



**"Building respect, appreciation, and stewardship
within the Web of Life"**

CHAPERONE HANDBOOK

*Everything you need to know about your role
at the Web of Life Field School.*

This book belongs to:

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Welcome to Web of Life!

Congratulations!

You have a unique opportunity to guide students as they **EXPLORE**. At the Web of Life, students **LEARN** about the natural world, **SUCCEED** in cooperative groups, and gain **RESPECT** for their community and the natural world. While this isn't an easy job by any means, it is certainly one of the most rewarding jobs at the Web of Life Field (WOLF) School.

As a volunteer member of our staff, you are an integral part of the Web of Life team. Our collective goal is to provide a program with the students' best interests, safety, and education in mind. The students will benefit from knowing what is expected of them and knowing those expectations remain consistent throughout the week. As chaperones, we role model and reinforce the expectations of WOLF School.

We truly appreciate and value your time and effort spent with us at the Web of Life Field (WOLF) School, as it enables children to experience positive personal growth during their program.

Thank you!

The Web of Life Field School Staff

It takes a whole village to raise a child. — Ashanti proverb

Cabin Group Information

Your name: _____

Cabin Assignment: _____

Naturalist: _____

Field Study Group meeting place: _____

Cabin Group Members	Additional Information

CHAPERONE RESPONSIBILITY AGREEMENT

1. I understand that this is a volunteer commitment requiring supervision of up to 10 students at the UCCR/Web of Life Field School (WOLF School), a Residential Outdoor School program.
2. I understand that when students are in their cabin I am required to supervise them and that I am responsible for their safety. I am aware that the cabin times are from 5:00 p.m. - 6:00 p.m. and 9:00 p.m. - 8:00 a.m.
3. I understand that, as a chaperone, I am entrusted with the responsibility for the care of the students in my charge.
4. At all times I will put the personal and physical safety of the individual and collective members of my cabin group as my prime responsibility.
5. On field studies, I understand that my role is to provide assistance to the naturalist by: focusing students on the naturalist and field study activities, being present and involved without taking attention away from students, activities or naturalist, and role modeling appropriate behavior.
6. I will conduct myself in such a way that my personal behavior and appearance will serve as a model to the students.
7. I acknowledge that the students in my charge are very impressionable and must not be subjected to inappropriate language, jokes or activities (i.e. no rough housing, no pillow-fighting, no discussions or jokes that are sexual in nature).
8. I will help each child be a happy part of the cabin group and the activities of the Web of Life Field (WOLF) School. In managing my group, I will not embarrass or humiliate anyone.
9. If an undesirable situation or problem arises that is beyond my ability or responsibility to handle, I will immediately bring it to the attention of the naturalists and the director of the Web of Life Field (WOLF) School. I will also immediately bring to their attention any illnesses, injuries or other problems or situations that occur while I am supervising the students.
10. Recognizing that there will be times when I am on my own in determining my personal behavior, I agree not to use liquor or narcotics, or behave in any way that endangers the welfare of the students or the reputation of the program.
11. I understand that I may not leave any student(s) unsupervised at any time.
12. I understand that I am to avoid being alone with individual students at all times.
13. I understand that any inappropriate behavior on my part, as determined by the attending school teacher and/or the director of the Web of Life Field (WOLF) School, will result in my being asked to leave the program.

Chaperone Signature: _____ Date: _____

Print Name: _____ Trainer's Initials: _____

UNDERSTANDING CHILD ABUSE

The United Camps, Conferences & Retreats Web of Life Field School; the Program Director; the Web of Life Field School teachers; the attending school staff; and, most importantly, the parents of our students are extremely concerned that each student attending the outdoor school feels well cared for, safe and secure. We are also concerned about you and your need to be sensitive to the acts that could be misinterpreted by students. Such acts could result in questioning of your reputation for years to follow. For this reason you are asked to read and be aware of the following behaviors that will or might be considered abusive.

- Intentional or unintentional “meanness” toward students such as critical, sarcastic or cutting remarks. Comebacks or put-downs are all signs and examples of verbal and emotional or psychological abuse.
- Any act, intentional or unintentional, that could cause a student to feel embarrassed, fearful or insecure.
- Any excessive or physical form of punishment such as push-ups, running laps, hitting, pushing, shoving, pinching, grabbing, squeezing, pulling or any other use of the hands, feet or objects that could cause bodily harm.
- Allowing behavior that could result in bodily harm.
- Any display, physical or verbal, that is sexual in nature.
- Offering, allowing or encouraging in any way the use of inappropriate pictures, magazines, books or paraphernalia.
- Participating in, encouraging or allowing inappropriate discussions, particularly of a sexual or sexist nature.

We, as adults, are expected to protect the children in our care. Therefore it is imperative that you refrain from any potentially abusive acts. We also ask you to be sensitive to the possibility of abusive situations that may be occurring around you. Thank you for your help to prevent and deal with this sensitive issue. If you have questions at any time during the program please don't hesitate to ask the Program Director.

I have read the preceding and understand its content and will refrain from any act that could be considered abusive.

Chaperone Signature: _____ Date: _____

Print Name: _____ Trainer's Initials: _____

TEACHER & CHAPERONE MEDICAL HISTORY FORM

WEB OF LIFE FIELD SCHOOL

Name _____ (M F) Birthdate _____ Age _____
Last First

Address _____ City _____ ZIP _____

School _____ Teacher _____

Please read: The following information is required to ensure that your needs are met while attending the WOLF School. Information is **confidential** and will be made available only to those who are directly responsible for your well-being. In the event of an emergency, every effort will be made to contact the designated individuals. **For your safety and well being, NO ONE will be allowed to attend without a completed and signed Medical History Form.** Any medications you bring may not be stored in your cabins. They must be stored in a secure location (i.e. locked in your car or with the health supervisor). _____ **Initial here that you have read and understood the information above.**

Emergency Contact Name _____ Relationship _____

Home Ph.# _____ Work Ph.# _____ Mobile Ph.# _____

If first emergency contact cannot be reached, please contact:

Alternate Contact Name _____ Relationship _____

Home Ph.# _____ Work Ph.# _____ Mobile Ph.# _____

Physician's Name _____ Phone _____

Health Insurance Co. _____ Policy # _____

Address _____ City _____ Zip _____

Health Information

Please list any physical or behavioral conditions that the school staff should be aware of or that would affect your ability to **hike hills and trails of up to 6 miles at varying elevations** (i.e. heart problems, epilepsy, fainting, asthma, nose bleeds, diabetes, etc.) or provide supervision on the trails and in cabins. Please be specific about all your conditions and needs, including any special diets, so we can best support you while attending your WOLF School program. Attach an extra sheet if necessary.

Are you allergic to any foods, medications or insect bites? (Y N) Please specify nature and severity (what happens) of allergies:

Are you **allergic to bees**? (Y N) Allergic to nuts? (Y N) Carrying an epipen? (Y N) Possible reactions: _____

Recent surgery or illness _____

Attach an extra sheet for additional information regarding allergies, possible reactions or other necessary information.

I accept all financial responsibility for my attendance at the WOLF School. IN CASE OF MEDICAL OR SURGICAL EMERGENCY, I hereby authorize the physician selected by the Program Director to secure all proper and required treatment for me.

X Signature Required _____ Date _____

***If Chaperone is under 18 years old, parent/guardian must sign below:** I accept all financial responsibility for my child's attendance at the WOLF School. In case of medical or surgical emergency, I hereby authorize the physician selected by the Program Director to secure all proper and required treatment for my child.

X Parent/Guardian Signature (required if under 18 years of age) _____ Date _____

I agree that any photographs of my child/myself taken by any WOLF School staff or others authorized by them, or any photographs, video, writing, artwork and/or testimonials submitted by my child/myself to the WOLF School shall be the property of the WOLF School and may be used by the WOLF School and others authorized by them at its discretion for any publicity, marketing and/or advertising purposes, and I hereby consent to and authorize such use without restriction.

X Signature _____ Date _____

X Parent/Guardian Signature (if chaperone is under 18 years of age) _____



PACKING LIST: FOR TEACHERS AND CHAPERONES

---Day Hike Supplies---

- ___ Bag Lunch for first day
- ___ Day pack (ie. school book bag)
- ___ Canteen or water bottle
- ___ Pencil

---Clothing---

- ___ Underwear, 1 pair per day
- ___ Socks, 1 pair per day plus 2 extras
- ___ Pajamas
- ___ Jeans or other long pants, 2-4 pairs
- ___ (4) Shirts, long and short sleeved
- ___ Heavy sweater or sweatshirt
- ___ Warm jacket, hat and gloves (for all seasons)
- ___ Shoes suitable for hiking, 2 pairs (no sandals or brand new shoes or boots)
- ___ Rain coat or poncho (for all seasons)
- ___ Warm weather clothing (i.e. shorts)
- ___ Sunhat

---Optional Items---

- ___ Shower flip-flops
- ___ Hand lotion
- ___ Other personal toiletries
- ___ Insect repellent if desired
- ___ Sunglasses
- ___ Stationery, stamps
- ___ Laundry bag
- ___ Musical instrument or camera
- ___ Cold weather gear (gloves, etc.)

---Important---

- ___ Medical Form
- ___ Book (for your own time)
- ___ Alarm clock **AND** watch (No clock radios)
- ___ Flashlight
- ___ Calling Card (No pay phone available)
- ___ No cell phones* may be present during instruction or in cabin

---Bedding---

- ___ Warm sleeping bag (or sheets and 3 warm blankets)
- ___ Pillow
- ___ Extra blankets (weather dependent)

---Toiletry Articles---

- ___ Two bath towels and a wash cloth
- ___ Toothbrush and toothpaste
- ___ Comb/brush
- ___ Soap
- ___ Chapstick
- ___ Sunscreen
- ___ Handkerchief or tissues
- ___ Shampoo
- ___ Other items as needed

*Cell service is not available at our sites

Please remember to bring a bag lunch for the day you arrive!

---Suggested Clothing---

Make sure all clothing is comfortable and can get dirty!

The weather can be unpredictable during all seasons at Web of Life. Bring warm, comfortable clothing appropriate for your role as a chaperone as you participate in primarily outdoor activities.

Please wear suitable pajamas to assist students, if there is a need, during the evening. Sweats work well. Female chaperones may chaperone and sleep in a cabin with boys, therefore, modest sleep attire is an absolute necessity.

BEHAVIOR EXPECTATIONS AND RESPONSIBILITIES

We believe in positive reinforcement when it comes to behavior expectations. The following guidelines are not meant to restrict students from having a pleasurable experience, but rather to insure that everyone enjoys a healthy and safe field school experience.

Teachers and parents are responsible for discussing these rules with their students in order to best support their students. Please discuss them with your child and be sure that s/he understands the expectations and consequences.

Basic Rules:

- 1. Show respect for other people, places, and all living things.**
- 2. Always walk.**
- 3. Always be with an adult.**

Cabins:

1. Students are not to enter cabins other than their own.
2. Students are expected to be in bed and quiet by lights-out time.
3. Students will stay with their group at all times.
4. Pillow fights or rough-housing of any kind are not permitted.
5. Directions of the chaperone need to be followed.

Trail and Grounds:

1. Stay on the trail and walk with your naturalist or chaperone.
2. No running, throwing objects, pushing, or using walking sticks.
3. Students will not remove or harm any living plant or animal.
4. Listen quietly when a teacher, naturalist, chaperone, or other students are speaking.

Dining Hall:

1. Talk quietly at your table.
2. Only the "hopper" is allowed to leave the table during the meal.
3. No throwing or playing with food.
4. Listen right away when it is time for announcements.

Personal Belongings:

1. If it's not on the list, please don't bring it.
2. Students should not have hair dryers, mp-3 players, cell phones, or any electrical accessories.
3. Students should not have soda, candy, gum, or food of any kind.
4. Students should not bring money or valuables.

Responsibility for disciplining students at the Web of Life Field School will be shared by the entire staff including the director, classroom teachers, naturalists, and chaperones. Communication between all members of the staff is essential in order to insure consistency and follow through.

Note: Students are responsible for understanding the rules before coming to the Web of Life Field School.

Discipline Policy For Students

Responsibility for disciplining students at the Web of Life Field School is shared by the entire staff including the director, classroom teachers, naturalists and chaperones. Communication between all members of the staff is essential in order to ensure consistency and follow-through.

Note: Students are responsible for understanding the rules before coming to the WOLF School.

Discipline Procedure:

Clearly explain the rules, reasons for them, and expectations of the students.

1. **First Infraction:** Adult involved in giving the warning counsels student, explains warning, and ensures understanding of the rule.
2. **Second Infraction:** Teacher will be involved and will remind student of previous discussion, reason for rules and consequences of repeated warnings.
3. **Third Infraction:** Student will be counseled by Program Director and Teacher. Teacher will be consulted to determine course of action. Student Behavior Contract will be filled out and signed by the student. Student is given a "send home warning" if the inappropriate behavior continues. Parents are notified at this time.
4. **Further Discipline:** The student may be sent home at this time. The decision to send a student home is made by the Program Director in cooperation with the Classroom Teacher. The principal of the student's school will be informed and the student will be expected to attend their home school.

The transportation of the student is the responsibility of his/her parent or guardian.

Welcoming Our Students

At the **WOLF School**, we want all our students to have a safe and positive experience. In order to help them feel secure, we use a method known as the “*art of welcome*.” The process consists of first welcoming our students before creating a predictable routine, setting logical limits, and modeling correct behavior. This helps students to understand what to expect so that they can feel secure about their new living experience. All new skills require trial and error, so we try to set up a safe and non-judgmental place for children to acquire the skills of living away from home. We expect some errors and try to plan for them. Only when kids are secure at this new home will they be able to achieve higher-level learning.

In order to help us create a welcoming environment, you will be asked to:

- **Help model correct behavior**—be friendly, no put downs, help others, etc.
- **Use the positive discipline warning system** to set logical limits so kids know that there is a consequence to behaving in unsafe or unacceptable ways.
- **Work with students** so they understand how to live and work together safely at camp.
- **Be on time with your group so that the routine runs smoothly**—help with shower times, be lined up early for meals, get lights out on time, etc.
- **Ask for help when you need it.** Everyone needs help sometimes, so ask for assistance in cases when you don’t know what to do, aren’t sure of the WOLF procedure, need a break, etc.

In a week of outdoor school, there are predictable things that happen, especially when we follow the “art of welcome.” Usually these things happen in this order, although there are always some exceptions.

1. Students will **TEST** their limits. They do this to make sure they understand their new environment and to make sure you mean what you say about the rules, the routine, etc. They don’t do this because they are bad kids. This is normal.

Once they understand that there are limits and they are in a safe place where they can predict the outcomes or consequences of their behaviors:

2. Students will **NEST**, or settle into the living situation and the experience. During nesting, students will test the consistency of the living situation you have set up during the previous step (testing) and will try to meet their living needs, or nest.

If you are inconsistent in setting your rules/limits or don’t use warnings consistently, or if the routine is interrupted, it is much more difficult for children to feel secure and they won’t make it to the next step, keeping them from being able to fully engage. If all goes well, then the next step is:

3. Students are able to **SUCCEED** at the outdoor school when they settle into the routine. At this point, the child is more able to learn and make academic leaps since their energy is not being directed to worrying about their ability to live safely at camp.

To paraphrase it all: Everyone needs their basic needs met before they can learn. We appreciate working with you as part of the team.

Program Schedule

The following is the timeline for your program with your duties listed.

PLEASE NOTE: Times may change as needed depending on variables, such as weather, EXCEPT for hours that are underlined which are important set times.

FIRST DAY:

- 11:00 am ARRIVAL**
- Help unload luggage and use restrooms. Aid staff in guiding students and teachers to the meeting area.
- 11:15 am INTRODUCTIONS**
- Staff, teachers, and chaperones introduce themselves.
 - Be ready to **support Web of Life Field School rules:**

Respect all people, places, and living things.
Always walk.
Always be with an adult.

- 11:30 pm TOUR & CHAPERONE TRAINING**
- Chaperones and teachers meet with director to review weekly schedule and responsibilities.
 - Students take a camp tour with their naturalists.
- 12:15 pm LUNCH**
- Chaperones eat lunch and supervise students with teachers, & WOLF staff. Everyone helps with clean up.
- 12:45 pm BIG CIRCLE**
- Director leads whole group in the first big activity designed to set the mood for the week.
 - Stand between students and if necessary, stand next to students who are being disruptive.
- 1:00 pm MOVE-IN INSTRUCTIONS**
- The Program Director goes over important information about how to move into cabins including:
 1. Put luggage down outside the cabin (if raining put gear in side of cabin).
 2. Follow chaperone into cabin and sit on floor in a circle for cabin meeting.
 3. Help students create a set of Cabin Agreements (rules) & Shower Schedule (who showers in AM and who in PM in what order).
 4. Help students choose bunks fairly (if too many want top bunks they can switch mid-week).
 5. Move gear into cabin and help organize the cabin.

1:15 p.m.

MOVE-IN

- Have students follow 1-5 above.
- **Students may never enter any cabin other than their own.**
- At your cabin meeting, first learn the names of your students (play a name game if you wish!). **After, make a cabin agreement list & shower schedule – This agreement is vital to smoothly running cabin time throughout the week.**
- Make sure to let the students know how you expect them to act, and rules you want followed. Review the WOLF School rules before this meeting so you can be consistent.
- Be a great role model. Though we are “at camp,” students are also at school and are expected to follow school rules. By being a role model, let your cabin know what your expectations are. **It is important to be firm with students at this meeting rather than being too permissive.**
 - You may give a student(s) a warning if they do not follow the school or cabin rules. Report warnings and names to the program director/naturalists the next time you meet.
 - Get students ready for their first hike. **Start preparing early.** They will need: walking shoes, daypack, a filled water bottle, jacket or raingear, and they should have already gone to the bathroom before you go to theme meeting.

2:00 p.m.

THEME MEETING

- Chaperones meet with Naturalists, while Program Director checks in with students. This check-in provides the chaperones the opportunity to discuss how move-in went, discipline, special needs or concerns.
- After these check-in meetings, a Theme Meeting is performed, using either a song or skit, to discuss one of the concepts taught at WOLF School.
- During the Theme Meeting Chaperones role model **appropriate** audience behavior & participation.

2:30 p.m.

FIELD STUDY

- Chaperone acts as an assistant to the Naturalist during field studies to help focus the students on the Naturalist and the lessons that are being taught.
- **Rather than providing answers help facilitate self-discovery by the students.**

4:30 p.m.

RECREATION

- Chaperones & Naturalists check in with Program Director.
- At this time, students are supervised by the Classroom Teachers. Chaperones may choose to take this half hour to relax in the cabin, have a cup of tea/coffee in the dining hall, or join the students in a recreational activity. Chaperones under the age of 18 cannot go back to cabins without adult supervision.

5:00 p.m.

CABIN TIME

- Meet with and have students line up in front of dining hall.
- Program Director will make announcements regarding expectations for Feet-On-Bunk Time and Cabin Time.

- The first 15 minutes of cabin time is Feet On Bunk Time, students may read, write or rest. It is not a talking or playing time. Each student should be on his/her own bunk resting.
- Following Feet On Bunk time, students may talk, play cards, read, write, or you may lead a cabin activity that involves all cabin members (see back of handbook). It is NOT a time to rough house, jump on bunks or engage in inappropriate language, jokes, stories or activities that could cause potential harm (physical or mental) to any group member.
- Toward the end of cabin time encourage students to put on shoes, use the restroom and get ready to head down to the dining hall.

5:40 p.m.

EMERGENCY DRILL

- Students should quietly and calmly line up behind their chaperone and WALK down to the dining hall together
- At the dining hall have students stand in a quiet, straight line with you and wait for announcements.
- Program Director will explain the Emergency Drill expectations and procedure.
- Meal Routine will also be explained before Chaperones and Classroom Teachers are dismissed into dining hall.

6:00 pm

DINNER

- Chaperones will enter the dining hall and choose a table to supervise. ***Each table should have a chaperone or teacher who will supervise and converse with those students.***
- Students will enter and choose seats. Rules: Keep noise level down, mix of boys/girls at each table, stay at your table, talk to those at your table, one student at a time up from table to use restroom, go to wazzit/library activity, or talk about lowering food waste.
- Seconds, dessert, and clean up may only begin when it is announced.

7:00 pm

PREPARE FOR EVENING ACTIVITY

- Prepare students, and yourself, for evening activity. Put on warm clothes or at least bring a jacket in case of mosquitoes. Make sure students use the restroom.

7:15 pm

EVENING ACTIVITY

- Evening activity for the first night is usually a campfire outside at the amphitheater. If raining, it will be inside.
- Chaperones help seat students in their cabin groups, sit with them throughout the activity, and role-model appropriate audience behavior and participation.

9:00 pm

RETURN TO CABINS

- Help students prepare for bed (ie. Brush teeth and use the bathroom). Prepare yourself for bed as well.
- Students may not wear clothes they have worn all day to bed—change to pajamas, sweats, etc.

- Chaperones may read a night-time story from the Chaperone Storybook by flashlight, as this helps the students calm down and get to sleep more easily. **See a WOLF staff member in advance for a storybook.**

9:30 pm

LIGHTS OUT & QUIET

- Students should let chaperone know if they are leaving the cabin to use the bathroom.
- Enforce the lights out and quiet rule so those students who are tired can get enough sleep. Ask for help from teachers and staff if you want assistance.

DAY 2 & 3 (OR ALL FULL DAYS)

7:00 am

RISE AND SHINE

- Chaperones may get up before students to shower. Let another chaperone know in advance so they can supervise your cabin. There is more time for chaperone showers available at 3:30 pm.
- Students shower according to the shower schedule. Showers are **3 minutes** and chaperones will have to help make sure everyone observes the short shower rule so all scheduled students can get their showers done.
- Students who are not showering should be getting up and dressed and organizing their gear. If there is time, they can play, read, or chat.
- Students should NOT be hanging around the bathrooms or on the decks.
- Have students ready to walk down to breakfast at 7:45.

7:50 am

LINE-UP

- Chaperones have students line up in front of the dining hall.
- Announcements will be given. Remind students to focus on the directions.

8:00 am

BREAKFAST

- Remind students how meals work.
- After breakfast, make sandwiches with your group and wait to be dismissed back to your cabin to clean-up and prepare for field study.
- **Make sure each student has a sandwich for lunch!** If you think someone will be hungry, you can make an extra sandwich to bring along.

9:15 am

CABIN TIME

- Have students organize their gear, brush their teeth & **use the bathroom.**
- Make sure that everyone puts together their backpack with:
 - lunches & one or two **filled** water bottles
 - extra layers, extra pair of socks
 - hat, sunglasses, & sunscreen
- **You may not send a student back to the cabin alone if they forgot something.**
- Before you leave the cabin have them go over the check-list one more time to make sure everyone has what they need.
- Remind them they will NOT be returning to the cabins until 5:00 pm.

- 9:30 am** **THEME MEETING**
- Chaperones meet with naturalists while Program Director checks-in with the students.
 - Theme meeting, same expectations as first day.
- 9:45 am** **FIELD STUDY**
- Same expectations as first day.
- 3:30 pm** **RECREATION**
- Chaperones & Naturalists check-in with Program Director after field study.
 - Chaperones have free time until the 5:00 PM cabin time. Shower, relax, recreate.
- 4:15 pm** **CLASSROOM TEACHER/STUDENT TIME**
- Students meet with their classroom teachers for a check-in.
- 5:00 pm** **CABIN TIME**
- Meet students at recreation area.
 - First 15 minutes should be quiet Feet-on-Bunk Time.
 - Those students who didn't shower in the morning should shower in the afternoon.
 - Same process as the morning schedule. Students not showering may play cards, talk, or participate in an activity led by the Chaperone.
- 5:50 pm** **LINE-UP**
- Quietly walk down together with chaperone in front, and line-up in front of dining hall.
- 6:00 pm** **DINNER**
- Same as first day.
- 7:00 pm** **PREPARE FOR EVENING ACTIVITY**
- Prepare for night walk, town hall meeting or other evening activity.
 - Students must wear warm day clothes (No pajamas). Students should **NOT** have backpacks, water bottles or flashlights. (Chaperone must bring a flashlight that can be borrowed from a student). Calm students' fears and/or energy level by walking calmly together to meeting spot.
- 7:15 pm** **EVENING ACTIVITY**
- Same as Field Study, Chaperones assist Naturalists.
- 9:00 pm** **CABIN TIME**
- Get ready for bed.
- 9:30 pm** **LIGHTS OUT & QUIET**
- Teachers are on-call for assistance & Staff will stop by during week to tuck-in students with a quiet song or story.

DAY 4 (OR LAST DAY/ DAY OF DEPARTURE)

7:00 am

RISE AND SHINE

- Depending on how much time you think your cabin group will need, get up before 7 to pack-up gear and clean-up cabins.
- Floor, shelves, and beds must be clean of trash. Tip up mattresses to check sides of bed area for trash and personal belongings. Lost and found items must be brought to Program Director.
- When things are packed and cabin and bathroom are clean, lead students in bringing luggage down to luggage area for loading.
- All items must be out of cabins before breakfast.

7:55 am

LINE-UP

8:00 am

BREAKFAST

- Students will also make a bag lunch.

9:30 am

FIELD STUDY

10:45 am

CLOSING BIG CIRCLE

- Everyone is given an opportunity to share an appreciation or something they learned at the WOLF School.

11:30 am

PROGRAM ENDS

Web of Life Field School Sample Daily Schedule

Day 1		Day 2 & 3 (Full Days)		Day 4 (Or Last Day)	
11:00	Arrival, Unload	7:00	Good Morning! (AM Showers)	7:00	Pack & Move out of Cabins. Move Luggage to loading area. (No Showers)
11:15	Introductions,	7:50	Line up for Breakfast	7:50	Line up for Breakfast
11:30	Tour, Chaperone Training	8:00	Breakfast & make Bag Lunches	8:00	Breakfast & make bag lunches
12:15	Lunch	9:15	Cabin Time	8:45	Theme Meeting & Field Study
12:45	Opening Big Circle	9:30	Theme Meeting	11:00	Closing Big Circle
1:00	Move-in Instructions	9:45	Field Study	11:30	Program Ends
1:15	Move In	3:30	Recreation – Teachers on Duty		
2:00	Theme Meeting	4:15	Class Meeting time with Teachers		
2:30	Field Study	5:00	Cabin Time – Feet-on-Bunk (PM Showers)		
4:30	Recreation: Teachers on Duty	5:45	Line up for dinner		
5:00	Cabin Time: Feet-on-Bunk quiet time. (No Showers)	6:00	Dinner		
5:40	Emergency Drill	7:00	Prepare for evening activity		
6:00	Dinner	7:15	Evening Activity		
7:00	Prepare for Evening Activity	9:00	Return to cabins & prepare for bed		
7:15	Evening Activity	9:30	Lights Out, Staff/Teachers night check		
9:00	Return to cabins & Prepare for bed				
9:30	Lights Out, Staff/Teachers night check				



Notes

CABIN TIME ACTIVITIES - ICEBREAKERS

GETTING TO KNOW A SHOE: Form a circle, take off a shoe and put it in the center. Grab a shoe and meet the person to whom it belongs. Say something you found out about that person to everyone in the group.

WINK: Cut pieces of paper. Make an "X" on one piece. Everyone picks a piece of paper. The person with the "X" is the winker. Sit in a circle so everyone can see everyone else's eyes. The winker puts people to sleep by winking. People who are winked at should wait a few seconds before going to sleep (fall asleep with gusto...yawn, stretch, etc.). Try to guess who the winker is.

HAGGOO: Two teams opposing each other about 3 feet apart. Teams take turns sending one person down the line. If that person can walk between the lines without laughing or smiling, a point is scored for his/her team.

HIP-HOP-HOOEY: Sit everyone in a circle with one student in the center. "It" points to one person in the circle and says either "hip", "hop", or "hip-hop-hooey". If "It" says "hip", the person pointed to must respond with the name of the person on his or her right before "It" counts down from 5 to 1. If "It" says "hop", the selected person the name of the person on his or her left. If "It" says "hip-hop-hooey", the selected person says the names of the people to his or her right and left. If he or she cannot respond correctly before "it" reaches 0, they trade places and the game starts over.

MAGIC NUMBERS: Gather items together and tell students that you are going to place the objects in a way that represents a number. They have to figure out what the numbers is. Make any pattern you want: *the number of fingers you have showing is what the number is!*

PSYCHIC SHAKE: Students silently choose a number 1, 2 or 3. No talking, everyone creates a secret hand-shake that explains their number. Students group together according to their number.

MINUTE MYSTERIES: Students ask yes or no questions to solve the story. Only answer yes or no! Make them figure it out. Only use hints as a last resort.

1. A woman lives on an island. She walks to work on the mainland every day because she doesn't have a boat. How is that possible?

Answer: She lives in Alaska and walks across the ice.

2. Jack and Jill are lying on the floor dead. Besides them is a puddle of water and some broken glass. What happened?

Answer: They are fish and their aquarium broke.

3. A man is wearing a suit and is sitting in a chair; dead! Beside him is a rock and some broken glass. How did he die?

Answer: His suit is blue and red. He is superman and the rock is Kryptonite.

CABIN TIME ACTIVITIES - QUIET ACTIVITIES

THE MOON: Using your *left hand*, draw a face in the air and say “the moon has two eyes, a nose and a mouth”. Students are correct if they repeat the saying and hand motions using their *left hand*.

HUMAN KNOT: Students stand in a tight circle and grab two different peoples' hands. Everyone must get untangled without letting go of hands. Leader may perform knot first aid for challenging knots.

ABRA-KA-DABRA (BLACK MAGIC): Cabin leaders pick a confederate, and that student points to items in which the Cabin leader is guessing the right one. The right item is the one after the confederate student touches something black or points to something metal or an item of clothing, etc.

ISLANDS: Here is one for the Guinness Book. Pick a small object, say a bar of soap, and see how many people can touch that object at one time. Sounds easy? Hah! There is a catch. While touching the object, they may not touch anyone else in the group. Some variations might include finding the smallest object that everyone in the cabin can touch at the same time. One group can challenge another group with a particular object.

RED-HANDED: Have your group sit in a circle. One person is “it” and goes into the center. A small object (stick, rock, paper, etc.) is given to one person. Each person in the circle holds his or her fists out toward the person in the center. “It” closes “its” eyes, they have to decide who is holding the object. It is permissible (and a great part of the fun) to keep passing the object after “it” opens “its” eyes. The object of the game is to avoid being caught “Red-Handed” with the object. If you are caught, you become “it” for the next round. The best equipment for this game is a poker face.

WHO’S IN CHARGE HERE?: Sit in a circle with a selected “observer” in the center. While the person in the center has their eyes closed, the leader chooses one person in the circle to be “In Charge”. The person “In Charge” begins some action (for example: hand clapping) and the “Observer” opens his/her eyes. The object of the game is for the person “In Charge” to continually change the action without the “Observer” discovering who is “In Charge”. Limit the number of guesses to eliminate wild-random guesses. If the “Observer” is successful in spotting the person “In Charge”, they exchange places and the game starts over.

CABIN TIME ACTIVITIES - ACTIVE GAMES

THE CAPTAIN'S SHIP: All they have to do is follow your orders, Captain! If they don't or can't, they sit out the rest of the game (but don't worry, games go fast). Have them begin in a group in front of you on a safe, flat, running area. Designate an area where students will sit out. Explain the following "orders" and begin.

Captain's Coming: Everyone freezes and salutes until you say "at ease".

At Ease: Stand with feet apart & hands behind your back.

Hurricane: Spin in place.

Man Overboard: Two students. One on hands & knees, one with his/her hand on the other's back, looking "overboard".

Crow's Nest: Three students stand back-to-back and link elbows. (The crow's nest is the lookout on top of the mast).

Hint: Use "Captain's Coming" to stop action if someone gets hurt, cheats, etc. Play yourself and have a student or other cabin leader call.

ELBOW TAG: Stand the students in a circle. They are all elk who stay with a partner for safety. Have students link elbows with partners. Take one pair and make an elk into a wolf. Now the wolf chases the one free elk around the outside of the circle. The elk must link elbows with one of the people in the circle. When he/she does, he/she replaces that person's partner who is now the free elk. Manage this game so no one is the wolf or the free elk for too long.

ROCK-BRIDGE-TREE: This is a relay race where the runners have to jump over a rock, crawl under a bridge, and run around a tree. Divide the group into two teams and have them get on their knees and curl up in a ball to protect their heads. Situate each about 25-30 feet ahead of their team's line. Then choose one long-legged person from each team to be the bridges. They stand with their legs apart about 25-30 feet beyond the rocks. Next choose one person from each team to be the trees. They stand with their arms close to their sides about 25-30 feet beyond the bridges. After saying "ready, set, go" the relay race begins. Make sure that the runners jump over their team's rock, crawl under their bridge, run around their tree, then back under the bridge, over the rock and tag the next runner in their team's line.

CABIN TIME ACTIVITIES – Mysteries, Brain-Teasers & Riddles

Q. A tree doubled in height each year until it reached its maximum height over the course of ten years. How many years did it take for the tree to reach half its maximum height?

A. *Nine years.*

Q. When Sandy Beach was six years old she hammered a nail into her favorite tree to mark her height. Ten years later at sweet sixteen, Sandy returned to see how much higher the nail was. If the tree grew by five centimeters each year, how much higher would the nail be?

A. *The nail would be at the same height since trees grow at their tops.*

Q. How many of each species did Moses take onto the ark with him?

A. *None. It was Noah's ark.*

Q. Justin Summers has a vacation house that is positioned in such a way that all four sides face south. How is this possible?

A. *Justin Summer's vacation house is at the North Pole.*

Q. There have been many amendments in the U.S. Constitution during the last 100 years. One of the most controversial items regards the transfer of power should one of the heads of state die while in office. If the Vice-President of the United States and the Speaker of the House of Representatives should die, while in office, who becomes President?

A. *The President is still the President.*

Q. A man and his son were rock climbing on a particularly dangerous mountain when they slipped and fell. The man was killed, but the son lived and was rushed to the hospital. The surgeon looked at the young man and declared, "I can't operate on this boy: he is my son." How could this be?

A. *The surgeon was the boy's mother.*

Q. Which one of the three would see most clearly in total darkness: a leopard, a bat, or an owl?

A. *None. In total darkness it's impossible to see anything.*

Q. What occurs once in every minute, twice in every moment, yet never in a thousand years?

A. *The letter M.*

Q. Before Mount Everest was discovered what was the highest mountain on earth?

A. *Mount Everest.*

Q. In Duncan's cottage, where the temperature was below freezing, there was a newspaper, a fireplace, some kindling, and a kerosene lamp. What should he light first?

A. *The match.*

Contact Information

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