**Checklist of Readiness for Participation in Field Studies**

**Williams Secondary Montessori**

It is imperative that students and families know the expectations for behavior while at Field Studies.  The ability for everyone to demonstrate commitment, community, initiative, compassion, and responsibility will ensure both the safety of each individual’s success as well as the entire community’s success while at Field Studies.

Each student will both evaluate and be evaluated on the following Five Core Values before each Field Study.  Students must earn 3 points out of EACH category to participate in Field Studies independently.  Any student who scores below a 3 in any category will be required to be accompanied by a personal chaperone for the duration of any Field Study.  Field Studies are an integral part of Secondary Montessori; we thank you in advance for supporting your child with attending all program Field Studies.

**Commitment:                                                                                                                                                 \_\_\_\_\_\_\_/4**

* Follows directions the first time they are given.

**Community:                                                                                                                                                     \_\_\_\_\_\_\_/4**

* Pays attention during safety related lessons both in and out of the classroom.

**Initiative:                                                                                                                                                         \_\_\_\_\_\_\_/5**

* Works well and stays on task without repeated reminders.

**Compassion:                                                                                                                                                   \_\_\_\_\_\_\_/4**

* Values difference in aptitude, opinion, belief, and appearance.

**Responsibility:                                                                                                                                              \_\_\_\_\_\_\_/5**

* Takes appropriate degree of responsibility and ownership of all actions while at any school function.

**Stone Mountain State Park Packing List**

All students need to have the following items for Fall Camp:

* Sleeping Bag
* Sheet
* Small pillow
* Backpack (school size – nothing bigger, no duffle bags) for daily supplies

(The CMS Code of Conduct remains in effect for the duration of this trip. This includes any personal, or clothing items students have in their possession on this trip that is in addition to the items listed here.)

* 2 Multipurpose cloths – can be a hand towel or something similar
* Mess kit with mesh bag (reusable plastic plate, bowl, fork, spoon, and cloth napkin) –

the bag will be used to hang items to dry and to keep away from critters. Mesh bags can

be found in the laundry section of a major household store.

* REUSABLE WATER BOTTLE (this is important!)
* 2-3 pairs of socks
* Underwear for 2 days
* 2 T-shirts
* 1 long sleeved shirt/sweatshirt
* 2 pair shorts
* 1 pair long pants – sweats work fine
* Sleepwear
* Raincoat or poncho
* Towel (1) and washcloth
* 2 Gallon Ziploc bags for wet transport
* Shoes (**Must be sneakers or hiking shoes**)
* Work gloves
* Flashlight
* Sunscreen
* Bug repellent
* Hat
* Toiletries: toothbrush, toothpaste, deodorant, soap, brush/comb, etc. – NO MAKE-UP
* Camp Journal
* Pen/pencil
* NO GUM, FOOD, OR ELECTRONICS – all food will be provided!

Make sure you bring everything on the list – especially your planner and a pen/pencil!

Suggestions from past participants:

-Bring sunscreen -Expect to get wet -Keep tent door closed

-Clean up after yourself -Expect to be woken up early -Have a good attitude

-Don’t keep food in your tent -Bring itch cream -Bring Band-Aids

-Make sure you have lotion -Bring extra socks -Bring aloe

-Leave your shoes out of the tent -Have flashlight batteries -Expect to be rushed in the RR

**Stone Mountain State Park Itinerary**

**Day 1:**

* 9:15-9:30-Community Meeting
* 9:30-10:00-**Head Count** Pack and load bus
* 12:00-12:30-Arrive at Camp, unpack bus and deliver materials to campsites
* 12:30-1:00-**Head Count**/Lunch at campsites
* 1:00-2:00-Set up tents, hang clotheslines and get supply/food bins for each site
* 2:00-2:30-Opening Ceremony
* 2:30-3:00-**Head Count** Group Initiative
* 3:00-3:45-Capture the Flag #1
* 3:45-4:30-Lesson and Sketch
* 4:30-6:00-**Head Count**
  + Cook Crew on Duty
  + Clean-Up Crew: prep clean up area and then handwork
  + All others: Handwork
* 6:00-6:45-Dinner
* 6:45-7:30-Clean-Up Crew on Duty (Cook Crew debrief/handwork)
* 7:30-9:15- **Head Count** Night Hike and Star Gazing
* 9:15-9:45-Clean Up for Bed
* 9:45-10:30-Tentwork-Leadership journal
* 10:30-Lights Out/Sleep Time

**Day 2:**

* 7:00-7:30-Breakfast/Lunch Prep on Duty and others get ready for the day
* 7:30-8:30-Eat Breakfast and Prepare Lunch
* 8:30-9:00- **Head Count** and Community Meeting
* 9:00-1:00-Group Hike (notes and sketching in packet) with Picnic Lunch
* 1:00-3:00-**Head Count** Service/Choice Handwork/Initiative
  + If finish handwork early, can complete more or can work on packet work or Solo
* 3:00-4:00-Capture the Flag
* 4:00-4:30-Solo
* 4:30-6:00-**Head Count**
  + Cook Crew on Duty
  + Clean-Up Crew: prep clean up area and then handwork
  + All others: Handwork
* 6:00-6:45-Dinner
* 6:45-7:30-Clean-Up Crew on Duty (Cook Crew debrief/handwork)
* 7:30-9:15- **Head Count** Campfire Games and Quickfire Acknowledgements
* 9:15-9:45-Clean Up for Bed
* 9:45-10:30-Tentwork-Leadership journal and incomplete packet work
* 10:30-Lights Out/Sleep Time

**Day 3:**

* 7:00-7:30-Breakfast/Lunch Prep on Duty and others get ready for the day
* 7:30-8:30-Eat breakfast and Prepare Lunch
* 8:30-10:00 Break down camp/sweep campground, and load bus (complete camp journal)
* 2:00-4:00: **Head Count** Arrive at school-unload bus, debrief in Community Meeting (with camp group), turn in packets and restore camp supplies (see restore checklist)

**Checklist for Fall Camp**

**Before Camp:**

* Field Journal has an attractive and well-labeled cover (\_\_\_\_✓, M, 0)
* Lesson on Checklist for Readiness and Participation in Field studies (\_\_\_\_✓, M, 0)
* Fall Camp Responsibilities filled out (\_\_\_\_✓, M, 0)
* Lesson on Fall Camp Food Prep and Clean-up Procedures (\_\_\_\_✓, M, 0)
* Lesson on Seminar (\_\_\_\_✓, M, 0)
* Tent Groups Finalized (\_\_\_\_✓, M, 0)

**Day 1:**

* Activities:
* Tent set-up (\_\_\_\_✓, M, 0)
* Clothesline set-up and mess kit hung (\_\_\_\_✓, M, 0)
* Food bins at site and organized (\_\_\_\_✓, M, 0)
* Opening Ceremony (\_\_\_\_✓, M, 0)
* Food Prep/Clean-up (circle the one you did) (\_\_\_\_✓, M, 0)
* Group Initiative
* HW: Leadership Journal (\_\_\_\_\_%)

**Day 2:**

* Activities:
* Group Hike (\_\_\_\_✓, M, 0)
  + Hike Notes (\_\_\_\_✓, M, 0)
  + Hike Sketch (\_\_\_\_✓, M, 0)
  + Service Project (\_\_\_\_✓, M, 0)
  + Choice Handwork (see tic-tac-toe board) (\_\_\_\_\_%, \_\_\_\_\_%, \_\_\_\_\_%)
  + Food Prep/Clean-up (circle the one you did)
* Group Initiative
* HW: Leadership Journal (\_\_\_\_\_%)

**Day 3:**

* Activities:
  + Food Prep/Clean-up (circle the one you did)
  + Breakdown tent and clean site (\_\_\_\_✓, M, 0)
  + Leadership Journal (\_\_\_\_\_%)
  + Final Fall Camp Reflections (\_\_\_\_✓, M, 0)

**After Camp:**

* Activities:
  + Seminar (\_\_\_\_\_%)
  + Complete Camp Journal DUE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (\_\_\_\_%)

**Fall Camp Opening Ceremony: Awakening Our Senses**

We will divide our Community into five groups. Each group will represent one of the five senses (we will do four-sight twice instead of taste since we don’t want to risk tasting unidentifiable items!) as well as one of our five Core Values.

You will be given a task to use the specific sense your group was given to SILENTLY observe a specific part of nature. You will then be asked to change your vantage point. If you are standing, you might try lying on the ground and looking up or looking at it sideways. If you are smelling something, you might want to close your eyes and see how that changes your perception of the smell. If you are touching something with your hands, try touching it with your feet or with your eyes closed. Be creative when changing your vantage point, so long as you stay safe. If you are unsure, please ask.

Groups:

1. Sight/Commitment

2. Smell/Responsibility

3. Sight/Compassion

4. Touch/Initiative

5. Hear/Community

My Sense: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Core Value: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Small Group Discussion Questions

Directions: Talk with group members to see how their perception of your observed place differed from yours (or was similar). Be sure to change partners when instructed.

1. How does focusing on one sense change your perception of a place?

2. How can you use your sense(s) as well as the Core Value that you represented to care for our environment?

Conclusion:   
This ceremony opens up the senses and shifts our perception about elements in the natural world. This kind of direct sensory experience with nature helps you be more in touch for caring about our environment. What makes the difference is frequent, meaningful encounters with the natural world. These encounters take on the meaning of the sacred, through the process of creating a positive relationship with nature.

**Seminar Piece (excerpt from): Last Child in the Woods**

One evening when my boys were younger, Matthew, then ten, looked at me from across a restaurant table and said quite seriously, "Dad, how come it was more fun when you were a kid?"

I asked what he meant.

"Well, you're always talking about your woods and tree houses, and how you used to ride that horse down near the swamp."

At first, I thought he was irritated with me. I had, in fact, been telling him what it was like to use string and pieces of liver to catch crawdads in a creek, something I'd be hard-pressed to find a child doing these days. Like many parents, I do tend to romanticize my own childhood—and, I fear, too readily discount my children's experiences of play and adventure. But my son was serious; he felt he had missed out on something important.

He was right. Americans around my age, baby boomers or older, enjoyed a kind of free, natural play that seems, in the era of kid pagers, instant messaging, and Nintendo, like a quaint artifact.

Within the space of a few decades, the way children understand and experience nature has changed radically. The polarity of the relationship has reversed. Today, kids are aware of the global threats to the environment—but their physical contact, their intimacy with nature, is fading. That's exactly the opposite of how it was when I was a child.

As a boy, I was unaware that my woods were ecologically connected with any other forests. Nobody in the 1950s talked about acid rain or holes in the ozone layer or global warming. But I knew my woods and my fields; I knew every bend in the creek and dip in the beaten dirt paths. I wandered those woods even in my dreams. A kid today can likely tell you about the Amazon rain forest—but not about the last time he or she explored the woods in solitude, or lay in a field listening to the wind and watching the clouds move.

This book explores the increasing divide between the young and the natural world, and the environmental, social, psychological, and spiritual implications of that change. It also describes the accumulating research that reveals the necessity of contact with nature for healthy child—and adult—development.

While I pay particular attention to children, my focus is also on those Americans born during the past two to three decades. The shift in our relationship to the natural world is startling, even in settings that one would assume are devoted to nature. Not that long ago, summer camp was a place where you camped, hiked in the woods, learned about plants and animals, or told firelight stories about ghosts or mountain lions. As likely as not today, "summer camp" is a weight-loss camp, or a computer camp. For a new generation, nature is more abstraction than reality. Increasingly, nature is something to watch, to consume, to wear—to ignore. A recent television ad depicts a four-wheel-drive SUV racing along a breathtakingly beautiful mountain stream—while in the backseat two children watch a movie on a flip-down video screen, oblivious to the landscape and water beyond the windows.

A century ago, the historian Frederick Jackson Turner announced that the American frontier had ended. His thesis has been discussed and debated ever since. Today, a similar and more important line is being crossed.

Our society is teaching young people to avoid direct experience in nature. That lesson is delivered in schools, families, even organizations devoted to the outdoors, and codified into the legal and regulatory structures of many of our communities. Our institutions, urban/suburban design, and cultural attitudes unconsciously associate nature with doom—while disassociating the outdoors from joy and solitude. Well-meaning public-school systems, media, and parents are effectively scaring children straight out of the woods and fields. In the patent-or-perish environment of higher education, we see the death of natural history as the more hands-on disciplines, such as zoology, give way to more theoretical and remunerative microbiology and genetic engineering. Rapidly advancing technologies are blurring the lines between humans, other animals, and machines. The postmodern notion that reality is only a construct—that we are what we program—suggests limitless human possibilities; but as the young spend less and less of their lives in natural surroundings, their senses narrow, physiologically and psychologically, and this reduces the richness of human experience.

Yet, at the very moment that the bond is breaking between the young and the natural world, a growing body of research links our mental, physical, and spiritual health directly to our association with nature—in positive ways. Several of these studies suggest that thoughtful exposure of youngsters to nature can even be a powerful form of therapy for attention-deficit disorders and other maladies. As one scientist puts it, we can now assume that just as children need good nutrition and adequate sleep, they may very well need contact with nature.

Reducing that deficit—healing the broken bond between our young and nature—is in our self-interest, not only because aesthetics or justice demands it, but also because our mental, physical, and spiritual health depends upon it. The health of the earth is at stake as well. How the young respond to nature, and how they raise their own children, will shape the configurations and conditions of our cities, homes—our daily lives. The following pages explore an alternative path to the future, including some of the most innovative environment—based school programs; a reimagining and redesign of the urban environment-what one theorist calls the coming "zoopolis"; ways of addressing the challenges besetting environmental groups; and ways that faith-based organizations can help reclaim nature as part of the spiritual development of children. Parents, children, grandparents, teachers, scientists, religious leaders, environmentalists, and researchers from across the nation speak in these pages. They recognize the transformation that is occurring. Some of them paint another future, in which children and nature are reunited—and the natural world is more deeply valued and protected.

During the research for this book, I was encouraged to find that many people now of college age—those who belong to the first generation to grow up in a largely de-natured environment—have tasted just enough nature to intuitively understand what they have missed. This yearning is a source of power. These young people resist the rapid slide from the real to the virtual, from the mountains to the Matrix. They do not intend to be the last children in the woods.

My sons may yet experience what author Bill McKibben has called "the end of nature," the final sadness of a world where there is no escaping man. But there is another possibility: not the end of nature, but the rebirth of wonder and even joy. Jackson's obituary for the American frontier was only partly accurate: one frontier did disappear, but a second one followed, in which Americans romanticized, exploited, protected, and destroyed nature. Now that frontier—which existed in the family farm, the woods at the end of the road, the national parks, and in our hearts—is itself disappearing or changing beyond recognition.

But, as before, one relationship with nature can evolve into another. This book is about the end of that earlier time, but it is also about a new frontier—a better way to live with nature.

**Seminar Writing Question(s):**

Choose one of the following to respond to:

1. Write about a time when you felt a deep connection to nature.

2. Write about a time when you felt scared of nature.

**Seminar Guidelines**

**Seminar Self-Evaluation**

|  |  |  |
| --- | --- | --- |
| Suggestions  (Areas that Need Work) | Criteria  (Standards for this work) | Compliments  (Evidence of Exceeding Standards) |
|  | Criteria #1: Seminar Prep   * Had all texts annotated and marked optimally (2) * Appeared fully ready to participate (1) |  |
|  | Criteria #2: Discussion   * All discussion is on topic and relevant (3) |  |
|  | Criteria #3: Text Reference   * Referenced text to support the discussion (3) |  |
|  | Criteria #4: Seminar Speaking   * Optimum balance of speaking and used other’s names when referring to them or their ideas (3) |  |
|  | Criteria #5: Seminar Listening  Displayed behaviors of an active listener throughout (3) |  |

Student Total Grade: \_\_\_\_\_\_\_\_\_\_/15 points Teacher Total Grade: \_\_\_\_\_\_\_\_\_\_/15 points

Student Comments/Goals for next seminar:

**Fall Camp Responsibilities**

My tent group members are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meal Prep:

We will form Cook Crews and Cleaning Crews that will be responsible for preparing and cleaning up all meals while at Camp. We will prepare lunch after we are finished eating breakfast and we will each be responsible for our own clean-up at lunch. Place a check in the box you signed up for in the table below (you will sign up for these responsibilities before we go to camp).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Breakfast/Lunch Prep | Breakfast  Clean-up | Dinner Prep | Dinner  Clean-up |
| Day 1 | N/A | N/A |  |  |
| Day 2 |  |  |  |  |
| Day 3 |  |  | N/A | N/A |

**Other Notes:**

**Cook Crew and Cleaning Crew Sign-Up Sheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Day 1  Dinner (24) | Day 2  Breakfast & Lunch (20) | Day 2  Dinner (24) | Day 3  Breakfast & Lunch (20) |
| Tables  &  Seating | 1.  2.  3. | 1.  2.  3. | 1.  2.  3. | 1.  2.  3. |
| Water  &  Trash | 1.  2. | 1.  2. | 1.  2. | 1.  2. |
| Fire Pit -  Cooks | 1.  2.  3. | Set out lunch  1.  2.  3. | 1.  2.  3. | Set out lunch  1.  2.  3. |
| Chopping Prep | Veggie Tray  1.  2.  3.  4. | NONE | Salad  1.  2.  3.  4. | NONE |
| Greeter  &  Servers | 1.  2.  3.  4. | 1.  2.  3.  4. | 1.  2.  3.  4. | 1.  2.  3.  4. |
| Dish-  washing  &  Clean Up | 1.  2.  3.  4.  5. | 1.  2.  3.  4.  5. | 1.  2.  3.  4.  5. | 1.  2.  3.  4.  5. |
| Pick up  Trash  & Animal  Proof Bins | 1.  2.  3. | 1.  2.  3. | 1.  2.  3. | 1.  2.  3. |

**24 20 24 20**

**Forestry checklist**



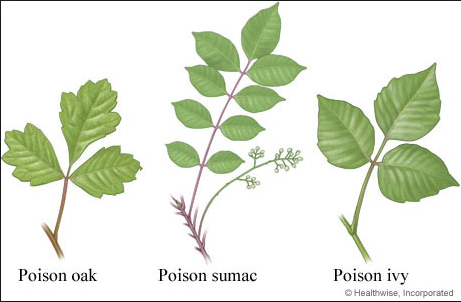
* Oak tree
* Acorns



* Tulip poplar



* Sourwood Tree
* Water bug
* Bee
* Wasp
* Chipmunk
* Trail blaze shapes
* Lady bug
* Fish  
  Honeysuckle
* Bat
* Wildflower patch
* Tree out of a rock
* Hawk/Eagle
* Fish
* Honeysuckle
* Deer tracks/scatt
* Other tracks/scatt



* Poison Oak, Sumac, Ivy



* Sycamore tree



* Maple tree
* Vines
* Beaver evidence
* Caterpillar
* Owl
* Duck
* Frog
* Butterfly
* Rabbit
* Shooting Star

You should lie down now and remember the forest,   
for it is disappearing--  
no, the truth is it is gone now   
and so what details you can bring back   
might have a kind of life.

-Excerpt from: “The Forest” [Susan Stewart](https://www.poets.org/node/44756), 1952

Total number found\_\_\_\_\_\_\_\_

* Deer
* Bird nest
* Fern
* Fiddlehead (Crozier)
* Fern spores (sori)
* Fallen tree
* Turtle
* Blackberry
* Sparrow
* Finch



* Cedar tree



* Spruce tree



* Pine tree
* Pine cone
* Mosquito
* Trail erosion
* Squirrel
* Spider
* Fungus on a tree
* Fungus on the Ground
* Orion
* Big Dipper
* Feather
* Lizard
* Chickadee
* Goose
* Daddy-Long-Leg
* Cicada
* Katydid

**Leadership Journal Rubric**

|  |  |  |
| --- | --- | --- |
| **10-9** | **8-7** | **6-0** |
| · Arrives to group early-helps others get settled  · Brings organized materials to gather; does not need/ask to fetch things  · Takes initiative to begin working  · Uses time wisely-especially solo  · Works effectively with others-kindly invites others to work, listen, and be productive  · Initiates clean up and works until the environment is restored  · Approaches all tasks with enthusiasm and willingness to meet the challenge and encourages others; find ways to participate. | · Arrives just after first words of group gathers  · Borrows offered materials from classmates; does not ask to fetch  · Needs firm reminder to begin working  · Has difficulty working without attempting social interactions  · Restores environment but stops before all work is done  · Needs overt reminders to show respect—must be reminded to listen and to respond with respect.  · Needs overt reminder to meet physical challenges with enthusiasm. | · Arrives more than a minute or two after group gathers.  · Asks/needs to go to searching for supplies and leaves belongings in group areas  · Needs monitoring to engage in work- especially solo time.  · Makes excuses regularly and distracts others from working  · Needs several reminders to restore  · Needs several reminders to demonstrate respect and is disrespectful when redirected.  · Sits out or finds reasons to avoid taking some part in physical challenges |

Leadership Journal Directions:

* You will complete three Leadership Journals (one for each day of camp) on the pages provided in your packet.
* Review the rubric above and begin to think about how the day has been. Run along the memory of the day, stop in places that were exciting or uncomfortable, and write about how you exhibited leadership, relating specifically to the points in the above rubric.

**Leadership Journal:**

|  |  |  |
| --- | --- | --- |
| **Day 1: \_\_\_/10** | **Day 2: \_\_\_/10** | **Day 3: \_\_\_/10** |

**Stone Mountain State Park Hike Observations**

We will be hiking the Stone Mountain Loop Trail, a 4.5-mile strenuous hike that will take us through diverse parts of the park. While on the hike we will take notes to document observations of foundations that are evident throughout the park, from the massive granite dome, to the 200 ft. waterfalls! Feel free to add sketches to your notes.

Chimney:

Top of Stone Mountain:

Hutchinson Homestead:

Bottom of Stone Mountain:

Stone Mountain Falls:

**Stone Mountain Lesson and Sketch**

**How to Sketch**

Often as part of a field experience you are asked to do some sketching. It might seem like you are being asked to make a beautiful life-like drawing of whatever we see, but fortunately we all have different skills. The goal of sketching is NOT to help you become an artist; the goal is to provide a unique way for you to connect with something in the world. The sketch is the way for you to teach yourself and a way for you to slow down and take the time to focus. It’s not about the product, but the process. When you finish a sketch, it should have meaning to you. It should trigger the memory of something, the moment that you were looking at an object or organism. It may not look just like the object, but will provide a true sense of what you felt and saw.

These simple steps will help you to sketch more meaningfully:

**1.** Watch the object or organism for 30 seconds without interruption. Try to imagine the shape of that organism from all angles and sides even though you may not be moving around it.

**2.** Take about 30 seconds to sketch the outline of what you saw. Don’t erase any lines at this time.

**3.** Observe the object again (about 30 seconds), look for details and features (nose, eyes, tail, etc.) in the object or organism.

**4.** Add these to your sketch (60 seconds).

**5.** Observe your organism again. This time look for color and markings (20 seconds).

**6.** Add these to your sketch (60 seconds).

**7.** Finally, take about 20 seconds to look at the background or setting for your organism or object. Sketch those in last (60 seconds).

**8.** Write the date, a caption, the name of the object/organism and its location (15 seconds).

|  |
| --- |
|  |

**Choice Sketch**

**Fall Camp Choice Handwork**

You will have the opportunity to choose 3 of 9 handwork options below to complete while at camp. Choose three in a row (vertically, horizontally, or diagonally), but please see examples of each before committing to your choices.

|  |  |  |
| --- | --- | --- |
| Spirographs Art | Mystery Eye | Origami |
| Zentangle | Rainbow loom | Friendship bracelets |
| Boondoggle Keychain | Chalk Drawing | Watercolor/sketching/drawing |

|  |  |  |
| --- | --- | --- |
| Suggestions  (Standards not met) | Criteria  (Standards for this work) | Compliments  (Exceeds standards) |
|  | Criteria #1: Lesson/Instructions   * Lesson instructions followed for handwork option (1) |  |
|  | Criteria #2: Materials   * Materials used in an appropriate manner (1) |  |
|  | Criteria #3: Support   * Positive outlook about handwork (1) |  |
|  | Criteria #4: Final Product   * Handwork is complete (1) |  |

Handwork #1 Student Grade and Comments: \_\_\_\_/4 Guide Comments:

Handwork #2 Student Grade and Comments: \_\_\_\_/4 Guide Comments:

Handwork #3 Student Grade and Comments: \_\_\_\_/4 Guide Comments:

**Fall Camp Final Reflections**

1. What stuck out to you the most about this year’s Fall Camp?

2. How do you feel about the community that you have started to build going into this school year after attending Fall Camp?

3. Why is it important for us to pay attention to how our community is doing and to supporting one another?

4. What are some suggestions you have for future Fall Camp experiences?