



# **Rock Eagle 4-H**

## **Environmental Education**

### **Field Study Program**



## **Day Trip Planner**



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# Welcome

I would like to thank you for your interest in the Rock Eagle 4-H Environmental Education program. For the past 30 years we have been sharing our "classroom without walls" with students from across the southeast. As of the fall of 2017, the Georgia 4-H Environmental Education program has served a combined 1,112,000 participants since its inception in 1979! We hope to share our experience and love for the outdoors with you and your students.

While at Rock Eagle, we believe your students will gain a greater awareness of themselves as well as the natural world around them. This unique experience builds strong bonds between students and their peers as well as between students and their teachers.

A successful field study requires detailed planning. Our goal is to make the planning process as easy as possible for you. Please use this site as a resource for developing your Rock Eagle field study, but do not hesitate to contact us with any questions. Sharing all pertinent information with your fellow teachers and chaperones will make planning the trip much easier.

Do not forget about the class request form! Please return your form as early as possible, but no later than one month prior to your trip. We will contact you several weeks before your field study to confirm numbers, assign teaching groups, and discuss your schedule. Classes will be scheduled according to when the class request form is returned. Remember, our more popular classes do fill up.

Planning and implementing a field study requires extra effort and energy on your part as a teacher. Watching your students learn, share, and grow during their field study experience will make all the extra work worthwhile. We look forward to working with you and your students.

Sincerely,

Matt Hammons  
Program Coordinator  
Rock Eagle 4-H Environmental Education  
350 Rock Eagle Rd.  
Eatonton, GA 31024  
706.484.2862  
706.484.2888 (fax)



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**Georgia 4-H:** The 4-H Program is operated by the Land Grant University in each state, so while you visit Rock Eagle, you are on a campus of the University of Georgia. Georgia 4-H reaches over 160,000 young people are reached throughout the state. Just as diverse as the state's population, so are the offerings of the 4-H Program. The 4-H Program is a part of the College of Agricultural and Environmental Sciences, and continues to be the largest youth development program in the United States. 4-H teaches young people life skills that are necessary in order to be better leaders and citizens.



**Georgia 4-H Mission Statement:** To assist youth in acquiring knowledge, developing life skills and forming attitudes that will enable them to become self-directing, productive and contributing citizens.



**Georgia 4-H Vision:** A world in which youth and adults learn, grow and work together as catalysts for positive change.



### **Georgia 4-H Environmental Education Objectives:**

- ✦ To develop an awareness, knowledge, and appreciation for the natural environment.
- ✦ To cultivate curiosity, critical reasoning, and evaluation skills.
- ✦ To develop positive relationships among students and their teachers.
- ✦ To make the school program more meaningful by applying knowledge and skills acquired in the classroom to real-life situations.
- ✦ To provide experiences in using scientific processes, such as observing, measuring, classifying, etc.
- ✦ To develop self-confidence and physical fitness.
- ✦ To develop an appreciation for the local and natural history of the area.



### **Contacts for Georgia 4-H Environmental Education:**

**Burton 4-H Center on Tybee Island:** Environmental Education, 9 Lewis Avenue, Tybee Island, GA 31328 ph: 912/786-5534; [dweber@uga.edu](mailto:dweber@uga.edu); [www.burton4h.org](http://www.burton4h.org)

**Forston 4-H Center:** Environmental Education, 999 Fortson Road, Hampton, GA 30228 ph: 770/946-3276; [aebond@uga.edu](mailto:aebond@uga.edu); [www.fortson4h.org](http://www.fortson4h.org)

**Georgia 4-H at Camp Jekyll:** Environmental Education, 550 S. Beachview Drive Jekyll Island, GA 31527 ph: 912/ 635-4117; [lnys@uga.edu](mailto:lnys@uga.edu); [www.jekyll4h.org](http://www.jekyll4h.org)

**Rock Eagle 4-H Center:** Environmental Education, 350 Rock Eagle Road, Eatonton, GA 31024 ph: 706/484-2862; [mhammons@uga.edu](mailto:mhammons@uga.edu); [www.rockeagle4h.org](http://www.rockeagle4h.org)

**Wahsega 4-H Center:** Environmental Education, 77 Cloverleaf Trail, Dahlonega, GA 30533 ph: 706/864-2050; [amr639@uga.edu](mailto:amr639@uga.edu); [www.wahsega4h.org](http://www.wahsega4h.org)

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# Field Study Planning Information



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# Planning the Trip

## Reservations

The biggest decision is to decide when to visit Rock Eagle. The Environmental Education Program is provided September thru May with limited programming available in the summer. Each season offers a unique atmosphere for your students. The following information describes Rock Eagle's environment throughout the school year. Remember, we cannot predict the weather so always be prepared for rain and shine!

### Fall

- ✿ Comfortable day-time temperatures and cooler evenings.
- ✿ Develop bonds between teachers and students early in the school year.
- ✿ Set the stage for successful learning all year long.
- ✿ Does not usually conflict with state testing.

### Winter

- ✿ Cool and breezy day-time temperatures, warm up the chilly evenings around a group campfire.
- ✿ Rekindle student's excitement to learn with a mid-year field study.
- ✿ Use a mid-year field study to bridge the learning between semesters.
- ✿ Does not usually conflict with state testing.

### Spring

- ✿ Weather is warmer and can even be hot! Come prepared with water bottles in class.
- ✿ Afternoon thunderstorms are a possibility.
- ✿ Mosquitoes will be out, especially with rain.
- ✿ Campfire and night walks are more difficult as it stays lighter later at night.
- ✿ Swimming becomes more of a temptation for students, but is not allowed!
- ✿ Can conflict with state testing, be sure to check calendar.

Don't forget to receive permission from the school board or school administration prior to booking. Cancellation fees may apply.

Before calling Rock Eagle, make sure you have the following information:

- ✿ Total estimated number of people attending (including adults).
- ✿ Two to three date options (have knowledge of your testing dates ).
  - ✦ Understanding of what type of program your school is looking for (overnight, day, etc.)
- ✿ School contact information with lead teacher e-mail and phone number.

Please contact the Environmental Education office at (706)484-2862 or by e-mail [mhammons@uga.edu](mailto:mhammons@uga.edu) to book dates.

A deposit and signed contract are necessary to permanently reserve dates.

## Rates

A typical field study package runs from lunch on the arrival day to lunch on the departure day. Cost includes all meals and programming for the duration of the stay. Pricing is available for schools who wish to tailor their package for extra classes or meals.

Prices are provided as a per person cost. All adults do pay for the field study. This allows us to keep our rates reasonable compared to other programs. The following costs are for the 2017-2018 school year.

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### **Program Package Options**

Package A	1 two hour session and 0 meals	\$12.00 per person
Package B	1 two hour session and 1 meal	\$21.00 per person
Package C	2 two hour sessions and 0 meals	\$22.00 per person
Package D	2 two hour sessions and 1 meal	\$31.00 per person
Package E	2 two hour sessions and 2 meals	\$40.25 per person
Package F	3 two hour sessions and 0 meals	\$32.00 per person
Package G	3 two hour sessions and 1 meal	\$41.00 per person
Package H	3 two hour sessions and 2 meals	\$50.25 per person

### **Deposit & Cancellation Policy**

The Rock Eagle 4-H Center Environmental Education Program requires a deposit for all programming reservations. After a contract is sent, please sign and return the contract and the required non-refundable deposit of \$300.00 as soon as possible to secure your accommodations (deposit will be subtracted from the balance due upon arrival).

Reservations are not confirmed until the signed contract and deposit have been received!!

As it is difficult to reschedule space without adequate advance notice, we must charge an assessment for cancellations and reductions in attendance by your school. The assessment will be charged based upon your written notification to the Rock Eagle 4-H Center conference office according to the following schedule:

#### Written Notice Received Within:

120 days prior to scheduled trip.....	No charge
60-120 days prior to scheduled trip.....	\$10.00 per person charge for each reserved space
Less than 60 days prior to scheduled trip.....	\$25.00 per person charge for each reserved space

#### Assessment Charge:

The Rock Eagle 4-H Center will need guaranteed counts 7 days prior to trip. There will be a \$10 per person charge for space reserved but not showing.

### **Class Selection**

All of our classes are built around various themes, allowing students to make comparisons and ask questions about a variety of topics within the same class. The four themes Rock Eagle offers are: Ecology, Living History, Team Building, and Outdoor Skills. Read through the class descriptions, located on the website at [www.rockeagle4h.org/ee/residential](http://www.rockeagle4h.org/ee/residential), to determine if they will fit with your school's curriculum.

Our classes have been correlated to the current state standards. If you need help making decisions about classes, we will be happy to assist you. Standard alignments are available on our website.

Once the class selections are decided upon, mail or fax the **class request form**. Don't forget to include any special needs or dietary restrictions. The class request form should be sent **one month prior** to your field study.

Journal questions are available for most Rock Eagle instructor led classes. We encourage you to have your students keep journals while at Rock Eagle. It may help you in assessing the trip, as well as being a powerful tool in self-reflection for students. It may also be a great memory piece for them in the future. Breaks between classes and before or after meals are great times for students to write in their journals. It is most effective if they are given time to write at least a little bit at the end of every class.

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Vocabulary for most of our classes is available to assist in your students' field study preparation.

**Due to the unique hands-on nature of this program, it is important that we receive maximum advanced notice of any needed disability accommodations.**

## Programming Schedule

Below is a tentative schedule for day programs. Meal times are assigned to groups upon their arrival. Times may be flexible dependent upon school's needs and Rock Eagle's schedule.

8:45-9:00	Arrive & orientation
9:30-11:30	Session #1
<b>11:30-12:30*</b>	<b>Lunch</b>
12:30-2:30	Session #2
2:30-3:00	Break
3:00-5:00	Session #3

## Teaching Groups

Rock Eagle tries to maintain a student to instructor ratio of 15:1. This allows for a more hands-on interactive class. We require at least one adult per teaching group. Please make sure your students know their teaching group before their first class.

## Transportation

For a typical day program, we suggest schools arrive no later than 9:00. **Schools arriving late may have their first class changed or cancelled completely.**

Each school should bring a personal vehicle for emergency transportation and handicapped accessibility. Life threatening emergencies can be transported to the nearest medical facility by an ambulance/EMS. Some classes require hiking along Rock Eagle's trails which are not wheelchair accessible (class location may be driven to).

## Special Services

### Handicap Accessibility

Please do not let a disability keep anyone from attending our program. If anyone in the group has special needs, we are glad to do what we can to accommodate them. Accessible cabins are available upon request. However, please realize that a great portion of our programming takes place outdoors, and not all natural areas are accessible. Many of our trails are not accessible and another mode of transportation will be needed. If you have questions about whether certain special needs can be met, don't hesitate to call or schedule a visit to our center.

### Dietary restrictions

The dining hall is capable of accommodating most dietary restrictions (including peanut allergies); however, a student or adult may need to bring his/her own food if necessary. Due to health code regulations, no outside food is allowed in the dining hall. Rock Eagle can provide a refrigerator and a microwave in your home building where the individual(s) can prepare and eat their food. Take-out meals can be provided for those adults needing to eat with the students. Please inform us of any dietary restrictions no later than **2 weeks prior** to your arrival.

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### Keeping Green

We appreciate your assistance with keeping Rock Eagle clean, beautiful, and 'Green'! Aluminum and plastic recycle bins and trash cans have been placed throughout center for your convenience. Please remember to carry all trash & recyclables off the trails and campfire sites. To help reduce energy use, please make sure lights are off anytime you leave a room (unless instructed otherwise by a Rock Eagle employee). Rock Eagle is working towards becoming an even 'Greener' facility and we are thankful for your help!

### Worship service

Rock Eagle's chapel is available for worship services. To avoid scheduling conflicts mention this need when reserving your dates as well as on your class request form.

### Lost and found

Rock Eagle has a lost and found; however we encourage students to be responsible for their belongings. Items left behind after a group leaves are kept for short periods of time and are then donated to a local community assistance program. Unfortunately, we are unable to mail back lost items unless the owner supplies the postage. *Rock Eagle 4-H Center is not responsible for lost or stolen items.*

### Trading Post/T-shirts

The Trading Post is Rock Eagle's gift shop. To visit, schools must select a trading post time on the class request form prior to their field study. Drink and snack machines are available 24 hours and the store is open from 5:00-7:00 pm. Store items include snacks, t-shirts, stuffed animals, souvenirs for Rock Eagle, Georgia 4-H, UGA, and more!



T-shirts can be ordered prior to your arrival. Fill out the order form and fax it back to Audrey Stadler at (706) 484-2888 / [astadler@uga.edu](mailto:astadler@uga.edu) at least 1 month prior to your visit. This will ensure the order is filled on time. T-shirts can be picked up at the Trading Post from 4:00-7:00 pm on nights of your stay. Schools do not have to sign up for the Trading Post to order t-shirts.

Cost is \$14.00 (\$15.00 for XXL). T-shirt design and colors can be found online at

<http://rockeagle4h.org/ee/programs/shirts.html>.

### **Medical/Emergency Policies**

Medication/permission slips/etc.

Visiting schools' lead teachers are responsible for collecting and maintaining field study permission slips.

Rock Eagle does not require permission slips to be turned in nor is liable for visiting groups' insurance. Schools are required to maintain their own insurance. Rock Eagle does not have a permanent nurse on duty and is not responsible for medication. School nurse or teachers will be responsible for any student medication.

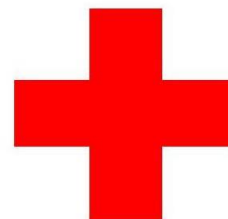
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Families may call the Environmental Education Office at (706)484-2863 in case of an emergency. If it is after hours and they have an emergency, they can call the security guard at (706)484-2821. If it is not an emergency, they can leave a message at the Environmental Education Office number. Someone will return their call as soon as possible.

### First Aid/Emergencies

Rock Eagle staff is not authorized to treat accidents or illness. We suggest schools bringing their own first aid kit; however, Rock Eagle does have a first aid station in the Environmental Education Office (downstairs of Administration Building). An adult from the visiting school must provide any medication or first aid to the injured or sick student. An extra vehicle for emergency transportation is also recommended. In case of an immediate or life threatening emergency, the local 911/EMS service will be called and the victim will be transported to local medical facilities. For after hour emergencies, schools can contact the security guard at (706)484-2821.



### Fire

The fire alarm would alert individuals of a fire. All people would be evacuated from the building. No one would be allowed re-entry into a burning building. Evacuations should take place around the outside of buildings.

### Weather

Rock Eagle runs classes rain or shine. The most comfortable participants are those that are prepared with ponchos, rain jackets, hats, and/or rain pants. In the event of lightning, we will move classes indoors until we haven't heard thunder or seen lightning for at least 15 minutes. In sudden severe weather emergencies, move inside as quickly as possible (take cover) and stay away from windows and appliances. If you are trapped outside, avoid tall trees and open fields, and lie flat in a ditch if necessary.

### Security Gate

Rock Eagle supplies a security guard 24 hours a day while school groups are on center. The guard will be able to assist with emergencies (ex: directing EMS) and be an after-hours contact if needed.

Any vehicles who are not originally with the school upon arrival (ex: parent pick-up or drop-off), must be preregistered with security. The person's name, arrival time, and the location they should go to (cabin number, home building, etc.) must be provided by the school's lead teacher upon the school's arrival. Entry will not be provided unless security knows ahead of time. Upon the school's arrival, the lead teacher will need to provide a cell phone number which will be given to security.

## **Chaperone Responsibilities**

Please arrange for at least one adult (chaperone or teacher) to accompany each teaching group. The chaperone's responsibilities are to supervise and discipline students when they are in class, moving between activities, and during free time. Chaperones must be present at all classes, meal times, trading post times, recreation times, and sleep in the cottage with the students. Please meet with chaperones before the trip and cover responsibilities and expectations. We want everyone to feel comfortable, a part of the program, and learn along with the students. The more the chaperones, teachers, and

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Rock Eagle instructors are informed and work as a team, the smoother the overall experience for everyone. We suggest that you have a chaperone meeting a few weeks before your trip to provide them with guidelines and fill them in on their responsibilities. A list of complete responsibilities is provided later in the trip planner.

## **Parent Meetings**

The trip planner provides various handouts for parent meetings. Please feel free to use these handouts to your discretion.

## **Who to Call**

Matt Hammons, Program Coordinator      (706)484-2862      [mhammons@uga.edu](mailto:mhammons@uga.edu)  
Josie Davis, Asst. Program Coordinator      (706)484-2834      [josief@uga.edu](mailto:josief@uga.edu)

We are here to help make your field study planning easier! Please contact us if you have any questions.

Good luck and we'll see you soon at the Rock!

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Rock Eagle 4-H Environmental Education. P: 706-484-2862 [www.rockeagle4h.org](http://www.rockeagle4h.org) [reagle@uga.edu](mailto:reagle@uga.edu)



# Day Group Trip Checklist

- ☐ Make reservations with Rock Eagle 4-H Center (706-484-2862).
- ☐ Collect and send deposit with signed contract to Rock Eagle to confirm reservations.
- ☐ Make transportation arrangements (arrival time 9:00 am for morning classes).
- ☐ Collect money for trip.

## **One month prior to arrival.**

- ☐ Choose classes and mail/fax Class Requests Form. Reserve audio/visual or other equipment needed for school-led classes on this form. Fax number 706/484-2888.
- ☐ Update Rock Eagle with current numbers.
- ☐ Hold chaperone meeting.
- ☐ Make teaching group assignments (Rock Eagle will assign the number of teaching groups according to student numbers).

## **Two weeks prior to arrival.**

- ☐ Call Rock Eagle with any special needs/dietary restrictions and update numbers.

- ☐ Make name tags.

## **7 days prior to arrival**

- ☐ Confirm your guaranteed numbers.

## **Arrival day**

- ☐ Load buses.
- ☐ Make sure students know their teaching group assignments.



- ☺ Finally arrive at the Rock! Register at the Administration Building upon arrival.

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# Day Classes

\*All day classes are two hours\*

## **Ecology**

**HERPETOLOGY-** Students get the opportunity to handle, observe, and learn about reptiles and amphibians. Characteristics and adaptations of snakes, turtles, alligators, salamanders, and more will be discussed. Also, many of the misconceptions about these beneficial, but often misunderstood animals will be dispelled.

**LAKE ECOLOGY-** (3<sup>rd</sup> thru 5<sup>th</sup> grade) Be prepared to get your feet wet in this fascinating class. Students will use dip nets to collect and identify common organisms found in Rock Eagle Lake. Adaptations to an aquatic environment and characteristics of lakes will be discussed through exploration and hands-on activities. Students will need to bring old shoes that can get wet and muddy.



**LAKE ASSESSMENT-** (6<sup>th</sup> thru 12<sup>th</sup> grade) Using the scientific method, students will investigate whether or not certain fish species can be raised in Rock Eagle Lake. Students will be guided through the seven steps of the scientific method while taking part in a real life field study of Rock Eagle Lake. Students will have an opportunity to collect macro-invertebrates with dip nets and conduct water quality experiments to prove or disprove their hypothesis. Students will need to bring old shoes that can get wet and muddy.

**WATERSHED STUDIES-** Explore a Piedmont watershed and discover how humans can impact local water bodies. Students will sample aquatic organisms in our streams and discuss how watershed assessment can help monitor the health of our groundwater and water bodies. Final thoughts will include discussions focusing on students' actions for a healthier watershed. Students will need to bring old shoes that can get wet and muddy.

**ORNITHOLOGY-** Come discover the wonderful world of birds! This two-hour class will consist of a bird walk (with binoculars and field guides) and a visit with our Rock Eagle Raptors. Bird adaptation, identification, and ecological importance will be stressed in this interactive class. Due to similarities, this class is not recommended to take with the evening class Raptors.

## **Team Building**

**TEAM INITIATIVES-** Students are introduced to the principles of team-building. Without ever going on the low ropes course, students will explore what it takes to be an effective team. Topics that may be addressed range from trust, goal setting, challenge, problem solving, or just plain fun! *Activities may be physically and mentally challenging.*

**CHALLENGE COURSE** -(5<sup>th</sup> thru 12<sup>th</sup> grade) Groups focus on the principles of team-building by working through a progression of initiatives and elements. Each activity will focus on a different aspect of the team. These aspects may include goal setting, trust, problem

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solving, planning, or group cohesion. Most groups will progress onto the low ropes course during this class. Add fun to team-building and you have the recipe for success. *This course is physically and mentally challenging to groups.*

## **Living History**

**NATIVE AMERICAN SKILLS-** Step back in time and encounter a variety of skills used by the Native Americans who inhabited Georgia. Activities will date back from 12,000 to 500 years ago. Students will learn hands on skills that kept the early Native Americans alive.



**PIONEER LIFE-** Students will participate in chores associated with life on a farm during early Georgia history. From the early 1800's to the mid 1900's, chores included drawing water, laundry, and gardening. Students will tour the original home site and features of the Scott family.

**PIONEER TOOLS-** Students will learn skills associated with life on a farm during early Georgia history. From the early 1800's to the mid 1900's, chores included shingle making, cutting firewood, and fence making.

**ROCK EAGLE HIKE-** This 2-hour class features a hike to Rock Eagle's namesake, the Rock Eagle Mound! Once there, students will climb a 40ft tower to peer down at the effigy and speculate upon its origins.

## **Outdoor Skills**

**CANOEING-** (5<sup>th</sup> thru 12<sup>th</sup> grade) Basic instructions are given before students venture out onto the water to try canoeing with their partner. Canoeing techniques and water safety will be covered by the instructor. Students are required to have parental permission and must wear a personal flotation device (life jacket) at all times.

**ORIENTEERING-** Students will be introduced to following basic orienteering skills: orienting a compass and pacing. These skills along with a few math equations will prepare students for the Rock Eagle orienteering course.

**NATURE JOURNAL-** This class will provide an introduction to nature journaling. Students will have the opportunity to exercise their observation skills while using Rock Eagle's lake, plants, and animals as subjects for inspiration. Through hands on experience students will combine nature and creative expression such as; art, literature, and creative writing. **There is an additional \$2.00 fee per student.**

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# Independent Day Classes

Independent classes are led by the adults of the visiting school. Curriculum for each independent class is available online at: <http://www.rockeagle4h.org/ee>.

**ROCK EAGLE HIKE-** Take a hike to the Rock Eagle effigy and learn about the history and legends of the mound.

**NEW GAMES-** This activity works well as a daytime or nighttime class. Allow students to experience nontraditional physical activities in a non-competitive way.

**CEMETERY STUDIES-** Students will explore two historical cemeteries located adjacent to Rock Eagle 4-H Center. These cemeteries are located at Union Chapel Church, founded in 1855. Students will compare and contrast the physical and cultural characteristics of each.

**DRAGONS AND DRAGONFLIES-** Students work on their communication skills by writing and drawing. Help students gain an understanding of the importance of descriptive writing.

**RIVER OF WORDS-** An international poetry and art project designed to nurture respect and understanding of the natural world. Students are encouraged to learn their “ecological address” by honing their observation skills and describing their “place in space” through poetry and art. River of Words online: <http://www.riverofwords.org>

**RECREATION-** Enjoy softball, volleyball, kickball, and other sports. A variety of equipment is available in the main office.



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## Class by Class Preparations

Please consider what time of year you are visiting our center. Dressing in layers allows you to always be prepared for any type of weather. Remember, most classes are held outside.

### **CLASS SUGGESTED DRESS/PREPARATION**

Canoeing: Officially a dry class, canoers may wear sandals or old shoes which can get wet. There is no swimming in canoeing; however, canoes can tip. Old clothes and shoes are a good idea. **No flip-flops** since they fall off easily! Do not forget your sunscreen and hat since you will be out on the water most of the time. A change of clothes will be needed for day programs.

Challenge Course: For safety, **closed-toed shoes must be worn**. No sandals or flip flops. Adults may partake in the program in a non-leader role. Students will be asked to solve challenges as a team and the facilitator will assist the group as needed.

Herpetology: This class is held inside our Wildlife Ecology building and it is not limited by weather.

Lake Ecology/Assessment: Students may wade in Rock Eagle Lake up to their knees. The lake can be very muddy, so old clothing and old shoes are necessary. Shoes must be worn for safety. **No flip-flops** since they fall off easily! A change of clothes will be needed for day programs.

Native American Skills: The majority of this class will be active, so good walking or running shoes are needed. Do not forget the bug spray since much of the class is taught in wooded areas.

Orienteering: Sun screen may be necessary as well as good walking shoes. Students will be using a compass to walk our orienteering course.

Ornithology: Good walking shoes are necessary for a hike along our bird trail. Half of the class time will be sitting outside, so be prepared with proper jackets during colder months.

Pioneer Life/ Tools: A hike in the woods leads students up to our Pioneer Tools site so be prepared with good walking shoes. Mosquitoes and no-see-ums may be more prevalent during spring and early fall.

Rock Eagle Hike: This 2 mile round trip hike is along our forested trails. Be prepared with good walking shoes. Mosquitoes and no-see-ums may be more prevalent during spring and early fall.

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Team Initiatives: For safety, **closed-toed shoes must be worn**. No sandals or flip flops. Adults may partake in the program in a non-leader role. Students will be asked to solve challenges as a team and the facilitator will assist the group as needed.

Watershed Studies: Students will sample out of a Rock Eagle stream and possibly wade to their knees. The streams can be very muddy, so old clothing and old shoes are necessary. Shoes must be worn for safety. **No flip-flops** since they fall off easily! A change of clothes will be needed for day programs.

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Office use only:  
Date received \_\_\_\_\_

## Rock Eagle 4-H Environmental Education Day Class Request Form

*Return within 4 weeks of your arrival date. Class availability based on date form is received.*

School/Group \_\_\_\_\_ Date(s) Attending \_\_\_\_\_ Contact Person \_\_\_\_\_  
 County \_\_\_\_\_ Email \_\_\_\_\_ Phone (school or cell) \_\_\_\_\_ Best Time to Call \_\_\_\_\_  
 Estimated # of Students \_\_\_\_\_ # of Adults \_\_\_\_\_ Grade \_\_\_\_\_ Arrival Time (suggested: 10:30AM) \_\_\_\_\_ Departing Time \_\_\_\_\_  
 Special Requests/ Dietary Restrictions \_\_\_\_\_

### DAY CLASSES:

*\*Class Availability Limited*

Ecology (All Grades)	Ecology (Grade Specific)	Team Building	Life History	Outdoor Skills	Independent (School Led)
Herpetology	Lake Ecology (3 <sup>rd</sup> -5 <sup>th</sup> )	Team Initiatives (3 <sup>rd</sup> -4 <sup>th</sup> )	Pioneer Life	Canoeing (5 <sup>th</sup> -12 <sup>th</sup> )	Rock Eagle Hike
Ornithology	Lake Assessment (6 <sup>th</sup> -12 <sup>th</sup> )	Challenge Course (5 <sup>th</sup> -12 <sup>th</sup> )	Pioneer Tools	Orienteering	New Games
Watershed Studies			Rock Eagle Hike	Nature Journaling (5 <sup>th</sup> -12 <sup>th</sup> )*	Cemetery Studies
			Native American Skills	*( \$2/student extra cost)	Recreation

### Sample Schedule

*\*Schedule may be adjusted based on scheduling needs.*

8:45	Arrive
9:00	Orientation
9:00-11:00	Session #1
TBD	Lunch
12:30-2:30	Session #2
2:30-3:00	Break
3:00-5:00	Session #3



### Insert Your Preferred Scheduled Times


Are you ordering t-shirts? Yes                      No

Return to: Rock Eagle 4-H Environmental Education Program  
 Attn: Josie Davis  
 FAX: (706) 484-2888  
 EMAIL: josienf@uga.edu

Class descriptions online at: [www.rockeagle4h.org/ee/programs/classdescriptions.html](http://www.rockeagle4h.org/ee/programs/classdescriptions.html)



# Rock Eagle Day Field Study Chaperone Responsibility



Please arrange for at least one adult (chaperone or teacher) to accompany each teaching group. The chaperone's responsibilities are to supervise and discipline students when they are in class, moving between activities, and during free time. Chaperones must be present at meal times and recreation times. Please meet with chaperones before the trip and cover responsibilities and expectations. We want everyone to feel comfortable, a part of the program, and learn along with the students. The more the chaperones, teachers, and Rock Eagle instructors are informed and work as a team, the smoother the overall experience for everyone. We suggest that you have a chaperone meeting a few weeks before your trip to provide them with guidelines and fill them in on their responsibilities.

**Hand out the following items at the chaperones meeting, as well as a list of specific chaperone responsibilities. A sample list is included below. (Add or delete items to meet your school's needs.)**

- ✿ Final schedule marked with chaperone's group.
- ✿ Group assignments for chaperones and students. Names of other chaperones and their group assignments may be helpful.
- ✿ Class groupings.
- ✿ Chaperone responsibilities (listed below)
- ✿ List of rules and expectations for students.
- ✿ Discuss discipline and who is responsible for taking action.
- ✿ Discuss first aid procedures.

**\*\*\*Remember there is limited cell phone service at Rock Eagle and cell phones are not permitted during classes.\*\*\***

---

## CHAPERONE RESPONSIBILITIES

1. Meet with students after getting settled. Go over **expectations**.
2. Supervise assigned activities.
3. Supervise students during class.
4. Supervise students at meals.
5. Supervise students during free time.
6. Enforce rules for students. Correct students when and if necessary.
7. Report any disciplinary/school related incidents to the lead teacher from the school.
8. Make sure all students have necessary items for class (epipens, water bottles, any other medical needs)

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# Day Program Sample Schedule

Schedule is flexible according to the visiting school and the EE program's needs. Please call for further scheduling

8:45	Arrive
9:00	Orientation
9:00-11:00	Session #1
<b>11:30*</b>	<b>Lunch</b>
12:30-2:30	Session #2
2:30-3:00	Break
3:00-5:00	Session #3
<b>5:30*</b>	<b>Dinner or head for home!</b>

**\*Official meal times may change and will be announced upon arrival at Rock Eagle.\***

## Teaching Groups

TEACHING GROUPS			
Teaching groups are based on the maximum of 20 students in each group. <b>Each group must have at least one adult that travels with the group at all times.</b>			
Number of Students*	Number of Groups**	Number of Students*	Number of Groups**
1-20	1	141-160	8
21-40	2	161-180	9
41-60	3	181-200	10
61-80	4	201-220	11
81-100	5	221-240	12
101-120	6	241-260	13
121-140	7	261-280	14
<b>If your school is taking Challenge Course, your group size will be based on 15 students per group.</b>		281-300	15

\*If your numbers change for any reason, please contact Rock Eagle immediately.

\*\*Please designate Groups as A, B, C, etc. Please assign your students to their groups **before** arriving.

\*\*\*Group size dependent on staff availability.

**Rock Eagle EE reserves the right to adjust group numbers in the event of a significant change in attendance.**

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# Teaching Group Assignments

Rock Eagle 4-H Center  
Environmental Education Program

**Group Letter** \_\_\_\_\_

**Chaperone(s)**

---

---

**Students**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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# Safety Precautions and Discipline

***To ensure safety, each of the following is required:***

1. The Rock Eagle 4-H Center is not responsible for medical coverage. Each student is required to have medical insurance either through a parent or school policy. The lead teacher should keep this information during the field study.
2. Rock Eagle does not have a nurse on site.
3. In the event of an accident that needs hospital treatment, the school is responsible for transporting the student to the hospital. **We recommend bringing a personal vehicle that can be used in an emergency.**
4. A home and/or business phone number of each student's parent or guardian should be available and kept by the lead teacher or on site school nurse.
5. Written parental permission to take a child for medical attention, should it be required, and must be received by the school prior to the trip. Please bring and keep these forms with the teachers during the field study incase of emergency. Rock Eagle does not need these forms.
6. If a child is on medication, the medication will be left with a teacher or school nurse who will oversee its use.
7. Students are not allowed to leave designated areas without permission and supervision.
8. Any student not complying with the school's policies, regulations, or expectations will be returned immediately to school or home.
9. Rock Eagle has emergency plans in place in the event of fire, accidents, illness, storms, or power outages.
10. For weather-related emergencies, there are weather radios to keep us posted and informed of changing weather conditions.
11. In the event of rain, classes typically continue outside. Have your students bring rain gear with them. In the event of lightning or heavy rain, students will be brought inside for class.
12. Some food allergies and religious diet specifications may be accommodated with two-week notification.
13. Driving on Rock Eagle 4-H Center: The speed limit on Rock Eagle is 24 mph. Guests should constantly watch for children crossing the road. Georgia 4-H does not allow youth under the age of 18 to drive on Rock Eagle campus. **Rock Eagle does not allow anyone to be transported in the beds of pickup trucks or in the trunks of cars.**
14. Please be considerate of others on the center and observe "Quiet Hours" of 10:00 PM to 7:00 AM.
15. Rock Eagle has a 24hr security guard. All vehicles must obtain a pass in order to be on Rock Eagle property.

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# EMERGENCY PROCEDURES



## **Severe Accidents/Vehicle Accidents.....**

- Remain Calm
- Notify Rock Eagle staff immediately - Do not move a victim unless there is immediate danger.
- If a phone is available, call 2899 to reach the Rock Eagle Administrative Office. You can also dial 9-911 from the nearest phone if unable to reach any facility staff.

Tell the operator the following:

- What happened
  - Where the accident is located
  - Someone will meet emergency personnel at the guard house and direct them to the accident.
  - If necessary, leave someone by the phone to await further instructions.
  - Provide any first aid required until help arrives.
- St. Mary's Good Samaritan Hospital is also available at 706-453-7331.

For Evening Emergencies

- Dial 2821 to reach the guard. There is a guard on duty 24 hours. If using a phone off campus dial (706)484-2821
- The guard can assist with emergencies and maintenance problems. The guard also patrols the center.

## **Fire**

- Remain calm.
- Do not go back into a burning building or go near a burning vehicle.
- Follow the same directions as for other accidents.
- Account for all individuals in the group.

## **Storms**

- Stay alert to changing weather conditions.
- If weather is severe, take cover:
  - If outside, go inside; if inside, stay there.
  - Go to nearest building or cottage.
  - Stay away from windows and appliances.
- If outside and you cannot make it inside:
  - Avoid tall trees and open fields.
  - Lie flat in a ditch or gully.
- Notify maintenance or the administration office immediately if conditions such as downed power lines, etc... are observed.

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# Rules for Students

(Add or delete to meet your group's needs.)

1. Stay in designated areas.
2. Be on time for all activities.
3. Be an active participant in all class activities.
4. Use the same proper conduct and behavior expected of you at school.
5. Be on time for meals. After each meal, pick up trash from table and floor, take trays to tray drop, and exit the Dining Hall.
6. Keep home buildings clean and your things organized (please keep muddy/wet shoes out of cottages).
7. Do not borrow things belonging to someone else without asking them first.
8. Pick up all trash around home buildings and surrounding area.



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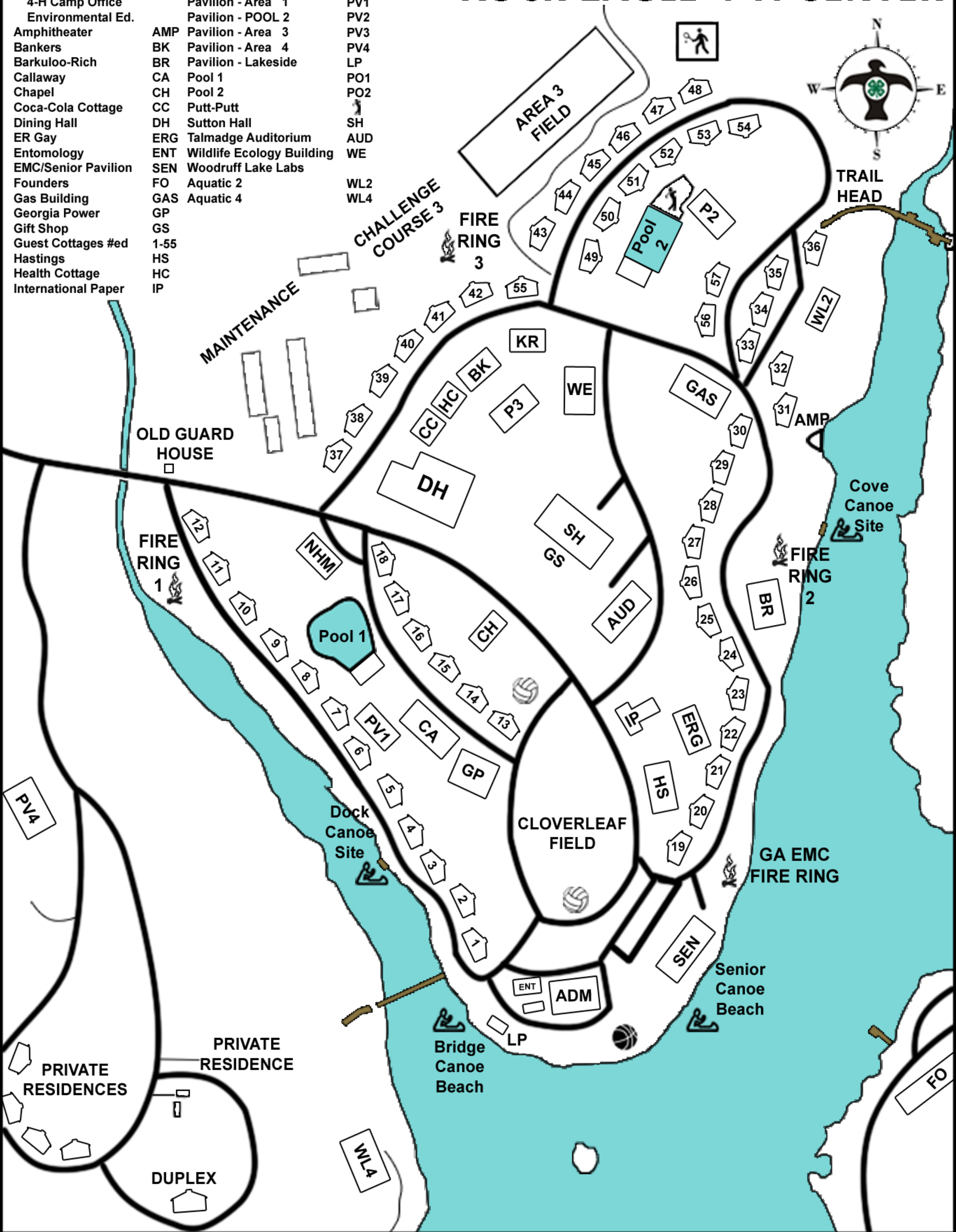
# ROCK EAGLE 4-H CENTER

Administrative Offices  
Information Center  
4-H Camp Office  
Environmental Ed.  
Amphitheater  
Bankers  
Barkuloo-Rich  
Callaway  
Chapel  
Coca-Cola Cottage  
Dining Hall  
ER Gay  
Entomology  
EMC/Senior Pavilion  
Founders  
Gas Building  
Georgia Power  
Gift Shop  
Guest Cottages #ed  
Hastings  
Health Cottage  
International Paper

ADM Krannert  
Natural History Museum  
Pavilion - Area 1  
Pavilion - POOL 2  
Pavilion - Area 3  
Pavilion - Area 4  
Pavilion - Lakeside  
CA Pool 1  
CH Pool 2  
CC Putt-Putt  
DH Sutton Hall  
ERG Talmadge Auditorium  
ENT Wildlife Ecology Building  
SEN Woodruff Lake Labs  
FO Aquatic 2  
GAS Aquatic 4  
GP  
GS  
1-55  
HS  
HC  
IP

KR  
NHM  
PV1  
PV2  
PV3  
PV4  
LP  
PO1  
PO2  
SH  
AUD  
WE

WL2  
WL4





# ROCK EAGLE T-SHIRT ORDER FORM

The Rock Eagle 4-H Environmental Education Program is awaiting your arrival!  
Make sure you're all set with your Rock Eagle shirts!

**Price:**      **Youth M – Adult XL: \$14.00**                      **Adult XXL: \$15.00**

**Checks:**    SEPARATE CHECKS are required for orders; *do not include payment for shirt orders with check for other charges at Rock Eagle.*  
Personal checks are not accepted.  
Make checks payable to: Rock Eagle Gift Shop

**To Order:** Please email or fax your order AT LEAST ONE MONTH in advance of your scheduled trip to ensure availability. If you do not indicate a shirt style preference it will be selected based on current supply. If several orders are being purchased from your school, please compile orders on one sheet. Your order will be waiting for you at the Trading Post!

## T-SHIRT SELECTION

Style Name: \_\_\_\_\_ Color: \_\_\_\_\_

How Many?						
Youth Medium	Youth Large	Adult Small	Adult Medium	Adult Large	Adult X Large	Adult XX Large

Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Date you will pick up order: \_\_\_\_\_ (pick up hours: 4pm-7pm)

Signature: \_\_\_\_\_

Please complete all information on this form and send to:  
Audrey Stadler / [astadler@uga.edu](mailto:astadler@uga.edu) / Fax: 706-484-2888  
Rock Eagle 4-H Center 350 Rock Eagle Road  
Eatonton, Georgia 31024-6104

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# Directions to Rock Eagle

## From Atlanta and other areas West and Midwest...

Take I-20 East toward Augusta. Take exit 114 (Madison/ Eatonton exit) and turn right (south) onto Highway 441/ 129. Travel about 12 miles until you see a large, rectangular, stone sign on the right, which reads, "University of Georgia, Cooperative Extension Service, Rock Eagle 4-H Center". Turn right and drive for about 2.5 miles until you see a smaller version of this stone sign. Continue to the right and follow signs to the Administrative Building.

## From Augusta and other areas East...

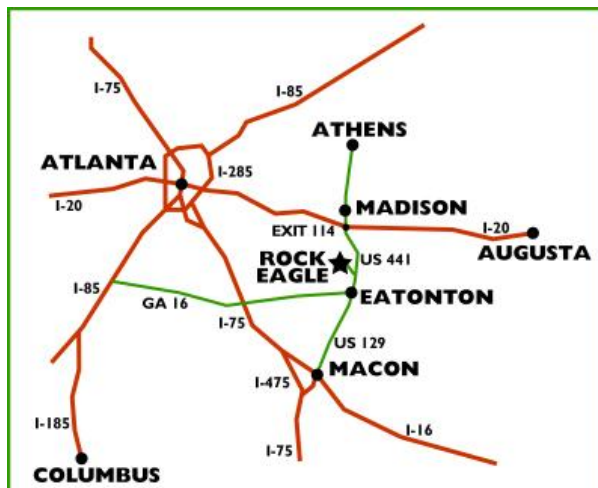
Take I-20 West towards Atlanta. Take exit 114 (Madison/ Eatonton exit) and turn left (south) onto Highway 441/ 129. Travel about 12 miles until you see a large, rectangular, stone sign on the right, which reads, "University of Georgia, Cooperative Extension Service, Rock Eagle 4-H Center". Turn right and drive for about 2.5 miles until you see a smaller version of this stone sign. Continue to the right and follow signs to the Administrative Building.

## From North Carolina and other areas Northeast...

Take I-85 South towards Atlanta. Exit at Commerce, GA (Highway 441). Follow Highway 441 around Athens and continue south. Cross I-20. About 12 miles south you will see a large, rectangular, stone sign on the right, which reads, "University of Georgia, Cooperative Extension Service, Rock Eagle 4-H Center". Turn right and drive for about 2.5 miles until you see a smaller version of this stone sign. Continue to the right and follow signs to the Administrative Building.

## From Macon and other areas South...

From I-75... Take I-16 East. Exit onto Highway 129. Go north towards Gray. Go through Gray and head toward Eatonton. Make a left onto the Eatonton Bypass (this is where Highway 129 joins with Highway 441). About nine miles north of Eatonton, on the left, you will see a large, rectangular, stone sign which reads, "University of Georgia, Cooperative Extension Service, Rock Eagle 4-H Center". Turn left and drive for about 2.5 miles until you see a smaller version of this stone sign. Continue to the right and follow signs to the Administrative Building.



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Office Use Only:  
Date Received \_\_\_\_\_

# ROCK EAGLE 4-H CENTER

## PARTICIPANT NUMBER CONFIRMATION FORM

School Name: \_\_\_\_\_ Dates Attending: \_\_\_\_\_

Please Circle:              Public School                      Private School                      Homeschool

Rock Eagle 4-H Center requires guaranteed participant counts 7 days prior to your arrival. There will be a \$10/person charge for each space reserved but not showing.

All cabin and teaching group numbers will be based upon your final numbers.

**Please record the number of students from each grade and the number of adults attending your trip.**

Grade Level	# of People	Grade Level	# of People
PreK-2		8	
3		9	
4		10	
5		11	
6		12	
7		Adult	

As part of the University of Georgia, Rock Eagle 4-H Center requests the following information for federal reporting purposes. These numbers are used for funding and research.

**RACE:** The USDA has decided upon the following classifications for Race. You may select all that apply for adults and students.

**ETHNICITY:** In addition to Race, you may also check Hispanic or Latino.

Race	Male	Female
White		
African American or Black		
Am. Indian or Native Alaskan		
Asian		
Nat. Hawaiian or Pacific Islander		

Ethnicity	Male	Female
Hispanic / Latino		

**\*PLEASE NOTE\*** - These totals may not match group totals if for example a student is multicultural (for example: considered "White" and "Hispanic").

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# ROCK EAGLE 4-H ENVIRONMENTAL EDUCATION



## DIETARY / PHYSICAL RESTRICTIONS FORM

School Name: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

### Dietary Restrictions

- With advance notice the dining hall is able to accommodate most food allergies or other food related restrictions (ex: nut allergy, gluten allergy, vegetarian, etc.). While we make efforts to accommodate special requests, we are not able to meet all special requests.
- Please contact Jeanne Fry (Dining Hall Manager) regarding any food related concerns: 706-484-2250 / jfry@uga.edu

***Rock Eagle 4-H Center will not allow individuals to bring food into the dining hall.***

### Physical Restrictions

- Please note that Rock Eagle does not have the ability to transport students during your stay. It is recommended that each group provide a personal vehicle for transporting students when necessary. With advance notice Rock Eagle is able to modify teaching locations for students with physical restrictions or limited mobility (ex: wheelchair, crutches, etc.).

### Other

- Are there other teaching/ learning needs within your group? Please list them on this form.

Group	Participant's Name	Special Need/ Allergies/ Other	Health Supplies
<i>Example</i>	<i>John Doe</i>	<i>Nut Allergy/ Broken Foot</i>	<i>Epipen / Student on crutches</i>
<i>Example</i>	<i>Jane Doe</i>	<i>Vegetarian</i>	<i>None</i>

*While this form is optional, the more you share about your group the better prepared we will be to meet your needs.*

**Fax or email form to Matt Hammons at: 706-484-2888 / mhammons@uga.edu**

**School Name:** \_\_\_\_\_ **Date of Visit:** \_\_\_\_\_

[illegible]

**Fax or email form to Matt Hammons at: 706-484-2888 / mhammons@uga.edu**

# Parent Information



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Rock Eagle 4-H Environmental Education. P: 706-484-2862 [www.rockeagle4h.org](http://www.rockeagle4h.org) [reagle@uga.edu](mailto:reagle@uga.edu)



## Rock Eagle Field Study Parent Meeting Notice



Notice to Parents:

On \_\_\_\_\_ (date), at \_\_\_\_\_ (time) there will be a parent meeting of \_\_\_\_\_ grade students in the \_\_\_\_\_ (location) to discuss the plans and organization of the Environmental Education field study to the Rock Eagle 4-H Center near Eatonton, Georgia. The trip date is \_\_\_\_\_. Please make arrangements for at least one parent or guardian to attend. Please sign and return the bottom slip by \_\_\_\_\_.

We look forward to seeing you there!



### Meeting to Discuss Rock Eagle 4-H Center Study Trip

\_\_\_\_\_ will attend

\_\_\_\_\_ will not attend

Student's Name \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_

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# Rock Eagle Field Study Agenda for Parent Meeting

Call this meeting at least one month (preferably two) before the trip. At this time the following things are covered. This is a suggested list. Add or delete to fit your school's needs.

## **Introduction**

Distribute handouts...

Date	Transportation	Purpose
Costs	Instruction	Supervision
Group	Shelter	Chaperone Needs

## **Program Video**

Rock Eagle's Environmental Education Program video can be found on the web at Teacher Tube, [www.teachertube.com](http://www.teachertube.com).

Search: *Rock Eagle 4-H Center Environmental Education Program*.

## **Rock Eagle Facility**

Location	Cottage Layout	History
Dining Hall	Map	Resources available

## **Schedule and Instructors**

- Give out sample schedule for parents to preview. You may not know your exact class schedule at this time. Let parents know about possible classes you will be taking.
- Hand out list of chaperone responsibilities and get names of volunteers.
- Emphasize ratio of instructors to students.
- Letter to parents/ permission slips.

## **Safety Precautions and Discipline**

- Explain rain expectations.
- Explain student behavior expectations and consequences of discipline problems (including pick-up procedures).

## **"What to Bring" Handout**

- Cover provided list and suggested items.
- Explain what electronics protocol (ex: not allowed; allowed on bus, but collected upon arrival, etc.)

## **Price of Trip**

- Don't forget to figure in the cost of teachers, chaperones, transportation, and any other expenses incurred.

## **Questions and Answers**

The trip planner also includes Frequently Asked Questions. If you have additional questions, please contact Matt Hammons at (706) 484-2862 or Josie Davis at (706) 484-2834. We will be happy to assist you.

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# Rock Eagle Field Study Sample Permission Slip

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

For your child to participate in this educational trip, it is necessary for him/her to have your permission and for you to supply the following required information. Complete the form and return to the school with check or cash by \_\_\_\_\_.

1. My child has permission to participate in the Environmental Education Program at Rock Eagle 4-H Center.

YES \_\_\_\_\_ NO \_\_\_\_\_

2. My child has permission to participate in **all** classes chosen by school personnel.

YES \_\_\_\_\_ NO \_\_\_\_\_

3. I understand my child **must have accidental insurance coverage** to attend the trip to Rock Eagle. ***The Rock Eagle 4-H Center is not responsible for medical coverage. The student must be covered by a parent or school policy.***

\_\_\_\_\_ My child is already covered by an insurance policy.

Company Name: \_\_\_\_\_

Policy No: \_\_\_\_\_

\_\_\_\_\_ I will need to purchase a school insurance policy. (The school policy with \_\_\_\_\_ costs \$ \_\_\_\_\_).

4. I give permission for my child to be taken to a doctor or hospital for medical treatment should the need arise. YES \_\_\_\_\_ NO \_\_\_\_\_

5. The phone number where I can be reached in case of emergency:

Cell (primary number): \_\_\_\_\_

Day: \_\_\_\_\_ Evening: \_\_\_\_\_

\*Alternate contact person if I cannot be reached: \_\_\_\_\_

Relationship: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# Rock Eagle Field Study Quick Info

## DATE

The field trip will leave school at \_\_\_\_\_ a.m./p.m. on \_\_\_\_\_ and return to school at \_\_\_\_\_ a.m./p.m. on \_\_\_\_\_.

## PURPOSE

The purpose of the Environmental Education Program is to teach an appreciation of Georgia's Natural and Social Sciences. Underlying the trip is the belief that learning is not restricted to the classroom, but also found in the world around us. Through a combination of multi-disciplinary activities and an interaction with the natural world, it is hoped that students will acquire new knowledge.

## INSTRUCTION

A variety of activities and projects are prepared by the teachers and staff. These activities take advantage of the natural surroundings of the area, and use that environment as a stimulus for learning. Activities will include the areas of reading and language arts, science, mathematics, art, health, physical education, and social studies.

## GROUP

The group will consist of \_\_\_\_\_ grade students who have parental permission to join the trip. Any student unable to attend the trip will remain at the school and follow a normal classroom schedule with one of the \_\_\_\_\_ grade teachers.

## TRANSPORTATION

Transportation will be provided by \_\_\_\_\_, a licensed carrier for this type of trip.

## COST

The cost of the trip is \$\_\_\_\_\_. This will cover all expenses, including bus, food, and lodging.

## SUPERVISION

Responsibility for supervision and discipline will be assumed by the teachers, principal, instructors, and parent chaperones in attendance. The ratio of students to adults is approximately \_\_\_\_\_ to 1.

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# Rock Eagle Field Study Parent Letter

Date: \_\_\_\_\_

Dear Parents:

On the following pages, you should find all the necessary information concerning the Environmental Education Program at Rock Eagle 4-H Center.

Dates: \_\_\_\_\_

Cost: \_\_\_\_\_

Checks Payable To: \_\_\_\_\_

Deposit Due: \_\_\_\_\_

Permission Slip and Balance Due: \_\_\_\_\_

## **We wish to call attention to the following important items:**

1. If your child has specific limitations which would curb his/her participation, please send the school a note. We will see that he/she is excused from any activities deemed inappropriate. Please note that Rock Eagle 4-H Center has handicapped accessible facilities. Please give advanced notice if you need these facilities.
2. If your child has any food allergies or dietary restrictions (ex: vegetarian, no pork, etc.), please notify the field trip coordinator prior to the field study. Rock Eagle's dining hall can accommodate most allergies and food restrictions. If the dining hall can not accommodate your child, the dining hall manager and field trip coordinator will discuss possible options.
3. If your child is on any medication, please notify the school. Send the medicine, along with written permission and instructions, for school personnel to dispense.
4. Students may not leave the designated camp area without permission and supervision. Prior notice of any pick-ups is required.
5. Your child will not be near a telephone for the majority of his/her stay. If you have an emergency and need to get in touch with school personnel, the Center's telephone number is (706)484-2800 during business hours. After hours you may contact the on duty security guard at (706)484-2821. A message will be delivered to a teacher or chaperone as soon as possible.

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# **4-H Environmental Education Program**

## **Adult Video/Photo Release Form**

I hereby grant the University of Georgia the following irrevocable rights:

1. The right to use my name, photograph, picture, portrait and likeness (hereinafter collectively known as "image") in connection with its educational and promotional materials or for any other legitimate purpose;
2. The right to create composite or computer-manipulated materials from my image;
3. The right to use, reproduce, publish, exhibit, distribute and transmit my image individually or in conjunction with other images or printed matter in any and all media, including, but not limited to, print material, television, film, internet and CD-ROM;
4. The right to copyright my image; and
5. The right to assign the above rights to third parties.

I hereby waive the right to inspect or approve my image or any finished materials that incorporates my image. I understand and agree that my image will become part of the University of Georgia's photograph file and that it may be distributed to other organizations or individuals for use in the publications. I also understand that I will receive no compensation in connection with the use of my image.

I hereby release and forever discharge the University of Georgia, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have caused by or arising from the use of my image, including all claims for libel and invasion of privacy.

I understand that the acceptance of this Consent and Release Form by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents and employees.

I certify that I am at least 18 years of age and that I have read and understood the above.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINT NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

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# **4-H Environmental Education Program**

## **Child Video/Photo Release Form**

I certify that I am the parent or legal guardian of \_\_\_\_\_.

I hereby grant the University of Georgia the following irrevocable right:

1. The right to use my child's name, photograph, picture, portrait and likeness (hereinafter collectively known as "image") in connection with its educational and promotional materials or for any other legitimate purpose;
2. The right to create composite or computer-manipulated materials from my child's image;
3. The right to use, reproduce, publish, exhibit, distribute and transmit the image individually or in conjunction with other images or printed matter in any and all media, including, but not limited to, print material, television, film, internet and CD-ROM;
4. The right to copyright my child's image; and
5. The right to assign the above rights to third parties.

I hereby waive the right to inspect or approve my child's image or any finished materials that incorporates my child's image. I understand and agree that my child's image will become part of the University of Georgia's photograph file and that it may be distributed to other organizations or individuals for use in their publications. I also understand that neither I nor my child will receive compensation in connection with the use of my child's image.

I hereby release and forever discharge the University of Georgia, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either in my own behalf or in my capacity as legal representative of my child, caused by or arising from the use of my child's image, including all claims for libel and invasion of privacy.

I understand that the acceptance of this Consent and Release Form by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents and employees.

I certify that I am at least 18 years of age and that I have read and understood the above.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINT NAME: \_\_\_\_\_ PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

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# Frequently Asked Questions

1. ***What is the dining hall like?***

The dining hall serves food cafeteria style. Students will enter through a turnstile and be served their entrée and sides by our dining hall staff. Some side items may be self-serve. Students will have a variety of drink options, including water, sweet/unsweet tea, milk, and juice. The students sit together as a school group at tables. When finished eating, students take their trays to a tray drop and exit the dining hall. Some dietary restrictions can be accommodated with at least 2 weeks advance notice.

2. ***Can I call and talk to my child at the Center?***

Groups are in classes outside and will not be near a telephone during most of their stay. In the case of an emergency, a message can be left during office hours at (706)484-2899. The message will be delivered to an adult with the school. Talk to your lead teacher for phone availability.

3. ***If my child canoes, will they wear a PFD (personal floatation device)?***

Yes. Rock Eagle requires ANYONE in a canoe to wear a PFD at all times.

4. ***What happens if my child is injured? Do you have health personnel on site?***

We do not have a nurse or health facility on site. If your child is injured and requires basic first aid, it is the responsibility of the school to provide the necessary aid. Each school should bring their own first aid kit, though Rock Eagle will have a basic kit if needed. If the injury is more serious, the student will be transported to the hospital. The center is located about 8 miles from Putnam General Hospital. The school is responsible for transporting students to the hospital. The center is within service area of local EMT. We recommend bringing a vehicle that can be used in an emergency. Every effort will be made to notify you for your permission to administer treatment for more serious conditions.

5. ***What equipment should I send with my child? Do I need to buy new clothes for the trip?***

Please make sure to send **OLD** clothes and **OLD** sturdy shoes (tennis shoes, hiking boots, etc.) If your child is taking a water class, an extra pair of old shoes/sandals to collect in the stream or lake is necessary. A raincoat is a must. Classes go outside, even if it is raining (thunder and/or lightning are exceptions). Please label clothes, cameras, gear, etc. with your child's name.

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## **Appendix A**

# **Other Programs**



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**(Environmental Education for Pre-K through 2<sup>nd</sup> grade students)**

The goal of the Discovery Program is to provide fun, educational learning experiences for children in Pre-K through 2<sup>nd</sup> grade. We strive to give young students unique educational opportunities that help form a firm foundation for academic success. Interactive classes about animals, plants, sensory awareness, and living history take each child on a voyage of discovery that makes learning come alive!

All classes are one hour in length and incorporate indoor and outdoor, hands-on, minds-on activities. With nine different classes from which to choose, each trip to Rock Eagle will be a new adventure. Typical field studies include two one-hour classes, followed by time to explore the Natural History Museum and Gift Shop. Covered picnic areas may also be reserved. Cost is \$10.00 per student.



For your field study choose two of the following one-hour courses from our three focus areas:

**Georgia History**

Native American Life  
Pioneer Life

**Animal Kingdom**

Scaly and Slimy  
Awesome Aquatics  
Creepy Crawlies  
Feathered Friends

**Exploration**

Habitats  
Plants and Trees  
Sensory Awareness

For program information and reservations contact Jessica Torhan at:  
(706) 484-4838 or [jtorhan1@uga.edu](mailto:jtorhan1@uga.edu)



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## Rock Eagle Outreach Program



If you cannot come to Rock Eagle, let Rock Eagle come to you! We offer various outreach programs which can be incorporated into your classroom. Outreach is offered all year, based on availability.

- \$15.00 per student (\$300.00 minimum)
- Limit 75 mile radius from Rock Eagle
- 2 hour classes (or 2 one hour programs for preK-2nd)
- Suggested programs: Herpetology and Ornithology. Other programs can be developed.

If interested, please call Jessica Torhan at (706) 484-4838 or e-mail [jtorhan1@uga.edu](mailto:jtorhan1@uga.edu) to develop a program.



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# ROCK EAGLE ADVENTURE PROGRAM



With safety as a primary concern, Rock Eagle Adventure challenges the group through challenging the individual. Based on the experiential learning cycle, programming consists of experience, reflection, and a focus on the real life application of what is learned.

Our staff has experience with groups of all ages, sizes, and types: corporate, school, spiritual, sport, community, civic, etc.

For programming information, pricing, and available dates, contact the Environmental Education office by phone at (706) 484-2862 or by email at [mhammons@uga.edu](mailto:mhammons@uga.edu).

Class	Grade Requirement
Team Initiatives	3 <sup>rd</sup> grade and up
Challenge Course	5 <sup>th</sup> grade and up
Climbing Wall, Zip Line, and Swing Shot	6 <sup>th</sup> grade and up



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## **Appendix B**

# **Vocabulary & Journal Questions**



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# ROCK EAGLE 4-H CENTER

## CANOEING

Pre-Post Trip Activities  
Rock Eagle's Environmental Education Field Study

### **Practice Paddling**

Materials: long sticks or broomsticks

Procedure: With broomsticks (or any long stick), practice the movement for certain strokes (especially the forward and backward stroke). This can even be done at their desks! Remember to remind your students to switch their hands on the grip. If they're paddling on their left side, then their right hand should be on the grip. If they're paddling on their right side, then their left hand should be on the grip. This can be the hardest concept for students!



### **Canoe & Paddle Match-Up**

Students can learn canoe and paddle parts from the diagrams on the included canoe worksheet.

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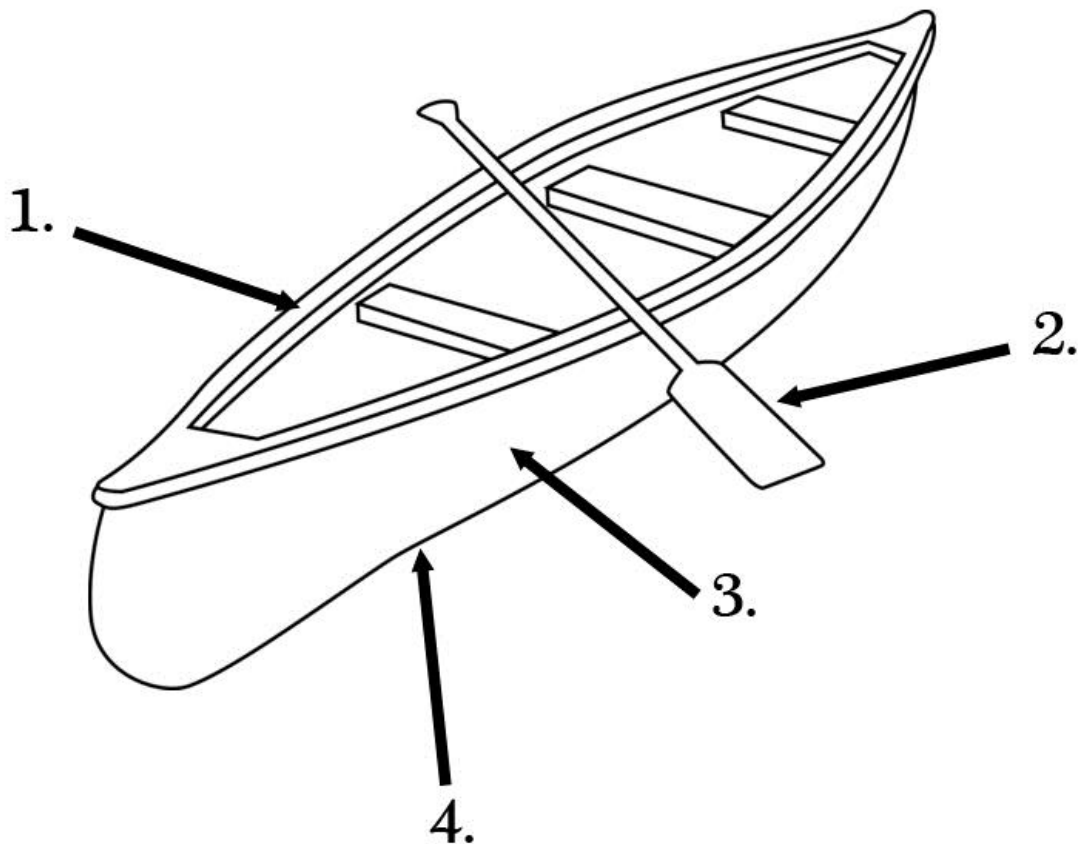
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## ROCK EAGLE 4-H CENTER

# Know Your Canoe

See if you can label the canoe parts!



Front of Canoe \_\_\_\_\_

Back of Canoe \_\_\_\_\_

Right Side \_\_\_\_\_

Left Side \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**Answers:**

Front – Bow, Back – Stern, Right – Starboard, Left - Port  
1. Gunwales 2. Paddle 3. Hull 4. Keel

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# ROCK EAGLE 4-H CENTER

## CANOEING

### Journal Questions

#### Rock Eagle's Environmental Education Field Study

1. What are three things a person should have when going canoeing?
2. Which part of the canoe should you sit in if you want to have the most control in steering the canoe?
3. What wildlife did you see while you were out in the canoe?
4. Did you enjoy your canoeing experience? What did you like most about canoeing?
5. Have you been out in a canoe or boat before? Describe this experience.

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# ROCK EAGLE 4-H CENTER

## CANOEING

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Bow:** The forward (front) of the boat.
- Canoe:** Small, long, and narrow human powered boat. Usually pointed at both ends and typically open. The operator(s) can either kneel or sit in the hull of the boat and should face in the direction of travel.
- Fulcrum:** The area around which a lever turns.
- Hull:** the main body of a ship or other vessel, including the bottom, sides, and deck but not the masts, superstructure, rigging, engines, and other fittings.
- Keel:** the structure along the centerline of a boat on which the rest of the hull is built.
- Paddle:** The tool used to push and pull the canoe through the water.
- PFD:** Personal flotation device; a jacket or vest worn to keep a person afloat in water.
- Port:** The left side of the boat when facing the bow; when facing the stern, port is on the right.
- Starboard:** The right side of the boat when facing the bow.
- Stern:** The rear (back) part of the boat.

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# ROCK EAGLE 4-H CENTER

## CHALLENGE COURSE

### Journal Questions

#### Rock Eagle's Environmental Education Field Study

**Key Words:** communication, cooperation, safety, team

1. What three qualities were most important to the success of your team?
2. What activity from this class best demonstrated each quality?
3. How could you use each quality after you leave Rock Eagle?
4. Do you think you were a good team member on the challenge course today? Why or why not?

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# ROCK EAGLE 4-H CENTER

## CHALLENGE COURSE

### VOCABULARY

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Communication:** the imparting or exchanging of information or news.
- Planning:** to decide on and arrange in advance.
- Respect:** a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
- Team:** two or more people working together.

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# ROCK EAGLE 4-H CENTER

## **HERPETOLOGY**

### **PRE-POST ACTIVITIES**

### **ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY**

#### **Breeding for Corn Snake Morphs**

Explore the genetics involved in breeding corn snake color morphs. Discuss how parental genetics can influence offspring traits.

#### **Classification of Herpetofauna**

Give students a collection of toy reptiles and amphibians and ask them to sort the animals into groups. Then ask them to explain the criteria through which they sorted animals. Have them try different criteria a few times.

#### **Research papers**

Students write research papers on specific Georgia reptiles and amphibians. After researching, students could present in front of the class a day in the life of their animal. The presentation must be from the point of view of their animal.

#### **No Hands!**

Have your students feel what it's like to be a snake! They must perform an 'easy' task without using their hands! Tasks could include: opening a bottle of water; moving objects from one point to another; turning pages in book; etc.





# ROCK EAGLE 4-H CENTER

## **HERPETOLOGY**

### **JOURNAL QUESTIONS**

### **ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY**

1. What is herpetology?
2. Give an example of a keystone species. How is this species important to the ecosystem it lives in?
3. What are three factors that may lead to the extinction of a reptile or amphibian?
4. List two differences and two similarities between aquatic and terrestrial turtles.
5. What are three major differences between reptiles and amphibians?
6. List two reasons why all snakes are important.
7. List 3 things that snakes and humans have in common.

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# ROCK EAGLE 4-H CENTER

## HERPETOLOGY

### VOCABULARY

#### ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY

<b>Adaptation:</b>	special characteristics of an animal that help it to survive.
<b>Ectothermic:</b>	an organism whose body temperature is determined by the surrounding environment (cold-blooded)
<b>Endothermic:</b>	an animal that regulates its own body temperature internally (warm-blooded)
<b>Herpetology:</b>	the study of reptiles and amphibians
<b>Jacobson's Scent Organ:</b>	small opening in the upper mouth in some reptiles allowing the molecules picked up by the tongue to be interpreted
<b>Keystone Species:</b>	A <b>species</b> that has a disproportionate effect on its <b>environment</b> relative to its abundance. An ecosystem may experience a dramatic shift if a keystone species is removed, even though that species was a small part of the ecosystem by measures of <b>biomass</b> or <b>productivity</b> .
<b>Metamorphosis:</b>	a change in the form or function of an organism by a natural process of growing or development.
<b>Nictitating Membrane:</b>	a third clear eyelid found in some animals that protects the eyes
<b>Scute:</b>	an enlarged scale on a reptile
<b>Venomous:</b>	a toxic substance that causes harm by injection

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# ROCK EAGLE 4-H CENTER



## HISTORIC CAMPFIRE



### JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. What is folklore? Are there any stories or songs you know that have been passed down from your family?
2. Why did pioneers gather and hold campfires?
3. If you were a pioneer, what kinds of activities do you think you would have done at night?
4. What was your favorite activity during the historic campfire? Why?

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# ROCK EAGLE 4-H CENTER

## HISTORIC CAMPFIRE

### VOCABULARY

## ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**American Frontier:** the extent of settlement west of the Appalachian Mountains; the point beyond which was unknown and inhabited only by natives

**American Revolution:** the political upheaval during the last half of the 18th century in which thirteen colonies in North America joined together to break free from the British Empire, becoming the United States of America. The American Revolutionary War lasted from 1775 to 1783.

**Bonnet:** a soft head covering worn mostly by women, used to keep hair tidy, to keep dust out of hair, and to prevent sun tanning or burning.

**Cherokee:** a Native American people historically settled in the Southeastern United States (principally Georgia, the Carolinas and East Tennessee).

**Contra dancing:** refers to several partnered folk dance styles in which couples dance in two facing lines.

**Folklore:** the traditional beliefs, customs, and stories of a community, passed through the generations by word of mouth.

**Muskogee:** a Native American people historically settled in the Southeastern United States (principally Alabama, Florida, Georgia, and the Carolinas).

**Pioneer:** any of the people in American history who migrated west to join in settling and developing new areas. The term especially refers to those who were going to settle

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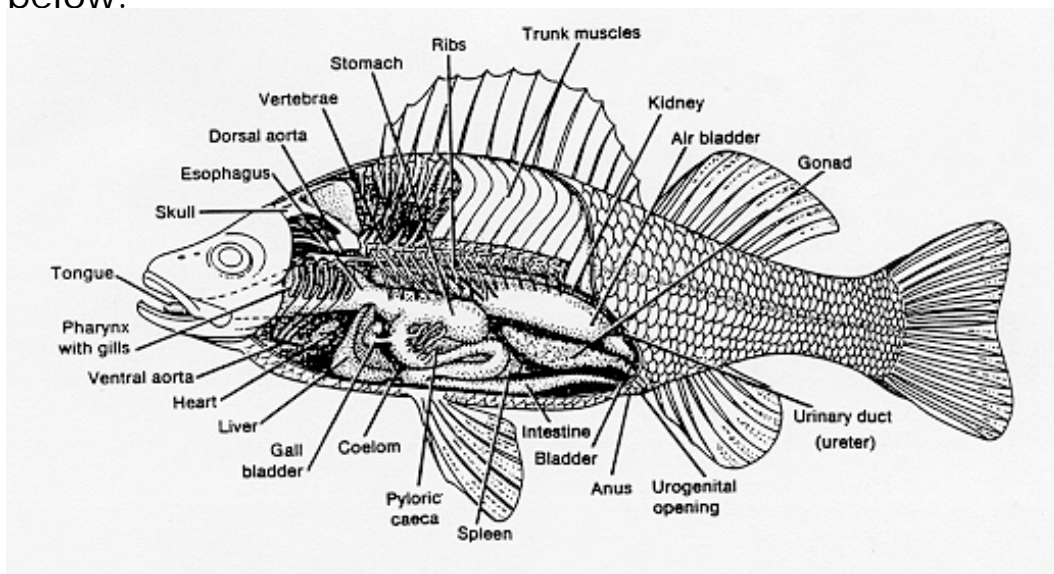
## ICHTHYOLOGY

### INTERNAL ANATOMY- FISH DISSECTION JOURNAL QUESTIONS



### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. What is the function of the swim bladder?
2. Imagine a perch ate a small fish. Color in the passage of the prey through the perch's digestive system on the diagram below.



3. On the diagram above, label the fins shown. What is the name of the fin that not shown in this picture?
4. What is the purpose of the operculum?
5. Give two reasons why perch are important to their ecosystems.

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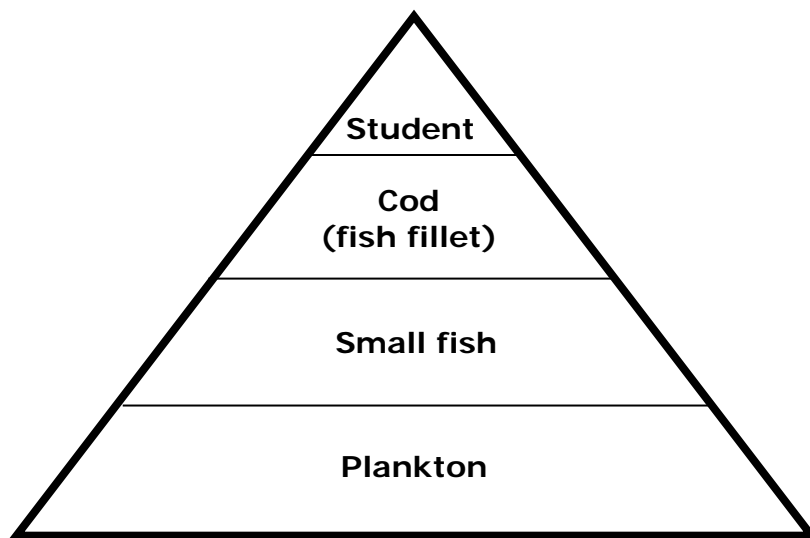


## LAKE ECOLOGY PRE-POST ACTIVITIES ROCK EAGLE'S ENVIRONMENTAL FIELD STUDY



### **Food Pyramid**

Have the students draw a food pyramid that represents eating a steak, a fish fillet, or a bowl of beans. See below for example:



### **A Day in the Life**

Students write research papers on common macroinvertebrates that can be found in the lake. After researching, students could present in front of the class a day in the life of their animal. The presentation must be from the point of view of their animal.

### **Reservoirs Study**

Almost all the lakes in Georgia are manmade reservoirs. The National Dam registry which list dams over 6 feet tall lists 4,435 reservoirs in Georgia. Reservoirs have many benefits for Georgians such as municipal and industrial water supplies, flood control, navigation, recreation and drinking water. Have students research which reservoir is nearest their home and what benefit it provides to the surrounding communities.

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## **LAKE ECOLOGY** **JOURNAL QUESTIONS** **ROCK EAGLE'S ENVIRONMENTAL** **EDUCATION FIELD STUDY**



1. Draw a food web or food pyramid using producers, consumers and decomposers.
2. Identify the inputs and outputs of a lake.
3. List 2 biotic and 2 abiotic components (parts) of the lake. Why are both important?
4. What was your favorite animal in the lake and what 2 adaptations did it have to live in that environment? Was it an invertebrate or a vertebrate?
5. Did you find any litter during your lake class? If so, why is it important to remove it and place it in a trash or recycling container?

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# ROCK EAGLE 4-H CENTER

## LAKE ECOLOGY

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Abiotic:** material lacking any biotic (once living) substances.
- Adaptation:** special behavioral or physical characteristics of an animal that help it survive.
- Biotic:** material composed of living or once alive components.
- Consumer:** an organism that uses a producer for food; cannot make their own food.
- Decomposer:** an organism that breaks down dead or decaying organisms and in doing so carries out the natural process of decomposition
- Detritus:** dead organic matter and the accompanying decomposers feeding upon it.
- Food Web:** a network of feeding relationships by which energy and nutrients are passed on from one species of living organisms to another.
- Invertebrate:** an animal lacking a backbone.
- Macroinvertebrate:** invertebrates that are large enough to see without the aid of a microscope.
- Producer:** an organism that creates its own food using the sun's energy.
- Vertebrate:** an animal distinguished by the possession of a backbone or spinal column.

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# ROCK EAGLE 4-H CENTER



## LAKE ASSESSMENT



### JOURNAL QUESTIONS

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. What are some factors that you would need to consider before raising fish in a body of water?
2. Why would you need to consider the substrate material when trying to raise fish in a body of water?
3. What are some changes in the experimental process that would improve the accuracy of your results?
4. When doing field work in this class what problems did you run in to and how what would you change next time to help solve those problems?

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# ROCK EAGLE 4-H CENTER

## LAKE ASSESSMENT

### VOCABULARY

#### ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY

- Acid:** A substance with a pH of less than 7. A substance with more free Hydrogen ions ( $H^+$ )
- Base:** A substance with a pH of more than 7. A substance with more free Hydroxide ions ( $OH^-$ )
- Dissolved Oxygen:** Oxygen gas that has been dissolved into water (DO).
- Habitat:** The environment in which an organism normally lives.
- Niche:** The role of an organism in its environment.
- pH:** "parts Hydrogen" A measure of how acidic/basic water is. Specifically, it is a measure of the relative amount of free hydrogen and hydroxyl ions in the water.
- Scientific Method:** A method of research in which a problem or question is stated, the topic is researched, a hypothesis is formulated, the hypothesis tested, test results are analyzed and then reported.
- Substrate:** The surface or material on or from which an organism lives, grows, or obtains its nourishment
- Temperature:** The amount (degree) of heat present in a substance or object.

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# ROCK EAGLE 4-H CENTER



## **NATURE JOURNAL** **JOURNAL QUESTIONS** **ROCK EAGLE'S ENVIRONMENTAL** **EDUCATION FIELD STUDY**



1. Describe a nature journal and give an example of how it could be used.
2. Give one example of a well know nature journalist.
3. Explain how using descriptive language can enhance your journal. How can it help others?

## **NATURE JOURNAL**

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# ROCK EAGLE 4-H CENTER

## VOCABULARY

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

<b>Journal:</b>	a book in which you write down your personal experiences and thoughts
<b>Nature Journal:</b>	a book in which you write down your personal experiences and thoughts pertaining to nature or the environment
<b>Naturalists:</b>	a person who studies plants and animals as they live in nature
<b>Contour Line:</b>	a line representing an outline of an object
<b>Contour Drawing:</b>	an artistic technique where the artist sketches the contour lines of an object ultimately producing an outline of the subject
<b>Field Sketch:</b>	a drawing that is produced to help support data collected within a field study
<b>Observation:</b>	the act of careful watching and listening: the activity of paying close attention to someone or something in order to get information
<b>Descriptive Writing:</b>	the clear description of people, places, objects, or events using appropriate details
<b>Poetry:</b>	writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm
<b>Haiku:</b>	an unrhymed verse form of Japanese origin having three lines containing usually five, seven, and five syllables
<b>Cinquain:</b>	a 5-line stanza
<b>Diamante:</b>	a style of poetry that is made up of seven lines that form a diamond shape

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# ROCK EAGLE 4-H CENTER



## **NATURE HIKE**

### **PRE-POST TRIP ACTIVITIES**

### **ROCK EAGLE'S ENVIRONMENTAL EDUCATION**

### **FIELD STUDY**

#### GRADES 1-5

##### **Play-doh Creation**

Use Play-doh to build a creature with special adaptations for living at night. Discuss why each characteristic is beneficial to the animal

##### **Animal Charades**

Have students act out behaviors beneficial to day/night/twilight survival

##### **Sky Chart Creation**

Have the students make their own constellation from a sky chart. They can include a story/myth to go along with their constellation

#### Grades 6-8

##### **Face your Fear**

Each student picks a fear they may have. They will name it, study it, write their feelings about it and try to conquer it. Discuss what fear is and where does fear come from.

##### **Life Strategies**

5 min presentation on one animal life strategies (behavior/physical) for survival at night (ex: coyote-big ears, bat-echolocation, etc.)

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# ROCK EAGLE 4-H CENTER

## **NATURE HIKE** **JOURNAL QUESTIONS** **ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD** **STUDY**

1. What does it mean to be nocturnal, crepuscular, and diurnal?
2. Give two examples of nocturnal animals and explain how they use their senses?
3. Describe the most interesting thing you encountered on your nature hike?
4. Draw a picture of a nocturnal/ crepuscular animal that you learned about during your nature hike?

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# ROCK EAGLE 4-H CENTER

## NATURE HIKE

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

<b>Adaptation:</b>	a behavioral or genetic alteration or response in an organism that facilitates survival and reproduction in response to surroundings
<b>Cones:</b>	parts of the retina that interpret color
<b>Crepuscular:</b>	animals most active at twilight (dusk/dawn)
<b>Diurnal:</b>	animals most active during daylight hours
<b>Echolocation:</b>	reflected sound emitted from an animal (for example: bat/dolphin) to locate objects
<b>Nocturnal:</b>	creatures most active at night
<b>Rods:</b>	parts of the retina that interpret shades of black and white
<b>Triangulation:</b>	a system used by animals to interpret the source of a sound

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# ROCK EAGLE 4-H CENTER

## NATIVE AMERICAN GAMES

### JOURNAL QUESTIONS

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. List two reasons that Native Americans played games.
2. What was your favorite Native American Game and why?
3. Are there any games that you played with your friends that are similar to games the Native Americans played?

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# ROCK EAGLE 4-H CENTER

## NATIVE AMERICAN SKILLS

### PRE-POST TRIP ACTIVITIES

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

#### **Design a Native American Village**

Students design their own Native American village. Through drawing and writings, students can describe what would be in their village (example: buildings, location of buildings, location of village, is it close to a stream or a lake, open land or forests, land for farming). What would they use to make their houses? Their clothes? What would they eat or hunt? How many people would live in their village? What types of plants and animals would be found around their village? Then have the students discuss why they chose to place their village in a certain area, what plants they chose and why.

#### **Let's Play!**

Have the students come up with a new Native American game using natural products such as pine cones, sticks, deer hide, etc. There should be a reason behind the game (for land, for rain, to avoid war, etc). Afterwards, test the game out!



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# ROCK EAGLE 4-H CENTER

## NATIVE AMERICAN STUDIES

### JOURNAL QUESTIONS

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. Are there any examples in your community that reflect Native American culture?
2. Name three skills you learned in this class. Would any of the skills you learned in this class be important to Native Americans today? Why or why not?
3. Identify at least one environmental influence affecting a skill you learned.
4. What are some tasks you might have been responsible for if you were a member of the local Native tribe?

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## NATIVE AMERICAN STUDIES

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

<b>Paleo:</b>	time period 11,500-8,000 BCE Small nomadic groups of hunters and gatherers. Hunted large animals with large spear points made out of flint or quartz.
<b>Archaic:</b>	time period 8,000-1,000BCE group of nomadic hunters and gatherers. Started hunting smaller animals with the atlatl and also started using fishhooks, knives and stone axes.
<b>Woodland:</b>	time period of 1,000 BCE - 800 CE. Started cultivation of gardens, though they were still reliant on hunting and gathering. This caused an increase in permanent settlement. Developed trade. Also invented the bow and arrow, pottery, and copper tools.
<b>Mississippian:</b>	time period was 800BCE-1540CE. They flourished in the southeast around 800A.D. and collapsed after contact with the Spanish around 1540. They were the ancestors to the Muskogee. A ranked society chiefs and priests.
<b>Cordage:</b>	rope or string made from two or more strips of animal or plant fibers twisted together
<b>Creek/Muskogee:</b>	Muskogee was a language family of tribes in the Southeast. The British settlers who came into contact with them called them Creek due to their villages being near rivers, streams and creeks. With the threats of European arrival in the Southeast, many of these tribes united into the Creek Nation.
<b>Megafauna:</b>	large animals that existed in North America before 8000 BCE, including mammoths, mastodons, ground sloth, giant beavers, saber-tooth cats, etc.
<b>Mortar and Pestle:</b>	a club shaped tool (pestle) that is used to grind and crush substances in a stone or wood bowl (mortar)
<b>Sinew:</b>	tendon fibers from a deer or large mammal used to make cordage
<b>Waddle and Daub:</b>	a method of architecture in which clay is packed onto a woven support

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# ROCK EAGLE 4-H CENTER

## ORIENTEERING

### PRE-POST TRIP ACTIVITIES

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

#### **Making a compass**

Materials: sewing needle about 1 inch long, small bar magnet or a refrigerator magnet will work, a small piece of cork, small glass or dish of water to float the cork and needle in.

Procedure: Run the magnet over the needle about 20 times in the same direction. This will magnetize the needle for you. Take a small piece of cork and push the needle through the circle (not length wise but width wise). Float the cork and needle in your cup so that the needle lies roughly parallel to the surface of the water. Now place your compass on a still surface and see what happens. The needle will point to the nearest magnetic pole, north or south depending on where you do this activity. If you want to experiment further you can place a magnet near the compass and see what happens.

#### **Making a topographic map**

Have students make a topographic map of either their school or their neighborhood. Using a topographic map as an example and reference have, students draw their own map with a key. They must also know the distance, degrees and height of the different areas or sites on their maps.

#### **How well do you know your compass?**

Students label compass parts on the following compass worksheet.

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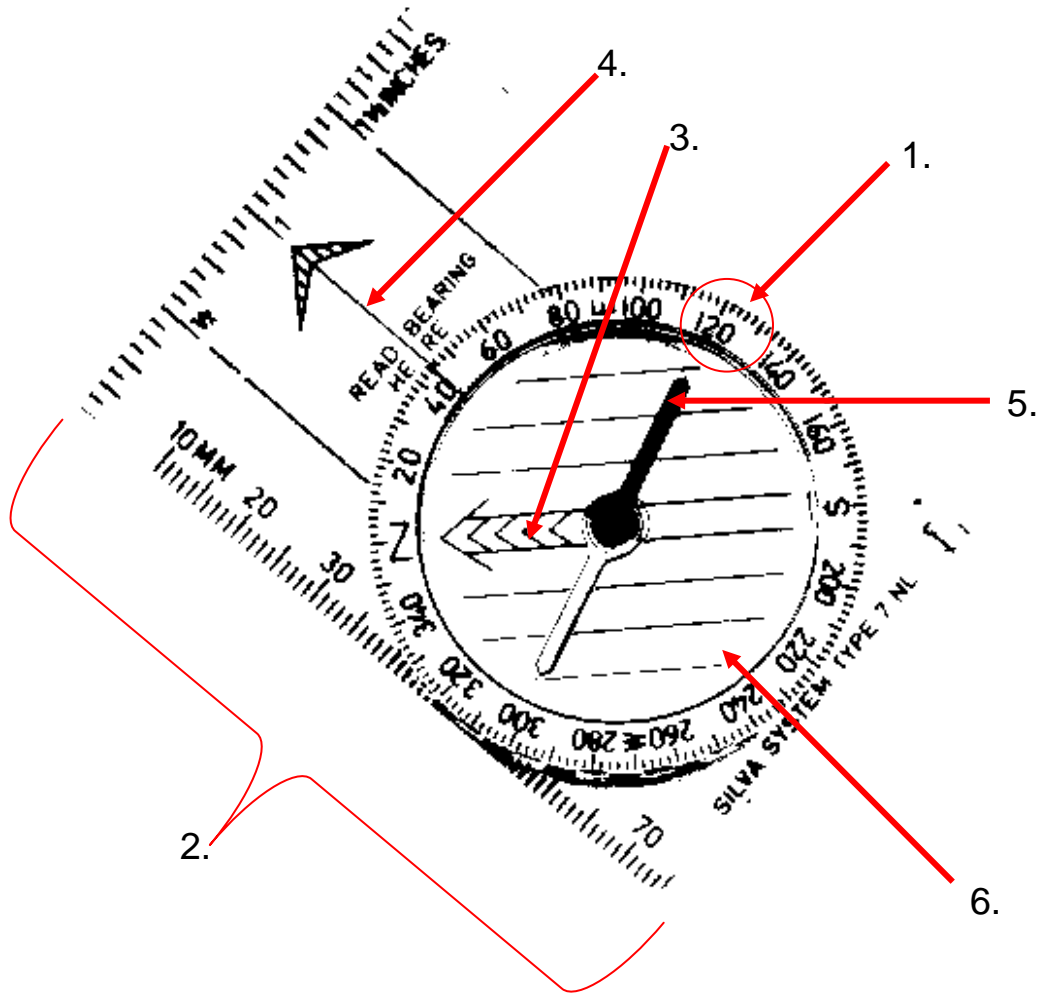
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### How Well do You Know Your Compass?

See how well you know your compass by labeling the parts of the compass. Use the given words. Be careful, not all the words are used!



**Words:** Base Plate, Bearing, Declination, Degrees, Dial, Direction-of-Travel Arrow (Fred), Needle (Red), Orienting Arrow (Shed),

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Orienting Arrow (Shed)

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Answers: 1. Degrees, 2. Base Plate, 3. Orienting Arrow, 4. Direction-of-Travel Arrow, 5. Needle, 6. Dial

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## ORIENTEERING

### JOURNAL QUESTIONS

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Key Words:** bearing, compass, needle, pace, true North, magnetic North

1. If someone turned 180 degrees, what did they do?
2. The red magnetic needle in a compass always points in which direction?
3. How did you measure distance today?
4. What are some things that might affect your compass?
5. How might you use any of the skills you learned in this class?

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## ORIENTEERING

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Base plate:** square plate that the dial sits on, also contains a ruler on the sides and the direction of travel arrow
- Bearing:** direction, measured from one position to another using geographical reference lines
- Compass:** instrument used to determine geographic direction of travel
- Declination:** angle between the direction the compass needle points and true north
- Dial:** part of the compass which rotates to align degrees with directional arrow; usually filled with water and marked with numbers representing the degrees
- Direction-of-travel:** arrow on base plate pointing to your destination
- Arrow:**
- Needle:** magnetized arrow inside compass dial, which always points to north and south
- Orienteering:** the act or sport of someone using a map and compass to find points in a landscape
- Pacing:** system of counting every other step to measure the distance traveled
- Topographic maps:** graphic representation of the surface features of a place or region on a map, indicating positions and elevations their relative

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# ROCK EAGLE 4-H CENTER



## ORNITHOLOGY



### PRE-POST TRIP ACTIVITIES ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Paper Airplane Competition-** Students build different styles of paper airplanes, representing the wing shape of different birds, to explore aerodynamics and flight patterns. Use the following resource from Nebraska's "Project Beak."

- [http://projectbeak.org/teacher/pdf/adaptations\\_wings\\_and\\_flight\\_paper\\_airplances.pdf](http://projectbeak.org/teacher/pdf/adaptations_wings_and_flight_paper_airplances.pdf)

**Project Flying Wild's "Adaptation Artistry"-** Students draw a fictional bird and use it's adaptations to interpret what kind of habitat that bird utilizes.

**Dissecting Owl Pellets-** Students dissect owl pellets to discover what's hiding inside! Challenge the students to try and put the skeleton of the prey back together by using diagrams.

**Nest Building-** Students, in pairs, select a nesting site somewhere on school grounds (or inside due to weather). Give each pair nesting material (various sized sticks, newspaper, rags, cardboard, Styrofoam, etc.) and challenge them to build a nest with the materials provided. To make things more difficult, don't let them use their hands, only their feet, legs, and arms!

**Through the Eyes of a Bird-** How would life be as a bird? Have students write a story about the typical day of a bird as if they were that bird.

**Myths, Legends, & Superstitions-** Throughout history birds have been apart of various myths, legends, and superstitions. Have students research and report how various birds were viewed in history and through different cultures.

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## ORNITHOLOGY



### JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. What is ornithology?
2. Describe four characteristics birds have that make them different from other animals?
3. Explain how you would identify a bird.
4. What are two problems that affect bird populations?  
What can you do to help?
5. What was your favorite bird you saw? Why?

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## ORNITHOLOGY

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Adaptation:** special characteristics of an animal that help it to survive

**Bioaccumulation:** the build-up of toxins within a food chain often leading to negative effects for the top predators.

**Habitat:** the environment which an organism lives

**Indicator Species:** a species extremely sensitive to environmental changes; humans use these species to detect if environmental problems are occurring

**Molting:** the process of replacing feathers

**Nictitating** a clear third eyelid used by some raptors

**Membrane:** for extra eye protection

**Ornithology:** the study of birds

**Raptors:** birds of prey that have sharp talons, a shredding beak, and usually hunt their prey

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# ROCK EAGLE 4-H CENTER



## PIONEER LIFE

### PRE & POST TRIP ACTIVITIES ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

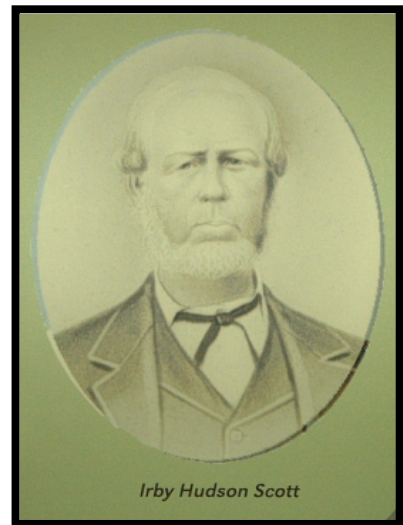


#### Compare pioneer times (early 1800's) to now

Find the difference between our lifestyle and theirs. Make a list of these differences and then think about how pioneers may have lived without the luxuries we take for granted now. This may require a little research as well.

#### Journals

Have students write a detailed journal of all the things they do during one day. Ask the students to question their grandparents about a typical day when they were young. Allow the students to compare the differences. Have students ask their grandparents whether they know what a typical day was like for their grandparents. Now the students can compare their typical day to their grandparents and great-grandparents typical day. This allows the student to see how American lifestyle has changed from 1850's to 2000's. What will a typical day be for the student's grandchildren?



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## PIONEER LIFE

### JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY



1. How have advancements in technology affected some of the tasks you performed in class?
2. Compare and contrast your life at home with that of pioneer children.
3. Do you perform chores at home? How are your chores different from those you performed in this class?

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# ROCK EAGLE 4-H CENTER

## PIONEER LIFE

### VOCABULARY

## ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Pioneer**-(noun) a person who is among those who first enter or settle a region, thus opening it for occupation and development by others. (Adjective) being the earliest, original, first of a particular kind.

**Historic**- well-known or important in history.

**Archaeology**- the scientific study of historical or prehistoric peoples and cultures by analysis of artifacts and other such remains, especially those that have been excavated.

**Tenant farming**-An agricultural production system in which landowners contribute their land and often a measure of operation capital and management: while tenant farmers contribute their labor along with varying amounts of capital and management.

**Sharecropping**- A system of agriculture in which a landowner allows a tenant to use the land in return for a share of the crop produced on the land.

**Garden Hoe**-a long-handled implement with a thin, flat blade used to break up the surface of the ground and destroy weeds.

**Saddlebag House**-a common type of pioneer dwelling featuring two or more large rooms and a chimney set in a central, interior wall.

**Outhouse/Privy**-an outbuilding with one or more seats and a pit serving as a toilet.

**Smokehouse**-an outbuilding in which various meats, fish and game are cured with smoke.

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# ROCK EAGLE 4-H CENTER



## PIONEER TOOLS

### PRE & POST TRIP ACTIVITIES ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY



#### **How have tools changed / stayed the same?**

Compare and contrast the tools used by pioneers with the tools used by people today. What tools, if any, do you use regularly? How are those tools like the tools pioneers used? How have they changed? What factors led to this change?

#### **Journals**

Ask students to compose a list of tools or other handheld items they use on a daily basis. This list may include writing implements, calculators, phones, and even eating utensils. Then have them speak to an older person (parents, grandparents, aunts, uncles) and ask them to provide a similar list and discuss how the lists are different. Are there similarities? What changes have taken place to cause the lists to change? Have students imagine a future list of tools and item that people will use daily.

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## PIONEER TOOLS

### JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY



1. How did the invention of electricity affect tools?
2. Name some tools a pioneer might use to make shingles for a roof.
3. Name two types of simple machines and give examples of each from the tools you used today.
4. What are some things you do at home after school?
5. What do you think you might do after school if you lived in the early 1850's?

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# ROCK EAGLE 4-H CENTER

## PIONEER TOOLS

### VOCABULARY

## ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Tool-** An implement for performing or facilitating mechanical operations.

**Pioneer-**(noun) a person who is among those who first enter or settle a region, thus opening it for occupation and development by others. (Adjective) being the earliest, original, first of a particular kind.

**Simple Machine-**a device that alters the magnitude or direction of a force. Examples: lever, pulley, wheel and axle, screw, wedge, and inclined plane.

**Mechanical Advantage-** the ratio of force exerted by a machine to the force applied to it. In other words, mechanical advantage is a calculation of how much faster and easier a machine makes your work.

**Shaving horse-** A traditional woodworking tool used to hold a piece of wood in place while it is worked by a cutting tool such as a drawknife or spokeshave.

**Froe & Maul-** A set of tools for cleaving wood by splitting it along the grain. The froe is a straight, metal blade which is struck with the maul, a piece of hardwood shaped similar to a hammer a club.

**Drawknife-**A traditional woodworking hand tool used to shape wood by removing shavings.

**Spoon Gouge-** A tool with a curved, chisel-like working edge used for woodworking purposes.

**Brace & Bit-** A hand tool used to drill holes in wood.

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# ROCK EAGLE 4-H CENTER

## RAPTORS

### JOURNAL QUESTIONS

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. What does the word "raptor" mean?
2. What are 3 characteristics that make a raptor unique from other birds?
3. Why are raptors an important part of our ecosystem?
4. List two ways humans may harm raptors.
5. What are 2 things you can do to help prevent raptors from becoming injured?

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# ROCK EAGLE 4-H CENTER

## RAPTORS

### VOCABULARY

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Adaptation:** special characteristics of an animal that help it to survive

**Bioaccumulation:** the build-up of toxins within a food chain often leading to negative effects for the top predators.

**Habitat:** the environment which an organism lives

**Indicator Species:** a species extremely sensitive to environmental changes; humans use these species to detect if environmental problems are occurring

**Molting:** the process of replacing feathers

**Nictitating** a clear third eyelid used by some raptors

**Membrane:** for extra eye protection

**Ornithology:** the study of birds

**Raptors:** birds of prey that have sharp talons, a shredding beak, and usually hunt their prey

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# ROCK EAGLE 4-H CENTER

## ROCK EAGLE HIKE PRE-POST TRIP ACTIVITIES

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

#### Creating Monuments

Have each student construct their own monument. It should be made to represent something significant or important to the student. Students can prepare oral presentation to explain how their monument represents them. (The effigy should be a collection of materials. For example a student who loves to fish should not bring in a fishing pole, instead they could objects placed together to make a fishing pole or a fish.) This could also be a school wide project. Each class planning to come to Rock Eagle could construct their own monument. Classes could all place their monuments on display with a short written explanation on the significance.



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# ROCK EAGLE 4-H CENTER

## ROCK EAGLE HIKE JOURNAL QUESTIONS

1. Do you think the Rock Eagle looks like an eagle? If not, what do you think it looks like?
2. No one really knows who built the Rock Eagle or why it was built. What is your guess about why the Rock Eagle was built?
3. What is an effigy?
4. The observation tower and the Rock Eagle Lake were built in the 1930's as part of President Roosevelt's Work Progress Administration (WPA). The goal was to put men back to work. Why was this important at this time in the United States?
5. Did the land surrounding the Rock Eagle look like it does today 50 years ago? What did it look like 100 years ago? Will it look like same 50 years from now?

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# ROCK EAGLE 4-H CENTER

## ROCK EAGLE HIKE

### VOCABULARY

Archaeology:	the study of historic and prehistoric cultures conducted by analyzing their artifacts, inscriptions and monuments. Usually uses other areas of science such as zoology, botany and geology.
Artifacts:	objects that are made or modified by humans. Examples are arrowheads, baskets, pottery, stone tools and glass or metal objects.
Effigy:	a representation of a person, animal or object especially in the form of sculpture
Excavation:	method of exposing past cultures and artifacts by systematically removing layers of soil.
Historic:	important or influential in history
Mound:	a raised platform made from piled soil, stone or other material
Pre-historic:	time period before written records, passed on orally and written about later on.
Stratigraphy:	a principal that states that artifacts found in an upper layer of soil will be younger than those found in deeper layers of soil. This rule also assumes that any major geological processes have not disturbed the area.
Surface survey:	a walk over the site before excavation when surface features and artifacts found lying on the ground are identified and recorded.
Quartz:	a hard, glossy mineral consisting of silicon dioxide in crystal form

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# ROCK EAGLE 4-H CENTER

## SNAKES

### JOURNAL QUESTIONS

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. List 3 things snakes and humans have in common.
2. How does a constrictor kill its prey?
3. Name two characteristics of snakes.
4. Were you nervous at all about handling any of the snakes? Why?
5. What are two positive things that snakes do for humans?

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# ROCK EAGLE 4-H CENTER

## TEAM INITIATIVES

### JOURNAL QUESTIONS

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Key Words:** communication, cooperation, safety

1. What three qualities were most important to the success of your team?
2. What activity from this class best demonstrated each quality?
3. How could you use each quality after you leave Rock Eagle?
4. Do you think you were a good team member on the challenge course today? Why or why not?

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# ROCK EAGLE 4-H CENTER

## TEAM INITIATIVES

### VOCABULARY

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Communication:** the imparting or exchanging of information or news.
- Planning:** to decide on and arrange in advance.
- Respect:** a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
- Team:** two or more people working together.

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# ROCK EAGLE 4-H CENTER

## ULTIMATE

### Journal Questions

#### Rock Eagle's Environmental Education Field Study

Key Words: Cooperation, Defensive player, Integrity,  
Offensive player, Pivot, Sportsmanship, Team

1. Was your team better at playing offensively or defensively? Why?

2. Why is good sportsmanship important?

3. When did you see someone displaying good sportsmanship?

4. How did it feel to be a part of a team?

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# ROCK EAGLE 4-H CENTER

## ULTIMATE

### VOCABULARY

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

**Cooperation:** a situation in which people work together to do something.

**Defensive player:** A player whose team is not in possession of the disc. A defensive player may not pick up a live disc, a disc in play, or call for a pass from the thrower.

**Integrity:** firm adherence to a code of especially moral or artistic, total honesty and sincerity, the quality of being honest and fair.

**Offensive player:** A player whose team is in possession of the disc.

**Pivot:** The particular part of the body in continuous contact with a single spot on the field during a thrower's possession once the thrower has come to a stop or has attempted a throw or fake. When there is a definitive spot for putting the disc into play, the part of the body in contact with that spot is the pivot.

**Sportsmanship:** fair play, respect for opponents, polite behavior by someone who is competing in a sport or other competition, gracious behavior in winning or losing.

**Team:** a group of people who work together; a number of persons associated together in work or activity.

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# ROCK EAGLE 4-H CENTER

## WATERSHED STUDIES

### PRE-POST TRIP ACTIVITIES

### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

#### **What watershed are you in?**

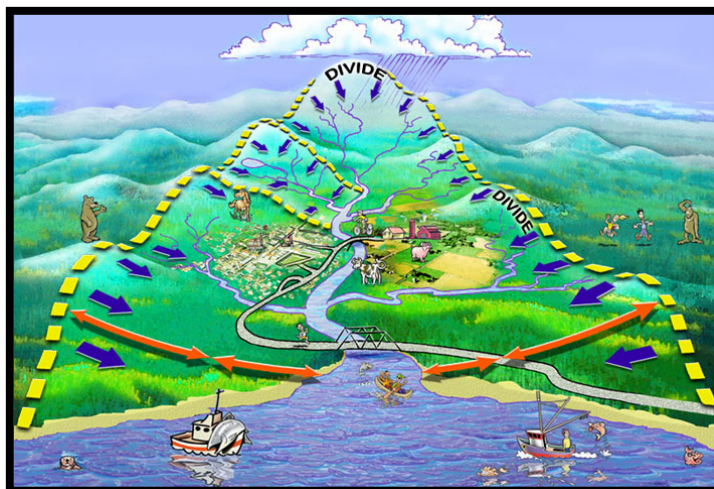
Determine what watershed your school is in by looking at various maps. A great resource is the Environmental Protection Agency at <http://www.epa.gov/surf/>.

#### **Adopt a Watershed**

Work with the Environmental Protection Agency and monitor your local watershed. Look at <http://www.epa.gov/adopt/> for more information.

#### **Paper Watershed**

Students see how large watersheds can be by making a paper watershed. Each student wrinkles one piece of paper into a ball. After unwrapping the paper ball (but don't flatten!), the students will use washable markers to color the bumps green (represents land) and the wrinkles blue (represents streams, lakes, etc.). Then the students take spray bottles and spray their paper.



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# ROCK EAGLE 4-H CENTER

## WATERSHED STUDIES

### JOURNAL QUESTIONS

#### ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. Describe a watershed. What watershed do you live in?
2. How do humans effect erosion within a watershed? How does this affect the water bodies within the watershed?
3. How does increased erosion affect the plants/animals living within the stream ecosystem?
4. Why does stream monitoring help us determine a watershed's health? Describe one measurement you took during the stream monitoring and why it was important.
5. Explain how you can help keep your local watersheds healthy. How can your school? Your local community?

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# ROCK EAGLE 4-H CENTER

## WATERSHED STUDIES

### VOCABULARY ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

- Bioassessment:** a scientific discipline that uses the response of aquatic organisms to various stressors as a method of evaluating ecosystem health.
- Dissolved Oxygen:** microscopic bubbles of oxygen gas in the water
- Erosion:** the process of wearing away by wind, water, or other natural agents.
- Indicator Species:** an animal or plant species that can be used to determine conditions in a particular habitat.
- Macroinvertebrate:** animals that have no backbone and are visible without magnification. Stream-bottom macroinvertebrates include such animals as crayfish, mussels, aquatic snails, aquatic worms, and the larvae of aquatic insects.
- Ph** scale to measure how acidic or basic a liquid is. The scale measures values from 0 all the way up to 14. Distilled water is 7 (right in the middle). Acids are found between 0 and 7. Bases are from 7 to 14.
- Riparian Areas:** of, relating to, or situated on the banks of a river or other body of water.
- Runoff:** the draining away of water (or substances carried in it) from the surface of an area of land, a building or structure, etc.
- Watershed:** an area or region drained by a river, river system, or other body of water. Also an area or ridge of land that separates waters flowing to different rivers, basins, or seas.

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## **Appendix C**

# **Georgia Standards of Excellence**



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Class	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Scaley and Slimy</b>	LD1.a,b,d LD2. b LD3.c LD4. b LD6.a	SKP1.b SKL1.b SKL2.a,c ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL3 ELAGSEKL1. b ELAGSEKL4	S1L1.b MGSE1.G.1 ELAGSE1SL1 ELAGSE1SL3 ELAGSE1L1. b,c,d,e,f,g,h,l,j ELAGSE1L4 ELAGSE1L5. a,b,c ELGAGSE1L6	S2P1.a S2L1.a,d EKAGSE2SL1 ELAGSE2SL2 ELAGSE2SL5 ELAGSE2L1 ELAGSE2L3 ELAGSE2L4 ELAGSE2L5
<b>Feathered Friends Friends</b>	LD1.a,b,d LD3.a,b,c LD4.a,b,c,d LD5.b,j SD1.a,c SD2.a,b,d CD2.b MD3.b	SKP1.b SKL1.b SKL2.a,c ELAGSEKRL4 ELAGSEKRI4 ELAGSEKSL1.a,b ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL6 ELAGSEKL1.d ESAGSEKL4.a ELAGSEKL4.c	S1L1.b M1G.3 ELAGSE1RL1 ELAGSE1RI1 ELAGSE1SL1.a,b,c ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL4 ELAGSE1SL6 ELAGSE1L4 ELAGSE1L5.b,c	S2P1.a S2L1.a,d ELAGSE2SL1.a,b,c ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 ELAGSE2SL6 ELAGSE2L5.a
<b>Creepy Crawlies</b>	LD1.a,b,d LD3.a,b,c LD4.a,b,c,d LD5.b,j SD1.a,c SD2.a,b,d CD2.b	SKP1.b SKL1.b SKL2.a,c ELAGSEKRL4 ELAGSEKRI4 ELAGSEKSL1.a,b ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL6 ELAGSEKL1.d ESAGSEKL4.a ELAGSEKL4.c	S1L1.b ELAGSE1RL1 ELAGSE1RI1 ELAGSE1SL1.a,b,c ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL4 ELAGSE1SL6 ELAGSE1L4 ELAGSE1L5.b,c	S2P1.a S2L1.a,d ELAGSE2SL1.a,b,c ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 ELAGSE2SL6 ELAGSE2L5.a

Class	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Super Senses</b>	LD1.a,b,d LD2.a LD3.a,b,c LD4.a,b,c,d LD5.b,j SD1.b MD3.a,b	ELAGSEKRL4 ELAGSEKRI4 ELAGSEKSL1.a,b ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL6 ELAGSEKL1.d ESAGSEKL4.a ELAGSEKL4.a,c	ELAGSE1RL1 ELAGSE1RI1 ELAGSE1SL1.a,b,c ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL4 ELAGSE1SL6 ELAGSE1L4 ELAGSE1L5.c	ELAGSE2SL1.a,b,c ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 ELAGSE2SL6 ELAGSE2L5.a
<b>Animal Habitats</b>	Not Available for Pre-K Students	SKP1.b SKL1.b SKL2.a,c ELAGSEKRL4 ELAGSEKRI4 ELAGSEKSL1.a,b ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 ELAGSEKL1.d ESAGSEKL4.a ELAGSEKL4.c	S1L1.b ELAGSE1RL1 ELAGSE1RI1 ELAGSE1SL1.a,b,c ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL4 ELAGSE1SL5 ELAGSE1SL6 ELAGSE1L4 ELAGSE1L5.c	S2P1.a S2L1.a,d ELAGSE2SL1.a,b,c ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 ELAGSE2SL5 ELAGSE2SL6 ELAGSE2L5.a
<b>Awesome Aquatics</b>	Not Available for Pre-K Students	SKP1.b SKL1.b SKL2.a,c ELAGSEKSL1.a,b ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 ELAGSEKL6 MGSEK.G.1	S1L1.b ELAGSE1RL1 ELAGSE1RL2 ELAGSE1RF4.a,b,c,d ELAGSE1SL1.a,b,c ELAGSE1SL4 ELAGSE1SL5 ELAGSE1SL6	S2P1.a S2L1.a,d ELAGSE2RF4.a,b,c,d ELAGS2SL1.a,b,c ELAGS2SL2 ELAGS2SL3

Class	Pre-K	K	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Plants and Trees</b>	LD1.A,B,C LD3.B,C LD4.A,B,C,D LD5.J MD2.E MD3.B,C	SKP1.a,b SKL1.b SKL2.b ELAGSEKSL1.A,B ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL6 ELAGSEKL5.A,C,D ELAGSEKL6 MGSEK.G.1	S1L1.a,b ELAGSE1SL1.A,B,C ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL4	S2L1.c ELAGSE2SL1.A,B,C ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 MGSE2.MD.1
<b>Pioneer Life</b>	LD1.a,b LD3.c LD 4 b CD2.b,d		SS1H1.b	
<b>Native American Life</b>	LD1.a,b,c,d LD2.b,c LD3.b,c LD4.a,b,c,d LD5.a,b,e,g,l,k LD6.a,b,c MD2.a,e MD4.b	ELAGDEKRL1 ELAGDEKRL4 ELAGDEKRL10 ELAGSEKSL5 ELAGSEKSL6	ELAGSE1RL1 ELAGSE1RL2 ELAGSE1RF4.a,b,c,d ELAGSE1SL1.a,b,c ELAGSE1SL4 ELAGSE1SL5 ELAGSE1SL6	ELAGSE2RF4.a,b,c,d ELAGS2SL1.a,b,c ELAGS2SL2 ELAGS2SL3 SS2H2.a

Class	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Day Classes</b>			
<b>Herpetology</b>	S3L1.a,b,c S3L2.a,b ELAGSE3SL1 ELAGSE3SL3 ELAGSE3L6	S4L1.a,c,d ELAGSE4SL1.b,c,d ELAGSE4L3 ELAGSE4L6	S5L1.a ELAGSE5SL1.b,c,d ELAGSE5L3 ELGASE5L6
<b>Lake Ecology</b>	S3L1.a,b,c ELAGSE3RF3.a,b,c ELAGSE3SL1.b,c,d	S4E3.b S3L1.a,b ELAGSE4SL1.b,c,d ELAGSE4SL2 ELAGSE4SL3	S5E1.a S5L1.a ELADSE5SP1.b,c,d ELADSE5SP2 ELADSE5SP3
<b>Watershed</b>	S3E1.c S3P1.b S3L1.a,b,c S3L2.a,b ELA3R2.b,e,f ELAGSE3SL1.a,b,c,d, ELAGSE3SL2 ELAGSE3SL4 ELAGSE3SL6 MGSE3.OA.6 MGSE3.MD.2	S4L1.c ELAGSE4RI4 ELAGSE4RI7 ELAGSE4SL1.a,b,c,d, ELAGSE4L4.a,b ELAGSE4L6 ELAGSE4SL4	MGSE5.NBT.6 ELAGSE5RF3 ELAGSE5SL1.a,b,c,d ELAGSE5SL4 ELAGSE5SL5 ELAGSE5L4.a,b MGSE5.NBT.4 MGSE5.NBT.5
<b>Ornithology</b>	S3L1.a,b,c S3L2.a,b ELAGSE3SL1 ELAGSE3SL3 ELAGSE3L6	S4L1.a,c,d ELAGSE4SL1.b,c,d ELAGSE4L3 ELAGSE4L6	S5L1.a ELAGSE5SL1.b,c,d ELAGSE5L3 ELGASE5L6
<b>Team Initiatives</b>	ELAGSE3SL1.b,c,d ELAGSE3SL3 ELAGSE3SL6	ELAGSE4SL1.b,c,d ELAGSE4SL3 ELAGSE4SL4	ELAGSE5SL1.b,c,c ELAGSE5SL4 ELAGSE5SL6
<b>Challenge Course</b>	Not Available for 3 <sup>rd</sup> Grade Students	Not Available for 4 <sup>th</sup> Grade Students	ELAGSE5SL1.b,c,c ELAGSE5SL4 ELAGSE5SL6
<b>Rock Eagle Hike</b>	ELAGSE3RI1 ELAGSE3RI3		ELAGSE5RL1 ELAGSE5RI3

Class	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Day Classes</b>			
<b>Native American Skills</b>	ELAGSE3RI1 ELAGSE3RI3 SS3E1.a	ELAGSE4W9	ELAGSE5RL1 ELAGSE5RI3
<b>Canoeing</b>	ELAGSE3RF3.c ELAGSE3SL1.b,d	ELAGSE4SL1.b,d ELAGSE4SL3	ELADSE5SP1.b,d ELADSE5SP3
<b>Pioneer Life</b>	ELAGSE3RI1 ELAGSE3RI3 SS3E1.a SSE3.b,c ELA3R2.b,e,f ELA3LSV1.a,b	ELAGSE4RI7 ELAGSE4W9 ELA4LSV1.a,b,c,i,j,k,l	ELAGSE5RI3 ELAGSE5RL1 ELA5LSV2.a,b,c,i,j,k,l
<b>Pioneer Tools</b>	ELAGSE3RI1 ELAGSE3RI3 SS3E1.a ELA3R2.b,e,f ELA3LSV1.a,b	S4P3.c ELAGSE4RI7 ELAGSE4W9 ELA4LSV1.a,b,c,i,j,k,l	ELAGSE5RI3 ELAGSE5RL1 ELA5LSV2.a,b,c,i,j,k,l
<b>Orienteering</b>	ELAGSE3RF3.c ELAGSE3SL1.b,c,d ELAGSE3SL4 MGSE3.NBT.1	ELAGSE4SL1.b,c,d ELAGSE4SL2 ELAGSE4SL3 MGSE4.OA.2 MGSE4.NBT.1	ELADSE5SP1.b,c,d ELADSE5SP2 ELADSE5SP3 MGSE5.G.2
<b>Night Classes</b>			
<b>Campfire</b>	ELAGSE3SL1:B ELAGSE3SL6	ELAGSE4SL1:B,C ELAGSE4SL6	ELAGSE5SL1:B,C
<b>Fish Kits</b>	S3L1.b,c ELAGSE3RI2 ELAGSE3RI4 ELAGSE3RI7 ELAGSE3SL4 ELAGSE3L6	ELAGSE4RL5 ELAGSE4RI4 ELAGSE4RF4 ELAGSE4W9 ELAGSE4SL4 ELAGSE4L6	ELAGSE5RI1 ELAGSE5RI4 ELAGSE5RI9 ELAGSE5W7 ELAGSE5SL4 ELAGSE5L6
<b>Fish Dissection</b>	ELAGSE3L6	ELAGSE4L6	S5L1.a ELAGSE5L6

Class	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Night Classes</b>			
<b>Museum Tour</b>	ELA3R2.b,e,f ELAGSE3RL1 ELAGSE3RL2 ELAGSE3RI1 ELAGSE3SL1.a,b,c,d ELA3LSV1.a,b	ELAGSE4RI3 ELAGSE4RI4 ELAGSE4L6 ELAGSE4SL1.a,b,c,d ELA4LSV1.a,b,c,i,j,k,l	ELA5LSV2.a,b,c,i,j,k,l ELAGSE5RF3 ELAGSE5SL1.a,b,c,d
<b>Native American Games</b>	ELAGSE3SL1.b,c,d ELAGSE3SL3 ELAGSE3SL6 ELAGSE3L3.a ELAGSE3L4.a,b,c ELAGSE3L5.a,b	ELAGSE4SL1.b,c,d ELAGSE4SL2 ELAGSE4SL3 ELAGSE4L3.a ELAGSE4L4.a	ELAGSE5SL1.b,c,d ELAGSE5SL2 ELAGSE5SL3 ELAGSE5L4.a ELAGSE5L5.c
<b>Historic Campfire</b>	ELAGSE3SL6	ELAGSE4SL1:B,C ELAGSE4SL6	ELAGSE5SL1:B,C
<b>Night Hike</b>	ELAGSE3SL1.a,b,c,d ELA3R2.b,e,f ELA3LSV1.a,b	ELAGSE4SL1.a,b,c,d ELAGSE4L6 ELA4LSV1.a,b,c,i,j,k,l	ELA5LSV2.a,b,c,i,j,k,l ELAGSE5SL1.a,b,c,d
<b>Snakes</b>	S3L1.a,b,c S3L2.a,b ELAGSE3SL1 ELAGSE3SL3 ELAGSE3L6	S4L1.a,c,d ELAGSE4SL1.b,c,d ELAGSE4L3 ELAGSE4L6	S5L1.a ELAGSE5SL1.b,c,d ELAGSE5L3 ELGASE5L6
<b>Raptors</b>	S3L1.a,b,c S3L2.a,b ELAGSE3SL1 ELAGSE3SL3 ELAGSE3L6	S4L1.a,c,d ELAGSE4SL1. b,c,d ELAGSE4L3 ELAGSE4L6	S5L1.a ELAGSE5SL1.b,c,d ELAGSE5L3 ELGASE5L6

Class	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Day Classes</b>			
<b>Herpetology</b>	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6
<b>Lake Assessment</b>	ELAGSE6W7 ELAGSE6SL1.a,b,c,d ELAGSE6SL3 ELAGSE6SL4 MGSE6.NS.7b MGSE6.SP.5.a,b	ELAGSE7W7 ELAGSE7SL1.a,b,c,d ELAGSE7SL3 ELAGSE7SL4 ELAGSE7L4.b MGSE7.SP.1 MGSE7.SP.2	ELAGSE8W7 ELAGSE8SL1.a,b,c,d ELAGSE8SL3 ELAGSE8SL4 ELAGSE8L4.b
<b>Watershed Studies</b>	S6E5.d S6E6.b ELA6RC3.a ELA6LSV1.a,b,c,e,h,i,j,k ELAGSE6RI7 ELAGSE6SL1.a,b,c ELAGSE6SL2 ELAGSE6SL4 ELAGSE6L4.a,b ELAGSE6L6 ELAGSE6SL5 MGSE6.NS.2	S7L1.a S7L4.c ELA7RC3.a MGSE7.NS.2 MGSE7.NS.3 MGSE7.SP.1 MGSE7.SP.2 ELAGSE7RL4 ELAGSE7W7 ELAGSE7W8 ELAGSE7SL1.a,b,c,d ELAGSE7SL2 ELAGSE7SL3 ELAGSE7SL4 ELAGSE7L6 ELAGSE7L4.a,b	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k ELAGSE8RI4 ELAGSE8SL1.a,b,c,d ELAGSE8SL4 ELAGSE8SL5 ELAGSE8L4.a,b ELAGSE8L6
<b>Ornithology</b>	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6



Class	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Day Classes</b>			
<b>Team Initiatives</b>	ELAGE6SL1.a,b,c,d ELAGE6SL4 ELAGE6SL6	ELAGE7SL1.a,b,c,d ELAGE7SL3 ELAGE7SL4 ELAGE7SL6	ELAGSE8SL1.a,b,c,d ELAGSE8SL3 ELAGSE8SL4 ELAGSE8SL6
<b>Challenge Course</b>	ELAGSE6SL1.a,b,c,d ELAGSE6SL4 ELAGSE6SL6	ELAGSE7SL1.a,b,c,d ELAGSE7SL3 ELAGSE7SL4 ELAGSE7SL6	ELAGSE8SL1.a,b,c,d ELAGSE8SL3 ELAGSE8SL4 ELAGSE8SL6
<b>Canoeing</b>	ELAGSE6SL1.b,d	ELAGSE7SL1.b,d	ELAGSE8SL1.b,d
<b>Native American Skills</b>			SS8H1.a
<b>Pioneer Life</b>	ELA6RC3.a ELA6LSV1.a,b,c,e,h,i,j,k MSAGED6-2.b,c	ELA7RC3.a ELA7LSV1.a,b,c,e,h,i,j,k MSAGED7-1.a,b	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k SS8H4.b,c
<b>Pioneer Tools</b>	ELA6RC3.a ELA6LSV1.a,b,c,e,h,i,j,k MSAGED6-2.b,c	ELA7RC3.a ELA7LSV1.a,b,c,e,h,i,j,k MSAGED7-1.a,b	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k SS8H4.b,c
<b>Orienteering</b>	ELAGSE6SL1.b,c,d MGSE6.RP.1 MGSE6.SP.5.b	ELAGSE7SL1.b,c,d	ELAGSE8SL1.b,c,d
Class	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Night Classes</b>			
<b>Campfire</b>	ELAGE6SL1:B	ELAGE7SL1:B	ELAGSE8SL1:B
<b>Fish Dissection</b>	ELAGSE6L6	S7L1.a ELAGSE7L6	ELAGSE8L6
<b>Fish Kits</b>	ELAGSE6RI4 ELAGSE6RI7 ELAGSE6W2 ELAGSE6W7 ELAGSE6SL4 ELAGSE6SL5 ELAGSE6L6	S7L1.a ELAGSE7RI4 ELAGSE7W2 ELAGSE7W7 ELAGSE7SL4 ELAGSE7SL5 ELAGSE7L6	ELAGSE8RI4 ELAGSE8W2 ELAGSE8W7 ELAGSE8SL4 ELAGSE8SL5 ELAGSE8L6

Class	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Night Classes</b>			
<b>Museum Tour</b>	ELA6RC3.a ELAGSE6SL1.a,b,c,d ELAGSE6SL4 ELAGSE6RI7 ELA6LSV1. a,b,c,e,h,i,j,k	ELA7RC3.a ELAGSE7W7 ELAGSE7SL1.a,b,c,d ELA7LSV1.a,b,c,e,h,i,j,k	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k
<b>Native American Games</b>	ELAGSE6SL1.b,c ELAGSE6SL2 ELAGSE6L4.a ELAGSE6L5.b	ELAGSE7SL1.b,c,d ELAGSE7L4.a ELAGSE7L5.b	ELAGSE8SL1.b,c,d ELAGSE8L4.a ELAGSE8L5.b
<b>Historic Campfire</b>	ELAGE6SL1.b	ELAGE7SL1.b	ELAGSE8SL1.b
<b>Night Hike</b>	ELA6RC3.a ELAGSE6SL1.a,b,c ELA6LSV1. a,b,c,e,h,i,j,k	ELA7RC3.a ELAGSE7SL1.a,b,c,d ELAGSE7SL3 ELAGSE7L6 ELA7LSV1.a,b,c,e,h,i,j,k	ELA8RC3.a ELAGSE8SL1.a,b,c,d ELAGSE8L6 ELA8LSV1.a,b,c,e,h,i,j,k
<b>Snakes</b>	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6
<b>Raptors</b>	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6

# Rock Eagle 4-H Environmental Education

9th-12th Grade Georgia Standards of Excellence Correlations

Day Classes	Correlations				
Herpetology	Biology	Environmental Sciences		CTA	MRC.c,d ELAGSE9-10SL1. c
	SB5.a,d	SEV1.a,d SEV2.d		AG-WL-2.c AG-WL-3.b,c,d,i AG-NR-2.a,b	ELAGSE9-10L6 ELAGSE11-12SL1.c ELAGSE11-12L6
Lake Assessment	CTA				ELAGSE9-10SL1.b,c,d ELAGSE9-10SL4
	AG-BAS-6.a AG-NR-2.a,b AG-NR-3.a,b				ELAGSE11-12W7 ELAGSE11-12SL1.b,c,d ELAGSE11-12SL4
Watershed Studies	Biology	Environmental Sciences	Earth Systems	CTA	ELAGSE9-104. a ELAGSE11-12L4. a
	SB5.a,d	SEV1.a,d SEV2.d SEV4.a,b	SES3.a,d	AG-NR-5.a,b,c,f	ELAGSE9-10L6 ELAGSE11-12L6 ELAGSE11-12SL1. a, b, c, d MGSE9-12.N.Q.2 MGSE9-12. A.REI.1
Ornithology	Biology	Environmental Sciences		CTA	MRC.c,d
	SB5.a,d	SEV1.a,d SEV2.d		AG-WL-2.c AG-WL-3.b,c,d,i AG-NR-2.a,b	ELAGSE9-10SL1. c ELAGSE9-10L6 ELAGSE11-12SL1.c ELAGSE11-12L6
Native American	CTA				MRC.c,d
	AG-BAS-1.a				



# Rock Eagle 4-H Environmental Education

9th-12th Grade Georgia Standards of Excellence Correlations

Day Classes	Correlations	
Pioneer Life	CTA	MRC.c,d
	AG-BAS-1.d,h	
Pioneer Tools	CTA	MRC.c,d
	AG-BAS-1.d,h	
Rock Eagle Hike		MRC.c,d
Orienteering		ELAGSE9-10SL1.b,c,d ELAGSE11-12SL1.b,c,d MRC.c,d
Night Classes	Correlations	
Fish Kits	CTA	ELAGSE9-10L6
	AG-BAS-6.a	ELAGSE11-12L6
Dissection	CTA	ELAGSE9-10RI4
	AG-BAS-6.a	ELAGSE9-10W2 ELAGSE9-10W7 ELAGSE9-10SL4 ELAGSE9-10L6 ELAGSE11-12RI4 ELAGSE11-12W2 ELAGSE11-12W7 ELAGSE11-12SL4 ELAGSE11-12L6 MRC.c,d



## Rock Eagle 4-H Environmental Education

9th-12th Grade Georgia Standards of Excellence Correlations

Night Classes	Correlations		
Snakes	Env. Sciences	CTA	MRC.c,d ELAGSE9-10SL1. c
	SEV1.a,d SEV2.d	AG-WL-2.c AG-WL-3.b,c,d,i AG-NR-2.a,b	ELAGSE9-10L6 ELAGSE11-12SL1.c ELAGSE11-12L6
Raptors	Env. Sciences	CTA	MRC.c,d ELAGSE9-10SL1. c
	SEV1.a,d SEV2.d	AG-WL-2.c AG-WL-3.b,c,d,i AG-NR-2.a,b	ELAGSE9-10L6 ELAGSE11-12SL1.c ELAGSE11-12L6

\*All grades 9<sup>th</sup> -12<sup>th</sup>

\*\* Please note that Team Initiatives, Challenge Course, Canoeing, Campfire, Native American Games, and Night Hike are also available to high school groups.

