Teacher's guide planning a 6th grade outdoor education program for your school

William Arnold Muench

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TEACHER'S GUIDE:
Planning a 6th Grade Outdoor Education Program for Your School

A project submitted to The Faculty of the School of Education In Partial Fulfillment of the Requirements of the Degree of
MASTER OF ARTS in EDUCATION ELEMENTARY OPTION

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Ever since working as a counselor (teacher) in the outdoor education program of the San Diego City Schools 1967-1970, I have been interested in organizing and carrying out a program on an individual school basis with my own students. Upon observing programs by individual teachers throughout Southern California I am appalled by two disturbing factors; the real essence of outdoor education i.e. social interaction and group living has been virtually ignored and there is very little understanding by lay teachers and administrators alike as to the real difference between outdoor education and recreational camping.

The lack of written material available, my own experience, and a strong desire to do it right' has led me to write this booklet as an aid to teachers who may in the future wish to involve their children in an outdoor education program on an individual school site basis.

I am deeply indebted to three friends and former colleagues for their assistance. My former boss Warren D. Brown, retired principal of Camp Marston, San Diego assisted greatly in the overall organization of the program. Glen McCullough, principal of Mt. Palomar, San Diego helped formulate counselor duties, responsibilities, administrative techniques and assisted admirably in the teaching of Indian Lore. Ray Hastings, former principal at Camp Cuyamaca, San Diego worked at camp for the better part of a week assisting with
ecology, crafts and public relations.

Thanks to these gentlemen, I think the real essence of what can and should be taught in outdoor education has been captured in this booklet.
I. Introduction

A. Philosophy

Denver C. Fox, former director of the Outdoor Education Program in the San Diego City Schools, refers to outdoor education as an emerging educational philosophy. Outdoor education brings first hand experiences to children through an extension of their normal classroom activities. Learning out-of-doors during school time serves to translate verbalized concepts into reality. First hand experiences give rise to exploration and discovery thus providing for social and emotional growth needs. The basic needs served by outdoor education include effective learning, educational realism, recreative experiences, the mastery of basic concepts and the development of awareness.

The educational potential of outdoor education is fundamental. As a means it provides a manner of thinking that regards as important verified knowledge and good human relations. As an end it provides an opportunity for the pursuit of self realization and social peace.

Camping in education serves to increase understanding of the physical environment, the senses and improves social democracy. Where it takes place depends upon geographical location and educational objectives.

Warren D. Brown, former principal at Camp Marston, San Diego states that the main contributions of the camp experience are in the areas of social living and work
experiences. Further, resident school camps are based upon the premise that people learn working together in small community groups on common problems.\textsuperscript{2}

Dr. Charles T. Mand, professor of physical education at Ohio State University, sees the out-of-doors as laboratory with unlimited potential for academic, social and emotional development. Children reared in the city need outdoor experiences to appreciate the value of all living things and help discover their mutual dependency upon nature.\textsuperscript{17}

Stimulated by these ideas Vincent A. Cyphers of Colorado State College confronted some startling revelations upon reviewing periodical literature on the subject, beginning in 1921. He found that there are very few organized school camp programs in the United States.

Interviewing numerous teachers Dr. Cyphers constructed an Experience Attitudinal Inventory Form to obtain judgmental ratings from elementary teachers and a jury of experts (administrators, forest service personnel and environmentalists). Percentage analysis and the Chi Square Technique were used in treating the data. Subsequent conclusions confirmed the assumption that for most there had not been adequate emphasis on the use of outdoor resources and methods of teaching in the out-of-doors provided in college teacher training programs (using the natural environment as a living laboratory-direct teaching involving a full sensory rather than abstract approach). His study concluded that proper teacher training programs would enhance the development of
much needed environmental studies by children. For many years vast numbers of people have been interested in utilizing our natural environment - some not too wisely. Today, however, most people appear to be more concerned with the proper use of natural resources.

There are problems! Fishermen and hunters do not understand the conservation appeals of the naturalists. Ecologists, foresters and biologists who are resource oriented, do not appreciate man's use of forest and lake for camping, fishing and hunting.

We, as a people, must become motivated by the ever increasing crisis in open space and pollution. One way is to cooperate in the development of programs that include outdoor education, conservation and recreation. The nation's welfare is bound to the resolution of resource problems.

B. Review of Literature

1. Definition of Terms

William M. Hammerman, coordinator of outdoor education at San Francisco State University, defines outdoor education as the process by which abstract learning is reinforced through concrete experience. The majority of such school programs are designed as a week long science experience for sixth grade students with added emphasis upon social interaction and democratic living as an outgrowth of the total learning situation. For many, the opportunities for social
2. Historical Perspective

There has been much in our historical development to influence those working to regain their heritage of outdoor learning and living. A concept in and from nature will be found early in educational literature, although the term outdoor education is of more recent origin.

There have been two major forces in American education that have had significant implications for outdoor education, industrialization and the progressive educational philosophy of teaching. In 1917, the Educational Policies Commission set forth the famous seven cardinal principles of education; of these health and the wise use of leisure were important influences on the beginnings of outdoor education.

Another historical incident affecting the growth of outdoor education was the marked public concern over physical fitness following World War I. The widely published statistics regarding rejects in the military service was responsible for drawing much attention to the need to improve health and physical education programs. Mandatory legislation regarding health and physical education was subsequently enacted in many states, while directors and supervisors were appointed to state departments of education to give leadership for school districts.

Julian W. Smith, speaking at the Taft Campus outdoor education award lecture 1970, on the topic "Where We
Have Been - What We Are - What We Will Become", gives as accurate a summation as any on the development of outdoor education programs in the country.

Prior to 1940 - The beginning of work in the field of outdoor education is generally credited to Joseph Cogswell, Round Hill School (1823-1834). There was a "felt" need for an improved program in physical education and the better use of leisure time. Activities consisted of hikes, nature walks and nature study.

1940 - 1950 - Outdoor education was influenced greatly by organized recreational camping and the educational philosophies of Dewey, Kilpatrick and others.

1950 - 1960 - In this decade outdoor education experienced a rapid growth in the numbers of resident school camps and "other" outdoor learnings (field trips, classroom recitations and experiments).

1960 - 1970 - The 60's saw a wide variety of activities including the development
of outdoor settings for elementary schools, the teaching of outdoor skills, an increase in teacher and leader in service and a more profound interest in environmental quality.

By the middle and late 50's there were over 2,500 private camps located in areas that would serve dense populations. For this reason, most of the early camps were located in the New England area.

Today, resident school camps will be found in Michigan, Pennsylvania, North Carolina, Minnesota and parts of the west coast.  

3. Values
a. Meeting educational needs

Educational philosophers such as Rousseau, Dewey, James and Thorndike long ago recognized the need to reinforce abstract learning. Today, the trend in curriculum is toward becoming increasingly abstract. Outdoor education provides one means of holding on to some type of concrete learning.

Some of the educational needs outdoor education helps to satisfy are:

- The need for concrete effective learning - First hand experiences develop understandings and increase retention.

- The need for realism - An opportunity is
made available to learn about nature firsthand.

- The need for re-creative experiences -
With the ever increasing emphasis upon
the proper and effective use of leisure
time camping gives children a chance to
contemplate nature, enjoy its beauty and
create works of art from its abundance.

- The need for developing basic concepts
and awareness - Concepts for every day
living seem to be more readily developed
through first hand learning - the develop-
ment of tools for thinking, i.e., the
ability to conceptualize and formulate
acceptable ideas.¹⁷

It is vital for the youth of today in our
comic book, hot rod, movie culture to formulate an acquain-
tance with the earth. Otherwise, they are missing the basic
aspect of their own existence.²⁴

b. Educational potential

Dr. Nadine Gragg of the University of Michi-
gan ran a study several years ago in Long Beach for the pur-
pose of determining the effects of a one week camp experience
on certain aspects of a child's development. An attempt was
made to appraise the educational results of the program in
conjunction with stated school district objectives. Data was
obtained from experimental and control groups. Data analyzed
was in the areas of language arts, vocabulary and nature study. Findings concluded that those who had participated in the camping experience were much more enthusiastic and retained a great deal more of what was taught than those who participated in a related program in the classroom. \textsuperscript{12}

We as a people in order to survive must confront conflicts and be mentally and socially aware of our surroundings. Direct learning is a useful tool to stimulate and motivate children. The direct learning approach increases interest in learning, provides greater opportunities to deal with individual differences, promotes social adjustment and initiates a certain amount of risk taking. \textsuperscript{5}

In short, outdoor education through the direct learning approach provides a means for developing a manner of thinking, a regard for verified knowledge, democratic meanings and understandings and a broad base of instructional materials and diversity of human arrangements (settings - field trips - total living situations) leading to growth in the three basic systems of dealing with reality word, number and artistic symbol. \textsuperscript{12}

School camping has the educational potential to provide for:

- Redeeming social values - Unique opportunities are available for social change, teacher pupil rapport and the establishment of associations and relationships other than those of an ego centered variety.
- Teacher pupil gain - Social and democratic changes take place much more rapidly than in the same program designed and utilized in the classroom. The mentally slow achieve much better results in the outdoor setting. Children profit from the culmination of an activity, learn responsibility for operation of a program, respect for property, cooperative action in discipline, dignity of work, conservation, unity of spirit and self-reliance.

- Teachers (in reference to students)
  . more responsible about work
  . increased interest in books
  . show respect for rules
  . more courteous to peers and elders
  . exhibit improved behavior in the community.

- Parent community gain - General attitudes toward the family are enhanced. Children are willing to take on more responsibility for chores. There is better communication with parents. Relationships with siblings tend to improve. Children become more interested in and responsible citizens of the community.
Parents (in reference to offspring)
- seems more responsible
- better attitude toward chores
- wider interests
- more appreciative of what he has
- more independent.

Community (in reference to neighborhood youth who attended camp)
- show more respect
- helpful
- more enjoyable to be around
- volunteer to help
- not afraid to work.

Democratic Action - In the total living setting of the resident school camp there is a need for action, group planning and teacher leadership through example. Positive methods are stressed - getting to the problem, relying on the capacity of children, mutual respect and group and cabin spirit.

C. Expected Outcomes of a Camping Experience

Resident school camping offers unique opportunities for meeting academic and emotional growth needs of children. The twenty-four hour a day living situation presents a new psychological, sociological and physical environment which encourages the expansion of their understanding and relationship with nature and each other.
The natural environment is rich with opportunities for exploration, discovery and adventure. Personal contact with the beauty and the simplicity of nature helps reveal the fundamental laws that affect their living. The beauty of the environment brings an emotional and spiritual uplift. In this climate of high motivation, strong purpose and readiness for learning the intellectual and spiritual horizons can be surely enhanced.

Many educationally sound reasons have been set forth to justify a child's learning out-of-doors during school time:

1. Children from diverse backgrounds learn to appreciate each other through sharing.
2. The child and teacher discover each other as individuals.
3. The child begins to appreciate the worth of group action in planning the solutions to problems in camp, setting standards, sharing ideas and evaluating the results of planned activities.
4. The child develops a greater understanding of the real need to conserve natural resources.
5. The child develops an increased interest, understanding and appreciation of nature which will subsequently enrich his home and school life.
6. The child gains a further realization of the importance of good health and safety practices.
7. The child develops an increased awareness of the
importance science plays in his life.

8. The child in need of recognition is able to gain recognition in non-academic activities.

9. The child finds a deeper sense of serenity, inspiration and spiritual well being.

10. The child finds an added sense of worth and importance as he engages in altruistic enterprises that make a meaningful contribution to the community.

11. The child masters new skills and learns to take care of his personal needs.

12. The child begins to appreciate the concept of the dignity of work.

13. The child expresses himself creatively through experiences in music, language and art.

14. The child acquires an interest in conserving natural resources by working on meaningful conservation projects.

D. What May Be Taught In An Outdoor Education Program

The activities (subject areas) employed by a program of the type discussed in this booklet will depend ultimately upon the resource people available. The following outline is provided to help set forth some possibilities. The material included has been used in varying degrees in district wide programs throughout Southern California:

I. Science

A. The Heavens

1. Constellations (night hikes)
2. Telescopes

B. Weather
   1. Importance in camp
   2. Use of instruments

C. Rocks and Minerals
   1. Biological history
   2. Soil formations
   3. Mineral resources
   4. Topography of the land

D. Water
   1. Sources
   2. Importance
   3. Camp water supply
   4. Observing water at work

E. Living Things
   1. Interdependencies
   2. Carbon-dioxide cycle
   3. Dependency upon soil, air, sunlight, water
   4. Ecology
   5. Characteristics and functions of plants and animals
   6. Experimentation in the camp laboratory
   7. Mans' relationship to the environment

II. Conservation

A. Hiking
   1. Observation
2. Determining relationships
3. Nature talks and exhibits
4. Rules of the park system

B. Work Projects
1. Soil erosion
2. Propagating seeds
3. Transplanting
4. Preventing fires
5. Improving timber stands
6. Beetle control
7. Bird and animal surveys
8. Develop and maintaining trails

III. Work Experiences

A. Camping Activities
1. Cleaning cabins and grounds
2. Washing dishes and setting tables

B. Improving the Program
1. Constructing bridges, counsel areas and weather stations
2. Fireproofing high hazard areas
3. Collecting craft materials

IV. Living Experiences

A. As a Member of a Cabin Group
1. Planning sharing, evaluating
2. Clean up, rest, showers

B. As a Member of an Activity Group
1. Learning about surroundings
2. Understanding ecological balance
3. Helping improve the environment

C. As a Member of the Total Camp Group
1. Activities
2. Evening programs
3. Game periods
4. Group singing

V. Craft Experiences
A. Hikes
1. Appreciating materials provided by nature
2. Making collections

B. Work in the Craft Shop
1. Modeling with clay
2. Making miniature forests from lichen, twigs and bark
3. Rock carving in alabastar gypsum
4. Making dry weed and flower arrangements
5. Carving and fashioning objects of wood and pine cones
6. Making plaster of paris casts of animal tracks

VI. Music Experiences
A. Singing Camp Songs
1. General meetings, activities, evening programs, meal time and bed time.
2. Listening to mood recordings at rest time, bed time
VII. Experiences In Physical Education
   A. Square dancing
   B. Stunts
   C. Tumbling
   D. Games
   E. Snow sports
   F. Hiking

VIII. Experiences In Democratic Action
   A. Planning for safe living in cabins
   B. Establishing standards of courtesy
   C. Solving problems through discussion
   D. Sharing experiences
   E. Evaluating experiences
   F. Making decisions

IX. Outdoor Skills Taught
   A. Map and Compass
   B. Use of Craft and Conservation Tools
   C. Hiking techniques
   D. First aid procedures
   E. Animal tracking
   F. Survival techniques
   G. Use of the weather instruments
   H. Use of microscopes and magnifying glasses
   I. Use of telescopes and field glasses
   J. Use of mineralite
   K. Ore panning
   L. Fire prevention
M. Soil erosion control
N. Beetle control
O. Forest management techniques
II. Organization of the Program

A. Develop Good Methods of Instruction

Since your class will be participating in an outdoor education program during school time it should be done on the assumption that their participation will contribute directly toward furthering the instructional program and understanding of students in the classroom itself. The concept of outdoor education as a field laboratory phase of the instructional program is a departure from the traditional idea of camping as being primarily recreational in nature. Although the outdoor instructional program results in many recreational values the week at camp should not be viewed as a vacation.

In contemplating the most appropriate method for instruction employ means found to be most effective in established outdoor programs. Since the majority of your staff will not be professional educators, provide them with the following list of suggestions for dealing with children in camp:

1. Teach by example
2. Practice democratic procedures
3. Plan carefully to meet the particular needs of your group
4. Encourage students to explore and make discoveries for themselves
5. Make use of first-hand experiences found in the field.
6. Promote learning by doing
7. Employ the problem solving approach
8. Involve students actively in solutions
9. Promote creative thinking
10. Use the scientific approach to learning.

B. Promote the Project

Any worthwhile outdoor education program must include not only a meaningful experience at camp but also related pre and post camp activities in the classroom setting. The real impact of outdoor education cannot be felt until the increased interest and understanding associated with a good first-hand discovery experience is brought to bear on classroom instruction. Outdoor education is nothing more than an extension of classroom activity. By its very nature it is an enrichment program. As a highly motivated real life field experience it can vitalize the classroom resulting in an upgrading of instruction.

The educational values of outdoor education are sufficient in themselves to warrant its inclusion in the curriculum of any school curriculum.

The keys to the success of an outdoor education project at an individual school site are knowledge and money. Check with the school board to see if any funds have been made available for 'new innovative curriculum ideas.' If not, all monies will need to come from organized fund raising projects.

Know what you want to do. Prepare an outline for presentation to the appropriate administrators. Research carefully current literature in the field. Contact any resource
people who might be willing to act as authoritative spokesmen at meetings. Plan ahead. Late spring is the most appropriate time to conduct a program. Weather problems are less of a factor. Begin work early. Begin planning in September for a program in April or May.

Make use of available curriculum guides through your local county office. Make specific plans early to meet with anyone in the school district who may be of some assistance in gaining approval for the project. Be prepared to go to the school board if necessary. Success hinges on portraying to others that you have control of the situation. Obtain the services of someone with first-hand experience. This is impressive. So many 'new' programs in education are simply a rehash done by people with no practical experience. In outdoor education alone the number of people who have gained advanced degrees in a certain subject area (curriculum, discipline, attitude change, recognition, achievement, etc.) with virtually no personal experience is regrettable. Get help from those who know what to do because they themselves have been involved.25

With school budgets and money flow in general very tight involving people 'who have been through it' is imperative to approval. Research of current literature should be used only to enhance your knowledge and give you some ideas. Rely upon people personally involved in outdoor education on a district level for the real answers to help sell the program.
When meeting with the appropriate administrators or board members expand upon the following outline:

1. Philosophy
   a. Historical perspective
   b. Philosophy
   c. Educational values
   d. Current programs (use slides if available)

2. Curriculum
   a. Subject areas
   b. Cabin living and discipline

3. Organization
   a. Camp site
   b. Parent committee
   c. Fund raising
   d. Resource people (teaching)
   e. Supervisory personnel (Cabin counselors)

4. Pre and Post camp activities at your school site

Once approved, the next step is selling the program at school. Attempt to get on the agenda of a well attended school function at the beginning of the year (PTA meeting, back to school night, etc.). As many parents and fellow teachers as possible need be made fully aware of what is coming up. Money and equipment will need to come from many sources. It will be difficult initially to get things off the ground. Use a well organized outline for your presentation. Employ visual aids. Have someone with experience help sell the program and answer pertinent questions.
Be brief and concise as you make your presentation in the following manner:

1. Philosophy
   a. Historical perspective
   b. Educational values
   c. Current programs (use slides if available)

2. Curriculum
   a. Subject areas
   b. Cabin living and discipline

3. Organization
   a. Camp site
   b. Parent committee

4. Fund Raising
   a. Breakdown of expenses
   b. Suggested projects

5. Resource people (teaching staff)

6. Supervisory personnel (cabin counselors)
   a. Qualifications
   b. Duties

7. Pre and Post camp activities

At the conclusion of the presentation attempt to sign up volunteers for the parent committee. Six to eight members is a workable number. Plan to meet soon at someone's home. Expect that it will be necessary to schedule a meeting or two with the sixth grade parents and other interested parties just prior to the encampment, in order to inform them of any needs which have not yet been met.
C. The Parent Committee

A hard working dedicated group of parents is an absolute necessity for the ultimate success of an outdoor education program on an individual school basis. A committee made up of those whose children will be directly involved is most desirable. However, anyone associated with the school or member of the community with a genuine interest could be included as long as they are able to put forth enough time and effort to the work that will need doing. A group six to eight is a workable size for such a committee.

The first meeting hosted by you as director should be held as soon after the desire to carry through a program for a particular group of children has been established. Subsequent meetings should be held periodically depending upon the various projects needing attention. They should be informal. Duties need to be delegated clearly at the first meeting. They should be precise but not cumbersome.

Based upon a committee of eight the following format was employed successfully in coordinating the outdoor education program at Vista del Monte School in Palm Springs, California during the 1975 and 1976 school years:

1. Chairman
   a. Coordinate all preparations
   b. Be a good organizer
   c. Have contacts in the community
   d. Be dynamic and enthusiastic
e. Have plenty of time to spend on projects

2. Secretary
   a. Have a good business sense
   b. Keep accurate minutes at all meetings
   c. Develop and maintain a timetable of projects.
   d. Assist with correspondence and telephoning

3. Treasurer
   a. Open and maintain a bank account
   b. Take care of all financial transactions
   c. Keep accurate records
   d. Assist at all fund raising events

4. Telephone
   a. Inform all committee members of meetings
   b. Contact people to speak to the committee or parents in general meetings
   c. Search out donations of money and time
   d. Help locate needed equipment

5. Correspondence
   a. Develop a newsletter reporting progress and needs to parents
   b. Work up permission slips
   c. Put together an appropriate medical form
   d. Ascertain information about camp insurance

6. Supervisory Personnel (Cabin Counselors)
   a. Search out people to help supervise at camp
   b. Make available list of expectations and
duties to prospective supervisory personnel

c. Set up interviews with director
d. Keep abreast of any changes in commitments
e. Develop a list of people in reserve

7. Resource Personnel

a. Assist director in locating individuals to teach activities
b. Assist director in setting up an activity schedule as resource people become available to help
c. Make available any information deemed important covering philosophy or curriculum expectations
d. Just prior to the opening of camp telephone to remind resource people of the day and time of their commitment.

8. Materials

a. Secure a list of activities
b. Help develop an equipment list
c. Work through director to obtain donations of equipment (classroom, community appeals)
d. Arrange time and place for disposition of equipment
e. Keep records of equipment to facilitate easy return
f. Help develop a list of items for children to bring to camp.
D. Fund Raising

The cost of food and lodging of a single school (70 people) for a week (5 days) at most private camps in the State of California runs between $1,500 and $3,000. The amount needed to be raised by the school varies based upon available monies at the district level. In relatively affluent areas much can come from donations by interested persons or groups. For most, however, the majority of the funds required will need to be raised through organized school related activities. Time is of utmost importance. Projects should be well planned, well supervised and begun early. Discuss equitable possibilities at the first parent committee meeting.

Many interesting and profitable projects are available to schools for money making ventures. The following were employed by the parent committee at Vista del Monte School in 1976:

1. Pamphlets. Many organizations (book clubs, magazine publishers, stamp clubs, record clubs, etc.) elicit help from individuals and groups to help sell their products in exchange for a small percentage of the profits. Make certain the time and energy expended is worth the money that will be brought in.

2. Tickets. There are many popular events that take place throughout the year in Southern California alone (ball games, automobile races, fairs, etc.). The organizations
who run these events often give out large blocks of tickets to be sold in advance by groups at varying profits. In the desert area the Indio Date Festival has a program of this type which can prove profitable if properly organized and supervised.

3. Car Washes. This old stand-by can prove to be a good money making project if well run. Several car washes may be held at appropriate intervals during the year both at the school and local gas stations in various parts of town. To realize the greatest profit, conduct these events during warm periods and/or vary the geographical location. Talk to merchants and the news media to obtain advance publicity.

4. Rummage Sales. Obtain donations from parents and other interested parties. Make use of merchants and the news media for appropriate publicity. This is an excellent fund raiser if you do not rummage yourself to death. People have just so much junk they wish to donate. One good sale in the fall and another early in the spring should make some good profits.

5. Bake Sales. Almost everyone likes to eat. This is a good, inexpensive way to make money. Bake sales may be held in conjunction
with almost any school event - at parties, carnivals, PTA meetings, rummage sales or periodically before and after school. Get the parents involved. Develop a good publicity campaign.

6. Plant Sales. Local nurseries can often be persuaded to get involved in activities for a worthy cause. Perhaps some parents can be located who are in the landscaping or nursery business. Like bake sales, a good plant sale or two can be held in conjunction with almost any school activity. Put someone in charge who knows their plants and can advise prospective buyers. Attempt to come up with a large variety to stimulate interest. Hold such sales during appropriate planting seasons. Get out plenty of publicity.

7. Parties. Well planned parties are outstanding money makers. They may be held for almost any occasion. Children from the entire school may be included depending upon the type of party. Music may be provided where appropriate. Food may be sold and various prizes given in contests. Tickets should be sold at lunch hour or other feasible time. Care should be taken that all parties are well supervised. Well planned parties are almost always successful fund raisers.
E. Acquisition of the Camp Site

There are many private camp facilities in California that may be rented by schools for an outdoor education program. Refer to your local library of The American Camping Association. Know how much you can afford to spend. Personally look into the feasibility of several facilities within a reasonable distance from the school. Travel time should be a strong consideration in making any selection. It is imperative that valuable teaching time not be taken up on the road. Conversely, extended bus trips are difficult on the nerves of students and teachers alike. One hundred miles from the school site should be considered the absolute maximum distance.

Check into the experience of the organizations which run any of the camps that look as if they may meet your criteria. Discuss your program at great length and detail with the director of any organization whose camp you are interested in renting. Know their policy. Meet with the camp manager. Many camp managers, the private organizations they work for or school districts for that matter, do not understand the difference between outdoor education and recreational camping.

Many camp managers feel they know all there is to know about working with children in any camp setting. They are used to doing things in a certain way. Expect, in many cases, to experience open criticism of your program and methods of discipline in front of your staff members, school administrators and even the children, as happened with the Vista del Monte program in 1975 and 1976. It may be necessary to remind certain individuals that while
they are working for an organization with a different philosophy and curriculum than what they may be used to it is their professional responsibility to keep personal opinions to themselves. There will be time to express grievances through proper channels. Do not hesitate to take any one aside and "reeducate" them as to your particular program and philosophy. The toughest undertaking of an administrator in an outdoor education program of this type is often simply dealing with unthinking, ill-mannered adults.

Most private camps provide their own cooks and maintenance people. Inspect the kitchen facilities for cleanliness. Request any changes deemed appropriate for your needs. Inquire about a menu. Whenever possible involve the children in planning their own menu guided by a well thought out nutrition unit taught as part of the pre-camp activities in the classroom.23

Inspect the buildings (cabins, staff house, rest­rooms and shower facilities) for safety and cleanliness. Make appropriate suggestions for repair. Have everything written in contractual form. Make certain there is complete understanding of the camp's and school's responsibilities - what services each will be expected to provide.19

The following is a list of items to look for when renting a facility:

1. Dining facilities for 70-80 people (campers, cabin counselors, resource people)
2. A large well equipped craft room.
3. Facilities for bad weather activities.
4. Closely grouped individual cabins. (10-14 in each helps promote social skills.)
5. Suitable restroom and shower facilities (preferably within each cabin)
6. Adequate and pleasant facilities for staff members.
7. Satisfactory nurses' quarters (in close proximity to cabins)
8. Close proximity to a hospital or clinic for emergencies.
9. A forest area containing a wide variety of flora, fauna, water and geological formations conducive to exploration and discovery.
10. Enough private land in the immediate vicinity of the camp to allow for craft article collection and conservation work.

F. Resource People

The personnel primarily responsible for conducting activities at camp will be drawn from the ranks of various related agencies in the public and private sector. (See Appendix A) The great majority of these agencies have employees who make presentations on a regular basis to school and other interested groups upon request. Their services may be obtained through telephone conversations. Where applicable relate your philosophy and desired curriculum when setting up appointments. Send any material that would be helpful. For
the most part, programs presented are excellent requiring little, if any, suggestions for revision.

Contact resource people well in advance to facilitate the development of an equitable schedule. Be prepared to make last minute scheduling changes. Do not forget to telephone those who will be involved and remind them of their commitments prior to the opening of camp.

Occasionally a resource person may not arrive at the appointed time for a presentation. Films and additional craft activities must be set aside for such emergencies. Make appropriate use of your county and district centers to obtain audio visual aids. Otherwise you will have untrained cabin counselors in the position of having to come up with meaningful fill-in activities.

G. Supervisory Personnel (Cabin Counselors)

For a program to function well you must be able to get mature, dedicated people to supervise in the cabins and on activities. It is important that any cabin counselor be at camp for the entire week if at all possible. Shuffling people in and out of the cabins tends to break continuity. Rules and regulations espoused by one for the health, safety and enjoyment of the children may be ignored or rebuffed by another. It is imperative to the total success of any school camp program that a good sound living environment be established. You need consistency not confusion.

You will probably have sixty to eighty children at a time in camp. The necessity of small living units to the
basic philosophy of outdoor education will result in the need to obtain six to eight people as counselors for the week. Three fundamental problems will be encountered: 1, there will be little if any money available to pay counselors; 2, most parents, while more than willing to help will have job objections which will prevent their full time participation; and, 3, since most of the counselors will be volunteers with no previous experience it may prove difficult to judge their qualifications and willingness to adhere to such a unique philosophy of teaching and discipline as is necessary for the program's success. Do not hesitate to send anyone home if necessary.

1. Criteria for Counselor Selection

The parent committee at Vista del Monte School came up with the following criteria for counselor selection. Counselors should be:

a. Twenty-one years of age or older.
   Teenagers are too close to the children in chronological and emotional age to command the respect necessary. Many fail to understand and may openly disagree with the philosophy particularly in the area of discipline.

b. Genuinely interested in the school.
   It is best if they not be actual parents of one of the campers. This tends to put too much pressure on the child. A
parent often over reacts to problems his child may be having. Or even worse may ignore them for fear of "cramping his or her style."

c. Able to put in enough time. Firm commitments need to be made early. Have someone in reserve in case the need arises.

d. People able and willing to attend necessary meetings. They must be alert, ask intelligent questions and be able to grasp the gist of what needs to be done quickly. There can be only a limited number of in-service meetings because of the nature of most peoples' work schedules.

e. Willing to read and study the curriculum. Counselors need to know their duties and have an understanding of philosophy. Set aside time at future meetings to field questions.

f. Be in basic agreement with the philosophy of discipline. All must pull together for the camp experience to be a success.

g. Familiar with camping. Many people have had previous experiences working as counselors in summer camps. This fact may be both a blessing and a hindrance. It is important that counselors have some knowledge
and enjoyment of the out-of-doors. It is likewise imperative that they be made to understand the basic difference between recreational camping and outdoor education.  

2. Duties

In selecting counselors for your program you, as director, must be a good judge of character. You must be able to decide almost immediately whether or not a person will fit into the scheme of things. It helps if you already know the people who have expressed interest in volunteering their services. Take care in bringing people around to your way of thinking. While early commitments are vital, you must get people willing to cooperate. Publicize your needs in earnest.  

The duties of cabin counselors will be:

a. Sleeping in the cabins  
b. Bringing the children to meals  
c. Dining room supervision  
d. Clean-up supervision  
e. Activity supervision  
f. Rest period supervision  
g. Playfield supervision  
h. Story telling  
i. General assistance where needed  

3. Serving as a Liaison

While at camp keep on top of what is going on. Assist where necessary. Praise a job well done. The supervisory staff is the backbone of a successful program.
Maintain a liaison between yourself and the cabin counselors. If you are particularly interested in a group of children go on an activity with them. Promote understanding by providing pertinent background information to cabin counselors. Subsequently, keep informed about any significant behavior of children in question. It is important to be informed about any special, adjustment or gifted children before arriving at camp so planning can be done at inservice meetings to insure the desirable approach to the treatment of each.

Observe all cabin counselors at work with children. Plan to associate with all camp personnel in order to observe the wide variety of approaches and techniques that are used with children. Observations can and should lead to suggestions for improvement. Compliment where it is deserved. Be tactful about making suggestions. You are dealing for the most part with inexperienced volunteers. Be mindful of the reasons for change. The children have but one week at camp. There will not be next week to reverse any mishandled problems.

Share the responsibility for discipline and guidance. Cabin counselors should have the prime responsibility for controlling the learning situation. Since the atmosphere at camp will be difficult from the well disciplined tone of the classroom, counseling by you will be necessary. Children need to understand long before camp what is expected of them. Keep this in mind when planning pre-camp activities.
H. Inservice Meetings

1. Agenda

Inservice meetings will by necessity involve the cabin counselors only. Resource people should be sent any appropriate material. Due to the fact that most counselors will have commitments affecting the time they can spend in meetings, it is imperative to cover all necessary items at the first meeting. Additional meetings should be called as necessary to iron out specific problems. Keep in touch by telephone or newsletter. The first inservice meeting should be held no later than a month before the opening of camp.

The following is the agenda used at Vista del Monte School for inservice meetings in preparation for the outdoor education program in 1976:

   a. Philosophy
   b. Curriculum
   c. Time Schedule
   d. Daily Schedule
   e. Activity Schedule
   f. Teaching Responsibilities
   g. Cabin Lists

2. Philosophy

Make use of a resource person, someone currently involved with an established district wide outdoor education program. Give a little pep talk. Build up the merits of outdoor education. Discuss what has been done in the past.
Mention several of the pre and post camp activities planned with the children. Be brief. Allow time for questions. Be prepared. You must get the staff excited. Re-inforce the virtues of outdoor education through your own excitement. Enthusiasm is catching.

3. Curriculum

Make available a copy of the curriculum to each staff member. The curriculum need be precise and simple to understand. It should be nothing more than a guide - a day by day, minute by minute breakdown of activities, duties and responsibilities. Each staff member must be encouraged to read and study this document - to keep it on hand at all times while at camp. Proceed carefully, through each section for the remainder of the meeting. Begin with the time schedule.

4. Time Schedule

In any school setting children need to be gainfully occupied. This is even more necessary in a resident school camp setting where so many different types of tasks must be successfully undertaken daily. There needs to be time set aside for academic activities, bathroom, cabin clean up, rest, play, showers and dining. Cabin counselors need time to themselves. Children need be supervised at all times. Cabin counselors need be scheduled into time slots which provide adequate breaks for relaxation. Children need enough time to complete the tasks at hand. Quiet games need be provided for the cabins.
The time schedule used for the Vista del Monte School program which appears here as well as the daily schedule which will follow, have their origin from the San Diego City Schools Outdoor Education Program:

Time Schedule -- Monday

11:00 - 11:45  Arrival/Cabins
11:45 - 12:00  Prepare for Lunch
12:00 - 12:30  Lunch
12:30 - 12:45  Cabins/Playfield
12:45 - 1:00   Assembly
1:00 - 2:00    Activity
2:00 - 2:15    Break
2:15 - 3:15    Activity
3:15 - 3:30    Break
3:30 - 4:30    Activity
4:30 - 5:15    Playfield
5:15 - 5:45    Showers
5:45 - 6:00    Prepare for Dinner
6:00 - 6:30    Dinner
6:30 - 7:00    Playfield
7:00 - 7:15    Prepare for Evening Program
7:15 - 8:30    Evening Program
8:30 - 9:00    Put to Bed
9:00           Lights Out
Time Schedule -- Tuesday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Rise and Shine</td>
</tr>
<tr>
<td>7:30</td>
<td>Flag Raising</td>
</tr>
<tr>
<td>7:45</td>
<td>Prepare for Breakfast</td>
</tr>
<tr>
<td>8:00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30</td>
<td>Cabin Clean-up</td>
</tr>
<tr>
<td>8:50</td>
<td>Assembly</td>
</tr>
<tr>
<td>9:00</td>
<td>Activity</td>
</tr>
<tr>
<td>10:15</td>
<td>Break</td>
</tr>
<tr>
<td>10:30</td>
<td>Activity</td>
</tr>
<tr>
<td>11:45</td>
<td>Prepare for Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30</td>
<td>Rest</td>
</tr>
<tr>
<td>1:20</td>
<td>Assembly</td>
</tr>
<tr>
<td>1:30</td>
<td>Activity</td>
</tr>
<tr>
<td>2:45</td>
<td>Break</td>
</tr>
<tr>
<td>3:00</td>
<td>Activity</td>
</tr>
<tr>
<td>4:15</td>
<td>Playfield</td>
</tr>
<tr>
<td>5:00</td>
<td>Flag Lowering</td>
</tr>
<tr>
<td>5:15</td>
<td>Showers</td>
</tr>
<tr>
<td>5:45</td>
<td>Prepare for Dinner</td>
</tr>
<tr>
<td>6:00</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:30</td>
<td>Playfield/Craft Shop</td>
</tr>
<tr>
<td>7:00</td>
<td>Prepare for Evening Program</td>
</tr>
<tr>
<td>7:15</td>
<td>Evening Program</td>
</tr>
<tr>
<td>8:30</td>
<td>Put to Bed</td>
</tr>
<tr>
<td>9:00</td>
<td>Lights Out</td>
</tr>
</tbody>
</table>
Time Schedule -- Friday
7:00 - 7:30  Rise and Shine/Packing
7:30 - 7:45  Flag Raising
7:45 - 8:00  Prepare for Breakfast
8:00 - 8:30  Breakfast
8:30 - 8:50  Cabin Clean-up
8:50 - 9:00  Assembly
9:00 - 9:50  Activity
9:50 - 10:00 Break
10:00 - 10:50 Activity
10:50 - 11:00 Break
11:00 - 11:50 Activity
11:50 - 12:00 Prepare for Lunch
12:00 - 12:30 Lunch
12:30 - 12:45 Restroom/Assembly
12:45 - 1:00 Loading
1:00  Departure

5. Daily Schedule
As an extension of the Time Schedule the Daily Schedule spells out in minute detail what is to happen virtually every second of every day. It must contain the time, duty, equipment needed, and responsibility of the cabin counselors for the entire week at camp. This is their bible. It will need to be referred to numerous times daily. Counselors should have it in their possession constantly.

The following is the daily schedule used for the outdoor education program at Vista del Monte School in 1976:
<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:45</td>
<td>Arrival/Cabins</td>
<td>Pencils, masking tape, #10 tin cans.</td>
<td>1. Assist in getting settled.</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Prepare for Lunch</td>
<td>Proper attire</td>
<td>2. Make collections.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(See Appendix B)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. One line of boys and line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Quietest group enters first Five to each table on the same side.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Second group enters, four to a side. (Leave room for cabin counselors at each table).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Hang up coats and jackets.</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>---</td>
<td>9. Announcements by Director. (See Appendix C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Brief discussion of dining room procedures at each table. (See Appendix D)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. General supervision.</td>
</tr>
<tr>
<td>Time</td>
<td>Duty</td>
<td>Equipment</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12:30-12:45</td>
<td>Cabins/Playfield</td>
<td>Pencils, masking tape, #10 tin cans. Balls,</td>
<td>1. Use restroom</td>
</tr>
<tr>
<td></td>
<td>All cabin counselors</td>
<td>bats, etc.</td>
<td>2. Complete orientation and collections.</td>
</tr>
<tr>
<td></td>
<td>as work completed in</td>
<td>Proper attire.</td>
<td>3. Take own group to playfield.</td>
</tr>
<tr>
<td></td>
<td>cabins.</td>
<td>Watch.</td>
<td>4. Remain with them.</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>Assembly</td>
<td>Proper attire.</td>
<td>1. Take cabin groups to designated assembly area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td>2. Brief description of activities and meeting areas by Director.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Director divides children into groups using activity schedule.</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Activities</td>
<td>Proper attire. Activity group list. Watch.</td>
<td>1. Remain with cabin group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Discipline</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Break</td>
<td>---</td>
<td>1. Take cabin group to restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Return to designated meeting area for next activity.</td>
</tr>
<tr>
<td>2:15-3:15</td>
<td>Activities</td>
<td>Proper attire. Activity group list. Watch.</td>
<td>1. Remain with cabin group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Discipline</td>
</tr>
<tr>
<td>Time</td>
<td>Duty</td>
<td>Equipment</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------</td>
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<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3:15-3:30</td>
<td>Break</td>
<td></td>
<td>1. Take cabin group to restroom.</td>
</tr>
<tr>
<td>3:30-4:30</td>
<td>Activities</td>
<td>Proper attire.</td>
<td>2. Return to designated meeting area for next activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity Group List.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td></td>
</tr>
<tr>
<td>4:30-5:15</td>
<td>Playfield (Director and one additional helper if needed)</td>
<td>Proper attire.</td>
<td>1. Remain with cabin group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Balls, bats, etc.</td>
<td>2. Discipline.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td></td>
</tr>
<tr>
<td>5:15-5:45</td>
<td>Showers</td>
<td>Proper attire.</td>
<td>1. Organize games</td>
</tr>
<tr>
<td>5:45-6:00</td>
<td>Prepare for Dinner</td>
<td>Proper attire.</td>
<td>2. Change into clean clothes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Straighten up cabins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Play quiet games.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. One line of boys, one line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Quietest group enters first.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Same seats as lunch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Hang up coats and jackets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Announcements.</td>
</tr>
</tbody>
</table>
### Daily Schedule -- Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00-6:30</td>
<td>Dinner</td>
<td>---</td>
<td>1. General supervision.</td>
</tr>
<tr>
<td>6:30-7:00</td>
<td>Playfield <em>(Director and one additional helper if needed)</em></td>
<td>Proper attire. Balls, bats, etc. Watch.</td>
<td>1. Organize games</td>
</tr>
<tr>
<td>7:00-7:15</td>
<td>Prepare for Evening Program</td>
<td>Proper attire. Watch.</td>
<td>1. Pick up cabin groups at playfield.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Take to cabins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Use rest room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Take to the assembly hall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Prepare for sleep out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:15-8:30</td>
<td>Evening Program <em>(Director + Resource Person)</em></td>
<td>Proper attire. Watch.</td>
<td>1. Camp songs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Pick up at assembly hall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Take to cabins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Use rest room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Get into bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. Stories. <em>(See Appendix E)</em></td>
</tr>
</tbody>
</table>
### Daily Schedule -- Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Lights Out</td>
<td>Proper attire.</td>
<td>1. General supervision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flashlight.</td>
<td>2. Wake up enuresis at 11:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td></td>
</tr>
</tbody>
</table>

### Daily Schedule -- Tuesday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00- 7:30</td>
<td>Rise and Shine</td>
<td>Proper attire. Watch.</td>
<td>1. Straighten up cabins.</td>
</tr>
<tr>
<td>7:30- 7:45</td>
<td>Flag Raising</td>
<td>Proper attire. Watch.</td>
<td>2. Play quiet games.</td>
</tr>
<tr>
<td>7:45- 8:00</td>
<td>Prepare for Breakfast</td>
<td>Proper attire.</td>
<td>3. Use restroom before flag raising.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Take to flag area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Raise the flag (volunteers from a different cabin daily)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Song</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. One line of boys, one line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Quietest group enters first.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Five to each table on the same side.</td>
</tr>
</tbody>
</table>
### Daily Schedule -- Tuesday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:00</td>
<td>continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>Breakfast</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>8:30-8:50</td>
<td>Cabin Clean-up</td>
<td>Clean-up list: Brooms, dust pans, trash cans, sawdust, cleanser, disinfectant, rags.</td>
<td></td>
</tr>
<tr>
<td>8:50-9:00</td>
<td>Assembly</td>
<td>Proper attire. Activity group list. Watch.</td>
<td></td>
</tr>
</tbody>
</table>

4. Second group enters, four to a side. (leave room for cabin counselor at each table.)

5. Hang up coats and jackets.

6. Announcements, including cabin clean-up. (See Appendix F)

1. General supervision.

1. Use restroom.

2. Refer to clean-up list.

3. Organize group. Make certain all equipment receiving maximum usage.


5. Give constant reminders and suggestions.

1. Take cabin groups to designated assembly area.

2. Brief description of activities and meeting areas by Director.

3. Director divides children into groups using activity group schedule.
### Daily Schedule -- Tuesday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:15</td>
<td>Activities</td>
<td>Proper attire. Activity group list. Watch.</td>
<td>1. Remain with activity group as scheduled.</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Break</td>
<td>---</td>
<td>2. Director inspects cabins before 10:15.</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>Activities</td>
<td>Proper attire. Activity group list. Watch.</td>
<td>1. Dismiss activity groups to cabins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Meet own cabin group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Use restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Remind of next activity and meeting area. (Activity group list.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Dismiss to meeting area.</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Prepare for Lunch</td>
<td>Proper attire.</td>
<td>1. Use restroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. One line of boys, one line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Quietest group goes in first.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Same tables as breakfast.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Hang up coats and jackets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Announcements.</td>
</tr>
</tbody>
</table>
Daily Schedule -- Tuesday-Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>---</td>
<td>1. General supervision</td>
</tr>
<tr>
<td>12:30-1:20</td>
<td>Rest Period</td>
<td>Pencils, paper, quiet games.</td>
<td>1. General supervision 2. Rest, write letters 3. Quiet games. (See Appendix G)</td>
</tr>
<tr>
<td>1:20-1:30</td>
<td>Assembly</td>
<td>Proper attire.</td>
<td>1. Take cabin groups to designated assembly area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity group list.</td>
<td>2. Brief description of activities and meeting areas by director.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td>3. Director divides children into groups using activity group schedule.</td>
</tr>
<tr>
<td>1:30-2:45</td>
<td>Activities</td>
<td>Proper attire.</td>
<td>1. Remain with activity group as scheduled.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity group list.</td>
<td>1. Dismiss activity groups to cabins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td>2. Meet own cabin group.</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Break</td>
<td>---</td>
<td>3. Use restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Remind of next activity and meeting area (Activity group list)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Dismiss to meeting area.</td>
</tr>
<tr>
<td>Time</td>
<td>Duty</td>
<td>Equipment</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3:00-4:15</td>
<td>Activities</td>
<td>Proper attire.</td>
<td>1. Remain with activity group as scheduled.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity group list. Watch.</td>
<td></td>
</tr>
<tr>
<td>4:15-5:00</td>
<td>Playfield</td>
<td>Proper attire.</td>
<td>1. Organize games.</td>
</tr>
<tr>
<td></td>
<td>(Director and one additional helper if needed.)</td>
<td>Balls, bats, etc. Watch.</td>
<td></td>
</tr>
<tr>
<td>5:00-5:15</td>
<td>Flag Lowering</td>
<td>Proper attire.</td>
<td>1. Meet cabin groups at playfield.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td>2. Take to flag area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Lower the flag (same people as raised flag.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Take cabin groups back to cabins.</td>
</tr>
<tr>
<td>5:15-5:45</td>
<td>Showers</td>
<td>Proper attire.</td>
<td>1. Change into clean clothes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td>2. Straighten up cabins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Play quiet games.</td>
</tr>
<tr>
<td>5:45-6:00</td>
<td>Prepare for Dinner</td>
<td>Proper attire.</td>
<td>1. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. One line of boys, one line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Quietest group enters first</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Same seats as lunch.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Hang up coats and jackets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Announcements.</td>
</tr>
<tr>
<td>Time</td>
<td>Duty</td>
<td>Equipment</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>6:00-6:30</td>
<td>Dinner</td>
<td>---</td>
<td>1. General supervision.</td>
</tr>
<tr>
<td>6:30-7:00</td>
<td>Playfield (Director and one additional helper if needed.)</td>
<td>Proper attire. Balls, bats, etc. Watch.</td>
<td>1. Organize games</td>
</tr>
<tr>
<td>7:00-7:15</td>
<td>Prepare for Evening Program</td>
<td>Proper attire. Watch.</td>
<td>1. Pick up cabin groups at playfield.</td>
</tr>
<tr>
<td>7:15-8:30</td>
<td>Evening Program (Director + Resource Person)</td>
<td>Proper attire. Watch.</td>
<td>1. Camp songs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Wake up enuresis at 11:00 p.m.</td>
</tr>
<tr>
<td>Time</td>
<td>Duty</td>
<td>Equipment</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7:00-7:30</td>
<td>Rise and Shine/Packing</td>
<td>String. Name tags. Pencils. Watch.</td>
<td>1. Get dressed, pack.</td>
</tr>
<tr>
<td>7:30-7:45</td>
<td>Flag Raising</td>
<td>Proper attire. Watch.</td>
<td>2. Tie up sleeping bags and bed rolls.</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Prepare for Breakfast</td>
<td>Proper attire.</td>
<td>3. Check cabins for personal items.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Put sleeping bags and bed rolls in designated area outside.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Take to flag area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Raise the flag. (Volunteers from a different cabin daily)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Song.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. One line of boys, one line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Quietest group enters first.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Five to each table on the same side.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Second group enters, four to a side (leave room for cabin counselor at each table)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Hang up coats and jackets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Announcements.</td>
</tr>
</tbody>
</table>
### Daily Schedule -- Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00- 8:30</td>
<td>Breakfast</td>
<td>--</td>
<td>1. General supervision.</td>
</tr>
<tr>
<td>8:30- 8:50</td>
<td>Cabin clean-up</td>
<td>Clean-up list. Brooms, dust pans, trash cans, sawdust, cleanser, disinfectant, rags.</td>
<td>1. Use rest room. 2. Refer to Clean-up list. 3. Organize group. 4. Make certain all equipment receiving maximum usage. 5. Close supervision. 6. Give constant reminders and suggestions.</td>
</tr>
<tr>
<td>8:50- 9:00</td>
<td>Assembly</td>
<td>Proper attire. Activity group list. Watch.</td>
<td>1. Take cabin groups to designated assembly area. 2. Brief description of activities and meeting areas by Director. 3. Director divides children into groups using activity schedule. 4. Director inspects cabins before 10:15.</td>
</tr>
<tr>
<td>9:00- 9:50</td>
<td>Activities</td>
<td>Proper attire. Activity group list. Watch.</td>
<td>1. Remain with cabin group. 2. Discipline.</td>
</tr>
</tbody>
</table>
## Daily Schedule -- Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Duty</th>
<th>Equipment</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50-10:00</td>
<td>Break</td>
<td>---</td>
<td>1. Take cabin group to restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Return to designated meeting area for next activity.</td>
</tr>
<tr>
<td>10:00-10:50</td>
<td>Activities</td>
<td>Proper attire.</td>
<td>1. Remain with cabin group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity group list.</td>
<td>2. Discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch.</td>
<td></td>
</tr>
<tr>
<td>10:50-11:00</td>
<td>Break</td>
<td>---</td>
<td>1. Take cabin group to restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Return to designated meeting area for next activity.</td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>Activities</td>
<td>Proper attire.</td>
<td>1. Remain with cabin group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Discipline</td>
</tr>
<tr>
<td>11:50-12:00</td>
<td>Prepare for Lunch</td>
<td>Proper attire.</td>
<td>1. Use restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. To door of dining room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. One line of boys, one line of girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Same seats as breakfast.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Quietest group enters first.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Hang up coats and jackets.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Announcements.</td>
</tr>
<tr>
<td>Time</td>
<td>Duty</td>
<td>Equipment</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>-----------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>---</td>
<td>1. General supervision.</td>
</tr>
<tr>
<td>12:30-12:45</td>
<td>Assembly</td>
<td>Proper attire. Watch.</td>
<td>1. Use restroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Take cabin groups with all personal items to designated assembly area.</td>
</tr>
<tr>
<td>12:45-1:00</td>
<td>Loading</td>
<td>---</td>
<td>3. Stay away from luggage.</td>
</tr>
<tr>
<td>1:00</td>
<td>Departure</td>
<td>---</td>
<td>4. Songs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Selected children to help.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Remainder involved with singing.</td>
</tr>
</tbody>
</table>
6. Activity Schedule

At least twenty-two diverse activities should be planned for the week. Four activities should be scheduled daily except for Monday and Friday where arrival and departure times will necessitate but three. Evening programs will also have to be planned. (See Appendix H)

Students should be divided as equitably as possible into four groups supervised by cabin counselors rotated to allow for time off either in the morning or afternoon. Groups move in round robin fashion to assume exposure to each activity.

Composition of activity groups should be determined as closely as possible by student choice. Each child should be given the opportunity to select three people with whom he would like to spend time on activities during the course of the weeks' experiences. The large amount of cross-choosing that will take place virtually assures that each child will have at least one friend with him on activities.

By nature of the program choices that can be made by the children are limited. Here is an excellent opportunity for each child through careful guided deliberation to help shape the quality of a once in a lifetime experience by the thoughtfulness of his decision making.

Each activity group will contain between twelve and fifteen students, a cabin counselor for supervision, and a resource person to handle the teaching. The small size of each activity group makes a thorough discovery approach to
The following is the Activity Schedule used for the Vista del Monte Outdoor Education Program in 1976:

**Activity Schedule -- Monday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-2:00</td>
<td>Feldspar</td>
<td>Diamond</td>
<td>Garnet</td>
</tr>
<tr>
<td></td>
<td>Mica</td>
<td>Quartz</td>
<td>Tourmoline</td>
</tr>
<tr>
<td>2:15-3:15</td>
<td>Diamond</td>
<td>Garnet</td>
<td>Feldspar</td>
</tr>
<tr>
<td></td>
<td>Quartz</td>
<td>Tourmoline</td>
<td>Mica</td>
</tr>
<tr>
<td>3:30-4:30</td>
<td>Garnet</td>
<td>Feldspar</td>
<td>Diamond</td>
</tr>
<tr>
<td></td>
<td>Tourmoline</td>
<td>Mica</td>
<td>Quartz</td>
</tr>
</tbody>
</table>

* Three activity groups are used on Monday and Friday. Each activity group consists of one boy's and one girl's cabin. Counselors supervise their own cabins. The day and time specific activities are scheduled depends solely upon the availability of resource people.

**Activity Schedule -- Tuesday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Hike*</th>
<th>Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-11:45</td>
<td>1. Bill</td>
<td>3. Jane</td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td>Activity 4</td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>2. Mary</td>
<td>4. Bob</td>
</tr>
</tbody>
</table>

* Hike and craft activities encompass two periods on both Tuesday and Wednesday to allow time for exploration and craft material collection: These activities should be conducted by resource people or capable cabin counselors.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-11:45</td>
<td>4. Bob</td>
<td>2. Mary</td>
</tr>
<tr>
<td></td>
<td>Hike</td>
<td>Craft</td>
</tr>
<tr>
<td>1:30- 4:15</td>
<td>2. Carole</td>
<td>4. Sue</td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
<td>Activity 4</td>
</tr>
<tr>
<td>1:30- 2:15</td>
<td>1. Stan</td>
<td>3. Mike</td>
</tr>
<tr>
<td>3:00- 4:15</td>
<td>3. Mike</td>
<td>1. Stan</td>
</tr>
</tbody>
</table>

Activity Schedule -- Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity*</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-11:45</td>
<td>Hike</td>
</tr>
<tr>
<td></td>
<td>Craft</td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>3. Bill</td>
</tr>
<tr>
<td></td>
<td>1. Mike</td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
</tr>
<tr>
<td>10:30-11:45</td>
<td>2. Carole</td>
</tr>
<tr>
<td></td>
<td>4. Stan</td>
</tr>
<tr>
<td>1:30- 4:15</td>
<td>4. Stan</td>
</tr>
<tr>
<td></td>
<td>2. Carole</td>
</tr>
<tr>
<td>1:30- 2:15</td>
<td>4. Jane</td>
</tr>
<tr>
<td></td>
<td>2. Bob</td>
</tr>
<tr>
<td>3:00- 4:15</td>
<td>1. Mary</td>
</tr>
<tr>
<td></td>
<td>3. Bill</td>
</tr>
<tr>
<td></td>
<td>1. Mary</td>
</tr>
</tbody>
</table>

* Sue in reserve.

Activity Schedule -- Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:15</td>
<td>Activity 1</td>
</tr>
<tr>
<td></td>
<td>1. Bill</td>
</tr>
<tr>
<td></td>
<td>2. Jane</td>
</tr>
<tr>
<td></td>
<td>Activity 3</td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>3. Bob</td>
</tr>
<tr>
<td></td>
<td>4. Mike</td>
</tr>
</tbody>
</table>
Activity Schedule -- Friday

Activity

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:50</td>
<td>Feldspar</td>
<td>Diamond</td>
<td>Garnet</td>
</tr>
<tr>
<td></td>
<td>Mica</td>
<td>Quartz</td>
<td>Tourmoline</td>
</tr>
<tr>
<td>10:00-10:50</td>
<td>Diamond</td>
<td>Garnet</td>
<td>Feldspar</td>
</tr>
<tr>
<td></td>
<td>Quartz</td>
<td>Tourmoline</td>
<td>Mica</td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>Garnet</td>
<td>Feldspar</td>
<td>Diamond</td>
</tr>
<tr>
<td></td>
<td>Tourmoline</td>
<td>Mica</td>
<td>Quartz</td>
</tr>
</tbody>
</table>

7. Teaching Responsibilities

The majority of teaching at camp will be done by resource people. It does, however, prove quite satisfactory
to have cabin counselors with some available talent. This tends to make scheduling easier in case a resource person has to cancel out at the last minute. Even if your counselors do not have any appreciable experience in subject areas (crafts, hiking, astronomy, etc.) it would be a good idea to request that they make an attempt to become at least generally familiar with:

a. Crafts (rock, wood, miniature forest, animal tracking).

b. Camp songs.

c. Games

d. Story telling

8. Cabin Lists

Cabin lists should be formulated by you in time to be presented at the first inservice meeting. Develop the lists in a manner which will avoid combinations that may jeopardize the tranquility of any cabin group. Assign cabin counselors to each cabin keeping in mind personality traits which will best fit into each unique living situation. Tactfully discuss any individual discipline problems as you deem appropriate. Each cabin counselor should have a cabin list and medical information.
III. Pre and Post Camp Activities

A. Initial Planning

The following is a list that should help guide in making plans to prepare children for camp:

1. Check the date of encampment early. Plan a conservation unit around it.
2. Publicize the program to students, parents and interested parties.
3. Use study prints and other materials to prepare students and parents.
4. Develop an appropriate bulletin board.
5. Discuss with students permission and health slips.
6. Discuss with students what to bring.
7. Prepare a list of students who are going to camp.
8. Discuss and develop an itinerary for the bus trip to camp.
9. Order the bus early.²

Encourage the children to go to camp. If some do not want to go, learn the reasons why. Use tact to avoid embarrassing the sensitive child. Start initial plans for camp early so that there will be time to solve the childrens' problems.

Outdoor education offers an opportunity for constructive public relations, an opportunity to get to know parents better through discussions of common interest. A
teacher-principal conference with a parent is an effective way of overcoming problems.

While attendance at camp is generally desirable for all children, there may be some reasons that it may not be best to strive for 100 percent attendance. Do not feel that you need achieve total participation. Children should not be put under group pressure to participate.

Good pre-camp planning prepares students to make more effective use of the experience. Have many and varied going to camp discussions. Develop an interest in learning more about that place and what might be found there. Some questions that should be discussed are:

B. Going to Camp Discussions:

1. Where is camp? How do we get there? (incorporate map study)
2. What is the mountain area like?
3. Is the mountain area different from here? How? Why?
4. Is the mountain area where the camp is located important to us? How? Why?
5. Are we important to the mountain area? How? Why?
6. What are some of the things that might be seen in the mountain area?
7. What will the weather be like?
8. What are some of the things that we might see in the mountain area? (trees, plants, rock
formations, animals, etc.)

Where available make use of a person with experience in nature and the out-of-doors. Incorporate slides, films and other visual aids as appropriate.

In most district-wide outdoor education programs the staff (teachers) help develop and teach all aspects of the curriculum (conservation, hiking, crafts, astronomy, cabin living, etc.) The planning of specific pre and post camp activities by the classroom teacher is easy. The curriculum is there and available to each.

The unique nature of a program on an individual school basis makes it difficult to plan pre and post camp activities in any specific area (conservation, hiking, crafts, astronomy, cabin living, etc.). The cabin counselors and teaching staff (resource people) will be volunteers. Your cabin counselors will be inexperienced. Many of your resource people will come from government agencies with set programs of which little specific information will be available to you. However, using the basic subject areas of the sixth grade curriculum, a good program of activities can and should be planned. (See Appendix I)

C. Permission Slips

At least one month before the encampment permission slips should be sent home requiring the signature of each and every child's parent or guardian. This is an absolute legal necessity. Under no circumstances should a child be allowed to participate in the program unless permission has been
granted in writing. The form used is not important. Returning the slip on time is vital. (See Appendix J)

D. Medical Forms

A registered nurse should be on the premises during the entire week at camp. Begin immediately in September searching the community for a volunteer. Be prepared to set money aside to pay someone if necessary. Consult your medical person as to the type of medical form that should be used. Have medical forms sent out and returned with permission slips. (See Appendix K)

E. What to Bring to Camp

A concise list of items to be brought to camp should be sent home at the appropriate time. Stress to parents that items may be substituted one for another, the number of items (socks, shirts, etc.) is not arbitrary and no one is expected to go out and buy a lot of things. Some parents may feel that their child cannot go to camp because they do not own a sleeping bag, hiking boots or some other item. Be prepared to reassure them in person if necessary that good warm clothes, toilet articles and some type of bed-roll are all that is really needed. (See Appendix L)

F. How to Provide For Children Who Do Not Go To Camp

Children who do not go to camp should not be penalized. A carefully planned program for them should be developed that is in keeping with your objectives.

The number of children remaining at school will influence the kinds of activities that will be possible.
Further experimentation is needed to explore the possibilities of a principal, a vice-principal, a substitute teacher, or a regular classroom teacher with a small group taking the combined group of 'left-overs' from some activities. Some of the kinds of experiences that might be engaged in are:

1. Doing useful work
   a. Improve classroom or school
   b. Be of service to the community

2. Conservation
   a. Soil erosion projects on the school grounds
   b. Planting

3. Exploration
   a. Encourage parents to take their children on field trips

4. Creativity
   a. Engage in various related cuts and craft activities (use leftover materials).

5. Dramatizing
   a. Incidents on field trips
   b. Songs and games
   c. Films

6. Picnics and parties

7. Improving post-camp activity program.
IV. Summary

At the present time there is little if any material available to teachers with no previous experience or training in the field of outdoor education who wish to involve their children in a resident school camp program on an individual school basis. Existing school curricula by design does not contain material necessary for undertaking such a uniquely individual teaching project (cost, fund raising, resource personnel, supervisory personnel, committees, acquisition of camp sites, organization, administration and activities).

A definite need for a booklet designed for teachers interested in undertaking such a project in areas where organized district wide outdoor education programs are non existent (example, Riverside County) was expressed in recent interviews with former colleagues in the San Diego City Schools.

As a result of the author's experience and their encouragement this booklet has been developed for just such a project. The information contained herein runs the gamut through all aspects of organization from formulation of the idea to pre and post camp planning with children; minute by minute schedules detailing individual duties and responsibilities; suggestions for activities and agencies to get in contact with; fund raising, public relations and acquisition of camp sites.

The information for this booklet was compiled from
a review of literature, counselors guides (district wide programs in California), personal contact with former colleagues and through experience in the operation of such programs (May, 1975, Pathfinder Ranch, Garner Valley, California; May, 1976, Y.W.C.A. Camp, Tahquitz Meadows, California) not to mention four years as an instructor in the district wide outdoor education program of the San Diego City Schools.

The uniqueness of this booklet is not found in its suggestions for activities which will vary greatly from program to program based upon the availability of resource personnel, but rather on the equal importance of the teaching of social skills (manners, clean-up, behavior in the cabins, democratic living, etc.) an aspect of outdoor education which is altogether missing from most programs organized and carried out by lay teachers and administrators on an individual school site basis. In short, an attempt has been made to adapt what is currently known and practical in the field of outdoor education to a specific set of circumstances.
APPENDIX A

The following agencies and organizations provided assistance and resource people for the Vista del Monte School Outdoor Education program in 1976:

Boy Scouts of America

Boys' Club of Palm Springs

California State Division of Forestry

College of the Desert (Astronomy Department)

Desert Sun (newspaper)

3'H Club of Coachella Valley

Living Desert Reserve, Palm Desert, California

Nellie N. Coffman Junior High School (Science Department)

Palm Desert Fire Department

Palm Springs Desert Museum

Palm Springs Mounted Police (Search and Rescue)

Palm Springs Unified School District (Instructional Media Center)

Riverside County Fire Department

Riverside County Schools Film Library

Riverside County Soil Conservation Service

San Diego City Schools, Balboa Park Project

San Diego City Schools, Outdoor Education Program

Sierra Club

United States Forest Service

University of California, Riverside (Astronomy
Department)

YWCA, Pasadena, California
APPENDIX B

Orientation

The program of orientation at camp is designed to help each child find himself in his relationships to his fellows, the camp environment, the natural environment, and the activities to be carried on in the new environment. Orientation is done through:

1. Discussion
2. Demonstration
3. Explanation
4. Observation
5. Use of films, museums, displays, charts, signs, tours, tools

The greatest emphasis on orientation comes on the first day with the arrival of the children. Each succeeding orientation should serve to reinforce and supplement the important points already considered.

There should be a planned orientation or approach to every activity in the program. In general, orientation should not be given for a particular activity until time for engaging in that activity.

One of the practices of good planning for smooth continuity of experiences is to terminate an activity with a short planning period which will prepare the students for the next activity.

Orientation should include the active participation of the students in determining objectives, standards and pro-
cedures for particular activities.

Orientations tend to become too wordy. The cabin counselor should try not to talk the students to death. He should remember that others will also be talking to the children. He should be prepared to vary his approach as he notices any symptoms of attention lag.

Arrival at Camp

Many boys and girls come to camp with some apprehension. Camp is new, it is different, and it contains some elements of the unknown. Some of these children come from a background where uncertainty and insecurity of home conditions heighten their apprehension. For these children the most important contribution that the outdoor education program can offer is a week of friendly, sympathetic acceptance which leads them to feel that they belong.

When the buses arrive at camp they are met by cabin counselors who escort the children immediately to toilet facilities. As time allows, the campers assemble for words of greeting, singing, and assignment to cabins.

The children should feel:

1. Welcome at camp.
2. Reassured by the friendly, courteous and sincere manner of the cabin counselors.
3. A sense of security when the first concern of the camp staff is to provide for their physical needs.

Before campers arrive cabin counselors should study significant health and behavior characteristics of individuals,
especially those assigned to their cabins. Decide early which cabin counselors will meet the bus so that there will be no delay. Decide if time will allow for a general meeting before lunch. The person boarding the bus should:

1. Be friendly and businesslike
2. Say nothing until the bus is entirely quiet.
3. Give brief welcome
4. Explain procedures for leaving the bus
   "Wait until the seat in front of you is vacant before you leave."
   "The boys will meet with ______ here. The girls will meet with ______ over at this place."

Check with bus driver for any special instructions about time of bus departure. Ask driver for any additional health sheets or lists.

Boys should go with a male cabin counselor to boys' toilet room. Girls go with a woman cabin counselor to girls' quarters.

Before entering the dining hall, the children should be oriented as to where they might sit, how they should move and the need for quiet tones inside. Before the meal is ended, the campers should be informed about the activities which will follow the meal.

At the general meeting for cabin assignment:
1. Sing some camp songs
2. Continue to make children feel welcome at camp
3. Divide group into smaller cabin groups by read-
ing names from prepared cabin list.

4. Take group to cabin for cabin orientation.

Cabin Orientation

The cabins are to be the new homes for the campers for a week. The cabin counselors take on the very important role of parents in absentia. Each child needs to feel that this new home and the new set of adults he will be associated with offer him friendly security. He needs to feel that he is accepted by the other members of his new family of campers as a participating member.

The first cabin group orientation is an important opportunity for developing good attitudes and practices of democratic citizenship. The campers meet with their cabin counselor in the cabin to discuss how they can live safely and well together in their new home. The standards and decisions arrived at in this group discussion should serve as a frame of reference and guide for future action and behavior.

Included in this first cabin orientation period will be selecting bunks, bringing in luggage and getting settled, depositing money and other articles for safekeeping, a health inspection, and a tour of the cabin facilities.

The child should:

1. Feel welcome in a friendly place
2. Feel accepted as a worthwhile member of the group.
3. Feel secure in knowing that he will receive protective care and understanding.
4. Respond to the camp counselor's honest, sincere and straightforward manner.

5. Enjoy a feeling of fellowship through belonging to a friendly group.

6. Sense the spirit of "we" and "our.

7. Consider his fellows with understanding and appreciation.

8. Realizes the value of democratic action.

9. Associate responsibility with freedom of opportunity.

10. Desire to gain recognition in the eyes of his fellows through making contributions.

11. Feel enthusiasm and anticipation for the experiences to come (a spirit of adventure and wonder).

12. Understand that camping and outdoor experiences are an important part of learning.

13. Appreciate the need for order, organization and rules.


15. Learn existing camp rules.

16. Understand procedures for fire drills.

Introduce the children to their new home by means of a brief tour (bunks, library, displays, shower room, toilets.) Arrange the group in a pow-wow circle, each one sitting on a hair pad on the floor. Ask each person in the circle. Give a little historical background of the cabin and camp.
Promote desirable tone and attitudes: "I am going to ask a question that each of you should think about for a while. In a moment I will call on some of you for answers.... 'Why did you come to camp?""

Possible answers to this question are to:
1. Get out of school
2. Have some fun
3. Learn about nature
4. Get away from home
5. Go hiking

The answers will provide many opportunities to approach the problem of setting a tone, encouraging attitudes and identifying values and goals for the week. Some of the answers may be expressed in a very negative manner. The cabin counselor should be prepared to guide such sentiment into constructive channels.

Some of the campers' answers will provide good leads for further exploration. One answer that never fails to show us is, "We came to camp to have some fun." Accept this as a very true and valid statement which naturally leads into the questions, "How can we have the most fun at camp?" "Do you mean fun for everyone or fun for just you personally?"

Show how the following can contribute to more fun for everyone at camp.

1. Keep safe and well - ill or injured children may need to be taken home for treatment.
Defer further discussion about this until the visit by the nurse.

2. Consider others - The Golden Rule leads to friendship and respect. Courtesy, cooperation and fairness encourage appreciation and fellowship. "The thing that goes the farthest toward making life worthwhile, costs the least, and does the most good is just a pleasant, sincere smile."

At some time during the cabin orientation the camp nurse will arrive to inspect the campers for symptoms of communicable conditions. Prepare the campers for the nurse's arrival before she appears. Introduce the camp nurse and encourage good nurse-camper rapport. Work with the nurse in helping to read and record temperatures, and otherwise assist in inspection and supervision while the nurse:

1. Encourages children to want to keep safe and well.
2. Discusses nurse's relationship to program.
3. Invites campers to come to nurse's office; explain schedule.
4. Stresses need for children to let cabin counselors or nurse know about any minor ailments or symptoms of a health problem.
5. Explains to girls about procedures regarding menstruation at camp.
6. Explains about cabin first aid tray and how the campers may use it.
7. Explains need for increased rest at higher elevation at camp (over 4,000 feet).

8. Encourages children to wear proper clothing; to wear sweaters and hats when necessary; to keep feet dry; not to wear new jeans on hike; to use lanolin ointment on legs; to check for cracked lips and use ointment.

Let the children go outside to get their luggage to provide relief and change from prolonged discussion.

Check the summary of special health conditions:

1. See that bed-wetters get bottom bunks near the toilets.

2. Put sleep-walkers on bottom bunks.

3. Locate campers who may need special care nearest to teacher's bunk.

After campers put luggage by bunks, give instructions for storing and caring for luggage and demonstrate how to make up bunk bed. Provide a supply of crayons and tagboard squares so that campers can make name plates for their bunks.

Ask campers to: "Look around, what objects or situations could be unsafe in this cabin?" Make sure students discuss:

- Space heaters (fire). Review procedures for fire drill.

Cabin counselor is the only person to regulate heaters.
Keep clothing away.
Keep bodies and limbs away, especially when undressing.

-Floors (splinters)
Wear shoes or slippers at all times.
Walk -- do not run.

-Beds
Danger of falling off top bunk.
If camper in lower bunk pushes up against bottom of upper bunk he may kick top person off or may force top bunk frame out of hinges so it may drop and land on camper in lower bunk.

-Rafters
Swinging unsafe.

-Showers
Floor slippery.
Regulating showers -- scalding. Let cabin counselor regulate.

Discuss conservation and thrifty use of supplies.
These include:

1. Paper cups
2. Paper towels
3. Water running in toilets
4. Water in showers

Collect certain materials for safekeeping, such as:
1. Money -- no place to spend it
2. Unsuitable comic books
Discuss disposition of chewing gum, cookies or candy that have been brought to camp.
APPENDIX C

Announcements

Lunch - Monday
1. Welcome
2. Introduce Counselors and kitchen staff.
3. Dining room procedures (by table)

1. Back to cabins (use restroom)
2. Finish orientation
3. To the playfield (discuss boundaries in camp)
4. Afternoon activities (brief description)
5. Meet any discipline problems after the meal

Dinner - Monday
1. Comments from cabin counselors on activities
2. Brief review of dining room procedures (by table)

1. Back to cabins (use restroom)
2. To playfield (proper attire)
3. Brief description of evening program
4. Meet any discipline problems after the meal

Breakfast - Tuesday, Wednesday, Thursday
1. Cabin reports - put to bed, stories, problems
2. Brief review of dining room procedure (Tuesday only)
1. Back to cabins (use restroom)
2. Cabin clean-up (procedures - use clean-up board - Tuesday only)
3. Brief description of activities (morning)
4. Meet any discipline problems after the meal

Lunch - Tuesday, Wednesday, Thursday
1. Comments from cabin counselors on activities.

1. Cabin clean-up reports
2. Rest period - brief description (Tuesday only)
3. Brief description of activities (afternoon)
4. Meet any discipline problems after the meal

Dinner - Tuesday, Wednesday, Thursday
1. Comments from cabin counselors on activities.

1. Back to cabins (use restroom)
2. To playfield (proper attire)
3. Brief description of evening program
4. Meet any discipline problems after the meal

Breakfast - Friday
1. Cabin reports - put to bed, stories, problems

1. Back to cabins (use restroom)
2. Cabin clean-up (stay away from luggage)
3. Brief description of activities (morning)
4. Meet any discipline problems after the meal

Lunch - Friday
1. Comments from cabin counselors on activities.

1. Final cabin clean-up scores
2. Back to cabins (use restroom)
3. Stay away from luggage
4. Go to assembly area with cabin counselors (take all personal gear, crafts, etc.)
5. Loading procedures discussed at assembly
APPENDIX D

Dining Room Procedures

The most popular activity at camp is eating. It is also one of the most valuable of all the activities. Mealtime is recognized as a very important teaching opportunity and is treated as such. The eating of three balanced meals at regularly scheduled times in an atmosphere that is friendly and free from the pressures of issues comes as an experience that is quite new and very important to some of the children. The most important ingredient in the meals at camp is a relaxed and friendly tone. Good fellowship and sincere consideration for each other are far more important than the mere learning of manners.

Each table of children is counseled by a camp teacher. The meals are served family style and the children set the tables and do the dishes. Selected children will help in serving the tables with such items as milk, butter and bread before the main group of children enters the dining room. It is important that the cabin counselors be in the dining room and at their tables promptly in order to help the incoming children find places without noise and confusion. Some objectives that should be considered in establishing procedures for arranging children together at the dining tables are:

1. An opportunity when campers can meet with their friends from other cabins.

2. A good time to promote desirable boy and girl
relationships.
3. An opportunity to make new friends.
4. A relaxing enjoyable experience.
5. A chance for all campers to share equally in the chores of doing dishes, sweeping, etc.

Tendencies to over-organize and regiment the dining room in the interest of efficiency, order and equal distribution of work responsibilities should be resisted. Good teaching and alert supervision are the best means of achieving a friendly, relaxed atmosphere in a dining room that is reasonably quiet. Unfortunately, the greater freedom children have in visiting friends in an informal situation, the noisier the dining room tends to become. Experience and experimentation have shown that acceptable compromises between the goals of informality and quiet can be achieved. In general, children may select the tables at which they wish to sit and some of the friends they wish to sit with. However, each table may be composed of both boys and girls. This arrangement allows for visiting with friends but tends to break up cliques and sets the stage for teaching desirable manners and attitudes.

On Monday the seating pattern for the noon meal will remain the same for the supper meal so that proper and complete orientation about meal procedures can be presented. The cabin counselor should sit near the center of the table in order to have a centralized strategic location.

The cabin counselor will influence his table group through example. His attitude toward the meal will rub off
on the children. His enthusiasm for trying foods will encourage children to try new foods. His courteous manner will not only provide incentive for courteous behavior, it will also act as a guide as to what is courteous conduct.

The teaching of manners should be done in a subtle, unobtrusive way. It is not good manners to make children self-conscious and uneasy because they feel aware of their deficiencies in training. It should be remembered that it is far more important to develop attitudes in which there is a desire to be considerate of other than it is to have children mimic the motions of good manners because it is the expected thing to do. It should also be remembered that not all of the children coming to camp will have the same middle-class background training in manners that most teachers have. This calls for understanding in dealing with children whose background experience made it acceptable to reach for what they want while it is still available.

Some of the manners that are taught as natural expressions of consideration and courtesy are:

1. Take only small helpings so that there will be enough to go around. Second helpings can be had later after all have been served.

2. Use the words "please" and "thank you" to show appreciation. These words help to establish a nice tone for the meal.

3. Sample a little of each kind of food. The cooks have worked hard to prepare appetizing
food and it is only fair to give their food a fair try.

4. Wait until all are served before starting to eat so no one will feel left out.

5. Try to keep the table conversation generally interesting, quiet, and in good taste.

6. Do not reach in front of others for food.

7. Eat at a leisurely pace. Don't rush, grab or gorge.

A "table hopper" will be selected by each cabin counselor to go to the serving counter and get the dishes of food for the table. Only one child should be away from each table at a time. The "table hopper" should be directed to carry only one dish of food at a time. He should be cautioned to be careful and to walk slowly in the dining room.

In order to give children experience in serving themselves properly, the main dishes are passed family style around the table. Desserts and foods that are difficult to serve should be served by the teacher. Children are encouraged to take a small helping of each of the foods passed to them. They are urged to sample the foods they say they do not like. When such urging is done with humor, children will in most cases at least try the food. Children should not be forced or pressured into eating foods they reject. Mealtime is not a time for issues. Children wait until all of the others at the table are served or until the teacher indicates that they are ready before they start eating.
In order to prevent many partially-filled milk cartons from returning to the kitchen, one carton of milk is emptied before another is opened. Usually one carton can be opened simultaneously at each end of the table in order to minimize the need to pass the cartons around the table. Ample milk to meet children's health requirements will be served. It may be necessary to limit the amount of milk to certain children who are washing down their food with milk, drinking it in place of water to slake their thirst, or drinking it as long as it is available.

Cabin counselors should take the initiative in giving guidance and counsel to children who may be inclined to gut themselves as a means of gaining attention. They should not hesitate to limit the amount of food in the interests of good digestion, example for others, balance in diet, and common sense. The cabin counselor should be cautious in insisting that campers eat all or any portion of the meal because the child may:

1. Feel ill
2. Be allergic to certain foods
3. Be restricted in diet for religious reasons

When the meal is finished, have one child return the unused food to the kitchen. This child need not be the "table hopper" who has probably already been delayed in his meal. It should be someone who is finished and waiting. He should be reminded to BRING BACK THE EMPTY DISHES TO BE WASHED AT THE TABLE. All of the dishes should be scraped by
the teacher or a designated child and stacked ready for washing before dessert is brought to the table and served. When the dessert signal is sounded, the "table hopper" will go to the counter and get it.
APPENDIX E

Bedtime.

Bedtime follows the evening program which will end about 8:30. The children go to their cabins, wash, take care of toilet needs and dress for bed. Gather the group together for a short discussion. Give a short orientation about what they are to do and how they are to do it, so they can get ready for a possible story. Explain that the sooner they are ready and quiet, the longer the story can be. Explain rules about using the toilet after they are once settled in bed. Explain the need for reasonable quiet so as not to disturb the other cabins. Remind them about cabin group discussions on safety: running, horseplay, etc. Remind about brushing teeth and washing. Explain the procedures about going to the toilet after the group is finally settled. Remind the children about awakening in the morning and about rising time procedures. Remind them that you will be there on duty all night.

The cabin counselor can do much to set the tone by his own example. Be calm, assured and obviously in control of the situation as children get ready for bed. Allow a certain amount of talking during the getting settled period. Wait until later for complete quiet. Do not communicate with a camper from a distance. If it becomes necessary to speak with the entire group give the hand sign to get attention.

When the group is quiet, give a few words and good fellowship, then begin the story. A story told is more
effective than one which is read. A simple story with a ring of truth is better than a story that depends upon exaggeration for interest. The telling of a story adds a personal touch not even found in radio and television.

Choose stories that are conducive to a relaxed night's sleep.

After the children are settled check the health list again. Set the alarm for 11:00 p.m. Awaken enuretic children to use the toilet at 11:00. Check the cabin temperature at this time and regulate it as needed.
APPENDIX F
Cabin Clean-Up

Place a cabin clean-up board in all cabins before the children arrive on Monday. Introduce clean-up procedures at the Tuesday morning meal. Make reference to a clean-up board. Note that there are ten items which will be checked every day while the children are on their first activity. One point will be given for each item which passes inspections. Scores will be announced for each cabin at lunch time daily. Totals will be announced at the end of the week.

Clean-up Board:
1. Beds neatly made
2. Suitcases and shoes neatly arranged under the beds
3. Personal items put away
4. Floors swept and dusted
5. Grounds around cabin clean
6. Restroom area clean
7. Towels and washcloths neatly arranged on ends of bunk
8. Porch swept
9. Light turned off
10. Door closed

Cabin counselors should stress the importance of cleanliness while living together in groups at camp. Plan to involve every child in some way in the clean-up activity.
Idle hands lower morale. Stress the competitive aspects—being the best on clean-up and at night. The clean-up activity is a valuable teaching opportunity. The main purpose is not just to end up with clean quarters; children grow in attitudes and understandings through their participation in this work.

Demonstrate (Tuesday) and as the week progresses as required:

1. The proper way to scatter sweeping compound
2. The most efficient ways of sweeping (with the grain and cracks) without raising dust
3. The use of window cleaning agents on windows and mirrors
4. The way to clean walls
5. The best way to hang clothing and arrange personal gear
6. The use of squeegees and mops in the restroom
7. The methods of washing down and sanitizing toilets and the shower floor

The clean-up activity becomes more interesting and enjoyable through dramatic play and much humor.

Double check the clean-up board before going to assembly. No one should reenter the cabin until after inspection.
APPENDIX G
Rest Period

The outdoor education curriculum is an active and vigorous program. In highly motivated activities conducted at an elevation of 4,000 feet or more it is necessary to give careful consideration to ample rest and relaxation.

The rest period follows the noon meal. It should be about an hour in duration. In the cabins, the rest period should be divided into two parts. The first half hour should be quiet enough for anyone to sleep. The second half hour can be used for quiet activities, reading, writing letters, games, etc.

The rest period gives the children an opportunity to relax, a chance to digest the noon meal and a time to reflect over what they have done. This is a good time for cabin counselors to teach about consideration for others.

A brief explanation of "quiet time" is all that is needed on Monday since most of the time after lunch is spent finishing up with cabin orientation and going to the playfield. A more complete orientation should take place on Tuesday in each cabin immediately after lunch. Topics of discussion may include:

- Why do we rest?
- Can we whisper? (Second half hour)
- Can we read books and write letters?
- Can we play games? (second half hour)
- How can we rest best?
-Can we go to the bathroom? (before period begins)

-How should we enter the cabin after quiet time has started?

The cabin counselor, by his actions, sets the atmosphere for a successful rest period. By moving among the children, speaking softly, taking care of individual problems, the mood is established. The cabin counselor does not lie down until the period is well underway.
APPENDIX H

Activities (subject areas) taught at the Vista del Monte School Outdoor Education Program in 1976:

Daily Activities

1. Animal Habitats
2. Crafts
   a. Rock (alabaster gypsum)
   b. Wood (Manzanita)
   c. Miniature forest
   d. Clay
3. Conservation
   a. Beetle Control
   b. Fire Prevention
   c. Soil Erosion
4. Flora and Fauna (Botany)
5. Geology
6. Hiking
7. Indian Lore

California State Division of Forestry
Teaching Staff V.D.M.
United States Forest Service
Riverside County Fire Dept.
Riverside County Soil Conservation Service
California State Division of Forestry
Warren Estes (Riverside)
Boys' Club of Palm Springs
Boy Scouts of America
Sierra Club
Desert Sun (newspaper)
Living Desert Reserve
8. Maps and Compass  
9. Nutrition  
10. Ore Panning  
11. Orienteering  
12. Pioneer Games  
13. Pond Biology  
14. Search and Rescue  
15. Survival  

**Evening Programs**  

**Monday**  
Story of the Forest  

**Tuesday**  
Indian Program  

**Wednesday**  
Pioneer Games  

**Thursday**  
Astronomy  

Desert Museum  
4H Club of Coachella Valley  
Teaching Staff V.D.M.  
Teaching Staff V.D.M.  
Warren Estes (Riverside)  
Nellie N. Coffman Junior High (Science Department)  
Palm Desert Fire Dept.  
Palm Springs Mounted Police  
San Diego City Schools, outdoor education program (slides)  
San Diego City Schools, outdoor education program (staff)  
Warren Estes (Riverside)  
College of the Desert (Astronomy Department)  
University of California Riverside (Astronomy Dept.)
APPENDIX I

Using Basic Curriculum Subject Areas

The following experiences may be incorporated into pre and post camp activity sessions:

I. Experiences in Reading

A. Pre-camp activities
   1. History of the mountain area
      a. Indians
      b. Early settlers
   2. Nature study and science
      a. Stars
      b. Weather
      c. Rocks and minerals
      d. Plants and animals

B. Post-camp activities
   1. Read about questions raised at camp
   2. Raising new questions and seeking solutions

II. Experiences in Language

A. Pre-camp activities
   1. Group discussions
   2. Solving problems
   3. Establishing standards
   4. Preparing for activities
   5. Oral reports
      a. History of the mountain area
      b. Indian life
      c. Plants, animals, stars
6. Letter writing
   a. Reviewing form for writing letters home
   b. Writing to the camp for information
      (brochures, etc.). Writing to related organizations for pertinent information (U.S. Forest Service, etc.)
   c. Beginning a camp diary
   d. Writing articles about the proposed trip to camp for the school or community newspaper.
   e. Studying camp related vocabulary words

B. Post-camp activities
   1. Plan a program to share with parents
      a. Dramatic impressions
      b. Quiz games
      c. Poems
      d. Reports
      e. Craft displays
   2. Evaluate the experience (avoid a gripe session)
   3. Expand upon vocabulary from pre-camp list.

III. Experiences with Mathematics

A. Pre-camp activities
   1. Distances and topography (map study)
   2. Area, volume, weight (rock and mineral testing, camp area boundaries)
   3. Size and age of mountains and trees
Appendix I - 3

B. Post-camp activities
   1. Using measurement techniques learned in the classroom (tables, doorways, chalkboards, etc.)
   2. Age of trees models
   3. Size of trees
   4. Hiking
      a. Distances (topographical map)
      b. Elevation
   5. Map and Compass
      a. Use of a watch
      b. Degrees

IV. Experiences with Physical Education
A. Pre-camp activities
   1. Exercises
   2. Square and folk dances
   3. Contests (pioneer type activities)
B. Post camp activities
   1. Table games
   2. Stunts
   3. Social group games (indoor and outdoor)
   4. Exercises
   5. Square and folk dances
   6. Contest (pionner type activities)

V. Experiences with Arts and Crafts
A. Pre-camp activities
   1. Design (shape, patterns, symbols)
Appendix I - 4

2. Color (clouds, sunsets, birds, animals, leaves, rocks, etc.)
3. Composition (always present, always changing)
4. Perspective (distant views, effects of distance on color, focus, etc.)
5. Texture (velvety moss, rough granite, smooth fungus, polished rock)

B. Post-camp activities
1. Complete unfinished craft items
2. Make interesting arrangements (seed pods, leaves, bark, etc.)
3. Make plaster casts (flowers, leaves, animals)
4. Make rock collections
5. Display camp related craft items
6. Display of how beetles kill trees
7. Display a cross section of tree trunk explaining how a tree grows
8. Make dioramas (conservation, nature, history, Indians)
9. Create murals (conservation, nature, history, Indians)

VI. Experiences with music
A. Pre-camp activities
   Learning camp songs
B. Post-camp activities
   Increasing song repertoire
VII. Experiences with health and safety

A. Pre-camp activities
   1. Getting lost
   2. Rocks and cliffs
   3. Limbs and twigs that blind
   4. Blisters
   5. Cramps and heat exhaustion
   6. Poison oak
   7. Rattlesnakes
   8. Rest and cleanliness

B. Post-camp activities
   1. Survival techniques
   2. First aid (Red Cross)
   3. Plant sample study (poisonous or dangerous to man)
   4. Animal dangers (poisonous venom, rabies from bites)
   5. Cleanliness (gums)
   6. Elevation (effect on stamina)
APPENDIX J

Palm Springs Unified School District
Vista del Monte School
April 7, 1976

My child ___________________________ has my permission to attend the Vista del Monte Outdoor Education Program at Tahquitz Meadows May 3-7, 1976.

Signature __________________________
Name__________________________________________

Please list all illnesses, disabilities or allergies that may affect your child’s total participation in the Vista del Monte School Outdoor Education Program.

Illness/Allergy __________________________ Medication __________________________

_________________________ should not participate in __________________________
(hiking, etc.) and/or eat __________________________ while at camp because __________________________.

Signature of Physician__________________________________________

P.S. All necessary medications should be brought to school by your child on Monday, May 3. They will be collected and given out at the appropriate times by our nurse.

Thank you for your concern,

W. A. Muench
## APPENDIX L

Vista del Monte Outdoor Education Program
May, 1976

### Clothing and Equipment to Take to Camp

<table>
<thead>
<tr>
<th>Essential Items</th>
<th>Recommended Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEDDING, LINEN</strong></td>
<td></td>
</tr>
<tr>
<td>Sleeping bag or blankets</td>
<td>4-6</td>
</tr>
<tr>
<td>Sheets (muslin or flannel)</td>
<td>2</td>
</tr>
<tr>
<td>Bath towels</td>
<td>2-3</td>
</tr>
<tr>
<td>Wash cloth</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOILET ARTICLES</strong></td>
<td></td>
</tr>
<tr>
<td>Toothbrush</td>
<td>1</td>
</tr>
<tr>
<td>Toothpaste</td>
<td>1</td>
</tr>
<tr>
<td>Soap</td>
<td>1 bar</td>
</tr>
<tr>
<td>Comb</td>
<td>1</td>
</tr>
<tr>
<td>Kleenex</td>
<td>1 box</td>
</tr>
<tr>
<td><strong>CLOTHING</strong></td>
<td></td>
</tr>
<tr>
<td>Heavy jacket or coat</td>
<td>1</td>
</tr>
<tr>
<td>Heavy sweater</td>
<td>1</td>
</tr>
<tr>
<td>Slippers</td>
<td>1 pair</td>
</tr>
<tr>
<td>Hiking shoes (1 pr. high, water-resistant; old or new must fit properly; composition soles recommended. Heavy tennis, okay.)</td>
<td>2 pairs</td>
</tr>
<tr>
<td>Rubbers or galoshes</td>
<td>1 pair</td>
</tr>
<tr>
<td>Undershirts</td>
<td>4</td>
</tr>
<tr>
<td>Underpants</td>
<td>4</td>
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<tr>
<td>Socks</td>
<td>6 pair</td>
</tr>
<tr>
<td>Hat - stocking cap</td>
<td>1</td>
</tr>
<tr>
<td>Gloves or mittens</td>
<td>1 pair</td>
</tr>
<tr>
<td>Pajamas</td>
<td>1 pair</td>
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<tr>
<td>Handkerchiefs</td>
<td>3</td>
</tr>
<tr>
<td>Jeans or Slacks</td>
<td>3</td>
</tr>
<tr>
<td>Shirts or blouses</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Convenient Items</th>
<th>Recommended Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEDDING, LINEN</strong></td>
<td></td>
</tr>
<tr>
<td>Pillow</td>
<td>1</td>
</tr>
<tr>
<td>Pillowcase</td>
<td>1</td>
</tr>
<tr>
<td><strong>CLOTHING</strong></td>
<td></td>
</tr>
<tr>
<td>Raincoat</td>
<td>1</td>
</tr>
<tr>
<td>Belt</td>
<td>1</td>
</tr>
<tr>
<td>Scarf or Bandana</td>
<td>1</td>
</tr>
<tr>
<td>Bathrobe</td>
<td>1</td>
</tr>
<tr>
<td>Convenient Items</td>
<td>Recommended Number</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Hand lotion</td>
<td>1 bottle</td>
</tr>
<tr>
<td>Soap box</td>
<td>1</td>
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<tr>
<td>Hair brush</td>
<td>1</td>
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<tr>
<td>Mentholatum or Chapstick</td>
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<tr>
<td>Shower Shoes</td>
<td>1 pair</td>
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<tr>
<td>Shower cap (girls)</td>
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<tr>
<td>Laundry bag</td>
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<tr>
<td>Flashlight</td>
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<tr>
<td>Canteen</td>
<td>1</td>
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<tr>
<td>Camera and film</td>
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<tr>
<td>Compass</td>
<td>1</td>
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<tr>
<td>Jackknife</td>
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<tr>
<td>Sun glasses</td>
<td>1 pair</td>
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<tr>
<td>Stationery</td>
<td>-</td>
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<tr>
<td>Stamps</td>
<td>-</td>
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</table>


11. Garvey School District Board of Trustees. In School - Out of Doors - A Story of Outdoor Education. San Gabriel: (September 1, 1953)


22. Santa Barbara County Educational Service Center. Science Education in the Outdoors A Guide for Teachers and Counselors. Santa Barbara: (1964)


