BEST PRACTICES FOR SELECTING MISSION-BASED OFF-CAMPUS EXTRACURRICULAR ACTIVITIES AT ENVIRONMENTALLY-FOCUSED BOARDING SCHOOLS

A Project Report
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ABSTRACT

Off-campus extracurricular activities at environmentally-focused boarding schools have the potential to benefit students, enhance the organization’s mission and goals, and promote the tenets of environmental education. This project determined the best practices for selecting and approving mission-based off-campus extracurricular activities at Conserve School, an environmentally-focused semester school located in Land O’ Lakes, WI. Data was collected through the use of in-depth interviews that investigated the processes by which other environmentally-focused boarding schools plan and approve mission-based off-campus extracurricular activities, as well as the perceived importance of various factors involved in selecting such activities. Research results show that environmentally-focused boarding schools desire their off-campus extracurricular activities to be mission-guided events that provide unique opportunities and enhance the student experience. Both staff members and students are influential in selecting off-campus extracurricular activities and many factors are considered when approving these events, yet environmentally-focused boarding schools primarily rely on informal processes of activity selection and approval. This project developed criteria that environmentally-focused boarding schools may use when considering off-campus extracurricular activities, as well as resources Conserve School staff members and administrators may use when planning and approving off-campus extracurricular activity proposals. This project also created a resource guide of mission-based off-campus extracurricular activities within 50 miles of Conserve School.
# TABLE OF CONTENTS

Abstract ........................................................................................................... iii

List of Appendices ............................................................................................. v

Chapter I: Introduction ..................................................................................... 1

Chapter II: Literature Review ........................................................................... 5

Chapter III: Methodology ................................................................................ 11

Chapter IV: Results .......................................................................................... 15

Chapter V: Conclusions and Recommendations ............................................... 29

References ......................................................................................................... 42

Appendices ......................................................................................................... 43
LIST OF APPENDICES

A. Vision, Mission, and Goals of Conserve School ................................................. 43
B. Interview Questions ................................................................................................. 45
C. Informed Consent Form ............................................................................................ 47
D. Institutional Review Board Approval Form ............................................................... 48
E. Coding and Common Themes ................................................................................... 49
F. Criteria....................................................................................................................... 53
G. Student Request Form .............................................................................................. 54
H. Staff Planning Form .................................................................................................. 55
I. Administrator Approval Guide .................................................................................... 56
J. Best Practices Guide .................................................................................................. 58
CHAPTER I: INTRODUCTION

A. Research Question

What are the best practices for selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools?

B. Research Objectives

Objective One  To research the ways in which off-campus extracurricular activities enhance the missions of environmentally-focused boarding schools as well as students’ personal and intellectual growth.

Objective Two  To determine the best practices for selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools.

Objective Three  To develop criteria that can be utilized when selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools.

Objective Four  To incorporate the established criteria into resources that Conserve School staff members and administrators can use when planning and approving mission-based off-campus extracurricular activities.
Objective Five

To create a resource guide of mission-based off-campus extracurricular activities within 50 miles of Conserve School that meet the established criteria.

C. Importance of Study

Off-campus extracurricular activities are common occurrences for high school students attending Conserve School, an environmentally-focused semester school located in Land O’ Lakes, WI. Conserve School was founded by James R. Lowenstine, who desired to establish a boarding school on his Lowenwood property that would educate students about the importance of the environment and teach them to be stewards of the natural world (Conserve, n.d.). The specific focus of the Conserve School experience in combination with the short length of the semester program have led Conserve School administration to the realization that every on- and off-campus experience students have during their eighteen-week semester in residence should enhance Jim Lowenstine’s vision, as well as Conserve School’s mission and goals (Appendix A).

Off-campus extracurricular activities have the potential to assist semester school students in meeting Conserve School’s vision, mission, and goals, introduce them to varying Northwoods environments, and deepen their appreciation for an area of the country that may or may not be familiar to them. Off-campus extracurricular activities also have the potential to detract from the semester school students’ experience. Conserve School administration desired the creation of a uniform procedure for off-campus extracurricular activity planning and selection that would
require all staff members to carefully consider the activities they were planning and
administrators to more diligently review these activity proposals. This project
established criteria and resources that Conserve School staff, and staff members at
other environmentally-focused boarding schools, may use when considering and
planning off-campus extracurricular activities. The criteria and resources may also be
used by administration when evaluating proposals to ensure that every off-campus
extracurricular activity is not only appropriate for the students, but enriching as well.

D. Limitations

Limitation #1 This study will be applicable to boarding schools only, not public
or non-residential private schools.

Limitation #2 This study will specifically concentrate on the missions and goals
of environmentally-focused boarding schools.

Limitation #3 The resource guide created in this study will only include off-
campus extracurricular activities within 50 miles of Conserve School.

E. Definitions

Activity: an event that includes student involvement.

Conserve School: a semester school for environmentally and outdoor minded high
school students, located in Land O’ Lakes, Wisconsin.
Environmentally-focused boarding school: a residential school whose mission primarily pertains to environmental topics.

Extracurricular: something that is pursued in addition to the normal course of study, outside of school hours.

Mission-based: pertaining to the goals and beliefs of an organization.

Off-campus: any area not owned by the organization.

Semester school: a boarding school in which students reside for one semester.

Sending school: the school in which a semester school student is regularly enrolled.

Staff: school faculty and residential life employees.

F. Abbreviations

EE: Environmental Education

G. Assumptions

Assumption #1 Environmentally-focused boarding schools desire their off-campus extracurricular activities to enhance their mission and goals.

Assumption #2 All environmentally-focused boarding schools have local off-campus resources that can be used to enhance the school’s mission and goals and are able to access these resources.
CHAPTER II: LITERATURE REVIEW

This chapter, which reviews literature written by professionals in the fields of Environmental Education, Education, and Psychology, will provide an overview of three main focus areas of this project: 1) Benefits of Off-campus Extracurricular Activities, 2) School and Environmental Education (EE) Goals Met by Off-campus Extracurricular Activities, and 3) Selection of Off-campus Extracurricular Activities.

1) Benefits of Off-campus Extracurricular Activities

Taking students off-campus for extracurricular activities at environmentally-focused boarding schools can be not only enjoyable for students, but beneficial to their social and intellectual growth and development (Fredricks, 2005). According to Marsh (2002), extracurricular activities provide an essential platform for both academic and non-academic accomplishments, as well as psychological development. Extracurricular activities create higher school satisfaction and have positive effects on life skills (Marsh, 2002). They facilitate memberships in pro-social peer groups, create a sense of belonging to the school, and can create a higher self-worth. Extracurricular activities also provide students opportunities to form connections with supportive adults outside of the classroom while exploring their identities and interests (Fredricks, 2005). Studies have shown that school-based extracurricular activities are more beneficial for students than unstructured out-of-school activities, and lead to high levels of achievement. Academic-related extracurricular activities have more positive effects, create more meaningful
outcomes, and produce higher test scores than other extracurricular activities (Marsh, 2002).

Two main emphases of environmentally-focused boarding schools are academics and environmental experiences. While many environmental experiences take place on the campuses of these specialized schools, it is sometimes necessary or beneficial to take students off-campus for activities. The most common form of varying experience students receive in environmental education is the short-duration field trip (Farmer, 2007). These field trips may occur during school hours, but also may occur after school and on the weekends. Regardless of whether an off-campus activity is curricular or not, multi-sensory learning environments promote student engagement. Students tend to retain what they learn on field trips months afterwards, including ecological and environmental themes and terminology (Farmer, 2007). Just as on-campus extracurricular activities can foster a sense of community, off-campus field trips can help enhance constructive social relationships among students while providing active interaction with the environment (Orion, 2007).

2) School and EE Goals Met by Off-Campus Extracurricular Activities

Off-campus extracurricular activities can be used to meet both the goals of an environmentally-focused school and the goals of the greater environmental education community. Environmental education is a sequential process that attempts to increase understanding of the environment and promote pro-environmental values, with the ultimate aim of motivating citizens to act individually and collectively in an
environmentally conscious manner that balances the social, economic, and ecological needs of today without compromising those of the future (Hungerford, 1980).

Extracurricular activities, especially those at environmentally-focused schools, can be used to address the tenets of environmental education, creating a more environmentally literate student body and, eventually, citizenry. There are resources available in every community that can be used effectively to strengthen an environmental education program, many of which are in the out-of-doors. These resources can be used to address environmental sensitivity, ecological understandings, issues awareness, investigation and evaluation, and environmental action, all important components of environmental education (Wilke, 1985).

Out-of-classroom educational experiences, such as field trips, hikes, and adventure activities, provide students direct contact with a variety of environments. Various off-campus extracurricular activities can be structured so that students learn about, experience, and enjoy nature, while at the same time learning action strategies to protect it. Experiences in the outdoors increase students’ willingness to participate in future outdoor activities, foster an empathetic relationship with nature, and may result in higher moral judgment to include the feelings of other people and organisms. Outdoor activities aim, through personal experience, to develop students’ affective relationships with the natural environment, their outdoor behavior skills, and their environmental sensitivity (Palmberg, 2000).

According to Chawla (1998), environmental sensitivity is an important variable in environmental awareness and in the predisposition to take responsible environmental action. Numerous studies have shown the importance significant environmental
experiences have on an individual’s attitude toward the natural environment. Tanner (1980) found that most conservationists spent many childhood hours in more or less pristine natural environments, and many mentioned significant experiences with youth groups or school programs. Similarly, Peterson (1982) found that the outdoors and study of natural systems were commonly mentioned as instrumental factors in determining conservationists’ attitude toward the natural environment. Many studies have concluded that environmental experiences that take place during childhood are the most influential, especially if adult mentors and role models are involved (Chawla, 1998).

3) Selection of Off-campus Extracurricular Activities

Off-campus extracurricular activities will be better received and more effective if they are tailored to student needs, interests, and goals. A study performed by Orion (2007), showed that outdoor events focusing on interaction between students and the environment are received more positively by students than passive outdoor events, possibly because the student is involved in the process of knowledge construction. Studies performed by both Knapp (2007) and Farmer (2007) display that memories of active, interactive, and hands-on activities are retained better by students who participate in out-of-school field trips than by students who do not. Students often describe past trips using action verbs and are able to recall much of the content matter that was infused with the action activities. Therefore, choosing off-campus activities that are hands-on or exploratory in nature will not only be perceived better by students, but will also be more effective in conveying information.
According to Orion (2007), field trips are most effective when students understand the objectives of the trip and are properly prepared for both the activities they will participate in and knowledge they will receive. Similarly, Wilke (1985) states that clear goals need to be established in order to effectively use a local resource for off-campus education. Educator training is also important, and staff members can work together to develop a manual of local resources that aid in student and teacher preparation. Wilke suggests compiling information on local sites systematically, including the name and address of a contact person, facilities present, cost for use, group size limitations, hours and dates available, and suggested pre- and post-activities. Wilke has also generated a list of questions educators can use to gauge the effectiveness of using a particular local resource for off-campus activities. Some questions cover logistics, such as administrative and parental permission, transportation, and supervision. Other questions inquire about the educator’s knowledge of the resource, the educational potential of the activity, whether clear objectives and goals have been established, what planned activities will make the trip a valuable experience, whether the trip has an interdisciplinary dimension, on-site and follow up strategies, and evaluation methods. Further questions assess how well the off-campus activity meets the tenets of environmental education, including clarifying values about environmental issues, learning ecological principles and concepts, developing environmental awareness, investigating and evaluating environmental issues, and taking environmental action (Wilke, 1985).

Summary

The articles cited above suggest that off-campus extracurricular activities can be beneficial for students, can promote the tenets of environmental education, and can
increase students’ environmental sensitivity. This only happens, however, when off-campus activities have been carefully selected, reviewed, planned for, and executed.

The goal of this research project is to create resources that environmentally-focused boarding school staff members may use to select and plan for off-campus extracurricular activities and criteria administrators may use to review and approve activity proposals.

Use of these resources and criteria will assist environmentally-focused schools in offering off-campus extracurricular activities that meet school goals, meet environmental education goals, and meet the goals of students, both in the present and the future.
CHAPTER III: METHODOLOGY

This chapter provides a description of the methodology used to address each of the five research objectives defined by this project.

Objective One

To research the ways in which off-campus extracurricular activities enhance the missions of environmentally-focused boarding schools as well as students’ personal and intellectual growth.

In order to gain a greater understanding of the topic of this project and its importance, the researcher performed a review of literature pertaining to the benefits of off-campus extracurricular activities, as well as school and environmental education goals met by these activities. The researcher also searched for literature that presented methods of selecting off-campus extracurricular activities and criteria to consider during the planning and selection process. Sources were obtained through the University of Wisconsin System online library database. The results of this literature review are presented in Chapter Two.

Objective Two

To determine the best practices for selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools.

Data for this research project was collected through the use of in-depth interviews that investigated the processes by which environmentally-focused boarding schools plan
and approve mission-based off-campus extracurricular activities, as well as the perceived importance of various factors involved in selecting such activities. Research methods, interview questions (Appendix B), and an informed consent form (Appendix C) were approved by the Institutional Review Board in March 2012 (Appendix D). Respondents familiar with the extracurricular activities of environmentally-focused boarding schools were hand-selected by the researcher, with the help of Conserve School administrators who recommended organizations to contact.

A total of five interviews were conducted in May and June of 2012. Respondents included two deans, an activities director, an education director, and an executive director from three semester schools for sophomores and juniors and two boarding high schools located across the United States. The student body size of the respondents’ organizations ranged from 15 students to 220 students. Each respondent participated in a brief one-on-one, semi-structured phone interview. Interviews were recorded, transcribed, coded (Appendix E), and qualitatively analyzed to find common themes. Research results are presented in Chapter Four.

**Objective Three**

To develop criteria that can be utilized when selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools.

Information obtained from qualitative analysis of interviews, findings from the literature review, and conversations with Conserve School administrators and Weekend Activity Coordinators was used to develop criteria for selecting off-campus
extracurricular activities at environmentally-focused boarding schools. Criteria were then organized as a list of statements encompassing the key concepts, words, and phrases that emerged from the research (Appendix F).

**Objective Four**

To incorporate the established criteria into resources that Conserve School staff members and administrators can use when planning and approving mission-based off-campus extracurricular activities.

Established criteria were incorporated into three resources for Conserve School: a student weekend activity request form (Appendix G), a staff off-campus extracurricular activity planning form (Appendix H), and an approval guide for administrators (Appendix I). The researcher modified Conserve School’s existing student request form to incorporate the established criteria from this project. An activity planning form that encompassed the established criteria as well as information required from staff members by Conserve School’s Weekend Activity Coordinators was created for staff use. This form was piloted by Conserve School staff members to determine its effectiveness. Both the student and staff forms were created as printable Microsoft Word documents and fillable Adobe PDF documents to increase accessibility and ease of use. An approval guide for administrators was created by encompassing the established criteria into a checklist that can be used when reviewing off-campus extracurricular activity proposals. This document was piloted by a Conserve School administrator and modified as needed.
Objective Five

To create a resource guide of mission-based off-campus extracurricular activities within 50 miles of Conserve School that meet the established criteria.

A resource guide of off-campus extracurricular activity destinations within 50 miles of Conserve School was compiled through the use of past activity records and independent research, with the assistance of Conserve School staff members who supplied the researcher with examples of mission-based off-campus extracurricular activities they have led in the past. Activities were documented using the staff off-campus extracurricular activity planning form and approved by Conserve School administrators. This resource guide can be expanded upon and is located in the best practices guide for Conserve School (Appendix J).
CHAPTER IV: RESULTS

This chapter presents the results of research investigating the best practices for selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools. Data was collected through five brief semi-structured phone interviews with individuals familiar with the extracurricular activities of environmentally-focused boarding schools. Respondents included two deans, an activities director, an education director, and an executive director from three semester schools for sophomores and juniors and two boarding high schools located across the United States. The student body size of the respondents’ institutions ranged from 15 students to 220 students. Interviews were recorded, transcribed, coded (Appendix E), and qualitatively analyzed to find common themes. The following four themes emerged:

1) Environmentally-focused boarding schools desire their off-campus extracurricular activities to be mission-guided events that provide unique opportunities and enhance the student experience.

2) Both staff members and students are influential in selecting off-campus extracurricular activities at environmentally-focused boarding schools.

3) Staff members and administrators at environmentally-focused boarding schools propose and approve off-campus extracurricular activities in an informal manner.

4) Many factors must be considered when planning and approving off-campus extracurricular activities at environmentally-focused boarding schools.
1) Environmentally-focused boarding schools desire their off-campus extracurricular activities to be mission-guided events that provide unique opportunities and enhance the student experience.

All environmentally-focused boarding schools possess a mission statement that defines their purpose and provides them with a sense of direction. The mission is often elaborated through the use of visions, goals, foundations, and/or principles that help to further describe the organization’s purpose, influence the organization’s operations, and serve as a benchmark on which staff and administration can base their decisions. In the boarding school setting, the mission is not only incorporated into academics, but also into residential life and extracurricular activities. In the semester school format, where students’ time is limited, the mission tends to be emphasized more strongly. Of the five schools represented in this project, the three semester schools place more importance on their mission when selecting off-campus extracurricular activities than the two long-term boarding schools.

“We try to keep our outings mission-focused... We follow a set of nine principles that we’ve really been focusing on and that’s what a lot of our decisions are based off of. Does it fit into our mission here? Is it something that is going to support the type of experience we want to give [students] here? ... If it doesn’t focus on one of our principles, then we’re pretty unlikely to do it.”

Supporting the experience of students and the mission of the organization is important when considering off-campus extracurricular activities. Particularly when time is limited,
mission-based activities are more likely to be deemed worthwhile and more likely to have a positive impact on the student experience.

“You need to be supporting one of our six foundations of the school. As long as [an off-campus extracurricular event] is supporting one of those activities, we feel like it’s a great use of our time and development of the individual.”

In the boarding school setting, students experience learning and growth in both personal and academic areas. Environmentally-focused boarding schools may consider creating connections between off-campus extracurricular activities and the students’ coursework.

“Mission-related would be something that we feel [students] can learn from, they can grow from, it can lead to some good discussions or it can exercise their mind or body...We take the students off-campus to as many different places of interest as we can think of that relates to the classes.”

Boarding schools provide numerous opportunities for students to learn, grow, and interact with a community, both on-campus and off. It is desirable for off-campus extracurricular activities to be unique, mission-based experiences the students could not participate in on-campus or at home. This is particularly important in the semester school format, as these schools tend to have a more specific focus and students only reside for a short period of time.

“Our activities are meant to be things that [students] can’t do, that they wouldn’t normally do, to try and give them a novel experience, something that pushes their learning or comfort zone. ... Is this something they could do easily on their own
time when they’re at home? If the answer is yes, I’m going to suggest another activity. Let’s find something that’s a little bit more community-oriented. Let’s find something that’s a little bit more of a challenge or more of a unique opportunity, more [local]-based, more of something that they’re not going to do at home.”

Preferring unique, mission-based opportunities and incorporating class topics into off-campus extracurricular activities often leads to a holistic approach to the student experience at environmentally-focused boarding schools. Considering all aspects of the boarding school life, from academics to extracurricular activities, as part of the whole experience allows schools to refrain from placing more emphasis on one aspect of their program than another.

“The tricky word for us is extracurricular because we tend not to use it. We consider everything we do part of the program in a very holistic kind of way, that everything we do has merit. We really say everything we do is part of the curriculum and we do a lot that’s not necessarily academic. We’re really clear on seeing it as part of a whole.”

When boarding schools perceive every component of their program to be holistic, staff members and administrators may not deliberately consider their school’s mission when making decisions about off-campus extracurricular activities.

“In some ways there are relations back to our mission statement, but I don’t actively consider it.”
Similarly, staff and students at environmentally-focused boarding schools tend to believe in the school’s mission and value the same goals and principles as the organization. As a result, off-campus extracurricular activities often end up being mission-appropriate without any deliberate consideration needed.

“Our [off-campus extracurricular activities] tend to line up with the mission, but it’s because the kids who come here are [here] because they want to be here for those kinds of reasons. Most often, it ends up being mission-driven.”

Mission-appropriate may be interpreted in a number of ways, however. Individual staff members and students may approach the school’s mission in slightly different ways or place more value in some areas of the program than others.

“The degree to which the staff understands the mission has come into question. [Staff members] have wanted to take students to a movie and we’ve had to say [no]. There have been students who have said ‘let’s go to [fast food]’ and I’d say this is something they can do on their own.”

Off-campus extracurricular activities can be used to meet the school’s mission, enhance coursework, and provide students with unique experiences. Although the mission is an important source of direction for all organizations, semester schools tend to reference their mission more than long-term boarding schools when selecting off-campus extracurricular activities. Deliberate consideration of the organization’s mission is not always necessary at environmentally-focused boarding schools, as programs are often viewed holistically and staff and students gravitate toward mission-based activities on
their own. Different interpretations and applications of the mission exist within every organization, however, and approval processes may be needed.

2) Both staff members and students are influential in selecting off-campus extracurricular activities at environmentally-focused boarding schools.

Off-campus extracurricular activities at environmentally-focused boarding schools are not only influenced by the organization’s mission, but also by its staff members. Staff members may include teaching faculty and residential life employees. Boarding school staff members are in charge of organizing and leading off-campus extracurricular activities for students and are often required to offer a set number of these events per semester or school year. Staff members tend to plan activities that they are personally interested or experienced in, encompassing topics and skills they are familiar with and are eager to teach the students.

“For the most part, our extracurricular [activities] are faculty-driven because of the way our program is set up. Faculty are required to offer a certain number of activities throughout the year and so it is often something they choose, an interest that they might have that they want to share with the students”

The off-campus extracurricular activities offered by staff members not only occupy students in the present, but provide them with ideas for the future. Activities that staff members lead at the beginning of the semester or school year give students an
introduction to the types of events that are typical and possible at that particular organization.

“There’s a lot of modeling in the beginning, showing [students] the types of activities that are available as well as helping them identify [things] in the community that they could become involved with.”

Staff members may suggest and discuss off-campus extracurricular activity plans at a full staff meeting or at a meeting specific to extracurricular activity selection. Community meetings, common at boarding schools, can be used to discuss plans with students when needed.

“Something will come up that somebody wants to do and we’ll...talk about it at faculty meeting or community meeting with the students and we decide as a faculty.”

Environmentally-focused boarding schools value student input when planning off-campus extracurricular activities. Full staff meetings and community meetings can be a venue for students to share their activity suggestions with administrators, faculty, and residential life staff.

“[Students] can come to the faculty meeting and present what they want to do. We also have a community meeting every Monday night and that’s when students can propose ideas.”
Students’ off-campus extracurricular activity ideas, whether presented at a meeting or communicated directly to a staff member, are welcomed at all five schools represented in this project. Student suggestions can give insight into the types of activities students would prefer and can provide staff members with ideas for new activities to offer.

“At any point, a student can propose an activity. I try to gather suggestions from students for activities they’d like to see and then faculty who don’t have ideas of their own can sign up for those trips.”

Student participation in off-campus extracurricular activity planning is more prevalent in some schools than others. The two largest schools represented in this project both enlist the help of student groups to generate activity ideas.

“We have a group of students, they kind of form a sub-committee and they come up with ideas for what to do on weekends. The Assistant Dean of Students goes to those meetings to take notes – what the [students] want to do and what would take to get that done.”

In some cases, students not only generate off-campus extracurricular activity ideas, but assist with activity organization and implementation.

“We have three Activities Prefects who are student leaders who kind of help come up with ideas for activities. They plan some of their own activities and they host some of the activities themselves as well.”
Although environmentally-focused boarding schools primarily depend on staff members to plan, lead, and model off-campus extracurricular activities, student input and leadership can result in activities that are desirable to both staff and students. It is common for activities to be discussed at full or partial staff meetings, where event planning and mission consideration can be a group process that involves administrators, teachers, residential life staff, and, occasionally, students.

3) Staff members and administrators at environmentally-focused boarding schools propose and approve off-campus extracurricular activities in an informal manner.

The proposal and approval of off-campus extracurricular activities is described as an informal process by all five environmentally-focused boarding schools represented in this project. A formally developed approval process is not used by any of the five organizations.

“Here it’s really informal, the way we [select off-campus extracurricular activities]. It works for us.”

In some cases, environmentally-focused boarding schools believe a formal off-campus extracurricular activity approval process would not be appropriate for their school community, as they strive to make their programs more progressive or experiential.

“We really like to model the process of being open to having an experiential lifestyle here. There’s really not a hierarchy in terms of deciding those things.”
Although some schools stay away from a hierarchical structure, others do have informal approval systems in place or administrators who stay aware of off-campus extracurricular activity plans.

“[An off-campus extracurricular activity] doesn’t really require approval. I (Director of Education) try to review all the field trips before the semester begins just to know what they’re proposing, so that’s kind of a general approval.”

Despite the lack of an official process in the five schools represented in this project, there may be value in the use of a formal procedure for selecting and approving off-campus extracurricular activities at environmentally-focused boarding schools.

“In larger groups, you’re probably going to need something much more formal and [our system] may develop over the years to have more of a formal process, step by step to make [the communication] actually happen.”

Overall, environmentally-focused boarding schools do not have set processes in place for approving off-campus extracurricular activities or ensuring that they are mission-based. In some schools, a formal process is deemed unnecessary or would seem out of place. Environmentally-focused boarding schools typically have an administrator who oversees off-campus extracurricular activities and could reject proposals if necessary. A formal process may help to make communication between staff members and administrators more effective.
4) Many factors must be considered when planning and approving off-campus extracurricular activities at environmentally-focused boarding schools.

In addition to determining if off-campus extracurricular activities are mission-based, environmentally-focused boarding schools must consider other factors when planning and approving events, regardless of whether they use a formal or informal process for doing so. There are off-campus resources near most environmentally-focused boarding schools and these resources are preferred for extracurricular activities over resources that are farther away. Local resources can be used for a variety of activities, from unique recreation experiences to personal enrichment to service work.

“We have a bunch of waterfalls near us and hiking up in the woods. We see what our local colleges are offering... We do a lot of service work that is often off-campus helping local farmers.”

Offering local off-campus extracurricular activities can lead to connections within the community that, over time, provide the school with a sense of familiarity and comfort. Organizations the school has previously collaborated with, or activities the school has offered in the past, may be preferred over new organizations and activities.

“There’s a little more direction in terms of planning toward activities that we feel really comfortable offering and organizations we’ve worked with before.”
In order to feel confident and comfortable with their off-campus extracurricular activity offerings, environmentally-focused boarding schools identify and assess the potential controllable and uncontrollable risks of the activity.

“Risk management includes everything from gear to weather to staffing.”

Experience levels and qualifications of staff members leading off-campus extracurricular activities are strongly considered by environmentally-focused boarding schools. Some activities, such as rock climbing and swimming, require staff members to have official certifications. Staff members with specific skill sets may be asked to lead or co-lead certain activities.

“Where we really step in and narrow down available activities is qualifications of staff. [We] kind of control the options to a certain extent because we’re certainly not going to send students out with someone who doesn’t have the skill set to help them.”

Student safety is a priority at environmentally-focused boarding schools and when staff members do not possess the skills to safely lead an activity, the school may solicit outside expertise.

“There have been times when we’ve had to hire out for rock climbing or paddling just to make sure we have enough safety.”
In addition to considering risk management and safety, environmentally-focused boarding schools consider the logistics of their off-campus extracurricular activities. Certain types of vehicles require driver certifications and all off-campus events require some vehicle coordination.

“I (Director of Activities) try to make sure that we have vehicles available for the off-campus activities.”

Transportation issues may occur when multiple off-campus events coincide. Further complications may arise when off-campus extracurricular activities overlap with students’ other responsibilities.

“Oh course there’s going to be time constraints [the students] have placed upon them when the activity needs to be completed.”

Regardless of whether an environmentally-focused boarding school considers their program to be holistic or not, they must maintain a balance of activities and academics. Particularly in the semester school format, meeting the requirements of students’ sending schools is considered a challenge.

“We always wrestle with time, trying to get enough academics hours to satisfy the sending schools and wanting to go on a lot of trips. How much can we go out and still meet the requirements for the sending schools?”
As with any occurrence at an environmentally-focused boarding school, a budget must be considered when planning off-campus extracurricular activities. Some activities cannot be offered due to lack of sufficient funds and others require students to pay a portion of the cost.

“Our budget is very tight, so that rules out a lot of things. If we’re charging the students’ accounts for [an activity], we try to seek out things that are very cost effective.”

Environmentally-focused boarding schools look at many factors when planning and approving off-campus extracurricular activities. In addition to determining how mission-appropriate an activity is, staff members and administrators consider the locality of the event and their familiarity with the activities and destination. The safety risks and the qualifications of individuals leading the activity are also deliberated. When these factors, as well as multiple logistical matters, are taken into consideration, environmentally-focused boarding schools feel confident in the off-campus extracurricular activities they offer.
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The purpose of this project was to determine the best practices for selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools. This chapter presents conclusions and recommendations as they correspond to the objectives of this project.

Objective One

To research the ways in which off-campus extracurricular activities enhance the missions of environmentally-focused boarding schools as well as students’ personal and intellectual growth.

Conclusions

As presented in Chapter Two, research has shown that off-campus extracurricular activities can enhance the missions of environmentally-focused boarding schools and have a variety of positive impacts on the students who participate in them. Off-campus extracurricular activities benefit students both socially, through interaction with peer groups and supportive adults, and intellectually, as they often result in higher levels of information retention. Off-campus extracurricular activities may provide students with a greater sense of belonging and result in increased school satisfaction. Nature-based off-campus activities may increase students’ willingness to participate in similar outdoor pursuits in the future, may foster an empathetic relationship with the environment, and may lead to pro-environmental action as adults. Environmentally-focused boarding schools can use mission-based off-campus extracurricular activities to enhance the
student experience, strengthen community connections, and promote environmental stewardship.

**Recommendations**

Although they require a fair amount of planning and consideration, off-campus extracurricular activities can create many positive outcomes for environmentally-focused boarding schools and their students. Conserve School should continue to offer a variety of mission-based off-campus extracurricular activities to students in the semester school program.

**Objective Two**

To determine the best practices for selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools.

**Conclusions**

As presented in Chapter Four, the five environmentally-focused boarding schools represented in this project use informal methods to select their mission-based off-campus extracurricular activities. An administrator may be designated to oversee activity selection, but a formal approval process is typically not present. Deliberation of off-campus extracurricular activities primarily happens in person at a variety of weekly meetings. Staff members, who plan and lead a majority of the events, may present their activity plans to their peers at full staff meetings or at meetings specifically addressing extracurricular activities. Students, who also have a strong influence in event generation, may suggest their activity ideas directly to staff members, present their ideas to staff
members at staff meetings, or share their ideas with the larger community at community meetings. In some schools, students assume a greater role in extracurricular activities, planning and organizing a number of the events themselves. Discussing off-campus extracurricular activity plans in meetings can provide the activity planner or proposer with different perspectives and considerations, as well as suggestions and support from individuals who have done similar activities in the past. These informal methods of activity planning can lead to mission-based activities, as the interests of staff members and students at environmentally-focused boarding schools tend to align with the organization’s vision, goals, foundations, and/or principles.

Recommendations

Environmentally-focused boarding schools should continue to value staff and student input in mission-based off-campus extracurricular activity selection. Staff members should be encouraged to discuss their activity plans at staff meetings and students should be able to present their activity suggestions to staff members in a variety of ways. At least one administrator should be designated to oversee off-campus extracurricular activity planning and selection. Even if an informal process of activity planning and selection is used, it is recommended that staff members and administrators construct a list of important factors that must be considered for each off-campus extracurricular activity proposal at their organization. Although many of the factors may already be considered informally, consulting a list of criteria may help confirm that all components of the activity are addressed and ensure that the activity is a worthwhile, mission-based endeavor.
Conserve School desires to establish a slightly more formal process for mission-based off-campus extracurricular activity planning and approval than is present in the five schools represented in this project. As part of this formal process, it is recommended that Conserve School increases the amount of informal discussion and sharing of activity plans at weekly meetings. Graduate Fellows should discuss their off-campus extracurricular activity plans at the Residential Life Meeting, teachers should present their activity proposals at the Teacher Meeting, and students should be encouraged to share activity ideas at the Community Meeting. Weekly discussions about off-campus extracurricular activities will provide planners with an opportunity to gather feedback from their peers, to gain insights from other perspectives, and to determine collectively if the activity meets the criteria established by Conserve School before a proposal is submitted to administrators.

**Objective Three**

To develop criteria that can be utilized when selecting mission-based off-campus extracurricular activities at environmentally-focused boarding schools.

**Conclusions**

Educational organizations must consider many factors when planning and approving off-campus activities for students. Additional factors must be considered by environmentally-focused boarding schools as they strive to make their off-campus extracurricular activities mission-based. These factors can be organized as criteria to be addressed by staff members when planning off-campus extracurricular activities, and to
be deliberated by administrators when approving such activities. Criteria established by this project (Appendix F) can be grouped into four main categories:

1) The basics are covered.
   
a. The staff member leading the activity has put thought into the specifics of the event and has created a plan that is logistically sound.
   
i. Transportation requirements have been considered. Vehicles are available and additional drivers have been recruited, if necessary.
   
ii. Activity costs have been calculated and are deemed acceptable.
      
Student contribution of funds, if required, is of a reasonable amount.
   
iii. The school is familiar or comfortable with both the destination and the activity. Activities the school has successfully offered in the past may be preferred over new activities.
   
iv. The activity takes place a reasonable distance from the school’s main campus. Conserve School has established this distance to be less than 50 miles.
   
v. The activity fits within an acceptable time frame. Unless exceptions have been made, students will not miss required commitments.

b. The school is comfortable with the planned supervision and has assessed the potential controllable and uncontrollable risks of the activity.
   
i. Qualifications, certifications, and experience levels of staff members leading the activity have been considered. Outside expertise has been solicited, if needed.
ii. Potential risks and safety concerns associated with the destination or activity have been identified. Planned safety precautions adequately cover all identified risks.

2) Activities are pre-planned and worthwhile.

a. The staff member leading the event has planned activities that are valuable and promote student engagement.

   i. Hands-on activities, which are more positively received by students and result in greater information retention, have been planned.

   ii. Students will have opportunities to interact with the environment and develop an affective relationship with nature.

   iii. Preliminary activities have been planned to prepare students for the main activity by providing them with background knowledge and required skills. Concluding activities that encourage students to reflect on or apply what they learned or experienced during the activity have also been planned.

b. The staff member has carefully considered the purpose of the activity and has established clear goals and objectives. Sharing of these goals and objectives can provide others, including students and administrators, with a better understanding of the activity.

c. The activity has educational potential, as it is an extracurricular event at an educational organization.
d. Evaluation methods have been put in place to assess the effectiveness of the activity and to improve similar activities in the future.

3) Students are interested, informed, and prepared.
   a. The activity will meet student needs, interests, and goals. Students have requested the activity take place, will be interested in attending the activity, or will accomplish personal and/or schools goals through their participation in the activity.
   b. The staff member will make students aware of their goals for the event, and students will be able to understand and relate to the objectives of the activity.
      i. Students are prepared for both the activities they will participate in and the knowledge they will receive. Students have been taught all necessary skills or will be introduced to them at the beginning of the activity. Information encountered will be relatable and appropriate.

4) The activity enhances the students’ boarding school experience.
   a. The activity is interdisciplinary or addresses multiple components of the program, as this will please a larger variety of students.
      i. The activity addresses one or more of the tenets of environmental education by developing environmental awareness, teaching ecological principles and concepts, investigating and evaluating environmental issues, clarifying values about environmental issues, or taking environmental action.
ii. The activity relates to the students’ core courses or enhances the topics covered in class.

iii. The activity makes sense for the organization and will positively contribute to the desired student experience.

b. The activity offers unique opportunities or experiences that students could not partake in either on-campus, at home, or on their own.

c. The activity is something students can lean and grow from. The activity enhances the vision, mission, goals, foundations, and/or principles of the organization in some way.

Recommendations

There are many factors to consider when planning and approving an effective mission-based off-campus extracurricular activity. Although many of these factors can be addressed through an informal activity selection process, having a formal list of criteria for mission-based off-campus extracurricular activities may help staff members to plan desirable activities and ensure that administrators are considering every important factor when approving proposed activities. Not all the criteria created by this project are essential for an off-campus extracurricular activity to be effective, nor do all the criteria need to be met in order for activity approval. Other environmentally-focused boarding schools may choose to add their own school-specific criteria to this list or eliminate criteria as they see fit. Modified criteria may be applied to mission-based activities that are not off-campus or extracurricular. Conserve School staff members and administrators should actively consider the criteria established in this project when planning and
selecting off-campus extracurricular activities to ensure they are well-planned and mission-based.

**Objective Four**

To incorporate the established criteria into resources that Conserve School staff members and administrators can use when planning and approving mission-based off-campus extracurricular activities.

**Conclusions**

To better facilitate the consideration of important factors related to off-campus extracurricular activities, environmentally-focused boarding schools may incorporate their established criteria into documents that staff members and administrators can use when planning and approving activity proposals. Planning forms that encompass criteria can help staff members and students to critically think about the activities they are proposing, both in terms of feasibility and purpose. When completed before group discussion at weekly meetings, these documents can assist the planner to provide others with a greater understanding of their activity plans and can lead to a better conversation about the event. After peer discussion and modification, criteria-encompassing forms can be submitted to administrators for approval. Administrators can use an additional form or check-list of their own to reference established criteria while approving activity proposals. Establishment of a uniform procedure for off-campus extracurricular activity planning and approval can lead to better planned and more effective mission-based activities.
Recommendations

It is recommended that Conserve School use a uniform procedure for off-campus extracurricular activity planning and selection that includes discussion at weekly meetings as well as the use of criteria-encompassing documents. These documents will be of use to activity planners, Weekend Activity Coordinators, and Conserve School administrators as they strive to offer mission-based off-campus extracurricular activities to semester school students.

Conserve School students should complete the Weekend Activity Request Form (Appendix G) after they have presented their activity ideas and received preliminary approval from an administrator at the weekly Community Meeting. This document includes:

- Activity name and description
- Proposed date
- Name(s) of student organizer(s)
- School-wide learning goals addressed
- Uniqueness of experience
- Location and approximate duration of activity
- A checklist of materials needed
- School and student costs

The Weekend Activity Request Form should be submitted to the Weekend Activity Coordinator at least two weeks before the proposed date of the event. The Weekend Activity Coordinator should promptly share student ideas with staff members and pass the Weekend Activity Request Form on to administrators. It is recommended that staff members strongly consider student requests and work with students to plan proposed activities in more detail.
Staff members who are planning off-campus extracurricular activities should complete the Off-campus Extracurricular Activity Planning Form (Appendix H). This document includes:

- Activity name and description
- Name(s) of staff member(s) leading activity
- Goals and objectives for activity
- School-wide learning goals addressed by activity
- Potential risks and planned safety precautions
- Pre- and post-activities
- Location and approximate duration of activity
- Materials needed
- School and student costs
- Contact information for community partners
- Logistics specific to event

The Off-campus Extracurricular Activity Planning Form should be completed by staff members prior to the weekly Residential Life or Teacher Meeting that takes place just under two weeks before the event date. This document will be useful for presenting activity plans to peers and for soliciting feedback. The Off-campus Extracurricular Activity Planning Form should be updated as needed and submitted to the Weekend Activity Coordinator directly after the weekly meeting. Once the Weekend Activity Coordinator receives this form, they should keep a copy for their own use and provide a copy to administrators for approval.

Conserve School administrators should use the Administrator Approval Guide (Appendix I) to review staff members’ Off-campus Extracurricular Activity Planning Forms. This guide, which encompasses all of the criteria established by this project, can
assist administrators to determine whether an activity proposal should be approved or denied. Administrators should note suggestions for activity improvement and return the approved or denied Off-campus Extracurricular Activity Planning Form to the Weekend Activity Coordinator at least one week before the event date. The Weekend Activity Coordinator should then inform the staff member of their activity status and file approved Off-campus Extracurricular Activity Planning Forms in a resource guide for future use.

**Objective Five**

To create a resource guide of mission-based off-campus extracurricular activities within 50 miles of Conserve School that meet the established criteria.

**Conclusions**

A resource guide of off-campus extracurricular activities can be a useful tool for educational organizations to have on file. Resources guides archive information about past activities for future use by staff members who are searching for activity ideas and by repeat activity leaders who will appreciate not having to re-record information about their event each time it is offered. A resource guide should include a description of the activity and general logistical details, such as destination location, activity cost, necessary materials, and approximate time frame. A resource guide should also include contact information for community partners, pre- and post- activity ideas, and any other information that may be useful to individuals leading a similar event in the future.
**Recommendations**

Conserve School and other environmentally-focused boarding schools should maintain a resource guide of mission-based off-campus extracurricular activities (Appendix J). A uniform method of activity documentation should be employed, and Conserve School staff members may use the Off-campus Extracurricular Activity Planning Form that is filled out for activity approval, as it contains all the necessary information. Staff members should expand the resource guide over time by seeking out new off-campus extracurricular activities that are enjoyable, enriching, and mission-based.
REFERENCES


APPENDIX A: VISION, MISSION, AND GOALS OF CONSERVE SCHOOL

Vision: Conserve School carries forward Jim Lowenstine’s legacy by providing a diverse group of young people with a residential academic setting that fosters:

- understanding of the science of natural resource conservation,
- commitment to protecting the environment,
- an inclination toward careers that help preserve the natural world,
- enjoyment of outdoor activities, and
- love and respect for nature.

Mission: Conserve School inspires young people to environmental stewardship through academics and engagement with the forests, lakes, and wildlife of Lowenwood.

Goals: After completing a semester at Conserve School, a student:

1. Appreciates and experiences the wonder of nature; values fundamental, life-long connections with nature; and expresses those connections in creative ways.
2. Comprehends the complex meanings of sustainability and stewardship and uses these principles as guideposts for their personal and professional life.
3. Will have taken a strong step forward on their educational path equal to or greater than the expected progression in their sending school.
4. Demonstrates the skills necessary to feel comfortable and confident in the outdoors, both alone and with others.
5. Understands and critically evaluates the complexities of environmental issues, including their ethical dimensions, and advocates effectively for what they believe is just.
6. Develops and sustains personal and professional connections across distances and differences.
7. Understands educational and professional opportunities related to the environment and how to pursue them.
8. Frequently takes time for outdoor play and reflection.
9. Demonstrates improved skills in the principles and practices of teamwork and leadership.
10. Demonstrates a commitment and responsibility to community and is inspired to value and take part in service to others.
11. Demonstrates the inquiry-based, observational and reflective skills necessary to the development of an on-going sense of place.
12. Displays an understanding of the connections across disciplines and the value of an interdisciplinary worldview.
13. Understands the crucial influence of cultural beliefs and practices on the environment and appreciates the importance of examining traditional Western perspectives on the natural world and the alternatives to them.
14. Has a hopeful and realistic outlook, including a personal vision for a better future.
15. Understands the ecology, history and cultures of the Northwoods from the local to the global levels.
16. Demonstrates deep knowledge of and affection for Lowenwood, the 1200 acres on which Conserve School is located.
17. Understands James R. Lowenstine’s love of Lowenwood, a love that moved him to make a remarkable and enduring gift that would engender that same love in young people and inspire them to be stewards of the natural world (Conserve, n.d.).
APPENDIX B: INTERVIEW QUESTIONS

1. By reading your mission, I can tell that your school is at least somewhat environmentally-focused. What role does the environment play in your programming?

   Objectives:
   - To begin the interview in a general, non-threatening way
   - To ensure the respondent is comfortable in the interview setting
   - To gain a better understanding of the organization and its environmental components

2. What types of off-campus extracurricular activities do you offer at your site?

3. Are there some off-campus extracurricular activities you prefer to do over others and why?

4. Are there any off-campus extracurricular activities in the planning stages right now?

5. Are there any off-campus extracurricular activities you have done in the past, but have chosen not to continue in the future?
   
   If so, what led you to discontinue these activities?

   Objectives:
   - To gain an understanding of the types of off-campus extracurricular activities offered by the organization
   - To discover if some off-campus extracurricular activities are preferred over others and why
   - To consider all off-campus extracurricular activities - past, present, and future

6. Who proposes off-campus extracurricular activities at your site?

7. To what extent does student input drive decision making?

8. Who leads off-campus extracurricular activities at your site?
   
   Does staffing influence the activities you offer?
   
   Are there activities you would offer if you had the staff to offer them?

9. Who approves off-campus extracurricular activities at your site?
Objectives:
▪ To learn how off-campus extracurricular activities are approached by the organization
▪ To investigate the role of staff members and students in off-campus extracurricular activity planning and implementation
▪ To discover how the organization approves off-campus extracurricular activities

10. Do you have criteria for creating or approving off-campus extracurricular activities? Alternately, what factors do you consider when approving off-campus extracurricular activities?

11. Do you have a written process for proposition and approval of off-campus extracurricular activities? If so, would you mind sending them to me?

Objectives:
▪ To gain an understanding of what these organizations deem important when thinking about off-campus extracurricular activities
▪ To discover what criteria or factors the organization considers when approving off-campus extracurricular activities
▪ To inquire about any formal processes the organization may have regarding off-campus extracurricular activities

12. Do you consider your mission when selecting off-campus extracurricular activities?

Objectives:
▪ To culminate the interview with a summarizing question
▪ To gain a clear understanding of the role of the mission in off-campus extracurricular activity planning and selection
APPENDIX C: INFORMED CONSENT FORM

Informed Consent to Participate in Human Subject Research

Maria Kopecky, a Graduate Student at the University of Wisconsin – Stevens Point and Graduate Fellow residing at Conserve School, is conducting a study to determine the best practices for taking students off-campus for extracurricular activities at environmentally-focused boarding schools. As a staff member at an environmentally-focused boarding school, you are being asked to participate in a brief phone interview to discuss the practices used by your institution when planning and approving off-campus extracurricular activities.

The goal of this research project is to create criteria that Conserve School staff may use when considering off-campus extracurricular activities near Land O’ Lakes, WI. As a participant in this study, you will be contributing to the general welfare/knowledge of staff at environmentally-focused boarding schools. Final research results will be shared with you, and you may incorporate the criteria established into your programming, if you so choose.

Although the desired information could be collected by survey or questionnaire, the researcher believes that higher quality responses can be collected through one-on-one interviews. These interviews will be conducted over telephone and will be recorded for later transcription. Recordings will be discarded once transcription has occurred, and transcripts will be stored in a locked computer file.

As a participant in this study, your identity or organizational affiliation will be kept confidential and will not be disclosed in the final report. There are no foreseeable discomforts or risks associated with this study. Participation in this study is voluntary and you may discontinue participation at any time. All data collected prior to the point of discontinuation will be discarded.

If you have any questions, please contact:
Maria Kopecky, Graduate Assistant, UWSP
Conserve School
5400 North Black Oak Lake Road
Land O’ Lakes, WI 54540
(715) 547-1360, mkope002@uwsp.edu

If you have any complaints about your treatment as a participant in this study or believe that you have been harmed in some way by your participation, please call or write:
Dr. Jason R. Davis, Chair
Institutional Review Board for the Protection of Human Subjects
School of Business and Economics
University of Wisconsin-Stevens Point
Stevens Point, WI 54481
(715) 346-4598

Although Dr. Davis will ask your name, all complaints are kept in confidence.

I have received a complete explanation of the study and I agree to participate.

Name_____________________________________________________ Date____________________
(Signature of subject)

This research project has been approved by the UWSP Institutional Review Board for the Protection of Human Subjects.
APPENDIX D: IRB APPROVAL FORM

University of Wisconsin-Stevens Point
Institutional Review Board for the Protection of Human Subjects

Protocol for Original Submissions
A complete protocol must be submitted to the IRB for approval prior to the initiation of any investigations involving human subjects or human materials, including studies in the behavioral and social sciences.

For all research protocols, please submit the following:
- A printed copy with Faculty Mentor and Department Chair signatures of (1) the completed protocol; (2) project abstract; and (3) samples of informed consent forms. PROTOCOLS LACKING ANY ONE OF THESE THREE ELEMENTS WILL NOT BE APPROVED.
- A second copy of this page with signatures. Printed materials should be submitted to: IRB/Grants Office, 204 Old Main.
- Electronic copies of all submission materials (multiple files are acceptable) emailed as attachments to Jason R. Davis, IRB chair: jdavis@uwsp.edu AND Sharon Courtney, Grants Office: scourtne@uwsp.edu

PLEASE TYPE
Project Title: Best practices for selecting off-campus extracurricular activities at environmentally-focused boarding schools.

Principal Investigator: Maria Kopecky
Department: College of Natural Resources
Rank: Graduate Student
Campus Mailing Address: off-campus at 5400 N. Black Oak Ln, Rd / Land O' Lakes, WI 54540
Telephone: 715-776-0434
E-mail address: mkopecky@uwsp.edu

Faculty Sponsor (if required): Randy Champoux
(Faculty sponsor required if investigator is below rank of instructor.)

Expected Starting Date: March 2012
Expected Completion Date: May 2013

Are you applying for funding of this research? Yes No X

If yes, what agency?

Please indicate the categories of subjects to be included in this project. Please check all that apply.

- X - Normal adult volunteers
- Incarcerated individuals
- Pregnant women
- Minor (under 16 years of age)
- Mentally Disabled
- Other (specify)

(Faculty Member) I have completed the "Human Subjects Protection Training" (available at http://www.uwsp.edu/special/irb/start.htm) and agree to accept responsibility for conducting or directing this research in accordance with the guidelines.

Randy Champoux
(Signature of Faculty Member responsible for research)

(Department Chair or equivalent) I have reviewed this research proposal and, to the best of my knowledge, believe that it meets the ethical standards of the discipline.

[Signature]
(Signature of Department Chair or equivalent)

Do not write below this line – for IRB use only

IRB approval: Exempt Date 3-15-12

Approval for this research expires one year from the above date. If research is not completed by this date, a request for continuation must be filed and approved before continuing.

Revised form: September 2010
APPENDIX E: CODING AND COMMON THEMES

1) Environmentally-focused boarding schools desire their off-campus extracurricular activities to be mission-guided events that provide unique opportunities and enhance the student experience.

   P3  Mission-guided
   P16 Unique experience
   P17 Relates to classes
   P18 Holistic
   P23 Don’t actively consider mission
   P24 Staff variation

2) Both staff members and students are influential in selecting off-campus extracurricular activities at environmentally-focused boarding schools.

   P4  Faculty-driven
   P5  Student participation
   P7  Modeling
   P14 Faculty meeting
   P20 Student leaders

3) Staff members and administrators at environmentally-focused boarding schools propose and approve off-campus extracurricular activity proposals in an informal manner.

   P9  Informal
   P10 Formal process
   P22 Approval

4) Many factors must be considered when planning and approving off-campus extracurricular activities at environmentally-focused boarding schools.

   P1  Local area
   P2  Service
   P6  Comfortable
   P8  Staff qualifications
   P11 Budget
   P12 Risk management
   P13 Time constraints
   P15 Safety
   P21 Transportation
<table>
<thead>
<tr>
<th>#</th>
<th>Propositions</th>
<th>Source</th>
<th>Supporting Sources</th>
<th>Keyword</th>
<th>Theme</th>
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<tbody>
<tr>
<td>1</td>
<td>&quot;We have a bunch of waterfalls near us and hiking up in the woods… We see what our local colleges are offering.&quot;</td>
<td>2.3</td>
<td>1.3, 2.8, 4.8, 5.2, 3.6</td>
<td>Local area</td>
<td>4</td>
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<td>2</td>
<td>&quot;We do a lot of service work that is often off-campus helping local farmers.&quot;</td>
<td>2.3</td>
<td>1.3, 3.3</td>
<td>Service</td>
<td>4</td>
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<tr>
<td>3</td>
<td>&quot;You need to be supporting one of our six foundations of the school…as long as it's supporting one of those activities we feel like it's a great use of our time and development of the individual…&quot;</td>
<td>1.3</td>
<td>1.8, 2.4, 2.6, 2.7, 2.8, 3.4, 2.2</td>
<td>Mission-guided</td>
<td>1</td>
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<tr>
<td></td>
<td>&quot;We try to keep our outings mission-focused… We follow a set of 9 principles that we've really been focusing on and that's what a lot of our decisions are based off of. Does it fit into our mission here? Is it something that is going to support the type of experience that we want to give them here? … If it doesn’t focus on one of our principles, then we're pretty unlikely to do it.&quot;</td>
<td>2.3-8</td>
<td></td>
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<td></td>
<td>&quot;Mission-related would be something that we feel they can learn from, they can grow from, it can lead to some good discussions or it can exercise their mind or body…&quot;</td>
<td>3.5</td>
<td></td>
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<td>4</td>
<td>&quot;I would say that for the most part our extracurriculare are faculty-driven because of the way that our program is set up. Faculty are required to offer a certain number of activities throughout the year and so it is often something they choose, an interest that they might have that they want to share with students…&quot;</td>
<td>5.1</td>
<td>3.3, 4.9, 2.5, 5.3</td>
<td>Faculty-driven</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>&quot;Students have the opportunity [to propose activities]. At any point a student can propose an activity. I try to gather suggestions from students for activities they’d like to see and then faculty who don’t have ideas of their own can sign up for those trips.&quot;</td>
<td>5.3</td>
<td>3.3, 3.4, 4.9, 1.4, 1.5, 4.14, 4.10</td>
<td>Student participation</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>&quot;[Students] can come to the faculty meeting and present what they want to do. We also have a community meeting every Monday night and that’s when students can propose ideas.”</td>
<td>2.5</td>
<td></td>
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<td>2</td>
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<td></td>
<td>&quot;There’s a little more direction in terms of planning towards activities that we feel really comfortable offering and organizations we’ve worked with before.&quot;</td>
<td>1.4</td>
<td></td>
<td>Comfortable</td>
<td>4</td>
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<td>7</td>
<td>&quot;There's a lot of modeling in the beginning, showing them the types of activities that are available as well as helping them identify who needs a community that they could become involved with.&quot;</td>
<td>1.4</td>
<td>Modeling</td>
<td>2</td>
<td></td>
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<td>8</td>
<td>&quot;Where we really step in and narrow down available activities is qualifications of staff. [We] kind of control the options to a certain extent because we're certainly not going to send students out with someone who doesn't have the skill set to help them.&quot;</td>
<td>1.5, 2.5, 3.6, 4.12, 4.13</td>
<td>Staff qualifications</td>
<td>4</td>
<td></td>
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<tr>
<td>9</td>
<td>“Here it’s really informal the way we do it—it works for us.”</td>
<td>5.4, 1.6, 3.4, 3.7, 4.12</td>
<td>Informal</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>“We like to really model the process of being open to just having an experiential lifestyle here so there’s really not a hierarchy in terms of deciding those things.”</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>“In larger groups you're probably going to need something much more formal and it may develop over the years to have more of a formal process, step by step to make [the communication] actually happen.”</td>
<td>1.6</td>
<td>Formal process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>“Our budget is very tight, so that rules out a lot of things. If we’re charging the student’s accounts for something we try to seek out things that are very cost effective.”</td>
<td>2.7, 3.6, 1.7, 4.13</td>
<td>Budget</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>“Of course there’s going to be the time constraints they have placed upon them when the activity needs to be completed.”</td>
<td>1.7, 2.6, 5.4</td>
<td>Time constraints</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>“We always wrestle with time, trying to get enough academics hours to satisfy the sending schools and wanting to go on a lot of trips. How much can we go out and still meet the requirements for the sending schools?”</td>
<td>2.7</td>
<td></td>
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<td>15</td>
<td>“Something will come up that somebody wants to do and we’ll … talk about it at faculty meeting or community meeting with the students and we decide as a faculty.”</td>
<td>2.3-6, 4.10</td>
<td>Faculty meeting</td>
<td>2</td>
<td></td>
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<tr>
<td>16</td>
<td>“Our activities are meant to be things they can't do, that they wouldn't normally do, to try and give them a novel experience, something that pushes their learning or their comfort zone… Is this something they could do easily on their own time when they're at home? If the answer is yes I’m going to suggest another activity. Let’s find something that’s a little bit more community-oriented. Let’s find something that’s a little”</td>
<td>3.5-6, 2.4, 2.7, 3.6, 4.8</td>
<td>Unique experience</td>
<td>1</td>
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<td>Page</td>
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<td>17</td>
<td>&quot;We take the students off-campus to as many different places of interest as we can think of that relates to the classes.&quot;</td>
<td>3.2</td>
<td></td>
<td></td>
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<td>18</td>
<td>&quot;So the tricky word for us is extracurricular because we tend not to use it. We consider everything we do part of the program in a very holistic kind of way, that everything we do has merit. We really say everything we do is part of the curriculum and we do a lot that’s not necessarily academic. We’re really clear on seeing it as part of a whole.&quot;</td>
<td>4.1</td>
<td>Holistic</td>
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<td>19</td>
<td>&quot;Things that are kind of consistent are trips just to the local area for kids to be able to go shopping or whatever.&quot;</td>
<td>4.8 4.10 5.2</td>
<td>Consistent trips</td>
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<td>20</td>
<td>&quot;We have three Activities Prefects who are student leaders who kind of help come up with ideas for activities. They plan some of their own activities and they host some activities themselves as well.&quot;</td>
<td>5.1</td>
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<td>21</td>
<td>&quot;I (Director of Activities) try to make sure that we have vehicles available for the off-campus activities.&quot;</td>
<td>5.3 4.13</td>
<td>Transportation</td>
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<td>22</td>
<td>&quot;It doesn’t really require approval. I (Director of Education) try to review all the field trips before the semester begins to just know what they’re proposing, so that’s kind of a general approval.&quot;</td>
<td>3.4 2.6 5.3</td>
<td>Approval</td>
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<td>23</td>
<td>&quot;In some ways there are relations back to our mission statement, but I don’t actively consider it.&quot;</td>
<td>5.5 1.8</td>
<td>Don’t actively consider mission</td>
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<td>24</td>
<td>&quot;They tend to line up with the mission, but it’s because the kids who come here are [here] because they want to be here for those kinds of reasons. Most often, it ends up being mission-driven.&quot;</td>
<td>4.14</td>
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<td>25</td>
<td>&quot;Meals we try to provide here because it's much more expensive to eat out.&quot;</td>
<td>3.7</td>
<td>Meals</td>
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**52**
APPENDIX F: CRITERIA

1. The basics are covered.
   a. **Logistics** are feasible and well planned.
      i. **Transportation** needs are acceptable.
      ii. **Costs** are reasonable.
      iii. The school is **familiar with the activity/site**.
      iv. The activity is an acceptable **distance from the school**.
      v. There are no **time constraints**.
   b. The school is comfortable with the planned **supervision**.
      i. **Staff members are qualified**.
      ii. There are no **safety** concerns, or they have been accounted for.

2. Activities are pre-planned and worthwhile.
   a. Planned activities are **valuable**.
      i. **Hands-on activities** will be offered.
      ii. Students will **interact with the environment**.
      iii. **Pre- and post-activities** have been planned.
   b. Clear **goals and objectives** have been established.
   c. The activity has **educational potential**.
   d. **Evaluation methods** have been put in place.

3. Students are interested, informed, and prepared.
   a. The activity is **tailored to student needs, interests, and goals**.
   b. The students understand the objectives of the activities.
      i. **Students are prepared** for both the activities and the information.

4. The activity enhances the students’ boarding school experience.
   a. The activity is **interdisciplinary**.
      i. The activity **addresses the tenets of EE**.
      ii. The activity **relates to classes**.
      iii. The activity is **holistic** in nature.
   b. The activity is a **unique experience** that could not be had on-campus or at home.
   c. The activity is **mission-guided**.
APPENDIX G: STUDENT REQUEST FORM

WEEKEND ACTIVITY REQUEST FORM

When planning a weekend activity, please remember that the event must meet Conserve School's School-wide Learning Goals and be open to the entire student body. If there is a limit to the number of students involved a lottery system will be put in place. Up to two students may organize a single activity (organizers are assured spots). Submitting a weekend activity request form does not guarantee the activity.

Activity: ___________________________  Proposed Date: ___________________________

Student Organizer(s): ___________________________

Description of Activity: ____________________________
_________________________________________________
_________________________________________________

What School-wide Learning Goal(s) does this activity address? # ____________________________

Approximate duration of activity: _________ hours

Is your activity off-campus?
Location: ___________________________  Distance from Conserve School: _______ miles (one-way)

Is this a unique experience that you can’t have on-campus or at home?  YES  NO

What will you need? (Check all that apply)  Expenses:
  o Chaperones (How many? _____)  School Costs: ____________________________
  o Transportation ___________________________
  o Meals ___________________________
  o Tickets ___________________________
  o Staff to help with planning ___________________________
  o Other: ____________________________

What do students need to bring? ___________________________

Weekend Activity Request Forms should be submitted to the Weekend Activities Coordinator at least 2 weeks before the date of the proposed activity. Questions? Please stop by Student Services.

Approved?  YES  NO

Administrator Initial  Date

54
APPENDIX H: STAFF PLANNING FORM

OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: __________________________________________

Description of Activity: ______________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Goal(s) and objective(s) for activity: Students will...
________________________________________________________________
________________________________________________________________
________________________________________________________________

Conserv School’s School-wide Learning Goal(s) addressed: #

Potential risks and planned safety precautions: ______________________________
________________________________________________________________
________________________________________________________________

Pre- and Post-Activities (optional): ________________________________________
________________________________________________________________
________________________________________________________________

Location: ___________________________________________________________

Distance from Conserv School: _______ miles (one-way)

School Costs: _______________________________________________________

Student Costs: ______________________________________________________

Materials Needed (vehicles, equipment, meals, etc.): 
________________________________________________________________
________________________________________________________________

What students need to bring with them: _________________________________
________________________________________________________________
________________________________________________________________

Contact information for community partners (if applicable): ______________________
________________________________________________________________
________________________________________________________________

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<th>Specifics of Activity</th>
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<tr>
<td>Staff Member(s):</td>
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<td>Date of Activity:</td>
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<td>Number of Students:</td>
</tr>
<tr>
<td>Where to Meet:</td>
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<tr>
<td>Start Time:</td>
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<tr>
<td>Approximate End Time:</td>
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</table>

Approved? YES NO

Administrator Initial Date
APPENDIX I: ADMINISTRATOR APPROVAL GUIDE

ADMINISTRATOR APPROVAL GUIDE

1. THE BASICS ARE COVERED.
   □ Logistics are feasible and well planned.
     □ Transportation needs are acceptable.
     □ Costs are reasonable.
     □ Conserve School is familiar with the activity/site.
     □ The activity is an acceptable distance from Conserve School.
     □ The activity fits within an acceptable time frame.
   □ Conserve School is comfortable with the planned supervision.
     □ Staff members are qualified.
     □ There are no safety concerns, or they have been accounted for.

   Comments:

2. ACTIVITIES ARE PRE-PLANNED AND WORTHWHILE.
   □ Activities planned are valuable.
     □ Hands-on activities will be offered.
     □ Students will interact with the environment.
     □ Pre- and post- activities have been planned.
   □ Clear goals and objectives have been established.
   □ The activity has educational potential.
   □ Evaluation methods have been put in place.

   Comments:
3. STUDENTS ARE INTERESTED, INFORMED, AND PREPARED.
   □ The activity is tailored to student needs, interests, and goals.
   □ The students understand the objectives of the activities.
     □ Students are prepared for both the activities and the information.

Comments:

4. THE ACTIVITY ENHANCES STUDENTS’ CONSERVE SCHOOL EXPERIENCE.
   □ The activity is interdisciplinary.
     □ The activity addresses the tenets of EE.
     □ The activity relates to Conserve School’s classes.
     □ The activity enhances students’ experience in a different way.
   □ The activity is a unique experience that could not be had on-campus or at home.
   □ The activity is mission-guided or meets Conserve School’s Learning Goals.

Comments:
APPENDIX J: BEST PRACTICES GUIDE

Best practices for planning and approving mission-based off-campus extracurricular activities at Conserve School

Maria Kopecky
Conserve School
University of Wisconsin – Stevens Point
May 2013
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance</td>
<td>1</td>
</tr>
<tr>
<td>Conserve School’s Vision, Mission, and Goals</td>
<td>2</td>
</tr>
<tr>
<td>Criteria for Mission-based Off-campus Extracurricular Activities</td>
<td>4</td>
</tr>
<tr>
<td>Conserve School Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Weekend Activity Request Form (student)</td>
<td>8</td>
</tr>
<tr>
<td>Off-campus Extracurricular Activity Planning Form (staff)</td>
<td>9</td>
</tr>
<tr>
<td>Administrator Approval Guide</td>
<td>10</td>
</tr>
<tr>
<td>Resource Guide</td>
<td>12</td>
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Importance

Off-campus extracurricular activities are common occurrences for high school students attending Conserve School. The specific environmental focus of the Conserve School experience in combination with the short length of the semester program have led Conserve School administration to the realization that every on- and off-campus experience students have during their eighteen-week semester in residence should enhance Jim Lowenstine’s vision, as well as Conserve School’s mission and goals.

Mission-based off-campus extracurricular activities have the potential to:

- Deepen students’ appreciation for the Northwoods of Wisconsin
- Introduce students to varying Northwoods environments
- Foster an empathetic relationship between students and nature
- Increase students’ willingness to participate in similar activities in the future
- Lead students to pro-environmental action as adults
- Provide students with social and intellectual growth and development
- Create a higher sense of belonging and school satisfaction
- Enhance Conserve School’s vision, mission, and goals

Off-campus extracurricular activities also have the potential to detract from the semester school students’ experience. Conserve School administration desired the creation of a uniform procedure for off-campus extracurricular activity planning and selection that would require all staff members to carefully consider the activities they were planning and administrators to more diligently review these activity proposals. This best practices guide includes resources that Conserve School staff members may use when considering and planning off-campus extracurricular activities and guidelines administrators may follow when evaluating proposals to ensure that every off-campus extracurricular activity is not only appropriate for the students, but enriching as well.
Conserve School’s Vision, Mission, and Goals

Vision: Conserve School carries forward Jim Lowenstine’s legacy by providing a diverse group of young people with a residential academic setting that fosters:
- understanding of the science of natural resource conservation,
- commitment to protecting the environment,
- an inclination toward careers that help preserve the natural world,
- enjoyment of outdoor activities, and
- love and respect for nature.

Mission: Conserve School inspires young people to environmental stewardship through academics and engagement with the forests, lakes, and wildlife of Lowenwood.

School-wide Learning Goals: After completing a semester at Conserve School, a student:
1. Appreciates and experiences the wonder of nature; values fundamental, life-long connections with nature; and expresses those connections in creative ways.
2. Comprehends the complex meanings of sustainability and stewardship and uses these principles as guideposts for their personal and professional life.
3. Will have taken a strong step forward on their educational path equal to or greater than the expected progression in their sending school.
4. Demonstrates the skills necessary to feel comfortable and confident in the outdoors, both alone and with others.
5. Understands and critically evaluates the complexities of environmental issues, including their ethical dimensions, and advocates effectively for what they believe is just.

6. Develops and sustains personal and professional connections across distances and differences.

7. Understands educational and professional opportunities related to the environment and how to pursue them.

8. Frequently takes time for outdoor play and reflection.

9. Demonstrates improved skills in the principles and practices of teamwork and leadership.

10. Demonstrates a commitment and responsibility to community and is inspired to value and take part in service to others.

11. Demonstrates the inquiry-based, observational and reflective skills necessary to the development of an on-going sense of place.

12. Displays an understanding of the connections across disciplines and the value of an interdisciplinary worldview.

13. Understands the crucial influence of cultural beliefs and practices on the environment and appreciates the importance of examining traditional Western perspectives on the natural world and the alternatives to them.

14. Has a hopeful and realistic outlook, including a personal vision for a better future.

15. Understands the ecology, history and cultures of the Northwoods from the local to the global levels.

16. Demonstrates deep knowledge of and affection for Lowenwood, the 1200 acres on which Conserve School is located.

17. Understands James R. Lowenstine’s love of Lowenwood, a love that moved him to make a remarkable and enduring gift that would engender that same love in young people and inspire them to be stewards of the natural world.
Criteria for Mission-based Off-campus Extracurricular Activities

5. The basics are covered.
   a. Logistics are feasible and well planned.
      i. Transportation needs are acceptable.
      ii. Costs are reasonable.
      iii. The school is familiar with the activity/site.
      iv. The activity is an acceptable distance from the school.
      v. There are no time constraints.
   b. The school is comfortable with the planned supervision.
      i. Staff members are qualified.
      ii. There are no safety concerns, or they have been accounted for.

6. Activities are pre-planned and worthwhile.
   a. Planned activities are valuable.
      i. Hands-on activities will be offered.
      ii. Students will interact with the environment.
      iii. Pre- and post- activities have been planned.
   b. Clear goals and objectives have been established.
   c. The activity has educational potential.
   d. Evaluation methods have been put in place.

7. Students are interested, informed, and prepared.
   a. The activity is tailored to student needs, interests, and goals.
   b. The students understand the objectives of the activities.
      i. Students are prepared for both the activities and the information.

8. The activity enhances the students’ boarding school experience.
   a. The activity is interdisciplinary.
      i. The activity addresses the tenets of EE.
      ii. The activity relates to classes.
      iii. The activity is holistic in nature.
   b. The activity is a unique experience that could not be had on-campus or at home.
   c. The activity is mission-guided.
Conserve School Procedures

Conserve School should establish a uniform procedure for mission-based off-campus extracurricular activity planning and selection that includes 1) discussion at weekly meetings and 2) the use of criteria-encompassing documents. A chart of recommended planning and approval procedures can be found on page 7.

1) Discussion of off-campus extracurricular activity plans in meetings can provide the activity proposer with different perspectives, as well as suggestions and support from individuals who have done similar activities in the past. Peers can determine collectively if the activity meets the criteria established by Conserve School before a proposal is submitted to administrators.

2) Filling out criteria-encompassing documents requires activity proposers to critically think about the activities they are suggesting, both in terms of feasibility and purpose. When completed before weekly meetings, these documents can help the proposer to provide peers with a greater understanding of their activity plans and can lead to more productive conversations about the event. After peer discussion and modification, criteria-encompassing documents can be submitted to administrators for approval.

Student Procedure

1. Present activity ideas and receive preliminary approval from administrator at weekly Community Meeting.
2. Submit the Weekend Activity Request Form to the Weekend Activity Coordinator at least two weeks before the proposed date of the event.
   → Weekend Activity Coordinator will pass the Weekend Activity Request Form on to administrators and share student ideas with staff members.
3. Work with staff members to plan proposed activities in more detail.
Staff Procedure

1. Complete the Off-campus Extracurricular Activity Planning Form prior to the weekly Residential Life or Teacher Meeting that takes place just under two weeks before the event.
   ➔ Weekend Activity Coordinator will remind staff members to do this shortly beforehand.
2. Present activity plans to peers at Residential Life Meeting (Graduate Fellows) or Teacher Meeting (teachers) and solicit feedback.
3. Update Off-campus Extracurricular Activity Planning Form as needed and submit it to the Weekend Activity Coordinator directly after the meeting.
   ➔ Weekend Activity Coordinator will keep a copy for their own use and provide a copy to administrators for approval.
   ➔ Weekend Activity Coordinator will inform staff member of activity status at least one week before the event.
   ➔ Weekend Activity Coordinator will file approved Off-campus Extracurricular Activity Planning Forms in the resource guide.
4. Announce activity to students at Community Lunch the Monday before the event takes place.

Administrator Procedure

1. Use the Administrator Approval Guide to review submitted Off-campus Extracurricular Activity Planning Forms.
2. Add comments or suggestions on the Administrator Approval Guide or directly to the Off-campus Extracurricular Activity Planning Form.
3. Approve or deny the activity by initialing in the gray box on the Off-campus Extracurricular Activity Planning Form.
4. Return the initialed Off-campus Extracurricular Activity Planning Form to the Weekend Activities Coordinator at least one week before the event.
   ➔ Weekend Activity Coordinator will inform staff member of activity status.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Wednesday</strong></td>
<td><strong>Friday</strong></td>
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<td><strong>OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING AND APPROVAL PROCEDURES</strong></td>
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<td><strong>Coordinator</strong></td>
<td><strong>Weekend Activity</strong></td>
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<td><strong>Include student &amp; staff members in the planning process</strong></td>
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**WEEKEND ACTIVITY REQUEST FORM**

When planning a weekend activity, please remember that the event must meet Conserve School’s School-wide Learning Goals and be open to the entire student body. If there is a limit to the number of students involved a lottery system will be put in place. Up to two students may organize a single activity (organizers are assured spots). Submitting a weekend activity request form does not guarantee the activity.

Activity: ___________________________  Proposed Date: ___________________________

Student Organizer(s): ___________________________

Description of Activity: _____________________________________________________________

_________________________________________________________________________________

What School-wide Learning Goal(s) does this activity address? # ___________________________

Approximate duration of activity: _________ hours

Is your activity off-campus?

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<tr>
<th>Location: ___________________________</th>
<th>Distance from Conserve School: ________ miles (one-way)</th>
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Is this a unique experience that you can’t have on-campus or at home?  YES  NO

What will you need? (Check all that apply)

- Chaperones (How many? _____)
- Transportation
- Meals
- Tickets
- Staff to help with planning
- Other: ___________________________

Expenses:

- School Costs: ___________________________

- Student Costs: ___________________________

What do students need to bring? ______________________________________________________

Weekend Activity Request Forms should be submitted to the Weekend Activities Coordinator at least 2 weeks before the date of the proposed activity. Questions? Please stop by Student Services.

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<tr>
<th>Approved?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Initial</td>
<td>Date</td>
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8
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: ________________________________

Description of Activity: _____________________________________________________________
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Goal(s) and objective(s) for activity:  Students will...
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Conserve School’s School-wide Learning Goal(s) addressed: __________________________
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Potential risks and planned safety precautions: _______________________________________
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Pre- and Post-Activities (optional): _________________________________________________
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........................................................................................................................................
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Location: _______________________________________________________________________

Distance from Conserve School: _______ miles (one-way)

School Costs: ________________________________________________________________

Student Costs: ________________________________________________________________

Materials Needed (vehicles, equipment, meals, etc.):
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What students need to bring with them: _____________________________________________
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Contact information for community partners (if applicable):
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........................................................................................................................................
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Specifics of Activity

Staff Member(s): ________________________________________________________________

Date of Activity: _________________________

Number of Students: _______________________

Where to Meet: __________________________

Start Time: _____________________________

Approximate End Time: __________________

Approved?  YES  NO

Administrator Initial  Date

9
ADMINISTRATOR APPROVAL GUIDE

1. THE BASICS ARE COVERED.
   - Logistics are feasible and well planned.
   - Transportation needs are acceptable.
   - Costs are reasonable.
   - Conserve School is familiar with the activity/site.
   - The activity is an acceptable distance from Conserve School.
   - The activity fits within an acceptable time frame.
   - Conserve School is comfortable with the planned supervision.
   - Staff members are qualified.
   - There are no safety concerns, or they have been accounted for.

   Comments:

2. ACTIVITIES ARE PRE-PLANNED AND WORTHWHILE.
   - Activities planned are valuable.
     - Hands-on activities will be offered.
     - Students will interact with the environment.
     - Pre- and post- activities have been planned.
   - Clear goals and objectives have been established.
   - The activity has educational potential.
   - Evaluation methods have been put in place.

   Comments:
3. STUDENTS ARE INTERESTED, INFORMED, AND PREPARED.
   □ The activity is tailored to student needs, interests, and goals.
   □ The students understand the objectives of the activities.
      □ Students are prepared for both the activities and the information.

   Comments:

4. THE ACTIVITY ENHANCES STUDENTS’ CONSERVE SCHOOL EXPERIENCE.
   □ The activity is interdisciplinary.
      □ The activity addresses the tenets of EE.
      □ The activity relates to Conserve School’s classes.
      □ The activity enhances students’ experience in a different way.
   □ The activity is a unique experience that could not be had on-campus or at home.
   □ The activity is mission-guided or meets Conserve School’s Learning Goals.

   Comments:
Resource Guide

Mission-based Off-campus Extracurricular Activities
within 50 miles of Conserve School
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Bond Falls/Agate Falls Trip

Description of Activity:
Drive to both waterfalls and adventure around the trails, viewing the falls as well as other aspects of nature. Students can take time for photography, journaling, poetry, and any other creative expression they wish to try.

Goal(s) and objective(s) for activity: Students will...
Learn some local waterfalls of the area, actively participate outside, be amongst 15 other Conserve students

Conserve School's School-wide Learning Goal(s) addressed: # 1

Potential risks and planned safety precautions:
Falling in water-bring extra clothes/blankets
Scraps/cuts-bring first aid kit

Pre- and Post-Activities (optional):
Presentation of creative expressions (optional)

Location: Middle Br of Ontonagon River

Distance from Conserve School: 39 miles (one-way)

School Costs: gas

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
2 Sprinters
First Aid Kit/change of clothes/blankets
Snacks

What students need to bring with them:
Optional-camera, paper, pencil

Contact information for community partners (if applicable):

<table>
<thead>
<tr>
<th>Specifics of Activity</th>
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<tbody>
<tr>
<td>Staff Member(s): Rob Stuart</td>
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<tr>
<td>Date of Activity: fall or spring</td>
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<tr>
<td>Number of Students: 9</td>
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<tr>
<td>Where to Meet: LAB parking lot</td>
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<tr>
<td>Start Time: 12:15pm</td>
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<tr>
<td>Approximate End Time: 4:45pm</td>
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</table>

Approved? YES NO

Administrator Initial Date 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Supporting Community Garden

Description of Activity:
Students go to the Land O’ Lakes community garden to help local residents ready the garden for planting in Spring, weed, harvest, and winterize the garden in the Fall.

Goal(s) and objective(s) for activity: Students will...
positively interact with and support the local community, learn more about community gardens and how to start one in their own community.

Conserv School’s School-wide Learning Goal(s) addressed: # 1, 2, 5, 6, 9, 10, 14

Potential risks and planned safety precautions:
Allergies, insect bites, dehydration. Bring a first aid kit. Students need appropriate clothing for weather, water, and gloves.

Pre- and Post-Activities (optional):

Location: Land O’ Lakes

Distance from Conserve School: 5 miles (one-way)

School Costs: gas, gloves, food

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.): gloves, garden tools, lunch, vehicle

What students need to bring with them: hat, water, gloves, medication as needed, PMA

Contact information for community partners (if applicable):
Community garden coordinator

Specifics of Activity

Staff Member(s): Kathleen O’Connor

Date of Activity: fall or spring

Number of Students: 9

Where to Meet: LAB bridge

Start Time: 10:00am

Approximate End Time: 4:00pm

Approved? YES NO

Administrator Initial 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Five Lake Loop

Description of Activity:
Canoeing a five lake route in the Sylvania Wilderness.

Goal(s) and objective(s) for activity: Students will...
explore a wilderness, practice skills of paddling and portaging.

Conserve School's School-wide Learning Goal(s) addressed: #1, 4, 8, 9, 11, 15, 16

Potential risks and planned safety precautions:
All required gear, brought compass, all shoes. Leave proposed route with AOD.

Pre- and Post-Activities (optional):

Location: Sylvania Wilderness

Distance from Conserve School: 1-3 miles (one-way)

School Costs: food cost, gear use

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
canoes

What students need to bring with them:
water, compass, proper clothes

Contact information for community partners (if applicable): 

Specifics of Activity

Staff Member(s): Jeff Rennicke

Date of Activity: spring or fall

Number of Students: 8-9

Where to Meet: LRC

Start Time: 1:00pm

Approximate End Time: 5:00pm

Approved: YES NO

Administrator Initial: Date: 03.04.13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Kayaking Helen Creek

Description of Activity:
Students paddle ice-lined creek, explore some beaver habitat, and enjoy a nice island in Helen Lake.

Goal(s) and objective(s) for activity: Students will... paddle in an unusual and perceived risky surroundings, heighten their emotional and cognitive perceptions, value teamwork.

Conserve School’s School-wide Learning Goal(s) addressed: # 8, 9

Potential risks and planned safety precautions:
Flipping of kayaks in cold water. Risk diminished by choosing shallow water and carrying ample clothing and towels.

Pre- and Post-Activities (optional):
Briefing with the map beforehand, talking about beaver habitat, showing relevant parts of Planet Earth.

Location: Helen Creek

Distance from Conserve School: 0 miles (one-way)

School Costs: gas

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Sprinter, trailer, 10 kayaks, dry bags

What students need to bring with them:
Dry clothes

Specifics of Activity

Staff Member(s): Arjen Krijgsman

Date of Activity: fall

Number of Students: 8

Where to Meet: LRC

Start Time: 11:00am

Approximate End Time: 5:00pm

Contact information for community partners (if applicable):

Approved? YES NO

Administrator Initials

Date 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Tour of Star Lake Experimental Forest Plantation

Description of Activity:
Drive students to Star Lake, where they will hike the two mile interpretive trail through the plantation. This is the first time in history people tried replanting white pine forests.

Goal(s) and objective(s) for activity: Students will...
explore a replanted forest and learn how this experiment sped up forest regeneration.

Conserve School's School-wide Learning Goal(s) addressed: #14

Potential risks and planned safety precautions:
weather, exposure, allergies

Pre- and Post-Activities (optional):

Location: Star Lake

Distance from Conserve School: 26 miles (one-way)

School Costs: transportation

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Sprinter

What students need to bring with them:
Water bottle

Contact information for community partners (if applicable):

Specifics of Activity
Staff Member(s): Andy Milbauer
Date of Activity: fall or spring
Number of Students: 9
Where to Meet: LAB
Start Time: 12:00pm
Approximate End Time: 4:00pm

Approved? YES NO
Administrator Initial Date 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Hike Across Sylvania

Description of Activity:
Hike one of the trails in Sylvania that ends back at Conserve School. For example, enter Sylvania at the NE corner and hike SW to campus.

Goal(s) and objective(s) for activity: Students will...
spend an afternoon hiking in a wilderness area, listening, smelling, seeing, feeling, relaxing, enjoying, reflecting...

Conserve School's School-wide Learning Goal(s) addressed: #1, 4, 5, 8, 9, 11, 13, 14, 15, 17

Potential risks and planned safety precautions:
Same precautions as camping trips - Compass, first aid kit, drinking water, food, appropriate footwear and clothing.

Pre- and Post-Activities (optional):

Location: Sylvania Wilderness

Distance from Conserve School: 8-9 miles (one-way)

School Costs: transportation

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Sprinter, lunch

What students need to bring with them:
Water, appropriate footwear and clothing

Specifics of Activity

Staff Member(s): Robert Eady

Date of Activity: any season

Number of Students: 9

Where to Meet: LRC

Start Time: 12:30pm

Approximate End Time: 5:00pm

Contact information for community partners (if applicable):
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Trapp Hills Backpacking

Description of Activity:
Overnight backpacking trip to the North Country Trail (Norwich Bluff segment)

Goal(s) and objective(s) for activity: Students will...
have a chance to experience the Trapp Hills and use their backpacking skills. The area contains outstanding wild terrain and excellent examples of the mining history.

Conserve School's School-wide Learning Goal(s) addressed: # 1, 3, 4, 5, 8, 9, 11, 12, 15

Potential risks and planned safety precautions:
Backpacking along this part of the trail is not dangerous, but some exposed cliff faces are part of the trail. Leave proposed route with AOD.

Pre- and Post-Activities (optional):
Gear return on Monday afternoon.

Location: Norwich Rd. - Ewen, MI

Distance from Conserve School: 50 miles (one-way)

School Costs: Fuel, food

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Sprinter, camping equipment, food

What students need to bring with them:
Proper clothing, camping gear

Contact information for community partners (if applicable):

Specifics of Activity

Staff Member(s): Michael Salat

Date of Activity:

Number of Students: 8

Where to Meet: Parking lot

Start Time: 8am Saturday

Approximate End Time: 4pm Sunday

Approved? YES NO
Administrator Initial Date 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Wolf Howling in Sylvania

Description of Activity:
Ski to Big Bateau Lake and howl for wolves on the lake. After returning to campus, we make pudgy pies at the LRC campfire.

Goal(s) and objective(s) for activity: Students will...
Ski in the dark, learn about wolves, develop confidence in themselves and have fun together.

Conserve School’s School-wide Learning Goal(s) addressed: #1, 8, 16

Potential risks and planned safety precautions:
Injury while skiing - take cell phone, first aid kits, head lamp, extra warm clothes for cold student.

Pre- and Post-Activities (optional):
Ski instruction in Field Instruction class. Prior to setting off, students learn about howling and practice.

Location: Lowenwood and Sylvania

Distance from Conserve School: 1.5 miles (one-way)

School Costs: $40 for food

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Skis, pie irons, ingredients for pudgy pies

What students need to bring with them:
Warm clothes

Contact information for community partners (if applicable):

Specifics of Activity

Staff Member(s): Nancy Schwartz
Robert Eady

Date of Activity: Winter

Number of Students: 16

Where to Meet: LRC

Start Time: evening

Approximate End Time: before curfew

Approved: YES

Administrator Initials: [Signature]
Date: 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Disc Golf

Description of Activity:
A staff member travels with a group of students to the Brandy Lake disc golf course in Woodruff, WI to play a round. Discs are borrowed from the school.

Goal(s) and objective(s) for activity: Students will...

Gain a new interest in the realm of outdoor recreation, learn the rules and mechanics of a new sport, have fun in the outdoors with good company.

Conserve School's School-wide Learning Goal(s) addressed: 8, 9

Potential risks and planned safety precautions:
This requires travel by Sprinter, which entails a certain degree of risk.
We'll be outside and moving around, so students will be encouraged to bring water bottles.

Pre- and Post-Activities (optional):
We can stop at the Ice Shanty on the way there or the way back for ice cream.

Location: Brandy Lake Park - Woodruff, WI

Distance from Conserve School: 40 miles (one-way)

School Costs: $5/student (only if getting ice cream)

Student Costs: None

Materials Needed (vehicles, equipment, meals, etc.):
Vehicle, discs from the LRC.

What students need to bring with them:
Water bottles, personal discs if they have them, cell phone

Contact information for community partners (if applicable):

Specifics of Activity

Staff Member(s): Dylan PH Fernandez

Date of Activity: Spring or Fall

Number of Students: 9 (Sprinter-full)

Where to Meet: Parking Lot

Start Time: Immediately after brunch

Approximate End Time: Back by dinner

Approved? YES NO

Administrator Initial Date 03-04-13
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Forest Lake Bike Trip

Description of Activity:
Students follow the bike trial west, biking past North Black Oak Lake, Wood Lake, and riding on the recently finished section of the bike trial just North of Forest Lake. On the way back stop by Forest Lake Country Store for some ice cream! 16 mi. total out and back

Goal(s) and objective(s) for activity: Students will...
know how to get to Forest Lake Country Store safely on bikes.
get outside and exercise in the area around Conserve School

Conserve School's School-wide Learning Goal(s) addressed: # 4, 8

Potential risks and planned safety precautions:
Some students may be inexperienced bikers. Limiting the group size to 6-8 students can make it easier to keep the group together. The trip leader should model safe biking.

Pre- and Post-Activities (optional):
Take a short trip around the loop on campus before heading out in order to identify problems with bikes and/or inexperienced riders.

Location: Bike trial west of campus

Distance from Conserve School: 8 miles (one-way)

School Costs: optional $5/person for ice cream

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Bicycles and helmet for each person. First aid kit for group leader.

What students need to bring with them:
Water bottle, cell phone

Contact information for community partners (if applicable):

Specs of Activity
Staff Member(s): Heather Lumpkin
Date of Activity: Spring or Fall
Number of Students: 8
Where to Meet: LRC
Start Time: 1:00pm
Approximate End Time: 4:00pm

Administrator Initial: [Signature] 03.04.13

Approved? YES NO
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Java Jam - Many Ways of Peace

Description of Activity: Students will actively or passively participate in a community event that promotes peace and sustainability. Song, poetry, and prose will be shared.

Goal(s) and objective(s) for activity: Students will... share their talents and thoughts with community members, value the opinions of others

Conserve School’s School-wide Learning Goal(s) addressed: # 1, 5, 6, 10

Potential risks and planned safety precautions: none

Pre- and Post-Activities (optional): Before the event, students could prepare pieces to share alone or as a group.

Location: Many Ways of Peace - Eagle River

Distance from Conserve School: 25 miles (one-way)

School Costs: transportation

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.): 1 Sprinter

What students need to bring with them: Anything needed for performing - poetry, prose, musical instruments, etc.

Contact information for community partners (if applicable): 715-480-4697

Specifics of Activity

Staff Member(s): ____________________________

Date of Activity: 1st Sat. of the month

Number of Students: 9

Where to Meet: LAB Parking Lot

Start Time: 6:00pm

Approximate End Time: 9:00pm

Approved? YES NO

Administrator Initial [Signature] Date 09-15-2013
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Salamander Monitoring Training

Description of Activity:
The North Lakeland Discovery Center in Manitowish Waters, WI is offering a salamander monitoring training from 10am-12pm on the 23rd of March 2013.

Goal(s) and objective(s) for activity: Students will...
1. Learn how to monitor salamanders.
2. Apply what they’ve learned when they return to Conserve School

Conserve School’s School-wide Learning Goal(s) addressed: 

Potential risks and planned safety precautions:
Car troubles (safety precaution: full vehicle inspection, review of Conserve School transportation policy)

Pre- and Post-Activities (optional):
Post-activity: Salamander monitoring on Conserve School Campus (either as part of SIA or Earth Day activities)

Location: North Lakeland Discovery Center

Distance from Conserve School: 41 miles (one-way)

School Costs: Gas, meals, donation

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
2 Sprinters, breakfast and lunch meals

What students need to bring with them:
Water bottles, notebooks, pencils

Contact information for community partners (if applicable):

Specifics of Activity
Staff Member(s): Leanna Jackan, Heather Lumpkin
Date of Activity: March 23, 2013
Number of Students: 18
Where to Meet: LAB parking lot
Start Time: 8:45am
Approximate End Time: 1:00pm

Approved? YES NO
Administrator Initial 04-15-2013
Date
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Waswagoning Village

Description of Activity:
Students will receive a tour of the recreated Ojibwe village, interact with Objiwé artifacts, and learn about Ojibwe culture through hands-on activities.

Goal(s) and objective(s) for activity: Students will...
understand Ojibwe culture and practices, view nature from a different perspective

Conserve School’s School-wide Learning Goal(s) addressed: #2, 12, 15

Potential risks and planned safety precautions:
Tripping hazards and fire will be present, bring a first aid kit.

Pre- and Post-Activities (optional):

Location: Lac Du Flambeau Reservation

Distance from Conserve School: 40 miles (one-way)

School Costs: gas, tour fees ($6 per student)

Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.): 1. Sprinter

What students need to bring with them:
Proper clothing, camera (optional)

Contact information for community partners (if applicable):
715-588-3560

Specifics of Activity

Staff Member(s):

Date of Activity: May-September

Number of Students: 9

Where to Meet: LAB parking lot

Start Time: 12:00pm

Approximate End Time: 5:00pm

Approved? YES NO
Administrator Initial: [Signature] Date: 04-15-2013
OFF-CAMPUS EXTRACURRICULAR ACTIVITY PLANNING FORM

Activity Name: Northwoods Wildlife Center

Description of Activity:
Students will receive a tour of the Wildlife Center and attend an hour-long Bird of Prey and/or Ecology program given by Wildlife Center Staff. Students could potentially volunteer during their visit.

Goal(s) and objective(s) for activity: Students will...
observe and interact with Northwoods wildlife in a unique way, become familiar with wildlife rehabilitation careers

Conserve School’s School-wide Learning Goal(s) addressed: # 1, 5, 7, 15, (10)

Potential risks and planned safety precautions:
Risks associated with wildlife interaction will be monitored by the Wildlife Center.

Pre- and Post-Activities (optional):
As a post-activity, participating students could share their knowledge and photographs with other students upon return.

Location: Blumenstein Road, Minocqua, WI
Distance from Conserve School: 40 miles (one-way)
School Costs: gas, donation to Wildlife Center
Student Costs: none

Materials Needed (vehicles, equipment, meals, etc.):
Sprinter, lunch

What students need to bring with them:
Water bottle, camera

Contact information for community partners (if applicable): 715-358-7400

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<th>Specifics of Activity</th>
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<tr>
<td>Staff Member(s):</td>
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<td>Date of Activity:</td>
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<td>Number of Students:</td>
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<tr>
<td>Where to Meet:</td>
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<tr>
<td>Start Time:</td>
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<td>Approximate End Time:</td>
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Approved? YES NO
Administrator Initial: [Signature] 09-15-2013