

**BETSY-JEFF PENN 4-H EDUCATIONAL CENTER  
REIDSVILLE, NORTH CAROLINA**

# ***ENVIRONMENTAL EDUCATION PROGRAMS***



## ***PLANNING GUIDE***

**REVISED FEBRUARY 2009**

**PART ONE: Whatever you do, read this first!**  
**PART TWO: Appendix of Necessary Forms**  
**PART THREE: Frequently Asked Questions**

## **PART ONE:**

**Whatever you do, Read This First!!**



# IF YOU HAVE RECEIVED THIS PACKET, YOU HAVE MADE THE WISE DECISION TO BRING A GROUP TO BETSY-JEFF PENN'S ENVIRONMENTAL EDUCATION PROGRAM... SO WHAT'S NEXT?

1. **Secure your date** - In order to fully secure your dates, the **Session Scheduling Worksheet (green worksheet included with this packet)** must be signed and returned, along with a deposit, within 30 days of the receipt of this planning guide. In case of cancellation, this deposit will be refunded in full, assuming we are notified of the cancellation at least 60 days prior to your scheduled trip.

2. **Notify parents & students** - The communication that is made with parents and/or guardians prior to your trip is essential to the success of your trip. **Parents need to be warned of any costs** that may be passed on to them. **Potential donors need to be sought** to cover the costs of any participants that can't afford the fees. **Parental Agreement & Consent Forms need to be signed. Transportation has to be arranged & potential chaperons must be found.**

3. **Collect Forms** - In order for students to participate in our program, a completed copy of the **Parental Agreement & Consent Form must be brought to camp.** This allows students to be treated in an efficient manner should medical attention be needed. While collecting this form, please pay attention to the "Physical Limitations" section on the back. **The Penn 4H Center must be informed in advance of any limitations placed on participants by their parents/guardians.**

4. **Finalize Details** - Look to the **Program Planning Form** to find the information that we will need to know in order to properly prepare for your visit. Consider the classes, numbers of participants, evening programs, etc. and **mail or fax this form to the Education Director at least 2 weeks prior to your trip.** You can also reach the Director at (336) 349-9445 or email at [kyle\\_shillinglaw@ncsu.edu](mailto:kyle_shillinglaw@ncsu.edu) to discuss details, ask questions, etc.

5. **Come prepared** - Arrive at Penn with **signed & completed Parental Agreement & Consent Forms, an ES 237 Form** to be given to the Penn office for billing purposes, **students already broken into cabin groups and activity groups**, plenty of rest, and lots of smiles. We will meet you at the parking area and whisk you away to the cabins and orientation.

The following are sample schedules, designed to give you an idea of what will be happening, and when it might occur. They are **merely samples**, and can be changed to fit the specific needs and desires of your group.

- Single day program schedules vary incredibly, depending on arrival/departure.
- Schedules for overnight programs are based on the group leaving school after morning bus routes are finished, and returning to school in time for students to take normal bus routes home on the last day. However, programming may be available in the morning of the first day or the afternoon of the last day for slightly higher fees.
- See the Frequently Asked Questions section, or call the program director for more details.....

## Two Day Program

### Day One

10:45	Arrive and Settle Into Cabins
11:30	Orientation
12:00	Lunch in Dining Hall
1:30	Day Class I
3:00	Juice Break
3:15	Day Class II
4:45	Break (Cabins/Games)
5:15	Table Waiters Report to Dining Hall
5:30	Dinner
6:45	Evening Program
7:45	Store Break
8:00	Campfire
9:00	Return to Cabins

### Day Two

7:00	Rise and Shine – Move out of cabins
7:45	Table Waiters to Dining Hall
8:00	Breakfast
9:00	Day Class III
10:30	Break
10:45	Day Class IV
12:15	Lunch
1:00	Load and Depart for home

## Three Day Program

### Day One

10:45	Arrive at Center, settle into cabins
11:20	Orientation in Rec. Hall
12:00	Lunch in Dining Hall
1:30	Day Class I
3:00	Juice Break
3:15	Day Class II
4:45	Break
5:15	Table Waiters to Dining Hall
5:30	Dinner
6:45	Evening Program A
7:45	Store Break
8:00	Evening Program B
9:00	Return to Cabins

### Day Two

7:00	Rise and Shine
7:45	Table Waiters to Dining Hall, Everyone else to Flag Raising
8:00	Breakfast
9:00	Day Class III
10:30	Break
10:45	Day Class IV
12:15	Break, Table Waiters to Dining Hall
12:30	Lunch
1:30	Day Class V
3:00	Juice Break
3:15	Day Class VI
4:45	Break, Journal time
5:15	Table Waiters to the Dining Hall
5:30	Dinner
6:45	Evening Program C
7:45	Store Break
8:00	Campfire
9:00	Return to Cabins

### Day Three

7:00	Rise and Shine – move out of cabins
7:45	Flag Raising & Table Waiters
8:00	Breakfast
9:00	Day Class VII
10:40	Day Class VIII
12:15	Lunch in Picnic Shelter
1:00	Departure

## Environmental Education Day Classes

The Penn 4H Center provides nearly 20 different day classes for incoming teachers to choose from. Each class lasts 1½ hours, unless specific circumstances require adjustments to the schedule. Creating a schedule for incoming groups is often much simpler if all the teachers from the same school select the same classes, although some variation is possible.

In a classic two day schedule, four classes must be chosen. In a three day schedule, eight classes must be chosen. If programming is provided on the morning of arrival, or the afternoon of departure, the number of classes obviously increases.

Each class listed below is followed by the specific grade levels with which we have found that class to work best, as well as a brief description of the focus of each class.

### **Aquatics I**                      **2<sup>nd</sup> thru 6<sup>th</sup> grades**

Aquatics I centers around the discovery of the organisms living within Lake Hazel, a 20-acre lake located on the center's property. Hands-on activities will focus on gathering macro-invertebrates, identifying the diversity of life within the aquatic system and using this information to make inferences about the condition of the lake's ecosystem. Students will also investigate various factors which may be influencing the diversity of life in Lake Hazel.

### **Aquatics II**                      **2<sup>nd</sup> thru 6<sup>th</sup> grades**

Aquatics II classes are most often taken in conjunction with Aquatics I, continuing the investigation of diversity of life and the factors affecting it, this time in a stream setting. After collecting information, the students make observations on the similarities and differences of both systems (lake and stream).

### **Beaver Pond Exploration**      **2<sup>nd</sup> thru 5<sup>th</sup> grades**

Within a short period of time, Penn 4-H Center has been fortunate to witness the development of a new natural community. Beavers have transformed, through the use of a series of dams, a forest area into a wetland habitat. This change has not only created a home for the beavers but also for a variety of new plants and animals which the students will have the opportunity to observe. The students will also learn about the unique adaptations of beavers, and the roles beavers play in the creation of their environment.

### **Birds and Flight**                      **3<sup>rd</sup> thru 6<sup>th</sup> grades**

The focus in this class will be twofold:

- 1) Concepts of flight, whether it be manned flight or the more graceful flight of our feathered friends. Specific concepts will include lift, force, aerodynamics, control, etc.
- 2) Ornithology, including shape and color of specific birds, habitat & diet of various species, bird anatomy, etc. Specific species will be examined and discussed as they are seen by students throughout the fields & woods of the Center.

### **Bugs & Us**                      **2<sup>nd</sup> thru 5<sup>th</sup> grades**

Students will have the opportunity to catch & investigate various insects, from the beautiful butterfly to the rather pedestrian ant. Through these investigations students will learn the anatomy, life cycle and habitat of various insects, as well as gain an appreciation for each critter's niche within the environment.

## **Canoeing (Communication Skills Focus)      3<sup>rd</sup> thru 6<sup>th</sup> grades**

Canoeing, with its necessity for coordination between partners in a boat, provides an excellent basis to examine specific characteristics of effective communication. Exercises before even getting into the boat, and then once again while on the water will bring these characteristics of communication, as well as ideas of conflict management and cooperation, to the forefront. Students will canoe in pairs on Penn's 20-acre Lake Hazel. Weather permitting.

## **Canoeing (Ecological Focus)      3<sup>rd</sup> thru 6<sup>th</sup> grades**

If ecological exploration is your preference, there may not be any better way of seeing Penn's flora and fauna than by canoeing on Lake Hazel. After teaching the necessary strokes and allowing for some time to practice, Penn's staff will lead a flotilla of canoes around Lake Hazel to see what we can see. Depending on time of year, water levels and cooperation of local wildlife, students may enjoy views of waterfowl, the beaver dam, turtles, etc. Weather permitting.

## **Compass & Orienteering      4<sup>th</sup> thru 6<sup>th</sup> grades**

Students are introduced to the use of a compass. This is a basic course, leading folks who have never used a compass for orienteering purposes to be comfortable with each of the three arrows on a compass, the ideas of "direction" and "bearing", and how one might use a compass to get from point A to point B (or all the way to point Z, as the case may be). Along the way, students gain lessons in geography (Cardinal & Ordinal directions, Magnetic vs. True North) and Math (degrees in a circle, angles, etc.) through experiential learning.

## **Cooperative Games      3<sup>rd</sup> thru 6<sup>th</sup> grades**

Students will be given team challenges, presented with a touch of fantasy, that will highlight the importance of utilizing effective social skills in group interactions. Concepts to be explored include supportive communication, group/individual roles, leadership, active listening, and group decision making.

## **Dichotomous What?      4<sup>th</sup> thru 6<sup>th</sup> grades**

Identifying and categorizing are two crucial scientific skills. In this class, students will be introduced to the techniques involved in creating and using dichotomous keys. In other words, they'll begin to identify anatomic characteristics, then create a series of questions, each with two distinct answers. By following this series of "couplets", students will be able to isolate exactly what species they are observing. Depending on the time of year, students will create dichotomous keys for trees, insects, reptiles or even aquatic creatures.

## **Fossils      2<sup>nd</sup> thru 5<sup>th</sup> grades**

This is NOT a class on dinosaurs. It is, however, an introduction to what a paleontologist might do, what he/she can learn from the fossil record, and how modern-day ecological concepts can assist us in making educated hypotheses concerning prehistoric events. Hands-on activities will focus on the processes of fossilization, methods of excavation, interpretation of findings, and concepts of extinction through exploration and investigation of the "fossil site."

(continued)

## **Geology & Soils**                      2<sup>nd</sup> thru 6<sup>th</sup> grades

Much of this class is devoted to the study of soils, as that is the most readily available geological medium to study in the Piedmont region. Students will be guided through explorations of soil components, erosion, percolation, soil “recycling”, etc. Of course there may also be various explorations into rock types, rock formation, etc.

## **Maps & Mapping**                      3<sup>rd</sup> thru 6<sup>th</sup> grades

Depending on the age of the group, students are asked either to use an existing map to find their way to various points on Penn’s campus, or create a new map, attempting to put various camp features in their proper geographical position. Either way, we’ll investigate common themes such as reading maps, characteristics of all maps, direction, topography, physical and man-made features, etc.

## **Measuring The Forest**                      4<sup>th</sup> thru 6<sup>th</sup> grades

This class could also be called "Math in the Woods", but it might scare a few kids off that way. Students are asked to investigate the forest much as a biologist or forester would prior to making forest management decisions. The students will determine tree sizes (diameter, height, circumference, basal area), number of board feet (a measure of volume), frequency of species, habitat quality, and many other measurements critical to proper forest stewardship. A second or extended session of Measuring the Forest is also a viable option for older students (6<sup>th</sup> & 7<sup>th</sup> grades), as the more background math skills one has, the more those skills can be applied in the field of forestry.

## **Nature on Paper**                      3<sup>rd</sup> thru 6<sup>th</sup> grades

This class appeals to the creative side of outdoor science and exploration. While exploring the fields, forests, trails and waters of the Penn Center, students will be asked to sketch images of the things they see and write short stories, poetry or simple verse in reference to the things they see. These are activities that do not necessarily come easy to most of us, so students will be led through exercises meant to bring their thoughts to the page.

## **Pioneer Living**                      2<sup>nd</sup> thru 5<sup>th</sup> grades

Penn Staff use first-person "living history" to introduce students to the lives and habits of the people who settled in the Piedmont. The staff step into the roles of newly arrived Pennsylvanian settlers who are attempting to “make a go of it” in the North Carolina Piedmont in 1781. This is the time of the American Revolution, the local Battle of Guilford Courthouse, and early Piedmont settlement. This rich local history is intertwined with lessons of everyday life without electricity, phones, automobiles, etc. Students will participate in chores including cooking, butter churning, tools and candle making.

(continued)

## **Predator/Prey**                    **3<sup>rd</sup> thru 6<sup>th</sup> grades**

A classic game in which students take turns being various animals on various levels of the food chain. Each student must find the necessary parts of his/her habitat to survive. Results are graphed so that lessons can be learned by watching what happens in various situations. (i.e. What if there are more predators than prey? What if the food supply is reduced? What if all the predators are removed?) Students will gain an understanding of the balance required in natural systems, and the role or “niche” various animals have in a community. Students will also have an opportunity to exam various animal skulls to determine different attributes of both Predators and their Prey.

## **Saura Native Americans**                    **2<sup>nd</sup> thru 5<sup>th</sup> grades**

The Saura native peoples lived in the Piedmont area of North & South Carolina for hundreds of years prior to European settlement. They were the most common civilization in this area, and still leave their mark, if only in name, on many of the local geographical features. Students will explore an area very similar to those used by the Saura, looking for clues of their existence here. Using these clues, students will focus on the Saura’s utilization of natural resources (for food, clothing, shelter, tools), examine possible trade scenarios, and try to answer the questions surrounding the demise of the Saura people.

## **Wildlife Habitat**                    **2<sup>nd</sup> thru 5<sup>th</sup> grades**

Students will explore several different habitats on Penn’s campus, focusing on the ecological principles that are common in each, and the different ways such principles manifest themselves. Activities and trail-side discussions will be used to examine ideas such as “carrying capacity”, “niche”, “habitat”, “populations”, “interdependency”, “indicator species”, “threatened vs. endangered”, etc.

## **Environmental Education Evening Programs**

The Penn 4H Center offers six evening classes or programs from which incoming teachers or group leaders can choose. Each evening program lasts approximately one hour. The final evening program is almost always a big whole-group campfire with songs, skits, stories, etc.

Groups spending only one night at Penn will need to choose one evening class or program (the second will be the campfire). Groups spending two nights at Penn will need to choose three evening programs (the fourth will be the campfire).

Each class listed is followed by the specific grade levels with which we have found that class to work best, as well as a brief description of the focus of each class.

### **Astronomy**                      **2<sup>nd</sup> thru 6<sup>th</sup> grades**

Focused on the stars, the moon and the planets, this program allows students to examine the night sky in a way that's just not possible inside the confines of a normal school day. We'll use the telescope, clouds permitting, to take a close look at a few specific celestial objects. We'll also use star finders and star charts to find various constellations and bright stars. Students will be lead through discussions and activities that (hopefully) bring understanding to topics such as moon phases, planetary alignment, size and distance; and the Earth's relationship to other celestial bodies.

### **Heritage Dance**                      **2<sup>nd</sup> thru 5<sup>th</sup> grades**

Students will begin what may seem like a modern-day dance, but will soon be joined by one of the Penn staff that had been working at the Pioneer site (where they act in first-person as if it were 1781). This "pioneer" will lead the students in several "old-time" line dances such as the Virginia Reel. As an extension of the Pioneer Living class, the Heritage Dance further adds to the concepts discussed earlier, showing more details of the life and times of an 18<sup>th</sup> century family.

### **New Games**                      **2<sup>nd</sup> thru 6<sup>th</sup> grades**

What are new games? They are fun, active games that tend not to include the heavy dose of competition that most games familiar to students usually include. They may be a bit wacky, and might require some serious imagination and creativity, but they'll entertain kids for hours. There is no specific lesson involved, beyond that of good sportsmanship, just good, clean fun to wear your students out prior to bed.

### **Night Hikes**                      **2<sup>nd</sup> thru 6<sup>th</sup> grades**

Nocturnal animals venture out into the darkness to explore their surroundings, using many senses to locate sources of food, water, and shelter. Journeying into this nighttime environment, the students will identify many adaptations of nocturnal animals (i.e. large ears, triangulating hearing, echo location), experiment with their own sensory awareness, and become more familiar with the elements of the evening. Night Hikes are often a highlight of a student's visit.

### **Stories in the Stars**                      **3<sup>rd</sup> thru 6<sup>th</sup> grades**

Often used as a rainy-night alternative to astronomy, but capable of standing on its own, this class explores the "myths" or "stories" involving the creation of the night sky, and the stories behind specific constellations. Students will be given a cluster of stars with which they are to create a "constellation", along with a story to go along with it. Students will then present their creations to each other.

# PART TWO:

## Appendix of Necessary Forms



# Environmental Education Program Program Planning Form

\*Please mail or fax (336-634-0110) this form to the Education Director at least 2 weeks prior to your trip.

School \_\_\_\_\_ Dates of Session \_\_\_\_\_

Lead Teacher \_\_\_\_\_ Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_ Age/Grade of Students \_\_\_\_\_

Number of Students \_\_\_\_\_ Number of Activity Groups \_\_\_\_\_  
(Up to of 15 students per group)

Number of Adults \_\_\_\_\_

Number of Cabins: Boys \_\_\_\_\_ Girls \_\_\_\_\_

Program Format

One Day w/out lunch _____	One Day w/ lunch _____
Classic Two Day _____	Front Loaded Two Day _____
Back Loaded Two Day _____	Three Day _____

Arrival Time \_\_\_\_\_ Departure Time \_\_\_\_\_

**Day Class Choices:** (4 for Classic Two Day, 8 for Three Day)

- Please inform the Program Director if any of these are to be "Teacher Led"

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

**Evening Program Choices:** (One for two-Day, Three for Three Day)

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Store Break? _____	Snacks & Drinks only _____	Souvenirs only _____
_____	Full Store Break _____	No Store Break _____

Any special dietary needs? (i.e. vegetarians, allergies, etc) \_\_\_\_\_

Any medical/physical limitations Penn should be prepared for? \_\_\_\_\_

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**Parental Agreement, Liability Waiver and Consent Form**  
**Betsy-Jeff Penn 4-H Educational Center - Environmental Education Program**

Student's Name \_\_\_\_\_ Date of Participation \_\_\_\_\_  
Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

1. I, \_\_\_\_\_ give my permission for my child \_\_\_\_\_  
(Parents or Guardian) (Child)  
to participate in the Environmental Education Program at Betsy-Jeff Penn 4-H Center in Reidsville, North Carolina. I realize this is an outdoor, active, intensive program which implements experiential education methods to teach outdoor science and cultural history lessons. These hands-on, outdoor programs are an extension of their classroom curriculum.

I also understand that there are inherent risks, both known and unknown, involved in such experiential activities. Such risks are consistent with outdoor learning, and include environmental risks such as insects, animals, weather and water, among others. While the Betsy-Jeff Penn 4-H Educational Center and its staff take reasonable measures to mitigate the risks, these risks cannot be completely removed without also removing any and all educational value of the program.

2. I hereby release NC State University, the North Carolina Cooperative Extension Service, the Local School and School System, their employees and volunteer chaperons from financial responsibility or liability for any sickness or accident that may occur during, or as a result of, this activity.

3. To insure prompt attention in the case of a serious sickness or accident, I hereby authorize the persons responsible to incur expenses considered necessary and I agree to pay for the same, if they are not covered by accident and illness insurance policy. Should the need arise, I give my permission for my child to be taken to a doctor or hospital for medical treatment.

My child is covered by health/accident/illness insurance coverage through the following plan:

Policy # \_\_\_\_\_

Company Name \_\_\_\_\_

Company Address \_\_\_\_\_

Students NOT covered by health/accident/illness insurance through a parent or guardian's plan may be covered to a small degree by insurance that the school and/or 4H Center may purchase. However, parents must realize this insurance does not take away their responsibility for all bills and expenses that result from their child's participation in the program.

4. I understand that informational and promotional videos, recordings and photographs are frequently collected and produced to be distributed by the Department of 4-H Youth Development, College of Agriculture and Life Sciences, North Carolina State University, and the Betsy-Jeff Penn 4-H Educational Center (hereinafter referred to as the University).

\_\_\_\_\_ I consent to the use of my child's likeness and voice, including all photographs and sound recordings, for informational purposes by the University, or anyone authorized by the University. I acknowledge that the University is the sole owner of all rights to such photographs or sound recordings. I understand that I shall receive no compensation for my appearance and participation in these materials.

\_\_\_\_\_ I do NOT consent to the use of my child's likeness and voice being used by the University.  
*\*\* If Voice & Likeness Release is not granted, the program director must be notified so that he/she can be sure that no such recordings or photography are taken during your child's visit. Leaving both spaces blank is considered consent.*

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

(Over)

# Parental Agreement, Liability Waiver and Consent Form (cont)

5. The phone number where I may be reached in case of emergency is:

Day: \_\_\_\_\_ or \_\_\_\_\_

Night: \_\_\_\_\_ or \_\_\_\_\_

If I cannot be reached, contact: Name \_\_\_\_\_

Relationship \_\_\_\_\_ Phone \_\_\_\_\_

Name of child's physician \_\_\_\_\_ Physicians Phone # \_\_\_\_\_

6. Health Record: Please provide the following information for use in identifying limitations on your child's activities, and providing proper health history in the event we have to take your child for medical treatment.

A. Birth date \_\_\_\_\_ Last Tetanus immunization \_\_\_\_\_

B. Must any of the following medical or physical conditions be taken into consideration when your child is thinking about performing physical activities? Please mark "Yes" or "No" in the appropriate column below, then give specific detail in the space provided.

	Limitations Must Be Considered?
	Yes/No
1. Epilepsy, convulsions, loss of consciousness, dizziness, paralysis	_____
2. Lung Disease: Asthma, pain in chest or shortness of breath.....	_____
3. Diabetic or kidney disease .....	_____
4. Arthritis, strained, pulled or weak muscle ....	_____
5. Pregnancy .....	_____
6. Environmental allergies (especially to insects).....	_____
7. Impaired vision or hearing, .....	_____
8. Allergies to Medicine.....	_____
9. Broken bones, strained/sprained joints, .....	_____

If you answered "yes" in any of the above spaces, please describe in detail any limitations that these conditions might cause while your student is doing various outdoor, physical activities \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is your child currently taking medication or under the care of a physician? \_\_\_\_\_ If so, please describe

\_\_\_\_\_  
\_\_\_\_\_

## Participant's "What to Pack" List

This is an **outdoor education** program. Closed-toed shoes are required (Not Crocs). Please make sure that clothing is appropriate. Expect to get dirty. If it is very warm, shorts and t-shirts are appropriate. If it will be warm during the day, please still bring a sweater or jacket. Students can always take off a layer, but if they don't have one, it can make for a miserable day. For cold days, please bring several layers of warm clothes and long pants. Being outside for a few hours can make an unprepared person uncomfortable, or worse. Be prepared for all weather conditions, including rain. Clothing should allow for a range of movement, and comfortably allow full participation. Students' names should be on their gear.

Students will need to be able to carry their own gear a short distance from the busses to the cabins, so please don't overpack.

Students will not need any additional money to cover fees, food, etc. at the camp. However, they may bring a small amount for souvenirs from the Center store if the teacher makes arrangements for the store to be opened. We recommend no more than \$10 - \$20. (t-shirts are \$12)

The following is a list of suggested items for a two or three day program:

### Essential Clothing

2 pairs of long pants and or shorts  
4 tee shirts  
1 or 2 sweatshirts/fleece  
1 jacket  
3 sets of underwear  
2 pairs of shoes/boots

\*No Crocs Please

4 pairs of socks  
pajamas  
rain gear  
hat, gloves, etc.  
close-toed shoes

### Cold Weather Items

thermal underwear  
gloves and stocking cap  
heavy jacket

### Linens

twin bed sheet and blanket  
or sleeping bag  
pillow and pillow case  
Towels and washcloth

### Bath Items

toothbrush and toothpaste  
brush or comb  
soap, shampoo  
optional shower shoes

### Miscellaneous

camera  
books or cards  
water bottle

### Do not bring

radios, CD/Mp3 players or video games  
jewelry or other expensive items  
food, candy or gum  
sandals (unless for shower or water activities)

The Center is not responsible for lost or stolen money or belongings.

**Directions for Travel To  
BETSY-JEFF PENN 4-H EDUCATIONAL CENTER**

Please feel free to duplicate these directions and the map for distribution to your group.

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**FROM RALEIGH, BURLINGTON-** Follow US 85/40 W to Greensboro, take exit #41 onto Lee St. and follow the signs to US 29 N. Merge onto US 29 N and continue north out of Greensboro until you come to the 4<sup>th</sup> Reidsville exit, exit #153 for NC158/14. Turn left at top of ramp and follow NC158/14 for about 3.4 miles. **After** the third traffic light, turn left onto Salem Church Rd. Continue with directions entitled *“from Salem Church Rd.”*

**THE BACK WAY:** Off of US 40 West, take exit 138. Turn right onto NC 61 N through Whitsett, to Gibsonville. Follow NC 61 N to the junction of NC 61 N and NC150 E. At the stop sign intersection go straight, this is now NC150 E. Stay on NC150 till it ends at NC 87. Turn left, follow NC 87 until the first traffic light. Continue straight on Barnes St., at intersection of US Bypass 29 turn right to go north on US 29. Take the next exit, #153, turn left onto NC 158/14 and follow for 3.4 miles. **After** the third traffic light, turn left onto Salem Church Rd. Continue with directions entitled *“from Salem Church Rd.”*

**FROM GREENSBORO:** Take US. 29 north to Reidsville, continue on US. 29 Bypass to the NC 14/158 exit, exit #153. Turn west (left) at the exit toward Eden and follow for about 3.4 miles. **After** the third traffic light, turn left onto Salem Church Rd. Continue with directions entitled *“from Salem Church Rd.”*

**FROM WINSTON-SALEM:** Take NC 158 east out of WINSTON-SALEM to the out skirts of Reidsville and the intersection of US 29 Business north towards Danville, go 2.5 miles. Turn left at the second light at the intersection of Business 29 and Moss Street. At stop sign, turn left onto Wentworth St, go 1 mile. Turn right onto Salem Church Rd, just after Upper Piedmont Research Farm, go ½ mile and turn left at the next opportunity onto Cedar Lane. Camp entrance is .8 miles on the left.

**FROM EDEN:** Take NC 14 south about 4.3 miles to a Shell station on the right at the stoplight. Turn right onto Barrymore Rd., continue with the directions entitled *“from Barrymore Rd.”*

**FROM DANVILLE, VA:** Take US 29 Bypass south towards Reidsville to exit #153 (the intersection of NC 14/158) Turn right (west) at that junction, toward Eden. Continue on NC 14 3.4 miles and turn left on to Salem Church Rd., continue with directions entitled *“from Salem Church Rd.”*

**FROM SALEM CHURCH RD. AND HWY 14:** Follow Salem Church Rd. for 1.4 miles. Make the **sharp** right turn onto Cedar Lane (4-H Center sign on left marks this intersection). Continue about .8 miles on Cedar Lane until you see the sign and gates for the 4-H Center on the left, turn down the road and follow signs to parking area.

**FROM BARRYMORE ROAD:** Turn left off of Follow Barrymore Rd. 1.4 miles until the road curves into a right curve. Turn **LEFT** at this curve onto Cedar Lane. Continue 1.3 miles on Cedar Ln. until you see the sign and gates for the 4-H Center on your right. Turn right onto the entrance road for the 4-H Center and follow the signs to the parking area.

**ENTRANCE TO THE CENTER and PARKING:**

Follow the entrance drive along a long stretch of pastureland, to the welcome sign & stop sign. Make a right and proceed up the hill (speed limit 20 mph please!) to the large, gravel parking lot on the right. All cabins and facilities are within easy walking distance from this parking lot. Please do not park on grassy areas, along roadsides, in staff parking areas, etc

# ES 237 Reporting Form

This information is required by the Federal Government. It is also used in tabulating your bill. Please help us by returning this form to the program director upon your arrival, so that a bill can be sent in a timely manner. All information on this form is strictly confidential and will not be identified with your school or organization when used for reporting purposes. Thank you for your cooperation.

Name of school \_\_\_\_\_

City \_\_\_\_\_ Grade Level of Students \_\_\_\_\_

School System \_\_\_\_\_

County \_\_\_\_\_ Date of Participation \_\_\_\_\_

<u>Male Participants</u>	<u>Students</u>	<u>Adults</u>
No. White Males	_____	_____
No. Black Males	_____	_____
No. Hispanic Males	_____	_____
No. Asian Males	_____	_____
No. Native Am. Males	_____	_____
No. Other _____	_____	_____

<u>Female Participants</u>	<u>Students</u>	<u>Adults</u>
No. White Females	_____	_____
No. Black Females	_____	_____
No. Hispanic Females	_____	_____
No. Asian Females	_____	_____
No. Native Am. Females	_____	_____
No. Other _____	_____	_____

Total	_____	_____
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## **PART THREE:**

# **Frequently Asked Questions**



## How do I contact the Education Director?

Via the following three steps (not necessarily in this order):

1. **Session Scheduling Worksheet** - This green worksheet was (hopefully) mailed to you along with other valuable information. Please fill in any available details, sign the back, and **return it to Penn along with a check for your group's deposit**. This deposit and worksheet should be returned within 30 days of receiving this planning packet.

2. **Program Planning Form** - This planning form, found in the appendix of this guide, discusses the important details that must be known to provide a quality, timely program. As the date of your program draws near, the details sought in the Program Planning Form will become clear. Please **mail or fax this form, with all the details, to the program director at least 2 weeks prior to your program**.

3. **Personal Conversations** - Any time you have questions, or need to change participant numbers, or just want to say "hello", please call or email the Education Director. There is no such thing as a stupid question, an insignificant concern or "too much" preparation. Please call us at (336) 349 – 9445 or reach Kyle at [kyle\\_shillinglaw@ncsu.edu](mailto:kyle_shillinglaw@ncsu.edu).

## What are "Teacher Led" classes?

Traditionally, the Penn 4H Center had required incoming teachers to lead a significant portion of the instructional time with their students. At one time, this meant 40%!! While we still believe it to be a valuable experience for both teachers and students, we no longer require teachers to provide "Teacher Led" classes. Some folks have been doing teacher led classes for years and may wish to continue doing so. Others may want to gain the experience of teaching in a completely outdoor setting. To you we say, "Bravo!" Below is a list of ideas that have worked well in the past.

Nature Crafts                      Survival Skills                      Scavenger Hunts  
Various Hikes                      Poems, Stories, etc. Sports, Games  
Project Learning Tree, Project Wild or Project Wet Activities  
Resource Educators such as Foresters, Wildlife Officers, etc.

## Can we do programming on the morning we arrive, or after lunch on the day we leave?

Yes, but... Our schedules are created to allow schools to be booked "back-to-back". In other words, as our Monday-Tuesday overnight group has their picnic lunch and boards the bus, a Tuesday-Wednesday overnight group can arrive, eat lunch and be ready for programming to start right after lunch. In this way, we can maximize the number of groups that can come through the Environmental Education Program each year. Since "extended" programming would prevent us from booking one of these back-to-back groups, a school group wanting to schedule extra programming on the morning of the first day or during the afternoon of the last day will be charged a \$10.00 per person fee.

There are two exceptions to this policy. No extra charge will be assessed to groups receiving extended programming on Monday mornings or Friday afternoons, as these two times would not normally create conflicts with incoming or outgoing groups.

If you are interested in extended programming, please speak to the Education Director as soon as possible to ensure that the schedule can be changed accordingly. Programming is reserved on a first-come, first-served basis and is not guaranteed.

## What if the number of participants changes?

When teachers, group leaders or administrators reserve dates for the Environmental Education Program, they must give a preliminary number of students that they expect to participate. **Please keep the Education Director informed when this number changes, whether it increases or decreases.** Changes in the number of participants have bearings on staffing, group sizes, group numbers, cabin numbers, etc. **Most importantly, changes in participant numbers, and how early the program director is made known of these changes has a direct bearing on the amount of your total bill!**

If there is a decrease in numbers, lead teachers &/or group leaders are responsible for notifying the center 30 days before the scheduled program. After that date, the Center will accept free of charge a 10% drop from the group. Beyond the 10% drop, there will be a \$25.00 charge for each person a group is short of their reservation.

## What is the cancellation policy?

Lead teachers &/or group leaders are responsible for notifying the Center 60 days before the scheduled program date for a cancellation and full refund. Cancellations that occur between 60 and 30 days prior to the scheduled program will only lose the \$200.00 deposit. Cancellations that occur within the last 30 days prior to a program date will be treated as a drop in numbers, wherein the Center accepts the first 10% free of charge and the remaining spots are billed at \$25.00 per person.

This policy is not meant to be punitive. It is necessary because by the last 30 days the food has already been ordered, the staff hired & the materials collected. (And, quite possibly, other schools have been turned away from an otherwise full schedule.)

## Into how many activity groups should I divide my students?

We have found that groups of 15 or less create the best environment for outdoor learning. Larger groups create difficult issues on a trail, get in the way of many hands-on activities, and create a larger "footprint" on the area's resources than we'd prefer. Use the following guide to figure out the number of activity groups for which to plan.

Total Number of Participants	Number of Activity Groups
8 - 15	1 group
16 - 30	2 groups
31 - 45	3 groups
46 - 60	4 groups
61 - 75	5 groups
76 - 90	6 groups
91 - 105	7 groups
106 - 120	8 groups

Careful thought should be given to group assignments to ensure that individuals will be compatible and groupings will meet the maximum objectives of the teacher or youth leader.

## Can I have smaller group sizes?

Our prices for the Environmental Education Program are based on group sizes of 15 or less. Breaking into smaller groups, say 12 or less, would require more staffing and more meeting spaces, and therefore raise the costs borne by the Center. Since all of our operating budget comes from user fees, we would have to raise fees accordingly. So, for the most part we try to stay with the group sizes of 12-15.

However, if you find it imperative that group sizes be smaller, you do have an option. The center has a policy in place that allows an individual school to decrease the ratio of students to instructors. It works two ways:

1. By paying normal price for "empty spaces", a school can reach the threshold over which another group would be needed. For example, if a school came with 42 students (technically 3 groups of 14), they could get a fourth group (4 groups of 10-11) by paying for 46 normal participants, or four "empty spaces". A school that brings 58 students (4 groups of 14-15), could get a fifth group (5 groups of 11-12) by paying for 61 normal participants, or 3 "empty spaces".

2. Since option #1 has the potential to be disproportionately costly to larger groups, schools who bring more than 48 students have the option of just adding an extra five dollars to each normal participant's fee.

**In order to ensure proper staffing, warning should be given to the program director when your group is scheduled if your group chooses to take either of these options. Please contact the Education Director for more information.**

## How many cabins will I need?

Each cabin has 4 rooms. There are eight bunks in each of three rooms, plus 1-2 more in the center room (usually where teachers or chaperons reside). So there is room in each cabin for up to 25 people. Many teachers prefer to keep the occupancy slightly lower, however. As a rough guide, plan on putting 14 - 18 students in each cabin. Often times the decision hinges on the number of chaperons available to spend the night.

## Can we have "extra" cabins?

Occasionally schools prefer to have even smaller numbers of students in each cabin. Others prefer to bring lots of chaperons, then have a "Teacher's Only" cabin. Such requests can be granted on a space available basis only, with an extra charge of \$60 per cabin, per night. Contact the Education Director for availability.

## How many chaperons do I need?

We recommend bringing *at least* one adult per activity group. This means at least one adult for every 15 participants. What might be a better guide is the number of cabins you will have. Most schools like to bring two adults for every cabin. Since each cabin holds 14 - 18 students, this comes out to more like one adult for every 7-10 kids. This is a much more manageable ratio.

There is no limit to the number of chaperons you can bring. The center will accept, at no charge, one teacher/chaperon for every ten students. Chaperons above this ratio will be charged a partial fee to cover the increased food & lodging costs. Check the letter sent with this planning guide for detailed fee information.

## What do the chaperons/teachers need to do?

Penn's staff of facilitators is trained to handle minor discipline problems, give first aid, respond to weather emergencies, etc. So when the students are with our staff, the chaperons & teachers are welcome to sit back and watch the festivities.

The time when the chaperons'/teachers' roles comes to the forefront is during free time, meal times and in the cabins at night. The students are given the rule that they must be with or near an adult at all times. During free times and in the cabins, it is the chaperons' and teachers' responsibility to make it easy for the children to follow this rule. At meals, teachers and chaperons are asked to sit with the student's to keep the meal running smoothly, assist with cleanup and control overly rambunctious behavior. Other chaperon responsibilities include store breaks, organizing table waiters, medicine dispersal, etc.

## Can we choose our own menus?

The Penn kitchen staff are given a multi-faceted challenge:

1. Produce kid-friendly meals that will fill the bellies of active, growing, hungry students.
2. Produce meals that will also satisfy and sustain adult chaperons, teachers and staff.
3. Make sure these meals are healthy, representing all the major food groups each day.
4. And do all this on a very tight budget!

One of the best ways the kitchen staff can be cost effective in this process is to be able to put together a week's worth of menus than can work well together. (Ingredients bought can work well in multiple different meals, etc.) Such cost effectiveness is reduced when groups choose their own menus. (Retreat groups have traditionally been given this privilege, but pay handsomely for it.)

## What if there is a vegetarian or a diabetic or someone with severe food allergies in the group?

If there are any specific dietary needs among your participants, please inform the Education Director as soon as possible before your trip. Vegetarian options are always available at each meal, and special menus for diabetics can easily be created. Given enough warning, the kitchen can also work with most food allergies as well. As a general rule, the kitchen is unable to cater to vegan or other diets considered "by choice".

## Who takes care of the medical needs of our students?

The Center does not provide a nurse on site during the program, although most staff are First Aid and CPR certified. Minor medical needs can be handled by the on-site staff or a designated chaperon. First Aid kits and supplies are kept at locations throughout the Center. The center is accessible to Emergency Medical Services (Approximately 5 minute response time) and the Annie Penn Hospital is located less than 6 miles away in Reidsville. A teacher or chaperon from your group will be responsible for transporting and accompanying students to medical care facilities if the need arises.

A SIGNED PARENTAL CONSENT FORM IS EXTREMELY IMPORTANT IN EXPEDITING EMERGENCY TREATMENT. DO NOT BRING A CHILD WITHOUT THIS FORM. Make sure that you have checked the health section of each parental consent form prior to the trip and are aware of any special health needs; diabetes, epilepsy, bee sting allergies, sleep walking, bed wetting, etc. Make sure to inform on-site instructors and/or the appropriate chaperons of any conditions ahead of time.

The other major role of the teacher &/or chaperon is to collect all medications, (i.e. Claritin, Ritalin, etc.), keep them in a safe place, and dispense them as directed by the parents. Be sure that parents have provided adequate information on how medication should be dispensed to their child before you leave the school. Typically, it works out well to dispense medications at meal times. Penn staff are unable to dispense any sort of ingested medications.

## What if my students do not have insurance coverage?

This has been a common problem at Penn for quite some time. So, as of September 1<sup>st</sup>, 2008 all program groups visiting the Betsy-Jeff Penn 4H Educational Center will automatically be covered by limited insurance through American Income Life Insurance Company. It is included in the fee charged by the Center. This insurance is limited, and does not remove the responsibility for paying hospital fees, etc from the parents/guardians. But it does remove the need for teachers to have to worry about insurance. ☺ Contact the Education Director if you have any questions.

## Will there be other groups on camp when we come?

It is probably safe to say that you will not have the entire camp to yourself the whole time you are here. There may be an adult conference group using our facilities. There could be another school group here for the Soaring Thru Spaces or ORIENT program. Or, there may be a school group doing the Environmental Education Program just like you. We try to serve as many schools as are interested in the short seasons we have, yet avoid bringing in so many participants at the same time that the quality of the program is compromised.

If indeed you share camp with another school, each school group will be assigned to separate cabins, class groups and dining hall tables. Though you will probably not share any programming space, meals will be held at the same time and there will be plenty of opportunity for interaction during free times, store breaks, etc.

## What is “Store Break”?

Our camp store sells all sorts of souvenirs, t-shirts and other items that will (hopefully) remind students of the experience they had at Penn. We also sell non-caffeinated sodas & snacks. The most expensive items are t-shirts and hats at \$10.00 - \$12.00 per item. So please discourage your students from bringing more than \$10.00 to \$20.00 for the store. Any more than that is just asking for trouble.

Store break, of course, is completely optional. If you do not wish your students to pump themselves full of sugar or spend any more of their parents hard-earned money, that is perfectly fine. Of course there are compromise positions as well, where we only sell snacks and drinks, or we only sell souvenirs. Please include this information on your Program Planning Form.

## What forms must I bring with me when I come?

**Parent Agreement & Consent Form** - Provides permission for students to participate in the program. Provides necessary medical, contact & insurance information in case of emergency. Provides permission for center staff &/or emergency medical staff to treat participant in case of emergency. ***Must be signed, returned & brought with lead teacher in order for student to participate in program!***

**ES 237 Form** - Since we are technically a state agency we must account for the number of students for whom we provide programming. The most important way these numbers are used is in the tabulation of your final cost. So, it is very important that this form be filled out accurately and turned in to the program director upon arrival. Most teachers fill this out on the bus ride to camp, after they have confirmed numbers. Some students become ill with excitement the morning of the trip.

**\*\*\*IMPORTANT:** A check covering the balance of your fees is not necessary at the time of arrival. We will use the numbers given on the ES 237 to formulate your final cost, deduct any deposits made previously, and send a bill to you after your trip.

## What do my students need to know when they arrive?

\* Students should already be divided into cabin groups and activity groups upon arrival.

\* Students should also be warned that the Environmental Education Program is an outdoor program. Outdoor activities continue despite heat, rain, snow, etc. Students should come prepared with layers, and rainwear. Don't trust the weatherperson when they say it'll be nice for your time at camp. They lie!!

\* Along the same lines, keep in mind many of our activities are done in the woods, in grassy areas, etc. Clothes and shoes will come home dirty, so students should not bring their nicest. Shorts are fine if they are long enough to allow full range of movement, as students may be lifting, climbing, scooting, stretching, etc. *Show your style by the way you act & lead within your group, not by the tag on your clothes.*