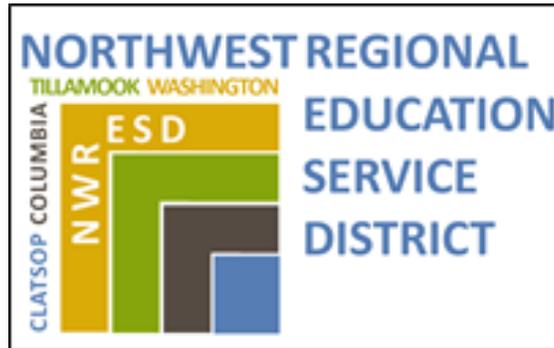


# ***STUDENT LEADER HANDBOOK***



**NORTHWEST  
OUTDOOR  
Science School**

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## **NW OUTDOOR SCIENCE SCHOOL**

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## **INTRODUCTION**

Welcome to the Wonderful World of being  
an Outdoor School Student Leader!

The Student Leader Handbook is an introduction to your job as an Outdoor School Student Leader. It will provide a connection between the in-town training and the training you will receive at Outdoor School. By using the information in this handbook and participating during the trainings, you will be well prepared to greet your students when they arrive at camp. Please also share the handbook with your parents. And while you're at it, bring this handbook to Outdoor School with you. It will be a handy aid for your time on site.

## **VISIT OUR WEBSITE!**

The Outdoor School website has more information to help you be a successful Student Leader, including links to games and activities to do during cabin time, a glossary of ecological terms, information about field study activities, and required forms. Please check it out at: [www.nwoutdoorschool.org](http://www.nwoutdoorschool.org).

## **WHY BE AN OUTDOOR SCHOOL STUDENT LEADER?**

As an Outdoor School Student Leader, you will be instrumental in educating students about the natural environment, and in helping those students find their place in the natural world. For many students, this will be their first time away from home. You will also be a friend and a role model to these students.

Outdoor School is an educational experience where students come to a residential environmental education center to learn about science. Students will spend most of the day learning in and about the natural environment. This time is called field study. The remainder of the day is devoted to giving students a social camp experience. This is done through many activities, such as recreation, cabin time, meal times, and campfire.

While the students will be learning science and having a great time with their classmates, what they will remember most is the experience YOU help create for them. YOUR ACTIONS directly affect each of the students with whom you come into contact. It is important to remember this, and to always keep your focus on the students.

Let's face it – it is hard work to be a Student Leader. The hours are long, you might get dirty, and sometimes you may even be a little grumpy. But all of that will seem insignificant when you see the impact you have on the students. This experience may just be the most rewarding week of your year.

## **NORTHWEST OUTDOOR SCIENCE SCHOOL PHILOSOPHY**

### **“Where Learning Comes Naturally”**

Mission Statement: The Northwest Outdoor Science School contributes to the development of environmental literacy and responsible citizenship, provides hands-on learning experiences that are integrated with local school curricula, and promotes learning about, and appreciation of, the natural world.

The program accomplishes this through:

- Instruction in an outdoor setting, which increases students’ knowledge about scientific concepts dealing with the natural environment.
- Education that provides students with facts and information which will assist them in making informed decisions about the environment.
- Experiences for all students based on their unique developmental characteristics, including their emotional, physical, and intellectual abilities.
- Opportunities for students to practice skills of independence and social living.
- Curriculum based on the Oregon Essential Learning Skills and Common Curriculum Goals and adopted district curricula.
- Collaboration between Outdoor School staff and classroom teachers to ensure program quality and integration with the classroom curriculum.
- Learning and leadership experiences for high school and college students.

## **WHO'S WHO AT OUTDOOR SCHOOL**

**Site Supervisor** — This person is the principal of a particular Outdoor School site. This person is responsible for the health, safety & education of everyone at Outdoor School. The Site Supervisor makes certain that all staff work together to provide a coordinated & high-quality educational experience for students & Student Leaders.

**Field Instructors** — These people develop the lesson plans for the field studies. They train the Student Leaders and facilitate what takes place during field study. There are 3 or 4 field instructors at each site, one for each field study.

**Program Staff** — All of the social programming is run by the program staff. They are responsible for planning campfire, recreation, meal times, cabin times, camp duties and various other activities. Program staff also help out on field studies. They work closely with Outdoor School Student Leaders, so that they have all of the support they need.

**Nurse** — Each site has a nurse who is available around the clock to meet the health needs of students and staff, and to attend to any emergencies that may arise.

**Classroom Teachers** — A teacher from each class at Outdoor School will be on-site as well. Teachers are helpful to you because they know the students the best, and will have valuable information about how to interact with individual students.

## **THE STUDENT LEADER'S ROLE**

Outdoor School Student Leaders have the greatest impact upon the students attending each week. As a Student Leader, you will need to engage students in positive, constructive activities at all times. You will be with students 21-23 hours a day. You are the one who should know what's going on and where you are supposed to be.

**DON'T WORRY!** The on-site staff is there to help you out! They can answer your questions, provide you with your own schedule, and be there for anything that you might need during the week.

You will get in-depth training on our procedures & activities, leadership and student management when you arrive at Outdoor School, as the first day is a training day. Our staff will check in with you daily, to make sure everything is going okay.

Student Leaders have the most important role at the Northwest Outdoor Science School. Without you, the experience of the students would not be nearly as wonderful as it is with your help!

## DAILY SCHEDULE

A day at Outdoor School is pretty busy! This sample schedule will give you an idea of what a typical day is like. Included is what Student Leaders should be doing during each activity. Keep in mind that this is a general schedule and that it will vary depending by site.

### Daily Schedule

### What Student Leaders Should Be Doing

BE ON TIME!

7:00 – Wake Up	Be The First One Up, Motivate Your Cabin To Get Up
7:30 – Morning Duties	Participate Fully, Make Sure The Job Is Done Correctly
7:40 – Flag Ceremony	Be Respectful And Make Sure Students Are Doing The Same
7:45 – Breakfast	Engage In Conversation With Your Students, Monitor Dining Hall Etiquette (Expectations of Every Meal)
8:30 – Cleaning Duties	Participate Fully, Make Sure The Job Is Done Correctly
9:00 – Field Study #1	Teach, Have Fun
11:45 – Lunch	(See Breakfast)
12:30 – Cabin Time	In Cabin With Students – Playing Games, Working On Cabin Calls/Skits/Songs for Campfire, Engaging Your Students
1:30 – Field Study #2	Teach, Have Fun
4:00 – Homeroom	Student Leader Meeting With Program Staff
5:00 – Recreation	FREE TIME – Quick Shower And Short Rest
6:00 – Evening Duties	Participate Fully, Make Sure The Job Is Done Correctly
6:10 – Flag Ceremony	Be Respectful And Make Sure Students Are Doing The Same
6:20 – Dinner	(See Breakfast)
7:00 – Cabin Time	Help Students Prepare For Campfire And Bedtime, Play Games
8:00 – Campfire	Sitting Mixed Between Students, Participating in Songs, Modeling Proper Behavior, Being On Stage
9:00 – Night Hike	Leading Night Hike Activities, Keeping Group Quiet
9:30 – Get Ready For Bed	Supervising Students While They Get Ready For Bed, Making Sure Students Are Quieting Down
9:45 – Fire Watch	Having Free Time With Other Student Leaders
11:00 – Lights Out	SLEEP! YAY!

## **THE BASICS OF BEING A STUDENT LEADER**

Let's break this down into smaller parts so that you can have a real idea of what you will be doing at the Northwest Outdoor Science School.

- 1) You will be in charge (most likely with a co-Student Leader) of a group of students (8-15 kids). This group will be your CABIN GROUP. You will help this group of students get places on time, be dressed appropriately for the weather, make sure all of the kids are doing well, take them to the nurse if needed, play games with them, and generally make it a successful week for them.
- 2) Teaching FIELD STUDY during the day. You will be assigned to one of the field studies and will be trained by the field instructor to teach various parts of the field study to the students. This doesn't mean that you need to be an expert in a particular area of science. It just means you need to be willing to learn the information from the instructor so you can successfully teach the information to the students.
- 3) Be active participants in ALL other parts of the Outdoor School program (i.e.: duties, meals, campfire, etc.)
- 4) Be a willing TEAM PLAYER. You will be working with peers, taking direction from staff members, and helping sixth grade students. Because you will be working with all of these people, it is important to remember that you are all part of the same team.
- 5) It is important to realize that the focus of the Outdoor School experience is on the sixth grade student. Student Leaders will have a great time as well, but the primary concern of Outdoor School is the education of the sixth grade student.
- 6) Ability to communicate personal needs.
- 7) Constant and consistent role modeling of positive attitude, words and actions.

## **TRAITS OF A GOOD STUDENT LEADER**

In order to be an effective Student Leader at Outdoor School, there are a few traits that you should possess, to be a positive role model for kids. You should:

- 1) Be responsible.
- 2) Be enthusiastic.
- 3) Be mature.
- 4) Take initiative.
- 5) Enjoy spending time with children.
- 6) Have the ability to communicate.
- 7) Be flexible.
- 8) Enjoy being in the outdoors.

## **STUDENT LEADER DOs AND DON'Ts**

Just like every school, we have a set of expectations that need to be followed by **everyone on site** to ensure the smooth running of the Northwest Outdoor Science School. It is important for you to know these expectations before you agree to participate in the program. Here they are:

- 1) RESPECT!!! Yourself, Others, and the Environment:
  - Keep track of your own gear.
  - Get enough sleep and let others get theirs (QUIET after Lights Out).
  - Protect living plants and animals at all times.
  - Treat others nicely; use kind language.
  - Maintain a positive, enthusiastic attitude.
  - BE ON TIME!
- 2) Stay on camp grounds.
- 3) Report ANY injury or sickness to the nurse immediately—day or night!
- 4) NO swimming.

Because of the responsibility that the Student Leaders are given while they are at Outdoor School, there are a few expectations that are unique to them. A Student Leader will be asked to leave site (and possibly be referred to his/her school for discipline) for the following:

- 1) Possession of tobacco products (if still in high school), alcohol, drugs, or any other controlled substances.
- 2) Possession of weapons of ANY kind (including pocket knives).
- 3) Any inappropriate physical contact or harassment involving staff, peers, or students.
- 4) Not following dress code — wearing clothes with alcohol, drug or gang related messages; halter-tops, tank tops & revealing clothing, etc.
- 5) Physically punishing students.
- 6) Cabin Unattended—This means that if at any time a group of students is left without a Student Leader, the Student Leader who was supposed to be monitoring them will be asked to leave site. We promise parents that their students will be under constant supervision. Student Leaders play an instrumental role in this.

### **NORTHWEST OUTDOOR SCIENCE SCHOOL IS A:**

**Drug Free Zone**

**Tobacco Free Zone**

**Alcohol Free Zone**

**Sex Free Zone**

**Violence Free Zone**

**Politics Free Zone**

**Discussing these topics with anybody while at Outdoor School is not okay.** If students are discussing these topics, you need to immediately redirect them towards appropriate conversation. Student Leaders found to be instigating discussion of these topics may be sent home. When unsure if something is inappropriate to discuss, play it safe – ask a staff member for advice.

## WHAT'S APPROPRIATE WITH STUDENTS?

### O.K.

- Side hugs
- Upper body hugs
- High fives
- Pats on back
- Handshakes
- Tap on shoulder

### NOT O.K.

- Full body hugs
- Kissing
- Pats on head
- Pats on buttocks
- Running laps
- Push-ups, sit-ups
- Play fighting, rough housing

## WHAT'S APPROPRIATE WITH STUDENT LEADERS?

### O.K.

- Talking to each other
- Short side hugs
- High fives
- Sitting next to each other with air space in between you
- Upper body hugs

### NOT O.K.

- Back rubs
- Full body hugs
- Holding hands
- Sitting next to each other with no air space in between you
- Kissing
- Exchanging clothing
- Exclusive friends
- Any sexually related words/actions
- Travel with another to secluded area
- Demeaning language & profanity

## EFFECTIVE LEADERSHIP

Learning leadership skills is a part of growing as a Student Leader. Our staff will train you on ways to effectively lead sixth-grade students in a firm, yet positive, manner. Being a LEADER FIRST and a FRIEND SECOND will set you up for success. Follow these steps to be a good leader:

- 1. Set Expectations** – Explain things to students clearly ahead of time. Know the schedule. Have a plan and share it with students. Ask them if they understand what they are supposed to do.
- 2. Build a Rapport** – Get to know your students! Play games, sing songs, give lots of positive feedback and encouragement, learn their names, ask them questions about themselves.
- 3. Positive Redirection** – Speak respectfully & firmly. Give students a task. Use “I need” statements (“I need you to listen”, “I need you to stand next to me”). But don’t be afraid to say NO.
- 4. Give students a “Breather”** – After many attempts at redirection, separate the offending student (using positive language) from the group for a few minutes – still within sight and hearing, though.
- 5. Ask for help from staff** – That’s why they’re there! Even the best Student Leaders need help at times.

## **CABIN TIME AND TIPS**

A large part of your time at Outdoor School will be spent supervising your cabin group. This is one of the main social components of the week. Every group of students needs down time from school, and it's your job to make sure that this time is constructive, safe & fun.

You will be asked to serve in the role of a friend, parent, and teacher for the students. As the week progresses and your students become more comfortable at Outdoor School, they will turn to you for advice and answers to questions. Your actions will directly affect how the student feels about the Outdoor School experience.

### **Here are some tips that may be helpful during cabin time:**

- Elementary school students desire leadership and will respond enthusiastically to Student Leaders who set down expectations in a firm, but positive, manner.
- At the beginning of the week, have your cabin group decide what rules are necessary for everyone (and also add your own). Because the students come up with the rules themselves, they will be more likely to follow them.
- Cabin time is an appropriate time to play games with your students. Playing games is a fun, easy way to build cabin unity among your students, thus reducing behavior issues. Come with some ideas, or make sure to ask the on-site staff for suggestions.
- Each evening at campfire, your cabin group will present a short cheer or skit (known as a cabin call) to introduce themselves. Cabin time is the best time to prepare for this.
- Let your students rest. Everyone gets tired and needs a bit of a break.
- Get to know your students.

## **MAKING YOUR CABIN A HOME & CREATING CABIN UNITY**

Decorating your cabin will help your students feel more comfortable, and it can be an easy and fun way to build cabin unity. Here are some ideas:

- Hang posters or pictures (G or PG rated) to decorate the walls (old calendars work well)
- Bring crepe paper streamers or Christmas lights to hang up around the ceiling.
- Give students paper and pens/crayons/pencils to make posters and bunk markers.

To build cabin spirit, you can bring the following items to give to the students in your cabin (bring enough for 16 people, just to be safe):

- Beads, ribbons, stickers or shoelaces for nametag strings; headbands; cheap neckties & hats; homemade sashes. **Visit thrift stores – don't spend a lot of money!**

## **GAMES & ICEBREAKERS**

Helping students get to know each other and have fun together as a cabin group is one of the primary jobs of an Outdoor School Student Leader. Engaging students in icebreakers and games helps them to enjoy themselves, keep them engaged in positive activities, and reduces the number of behavior issues that may arise.

Knowing many games for different situations will make you a better Student Leader. Please try to learn some of the games and icebreakers listed below. They are easy to remember once you begin playing them with students. Remember, on-site Outdoor School staff is always available to help teach and lead games, especially if you are a new Student Leader.

### **Icebreakers**

#### **Name Bop:**

1. Group stands or sits in a circle, one person (the bopper) is in the center of the circle
2. A person says his/her name and another person's name
3. The person whose name is called says his/her name and another person's name and so on....
4. The bopper tries to gently bop whoever has been called with a soft hat before he/she can say both names
5. Whoever is bopped becomes the new bopper in the circle's center
6. Safety first, keep bopping under control.

#### **Cumulative Name Game:**

1. Group stands or sits in a circle
2. First person says his/her name.
3. Second person says his/her name, name of 1<sup>st</sup> person.
4. Third person says his/her name, name of 2<sup>nd</sup> person and name of 1<sup>st</sup> person.
5. Game continues around the circle until you reach the first person again.

Variation: Have students tell something else about themselves when they are saying their names (i.e. favorite food/color/animal). Have them include this information when introducing everyone else.

#### **Two Truths and a Lie:**

1. The game begins by one person in the group telling 3 things about him/her – two are true and one is a lie.
2. Everyone else makes one guess each at which is the lie.
3. After everyone has guessed, the person reveals which is the lie.
4. A second person tells 3 things, and the game continues as before.

**Forced Choice:** The Student Leader draws an imaginary line down the middle of the cabin and gives the group a choice between two things. For example: “If you are more like a monster truck, go to the right side of the cabin; if you're more like a sports car, go to the left side.” Students must individually choose, and then the Student Leader asks the students why they chose the way they did.

## Group Challenges

**Group Juggling:** This activity requires the Student Leader to provide objects to throw. The objects need to be small (baseball size) and soft. Clean pairs of socks work well. The group forms a circle, or otherwise spreads out from one another – everyone on their own bunk, for example. You start out by throwing one ball in random order around the group, each time you throw the ball you must call out the name of the person you are throwing it to. The Student Leader may then introduce more balls into the game, and may introduce multiple questions if the group can handle it.

**Human Knot:** The group gets into a circle. Everyone puts their right hand into the middle of the circle and holds hands with someone else in the circle that is not standing next to them. Do this process with the left hand, grasping the hand of someone different than the first person whose hand they are already holding. The object, then, is to untangle the human knot without anybody letting go of any hands. This requires teamwork, communication, and a lot of bending and twisting! The Student Leader or students can take charge and verbally lead the group in the untangling process.

## Brain Teasers & Challenges

These are games and puzzles to challenge students' minds. They are good for filling lag times, such as waiting in line somewhere, and for playing in the cabin. You should make students whisper in your ear any guesses they have for answers to these brain teasers, and if they are correct, tell them to keep the answers secret from other students, so others can keep guessing.

**Johnny Whoops:** Tell the group, “**Do everything I do.**” Put one hand forward so the students may see it clearly. Then spread your fingers out. Use your index finger from your other hand and say, “**Johnny, Johnny, Johnny, Johnny, Whoops, Johnny, Whoops, Johnny, Johnny, Johnny, Johnny.**” Each time you say “Johnny,” touch your index finger to the tip of the fingers on the opposite hand (in order, one at a time). You say “Whoops” as you drag your index finger down the length of the other index finger and up the side of the other thumb, and vice versa when you say it again. When you have gone through all of this, then put your hands together, interlocking your fingers, dropping them to your waist as you do this (as inconspicuously as possible – don't make it obvious). Then, ask the students to try. They are successful only if they interlock their fingers at the end.

*(Yes, this may sound confusing if you've never seen it. Ask a staff person if they know it, and if so, to show you what to do. It's very easy, and usually will keep students engaged in trying to get it right for a good long time!)*

**Sticks:** Find at least three small sticks of wood (you may use pencils or pens as a substitute). Gather the students around and tell them you have learned an ancient method of numerology, and they must guess the number that will be represented in the stick pattern you will be creating. The numbers will be between 0-10. Then, put the sticks on the floor/ground and have them guess until they are correct. The secret here is that after you have placed the sticks on the floor/ground, you put your hands on your knees, leaving fingers out showing the correct

number between 0-10. Be inconspicuous – don't make it obvious – and mix up the finger combinations showing. The students will be correct when they have figured out the key to your number system.

**Picnic:** Tell the students that you are going on a picnic and they may join you if they know what to bring. For example, if your Outdoor School name was Walrus, you might say, "I am going on a picnic and I am going to bring **waffles**, but not **pancakes**." Whatever items you may bring must start with the first letter of your name, the other items do not. The students may come on the picnic when they can figure out this method.

**Green Glass Door:** This game is similar to the Picnic game, in that it involves letters and words. Begin by telling students that there is a special door called the "Green Glass Door," and if you want to go through it, you have to bring something with you. For example, you might say, "I am going through the Green Glass Door, and I can bring a kitten through it, but not a cat." The key to this game is that the name of whatever you bring through the Green Glass Door must include double letters (examples: **kitten**, **puppy**, **spoon**, **apple**, **ball**), just like the words **green**, **glass** and **door**. The students may come through the door once they figure out the double letter pattern.

**The Round Moon:** Ask the students to do everything you do. Say, "The moon has two eyes, a nose and a mouth." While you say this phrase, draw the moon and its face with your index finger in the air (draw a circle with your finger, then point to where the eyes & nose are, and do an arc for the smiling mouth). The students will then attempt to do everything that you do. The key to this game is to draw the moon with the index finger of your **LEFT** hand. Students are only successful if they also use the left hand.

**Rhythm Maker:** Sit your cabin group in a circle. Explain the rules. One person in the circle will be the "Rhythm Maker." They will be responsible for either doing a motion or making a sound that the rest of the group will copy. One person in the circle will be selected to leave the group while you pick the "Rhythm Maker." Once this has been done, the person who left the circle stands in the middle and tries to figure out who the "Rhythm Maker" is.

Hint: Tell the students in the circle to not always look directly at the "Rhythm Maker," as doing so would make it easier for the person guessing.

**Black Magic:** This is described as a special power that you and your partner in the game share. It allows you to read one another's minds. How you will demonstrate this is by having one of you leave the cabin, while the cabin group will pick an object in the cabin that the person who left must figure out. Once the object has been selected, invite the person back in and begin going through items in the cabin until they select the "correct" object.

*How this works:* Before presenting this to your cabin group, get together with your partner and let him/her know that you will go through a series of incorrect objects, and your partner will know the correct object when you give them a certain clue. For example, say the object your cabin selects is a **shoe**. When your partner returns to the cabin, you point out several different objects, describing them by what they are called:

You: “Is it this blue sleeping bag?”

Partner: “No.”

You: “Is it this painted door?”

Partner: “No.”

You: “Is it the smoke alarm?”

Partner: “No.”

You: “Is it this **black** sock?”

Partner: “No.”

You: “Is it this shoe?”

Partner: “Yes!”

Your partner will know when to say yes, as the correct object is the object selected after the **black** colored object. Try to use the “**black**” description to give a clue to students, so that they may eventually figure out the mystery. Also, tell students to be totally quiet during the game, so as not to disrupt the “psychic link” between you and your partner. **This game can keep a group of students quietly guessing for days, making your job easier!**

### Competitive Fun Games

**Animal Signs:** The group sits in a **circle**. Each person in the circle assumes the identity of a different animal. Each animal gets to have a sign, in the form of a movement or motion of hands/arms/head/legs/face/body that will represent that animal. The object is to move up the food chain and get to the top spot and, once there, to stay there as long as possible.

The person in the top spot in the circle – the Student Leader decides who that is – begins each round by doing his/her sign, and following it with the animal sign of someone else in the circle. The play then passes onto that person, who must then do his/her animal sign and the animal sign of someone else in the circle. The play continues until someone makes a mistake.

There are three types of mistakes. One type of mistake is to make an incorrect sign (messing up the motion), either your own or the sign of someone else. A second type is passing the play back to the person who just passed to you (this is known as a “tea party” and is considered poor etiquette). A third type of mistake is not being quick enough with doing your signs – hesitating may be okay, but the group must consider if the offending animal was too slow.

Once someone has made an error, they must then vacate their seat and move to the seat to the left of the top of the food chain. This seat is the bottom of the food chain. Everyone lower on the food chain moves up one spot, changing to the seat to their left. The trick to this game is that the animal signs stay with the spots, not the people. So, once the order of where the signs are has been established, and as people move up and down the food chain, the animal signs will always stay in the original spots/seats. (Remember to sit in a circle.)

**Silent Sock:** The cabin group sits on their own bunks. This game requires a soft, small (baseball size) item to throw between students. Clean, rolled up socks work well. This game can work in many variations. The “ball” is tossed between bunks, and if there is a bad throw, a dropped catch, a student who talks out, or if the “ball” is thrown back to the person who just threw it to you, then the student who broke these rules must lie down on their bunk. This means that he/she is out for the round. The round ends when there are two students left. As the Student Leader, you are in charge of interpreting rules and making decisions on rule violations.

**Boppity-Bop:** For this game, the group should stand in a circle, with one person in the middle. The person in the middle of the circle will change throughout the game. The object of the game is to avoid being in the middle of the circle. The key to this game is speed and surprise. The person in the middle can do the following to try to get out of the middle:

1. Point at someone and quickly say, “**Boppity-Bop-Bop-Bop!**” The person pointed to must say “Bop!” before you finish saying “Boppity-Bop-Bop-Bop,” or else that person goes into the middle of the circle, and the person who was in the middle takes their spot as part of the circle.
2. Point at someone and simply say, “**Bop!**” The person pointed to must not say anything or make any sound at all, or else that person has to go into the middle of the circle.
3. Point at someone and quickly say, “**Hoppity-Hop-Hop-Hop!**” The person pointed at must *hop once*, with both feet completely leaving the ground, before you finish.
4. Point at someone and simply say, “**Hop!**” The person pointed at must *NOT HOP*, nor say anything at all, or else that person goes into the middle of the circle.

Once everyone has gotten used to the first four options, it is time to make the game a lot more challenging – and more fun – by adding options that require *three people* at a time to respond!

5. “**Jello!**”: Point at someone and exclaim, “**Jello!**” and then immediately start counting quickly (and clearly) to 6. The person who is pointed to must shake his/her whole body back and forth, AND the 2 people to either side of the shaking person must make a circle around him/her with their arms, imitating a bowl. If all three people do their parts before the person in the middle counts to six, they are safe, and the person in the middle must do something else.

However, if one of the three people messes up and does not properly do their part by the count of six, then that person goes into the middle of the circle. If more than one person does not do the correct response by the count of six, then the Student Leader should have them play rock-paper-scissors, and the loser has to go into the middle.

6. “**Jaws!**”: The person who is pointed at must make a shark fin with both hands above his/her head, and the 2 people to either side must use their arms to make a swimming motion away from the person making the shark fin.

7. “**The King!**”: The person who is pointed at plays air guitar & shake his/her hips like Elvis Presley, while the 2 people to either side must bow down towards the person imitating Elvis.

## **ROLE OF THE STUDENT LEADER ON FIELD STUDY**

Field study is when the students are engaged in hands-on learning about the natural environment. As a Student Leader, **YOU WILL BE TEACHING** during this time. The Field Instructors will train you and will make sure you are ready to teach when the students arrive. It is their job to make sure you are comfortable with the lessons you will be teaching everyday.

It is not expected that you will be an expert in a certain area of science. You only need to be ready and willing to learn when you arrive at Outdoor School. If questions arise as you are learning the information, **DO NOT HESITATE TO ASK FOR HELP**.

While on field study, you will be responsible for monitoring your group and directing their activities. You will be part of a teaching team including the classroom teacher, the field instructor, program staff and other Student Leaders. Each has their own role, but everyone must work together for effective teaching and learning to occur.

### **On field study, a Student Leader is:**

- **A Small Group Leader:** You will teach a group of 5-10 students on the activities of the field study you are assigned to for your week.
- **Facilitator:** You will facilitate by giving directions, asking questions, leading discussions, and acting as a positive and responsible role model for students.
- **An Active Participant:** You will do whatever the students are doing on each field study activity, and not just watch them do it. For example, if they are catching critters in the stream, you will be helping to catch critters, too.
- **Co-Learner:** You may not have a high level of knowledge about what is being taught, so you may be learning right along side of the students.
- **Student Manager:** You organize your student group and direct their behavior.
- **Team Teacher:** You will be working with the other adults on your field study.
- **Careful with equipment:** Keeping study materials in good shape is essential.
- **NOT a source of great knowledge:** Since you are not expected to be a trained scientist, the activities must do the teaching, for which you'll have instruction cards, posters, diagrams and the greatest visual aid – nature itself!
- **NOT a disciplinarian:** While you will need to use positive redirection skills to keep students focused and on-task, serious discipline problems are not your responsibility, and should be dealt with by our staff and classroom teachers.
- **NOT a sixth grader:** You need to be mature, appropriate and respectful.

## **FIELD STUDY ACTIVITIES AND CONCEPTS**

Each Outdoor School site has three or four field study areas, one of which you will be assigned to for your week as a Student Leader when you arrive for your first day, which is training day (students arrive on the second day). The field study areas vary from site to site. Below is a list of Northwest Outdoor Science School field studies for each camp:

### **CEDAR RIDGE, TRICKLE CREEK & MAGRUDER**

ANIMALS  
PLANTS  
SOIL / EARTH  
WATER

### **WESTWIND**

BEACH  
ESTUARY  
FOREST

You will receive about four hours of training to learn the 4 to 6 activities for the one field study area to which you are assigned. Each day, you will teach to one or two groups of students. Activities are made to be simple, hands-on, interactive and fun! Activities are designed to be about 20-30 minutes in length.

Listed here are just some of the activities and concepts taught on field study.

#### **ANIMALS**

Wildlife Habitat & Adaptations  
Animals Signs & Tracking  
Bones, Pelts and Skulls  
Carrying Capacity & Competition

#### **PLANTS**

Photosynthesis  
Succession of Plant Communities  
Interior Parts of a Tree  
Plant Identification

#### **SOIL / EARTH**

Soil Compaction & Absorption  
Rock Cycle & Geology  
Soil Profile Layers  
Weathering & Erosion

#### **WATER**

Critter Catch & Identification  
Water Quality Chemical Analysis  
Stream Morphology  
Salmon Life Cycle

#### **BEACH**

Ocean Tides  
Marine Invertebrates  
Tide Pool Life

#### **ESTUARY**

Ghost Shrimp Catching  
Bird Observing and Identification  
Estuary Animal Adaptations

## TEACHING TECHNIQUES

Not only will you learn the science behind each activity and how to do it, you will also be trained on key child management skills and teaching techniques, so that the students (and you) will have fun, engrossing field study activities.

Below are some of the techniques you will want to use as a teacher on field study:

- Know **students' names** and use them constantly!
- Give **simple, clear directions** to students.
- Use **different teaching styles** (some students learn better by hearing information, some by writing information down, some by seeing visual aids).
- **Ask questions** that are appropriate and well thought-out.
- **Be enthusiastic!** The more excited you are about the subject, the more excited the students will be.
- Give **positive reinforcement** to students who answer questions correctly and participate in activities in a respectful manner.
- **Include everyone** in study activities – including quiet students.
- Get everybody as **hands-on** as possible when doing activities, including yourself.
- **Refocus off-task or distracted students** by giving them a task or something to hold, or asking them a direct question about what you are studying.
- **Review** with students what they have learned at the end of each activity, and as you walk between study spots.
- **Give help** to students who need it.
- Have students who are continually off-task or disruptive **take a breather (time out)** a short distance away from the group, but still within sight and hearing, so they may still learn what you are teaching (and so you can keep an eye on them).
- **Ask for help** from a staff person if you don't know an answer or need assistance – it's perfectly okay! You can even ask your students to try to find the answer in a field study book.

## **QUESTIONING STRATEGIES FOR FIELD STUDY**

As teachers, we want to engage students' minds by asking them many questions about what they are learning on field study. This makes field study more interactive and interesting for students, and will help them to find the answers for themselves (instead of just being told the answers). You will learn to use many types of questions for teaching, as you will need to use different kinds of questions for different situations.

1. **OPEN-ENDED QUESTIONS**: These have many right answers, and are based on students' observations, and get students thinking and sharing about the study subject.

Examples: "What do you notice about this salamander?"  
"What do you see in the water?" "How does it smell?"  
"What can you tell me about this layer of soil?"

2. **FOCUSING QUESTIONS**: These direct students' attention to the topic to be studied.

Examples: "What are some things you noticed about the tree ring pattern?"  
"What is the millipede doing?" "What does it remind you of?"  
"How many different kinds do you see?"

3. **INTERPRETIVE QUESTIONS**: These encourage students to make comparisons between objects, and to discover information about them.

Examples: "What is the difference between these two trees?"  
"How are these rocks alike? How are they different?"  
"Why do you suppose it is doing that?"

4. **SUMMARY QUESTIONS**: These help students come to a conclusion about whatever they are studying.

Examples: "So, how does that help it?" "What can we say about this?"  
"Why is this important?" "What did you learn about habitats?"

Sometimes, you will need to repeat or rephrase a question you ask to your students, or break it down into smaller bits. Asking questions to your entire group involves everyone, but sometimes you will need to ask a specific student.

Giving students time to think is very important. Wait 3 to 7 seconds before calling on a child or rephrasing your question.

When students give wrong or incomplete answers, positively redirect them to correct answers. Do not allow wrong answers to go uncorrected. Thank students for responding, using their names, focus on the part of the answer which is correct (if any) and build from there. You can ask students to explain their thinking, and ask for other ideas from the students in your group.

## MEALTIMES AT OUTDOOR SCHOOL

Everyone at Outdoor School eats meals together, family style, in a large dining hall. You will be responsible for helping to create a calm atmosphere of gracious dining, good table manners and **appropriate** conversation – all while serving food to students. This can sometimes be difficult, as many students will be eating with a group for the first time ever. If you know what is expected of you, though, it can be a very pleasant experience, as sharing good food & conversation is a highlight of Outdoor School!

### Table manners we use include:

1. Talk only to people at your table, not between tables.
2. Keep your elbows off the table.
3. Use serving utensils to take food.
4. Spread your napkin across your lap.
5. Pass food in one direction to begin the meal.
6. Keep salt & pepper shakers together.
7. Pass food using both hands.
8. Wait until everybody at your table is served until eating.
9. Say PLEASE and THANK YOU when asking for food.
10. Avoid talking with your mouth full.
11. Cough & sneeze into your upper arm sleeve (not your hand).

### Appropriate Topics for Table Conversation:

1. What hobbies do you have? What is your favorite thing to do in your free time?
2. What did you do on field study today? What was your favorite activity?
3. What is your favorite part about Outdoor School so far? Your favorite meal?
4. If you could have one super power, what would it be?
5. If you were on a deserted island, what three things would you want with you?
6. Do you play any sports? What's your favorite team? Your favorite player?
7. What are your favorite pizza toppings? (This never fails!)
8. If you could go anywhere on Earth, where would you go, and why?
9. What is your favorite letter? Number? Planet? Book? Food?

Inappropriate topics: Girl/boyfriends, religion, politics, violence, sex, drugs, alcohol.

## CHILD MOVER IDEAS

Many times each day, you will need to move your cabin or field study group from place to place. Lining up your group using the methods below will make it fun and easy for everybody.

1. Height (shortest to tallest, tallest to shortest)
2. Alphabetical (last names A to Z, first names Z to A, etc.)
3. Sports (those whose favorite sport is baseball go first, football second, etc.)
4. Eye Color (blue first, brown second, green third, etc.)
5. Song-Leading (the person who leads the group in a song gets to go first)
6. Names (the person who can remember everyone else's name goes first)
7. Clothing Color (green shirts first, blue second, brown third, etc.)
8. Field Study (those on Animals study go first, Plants second, Water third, etc.)
9. Birthday (January to December, December to January, etc.)

## STUDENT DUTIES (“Niches”)

At Outdoor School, each cabin group is assigned “niches” during the week. These help keep the site a neat, clean place in which to live and study, and allow things to happen quickly and efficiently. The staff organize each niche. As a Student Leader, you will need to be a willing and eager participant in every niche, setting a positive example for students to follow. Below is a list of some “niches” you will help with:

- **Chopsticks** – Setting the tables in the dining hall before meals.
- **K.P. (Kitchen Party)** – Cleaning the tables in the dining hall after meals.
- **Flag** – Raising the U.S. flag in the morning, retiring the flag in the evening.

Flag ceremonies are times for respect & quiet reflection.

- **Scrub Club** – Cleaning the bathrooms at camp. Not a deep clean.
- **Host** – Serving food and guiding mealtime conversations.
- **Recycling** – Preparing cardboard, tins cans, etc. for pickup by sanitation services.
- **Composting** – Helping to compost leftover food scraps from mealtimes.

## CAMPFIRE

Each day ends with a fun campfire program, rain or shine. It is a time to unwind after a day stuffed full of activities. It is the favorite part of the day for many people, as we entertain ourselves without the use of stereos and TVs. Indeed, many students who are normally shy come out of their shells at campfire, to the delight of everybody!

A campfire program lasts about an hour, and is comprised of two halves. The first half is for loud, silly, **rowdy songs** and **skits**, whereas the second half is for mellow, **quieter songs** that help people get ready for bed.

Every campfire program begins with **cabin calls** – quick songs or cheers that every cabin creates and performs. Your cabin may also perform a skit at some point during the week.

### Student Leader Duties during campfire:

- Keep an eye on your students for appropriate behavior.
- Lead by example – sing, cheer and applaud, to encourage students to do the same.
- Sit as “bookmarks” (with students on either side of you), not as “bookends”.
- Remember, it’s okay for kids (and you) to be silly – just not so silly it’s a distraction.

## BEDTIME

This is one of the most important, and sometimes challenging, times of the day for Student Leaders and students alike. Many sixth-graders have never been away from home before, and sleeping in a cabin with other people will be a new experience for most. Fear of the dark and anxiety about being away from home can make students homesick.

Your job will be to help ease students’ anxiety and make them feel comfortable, all while trying to keep them calm and quiet while getting ready for bed. Here are some tips:

1. **HOLD THE MOOD** set by the quiet part of campfire – use soft (or no) voices from the end of campfire until everyone is asleep.
2. Give students **CLEAR EXPECTATIONS** for their behavior. Be firm, yet gentle.
3. **OFFER INCENTIVES** to students for being quiet and calm – bedtime stories, playing an instrument or singing a quiet song once everyone’s in bed are appropriate rewards.
4. **USE ONLY A FLASHLIGHT** to create a mellow mood in the cabin as everyone gets undressed and into bed.

5. **KEEP CONTROL AT THE BATHROOM.** Establish an order for using sinks and toilets. Line students up and send them in a few at a time. **MONITOR** your students!

6. Remind students that they are trying to earn their **QUIET CABIN BEAD**.

7. **WALK IN A STRAIGHT LINE** from campfire to bathrooms to cabin. Stop your line and wait if students become too loud.

### **PERSONAL GOODNIGHTS**

Quietly speaking to each student in your cabin once they are in bed is one of the best ways to help students feel at ease, and to let them know that you care about them. Personal goodnights need not be longer than 30 seconds per student, and once finished, you can commence with reading a story, singing or playing an instrument for your cabin.

- Call students by name.
- Make the moment with each student count.
- Say something different to each student.
- Tell them something you like about them.
- Ask them about the best part of their day.

## **EVALUATIONS**

As a Student Leader, you will receive feedback from the staff and teachers each day about how you are doing – both positive and constructive feedback. This feedback is meant to help you grow as a leader and teacher, to let you know what you do well, and what you should keep working on.

At the end of your week as a Student Leader, you will receive two evaluations from the staff.

One evaluation will be delivered by your Field Instructor, and will cover your role as a teacher and member of your Field Study team.

A second evaluation will be delivered by a Program Staff member, and will cover your time as a cabin leader and all-around participant and role model in all other aspects of Outdoor School (campfire, duties, dining hall, communication, teamwork, etc.).

Both evaluations are delivered both in writing and orally. You will receive a copy of each written evaluation. Copies are also kept on file at our office and at your school.

The evaluations are meant to be tools to help you grow. Many people have used their evaluations when applying for jobs, colleges and other volunteer opportunities.

## **SAFETY RULES FOR OUTDOOR SCHOOL**

Creating a safe environment for enjoyable learning is essential at Outdoor School. Keeping everybody healthy and safe is the overriding concern at all times. All sixth-grade students are expected to comply with the following rules, so you need to know them before arriving on site. You will be expected to consistently role model these rules and positively enforce them with your students.

1. Stay with your cabin or field study group. Leave the camp grounds only under the direction of a Student Leader or staff member.
2. Wade in creeks, ponds or the ocean only as directed by a staff member or teacher.
3. Protect yourself, others & wildlife by not throwing rocks, sticks, sand or other items.
4. Walk from place to place. This prevents falling and injuring yourself, and you'll be less likely to scare away wildlife.
5. Respect nature. Protect living plants and animals from injury or destruction.
6. Walk only on trails. Avoid walking off-trail, as this tramples plants and animals.
7. Respect the rights and property of other people. Leave other people's gear and clothing alone, and keep your hands and body to yourself.
8. Report any injury or sickness to the Outdoor School nurse immediately, day or night!
9. Maintained a quiet atmosphere on site from the end of campfire until it is time to wake up the next morning.
10. Be on time for all duties and responsibilities. Follow the schedule.
11. Wear your nametag at all times, so that people know who you are and can call you by your name.

### **As a Student Leader, you need to protect yourself by obeying these very important rules:**

1. Never be alone with a student in a private place. If you need to be somewhere with a student where other people cannot see you (like a cabin, bathroom, etc.), make sure the student gets a "buddy" to go with the two of you. **Don't put yourself in any situation which can be viewed questionably by anybody!**
2. Avoid social contact with students after your week as a Student Leader. The only acceptable contact with students after Outdoor School is responding to their letters in writing. Visiting classrooms or students' homes, arranging to meet them elsewhere, and all electronic forms of communication (phone, email & internet, etc.) are strictly prohibited!

## **WHAT TO BRING & OTHER DETAILS**

In selecting clothing for Outdoor School, rely on sturdy, casual clothes you already have on hand. The main concern is warmth and dryness, not appearance. **Waterproof footgear** (boots) and **raingear** are a must! The following is a suggested list for Student Leaders. If there are additional items you would like to include, please do so. If you want to bring snacks and cell phones, you can... BUT all of those items must be kept out of the cabins in a designated area. You may have access to them during your free time.

### **Bedding**

Sleeping bag or bed roll  
Pillow and case  
Extra blanket

### **Clothing**

Shirts  
Jeans or heavy pants  
Warm jacket  
Sweater or Sweatshirt  
Socks  
Underwear  
Long Johns / Thermal Underwear  
Pajamas  
**Waterproof raincoat & rain pants**  
**Waterproof boots**  
Shoes  
Gloves  
Warm hat

### **Toiletries**

Bath towel  
Wash cloth  
Soap and container  
Shampoo  
Comb/brush  
Toothbrush & toothpaste  
Other stuff you need

### **Useful Stuff to Have**

Wristwatch  
Flashlight  
Letter writing materials & stamps  
Daypack  
Camera  
Binoculars  
Musical instruments  
Storybooks  
Beads, Stickers to award to students

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### **Insurance**

Northwest Outdoor Science School provides accident insurance for every sixth grade student and Student Leader while attending our program. Students are covered the whole time they are on-site, and during travel times to and from Northwest Outdoor Science School.

### **Cost**

There is no charge to be a Student Leader. It's free!

### **Transportation**

Bus transportation to/from our sites is provided. An email will be sent to you about 14 days before you go to Outdoor School, confirming the dates & including a bus schedule.

### **Release from High School**

Please obtain permission to attend Outdoor School from all of your high school teachers well in advance of your week. Permission forms are available from your school's attendance office. Ask the Outdoor School contact person at your school if you need help.