

EDF 4123

**Materials & Resource List**  
 Earth Science spring break camp  
 Boyd Hill Nature Preserve  
 Mon. 3/11 — Friday 3/15/2019  
 Grades 4 & 5

Materials List

Camper Journals — Composition notebooks (x1 per kid)

Articles: (1 copy per kid)

- “Spring Break: Not All It’s Cracked Up to Be”
- “Regarding Pets”
- “Airbags Save Lives”
- “Airbags: More Harm Than Good?”
- “Citizen Advantage”
- “No Time to Waste.”
- Social Studies Weekly* that focuses on weather

Dry erase board + markers

“The Scientific Method” video by NOVA (I made it up.)

Aluminum foil — 1 large industrial roll

Metal skewers

Hot dogs (4 dozen)

Wood Blocks

Pliable sheet metal

Clear plastic sheeting

Thermometers (x8)

Hot dog buns (4 dozen)

Ketchup

Mustard

Relish

Paper plates

Paper towels

Plastic forks

Blindfolds (x20)

Softball (x1)

Eye dissection kit:

- Eye diagram (made from poster board)
- Flash cards (x8 — feat. parts of the eye)
- sheep eyes (science resource)
- scalpels (x8)
- trays (x8)
- scissors (x8)
- non-latex gloves (x1 box)
- liquid dish detergent

*Wayside School is Falling Down* by Louis Sachar (1 copy)

Butcher paper — 1 large roll  
 Poster board (x1 box)  
 Indoor Scavenger Hunt (x10 copies)  
 Hula hoops (x8)  
 Paper  
 Pencils  
 Markers  
 Clipboards (x16)  
 Brooms (x3)  
 Dustpans (x3)  
 Clorox wipes (x4 canisters)  
 Mops (x2)  
 Mop Buckets (x2)  
 Kid-friendly soap (for mopping)  
 Wall-sized chart (Daily Assessment)  
 Post-It Notes (x10 packs, assorted colors)

### Resource List

1. **Ultimate Camp Resource** — This website will be an invaluable resource to my program, both in this one-week spring break camp as well as the continuation of my program through the years. Their website states that “[Their] goal is simple: Provide free resources for camp staff to improve summer programming.” In addition to a vendor guide and camp blog, UCR also offers alphabetized lists of camp games, skits, songs, and art projects. This wealth of auxiliary programming will bolster my Boyd Hill Earth Science camp, bringing more of a traditional camp feel to South Pinellas. (<http://www.ultimatecampresource.com>)
2. **4-H**, one of the most prominent networks of youth organizations, “provides experiences where young people learn by doing.” The programming that the 4-H community offers incorporates several subject areas that are relevant to my Boyd Hill Earth Science program, including STEM, Healthy Living, and Citizenship. My spring break camp will draw heavily from this resource, especially as we assemble the morning lessons in science and ecology, as well as in our service learning project at the end of the week. (<https://4-h.org>)
3. **American Camp Association** — My spring break program will adhere to the rigorous standards of the American Camp Association, which offers an accreditation that most camp programs in the United States seek. Listed among the organization’s values on its website is the notion that “each of us plays an important role in the stewardship of our environment—both natural and manmade.” Part of the mission of the ACA is to teach children “to appreciate, respect, and care for the world in which they live,” and I can’t think of a better way to describe my very own program through Boyd Hill Nature Preserve. (<https://www.acacamps.org>)
4. *A Walk in the Woods: Into the Field Guide*, by Emily Laber-Warren, is a handbook designed to direct the focus of elementary-aged children when they are in nature. There are numerous times throughout my Spring Break program where the campers are meant to roam Boyd Hill Nature Preserve with some degree of independence—There are exploratory times when instructor is meant to keep a meaningful distance that does not interfere with their ability to supervise. In these times, the campers will partner up and share a copy of *A Walk in the Woods* to give them access to information about their surroundings. During the scavenger

hunt on Wednesday, for example, campers can utilize their field guides to help them identify some of the items on their lists.

Here is a link to purchase copies of the book itself. Ordering 8 used copies at \$2.60 will cost the program \$20.80: [https://www.amazon.com/Walk-Woods-Into-Field-Guide/dp/1935703269/ref=sr\\_1\\_1?ie=UTF8&qid=1529062084&sr=8-1&keywords=nature+exploration+book+for+kids](https://www.amazon.com/Walk-Woods-Into-Field-Guide/dp/1935703269/ref=sr_1_1?ie=UTF8&qid=1529062084&sr=8-1&keywords=nature+exploration+book+for+kids)

5. **National Collaboration for Youth** — Through a membership with the National Assembly’s National Collaboration for Youth, I will be able to access and implement well-researched, socially enriching programming for my day camp at Boyd Hill. This organization operates under the belief that “Youth are defined by their assets and potential not by their challenges,” and that is a mentality that I want to permeate my program. NCY advocates for positive experiences in youth programs, and they achieve this partly through their volunteer network. The instructor that implements my program will be supported by a small team of high school volunteers who will earn Bright Futures Scholarship hours through their service. I will rely on organizations like NCY to source the volunteers who will offer essential support to the program. (<http://www.collab4youth.org>)
6. **Youth Employment Services, City of St. Petersburg, FL** — Like the NCY, the City of St. Petersburg offers resources that can provide access to youth volunteers who will be vital to the implementation of my program. I am especially drawn to the city’s commitment to provide high school-aged students with experiences in on-the-job training. The plan is to “graduate” my elementary-aged campers into volunteer and intern positions as they enter middle school and high school. I want to establish a sense of tradition in my program not only to increase camper and staff retention, but to also create a continuing sense of culture and tradition. ([http://www.stpete.org/community/youth\\_services.php](http://www.stpete.org/community/youth_services.php))
7. **PBS Learning Media** — An extension of the indomitable television network, the PBS Learning Media website offers “Thousands of free, high-quality videos, lesson plans, and other digital resources for your science classroom, all aligned to Next Generation Science Standards.” The versatility of this resource extends beyond Module 3’s Unit Plan. The user can search through thousands of handouts, activities, and guides according to subject matter and grade level. This will help me to tweak each activity according to the age group of the campers participating in it. (<https://www.pbslearningmedia.org/>)
8. **Project Adventure** is a renowned organization within the camp network that provides workshops, materials, and training for outdoor and out-of-classroom educators in order to “build upon best teaching practices that promote safe and engaging learning environments for students.” While Project Adventure does offer leadership training for children and young people, my program is more likely to utilize aspects of PA’s professional development courses to train my instructors and volunteers. I am particularly interested in their Social & Emotional Learning tracks for educators, which will provide a much-needed Character Development element to my Earth Science camp. (<http://www.pa.org/>)
9. The “**Afterschool Evaluation 101**” document on the Youth Today website will provide an essential framework for me to improve the way I plan and implement my program. As my program develops and grows from year to year, I will be able to assess the effectiveness of my evaluation efforts. These are changes that must begin on a micro level, meaning I will commit to a daily assessment that measures the knowledge of the campers in my program based on the intended outcomes of the activities they perform. (<http://youthtoday.org/wp->

[content/uploads/sites/13/2015/01/Afterschool-Evaluation-101-How-to-Evaluate-an-Expanded-Learning-Program.pdf](#))

10. **Pinellas County Foundation** — In what has to be my favorite of any description on this list, the Pinellas County Foundation “is dedicated to perpetually enhancing the lives of every Pinellas County resident.” The PCF achieves this by making grants available to non-profit organizations that operate entirely within Pinellas County. This appeals to the local-minded scope of my program’s service learning component, in which campers collect and clean recyclable goods to “upcycle” into community art. In that vein, my spring break program would take particular advantage of the environmental stewardship class of grants listed on the Pinellas County Foundation’s website. (<https://pinellascf.org/grants/overview/>)