

MORE INFO ABOUT FIELDGUIDES

SAMPLE SCHEDULE AND ACTIVITIES - COASTAL PROGRAM:

- Day 1 12-1 p.m. Students arrive at campsite and are divided into study groups.
1-4 p.m. ORIENTATION HIKES - boundaries, get acquainted, cooperative games, expectations for the week, skits for campfire planned.
4 p.m. All class meeting for GROUP SHARING of the day's experiences. Talk about camp life and the rules. Sleeping gear is set out. Followed by free time: Wiffle Ball, Frisbee, chaperoned beach play (no swimming) and short hikes. Some students and chaperones help prepare dinner.
6:30 p.m. Dinner served, followed by cleanup and free time.
7:45 p.m. CAMPFIRE - songs, skits and stories led by FIELDGUIDES' staff and students.
8:45 p.m. Campfire ends, prepare for bed. All quiet by 10 p.m..
- Day 2 7 a.m. Everyone up - tents cleaned.
8 a.m. Breakfast and cleanup.
9:30 a.m. LEADER'S CHOICE - Usually a hike through one or more natural communities: to pygmy forest, redwoods, stream side, coastal strand, marsh, beach or tidepools. Our leaders use a combination of lecture, hands-on exploration and nature games to teach students about plant and animal adaptations, geology, soils, ecology, natural cycles and resources/conservation.
2:30 p.m. TREASURE HUNT - All class map making game.
4:00 p.m. GROUP SHARING, followed by free time.
6:30 p.m. Dinner and cleanup.
8:00 p.m. NIGHT HIKES in study groups - no flashlights!
- Day 3 7 a.m. Everyone up, breakfast cleanup complete by 9 a.m..
9:30 a.m. Entire class to tidepools for a "LADDER TRANSECT"; students work in pairs to document all animal life in a 2'x 2' square.
10:45 a.m. LEADER'S CHOICE (see above) with lunch on the trail.
4 p.m. GROUP SHARING, followed by free time.
6:30 p.m. Dinner - followed by free time.
8:15 p.m. Study groups meet at the headlands for STARGAZING.
- Day 4 7 a.m. Everyone up, breakfast cleanup complete by 9 a.m..
9:30 a.m. THE LAND MANAGEMENT GAME - The class is divided into special interest groups to plan and debate land use proposals for local property.
11:45 a.m. Lunch in camp.
12:30 p.m. Near LIFE-SIZE MURAL is drawn by students to recreate the ladder transect.
1:15 p.m. BEACH PARTY begins: 1:30 SCAVENGER HUNT for items learned during the week.
3:00 p.m. SAND SCULPTURE CONTEST. Followed by barbecue on the beach.
7:45 p.m. CAMPFIRE.
- Day 5 7 a.m. Everyone up - pack gear.
8:30 a.m. Breakfast
9:30 a.m. All camp cleanup.
10 a.m. Study groups meet to evaluate, do a final activity and SAY GOOD BYE.
11-12 a.m. Bus arrives and students depart.

VIEWPOINT Each student has a different reaction to environmental education. Most students can be encouraged to enjoy outdoor living and to appreciate nature. A majority will be able to learn or apply skills that are appropriate for their grade level. A few of them will begin to fathom the range of natural processes and begin to understand the complexity of social and technical solutions to environmental problems. A rare student will discover career-related interests. Everyone makes decisions about using the environment. We hope that students that have been to FIELDGUIDES will make those decisions as people who care about the natural world.

METHOD As tools for learning we use; immersion in the out-of-doors, nature games, hands on study, exposure to scientific methodology, and social interchange. Names and facts can be interesting, but concepts are more useful.

CURRICULUM The following list of topics and activities forms the basis of our teaching. Sites, length of program, and the interests of classroom teachers and our group leaders vary, and so, each group of students is exposed to different items on the following list.

Outdoor Living

basic camping
outdoor use ethics
safety
trail skills
fear of darkness

Characteristics of Living Things

energy gathering & energy flow
water use
reproduction
respiration
shelter/protection
elimination of wastes
responses to the environment
death

Ecology

adaptation
natural selection
niches/habitats/ecosystems
communities (pygmy forest, tide pools, coastal strand, marsh, riparian, forest, and grassland)
cycles (water and nutrients)
energy vs. entropy
competition
food/energy webs
succession
associations/interdependence
tidal zonation
diversity
change over time

Astronomy

Earth and its atmosphere
time and size perspectives
stellar evolution & constellations

Botany

physical characteristics/adaptations
photosynthesis
taxonomy
plant lore & Native American usage

Geology and Earth Sciences

plate tectonics
glacial cycles
Mendocino Staircase
soil composition
acid soils & nitrogen depletion
micro climates
tides
wave dynamics
shoreline evolution

Zoology

tide pool animals & their adaptations
misc. info. on birds, mammals, insects, and reptiles
nighttime habits & adaptations

Social/Interpretative/Communication Skills

mapping
measuring & estimating
identifying trees and tide pool animals using dichotomous keys
comparative studies of different communities
use of soil/water test kits
cooperative games, chores, & presentations
roll playing and debate
campfire entertaining

Conservation

land management & current issues
population dynamics & quality of life
resources & development