teacher will determine correctness of comparisons
3. May include any four of the following (several may be combined into one poster):

Dispose of trash properly; build fires only in clear spaces and under adult supervision; do not play with fires; put out fires completely; drink only bottled water; keep food out of reach of wild animals.

Health and Safety

1. Poison oak and poison ivy have three leaflets on each leaf. Poison sumac has a row of leaflets arranged in pairs. All three of these plants have a longer stalk on the end leaflet than on the other leaflets.
2. touch, wind, clothing, pets, equipment
3. wear long sleeves, pants, gloves and boots; wash self and clothing as soon as possible
4. wear long sleeves and pants; spray with DEET; stay out of tall grass
5. To remove, use tweezers and pull, using steady, upward traction (being sure to get the entire tick); disinfect the affected area with alcohol.
6. wear a cap; use a sunscreen with at least 30 SPF; stay out of the sun between 10 a.m. and 2 p.m.; wear dark clothing
7. Stay away from the water when it is storming; avoid swimming until at least an hour after eating; do not dive into shallow or unfamiliar water; do not swim alone; always wear a lifejacket when boating

9. Integrating Technology

Prior to beginning the simulation, be certain that all students have necessary basic computer skills.

- a. Use a computer connected to the Internet and to some type of projection device to demonstrate how to copy and paste graphics and text from the Internet into a word processing or drawing document. Include directions on how to frame graphics for that finishing touch. Review the process throughout the simulation.
- b. Demonstrate basic editing skills and the use of spell check in the word processing program.
- c. Show students a few search engines and briefly go over the instructions found with each.
- d. Show students how to create a product using a presentation program that integrates sound, graphics, and movie clips.
- e. Remind students to save work often. It is recommended that each student be given a floppy disk to back up work saved on the hard drive. If students have access to the server, they can save products there. Remind them to cite sources used by copying and pasting the URLs near each article and graphic.

DAILY DIRECTIONS

SESSION 1



Have students bring in magazines and catalogs ahead of time.

At least one month ahead of time, contact your state Game and Parks Commission for maps and brochures about state campgrounds. These materials are free. Provide one per group plus one state map per group. Explain that you are a teacher and need multiple copies for classroom use. There should be a toll free number in your phone book. Another source is your state Office of Tourism. See **Bibliography and Resources** on pages 20–25 for addresses and phone numbers (accurate in 2002).

Session 1

Objectives

- Divide into camping groups and pack up
- Learn about and complete mapping/orienting activities
- Complete integrating technology activities
- Choose and complete *Group Activity Time* activities
- Create and write in their Camper's Log
- Discuss assessment expectations

Materials

Primary Students

- Box (cardboard; large) — *one per group (Optional)*
- Vehicle Pattern (made from FAMILY CAR or SCHOOL BUS OR VAN; see **Setup Directions #8, Preparing Materials** for more information) — *one per group*
- Magazines and catalogs (women's magazines, outdoor magazines, department store catalogs, camping catalogs, newspaper ads featuring camping items) — *five or more per group*

Intermediate Students

- CAMPING LIST — *one per group*
- Paper (for writing) — *one per group*

General Activities

- Student Guides — *class set*
- COOPERATIVE GROUP WORK RUBRIC AND CAMPER'S LOG RUBRIC — *one of each to post + class set and/or transparency*
- TECHNICAL SKILLS RUBRIC AND WRITING RUBRIC — *one of each to post + class set and/or transparency*
- CAMPER'S LOG — *two class sets*
- Compass — *one per group + one for teacher (minimum)*
- Construction paper (12" x 18"; in appropriate group colors) — *two class sets*
- Construction paper (1" x 9"; in appropriate group colors) — *two class sets*
- Construction paper (8.5" x 11"; in appropriate group colors) — *class set*
- Glue — *several per group*
- Map (state) — *one per group*
- Map (of state campground) — *one per group*
- Scissors — *class set*
- Stapler — *one per group*
- Sun Visor Pattern (made from SUN VISOR; see **Setup Directions #8, Preparing Materials**) — *one per group*

Group Activity Time

Creative Campers Write

- Paper (blank) — *class set*
- Paper (to be cut by students into 3" x 18") — *class set*

Shadow Plays

- Flashlight or overhead projector — *at least one*

Procedure

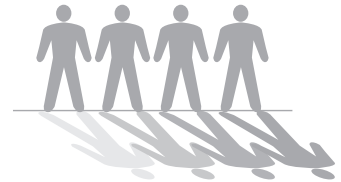
Packing Up

1. Divide your class into camping groups of six to eight students each (see **Setup Directions #5, Grouping Students** for more information). Designate areas within the classroom for camping groups and have students arrange their desks as appropriate for group work.
2. Assign or allow each group to select a leader.
3. Distribute Student Guides to group leaders, one per member in the group. Have students write their names on their Student Guides, then turn to page 8. Announce which activities you require. Suggest that they circle the number (1, 2, 3, etc.) before each required activity. Announce which activities you will assess. Tell students to add a star or second circle to those activities.
4. Explain that each group will choose a color to represent them throughout the simulation. Groups will make and wear sun visors, made from construction paper, in their chosen color.
5. Instruct groups to decide on a group identity. Consider the following choices:
 - a family
 - a group of Scouts or a camping related organization
 - a group of friends on a camping trip
 - some other group identity

After they have chosen an identity, groups decide on a name (e.g., Gray Family, Springfield Elementary Campers, Tiny Town Scout Troop, or some name that reflects their state or community).



See Integrating Technology, within the Procedure. Here you will find technology activities related to the information students are learning.



Distribute and discuss
COOPERATIVE GROUP WORK
RUBRIC. *Establish clear group work expectations.*

DAILY DIRECTIONS

SESSION 1

6. Allow about *10 minutes* for groups to choose their color and decide on an identity and group name. While they are doing this, give each group of *primary students* one Vehicle Pattern. Both *primary and intermediate students* need one Sun Visor Pattern. Also give each student two sheets of 12" x 18" construction paper of the group's chosen color.
7. Demonstrate to the entire class how to fold one sheet of construction paper in half so it becomes a 9" x 12" sheet and place a visor pattern on the fold. Instruct the students to trace the pattern and cut their visors out. Group members help each other fit their visors, overlapping and stapling the back. Then, each student labels the front of his/her visor with the team name and a wildlife design (an animal head or track, a plant, or a fish) if they choose. Allow about *15 minutes* for completion.
8. Tell group leaders to make certain that each member wears his/her visor at all times during the simulation.

For Primary Students Only

9. Tell *primary* group leaders to assign members to cut out their FAMILY CAR or SCHOOL BUS OR VAN shape and label it with the group name. They may use crayons or markers to draw in a few details such as wheels. This activity should take another *15 minutes*.
10. Give each group five or more magazines. Instruct the students to cut out food and equipment they feel they would need on a camping trip. The group should first brainstorm for a list of ideas. It should be a group decision as to whether the item will be necessary for the trip. Be sure to caution them to take into account the possible weather conditions they may encounter at this time of year. They should not include clothing and personal items, as they will pack these in their suitcases. Tell group leaders to paste approved food and equipment on the vehicle outline. Allow about *30 minutes*.
11. Help groups glue their packed vehicles onto large cardboard boxes or attach to a bulletin board or wall.
12. Again demonstrate for the class how to fold a sheet of 12" x 18" construction paper in half so it measures 9" x 12". Round the outer, unfolded corners. Attach (either glue or staple) two construction paper handles cut 1" x 9".

13. Tell group leaders to make certain every member has his/her piece of construction paper folded and rounded properly. Caution them to attach handles so suitcases can be opened. Have students write their names on their suitcase.
14. Tell students to choose appropriate clothing and personal items from their magazines and catalogs. Remind students to consider the weather when making their choices. They can consult group members but should be sure they have needed items. Once items are selected, students glue them in their own suitcase. Allow about *30 minutes* for students to make and fill their suitcases.

For Intermediate Students Only

9. Give leaders one copy of the CAMPING LIST. Tell them the group must brainstorm to come up with needed camping items in all four categories.
10. Tell the leaders to appoint a group recorder and to make sure that each member contributes and signs the completed list. Allow about *30 minutes* for this activity.
11. **Optional**—Students create suitcases
 - a. Demonstrate for the class how to fold a sheet of 12" x 18" construction paper in half so it measures 9" x 12". Round the outer, unfolded corners. Attach (either glue or staple) two construction paper handles cut 1" x 9". Caution students to attach handles so suitcases can be opened. Have students write their names on their suitcase.
 - b. Students create a database list of needed items. Categories could include food, clothing, personal items. Allow about *30 minutes* for students to make and fill their suitcases.

Mapping and Orientation

For Primary Students Only

1. Distribute state and campground maps to each group.
 - a. Using a real state map or a simplified one placed on the overhead, lead the class in planning their route to the campsite they choose.



Remind students to consider needs versus wants in this activity.

DAILY DIRECTIONS

SESSION 1



Primary teachers: model procedures for the entire class on your own map. Show the students where the compass rose is located on the map and go over the initials referring to directions north, south, east, and west. Locate the legend or key on the state map and read together what each symbol represents. Repeat these procedures with campground maps. Remind group leaders periodically to make sure all members understand what is being discussed.



Students will enjoy hearing why they should “hug a tree” or stay in one place if they are lost.

Using a sundial might show students that shadows do not just point north, east, or west (for example, a shadow at 10 am points NW). Additionally, seasons affect the directions of shadows.

b. Begin by asking,

“What city is our school in? That is our starting point. The campground we have chosen is our destination. We would like to arrive there as soon as possible because we are eager to begin camping. Look at your group maps and tell me which city you think we should head toward first and why.”

c. Continue in this manner until the destination is reached. Consider varying your approach so that you can go by historical sites not far off the route.

For Intermediate Students Only

1. Distribute state and campground maps to each group.
 - a. Instruct group leaders to appoint a member to highlight the route the group chooses to take to their destination.
 - b. Give a sheet of writing paper to another person in each group and tell them to list the key cities they will be traveling through and what highways they will use.
 - c. The entire group should work together to:
 - Read the map information
 - Estimate the distance they will travel
 - Compute the amount of time it would take to reach the campsite (using an average speed of 55 mph; $\text{time} = \text{distance} \div \text{velocity}$)

For Primary and Intermediate Students

2. Announce to the groups that they are officially “campers.”
3. Ask students what they would do if they became lost while hiking?
 - a. Instruct them to prevent this from happening by staying on trails and never exploring alone.
 - b. Explain that, if lost, they should huddle down to keep warm and call out periodically in case help is near.
4. Take the class outside in the morning, about noon, and at the end of the school day. Have them watch where their shadows fall. Note what time of day it is.
 - a. Demonstrate for campers, in the morning, the sun comes up in the east and our shadows fall to the west.

- b. When our shadows are the shortest, around midday, they will be to the north. In late afternoon, shadows fall away from the sun—to the east—because the sun sets in the west.
 - c. Campers should note which direction their shadow falls every time they set out to explore and then they will know the direction in which they are headed. Hikers should note this periodically during the hike.
5. Distribute the compasses. Review the initials for the directions north, south, east, and west. Use the following information to guide your students in using a compass.
- a. There are three arrows on a compass. There's the red, needle -arrow that always points NORTH. There is also a transparent arrow labeled NORTH on the face of a ring on the compass, and the idea is to get those two arrows lined up. Finally there is a third arrow on the base or plate.
 - b. To face NORTH...
 1. To orient yourself and the compass to **North**, turn the ring on the outside of the compass so that the transparent arrow is pointing to the word NORTH and is lined up with the arrow on the base of the compass.
 2. Hold the compass against your chest with the arrows facing away from you. Turn your **body**, not the compass until the red needle arrow lines up inside the transparent arrow. You are now facing North.
 - c. To face SOUTH...
 1. To orient yourself and the compass to **South**, turn the ring on the outside of the compass so that the transparent arrow is pointing to the word SOUTH and is lined up with the arrow on the base of the compass.
 2. Hold the compass against your chest with the arrows facing away from you. Turn your **body**, not the compass, until the red needle North arrow lines up inside the transparent arrow. You are now facing South.
6. **Optional**
- Contact a local scout council or troop and invite an advanced scout to talk with your class about safety while camping and hiking. If this is not possible be sure to discuss important camping and hiking safety steps including the following:
- Carry a whistle
 - Carry a mirror
 - Carry a flashlight
 - Carry plenty of water



Note: Steel desks affect the compass needles.

Inform students that campers should use compasses along with maps. That way they “orient” themselves and the compass, and can tell where they are and how to get where they want to go.

Students need to practice using a compass. It is not intuitive. Once they get the hang of it, though, they have lots of fun.

DAILY DIRECTIONS

SESSION 1



If you do not have a school nurse talk with students about first aid during Session 1, consider doing so during Session 3.

*Distribute and discuss
TECHNICAL SKILLS RUBRIC.
Clearly define your expectations
for each activity.*



Be aware that websites can disappear overnight. Websites included within this publication were active at the time of publication, but Interact cannot guarantee their continued availability. Search out substitute websites as appropriate.

<http://web.archive.org/web/20040331191432/http://www.schoolenrichment.org/plans/k-6plans/k-6plan23.htm> (uses cans of cookie dough for the base)

*<http://pbskids.org/democracy/parentseducators/tastymap.html>
(gives a simple recipe for a base map)*

- Carry a plastic garbage bag to act as a “blanket” if lost overnight
- Wear bright orange
- Dress in layers (hypothermia is a big problem)

7. Optional

Contact the school nurse for lessons in first aid and how to prepare a first aid kit.

Integrating Technology

Consider the following activities. Offer those that are appropriate for your class.

1. Students create a computer database listing the food, clothing, and equipment they would need to take on a weeklong camping expedition to a chosen spot.
2. Students visit a website for information on stars and constellation identification. Ask students to find out how stars can help guide us.
3. Students use an online mapping site to plan the route from their home to a favorite campground, figure distance to and from, and how long it would take to drive there. Decide how many meals they would need to eat on the way and how much money they should allow for meals for each person driving to and from their destination.
4. Students map their campsite using a computer drawing program. Include the following:
 - compass rose
 - map key
 - map title
 - map scale
5. Students create an edible map of their campsite; research the procedure on the Internet. Students refer to the Internet sites for the basic idea of creating the edible map and then use ingredients that reflect what they will be depicting. Conduct a class discussion, or allow groups to discuss, the information found on various websites as students come up with a list of food(s) that can be used for each symbol.

DAILY DIRECTIONS

SESSION 1

6. Students use the Internet to research a family camping spot; develop a brochure for it that includes:
 - why each person in their family would enjoy this place
 - pictures of key interest spots
 - a map showing how to get there from the nearest large city
7. Students use the Internet to research folklore, fables, and myths before writing their own to share with the group around the campfire or in the tent with a flashlight.
8. Students use the Internet to track the weather for their chosen campsite for a week; keep a record on a map made in their favorite program and illustrated with clipart from the weather site. Students then predict the weather for the following week and keep track to see how accurate their predictions were.

Group Activity Time

1. Instruct campers to take out their Student Guides. Have them turn to page 8 (**Group Activity Time**). Remind them that they each are responsible for marking a box by an activity every time they complete it. Their group may choose to complete an activity, provided no other group is using the necessary equipment.
2. At this point, groups choose among the following activities:
 - Use the obstacle course
 - Read a book in the tent
 - **Design Your Own Campground** (Student Guide, page 2)
 - **Creative Campers Write** (Student Guide, page 3)
 - **Shadow Plays** (Student Guide, page 3)
3. When the allotted time is up, instruct group leaders to make certain everyone marks the group activity they have just completed on the back of their Student Guide.



Allow 30 minutes for this first Group Activity Time.



*Once they choose an activity, groups must complete the entire activity so they do not disturb other groups. If students do not complete the activity (**Design Your Own Campground** or **Creative Campers Write**) during the 30 minutes allotted, have them complete it before Session 2.*

*Distribute and discuss the generic **WRITING RUBRIC**, as related to **Creative Campers Write**. Clearly define your expectations.*

DAILY DIRECTIONS

SESSION 1



Discuss with students other occasions when someone might keep a log. Many sailors keep logs, fisherman do as well. Scientists often keep detailed logs.



Distribute and discuss CAMPER'S LOG RUBRIC. Clearly define your expectations for student log entries.

Consider making group folders to hold all group materials.

Finishing Touches

1. Give leaders one piece of construction paper for each camper. Instruct students to cut these in half (8.5" x 11"). These are the front and back cover of their Camper's Logs. Give each camper two CAMPER'S LOG sheets and instruct them to cut the pages apart so they have a four-page booklet. (If you desire, more pages can be added.) Tell leaders to staple the front and back covers on the Camper's Log and make sure everyone in their group labels the front cover with their name and the word "Log" (e.g., Pat's Log).
2. Allow about *10 minutes* for students to write in their log a few sentences about what they have done today. Remind them to use proper punctuation.
3. Tell group leaders to collect all Campers Logs, visors, and Student Guides and place them where you direct.
4. Consider assessing the following activities from Session 1:
 - Cooperative group work
 - Students' technical skills
 - Writing activities (Creative Campers' Write)
 - Camper's Log entry

Complete each assessment, providing a Rubric score and feedback prior to Session 2.

Session 2

Objectives

- Learn about and complete Weather Awareness activities
- Take Safety Test (Pretest)
- Complete Water Safety Demonstrations
- Complete Integrating Technology activities
- Choose and complete *Group Activity Time* activities (two 20-minute sessions)
- Write Camper's Log entry

Materials

- Student Guides — *class set*
- CAMPER'S WEATHER CHART — *transparency*
- WIND — *four*
- RAIN — *four*
- SUN — *four*
- RAINY DAY FUN CARDS (on oaktag and cut apart) — *one set*
- SAFETY TEST — *class set*
- Coins (dimes or pennies) — *four*
- Hole punch — *one*
- Index cards (5" x 7") — *one per group + extras*
- Masking tape — *one roll per group*
- Paper (white, drawing; 12" x 18") — *class set*
- Personal Flotation Device (PFD): vest, belt, over-the-shoulder life jackets, throw ring or cushion — *one of each type*
- Recipe box (5" x 7"; for RAINY DAY FUN CARDS) — *one*
- Scissors — *one per group*
- Sentence strip or light-colored paper strips (3" x 36") — *class set*
- Water cooler (half filled with ice water) — *one*
- Yarn or fishing line (long enough to hang weather shapes from ceiling) — *one per group*

Group Activity Time

Creative Campers Write

- Paper (blank) — *class set*
- Paper (to be cut by students into 3" x 18") — *class set*

Shadow Plays

- Flashlight or overhead projector — *at least one*

Collections

- Pan balance — *at least one*
- Rocks or seeds (of varying sizes) — *many*

Make A Windsock

- Crayons or colored markers (variety of colors) — *several packs*
- Crepe-paper (one-yard lengths) — *four per Windsock*
- Fish line or yarn — *one yard per Windsock*
- Paper bag (lunch size) — *one per Windsock*
- Stapler — *several*



Consider using poster board or oaktag (at least 24" x 36") to write out the CAMPER'S WEATHER CHART instead of using the transparency.



The local branch of the Coast Guard or Army Corps of Engineers will loan life jackets and offices have personal flotation devices available for demonstrations.

DAILY DIRECTIONS

SESSION 2



Illuminate the transparency directly on the board. Have students come to the board and fill in the information.

For Intermediate students consider teaching forecasting using clouds or using the Internet for this purpose.

Review COOPERATIVE GROUP WORK RUBRIC as necessary.

Procedure

Weather Awareness

1. Tell group leaders to pass out visors, logs, and Student Guides to everyone in their group.
2. Illuminate CAMPER'S WEATHER CHART. Brainstorm together to find out how each type of weather might affect campers. Some ideas to get them started might include the following:
 - a. *Windy weather* advantages are to move sailboats and to dry out wet towels; disadvantages are that paper plates and napkins blow and your tent may blow down.
 - b. *Hot weather* advantages are that the swimming is great and so is sunbathing; however, disadvantages are that you may get a sunburn or sunstroke, and there is no air conditioning.
 - c. *Stormy weather* advantages might include learning camping songs or playing a game of cards in the tent; disadvantages could be that it keeps you from swimming or boating.

Allow the campers to hold a brief discussion on each of these in their groups if they need to. Fill in the CAMPER'S WEATHER CHART as they come up with ideas. Allow about *20 minutes* for this activity.

3. Tell group leaders to give each member of their group one sentence strip. While they are doing this, print the following sentence on the board. "It was so _____ that _____." Instruct the campers to copy the sentence on their strip, filling in the first blank with a type of weather from the CAMPER'S WEATHER CHART. The last blank should be completed with several words. Some examples to get them started are:
It was so windy that the tent collapsed. It was so stormy that we could not swim. It was so hot that our chocolate bars melted.

Remind students to use descriptive words in completing the phrases.

4. Give campers about *10 minutes* to finish these on their own. Then ask them to read them aloud.
5. Read aloud the two weather poems below:

Sunshiny	Rain drops
Sunburning	Drip drops
Sunshade time	Causing us to slip drops
Sun fun time	Can't wait 'til they stop drops

6. Ask campers to get in their groups and choose either a WIND, RAIN, or SUN pattern. The leader assigns someone to cut it out while the others begin a weather poem together on a sheet of scrap paper. They may enjoy having lines in the poem begin with the same sound as the shape they have chosen. Stress that it is not necessary that poems rhyme but they should have rhythm. When the group is satisfied with their poem, the leader should choose someone to neatly copy it into the center of the weather shape. Allow *20 minutes* for this activity.
7. As groups finish them, punch a hole in the top of each shape, insert a piece of yarn or fishing line, and hang the pattern poems from the classroom ceiling.
8. Ask the campers the following:
“Have you ever been stuck indoors in bad weather? If so, what did you do to pass the time? Which of these activities might you be able to do in a tent in rainy weather?”

Allow a few minutes for students to contribute ideas and then read the RAINY DAY FUN CARDS. Give group leaders a 5" x 7" index card and tell them to get their groups together and brainstorm some other way to pass the time while in a tent in bad weather. Each leader should choose a recorder to write down the group's idea and someone to read the idea aloud. All of these should be filed in the index box.

9. Explain to campers that they will be allowed to look at these during *Group Activity Time*, and that they may also take a blank card to add an idea of their own to the collection. They also will be able to copy down any ideas from the box that they would like to try at home.

Sun and Water Safety

1. Distribute SAFETY TEST. Explain that students are to fill in as many blanks as possible. If they pay close attention during the next activities, they will learn the answers they were unsure of. Collect the tests to look over. In the following lessons be sure to emphasize areas where campers have had the most difficulty.

1. skin cancer	5. unknown	9. trail
2. 10 a.m. and 3 p.m.	6. stormy	10. insect
3. life jacket	7. go	11. drown
4. alone	8. cold	12. leave



DAILY DIRECTIONS

SESSION 2



Ducks are most buoyant due to the air spaces trapped by their fluffy feathers. The experiment in Session 3 (page 53) using oil on feathers illustrates this point.

You can receive information from personnel of the state game and parks, Coast Guard, or Army Corps of Engineers related to these demonstrations. The phone numbers and addresses of these groups are listed in city phone books. These groups also have available upon request a great deal of free material dealing with water safety (including posters). Another possibility is a lifeguard or water safety instructor. A local high school or recreation council/organization should have a list of qualified people.

2. Ask the class if they have ever had a bad sunburn. And have they ever gotten so hot that they felt sick to their stomachs? Explain that the latter can be a sign of heatstroke. Too much sun can also cause skin cancer later in life. Stress that the best way to avoid any of these is prevention. This can be accomplished by wearing a hat or visor, staying out of the sun from 10 a.m. to 3 p.m., and drinking plenty of water. If they do go out in the sun, they should use sunscreen with an SPF (sun protection factor) of 15 or more. Water-proof sunscreens are best because we perspire, but even they need to be reapplied often when sunning or swimming. Wearing an old T-shirt in the water will help too.
3. Address the problem of drowning by asking campers why ducks don't drown. The most common answer will probably be that they can swim. Remind the group that excellent swimmers can drown too. Ducks have an ability to stay afloat without constantly using energy to swim. This is possible because:
 1. They have hollow bones and fluffy feathers that trap air. Both of these factors add buoyancy.
 2. The webbing between a duck's toes allows swimming with little effort.
 3. A duck's thick coat has hundreds of waterproof feathers that interlock, trapping air in-between. This thick coat not only helps them stay afloat but also provides good insulation so they are able to survive in very cold weather.
4. Tell campers that drownings occur as often in spring and fall as in the summer. Most victims who were boating never intended to go into the water.

Demonstration A

 - Bring a water cooler half full of ice water into the room.
 - Ask for a volunteer to leave his hand in the water for about one minute. Then, ask him to pick up three or four coins off the bottom.
 - Explain that our body loses its ability to control its muscles when it becomes very cold. For this reason, we should go swimming only when the water is a comfortable temperature.
 - If we should be thrown into cold water, the best way to conserve energy is to draw our knees up to our chest and clamp our arms to our sides.
 - Of course, it would be impossible for us to swim or stay afloat in this position unless we were wearing a life jacket. This brings us to demonstration B.

Demonstration B

- Arrange six classroom chairs two by two behind each other to simulate the shape of a boat. Under three chairs place a different type of life jacket—belt, vest, and orange over-the-shoulder. Two chairs will have none and the sixth chair should have the throw-type cushion or ring.
- Tell campers that most drownings occur within 60 seconds.
- Have six volunteers position themselves in the chairs and pretend to be riding in a boat.
- When you say the word “overboard,” they are to grab their personal flotation devices (PFDs) and get them on as quickly as possible. At the same time, the rest of the campers count to 60.
- When the minute is up, see how many of the boaters have correctly donned their PFDs. Remind them that it would be twice as hard putting them on in the water. Or, what if the person were knocked unconscious?
- Go over the proper procedure for donning each. Tell the group that not only should they have a PFD on, but that it also should fit properly.
- Demonstrate how a life vest or an over-the-shoulder PFD that is too large can float up on a person and not keep their head above water.
- Show, also, how a belt and a throw-type device will not keep an unconscious person’s head out of the water.
- Explain to campers that they should never go in the water to rescue someone who is drowning. The victim may be so frightened that he or she may pull them under. Instead, they should attempt to reach for the victim, throw him or her a line or safety float, or to move the boat as close as possible.

5. Write the following basic rules for water safety on the board and ask someone to explain each rule after you write it down.
- Reach, throw, or row but never go.
 - Never swim alone.
 - Stay out of water in stormy weather.
 - Wear a life jacket at all times while boating and fishing.
 - Avoid swimming in cold water and swimming immediately after eating.
 - Never dive into unknown water or water that is less four and one-half feet deep.
 - The only thing a camper should drown is the campfire.



Students enjoy Demonstration B. They really scramble to get their PFDs on. Those who find themselves without one often express real concern, as if they really were in danger of drowning.

DAILY DIRECTIONS

SESSION 2



Demonstrating one of the safety lessons gives older students a chance to shine.

Review TECHNICAL SKILLS RUBRIC as necessary.

6. Give leaders a sheet of 12" x 18" white drawing paper for each member of their group. Ask campers to choose one of the safety rules from the board or another that has been discussed in class today. They are to print the rule they choose at the top of their paper with black crayon or marker. Now, instruct them to draw a simple illustration to go with the rule. Give each leader a roll of masking tape and assign them an area in the school in which to display their posters.
7. Older campers can demonstrate one of the safety lessons above with a small group of primary students. Have them role-play the lesson in advance for you.

Integrating Technology

Consider the following activities. Offer those that are appropriate for your class.

1. Students (or you) take digital pictures of wildlife, rock, leaf, bug, insect, spider, and worm collections. Students identify them on the Internet and incorporate these into word processing poems or stories.
2. Students graph the number of each group found.
3. Students assemble their collection into a fact and fiction book or slideshow.
4. Students take photos of friends camping with them and insert the pictures into a natural setting found on the Internet and print with photo borders.
5. Students create a Camp Calendar highlighting events for one week.
6. Students find a picture of a fossil on the Internet. Then they pretend they recently discovered it while camping, telling what they think it is and why.
7. Students design a camp T-shirt using a draw or paint program; print one copy in color and tape it to a plain shirt to display their design. If T-shirt printing paper is available, campers can print the design and iron it onto plain shirts.

8. Students plan several outside games and several rainy day camping games by researching them on the Internet. Then they use a drawing program to write a description for one of each type game, adding illustrations if necessary (these may be taken from the Internet or drawn using the drawing tools). Students then teach their game to a small group of classmates.
9. Students choose a craft item from the Internet; teach fellow campers how to make it.
10. Students plan a sport they could play while camping and then develop a brochure for the sport showing:
 - equipment needed
 - giving safety tips
 - places to purchase
11. Student use computer presentation programs to create camping safety card tips. They take pictures for cards off the Internet or from clipart. Then they contact a local camping facility or the State Game and parks Commission to see if they would be interested in using a copy.
12. Students write jokes or riddles taken from their favorite website on index cards and then share these with friends.

Group Activity Time

1. Tell the campers to look at their Student Guides—the *Group Activity Time* section. Today they will have two, 20-minute periods in which to complete two different activities that their group chooses. In addition to the first five activities, they may choose from RAINY DAY FUN CARDS, **Collections**, or **Make A Windsock**. Explain that the last two are in their Student Guides and refer them to page 4. Go over the instructions briefly and show them where the materials have been set up.
2. When about 20 minutes are up, ask campers to quickly clean up and move to the second activity chosen.
3. After another 20 minutes, ask leaders to have their groups clean up and record completed activities in their Student Guide.



Review WRITING RUBRIC as necessary.

While students are working, take a look at the Student Guides, their choices, etc. Make comments to students on neatness, how to work better in their group, what to add to their logs, and/or what type of activity you think they might enjoy. Take a moment to praise group leaders for their efforts.

Use the COOPERATIVE GROUP WORK RUBRIC and provide students with an initial rubric score, if you haven't already.

DAILY DIRECTIONS

SESSION 2

Finishing Touches

1. Instruct campers to write a few sentences about what they have done in their Camper's Logs.
2. Tell leaders to collect the Camper's Logs, Student Guides, and visors for their group and place them in the previously designated area.
3. Consider assessing the following activities from Session 2:
 - Cooperative group work
 - Students' technical skills
 - Writing activities (Creative Campers' Write/ Weather poems/ Rainy Day Fun Card ideas)
 - Camper's Log entry

Complete each assessment, providing a Rubric score and feedback prior to Session 3.

Session 3

Objectives

- Learn about insects and plants
- Create a real or imagined First Aid Kit
- Learn the Safety Rap
- Learn about and complete Nutritious Camping activities
- Learn the effects of human carelessness on plants and animals
- Complete Integrating Technology activities
- Choose and complete *Group Activity Time* activities (two 20-minute sessions)
- Write Camper's Log entry

Materials

- Student Guides — *class set*
- PESTS AND PLANTS TO AVOID — *transparency*
- INSECT FACTS — *transparency + class set or one per group*
- FIRST AID KIT — *class set*
- SAFETY RAP — *class set*
- SAFETY TEST — *class set*
- RECIPE CARDS (on oaktag and cut apart) — *one set*
- RECIPE PLACE CARDS (on oaktag and cut apart) — *one set*
- Cooking oil — *one Tablespoon*
- Feathers (chicken or other) — *two*
- Index cards (5" x 7") — *class set*
- Pan (shallow; filled with water) — *one*
- Paper (scrap) — *one per group*
- Recipe box (3" x 5") — *one (for Recipe Cards)*

Group Activity Time

Creative Campers Write

- Paper (blank) — *class set*
- Paper (to be cut by students into 3" x 18") — *class set*

Shadow Plays

- Flashlight or overhead projector — *at least one*

Collections

- Pan balance — *at least one*
- Rocks or seeds (of varying sizes) — *many*

Make A Windsock

- Crayons or colored markers (variety of colors) — *several packs*
- Crepe-paper (one-yard lengths) — *four per Windsock*
- Fish line or yarn — *one yard per Windsock*
- Paper bag (lunch size) — *one per Windsock*
- Stapler — *several*

DAILY DIRECTIONS

SESSION 3



Assemble all recipe supplies in different areas of the room.



Consider cutting and coring the apple(s) prior to students working on the recipes.

Writing Riddles

- Index card (5" x 7") — *one per Riddle*

Recipes

Shakey Snack (serves one)

- Baby food jar (with lid) — *one per serving*
- Bowl (very small) — *one*
- Dry milk — *1 Tablespoon per serving*
- Food coloring (various colors) — *2 drops per serving*
- Pudding (Instant) — *1 Tablespoon per serving*
- Spoon — *one per serving*
- Tablespoon measure — *several*
- Water (cold) — *3 Tablespoons per serving*

Happy Trails Mix (serves four)

- Bite-sized dry cereal (any variety, sweetened or non-sweetened) — *1/2 cup*
- Bowl (big enough to fit and stir 2 cups of ingredients) — *one*
- Chocolate chips — *1/2 cup*
- Measuring cup (1/2 cup-size) — *several*
- Plastic bags (small, self-sealing) — *four*
- Raisins — *1/2 cup*
- Sunflower seeds (shelled) — *1/2 cup*

Apple Boats (serves four)

- Apple — *one*
- Applesauce — *1 Tablespoon*
- Bowl (small) — *one*
- Cream cheese — *1 Tablespoon*
- Granola — *enough to sprinkle over 4 apple sections*
- Knife (to cut apple into four equal parts and remove core) — *at least one*
- Tablespoon measure — *several*

Ants on a Log (serves one)

- Celery stalks — *one per serving*
- Cheese spread — *1 Tablespoon per serving*
- Knife (for spreading) — *several*
- Raisins — *six per serving*
- Tablespoon measure — *several*

MMM Schmoors (serves one)

- Chocolate bar — *1/4 bar per serving*
- Graham cracker — *one per serving*
- Marshmallow — *one per serving*
- Microwave — *one*
- Microwave-safe dish — *at least one*

Campers' Crunch (serves four)

- Animal crackers — *1 cup*
- Bowl (big enough to fit and stir 2 cups of ingredients) — *one*
- Crunchy nugget cereal — *1/2 cup*
- Hard-shelled candy — *1/4 cup*
- Measuring cup (1/4 cup, 1/2 cup, and 1 cup-sizes) — *at least one of each*
- Mixing spoon — *one*
- Plastic bags (small, self-sealing) — *four*
- Raisins — *1/4 cup*

Procedure

Insect and Plant Safety

1. Ask leaders to pass out the visors, logs, and Student Guides.
2. Place the transparency PESTS AND PLANTS TO AVOID on the overhead. Ask campers whether they have seen any of these insects or plants.
 - a. Tell them the best way to avoid them:
 - Stick to trails and to wear long pants when hiking, tucking the bottom into their socks.
 - Avoid sitting or lying in grassy areas.
 - Spray with an insect repellent containing DEET will also help keep the bugs off.
 - b. Caution them never to swat at insects because it may make them more likely to sting. Ice usually makes an insect sting feel better and minimizes swelling.
 - c. Together, read through the facts about each insect and plant.
3. Remind campers that although some insects are harmful, many are useful. Distribute INSECT FACTS and illuminate the transparency while you discuss the following:
 - Without bees there would be no honey and many plants would not reproduce because there would be no pollination.
 - Many bugs eat other harmful bugs.
 - Fireflies or lightning bugs are fun to observe, as are crickets, praying mantises, water striders, and walking sticks.
 - There are more than one million different kinds of insects in the world.
 - Insects have six legs and three main body parts: the head, the thorax, and the abdomen. They also have two feelers and shell-like coverings.
 - Some taste food with their feet and some hear with their hair.
 - Ants and a few other bugs can lift many times their own weight.



Consider giving a brief explanation of pollination.

DAILY DIRECTIONS

SESSION 3

- Insects hatch from eggs, and many are social or live together in colonies.
- None of them have teeth so they use their beaks to drink fluids from plants or animals.
- They have been around since prehistoric times and some even live in the Arctic.

4. Involve students in the above listed 10 facts by considering the following options:
 - Give the 10 facts to a pair of students/group of students in advance. Students write and illustrate the facts on a poster. Students present the information to the class.
 - Divide the class into 10 groups, each group having one of the 10 facts to write out, illustrate, and present.
5. Give leaders a 5" x 7" index card for each member of the group. Tell the campers to copy down one of the facts they find most interesting to share with their parents after camp today. Challenge them to find other interesting insect facts with the help of their parents and bring the information tomorrow.



Invite the school nurse to discuss first aid and how to prepare a first aid kit with your class.

Businesses in your area may be willing to contribute to this first aid project.

Get Ready

1. Give each camper a copy of the FIRST AID KIT. Younger campers can brainstorm within their groups to make a list of items that should be included in the kit. Instruct the leaders to appoint a recorder to write these on scrap paper for the group. Then, tell each camper to copy in alphabetical order the list onto his own FIRST AID KIT. Older campers should be instructed to complete the entire activity on their own.
2. An option would be for the entire camp or individual groups to assemble their own first aid kits with all items furnished by the campers.
 - a. If you choose to do this, leaders must make sure someone signs up to bring each item on the list by the end of the simulation.
 - b. After displaying the kit or kits, they could be donated to the school or a local homeless shelter.
 - c. A suggested list for the kit is:
Soap, moist antiseptic pads, first aid cream, bandages, adhesive tape, gauze pads, blunt scissors, burn cream, insect lotion or repellent, and a plastic tackle, tool, utility, or school box.

3. Give each camper a copy of SAFETY RAP and read through it once for them as they follow along and feel the rhythm. Then read the SAFETY RAP together. Invite campers to suggest some motions to go with the SAFETY RAP and read it together a third time, using the motions. Place SAFETY RAP sheets with the Student Guides or in group folders for use during Session 4.
4. Give each camper a copy of the SAFETY TEST. Allow about *10 minutes* for completion. Collect for scoring.
 1. skin cancer 5. unknown 9. trail
 2. 10 a.m. and 3 p.m. 6. stormy 10. insect
 3. life jacket 7. go 11. drown
 4. alone 8. cold 12. leave



Nutritious Camping

1. On the board, write the following information as you go through it with the group.

Recommended daily food plan:

 - 3 servings milk or milk products
 - 2 servings meat (cheese, eggs, beans, peanut butter)
 - 2 servings fruits
 - 3 servings vegetables
 - 6 servings bread or cereal
2. Instruct campers to get into their groups and plan a menu for one day of camping based on the food plan recommendations. Encourage them to be creative while choosing food that could be kept fairly easily in a camping setting. Give each group a sheet of writing paper and tell leaders to appoint a recorder. Allow about *15 minutes*.
3. Call the groups together and have leaders read their chosen menus. Write choices on the board and watch for variety. Be sure to question campers as to whether or not each group's menu meets the daily recommendation.

DAILY DIRECTIONS

SESSION 3



Be sure to have enough measuring equipment on hand.

4. Explain that each group will follow a simple recipe. They will be allowed to eat the food. They will not choose the recipe this time, but they will be able to another time. At random, hand out one RECIPE CARD to each group and direct groups to the areas where you have placed the RECIPE PLACE CARDS and all necessary ingredients and supplies. Allow about *20 minutes* for groups to put together their recipes, eat, and clean up. Follow these suggestions:
 - a. Have each group make a different recipe *simultaneously*.
 - b. Limit the groups to making no more than two recipes.
 - c. The following lists of supplies are based on two six-student groups making each recipe.
 - d. Adjust ingredients needed as you see fit.
 - e. Set up supplies in a separate area for each recipe. Counter space, a small table or two student desks pushed together will provide enough room.
 - f. Be sure you have paper towels or napkins at each area.
 - g. Set up the RECIPE PLACE CARDS by each area for easy identification.
5. The following are suggested amounts necessary for today's Nutritious Camping activity (per the author's experience; based on two six-student groups making each recipe). Consider the number of students that will use each area when deciding if these amounts will work for your class.

Shakey Snack

1 box instant pudding, 1 cup dry milk, various colors of food coloring, 12 baby food jars with lids, 12 plastic spoons, 1 tablespoon to measure, very small bowl, cold water.

Happy Trails Mix

1.5 cups each: bite-sized cereal (any variety, sweetened or unsweetened), raisins, chocolate chips, and shelled sunflower seeds. 12 small self-sealing plastic bags, and half-cup measure, bowl.

Apple Boats

3 apples, 1/3 cup cream cheese, 1/3 cup applesauce, 1 cup raisins, 1/4 cup granola, 1/3 cup measure, a small bowl, 1 tablespoon to measure, and one paring knife. (Consider cutting and coring the apples for each group.)

Ants On A Log

1 cup cheese spread, 1 cup raisins, 12 celery stalks, 1 tablespoon to measure, and 1 table knife to spread.

MMM Schmoors

12 large marshmallows, 3 plain chocolate bars, 12 graham crackers, microwave oven, and microwave safe dish.

Campers' Crunch

3 cups animal crackers, 1.5 cups crunchy nugget cereal, 3/4 cup hard-shelled candy, 3/4 cup raisins, 12 self-sealing plastic bags

6. Encourage the campers to bring their favorite camping or snack recipe from home on an index card and place it in the recipe box in which you put all the **RECIPE CARDS**. Tell them that they will also be allowed to copy any of the **RECIPE CARDS** during *Group Activity Time* if they wish.

Environmental Concerns

1. Ask campers if they have any ideas as to how plants and animals are affected by people's carelessness. Some will bring up forest fires and polluted air and water. Explain how animals have become stuck in thrown away plastic six-pack holders. These keep birds from flying and muskrats from swimming. If they get around fish, the fish may continue to grow and the plastic will become like a belt that is too tight. Birds and mammals also can become entangled in fishing line that is tossed away. Fish are attracted to shiny lures but also to other shiny things like pop-tops, foil, and bottle caps. Once eaten, these can cause a terrible stomach ache and even death.
2. **Demonstration**
Perform the following simple demonstration with the group. Dip a chicken feather in cooking oil and place it in a pan of water. Do the same with a clean feather. Observe. (The greased feather sinks.) Ask campers to relate this to birds landing on oil-polluted water. The oil gets in their feathers and this makes them sink and drown. They are also poisoned when they swallow the oil. Still others freeze to death because the oil reduces the insulating power of their feathers.

DAILY DIRECTIONS

SESSION 3



Be aware that websites can disappear overnight. Websites included within this publication were active at the time of publication, but Interact cannot guarantee their continued availability. Search out substitute websites as appropriate.



While students are working, take a look at the Student Guides, their choices, etc. Make comments to students on neatness, how to work better in their group, what to add to their logs, and/or what type of activity you think they might enjoy. Take a moment to praise group leaders for their efforts.

*The **Share A Desk** activity requires students to share a desk with another student for one whole day. If this will not work in your classroom, consider another appropriate period of time and inform students. Be sure to allow time for students to complete this activity before the simulation is over.*

Integrating Technology

1. Students watch ants excavate on the Web.
Visit Steve's Ant Farm: <http://www.stevesantfarm.com/>
2. Students plan a camp meal using nutritious recipes found on the Internet.
3. Student play a nutritious food game found at a website.
4. Students use the Internet to identify plants and their characteristics and share the information on a chart created in a drawing program.

Group Activity Time

1. Tell campers to look at their Student Guides—the *Group Activity Time* section. Today they will have two, 20-minute periods in which to complete two different activities chosen by their group. In addition to the Session 1 and 2 activities, they may choose from **RECIPE CARDS**, **Share A Desk** or **Writing Riddles**. Help them locate the last two in their Student Guide on page 5 and briefly go through the directions.
2. After about *20 minutes*, ask them to quickly clean up and move to the second activity chosen.
3. After *20 more minutes*, tell leaders to have their groups clean up and record completed activities in their Student Guide.

Finishing Touches

1. Instruct campers to write a few sentences about what they have done in their Camper's Logs.
2. Ask leaders to collect the Camper's Logs, Student Guides, **SAFETY RAP**, and visors for their group and place them in the previously designated area.
3. Consider assessing the following activities from Session 3:
 - Cooperative group work (especially during Nutritious Camping activity)
 - Students' technical skills
 - Writing activities (Creative Campers' Write/Writing Riddles)
 - Camper's Log entry
 - Safety Test (pre/posttest)

Complete each assessment, providing a Rubric score and feedback prior to Session 4.

Session 4

Objectives

- Review Riddles and Safety Rap
- Learn about animal Predator/Prey and the related Food Chain
- Discuss and complete animal feature and habitat activities
- Read and write animal fables
- Write Postcard inviting parents to attend camp
- Complete Integrating Technology activities
- *Group Activity Time* activities (two 20-minute sessions)
- Write Camper's Log entry

Materials

Primary Students

- Construction paper (blue, 12" x 18") — *class set*
- Construction paper (green, 6" x 12") — *class set*
- Glue — *one per group*

Intermediate Students

- DATABASE: Classifying Animals — *one per group*

General Activities

- FOOD CHAIN — *transparency*
- ANIMAL TRACKS — *transparency + class set or one per group*
- POSTCARDS — *class set (on oaktag)*
- Animal fables — *at least two*
- Hole punch — *one per group*
- Markers or crayons (variety of colors) — *one pack per group*
- Paper plates (large) — *class set*
- Whistle or bell — *one*
- Yarn or string — *two feet per student*

Group Activity Time

Creative Campers Write

- Paper (blank) — *class set*
- Paper (to be cut by students into 3" x 18") — *class set*

Shadow Plays

- Flashlight or overhead projector — *at least one*

Collections

- Pan balance — *at least one*
- Rocks or seeds (of varying sizes) — *many*

Make A Windsock

- Crayons or colored markers (variety of colors) — *several packs*
- Crepe-paper (one-yard lengths) — *four per Windsock*
- Fish line or yarn — *one yard per Windsock*
- Paper bag (lunch size) — *one per Windsock*
- Stapler — *several*



Consider having two students choose the animal fables ahead of time.

DAILY DIRECTIONS

SESSION 4

Writing Riddles

- Index card (5" x 7") — *one per Riddle*

Design a Habitat Stamp

- Index card (3" x 5") — *one per Habitat Stamp*

Procedure

Safety Rap

1. Tell group leaders to pass out visors, Camper's Logs, SAFETY RAP, and Student Guides.
2. Ask if anyone found any interesting facts about insects. If so, write them on the board as they are given.
3. Do the SAFETY RAP together with any actions done previously. Place SAFETY RAP sheets in Student Guide for use in the next session.

Predator/Prey

1. Explain to the group that a *predator* is an animal that hunts another animal, insect, or plant and the *prey* is the creature that is hunted. Ask for some examples of these animals and write them on the board under the headings "predator" and "prey." After you get a list of six or more, ask if there are any animals that fit into both columns, such as a coyote. It may be the predator of prey such as rabbits, but a larger animal, such as a bobcat or wolf, may be the predator and try to eat the coyote—particularly if it is old or sickly. This happens not only with animals but also with fish, birds, insects, and plants. All of these—animals, fish, birds, insects, and plants—complete a food chain.
2. Show campers the FOOD CHAIN transparency and identify the creatures on it. Ask them which prey upon another and lead the group to an understanding that the hawk preys upon the snake which preys upon the frog and so on. Ask them to give other examples of such food chains.

Cover the frog with a piece of paper and tell the campers that there are no frogs in the county this year because of a disease.

Ask campers the following questions:

- What happens to the snake population? (*It dwindles because of lack of food.*)
- What will probably happen to the hawk population then? (*It will also dwindle for the same reason.*)
- Question the group about the grasshopper population (*It will increase a great deal.*)
- What will happen to our tomato crops? (*They will be destroyed even more by the increased number of grasshoppers.*)

Encourage campers to arrive at the conclusion that every creature in nature is there to help keep the balance.

3. Give group leaders a large paper plate and two feet of yarn or string for each member. Tell the campers each group must think of plants, animals, insects, birds, or fish that fit into one food chain. Instruct them to write each of these on a paper plate with dark crayon or marker. They should punch a hole in the plates and tie them around their necks with yarn or string. Allow about *10 minutes* before asking each group to link hands in chain form and read the names on their plates as they explain the connection between the creatures.
4. Explain to campers that predators also help by preying on aged or diseased animals that might die a slow and painful death or pass on disease. Predators need to be speedy because their prey (e.g., antelope, deer, rabbits) are. Other predators may just be tricky, such as a spider which spins a web to trap its prey. Still others work as a team. The wolf is an excellent example of a team member, but we call wolf teams “packs.” By hunting together, a pack of wolves can bring down a much larger animal, such as an 800-pound moose. This moose would provide more than enough food for the entire pack. Predators also have special weapons that help them catch, kill, and eat their prey. Ask students to give some of these: strong jaws; long, sharp teeth and claws; venom.

For Primary Students Only

5. Have students take out their Student Guides. Tell them to draw the food chain from the FOOD CHAIN transparency in the blank **Complete A Food Chain** on page 6.



Students may enjoy making other changes to the food chain.

DAILY DIRECTIONS

SESSION 4



Consider doing this activity again, allowing students to choose the creatures they imitate.



Tell students to watch for these tracks in sand, dirt, mud, or snow when they are outside the next few weeks. Depending on your area, there may be other animal tracks your students are likely to see. Discuss these as well.



Encourage students to use classroom resources to learn more about their animal's habitat.

For Intermediate Students Only

5. Have students take out their Student Guides. Tell them to draw a food chain that differs from the one on the transparency in the blank **Complete A Food Chain** on page 6.

For All Students

6. Take campers outside or to a gym. Evenly divide them into three random groups. Group 1 will be the robins and are to flap their wings gently. Group 2 will be the spiders and will rub their palms together softly. Group 3 will be the flies and say, “buzz, buzz.” Tell them that at the count of three the predators will pursue their prey and the flies will simply try to escape but still remain within the boundaries you have set up. After *two minutes*, blow a whistle and call any creatures that escaped being eaten to get into their fly and spider groups. How many of each have you left? Imagine it has been a harsh spring and four of the robins die of exposure. How does this change things?

Features and Habitat

1. Display the transparency of ANIMAL TRACKS and distribute individual or group copies as appropriate. Discuss similarities and differences in size, claws, number of toes or pads, number of feet, and so on. Tell them to watch for these when they are outside the next few weeks.
2. Discuss the following, in groups and/or as a class:
 - How the tracks would be different if the animals of the same species were larger or heavier.
 - How the tracks would be different if the animals were smaller or lighter.
 - What the tracks would look like when the animal is running versus walking.
3. **Optional**
Conduct a nature walk to observe animal tracks.
4. Tell the class that a *habitat* is an area where an animal or plant lives which provides food, water, shelter, and the space the plant or animal needs for growth. Have them look at **Design A Habitat Stamp** on page 6 of their Student Guides. Ask them to choose an animal, bird, or fish and draw it in its habitat. Encourage them to use color and be creative. Allow about *15 minutes*.

For Primary Students Only

5. Classifying Animals

Give each camper a 12" x 18" sheet of blue construction paper and a 6" x 12" piece of green construction paper. Demonstrate as you tell them to glue the strip of green across the middle of the blue sheet. Instruct students to write "Classifying Animals" at the top of their paper. Challenge them to write or draw as many creatures as they can in their natural habitat—the top blue being the sky; the green the land; and the bottom blue the water. If a creature lives equally well on land and water or air and land, they may place it in both habitats. After about *15 minutes*, tell campers to compare their charts within their groups.



Students complete these Classifying Animals activities and check off the appropriate box on page 8 of their Student Guides. If they do not finish now, they can use Group Activity Time to finish.

For Intermediate Students Only

5. Distribute DATABASE: Classifying Animals and instruct campers to classify the 27 creatures by feature and habitat.

Feathers	Land	Scales
Crane	Bear	Bass
Duck	Beaver	Carp
Eagle	Bobcat	Crappie
Falcon	Cat	Crocodile
	Chipmunk	Snake
Fur	Coyote	Air
Bear	Crane	Crane
Beaver	Crocodile	Duck
Bobcat	Deer	Eagle
Cat	Duck	Falcon
Chipmunk	Ferret	
Coyote	Fox	Water
Deer	Frog	Bass
Dog	Porcupine	Beaver
Elk	Rabbit	Carp
Ferret	Raccoon	Crane
Fox	Snake	Crappie
Porcupine	Squirrel	Crocodile
Rabbit	Turtle	Duck
Raccoon	Wolf	Frog
Squirrel		Snake
Wolf		Turtle



DAILY DIRECTIONS

SESSION 4



Read the fables around the “campfire.”




Be sure to check the Postcards before students leave for the day.

Writing Fables and Postcards

1. Read the group one or two short fables. Lead them to conclude that a fable is a make-believe story in which animals act like people. Fables always teach a lesson or moral. Ask each group to write a fable. Give leaders manuscript paper and appoint a recorder to do the writing. Emphasize that this must be a group story and should teach a lesson. It will probably be easier for them if they choose the lesson first and then decide on their characters. After *20 minutes*, ask someone from each group to read the fable aloud.
2. Give campers one Postcard each (from POSTCARDS) and tell them to address it to their parents on the lines underneath the box provided for the stamp.
 - a. Explain that they are going to invite their parents to come and visit them at *camp* on the following day.
 - b. On the board, write the time and date and help younger campers decide exactly how they will word their invitation.
 - c. They will use the lines provided on the left half of the POSTCARD.
 - Tell them to include one or two sentences to make it sound as if they really are at camp by mentioning an activity they have taken part in the past few days.
 - Some examples might be, “The food at camp is great.” or “Today we saw lots of animal tracks and I started a leaf collection.”
 - Encourage campers to come up with their own ideas.
 - d. They should design a wildlife stamp in the stamp box and color or marker it in.
 - e. On the reverse, they are to draw a picture to depict some aspect of camping. They can use crayons or markers and should be told to take them home tonight.

Allow about *20 minutes* for this activity.

<u>April 15, 2002</u>	
<u>Dear Mom and Dad,</u>	
<u>I want you both to come to our</u>	
<u>camp. The food has been quite</u>	
<u>tasty. Animals are everywhere.</u>	
<u>Come tomorrow. Wait until you</u>	
<u>see all the stuff I have learned.</u>	
<u>Your son, Kevin</u> <u>XOXO</u>	
	<u>Mr. and Mrs. Chris Alan</u>
	<u>14306 Madison Ave.</u>
	<u>O'Neill, NE</u>
	<u>68763</u>

Integrating Technology

1. Students create Postcards in a draw or paint program.
 - a. They begin by making a rectangle half the size of the page to use for the front.
 - b. Copy and paste that copy below the first rectangle to use for the back.
 - c. Insert and paste graphics from the Internet into the photo side and the stamp area. Put a border around each.
 - d. Use the text tool to add the message and address.
 - e. Remind students to include URLs for any images they use from the Internet.
 - f. Print **Postcards** in color before cutting out and gluing the rectangles back to back.
2. Students use the Internet to find out more about the following topics: predator/prey and food chain.
3. Students create a computer database, using DATABASE: Classifying Animals as a model, for friends to complete by classifying animals according to their coverings: scales, feathers, fur, and habitat: land, air, water.
4. Students send electronic postcards home describing the scenery and wildlife as well as delights or hazards of camp.

Group Activity Time

1. Tell the campers to look at page 8 of their Student Guides—the **Group Activity Time** section. Today they will have two 20-minute periods in which to complete two different activities that their group chooses. They may choose from the entire list as long as there is a blank to be marked. Show them where you have placed 3" x 5" index cards for additional Habitat Stamps.
2. After about *20 minutes*, ask groups to quickly clean up and move to the second activity chosen.
3. After another *20 minutes*, tell leaders to have their groups clean up and record completed activities in their Student Guide.



Encourage students to use classroom resources to enhance their Habitat Stamps.

DAILY DIRECTIONS

SESSION 4



Tie the Camper's Log entries into a specific Language Arts skill. For example, define or review adjectives and demonstrate how using the right adjective enlivens their entries.

Finishing Touches

1. Instruct campers to write a few sentences about what they have done in their Camper's Log.
2. Ask leaders to collect the Camper's Logs, Student Guides, SAFETY RAP, and visors for their group and place them in the previously designated area.
3. Consider assessing the following activities from Session 4:
 - Cooperative group work
 - Students' technical skills
 - Writing activities (Creative Campers' Write/Writing Riddles; Postcards)
 - Camper's Log entry

Complete each assessment, providing a Rubric score and feedback prior to Session 5.

Session 5

Objectives

- Learn Fish Facts and determine which fish are “Keepers”
- Complete Integrating Technology activities
- Participate in the Fact/Opinion Game
- Write and sing “A Camping We Will Go”
- Determine what to share with parents
- Participate in Camping Culmination (with parents)
- Receive Camper’s Awards

Materials

- KEEPERS — *class set*
- PRE/POSTTEST (Primary or Intermediate) — *class set*
- CAMPFIRE SING-ALONG — *class set*
- CAMPER’S AWARD — *class set*
- Fact/Opinion Game folders (FISH CARDS and FACT/OPINION CARD SENTENCES glued on) — *one per group*
- Personal Flotation Device (PFD): vest, belt, over-the-shoulder life jackets, throw ring or cushion — *one of each type (see Session 2)*
- Rulers — *class set*

Recipes (Optional; as set up for Session 3)

Shakey Snack (serves one)

- Baby food jar (with lid) — *one per serving*
- Bowl (very small) — *one*
- Dry milk — *1 Tablespoon per serving*
- Food coloring (various colors) — *2 drops per serving*
- Pudding (Instant) — *1 Tablespoon per serving*
- Spoon — *1 per serving*
- Tablespoon measure — *several*
- Water (cold) — *3 Tablespoons per serving*

Happy Trails Mix (serves four)

- Bite-sized dry cereal (any variety, sweetened or non-sweetened) — *1/2 cup*
- Bowl (big enough to fit and stir 2 cups of ingredients) — *one*
- Chocolate chips — *1/2 cup*
- Measuring cup (1/2 cup-size) — *several*
- Plastic bags (small, self-sealing) — *four*
- Raisins — *1/2 cup*
- Sunflower seeds (shelled) — *1/2 cup*



Assemble all recipe supplies in different areas of the room.

DAILY DIRECTIONS

SESSION 5



Consider cutting and coring the apple(s) prior to students working on the recipes.

Apple Boats (serves four)

- Apple — *one*
- Applesauce — *1 Tablespoon*
- Bowl (small) — *one*
- Cream cheese — *1 Tablespoon*
- Granola — *enough to sprinkle over 4 apple sections*
- Knife (to cut apple into four equal parts and remove core) — *at least one*
- Tablespoon measure — *several*

Ants on a Log (serves one)

- Celery stalks — *one per serving*
- Cheese spread — *1 Tablespoon per serving*
- Knife (for spreading) — *several*
- Raisins — *six per serving*
- Tablespoon measure — *several*

MMM Schmoors (serves one)

- Chocolate bar — *1/4 bar per serving*
- Graham cracker — *one per serving*
- Marshmallow — *one per serving*
- Microwave — *one*
- Microwave-safe dish — *at least one*

Campers' Crunch (serves four)

- Animal crackers — *1 cup*
- Bowl (big enough to fit and stir 2 cups of ingredients) — *one*
- Crunchy nugget cereal — *1/2 cup*
- Hard-shelled candy — *1/4 cup*
- Measuring cup (1/4 cup, 1/2 cup, and 1 cup-sizes) — *at least one of each*
- Mixing spoon — *one*
- Plastic bags (small, self-sealing) — *four*
- Raisins — *1/4 cup*

Group Activity Time

Creative Campers Write

- Paper (blank) — *class set*
- Paper (to be cut by students into 3" x 18") — *class set*

Shadow Plays

- Flashlight or overhead projector — *at least one*

Collections

- Pan balance — *at least one*
- Rocks or seeds (of varying sizes) — *many*

Make A Windsock

- Crayons or colored markers (variety of colors) — *several packs*
- Crepe-paper (one yard each) — *four per Windsock*
- Fish line or yarn — *one yard per Windsock*
- Paper bag (lunch size) — *one per Windsock*
- Stapler — *several*

Writing Riddles

- Index card (5" x 7") — *one per Riddle*

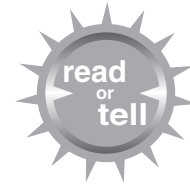
Design a Habitat Stamp

- Index card (3" x 5") — *one per Habitat Stamp*

Procedure

Fishin' Fun

1. Ask group leaders to pass out the visors, Camper's Logs, SAFETY RAP, and Student Guides.
2. Relay the following facts or ask personnel from state fisheries or game and parks to do so. A parent who is an avid fisherman is also a good choice if you tell him/her what you would like to have covered. There are 25,000 species or kinds of fish in the world—most of which hatch out of eggs.
3. Tell campers to refer to their Student Guides, page 7, **Fishy Facts**. As they study the diagram of person and fish, tell or explain these facts:
 - a. "Fish keep afloat because of a swim bladder that holds air and makes them buoyant. Most swim by twisting their bodies. Their tail fin pushes the water from side to side and the other fins are for steering. The scales on a fish are its protection and grow with the fish. In fact, you can calculate a fish's age by examining its scales under a magnifying glass. As shown by the diagram, fish have no lungs; they take in water through their mouths and their gills take the oxygen from the water and keep it in the fish. Both humans and fish have backbones. Fish eat: fish eggs, tiny plants and animals (called plankton), other fish, and insects. They defend and protect themselves with their scales; some have sharp spines while others change color and become camouflaged when in danger. Still others have sharp teeth, a sword-like snout, or deliver a shock, as an electric eel does.



DAILY DIRECTIONS

SESSION 5



Remind students that they should always abide by these protective laws when fishing. There will be no fish in the future if we do not take care to preserve them today.

This is a good time to discuss students' fishing experience. Some may even know which type of fish like which type of bait.



- b. Human beings have become quite clever at catching fish, but fish can still outsmart us for hours at a time. In order to protect fish from being killed off, state and local governments have passed protective laws. A good angler always learns the laws and abides by them. These laws vary from state to state and from one fish species to another. Look on page 7 in your Student Guide. You will find illustrations of tackle used when fishing. A good angler will also know which fish like to nibble on which type of bait and during what time of day. Take a moment to look over the tackle in your Student Guide.
- c. State fisheries departments have tagging programs. They insert small metal tags in young fish at a given site, often a hatchery. These tags have numbers on them. When the fish is caught, the person who catches the fish sends the tag to a fisheries or game and parks office along with some basic information: date and place caught and the length of the fish. A state employee then looks up the number on the tag in their records. They record the information from the tag. They can tell how much the fish grew since the day it was tagged and also how far it has traveled. They can learn many other things they need to know from such a program so it is very important to send any tags in.
- d. Does anyone know what *catch-and-release* fishing is?
 - It is fishing for sport only—not for food. The person who catches the fish carefully removes the hook and releases the fish.
 - How does it benefit fish? (They can grow larger and can lay more eggs to increase their species.)

e. Each species of fish has to be a certain length in order to be kept. Usually, you can catch and keep only a certain number of each type of fish in one day. If you ever catch an unusually large fish for its species, it may be a state record. States keep a record of such large fish and even issue certificates to such a master angler.”

4. Give leaders a ruler and a copy of KEEPERS for each group member. Tell your campers:

“We are going to measure some ‘fish.’ I want you to look about the classroom for things that are the same length as those shown on the KEEPERS sheet. When you find something, write it under the appropriate column. It may be a pencil, the edge of a book, paper, or desk and should be within one-half an inch of the size given on the sheet. If you run into difficulty, you may ask permission to work with another group member.”

Allow about *15 minutes* for this activity.

5. Administer the appropriate PRE/POSTTEST.

Integrating Technology

Students use Electronic Mail to contact your State Game and Parks Commission to find out about the fish tagging process they use.

Finishing Touches

1. Give leaders the Fact/Opinion Game folders. Tell them to mix the FISH CARDS up and place them face down on the floor or table in front of their group. Each member takes a turn drawing a card from the top of the pile, reading the statement and placing the fish in the appropriate tank—either the *fact* or the *opinion* pocket. If teammates disagree, they should discuss the answer in the group. Allow the groups to play the game twice. After *20 minutes* pick up the games.



Assign partners for this activity if you have young campers.

DAILY DIRECTIONS

SESSION 5

2. Write the following song parts on the board and ask campers to brainstorm for words to fill in the blanks. Write two or three verses together and then sing the entire song.

A camping we will go.

A camping we will go.

We'll _____.

And _____.

And then we'll _____.

One example might be "We'll pitch our tent, and go for a swim and then we'll take a hike."

3. Now ask campers to decide which activities they would like to share with their parents who will be arriving soon. Enlist their help in setting up the boat/life-jacket demonstration if you have not already done it. Remind campers that they may share their fables; posters; shadow plays; riddles, fables, or letters they wrote; games they enjoyed; collections; Camper's Logs; and their Student Guides and all the activities in them.
4. Each camper can make one recipe for his/her parent(s). Ingredients should be provided as they were for the class and set up ahead of time.
5. Consider assessing the following activities from Session 5:
 - Cooperative group work
 - Students' technical skills
 - Writing activities (Creative Campers' Write/Writing Riddles; Postcards)
 - Pre/Posttest

Culmination

1. When parents are seated, have campers do the SAFETY RAP for them.
2. Repeat the boat/life-jacket demonstration, possibly with a camper conducting it and parent volunteers taking part.
3. Allow about *20 minutes* for campers to take their parents around the "camp" and share activities and ideas. If students will make recipes for parents, allow another *15 minutes*.
4. Give leaders CAMPFIRE SING-ALONG for each member to share with his/her parents. Encourage parents to join in as you sing the songs. Many other songs can be added. Two excellent sources are *Wee Sing Around the Campfire* and *The Silly Songbook*. These are listed in the Bibliography and Resources (pages 20–25).
5. Call each camper forward to receive his/her CAMPER'S AWARD.

PRE/POSTTEST (PRIMARY)



Animals and Environment

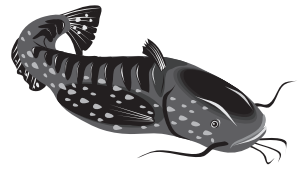
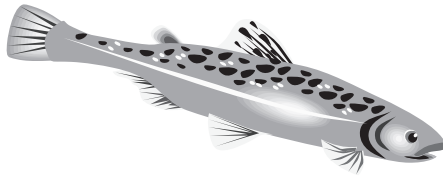
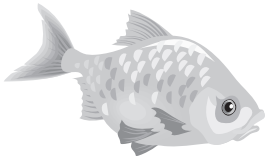
1. Write the names of four living beings that are part of the same food chain.

1. _____ 3. _____
2. _____ 4. _____

Place these names in the boxes below to show how the food chain works.

--	--	--	--

2. Identify these three common freshwater fish.



3. List at least four ways you can take care of the environment while camping.

1. _____
2. _____
3. _____
4. _____

Health and Safety

1. Explain what “Leaflets of three, let me be” means.

2. List three ways the oil from poisonous plants can be spread

1. _____
2. _____
3. _____

3. Tell the two best ways to prevent getting poison oak, poison ivy, or poison sumac.

1. _____
2. _____



PRE/POSTTEST (PRIMARY)

4. Identify which of these creatures is a tick, which is a chigger, and which is a mosquito.



5. Name two ways to prevent being bitten by these creatures.

1. _____

2. _____

6. Draw four things you can do to prevent sunburn.

7. Explain “reach, throw, row, never go.”

8. Draw five important rules for water safety.

PRE/POSTTEST (INTERMEDIATE)



Animals and Environment

1. Use a graphic organizer of your choice to illustrate a food chain involving at least five living beings; be prepared to explain your diagram.
2. Use a graphic organizer to show the similarities and differences in four or more species of freshwater fish. (Some categories might be: size, coloring, feeding habits, body appearance.)
3. Create two posters to show at least four ways you can take care of the environment while camping.

Health and Safety

1. List or illustrate the common characteristics of poison oak, poison ivy, and poison sumac.

2. List four ways the oil from poisonous plants can be spread.

1. _____
2. _____
3. _____
4. _____



PRE/POSTTEST (INTERMEDIATE)

3. Tell the two best ways to prevent getting poison oak, poison ivy, or poison sumac.

1. _____

2. _____

4. Name three ways to prevent being bitten by ticks, chiggers, and mosquitoes.

1. _____

2. _____

3. _____

5. Tell how to remove a tick from the skin and how to treat bites from these insects.

6. Create a poster showing at least four things you can do to prevent sunburn.

7. Write a slogan for each of the five important rules for water safety. Use “reach, throw, or row, but never go” as an example.

1. _____

2. _____

3. _____

4. _____

5. _____



Dear parents,

On Monday we begin constructing a classroom campground. We need your help with supplies. If you have any of the following items that we may borrow for about a week, please send them to school as soon as possible.

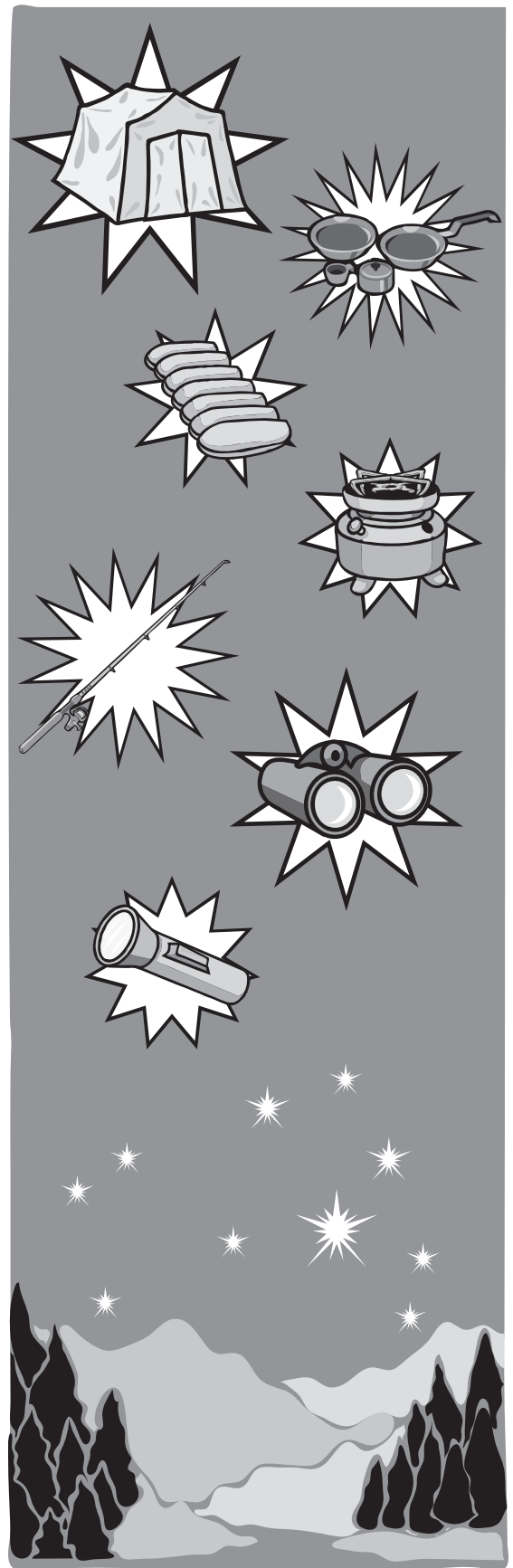
- Free-standing tent
- Plastic ware/plates
- Old pots and pans
- Old blankets
- Sleeping bags
- Camp stove (without hookup or propane)
- Rod and reel (without line)
- Any clean, empty food containers appropriate for camping (milk, juice, cereal boxes, vegetable cans, and the like)
- Cooler
- Binoculars
- Flashlight
- Water jug

The purpose of this activity is to help your child learn about our environment and how we might continue to enjoy it. We will have many different experiences during our CLASSROOM CAMPGROUND simulation. Later on you will be invited to share in our fun.

Thanks for your help.

Sincerely,

Your child's teacher

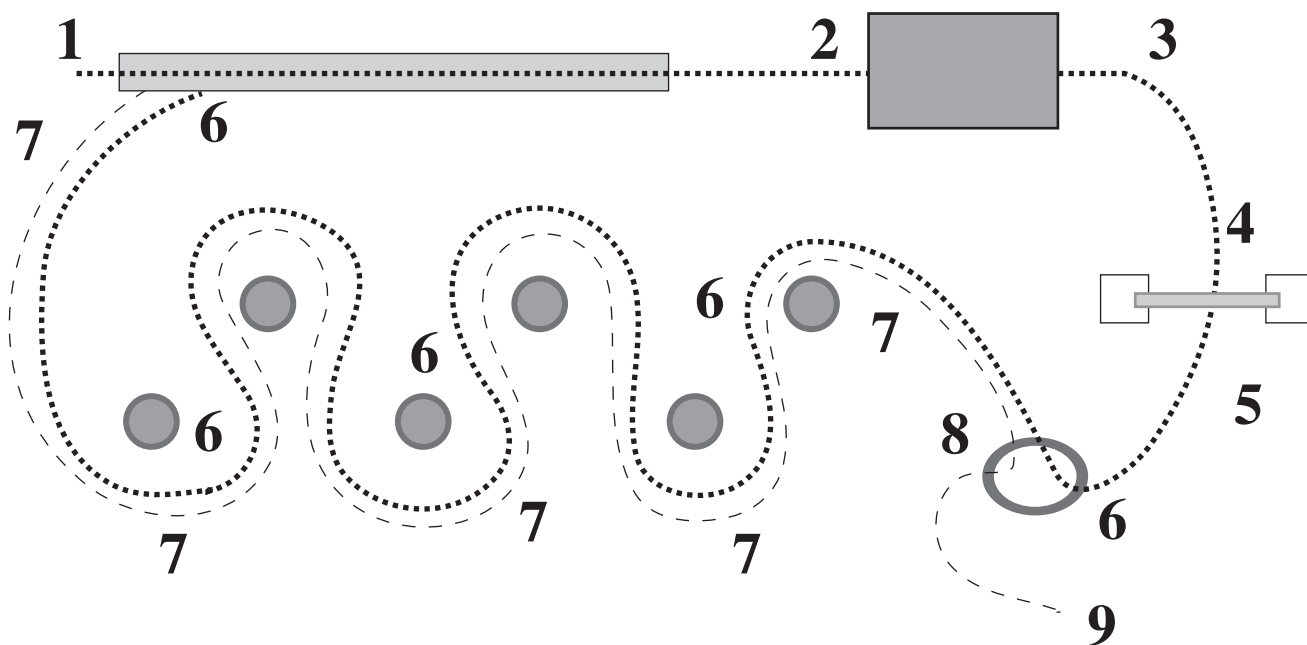




OBSTACLE COURSE

Directions

1. Place one foot in front of the other and walk along the 2" x 4".
2. Crawl under the table.
3. Hop on one foot to the yardstick and chairs.
4. Crouch and walk under the yardstick without touching it.
5. Jump as high as you can 10 times.
6. Pick up the hoop and hula as you zigzag between the cones.
7. Roll the hoop zigzag back through the cones to its original position.
8. Jump completely over the hoop four times.
9. Make certain you leave all items as you found them.

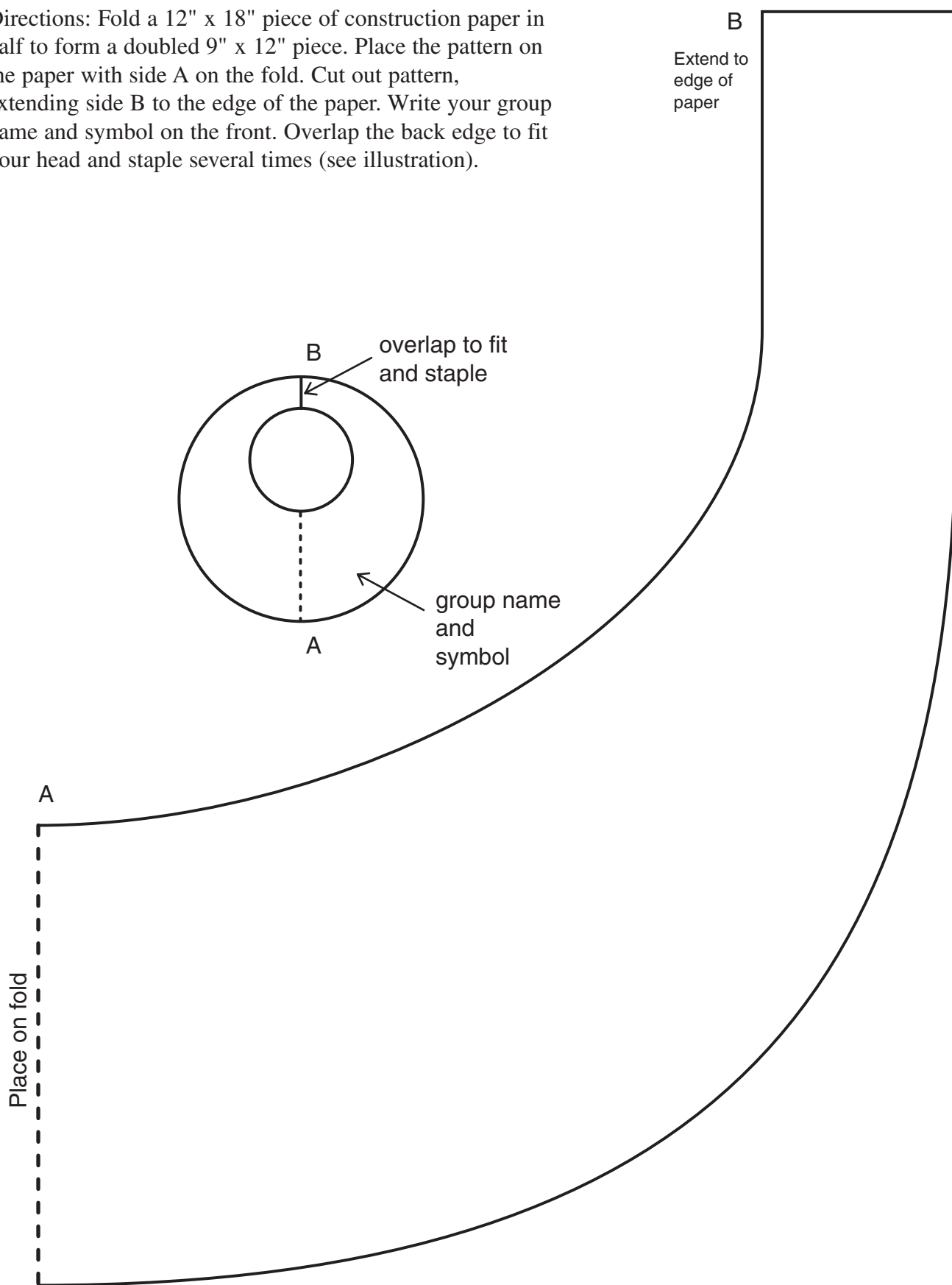


Classroom Campground Obstacle Course

SUN VISOR

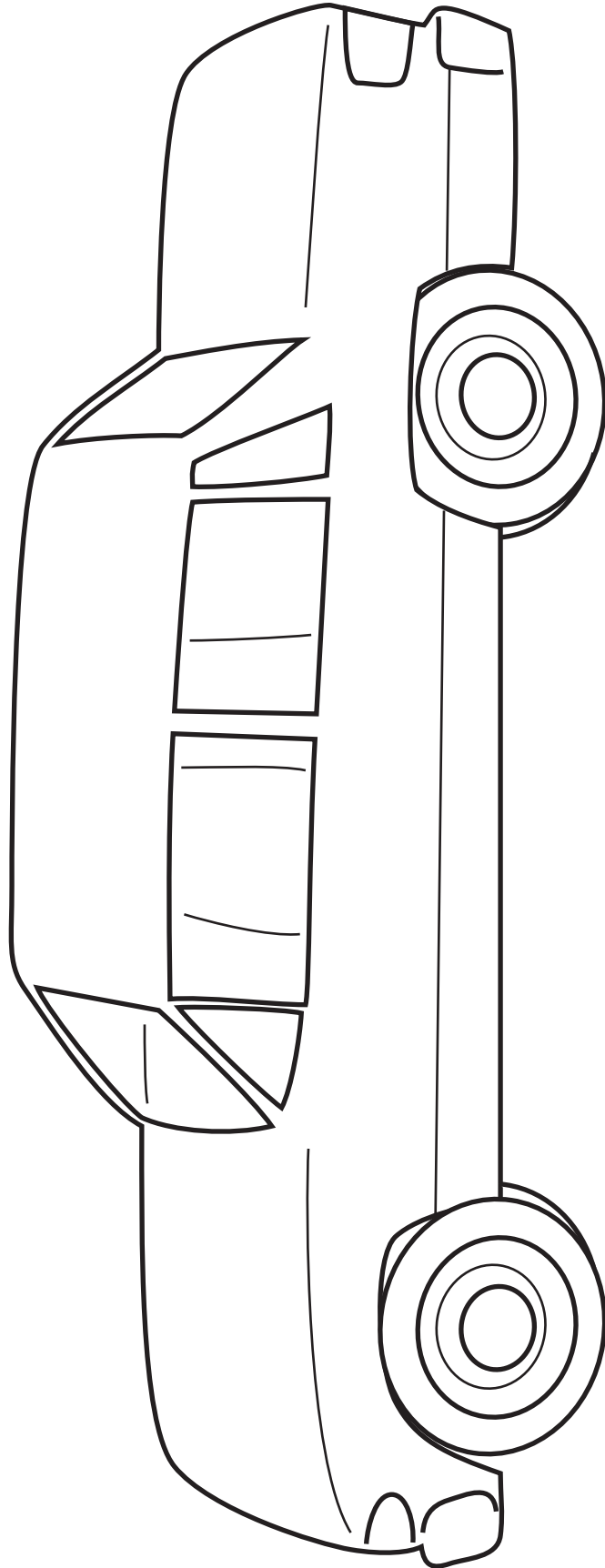


Directions: Fold a 12" x 18" piece of construction paper in half to form a doubled 9" x 12" piece. Place the pattern on the paper with side A on the fold. Cut out pattern, extending side B to the edge of the paper. Write your group name and symbol on the front. Overlap the back edge to fit your head and staple several times (see illustration).

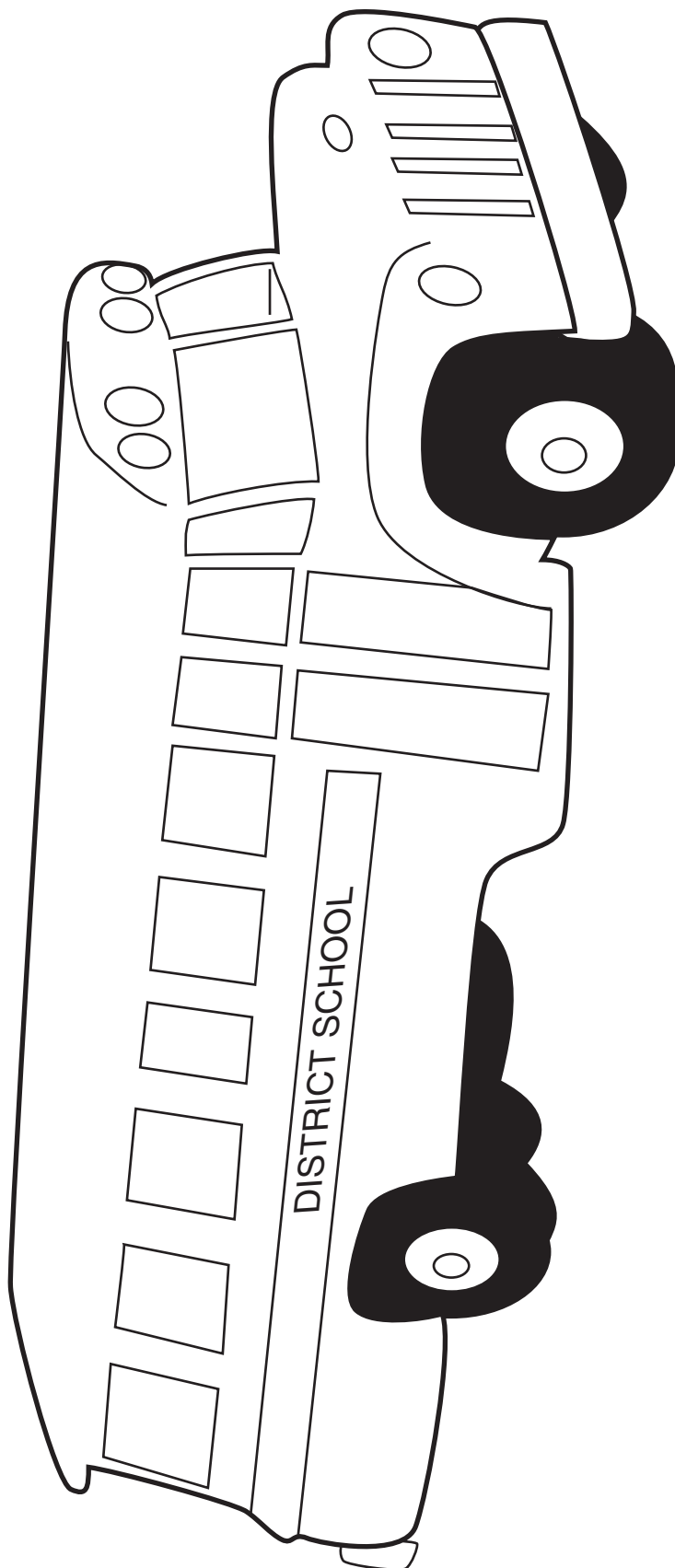




FAMILY CAR



SCHOOL BUS OR VAN





COOPERATIVE GROUP WORK RUBRIC AND CAMPER'S LOG RUBRIC

COOPERATIVE GROUP WORK RUBRIC

Level 4 — Exemplary

You consistently and actively help the group achieve its goals by encouraging the group to work together, and by willingly accepting and completing the necessary daily work.

Level 3 — Expected

You usually help the group achieve its goals by communicating with other group members, by encouraging the group to work together, and by willingly accepting and completing daily work.

Level 2 — Nearly There

You sometimes help your group achieve its goals.

Level 1 — Incomplete

You do very little to help your group achieve its goals.

CAMPER'S LOG RUBRIC

Level 4 — Exemplary

- Your log entry clearly expresses all activities that you participated in during the Session.
- Your log entry appropriately includes many adjectives and descriptive phrases.
- Your log entry consistently employs correct grammar, punctuation, and spelling.

Level 3 — Expected

- Your log entry expresses many activities that you participated in during the Session.
- Your log entry includes some adjectives and descriptive phrases.
- Your log entry employs correct grammar, punctuation, and spelling.

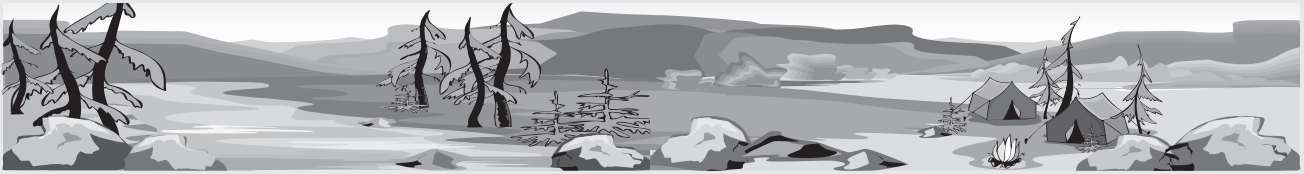
Level 2 — Nearly There

- Your log entry expresses some of the activities that you participated in during the Session.
- Your log entry includes few adjectives and descriptive phrases.
- Your log entry contains some grammatical, punctuation, and/or spelling errors.

Level 1 — Incomplete

- Your log entry contains few or none of the activities that you participated in during the Session.
- Your log entry includes few to no adjectives and descriptive phrases.
- Your log entry contains many grammatical, punctuation, and/or spelling errors.

CAMPING LIST



Clothing

Food

Cooking Equipment

Additional Equipment



TECHNICAL SKILLS RUBRIC AND WRITING RUBRIC

TECHNICAL SKILLS RUBRIC

4 — Exemplary

- You demonstrate creativity in the use of available technology.
- You use your own time to learn new technical skills or applications.
- You are proficient in word processing, drawing, and several other programs.
- You are proficient in inserting graphics from a variety of sources.

3 — Expected

- You utilize available technology.
- You are willing to learn new technical skills or applications.
- You demonstrate competency in most aspects of word processing and drawing.
- You insert graphics from more than two sources.

2 — Nearly There

- You need additional instruction in basic use of technology.
- You show an interest in using technology.
- You are learning basic word processing and drawing.
- You are learning to copy & paste and insert graphics.

1 — Incomplete

- You demonstrate little or no knowledge of technology.

WRITING RUBRIC

Level 4 — Exemplary

- Your writing clearly expresses your ideas.
- Your writing includes all components as defined in the directions for the activity.
- Your writing appropriately includes many adjectives and descriptive phrases.
- Your writing consistently employs correct grammar, punctuation, and spelling.

Level 3 — Expected

- Your writing expresses ideas.
- Your writing includes many of the components defined in the directions for the activity.
- Your writing includes some adjectives and descriptive phrases.
- Your writing employs correct grammar, punctuation, and spelling.

Level 2 — Nearly There

- Your writing has few ideas expressed.
- Your writing includes some of the components defined in the directions for the activity.
- Your writing includes few adjectives and descriptive phrases.
- Your writing contains some grammatical, punctuation, and/or spelling errors.

Level 1 — Incomplete

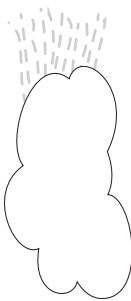
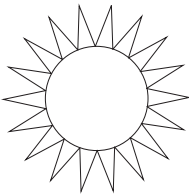
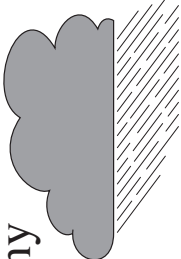
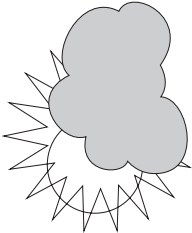
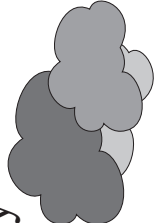
- Your writing contains few or no ideas expressed.
- Your writing includes few components defined in the directions for the activity.
- Your writing includes few to no adjectives and descriptive phrases.
- Your writing contains many grammatical, punctuation, and/or spelling errors.

Camper's Log

Camper's Log



CAMPER'S WEATHER CHART

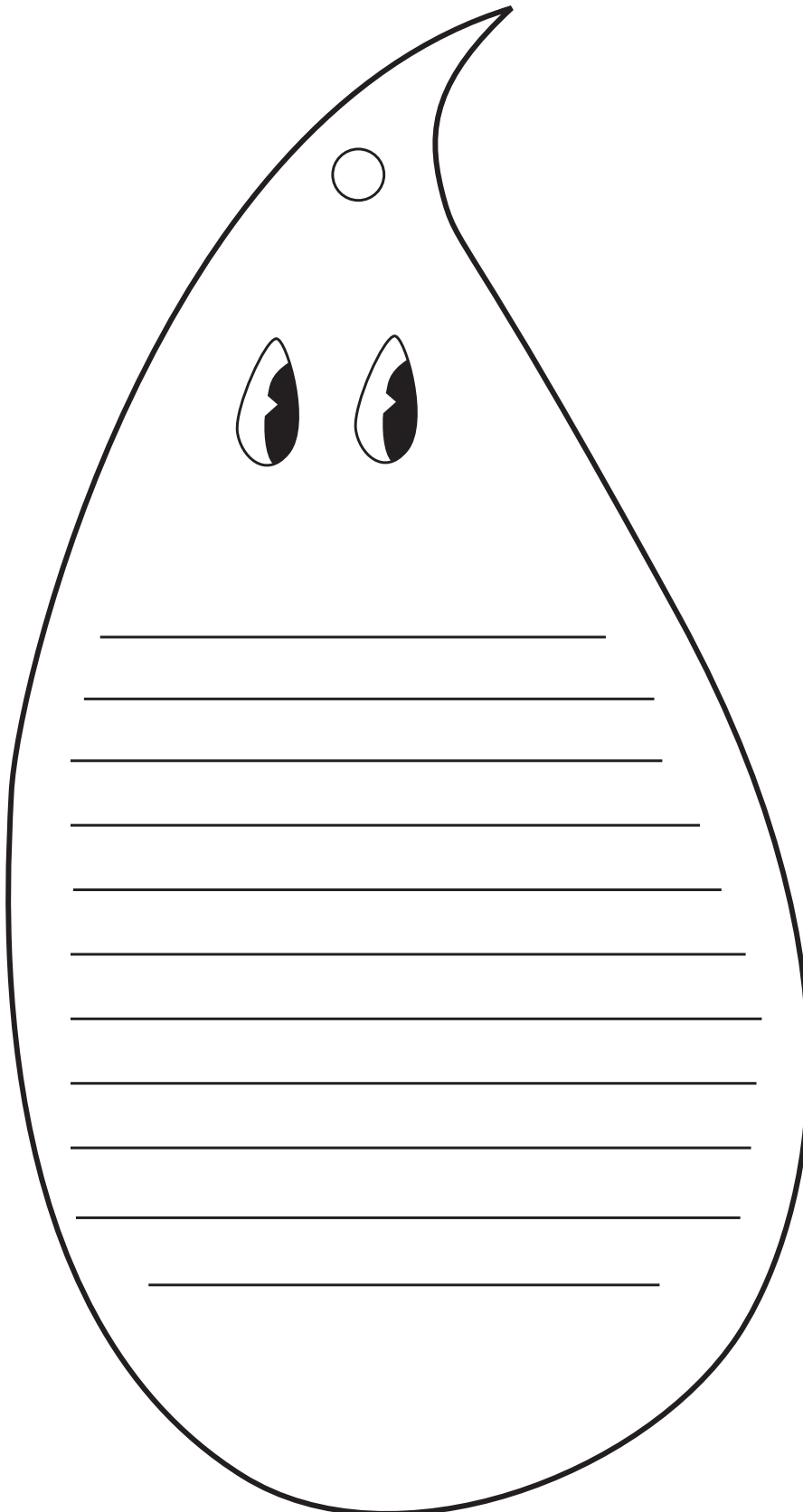
Weather type	Advantages	Disadvantages
Windy 		
Hot 		
Rainy 		
Cool 		
Cloudy 		

WIND

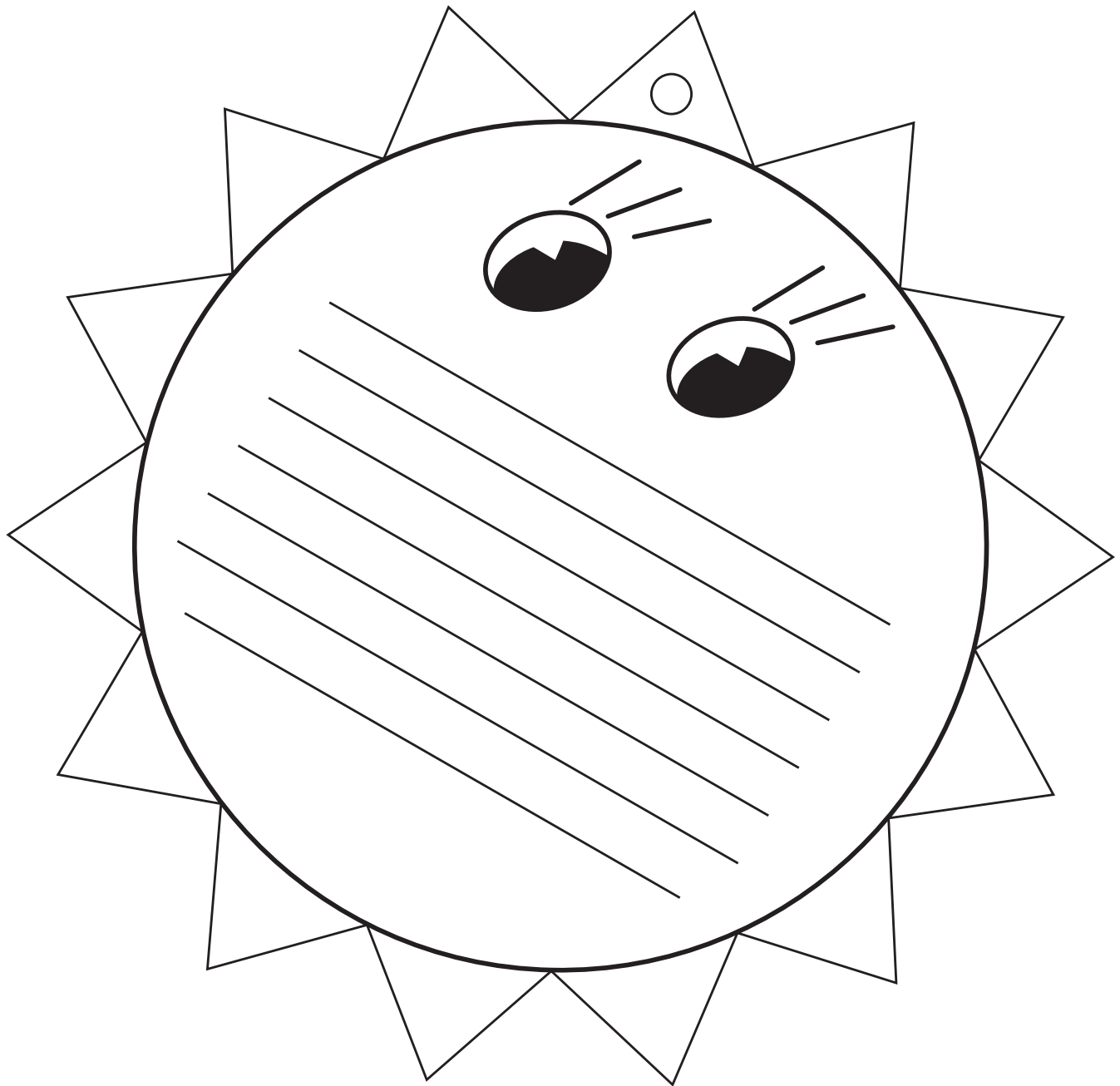




RAIN



SUN



Rainy Day Fun Card

Plastic Spoon Puppet

- Draw a face on a plastic spoon with a permanent marker.
- Make up a song or poem for your puppet.
- Move your puppet as you sing or recite your creation.

Rainy Day Fun Card

Colorful Play Dough

- Bowl (large) — *one*
- Flour — *3 cups*
- Food coloring — *2 teaspoons*
- Plastic bags — *one per batch of play dough*
- Salt — *3/4 cup*
- Water — *1 cup*
- Mix flour and salt together.
- Mix food coloring with water. Add gradually to flour and salt mixture.
- Mix until it is smooth and easy to handle. The more the mixture is handled, the smoother it becomes.
- Make shapes just like you would with any modeling clay.
- Store in plastic bags. Keep in a cool place. It will last for about a week.

Enough for 4–6 students.

Rainy Day Fun Card

Seed Art

- Take several different types of seeds.
- Arrange them in a pattern or design on a piece of wood or tree bark. (A paper plate works well, too.)
- When you have a design you like, glue the seeds onto your background.

Rainy Day Fun Card

Riddle Fun

- Make up a riddle about something you have seen while you were camping.
- Ask someone to guess the answer.

An example:

Riddle: *What runs and runs but never gets any place?*

Answer: *A river.*

Rainy Day Fun Card

Brain Bender

- Write as many words as you can using the letters in CLASSROOM CAMPGROUND.
- Proper names do not count.
- Challenge someone to write more than you did.

Rainy Day Fun Card

Penny Pitch

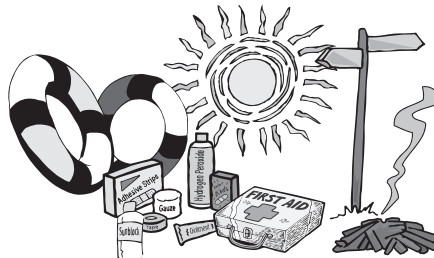
- Place a paper plate one foot from the end of a picnic or other table.
- Place another plate a foot beyond the first and yet another a foot beyond the second.
- Stand at the end of the table. Take turns tossing pennies into the plates without bending forward. (The closest plate is worth *1 point*; the middle plate is worth *5 points*; and the farthest plate is worth *10 points*.)
- Can you beat your own high score? How about someone else's.



SAFETY TEST

Your name: _____

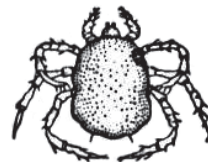
1. Preventing sunburn will help prevent _____.
2. Sun is the most dangerous between _____ and _____.
3. Aboard a boat, always wear a properly fitting _____.
4. Never swim _____.
5. Do not dive into _____ waters or water less than four and one-half foot deep.
6. Stay away from water in _____ weather.
7. Reach, throw, or row to a drowning person but don't _____.
8. A person loses muscle control faster in _____ water.
9. Stick to the _____ when hiking and keep an eye on the sun.
10. Avoid sitting or lying in grass and use an _____ repellent containing DEET.
11. Start fires only in open spaces and _____ them completely.
12. Watch wildlife from a safe distance but _____ them alone.





Chigger

Chiggers insert mouthparts into skin and inject a digestive fluid. The skin reacts by forming a tube so the chigger can feed on cellular fluid and then drop off. Reaction to the digestive fluid is itchiness. Avoid sitting or lying in grassy areas and apply an insect repellent containing DEET.



Mosquito

Dusk, dawn, and night are favorite times for mosquitoes to bite. They thrive in marshy areas, so avoid these areas if possible. Wearing protective clothing and using an insect repellent containing DEET will lessen the possibility of bites. If bitten, try not to scratch bites. Applying calamine lotion to the affected area will ease itching.



Tick

Brushy, woody, or grassy areas are favorite spots for ticks. The tick's bite may transmit diseases such as Lyme Disease or Rocky Mountain Spotted Fever. To remove, use tweezers and pull, using steady, upward traction. Or, soak a cotton ball in alcohol, fingernail polish, or turpentine and hold it over the tick. Disinfect the affected area with alcohol.

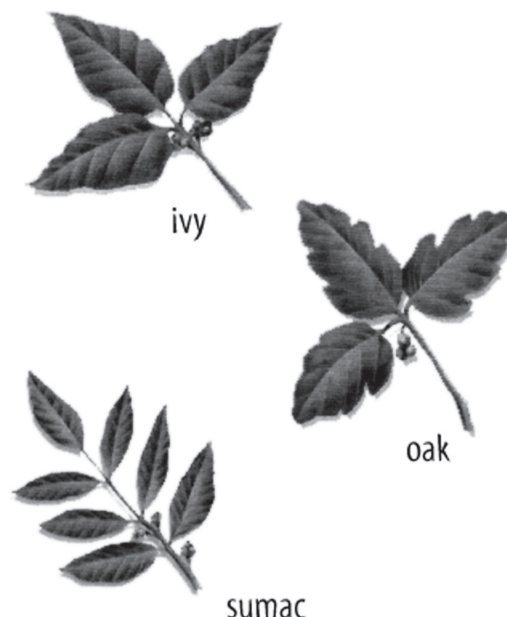




PESTS AND PLANTS TO AVOID

Poison Ivy, Poison Oak, and Poison Sumac

These dangerous plants are commonly found in wooded camping areas. “Leaflets of three, beware of me” is a saying that correctly describes the first two because each leaf has three leaflets. Poison sumac has a row of paired leaflets. On **each** of these plants, the middle or end leaflet is on a longer stalk than the other leaflets. This characteristic will help identify them from similar plants. Poison ivy and poison oak may appear as a short plant, a thick vine, or a small woody shrub. Keep in mind that the oil in the plants causes the rash. This oil, urushiol, remains on unwashed clothing, pets and equipment. Burning the plants can also spread the oil through the wind.



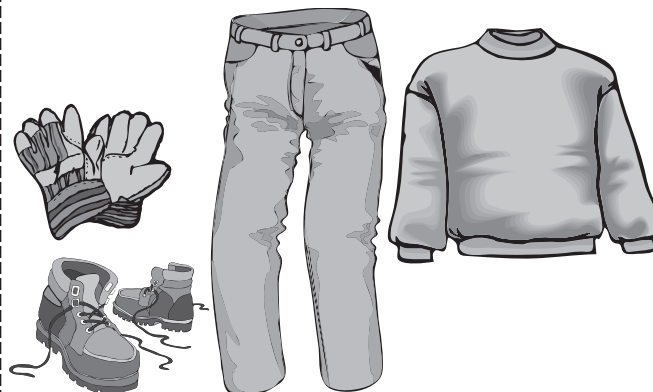
Contact and Treatment

Contact with these plants can make the mouth and skin itch, so try to avoid contact. Washing immediately after contact can help. Calamine lotion is best for mild cases. It is a good idea to follow this adage, “Leaves of three, let it be.” Scratching the irritated spots does not cause the spread of the infection but can infect them with bacteria. The irritation only occurs where the oil touches the skin. Apply a hydrocortisone cream to control itching. Severe cases may require a visit to a doctor. Repeated exposure may increase your risk of infection.



Prevention

One of the best ways to prevent exposure to these plants is to wear long sleeves, long pants, boots and gloves when hiking or working in wooded areas. Wash yourself and your clothing in cool water as soon as possible. Showering within the first 30 minutes after contact provides the best protection.



INSECT FACTS



- Without bees there would be no honey and many plants would not reproduce because there would be no pollination.
- Many bugs eat other harmful bugs.
- Fireflies or lightning bugs are fun to observe, as are crickets, praying mantises, water striders, and walking sticks.
- There are more than one million different kinds of insects in the world.
- Insects have six legs and three main body parts: the head, the thorax, and the abdomen. They also have two feelers and shell-like coverings.
- Some taste food with their feet and some hear with their hair.
- Ants and a few other bugs can lift many times their own weight.
- Insects hatch from eggs, and many are social or live together in colonies.
- None of them have teeth so they use their beaks to drink fluids from plants or animals.
- They have been around since prehistoric times and some even live in the Arctic.

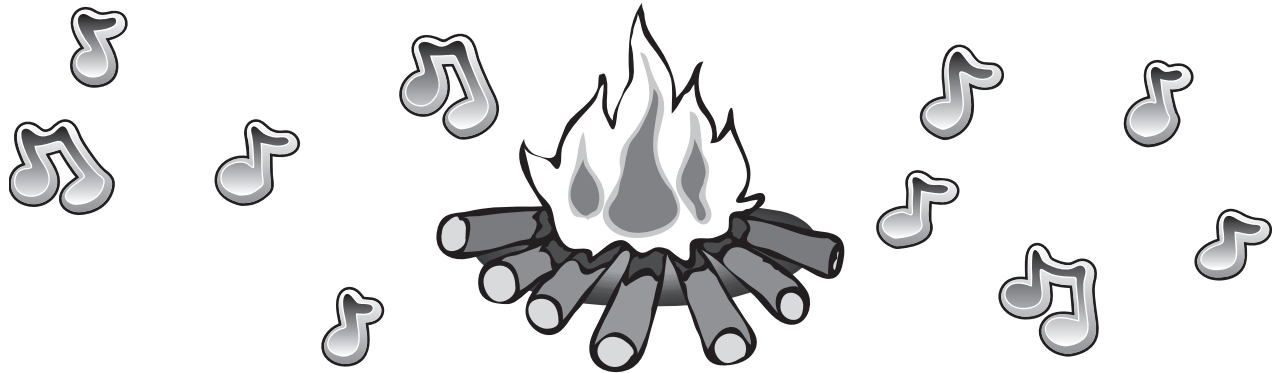


FIRST AID KIT

NAME: _____

FIRST AID KIT

SAFETY RAP



We're a happy bunch of campers
And we're here to tell you how
To keep your camp a safe one.
So listen well, right now!

If you start a fire,
Be sure to put it out.
And listen to the weatherman
Before you go about.

Go swimmin' with a buddy;
That's what's cool.
Look before you dive;
You don't want to play the fool!

Be sure to slap on sunscreen,
Insect repellent too.
So when you sit around the fire,
The bugs don't snack on you.

Wear your PFD
When you're riding in a boat
Even if you're fishin'
Or just enjoyin' a float.

Chorus:

We're doin' the Safety Rap
Ch, ch, ch, ch ch, ch
Doin' the Safety Rap
Ch, ch, ch, ch, ch, ch



RECIPE CARDS

Recipe Card

Shakey Snack

Put 1 Tablespoon dry milk and 1 Tablespoon instant pudding in a baby food jar.

Mix 3 Tablespoons cold water and 2 drops food coloring.

Add to mixture in jar. Put a lid on tight.

Shake well 50 times.

Stir and eat.

Serves 1



Recipe Card

Happy Trails Mix

Stir together 1/2 cup each:

bite-sized cereal, raisins, chocolate chips, shelled sunflower seeds.

Place 1/2 cup of mixture in each of 4 self-sealing plastic bags.

Eat!

Serves 4



Recipe Card

Apple Boats

Cut 1 apple into 4 equal parts.

Remove core, forming boats.

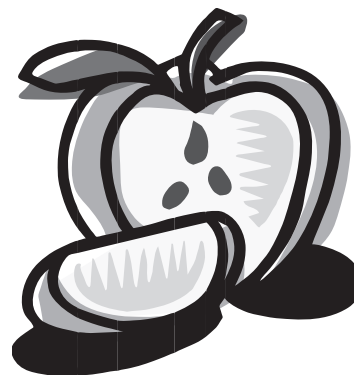
Mix 1 Tablespoon cream cheese and 1 Tablespoon applesauce.

Put 1/4 of the mixture into each boat.

Sprinkle granola over.

Eat!

Serves 4





Recipe Card

Ants On A Log

Spread 1 Tablespoon cheese spread on a stalk of celery.

Add 6 raisins.

Eat!

Serves 1



Recipe Card

MMM Schmoors

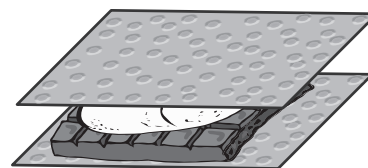
Place 1/4 of a chocolate bar on 1/2 a graham cracker.

Top with 1 large marshmallow and the other 1/2 of the graham cracker.

Microwave on high for 10 seconds.

Eat!

Serves 1



Recipe Card

Campers' Crunch

Mix together 1 cup animal crackers and 1/2 cup crunchy nugget cereal.

Add 1/4 cup hard-shelled candy and 1/4 cup raisins.

Place in 4 self-sealing plastic bags.

Eat!

Serves 4



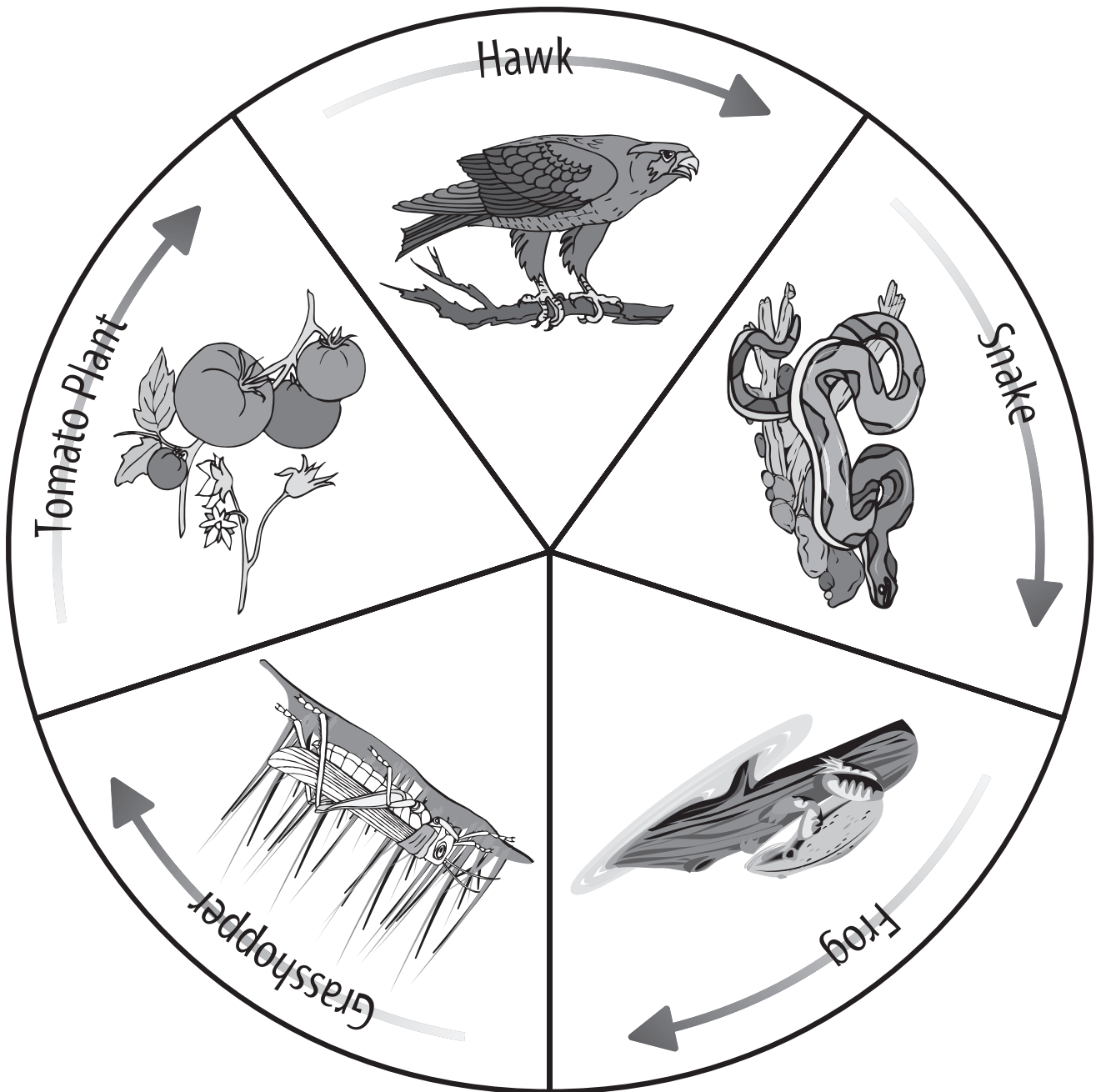


RECIPE PLACE CARDS

(Cut on solid lines. Fold on broken lines.)

Shakey Snack	Happy Trails Mix
Apple Boats	MMM Schmoors
Ants On A Log	Campers' Crunch

FOOD CHAIN





ANIMAL TRACKS

Note: some of the animal tracks are not life size.

Look for these common tracks in sand, dirt, mud, or snow.

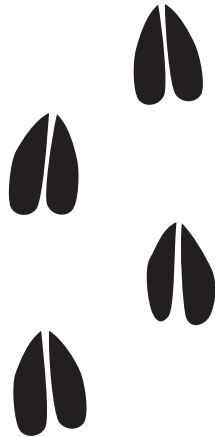
Rabbit



Cat



Deer



Bullfrog



Pigeon



Dog





**DATABASE:
CLASSIFYING ANIMALS**

Directions: Here are 27 different creatures. Write the name of each creature in each column if the creature belongs in that column. For example, in the *first column* you should write the name of every creature that has *feathers*.

Bass	Bobcat	Chipmunk	Crappie	Dog	Elk	Fox	Rabbit	Squirrel
Bear	Carp	Coyote	Crocodile	Duck	Falcon	Frog	Raccoon	Turtle
Beaver	Cat	Crane	Deer	Eagle	Ferret	Porcupine	Snake	Wolf

Feathers

Fur

Scales

Land

Air

Water



DATABASE: **CLASSIFYING ANIMALS (ANSWER KEY)**

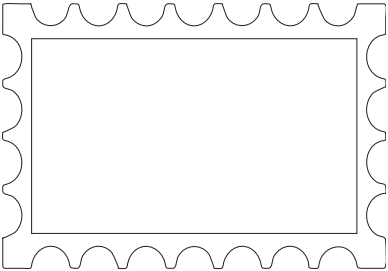
Directions: Here are 27 different creatures. Write the name of each creature in each column if the creature belongs in that column. For example, in the *first column* you should write the name of every creature that has *feathers*.

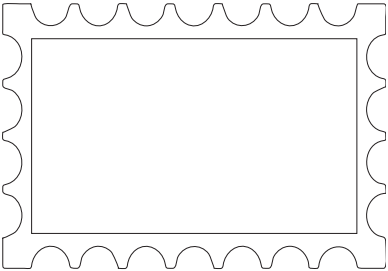
Bass	Bobcat	Chipmunk	Crappie	Dog	Elk	Fox	Rabbit	Squirrel
Bear	Carp	Coyote	Crocodile	Duck	Falcon	Frog	Raccoon	Turtle
Beaver	Cat	Crane	Deer	Eagle	Ferret	Porcupine	Snake	Wolf

<u>Feathers</u> crane duck eagle falcon	<u>Fur</u> bear beaver bobcat chipmunk coyote deer dog elk ferret fox porcupine rabbit raccoon squirrel wolf	<u>Scales</u> bass carp crappie crocodile snake	<u>Land</u> bear beaver bobcat cat chipmunk coyote crane crocodile deer duck ferret fox frog porcupine rabbit raccoon snake squirrel turtle wolf	<u>Air</u> crane duck eagle falcon	<u>Water</u> bass beaver carp crane crappie crocodile duck frog snake turtle
---	---	--	--	--	--

POSTCARDS



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div></div> <hr/> <hr/> <hr/> <hr/>
---	--

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div></div> <hr/> <hr/> <hr/> <hr/>
---	--



KEEPERS

Name _____

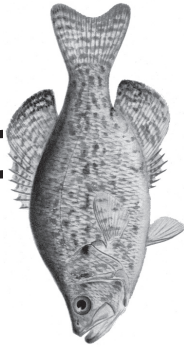
Catfish



16 inches

--	--	--	--	--	--	--

Crappie



11 inches

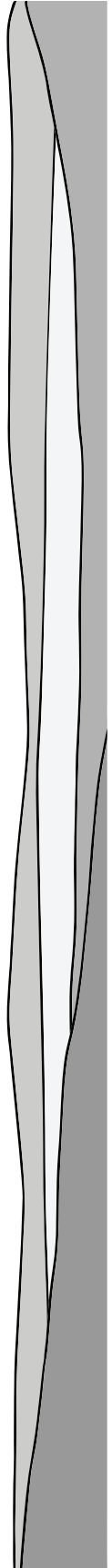
--	--	--	--	--	--	--

Bluegill



9 inches

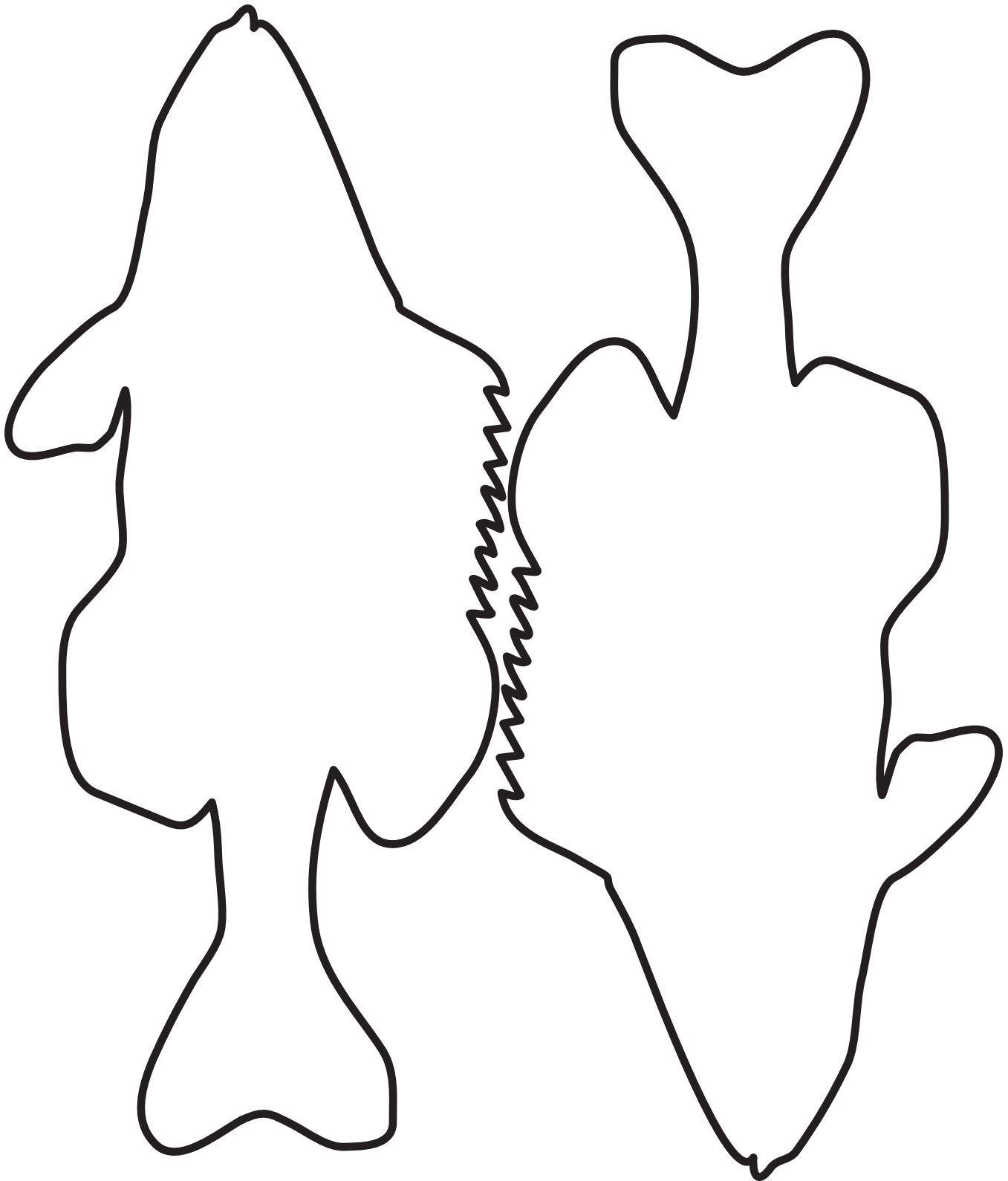
--	--	--	--	--	--	--



FISH CARDS



Directions for Teacher: For each group, duplicate nine times (for 18 fish per group) on heavy construction paper. Duplicate page 104—FACT/OPINION CARD SENTENCES. Glue one fact/opinion sentence on each fish.





FACT/OPINION CARD SENTENCES

Fish lay eggs.

Fish have scales.

Fish cannot live out of water.

Some fish live in fresh water and some in salt water.

Young fish are called fry.

Plants help make oxygen for fish to breathe.

Both fish and humans have backbones.

There are limits on the size of fish a person can keep.

Fish come in all sizes.

Fish are scary to touch.

Fish are great pets.

Fish taste very good.

It is fun to go fishing.

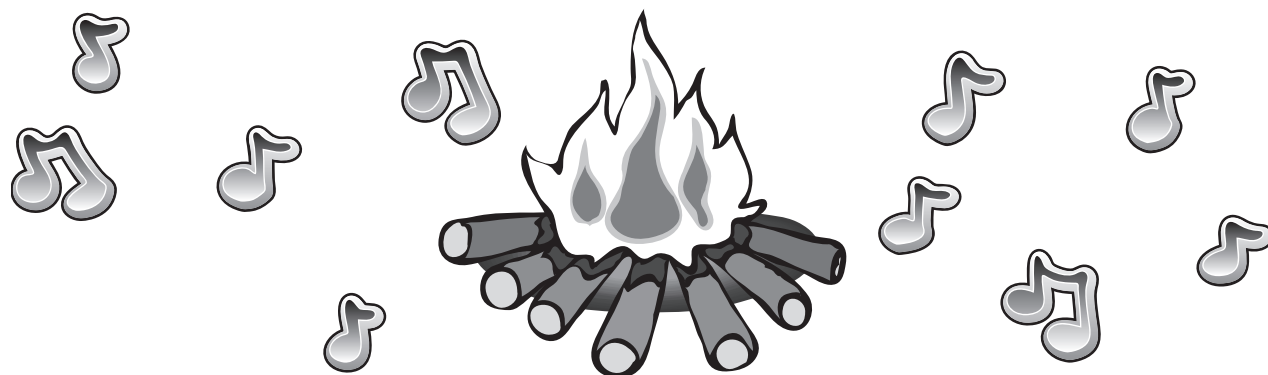
Some fish are pretty.

It is hard to put worms on a hook.

The catfish looks funny with whiskers.

It would be fun to float and swim like a fish.

All campers should pack a rod and reel.



Camping Spirit

I've got that camping spirit
Deep in my heart
Deep in my heart
Deep in my heart
I've got that camping spirit,
Deep in my heart to stay.

I've got that camping spirit
Up in my head
Up in my head
Up in my head
I've got that camping spirit,
Up in my head to stay.

I've got that camping spirit
Down in my feet
Down in my feet
Down in my feet
I've got that camping spirit,
Down in my feet to stay.

I've got that camping spirit
All over me
All over me
All over me
I've got that camping spirit,
All over me to stay.

If You're Happy

If you're happy and you know it, clap your hands.
If you're happy and you know it, clap your hands.
If you're happy and you know it,
then you really ought to show it
If you're happy and you know it, clap your hands.

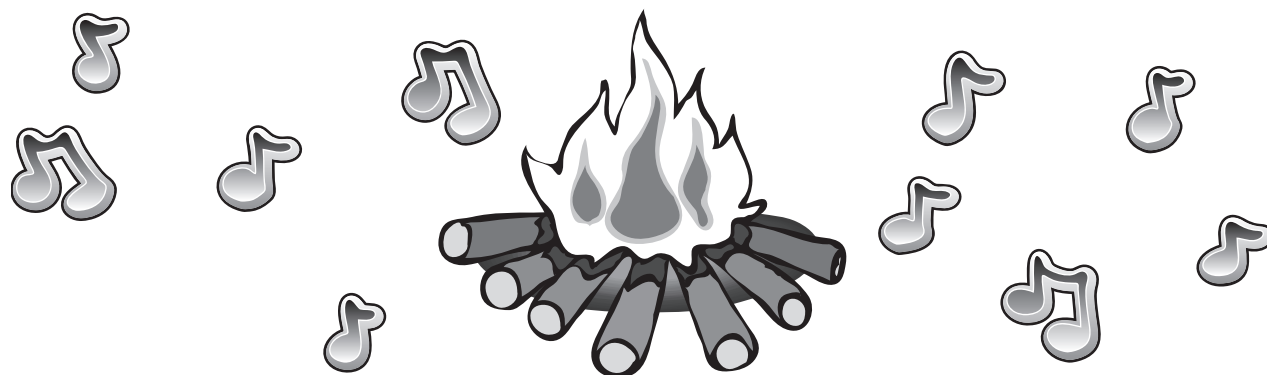
If you're happy and you know it, stamp your feet.
If you're happy and you know it, stamp your feet.
If you're happy and you know it,
then you really ought to show it
If you're happy and you know it, stamp your feet.

If you're happy and you know it, shout "hurrah."
If you're happy and you know it, shout "hurrah."
If you're happy and you know it,
then you really ought to show it
If you're happy and you know it, shout "hurrah."

If you're happy and you know it, do all three.
If you're happy and you know it, do all three.
If you're happy and you know it,
then you really ought to show it
If you're happy and you know it, do all three.



CAMPFIRE SING-ALONG



Row, Row, Row Your Boat

(Sing in rounds of 2 or 3.)

Row, row, row your boat,
gently down the stream,
Merrily, merrily, merrily, merrily,
life is but a dream.

Taps

Day is done, Gone the sun,
From the lake, from the hill,
from the sky,
All is well, safely rest, God is nigh.

It Ain't Gonna Rain No More

Oh, a peanut sat on a railroad track,
Its heart was all a-flutter.
The five-o-five came rushing by,
Presto! —peanut butter.

Chorus:

Oh, it ain't gonna rain no more, no more,
It ain't gonna rain no more.
So how in the heck you gonna wash your neck,
If it ain't gonna rain no more.

Oh, a skinny old lady once took a bath.
She didn't tell a soul.
She forgot to put the stopper in,
And slid right down the hole.

Chorus:

Oh, it ain't gonna rain no more, no more,
It ain't gonna rain no more.
So how in the heck you gonna wash your neck,
If it ain't gonna rain no more.



CAMPER'S AWARD

Presented to

Be a safe and happy camper the rest of your life!

Your Teacher

Date

TEACHER FEEDBACK FORM

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

Interact • Attn: Editorial
10200 Jefferson Blvd. • P.O. Box 802
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

***We enjoy receiving photos or videotapes of our units in action!
Please use the release form on the following page.***

Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____

R E L E A S E F O R M F O R P H O T O G R A P H I C I M A G E S

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

Phone: _____

Interact

10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436

Student Name: _____

CLASSROOM CAMPGROUND

Introduction

Even if you have never been camping, you are sure to enjoy CLASSROOM CAMPGROUND. You will actually set up a camp in your classroom. In the days ahead you will do many interesting and exciting camping activities.

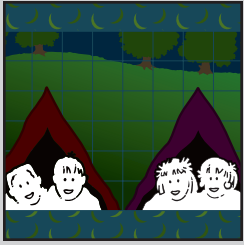
First, you will pack clothing and equipment. Then you will map your route to a chosen campsite in your state. You will learn about weather, sun, and water. You will also study insect and plant safety. There will be recipes to follow, songs to sing, stories and poems to write, and games to play. You will learn about animals and fish. You will also discover how to enjoy and protect our environment. On the last day, your parents will be invited to come to your CLASSROOM CAMPGROUND. They will be fascinated to see the things you have made and to take part in some of your favorite activities with you.



Responsibilities

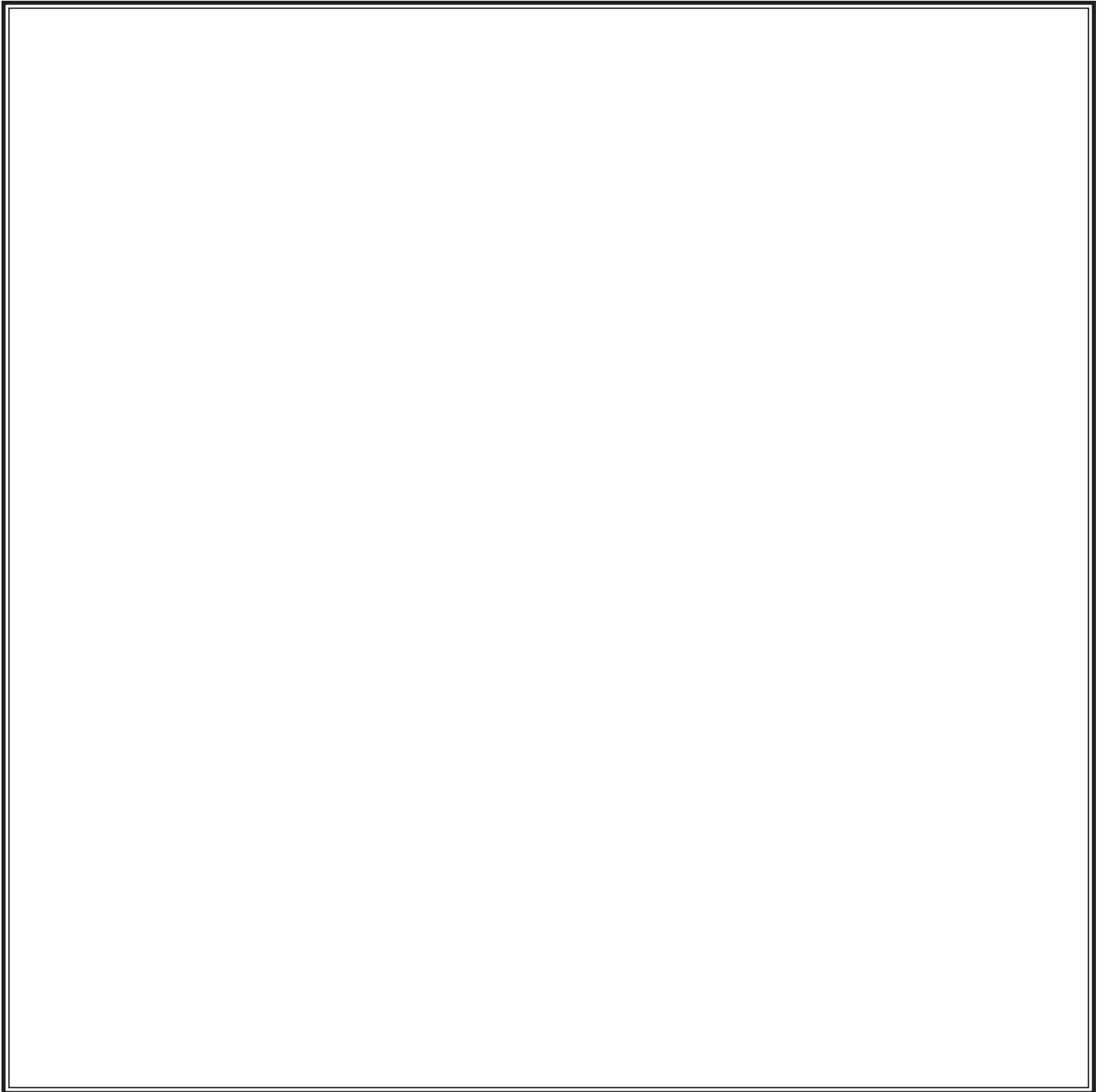
1. Work in large and small groups as well as alone.
2. Choose to do certain activities at the end of each session.
3. Help your group members complete several tasks.
4. All campers must wear sun visors during the entire simulation. Their design and color will identify your group.
5. Each of you must help keep the campsite in order. You will do this by immediately returning all supplies to their proper places.
6. Always treat all equipment with proper respect—as if you owned it yourself.
7. At the end of each of five sessions, write a few sentences in your own **Camper's Log**. (You will describe what you have done.)
8. Finally, use the back cover of this Student Guide to record any Group Activities your group members have completed.

And now get ready. CLASSROOM CAMPGROUND is about to begin!

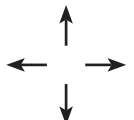


Design Your Own Campground

Draw or use a computer drawing program to design a campground map. Choose clipart symbols to represent each area and label these in a map key. You may also take graphics from websites that offer them for free use.



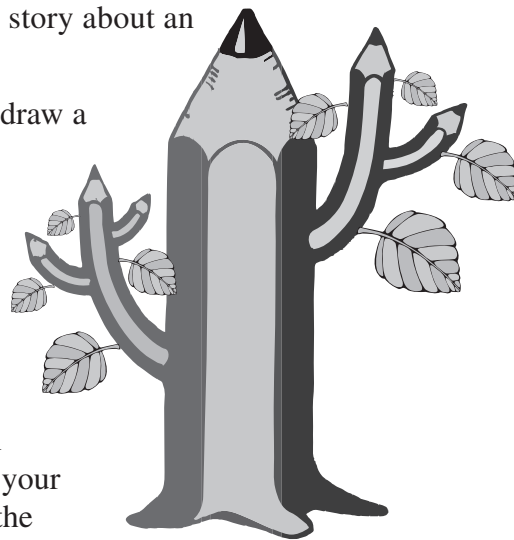
Map Key:



Creative Campers Write

(Session 1)

- Cut a tent, tree, or canoe shape out of paper. On the back write a story about an experience you might have in this object or place.
- Cut a strip of paper 18 inches by 3 inches. Fold it four times and draw a cartoon strip about people or animals in a camp situation.
- Make a list of state campgrounds or visit them on the Internet under your state's Game and Parks link. Choose one you would like to visit and send for information on that campground using either e-mail or the US Postal Service.
- Write a fish story on a fish-shaped paper.
- Write a letter or postcard to a grandparent describing your stay in camp. If a computer is available use it to create a postcard. Copy your favorite nature picture off of a website and use it for the front of the postcard. Or, copy several favorite WEB photos and paste them into a drawing document to make a scrapbook page arrangement. Add captions and cite your sources before attaching them to your letter. Be sure to cite any sources you use by pasting the URL underneath.
- Write a serious story titled "Lost in the Woods."
- Write a funny story titled "The One That Got Away."
- Write a letter to your State Office of Tourism. Request information about a state campground. (See your teacher for the address.)



Shadow Plays

1. Go inside the tent and put a flashlight on the floor. (You could instead stand between the overhead projector and a light wall.)
2. Turn on the flashlight or overhead projector.
3. See what unusual shapes you can make with your hands...and with your whole body.
4. Here are some ideas to get you started.



Rabbit: Place thumb and pointer tip to tip. Raise third and fourth fingers to wiggle ears.



Duck: Make fist but spread out pointer and thumb. Move slightly to "quack."



Coyote: Place three middle fingers together with palm toward your body. Lay thumb along top for ear. Drop little finger slightly to open and close mouth.



Snake: Put all fingers together—palm down. Let thumb drop slightly to move mouth.



Collections

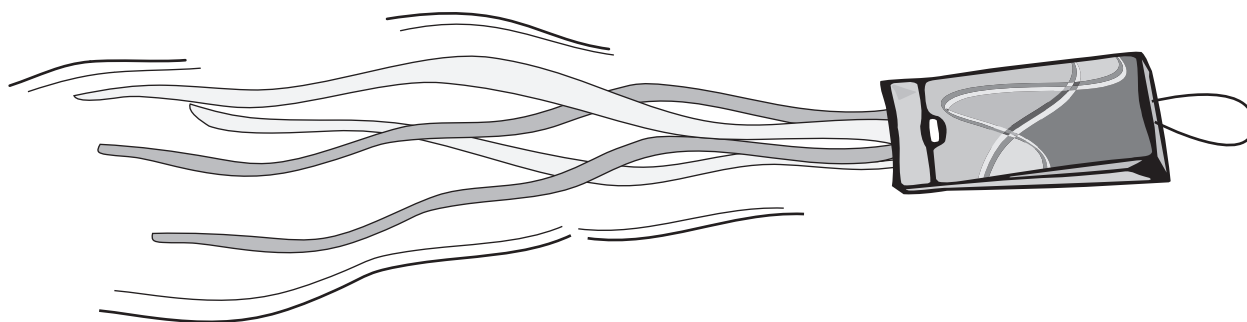
(Session 2)

- Collect rocks, leaves, and/or insects. Try to identify them from books you can find in your classroom.
- Use the clipboard to list in alphabetical order eight things you collected.
- Weigh rocks or seeds in a pan balance. See if you can find several that weigh as much as one large one.
- Take photos of your collection using a camcorder or digital camera. Put these into a computer drawing program and identify each. Share electronically or by printing and displaying at the *Camp Sing-along*.

**Make A Windsock**

A windsock helps you know the direction the wind is blowing. Think how such a windsock might aid fishermen and boaters.

- Find a lunch-size paper bag to use for your windsock. (*See below for example of completed windsock.*)
- Decorate this bag with crayons or colored markers. Print your name on its bottom.
- Staple four crepe-paper streamers (one yard each) at the opening.
- Poke two tiny holes in the bottom of the bag—about two inches apart.
- Put one yard of fish line or yarn through the holes and tie it in a knot inside the bag.
- Find a place to hang your windsock.



Share A Desk

Overcrowding is unpleasant. It is bad for plants, animals, and people. To experience this idea, ask your teacher if you can share a small classroom desk with a friend for *one whole school day*. **Here is the key rule:** *Neither of you may use any other workspace in the classroom during this day.*

Ask yourself these questions: Is it harder to do your work? Is it more fun having two of you in this space? Just before this school day ends, write a few sentences about your experiences. *Tell exactly how you feel.*



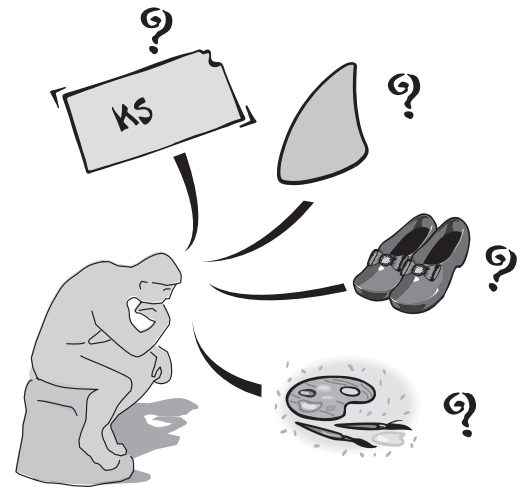
(Session 3)

Writing Riddles

- Write a riddle about an animal, fish, plant, or insect on a 5" x 7" card.
- Ask someone in your group to guess the answer.
- Here is an example of such a Riddle Card. See if you can solve this riddle.

Riddle Card

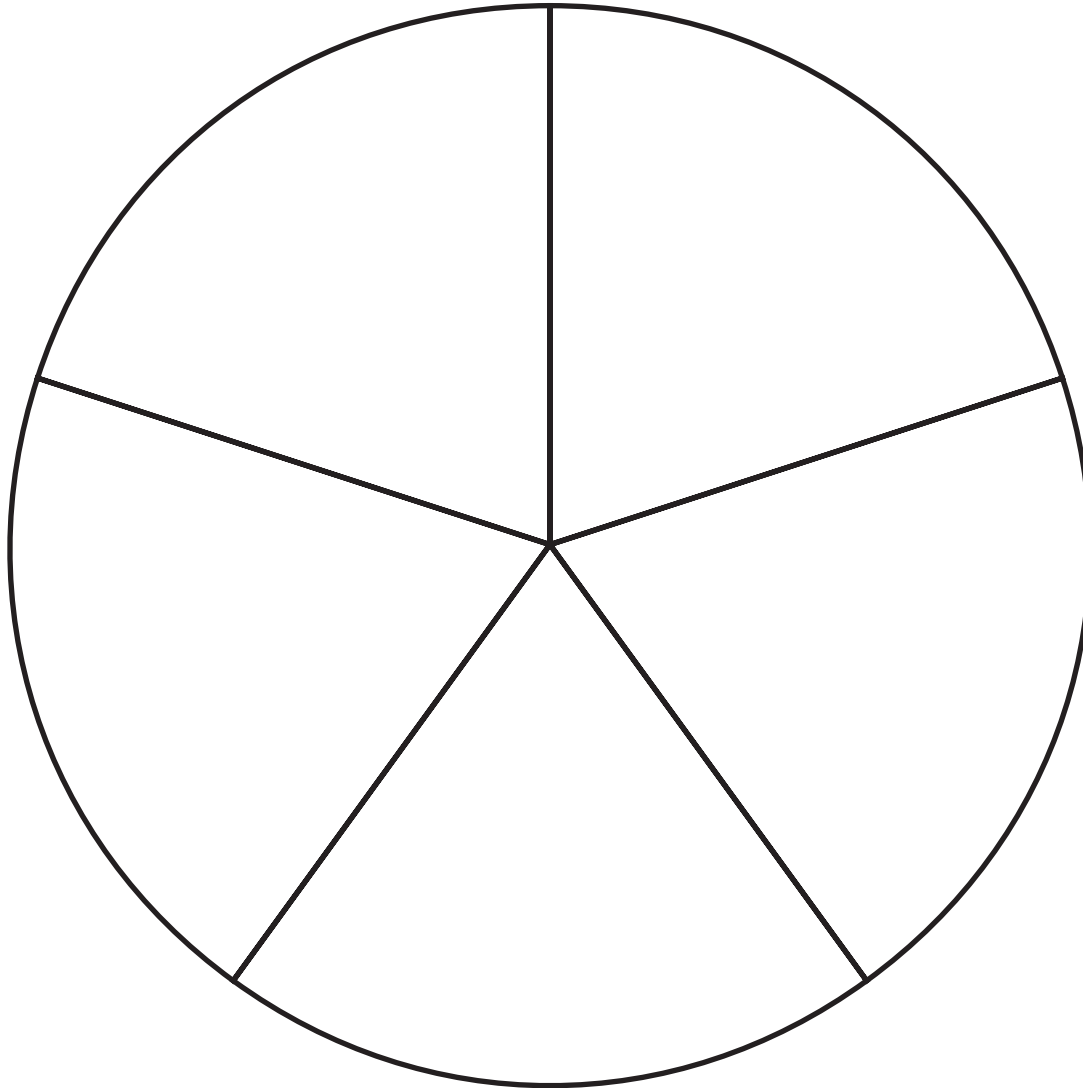
Can you come to Kansas
And catch me by a fin?
Dorothy sang a song
About my colorful skin.

**Notice:**

1. A good riddle gives only enough information to keep the other person interested but, maybe, unsure of the answer.
2. Your riddle does not have to rhyme.
 - Use computer presentation programs that have sound, graphics, and/or movies to create a product that contains riddles about animals, fish, plants, or insects. Create buttons to reveal answers. Use an electronic encyclopedia or the Internet to add photos and cite each.

Complete A Food Chain

(Session 4)



Design A Habitat Stamp

- Design a stamp showing a bird, fish, or plant in its natural habitat on a 3" x 5" index card or using the computer.
- If you use the computer, take a picture from the Internet or create your own in a draw or paint program. Add details and print in color. Display with those of your fellow campers.
- Explore virtual biomes at the following site before you begin designing.
What's It Like Where You Live
<http://www.mbgnet.net/>
- Be sure you print your name on the back of your work.



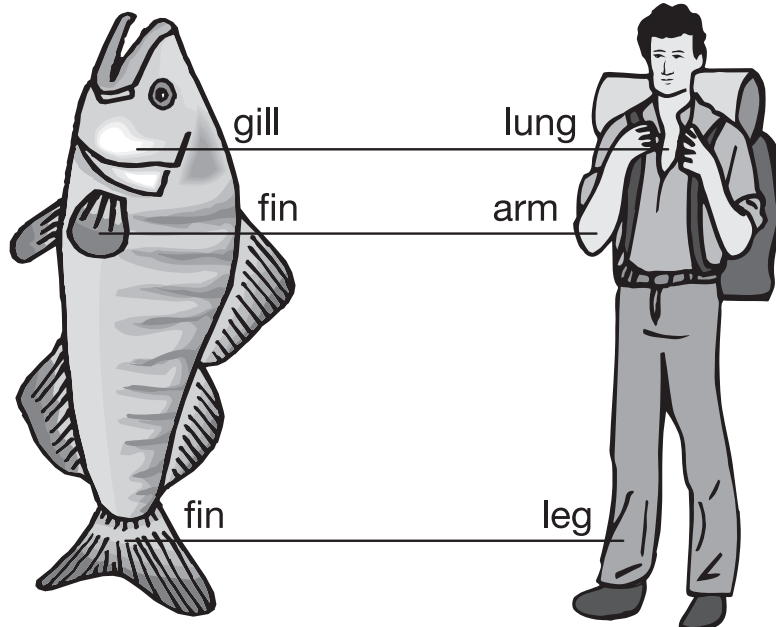
You can do this activity several times.

Fishy Facts

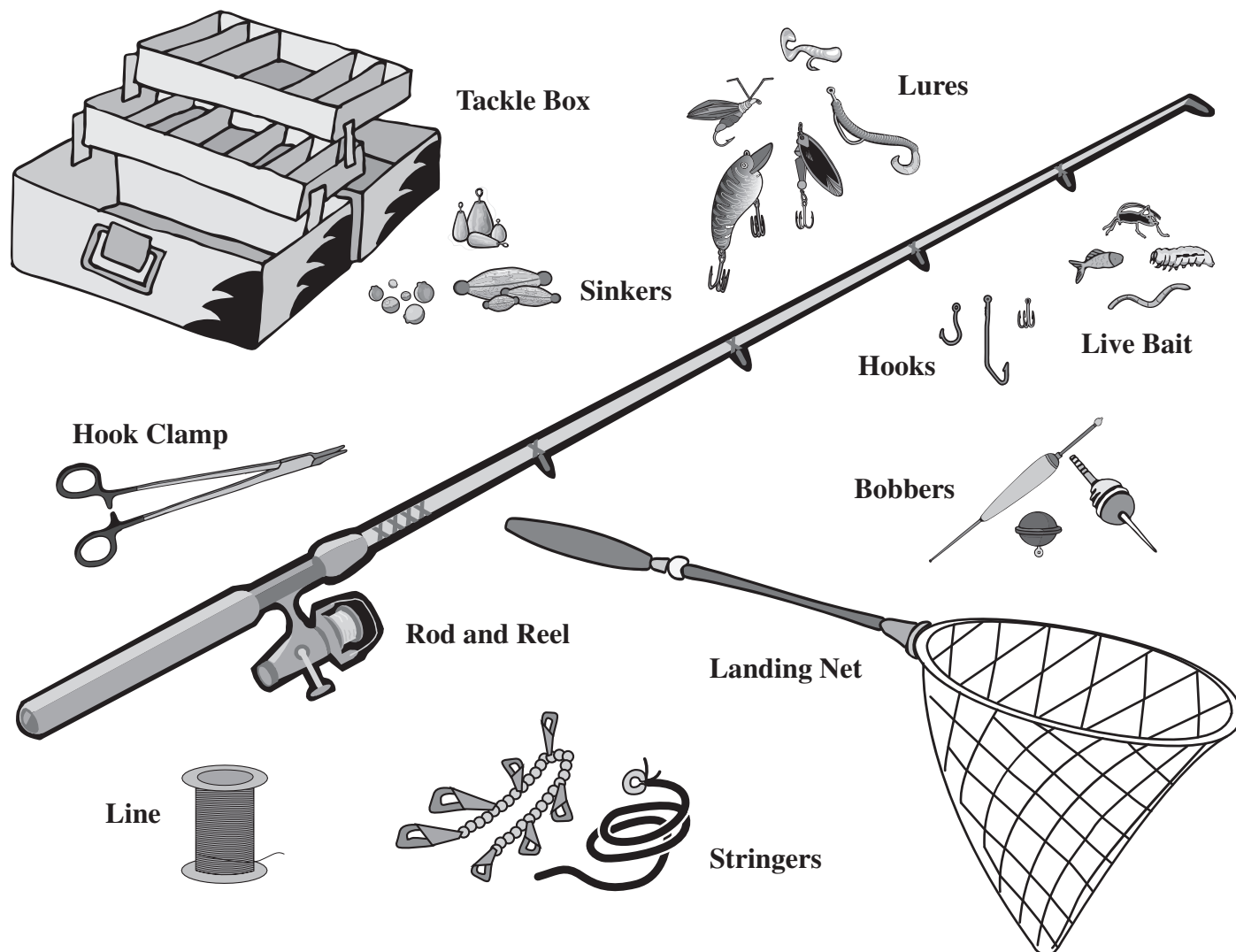
(Session 5)

- The tail fin pushes water from side to side. The other fins steer.
- Fish lay eggs which have to hatch.
- Human babies are born alive.
- Both fish and human beings have backbones.

Visit the State Game and Parks page to find out which species of fish can be found in the state where you choose to camp.



Tackle



GROUP ACTIVITY TIME

Once you complete all required activities you may repeat activities that you really enjoy.

Session	Activity	Place	X
1	Use the obstacle course	at obstacle course	
1	Read a book	in tent	
1	Design Your Own Campground (Student Guide, p. 2)	at your desk or at the computer	
1	Creative Campers Write (Student Guide, p. 3)	at picnic table or at the computer	
1	Shadow Plays (Student Guide, p. 3)	in tent or by overhead projector	
2	Rainy Day Fun Cards	see teacher or at the computer	
2	Collections (Student Guide, p. 4)	see teacher or at the computer	
2	Make A Windsock (Student Guide, p. 4)	see teacher	
3	Recipe Cards	see teacher or at the computer	
3	Share A Desk (Student Guide, p. 5)	at your desk	
3	Writing Riddles (Student Guide, p. 5)	at your desk or at the computer	
4	Classifying Animals	at your desk	
4	Complete A Food Chain (Student Guide, p. 6)	at your desk	
4	Design A Habitat Stamp (Student Guide, p. 6)	at your desk or at the computer	