



District School Board Ontario North East

The best that education has to offer



ECO CAMP

CAMP BICKELL, IROQUOIS FALLS

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RATIONALE

The Outdoor Education Program is run in partnership with Camp Bickell, near Iroquois Falls, Ontario. This program fosters a sense of environmental awareness in the students of District School Board Ontario North East. It also provides an opportunity for students to develop social and emotional growth outside the classroom environment. Student learning occurs through varied, hands-on learning activities, incorporating several curriculum documents.

WHY VALUE OUTDOOR EDUCATION?

Here are some reasons:

- To improve the quality of education by providing direct learning experiences in real situations.
- To develop an understanding and appreciation of the environment, with all the inter-relationships that are involved.
- To provide opportunities to practise skills of observation and investigative techniques.
- To provide opportunities to develop social and emotional growth that do not exist in the usual classroom situation.
- To integrate many aspects of the regular school program.
- To provide stimulus for learning.
- To expand interest and ability in leisure time activities, both present and future.



CURRICULUM CONNECTIONS

ENVIRONMENTAL CAMP

The following pages list the overall and specific curriculum expectations covered by the two and a half day Eco Camp. The bulk of the expectations, come from the grade six Diversity of Life Science Unit. This will not only allow the students to experience the curriculum in a “hands on” manner, but also allow the unit to be taught in much shorter amount of time. This will help teachers cover the required five strands of the science document and will help make up some of the time lost to the grade six testing.

The Eco-Camp will also cover and reinforce a significant number of expectations in the Physical Education (Active Participation) curriculum. Several Art, Mathematics and Social Studies expectations have been listed as well.

OVERVIEW

The study of living things in Grade 6 focuses on the use of classification systems as ways of learning about the great diversity of species and as ways of organizing the study of species. Particular attention is given to the classification of organisms in the animal kingdom. Classifying animals not only will enable students to learn about many different types of animals, from mammals to microscopic organisms, but will help them to observe and describe similarities and differences among species more precisely. To acquire first-hand experience in studying the diversity of living things, students will examine and classify organisms in a specific habitat – a pond, for example.



BRIEF OUTLINE OF EIGHT CORE ACTIVITIES

A. POND AQUATIC STUDIES

In this activity students are put in contact with a community of life as illustrated by an aquatic environment. By exploring an area of a pond or stream for plant and animal life, and by looking at the physical setting, students are made aware of the interrelationships that exist among these components. Students will be collecting and identifying fresh water organisms and learning of their habitat and characteristics.

A focus on arthropods and their place in the ecosystem is part of the pond study. Crayfish, mealworms, and other fascinating creatures will be present in the pond study along with lessons that can be used to enhance the school / camp connection. The lessons provided in the Camp Bickell resources on DocuShare will allow teachers to complete a pre-visit study of arthropods before attending camp.

Understanding Basic Concepts

- (Gs6) identify and describe the characteristics of vertebrates, and use these characteristics to classify vertebrates as mammals, birds, amphibians, reptiles, and fish (the five main classes)
- Compare the characteristics of different kinds of arthropods (e.g., crustaceans such as crayfish, shrimp; insects such as grasshoppers, butterflies, mealworms);
- Describe microscopic living things using appropriate tools to assist them with their observations (e.g., nets and microscopes for pond study);
- Identify and describe the characteristics of invertebrates, and classify invertebrates into phyla (e.g., sponges, worms, molluscs, arthropods);

Developing Skills of Inquiry

- Communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs and drawings (e.g., create a clearly labelled chart of organisms observed and identified during a pond study).
- Identify various kinds of plant or animal organisms in a given plot using commercially produced biological or classification keys (e.g., organisms observed in a pond study, in the school yard, in wildlife centres);



Relating Science and Technology to the World Outside

- Describe specific characteristics or adaptations that enable each group of vertebrates to live in its particular habitat (e.g., fish in water), and explain the importance of maintaining that habitat for the survival of the species;
- (Gs5) recognize that the essential difference between cold- and warm-blooded animals lies in different means of regulating body temperature;

B. TREE CLASSIFICATION

Students will participate in a tree identification walk, while using a dichotomous key. Tree planting, measurement and age determination will be part of this activity.

Overall Expectations

By the end of Grade 6, students will:

- Demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things;
- Investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation);
- Describe ways in which classification systems can be used in everyday life.

Understanding Basic Concepts

- Identify and describe the characteristics of invertebrates, and classify invertebrates into phyla (e.g., sponges, worms, molluscs, arthropods);
- Compare the characteristics of vertebrates and invertebrates;

Developing Skills of Inquiry, Design and Communication

By the end of Grade 6, students will:

- Formulate questions about and identify the needs of different types of animals, and explore possible answers to these questions and ways of meeting these needs (e.g., design an experiment to study whether certain insects will grow larger if given large quantities of food).

Relating Science and Technology to the World Outside

- Identify various kinds of plant or animal organisms in a given plot using commercially produced biological or classification keys (e.g., organisms observed in a pond study, in the school yard, in wildlife centres).



C. COMPASS WORK

Students will be instructed in the parts and use of an orienteering compass. They will play compass games designed to practice skills of taking a bearing and pacing. A point-to-point compass course will be run. Expectations are listed along with GPS & Survival activity.

D. SURVIVAL SKILLS / GPS HOMING & TRAILS

This program will provide important safety information for living and working in Northern Ontario. Scale, direction, distance and mapping are key concepts covered in the GPS portion of this camp activity.

Basic skills for surviving in the bush will be covered. A priority order of survival factors – shelter, water, fire and food – will be covered. The psychology of survival will be introduced. Students will be taught basic techniques for constructing a shelter (debris hut). During further discussions on other aspects of survival, students will be instructed on safety in the wilderness. Preparedness and letting people know where you are will be a major focus. GPS skills, including leaving a cookie trail and marking your home position, will be taught. If time allows, a scavenger hunt using a GPS may be used to wrap up the camp.

Developing Inquiry/Research and Communication Skills

SOCIAL STUDIES

- (Gz37) read, interpret, and compare historical and modern maps and build models or draw and label various forms of maps, using cartographic symbols and a legend

MAP, GLOBE, AND GRAPHIC SKILLS

- Use base maps and a variety of information sources to sketch the relative position of places
- Use special-purpose maps (e.g., contour maps, climatic maps, physical-features maps) to find specific geographic information

HEALTH AND PHYSICAL EDUCATION FUNDAMENTAL MOVEMENT SKILLS

- (Gp16) Perform movement skills in the kind of combinations that are required in a variety of modified games and outdoor pursuits.



ACTIVITY PARTICIPATION – OVERALL EXPECTATIONS

- (Gp26) Participates on a regular basis in physical activities that improve physical fitness;
- (Gp27) Apply living skills including interpersonal skills in physical activities (e.g., outdoor pursuits);
- (Gp28) Follow safety procedures related to physical activity, equipment and facilities and begin to take responsibility for their own safety.

MATHEMATICS (PRE/POST ACTIVITY)

- (Geometry Gm89) Demonstrate an understanding of coordinates in a Cartesian plane
- (Measurement Gm47) Select and use the most appropriate standard unit to measure linear dimensions

SOCIAL STUDIES – OVERALL EXPECTATIONS: Aboriginal Peoples and European Explorers

- (Gz1) Identify easy ways in which the environment moulded Canadian Aboriginal cultures;
- (Gz2) Identify early explorers and describe impact on the development of Canada (e.g., fur trade fort – Fort Frederick House; De Troyes).

HEALTH AND PHYSICAL EDUCATION: Active Participation

- (Gp30) Describe factors that motivate participation in daily physical activities (e.g., enthusiasm for the outdoors).

E. NATURE CRAFTS/GAMES

Students will have the choice between playing ‘Hoop Game’ and learning about and making Dream Catchers. If the student chooses to play ‘Hoop Game’ he/she will work with his/her team to strategize about how to win the game. If the student chooses to learn about Dream Catchers, he/she will learn a brief history about First Nations beliefs and traditions and will make a Dream Catcher that he/she can take home.

VISUAL ARTS

- (Ga25) Produce two and three dimensional works of art that communicate ideas.



HEALTH AND PHYSICAL EDUCATION

- (Gp30) Describe the factors that motivate participation in daily physical activities (e.g., enthusiasm for the outdoors);
- (Gp16) Perform movement skills in the kind of combinations that are required in a variety of modified games and outdoor pursuits.

SOCIAL STUDIES

- (A1.2) Evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity.

F. SPACE & THE SOLAR SYSTEM

If it is dark enough outside, the students will view the night sky and see if they can find any familiar stars or constellations. If the sky is not conducive to viewing, the night sky will be presented with Sky Guide.

Expectations:

- **3.1** identify components of the solar system, including the sun, the earth, and other planets, natural satellites, comets, asteroids, and meteoroids,
- **3.2** identify the bodies in space that emit light (e.g., *stars*) and those that reflect light (e.g., *moons and planets*)
- **3.4** identify the technological tools and devices needed for space exploration (e.g., *telescopes*)

G. FLIGHT

Students will discuss the properties of flight and will model some of the properties using bubbles. They will then use kites to consolidate their learning by overcoming drag and gravity in order to get lift and thrust.

Expectations:

- **3.3** identify and describe the four forces of flight – lift, weight, drag and thrust
- **2.3** use technological problem-solving skills to test a flying device (kite)



H. PREDATOR PREY

Students will learn about the interactions among living things in a Northern Ontario Ecosystem. They will then play a round of 'Predator vs Prey' in a large outdoor space.

Expectations: Grade 7 Science

- **3.1** demonstrate an understanding of an ecosystem as a system of interactions between living organisms and their environment
- **3.3** describe the roles and interactions of producers, consumers, and decomposers within an ecosystem
- **3.4** describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain
- **3.7** explain why an ecosystem is limited in the number of living things that it can support



GUIDELINES FOR OUTDOOR STUDY

Stimulate classroom discussion to generate a list of rules. Write them on the chalkboard. Some of the rules may be:

- We will use our senses (seeing, hearing, feeling and smelling).
- We will think about what we see, hear, feel and smell.
- We will take good care of any property we use.
- We will leave the study area at least as good as we found it.
- We will stay with the group.
- We will listen carefully when someone is talking to the group.
- We will save private conversations and visiting for another time.
- We will be thoughtful of each other and other classes as we leave and return to school.

If the class is encouraged to remain as quiet as possible, more birds and other animals may be seen. Classes must stay on the trail to prevent trampling and destroying the very things they came to see.

The students should keep up to the guide and gather close to where he/she stops to speak. When a class straggles, time is wasted and many pupils may be too far in the rear to see the things of interest displayed.

Collecting plant specimens is not permitted. The area would become severely damaged if classes were required to collect specimens.



SAFETY ON A FIELD TRIP

1. Safety is the prime concern in any activity.
2. Students must stay within defined camp boundaries.
3. Travelling in single file is recommended for bush or trails. The person in front should always keep the person behind him in sight. The buddy system shall be used when students are working independently.
4. Students should watch for low branches and whip-backs and step over or around fallen logs rather than up and over them.
5. Activities may be adapted or cancelled if weather conditions are hazardous.
6. Students need to be aware that approaching or teasing animals, of any kind, is dangerous and will not be allowed.
7. A first aid kit will be available at the centre and will be carried on all hikes.



RESPONSIBILITIES of TEACHERS

The Student Travel/Field Trips Policy must be followed.

Teachers are the primary disciplinarians.

A teacher **must** accompany each group during an activity for both safety and discipline.

Teachers are responsible for pre-visit activities (two weeks before camp) and a few post-visit activities. The activities are included in the Camp Bickell resources, which are posted on DocuShare. Follow-up activities will help study classification skills learned. Pond Study samples and notes can provide curriculum results in the areas of both arthropods and micro-organisms. Tests, quizzes, and scientific drawings could be included. These activities, along with the “hands on” camp activities, will give teachers many expectations to check off on their report cards.

Before Camp

Collection of Parent/Medical Consent forms. Any medical conditions (such as allergies) or special accommodations needed should be forwarded to the Camp Coordinators as early as possible before their camp dates. This will allow any preparations to be made prior to their school’s arrival. Otherwise, submit these forms to the Camp Coordinators upon arrival at the campsite (use the Checklist).

Divide students into partners for activities and submit the list to the Camp Coordinators upon arrival (see Partner List).

Inform the students of Camp Rules and Safety Procedures.

At Camp

1. Provide the same supervision and discipline of the students as required in the classroom, at all times.
2. Assist and support Camp Coordinators.
3. Remain at the campsite overnight.
4. Help resource personnel by circulating through cabins during rest blocks.
5. Take part in activities and PD mini sessions so that the skills of the science curriculum can be extended into their classrooms.
6. Ensure that students bring appropriate clothing for the forecasted conditions.
7. Process accident forms.
8. Carry out provided pre-visit activities (about one week) and follow-up activities after the camp (about one week). These are available on DocuShare, at [“Home >> Board Departments >> Curriculum >> C08 Camp Bickell”](#)



APPENDIX A

CAMP BICKELL ~ ECO-CAMP FORMS

Please note that the forms are included here for informational purposes only.
All forms are available in separate, electronic and fillable format on Docushare

Please follow this link to access:

<http://docushare.dsb1.ca/docushare/dsweb/View/Collection-1699>

Or go to:

School Forms >> Camp Bickell; or
Board Departments >> Curriculum >> C08 Camp Bickell



CAMP BICKELL PLANNING

ADMINISTRATIVE CHECKLIST FOR SUPERVISING TEACHERS

School Name: _____
Date of Trip: _____
Supervising Teacher: _____

- Distribute form letters to students:
 - Covering Letter from School Principal
 - Permission – ECO Camp Bickell
 - Kit List for Participants

- Collect Permission Forms and bring to camp with staff supervisors

- Complete the Partners Class List and bring to camp with staff supervisors

- Arrange for bussing to and from Camp Bickell:
 - Arrival at camp at 11:00 on Mondays, and 11:30 on Wednesdays
 - The students will require bussing on the third morning at 9:00. The bus will bring students to the Esker hike drop off location and will bring students back to Camp Bickell before returning to school. A bag lunch will be provided before they leave Camp Bickell.

- Forward bussing invoices to New Liskeard Board Office (to Superintendent, c/o Executive Assistant)

- Complete the Outdoor Education Program Evaluation Form and forward to Camp Coordinator.



CAMP BICKELL - PARTNERS CLASS LIST

School: _____ Date of Trip: _____

Staff Supervisors: _____

Organize the participating students in pairs. List partners next to each other.

1.	&
2.	&
3.	&
4.	&
5.	&
6.	&
7.	&
8.	&
9.	&
10.	&
11.	&
12.	&
13.	&
14.	&
15.	&
16.	&
17.	&
18.	&
19.	&
20.	&

Bring this list with you to Camp Bickell.



CAMP BICKELL KIT LIST FOR PARTICIPANTS

Special Clothing & Equipment

- | | |
|--|--|
| <input type="checkbox"/> Sleeping Bag | <input type="checkbox"/> Toothbrush and Toothpaste |
| <input type="checkbox"/> Pillow | <input type="checkbox"/> Comb or Hair Brush |
| <input type="checkbox"/> Face Cloth | <input type="checkbox"/> Soap |
| <input type="checkbox"/> Hand Towel | <input type="checkbox"/> Towel |
| <input type="checkbox"/> T-Shirts | <input type="checkbox"/> Underwear |
| <input type="checkbox"/> Pants | <input type="checkbox"/> Shorts |
| <input type="checkbox"/> Rain Jacket | <input type="checkbox"/> Sleep Wear (pajamas) |
| <input type="checkbox"/> Extra Pair of Socks | <input type="checkbox"/> Hat |
| <input type="checkbox"/> Suitable Footwear (running shoes) | <input type="checkbox"/> Rubber Boots for wading (Pond Study & Esker Walk) (feet will get wet otherwise) |
| <input type="checkbox"/> Extra Footwear | <input type="checkbox"/> Swim Suit |

*** Please check the weather forecast to ensure that you are bringing proper clothing as all activities are rain or shine (For example: cold/hot weather, snow, rain, sleet, etc.) ***

Optional:

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Camera | <input type="checkbox"/> Flashlight |
| <input type="checkbox"/> Sun Glasses | <input type="checkbox"/> Bug Spray |
| <input type="checkbox"/> Sunscreen | <input type="checkbox"/> Water Bottle |
-

“Do Not Bring”:

- ⊗ personal music players (MP3s, iPods, etc.)
- ⊗ video games
- ⊗ make-up
- ⊗ junk food



INFORMATION LETTER TO PARENTS

(Print on School Letterhead)

Dear Parents/Guardians:

As part of the Environmental Studies Program, your child's grade 6 class will be taking part in District School Board Ontario North East's Outdoor Education Program on the following dates:

The students will experience a two and a half day program (2 overnights). Transportation from the school by bus has been arranged. This Eco-Camp program takes place at Camp Bickell, near Iroquois Falls. Students will participate in a program to develop an understanding and an appreciation of the environment.

Students will sleep in supervised bunk houses. All meals will be provided. Please state clearly any special medical or dietary concerns on the attached 'Parent/Guardian Consent to Participate' form. Daily showers are mandated while at camp, but for privacy and safety all shower facilities are private and lock.

Attached is a list of items your student should bring to camp. The camp is situated on a lake, and two activities take place on the water. Voyageur canoeing and swimming in a roped area of the beach will be allowed once water temperature rise. The camp has two life guards that will supervise swimming and canoeing.

The attached 'Parent/Guardian Consent to Participate' form must be completed and returned to the school, in order for your child to participate in this program, by the following date:

Sincerely,

(Principal)
(School)





SCHOOL FIELD TRIPS & EXCURSIONS PARENT/GUARDIAN CONSENT TO PARTICIPATE

School: _____ Date: _____

Teacher in Charge: _____

Name of Field Trip: Eco-Camp at Camp Bickell

Date(s) of Field Trip: _____

(Please see the attached letter / itinerary for full details regarding this field trip / excursion.)

Re: _____

Child's name (please print)

My child's Student Medical History Form is current and accurate

(If not, please contact the school immediately with any changes)

My child carries emergency medication for: _____

Special medical needs and procedures:

Special dietary needs/allergies:

Parent/Guardian Name: _____

Primary Contact Number: _____

Alternate Contact Number: _____

SPECIFIC PERMISSION FOR WATER-RELATED ACTIVITIES

- No swimming will be permitted at any time if certified lifeguards are not on duty.
- Swimming, with certified lifeguards on duty, will be permitted when participants have presented explicit specific written permission from the parent/guardian to the teacher(s) in charge.

Swimming at supervised pools and supervised waterfronts:

- Certified lifeguards must be on duty.
- All rules and safety guidelines are to be reviewed with participants prior to the trip.
- Teachers/supervisors must accompany students to the pool and be on deck/shoreline or in the water.

Swimming in open water:

- Students in K1 to Grade 6 will not be permitted to swim in open water at any time.
- Students in Grades 7-12 who pass the required swim test or provide proof of Bronze Medallion certification or higher are not required to wear a personal flotation device (PFD) when there is a certified lifeguard on duty, and swimming is a scheduled part of the itinerary.
- Students in Grades 7-12 who pass the required swim test wearing a PFD are required to wear a PFD at all times when swimming. There must be a certified lifeguard on duty and swimming must be a scheduled part of the itinerary.
- All lifeguards must be certified, a minimum ratio of 1 lifeguard per 10 students. The lifeguard shall not be a participant on the field trip.
- No diving will be permitted at any time.

Boating/Watercraft activities:

- Pupils may only participate in trips involving boating with explicit specific written permission of their parent/guardian.
- All participants must complete and pass the required swim test. Students that pass the swim test wearing a PFD are allowed to participate, but will be required to wear a PFD at all times while on or near the water.
- PFDs, as approved by Transport Canada, are worn at all times by pupils in watercraft (e.g., canoes, paddle boards, kayaks, inflatables), except on licensed commercial passenger vessels.



- Activities taking place on or near water require participants to pass a swim test. Students who wear a PFD to pass the swim test are allowed to participate but are required to wear a PFD at all times while on or near the water. These tests will be administered by a certified aquatic instructor, and are based on the Lifesaving Society's Swim to Survive™ Standard. Swim tests must be administered within the school year that the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Students who do not pass the swim test may not participate in the field trip/excursion. This test would include, but not be limited to, the following requirements:
 - Rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth
 - Tread water for 1 minute
 - Swim 50m (164') continuously, any stroke
- Results of swim tests will be provided to students, parents/guardians, teachers, trip supervisors, lifeguards and instructors. Students who do not pass the required swim test will not participate in the field trip/excursion.

Swimming is NOT part of this field trip.

Swimming is an activity included in this field trip. Additional Information (e.g., location):

This field trip involves water related activities Additional Information (i.e., activity):
[Swimming – roped in area of beach; Voyageur canoeing. Both are weather and time dependent.](#)

A Swim Test is required for this field trip.

Swim Test Results for you/your student: Passed Passed with PFD Failed

I hereby give specific permission for my child to participate in the swimming or other water-related activity included in this field trip.

Signature of Parent/Guardian

Date

CONSENT

Excursions both within and outside the jurisdiction of District School Board Ontario North East have significant educational benefit in extending the learning experiences of students, and enriching school life. I understand the details of this field trip and the expectations outlined in the Field Trip Rules & Regulations. I hereby give permission for my child named above to participate in this field trip.

ELEMENTS OF RISK

Excursions, and any activities they entail, may present various elements of risk. Accidents resulting from such activities may occur and cause injury. The risk of sustaining injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity. By choosing to participate in this activity, the risk **MUST** be assumed by the participants and their parents/guardians. I hereby release District School Board Ontario North East and its staff and agents from any and all liability for any injury sustained by me and/or my child named above, regardless of how caused, resulting from my/their participation in the above mentioned activity.

RELEASE

I further agree to indemnify and save harmless District School Board Ontario North East and its staff and agents from any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect, or default of mine or my child named above.

Signature of Parent/Guardian

Date

NOTE: FAILURE TO COMPLETE, SIGN AND RETURN THIS FIELD TRIP FORM BY THE DUE DATE CONSTITUTES DENIAL OF PERMISSION TO PARTICIPATE IN THIS FIELD TRIP.

Form Due by: _____



**** Parents/Guardians: Please detach and retain this page for your information. ****

School: _____ Student Participant: _____

Name of Field Trip: Eco-Camp at Camp Bickell

Date(s) of Field Trip: _____

Teacher in Charge: _____

Other Supervisors:

➤

➤

➤

Field Trip / Excursion Itinerary:

Please refer to attached information letter to families.

More detailed itinerary attached Yes To Follow Not Required

Accommodations:

Student Costs: There are no student costs on this field trip; OR

\$ ➤

\$ ➤





FIELD TRIP RULES & REGULATIONS

1. Students are expected to behave at all times in keeping with what is considered common courtesy and common sense. Students shall comply with the rules of the school and the requirements of the school's student code of conduct and provincial code of conduct (Safe Schools Policy).
2. Students are subject to the authority of the designated chaperones at all times. The teacher is in loco parentis during the trip; all places the excursion visits are the 'school' for the duration of the field trip and for the purpose of the school's authority.
3. Students shall take part in all activities that are planned for the group.
4. The consumption of alcohol or the use of drugs on all school trips is prohibited, with the exception of prescribed medications.
5. Students shall be available for room check at the time designated by the chaperone(s).
6. Buses will leave at the times designated by the chaperones. It is unreasonable to ask buses to be held any longer than 15 minutes.
7. Parental permission for all trips will be necessary for all students under 18 years of age. Adult students (18 years or over) may sign permission forms on their own behalf.
8. The parent agrees that the teacher may require that the students' room and belongings be made available for inspection where the teacher has reason to believe that any rule has been violated.
9. Failure to comply with or breach of rules will result in the student immediately being sent home at the parent's expense.
10. The Code of Expectations for Participation in Sports and/or Extracurricular Activities has been read and agreed to for all trips for any extracurricular group or sports team. (Appendix D).

[SCHOOL FORMS](#) >> [Camp Bickell](#) >> [Field Trip Consent](#)



CAMP BICKELL OUTDOOR EDUCATION PROGRAM EVALUATION FORM

(to be completed by supervising teacher)

The purpose of this questionnaire is to constructively criticize the Outdoor Education Program in order that improvements can be made in future program designs.

Did you, the supervising teacher, enjoy yourself during the program? Yes No

Did you feel your students enjoyed themselves? Yes No

Do you feel it was a valuable learning experience for your students? Yes No

How closely do you feel that the program links with the Ont. Gr. 6 Science Curriculum? Yes No

Comments: _____

Does the program link with other curricular areas? Yes No

Comments: _____

Was there too much responsibility and/or work put on the supervising teacher? Yes No

Comments: _____

Were the students adequately supervised? Yes No

Was the program varied? Yes No

Were the instructions appropriate to the age level? Yes No

Was the workload on the students appropriate? Yes No

Was the safety aspect of the outdoor program stressed sufficiently? Yes No

What comments did you hear from the students?

Were the follow-up activity ideas appropriate? Yes No

What do you feel could be improved or changed in the program?

Other Comments:

*Send completed form to Camp Coordinator.

RESPONSIBILITIES OF CAMP COUNSELLORS

All grade six students in District School Board Ontario North East have been invited to participate in Eco Camp Bickell. Each Eco Camp lasts two and one half days from mid-morning day one to mid-morning day three. These grade six students spend two nights at the Eco Camp with their teachers and parents who accompany the students as Supervisors. Camp Counsellors are post-secondary students who spend each day with the grade six students from the time of arrival until the students return to their schools. During Eco Camp, Camp Counsellors must abide by the following expectations:

1. Attend a training session with Camp Coordinator, at Eco Camp Bickell prior to the arrival of the elementary students.
2. Assist the Camp Coordinator in the presentation of the curriculum to the students. Topics may include Plant and Insect Identification, Pond/Aquatic Study, Habitats and Adaptations, Activities to Promote Healthy Living, Nature Crafts and Games, and Survival Skills. Each activity block is two hours and must be filled completely.
3. Remain actively involved with the elementary students at all times. This includes participating in evening activities such as campfires and sing-a-longs.
4. Treat each elementary student in a fair, responsible, and respectful manner. Students who refuse to cooperate or are rude or verbally abusive must be reported to Supervisors immediately. Counsellors must never touch a student in a disciplinary or sexual manner.
5. Supervise students overnight. Two Counsellors will be assigned to each cabin containing approximately ten students of the same gender. Counsellors will ensure students settle into bed at a reasonable time as expected by the Supervisors.
6. Ensure the general welfare of each elementary student is taken care of. For instance, if a student requires medical assistance, accompany him or her to the Nurse's Station. If a student is frightened, help calm his or her fears. If a student expresses a concern, help find a suitable solution.

If in doubt, ask a Supervisor.

Counsellor Acknowledgement Form

As a Camp Counsellor, I have read the above and understand my responsibilities.

Camp Counsellor's Name (please print): _____

Camp Counsellor's Signature: _____ Date: _____

PRESENT TO _____ UPON ARRIVAL AT ECO CAMP BICKELL



APPENDIX B

**MAPS
TO CAMP
BICKELL**



Directions to Camp Bickell

Mailing Address: Box 974, Schumacher, ON, P0N 1G0

Latitude: 48.67709129627808

Longitude: -80.88757038116455

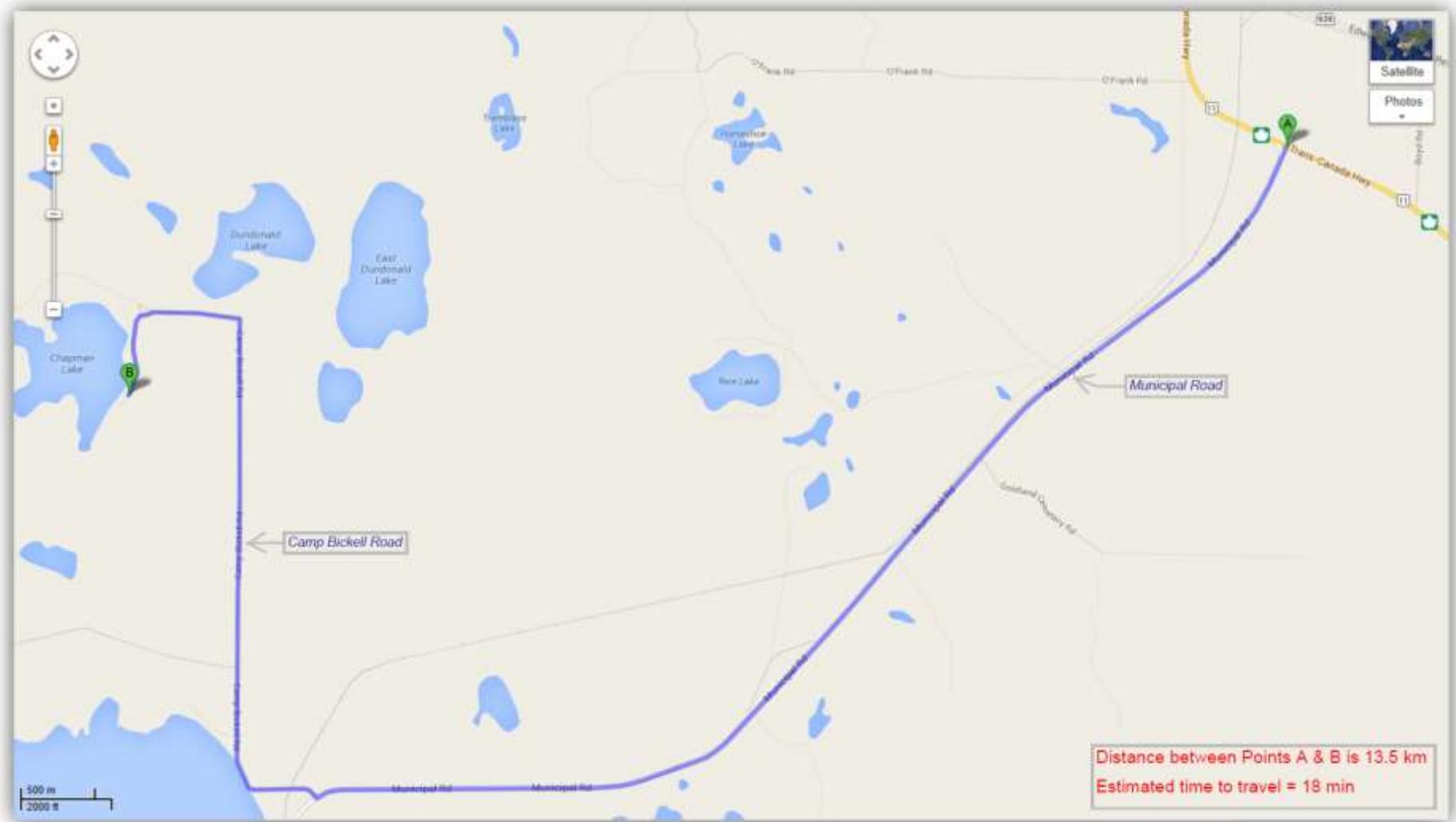


A = Intersection of Highway 11 and Municipal Road



District School Board Ontario North East

Directions to Camp Bickell



A = Intersection of Highway 11 and Municipal Road
B = Camp Bickell



District School Board Ontario North East