# TEACHER/GROUP LEADER INFORMATION PACKET

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>PROGRAM INFORMATION</td>
<td>4-9</td>
</tr>
<tr>
<td>Types of Programs</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Options</td>
<td>5-7</td>
</tr>
<tr>
<td>• Oregon Common Curriculum Goals in Science</td>
<td>5</td>
</tr>
<tr>
<td>• Field Studies</td>
<td>5-6</td>
</tr>
<tr>
<td>• Interest Groups</td>
<td>6</td>
</tr>
<tr>
<td>• Evening Programs</td>
<td>6-7</td>
</tr>
<tr>
<td>• Campfire</td>
<td>7-8</td>
</tr>
<tr>
<td>• Off-site Activities</td>
<td>8</td>
</tr>
<tr>
<td>Pre-Program Activities</td>
<td>9</td>
</tr>
<tr>
<td>Post-Program Activities and Resource List</td>
<td>10</td>
</tr>
<tr>
<td>SITE INFORMATION &amp; LOGISTICS</td>
<td>11-12</td>
</tr>
<tr>
<td>Policy Review, Facility Description, Mail, Telephone, Weather</td>
<td>11-12</td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>13</td>
</tr>
<tr>
<td>Map of Cabins</td>
<td>14</td>
</tr>
<tr>
<td>Map to Trails</td>
<td>15</td>
</tr>
<tr>
<td>Directions to Pacific Marine Science School</td>
<td>16</td>
</tr>
<tr>
<td>Optional Rest Stops/Local Places of Interest</td>
<td>17</td>
</tr>
<tr>
<td>PRE-PROGRAM CHECKLIST</td>
<td>18</td>
</tr>
</tbody>
</table>
WELCOME! We are excited that you will be participating in an OMSI Outdoor Science School Program. The purpose of this packet is to provide you with all of the information required to make your OMSI Outdoor Science School experience as rewarding and successful as possible. It addresses the most common questions, details, and issues involved in planning a program. Please read this packet carefully and refer to it throughout your planning process.

WHERE YOU ARE NOW
If you have received this program packet, you have made a reservation, signed a confirmation form, and returned it to the OMSI Program Registration Office with a deposit. Your reservation has been secured for specific dates and a set number of participants. If you wish to change your dates or the number of participants, please contact the OMSI Program Sales and Registration Office by phone at 503.797.4661 or via e-mail at register@omsi.edu.

WHAT HAPPENS NEXT
Now comes the fun part: it is time to plan your program! You will review a sample schedule, choose curriculum topics and activities, and prepare your students for their upcoming educational adventure. Planning a program involves managing a number of details and logistics. A checklist located on the last page of this packet outlines the main tasks to accomplish before coming to OMSI Outdoor Science School.

WHO TO CONTACT FOR HELP
If you have any questions about the checklist or any other issues, please contact the Program Manager, Anne Armstrong. She can interpret the checklist according to your specific needs, emphasize specific tasks, and walk you through the more difficult logistics. The best way to reach her is through e-mail aarmstrong@omsi.edu. She can be reached via phone at 503.797.4575, during the months of November through March. If you need to contact her in April, May, September or October, call the Pacific Marine Science School program office at 503.861.3905. You may also reach her on her cell at 971.269.9928. You may also contact Steve Tritz, Director of Outdoor Education at 503.797.4627.

OMSI OUTDOOR SCIENCE EDUCATION STAFF CREDENTIALS
Steve Tritz, Director of Outdoor Education, has been with OMSI since 2006. He holds a degree in Environmental Science from the University of Guelph. Steve has been working in education for eight years teaching recreation and environmental education in Minnesota, South Dakota, and Oregon. He is a certified Lifeguard Instructor and Wilderness First Responder. Steve is an avid bird watcher and can often be found behind his binoculars in the forest, gazing at the tide pools, or on the river.

Anne Armstrong, Outdoor Education Manager, joined OMSI in 2006. Anne graduated from Northern Arizona University with a degree in Parks and Recreation Management. Prior to arriving in Oregon, Anne taught environmental education in Arizona deserts, Hawaiian rainforests, New York mountains and on the Pacific Coast. She is a certified Wilderness First Responder, a Lifeguard, and holds a Commercial Drivers License. When she’s not in Portland or on site, she’s traveling in search of the next best photograph.
PROGRAM INFORMATION

OMSI is fortunate to be able to make use of Camp Kiwanilong for its Outdoor Science School programs. Camp Kiwanilong is located on the northern coast of Oregon, west of Warrenton. The site is about a two-hour drive from Portland and approximately 12 miles north of Seaside. Its 270 acres are adjacent to the forest of 3700-acre Fort Stevens State Park, which features a 2.2-mile trail that winds from the lodge to the shore of the Pacific Ocean.

Opportunities for outdoor science education abound in the diverse habitats and history surrounding the Pacific Marine Science School. From lush coastal forests to tide pools to serene sandy beaches, wildlife in and around camp is easily observed and studied. The rich cultural heritage of the area, including Fort Stevens and Fort Clatsop, the Peter Iredale shipwreck, and numerous Native American historical sites combine to offer students a chance to explore some of the most important events in Oregon’s history.

Once dominated by sand dunes with scattered Sitka spruce, the shifting sands were stabilized by the U.S. Army Corps of Engineers in the 1930s. Stabilization allowed forest to claim the area. The present combination of young forest, numerous lakes and ponds, and some surviving old-growth Sitka spruce is a haven for many kinds of wildlife including deer, elk, beaver, otter, coyote, and osprey.

Many field trip destinations are easily accessible from Pacific Marine Science School. Groups may choose to go to the tide pools at Haystack Rock National Marine Garden, look for whales from the south jetty of the Columbia River or learn the history of the Lewis and Clark Expedition at Fort Clatsop.

TYPES OF PROGRAMS

RESIDENTIAL PROGRAMS

Typically, residential programs are three to five days in length. Instruction is usually interdisciplinary ecology and geology studies with cultural history highlights. The entire program occurs within a day’s walk of the facility. For longer programs, field trips off site can be incorporated into the schedule, especially if groups have their own transportation on site.

DAY PROGRAMS

The OMSI Pacific Marine Science School staff is available for day programs anywhere in the Northwestern Oregon coastal region. Typical programs include: investigation of tide pools at Haystack Rock National Marine Garden, or learning the history of the Lewis and Clark Expedition at Fort Clatsop.

EXTENDED FIELD PROGRAMS

The OMSI Pacific Marine Science School staff is also available for week-long custom programs throughout the Pacific Northwest. Common activities include touring the Oregon Coast to study marine biology, camping/backpacking in the Cascade Mountains to learn forest ecology, and visiting Mount St. Helens to study geology. If you have an idea, please call and discuss it with us!

SHARING THE SITE

You may be scheduled to share the facility with another group. This can be a great opportunity for students from different parts of the state or country to meet, form friendships, or become pen pals. Groups share breakfast and dinner in the dining hall, access to the rest rooms, and recreation areas, but not cabins nor instructional groups. Sharing evening programs and/or campfire programs might be a possibility, depending on group size and preferences.
CURRICULUM OPTIONS

The following curriculum options will help you round out your program schedule with activities to complement your current science curriculum. Depending on the length of your stay, you will choose one or more field studies, two or more interest groups, and an appropriate number of evening programs. Our instructors are continually developing new activities; feel free to contact the Program Manager to learn about any programs not listed here.

OREGON COMMON CURRICULUM GOALS

The bulk of the day is spent in the field involved with the natural world through hands-on activities and hikes. Our intent is to use the natural world as a vehicle to study concepts. Our curriculum is concept-based and aligned with the Oregon Common Curriculum Goals (OCCG) in Science. If there is a specific concept you wish to cover with your classroom, please let us know in advance. The OCCG concepts which apply best to our studies are as follows:

- Adaptation influences survival.
- Individual organisms and populations in an ecosystem interact.
- Changes in populations are related to resources.
- Questions or hypotheses can be examined through scientific investigation.

FIELD STUDIES

Field studies are the bulk of the programming you will do each full day you are on site (five hours per day). They begin after breakfast and continue into mid-afternoon. Any of the following disciplines can become the focus of a field study. Our typical interdisciplinary study focuses on ecology and geology.

Aquatic Ecology

Critter Catch: Collect and release lake creatures in the pond or river. Observe them as they move about in a collection chamber. Observe and research how the creatures live, what they eat, what eats them, and examine their adaptations.

Water Quality Testing: (dissolved oxygen, temperature, and pH): Use kits to test water quality in two different systems. Test the water for pH and dissolved oxygen (DO). Discuss the effect of varying DO, temperature, and pH levels on aquatic organisms and how human activities affect these levels.

Plankton Lab Investigation: Collect samples and observe them under the microscope and the video microscope. Identify organisms and draw their unique body parts in a journal. Discuss the food chain and energy flow.

Water Cycle: Simulate the water cycle. Learn how water is available on Earth.

Coastal Ecology

Build a Model of the State of Oregon: Build a three-dimensional model of the state of Oregon in the sand. This activity covers geography, plate tectonics, mountain formation, and a brief overview of how the Missoula floods shaped the land of the Pacific Northwest.

Dune Formation and Forest Succession: Investigate how sand dunes form and what processes stabilize them. Discuss the human desire for dune stabilization. Discuss introduced species.

Beach Investigation: Walk the high tide line searching for treasures from the sea. Hypothesize how everything from the sand to the flotsam made it to the shore and extrapolate the local off-shore currents.

Student-Driven Research Projects

Students, working in small groups, create with their own research question and use their own ingenuity to answer that question. They go step-by-step through the entire scientific method, from initial observations to presenting their results in poster form.

Tide Pooling

See below under ‘Offsite Activities’
INTEREST GROUPS

Interest groups are short 1.5 hour classes focusing on one topic. They are typically scheduled in the afternoon after students return from the field. Several interest groups are usually offered at one time. Students should be assigned to or choose their own interest groups prior to their arrival on site, and group sizes must remain at 15 students. Options include:

Early Oregon Studies
Focus on the cultural history of early coast region peoples. Learn how to make your own rope, study primitive fire-making tools, use flint and steel, use an atlatl, and learn how to identify and prepare wild edibles.

Marine Mammals
Students will learn to identify common marine mammals of the Northwest coast and discover the adaptations of these mammals.

Orienteering
Learn how to use a compass to help find your way in the woods! After basic instructions, students use their skills to explore the site.

Shark Ecology
Students focus on the anatomy, physiology, and ecology of sharks. Activities emphasize the adaptations of sharks, dispel some common myths about them, and discuss their important role in the ocean ecosystem. Students will also study preserved specimens.

Squid Dissection
Learn fascinating things about the world's largest invertebrate. How has it adapted to survive in all shapes and sizes at all depths of the ocean? Use instruments to dissect a squid and explore each specific adaptation.

Survival
Discuss basic survival strategies, accident prevention, and standard necessary equipment. Small groups of students practice their skills by building a shelter.

Team Challenge
After giving students a set of rules and tools, have them work together to accomplish common goals in an outdoor game setting. This fun, energetic class allows your students the chance to practice teamwork, cooperation, and creativity!

EVENING PROGRAMS

Evening Programs (1-1.5 hrs) usually take place between dinner and campfire. Since the entire group participates in an evening program, chaperones/counselors must be present (1 per every 10 students) to assist OMSI staff. Please select one Evening Program for each night of your stay.

Bat Slideshow
This colorful slide show illustrates the amazing adaptations and ecological importance of these often misunderstood animals. This activity is supplemented with lively demonstrations and discussion.

Eco-Jeopardy!
Students participate in a fast-paced game show style review of information they have learned. Activities are hosted by a zany cast of characters somewhat resembling the OMSI staff.

Environmental Forum
Students are placed in teams, each with a particular point of view regarding a piece of land. Students must work together to design a land-use plan for their land while protecting their interests. After each team presents their plan to the entire group, they may have a chance to discuss ideas with other teams. This is a non-advocacy activity with no one right answer. The Environmental Forum can deal with a variety of topics from land use to salmon habitat protection and restoration.

Midnight Zone (Light permitting; best in early spring/late fall.)
Off of the coast of Oregon are deep-sea thermal vents. Learn about life in the midnight zone through activities about bioluminescence and animal adaptations.
Night Hike (available, weather permitting, March-April and September-November)
Discover the night! Test your senses of hearing, smell, and touch through outdoor sensory activities while learning about adaptations of nocturnal organisms. Stargazing may also be an option.

Predator/Prey (available as an arrival/departure day activity or April-June as an Evening Program)
Students focus on how the food pyramid works, emphasizing dynamic equilibrium and bioaccumulation through a site-wide tag game.

Science Fair
Students participate in a round robin of amazing science activities. Students visit different science fair stations to participate in hands-on demonstrations and learn about such topics as air pressure, states of matter, taste buds, and acid-base reactions.

Tide Pool Slideshow
This colorful presentation introduces students to the fascinating animals that can be found in local tide pools. Usually done for groups before visiting the tide pools, it can also serve as an introduction to life on the coast.

CAMPFIRE
Most groups close each day with a campfire program. Campfires can run 30-45 minutes in length. Activities include, but are not limited to, simple call and response songs, student skits, and stories. If you know musicians, invite them along. The OMSI staff will run one campfire, usually the first, and your group will run any additional campfires.

Get kids excited about campfires before and during the outdoor science school experience. It always helps if teachers and chaperones are enthusiastic as well. (Extreme silliness often wins over even the "coolest" of your student body.) Keep things simple with stories, songs, and skits.

Stories can be fun if someone feels comfortable telling one. They can be read directly from books, or memorized and acted out in the spirit of true storytelling by students or adults. Topics are up to you, but relating them to their outdoor experience is always helpful. Check your local or school library for good books on Northwest folklore, campfire stories, and native legends.

Skits prepared prior to arrival or during your stay are a great way to get everyone involved in the campfire. For example, give students a theme (e.g. an ecological concept) and have them act it out. These skits do not have to be scientifically correct; let the kids come up with their own legends.

- How did the beaver get its flat tail?
- How did the bobcat get its short tail?
- How did the owl learn to fly silently?
- Why does a coyote howl?
- How did the porcupine get quills?
- Why does a raccoon wear a mask?

Assign one of the following topics to each group. Allow the kids to come up with a story about:

- What a tree "sees," "hears," or "feels" during a day
- The water cycle (the story of a drop of water)
- The adventures of a bobcat from birth to adulthood
- What an eagle "sees," "hears," or "feels" during a hunt
- The story of a leaf that got fossilized
- The rock cycle
- What happens in the typical day of a fish?
- What is it like to be a pocket gopher?

During free time give cabin groups a piece of paper with a saying on it. For example, "When cheese sandwiches ruled the earth, the world was like..." Another idea for a skit is to give cabin groups a small paper bag with random objects in it and have them create a skit using those objects.

We have song books available for you to use during your campfire, but anyone with experience probably remembers some favorites. The students might also have some they would like to share. Also consult Rise up Singing (Annie Patterson and Peter Blood, 1992) and group song books your school music teacher might be able to suggest.

Another option is to read or recite The Lorax by Dr. Seuss. Have the kids act out the parts: truffula trees, brown bar-ba-loots, swomee swans, etc.
**IMPORTANT** A Note about Off-Site Activities

Depending on your program schedule it may or may not be possible to schedule off-site activities or field trips during your program. If buses (or whichever transportation the school uses to travel to the site) are able to stay on site for the entire program, schedule flexibility increases dramatically.

Please note that access to some State Parks, National Monuments, and Forest Service destinations/activities may limit group size and may require additional fees above and beyond OMSI's program fees. Examples include mileage fees to transport OMSI staff and vehicles to a destination, monument entrance tickets, and parking passes (both for OMSI vehicles and private vehicles driven by chaperones/teachers). If you are interested in planning an off-site activity, please discuss these extra fees with the Program Manager before your arrival.

**Fort Clatsop National Monument **Requires Transportation**

Visit the site where explorers Lewis & Clark spent the winter of 1806. The Fort has an interpretive center and living history presentations at the recreated fort. This site is best visited on the way to or from the program, since you will already have transportation.

**Tide Pooling **Requires Transportation** (Population, Organism, Interaction)

Depending on tides, explore the plant and animal life of Haystack Rock National Marine Garden. Observe puffins, gulls, guillemots, and cormorants nesting on the face of Haystack Rock.
PRE-PROGRAM ACTIVITIES

Pre-program activities are designed to help prepare students for the OMSI Outdoor Science School program and encourage anticipation for the program. They are designed to introduce you and your students to what you will see, experience, and learn in the field. You may choose some activities and not others, depending on the age of your students, their background, and available resources and time.

1. Have each student pick an animal or plant found in the region and write a report about it. This activity familiarizes students with the local plants and animals and gives students something special to look for when they arrive. We suggest any of the following:

   **Animals:**
   - Harbor Seal
   - Bald Eagle
   - River Otter
   - Osprey
   - Red-tailed Hawk
   - Western Gull
   - Bobcat
   - Flicker
   - Cormorant
   - Mossy Chiton
   - Beaver
   - Sandpiper
   - Big Brown Bat
   - Gray Whale
   - Great Horned Owl
   - Salmon
   - Coyote
   - Great Blue Heron
   - Salmon

   **Plants:**
   - Shore Pine
   - Bracken Fern
   - Western Hemlock
   - Evergreen Huckleberry
   - Sitka Spruce
   - Oregon Grape
   - Salal
   - Western Red Cedar
   - Sword Fern
   - Mosses
   - Douglas Fir
   - European Beach Grass
   - Lichen
   - Red Alder
   - Cascara
   - Oregon Beach Grass

2. Spend a session talking about the parts of a plant and their functions. Discuss the functions of stems, roots, and leaves. Discuss the needs of plants, such as nutrients, sun and water. Review the basics of photosynthesis. Have students make sketches or identify a few of the leaves around your school. This will help them become familiar with local ecology and will serve as a good yardstick for what they find on site.

3. Valuable information can be recorded through sketching in the field. Have the students practice sketching some familiar objects to the scale of a hand, a person, a building, and the landscape. The sketches should impart information, but do not need to be artistic. Label the sketches, add a scale, give a compass orientation, and supply notes on color, texture, composition, etc.

4. Have the students practice keeping a journal for a week which records activities, places visited, information learned, weather conditions, personal feelings, and sketches. Each entry should indicate the time and day it was written.

5. Have the students spend 15 minutes writing reflectively on an assigned topic or one of their choosing. Afterwards, have them work in small groups to share their writing and explain how writing impacted what they thought. ("It clarified my thoughts," "It allowed me to better articulate what I thought," or "It forced me to really think about the topic for the first time.") The teacher can move between groups, prompting and facilitating the discussion.

6. Review the basic structures of the Earth and the concept of plate tectonics with your students. The exact mechanics are not as important as the idea that the Earth changes: mountains form and wear down, oceans open and close, etc. Films should also be available to cover these topics. Familiarize the students with geologic time and the concept that different life forms lived at different periods. A geologic timeline can help illustrate this concept.

7. Have the students make a personalized cover for their Field Book. If students are familiar with their notebooks before arriving they will have a better idea of what to expect during their visit.

8. Have the students make personalized nametags for themselves and their chaperones. Our staff is skilled at learning names quickly, but nametags always help. This activity helps build anticipation for the program. Laminated construction paper, wood “cookies,” and plastic-covered note cards work equally well. Include cabin assignment, field study, and interest group information, so students always have a handy reference for what they will be doing during the program, and where they should be at a given time.

9. Involve students in planning campfire activities. You may want to have cabin groups practice skits in advance to perform at campfire programs.
POST-PROGRAM ACTIVITIES

Post-program activities help reinforce concepts learned during the program. Ideally, you will be able to refer back to your OMSI Outdoor Science School experiences throughout the year.

1. "Create an Animal." During the program, we will work with the concept of adaptation in both plants and animals. Have students recall different adaptations they saw and ask if they can remember why the plant or animal had a particular adaptation. Stretch the concept further. What would the particular species have to do if the climate became hotter and drier? Divide the students into groups of three or four; give them a large sheet of butcher paper and some pens, and assign each group a type of animal (or plant), as well as an environment (such as a water animal in the Arctic or a plant in the high alpine country of Mt. Hood). They'll first need to list the factors to which species need to adapt: potential food sources, potential predators, sources of shelter, etc. They then can create any species they want. Encourage creativity, but they must consider all of the basic needs: food, water, warmth/cooling, shelter, and protection. Have each group present their animal to the rest of the class.

2. Review the Field Notebook with your class. Fill in the parts that may not have been extensively covered.

3. If you have an upcoming open house or parents’ night, have a display table of items that the students brought home from the program. Things to be included are pictures, field books, etc.

4. Have the kids draw a large mural depicting their experiences. Include poetry, drawings, stories, letters, etc. encompassing what the students did, saw, learned, and enjoyed at the program.

5. Consider entering the students' writing or art for inclusion in the school (or community) paper or literary magazine.

6. Have the students publish a newspaper covering events and classes that they participated in during the program. Students might even plan ahead to "interview" instructors, parents, teachers, and other students during the program. Have students include drawings and/or photographs.

7. Review key terms, concepts, and vocabulary that the students learned at the program. Examples include:

   - Carnivore
   - Herbivore
   - Omnivore
   - Producer
   - Consumer
   - Decomposer
   - Habitat
   - Community
   - Niche
   - Food Chain
   - Nutrient Cycle
   - Photosynthesis
   - Invertebrate
   - Adaptation
   - Ecosystem
   - Erosion
   - Deposition
   - Rain Shadow
   - Rain Shadow
SITE INFORMATION & LOGISTICS

POLICY REVIEW

After planning the program schedule, it is time to plan the logistics of the program. This section is meant to help you coordinate all of the details of your program. You will also receive the Policy Packet which lists important policies and procedures everyone must know before arriving on site, to insure program quality and safety for all. Here are some key highlights:

1. Please select a "health officer" (parent/teacher) who is responsible for all medical forms and insurance information for each student and adult. The Health Officer is responsible for collecting all medication and ensuring that each student receives medication as prescribed. Health officers must have current, nationally recognized CPR and First Aid certification. An OMSI staff member with first responder first aid and CPR training will always be on duty and available to assist in an emergency.

2. OMSI’s role is primarily instructional. Student supervision is primarily the responsibility of the school/group. Students must be monitored by school/group representatives at all times, including instructional activities, recreation, meals, and bed/cabin time. The school/group is responsible for student actions, and the consequences of those actions, during the program.

3. There must be one school/group representative designated as the lead who will make all final decisions and plans for the group. Though many teachers might be involved, one must be designated as “in charge.” This person must remain on site at all times, be visible and available, and participate in all aspects of the program.

4. The school’s lead person must set clear academic and behavioral goals prior to the program to insure that the students and chaperones are prepared to benefit as fully as possible from the program. S/he should meet at least once with all participants to clarify any questions or concerns about those goals and any other aspects of the program. Participants who jeopardize their own or others’ safety or well-being by breaking any policies listed in the policy packet will be asked to leave, with the school/group having responsibility for transportation.

5. Because their primary responsibility is student supervision, adult chaperones should not leave the site at any time during the program, regardless of whether they brought their own transportation or whether they are “off duty.” If a trip into town is unavoidable, it must be approved by both the OMSI Site Manager and the school’s lead person. No alcohol may be consumed by anyone (including adult chaperones), on or off site, during programs for minors.

NOTES ON ASSIGNING CHAPERONES/COUNSELORS

Teachers, leaders, chaperones, and counselors are responsible for student supervision at all times. It is the group’s responsibility to make certain that each cabin of students has one chaperone/counselor and at least one classroom teacher, parent chaperone, or high school counselor to accompany each group in the field. Talk to the site manager about what cabin arrangement you can expect, and how many teaching groups you will have. It will be the group leader’s responsibility to screen, choose, train, and monitors these chaperones/counselors. Inform chaperones in advance of the strenuous activity (3-4 miles of hiking) they will experience during a day in the field, and that they will be “on duty” 24 hours per day during their stay.

A ratio of 1 adult to 7 or 8 students is ideal at the Pacific Marine Science School. Sometimes it is difficult to get volunteers; please talk to the manager about what minimum number will be adequate if you are struggling to find chaperones. Sometimes far more chaperones want to come to Outdoor School; again, ask the manager if it is possible to bring a few more adults. Even if there is room in cabins for more adults, keep in mind that a large number of chaperones can sometimes become a distraction for the students. Arranging a schedule in advance for times in which chaperones will be “on” and times when they are “off” can be very helpful.

If there are any students with special physical, medical, or learning needs please let the Program Manager know as soon as possible, so that we may be best prepared to aid in their success. Student aides may attend the program free of charge.
FACILITY

Dining Hall
Accommodations at Camp Kiwanilong include a log cabin lodge with a modern kitchen. Meals are served family style. Students assist in setting tables and cleaning up after meals. OMSI prides itself on having home-cooked, nutritious meals. You must tell the manager two weeks prior to your arrival any details about food allergies or diet preferences. The kitchen plans meals at that point and will not be able to accommodate last minute requests. Survey your students/chaperones/teachers for any dietary restriction or allergy, but especially inquire about the following: peanut or gluten allergies, and vegetarians.

Cabin
The total capacity for groups visiting the Pacific Marine Science School (including chaperones and teachers) is approximately 80. There are 10 rustic cabins with 8 bunks per cabin. The cabins do not have any lights or heat, but they are weather resistant with doors and windows. Since the cabins do not have mattresses, all participants will need to bring a sleeping pad of their own! There is additional housing for teachers. Please keep the number of bunks in mind when planning your program. There must be at least one chaperone per cabin, so the number of students in each cabin group may not exceed seven.

Rest Rooms
The bathrooms are clean and well-constructed. They are centrally located; they have outside and inside lighting, hot and cold running water, and showers. There are also bathrooms attached to the dining hall. Students will rotate through chores during their time on site, one of these will be to sweep and restock the bathrooms.

First Aid Cabin
The First Aid Cabin is centrally located near the Dining Hall. At least one classroom teacher will sleep in the First Aid Cabin to distribute student medications and handle any overnight emergencies. The OMSI office has the emergency phone and will hold the copies of participants' health forms during your visit.

Laboratory / Nature Center
We have a well-equipped laboratory, which includes microscopes, water test kits, and other scientific equipment for the students' use.

Recreation
Options include an outdoor basketball hoop, volleyball net, and playing fields for softball or soccer. All of these activities require adult supervision by teachers or chaperones. If your classroom has a particular recreation activity or equipment that you know they will love, bring it along.

Mail
We recommend that parents send mail to the site on the Friday before the program. This will ensure that the mail arrives while the program is in progress. A return address will ensure a return if the mail arrives late.

Student's Name, School Name
Camp Kiwanilong
PO Box 128
Warrenton, OR 97146

Telephone: Students are not allowed to bring cell phones to the program. Adults are asked to restrict usage to off-duty times, away from students. To reduce disruption and to maintain an immersive learning environment, parents are discouraged from phoning students at the program and students are restricted from calling home unless there is an emergency, or it is pre-arranged with the teacher. In the event of an emergency, the Pacific Marine Science School program phone number is 503.861.3905 (direct to site) or you can also call the manager's cell phone: 971.269.9928. Additionally, you can reach Steve Tritz, Director of Outdoor Education, at 503.797.4627 (office) or 503.806.1385 (cell).

A NOTE ABOUT WEATHER
The Oregon coast is also known for its diverse weather. You may be fortunate to have a week of clear skies, or you may experience precipitation of any form, from hail to rain. When planning your trip, it is wise to plan for all kinds of weather. For the health and safety of your participants, everyone must come prepared with waterproof rain gear and warm clothes. In cases where extreme weather requires evacuation of Camp Kiwanilong schools/groups will be refunded the unused portion of fees. No other weather related refunds will be issued.
HEALTH AND SAFETY

Parents release their students to the schools during OMSI programs. As a result, teachers/group leaders and chaperones/counselors are responsible for all medical issues. OMSI Instructors have Wilderness First-Responder first aid, American Red Cross CPR and Life Guard training and certification. They carry first aid kits in the field, and are available for advice. However, they are not authorized to perform or assist in procedures beyond first aid training. This section describes in detail how to handle different situations.

One teacher/adult must be designated as the “health officer” who is responsible for collecting and reviewing the Health and Medical forms, clarifying any medical issues and concerns, making a list of issues and concerns for OMSI, discussing them with the Site Manager, and dispensing medications. This person is also responsible for making decisions regarding emergency medical services and transporting participants to medical facilities, if necessary. If medical care is given to a student, the health officer is responsible for contacting the parents for permission, and for updating the parents regularly for the duration of the program.

The health officer makes a list of which students are taking which medications at which times. S/he keeps all medications in his/her possession (ideally in a locked box) and assumes the responsibility of dispensing the medications to the students when needed. In the event that medications are needed when a student is off site or in the field, the health officer designates a chaperone to dispense the medications to the correct students at the proper times. If an over-the-counter (OTC) medication is deemed necessary (i.e. a student has a headache, upset stomach, diarrhea, etc.), the health officer is responsible for dispensing the medication and informing the parents of the situation. OMSI might have limited quantities of common OTC medications, but we strongly suggest you bring a supply.

If a minor injury or illness occurs on site, the health officer is responsible for treating and monitoring the situation. Examples include cuts and scrapes, blisters, slivers, headaches, vomiting, and other common first aid situations. OMSI staff will advise and provide materials. If a student cannot participate in an activity, the health officer, or a chaperone/counselor chosen by the health officer, is responsible for monitoring and caring for the student during the activity.

If a minor injury or illness occurs off site or in the field, OMSI staff will preliminarily treat and stabilize the situation. Upon returning to the site, the health officer will be given full responsibility to further treat or monitor the patient's condition.

If an emergency occurs on site, the health officer is responsible for making decisions regarding emergency medical services (i.e. whether to call an ambulance or Air Life or to transport the student to the hospital). If the group does not have a member who is adequately trained to stabilize an injured participant, OMSI staff will stabilize the patient while the health officer determines the emergency medical service plan. OMSI staff will advise and provide materials.

If an emergency occurs off site or in the field, OMSI staff will preliminarily treat and stabilize the situation. They will determine if the patient can be moved or return to the site. They will relay this and all other pertinent information to the health officer, who will determine the emergency medical service plan.

If a student’s parent/guardian is on site (as a chaperone/counselor), s/he will assume primary responsibility for the health and safety of the student in lieu of the health officer.

If a student must be transported to a medical facility and an ambulance or Air Life is not used, it is the health officer’s responsibility to transport the student. For this reason, we strongly suggest that a separate vehicle is brought to site if buses or other transportation are not scheduled to remain on site for the duration of the program. If a separate vehicle is not available and OMSI vehicles must be used, the group will be charged for use of the vehicles at $0.75 per mile.

Children with diabetes or other serious conditions needing medication or special care should have a parent or personal assistant accompany them who is knowledgeable of the dynamics of the condition and carries/dispenses necessary medication. It is the health officer’s responsibility to arrange for caregivers to accompany students in these situations and to regularly check in with the participants to see that things are going well. Caregivers are required to be present at all activities in which the students are participating; if a student cannot participate in certain activities, the caregiver is responsible for supervising the student. The Site Manager can suggest alternate activities or projects related to the program for the caregiver to perform with the student.

If you have any questions or concerns about these or any other health, safety, and emergency procedures, or if you need advice about specific situations, contact the Site Manager at least two weeks before the program.
FINDING THE PACIFIC MARINE SCIENCE SCHOOL

From your hometown, find your way to Astoria, Oregon or Seaside, Oregon

When searching online for directions, type in “Girl Scout Camp Rd, Hammond, Oregon”

From Astoria
1) Drive ~1.25 miles south after crossing Young’s Bay Bridge on HWY 101
2) Right Turn (west) onto HWY 104
3) Right Turn (north) onto Main Street
4) Left Turn (west) onto SW 9th St
5) Right Turn (north) onto Ridge Road
6) Immediate Left turn (west) into the parking lot south of the soccer fields. You will turn 180° before you see the road into the site.
7) The gate will be open, awaiting your arrival!
8) If you reach Ft. Stevens State Park, you are too far north

From Seaside
1) Drive ~14 miles on HWY 101 North
2) Look for the brown signs that say “Fort Stevens State Park”
3) Left Turn (west) onto HWY 104 (just past Camp Rilea)
4) Drive 1.5 miles north on HWY 104
5) Look for the next “Ft. Stevens State Park” sign
6) Left Turn (west) onto DeLaura Beach Rd
7) Drive 0.5 miles, the road will merge with Ridge Road
8) Left turn (west) into the parking lot south of the soccer fields. You will turn 180° before you see the road into the site.
9) The gate will be open awaiting your arrival!
10) If you reach Ft. Stevens State Park, you are too far north
OPTIONAL INSTRUCTIONAL/REST STOPS
These points of interest may be used for instruction and/or rest stops:

Near Astoria

**Fort Clatsop.** Lewis and Clark stopped here on their great expedition! The museum contains many historic military exhibits, and the old walls may be visited. There is plenty of parking, public restrooms, and a picnic area. Website: [www.oldoregon.com](http://www.oldoregon.com) (On this web site navigate to Fort Clatsop National Memorial.)

**The Wreck of the Peter Iredale.** Located near Fort Stevens State Park just outside of Warrenton, it has public restrooms, parking, and a picnic area. Follow the signs to the beach and take a 5-minute walk to view the buried wreck of the cargo ship Peter Iredale.

Near Cannon Beach

**Cannon Beach.** Public restrooms and parking are located right by the beach. Great tide pooling is located on the shore side of Haystack Rock (check the tides first!). Allow at least 2 hours for this stop if you plan to let your group go tide pooling. Don't miss the historic beached cannon that gives this town its name! More information: [www.cbhistory.org](http://www.cbhistory.org) and [www.el.com/to/cannonbeach/](http://www.el.com/to/cannonbeach/). A great resource is Friends of Haystack Rock: [www.friendsofhaystackrock.org](http://www.friendsofhaystackrock.org).

Tillamook

**Tillamook Cheese Factory** is a farmer-owned cooperative, with tours of the factory and process. Enjoy the quality ice cream and cheese, café, gifts and samples. Located on HWY 101 two miles north of Tillamook. Phone: 503-842-4481. Website: [www.tillamookcheese.com](http://www.tillamookcheese.com). Admission is free.

**Tillamook County Pioneer Museum** was established in the 1930s to bring the history of this area to life. Located at the corner of 2nd St and HWY 101 northbound, at 2106 2nd St, Tillamook OR 97141. Phone: 503-842-4553. Website: [www.tcpm.org](http://www.tcpm.org). Open daily with admission charge.

South of Tillamook

**Cape Lookout State Park** has a great ocean view, hiking and walking trails, and possibility of viewing whales and other wildlife. Located on the Three Capes Scenic Route, about 15 miles west of Tillamook. Website: [www.daytrails.com](http://www.daytrails.com) (On this web site, navigate to Cape Lookout State Park). Admission free.

**Cape Meares Wildlife Refuge** is a site where you can see migrating birds, scenic viewpoints, and a historic lighthouse. The Oregon Coast Trail runs through the center of the old-growth forest, with interpretive panels along the trail. Located about ten miles west of Tillamook, on the Three Capes Scenic Route. Phone: 503.757.7236. Website: [www.fws.gov/oregoncoast/capemeares](http://www.fws.gov/oregoncoast/capemeares) Admission free.

**Tillamook Air Museum** is one of America’s finest collections of WWII planes. It is housed in the largest wooden structure in the world, a rare WWII Blimp Hangar, with an aviation gift shop. Located two miles south of Tillamook, on HWY101. Phone: 503-842-1130. Website: [www.tillamookair.com](http://www.tillamookair.com). Open daily, with admission charge.

**Sand Lake Recreation Area** has gardens and parks, canyons and cliffs, rock formations and beaches. Located 17 miles SW of Tillamook. Phone: 503-392-3161 or 1-877-444-6777. Website: [www.SandLakeOregon.com](http://www.SandLakeOregon.com). Admission free.
PRE-PROGRAM CHECKLIST

(ASAP) Read over your confirmation contract and make sure all of the information is correct. If any information is in question, please contact OMSI Program Registration at 503.797.4661 or register@omsi.edu.

(ASAP) Arrange for chaperones for all student cabins.

(ASAP) Make sure you are familiar with the information in both this packet and the Outdoor School Policy Packet. If you have any questions about the curriculum or policies, please contact the Site Manager at PMSC@omsi.edu.

(ASAP) Make your transportation arrangements.

(1 MONTH PRIOR) Inform the Site Manager of final group numbers. Please see your confirmation contract for the policies regarding requests for cancellations/additions after this deadline.

(3 WEEKS PRIOR) Make copies of pages 1-8 of the Policy Packet to send home with each participant.

(3 WEEKS PRIOR) Have a meeting with all chaperones/counselors to discuss program, and review entire policy packet with them.

(2 WEEKS PRIOR) Choose a “health officer” to be responsible for all medical concerns at camp.

(2 WEEKS PRIOR) Let us know if there are any students with specific dietary restrictions/preferences.

(2 WEEKS PRIOR) Finalize programming and schedule with Program Manager.

(1 WEEK PRIOR) Make copies of the Field Notebook.

(1 WEEK PRIOR) Make sure medical forms for each student, chaperone, teacher, and counselor have been completely filled out and returned.

(1 WEEK PRIOR) Divide students into instructional and/or field groups (about 12-15 students).

(1 WEEK PRIOR) Assign cabins for boys and girls, including chaperones and teachers.

(Arrival Day) Please make sure that students provide a lunch for the first day of the program.