

Owl Camp Handbook 2014



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General Camp Information:

Owl Camp Philosophy

Owl Camp is a nature- based day camp for children aged 5-13. The philosophy of our camp aims to:

- Emerge children in nature
- Encourage them to inquire, explore, find comfort in, and create art from nature through activities like:
 - Hiking
 - Tracking
 - Archery
 - Cooking & gardening
 - eARTh
 - creek exploration
 - swimming
 - canoeing
 - and more!

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Owl Camp Binder

For each week there will be an Owl Camp binder. This will live at the picnic tables. It is an essential part of day to day activities at camp. It will contain:

- Weekly Rosters, Sign In/Sign Out Forms
Names of campers for the week.
Forms where parents/ guardians MUST sign kids in and out each day upon pick up/ drop off.
- Registration forms for all students
signed permission slips, medical information, etc
- Incident Report Forms
In case of emergency, these will be filled out
- Daily Field Reports
Will be used as a guide for debrief after camp is completed each day

Owl Camp Structure

Camp is offered M-F, 9am to 3pm

Age of Campers: 5-10 (5 year olds must have gone through kinder)

Age of Apprentices: 11-13

Each day begins and ends in a closing circle where all campers can be together to create the feeling for the day, and respond to it. Campers may be grouped based on age, interest in given activities, or number of adult volunteers willing to take on groups of campers. See the weekly schedules for details.

Volunteers are encouraged to come at 8:30am and leave at 3:30pm to create time for preparation, break-down, and debrief each day.

Groups

Campers will be initially grouped by age on the first day. Naturally, there will be an uneven number of ages, so intermediate ages will be grouped with either the older or younger groups for that first day (or half of the day). As we get to know the campers and their relative maturity levels, we may rearrange groups throughout the first day/ week until we find the best match for each camper.

Groups will stay together throughout the week and form a tight bond by:

- Choosing group name, call, and dance
- Experiencing nature through hiking, crafts, games, and more
- Work together to create works of earth- inspired art

Counselors and volunteers will stay with a certain group throughout the week. This increases group identity and bonding and maintain continuity and structure for the group.

Apprentice Program

We aim to offer nature- emersion day camp for young adults seeking a leadership role working with kids at camp. These “Apprentices” will be from ages 11-13. Each apprentice must express a personal interest in personal and interpersonal growth, as well as an interest in evolving as a leader.

Each Apprentice must:

- Go through a formal application process. Apprentices are then accepted, then encouraged to enroll in camp
- Pay the full camper fee
- Attend a group leadership training prior to camp where they will define aspects of a good leader and explore how they would like to be involved at camp
- Work with an assigned group throughout the week of camp they attend
- Assist in daily activities with care and respect
- Express a desire to bond with other young adults in nature
- Identify areas of personal and group growth for work (in the form of fun, team-building excersises, group challenges, individual time in nature, etc) each week
- Help to offer a special activity with a group of campers. For example, they may lead a craft, learn games to facilitate, or tell a story.

Camp Safety Protocols

Counselor Responsibilities

1. Staff and Volunteers are here to create the magical experience of camp!
 - a. Keep the kids engaged with fun activities and games
 - b. Sing songs! Jump and play! Be spontaneous!
2. All staff and volunteers must be fingerprinted before camp.
3. All staff and volunteers will uphold and encourage positive behaviors from campers, as described in the qualities of an Owl Camper, below.

4. Adults will be present with groups of campers at all times.
5. Adults will be accountable to schedules for each day/ week. In other words, be on time!
6. Staff and Volunteers are responsible for the health and safety of every child in their group.
 - a. Kids should remain in your field of vision. There will be times when kids spread out for discovery, creek play, and games.
 - b. Clearly state and define boundaries before letting kids run around and explore.
 - c. Keep a headcount of you campers throughout the day.
 - d. Always know who has gone to the bathroom. Send kids in pairs to the bathroom, or if far away send with an adult.
7. Staff and Volunteers will be ready to deal with first aid emergencies.
 - a. Always carry a first aid kit with you.
 - b. Be familiar with Emergency Plan, pg 53-58
 - c. Be aware of procedures for any campers with special needs. Staff will be knowledgeable of any special needs in advance, and will provide you with all the knowledge and tools necessary to keep al campers safe.
 - d. Be aware of who is a swimmer, and who is not. Group kids for swimming according to what their parents have noted on their swimming form. (Who in your group needs a PFD?)

Expectations of Campers, Discipline, and Positive Role Modeling

We hope to encourage positive behaviors from campers by providing a healthy, safe environment in which they can play and explore. While we want to create a fun, free environment for the kids, this must be offered in a framework of healthy discipline strategies, as outlined here:

1. Explain to the goals of camp to campers on the first day's opening circle:
 - a. **To have fun, explore nature, create eARTH, learn about the world:** it's past, present, and future through the themed- lens of each week. This can only be accomplished if we become a tribe: a group of individuals working toward same goals that are good for the group. A true rockstar of Owl Camp **helps us by exemplifying the qualities of a good tribes person, and has HEART:**
 - i. **Helps Others**
 - ii. **Encourages, stays positive**
 - iii. **Asks before acts**
 - iv. **Responsible for actions, words, belongings**
 - v. **Team player**

Throughout the day, counselors might bring up heart- to positively reinforce behaviors. Positive behavior is encouraged and campers will know what action/ quality they are being rewarded for:

(E) *"Thank you for helping to keep other campers interested in finishing our craft today."*

(H) *"You helped carry Johnny's backpack up the trail."*

If a camper needs help/ improvement in one of these categories, a counselor might say something like:

(T) *"You were tempted to run off on your own today during creek time. We want you to be a part of our team- this means staying with the group. We are giving you the team bead so you can think about this and try to stay with the team tomorrow."*

- b. **To be safe- provide rules:**

1. Campers will be giving a choice of activities or grouped by age.
2. Campers must stay within eyesight of counselors.
3. Campers must be responsible for their belongings, actions, words. This includes putting craft supplies away in appropriate place,
4. NO name calling or bullying. Campers must report any mean words to counselors. Just pull us aside and let us know.
5. NO rock throwing!
6. Bathroom buddies. Grab a buddy, then ASK your counselor to go
7. No pushing, jumping into water at creek
8. Swim areas and splash areas will be defined and respected
9. On canoe day, ALL campers will wear a PFD

c. Campers who exhibit bad behavior will be disciplined with the following plan:

1. Verbal Warning- ask to show improvement
2. Verbal Warning+ Time Out- remind of previous warning, ask to show improvement
3. Verbal Warning+ Conference with Bumble Beth
4. Conference with Parents
5. Do not return to Camp

Water Play

Each day we have time to be in, or near the water. If all campers' swimming agreement forms are returned by the first day, then we can swim on day 1. Otherwise, we'll have time in the afternoon for a creek walk.

After lunch each day we transition into creek play. This is aided by the help of the CILTs and their little buddies. But changing time, combined with new energy from eating lunch and excitement for creek play can often get silly and unwound. Let's try to create some structure to get kids in their suits quickly and safely:

1. Changing into suits

Boys and girls will have separate changing rooms. It's important NOT to allow any peeking or playing around changing rooms. Girls will change in barn. Boys will change in the redwood circle near the creek. Richard will monitor this time and be sure that the boys are not playing in the creek while they are supposed to be changing! Once everyone is changed, we will head down to creek sites for swim.

2. Personal Floatation Devices (PFDs)

Parents sign a waiver to allow their kids to play in the creek. Some parents may want their child in a PFD. One the first days of camp, it is important to respect these rules. Check in with Staff to confirm which kids need to be wearing PFDs in the creek. PFDs should be located at the picnic tables or brought by parents on first day.

3. Creek Sites for Swim

Are located 1) near the piles of wood at the Christmas tree farm and 2) just beyond the bridge. We will separate groups by age for creek play so that small kids have space to explore at a pace comfortably separate from that of older kids. CILTs may be parts of the creek play group, separated to help monitor groups, or doing their own activity.

4. Swimming on First Day

If ALL campers' parents have signed and returned the swim agreement sheet, we CAN swim on day 1. If not all forms are signed and returned, walk the creek and explore it, but do not allow kids to swim.

Canoe Protocol

1. Parent must fill out consent form and American Canoe Liability Waiver. Only children with parent consent can be in a canoe. If there is a child who is not allowed to be in a canoe, this child will be with the other group of campers, while his/her group is canoeing.
2. All children must wear PFD's if on the dock or in a canoe.
3. There must be two adults present while children are canoeing. One of these adults must be a LandPaths staffer. Staff will be first in the water. If campers want to stay on land, an adult must stay on land with campers.
4. All children must be visible at all times.
5. Everyone must wear shoes while canoeing.
6. When children are in canoes, at least one instructor or CILT must also be in a canoe.
7. If there are some children in canoes, and other children on land, one instructor/volunteer must be on land with those on land while the other instructor/volunteer is on the water with those in canoes.
8. In case of a flipped canoe, children in the water will be rescued immediately by the "safety boat." They will hold on to the side of the "safety boat" or be pulled into the safety boat, while the flipped canoe is righted by one of the instructors. If it is unsafe to right the boat with children around, the children will all be returned to shore first and then an instructor will return for the boat.
9. Before any child may get in a canoe they will be taught the basics of canoe safety and paddling.
10. If any camper is canoeing in an unsafe manner, and does not change their behavior after repeated suggestions from the instructor, they will not be allowed to canoe.
11. Extra clothing will be on hand in case a child gets wet and does not have a change of clothes.
12. If conditions are unsafe due to weather or wind, there will be no canoeing.

First Day of Camp

- Arrival/Registration/Parent Orientation
 - Parents will arrive, park in main circle, then walk kids to the barn
 - A registration table will be set up at the barn
 - All kids need to be signed in and out each day
- From 9:15-9:30 we will have a parent orientation. We will discuss:
 - Positive discipline techniques so parents can help from home, know our protocol
 - Overnight for CILTS only
 - Friday Morning Potluck- leaf imprints, bring a tee shirt
 - Water Play, Canoe day, PFDs
 - Sign in & out procedures

Setting the Stage For Camp- Day One

Learning the Kids' Names

Nature Names

On the first day of camp, have each child choose a Nature Name using lists provided and make themselves a nametag. These should remain at camp each afternoon, and given back each morning.

Start with a name game, or an ice-breaker. Make sure to take the time necessary to connect for a moment with each child. Do try to learn their names. Take the name game to heart- it's important to learn the kids' names so you can build trusting relationships with them.

Owl Camp Journal

All kids will receive a journal on the first day of camp. The journal is a great resource, as it provides the camper with a field guide for the property, a map, and a BUNCH of blank paper. Use the journal:

- On hikes- use the tracking guide, collect leaves and do leaf rubbings
- Create silent drawing/ sketching time
- During creek play- show them the guides for macroinvertebrate and amphibian ID
- Blank Page Ideas:
 - Assign silent times and ask them to draw, write about their day, etc
 - Picture Partners: Get kids in teams of two. One child becomes the camera by closing their eyes while the other child, the photographer safely walks them to a place of their choosing. When they are ready, the guide child has the closed eyed partner open their eyes. They both get to sit and draw that place. Provide the kids with boundaries for walking. After a 5- 15 minutes, switch so the camera man becomes the camera.
 - Landscape drawing: Walk your kids to a place with a good view. Describe the layers in the landscape and how where they are sitting is a unique perspective- slightly different even, than that of their neighbor. Talk about distance, light, fog, shadows. Ask them to try a landscape drawing. For an extra challenge, ask them to draw without looking at their paper, and without picking up their pencil.
- Poetry, page 14: There is an example of a haiku in the journal. Introduce Haikus and give the kids a few moments to find a place to sit and come up with one or more haikus. Get the group back together and share.

First Day Exploration of RMW- Hike the Property

On the first day of camp, each camper will get a chance to hike the property. It is important on this first morning for kids to get a “lay of the land.” Depending on the age of your group, take an exploratory hike and see as much of the property possible. Older kids should take a long hike, while younger kids may just get to the redwood grove or Buzzards Roost. Regardless, make it an adventure. While you are hiking, here are some time-tested activities to make things magical:

- Animal Skills: Deer ears, Owl Eyes, Silent Coyote, Fox Walking. (We will go over these at training. If I forget, please ask!)
- Caterpillar walk, at Buzzards Roost... Have all kids stand in a line, with each kid looking at the back of the head of the kid in front. Close eyes, hold onto shoulders of kid in front. Ask: “How many eyes does a caterpillar have?” Trick question—only two. You lead the kids to the viewpoint as their eyes are closed.
- Solo Walks: choose a clear part of the trail where kids can stay back in a group, silently. Send kids off down a part of the trail, one by one. Challenge the kids to stay as quiet as possible not to catch up with the person in front of them, and take in nature on their own. This will take some time, but provide kids with the experience of being alone in nature, while in a safe group.
- Counting sounds: Have all kids lie down and close their eyes. Have them hold up a finger each time they hear a new sound. This should be a silent, listening activity.
- Tracking: Use your journal to identify scat and tracks along the way. Act interested! This will get the kids interested.

Nature-based Crafts and Activities

Below is a list of activities and crafts that we are likely to have available during camp. This is an exhaustive list of ALL potential owl camp activities, so supplies may or may not be available. Please feel free to jump in, look for supplies and help offer one of these great experiences. All items are stored in the barn.

Bookmarks

- Dried, flattened leaves, flowers, plants, lichen, mosses
- Bookmark paper
- Glue/ tape
- Use bookmark cardstock to create beautiful, pressed plant bookmarks. This could be setup, ready for kids to work on in the barn, or be offered in small groups for a mellow activity.

Leaf imprints for T shirts

- Offer for kids to bring their own T shirts for imprints OR use Owl Camp shirt for back up
- Fabric paint, IOOBY- mixed to provide bigger spectrum
- Flattened leaves

Duck Decoys

- Make a life like duck using tule
- Soak tule previously, overnight in creek. Tule should be tied to something on the shore, secured, and sunk so it absorbs all water overnight. This makes it pliable.
- Use instructions to make duck decoy

Gourd Rattles

- Dried gourds, assorted sized
- Hand saws
- Sticks, found to fit after selecting gourd
- Markers, wood glue, yarn, beads, feathers
- Have kids select a gourd. Help them cut off small end. Have them find a stick that will fit securely into hole created. Collect gravel, river rocks, seeds, or dried rice/ beans, to fill gourds. Play with amounts of filler to change tone of rattle. When they find a filling combo they like, use wood glue to glue stick into hole. Wrap yarn around stick where wet glue drips to fasten stick tightly. Decorate with markers, yarn, beads, or feathers.

Medicine wheel

- Bicycle wheel of fortune
- Native plant medicine cards are inserted into bike spokes, 2 per “x” in spokes
- Spin the wheel, wherever the ticker lands, pick up that card. Inform your friend about the plant name, medicinal uses, habitat, etc.
- Find the corresponding plant on the jars of medicine provided. Touch, feel, taste the plant medicine.
- After tasting- DO NOT PUT BACK!
- Replace all caps on medicine.

Drawing on the walls

- Butcher paper, markers, colored pencils

We'll encourage the kids to draw in their free time. Pieces of this community drawing will be used to help thank donors after camp is done.

Tracking

- Plaster of paris
- Little Tupperware
- Spoon
- Water bottle
- Tracking guide
- Knife
- Ruler
- Green plastic strip to define borders of track
- toothbrush

Go for a tracking hike! Grab a Ziploc bag from the tracking Tupperware and head out looking for prints. The pond is always great, as well as sandy places near the creek, like the one on the way out to Buzzard's roost. Mix plaster of paris with in small batches (about 6 ounces at a time) water in Tupperware until resembles wet pancake batter. The kids love to help measure and mix! Place the green plastic around the track to hold the plaster as your pour it in wet. Allow 30 minutes to dry. Come back, collect the track. Allow time for all mud to dry. After all dry, remove excess soil CAREFULLY with toothbrush to reveal track. Use guide to find out what kind of critter you've found. Look for other track in the area from this same critter. Discuss its habitat.

Aquatic Macro invertebrate

- nets
- Macro invertebrate ID guide on Pg 12 of journal

Dig through the Aquatic Macro Invert box and explore the creek for some serious fun. Break into small groups and give the kids a time frame. See which groups can find the most diversity of critters within a given amount of time.

Watercolor Paints

The perfect shady activity for a hot day. Grab the paint kit and head toward the creek. Ask the kids to paint on a blank page in their journal.

Watercolor Postcards

We paint watercolor postcards and write a thank you to all of our donors. Please help kids write greetings and paint a picture that relates to camp. Some ideas for pictures include: canoeing, creek critters, hiking, garden fruits and veggies, cooking, crafts, owls, etc.

Turkey Feather Fans or decorations (all ages)

- Turkey Feathers
- String for tying together at base
- Beads
- Scissors

Bracelets from Dogbane (older kids only)

- Dogbane sticks (one per child)
- Butter knives (one per child)
- Beads large enough to string over dogbane
- Safety pins

Secret Message containers from Elderberry (all ages)

- Elderberry piece (one per child)
- Files
- Small screw drivers for hollowing out
- Corks
- Scissors
- Pocketknife
- Sandpaper

Hollow out 5/8 of the elderberry. Cut a cork to fit the size of the hole. Have the kids use a tiny piece of paper and record a secret message. You can have the kids use yarn and beads to make a necklace with the container, or have a releasing ceremony where they send their messages down the creek- a great activity to introduce a day's creek play.

Smudge sticks or wreath- making

Collect a bunch of native plants that are beautiful and smell good, like:

- Fresh herbs from garden:
 - Chamomile
 - Peppermint

- Anise hyssop
- Lemon balm
- Spearmint
- Stevia
- Fresh wild-crafted herbs:
 - Sonoma sage
 - Lemon balm
 - Mugwort
 - Douglas fir tips
 - Pearly everlasting

Wrap them together with twine, thread, or yarn. Hang them in the barn to begin to dry. This is a portable smelly reminder of fun times at camp.

Soaproot Brushes (all ages)

- Soaproot plants (more or less one per child)
- Rocks for smashing
- Pretty yarn for handle
- Scissors
- Beads
- Glue

Remove fibers from soaproot bulbs. You can use rocks for smashing roots, Wash fibers in creek. Get all the dirt off the fibers and arrange so that all fibers are laying in a good, fist- full pile, in the same direction. Use yarn to wrap a few times. Fortify yarn zone with glue. Cut brush end of fibers. Decorate handle with beads.

Fort building/ hiking

Seek and find! All supplies can be found in nature!

Quiet Corner

There is a corner platform of the barn where ID books, native story books

Sunflower observations

Other Ideas

Tea making
 Cooking
 Songs
 Storytelling
 books

Theatre

Dressing up as the owl adds an element of mystery and magic to the camp. Even the older kids are willing to play along. Try this: Have one counselor don the costume (great for a high school student) and show up at the edge of the field during morning circle or a game. Have the owl hoot, but don't let the kids run after him. Have the owl be far enough away that he is just a passing thing...not to meet or greet. Don't tell kids they will meet the owl, they end up thinking it may be real (though they will meet real owls on Friday)

Big Group Games

allow the kids to run around in mixed age groups. Play lots of them!

Sneaking Fox

Camouflage

Monarchs & Viceroy

Park Ranger

Capture the Flag

Salmon Game

Stinger

Have the group form a circle and close their eyes. Facilitator circles the group and selects a "stinger" by squeezing an individual's shoulder. The group then opens their eyes and spends time introducing themselves to others while shaking hands (and trying to spot the stinger). The stinger tries to eliminate everyone without getting caught. The stinger strikes by injecting poison with their index finger, while shaking hands. A person stung may not die until at least five seconds after they are stung. The more dramatic the death, the better! When someone thinks they have discovered who the stinger is, they may announce that they know. If they get a "second" from someone else in the group within 10 seconds, the two of them may make an accusation. If the person does not get a second, he/she must wait to challenge again, after another person dies. If another person does step forward to second the challenge, both point to who they think it is on a count to three. If they do not point to the same person, or they both point to the wrong person, they both are automatically dead. If they select the correct person, the stinger is dead and the game is over.

Owls, Mice, Acorns

Time - 15 minutes

Group Size - 6 or more.

Like Rock paper scissors, but acting out with wintire bodies, then tagging opposing teams. Form two teams of equal numbers, facing each other. For each turn, the teams will need to decide which of the three characters they will be;

Owls beat Mice // Mice beat Acorns // Acorns beat Owls

Owls - stretch out their hands, wiggle their fingers and go "kaaazaaaam".

Mice - put their hands in the air, jump up and down and make a low growling noise

Acorns - crouch on the ground, wave their hands at their ears and make a high pitch cackle.

If both teams choose the same character, then it's a draw, and the teams have to choose again.

Teams line up a few meters apart, with each team having an agreed "safe" base to return to. The game facilitator, counts down the turn - "three, two, one, GO!" and on the word go, each team acts out their character. The winning team then can chase and catch a member from the losing team. Anyone caught before they reach the safe base has to join the winning team. Keep the game going until all the players are in the same team.

Name Games

CONCENTRATION: The rhythm for the game is slap, slap (on the knees), snap, snap (one on each hand (right, then left)). Group sits in a circle. One person is designated as the leader, and he/she sets the pace. The object of the game is to get to the leader's spot. The leader begins the rhythm, and on one set of snaps says his/her name on the first, and someone else's on the second (the names MUST always be said on the two snaps). The person who's name is said must respond on the next set of slaps and snaps by saying his/her own name and

then someone else's. If the player does it correctly, the game continues. If the player does not do it quickly enough, that player must move to the seat to the right of the leader, and the rest of the group moves up a seat (toward the leader's spot) to fill in the seats. Game continues until group has learned names well. The pace can be as fast as desired.

GROUP JUGGLING: The group starts in a circle formation. The leader of the group will begin with one object in hand (i.e. a small ball). The leader will ask one group member to repeat their name, and then the leader will gently toss the object to that group member. The group member will reply "Thank you, (the leader's name)!" The leader will reply by saying, "Your welcome, (the individual's name)!" The object will continue around the circle in the same manner, making sure everyone has received the object, until the object ends up in the hands of the original leader. NOTE: During the first round, once a group member has tossed the object, have them cross their arms to prevent repetition. The same pattern will start again with the leader adding more objects. Once an object has been dropped, the pattern starts all over with the first object. NOTE: The leader should mix up sizes and shapes of objects (i.e. a rubber chicken, toilet paper, etc.)

MOTION NAME GAME: Have everyone stand in a circle. Anyone can begin the game by saying his/her name and demonstrating a [physical] motion to go with it. When the person is done, the entire group repeats the name and the motion. Then, the second person (on either side of the first) introduces him/herself and does a motion. The entire group repeats that name/motion and then the first name/motion. This will continue until each person has given their name and done their motion, and the entire group has repeated everyone's name and motions.

WHOMP 'EM: One person is the "Whomp 'Em Master." That individual stands in the middle of circle with the "Whomp 'Em Sword." (Could use Styrofoam tube or rolled up tube of newsprint, etc.) The rest of the group sits in a circle with legs out toward center of circle (leaving enough room for person standing in middle). The object of the game is for the "Whomp 'Em Master" to get stuck in the middle of circle. Someone starts off round by saying the name of a member of the group. The Master must "Whomp" (hit) the legs of that member, before the person just named says the name of another member. The game goes on until the Master hits an individual before that individual can say another person's name (can not repeat name that has been said in round already.) When the Master succeeds in "Whomping" an individual, that individual becomes the new Master. Quite crazy...but loads of fun! Best if played following another name game, so individuals have a sense of who each other is.

Ice Breakers

CATCH ME IF YOU CAN: Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

GEOGRAPHIC LOCATION: Each group member is from a different geographic location, but together they will form a map. Once a map has been established by the group, each group member will stand where he/she thinks they belong to make the map as close to scale as possible.

HOG CALL: Break the group into pairs. Each pair must choose two things; a machine and an animal. They then have to decide who is which. The pairs then divide up on opposite sides of the room. Everyone must close their eyes (if they feel comfortable), and by making only the noise that their character would make, they must find their partner. When they find their partner, they can open their eyes and wait until everyone else is done. Note: When conducting an activity with eyes closed, have the group raise their hands in front of their chests as “bumpers,” and have at least one person (facilitator) acting as a spotter.

HUM THAT TUNE: Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song written on the paper. (i.e. “Row, row, row your boat,” “Rock-a-bye baby,” etc.) All of the people who are given the song must hum that tune and find everyone else singing the song. They then form a group.

IMPORTANT ITEM: Have each person bring something to the meeting that means something special to them or that they would not have left home without, and then ask them to take turns sharing.

SOLEMN AND SILENT: The instructor explains that this exercise will take self control. Members pair back to back. On the count of three, everyone must face their partner, look each other in the eyes, and then try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. (Second round of playing can involve two teams competing to outlast each other.) If you get a pair at the end who are both keeping a straight face, the rest of the group can act ask hecklers to disrupt them.

2 TRUTHS AND 1 LIE: Give the group some time to write down two things about themselves that are true, and one thing that is a “lie.” Each group member will then share these facts about themselves and the rest of the group has to figure out which “fact” is actually a “lie.”

Team Challenges

Hula-hoop Pass: Have the group stand in a circle, holding hands, with two people holding hands through a hula-hoop. The group’s goal is to pass the hula-hoop all the way around the circle without the group breaking hands. Time the activity and have the group try and beat their time. As an additional challenge, a second hula-hoop can be introduced to the circle moving in the opposite direction as the original hula-hoop.

Human Knot: In this activity, participants will tangle their arms and then work to untangle their bodies. With everyone standing in a shoulder-to-shoulder circle, have everyone hold their right arms out and grasp the hand of someone else in the circle, preferably someone who is not standing directly next to you. Then, have participants hold out their left hand and grasp the hand of someone who they are not already holding hands with, preferably someone who is not standing directly next to you. Now the group’s goal is to untangle themselves. Participants may change the positioning of their grips as they untangle so that they do not hurt their arms.

Blind Polygon: Have the group blindfold themselves and stand in a circle holding a raccoon circle (14ft piece of webbing tied into a circle) with both hands. Ask the group to create a shape (i.e. square, triangle, star) using the raccoon circle. Their hands may never leave the raccoon circle. When the group agrees that they are finished, they may take off their blindfolds and see how they did.

Helium Hoop: The group begins by standing in a shoulder-to-shoulder circle with their index fingers pointed out towards the center of the circle. Place a hula-hoop on top of their index fingers. The group’s goal is to

lower the hula-hoop to the ground, using only their index fingers. Additionally, everyone's index fingers must always be touching the hula-hoop or the entire group must start over. Make sure that participants do not hook their index fingers around the hula-hoop. Their fingers must remain straight towards the center of the circle.

Path of Life: This activity requires a grid of at least 4x4 that participants can stand on. The grid can be on a tarp or created from rectangular pieces of material laid on the ground. The facilitator creates a secret path across the tarp, and the group's goal is to figure out the path. One person may step on the tarp at a time, and everyone must take a turn before the first person gets to try again. When a participant steps in a square, the facilitator lets them know if they are on the path or not. If they are not on the path then they step off of the tarp, but if they are on the path, then they get to step to another adjacent spot. Participants may move right, left, forwards, backwards, and diagonal (for an extra challenge), but they may not move directly back to the spot they just came from. Squares may be re used later on in the path. The group finishes when they have figured out the path, passed through the grid, and have stepped off of the grid at the end of the path. For an additional challenge for very high functioning groups, have the group complete this challenge mute with the participant on the tarp wearing a blindfold. The group learns to communicate through clapping and other noises they can make without their mouths. Another way to run this activity is to have the group use every spot on the grid only once. The same rules apply except that none of the spots will be reused and all of the squares on the grid must be used once. When this activity is run in this way, the facilitator must have a preplanned path that uses all of the spots on the grid only once.

Tarp Fold: Lay a tarp on the ground and have the group stand on it. Ask the group to fold the tarp in half without stepping off of the tarp and touching the ground. Once the group has completed this task, ask them to fold the tarp in half again. Continue to have the group fold the tarp in half until they are working hard to balance on the tarp because it is small. For an additional challenge, have the group then proceed to unfold the tarp back up to its original size. You may also have them flip the tarp over completely.

Trust Walk: This is a trust building exercise. Have everyone find a partner and give each pair a blindfold. One person in each pair is blindfolded while their partner is their guide. The guides must help their partner follow the path that the facilitator sends them on. If the facilitator walks over or under something, the group must follow and do the same. As a facilitator, be a spotter for any maneuver where participants could hit their heads on something. Half way through the walk, have the partners switch so that they both get a chance to be the guide and blindfolded. For an additional challenge, make the guides mute, causing them to find other ways to communicate.

Trust Leans: This is a trust building exercise. Teach the group proper spotting and leaning technique. Then have the group get into partners. One partner is the spotter and the other is the leaner. After the leaner says their commands, they may lean back onto their spotter who will support them and help them get back to a standing position. If the leaner would like the spotter to move back a little bit and then go again they may do so. Encourage spotters to stay close to their partners, take their weight, bring their partner back farther to allow them to lean farther, and then place them back in a standing position. Those who are leaning should not have to fall far before being caught. Allow partners time to switch roles.

Wind in the Willow: This is a trust building exercise. Teach the group proper spotting and leaning technique. Then have the group get into a very tight circle with one person in the middle. The participants making up the circle are in spotting position while the person in the middle is in leaning position. After commands are said,

the person in the middle may lean in any direction they choose. The spotters on the outside will help the leaner get back to standing position and then allow them to lean in a different direction. Make sure that spotters do not push the leaner around in the circle. The spotter's job is to help the leaner to a standing position. Allow time for anyone who wants a turn in the middle to get a chance.

Gauntlet: Have the entire group in two lines facing each other only a little bit more than an arms length apart. Everyone in the two lines then stretch their arms toward the other line to create a runway full of arms. Have a volunteer from the group step away from the two lines. After the volunteer says their commands, they may run through the runway full of arms. Right before the runner reaches them, the two rows lift up their arms so that the runway is clear.

Trust Boil: This activity requires a circular boundary (the pot). Have participants find a partner, and have one person in each partnership be blindfolded and the other be their guide. Explain to participants that they are water molecules inside of a pot. When the water begins to get hotter, the guides will move their blindfolded partner (water molecule) around the pot. Have the guides begin to move their partner within the circle in a slow walk. As the water begins to warm up, direct water molecules to move more quickly and making more turns. When the water begins to boil, water molecules should walk quickly and make many sharp turns. Then as the water begins to cool, water molecules begin to slow down again until they are moving at a slow walk. Before starting, talk to participants about moving safely around the circle and taking care of their partner so that people are not running into each other.

Webbing Trust Fall: Use a raccoon circle (circle of webbing) to have groups experience a lower risk trust fall. Have one participant inside of the raccoon circle, with their hands on the webbing, facing outside the circle. This participant firmly plants their feet side-by-side. After saying commands to the group, the participant may lean forward on the raccoon circle. The rest of the group is holding onto the rest of the raccoon circle behind the participant who is leaning, slowing moving forward to allow the participant to lean forward farther. When the participant feels that they are leaning forward as far as they want to go, they tell the team to stop and raise him/her back up to a standing position.

Mouse Traps: With the group in a circle, introduce a mouse trap. Have a participant close their eyes while holding the mouse trap. Their goal is to pass the mouse trap to the person next to them who also has their eyes closed. The person next to the participant who is receiving the mouse trap gives verbal instructions as to what both participants with their eyes closed should do to pass and receive the mouse trap. Once the second participant receives the mouse trap they may then pass it to the participant who was previously giving verbal directions. This pattern may continue around the circle until the mouse trap makes it back to the facilitator. Have participants move slowly when holding the mouse trap. Also, remind participants about Choose Your Challenge and allow participants to pass if they feel so inclined.

With the group in a circle, introduce a mouse trap. Have a participant close their eyes while holding the mouse trap. The person's goal is to take their other hand, squish the mouse trap with both of their hands, and then quickly let go of the mouse trap so that it snaps closed without pinching them. Another participant in the group will give verbal directions so that the participant will know when their other hand is directly above the mouse trap and it is okay for them to squish the mouse trap. Give each participant who would like to try a chance to hold the mouse trap.

Blind Knot Tying: Get participants into groups of two or three. Give each group a blindfold and rope. One person in each group will be sitting, blindfolded, with the rope. Everyone else goes to the facilitator who

teaches them how to tie a knot (over hand, figure eight, stopper knot, etc.). Then participants go back to their blindfolded partners and try to get them to tie the same knot in the rope without touching their partner or the rope.

Love Tanks: Set up a perimeter for this activity. Have the group divide into groups of two and give each partnership a bandana. In the area designated to play, toss on the ground soft balls or knotted up bandanas. In each partnership there is the blindfolded and the guide. Each team's goal is to "hit" other groups with the objects (balls of love) on the ground without getting hit by any objects. Only the blindfolded may throw the balls of love and they must be thrown underhanded. Each blindfolded person may get "hit" three times before they are out (or overflowing with love). It does not matter if the guides get "hit." Every time a blindfolded person is hit with a ball of love they must make a high pitched giggling sound to signal that they have been hit with love.

Search and Rescue: Divide the group into teams of three. Each group's goal is to retrieve as many objects as they can from out in the space in front of them. The person who may retrieve the objects must be blindfolded and can only pick up one object at a time. The other two people on a team must stay stationary. One of the teammates is watching what the blindfolded person is doing, but they can not speak to give the person directions. What they need to do is communicate through body language to their other teammate who is standing right in front of them, but is facing the wrong way and can not see what the blindfolded person is doing. The mute participant, through body language, helps the participant who can not look in the right direction give verbal directions to the blindfolded person.

Turtles-Place two ropes about twenty feet apart from each other. The group's goal is to get to the other side of the ropes without touching the ground. Give the group five pieces of 2x6 wood (turtles) that are about a foot long to step on. Once the group begins to use the turtles, they may never let go of the turtle or else the turtle will leave them. If a participant touches the ground, the facilitator may choose to give them a consequence, such as being blindfolded, mute, tied to someone else, losing a limb, or having to go back to the beginning.

Mine, Mine, Mine: Hand each participant a leaf and ask them to get to know their leaf as best as they can. Then collect the leaves and put them in a pile on the ground. Ask students to figure out which leaf is their leaf. To make this more difficult, have students work in partners with one partner blindfolded. This can also be done with other objects that are similar, such as apples and peanuts.

Minefield: For this activity you need an area that is around 5ft by 10ft. In this area, the facilitator places many objects (mines in a minefield) on the ground, such as cones, bandanas, Frisbees, mousetraps, etc. The group's goal is to pass through the area (minefield) without touching any of the objects (mines) on the ground. The challenge is that when a participant is crossing the minefield they are blindfolded and their teammates may not touch them. If participants touch a mine, they need to go back to the beginning.

All Aboard: This activity uses a platform on the ground or a small tarp. There are three rounds to this activity. Round 1: The group's goal is to get everyone on the platform so that no one is touching the ground. Round 2: Once everyone is on the platform, the entire group needs to rotate around the platform till everyone gets back to their original spots. The group should not touch the ground. Round 3: The group's goal is to get everyone's feet and hands touching the platform. The trick for this round is that the facilitator does not say that participants can not touch the ground. Usually it takes a group a few minutes to realize that they are allowed to sit on the ground to put their feet and hands on the platform.

Raccoon Circles: There are an infinite number of activities that can be done with a raccoon circle (a 14ft. piece of webbing tied into a circle).

Have the group stand in a circle, holding the raccoon circle in both hands. Ask everyone in the group to lean back slightly and use the raccoon circle to help each other balance. Have the entire group sit down and stand up while pulling back on the raccoon circle for support.

Lay the raccoon circle on the ground and have the entire group step inside the webbing. The group's goal is to lift the raccoon circle up and pass under the webbing to get to the outside of the circle. The challenge is that the group may not use their arms or hands to help them.

Have the group stand in a circle, holding the raccoon circle in both hands. Use the knot in the webbing as a talking tool. Whoever has the knot may speak. Or, ask everyone to share about themselves. As the participant shares, the group rotates the raccoon circle. As they rotate, the knot goes all the way around the circle. When the knot gets back to the participant who is sharing, their time is up, and it is someone else's turn to share.

2³ 24 Scratch: The challenge of this activity is figuring out the directions. To introduce this activity, a facilitator has someone help them turn a two person jump rope. Tell the group that the activity is called 2³ 24 scratch (two cubed, twenty-four scratch). The group's goal is to figure out the rules of the activity, and if the facilitator says "scratch" then the group has made a mistake and needs to start over. The rules are in the name of the game. Solution: 2 participants together jump 2 times, exit the jump rope, and allow the rope to make 2 turns of the rope before the next 2 participants jump in and repeat the pattern. This pattern of 2 people, 2 jumps, and 2 turns of the rope must be repeated continuously 12 times (24 people). Each time the pattern is completed correctly, the facilitator shouts out the number of participants who have passed through the rope: "2, 4, 6, 8...24"). If the group tries something that is not the correct pattern, the facilitator says "scratch" immediately to help the group begin to figure out, through trial and error, what to do.

Group Jump Rope: Have everyone stand on one side of a jump rope. The group's goal is to get the entire group to simultaneously jump over the rope at least once when it is turned. This can be done with very large groups as well.

Lost in Space: A long area of space is needed for this activity. Have everyone stand inside of a circle of webbing (their spaceship). Explain to the group that they are out in space and have lost their fuel tank, which has floated out into space. Place an object (fuel tank) far away from the circle but within view. The group's goal is to retrieve the fuel tank without losing contact with their spaceship and floating away. If someone leaves the circle and is not making contact with someone in the spaceship then they must return to the circle. Solution: Participants hold hands as they venture out into space to retrieve the fuel tank, leaving the last person in the line within the spaceship boundaries so that everyone is always connected to the ship. If the line is still not long enough, participants may use their jackets to extend their reach.

Stranded: Participants begin by standing inside of a raccoon circle. Outside of the raccoon circle are objects, about participants' height away, that the group has to retrieve. The group is shipwrecked and stranded on an island. Their goal is to retrieve all of the resources (objects) that are floating away, but they are not able to leave the island. To retrieve the objects, participants will support one person at a time as they lean their body out of the circle to reach for an object. The facilitator should kneel down and spot the participant leaning out.

Ants on a Log: Have all participants stand on a bench. Their goal is to get into a particular order (by birthday, height, favorite color, shade of hair, etc.) without talking or stepping off of the bench. If the group touches the ground several times, the order that the group must stand in can be reversed. Let participants know that if they are going to fall, safely take a step off of the bench so that they do not fall to the ground.

Symbol Connect-the-Dots: Give everyone two small pieces of tape. Each participant must come up with their own individual symbol (such as a star, heart, circle, etc.) and draw the same symbol on both pieces of tape. Then they are to put one of the pieces of tape on their body someplace where a bathing suite would not go. Have them put the other piece of tape in a designated place such as on a wall or side of a table. Once every participant has done this, they are to go back to that designated place and pick a different symbol other than their own and place it on their body someplace where a bathing suite would not go. Then the group's goal is to connect all of the like symbols together without removing them from their bodies. Participants have to figure out how to manipulate their bodies to allow all of the matching symbols to be put together.

Debriefing the Activity

Debriefing can serve as an opportunity to reflect on an experience and make it meaningful by identifying what we learned about ourselves and others. The technique of debriefing is useful for group members following the completion of an activity or event. As a facilitator, your job is to lead a thought provoking, safe discussion by asking meaningful questions. A debrief usually follows a sequence asking what (describe the experience/activity), so what (what did we learn), now what (transfer what we learned) .

Example Questions on Different Themes

Trust and Support

1. What are the similarities and differences in the way you supported each other here and the way you support others back at home, school and the office?
2. What impact does trust have in your relationship with others at home, school or at work?
3. What is the relationship between managing risk and establishing a support system?
4. How can you effectively communicate trust and responsibility with others?

Communication

1. What were some of the effective forms of communication that you used in completing this task? Ineffective forms of communication?
2. How were differences in opinion handled?
3. In what ways could the group's process of communication be improved to enhance its problem-solving skills?
4. How could you improve your communication and networking?

Making Group Decisions

1. How did the group make decisions for completing the tasks?
2. Were you satisfied with the manner in which the group made decisions?
3. Were decisions made by one or several individuals?
4. Did each person express his or her opinion when a choice was available?
5. What did you like about the manner in which the group made decisions?

What didn't you like?

6. What is the best way for this group to make decisions?

Cooperating

1. What are some specific examples of group cooperation during the activity?

2. How did it feel to cooperate?

3. How did cooperative behavior lead to the successful completion of the tasks presented during the activity?

4. What are the rewards of cooperating?

5. What can you personally do to produce a cooperative environment at home or work?

Teamwork

1. How well do you think you did?

2. How effective were you in completing the task?

3. How efficient were you?

4. How did you develop your plan of action?

5. What is the relationship between input into the plan and commitment to action?

6. What were the differences between having a common vision versus not having a vision?

7. What did you learn about the team process during this activity?

8. What happens when a new person is added to your team at school, home, or work?

9. In what ways do you or can you make that new person feel like a member of the team?

10. Could you have completed the tasks without working as a team? Why or Why not?

Problem-Solving

1. How did you evaluate your progress?

2. How do you react to new tasks or problems?

3. How did the group identify the problem to be solved and the role that each member would play?

5. What effect did planning time have on the process?

6. How well did you execute the plan?

7. Did you use all of your resources to solve this problem?

8. On a scale of 1-10, how committed were you to executing the plan?

9. What are the similarities and differences between the ways in which you have approached solving problems here and the way that you approach them at home, school, or work?

10. What would need to change in order to enhance your problem-solving ability?

11. What did you learn from team problem-solving that you can apply at work, at home, in the classroom?

Leadership Roles

1. Who assumed leadership roles during this activity?

2. What were the behaviors that you would describe as demonstrating leadership?
3. How did the group respond to these leadership behaviors?
4. When and how did the leadership role change during the activity?
5. Was it difficult to assume a leadership role in this group? Why?
6. What are the characteristics and qualities of a good leader?
7. What specific skills do you need to develop to become a more effective leader?

Following Others

1. Do you consider yourself a good follower? Was this an important role during the activity?
2. What type of leader was it easiest to follow?
3. What was difficult about being a follower?

Giving and Receiving Feedback

1. What are some examples of when you received feedback during the activity?
2. Did the manner in which the feedback was given make a difference to you?
3. What are some examples of when you gave feedback during the activity?
4. How did you express appreciation for another?
5. How can you improve your skills in giving and receiving feedback?

Respecting Personal Differences

1. What are some of the significant differences among group members?
2. How did these differences strengthen the group as-a-whole during the activity?
3. What would this group be like if there were very few differences among the group members?
4. What specific instances did being different help or hinder the group from reaching its objectives?
5. How can you increase your ability to respect and utilize personal difference

Storytelling/Legends:

WHY THE OWL IS NOCTURNAL

Good morning! I have come to tell you a story about my kind. We usually come out only at night...To see us during the day is very very rare. But because you all won't be here at night, I wanted to come and meet you all face to face. What do you call an animal that only comes out at night? I want to tell you the legend that has been passed down to me about why it is that owls only come out at night. A long long time ago, when the animals and plants were first made-we do not know by whom-they were all told that it was very important to stay awake for seven nights. They were told that if they could stay awake through 7 full nights, they would be given a special power and a gift. It is very difficult to stay awake all night. One gets tired and afraid of the dark. Who here has ever stayed awake all night? The night is very long and for many creatures it is scary. So, all the animals tried to do what they had been told--to stay awake for 7 nights. They were all very curious and eager to get the special power and the gift. The first night wasn't so hard. Nearly all were able to stay awake--even the songbirds and the deer. But the next night several dropped off to sleep, and the third night others were asleep, and then others, until on the seventh night, just about all of the animals fell asleep. There were a few that remained awake. Even though they were tired and a little bit scared of the dark, they found the courage and the strength to stay awake. The panther was still awake. The bat was still awake. And the Owl

was still awake. Only a few other creatures joined them. On the end of the 7th night, as dawn was breaking, the Creator came to speak to those who were still awake. "You have stayed awake for seven nights, while all the other creatures have fallen asleep" said the creator. I promised all of the creatures that if they could stay awake for 7 nights they would be given a special power. So to you I give this special power. From now on, whenever night falls, you all will not be afraid of the dark and you will not need to go to sleep. You will have the power to be able to hunt and go about all of your business in the darkest of nights, while all the others are asleep. And because the others are asleep, you will become the predator of the others. You will be able to hunt them easily as they sleep in their nests and burrows." With that the Great Creator left and from that day forward, the Owl and only those few other animals were nocturnal, only coming out in the night time to eat and play. That is the story of how the Owls became night birds.

HOW THE BAT CAME TO BE,

An Ojibwa Legend Long ago, as the sun began to rise one morning, he came to close to Earth and got tangled up in the top branches of a very tall tree. The harder Sun tried to escape, the more he became caught. So, the dawn did not come. At first, all of the birds and animals did not notice. Some of them woke up, then went back to sleep, thinking that they had made a mistake, and it was not time to get up. Other animals, who loved the night, like the panther and the owl, were really glad that it stayed dark, so they continued to hunt. But, after a while, so much time had passed that the birds and animals knew that something was wrong. They gathered together, in the dark, to hold a council. "Sun has gotten lost," said the eagle. "We must look for him," said the bear. So, all of the birds and animals went out to look for Sun. They looked in caves and in the deep forest and on the mountains and in the swamps. But, Sun was not there. None of the birds and animals could find him. Then, one of the animals, a small brown squirrel had an idea. "Maybe Sun is caught in a tall tree," he said. Then, the small brown squirrel began to go from tree to tree, going further and further toward the east. At last, in the top of a very tall tree, he saw a glow of light. He climbed up and saw that it was Sun. Sun's light was pale and he looked weak. "Help me, Little Brother," Sun said. The small brown squirrel came close and began to chew at the branches in which the Sun was caught. The closer he came to Sun, the hotter it got. The more branches that he chewed free, the brighter Sun's light became. "I must stop now," said the small brown squirrel. "My fur is burning. It's all turning black." "Help me," said Sun. "Don't stop now." The small brown squirrel continued to work, but the heat of Sun was very hot now and it was even brighter. "My tail is burning away," said the small brown squirrel. "I can do no more." "Help me," said Sun. "Soon I will be free." So, the small brown squirrel continued to chew. But, the light of Sun was very bright now. "I am growing blind," said the small brown squirrel. "I must stop." "Just a little more," said Sun. "I am almost free." Finally, the small brown squirrel chewed the last of the branches free. As soon as he did, Sun broke free and rose up into the sky. Dawn spread across the land and it was day again. All over the world the birds and animals rejoiced. But, the small brown squirrel was not happy. He was blinded by the brightness of Sun. His long tail had been burned away and what fur he had left was now all black. His skin had stretched from the heat and he clung there to the top branches of that tall tree, unable to move. Up in the sky, Sun looked down and felt sorry for the small brown squirrel. It had suffered so much to save him. "Little Brother," Sun said. "You have helped me. Now, I will give you something. Is there anything that you have always wanted?" "I have always wanted to fly," said the small brown squirrel. "But I am blinded now, and my tail is all burned away." Sun smiled "Little Brother," he said, "from now on you will be an even better flyer than the birds. Because you came to close to me, my light will always be too bright for you, but you will see in the dark and you will hear everything around you as you fly. From this time on, you will sleep when I rise into the sky and when I say goodbye to the world each evening, you will wake." Then the small animal which had once been a squirrel dropped from the branch, spread its leathery wings and began to fly. He no longer missed his tail and his brown fur and he knew

that when night came again, it would be his time. He could not look at Sun, but he held the joy of Sun in his heart. And so it was, long ago, that Sun showed his thanks to the small brown squirrel, who was a squirrel no longer, but the first of the Bats.

HOW GRANDMOTHER SPIDER STOLE THE SUN

(A tale from the Muskogee (Creek) Indians) When the Earth was first made, there was no light. It was very hard for the animals and the people in the darkness. Finally, the animals decided to do something about it. "I have heard there is something called the Sun," said the Bear. "It is kept on the other side of the world, but the people there will not share it. Perhaps we can steal a piece of it." All the animals agreed that it was a good idea, but who would be the one to steal the Sun? The Fox was the first to try. He sneaked to the place where the Sun was kept. He waited until no one was looking. Then he grabbed a piece of it in his mouth and ran. But the Sun was so hot it burned his mouth and he dropped it. To this day all foxes have black mouths because the first fox burned his carrying the Sun. The Possum tried next. In those days Possum had a very bushy tail. She crept up to the place where the Sun was kept, broke off a piece, and hid it in her tail. Then she began to run, bringing the Sun back to the animals and the people. But the Sun was so hot it burned off all the hair on her tail and she lost hold of it. To this day all possums have bare tails because the Sun burned away the hair on that first possum. Then Grandmother Spider tried. Instead of trying to hold the Sun herself, she wove a bag out of her webbing. She put the piece of the Sun into her bag and carried it back with her. Now the question was where to put the Sun. Grandmother Spider told them, "The Sun should be up high in the sky. Then everyone will be able to see it and benefit from its light." All the animals agreed, but none of them could reach up high enough. Even if they carried it to the top of the tallest tree, that would not be high enough for everyone on the Earth to see the Sun. Then they decided to have one of the birds carry the Sun up to the top of the sky. Everyone knew the Buzzard could fly the highest, so he was chosen. Buzzard placed the Sun on top of his head, where his feathers were the thickest, for the Sun was still very hot, even inside Grandmother Spider's bag. He began to fly, up and up toward the top of the sky. As he flew, the Sun grew hotter. Up and up he went, higher and higher, and the Sun grew hotter and hotter still. Now the Sun was burning through Grandmother Spider's bag, but the Buzzard still kept flying up toward the top of the sky. Up and up he went and the Sun grew hotter. Now it was burning away the feathers on top of his head, but he continued on. Now all of his feathers were gone, but he flew higher. Now it was turning the bare skin of his head all red, but he continued to fly. He flew until he reached the top of the sky, and there he placed the Sun where it would give light to everyone. Because he carried the Sun to the top of the sky, Buzzard was honored by all the birds and animals. Though his head is naked and ugly because he was burned carrying the Sun, he is still the highest flyer of all, and he can be seen circling the Sun to this day. And because Grandmother Spider brought the Sun in her bag of webbing, at times the Sun makes rays across the sky that are shaped like the rays in Grandmother Spider's web, and it reminds everyone of what Grandmother Spider did for all the animals and the people.

LEGEND OF THE DREAM CATCHER: A Chippewa Legend:

A spider was quietly spinning his web in his own space. It was beside the sleeping space of Nokomis, the grandmother. Each day, Nokomis watched the spider at work, quietly spinning away. One day as she was watching him, her grandson came in. "Nokomis-iya!" he shouted, glancing at the spider. He stomped over to the spider, picked up a shoe and went to hit it.

"No-keegwa," the old lady whispered, "don't hurt him."

"Nokomis, why do you protect the spider?" asked the little boy.

The old lady smiled, but did not answer. When the boy left, the spider went to the old woman and thanked her for saving his life. He said to her, "For many days you have watched me spin and weave my web. You have admired my work. In return for saving my life, I will give you a gift."

He smiled his special spider smile and moved away, spinning as he went.

Soon the moon glistened on a magical silvery web moving gently in the window. "See how I spin?" he said.

"See and learn, for each web will snare bad dreams. Only good dreams will go through the small hole. This is my gift to you. Use it so that only good dreams will be remembered. The bad dreams will become hopelessly entangled in the web."

ANOTHER DREAM CATCHER LEGEND:

Long ago when the world was young an old Lakota spiritual leader was on a high mountain and had a vision. In this vision, Iktomi, the great trickster and teacher of wisdom, appeared in the form of a spider. Iktomi the spider picked up the elder's willow hoop which had feathers, horsehair, beads and offerings on it, and began to spin a web. He spoke to the elder about the cycles of life; how we begin our lives as infants, move on through childhood and onto adulthood. Finally, we go to the old age where we must be taken care of as infants, completing the cycle. "But," Iktomi said as he continued to spin his web, "in each time of life there are many forces; some good and some bad. If you listen to the good forces, they will steer you in the right direction. But, if you listen to the bad forces, they'll steer you in the wrong direction, and may hurt you. So these forces can help or can interfere with the harmony of Nature."

While the spider spoke, he continued to weave his web. When Iktomi finished speaking, he gave the elder the web and said, "the web is a perfect circle with a hole in the center. Use the web to help your people reach their goals, make good use of their ideas, dreams and visions. If you believe in the Great Spirit, the web will catch your good ideas and the bad ones will go through the hole."

The elder passed on his vision to the people, and now many Indian people hang a dream catcher above their bed to sift their dreams and visions. The good is captured in the web of life and carried with the people, but the evil in their dreams drops through the hole in the center of the web and are no longer a part of their lives.

RECIPES

Salsa Fresca

- SALSA BIKE
- 2-3 medium sized fresh tomatoes (from 1 lb to 1 1/2 lb), stems removed, finely diced
- 1/2 red onion, finely diced
- 1 jalapeño chili pepper (stems, ribs, seeds removed), finely diced
- 1 serano chili pepper (stems, ribs, seeds removed), finely diced
- Juice of one lime
- 1/2 cup chopped cilantro
- Salt and pepper to taste
- Optional: oregano and or cumin to taste

Start with chopping up 2 medium sized fresh tomatoes. Prepare the chilies. Be very careful while handling these hot peppers. If you can, avoid touching them with your hands. Use a fork to cut up the chilies over a small plate, or use a paper towel to protect your hands. Wash your hands thoroughly with soap and hot water after handling and avoid touching your eyes for several hours. Set aside some of the seeds from the peppers. If

the salsa isn't hot enough, you can add a few for heat. Combine all of the ingredients in a medium sized bowl. Taste. If the chilies make the salsa too hot, add some more chopped tomato. If not hot enough, carefully add a few of the seeds from the chilies, or add some ground cumin. Let sit for an hour for the flavors to combine. Makes approximately 3-4 cups. Serve with chips, tortillas, tacos, burritos, tostadas, quesadillas, pinto or black beans. This is a good way of using up left-over cream cheese.

Tomato Cream Cheese Dip

- 1/2 - 3/4 cup soft cream cheese (cottage cheese may be substituted in this recipe, if preferred)
- 2 ripe Roma tomatoes, finely chopped
- 2 TB good quality mayonnaise
- little sea salt
- seasoned pepper
- lots of shredded basil
- 2 TB finely chopped Italian parsley
- good squeeze of lemon juice
- 1 -2 TB finely grated Parmesan cheese (optional)

Soften the cream cheese with a fork, stir in all the other ingredients until well blended. Chill lightly and serve as a dip, spread or with bruschetta.

Grain Salad

- 1 cup cooked grain (rice, millet, tabuli, couscous)
- Fresh garden ingredients:
 - Chopped greens
 - Cucumber
 - Tomatoes
 - Herbs: parsley, basil, onion
 - onion
- Olive oil
- Vinegar
- Salt and pepper
- Lemon juice

Finely chop fresh garden ingredients. Mix with cooked grain. Toss with olive oil and vinegar in a 3:2 ratio (3 parts olive oil and 2 parts vinegar). Squeeze lemon over. This should be a colorful, zesty salad. Serve and Share!

Quesadillas de jardin

This one is always a hit!

- Tortillas
- Grated cheddar or mozzarella cheese
- Chopped fresh garden ingredients:
 - Greens
 - Tomato
 - Parsley, Basil, greens, onion if available

With camp stove, pan, and lighter- fry up some quesadillas. Have the kids slice, serve, and share!

Fresh Green Salad

Use lettuce for a light green salad or chop and marinate thicker greens like chard and collards for a marinated green salad.

- Chopped lettuce
- Chopped chard, collards, kale
- Tomato
- Cucumber
- Onion
- Olive oil
- Vinegar
- Salt and pepper

Chop all veggies. Toss with olive oil and vinegar in a 3:2 ratio (3 parts olive oil and 2 parts vinegar). Serve and Share!

Potato Salad

- Assorted potatoes, washed, cut into 1x1" cubes
- Thinly chopped fresh onion
- Fresh herbs
- Lemon juice
- Olive oil
- Vinegar

Chop potatoes. Add to big pot of boiling water. Cook for about 10-15 minutes. Check degree of cooking with a fork- remember, fresh potatoes contain lots of fresh water and will cook up a lot more quickly than potatoes from the grocery store. Once cooked, drain and place in big bowl. Offer the kids to make a few different versions- (with or without onion, one with pickles!, etc). Toss with olive oil, salt, pepper, and vinegar to taste.

Sun Tea

- Fresh herbs from garden:
 - Chamomile
 - Peppermint
 - Anise hyssop
 - Lemon balm
 - Spearmint
 - Stevia
- Fresh wild-crafted herbs:
 - Sonoma sage
 - Lemon balm
 - Mugwort
 - Douglas fir tips
 - Pearly everlasting

Collect herbs. Massage them by rolling them, slightly crushing them in your hands to release the essential oils and relaxing the cells of the plant. Add them to a big glass or plastic jug full of water. Set in sun. Wait a few hours until color starts to change. Serve and share!

Tomato Sauce

- Tomato
- Onion
- Garlic
- Carrot
- Fresh herbs from garden:
 - Basil
 - Rosemary
 - Oregano
- Olive oil
- Salt and pepper
- 3 Tablespoons Sugar
- Cooked pasta of your choice

Chop onion and garlic finely. Saute. Add chopped carrots. Saute until translucent. Add chopped tomato. Add salt and pepper, sugar, and a good swirl of olive oil. Let simmer down for a LONG time- hours if can be left attended. Toss with cooked pasta of your choice. Serve and share.

Owl Camp Song

The other night

G

I met a bird

D

Out in the field

G

Where nothing stirred

G

C

D

G

The other night I met a bird out in the field where nothing stirred.

He turned his neck

To look at me.

And then he flew

to a closer tree.

He asked Whoo whoo whoo

who who are you?

I said I'm a kid

and who are you?

He asked who who who who are you? I said I'm a kid and who are you.

I am Great Horned owl

he said to me

I live on this land

and I live in this tree.

I've been living here

for years and years

I'm friends with the salmon

and with the deer

you are welcome here

he continued to speak.

all the owls are happy

to see you this week.

remember to treat

the land with love

we'll be watching you

from up above.

and then he was gone.

away he flew

spreading his wings

with a hoo hoo hoo hoo!

This Land is Your Land

{st:Woody Guthrie}

{C:Chorus:}

[D]This land is [G]your land, this land is [D]my land,
From Calif[A7]ornia to the New York [D]Island,
From the Redwood F[G]orests to the Gulf Stream wa[D]tters;
[A7]This land was made for you and [D]me.

As I was walking that ribbon of highway,
I looked above me, there in the skyway,
I saw below me, the Golden Valley;
This land was made for you and me.

{C:Chorus.}

I roamed and rambled, and followed my footsteps
Through the sparkling sands of her diamond deserts,
And all around me this voice kept saying,
"This land was made for you and me."

{C:Chorus.}

As the Sun was shining, and I was strolling
Through the wheat fields waving and the dust clouds rolling,
I could feel inside me and see all around me,
This land was made for you and me.

When I First Came To This Land (Traditional)

A D A E7 A

When I first came to this land, I was not a wealthy man.

A D A E7 A

So I got myself a shack, I did what I could.

 D A E7 A

And I called my shack, break my back.

A D A E7 A

But the land was sweet and good, I did what I could.

A D A E7 A

When I first came to this land, I was not a wealthy man.

A D A E7 A

So I got myself a farm, I did what I could.

 D A E7 A

And I called my farm, muscle in my arm,

 D A E7 A

And I called my shack, break my back.

A D A E7 A

But the land was sweet and good, I did what I could.

. . . And I called my cow, no milk now . . .

. . . And I called my horse, slow of course . . .

. . . And I called my duck, out of luck . . .

. . . And I called my wife, run for your life . . .

. . . And I called my son, my work is done . . .

She'll be Coming Round the Mountain

G

She'll be coming 'round the mountain

G

When she comes?

G

She'll be coming 'round the mountain

D7

When she comes.

G

She'll be coming 'round the mountain,

C

She'll be coming 'round the mountain,

G D7

She'll be coming 'round the mountain,

G

When she comes.

G

She'll be driving six white horses

G

When she comes

G

She'll be driving six white horses

D7

When she comes

G

She'll be driving six white horses

C

She'll be driving six white horses

G D7

She'll be driving six white horses

G

When she comes

G

Oh, we'll all come out to meet her

G

When she comes

G

Oh, we'll all come out to meet her

D7

When she comes

G

Oh, we'll all come out to meet her

C

Oh, we'll all come out to meet her

G D7

Oh, we'll all come out to meet her

I've Been Workin' on the Railroad

G C G

I've been working on the railroad all the livelong day.

G A7 D7

I've been working on the railroad, just to pass the time away.

D G C B7

Can't you hear the whistle blowing? Rise up so early in the morn.

C G A7 G Gsus G D G

Can't you hear the captain shouting, "Dinah blow your horn!"

G C A7

Dinah won't you blow, Dinah won't you blow,

D G

Dinah won't you blow your horn, your horn?

G C A7

Dinah won't you blow, Dinah won't you blow,

D7 G

Dinah won't you blow your horn?

G

Someone's in the kitchen with Dinah,

D7

Someone's in the kitchen I know,

G C

Someone's in the kitchen with Dinah,

G D7 G

Strummin' on the old banjo, and singin'

G D

Fee fi fiddle i o fee fi fiddle-y-i-o-o-o-o,

G C G D7 G

Fee fi fiddle-y-i-o strummin' on the old banjo

On Top of Spaghetti

G C G
On top of spaghetti, all covered with cheese,

 D7 G
I lost my poor meatball when somebody sneezed.

 C G
It rolled off the table and onto the floor.

 D7 G
And then my poor meatball rolled right out the door.

It rolled in the garden, and under a bush,
And then my poor meatball, was nothing but mush.
The mush was as tasty, as tasty could be,
And then the next summer, it grew into a tree.
The tree was all covered, all covered with moss,
And on it grew meatballs with tomato sauce.
So if you eat spaghetti, all covered with cheese,
Hold on to your meatballs, whenever you sneeze.

Heart Of Gold

Neil Young

Em D Em Em D E

Em C D G x3

Em D Em

Em C D C

I wanna live I wanna give

Em C D C

I've been a miner for a heart of gold.

Em C D G

It's these expressions I never give

Em G

That keep me searchin for a heart of gold

C G

And I'm gettin old.

Em G

That keep me searchin for a heart of gold

C G

And I'm gettin old.

I've been to Hollywood

I've been to Redwood

I crossed the ocean for a heart of gold

I've been in my mind, it's such a fine line

That keeps me searching for a Heart of Gold

And I'm getting old.

verse:

Em D Em

Keep me searchin for a heart of gold

D Em

You keep me searchin and I'm growin old

D Em

Keep me searchin for a heart of gold

G

I've been a miner for a heart of gold.

C G (hold)

Let it Be chords

The Beatles *

C G Am F C G F C Dm C **

C G Am F
When I find myself in times of trouble, Mother Mary comes to me

C G F C Dm C
Speaking words of wisdom, let it be

C G Am F
And in my hour of darkness, she is standing right in front of me

C G F C Dm C
Speaking words of wisdom, let it be

C Am G F C
Let it be, let it be, let it be, let it be

C G F C Dm C
Whisper words of wisdom, let it be

C G Am F
And when the broken hearted people, living in the world agree

C G F C Dm C
There will be an answer, let it be

C G Am F
But though they may be parted, there is still a chance that they may see

C G F C Dm C
There will be an answer, let it be

C Am G F C
Let it be, let it be, let it be, let it be

C G F C Dm C
There will be an answer, let it be

C Am G F C
Let it be, let it be, let it be, let it be

C G F C Dm C
Whisper words of wisdom, let it be

C Am G F C
Let it be, let it be, let it be, let it be

C G F C Dm C
Whisper words of wisdom, let it be

C G Am F
And when the night is cloudy, there is still a light that shines on me

C G F C Dm C
Shine on till tomorrow, let it be

C G Am F
I wake up to the sound of music, Mother Mary comes to me

C G F C Dm C
Speaking words of wisdom, let it be

C Am G F C
Let it be, let it be, let it be, let it be

C G F C Dm C
There will be an answer, let it be

C Am G F C
Let it be, let it be, let it be, let it be

C G F C Dm C F Em Dm C
Whisper words of wisdom, let it be

* Alternate:

Capo III

C = A
G = E
Am = F#m
F = D
Dm = Bm

** Alternate:

Capo I

C = D
G = A
Am = Bm
F = G
Dm = Em

Blackbird The Beatles

G Am G

Blackbird singing in the dead of night

C D Em

Take these broken wings and learn to fly

D C

All your life

G A D G

You were only waiting for this moment to arise

Link 1; C G A D G

G Am G

Blackbird singing in the dead of night

C D Em

Take these sunken eyes and learn to see

D C

All your life

G A D G

You were only waiting for this moment to be free

F Dm C

Black-bird, Fly

F Dm C A

Black-bird, Fly

D G

Into the light of the dark black night

Link 2; G Am G G G C D Em D C C C G A D G

F Dm C

Black-bird Fly

F Dm C A

Black-bird Fly

D G

Into the light of a dark black night

G Am G

Blackbird singing in the dead of night

C D Em

Take these broken wings and learn to fly

D C

All your life

G A D G

You were only waiting for this moment to arise

C G A D G

Capo 2nd fret
ALL MY LOVING
The Beatles

Em A7 D Bm
Close your eyes and I'll kiss you, tomorrow I'll miss you,
G Em C A7
remember I'll always be true.

Em A7 D Bm
And then while I'm away I'll write home everyday
G A D
and I'll send all my loving to you.

Em A7 D Bm
I'll pretend that I'm kissing, the lips I am missing
G Em C A7
and hope that my dreams will come true.

Em A7 D Bm
And then while I'm away I'll write home everyday
G A D
and I'll send all my loving to you.

Bm F#7 D
All my loving I will send to you.
Bm F#7 D
All my loving, darling I'll be true.

Em A7 D Bm
Close your eyes and I'll kiss you, tomorrow I'll miss you,
G Em C A7
remember I'll always be true.

Em A7 D Bm
And then while I'm away I'll write home everyday
G A D
and I'll send all my loving to you.

Bm F#7 D
All my loving I'll will send to you.
Bm F#7 D
All my loving, darling I'll be true.

the back-up parts are in parentheses()

Twist and Shout

By the Beatles

(A7) (D) (G) (A)

Well shake it up baby, now (shake it up baby)

(A7) (D) (G) (A)

Twist and shout (twist and shout)

(A7) (D) (G) (A)

c'mon, c'mon, c'mon, c'mon baby, now (c'mon, baby)

(A7) (D) (G) (A)

c'mon and work it on out (work it on out)

(A7) (D) (G) (A)

Well, work it on ou--t (work it on out)

(A7) (D) (G) (A)

You know you look so good (look so good)

(A7) (D) (G) (A)

You know you got me goin' now (got me goin')

(A7) (D) (G) (A) (A7)

Just like you knew you would (like I knew you would-oooo)

(A7) (D) (G) (A)

Well shake it up baby, now (shake it up baby)

(A7) (D) (G) (A)

Twist and shout (twist and shout)

(A7) (D) (G) (A)

c'mon, c'mon, c'mon, c'mon baby, now (c'mon, baby)

(A7) (D) (G) (A) (A7)

c'mon and work it on out (work it on out-oooo)

(A) (A7) (D) (G) (A)

Ahh---ahh---ahh---ahh, Wow!(scream) Baby, now (shake it up baby)

(A7) (D) (G) (A)

Twist and shout (twist and shout)

(A7) (D) (G) (A)

c'mon, c'mon, c'mon, c'mon baby, now (c'mon, baby)

(A7) (D) (G) (A) (A7)

c'mon and work it on out (work it on out-oooo)

(A7) (D) (G) (A) (A7)

And let me know that you're mine (let me know you're mine-oooo)

(A7) (D) (G) (A)

Well shake it, shake it, shake it baby, now (shake it up baby)-3x

(A) (G)(G)(G)(G)(G)(D) *hold D for the end.*

Ahh---ahh---ahh---ahh

Hard Day's Night

The Beatles

C F C Bb C

It's been a hard day's night, and I've been working like a dog,

F C Bb C

It's been a hard day's night, I should be sleeping like a log,

F G7

But when I get home to you, I find the things that you do,

C F C

Will make me feel alright.

C F C Bb C

You know I work all day, to get you money to buy you things,

F C Bb C

And it's worth it just to hear you say, you're gonna give me everything.

F G7

So why on earth should I moan, 'cause when I get you alone,

C F C

You know I'll be okay.

Em Am Em

When I'm home, everything seems to be right;

C Am F G7

When I'm home, feeling you holding me tight, tight, yeah.

C F C Bb C

It's been a hard day's night, and I've been working like a dog,

F C Bb C

It's been a hard day's night, I should be sleeping like a log,

F G7

But when I get home to you, I find the things that you do,

C F C

Will make me feel all right,

F C

You know I feel all right,

C F Bb C

You know I feel all right

The Monkey and the Engineer

Dave Rawlings Machine

CAPO 4.

G C G

Once upon a time there was an engineer,

G A7 D7

who drove a locomotive both far and near,

G C

Accompanied by a monkey who would sit on a stool,

G A7 D7 G

watching everything the engineer would pull.

G C G

One day the engineer wanted a bite to eat,

G A7 D7

He left the monkey sitting in the driver's seat,

G C

The monkey pulled the throttle the locomotive jumped the gun,

G A7 D7 G

and at 90 miles an hour down the main line run.

Chorus:

G C G

The big locomotive is right on time,

G A7 D7

the big locomotive coming down the line,

G C

The big locomotive number 99,

G A7 D7 G

left the engineer with a worried mind.

The engineer got the dispatcher on the phone,
he told him all about his locomotive was gone,
he said get on the wire switch operator to right,
cause' the monkeys got the main line sewn up tight.

The switch operator got the message in time,
Said there's a north bound living on the same main line,
Open up the switch we gonna let him on through,
cause the monkey's got the locomotive under control.

REPEAT CHORUS

It is the same progression throughout the song.
Improvise and have fun with solos, repeats, etc.
A great and simple fun campfire song.

Please, Don't Rock my Boat!
Bob Marley

C#m Played Thusly:

4 5 6
e|-x-|---|---|---|
B|---|-x-|---|---|
G|-x-|---|---|---|
D|---|---|-x-|---|
A|-x-|---|---|---|
E|---|---|---|---|

...DON'T ROCK MY BOAT... by Bob Marley
-----.....

Released 1970

Intro:

A C#m Bm E7 (x2)

Chorus 1:

A C#m Bm E7
Oh, please don't you rock my boat,
A C#m Bm E7
'Cos I don't want my boat to be rocking, anyhow.
A C#m Bm E7
Please don't you rock my boat, no,
A C#m Bm E7
'Cos I don't want my boat to be rocking.
I'm telling you that...

Bridge 1:

D E7
Oh-ooh-oh, I like it a-like this, (can you miss?)
D
And you should know, ooh oh,
E7
When I like it a-like a-this, I'm a-really is, ooh yeah.

Verse 1:

Bm E
You satis, satis, satisfy my soul,
Bm E
Morning time, evening cold; satis-fy my soul.
Bm
Yes, I been a-telling you;
E7
We'll play the sweetest games.
D A
I'm happy inside, all the time.
D A
Oh, can't you see, what you've done for me?
You make me feel like...

Verse 2:

Bm E
When we bend a new corners,
Bm E
We feel like sweep-stake winners, yeah.
Bm E
When we bend them new corners,
Bm E
We feel like sweep-stake winner. And I said;

Bridge 2:

D E7
Oh-ooh-oh, I like it a-like this, (yes I do),
D
And you should know, ooh ah,
E7
When I like it, a-like a-this, I've got it; just can't miss.

Verse 3:

Bm E
Satis, satis-fy my soul, darling,
Bm E
Make me love you in the morning time.
Bm E
If I ever treated you bad; make it up to me one time,
D A
'Cos I'm happy in-side, all the time.
D A
I want you be-side me, yeah, to be mine.

Wild World
Cat Stevens

Am D7 G
Now that i've lost every thing to you
G Cmaj7 F
You say you wanna start something new
F Dm E
And it's breaking my heart you're leaeving
E
Baby I'm grievin'
Am D7 G
But if you want to leave take good care
G Cmaj7 F
Hope you have a lot of nice things to wear
F Dm E G7
But then a lot of nice things turn bad out there
C G Am F
Oh baby baby it's a wild world
G F C
It's hard to get by just upon a smile
C G Am F
Oh baby baby it's a wild world
G F C D E
I'll always remember youlike a child, girl

Am D7 G
You know i've seen a lot of what the world can do
G Cmaj7 F
And it's breaking my heart in two
F Dm E
Because I never want ot see you sad girl
E
Don't be a bad girl
Am D7 G
But if you want to leave take good care
G Cmaj7 F
Hope you make a lot of nice friends out there
F Dm E G7
But just remember theres a lot of bad out there
C G Am F
Oh baby baby it's a wild world
G F C
It's hard to get by just upon a smile

C G Am F
Oh baby baby it's a wild world

American Pie
Don McLean

G D Em7
A long, long time ago,
Am C Em D
I can still remember how that music used to make me smile
G D Em7
And I know if I had my chance,
Am C Em C D
That I could make those people dance and maybe they'd be happy for a while
Em Am Em Am
But February made me shiver, with every paper I'd deliver
C G Am C D
Bad news on the doorstep, I couldn't take one more step
G D Em Am7 D
I can't remember if I cried when I read about his widowed bride
G D Em
Something touched me deep inside
C D7 G C G
The day the music died

G C G D
So bye, bye Miss American Pie
G C G D
Drove my Chevy to the levy but the levy was dry
G C G D
And them good old boys were drinkin' whiskey and rye
Em A7 Em D7
Singin' this will be the day that I die, this will be the day that I die

G Am
Did you write the book of love
C Am Em D
And do you have faith in god above, if the bible tells you so?
G D Em
Do you believe in rock and roll
Am7 C Em A7 D
Can music save your mortal soul and can you teach me how to dance real slow?
Em D Em D

Well I know that you're in love with him 'cuz I saw you dancin' in the gym

C G A7 C D7

You both kicked off your shoes, man I dig those rhythm and blues

G D Em Am C

I was a lonely teenage broncin' buck with a pink carnation and a pickup truck

G D Em C D7 G C G

But I knew I was out of luck the day the music died, I started singin'

CHORUS

G C G D

So bye, bye Miss American Pie

G C G D

Drove my Chevy to the levy but the levy was dry

G C G D

And them good old boys were drinkin' whiskey and rye

Em A7 Em D7

Singin' this will be the day that I die, this will be the day that I die

G Am

Now for ten years we've been on our own,

C Am Em D

and moss grows fat on a rolling stone but that's not how it used to be

G D Em

When the jester sang for the king and queen

Am7 C Em A7 D

in a coat he borrowed from James Dean in a voice that came from you and me

Em D Em D

And while the king was looking down, the jester stole his thorny crown

C G A7 C D7

The courtroom was adjourned, no verdict was returned

G D Em Am C

And while Lenin read a book on Marx, the quartet practiced in the park

G D Em C D7 G C G

And we sang dirges in the dark the day the music died, we were singin'

G C G D

So bye, bye Miss American Pie

G C G D

Drove my Chevy to the levy but the levy was dry

G C G D

And them good old boys were drinkin' whiskey and rye

Em A7 Em D7

Singin' this will be the day that I die, this will be the day that I die

G Am
 Helter skelter in a summer swelter
 C Am Em D
 the birds flew off with a fallout shelter, eight miles high and fallin' fast
 G D Em
 It landed foul on the grass
 Am7 C Em A7 D
 the players tried for a forward pass, with the jester on the sidelines in
 A cast
 Em D Em D
 Now at halftime there was sweet perfume, while sergeants played a marching
 Tune
 C G A7 C D7
 We all got up to dance, but we never got the chance
 G D Em Am C
 'Cuz the players tried to take the field, the marching band refused to yield
 G D Em C D7 G C G
 Do you recall what was the feel the day the music died, we started singin'

G C G D
 So bye, bye Miss American Pie
 G C G D
 Drove my Chevy to the levy but the levy was dry
 G C G D
 And them good old boys were drinkin' whiskey and rye
 Em A7 Em D7
 Singin' this will be the day that I die, this will be the day that I die

G Am
 And there we were all in one place,
 C Am Em D
 a generation lost in space, with no time left to start again
 G D Em Am7 C
 So come on Jack be nimble, Jack be quick, Jack Flash sat on a candle
 Em A7 D
 stick, 'cuz fire is the devil's only friend
 Em D Em D
 And as I watched him on the stage, my hands were clenched in fists of rage
 C G A7 C D7
 No angel born in Hell could bread that Satan's spell
 G D Em Am C
 And as the flames climbed high into the night to light the sacrificial rite
 G D Em C D7 G C G
 I saw Satan laughing with delight the day the music died, he was singin'

G D Em
I met a girl who sang the blues
Am C Em D
And I asked her for some happy news, but she just smiled and turned away
G D Em
I went down to the sacred store
Am C Em C
Where I'd heard the music years before, but the man there said the music
D
wouldn't play

Em Am Em Am
But in the streets the children screamed, the lovers cried and the poets
dreamed
C G Am C D
But not a word was spoken, the church bells all were broken
G D Em Am7 C D7
And the three men I admire most, the Father, Son, and the Holy Ghost
G D Em Am7 D7 G
They caught the last train for the coast the day the music died,

Alaska and Me

John Denver (klr)

[C] - [G] - [C] - [F] - [C] - [G] - [C]

[C] When I was a [G] child and I [F] lived in the [C] city
I dreamed of [Am] Alaska [F] so far [G] away
And I [C] dreamed I was flying over [F] mountains and [C] glaciers
Somehow I [Am] knew that I'd [G] live there one [C] day

[C] - [G] - [C] - [F] - [C] - [G] - [C]

Well, it took me some [G] growin and a [F] fair bit of [C] schoolin
And a little bit of [Am] trouble to [F] get on the [G] move
And I [C] felt like a loser, but I [F] turned out the [C] winner
When I came to [Am] Alaska, the [G] land that I [C] love

[G] Heres to Alaska, [F] heres to the [C] people
[Am] Heres to the [Am/g] wild and [F] heres to the [G] free
[C] Heres to my life in a [F] chosen [C] country
Heres to [G] Alaska and [C] me

[C] - [G] - [C] - [F] - [C] - [G] - [C]

I was born in a [G] cabin on [F] Little Mul [C] chatna
Raised in hard [Am] times but I [F] had a good [G] life
>From the [C] first time I flew with my [F] father a [C] singin
I knew that I'd [Am] wind up a [G] bush pilots [C] wife

We sleep near the [G] sound of a [F] slow running [C] river
Wake up most [Am] mornings to a [F] drizzling [G] rain
We [C] live every day like the [F] first or the [C] last one
With nothing to [Am] lose and [G] heaven to [C] gain

[G] Heres to Alaska, [F] heres to the [C] people
[Am] Heres to the [Am/g] wild and [F] heres to the [G] free
[C] Heres to my life in a [F] chosen [C] country
Heres to [G] Alaska and [C] me

[Am] Oh, for a [Am/g] fire on a [F] cold winters [C] night
Once more to [Am] gaze at the [F] great Northern [G] lights
For [C] all of the beauty my [F] children will [C] see
Heres to [G] Alaska and [C] me

[G] Heres to Alaska, [F] heres to the [C] people
[Am] Heres to the [Am/g] wild and [F] heres to the [G] free
[C] Heres to my life in a [F] chosen [C] country
Heres to [G] Alaska and [C] me

[F] Oh, [C] heres to [G] Alaska and [C] me

The Weight
The Band

A C#m D A
I pulled in to Nazareth, I was feeling about half past dead.
A C#m D A
I just need some place where I can lay my head.
A C#m D A
"Hey, Mister, can you tell me where a man might find a bed?"
A C#m D A
He just grinned, shook my hand, "No" was all he said.

A A/G# D
Take a load off, Fanny.
A A/G# D
Take a load for free.
A A/G# D
Take a load off, Fanny.
D A
And... you put the load right on me.

|:A A/G# |F#m7 E |D | :|

I picked up my bag. I went looking for a place to hide.
When I saw Carmen and the devil walking side by side.
I said, "Hey, Carmen, come on. Let's go downtown."
She said, "I got to go, but my friend can stick around."

Go down, Miss Moses, there's nothing you can say.
It's just old Luke, and Luke's waiting on the judgement day.
"Well, Luke, my friend, what about young Anna Lee?"
He said, "Do me a favor, son, won't you stay and keep Anna Lee company."

Crazy Chester followed me and he caught me in the fog.
He said, "I will fix your rack, if you'll take Jack my dog."
I said, "Wait a minute, Chester. You know I'm a peaceful man."
He said, "That's okay, boy. Won't you feed him when you can?"

Get your Canonball now, to take me down the line.
My bag is sinking low, and I do believe it's time
To get back to Miss Fanny. You know she's the only one
Who sent me here with her regards for everyone.

Great Big World

MaMuse

Capo 3

(D) Hey I hope you find your way out (G)there Where you're (D)going
Hey I know you'll find you way out (G)there When you're (D)gone
I'll be (G) near you all along
I'll be here
I'll be singing (D)songs of adoration and support Like I do
Like a (Em) fire in the night
(G) Warming light to surround you in the (D) dark
In the (Em) dark, (G) in the (D)dark
It's a (G) great big world out there
I know you (D) know
And you (G)like it where it's wild
And where it's clear
So you must (D) go
Just (G)remember that I love you
Here at (D)home
(Em) (G) (D)
Aaaaaaaah
(Em) (G) (D)

(D)Hey I hope I find my way out (G)there
Where I'm (D)going
Hey I know I'll find my way out (G)there
When I'm (D)gone
Please be (G)near me all along
Please be here
Just be thinking (D)thoughts of adoration and support
Like you do
Like a (Em)fire in the night
(G)Warming light to surround me in the (D)dark
In the (Em)dark,(G) in the (D)dark
It's a (G)great big world out there
You know I (D)know
And the (G)music
She is calling loud and clear
So I must (D)go
Just (G)remember to remind me that you love me
I want to (D)know
(Em) (G) (D)
Aaaaaaaah
(Em) (G) (D)
(Em) (G) (D)

You Can't Rollerskate In A Buffalo Herd:Roger Miller.

#1.

G

You can't roller skate in a buffalo herd.

D7

You can't roller skate in a buffalo herd.

G

You can't roller skate in a buffalo herd.

D7

G

But you can be happy if you've a mind to.

#2.

G

You can't take a shower in a parakeet cage.

D7

You can't take a shower in a parakeet cage.

G

You can't take a shower in a parakeet cage.

D7

G

But you can be happy if you've a mind to.

CHORUS:

C

G

All you gotta do is put your mind to it..

A

D7

knuckle down, buckle down, do it, do it, do it.

#3.

G

Well, you can't go swimmin' in a baseball pool.

D7

You can't go swimmin' in a baseball pool.

G

You can't go swimmin' in a baseball pool.

D7

G

But you can be happy if you've a mind to.

(SKAT:AD LIB:)

#4.

G

You can't drive around with a tiger in your car.

D7

You can't drive around with a tiger in your car.

G

You can't drive around with a tiger in your car.

D7

G

But you can be happy if you've a mind to.

CHORUS:

C

G

All you gotta do is put your mind to it..

A

D7

knuckle down, buckle down, do it, do it, do it.

#6.

G

You can't roller skate in a buffalo herd.

D7

You can't roller skate in a buffalo herd.

G

You can't roller skate in a buffalo herd.

D7

G

But you can be happy if you've a mind to.

#7.

G

You can't go fishin' in a watermelon patch.

D7

You can't go fishin' in a watermelon patch.

G

You can't go fishin' in a watermelon patch.

D7

G

But you can be happy if you've a mind to.

#8.

G

You can't roller skate in a buffalo herd.

D7

You can't roller skate in a buffalo herd.

G

You can't roller skate in a buffalo herd.

D7

G

But you can be happy if you've a mind to. (Fade.)

Emergency plan for
Doerksen's Rancho Mark West
7125 St. Helena Rd. Santa Rosa, Ca 95404

Owners: LandPaths

Living Trustees: Jim and Betty Doerksen, Home 539-7004, Cell phone 217-3099

Cellphone Coverage: Very limited

Beth will keep the LandPaths cellphone on her person at all times. This is a Verizon phone 707-494-3908

Other Available Phones on the property: Jim & Betty have a phone on their porch—which is not locked. It is on the wall near the hot tub. They are ok with us using this phone, even when they are not there.

Directions to Rancho Mark West: **7125 St. Helena Road**, northeast of Santa Rosa. From Santa Rosa: take **Highway 12** towards Sonoma and go left at **Calistoga Road**. Take **Calistoga Road 3.3 miles** up and over a short grade (approx. 5 minutes from intersection with Highway 12). Turn right at **St. Helena Road**. 7125 St. Helena Road is approximately 2.6 miles from the intersection with Calistoga Road. You will know you are almost there when you emerge into a **clearing of Christmas Trees on the right**. Turn right into the driveway. Allow 20-25 minutes from downtown Santa Rosa.

Emergency Plan:

In case of an emergency with a camper, please follow this protocol:

1. Stay Calm. Breathe.
2. Be safe. If surrounding area is unsafe- get all to safer ground.
3. Clear area of other campers. Get other kids away from person who is hurt. Send to safe location- relatively close to accident for further instruction. Keep a few people with you to help if needed.
4. Do your best to address the situation:
 - a. Treat in field and walk back to barn, if possible. Monitor improvements. Call for medical assistance if needed.
 - b. If it is something that cannot be easily remedied in the field, then get help as soon as possible:
 - i. Have a team of a select few 5-6 people stay with hurt individual
 - ii. send teams of two to get help:
 1. calling ambulance from Jim and Betty's phone 707-565-2121
 2. inform staff asap
5. Stay with hurt person until proper help arrives.
6. If you are trained in first aid, you may administer to the best of your abilities.
7. Stay calm and do the best you can. Assure the individual that they will be OK, and that help is on the way.
8. Fill out Incident report

Call for professional help: If you need to call for emergency help. Call the Sheriff's dispatch at 707-565-2121

DO NOT drive hurt individual to hospital. Call for ambulance if medical emergency is experienced. An ambulance is equipped to deal with medical emergencies as soon as they arrive on site. Having a panicked individual get behind the wheel is not safe. Call for the ambulance and wait, CALMLY until they arrive.

Nearest hospitals:

Sutter Medical Center-Santa Rosa
(9.5 miles, 23 minutes)
3325 Chanate Rd
Santa Rosa, CA 95404
+1 707-576-4000

Santa Rosa Memorial Hospital
(10.6 miles, 24 minutes)
1165 Montgomery Dr
Santa Rosa, CA 95405
+1 707-546-3210

Kaiser Permanente Medical Center-Santa Rosa
(10.5 miles, 26 minutes)
401 Bicentennial Way
Santa Rosa, CA 95403
+1 707-571-4000

EMERGENCY PREPAREDNESS

Safety Scenarios

LandPaths does their best to prepare their staff, volunteers, and program participants for a safe experience. We aim to accomplish this through:

- Due Diligence in greeting our participants
 - LP does their best to bill events as they will be (i.e. “this will be a fast- paced, strenuous hike over uneven, difficult terrain”)
 - In opening circle, LP lead should introduce self and go over what the day looks like. Ask the group if there are any medical conditions we should know about. Offer them to speak with you privately, but as soon as possible. Let them know that you are certified and have a first aid pack in your backpack. This gives folks the opportunity to opt out if not for them
 - The more staff the better. Having two or more hike leaders/staffers/ volunteers allows for the opt out option in the middle of the hike if necessary, as well as having more hands on deck in case of emergency.
- Preparing hiking clients for extreme weather
 - Rain message for Mushroom Event at Carrington Ranch
 - Heather practiced due diligence by leaving a “hike is cancelled due to heavy rain” phone message on voicemail that all participants knew to check before heading out
 - Heather also covered those who may not have received message by going out to Carrington Ranch to receive hikers. Because weather was not bad, those who had driven to the ranch ended up carrying through with the outing and had great luck with weather.
 - Take home message: Heather covered all her bases and ended up with a great outing despite the rain!
- Calling 707-565-2121 NOT 911 in case of emergency.
 - LP is working on getting updated maps to local dispatchers so that all parties are prepared for emergency
 - LP is working on updating emergency procedure/ Illness and Injury Prevention Plan to get up to date with OSHA requirements.

Discussion followed by 4 hour First Aid and CPR Training by Eric, Mill Creek Safety

1. CPR

- a. “city CPR:” when help is available in 5 minutes or less
 - i. If unconscious individual is found in city setting:
 1. Approach individual
 2. Ask someone at scene to call 707.565.2121 and come back
 3. Begin compressions at rate of 100 compressions/ minute
 4. Wait for fire dept.
 - ii. If AED is in vicinity- USE IT!
 1. Call to 707.565.2121 may tell you where local AED is for use
 2. Remove clothing around chest
 3. Place pads on chest (One on right upper, other on left lower side rib cage)
 4. Charge, follow directions of speaking machine

b. Field CPR- more than 5 minutes from help

Age	Description	Actions
0-1	Infant	<ol style="list-style-type: none"> 1. Begin compressions with 2 fingers at rate of 100/min 2. Call 707.565.2121 3. If delivering compressions for more than 5 minutes, begin breathing; 30-2; thirty compressions at 100/min, then 2 breaths, repeat 4. Wait for assistance by professionals
1- puberty	Child	<ol style="list-style-type: none"> 1. Begin compressions with one hand
Puberty- grey hair	Adult	<ol style="list-style-type: none"> 1. Begin compressions with two hands at 100/min

First Aid Scenarios

1. CAR ACCIDENT

- a. ALWAYS ALWAYS SURVEY THE SCENE BEFORE APPROACHING VEHICLE OR PASSENGER! Look for:
 - i. Oncoming traffic
 - ii. Downed power lines
 - iii. Puddles of water, body, vehicle fluids
 - iv. Sharp metal
 - v. Gases, fumes
 - vi. Tree limbs
- b. Call 707.565.2121
- c. Approach victim
 - i. Get as close as you can to their face so they do not have to move their head at all
 - ii. Speak to them calmly
 1. “Hi my name is... You have been in an accident. Help is on the way. Are you hurt? Tell me about yourself. Where were you headed when this was happening? What is your name? What is the date today?” etc.
 2. Offer to call friends and family
 - iii. Get them to stay still and STAY IN THE CAR UNTIL HELP ARRIVES

2. Signs of Brain injury

- a. Brain injury can result from an unfortunate combination of genetics, a big fall, hitting one’s head, other accidents, loss of blood to the brain. Here are some signs of brain damage:
 - i. Mental disorientation
 1. Ask questions they should know answer to... their name, today’s date, where they are, etc.

- ii. Nausea
- iii. Vomiting
- iv. Pupillary dysfunction- super dilated, uneven

3. Bad fall on trail where person takes a big slide or hits their head

- a. Don't move
- b. Monitor signs for brain injury (see #2)
- c. Clear spine by moving hands up and down back, neck, lower back, hips
- d. Ask person if they felt any extreme pain during that process
- e. Ask person if they think they can get up on their own. If yes, let them get up BY THEMSELVES. DO NOT ASSIST PERSON UP- increases liability

4. Diabetes

- a. Presents as confused, disoriented
- b. Treat: give sugar, rest

5. Heat cramps

- a. Heat cramps can lead to heat exhaustion can lead to heat stroke. Let's keep a good eye on our at risk participants to be sure they do not exhibit the following signs:
 - i. Heat cramps
 - 1. Presents as: person not sweating when it is hot outside and others are sweating, short or breath, leg cramping
 - 2. Treat: get into shade, pour water on person's skin, have them drink water. If available, nourish with high- potassium foods like cantaloupe, banana, other fruits.
 - ii. Heat Exhaustion
 - 1. Presents as: heat cramps PLUS pin- prickly feelings, a feeling of coolness in body temp despite ambient high temps, beginning to become disoriented
 - 2. Treat as: same as above plus call 707.565.2121 want to get really cool, really quickly
 - iii. Heat Stroke
 - 1. Presents as: heat exhaustion PLUS mental disorientation and slurred speech, body temp extremely hot, inner body temp approaching 105°F, insides essentially cooking
 - 2. Treat as: same as above PLUS call 707.565.2121

6. Snakebite

- a. Presents as: person bit by rattlesnake. If snake unseen, assume rattlesnake. Adult rattlesnakes tend to deliver venom with only 50% of their bites; young rattle snakes, 100%. Thus, treatment varies depending on age of snake that bit you.
- b. If BABY RATTLESNAKE:
 - i. Wrap wound constrictively around and above (toward heart)
 - ii. Call closest hospital and let them know you are on the way with a rattlesnake bite and need anti-venom ready
 - iii. Get out of field (CALMLY) and to a hospital as quickly and SAFELY as possible
- c. If ADULT RATTLESNAKE:
 - i. Wrap wound constrictively around and above (toward heart). Monitor for 20 minutes.

- ii. Treat as if venom was delivered. If far from vehicles, hike back toward vehicles/civilization. If very far, get to cell reception and call 707.565.2121
- iii. If bite begins to swell, or skin begins to turn color get to hospital as quickly as possible

7. Bee Sting

- a. Get away from area as soon as possible!
- b. If single sting, remove stinger by swiping credit card or other firm, flat object against skin. DO NOT PINCH OUT TO REMOVE STINGER, this may drive in deeper.
- c. If bees or wasps swarm you must vacate the area as soon as possible. Both insects emit a scent that marks the human who has disturbed the area near their nest. This scent aggravates other bees and wasps, causing them to swarm and defend the hive.
- d. If wearing multiple layers, have people remove layers, being careful for insects caught between layers. Check hair.

8. Major cuts, massive bleeding, loss of finger

- a. Pressure! Pressure! Pressure!
- b. Wrap wound around cut and above, toward heart
- c. You can have the victim hold pressure on their own wound, as they will know how much pressure to apply

9. Burns

- a. Cold water a.s.a.p.

10. Sprains and twists

- a. Think: "Twisting your ankle ain't so nice, each and every sprain deserves some **R.I.C.E.**"
- b. Rice, rest for 20 minutes, check in
- c. If swelling, pain or bruising get to hospital.
If not, have person try normal movement, unassisted

<p>Rest</p> <p>Ice (or cold water)</p> <p>Compression</p> <p>Elevation</p>
--

11. COLD cold weather

- a. Blue lips= bad sign... get back into warm place






First Aid Kit Contents

Below is a list of items that compose a great day-use first aid kit. Should you use any supplies for camp, please feel free to stop by the office to resupply. We have plenty of first aid supplies for camp!

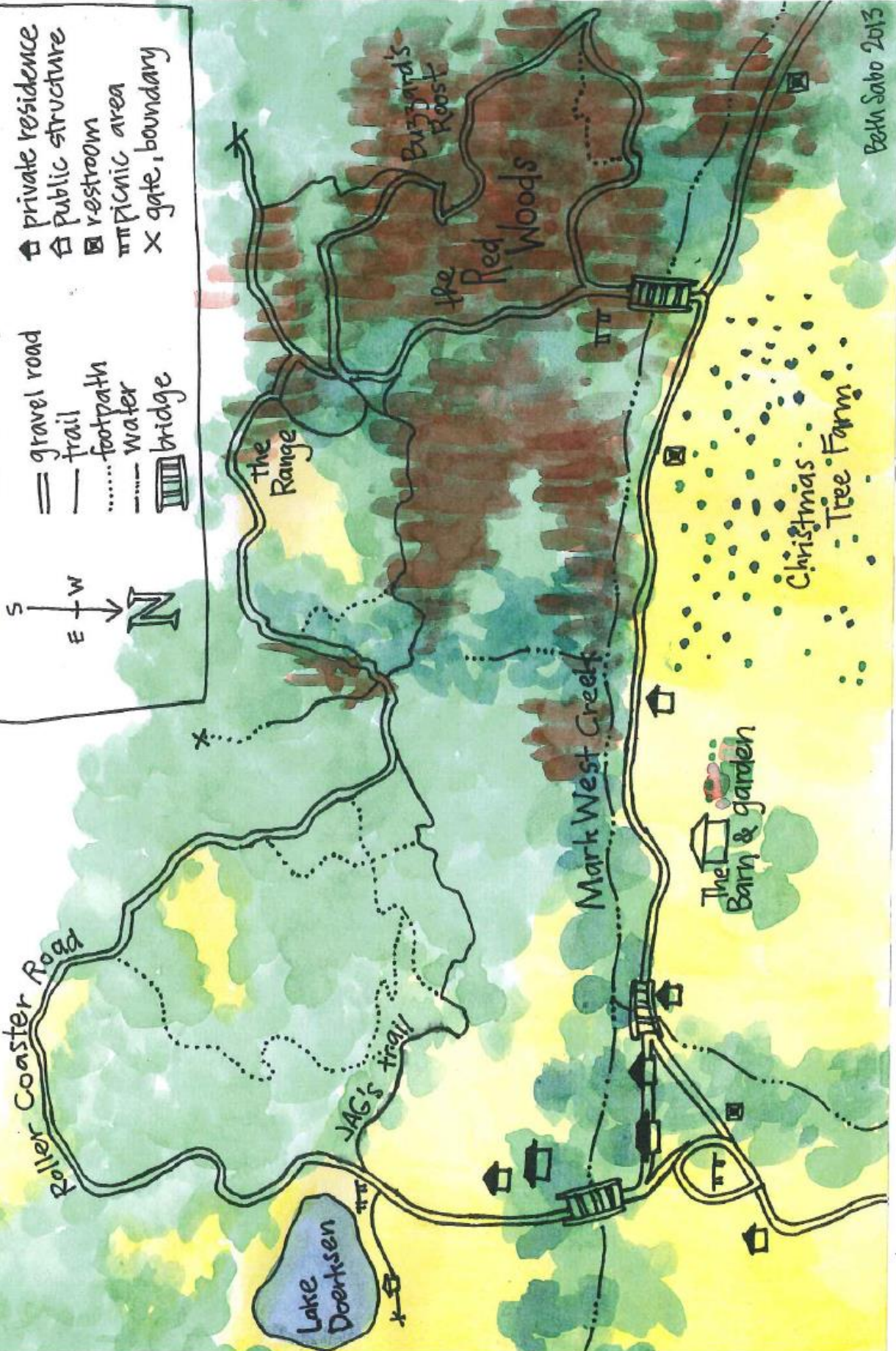
- Band-aids- Assorted sizes, bagged
 - Butterfly bandages (10)
 - Thin Strips- for very small cuts (5)
 - Circles (5)
 - Small (10)
 - Medium (10)
 - Large (10)
 - Finger Bandages (15)
 - Super glue/ "New Skin"
 - Moleskin
- Single serve swabs and pads, bagged
 - Neosporin (5-10)
 - Single Serve alcohol pads (10)
 - Single Serve iodine pads (10)
- Gauze pads, bagged
 - Large (3"x3")
 - Small (2"x2")
 - Ace bandage/ wrap, self- sealing or clipped (1 roll)
 - Medical tape, 1" width (1 roll)
- Medications, bagged
 - Ibuprofen, single serve, not expired
 - Benadryl- crème
 - Benadryl tablets, not expired
 - Bee sting relief (5)
- Scissors
- Tweezers
- Q-tips
- Gloves- assorted sizes, bagged
- CPR mouth protector
- Triangle bandages (1-2)
- Emergency Protocol, Accident Report Form, Pen

Rancho Mark West

Mapkey

-  private residence
-  public structure
-  restroom
-  picnic area
-  gate, boundary

-  gravel road
-  trail
-  footpath
-  water
-  bridge



Bekn Sabo 2013