



L.E.A.F! Academy: BCCDKY
July 8th-12th 2019; 9am-4pm

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Contents:

- Project Summary (p. 2)
- Schedule of Activities (p. 4-15)
- Journal Prompts (p. 16-17)
- List of Materials for Each Day (p. 18)
- List of Icebreaker Games/Activities (p. 19-24)
- Camp Flyer (p. 25)

Project Summary

Over the course of the semester, we have been working closely with Susan Brown at the Boone County Conservation District to design a conservation themed camp for children ages 13-15. As a group, we visited several different parks to use as locations for each day of camp, and came up with a theme for each day as well. As part of this process, we created a schedule/activity plan for each day of camp relating to the theme of the day (habitat exploration, water, hiking, orienteering, and a field trip). In addition to this, we also created a list of materials that would be needed to complete each day of camp. Finally, we created a series of journal questions and inspirational prompts for campers to work on each day of camp in addition to these activities as a chance for reflection.

After collaborating heavily on the final details of camp (registration dates, camp dates, budget, etc.), we have come up with a logo/camp flyer, finalized schedule and detailed activity plan for each day, list of materials needed for camp, journal prompts/quotes, and a list of icebreaker activities/games to fill any free time each day. The final details of the camp are as follows: registration fee of \$100 per child, July 8-12, 2019 from 9 am- 4 pm each day. In addition, on the last day of camp, there will be a field trip to the Red Wolf Sanctuary in Rising Sun, Indiana.

Schedule of Activities



Daily Agenda (Summary)

Day	Location	Activities
July 8 th	Middle Creek Park	<ul style="list-style-type: none"> • Team building • Electrofishing • Habitat Exploration
July 9 th	Gunpowder Creek Nature Park	<ul style="list-style-type: none"> • Team building • Fly fishing • Snorkeling
July 10 th	Middle Creek Park	<ul style="list-style-type: none"> • Leadership skills • Hiking • Wilderness skills
July 11 th	Conservancy Park	<ul style="list-style-type: none"> • Communication skills • Orienteering • Problem-solving
July 12 th	Middle Creek Park	<ul style="list-style-type: none"> • Field Trip • Reflection • Celebration!



<http://bccdky.org/l-e-a-f-academy/>

Day One: Habitat Exploration

Schedule Overview:

Time	Group 1	Group 2	Group 3
8:30-9:00	Registration		
9:00-9:30	Welcome		
9:30-10:00	Meet your team		
10:00-11:30	Wildlife	Stream	Forest
11:30-1:00	Stream	Forest	Wildlife
1:00-2:00	Lunch and Team building		
2:00-3:30	Forest	Wildlife	Stream
3:30-4:00	Closing		

Detailed Activity Plans

Activity	Description	Location
Registration	Parents sign in campers; entertain campers until camp officially begins	Parking lot
Welcome	Introduce staff, review schedule, set expectations (rules), introduce what conservation means	Parking lot
Meet your team	Establish group norms; play a team building game	Parking lot - groups spread out
Wildlife	Skull/scat/track show and tell, Explore forest floor (under logs, etc.) for critters/signs of wildlife	Skulls, etc. in parking lot Trail 1 for forest floor exploration

<p style="text-align: center;">Forest</p>	<p>Identify common flowers, trees, and shrubs</p> <p>Play tree ID games: Tree Bingo Leaf Relay (lots of leaves) Leaf Hunt (leaves) Tree field guides?</p>	<p>Trail 1</p>
<p style="text-align: center;">Stream</p>	<p>Learn how scientists study streams</p> <p>Electrofishing demo by SD1</p>	<p>Stream near the bridge</p> <p>May need to spread up or downstream to lessen disturbance</p>
<p style="text-align: center;">Lunch and Team Building</p>	<p>Bagged lunches</p> <p>Play team building games</p>	<p>If at bridge, lunch supplies will need to be brought down access trail.</p>
<p style="text-align: center;">Closing</p>	<p>Review what we learned/liked from the day</p> <p>Prepare for tomorrow - what to bring and where to meet</p> <p>Big group game?</p> <p>Sign students out; make sure parents know plan for tomorrow</p>	<p>Parking lot</p>

Day Two: Water

Schedule Overview:

Time	Group 1	Group 2	Group 3
8:30-9:00	Registration		
9:00-9:30	Welcome and hike to field		
9:30-10:00	Team building		
10:00-11:30	Watershed	Snorkel	Fly Fishing
11:30-1:00	Snorkel	Fly Fishing	Watershed
1:00-2:00	Lunch and Team building		
2:00-3:30	Fly Fishing	Watershed	Snorkel
3:30-4:00	Closing		

Detailed Activity Plans

Activity	Description	Location
Registration	Parents sign in campers; entertain campers until camp officially begins	Parking lot
Welcome	Hike to field, introduce schedule and staff	Hike from parking lot to field
Team building	Team building games	Field
Snorkeling	Introduce campers to snorkeling	Gunpowder Creek
Fly Fishing	Led by Northern Kentucky Fly Fishers	Gunpowder Creek
Watersheds	Learn what a watershed is, how water becomes polluted,	Field

	and what we can do to help	
Lunch and Team Building	Bagged lunches Play team building games	Field
Closing	Review what we learned/liked from the day Prepare for tomorrow - what to bring and where to meet Hike up to parking lot Sign students out; make sure parents know plan for tomorrow	Field

Watershed Plan:

1. *BINGO*: cut-bank, point-bar, landslide, flood zone, glacial till, limestone, riparian zone, macroinvertebrates, channel, embankment, erosion, algae, run, riffle, pool
 - a. We could give them a 9 by 9 bingo sheet and let them have a chance to look it over. They could ask questions and we could help describe new terms. Each camper would have a different grid. As we hike, the campers can mark things off the grid. We can see who gets bingo first.
2. *Enviroscape*: (base design off of what we saw on the hike, the ecosystem around Gunpowder, so do hike first)
 - a. https://web.uri.edu/riss/files/Envir_lesson_teacher.pdf (sample plan)
 - b. Supplies
 - i. Green sprinkles (fertilizer)
 - ii. Red sprinkles (pesticides)
 - iii. Big chocolate sprinkles (sewer overflows and animal waste)
 - iv. Small chocolate sprinkles/clay (erosion)
 - v. Confetti or just regular trash (trash)
 - vi. Glitter (microplastics)
 - vii. Vegetable oil (oil, gasoline)
 - viii. Spray bottles (MAKE IT RAIN!)
3. *Water pollution*:
 - a. Everyone has a fish tank and add different “water pollutants” and learn about each of them
 - b. Use different tools to try to get water pollutants out
 - c. Competition to who can get it cleanest

4. *Look for macroinvertebrates:*

- a. A way to discuss the health of a watershed
- b. Can we introduce a field guide or dichotomous key to identify the creatures?
 - i. Can we use kick seines?

5. *Indoor Activity:*

- a. Water filtration
- b. Topographic maps- find highest elevation points on map, circle locations, draw in watershed
 - i. Better understand watershed and map reading

Day Three: Hiking

Schedule Overview:

Time	Group 1	Group 2	Group 3
8:30-9:00	Registration		
9:00-9:15	Welcome and get with groups		
9:15-10:00	Plan your hike		
10:00-3:30	Hike Dinsmore Woods	Hike Boone Cliffs	Hike Middle Creek
3:30-4:00	Closing		

Detailed Activity Plans

Activity	Description	Location
Registration	Parents sign in campers; entertain campers until camp officially begins	Parking lot
Welcome	Discuss plan for the day	Parking lot
Plan your hike	Discuss route; choose roles; select gear; discuss safety	Parking lot
Hike	Could play some of the games listed on the 'pre-planning tasks' document Could discuss other gear needed for more extensive hiking trips that wasn't	Woods

	included in the hike /survival methods (knife/multi-tool, matches, etc.)	
Closing	<p>Review what we learned/liked from the day</p> <p>Prepare for tomorrow - what to bring and where to meet</p> <p>Hike up to parking lot</p> <p>Sign students out; make sure parents know plan for tomorrow</p>	Parking Lot

(Activities to Do While on Hike)

- https://pbskids.org/designsquad/pdf/parentseducators/DS_Invent_4_Speedy_Leader_EN_G.pdf
 - (maybe skip step #2, but a good guideline for how to do a shelter-building activity)
 - **Materials (per team):** 2 cardboard sheets (~8.5x11 in.), 16 3-ft. Bamboo plant sticks, 3 large garbage bags cut into sheets, scissors, duct tape, string
- Discuss first aid tips, what you might need in your first aid kit, how to use it, etc.
- <https://knowpreparesurvive.com/survival/skills/best-campfire-building-methods/>
 - Since we can't actually practice fire-building, we could discuss different techniques for building fires
- **(How to tell if a plant is edible or not)** You'll want to perform this trial separately for each part of the plant you want to eat, including the roots, leaves, and stem.
 1. Give a strong sniff. If the plant part smells awful or like a rotting corpse, toss it out.
 2. If not, hold the plant part to your inner elbow or wrist for a few minutes. Do you feel itching, burning, or any other negative response? If yes, don't eat it.
 3. If your skin feels fine, kiss the plant with your lips and then wait for 15 minutes.

4. As long as there's no burning or itching, take a pea-sized bite. If the plant tastes extremely bitter or soapy, spit it out immediately—but remember, most plants are gross, so don't expect the peppery flavor of basil. Even if the taste is bearable, hold the bite in your mouth for another 15 minutes.
 5. Finally, wait for at least a few hours. At this point, if you're not feeling sick or dead on the forest floor, then that part of the plant—and that part only—is probably safe to eat
 - a. Also, along the hike, we could discuss different edible plants along the way that we know of, as possible.
- Inspirational ?
 - Maybe tell/talk about inspirational hiking stories? (some listed below)
 - Did you know that the story portrayed in the hit movie “Wild” is based on real life events? Cheryl Strayed, author of “Wild: From Lost to Found on the Pacific Crest Trail,” played by Reese Witherspoon in the 2014 hit movie, captivated readers and described in detail her life-changing, 1,100-mile hike in her 2012 memoir. In 1995, at age 26, Strayed set out on her own to conquer her demons, as she was battling a series of serious problems in her life, from divorce to addiction and the recent death of her mother. Strayed took to the Pacific Crest Trail along the West Coast of the U.S. to find herself without any formal hiking training. And that's exactly what she did during the three months she spent on the trail. Her story proves to be both inspiring and healing, resonating with readers from different walks of life. In addition to “Wild,” Cheryl Strayed is also the author of “Torch” and “Tiny Beautiful Things.”
 - Where will you be when you're 85 years old? Anne Lorimor, of Phoenix, Arizona, decided that she would take on Tanzania's Mt. Kilimanjaro at 85. Lorimor is the oldest woman to reach the summit, taking an eight-day trek to get to the top. Anne set out on her journey to raise awareness for her Challenge Youth Fund, a foundation which supports disadvantaged children throughout the state of Arizona. In addition to raising awareness for her foundation, Lorimor also wanted to prove to other seniors that life doesn't have to stop at age 50. Her epic trek to the top of Mt. Kilimanjaro earned Anne Lorimor a Guinness World Record. She's even told interviewers that she might take on the mountain again in two years when she's 87 because, according to Lorimor, “I'd definitely be the oldest person then.”

- Considered unathletic as a young woman, Seattle resident Heather Anderson struggled with weight issues until she discovered her love for backpacking. During her years hiking, however, she has battled her fair share of naysayers and experienced tremendous self-doubt. Yet, Anderson set the fastest speed record for hiking the 2,189-mile Appalachian Trail this year, a trek that takes backpackers through 14 different states, in just 54 days, 7 hours and 48 minutes. The previous women's record topped 80 days. And, a few years ago in 2013, Anderson set the unsupported backpacking speed record for Pacific Crest Trail in 60 days, 17 hours and 12 minutes. Despite battles with self-esteem and questioning her own accomplishments, Anderson was reassured that she was strong and capable of doing what she set out to do when she was out on the trails setting astonishing records.

Day Four: Orienteering

Schedule Overview:

Time	Group 1	Group 2	Group 3
8:30-9:00	Registration		
9:00-9:30	Welcome		
9:30-10:00	Team building		
10:00-10:30	Learn to use compass/map		
10:30-3:30	Orienteering course 1 (Eat lunch on course)	Orienteering Course 2	Orienteering Course 3
3:30-4:00	Closing		

Detailed Activity Plans

Activity	Description	Location
Registration	Parents sign in campers; entertain campers until camp officially begins	Parking lot
Welcome	Introduce schedule for the day	Parking lot/Field
Team building	Team building games and communication skills	Field

Learn Compass	Susan will be learning how to create an orienteering course.	Field
Orienteering Course 1	Courses will vary but all will require the use of maps and compasses.	Field
Orienteering Course 2		Field
Orienteering Course 3		Field
Lunch and Team Building	<p>Bagged lunches</p> <p>Play team building games</p>	Field
Closing	<p>Review what we learned/liked from the day</p> <p>Prepare for tomorrow - what to bring and where to meet</p> <p>Hike up to parking lot</p> <p>Sign students out; make sure parents know plan for tomorrow</p>	Parking Lot

Day Five: Field Trip

Schedule Overview:

Time	Group 1	Group 2	Group 3
8:30-9:00	Registration		
9:00-10:00	Welcome		
10:00	Load up & Depart		
	Travel		
	Activity & Lunch		
3:00	Return to Middle Creek Park		
3:00-4:00	Closing		

Goals for the day:

- Reward for hard work
- Learn something new
- Have fun!

*School bus rental (if approved by board of edu) is \$40/hr and \$4.10/mile

*Enterprise one 15 passenger van is \$240/day (not including gas, insurance, etc)

*Executive Transportation coach bus rental is \$995 round trip to Red Wolf

*Red Wolf charges \$5 per student and chaperone - walking tour

Journal Prompts:

(At the beginning of camp, each child will receive a small journal which they will be expected to bring back each day to write down the “quote of the day”, respond to pre-survey questions, and record any thoughts/reflections they have each day)

Day 1: Habitat Exploration

Quote of the Day:

“Nature does not hurry, yet everything is accomplished.”

-Lao-tzu

Exploring Pre-Survey:

1. What plants can you identify or have heard of?
2. What animals tracks would you expect to see here?
3. What stream characteristics would you consider “healthy”?

Day 2: Water

Quote of the Day:

“Adopt the pace of nature: her secret is patience”

-Ralph Waldo Emerson

Water Pre-Survey:

1. What are some of your favorite outdoor water recreational activities?
2. What are the signs of a healthy stream? What things might you find in a unhealthy stream?
3. What do you know about snorkeling? What about fly fishing? Which do you think will be most fun?

Day 3: Hiking

Quote of the Day:

“We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.”

-Aldo Leopold

Hiking Pre-Survey

- 1) Have you ever been hiking before? If so, where's your favorite place to hike?
- 2) What kinds of animals do you think we'll see on our hike today?
- 3) What do you know about hiking safety and survival techniques?
- 4) What would you like to learn about hiking and survival during today's activities?

Day 4: Orienteering

Quote of the Day:

"If we surrendered to earth's intelligence we could rise up rooted, like trees"

-Rainer Maria Rilke

Orienteering Pre-Survey

1. Have you ever used a map or compass before?
2. What are some benefits in using these tools?
3. Have you ever done an orienteering course before? What are you looking forward to most? What do you think will be the most difficult?

Day 5: Field Trip - Red Wolf Sanctuary

Quote of the Day:

"May your trails be crooked, winding, lonesome, dangerous, leading to the most amazing view. May your mountains rise into and above the clouds."

-Edward Abbey

Field Trip Pre-Survey

1. What kind of animals do you think you will see today?
2. Why would animals need to be rehabilitated?
3. What are some natural ways animals could end up there? What are some anthropogenic causes?

Materials:

Day 1	Day 2	Day 3	Day 4	Day 5	Everyday
Skulls	Lifeguard	Binoculars	Maps	Bus	Water
Skat models	Fishing supplies	Plant field guide	Compass		Ice
Fur	Bait				First Aid Kits
Tracks	Fins and Masks				Hand Sanitizer
Bug boxes	Viewing scopes				Registration Tables
Nets	Defogger				Sign in sheets
Different field guides	Towels				Nametags
Binoculars	Throw rope				Journals
					Traffic Cones
					Ponchos
					Coolers

Icebreaker Activities:

1. Have you ever? Or Postman

<https://www.ultimatecampresource.com/site/camp-activity/have-you-ever-or-postman.html>

Everyone stands or sits in a circle in front of a place marker, such as a bookbag, chair, or other objects.

The one person without a chair or a place marker is "it".

The "it" will say something about themselves. For example, "Have you ever gone swimming in the Atlantic Ocean?"

Anyone in the circle that has that in common must move to a new spot in the circle. Each move has to be at least two place markers or chairs from where they started.

Whoever is left without a place marker will be it and will tell something about themselves.

Requirements

A chair or place marker for every person in the group except one (small orange cones?)

Objective

To find things that a group has in common.

Materials:

1. Place marker (or stand in circle)

2. Leaf Relay

Divide the players into several teams. Then have the players gather leaves from a number of different kinds of trees that the group has studied. Each team makes a leaf pile and stands fifteen feet back from the pile. The children determine who will go first, second, third, etc. The adult leader calls out the name of a tree and then calls out "go". At the signal, the first child in each team runs to her team's leaf pile and pulls out a leaf.

Children receive a point for each leaf correctly identified. Those players return the leaf to the pile and go to the end of their team's line so that the next player can test his knowledge.

Materials Needed:

- Fake leaves (could make some out of paper)

3. Silly Symphony

The purpose of this game is to discover the beautiful sounds that can be created by the natural objects in our environment.

Each player is given 10- 15 minutes to find objects in nature that make a noise when banged together, or blown on, or rubbed together.

Players bring back their 'instruments' and a conductor is chosen, who organizes the group into a semi-circular orchestra.

Each musician is allowed to 'tune' his instrument, so the rest of the group can hear the different sounds. If a player can play more than one instrument at the same time, he is welcome to do so.

The conductor can then choose a familiar tune with an easy rhythm, and lead his orchestra in song. Let the players make requests for songs they would like to play; give musicians the opportunity to work on 'solos' that they can perform for everyone.

Materials needed:

Nothing required

Front load- respect nature, just pick up things already on the ground?

4. The Wonder of Nature

The group assembles in an outdoor area with open fields and wooded edges. Players are asked to stay within outlined boundaries, set by the leader. The leader calls out one of the instructions listed below, and players are given 2 minutes to run and do or find whatever is needed. Everyone gathers in the center of the playing area to discuss each action or direction, before the next one is called. A great way to learn about the environment in a fun way!

INSTRUCTIONS

1. Count something so that you know more about it after you have counted it than you did before you counted it.
2. Find objects that are: hard, big, high, dead, wise land use threatening soft, small, low, calming, sad, funny, ugly, important on poor land use, unhappy, happy, beautiful, unimportant off living wasteful useful.
3. Find a place where water has washed away the soil.
4. Look for an object that has a geometric shape in its structure. Think about how that form is related to its function.
5. Find and bring back a sound that makes you feel; angry, sad, beautiful, afraid, happy, tough.
6. Find an unpleasant odor. Can you describe the smell? Find an odor that you like? Describe it. Can you think about why some things smell good and others don't?
7. See if there is anything you can do to change something that makes you sad.
8. Describe something of power.
9. Find the oldest thing and try to guess its age. What are ways of determining the age of something?
10. Find an object that has the texture of:
smooth
rough
slippery

shiny

11. Find a change that is predictable.
12. Find the highest thing and the lowest thing.
13. Look for a natural object that has five parts.
14. Find an object that has at least four colors showing.
15. Take a familiar object from the unnatural environment. Find and demonstrate a new use for it in the natural environment.

Materials:

nothing required but it would be helpful to have a list of things to find

5. I have never

Everyone is sitting in a circle of chairs except for the person in the middle. The person in the middle calls out something they have never done. For Example "I have never been to New York." or "I have never been Sky Diving." The people who are sitting in the chairs who have DONE what this person has NEVER done must get up and switch seats. However, they cannot switch seats with the person sitting directly next to them. The object is for the person in the middle is to quickly take a seat from those that are switching seats before they become occupied again. This is a great way to learn about people.

Materials:

Optional chairs (or they could just stand in a circle)

6. The Great Jungle Fire

Here is the scenario: The jungle is on fire, and the animals must keep themselves wet to avoid being burned.

This is a relay race. You need a bucket of water and a cup per team. Set the water bucket and the cup about 15-20 yards away from each team. There is also a list of animals that each team has. The list is as follows:

1. Gorilla
2. Bat
3. Leopard
4. Snake
5. Kangaroo

The first person to run must run like a gorilla, the second pretends to fly like a bat and so on. Gorillas must run with their arms and legs held out awkwardly away from their body. Bats must flap their arms wildly. Leopards must run on all fours. Snakes must get on their elbows and knees. Kangaroos must hop. Once 5 people have run, the 6th person will start the list again as a gorilla, the 7th will be a bat and so on. Once they reach the water bucket they must fill up the cup with water and throw it over themselves. Game

ends when the teams have been through twice. The very last person must pick up the bucket and put it on their heads.

Materials:

1. Water buckets
2. Water cups

7. Water Cup Derby

Form 2 or more teams. As in any relay race, have a starting line and a finishing line. Each team member must fill the cup with water from the communal water bucket, put it over their head and run to the bucket and pour it in. The team that finishes first gets 5 points, but the team that has the most water in the bucket gets 10. You may vary the relay race by making it into an obstacle course or adding other components, but what makes this one fun is the fact that the children get wet.

Materials:

1. cups with holes in them
2. a bucket filled with water
3. a bucket with measurements written on it

8. Animal Circle (game we played at Greenacres, forget the name)

Have wood stake with an animal picture on it. Create multiple of these stakes and organize them in a circle. Ask a question and have the kids walk to the write picture.

Ex. I am a vertebrate. I am an invertebrate. I am a mammal. I am a pollinator. I lay eggs. I have scales. I have feathers. I have hair.

Let them get used to the questions and pictures. Then create a chain of questions that get the kids to all go to one animal.

Ex. I am a vertebrate. I have a beak. I have feathers. (lead kids to group)

Materials needed: stakes, laminated animal pictures, list of questions

9. Charades

Charades but make all acts nature related. (bird, dog, frog, snake, fish, fishing, hunting, kayaking...)

Materials:

List of potential animals or outdoor activities

10. Animal Sounds

Find the other person in the room with the same animal as you by making the noise your assigned animal makes! Animal Sounds is a very simple icebreaker that gets people to act as animals to and find other of the same animals just by listening and making the specific animal sounds! This icebreaker is good for kids aged 6 and up. Unless folks are young at heart, it is not as ideal for adults above 25 years old due to its animal silliness! Animal Sounds is best for larger groups of 15+ people.

How to set up the game:

Prepare the papers ahead of the game. Cut or tear the sheets of paper into small pieces. Write different types of animals that make distinctive sounds on each paper, making sure to duplicate each animal at least once. You should end up with lots of small papers with pairs of animals listed.

Materials needed

To play the Animal Sounds icebreaker, you will need:

- Pieces of paper
- 1 pen or pencil
- Fabric blindfolds for each player in the game

11. Candy Introductions

Candy Introductions is a get-to-know-you game that helps people learn new facts about each other in an easy way. They select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves which they will introduce to the others. This game also goes by other names, including the M&M game, Candy Confessions, the Skittles Game, the Gum Drop game, among others

Candy Introductions can work with any group size. The icebreaker works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run the icebreaker within the smaller sized groups. This icebreaker works best indoors, and is well suited for classrooms or meeting rooms. Materials required are: candy with about five different variations (color or candy type), and an optional chalkboard/whiteboard

Setup for Candy Introductions

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five or six different varieties). Alternatively, you can buy gummy bears, life savers, gum drops, skittles, m&ms, or any other candy that already has a variety of colors

Instructions for How to Play

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/color represents.

If there is a whiteboard or chalkboard present, write on the board the following:

Red – Favorite hobbies

Green – Favorite place on earth

Blue – Favorite memory

Yellow -Dream job

Orange – Wildcard (tell us anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have. This easy introduction game should go relatively quickly (assuming they weren't greedy and that they didn't take too many pieces of candy!)

Materials:

Candy or some other object with variety (different types of leaves?)

Camp Flyer:



Calling all 13-15 year olds!

This exciting new program offers local youth an opportunity to develop leadership and outdoor skills that will last a lifetime!

**FLY FISHING
SNORKELING
ORIENTEERING
ELECTROFISHING
HIKING
AND MORE!**

This program is sponsored by Boone County Conservation District and Boone County Parks.