



TEACHER HANDBOOK

Camp Arroyo

5535 Arroyo Road, Livermore, CA 94550

Web of Life Field (WOLF) School Contact Information

PO Box 2517, Aptos, CA 95001

Phone: (831) 684-0148

Email: admin@wolfschool.org

“Building respect, appreciation and stewardship within the web of life.”



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“Building respect, appreciation and stewardship within the web of life.” WOLF School Mission

Contact Information

PO Box 2517
Aptos, CA 95001
Phone: (831) 684-0148
Fax: (831) 685-3889
admin@WOLFSchool.org
www.WOLFSchool.org

Dear Teacher,

Greetings! Thank you for selecting Web of Life Field (WOLF) School as your residential outdoor science school program. We are looking forward to a week full of exciting discovery with you and your students. In this Teacher Handbook, you will find all of the forms and information you need to make your trip a success. The Parent/Guardian Handbook and Chaperone Handbook masters are also included within this Handbook; please copy and distribute a Parent/Guardian Handbook for each student, and a Chaperone Handbook for each of your attending chaperones and teachers. If you have any questions or concerns about your upcoming WOLF School experience, please contact us.

The following forms must be completed by you and returned to the WOLF School office at least 4 weeks prior to your arrival at WOLF School:

- Class Information Form
- Housing Assignment Form
- Field Study Group Forms
- Health/Special Needs Form
- Food/Allergy Information Form
- Proof of Additional Campers Insurance (as stipulated within your contract)

The following forms must be completed for each student by their parent/guardian and returned to you:

- Medical History Form
- COVID Liability Waiver
- Behavior Expectations & Discipline Policy

There is a Teacher’s Timeline included within this Handbook to assist you in meeting the form submission deadlines. All forms can additionally be downloaded at www.wolfschool.org.

Note: A Medical History Form must be completed for each and every individual attending WOLF School, including chaperones and teachers. The Medical History Form for chaperones and teachers can be found in the Chaperone Handbook section. You are required to turn it into the program director upon arrival at WOLF School.

Thank you for your role in preparing your students and chaperones for a safe and successful WOLF School experience. We will see you all soon!

Best Wishes,
Desiree Gant
WOLF School Associate Director



TEACHER TIMELINE

This outline will assist you in preparing for your program with Web of Life Field (WOLF) School. The required forms are provided on the following pages.

TIME FRAME	ITEM	DATE COMPLETED
Upon Receiving Handbook	Send the Parent/Guardian Handbook, included within this Teacher Handbook, home with each student.	
	Schedule pre-trip presentation at school, if desired.	
	Begin chaperone selection.	
	Provide chaperones and teachers with Chaperone Handbook.	
Four Weeks After Distributing	Collect the following materials from parents/guardians: <ul style="list-style-type: none"> ✓ Medical History Form & COVID Waiver ✓ Behavior Expectations & Discipline Policy Verify completion of each form, including signatures.	
Four Weeks Prior to Trip	Complete the following teacher forms: <ul style="list-style-type: none"> ✓ Class Information ✓ Housing Assignments ✓ Field Study Groups ✓ Health/Special Needs ✓ Food Allergy Information ✓ Medical History Form ✓ Merchandise Orders Return teacher forms and parent/guardian forms to WOLF: By Mail: PO Box 2517, Aptos, CA 95001 By Email: admin@wolfschool.org	
Three Weeks Prior to Trip	Begin pre-trip curriculum with students.	
Two Weeks Prior to Trip	Cover "Topics for Discussion" with your class.	
Two Weeks Prior to Trip	Call WOLF at (831) 684-0148 to relay final student and chaperone/teacher numbers, and any pertinent information.	
	Prepare class get-together activities for use at WOLF School during teacher time.	
Upon Arrival at WOLF School	Give parent/guardian completed forms to, and arrange storage of all medications with, on-site program director.	
Last Day of Trip	Pay bill, complete WOLF Evaluation Form, gather medications and medical forms for return home.	
Week Following Trip	Conduct an informal evaluation session with your students. Have students email/write their naturalist/director at www.WOLFSchool.org .	
	Begin post-trip activities.	



CLASSROOM TEACHER'S CHECKLIST (OPTIONAL)

STUDENT NAME	FORMS			SPECIAL FOOD NEEDS	FOOD ALLERGIES	NOTES
	MH	RW	BEDP			



CLASS INFORMATION FORM

**Important! Please mail or fax this completed form to the WOLF School office (address below)
FOUR (4) WEEKS PRIOR to your trip to confirm your program. Thank you!**

NAME OF SCHOOL _____

SCHOOL ADDRESS _____

SERVICE AGREEMENT NUMBER _____ SITE _____ DATE _____

ARRIVAL DATE/TIME _____ DEPARTURE DATE/TIME _____

STUDENTS WILL ARRIVE BY (circle one): CAR BUS

NUMBER OF STUDENTS _____ GRADE OF STUDENTS _____

NUMBER OF TEACHERS _____ NUMBER OF CHAPERONES _____

CHAPERONES ARE (circle one): HIGH SCHOOL STUDENTS PARENTS

SCHOOL CONTACT _____ TITLE _____

SCHOOL PHONE _____ EMAIL _____ CELL PHONE _____

If we need to reach you the night before the program begins or in the morning before your arrival,
where should we reach you? _____

PAYMENT CONTACT _____ PAYMENT DATE _____

GROUP'S SPECIAL FOCUS & GOALS _____

SUMMARIZE STUDENT'S SPECIAL NEEDS _____

NUMBER OF VEGETARIANS _____ ANY ALLERGIES OR DIETARY NEEDS _____

EVENING PROGRAMS (choose 1 per night): SKIT NIGHT | NIGHT HIKE | ASTRONOMY | TOWN HALL

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HOUSING & FIELD STUDY ASSIGNMENTS

How to assign your students to housing groups and field study groups.

4 WEEKS BEFORE THE PROGRAM:

- Assign students to field study groups and housing groups by placing student's names on the attached field study and housing forms. Try to match students that will live and work well together (see suggestions below).
- Mail or fax the completed field study groups and housing assignments to the WOLF School office at least (4) FOUR WEEKS before your program begins. Keep a copy for yourself.

HOUSING ASSIGNMENTS NOTES:

You may group your students to best suit academic and social needs. One proven method is to have each student turn in a note with three names of people they would like to room with. Out of those lists, create cabin groups where everyone is sharing a room with at least one person they feel comfortable with and new people that they don't usually interact with. This allows everyone a sense of comfort as well as an opportunity to make new friends. We also require one chaperone/teacher for every 7-10 students; chaperones stay in the cabins with the students and provide supervision while in the cabins during the day and night.

FIELD STUDY GROUP NOTES:

Generally, we advise making field study groups half boys and half girls, and putting roughly the same numbers of students in each group, i.e. 8 girls and 8 boys for a total 16 in a field study group. The total number in each field study group may vary from 14-18. If you have 60 students, divide them into 4 groups of 15. You may use your cabin groups to make field groups (1 boys' cabin of 8 boys + 1 girls' cabin of 8 girls = field study group of 16). Please maintain an even mix of boys and girls and consistent numbers in each group.

If you need to make changes after you have sent in your forms, please notify us before your program so we can make the necessary changes. Thank you!

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HOUSING ASSIGNMENT FORM

SCHOOL NAME _____ PROGRAM DATES _____

CAMP ARROYO CABINS (PG. 1 of 2)

12 CABINS, EACH WITH 6 BUNKS (12 BEDS). ASSIGN UP TO 11 STUDENTS AND AT LEAST ONE (1)
CHAPERONE TO EACH CABIN.

Cabins are grouped together as duplexes, but each cabin has its own bathroom and shower area. Please assign all one gender to each cabin pair since the cabin pairs are attached. Remember to designate a Teacher Cabin or 2 based on gender. Please condense cabin groups as much as possible.

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HOUSING ASSIGNMENT FORM

CAMP ARROYO CABINS (pg. 2 OF 2)

12 CABINS, EACH WITH 6 BUNKS (12 BEDS). ASSIGN UP TO 11 STUDENTS AND AT LEAST ONE (1) CHAPERONE TO EACH CABIN.

Cabins are grouped together as duplexes, but each cabin has its own bathroom and shower area. Please assign all one gender to each cabin pair since the cabin pairs are attached. Remember to designate a Teacher Cabin or 2 based on gender. Please condense cabin groups as much as possible.

9	&	10
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11	&	12
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FIELD STUDY GROUP FORM

SCHOOL NAME _____ PROGRAM DATES _____
 GROUP # ____ OF ____

Place 15-20 students per Field Study Group. Try to match students that will work well together; for suggestions, see page 6 of the Teacher Handbook.

NAME (Please print clearly in pen.)	CHAPERONE	MEDICAL INFORMATION & NOTES
1)		
2)		
3)		
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20)		

Make copies of this form as needed.



FOOD ALLERGY INFORMATION

SCHOOL NAME _____ PROGRAM DATES _____

Please list all names, food allergies and circumstances about which our food service personnel must be aware. This includes students, teachers and chaperones who are vegetarian, lactose intolerant, gluten-free, diabetic, have nut allergies, etc. Our staff will take all necessary precautions to ensure every participant at WOLF School receives healthy, plentiful meals regardless of diet or allergies.

NAME	CONDITION	NOTES

Make copies of this form as needed.

Page ___ of ___



HEALTH/SPECIAL NEEDS INFORMATION

SCHOOL NAME _____ PROGRAM DATES _____

Please list all health conditions and needs about which WOLF School staff should be aware, including students who will be using medications of any kind while at WOLF School. Also list any other special needs of which staff should be aware, i.e. non-English speakers, wanderers, writing problems, outbursts, etc. List all food allergies on Food Allergy Information form, page 10 of the handbook.

NAME	CONDITION	NOTES

Make copies of this form as needed.

Page ___ of ___



SELECTING A CHAPERONE

Chaperones are essential at the Web of Life Field (WOLF) School. They are responsible for the health and safety of the students in the cabins and around the campgrounds. They support the lessons taught at WOLF School by being role models for the students and by helping the classroom teachers and WOLF School staff. Whether they are a classroom teacher, parent, or high school student, chaperones gain as much as they give during the WOLF School experience, as they help to create a positive and safe community and many lasting memories for themselves and their students.

Since the chaperone is such an important role and to ensure the highest quality of individuals, your school is responsible for recruiting and selecting chaperones for your students.

CHAPERONE TRAINING

A little preparation can go a long way. We want to ensure the best possible experience for your students and for the chaperones. As such, all chaperones and teachers will participate in a training session when they arrive. Please meet with your chaperones at least 2 weeks before your program and provide them with a copy of the Chaperone Handbook and assign them to read it before they arrive at WOLF School. If you would like to schedule a training for your chaperones before you arrive, please call us for details. [Chaperone Handbook is available online or enclosed with your paperwork.]

HINTS FOR FINDING THE RIGHT CHAPERONES

Parent as Chaperones: Many schools find that it is easier to recruit parents for chaperones. Parents of children attending can greatly benefit in sharing this experience with their child's class. Look for parents who have a good understanding of what the experience is all about and can relate well with a large group of children and not just their own child. Have some alternates available in case someone can't make it.

Teacher as Chaperones: While teachers can act as chaperones, we usually advise against it. Teachers and chaperones have individual duties, so a teacher acting as a chaperone will have no break during the day and twice the amount of duties. If you do choose to have teachers as chaperones, be prepared to have at least one extra chaperone present in case of emergency (i.e. a teacher having to take a sick child to the clinic will need relieving of chaperone duty).

High School and College Chaperones: Young adults can provide the best chaperones due to their positive role modeling and leadership for your students. Create a selective screening process to locate responsible individuals at your local schools. Sources can include older siblings of previous students, or previous WOLF School attendees.

Note: The Chaperone Handbook is included within this Teacher Handbook. Please provide all chaperones and teachers attending WOLF School a copy of the Chaperone Handbook; each chaperone and teacher (yourself included) is responsible for reviewing its contents, and submitting the required Medical History/Medication Authorization forms to you prior to your trip start date.



TEACHER'S ROLE WHILE AT WOLF SCHOOL

During your class' week at Web of Life Field (WOLF) School you will play a vital role, and your involvement is an essential element in a successful week. You are an integral part of WOLF School staff: you will participate in a wide range of activities led by WOLF School staff, and your enthusiastic involvement provides tremendous support for WOLF School staff. Your participation with your students will create a shared experience. The significance of the field lessons will be expanded by your presence, as a link between the WOLF School experience and life back at school. Follow-up after the week at WOLF School will be more meaningful because of this shared experience.

BREAKDOWN OF TEACHER RESPONSIBILITIES IN THE SCHEDULE

Recreation Time:

After Field Study time, all Field Groups meet behind the Dining Hall. At this time WOLF School staff will turn over the supervision of the students to the teachers. During recreation, students are to be in the prescribed boundaries, **not going back to cabins**, and may enjoy playing games or socializing with their friends. At the end of Recreation Time, the students are to line up in their cabin groups and split into their separate classes with their classroom teacher. This time may also be used by the classroom teachers or WOLF School staff to make announcements.

Class Get-Together/ Teacher Time:

Each full day, 1 hour is set aside for you to meet with your class. This is a good time to check in with students and find out how things are going for them in their cabin groups and field study groups. If there is school business, this is a time to attend to it or to continue work on school projects. If there are regular class activities that lend themselves to the situation, Teacher time can be an opportunity to integrate classroom rituals with the WOLF School experience (i.e. journal writing, writers' workshop, etc.) If you worked on personal pledges or ladders of success prior to the trip (see pre-trip curriculum) then this is an opportunity to assess progress. See the following pages of this handbook for more suggestions.

Feet on Bunk Time:

The schedule of WOLF School is demanding, from early in the morning until just before bedtime. Students need time to rest and recharge, if not outright nap. In the close community of WOLF School, many people just need some time to themselves. Note: Chaperones are in charge of maintaining a tone of quiet and relaxation within their cabins, but your assistance, particularly the first time, will help to set a standard and ensure that all cabins get a chance to relax.



CLASS GET-TOGETHER/ TEACHER TIME ACTIVITIES

This is your chance to check in with your students and see how their experience is going. You might also have school business which needs to be completed or other regular classroom activities which would lend themselves to WOLF School (i.e. journal writing, writers' workshop, etc.). This would also be a good time to complete any pre-trip curriculum you started at school or do any of the other activities listed below.

CHECKING IN & SELF EVALUATION

Living Lightly Checklist: Make a copy for each student from the master (see pre-trip, activity). By thinking about their personal lifestyle habits, students can begin to integrate their WOLF School experience into their lives back home. This exercise may generate ideas for the commitments which field study groups work on at the end of the week.

Commitment to Myself: This may be a follow-up activity to *You're In Charge* (see pre-trip, lesson). It may also be approached with a discussion of expectations each individual has for the week, and then what does each person expect from themselves during the week. Have the group come up with a definition of the word "commitment" and then phrase their expectations in terms of a commitment to themselves. This is an opportunity to focus on social growth and motivation to make new friends as well as develop skills in the outdoors. There is a page in the field study journal to write a "commitment to myself," which make an excellent lead-in to the commitments the students will write at the end of the week to make the world a better place. Check in with students during class get-together time throughout the week to see how they're coming along in their commitments. (This can be done by you posing the question and them taking a moment to reflect on their answers—the answers may be personal in nature.)

Compliments and Concerns: Pass out slips of scratch paper to each student and give them the opportunity to write any concerns they may have about things going on in the cabins or in their field study groups, etc. They also have the chance to writing a compliment about chaperones, staff, or WOLF School operations. The set up for this activity is very important—the power of suggestion tends to have a powerful effect on the outcome. The point of the exercise is to give a safe forum for students to express concerns they may not feel comfortable expressing directly to an adult. Anonymity may be optional, but they should then identify their cabin group.

Write letters home, to classmates at school, or to WOLF School staff (*we love to get letters!*): Letters sent home provide interesting perspective for students. Have students write a letter on the first day that they arrive and before they go home; suggest that they read their letters to compare how they felt about the experience at the beginning and how they adjusted to it as the week progressed. Writing letters to a lower grade can help motivate and prepare those students for the WOLF School experience in the future. It also gives students responsibility as stewards of the program. The letter writing process can involve using recycled paper or envelopes made from old magazines to model environmentally sound habits, and make fun craft projects.



CLASS GET-TOGETHER/ TEACHER TIME ACTIVITIES

Re-Used Paper Envelopes: Materials—colorful 8 1/2 x 11" paper (old nature magazines are an excellent source), pattern, markers, scissors, and tape. (Gummed labels or small pieces of white paper with tape are useful to print addresses on glossy paper.) Procedure—students choose their paper and trace the envelope pattern onto it (several patterns will be necessary in large groups). Cut the envelope out and fold in the four sides. Tape three of the flaps together, leaving the top open to insert the letter. Paste or tape labels onto the front for mailing address and return address.

OUTDOOR ACTIVITIES

Photo Safari: Go for a short hike to capture some favorite natural scenes on film. Quiet walking may increase the chance of capturing an animal on film, but concentrate on plants and scenery—they're far more reliable subjects. Some tips for shooting outdoor scenes are to use nearby objects as borders for a picture, to place an object of known size beside a "target" object for comparison (i.e. have a person stand beside a redwood tree to show proportions, or a pencil beside a banana slug).

Eco-Ball: From the *New Games* book, this is a great end of the week activity to reinforce the concept of leaving a place cleaner than when you arrived. Well defined boundaries will keep kids away from roads and ensure that personal belongings are respected.

GEARING UP FOR THE RETURN TO SCHOOL

Student Newspaper: Assign different topics for articles which students can research and write while at WOLF School. Topics may include information on a specific plant, animal, or community at WOLF School, interviews with staff members, a "day in the life" approach, illustrations, etc. The paper can be assembled back at school and sent to different classrooms. We would love articles for our WOLF School newsletter and blog, as well!

Current Events: At WOLF School, students are involved in learning about the systems at work in the natural world. Eventually, it will be important to relate this learning to the environment of their home and school. This process can begin at WOLF School. Bring in articles that concern current events around their neighborhood (specifically events that have some impact on the environment). Have students address the issue in terms of what they know about the natural world (i.e. how will essential abiotics, food chains, natural processes of change, or the "balance of nature be affected by events mentioned in the articles?). Issues may be covered in a class discussion, individual essays, or presented by teams in a debate.

Other Suggestions: Poetry or fiction writing involving their impressions of the natural world. Reading aloud—see selections from the *Literature for Students* list or ask the staff about books they have on hand. Begin the post-trip curriculum—a number of lessons are marked "reinforcement" to indicate that they parallel the understandings being taught at WOLF School, in a classroom format. **Feel free to use the two pages in the Student Journal with funky border designs for any activity during the week!**



BEHAVIOR EXPECTATIONS & RESPONSIBILITIES

At Web of Life Field (WOLF) School, we believe in positive reinforcement when it comes to behavior expectations. We feel that once students know and understand the behavior guidelines they will realize that they are fair and equitable to everyone. Teachers and parents/guardians are responsible for discussing these rules with their students in order to best support their students' camp experience. Please be sure the expectations and consequences are understood prior to your camp start date.

The following guidelines are not meant to restrict students from having a pleasurable experience, but rather to ensure that everyone enjoys a healthy and safe field school experience.

BASIC RULES:

1. Show respect for other people, places, and all living things.

This includes no fighting or put-downs, and keeping the site clean and free of vandalism.

2. Always walk.

Except during games supervised by an adult.

3. Always be with an adult.

Students may go from one location to another, but otherwise should be under the supervision, and within sight of, a teacher, naturalist, or chaperone.

In the Cabin:

1. Students are not to enter cabins other than their own.
2. Students are expected to be in bed and quiet by lights-out time.
3. Students will stay with their group at all times.
4. Pillow fights, rough-housing, or pranks of any kind are not permitted.
5. Directions given by the chaperone/teacher/naturalist need to be followed.

Trail and Grounds:

1. Stay on the trail and walk with your naturalist/chaperone/teacher.
2. No running, throwing objects, pushing or using walking sticks.
3. Students will not remove or harm any living plant or animal.
4. Listen quietly when a teacher, naturalist, chaperone,,or other student is speaking.

Dining Hall:

1. Talk quietly at your table.
2. Only the "hopper" is allowed to leave the table during the meal.
3. No throwing or playing with food.
4. Listen right away when it is time for announcements.

Personal Belongings:

1. If it's not on the list, please don't bring it.
2. Students may not bring hair dryers, phones, or any electrical equipment.
3. Students may not have soda, candy, gum, or food or drinks of any kind besides water.
4. Students should not bring money or valuables.



DISCIPLINE POLICY

Responsibility for disciplining students at the Web of Life Field (WOLF) School is shared by the entire staff including the program director, classroom teachers, naturalists and chaperones. Communication between all members of the staff is essential in order to ensure consistency and follow-through. Clearly explain the rules, reasons for them and expectations of the students.

Note: Students are responsible for understanding the rules *before* coming to WOLF School.

DISCIPLINE PROCEDURE

1. **First Infraction:** Adult involved in giving the warning counsels student, explains warning and ensures understanding of the rule. Recorded in Warning Log.
2. **Second Infraction:** Teacher will be involved and will remind student of previous discussion, reason for rules. Student will miss 1 Rec Time. Recorded in Warning Log.
3. **Third Infraction:** Parents will be contacted to speak with the student and counsel their teacher and the program director. Student Behavior Contract will be filled out and signed by the student. Student will miss Rec Time .
4. **Further Discipline:** The student may be sent home at this time. The decision to send a student home is made by the program director in cooperation with the classroom teacher. The principal of the student's school will be informed and the student will be expected to attend their home school. **The transportation of the student is the responsibility of his/her parent guardian.**

By ensuring your students understand their behavior expectations and responsibilities, as well as the consequences if those expectations and responsibilities are not met, you are helping to set your students up for a successful and positive experience at WOLF School. THANK YOU!



PREPARING YOUR CLASS

((Please Read Carefully))

The WOLF School experience begins and continues in the classroom under your guidance. If the educational and social objectives of the program are to be met, careful preparation is necessary to build a foundation and anticipation for the on-site learning. This preparation should include development of a clear understanding of the reasons for participating in the program, an awareness of some of the problems with which they might be confronted and ways they might be dealt with constructively, a general knowledge of what will be taking place, an understanding of what will be expected of them, and what items to bring and what not to bring.

It is best not to spend too much time on detailed discussions of experiences from previous years. Your student should be helped to understand that each year and week is unique and will be experienced differently by each individual child. **Anticipation of specific events could lead to disappointment.**

The WOLF School experience has the potential to profoundly affect the lives of your students, but whether it will prove to be a once-in-a-lifetime experience or the starting point for a continual living, growing experience depends entirely on what happens in the classroom before and after the trip. As a teacher, you have the ability to turn the excitement created at WOLF School into a continued learning experience, into change in behavior, into action on behalf of the environment.

TOPICS FOR DISCUSSION

- Work with your students to establish goals for the trip. Please emphasize that they will be attending a different kind of school, but a school nonetheless, as opposed to a summer camp. (See Pre-Trip Lesson: *You're In Charge*)
- Prepare your class for separation from parents, differences in food and food preparation, sleeping and personal health habits.
- Use the pre-trip curriculum to familiarize students with vocabulary and their own conservation habits. (See Pre-Trip Activity: *Living Lightly Checklist* & Appendix: *Vocabulary*)
- Discuss the need for special clothing appropriate for seasonal weather requirements; i.e. rain gear, warm jacket for evening, etc. **Bring clothes that can get dirty!** (See Parent/Guardian Handbook: *What to Bring*)
- Advise students to mark their name and school on all clothing and personal belongings. Please emphasize their responsibility for their own belongings.
- Stress that money, food, soda, candy, gum, radios, electronics games, knives, or other sharp instruments, etc. must not be taken to WOLF School. If they are, we will ask that they be turned into the director's office for safekeeping. The basic guideline is: if it's not on the list—don't bring it! Ask students not to bring valuable accessories. (See Parent/Guardian Handbook: *What to Bring*)



PREPARING YOUR CLASS

(Please Read Carefully)

TOPICS FOR DISCUSSION, CONTINUED

- Become aware of any special guidance or health problems by making a careful perusal of all student data, such as cumulative records and health cards. Check for students who require regular medication or other special medical attention. (See Parent/Guardian Handbook: *Med Form*)
- Stress that all medications to be dispensed during WOLF School must be turned in to you, properly identified, prior to your departure. **No medication should be in the personal possession of a student.** Upon arrival on site, please meet with the program director to determine the procedure for dispensing medication. (See Parent/Guardian Handbook: *Med Form*)
- Make sure that students understand the basic rules and behavior guidelines. Familiarize them with the discipline procedure so that they understand expectations and consequences before their arrival at WOLF School.
- Remind students to take a bag lunch on the first day, since food is not provided for the first meal at the school, unless you have arranged to have lunch provided on arrival.
- Teachers and students should be dressed in proper clothing for hiking and outdoor activities on the morning of departure.**
- Take a deep breath and come prepared for a wonderful week with us. Please know that all the hard work required of you in order to complete this checklist is greatly appreciated by WOLF School staff (of which you are about to become an extremely important part). **THANK YOU!**





PRE-TRIP CURRICULUM INTRODUCTION

GOALS AND EXPECTATIONS

The emphasis of the pre-trip material is on helping students to understand what will be expected of them during their trip, and giving them the opportunity to develop personal goals for their week. We feel that the most important things for students to bring are open minds and positive attitudes.

- A lesson that will help to define expectations is: *You're In Charge*
-

ACADEMIC PREPARATION

The academic preparation includes learning vocabulary terms and filling out the eco-responsibility card. Familiarity with ecological terminology may help students describe what they're witnessing when they hit the field. Filling out the eco-responsibility checklist will make students aware of their own habits at home, so that when naturalists describe the impact of human actions on natural areas, students will have personal points of reference.

As far as the themes go, the naturalists are trained to meet the students at whatever level of understanding they have when they arrive, and to go from there. The themes will be taught during the week, and there are activities for reinforcement and building upon those themes in the post-visit section of this guide. If you would like to introduce the themes more thoroughly before your trip, those activities in the post-section marked "reinforcement" will serve to introduce major themes, as well.

- An activity that will build academic foundations is: *Living Lightly Checklist*
-

FIELD PREPARATION

During the week of WOLF School, each student will receive a field journal. Naturalists will use the journals during field studies for note taking, reviews, writing, or drawing assignments. The journal is an exercise in responsibility during the week, as each individual is responsible for bringing their journal and pencil to field studies each day. The journal is also a souvenir for them to take back to the classroom or share with their families. Teachers can add to the journal by using it during Teacher Time at WOLF School and building upon it when students return to class. Some teachers use the journal work as part of an evaluation of student performance during the week, but understand that each naturalist uses the journal in their own way.

Although students won't receive their journals until they arrive at WOLF School, work that's done in preparation for the trip can be inserted into the journals once they arrive. We recommend that you bring along their eco-responsibility cards and personal commitments, and pass them out during a Class Get-Together/ Teacher Time period.

- An activity that will help prepare students for the field is: *Making a Journal Pouch*



PRE-TRIP LESSON

YOU'RE IN CHARGE

OBJECTIVES

Students will demonstrate understanding that:

- Making friends requires developing special friendship skills.
- Freedoms and privileges require that individuals be responsible for their actions.
- Human Interdependence requires give and take from responsible individuals.

MATERIALS

Light-colored construction paper, scissors, pencils, straight pins, and student copies of the following sheets:

- Make a Friend—Be a friend*
- Freedom and Responsibilities*
- Human InterDEPENDence*

VOCABULARY

Interdependence

Responsibility

Reliability

Commitment

SETTING THE SCENE

Have students brainstorm synonyms for nice, as well as other ways to describe positive qualities in people. Discuss how "put-ups" encourage people to be the best they can be and "put-downs" are hurtful and discouraging.

PROCEDURE

1. Make an Encouraging Alphabet.

Using a small sheet of construction paper per person, have each student cut (or tear) out the first letter of her or his name (make it fat and big—using the whole sheet).

Have students help each other pin these on their backs. Then have everyone stand up and mill around the room, pausing to write on each other's letters a positive characteristic or strength they see in that person.

After students take them off and read them, emphasize that these are characteristics to build on while they are at WOLF School to help them cope with being away from home, to help them make good decisions for their behavior, and to help them make new friends. There also may be other positive qualities that they can choose to develop while at WOLF School.



PRE-TRIP LESSON

YOU'RE IN CHARGE

PROCEDURE, CONTINUED

2. Distribute *Make a Friend—Be a Friend.*

Have students complete the worksheet. Use their answers to generate a discussion about character traits that invite friendships (good listener, helpful, kind, etc.). Discuss the opportunities they will have at WOLF School to practice these traits and reach out to new people.

3. Distribute *Freedom and Responsibilities.*

Review the example on the sheet; discuss the correlation between freedom and responsibility. This may be completed individually or in small groups. Give students an opportunity to add some freedoms that they would like to enjoy, and the responsibilities that would make that possible.

4. Distribute *Human InterDEPENDence.*

In nature, living things (including humans!) rely on other living and non-living things in their environment for their survival. This is called interdependence. While at WOLF School, though parents won't be there, students will have a different network of people to help them. They will depend on each other for certain things. Have students complete the worksheet. Discuss.

5. Review

"How are you in charge at WOLF School?" (You are in charge of your actions, of being responsible and receiving privileges, of reaching out to others and making friends, of respecting others and the environment, of supporting the people you depend on, of fully participating in activities, etc.)

6. Personal Commitment

Define the term commitment as a class. Using the worksheets for ideas, have each student think of one personal goal they would like to obtain during their week at WOLF School. Help them to put their idea in the form of a commitment; a promise to themselves. Students should write their commitment on a sheet of paper, along with what they will do to fulfill the commitment, and how they will check themselves to see if they are succeeding (success looks like?, success feels like?). Take the personal commitments along to WOLF School and have students put the sheet into their journal for reference. Use Class Get-Together/Teacher Time to check in with them. This exercise will be good practice as students are asked to make a commitment to the earth at the end of the week.



PRE-TRIP ACTIVITY MAKE A FRIEND-BE A FRIEND

Making new friends is an important part of Web of Life Field (WOLF) School. Think about someone you know personally whom you truly admire or respect. Then answer the questions below.

1. What traits does this person have that you admire?

- a. _____
- b. _____
- c. _____
- d. _____

2. Do you think other people realize how nice this person is? ___ YES ___ NO

Why or why not?

3. Which of the following seem to be most important to that person?

(Give each a rating between 1 and 4. 1= not important at all. 4= very important)

- ___ helping others ___ impressing others ___ having money
- ___ telling others what to do ___ competing with others ___ trying new things
- ___ working on personal goals ___ listening to others ___ being right

4. What positive traits would you like to develop more in yourself?

5. How could you practice these traits while you're at WOLF School?



PRE-TRIP ACTIVITY FREEDOM & RESPONSIBILITIES

Freedom at Web of Life Field (WOLF) School requires that students demonstrate particular responsibilities. Opposite each freedom or special privilege, list what responsibility you should demonstrate to have that freedom.

I would like the freedom to:	I would need to take the responsibility to:
Example: choose my own bunk.	Example: not disturb others after lights out.
1. ask questions.	1.
2. hike next to a friend.	2.
3. have my personal things left alone.	3.
4. have a pleasant meal.	4.
5. have a turn using equipment (i.e. binoculars)	5.
6. be included in games at recreation.	6.
7. (Give your own example.)	7.



PRE-TRIP ACTIVITY

HUMAN INTERDEPENDENCE

We all depend upon others for certain things. How will you count on these special people at Web of Life Field (WOLF) School, and what will they expect of you? Complete the following sentences with your thoughts.

TEACHER

I will count on my teacher for:

My teacher will expect me to:

NATURALIST

I will count on my naturalist for:

My naturalist will expect me to:

CHAPERONE

I will count on my chaperone for:

My chaperone will expect me to:

FRIENDS

I will count on my friends for:

My friends will expect me to:

—MY COMMITMENT TO MYSELF—



PRE-TRIP ACTIVITY LIVING LIGHTLY CHECKLIST

NAME: _____

At WOLF School, we explore our connections within the web of life and how each of our individual actions have an impact on our greater surroundings. One of our goals is to learn how to have less environmental impact—how to live lightly on earth. For a fun exercise: Before you go to WOLF School, put a check next to each positive environmental habit you already practice. During WOLF School, be mindful of new environmental habits you can adopt. After WOLF School, revisit this list and see if you have been able to introduce new environmental habits into your life.

MY POSITIVE ENVIRONMENTAL HABITS	BEFORE	AFTER
I pick up litter in public places.		
If I see friends littering, I ask them to pick it up.		
I turn off lights that aren't being used.		
I snip plastic 6-pack rings.		
I am careful not to bother wild animals or their homes.		
I use a hand-powered can-opener instead of an electric one.		
I decide what I want from the refrigerator before opening the door.		
I walk or ride my bicycle instead of using an automobile when possible.		
In choosing restaurants I consider how the food is packaged/served.		
I buy soft drinks in recyclable containers.		
I save glass containers for recycling.		
I use both sides of the paper before throwing it away.		
I carry my lunch in a lunch box, cloth bag, or reusable container.		
In stores, I take my own bag rather than getting paper or plastic.		
I take showers for less than 8 minutes.		
I turn off the water while brushing my teeth.		
My family recycles.		
My family uses low-flow shower heads.		
People in our house use a spoon or egg-beater instead of an electric mixer.		
When camping, my family builds only small wood fires (or none) and we leave the site in better shape than when we arrived.		
People in my house leave doors and windows closed when the heat is on.		
My family waits to use the laundry until there's a full load of clothes.		
My family turns off lights, radios, and TV when they aren't being used.		

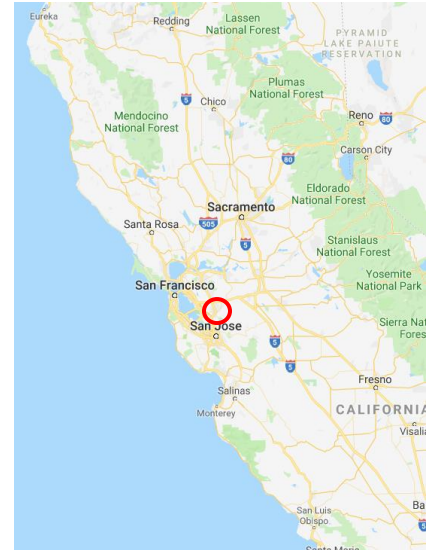


DIRECTIONS TO CAMP ARROYO

Camp Arroyo
5535 Arroyo Road
Livermore, CA 94550

FROM I-680 N

Follow I-680 North to Sunol. Take the Exit 21-B, toward Livermore. Keep left to continue toward CA-84 E/Vallecitos Rd. Continue on CA-84 E/Vallecitos Rd. for 4.7 miles, then keep right to continue on Vallecitos Rd. for another 1.1 miles. Turn right onto Wetmore Road, and continue on Wetmore Road for one mile. Turn right onto Arroyo Road, and continue on Arroyo Road for 2.3 miles. Turn right into Camp Arroyo at 5535 Arroyo Road.



TRAVEL TIMES

From San Francisco:
Approx. 1.5 Hours

From San Jose:
Approx. 45 Mins

From Sacramento:
Approx. 1.5 Hours

Note: Travel times vary
based on traffic.

Web of Life Field (WOLF) School Contact Information

PO Box 2517, Aptos, CA 95001

Phone: (831) 684-0148 | Fax: (831) 685-3889

Email: admin@wolfschool.org



FACILITY DESCRIPTION

CAMP ARROYO

Camp Arroyo
5535 Arroyo Road
Livermore, CA 94550

Site Director Phone:
(925)455-7978

773' Elevation
1.5 Hours E of San Francisco
Located in Alameda County



Welcome to Camp Arroyo! You and your students are about to embark on an exciting outdoor adventure with Web of Life Field (WOLF) School in one of California's most beautiful regions. Camp Arroyo is located south of Livermore proper in the rolling hills north of Lake Del Valle, in Livermore, CA. The site sits on 138 acres of open meadow and oak woodland, with stunning views. This beautiful and serene setting features trails, an abundance of wildlife, and seclusion from the busy world, making it ideal for exploration and outdoor education.

LODGING

12 cabins with accommodations for 12 people each, for a total group allowance of 144. Clean bathrooms and showers are located inside each cabin, as well as storage bins, sun rooms, back porches overlooking the valley, and outdoor picnic tables.

DINING HALL

This green-built straw-bale building seats up to 150 people; CD/DVD player and LCD projector; 20'x20' overhead screen, integrated interior sound system, and restrooms.

PROGRAM SPACE

Amphitheater, Organic Garden, Challenge Course with Climbing Wall.

RECREATION

Large Field, Basketball Courts, and Hiking Trails.





SAFETY & EMERGENCY PROCEDURES

Safety at the Web of Life Field (WOLF) School is our primary concern. Our staff will take every precaution to ensure that your experience with us is safe and enjoyable. However, the possibility of injury or illness always exists.

The following brief guidelines on emergency procedures are also included in the Chaperone Handbook, to be distributed to each attending teacher and adult chaperone for review.

Shortly after you arrive at WOLF School, the program director will meet with you in an orientation session. One of the important topics you will cover is safety. An emergency drill on the first day will prepare students and staff for procedures to follow in the event of an emergency.

EMERGENCY PROCEDURES

1. The site director is in charge of health and first aid for all persons at the site. Notify the WOLF School program director about each and every injury or illness. They will pass the appropriate information along to the site director.
2. The student health forms and camp registration forms will be kept in the infirmary and will be accessible by the program director at all times.
3. **IN AN EMERGENCY**
 - a. Administer immediate First Aid, if qualified
 - b. Notify program director
 - c. Notify teacher in charge
 - d. Notify site director
 - e. Proceed as instructed
4. If transportation to a medical facility is needed, in non-emergency situations, it will be provided by teachers or chaperones. A separate car is required to be the emergency vehicle in this situation.

Note: All WOLF School staff are First Aid/CPR certified.



SAMPLE DAILY SCHEDULE

ARRIVAL DAY

11:00 am WOLF School Program begins, welcome! Students arrive and tour with naturalists. Unload buses.
11:30 am Introductions
12:00 pm Opening Circle
12:20 pm Lunch
1:00 pm All-Camp Meeting
1:15 pm Students, teachers and chaperones move into cabins
2:00 pm Theme Meeting—Everyone meets at campfire circle
2:30 pm Field Study
4:30 pm Recreation Time—Students released to teacher’s care
5:00 pm Cabin Time—Chaperones meet students in front of dining hall and return to cabins
5:45 pm General Assembly in front of dining hall, includes emergency drill.
6:00 pm Dinner
7:00 pm Cabin Time—Prepare for evening activity
7:30 pm Evening Activity
9:00 pm Return to Cabins—Prepare for bed
9:30 pm Lights Out—Staff/Teacher’s night check each cabin

Arrival Day Notes:

MID-DAY(S)

7:00 am Good Morning! (AM showers)
8:00 am Breakfast
9:15 am Theme Meeting
9:45 am Field Study (p/u bag lunches)
3:30 pm Entire group assembles for Recreation—students released to teacher’s care
4:15 pm Class Get-Together Time
5:00 pm Cabin Time—Teachers deliver students to the cabin area to meet chaperones (PM showers)
5:55 pm General Assembly in front of dining hall
6:00 pm Dinner
7:00 pm Cabin Time—Prepare for evening activity
7:45 pm Meet at Campfire Circle—Evening Activity
9:00 pm Return to Cabins—Prepare for bed
9:30 pm Lights Out—Staff/Teacher’s night check each cabin

Mid-Day(s) Notes:

DEPARTURE DAY

6:45 am Good Morning! Pack and clean cabins, load buses
8:00 am Breakfast
8:45 am Theme Meeting & Field Study
11:00 am Closing Circle
11:30 am* WOLF School Program Ends
*Bag lunches will be provided at this time. Schools may choose to have lunch before departing, however, WOLF School staff will depart at 11:30 am. The teachers will be in charge.

Departure Day Notes:

Note: This is a sample schedule. Each school has its own schedule adapted to suit the needs of the students. At some locations, WOLF School offers field trips. Please make any necessary changes on this schedule.