

# **Student Leader On-Site Handbook**

**Fall 2015**

Outdoor School Name \_\_\_\_\_

# **The High School Student Leader Handbook For The Multnomah Education Service District Outdoor School**

A Service of  
Multnomah Education Service District  
11611 NE Ainsworth Circle  
PO Box 301039  
Portland, Oregon 97294-9039

Jim Rose,  
Interim Superintendent

Phone: 503-257-1600  
<http://www.mesd.k12.or.us>  
email: [outdoor\\_school@mesd.k12.or.us](mailto:outdoor_school@mesd.k12.or.us)

## **Outdoor School Sites**

### **Arrah Wanna**

24075 E Arrah Wanna Blvd.  
Welches, OR 97067  
503-622-3519

### **Cascade**

33806 North Fork Rd  
Lyons, OR 97358  
503-897-2600

### **Sandy River/Angelos**

32149 SE Stevens Rd.  
Corbett, OR 97019  
503-695-5388

### **Howard**

11010 SE Camp Howard Rd.  
Corbett, OR 97019  
503-695-2470

### **Canby Grove**

7501 S Knights Bridge Rd  
Canby, OR 97013  
971-334-1264



## **Sunday Important Information** *(Read on the Bus)*

1. You are about to begin a challenging and rewarding job as a student leader for students.
2. You will be expected to be a role model and leader for students in your cabin and a teaching assistant on field study. Your job is to do your best. Program Leaders will support you in the cabin area. Field Instructors and Program Leaders will support you on field study.
3. Remember to ask for help if you are not sure about any of your responsibilities.
4. Remember your job is to make this week the best experience possible for students instead of thinking about your needs.

### **Working with Students: What's appropriate?**

<b>Okay</b>	<b>Not Okay</b>
Side hugs	Full body hugs
Upper Body hugs	Kissing
High Fives	Pats on head
Tap on Shoulder	Pats on bottom
Pats on Back	Running Laps
Hand Shakes	Push-Ups or Sit Ups
Appropriate, polite language	Wrestling or Rough Housing
Appropriate conversation topics	Play Fighting
	Swearing or Inappropriate language
	Inappropriate conversation topics



## Student Leader Evening Meetings

1. Each evening student leaders meet with the program leaders after dinner.
2. Make sure you bring a **pen or pencil** and this Student Handbook to dinner with you.
3. Part of the time will be spent meeting in large and small groups. This is a chance for you to find out your responsibilities for the **next 24 hours**.
4. There will also be a time for you to **ask questions** and learn how to handle problems that may come up during the day.
5. It is important that you **take notes** on key information that you must remember. Be prepared to take notes on the topics listed for each evening meeting.
6. Be prepared to take notes on the **campfire schedule** if you are leading a song or your cabin has a skit.
7. The next pages are designed for you to take notes on **key information** that will be covered in your evening meetings.

## Sunday Night SL/PL Meeting

PL Mentor \_\_\_\_\_

Monday's Duties \_\_\_\_\_

\_\_\_\_\_

Wake Up \_\_\_\_\_

\_\_\_\_\_

Cabin Clean Up and Inspection \_\_\_\_\_

\_\_\_\_\_

Showers, Cabin Call, Cabin Skit \_\_\_\_\_

\_\_\_\_\_

Cabin Constitution (list positively) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rest Time and Snacks \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Fire Drill, Recreation, Teacher Meeting \_\_\_\_\_

\_\_\_\_\_

Prepare for Campfire, Campfire, Cabin Call \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **BED TIME**

Nighttime can be a very difficult time for students. Fear of the unknown and sleeping in a different bed combined with anxiety about being away from home create a difficult situation for students.

Good thing you're here for them!

## **HOLD THE MOOD**

The slow, quiet part of campfire gives you a great chance to head back to your cabin and get ready for bed in a quiet, efficient manner. Ask your students to walk back from campfire without using their voices, and stop your line if they become too loud.

## **SET EXPECTATIONS**

Challenge your students to get ready for bed by flashlight. If you keep the overhead lights off you help maintain a mellow mood.

Speak softly yourself. If students have to quiet down to hear you they will keep their volume low.

## **PERSONAL GOODNIGHTS**

One of the most effective ways to let your students know you care about them and help them become comfortable at night is to speak to each one of them personally each night. Use a quiet voice.

- Use the student's name when saying personal good nights.
- Tell them something you like about them, or something positive they contributed to the cabin group.
- Make the moment you spend with them count.
- Say something different to each student as the others are listening.
- Ask students to share one challenging part of their day and the best part of their day.

# Campfire Schedule

## Questions and Notes

### EVALUATIONS

You will be given feedback on how you are doing throughout your week. In addition to check ins with your Field Instructor each day, and with your Personal Mentor each evening you will receive a final evaluation at the end of your week of Outdoor School.

On Thursday evening you will receive an oral and written evaluation from your Field Instructor. This will concern your role as an instructor and member of your field study team.

Friday afternoon, following the departure of the students the Program Leaders deliver their evaluations. This will concern your time in the cabin, dining hall, campfire and all aspects of the social portion of Outdoor School.

Your evaluations are tools to help you recognize your strengths and keep up on anything in which you need to improve. It is a private document between you, the staff and your high school. What it says and what you do with it is your choice. It is a great tool for self-improvement.

Copies of your evaluation will be on file at Outdoor School and at your high school. Many people have used their evaluations as documentation for volunteer hours, for applying for jobs, and for college applications.

The following pages are the “rubric” used by the staff when writing your evaluation. By using a rubric the staff are able to be consistent in the feedback they give each week and each session. You can use the rubric to see what kind of performance is acceptable.

At the end of your week your Site Supervisor will determine if credit for your experience is recommended.

The sample evaluation that follows shows you the areas that your field instructor and program leader will be commenting on for your evaluation. There is another Student Leader section (not shown) where you will write your **reflections and future goals**.



# EVALUATION OF OUTDOOR SCHOOL STUDENT LEADER

Student Leader Name \_\_\_\_\_

Outdoor School Name \_\_\_\_\_ Site \_\_\_\_\_

High School \_\_\_\_\_ Grade \_\_\_\_\_ Wk \_\_\_\_\_

Dates \_\_\_\_\_ Cabin \_\_\_\_\_ F.S \_\_\_\_\_

Student Leaders are scored on a scale of 1 - 6 following a scoring guide rubric.

## Field Study Section

Field Study **Instruction** \_\_\_\_\_

\_\_\_\_\_

Demonstration of **Personal Management** Skills \_\_\_\_\_

\_\_\_\_\_

**Teamwork** on Field Study \_\_\_\_\_

\_\_\_\_\_

Conclusion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Leader

\_\_\_\_\_  
Program Leader

## Program Section

**Leadership** of Large and Small Groups \_\_\_\_\_

\_\_\_\_\_

Demonstration of **Communication** Skills \_\_\_\_\_

\_\_\_\_\_

Ability to Use **Problem Solving** Strategies \_\_\_\_\_

\_\_\_\_\_

Conclusion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Leader

\_\_\_\_\_  
Program Leader

Based upon the evaluations for field study and cabin supervisory responsibilities, I recommend that this student (**circle one**) **RECEIVE NOT RECEIVE** credit for this experience.

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Site Supervisor Signature

## FIELD STUDY

### Instruction

- Grasp/Understanding and delivery of field study information
- Use of Materials and Techniques

**6**

Inspires enthusiasm in students, expands on lessons with own information, pushes students to use high level thinking skills, dynamic voice inflection, connects between field studies, innovative with difficult activities.

**5**

Enthusiastic about curriculum, clear/age appropriate information, understands information and helps students draw conclusions, checks for and ensures comprehension in all students, uses open-ended questioning techniques, uses effective questioning techniques, consistently delivers appropriately paced lessons, voice inflection is appropriate to lesson, is able to make connections between activities, effectively teaches difficult activities, uses teachable moments, model teaches, needs minimal supervision.

**4**

Positive, clear instruction, grasps field study concepts, uses cue cards, follows lesson plans, reviews information, uses field study notebooks, uses equipment effectively, asks questions, is aware of pacing, takes own group by end of week.

**3**

Tends to lecture, teaches incorrect information, ineffectively uses cue cards, lacks review, ineffectively uses equipment, has directional difficulties on hike, avoids teaching certain activities, consistently relies on staff for basic information.

**2**

Instruction unclear, follows cue cards with difficulty, does not use equipment, difficulty taking own group, can lead pieces of activity by end of week, unable to lead hike without getting lost.

**1**

Unable to lead independently, refuses to teach certain activities.

### Personal Management

- Self involvement
- Use of time
- Personal pacing

**6**

Sets goals and attains them, sets goals without prompting, solicits feedback, takes initiative for tasks above and beyond, redirects peer behavior, initiates large group reviews during lag time, redirects students without interrupting lesson, expands on lessons with own techniques.

**5**

Sets and works toward goals, applies feedback, volunteers for tasks, models behavior for peers, always on time, reviews during lag time, effectively redirects student behavior, invests self in success of group.

#### **4**

Sets goals with prompting, open to feedback, performs tasks when asked, follows directions, appropriate behavior most of the time, on time most of the time, uses field study time for instruction, fills lag time with field study appropriate activities, incorporates redirection techniques, involves self in all aspects of field study, keeps group together and safe.

#### **3**

Follows through on tasks most of the time, meets expectations when supervised, sometimes off task, needs frequent staff redirection, follows some directions, makes inappropriate comments to peers, often late or early, fills lag time inappropriately, inability to keep students engaged, uses negative redirection techniques or shows visible frustration, doesn't attempt to redirect students, inappropriate positioning while teaching.

#### **2**

Unreceptive to staff redirection, lacks follow through on tasks, does not follow directions consistently, off task often, often inappropriate, openly tells students only being a Student Leader for credit, joins in with inappropriate behavior of students, plays on fears of students about the woods, perpetually late, wastes time, doesn't attempt to fill lag time, threatens inappropriate consequences for behavior, inappropriate voice tone at times, cannot teach appropriately even when supervised, does not know students' names, unaware of group safety.

#### **1**

Intentionally off topic when not supervised, comes unprepared, misses field study due to lack of pacing, uses inappropriate consequences/leaves students during hike, uses physical touch to manage students when frustrated, students come to staff about student leader behavior, unwilling to try, is afraid of role, loses self control.

### **Teamwork**

- Dynamics with student groups and field study team
- Care of equipment

#### **6**

Volunteers to take challenging groups or students with special needs, fosters team unity, incorporates expectations seamlessly into lessons, accepts challenges with enthusiasm, friendly and cheerful in adverse conditions.

#### **5**

Fully inclusive regardless of personal characteristics, works effectively to include all people, sensitive to and effective with the needs of challenging students, elicits responses from all students, gives students options, holds students accountable for behavior, resets expectations as necessary, compensates for changes in schedule, accepts challenges, friendly and cheerful in unpleasant conditions, fixes equipment issues.

#### **4**

Involves assigned group in activities, is comfortable with most people and willing to work with all, develops rapport with students, uses students' names, always focused on students, receptive to student input, sets expect-

tations, identifies with field study team, accepts changes in schedule, friendly and cheerful under normal circumstances, arrives to field study appropriately dressed, keeps equipment together, treats equipment appropriately.

**3**

Students like being in his or her group, only calls on people who volunteer, sometimes distracted by other student leaders, unreceptive to student input, sometimes sets expectations, sometimes complains, will not allow students to handle equipment, doesn't care for equipment, consistently returns equipment dirty or disorganized.

**2**

Leaves some students out of activities, unable to develop rapport with students, plays a role in dividing group, distracts other student leaders, doesn't set expectations, frequent conflicts with others, makes inappropriate comments about team members to peers or students, questions and challenges changes, complains often, breaks equipment as a result of mishandling.

**1**

Undermines staff authority, sets up other SLs as antagonists, sets up staff as antagonist, develops inappropriate rapport with students.

## **PROGRAM SECTION**

### **Leadership**

- Leadership of small and large group activities
- Role modeling
- Participation

**6**

- Shows consistent, positive and engaged presence in all program areas
- Takes initiative in all program areas
- Displays confident attitude
- Is aware of personal and student needs and paces self accordingly
- Evaluates and reflects on goals
- Is aware of personal learning styles and students' needs and works to meet those needs

**5**

- Shows consistent, positive and engaged presence in the cabin area and some program areas
- Works cohesively with cabin partner and other student leaders
- Is organized and has an idea of the big picture/some vision
- Has a confident attitude
- Takes initiative in program areas most of the time
- Works towards goals
- Is able to pace self through the week

**4**

- Plays an active role in all cabin activities
- Has consistently positive and engaged presence in the cabin area only
- Takes initiative some of the time
- Is able to pace self throughout the week
- Sets quantifiable specific goals
- Is a good role model

- Is organized

**3**

- Displays responsibility
- Takes initiative in cabin activities only
- Attempts to pace self by using breaks that are offered
- Sets goals

**2**

- Burns out mid-week (too much too soon)
- Sleeps during cabin activities
- Develops inappropriate rapport with students
- Is afraid of role
- Does not take responsibility and blames others for actions

**1**

- Negatively leads students
- Subverts staff directions
- Sets staff up as antagonists
- Repeatedly initiates unsafe and/or inappropriate activities after staff redirection
- Is unwilling to lead cabin

## **Communication**

- Use of verbal and non-verbal communication
- Listening
- Asking for help

**6**

- Communicates openly and clearly with staff, students, student leaders and teachers
- Asks for feedback from staff
- Uses enforceable statements
- Understands and utilizes appropriate verbal and non-verbal communication
- Is aware of how students are communicating

**5**

- Communicates openly and clearly with cabin partner and students
- Incorporates feedback from staff
- Is practicing using enforceable statements
- Asks for help or suggestions when dealing with problem situations

**4**

- Communicates openly and clearly
- Always uses a positive voice tone
- Is responsive to feedback
- Uses appropriate voice tone according to activity
- Gives students choices
- Communicates effectively during problems situations
- Listens and checks in with students

**3**

- Communicates with others
- Uses a positive voice tone
- Reports problems to staff some of the time

- Understands and utilizes verbal communication
- Listens attentively

**2**

- Shares no communication of problems in the cabin area
- Initiates and engages in inappropriate conversations
- Uses inappropriate voice tones
- Reinforces negative behaviors
- Talks down to students
- Gives students commands/ ultimatums

**1**

- Uses inappropriate language (swears, yells)
- Complains openly
- Consistently maintains a negative attitude
- Initiates and engages in inappropriate conversations even after redirection

### **Problem Solving**

- Asking for assistance from staff
- Flexibility and adaptability
- Child management

**6**

- Consistently and completely solves problems and works to prevent potential problems
- Is a resource for others
- Adapts to needs of students and program
- Supports all students throughout the week to achieve goals
- Keeps all students engaged
- Initiates large group activities
- Assesses and adapts activities to fit specific (group) needs
- Helps reinforce expectations among peers.

**5**

- Has success with challenging situations
- Follows through on plans
- Uses resources (meetings, notes, teachers, other SL's)
- Uses creative methods to set expectations and support students
- Keeps students active and engaged in all program areas
- Assesses specific needs for a variety of students (ELL, special needs, behavior)
- Uses advanced redirection techniques to prevent potential problems
- Communicates effectively during problems situations

**4**

- Uses problem solving skills and strategies
- Asks for help/resources
- Adapts to changes and schedule positively
- Reinforces and follows through on appropriate consequences some of the time
- Keeps all students active and engaged
- Recognizes specific needs
- Uses positive redirection

**3**

- Recognizes potential problems
- Does not take advantage of resources
- Follows instructions
- Sets expectations and guidelines for week
- Keeps some students in the group engaged sometimes
- Uses redirection ineffectively

**2**

- Does not redirect students
- Does not set expectations
- Uses inappropriate consequences
- Takes no initiative to solve problems
- Sixth graders come to staff with concerns about student leader
- Does not engage students in activities
- Is easily frustrated

**1**

- Encourages aggressive behavior by students
- Uses physical touch to manage students after staff redirections
- Overreacts to problems

**MONDAY SL/PL MEETING**

**Do You Know . . .**

- 1. The names of all the students in your cabin.**
- 2. What challenges have occurred in your cabin?**
- 3. What goals will you set for Tuesday?**

Tomorrow's Duties \_\_\_\_\_

Cabin Inspection Goals \_\_\_\_\_

Notes on any new activities for Tuesday \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Responsibilities: (circle tasks): \_\_\_\_\_

Cabin Calls   Showers   Skits   Cabin Games

What to remember: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cabin Time and Snacks \_\_\_\_\_  
\_\_\_\_\_

My Recreation Time Plan \_\_\_\_\_  
\_\_\_\_\_

## **FIELD STUDY MEETINGS AND FIRE WATCH**

Beginning tonight, you will have a field study meeting in the Dining Hall. Let your students know that you will get them into bed but you will need to leave. Program Leaders will be around the cabins to make sure everyone is safe and quiet!

- Let students know how to get help if they need it.
- Remind them they are earning their “Z’s” by quietly getting to sleep.
- CHECK LIST. HAVE YOU:
  - Said personal goodnights?
  - Told a story or sung a song
  - Told your students something they did that makes you proud?
- DO NOT LEAVE YOUR CABIN UNTIL YOUR STUDENTS ARE SETTLED DOWN AND QUIET!

You will need to check in with the Program Leader on fire watch before you can leave the cabin area and again when you return.

### **Campfire Schedule**

### **Questions and Notes**



## TUESDAY SL/PL MEETING

Have you . . .

1. Helped lead a song at meals or campfire?
2. Lead a game or activity with your cabin?
3. Found some appropriate conversation topics to discuss?

Wednesday's Duties \_\_\_\_\_

Cabin Inspection Goals \_\_\_\_\_

Notes on any new activities for Wednesday \_\_\_\_\_

Other Responsibilities: (circle tasks):

Cabin Calls   Showers   Skits   Cabin Games

What to remember: \_\_\_\_\_

Cabin Time and Snacks \_\_\_\_\_

Recreation Plans \_\_\_\_\_

Tuesday Firewatch \_\_\_\_\_

Tuesday SL Evening Activities \_\_\_\_\_

## **Campfire Schedule**

## **Questions and Notes**

## **Challenges or Goals for Wednesday**

## WEDNESDAY SL/PL MEETING

Are you ready for:

1. Cabin unity ideas for Field Day?
2. Your last day with your cabin group?
3. Being enthusiastic and positive all day Thursday?

Tomorrow's Duties \_\_\_\_\_

\_\_\_\_\_

Cabin Inspection Goals \_\_\_\_\_

\_\_\_\_\_

Other Responsibilities: (circle tasks):

Cabin Calls   Showers   Skits   Cabin Games

What to remember: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Notes on any new activities for Thursday \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thursday Dinner Challenges \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Wednesday Firewatch \_\_\_\_\_

\_\_\_\_\_

SL Evening Activities \_\_\_\_\_

\_\_\_\_\_

# **Campfire Schedule**

## **Questions and Notes**

## **Challenges or Goals for Thursday**

## THURSDAY SL/PL MEETING

1. Think about what or who has made this week memorable?
2. Did you do your best and make a difference?
3. How do I continue to be positive and enthusiastic?

### Campfire Schedule

Soil Ceremony at Campfire (what does my cabin need?)

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Campfire Dismissal \_\_\_\_\_

Cabin Sharing Circle and Bedtime Tonight \_\_\_\_\_

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Firewatch \_\_\_\_\_

SL Evening Activities and Field Study Evaluations \_\_\_\_\_

What do my students and I need to do to prepare for packing: \_\_\_\_\_

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Friday Morning Schedule \_\_\_\_\_

\_\_\_\_\_

Name tag Signing and Friday lunch \_\_\_\_\_

\_\_\_\_\_

Final flag and tree planting ceremonies \_\_\_\_\_

Responsibilities after students leave \_\_\_\_\_

\_\_\_\_\_

## **Questions and Notes**

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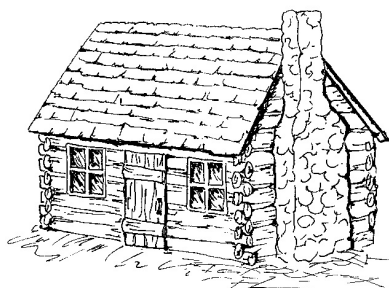
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## CABIN INFORMATION

Here are sample activities for you to use as a quick reference. A complete list of games, ideas, and activities may be found in the **Student Leader Reference Book** in your cabin. Or, ask a program leader for ideas or assistance. They are here to support and help you.

### Get to Know You Activities

On Sunday, **learn each other's names (make them feel comfortable)**  
DO THIS BEFORE YOU ASSIGN BUNKS.

Here are some suggestions for getting to know one another:

**Name Tag Grab:** Form a circle, take off your name tag, put it in the center, go grab a tag and meet the person to whom it belongs.

**Mingle:** Everyone moves around the room saying, "Mingle" until the leader calls out a number. The players must form groups with the correct number. Players introduce themselves to the other people in their group. Call out numbers until everyone has met everyone else.

**Name Game:** Form a circle. The first person says his name. The second person says the first person's name and then his own name. The third person says the first person's name, the second person's name and his own name, etc.

### Creative Ways to Line Up

1. Line up by height (*shortest to tallest or tallest to shortest*)
2. By birthday month and date.
3. Eye color (*green first, blue second ...*)
4. Sing songs as you travel from place to place.
5. Sports (*those who play baseball first, basketball second ...*)

## Easy Games to Fill Time

Use these games when you are waiting for (flag, meals, field study, recreation, etc.)

**The Round Moon:** Ask the students to do everything you do. Hold a stick or pencil (**in your left hand**) and then say, “The moon, the moon, the big round moon. It has two eyes a nose and a mouth.” While you are saying this phrase you are drawing the moon and its’ face with your object in the air. The students will then attempt to do everything that you do, but most students will use their **right hand** to hold the stick or pencil.

**Picnic:** Tell the students that you are going on a picnic and they may join you if they know what to bring. For example, say your Outdoor School name is 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 item does not. The students may come on the picnic when they can figure out this method.

**Johnny Whoops:** Ask the group to, “ Do everything I do.” Put one hand forward so the students may see it clearly. Then spread your fingers out. Use your index finger from your other hand and say, “Johnny, Johnny, Johnny, Johnny, Whoops, Johnny, Whoops, Johnny, Johnny, Johnny, Johnny.” Each time you say Johnny touch your index finger to the tip of the fingers on the opposite hand. You say “Whoops” as you drag your index finger down the length of the other index finger and up the side of the other thumb, and vice versa when you say it again. When you have gone through all of this then put your hands together, interlocking your fingers and drop them to your waist, do this as inconspicuously as you can. Then ask the students to try. They are successful only if they interlock their fingers at the end.

## Cabin Calls

1. Cabin calls help the Outdoor School staff make sure all cabins are at campfire. Cabin calls can be a simple phrase to an elaborate rap, cheer, or presentation.
1.     (cabin name)     is here!
2.     (cabin name)     cabin would like to say, that we are ready in a big, big way!
3. SL yells, “Who’s in the house! Kids yell, (Name of Cabin) is in the house! (Ashton M.)
4. Spell out the cabin name, each student is a letter, then have everyone say the cabin name together. Have one half of the cabin say the first syllable of the cabin name, the second half the other (if the cabin has more than two syllables, use as many groups as necessary), then say the cabin name together. (Colin “Techno” S.)
5. Repeat after me cabin call that corresponds to another campfire song. (Nathan “Mars” S.)



**Appropriate Conversation Topics** *(for meals or cabin times)*

Tell us about your family. What is your favorite family activity that you have done together?

If you could choose your favorite place to go out and eat, where would you go and what would you have?

Tell us about your favorite sport, team, or player?

If you got a ticket anywhere in the world, where would you go, what would you see, and why would you go there?

Tell us about your favorite vacation activity.

If you could ask your family for your favorite meal, what would you be eating?

Tell us about your favorite after-school or weekend activity.

Please avoid topics that deal with: sex, drugs, violence, dating, and confidential or personal information.

## Songs to Learn

### WELCOME SONG

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

### ANNOUNCEMENT SONGS

#### One Announcement Song

*Tune of Wouldn't It Be Nice - The Beach Boys*  
(Insert the site supervisor's name in the blank)

Wouldn't it be nice to hear from \_\_\_\_\_  
Then we'll find out where we need to go  
Wouldn't it be nice if (s)he could tell us  
All the other things we need to know  
You know it's gonna make it that much better  
If we could be on time and stay together  
Wouldn't it be nice . . . .

#### Another Announcement Song

(Insert the site supervisor's name in the blank)

Announcement time, announcement time,  
Listen to \_\_\_\_\_, it's announcement time.  
Announcement time, announcement time,  
Listen to \_\_\_\_\_, it's announcement time.  
Oh, \_\_\_\_\_, oh, \_\_\_\_\_  
Listen to \_\_\_\_\_ it's announcement time.  
Oh, \_\_\_\_\_, oh, \_\_\_\_\_  
Listen to \_\_\_\_\_ it's announcement time.  
And here's \_\_\_\_\_!

## WEATHER SONGS

Whether the weather be fine or whether the weather be not,  
Whether the weather be cold or whether the weather be hot,  
We'll weather the weather whatever the weather  
Whether we like it or not!

## Sun and Rain or Snow

Sun and rain, or snow  
Sun and rain, or snow (2 times)  
Weather crew (clap, clap) where are you  
We want to here the news . . . .  
Yeah, yeah, yeah (2 times)

## Beach Boys Weather Song

*Surfin USA (the Beach Boys)*

If everybody had a notion about the weather today  
We'd all be wearing our layers while we learn and play  
Barometric pressure is it high or low?  
Let's find out right now it's what we want to know

## CABIN INSPECTION SONGS

### Cabin Inspection Song

*(Addams Family Theme song)*

The cabin inspection is coming your direction,  
You can't escape detection, so keep your cabin clean.  
Da dah dah dah . . . NEAT!  
Da dah dah dah . . . SWEEP!  
Da dah dah dah  
Da dah dah dah  
Da dah dah dah . . . WIPE YOUR FEET!

### Whoop-Whoop Fuzz Bunny

*(Tune of Queen's "We will Rock You")*

Split the dining hall into two groups.  
First group sings (repeat until cabin inspectors are ready)  
Whoop-whoop fuzz bunny  
Whoop-whoop fuzz bunny  
Second group sings (repeat until cabin inspectors are ready)  
Fuzzies on the floor, sweep them out the door  
We will, we will, sweep them, sweep them.

## **Adams Cabin Inspection #1**

*(Tune Do Your Ears Hang Low)*

Are your cabins clean, do you keep them nice and neat?  
Are your shoes lined up, are you proud of where you sleep?  
If you're doing what you should do than you might just earn a bead.  
Do your cabins stay clean... bum bum.

## **Adams Cabin Inspection #2**

Cabin inspectors say, our cabins are a-okay  
We've swept the dirt away, and our bunks are neat  
Can you tell me how to get, how to get my clean cabin bead  
How to get my clean cabin bead, how to get my clean cabin bead.

## **Beach Boys Cabin Inspection**

*Good Vibrations (Beach Boys)*

I'm thinkin' about cabin inspection  
Cleanin's movin in the right direction  
I'm turning off my heat and lights  
I'm lining up my shoes just right  
Good, good, good cabin inspection  
Good, good, good cabin inspection





# Helpful Information and Common Challenges

## Student Leader Expectations

### Instruction:

1. Provide instruction to individuals and small groups.
2. Give clear enthusiastic instruction.
3. Follow lesson plans.
4. Use questioning to review and reinforce information.
5. Uses appropriate voice tone for activity.
6. Listen to students.

### Student Management:

7. Keep students on task.
8. Reinforce students appropriately.
9. Use neutral or reinforcing tone of voice with children.
10. Follow Behavior Support Protocol and ODS Discipline Code.
11. Develop rapport with students.
12. Count students regularly.
13. Keep students in sight.

### Teamwork:

14. Care for instructional materials and equipment.
15. Ask questions when needing information.
16. Attend to task.
17. Interact in a friendly, cheerful manner.
18. Adapt to changes in schedule or routine.
19. Refer problems to Program Leader or Field Instructor.
20. Provide support and encouragement to peers.
21. Use appropriate behavior with other Student Leaders.

### Evaluation

1. Each Student Leader receives a written evaluation at the conclusion of the Outdoor School week. The High School Student Leader is evaluated on the Student Leader Expectations. These expectations are divided into two areas:
  - a. cabin responsibilities and skills;
  - b. instructional responsibilities and skills.
2. The Student Leader, the High School Counselor, and the Outdoor School office each receive a copy of the written evaluations.

## Homesickness

Homesickness is a situation where you should be regularly consulting **your program leader and the student's teacher**. Be sure to let them know how the student is doing at Outdoor School.

### Coping with Homesickness

1. Make sure your cabin group has done ice-breakers or get-to-know-you games. It may take 2-3 days for your students to really feel comfortable.

2. Keep students informed about the schedule, duties, daily schedule, bedtime and when they take showers. Make sure they know where the nurse, outgoing mailbox and meeting places are located.
3. Make sure you have completed a cabin constitution and communicated about the ground rules of Outdoor School.
4. Keep the students busy. Down times are when students get homesick, cabin times, before dinner, and bedtimes. Play quiet games or write letters to mail home.

### Remedies for Homesickness

1. Remember, homesickness is highly contagious, so watch your students carefully.
2. Sit down and set realistic goals for the student and for yourself. (For example: not cry until after \_\_\_\_\_, try to remember three times during the day they smiled . . .)
3. Remember **ask for help** from program leaders, teachers, or get ideas from returning student leaders.
4. Give a little extra tender loving care. Give a little extra time or ask the program leader or teacher to spend some extra time with the student.
5. Don't make promises you can't keep. Students can be devious about getting what they want. Remind them that their family sent them to Outdoor School for a reason. **DO NOT PROMISE A CALL HOME!**
6. Share with your students. Share a stuffed animal, share a funny story about you, share what worked for you when you were homesick, share their interests, lives and friends.

### BZ's (Broken Zippers)

Bedwetting can be embarrassing for sixth grade students. Bedwetting can affect anyone, but is more common in boys.

Each morning, when your students prepare for cabin inspection, have them put their pajamas or night-clothes inside their sleeping bag and have the zippers face the center of the room.

Program leaders do a daily bed check for BZ's and arrange to have the nurse remove the sleeping bag and the night clothes. The bag and clothes are washed, dried and returned before cabin time.

If the bag does not return on time, or if another student asks what happened, explain that the zipper broke (BZ) and it is being repaired or a substitute will be brought into the cabin.

### Prevention

1. Stop giving fluid items to the child one hour before bedtime. (Campfire time)
2. Make sure the student goes to the bathroom as your students prepare for bed after campfire.
3. After your evening meetings, wake up the student and take them to the bathroom when you prepare for bed.
4. Honor the feelings of the child by trying to remove his or her stresses and anxieties, thus providing the child a calm and secure feeling.

5. Make sure you arrange with a program leader or the nurse for the student to take a private shower and have a private place to change if bedwetting occurs.

## Child Management

### Beginning Discipline

Being a leader can be difficult. You want your students to have a good time and yet you need to be able to motivate them to do things they may not want to do. Do yourself a favor and set yourself up to succeed.

### RESPECT

Offer your students your respect.  
They will give it back.  
Children will respond well to those whom they respect.

#### Tools:

- Be positive.
- Give clear directions.
- Plan ahead and offer patience.
- Give choices

#### BE POSITIVE

Smile, be enthusiastic about duties.  
Join in on duties and work beside your students.  
If you act like a jerk you will be treated as one.

#### Tools:

- Praise
- Pats on the back
- Smiles
- High fives!

#### Give Them Clear Directions

Have a plan and share it with them.

#### Tools:

- Make a Plan.
- Know the Schedule
- Ask them if they understand.
- Give each student one job at a time to complete.
- Divide responsibilities with your cabin partners.

#### BE A LEADER FIRST

The friendship comes later. If you create a safe environment your students will be thankful and bond with you.

#### Tools:

- Set Expectations
- Participate equally in jobs and duties.
- Implement consequences
- Ask for help

#### What to do when a child says

### “No.”

1. Speak calmly and clearly.
2. Never give a choice on an issue that might cause a problem for you or for anyone else..
3. For each choice, give only two options, each of which will be OK with you.
4. If the student doesn't decide in ten seconds, decide for him or her.

5. Only give choices that fit.
6. Remember: There is nothing wrong with a student that a little reasoning won't make **worse**. (Never attempt to reason with a student. Don't attempt to explain your position. He/she is not interested in facts and logic. He/she is interested in seeing you **give up**.)

## **SOME LOVE AND LOGIC EXAMPLES OF LITTLE CHOICES**

- Would you like to wear your coat or carry it?
- Can you stay with us and stop that, or do you need to leave for a while and come back when you can \_\_\_\_\_.

You are not alone! Get help from a staff member or fellow student leader.

### **Discipline with Love and Logic**

#### **Intermediate to Advanced Techniques**

##### **Five Basic Needs of Students**

Inclusion – (In all activities)

Acceptance – (By all cabin members especially student leaders)

Respect - (By all cabin members especially student leaders)

Control - (Have a voice in cabin rules and decisions)

Safety – (Acceptance and a voice or choices in cabin duties)

If you can make sure these five basic needs are met for every student in your cabin group, you should be able to have a cabin that works together.

Many sixth grade students have an ability to get you pulled into trying to control what you really cannot.

Avoid this trap by using enforceable statements. Enforceable statements tell kids what YOU will do or allow...rather than trying to tell THEM what to do.

#### **When you set Love and Logic limits by saying what YOU will do or what YOU will allow:**

- You avoid looking like a fool when you can't get students to do what you say.
- You share some control with the students. As a result, they are much less likely to resist in order to regain control.
- You avoid getting sucked into trying to control something you really can't.

#### **Examples of Outdoor School Love and Logic Enforceable Statements:**

- I will explain the cabin clean up procedure when everyone is listening.
- I'll know you are ready for campfire when everyone has a jacket or coat on or is carrying it in their hands.
- I'll teach you a fun game when everyone is seated and quiet.
- I'll listen as soon as your voice is as calm as mine.
- I listen to students who are quiet and raising their hand.

- I listen to one person at a time.
- Please treat me with the same respect that I show you.
- If someone causes a problem I will do something.

**What you can do to manage problem behaviors:**

1. Stand close to the student.
2. Make eye contact and shake your head indicating “No.”
3. Change the student’s location
4. Provide choices.
5. Use “I” statements (I need you to \_\_\_\_\_).

**Choose a Love and Logic “One-Liner” Antidote**

- “Nice try.”
- I respect you too much to argue.”
- “I know.”
- “Thanks for noticing that.”
- “Could be.”

Become a broken record, saying the same antidote for each new argument the student tries. Keep your voice soft. Allow any frustration to be that of the student, **not of you.**

**Other Problem Situations**

See the Student Leader Reference Manual hanging in your cabin or ask a Program Leader for advice!

**Thanks to student leader contributions from:**

<p><b>Namanu:</b> Bug River Little Foot Luna Noise Bamboo Vega Techno</p>	<p><b>Howard:</b> Mars Miso Sunshine Professor Lolipop</p> <p><b>Sandy River:</b> Crane</p>	<p><b>Adams:</b> Brush Chubacca Poppy Soleil Sensei Fox Zizu</p>
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# OUTDOOR SCHOOL POLICIES FOR STUDENT LEADERS

## General Policies Pertaining to Student Leaders

1. No pets are allowed on the Outdoor School site.
2. You are expected to remain on the Outdoor School site during your week. Any exceptions must be cleared with the Outdoor School office before you arrive on site.
3. Liquor, drugs, weapons and sexual behavior are ABSOLUTELY FORBIDDEN on site. This rule is strictly enforced and there are no exceptions or “second chances.”
4. Multnomah Education Service District provides transportation to and from the Outdoor School site. You are encouraged to use this transportation since it is safe, free, and efficient. If you need to drive to the site during your week at Outdoor School, please contact the Outdoor School office (257-1600) ahead of time to request permission. The bus transportation schedule is included in your permission slip packet.
5. A Student Leader cannot initiate contact with a sixth grade student in any way after their week at Outdoor School has closed. If the student contacts you, you must obtain permission from the student’s parent(s) or guardian prior to responding to the contact. Contact should be written mail only.
6. Never be alone with a student. Always remember the “rule of 3” or “tripods:” have at least three people in a group, for example when taking students to the bathroom or the nurse.

## **Tobacco Use at Outdoor School**

Tobacco use is prohibited, effective January 1, 2006 as required by Oregon law.

No staff member or student is permitted to use tobacco at any time, on district premises, in district vehicles or at any MESD sponsored event.

Tobacco advertising and possession of tobacco paraphernalia, at any time, is also prohibited in all district-sponsored publications and at all district sponsored events.

### **Definitions:**

1. "District premises" means any building, facility, school grounds, athletic grounds or parking lot owned, leased, rented or chartered by the district.
2. "District vehicle" means any vehicle owned, leased, rented or chartered by the district.
3. "Tobacco" means any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, as well as spit tobacco, also known as smokeless, dip, chew and snuff in any form.
4. "Tobacco paraphernalia" means any clothing, bag, hat or other personal item that displays, promotes or advertises a tobacco product.
5. "Use of tobacco" means to smoke, inhale, dip or chew tobacco.

Notice will be given to students, families, staff and visitors of the tobacco-free policy in handbooks, newsletters and on posted signs.

## **Student Leader Discipline Policy**

In the event a Student Leader performs so poorly that disciplinary measures are warranted, the following procedure should be followed.

The Site Supervisor will conduct a frank discussion of the problem with the Student Leader. Should the problem persist, it may be advisable to remove the Student Leader from the site. This will happen if, in the judgment of the Site Supervisor, the presence of the Student Leader has a negative effect on the children.

A Student Leader will be removed from the program immediately if determined to have used tobacco, alcohol or illegal drugs; left students in the cabin group or field study group unattended; engaged in sexual activity; refused to follow staff instructions; or if otherwise present unsafe behaviors to students and other participants.

Should removal be necessary, the Coordinator and Student Leader's parent/guardian are notified immediately. The Student Leader's counselor at the high school also must be informed of a Student Leader's return, as the student is no longer excused from school.

## **Visiting Students' Classrooms**

We discourage high school students visiting students' classrooms. High school students miss their own classes to make the visits, and the class schedule is disrupted when the visit occurs.

The policy, at this time, is that visits to students' classes by Student Leaders ARE NOT ALLOWED by Outdoor School. Please do not try to contact teachers to arrange classroom visits.

Visits to children in their homes or at other locations are not encouraged by Outdoor School. Student Leaders may visit children in their homes ONLY with parental invitation or prior parental permission. Please do not make "surprise" home visits. Student Leaders must not transport children in their cars or in their family cars at any time! Student Leader contact with children after the conclusion of Outdoor School should only be in the form of letters, and initiated by the children, not the Student Leader.

Thank you for your cooperation in this manner!



## Visiting the Outdoor School Site

After you have participated for one week at Outdoor School, you might enjoy visiting the site for an evening. Because each week at Outdoor School is a separate week, and very special for those people on-site at that time, we ask that you abide by some visitation rules:

1. Limit your visit to the hours from dinner to the end of campfire. Plan to leave after campfire.
2. Call the site ahead of time to arrange for the visit, bearing in mind that the number of Student Leaders visiting at one time is limited. **YOU MUST HAVE THE PERMISSION OF THE SITE SUPERVISOR.**
3. If your plans change, call the site back and inform them that you will not be visiting.
4. Remember that Student Leaders can visit on certain nights only. Check with the site supervisor ahead of time. The cost of dinner is \$5.00 for everyone visiting.
5. Please abide by all Outdoor School rules by being attentive and quiet at all activities in which you participate...remember that there are other Student Leaders there who need your support as much as you needed support when you were a Student Leader. Consequently, please don't take part in those activities that should be done by the current group of High School Student Leaders...such as: leading songs at campfire; being guests; Student Leader meeting, and the evening social time. Remember, you are a visitor and it is not your week!
6. Bear in mind that it is a regular Outdoor School week and that the staff is glad to see you, but they don't have much spare time to sit and visit.
7. The number of visits each session is at the discretion of the Site Supervisor.
8. You may be turned away if you do not have prior permission from the Site Supervisor.





MULTNOMAHESD



the  
**outdoor**  
SCHOOL

## **The High School Student Leader Handbook**

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Outdoor School



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