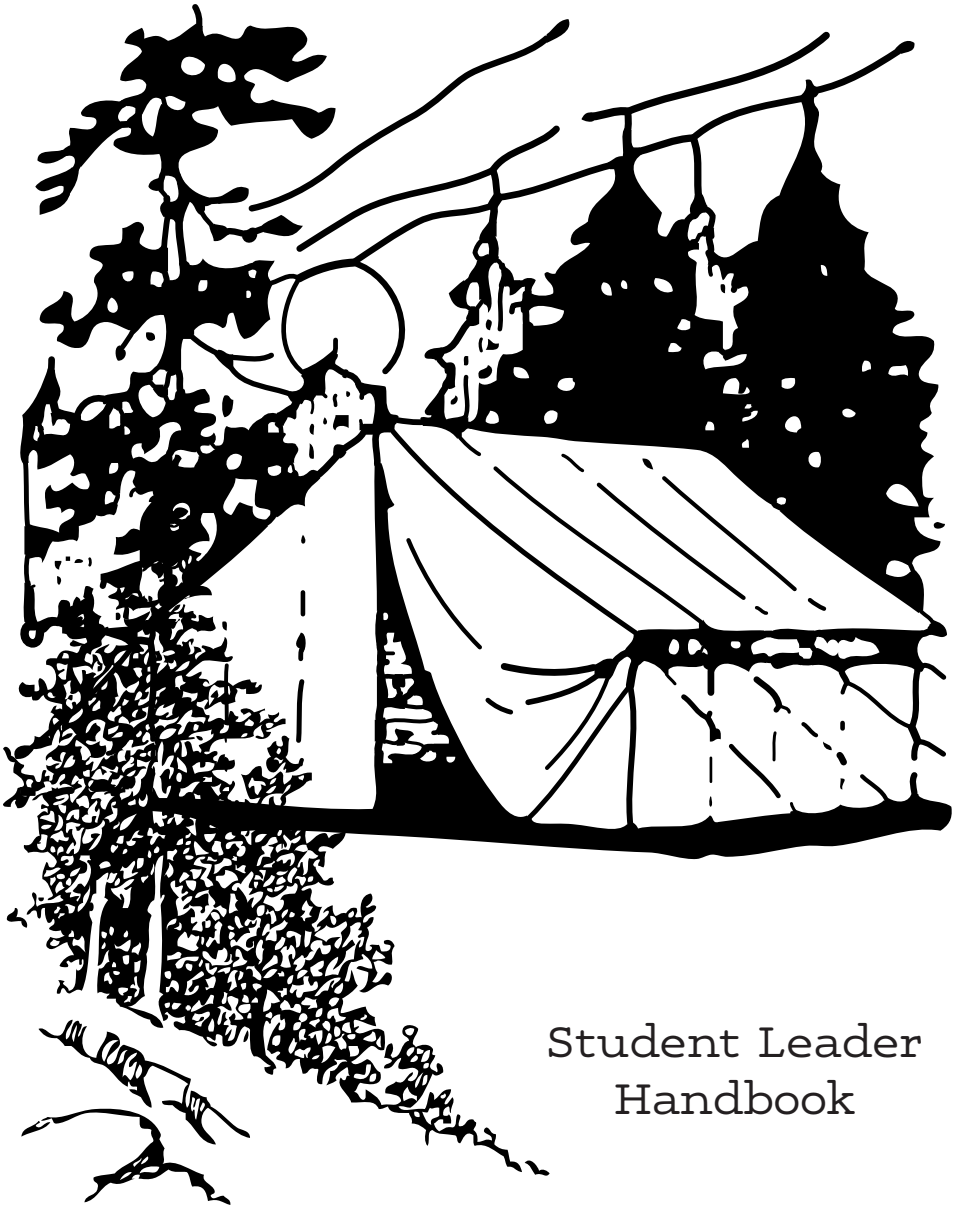


NIW Outdoor

Science School



Student Leader
Handbook

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NW Outdoor Science School

Land Commitment

Native people exist and thrive today. As part of treaties formed between 1851 and 1856, the native population who have lived on this land since time immemorial were forcibly removed and relocated to the many reservations in Western OR.

We're on native land. Oregon is indigenous land. All outdoor school programs operate on indigenous land. For example, our sites are on Winefelly, Nestucca, Clatskanie and even Ahantchuyuk lands and The WSC is sitting on ancestral land of the Cayuse, Umatilla, Walla Walla, Kalapuya, Atfalati, Confederated Tribes of Grand Ronde and Confederated Tribes of Siletz Indians.

It's the commitment of the Northwest Outdoor Science School to preserve the land that we operate on. We'll work to teach outdoor stewardship to the young people who come to outdoor school sites. We're committed to educate ourselves, include research from native scientists and historians, and to present native knowledge and perspectives in an honest and respectful way, by cultivating partnerships with Native community members. Indigenous wisdom, knowledge, and talents deserve representation. We commit to amplify Native voices and advocate for their needs. We'll be mindful of our language and actions so we can celebrate, not appropriate, the culture that has called this land home for thousands of years.

As student leaders, your role in this commitment is

Who do I talk to about...?

At some point (likely many points) during your week on site, you are going to have questions and encounter situations you may not know how to approach. We want you to seek support well before you've reached your breaking point. Work with your site staff to fill in the below outline of who is most prepared to help you in specific areas.

Site Supervisor:

Program Facilitator:

Field Instructor Facilitator:

Field Instructors:

Program Leaders:

Nurse:

Equity and Inclusion Advocate:

Classroom Teachers AKA "Clones":

Other Student Leaders:

Safety Rules & Expectations

It is incredibly important to us to be a safe and supportive environment for all people at Outdoor School.

The Site Supervisor gives 3 broad “rules” to students during their first day referred to as the **Three R’s**:

Respect yourself

Respect others

Respect the environment

These are rules we encourage you to know and remind students of as needed. We utilize the positive behavior support system at Outdoor School. This means that we recognize students who are having a hard time showing respect to themselves, others, or the environment may need more support in order to do so. That could look like the student holding a fidget during activities, or working on an agreement with a staff member. Your most important role in this system is to COMMUNICATE about student behavior with staff members!

An Effective Student Leader

Respects their Environment by:

Keeping the cabin in good condition (turning off the lights & heater when you leave)

Staying on the trails and encouraging their cabin group to do the same.

Returns any materials borrowed from Outdoor School.

Respects others by:

Speaking clearly and with a pleasant tone when giving instructions.

Reporting any injuries of themselves or their students to the nurse.

Being on time to any activities on the schedule

Using kind and G-rated language.

Being quiet after lights out and letting others get their sleep.

Respects themselves by:

Asking for help from staff or other student leaders when they need it

Eating at meals & drinking water

Going to the bathroom & brushing their teeth when their students do.

Behavior Management

(TRICEPS)

There are a lot of ways to manage student behavior, and everyone has their own style of teaching and leading. If you are unsure or need more strategies “TRICEPS” is our go to! It stands for Tone, Rapport, “I Need” statements, Choices, Enforceable Statements, Positivism, & self-care.

T

R

I

C

E

P

S

My Cabin Group

Cabin Name:

Co-leader's Name:

Student Name	Notes

Student Name	Notes

Notes:

Ideas for Cabin Time



- ~ Explore the site (some sites even have special beads for discovering special areas!)
- ~ Make and practice a skit for campfire
- ~ Play gaga ball
- ~ Tidy up to earn the yellow cabin unity bead
- ~ Learn a song from a staff member to sing at campfire
- ~ Down time (let students read, nap, chill on their bunks as they want)
- ~ Pre-pack (especially on the day before they leave and after they shower, but really any day - make sure all of their stuff is together, pack what they don't need)
- ~ Decorate nametags with markers or make pictures/ thank yous for staff members (bring the supplies you need from home)

A Guide to Student Bedtime

This might be the first time a student is away overnight from their parents, so we want to help them with an already difficult transition in the day. Night time can be a sad or lonely time for students as they realize their parents aren't there with them (aka homesickness).

Here are some things you can do to help:

- ~ Prepare. Have students set everything they'll need on their pillow so they know where it is after campfire
- ~ Bathrooms. Take your whole cabin to the bathroom after campfire. This will decrease late night wake ups for your students and you.
- ~ Hold the mood. Keep the overhead light off and use flashlights to get into pajamas
- ~ Use Incentives. Your cabin only earns their black ZZZ bead when they let everyone else in their cabin sleep. If your cabin is noisy, wakes each other up, or doesn't go to bed easily they are at risk for not earning this bead. Students only earn the glow-in-the-dark ultimate challenge bead if they are silent for the night, remind them often!
- ~ Make it feel like home. You may not be their parent, but you can give them a comforting end to their day. While students get ready for bed you could read a story, softly play an instrument, or quietly sing a calm song.
- ~ Tuck Ins. As each student settles into bed, check in with each of them individually. There are different ways to run a "tuck in:" what was the highlight of their day? Do they have any questions for tomorrow? Are their needs being met? Tuck ins are crucial in making the students feel safe and cared for. The results of a successful tuck in are a calmed down cabin, less homesickness, and students trusting the adults and environment around them.

Cabin Time Resources!

Games

Dragon's Egg

Objective:

Have the students work together to get the egg back to the starting line.

Supplies:

An object (water bottle, ball, etc.) to be the "egg"

Game play:

~ Have the students line up shoulder to shoulder at the designated starting line. One student leader (SL) will take the egg 50-100 feet away from the line of students and place it on the ground. The SL becomes the dragon who will stand guard by the egg, initially facing the line of students

~ The SL will then slowly turn around while saying "Where is my dragon's egg?", then finish turning so they are back to facing the students. While the SL is turning, the students will quickly make their way towards the dragon's egg, but have to freeze in place when the dragon turns to face them. ~ If the dragon sees a student move, they will have to go back to the starting line. This continues as the students make their way to the egg.

~ Once the students have the egg, they want to keep it hidden out of sight of the dragon. The dragon will get 1-3 guesses, depending on the number of students playing to guess who has the egg.

~ If the dragon guesses correctly, the egg goes back to the dragon and the student with the egg must go back to the starting line. Once the students get the egg across the starting line they have won and the game ends

Poison Dart Frog

Objective:

Detective - Figure out who the poison dart frog is

Dart Frog - Poison everyone in the circle.

Game play:

~ Gather students in a circle. Ask for volunteers for a detective (the person who will stand in the middle of the circle and try to identify the poison dart frog).

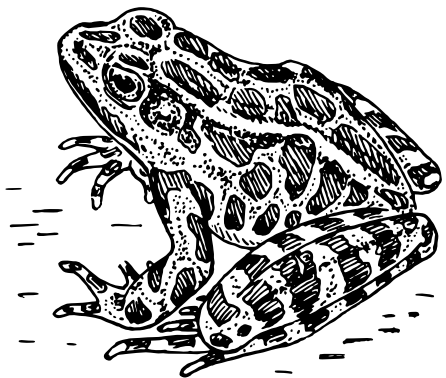
~ Select one student to be the detective.

~ Have the detective stand in the middle of the circle. Have everyone, including the detective, close their eyes. Ask for volunteers for the poison dart frog (the poison dart frog will be trying to stick their tongue out at people in the circle to poison them without being caught by the detective).

~ Walk around the entire circle and tap one student on the shoulder who will be the poison dart frog.

~ Have everyone open their eyes and the game begins. If the poison dart frog sticks their tongue out at you, you have to dramatically fall or take a step back to show that you have been poisoned.

~ The poison dart frog may begin poisoning and the detective should be turning around trying to spot them. ~ The detective gets **three guesses** to figure out who the poison dart frog. Encourage the students in the circle to look around at everyone, not avoiding eye contact



Bob the Weasel

Objective:

Circle - keep Bob hidden.

Guesser- Try to figure out where Bob is .

Supplies:

A stick or pen to be Bob the Weasel

Game play:

~ Gather the students in a circle, make sure they are standing shoulder to shoulder. Introduce them to Bob the Weasel, hold up the stick or pen so they all know what the object is.

~ Teach them the chant “Bob the Weasel keep it going, keep it going.” Ask for one student to be the Guesser, they will then stand in the middle of the circle.

~ Have the guesser close their eyes and then hand Bob to a student in the circle. The guesser can open their eyes as the circle begins chanting and bobbing up and down.

~ Students will begin to pass Bob around the circle behind their backs, trying to be subtle so that the guesser can't spot Bob.

~ The guesser has three guesses to find Bob.

SL's can also pause the game and ask the guesser to guess if it's taking too long

Human Knot

The group gets into a circle. Everyone puts their right hand into the middle of the circle and holds hands with someone else in the circle that is not standing next to them. Do this process with the left hand, grasping the hand of someone different than the first person whose hand they are already holding. The object, then, is to untangle the human knot without anybody letting go of any hands. This requires teamwork, communication, and a lot of bending and twisting! The counselor or students can take charge and verbally lead the group in the untangling process.

Brain Teasers

Green Glass Door

This game is similar to the Picnic game, in that it involves letters and words. Begin by telling students that there is a special door called the “Green Glass Door,” and if you want to go through it, you have to bring something with you. For example, you might say, “I am going through the Green Glass Door, and I can bring a kitten through it, but not a cat.” The key to this game is that the name of whatever you bring through the Green Glass Door must include double letters, just like the words green, glass and door. The students may come through the door once they figure out the double letter pattern.

(examples: kitten, puppy, spoon, apple, ball, pool)

Picnic

Tell the students that you are going on a picnic and they may join you if they know what to bring. For example, if your Outdoor School name was Walrus, you might say, “I am going on a picnic and I am going to bring waffles, but not pancakes.” Whatever items you may bring must start with the first letter of your name, the other items do not. The students may come on the picnic when they can figure out this method. There are many variations of this game, but all the rules follow a pattern or theme (all items are green or items follow the ABCs- Apple, bear, car, etc.)

Songs

The Welcome Song

We welcome you to
Outdoor School
We're mighty glad
you're here!
Hey!
We'll send the air
reverberating
With a mighty cheer!
Hey!
We'll sing you in, we'll sing
you out.
To you we raise a mighty
shout
HOORAY!!
Hail, hail, the gang's all
here.
Welcome to Outdoor
School!



Say when

Say when, will we ever
meet again? (x3)
Say when, dear friend, say
when .
Say where, and I'll meet
you right there. (x3)
Say where, dear friend,
say where.
Say why, do we have to
say good-bye? (x3)
Say why, dear friend, say
why.
Say who, could I ever love
but you? (x3)
Say who, dear friend, say
who.
Say when, say where, say
why, say who, say you

Purple Lights

*This is a repeat-after-me
slow section song*
Purple Lights, In the
Canyon
That is where, I long to be
With my three, great
companions

Chorus (Said all together x2)
My Backpack,
my pony/donkey,
and me

Whooperwhill, in the
meadow
Sings a sweet melody
For my three, great
companions

Chorus

Gonna hang, my sombrero
On the limb, of a tree
Near my three, great
companions

Chorus

No more cows, to be roping
No more strays, do I see
Just my three, great
companions
who.

The Volcano Song

Ground keeps moving
under me
(clap-clap-clap clapclap)
Tidal waves out on the sea
(clap-clap-clap clapclap)
Sulfur smoke up in the sky
(clap-clap-clap clapclap)
Pretty soon we'll learn to
fly
(clap-clap-clap clapclap)
I don't know (clap clap)
I don't know (clap clap)
I don't know where I'm
a gonna go when the
volcano blows!



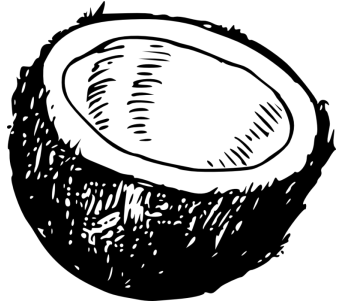
It Smelled Like Coconuts

Well I live in the
mountains
And I sleep beneath the
rocks
The only thing that makes
me happy
IS my favorite pair of
socks
Because they smell like
COCONUTS,
THEY SMELL LIKE
COCONUTS,
THEY SMELL LIKE
CO-CO-NUTS

Well, I went to Seattle
To become a rock star
But I didn't really make it
No I didn't get very far
So I had to sleep in my car
And it SMELLS LIKE
COCONUTS,
IT SMELLS LIKE COCONUTS
IT SMELLS LIKE CO-CO-
NUTS

Well my car caught on fire
Caused by a wire
It burnt down to the
ground
All that's left was a tire
So I took a magic carpet
And I flew it to the beach
And I landed in some lotion
And it smelled like a
PEACH?!

A PEACH!
NO!
IT SMELLED LIKE
COCONUTS
IT SMELLED LIKE
COCONUTS
IT SMELLED LIKE
COCONUTS
IT SMELLED LIKE CO-CO-
NUUTS



A Bear in Tennis Shoes

The other day
I met a bear
In tennis shoes,
A dandy pair

(all together)
*The other day I met a bear,
in tennis shoes, a dandy pair.*

He looked at me
I looked at him
He sized up me
I sized up him

(all together)
He looked at me,
I looked at him,
He sized up me,
I sized up him.

He said to me,
Why don't you run,
I see you aint,
Got anyone,

(all together)
Why don't you run,
I see you aint got anyone

And so I ran away from
there
But right behind me was
that bear

(all together)
And so I ran away from
there,
but right behind me was that
bear.

Ahead of me
There was a tree
A great big tree
Oh glory me

(all together)
Ahead of me there was a
tree,
a great big tree, oh glory me.

The nearest branch
Was ten feet up
I'd have to jump
And trust my luck

*(all together)*The nearest
branch was ten feet up,
I'd have to jump and trust my
luck.

And so I jumped
Into the air
But I missed that branch
Oh way up there

(all together)
And so I jumped into the air,
but I missed that branch, oh
way up there.

Now don't you fret
Now don't you frown
Cause I caught that branch
On the way back down

(all together)
Now don't you fret, now
don't you frown, cause I
caught that branch on the
way back down.

(all together)
The moral of this story is
Don't talk to bears in tennis
shoes

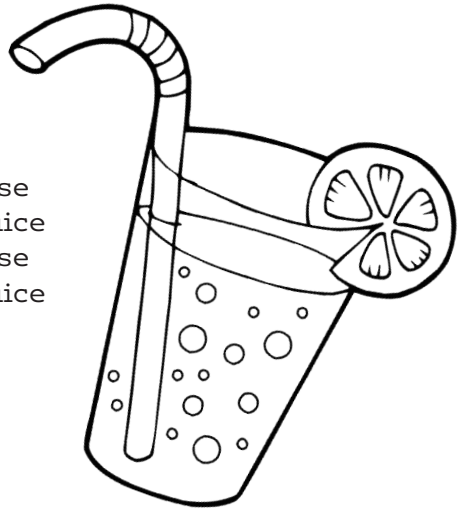


Fred The Moose

There was a great big moose
He liked to drink a lot of juice
There was a great big moose
He liked to drink a lot of juice

CHORUS

Singin,
way oh way oh
WAY OH, WAY OH
way oh way oh
WAAAY oh way oh
Way oh way oh
way oh way oh



The moose's name was Fred
He liked to drink his juice in bed
The moose's name was Fred
He liked to drink his juice in bed

CHORUS

He drank his juice with care
But he spilled some in his hair
He drank his juice with care
But he spilled some in his hair

CHORUS

Now there's a sticky moose
A moose on the LOOOOOOOOSE

Fun Conversation Starters

~ If you could have any super power with a flaw, what would it be and what is the flaw?

~ What farm animal would make the worst pop star? Why?

~ Where is somewhere you really want to travel to?

~ What was the best part of your day? What do you want to do better tomorrow?

~ What has been the coolest part of Outdoor School so far?

~ What kind of writing utensil or dessert or outfit is (staff member, student leader, clone, etc)

~ What do you hope to bring back to school from Outdoor School?

~ If you were an animal, what animal would you be?



Forced choice! Eg. If you have only hands or only feet, what would you choose?, If you had to give up one food for the rest of your life, would you pick pizza or ice cream? Summer or winter?

All About Field Study!

How to Participate:

- ~ Be curious, engaged, & enthusiastic
- ~ Interact with students
- ~ Help refocus and support students
- ~ Figure things out with students
- ~ Ask questions & explore with students
- ~ Participate in discussions without taking over the conversation, guide them
- ~ Pair with students, circulate, and facilitate dialogue when necessary during discussions and small-group work

All about Questions

Asking questions is an essential part of Field Study, for you and the students! Some students aren't used to being curious or comfortable asking questions, so as a role model for the students it's important that you demonstrate ways we can investigate our world.

There are two main types of questions:

Narrow Questions have an expected or typical response. They are good for recalling or summarizing what was said in a lesson.

Ex: Is plastic bad for the environment? What is the name of this plant? Where do we live?

Broad Questions have lots of possible answers. They require more thinking to ask and answer and help develop curiosity. They don't have a right or wrong answer, so encourage any answer you get. They are good for exploration and having students come to their own understanding of the world.

Explore

What do you notice?

What does this remind you of?

How does it compare to _____ ?

What do you wonder about it?

How might you explain that?

[any question you are really wondering about]

Follow-up

Say more about that . . .

What makes you say that?

What's your evidence for that?

How could we be more sure?

What do you think about _____ ?

What else do you know about this?

Notes:

My Field Study Group

Field Instructor Name:

Co-leader's Name:

Student Name	Notes

Student Name	Notes

NOSS Student Leader Agreement

Student Leaders (SLs) at Northwest Outdoor Science School (NOSS) support 6th grade students, ensuring a safe, enjoyable, and educational experience. They practice open communication by asking questions and asking for help. They hold themselves to high expectations in order to support students.

NOSS Student Leader Responsibilities & Code of Conduct:

1. Be responsible for the health and welfare of any students assigned to you. You may not leave a group of students unattended at any time.
 - a. Students use the buddy system with fellow students. SLs should never be alone 1:1 with a student.
 - b. Only enter a body of water if directed by a NOSS staff member.
 - c. Report any injury or sickness to the Nurse immediately, day or night.
2. Inform staff of any behavioral issues, conflicts, or bias incidents among students as soon as possible.
 - a. If a student needs more support than verbal redirection or taking personal space, the SL should ask for help.
 - b. Physical/corporal or demeaning punishment or “challenges” are not permitted.

3. Participate in all phases of the program: field study, cabin time, meals, niches, campfire, etc.
 - a. Maintain an outwardly positive and engaged attitude.
 - b. Look at the schedule. Be on time for all responsibilities. Be flexible – the schedule may change as needed and communicated by the staff.
4. Maintain a high standard of acceptable behavior for yourself and students (including conversations).
 - a. Be a Role Model and follow the 3 R's at all times: Respect yourself, others, & the environment.
 - b. Maintain this respectful behavior at all times even when not directly with students.
5. SLs should strive to include everyone. They should not form cliques or romantic relationships. Sharing clothing and any form of PDA, as well as any sexual contact is not allowed.
6. Express your needs and ask for help (from staff or other SLs). This looks like:
 - a. Asking questions if you are unsure.
 - b. Asking for help if you don't feel confident doing something alone.
 - c. Asking for a break if you are feeling physically or emotionally exhausted.
7. Report any suspected neglect or abuse issues to a staff member or the site supervisor immediately (this includes incidents which happened before NOSS). It is not the SL's responsibility to determine if the claim is substantiated.

8. Alcohol, Drugs, Tobacco, Lighters, or anything that contains explicit content inappropriate for 6th grade students is prohibited at NOSS. This includes branding and/or images on clothing as well as conversation topics.

9. Contraband items will be stored in a secure location before students arrive. Contraband items include: food/drinks, pocket knives, medications, cell phones/ other electronic items (except watches, cameras or flashlights).

10. The only acceptable contact with 6th graders after NOSS is responding to their letters by mail via the NOSS office. Phone calls, texting, emailing, social media, online gaming, etc. are not allowed at all. (Exception: if you have a 6th grader caregiver approved preestablished relationship with a student; eg. you're their babysitter, etc.).

11. The only acceptable contact with NOSS staff members outside of NOSS is via the centralized office email contact.

Failure to uphold these responsibilities could result in not being allowed back as a NOSS Student Leader in the future.

Student Leader Signatures in agreement on attached form

**NOSS IS NOT RESPONSIBLE FOR LOST OR
STOLEN ITEMS**

Acceptable Ways to Contact Us

Email

To verify volunteer hours, for letters of recommendations, etc.

Email our *Volunteer Facilitator, Chad Stewart*
cstewart@nwresd.k12.or.us.

He will get you what you need/connect you to the staff member you'd like a letter of recommendation from.

Mail

If you'd like a letter to send a staff member, address the envelope as follows and we'll make sure it gets to the right person:

C/O [staff member name]
Northwest Outdoor Science School
5825 NE Ray Circle
Hillsboro, OR 97124

Via Instagram DMs:

Main account: @nwoutdoorschool

Arrah Wanna: @arrahwanna.ods

Cedar Ridge: @cedarridge.ods

Magruder: @ods.magruder

Meriwether: @meriwether.ods

Trickle Creek: @tricklecreek_ods

