

# Teacher Planning Packet

## 2019-2020



[www.mcdowellec.com](http://www.mcdowellec.com)  
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## **Mission Statement**

**The Mission of McDowell Environmental Center is to connect people to the environment, teach respect for the Earth and its beings, and to promote a commitment to lifelong learning.**

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## **PRICE LIST**

**3-day = \$160 per person**

12 class hours / 7 meals / 2 snacks / 2 nights lodging / 2 night programs

*For every ten students who attend, one adult may come free*

***Ropes Fee: \$15.00/element/field group***

*Additional adults may attend for **full price**.*

*We can accommodate about 150 students per session.*

*If your group exceeds this, we can divide them into multiple sessions.*

*If you are interested in a 2 or 4 day session, please call us.*

# Welcome to McDowell Environmental Center!

Welcome to the most incredible field trip experience your students will ever have! At McDowell Environmental Center (MEC), our philosophy is to teach students in the great outdoors and give them an experience impossible to have in an indoor classroom. They will learn by seeing nature up close... wading into a stream to catch invertebrates, touching sandstone canyon walls, identifying trees using a dichotomous key... You get the idea!



We offer the best in hands-on environmental science in a 1,140-acre outdoor classroom. We also offer fun, team-building classes that work wonders for the group dynamics of your class and individual challenges that build students' self-confidence. Our instructors have been trained in a child-centered, experiential approach to teaching and are passionate about sharing the natural world with students and adults.

Camp McDowell has served as the summer camp and conference center for the Episcopal Diocese of Alabama for over half a century. The McDowell Environmental Center has been in operation for over 25 years and has hosted more than 170,000 participants. We provide a nonsectarian educational program for all students regardless of race, religion, ability or gender.

Once you contact us and confirm your trip, we will guide your planning process. **Please read through this packet very thoroughly as the first step in planning your trip.** If you plan to bring multiple grade levels, consult with us about how to provide different classes for each grade level. Each class variance allows students who are returning to receive new information and experiences.

Materials in this packet may be duplicated to ensure that your students, parents and chaperones are well informed. Chaperones are vital to making this trip go smoothly, so we strongly encourage you to select those individuals carefully. Notice the pages to print out and send home to parents and chaperones.

We look forward to creating a unique learning experience for you and your students. If you are new to our program, please feel free to request an informative presentation for your teachers, parents and/or students.

We can't wait to meet you and your students! This trip will be the most magical and educational trip of their lives!

Please email [pc@campmcdowell.com](mailto:pc@campmcdowell.com) or call 205-387-1806 ext. 108 with any questions you have.

Beth Dille, Director &  
Kim Corson, Program Coordinator

# PROGRAM DETAILS

## Facilities

Our diverse forests, streams, canyons, ponds, waterfalls, meadows, hiking trails, and ropes course serve as our classroom, rain or shine. In case of truly inclement weather, we use indoor teaching areas. Our cabins consist of fourteen dormitory buildings that can accommodate 12-18 people, depending on which cabins we have reserved for each school, and a few buildings with semi-private rooms, given upon request. The cabins are rustic, but heated in winter and have indoor bathrooms with hot water.

## Meals

We provide complete food service here. Meals are prepared and served by our talented food service staff and served family style in one of our many dining halls. Special dietary needs can usually be accommodated with advance notice and planning.

## Services Provided

We plan, teach and supply materials for all classes, recreational activities and night programs. We have a full time RN that lives on site. We provide housekeeping and maintenance of the buildings and grounds. In addition, we are here to help with pre-trip planning and are available to make a presentation for teachers, students, parents or school administration as needed.

## The Lead Teacher's Role

Most of the Lead Teacher's responsibilities deal with pre-trip preparations. The enclosed *Contract* (pgs. 22-24) lists your responsibilities and the *Lead Teacher Timeline* (pg. 7) helps you to sequence them. During the program we encourage you to be a participant, learning along with your students.

## Making a Reservation

To make a reservation, call or email us (see previous page for contact information). New schools must send a **non-refundable** confirmation fee within 2 weeks of your request to be placed on the calendar. The fee is \$200.00 for reservations of 50 or fewer students, and \$400.00 for reservations of more than 50 students. **The confirmation fee is waived for annually returning schools.** Please note, the Center can house about 150 students plus their chaperones and may book other groups during your stay if space is available. Since most schools return annually to McDowell Environmental Center, we do our best to offer corresponding dates for your trip from year to year unless different dates are requested. We try to honor all date requests, however, this is not guaranteed, because occasionally we must make adjustments.

Groups are expected to bring the number of participants indicated at the time of the Reservation Confirmation. Unless McDowell has been notified that the amount of students has changed, schools will be held to this number.

## Cancellation & Billing Policy

These policies have been revised to help ensure groups get their preferred dates and we can accommodate all who wish to come to the McDowell Environmental Center. Please estimate your group size as accurately as possible so we may place your group as closely as possible to your preferred dates and arrange for the appropriate number of instructors during busy instructional weeks. If you have any questions or concerns, **please contact us and we will help you** to make a reservation that reflects your past visits or our experiences with new groups of similar sizes and ages.

**Reservation Policy:** Groups are expected to bring the number of participants indicated at the time of the Reservation Confirmation. McDowell Environmental Center allows for a 10% reduction in group size from the reserved amount without penalty. For decreases greater than 10%, the group may be billed 50% of the no-show registrants' fees.

**Contract Policy:** An accurate count of participants is due at the time of contract submission (60 days prior to scheduled trip date). Once the 60 day deadline has passed, the school is responsible for payment of 75% of the number of participants (student and adult) on the contract.

**Cancellation Policy:** If you cancel within 30 days of your visit, you are responsible for the full sum of your visit. Payment is due within 30 days of cancellation.

**\*\*Any penalties assessed will be applied toward your school's next trip.\*\***

### **Health Information**

We make every reasonable effort to ensure the health and safety of your students while they are here. Camp McDowell has a two full time RNs who take great pride in their care of the students. In order for us to meet this goal, it is important that your **Health Forms arrive at Camp McDowell 14 DAYS PRIOR to your trip.** If your forms do not arrive seven days before your visit, you will be responsible for handling ALL medications on the first day until the RN, kitchen and education staff can be updated on relevant health concerns. *All overnight participants (including chaperones and teachers)* must complete and sign our Health Form to attend. Students without a completed & signed Health Form may not come.

**If you have the bulk of your forms completed and are waiting on one or two, it is much easier for us to receive most forms on time than to accommodate late form arrivals. Please mail.**

### **Risk Acknowledgement Forms**

If you choose Climbing Wall, Trust Swing, Power Pole or Team Challenge classes, you must have Acknowledgement of Risk Forms (pgs. 33 & 39) signed by parents for the students. It is important that your **Risk Forms arrive at Camp McDowell 14 DAYS PRIOR to your trip.**

**If you have the bulk of your forms completed and are waiting on one or two, it is much easier for us to receive most forms on time than to accommodate late form arrivals. Please mail.**

### **Emergency Guidelines**

Upon your arrival you will be briefed on emergency procedures by the MEC staff. If advanced medical care is required, the patient can be taken to Walker Baptist Medical Center in Jasper, 15 miles away. **One chaperone or teacher must drive to Camp McDowell separately so that a vehicle will be at Camp in the event that an emergency should occur.**

### **Students with Special Needs**

We can customize our classes to make them fun and accessible for most students with cognitive or physical limitations. Please discuss any special needs with us **ahead of time** so that we can be prepared to meet them.

### **Teacher and Chaperone Guidelines**

There must be a minimum of one adult chaperone for each field group, and a minimum of one adult chaperone to supervise each cabin. MEC recommends a 1 to 10 adult/student ratio including teachers. We have found that too many chaperones detract from the experience for the children. Chaperones can help make your trip easier, but if not chosen properly, they can make it more difficult. Please see the next

page for helpful hints on choosing the appropriate chaperones for this trip.

## **Teacher Credit**

McDowell Environmental Center is an AMSTI affiliate and provides people of all ages the vital tools needed to understand the environment in which they live. Teachers are given a certificate, reflecting the time spent in classes and activities at MEC, which most school systems accept for professional development credit.

## **State Standards**

Our curriculum is correlated to multi-state Courses of Study standards for Science, Social Studies, Physical Education, and Language Arts, as well as Next Generation Science Standards. Please see our website for detailed information about how our classes correlate to these standards:

[www.mcdowellec.com](http://www.mcdowellec.com)

## **Journaling**

We have been fine-tuning our journaling experience for students. For Tips and Tricks, such as, how to pack and distribute journals to your students (so that it is not too much to keep up with) please go to [mcdowellec.com/educator-resources-and-workshops](http://mcdowellec.com/educator-resources-and-workshops). On this site you will also find pre and post trip questions and why nature journaling is a positive exercise.

Our instructors will provide thought-provoking prompts to solidify concepts and guide students in reflection throughout their classes. If you are interested, please make sure to select this option on the MEC Contract and we will email you more information. **Please be aware that it is the school's responsibility to provide students with journals.** Please provide a blank journal with 15-20 pages.

# **STUDENT & CHAPERONE TIPS**

## **Preparing Your Students**

The more prepared your students are for the trip, the quicker they will acclimate and start enjoying their experience. Essential topics to discuss with your students:

1. Daily Schedule: mealtimes, class times, lights out, rec time, canteen, night program.
2. McDowell Classes: activities you have chosen, what to wear, level & type of physical activity.
3. Their responsibilities: your school's guidelines, McDowell policies (listed below), expected behavior and consequences.
4. McDowell's location and travel time. Find us on a map of Alabama!
5. Cabins: size, chaperones, cabin assignments.
6. Their questions, fears and/or concerns.
7. **Rules for students at McDowell Environmental Center:**
  - Always ask a chaperone if you leave the group. Take a buddy with you. Tell the chaperone when you return.
  - Please help keep camp free of litter and graffiti.
  - MEC staff must approve the collection of any plants, animals, and other natural things.
  - Please don't chew gum at camp. Animals cannot digest gum that they find on the ground.
  - The challenge course and any construction areas are off limits.
  - Walk, don't run- there are many roots and rocks to trip over.
  - Bare feet and sandals are only ok in the cabins.
  - "If you can't say something nice...Don't say nothin' at all." –*Thumper*, from *Bambi*
  - Do not enter anyone else's cabin.
  - Playgrounds and the Rec Hall may only be used with adult supervision.

- Do not ring the bell in front of the dining hall- It is for emergencies only!

## **Helpful Hints for Choosing Chaperones**

- Make sure they will be a positive role model for the group. We want them to set a good example to the students in terms of their own values, behavior, appearance and attitude.
- Chaperones need to be physically fit. The classes at McDowell Environmental Center are very active. Most of them require some degree of hiking and hill climbing. Hikes vary from 1/4 mile to 3 miles, depending on the classes you choose.
- The chaperones must be able to keep up with the students. Some chaperones may see this as a vacation or as time to spend alone with their child. In reality, it will be a lot of work. They will be with the students all day and all night. Sometimes they might be the only chaperone supervising a group of students.
- Make sure they are committed to being on the trip for all of the students and to taking an active role in supervision. Taking care of one's own child is different from supervising a whole group. Different skills are required. Having some adults with previous experience could be helpful. Examples: scout troops, youth groups, etc.
- Our classes are held outdoors rain or shine. We encourage getting wet and muddy. If the chaperone is not enthusiastic about being outside, they will lessen the students' experience.
- You may limit chaperones to one or two per cabin. We also recommend no more than two adults per Field Group. We have found that too many chaperones detract from the experience for the children. In this case, sometimes the main emphasis shifts away from supervising the students to socializing with other chaperones. We have found that some students are distracted by their own parents and are more likely to participate when their parents are not immediately present. Too many chaperones can lead to the "someone else is watching them" syndrome, which means that no one is supervising the students!
- Consider asking parents to complete an application if they are interested in being a chaperone. This can help you make a well-informed decision about who to choose.

## **TYPICAL SCHEDULE**

### **DAY ONE**

10:00	Arrive at Camp McDowell- buses are greeted at the Welcome Center
10:15-12:00	Unload buses, move into cabins & go to the Welcome Meeting
12:00-1:00	Lunch
1:00-4:00	Afternoon class
4:00-4:30	Canteen & Gift Shop at Rec Hall
4:30-6:00	Recreation time
6:00- 6:45	Supper
7:15- 8:45	Night Program & Snack

### **DAY TWO**

8:00-9:00	Breakfast
9:00-12:00	Morning Class
12:00-1:00	Lunch
1:00-4:00	Afternoon Class
4:00-4:30	Canteen & Gift Shop at Rec Hall

4:30-6:00 Recreation time  
6:00- 6:45 Supper  
7:15- 8:45 Night Program & Snack

### **DAY THREE**

7:15 Clean up and move out of cabins  
8:00-9:00 Breakfast  
9:00-12:00 Morning Class  
12:00-1:00 Lunch  
1:00 Depart

### **PLEASE NOTE:**

Student field groups will rotate through all the class selections chosen by the Lead Teacher. Meal and Rec times vary by season. Everyone, including adults, will have canteen and will be able to choose a drink and snack. It is the responsibility of the chaperones to supervise the students during canteen *and* recreation times. The MEC staff will be available in two spots for emergencies.

## **LEAD TEACHER TIMELINE**

### **As Soon As Possible**

- Email ***Reservation Confirmation*** (as well as deposit for new schools)
- New Schools: Arrange a parent and/or student pre-trip meeting at your school, let us know if you'd like us to attend!
- Recruit *physically-active* chaperones: at least one for every cabin/field group (see pgs. 35-39)
- Arrange for transportation through your school, or private charter
- Collect a deposit from students to secure their spot on the trip (suggestion)

### **3 MONTHS prior**

- Email the completed and signed 3-page ***Contract*** (pgs. 23-25)
- Send out the ***Parent and Chaperone Information & Forms*** (pgs. 27-38)
- Send out the ***Student & Adult Risk Forms*** (pgs. 33 & 39) (if taking ropes classes)
- Collect second payment from students and chaperones (suggestion)

### **2 MONTHS prior**

- Confirm your final numbers of participating students and adults & notify MEC of any changes

### **1 MONTH prior**

- Email the ***Field Group Lists*** and ***Cabin Group Lists*** to MEC (examples on pgs. 26 & 27)
- Collect all ***Student/Adult Health & Risk Forms***
- Collect the remainder of student payment (suggestion)
- Host a meeting with your chaperones to prepare them for the trip expectations (see pgs. 35-39)

### **2-3 WEEKS prior**

- Mail the original ***Student/Adult Health & Risk Forms*** to us. Please arrange them alphabetically, split by student and adult. There is no need to separate by gender. Don't forget to make copies for yourself!



## **1 WEEK prior**

- Contact us by email or phone to check for last minute updates and details
- Make copies of the Cabin and Field Group Lists for all of your chaperones and co-teachers

## **DAY of the TRIP (before leaving the school)**

- Collect all medicines and be sure they are in original containers (see pg. 34)
- Pack luggage - separated by cabins in cars or buses
- Be sure everyone has bedding, appropriate clothes for weather, and water bottles (see pg. 30)
- Hand out copies of the Cabin and Field Group Lists to your chaperones and co-teachers

## **ARRIVAL at CAMP:**

- Meet the MEC staff greeters at the Welcome Center
- Give any last-minute group changes to the staff greeters
- Turn in all medicines, including inhalers & epi-pens to the Nurse
- Get settled into your cabins, then join us for the Welcome Meeting
- Relax and have a great time!

# **Educational Themes**

Themes are cross-curricular storylines that help bridge learners' experiences at MEC. A theme helps learners make a connection between their camp and classroom experiences. Our instructors work together to make a cohesive storyline with the classes hand-picked by the lead teachers to create a one-of-a-kind experience.

Most classes can be adapted to fit the theme you've chosen, but some are better suited than others. The classes listed below are **suggestions** for each theme. (\*\*indicates night programs)

## **Energy**

- Energy is everywhere! Most energy originates from the Sun and is transformed by a variety of processes to power the growth and decomposition of animals and plants. It also powers the water cycle, climate, and even aids in weathering and erosion of rocks! In our adventure and skills-based classes, the energy theme incorporates grade-appropriate discussions of Newton's Laws of Motion.
  - *Down to Earth, Forest Connections, Meet a Tree, Nature Hike, Trail of Discovery, Rock Query, Trust Swing, Power Pole, Climbing Wall, Canoeing, Navigation, \*\*Invention Convention*

## **Community**

- A sense of community, teamwork, and collaborative thinking are at the heart of success in today's classrooms and are crucial to finding common ground. Classes taught with this theme focus on fostering teamwork, overcoming personal obstacles in an environment of support, and valuing all voices and choices in the group.
  - *Authors & Explorers, Canoeing, Nature Hike, Connections, Navigation, Meet a Map, Native Americans & the Earth, Trail of Discovery, Survival Skills, Team Challenge, Team Adventure, Trust Swing, Power Pole, Climbing Wall, \*\*Songs, Sparks & Stories, \*\*Invention Convention*

## **Adaptations**

- The woods, streams, and ponds at Camp McDowell are full of life, and this theme seeks to explore why. Classes taught with this theme will explore the reasons behind the diversity of plants and animals, their unique strategies for success and survival, and how they interact with one another.
  - *Aquatic Adventures, Stream Studies, Forest Connections, Meet a Tree, Nature Hike, Survival Skills, Trail of Discovery, Value of a Tree, Hop, Slither & Slide, \*\*Radical Raptors, \*\*Night Hike*

## **Connections, Cycles, and Systems**

- Sure, all life is connected, but that's only part of the story. Classes taught with this theme continually link the relationship among living things (the biosphere), the Earth upon which they live (the geosphere), the water they drink (the hydrosphere), and the climate in which they thrive (the atmosphere). Learners observe the systems of life, water, nutrient, rock, and carbon cycles in grade-appropriate ways, and discuss the ways in which these seemingly independent cycles are connected to one another.
  - *Authors & Explorers, Aquatic Adventures, Stream Studies, Canoeing, Down to Earth, Forest Connections, Meet a Tree, Native Americans & the Earth, Rock Query, Trail of Discovery, \*\*Big Screen*

## **The Earth Provides**

- Everything you eat and everything you wear come from sun, soil, water, and air. Classes taught in this theme highlight the nature that surrounds us as an abundant resource. Learners connect their wants and needs to their natural origins, and realize that not all resources are renewable, common, or evenly distributed across communities and the globe.
  - *Down to Earth, Forest Connections, Meet a Tree, Native Americans & the Earth, Rock Query, Survival Skills, Trail of Discovery, Nature Hike, Value of a Tree, \*\*McDowell Woods, \*\*Big Screen*

## **McDowell Stewards**

- What are the impacts of humans on our environment? How can something that happens at Camp McDowell affect communities in Mobile? How can changing our behavior today impact everyone's future? There's no doubt humans can change the world, both positively and negatively. Classes taught with this theme ask big questions, strengthen our connection to the place that we call home, and open our minds to ways we can make a difference.
  - *Authors & Explorers, Aquatic Adventures, Down to Earth, Forest Connections, Nature Hike, Native Americans & the Earth, Navigation, Meet a Map, Survival Skills, Connections, Stream Studies, Trail of Discovery, Value of a Tree, Canoeing, \*\*McDowell Woods, \*\* Radical Raptors*

# CURRICULUM GUIDE

## Mission Statement

The Mission of McDowell Environmental Center is to connect people to the environment, teach respect for the Earth and its beings, and to promote a commitment to lifelong learning.

## Program Objectives

- The students will increase awareness and understanding of the environment.
- The students will develop a sense of responsibility for the environment.
- The students will gain a better sense of cooperation and community.

**Outdoor environmental education embraces teachable moments which happen regularly in an outdoor classroom. The MEC Instructors are professional educators. Each instructor will have their own teaching style and choose activities for classes that best suit their personality. Your students will not stay with the same instructor for the entire time. Because of this, your student groups will not have an identical experience in every class. Instructors will cover the key terms and principles of each class, which are correlated to multi-state Courses of Study, as well as Next Generation Science Standards.**

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## DAYTIME CLASSES

### **Science Classes:**

#### ***AQUATIC ADVENTURES***

Themes: Adaptations; Connections, Cycles, and Systems; McDowell Stewards

Lesson Overview: Learners will predict how different characteristics of freshwater environments impact the types of organisms found in the environment, observe adaptations specific to those aquatic environments, and identify macroinvertebrates. ***Students should come prepared to get wet in this class. Students must wear appropriate closed toed shoes such as old shoes or rain boots.***

Total Time: 1.5 or 3 hours

Hiking Distance: Highly variable; ranges from vehicle transportation to site, small, steep hike to stream bed, or .5 to 1.5 mile hike.

Activity Level: Varies with site selected by instructor. Accommodations for all abilities available, but requires notice.

Learning Goals: By the end of this session, learners will be able to conduct an experiment on a freshwater environments using observation of, abundance of, and or diversity of macroinvertebrates. They will gain skills in the following areas:

1. Making observations of and characterizing unfamiliar organisms.
2. Considering how changing conditions in freshwater environments (naturally or human-induced) can change the composition of aquatic life in that environment.
3. Constructing a reasonable hypothesis about macroinvertebrates and their aquatic habitats, testing it, and discussing the results.

Scientific Practices Highlighted: Planning and Carrying Out Investigations

Crosscutting Concepts Addressed: Structure and Function, Patterns

#### ***DOWN TO EARTH***

Themes: Energy; Connections, Cycles, and Systems; The Earth Provides; McDowell Stewards

Lesson Overview: Through observation and exploration of habitats at Camp McDowell, learners assess the impact of a reclaimed coal mine on the local ecosystem. Learners observe sedimentary rock types associated with coal

formation, as well as the weathering and erosion processes that result in sedimentation. Learners close the class by discussing the need for the responsible use of natural resources.

Total Time: 3 hours

Hiking Distance: ~1.5 miles

Activity Level: Moderate hike; includes a ladder and stream crossings that are not universally accessible.

Learning Goals: By the end of this session, learners will be able to consider the geosphere in the following ways:

1. Identify that sandstone and coal are sedimentary rocks that tell the geologic history of our area, and observe the modern impact of weathering on those rocks.
2. Observe and describe the impact of coal mining on the geosphere and biosphere in the region.
3. Link commonly used materials to finite resources extracted from Earth and discuss the reasons for producing and conserving those resources (ESS3.A; ESS3.C)

Scientific Practices Highlighted: Analyzing and Interpreting Data, Constructing Explanations

Crosscutting Concepts Addressed: Scale, Proportion, and Quantity, Cause and Effect

## ***FOREST CONNECTIONS***

Themes: Energy; Adaptations; Connections, Cycles, and Systems; The Earth Provides; McDowell Stewards

Lesson Overview: Students will hike through the forest observing the connections between Earth's spheres.

Particular focus on specific adaptations and connections among plants and animals in the biosphere. Students will play games to better understand the reason for typical adaptations expressed by forest organisms.

Total Time: 1.5 or 3 hours

Hiking Distance: ~.75 mile

Activity Level: Can be modified for universal accessibility with notification

Learning Goals: At the end of this session, learners will be able to relate the biosphere at Camp McDowell to other spheres in the following ways:

1. Articulate ways in which organisms in the forest are connected to one another through specific adaptations, integrated food webs, and by exploiting specific niches.
2. Link the non-living habitat (atmosphere, geosphere, hydrosphere) to the biosphere.
3. Understand that removing something - living or not - from the habitat can have major consequences for that area.
4. Insects display a wide variety of adaptations tailored to their environment, are vital to the health of ecosystems, and have changed over time to suit specific roles within that environment.

Scientific Practices Highlighted: Constructing Explanations, Planning and Carrying Out Investigations

Crosscutting Concepts Addressed: Structure and Function, Systems and System Models

## ***HOP, SLITHER & SLIDE***

Themes: Adaptations

Lesson Overview: Learners confront and dispel fears of reptiles by meeting snakes, other reptiles and amphibians, and touching/feeding/engaging with them. Instructors handle live animals and discuss conservation and human impacts on reptile and amphibian communities. Incorporation of various kinesthetic learning activities are included to cement the differences between reptiles and amphibians.

Total Time: 1.5 hours

Hiking Distance: N/A

Activity Level: Universally accessible

Learning Goals: Learners will:

- 1) Describe, with evidence, the differences between reptiles and amphibians and relate those traits to habitat requirements.

2) Explore specific adaptations of observed reptiles and amphibians and describe the role each plays in Alabama's ecosystem.

Scientific Practices Highlighted: Developing and Using Models

Crosscutting Concepts: Structure and Function

## ***MEET A TREE***

Themes: Energy; Adaptations; Connections, Cycles, and Systems; The Earth Provides

Lesson Overview: Learners explore the relationship of Earth's four spheres to one of the forest's principal plants: the tree. Students discuss how energy cycles in trees, the structure and functions of trees in the forest ecosystem, and identify common Alabama tree species.

Total Time: 3 hours

Hiking Distance: ~.75 miles

Activity Level: Low to moderate; can be modified for all abilities

Learning Goals: By the end of this session, learners will be able to describe the value of Alabama trees to the forest ecosystem in the following ways:

1. Tree species have unique physical characteristics that can be used to identify them, and all trees have specific parts that function together to transfer energy and nutrients, allowing the tree to grow.
2. Trees are an important component of forest ecosystems that impact and are impacted by the atmosphere, biosphere, geosphere, and hydrosphere.
3. Energy can be traced throughout the life cycle of a tree.

Scientific Practices Highlighted: Asking Questions, Developing and Using Models

Crosscutting Concepts Addressed: Energy and Matter, Structure and Function

## ***ROCK QUERY***

Themes: Energy; Connections, Cycles, and Systems; The Earth Provides

Lesson Overview: Learners will hike into a sandstone canyon to better understand how rocks form and engage with rock samples to discern the relationship between sedimentary, igneous, and metamorphic rocks. Learners will observe and consider the impact of the geosphere on local ecosystems, and, in turn, the role the hydrosphere, atmosphere, and biosphere play in shaping the geosphere.

Total Time: 3 hours

Hiking Distance: ~ 1.5 miles

Activity Level: Moderate to strenuous hike; includes a ladder and stream crossings that are not universally accessible.

Learning Goals: At the end of this lesson, learners will be able to think critically about the geosphere in the following ways:

1. Rocks have unique properties based upon their origin. They can cycle between igneous, sedimentary, and metamorphic as a result of processes like weathering, transport, and mountain building.
2. The geosphere is one of Earth's major systems that shapes and is shaped by all of Earth's other systems (biosphere, hydrosphere, atmosphere), revealing changes over time.
3. Different rock types are found throughout Alabama and allow us to predict places to mine for resources.

Scientific Practices Highlighted: Developing and Using Models, Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts Addressed: Stability and Change, Scale, Proportion, and Quantity

## ***STREAM STUDIES***

Themes: Adaptations; Connections, Cycles, and Systems; McDowell Stewards

**Lesson Overview:** Learners will assess the water quality of a stream using chemical testing and bioassessments, and discuss the human and natural impacts to stream quality. Learners will relate the stream to local and regional watersheds, and discuss how changes to individual streams can impact water quality in the watershed. **Students should come prepared to get wet in this class. Students must wear appropriate closed toed shoes such as old shoes or rain boots.**

**Total Time:** 3 hours

**Hiking Distance:** .5 - 1 mile

**Activity Level:** Moderate with a short, steep hike up a stream; not easily modified for all abilities

**Learning Goals:** By the end of this session, learners will be able to discuss the relationship among biodiversity, water chemistry, and watershed health in the following ways:

1. Stream health is a combination of natural (biologic, geologic, atmospheric, and hydrologic) and human induced (pollution, diversion) factors.
2. Stream health can be monitored using biotic and abiotic assessments.
3. Stream health is an important component of watershed health, and watershed health can be strongly impacted by regional land use choices.

**Scientific Practices Highlighted:** Asking Questions, Planning and Carrying Out Investigations

**Crosscutting Concepts Addressed:** Cause and Effect, Systems and System Models

## **VALUE OF A TREE**

**Themes:** Adaptations; The Earth Provides; McDowell Stewards

**Lesson Overview:** Learners will explore the economic, ecologic, and recreational value of forest communities while hiking through a variety of types of forests at Camp McDowell. Learners will discuss and observe the impact of using forests as resources, and explore aspects of forestry management.

**Total Time:** 3 hours

**Hiking Distance:** 1 mile

**Activity Level:** Can be modified to meet some accessibility needs with notification

**Learning Goals:** At the end of this session, learners will be able to discuss the role of forests as resources, and how forest ecosystems are impacted by use in the following ways:

1. Forests are a renewable resource that are harvested for production of lumber and paper products, but different methods of harvesting impact forest health in different ways.
2. Forest ecosystems are always changing as a result of natural and human impacts, but healthy forests are characterized by high biodiversity and dominance of regionally important tree species. Some species have specific reproductive strategies that are interrupted by human interactions.
3. Forests are economically valuable beyond traditional harvesting, and sustainable forestry management considers economic, environmental, and recreational activities associated with forest resources.

**Scientific Practices Highlighted:** Obtaining, Evaluating, and Communicating Information, Constructing Explanations

**Crosscutting Concepts Addressed:** Energy and Matter, Structure and Function

## **Recreation and Humanities Classes:**

### **ART IN NATURE \*NEW\***

**Themes:** Community; Connections; McDowell Stewards; The Earth Provides

**Lesson Overview:** Learners will explore nature through the lense of an artist. They will learn about nature artists, develop an innovative approach to creating art, and present and share their creative expression. This class will be a unique experience for students to understand that art surrounds them in all places.

**Total Time:** 1.5 hours

Hiking Distance: varied, .5 to 1 mile

Activity Level: Can be modified for universal accessibility with notification

Learning Goals: At the end of this session, learners will be able to:

1. Create art using natural and/or found elements and materials
2. Learn about nature artists, such as Andy Goldsworthy, and understand how their art is an expression of themselves as well as how it affects those that observe what they have created.
3. Students will be able to identify how nature art can be used to bring significance to a place, person or experience.

Scientific Practices Highlighted: Scientific Practices Highlighted: Obtaining, Evaluating, Communicating Information and Constructing Explanations

Crosscutting Concepts Addressed: Investigate, Make, Analyze, Reflect

## ***AUTHORS & EXPLORERS***

Themes: Community; Connections, Cycles, and Systems; McDowell Stewards

Lesson Overview: Learners will connect with and be inspired by natural features by exploring McDowell's woods and journaling their experiences. Learners will be prompted with sensory awareness and observation activities to record and share their experiences using sketches, poetry, and word art. Learners will gain knowledge about the scientific and artistic value of journaling and articulate written expression by relating their experiences to those of famous authors and naturalists.

Total Time: 3 hours

Hiking Distance: varied, .5 to .75 mile

Activity Level: Can be modified for universal accessibility with notification

Learning Goals: At the end of this session, learners will be able to use natural landscapes as inspiration for the following:

1. View and describe the world from different perspectives, including the perspective of a natural object, and consider how perspective impacts understanding of the world.
2. Details and analogies improve descriptive writing and help the author convey information to the reader.
3. Relating their experience to the ways authors, explorers, and scientists use sketching and writing in journals as tools to improve their trade.

Scientific Practices Highlighted: Developing and Using Models

Crosscutting Concepts Addressed: Patterns, Scale, Proportion, and Quantity

## ***CONNECTIONS***

Themes: Community; Connections, Cycles, and Systems; McDowell Stewards

Lesson Overview: Learners reinforce their understanding of connections between Earth's spheres, human stewardship, and principles of conservation. Learners connect their experiences at McDowell with their lives, and consider ways to share their knowledge when they return home.

Total Time: 1.5 or 3 hours

Hiking Distance: Varies

Activity Level: Low; Can be modified for all abilities

Learning Goals: By the end of this session, learners will be able to relate the classes they have taken to one another and to their own lives in the following ways:

1. All Earth's spheres are intricately connected to one another.
2. Humans play an important role in the health of all ecosystems, and we are stewards of our environment.
3. Small changes in our personal behaviors can have a major impact on the environment.

Scientific Practices Highlighted: Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts Addressed: System and System Models

## ***MYSTERIOUS MEDLEY***

Themes: Can be varied to match any theme.

Lesson Overview: Learners get a unique opportunity to experience Camp McDowell like no other group.

Instructors build a class tailored to their interests and expertise and correlated to the chosen theme. Learners will explore a topic with their instructor, and experience the excitement of natural investigation and inquiry. The combination of the skillset of the instructor, the passion they bring to the subject, and the opportunity for open inquiry and investigation result in a one-of-a-kind experience that creates future naturalists.

Total Time: 1.5 or 3 hours

Hiking Distance: Varied

Activity Level: Can be modified for universal accessibility with notification

Learning Goals: Vary based on chosen theme, but are integrated with those from other classes chosen by instructor. Each experience is unique and tailored to the interest of the field group.

Scientific Practices Highlighted: Varied

Crosscutting Concepts Addressed: Varied

## ***NATIVE AMERICANS & THE EARTH***

Themes: Community; Connections, Cycles, and Systems; The Earth Provides; McDowell Stewards

Lesson Overview: Learners will engage with Native American artifacts, visit a reconstruction of a typical Mississippian Era village, and participate in activities and games to learn respect for natural resources and different cultures.

Total Time: 3 hours

Hiking Distance: .75 mile

Activity Level: Low to moderate; can be modified for alternate abilities, however some experiences require hiking a short but strenuous hill.

Learning Goals: By the end of this session, learners will be able to discuss the relationship between humans and the natural environment through the lens of Alabama's indigenous people in the following ways:

1. Compare the culture and resources of American Indians to today's culture.
2. Explain how American Indian culture changed over time because of changing reliance on natural resources and environmental changes.
3. List and locate on a map the four major tribes of American Indians that lived in Alabama before European settlers, and describe how they were impacted by one another through trade.

Scientific Practices Highlighted: Constructing Explanations

Crosscutting Concepts Addressed: Stability and Change, Cause and Effect

## ***NATURE HIKE***

Themes: Can be varied to match any theme.

Lesson Overview: Learners hike through the forest on a favorite trail of their instructor's choosing. On the trail, open exploration and inquiry are highly encouraged and learners can practice their observation and interpretive skills on plants, animals, insects, and tracks! May include the use of field guides, dichotomous keys, hand lenses, and nature journals.

Total Time: 1.5 or 3 hours

Hiking Distance: varied, usually .75 mile



Activity Level: Can be modified for universal accessibility with notification

Learning Goals: Vary based on chosen theme, but are integrated with those from other classes chosen by instructor. Each experience is unique and tailored to the interest of the field group.

Scientific Practices Highlighted: varied

Crosscutting Concepts Addressed: varied

## ***TRAIL OF DISCOVERY***

Themes: Can be varied to match any theme.

Lesson Overview: Learners have an immersive, full day experience in nature. Aspects of MEC courses on forest ecology, geology, and Native American cultures, as well as those selected by the teacher, are highlighted on a full day hike. Learners practice appropriate behavior in the woods, enjoy a picnic lunch, and, because of the full day nature of the course, have opportunities to engage more fully with chosen concepts. ***A packed lunch will be provided. All participants need to bring a backpack, 2 water bottles, and comfortable hiking shoes.***

Total Time: Full day (morning and afternoon class session, lunch enjoyed in the field)

Hiking Distance: ~3 miles

Activity Level: Moderate to strenuous; experience cannot be adapted for all abilities, but modifications can be made to accommodate some different abilities.

Learning Goals: Learning goals are dependent, in part, on the content choices of the teacher and other courses taken during the learners' trip. In addition to science content, learners can expect to become more independent in nature in the following ways:

1. Recognizing the behaviors necessary for thriving long-term in an outdoor situation and the ways humans can protect the environment around them.

Scientific Practices Highlighted: Planning and Carrying Out Investigations

Crosscutting Concepts Addressed: Systems and System Models, Energy and Matter, Patterns

## **Skills-Based Classes:**

### ***CANOEING***

Themes: Energy; Community; Connections, Cycles, and Systems; McDowell Stewards

Lesson Overview: Learners canoe on a placid canyon stream among 80-foot bluffs and cascading waterfalls. Participants practice communication skills and consider the relationship between Newton's Second and Third Laws to their canoe travel. ***Students should be prepared to get wet during this activity. Canoeing is not recommended in cold months. In cases of extreme weather, high wind or high water, please choose an alternate activity for your group.***

Total Time: 1.5 hours

Hiking Distance: Minimal hiking, but includes steep staircase

Activity Level: Moderate; cannot be modified for alternate abilities

Learning Goals: By the end of this session learners will:

1. Learn how to communicate with one another to support travel on a stream.
2. Relate the speed of their canoe to Newton's 2nd Law: Force = Mass \* Acceleration.
3. Relate the success of their paddling efforts to Newton's 3rd Law: Every action has an equal and opposite reaction.
4. Learn vocabulary and care for canoeing equipment.

Scientific Practices Highlighted: Developing and Using Models

Crosscutting Concepts Addressed: Cause and Effect, Energy and Matter

## ***MEET A MAP***

Themes: McDowell Stewards, Community

Lesson Overview: Learners practice their visual spatial skills creating and using a variety of maps, and work together to solve indoor and outdoor courses.

Total Time: 1.5 hours

Hiking Distance: Minimal hiking; walking over mild terrain without a trail is included

Activity Level: Low; can be universally accessible with prior notice but may omit outdoor portion of course.

Learning Goals: Upon completion of this session, participants will better understand mapping in the following ways:

1. Become familiar with using and interpreting the pieces of maps (e.g. scale, legend, contour intervals, rivers) using different scaled maps of Camp McDowell.
2. Create a map of an area at MEC.
3. Navigate a course to find locations specified on a map.
4. Gather spatial information about the distribution of resources in an area.

Scientific Practices Highlighted: Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts Addressed: Patterns; Scale, Proportion, and Quantity

## ***NAVIGATION - 1.5 hour option***

Themes: Energy; Community

Lesson Overview: Learners will gain experience with a compass and learn how compasses work through demonstrations and kinesthetic activities using a compass. Learners apply their skills by completing an outdoor compass course. ***Option recommended for younger learners.***

Total Time: 1.5 hours

Hiking Distance: Minimal hiking; walking over mild terrain without a trail is included

Activity Level: Low; Can be modified for most abilities but may not include outdoor course

Learning Goals: At the end of this session, learners will be able to use a compass to:

1. Determine cardinal directions, read compass bearings and apply them properly.
2. Navigate an outdoor course using a compass.
3. Use a map and a compass to discern bearings properly.

Scientific Practices Highlighted: Obtaining, Evaluating, and Communicating Information, Developing and Using Models

Crosscutting Concepts Addressed: Patterns

## ***NAVIGATION - 3 hour option***

Themes: Community; McDowell Stewards

Lesson Overview: Learners learn how to read a topographic map and use a compass to navigate themselves in the backcountry woods of Camp McDowell. Learners practice group decision making and critical thinking to troubleshoot navigation issues when they arise. ***Option recommended for older learners (7th and above).***

Total Time: 3 hours

Hiking Distance: Strenuous 1.5 mile hike; walking over terrain without a trail is included

Activity Level: High; not easily modified for all abilities

Learning Goals: At the end of this session, learners will be able to use critical thinking skills and group decision making to:

1. Read and create topographic maps.
2. Use a compass and map to navigate off trail.

3. Describe the information contained in maps, the value of being able to interpret that information, and how maps are used for commercial and societal benefit.

Scientific Practices Highlighted: Engaging in Arguments from Evidence, Analyzing and Interpreting Evidence  
Crosscutting Concepts Addressed: Patterns; Scale, Proportion, and Quantity

## ***SURVIVAL SKILLS***

Themes: Community; Adaptations; The Earth Provides; McDowell Stewards

Lesson Overview: Learners will practice planning for and executing wilderness, or backcountry, travel. Learners will practice working as a team and individually to successfully prepare for being lost in a backcountry scenario, and for overnight survival in an emergency situation.

Total Time: 1.5 or 3 hours

Hiking Distance: Varied; .75-1.5 miles

Activity Level: Varied; 3 hour class not easily modified for all abilities; 1.5 hour class can be modified for most

Learning Goals: By the end of this session, learners will be able to use creative thinking skills to meet their basic needs in the backcountry in the following ways:

1. Identify and address the immediate needs of a group in an emergency backcountry situation.
2. Successfully identify and use natural and commonly carried objects to address short- and long-term survival needs in the wilderness while practicing Leave No Trace principles.
3. Discuss the resources available in natural settings and relating them to the success of other cultures today and in the past.

Scientific Practices Highlighted: Defining Problems, Designing Solutions

Crosscutting Concepts Addressed: Patterns

## **Team Building Classes:**

### ***CLIMBING WALL\*\****

Themes: Community; Energy

Lesson Overview: Striving to climb a 40-foot wall with hand and foot holds, learners experience rock climbing and feel the exhilaration of attempting a daunting feat. Encouraged by their peers and led by a trained ropes course instructor, learners set and achieve personal goals, confront fears, and gain self-confidence in a unique outdoor experience. Students must be 5<sup>th</sup> grade or older to participate in this activity.\*

***\*Administration discretion used***

***\*\*Acknowledgment of Risk Forms are REQUIRED***

***We charge an additional \$15.00 equipment fee per field group for this activity.***

Total Time: 1.5 hours, Acknowledgement of Risk Form required

Activity Level: Strenuous physically and mentally; cannot be modified for universal accessibility

Learning Goals: By the end of this session, learners will gain experience and skills in the following ways:

1. Setting, working toward, and achieving personal goals takes confidence and support from their peers.
2. Gaining personal confidence requires taking risks when an outcome is not assured, and understanding that failure is an important part of growth and success.

### ***TRUST SWING\*\****

Themes: Community; Energy

Lesson Overview: Learners work together to lift one another with a certified pulley system on a giant swing. Learners place trust in their group and control the amount of risk with which they are comfortable by setting personal goals for how high they would like to be lifted. Students must be 5<sup>th</sup> grade or older to participate.\*

***\*Administration discretion used***

***\*\*Acknowledgment of Risk Forms are REQUIRED***

***We charge an additional \$15.00 equipment fee per field group for this activity.***

**Total Time:** 1.5 hours, Acknowledgement of Risk Form required

**Activity Level:** Strenuous mentally, physically low to moderate; accommodations can be made for some physical limitations as riding the trust swing involves minimal physical exertion.

**Learning Goals:** By the end of this session, learners will gain experience and skills in the following ways:

1. Trust is required in teamwork, and setting and achieving personal goals can result in self-confidence gains.
2. Using simple machines, like compound pulleys, changes the amount of energy required to move an object.
3. Learners will relate potential and kinetic energy concepts using the Trust Swing as a model.

## ***POWER POLE\*\****

**Themes:** Community; Energy

**Lesson Overview:** Learners challenge themselves to climb a 25-foot telephone pole and jump for a bell suspended nearby. This activity provides the most significant mental and emotional challenge for learners. The group setting offers emotional support for each participant, who is also supported by a trained ropes course facilitator to ensure physical safety. Students must be 7<sup>th</sup> grade or older to participate in this activity.\*

***\*Administration discretion used***

***\*\*Acknowledgment of Risk Forms are REQUIRED***

***We charge an additional \$15.00 equipment fee per field group for this activity.***

**Total Time:** 1.5 hours, Acknowledgement of Risk Form required

**Activity Level:** Very strenuous mentally, physically low to moderate; cannot be modified for universal accessibility

**Learning Goals:** By the end of this session, learners will gain experience and skills in the following ways:

1. Setting, working toward, and achieving personal goals takes confidence and support from their peers.
2. Gaining personal confidence requires taking (perceived) risks when success is not assured, and understanding that failure is an important part of growth.
3. Trusting in yourself, others, and safety systems are important components of personal growth.

## ***TEAM CHALLENGE\*\****

***\*\*Acknowledgment of Risk Forms are REQUIRED***

**Themes:** Community

**Lesson Overview:** Learners will participate in a series of group problem solving activities that encourage cooperation, communication, and trust. Each class is tailored to the needs of the group and is a unique experience. The group is encouraged to review their experiences, link them to relevancy in their daily life, and extend these new ideas as they approach situations at home or in school. ***MEC facilitators will choose the activities based on the individual group's needs. Because of this, each student group will have a unique experience using different activities.***

**Total Time:** 3 hours, Acknowledgement of Risk Form required

**Activity Level:** Easy to strenuous; can be made universally accessible with notification

**Learning Goals:** By the end of this session, learners will be able to use the following skills to help them solve problems:

1. Active listening and sharing of ideas are important components of success in group work.
2. Working with others to solve problems highlights the variety of solutions a problem may have.
3. Problem-solving skills need to be honed with practice, and are valuable in all aspects of life.

## ***TEAM ADVENTURE***

***Team Adventure does not include low ropes elements, and therefore does not need Acknowledgement of Risk Forms.***

**Themes:** Community

**Lesson Overview:** Learners will participate in a series of group problem solving activities that encourage cooperation, communication, and trust. Each class is tailored to the needs of the group and is a unique experience.

The group is encouraged to review their experiences, link them to relevancy in their daily life, and extend these new ideas as they approach situations at home or in school. ***MEC facilitators will choose the activities based on the individual group's needs. Because of this, each student group will have a unique experience using different activities.***

Total Time: 1.5 hours, no additional forms needed

Activity Level: Easy to strenuous; can be made universally accessible with notification

Learning Goals: By the end of this session, learners will be able to use the following skills to help them solve problems:

1. Active listening and sharing of ideas are important components of success in group work.
2. Working with others to solve problems highlights the variety of solutions a problem may have.
3. Problem-solving skills need to be honed with practice, and are valuable in all aspects of life.

## **NIGHT PROGRAMS**

### ***BIG SCREEN***

Themes: Connections, Cycles, and Systems; The Earth Provides

Lesson Overview: Learners explore the night sky with help from science and past cultural observers. Learners participate in guided stargazing highlighting seasonal celestial bodies, and guided activities on lunar phases and planet size and scale, and learn about celestial myths.

Total Time: 1.5 hours

Hiking Distance: Negligible; based on sky and instructor-chosen activities

Activity Level: Can be modified for universal accessibility with notification

Learning Goals: At the end of this session, learners will look up at the night sky and have a better understanding of:

1. The relationship among the Earth, moon, stars, and the patterns produced by their movements.
2. The composition and scale of our solar system.
3. The role of the night sky in human cultures.

Scientific Practices Highlighted: Developing and Using Models

Crosscutting Concepts Addressed: Patterns, Scale, Proportion, and Quantity

### ***INVENTION CONVENTION***

Themes: Community; Energy

Lesson Overview: During this indoor activity, learners build camaraderie, cooperation skills and group spirit. Working in small groups, learners attend a 'convention,' sharing ideas and using their imagination, creativity, ingenuity and teamwork to engineer solutions to problems, create sculptures or short skits, or build functioning machines. This class has a large selection of possible activities so each program is unique and based on the choice of the MEC instructors.

Total Time: 1.5 hours

Hiking Distance: N/A

Activity Level: Universally accessible

Learning Goals: By the end of this session, learners will be better equipped to do the following:

1. Work in small groups cooperatively, sharing ideas and designs in pursuit of a common goal.
2. Engineer and test a solution to a problem offered by MEC staff with minimal resources and maximum creativity.
3. Find inspiration from natural objects, unfamiliar words, sketches, and in other surprising places, and use that to consider the design of current or future technologies.

Scientific Practices Highlighted: Developing and Using Models; Planning and Carrying Out Investigations

Crosscutting Concepts Addressed: Cause and Effect; Patterns; Energy and Matter

## **McDOWELL WOODS**

Themes: The Earth Provides, McDowell Stewards

Lesson Overview: Learners participate in a town hall-style role play to determine how best to use land acquired by Camp McDowell. Learners take on different stakeholder roles, such as Camp McDowell employees, coal miners, restaurateurs, scientists, and farmers, to come to a consensus on how best to use the land. Each stakeholder group will present their ideas for land use to the group, support their ideas with evidence, and will listen to other stakeholder groups with thoughtful respect to come to a solution that works best for everyone.

Total Time: 1.5 hours

Hiking Distance: N/A

Activity Level: Universally accessible

## **NIGHT HIKE**

Themes: Adaptations

Lesson Overview: Learners explore the forest of Camp McDowell at night, using all of their senses to enhance the experience and compare it to their hikes during the day. As they explore their senses, they discuss adaptations unique to nocturnal animals that help them be successful in their environment. ***We recommend that this class not be taken in May as sunset time does not correspond well with our evening class time.***

Total Time: 1.5 hours

Hiking Distance: .5 - 1 mile

Activity Level: Universally accessible

## **RADICAL RAPTORS**

Themes: Adaptations; McDowell Stewards

Lesson Overview: Learners engage with our bird educators, live birds of prey - like a hawk or owl - to learn about their adaptations, habitats, and ecological significance.

Total Time: 1.5 hours

Hiking Distance: N/A

Activity Level: Universally accessible

Learning Goals: By the end of this session, learners will be able to consider birds of prey in the following ways:

1. Describe the specialized traits of birds of prey and how each adaptation contributes to the success of the bird.
2. Relate adaptations to habitat and behaviors.
3. Consider the impact of humans on birds of prey indigenous to our region.

## **SONGS, SPARKS AND STORIES**

Themes: Community

Lesson Overview: Learners experience an exciting evening of songs, skits, stories and games with our instructors. Connections to cultural entertainment before television and electricity are highlighted, as well as a sense of community and cultural preservation. The class takes place around a campfire and is ideal for all sized groups.

Total Time: 1.5 hours

Hiking Distance: Negligible to up to ¼ mile based on which fire location is chosen

Activity Level: Universally accessible

# **Trip Planning Forms**

# 2019-2020 McDowell Environmental Center Contract

EMAIL to pc@campmcdowell.com

*Please email this contract 3 months prior to your visit.*

School: \_\_\_\_\_ Grade(s): \_\_\_\_\_ Reserved dates: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Lead Teacher: \_\_\_\_\_ Email: \_\_\_\_\_

School Phone: (\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

Secondary School Contact: \_\_\_\_\_ Email: \_\_\_\_\_

**Arrival time:** \_\_\_\_\_ (10:00am recommended) **Departure time:** \_\_\_\_\_ (12:45pm recommended)

\_\_\_\_\_ \*Check if you need to leave earlier than 12:45pm \_\_\_\_\_ \*Check if you want a sacked lunch to go

---

**STUDENTS:** # of girls : \_\_\_\_\_ # of boys: \_\_\_\_\_ = TOTAL # of STUDENTS: \_\_\_\_\_

**ADULTS** # of women: \_\_\_\_\_ # of men: \_\_\_\_\_ = TOTAL # of ADULTS: \_\_\_\_\_

**TOTAL:** # of females: \_\_\_\_\_ # of males: \_\_\_\_\_  
(beds needed) (beds needed)

*\*Please include all TEACHERS in the adult count - TOTAL of ALL participants #: \_\_\_\_\_*

# FIELD GROUPS: \_\_\_\_\_ # GIRLS CABINS: \_\_\_\_\_ # BOYS CABINS: \_\_\_\_\_  
(limit to 12 students/group) (12-18 beds/cabin) (12-18 beds/cabin)

Do you need separate lodging for teachers not needed in the cabins? Y/N For how many? \_\_\_\_\_

---

**RESPONSIBILITIES OF THE CENTER:** Assist with pre-trip planning; provide complete educational programming; inform participants of their responsibilities, camp rules and emergency procedures; prepare meals and evening snacks; clean and maintain facilities and grounds; and provide a safe and wholesome atmosphere.

**RESPONSIBILITIES OF THE LEAD TEACHER:** Make a reservation (new schools- submit deposit) and return contract; arrange transportation; arrange for one physically-able chaperone for each cabin and field group; communicate with students, parents and chaperones about the trip; collect fees & medicines; email field group and cabin lists one month prior to trip; mail health and risk acknowledgement forms at least 2 weeks prior to your trip; participate in the program with chaperones and students; and submit final payment.

**DAMAGE:** The Center reserves the right to send home any child who becomes ill, destroys property, behaves aggressively or takes any other action detrimental to other students or the program. The school will be responsible for providing transportation in such cases, and for any damage to the facilities and equipment. No refunds will be made under these conditions. The Center cannot be held responsible for loss or damage to property brought to the Center. Please encourage students to leave valuables and large amounts of cash at home.

**INVOICE:** On your last day at McDowell, we will give you an invoice for the balance of your payment. Payment is due within 30 days after your trip.

**I agree to the terms of this contract and agree that my group will abide by all McDowell policies.**

\_\_\_\_\_  
Signature of Lead Teacher

\_\_\_\_\_  
Date

**\*Please complete the next two pages\***



# McDowell Environmental Center Contact

## Class Selection:

### Step 1: Please choose a theme for your classes:

<input type="checkbox"/> Energy	<input type="checkbox"/> The Earth Provides
<input type="checkbox"/> Community	<input type="checkbox"/> McDowell Stewards
<input type="checkbox"/> Adaptations	<input type="checkbox"/> Connections, Cycles, and Systems

### Step 2: Daytime Class Selection

**3-day program:** Choose 12 hours of daytime classes & 2 night programs

Designate 1.5 or 3 hour option when applicable.

*Class descriptions are on pages 10-21 of Teacher Planning Packet.*

<p><b><u>Skills-Based Classes</u></b></p> <p><input type="checkbox"/> Meet a Map 1.5 hr</p> <p><input type="checkbox"/> Navigation 1.5 hr <b>or</b> 3 hr</p> <p><input type="checkbox"/> Survival Skills 1.5 hr <b>or</b> 3 hr</p> <p><input type="checkbox"/> Canoeing (5th &amp; up) 1.5 hr          (**Please select 1.5 hour <u>BACKUP</u> to Canoeing IF it cannot run due to safety**)</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">(Backup class choice)</p> <p><b><u>Team Building Classes</u></b></p> <p><input type="checkbox"/> Climbing Wall (5th &amp; up)* 1.5 hr</p> <p><input type="checkbox"/> Trust Swing (5th &amp; up)* 1.5 hr</p> <p><input type="checkbox"/> Power Pole (7th &amp; up)* 1.5 hr</p> <p><input type="checkbox"/> Team Challenge (5th &amp; up)* 3 hr</p> <p><input type="checkbox"/> Team Adventure 1.5 hr</p>	<p><b><u>Science Classes</u></b></p> <p><input type="checkbox"/> Aquatic Adventures 1.5 hr <b>or</b> 3 hr</p> <p><input type="checkbox"/> Down to Earth 3 hr</p> <p><input type="checkbox"/> Forest Connections 1.5hr <b>or</b> 3 hr</p> <p><input type="checkbox"/> Hop, Slither, Slide 1.5hr</p> <p><input type="checkbox"/> Meet a Tree 3 hr</p> <p><input type="checkbox"/> Rock Query 3 hr</p> <p><input type="checkbox"/> Stream Studies 3 hr</p> <p><input type="checkbox"/> Value of a Tree 3 hr</p> <p><b><u>Recreation &amp; Humanities Classes</u></b></p> <p><input type="checkbox"/> Art in Nature (NEW) 1.5 hr</p> <p><input type="checkbox"/> Authors &amp; Explorers 3 hr</p> <p><input type="checkbox"/> Connections 1.5 hr</p> <p><input type="checkbox"/> Mysterious Medley 1.5 hr <b>or</b> 3 hr</p> <p><input type="checkbox"/> Native Americans &amp; Earth 3 hr</p> <p><input type="checkbox"/> Nature Hike 1.5 hr <b>or</b> 3 hr</p> <p><input type="checkbox"/> Trail of Discovery (6th and up) 6 hr</p>
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\*Classes that require Student and Adult Risk Forms

NOTE: *Trail of Discovery requires that all participants bring a backpack and 2 water bottles.*

*We will provide a packed lunch for the all day hike.*

### Step 3: Night Program Selection

Please rank your 1st, 2nd and 3rd choice night programs, since occasionally substitutions are necessary due to weather conditions.

Big Screen _____	Radical Raptors _____
Invention Convention _____	Songs, Sparks & Stories _____
McDowell Woods _____	Night Hike* _____
	* Not recommended in Sept. because of sunset time

# McDowell Environmental Center Contract

## GROUP PROFILE

*The following information will help the staff at MEC have a better understanding of the needs of your group.*

Have any of your teachers and chaperones attended MEC before? \_\_\_\_\_

Have any of your students attended MEC before? \_\_\_\_\_ If so, approximately how many? \_\_\_\_\_

**How would you characterize your school?** (Choose all that apply)

Private     Public     Religious Affiliation     Open classroom     Montessori

Self-contained classroom     Students move from class to class     Block Schedule

Below grade level     Above grade level     At grade level     Urban     Suburban     Rural

You may also include a description of the dynamics or your group:

**How will your group be arriving at MEC?** (#'s if known)    \_\_\_\_\_ Bus(es)    \_\_\_\_\_ Car(s)

*It is a good idea to pack vehicles by cabin. Put a sign in the windshield of each car with the name of a cabin, then let students find their cabin car. When you arrive, the cars can go to the cabins.*

What **experiences** have your students had with the outdoors, environmental education or field trips?

What specific **student needs** should we be aware of? (i.e. social/emotional/behavioral concerns, severe allergic reactions, physical limitations, learning needs, etc.)

Please list any **objectives, goals, vocabulary, teaching philosophies or local environmental issues** that you would like for us to emphasize while you are here:

**Would you like to incorporate journaling into your classes?** \_\_\_\_\_ YES \_\_\_\_\_ NO

*Please be aware that it is the school's responsibility to provide students with journals.*

# FIELD GROUP LISTS

*\*Please confirm the number of field groups your school will be allotted with MEC before creating this list\**

- Divide your class into field groups of 10 to 12 students and at least 1 adult.
- At least one adult must be with a field group at all times.
- It is important to group students in socially compatible groups.
- If you are bringing multiple grade levels, group by grade.
- If teachers are “floating,” and not assigned a group, please still list all teachers’ names on the bottom.

**EMAIL** to [pc@campmcdowell.com](mailto:pc@campmcdowell.com)

*Please email this list 1 month prior to your visit.*

**Please organize field group lists in the following format (or one similar):**  
Excel Spreadsheets work great!

Field Group #1	Field Group #2	Field Group #3	Field Group #4
1. STUDENT NAME	1. STUDENT NAME	1. STUDENT NAME	1. STUDENT NAME
2. STUDENT NAME	2. STUDENT NAME	2. STUDENT NAME	2. STUDENT NAME
3. STUDENT NAME	3. STUDENT NAME	3. STUDENT NAME	3. STUDENT NAME
4. STUDENT NAME	4. STUDENT NAME	4. STUDENT NAME	4. STUDENT NAME
5. STUDENT NAME	5. STUDENT NAME	5. STUDENT NAME	5. STUDENT NAME
6. STUDENT NAME	6. STUDENT NAME	6. STUDENT NAME	6. STUDENT NAME
7. STUDENT NAME	7. STUDENT NAME	7. STUDENT NAME	7. STUDENT NAME
8. STUDENT NAME	8. STUDENT NAME	8. STUDENT NAME	8. STUDENT NAME
9. STUDENT NAME	9. STUDENT NAME	9. STUDENT NAME	9. STUDENT NAME
10. STUDENT NAME	10. STUDENT NAME	10. STUDENT NAME	10. STUDENT NAME
11. STUDENT NAME	11. STUDENT NAME	11. STUDENT NAME	11. STUDENT NAME
12. STUDENT NAME	12. STUDENT NAME	12. STUDENT NAME	12. STUDENT NAME
13. Mrs. Parent (Chap)	13. Mrs. Teacher	13. Mrs. Parent (Chap)	13. Mrs. Parent (Chap)
14. Ms. Teacher	14. Mr. Parent (Chap)	14. Mr. Parent (Chap)	14. Mr. Dad (Chap)

**Mr. Teacher & Mrs. Teacher will float**

# CABIN GROUP LISTS

*\*Please confirm the number of cabins your school will be allotted with MEC before creating this list\**

- In order to be impartial, cabin reservations are “first come, first serve,” when we receive the Contract.
- Depending on which cabins your school is assigned, cabins hold 10-16 students and 1-2 adults.
- At least one adult must be assigned to each cabin.
- It is important to group students in socially compatible cabin groups.
- If you are bringing multiple grade levels, group cabins by grade.
- Separate, additional cabins may be requested for teachers who are not needed for cabin supervision.

**EMAIL** to [pc@campmcdowell.com](mailto:pc@campmcdowell.com)

*Please email this list 1 month prior to your visit.*

**Please organize cabin lists in the following format (or one similar):**

Excel Spreadsheets work great!

<b>Girls Cabin #1 (15 beds)</b>	<b>Girls Cabin #2 (12 beds)</b>	<b>Boys Cabin # 1 (12 beds)</b>	<b>Boys Cabin #2 (15 beds)</b>
1. STUDENT NAME	1. STUDENT NAME	1. STUDENT NAME	1. STUDENT NAME
2. STUDENT NAME	2. STUDENT NAME	2. STUDENT NAME	2. STUDENT NAME
3. STUDENT NAME	3. STUDENT NAME	3. STUDENT NAME	3. STUDENT NAME
4. STUDENT NAME	4. STUDENT NAME	4. STUDENT NAME	4. STUDENT NAME
5. STUDENT NAME	5. STUDENT NAME	5. STUDENT NAME	5. STUDENT NAME
6. STUDENT NAME	6. STUDENT NAME	6. STUDENT NAME	6. STUDENT NAME
7. STUDENT NAME	7. STUDENT NAME	7. STUDENT NAME	7. STUDENT NAME
8. STUDENT NAME	8. STUDENT NAME	8. STUDENT NAME	8. STUDENT NAME
9. STUDENT NAME	9. STUDENT NAME	9. STUDENT NAME	9. STUDENT NAME
10. STUDENT NAME	10. STUDENT NAME	10. STUDENT NAME	10. STUDENT NAME
11. STUDENT NAME	<b>13. Mrs. Mom (Chaperone)</b>	<b>13. Mr. Dad (Chaperone)</b>	11. STUDENT NAME
12. STUDENT NAME	<b>14. Ms. Mom (Chaperone)</b>	<b>14. Mr. Dad (Chaperone)</b>	12. STUDENT NAME
13. STUDENT NAME			14. STUDENT NAME
<b>15. Mrs. Mom (Chaperone)</b>			<b>15. Mr. Dad (Chaperone)</b>
<b>16. Ms. Mom (Chaperone)</b>			<b>16. Mr. Dad (Chaperone)</b>

**Teachers: Ms. Teacher, Mrs. Teacher, & Mrs. Teacher, request the Kremlin.**

# **Parent Information, Student Forms & Chaperone Forms**

# PARENT LETTER



**McDowell Environmental Center**  
105 DeLong Road  
Nauvoo, AL 35578

Dear Guardian,

McDowell Environmental Center's philosophy is to teach students in the great outdoors and give them a lifetime of memories and experience. Your child will be learning through hands-on environmental science classes, seeing nature up close in a 1,140-acre outdoor classroom. Our instructors have been trained in a child-centered, experiential approach to teaching and are passionate about sharing the natural world with students and adults. We would like to mention a few important items worth emphasizing about your child's upcoming visit to ensure their safety and comfort while away from home.

**Appropriate Clothing:** We offer hands-on science and team building classes, so we spend most of our time outdoors, even in the rain and cold. Please help your child be prepared with appropriate clothing, as indicated on the "Bring-Along List." In truly inclement weather, we have ample indoor teaching space.

**Student Health Form:** We have a full time resident RN here to help keep your child safe and healthy. For your child's well-being, please complete both sides of the Student Health Form and return it to your child's teacher on time. *Any student without a completed and signed medical form may not attend our program.* It is important that you complete and sign the front and back of the Health Form.

**Dietary Needs:** Our Kitchen Staff can accommodate a wide range of dietary needs and we are a nut free facility. Our food receives the highest reviews, however if your student has a special diet (i.e. vegetarian, gluten free, dairy allergy, etc.) please note it on their health form as indicated.

**Medications:** All medicines must be in their **original containers**. Please remember that parents must provide any over-the-counter medicines they anticipate their child may need. Please **ONLY** send the amount needed for the trip.

*If your child requires an Epi-pen or other injection, please contact the Nurse at 205-387-1806 ext. 125 or [rn@campmcdowell.com](mailto:rn@campmcdowell.com).*

**Acknowledgement of Risk Form:** If your child's teacher has chosen either our Team Challenge or one of the High Ropes Elements, an Acknowledgement of Risk Form should accompany this packet of information. Please ensure that the student's name and your signature are on this form so that your child can participate in all of the activities.

Your child's school teacher will send home all information. The teachers from your school will select chaperones for the trip. If you have any questions regarding our program, personnel or facilities, please feel free to call us or visit our web site at [www.mcdowellec.com](http://www.mcdowellec.com).

Beth Dille, Director &  
Kim Corson, Program Coordinator

[pc@campmcdowell.com](mailto:pc@campmcdowell.com)  
205.387.1806 ext. 108

# BRING-ALONG LIST



Please carefully look over the following checklist and check each item as it is packed. When arriving at McDowell Environmental Center, participants should come prepared to spend the day outside.

## Helpful hints for packing:

- Limit packing to one suitcase or duffel bag and a rolled up sleeping bag. You will carry your belongings from the bus to your cabin.
- Put your name on everything.
- Bring OLD clothes and shoes. You will get wet and muddy.
- Pack a raincoat or poncho (and warm clothes if applicable). Classes are held outdoors rain or shine.

## **REQUIRED:**

- \_\_\_ 2 water bottles (20 oz or larger)
- \_\_\_ raincoat or poncho
- \_\_\_ 4 pairs of socks
- \_\_\_ **2 pairs of closed-toe shoes**
- \_\_\_ 3 pairs of underwear
- \_\_\_ 3 shirts
- \_\_\_ 2 pairs of long pants
- \_\_\_ 3 pairs of shorts
- \_\_\_ sweatshirt or fleece
- \_\_\_ pajamas
- \_\_\_ towel & wash cloth
- \_\_\_ soap, toothbrush & other toiletries
- \_\_\_ sleeping bag (or sheets & blankets - single bed)
- \_\_\_ pillow
- \_\_\_ sunscreen
- \_\_\_ pen or pencil
- \_\_\_ small backpack

## **OPTIONAL:**

- \_\_\_ hat & sunglasses
- \_\_\_ flashlight & extra batteries
- \_\_\_ camera
- \_\_\_ souvenir money
- \_\_\_ sandals for shower
- \_\_\_ journal
- \_\_\_ bug repellent (non-Deet **only**)
- \_\_\_ chapstick

## **COOL WEATHER ADDITIONS:**

Wool and synthetic clothing work best!

- \_\_\_ warm knit hat
- \_\_\_ warm gloves
- \_\_\_ thick socks
- \_\_\_ long underwear/thick tights
- \_\_\_ heavy jacket

**\*DO NOT BRING:** food, gum, candy or knives!

# McDowell Environmental Center

## STUDENT HEALTH FORM

All information is confidential. **PLEASE PRINT NEATLY!**  
 This form must be filled out by the student's **PARENT or LEGAL GUARDIAN!**

Student name: (Last)	(First)	(Middle)	Date of Birth:	Sex: Female/Male (Please circle one)
Age:	Grade:	Height/Weight:	Preferred name (if different from above):	
Address: City: State: Zip Code:				
Parent/Guardian name: (Last) (First)			Relationship to student:	
Cell Phone:	Work Phone:	Email Address:		
Other Emergency Contact: (Last) (First)			Relationship to student/Phone Number:	
Primary Physician:			Physician Phone:	

Is student on a special diet? Y / N If so, please explain what they CAN eat as well as what they CANNOT eat:

---



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**\*\*If special foods must be sent with your child,  
 please contact the camp nurse at 205-387-1806 ext. 125 or rn@campmcdowell.com\*\***

### ALLERGY INFORMATION

To the best of your knowledge does your child have any allergies? **YES / NO** (Please circle one)  
 If YES was circled, please indicate to which of the following your child is allergic. Please be specific:

FOODS:	
PLANTS:	
MEDICINE ALLERGIES:	
ANIMALS:	
INSECTS:	
OTHER:	

Please indicate what treatment your child should receive if exposure occurs (Any medications to which your child is allergic will NOT be given):

---

**\*\* If your child is bringing an EPI-PEN,  
 you MUST contact the camp nurse at 205-387-1806 ext. 125 or rn@campmcdowell.com\*\***

ADDITIONAL HEALTH CONCERNS: \_\_\_\_\_

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**PLEASE READ, COMPLETE and SIGN PAGE 2 OF THIS FORM!!**



**STUDENT MEDICATIONS WHILE at MCDOWELL ENVIRONMENTAL CENTER:**

- All medications must be in their original container with the student’s name and school written on the container.
- There must be clear directions on when &/or why to give the medication.
  - NOTE: “Give as Directed” is not acceptable
- The container must specify the strength and dose of the medication.
- If it is an Over-The-Counter medication it must be age-appropriate and will be given following manufacturer recommendations. If it is not recommended for your child’s age and your child’s Healthcare provider prescribed it then a note from that provider must be sent with the OTC medication.

**PRESCRIPTION MEDICATIONS:**

ALL MEDICATION IS ADMINISTERED BY A LICENSED NURSE, EMT OR AUTHORIZED SCHOOL PERSONNEL. Add additional sheet, if necessary.

List all prescription medications that you will send with your child. Circle the time(s) to administer this medicine to the child, choosing from the following: **B\***= Before Breakfast, **B**= After Breakfast, **L**= After Lunch, **C**=Canteen (4PM), **D**= After Dinner, **HS**= At Bedtime  
 \*If a time is not selected, medicines will be given after breakfast.

Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>

**OVER THE COUNTER (OTC) MEDICATIONS:**

ALL OTC MEDICATIONS MUST BE PROVIDED BY PARENTS/LEGAL GUARDIANS OF THE STUDENT.

Circle “As Needed Only”, if medication is not taken daily.

Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>

**In the event of unexpected illnesses, our Nurse/EMT will have limited OTC medicines available for your child-  
 Which of the following medicines do you permit to be given to your child by our Nurse/EMT?**

**Ibuprofen:** Yes\_\_ No\_\_ **Acetaminophen:** Yes\_\_ No\_\_ **Benadryl:** Yes\_\_ No\_\_ **Cough Drops:** Yes\_\_ No\_\_ **Tums:** Yes\_\_ No\_\_

**PHOTO RELEASE**

"I give my permission for any photos or videos taken of my child or any artwork and writing made by my child during educational programs at Camp McDowell to be used for the public relations of the program."

Please note if you do NOT want your

**ACCIDENT INSURANCE COVERAGE**

Accident insurance costs are covered in the program fee and protect all students throughout the program. The maximum benefits are: Dental, \$500; Sickness, \$1,000; and Accidents, \$3,000. Parents or guardians are responsible for expenses in excess of these amounts.

**MEDICAL AUTHORIZATION AND RELEASE**

"I AUTHORIZE THE NURSE, EMT, OR AUTHORIZED SCHOOL PERSONNEL THE TASK OF ASSISTING MY CHILD IN TAKING THE ABOVE MEDICATIONS.

I GIVE THE NURSE AND EMT PERMISSION TO SPEAK WITH MY CHILD’S HEALTH CARE PROVIDER OR PHARMACIST AND AUTHORIZE MY CHILD’S HEALTH CARE PROVIDER OR PHARMACIST TO SPEAK WITH THE NURSE AND EMT SHOULD A QUESTION COME UP ABOUT ONE OF MY CHILD’S MEDICATIONS.

ALL HEALTH INFORMATION IS CONSIDERED CONFIDENTIAL AND WILL BE SHARED ONLY ON A NEED-TO-KNOW BASIS TO ENSURE THE SAFETY OF YOUR CHILD."

**"This is to certify that the information provided on this form is accurate to the best of my knowledge,"**

\_\_\_\_\_  
**SIGNATURE of PARENT or LEGAL GUARDIAN**

\_\_\_\_\_  
**DATE**

# **STUDENT ACKNOWLEDGEMENT OF RISK FORM**

## ***WAIVER OF LIABILITY for McDowell Environmental Center***

Camp McDowell - 105 Delong Road - Nauvoo, AL 35578



Dear Parent / Legal Guardian,

Your child's teacher has chosen one or more of the following for your child to participate in at McDowell Environmental Center: Team Challenge, Power Pole, Climbing Wall and/or Trust Swing.

**Team Challenge** is a series of challenges and obstacles for a group to overcome. The purpose of the course is to teach teamwork and cooperation. At times, participants will be two to six feet off of the ground on ropes, cables or logs. During these activities, your child will depend on their classmates for physical and emotional support and on our instructor to guarantee strict adherence to safety guidelines.

**The Power Pole, Climbing Wall and Trust Swing** are all twenty to thirty feet high ropes course elements. While off the ground, all participants will be secured by a rope and harness safety system operated by a trained instructor. The purpose of these activities is to build group trust and self-confidence.

Our insurance carrier requires that all participants have a signed waiver which holds Camp McDowell and its staff harmless from any and all liability if an accident should occur. Camp McDowell has used these activities since 1974, and *this requirement is not the result of any problems, injuries or accidents at the camp*, but simply a requirement of the liability insurance carrier.

By signing this waiver, you accept responsibility for your child who is willingly participating in a program where there are certain inherent risks and dangers. **Please note that your child has the choice to not participate.** You must understand that the risk involved in participation may also include loss or damage to personal property, physical or psychological damage and/or injury not excluding fatality due to accidents which may occur. You understand that, in case of injury, initial treatment may be performed by the staff of Camp McDowell and there may be need for transportation to medical facilities in Jasper, Alabama.

After reading above, I certify that my child is completely healthy (both physically and emotionally) and capable of participating in these activities. I understand that it is solely my responsibility to determine whether there is any medical reason that he/she should not participate in any of the activities.

I assume all of the above inherent risks and any other ordinary risks incidental to the nature of these activities which are not specifically foreseeable. I will hold Camp McDowell harmless from any and all liability, actions, causes of action, debts, claims and demands of every kind and nature whatsoever, whether for bodily injury, property damage or loss otherwise which may arise from my child's participation. By signing this waiver I release Camp McDowell and its staff from any negligence incurred. My child enters into this activity voluntarily, and I take full responsibility for the decision for him/her to participate or not to participate.

**PLEASE NOTE THAT YOUR CHILD CAN NOT PARTICIPATE UNLESS YOU RETURN THIS SIGNED FORM!**

\_\_\_\_\_  
Parent/Legal Guardian Name (Please Print)

\_\_\_\_\_  
Name of **Student** (Please Print)

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

# VERY IMPORTANT!

# Medicine Reminder

# PLEASE READ!

*for Parents*

- Medicines at McDowell Environmental Center are subject to the same rules as medicines brought to school for administration by the school nurse.
- Scheduled medicine times are: Before Breakfast, After Breakfast, After Lunch, Canteen, After Dinner and at Evening Snack.
- Prescription medicines **MUST** be in their original containers and have a label containing:
  - Student Name
  - Name of Prescription Drug
  - Strength of Prescription Drug
  - Administration directions (“give as directed” is **NOT** acceptable)
  - Parents must indicate what time medication is to be taken
- Please remember that parents **must provide any over-the-counter medicines** they anticipate their child may need.

*\*\*If your child requires an Epi-pen or other injection, please contact the Nurse at 205-387-1806 ext. 125 or rn@campmcdowell.com*

Stacey Glenn, R.N., Camp McDowell Nurse  
McDowell Environmental Center

## Medication Packing Sheet *for Parents*

Please place this sheet in a bag with your child’s medicine. All information must be completed by a parent or legal guardian. Please fill out the information for prescription and over the counter medicines.

Student’s Name: \_\_\_\_\_ School: \_\_\_\_\_

### **PRESCRIPTION MEDICATIONS:**

Circle the time(s) to administer this medicine to the child, choosing from the following:

**B\***= Before Breakfast, **B**= After Breakfast, **L**= After Lunch, **C**=Canteen (4PM), **D**= After Dinner, **HS**= At Bedtime

\*If a time is not selected, medicines will be given after breakfast.

Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b>

### **OVER THE COUNTER (OTC) MEDICATIONS:** ALL OTC MEDICATIONS MUST BE PROVIDED BY PARENTS/LEGAL GUARDIANS OF THE STUDENT. Circle “As Needed Only”, if medication is not taken daily.

Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>
Medication:	Dosage:	Reason:	Time Given: <b>B* B L C D HS</b> <b>As Needed Only</b>

# Chaperone Information

## **What is McDowell Environmental Center (MEC)?**

Our non-profit, educational organization provides outdoor learning experiences for school groups in the forests, canyons and streams of beautiful Camp McDowell. Camp McDowell, an Episcopal summer camp since 1947, has hosted hundreds of thousands of children over the years. The environmental program is completely nonsectarian and is offered to all students regardless of race, religion, ability or gender.

It is the philosophy of the MEC that experiencing nature first-hand can lead to a lifelong awareness and respect for the natural world. At McDowell Environmental Center, our professional instructors share a love of nature with students in outdoor classrooms. The ratio of one instructor for every twelve students promises safety as well as a personalized learning experience - with plenty of fun, adventure and increased confidence. By working together in field groups, cabin groups and in the dining hall, students also learn about living in a community. Our classes provide opportunities for self esteem building, as students have new experiences and successes.

**The Mission of McDowell Environmental Center is to connect people to the environment, teach respect for the Earth and its beings and to promote a commitment to lifelong learning.**

### **Program Objectives**

- The students will increase awareness and understanding of the environment.
- The students will develop a sense of responsibility for the environment.
- The students will gain a better sense of cooperation and community.

### **Cabins:**

Each cabin is a sturdy, clean, and well-maintained cement-block cabin with 12-18 single beds. The cabins hold about 10-16 students and 1-2 adults, are heated and have an attic fan in the bathroom for cooling. Each cabin has a bathroom with 2 sinks, 2 toilets, and 2 individual showers.

Establish guidelines for the students about what you expect of them: shower times, lights out time, no raiding, respecting other students' belongings, keeping their area clean, etc. We ask that you do not bring any food to the cabins which might attract critters. Remind students to pack up their belongings, sweep out the cabin and move their luggage to the appropriate pick-up area on the morning before breakfast of the final day.

Talk with the students to build rapport. Ask them about what they have been doing, and show interest in them. If you build a strong rapport, they will be more likely to listen to you if later you need to correct their behavior.

### **Food & Meals:**

Meal times are also educational opportunities at McDowell. We teach the importance of lowering our food waste in a non-competitive manner. Our dining hall serves nutritious, kid-friendly meals, which we eat family-style. Sit at a table with the students and encourage good table manners. Let the students help with the work at the table- it encourages responsibility! Be a role model during announcements by listening and encouraging students to be quiet and listen as well.

### **Safety and Medications:**

The safety of the students is paramount at McDowell. A registered nurse lives on-site and our Health Hut is equipped to handle first aid and other routine health care needs. All of our instructors are certified in First Aid and CPR. In the event of an emergency, the school and McDowell personnel will make the decision to transport a student to the hospital in Jasper, 15 miles away. All medications will be kept and dispensed by the nurse unless your school has made other arrangements. If a child who experiences severe allergic reactions or asthma is placed in your field group or cabin, you may be expected to carry

that child's inhaler or epi-pen. Be aware of the students in your cabin or field group who take routine medications, and discretely remind them to visit the nurse with a buddy.

We monitor the weather closely, and during severe weather, we have an emergency plan that includes tornado shelters. Be sure they always have their water bottles during class and activity time. Everyone must wear closed toed shoes outside of the cabin.

### **Classes:**

The teacher from your school has chosen the classes your students will be taking, based on their goals for the visit. Actively participate in the classes. Your enthusiasm can often motivate students!

We will provide supervision by MEC Instructors during classes and activities. The chaperones will be responsible for supervision of students at all other times, including assisting with supervision at Recreation time. Each school must bring at least one adult to cover each field and/or cabin group. If a student is being particularly disruptive, we ask that you stand near the student and help him/her refocus. Please contribute any particular information that pertains to your home community. You are a valuable resource!

### **Canteen & Recreation:**

Keep tabs on your Field Group during canteen time. Unless they have special permission, students are not allowed to go back to their cabins during canteen. All students **MUST** choose a Rec option. No one is to stay in the cabin at Rec time unless decided by your lead teacher. **Chaperones are responsible for students during Rec time. There will be a McDowell Instructor present in two places for emergencies, however Chaperones are responsible for supervision of students.**

### **TYPICAL SCHEDULE**

#### **DAY ONE**

10:00 Arrive at Camp McDowell- Buses are greeted at the Welcome Center  
10:15-12:00 Unload buses, move into cabins & go to the Welcome Meeting  
12:00-1:00 Lunch  
1:00-4:00 Afternoon Class  
4:00-4:30 Canteen & Gift Shop at Rec Hall  
4:30-6:00 Recreation time  
6:00- 6:45 Supper  
7:15- 8:45 Night Program & Snack

#### **DAY TWO**

8:00-9:00 Breakfast  
9:00-12:00 Morning Class  
12:00-1:00 Lunch  
1:00-4:00 Afternoon Class  
4:00-4:30 Canteen & Gift Shop at Rec Hall  
4:30-6:00 Recreation time  
6:00- 6:45 Supper  
7:15- 8:45 Night Program & Snack

#### **DAY THREE**

7:15 Clean and move out of cabins  
8:00-9:00 Breakfast  
9:00-12:00 Morning Class  
12:00-1:00 Lunch  
1:00 Depart

### **PLEASE NOTE:**

Student field groups will rotate through all the class selections chosen by the Lead Teacher. Everyone, including adults, will have canteen and will be able to choose a drink and snack. It is the responsibility of the chaperones to supervise the students during canteen *and* recreation times.

# CHAPERONE LETTER



**McDowell Environmental Center**  
105 DeLong Road  
Nauvoo, AL 35578

Dear Chaperone,

Thank you for agreeing to accompany students on their exciting trip to McDowell. As a chaperone, you will play an important role in creating a fun, safe and non-competitive learning environment. We would like to take this opportunity to tell you a little bit about your role as a chaperone. Please read the *Chaperone Information* sheet accompanying this letter for details concerning the trip to the McDowell Environmental Center.

The lead teacher from your school will assign to you a cabin of 10-12 students to supervise at night and a field group of 10-12 students to supervise during the day. You will be with the students the entire time during your stay. You are directly responsible for the safety and supervision of your field group and cabin group.

During classes, the McDowell Instructor will be directly responsible for the group, but they will rely on you for support and attentiveness. Please actively participate in all classes and activities that you attend. Look forward to active classes which may include hiking, wading in a stream or exploring the night time forest without a flashlight. We appreciate your enthusiasm during these classes, as it can be a great motivator for the students!

Here are some GENERAL POLICIES FOR ADULTS:

- Chaperones may keep personal medicines and/or their *own* child's medicines with them, but they must be on your person at all times-or locked in your vehicle. No medicines may be left unsupervised in the cabin.
- Smoking is not allowed indoors or in front of students. Alcohol is not allowed.
- Try not to use your cell phone around the children. When children call home, they often experience homesickness afterwards.
- Corporal or harsh verbal punishment is not allowed. If you experience difficulty managing the student's behavior, speak to their teacher for help. In cases of extreme student misconduct, such as fighting, the school's lead teacher may decide to send a child home.
- When you come to the Center, it is most likely that you will share our campus with other schools. We believe positive interactions among all participants create potential new friendships. Please be a model of respect to the other schools, both children and adults.

Thanks for taking the time to read this letter and for agreeing to be a chaperone. Please feel free to call us if you have any questions. We look forward to meeting you!

Beth Dille, Director &  
Kim Corson, Program Coordinator  
[pc@campmcdowell.com](mailto:pc@campmcdowell.com)  
205.387.1806 ext. 108

# McDowell Environmental Center

## ADULT HEALTH FORM

All information is confidential. **PLEASE PRINT NEATLY!**

Name: (Last)                      (First)                      (Middle)			Date of Birth:	Sex: Female/Male (Please circle one)
Height/Weight:	Email Address:		Preferred name (if different from above):	
Address:			City:	State:      Zip Code:
Cell Phone:		Work Phone:		Other Phone:
Emergency Contact: (Last)                      (First)			Relationship to you/Phone Number:	
Primary Physician:			Physician Phone:	

Do you have any known allergies? N / Y To What: \_\_\_\_\_

Are you on a special diet? N / Y Please explain: \_\_\_\_\_

Health problems: \_\_\_\_\_

**PHOTO RELEASE AND PERMISSION TO CONTACT**

I give permission for any photos or videos taken of me during the educational program at the Center to be used for the public relations of the program. I give permission for Camp McDowell to contact me regarding future programs and promotions.

**MEDICAL AUTHORIZATION AND RELEASE**

Should I sustain or incur any accident or illness while attending McDowell Environmental Center, I hereby authorize the Director, her agent or a school official to execute any and all documents in my behalf, including necessary releases, which might be required by a medical facility to perform emergency care.

This is to certify that I am in good physical condition and that the information provided is accurate to the best of my knowledge.

I authorize McDowell Environmental Center to allow medical agencies (including, but not limited to, hospitals, physician's offices, health clinics, dental clinics, pharmacies) to read the information contained in the accompanying Health Form. I agree that the information used will be limited to information necessary to fulfill the need or purpose for the disclosure.

All health information is considered confidential and will be shared only on a need to know basis to ensure your safety.

**ACCIDENT INSURANCE DISCLAIMER**

All attending adults are responsible for all incurred medical expenses while at McDowell Environmental Center (MEC). MEC accident insurance covers student participants ONLY. This is to certify that the information provided is accurate to the best of my knowledge.

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Name of **Child**, if attending (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**PLEASE RETURN TO THE TEACHER ASAP**

# **ADULT ACKNOWLEDGEMENT OF RISK FORM**

## ***WAIVER OF LIABILITY for McDowell Environmental Center***

Camp McDowell - 105 Delong Road - Nauvoo, AL 35578



Dear Adult Participant,

Your group has chosen one or more of the following for your school to participate in at McDowell Environmental Center: Team Challenge, Power Pole, Climbing Wall and/or Trust Swing.

**Team Challenge** is a series of challenges and obstacles for a group to overcome. The purpose of the course is to teach teamwork and cooperation. At times, participants will be two to six feet off of the ground on ropes, cables or logs. During these activities, participants will depend on one another for physical and emotional support *and* on our instructor to guarantee strict adherence to safety guidelines.

**The Power Pole, Climbing Wall and Trust Swing** are all twenty to thirty feet high ropes course elements. While off the ground, all participants will be secured by a rope and harness safety system operated by a trained instructor. The purpose of these activities is to build group trust and self-confidence.

Our insurance carrier requires that all participants have a signed waiver which holds Camp McDowell and its staff harmless from any and all liability if an accident should occur. Camp McDowell has used these activities since 1974, and *this requirement is not the result of any problems, injuries or accidents at the camp*, but simply a requirement of the liability insurance carrier.

By signing this waiver, you accept responsibility for willingly participating in a program where there are certain inherent risks and dangers. **Please note that you have the choice not to participate.** You must understand that the risk involved in participation may also include loss or damage to personal property, physical or psychological damage and/or injury not excluding fatality due to accidents which may occur. You understand that, in case of injury, initial treatment may be performed by the staff of Camp McDowell and there may be need for transportation to medical facilities in Jasper, Alabama.

After reading above, I certify that I am completely healthy (both physically and emotionally) and capable of participating in these activities. I understand that it is solely my responsibility to determine whether there is any medical reason that I should not participate in any of the activities.

I assume all of the above inherent risks and any other ordinary risks incidental to the nature of these activities which are not specifically foreseeable. I will hold Camp McDowell harmless from any and all liability, actions, causes of action, debts, claims and demands of every kind and nature whatsoever, whether for bodily injury, property damage or loss otherwise which may arise from my participation. By signing this waiver I release Camp McDowell and its staff from any negligence incurred. I enter into this activity voluntarily, and take full responsibility for the decision for myself to participate or not to participate.

**PLEASE NOTE THAT YOU CANNOT PARTICIPATE UNLESS YOU RETURN THIS SIGNED FORM!**

\_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Name of **Child**, if attending (Please Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Directions to Camp McDowell

**Birmingham and Montgomery:** Take I-65 North in Birmingham. Get off at exit 265A, headed onto I-22 towards Jasper. Take Exit 63 and turn right onto 269 North into Jasper. Turn right at second light onto 18th St. and an immediate left onto 9th Ave. which will turn into HWY 195. Take Highway 195 North 13 miles to Camp McDowell. Camp entrance will be on your right.

**From Huntsville:** Take I-65 South to Cullman; take U.S. 278 west to Double Springs; take Highway 195 South 10 miles to Camp McDowell. Camp entrance will be on your left.

**From Tuscaloosa:** Take Highway 69 north to Jasper; take Highway 195 north 13 miles to Camp McDowell. Camp entrance will be on your right.

**From the Shoals:** Take Highway 43 south from Florence to Russellville; take 243 from Russellville until that road ends then take 195 south to Double Springs; take Highway 195 South 10 miles to Camp McDowell. Camp entrance will be on your left.

**From the Tupelo, MS area:** Take I-22 to the Hamilton/Highway 278 exit. Follow highway 278 about 40 miles to Double Springs. Turn **right** on Highway 195 South. Take HWY 195 South 10 miles to Camp McDowell. Camp entrance will be on your left.

*Please come to the Welcome Center, the second building on the left side of the camp road (about 1 mile from Highway 195)*