Cedar Outdoor School

Spring 2025 Curriculum Guide

Welcome to Spring 2025 Outdoor School!

We, at the Cedar Outdoor School, are excited to be your partners in outdoor education this Spring! Whether you are a returning or new school with us, this Curriculum Guide is meant to help us plan the perfect outdoor experience for your school. As you consider our available classes and activities, please know your curricular goals are of utmost importance to us and if there's something you are looking for that you don't see, please let us know and we'll do our best to make it happen for your school!

At any point, if you would like to schedule a planning meeting with a member of our team please send us an email (CedarOS@seattlebsa.org) or give us a call (360-568-2065).

We look forward to working closely with you to make this the best program possible for you and your students!

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Where to Begin?

Our program is your program! This means being flexible and accommodating to your goals and your expectations for outdoor education.

We recommend starting with your class size and dividing them into trail groups of about 10-20. Trail groups are the groupings for our instructional time and how we rotate between different activities. We recommend leaving at least one chaperone with each group and a total ratio of between 1:8-1:10 chaperones, including teachers. Both chaperones and teachers are included at no additional cost, up to these ratios. Teachers often act as floaters between groups to accommodate student needs throughout the day.

Next, consider the location of your school relative to our camp properties, along with the availability of transportation and average traffic times to determine your desired arrival and departure times. From there we can put together a schedule that fits your schedule!

Schedules

We offer both day and overnight programs, as well as extended day, including dinner and both afternoon and evening program. Classes usually range between 60-90 minutes and allow for a transition period in between to refill water bottles and take breaks. Another variable is mealtimes, which often range from 30 minutes to 1 hour to accommodate a longer break and more recess time.

Sample 60-Minute Day Program

9:45-10:00 Arrive & Check-In

10:00-10:20 Orientation &
Sort into Trail Groups

10:20-11:20 Activity Block 1

11:30-12:00 Lunch & Recess

12:00-1:00 Activity Block 2

1:10-2:10 Activity Block 3

2:15 Depart from Camp

3 Total Classes

Sample 90-Minute Day Program

9:45-10:00 Arrive & Check-In

10:00-10:20 Orientation &
Sort into Trail Groups

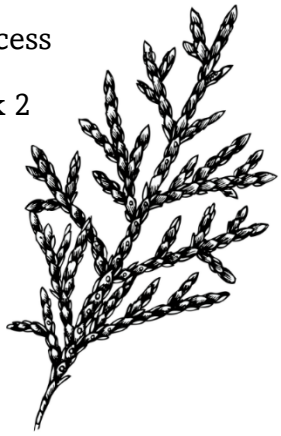
10:20-11:50 Activity Block 1

12:00-12:30 Lunch & Recess

12:30-2:00 Activity Block 2

2:15 Depart from Camp

2 Total Classes



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Sample 60- Minute Extended Day

9:45-10:00 Arrive & Check-In

10:00-10:20 Orientation & Sort into Trail Groups

10:20-11:20 Activity Block 1

11:30-12:00 Lunch & Recess

12:00-1:00 Activity Block 2

1:10-2:10 Activity Block 3

2:10-2:30 Snack Break

2:30-3:30 Activity Block 4

3:40-4:40 Activity Block 5

4:50-5:20 Song & Skit Prep

5:30-6:30 Dinner & Recess

6:30-7:45 Campfire

8:00 Load Buses & Depart

5 Total Classes

Sample 90- Minute Extended Day

9:45-10:00 Arrive & Check-In

10:00-10:20 Orientation & sort into Trail Groups

10:20-11:50 Activity Block 1

12:00-12:30 Lunch & Recess

12:30-2:00 Activity Block 2

2:00-2:20 Snack Break

2:20-3:50 Activity Block 3

4:00-5:30 Activity Block 4

5:30-6:00 Song & Skit Prep

6:00-7:00 Dinner & Recess

7:00-8:00 Campfire

8:00 Load Buses & Depart

4 Total Classes

Sample Overnight Schedule

7:00 Wake Up, Coffee/Tea in Campsites

7:30 Waiters Report

7:50 Assemble for Breakfast

8-9 Breakfast

9-3 Instruction Time/ Lunch 12-1

3-4 Rec Time & Snack

4-5:30 Teacher Time

5:30 Waiters Report

5:50 Assemble for Dinner

6-7 Dinner

7:00 Evening Program

8:30 Back at Campsite, get ready for bed

9:00 In Cabin

9:30 Lights Out

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Our Curriculum

Our classes are designed to be active, student-led and fully immersed in the natural world around us. And while we align our classes to state-adopted learning standards, we seek to create experiences that students would not be able to have inside the classroom or in a typical school day.

Possible Student Outcomes at the Cedar Outdoor School

Systems Thinking—An understanding of the interconnections and interdependency of ecological and social systems.

Scientific Inquiry Skills—Knowledge and skills in scientific reasoning.

Stewardship Motivation—Desire to positively contribute to the well-being of community and environment.

Personal Development—Self-awareness and self-efficacy, including a recognition of and confidence in managing one's own self-image, emotions, relationships, and actions.

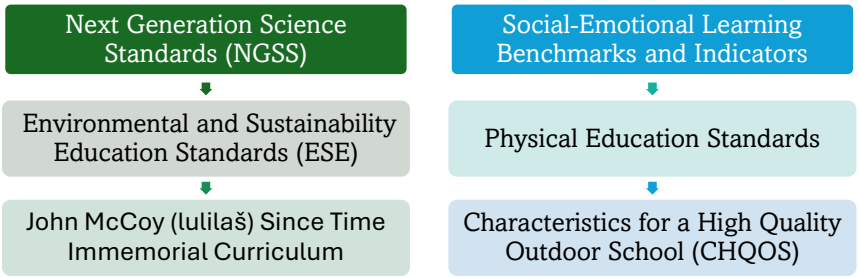
Social Development—Respect for people with diverse perspectives and backgrounds and the ability to engage productively with others.

Sense of Belonging—A sense of belonging and connection with one's community and the places we live, learn, and play.

Connection to Nature—Appreciation of and a personal relationship to the natural world.

State-Aligned Standards

A variety of state-adopted learning standards guide our curriculum, in addition to integration of ELA, Social Studies, and Math. We work to align with these standards to ensure our lessons are accessible, appropriate and rigorous. Click on any of these sets of standards for information about how they might align to your outdoor school experience.



Considerations for Outdoor Learning

When it comes to supporting students in an outdoor learning environment, the Cedar Outdoor School Mission guides our work.

To make the outdoors accessible for all students
and easy for schools to get there.

We work with your teacher team to create a program that meets your students' needs and where appropriate, we offer additional supports to ensure that mission.

1) Teacher Planning Forms-
   These forms allow you to collect and provide us with pertinent information regarding dietary, medical and learning accommodations for students, staff and chaperones.

2) State Guidance and Resources-
   OSPI Guidance for Supporting Students with Disabilities in Outdoor Education (2025)
   This document affirms schools' rights to determine what, were, and how outdoor education will occur. As well as applications for Universal Design for Learning, accessibility planning, recommendations for school administrators and guidance for collaborating with outdoor school providers.
   Outdoors for All (outdoorsforall.org)
   OSPI's Outdoor Learning Grant Program give schools opportunities to request additional funding through OSPI's Outdoor Learning Grant Program to pay for (in part or in full) specific accommodations, modifications, and support staff a student with an IEP or 504 Plan needs to access and benefit from an outdoor education program, or to make general updates to existing outdoor programming to improve accessibility for students with disabilities.

Intro to Learning in the Outdoors

If learning in the outdoors will be a new experience for the majority of your students, we have put together an introductory lesson plan to smoothen the transition into outdoor learning. This is recommended for groups staying multiple days or overnight and would ideally occur before the first instructional period. The course is designed to model a typical lesson at outdoor school.

Recommended time: 60-90 minutes

(*For Intro to Outdoor Learning, on previous page)*
Objectives: Students will (1) set expectations using the 3 R's – Respect for self, Respect for each other, Respect for this place. (2) Learn common attention-getters and instructional strategies used at outdoor school- Deer Ears, Observation Spots, Journaling; and (3) Take part in a simple learning activity that models healthy engagement with nature.

Expected Class Offerings

Academic

Energy Flow—Students learn how the sun is the source of energy for all living things.

Cycles— Students learn how the building materials for life must be used over and over.

Diversity— Students learn how differences in living things provide for success of all life.

Community— Students learn how plants and animals live together in areas that meet their special needs.

Interdependency— Students learn how all living things interact with other things in their surroundings

Change— Students explore how everything is becoming something else.

Adaptation— Students learn how, in order to survive, everything must fit how and where it lives.

Fire-Making— Students evaluate and troubleshoot design criteria to engineer the optimal campfire.

Shelter-building— Students engineer a survival shelter and compare designs to generate possible solutions.

Recreational

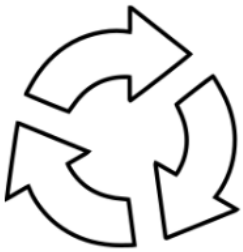
Nature Crafts—Students use seasonal elements of the natural world for arts & crafts.

Archery—Students learn the fundamental skills and safety procedures necessary to accurately fire a bow and arrow.

Team-Building Course—Students work together to overcome obstacles and practice SEL skills including communication, teamwork, responsibility and trust.

Climbing Wall—Students climb one of four routes on either a 30ft. tall auto-belay tower or 40ft. tower belayed by our trained staff.

Academic Offerings | Environmental Learning

Energy Flow 	Students learn how the sun is the source of energy for all living things. **"Field, Forest and Stream"** Students compare plant growth across multiple study sites to determine the impact that sun, soil, and water have on the growth of plants. Students take soil samples, assess biodiversity, and examine the structure of plants at each site, taking measurements and looking under microscopes. Objectives: (1) create a hypothesis about how a plant's environment impacts its growth. (2) describe similarities and differences observed in sunlight, water, soil in three different ecosystems. (2) Support an argument that the similarities and differences observed had an impact on plant growth across the study sites. 5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water. Science and Engineering Practices: *Planning and Carrying Out Investigations*
Cycles 	Students learn how the building materials for life must be used over and over. **"Life and Death in the Forest"** Students explore the nuances of energy flow in an environment by role-playing as producers, consumers and decomposers. Objectives: (1) describe the role of a producer, consumer, and decomposer in our model, (2) explain the impact that nutrient recycling has on the living and non-living parts of our environment. 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. Science and Engineering Practices: *Developing and using models; Constructing Explanations*

Academic Offerings / Environmental Learning	**Diversity** 	Students learn how differences in living things provide for success of all life. **"Bio Blitz- Social & Emotional Teachings of Plants"** Students explore a study site, making observations and recording data on the number of species present to assess overall biodiversity. For each species identified, students connect to local Indigenous knowledge about each plant's role in creating a diverse environment. Objectives- (1) explore a study site and make observations of the species present (2) identify species by their physical and behavioral characteristics (3) make conclusions about how each species supports diversity in their environment and whether the environment is biodiverse. ESE Standard 1: Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels. Science and Engineering Practices: *Constructing explanations*
	Community 	Students learn how plants and animals live together in areas that meet their special needs. **"Habitat Mapping"** Students go outside to locate, document and map indicators of wildlife and components of habitat present at their study site. Their findings will be used as clues for geocache targets. Afterwards, students describe how their findings represent concepts about relationships between humans and wildlife.

Academic Offerings	Environmental Learning		Objectives: (1) locate and describe evidence of wildlife; (2) map habitat components using a compass; (3) generalize from evidence that people and wildlife have similar basic needs, share environments, and are subject to the same or similar environmental factors. ESE Standard 2: The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. Science and Engineering Practices: *Obtaining, evaluating, and communicating information*
		Interdependency 	Students learn how all living things interact with other things in their surroundings **"Bear Necessities"** Students simulate bear behavior as they actively gather essential factors in a habitat. They gather, create, interpret and analyze data to determine limiting factors and carrying capacity for a given population. Objectives: (1) identify and describe the essential factors of a habitat; (2) define a limiting factor; (3) analyze data about animal needs using a model habitat (4) describe how limiting factors affect animals ESE Standard 1: Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels. Science and Engineering Practices: *Analyzing and interpreting data; Using mathematics and computational thinking*

Academic Offerings / Environmental Learning	**Change** 	Students learn how everything is becoming something else. **"Stream Table"** Students create a model of the hydrosphere and geosphere interacting in the formation of rivers and canyons through weathering and erosion. Objectives (1) create a landscape showing at least two parts of the geosphere and hydrosphere (2) identify ways each system interacts with itself and the other system (3) describe how the geosphere and hydrosphere are actively working to change the surface materials of the Earth. NGSS Standard: 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Science and Engineering Practices: *Developing and using models*
	Adaptation 	Students learn how, in order to survive, everything must fit how and where it lives. "**Camouflage**" Students take on the role of animal "predators" and "prey" in a hide-and-seek-like simulation to explore how animals adapt to their habitat and exhibit certain characteristics that influence their survival and success. Objectives: (1) identify examples of adaptation in animals and (2) describe the importance of adaptation in animals. ESE Standard 2: The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. Science and Engineering Practices: *Engaging in argument from evidence*

Academic Offerings	Outdoor Engineering	**Fire-Making**	Students evaluate and troubleshoot design criteria to engineer the optimal campfire. Objectives: (1) design and build a campfire using the 3 criteria for fire: heat, fuel and oxygen (2) create a plan to test your design on how it performed for each of the 3 criteria (3) collect data and evaluate areas where the design could be improved to better meet the criteria for fire to occur. 3-5-ETS1-2 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. Science and Engineering Practices: *Planning and carrying out investigations*
		Shelter-building	Students engineer a survival shelter and compare designs to generate possible improvements. Objectives: (1) describe the necessary features and limits for shelter in the outdoors (2) work as a team to build a shelter using the features and limits we described (3) specify how your design solution solves the need for shelter and (4) share ideas and findings with others to generate a variety of possible solutions. 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Science and Engineering Practices: *Constructing explanations and designing solutions*

Recreational Activities	**Nature Crafts**	Students use seasonal elements of the natural world for artwork and craft-making. **"Dandelion Painting"** Students learn how different colored chemical pigments in flowers make different colored flowers and attract a variety of wildlife. Objectives: (1) create a watercolor paste from picked wildflowers (2) create different colors by altering the ph of your watercolor solution. (3) describe how various plant colors attract different animals. **"Weaving with Cedar Bark"** Students learn how Cedar is an important Northwest Indigenous cultural plant for making baskets and other tools and how Indigenous basketry designs are connected to nature, while learning basic weaving techniques. Objectives: (1) identify from a story how cedar is important for making baskets and how designs are connected to nature (2) practice weaving different designs using patterns provided. 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
	Archery	Students learn the fundamental skills and safety procedures necessary to accurately fire a bow and arrow. Students will be guided by USA Archery trained instructors, using equipment and procedures that meet accreditation requirements. Objectives: (1) identify how to safely use basic archery equipment (2) practice proper technique when firing a bow and arrow to strike a target accurately. PE1.13.6 Demonstrate correct technique for basic skills in one selected outdoor activity.

Recreational Activities	**Team-Building Course**	Students work together to overcome obstacles and practice SEL skills including communication, teamwork, responsibility and trust. The course features a variety of initiative games and 10 low-level, or "on the ground" elements that require teamwork among students to complete, challenging students both individually and together. Course activities can be customized to highlight, among other SEL skills: *perseverance, communication, trust, teamwork, and responsibility.* Learning Objectives are specific to the activities selected, based on the outcomes sought. *Ex.* (1) use a strategy for giving and receiving feedback while working in my group. (2) identify different roles based on the strengths of the members of my group. SEL Benchmark 3B: Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 6B: Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
	Climbing Tower	Students climb one of four routes on either a 30ft. tall auto-belay tower or 40ft. tower belayed by our trained staff. Students will be guided by nationally-certified instructors, using equipment and procedures that meet accreditation standards. Objectives: (1) demonstrate proper use of helmet, harness (2) practice techniques for using hands, arms, legs and feet to propel yourself up the wall. PE1.13.6 Demonstrate correct technique for basic skills in one selected outdoor activity.