

## **Camping Capers**

Curriculum Standards Summary

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The current Common Core State Standards K-12 and the 21<sup>st</sup> Century Skills Framework Content Unit Reports for the Get Moving Junior Journey are 90% applicable to the proposed Camping Capers Journey.

In addition to these National Standards we have included the correlation to:

- Moving into the Future: National Standards for Physical Education
- National Standards for Adolescent and School Health
- NAAEE Excellence in Environmental Education Guidelines for Learning

*“Fresh air, exercise, and creative exploration are just a few of the benefits children can experience when they spend time outdoors. Encouraging children to be active while outdoors is important for their physical, cognitive, and social development. By fostering more opportunities for outdoor learning, we will help the next generation grow and develop as they build an appreciation for nature at an early age.”*

Dr. Courtney Crim, Assistant Professor, School of Education, Trinity University

Mother Nature is a great teacher and getting girls outside to learn and play is good for their brains and their bodies.

Getting kids out in nature is more essential today given that children are spending nearly 8 hours a day using entertainment media and only 6 percent of children ages 9-13 play outside on their own. We are at risk of losing an entire generation's appreciation for how nature works and what it needs to remain healthy and productive.

**For 101 years, Girl Scouts have been taking girls outside to learn.**

**How?** By providing leaders with the tools, training and resources they need to bring the environment into their meetings, and their girls into the environment.

**Why?** Because we teach girls *how* to think, not *what* to think about environmental issues.

Take action components involve efforts to make communities more green or enhance wildlife habitat. Studies show that activities and programs with an outdoor learning component drastically improve overall student performance, particularly in science and math, including test scores according to the article – Environmental Education Saves the Day – in Science and Children.

*Science & Children*, published by the National Science Teachers Association, is the premier professional journal for the teacher, principal, and supervisor concerned with

teaching science at the elementary level. The full *Science & Children* article  
“Environmental Education Saves the Day.”

From [www.plt.org](http://www.plt.org)

# Why Environmental Education is Important

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Tomorrow's leaders need to be equipped for tomorrow's challenges, and we must adequately prepare our children for the future they will inherit. That requires a commitment to providing children with environmental education that helps them become the educated thought leaders of tomorrow.

## BREAKING THE INDOOR HABIT

America is in the midst of one of the most profound and rapid societal shifts in history. Today's generation of children is the first to grow up indoors. Their plugged-in lives are often devoid of exploring the natural world. Consider these facts:

- American children ages 3 -12 spend 27 percent of their time each week watching television, and only 1 percent outdoors (*Hofferth & Sadberg, 2001*)
- Children ages 8 – 18 engaged in over seven hours of media time (e.g., watching TV, listening to music, using the Internet/computer, playing video games) each day (*Rideout, Foehr & Roberts, 2010*)
- Approximately 17% (or 12.5 million) of U.S. children and adolescents aged 2— 19 years were obese in 2008 (*Ogden & Carroll, 2010*)
- In 2000 two-thirds of the public failed a basic environmental quiz and 88 percent failed a basic energy quiz (*Coyle, 2005*)

This movement indoors is not benign; there are costs to the health of our children: attention difficulties, hyperactivity, childhood obesity, diminished use of senses, disconnect from things that are real. Additionally, if children are detached from nature, how will they learn about, understand, and value nature? How will the next generation care about the land and be stewards of its resources?

Raising an environmentally literate generation of problem solvers will help ensure that tomorrow's decision-makers are prepared for the challenges they will likely face. Studies have shown environmental education engages students in learning, raising test scores, and encouraging youth to pursue career in environmental and natural resources.

## BENEFITS OF ENVIRONMENTAL EDUCATION

Research suggests that environmental education brings a slew of benefits to students. A few key findings include:

- **Studying EE Creates Enthusiastic Students, Innovative Teacher-Leaders** - EE offers opportunities for rich, hands-on, real world and relevant learning across the curriculum (Archie, 2003).
- **EE Helps Build Critical Thinking, and Relationship Skills** - Environment-based education emphasizes specific critical thinking skills central to “good science”—questioning, investigating,

forming hypotheses, interpreting data, analyzing, developing conclusions, and solving problems (Archie, 2003).

- **EE Instructional Strategies Help Foster Leadership Qualities** - Environmental education emphasizes cooperative learning (i.e., working in teams or with partners), critical thinking and discussion, hands-on activities, and a focus on action strategies with real-world applications (NAAEE & NEETF, 2001).
- **Self Control/Self Discipline Benefits for Children with ADD** - Taylor and her colleagues found that children with attention-deficit disorder (ADD) benefited from more exposure to nature –the greener a child’s everyday environment, the more manageable are the symptoms of ADD (Taylor, 2001).
- **Increased Focus/Improved Cognition** - Wells observed that proximity to nature, access to views of nature, and daily exposure to natural settings increases the ability of children to focus and improves cognitive abilities. (Wells, 2000).
- **Health Benefits** - At the school environment level Bell and Dymont observed that children who experience school grounds or play areas with diverse natural settings are more physically active, more aware of good nutrition, more creative, and more civil to one another. (Bell, 2006).

**Girl Scout Journeys**  
Content Unit Report

**Grades:** 4, 5

**States:** Moving into the Future: National Standards for Physical Education

Camping Capers!

Summary: Camping Capers! In this journey, fourth and fifth graders become leaders who

**Moving into the Future: National Standards for Physical Education  
K-12**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

**Standard 1:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:**

Participates regularly in physical activity.

**Standard 4:**

Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Girl Scout Journeys**  
Content Unit Report

**Grades:** 4, 5

**States:** National Standards for Adolescent and School Health

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**National Standards for Adolescent and School Health**  
**K-12**

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**Standard 1**

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Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Rationale:** The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

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## Standard 4

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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Rationale:** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

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## Standard 5

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Students will demonstrate the ability to use decision-making skills to enhance health.

**Rationale:** Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

- 5.5.3 List healthy options to health-related issues or problems.
- 5.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.

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## Standard 7

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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Rationale:** Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

7.5.1 Identify responsible personal health behaviors.



## **Girl Scout Journeys**

### Content Unit Report

**Grades:** 4, 5

**States:** North American Association of Environmental Educators

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### **North American Association of Environmental Educators**

#### **Strand 1 - Questioning, Analysis and Interpretation Skills**

- Ø Questioning
- Ø Designing Investigations
- Ø Collecting information
- Ø Evaluating accuracy and reliability
- Ø Organizing information
- Ø Working with models and simulations
- Ø Drawing conclusions and developing explanations

#### **Strand 2 - Knowledge of Environmental Processes and Systems**

##### **2.4 Environment and society**

- Ø Human/environment interactions
- Ø Places
- Ø Resources
- Ø Technology
- Ø Environmental Issues

#### **Strand 3 - Skills for Understanding and Addressing Environmental Issues**

##### **3.2 Decision-making and citizenship skills**

- Ø Forming and evaluating personal views
- Ø Evaluating the need for citizen action
- Ø Planning and taking action
- Ø Evaluating the results of actions

#### **Strand 4 - Personal and Civic Responsibility**

- Ø Understanding societal values and principles
- Ø Recognizing citizen' rights and responsibilities
- Ø Recognizing efficacy
- Ø Accepting personal responsibility