Discover Mojave Outdoor World Activity Unit Curriculum

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Activity Unit Curriculum
Preface

The Discover Mojave Outdoor World Activity Unit Curriculum is a living document, of which this is its first printed edition. This document provides suggested activity outlines for each recreational unit as well as available resources, pertinent contacts, checklists, and activity assessments. Each unit is correlated with the themes identified by the Southern Nevada Agency Partnership Conservation Education and Interpretation Team.

This document is updated regularly since the units will undergo additional development and refinement. Please contact the Project Manager for the most up-to-date version of the units described herein.

Acknowledgements

The Discover Mojave Outdoor World Activity Unit Curriculum Manual (first edition) is a living document developed by: **Daphne Sewing; Jennell M. Miller, Ph.D, and Allison Brody, D.A., Public Lands Institute, University of Nevada, Las Vegas (UNLV).**

**Jeanne Klockow, Ph.D.,** Education Curriculum Coordinator, Public Lands Institute, UNLV, and Dr. Miller created the initial modules and researched available resources to create a framework for the program.

Also acknowledged are members of the SNAP Conservation Education and Interpretation Team who provided overall guidance for development of the activity units: **Kathy August,** Education Coordinator, Red Rock Canyon National Conservation Area, Bureau of Land Management; **Kay Rohde,** Chief of Interpretation, Lake Mead National Recreation Area, National Park Service; **Bruce Lund,** Botanist, Spring Mountains National Recreation Area, U.S. Forest Service; and **Calllie Le’au Courtright,** Outdoor Recreation Planner, Desert National Wildlife Refuge Complex, U.S. Fish and Wildlife Service.

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Introduction

BACKGROUND

The Discover Mojave Outdoor World program introduces urban youth, ages 8-12, to outdoor recreation and environmental education. The program promotes the belief that outdoor recreation plays an important and positive role in the health and fitness of America’s youth.

The program is patterned after the national Wonderful Outdoor World (WOW) program. WOW introduces urban youth and families to the outdoors and outdoor recreation through overnight camping experiences within the heart of their own community. With this approach, the program seeks to bring the excitement of camping and the environment directly into the neighborhoods and communities of the children most in need.

WOW began in 1995 as leaders of the outdoor recreation community reviewed data demonstrating that despite a wide range of outdoor recreational opportunities across the nation, American youth were participating at a markedly lower rate than youth 10 and 20 years prior. Recently, there has been a growing awareness of the physical and mental benefits associated with connecting with nature and participating in fun outdoor activities. This wave of mounting awareness and concern has been fueled by Richard Louv’s recently published book, Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder.

Because the Las Vegas metropolitan area has been the fastest growing urban area in the country for the past decade, residents are increasingly disconnected from nature and the out-of-doors. This “disconnect” also means less understanding and stewardship of the public lands surrounding the urban sprawl. The dramatic increase in litter, desert dumping, graffiti, and the destruction of cultural and natural resources illustrates the lack of understanding and personal responsibility. Furthermore, research substantiates that regular contact with and recreation in the natural world as a child is critical to establishing an ethic of environmental stewardship as an adult.

When Discover Mojave Outdoor World program was created in Southern Nevada, the initial guidance that can be gleaned from the Southern Nevada Public Lands Management Act Round 4 Conservation Initiatives nomination and subsequent task agreement, which funds this program, was to focus on water-based recreational activities (e.g., a WOW on the Water pilot).
However, as the program was implemented, the Conservation Education and Interpretation Team recognized that other popular outdoor recreational activities such as rock climbing, mountain biking, and camping should also be included in the Outdoor World program. It should also be noted that the original nomination called for implementing a “WOW on the Water” program. At this time, obtaining a “WOW” franchise and trademark permissions have not been a priority. Although the current program adheres to the same philosophy as the national program, the determination was made that the national curriculum lacks relevancy to a Southern Nevada audience.

ACTIVITY UNIT DEVELOPMENT

Few adults participate in recreational activities that they did not enjoy as children. By engaging children in the wonders of nature now, they will be more likely to continue to enjoy outdoor recreation as adults. Although, the immediate benefit children derive from outdoor recreation is quite clear. Participation in activities in natural settings impacts children in several ways; it:

- Provides a positive outlet for the alleviation of stress,
- Promotes physical exercise and activity,
- Stimulates an appreciation of and connection to nature, and
- Encourages the responsible use of recreational areas.

Providing recreational activities for children who lack such opportunities promotes equitable access and use of public recreational venues.

This rationale guided development of Outdoor World activities. Initial event plans were created by Dr. Jeanne Klockow and Dr. Jennell M. Miller, Public Lands Institute, UNLV. The development of these plans were based upon research of age-appropriate curriculum for the target audience, review of the national WOW curriculum, and discussions with Chief of Interpretation, Kay Rohde, National Park Service, Lake Mead National Recreation Area. A general framework and typical schedule were developed for five activity units:

- Wild Bird Safari
- Fun with Fishing
- Cool Canoeing
- Kids in Kayaks
- Adventures in Art
Additional activities were subsequently added:

- *Rock Star Rock Climbing*, an indoor rock climbing experience was developed and field tested during Year 3, Round 4.
- *Camping Adventure* was developed during Year 1, Round 6.
- An outdoor rock climbing experience was added during Year 2, Round 6.
- A geocaching activity was developed during Year 2, Round 6.

The curriculum was designed to ensure that participants have a successful, positive experience as they are exposed to outdoor activities to which they have access but are unlikely to participate in otherwise. Additionally each unit was correlated with one or more of the themes identified by the interagency Conservation Education and Interpretation Team. Materials, teaching aids, participant identification badges, and certificates of participation were also created to help foster a fun atmosphere and to enhance facilitation and delivery of the modules.

In subsequent iterations of the activity units, progressive levels of opportunities (Adventurer Level, Explorer Level, and Rock Star Level) were designed to provide participants with additional skills and experiences. These levels are in various stages of development for this edition of the curriculum.

Activity units (except Adventures in Art) are evaluated using pre and post assessment instruments, which participants complete before and after each event. Copies of the assessment instruments are provided within each activity module.
ACTIVITY DESIGN FOUNDATIONS

The primary objective in developing activity units for the Discover Mojave Outdoor World (DMOW) Program is to create fun, discovery-based, outdoor recreation events that take place on the numerous and diverse public lands in Clark County. The DMOW program is part of a larger area-wide, multi-partner, and interagency environmental education strategy for which the Public Lands Institute, in cooperation with Southern Nevada Agency Partnership, is creating various curricula.

In the development of this curriculum, we have kept sight of the organizational visions and missions of key stakeholder groups. Members of many of the stakeholder groups were involved in the initial development of the program. Therefore, the product inevitably reflects the key visions of these members and their organizations. The following table demonstrates how the Discover Mojave Forever Earth program is aligned to address the missions and goals of the individual partners and cooperators.

<table>
<thead>
<tr>
<th>PARTNER/COOPERATOR</th>
<th>MISSION OR GOALS</th>
<th>OUTDOOR WORLD PROGRAM ALIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert National Wildlife Refuge Complex, U.S. Fish and Wildlife Service (USFWS)</td>
<td>The mission of the USFWS is working with others to conserve, protect, and enhance fish, wildlife, and plants and their habitats for the continuing benefit of the American people.</td>
<td>Participants experience outdoor recreational activities and learn about the importance of the Desert National Wildlife Refuge Complex and other public lands. Responsible recreation behaviors are a major component of the experiences.</td>
</tr>
<tr>
<td>Lake Mead National Recreation Area, National Park Service (NPS)</td>
<td>NPS is dedicated to conserving, unimpaired, the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations (National Park Service Mission, 1997 Strategic Plan, Washington, D.C.).</td>
<td>Participants experience outdoor recreational activities and learn about the importance of Lake Mead and other public lands. Responsible recreation behaviors are a major component of the experiences.</td>
</tr>
<tr>
<td>PARTNER/COOPERATOR</td>
<td>MISSION OR GOALS</td>
<td>OUTDOOR WORLD PROGRAM ALIGNMENT</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Outside Las Vegas Foundation</td>
<td>The mission of the Outside Las Vegas Foundation is to connect people to the public lands surrounding Las Vegas.</td>
<td>Through the diversity of activities associated with the Outdoor World program, participants (adults as well as youth) experience recreational opportunities and learn about other important features of the public lands surrounding Las Vegas.</td>
</tr>
<tr>
<td>Partners for Education about the Environment</td>
<td>The vision for this collaborative group of informal educators states that “every resident and visitor will understand, appreciate, and take care of Southern Nevada’s environment.”</td>
<td>Participants in Outdoor World programs explore and discover the numerous and diverse public lands while experiencing recreational activities. Responsible recreation behaviors are a major component of the experiences.</td>
</tr>
<tr>
<td>Public Lands Institute</td>
<td>The Public Lands Institute is committed to facilitating and conducting high quality research, education, and outreach that promotes greater stewardship of public lands.</td>
<td>Fun, exciting recreational learning opportunities for youth promote positive attitudes about the outdoors and public lands as well as stewardship behaviors in regard to public lands.</td>
</tr>
<tr>
<td>Red Rock National Conservation Area, Bureau of Land Management (BLM)</td>
<td>BLM’s mission is to sustain the health, diversity, and productivity of the Nation’s public lands for the use and enjoyment of present and future generations.</td>
<td>Participants experience outdoor recreational activities and learn about the importance of Red Rock National Conservation Area and other public lands. Responsible recreation behaviors are a major component of the experiences.</td>
</tr>
<tr>
<td>Southern Nevada Agency Partnership (SNAP)</td>
<td>SNAP works with each other, our communities, and our partners to conserve and enhance the federal lands of Southern Nevada for current and future generations.</td>
<td>By their experiential nature, Outdoor World programs promote conservation and stewardship of public lands.</td>
</tr>
<tr>
<td>PARTNER/COOPERATOR</td>
<td>MISSION OR GOALS</td>
<td>OUTDOOR WORLD PROGRAM ALIGNMENT</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Spring Mountains National Recreation Area, U.S. Forest Service (USFS)</td>
<td>The mission of the USFS is to sustain the health, diversity, and productivity of the Nation’s forests and grasslands to meet the needs of present and future generations.</td>
<td>Participants experience outdoor recreational activities and learn about the importance of Spring Mountain National Recreation Area and other public lands. Responsible recreation behaviors are a major component of the experiences.</td>
</tr>
<tr>
<td>University of Nevada, Las Vegas (UNLV)</td>
<td>UNLV’s mission is to assist students in meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and common experiences that enhance critical thinking.</td>
<td>UNLV faculty, staff, and students are involved in the Forever Earth program on many levels. Forever Earth is used for student field trips as well as for research and other educational purposes.</td>
</tr>
</tbody>
</table>
WILD BIRD SAFARI

OVERVIEW

Bird watching provides the very best kind of fun: easy, inexpensive, healthful, and satisfying. It is a popular life-long activity enjoyed by people all over the world. Participants in a Wild Bird Safari event first learn the basics of how to use binoculars. Program facilitators then open up the world of bird watching by capitalizing on children’s natural curiosity about nature. Participants match the birds that they see to photos of birds within in a simple field guide. Children learn to discern key characteristics in order to make accurate identifications. Making connections between a bird’s characteristics and the features of its habitat is a key part of the identification process. Bird watching ethics are emphasized and discussed with participants. Bird watching and other types of outdoor recreational opportunities on public lands are also discussed.
WILD BIRD SAFARI UNIT GOAL

Participants will learn how to use binoculars and have fun successfully watching birds.

UNIT OBJECTIVES

**Adventurer Level**

Participants will:
- Successfully use binoculars to find and focus on an object.
- Demonstrate skill at using binoculars to find and focus on a bird.
- Use binoculars to describe something specific about a bird.

**Explorer Level**

Participants will:
- Match an observed bird with a corresponding picture in a bird field guide.
- Describe in detail a particular part of an observed bird.
- Match a bird to a particular habitat.

**Rock Star Level**

Participants will:
- Use a bird field guide to identify common birds.
- Make entries into a bird journal.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Wild Bird Safari activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Sunset Park
- Clark County Wetlands Park
- City of Henderson Bird Viewing Preserve
- Floyd Lamb State Park
- Corn Creek Field Station, Desert National Wildlife Refuge Complex
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – BINOCULAR SKILLS
(10 minutes)

A pair of binoculars makes the experience of bird watching more successful and enjoyable. Binoculars are distributed to participants, and the following points are covered and demonstrated:

- Binoculars are carried safely throughout the day by letting them hang from around your neck.
- Binoculars allow you to view things that are far away by making them look much bigger and closer.
- Binoculars can be adjusted to the distance between your eyes by moving the optical chambers farther apart or closer together.
- Binoculars have a focus knob that allows you to control the sharpness of the image.

Participants practice by focusing on items pointed out by the facilitator. When the facilitator is confident that each participant is successfully using binoculars to find and focus on an object, the next activity is introduced.

Part 3 – GO FIND...
(10 minutes)

In this activity, participants begin to learn how observing specific features or characteristics of a bird such as color, pattern, feet, beak, or body shape, can help identify a bird. Photos of birds
attached to Frisbees are scattered around an area. Each participant is handed a specific characteristic such as “brown” or “sharp beak” and races to find an image of a bird with the corresponding characteristic. The Frisbee/photo is brought to the facilitator for verification. The objective is to find as many matches as possible while competing against the other participants. When most participants have made several matches, the facilitator closes the activity with a discussion about how identifying birds depends on making careful observations of these different characteristics.

Part 4 – BINOCULAR CHALLENGE
(15 minutes)

Participants are primed for competing in the binocular challenge. First, they are introduced to a simple bird field guide. Again, by using the photographs in the field guide, emphasis is given to how birds are different in regards to patterns, locations of color, and shapes of beaks, feet, and bodies. Participants are then divided into teams of 2-3 for the competition. From several feet away, a facilitator flashes a large photograph of a bird. The participants use their binoculars to focus on the bird in the photograph and then match what they’ve seen to a bird in their field guides, competing against the other teams to see who can make the identification the fastest. Another facilitator verifies the correctness of their observations and assists any team that is having difficulty. The competition continues until the facilitators are confident of participants’ binocular skills and their understanding how to make observations of different features to identify birds.

Part 5 – WATCHING BIRDS
(30-60 minutes)

Participants are divided into two groups to go on their safari. The facilitator reviews some of the behavioral guidelines established at the beginning of the event and stimulates discussion that leads to setting guidelines and consequently, ethics, about how to treat birds (e.g., do not feed birds; no chasing or harassing birds; no loud noises; let the bird approach you; etc.). Depending on the activity location, the site should have plenty of waterfowl and large ground and perching birds to observe. As participants begin to explore the area and observe birds, they should be encouraged to tell the facilitator what they see and asked for specific details about the birds such as colors and shapes. They should also identify the names of birds and be able to explain the reasons for their conclusions. This part of the activity is a little more unstructured in order to give participants an opportunity to discover things on their own (while staying with the group). However, the facilitators should take cues from the participants to use various visual aids such as owl pellets; nests; feathers; and replicas of skeletons, feet, and eggs to enhance participant discoveries.

Part 6 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Binoculars are presented to each participant as well as a certificate of completion for the Adventurer Level.
Explorer Level

Activities are structured to:
- Provide participants additional experiences to watch birds;
- Focus on how to use a bird field guide such as *Peterson’s First Guide to Birds*; and
- Highlight bird behaviors and habitats

Rock Star Level

Activities are structured to:
- Provide participants additional experiences to watch birds;
- Introduce how a bird journal can add to the enjoyment of bird watching experiences.

RESOURCES

*Literature*

*Watching Water Birds* by Jim Arnosky
*Field Trips: Bird-watching* by Jim Arnosky
*Pond* by Donald M. Silver and Patricia Wynne

*Web sites*

Wetlands Park information:
http://www.co.clark.nv.us/parks/wetlands/Wetland's_Homepage.htm

Bird photos:
http://commons.wikimedia.org/wiki/Main_Page

General information about bird watching:
http://birding.about.com

*Sources for Materials*

Carson – Children’s Binoculars
Acorn Naturalists – Visual aids, bird field guides

*Suggestions for “take home” items for participants:*

- Binoculars
- Bird field guide
- Bookmarks created in art activity
- Sticker/coloring book
- Bird journal
### Wild Bird Safari

#### ACTIVITY CHECKLIST

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Original Permission Slips</td>
<td>□ Digital Camera</td>
</tr>
<tr>
<td>□ Vehicle Paperwork</td>
<td>□ Video Camera</td>
</tr>
<tr>
<td>□ Roster</td>
<td>□ Bottled Water</td>
</tr>
<tr>
<td>□ First Aid Kit</td>
<td>□ Snacks</td>
</tr>
<tr>
<td>□ Fanny Packs</td>
<td>□ Pencils</td>
</tr>
<tr>
<td>□ Pre- and Post Activity Assessments</td>
<td>□ Markers</td>
</tr>
<tr>
<td>□ Performance Rubric</td>
<td>□ Certificates</td>
</tr>
<tr>
<td>□ Name Tags</td>
<td>□ Art Activity – Bookmark</td>
</tr>
<tr>
<td>□ Clipboards</td>
<td>□ Cardstock</td>
</tr>
<tr>
<td>□ Binoculars</td>
<td>□ Crayons</td>
</tr>
<tr>
<td>□ Binocular covers</td>
<td>□ Art Activity – Bird Silhouette</td>
</tr>
<tr>
<td>□ Binocular Skills Activity</td>
<td>□ Black construction paper</td>
</tr>
<tr>
<td>□ Bird ID Challenge Activity</td>
<td>□ Scissors</td>
</tr>
<tr>
<td>□ Migration Headache Activity</td>
<td>□ Posters</td>
</tr>
<tr>
<td>□ Bird Field Guides</td>
<td>□ ________________________</td>
</tr>
<tr>
<td>□ Photo Frisbees</td>
<td>□ ________________________</td>
</tr>
<tr>
<td>□ Journals</td>
<td>□ ________________________</td>
</tr>
</tbody>
</table>

Additional items: Art Activity – Bookmark, Black construction paper, Scissors, Posters, ________________, ________________, ________________
## Wild Bird Safari

### Sample Schedule of Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 am</td>
<td>Meet at Sunset Park at the main picnic area</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Pre-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Stage-setting</td>
</tr>
<tr>
<td>11:20 am</td>
<td>Binocular Skills</td>
</tr>
<tr>
<td></td>
<td>Binocular Challenge</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 pm</td>
<td>Bird Watching – Sunset Lake</td>
</tr>
<tr>
<td>12:45 pm</td>
<td>Drive to Clark County Wetlands Park</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>Bird Watching – Wetlands Park</td>
</tr>
<tr>
<td></td>
<td>(divide into two groups)</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Post-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Closure</td>
</tr>
<tr>
<td></td>
<td>Certificate awards</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>Depart Wetlands Park</td>
</tr>
</tbody>
</table>
Wild Bird Safari
Pre-Assessment Part I

What do you know about using binoculars?

<table>
<thead>
<tr>
<th>Nothing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Patience</td>
<td></td>
</tr>
<tr>
<td>Big</td>
<td>Water</td>
</tr>
<tr>
<td>Far Away</td>
<td></td>
</tr>
<tr>
<td>Kids</td>
<td>Focus</td>
</tr>
<tr>
<td>Germs</td>
<td>Toys</td>
</tr>
<tr>
<td>Hunt</td>
<td></td>
</tr>
</tbody>
</table>

What do you know about watching birds?

<table>
<thead>
<tr>
<th>Nothing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>Shape</td>
</tr>
<tr>
<td>Big</td>
<td>Water</td>
</tr>
<tr>
<td>Far Away</td>
<td></td>
</tr>
<tr>
<td>Kids</td>
<td>Focus</td>
</tr>
<tr>
<td>Quiet</td>
<td>Songs</td>
</tr>
<tr>
<td>Binoculars</td>
<td></td>
</tr>
</tbody>
</table>
Wild Bird Safari
Pre-Assessment Part II

1). I would tell my friends to do this bird watching program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Watching birds is very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Bird watching is fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another bird watching program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to watch birds.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
### Wild Bird Safari

**Post-Assessment Part I**

**What did you learn about using binoculars?**

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Patience</th>
<th>Big</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far Away</td>
<td>Kids</td>
<td>Focus</td>
<td>Toys</td>
</tr>
<tr>
<td>Hunt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What did you learn about watching birds?**

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Color</th>
<th>Shape</th>
<th>Big</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Far Away</td>
<td>Kids</td>
<td>Focus</td>
<td>Songs</td>
<td>Binoculars</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wild Bird Safari
Post-Assessment Part II

1). I would tell my friends to do this bird watching program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Watching birds was very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Bird watching was fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another bird watching program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to watch birds.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
Wild Bird Safari
Rubric • Adventurer Level

Group ___________________________________________        Date _____________

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant successfully uses binoculars to find and focus on an object.</th>
<th>Participant uses binoculars to find and focus on a bird.</th>
<th>Participant describes something specific about a bird.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Demonstrates the skill</td>
<td>Demonstrates the skill</td>
</tr>
<tr>
<td></td>
<td>Does not demonstrate the skill</td>
<td>Does not demonstrate the skill</td>
<td>Does not demonstrate the skill</td>
</tr>
</tbody>
</table>


Wild Bird Safari
Rubric ● Explorer Level

Group ________________________________ Date _____________

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant matches a bird seen to a corresponding picture in a bird book.</th>
<th>Participant describes in detail a particular part of a bird being watched.</th>
<th>Participant matches a bird to a particular habitat.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Does not demonstrate the skill</td>
<td>Demonstrates the skill</td>
</tr>
</tbody>
</table>

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Discover Mojave Outdoor World ● Public Lands Institute
### Wild Bird Safari

**Rubric ● Rock Star Level**

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant uses a bird guide to identify common birds.</th>
<th>Participant makes entries into a bird journal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Demonstrates the skill</td>
</tr>
<tr>
<td></td>
<td>Does not demonstrate the skill</td>
<td>Does not demonstrate the skill</td>
</tr>
</tbody>
</table>

**Group _____________________________**

**Date _____________**
OVERVIEW

Fishing is a popular and traditional life-long outdoor recreational activity. It is also a wonderful family pastime. It is not uncommon for children participating in *Fun With Fishing* to have had some previous fishing experience. In this activity unit, participants learn about common Southern Nevada fish species and their habitats, practice basic fishing skills, and enjoy a fishing experience. Fishing ethics and state fishing regulations are emphasized and discussed with participants. Fishing opportunities and other outdoor recreational opportunities on public lands are also discussed.
FUN WITH FISHING UNIT GOAL

Participants will learn about Southern Nevada fish species and have a guided fishing experience.

UNIT OBJECTIVES

**Adventurer Level**

Participants will:
- Demonstrate how to tie the knots necessary for rigging a rod and reel.
- Demonstrate how to cast properly and safely.
- Demonstrate the proper use of a rod while fishing.

**Explorer Level**

Participants will:
- Demonstrate the proper way to rig a rod and reel.
- Demonstrate the proper use of a rod while fishing.

**Rock Star Level**

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Fun With Fishing activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Sunset Park
- Floyd Lamb State Park
- Lake Mead National Recreation Area
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – ALL ABOUT FISH AND FISHING!
(30 Minutes)

Participants are divided into 3 groups and rotated through 3 stations.

- Station 1 Characteristics of what makes a fish a fish, common fish species, and fish habitat are highlighted at this station. Participants learn how understanding what a fish eats and what habitat it prefers relates to catching a fish.

- Station 2 Participants are shown how different baits, lures, and tackle are used. Regulations and fishing ethics are also covered.

- Station 3 Participants practice tying 1-3 different types of knots used for rigging a rod and reel.

Part 3 – CAST AWAY
(15 minutes)

After learning about the main parts of a rod and reel, participants are then taught how to safely cast. Plastic fish models provide targets for casts. Competitions are encouraged for accuracy. After the facilitator is satisfied that all participants can cast safely, the next skill is introduced.
Part 4 – TRYING TO CATCH THE BIG ONE
(30-45 minutes)

Participants are issued rods and reels, and assisted with baiting hooks. Time is allowed for gaining experience fishing and for enjoyment. Facilitators and other adult leaders should be aware of any safety issues and rectify them immediately.

Part 5 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Fishing-related educational materials are presented to each participant as well as a certificate of completion for the Adventurer Level.

Explorer Level

Activities are structured to:
- Provide participants additional experiences with fishing;
- Focus on how properly rig a rod and reel.

Rock Star Level

To be developed.

RESOURCES

Literature

Fishing with the Presidents by Bill Mares  
The Barefoot Fisherman: A Fishing Book for Kids by Paul Amdahl  
Kids’ Incredible Fishing Stories by Shaun Morey and Elwood H. Smith

Web sites

http://www.omsi.edu/visit/earth/watershed/salmoncam/  
http://dnr.metrokc.gov/wlr/waterres/salmonch.htm  
http://www.nps.gov/lame/planyourvisit/fishing.htm

Suggestions for “take home” items for participants:

Fishing activity booklets  
Give-away items from Nevada Department of Wildlife  
Artwork from gyotaku art activity
Fun With Fishing

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ Group Fishing Permit
☐ First Aid Kit
☐ Pre- and post activity assessments
☐ Performance Rubric
☐ Name Tags
☐ Clipboards
☐ Digital Camera
☐ Video Camera
☐ Journals
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Certificates
☐ Art Activity – Gyotaku
Fun With Fishing
Sample Schedule of Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Meet at Floyd Lamb State Park&lt;br&gt;Area 1 Picnic Pavilion&lt;br&gt;Introductions&lt;br&gt;Pre-activity assessment&lt;br&gt;Stage-setting</td>
</tr>
<tr>
<td>9:20 am</td>
<td>All About Fish and Fishing!&lt;br&gt;Three Stations (20 minutes per station)&lt;br&gt;(1) Fish Species and their Habitats&lt;br&gt;(2) Knot Tying&lt;br&gt;(3) Baits, Lures, Tackle, Fishing, Regulations, and Ethics</td>
</tr>
<tr>
<td>10:20 am</td>
<td>Cast Away</td>
</tr>
<tr>
<td>10:45 am</td>
<td>Fishing Rods Set Up</td>
</tr>
<tr>
<td>11:15 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Trying to Catch the Big One</td>
</tr>
<tr>
<td>12:15 pm</td>
<td>Post-activity assessment&lt;br&gt;Closure&lt;br&gt;Certificate awards</td>
</tr>
<tr>
<td>12:45 pm</td>
<td>Depart Floyd Lamb State Park</td>
</tr>
</tbody>
</table>
### Fun With Fishing

**Pre-Assessment Part I**

What do you know about using a rod and reel?

<table>
<thead>
<tr>
<th>What do you know about using a rod and reel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
</tr>
<tr>
<td>Spin Cast</td>
</tr>
<tr>
<td>Knot</td>
</tr>
<tr>
<td>Cast</td>
</tr>
<tr>
<td>Bait</td>
</tr>
<tr>
<td>Fish</td>
</tr>
<tr>
<td>Careful</td>
</tr>
<tr>
<td>Insects</td>
</tr>
<tr>
<td>Water</td>
</tr>
</tbody>
</table>

What do you know about fishing?

<table>
<thead>
<tr>
<th>What do you know about fishing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
</tr>
<tr>
<td>Release</td>
</tr>
<tr>
<td>Catch</td>
</tr>
<tr>
<td>License</td>
</tr>
<tr>
<td>Habitat</td>
</tr>
<tr>
<td>Kinds of Fish</td>
</tr>
<tr>
<td>Careful</td>
</tr>
<tr>
<td>Patience</td>
</tr>
</tbody>
</table>
Fun With Fishing
Pre-Assessment Part II

1). I would tell my friends to do this fishing program.
   
   ![Smiley face] Strongly agree  
   ![Smiley face] Agree  
   ![Frown face] Disagree  
   ![Frown face] Strongly Disagree

2). Fishing is very interesting to me.
   
   ![Smiley face] Strongly agree  
   ![Smiley face] Agree  
   ![Frown face] Disagree  
   ![Frown face] Strongly Disagree

3). Fishing is fun.
   
   ![Smiley face] Strongly agree  
   ![Smiley face] Agree  
   ![Frown face] Disagree  
   ![Frown face] Strongly Disagree

4). I would like to do another fishing program.
   
   ![Smiley face] Strongly agree  
   ![Smiley face] Agree  
   ![Frown face] Disagree  
   ![Frown face] Strongly Disagree

5). I would like to show my friends how to fish.
   
   ![Smiley face] Strongly agree  
   ![Smiley face] Agree  
   ![Frown face] Disagree  
   ![Frown face] Strongly Disagree
Fun With Fishing
Post-Assessment Part I

What did you learn about using a rod and reel?

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Spin Cast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knot</td>
<td>Cast</td>
</tr>
<tr>
<td>Bait</td>
<td>Fish</td>
</tr>
<tr>
<td>Careful</td>
<td></td>
</tr>
<tr>
<td>Insects</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
</tbody>
</table>

What did you learn about fishing?

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catch</td>
<td>License</td>
</tr>
<tr>
<td>Habitat</td>
<td>Kinds of Fish</td>
</tr>
<tr>
<td>Careful</td>
<td>Patience</td>
</tr>
</tbody>
</table>

Insects  
Water  
Patience
Fun With Fishing
Post-Assessment Part II

1). I would tell my friends to do fishing program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Fishing was very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Fishing was fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another fishing program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to fish.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
# Fun With Fishing

**Rubric ● Adventurer Level**

| Group ___________________________________________ | Date _____________ |

Participant demonstrates ability to tie knot for rigging fishing line.  
Participant makes casts properly and safely.

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Demonstrates the skill</th>
<th>Does not demonstrate the skill</th>
<th>Demonstrates the skill</th>
<th>Does not demonstrate the skill</th>
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</thead>
<tbody>
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</tbody>
</table>
# Fun With Fishing
## Rubric • Explorer Level

<table>
<thead>
<tr>
<th>Group ___________________________________________</th>
<th>Date ____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant demonstrates ability to rig his/her own rod and reel.</th>
<th>Participant demonstrates proper use of the rod while fishing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Demonstrates the skill</td>
</tr>
<tr>
<td></td>
<td>Does not demonstrate the skill</td>
<td>Does not demonstrate the skill</td>
</tr>
</tbody>
</table>

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Discover Mojave Outdoor World • Public Lands Institute
COOL CANOEING

OVERVIEW

Taking to the water in a canoe can be a relaxing, enjoyable family activity. Canoeing allows for a quiet experience on the water, making it possible to enjoy the sounds and sights of nature without disturbing wildlife or other people. Canoeing requires teamwork and is a healthy physical activity.

In this activity unit, participants learn the basics of canoeing, enjoy a canoeing experience, and learn to work as a team. Emphasis is placed on safety and the importance of wearing a Personal Flotation Device (PFD) at all times. Discussed with participants are stewardship ethics as well as canoeing opportunities and other outdoor recreational opportunities on public lands.
COOL CANOEING UNIT GOAL

Participants will enjoy canoeing.

UNIT OBJECTIVES

Adventurer Level

Participants will:
- Demonstrate how to properly don and wear a PFD.
- Demonstrate the proper ways to enter and exit a canoe.
- Perform basic paddle strokes.

Explorer Level

To be developed.

Rock Star Level

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Cool Canoeing activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Sunset Park
- Floyd Lamb State Park
- Lake Mead National Recreation Area
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – THE BASICS
(20 – 25 Minutes)

Participants gather around a canoe placed on the shore for initial instruction. The parts of a canoe are explained (e.g., bow, stern, keel, starboard, port) as well as the parts of a paddle (e.g., blade, shaft, tip). Proper technique is demonstrated for how to sit in the canoe, how to keep body weight balanced inside the canoe, and how to grip the paddle. Basic paddle strokes as well as instruction on how to keep the canoe going in a straight line, turn left, and turn right are demonstrated. Participants practice a forward stroke and a back paddle stroke.

When the instructor is satisfied that everyone understands the basics, participants learn about PFDs and the importance of wearing them at all times. Participants put on PFDs and are then checked by adults to ensure proper fit.

Instruction is then given on how to enter and exit a canoe. One person steadies the canoe by sitting on the grounded end while the other steps into the canoe, keeping his/her body low. The person maintains this low profile and three points of contact while stepping forward in the center of the canoe and taking the seat in the bow. The seated person then steadies the canoe by bracing a paddle, and the second person pushes off while stepping into the canoe, maintaining a low center of gravity while doing so. This procedure is reversed when returning to shore.

Entering and exiting a canoe is practiced by participants. When the instructor is satisfied that everyone can enter and exit a canoe safely, adults assist participants by steadying canoes and pushing them off shore for their canoe experience.
Part 3 – GOING SOMEWHERE
(30 - 60 minutes)

Time is allowed for participants to practice paddling and simply for the enjoyment of the experience. Participants learn that they must work together as a team in their canoe in order to control the direction and movement of the canoe. Facilitators and other adult leaders should be aware of any safety issues and rectify them immediately.

Part 4 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Canoeing-related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.

**Explorer Level**

To be developed.

**Rock Star Level**

To be developed.

**RESOURCES**

**Canoeing Instructors**

UNLV Outdoor Adventures

**Literature**

*Mr. Lunch Borrows a Canoe* by J. Otto Seibold and Vivian Walsh
*Ghost Canoe* by Will Hobbs
*Three Days on a River in a Red Canoe* by Vera B. Williams
*Canoe Days* by Gary Paulsen and Ruth Wright Paulsen
*Franklin’s Canoe Trip (Franklin TV Storybook)* by Sharon Jennings, Brenda Clark, Sean Jeffrey, Mark Koren, Jelena Sisic, and Paulette Bourgeois

**Web sites**

http://bobber.info/
http://dbw.ca.gov/AquaSmart/index.html
http://boatingsidekicks.com/
Suggestions for “take home” items for participants:

Photos taken during the canoeing activity
Children’s books
Cool Canoeing

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ Group Fishing Permit
☐ First Aid Kit
☐ Pre- and Post Activity Assessments
☐ Performance Rubric
☐ Name Tags
☐ Clipboards
☐ Digital Camera
☐ Video Camera
☐ Journals
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Certificates
## Cool Canoeing
### Sample Schedule of Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Meet at south end of Sunset Lake, Sunset Park</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Pre-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Stage-setting</td>
</tr>
<tr>
<td>9:20 am</td>
<td>The Basics</td>
</tr>
<tr>
<td></td>
<td>• Use and Parts of a PFD</td>
</tr>
<tr>
<td></td>
<td>• Parts the Paddle and Canoe</td>
</tr>
<tr>
<td></td>
<td>• Canoeing Terminology</td>
</tr>
<tr>
<td></td>
<td>• Carrying a Canoe</td>
</tr>
<tr>
<td></td>
<td>• Proper techniques for Entering and Exiting a Canoe</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Going Somewhere</td>
</tr>
<tr>
<td></td>
<td>Canoeing Practice</td>
</tr>
<tr>
<td></td>
<td>• Halfway through the practice, children switch positions to experience paddling from both the bow and the stern</td>
</tr>
<tr>
<td>11:15 pm</td>
<td>Post-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Closure</td>
</tr>
<tr>
<td></td>
<td>Certificate awards</td>
</tr>
<tr>
<td>12:45 pm</td>
<td>Depart Sunset Park</td>
</tr>
</tbody>
</table>
Cool Canoeing
Pre-Assessment Part I

What do you know about canoeing?

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Paddle</th>
<th>Bow</th>
<th>Draw</th>
<th>Stern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Stroke</th>
<th>Quiet</th>
<th>Safety</th>
<th>Water</th>
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</tbody>
</table>
## Cool Canoeing
### Post-Assessment Part II

1). I would tell my friends to do this canoeing program.

2). Canoeing is very interesting to me.

3). Canoeing is fun.

4). I would like to do another canoeing program.

5). I would like to show my friends how to canoe.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>4</td>
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<td>5</td>
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</tr>
</tbody>
</table>
### Cool Canoeing

**Post-Assessment Part I**

What did you learn about canoeing?

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Paddle</th>
<th>Bow</th>
<th>Draw</th>
<th>Stern</th>
<th>Stroke</th>
<th>Quiet</th>
<th>Safety</th>
<th>Water</th>
</tr>
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</table>
Cool Canoeing
Post-Assessment Part II

1). I would tell my friends to do this canoeing program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Canoeing was very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Canoeing was fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another canoeing program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to canoe.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
# Cool Canoeing

**Rubric ● Adventurer Level**

<table>
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<th>Group ___________________________________________</th>
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</tbody>
</table>
KIDS IN KAYAKS

OVERVIEW

Taking to the water in a kayak can be a relaxing, enjoyable family activity. Kayaking allows for a quiet experience on the water, making it possible to enjoy the sounds and sights of nature without disturbing wildlife or other people. Kayaking requires teamwork and is a healthy physical activity.

In this activity unit, participants learn the basics of kayaking, enjoy a kayaking experience, and learn to work as a team. Emphasis is placed on safety and the importance of wearing a Personal Flotation Device (PFD) at all times. Discussed with participants are stewardship ethics as well as canoeing opportunities and other outdoor recreational opportunities on public lands.
KIDS IN KAYAKS UNIT GOAL

Participants will enjoy kayaking.

UNIT OBJECTIVES

**Adventurer Level**

Participants will:
- Demonstrate how to properly don and wear a PFD.
- Demonstrate the proper ways to enter and exit a kayak.
- Perform basic paddle strokes.

**Explorer Level**

To be developed.

**Rock Star Level**

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Kids in Kayaks activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Sunset Park
- Floyd Lamb State Park
- Lake Mead National Recreation Area
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – THE BASICS
(20 – 25 Minutes)

Participants gather around a kayak placed on the shore for initial instruction. The parts of a kayak are explained (e.g., bow, stern, keel, starboard, port) as well as the parts of a paddle (e.g., blade, shaft, tip). Proper technique is demonstrated for how to sit in the kayak, how to keep body weight balanced inside the kayak, and how to grip the paddle. Basic paddle strokes as well as instruction on how to keep the kayak going in a straight line, turn left, and turn right are demonstrated. Participants practice a forward stroke and a back paddle stroke.

When the instructor is satisfied that everyone understands the basics, participants learn about PFDs and the importance of wearing them at all times. Participants put on PFDs and are then checked by adults to ensure proper fit.

Instruction is then given on how to enter and exit a canoe. One person steadies the kayak by sitting on the grounded end while the other steps into the kayak, keeping his/her body low. The person maintains this low profile and three points of contact while stepping forward in the center of the canoe and taking the seat in the bow. The seated person then steadies the kayak by bracing a paddle, and the second person pushes off while stepping into the kayak, maintaining a low center of gravity while doing so. This procedure is reversed when returning to shore.

Entering and exiting a kayak is practiced by participants. When the instructor is satisfied that everyone can enter and exit a kayak safely, adults assist participants by steadying kayaks and pushing them off shore for their kayak experience.
Part 3 – GOING SOMEWHERE
(30 - 60 minutes)

Time is allowed for participants to practice paddling and simply for the enjoyment of the experience. Participants learn that they must work together as a team in their kayak in order to control the direction and movement of the craft. Facilitators and other adult leaders should be aware of any safety issues and rectify them immediately.

Part 5 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Kayaking-related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.

**Explorer Level**

To be developed.

**Rock Star Level**

To be developed.

RESOURCES

*Kayaking Instructors*

UNLV Outdoor Adventures

*Kayak Rentals*

Boulder City Outfitters

*Literature*

*Kayaking Kids (Kids’ Guides)* by Scott Bass
*Kayaking (World of Sports)* by Julie S. Bach
*Kayaking (Radical Sports)* by Phil Revell

*Web sites*

http://bobber.info/
http://dbw.ca.gov/AquaSmart/index.html
http://boatingsidekicks.com/
Suggestions for “take home” items for participants:

Photos taken during the kayaking activity
Children’s books
Kids in Kayaks

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ First Aid Kit
☐ Pre- and Post Activity Assessments
☐ Performance Rubric
☐ Name Tags
☐ Clipboards
☐ Digital Camera
☐ Video Camera
☐ Journals
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Certificates
## Kids in Kayaks

**Sample Schedule of Activities**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Meet at Boulder Harbor, Lake Mead National Recreation Area</td>
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<tr>
<td></td>
<td>Introductions</td>
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<td></td>
<td>Pre-activity assessment</td>
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<tr>
<td></td>
<td>Stage-setting</td>
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<tr>
<td>9:20 am</td>
<td>The Basics</td>
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<tr>
<td></td>
<td>• Use and Parts of a PFD</td>
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<td></td>
<td>• Parts the Paddle and Kayak</td>
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<td></td>
<td>• Kayaking Terminology</td>
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<td>• Carrying a Kayak</td>
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<td>• Proper techniques for Entering and Exiting a Kayak</td>
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<tr>
<td>9:45 am</td>
<td>Going Somewhere</td>
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<td></td>
<td>Kayaking Practice</td>
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<td>• Halfway through the practice, children switch positions to experience paddling from both the bow and the stern</td>
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<td>11:15 pm</td>
<td>Post-activity assessment</td>
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<td>Closure</td>
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<td>Certificate awards</td>
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<td>12:45 pm</td>
<td>Depart Lake Mead</td>
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</table>
# Kids in Kayaks

## Pre-Assessment Part I

**What do you know about kayaks?**

<table>
<thead>
<tr>
<th>Nothing</th>
<th>Paddle</th>
<th>Bow</th>
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<th>Stern</th>
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<th>Stroke</th>
<th>Quiet</th>
<th>Safety</th>
<th>Water</th>
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</table>
Kids in Kayaks
Pre-Assessment Part II

1). I would tell my friends to do this kayaking program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Kayaking is very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Kayaking is fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another kayaking program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to kayak.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
### Kids in Kayaks
#### Post-Assessment Part I

**What did you learn about kayaking?**

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Nothing</td>
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<td>Paddle</td>
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<td>Bow</td>
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<td>Draw</td>
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<td>PFD</td>
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<td>Safety</td>
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<td>Water</td>
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</table>
Kids in Kayaks
Post-Assessment Part II

1). I would tell my friends to do this kayaking program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Kayaking was very interesting to me.

- Strongly agree
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- Strongly Disagree

3). Kayaking was fun.

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- Agree
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- Strongly Disagree

4). I would like to do another kayaking program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to kayak.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
# Kids in Kayaks

**Rubric ● Adventurer Level**

<table>
<thead>
<tr>
<th>Group ___________________________</th>
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OVERVIEW

Rock climbing is a popular outdoor recreational activity in Southern Nevada with a range of climbing opportunities available in Red Rock Canyon National Conservation Area. It is an activity that promotes health and fitness, as well as being physically and mentally challenging. Indoor climbing facilities, used for a first level experience for participants, provide a “soft” introduction and a safe environment for participants to learn the basics of rock climbing. Climbing ethics are emphasized and discussed with participants. Rock climbing and other outdoor recreational opportunities on public lands are also discussed.
ROCK STAR ROCK CLIMBING UNIT GOAL

Participants will learn the basics of rock climbing and safely enjoy the challenges of climbing.

UNIT OBJECTIVES

**Adventurer Level**

Participants will:
- Successfully demonstrate proper climbing techniques on a beginner wall.
- Successfully demonstrate proper belaying technique.

**Explorer Level**

Participants will:
- Try to climb a rock wall.
- Successfully communicate while climbing with belayer.
- Successfully demonstrate proper belaying technique.

**Rock Star Level**

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Rock Star Rock Climbing activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Nevada Climbing Center
- Red Rock Climbing Center
- Red Rock Canyon National Conservation Area
- Spring Mountains National Recreation Area
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – THE BASICS
(20 minutes)

Basic instruction is given on how to put on and wear a climbing harness, how to clip into the rope system, how to climb on belay, and how to safely belay. When the instructor is satisfied that everyone can safely perform these components, student engage in the climbing activity.

Part 3 – GOING SOMEWHERE
(70 – 90 minutes)

Time is allowed for gaining experience with climbing, exploring personal strength limits, and for enjoyment. Participants learn that they must trust themselves, the rope, and each other as they take turns belaying. Facilitators and other adult leaders should be aware of any safety issues and rectify the issues immediately.

Part 4 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. Climbing related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.
**Explorer Level**

**Recommended Location:** Near beginning of Trail Canyon Trail, Spring Mountains National Recreation Area

**Part 1 – INTRODUCTION**  
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

**Part 2 – THE BASICS**  
(20 minutes)

Basic instruction is given on how to put on and wear a climbing harness, how to clip into the rope system, how to climb on belay, and how to safely belay. Special attention is also paid to communications between the climber and belayer, including safety issues such as dislodged rocks. When the instructor is satisfied that everyone can safely perform these components, student engage in the climbing activity.

**Part 3 – GOING SOMEWHERE**  
(70 – 90 minutes)

Participants are given time to climb, belay, and function as the back-up belay.

**Part 4 – CLOSURE**  
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Climbing related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.

**Rock Star Level**

To be developed.

**RESOURCES**

*Climbing Instructors*

UNLV Outdoor Adventures
Indoor Climbing Facilities

Nevada Climbing Center
Red Rock Climbing Center

Literature

Rock Climbing (Kids’ Guides to the Outdoors) by Tim Seeberg
The Extreme Team #5: Rock On (Extreme Team Series) by Matt Christopher
Rock Climbing (First Book) by Larry Dean Brimner

Web sites


Suggestions for “take home” items for participants:

Photos taken during the climbing activity
Children’s books
Souvenir carabiner
Rock Star Rock Climbing

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ First Aid Kit
☐ Pre- and Post Activity Assessments
☐ Performance Rubric
☐ Name Tags
☐ Clipboards
☐ Digital Camera
☐ Video Camera
☐ Journals
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Certificates
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 am</td>
<td>Meet at Nevada Indoor Climbing Center</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Pre-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Stage-setting</td>
</tr>
<tr>
<td>11:20 am</td>
<td>The Basics</td>
</tr>
<tr>
<td></td>
<td>• How to put on climbing harness and hook into rope system</td>
</tr>
<tr>
<td></td>
<td>• Belaying instruction</td>
</tr>
<tr>
<td></td>
<td>• Communications between climber and belayer</td>
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<td></td>
<td>• Rappelling down the wall</td>
</tr>
<tr>
<td>11:45 am</td>
<td>Going Somewhere</td>
</tr>
<tr>
<td></td>
<td>Climbing Practice</td>
</tr>
<tr>
<td>12:45 pm</td>
<td>Post-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Closure</td>
</tr>
<tr>
<td></td>
<td>Certificate awards</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Depart</td>
</tr>
</tbody>
</table>
# Rock Star Rock Climbing
## Pre-Assessment Part I

What do you know about rock climbing?

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td></td>
</tr>
<tr>
<td>Rope</td>
<td></td>
</tr>
<tr>
<td>Belaying</td>
<td></td>
</tr>
<tr>
<td>Rappel</td>
<td></td>
</tr>
<tr>
<td>Harness</td>
<td></td>
</tr>
<tr>
<td>Carabiner</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
</tbody>
</table>
Rock Star Rock Climbing
Pre-Assessment Part II

1). I would tell my friends to do this rock-climbing program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Rock climbing is very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Rock climbing is fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another rock-climbing program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to climb rocks.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
Rock Star Rock Climbing
Post-Assessment Part I

What did you learn about rock climbing?

<table>
<thead>
<tr>
<th>Nothing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rope</td>
<td></td>
</tr>
<tr>
<td>Belaying</td>
<td></td>
</tr>
<tr>
<td>Rappel</td>
<td></td>
</tr>
<tr>
<td>Harness</td>
<td></td>
</tr>
<tr>
<td>Carabiner</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
</tbody>
</table>
Rock Star Rock Climbing
Post-Assessment Part II

1). I would tell my friends to do this rock-climbing program.

   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

2). Rock climbing was very interesting to me.

   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

3). Rock climbing was fun.

   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

4). I would like to do another rock-climbing program.

   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree

5). I would like to show my friends how to climb rocks.

   - Strongly agree
   - Agree
   - Disagree
   - Strongly Disagree
Rock Star Rock Climbing
Rubric ● Adventurer Level

Group ___________________________________________              Date _____________

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant successfully demonstrates proper climbing technique on beginner wall..</th>
<th>Participant successfully demonstrates proper belaying technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Does not demonstrate the skill</td>
</tr>
</tbody>
</table>


---

Discover Mojave Outdoor World ● Public Lands Institute
Adventures in Art

OVERVIEW

The world of art provides another avenue for enjoying the outdoors. It facilitates the joys of observing and interacting with nature in a more contemplative and reflective way. During Adventures in Art, participants use the natural environment for inspiration to engage in water painting, gyotaku, scratchboard art, sketching, or creating bookmarks. Art and other outdoor recreational opportunities on public lands as well as outdoor ethics are emphasized and discussed with participants.

The art activities outlined in this unit can be used individually or used to enhance other activity units. For example, the gyotaku activity may be included within a fishing event.
ADVENTURES IN ART UNIT GOAL

Participants will experience and enjoy another way of interacting with nature, using the natural world for inspiration to create art.

UNIT OBJECTIVES

Adventurer Level

Participants will:
- Be successful in creating a personal work of art.
- Have fun.

Explorer Level

To be developed.

Rock Star Level

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Adventures in Art activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Forever Earth/Lake Mead National Recreation Area
- Clark County Wetlands Park
- Sunset Park
- City of Henderson Bird Viewing Preserve
- Floyd Lamb State Park
- Red Rock Canyon National Conservation Area
- Spring Mountains
- National Recreation Area
- Corn Creek Field Station,
- Desert National Wildlife Refuge Complex
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes ● Note: No assessment is given for Adventures in Art)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – INSPIRED BY NATURE
(1 – 3 hours)

The structure of the event schedule determines which art activities described below are facilitated.

Gyotaku – Fish Printing
Gyotaku, or fishing printing, is an art form with roots in ancient Japan. Fishermen would record the size of their catch or preserve the image for later identification by rubbing a fish clean of its slime, painting or inking one side of the fish, and making an imprint on rice paper.

The activity is introduced by using a replica of bluegill or other species to look at some of the prominent features of a fish (e.g., eye, lateral line, fins, etc.). Most fish have a lot of texture, bumps, and lines that can be felt. This can be picked up by ink or a thin layer of paint.

Directions for creating a fish print:
1. Choose a fish replica and decide what color or colors of paint to use.
2. Place a small amount of paint on one side of the replica.
3. Spread the paint with a brush or a roller. A very thin layer of paint works best.
4. Use a different color of paint to highlight the eye, fins, or other specific features.
5. Place a sheet of rice paper carefully over the replica.
6. Lightly rub the paper to get the outline of the fish and its features.
7. Carefully lift the paper off the fish,
8. Allow time for the paint to dry.
**Watercolor Painting**

Watercolor painting is a wonderful way to capture observations of the colors of water, earth, and sky. A key to the success of this art is using good watercolor paints and working with a good quality cold-pressed 80-140-pound watercolor paper.

Focus everyone’s attention on the colors they see around them. Encourage them to look closely at shadows and shades of colors.

Pass out watercolor paint sets and two small (4” x 6”) sheets of watercolor paper to each participant. Point out how watercolor paper is different than regular writing paper and that it is designed to absorb paint. The paper allows the artist more control of their paints, helps prevent paint from pooling, and keeps paper from warping or tearing.

Briefly explain the techniques described below. Allow participants to practice these techniques and mixing colors on one of the two sheets.

*Wash Technique.* A wash is a very thin layer of paint put down on wet paper. This is a good technique to use for large light areas such as sky or water. A clean brush is used to paint clean water evenly across the paper. A color is selected and painted across the paper in broad horizontal strokes.

*Wet-on-Wet Technique.* This is painting with a wet brush on wet paper. Moist paint applied to a shiny wet surface will flow freely and create soft, feathery patterns. A wash of one color is painted on wet paper. After rinsing the brush, the brush is loaded with another color and applied to the color wash. The colors will mix and mingle on the paper.

*Wet-on-Dry Technique.* A wet brush on dry paper allows for greater control, crisp lines, and saturated colors. Paint with a loaded brush (lots of paint and water). Colors stay put when applied to dry paper.

*Dry Brush Technique.* A semi-dry brush on dry paper can create hard edges and saturated colors. This technique provides the most control of all. Load the brush with paint and blot it on a paper towel before applying to dry paper.

(Note: Source for the above techniques was the “Colors of the Colorado,” p. 339, Discover A Watershed: The Colorado Educators Guide.)

Directions for watercolor painting:
1. After an overview of the basic techniques, show examples painted by other Outdoor World participants.
2. Have participants begin by visualizing or sketching what they would like to paint.
3. Allow time for participants to paint.

**Scratchboard Art**

Scratchboard Art is a good medium for capturing images of wildlife and plants because of the textures that can be created with the etching technique. Lines are etched close together or farther apart depending upon the density of texture that is desired. Provide an overview of how scratchboard art is created. Distribute scratchboard sheets and etching tools. Show examples created by other Outdoor World participants and provide directions for the activity.

Directions for scratchboard activity:
1. Have participants either create a pencil sketch of their desired subjects, or have participants select coloring pages of wildlife or plant drawings.
2. Place the pencil drawing on top of the scratchboard and use a pen or pencil to trace over the original drawing. An impression of the drawing will appear on the scratchboard surface.

3. Use the etching tool to scratch lines into the black surface to achieve varying tones of lights and darks.

Creating Bookmarks
In this art activity, participants create bookmarks to capture memories of their participation in Outdoor World events. An overview of the activity is provided, and participants are asked to share something they enjoyed during one of the events. Examples of bookmark art work created by other Outdoor World participants are shown. Materials are distributed and directions are given.

Directions for creating bookmarks:
1. Visualize a scene that represents a favorite memory that occurred during an Outdoor World event.
2. Sketch the scene on the provided cardstock cut to bookmark dimensions.
3. Use crayons, colored pencils, or markers to add color to the bookmark.

Part 3 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Art-related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.

**Explorer Level**
To be developed.

**Rock Star Level**
To be developed.

RESOURCES

**Art Materials**
Dick Blick Art Supplies

**Literature**

*Wild About Watercolor* by Walter Foster  
*The Art of Eric Carle* by Eric Carle  
*A Picnic With Monet* by Julie Merberg

**Web sites**

http://www.scribbleskidart.com/
Suggestions for “take home” items for participants:

- Watercolor paint set
- Colored pencil set
- Created art work from activities
Adventures in Art

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ Group Fishing Permit
☐ First Aid Kit
☐ Name Tags
☐ Clipboards
☐ Digital Camera
☐ Video Camera
☐ Journals
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Water Painting Activity
☐ Paper Towels
☐ Plastic Cups
☐ Plastic Buckets
☐ Gyotaku Activity
☐ Scratchboard Activity
☐ Bookmark Activity
☐ Certificates
## Adventures in Art
### Sample Schedule of Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Meet on Forever Earth, Callville Bay, Lake Mead National Recreation Area</td>
</tr>
<tr>
<td></td>
<td>Safety Talk</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Stage-setting</td>
</tr>
<tr>
<td>9:20 am</td>
<td>Plants and Wildlife of Lake Mead</td>
</tr>
<tr>
<td>9:40 am</td>
<td>Inspired by Nature</td>
</tr>
<tr>
<td></td>
<td>Scratchboard Activity</td>
</tr>
<tr>
<td></td>
<td>Gyototaku Activity (rotate small groups of 3-4 participate through gyotaku activity)</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Water Painting Activity</td>
</tr>
<tr>
<td></td>
<td>Bookmark Activity</td>
</tr>
<tr>
<td>12:45 pm</td>
<td>Closure</td>
</tr>
<tr>
<td>1:00 am</td>
<td>Depart Callville Bay</td>
</tr>
</tbody>
</table>
CAMPING ADVENTURE

OVERVIEW

Camping as a recreational activity became popular in the early 20th century and remains a popular outdoor recreational activity. Southern Nevada offers many different types of camping opportunities on its public lands, from remote primitive settings to large developed campgrounds with modern amenities. Camping is an activity that may be an end unto itself, but often is done in conjunction with other activities such as hiking, swimming, mountain biking, and fishing. Walking Box Ranch, located outside of Searchlight, NV, is used for a first level experience for participants to provide a “soft” introduction and a safe environment for participants to learn the basics of camping. Leave No Trace and Tread Lightly ethics are emphasized and discussed with participants. Camping and other outdoor recreational opportunities on public lands are also discussed.
CAMPING ADVENTURE UNIT GOAL

Participants will learn basic camping skills and safely enjoy a camping experience.

UNIT OBJECTIVES

**Adventurer Level**

Participants will:
- Successfully demonstrate the proper way to put up and take down a tent.
- Successfully demonstrate team work in accomplishing camp chores.

**Explorer Level**

To be developed.

**Rock Star Level**

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Camping Adventure activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS

- Walking Box Ranch, Searchlight, NV
- Lake Mead National Recreation Area campgrounds
- Red Rock Canyon National Conservation Area campground
- Spring Mountains National Recreation Area campgrounds
ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

Adventurer Level

Part 1 – INTRODUCTION
(15-20 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – THE BASICS
(2-3 hours, broken into smaller blocks of time)

Basic instruction is given on how to set up a tent, how to set up the inside of the tent with a sleeping bag and personal items, and how to take down a tent. Simple meal preparation techniques are also demonstrated. Team work is emphasized throughout demonstrations. Meal preparation and clean up duties are rotated among teams so that everyone is involved. Leave No Trace concepts are practiced when applicable; activities such as role playing or charades are used to add in elements of fun when demonstrating these concepts.

Part 3 – CAMPING ACTIVITIES
(3-4 hours)

Activities scheduled throughout the experience depend on location and the amount of time available. These might include nature games and activities, hikes, swimming, canoeing or kayaking, star gazing, bird watching, journaling, and art activities. Time is also allowed for personal reflection or exploration.

Part 4 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Camping-related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.

**Explorer Level**

To be developed.

**Rock Star Level**

To be developed.

**RESOURCES**

*Camping Instructors/Group Leaders*

UNLV Outdoor Adventures

*Camping Equipment or Equipment Rental*

REI

UNLV Outdoor Adventures

*Literature*

The Boxcar Children #27; The Camp-out Mystery by Gertrude Chandler Warner
Camping (The Child’s World of Sports – Outdoor Guides) by Tim Seeberg

*Web sites*

http://camping.about.com/od/campingrecipes/u/recipes.htm
http://www.nps.gov/lame/planyourvisit/campgrounds.htm

*Suggestions for “take home” items for participants:*

Photos taken during the camping activity
Flashlight
Personal artwork or journal
Camping Adventure

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ First Aid Kit
☐ Pre- and Post Activity Assessments
☐ Performance Rubric
☐ Name Tags
☐ Clipboards
☐ Digital Camera
☐ Video Camera
☐ Journals
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Certificates
☐ Grocery Items
☐ Tents
☐ Fire pan and charcoal/wood
☐ Flashlights
☐ Bottled water
☐ Matches
☐ Plates, bowls, utensils, cups
☐ Activity items
### Camping Adventure

#### Sample Schedule of Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 pm</td>
<td>Arrive Walking Box Ranch</td>
</tr>
<tr>
<td>4:15</td>
<td>Tent set-up; practice putting up and taking down; relay race</td>
</tr>
<tr>
<td>5:00</td>
<td>Walk boundaries; explore ranch environment</td>
</tr>
<tr>
<td>5:30</td>
<td>Dinner prep (Team 1 assists)</td>
</tr>
<tr>
<td>6:00</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:30</td>
<td>Clean up (Team 2 assists)</td>
</tr>
<tr>
<td>7:00</td>
<td>Activity TBD</td>
</tr>
<tr>
<td></td>
<td>Build fire</td>
</tr>
<tr>
<td>8:00</td>
<td>Smores</td>
</tr>
<tr>
<td></td>
<td>Campfire songs/activity TBD</td>
</tr>
<tr>
<td></td>
<td>Night hike/Star gazing</td>
</tr>
<tr>
<td>9:30</td>
<td>Bedtime prep</td>
</tr>
<tr>
<td>10:00</td>
<td>Bedtime</td>
</tr>
<tr>
<td>7:00 am</td>
<td>Wake-up</td>
</tr>
<tr>
<td>7:30</td>
<td>Breakfast prep (Team 3 assists)</td>
</tr>
<tr>
<td>7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:15</td>
<td>Breakfast clean up (Team 4 assists)</td>
</tr>
<tr>
<td>8:30</td>
<td>Take down tents; pack cars</td>
</tr>
<tr>
<td>9:00</td>
<td>History Puzzle Piece activity</td>
</tr>
<tr>
<td>9:30</td>
<td>Small group tours of Ranch House</td>
</tr>
<tr>
<td></td>
<td>Activities TBD</td>
</tr>
<tr>
<td>10:15</td>
<td>Nature hike/journaling</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch prep (Team 5 assists)</td>
</tr>
<tr>
<td>11:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch clean up (Team 6 assists)</td>
</tr>
<tr>
<td>12:15</td>
<td>Depart Walking Box Ranch</td>
</tr>
</tbody>
</table>
## Camping Adventure

### Pre-Assessment Part I

**What do you know about camping?**

<table>
<thead>
<tr>
<th>Nothing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Tent</td>
<td></td>
</tr>
<tr>
<td>Outdoors</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Hiking</td>
<td></td>
</tr>
<tr>
<td>Campfire</td>
<td></td>
</tr>
<tr>
<td>Adventures</td>
<td></td>
</tr>
</tbody>
</table>
Camping Adventure
Pre-Assessment Part II

1). I would tell my friends to do this camping program.

Strongly agree  Agree  Disagree  Strongly Disagree

2). Camping is very interesting to me.

Strongly agree  Agree  Disagree  Strongly Disagree

3). Camping is fun.

Strongly agree  Agree  Disagree  Strongly Disagree

4). I would like to do another camping program.

Strongly agree  Agree  Disagree  Strongly Disagree

5). I would like to show my friends how to camp.

Strongly agree  Agree  Disagree  Strongly Disagree
### Camping Adventure

#### Post-Assessment Part I

**What did you learn about camping?**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>Tent</td>
<td></td>
</tr>
<tr>
<td>Outdoors</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Hiking</td>
<td></td>
</tr>
<tr>
<td>Campfire</td>
<td></td>
</tr>
<tr>
<td>Adventures</td>
<td></td>
</tr>
</tbody>
</table>
Camping Adventure
Post-Assessment Part II

1). I would tell my friends to do this camping program.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

2). Camping was very interesting to me.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

3). Camping was fun.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

4). I would like to do another camping program.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

5). I would like to show my friends how to camp.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
## Camping Adventure Rubric ● Adventurer Level

Group ___________________________________________  Date _____________

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant successfully demonstrates the proper way to put up and take down a tent.</th>
<th>Participant successfully demonstrates team work in accomplishing camp chores.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Does not demonstrate the skill</td>
</tr>
</tbody>
</table>

---

Public Lands Institute ● Discover Mojave Outdoor World 89
GEOCACHING ACTIVITY

OVERVIEW

Geocaching is a high-tech treasure hunting game played throughout the world by adventure seekers equipped with Global Positioning Satellite (GPS) receivers. The basic idea is to locate hidden containers, called geocaches, in the outdoors.

This geocaching activity is set up as a friendly competition and “race” to locate as many caches as possible in a designated time period. It is a fun physical activity. A course is designed on a particular public land site or in a local park. Geocaching and outdoor ethics are emphasized and discussed with participants. A discussion of outdoor recreational opportunities on public lands is also provided.

GEOCACHING UNIT GOAL

Participants will learn the basics of geocaching and safely enjoy the challenges of locating caches.

UNIT OBJECTIVES

Adventurer Level

Participants will:
• Successfully demonstrate proper use of a GPS unit.
• Successfully locate a number of caches.

Explorer Level

To be developed.

Rock Star Level

To be developed.

SNAP CONSERVATION EDUCATION AND INTERPRETATION THEME CORRELATIONS

The Geocaching activity unit supports the following guiding themes developed by Clark County educators:

Sub-theme 2. We share the intriguing stories of Southern Nevada’s diverse, interconnected natural world.

POTENTIAL ACTIVITY LOCATIONS
• Lee Meadows, Spring Mountains National Recreation Area
• Red Rock Canyon National Conservation Area
• Sunset Park
• Floyd Lamb City Park

ACTIVITY OUTLINE

The outline below contains suggestions for unit activities. The actual content of a scheduled event depends upon:

1. Group characteristics (ages, group dynamics, previous experiences, etc.)
2. Event timeframe
3. Location
4. Experience of the event facilitators

ACTIVITY PREPARATION

Caches have to be prepared and hidden prior to the activity. Each location is marked with a waypoint name that relates to the cache content. Mojave Desert cards can be used for the cache content, and a question bank can be generated with information provided on the cards.

Adventurer Level

Part 1 – INTRODUCTION
(5-10 minutes)

Event leaders facilitate introductions, convey enthusiasm, and generate eagerness for the day’s activities. The pre-activity assessment instrument is explained to and completed by participants. Nametags are created and distributed. One facilitator sets the stage by describing how the day is structured, explaining what kinds of activities will take place, and clearly stating participant behavioral expectations. Behavioral expectations are pre-determined guidelines set by event leaders. Examples of guidelines include the expectations that everyone stay with the group, that participants do not litter, and that participants respect each other by not pushing or shoving. Any specific park or location rules should be explained at this time. For example, items such as rocks or plants may not be collected in Lake Mead National Recreation Area.

Part 2 – THE BASICS
(15 minutes)

Basic instruction is given on how to use a GPS unit and how to locate caches on the course. Participant teams of 2-4 members are created and, if possible, an adult is assigned to each team. Each team is given a set of questions where each question ties to information found at a cache. Teams will be judged on the number of caches located and accuracy of answers. The facilitator will model finding a cache with the entire group.

Part 3 – THE RACE IS ON!
(70 – 90 minutes)
Time is allowed for teams to locate caches. Facilitators and other adult leaders should be aware of any safety issues and rectify the issues immediately.

Part 4 – CLOSURE
(15 minutes)

The main concepts are reviewed by facilitating discussions about what participants, enjoyed, discovered, and learned. The post-assessment instrument is explained and completed by participants. Geocaching related educational materials are presented to each participant. Adventurer Level participants also receive a certificate of completion.

**Explorer Level**

To be developed.

**Rock Star Level**

To be developed.

RESOURCES

*Literature*

Let's Go Geocaching: Boys' Life Reader (DK Readers) by DK Publishing
Geocaching: Hike and Seek with Your GPS (Technology in Action Series) by Erik Sherman

*Web sites*

http://www.geocaching.com
http://factsfacts.com/geocacher.htm

*Suggestions for “take home” items for participants:*

Discover Mojave Desert Card Set
Photos taken during the geocaching activity
Geocaching Activity

ACTIVITY CHECKLIST

☐ Original Permission Slips
☐ Vehicle Paperwork
☐ Roster
☐ First Aid Kit
☐ Pre- and Post Activity Assessments
☐ Performance Rubric
☐ Name Tags
☐ Clipboards
☐ Question Sets
☐ GPS Units
☐ Digital Camera
☐ Video Camera
☐ Mojave Desert Card Sets
☐ Bottled Water
☐ Snacks
☐ Pencils
☐ Markers
☐ Certificates
### Geocaching

#### Sample Schedule of Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Meet at south end of Sunset Lake, Sunset Park</td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Pre-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Stage-setting</td>
</tr>
<tr>
<td>9:20 am</td>
<td>The Basics</td>
</tr>
<tr>
<td></td>
<td>• How to use a GPS unit to locate a cache</td>
</tr>
<tr>
<td></td>
<td>• Ethics of geocaching</td>
</tr>
<tr>
<td>9:45 am</td>
<td>The Race is On!</td>
</tr>
<tr>
<td></td>
<td>• Teams find geocache locations and answer questions based on information located in the cache</td>
</tr>
<tr>
<td>11:15 pm</td>
<td>Post-activity assessment</td>
</tr>
<tr>
<td></td>
<td>Closure</td>
</tr>
<tr>
<td></td>
<td>Certificate awards</td>
</tr>
<tr>
<td>11:45 pm</td>
<td>Depart Sunset Park</td>
</tr>
</tbody>
</table>
Geocaching Activity
Pre-Assessment Part I

What do you know about geocaching?

<table>
<thead>
<tr>
<th>Nothing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cache</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td></td>
</tr>
<tr>
<td>Waypoint</td>
<td></td>
</tr>
<tr>
<td>GPS receiver</td>
<td></td>
</tr>
<tr>
<td>Treasure Hunt</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
</tr>
</tbody>
</table>
Geocaching Activity
Pre-Assessment Part II

1). I would tell my friends to do this geocaching program.

Strongly agree  Agree  Disagree  Strongly Disagree

2). Geocaching is very interesting to me.

Strongly agree  Agree  Disagree  Strongly Disagree

3). Geocaching is fun.

Strongly agree  Agree  Disagree  Strongly Disagree

4). I would like to do another geocaching program.

Strongly agree  Agree  Disagree  Strongly Disagree

5). I would like to show my friends how to geocache.

Strongly agree  Agree  Disagree  Strongly Disagree
# Geocaching Activity

## Post-Assessment Part I

What did you learn about rock climbing?

<table>
<thead>
<tr>
<th>Term</th>
<th>Blank Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td></td>
</tr>
<tr>
<td>Cache</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td></td>
</tr>
<tr>
<td>Waypoint</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Treasure Hunt</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
</tr>
</tbody>
</table>
Geocaching Activity
Post-Assessment Part II

1). I would tell my friends to do this geo-caching program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

2). Geocaching was very interesting to me.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

3). Geocaching was fun.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

4). I would like to do another geocaching program.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

5). I would like to show my friends how to geocache.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
# Geocaching Activity

## Rubric ● Adventurer Level

<table>
<thead>
<tr>
<th>Group ___________________________________________</th>
<th>Date _____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>Participant successfully navigates with a GPS unit</th>
<th>Participant successfully locates a cache using GPS unit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates the skill</td>
<td>Demonstrates the skill</td>
</tr>
<tr>
<td></td>
<td>Does not demonstrate the skill</td>
<td>Does not demonstrate the skill</td>
</tr>
</tbody>
</table>

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Public Lands Institute ● Discover Mojave Outdoor World