

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

ENVIRONMENTAL EDUCATION PROGRAMS



PLANNING GUIDE

**Overnight Group
REVISED MARCH 2015**

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 (included in email) must be signed and returned, along with your deposit, within 30 days of the receipt of this planning guide. The signed "Statement of Responsibility" should also be signed and returned. 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 and turned into camp staff upon arrival.
 - . 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 4-H Center must be informed in advance of any limitations placed on participants by their parents/guardians/physician.
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 arrival/departure times, classes, numbers of participants, and mail/fax/email this form to the Education Director at least 2 weeks prior to your trip. This information can also be emailed. You can reach the Education Director at (336) 349-9445 or email at kyle_shillinglaw@ncsu.edu to discuss details, ask questions, etc.
5. **Come prepared** - Arrive at Penn with signed & completed Parental Agreement & Consent Forms, as well as an accurate ES 237 Form to be given to Penn staff for billing purposes. Students should already be broken into cabin groups. We will meet you at the parking area and Penn instructors will direct students and chaperons to their cabins.

THE SCHEDULE

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.

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 – Tentative Schedule

Day One

10:45	Arrive and Settle into Cabins
11:30	Orientation
12:15	Lunch in Dining Hall
1:15	Day Class 1
2:45	Break – restrooms and water
3:00	Day Class 2
4:30	Break with adult chaperons (Cabins/Games/Journaling/Rest) *Penn staff prep for dinner and evening programs
5:20	Table Waiters Report to Dining Hall
5:30	Dinner
6:45	Evening Program
7:45	Store Break
8:00	Campfire
9:00	Final announcements and return to Cabins

Day Two

7:00	Rise and Shine – Move out of cabins
7:50	Table Waiters to Dining Hall
8:00	Breakfast
8:50	Day Class 3
10:20	Break – Restrooms and water
10:30	Day Class 4
12:00	Break – Restrooms and water
12:15	Lunch
1:00	Load buses and depart for home

Three Day Program – Tentative Schedule

Day One

10:45	Arrive at Center, settle into cabins
11:30	Orientation in Rec. Hall
12:15	Lunch in Dining Hall
1:15	Day Class 1
2:45	Break – Restrooms and water
3:00	Day Class 2
4:30	Break with adult chaperons (Cabins/Games/Journaling/Rest)
5:20	Table Waiters to Dining Hall
5:30	Dinner
6:45	Evening Program A
7:45	Store Break (optional)
8:00	Evening Program B
9:00	Final announcements and return to Cabins

Day Two

7:00	Rise and Shine
7:50	Table Waiters to Dining Hall, Everyone else to Flag Raising
8:00	Breakfast
8:50	Day Class 3
10:20	Break – Restrooms and water
10:30	Day Class 4
12:00	Break – Restrooms and water / Table Waiters to Dining Hall
12:15	Lunch in Dining Hall
1:15	Day Class 5
2:45	Break – Restrooms and water
3:15	Day Class 6
4:30	Break with adult chaperons (Cabins/Games/Journaling/Rest)
5:20	Table Waiters to the Dining Hall
5:30	Dinner
6:45	Evening Program C
7:45	Store Break (optional)
8:00	Campfire
9:00	Return to Cabins

Day Three

7:00	Rise and Shine – move out of cabins
7:50	Table Waiters to Dining Hall
8:00	Breakfast
8:50	Day Class 7
10:20	Break- Restrooms and water
10:30	Day Class 8
12:00	Break- Restrooms and water
12:15	Lunch in Picnic Shelter
1:00	Departure

Environmental Education Day Classes

The Penn 4-H 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.

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 **2nd thru 6th grades**

Aquatics centers around the discovery of the organisms living within Lake Hazel, a 20-acre lake located on the center's property as well as the small streams around camp. 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 ecosystem. Students will also investigate various factors which may be influencing the diversity of life in Lake Hazel. After collecting information, students make observations on the similarities and differences of both systems (lake and stream). *A full 90 min. class is needed to explore both ecosystems

Beaver Pond Exploration **2nd thru 5th 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 **3rd thru 6th 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 **2nd thru 5th 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) **3rd thru 6th 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) 3rd thru 6th 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 attempt to 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 4th thru 6th 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 3rd thru 6th 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? 4th thru 6th 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, and 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 2nd thru 5th 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."

Geology & Soils 2nd thru 6th 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 **3rd thru 6th 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 **4th thru 6th 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 (6th & 7th grades), as the more background math skills one has, the more those skills can be applied in the field of forestry.

Nature on Paper **3rd thru 6th 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 **2nd thru 5th 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 may participate in chores including cooking, tools, candle making and Pioneer home discussions.

Predator/Prey **3rd thru 6th 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 examine various animal skulls to determine different attributes of both Predators and their Prey.

Saura Native Americans **2nd thru 5th 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 **2nd thru 5th 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 4-H Center offers 5 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 **2nd thru 6th 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 **2nd thru 5th 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 18th century family.

New Games **2nd thru 6th 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 **2nd thru 6th 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 **3rd thru 6th 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

This section includes the really important forms for your trip.

1. The Program Planning Form should be completed and mailed/faxed/mailed to the Education Director 2 weeks prior to your trip.

2. The Parental Agreement and Consent Form should be collected and reviewed prior to the trip. Please pay attention to any medical/physical limitations placed on participants and inform camp staff on your Program Planning Form.

3. The Packing List may help your students prepare for their day with us. Some groups ask their students to bring changes of clothes, extra shoes, etc. depending on the schedule and time of year. Camp asks that students are reminded this is an outdoor program and outdoor activities continue despite rain, cold, snow, etc.

4. The Directions to the Center can be distributed to drivers within your group.

5. The ES237 Reporting Form – This form is used for tabulating your bill after your trip and should reflect the number of students/adults in attendance during your visit. This form will be collected by camp staff upon your arrival.

**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 17 students per group)

Number of Adults _____
Number of Cabins: Boys _____ Girls _____

Arrival Time _____ Departure Time _____

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

- | | |
|----------|----------|
| 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) _____

If vegetarians, how many ? _____

Any medical/physical limitations Penn should be prepared for? _____

Parental Agreement, Liability Waiver, and Consent Form
Betsy – Jeff Penn 4-H Educational Center - School Programs

Student's Name _____ Date(s) of Participation _____

Street _____ City _____ State _____ Zip _____

Parent/Guardian Email _____

1. I, _____ give my permission for my child _____ to participate in the Outdoor Education Program (Orient, Soaring Thru Spaces or Environmental Education) at the Betsy-Jeff Penn 4-H Educational Center in Reidsville, NC. I realize this is an outdoor, active, intensive program which utilizes experiential education methods to teach, depending upon the program selected by your child's school; outdoor science, interdisciplinary lessons and/or challenge course activities (team challenge, low and/or high ropes). These hands-on programs are an extension of your child's current classroom curriculum.

I also understand that there are inherent risks, both known and unknown, involved with such experiential learning activities. These risks are consistent with outdoor learning and include, but not limited to, such environmental risks as insects, animals, weather, water and others. While the Betsy-Jeff Penn 4-H 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 the Betsy-Jeff Penn 4-H Educational Center, NC Cooperative Extension, NC State University, the local school and school system, their employees and volunteers from financial responsibility or liability for any sickness, injury or accident that may occur during, or as a result of, this program and its activities.

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 or 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 _____

**The Betsy-Jeff Penn 4-H Educational Center does not provide health or accident insurance.

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 (herein 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 and 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 - continued

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 _____ Physician's 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

Betsy – Jeff Penn 4-H Center

Participant Packing List – Overnight Groups

This is an **outdoor education** program. 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

*Please No sandals/Crocs for program

4 pairs of socks
pajamas
rain gear
hat, gloves, etc.

Cold Weather Items

thermal underwear
gloves and stocking cap
heavy jacket

Do not bring

Electronics

jewelry or other expensive items

Candy, Gum, Food – unless dietary restrictions require bringing food.

** ALL food/snacks brought to camp must be stored in dining hall (not cabins)

Money – unless told otherwise by coordinating teacher

Linens

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

*Cabins do NOT have sheets, blankets, or pillows

Bath Items

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

*Paper Towels are NOT supplied in the cabins

Miscellaneous

camera
books or cards
water bottle
flashlight

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 for distribution to your group.

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 4th 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: 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 (Please drive **SLOW!**) 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 _____	_____	_____
Total	_____	_____

<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	_____	_____

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 worksheet was (hopefully) emailed to you along with other valuable information. Please fill in any available details and return to Penn along with a check for your group's deposit. The signed "Statement of Responsibility" should also be signed and returned. These items should be returned within 30 days of receiving this planning packet email.
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. If Emailing the info is easiest...Email me!
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.

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.)

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 forms must I bring with me when I come?

1. 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!

2. 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.

***** 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.**

Into how many activity groups should I divide my students?

We have found that groups of 17 or less create a good 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
12 - 17	1 group
18 - 34	2 groups
35 - 51	3 groups
52 - 68	4 groups
69 - 85	5 groups
86 - 102	6 groups
103 - 119	7 groups
120 - 136	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 17 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 our entire 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 15-17.

However, if you find it imperative that group sizes be smaller please speak with the Education Director about possibilities and fees.

How many chaperons do I need?

We recommend bringing *at least* one adult per activity group. This means at least one adult for every 15-17 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 18-20 students, this comes out to more like one adult for every 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 Scheduling Worksheet 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 come 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 restroom/water breaks, organizing table waiters, medicine dispersal, etc.

How many cabins will I need?

Each cabin has 4 areas. There are eight bunks in each of three "rooms", plus two more in the center room (usually where teachers & chaperons reside). So there is room in each cabin for up to 24 students and 2 adults. As a rough guide, plan on putting 20-24 students in each cabin. Often times the decision hinges on the number of chaperons available to spend the night. Remember that each Cabin will hold a maximum of 26 individuals.

****The cabin layout sheet on the next page may be useful in organizing cabin areas****

Betsy – Jeff Penn 4-H Center
Cabin/ Bunk Layout

We have 8 nearly identical cabins at the Center. Each cabin contains 4 different areas, which can be referred to as rooms. One is on the left side of the cabin; one is on the right, a center room and the upstairs loft area. There are a total of 26 beds in each cabin. Room 3 (center room) is normally used by adult chaperons. None of the “rooms” are separated by doors, just a doorway.

**Groups not needing to use the upstairs for students are encouraged to keep students in rooms 1 and 2.

Room 1 (left side)	Room 2 (right side)	Room 3 (center room)	Room 4(upstairs)
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____		3. _____
4. _____	4. _____		4. _____
5. _____	5. _____		5. _____
6. _____	6. _____		6. _____
7. _____	7. _____		7. _____
8. _____	8. _____		8. _____

**Restroom facilities are located inside the cabins. Each cabin has 2 showers, 2 toilets, and 3 sinks in the downstairs as well as a small bathroom with a toilet and sink upstairs. There is no shower in the upstairs restrooms.

**Cabins are stocked with toilet paper but not paper towels. Guests will need to provide their own towel for this purpose.

**Cabins are heated for cooler months but are NOT air conditioned.

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 and the Annie Penn Hospital is located less than 10 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.

*Schools that have their own forms requiring the same information as Penn's will no longer be required to have both forms completed. Please be sure all info required by the Penn form is included in your school's 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. Penn staff are unable to dispense any ingested medications.

What if my student(s) do not have insurance coverage?

The Betsy-Jeff Penn 4-H Center highly recommends that all students and adults participating in our program be covered by health and accident insurance. The Penn 4-H Center does NOT provide insurance coverage for participants. It is the responsibility of each group to ensure that all participants are covered, depending on the requirements of your particular school.

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 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 may be opportunity for interaction during free times, store breaks, etc.

Can we choose our own menus?

The Penn kitchen staff is 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 that 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.)

For those school groups that do wish to choose their own menus, an additional fee will be assessed in order to cover the reduced cost effectiveness. Please notify the Education Director at least 30 days prior to your visit if you would like to select your own menu. Menu selection is on a first-come, first-served basis.

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 program director as soon as possible before your trip. Vegetarian options are available at each meal provided they are requested on the Program Planning Form. The Center's Dining Hall is also peanut free as peanut allergies have become more and more common. We have found that students with various allergies (dairy, gluten, etc) often choose to bring their preferred brand of substitute if they feel it necessary. As a rule, the kitchen is unable to cater to vegan or other diets considered "by choice".

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 at \$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 parent's 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 do my students need to know when they arrive?

- The Students should already be divided into and aware of their cabin groups. The day tends to run more smoothly if the transition from the buses/cars to cabins and orientation is smooth.
- We have found that students who have been advised as to the nature of this experience usually fare better. They should realize that there is more to this than just having fun. There is learning to be done.
- Students should also be warned that Environmental Education is an outdoor program. Outdoor activities continue despite heat, rain, snow, etc. Students should come prepared with layers, and rainwear. Don't trust the weather person when they say it'll be nice for your time at camp. Weather systems are complex and constantly changing...be prepared!
- Along the same lines, keep in mind most of our activities are done in the woods, in grassy areas, etc. Clothes and shoes will hopefully come home dirty, so students should not bring their nicest. comfortable shoes for walking around camp are also essential.