

# Program Plans 2011 - 2012



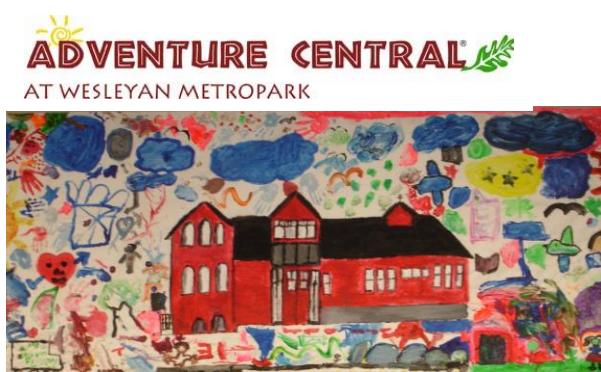
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*"Empowering Life-Changing Adventure"*

# Adventure Central Program Philosophy

*Adventure Central is*



Opportunity & Possibility



Partnership & Support



Learning Through Nature



Reliable Safety



Lasting Value



## What we are

Adventure Central is a trusted, community-based, positive youth development partnership of 4-H, Ohio State University and Five Rivers MetroParks. Adventure Central has been serving at-risk children and their parents in the West Dayton community for over 10 years. Using nature, staff nurtures families in life-changing activities that strengthen values, build lasting life skills, and empower youth to explore life's possibilities.

## Our Mission

To promote positive youth development education and leadership skills using an environmental foundation in a welcoming, safe, fun, active setting that utilizes volunteers and community resources with adult and youth interaction.

## Our Vision

Adventure Central youth are the future leaders of the community, stewards of the environment, and champions of their own lives.

## Program Guidelines

Programming at Adventure Central should always contribute to positive youth development as is consistent with the 8 Key Elements of Positive Youth Development (4-H). Activities should be hands-on, engaging, experiential and designed to create a lasting connection with nature. Additionally, activities should correspond to the monthly theme and one or more of the core program areas: science, nature, technology, healthy lifestyles and literacy.

# Program Plans User Guide

Adventure Central program plans are written for two main audiences:

- ☒ The **primary audience** is our internal staff who will use this to guide them as they research and develop programs.
- ☒ The **secondary audience** is anyone else who seeks to learn more about Adventure Central programs or glean ideas for their own out-of-school time programs.

Each plan is structured using objectives, tactics and/or methods, and resources. Some plans include a timeline or calendar.



**Themes** are assigned to program months or weeks to tie activities together in a logical and engaging way. Themes keep programming new and fresh.



**Objectives** are the main goals of the program. They include what the participants should have learned or be able to do as a result of the program.



**Tactics** how we accomplish the objectives. They are the keys to achieving our mission and vision.



**Resources** are the curriculum, books, websites, community partners, or other means of support needed to develop the program.



**Ideas for Projects & Group Activities** are just what they sound like. These are intended to help get the creative juices flowing.



**Timelines** are used to look at the program to-do's, opportunities, and deadlines that occur over a period of time.

Look for these  
Symbols



Themes



Objectives



Tactics



Resources



Ideas



Timelines



# The Group Leader's User Guide

## How to use these plans for successful lesson planning

### Step 1 - Understand the month's theme and objectives.



It is important to ensure that prior to planning lessons, one has a strong understanding of what the purpose of the activities should be, and what the overall goal (objective) is for the month. What should the youth be able to do or know by the end of the month? The monthly theme should be easily reflected in the lessons.

### Step 2 - Look over the tactics for each month.



The tactics reflect the core focus areas of Adventure Central which are: nature, science, literacy, healthy lifestyles, and technology. Each tactic is color coded so that when the Afterschool P.A. (Program Assistant), or any other staff member reviews the lesson plans, they can easily identify how the selected activity meets the tactic requirements. Group leaders are asked to highlight each activity that meets a tactic in the appropriate color prior to submitting completed lesson plans to the Afterschool P.A.

#### Example Tactics and Explanations

- ✓ Complete 30 minutes of structured outdoor programming/day  
This tactic is designed to make sure youth are getting ample time outside each day – this both enhances their ongoing connection with nature and provides a variety of social, emotional, and physical benefits.
- ✓ Complete at least 2 discovery hikes or creek explorations/month  
This tactic also encourages outdoor time, but is designed to capitalize on use of the entire park, hands-on learning, and opportunities for processing experiences.
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week  
Designed to enhance connection with nature by building knowledge and curiosity. Questions and discovery are emphasized rather than leader-directed activities.
- ✓ Complete 1 technology based activities/month  
Provides time for youth to enhance skills in emerging technology as well as practice basic technology applications (i.e. typing, word processing, conducting an internet search).
- ✓ Complete at least 2 literacy focused activities per week  
Builds skills in reading literacy – makes incorporating literacy in lessons intentional.
- ✓ Complete 1 activity focused on social responsibility/month  
Each month there is a tactic that focuses on a particular 21<sup>st</sup> Century Skill (similar to life skills). These tactics are designed to help youth develop the skills they will need to be successful in the 21<sup>st</sup> Century workforce.



### Step 3 - Seek, find, and use the resources.

The resource list is in sub-divisions that separate the resources into applicable and easy to understand categories. Before putting pen to paper (or hands to keys), one must look at the “Primary Resources” section of the resource list. All of the curriculum in this section is researched-based and offers activities and lessons for all age levels. The lessons in these resources are often complete with specific objectives, materials list, procedures, reflection/review questions, and extensions. These should be the main resources group leaders use when planning lessons. In addition to the Primary Resources, the remaining resources are also applicable to the monthly theme and help implement the outlined tactics.

# The Group Leader's User Guide Continued



## Step 4 - Read and implement ideas for projects and group activities.

Finally, it is important to read through the list of projects and group activities. In some of the months, one of the tactics may be to plan and implement a group project. With this in mind, a partial list of ideas was developed to “jump start” the creative batteries to aid in developing great activities/projects. This list can and should be used when one cannot think of an activity/project.



## Step 5 - Refer to the Program Calendar...Often

The program calendar includes important dates that may affect your planning such as school closings, educational consultants, due dates, etc. For example, Officer Zimmerman visits each group every Monday during the after school program. Therefore, when writing lesson plans, the group leader needs to show the date and time that she will be there to ensure that another activity is not planned during her time period. It is helpful to have the program calendar alongside the program plans when developing lesson plans so that all of the necessary information is at hand and visible.

## Step 6: Let the Writing Begin!

Now that you are familiar with the program plans and program calendar, it is time to begin writing. Keep in mind that all lesson plans must reflect the monthly theme, and meet the overall objectives of the month. Weekly objectives should begin with: **“Group members will be able to...” or “Participants will be able to...”** All lesson plans are to be completed using the New After school Lesson Plan Template. This template can be found by following these steps:

- Click My Computer, click on advpublic drive
- Open the Program folder
- Open the After school 11-12 folder
- Look for “New Afterschool Lesson Plan template-Revised” document

Also, please do not forget to include at least 3 review questions. These questions should promote reflection of the week’s objective and can be used as measuring tool to assess if the objective was actually met.

# September 2011: Pay It Forward



Theme: 4-H, Service, & Community



## Objectives:

- ➔ Understand the words in the 4-H pledge, and what each "H" stands for in order to begin to have a greater appreciation for the program
- ➔ Research and choose to participate in one service-learning and/or volunteer opportunity within the community
- ➔ Define inclusion and describe the type of community they want to be part of
- ➔ View themselves as part of 4-H and the Adventure Central community, and develop ideas and methods for how to become contributing members to their group, Adventure Central, and their local community



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete at least 2 discovery hikes or creek explorations/month
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities per week
- ✓ Complete 1 activity focused on social responsibility/month



## Resources:

### Primary Resources

- *Cloverbuds: A 4-H Discovery Program for six to eight year olds*
- *Cloverbuds Program K-2 Instrumental Materials*
- *Health Rocks Empowering Your Community to Make a Difference*
- *Character Counts Curriculum Series*
- *Step Up to Leadership Mentor Guide (grades 6-12)*

### Team Building Resources

- *Still More Activities that Teach*
- *Leadership Skills You Never Outgrow*
- *Quicksilver*

### Additional Resources

- *Safety in Everyday Living*
- *The Self Esteem Activities*
- *Never Give Up, but Take Frequent Breaks: The Best of Genesis Family Groups*
- *Tips and Tricks for Outdoor Education*

### Online Resources

- <http://ohioline.osu.edu/4h-fact/index.html>
- <http://www.ohio4h.org/>
- <http://www.ohio4h.org/about/history/html>
- <http://www.ohio4h.org/about/fundamentals.html>
- <http://www.ohio4h.org/youth/multilevelteenleadershipprojectstudyguideinpdf.pdf>
- <http://metroparks.org>
- [www.extension.umn.edu/disturbution/naturalresources/ooo9o.html](http://extension.umn.edu/disturbution/naturalresources/ooo9o.html)



## Ideas for Group Activities/Projects:

- Discuss the code of conduct and talk through the meaning of each one. Stress the importance of "Respect everyone and everything."
- Allow youth to practice their writing skills by becoming pen pals with other youth or those abroad
- Clean up trash along the creek or in the park

# October 2011: Dayton H.I.T.s



**Theme: History, Inventions, & Technology**



## Objectives:

- ➔ Learn about the contributions that Dayton natives have made in the area of science and technology, as well as the history of Five Rivers MetroParks
- ➔ Understand the history of Dayton, and how historic events have affected the environment and natural surroundings in the Dayton metro area
- ➔ Recall and state at least two (2) facts related to Dayton's history, inventions, and technological contributions
- ➔ Learn about and conduct hands-on experiments and activities using simple machines



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete at least 1 discovery hikes or creek explorations/month
- ✓ Complete at least 1 nature-focused inquiry-based activity/week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 1 math focused activities/week
- ✓ Complete 1 activity that focuses on Creativity/month
- ✓ Plan and complete 1 group project focused on Dayton's history, technological contributions, or inventions



## Resources:

### Primary Resources

- *Inventions and Discoveries*
- *How in the World: A Fascinating Journey through the World of Human Ingenuity*
- *Eureka! Inventions Made Great in Dayton (grades 1-3)*

### Additional Resources

- Science Inquiry & Investigation
- Reader's Digest How in the Word: A Fascinating Journey through the World of Human Ingenuity
- Outdoor Activities for Kids
- Nature's Art Box

### Online Resources

- Discovery Education- <http://www.discoveryeducation.com/>
- Simple Machines- <http://www.proteacher.com/110064.shtml>
- Dayton Aviation Heritage- <http://home.nps.gov/daav/forteachers/lessonplansandteacherguides.htm>
- Dayton Highlights and Fast Facts- <http://www.daytoncvb.com/helpful-resources/dayton-fast-facts-and-inventors/>
- Five Rivers MetroParks- <http://www.metroparks.org/Home.aspx>
- Teachers Guide for Dayton Inventor and Inventions- <http://www.homebasedarts.org/PDF/TG-DaytonInventorsVolume2.pdf>
- [FactMonster.com](http://FactMonster.com)- Click Science, then click Inventions
- Inventions Made by Kids- [http://inventors.about.com/od/kidinventions/Inventions\\_Made\\_By\\_Kids.htm](http://inventors.about.com/od/kidinventions/Inventions_Made_By_Kids.htm)
- Inventions-Teacher Resources- <http://www.teachervision.fen.com/inventions/teacher-resources/6636.html>
- Cool Inventions- <http://www.crayola.com/lesson-plans/detail/cool-inventions-lesson-plan/>



## Ideas for Group Activities/Projects:

- Research the inventors from Dayton and create a scrapbook of their lives and invention(s)
- Create a timeline of the major historical events that have taken place in Dayton
- Examine a problem or situation, and create an invention to solve the problem

# November 2011: What's On Your Plate?



Theme: Wellness and Nutrition



## Objectives:

- ➔ Participate in a national wellness program that will focus on the importance of maintaining a balanced and active lifestyle to increase their ability to make healthy habits part of their everyday lives
- ➔ Learn new strategies for making better food choices and incorporating exercise in their daily routine
- ➔ Develop 2-4 healthy lifestyle goals, and work toward achieving those goals throughout the month



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming or vigorous activity/day
- ✓ Complete at least 1 discovery hikes or creek explorations/month
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 theme focused inquiry-based learning activity/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities/week
- ✓ Complete 1 activity that focuses on Work Ethic/month



## Resources:

### Primary Resources

- *Health Rocks 4-H Curriculum*
- *Jump Into Food and Fitness Curriculum*
- *Acres of Adventure*
- *My Pyramid:*  
<http://www.fns.usda.gov/TN/resources/Mypyramidclassroom.html>

### Online Resources

- <http://www.americanheart.org>
- [www.361interactive.com/fitcity](http://www.361interactive.com/fitcity)  
password AC1 username AC1
- <http://kidshealth.org/kid/>
- Pbs zoom
- [www.healthy-kids-snack.com/](http://www.healthy-kids-snack.com/)
- [www.myfamilyexercise.com/](http://www.myfamilyexercise.com/)

### Additional Resources

- *4-H 361 Keeping Fit*
- *4-H 463 Sports Nutrition*
- *4 -H 481 Food and Fitness for Fun*
- *4 -H 484 Snack Attack*
- *Cycling back to nature*
- *Clover bud kit*
- *Make a move cross the line (Mix it Up Lunch)*
- *"What's on Your Plate?" (DVD)*
- *Catch Kids Club Activity Box (in the yellow plastic box)*
- *Parachute Games*
- *Raccoon Circles*



## Ideas for Group Activities/Projects:

- Create a campaign to promote biking and walking; encourage your family to visit one of the MetroParks
- Complete a month long food & activity log; have a competition within the group to see who has the healthiest lifestyle
- Create your own cookbook of healthy recipes; make your own exercise video

# December 2011: Storm Chasers



**Theme: Weather and Natural Disasters**



## Objectives:

- ➔ Define weather and different natural disasters, and understand the measurable aspects of each, such as: temperature, wind, precipitation, and barometric pressure
- ➔ Think critically and logically about weather and natural disasters, and how it affects daily life
- ➔ Use inquiry-based lessons and activities to explore and identify the impacts of weather and natural disasters in, Ohio, the United States, and abroad



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of vigorous physical activity/day
- ✓ Complete at least 2 discovery hikes or creek explorations/month
- ✓ Complete 2 inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 math focused activities/week
- ✓ Complete 1 activity that focuses on Self Direction/month



## Resources:

### Primary Resources

- Project Wet
- Project Learning Tree: Environmental Education Activity Guide for grades K-8
- The Weather Channel: Hurricanes (Teacher's guide)
- The Weather Channel: Everything Weather (Teacher's guide & CD-Rom)
- Weather Together

### Additional Resources

- Investigations in Environmental Geology
- Weather Words & What They Mean (grades 1-2)
- Learning About Weather (grades 2-3)
- Clouds, Rain, Wind, and Snow (grades 2-3)
- Keepers of the Earth: Native American Stories & Environmental Activities for Children
- Decision Earth: An environmental teaching unit (grades 7-9)
- Water: The Drop of Life
- Weather monitor in Mr. A's office

### Online Resources

- Discovery Education- <http://www.discoveryeducation.com/search/page/-/lesson-plan/weather/index.cfm>
- Weather classroom activities and lesson plans- <http://geology.com/teacher/weather.shtml>
- Weather Scope- <http://www.k12science.org/curriculum/weatherproj2/en/guidelessons.shtml>
- Weather projects and lesson plans-  
[http://weather.about.com/od/educationalmaterials/Weather\\_Projects\\_and\\_Lesson\\_Plans.htm](http://weather.about.com/od/educationalmaterials/Weather_Projects_and_Lesson_Plans.htm)
- The Weather Channel Kids- <http://www.theweatherchannelkids.com/weather-ed/teacher-resources/>
- National Geographic- <http://www.nationalgeographic.com/xpeditions/lessons/07/g68/>
- Various weather lesson plans- <http://lessonplancentral.com/lessons/Weather/>



## Ideas for Group Activities/Projects:

- Track the weather patterns throughout the Miami Valley
- Make models of tornadoes, hurricanes, tsunamis, or earthquakes and research the causes of three disasters
- Do research on a specific disaster, and share a public service announcement with the other groups in the program on how you should respond

# January 2012: Behind the Music



**Theme: Exploring the Science Behind Music**



## Objectives:

- ➔ Use the scientific method and their creative skills to explore and investigate the science behind the music that we listen to
- ➔ Gain a better understanding of how to be a more effective team member by participating in teamwork focused activities
- ➔ Dedicate the entire month of programming preparing a project to display at the Adventure Central Open House.



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 1 inquiry-based learning activity/week
- ✓ Complete 1 discovery hike/walk/month
- ✓ Complete 1 activity that focuses on Teamwork/month
- ✓ Collaborate to decide, design, and create one interactive, hands-on project/experiment related to music to display at the Adventure Central Open House



## Resources:

### Primary Resources

- *Science Discovery Series: Lesson Plans for Grades 4-7*
- *50 Terrific Science Experiments Grades 5-8*
- *Science: Inquiry & Investigation- Great source for step-by-step instructions on how to build a science fair project*

### Additional Resources

- *Bottle Biology: An Idea Book for Exploring the World Through Soda Bottles & Other Recyclable Materials*
- *Dirt Cheap Science*, Esther Weiner

### Online Resources

- [http://k6educators.about.com/od/sciencelessonplans/Science\\_Lesson\\_Plans\\_Activities\\_and\\_Ideas.htm](http://k6educators.about.com/od/sciencelessonplans/Science_Lesson_Plans_Activities_and_Ideas.htm)
- <http://school.discoveryeducation.com/sciencefaircentral/>
- <http://polk.episd.org/ScienceFairGuide.pdf>
- Another great "how to" guide: [www.davis.k12.ut.us/staff/jlindsay/sciencefair.html](http://www.davis.k12.ut.us/staff/jlindsay/sciencefair.html)
- COSI activities: <http://www.cosi.org/educators/activities/>
- Inquiry-focused field investigations: <http://www.fishwildlife.org/pdfs/Field%20Investigations%20FINAL.pdf>
- Music Science Fair Projects: <http://www.juliantrubin.com/topicprojects/musicprojects.html>
- Experiments in Musical Intelligence: <http://artsites.ucsc.edu/faculty/cope/experiments.htm>
- Science of Music: <http://www.exploratorium.edu/music/exhibits/headlands/>



## Ideas for Group Activities/Projects:

- Create musical instruments out of recyclable materials, and test which types of materials makes the best sounding instruments
- Conduct an experiment that tests why you can hear the bass in music and not the treble
- Fill glass containers of different sizes and shapes with water, and discover how and why they make different sounds
- Learn why different types of music evoke various emotions in people. How does one's brain interpret different sounds and rhythms?

# February 2012: Dirty Jobs



**Theme: Careers and Public Speaking**



## Objectives:

- Gain insights about various careers through first-hand accounts from African-American professionals within those fields
- Explore diverse career opportunities and occupations, including those in parks and recreation, and explore the skills required to be successful
- Learn about the importance of public speaking, and understand how to become a more proficient public speaker through hands-on activities
- Participate in a variety of activities to encourage the development of natural strengths/abilities/talents



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming or vigorous physical activity/day
- ✓ Complete 1 discovery hike/walk/month
- ✓ Complete 2 inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 math focused activities/week
- ✓ Complete 1 activity that focuses on Leadership/month



## Resources:

### Primary Resources

- Wild over Work
- Get in the Act: Take 1 (helper and youth guide)
- Leadership Skills You Never Out Grow 1 and 2 (grades 5-9)

### Additional Resources

- 4-H Teen Leadership
- 4-H Clothing for Your Career

### Online Resources

- <http://333/eduplace.com>
- <http://jeopardylabs.com/play/4-h-career-Job-parady-osu-extension-gps>
- <http://www.moneyinstructor.com/careerplanning.asp>
- [www.blgs.gov.k12](http://www.blgs.gov.k12)
- [www.knowhow2go.org](http://www.knowhow2go.org)



## Ideas for Group Activities/Projects:

- Plan a visit from an individual with a “dirty job” and have them come in to speak with group about what they do
- Allow youth to explore various “dirty jobs” and determine what are the pros and cons of their chosen profession
- Create a questionnaire and allow youth to interview people in their family to find out more about their job
- Prepare a display and present it to the group; offering an opportunity to practice public speaking skills

# March 2012: The Amazing Race



**Theme: International Cultural Awareness**



## Objectives:

- Define culture and examine which cultures they most identify with
- Become S.M.E.s (Subject-Matter Experts) of a different culture by examining various areas such as: food, holidays, agriculture, views about nature, etc. through inquiry-based activities
- Explore and explain diversity and inclusion, and understand the importance of respecting differences in others
- Share their knowledge and information with others through a center-wide cultural awareness event
- Identify major global and environmental issues, problems and challenges, and compare/contrast them with those within the United States



## Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 45 minutes of structured outdoor programming or vigorous activity/day
- ✓ Complete 1 discovery hike/walk/month
- ✓ Complete 2 inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities/week
- ✓ Complete 1 activity that focuses on Diversity/month



## Resources:

### Primary Resources

- Food, Culture, and Reading 4-H Binder
- Multicultural Activities for Primary Children
- Heifer International: "Get It! Global Education to Improve Tomorrow"
- Respect Differences
- Diversity, Inclusion, and Character Building

### Additional Resources

- Kids Multicultural Cookbook
- Character Education (grades 5-6)
- Games Around the World
- Water: The Drop of Life

### Online Resources

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- What is Culture? lesson <http://www.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=346>
- Africa [http://www.pbs.org/wnet/africa/tools/lesson\\_plans.html](http://www.pbs.org/wnet/africa/tools/lesson_plans.html)
- <http://www.pbs.org/teachers> Choose grade level, Social Studies, then filter by continent being studied
- <http://www.diversitycouncil.org/elActivities.shtml>



## Ideas for Group Activities/Projects:

- Allow youth to complete the Making Cents of Privilege activity from [www.diversitycouncil.org](http://www.diversitycouncil.org) (grades 3-5)
- Read a story from another culture/nationality and interpret the meaning of the story
- Research what role animals play in different cultures; make a notebook to display findings
- Research games from other cultures, and play them with the group.

**April 2012: C.S.I.****Theme: Crime Scene Investigation****Objectives:** Participants will be able to...

- ➔ Use the scientific method to examine and explore scientific forensic techniques
- ➔ Work as a team to decipher clues, develop action plans, and solve mysteries within nature
- ➔ Practice problem-solving skills/deductive reasoning through inquiry-based lessons and activities
- ➔ Discover the science behind forensic techniques

**Tactics:** (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 2 discovery hike/walk/month (weather permitting)
- ✓ Complete 2 nature focused inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 math focused activities/week
- ✓ Complete 1 activity that focuses on Problem Solving/month

**Resources:****Primary Resources**

- Science Discovery Series
- Forensic Science Lesson Plans <http://sciencespot.net/Pages/classforsci.html>
- CSI: Web Adventures <http://forensics.rice.edu/index.html>- Awesome interactive web mystery based on the TV show
- TruTV Forensic Files [http://www.trutv.com/shows/forensic\\_files/index.html](http://www.trutv.com/shows/forensic_files/index.html)
- The Science Spot: Forensic Science Lesson Plans <http://sciencespot.net/Pages/classforscilsn.html>
- Mystery Lessons [http://www.educationworld.com/a\\_lesson/lesson299.shtml](http://www.educationworld.com/a_lesson/lesson299.shtml)
- CSI, Second Grade Style <http://www.texmed.org/Template.aspx?id=3949>
- Who Thawed Frosty? Using DNA to solve a crime (No real DNA needed!)  
[http://209.70.46.75/scripts/lessonplan\\_page.plx?folder=winter\\_wonderland\\_who\\_thawed\\_frosty\\_science\\_7273&goal\\_number=11&standard\\_letter=A&grade\\_level=3&benchmark\\_letter=a](http://209.70.46.75/scripts/lessonplan_page.plx?folder=winter_wonderland_who_thawed_frosty_science_7273&goal_number=11&standard_letter=A&grade_level=3&benchmark_letter=a)
- Forensic Science Links <http://www.moisd.org/sp/csi.htm>
- Ed Head's Crash Scene Investigation (interactive web detective activity)  
[http://www.edheads.org/activities/crash\\_scene/swf/index.htm](http://www.edheads.org/activities/crash_scene/swf/index.htm)
- CSI Science: Get the Prints! [http://www.education.com/activity/article/Get\\_Prints\\_high/](http://www.education.com/activity/article/Get_Prints_high/)

**Ideas for Group Activities/Projects:**

- Take youth on an investigative hike to look for trace evidence of animals in the woods
- Explore the woods and trails, pick up unusual items and observe them closely under the microscope
- Research a particular forensic technique and apply it to something at AC

# May 2012: Survivor



## Theme: Exploring Survival Skills and Techniques



### Objectives:

- Learn and replicate 2 skills and/or techniques that people can use to survive in nature
- Explain the different methods that animals use to survive in the wild
- Participate in a group survivor competition
- Explain the priority areas for survival (food, water, shelter, and space)



### Tactics: (Yellow, Blue, Pink, & Turquoise groups only)

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 2 discovery hike/walk/month (weather permitting)
- ✓ Complete 2 nature focused inquiry-based learning activities/week
- ✓ Complete 1 technology based activities/month
- ✓ Complete at least 2 literacy focused activities/week
- ✓ Complete 1 activity that focuses on Communication/month



### Resources:

#### Primary Resources

- Project Wild
- Growing Up Wild
- Outdoor Adventures: Hiking Trails, Camping Adventures, Backpacking Expeditions
- Field Guide to Edible and Useful Wild Plants of America

#### Additional Resources

- 4-H Fishing Resources
- Nature-Oriented Activities: A Leader's Guide

#### Online Resources

- Survivor Field Day <http://www.pcentral.org/lessonideas/ViewLesson.asp?ID=2276>
- Survival Lesson Plan <http://csam.montclair.edu/njsoc/sessions/survival.pdf>
- 4-H Outdoor Survival Lesson Plan-  
<http://4h.uwex.edu/uphamwoods/programs/documents/OutdoorSurvivalLessonPlan.pdf>
- Survival Skills Quiz(fun quiz, good starter activity)  
[http://familyfun.go.com/assets/cms/pdf/printables/1206\\_sopafp\\_survivalskillstest.pdf](http://familyfun.go.com/assets/cms/pdf/printables/1206_sopafp_survivalskillstest.pdf)



### Ideas for Group Activities/Projects:

- Have a fort building contest
- Teach the group different rope tying techniques
- Research animal survival needs and compare to human survival needs. What techniques we both use (i.e. camouflage)

# Teen Program Plan Overview



## Objectives:

Teens will be provided with experiences for positive growth and development through opportunities for leadership, voice, and choice.

- ➔ Teens will demonstrate a commitment toward Adventure Central's partner agencies goals.
- ➔ Teens will be behaviorally, cognitively, and affectively engaged in programming.
- ➔ Teens will develop 21<sup>st</sup> Century Skills:

- Critical Thinking
- Oral and Written communication
- Teamwork/Collaboration
- Diversity
- Information Technology Application
- Leadership
- Creativity/Innovation
- Lifelong Learning/Self Direction
- Professionalism/Work Ethic
- Ethics/Social Responsibility – Community



## Methods:

- ✓ Participation in service-learning
- ✓ Participation in the JET program
- ✓ Participation in the Adventure Central Youth Board (ACYB)
- ✓ Participation in camp counselor program
- ✓ Participation in AC Teen Program (name TBD) activities
- ✓ Independent use of parks and participating in a culture of conservation

## Overall AC Teen Program Thoughts:

- The first week of programming teens will be provided with an opportunity to apply to be part of the Adventure Central Teen Program. When receiving the application they will also receive the High Expectations Forms (for both themselves and parents). Applications and High Expectations forms will be due by the end of the first week of programming.
- If teens are 12 and 13 they have a choice to participate in the regular Adventure Central afterschool program or apply. If they are 14+ they will be required to apply to be part of the Adventure Central Teen Program. If they do not apply we will have a conversation with their parent letting them know Adventure Central may not be the best choice in after-school programming.
- Teens will primarily lead programming and work a month in advance from the Program Calendar to plan their following month's projects.
- The adult working with the group will be more of a project manager and will guide the teens in making project choices each month.

# September 2011: Pay it Forward



Theme: 4-H, Service, and Community



## Objectives:

- Primary objective: Develop the overall plan and structure of the teen group for the 2011-2012 program year
- Develop lesson plans for teen group for October
- Understand the words in the 4-H pledge, and what each "H" stands for in order to begin to have a greater appreciation for the program
- Plan, implement, and participate in 2 service-learning and/or volunteer opportunities within the community
- Gain a deeper understanding of what a community is and how 4-H can relate to all communities
- View themselves as part of a 4-H club and the leaders of the Adventure Central community, and develop 3 ideas and methods for how to become contributing members to their group, Adventure Central, and their local community



## Tactics:

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 2 nature-focused inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and implement 1 service-learning project/month
- ✓ Complete 1 activity focused on social responsibility/month



## Resources:

### Books/Curriculum

- Health rocks empowering your community to make a difference
- Alcohol decisions
- Safety In everyday living
- The self esteem activities
- Still more activities that teach
- Never give up, but take frequent breaks: the best of Genesis Family groups
- Leadership skills you never outgrow
- Tips and tricks in outdoor education
- Quicksilver
- Step up to Leadership mentor Guide for Grade 6-12
- Habitudes
- Raise your voice – 4H service learning
- Community Problem Solving
- PLT Greenworks!
- Hunger Fighters Curriculum (on PC)

### Internet

- <http://ohioline.osu.edu/4h-fact/index.html>
- <http://www.ohio4h.org/>
- <http://www.ohio4h.org/abouthistory/html>
- <http://www.ohio4h.org/about/fundamentals.html>
- [http://www.ohio4h.org/youth/multilevelteenleadershipprojectstudygudeinpdf.pdf](http://www.ohio4h.org/youth/multilevelteenleadershipprojectstudyguideinpdf.pdf)
- <http://metroparks.org>
- [www.extension.umn.edu/disturbation/naturalresources/ooo9o.html](http://extension.umn.edu/disturbation/naturalresources/ooo9o.html)
- [www.nylc.org](http://www.nylc.org)



## Ideas for Group Activities/Projects:

- Choose a 4H project book and work on completing in throughout the school year. Enter your project in the Montgomery County Fair

# October 2011: Dayton's H.I.T.s



**Theme: History, Inventions, & Technology**



## Objectives:

- Develop lesson plans for teen group for November
- Learn about the contributions that Dayton natives have made in the area of science and technology, as well as the history of Five Rivers MetroParks
- Understand the history of Dayton, and how historic events have affected the environment and natural surroundings in the Dayton metro area
- Learn about and conduct hands-on experiments and activities using simple machines



## Tactics:

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 1 nature-focused inquiry-based learning activities/week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and complete 1 inquiry-based project focused on the history, technology and/or inventions of Dayton/month
- ✓ Complete 1 activity that focuses on Creativity/month



## Resources:

### Books/Curriculum

- Inventions and Discoveries
- How in the World: A Fascinating Journey through the World of Human Ingenuity
- Eureka! Inventions Made Great in Dayton (grades 1-3)

### Internet

- Discovery Education- <http://www.discoveryeducation.com/>
- Simple Machines- <http://www.proteacher.com/110064.shtml>
- Dayton Aviation Heritage- <http://home.nps.gov/daav/forteachers/lessonplansandteacherguides.htm>
- Dayton Highlights and Fast Facts- <http://www.daytoncvb.com/helpful-resources/dayton-fast-facts-and-inventors/>
- Five Rivers MetroParks- <http://www.metroparks.org/Home.aspx>
- Teachers Guide for Dayton Inventor and Inventions- <http://www.homebasedarts.org/PDF/TG-DaytonInventorsVolume2.pdf>
- [FactMonster.com](http://FactMonster.com)- Click Science, then click Inventions
- Inventions Made by Kids- [http://inventors.about.com/od/kidinventions/Inventions\\_Made\\_By\\_Kids.htm](http://inventors.about.com/od/kidinventions/Inventions_Made_By_Kids.htm)
- Inventions-Teacher Resources- <http://www.teachervision.fen.com/inventions/teacher-resources/6636.html>
- Cool Inventions- <http://www.crayola.com/lesson-plans/detail/cool-inventions-lesson-plan/>



## Ideas for Group Activities/Projects:

- Create a jeopardy game about Dayton H.I.T.s. Invite another group to play
- Write a play using some of Dayton's historic figures as main characters. Act it out for AC (potentially as family program)



# November 2011: What's on Your Plate?



**Theme: Wellness and Nutrition**



## Objectives:

- Develop lesson plans for teen group for December
- Participate in a national wellness program that will focus on the importance of maintaining a balanced and active lifestyle to increase their ability to make healthy habits part of their everyday lives
- Learn new strategies for making better food choices and incorporating exercise in their daily routine



## Tactics:

- ✓ Complete 30 minutes of structured outdoor programming or vigorous activity/day
- ✓ Complete 1 nature-focused inquiry-based learning activity/ week
- ✓ Complete 1 wellness-focused inquiry activity/week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and lead a Healthy Food Competition for the entire center.
- ✓ Attend an educational field trip
- ✓ Complete 1 activity that focuses on Work Ethic/month



## Resources:

### Books/Curriculum

- 4-H 361 Keeping Fit
- 4-H 463 Sports Nutrition
- 4 –H 481 Food and Fitness for Fun
- 4 –H 484 Snack Attack
- Cycling back to nature
- Clover bud kit
- Make a move cross the line (Mix it Up Lunch)
- "What's on Your Plate?" (DVD) – use the classroom modules instead of the full movie
- Catch Kids Club Activity Box (in the yellow plastic box)
- Food, Culture, and Reading

### Internet

- <http://www.americanheart.org>
- [www.361interactive.com/fitcity](http://www.361interactive.com/fitcity) password AC1 username AC1
- <http://kidshealth.org/kid/>
- Pbs zoom
- [www.healthy-kids-snack.com/](http://www.healthy-kids-snack.com/)
- [www.myfamilyexercise.com/](http://www.myfamilyexercise.com/)
- My pyramid: <http://www.fns.usda.gov/TN/resources/Mypyramidclassroom.html>



## Ideas for Group Activities/Projects:

- Create a display that shows where many common foods come from (and how far they travel to get to us). Present and explain it to the rest of AC. (Refer to Food, Culture, and Reading Curriculum)
- Create a one-month meal plan for AC. Use nourishinteractive.com/parents\_are/planner to help guide you. Work with Ms. Lois and Ms. Charlotte to put it into practice for the next month!
- Teach a younger group about healthy lifestyles using the empowerme4life curriculum at [www.empowerme2b.org/my-life/empowerme4life](http://www.empowerme2b.org/my-life/empowerme4life)
- Hold your own forum to discuss health issues using the guide at [www.empowerme2b.org/raising-youth-voices](http://www.empowerme2b.org/raising-youth-voices)

# December 2011: Storm Chasers



**Theme: Weather and Natural Disasters**



## Objectives:

- ➔ Develop lesson plans for teen group for January
- ➔ Define weather and different natural disasters, and understand the measurable aspects of each, such as: temperature, wind, precipitation, and barometric pressure
- ➔ Think critically and logically about weather and natural disasters, and how it affects daily life
- ➔ Use inquiry-based lessons and activities to explore and identify the impacts of weather and natural disasters in, Ohio, the United States, and abroad



## Tactics:

- ✓ Complete 30 minutes of vigorous physical activity/day
- ✓ Complete 2 inquiry-based learning activities/ week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and complete 1 weather focused project
- ✓ Complete 1 activity that focuses on Self Direction/month



## Resources:

### Books

- The Weather Channel: Hurricanes (Teacher's guide)
- The Weather Channel: Everything Weather (Teacher's guide & CD-Rom)
- Investigations in Environmental Geology
- Weather Words & What They Mean (grades 1-2)
- Learning About Weather (grades 2-3)
- Clouds, Rain, Wind, and Snow (grades 2-3)
- Keepers of the Earth: Native American Stories & Environmental Activities for Children
- Weather Together
- Project Wet
- Decision Earth: An environmental teaching unit (grades 7-9)



### Internet

- Discovery Education- <http://www.discoveryeducation.com/search/page/-/lesson-plan/weather/index.cfm>
- Weather classroom activities and lesson plans- <http://geology.com/teacher/weather.shtml>
- Weather Scope- <http://www.k12science.org/curriculum/weatherproj2/en/guidelessons.shtml>
- Weather projects and lesson plans- [http://weather.about.com/od/educationalmaterials/Weather\\_Projects\\_and\\_Lesson\\_Plans.htm](http://weather.about.com/od/educationalmaterials/Weather_Projects_and_Lesson_Plans.htm)
- The Weather Channel Kids- <http://www.theweatherchannelkids.com/weather-ed/teacher-resources/>
- National Geographic- <http://www.nationalgeographic.com/xpeditions/lessons/07/g68/>
- Various weather lesson plans- <http://lessonplancentral.com/lessons/Weather/>
- Environmental news geared for teens – <http://biggreenTV.com>



## Ideas for Group Activities/Projects:

- Research one area that has been devastated by a natural disaster and come up with a plan to help the victims.
- Contact one of the local news networks to see if we can have a meteorologist visit AC. Set up the details for all the groups to hear the presentation.

**Objectives:** Participants will be able to...

- Develop lesson plans for teen group for February
- Use the scientific method and their creative skills to explore and investigate the science behind the music that we play and listen to
- Come up with a creative way to teach the scientific method to the yellow group.
- Gain a better understanding of how to be a more effective team member by participating in teamwork focused activities
- Prepare a project to display at the science fair expo which will also be in conjunction with an Adventure Central Open House
- Assist with coordination and planning of open house as well as act as judges for Science projects created by other groups

**Tactics:**

- ✓ Complete 30 minutes of vigorous physical activity/day
- ✓ Complete 2 inquiry-based learning activities/week
- ✓ Complete 1 activity that focuses on Teamwork/month
- ✓ Choose between group assistance, AC Open House planning and Science Project judging, or collaborating to decide, design, and create one interactive, hands-on project/experiment to display at an Adventure Central Open House

**Resources:****Book/Curriculum**

- Science Experiments You Can Eat, Vicki Cobb
- 175 Amazing Nature Experiments,
- Dirt Cheap Science, Esther Weiner
- Creepy Crawlies and the Scientific Method,
- Acres of Adventure, 4H Curriculum
- Fishy Science, 4H Curriculum
- Incredible Egg, 4H Curriculum
- Science Discovery Series: Lesson Plans for Grades 4-7
- 50 Terrific Science Experiments Grades 5-8
- Science: Inquiry & Investigation- Great source for step-by-step instructions on how to build a science fair project
- Bottle Biology: An Idea Book for Exploring the World Through Soda Bottles & Other Recyclable Materials

**Internet**

- [http://k6educators.about.com/od/sciencelessonplans/Science\\_Lesson\\_Plans\\_Activities\\_and\\_Ideas.htm](http://k6educators.about.com/od/sciencelessonplans/Science_Lesson_Plans_Activities_and_Ideas.htm)
- <http://school.discoveryeducation.com/sciencefaircentral/>
- <http://polk.episd.org/ScienceFairGuide.pdf>
- Another great “how to” guide: [www.davis.k12.ut.us/staff/jlindsay/sciencefair.html](http://www.davis.k12.ut.us/staff/jlindsay/sciencefair.html)
- COSI activities: <http://www.cosi.org/educators/activities/>
- Inquiry-focused field investigations:  
<http://www.fishwildlife.org/pdfs/Field%20Investigations%20FINAL.pdf>



## February 2012: Dirty Jobs



**Theme: Careers and Public Speaking**



### Objectives:

- Develop lesson plans for teen group for March
- Gain insights about various careers through first-hand accounts from African-American professionals within those fields
- Explore diverse career opportunities and occupations, including those in parks and recreation, and expound on the skills required to be successful
- Learn about the importance of and participate in a public speaking event, and understand how to become a more proficient public speaker through hands-on activities
- Participate in a variety of activities to encourage the development of natural strengths/abilities/talents



### Tactics:

- ✓ Complete 30 minutes of structured outdoor programming or vigorous physical activity/day
- ✓ Complete 1 nature focused inquiry-based learning activities/week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and implement a career day for the older groups
- ✓ Attend one career-focused field trip
- ✓ Complete 1 activity that focuses on Leadership/month
- ✓ Attend the Interview and Applications Skills workshop and fill out a JET application



### Resources:

#### Book/Curriculum

- 4-H Teen Leadership
- 4-H Clothing for Your Career
- Get in the Act: Take 1 (helper and youth guide)
- Leadership Skills You Never Out Grow 1 and 2 (grades 5-9)
- Wild over Work
- Real Money Real World



#### Internet

- <http://333/eduplace.com>
- <http://ieeopardylabs.com/play/4-h-career-Job-parady-osu-extension-gps>
- <http://www.moneyinstructor.com/careerplanning.asp>
- [www.blgs.gov.k12](http://www.blgs.gov.k12)
- [www.knowhow2go.org](http://www.knowhow2go.org)



### Ideas for Group Activities/Projects:

- Contact a college to sign up for an official tour. Group field trip to this college (most likely UD or OSU)
- Develop a questionnaire for your school guidance counselor to find out about available majors, scholarships, and internships available for your desired career. Meet with your counselor and report back to the group. (prerequisite for field trip)

# March 2012: The Amazing Race



**Theme: International Cultural Awareness**



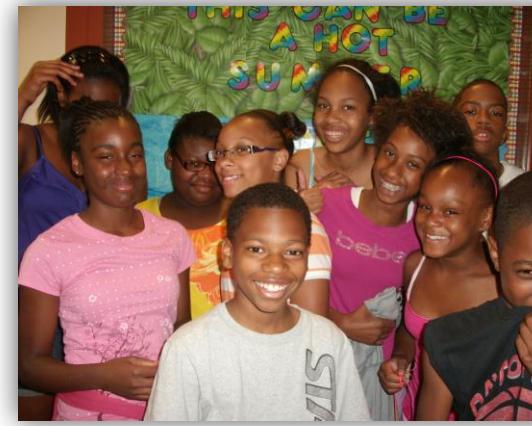
## Objectives:

- Develop lesson plans for teen group for April
- Define culture and examine which cultures they identify with the most
- Become S.M.E.s (subject-matter experts) of a different culture by examining various areas such as: food, holidays, agriculture, views about nature, etc. through inquiry-based activities
- Explore the importance of diversity and inclusion, while learning to respect the differences of others
- Share their knowledge and information with others through a center-wide cultural awareness event
- Identify major global and environmental issues, problems and challenges, and compare/contrast them with those within the United States. (Turquoise group)



## Tactics:

- ✓ Complete 30 minutes of structured outdoor programming or vigorous activity/day
- ✓ Complete 1 theme focused inquiry-based learning activities/week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and implement a center-wide Amazing Race
- ✓ Complete 1 activity that focuses on Diversity/month



## Resources:

### Books/Curriculum

- Food, Culture, and Reading 4-H Binder
- Multicultural Activities for Primary Children
- Kids Multicultural Cookbook
- Heifer International: "Get It! Global Education to Improve Tomorrow"
- Games Around the World
- Character Educations (grades 5-6)
- Water: The Drop of Life

### Internet

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- What is Culture? lesson  
<http://www.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=346>
- Africa [http://www.pbs.org/wnet/africa/tools/lesson\\_plans.html](http://www.pbs.org/wnet/africa/tools/lesson_plans.html)
- <http://www.pbs.org/teachers> Choose grade level, Social Studies, then filter by continent being studied
- <http://www.diversitycouncil.org/elActivities.shtml>
- <http://www.un.org/cyberschoolbus>
- Heifer International Service Learning Programs -  
<http://www.heifer.org/site/c.edJRKQNiFiG/b.6135227/>



## Ideas for Group Activities/Projects:

- Organize a center-wide world affair
- Research games from other countries and teach them to a younger group
- Research Heifer International service learning programs. Choose one and carry out the requirements

April 2012: C.S.I.



Theme: Crime Scene Investigation

**Objectives:** Participants will be able to...

- ➔ Develop lesson plans for teen group for May
- ➔ Use the scientific method to examine and explore scientific forensic techniques
- ➔ Work as a team to decipher clues, develop action plans, and solve mysteries within nature
- ➔ Practice problem-solving skills/deductive reasoning through inquiry-based lessons and activities

**Tactics:**

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 2 discovery hike/walk/month
- ✓ Complete 1 theme focused inquiry-based learning activities/week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and complete 1 CSI focused project/month
- ✓ Complete 1 activity that focuses on Problem Solving/month

**Resources:****Internet**

- Forensic Science Lesson Plans <http://sciencespot.net/Pages/classforsci.html>
- CSI: Web Adventures <http://forensics.rice.edu/index.html>- Awesome interactive web mystery based on the TV show
- TruTV Forensic Files [http://www.trutv.com/shows/forensic\\_files/index.html](http://www.trutv.com/shows/forensic_files/index.html)
- The Science Spot: Forensic Science Lesson Plans <http://sciencespot.net/Pages/classforscilsn.html>
- Mystery Lessons [http://www.educationworld.com/a\\_lesson/lesson299.shtml](http://www.educationworld.com/a_lesson/lesson299.shtml)
- CSI, Second Grade Style <http://www.texmed.org/Template.aspx?id=3949>
- Who Thawed Frosty? Using DNA to solve a crime (No real DNA needed!)  
[http://209.70.46.75/scripts/lessonplan\\_page.plx?folder=winter\\_wonderland\\_who\\_thawed\\_frosty\\_science\\_7273&goal\\_number=11&standard\\_letter=A&grade\\_level=3&benchmark\\_letter=a](http://209.70.46.75/scripts/lessonplan_page.plx?folder=winter_wonderland_who_thawed_frosty_science_7273&goal_number=11&standard_letter=A&grade_level=3&benchmark_letter=a)
- Forensic Science Links <http://www.moisd.org/sp/csi.htm>
- Ed Head's Crash Scene Investigation (interactive web detective activity)  
[http://www.edheads.org/activities/crash\\_scene/swf/index.htm](http://www.edheads.org/activities/crash_scene/swf/index.htm)
- CSI Science: Get the Prints! [http://www.education.com/activity/article/Get\\_Prints\\_high/](http://www.education.com/activity/article/Get_Prints_high/)

**Ideas for Group Activities/Projects:**

- Create a center-wide mystery for other groups to solve

# May 2012: Survivor

**Theme: Exploring Strategies and Techniques****Objectives:** Participants will be able to...

- Learn various skills and techniques that people can use to survive in nature
- Explore the different means that animals use to survive in the wild
- Participate in a center-wide survivor game/activity

**Tactics:**

- ✓ Complete 30 minutes of structured outdoor programming/day
- ✓ Complete 2 discovery hike/walk/month (weather permitting)
- ✓ Complete 1 theme focused inquiry-based learning activities/week
- ✓ Complete 1 technology based activities/month
- ✓ Plan and implement a center-wide Survivor project
- ✓ Attend an educational/fun field trip
- ✓ Complete 1 activity that focuses on Communication/month

**Resources:****Books/Curriculum**

- Outdoor Adventures: Hiking Trails, Camping Adventures, Backpacking Expeditions
- Project Wild
- Field Guide to Edible and Useful Wild Plants of America
- 4-H Fishing Resources
- Nature-Oriented Activities, A Leader's Guide

**Internet**

- Survivor Field Day <http://www.pcentral.org/lessonideas/ViewLesson.asp?ID=2276>
- Survival Lesson Plan <http://csam.montclair.edu/njsoc/sessions/survival.pdf>
- 4-H Outdoor Survival Lesson Plan-  
<http://4h.uwex.edu/uphamwoods/programs/documents/OutdoorSurvivalLessonPlan.pdf>
- Survival Skills Quiz(fun quiz, good starter activity)  
[http://familyfun.go.com/assets/cms/pdf/printables/1206\\_sopafp\\_survivalskillstest.pdf](http://familyfun.go.com/assets/cms/pdf/printables/1206_sopafp_survivalskillstest.pdf)

**Ideas for Group Activities/Projects:**

- Try different fire-starting techniques, then cook something on the fire. Contact Erik Dahlstrom in Outdoor Recreation for help and supplies
- Research designs for shelters made of natural materials. Choose a design and make it in the woods. Have a contest for the most sturdy, most creative, best teamwork, etc





# Additional Teen Programs: JET (Job Experience and Training) Timeline

## JET Timeline

<b>Month</b>	<b>January</b>	<b>February</b>
<b>To Do</b>	Update cover letter and JET Flyer  Get mailing list from Ms. Lois Send Cover letter and JET flyer to Teens (will be 12 by June and Up)  Prep for Application and Interview Skills Workshop	Application and Interview Skills Workshop  JET Open House - follows workshop Begin to check in with Supervisors on Teen Schedules for the summer to create calendar
<b>Month</b>	<b>March</b>	<b>April</b>
<b>To Do</b>	Schedule Interviews  Interview Teens throughout the month	Discuss and decide on placement of teens  Call all teens for informal acceptance of positions  Update acceptance and rejection letters Schedule site visits with those teens placed in offsite positions - try to schedule during intersession  Call teens and remind about success in the work place and get shirt sizes  Prep for Success in the Workplace Training
<b>Month</b>	<b>May</b>	<b>June</b>
<b>To Do</b>	Check in with Kevin Kepler on FRMP shirts and check AC shirt inventory  Success in the Workplace Training Make AC Teen group placements Check in with all JET Supervisors make sure they plan on attending Orientation	Send JET supervisors reminders and info on the upcoming summer  JET orientation JET program begins - mid June First JET team meeting w/ Teens at AC
<b>Month</b>	<b>July</b>	<b>August</b>
<b>To Do</b>	2nd JET Team meeting Delta/Plus DUE 3rd JET Team meeting Ohio State Fair Workforce Prep Day	End of Program Evaluations Due End of Program Celebration
<b>Month</b>	<b>September</b>	<b>October</b>
		Reflections and interest for next year Begin to set dates for next year JET



## Additional Teen Programs: Camp Counselor Timeline

Camp Counselor Timeline		
Month	January	February
<b>To Do</b>	Check in on Overall Teen Opportunities MXC and Teen Conference Participants Determined and Confirmed mid-month	MXC Teen Volunteer Conference
Month	March	April
<b>To Do</b>	Buckeye Leadership Workshop Determine Camp Counselors Letters To Potential Counselors Reminder letter to all camp counselors about overnight planning retreat Planning Meeting for Camp Counselor Overnight	Check in and finalize overnight camp planning retreat Camp Theme Meeting – Senior Counselors First overnight planning retreat
Month	May	June
<b>To Do</b>	Determine 4-H Leadership Camp Participants	Check in Meeting w/ Camp Counselors
Month	July	August
<b>To Do</b>	Reminder letter on overnight planning retreat 2 <sup>nd</sup> Overnight Camp Planning Retreat 4-H Teen Leadership camp	Overnight Camp Prep Day (week before camp) Overnight Camp
Month	September	October
<b>To Do</b>	Meeting with Camp Director(s) – check in on how camp went, updates/plan for next year.	

# Activity Night Program Plan Overview

## Goals and Objectives for Program

- Adventure Central will serve a drop-in audience
- Staff will observe behavior and select youth to be added to ongoing AC programs
- Youth will demonstrate respectful behavior and engagement in learning
- Parents will demonstrate engagement and participation
- Both youth and parents will gain an understanding of Adventure Central programs and philosophy

## Tactics:

- Youth will be introduced to and review the code of conduct one time/ week
- Youth will participate in activities that are aligned with the five AC program areas: science, nature, healthy lifestyles, literacy and technology
- Leaders will use lesson plans that are located in the Activity Night binder or another lesson that has been previously approved in weekly lesson plans
- Leaders will communicate lesson plans with assistants at least one week prior to implementation
- One staff person will observe (complete a formal observation sheet) each Activity Night program
- Teens or volunteers may take the lead in planning and delivering activity night lessons.

# Day Camp: “Where the Wild Things Are”



Theme: Animals and Space



## Objectives: Participants will be able to:

- ➔ Engage in a variety hands-on activities that will focus on the diverse characteristics of animals and space.
- ➔ Explore the concepts of habitat, adaptation, and wildlife conservation
- ➔ Discover the necessary conditions for life, and understand the elements that humans and animals need to live.
- ➔ Conduct simulations/experiments to demonstrate properties of air and space
- ➔ Complete one project that demonstrates what their group learned over the summer



## Tactics:

- ✓ Complete at least 2 hours of programming outdoors daily (weather permitting)
- ✓ Complete at least 2 discovery hikes or creek explorations a week
- ✓ Complete at least 1 inquiry-based activity a week (Hi-lite yellow on plans)
- ✓ Complete at least 1 literacy activity daily
- ✓ Complete at least 1 technology activity a week
- ✓ Complete at least 1 group project based on the weekly themes during the course of day camp



## Resources:

### Primary Resources

- *Project Learning Tree: Environmental Education Activity Guide for grades K-8*
- *Project Wet*
- *Project Wild Aquatic*
- *Growing Up Wild*
- *Cloverbuds: A 4-H Discovery Program for six to eight year olds*
- <http://4h.uwex.edu/afterschool/curriculum/activities/cfm>

### Team Building Resources

- *Still More Activities that Teach*
- *Leadership Skills You Never Outgrow*
- *Quicksilver*
- *Parachute games*

### Animal Resources

- *Ohio Wildlife notebook (blue notebook)*
- *The Fishes of Ohio*
- *1001 Questions Answered About Insects*

### Crafts

- *Nature's Art Box*
- *Nature Smart Crafts*
- *Outdoor Activities for Kids*
- *The Big Book of Quick and Easy Art Activities*

### Science Experiment Resources

- *175 Amazing Nature Experiments*,
- *Science Discovery Series: Lesson Plans for Grades 4-7*
- *50 Terrific Science Experiments Grades 5-8*
- *Science: Inquiry & Investigation*
- [http://k6educators.about.com/od/sciencelessonplans/Science\\_Lesson\\_Plans\\_Activities\\_and\\_Ideas.htm](http://k6educators.about.com/od/sciencelessonplans/Science_Lesson_Plans_Activities_and_Ideas.htm)

### Health and Wellness

- *Health Rocks 4-H curriculum*
- *Jump Into Food and Fitness Curriculum*
- *My Pyramid:*  
<http://www.fns.usda.gov/TN/Resources/mypyramidclassroom.html>

### Additional Resources

- *Tips & Tricks in Outdoor Education*
- *Junior Master Gardner: Wildlife Gardener*
- *Junior Master Gardner: Health and Nutrition from the Garden*
- *The Kid's Nature Book*

# Day Camp: “Where the Wild Things Are”



Theme: Animals and Space



## Ideas for Group Activities/Projects:

### Yellow & Blue groups

- “Wild Thing Expo” -Create your own “wild thing” and display it at AC
- Develop a model of the solar system
- Create balloon and string rockets

### Turquoise & Green groups

- Create a board game that teaches people large and unusual creatures
- Use video/photos to show development in and around the Wolf Creek and what “wild things” live near and in it.
- Develop an animal focused scavenger hunt that offers clues that help youth learn about selected animals.

### Pink & Maroon

- Create an “AC Animal Field Guide.” Identify and research the various animals that have been or can be seen at Adventure Central, and develop a guide for that describes details and interesting facts these animals for participants, staff, and visitors to use.
- Develop a PowerPoint presentation that offers information about life aboard a space shuttle
- Use the bottle-rocket program kit to build their own bottle rockets, and hypothesize the distance their rocket will go, measure the actual distance, and determine methods to make it go further.

## Weekly Sub-themes:

**Week 1: World's Largest and Most Unusual Creatures** –Youth will explore the world of whales, walruses, elephants and more of the world’s largest and unusual creatures.

**Week 2: Up, Up, and Away** –Youth will investigate rockets, planes, shuttles, helicopters, and other forms of flight created and designed by humans, and how these inventions relate to space and our atmosphere. They will also learn about the origin and history of flight by humans, breaking of the sound barrier, and explore the relationship between travel and space.

**Week 3: Fungus Among Us (And all those things we can't see)** –Youth will explore fungus, bacteria, germs, and the smallest members of the animal kingdom

**Week 4: A Star is Born**- Youth will examine the universe, the solar system, stars, planets, astronomy, black holes, comets, and galaxies, while learning how these all relate to us as humans and the effects it has on nature and animals.

**Week 5: Creatures of the Sky, How Do You Fly?-** – Youth will investigate and learn about birds, bats, and the basics of flight. They will also explore how things fly, and why birds cannot fly into space

**Week 6: Wild about Wolf Creek-** Youth will identify local wildlife, habitats, worms, toads, and more; they will also examine the impact humans have on the Wolf Creek and the wildlife around it.

**Week 7: Wild About Adventure Central** – Youth will be able to experience a “camp wrap up”, and complete final projects, etc. (students/staff are the “wild things”)

## Planning Reminders:

- ▶ Be sure to hi-lite tactics with the appropriate color prior to submitting
- ▶ **ALWAYS** have a back-up plan ready to do in case of bad weather. Be sure to show what it is on your weekly schedule
- ▶ Write your lessons as if **someone else had to lead them!** Be specific and give details regarding how the lessons should be done esp. if you’ve created it yourself!
- ▶ Adhere to planning due dates so corrections/modifications can be made
- ▶ Use your planning time wisely!
- ▶ Include your JET teens in the planning process as much as possible!
- ▶ Ask for help if you need it!

## Parent & Family Engagement: September 2011



### What: AC Parent Round-up

**When:** Tues.9/20, 6:45 – 7:45pm, Thurs.9/22, 11 – 12noon, Sat.9/24, 11 – 12 noon.



#### Objectives:

- ➔ Inform parents of Adventure Central policies, rules and expectations and identify the supports that exist within the Adventure Central community
- ➔ Provide parent education and resource materials
- ➔ Provide information on opportunities for parents to become involved with Adventure Central programming
- ➔ Introduce and /or reintroduce parents to each other (i.e. their name, AC child's name and how long involved at AC). Introduce parents to the new policy of parent volunteer hours and provide sign-up sheet
- ➔ Introduce *Parent Feedback Card*

#### Program Overview:

Provide three separate presentations at various dates and times so that all parents have an opportunity to attend this mandatory parent meeting.

## Parent & Family Engagement: October 2011



### What: AC Open House- Meet the AC Staff

**When:** Thursday, October 5 from 6:45-7:50



#### Objectives:

- ➔ Parents and families provided opportunity to meet AC staff especially their child's group leader
- ➔ Parents and youth will set written goals for the school year

#### Program Overview:

AC will provide a social environment for youth, parents and staff to get to know one another and set goals for the year.

## Parent & Family Engagement: October 2012



### What: Celebrating Dayton's History

**When:** Thursday, October 27 from 6:45-7:45 pm



### Objectives:

- ➔ Educate and inform on the history of the Dayton area and contributions made by Daytonians of the past and how these contributions and events helped shape Dayton to become what it is today
- ➔ Youth will perform/display projects, displays and activities using simple machines.
- ➔ Families will display the character trait of *caring* by donating an item to a homeless shelter

### Program Overview:

Local noted author and historian Margaret Peters will speak on the proud history of the Greater Dayton area and the persons who contributed to this history through power point presentation. Plan to request each family bring one item to donate to St. Vincent Shelter such as towels, washcloths, and toiletry items or can goods for residents as we demonstrate the character trait of *Caring*.

## Parent & Family Engagement: November 2011



### What: Dance Your Cares Away

**When:** Thursday, November 17 from 6:45-8:00pm



### Objectives:

- ➔ Increase family awareness of importance of healthy diet and regular exercise
- ➔ Families will have fun while learning together the importance of healthy lifestyles
- ➔ Families will experience the benefits and fun of dance as a form of exercise and relaxation
- ➔ Families will develop stronger sense of family and AC community while learning and exercising together



### Methods:

- ✓ Health and fitness experts will discuss the importance of healthy diet and regular exercise and instruct families on dance exercises from simple line dances to Zumba.

## Parent & Family Engagement: January 2012



### What: Martin Luther King Day Celebration at Neon Movie Theater

**When:** Monday, January 15 2012 from 12:00-3:00pm



### Objectives:

- ➔ Participants will celebrate this holiday as families with the opportunity of establishing a family tradition
- ➔ Educate and entertain families regarding the history, achievements and sacrifices made by those that came before them to gain the freedoms that we experience today
- ➔ Connect youth and families to the larger community

### Program Overview:

Continue to collaborate with Dayton-Montgomery County Health Division in planning and promoting this annual event to the families we serve.

## Parent & Family Engagement: February 2012



### What: AC Behind the Music Expo

**When:** Thursday, February 9, 2012 from 6:45-7:50pm



### Objectives:

- ➔ AC participants will showcase their science fair projects/displays to parents and families
- ➔ Youth will be recognized for their work on their science projects
- ➔ Youth will verbalize what they learned with their parents

### Program Overview:

Participants' science projects will be on display in the great room and they will be present to explain the scientific method as well as their respective project. Possibly groups can perform choreographed dances and/or raps and music on instruments they invented/created.

## Parent & Family Engagement: February 2012



### What: Ice Skating at RiverScape MetroPark

**When:** Thursday, February 16, 2012 from 5:30-7:45pm



#### Objectives:

- ➔ Provide a fun family winter out-door activity
- ➔ Expose AC families to what MetroParks has to offer in winter family fun
- ➔ Build AC community through loosely structured recreational activity
- ➔ Promote healthy lifestyles through outdoor exercise and activity

#### Program Overview:

Provide a fun, interactive family outing at a local MetroPark. Work with RiverScape staff and a private bus company to complete logistics.

## Parent & Family Engagement: March 2012



### What: International Cultures Family Engagement Event

**When:** Thursday, March 22, 2012 from 6:45-7:50pm



#### Objectives:

- ➔ AC youth will creatively share what they have learned about other cultures
- ➔ Parents and families will learn new information and facts about other cultures
- ➔ Parents will be engaged in their child's learning

#### Program Overview:

Participants will share what they have learned about other cultures in creative methods such as costumes, dance, foods, music, displays, pictures, etc. Possibly present in a format of: "*Did you know?*" Youth will use technology, if at all possible.

## Parent & Family Engagement: May 2012



### What: Spring Challenge at Englewood MetroPark

**When:** Saturday, May 19, 2012 from 11:00am-3:00pm



### Objectives:

- To encourage families to get outdoors.
- To develop sense of AC community.
- To expose families to what MetroParks has to offer for family fun.
- To enjoy benefits of sportsmanship and fun competition.
- To celebrate the end of another after-school program year.

### Program Description:

AC families will gather in an outdoor setting to partake in a meal (carry-in) and family-friendly games. Nature hikes and the new nature play area will be highlighted.

## Service Learning Program Plan Overview



### Objectives/Intended Outcomes

- To return an equal benefit to the person providing service and to the program
- To provide the opportunity to create relationships (future employee/stakeholder)
- To provide a broad spectrum of service opportunities that enhance the program
- To provide opportunities for service learners to develop transferable (21<sup>st</sup> Century) skills
- To create intentional learning experiences for service-learners
- To expose Service-Learners to the greater community and diverse experiences
- To bring content depth and match skills to program needs



### Tactics – See the How-To Guide for tactic details

- ✓ Initial interview/conversation
- ✓ Application
- ✓ Fingerprinting/background check
- ✓ Orientation
- ✓ Placement/Calendar/Volunteer Assignments
- ✓ Volunteer Goals
- ✓ Think about it...
- ✓ Volunteer ID's
- ✓ Evaluation – Staff and Volunteer



## Service-Learning Program Timeline

<b>Month</b>	<b>August</b>	<b>September</b>
<b>To Do</b>	Initiate contact w/ Sinclair, Central State University, Wright State SoS Orientation RSVP to CJ Volunteer Fair Initiate contact w/ UD – Beta, Education Fraternity, BUTA, Center for Social Concern FRMP Volunteer Recognition (Aug/Sept.) Update Application Update Orientation (paper and presentation) Work with Mound Street Academy	Volunteer Orientations CJ Volunteer Fair Parent Round Up - Recruit parent volunteers Continue Beta plans - set date for informational pledge meeting/orientation Past Beta Volunteer begin volunteering Recruit Volunteers October Family Event Plan and present Volunteer Staff Development
<b>Month</b>	<b>October</b>	<b>November</b>
<b>To Do</b>	Beta Pledge Informational/Orientation Meeting Beta Volunteers begin regularly scheduled volunteering Parent Volunteers Begin Other College group begin volunteering	Numbers spike in beginning Lower at end of month intersession/thanksgiving Volunteer Thank You - Bulletin Board Parent Volunteers Cont.
<b>Month</b>	<b>December</b>	<b>January</b>
<b>To Do</b>	Volunteers first couple weeks Mid Year volunteer feedback conversation with staff and volunteers Recruit Volunteers for Ice Skating in Jan. CJ volunteer hours due Parent Volunteer Hours DUE	Numbers pick up a little quicker than first semester Winter SoS Orientation FRMP Volunteer Yearly Report Due Recruit science fair judges from current volunteers*
<b>Month</b>	<b>February</b>	<b>March</b>
<b>To Do</b>	Special thank you for Science Fair Vol.* Recruit Vol. for RMRW* Recruit Vol. for March Family Event	Volunteer Bulletin Board Thank You Schedule meeting with Beta to discuss year and plans for future
<b>Month</b>	<b>April</b>	<b>May</b>
<b>To Do</b>	UD #'s decrease - spring break, intersession and exams UD Service-Learning Fair** River Clean Up***	SoS Summer Orientation No UD volunteers CJ volunteers hours due
* = month may change depending on when event takes place		
** = may not take place		

# Staff Development Program Plan Overview

## Objectives

- ➔ Continuously improve the quality of programming at Adventure Central.
- ➔ Provide opportunities to learn and reinforce expectations, AC and partner missions, and AC culture.
- ➔ Staff will build capacity to deliver a quality program.
- ➔ Create a safe and supportive environment for professional and personal development.
- ➔ Create a community and team-oriented environment.
- ➔ Staff will model life-long learning.

## Tactics

- ✓ Orientation: An orientation that provides the foundation philosophies, missions, policies, and procedures will be provided to each new employee. Orientation materials include:
  - Adventure Central, OSU Extension, and FRMP missions.
  - Eight Key Elements for Positive Youth Development
  - Adventure Central Code of Conduct and Behavior Management Philosophy
  - Emergency Procedures, Risk Management, and Youth Protection
  - In-take sheet (new staff check in with each member of the hub team to learn about major program components).
- ✓ Trainings:
  - Sessions are designed to address specific applied skills including technical and 21<sup>st</sup> century skills. Also included are opportunities for exposure to specific learning experiences and opportunities.
  - Both staff members and outside facilitators will develop and teach sessions.
  - Sessions will be held on a weekly basis and may increase or decrease in frequency depending upon need.
- ✓ Observations & Coaching Sessions:
  - Observation tools to evaluate program quality (both for overall AC programming and for targeted areas) will be developed and implemented.
  - Observations of structured group activities will happen on a monthly basis and will be followed by individual coaching sessions.
- ✓ Goal Setting:
  - Consistent with modeling individual and group learning, staff will set personal and professional goals that will help them in their current position and in future endeavors.
  - Staff will create a score board of approximately five team goals. Progress will be visibly tracked using a chart posted in a common area.
- ✓ Program Content Oversight:
  - Program content will be created using the 2011-2012 Afterschool Program Plan objectives and tactics as a framework. Oversight of individual lesson plans will be provided.
  - A schedule of lesson plan deadlines will be implemented and feedback will be provided in written form and/ or individual coaching sessions.



## Staff Development Timeline

### September 4-H, Service, & Community

- Hike or creek discovery
- October Theme: Dayton's History, Inventors, Technology
- Presentation on 4-H
- Project Wild Training?
- New staff orientation – note to include inclusion/ diversity as a key component
- Hub Team signing up for observing, leading groups
  - Nate - Yellow
  - Kim - Blue
  - Lois - Pink
  - B - Maroon
  - Jennille - Turquoise
  - Ashley – Off

### Color Code Key

- Suggested Presentations
- Staff Orientation
- Key Planning Times
- Hub Team leading/ observing rotation

### October History, Inventions, & Technology

- Hike or creek discovery
- November Theme – Wellness
- Presentation on volunteers
- Introduction to community resources
- Form an AC recognition committee – responsible for coming up with new and innovative ideas for staff members to show their appreciation for each other
- Begin use of scoreboard
- Hub Team signing up for observing, leading groups
  - Nate - Off
  - Kim - Yellow
  - Lois - Blue
  - B - Pink
  - Jennille - Maroon
  - Ashley - Turquoise

### November Wellness and Nutrition

- Meal Program Overview (document)
- Hike or creek discovery
- December Theme – Weather and Natural Disasters
- Hub Team signing up for observing, leading groups
  - Nate - Turquoise
  - Kim - Off
  - Lois - Yellow
  - B - Blue
  - Jennille - Pink
  - Ashley - Maroon

**December** Weather and Natural Disasters

- Hike or creek discovery
- January Theme – Behind the Music
- Presentation on indoor inquiry activities
- Hub Team signing up for observing, leading groups
  - Nate - Maroon
  - Kim - Turquoise
  - Lois - Off
  - B - Yellow
  - Jennille - Blue
  - Ashley - Pink

**January** Exploring the Science Behind Music

- Hike or creek discovery
- February Theme – Careers/ Public Speaking
- Introduction to JET program
- Hub Team signing up for observing, leading groups
  - Nate - Pink
  - Kim - Maroon
  - Lois - Turquoise
  - B - Off
  - Jennille - Yellow
  - Ashley - Blue

**February** Careers and Public Speaking

- Hike or creek discovery
- March Theme – International Cultural Awareness
- Hub Team signing up for observing, leading groups
  - Nate - Blue
  - Kim - Pink
  - Lois - Maroon
  - B - Turquoise
  - Jennille - Off
  - Ashley – Yellow

**March** International Cultural Awareness

- Hike or creek discovery
- April Theme – C.S.I.
- Begin Program Planning – Afterschool and Day Camp
- Hub Team signing up for observing, leading groups
  - Nate - Yellow
  - Kim - Blue
  - Lois - Pink
  - B - Maroon
  - Jennille - Turquoise

- Ashley – Off

## April Crime Scene Investigation

- Hike or creek discovery
- May Theme - Sur
- Continue Program Planning – Add other programs
- Begin Planning for Day Camp & JET Orientation
- Hub Team signing up for observing, leading groups
  - Nate - Yellow
  - Kim - Blue
  - Lois - Pink
  - B - Maroon
  - Jennille - Turquoise
  - Ashley – Off

## May Nature Exploration Strategies and Techniques

- Complete program planning
- Continue Planning for Day Camp and JET Orientation
- Hub Team signing up for observing, leading groups
  - Nate - Off
  - Kim - Yellow
  - Lois - Blue
  - B - Pink
  - Jennille - Maroon
  - Ashley – Turquoise

## June Where the Wild Things Are

- JET and Day Camp orientation
- Hub Team signing up for observing, leading groups
  - Nate - Maroon
  - Kim - Pink
  - Lois - Turquoise
  - B - Green
  - Jennille - Blue
  - Ashley – Yellow

## July Where the Wild Things Are

- Hub Team signing up for observing, leading groups
  - Nate - Yellow
  - Kim - Maroon
  - Lois – Pink
  - B - Turquoise
  - Jennille - Green
  - Ashley – Blue

