



This Student Leader Pocket Guide Myrtlewood

belongs to _____

Daily Schedule:

7:00 Wake up

7:40 Breakfast

8:40 Field Study

11:45 Lunch

12:15 Cabin Time

1:15 Field Study

3:15 Snack & Recreation

4:30 Cabin Time

5:30 Dinner

6:30 Evening Program

8:00 Campfire

9:30 Bedtime

Day 1 starts at 10:30 when the busses arrive

Then it goes bathroom break, tour/ rules, and then move in/lunch- regular rest of day

The last day the busses depart after lunch/closing ceremony/bathroom break

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BEFORE OUTDOOR SCHOOL

Checklist for before you come to outdoor school:

- Get homework from your teachers that you will miss during ODS
- Pack
- Confirm by email that you are still coming to outdoor school- an email will be sent out 1-2 weeks before your assigned week
- Be at the designated meeting location, on the designated day, at the designated time (or even just a little early!)

Cell Phones/phone number

You may bring cell phones to site. However, there is **NO CELL SERVICE** at camp. Cell phones will be collected and securely stored during your time at outdoor school. If you need your phone during the week, please let a staff member know.

Camp Myrtlewood phone number: 541-572-5307

Packing list for SL

Bedding

- Sleeping bag
- Pillow

Clothing

- Pajamas
- Hiking boots or tennis shoes (waterproof if possible)
- 3-5 Pairs of socks
- 3-5 Pairs of underwear
- 3-5 Shirts
- 2-3 Pairs of jeans/sturdy pants that cover the ankle
- Warm jacket (waterproof if possible)
- 1-2 Sweaters or sweatshirts
- Hat

Personal Items

- Bath towel
- Wash cloth
- Soap
- Shampoo and conditioner
- Toothbrush and toothpaste
- Deodorant
- Sunscreen, lip balm

General Supplies

- Watch** (This is important! We will provide one if you do not have one.)
- Water bottle
- Flashlight or headlamp
- Plastic bag for dirty or wet clothes
- Pen or pencil
- Small bag of soil from a meaningful place
- THIS HANDBOOK!**

Optional Items

- Musical instrument
- Beads or stickers for student nametags

Do NOT bring:

- Expensive items like jewelry
- Clothing with inappropriate language or references to religion, sex, tobacco, drugs, or alcohol
- Gaming consoles, tablets, other electronics.
- Weapons (including pocket knives)

If you do bring personal food items, please store them in the dining hall. **NO FOOD IN CABINS** - Beware the squirrels!

If you bring items that are not allowed at ODS, these items will be stored in a secure location and will be returned before you return home.

Medications

All student leader medications are stored in the ODS office. **DO NOT KEEP ANY MEDICATIONS IN YOUR CABIN.** Report to the ODS office to take your medication- it will be kept where you can access it.

Getting to/from Outdoor School

Transportation will be provided to and from outdoor school

“What if I want to provide my own transportation?”

That is totally fine, but a few things to keep in mind:

- You **NEED** to let us know you will be driving there- we don't want any surprises when we try to pick you up
- We will be covering some important information on the bus ride. If you are not taking the bus, you will be emailed the information.
- You will not be able to use your car or leave during the session (unless this has been arranged prior)
- Myrtlewood week: When outdoor school is over for the week, you will get on a bus back to GPHS. You will probably be back by about 3:00-3:30 PM

Outdoor School names

At ODS you get to choose a nature name to go by. This is a BIG decision. Your ODS name could stick with you for a lifetime, and in many cases, it will become very dear to you- so choose wisely!

Guide for picking your ODS name:

- Great ODS names are often related to science or the outdoors.
- Make sure the name you choose is appropriate.
- ODS names should not represent anything that can be taken as gross, vulgar, disrespectful, profane, etc.
- Try to choose a name that is easy for students to pronounce.
- Avoid names that will attract disrespect, such as “Slime,” “Peabrain,” “Dufus,” etc.
- Returning student leaders and staff have first pick on their name if they've gone by that name before.
 - Come to your week with ~3 possible names
- **Please choose a name that you won't be asked to change later!**

Suggestions for names:

Tree species

Plant names

Animal names- as long as the animal name isn't used in a derogatory way

Place names

Fruit or other food

Positive qualities

Superhero names

Roles on site:Bethany "Wren"- Program director

- Coordinates with the schools
- Designs the curriculum for ODS

Stacey "Ocean"- Site lead:

- Responsible for all activities and making decisions for the full site
- Available to facilitate all activities if needed
- Communicate information to staff, teachers, everyone on site.
- Provide feedback and evaluations to staff and student leaders.

Ilan "Fruit Bat"- Student leader coordinator:

- Responsible for training, supporting, and mentoring student leaders in their assigned responsibilities in all areas of the Outdoor School program.
- Provided feedback and evaluation to SLs.

Meagan "Mighty Mouse"- Programmatic assistant/ special needs coordinator:

- Support all areas of program
- Help facilitate delivery of special needs accommodations

Field Instructors

- Responsible for field study instruction and mentoring student leaders on field study
- Supporting/leading in all areas of program - meals, campfire, recreation, etc- and handling student behavior issues.
- Provide feedback and evaluation to SLs.

Classroom Teachers

- Responsible for communication with schools, parents and guardians
- Ultimately responsible for decisions regarding behavior management & health needs
- Support students' learning on field study

Parent Chaperones

- Supervise cabin group during rest time, transition times, at meals and at night.
- Supervise and participate in games during free time and recreation
- Ensure that everybody is prepared and on time for each activity
- Support cabin group during assigned cleaning activities
- Support student leaders by allowing them to lead activities

Student Leaders (YOU!)

- Developing positive relationships with students
- Leading activities during cabin times
- Engaging and supervising students during transitions and meals
- Leading recreation activities and campfire
- Supporting students/staff on field study
- Asking for help as needed, attending meetings, incorporating feedback from staff

Workshop notes:**Homework for after workshop, before your week of ODS:**

During the SL workshop, you will be given some light homework to work on. Here is a list of things you can do to prepare for your week:

Workshop “homework”- things to do just before you come back to ods to remind you (How to work with 5th or 6th graders, campfire songs, games, etc...)

Come up with 3 things possible Outdoor School names

Behavior management techniques:

Practice your “road to success” - observe which steps your teachers use regularly.

Review BICEPS (Found on page 10-11 of this handbook): choose one to work on (positive statements is a good one to start on)

To use at outdoor school

Rules and Responsibilities

- Assume responsibility for the health and welfare for fifth and sixth grade students.
- Lead students in outdoor and team-building activities.
- Set an example by being enthusiastic and engaged.
- Help students be successful in all parts of the program.
- Assist instructors in a field study area.
- Organize and care for instructional materials and equipment.
- Listen and follow instructions.
- Supervise your group at all times. Keep students in-sight, safe, and on-task.
- Use appropriate language and subject matter at all times.
- Set and maintain boundaries if students are being inappropriate.
- Create a positive community. Interact in a friendly, cheerful, and supportive manner.
- Communicate openly with staff and peers.
- Ask for help when you need it.

Guidelines for Working with Students

OK	Not OK
<ul style="list-style-type: none"> ● Short side hugs ● High fives ● Hand shakes ● Pats on the shoulder ● Sitting together with air space between people ● Getting to know interests, talents, and family backgrounds 	<ul style="list-style-type: none"> ● Full body hugs ● Wrestling, play fighting ● Punishments like push-ups or running ● Conversations, words, or jokes relating to sexual topics, violence, or substances ● Offensive comments regarding gender, race, appearance, or disabilities

Other Requirements:

- No revealing or inappropriate clothing.
- Phones/electronics are off and put away.
- No alcohol, drugs, tobacco, marijuana, or weapons allowed. Don't bring any of these with you; don't talk about them while at ODS, whether or not students are present.
- Sexual or suggestive behaviors and conversations are not allowed. All interactions with other leaders must be limited to the "OK" category above.
- Be where you're supposed to be. Leaving your students unattended or leaving designated areas is not allowed.

BUSTED:

- Some things are strictly not allowed and can get you sent home. These include alcohol, drugs, tobacco in any form, including vaping and e-cigarettes, and sex or sexual conduct of any kind, direct or implied. Participating in these things or talking about them at any point are not okay. Another thing that can get you sent home is leaving your cabin unattended or being somewhere you're not supposed to be.

Working agreement:

On night 0, we will create an agreement that will guide how we work with each other. This is where you should record your agreements:

Move-In Checklist for students

When students move into their cabin, we would like you to make sure everybody has a few basic things. If they don't have them, we probably have extras in the office.

- Sleeping bag or blankets and sheets
- toothbrush/toothpaste
- Closed toed shoes
- Pillow
- Clothing for the weather- warm jacket, rain gear
- See if there is any food/candy that should not be in the cabins (or anything else that isn't allowed)

Cabin agreement

When you create a cabin agreement, this can help set the tone for how the group interacts with each other.

- Make sure everyone agrees before adding to the list
- Ask them to switch to positive phrasing if necessary
- Use their words and phrasing, when possible
- Ask "How do we want to live together as a cabin?"
- This is a living document - we'll check in on it and add to it throughout the week
- Have all the students sign their names on the bottom

If your group is having trouble coming up with ideas you can ask them:

- Do you want to think about how clean the cabin is?
- How do you want to be treated
- How can we support each other?
- If the students say something like "be nice", ask follow up questions, such as "what does that look or sound like"

Behavior management: Here are some resources for managing our students' behavior. A lot of these will be covered during workshop or training meetings during your week.

Students will be successful if they are able!

- Our job as leaders is to help give students the tools they need to be successful.
 - Physical tools might include: a raincoat, a snack, etc.
 - Behavior or communication tools might include: giving students the option to tell us if they need a break to cool off emotionally
- Remember:
 - Students' behavior is a way of communicating their emotions in an environment where they don't have a lot of control over what happens to them.
 - Be empathetic!
 - Try to understand where a student is coming from while helping to change disruptive behavior.

Homesickness

- Homesickness happens! Students may be away from home for the first time this week.
- Homesickness can look lots of different ways- students might tell you that they're homesick or they might cry, shut down, act tough, be uninterested in activities, have an upset stomach etc.
- Crying can be contagious, so try talking to a crying student one-on-one
- Staff is always available if you need help

Rapport

- Rapport is a fancy word meaning a positive relationship between people
- Building rapport with students is your #1 tool for behavior management- students are more likely to participate positively when they feel like they belong
- Build your rapport bank by sharing genuine positive interactions with students:
 - Show interest in students' lives, hobbies, and interests
 - Ask questions
 - Play games
 - Get to know them
 - Have fun together!
- Humans have a negativity bias- we're more likely to remember negative things, so try to have lots of positive interactions for every time you have to redirect a student

BICEPS

- **Basic needs check** - If a student is struggling to be successful, check in with them individually to ensure they've eaten enough, had enough water, gotten enough sleep, etc. then help them meet those needs if possible. Students will be successful when they are able!
- **"I need" statements** - Tell students what you need from them, rather than what they need to do. For example, "I need voices off" instead of "You need to be quiet." This minimizes counterarguments, and can help build rapport by providing opportunities for students to help you.

- **Choices** - Provide students with two options, both of which are acceptable to you. For example, “You can wear your rain jacket or you can tie it around your waist.” This fosters a sense of agency in students.
- **Enforceable statements** - Tell students what you will do in response to their actions. For example, “I will explain the game once everyone is listening.” This also works well as “if/then” statements. For example, “If everyone is lined up at the door, then we can go to breakfast.”
- **Positive phrasing** - Tell students what you want them to do, rather than what you don’t want them to do. For example, “Please walk” instead of “No running.” This reinforces expectations and helps stop malicious compliance (e.g. skipping after being told not to run).
- **Support** - Always ask for help if you need it!

Down time is frown time

- Help students be successful by keeping them busy!
- Playing lots of games and doing group activities helps:
 - Make everyone feel included
 - Give students a positive way to engage and get out energy
 - Leave less time for disruptive behaviors like gossiping, bullying, roughhousing, etc.

Road to success

- Maintain your good rapport with students by using the least amount of redirection necessary
- Follow the Road to Success to avoid escalating a situation that doesn’t need to be:
 1. Give “The Look.”
 2. Give “The Look” again while shaking your head.
 3. Say “No, thank you.”
 4. Verbally redirect using a BICEPS skill.
 5. Follow through with a minor consequence like standing next to them during an activity.
 6. If you can do so one-on-one, do a Basic Needs Check and help them meet those needs. If you’re leading an activity and can’t step away, go directly to #7.
 7. Let them know that a staff person will check in with them about the situation, and let a staff person know ASAP!
- If a student is bullying someone, using offensive language, doing something dangerous, or otherwise harming others or themselves, redirect them and tell a staff person immediately!

Recreation

Recreation is a time for the students to choose what they want to do. It is important to feel like you have a choice as a human.

There should be a few active/hype activities, and a few calm or quiet activities.

Calm activities examples: art of many kinds, chilling by the river, gnome houses, yoga, meditation, story time, cloud watching, button making, spin the wheel, bracelet making

Active/hype examples: hike, field/ running games, gaga, workout, dance party

Make sure to sell your recreation: if you say, "I'm going on a hike, I guess, I don't really like hikes" then nobody will sign up for it. Make it sound like fun!

Brainstorm some ideas of recreations you want to lead, and write them here:

Info about Field study

Plants: Learn how to look closely at plants by interviewing a plant friend. Go on a hike and look at plant cue cards. Come up with a name for your plant that you interviewed, based on your observations/ reminds me of.

Water: intro game where we have 4 types of eating utensils, and 4 types of food. Kids have to rotate through each food with their specific utensil and figure out which food is easiest to eat with your utensil. Then you go to the creek and catch aquatic macroinvertebrates and then take them to look at under a microscope.

Animals: Discuss animal adaptations and animal signs. Go on a hiking quest to look for animal signs. Learn about biomimicry and design an invention based on an animal adaptation.

Soil: Take a micro hike pretending to be an ant. Then get a hula hoop and a shovel and explore the area designated by the hoop. Level up by getting a magnifying glass, and eventually a microscope

Campfire schedule:

Welcome

Rules/expectations- only positive feedback, levels of appreciation, listening when others are on stage, make sure people next to you aren't distracted

Cabin calls- make sure to say each cabin name (I make a list of all cabin names to help me)

Night 1 campfire:

Fast songs

1

2

3

Transition

Slow songs

1

2

3

Night 2 campfire

Fast songs

1

2

3

Transition

Slow songs

1

2

3

Night 3 campfire

Fast songs

1

2

3

Transition

Slow songs

1

2

3

Evaluation:

Near the end of your week at outdoor school, you will receive an evaluation from a staff member. All the staff can contribute to the feedback, but one staff member will deliver the evaluation.

Student Leader Evaluations ARE a...

- time and place to reflect on your own performance
- way to get actionable feedback
- tool for setting future goals
- conversation between you and a staff person

Student Leader Evaluations are NOT...

- a grade
- scary or mysterious
- when you will find out about big problems - if there is a problem, we'll have a conversation about it during the week, not surprise you with it at the end

Name _____ ODS Name _____ # of Times _____

Self Evaluation

School _____ Week # _____ Dates _____ Staff _____ Staff Evaluation

Circle the traits that best describe the student leader's performance in each category.

Leadership & Instruction

	Destructive	Cooperative	Collaborative <i>All those in Cooperative, plus:</i>
<i>Group leadership</i>	Negatively leads students Unwilling to lead activities	Positively leads group activities Takes initiative with cabin activities	Takes initiative to lead small & large group activities Appears confident in leadership role
<i>Role modeling</i>	Negative role model Joins in students' inappropriate behavior Often needs to be redirected	Positive role model for students Positive and engaged presence in program	Positive role model for peers Shows consistent, positive, engaged presence in all program areas
<i>Participation</i>	Does not participate Maintains negative attitude	Participates in all activities	Shows enthusiasm for activities Inspires enthusiasm in students
<i>Teaching techniques</i>	Unclear instruction Struggles to use cue cards and/or equipment	Clear instruction Utilizes instructional material Asks leading questions	Asks open-ended questions that encourage critical thinking Uses teachable moments

Teamwork & Communication

	Destructive	Cooperative	Collaborative <i>All those in Cooperative, plus:</i>
<i>Dynamics with staff, peers, & students</i>	Develops inappropriate rapport with students Undermines staff or peers	Learns students' names Builds rapport with students Friendly with staff and peers	Invests in relationships with staff, students, & peers
<i>Team building</i>	Leaves students out of activities Shows favoritism	Inclusive of all students Creates positive cabin community	Creates cohesion within cabin Builds up students and peers
<i>Verbal communication</i>	Uses inappropriate language or topics Talks down to others Does not communicate problems to staff	Communicates with staff and peers Checks in with students	Asks for help Is aware of the communication among students
<i>Nonverbal communication</i>	Inappropriate voice tones Closed off, aloof, or intimidating to students	Approachable to students Positive tone of voice	Dynamic tone of voice Aware of physical dynamics of interactions

Personal Management & Problem Solving

	Destructive	Cooperative	Collaborative <i>All those in Cooperative, plus:</i>
<i>Personal pacing</i>	Burns out mid-week	Paces self through week	Strategically paces self according to personal & student needs
<i>Time management</i>	Consistently late Does not keep students engaged during lag time or transitions	On time Makes effort to keep students engaged	Assists peers in keeping students engaged Plans ahead
<i>Behavior management</i>	Uses physical touch or inappropriate consequences to manage students Shows frustration with students	Practices using verbal behavior management techniques Communicates with staff about behavior issues	Effectively manages disruptive behavior without interrupting activities Works as team with staff to manage disruptive behavior
<i>Flexibility & adaptability</i>	Shows frustration with change Unreceptive to student input	Adapts to schedule changes Tries new things	Compensates for schedule changes Accepts challenges
<i>Response to feedback</i>	Unreceptive to feedback	Sets goals Open to feedback	Asks for and incorporates feedback

Site Map: Myrtlewood

