Developing and Implementing an Outdoor Environmental Resident Program for Seventh Grade that Infuses Art, Music, Science, Math, Social Studies, and Language Arts in the Mequon-Thiensville School District.

By

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ABSTRACT

The purpose of this project was to develop and implement an outdoor environmental resident program for the seventh grade that infuses environmental education within all disciplines, and create a program that exists as an extension to the classroom. Additionally, it was necessary to develop on-site courses that utilize environmental themes.

In March of 2003, a staff development course, Guided Projects in Environmental Education, was conducted in order to provide training to staff. During the ten-hour course several objectives were accomplished. The agenda provided lesson models, time to research the district’s EE Library, and a field trip to an outdoor site. In order to promote interdisciplinary connections of environmental education within our program, specific subject team meetings were held to develop and record the integration within disciplines. According to a brief staff survey given to all participants, the staff development course was well received and all are interested in more offerings the future.

Implementation of the program occurred in October of 2003. An informal evaluation of the program was given to students and parents using a survey. A pre and post-test was given to students in order to evaluate learner outcomes. Results indicate that the environmental resident program at Steffen Middle School is now a seamless extension to classroom curriculum and has provided students with an increased awareness and knowledge about the natural environment.
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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this research project is to develop and implement an outdoor environmental resident program for seventh grade that infuses art, music, science, math, social studies, and language arts into the Mequon-Thiensville School District curriculum.

The Subproblems

**Subproblem One:** Recruit middle school faculty members to participate in the development and implementation of the program.

**Subproblem Two:** Provide an inservice to team members with examples of interdisciplinary environmental themes and activities and involve team members in developing lessons for the program.

**Subproblem Three:** Research the possible on-site resources at the YMCA Camp Minikani for use in the environmental resident program.

**Subproblem Four:** Compile environmental program theme(s) and lesson plans for art, music, science, math, social studies, and language arts that can be infused into the seventh grade curriculum at Mequon-Thiensville School District.
Subproblem Five: Implement the Outdoor Environmental Resident Program and informally evaluate its effectiveness.

Significance of the Study

The Mequon-Thiensville School District has been sponsoring a residential environmental education program for the seventh grade for over thirty years. The program has had many alterations due to staff changes and retirements. It is at the point where incoming staff do not feel comfortable teaching classes they did not develop, or for that matter, do not see the significance of the outdoor program experience for the students. A more thematic cohesion between the classes being taught would promote faculty support and ensure greater effectiveness of the program goals. Learner outcomes will be more evident if students are exposed to a program that deals with specific environmental goals. These goals have a greater chance for impact because of the five-day length of the camp. The environmental education program at camp needs to be rethought and revised to combine the Wisconsin Environmental Education standards with other Wisconsin standards from other content areas within the seventh grade curriculum, so that the program experience can achieve a high degree of integration. Since the Mequon-Thiensville School District’s curriculum has already been formally aligned the with EE standards and with other state standards, the program developed by this study will enhance the environmental learner outcomes.

Past evaluations of the outdoor residential program by parents and staff identified concerns about the educational value of some of the lessons being taught. Parents have
requested that more environmental concepts and activities be included in the instruction at camp.

Finally, outdoor environmental resident programs can be a powerful experience for students that will make a long-term impact on their lives. For some students this may be the most memorable experience of their middle school years. It is important that the camp experiences not only be correlated with building character and self-esteem, and with the development of relationships with peers, but should be addressing various EE subgoals including sensitivity. The camp experience should also develop students’ environmental knowledge and skills. Developing an understanding of the value of the sustainability of ecosystems and the interrelationship of humans to those systems may result in the willingness of students to become advocates for the environment as adults.

**Limitations**

- Cooperation and communication with the YMCA representatives.

- The willingness of the program teaching staff to cooperate by using the interdisciplinary pre-activities, journals, and post-activities will be hard to predict until the program is implemented and evaluated.

- The Mequon-Thiensville School District’s continued funding for the program.

- This study will not formally be evaluated.
• This research problem is limited Steffen Middle School in the Mequon-Thiensville School District in conjunction with the YMCA Camp Minikani.

**Definition of Terms**

Environmental Education-“a life-long learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, ethical awareness and sensitivity for the relationship between humans and the environment, and commitment to engage in responsible individual and cooperative actions. By these actions, environmentally literate citizens will help ensure an ecologically and economically sustainable environment.” (Wisconsin's Model Academic Standards for Environmental Education, 1998)

EE- Environmental Education.

Evaluation- A logical process of analyzing the nature of an educational program and of making value judgments concerning its worth.

Infusion- refers to the integration of content and skills into existing courses in a manner as to focus on that content without jeopardizing the integrity of the courses themselves. (Ramsey, Hungerford, and Volk, 1998)
**Inservice**—A ten-hour staff development opportunity specifically designed to explore a distinct aspect of education.

**Interdisciplinary**—the infusion of EE into the major curricular subjects.

**On-site activities**—Those environmental education activities taking place at the outdoor residence program.

**Performance-based assessment**—A form of analyzing learner outcomes by the accomplishment of a task.

**Pre- and Post Activities**—The lessons that will be taught in the classroom before and after the program experience to reinforce the seventh grade curriculum to the environmental concepts.

**Program**—Participation in activities developed by this study at YMCA Camp Minikani.

**Steffen**—Middle school in the Mequon-Thiensville School District where this research problem is taking place.

**Thematic**—The use of single concepts to coordinate many activities. (i.e. soil, water, forestry, etc.)
Assumptions

- The YMCA Camp Minikani is available for the Mequon-Thiensville School District for the next two years.

- The middle school faculty and staff will be inserviced to help facilitate the development of an environmental class they will be teach at camp.

- The middle school faculty and staff will do pre and post activities associated with the outdoor residential program activities.

- There will be appropriate on-site areas at Camp Minikani to accommodate program activities.

- Program funding through the Mequon-Thiensville School District will continue.
Infusion refers to the integration of content and skills into existing courses in a manner as to focus on that content without jeopardizing the integrity of the courses themselves (Ramsey, Hungerford, and Volk, 1998). When considering environmental education, educators must analyze the curriculum they are responsible to address within the Wisconsin State Standards and look for places where environmental knowledge and skills could be incorporated. The faculty must share the same enthusiasm toward an infused program, and work cooperatively to develop a program that will be carried out. The strategy of “inserting” environmental education such as, the use of case studies or separate units that would include all content area skills is another model of inclusion (Ballantyne, 1995). However, it is found to be less time efficient and may be a barrier to its implementation. Whether EE is infused, inserted, or simply the existing curriculum is “environmentalized”, implementation depends on the willingness of the faculty and staff within all disciplines.

There are many benefits to the integration of environmental education within all disciplines. In a nationwide study, Closing the Achievement Gap, Using the Environment as an Integrating Context for Learning, EIC defines a framework for education using the environment as an integrating context for learning (Lieberman and Hoody, 2002). This framework is interdisciplinary, collaborative, student-centered,
hands-on, and engaged learning. There are observed benefits that appear encouraging and far-reaching:

- Better academic performance in reading, writing, math, science, social studies on standardized tests;
- Reduced discipline and classroom management problems;
- Increased engagement and enthusiasm for learning; and,
- Greater pride and ownership in accomplishments.

If the benefits of using the environment as an integrating context are to be realized by greater numbers of students, it will be necessary to try and remove any barriers that may exist. There are many barriers to infusion of environmental education within existing content areas. Many times we see the science teacher as the team member that initiates or takes on the responsibility in the area of EE. This seems to be the case for a number of reasons. Lane, Wilke, Champeau, and Sivek (1994) state that the most commonly reported reason teachers do not infuse EE concepts is that they perceive EE as being unrelated to their subject area. A second reason may be the lack of background and training in EE. Previous studies indicate that among those teachers who are aware of the state mandates, many perceive time as a barrier to incorporation of EE (Simmons, 1998). Most teachers feel that the inclusion of EE is important, even though the majority of teachers spend less than 1/2 hour per week per subject teaching about the environment (Lane, Wilke, Champeau, and Sivek, 1994).
It is clear that there are many misconceptions associated with environmental education. There is a great need for pre-service and in-service training in EE that would facilitate infusion across all disciplines. Administrators need to reflect the need for EE in their schools and support training and development of on-site environmental areas. Giving teachers opportunities for planning for infusion by using a team approach should be a priority for administration (Birman, 2000). Curriculum committees need to implement and train teachers how to infuse EE within existing units of study. Great possibilities exist for the infusion of EE in social studies and language arts due to the value-laden issues that pervade EE (Hungerford, 1998). It is the responsibility of all of us to do what we can for the environment. Educators must realize that if we expect our youth to grow up to be responsible citizens that value the environment, we must first teach and live with concern for the environment.

**Developing an Environmental Education Inservice Program for Teachers**

As stated by the Wisconsin Department of Public Instruction, “The goal of environmental education is to help students become environmentally aware, knowledgeable, skilled, dedicated citizens who are committed to work, individually and collectively, to defend, improve, and sustain the quality of environment on behalf of present and future generations of all living things.” (Engleson, and Yockers, 1994). In order for educators to rise to the occasion of such lofty goals they must be given the background and skills to learn how to effectively implement them. Therefore, it is imperative that inservice and workshop opportunities be offered to teachers. According to the results of the “Walking the Talk” report, (Champeau, et al, 1997), a profile of
Environmental Education in Wisconsin K-12 Schools, teachers who are provided with pre-service or inservice experience, feel confident and comfortable, as well as spend more time infusing EE.

One way to insure that environmental education is implemented into all disciplines is to try and remove the perceived barriers. A major obstacle to the interdisciplinary infusion of EE in schools is inadequate teacher training opportunities. Many teachers express concerns for little undergraduate preparation in the area of environmental education. There is also widespread belief that EE is strictly a natural science and not relevant to nonscience classrooms (Wade, 1996). The integration of EE into other subjects could guarantee a larger time commitment spent on teaching environmental concepts during the school day (Ham and Sewing, 1987-88). It is important that teacher education programs, inservices, and committee work, create a broader based view of EE, thereby promoting the incorporation into other disciplines. Many teachers depend on these programs for their educational credits. When organizing these workshops or inservices, sponsors need to think about eliminating many of these barriers. The following characteristics taken from a study by Ham and Sewing (1987-88) would seem necessary for an EE inservice to achieve this goal:

- The program should be designed to attract teachers from all backgrounds, not just those with scientific backgrounds.

- The program should deal with EE in all areas of the curriculum, stressing methods as well as content.
• The program should provide training in using the classroom, and the schoolyard as sites for EE. Classroom or on-site follow-through with regard to help in implementing instructional materials is critical.

• The program should provide a holistic view of EE by stressing cognitive and affective elements.

• The program should provide opportunities to explore a variety of instructional materials appropriate to all grade levels.

The program should be motivational, especially for nonscience teachers unsure of their competence to teach EE in their classrooms.

Utilization of an Outdoor Site to Enhance Environmental Education Programs

Education is strongest when it occurs in a meaningful and relevant context in which to learn about the earth (Caduto, 1998). In order to actively and lastingly engage the many learning styles of students, a learning environment should be rich in experience. Many students have few experiences with natural environments and ecosystems that exist there. When we take children into a forest, ask them to look, listen, smell, and feel their surroundings, they become aware of the biodiversity within the forest. Students who can have first hand experience with an outdoor site will learn and assimilate much more than from lectures and worksheets while sitting at a desk in their classrooms. “...Education is, not entirely, nor even mainly, an affair of book learning for that is only education of one part of our nature—the part of the mind that deals with concepts and abstractions. In the child, who is not yet mature enough to think by these shortcut methods, it should be
largely an education of the senses—the senses of sight, touch and hearing. In one word, the education of the sensibility (Read, 1991).

Teachers are the ones who select the ways EE goals are addressed within their own curriculum. Within a school district, many elementary school teachers may utilize on-site environmental locations, while few middle school teachers do. Research suggests that teachers use educational resources unevenly (Simmons, 1994). It is important to understand teachers’ perceptions about the use of on-site environmental studies, and the choices they make regarding the way they teach EE. Most teachers understand that it requires commitment and preparation. They realize that the value and benefits are clear. They must have the desire to find the time to develop and implement EE within a curriculum that is already packed with state mandated curriculum. If it is perceived to be more work, or if it impairs the teacher from getting to all curricular responsibilities, these extra responsibilities may form a barrier that block teacher inclination to provide nature experiences (Simmons, 1998). Studies have shown that teachers feel the need for better training to develop necessary skills and resources for the specific sites (Simmons, 1993). In addition, some teachers feel that the high student numbers within most classrooms is a deterrent with regard to effective teaching and student control. Many teachers also have multiple sections within an entire grade level that they are responsible for. Most nature centers have difficulty handling large numbers of students. Teachers must come up with creative ways in which to provide all students with the same experiences. This indicates a great need for the development of on-site environmental areas.
Another highly effective model of using natural settings for EE are outdoor environmental resident programs. Studies done by Disinger (1987), states that field experiences that last for a longer duration have proven to have a pronounced positive influence on the affective domain of its participants. Research on environmental resident camps clearly shows that self-esteem and interrelationships are major factors influencing the desire to change environmental behaviors.

The Development of Instructional Objectives and Assessment Tools

What do Steffen Middle School students know, feel, and do about environmental problems and issues? Is the seventh grade environmental residence program providing an experience that includes the development of student environmental literacy? The goal of the environmental residence program is to develop the perceptual awareness and knowledge, and the skills needed to become active and participate in citizen actions related to the stewardship of the environment (Hungerford, 1998). At the beginning stages of any instructional program, decisions regarding the selection of appropriate instructional objectives must be explored. Hungerford’s General Teaching Model (Hungerford, 1998), presents a guide for teachers to use in deciding what they want their students to learn, what instructional methods they should employ, and how to determine whether their students learned what they intended. Hungerford’s Model does not focus on environmental education, rather on a system for developing curriculum for any subject. Instructional objectives must be identified after an analysis of desired learner outcomes, and how students will be assessed in terms of “performance” of these
objectives should be developed at the same time. Prior to beginning instruction, learners should be pre-assessed to determine if they have any background knowledge and skills. This should serve as a benchmark for further instruction levels. Instruction should be designed based on helping students achieve the pre-determined objectives. Methods of instruction such as inquiry, experiential, data gathering, etc. should be employed in the implementation of the program. Finally, evaluation of the program based on how well students performed the assessments is an essential part of the process. Modifications to the instruction process can be made in order to insure the program or unit of study is effective.

Studies have shown that EE uses various forms of evaluation on a sporadic and irregular basis (Marcinkowski, 1998). Other studies indicate that many EE programs which identify an emphasis on “nature study, outdoor education, or conservation education have been found to use evaluation less frequently, are more prone to use informal or subjective methods, and are highly likely to emphasize participant satisfaction or attitudes, if they report using any form of evaluation at all.” (Marcinkowski, 1998). This may indicate that assessment in EE programs is not given much emphasis and that a need for support and training is great. Educational reforms that emphasize correlation of the Environmental Education Standards with other Wisconsin State Standards are critical, and would help to create national classroom practices.
There are many alternatives to “testing” as a form of assessment. Some of the types of performance assessments are not new to education and have been in practice for a long time. Student role-plays, projects that produce an end product, oral presentations, and data gathering are only a few practices that educators already use in the classroom. The environmental education movement which takes an infused and interdisciplinary approach, is a perfect fit for many alternative forms of assessment such as, “direct”, “performance”, “practical”, and “authentic”, because it focuses on how student learning can be observed while he/she is applying skills learned (Marcinkowski, 1998).

**SUMMARY**

It is important for teachers to incorporate or “infuse” environmental education objectives and subgoals within the existing curriculum as stated in the Wisconsin Academic Standards. “Inserting” environmental knowledge and skills is much less efficient as the magnitude of educational content requirements increases. However, it is important for faculty and staff to work cooperatively to share the focus and vision that environmental content is first, a requirement within state standards, and secondly, enhances student learning.

It is imperative that teachers are given the chance to feel qualified to infuse environmental education within all content curriculums. The utilization of inservice classes is a valuable tool in giving teachers confidence, references, and implementation strategies. The goal of any environmental education program is to develop the perceptual awareness, and knowledge, and the skills needed to become active and participate in
citizen actions related to the stewardship of the environment. Teachers need to be trained in ways that facilitate the development of lessons and assessments that promote learning and future awareness by students.

Utilization of outdoor sites to enhance environmental education programs is vital to facilitating a meaningful and lasting learning experience for many types of learning styles. Many students have that have an increasing less hands-on experiences with the outdoors will assimilate and learn much more by giving them relevant experiences along with content. A highly effective model of using outdoor sites to enhance student learning is through the use of environmental resident programs.

Evaluation and assessment of environmental education tends to be informal and subjective. The practice of developing clear objectives for outcome-based learning are applied in many areas of core curriculum, and should also be used in environmental education. Authentic forms of assessment is a perfect fit for the environmental movement because it focuses on how student learning can be observed while applying skills learned.
CHAPTER III

METHODOLOGY

SUBPROBLEM ONE - Recruit middle school faculty members to participate in the development and implementation of the program.

Before continuing this study, it is necessary that the researcher meet with Kim Desotell, Steffen Middle School Principal, and Francie Shea, District Curriculum Director, with a copy of this study for approval. Both professionals need to be aware of any program changes to the existing resident camp and voice any concerns or suggestions. The administrative details of providing an EE teacher inservice needs to discussed and approved. The researcher will then set-up a team meeting for the seven seventh-grade staff members to discuss the development and implementation process of this study. Both of these meetings will be done by September of 2002. Staff concerns and questions will be dealt with at this time. It is the expectation of the researcher that the seventh grade team is comfortable with this process, and not intimidated by the perceived increased work on their part. This is to be a team effort and they will be accommodated wherever possible. The success of this study is hinging on good communication and collaboration. By January of 2003, an agreed upon inservice date needs to be set, to develop the resident camp curriculum that will be implemented in the fall of 2003. The researcher will request time to discuss the progress of this study at the regular weekly seventh grade level meetings when needed.
SUBPROBLEM TWO - Provide an inservice to team members with examples of interdisciplinary environmental themes and activities and involve team members in developing lessons for the program.

It will be necessary to plan an inservice in order to support the teachers in their efforts to infuse EE into each discipline curricula. It is important that teachers are given ownership to develop the concepts that they deem important to seventh grade Wisconsin Academic Standards in science, language arts, social studies, math, music, and art. They will be more likely to infuse EE outside of this study if they can see the benefits for their students. Teachers will be asked to plan pre and post activities that can be assessed for learner outcomes for EE, and Wisconsin Academic standards. It is possible that the whole team plans these activities, so that a culminating activity could be experienced. In planning the details of the environmental inservice for seventh grade the researcher will generate lesson plans for four or five, two-hour inservices (total 10 hrs.) that will include:

- An activity that demonstrates the importance of infusing EE.
- A demonstration or hands-on activity that models the infusion of EE that would be relevant to the environmental resident program.
- Time for core subject teachers to choose possible resources for use at camp.
- The sharing of their favorite lesson ideas with other members.
- The generation of possible pre and post activities that would tie into curriculum.
- Field trip to site for a trial lesson of each class.
• An evaluation of inservice by teachers using a questionnaire.

SUBPROBLEM THREE - Research the possible on-site resources at the YMCA Camp Minikani for use in the environmental resident program.

The researcher will set-up an appointment with the YMCA resident program director to discuss this study, and to investigate the possible on-site locations that Steffen Middle School might consider using to develop EE curriculum and themes of study by October of 2003. It is important that the director understand that the Steffen Middle School faculty will be doing all the teaching when we are at camp. The researcher, a representative of the seventh grade team, and the district EE coordinator will be present at the meeting to further facilitate the cooperative intent of this study.

SUBPROBLEM FOUR - Compile environmental program theme(s) and lesson plans for art, music, science, math, social studies, and language arts that can be infused into the seventh grade curriculum at Mequon-Thiensville School District.

In order to address this subproblem the researcher will meet with seventh grade level teachers to:

• Report on the findings of the on-site investigation with regard to possible utilization.
• Cooperate with staff in choice of sites and themes for the program.
• Discuss use of outside professionals for evening programs (e.g. storyteller, musician, wildlife presentation, naturalist, survival techniques)

After the team meeting, it is necessary that the interdisciplinary resources that correlate with the chosen themes and sites be complied. The district EE coordinator and the EE resource library will be used. It will also be necessary to gather environmental journal models for the language arts activities to present at the teacher inservice. The English language arts teachers should make the final journal choice. Inquiries to procure professionals for evening programs needs to be investigated for EE concepts and for costs and possible funding. It may be necessary to communicate with educators at Wilson Elementary to prevent possible repeats of programs students may have already seen.

**SUBPROBLEM FIVE - Implementation of the Outdoor Environmental Resident Program and informally evaluate its effectiveness.**

The program developed will be put into action by October, 2003 after its development. The program will be informally evaluated using several methods: 1) surveys to students one week after the program is completed, 2) a pre and post test of knowledge before pre-activities and after the five day program, 3) parent surveys after programs conclusion, and 4) at a level meeting with the program staff.

The effectiveness of the outdoor education resident program has always been evaluated using student and parent surveys. It is the intention of the researcher to add
questions that could evaluate environmental attitudes and knowledge to the present questionnaire. In the past, few staff members have used pre and post activities. The goal is to make a greater effort to construct better connections to environmental education and the seventh grade curriculum. The use of a pretest of environmental knowledge will help determine any background knowledge the students may have prior to the program. The post test that will be given one week after camp, will help to evaluate any knowledge gained while at the program. Journal writing at camp was tried in the past with minimal support by the team. It is our experience that students tend to not want to write while outdoors. Better efforts need to be made to motivate teachers and students to see the value of environmental journaling.

Members of the teaching team routinely meet to discuss the effectiveness of the program and discuss the results of the surveys. We are always ready to adjust that which needs changing. A discussion of the pre and post activities and tests should be added to the agenda to make sure that teachers are pleased with learner outcomes. A program staff meeting concerning the effectiveness of the environmental resident program should be scheduled.
SUMMARY

The following is a timeline of the methodology used to conduct the research of this project:

A. August/September, 2002 - Administrative meetings.
B. September, 2002 – Present project to program staff and begin compilation of resources for pre and post activities within disciplines.
C. March, 2003 – Inservice for program staff and compilation of lessons/activities.
D. September, 2003 – Pretest given to students.
E. September/October – Pre activities are implemented.
F. October 6, 2003 – Five-day environmental resident program experience.
G. October 13, 2003 – Post test given to students
H. October, 2003 – Student and parent surveys are given.
I. October 14, 2003 – Post activities within curriculum.
J. Evaluation of student and parent surveys as well as pre/post tests.
L. Completion of masters project August, 2004.
SUBPROBLEM ONE - Recruit middle school faculty members to participate in the development and implementation of the program.

An informal meeting with Steffen Middle School’s principal, Kim Desotell was accomplished in August of 2002. I outlined the premise of my project and discussed my goal of developing classes at Camp Minikani that are environmentally sound and interdisciplinary. Mrs. Desotell was very supportive and volunteered to help with anything that I might need. We discussed the need for a staff inservice and was directed to Francie Shea, the curriculum director of the Mequon-Thiensville School District for approval. In meeting with Ms. Shea, I was informed of the process. I needed to fill out the necessary paperwork and find a date, formulate an agenda and hand it in to her for publication in our staff development handbook. The agenda for the inservice is presented in Appendix A.

A brief presentation of this project was given to middle school faculty members in Sept. 2002 at our weekly team meetings. The inservice goals and date of March 6, 2003 was announced. It was inherently important to the success of this project that the cooperation of the resident program staff believe in the goals of my project. Four out of a seven member seventh grade team were willing to work with me and take the inservice.
The three who were not interested in taking the inservice felt that the activities they taught at camp were just fine, but were willing to make small changes.

They also agreed to meet individually with me, or as smaller curricular groups to formulate pre and post activities that would fit their curricular areas, as long as I provided the help and resources within their existing curriculum.

In order to present and outline the inservice opportunity, I met with our Steffen camp staff, at our regular level meeting, which is held every week during our prep time. It was generally well received. There was a mix of enthusiasm. Some teachers felt excited about the prospects of adding new curriculum and changing some of the less desirable classes of the past. We have had clear feedback from students and parents in the past in which they would like to see some classes updated. Some of the teachers saw environmental education as an addition to what they were doing, not understanding infusion.

**SUBPROBLEM TWO - Provide an inservice to team members with examples of interdisciplinary environmental themes and activities and involve team members in developing lessons for the program.**

The numbers of staff members that participated in the staff development course was four out of a seven-member team. It seems that, by implementing this study, staff members are more comfortable with developing new activities and lessons for camp wherever and whenever that opportunity presents itself. Over the course of this study,
lessons and activities change from year to year and are not static as in the past. Our Steffen Middle School Environmental Studies Library has provided the resources, and I feel that the implementation of this study has instilled a teacher confidence and willingness to explore new environmental curriculum.

A Homestead High School science teacher and the Environmental Education Coordinator for our district, Dawn Pfaff, worked with me to outline an inservice that ensured that our numbers for the inservice would be large enough. The inservice was held on March 6, 2003 with a mix of elementary, middle, and high school teachers attending. The inservice was generally categorized as the development of environmental curriculum using guided projects, with smaller groups or individuals working towards developing specific units of study. The agenda for the inservice is presented in Appendix A. The inservice presented mini-lessons from different resources and illustrated the different disciplines that could be covered. The purpose in giving the inservice was to help the Steffen Middle School Residential Environmental Camp staff develop activities and lessons for on-site activities, while Ms. Pfaff’s emphasis was on the effective use of the Environmental Studies Library that she developed for our district. Five major goals were accomplished by:

1. defining environmental education.
2. identifying the problems associated with infusing environmental education into the MTSD curriculum.
3. modeling of environmental education lessons and activities
4. providing time and resources to teachers to all grade levels and disciplines.
5. going on a field trip and facilitating a lesson share time.

Teachers who took the staff development were asked to fill out an evaluation form, which is included in Appendix B. It was a ten-question survey in which they rated their
answers 1-5; 1 being strongly disagree, and 5 being strongly agree. The results of the survey indicate that, out of the 10 participants, 10 teachers felt that the course helped them to infuse EE into their curriculum and would recommend it to others (60% agreed and 40% strongly agreed). Out of 10 participants, 10 teachers felt that time and resources are the most important limitations to EE (60% agreed, 40% strongly agreed). Direct comments were made that the guided project format of the inservice was most beneficial to individual needs. The next time this inservice is offered, it should be promoted it as a middle school project.

The results of this evaluation indicated that teachers would be willing to take more staff development classes to further develop the infusion of environmental education within other areas of their curriculum. Teachers were appreciative of the “independent study” aspect of the class in which they could develop lessons that were directly applicable to their situations. Seventh grade staff members were pleasantly surprised to find a variety of exemplary lessons that were applicable for our residential environmental camp, as well as interdisciplinary connections. Perceptions at the initial meetings, left teachers feeling somewhat overwhelmed at the prospect of the development of environmental lessons. Comments were made that after the staff development course, they were more aware and comfortable using the resources that are available in the Environmental Education Library at their school.
SUBPROBLEM THREE - Research the possible on-site resources at the YMCA Camp Minikani for use in the environmental resident program.

As part of the research, the possible on-site resources at the YMCA Camp Minikani for use in the environmental resident program needed to be identified. The director was contacted and a date of March 20, 2003 was determined, so that members of our class could come out to camp to walk through the different sites that are available for use. This opportunity was made available as a part of the inservice hours as a field trip. It was well attended by all participants and some of the staff that did not take the inservice course attended also. It was found that the YMCA had improved on-site areas by building more board-walks, signage, water and wetland dock study areas. The director pointed out some of the possibilities as we walked through the tour of the camp facilities. We stopped and discussed lesson possibilities that would work well with specific sites. This helped some members of our class decide on a site to use and the possible activity that they would develop. The idea of touring the site has taken hold and will continue as a group, to walk the grounds before the program. The program staff discussed possible themes based on the outdoor site. We felt the YMCA camp Minikani had excellent opportunities for us to study: forestry, water, (Mud Lake and bog, Amy Belle Lake, and small pond and wetland areas) soil, and animal studies, as well as outdoor skills, and leadership.
SUBPROBLEM FOUR - Compile environmental program theme(s) and lesson plans for art, music, science, math, social studies, and language arts that can be infused into the seventh grade curriculum at Mequon-Thiensville School District.

Members of the staff were then given time in class and out to come up with the activity they were to provide at Camp Minikani. We discussed what themes and interdisciplinary elements existed within the lessons developed. One of the major concerns of the residential program was that it seemed like a pull-out unit that did not have any, before and after program activities within all disciplines.

We were able to evaluate each class being taught at camp and determined that lesson plans for art, music, science, math, social studies, and language arts were infused with environmental themes. We discussed the possibility of using a journal at camp and decided that it would be implemented in the English/Language Arts pre and post activities. Students were asked to keep a journal at camp, but asked to do so at the beginning and end of each day. Students were told that their journal entries would be used for assignments after camp. Pre and post activities were discussed as a group and developed within curricular teams. English, social studies, math and science were the main disciplines used. Art and music are a part of camp curriculum and must be considered somewhat inherent within all areas of pre and post activities. Students enjoy participating in sing-a-longs every evening at our fireside meetings before, during, or
after evening activities. Students make leaf print t-shirts and hemp jewelry that they readily wear during camp and upon return to school. They are a sort of badge of courage that is appreciated by both the eighth graders, who have good memories of camp, and the sixth graders, who look forward to their upcoming experience.

**English/Language Arts**

- Use of a novel, *The Acorn People*, which directly relates to residential camp experience as a pre-activity unit. Students are asked to write in journals about their expectations for the program.

- Use of daily journal entries from the program for a descriptive paragraph writing unit as post-activity.

- Use of a novel, *Hatchet*, which has an adventure survival theme as a post activity. Students are assessed by having them complete a personal survival plan, which must include concepts learned at the outdoor environmental program.

**Social Studies**

- Scheduling the Equality Unit with emphasis on Native American studies for beginning of school year.

- Teacher uses excerpts of the *Sand Count Almanac*, by Aldo Leopold as a read aloud. A discussion of how Leopold is an environmental leader, and how students could be environmental stewards follows.

- Native American storytelling at evening activities – How Camp Minikani got its name –the story of “Mini” and “Kani”.

29
• Lesson as post-activity of the many Native American names used in Wisconsin and relate to camp names.

Science

• First unit of study should be our “Organisms” unit in which we study the classification system and the nature of living things. This unit follows many of the concepts that students can experience at camp. Students are well prepared to study organisms and plants in the field. This unit continues after camp and concepts are constantly referenced to camp experiences.

• Students are asked to illustrate and classify an animal they observed during the program while given field guides. Students must also write an appropriate caption that describes the species and the environment they observed it in. Concepts related to **Genus, species** are reinforced. (Art application)

After reviewing the activities and lessons developed, a clearer picture of the themes used at the Environmental Resident Camp became evident. We tried to make sure that a variety of themes are used. Forestry, water, soil, and animal studies, as well as outdoor skills, and leadership were defined as our most likely themes. Self-esteem and interrelationships are major issues for the adolescent child and can influence the desire by students to change environmental behaviors. There is a prevailing opinion among staff members, that camp needs to have some classes that develop leadership and social development. In this regard, a class in which students must climb a rock wall and run through a rope course, develops trust and confidence. The concepts that the environmental themes cover are the following; water studies, which include dissolved
oxygen and organism identification. Soil testing and analysis within varying areas from bog to climax communities are explored. Tree identification and finding the width and height of trees within forest areas, as well as sensory awareness in an environment are handled in several classes. An orienteering class develops student skills in math and the use of compass directions. One of the newly developed courses is one that develops student awareness and skills at survival and first-aid in the out of doors. A student and parent handbook is given out before camp begins and is located in Appendix G, while Appendix H is a course handbook detailing the activities developed.

As a team, we discussed the importance of having planned evening activities. We wanted to make at least one of them relate to the environmental experiences the students could relate to at camp. We have been successful in hiring environmentalist, Mr. David Stokes and his Creatures of the Night program. The other night events at camp speak to the importance of social interactions in adolescence. These include storytelling around a fire, along with a nighttime candy hunt with flashlights. Group songs and skits are used as an attention-getting strategy, come to be a delight for both students and staff.

**SUBPROBLEM FIVE - Implementation of the Outdoor Environmental Resident Program and informally evaluate its effectiveness.**

Implementation of the pre/post activities, and program themes and lessons developed by this project was implemented in October of 2003 at the five-day
environmental resident program. Because our camp staff develops and teaches the courses that each student rotates through throughout their stay at the environmental resident camp, it is appropriate to evaluate the camp experience. A survey was developed for students and parents in order to communicate and make them a part of the evolutionary process for improvement. The survey helps teachers evaluate the success of their class as well as direct our decisions for the future. It was not the primary intent of this project to statically analyze the following evaluations.

The questions used in the student evaluations focused on the areas of environmental concepts, personal growth, and some of the questions were value-based. Out of the approximately 180 students who went to camp, 115 students took the survey. However, many teachers did not keep the surveys for use with results, so this survey is based on students who were taught by the research. The student evaluation form is found in Appendix C. There were 115 students surveyed on an eight open-ended question test. Of those 8 questions, 4 questions pertained to environmental education, the other questions are based on opinions and are not easily quantified for this evaluation. These questions pertained to the following:

1. Of the 115 students surveyed, 95% had never been in an outdoor resident program before, with 5% of students who go to a summer camp program for an extended period.

2. Of the 115 students surveyed, 97% of students responded that the program was a worthwhile experience and felt it will be one of their most
important school memories. 3% responded that they did not like the experience due to social conflicts.

3. Students were asked to describe experiences that impacted their environmental awareness at the program, out of 115 students surveyed,

- 45% enjoyed the outdoor educational classroom and felt the information they learned was more realistic and relevant as compared to a typical classroom experience.
- 20% of students simply stated they wanted to spend more time outside now.
- 25% of students responded that they have a greater understanding of how ecosystems function and their individual connections to it.
- 10% either did not respond or answers were not relevant to this study.

4. Students were asked to list their favorite activity/class at camp
   - Adventure Challenge (Rock wall) 40%
   - Mission Explore (Bog) 25%
   - Canoeing skills 20%
   - Tree identification 10%
   - Water testing 5%

5. Students were asked an open-ended question more as a comment section as to what other areas they might like to learn about while at the program.

   Some suggestions were: astronomy night activity, and kayaking.

Students were asked to respond to a question relating to their acquired environmental a) awareness, b) knowledge, and c) skills experienced during the environmental resident program. Some students responded:
a) An improved love of nature and being outside.

b) Thought more about the human impact on the environment and learned about different ecosystems.

c) Students had never tested for dissolved oxygen, soil composition, survival skills, and tree identification among others.

Other areas that students would like to experience at the environmental program include an activity that deals with astronomy, as well as more leadership activities.

Finally, there are many aspects of a residential camp that makes an impact on a child that relates to environmental ethics and attitudes. There were many survey questions that dealt with other aspects of personal growth. It is important to comment that adolescents are preoccupied with socializing with peers, growing in self-confidence and acquiring leadership skills. Most indicated that the time spent at the residential program taught them more tolerance and self-confidence. It allowed them to make connections between themselves and the environment, and therefore learn to “value” them.

Many parents responded on their survey (Appendix D) by commenting on the huge impact the residential program had on their children. In the past parents expressed concern for some of the courses being taught. Parents felt that they were pleased that the courses were now more relevant to environmental education. They expressed a hope that budget concerns would not impact the program in the future.
Students were given their parents surveys to take home, therefore the return rate was low relative to student numbers. Out of the approx. 180 parent surveys given out, only 98 surveys were returned. The survey questions are opinion based and were not statically analyzed. There were a total of 6 open-ended questions. Out of those 6 questions, 3 pertained to parent satisfaction with EE concepts.

1. Parents were asked if they felt the EE program was academically and socially well spent. 100% of the parent surveys (N=98) returned stated that the program provided their child with an invaluable experience of being socially independent and learning how to get along with others, academically liked the idea of an outdoor classroom.

2. When parents were asked if they would change anything about the program, results indicate no program changes other than more opportunity to be involved with the program.

3. When asked what was most valuable to their child parents responded with the following examples:

   - Being away from home.
   - Spending time outdoors and learning about the environment.
   - Learning to get to know classmates that they haven’t spent time with before.
   - Coming back from the program with more confidence and greater self-esteem.
   - Camp would be an experience that they will always remember

The pre/post test of environmental knowledge (Appendix E) were given to 150 students that participated in the resident program. The pre-test and post-test was the
same test. It was a ten question multiple-choice test. The test consisted of five general environmental knowledge questions relating to these topics:

- What is a niche?
- What is the difference between abiotic/biotic?
- How do ecosystems function?
- Where is energy contained in a food chain?
- What is role of species in a population?

Five more questions pertained to specific knowledge that would be taught at the program from these general concepts such:

- What is dissolved oxygen?
- How is soil formed?
- What is a climax community?
- How bog ecosystems?
- What is an indicator species?

Test results were based on the number of correct answers that each student received on the pre-test compared to the same post test. The average score of all students (N=150) surveyed on the pre-test was 70%. The results of the post-test placed average scores at 90%, indicating a 20% increase in average scores. Students received 3 wrong answers before camp and only 1 wrong after the program. When working with children, one has to consider that some students may understand the concepts, but may have reading processing difficulties. When tests were examined, it may, or may not be determined that the increase in scores was a result of the program experience of the specific activities. These students generally have very good background knowledge of ecological concepts from sixth grade curriculum. The pre/post test is presented in Appendix D. After reviewing the wording of the questions, it was felt that the some of the answers to the questions were set-up to be obvious. In other words, only one right answer in most cases.
More accurate forms of evaluation were illustrated in post activities that were developed and infused within the different disciplines. Authentic forms of assessment are used such as, student role-plays in English/Language Arts, and projects in science that include posters of animal adaptations and research are both examples of observable end products that are based in sound EE objectives.

After the five-day environmental resident program the staff met to discuss the success of the program. The obvious benefits to conducting an environmental resident program is in the affective domain. Students and teachers get to know each other. It is an excellent beginning to an academic year. The program needs to continue to evolve, with more emphasis placed in the evaluation of the program, so that an accurate picture of the knowledge and skills gained as a result of the program can be generated. We all agreed that better testing tools are needed. Teachers felt they would be able to improve their level of infusion of EE within pre/post activities in the following year. We decided to continue to hire David Stokes who works so well with children of all ages. Teachers within the other disciplines also felt that the pre/post activities could be developed further as they become more comfortable, because they liked the student ownership that took place in the classroom. We also discussed that we needed to continue to make adjustments to activities based on first hand experiences.
Chapter V

CONCLUSIONS AND RECOMMENDATIONS

Awareness by teachers that environmental education is a mandated part of their curriculum is becoming an integral part of how they develop units, lessons and activities. It is important that educators infuse environmental education concepts within math, social studies, English/Language Arts, science, art and music (Ramsey, Hungerford, and Volk, 1998). The job of helping students become environmentally knowledgeable, skilled caretakers, and citizens cannot be done in the classroom alone (Caduto, 1998). Students who can have first hand experience with an outdoor site will learn and assimilate much more than from lectures and worksheets in a classroom. Many students of today’s technology culture, do not come with the same outdoor experiences. This project has attempted to give teachers the help they needed to infuse environmental education into their various disciplines. Teachers developed lessons and activities for an environmental resident program that flows seamlessly within existing curriculum and is not considered a pull-out unit, but part of the ongoing process of learning.

Recruitment of middle school faculty members

I found that the administrators were very cooperative with the approval of this study. The district is very proud of its commitment to the continued funding of its
environmental resident program. They were eager to see that the staff would be involved in improving the implementation of Environmental Education standards within the district. Future analysis of the benefits of the environmental resident program will be important to share with administration. There may be a time when our program staff will have to prove to the school board that the environmental resident program is an important part of the Mequon-Thiensville School District’s curriculum. At that time, it will be necessary to come forth with an accurate form of analysis according to student and parent surveys, and pre and post-test results that reflect an increase in environmental knowledge, skills, and attitudes.

I did not have the same kind of reaction from staff members. Many of the Steffen Middle School Environmental Resident Program still view the infusion of environmental education as an addition to their curriculum rather than to see the benefits of infusion. I had to go slow and try not to push. Many times I had to go through the back door so to speak, and find those staff members who would work with me. I tried to help them help me. I recommend small changes over time, for example I would like to work with the music teacher in developing more camp songs that would be more personal to students, such a class song. I would also like the art teacher to work with students to develop a yearly class art cover for the handbooks. As I look over the years that this research has taken place, I see satisfactory improvement and change of practices, but also know that it must be evaluated and changed as needed so that the program evolves.
Implementation of Inservice

This inservice has a great possibility of returning as a yearly offering due to its success and usefulness to staff development in our district. There has definitely been improvement for district in the area of implementation of environmental education since this researcher began this master’s program in the summer of 2000. An environmental education library was provided to at all schools within the district in 2001. A large grant was approved in which environmental field equipment was purchased and made available for elementary and middle school use. We often have environmental inservices offered to staff as well as teachers themselves collaborating. The science committee shares lessons and activities promoting environmental concepts. For the first time, we will have an environmental studies class offered at the high school. The Mequon-Thiensville School District still has a way to go with nonscience teachers infusing EE within their curriculum.

Whenever a program depends on the commitment and communication of many professionals to be successful, you must be aware that you will not have total success. Many teachers feel overwhelmed with curriculum responsibilities, professional development challenges, and personal commitments. Change is not always welcomed. Out of the seven members of the environmental residential program, the four who took advantage of my inservice, learned that change can invigorate your professional skills and promote enthusiastic learners. The program is ready to continue to evolve without as much apprehension. There will always be staff changes and inservice needs, but many of
the barriers to infusing EE have been addressed. The staff has a responsibility to continue the process of constant assessment. The environmental resident program has evolved into an outdoor classroom extension to the units that are already in place. It is no longer an “inserted” unit that makes no connections to the environment and its importance in students’ lives. This has happened over time and should never again be static. Helping teachers with resources and modeling some of the activities made all the difference. I saw a renewed enthusiasm for teaching and learning. Many of the teachers that took the inservice expressed the need to offer this course again for continuous learning. It was important to them that they were given the time to work on projects that would specifically benefit their teaching. This inservice should be offered regularly.

**On-Site Resources**

Another important aspect of any outdoor program is to become familiar with the outdoor site that is available. As part of our continuing development of this program, our staff has started to do an annual tour of the YMCA grounds. This has helped us to stay up to date with any changes and leaves us with the confidence that our lessons and activities are appropriate. The themes and lesson plans that have been developed have not always stayed the same. Some lessons developed have changed because of site problems. When you have one hundred and fifty students using a site over a period of a week, problems with site impact can occur. We recommend that a possible rotation schedule between areas would help. The ongoing issue of course changes from year to year may be a good instructional strategy for site impact purposes.
Environmental Program Themes

As the environmental resident program team reviewed past practices, we found that the program had good "bones". Most of the changes made sound educational sense. We did not have to reinvent the wheel, just bring our educational practices up to date. Our curriculum is changed on a rotating basis every five years. I believe that some of the choices being made reflect that the Mequon-Thiensville School District's commitment to improving the implementation of Environmental Education into its standards. What has become apparent as different staff rotate in and out of the program, themes that are taught change somewhat to suit interests. We have made it a point to make sure that core themes are always taught. Even though the development and implementation of an environmental journal model for students was not successful, students used an informal notebook for a type of reflection journal.

It is also important to consider the likelihood of funding problems for the environmental residence program. Our district is experiencing large class sizes and less teachers being hired when retirements occur. This program is a large budget item. Because the program has a strong community support, the school board has continued to fund it. However, with the huge budget cuts that are occurring, it may be inevitable that this program will be modified. It is our staff's fervent hope that this experience will continue for our seventh grade students. We have discussed our options if budget cuts
affect us. Consideration needs to be given to finding alternative sources of funding. We have considered going to a daytime program and the likelihood of cutting our time there to two or three days rather than five. Other options may be to explore the possibility of developing a Milwaukee River Field Day.

Implementation of Program and Evaluation

Over the course of implementation of the resident environmental program, there are many commitments and tasks that need to be accomplished. It is to the credit of our staff that this program runs so smoothly. Many hours of work and planning must be inherent to the success of a program like this. This researcher has included planning lists and jobs for staff in Appendix F, and the Student and Parent information packets are in Appendix D.

Total cooperation from all members of the staff, was not achieved by this researcher. Problems arose due to people who wanted the program to stay more "fun" for the students. Some teachers did not want to work on what they called "my" project. Many of the barriers to infusion were dispelled with the development of the pre and post activities within the core curriculum, but it must conceded that this can only be done over a period of time. We discontinued some of the activities left over from the past and replaced many with environmentally based activities. The program will always be in flux because of staff changes due to retirements, and new teachers. Teachers need training to
help them teach something they do not feel comfortable with. The seventh grade at Steffen Middle School has been going through some instability issues due to many maternity leaves and retirements. Substitutes and new teachers have a hard time going to camp much less teaching a class they have no training for. When you deal with a program as big as this – one hundred eighty students, staff members, and a YMCA Camp facility, you must be flexible with the program. Those of us who are the veterans of the team agree, that we must continually improve upon what has been accomplished and are committed to environmental education in our program.

Evaluation of the environmental resident program needs to be further developed. We are in the beginning stages of development. More consideration for how we will assess learner outcomes needs to be developed within core curriculum and the survey tools themselves. The results gathered from the pre and post-tests, along with surveys, should be subjected to additional statistical analysis. A better picture of increased knowledge and skills would be more accurate if the questions were more directly related to the courses developed for the program. Teachers who developed an activity should compose questions that are more specific to learner outcomes.

Authentic and accurate learner outcomes should be further determined over a period of time. These are the best type of assessment tools. The infusion of environmental themes within all disciplines is the only way for students to make connections that promote and enrich learner outcomes.

After such a huge under-taking as a five-day environmental resident program, it is inevitable that one would feel a high degree of satisfaction. Students and teachers see a different side to each other and become “humanized in each others eyes.” Peer
relationships become more tolerant and walls of inhibitions are torn down. In essence, we become one big family out there. Students learn independence and therefore confidence. Respect for themselves, others, and the environment are forged through the connections they realize. Consequently, environmental education can be the vehicle that promotes a type of maturity that forms citizen action skills, environmental ethics, attitudes and values and makes it understandable for young adults. The environmental resident program experience is a powerful memory for students. Students will come back to visit always say that they remember their time a camp more than any other middle school experience. If the environment can be a part of that memory, we have fostered the seed for that special affective relationship required for internalization.
BIBLIOGRAPHY


Appendix A

Inservice Agenda

for

Guided Projects in Environmental Education
The mission of the Mequon-Thiensville School District is to motivate every student to achieve at his or her level of capability and to make certain all students acquire the knowledge and develop the skills and attitudes necessary for success in facing future challenges and opportunities. To this end, district staff development courses enhance staff effectiveness.

MEQUON-THIENSVILLE SCHOOL DISTRICT
5000 West Mequon Road
Mequon, Wisconsin 53092

January, 2003
Course No. 604 - New Offering

**ANOTHER LOOK AT THE NEW MATH**

CURRICULUM

Participants will have an opportunity to take a closer look at the Everyday Math program and how the program presents the main district math obj. which are classified by the five content standards of number and operation, algebra, geometry, measurement, statistics and probability. Each class will consist of activities from Everyday Math that focus on one of the content standards. Time will also be provided for the participants to discuss how the content area is developed at their grade level and to work with other teachers to further investigate the program. (DPI approval of 10 equivalency hours for license renewal)

Course No. 605 - New Offering

**INFUSION OF ENVIRONMENTAL EDUCATION**

INTO THE K-12 CURRICULUM

Participants will be introduced to environmental education through exploration of various types of resources (online, periodical and bound versions and outdoor resources) and equipment. The resources and equipment will be used to develop lessons that teach the current curriculum with an environmental focus. Sample lessons will be demonstrated and will include numerous grade levels and subject areas. (DPI approval of 10 equivalency hours for license renewal)

Course No. 560 - New Offering

**GUIDED PROJECTS IN ENVIRONMENTAL EDUCATION**

Participants will use various resources, online, bound, or outdoor to develop, lessons, units or projects that infuse environmental education into the current K-12 curriculum. Each night, topics important to the participant will be presented as needed and each participant will present their project on the last night of class. Dates and times are flexible for this course because most participants will be working on independent/individual projects. On-site field trip a possibility. See instructors with any questions. (DPI approval of 10 equivalency hours for license renewal)
Course Description: Guided Projects in Environmental Education

Participants will use various resources, online, bound, or outdoor to develop lessons, units or projects that infuse environmental education into the current K-12 curriculum. Each night, topics important to the participants will be presented as needed and each participant will present their project on the last night of class.

Possible topics

Specific subject areas – math, social studies, language arts, or science  
Specific topics – air, action, energy, forestry, soil, water, wildlife  
Standards – integration of environmental education with all subject area standards  
Outdoor education – how to take advantage of our school grounds  
Computers and Environmental Education  
Equipment needs for proper infusion of Environmental Education

Outline/Timeline:

Day One: Introduction to Environmental Education  
- What is Environmental Education?  
- Why infuse?  
- What is expected from this class?  
- Work Time

Day Two: Develop projects/lessons/units  
- Special topics  
- Work time

Day Three: Develop projects/lessons/units  
- Special topics  
- Work time

Day Four: Presentations  
- Show off what we learned, developed, created.
Appendix B

Inservice Teacher Survey for Guided Projects in Environmental Education
Teacher Inservice Survey

Guided Projects in Environmental Education

Results Summary

Rate the following statements from 1-5.

5 strongly agree, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree

1. I found this course to be helpful in learning how to infuse environmental education into my course(s).
   1 2 3 4 5
   0% 0% 0% 60% 40%

2. I feel as though the goals for this course were met or exceeded.
   1 2 3 4 5
   0% 0% 0% 60% 40%

3. I would recommend this course to others in my department/school.
   1 2 3 4 5
   0% 0% 0% 60% 40%

4. I feel that time and resources are the most important limitations to environmental education.
   1 2 3 4 5
   0% 0% 0% 10% 90%

5. I would prefer more instruction in techniques to infuse environmental education rather than work time.
   1 2 3 4 5
   0% 0% 0% 0% 100%

6. The format of the course provided the working conditions needed to achieve the goals of the course.
   1 2 3 4 5

7. This was the most helpful inservice I have taken this year.
   1 2 3 4 5
   0% 0% 50% 40% 10%
8. I would take more staff development like this if offered.

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9. Guided Projects in Environmental Education was beneficial to me.

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10. I found information to develop one lesson/unit that I will use in my classroom during this staff development.

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Appendix C

Student Evaluations of the

Environmental Resident Program
Evaluation Results
**Average student responses to evaluation.**
N=115

ENVIRONMENTAL RESIDENT PROGRAM – STUDENT EVALUATION

Please answer the following thoughtfully and honestly to help us continue to evaluate and improve this program.

1. Have you ever been to an outdoor resident program before your seventh grade experience at Camp Minikani? If so, how does it compare? If not, describe your experience.
   a. 95% of students surveyed have never been to a residential camp – apprehensive, first time away from home, uncomfortable with the natural environment.
   b. 5% of students go to a summer residential camp – some of the same activities are experienced, but more individualized and comprehensive experiences, more time spent.

2. The classes you attended is a unique environmental program developed by your teachers. Is it a worthwhile experience for Steffen seventh graders?

   1. Of the 115 students surveyed, 97% of students responded that the program **was a worthwhile experience** and felt it will be one of their most important school memories. 3% responded that they did not like the experience due to social conflicts.

3. Describe three things you did at camp that impacted your environmental awareness, knowledge, and skills at an outdoor site. (Things you did in classes.)

   • 45% enjoyed the outdoor educational classroom and felt the information they learned was more realistic and relevant as compared to a typical classroom experience.
   • 20% of students simply stated they wanted to spend more time outside now.
   • 25% of students responded that they have a greater understanding of how ecosystems function and their individual connections to it.

c) Skills (classes/activities): Skills that the students appreciated learning are ranked in this order:
   - Adventure Challenge (Rock wall) 40%
   - Mission Explore (Bog) 25%
   - Canoeing skills 20%
   - Tree identification 10%
   - Water testing 5%
4. Are there any other areas besides the classes you attended, you would have liked to learn about? If so, what are they?
   - student responses stated “no”.
   - student responses suggested they would like to be able to learn about astronomy for an evening activity.
   - students want more leadership activities.
   - of students asked for kayaking classes.

5. Add any additional comments on the courses you took? What did you like and what could improve?
   - Some students responded that certain classes were not fun, too long, and want more free time.
   - Some students responded that the rock wall, the bog, and the survival class were awesome.

6. To which tribe did you belong? Explain how your tribe worked together throughout the week. Did the level of cooperation increase or decrease during the week? (Explain)
   - Most respondents stated that the level of cooperation improved over time. and they learned how to work together.
   - Some respondents stated that some members never helped clean and so they were never able to win the “Roadrunner Award”.

7. Some of you may have been concerned about being away from home and staying in a cabin with people you did not know. Did your attitude change, and if so, explain.
   - Some students responded that homesickness, uncomfortable in the out-of-doors, and getting not knowing others was a concern.
- Most students responded with a positive outcome, stating that they overcame concerns in all areas.

- Some students had negative experiences with peers and socialization issues.

8. **What are some of the things you learned about yourself and how you deal with situations and people? How will this benefit your seventh grade year?**

- To get along, everyone needs to have a voice.
- That you need to do what is best for your group.
- Some of the students they were not friends with in school are really cool and that they liked not being attached to one group of friends. Everyone is equal at camp.
- Some students hoped that there would be less clicks and judgmental attitudes at school.
- Some learned that they liked being outside more than before.
Appendix D

Parent Survey

for the

Environmental Resident Program
Dear Parent(s)/Guardian:

We would like to know your reactions to our recent Environmental Resident Program at the YMCA Camp Minikani for the seventh grade. Your responses will help us to improve future programs. We hope you will be frank in answering the following questions, and we would appreciate any additional comments you would like to share with us.

Please return this form as soon as convenient. You need not sign your name.

Thank you for your cooperation.

Sincerely,

The Environmental Resident Program Staff

1. Do you feel that the time for this Environmental Program was well spent for your child, both academically and socially? Please Explain.

- Parents were asked if they felt the EE program was academically and socially well spent. 100% of the parent surveys returned stated that the program provided their child with an invaluable experience socially (ie. Independent and getting along with others), academically (liked the idea of an outdoor classroom).
- When parents were asked if they would change anything about the program, results indicate no program changes other than more opportunity to be involved with the program.

2. Are there things about camp you think should be changed, deleted, or added?

- Being away from home.
- Spending time outdoors and learning about the environment.
- Learning to get to know classmates that they haven’t spent time with before.
• Coming back from the program with more confidence and greater self-esteem.
• Camp would be an experience that they will always remember

3. What part of the program do you think was most valuable to your son/daughter?

• Being away from home.
• Spending time outdoors and learning about their environment.
• Learning to get to know classmates that they haven’t spent time with before.
• Coming back from the program with more confidence and greater self-esteem.

4. Do you feel that the environmental education courses are beneficial to your child? (Feel free to comment and make suggestions)

• Parents worried about too much time spent with technology and felt that the exposure nature and different ecosystem foster a connection for their child that could result in greater willingness to be responsible.

5. Did your child comment favorably on his camping experience? If so, in what way? If not, in what way?

• Some children complained about the food. More options should be provided for vegetarians. Children wanted more free time.
• Children loved the experience and will always remember it. Siblings have great memories also.

6. Are there any comments you would like to make regarding the Environmental Resident Program?

• Parent respondents answered none.
• Expressed a fervent hope that the program continues and that budget cuts would not affect the program.
• Many parents expressed their thanks for the staff’s hard work and commitment to the program.
• Those who chaperoned felt that it was hard to see how their child acted with their peers at the dance and other evening events.
Appendix E

Student Pre/Post Test

For the

Environmental Resident Program
Outdoor Education Pre/Post Test

1. Within food chains energy is _____________.
   a) always increasing  
   b) always being lost to the environment as heat  
   c) doesn't change in amount and is recycled  
   d) is continually being converted into matter

2. A bog is an ecosystem that does not contain _____________.
   a) carbon  
   b) methane gases  
   c) water  
   d) highly developed soils

3. Different species cannot _____________.
   a) be in the same food chain  
   b) be in the same food web  
   c) live in the same habitat  
   d) interbreed to produce fertile offspring

4. A niche is _____________.
   a) a small population of organisms  
   b) a place in which organisms live  
   c) a large collection of ecosystems  
   d) the role an organism plays in an ecosystem

5. A climax community is based on _____________.
   a) soils  
   b) trees  
   c) animals  
   d) all of these

6. Ecosystems are not based on _____________.
   a) interrelationships  
   b) interactions  
   c) feeding patterns  
   d) one species

7. This does not help in soil formation:
   a) decay  
   b) nitrogen-fixation  
   c) lichens  
   d) transpiration

8. Dissolved oxygen is a measure of the amount of oxygen in
   a) soil  
   b) transpiration  
   c) an animals body  
   d) water

9. An indicator species is _____________.
   a) a species that is next on the food chain  
   b) tells you if the ecosystem is healthy  
   c) at the bottom of the of a food web  
   d) is first to migrate with the change of seasons

10. Abiotic factors in ecosystems never affect:
    a) the migration of organisms  
    b) the size of populations of organisms  
    c) the amount of light the sun produces  
    d) the temperature of an ecosystem.
Appendix F

Lists of Staff Responsibilities
# Camp Minikani Tasks 2003

<table>
<thead>
<tr>
<th></th>
<th>Name(s)</th>
<th>Task</th>
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<tbody>
<tr>
<td>1.</td>
<td>Becky/Joellen</td>
<td>Tribe Lists (September 19)</td>
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<tr>
<td>2.</td>
<td>Steve</td>
<td>Cabin Lists</td>
</tr>
<tr>
<td>3.</td>
<td>Melissa &amp; Kelly</td>
<td>Make and post cabin rosters and class schedules.</td>
</tr>
<tr>
<td>4.</td>
<td>Nancy</td>
<td>Make table assignments and place them on tables and post in the seventh grade hallway prior to camp.</td>
</tr>
<tr>
<td>5.</td>
<td>All</td>
<td>Go over table lists and instruct hoppers prior to camp.</td>
</tr>
<tr>
<td>7.</td>
<td>Melissa / Sue</td>
<td>“I survived” awards</td>
</tr>
<tr>
<td>8.</td>
<td>Tim Setzer</td>
<td>Make medication boxes for alphabetical organization</td>
</tr>
<tr>
<td>9.</td>
<td>Jeanne</td>
<td>Thank you staff to parents</td>
</tr>
<tr>
<td>10.</td>
<td>Steve</td>
<td>Medical supplies</td>
</tr>
<tr>
<td>11.</td>
<td>Jeanne</td>
<td>Show slides to parents</td>
</tr>
<tr>
<td>12.</td>
<td>Chris/Jeanne/Steve</td>
<td>Purchase miscellaneous supplies</td>
</tr>
<tr>
<td>13.</td>
<td>Jeanne</td>
<td>Parent meeting</td>
</tr>
<tr>
<td>14.</td>
<td>All</td>
<td>Pack rainy day games and cabin capers</td>
</tr>
<tr>
<td>15.</td>
<td>Becky/Melissa/Sue</td>
<td>Hero and Heroine awards</td>
</tr>
<tr>
<td>16.</td>
<td>Chris</td>
<td>Free time play equipment</td>
</tr>
<tr>
<td>17.</td>
<td>Chris/Steve</td>
<td>Candy hunt--pick out candy</td>
</tr>
<tr>
<td>18.</td>
<td>All</td>
<td>Candy hunt--spread around Norse Field</td>
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<tr>
<td>19.</td>
<td>Jeanne</td>
<td>Students’ post camp evaluations</td>
</tr>
<tr>
<td>21.</td>
<td>Jeanne</td>
<td>Parent evaluations</td>
</tr>
<tr>
<td>22.</td>
<td>Jeanne</td>
<td>Order supplies--P. O. Piggly/True Value/Cedarburg/Lumber/Frenz</td>
</tr>
<tr>
<td>22.</td>
<td>Becky/Joellen</td>
<td>Post hero and heroine sheets at headquarters</td>
</tr>
</tbody>
</table>
2003 CAMP MINIKANI SCHEDULE

Tuesday
8:30  Arrival
9:00  Introductory Walk
10:00 Class 1
11:30 Break/unpack/organize cabin
11:45 Table hoppers report
12:00 Lunch
12:45 Class 2
2:15  Break
2:30  Class 3
4:00  Break
4:15  Class 4
5:45  Table hoppers report
6:00  Dinner
7:00  Evening activities
10:00 Lights Out

Thursday
8:15  Table hoppers report
8:30  Breakfast
9:00  Class 9
10:30 Break
10:45 Class 10
12:15 Table hoppers report
12:30 Lunch
1:30  Class 11
3:00  Break
3:15  Class 12 and Olympic sign-up
5:00  Free Time
5:45  Table hoppers report
6:00  Dinner
7:00  Evening activities
10:00 Lights Out

Wednesday
8:15  Table hoppers report
8:30  Breakfast
9:00  Class 5
10:30 Break
10:45 Class 6
12:15 Table hoppers report
12:30 Lunch
1:30  Class 7
3:00  Break
3:15  Class 8
4:45  Free time
5:45  Table hoppers report
6:00  Dinner
7:00  Evening activities
10:00 Lights Out

Friday
7:45  Table hoppers report
8:00  Breakfast
8:30  Clean cabins/pack
9:30  Olympics
11:00 Closing ceremonies
11:30 Load busses
12:00 Depart camp
12:15 Arrive Steffen

filed under outdoor schedule
Camp Minikani Schedule 2003

Monday Afternoon

Put soda in coolers
Unpack at headquarters
Put canoes in water
Set up dining hall

Men
All
Jeanne and Tim
Jeanne, Sue, Kelly, Becky

Introductory Walk

Take the tribe you have first class

Evening Activities

Tuesday
1. Fire Ceremony
2. Airborne Treasure Hunt
3. Elevator
4. Songs

Wednesday
1. David Stokes: “Creatures of the Night”
2. Songs

Thursday
1. Dance 7:00 - 8:30 PM
2. Teacher Skit “12 Days of Minikani

Introduction of Evening Chaperones

Tuesday Sue Tim
Wednesday Jeanne Steve
Thursday Joellen Becky/Kelly

Main Lodge
Dispense medications and maintain log. Clean cabin.

7:00-8:00 AM 9:00-9:30 PM
Tuesday XXX Jeanne/Steve/John
Wednesday Melissa Chris/Becky
Thursday Susan Steve/Joellen
Friday Kelly/Sue XXX
<table>
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<th>Class Periods</th>
<th>1</th>
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<td>Weds. **</td>
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<td>A.A.</td>
<td>A.C.</td>
<td>M.O.</td>
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Road Runner Awards  Ask a parent to check during the first period of the afternoon in boys and girls cabin areas

Supervision

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<th>Boys</th>
<th>Girls</th>
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<tr>
<td><strong>Tuesday</strong></td>
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</tr>
<tr>
<td>(before dinner)</td>
<td>Jack</td>
<td>Susan</td>
<td>Chris</td>
</tr>
<tr>
<td>(after dinner)</td>
<td>Steve</td>
<td>Melissa</td>
<td>Kelly</td>
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<tr>
<td>(9:30-10:00 PM)</td>
<td>Steve</td>
<td>Jeanne</td>
<td>xxxxxxxx</td>
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<tr>
<td><strong>Wednesday</strong></td>
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<td></td>
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<tr>
<td>(before breakfast)</td>
<td>Tim</td>
<td>Sue</td>
<td>Susan</td>
</tr>
<tr>
<td>(before dinner)</td>
<td>Steve</td>
<td>Kelly</td>
<td>Chris - Joellen</td>
</tr>
<tr>
<td>(after dinner)</td>
<td>Jeanne</td>
<td>Melissa</td>
<td>Becky</td>
</tr>
<tr>
<td>(9:30-10:00 PM)</td>
<td>Jack</td>
<td>Becky</td>
<td>xxxxxxxx</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td></td>
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</tr>
<tr>
<td>(before breakfast)</td>
<td>Tim</td>
<td>Becky</td>
<td>Sue</td>
</tr>
<tr>
<td>(before dinner)</td>
<td>Chris</td>
<td>Susan</td>
<td>Nancy - Kelly</td>
</tr>
<tr>
<td>(after dinner)</td>
<td>Jeanne</td>
<td>Melissa</td>
<td>Joellen</td>
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<td>(9:30--10:00 PM)</td>
<td>Jack</td>
<td>Marlaina</td>
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<td><strong>Friday</strong></td>
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<tr>
<td>(before breakfast)</td>
<td>Tim</td>
<td>Susan</td>
<td>Nancy</td>
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<tr>
<td>(after Olympics)</td>
<td>All Staff Watch the Area Around Council Bluff</td>
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Olympics

<table>
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<tr>
<th>Event</th>
<th>Teams</th>
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<tbody>
<tr>
<td>Canoeing</td>
<td>Jeanne/Steve</td>
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<tr>
<td>Cross Country</td>
<td>Jack/Becky</td>
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<tr>
<td>Blind Rope Race</td>
<td>Sue/Melissa</td>
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<tr>
<td>Archery</td>
<td>Tim/Susan</td>
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<tr>
<td>Scavenger Hunt</td>
<td>Kelly/Joellen</td>
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<tr>
<td>Log Saw</td>
<td>Chris / Nancy</td>
</tr>
<tr>
<td>Receive/Tabulate</td>
<td>Joellen/Kelly/Jeanne</td>
</tr>
</tbody>
</table>
Friday Cabin Clean Up and Bus Loading Supervision

Boys Area  Male staff  After departure of students—clean up
Girls Area  Female Staff  headquarters and Kossow
Cabin # __________ Responsibilities

Cabin Leader ____________________________

Tuesday
Sweep cabin clean ____________________________
Empty trash can ____________________________
Police cabin area ____________________________

Wednesday
Sweep cabin clean ____________________________
Empty trash can ____________________________
Police cabin area ____________________________

Thursday
Sweep cabin clean ____________________________
Empty trash can ____________________________
Police cabin area ____________________________

Friday
Everyone is to help clean the cabin, inside and out. The cabins are to be swept clean. All the trash cans are to be emptied into the outside trash containers. A teacher will visit each cabin and dismiss students when their cabins are clean.
Table Number __________

Table hoppers Schedule

Tuesday
- Lunch table hopper
- Dinner table hopper

Wednesday
- Breakfast table hopper
- Lunch table hopper
- Dinner table hopper

Thursday
- Breakfast table hopper
- Lunch table hopper
- Dinner table hopper

Friday
- Breakfast table hopper
Cabin # ________ Responsibilities

Cabin Leader ______________________________________

Tuesday
  Sweep cabin clean __________________________________
  Empty trash can ____________________________________
  Police cabin area ___________________________________

Wednesday
  Sweep cabin clean __________________________________
  Empty trash can ____________________________________
  Police cabin area ___________________________________

Thursday
  Sweep cabin clean __________________________________
  Empty trash can ____________________________________
  Police cabin area ___________________________________

Friday

Everyone is to help clean the cabin, inside and out. The cabins are to be swept clean. All the trash cans are to be emptied into the outside trash containers. A teacher will visit each cabin and dismiss students when their cabins are clean.
<table>
<thead>
<tr>
<th>Day</th>
<th>Breakfast table hopper</th>
<th>Lunch table hopper</th>
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<tr>
<td>Wednesday</td>
<td>Breakfast table hopper</td>
<td>Lunch table hopper</td>
<td>Dinner table hopper</td>
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<tr>
<td>Thursday</td>
<td>Breakfast table hopper</td>
<td>Lunch table hopper</td>
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</tr>
<tr>
<td>Friday</td>
<td>Breakfast table hopper</td>
<td></td>
<td></td>
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Appendix G

Student/Parent Handbooks

For the

Environmental Resident Program
Steffen Middle School
Environmental Resident Program
YMCA CAMP MINIKANI

Course Descriptions

The seventh grade teachers and staff at Steffen Middle School in the Mequon-Thiensville School District, believe that environmental education is an important, mandated part of the curriculum. We have developed a program that infuses environmental education within the disciplines of our core subjects, and provides a natural transition to an outdoor site as a classroom extension. Therefore, it is our goal that students become environmentally knowledgeable, skilled, and dedicated citizens, who work to improve the quality of life on earth.

Arbor Adventure

Students will be able to identify various species of trees, and observe leaves and bark by following clues on a scavenger hunt. Students will use field guides and learn how to find the age of a tree, as well as approximate its height and width.

Tree-mendous Trees

The wonder of leaf shapes, sizes, and characteristics will be gathered, observed, and explored. A taxonomic key will be used to identify, and will then be illustrated on a t-shirt design for a remembrance of Camp Minikani. Please note: Each student is required to bring a white t-shirt to camp.
Earth Quest

The students will see nature up close in unusual ways using their five senses. Being sensitive to all nature has to offer and developing a respect for all living things are two goals for this class. This will result in several types of writing upon return.

Super Survivor

This class offers an examination of the challenges that nature can provide. Emphasis will be placed on the relationship between man and his environment, with special activities involving cooperation and communication. Specific skills related to outdoor survival will be taught through a series of activities simulating actual survival scenarios.

Mission Explore

Bog, pond, and climax community environments are observed and explored with emphasis on plant and animal identification, as well as soil and water testing. Note: It is recommended that old clothing and shoes be worn.

Camp Kraft

Creativity and craftsmanship abound as students choose beads and weave hemp jewelry for themselves and others. Students are encouraged to gather natural or organic items to make unique designs.

Campfire Cooking

Students will run to this class any time of the day when food is around! In order to eat, students must learn to make a cooking fire and homemade cooking utensils. Pudgy pies and S'mores for every chef!
Exist or Not

Students will be able to determine the carrying capacity of a simulated area and become predators and prey to evaluate strategies used in the food chain.

Kanu Canoe

The Kanu Canoe course will consist of learning canoeing skills, canoe safety, and map reading skills. Emphasis will be placed on maneuvering a canoe through a set course, what to do in a tipped canoe, and locating landmarks for orientation.

Minikani Orienteering

Orienteering at camp is designed to acquaint the students with the compass. The students will learn how to read the compass and follow a compass course. With a lot of families hiking and camping, orienteering is a necessary life skill.

Warrior Ways

In Warrior Ways, following skill and safety review, archery skills will be challenged in shooting at animal targets the students scout for along a nature trail.

Adventure Challenge

Students will be able to challenge their skills in leadership and develop confidence by climbing a rock wall and navigating a ropes course.
**Water Canaries**

Did you know that in the past miners used canaries to tell them when the air was dangerous for them? In this class, you will be looking for critters that indicate whether our site area is healthy.

**Shutter Bugging**

Take your camera and catch a dragonfly on a leaf, or a tamarack trees in the bog, or maybe you like sunsets! Attention: A disposable camera needed for this class (24 exp).

*Courses sometimes vary according to teacher availability.*

**Students rotate between classes through out the length of camp, so that all courses are experienced.*
SOME RULES FOR CAMP LIFE AT MINIKANI

This is an outdoor education school and the teachers are in charge. We must all cooperate to make this encampment a success. The following are some of the rules that we expect you to observe.

1. Swimming is not allowed either in the pool or lakes.
2. Trees and other vegetation are not to be cut, defaced, or in other way destroyed.
3. Do not tamper with the fire extinguishers. Students will be billed if the extinguishers are discharged for any other reason except fire.
4. Students will be billed for any windows broken or other destruction of camp property.
5. Students may not use any canoes or boats unless supervised by a teacher.
6. Be on time for your classes. We are on a tight schedule and cannot wait or look for you.
7. Pay careful attention during classes.
8. Don’t tamper with other people’s equipment.
9. No practical jokes. This could make your camp life uncomfortable.
10. Stay out of other people’s cabins unless you are invited inside.
11. Stay out of the “opposite sex” camping area entirely — unless you are with a teacher.
12. Stay out of the bog area unless you are with an instructor.
13. Avoid wild animals (and the camp pets). If you are bitten, report it to a teacher immediately.
14. Don’t climb trees at camp.
15. Don’t run at night!
16. Keep as clean as possible. Take a shower each day — with soap.
17. Brush your teeth each day.
18. Use good table manners. Be courteous at all times. Use “please” and “thank you’s”.
19. Don’t eat wild berries at camp unless under the supervision of a teacher.
20. Keep your cabin and cabin area clean at all times.
21. Don’t try to adjust the heat in your cabin.
22. Turn out the lights in your cabin when it is vacant.
23. Keep the KYBO clean. Report any KYBO problems to the teachers.
Girls Cabins for Minikani 2003

Cabin # 10 (9)
Anna Yegerov
Jessica Churchill
Nichole Westcott
Sara Wacha
Amy Schinner
Marina Tylets
Chelsea Match
Claire Hosseini
Jamie Michel

Cabin # 11 (8)
Lina Shin
Lizzy Adler
Noelle Kolega
Katie McCarton
Jenna Freck
Valerie Stange
Lindsay Popp
Meghan Cronce

Cabin # 12 (7)
Jessie Mueller
Ashley Poull
Amanda Fetzer
Jackie Rosen
Celia Lebesch
Hannah Vertovec
Sabrina Rumsey

Cabin # 13 (9)
Elise Kubosch
Rebecca Guild
Sarah Weckler
Emily Olson
Chloe Peters
Amanda Brennan
Melissa Evans
Danielle Paul
Lisa Aguirre

Cabin # 14 (8)
Ashley Biesiada
Katie Humphries
Samantha Gehl
Amanda Janzak
Cindy Dhaliwal
Hannah Rowlett
Grace Murray
Jessica Warwick

Cabin # 15 (8)
CeCe Hill
Kathleen Kontos
Sarah Sivanich
Monika Ramnaryan
Kathryn Hardy
Chelsea Devereux
Aliena Dieckmann
Kathryn Carlton

Cabin # 16 (9)
Kelsey Schaufelberger
Bryn Darga
Anna Curtis
Sammy Kailas
Kim Schmitz
Katie Kirkman
India Willis
Jasmine Mcgee
Christina Cooper

Cabin # 17 (8)
Connie Wu
Marissa Reinholz
Erin Kuhl
Lauren Mcrimmon
Andrea Wolniakowski
Molly Bauman
Caroline Conole
Stephanie Lakritz

Cabin # 18 (9)
Ashley Stemmler
Allison Miller
Kirsten Branstiter
Becky Giebenrath
Erin Umhoefer
Caitlin Braun
Angie Toth
Erika Block
Sam Wehausen

Cabin # 19 (8)
Keonda Milton
Dominique Martin
Amandine Caekaert
Kelly Halloran
Olivia Hansen
Kallie Schoessow
Lyndy Weyker
Laura Duffney
# Camp Tribes

<table>
<thead>
<tr>
<th>Menominee</th>
<th>Bad River</th>
<th>Red Cliff</th>
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<tbody>
<tr>
<td>Dominique Howard</td>
<td>Dillon Meyer</td>
<td>Mark Cohen</td>
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<tr>
<td>Alex Harrold</td>
<td>Devin Diggs</td>
<td>Collin Cowart</td>
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<td>Kevin Hastings</td>
<td>Brandon Dubester</td>
<td>Rocco Crivello</td>
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<tr>
<td>Tyler Stewart</td>
<td>Zach Hosale</td>
<td>Andy Hinkens</td>
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<tr>
<td>David Delahunt</td>
<td>Tyler Ayer</td>
<td>Robert Taylor</td>
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<tr>
<td>Kripa Shanker</td>
<td>Adam Perry</td>
<td>Sharif Salama</td>
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<tr>
<td>Casey Barnes</td>
<td>Geoff Hilt</td>
<td>Brandon Engle</td>
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<td>Olivia Hansen</td>
<td>Lina Shin</td>
<td>Nichole Westcott</td>
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<td>Sara Sivanich</td>
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<td>Stephanie Lakritz</td>
<td>Ashley Stemmeler</td>
<td>Aliena Dieckmann</td>
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<tr>
<th>Potowatomi</th>
<th>Winnebago</th>
<th>Stockbridge</th>
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<tr>
<td>Julian Goodwin</td>
<td>Donnie Gardner-Aryeete</td>
<td>Joe Goldsmith</td>
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<td>Tyr Wiesner-Hanks</td>
<td>Alex Egelhoff</td>
<td>Corey Mueller</td>
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<td>Brad Tahan</td>
<td>Robert McCormick</td>
<td>Mike Depies</td>
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<td>Lee Verstegen</td>
<td>Bobby Ohlman</td>
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<td>Stephen Sullivan</td>
<td>Thomas Katz</td>
<td>Andrew Outcelt</td>
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<tr>
<td>Alex Hilt</td>
<td>Cayce Haack</td>
<td>Patrick Mayer</td>
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<td>Cam Stall</td>
<td>Matt Bruns</td>
<td>Kyle Pinzer</td>
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<td>Luke Jacoby</td>
<td>Erik Nelson</td>
<td>Nick Gieske</td>
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<td>Lisa Aquirre</td>
<td>Molly Baumann</td>
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<td>Lyndy Weyker</td>
<td>Kallie Schoessow</td>
<td>Caroline Conole</td>
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</tbody>
</table>
Indian Unit (girls)

We build strong kids, strong families, strong communities.

YMCA of Metropolitan Milwaukee
### 2003 Minkani Classes

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>1</th>
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<tr>
<td><strong>Potawatomi</strong></td>
<td><strong>Tuesday Classes</strong></td>
<td><strong>Minikani Orienteering</strong></td>
<td><strong>K.C.</strong></td>
<td><strong>E.N.</strong></td>
<td><strong>C.C.</strong></td>
<td><strong>C.K.</strong></td>
<td><strong>M.E.</strong></td>
<td><strong>S.S.</strong></td>
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<td><strong>W.W.</strong></td>
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<td><strong>Arbor Adventure</strong></td>
<td><strong>A.C.</strong></td>
<td><strong>M.O.</strong></td>
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<td><strong>Warrior Ways</strong></td>
<td><strong>A.A.</strong></td>
<td><strong>A.C.</strong></td>
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<td><strong>K.C.</strong></td>
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<td><strong>Tree-mendous Tshirts</strong></td>
<td><strong>W.W.</strong></td>
<td><strong>A.A.</strong></td>
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<td><strong>Bad River</strong></td>
<td><strong>Earth Quest</strong></td>
<td><strong>T.T.</strong></td>
<td><strong>W.W.</strong></td>
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<td><strong>A.C.</strong></td>
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<td><strong>Red Cliff</strong></td>
<td><strong>Super Survivor</strong></td>
<td><strong>E.Q.</strong></td>
<td><strong>T.T.</strong></td>
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<td><strong>A.A.</strong></td>
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<td><strong>Mission Explore</strong></td>
<td><strong>S.S.</strong></td>
<td><strong>E.Q.</strong></td>
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<td><strong>Sauk</strong></td>
<td><strong>Camp Kraft</strong></td>
<td><strong>M.E.</strong></td>
<td><strong>S.S.</strong></td>
<td><strong>E.Q.</strong></td>
<td><strong>T.T.</strong></td>
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<td><strong>Chippewa</strong></td>
<td><strong>Campfire Cooking</strong></td>
<td><strong>C.K.</strong></td>
<td><strong>M.E.</strong></td>
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<td><strong>Mole Lake</strong></td>
<td><strong>Exist or Not</strong></td>
<td><strong>C.C.</strong></td>
<td><strong>C.K.</strong></td>
<td><strong>M.E.</strong></td>
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<td><strong>Onleda</strong></td>
<td><strong>Kanu Canoe</strong></td>
<td><strong>E.N.</strong></td>
<td><strong>C.C.</strong></td>
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September 24, 2002

Dear Parent/Guardian:

This is to inform you that soon the seventh graders will participate in an OUTDOOR EDUCATION ENCAMPMENT activity that has been a part of the Steffen School curriculum since the fall of 1967. Students will leave Steffen School at 8:00 a.m., Tuesday, October 15, and return at 12:15 p.m. on Friday, October 18, 2002.

The site for our program has been and again will be Camp Minikani (251-9080), a YMCA Camp located just a few miles away in Washington County. Facilities of this camp include heated cabins and restrooms, a fine dining hall, courts for volleyball, tennis, and several recreational fields and buildings.

The reason for choosing this site, however, was its wealth of outdoor life and its variety of topographical features. Nestled in the hills, typical of the area, the camp offers a clear lake, a bog, swamps, a meadow, a pine plantation, and a variety of hardwood stands.

VERY IMPORTANT INFORMATION

1. Attached to this booklet is a Personal Information Sheet and a Medication Authorization Release Form. The personal information sheet must be completed for all students. If medication is sent to camp, it must be completed and returned at the time medication is brought to school. It is also very important that you fill in the emergency contact telephone numbers so that we are able to reach you day or night for any emergency that may occur.

2. In most programs of this type, the total cost is borne by the participants. Our school district, however, shares the cost of the program with the students. The student’s cost for the 3-1/2 days is $50.00. Please make a check or money order payable to Steffen Middle School, and have your children turn it into their homeroom teacher by Wednesday, October 9th. No student will be denied the opportunity to participate in the program because of their inability to pay. If this is a problem, please contact my secretary, Cindy Burke, (238-4705). This information would be handled in a very confidential manner.

Materials following in this booklet will inform you about various outdoor education philosophies, values, and objectives, and class content. Another packet of information listing the cabin assignments and other pertinent information will be sent home just prior to the time students leave for camp.

If you have any questions, please call our school (238-4700). If you need to contact the camp due to an emergency, please call 628-5000, Ext. 150.

Sincerely,

[Signature]

Deborah L. Anderson
Principal
The seventh grade teachers and staff at Steffen Middle School in the Mequon-Thiensville School District, believe that environmental education is an important, mandated part of the curriculum. We have developed a program that infuses environmental education within the disciplines of our core subjects, and provides a natural transition to an outdoor site as a classroom extension. Therefore, it is our goal that students become environmentally knowledgeable, skilled, and dedicated citizens, who work to improve the quality of life on earth.

**Arbor Adventure**

Students will be able to identify various species of trees, and observe leaves and bark by following clues on a scavenger hunt. Students will use field guides and learn how to find the age of a tree, as well as approximate its height and width.

**Tree-mendous Trees**

The wonder of leaf shapes, sizes, and characteristics will be gathered, observed, and explored. A taxonomic key will be used to identify, and will then be illustrated on a t-shirt design for a remembrance of Camp Minikani. Please note: Each student is required to bring a white t-shirt to camp.
**Earth Quest**

The students will see nature up close in unusual ways using their five senses. Being sensitive to all nature has to offer and developing a respect for all living things are two goals for this class. This will result in several types of writing upon return.

**Super Survivor**

This class offers an examination of the challenges that nature can provide. Emphasis will be placed on the relationship between man and his environment, with special activities involving cooperation and communication. Specific skills related to outdoor survival will be taught through a series of activities simulating actual survival scenarios.

**Mission Explore**

Bog, pond, and climax community environments are observed and explored with emphasis on plant and animal identification, as well as soil and water testing. Note: It is recommended that old clothing and shoes be worn.

**Camp Kraft**

Creativity and craftsmanship abound as students choose beads and weave hemp jewelry for themselves and others. Students are encouraged to gather natural or organic items to make unique designs.

**Campfire Cooking**

Students will run to this class any time of the day when food is around! In order to eat, students must learn to make a cooking fire and homemade cooking utensils. Pudgy pies and S’mores for every chef!
**Exist or Not**

Students will be able to determine the carrying capacity of a simulated area and become predators and prey to evaluate strategies used in the food chain.

**Kanu Canoe**

The Kanu Canoe course will consist of learning canoeing skills, canoe safety, and map reading skills. Emphasis will be placed on maneuvering a canoe through a set course, what to do in a tipped cane, and locating landmarks for orientation.

**Minikani Orienteering**

Orienteering at camp is designed to acquaint the students with the compass. The students will learn how to read the compass and follow a compass course. With a lot of families hiking and camping, orienteering is a necessary life skill.

**Warrior Ways**

In Warrior Ways, following skill and safety review, archery skills will be challenged in shooting at animal targets the students scout for along a nature trail.

**Adventure Challenge**

Students will be able to challenge their skills in leadership and develop confidence by climbing a rock wall and navigating a ropes course.
**Water Canaries**

Did you know that in the past miners used canaries to tell them when the air was dangerous for them? In this class, you will be looking for critters that indicate whether our site area is healthy.

**Shutter Bugging**

Take your camera and catch a dragonfly on a leaf, or a tamarack trees in the bog, or maybe you like sunsets! Attention: A disposable camera needed for this class (24 exp).

*Courses sometimes vary according to teacher availability.*

**Students rotate between classes through out the length of camp, so that all courses are experienced.*
# CAMP MINIKANI MENU - 2002

**Tuesday**
- **Lunch**: Subs and Soup
- **Dinner**: Roast Beef

**Wednesday**
- **Breakfast**: French toast, sausage, and hash browns
- **Lunch**: Soup and Toasted Cheese
- **Dinner**: Spaghetti and Meat Sauce

**Thursday**
- **Breakfast**: Waffles, bacon, and tator tots
- **Lunch**: Homestyle Pizza
- **Dinner**: Baked chicken

**Friday**
- **Breakfast**: Pancakes, sausage, and hash browns

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*Parents: If you have any dietary concerns or vegetarian requests, please call Jeanne Lipscomb at 238-4721, or Steve Sukawaty at 238-4707.*

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*Note: All meals are subject to change without notice.*
PERMISSION SLIP

Return by Wednesday, October 9, 2002

This permission slip must be signed by your parent or guardian. Detach this sheet and return it to your homeroom teacher. You will not be allowed to attend camp unless this permission slip is signed and returned. Please bring the fee ($50.00 check or money order) along with the permission slip.

I understand that I need to arrange for transportation home for my child from Steffen on Friday afternoon, October 18, 2002 at approximately 12:15 p.m.

_____________________________ has permission to attend the Outdoor Education Program at Camp Minikani, October 15 - October 18, 2002.

Parent/Guardian Signature                 Date
PERSONAL INFORMATION SHEET

Name of student

Parent/Guardian

Home Address

Parent's Home Phone

Business Phone

Name, address, and phone number of relative or friend to be called who will accept child if brought home if parent cannot be reached:

Name

Address

Phone

Family Doctor

Phone

Please give any information about this student’s general health that will be a guide in providing the best possible care for the students. This should include allergies, recent illnesses, medicine that should be taken, physical handicaps, fears, nervous habits, bed-wetting, etc.

ALLERGIES:

RECENT ILLNESS

HANDICAPS, FEARS, NERVOUS HABITS, BED WETTING, ETC.

PRESCRIPTION MEDICINE

DOSAGE/ WHEN MEDS SHOULD BE GIVEN

Please turn over all oral medications to the office by Friday, October 11. Be sure they are properly labeled. It will be necessary for you to sign a medical authorization form before your child leaves for camp. Please return the attached form when you bring the medication to school.

Parent/Guardian Signature

Do we have permission to take your child to the nearest emergency center?

Yes  No

Do not hesitate to inform us about anything you feel we should know about your child to make his/her Outdoor Education experience worthwhile, safe and healthful. All information received will be used by authorized persons only.

EMERGENCY CONTACT

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<tr>
<th>Mother’s Name</th>
<th>Home Phone</th>
<th>Work Phone</th>
<th>Cell Phone</th>
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<th>Father’s Name</th>
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(if different from Mother’s)
MEDICATION AUTHORIZATION AND RELEASE

Date __________________________

I, ____________________________, hereby grant permission to ____________________________
to distribute medication described below to my son/daughter ____________________________
at said times and in said amounts as follows:

____________________________________________________________ Name of medication

____________________________________________________________ Dosage-tablet, liquid, etc.

____________________________________________________________ Time to be given-daily, weekly,
Specific time

If the medication is injectable, ____________________________________________

Name

____________________________________________________________

Name

Name

who have been trained in techniques of administering subcutaneous or intramuscular injection
have my permission to administer it. It is expressly agreed that the School District should not be
responsible for any injuries or damages which may occur to the student as a result of the
distribution of the medication, and discharge the said School District, its agents and employees,
from any and all claims, demands, damages, rights of action, cause of action, present or future,
whether the same be known, anticipated or unanticipated, resulting and arising from said
distribution of medication.

STUDENTS ARE RESPONSIBLE FOR TAKING THEIR MEDICATION. THE CAMP
STAFF (TEACHERS) CANNOT BE RESPONSIBLE TO SEE THAT EACH CHILD
REMEMBERS THEIR MEDICATION.

Parent/Guardian Signature
Dear Chaperone,

Thank you for volunteering to spend an evening with us at Camp Minikani. We hope you will arrive at camp between 6:30 and 6:45 p.m. Your child will be waiting for you at the camp office in the parking lot. If you cannot arrive by 6:45, come to Robertson Lodge when you do arrive.

**DIRECTIONS TO CAMP MINIKANI**
Drive west on Mequon Road. Cross Highway 41. Turn right on Highway 175. After ½ block, turn left on Willow Creek Road. Travel about one mile and turn right on Amy Belle Road. Turn left at Camp Minikani sign. Follow road to camp. Park in first or second parking lot. There is a map on the second page of this letter.

**BRING ALONG EQUIPMENT**
Please bring personal articles, sleeping bag or sheets, pillow, flashlight, candle and holder, etc. *Please do not bring TV or a radio.*

**GUIDELINES FOR THE EVENING**
Youngsters enjoy having a good time at camp. We want the campers to have fun and to enjoy each other. Cabin fun after lights out can be a part of that.

On the other hand, it is very important for the campers to get enough sleep. Therefore, they should not disturb campers in their cabins, or campers in other cabins who wish to sleep. We ask you to follow these guidelines.

1. Adults will pick up their campers and escort them back to their cabins after the evening activity. Each cabin will be individually dismissed to the cabin parent. Check the cabin roster posted in the cabin for evening attendance before lights out.

2. Campers should go to the KYBO to wash or shower and to the toilet before going to bed. This should be done as a whole cabin at one time. (Insist on this.) This will assure that you don’t have them asking to go to the bathroom 5 minutes after lights are out.

3. Campers are not allowed to visit other cabins after evening activity. *Do not allow your campers out or other campers in.* (The students are aware of this rule.) They may have big plans for sneaking around, raiding the girls or boys, etc. Be pleasant but insistent that this is not allowed and will not be tolerated. We do not want anyone to get hurt running around in the dark.

4. Each night at the conclusion of the evening activity a specific “lights out” time will be given. (It varies.) *After lights out, campers should be in their bunks.*
DIRECTIONS TO YMCA CAMP MINIKANI

Camp Minikani is located 25 miles from downtown Milwaukee, or 30-35 minutes from most locations in the metropolitan Milwaukee area.

---

**From the northern suburbs, take BROWN DEER ROAD or MEQUON ROAD straight west.**
- Brown Deer will change to Main Street, Menomonee Falls, by the Ernie Von Schledorn auto dealership. Take US-41/45 north and follow the above directions.
- Mequon Road will become Lannon Road, near the Quilted Bear restaurant. Cross over US-41/45 and follow the above directions. **DO NOT** follow signs for Route 167, they take you north of Camp Minikani.
Appendix H

Course Handbook

And

Lessons and Activities

For the

Environmental Resident Program
Steffen Middle School  
Environmental Resident Program  
YMCA CAMP MINIKANI  

Course Descriptions

The seventh grade teachers and staff at Steffen Middle School in the Mequon-Thiensville School District, believe that environmental education is an important, mandated part of the curriculum. We have developed a program that infuses environmental education within the disciplines of our core subjects, and provides a natural transition to an outdoor site as a classroom extension. Therefore, it is our goal that students become environmentally knowledgeable, skilled, and dedicated citizens, who work to improve the quality of life on earth.

Arbor Adventure

Students will be able to identify various species of trees, and observe leaves and bark by following clues on a scavenger hunt. Students will use field guides and learn how to find the age of a tree, as well as approximate its height and width.

Tree-mendous Trees

The wonder of leaf shapes, sizes, and characteristics will be gathered, observed, and explored. A taxonomic key will be used to identify, and will then be illustrated on a t-shirt design for a remembrance of Camp Minikani. Please note: Each student is required to bring a white t-shirt to camp.
**Earth Quest**

The students will see nature up close in unusual ways using their five senses. Being sensitive to all nature has to offer and developing a respect for all living things are two goals for this class. This will result in several types of writing upon return.

**Super Survivor**

This class offers an examination of the challenges that nature can provide. Emphasis will be placed on the relationship between man and his environment, with special activities involving cooperation and communication. Specific skills related to outdoor survival will be taught through a series of activities simulating actual survival scenarios.

**Mission Explore**

Bog, pond, and climax community environments are observed and explored with emphasis on plant and animal identification, as well as soil and water testing. Note: It is recommended that old clothing and shoes be worn.

**Camp Kraft**

Creativity and craftsmanship abound as students choose beads and weave hemp jewelry for themselves and others. Students are encouraged to gather natural or organic items to make unique designs.

**Campfire Cooking**

Students will run to this class any time of the day when food is around! In order to eat, students must learn to make a cooking fire and homemade cooking utensils. Pudgy pies and S’mores for every chef!
Exist or Not

Students will be able to determine the carrying capacity of a simulated area and become predators and prey to evaluate strategies used in the food chain.

Kanu Canoe

The Kanu Canoe course will consist of learning canoeing skills, canoe safety, and map reading skills. Emphasis will be placed on maneuvering a canoe through a set course, what to do in a tipped canoe, and locating landmarks for orientation.

Minikani Orienteering

Orienteering at camp is designed to acquaint the students with the compass. The students will learn how to read the compass and follow a compass course. With a lot of families hiking and camping, orienteering is a necessary life skill.

Warrior Ways

In Warrior Ways, following skill and safety review, archery skills will be challenged in shooting at animal targets the students scout for along a nature trail.

Adventure Challenge

Students will be able to challenge their skills in leadership and develop confidence by climbing a rock wall and navigating a ropes course.
**Water Canaries**

Did you know that in the past miners used canaries to tell them when the air was dangerous for them? In this class, you will be looking for critters that indicate whether our site area is healthy.

**Shutter Bugging**

Take your camera and catch a dragonfly on a leaf, or a tamarack trees in the bog, or maybe you like sunsets! Attention: A disposable camera needed for this class (24 exp).

*Courses sometimes vary according to teacher availability.*

**Students rotate between classes through out the length of camp, so that all courses are experienced.*
Students will learn how to
• use a tree identification book,
• identify trees,
• estimate and measure the height of a tree, and
• estimate and calculate the number of leaves on a tree.

Materials Needed:
• Forest Trees of Wisconsin: How to Know Them - Published by Department of Natural Resources Madison, Wisconsin (tree ID book)
• Tangent Height Gauges
• Clipboards
• Pencils
• Tape measures
• Calculators
• Centimeter paper
• Collection Sheet

What does “arbor” mean?
Latin = tree
English = a place shaded by trees or shrubs

Have a few leaf samples and show students the difference in the leaves. Introduce the tree ID books and give them a quick overview how to use them. Use the books to identify the leaf samples.

Choose a tree and ask students how tall they think it is. Show them Tangent Height Gauge and demonstrate how to use it.

Ask them to estimate the number of leaves on the tree. Measure one leaf of the tree using the centimeter paper. Write down the square centimeters of the leaf. Use the following equation to calculate the number of leaves on the tree. Measure the radius of the crown (Half of the widest part of the branch and leaf area—measure from trunk to outer branch.) of the tree in centimeters.

\[
\pi = 3.14
\]
\[r = \text{radius of crown in centimeters}\]
\[5 = \text{5 layers of leaves on the ground which is typical for a hardwood tree}\]
\[L = \text{leaf size in square centimeters}\]

Using the collection sheet, have students identify, estimate and measure height and number of leaves of three different types of trees.
# Arbor Adventure Collection Sheet

<table>
<thead>
<tr>
<th>Tree Name</th>
<th>Leaf Shape</th>
<th>Leaf Size (square cm.)</th>
<th># of leaves (estimate)</th>
<th># of leaves (actual)</th>
<th>Height (estimate in ft.)</th>
<th>Height (actual in ft.)</th>
</tr>
</thead>
<tbody>
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</table>

Number of leaves equation:

\[ \pi r^2(5) \]

\[ L \]

\( \pi = 3.14 \)

\( r = \text{radius of crown in centimeters} \)

\( 5 = \text{5 layers of leaves on the ground which is typical for a hardwood tree} \)

\( L = \text{leaf size in square centimeters} \)
Arbor Adventure Tree Trivia

1) In the Table of Contents, what are the italicized words? Latin name genus and species
2) What two groups of trees are listed? Conifers and Deciduous
3) What is another name for a red pine? Norway Pine
4) How many types of oak trees are there? 7
5) Name the two types of Hickory. Bitternut and shagbark
6) What disease can endanger elm trees? Dutch Elm Disease
7) What did the northern Indians use Paper Birch for? Canoes, wigwams, baskets, cups, bags, utensils
8) Of the 3 types of birches, which grows the tallest? Yellow Birch
9) Where do Box Elders usually grow? Along streams or in cool ravines
10) Which maple has hard wood? Sugar Maple
11) Which oaks are used to make railroad ties? Northern Pin Oak and White Oak
12) What fruit does an oak produce? Acorn
13) Name the two styles of tree branching. Alternate and opposite
14) What type of tree is a tamarack? Conifer
15) What makes the tamarack different from other trees of the same type? Looses its needles
16) Where in Wisconsin can you find Beech trees? Eastern Wisconsin
17) How tall can an Ironwood grow? 20-40 Feet
18) Black locust trees are not native to Wisconsin-why were they originally planted? Soil erosion control purposes
19) Which maple is used to make maple syrup? Sugar maple
20) What size can the diameter of bur oak tree trunk grow to be? 3-4 feet
21) How many leaflets are on a Black Walnut leaf? 7 to 11 pairs
22) Which type of willow is native to Wisconsin? Black Willow
23) What are the 3 types of leaves? Simple not lobbed, simple lobbed, and compound
24) What are the 3 types of needles? Single, groups, cluster
25) What is the wood of Eastern Cottonwood used for? Boxes, fencing, fuel, rough lumber, and magazine paper
26) Where in Wisconsin can you find Pin Cherry trees? Entire state but most common in northern half
27) What is the leading cause of forest fires? People
28) Why are forests important to wildlife? Provides food and shelter

Info from: Forest Trees of Wisconsin: How to Know Them
-Published by Department of Natural Resources Madison, Wisconsin

sbailey 6/24/2004
Title: Tree-mendous Art

Objective(s):
1. Students will describe how leaf shapes, sizes, and other characteristics vary from tree to tree and explain how particular types of trees can be identified by their leaves.
2. To create an artistic print on cloth using the leaves that students learned about and collected.
3. To teach students how to respectfully interact with the environment.

Materials Needed:
1. Tree Identification Key
2. Examining Leaves & A Look at Leaves Worksheets
3. A sampling of different tree parts and leaves
4. White cloth or a poly-cotton-blend T-shirt (student would purchase their own ahead of time)
5. Leaf-print supplies (printing screen, toothbrushes, straight pins, tempera paint, paper, acrylic paints, cardboard, wax paper, towels, masking tape, flat headed hammer, masking tape)

Connection to Curriculum:
This activity relates to the study of plants in Science, as well as develops the following skills: compare and contrast, classifying and categorizing, identifying attributes and components.

Description of the Activity:
Are leaves ever hairy? Do they have teeth? In this class, students will take a closer look at leaves and find out more about leaf characteristics and how leaves can be used to identify trees.

Introductory Activities (Before):
1. Class (an indoor location) begins with a brief overview of the importance of trees in our lives.
2. Students participate in a Mystery Box Game to identify the parts of a tree.
3. Next the class proceeds outdoors to a designated area to collect leaves from several different types of trees. Students may work with a partner in this activity.
4. Students then report back to an inside location where they can examine their leaves on a flat surface. Students must complete the Examining Leaves worksheet as they investigate.
5. Students must exchange one of their leaves to another student. Then they will go outside to find what kind of tree the leaf came from. In addition, students must also complete the worksheet titled A Look At Leaves to identify other trees that the teacher has marked.

Culminating Activities (After):
6. Finally, students will return indoors to create an artistic print on cloth using the leaves they collected earlier. The teacher will demonstrate three different techniques that the students can use to create their cloth print.
7. Clean-up time

EE Standards:
Title: Earth Quest
Submitted by Sue Dawson

Objectives:
- to develop a deeper sense of connection with nature
- to accomplish a number of tasks (quests) that help to better recognize our part in nature

Materials Needed:
See sheet attached

Description of the Activity:
See sheets attached

Connections to Curriculum:
Science, Language Arts, Multicultural Education

Introductory Activities (Before):
See sheets attached

Culminating Activities (After):
See sharing sheet attached

EE Standards:
1. Questioning/Analysis: A.8.4-A.8.5 (critical thinking to analyze role of senses in experiencing environment)
2. Knowledge of Systems: B.8.9 (Environment perceived differently by different cultures)
3. Environmental Skills: C.8.1 (role of attitude toward environment)
4. Skills of Decision/Action: D.8.7 (Personal beliefs influencing environmental discipline)
5. Personal/Civic Responsibility: E.8.2 (self-discipline, respect to resolve environmental issues)

All handouts/papers attached
Outdoor Education
Earth Quest
Sue Dawson

**Class Description:** In the tradition of the American Indian, students will be sent on a quest to discover important information about the forest and soil on which it stands, as well as some of its plant life. They will discover the importance of using all the senses, and in particular, they will experience what happens when they are deprived of their sense of sight. Their journey will take them from the lower, desiduous polycultures of Camp Minikani to the monocultures of the pine forest on the south slopes.

**Supplies:**

- 2 sticks, of equal length
- 20 blindfolds
- 300 feet rope
- 20 clipboards, pencils
- Pencil sharpener
- Various objects to hand on rope: spider, webbing, pacifier, rattle, etc.
- Tape of weather sounds
- Tape player with batteries
- Scavenger Hunt (enough for each person)
- Blind Walk Reflection sheet (one per person)
- Treat for each
Earth Quest

Introduction: During this class - develop deeper sense of our connection with nature. Go on quest (journey)

- Many primitive peoples did - to understand themselves better.
- Goal of Earth Quest - recognize we are part of nature.
- 5 specific quests to accomplish. Do your best to reach your goal.
  It is up to you.

Quest of Observation: (20 min.)

Sit in a circle on ground. Some do not like to sit on ground, but native Americans feel closest to earth and its power there. This will set the tone for all of our quests. Think deeply, feel more keenly, see more clearly, come closer in kinship to others around you.

We will be using all sense to observe what is around us. When you first look at things it is not enough, and you must look again closer to see what is really there.

The Secret of the Sticks

There was once a great tribal leader about to die. He gathered all of his people to choose the one who would take his place by playing a game. All sat on ground in circle; leader held up two sticks. Told them: in all of his years he had come to value the skill of observation as the most important. “The one who notices the track of an animal can find food; she who notices the trees that grow near water can find drink; he who sees the clouds change shape will know of the rain; the one who notices a stick, stone, or leaf out of place may avoid danger or find treasure. One who observes notices details; but even more importantly sees how those details affect the whole. The one who can see the secret of the sticks notices the sticks but at the same time notices the whole. Hold sticks crossed, nod head yes: straight, nod head no. Who can guess secret of the sticks? Pass sticks. One who can see secret of sticks notices sticks, but at same time notices whole. (cross or uncross legs) Let me introduce you to our new leader... What does this game show us? (we sometimes look in the wrong place for answers. We must look at the whole picture.)
We will now begin our quest of strength and endurance. (walk)

**Quest of Touch: (30 min.)**

A. How to walk:
1. Pick up feet -- roots, branches, rocks.
2. Clipboard in front of face to protect it.
3. Hold on to rope. Don’t let go. It will go up, down, around. Feel objects as you go. Will have list them later.
4. Walk silently, being aware of sounds around you.
5. You will know you have reached the end because rope will have five knots in a row. Squeeze object at end. Remove blindfold. Sit down and watch others quietly.

B. Put on blindfolds. Be sure they are secure. One by one, lead students to rope.

**Textures to include on rope:**

- hairy -- large spider
- fuzzy -- 2 small spiders
- rough -- snake
- sticky -- duct tape
- moist -- wet sponge
- spongy -- sponge
- gritty -- brillo pad
- silky -- hair scrunchie
- prickly -- brush
- waxy -- baggy
- wooly -- wool scarf
- bumpy -- dog toy w/nubs all over
- smooth -- baby rattle

C. After students are through, gather in fire ring to discuss sensations felt for touch (see above); for sounds -- wind in trees, animals, feet on ground, others voices, leaves, twigs snapping, clipboards hitting trees, faraway sounds (road or air traffic, voices in other areas of camp)
**Quest of Scents -- (10 min.)**

Stand in flat area. How do animals find one another in the forest? Many have glands located on legs or lower body which produce odors left on ground. See if you can find animal of your kind by sense of smell.

Ever seen a line of ants walking along the ground? If an ant leaves the colony how does it find the line? (By scent left by gland on ant's abdomen). As ants walk, they occasionally drag their abdomen on ground, releasing odor. Other animals release a chemical, called a pheromone, into the air.

Film containers w/cotton soaked in maple, orange, coconut, pineapple, lemon, licorice, strawberry, peppermint

Ask for 8 volunteers to go inside of circle. Other half is boundary.

**Group Inside Circle**

- 4 are blindfolded. Given a container
- 4 are not blindfolded. Go stand in one spot. **Do Not Move!!**
* 4 with blindfolds must find partner by smell

(If time, try other half of kids.)

**Quest of Hearing -- (15 min.)**

Next quest requires sharp eye and sense of touch. Start by learning to quiet walk silently --land each footstep softly on heel and roll along outer edge of shoe onto toe. Will help you in Fox and Rabbit Game: What special things does rabbit have to survive around fox? (legs -- powerful back ones.) But what good are they if fox sneaks up on him? (he jumps away--hears with huge ears) Game -- one of you is a rabbit listening for fox trying to sneak in on you. Blindfold rabbit, then have others form circle around. Each fox stands in circle around rabbit. Teacher points to a fox, who tries to sneak in, touch rabbit. Rabbit listens, points where he thinks fox is approaching. If rabbit points to fox, then fox died of starvation, goes back to circle. **Rabbit can only point three times; if it doesn't get fox in 3 tries or is tagged, he is considered eaten.** Choose a new rabbit. Return blindfold and clipboard to box at beginning of trail.

**Taste Quest** -- Take bag of treats-enjoy. Your quest if over.
Blind Walk Reflection

1. Describe how you felt at first when you were blindfolded.

________________________________________________________________________

2. How did you feel when you were led by the hand?

________________________________________________________________________

3. As you moved along the rope, did your reaction to the experience change, and if so, how?

________________________________________________________________________

4. Did you find yourself feeling about with your hands and arms?

________________________________________________________________________

5. Did you sense when you were near anything? At first? Later?

________________________________________________________________________

6. What sounds did you hear, if any?

________________________________________________________________________

7. How did this affect you?

________________________________________________________________________

8. Did you feel secure relying on the rope to guide you?

________________________________________________________________________

9. What was your reaction to watching others as you finished before they did?

________________________________________________________________________

10. Do you feel differently about your senses, and in particularly about your sense of sight after this experience? Explain.

________________________________________________________________________
SUPER SURVIVOR - CAMP

PLAN OF ACTION

STANDARDS

SS E-4.15  Describe instances of cooperation and interdependence among individuals, groups, and nations, such as helping others in famines and disasters.

SS A-8.5  Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using visual representations.

SS A-8.8  Describe and analyze the ways in which people in different regions of the world interact with their physical environments.

S F-8.2  Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments.

S F-8.7  Understand that organisms behavior evolves through adaptation to its environment.

INTRODUCTION - Pooh-Bah area

Situation:
You are a group of hikers that have decided to venture to upper Wisconsin to spend a few days hiking. As you are off-roading you blew two tires on your vehicle which caused the vehicle to swerve and come to rest on the edge of a cliff. You all made it out of the vehicle, grabbing what you could before the vehicle plunged down the cliff. Here is what you, as a group, were able to take with you. (Give group equipment.) Any means of communication were either in the car or are unable to work because of where your accident occurred.

Go through “Thumbnail Guide to Survival” with students:
You are going to be broken up into small groups to accomplish four different tasks. You will only have a short time to complete each part of the overall task. The Grand Pooh-Bah will signal by blowing a whistle once when it is time to switch to your next task. Should the Grand Pooh-Bah whistle two long blasts you need to get to the Pooh-Bah area as fast as possible. Please note on the map where you need to be. In order to be rescued and receive your band of accomplishment you must pass inspection by the Grand Pooh-Bah.
FIRST AID -
One person from each group will pick an injury card and become the “injured person” that needs medical attention. The remaining group members must decide the best course of treatment for the injured person. This group member will continue her/his injury portrayal throughout the entire class period.

SHELTER -
1. Gather building materials
2. Begin construction
3. Continue construction
4. Complete construction - all members must be able to fit under the shelter and be protected. Have the Grand Pooh-Bah scrutinize the shelter for stability and protection from the elements. Disassemble shelter.

FIRE -
1. Gather materials
2. Build fire and start up
3. Helps prepare fire for cooking
4. Return excess materials to the environment. Put out the fire. Clean up the fire pit area. Have Grand Pooh-Bah inspect the area.

FOOD & WATER
1. Find food and water
2. Set up tripod over fire for boiling of water
3. Make tea & gather materials for rescue message
4. Finish rescue message. Have Grand Pooh-Bah peruse the message for accuracy, and taste test the tea.

POOH-BAH AREA
All teams congregate to receive their tea and their group rating, team band.
Title: Super Soil Science

Objectives: Students will gain an appreciation for soil conservation.

- Students will learn how to measure and interrupt soil temperatures, textures, perk time and pH.
- Students will be able to evaluate overall soil quality for a given area.

Materials Needed:

- Soil thermometers
- Soil core samplers
- Moisture meters
- Ziploc bags
- Soil pH kits
- Coffee cans
- Empty milk jugs
- Clipboards
- Data sheets
- Pens/pencil
- *Possibly Discovery scopes

Description of the Activity:

Students will travel to three different soil type locations and gather the following scientific data: soil temp., texture, perk time, moisture level and pH readings. Each work group will record all of the data on a data sheet. If there is additional time students may use the soil discovery scopes to examine any living organisms found within their soil samples.
Connections to Curriculum:

**Introductory Activities (Before):** Students will take part in an apple dissection which demonstrates what parts of planet earth are truly viable soil for food production.

**Culminating Activities (After):** Students will compare their group’s data for their soil location to other groups and discuss similarities and differences. Students will then brainstorm methods of soil conservation in their own neighborhoods/communities.

**EE Standards:**

A.8.2 “Questioning and Analysis”
B.8.6 and B8.18 “Knowledge of Environmental Processes/Systems
C.8.2 “Environmental Issues”
D.8.6 “Decisions and Action Skills”
E.8.1 “Personal and Civic Responsibility”

**Any pertinent handouts and data sheets are attached**
Super Soil Science Data Sheet

Group Members: ____________________________________________

Part I. Soil Data

Location: __________

Soil Temp: __________

Soil Texture: __________

Perk Time: __________

Moisture Reading: __________

PH level: _______

Part II. Conclusion Questions

1. Which location had the highest soil temperature? What vegetation did you see?

2. In your opinion what did the soil perk test tell you?

3. What do you think measuring soil pH tells us?

4. Based on all the data that was collected in part one, which location appears to be best suited for crop growth? Be sure to support your opinion with hard data.
Connections to Curriculum:

**Introductory Activities (Before):** Students will take part in an apple dissection which demonstrates what parts of planet earth are truly viable soil for food production.

**Culminating Activities (After):** Students will compare their group’s data for their soil location to other groups and discuss similarities and differences. Students will then brainstorm methods of soil conservation in their own neighborhoods/communities.

EE Standards:

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B.8.6 and B8.18 “Knowledge of Environmental Processes/Systems”  
C.8.2 “Environmental Issues”  
D.8.6 “Decisions and Action Skills”  
E.8.1 “Personal and Civic Responsibility”

**Any pertinent handouts and data sheets are attached**
Super Soil Science Data Sheet

Group Members: ________________________________

Part I. Soil Data

Location: ______________

Soil Temp: __________

Soil Texture: __________

Perk Time: __________

Moisture Reading: __________

PH level: ______

Part II. Conclusion Questions

1. Which location had the highest soil temperature? What vegetation did you see?

2. In your opinion what did the soil perk test tell you?

3. What do you think measuring soil pH tells us?

4. Based on all the data that was collected in part one, which location appears to be best suited for crop growth? Be sure to support your opinion with hard data.
Super Soil Science Teacher Directions

Opening Activity:

1. Take an apple and cut it into four quarters, set aside three of the quarters and tell students that they represent all of the world’s water (75%).

2. Take the remaining quarter and cut it into four pieces, set aside three of these and tell students that these represent land areas that are too rocky, swampy, dry or mountainous to grow any crops on.

3. Take the remaining piece and ask the students which part of this piece represents decent soil in which to grow crops to feed the world. Most will say the white part. Proceed by carefully peeling away the red peel from the white part and tell students that in fact only the tiny red peel truly represents the world’s viable soil for food production.

Part I. Data Gathering Activities

1. Students are broken up into 3-4 groups and each group receives a tote tray with the following pieces of equipment: soil thermometer, soil corer, moisture meter, ziploc bag, trowel, jug of water and cut open coffee can.

2. Before students travel to their assigned site they are instructed in how to properly use each piece of equipment in their tote tray.

3. Upon reaching their site students are to use the appropriate equipment to measure and record: soil temp., Soil texture, moisture level and perk time. Furthermore they must remember to collect a small sample of soil and place it in a ziploc bag for further testing.

4. After returning from their soil sites, students will be instructed in how to do pH testing on their sample.

5. If there is any extra time students make examine some of their collected sample with the Discovery Scopes to see if it contains any live creature.
Part II: Drawing Conclusions

1. After all pertinent data has been recorded each group should then tackle the conclusion questions found at the bottom of their data sheet.

2. After an appropriate amount of time, all of the student soil groups should get together and discuss their data and talk about similarities and differences.

3. Finally, the students as a whole should be able to brainstorm a list of soil conservation steps they can each take back home in their neighborhoods or communities.

Part III. General Cleanup

1. All equipment should be cleaned up and returned to tote trays.

2. Students should hand in completed data sheets
Title:

Water Canaries--adapted from Project Wild-Aquatic for Camp Minikani site.

Objectives:

Students will:
1) identify several aquatic organisms; and 2) assess the relative environmental quality of a stream or pond (near cabins 20/21) based on indicators of pH, water temperature and the presence of a diversity of organisms; and 3) become familiar with sampling techniques and equipment.

Time: 90 minutes

Materials Needed:
- laminated taxonomic keys
- student worksheets
- field and regular microscopes

Description of Activity:

1. Sampling Site- Next to cabins twenty and twenty one are wetland areas, as well as the marshes of the lake. Make sure impact to the area is slight. Use one of the cabins to set up the microscope lab.

2. Brief students about habitat courtesies and making little impact on the site. All creatures will be returned after observations.

3. Have students find micro habitats using the sampling equipment and place on white plastic dish washing tubs. Students should make observations using microscopes and taxonomic keys.

4. Have the students identify and draw the animals on Worksheet I, the number of each kind found and describe the location found. Introduce the concept of diversity of life.
5. Now it is time to test the pH, temperature, and oxygen levels of the water at various sites. Use Worksheet II. Students should understand that the values for these elements can affect the diversity of life able to flourish. Talk about the idea of indicator species.

Connections to Curriculum: Earth Science—water chemistry. Life Science—animals

Introductory Activities (before):

Lesson on how weather and or seasons determine the type of life that thrives. The concepts of diversity and indicator species; and man’s impact.

Culminating Activities (after): Exploring the micro worlds in Garvey Woods on the Steffen school grounds.
### pH Ranges That Support Aquatic Life

<table>
<thead>
<tr>
<th>MOST ACID</th>
<th>NEUTRAL</th>
<th>MOST BASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Bacteria

- 1.0 — 13.0

#### Plants

- (algae, rooted, etc.)
- Carps, suckers, catfish, some insects
- Bass, crappie
- Snails, clams, mussels
- Largest variety of animals (trout, mayfly, stonefly, caddisfly)

- 6.0 — 9.0
- 6.5 — 9.0
- 7.0 — 9.0
- 6.5 — 7.5

---

### Temperature Ranges (Approximate) Required for Certain Organisms

<table>
<thead>
<tr>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater than 68 F. (20 C) warm water</td>
</tr>
<tr>
<td>Middle range: 55 - 68 F (12.8 - 20 C)</td>
</tr>
<tr>
<td>Low range: Less than 55 F (12.8 C) - cold</td>
</tr>
</tbody>
</table>

- Much plant life, many fish diseases
- Most bass, crappie, bluegill, carp, catfish, caddisfly
- Some plant life, some fish diseases
- Salmon, trout, stonefly, mayfly, caddisfly, water beetles
- Trout, caddisfly, stonefly, mayfly

---

### Dissolved Oxygen Requirements for Native Fish and Other Aquatic Life

<table>
<thead>
<tr>
<th>D.O. in parts per million</th>
</tr>
</thead>
<tbody>
<tr>
<td>(below 68 F.)</td>
</tr>
<tr>
<td>Cold-water organisms, including salmon and trout</td>
</tr>
<tr>
<td>Warm-water organisms including fish such as bass, crappie, catfish and carp</td>
</tr>
<tr>
<td>6 ppm</td>
</tr>
</tbody>
</table>

---

### WORKSHEET I

<table>
<thead>
<tr>
<th>WHERE ORGANISM WAS FOUND</th>
<th>SKETCH OF ORGANISM</th>
<th>LOCATION</th>
<th>NUMBER FOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### WORKSHEET II

<table>
<thead>
<tr>
<th>OBSERVATIONS</th>
<th>PREDICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER TEMPERATURE</td>
<td></td>
</tr>
<tr>
<td>AIR TEMPERATURE</td>
<td></td>
</tr>
<tr>
<td>pH</td>
<td></td>
</tr>
<tr>
<td>O₂ DISSOLVED</td>
<td></td>
</tr>
</tbody>
</table>
Title: Campfire Cooking

Objective:

Students will be able to:

- use survival strategies
- learn how to start a fire
- cook food using minimum supplies
- appreciation of the outdoors

Time: 90 minutes

Materials Needed:

- firewood
- paper
- matches
- food to cook on the open fire such as, s’mores and pizza

Description of Activity:

Students start as a group building a fire. Each student collects kindling and little pieces of wood. Once the fire is going, the students learn how to make s’mores and pizzas using sticks and coming gear.

Connections to Curriculum: Survival techniques for family and consumer education

Introductory Activities (before):

Cooking in the out of doors lesson

Culminating Activities (after):

Menu for a outdoors breakfast, lunch, or dinner
Title:
Canoeing and Row Boating

Objective:
Students will be able to learn:
- boating safety
- parts of the canoe
- selection of paddle and strokes
- how to board a canoe
- cooperation skills

Time: 90 minutes

Materials Needed:
Canoes, paddles, oars, rowboats, lifejackets

Description of Activity:
Introduction explanation, and demonstration of the above mentioned objectives precede canoeing on the lake. Students then either canoe or rowboat on the lake. A course is set up for them to paddle around or they may choose to go at their own pace around the lake, practicing maneuvering canoe or rowboat.

Connections to Curriculum:
Physical Education: Physical coordination, strength training, teamwork.
   Introductory Activities (before):
   Discussion of the history of canoeing, advantages and benefits.
   Culminating Activities (after):
   Discussion of what happened on the lake during class. ex: cooperative efforts of partners.
Title:
Exist or Not

Objective:
Students will be able to:
- determine the carrying capacity of a simulated environment
- become predators and prey to evaluate strategies used in the food chain

Time: 90 minutes

Materials Needed:
- different sizes of legos to represent pounds
- flags for predators and prey
- hula hoops for shelter
- baggies, pens, and note cards

Description of Activity:
Activity 1: Carrying Capacity- In a given area, food (legos) is spread out; students line up behind their bag (den); at a given signal students find one food source at a time and return it to their den (bag); once food is depleted from “environment” we determine the carrying capacity for a given population.

Activity 2: Predator Prey- some students become predators, the rest are prey. Predators (fox) must capture the tail of the prey (rabbits). The rabbits stay safe by not getting caught and getting enough food sources in a round. The hula hoops serve as temporary shelters. Predator/Prey strategies, food chain, pyramid/food webs, and environmental influences are discussed.

Connections to Curriculum: Ecology

Introductory Activities (before):
Discussion of carrying capacity and predator/prey relationships. The environmental factors the have positive and negative influences on a population.

Culminating Activities (after): Hoot and Squeeze a predator/prey game
Title: **Warrior Ways**

Objectives:

Students will:

- learn safety
- archery techniques
- Native American land ethics
- Native American hunting strategies

**Time:** 90 minutes

**Materials Needed:**

- set up archery course
- targets
- bows and arrows
- pencils and score cards
- feathers for prize winners

**Description of Activity:**

1. Review of the elements of Archery.
2. Review of safety issues and helping peers track their arrows.
3. Native American story about land ethics and how it applies to Camp Minikani, and beyond.
4. Explain course procedures and start competition.
5. Give out decorated feather as a prize for best score on the course.
6. Rewards for picking up garbage around camp during the week.

**Connections to Curriculum:** Environmental Ethics—Science, ELA, and Social Studies

**Introductory Activities (before)**—In homeroom, read Native American stories and discuss the difference between native and non-native concepts of land use.

**Culminating Activity (after)**—Make a mobile of “Honorary Feathers” for students who best display the true Warrior Way. Display in seventh grade wing at Steffen.
Title: Adventure Challenge

Objectives:

Students will learn:

- team building skills
- leadership strategies
- advantages of personal goal setting

Time- 90 minutes

Materials Needed:

Most of these activities are set up by Camp Minikani
Walking Logs with Ropes
Spider Web Net
Climbing Rock Wall (40ft.)

Description of Activity:

Team members work together to successfully pass each other from one side to another without touching web.

Two teams race in groups of six with walking logs.

Each individual attempts to make it up a 40ft. rock wall. They set their goal before they attempt the climb.

Connections to Curriculum:

Introductory/Culminating Activities--Leadership and team building lessons occur throughout seventh grade homeroom times.
Title:

Introduction to Orienteering

Objectives:

Students will be able to:

- become familiar with how to use a compass for navigation
- plot a course on paper using a compass
- follow outdoor course using a compass

Time: 90 minutes

Materials Needed:

- one compass for every two students
- packet of information
- guide sheets for outdoor course
- cards marking outdoor course

Description of Activity:

Students begin by examining and discussing parts of a compass. The activity will include the use of a compass to mark directions for courses given on paper, then outside to large course. Before doing outdoor course, students should "pace off" 100 feet. They should convert feet to paces for each new set of directions. Students must follow direction at first landmark to get to the second set of directions, etc. There are ten markers in all.

Connections to Curriculum: Math

Introductory Activities (before):

Scale conversion on a map-i.e. 1 in.=10 mi, Mental math skills for completing blank compasses, Ratios- converting feet to paces.

Culminating Activities (after): Make an orienteering map for Garvey Woods at Steffen to a treasure.
Marker #1  Fence Post

Degrees: ______   Feet: ______

Convert feet to paces (approximate):

Marker #2 ______

Degrees: ______   Feet: ______

Convert feet to paces (approximate):

Marker #3 ______

Degrees: ______   Feet: ______

Convert feet to paces (approximate):

Marker #4 ______

Degrees: ______   Feet: ______

Convert feet to paces (approximate):

Marker #5 ______

Degrees: ______   Feet: ______

Convert feet to paces (approximate):
Marker #6

Degrees: ____

Feet: ____

Convert feet to paces (approximate):

Marker #7

Degrees: ____

Feet: ____

Convert feet to paces (approximate):

Marker #8

Degrees: ____

Feet: ____

Convert feet to paces (approximate):

Marker #9

Degrees: ____

Feet: ____

Convert feet to paces (approximate):

Marker #10

Degrees: ____

Feet: ____

Convert feet to paces (approximate):
ADVENTURE CHALLENGE!!

1. HOW WELL DID YOUR GROUP CO-OPERATE?

2. WHICH WAS YOUR FAVORITE CHALLENGE ACTIVITY?

3. HOW DID YOU FEEL WHILE CLIMBING THE WALL?
1. List at least five abiotic elements that you observed either on the scavenger hunt or on your bog trek.

2. List at least five biotic elements that we discussed before or during your bog trek.

3. Discuss your favorite part of this bog experience.

4. Write a bog legend or myth that ends as a cliff hanger. You’ll need three paragraphs on separate paper. (Remember, you could start a new camp mystery!!)
Bull’s Eye

Name:________________________

Tribe:_____________________

1. Record your 2 scores:

   A. Up Close___________
   B. From Platform ________

2. Record number of Bull’s Eyes ________

3. What did you find to be the most difficult part of this class?

4. What was the most memorable thing you did as part of this class?
"Every shining pine needle, every sandy shore, every mist in the dark woods... is holy in the memory... of my people. Teach your children what we have taught our children, that the Earth is our mother... This we know. The Earth does not belong to man; man belongs to the Earth. Man did not weave the web of life, he is merely a strand in it... All things are connected." -- Chief Seattle, 1854

Earth Quest

Complete the organizer below by filling in colorful adjective and vivid verb images to help you describe your recent Earth Quest. Then write a reflective paragraph on this experience, using some of those images.

My reflections: ________________________________________________________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

"All Nature tells the same story... each... love-beats of Nature's heart." -- John Muir
How does the carrying capacity of an environment affect an animal's survival?

Name three predator-prey relationships.

What are some survival behaviors of prey?
Aaah! It is time to kick back and relax with some thoughts about this Fire Building class. I hope you are “fired up” about your acquired fire building skills. Please take the time to reflect upon this class by filling in the following information.

1) Fires awaken the senses! Fill out this graphic organizer with words to describe what was happening with you and your senses!

2) What was the most interesting thing you learned about fire building?

3) List at least two important aspects of fire safety.

4) What was the best part of this class that wasn’t edible?

Hope you had as much fun as I did! -Mrs. Cyganiak
*Hemp Jewelry*

**Directions:** Answer the questions below in regards to your experience making hemp jewelry.

1. Approximately how long should your hemp string be to create a necklace?
   
   ___________ feet

2. When making a hemp necklace you only need to know how to tie one type of knot. What is the name of the knot?

3. There are two braids that can be created when making a hemp necklace. One is a flat braid the other is a ____________ braid.

4. Did you find it difficult to make a hemp necklace? Why/Why not?

5. List three important things to remember when making a hemp necklace:
   
   1. 
   
   2. 
   
   3. 

6. Look at the diagram at right. What is the relevance of the two middle strings?

7. In the space below describe and draw a picture of the necklace you made in class. Be specific! (Ex. Did you create a pattern with your beads? What colors did you use?)
KANU CANOE

Day_____ Time___:___ Leader____________________

What was the name of the lake you were on?

What is one important safety tip when boating or canoeing?

Did you use a row boat or canoe? Why?

Who was your partner?

How did you decide who would paddle?

"Don't for a moment imagine there is anything difficult in learning to handle a canoe. The first lesson on a bicycle is unbelievably difficult by comparison".

-R.H. McCarthy
Shutterbugging

What new thing did you learn about photography (while taking Shutterbugging) that will be of value to you in the future?

Taking pictures is fun. What is your fun picture that you are going to take after this class?

My Favorite Camp Picture

(Attach picture here and cover up this message... also put your signature somewhere on this page.)

I had fun and I hope you did too. Thanks for being a part of Shutterbugging.

Mr. Barta
Tee Time

1. How many crayfish did you catch?

2. How many crayfish did your group catch?

3. Did you eat the tasty crayfish?

4. Tell me briefly what your most memorable experience was in this class.

5. Write one word that describes how the sumac tea tasted.

Name
Tribe Name
Welcome to Tipi Time

Name ____________________________________________

Day ___________  Time ___________

Leader of your group ____________________________________________

Man did not weave the web of life. He is merely a strand in it. Whatever he does to the web, he does to himself.

-Chief Seattle-

1. What is the tripod used for to construct a tipi?

2. How many poles are used to put up a tipi?

3. Which direction does the door generally face in the tipi?

4. How many people fit into the tipi in your class?

5. What is an ozan used for?

6. Who did you play tug of war against? Who won?

7. Write a question about the tipi that you asked in class. What was the answer to your question?
What design/patterns did you choose for your shirt and why?

What colors did you choose?

Were you satisfied with the results? Why or why not?

If you attempt this again what changes would you make?

Draw a sketch of your shirt below:
Warrior Ways

Group Members → __________________

Your Score → __________________

Number of Bullseyes → __________

The Code of Archery

1. Only shoot at the target.

2. Always make sure all members of the group are behind you before drawing and shooting arrows.

3. Never retrieve arrows until all arrows are shot.

4. The sport of archery and the safety of your classmates depend on this code.

I liked the Warrior Ways class because... ________________________________

One thing that I might do differently in this class is... ________________________________
HAVE FIRE GOING WITH THE SCREEN SET UP

INDIAN LEGEND OF THE BEGINNING OF THINGS SAYS THAT IN THE 1ST. OF TIME THERE WAS ONLY DARKNESS AND SILENCE. MOLTEN ROCK FLOWED OVER THE PLANET AND THE SKY WAS FILLED WITH CLOUDS OF GAS AND STEAM. FINALLY AS THINGS COOLED LIGHT BEGAN TO APPEAR AND IT TOOK TURNS WITH THE DARKNESS TO PRODUCE NIGHT AND DAY AS A WAY TO MARK THE PASSAGE OF TIME.

THE GODS ROAMED THE WILDERNESS THAT DEVELOPED ON THIS PLANET, AND TWO OF THEM WERE IMPRESSED AND WANTED TO RULE IT THEMSELVES. ONE WAS THE MIGHTY MINI (LIGHT THE RED FLARE) THE OTHER WAS THE CRAFTY KANI. (LIGHT THE GREEN FLARE) MINI WAS A MIGHTY WARRIOR. HE WAS FIERCE AND STRONG AND FEARED NOTHING. KANI ON THE OTHER HAND WAS VERY TRICKY AND WISE, THERE WAS NO ONE THAT HE COULDN'T FOOL. (USE RED AND GREEN FLARES AS EACH IS DESCRIBED)

THEY BOTH WANTED TO RULE THIS NEW FREE WORLD, BUT THEY KNEW THAT THEY COULD NOT FIGHT OPENLY FOR CONTROL. THEY INSTEAD DEVEISED A SERIES OF CONTESTS, WITH THE WINNER GETTING TO RULE THE EARTH. THE FIRST CONTEST WAS TO MOVE A HUGE ROCK. MINI WENT AND GRUNTING AND SNORTING LIFTED IT OVER HIS HEAD AND TOSSED ACROSS THE FIELD. KANI CUT A TREE AND USING IT AS A LEVER TOSSED THE ROCK BACK. THE SECOND CONTEST WAS AN ARCHERY ONE, TO DETERMINE WHO COULD SHOOT AN ARROW THE FURTHEST MINI GOT A HUGE BOW AND USING HIS LEGS PULLED IT BACK AND SHOOT ACROSS THE LAKE. KANI DESIGNED A CROSSBOW AND SHOT THE ARROW BACK ACROSS THE LAKE. THE THIRD CONTEST WAS TO BE A CANOE RACE. MINI SHOWED UP WITH A HUGE PADDLE AND GOT SET ON THE STARTING LINE. KANI ARRIVED IN A STEAM POWERED PADDLE WHEEL CANOE, THE RACE WAS A TIE.
FOR A 1,000 YEARS THE CONTESTS CONTINUED ALL OF THEM ENDING WITH NO ADVANTAGE GOING TO EITHER. IN THE END THEY JOINED TOGETHER TO BECOME MINIKANI (STRENGTH AND WISDOM). THE FIRST OF ALL CHIEFS WAS CHIEF HEINICKER, BUT THAT IS ANOTHER STORY....

NOW A CAMP TRADITION. ONE IN WHICH WE ASK THAT LEGENDARY CHIEF THE OPPORTUNITY TO PROVIDE US WITH A SIGN REGARDING THE SUCCESS OF OUR ENCAMPMENT.

FROM MY MAGIC BAG I HAVE OFFERINGS FOR THE FIRE IN HOPES THAT THE CHIEF WILL GIVE US A SIGN.

1. PAPER AND PENCIL REPRESENT THE THINGS WE WILL LEARN
2. UMBRELLA TO KEEP THE RAIN AWAY
3. BANDAID TO KEEP US FROM GETTING HURT
4. SHOE REPRESENTS THE LAND WE WALK ON, AND TO NOT JUDGE OTHERS UNLESS WE HAVE WALKED IN THEIR SHOES
5. TOOTHBRUSH TO REMIND US TO BE AWARE OF PERSONAL HYGIENE
6. SOCK TO REMIND US TO CHANGE CLOTHING EVERY NOW AND THEN
7. FEATHER TO REPRESENT THE WILD CREATURES WE SHARE THE EARTH WITH.
8. HAT TO REMIND US TO USE OUR HEADS WHEN MAKING CHOICES
9. GLOVE TO REPRESENT WORKING TOGETHER
10. AND GEORGE THE CHICKEN TO .......

CHIEF GIVE US A SIGN

(NOW YOU WILL BE GIVEN SOME NEW DIRECTIONS)

Candy Hunt Directions ...