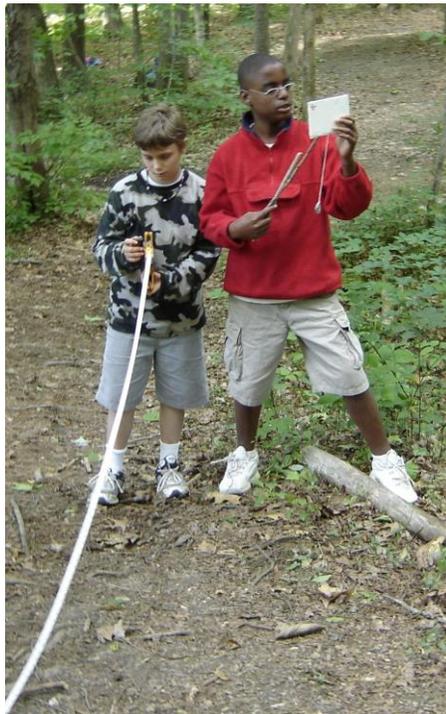


**BETSY-JEFF PENN 4-H EDUCATIONAL CENTER  
REIDSVILLE, NORTH CAROLINA**

# ***ENVIRONMENTAL EDUCATION PROGRAMS***



## ***PLANNING GUIDE***

**Day Group**  
REVISED 2022

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

## **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.
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 or fax this form to the Education Director at least 2 weeks prior to your trip. This information can also be emailed. You can 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, as well as an accurate ES 237 Form to be given to Penn staff for billing purposes. Students should already be broken into and aware of their activity groups. We will meet you at the parking area where Penn instructors will take their first activity group for a quick restroom break and then begin the day's program.

# THE SCHEDULE

The schedule for 1 day groups depends on length of time at camp and class options. Day groups can arrive at camp as early as 8:30am and stay as late as 5:00pm. Each group's schedule will be designed around their determined arrival/departure times and teacher chosen classes.

## Tentative One Day Schedule

8:30 -9:00am	Arrival at Penn – Break into activity groups
9:00 – 10:30	Day Class 1
10:30-10:45	Restroom and water break
10:45 – 12:15	Day Class 2
12:15 - 12:45	Lunch Break – Bag lunches in picnic shelter
12:45 – 2:15	Day Class 3
2:15 - 2:30	Restroom and water break
2:30 – 4:00	Day Class 4
4:00 – 4:50	Day Class 5 / Cooperative Games
5:00pm	Depart from camp

\*1 Day schedules are dependent on group arrival and departure times. All of our Environmental Education classes are designed to be 90 minutes in length. Many of these classes can be shortened slightly to accommodate your length of time at camp.

\*\*Meals can be provided in the Dining Hall for interested groups. There is an additional charge and a 30 person minimum. Camp provided meals normally require a longer lunch break than student packed lunches depending upon the number of students in the group.

\*\*\*Groups may choose to extend their day until as late as 9pm for a slightly higher fee.

## ½ Day Tentative Schedule

Groups that choose our ½ day program may choose morning (9:00am – 12:00) or afternoon (1:30 – 4:30 ) sessions.

8:45am	Arrival at Penn – Break into activity groups
9:00	Day Class 1
10:25	Restroom and Water Break
10:35	Day Class 2
12:00	Finish classes
12:15	Depart from camp

## **Environmental Education Day Classes**

The Penn 4-H Center provides 16 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 may be 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**                      **2<sup>nd</sup> thru 6<sup>th</sup> 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**      **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.

### **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)**      **4<sup>th</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)**                      **4<sup>th</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, 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.

## **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.

(continued)

## **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, and basal area), number of board feet (a measure of volume), frequency of species, habitat quality, and many other measurements critical to proper forest stewardship.

## **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. Depending on class length students will participate in chores that may include cooking, tools, candle making and Pioneer home discussion.

## **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 examine 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.

## **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/emailed 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 need to be collected by camp staff upon your arrival.**

**Environmental Education Program  
Program Planning Form – Day Groups**

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

School \_\_\_\_\_ Date of Session \_\_\_\_\_

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

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

Number of Students \_\_\_\_\_ Number of Activity Groups \_\_\_\_\_  
(15 - 17 students per group)

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

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

\*\*Please be sure arrival/departure times are accurate as your schedule will be designed around this information\*\*

Day Class Choices: Depending on your arrival/departure times plan for 3 - 5 class sessions for your day. Classes will be between 70 - 90 minutes in length depending on your time at camp.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

Is the Center providing any meals for your group? \_\_\_\_\_

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

\_\_\_\_\_

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.

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

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**Betsy-Jeff Penn 4-H Educational Center**  
**PARTICIPANT “WHAT TO PACK” LIST – Day Groups**

This is an **Outdoor** Education program. Please make sure that clothing is appropriate. Expect to get dirty. If it is warm, shorts and t-shirts are appropriate. 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 quite cold. Be prepared for all weather conditions. Bring rain gear! Outdoor programming continues even through rain.

Warm Weather Items

Shorts of a comfortable length  
Short sleeve shirt  
Hat / Sunscreen  
Rain jacket or Poncho  
Closed toe shoes/ boots

Cold Weather Items

Thermal underwear  
Gloves and stocking cap  
Heavy jacket

Miscellaneous

camera  
water bottle  
sweatshirt or light jacket

Do Not Bring

Cell phones – at the discretion of the teacher but not needed for program  
Money – unless told otherwise by coordinating teacher  
Electronics  
Jewelry or other expensive items  
candy or gum

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.

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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:** 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 and is used to tabulate your final 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 this planning packet. 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 returned. These items should be returned to the Center 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](mailto: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.)

## What time can we arrive? What time do we leave?

Our basic Schedule for a 1 Day group is to arrive as early as 8:30am and stay at camp as late as 5:00pm. Not all groups are able to arrive that early or stay that late but we do try to offer a full day for schools able to coordinate this. Early arrivals and late departures can be arranged when scheduling your group. There may be additional fees depending on your schedule. Please let the Education Director know as soon as possible if you are interested in extending your day.

# 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 creates 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
15 - 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 contact the Education Director as soon as possible to discuss options and additional 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. There is no limit to the number of chaperons you can bring. The center does not charge adult chaperons for our day group programs unless a meal is being provided to them.

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

Penn's staff of facilitators is trained to handle minor discipline problems, give basic 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. We often hear from our adult chaperons what a valuable experience the day was for both the students and the adults. We are always learning, no matter what the age!

The time when the chaperons'/teachers' roles come to the forefront is during meal times and restroom breaks between class periods. We like to be sure that students are with an adult at ALL times, 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. If your group is packing lunches it is often helpful to have your adult chaperons assist with passing out and organizing lunch.

## 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.**

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 one of our Educational programs or an adult conference group. We try to serve as many schools and groups 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.

## Can Camp provide our group with lunch?

Yes! The camp can provide your group with lunch during your visit. Most of our day groups choose for students to pack a lunch. This tends to be cheaper and quicker. The logistics of coolers and bagged lunches can sometimes be overwhelming and groups may find it easier to purchase lunch from camp. There is a minimum group size of 25 and an additional fee of \$6.50/person. We generally do not charge adult chaperons for our 1 day programs, but do charge for adults eating meals. Please let the Center know well in advance if interested.

## 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.)

## 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 is also peanut free as peanut allergies have become more and more common. We have found that students/adults 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".

Questions and concerns can be directed to the Kitchen Coordinator here at camp.

## 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 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 be aware that a Store Break will decrease the amount of time for the actual program, as it will take some of time from your activities. Please include this information on your Program Planning Form if interested.

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

- The Students should already be divided into and aware of their activity groups. The day tends to run more smoothly if the transition from the buses/cars to activity groups is quick.
- 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 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 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 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 clothing.