Rock Eagle Day Trip Planner Contents

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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 40 years we have been sharing our “classroom without walls” with students from across the southeast. Since its inception in 1979, the Georgia 4-H Environmental Education program has served over 1,000,000 participants! 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,

Lauren Kuschner
Program Coordinator
Rock Eagle 4-H Environmental Education
350 Rock Eagle Rd.
Eatonton, GA 31024
706.484.2862
706.484.2888 (fax)
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; burton4h@uga.edu; www.burton4h.org

Forston 4-H Center: Environmental Education, 999 Fortson Road, Hampton, GA 30228 ph: 770/946-3276; mary.melson@uga.edu; www.fortson4h.org

Georgia 4-H at Camp Jekyll: Environmental Education, 550 S. Beachview Drive Jekyll Island, GA 31527 ph: 912/ 635-4117; gkkosik@uga.edu; www.jekyll4h.org

Rock Eagle 4-H Center: Environmental Education, 350 Rock Eagle Road, Eatonton, GA 31024 ph: 706/484-2862; lnys@uga.edu; www.rockeagle4h.org

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

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Field Study Planning Information
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. Cancelation fees may apply.

Before calling Rock Eagle, make sure you have the following information:
- Total estimated number of students and adults attending.
- 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 Amber Falde at (706)484-2858 or by e-mail amber.falde@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, programming, and lodging 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 package
costs are for the 2019-2020 school year. Please call for prices on additional residential
program packages offered.

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Package #1: 3 Day/ 2 Night Program
Lunch to Lunch Program=$144.00 per person Traditional Cabins
$148.00 per person New Cabins
- Includes 2 nights lodging, 7 meals, & 10 educational programs:
- 6 day programs @ 2 hrs each (5 taught by Rock Eagle staff, 1 taught by visiting school)
- 4 evening programs @ 1 hr each (2 taught by Rock Eagle staff, 2 taught by visiting school)

Package #2: 2 Day/ 1 Night Program
Lunch to Lunch Program=$83.00 per person Traditional Cabins
$85.00 per person New Cabins
- Includes 1 nights lodging, 4 meals, & 5 educational programs:
- 3 day programs @ 2 hrs each (all taught by Rock Eagle staff)
- 2 evening programs @ 1 hr each (1 taught by Rock Eagle staff, 1 taught by visiting school)

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. Your deposit will be subtracted from your final balance, which is 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: Assessment Charge:
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

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
After you reserve your date for Rock Eagle, the below guidelines will help you determine how many classes your field study will include.

Two-night trips
- Choose five day classes for Rock Eagle staff to teach and one day class for school staff to lead (independent class).
- Choose two hours of evening classes for Rock Eagle staff to teach and 2 hours of evening activities which school staff will lead (independent classes).

One-night trips
- Choose three day classes for Rock Eagle staff to teach.
- Choose a one hour evening class for Rock Eagle staff to teach, and a one hour evening activity for school staff to lead (independent class).

Shorter/Longer trips
- Call the Environmental Education office at (706)484-2862 to determine how many classes your group will need.

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 to determine if they will fit with your school’s curriculum. [http://georgia4h.org/4-h-centers/rock-eagle-4-h-centers/rock-eagle-4-h-center-environmental-education/classes/](http://georgia4h.org/4-h-centers/rock-eagle-4-h-centers/rock-eagle-4-h-center-environmental-education/classes/)

Independent classes are specifically designed for attending school teachers to lead. Class outlines for independent classes are available upon the website. AV equipment is available upon request.

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 correlations are available on our website.

Once the class selections are decided upon, mail or fax the class request form. Do not forget to include any equipment needed for the independent classes and to provide a tentative list of 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. Breaks between classes 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. Journal questions can be found at [http://georgia4h.org/wp-content/uploads/2018/08/42-2018-Journal-Vocab-Activites-Combined.pdf](http://georgia4h.org/wp-content/uploads/2018/08/42-2018-Journal-Vocab-Activites-Combined.pdf) or at the end of this planner.


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Programming Schedule
Below are sample schedules for overnight programs. Meal times are assigned to groups upon their arrival.

TWO-NIGHT/THREE-DAY TRIP

Day 1
10:30 Arrive
11:00-12:00* Lunch
12:30-2:30 Session #1
2:30-3:00 Break
3:00-5:00 Session #2
5:00-6:00* Dinner
7:00-9:15 Night Classes

Day 2
7:00-8:00* Breakfast
8:30-10:30 Session #3
11:00-12:00* Lunch
12:30-2:30 Session #4
2:30-3:00 Break
3:00-5:00 Session #5
5:00-6:30* Dinner
7:00-9:15 Night Classes

Day 3
7:00-8:00* Breakfast
Move luggage to assigned building BEFORE breakfast
8:30-10:30 Session #6
11:00-12:00* Lunch
------------- Depart

ONE-NIGHT/TWO DAY TRIP

Day 1
10:30 Arrive
11:00-12:00* Lunch
12:30-2:30 Session #1
2:30-3:00 Break
3:00-5:00 Session #2
5:00-6:00* Dinner
7:00-9:15 Night Classes

Day 2
7:00-8:00* Breakfast
Move luggage to assigned building BEFORE breakfast
8:30-10:30 Session #3
11:00-12:00* Lunch
------------- Depart

*Exact Meal Times Determined Later

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. Please confirm your assigned number of teaching groups with us before dividing your students.

Transportation
For a typical overnight stay, we suggest schools arrive at 10:00 their first day. This will allow enough time for moving into cabins, eating lunch, and orientation before the first 12:30 class. Schools arriving 11:30 or later and eating lunch may have their first class changed or cancelled completely due to time constraints.

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 in which case the students may be driven to the class site.

Schools will depart after lunch on their last day. Noon is a general departure time; however early lunches may be provided if necessary.

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Cabins
Rock Eagle cabins sleep 22 people total. Student and adult ratio is determined by the visiting school. Rock Eagle requires at least one adult in each cabin. Assignments will be based on the guaranteed number.

The Rock Eagle 4-H Center reserves the right to reduce the total number of cabins and/or buildings to be used by your group when actual attendance is lower than the original estimated attendance. If necessary, the Center also reserves the right to change the designated cabin number(s) and/or building(s) being used by your group based on facility needs.

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 can accommodate 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.

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.*

**Canteen/T-shirts**

The Canteen 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 Nicholas Sell at (706) 484-2888 / nsell@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 Canteen 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).

**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.

Families may call the Environmental Education Office at (706)484-2899 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, mealtimes, trading post times, recreation times, and sleep in the cabin 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 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
Lauren Kuschner, Program Coordinator  (706)484-2862  lnys@uga.edu
Nicholas Sell, Assistant Program Coordinator (706)484-2834  nsell@uga.edu

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

We will see you soon at the Rock!  

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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.
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** - (3rd thru 5th 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** - (6th thru 12th 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.

**Horticulture** - In our garden, students will have an active role weeding, watering, and testing the soil. They will learn basic plant anatomy and the role of farming in Georgia.

**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** -(5th thru 12th 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 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**- Learn about Native American history in Georgia from the last 500 years. Students will experience how Natives' relationship to the land influenced their culture and way of life.

**PIONEER LIFE**- Students will participate in chores associated with life on a farm in early Georgia. From the early 1800’s to the mid 1900’s, chores included drawing water, laundry, and gardening. Students will tour the homestead while learning the history of the land.

**PIONEER TOOLS**- Experience technology of the early 1800's to the mid 1900's by using time appropriate tools to make shingles, cut firewood, and saw a log. Students will tour the homestead while learning the history of the land.

**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**- (5th thru 12th 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 taught how to use a topographical map, a compass, and how to pace. They will learn why these skills are important even in today’s world of technology.

**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.*
Independent Day Classes

Independent classes are led by the adults of the visiting school. Curriculum for each independent class is available online at: http://georgia4h.org/4-h-centers/rock-eagle-4-h-centers/rock-eagle-4-h-center-environmental-education/day-programs/

**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.
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.
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.
**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.*

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

**D A Y  C L A S S E S:**  
*Some class choices may be limited by your group size.*

<table>
<thead>
<tr>
<th>Aquatic Ecology</th>
<th>Ecology</th>
<th>Team Building</th>
<th>Life History</th>
<th>Outdoor Skills</th>
<th>Independent (School Led)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Ecology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rock Eagle Hike</td>
</tr>
<tr>
<td>Macroinvertebrate Sampling</td>
<td>Herpetology</td>
<td>Team Initiatives (3rd-4th)</td>
<td>Pioneer Life</td>
<td>Canoeing (5th-12th)</td>
<td></td>
</tr>
<tr>
<td>*Lake Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Rock Eagle Hike</td>
</tr>
<tr>
<td>Scientific Method</td>
<td>Ornithology</td>
<td>Challenge Course (5th-12th)</td>
<td>Pioneer Tools</td>
<td>Orienteering</td>
<td>New Games</td>
</tr>
<tr>
<td>*Watershed Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nature Journaling (5th-12th)*</td>
</tr>
<tr>
<td>Water Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><em>(+$2/student extra cost)</em></td>
</tr>
<tr>
<td>*Choose Lake Assessment or Watershed Studies, not both</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>Arrive</td>
</tr>
<tr>
<td>9:00</td>
<td>Orientation</td>
</tr>
<tr>
<td>9:00-11:00</td>
<td>Session #1</td>
</tr>
<tr>
<td>TBD</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-2:30</td>
<td>Session #2</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Break</td>
</tr>
<tr>
<td>3:00-5:00</td>
<td>Session #3</td>
</tr>
</tbody>
</table>

**Insert Your Preferred Scheduled Times**

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)
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
11:30*    Lunch
12:30-2:30    Session #2
2:30-3:00    Break
3:00-5:00    Session #3
5:30*    Dinner or head for home!

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

Teaching Groups

<table>
<thead>
<tr>
<th>Number of Students*</th>
<th>Number of Groups**</th>
<th>Number of Students*</th>
<th>Number of Groups**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-20</td>
<td>1</td>
<td>141-160</td>
<td>8</td>
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<tr>
<td>21-40</td>
<td>2</td>
<td>161-180</td>
<td>9</td>
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<td>41-60</td>
<td>3</td>
<td>181-200</td>
<td>10</td>
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<td>61-80</td>
<td>4</td>
<td>201-220</td>
<td>11</td>
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<td>81-100</td>
<td>5</td>
<td>221-240</td>
<td>12</td>
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<tr>
<td>101-120</td>
<td>6</td>
<td>241-260</td>
<td>13</td>
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<tr>
<td>121-140</td>
<td>7</td>
<td>261-280</td>
<td>14</td>
</tr>
</tbody>
</table>

If your school is taking Challenge Course, your group size will be based on 15 students per group. 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.

Making the best better!
Rock Eagle 4-H Environmental Education. P: 706-484-2862 www.rockeagle4h.org reagle@uga.edu
<table>
<thead>
<tr>
<th>Chaperone(s)</th>
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</table>
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.

Making the best better!
Rock Eagle 4-H Environmental Education. P: 706-484-2862 www.rockeagle4h.org reagle@uga.edu
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 cabin.
  - 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.

Making the best better!
Rock Eagle 4-H Environmental Education. P: 706-484-2862 www.rockeagle4h.org recagle@uga.edu
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.
**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 Canteen!

**T-SHIRT SELECTION**

Style Name: ____________________________  Color: __________________

<table>
<thead>
<tr>
<th>How Many?</th>
<th>Youth Medium</th>
<th>Youth Large</th>
<th>Adult Small</th>
<th>Adult Medium</th>
<th>Adult Large</th>
<th>Adult XL Large</th>
<th>Adult XX Large</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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:  
Nicholas Sell / nsell@uga.edu / Fax: 706-484-2888  
Rock Eagle 4-H Center 350 Rock Eagle Road  
Eatonton, Georgia 31024-6104

_Making the best better!_

Rock Eagle 4-H Environmental Education. P: 706-484-2862  www.rockeagle4h.org reagle@uga.edu
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.
Rock Eagle 4-H Center
PARTICIPANT NUMBER CONFIRMATION FORM

*Please note, this form is to assist your total numbers and automatically calculates. Please double check to ensure accuracy.

School Name: ___________________________ Dates Attending: ___________________________
Lead Contact: ___________________________ Phone: ___________________________
GA county school is located: ___________________________ Email: ___________________________
Or State (if not GA): ___________________________

Please select one: Public School Private School Homeschool

For in-person residential and in-person day programs, Rock Eagle requires guaranteed participant counts seven days prior to your arrival. For in-person programs, there will be a $10.00 per person charge for each space reserved but not showing. All lodging and teaching group assignments will be based upon your final numbers.

STEP 1 - PARTICIPANT TOTALS): Please record the numbers of youth from each grade and the number of adults below.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of Participants</th>
<th>Grade Level</th>
<th># of Participants</th>
<th>Grade Level</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>4</td>
<td>K</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Total Number of People Attending: 0

As part of the University of Georgia Cooperative Extension, Rock Eagle is required to submit participation numbers and associated demographics on federal reports annually.

STEP 2 - RACE TOTALS): The USDA uses the designations below for race. Please include numbers below for both participating youth and adults. PLEASE NOTE, racial demographics should be equal to OR more than the group total participation numbers recorded above.

<table>
<thead>
<tr>
<th>RACE</th>
<th>Male Youth</th>
<th>Male Adult</th>
<th>Male Race Totals</th>
<th>Female Youth</th>
<th>Female Adult</th>
<th>Female Race Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>African American or Black</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>More Than One Race</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

STEP 3 - ETHNICITY TOTALS): In addition to racial demographics, please also indicate the number of Hispanic or Latino participants. PLEASE NOTE, ethnic totals may not match group totals if for example a youth is classified as both "White" and "Hispanic."

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Male Youth</th>
<th>Male Adult</th>
<th>Male Ethnicity Totals</th>
<th>Female Youth</th>
<th>Female Adult</th>
<th>Female Ethnicity Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

Date Received: ________
Date GA Counts Entered: ________
Select: In-person: Residential OR Day Non-in-person: Virtual (Day), Program title
EE Contact Hours: ________

gorgia4h.org

AGRICULTURE AND NATURAL RESOURCES • FAMILY AND CONSUMER SCIENCES • 4-H YOUTH
An equal opportunity/affirmative action institution
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 our Dining Hall Manager regarding any food related concerns: 706-484-2250

  **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.

<table>
<thead>
<tr>
<th>Group</th>
<th>Participant’s Name</th>
<th>Special Need/ Allergies/ Other</th>
<th>Health Supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>John Doe</td>
<td>Nut Allergy/ Broken Foot</td>
<td>Epipen / Student on crutches</td>
</tr>
<tr>
<td>Example</td>
<td>Jane Doe</td>
<td>Vegetarian</td>
<td>None</td>
</tr>
</tbody>
</table>

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 Lauren Kuschner at: 706-484-2888 / Lnys@uga.edu
ROCK EAGLE 4-H ENVIRONMENTAL EDUCATION
DIETARY / PHYSICAL RESTRICTIONS FORM

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 Lauren Kuschner at: 706-484-2888 / Lnys@uga.edu

<table>
<thead>
<tr>
<th>Group</th>
<th>Participant’s Name</th>
<th>Special Need/ Allergies/ Other</th>
<th>Health Supplies</th>
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Parent Information
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________________________
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...

<table>
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<th>Date</th>
<th>Transportation</th>
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<tr>
<td>Group</td>
<td>Shelter</td>
<td>Chaperone Needs</td>
</tr>
</tbody>
</table>

**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**

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<td></td>
<td>Resources available</td>
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</table>

**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 Rock Eagle 4-H Center at: 706-484-2899 or reagle@uga.edu.

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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.
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.
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:__________________
GROUP: ______________________________________________________________
ADDRESS: ____________________________________________________________

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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:__________________

GROUP: ______________________________________________________________

ADDRESS: ____________________________________________________________
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 14 miles from St. Mary’s Good Samaritan 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
Environmental Education for Pre-K through 2nd grade students

The goal of the Discovery Program is to provide fun, educational learning experiences for children in Pre-K through 2nd grade. We strive to give young students unique educational opportunities that help form a firm foundation for academic success. Interactive classes on animals, insects, plants, 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 eight 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
- Creepy Crawlies
- Feathered Friends

**Exploration**
- Habitats
- Plants and Trees
- Awesome Aquatics

For program information and reservations contact Lauren Kuschner at:
(706) 484-2862 or lnys@uga.edu
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 two 1-hour programs for preK-2nd)
- Suggested programs: Herpetology and Ornithology. Other programs can be developed.

If interested, please call Lauren Kuschner at (706) 484-2862 or e-mail lnys@uga.edu to develop a 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 lny@uga.edu.

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<tr>
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Appendix B

Vocabulary & Journal Questions
**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.
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

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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

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.
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?
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.

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Make a Game:
Have students design a game with items that do not use electricity. This can vary by taking students outside or making various restriction on how they design their games.

Storytelling Slam:
Students practice sharing stories orally with the class. These stories can be created by themselves, heard as a story from someone else, or assigned to them.

Contra Dancing:
Host a contra dance! A contra dance consists of many different styles of dance that focus on repeated moves with partners and a type of line dancing.
1. What is folklore? Are there any stories or songs you know that have been passed down from your family?

2. Why did people throughout Georgia’s history gather and hold campfires?

3. How are the campfires you hold today similar to those that were held by Early Georgians?

4. What was your favorite activity during the historic campfire? Why?
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.

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 settle and make a life on the land.
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.
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.
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 into and how what would you change next time to help solve those problems?
**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:

```
   Student
    /       \
  Cod (fish fillet)
   /         \       
Small fish
   /         \       
Plankton
```

**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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Rock Eagle 4-H Center

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?
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 suns energy.

Vertebrate: an animal distinguished by the possession of a backbone or spinal column.

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NATIVE AMERICAN GAMES

PRE-POST ACTIVITIES

ROCK EAGLE’S ENVIRONMENTAL EDUCATION FIELD STUDY

The Modern Board Game:
Have students split up into groups to play various board games. Games vary depending on age but can include: The Game of Life, Sorry!, Monopoly, Chutes and Ladders, Chess, Parcheesi, and more. After students have played, have them discuss then write about what this game can tell us about the people that made it. What were the reasons the game was made and how does it reflect society’s values?

Create a Game:
Students will create a game with the purpose of developing a desired skill. They will then teach it to others.

Sports of the World:
Explore the history of sports. Children may research the origin of a sport and how different cultures adapted it and changed it.
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?
NATIVE AMERICAN GAMES

VOCABULARY
ROCK EAGLE’S ENVIRONMENTAL EDUCATION FIELD STUDY

Native American: someone who is indigenous to North, Central, or South America; the first people on the land

Tribe: a term created to understand and organize the social divisions in an indigenous society; a tribe usually consists of family and a common culture

Game: an activity, type of play, or sport that usually has involves competition to reach an end goal
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!
1. Are there any examples in your community that reflect Native American culture?

2. Name three skills you learned in this class.

3. What is your relationship to the land? How do you think it is similar and different to Native American cultures?

4. What is the importance of dance in many Native American cultures?
### Native American Studies

#### Vocabulary

**ROCK EAGLE’S ENVIRONMENTAL EDUCATION FIELD STUDY**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Native American</td>
<td>someone who is indigenous to North, Central, or South America; the first people on the land</td>
</tr>
<tr>
<td>Tribe</td>
<td>a term created to understand and organize the social divisions in an indigenous society; a tribe usually consists of family and a common culture</td>
</tr>
<tr>
<td>Atlatl</td>
<td>a tool made from wood or bone used to propel a spear forward for increased power</td>
</tr>
<tr>
<td>Treaty</td>
<td>a formal, often legal, agreement between two groups</td>
</tr>
<tr>
<td>Culture</td>
<td>customs, beliefs, art, social institutions, and other ways to define a group of people</td>
</tr>
<tr>
<td>Cordage</td>
<td>rope or string made from two or more strips of animal or plant fibers twisted together</td>
</tr>
<tr>
<td>Creek/Muskogee</td>
<td>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.</td>
</tr>
<tr>
<td>Mortar and Pestle</td>
<td>a club shaped tool (pestle) that is used to grind and crush substances in a stone or wood bowl (mortar)</td>
</tr>
<tr>
<td>Waddle and Daub</td>
<td>a method of architecture in which clay is packed onto a woven support often branches; these were the homes in the Southeast</td>
</tr>
</tbody>
</table>
ROCK EAGLE 4-H CENTER

NATURE HIKE

VOCABULARY

ROCK EAGLE’S ENVIRONMENTAL EDUCATION FIELD STUDY

Adaptation: a behavioral or genetic alteration or response in an organism that facilitates survival and reproduction in response to surroundings

Cones: parts of the retina that interpret color

Crepuscular: animals most active at twilight (dusk/dawn)

Diurnal: animals most active during daylight hours

Echolocation: reflected sound emitted from an animal (for example: bat/dolphin) to locate objects

Nocturnal: creatures most active at night

Rods: parts of the retina that interpret shades of black and white

Triangulation: a system used by animals to interpret the source of a sound

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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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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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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?
**VOCABULARY**

**ROCK EAGLE’S ENVIRONMENTAL EDUCATION FIELD STUDY**

**Journal:** a book in which you write down your personal experiences and thoughts

**Nature Journal:** a book in which you write down your personal experiences and thoughts pertaining to nature or the environment

**Naturalists:** a person who studies plants and animals as they live in nature

**Contour Line:** a line representing an outline of an object

**Contour Drawing:** an artistic technique where the artist sketches the contour lines of an object ultimately producing an outline of the subject

**Field Sketch:** a drawing that is produced to help support data collected within a field study

**Observation:** the act of careful watching and listening: the activity of paying close attention to someone or something in order to get information

**Descriptive Writing:** the clear description of people, places, objects, or events using appropriate details

**Poetry:** writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response though meaning, sound, and rhythm

**Haiku:** an unrhymed verse form of Japanese origin having three lines containing usually five, seven, and five syllables

**Cinquain:** a 5-line stanza

**Diamante:** a style of poetry that is made up of seven lines that form a diamond shape
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.
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. ______________________ 4. ______________________
2. ______________________ 5. ______________________
3. ______________________ 6. ______________________

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. What is a topographical map?

4. What are some things that might affect your compass?

5. How might you use any of the skills you learned in this class? What are some things you may need spending time in the outdoors?
ORIENTEERING

VOCABULARY

ROCK EAGLE’S ENVIRONMENTAL EDUCATION FIELD STUDY

Orienteering: the act or sport of someone using a map and compass to find points in a landscape

Compass: instrument used to determine geographic direction of travel

Base plate: square plate that the dial sits on, also contains a ruler on the sides and the direction of travel arrow

Dial: part of the compass which rotates to align degrees with directional arrow; usually filled with water and marked with numbers representing the degrees

Needle: magnetized arrow inside compass dial, which always points to north and south

Direction-of-travel: arrow on base plate pointing to your destination

Bearing: direction, measured from one position to another using geographical reference lines

Pacing: system of counting every other step to measure the distance traveled

GPS: Global positioning system that uses radio navigation to find your exact location

Map: a representation of land showing geography, cities, roads, and other features

Topographic maps: graphic representation of the surface features of a place or region on a map, indicating positions and elevations their relative
ROCK EAGLE 4-H CENTER

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 Membrane:** a clear third eyelid used by some raptors 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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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.

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.

Nest Building- Students, in pairs, will 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!

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

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.

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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, specifically regarding technology. Make a list of these differences and then think about how those in the 1800s may have lived without the luxuries we take for granted now. This may require a little research as well.

In addition, research the differences between the life of European pioneers and slaves. Look into the beginning of racial divides in our country and compare that to what you see today.

Journals
Have students write a detailed journal of all the things they do during one day. Ask the students to question someone older about a typical day when they were young. Allow the students to compare the differences. Have students ask their interviewee whether they know what a typical day was like for someone older than them. Now the students can compare their typical day to the typical day of earlier generations. What will a typical day be for the student’s grandchildren?
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 life in the 1800s.

3. Do you perform chores at home? How are your chores different from those you performed in this class?

4. How did the lives of slaves differ from the lives of pioneers?
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.

Slave: someone who is the legal property of another person; most slaves in the early United Sates were brought from parts of Africa to work as labor for crop production.

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.

Sharecropping: a system of agriculture in which a landowner allows a tenant to use the land (not own) in return for a share of the crop produced on the land; this system kept former slaves indebted to the land owners.

Garden: a small piece of land used to grow crop and flowers; in pioneer times most people had to produce their own food while some sold food for money.

Blacksmithing: the art of manipulating metal using heat and pressure to create tools and goods.

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.
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 items that people will use daily.
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?
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

Slave: someone who is the legal property of another person; most slaves in the early United States were brought from parts of Africa to work as labor for crop production

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: 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 and 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

Blacksmithing: the art of manipulating metal using heat and pressure to create tools and goods

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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 Membrane:** a clear third eyelid used by some raptors 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
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?
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.
ROCK EAGLE HIKE

JOURNAL QUESTIONS

ROCK EAGLES ENVIRONMENTAL EDUCATION FIELD STUDY

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. When did the native peoples build Rock Eagle Mound? What do you know about this period?

5. Explain one nature fact you learned while on the hike.
ROCK EAGLE HIKE

VOCABULARY

ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY

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.

Quartz: a hard, glossy mineral consisting of silicon dioxide in crystal form

Woodland Period: 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.
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?
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.
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?
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.
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?
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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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?
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.
Appendix C

Georgia Standards of Excellence
<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-K</th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
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<tbody>
<tr>
<td>Scaledy and</td>
<td>LD1.a,b,d</td>
<td>SKP1.b</td>
<td>S1L1.b</td>
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<td>ELAGE7SL1.b</td>
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**Updated June 2019**