The Costs and Benefits of Initiating, Promoting, and Maintaining a Student Outdoor Activities Club at Wauwatosa West High School.

by

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Abstract

The purpose of this study was to investigate the costs and benefits of initiating, promoting, and maintaining an outdoor activities club at Wauwatosa West High School. A secondary goal of the paper was to serve as a practical resource to others working with outdoor activities clubs or environmental clubs. The activities conducted by the club during the one-year study were: hiking, biking, climbing, skiing, and camping. Data was gathered from observation, student surveys, and student exit interviews. Results showed that the financial cost to the school was insignificant, and the costs of the activities to the students ($3-$30 per event) did not significantly discourage student involvement. The time cost to the club advisor, however, estimated at 193 hours, was significant. Interview results confirmed many club benefits including: improved student knowledge, team building, positive socialization, and improved environmental awareness. The results also indicated that experiences with negative environmental events have the potential to increase environmental awareness.
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CHAPTER I: INTRODUCTION

Research Problem Statement

What are the costs and benefits of initiating, promoting, and maintaining a student outdoor activities club at Wauwatosa West High School? The club will include activities such as biking, hiking, rock climbing, canoeing, skiing and camping.

Subproblems

1. To actually initiate, promote, and maintain an outdoor activities club at Wauwatosa West High School.

2. Determine the dollar cost to the school for initiating, promoting, and maintaining an outdoor activities club.

3. Determine the dollar cost to the individual student/student family for participating in club activities.

4. Determine the cost, in terms of time allocated, to the club advisor for initiating, promoting, and maintaining an outdoor activities club.

5. Assess the benefit of the club in terms of its impact on student growth in knowledge, socialization, and environmental awareness. This will require the development of materials to measure the level of student interest in an outdoor activities club and to conduct a post assessment of the clubs impact on the individual students (exit interviews).
**Hypothesis**

The existence of an outdoor activities club at Wauwatosa West High School will generate student involvement in the club and its activities, and thus increase student knowledge, promote environmental awareness, and promote positive student socialization.

**Significance of the Problem**

My goal in writing this paper is that it will be of practical use to others involved with any type of environmental club or activities club. With this overriding goal in mind, the significance of the problem breaks down into two parts:

- Running any type of student organization is a daunting task. What can I share with the reader that will assist him or her in the task of initiating, promoting, and maintaining an outdoor activities club? This largely answers the question, what are the costs?

- The initiation and long term impact of an outdoor activities club will require evidence that the club has a significant positive impact on students. What can I offer the reader in terms of data that he or she can take to administrators, community leaders, fellow staff members, and students that an outdoor activities club has real value and is thus worthy of the required investment. Most importantly, this evidence is offered to group leaders that they may maintain their conviction. This will answer the question, what are the benefits?
This paper will offer evidence, summarized from student surveys and interviews, that outdoor activity clubs do increase student knowledge, promote environmental awareness, and promote positive student socialization. A summary of related research will also be offered as evidence. A point of contention, however, exists as to the value of environmental awareness. Few would argue that worldwide environmental degradation is a significant problem, but the severity of the problem and how to address it are the subjects of ongoing debate.

To stress the long standing severity of the problem of environmental degradation and the importance of education to its solution I reference the world's first international conference on Environmental Education held at Tbilisi in 1977. The well-attended conference was called to discuss the importance of environmental education (EE) in combating environmental deterioration throughout the world. To emphasize its root purpose, the declaration cites a 1972 United Nations proclamation; “to defend and improve the environment for present and future generations has become an imperative goal for mankind.” (UNESCO/UNEP 1978). Building on this theme, the EE conference sent a message to the world stressing the importance of education in fostering a better understanding of environmental problems. Among its many achievements the proclamation lists five objectives of environmental education: awareness, knowledge, attitudes, skills, and participation (UNESCO/UNEP 1978).

In the spirit of the Tbilisi conference, the Wisconsin Department of Public Instruction, in 1990, mandated the infusion of EE into all curricular areas in state schools. In doing
so the department established goals for EE that very closely mirror the five objectives listed by the Tbilisi conference.

Despite the EE mandate from the state, environmental education currently receives little if any attention at Wauwatosa West High School. The school district curriculum guide for grades 9-12 science contains only a few brief references to environmental knowledge, and as a teacher in the district of 11 years, I have seen little evidence of EE. The school, furthermore, has not had an environmental or outdoor activities club in the past, and similar offerings from other community sources is lacking. Given the importance of environmental issues and the apparent lack of EE in the school and within the community, the situation is ripe for an organization to step in and work to create opportunities for students and improve community awareness. In forming a student outdoor activities club at Wauwatosa West High School we will improve environmental awareness within the school and the local community, and in turn work towards the five goals of environmental education.

**Limitations**

1. Club membership was limited to Wauwatosa West High School students.

2. Club activities were limited to taking place outside the school day, and they were limited by transportation and cost.

3. Assessment of the club’s impact will be limited to student surveys, student interviews, and club advisor observations.
4. Not all of the students involved with the club participated in the year-end interview.

5. All interviews used for assessing the club's impact were conducted by the club advisor.

6. The study was limited to a single school year. With this lack of longitudinal study, no attempt was made to measure changes in student behavior.

7. The negative environmental impact of the club will not be discussed. For discussion on this topic please see Martin, 1993.

**Assumptions**

1. There is currently a lack of outdoor activities opportunities for students at Wauwatosa West High School.

2. There is a need for improved environmental awareness within the school and the local community.

3. There exists sufficient interest and motivation among the students and staff at Wauwatosa West High School to initiate and maintain a student outdoor activities club.

4. An adequate number of students will remain with the club throughout its initial year to allow for effective evaluation of the club's impact.

5. Effective survey and interview questions can be developed to measure and assess the impact of the club.
Definition of Terms:

1. Outdoor Activities Club - A group of individuals voluntarily organized into a unit with the purpose of exploring outdoor activities and related topics.

2. EE - Environmental Education

3. WCEE – Wisconsin Center for Environmental Education

4. Pro-Environmental Destruction – Negative environmental events that prompt pro-environmental behavior

5. Tbilisi – City in the former USSR, site of a world wide conference on environmental education in 1977

6. CFL – Compact Florescent Light bulb, these bulbs are far more energy efficient than traditional incandescent bulbs
CHAPTER II: REVIEW OF PRIOR RESEARCH

Assistance with Club Procedure and Policy

I found prior research of club initiation and operations to be limited. I suspect the reason for this is because club procedures and costs are specific to the school in which the club is operating, and therefore research on these topics would be of little value outside the author's own district. In my case, for example, club initiation simply required a verbal OK from my principal and the recruitment of willing students. In other school districts, however, a formal proposal may need to go before the school board. The most critical first step in any district, therefore, is to discuss your club proposal with your administrators and with other club leaders in your district.

Because of the lack of related information, dollar and time costs will only be discussed in the conclusions portion of this paper. In the area of procedural methods, however, I did find two publications to be useful.

Judith Granese (1992), in her article "How to be a Great Club Advisor" offers a wide range of advice I found to be right on the mark. The following list summarizes Granese's major points of club leadership philosophy:

- Club advisors need to be aware of the time commitment necessary to support and encourage students.
- Club members need to have a clear vision of their duties and responsibilities, best established through leadership training.
• The club should have a written constitution outlining its purpose, structure, election procedures, and organization.

• The advisor sets the tone of the meetings and can help ensure success by training officers to keep meetings organized, fun, and productive.

• A systematic approach to recruiting and keeping members is needed, advertising is needed.

• Carefully activity planning and a planning system are important.

• Clubs that work to gain and maintain administrative and teacher support are more successful.

A second resource, "School Environmental Clubs of Wisconsin" produced by The Wisconsin Center for Environmental Education (WCEE, 2000), contains specific information that I found extremely useful. This manual contains motivational and justification material, a "how to organize a club" section, and over 100 activity ideas. In addition, the manual identifies 75 environmental clubs in the state of Wisconsin, and it includes activity information and a contact name for each club. As can be expected, many points from the Gransese article are reinforced in this manual, but many new ideas are also presented. The following points, taken from WCEE (2000), can be used as a check-off list for starting a club.

1. As mentioned earlier, consulting with other club leaders and administrators in your district is a must; they can be particularly helpful in getting your club started. Also, search outside your school for other potential resource groups or individuals to assist you.
2. It will be important to "go by the book." Be sure you're are informed of all school policies regarding clubs and out-of-school activities, put all club proposals in writing, and conduct official meetings with administration to cover to all details.

3. To make the club more appealing, explore options such as scheduling activities that can be applied to student service requirements or towards extra-credit in classes.

4. Conduct all meetings at the same time and on the same day of the week. This will encourage regular attendance (meetings every week may not be necessary).

5. Make every effort to involve all club members in the planning and decision making processes.

6. Advertising in critical. Advertising draws new members and keeps current members informed. "General publicity could include posters, table tents in the cafeteria, notices on classroom chalkboards, announcements on the public address system, or have students give short announcements in classrooms followed by a sign up sheet for students that are interested..." (WCEE 6).

"Promote your club in the school yearbook, a school newspaper column, club newsletter, create posters, send press releases to your local newspaper, and send memos to the school board and school administration and staff" (WCEE 7).

7. Create as much build-up as possible around your club's kick-off meeting. Make every effort to capitalize on the excitement of offering something new. Schedule carefully to avoid time and space conflicts with other activities.
8. You will have funding needs. Some potential sources include, the school budget, grant writing, community sponsors, and student fund raising.

The above information is useful, but the key to any club's success lies with the actual activities conducted. The WCEE club manual is an excellent source of activity ideas, and additional ideas can be found in the appendix of this paper. Your student club members, however, will be your best source of activity ideas.

**Justification for an Outdoor Activities Club**

The reasons for initiating, promoting, and maintaining an outdoor activities club are numerous and varied. The first priority of this paper is to discuss the club's ability to increase student environmental awareness, but the positive impacts extend far beyond this to: increasing student knowledge, aiding in positive student socialization, building self confidence, and more.

**Increased Environmental Awareness:**

The importance of increasing environmental awareness and thus the role of environmental education cannot be understated. As the people of the United States become more urbanized, their association and interactions with the natural world diminishes along with their awareness of their dependency on the environment (Stapp, 1969). This development, coupled with the continued degradation of the environment has led to the realization that that environmental education is needed in our society.
The primary goals of this education (EE) are to develop environmentally literate citizens and to promote responsible environmental behavior (Cullen, 2000).

Environmental education is necessary and important, the question to address now is, what role does an outdoor activities club play in EE and its associated goals? Extensive research can be cited as evidence that a school outdoor activities club has tremendous potential to fulfill the goals of EE. Much of the research conducted has attempted to identify the root sources of environmentally responsible behavior. Although this topic has proven to be complex, the following references reveal a common theme of positive experiences in outdoor settings:

- To develop environmental sensitivity it seems important that learners have repeated environmentally positive experiences in non-formal outdoor settings over long periods of time (Hungerford and Volk, 1990).
- Environmentally active citizens have identified experiences in natural areas and involvement in environmental organizations as key influences resulting in their positive environmental behavior (Chawla, 1999).
- Significant life experience in outdoor recreation have been cited as important to producing a more environmentally sensitive individual (Tanner, 1981).
- Outdoor recreation and educational experiences play an important role in influencing higher levels of environmental concern and activism (Hanna, 1995).
- "The data described convey crucial messages to environmental educators. They emphasize without a doubt the importance of providing the young with opportunities for positive experiences of nature and the countryside; those in-
the-environment experiences that nurture attitudes of appreciation, care and concern for the world that will endure the passing years" (Palmer 436).

An outdoor activities club has the potential to fulfill the role described by this wealth of evidence. Guidance and motivation can be found by examining the experiences identified as leading individuals into pro-environmental life paths. Kollmuss and Agyeman reference work done by Chawla in 1998 indicating that no single experience sensitizes people's environmental awareness; a combination of factors is responsible.

Among the most frequently mentioned (decreasing in relevance) are:

- Childhood experiences in nature
- Experiences of pro-environmental destruction
- Pro-environmental values held by family
- Pro-environmental organizations
- Role models (friends or teachers)
- Education (Kollmus & Agyeman, 2002)

An outdoor activities club can, to varying degrees, supply all of the factors listed. And, if the organization takes on a more environmental stance, it can play a very significant role in fulfilling these factors. Even "pro-environmental values held by family" can be influenced as club members take new attitudes home with them.

Other Club Benefits

In addition to their value as an EE tool, outdoor activities clubs have many other positives. These are primarily the obvious result of placing students in a more recreational (highly motivating) setting and guiding them through new events and
challenges. Even programs that are more recreational in nature are learning events (Haluza-Delay, 2001).

Studies have consistently shown improvement in student knowledge, self-confidence, and social skills. A 2002 study by Bialeschi and others identifies some of positive benefits of camp experience as: improved problem solving, growth in interpersonal skill, growth in physical competence, and greater feelings independence, maturity and responsibility. Work done by Palmberg and Kuru (2000) confirms many of these, "Nature experiences developed the pupils self-confidence and feelings of safety," and "Comparing pupils who were experienced in outdoor activities with pupils who were not, it was found that the former...exhibited better social behavior (i.e., they easily agreed on how to share tasks, how to work efficiently as a group, and, even more, how to enjoy the experience) and higher moral judgments" (p. 32).

**Other Findings from Related Research**

Thus far, this paper has not addressed the fact that a student's exposure to outdoor activities does not guarantee that the student will adopt a pro-environmental lifestyle. In fact, environmental knowledge and awareness, although a critical pro-environmental component, can be directly linked to only a small portion of pro-environmental behavior (Hungerford & Volk, 1990; Kollmus & Agyeman, 2002). So what more is needed? What more can be done from the perspective of an outdoor activities advisor? Some insight can be drawn from Maiteny (2002), who has identified evidence that emotional involvement and experience are crucial elements in jumping from
environmental awareness to pro-environmental behavior. "...it is essential that pro-environmental behavior change initiatives work with experience and not simply continue to assume that information alone stimulates such change" (p. 305). To encourage the jump to pro-environmental behavior, research has revealed some important factors that outdoor activities club advisors should keep in mind: repetition of exposure, local relevancy of activities, the observation of negative impacts, and positive role models.

Repetition of Exposure

Behavior change in people is not easily achieved; it often requires constant reinforcement. Many individuals who exhibit pro-environmental behavior credit the repeated exposure to natural areas, in part, for their pro-environmental development (Chawla, 1999). Haluza-Delay (2002), citing the research of others, states that one time experiences are usually not as important as periodic exposure during the early years of life. The implication for club leaders: To maximize pro-environmental impact the club must have longevity and activities should be scheduled as frequently as is practical.

Local Relevancy of Activities

To obtain the emotional involvement needed to prompt pro-environmental change in students, the students must be able to see the relevancy of the issues involved in their own lives. Investigations into wilderness experiences have shown that these types of trips, while beneficial, were of little relevance to the daily lives of the students
The implication for club leaders: While extended camping trips to exotic places may generate a lot of interest, local events and trips, coupled with discussion of relevant issues, have a greater potential to promote pro-environmental behavior.

Observation of Negative Impacts

Many individuals who exhibit pro-environmental behavior cite negative environmental experiences as a primary cause of their actions and attitude (Chawla, 1999; Kollmus & Agyeman, 2002; Maiteny, 2002; Palmer, 1998). This should not be surprising as experiences of this type often prompt an emotional response. As stated earlier, emotional involvement and experience are crucial elements in jumping from environmental awareness to pro-environmental behavior. The implication for club leaders: Do not intentionally avoid negative environmental experiences. More specifically, schedule activities such as weed pulls and river clean ups; when traveling, promote the discussion of negative environmental observations such as dams, road expansion, concrete stream channeling, and poor energy use (but don't over do it).

Positive Role Models

As discussed earlier, witnessing events and experiencing the outdoors may not, in and of themselves, prompt pro-environmental behavior. Events must be in placed in context, and they must be relevant. This is where the influence of a role model is crucial. A positive, informed role model has the power to add context and relevancy. The subjects of Chawla's study of life paths into effective environmental action
consistently identified role models to as being a key factor in their pro-environmental development. The role models listed included, parents, relatives, friends, and teachers (Chawla, 1999). *The implication for club leaders:* Always keep in mind that you are a role model; you must lead by exemplifying pro-environmental behavior. Also, you will, at times, be in a position to add background and relevancy to environmental issues; utilize these opportunities when they arise. Interview data has shown that participants want and expect this type of information (Hanna, 1995). Once again, don't over do it.

**Summary**

Limited sources are available to assist club advisors with the process of initiating, promoting, and maintaining an outdoor activities club. Your most useful source of assistance will be your school's administrators and club advisors; seek out these people and utilize them. Our society's growing disconnect from our natural environment and our ever increasing abuse of that environment have been well documented. In response to this, a wealth of research has been done on the role of environmental education in promoting pro-environmental behavior. This research clearly indicates that outdoor activities clubs have the potential to increase environmental awareness among students and thus promote pro-environmental behavior. Research also indicates that club advisors can play a vital role in guiding and informing student club members.
CHAPTER III: METHODS

In this section, I will address the methods used to create and operate our outdoor activities club, calculate the dollar cost of the club to the school, calculate the dollar cost to the participating students/student families, and estimate the time cost to the club advisor. Finally, I will discuss the methods used to survey student interest in the club, and the interview process used to assess the club’s benefit.

Club Initiation, Promotion, and Maintenance

Initiation

The process of initiating the club was surprisingly simple. After a brief conversation with my principal, I received a verbal OK, and the club was born. Informal discussion with four students at the start of the school year resulted in the formation of a core group which helped plan, schedule, and promote the initial club meeting. The initial club meeting was held on Tuesday, September 17, 2003 at 7:30 AM in my classroom. To promote the meeting, announcements were made on the school P.A. system, two large posters were created and placed in high traffic areas, and approximately 30 fliers (see appendix D) were posted throughout the school building. The initial meeting was attended by 23 students. The group mostly discussed potential activities, but fund raising, future meeting times, and group T-shirts were also discussed. To promote consistent attendance and avoid conflicts, it was decided that all future meetings would be held at 7:30 on Friday mornings. In the course of the school year 12 club meetings were held to schedule and plan events. We did not meet on a regular basis, meetings
were simply scheduled when they were needed. The meetings were informal, but they were productive and generated a lot of enthusiasm.

The election of club officers, writing a club mission statement, and creating formal operating procedures are strongly recommended steps to anchor the club and reduce the duties of the club advisor (Granese 1992, WCEE 2000). Our club, however, proceeded without taking these steps. The reason for this was to focus the students' attention on what they were really interested in, the outdoor activities. Although these steps are planned for future, the club's informality did not seem to hinder its first year progress.

Promotion

Club promotion primarily consisted of school P.A. announcements, posting fliers, and word of mouth to advertise club meetings and activities. In addition, a hallway display case near my classroom was used for posting club fliers and activity sheets, and one article discussing the club appeared in the school newspaper. Student feedback later indicated that these efforts were inadequate. This important topic will be expanded upon in the Results chapter and the Recommendations chapter.

Maintenance - Scheduling Events

Club events were chosen through discussions at club meetings. Once the group committed itself to an event and a corresponding date, information sheets and student sign-up sheets were generated and posted. To facilitate planning, students were
strongly encouraged to sign up for events as soon as possible. Specific event planning was done by myself and/or student club member Trent Simon.

Planning after school events and weekend day trips was relatively easy. For these events, my school did not require student permission slips or any other paperwork. That left only transportation, admission, and attendance to arrange. We held 9 events of this type, which included mountain biking, wall climbing, and downhill skiing. Scheduling overnight trips, however, proved to be a formidable task. The application packet was 14 pages long and required a 5 page student permission slip. The school district checklist for the entire process is included in appendix C. Despite this time consuming process, three overnight trips were successfully completed. Detailed information on specific activities is included in appendixes E and F in the form of actual information and sign-up sheets used during the 2002/2003 school year.

**Maintenance - Fund Raising and Event Financing**

Fund raising to finance club activities proved to be frustrating. Our one and only fund raising event, selling CFL (compact florescent) light bulbs, failed to generate much response. The bottom line is that fund raising is difficult and students don't want to do it. The CFL bulb sale was the finest fund raising event that I've ever encountered; yet the students raised less than $200. To fund raise successfully requires a tremendous amount of time and enthusiasm, which I was not prepared to supply. In response to this, I decided to finance our events by charging the students on a per event basis. To ameliorate this situation, every effort was made to minimize the cost of the events. I
believe that the resulting fees of $30 for camping, $20 for skiing, and $15 for wall climbing deterred very few students.

To handle the collection and disbursement of funds, I established a financial account with the school activities office. Calculating trip expenses, collecting trip fees from students, and paying expenses was surprisingly simple and trouble free. (More detailed information on trip costs can be found later in this chapter.)

**Cost Assessments**

**Dollar cost to the school district**

To estimate the cost of the club to the school district I used only the expense of making copies. A small amount of secretarial and administrative time was required to process the paperwork associated with the overnight trips, but I did not have a reliable basis upon which I could estimate this cost. I concede that this slightly understates the total cost, but it can be argued that this amount of allocated time did not result in an actual increase in district payroll. As club advisor I donated my time. To calculate copying expenses, my school district uses a cost value 2¢ per copy. The exact number of the copies made for the club is not known, but the number of copies used for specific activities was consistent and the number of meetings and events is known. This will allow for a reasonable estimate of the total copying cost.

**Dollar Cost to Students**

The per-student dollar cost for each club activity was calculated at the time of each event and included on information sheets supplied to the students. These information
sheets are included in appendix E. The greatest total amount spent by any one student will be used to generate a range of possible expense, and a typical student expense range will be estimated.

**Advisor time expense**

The time expense to the club advisor consists of student contact time and coordination time. The time for chaperoning club activities and attending club meetings is known for each event and is easily totaled. The preparation time associated with meetings, events, and club initiation will be estimated and totaled.

**Benefit Assessment - Initial Interest Survey**

To determine student interest in an outdoor activities club, and thus indicate the need for such an organization, an 18 question survey was developed (appendix A) and administered to 150 high school students (grades 9-12). The unusual format of the survey was used to capture the students' attention. The respondents were simply asked to indicate interest, or experience with, a variety of events and activities. Of the 18 questions, 14 indicated interest in a specific outdoor activity, and one indicated interest in joining an outdoor activities club. Responses were totaled by activity categories (service, climb, camp/hike, bike, paddle, club), then percentages were calculated to indicate the interest level in each category. The survey was developed, and its results summarized, by student club member, Trent Simon.
Benefit Assessment - Exit Interviews

The club's benefit was primarily assessed qualitatively through interviews with the participating students. A secondary goal of the interviews was to obtain feedback on how the club can be improved and assess student knowledge of, and exposure to, environmental topics for future comparison.

Interviews were conducted with 12 out of 22 possible student candidates. To be considered for an interview, a student was required to attend at least one of the three overnight trips conducted by the club. This was required to ensure a minimum level of involvement by the student. Some students were not interviewed simply because they were unavailable at the time I was holding the interviews. All the students interviewed were white, middle-class, and suburban, with five being male and seven female. The interviews were 15 to 20 minutes long and conducted by telephone after the completion of the school year. The interviews were not tape recorded; response were hand written on a two page structured interview form (appendix B). The student were asked a variety of questions in a variety of formats:

- 5 yes/no questions upon which the students were encouraged to elaborate.
- 5 questions that required rating on a scale of 1 to 5 (1 very low, 5 very high)
- 8 open response questions

Results were analyzed question by question. Yes/no answers were totaled for comparison, and responses rated on a scale of 1 to 5 were averaged. To analyze elaborations and open response questions, similar responses were grouped, totaled and paraphrased, while unique responses were simply recorded.
The survey questions fell into three categories. In the first category, six questions (3, 8, 11, 12, 13, 18) were specifically written to address the subproblem of assessing the benefit of the club in terms of its impact on student growth in knowledge, socialization, and environmental awareness. In the second category, six questions (4, 5, 6, 7, 9, 10) also addressed the subproblem, but they were primarily written to gain insight on how the club can be improved. The purpose of the remaining six questions (1, 2, 14, 15, 16, 17) was to acquire background information on the students and to assess student knowledge of, and exposure to, environmental topics for future comparison.

In closing I would like to emphasise that the interviews constituted a qualitative assessment of the club's impact on student growth in knowledge, socialization, and environmental awareness. Although no attempt was made to measure this benefit, significant insight can be draw from the students' overall assessment of the club's impact and the many comments that were made.
CHAPTER IV: RESULTS

Observations of Club Procedure

As the club's advisor in its inaugural year, I felt that the effort was very successful. 31 students participated in one or more of the 12 possible club events (3 overnight camps, 1 mountain bike ride, 2 down-hill skiing outings, 6 wall climbs). Furthermore, 21 out of the 31 participated in more than one event. This clearly indicates that the activities were well received and will continue to draw interest. Verbal feedback from the students during and after the events was always very positive.

As can be expected the club did have its problems. Meeting attendance was inconsistent ranging from a low of 5 to a high of 23 with a typical range of 8 to 12. Two scheduled events, a down-hill ski and a wall climb, had to be cancelled because of insufficient numbers. Repeated attempts to cross-country ski were cancelled because of limited snow. Obviously nothing can be done about the snow, but attendance problems can be addressed. It can be argued that the club, being in its first year, will require time to build attendance. The overriding problem, however, was promotion and advertising. Despite repeated school announcements and consistent flier campaigns, many students were simply unaware of the club and its activities. This translated into inconsistent meeting attendance, poorly informed club members, and a lack of recruitment. Thirty-one students out of a school of 950 participated in club activities. An equally frustrating problem was that of student scheduling conflicts. Many interested students passed on club activities because of time conflicts with other
commitments such as athletic practices, jobs, family events, etc. This problem is unavoidable and simply must be expected.

Lack of staff support is the final problem I will address. As the club advisor, I was very much on my own, and the personal time commitment was significant (this will be detailed later). Many fellow staff members expressed interest, and two teachers actually did assist with club activities, but help with planning, recruiting, scheduling, and transportation was insignificant.

**Dollar Cost of the Club to the School District**

With the club advisor donating his time, secretarial and administrative costs being negligible, and the low cost of photocopying, this topic does not warrant detailed analysis. A rough estimate yielded a count of 1440 copies made. At $0.02 each, the total estimated cost of the club to the district was only $28.80. In a very exciting development this summer, however, the school administration has granted club advisor pay of $650.00 for the upcoming school year. This will raise the club's cost to the school to a much more significant amount of around $700.00 a year. This clearly indicates that the administration recognizes the club's value. More importantly, the addition of advisor pay greatly improves the long term outlook of the club, as it improves the prospects of advisor retention and replacement if needed.
Dollar Cost to the Individual Student/Student Family

Per-student costs for all club activities were calculated at the time each activity was posted for student sign up. These costs were as follows:

Wall Climbing - $15  This amount strictly went to renting climbing equipment and wall time. Students supplied their own transportation.

Mountain Biking - $3  This amount covered the Kettle Moraine State Park trail pass. Transportation was supplied by the club advisor and a parent volunteer.

Downhill Skiing - $22  Lift ticket $10, Ski rental $7, van rental $5. A van was rented at a total cost of $90. The lift ticket and ski rental costs were based on a group rate requiring 12 or more participants. In addition to the club expenses, the students brought money for food and drinks.

Kettle Moraine Winter Backpack - $17  This amount covered the state park camping fee of $6 per student, and a total of $45 for food.

Overnight at the Rahr Forest Lodge - $30  Group costs: Lodge rental $120, Two day van rental $180, Gas $42, Food $220. The total cost was $562, the amount collected in student trip fees was only $420. The $232 shortage was taken out of club account funds raised from the light bulb sales; this seemed like as good a time to spend it as any.

Devils Lake Camping Trip - $30  Group costs: Park fees $42, Two day van rental $180, Gas $48, Food $84. The total cost was $354, the amount collected in student trip fees was $360. The excess $6 was placed in the club financial account.

Transportation was consistently the club's most significant expense. Van rentals were costly but necessitated by liability concerns.
The largest fee total paid by any one club member was $104. This person attended both $30 overnights and two skiing outings. Yearly per student totals typically ranged from $30 to $60. Fees did not appear to be a significant barrier to student attendance. In fact, some parents commented that the expenses were surprisingly low. For comparison, movie admission typically costs $8 and a day at Great America will start at $40. Despite the success at keeping cost down, I hope to create more options in the future by offering some cost free hikes and environmental service outings.

**Time Expense of the Club Advisor**

The time invested by the club advisor falls into two categories, student contact time and preparation time. The student contact times are actual measurements rounded to the nearest half hour, while the preparation times are estimates.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 club meetings @ 30 min each</td>
<td>6 hrs</td>
</tr>
<tr>
<td>1 Mountain bike outing</td>
<td>6 hrs</td>
</tr>
<tr>
<td>6 Wall climbs @ 5 hrs each</td>
<td>30 hrs</td>
</tr>
<tr>
<td>2 Ski outings @ 7 hrs each</td>
<td>14 hrs</td>
</tr>
<tr>
<td>1 Kettle Moraine overnight</td>
<td>30 hrs</td>
</tr>
<tr>
<td>1 Rahr Forest overnight</td>
<td>37 hrs</td>
</tr>
<tr>
<td>1 Devil's Lake overnight</td>
<td>30 hrs</td>
</tr>
<tr>
<td>Initial promotion/organization</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Meeting promotion/preparation</td>
<td>12 hrs</td>
</tr>
<tr>
<td>Day trip Planning, 8 @ 1.5 hrs each</td>
<td>12 hrs</td>
</tr>
<tr>
<td>Overnight Planning, 3 @ 4 hrs each</td>
<td>12 hrs</td>
</tr>
<tr>
<td><strong>Total Time, 02/03 school year</strong></td>
<td><strong>193 hrs</strong></td>
</tr>
</tbody>
</table>

To add perspective, if the 193 hours is distributed over a 36 week school year, the time commitment comes to about 5 hours 20 min. per week. This sounds like a very heavy
addition to the work week, but two things must be noted. The per activity preparation
times are for initial efforts; with experience and better delegation of duties to students,
prep time will drop. Second point, the time commitment was not distributed over the
work week, but concentrated on three weekends. These weekends had to be devoted to
the club, but many weeks passed with only minimal time dedicated to the club. Any
way you split it up, it's crucial that you really enjoy what you're doing; the time
commitment is serious.

**Initial Interest Survey**

The initial student interest survey was not intended to be a rich source of technical data.
It was primarily intended to confirm the assumption that significant student interest in a
club existed. Secondary goals were: to indicate the popularity of specific activity types,
to promote the club, and to advertise our initial meeting. The results of the survey are
summarized in Table 1.

<table>
<thead>
<tr>
<th>Activity category</th>
<th>Students interested in one or more activity in category</th>
<th>Total students</th>
<th>Percent indicating Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>105</td>
<td>150</td>
<td>70 %</td>
</tr>
<tr>
<td>Climb</td>
<td>100</td>
<td>150</td>
<td>67 %</td>
</tr>
<tr>
<td>Camp/Hike</td>
<td>72</td>
<td>150</td>
<td>48 %</td>
</tr>
<tr>
<td>Bike</td>
<td>63</td>
<td>150</td>
<td>42 %</td>
</tr>
<tr>
<td>Paddle</td>
<td>93</td>
<td>150</td>
<td>62 %</td>
</tr>
<tr>
<td>Club</td>
<td>93</td>
<td>150</td>
<td>62 %</td>
</tr>
</tbody>
</table>

**Table 1.** The table indicates the percentage of high school students expressing interest
The results indicate strong interest in an outdoor activities club. Given this interest and the lack of opportunity that has existed, an outdoor activities club clearly has the potential to play a valuable role in the school. Also of interest is the high level of response in the service category. In prioritizing my efforts with the club, however, I did not take advantage of this interest. The club will offer service opportunities in the future.

**Results of Student Exit Interviews**

The result of the student exit interviews will be stated and summarized question by question. The interview (see appendix B) was conducted with 12 students and contained 18 questions, some with multiple parts. Question (1) simply asked which activities the student had participated in, and therefore has not be included.

2. **Have you participated in similar activities in the past? If so, how often, and with who?** Eleven students indicated prior participation in activities similar to those conducted by the club. One student did not have prior experience. The most frequently identified source of prior participation was: family (8), followed by friends (5), scouts (3), and church (1).

3. **Are such activities readily available to Wauwatosa students?**

Six students responded that activities similar to those offered by the club are readily available to area students. Two students responded that they are not, and three responded that they are somewhat available, two of which commented that, "you really have to look for it."
4. What drew you to the club activities?

Student responses are listed followed by how frequently each response was given:

- Sounded interesting/new: (5)
- Friends: (4)
- Sounded like fun: (4)

5. What about the club did you like most?

Student responses are listed followed by how frequently each response was given:

- Loose format/freedom: (3)
- Getting away/outdoors: (3)
- Good social opportunity: (2)
- Variety of activities: (1)
- Positive student comments: (2)
- Liked trip location: (1)

6. Is there anything you didn't like?

Nine students responded no. One student commented that she would like to see more people involved, and one student indicated that there was a lack of planning.

7. What did you like most about the specific activities in which you participated?

Student responses are listed followed by how frequently each response was given:

- Hiking in woods: (3)
- Loose atmosphere/convenience: (2)
- Lake Michigan winter shore hike: (2)
- Playing on frozen pond: (2)
- Experiencing new things: (1)
- Hanging out with friends: (1)
- Skiing: (1)
- Canoeing: (1)
- Overnight escape: (1)

8. Would you consider the activities an educational experience? Please elaborate.

Ten students responded yes, and two students responded somewhat.

Student comments were grouped and abbreviated:

- Seeing new places: (2)
- Learning knots/wall climbing: (2)
- Team Work: (1)
- Social Interaction: (1)
Exposure to nature/nature info (2) New/interesting activities (1)
Learned zebra muscle facts (1) Spiritual Education (1)
Learned tree facts (1) Sharing ideas/facts between group members/leader (1)

9. How interested are you in participating in more club activities? Why?

The interviewer asked the students to rate their interest on a scale of one to five, with five being very interested. The resulting sample set: \{5,5,5,5,5,5,5,5,4,4,3,3,3\}. The average response was 4.3.

Student comments are listed followed by how frequently each comment was given:

Good social thing (5) Convenient (1)
Fun (4) Getting outdoors (1)
Interesting activities (4) Good past experience (1)

10. What would you like to see more of as a club member?

Student responses are listed followed by how frequently each response was given:

More activities offered (5) More advertising/info (1)
More overnight trips (3) More hiking (1)
More people involved (2) More organization (1)

11. Did the activities increase your awareness (appreciation) of, natural spaces?

Eleven students responded yes. The one student who abstained responded that she felt closer to nature but did not feel an increase in awareness.

12. Can you cite an example of, or instance when, a club activity increased your environmental awareness (need to protect/preserve the environment)?

Four students responded no. One of those responding no indicated that her level of awareness was already strong. Eight students responded yes. Student comments are listed followed by how frequently each comment was given:
Overnight trip/Camping (3) Being out of the city (1)
Being outside (2) Caring for our campsite (1)
Seeing garbage on the beach (2) Hike in the sand dunes (1)
Learning about Zebra Muscles (1)

13. Do you feel the club activities have the potential to increase environmental awareness in students? All twelve students responded yes.

14. Would you consider yourself an environmentally aware person?
Six students responded yes. Six students responded that they are "somewhat" or "sort of" environmentally aware.

15. To test your awareness, I will ask three environmental questions:
The three questions asked and then discussed can be viewed in the appendix. I rated the competency of the response on a scale of 1 to 5 (1 little or no knowledge, 5 very knowledgeable). The three resulting numbers were then averaged to obtain a knowledge rating for each student. The average knowledge rating for the group was 3.7. More interesting information is obtained by comparing the data to that of question Thirteen. The average knowledge rating for the six students who perceived themselves as environmentally aware was 4.2. The average knowledge rating for the six students who perceived themselves as somewhat environmentally aware was 3.3. These totals indicate a strong correlation between perceived environmentally awareness and knowledge of environmental topics.

16. To what extent has environmental awareness been promoted in the following.
The students were asked to respond on a scale of 1 to 5 (1 very little, 5 very much). The responses were than average for each of the three categories:
Family/upbringing 4.6 Elementary School 3.5 Middle/High School 3.0
The averages point to decreasing promotion of environmental awareness in middle and high school, but the student comments reveal a deeper pattern. The students consistently identified the efforts of one or two teachers, or courses, as promoting environmental awareness. The teacher or course may have been elementary, middle, or high school. Student exposure to environmental education (K-12) appears to be very random.

17. **How would you rate the environmental awareness of your fellow high school students?**

Eight of the respondents rated their fellow students as being somewhat aware, while four respondents rated their fellow students as not aware. Two students commented that awareness is very black and white, either people are aware or they are not. Another student commented that people's awareness is not issue specific; implying that people are poorly informed and uninvolved.

18. **Would you be interested in promoting environmental awareness through club activities?**

   All twelve students answered yes.

**Summary of club benefits expressed by interviewees**

All of the students who participated in the yearend interview expressed that the club experience was very positive, and that they are enthusiastically looking forward to future club activities, particularly the overnight trips. The students consistently cited positive social interaction, getting outdoors, doing and learning about new and interesting things, and having fun as reasons for being involved with the club. Furthermore, the survey results confirmed related research identifying the benefits of
outdoor activities clubs such as increased student knowledge, positive socialization, and team building. The survey results, however, indicated that the club was only marginally successful at promoting environmental awareness. Although most students expressed increased environmental awareness because of the club, most implied that the increase was not very significant. On a positive note, all the students interviewed did express interest in promoting environmental awareness through club activities. The students interviewed perceive a lack of positive environmental behavior in our society and they are concerned.
CHAPTER V: RECOMMENDATIONS AND
EDUCATIONAL IMPLICATIONS

Outdoor activities clubs can be easily organized and maintained at minimal cost to the host school. The benefits of these clubs: increased student knowledge, team building, student socialization, and increased environmental awareness are well documented and have been confirmed by this study. These benefits should serve as a prime motivator for initiating outdoor activities clubs; the benefits outweigh the costs.

A wealth of low cost activities can be conducted that will stimulate interest and draw students to the club. Be open minded and receptive to student suggestions; remember that even the more recreational activities have educational and social value. Every effort should be made to minimize the cost of club activities. This will reduce the need for fund raising while keeping the cost of the activities within the financial range of most students. Attempt to schedule activities that students can use for extra credit in class or apply towards service hour requirements. These will draw students to the club while providing many benefits to the students, the community, and the environment.

The election of club officers and the creation of a club mission statement and formal operating procedures are recommended steps to anchor the club and reduce the duties of the club advisor (Granese 1992, WCEE 2000). These steps, however, proved to be non-essential as our club proceeded without them. My reason for this was to focus the students' attention on what they were really interested in, the outdoor activities.

Recommendation: the procedural items listed above are important steps to ensure the
long term health and survival of the club. It is not essential, however, to push them on
the membership in the club's first year; allow the process to evolve.

The time commitment involved for the club advisors can be ominous. To reduce this
problem, a continuous and persistent effort should be made to recruit assistance from
fellow staff and willing parents and delegate duties to student club members.

A persistent and vigorous effort should be made to obtain paid compensation for the
club advisor. This is particularly important to the long term survival, and thus long
term impact, of the club. With the establishment of the club advisor as a paid position,
the club has a much greater chance of retaining and/or replacing the key to its existence,
a capable advisor. I urge staff, administration, and community members to support,
assist, and compensate club advisors; their efforts have significant societal and
educational value.

Club promotion and advertising is vitally important to recruiting and retaining club
members and must be prioritized. The ideas listed below should be helpful:

• Fliers and posters placed throughout the school building
• Fliers left on cafeteria tables
• School announcements
• Clubs T-shirts worn on meeting and event days
• Club inclusion in the school yearbook
• Articles in the local and school newspapers
• Urge club members to recruit others
• Urge fellow teachers to promote the club
Outdoor activities clubs have the ability to improve the environmental awareness of students. The capacity of the club to do so can be significantly influenced by the club's leadership. Three recommendations follow:

- The club members retention of casual conversation on environmental topics in the course of the activities was excellent. Club leaders should take advantage of these opportunities to inform students and encourage thought on nature and the environment. Obviously, you don't want to turn every event into a discussion of environmental issues, strive for balance.

- Direct observations of negative environmental impact have been shown to be a major precursor to pro-environmental behavior. Discussing such impact when the club encounters it, and scheduling some club events that address environmental problems, have tremendous potential to influence future behavior

- Keep your activities close to home. This has many advantages: reduced costs, reduced time commitment, reduced travel, and research has shown that efforts to increase environmental awareness are stronger when activities have local relevance.
REFERENCES


APPENDIX A
Initial Interest Survey
APPENDIX B
Exit Interview Form
Outdoor Activities Club Interview Form

Name: ____________________________ Year in School: __________

1. Which club activities did you experience during the 2002-2003 school year?
   _____________________________________________________________

2. Have you participated in similar activities in the past? _______
   If so, how often, and with who? __________________________________

3. Are such activities readily available to Wauwatosa students? _______

4. What drew you to the club activities? ___________________________
   _____________________________________________________________

5. What about the club did you like most? ___________________________

6. Is there anything you didn't like? _______________________________

7. What did you like most about the specific activities in which you participated?
   _____________________________________________________________

8. Would you consider the activities an educational experience? _______
   Please elaborate if possible. ______________________________________
   _____________________________________________________________

9. How interested are you in participating in more club activities? __________
   Why? ________________________________________________________
   _____________________________________________________________

10. What would you like to see more of as a club member? _________________
    _____________________________________________________________

11. Did the club activities increase your awareness of, or appreciation for, natural
    spaces? _____________________________________________________
12. Can you cite an example of, or instance when, a club activity increased your environmental awareness (need to protect/preserve the environment)?

_________________________________________________________________

13. Do you feel the club activities have the potential to increase environmental awareness in students?

_________________________________________________________________

14. Would you consider yourself an environmentally aware person? ________

15. To test your awareness I will ask a couple of environmental questions:

15.1 What are invasive species and why are they a cause of concern?

   excellent, good, fair, poor, no idea

   5  4  3  2  1

15.2 What do you think is the greatest threat to the environment today?

   excellent, good, fair, poor, no idea

   5  4  3  2  1

15.3 What are the advantages and disadvantages of hydropower?
   (Large dams used to divert water to power generating turbines)

   excellent, good, fair, poor, no idea

   5  4  3  2  1

16. To what extent has environmental awareness been promoted in your:
   Rate on a scale of 1 to 5 with 5 being very much and 1 being very little

16.1 upbringing/family?  5  4  3  2  1

16.2 elementary school?  5  4  3  2  1

16.3 middle/high school?  5  4  3  2  1

17. How would you rate the environmental awareness of your fellow high school students?
   a. environmentally aware
   b. somewhat aware
   c. not environmentally aware

18. Would you be interested in promoting environmental awareness through club activities?
APPENDIX C
Overnight Trip Checklist
Overnight Field Trips and Extended Study Tour Checklist

This application packet has been revised to coincide with revisions to the attached School Board Policy No. 7301 (formerly 7300), which the School Board approved in June 2002. The following checklist will assist the teacher/advisor to verify all paperwork is properly submitted. Application process begins with the Initial Approval Form being submitted and signed by principal and superintendent as soon as the trip is being planned. Note that many of the forms are detailed and the information is required.

1. Initial Approval Form
   To be completed and submitted by teacher/advisor for initial approval -- 1 page

2. Application for Overnight Field Trips and Extended Study Tours
   To be completed and signed by teacher/advisor and principal -- 2 pages

3. Extended Study Tour Teacher/Advisor Responsibilities
   To be completed and signed by teacher/advisor -- 1 page

4. Emergency Procedures
   To be reviewed and signed by teacher/advisor -- 1 page

5. Student/Chaperone Roster
   To be completed by teacher/advisor (list of students, parents and chaperones, their addresses, phone numbers and emergency contacts) -- 1 page

6. Itinerary
   To be completed by teacher/advisor (detailed itinerary giving location, names, address and phone numbers for each day/location) -- 1 page

7. Student Application for Overnight Field Trips and Extended Study Tours
   To be completed and signed by parent and student-- 4 pages

8. Release, Waiver and Indemnification of Financial Liability signed by all chaperones and other non-student participants. The indemnification agreement for students and their parent/guardian is included in the student's application packet.

9. Submit copies of application packet to Principal and Superintendent for approval. Teacher/advisor should retain originals to take on the trip. Please verify copies are legible. Principal and superintendent will keep copies on file.

10. For foreign travel, make three copies of students' and chaperones' passports. One copy each to principal and superintendent. Teacher/advisor will take a copy on the trip.
APPENDIX D
Club Promotional Fliers
Outdoor Recreation and Environmental Activities
Club
Kick-off Meeting

Time:       Tuesday, Sept. 17, 7:30 AM
Location:   Room 126 (Mr. Vann)

Agenda:
- The purpose of the club and mission statement discussion
- Club organization and leadership
- Future meeting times
- Activities timetable
- Creation of a financial account
- Service hours
- Potential activities:
  - Boating
  - Wall climbing
  - State parks tours
  - Prairie restoration
  - Tree planting
  - Birding
  - Scuba diving
  - Hiking
  - Nature trips
  - Sturgeon watch
  - Nature hikes
  - Kayaking
  - Fishing
  - Rainforest trip
  - Winter Camping weekend
  - Horseback riding
  - Guest speakers
  - Biking
  - Backpacking
  - Skiing (downhill and cross)
  - Invasive species removal
  - Nature trail development
  - School natural area
  - Summer camping
  - Canoeing
  - Rock climbing
  - Animal adoption programs

- Fund Raising Opportunities:
  - CFL light bulb sales
  - Snack bar
  - Tree nursery and sales
  - Bird and bat house sales
  - Bird seed sales
  - Habitat improvement
Outdoor Activities Club

Meeting Friday Morning
7:30 AM, Friday Jan. 31, Room 126.

Event Dates:
- Wall Climbing: 5 PM Wednesday, Feb. 12
- River Rafting: Saturday, May 24?
- Camp at Devil's Lake: Fri. and Sat., May 30 - 31
- We also need to select a date for downhill skiing and discuss other events.

Anyone interested is welcome to attend.
Outdoor Activities Club

Meeting Friday Morning
7:30 AM, Feb. 28, Room 126.

The following events are scheduled. We need to discuss event details and future meeting times.

- **Downhill Skiing**: 9:15 AM Monday, March 3
- **River Rafting**: Saturday, May 24
- **Camp at Devil's Lake**: Fri. and Sat., May 30 - 31

*Be there and bring a friend.*
APPENDIX E
Activity Information Sheets
Kettle Moraine Mountain Bike Trip
Event #1

Location:  John Muir Trails, LaGrange WI, Hwys. 12 and H (see map).

Date/Time:  Saturday, Oct. 19, 2002,  9:00 AM to 2:00 PM

Itinerary:  We will meet at the high school at 9:00 AM, and organize drivers, passengers, and bikes as needed.  We will then drive to the LaGrange General Store near the trailhead.  Bikes can be rented at the store for $30 each (includes helmet).  It will probably be about 10:30 before we actually get on the trails.  Our leaving time is open for discussion, but 1:00 PM is a good estimate.  Lunch plans will also be open for discussion.

Odds and Ends:
1.  For those over the age of 16, a $3.00 trail pass is required.  They can be purchase at the trailhead; bring the exact dollar amount, it will speed things up.
2.  Vehicles will need a state park sticker.  These can also be purchased at the trailhead.
3.  Helmets must be worn on the trails.
4.  Trail etiquette must be followed.  Ride single file, and get out of the way of passing bikers.  Bike only on the trails.  It is the right thing to do, and off trail biking can result in a nasty fine.
5.  Bring water!
6.  There is no such thing as bad weather, just bad close.  Pack a bag; be prepared for all possible conditions (shorts, hat, gloves, sweats, extra close in case you get wet).
7.  Rain could close the trails.  We will call the trail hotline (1-262-594-6202) before leaving the school to confirm that all is ok.
8.  If we are rained out, we will still meet and go wall climbing, or bowling, or something else.
9.  SIGN UP!!  This is vital for arranging rides.  The sign up sheet is located in Mr. Vann's room.
Kettle Moraine Backpack/Camp-out  
Event #5

**Location:** Kettle Moraine Northern Unit.

**Date/Time:** 4:00 PM Friday, Dec. 27 to the afternoon of Sunday, Dec. 29.

**Itinerary:** We will meet at the high school at 5:00 PM, and organize drivers, passengers, and equipment as needed. We will then drive to the northern unit of the Kettle Moraine State Park near Greenbush. Upon our arrival we will set up camp for the first night. Saturday we will backpack approximately 14 miles to the second campsite where we will stay for the night. Sunday morning we will pack out and return to the school.

**Additional Information:**
1. The estimated cost for trail pass, food, and transportation is $20 per student.
2. Appropriate camping gear is an absolute requirement. If you do not have access to winter gear, see Mr. Vann for possible solutions.
3. Because this is an overnight trip, a permission slip signed by a parent or guardian will be required. Slips can be obtained from Mr. Vann.
4. If you have any questions see Trent Simon or Mr. Vann.
5. **SIGN UP!!** This is vital for arranging rides and reserving camp space. The sign up sheet is located in Mr. Vann's room.
Overnight at the Rahr Forest Lodge
Event #6

Location: Rahr Memorial School Forest, Manitowoc County, Wisconsin.

Date/Time: 9:00 AM Friday, Jan. 24 through 8:30 PM Saturday, Jan. 25.

Itinerary: We will meet at the high school at 9:00 AM, and organize passengers, and equipment as needed. We will be traveling in a rented van. We will drive for approximately 2 hours to the Rahr Forest Lodge just north of Manitowoc. Group meal times will be established, but all other activities such as hiking, cross-country skiing, and exploring the dunes will vary. We exit the lodge at 6:30 PM on Saturday and return to Tosa West by 8:30 PM.

Additional Information:
1. The estimated cost for lodging, food, and transportation is $30 per student.
2. For this trip, a signed permission slip and a $20 deposit must be turned in to Mr. Vann by Jan. 23.
3. Because this is an overnight trip, a parent meeting will be held. The meeting will be held at 6:00 PM, Wednesday, Jan. 8th. Please encourage a parent or guardian to attend.
4. Cross-country skis and snowshoes will be available for your use at no charge.
5. We will be staying in a heated lodge with fireplaces. Cots will be available, but bedding will not be supplied. You must bring your own sleeping bag, pillow, etc. Showers will be available.
6. Appropriate winter clothing is a must. Pack accordingly, and don't forget your toothbrush.
7. For more details, or to express any ideas, please see Mr. Vann.
8. SIGN UP AND GET YOUR PERMISSION SLIP IN!! This is vital for arranging transportation and estimating costs. The sign up sheet is located in Mr. Vann's room.
Wall Climbing at Adventure Rock
Event #8

Location: Adventure Rock, 21250 W. Capital Dr. (262-790-6800).

Date/Time: Wednesday, Feb. 12, 2003, 5:00 PM to 9:00 PM

Itinerary: We will meet at Adventure Rock at 5:00 PM. If you need help getting there or carpooling, contact Mr. Vann. Formal instruction will run from 5-6 with open climbing to follow. You are free to leave the site at any time.

Additional Information:
1. The cost is $15.00 per student. This includes all needed equipment and instruction. Bring payment with you to the wall site.
2. If you are under 18 you must have a "Release of Liability" form signed by a parent. The forms are available in Mr. Vann's room. If you have climbed at Adventure Rock recently, your release form will be on file; you do will not need another one.
3. Wear comfortable clothing, shorts, T-shirt, and sweatshirt.
4. SIGN UP!! This is vital for arranging rides and determining the number of instructors needed. The sign up sheet is located in Mr. Vann's room.
Downhill Skiing
Event #10

Location: Little Switzerland Ski Hill - by Hwy 41 in Slinger Wisconsin.

Date/Time: Monday, March 3, 9:15 AM - 4:30 PM.

Itinerary: We will leave the high school at 9:15 AM in a rented 15 passenger van and return at 4:30 PM. This is a non-school day, so you will need to obtain a ride to the high school by 9:15 Monday morning.

Cost: The per student cost breaks down as follows (these are group rates based on bringing 15 or more people):
♦ Transportation (van rental): $5.00
♦ Lift ticket: $ 10.00
♦ Ski rental: $ 7.00
♦ For those of you renting, this comes to $22.00 plus spending cash for food and drinks.

Additional Information:
♦ This outing covers a long period of time; be sure to pack a snack and/or bring money for food and drinks.
♦ Be sure to dress appropriately, the lift rides can get cold. If in doubt, bring extra clothing; you can leave it in the van if you don't need it. See an experienced skier or Mr. Vann if you have any questions.
♦ If you have not skied before, this will be an excellent opportunity to start. Free ski lessons will be available, and many experienced skiers will be with our group to help you along.
♦ SIGN UP! This is vital for arranging rides if the van gets full. The sign up sheet is located in Mr. Vann's room (rm 126).
♦ See Mr. Vann if you have any questions.
Camping at Devil's Lake State Park  
Event #11

**Location:** Devil's Lake State Park, Baraboo, Wisconsin.

**Date/Time:** 4:00 PM Friday, May 30 through 9:30 PM Saturday, May 31.

**Itinerary:** We will meet at the high school at 4:00 PM, and organize passengers and equipment as needed. We will be traveling in a rented van. We will drive for approximately 2 hours to Devil's Lake State Park and set up camp for the night. Group meal times and evening curfew will be established, but all other activities such as hiking, swimming, and paddling will vary. We will exit the park at 7:00 PM on Saturday and return to Tosa West by 9:30 PM.

**Additional Information:**
1. The estimated cost for park fees, food, and transportation is $40 per student.
2. For this trip, a signed permission slip and $40 payment must be turned in to Mr. Vann by May 16th.
3. Because this is an overnight trip, a parent meeting will be held. The meeting will be held at 6:30 PM, Thursday, April 10th. Please encourage a parent or guardian to make every effort to attend.
4. You will be camping. You must supply your own camping gear. Please coordinate with your fellow campers and Mr. Vann to share gear and find out what you need to bring.
5. Appropriate clothing is a must. Be prepared for all conditions: rain, cold, hot, etc. And don't forget your toothbrush.
6. Additional meal and activity planning will be done at club meetings before May 30th.
7. For more details, or to express any ideas, please see Mr. Vann.
8. **SIGN UP AND GET YOUR PERMISSION SLIP IN!!** This is vital for arranging transportation and camping sites. The sign up sheet is located in Mr. Vann's room (rm 126).
APPENDIX F
Activity Sign Up Sheets
SIGN UP

Overnight at the Rahr Forest Lodge

Event #6

Rahr School Forest, Manitowoc County. Overnight stay in rustic lodge starting at 9:00 AM, Friday Jan. 24, returning at 8:30 PM Saturday, Jan. 25.

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<tr>
<th>Name</th>
<th>Phone</th>
<th>$20 deposit paid?</th>
<th>Do you have a permission slip?</th>
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SIGN UP
Wall Climbing at Adventure Rock
Event #8

21250 W. Capital Dr.  5:00 PM, Wednesday, Feb. 12

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<th>Do you have a liability release form?</th>
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APPENDIX G
Activity Photos
Fall Mountain Biking - Kettle Moraine State Park

Winter Camping - Kettle Moraine State Park
Winter Overnight on the Shores of Lake Michigan - Rahr School Forest, Two Rivers

Spring Camping - Devil's Lake State Park