



Swan Island

“An Island in Time”

## Solo Activities

\* Reflection 1: Upon arrival, ask students to find a solo spot. Respond to the following questions: (1) What do you expect to get out of this experience? (2) What is your impression so far?

\* Reflection 2: List 3 things you have learned today.

\* Reflection 3: Draw and color a forest scene.

\* Reflection 4: In your journal write a story titled "Lost in the Maine Woods," over your forest scene.

\* Reflection 5: Write a letter and design a post card describing your stay on the Island.

\* Reflection 6: What have you learned about yourself and our environment while on Swan Island?

**Solo Senses activity:** Students should sit in a quiet location and record their senses (what they smell, hear, and see).

**Swan Island and Maine's Learning Results Content (Topical)**  
**Alignment: Science & Technology**

**Standard A: Classifying Life Forms**

3. Describe some structural and behavioral adaptations that allow organisms to survive in a changing environment.

**Standard B: Ecology**

2. Analyze how the finite resources in an ecosystem limit the types and populations of organisms with in it.

3. Analyze the factors that affect population size (e.g., reproduction and survival rates).

4. Generate examples of the variety of ways that organisms interact (e.g., competition, predator/prey, parasitism/mutualism).

**Standard D: Continuity and Change**

3. provide examples of the concept of natural and artificial selection and its role in species changes over time.

**Standard M: Implications of Science and Technology**

2. Describe the importance of resource management, controlling environmental impacts, and maintaining natural ecosystems.

4. Describe an individual's biological or other impacts on an environmental system.

6. Give examples of actions that may have expected or unexpected consequences that may be positive, negative, or both.

Alignment: English/Language Arts

**Standard A. Process of Reading**

1. Formulate questions to be answered while reading.
3. Identify specific devices an author uses to involve readers.

**Standard F. Standard English Conventions**

1. Edit work for standard English spelling and usage.

## Swan Island Adventure

Each spring, the Team 5 seventh grade teachers at Biddeford Middle School take their students on a 2 night, 3 day camping trip at Swan Island on the Kennebec River. This trip addresses the essential question: How is my (each student's) learning in all content areas relevant to the Maine's natural environment? The trip shows students how learning in all subject matters applies to daily life and cultural landscape in Maine.

The cultural landscape of Maine's past, present and future, is directly tied to the natural environment. The geographic and climatologic features of Maine have determined how its inhabitants have lived for centuries. Local cultural values have evolved to help us survive and thrive in Maine's unique environment. As the Internet and television homogenize cultures across the globe, it has become crucial to get kids outside to teach them about their local environments. Spending two nights camping at Swan Island with classmates and teachers gives students the best opportunity to reveal the connections between their learning in all subjects, their communities, school and themselves, with nature.

Students begin their adventure with a tour of the island and the buildings that have stood the harsh environment of the Maine coast for more than 200 years. Students study the architectural details and their purposes and origins, and also study headstone symbols in the 250 year-old Cemetery. They participate in a scavenger hunt, and make headstone rubbings of the symbols.

Students participate in ecological lessons in the form of daily reflections, a nature journal, and scavenger hunts identifying animal tracks. They develop a sense of community with classmates and teachers as they prepare and serve nutritious

meals, help with clean up, and perform all other tasks necessary to adapt to the new environment of camping in Maine.

Prior to the trip, students take part in an intense interdisciplinary unit involving the history of Swan Island, camping and orienteering skills and ecology. Students create first aid kits and learn survival skills. This unit is a hands-on approach to learning about the history and ecology of our state. For many students this may be a first time camping experience.

In the past two years we have been very fortunate to have the support of local businesses in helping to defray the costs of food.

All activities have been aligned to the Maine Learning Results. We look forward to each year's adventure on the beautiful, historic island of Swan.

Thank you.

Parent Meeting  
March 3<sup>rd</sup>, 2009

~Agenda~

Greeting & Team introductions: Rick Jackson, Rico Mariello, and Jeanne Montembeau, Jennifer Neyenhouse

Student campers from 2008:  
Cassie Fickett & Thomas Laverriere

Discussion:

- Swan Island is a historical island off the coast of Richmond, Maine. The Maine Dept. of Inland & Fisheries oversees the island, and there is a licensed Park Ranger on the island.
  - Dates will be at the end of May
  - Chaperones for this trip are teachers, guidance counselors, and administrators.
  - Athletes must go on the same trip.
  - Lessons by the Maine Inland & Fisheries Dept.  
Birds & Their Adaptations and Life and Death of a Small Maine Town.
- Other academic lessons include ecology activities, writing exercises, Math activities, history lessons, and team building activities.
- Paperwork: Permission slips, supply list, sleeping arrangements (tents)
  - Donations: food, supplies: see list

- Medications: Students that take medications will need to bring in medications the week before the trip. Please label all medications and leave detailed instructions for Mrs. Lavigne.
- Deadlines: All money, tents, medications are due by May 15th.

Special thanks:

- Special thanks to our Sponsors: Hannaford, Shaws, Duncan Donuts, Keebler Biscuit Co., Walmart, Pepsi, Poland Springs, UNUM, Lowes, and Pannera Bread. We would like to personally thank all of you too, for your support.

Questions?

## Swan Island Supply List

- Sleeping bag & pillow
- Tent
- Personal items (tooth brush, toothpaste, etc...)
- Warm clothing (at least 5-6 pairs of socks)
- Boots
- Hat with brim
- Bag lunch & lunch money for day 3
- Bug spray & sun-block
- Flashlights
- Camera
- Medications with instructions for distribution in an envelope (given to Mrs. Lavigne prior to the trip)
- Cell phones (if needed)

### Please do not bring:

- Candy or gum (dangerous to animals)
- Jewelry or expensive items
- TV's, DVD players, I-pods, PSP's

**We welcome any paper product contributions like paper cups & plates, plastic utensils, and trash bags. We need food contributions of fresh fruit, granola bars, canned beans, hotdogs, rolls, condiments, cream cheeses, and 'smores ingredients. We want to keep the kids fed and happy but we want to have snacks in a central location, not in bags or tents!**

May 14, 2008

Dear Parents,

It's finally here, the Swan Island trip. Here at school we have been preparing for the trip by learning how to orienteer using a map and compass, making first aid kits, pitching tents, and creating a journal for the island. Below is our menu.

Swan Island Menu

Tuesday

Lunch: Their own bag lunch.

Dinner: hamburgers (buns & burgers), condiments (pickles, ketchup, mustard, relish), cheese, baked chips, fruit, jiffy-pop popcorn

Wednesday

Breakfast: bagels, cream cheeses, pb&j

Lunch: spaghetti & garlic bread

Dinner: beans & hotdogs, fruit

Thursday

Breakfast: bagels, cream cheeses, pb & j, fruit

Lunch: Richmond store

Snacks

Fruit, granola bars, Rice Crispy squares, peanut butter crackers, fruit, and gummy snacks.

We welcome any contributions like paper plates, plastic utensils, trash bags, and food contributions of fresh fruit, granola bars, garlic bread, s'mores items, cream cheeses, condiments (ketchup, mustard, pickles, and relish), jelly, snack crackers and canned beans!

Thank you for your many contributions and support! Please remember to bring medications prior to the trip.

Sincerely,

Team 5 Teachers

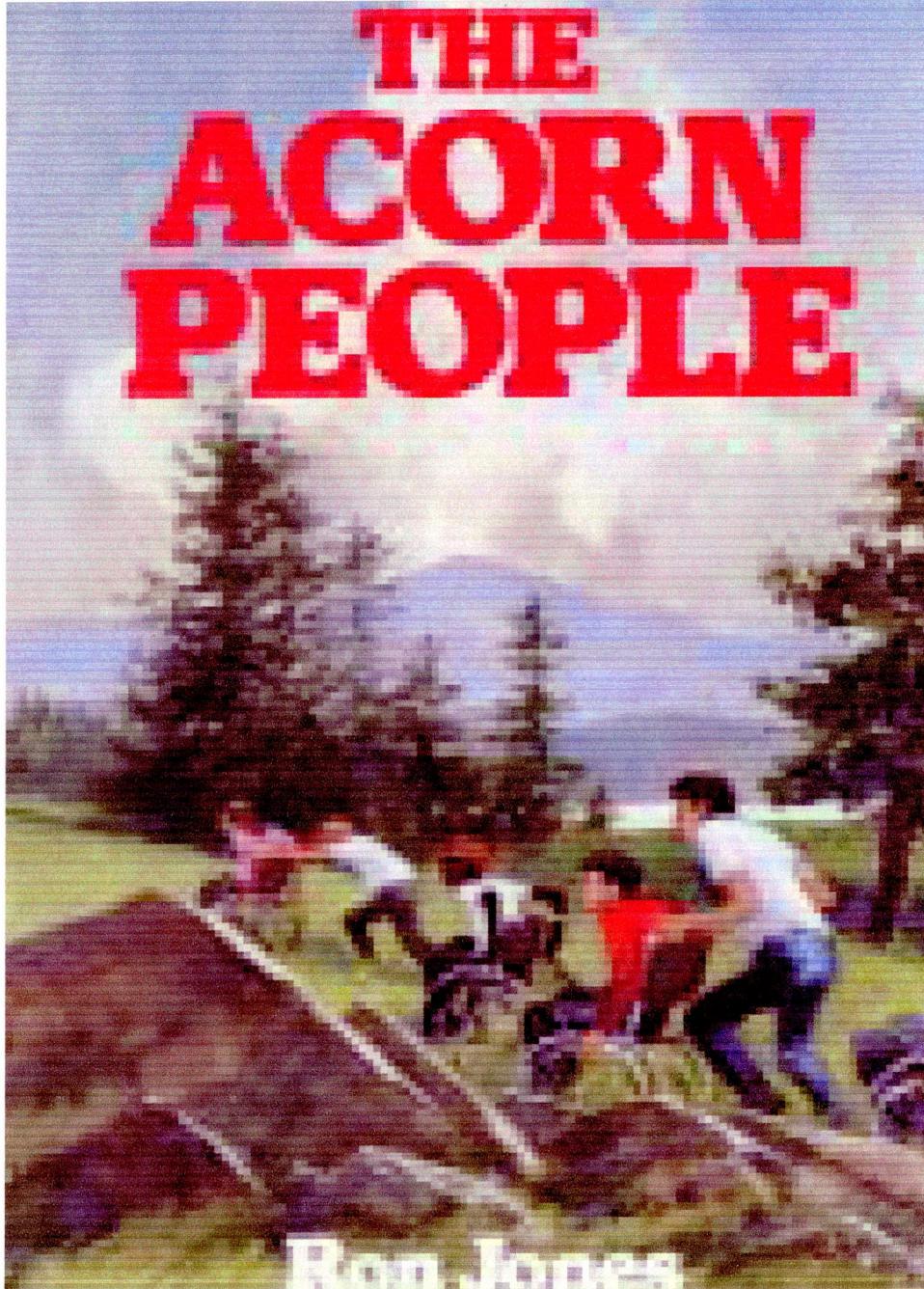
Swan Island Proposal  
March 11, 2008

Mayor Twomey, Supt. Poli, Assistant Supt. Porter, and School Board Members, thank you for your time this evening.

My name is Tammy Lavigne. I am a teacher on Team 5 at Biddeford Middle School. I am here tonight with my team mates Rick Jackson, Rico Mariello, Jeanne Montembeau and Jennifer Neyenhouse. We are requesting permission to bring our 7<sup>th</sup> graders camping on Swan Island for a 3 day, 2 night camping trip. This will be our 4<sup>th</sup> year of camping on the island, which is chaperoned by teachers, guidance counselors, and administrators.

Swan Island is located on the Kennebec River. The island is known for its abundant wildlife of nesting eagles, deer, and wild turkey. While there, students will tour the 18<sup>th</sup>-19<sup>th</sup> century abandoned town of Perkins Township. The Maine Department of Inland Fisheries and Wildlife will join us for 2 programs they will conduct. Students will participate in ecological lessons, scavenger hunts, daily reflections in a nature journal, and orienteering activities. They will identify architectural designs on the buildings, as well as identify plant and animal species native to Maine. Students will work on team building activities as they prepare and serve meals, help with clean-ups, and cooperate within a group setting.

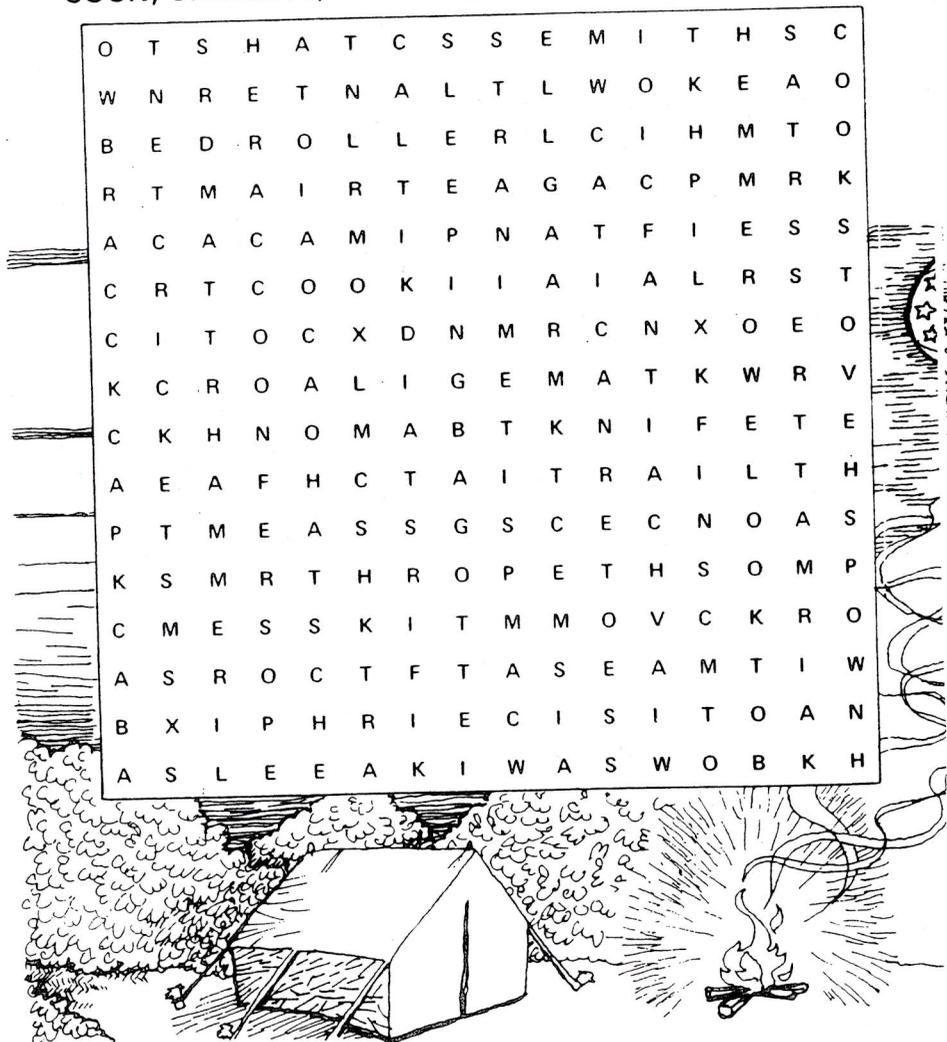
# THE ACORN PEOPLE



Ron Jones

# CAMPING

TENT, CAMPFIRE, AX, HATCHET, SLEEPING BAG, LANTERN, COOKSTOVE, AIR MATTRESS, FOLDING COT, BACKPACK, KNIFE, BOW SAW, BEDROLL, MESS KIT, CAMPSITE, FIRST-AID KIT, TRAIL, OWL, RACCOON, CRICKETS, HAMMER, ROPE, MATCHES.



▶ Match two of the descriptive labels in Column A with the people described in the sentences in Column B.

## Column A

- A. mentally retarded
- B. physically handicapped
- C. deaf
- D. blind
- E. speech impaired
- F. very loving
- G. terrific personality
- H. great sense of humor
- I. extremely intelligent
- J. talented artist

## Column B

- \_\_\_\_\_ 1. Jenny's zest for life and enjoyment of her friends was unimpaired by her loss of eyesight.
- \_\_\_\_\_ 2. Jim, Sal's affectionate little brother, has been brain damaged since birth.
- \_\_\_\_\_ 3. Losing a leg in a car accident did not diminish Carol's impish sense of fun.
- \_\_\_\_\_ 4. The newspaper account of the exhibit of Helen's paintings did not mention the fact that she reads lips and wears a hearing aid.
- \_\_\_\_\_ 5. Billy was unable to be class valedictorian because he did not speak clearly enough to be understood.

Column A contains labels, words we attach to people to describe them. In the exercise above, you probably found the first five labels easy to match. But the second five labels were not as easy to attach to the people described in Column B. That's because when people are handicapped, we often see their *disability* and not their *ability*.

▶ Do you think labeling a person is correct? Why or why not?

▶ What are some of the dangers of labeling people by their disabilities?

 Read each of the following questions carefully and use them to guide your understanding of important themes and events in the novel. Be prepared to share your responses in class discussion or in a writing assignment.

*Day 1 (Pages 1-8)*

1. Why does the counselor feel that Camp Wiggin is an odd place for these children?
2. How does the narrator feel when he must feed the children?
3. How does this first day affect the narrator?

*Day 2 (Pages 9-21)*

4. What is Ron's reaction to the entire situation and why do you think he reacts this way?
5. How do the children get their name, "ACORN PEOPLE"?
6. How does everyone react to swimming?

*Day 3 (Pages 22-28)*

7. Although physically handicapped, these children are no different from other children the same age. Explain.
8. Why is the idea of the Acorn Society so important?

*Day 6 (Pages 29-46)*

9. Why is climbing Lookout Mountain so important to everyone?
10. What kind of encouragement and gimmicks do the boys use to spur them up the mountain?
11. Is the children's behavior really "unruly"?

*Day 7 (Pages 47-52)*

12. Why is Mrs. Nelson delighted with herself for getting all the labels.

*Day 8 (Pages 53-54)*

13. How do the kids react to Mrs. Nelson?

*Day 10 (Pages 55-64)*

14. "Do kings cry?"
15. What transformation occurs in the children only days before they are to go home? Why?

*3 Days To Go (Pages 65-68)*

16. What wonderful idea does Mrs. Nelson have and what is the title?

*0 Days Left (Pages 69-79)*

17. How do the parents, children, and counselors feel about Camp Wiggin?

*Epilog (Page 80)*

18. What is your reaction to the Epilog?



Ron Jones uses many similes in his writing. A simile is a comparison of two unlike objects using *like* or *as*. For example in the simile:

*Her lips were like rosebuds:* a woman's lips are being compared to the softness and redness of rosebuds.

 **Underline each simile in the sentences below. Then, in the space provided, write what the comparison means in your own words. You may refer to the pages for help.**

1. "The transfer of children from parent to camp staff was like a precious stamp being traded by collectors." (p. 3)

\_\_\_\_\_

2. "Spider loved to talk and talk and talk. It was like being in the presence of a jukebox." (p. 11)

\_\_\_\_\_

3. "Thank God for that red hair. It was like a buoy that signaled for lifting." (p. 18)

\_\_\_\_\_

4. "He administered camp like a mandarin war lord." (p. 24)

\_\_\_\_\_

5. "The boys kept to one side of the pool. The girls attached themselves to the other like a string of pearls." (p. 25)

\_\_\_\_\_

6. "Like the pioneers before us, our faces were pushed into silence by the unknown that lay ahead." (p. 30)

\_\_\_\_\_

 **Read the page section indicated in parentheses and try to find the simile. Write the simile next to the page number in the space provided.**

(p. 18—top third)

\_\_\_\_\_

(p. 22—top)

\_\_\_\_\_

(p. 24—bottom)

\_\_\_\_\_

(p. 30—middle)

\_\_\_\_\_

(p. 34—bottom)

\_\_\_\_\_

(p. 38—middle)

\_\_\_\_\_

 Read each of the following passages from the book and in the space provided write the meaning of each passage in your own words.

1. We were comic aliens on a strange liquid planet.
  
  
  
  
  
  
  
  
  
  
2. His movement in the water had slowed and almost stopped when he finally nudged the end of the pool. When I lifted him from the water his entire face broke into a grin. There were whoops and smiles from everyone. It was not a smile I was familiar with. Not the smile of a raucous ego or aggressive threat, but the smile of knowing.
  
  
  
  
  
  
  
  
  
  
3. At two o'clock, according to Spider, we reached the top of Lookout Mountain. He gently gave the mountain one of his necklaces. Not the act of a conqueror, but a friend. We had done it.
  
  
  
  
  
  
  
  
  
  
4. It wasn't a place for ramps, sanitized medical facilities, swimming pool rails, or activity schedules. It was a place for children and their expectations and fantasies for life.
  
  
  
  
  
  
  
  
  
  
5. That evening camp was quiet. There was no singing. Dominic didn't tell any Mafia epics. And those labels were like a hundred spying eyes. They were everywhere. Reminders of who we were and what our place was in the order of things.
  
  
  
  
  
  
  
  
  
  
6. Revolution is a Rosa Parks, who decides one day not to ride in the back of the bus. Or a navy nurse named Mrs. Nelson, who suddenly refuses to let her children be condemned to a label.

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**NAME****ACTIVITY SHEET 5**

▶ The author has a unique writing style that sometimes uses short phrases instead of sentences. Below is a list of some of the phrases and sentences used in the novel. Mark S if the thought is complete (SENTENCE) and P if the thought is incomplete (PHRASE).

- |  |   |
|--|---|
| 1. _____ "I turned to Martin."                     | 6. _____ "The simplest task was an ordeal." |
| 2. _____ "He liked older women."                   | 7. _____ "Pallid in color and spirit."      |
| 3. _____ "Squirted and spit at each other."        | 8. _____ "Steps that became hurdles."       |
| 4. _____ "We would endure together."               | 9. _____ "Beings without visible life."     |
| 5. _____ "Parts of bodies coming off in my hands." | 10. _____ "All life seemed to stop."        |

▶ Combine the following phrases into one complete sentence.

1. "A humming of insects on the move. Leaves turning to the sun. Seeds in flight. Morning dew evaporating and bellowing upward. The ground drying and pulling tight." (pp. 35-36)

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2. "Body shaking and quivering. Taking in quick gulps of air. Then pushing the air out in repeated sobs." (p. 59)

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▶ Now, divide each of the following sentences into short, meaningful phrases. You may add words if necessary.

1. "Like a one-sided tug-of-war the native had tied a rope to Spider and in unison were now beginning to pull him down the pool." (pp. 75-78)

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2. "By moving his legs under him in a squat position and then pushing back, he edged up the hill in this sitting posture." (p. 38)

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▶ Do you think the author's use of short meaningful phrases is effective? Why?

Below is a list of the campers in Ron's cabin. In the spaces provided (1) describe the disability each child has and (2) describe a special ability or talent each child has.

BENNY B.	(1)	_____
	(2)	_____
SPIDER	(1)	_____
	(2)	_____
ARID	(1)	_____
	(2)	_____
THOMAS STEWART	(1)	_____
	(2)	_____
MARTIN	(1)	_____
	(2)	_____

Below is a list of adults who help supervise Camp Wiggin. Next to each character explain how each makes or does not make the campers' stay at Camp Wiggin a successful one.

RON JONES:

MRS. NELSON:

MR. BRADSHAW:

DOMINIC:



Read each statement below. Check the letter of the causes of each action. More than one choice is possible.

1. Ron Jones is uneasy when he sees the children who come to Camp Wiggin because  
 a) they are handicapped.  
 b) he is not accustomed to working with these children.  
 c) no one warned him about the children.
2. Ron wants to quit his counselling job because  
 a) he can't take it.  
 b) he is not well paid.  
 c) he is afraid.
3. Dominic is not shocked by the children because  
 a) he has been trained to work with handicapped children.  
 b) he hopes to follow a career of working with handicapped children.  
 c) he has sincere love and concern for all children.
4. The children dub themselves the Acorn People because  
 a) they look like acorns.  
 b) they feel weird and a little nutty.  
 c) they know that Ron feels weird being there.
5. Ron is glad he stays because  
 a) he realizes "handicapped" is only a label.  
 b) he receives a large raise in pay.  
 c) he learns to love and appreciate these precious children.



Check the letters of the effects of each action.

6. The children think about leaving camp.  
 a) They become quiet and withdrawn.  
 b) They creep back into their old habits again.  
 c) They are delighted and thrilled.
7. The parents watch the extravaganza, "The Acorn Pirate."  
 a) They are pleased and delighted.  
 b) They cannot successfully deal with this change.  
 c) They too want to participate and enjoy themselves.
8. The children learn that Mrs. Nelson removed the labels.  
 a) They ignore it as if it never happens.  
 b) They praise her and call her a hero.  
 c) They can't believe she did it.
9. Ron is sad about these children even though he knows that Camp Wiggin helped them realize some of their dreams.  
 a) He knows that the children will eventually die.  
 b) He knows that this behavior isn't accepted or allowed in their real world.  
 c) He will probably never see some of these precious children again.

NAME \_\_\_\_\_

ACTIVITY SHEET 8

## I. MULTIPLE CHOICE

 Check the letter of the correct response.

1. Who is crowned King of Camp Wiggin?  
\_\_\_\_\_ a) Thomas      \_\_\_\_\_ b) Spider      \_\_\_\_\_ c) Arid      \_\_\_\_\_ d) Benny
2. What does each Acorn person wear?  
\_\_\_\_\_ a) a necklace      \_\_\_\_\_ b) a bracelet      \_\_\_\_\_ c) a pin      \_\_\_\_\_ d) a label
3. Who wins the swimming race during the extravaganza?  
\_\_\_\_\_ a) Thomas      \_\_\_\_\_ b) Spider      \_\_\_\_\_ c) Ron      \_\_\_\_\_ d) Dominic
4. Who is praised a hero for removing all the labels?  
\_\_\_\_\_ a) Ron      \_\_\_\_\_ b) Mrs. Nelson      \_\_\_\_\_ c) Dominic      \_\_\_\_\_ d) Mr. Bradshaw
5. Who will not allow unruly behavior at Camp Wiggin?  
\_\_\_\_\_ a) Ron      \_\_\_\_\_ b) Mrs. Nelson      \_\_\_\_\_ c) Dominic      \_\_\_\_\_ d) Mr. Bradshaw

## II. CRITICAL READING

 In 2 or 3 sentences tell what each of the following quotations means.

1. "Children, the precious bond to life, were being passed from counselor back to parent." (p. 78)
  
  
  
  
  
  
  
  
  
  
2. "They were racers, mountain climbers, observers, and kings. And they were dying." (p. 79)
  
  
  
  
  
  
  
  
  
  
3. "Perhaps it's how we go down from the hill that counts. Or is it in simply enduring that we find strength and purpose we seek?" (p. 34)

## III. SHORT ANSWER



Respond to each of the following questions in 2 or 3 sentences.

1. Why do the children call themselves Acorn People and why is the Acorn Society so important to them?
2. Does Mr. Bradshaw truly have any idea about what these children really need?
3. Do you think that Camp Wiggin is a success or a failure? Why?

## IV. ESSAYS



Respond to each of the following statements in a well-written, well-organized, and adequately supported essay.

1. In one short summer, Ron Jones is transformed from a frightened and spoiled college student to a mature, sensitive, and understanding young man. What causes these changes? How do you feel his life has been changed?
2. Mrs. Nelson will not allow her children to be condemned to a label. What does "condemned to a label" mean and how does Mrs. Nelson prevent it from happening?
3. Martin, Benny B., Spider, Arid, and Thomas possess specific physical handicaps that have drastically impaired their lives; yet, each child compensates for his physical disability and is a sensitive, warm, and precious human being. How does each overcome his handicap and how do others react to these children?

# KAMPKRAFT CAMPING

## CHECK LIST

Besides the basic tents or other shelter, campers generally consider these items essential to success of a trip:

- Sleeping bags and liners
- Air mattresses and repair kit
- Dish towels, sponge or dishcloth
- Scouring pads, soap or detergent
- Paper towels and napkins
- Toilet tissue
- Bath towels and face cloths
- Metal mirror
- Small washbasin
- Plastic dishpan
- Ax or hatchet
- File and whetstone
- Cooler and jug
- Personal toilet articles
- Clothesline and clip clothespins
- Nails and stout cord or soft wire
- Small shovel
- Watch or small travel clock
- Camp stove
- Aluminum griddle
- Camp oven
- Camp lantern; extra fuel, extra mantles if required
- Flashlights, extra batteries, and bulbs
- First-aid kit and instructions



- Insect repellents
- Sheath or pocket knives
- Folding water bag or bucket
- Tarpaulins and waterproof throw cloths, windbreaks
- Raincoats, ponchos, and waterproof foot gear

Items not considered essential, but nice to have on a camping trip:

- Cot beds and pillows
- Folding table, chairs or stools
- Folding toilet seat
- Paper plates and cups
- Camp saw with coarse teeth
- Small broom or whisk broom
- Small mat or rug for tent door
- Folding hangers for clothes
- Lighter, can of fuel, spare flints
- Plastic and paper bags
- Tablecloth for camp table
- Screening for porch or eating area
- Portable transistor radio or record player
- Small fire extinguisher
- Extra eyeglasses if required
- Wooden hinged-top "grub" boxes
- Compass and maps for exploring
- Pliers with wire cutter
- Screwdrivers
- Sewing kit, cellophane tape
- Toys, books, sporting gear



## Camping Check List

Be prepared! Plan for your camping trip by using the Kampkraft Camping Tips check list.

★ Imagine that you are on an overnight camping trip. List two items from the Kampkraft camping check list that you might use for each of these activities.

1. You cook a camp breakfast.
2. You clean up the breakfast dishes.
3. You wash some clothes and hang them up to dry.
4. You go on an all-day hike.
5. You take a shower in the campground bath house.
6. You build a fire and sit outside your tent until late at night.
7. You go to sleep in your tent.
8. It becomes chilly and begins to rain while you are taking down your tent the next morning.

# NATIONAL PARK SYMBOLS

## GENERAL


## ACCOMMODATIONS OR SERVICE


## WINTER RECREATION


## WATER RECREATION


## LAND RECREATION


\*Symbol with white slash mark indicates activity is prohibited.

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## National Park Symbols

Begin your camping trip with a visit to a national park.

★ **PART I** Use the chart of National Park Symbols to complete the rebus below by writing the correct name of each numbered symbol.

The Camper Family left their  <sup>1</sup> in the morning and drove through a  <sup>2</sup> past some  <sup>3</sup> on their way to the  <sup>4</sup>, where they stopped at the  <sup>5</sup> desk. They used the  <sup>6</sup>, then went for a drive through the park. On the way to the  <sup>7</sup> they passed a  <sup>8</sup> and stopped at a  <sup>9</sup> with a nearby  <sup>10</sup>. They found a  <sup>11</sup> and took some pictures. They followed signs to a  <sup>12</sup> and rode on a  <sup>13</sup> for one hour. Next they drove to a lake  <sup>14</sup>, where they enjoyed  <sup>15</sup>,  <sup>16</sup>, and  <sup>17</sup>. Afterward they put on their bathing suits, but found that there was  <sup>18</sup> allowed in the lake. That evening the Campers walked to the campground  <sup>19</sup>, where an enjoyable evening  <sup>20</sup> activity completed their day.

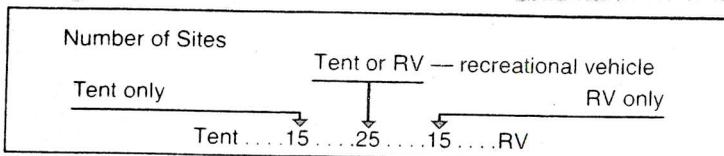
### BONUS

★ **PART II** Complete one of the following activities.

1. Make up your own rebus, using national park symbols.
2. Make up a set of your own park symbols (examples of possible items—bear crossing, bird sanctuary, difficult hiking trail). You might want to use your own symbols in a rebus.

# FAMILY SERVICE CAMPGROUND GUIDE

## TERMS USED IN LISTINGS



**Hookups**—Electric, water and sewer hookups are indicated by the letters, E, W, S. Example: E-25, WS-15 means 25 electric, 15 water and 15 sewer hookups. Air conditioning (designated by A/C) or heater are listed only when a fee is charged for the use of the camper's own equipment. Phone hookups are designated by P.

## CAMPGROUNDS

- **LAKESIDE ACRES** •      Open all year    Tent . . . . .10 . . . . .90 . . RV  
 ½ mi. w. on SR 1 from jct. with US 52, then 3¼ mi. s. on paved road via signs, at Cold Run Valley Rd. 1,800 acres. Shaded sites in large recreation area. Fee: \$5.50 for 4, each extra person \$1, EW-34; A/C or heater 50¢; S-15, \$1. Disposal station; \$1 for non-campers. Shelter. 22 flush, 3 pit toilets, 12 showers; laundry. Wood, fee; ice, limited groceries, propane. Hospital in town. Swimming in lake, fishing, boating, fee; no motors; sauna, playground, recreation room, tennis. Checkout 10 a.m. Reservation deposit 1-day fee; refund notice 2 weeks.
- **OAKCREST CAMPGROUND** •      Open all year    Tent . . . . .50 . . . . .24 . . RV  
 ¼ mi. s. on US 37 (P.O. Route 7, Box 162) 40 acres. Shaded sites on rolling grounds. Fee: \$3 for 4, each extra person over 3 yrs. 50¢. E-50 75¢; A/C or heater 75¢; W-75, 50¢; S-24, 50¢. Disposal station; 50¢ for non-campers. 10 flush toilets, 6 showers. Wood, fee. Hospital in Williamsburg, 4 mi. Pool, fishing, recreation room, hiking. Reservation deposit 1-day fee.
- **VISTA VIEW CAMP RESORT** •      Open all year    Tent . . . . .50 . . . . .RV  
 2 mi. s.e. on SR 60, 61, & 66A then ¾ mi. e. following signs. 300 acres. Shaded sites near lake. Fee: \$4 for 2 adults and children under 12 yrs., each extra person 11 yrs. \$1.50. E-100, \$1; A/C or heater \$1.50; W-75. Disposal station; 50¢ for non-campers. Shelter. 15 flush toilets, 8 showers. Wood, fee; ice, limited groceries, snackbar. Hospital in Waynesboro, 11 mi. Swimming in lake, riding, playground, rental bicycles, hunting. Winter sport: ice skating. Reservation deposit \$4; refund notice 10 days. (See adv.)

**"VISIT VISTA VIEW"**  
 A COOL MOUNTAIN RESORT ONLY MINUTES FROM THE BEAUTIFUL SHENANDOAH RIVER!

**CAMPING**

**COTTAGES**

SWIMMING

FISHING

RAFT TRIPS

BOATING

RESTAURANT

ENTERTAINMENT

TENNIS

HORSES

## Campground Guide

Select a scenic site for your camping adventure—one of the private campgrounds listed in the Family Service Campground Guide.

★ **PART I** Using the descriptions of the campgrounds and the Vista View advertisement, fill in the chart below by checking which facilities each campground provides.

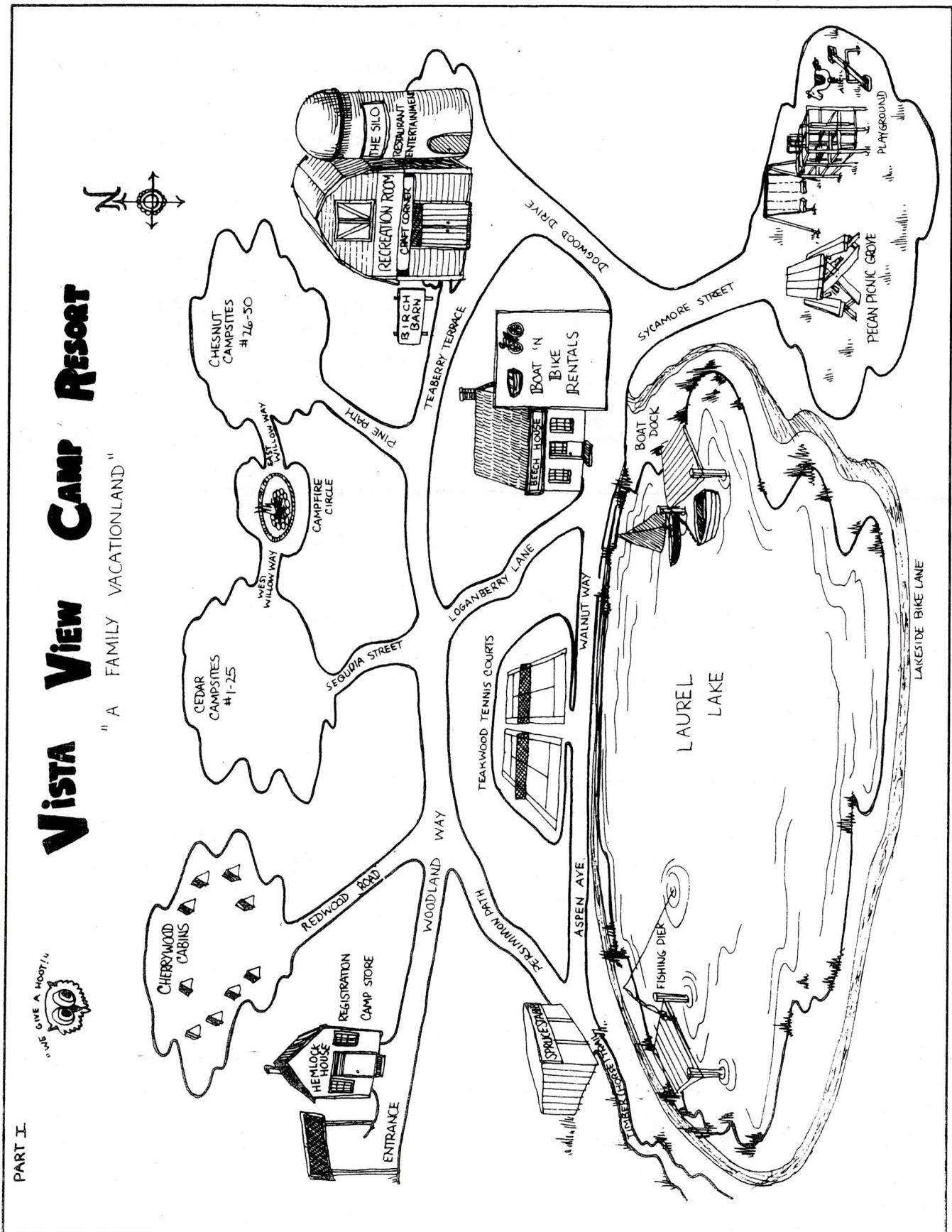
		SHOWERS	LAUNDRY	GROCERIES	SWIMMING	FISHING	BOATING	RIDING	HIKING	PLAYGROUND
1.	LAKESIDE ACRES									
2.	OAKCREST									
3.	VISTA VIEW									

★ **PART II** Write the name of the campground that is described by each statement below.

1. Is the least expensive campground listed.
2. Has 100 electrical hookups.
3. Has some campsites for tents only.
4. Has shady campsites near a lake.
5. Is the smallest (in acres) of all campgrounds listed.
6. Accepts reservations for a \$4.00 fee.
7. Is located on Cold Run Valley Road.
8. Does not permit use of motor boats.
9. Offers swimming in a pool.
10. Rents bicycles.

★ **PART III** Figure out the cost of staying at each campground for the following families.

1. Lakeside Acres—two adults, four children.
2. Oakcrest—two adults, three children (ages 4, 6, 9).
3. Vista View—two adults, one child (age 5).



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## Map of the Campground

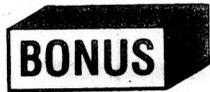
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As soon as you set up your tent at Vista View Camp Resort, study their map to learn your way around.

★ **PART I** Using the Vista View map, give directions for getting to the areas described by naming the paths you would travel.

1. After signing in at the registration desk you go to your assigned campsite, site #30.
2. You set up your tent at site #30 and then go to visit a friend who is staying in a cabin.
3. From your friend's cabin you go to the Silo for lunch.
4. After lunch you rent a bike, which you ride around the lake.
5. You return your bike to Beech House and walk to the tennis courts.
6. After playing tennis, you horseback ride for an hour and return to campsite #30 for dinner.
7. Following dinner you walk to the Campfire Circle for an evening program.

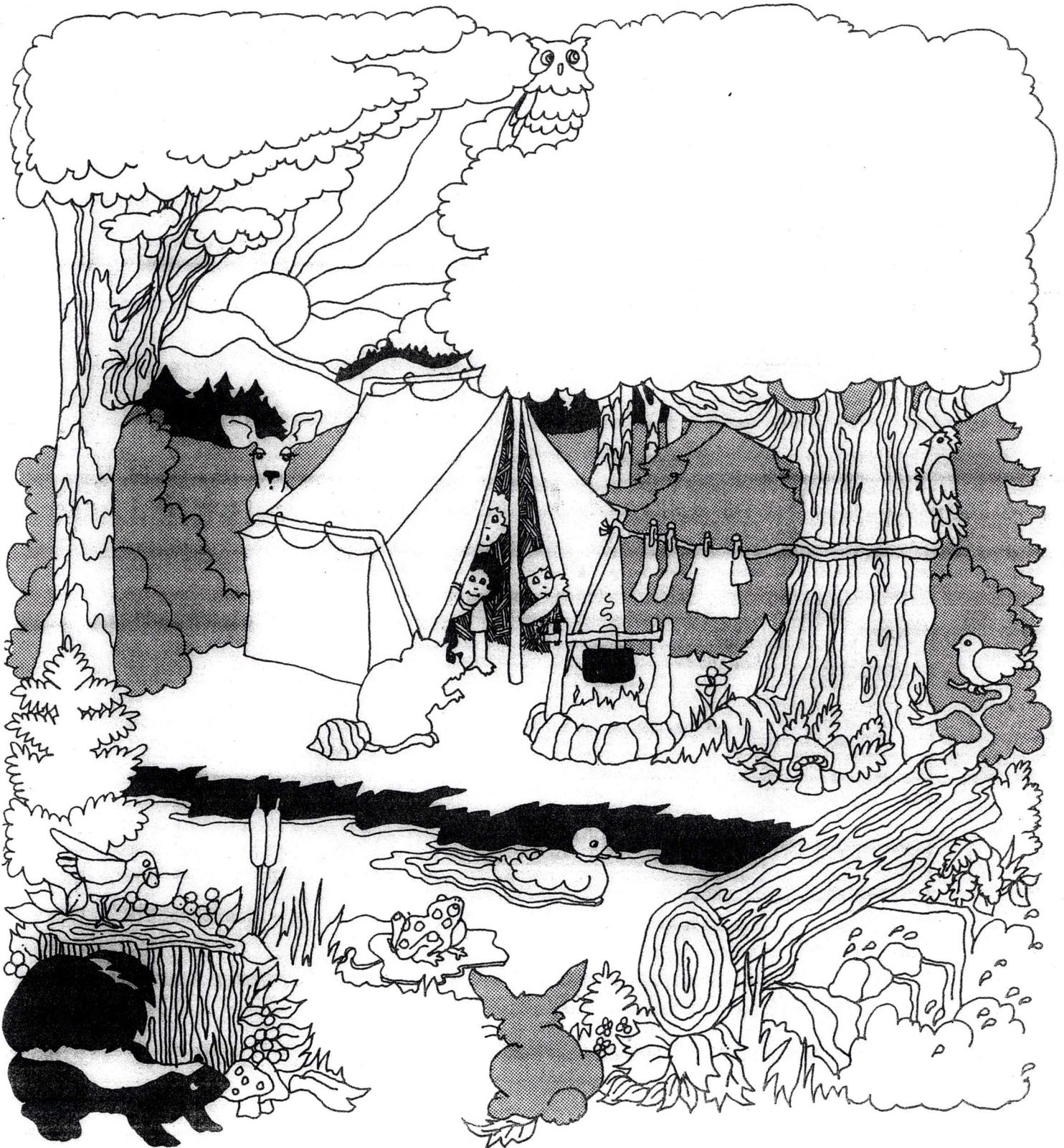
★ **PART II** Write directions for getting from one place in Vista View to another, leaving out the name of your final destination. See if a friend can figure out where your directions lead.



★ **PART III** Design and sketch a map of your own campground. Include those facilities which you would find most appealing and enjoyable.

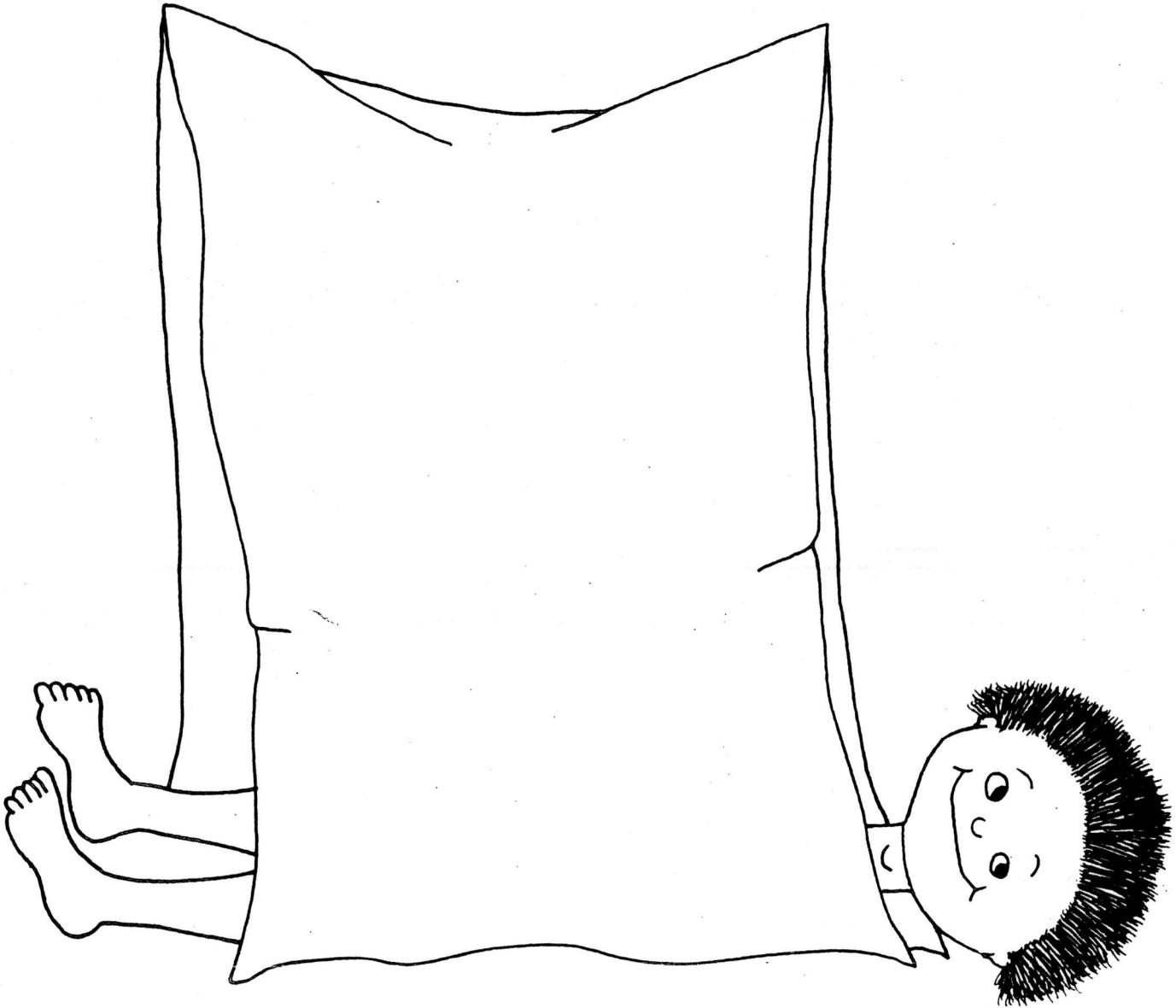
# Camping Out

Describe the things you see, the things you smell, the things you hear, and the things you touch on your first camping trip.



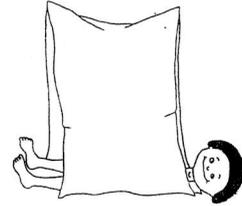
# Camp Out

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# 1 Camp Out

For the first time in your life, you will be going to summer camp this year. There were many camps for you to choose from. You sent for brochures from several of these camps. Each brochure told you about the camp and showed you pictures of the activities there. You finally made your decision. Draw the brochure of the camp you chose. On the cover, put the name of the camp and several pictures of camp life. Inside, write about the camp—its location, opening date, prices, activities, what you must bring, and so on. Remember to make it sound good—this brochure is the reason you chose to go there.



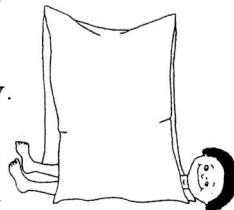
Outside of brochure

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Inside of brochure


# 2 Camp Out

You have arrived at camp. You are given a schedule for the first full day. Check each of your individual choices. (For meals, you may place more than one check!)



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7:00	Get up – make up your bunk and clean up camp area			
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7:30	Breakfast			
	Juice: Apple <input type="checkbox"/>	Cereal: Oatmeal <input type="checkbox"/>	Pancakes <input type="checkbox"/>	
	Orange <input type="checkbox"/>	Golden Goodies <input type="checkbox"/>	Waffles <input type="checkbox"/>	
	Tomato <input type="checkbox"/>	Krackle Krunch <input type="checkbox"/>	French toast <input type="checkbox"/>	
	Milk <input type="checkbox"/>	Eggs, bacon <input type="checkbox"/>		

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8:30	Two mile hike <input type="checkbox"/>	Bicycling <input type="checkbox"/>	Swimming <input type="checkbox"/>	Tennis <input type="checkbox"/>
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10:00	Crafts: Leather <input type="checkbox"/>	Wood <input type="checkbox"/>	Clay <input type="checkbox"/>	
	Painting <input type="checkbox"/>	Origami <input type="checkbox"/>	Metal <input type="checkbox"/>	
	Sketching <input type="checkbox"/>	Guitar <input type="checkbox"/>	Chorus <input type="checkbox"/>	

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11:30	Lunch			
	Hike to Lookout Point for picnic <input type="checkbox"/>		Eat in camp <input type="checkbox"/>	
	Choice of sandwiches:	Bologna <input type="checkbox"/>	Peanut butter/jelly <input type="checkbox"/>	Tuna <input type="checkbox"/>
	Potato chips <input type="checkbox"/>	Corn chips <input type="checkbox"/>	Cake <input type="checkbox"/>	Milk <input type="checkbox"/>
	Chocolate milk <input type="checkbox"/>			

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1:00	Lessons			
	Horseback riding <input type="checkbox"/>	Tennis <input type="checkbox"/>	Swimming <input type="checkbox"/>	Skateboarding <input type="checkbox"/>
	Water skiing <input type="checkbox"/>	Track and field events <input type="checkbox"/>	Sailing/boating <input type="checkbox"/>	
	Baseball workshop <input type="checkbox"/>	Golf <input type="checkbox"/>		

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3:00	Recreation			
	Baseball <input type="checkbox"/>	Football <input type="checkbox"/>	Swimming <input type="checkbox"/>	
	Chess <input type="checkbox"/>	Monopoly <input type="checkbox"/>	Ping Pong <input type="checkbox"/>	Goof off <input type="checkbox"/>

---

5:00	Cookout			
	Hamburger <input type="checkbox"/>	Hot dog <input type="checkbox"/>	Chicken <input type="checkbox"/>	Baked beans <input type="checkbox"/>
	Milk <input type="checkbox"/>	Ice cream <input type="checkbox"/>	Potatoes <input type="checkbox"/>	Corn <input type="checkbox"/>
	Check your chore:			
	Prepare food <input type="checkbox"/>	Barbecue <input type="checkbox"/>	Set up <input type="checkbox"/>	Clean up <input type="checkbox"/>



# 4 Camp Out

Camp is a good place to meet people. You often meet people you'd like to remember. Sometimes there are people you would like to forget! You might wish that someone back home was with you, too. Tell all you can about these people.

1. You met a new friend you really liked. Tell about this friend and why he or she is special.

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2. You have one favorite counselor. Tell about him or her.

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3. There was one person who really depended on you. How did you help that person?

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4. Unfortunately, there was a person with a very annoying habit. What was the habit and how did you react to it?

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5. While at camp, there was a person from home whom you missed a lot. Who was this and why did you miss him or her?

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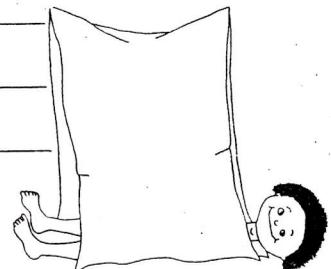
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6. What would you like the other campers to remember about you?

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# 5 Camp Out

Special things always happen at camp that you would especially like to remember. Tell about the special things that happened on these occasions.

1. One night you were on a hayride. The wagon broke down and the horses ran away. What happened and what did you do?

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2. The people in another cabin played a trick on your cabin. What did they do, and what did you do to get even with them?

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3. You went on an overnight hike and everybody got lost. How did you finally get back?

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4. The road to your camp was washed out. You had to stay an extra week. How did you feel about this? What did you do?

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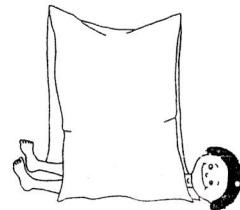
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5. You had a crush on your counselor. What did you do?

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# 6 Camp Out

A most unusual track meet is being planned at the camp. Six campers from each cabin will compete for points and prizes. You have been chosen to come up with unusual types of relay races. One has already been suggested. Can you think of three more?

1. The first member of the team rides a tricycle to the end of the track, gets a balloon, ties it on the tricycle, rides back and gets off the tricycle. The next member of the team then gets on the tricycle, rides to the end of the track, ties on a balloon and rides back. The relay continues in this manner. The first team finished wins ten points and gets an extra point for each unbroken balloon.

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Camping Schedule

## Tuesday

- |               |  |
|---------------|--|
| 9:30 - 10:00  | Arrival  |
| 10:00 - 11:45 | Set-up camp & bag lunch  |
| Noon - 2:00   | Orienteering I<br>New Games II (Nature Scavenger Hunt, Wireless Communication, Magic sticks, Oh Deer, Steal the Bacon)                                 |
| 2:00 - 4:00   | Orienteering II<br>New Games I (Nature Scavenger Hunt, Wireless Communication, Magic sticks, Oh Deer, Steal the Bacon)                                 |
| 4:00 - 5:00   | Free-time: Reflection in journal   |
| 5:00 - 6:00   | Dinner   |
| 6:00 - 8:00   | Team building & Nature activities:<br><br>Sports: wiffle ball, soccer.<br>Nature activities:<br>* Fern Smash t-shirt designs<br>* Star-finder activity |
| 8:00 - 9:00   | S'mores & group entertainment  |
| 9:00          | Bedtime!   |

## **Wednesday**

- 5:00 – 7:00      Breakfast
- 8:30 - 9:00      Solo I
- 9:00 – 9:30      Nature Games:  
                      \*Food Chain game  
                      \*Touch the can  
                      \*River Crossing
- 9:30 -10:15      Maine Dept of Inland & Fisheries class:  
                      Life & Death of a Small Maine Town
- 10:15 – 10:30     Snack
- 10:30 – 11:15     Maine Dept of Inland & Fisheries class:  
                      Birds and their Adaptations
- 11:15 – 12:30     Lunch
- 12:30 – 1:30      Architectural Scavenger Hunt I  
                      Solo II
- 1:30 – 2:30      Solo I  
                      Architectural Scavenger Hunt II
- 2:30 – 3:30      Free time
- 3:30 – 5:00      Camp skits: explanation & practice
- 5:00 – 6:00      Dinner
- 6:00 – 7:30      Gravestone Symbols Hunt I & II
- 7:30 – 9:30      Camp skits & ghost stories
- 9:30                Bedtime

## **Thursday**

- |              |                     |
|--------------|---------------------|
| 6:00 – 8:00  | Breakfast           |
| 8:00 - 8:30  | Take down tents     |
| 8:30 – 9:00  | Final reflections   |
| 9:00 – 11:00 | Team building games |
| 11:00        | Ferry of the island |
| 12:00        | Lunch in Richmond   |

# The Lost and Found Art of Orienteering

"Sometimes you'll have to go the longer way, but it will take the shortest time."

It's part cross-country race, part treasure hunt. This is one way to sum up the sport of *orienteering*. "All" it takes to compete are map and compass, the skills to use them, stamina and the ability to keep track of where you are and where you're going in a constantly changing situation—maybe not simple, but it can be a lot of fun.

Contestants compete over courses set according to their age, sex and experience. They walk, jog or run over the terrain trying to locate, as quickly as possible, a series of control points in a given order. Their tools are an orienteering compass, by which they set their course, and a topographical map, which shows in two dimensions the three-dimensional features of the

landscape. The winner is the one who makes the best time after hitting his controls in the proper order.

Every summer in Sweden, thousands compete in the "world series" of orienteering, the 5-day O'Ringen meet. In 1983, the meet drew some 22,500 people, ages 8 to 80, from 25 countries. In such a large meet, there are many different courses for different divisions, each with its own

control points. Competitors are divided into small groups, each of which starts at a different time; each group includes several levels of competitors, often headed in entirely different directions.

"In this forest today," explains Roland Offrell, organizer of the 1983 meet, "there are 250 controls—although any individual course consists of 7 to 10 controls."



## Taking Control

**A**t each control, the orienteer finds a hole-punch. He or she uses the punch to mark the score-card with a special symbol, proof that she "took" that control point in the right order. Then it's time to reassess the situation and plot a course to the next control.

The orienteer's skills grow with experience. A skilled orienteer doesn't simply follow a compass bearing, but uses it in combination with the topographic map to plot the *best* course around such geographic obstacles as ravines, lakes or steep hills.

"Sometimes you'll have to go what seems the longer way—but it will take the shortest time," says 16-year-old American competitor Rebecca Frawley. She finds that those moments spent studying the map and doing the initial planning for the course are the

most valuable. She sometimes draws lines on her map connecting her numbered controls so she can get an overview of the entire course. Next, she "skims" her map, so that she sees only large features like roads or sizable clearings. She then takes a mental "snapshot"—the outline of her course with these large features filled in, marking the way. This is the "big picture"—the situation—that an orienteer needs to hold in mind throughout the race.

Both speed and accuracy are important in orienteering. Offrell warns competitors to pace themselves from the start: "At the beginning, you can run very fast, but your orienteering capacity is not good enough to maintain that speed. You are too fresh—your brain is 50 meters behind you all the time. Then at the end of the course you have to put much more effort into just keeping your legs moving, and there's nothing left to concentrate on the orienteering. You make mistakes."

## Pace Yourself

**F**rawley relies on "pace-counting" to tell her when she is getting close to a control point. "Before you go out," she advises, "figure out how many paces you take in 100 meters. Usually I have to jog about 44 paces to go 100 meters." During the race, she measures the distance to each control on the map and then counts her paces on the way.

But an experienced orienteer like Frawley is prepared to make mistakes, spot them and take action to correct them. This is her edge—being flexible enough to adjust to new situations as they arise. One rule of thumb for orienteers: If lost, don't try following anybody. He's probably not going your way; if he is, he may be lost, too. Instead, stop and reconsider the situation. ■



**END OF THE ROAD:** Orienteering contestants cross the finish line at the 1983 O'Ring meet. The 5-day competition drew 22,500 people ranging in age from 8 to 80 from 25 countries.



**WHERE AM I?** Rebecca Frawley pauses to get her bearings. In the cross-country race she will pursue her own individual course, hitting 7 to 10 out of the 250 checkpoints hidden in the woods. Her only tools: a map, a compass and her wits.

## Getting Your Bearings: How to Use an Orienteering Compass

Orienteers use a special compass\* (see Fig. 1) to set their course from control point to control point. An orienteering compass has three main parts: 1. a *base plate* with a "direction of travel" arrow on it; 2. a clear *movable housing* with red orienteering lines and an arrow outline; and 3. a *red magnetic needle* spinning freely inside the compass housing.

It's important to take a map bearing *before* you set out. First, place the compass on the map. Line up the direction of travel arrows on the base plate with your desired *line of travel* (the line between your present location and your destination).

Next, turn the compass housing until the orienteering lines on its transparent bottom are parallel with the meridian lines on the map. The marker on the dial (sometimes marked with an "N") will point to magnetic north (MN) as marked on the map.

Then, remove the compass from the map. Without moving the housing, turn the entire compass horizontally until the red magnetic needle points to north (or  $0^\circ$ ), as set by the marks on the clear dial. The needle will be aligned with the red orienteering lines of the compass.

Now walk in the direction pointed to by the red direction of travel arrow on the compass base plate.

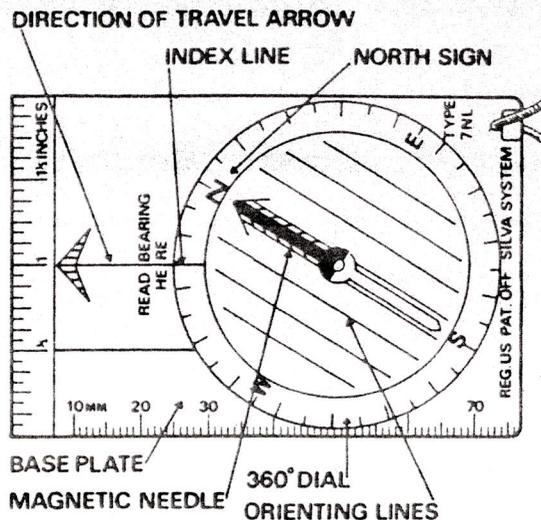


Fig. 1

\*Orienteering compasses are available at many camping or sporting goods stores or through local orienteering clubs.

## All About Map Scaling

To be accurate, a map must show everything on it in the same relative size. *Scale*, or the relationship between distance on the map and distance on the ground, is usually given as a fraction or ratio. The first number of the ratio is distance on the map, and is always 1. The second number is distance on the ground, and is set by the map maker. The larger the second number, the smaller the scale.

A scale of 1:10,000, for instance, means that one unit of measurement on the map (usually inches or centimeters) represents 10,000 of the same units on the ground.

At a scale of 1:316,800, 1 inch on the map represents 5 miles (316,800 inches) on the ground, and an area 100 miles square can be mapped on a sheet less than 2 feet square. Change the scale to 1:63,360 (1 inch = 1 mile, or 63,360 inches) and you'd need a map more than 8 feet square to cover the same area.

Some people, such as urban planners, need very large-scale maps for precise location of houses, power lines and streets. Maps of this sort are commonly scaled at 1:600 (1 inch = 50 feet); buildings, roads, railroad tracks and other features usually represented on maps by symbols can be easily drawn to scale.

To determine distances on a map, measure or estimate the distance between the two points you are interested in. Then multiply by the unit of measurement each map unit represents. For instance, if the distance on the map is 2 inches, and the scale is 1 inch = 5 miles, then the actual distance represented is  $2 \times 5$ , or 10 miles.



Fig. 1

## Finding Your Way: An Orienteering Mini-Course\*

Orienteering is an enjoyable sport and an exercise in many problem-solving skills. This mini-course in orienteering will give your students some practice in all kinds of map reading and prepare interested students for a real orienteering course.

For further information about orienteering and orienteering courses available locally, contact:

United States Orienteering Federation  
P.O. Box 1039  
Ballwin MO 63011

Orienteering Services/U.S.A. Division  
Educational Promotional Branch  
P.O. Box 1604  
Binghamton NY 13902  
607-724-0411

\*Some of the following exercises were adapted from "How to Teach Map and Compass Skills," a pamphlet published by the National Science Teachers Association and available by writing them at 1742 Connecticut Avenue NW, Washington DC 20009. Ask for stock number: 471-14704 (Price: \$0.60).

### Exercise #1

#### More Maps

Bring to class a map of a region in your state that shows land features, roads and highways, key cities and towns and points of interest. With the map tacked to a bulletin board, familiarize yourself with map reading by asking yourself some basic questions: How far and in what direction would you have to travel between two cities? What would be the fastest route to take? What would be the most scenic? Traveling at an average speed of  $x$  kph, how long would it take? etc.

Then, try making up your own problems using the information on the map. Use scale, direction of travel, distance/rate/time and any other mathematical concepts that might be relevant.

$X =$

### Exercise #2

#### Profiles in Disguise

Try to visualize how different landscape features might be represented on a topographic map and vice versa.

1. Match the drawings (a-d) with the verbal descriptions (1-4) provided.

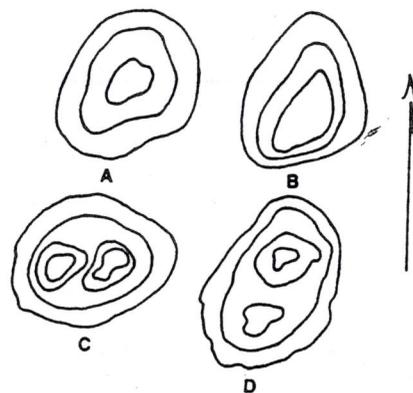


Fig. 1

1. a round hill with two summits
2. a steep southern side
3. gentle, uniform slopes
4. two summits—the northern one is higher

2. Match the land profiles (a-d) with the contour lines (1-4) provided.

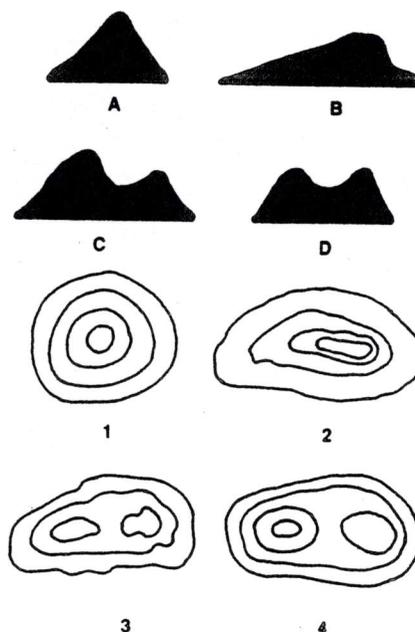


Fig. 2

X=

The following exercises should give students some practice in scale and mapping.

**Exercises:**

1. Draw a map of the classroom. Start by measuring the length and width, noting the overall shape and the placement of objects in the classroom. Decide how large and/or detailed you want the representation to be (it's helpful to use graph paper) and develop your own scale.

What symbols did you use to show special features on your map (windows, doors, desks, etc.)? How did you choose them? What scale did you use? Why?

Try mapping the classroom in relation to other classrooms and the rest of the school. Then, try mapping the school in relation to the street and town it's located in. How does scale change in mapping larger areas?

2. Set a scale and draw a map representing the following series of directions (again, it's probably helpful to use graph paper):

- Start at Point S and walk 20 steps due north to point 1.
- Turn  $45^\circ$  to the east and walk 15 steps to Point 2.
- Turn to the right  $65^\circ$  and walk 30 steps to Point 3.
- Turn to the right  $70^\circ$  and walk 10 steps to Point 4.
- Turn right  $80^\circ$  and walk 28 steps to Point 5.
- Now go back to Point S.

- a. How many steps is it from Point 5 to Point S?
- b. How many degrees was your last turn?

3. Now take a compass (see box on how to use an orienteering compass, page 16), pencil and paper to a local park or playground. Try to make up a route for yourself and draw a map of it.

Walk a fixed distance from your starting point. Turn a certain number of degrees (you decide; use the compass for measurements) and count out another number of steps.

Continue for as long as you wish. Set a scale and draw your route on paper. Use a protractor to make sure the angles you draw are the same as the ones you measured with the compass. You can test the accuracy of your map by leaving markers at each "reference" point and then having a classmate try to find all of the markers by following your map.

4. On a certain map, 1 cm represents 10 km. Find the actual distance between two points which are 3 cm apart on the map.

5. Answer Exercise 4 where the two points are 2.4 cm apart on the map.

6. Two towns are 38 km apart. If each town is represented by a point on a map whose scale is 1 cm = 20 km, find the distance on the map between the two points representing these towns.

7. An architect is drawing the blueprint of a house using the scale 1 cm = 4 m. The sketch of a room on the blueprint measures 2 cm by 3 cm. Find the actual dimensions of the room, the area of the room on the blueprint and the actual area of the room.

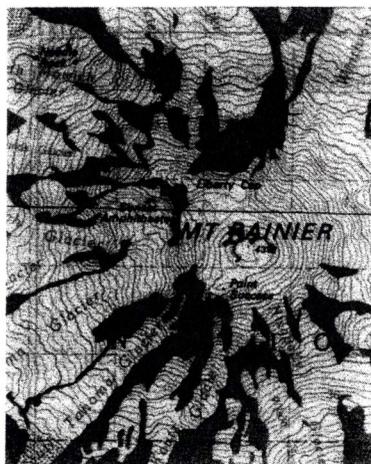


Fig. 2



1:125,000-scale

Fig. 3

Three views of Mt. Rainier, Washington, each at a different scale. Fig. 1 is 1:24,000; Fig. 2 is 1:100,000 and Fig. 3 is 1:125,000.

# WHAT IS ORIENTEERING

Orienteering is an outdoor sport which usually takes place in woodland or forest. However local parks, campuses and even school grounds provide excellent opportunities for introductory exercises and small events.

Orienteering is a navigation sport using specially drawn and detailed maps.

An orienteering course consists of a series of control points which have to be visited in order, in the shortest possible time.

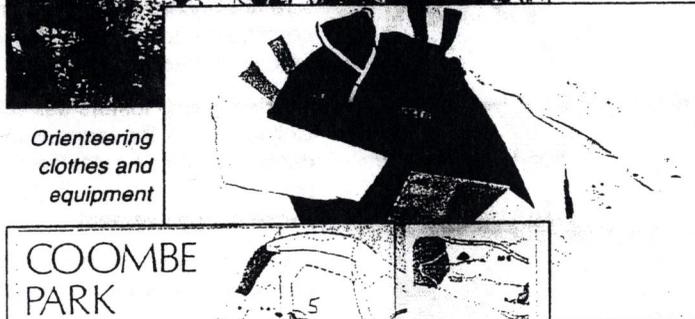
The control points are distinctive features marked on the map by circles. The sites are marked on the ground by large orange and white 'kites' hung clearly at the feature circled on the map.

Each control has a code number for identification and a punch with a unique pin pattern. This punch is used to mark a control card to prove that the correct control has been visited.

A competitor carries the map, a control description/code list and a control card.



*Orienteering - the forest sport*



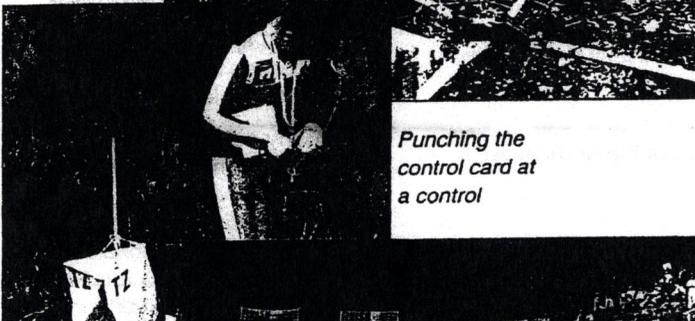
*Orienteering clothes and equipment*



*Orienteering uses special maps*



*Waiting at the start of a major orienteering event*



*Punching the control card at a control*



*The finish at the Swedish O-Ringen 5 Day competition*

The control card is used to record start and finish times. A control description list gives the code and the control feature as an aid to navigation.

All the competitor then needs is a whistle for safety, a plastic map case to protect the map and a compass to keep the map set to north.

At an event participants choose the course suitable for their age and experience. People of all ages can take part, walking or running.

Starting at minute intervals, competitors first copy the course on to their own map from the 'master map', then they are off to find the controls in the right order.

As a competitor, the aim is to find the controls as quickly as possible. The choice of route between controls is theirs. The winner is the one who completes the course in the fastest time.

Orienteering is an individual sport demanding continuous concentration to keep to the chosen route.

The sport has much to offer young people. Increasingly it has a justified place in the curriculum of primary and secondary schools. Some of the claims made for the sport are identified below.



## Conceptual aspects

- The sport is basically concerned with navigation. This involves making decisions about map interpretation, taking and using compass bearings.
- It demands that competitors constantly interpret information, usually from map to ground.
- It encourages youngsters to classify and analyse land patterns and familiarises them with land use maps.
- It lends itself to working across the curriculum. Chapter 11 expands on this idea.

## Physical aspects

- Orienteering is a running sport. Cardiovascular endurance and general fitness are healthy by-products of moving through varied terrain at speed.
- Speed, agility and strength are required to compete successfully. Exercises for improvement of these components are presented in Chapter 10.
- A major feature of the sport is the mixture of mental and physical challenge involved. Youngsters often

train harder and run further when they have the added interest of map reading.

## Social and personal aspects

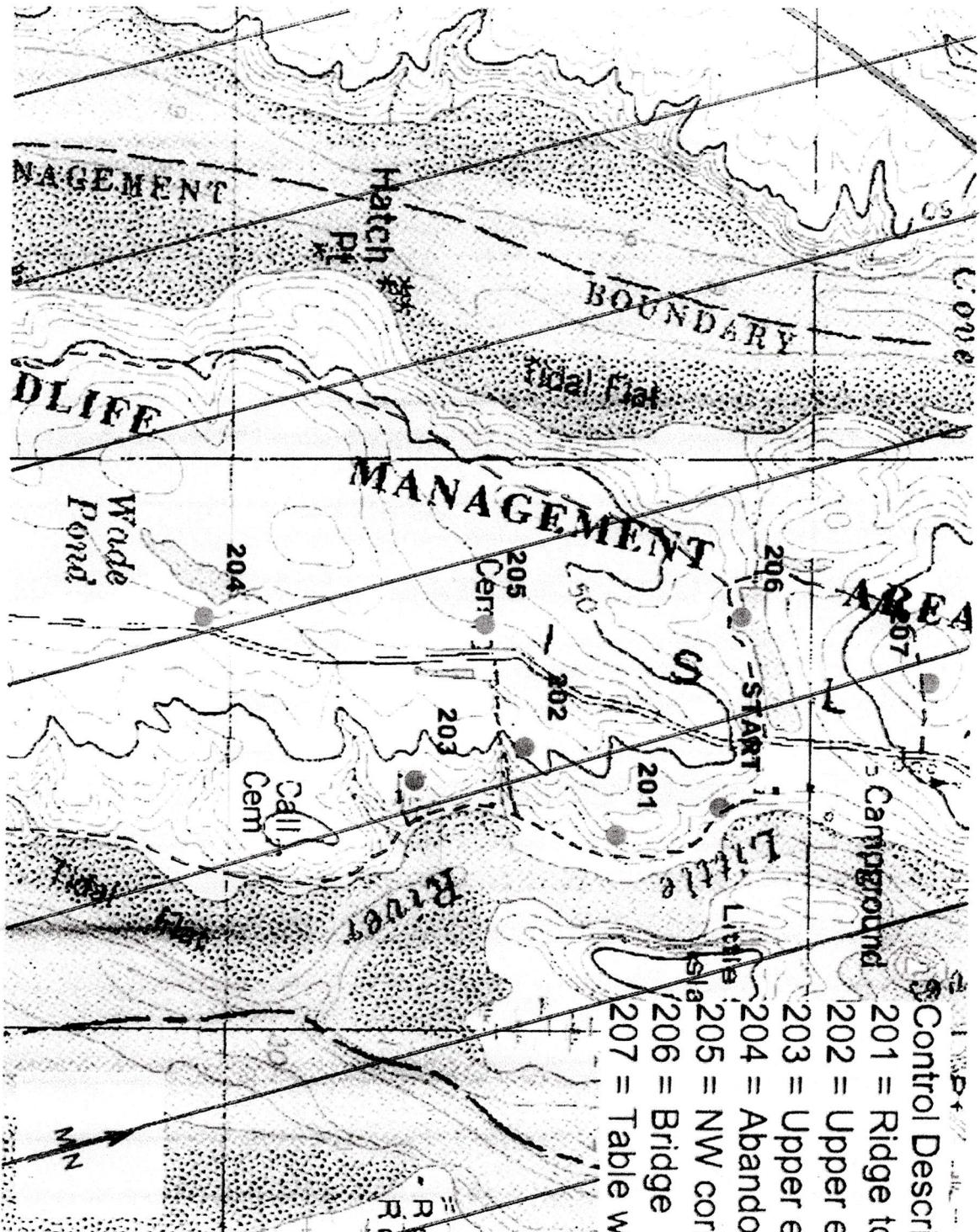
The social and personal values of all activities, ranging from competitive sport or recreation to intense adventure activity have long been recognised as a valuable contribution to personal development. Orienteering has much to contribute.

- Orienteering fosters self reliance and confidence. Children have the responsibility for making their own decisions. Finding controls in a forest through successful map reading leaves children with a genuine sense of achievement.
- Youngsters often start the sport working in groups and have to learn to work with one another.
- Opportunities are presented in an outdoor environment for pupil-teacher relationships to be improved.
- Young people respond to physical demands made on their bodies. Few orienteers smoke.
- Young orienteers are encouraged to have clear aims and aspirations, to be methodical, to work hard and constructively in achieving them.
- The sport provides opportunities for children, often from cities and towns, to travel to a variety of stimulating rural settings. It encourages an awareness and appreciation of the environment and the need to observe the country code.
- The sport has an appeal to family groups. Its structure allows parents and children to compete at their own level at the same event.

Many outdoor activities are costly and have a danger element that necessitates a low pupil-teacher ratio. Orienteering has the advantage of being a relatively inexpensive sport requiring very little specialist equipment. Safety procedures are well established and the forest is usually a relatively sheltered environment in poor weather conditions.

Most countries have suitable orienteering terrain; in the major cities parks are often used and the school setting is an ideal starting point for introducing and developing orienteering techniques.

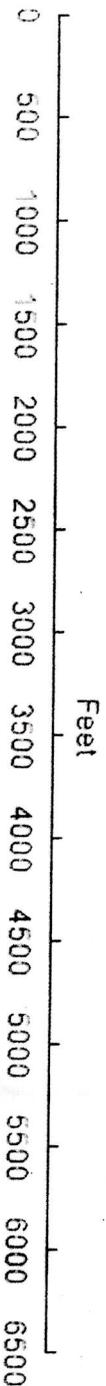




**Control Descriptions**

- 201 = Ridge top
- 202 = Upper end of brook
- 203 = Upper end of gully/ditch
- 204 = Abandoned well head
- 205 = NW corner of cemetery
- 206 = Bridge
- 207 = Table without a top

Trail ---



## SWAN ISLAND ORIENTEERING COURSE INSTRUCTIONS FOR ADULT LEADERS

The purpose of the orienteering course is to introduce students to navigating in unfamiliar terrain with a map and compass. Your role as adult leader is to watch over them but not to involve yourself in helping them navigate. This is experiential education – the whole idea of this exercise is to learn by doing, not by being shown how to do it.

Let the students decide within their small teams these questions:

1. Where are we on the map?
2. Where are we going to next?
3. How are we going to get there?

Each numbered control point on the map has a small white and orange flag hanging at the location on the course. Attached to each flag is a red punch. The students are required to mark their cards with the respective punches from each location.

It is possible that the students will not be able to reach all locations within the allotted time. As adult leader, it is your responsibility to keep track of the team's progress on your map, estimate the time required to return to the campground, and terminate the exercise if necessary to return on time.

Please resist the urge to "help" with the navigating. Whether the students reach just one, or all, of the locations, they will teach themselves. It happens every time this exercise is done.

### DECODER FOR CONTROL PUNCHES

201	=	*	*		207	=	*		
		*		*			*	*	*
		*		*					*
202	=	*	*	*					
			*						
203	=	*		*					*
		*	*	*					*
		*		*					*
204	=			*					
		*							
		*	*	*					
				*					
205	=	*		*					
			*						
206	=		*	*					*
		*	*	*					*
			*						*

X=

### Exercise #3

#### Point to Point

Before starting this exercise, you will need to identify the directions N and S and the scale of distance. The information, "Point 6 185° for 70 m," is particularly helpful.

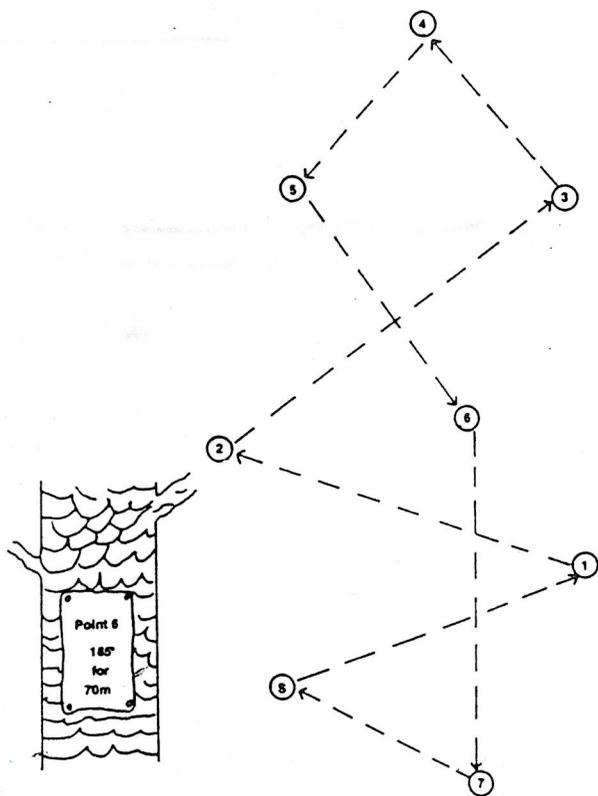


Fig. 3

Requirements: ruler, protractor.

1. How far is it from Point S to Point 1 to Point 2?
2. If it takes you 2 minutes to go from Point S to Point 1, about how long will it take, traveling at the same speed, to go from Point 1 to Point 2? How long will it take to go from Points 2 to 3? 3 to 4? 7 to S?
3. What is the total distance of the course?
4. Using a protractor, measure the angles at Points 1, 2, 5, 6, S.
5. Calculate how long it would take to complete the course if you walked at an average speed of 7 kph.

### Further Readings

Bengtsson, Hans, and Atkinson, George. *Orienteering for Sport and Pleasure*. Brattleboro, Vermont: Stephen Greene Press, 1977.

This 224-page book offers a thorough introduction to orienteering, including proper use of a map and compass, descriptions of the various types of meets, techniques and training, clothing and equipment and a brief history of the sport. It also offers a list of orienteering clubs and a sample map.

Henley, B.M. *Orienteering*. Wakefield, England: EP Publishing, 1978.

A clearly written and copiously illustrated description of orienteering. Lots of black-and-white photos, sample maps. An easy-to-follow, step-by-step beginner's walk guides the reader through a course.

Larkin, Robert F., and Schoenstein, Roger. "How to Teach Map and Compass Skills." Washington, D.C.: National Science Teachers Association, 1976.

These teaching notes provide exercises and activities to help students learn how to read a map and compass. The well-illustrated activities include desk exercises and games (some of which are included here), as well as simple orienteering exercises that can be done in class and on the school grounds. (Available from NSTA, 1742 Connecticut Avenue NW, Washington DC 20009, Stock #471-14704, Price: \$0.60.)

Linthicum, Dave. *Orienteering Bibliography*. United States Orienteering Federation (USOF), September 1980.

This 12-page annotated bibliography gives a short description of every book and article written about orienteering in the past 30 years. Its subcategories include training and techniques, cartography, meet organization and films and filmstrips. An excellent resource for students and teachers seriously interested in the sport. (Available from USOF, P.O. Box 1039, Ballwin MO 63011.)

# SURVIVAL BASICS

The advances in the development of outdoor clothing, equipment, emergency food and techniques have been growing rapidly in recent years. For those beginners interested in using the outdoors there is unlimited information available. However, experience is the best teacher in any outdoor situation and your reaction in a survival situation depends on your education. Always keep in mind that it can happen to you. Those who are mentally and physically prepared to survive are more likely to do so. To deal with an emergency situation one must be able to make decisions, improvise and remain calm.

**Fear** - For anyone faced with an emergency situation, fear is a normal reaction. Unless an emergency situation has been anticipated, fear is generally followed by panic then pain, cold, thirst, hunger, fatigue, boredom and loneliness. It is extremely important to calmly assess the situation and not allow these seven enemies to interfere with your survival.

**Pain** - Pain may often be ignored in a panic situation. Remember to deal with injuries immediately before they become even more serious.

**Cold** - Cold lowers the ability to think, numbing the body and reducing the will to survive. Never allow yourself to stop moving or to fall asleep unless adequately sheltered.

**Thirst** - Dehydration is a common enemy in an emergency situation and must not be ignored. It can dull your mind, causing you to overlook important survival information.

**Hunger** - Hunger is dangerous but seldom deadly. It may reduce your ability to think logically and increase your susceptibility to the effects of cold, pain and fear.

**Fatigue** - Fatigue is unavoidable in any situation so it is best to keep in mind that it can and will lower your mental ability. Remember that in an emergency situation this is often the body's way of escaping a difficult situation.

**Boredom & Loneliness** - These enemies are quite often unanticipated and may lower the mind's ability to deal with the situation.



## HOW TO:

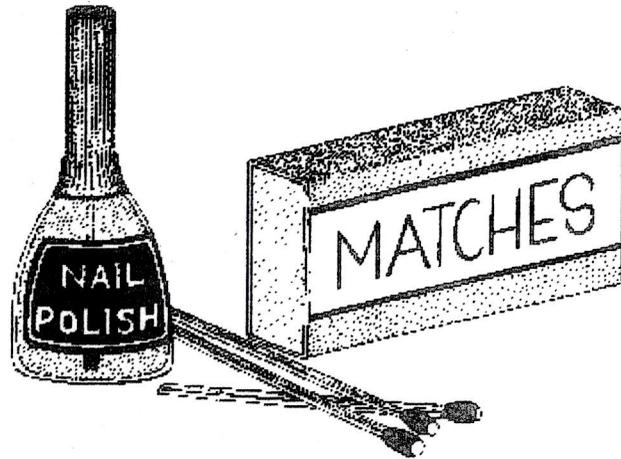
● **Build a Fire** - Building a fire is the most important task when dealing with survival in the wilderness. Be sure to build yours in a sandy or rocky area or near a supply of sand and water as to avoid forest fires. The most common mistakes made by those attempting to build a fire are: choosing poor tinder, failing to shield precious matches from the wind and smothering the flames with too large pieces of fuel. The four most important factors when starting a fire are spark - tinder - fuel - oxygen.

The most common ways to create spark are:

1. Waterproof, strike-anywhere matches are your best bet. Matches may be water-proofed by dipping them in nail polish. Store your matches in a waterproof container.

2. A cigarette lighter is also a good way to produce a spark, with or without fuel.

3. The flint and steel method is one of the oldest and most reliable methods in fire starting. Aim the sparks at a pile of dry tinder to produce a fire.

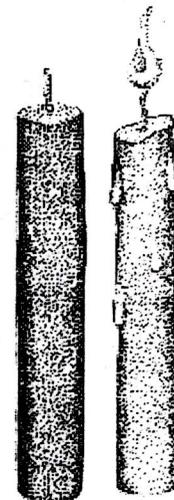


4. The electric spark produced from a battery will ignite a gasoline dampened rag.

5. Remove half of the powder from a bullet and pour it into the tinder. Next place a rag in the cartridge case of the gun and fire. The rag should ignite and then may be placed into the tinder.

6. Allow the sun's rays to pass through a magnifying glass onto the tinder.

Dry grass, paper or cloth lint, gasoline-soaked rags and dry bark are all forms of tinder. Place your tinder in a small pile resembling a tepee with the driest pieces at the bottom. Use a fire starter or strip of pitch if it is available.



It is important to keep in mind that smaller pieces of kindling such as, twigs, bark, shavings and gasoline, are necessary when trying to ignite larger pieces of fuel. Gather fuel before attempting to start your fire. Obviously dry wood burns better and wet or pitchy wood will create more smoke. Dense, dry wood will burn slow and hot. A well ventilated fire will burn best.



**Build a Shelter** - A small shelter which is insulated from the bottom, protected from wind and snow and contains a fire is extremely important in survival. Before building your shelter be sure that the surrounding area provides the materials needed to build a good fire, a good water source and shelter from the wind.



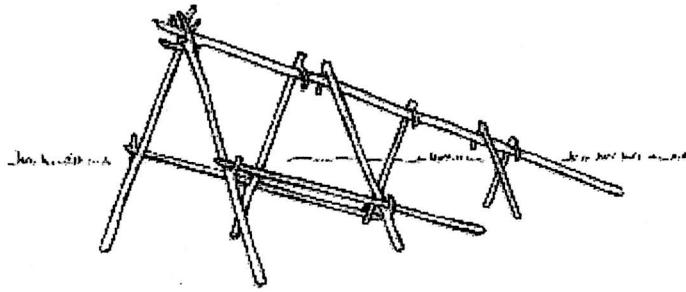
Wilderness shelters may include:

1. Natural shelters such as caves and overhanging cliffs. When exploring a possible shelter tie a piece of string to the outer mouth of the cave to ensure you will be able to find your way out. Keep in mind that these caves may already be occupied. If you do use a cave for shelter, build your fire near its mouth to prevent animals from entering.

2. Enlarge the natural pit under a fallen tree and line it with bark or tree boughs.

3. Near a rocky coastal area, build a rock shelter in the shape of a U, covering the roof with driftwood and a tarp or even seaweed for protection.

4. A lean-to made with poles or fallen trees and a covering of plastic, boughs, thick grasses or bark is effective to shelter you from wind, rain and snow.



5.  
A  
wigwam  
may  
be  
constructed  
using  
three  
long  
poles.  
Tie  
the  
tops

of the poles together and upright them in an appropriate spot. Cover the sides with a tarp, boughs, raingear or other suitable materials. Build a fire in the center of the wigwam, making a draft channel in the wall and a small hole in the top to allow smoke to escape.

6. If you find yourself in open terrain, a snow cave will provide good shelter. Find a drift and burrow a tunnel into the side for about 60 cm (24 in) then build your chamber. The entrance of the tunnel should lead to the lowest level of you chamber where the cooking and storage of equipment will be. A minimum of two ventilating holes are necessary, preferably one in the roof and one in the door.



## CLOTHING AND EQUIPMENT

**Clothing** - Clothing must provide warmth and offer protection from the elements. Layers of light, natural fibers are best. Hats are a must, as they offer protection from both the heat and cold. Water proof outer layers are necessary.

**Equipment** - Equipment must be easily manageable and promote survival in any situation. Items to carry in your pockets



may include a fire starter, waterproof matches and/or lighter, a pocket knife, goggles, compass, small first-aid kit and some sort of trail food.

**Survival kit** - Items should be packed in a waterproof container that can double as a cooking pot and water receptacle and be attached to your belt.



**Backpack** - A good, comfortable backpack is mandatory. Loads of about 18 kg (40 lb.) are average. Items to include are; flashlight, extra jacket, socks and mittens, a pocket saw, gas camp stove, first-aid kit, emergency food, and a tent and fly.

### CHECK LIST

Useful items to include on your hike are:

1. A map and compass.
2. A large, bright plastic bag will be useful as a shelter, signaling device or in lieu of raingear.
3. A flashlight with extra



batteries.

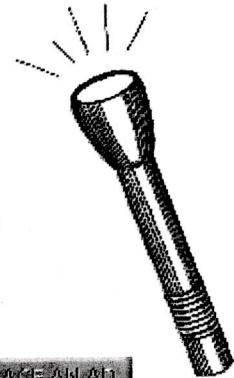
4. Extra water and food.



5. Extra clothing such as raingear, a toque and gloves, a sweater and pants.
6. Sun protection such as sunglasses, sunscreen, a hat and long sleeved clothing.
7. A sharp pocket knife.
8. Waterproof matches, a lighter and/or a flint.
9. Candles and fire starter.
10. A first aid kit.
11. A whistle, flares, a tarp.

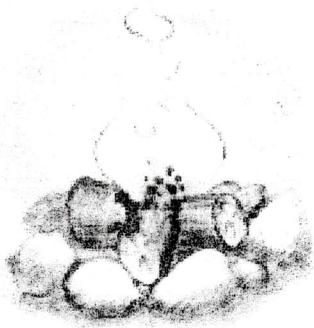


**Before venturing into the wilderness check weather forecasts and hazards.**



HOME SEARCH WHAT'S NEW FORUM CLASSIFIEDS EBOOKS CANADASTORE PLACE AN AD

# VALLEY WITCH



An old legend about a scary road in a scary valley. Make-believe— or true?

**There's a place** in Southern California called Proctor Valley.

Many years ago, Proctor Valley was well-known, what with rumors and secrets swirling and surrounding the place. In the valley, you'll find Proctor Valley Road—a rutted, winding dirt road that curves down and through the valley. It was rumored that people sometimes went crazy just driving along it.

One kid had heard from his cousin's best friend's sister's uncle that the police found a very strange sight once: two people hanging in the breeze from one of the enormous trees that bordered the road.

Folks whispered that maybe it had to do with the Proctor Valley Witch.

Everyone knew she wasn't a real witch, just some loony old lady who had lost a couple of her sons and went a little crazy in the process. The Witch, as she was known, was purported to sabotage travelers' cars, because she didn't like them coming around. Supposedly, she had a third son. He was massive in size, as strong as three men, and couldn't speak. He was rumored to wander the valley at all hours. One Saturday night, a carload of teenagers out for some excitement decided to drive Proctor Valley Road. Two of the girls didn't want to go. They begged the boys not to do it, but the boys laughed them off and turned down the dirt road anyway. Bouncing and jostling along the pits and bumps, the girls began giggling. How silly was it after all? How silly was it to be afraid of something called The Proctor Valley Witch? Or her equally silly son? The Proctor Valley Witch! What nonsense! Slam! The girl's laughter died instantly as the car spun sideways and came to a rest alongside some trees.

The girls thought the boys had done something on purpose to scare them. But it turned out to be no joke, as the car had hit something and broken its axle. It was odd, though. There was nothing in the roadway that could have caused such damage. The girls began to cry, as the moon began to rise high above the ominous trees.

The moon cast such a bright light that it should have been a relief, but instead, the moonlight exaggerated the shadows that flickered here and there from the tree branches.

The boys flipped a coin.

One boy readied himself to walk back to the main road and try to hitchhike to a pay phone to call his father for help.

Our Trip



Family Zone

## VALLEY WITCH (CONTINUED)

The other boy stayed with the girls. As the first boy hurried back down the road, disappearing behind a curve, the second boy and the girls got back into the car and locked the doors.

It was quiet. So quiet, that when the noise first surfaced it was almost inaudible. A light "screeeeeeeeeeeeee," was faintly rising outside the back window.

The girls began to cry again. The boy told them to shush, that he would go back there and look. The girls begged him to stay in the car. He didn't listen. He got out of the car, went around to the back--- and gasped so loudly it made the girls jump.

He got back into the car, breathing heavily. One girl screamed. The other girl asked what he'd seen. She begged him, but he refused to answer. The girls huddled together as the noise got slightly louder and heavier. It continued on throughout the next couple of hours, on and off, here and there—"screeeeeeeeeeeee"—as the moonlight darted back and forth over the windshield.

The girls thought they wouldn't make it. The boy still refused to say what he had seen behind the car. The girls made mental notes of all the things they would do differently if they lived. They would do their chores. They would be kinder to their parents. They would never, ever come to Proctor Valley Road again. They thought this as they heard rustling in the brush only a few yards from the car, a rustling that sounded very big. The girls covered their ears and huddled together and cried.

A couple of hours later, they heard a different noise. A car? Yes! A car! It was the first boy being driven back by his father! The girls had never been so happy in their whole lives. As they piled into their rescuer's vehicle, one of the girls took a quick look at the back window of the broken-down car and gasped.

She saw what had made the noise: tree branches.

Then she saw what had made the loud rustling in the brush next to the car: cows in a field.

She then saw the strange smile on the face of the boy who had stayed behind with them—the boy who refused to say what he had seen.

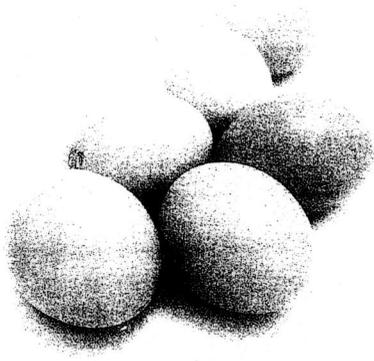
It was later revealed that what he saw was above the car, hanging in the branches.

This is a true story. I know. I was one of those girls.

Our Trip



Family Zone

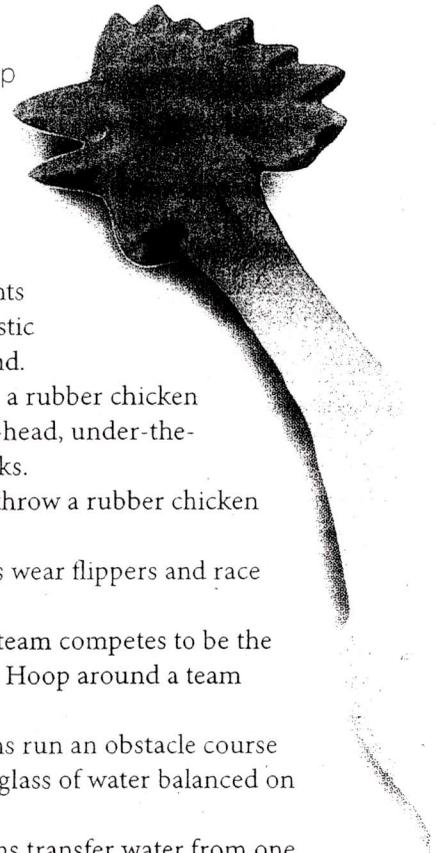


# Spring Fever

## RELIEVER

Fun spring activities that foster renewed school spirit help students and staff members stay engaged in school.

▫ LYN FISCUS



**T**HE WEATHER WARMS up, flowers start blooming, days grow longer, and after the long months of winter, students—and teachers—find themselves distracted from schoolwork. To prevent spring fever from developing into disengagement from school in general, and to release tensions created by those long hours of mandated testing, student activity organizations often plan spring fever reliever activities that provide some fun, but have the underlying purpose of keeping students engaged in school activities.

Spring fever relievers come in a variety of forms: lunchtime activities, all-school field days, after-school or evening events, spirit competitions, daylong events, activities spread over a week, or any combination of these. Any activity that is out of the ordinary and fun can serve the purpose. Two basic ideas underpin most spring fever relievers: have fun and offer everyone a chance to be involved.

### Goofy Games

One technique for organizing a spring fever reliever is to plan a series of goofy games and relay races in which teams or individuals compete. No particular skill is required to be able to compete in these games. The games can be held all at the same time, in a Wacky Olympics or field day format, or can be spread across a week with a few competitions held each day at lunch. Some games to consider include:

- ◎ **Chariot races:** Pull students on pieces of heavy-duty plastic around the baseball diamond.
- ◎ **Chicken chopsticks:** Pass a rubber chicken down a line in an over-the-head, under-the-legs fashion using chopsticks.
- ◎ **Fowl fling:** See who can throw a rubber chicken the farthest.
- ◎ **Flipper race:** Participants wear flippers and race to a designated spot.
- ◎ **Hoola hoop circle:** Each team competes to be the fastest in getting the Hoola Hoop around a team circle.
- ◎ **Pizza delivery race:** Teams run an obstacle course holding a pizza box with a glass of water balanced on top.
- ◎ **Water sponge relay:** Teams transfer water from one bucket to another using large sponges and passing the wet sponges over the heads of each team member.
- ◎ **Water sponge toss:** Teams toss and catch wet sponges.
- ◎ **Beach ball blast:** Team members kick a beach ball through an obstacle course.
- ◎ **Ping-pong ball walk:** Carry a ping-pong ball on a golf tee for a designated distance without dropping it.
- ◎ **Penny drop:** Put a penny between the knees, walk to a cup and drop it in.
- ◎ **Frisbee toss:** Toss a Frisbee into the air and catch it behind the back.

## VALLEY WITCH (CONTINUED)

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This is a true story. I know. I was one of those girls.

Our Trip



Family Zone

- **Carrier pigeon:** Suck a piece of paper onto a straw and carry it to a box to be dropped in.
- **Umbrella bounce:** Place an open umbrella upside down on the floor and bounce ping-pong balls into the umbrella
- **Javelin throw:** Throw a straw into soda bottle and see how many the participant can get in the bottle in 30 seconds.

○ **Break the balloon:** Team member blows up a balloon at the start line, races to a chair and sits on the balloon to pop it. A variation is to run with the balloon between the knees to the chair.

○ **Balloon hug:** A team member blows up a balloon at the start line, races to a spot where another team member is standing, and they break the balloon by hugging it between them.

○ **Marshmallow toss:** A marshmallow with string tied around its middle is thrown by swinging it overhead and releasing.

○ **Egg heads:** Pairs of players race to a goal and back holding an egg between their foreheads.

○ **Slip-n-Slide relay race:** Teams compete to see how quickly they can get all their members to the

other side of a Slip-n-Slide by sliding through it.

○ **Balloon fly:** Each team member is attempting to cross a line 20 feet away by blowing up a balloon and letting it fly. When it lands, they advance to that spot and repeat until they cross the line.

○ **Square students:** See which team can get the most students in a 3'x3' square. Participants must have at least one foot in the square, no feet touching the ground outside the square, and remain for 30 seconds.

○ **Golf ball relay:** Team members run an obstacle course while carrying a golf ball on a spoon.

○ **Three-legged race:** Do the traditional race, or add a twist by having the participants face in opposite directions before tying their legs together, so that one person will be racing backwards.

○ **Three-legged basketball:** Play a game of basketball with members tied together in three-legged race style.

○ **Battle of the sexes:** Play a volleyball game with senior girls vs. senior boys.

○ **Inflatable games:** Hire a company to bring in some large inflatable games and a rock-climbing wall for an afternoon of fun.

○ **Red Rover:** Set up a class vs. class Red Rover game.

### Conducting Games

Leading games is an art in itself. A successful leader should keep these steps in mind.

1. Be prepared in advance with whatever equipment may be needed or be sure that it will be available at the site.
2. Get the group in position to play the game before starting to teach the rules.
3. Give the rules clearly and concisely.
4. Demonstrate or have the group do a practice run to make sure they understand the rules.
5. Have impartial judges observe to determine winners and keep players abiding by the rules.

### Don't Forget the Staff

Faculty and staff members need spring fever relief often as much as the students do. Be sure to include faculty teams in the games you plan, or offer some gesture of appreciation. For example, one Texas

school put a small plastic bird that balances on a finger in every staff member's mailbox with an attached note that read, "It's Spring Fever Reliever Week! Thanks for helping us balance our work and play." They also left jacks, balance toys, stress balls, puzzles, and other small toys on the tables in the staff workroom all week long.

All work and no play makes for a dull environment, so plan a bit of fun on campus this spring. Students and faculty members will be ready to buckle back down for spring testing and finishing the year with a fresh attitude and a renewed sense of school spirit. ☺

*Lyn Fiscus (lfiscus@editor@gmail.com) is a former student activity adviser who is currently serving as editor of Leadership for Student Activities.*

# Black Magic

## Description

Within a group, two people claim that they can read minds. One person will leave the group to a place where they cannot see or hear the group. In their absence, the group will select an object in the room for the person to psychically identify. (This object can be absolute anything from the cabin door or window to a clip in a campers hair)

The group will call for the person to return and the other person that knows of the trick, will begin questioning the counselor as to what the object is.

example:

Counselor 1:"is it the lamp?"

Counselor 2:"no"

Counselor 1:"is it Jessica's purple shirt?"

Counselor 2:"nope"

Counselor 1:"is it that black shoe?"

Counselor 2:"no"

Counselor 1:"is it Mary's necklace?"

Counselor 2:"YES"

The second counselor knew it was Marys necklace because it came AFTER a black item. Hence "Black Magic"

You can do this as dramtically as you want to. example: Pretend to read the other counselors mind before you begin.

## Requirements

That at least two people know the trick at the beginning of the game. Remember: the selected object is immediately after a named BLACK item!!

# Capture the Flag

## Description

Divide the group into two teams; identify each by a set of arm or headbands. Set up a

# More Camping Games...

## B'gawk! (The chicken game!!)

Stand in a circle. Make two circles (one with each hand) with the index finger and the thumb. Hold a circle over each eye. The person starting drops one hand (a quick bounce, as if the hand was tied to elastic) and says "B'gawk!!" The direction is decided by which hand is used; if the first person drops his right hand, the person to his right must then continue the action. If he drops his left hand, the person to his left continues.

If BOTH hands are dropped, the action continues in the same direction, but the person directly opposite is skipped over. The first person cannot use a double B'gawk, because direction has not yet been established.

If someone messes up (ie: B'gawks when they shouldn't, or hesitates too long), they must run around the circle flapping arms and making chicken noises until they return to their original spot, and rejoin the play. *Note:* the group continues to play while the chicken run around the circle - this adds to the chance of being distracted, making mistakes, and becoming a chicken. More chickens, more fun!

The goal of the game is to look ridiculous and go as fast as possible.

## Balloon Catapult

### Description

Divide the group into equal teams. Partially fill the balloon with water and give each team a balloon. The team members sit down in straight lines. On "GO", the first person on each team places the balloon between his feet and, using only his feet, passes the balloon over his head to the next person in line, who receives the balloon, using only his feet. The relay continues until the balloon has reached the last team member (if the balloon breaks, it is returned to the first person in line so that the relay can begin again). If the balloon breaks, the team is given a new one!

The first team to successfully pass the balloon to the end of the line wins.

jail area (3- 4 square yards) and a separate hiding spot for each flag. Jails are set up at opposite ends of a 5 -20 acre area.

The object of the game is to penetrate the other team's area and capture their flag. A flag is "captured" after it has been returned to the captor's jail area.

Prisoners are taken by having their arm or headbands removed by an opponent. Prisoners are taken to the jail of their captor; they wait there quietly until they are released. Prisoners can only be released when a member of their team (with arm or headband intact) runs through the jail in which they are being held captive. After their release, prisoners are given free escort back to a central spot near their end of the area. Here, they are issued new arm or headbands. The game continues until a flag is captured, or time is up.

NOTE: Supervision at the jails and "new arm band area" is important.

Encourage teams to plan elaborate strategies of defense and offence. It is fun to play the game with three or four teams, each with its own jail area and hiding spot for flag.

## **Food Chain Lap Sit**

### **Description**

Give each player a food chain card. Several chains may be created with the cards and number of people available. When all are ready, have each player find and join hands with the food chain member on whom he depends for survival.

When all members of a food chain have gathered together, a circle is formed, and the group performs a lap sit (each person puts his hands on the hips of the person standing in front of him, and then everyone in the group lowers himself so that he is sitting on the lap of the person behind him -a self -supporting circle is created!)

All members of a food chain are important. If your players don't believe this, have one person representing an animal in the middle of the chain stand up!

### **Requirements**

A set of "food chain cards" -i.e. cards with the name of an animal written on each, such that each animal plays a role in a food chain.

# Hot Chocolate River

## Description

Lay two ropes on the ground horizontally (like =), with about seven giant steps in between. Have the campers line up on one side of the rope, and tell them that they are looking at a giant hot chocolate river. They must get thier entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. (Obviously, they cannot walk around the river, since it does not end just because the ropes do).

The only way to get across is by using the large, fluffy marshmallows that you provide (at my camp we use carpet squares, but anything will do, as long as it's not too big. Give the campers about eight or nine carpet squares, so that they have enough to get across with one or two left over. This isn't about physical abilities, but rather communication). Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.

This seems like a simple exercise, but kids, especially middle schoolers, have a lot of trouble with it. It will take a good 45 minutes for them to begin to communicate with each other, and you will probably need another set of eyes to make sure that all the marshmallows are being anchored down.

Possible debrief options include: Team Responsibility (did it matter if only a few of you made it across the river?), Communication (the importance of checking on the person behind you before stepping onto the next marshmallow), and Individual Strengths and Weaknesses. This is one of the best initiatives I have ever used in a ropes class, as it is pretty all-inclusive.

## Requirements

2 ropes, or other way of marking off the river's edges. 8 or 9 carpet squares, tarp pieces, or anything else to use as marshmallows.

## Objective

COMMUNICATION

## **Rope Push**

Split the group into half, and place a line that separates them from each other. Then place a rope perpendicular to that line with one half on either side. The challenge for the group is to have their side of the rope all the way on the other side and vice versa, at the end of a given time. After a while of trying to throw the rope back and forth, they might figure out that they can simply hand their side to the other while trading with the other team, but that becomes the challenge so let them figure it out.

## **Wireless Communication**

### **Set-up:**

- 1. Put the rope down as a starting line.**
- 2. Ask the group to select their best listener. Bring that person forward 20' and blindfold them. Tell them they cannot speak from then on until the game is over. Also tell them not to move unless told to do so.**
- 3. Ask the group to select their best communicator. Bring them forward 10'**

**and turn them so they face the group, who should all be standing on the starting line, the communicator may not turn around to look behind them. However, they are allowed to speak.**

**4. Tell the group on the starting line they may not say anything the game is over.**

**5. Now produce some props- a chair, a hoop, a hat, a glass, a jug of water, etc.**

**6. Produce a set of written instructions, e.g. "Direct the listener to put on the hat, sit on the chair and pour themselves a cup of water, then drink it!" -give these instructions to the group on the starting line**

**7. Without speaking, the group has to make the communicator understand the directions so they can tell the listener what to do.**

**Note: "Mouthing" and whispering the directions to the communicator is not permitted. Miming only!**

## **Clump**

Have everyone stand at least five feet apart, so that when you spread out your arms, you're not touching anyone else's arms.

The leader then shouts out: "Clump of [some number]"

Everyone then has to huddle together in a group huddle or "clump" of that many people. There should usually be people left over because there aren't enough people to form a full clump.

If you can't form a clump, then you're out! The game ends with a clump of two, and those two win the round!

**View Similar Submissions:**

## **Legend of the Vinder Viper**

*Tell the story and feel free to add as much scary details and voices as you dare...*

*An old man died and his son inherited his house. The son decided to sell the house and tried to find a real estate agent. But no one would help him because the house was haunted. So he decided to move in to the house and sell it himself. On his first night he got a phone call (say this with a high pitch scary voice) "I AM THE VINDER VIPER AND I WILL BE THERE IN ONE YEAR"*

*The man didn't think much of this phone call and 6 months passed, he still hadn't sold the house and the phone rang again "I AM THE VINDER VIPER AND I WILL BE THERE IN 6 MONTHS" The man thought this was a little wierd but he ignored it... 3 months pass and he gets another phone call ..."I AM THE VINDER VIPER AND I WILL BE THERE IN 3 MONTHS!"*

*He starts to get scared so he calls his friend on the police force and tells him about the*

phone calls. The police set up a trace on the phone 1 month later they get another call "I AM THE VINDER VIPER AND I WILL BE THERE IN 2 MONTHS!" The caller hangs up before the police trace the line. Another month passes and the same call "I AM THE VINDER VIPER AND I WILL BE THERE IN 1 MONTH!" Again, no luck in tracing the call.

Now the man is scared and calls his friend in the Army, who just so happens to be a general. The general sends in a few guys to guard the house and the calls keep happening! "I AM THE VINDER VIPER AND I WILL BE THERE IN 2 WEEKS!"

"1 WEEK" "6 DAYS" "5 DAYS" etc (drag it out as long as you want) each time adding something like the house is surrounded by guards, dogs, etc.

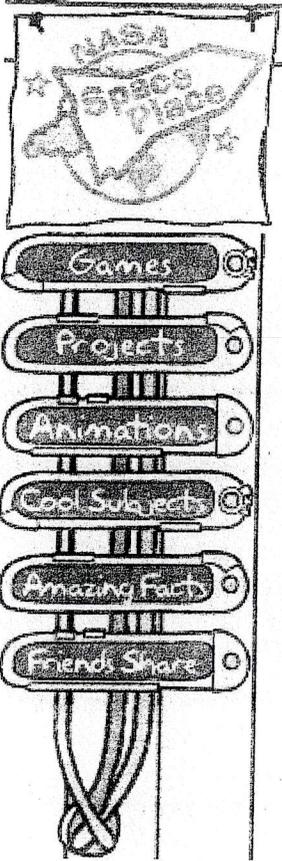
Everyone is now waiting for the Vinder Viper. Everyone is scared! The the last call comes in "I AM THE VINDER VIPER AND I WILL BE THERE IN 1 MINUTE!" Ten a knock on the door and the man screams "Who IS it?!"

And a voice says " I AM THE VINDER VIPER"

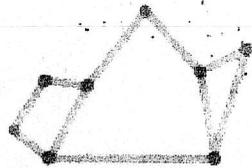
The man (in a crazy voice) "What do you want from me? Why are you haunting me?"

And a old cleaning lady with a german accent says.....

"I just vant to vipe your vindows"



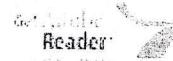
## Make a Star Finder



SAGITTARIUS

Make a Star Finder. Learn your way around the night sky by finding some of the constellations. The pattern for your Star Finder is included as an Adobe Acrobat file.

(You can download Adobe Reader free.)

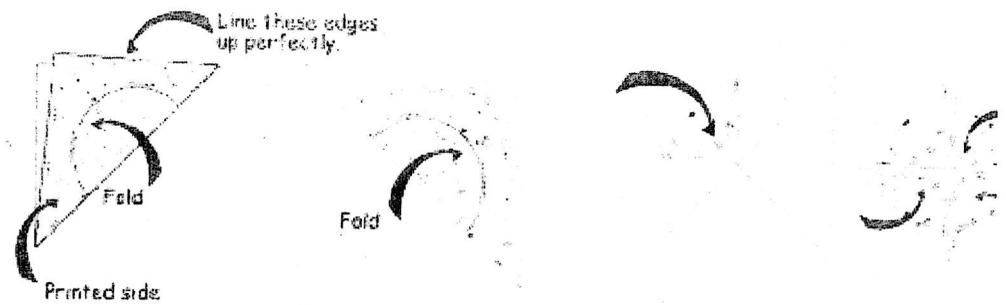


Print out the Star Finder pattern for the current month:

- |          |           |
|----------|-----------|
| January  | July      |
| February | August    |
| March    | September |
| April    | October   |
| May      | November  |
| June     | December  |

Color or decorate the Star Finder, if you like. Then cut it out on the solid lines.

Fold it like this:



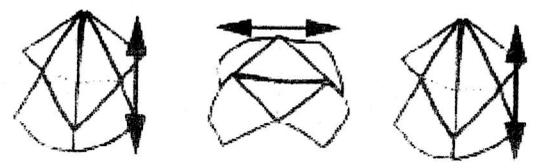
1. Fold paper diagonally.
2. Fold the other two corners together.
3. Fold each corner point into the center.



4. Flip the square over, then fold all four of its corners into the center.
5. Fold in half one way, then unfold, and fold in half the other way.

Play the Star Finder game:

1. Stick your thumbs and first two fingers into the four pockets on the bottom of the Star Finder.
2. Ask another person to choose one of the top four squares. Then, depending on the number on the square she chose, open and close the Star Finder that many times (open up and down, close, open side to side, close, etc.). For example, if she chose number 6, open and close the Star Finder 6 times.



3. Then, ask the person to look inside the Star Finder and pick one of the four visible constellations. This time, open and close the Star Finder once for each letter to spell out his choice. For example, if he chose "Lyra," you would open, close the Star Finder 4 times, once for each letter: L - Y - R - A.
4. Ask the player again to pick one of the four constellations visible. Open the panel to see the name of a constellation (highlighted in red) she will try to find in the sky for this month.

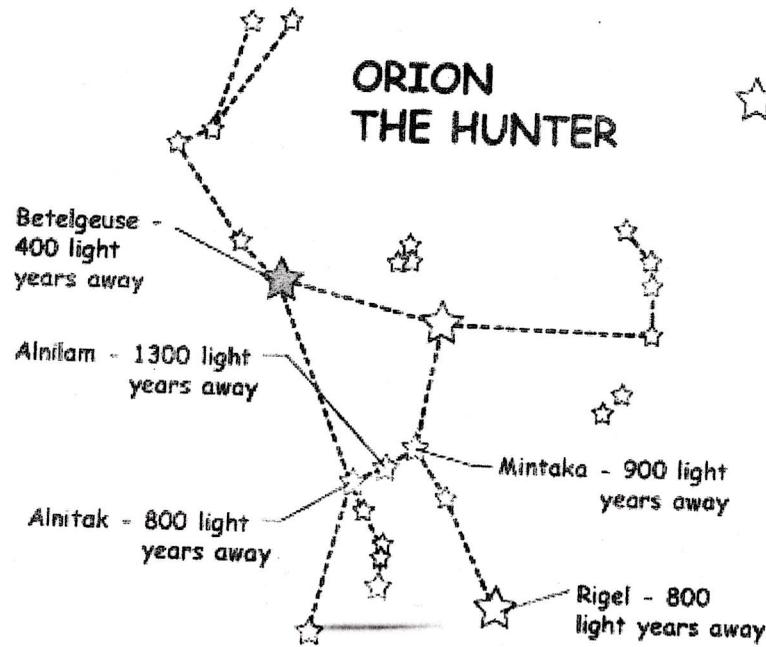
For some of the months, not every part of the Star Finder may show a highlighted constellation for you to find. In this case, just try to find the constellation that is nearest to the part of the sky you picked. Or, just find a

constellation!

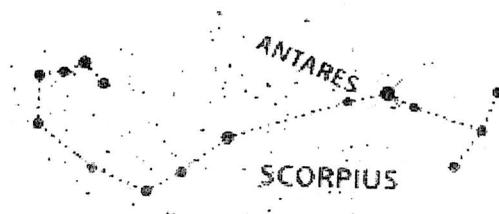
## What ARE Constellations Anyway?

Dr. Marc explains all about constellations in his phone message for September 2002

A constellation is group of stars like a dot-to-dot puzzle. If you join the dots--stars, that is--and use lots of imagination, the picture would look like an object, animal, or person. For example, Orion is a group of stars that the Greeks thought looked like a giant hunter with a sword attached to his belt.



Other than making a pattern in Earth's sky, these stars may not be related at all. For example, Alnitak, the star at the left side of Orion's belt, is 817 light years away. (A *light year* is the *distance* light travels in one Earth year, almost 6 trillion miles!) Alnilam the star in the middle of the belt, is 1340 light years away. And Mintaka at the right side of the belt is 916 light years away. Yet they all appear from Earth to have the same brightness.



Even the closest star is almost unimaginably far away. Because they are so far away, the shapes and positions of the constellations in Earth's sky change very, very slowly. During one human lifetime, they change hardly at all. So, since humans first noticed the night sky

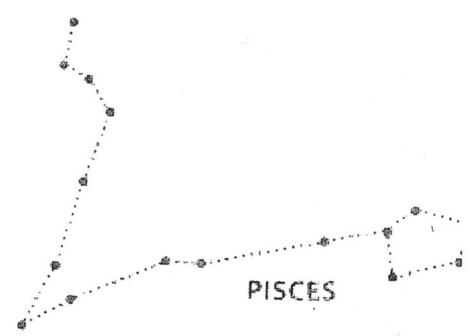
they have navigated by the stars. Sailors have steered their ships by the stars. Even the Apollo astronauts going to the Moon had to know how to navigate by the stars in case their navigation instruments failed.

## Finding the Constellations

We see different views of the Universe from where we live as Earth makes its yearly

trip around the solar system. That is why we have a different Star Finder for each month, as different constellations come into view. Also, as Earth rotates on its axis toward the east throughout the hours of the night, the whole sky seems to shift toward the west.

The Star Finder charts are for a latitude of 34° N, which is about as far north of the equator as Los Angeles, California. (Charts are from *The Griffith Observer* magazine.) The farther north you are, the more the constellations will be shifted south from the Star Finder charts. The Star Finder charts show the sky at about 10 PM for the first of the month, 9 PM for the middle of the month, and 8 PM for the last of the month. These are local standard times. For months with Daylight Savings Time, star chart times are an hour later.



The star charts are maps of the sky overhead. So, to get the directions lined up, hold the map over your head and look up at it, and turn it so the northern horizon side is facing north.

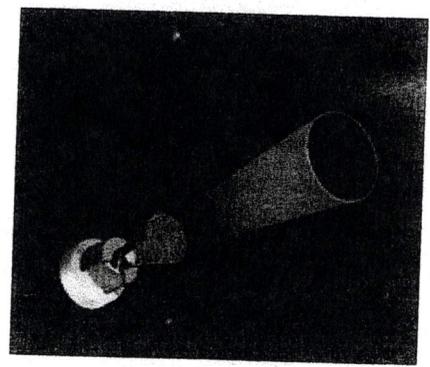
If you live where big city lights drown out the beauty of the stars, you may see only a few of the brightest stars and planets. How sad! But see if you can find at least one or two constellations on a clear, Moonless night.

Ever wondered about the difference between astrology and astronomy?

### What Else are Constellations Good For?

Star patterns are also very helpful for navigating a spacecraft. Most spacecraft have steered by the stars--or at least checked the stars once in a while to make sure the spacecraft was still on course and pointed in the right direction.

Space Technology 6 is a mission to test a new, very small and energy-efficient kind of reference system. This new system is called an Inertial (in-ER-shul) Stellar Compass, or ISC. The ISC is made up of a star tracker and a gyroscope. Working together, they keep the spacecraft on course.



The star tracker, like a camera, takes a picture of the star patterns in its view and compares the picture with its built-in star maps. This is how it can tell the spacecraft exactly which way it is pointed. In between pictures from the star tracker, the gyroscope tells the spacecraft how it is pointed. Together the star tracker and gyroscope keep the spacecraft stable and oriented in the right direction in space (for example, not flying "upside-down" or sideways). But a gyroscope can hold stable for only a short time. To keep the gyroscope perfectly accurate, information from the star tracker is sent to the gyroscope every few seconds.

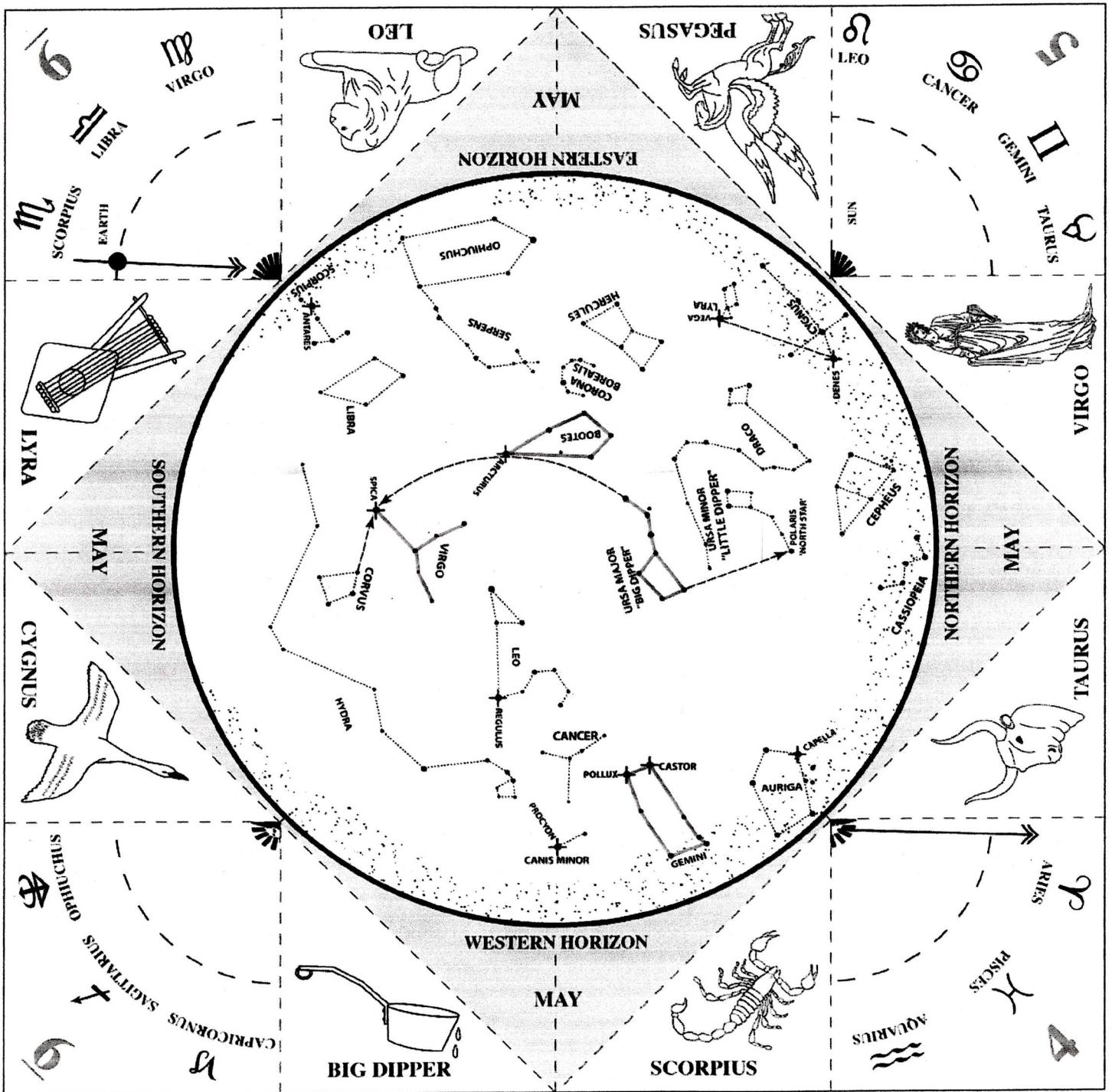
The thing that is new and different with the Space Technology 6 ISC is that the two devices are combined into one tiny, light-weight system that needs little power to run.

The ISC will be tested on a Space Shuttle mission. When its new technology is proven, the ISC can be used on future spacecraft sent on missions of discovery.

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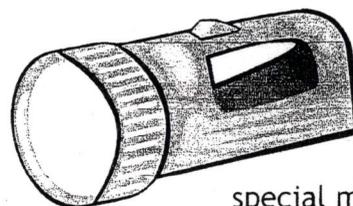
# III. THE SURVIVAL KIT

## Assignment:

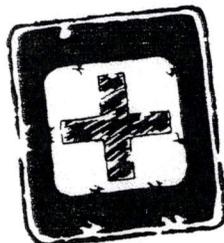
There has been a disaster, a horrible devastation of society and civilization. There's only one hope for survival: head for the mountains to live off the land for the next two years. Since you live not far from the mountains, you know you can easily reach safety. But your survival depends largely upon how wisely you pack supplies and equipment. Since you can take only a limited number of things, in addition to the clothes you're wearing, you will have to choose wisely.

In the columns below are many items. For this assignment, you will be allowed to choose only ten items from this list. Choose carefully what you want to take. In your paper, list the items you will take and explain, in as much detail as necessary, *why* you are choosing each. List your choices in the order of descending importance with the most important item first and the least important item last. If you wish, you may also tell why you are not taking some of the items.

Your choices will tell you and your readers a great deal about yourself. To some extent, your choices will reveal your values. To an equal extent, your choices will show how practical you are. Best wishes in packing your imaginary survival kit!

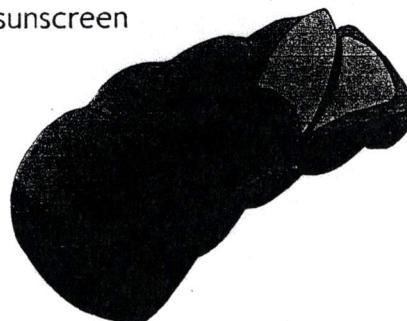


AM-FM battery-powered radio  
 box of 12 candles  
 75-foot rope  
 army surplus blanket  
 box of candy  
 Bible  
 box of bandage strips  
 screwdriver  
 wristwatch  
 fold-up shovel  
 shotgun and shells  
 typewriter  
 box of matches  
 4-quart kettle  
 jar of face cream  
 hunting knife  
 sleeping bag  
 deck of cards  
 toothbrush and toothpaste  
 batteries  
 jug of kerosene



hatchet  
 ball of string  
 bear-trap  
 insect repellent  
 pair of scissors  
 razor  
 notepad and pencil  
 kerosene heater  
 5-gallon jug  
 carton of cigarettes  
 family scrapbook  
 the *Camper's Handbook*  
 quart of whiskey  
 bottle of aspirin  
 nail clippers  
 first aid manual  
 cassette recorder  
 the family dog  
 flashlight

special medicines (your choice)  
 5 pounds of rice  
 10 packs of chewing gum  
 pair of pliers  
 set of wrenches  
 book: *500 Great Poems*  
 bottle of rubbing alcohol  
 fishing tackle  
 roll of tape  
 50-foot chain  
 bicycle  
 wheelbarrow  
 lawn chair  
 25-foot garden hose  
 hammer and sack of nails  
 book: *Farmer's Almanac*  
 sunscreen



## North by Northwest

The leader gathers the group together. Using the compass, they all learn how to determine which direction is north. Someone from the group is asked to select an object that is directly north (e.g. a tree, or a doorstep, or a post). The group then decides on an object that lies directly south, one that lies directly east, and one that lies directly west. Everyone assembles in the centre of the playing area. The leader calls out one of "NORTH", "SOUTH", "EAST" or "WEST", and everyone runs to touch the object that lies in that direction. The last person to touch the object is eliminated. After playing a few rounds of the game, play can stop, and objects for the intercardinal points (Northeast, Northwest, Southeast, Southwest) can be added. Every one can begin the game again, as all 8 points are used. A great game to introduce the skill of orienteering!

## Oh Deer

### Description

1. Place two parallel lines on the floor or ground, ten to twenty feet apart
2. Count group off in fours (1,2,3,4,1,2...)
3. Ones become deer, the others are needs of the deer, which are three: food, water and shelter
4. Show the groups what the symbols are for each of the needs, which include: holding hands over head for shelter, holding hands on stomach for food, and holding hands on mouth for water.
5. The groups (both deer and needs) turn their backs to each other and pick a need by placing hands in one of the 3 positions.
6. At your signal (count of three), both groups turn towards each other holding their signs clearly.
7. The deer must then run to "need" that is holding the same sign. Each need may only have one deer.
8. Any deer who find the "need" they are searching for, then takes the "food", "shelter" or "water" back to their side of the lines. Those needs then become deer as well, as deer are able to reproduce if they find what they need. Any deer who does not find what they are looking for, dies and becomes part of the habitat, or stays on the need side of the line.
9. Continue play for 10 -15 rounds
10. Have a discussion about how the deer population continues to change because of cycle of available needs

## Swamp

### Description

Divide the group into teams of 4-6 people. Give each team a large piece of paper and a pen. Each letter in the word SWAMP stands for another word that describes something in nature:

S STARS  
W WEATHER  
A ANIMALS  
M MINERALS  
P PLANTS

On "GO", each team writes down as many words as it can think of that relate to the word STARS. The only stipulation is this: they must be able to SEE what they write down from where they are sitting (e.g. sky is where stars are seen; clouds cover up stars on a dull night).

Each team has five minutes to write down as many words as possible. The next five minutes is devoted to the word WEATHER, the next five to ANIMALS and so on until all letters of the word SWAMP have been given equal time.

At the end of the writing session, the leader tallies the number of words to see which team has the sharpest eyes, and

Divide the group into teams of 4 -6 people. Each team is given a sketch map, and pencil and paper. Teams assemble at a central starting area, where the leader explains these rules:

- 1) Members of each team must hold hands throughout the game
- 2) Teams must return to the starting area in 30 minutes (a whistle will be blown).

The object of the game is to 1) find the leaders who are hidden in the playing area and 2) to identify the wildflower found in the general location of each leader. Each team writes down the name of the wildflower and the name of the leader; a dot can be put on the map to indicate the proper location.

Teams search for as many leaders and flowers as they can find in 30 minutes. When the whistle sounds, all teams and leaders return to the starting area; the game leader collects the maps and tallies the results. The team with the highest number of correct identifications wins.

The entire group can then discuss the types of wildflowers that grow in the area, and the characteristics of the various locations in which they can be found.

### Food Chain Lap Sit

#### Description

Give each player a food chain card. Several chains may be created with the cards and number of people available. When all are ready, have each player find and join hands with the food chain member on whom he depends for survival.

When all members of a food chain have gathered together, a circle is formed, and the group performs a lap sit (each person puts his hands on the hips of the person standing in front of him, and then everyone in the group lowers himself so that he is sitting on the lap of the person behind him -a self-supporting circle is created!)

All members of a food chain are important. If your players don't believe this, have one person representing an animal in the middle of the chain stand up!

### Judge Nature Says

Every player chooses the name of an animal they would like to represent. One player is chosen to become JUDGE NATURE. Animals follow the instructions given by Judge Nature. If animals should happen to die during the game, they go to a designated area called "SOIL". There, they may be given a task by Judge Nature, such as 'hop on one leg for one minute', or 'do a somersault'. Judge Nature calls out one of the following instructions

(Feel free to add to this list!):

1. "SURVIVAL OF THE FITTEST" -players run around a designated tree and touch Judge Nature. The first four players back remain alive -the others die.
2. "DROUGHT" -Players run to an area designated as the water hole (perhaps around a different tree) and touch Judge Nature. The first three back live and the others die.
3. "HUNTER COMING" "ATTENTION ALL GAME ANIMALS" -Those players have five to ten seconds to run and hide from the sight of Judge Nature. If they are seen, they are dead.
4. "ILLEGAL HUNTER" -This hunter shoots every animal he sees, so all animals run and hide. If any are seen, they die.
5. "FAMINE" -Among the remaining players, there must be some sort of animal that each player can feed from (in the natural environment). If there is none, that animal dies.
6. "WINTER" -All hibernating animals live, while the others die. With younger players, it might be necessary to help them in the choosing of their animal, and to review some of the habits of the animals in the game, so that all understand each of the instructions, and their reaction to each instruction.

13. Look for a natural object that has five parts.
14. Find an object that has at least four colors showing.
15. Take a familiar object from the unnatural environment. Find and demonstrate a new use for it in the natural environment.

## Team Radar

2-15 people start at one end of a course that will lead them through the woods. They should be able to see the final mark.

The group is given minutes to "landmark," pace, and work out how they will find the marker when blindfolded.

NOTE: They may not disturb the vegetation or ground!!

When they begin, all must be blindfolded and holding onto the rope.

Safety Note: The facilitator(s) must be alert to the group "running" into obstacles and use the word "STOP." If the group gets "lost" they may begin again.

From the Ghost Ranch Ropes Course Manual, by Dr. Sylvia Shirley.

## Requirements

1 long piece of rope or webbing  
A marker for the final destination  
Blindfolds

## STORIES

### A Christmas Haunting

To understand my story, you first have to understand the relationship between my father and his dog.

You see, my father loved his dog more than anything else in the world, including his own family. Or at least that's the way it appeared to me. There were no pictures of my mother and I in his wallet, only that big, sloppy, clumsy dog. He took his dog everywhere he went - on family vacations, out in the fields, even to bed at night! He showered every ounce of love he had on that dog, and it made my blood boil.

Back then, I was an only child growing up in a farmhouse deep in the South Georgia countryside. The wooden house sat at the edge of a thick forest that stretched on for miles. It was a drafty old place with high ceilings, cavernous hallways and dark hardwood floors that creaked loudly with each footstep.

My father was an ex-army colonel, and a strict disciplinarian. He had a cold and stiff demeanor, as if some army trainer along the line had squeezed every ounce of emotion out of him. As the years passed, I grew more and more distant from my father. In fact, sometimes I was downright scared of him. And I paid little attention to any awkward attempts he made to show his affections.

But every human being needs an outlet for their emotions, so my father got something that wouldn't talk back or challenge him - a dog. As if by divine intervention, a stray black lab came bounding onto our property one day, wet and starving. After some half-hearted attempts to locate the original owners, my father named him "Mac" and welcomed him

the most vivid imagination (some teams may have to explain their rationale behind writing down certain words -the leader may not understand how they relate to the 'master' word!)

You will be amazed at the children's imaginations.

## You CAN'T SEE ME!

The object of this game is to allow the players the opportunity to pretend they are animals, trying to hide from Man.

The group walks a given distance down a nature trail, while the leader explains the rules:

- 1) Each player is given time to hide along the trail.
- 2) They may travel no more than 15 feet from either side of the trail
- 3) May use anything in the natural environment to provide camouflage.

The leader waits about five minutes until all players are hidden. He walks the distance of the trail ONCE ONLY, and tries to find as many people as possible.

After his walk, he calls out, and watches to see where all the successful 'animals' hid.

This game can be repeated many times, with different players taking the role of the searcher. It is fun to talk about the hiding places that were the most successful, and how animals might protect themselves from predators.

## The wonder of nature

The group assembles in an outdoor area with open fields and wooded edges. Players are asked to stay within outlined boundaries, set by the leader. The leader calls out one of the instructions listed below, and players are given 2 minutes to run and do or find whatever is needed. Everyone gathers in the centre of the playing area to discuss each action or direction, before the next one is called. A great way to learn about the environment in a fun way!

### INSTRUCTIONS

1. Count something so that you know more about it after you have counted it than you did before you counted it.
2. Find objects that are:  
hard big high dead wise land use threatening  
soft small low calming sad funny  
ugly important on poor land use unhappy happy  
beautiful unimportant off living wasteful useful
3. Find a place where water has washed away the soil.
4. Look for an object that has a geometric shape in its structure. Think about how that form is related to its function.
5. Find and bring back a sound that makes you feel;  
angry, sad, beautiful, afraid, happy, tough.
6. Find an unpleasant odor. Can you describe the smell? Find an odor that you like? Describe it. Can you think about why some things smell good and others don't?
7. See if there is anything you can do to change something that makes you sad.
8. Describe something of power.
9. Find the oldest thing and try to guess its age. What are ways of determining the age of something?
10. Find an object that has the texture of:  
smooth  
rough  
slippery  
shiny
11. Find a change that is predictable.
12. Find the highest thing and the lowest thing.

## Tent Check List for

Jade Albert\*\*  
Clara Gilliam  
Jen Kimborowicz

1. Tent has all pieces included for set up..... \_\_\_\_\_
2. Tent has been put up using all necessary poles.... \_\_\_\_\_
3. Tent has rain guard in place (if applicable) ..... \_\_\_\_\_
4. Tent is staked into ground to avoid blowing away.... \_\_\_\_\_
5. All zippers on tent zip (windows, door keeping out any unwanted guests and rain)..... \_\_\_\_\_
6. Tent is big enough to hold all person designated..... \_\_\_\_\_
7. Tent is taken down and put away properly..... \_\_\_\_\_
8. Are you ready to do this without the help of Mr. J Mr. Mariello or Mr. Boucher on the island?..... \_\_\_\_\_

Comments/Hints to help you at the island:

Team Teacher sign off: \_\_\_\_\_

# LOST

Kids this is what to do if you are lost.

**YOU CAN'T CALL 911 WHEN YOU ARE LOST.**

So you'll need to take care of yourself till help arrives.

**STOP, LOOK AROUND & START TO BUILD YOUR NEST.**

PICK A PLACE THAT FEELS SAFE TO YOU.  
NEAR AN OPEN AREA IF THERE'S ONE CLOSE BY.  
BUILD A NEST WHERE YOU'LL BE WARM & DRY.  
CALL FOR HELP OR USE YOUR WHISTLE BY BLOWING IT THREE TIMES AND THEN LISTENING TO HEAR ANYONE CALL BACK. WHEN YOU STOP MOVING THE SEARCHERS CAN CATCH UP WITH YOU.

**STOP! MAKE A NEST AND SHOW YOUR FACE!!**

**STOP!!!!** Don't go any further.  
*The very first thing to do if you are lost is to stop moving.*

Now that you have stopped, look around and **MAKE A NEST** until everyone who will soon be searching can find you. Your nest should help keep you dry, warm, and out of the wind, but near an open space. The searchers might use helicopters or small planes to look for you, so you should wave to the pilots from your open space anytime they fly over you.

Many people will be searching for you. When you hear them calling your name or blowing whistles, don't be afraid of them. Answer their calls. Keep calling back to them or use your whistle. Blow it hard three times and pause. Then blow three times again. They may be far away and you will have to keep making noise so they can find you. At night, searchers may seem scary because of the lights they use and the noise they make. Never be afraid to shout back. Your parents won't be angry with you. Anyone can get lost. They are worried and only want to find you soon. While you wait write

your name in the soft ground, make lots of footprints around your space and wait for us to find you.

- ▶ Always tell someone where you are going and when you'll be back. (If you change your mind TELL someone.)
- ▶ Always carry a whistle - the sound carries further than your voice and it isn't tiring to use.
- ▶ If you hear someone shouting, shout back!
- ▶ Always carry a large trash bag—it will protect you from rain and cold.
- ▶ Always carry some food and water.
- ▶ Dress warmly and pay attention to weather.
- ▶ Always wear something bright - you will be much easier to see.

**Grownups please remember: A SEARCH IS AN EMERGENCY! Call for help right away.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Virtual Campground!

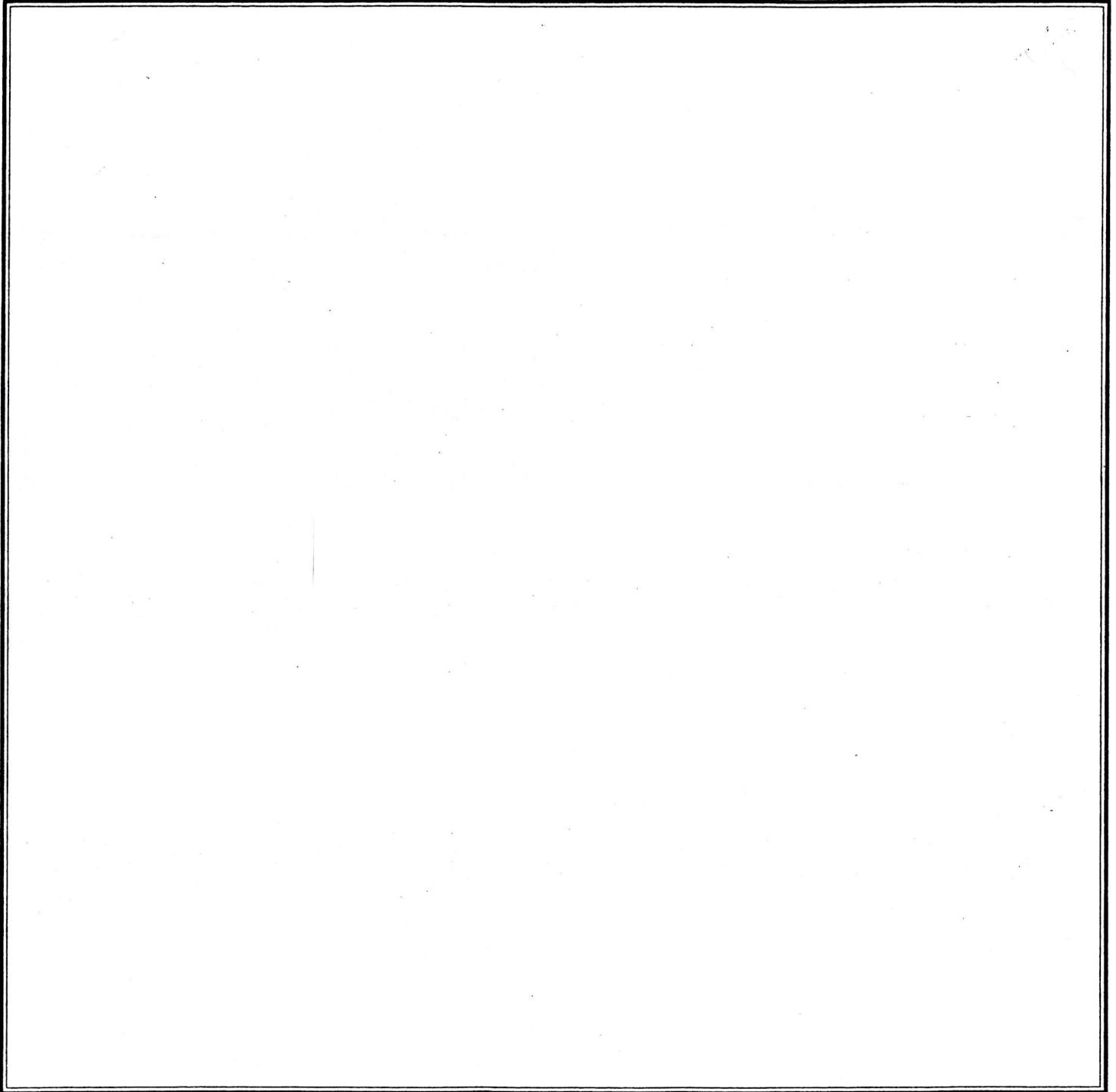
You are going to be designing a virtual campground. As you all know, we will be going to Swan Island on Tuesday of next week for our first trip and Tuesday the week after for our second trip. We want you to create a campground using your “sketch-up” program on your computer. You will need to think in your mind of what a campground might look like, you can even design what you think Swan Island looks like. Everyone should know how to use the program from Math class, if you don’t have Mr. J for math, ask another student some basic features of the program to get you started. The sky is the limit on this project, there is no right or wrong answer, just think of what Swan Island might look like or another campground and design it. The things you will be graded on:

1. Effort (Did you put all you could into it or was it a half fast job?) \_\_\_\_\_ 20pts
2. Creativity (Is the project unique or dull and boring?) \_\_\_\_\_ 20 pts
3. Completion (Is the campground done or did you leave a lot to do) \_\_\_\_\_ 20pts
4. Use of Time (Were you using your time wisely or did you goof off?) \_\_\_\_\_ 20pts
5. How well is the campground designed, does it look like a campground or does it not come close to being a campground: \_\_\_\_\_ 20pts

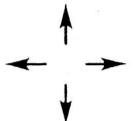
Good Luck, have fun and remember, there is no right or wrong answer. Use your imagination and create something fun and creative.

**Design Your Own Campground**

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



**Map Key:**



# CAMPING LIST



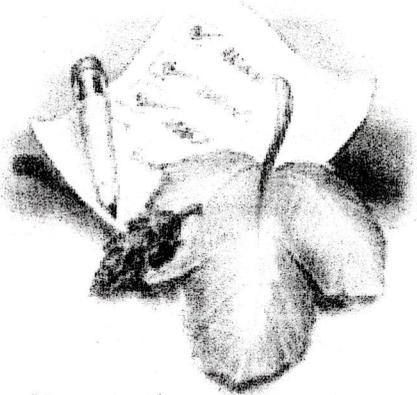
## Clothing


## Food


## Cooking Equipment


## Additional Equipment


# NATURE DISCOVERY



Lose yourself in the fascinating natural world that surrounds you. Hone your observation and orienteering skills, and you'll lose yourself in the beauty without getting lost!

**Nature-themed Scavenger Hunt:** Play Hide-and-Seek with nature! Create a list of things to find. Give each player a copy of the list, a pencil and pad of paper. Instead of collecting the items, make a drawing of each one. Leave only footprints behind so that others may enjoy the beauty.

Following are examples of some items that can be found around your campsite or on the hiking trail:

- Three different kinds of trees and their differently-shaped leaves
- Three different insects
- Three different rocks
- Three different wildflowers
- Three different seashells (if on the beach)

In searching for three of each item, players improve their observation skills and learn to appreciate the tremendous variety found in nature. Adapt the list to your local surroundings, and be creative. Anyone who comes back to camp with drawings of everything on the list wins an extra roasted marshmallow!

**Photo Scavenger Hunt:** For a more challenging variation, expand your scavenger hunt list to include animals and human-related objects in addition to stationary objects found in nature. (After all, we humans are found in nature, are we not?) For example:

- Sleeping dog
- Wet towel
- Squirrel with an acorn
- Muddy hiking boots
- Toasted marshmallow

Instead of sketching on paper, everybody captures their findings with a camera. Depending on the length and complexity of your list, this game can last an hour or be played over the course of your entire trip. Later on, compare photos!

**Orienteering:** Learn to use a compass and follow a map, develop your navigational skills together and connect to your surroundings. Take turns plotting a course around your campsite (e.g., take 15 steps to the tall white birch, go north 12 paces, then turn east). Then follow the landmarks and directions to reach a surprise destination or prize. Look for books and beginners' classes to learn more about this popular pastime before you go.

Our Trip



Family Zone

# NATURE DISCOVERY (CONTINUED)

**Tied Up in Knots:** Learning this survival skill can be fun for all ages. Find a book on knots at your local library or bookstore and invest in good rope or twine. Practice tying bundles and tying objects to each other. Let your imaginations run wild – just don't tie yourselves up in knots!

**Weather Watching:** Red sky at night, campers' delight. Learn how to predict the weather from clues in the sky. With a little experience and the help of a book, you can identify different types of clouds: puffy, cauliflower-like cumulus clouds, layered stratus, and wispy cirrus. Challenge each other to imagine pictures in the clouds, or to guess how fast they're moving, how high they are and what kind of weather might be approaching.

**Who Goes There?** As you hike along a trail, be on the lookout for tracks. See if you can guess the animal that left the prints, and when and where it was going. Also listen for rustling in the woods or water around you and find out who or what is making the noise. Find a book on animal tracks ahead of time, and sure to bring binoculars for this game!

**Get to Know a Tree:** Explorers in the wild must depend on their powers of observation to help them survive. Here's a game to test how sharp your senses are. In a safe area of the woods, blindfold one player and spin the person around. Guide the blindfolded one to a tree and have him or her walk slowly around it, feeling the texture and irregularities of its bark, sniffing the wood, and wrapping his or her arms as far around the trunk as possible to get a sense of its size. Then lead the blindfolded person away from the tree, remove the blindfold, and challenge him or her to find the tree.

**50 Wild States (from the National Wildlife Federation):** Discover the official state bird, flower, tree and insect for each state you visit.

**Fold a Star Finder (from the National Aeronautics and Space Administration (NASA)):** Make your own starfinder – a fun origami toy that also serves as a guide to the constellations visible in the current month.

**Tonight's Sky (from the Earth and Sky Radio Series):** Bringing a wireless-enabled laptop on your trip? Staying at a KOA with high-speed wireless Internet access? You can look up tonight's star chart and see what there is to spot in the night sky. For a basic primer on stargazing, try the Getting Started guide.

**Aquatic Life (from the Monterey Bay Aquarium):** A tantalizing collection of aquatic-themed activities, including many that can be printed out for a child's Trip Book. If you find yourselves curious about particular aquatic species, check out their Living Species List.

**Birds Near You (from the National Park Service):** Even if you have no plans to visit a particular park, this site provides a handy way to learn about birds wherever you are.

**Critter Guide (from Public Broadcasting Service (PBS)):** Fun facts about all kinds of animals.

Our Trip



Family Zone

**HAGOO:** Separate the group into two even groups and have them stand in two separate lines (shoulder to shoulder) facing the opposite group. The two groups should be about three or four feet apart. The players at the opposite ends of each line are opponents. They will step out of the lines, so they are facing each other and looking down the middle of the two rows (like an old cowboy shoot-off). They will both say, "Hagoo," start to walk down the row toward each other. They must not break eye contact and the object is to get to the opposite end of the line without laughing or smiling. When the players pass each other, they must continue to maintain eye contact. If a person does break eye contact, laughs, or smiles, they then must join the end of the line of the opposing team. The teams can do or say any silly things to make the opposing player crack up, but they must be careful not to make their own player lose concentration. The teams may NOT touch another player. This process will continue until everyone has had a turn. The team with the most players at the conclusion of the game, wins.

**STINGER:** Have the group form a circle and close their eyes. Facilitator circles the group and selects a “stinger” by squeezing an individual’s shoulder. The group then opens their eyes and spends time introducing themselves to others while shaking hands (and trying to spot the stinger). The stinger tries to eliminate everyone without getting caught. The stinger strikes by injecting poison with their index finger, while shaking hands. A person stung may not die until at least five seconds after they are stung. The more dramatic the death, the better! When someone thinks they have discovered who the stinger is, they may announce that they know. If they get a “second” from someone else in the group within 10 seconds, the two of them may make an accusation. If the person does not get a second, he/she must wait to challenge again, after another person dies. If another person does step forward to second the challenge, both point to who they think it is on a count to three. If they do not point to the same person, or they both point to the wrong person, they both are automatically dead. If they select the correct person, the stinger is dead and the game is over.

**DEAD FISH:** The group starts by getting into a comfortable position that can be sustained for a long period of time. Once everybody has established a position, the leader will count down from ten to zero. At zero, the game will begin. Once the game has begun, nobody is allowed to talk or move, with the exception of the eyes and chest for breathing. If the leader and only the leader should notice anyone talk or move, they will verbally remove the person from the game. Anyone removed from playing may persuade others to talk or move, but they may not physically touch those players still in the game. The winner is the last person remaining, and they become the leader of the next game. **NOTE:** This is a great game for those low key early mornings, but a group activity is still necessary.

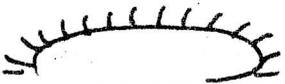
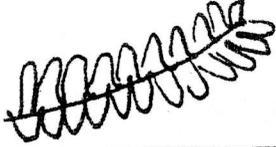
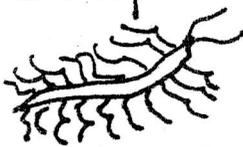
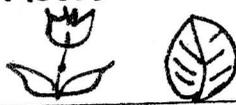
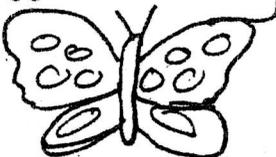
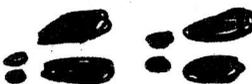
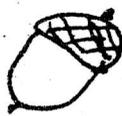
**INDIAN CHIEF:** The group sits in a circle formation. One group member is asked to leave the circle to close their eyes and block their ears. At this time, the leader will select a "Chief." The Chief will establish a rhythm of clapping, stomping, etc. The rest of the group will follow, carefully not giving away the Chief. The Chief is the only one allowed to initiate changes in the rhythm. The person asked to leave will return to the middle of the circle where they will try to guess the Chief. The person is granted three chances to guess. If the original Chief is successful in hiding his/her identity, they will be asked to leave the circle. If the Chief is successfully chosen, a new guesser and Chief are chosen.

**TRUTH, TRUTH, LIE:** Give the group some time to write down two things about themselves that are true, and one thing that is a “lie.” Each group member will then share these facts about themselves and the rest of the group has to figure out which “fact” is actually a “lie.”

**TEAM VS. THE WALL:** Divide the group into two teams. Two members of the team hold the rope at about four to five feet above the ground. The object of the game is to get everyone over the rope. No one can go under the rope. Before you start transferring people over the wall, you meet as a team and decide how to get everyone over. **HINT:** If group is small, just have them attempt as one big group.

# Swan Island Scavenger Hunt

Team: \_\_\_\_\_

<p>a yellow flower</p> 	<p>a water insect</p> 	<p>a fuzzy leaf</p> 	<p>moss</p> 
<p>ferns</p> 	<p>an old (or new) birds nest</p> 	<p>a salamander</p> 	<p>a pond lily</p> 
<p>a centipede</p> 	<p>a purple flower or leaf</p> 	<p>a seed</p> 	<p>a worm</p> 
<p>a butterfly</p> 	<p>a jagged leaf</p> 	<p>animal tracks</p> 	<p>an acorn</p> 
<p>a pinecone</p> 	<p>a feather</p> 	<p>a water plant</p> 	<p>a frog</p> 

# Fern Smash T-Shirt



## What You Need

Newspaper

A white T-shirt

Cardboard (roughly the width and length of the "body" part of the T-shirt)

Fern leaves (see Note)

Paper towels

A hammer

A plastic shopping bag

A clothes dryer  
(when you get home)

*Note: This works best with fresh leaves, so to be mindful of the environment, only gather a few and be sure to take them from different plants, each of which has many more leaves.*

Chlorophyll, the chemical that makes grass and other plants green, is a great stain-maker—so will not go with the flow? Smash some ferns, and the chlorophyll they ooze will dye your T-shirt with cool leafy shapes.

## What You Do

Spread a layer of newspaper on a flat surface. Place the T-shirt on the newspaper.

Slide the cardboard inside the T-shirt; it will prevent the fern stains from soaking through to the back of the shirt.

Place the fern leaves facedown on your shirt in whatever design you like.

Place a couple of paper towels over the ferns.

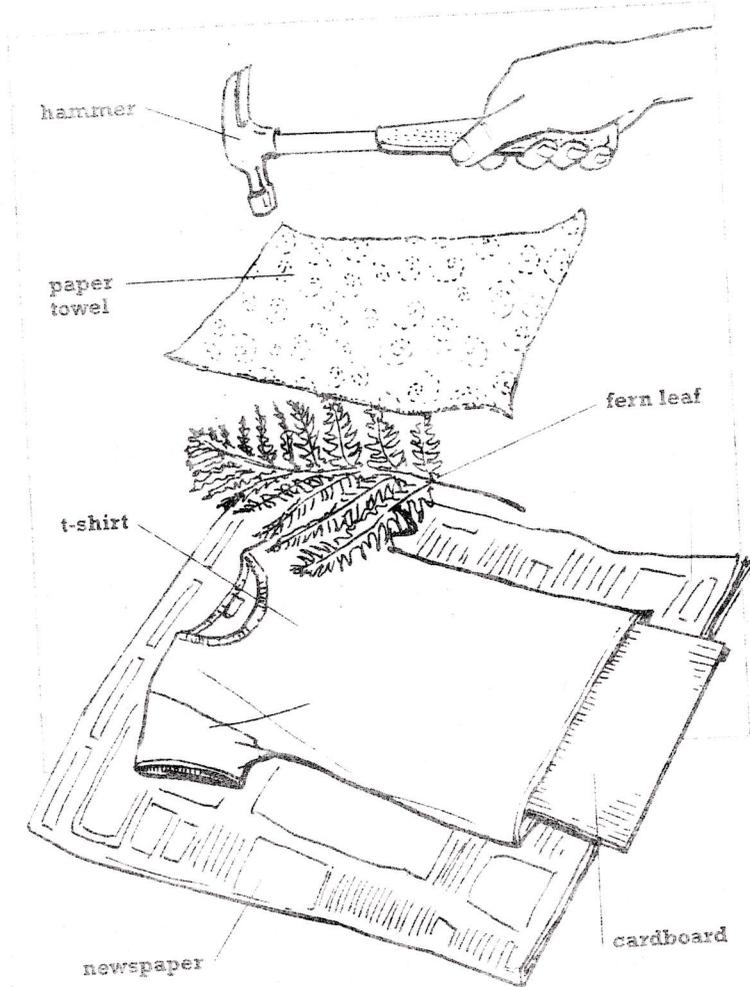
Carefully hammer on top of the paper towels and ferns. Make sure you hit every part of your design, or the whole thing won't show up on the T-shirt.

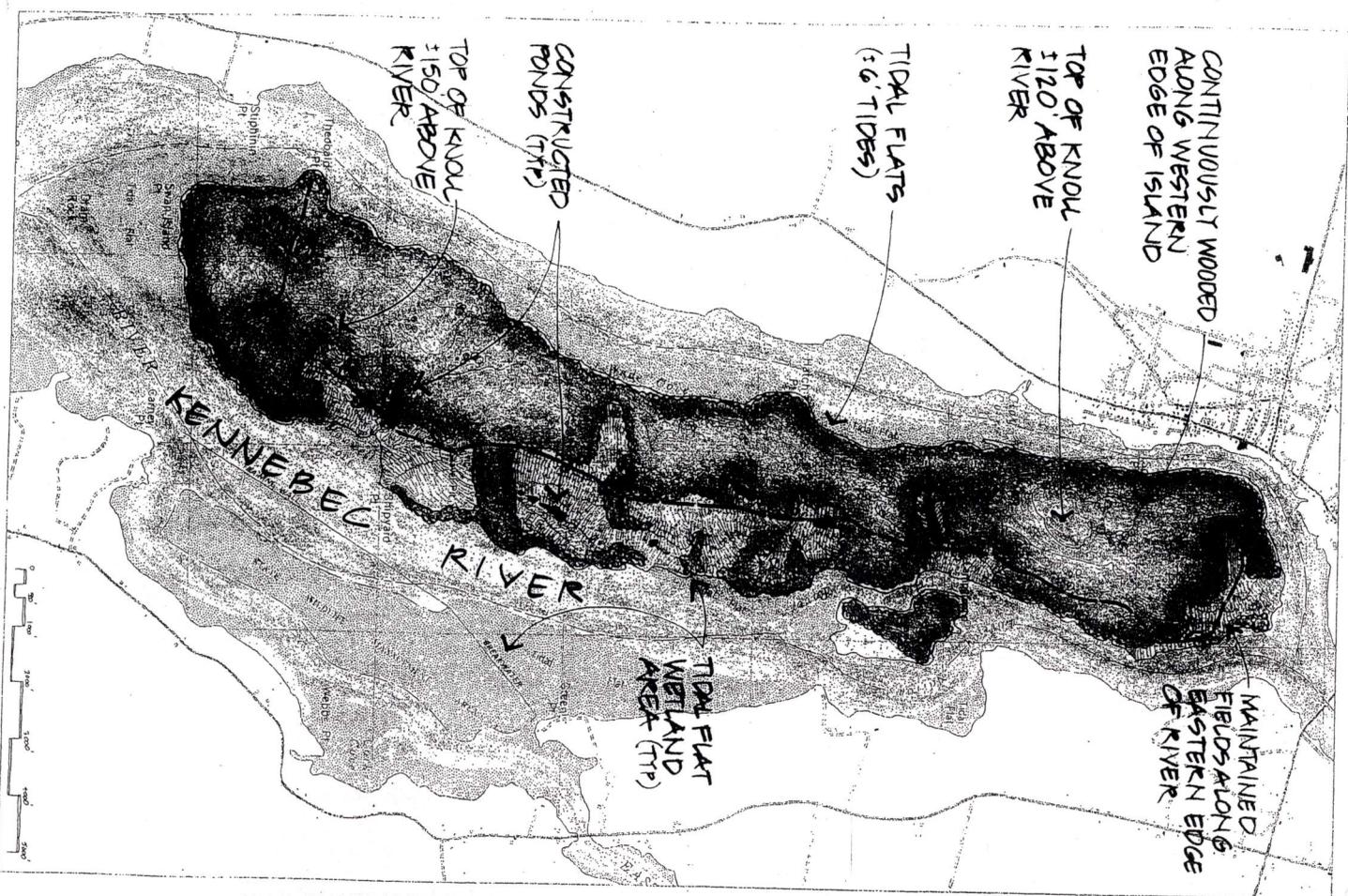
Remove the paper towels slowly and gently lift the ferns off the T-shirt.

Lift the newspaper with the T-shirt on top, move it to a shady spot (sunlight will fade the design), and let the shirt dry. Wrap it loosely in the plastic bag.

When you get home, toss the shirt in the dryer for 10 minutes to set the design.

**Try this:** Many types of plants will stain a white shirt when you smash them. Look for interesting leaves and flowers and create your own designs, following the steps above.





**Swan Island Historical Scavenger Hunt**

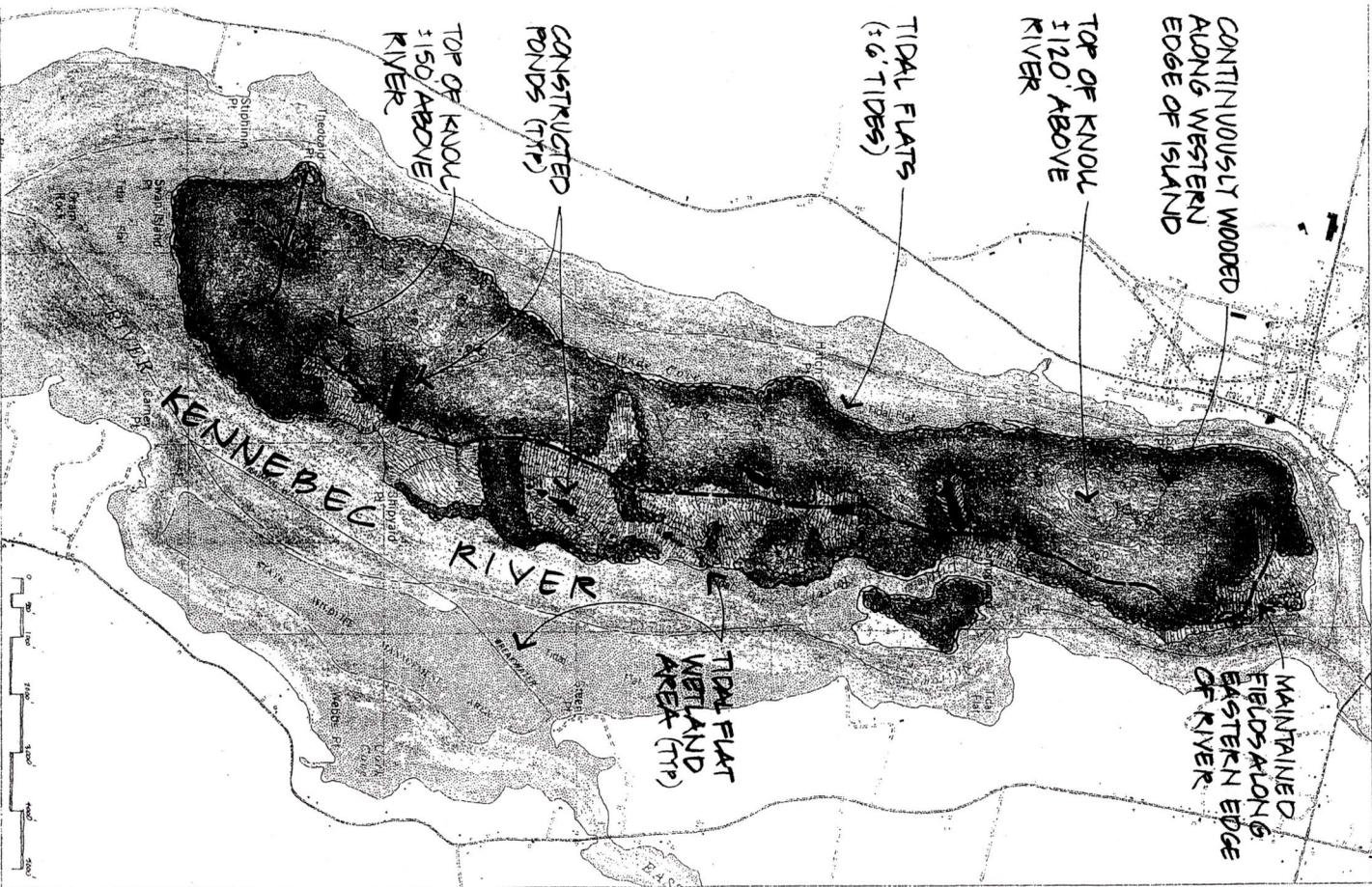
Mark on a map where you would build the following:

- Home
- School/meeting house
- Sawmill
- Store
- Shipyard

**Buildings**

- Find and match up architectural details from the handout
- Why are they historically important?
- Which buildings most appealed to you?
- What is the value and importance of preserving these buildings?
- Why have other communities survived while this one did not?

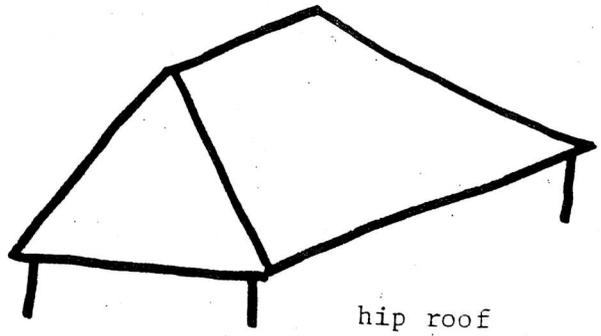
What other physical landmarks do you see around the island that are indicators of its history?



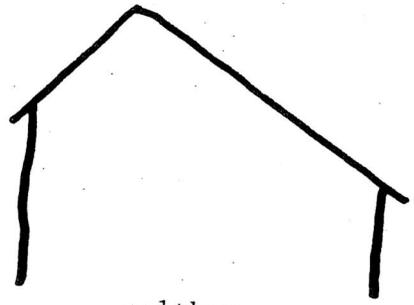
Cemetery

- Record the most interesting information from a headstone
- Did many children die young?
- Did anyone live to be 70, 80, 90 or older?
- Was anyone married more than once?
- Were people's occupations on the headstone?
- Were there any unfamiliar names?
- Are there any interesting messages (epitaphs)?

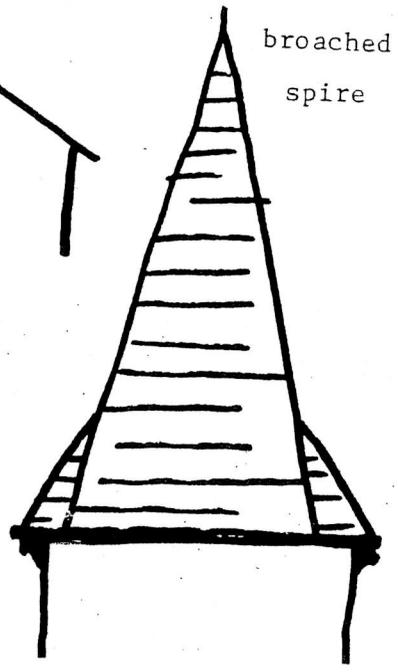
# ARCHITECTURAL DETAILS



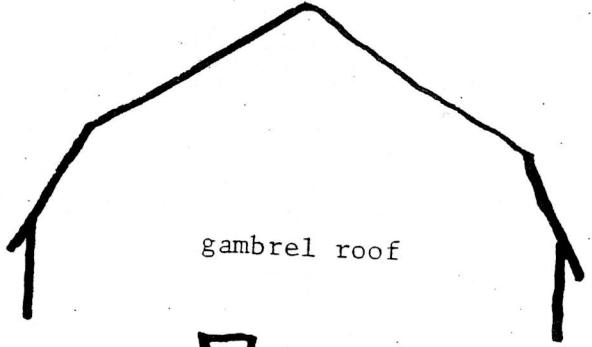
hip roof



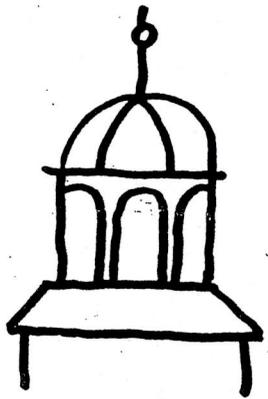
saltbox



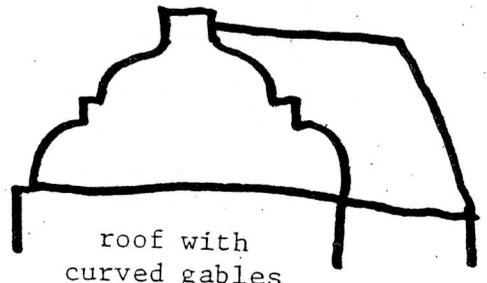
broached  
spire



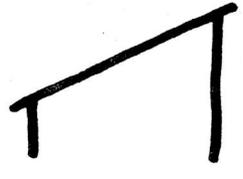
gambrel roof



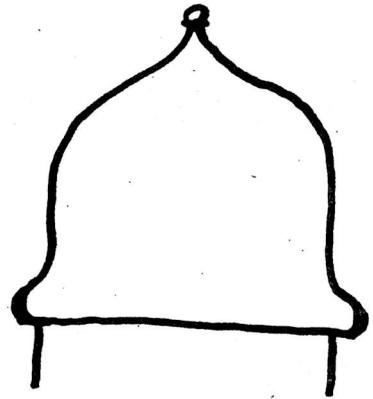
cupola



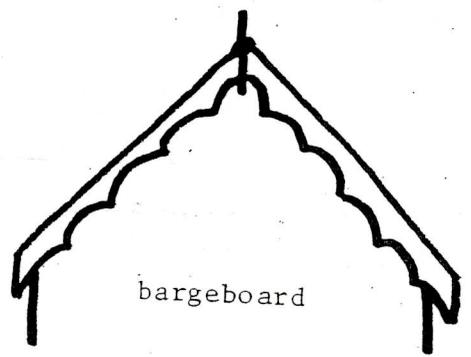
roof with  
curved gables



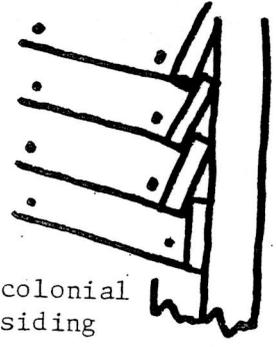
shed roof



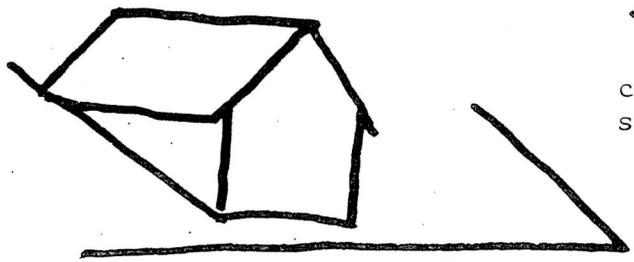
bell roof



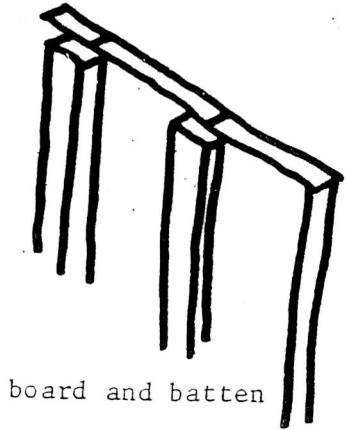
bargeboard



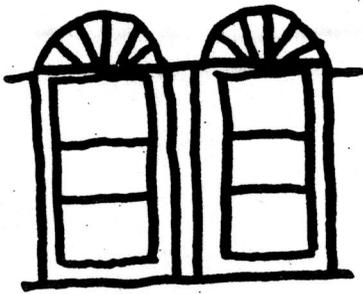
colonial  
siding



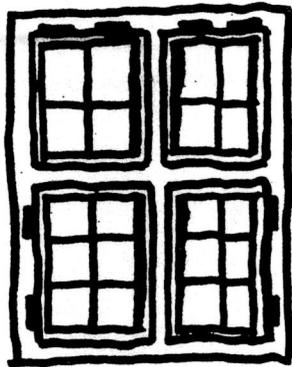
dormer window



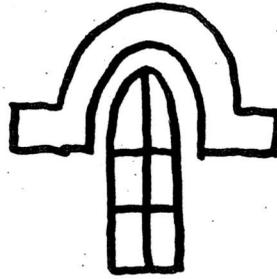
board and batten



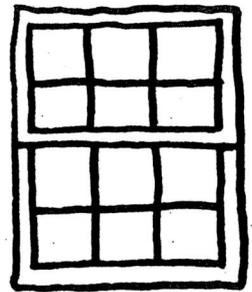
coupled windows



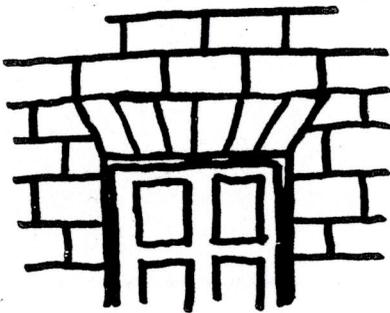
French window



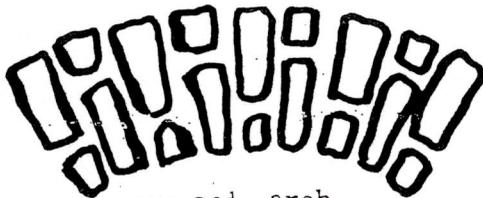
lancet window



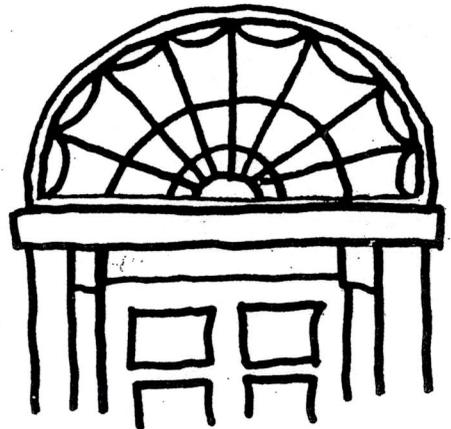
double-hung window



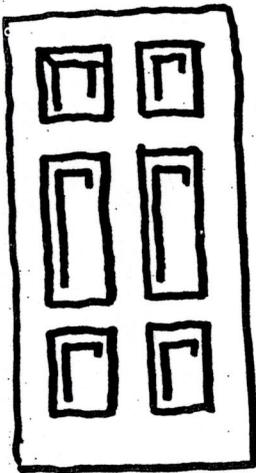
flat arch



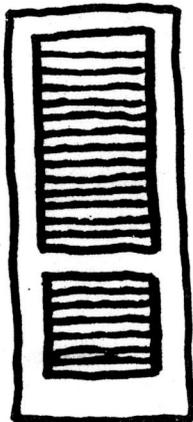
gauged arch



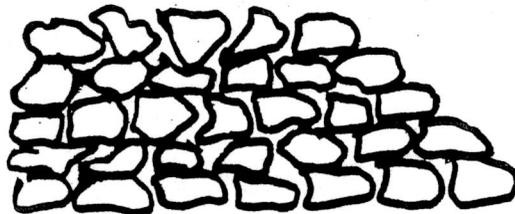
fanlight



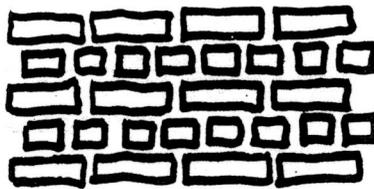
colonial panel door



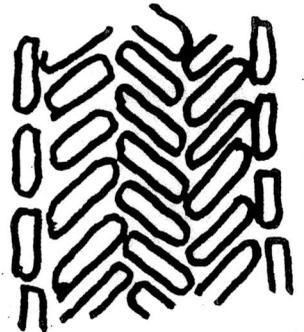
louvered door



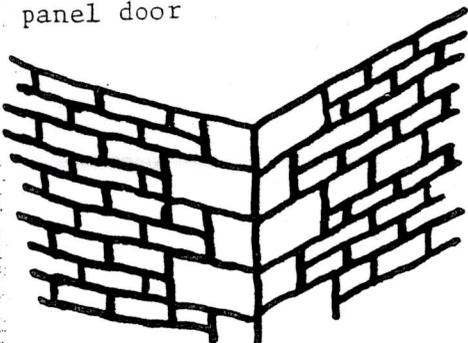
coursed rubble



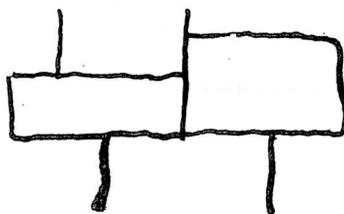
English bond



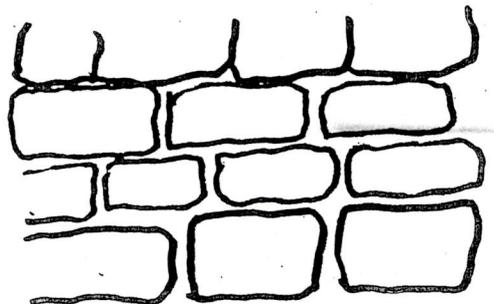
herring-bone brickwork



stone quoins set in brickwork



pitched-faced masonry



broken rangework

## **Swan Island Historical Scavenger Hunt**

Mark on a map where you would build the following:

- Home
- School/meeting house
- Sawmill
- Store
- Shipyard

### **Cemetery**

- Record the most interesting information from a headstone
- Did many children die young?
- Did anyone live to be 70, 80, 90 or older?
- Was anyone married more than once?
- Were people's occupations on the headstone?
- Were there any unfamiliar names?
- Are there any interesting messages (epitaphs)?

### **Buildings**

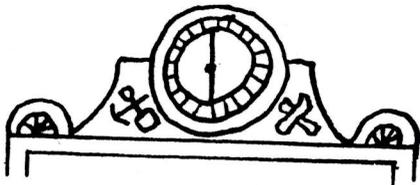
- Find and match up architectural details from the handout
- Why are they historically important?
- Which buildings most appealed to you?
- What is the value and importance of preserving these buildings?
- Why have other communities survived while this one did not?

What other physical landmarks do you see around the island that are indicators of its history?

GRAVESTONE SYMBOLS



Soul effigies



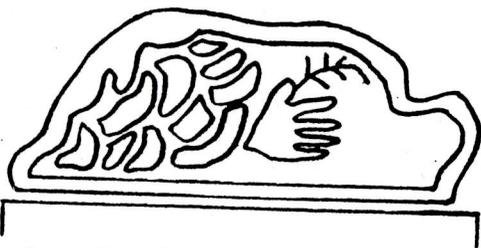
Clock, Crossbones, Pick and Shovel Shells



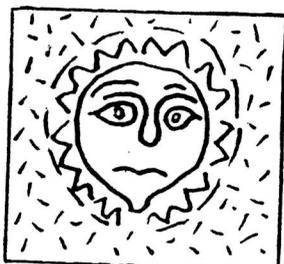
Winged Death Head, Flowers



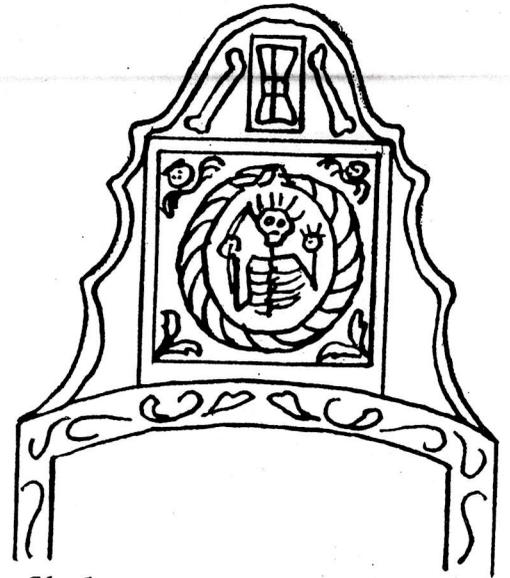
Skull and Bones, Scythe, Hourglass



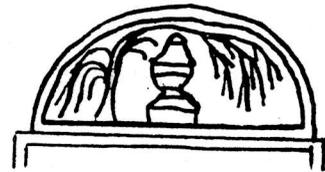
Clouds, Hand, Plant



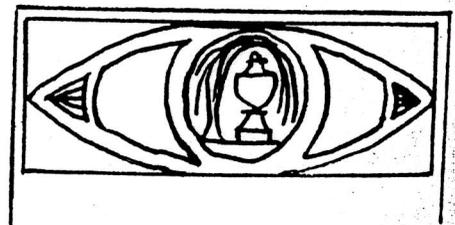
Sun, Moon, Stars



Skeleton and Death's Head, Hourglass, Sun, Moon, Laurel, Bats, Ropelike Snake



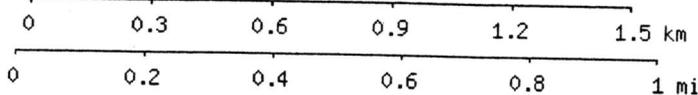
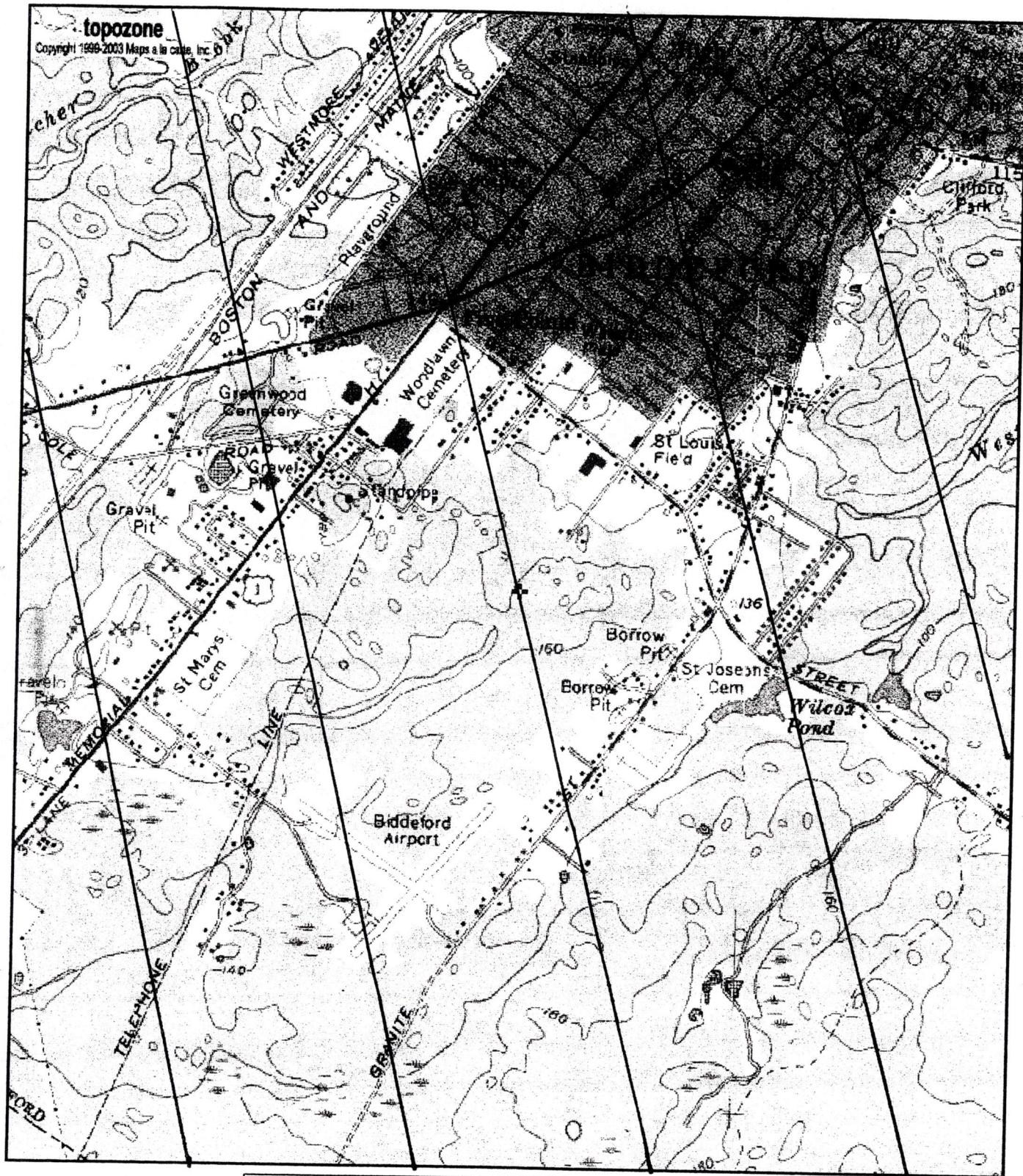
Urn, Willow Tree



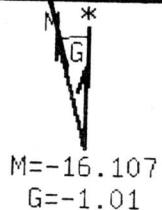
Eye, Umbrella, Urn, Willow



Death's Head with Wings



UTM 19 381274E 4814302N (NAD27)  
**USGS Biddeford (ME) Quadrangle**  
 Projection is UTM Zone 19 NAD83 Datum



# NATURE SCAVENGER HUNT CHECKLIST

Put an 'X' besides each of the items as you find them. Take a bag with you to collect the items as you go. A pair of plastic gloves would be a good idea.

ITEM	FOUND
An acorn	
A cocoon	
A feather	
A leaf with insect holes	
A piece of moss	
A pinecone	
A maple leaf	
Evidence of the presence of humans	
Evidence of the presence of humans	
A piece of white bark	
A bud from a tree	
A wild flower	
A fiddlehead or a fern leaf	
A three-leaf clover	
A pine needle	
A mushroom	
A Y-shaped twig	
A berry	
A shiny or smooth rock	



# FEAR FACTOR: SWAN ISLAND

**CHALLENGE #1-** BLIND FOLD (5PTS) - WITH BLIND FOLD ON AND HANDS BEHIND BACKS, TEACHER WILL PLACE MYSTERY FOOD INTO THE MOUTH OF THE STUDENT. STUDENT MUST CHEW AND SWALLOW ALL OF THE FOOD.

\*\*MYSTERY FOOD- SUGAR SCALLION IN SYRUP

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**CHALLENGE #2-** PHYSICAL CHALLENGE- FILL SQUIRT GUN WITH ICE WATER AND FILL CONTAINER TO MARKED LEVEL- WINNER RECEIVES (10 PTS) AND IMMUNITY FROM EATING MYSTERY FOOD. OTHER CONTESTANT WILL HAVE TO EAT MYSTERY FOOD FOR (5PTS).

\*\*MYSTERY FOOD- DRIED SQUID

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**CHALLENGE #3-** SPEED EAT-FIRST ONE TO FINISH THEIR PLATE OF MYSTERY FOOD RECEIVES (10 PTS)- OTHER CONTESTANTS CAN RECEIVE (5 PTS) FOR FINISHING THEIR PLATE.

\*\*MYSTERY FOOD- (VARIETY) - SARDINE, DRIED BAMBOO SHOOTS, ROASTED EEL.

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**CHALLENGE #4-** ICE WATER CHALLENGE- ONE STUDENT SITS DOWN IN A CHAIR HOLDING EMPTY CUP OVER THEIR HEAD. SECOND STUDENT (BLINDFOLD) HAS PITCHER OF ICE WATER AND MUST FILL OTHER CUP TO TOP. SECOND STUDENT IS FIRST SPUN 5 TIMES BEFORE FILLING CUP. NOT ALLOWED TO FEEL AROUND (VOICE COMMUNICATION ONLY). WINNER RECEIVES 10 PTS.

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**CHALLENGE #5-** SHOT RELAY- THE 5 MEMBER TEAM WILL ALL PARTICIPATE IN SHOT CHALLENGE. EACH MEMBER WILL HAVE TO DRINK THEIR MYSTERY SHOT. THIS CHALLENGE IS SPEED BASED. BEFORE FIFTH PERSON CAN DRINK THEIR SHOT, 1-4 MUST HAVE COMPLETED THEIRS (IN ORDER). WINNING RECEIVE 10 PTS.

\*\*MYSTERY SHOTS-

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**CHALLENGE #6-** BLIND FOLD CHALLENGE # 2 (2 PARTICIPANTS) -WITH BLIND FOLD ON AND HANDS BEHIND BACKS, STUDENT #1 WILL PLACE MYSTERY FOOD INTO THE MOUTH OF THE STUDENT. STUDENT MUST CHEW AND SWALLOW ALL OF THE FOOD. ONCE COMPLETED STUDENT #1 WILL PLACE MYSTERY FOOD INTO STUDENT #2 MOUTH. STUDENT MUST CHEW AND SWALLOW ALL OF FOOD. 1ST TEAM TO COMPLETE CHALLENGE WILL RECEIVE (10 PTS).

\*\*MYSTERY FOODS- QUAIL EGG, LOTUS ROOTS IN BRINE.

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**CHALLENGE #7-** GRAND FINALE (VARIETY PLATE RELAY)- THE 5 MEMBER TEAM WILL ALL PARTICIPATE IN VARIETY CHALLENGE. EACH MEMBER WILL HAVE TO EAT THEIR MYSTERY FOOD. THIS CHALLENGE IS SPEED BASED. BEFORE FIFTH PERSON CAN EAT THEIR FOOD, 1-4 MUST HAVE COMPLETED THEIRS (IN ORDER). WINNING RECEIVE 10 PTS.

\*\*MYSTERY FOODS- SARDINES, ROASTED EEL, QUAIL EGGS, CANNED

SQUID IN SOY SAUCE, LONG TAIL ANCHOVY, COW TONGUE.

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FEAR FACTOR: SWAN ISLAND

\*\* THE TEAM THAT HAS THE MOST POINTS AFTER THE CHALLENGE WILL RECEIVE REWARD.

\*\* IN THE EVENT OF A TIE - THE TEAMS WILL COMPETE IN A EVENT TO BE DETERMINED BY THE TEACHERS

## Teachers Talent Skit

Listen children and we will tell  
The story of the vacant well...

The house that sits atop the hill  
Marks the place where blood did spill...

There's rocks on top of each wells hole  
To keep contained the dead mens' souls...

So as you walk this camp tonight  
Be careful where you shine your light...

The snaps and creeks should bring no fear  
Unless the well is what your near...

This island is a place where spirits dwell  
Remember this when near a well...

So as you lie down to sleep tonight  
Pray you don't see the ghostly sights...

Listen children and we will tell, The story of the vacant well...

The house that sits atop the hill

Marks the place that blood did spill

Theres rocks on top of each well's hole,

To keep contained the dead mens souls...

So as you walk this camp tonight...

Be careful where you shine your light

The snaps + creeks should bring no fear...

Unless the well is what your near

The island is a place where spirits dwell...

So don't go near the well