



Rock Eagle 4-H

Environmental Education

Field Study Program



Day Trip Planner



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Rock Eagle Day Trip Planner Contents

Welcome	3
GA 4-H Program & EE objectives	4

Field Study Planning Information

Planning the Trip.....	8
Field Study Checklist	14
Class Descriptions	15
Class by Class Preparations	18
Class Request Form	20
Chaperone Responsibilities	21
Sample Schedule	22
Teaching Group Assignments	23
Safety Precautions & Discipline	24
Emergency Procedures.....	25
Rules for Students	26
RE Map.....	27
T-shirt order form	28
Directions	29
Number Confirmation Form	30
Dietary / Physical Restrictions Form	31

Parent Meeting Needs

Parent Meeting Notice.....	33
Agenda.....	34
Field Study Permission	35
Field Study Info	36
Field Study Letter	37
Adult Photo Release	38
Child Photo Release	39
F.A.Q.	40

Extras

Other programming	Appendix A
Activities, Vocabulary, & Journal Questions	Appendix B
GPS Correlations.....	Appendix C

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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)



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



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



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Planning the Trip

Reservations

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

Fall

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

Winter

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

Spring

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

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

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

- ☘ Total estimated number of 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!!

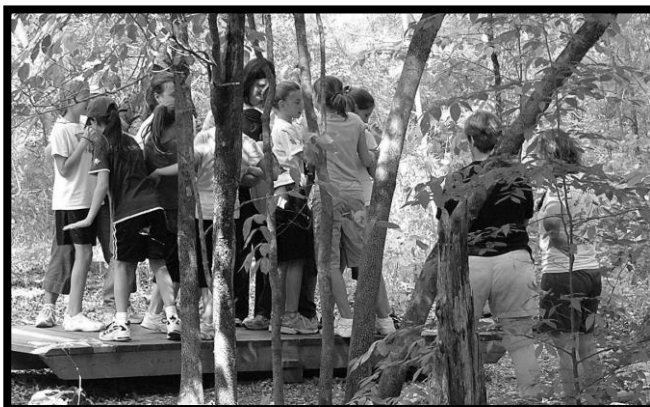
As it is difficult to reschedule space without adequate advance notice, we must charge an assessment for cancellations and reductions in attendance by your school. The assessment will be charged based upon your written notification to the Rock Eagle 4-H Center conference office according to the following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



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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/>

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> or at the end of this planner.

Vocabulary for most of our classes is available to assist in your students' field study preparation. For vocabulary, please visit <http://georgia4h.org/wp-content/uploads/2018/08/42-2018-Journal-Vocab-Activites-Combined.pdf>.

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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

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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

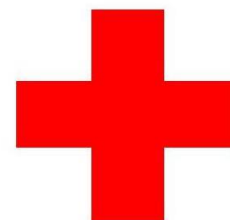
Medication/permission slips/etc.

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.



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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.

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Day Classes

All day classes are two hours

Ecology

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

LAKE ECOLOGY- (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.

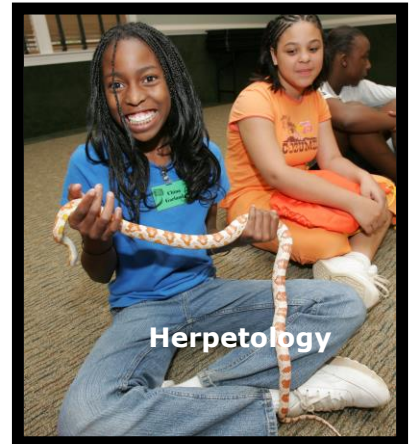
WATERSHED STUDIES- Explore a Piedmont watershed and discover how humans can impact local water bodies. Students will sample aquatic organisms in our streams and discuss how watershed assessment can help monitor the health of our groundwater and water bodies. Final thoughts will include discussions focusing 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.*



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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.**

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Independent Day Classes

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



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Class by Class Preparations

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

CLASS SUGGESTED DRESS/PREPARATION

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

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

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

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

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

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

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

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

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

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

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

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Office use only:
Date received _____

Rock Eagle 4-H Environmental Education Day Class Request Form

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

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

DAY CLASSES:

Some class choices may be limited by your group size.

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

Sample Schedule

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

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



Insert Your Preferred Scheduled Times

Return to: Rock Eagle 4-H Environmental Education Program
 Attn: Lauren Kushner
 FAX: (706) 484-2888
 EMAIL: Lnys@uga.edu

Class descriptions online at: www.rockeagle4h.org/ee/programs/classdescriptions.html



Rock Eagle Day Field Study Chaperone Responsibility



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

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

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

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

CHAPERONE RESPONSIBILITIES

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

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Day Program Sample Schedule

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

8:45	Arrive
9:00	Orientation
9:00-11:00	Session #1
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

TEACHING GROUPS			
Teaching groups are based on the maximum of 20 students in each group. Each group must have at least one adult that travels with the group at all times.			
Number of Students*	Number of Groups**	Number of Students*	Number of Groups**
1-20	1	141-160	8
21-40	2	161-180	9
41-60	3	181-200	10
61-80	4	201-220	11
81-100	5	221-240	12
101-120	6	241-260	13
121-140	7	261-280	14
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.

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Safety Precautions and Discipline

To ensure safety, each of the following is required:

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

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EMERGENCY PROCEDURES



Severe Accidents/Vehicle Accidents.....

- Remain Calm
- Notify Rock Eagle staff immediately - Do not move a victim unless there is immediate danger.
- If a phone is available, call 2899 to reach the Rock Eagle Administrative Office. You can also dial 9-911 from the nearest phone if unable to reach any facility staff.
Tell the operator the following:
 - What happened
 - Where the accident is located
 - Someone will meet emergency personnel at the guard house and direct them to the accident.
 - If necessary, leave someone by the phone to await further instructions.
 - Provide any first aid required until help arrives.
- St. Mary's Good Samaritan Hospital is also available at 706-453-7331.

For Evening Emergencies

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

Fire

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

Storms

- Stay alert to changing weather conditions.
- If weather is severe, take cover:
 - If outside, go inside; if inside, stay there.
 - Go to nearest building or 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.

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Rules for Students

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

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



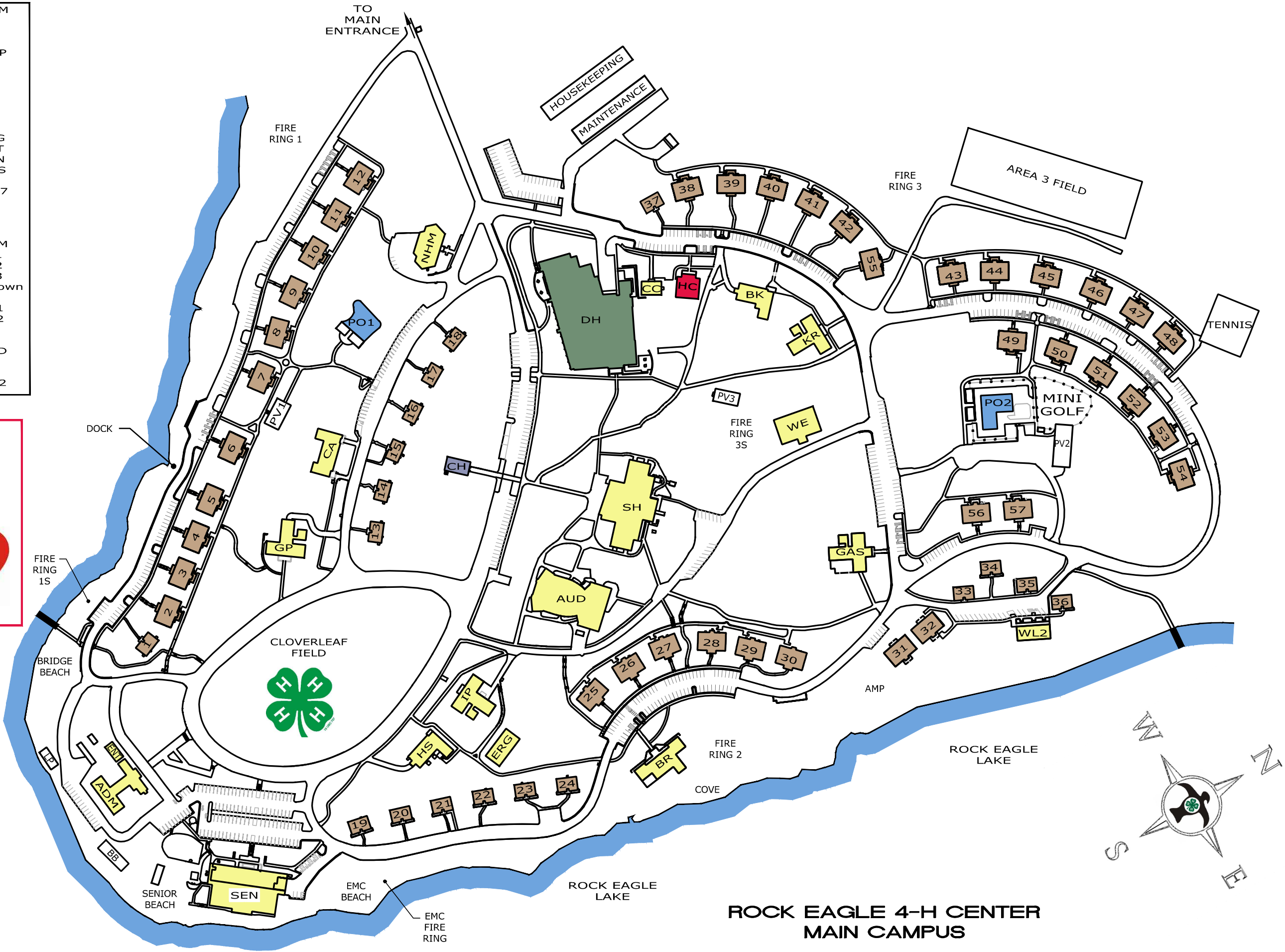
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Rock Eagle 4-H Environmental Education. P: 706-484-2862 www.rockeagle4h.org reagle@uga.edu

Administrative offices	ADM
Information Center	
4-H camp Office	
Environmental Ed.	
Amphitheater	AMP
Bankers	BK
Barkuloo-Rich	BR
Basketball Court	BB
Callaway	CA
Chapel	CH
Coca-Cola Cottage	CC
Dining Hall	DH
ER Gay	ERG
Entomology	ENT
EMC/Senior Pavilion	SEN
Gas Building	GAS
Georgia Power	GP
Guest Cottages #ed	1-57
Hastings	HS
Health Cottage	HC
International Paper	IP
Krannert	KR
Natural History Museum	NHM
Pavilion - Area 1	PV1
Pavilion - Pool 2	PV2
Pavilion - Area 3	PV3
Pavilion - Area 4	Not Shown
Pavilion - Lakeside	LP
Pool 1	PO1
Pool 2	PO2
Sutton Hall	SH
Gift Shop	
Talmadge Auditorium	AUD
Wildlife Ecology Building	WE
Woodruff Lake Labs	WL2
Aquatic 2	

AED
LOCATIONS

- Administrative Office
- Dining Hall
- Georgia Power
- Guard House
- Health Cottage



**ROCK EAGLE 4-H CENTER
MAIN CAMPUS**

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: _____

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

Name: _____ School: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Fax: _____

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

Signature: _____

Please complete all information on this form and send to:
Nicholas Sell / nsell@uga.edu / Fax: 706-484-2888
Rock Eagle 4-H Center 350 Rock Eagle Road
Eatonton, Georgia 31024-6104

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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...

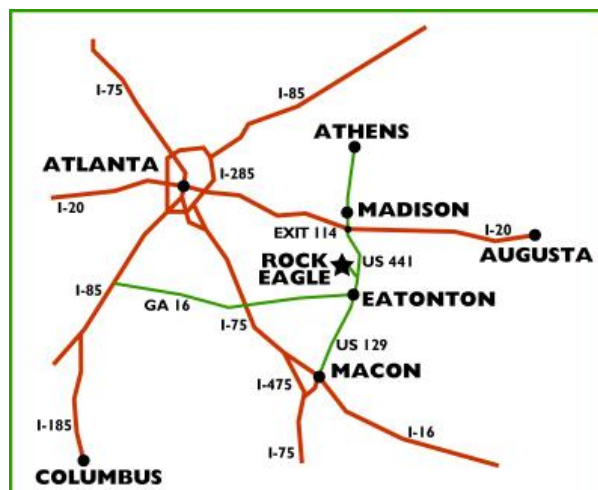
Take I-20 West towards Atlanta. Take exit 114 (Madison/ Eatonton exit) and turn left (south) onto Highway 441/ 129. Travel about 12 miles until you see a large, rectangular, stone sign on the right, which reads, "University of Georgia, Cooperative Extension Service, Rock Eagle 4-H Center". Turn right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



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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: _____ Email: _____
 GA county school is located: _____ 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.

Grade Level	# of Participants	Grade Level	# of Participants	Grade Level	# of Participants
PreK		4		9	
K		5		10	
1		6		11	
2		7		12	
3		8		Adult	

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.

RACE	Male Youth	Male Adult	Male Race Totals	Female Youth	Female Adult	Female Race Totals
White	0	0	0	0	0	0
African American or Black	0	0	0	0	0	0
American Indian or Alaskan Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
More Than One Race	0	0	0	0	0	0

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."

ETHNICITY	Male Youth	Male Adult	Male Ethnicity Totals	Female Youth	Female Adult	Female Ethnicity Totals
Hispanic or Latino	0	0	0	0	0	0

Office Use Only

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

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.

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

While this form is optional, the more you share about your group the better prepared we will be to meet your needs.
 Fax or email form to Lauren Kushner at: 706-484-2888 / Lnys@uga.edu

Parent Information



Making the best better!

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



Rock Eagle Field Study Parent Meeting Notice



Notice to Parents:

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

Please sign and return the bottom slip by

_____.

We look forward to seeing you there!



Meeting to Discuss Rock Eagle 4-H Center Study Trip

_____ will attend

_____ will not attend

Student's Name _____

Signature of Parent or Guardian _____

Date _____

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Rock Eagle Field Study Agenda for Parent Meeting

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

Introduction

Distribute handouts...

Date	Transportation	Purpose
Costs	Instruction	Supervision
Group	Shelter	Chaperone Needs

Program Video

Rock Eagle's Environmental Education Program video can be found on the web at Teacher Tube, www.teachertube.com.

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

Rock Eagle Facility

Location	History	
Dining Hall	Map	Resources available

Schedule and Instructors

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

Safety Precautions and Discipline

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

"What to Bring" Handout

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

Price of Trip

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

Questions and Answers

The trip planner also includes Frequently Asked Questions. If you have additional questions, please contact 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.

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Rock Eagle Field Study Parent Letter

Date: _____

Dear Parents:

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

Dates: _____

Cost: _____

Checks Payable To: _____

Deposit Due: _____

Permission Slip and Balance Due: _____

We wish to call attention to the following important items:

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

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4-H Environmental Education Program Adult Video/Photo Release Form

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

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

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

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

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

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

SIGNATURE: _____ DATE: _____

PRINT NAME: _____ PHONE: _____

GROUP: _____

ADDRESS: _____

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4-H Environmental Education Program Child Video/Photo Release Form

I certify that I am the parent or legal guardian of _____.

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

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

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

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

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

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

SIGNATURE: _____ DATE: _____

PRINT NAME: _____ PHONE: _____

GROUP: _____

ADDRESS: _____

Making the best better!

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



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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 Kushner at:

(706) 484-2862 or lnys@uga.edu



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Rock Eagle Outreach Program



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

- \$15.00 per student (\$300.00 minimum)
- Limit 75 mile radius from Rock Eagle
- 2-hour classes (or two 1-hour programs for preK-2nd)
- Suggested programs: Herpetology and Ornithology. Other programs can be developed.

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



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ROCK EAGLE ADVENTURE PROGRAM



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

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

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

Class	Grade Requirement
Team Initiatives	3 rd grade and up
Challenge Course	5 th grade and up
Adventure Course and Swing Shot	6 th grade and up



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Appendix B

Vocabulary & Journal Questions



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ROCK EAGLE 4-H CENTER

CANOEING

Pre-Post Trip Activities

Rock Eagle's Environmental Education Field Study

Practice Paddling

Materials: long sticks or broomsticks

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



Canoe & Paddle Match-Up

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

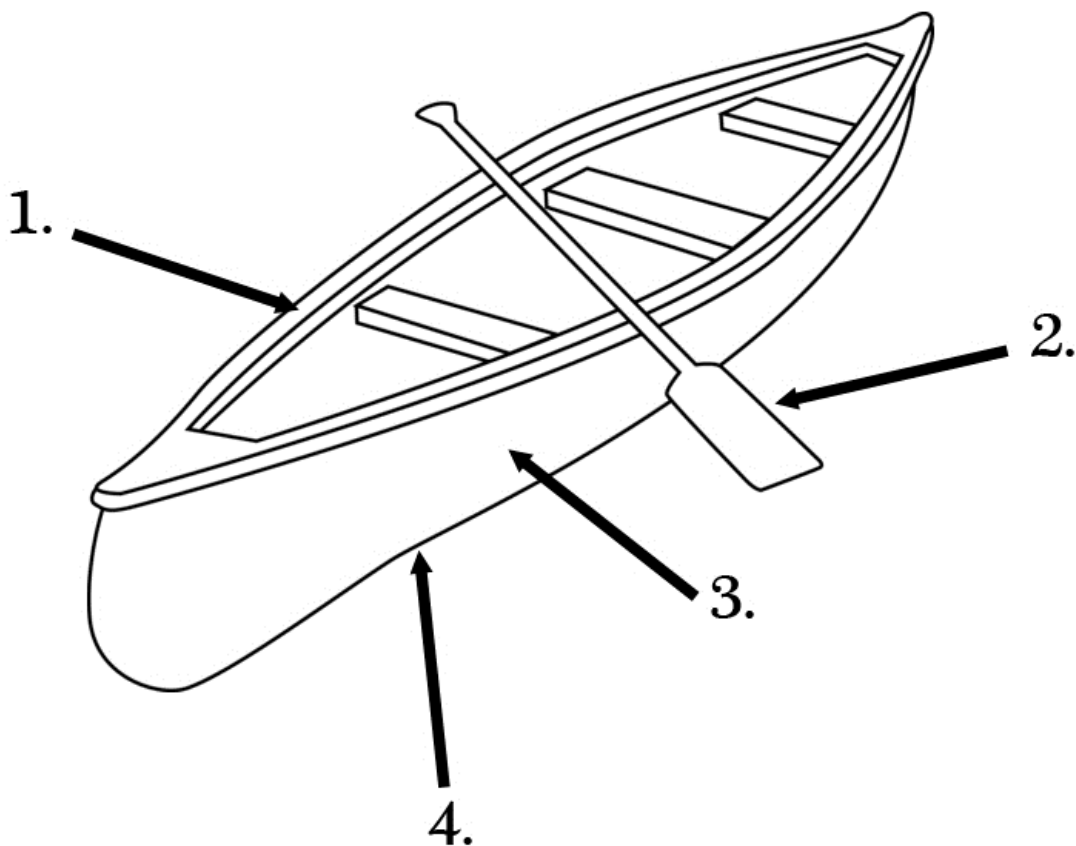
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Know Your Canoe

See if you can label the canoe parts!



Front of Canoe _____

Back of Canoe _____

Right Side _____

Left Side _____

1. _____

2. _____

3. _____

4. _____

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

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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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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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CHALLENGE COURSE

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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CHALLENGE COURSE

Journal Questions

Rock Eagle's Environmental Education Field Study

Key Words: communication, cooperation, safety, team

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

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HERPETOLOGY **PRE-POST ACTIVITIES** **ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY**

Breeding for Corn Snake Morphs

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

Classification of Herpetofauna

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

Research papers

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

No Hands!

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



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HISTORIC CAMPFIRE PRE-POST ACTIVITIES ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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.



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HISTORIC CAMPFIRE **JOURNAL QUESTIONS** **ROCK EAGLE'S ENVIRONMENTAL** **EDUCATION FIELD STUDY**



1. What is folklore? Are there any stories or songs you know that have been passed down from your family?
2. Why did 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?

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HISTORIC CAMPFIRE VOCABULARY ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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

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

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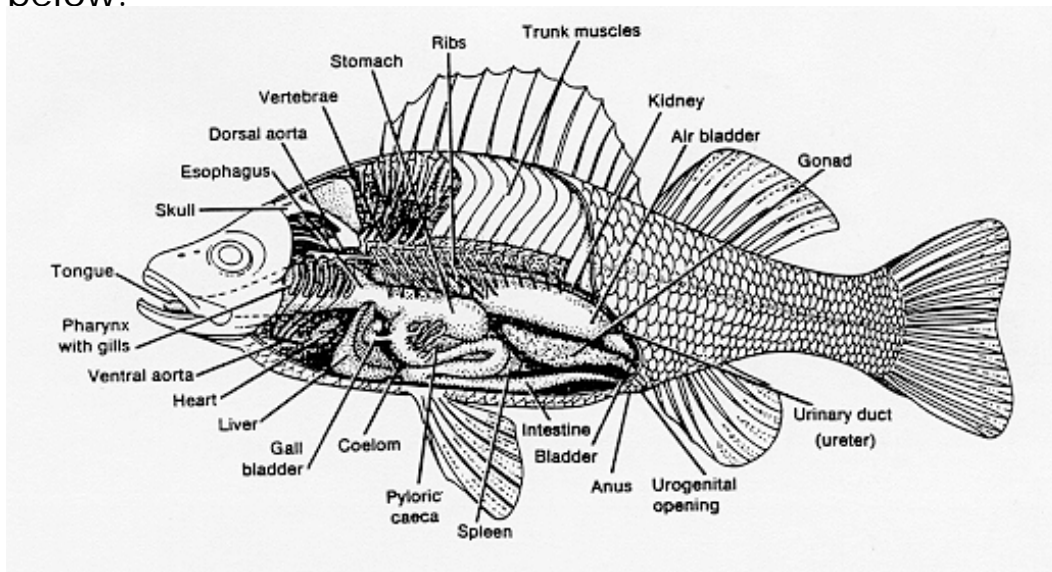
ICHTHYOLOGY

INTERNAL ANATOMY- FISH DISSECTION JOURNAL QUESTIONS



ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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



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

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LAKE ASSESSMENT

VOCABULARY

ROCK EAGLE ENVIRONMENTAL EDUCATION FIELD STUDY

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

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LAKE ASSESSMENT



JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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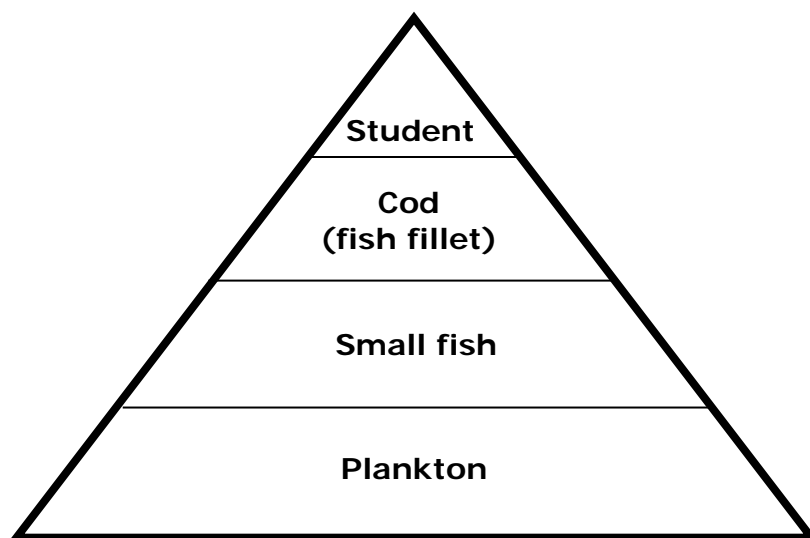


LAKE ECOLOGY PRE-POST ACTIVITIES ROCK EAGLE'S ENVIRONMENTAL FIELD STUDY



Food Pyramid

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



A Day in the Life

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

Reservoirs Study

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

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



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

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LAKE ECOLOGY

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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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.

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NATIVE AMERICAN GAMES

JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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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

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NATIVE AMERICAN SKILLS

PRE-POST TRIP ACTIVITIES

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

Design a Native American Village

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

Let's Play!

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



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NATIVE AMERICAN STUDIES

JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

1. Are there any examples in your community that reflect Native American culture?
2. Name three skills you learned in this class.
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?

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NATIVE AMERICAN STUDIES

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
- Atlatl:** a tool made from wood or bone used to propel a spear forward for increased power
- Treaty:** a formal, often legal, agreement between two groups
- Culture:** customs, beliefs, art, social institutions, and other ways to define a group of people
- Cordage:** rope or string made from two or more strips of animal or plant fibers twisted together
- Creek/Muskogee:** 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.
- Mortar and Pestle:** a club shaped tool (pestle) that is used to grind and crush substances in a stone or wood bowl (mortar)
- Waddle and Daub:** a method of architecture in which clay is packed onto a woven support often branches; these were the homes in the Southeast

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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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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 through 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

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ROCK EAGLE 4-H CENTER

ORIENTEERING

PRE-POST TRIP ACTIVITIES

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

Making a compass

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

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

Making a topographic map

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

How well do you know your compass?

Students label compass parts on the following compass worksheet.

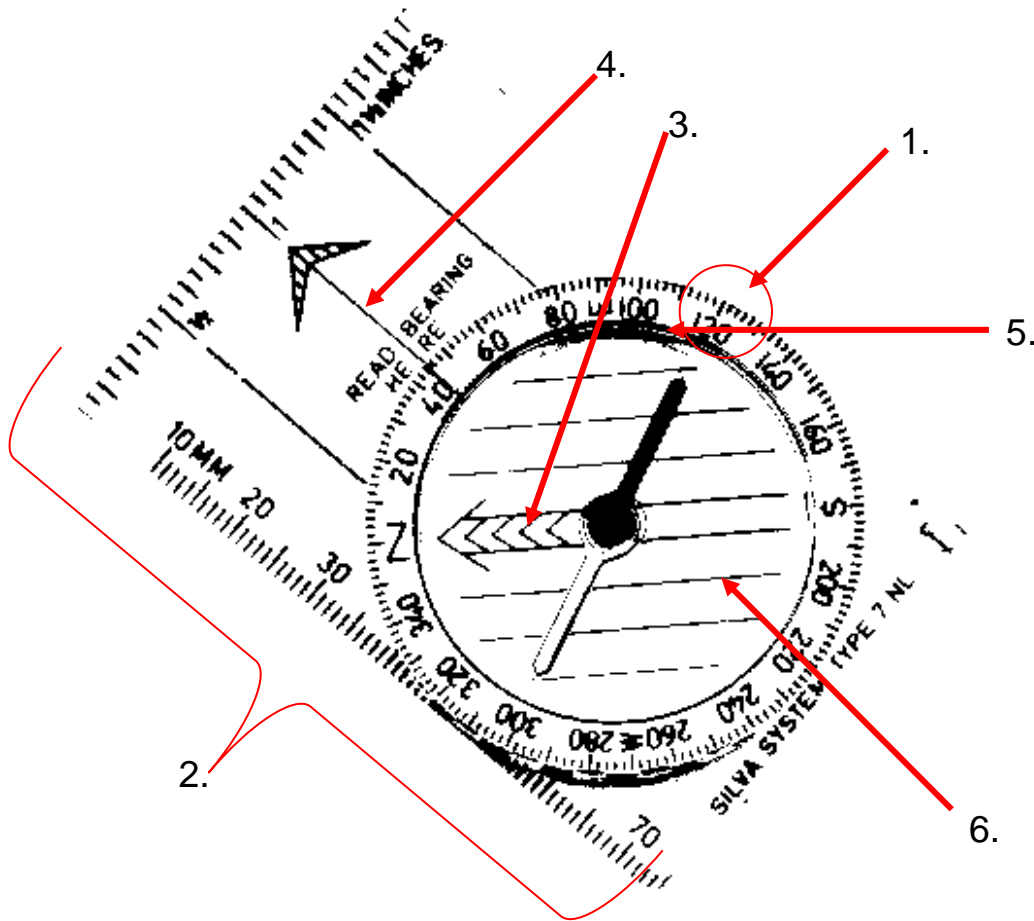
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How Well do You Know Your Compass?

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. _____

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

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ORIENTEERING

JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

1. If someone turned 180 degrees, what did they do?
2. The red magnetic needle in a compass always points in which direction?
3. 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?

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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

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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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ORNITHOLOGY



PRE-POST TRIP ACTIVITIES

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.

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ORNITHOLOGY



JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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ORNITHOLOGY



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

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

- http://projectbeak.org/teacher/pdf/adaptations_wings_and_flight_paper_airplances.pdf

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

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

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

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

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

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PIONEER LIFE

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



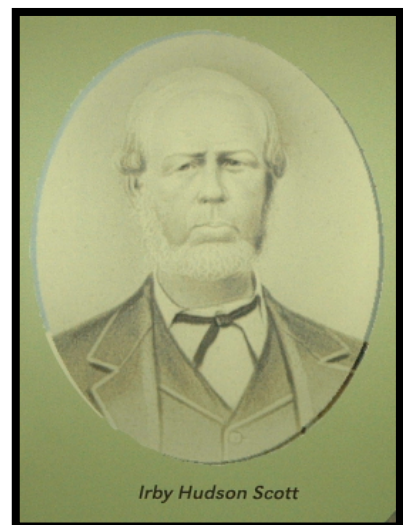
Compare pioneer times (early 1800's) to now

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?



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PIONEER LIFE

JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY



1. How have advancements in technology affected some of the tasks you performed in class?
2. Compare and contrast your life at home with that of 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?

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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 States 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.

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PIONEER TOOLS

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



How have tools changed / stayed the same?

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

Journals

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

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PIONEER TOOLS



JOURNAL QUESTIONS ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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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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ROCK EAGLE 4-H CENTER

RAPTORS

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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

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

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RAPTORS

JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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ROCK EAGLE HIKE

PRE-POST TRIP ACTIVITIES

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

Creating Monuments

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



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ROCK EAGLE 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.

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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.

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SNAKES

JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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TEAM INITIATIVES

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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TEAM INITIATIVES

JOURNAL QUESTIONS

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

Key Words: communication, cooperation, safety

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

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ROCK EAGLE 4-H CENTER

ULTIMATE

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

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

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

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

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

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

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

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

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ULTIMATE

Journal Questions

Rock Eagle's Environmental Education Field Study

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

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

2. Why is good sportsmanship important?

3. When did you see someone displaying good sportsmanship?

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

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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?

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WATERSHED STUDIES

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

What watershed are you in?

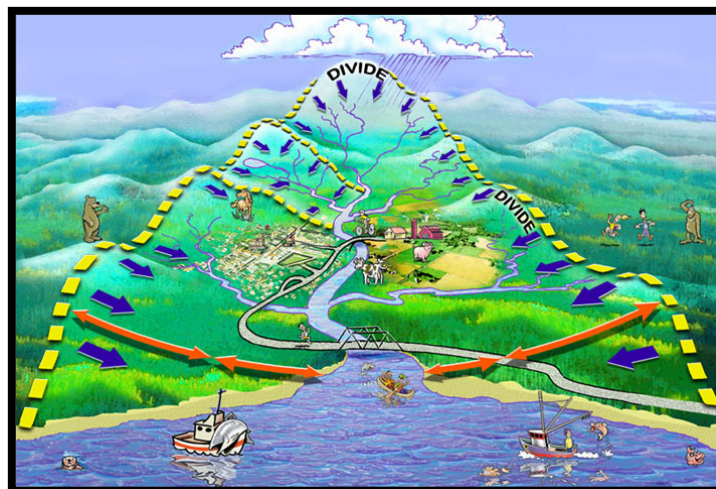
Determine what watershed your school is in by looking at various maps. A great resource is the Environmental Protection Agency at <http://www.epa.gov/surf/>.

Adopt a Watershed

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

Paper Watershed

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



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Appendix C

Georgia Standards of Excellence



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

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

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

Class	3 rd	4 th	5 th
Day Classes			
Herpetology	S3L1.a,b,c S3L2.a,b ELAGSE3SL1 ELAGSE3SL3 ELAGSE3L6	S4L1.a,c,d ELAGSE4SL1.b,c,d ELAGSE4L3 ELAGSE4L6	S5L1.a ELAGSE5SL1.b,c,d ELAGSE5L3 ELGASE5L6
Lake Ecology	S3L1.a,b,c ELAGSE3RF3.a,b,c ELAGSE3SL1.b,c,d	S4E3.b S3L1.a,b ELAGSE4SL1.b,c,d ELAGSE4SL2 ELAGSE4SL3	S5E1.a S5L1.a ELADSE5SP1.b,c,d ELADSE5SP2 ELADSE5SP3
Watershed	S3E1.c S3P1.b S3L1.a,b,c S3L2.a,b ELA3R2.b,e,f ELAGSE3SL1.a,b,c,d, ELAGSE3SL2 ELAGSE3SL4 ELAGSE3SL6 MGSE3.OA.6 MGSE3.MD.2	S4L1.c ELAGSE4RI4 ELAGSE4RI7 ELAGSE4SL1.a,b,c,d, ELAGSE4L4.a,b ELAGSE4L6 ELAGSE4SL4	MGSE5.NBT.6 ELAGSE5RF3 ELAGSE5SL1.a,b,c,d ELAGSE5SL4 ELAGSE5SL5 ELAGSE5L4.a,b MGSE5.NBT.4 MGSE5.NBT.5
Ornithology	S3L1.a,b,c S3L2.a,b ELAGSE3SL1 ELAGSE3SL3 ELAGSE3L6	S4L1.a,c,d ELAGSE4SL1.b,c,d ELAGSE4L3 ELAGSE4L6	S5L1.a ELAGSE5SL1.b,c,d ELAGSE5L3 ELGASE5L6
Horticulture	S3E1. a S3P1. a S3L2. a, b ELAGSE3SL1. b, c, d	S4L1. a, b ELAGSE4SL1. b, c, d	S5L4. a, b ELAGSE5SL1 b, c, d
Team Initiatives	ELAGSE3SL1.b,c,d ELAGSE3SL3 ELAGSE3SL6	ELAGSE4SL1.b,c,d ELAGSE4SL3 ELAGSE4SL4	ELAGSE5SL1.b,c,c ELAGSE5SL4 ELAGSE5SL6
Challenge Course	Not Available for 3 rd Grade Students	Not Available for 4 th Grade Students	ELAGSE5SL1.b,c,c ELAGSE5SL4 ELAGSE5SL6

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

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

Class	6 th	7 th	8 th
Day Classes			
Herpetology	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6
Lake Assessment	ELAGSE6W7 ELAGSE6SL1.a,b,c,d ELAGSE6SL3 ELAGSE6SL4 MGSE6.NS.7b MGSE6.SP.5.a,b	ELAGSE7W7 ELAGSE7SL1.a,b,c,d ELAGSE7SL3 ELAGSE7SL4 ELAGSE7L4.b MGSE7.SP.1 MGSE7.SP.2	ELAGSE8W7 ELAGSE8SL1.a,b,c,d ELAGSE8SL3 ELAGSE8SL4 ELAGSE8L4.b
Watershed Studies	S6E5.d S6E6.b ELA6RC3.a ELA6LSV1.a,b,c,e,h,i,j,k ELAGSE6RI7 ELAGSE6SL1.a,b,c ELAGSE6SL2 ELAGSE6SL4 ELAGSE6L4.a,b ELAGSE6L6 ELAGSE6SL5 MGSE6.NS.2	S7L1.a S7L4.c ELA7RC3.a MGSE7.NS.2 MGSE7.NS.3 MGSE7.SP.1 MGSE7.SP.2 ELAGSE7RL4 ELAGSE7W7 ELAGSE7W8 ELAGSE7SL1.a,b,c,d ELAGSE7SL2 ELAGSE7SL3 ELSGSE7SL4 ELAGSE7L6 ELAGSE7L4.a,b	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k ELAGSE8RI4 ELAGSE8SL1.a,b,c,d ELAGSE8SL4 ELAGSE8SL5 ELAGSE8L4.a,b ELAGSE8L6
Ornithology	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6

Class	6 th	7 th	8 th
Day Classes			
Horticulture	S6E5;. h S6E6. b ELAGSE6SL1. c,d	S7L4. a,c ELAGSE7SL1. b,c,d ELAGSE7SL3	SS8E2. c ELAGSE8SL1. b,c,d ELAGSE8SL3
Team Initiatives	ELAGE6SL1.a,b,c,d ELAGE6SL4 ELAGE6SL6	ELAGE7SL1.a,b,c,d ELAGE7SL3 ELAGE7SL4 ELAGE7SL6	ELAGSE8SL1.a,b,c,d ELAGSE8SL3 ELAGSE8SL4 ELAGSE8SL6
Challenge Course	ELAGSE6SL1.a,b,c,d ELAGSE6SL4 ELAGSE6SL6	ELAGSE7SL1.a,b,c,d ELAGSE7SL3 ELAGSE7SL4 ELAGSE7SL6	ELAGSE8SL1.a,b,c,d ELAGSE8SL3 ELAGSE8SL4 ELAGSE8SL6
Canoeing	ELAGSE6SL1.b,d	ELAGSE7SL1.b,d	ELAGSE8SL1.b,d
Native American Skills			SS8H1.a
Pioneer Life	ELA6RC3.a ELA6LSV1.a,b,c,e,h,i,j,k MSAGED6-2.b,c	ELA7RC3.a ELA7LSV1.a,b,c,e,h,i,j,k MSAGED7-1.a,b	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k SS8H4.b,c
Pioneer Tools	ELA6RC3.a ELA6LSV1.a,b,c,e,h,i,j,k MSAGED6-2.b,c	ELA7RC3.a ELA7LSV1.a,b,c,e,h,i,j,k MSAGED7-1.a,b	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k SS8H4.b,c
Orienteering	ELAGSE6SL1.b,c,d MGSE6.RP.1 MGSE6.SP.5.b	ELAGSE7SL1.b,c,d	ELAGSE8SL1.b,c,d
Class	6 th	7 th	8 th
Night Classes			
Campfire	ELAGE6SL1:B	ELAGE7SL1:B	ELAGSE8SL1:B
Fish Dissection	ELAGSE6L6	S7L1.a ELAGSE7L6	ELAGSE8L6
Fish Kits	ELAGSE6RI4 ELAGSE6RI7 ELAGSE6W2 ELAGSE6W7 ELAGSE6SL4	S7L1.a ELAGSE7RI4 ELAGSE7W2 ELAGSE7W7 ELAGSE7SL4	ELAGSE8RI4 ELAGSE8W2 ELAGSE8W7 ELAGSE8SL4 ELAGSE8SL5

	ELAGSE6SL5 ELAGSE6L6	ELAGSE7SL5 ELAGSE7L6	ELEAGSE8L6
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Class	6 th	7 th	8 th
Night Classes			
Museum Tour	ELA6RC3.a ELAGSE6SL1.a,b,c,d ELAGSE6SL4 ELAGSE6RI7 ELA6LSV1. a,b,c,e,h,i,j,k	ELA7RC3.a ELAGSE7W7 ELAGSE7SL1.a,b,c,d ELA7LSV1.a,b,c,e,h,i,j,k	ELA8RC3.a ELA8LSV1.a,b,c,e,h,i,j,k
Native American Games	ELAGSE6SL1.b,c ELAGSE6SL2 ELAGSE6L4.a ELAGSE6L5.b	ELAGSE7SL1.b,c,d ELAGSE7L4.a ELAGSE7L5.b	ELAGSE8SL1.b,c,d ELAGSE8L4.a ELAGSE8L5.b
Historic Campfire	ELAGE6SL1.b	ELAGE7SL1.b	ELAGSE8SL1.b
Night Hike	ELA6RC3.a ELAGSE6SL1.a,b,c ELA6LSV1. a,b,c,e,h,i,j,k	ELA7RC3.a ELAGSE7SL1.a,b,c,d ELAGSE7SL3 ELAGSE7L6 ELA7LSV1.a,b,c,e,h,i,j,k	ELA8RC3.a ELAGSE8SL1.a,b,c,d ELAGSE8L6 ELA8LSV1.a,b,c,e,h,i,j,k
Snakes	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6
Raptors	ELAGSE6SL1.b,c,d ELAGSE6L3 ELAGSE6L6	S7L1.a S7L4.a,c ELAGSE7SL1.b,c,d ELAGSE7L3 ELAGSE7L6	ELAGSE8SL1.b,c,d ELAGSE8L3 ELAGSE8L6

