



**Let's Go Camping  
A Unit for Older Youth**

# Let's Go Camping

The purpose of this unit is a simulation of some of the fun and experiences that you have when you go to a youth camp. This is a five lesson unit that can be done one time a week for five weeks or twice a week for two and ½ weeks. It is best suited for youth grades 4<sup>th</sup> and higher.

## Lesson #1

### Scary Time

One of the highlights of camp is telling scary stories around the campfire or in the cabin after the lights are out. Purpose of this activity is to have students think about what is really scary to them, and the words that describe what those scary feelings are. Students will be given three different scary story starters to choose from, and as a small group will select one of the story starters and create scary story to share with the other students at the "campfire" on the second day.

#### **Suggestions:**

1. Brainstorm words with students that indicate fear, being very afraid, spooky, and scary.
2. Brainstorm with students events that are scary to them. Ask them if it is more scary to think about something that might really happen or about something like is only a fantasy.
3. Ask them to list everyday events that can take a scary twist.
4. Discuss why the dark is always scarier than the daylight; why bad things usually happen on a rainy night; why it is scarier when there are only a few people around, etc.

#### **Activity:**

1. Have students work in small group or with a partner. Have students select a scary story starter and complete the tale. If students have their own idea about a scary story, have them run the plot line by you so you know it is appropriate.
2. Students have one class period to create the story and 20 minutes of class at a later date to share the story they created.
3. Create a campfire by putting a flashlight under some red, yellow and orange tissue paper. Sit around the campfire (all other lights are off or you can do this out doors) and tell the scary stories.
4. Be prepared to tell a story of your own.

## **An Eerie Night**

After 3 years at \_\_\_\_\_ school, we were sent to <Insert Name of School Here> School in <Insert name of School District here>. One night, at the end of the after school program, we heard very loud, demonic voices emanating from a house across the street. There were no lights on showing anyone home. But those devilish sounds were definitely coming from within that house.

\_\_\_\_\_ had just gone toward the bus loading zone. The sound became louder and louder.

## **Scary Stories at School**

It was a dark and chilly Friday night when the After School Program came onto the yard for a late afternoon campfire and a whole lot of fun telling scary stories. The bravest among us was eager to go to the campfire. That was before the huge shadow fell across the grounds.

## **Tapping on the Window**

My friend and I were watching TV. We were watching 'Tosh.o" when all of a sudden, there was a banging on the window. My friend screamed. She said she saw an old lady walking in her nightgown. I looked too. The old lady stopped and stared at us through the window. She frowned and looked first at me and then at my friend.

## Lesson #2

### Follow the Trail

The purpose of this lesson is to help students understand the importance of following a trail, marking that trail, and using information (compass, etc.) to locate oneself in the desert or the forest.

Brainstorm a list of the possible places on the school grounds that students could go: cafeteria or multi-purpose room, playground, classrooms, library, water fountain, office, restrooms, custodian's room, kitchen, specific tether ball poles, etc. Once you have created a master list of at least 15 places you are ready to begin to "Follow the Trail".

1. Divide students into 2 groups.
2. Each group is to begin in the classroom or some other gathering place, and ultimately will need to end in the same spot.
3. Each group is to create a "trail" for the other group to follow (much like a Scavenger Hunt).
4. Give each team a manila envelope with 8 Trail Clue Cards inside.
5. Group is to create clues to ensure that the other team can "follow the trail".
6. When the groups have finished establishing the trail, then they are ready to give the clues to the other team.
7. Station yourself outside so you can watch both teams organize the clues and follow them.

After the students have followed the trail, bring them inside. Have the group debrief the experience and make a chart that shows what made the trail easier to follow and what made it more difficult.

Each group should also prepare a "map" to show the trail they followed. This map can be drawn on 22" x 28" poster board.

Students should provide feedback to the other group either at the end of this lesson or on a following day.

## Lesson #3

### Edible Plants and Purifying Water

The purpose of this lesson is to help students understand how to survive should they be lost in the wilderness. Students will learn about edible and poisonous plants in the forest and in the desert. They will also learn about purifying water.

#### **Edible Plants**

1. Have each student select a partner.
2. Give each pair of students a selection about 1 edible or 1 poisonous plant that can be found in either the desert or the forest.
3. Students need to read the information and draw a picture of the plant, labeling it edible or poisonous, and giving 2-4 important facts or identifiers of the plant.
4. Student teams should share the information with all of the other students.

You can find information about edible plants by going to [www.ehow.com](http://www.ehow.com) for information about edible plants and flowers, including instructions on how to determine if a plant is edible. Information about poisonous plants can be found at <http://crisistimes.com>. If you have access to the internet, allow students to search for this information, if not, download the information for them to read.

#### **Purifying Water**

Divide students into groups of 4. Have students read the information on purifying water. Have students work to purify water by filtering it. (You may find this information at [www.wildwoodsurvival.com/survival/water/purification.html](http://www.wildwoodsurvival.com/survival/water/purification.html)). Although the water will not be drinkable, they will be able to see it getting cleaner and cleaner.

1. Several quarts of dirty water.
2. Pour dirty water through the coffee filter to remove the majority of the debris.
3. Using a clean coffee filter, fill the filter with sand. Take the water from the first cleansing, and pour it through the sand and the coffee filter.
4. See if the water is cleaner.

## **Lesson #4**

### **Cooking Out**

The purpose of this week's activities is to help students understand how to cook out of doors and also to experience a campfire favorite: S'mores.

#### **S'mores**

- Students should create a small "pan" out of aluminum foil.
- Student builds smore: graham cracker, marshmallow, square of Hershey's chocolate.
- In this class, students will be using a toaster oven, but in the wilderness or when camping, one would use the campfire and a flat rock.
- Place "pan" and smore in the oven until the marshmallow and chocolate are melted.
- Repeat
- Eat and Enjoy!

Have students create a recipe card for smores, writing it with both ingredients and directions.

## **Lesson #5**

### **Aches and Breaks**

The purpose of this week's lessons is to help students understand what to do if someone is injured. Students will read about care procedures and then practice immobilizing arms and legs with splints and slings.

#### **First Aid**

Note: Find information on how to care for the following injuries on [www.ehow.com](http://www.ehow.com) .

1. Divide students into groups of 3.
2. Students read information entitled "Aches and Breaks"
3. After reading the information, students should practice the following:
4. Wrapping a sprained ankle
5. Applying a leg splint
6. Applying an arm splint
7. Each student should be both the victim (the one being treated) and the "doctor".

#### **Reflection**

This is the final day of this class. Have students reflect on what they have learned. Divide students into groups of 4 and have them create a chart that lists the tips they would have for other campers so they would be able to "survive" in the wilderness.



For more information, contact  
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