

Hunt Hill Audubon Sanctuary's Teacher Planning Packet

“Where Your Learning Adventure Begins!”



HUNT HILL AUDUBON SANCTUARY

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Hunt Hill Audubon Sanctuary

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Introducing Hunt Hill Audubon Sanctuary...

Our Mission

Hunt Hill is a wildlife preserve and learning center, open to all, dedicated to fostering understanding, appreciation, and protection of the environment.

The Center

Situated on 500 acres of forests, bogs, a meadow and pristine glacial lakes, the Audubon Sanctuary offers an ideal setting in which to experience the world of nature.

Here, in a superb setting, nestled among rolling hills and sparkling lakes in Northwestern Wisconsin, the possibilities for outdoor adventure are endless. Hunt Hill is located about 10 miles south east of Spooner and 20 miles north of Rice Lake, WI.

The Atmosphere

For more than 50 years Hunt Hill has been home to quality programs for adults, families and children. We help develop a sense of self-esteem, community, and connection to nature.

At Hunt Hill, our hands-on approach to learning encourages the spirit of discovery and exploration. Students open their senses to the beauty and wonder of nature as they learn to canoe, camp, study nature and hike in the great outdoors.

Join us on your next learning adventure!

The Wildlife Sanctuary

Northern bogs, 150 year old oaks and clear, cool water provide a spectacular backdrop for your visit.

The spring and fall seasons always find Hunt Hill alive with wildlife. Search the shores for our nesting osprey and loon, or the concealed lodges of beaver and elusive otter.

Hike our trails and boardwalks to discover the world of carnivorous plants on our floating bog or the varieties of wildflowers in our prairie.

Paddle quietly through our calm waters or relax under the shade of a tree.

Lodging and Meals

Overnight participants enjoy comfortable accommodations that include double-occupancy rooms, hot showers, a dining hall famous for wholesome meals, and a private waterfront.

What makes Hunt Hill Unique?

The Historical Vision

Hunt Hill was donated to the National Audubon Society in 1955 by Frances Andrews. Her dream was to see the property used as an environmental education center where people could have the opportunity to learn about nature and enjoy the property in the same way that she did.

Frances' cabins still stand on "The Hill", and Hunt Hill's continuing educational programs provide strong testimony to the vision of an extraordinary individual.

Today

The Friends of Hunt Hill Audubon Sanctuary, Inc. manages Hunt Hill and is a nonprofit, membership-supported organization. Dedicated members, donors, volunteers and neighbors in the local community are the keystone to the Friends' success.



School Programs

Our diverse habitats and miles of hiking trails provide the perfect setting for students to immerse themselves in hands-on studies of the environment. We offer day and residential programs throughout the spring and fall, as well as special summer programs. Our unique outdoor laboratory, classroom space and staff provide an excellent day or overnight program for all grade levels.

Hunt Hill Facilities...

Accommodations: Buildings, Lodging, & Meals

A unique cedar barn houses the **dining hall** and modern kitchen facility, where meals may be prepared by our staff, or yours. Hunt Hill is well known for its wholesome, delicious meals! We prepare nutritiously balanced foods to promote a healthy lifestyle. Locally grown, organic produce is served whenever possible.

Our **nature store** and **loft** used for scientific studies, crafts and barn dances are also located in the cedar barn. The nature store offers shirts, books, postcards, snacks and other nature oriented gifts.

Three wooden residential facilities offer rustic, country charm for up to 90 people. The **Long Dorm** features 17 double-occupancy rooms decorated in country “bed and breakfast” style. The **Cross Dorm** features 4 spacious wings, each housing 6 - 14 students. The **Square Dorm** is one large room that houses 6-8 people. Each dorm, except the Square Dorm, offers bathrooms; and a **modern showerhouse**, complete with hot water, is just across the courtyard.



Classes and meetings are held in the beautiful **Lodge-Library**, where a complete nature and science library and fieldstone fireplace add to the experience.

Location

Hunt Hill Audubon Sanctuary is located just:

- 100 miles NE of Minneapolis - St. Paul
- 250 miles NW of Madison
- 85 miles SE of Duluth - Superior
- 70 miles N of Eau Claire
- 12 miles SE of Spooner

To Hunt Hill from Sarona (4.3 miles):

From Hwy 53 go 0.7 miles east on County Road D to the “T” at Pavlas Lake. Turn left on County Road P, go 0.2 miles, then take a right on to Audubon Road. Go 3.4 miles, Hunt Hill Road will be on your left. (The road changes from gravel to blacktop)

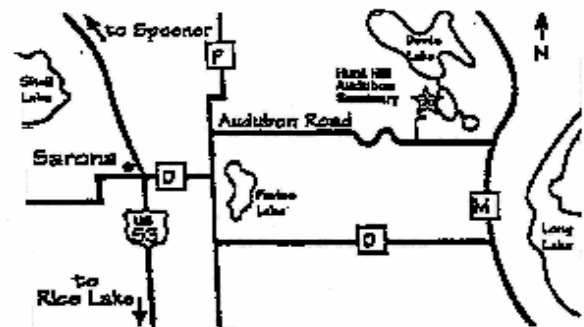
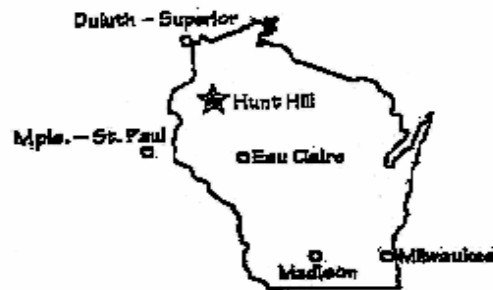
The Land

Nestled in the wooded, rolling hills of Washburn County, Hunt Hill Audubon Sanctuary is 500 acres of mature hardwood forest peppered with groves of ancient white pines; restored prairies whispering with grasses and wildflowers; black spruce and tamarack bogs; and three pristine, glacial lakes.



The diverse habitats support many plants and animals which have disappeared from other areas of Wisconsin due to habitat deterioration and fragmentation. The undisturbed aquatic and terrestrial communities support osprey, bald eagles, common loons, beaver, otter and fascinating plants such as orchids and the carnivorous pitcher plant.

Trails winding throughout provide excellent opportunities to study the flora and fauna, experience the tranquility of the sanctuary, and become aware of the natural environment that surrounds us. The waterfront provides canoeing and a “floating classroom” pontoon boat.



School Programs Curriculum

Elementary School Programs

Where Education and the Environment Come Together!

The following programs can be adjusted from 45 minutes to 2 hours and can be tailored to your group's needs. All programs are adapted to the participating age group. Programs are available dependent on staffing and season. Check with our Program Director for availability when choosing your date.

Lost in the Woods - Survival Skills

Learn the simple arts of wilderness survival. These three classes can be chosen independently or put together for a day of Survival Skills. This program can be adapted around the novel, Hatchet, by Gary Paulsen.

a. Fire Building

- Discuss the importance of fire
- Learn fire safety rules
- Demonstrate various fire starting methods
- Station rotation of each method
- Test skills in a 1-match challenge

Meets State Standards:

Environmental Education Standards-
A.4.1, A.4.2, A.4.3, D.4.1, D.4.2

b. Shelter Building

- Importance of shelter
- Discuss what makes a good shelter
- View a variety of shelters used over time
- Build a shelter
- Learn the principles of "Leave no Trace"

Meets State Standards

Environmental Education Standards-
A.4.1, A.4.2, A.4.3, D.4.1, D.4.2
Social Studies Standards - A.4.4

c. Food and Water in the Wild

- Importance of food and water
- Discover methods for finding safe water
- Investigate plant use over history
- Identify edible plants

Meets State Standards

Environmental Education Standards-
A.4.1, A.4.2, A.4.3, D.4.1, D.4.2

Winter Survival Skills

- Discuss the dangers of winter
- List the necessities of winter outdoor survival
- Learn about and create winter shelters
- Discover how to find food and water
- Uncover the secrets to starting a fire

Meets State Standards:

Environmental Education Standards - D.4.1, D.4.2
Science Standards - F.4.4
Health Standards - B.4.2, B.4.3, B.4.5, B.4.6, C.4.5

Habitats

These four classes can be chosen independently or put together as a Habitats Day.

a. Prairie Ecology

- Learn how to classify a prairie
- Examine the plants and animals of the prairie
- Study the effects of succession
- Game

Meets State Standards:

Science Standards - A.4.2, A.4.5
Environmental Education Standards - B.4.4, B.4.5



Shelter Building

b. Bog Ecology

- Understand how bogs form
- Discover unique adaptations of plants in a bog
- Examine plants and animals
- Explore our bog - actually walk in it!



Lady'slipper in bog

Meets State Standards:

Science Standards- A.4.5, F.4.1,
F.4.2, F.4.4
Environmental Education Standards-B.4.4, B.4.5, B.4.6

c. Forest Ecology

- Identify the layers of a forest
- Investigate old growth forests
- Learn to ID common trees
- Review and compete in a Tree-ID-Relay Race

Meets State Standards:

Science Standards - A.4.5, F.4.2
Environmental Education Standards-A.4.2, B.4.4,B.4.5

d. Lake Ecology

- Determine the percentage of freshwater
- Define a lake habitat
- Uncover the layers of a lake
- Explore the plants and animals
- Discuss how it is different than other systems

Meets State Standards:

Environmental Education Standards - B.4.4, B.4.5
Science Standards - F.4.4

Orienteering

These two classes can be chosen independently or put together as an Orienteering Experience.

Maps

- Discuss the importance of maps through history
- Learn to read a map
- Understand globe distortion
- Create a map of Hunt Hill
- Create their own map

Meets State Standards:

Social Studies Standards - A.4.1, A.4.5

Compass

- Discuss the history & importance
- Learn the parts and how to use a compass
- Practice pacing

- Test ability to use a compass in one of our interactive courses

Meets State Standards

Social Studies Standards - A.4.1

ANIMALS!

We have a variety of programs focusing on animals. These programs will use the following generalized outline:

- Explore characteristics of the animal/s
- Learn about the dangers they face
- Discover adaptations that make them successful
- Review common types
- Hike to find signs of or find the actual animal
- Engage in interactive activities

This list includes, but is not limited to:

- Butterflies - Bats - Spiders - Odonata
- Wolves - Bear - Rodents - Owl Pellets

Meets State Standards

Environmental Education Standards - B.4.6
Science Standards - F.4.1, F.4.3

Insect? Bug? Arthropod?

- Describe how 'bugs' are classified
- Test student understanding with an insect-arthropod-'other' challenge
- Collect and identify their own specimens

Meets State Standards

Environmental Education Standards - A.4.2, A.4.3
Science Standards - F.4.1, F.4.3



Monarch Day Camp

Totally Turtles

- Learn about the anatomy of turtles
- Discover, through specimens and photos, the various types of turtles
- Tour our lake on the "floating classroom"

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4

Macro-invertebrate Mania

- Review insect life cycles
- Learn about Benthic Macroinvertebrates
- Discover how to identify specimens
- Hunt for B.M.s in one of our glacial lakes
- Determine water quality based on B.M.s

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4

Environmental Education Standards-A.4.2, A.4.3, A.4.4

Busy Beavers and Playful Otters

- Learn how to identify
- Inspect their roles in their communities
- Investigate and observe signs of beavers and otters - including their homes along our lake
- Play games to form a deeper understanding

Meets State Standards:

Science Standards - F.4.1, F.4.3, F.4.4

Amphibians

- Investigate the life cycle of amphibians
- Compare & contrast amphibians
- List and learn about local species of amphibians
- Hunt for local species

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4



Birds

- Define characteristics of birds
- Discover the adaptations that allow birds to fly
- Assess the importance of migration
- Explore forest, prairie and water's edge for different bird species

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4

Environmental Education Standards - B.4.6



Wild Wing-ed Things

- List Wisconsin animals that have wings
- Describe a few very different categories
 - Bats (characteristics, examples: Little Brown Bat, Unique Species)
 - Birds (characteristics, examples: loon, eagle, hummingbird)
 - Butterflies (characteristics, examples: monarch, viceroy, others)
- Explore the areas around camp where these animals are commonly found

Meets State Standards

Science Standards - F.4.1

Environmental Education Standards - B.4.6

Carnivores of the Northwoods

- Discuss differences in consumers and producers
- Explore relationships of consumers & producers
- Discover adaptations of Wisconsin's carnivores
- Role-play in a series of predator-prey games

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4

Environmental Education Standards - B.4.6

Wildlife Ecology

- Identify & interpret systems in home and nature
- Review organism's needs for survival
- Uncover the connections in a food web
- Become an animal in Quick Frozen Critters

Meets State Standards:

Environmental Education Standards-B.4.1, B.4.4, B.4.6

Science Standards - F.4.1, F.4.4

Dangers in the Animal World

- Discuss the dangers animals face in the wild
- Explore the ways animals survive

- Engage in a series of games to understand struggles and dangers in the animal world

Meets State Standards

Environmental Education Standards - B.4.1, B.4.6
Science Standards - F.4.1

Wildlife Detectives

- Discover how to identify animals without seeing them first-hand
- Learn how to identify animal tracks, scat & signs
- Find and investigate various animal signs

Meets State Standards

Science Standards - F.4.4
Environmental Education Standards - A.4.1, A.4.2, A.4.3



Rabbit Wolf Game

Predator/Prey

- Define predator and prey
- Learn about the limiting factors of populations
- Role-play predator & prey relationships = Games!

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4
Environmental Education Standards - B.4.1, B.4.6

Worm Invasion

- Briefly learn the history of the worm invasion
- Discover the impact of worms in our area
- Extract, identify and record worm numbers
- Discuss the results of the extraction

Meets State Standards

Environmental Education Standards - A.4.1, A.4.2, A.4.3

Adaptation!

- Define adaptation
- Explore why and how plants and animals have adapted to survive in their environments
- Discover the variety and function of bird beaks in an interactive bird beak game

Meets State Standards

Environmental Education Standards - A.4.1, A.4.2,
A.4.3, B.4.6
Science Standards - F.4.1, F.4.2, F.4.3, F.4.4

Invasive Invaders!

- Define invasive species
- Explore their impacts on native flora and fauna
- Learn how people fight these invasives
- Create a list of local invasives
- Explore Hunt Hill and identify some of these intruders

Meets State Standards

Environmental Education Standards - A.4.1, A.4.3,
A.4.4, B.4.6
Science Standards - A.4.5, F.4.1, F.4.4

Trees

- Participate in an interactive activity to learn the parts and functions of a tree
- Learn to identify the common trees of our area by their leaves
- Work with partners using a tree key
- In teams review leaves as they race in a leaf relay

Meets State Standards

Science Standards - F.4.1

Wildflowers

- Discover the parts of a flower
- Create a labeled drawing of a flower
- Discuss the importance of a flower to a plant
- Explore our meadow and identify flowers

Meets State Standards

Science Standards - F.4.1, F.4.3



Chicken Polypore Mushroom

Fun Fungi

- Create a chart to define the differences between plants and fungi
- Examine the anatomy of a mushroom
- Learn about a few common and unique mushrooms of our area
- Explore Hunt Hill to discover and identify fungi

Meets State Standards

Science Standards - F.4.1, F.4.3, F.4.4

Canoeing

- Learn a new life skill
- Explore clean and clear glacial lakes

Meets State Standards

Physical Education Standards: A.4.1., A.4.3.

Sensory Awareness

- Review 5 senses and how students can use them for making observations
- Touch pelts, plants, and even walk barefoot to develop descriptive explanations
- Sharpen sight through an unnatural trail/close-up observations/camouflage game
- Challenge sense of smell as students try to follow a 'pheromone trail'
- Listen to and list the sounds of nature
- Discover wild edibles

Meets State Standards

Environmental Education Standards - A.4.1, A.4.2, A.4.3

Co-operation/Team Building

- Build trust and communication within the group
- Challenge students to overcome fears
- Create an atmosphere of personal and group accomplishment
- Do this through interactive activities, such as:
 - Blind circle
 - The Wright Family
 - Birdie on a Perch
 - Group Accomplishment missions
 - Magic circle reflection

Meets State Standards

Health Education: A.4.1, B.4.6, C.4.5



Hayward 7th Graders



UW-GB Upward Bound

Basic Camping

- Define and discuss importance of leave no trace
- Examine basic supplies and precautions needed for a safe camp experience
- Learn to set up camp: Tents, fire, food
- Challenge students to find supplies blindfolded or race to save food in Bear Bag Boogie

Geology

- Define geology
- Discuss the processes that shape our world
- Review the 3 types of rocks on earth
- Construct a diagram of the rock cycle
- Discover the geologic history of Wisconsin
- Explore Hunt Hill for signs of geologic forces

Meets State Standards

Science Standards - E.4.1

Glaciers

- Learn how a glacier is formed
- Demonstrate how a glacier moves and affects the land beneath it
- See how Wisconsin was shaped by glaciers
- Explore the glacial impacts left at Hunt Hill

Meets State Standards

Environmental Education Standards - A.4.1, A.4.2, A.4.3

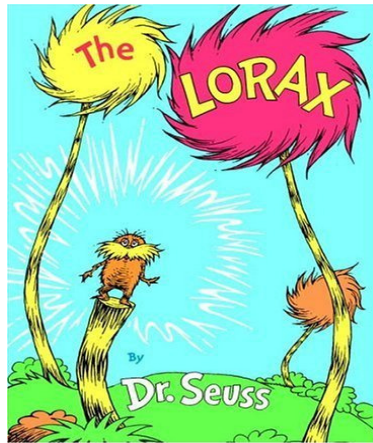
Recycle/Reduce/Reuse

- Review the 3 R's
- Examine renewable and nonrenewable resources
- Critique personal use of products
- Question current product's wastefulness
- Create a list of ways to recycle, reduce, and reuse personally, in schools and as a community

Meets State Standards

Environmental Education Standards - B.4.9, C.4.1, C.4.2, D.4.3, D.4.5, D.4.6, E.4.2

I
Speak
for
the
Trees



- Read Dr. Seuss's : The Lorax
- Create a mock trial to explore key environmental topics such as industry, environmental pollution, and greed
- Compare the story to their lives and community
- Investigate solutions to solve these problems
- Decide what they and their communities can do to protect their resources

Meets State Standards

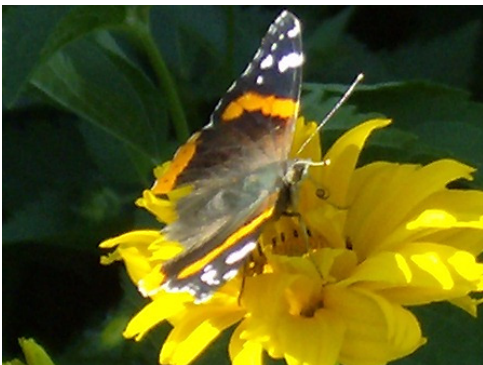
Language Arts Standard - F.4.1
Environmental Education Standards - B.4.9, C.4.1,
C.4.5, D.4.1, D.4.2, D.4.3, D.4.5, D.4.6
Social Studies - A.4.4, A.4.8

Sustainability

- Define sustainability and its importance
- Evaluate local communities for use of sustainable or non-sustainable use of resources
- Discuss the barriers to sustainability
- Brainstorm ways to create a sustainable school and community
- Create an action plan

Meets State Standards

Environmental Education Standards - A.4.1, A.4.2,
A.4.3, B.4.9, B.4.10, C.4.1, C.4.2, C.4.5, D.4.1, D.4.2,
D.4.5, E.4.2



Red Admiral

Middle School Programs:

The following programs are geared towards older students. Although many follow the same outline as those listed under the Elementary School Programs, they are designed to focus more on student review of knowledge and research of the topic. To learn more about the starred (*) programs, refer to the Elementary School Program outlines.

Lost in the Woods: Survival Skills *

- a. Fire Building
- b. Shelter Building
- c. Food and Water in the Wild

Meets State Standards

Science Standards - D.8.6



Winter Camping Lean-To

Winter Survival Skills *

Meets State Standards

Science Standards - F.8.6
Health Standards - A.8.2, B.8.3, B.8.6

Habitats *

- a. Prairie
- b. Bog
- c. Forest
- d. Lake

Meets State Standards

Environmental Education Standards - B.8.2, B.8.6,
B.8.8, B.8.15

Orienteering *

- a. Maps
- b. Compass

Meets State Standards

Social Studies Standards- A.8.1

ANIMALS! *

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.7, F.8.8, F.8.9
Environmental Education Standards - B.8.8

Insect? Bug? Arthropod

- Learn about the taxonomic distinctions of the 'bug' group
- Identify major body parts
- Collect and identify specimens

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.7, F.8.8



Webster Frog Hunt

Macro Invertebrate Mania *

Meets State Standards

Science Standards - C.8.1, C.8.2, C.8.3, C.8.6, F.8.2, F.8.7

Amphibians *

- Investigate the life cycle of amphibians
- Learn about bioindicators
- Apply knowledge to explain anuran decline and increases in mutation
- List and learn about local species of amphibians

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.6, F.8.7, F.8.8, F.8.9
Environmental Education Standards - B.8.15

Carnivores of the Northwoods *

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.7, F.8.8, F.8.9
Environmental Education Standards - B.8.8

Wildlife Ecology

- Review organism's needs for survival
- Study how organisms both depend on and contribute to the balance/imbalance of populations

Meets State Standards

Science Standards - F.8.2, F.8.7, F.8.8, F.8.9, F.8.10

Wildlife Detectives *

Meets State Standards

Science Standards - C.8.1, C.8.2, C.8.3, F.8.7
Environmental Education Standards - B.8.8

Predator - Prey *

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.7, F.8.8, F.8.9
Environmental Education Standards - B.8.8

Worm Invasion *

Meets State Standards

Science Standards-A.8.2, C.8.1 - 8.7 & 8.9 - 8.11, E.8.4

Adaptations *

Meets State Standards

Science Standards - C.8.1, F.8.1, F.8.2, F.8.5, F.8.7
Environmental Education Standards - B.8.8

Invasive Invaders *

Meets State Standards

Science Standards - F.8.8, F.8.9
Environmental Education Standards - B.8.8, B.8.15

Water Ecology

- Create a diagram of the water cycle
- Discuss how pollution affects our water supply
- Test water quality through a variety of tests:
 - pH, Dissolved Oxygen, Nitrates, Water Clarity, Temperature, Carbon Dioxide, and/or Survey macroinvertebrates
- Analyze and interpret results

Meets state standards

Science Standards - C.8.1 - 8.7 & 8.9 - 8.11, D.8.1
Environmental Education Standards - C.8.2



RCMS students testing pH

Trees

- Review the parts and functions of a tree
- Master the use of a Taxonomic Tree Key
- Practice aging individual and groups of trees

Meets State Standards

Science Standards - C.8.1-C.8.7, F.8.1

Visiting the Vascular-Plants

- Learn anatomy & physiology of vascular plants
- Examine the importance of root surface area through a demonstration
- Study the stem through a series of exploratory and scenario activities.
- Discover the secret world of the leaf with microscopes, plastic bags and acting
- Challenge new knowledge with the 'What habitat do I belong?' activity
- Path of the seed

Meets State Standards

Science Standards - C.8.1, C.8.3, D.8.2, F.8.1

Wildflowers *

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.7, F.8.8

Fun Fungi *

Meets State Standards

Science Standards - F.8.1, F.8.2, F.8.5, F.8.7, F.8.8

Canoeing *

Meets State Standards

Physical Education Standards - A.8.3, B.8.3



UW-Stout Upward Bound

Co-operation/ Team Building *

Meets State Standards

Health Education Standards- B.8.3, B.8.6



Webster Summer School

Sensory Awareness *

- Tweak student observation skills to prepare them for experiments in the classroom
- Series of activities help focus student senses

Meets State Standards

Science Standards - C.8.1

Basic Camping *

Geology *

Meets State Standards

Science Standards - D.8.5, D.8.6, E.8.3, E.8.5

Social Studies Standards - A.8.6

Glaciers *

Meets State Standards

Science Standards B.8.2, D.8.5, D.8.6, E.8.3, E.8.5

Social Studies Standards - A.8.6

Recycle/Reduce/Reuse -*

Meets State Standards

Science Standards - E.8.6, F.8.10

Social Studies Standards - A.8.11

Environmental Education Standards - B.8.15, B.8.20,

D.8.3, D.8.5, D.8.6, E.8.1

Sustainability *

Meets State Standards

Science Standards E.8.6, F.8.9, F.8.10

Environmental Education Standards - B.8.15, C.8.3, D.8.3,

D.8.5, D.8.6, E.8.1

I Speak for the Trees *

Meets State Standards

Science Standards - B.8.2, F.8.8, F.8.9, F.8.10, G.8.3

Environmental Education Standards - B.8.15, C.8.1, C.8.3,

D.8.1, D.8.2, D.8.3, D.8.5, D.8.6, E.8.1

English Standards - A.8.1, A.8.2, C.8.1, C.8.3

Social Studies Standards - A.8.6, A.8.11

Evening Activities

Activities that can be chosen for residential campers.

Mystery of the Loon

Learn more about this unique bird. Discuss the following: Why do loons have red eyes? How do they fly? Why do they have trouble walking? And many more!

Wisconsin's Timber Wolves

This presentation and discussion will challenge fact and fiction and confront misconceptions people hold about wolves and their impacts on the natural world.

Capture the Flag

Engage students in this team game as they attempt to steal the opposing teams flag. A great activity to run off steam before lights out.

Nature Quiz Show

Students review day's information in a fun game format.

Journaling

Spend quiet time reflecting on the days at Hunt Hill. Through prompts, partners and group discussions, students will discuss and record their experiences.

Night Hikes

During this unique experience discover the night life in the forest. Listen for wildlife, adjust your eyes to the darkness, view the night sky, and learn how animals have adapted to the night.

In Silent Flight

Learn about the physical characteristics of the owl. Watch a presentation on owls of Wisconsin and hear their calls. Discuss the diet of the owl and finish off the program with the dissection of owl pellets

Campfire Fun!

Sing silly songs, watch wacky skits, and all around the campfire. The fire ring provides a fun and relaxing atmosphere to build group dynamics. Depending on the group size, you may get to indulge in marshmallow roasting.

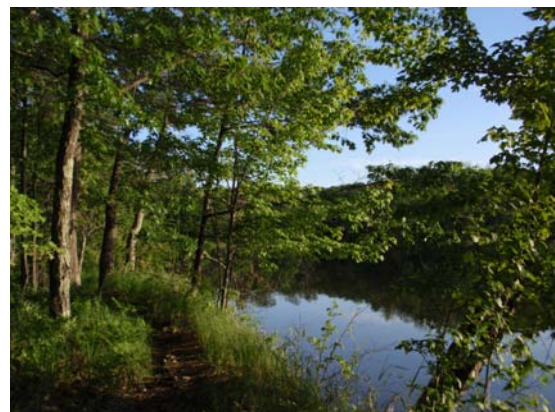
Blue Eyes - Brown Eyes

Watch a short documentary about a teacher who opened her students' eyes to discrimination. Then discuss how discrimination, cliques, bullying and unfair judgments affect us and our loved ones.

Tips from Teachers who have attended Hunt Hill

Here are some helpful hints that teachers have shared with us about planning a trip to Hunt Hill:

1. Hold a chaperone meeting before the trip to provide information and set expectations.
2. Place parents in a Field Group separate from their child. This allows the child to get more out of the experience, and the parent to focus on being a chaperone for all of the children under their care.
3. Have older children who have been on the trip the previous year make a presentation to the younger students on what to expect.
4. Prepare copies of Field Groups so chaperones will know the names of students in their group.
5. Provide the students with journals to fill out in the evening for residential campers to encourage reflection about their experience. You can also use this to generate a writing assignment back at school.
6. For multiple grade levels, consult with the Program Director about how to provide different programs for each grade level. This allows students who will be returning to receive new information and experiences every year.



Bear Trail

Residential Camps

Residential camps are a great option to encourage student-student and student-teacher bonding. Staying overnight gives students a full spectrum experience and allows for a more diverse and/or more in depth program schedule.

Sample Daily Schedule for Residential Camps

8:00am	Breakfast
9:00	Field Groups
10:30	Field Groups
12:00	Lunch
1:00	Field Groups
2:30	Field Groups
4:00	Recreation/waterfront
5:00	Rest/Journal time
5:30	Dinner
6:30	Evening Chores
7:00	Evening Program
8:30	Dormitories

Dormitories and Meals

A unique cedar barn houses the dining hall and modern kitchen facility where meals are prepared by our staff, or yours. Hunt Hill is well known for its wholesome, delicious meals! We prepare nutritiously balanced foods to promote a healthy lifestyle. Locally grown, organic produce is served whenever possible.

Two wooden residential facilities offer rustic, country charm for up to 80 people. The Long Dorm features 17 double-occupancy rooms decorated in country 'bed and breakfast' style. The Cross Dorm features 4 spacious wings, each housing 6-14 students. The Square Dorm is one large room that houses 6-8 people. Each dorm, except the square dorm, offers bathrooms and a modern showerhouse, complete with hot water, just across the courtyard.

What to Bring to Residential Camp

- Warm sleeping bag or blanket roll and pillow
- Clothing:
 - Warm shirts and pants: sweater, jacket, wool socks, hat and gloves
 - Shorts, t-shirts, underwear
 - Comfortable shoes for hiking (preferably no flip flops) and water/shower shoes
 - Raingear - Very Important!!
 - Swimsuit
- Sunscreen
- Toothbrush, toothpaste, soap, shampoo, towel, etc
- Day pack or back pack with water bottle

OPTIONAL

- Notebook/journal, books, flashlight & batteries
- Insect repellent, binoculars, camera, sunglasses

PLEASE DO NOT BRING

- Stereos, cell phones, I-Pods, walkmans, fireworks, electric appliances, etc.



Hunt Hill Sanctuary Residential Accommodations



LONG DORM:

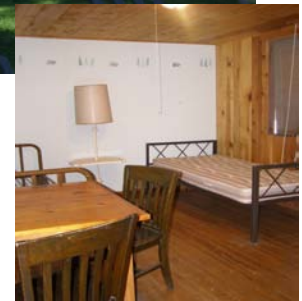
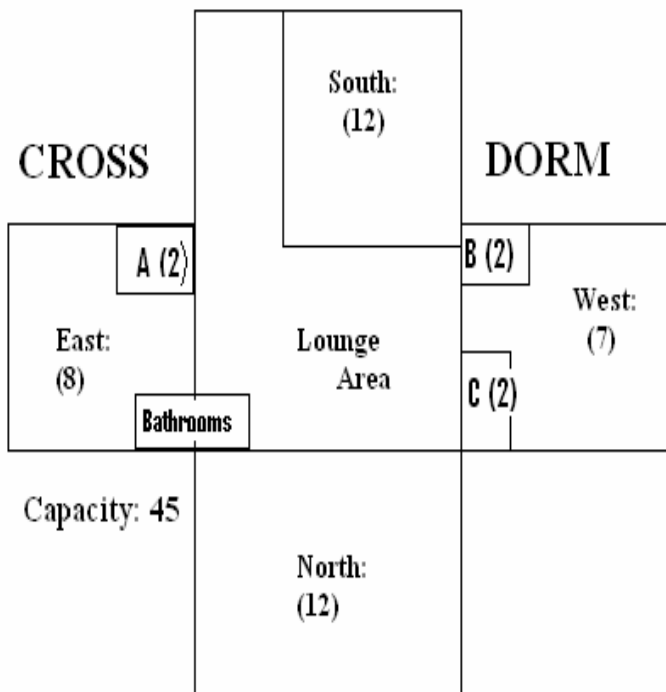
1	3	5	7	9	11	13	15	17
2	4	6	8	WASH ROOM	10	12	14	16

Capacity: 38 Beds/Room: 2 (Rooms 16 & 17 each have 4 beds)



SQUARE DORM:

Capacity: 8



Day Camps

Day camps are a good choice when you are working with a group of young students or are on a tight budget. With this option, children arrive at school at the normal start time and are back to school in time to ride buses home at the end of the school day, thus avoiding the confusion of arranging rides.

Sample Daily Schedule for Day Camps

- 9:00 Orientation to Hunt Hill
- 9:15 Field classes
- 12:00 Lunch
- 12:30 Field classes
- 2:15 Closing Circle
- 2:30 Depart

This outline is just a generalization and is adjusted based on time of arrival and time of departure. Programs can range from 45 minutes up to 2 hours. Program length is generally determined by topic, age, overall length of day and teacher's request of programs.

What to Bring to Day Camp



- Lunch/drink
- Backpack
- Water bottle
- Jacket or sweatshirt
- Raingear
- Shoes you don't mind getting wet/dirty
- Sun block
- Bug repellent
- Optional: Camera, sun glasses, hat, etc.



Fundraising

To help defer your costs, we highly encourage fundraising, especially for the residential camps. If there is any way we can help you in your fundraising effort please let us know. We can bring PowerPoint presentations to your parent group meetings, local businesses, or administration. We want every school that is interested to have the chance to come out and visit us, no matter what the obstacle. Some fundraising ideas:

- **Recycling** Aluminum continues to be one of the most profitable materials to recycle. Consider setting up bins in teachers' lounge, or at sports events. You can also have students bring cans from home.
- **Trash a Thon** For a combo fundraiser and environmental project, collect trash along the roads. Students can get pledges per bag or per pound.
- **Local Business** Solicit from local businesses, especially those who directly benefit from the environment; e.g. Power companies, Lake associations, etc.
- **Scholarship Coin Can:** Cut a hole in top of a can and have students throw in change to provide money for scholarships

Hunt Hill Audubon Sanctuary School and Program Contract

Name of Group: ___ Coordinator: ___

Address: ___ Email: ___

City, State, Zip: ___ Phone: ___

Arrival date/ time: ___ Departure date/ time ___

Total # Attending: ___ Adults M/F: ___ Youth M/F: ___

SERVICE PROVIDED	Day	Residential	Totals
PROGRAMMING			
STAFFED PLAN Per person/each day includes facilities, program equipment, orientation, closing, programming by Hunt Hill staff. Group size limited to 10-12/staff member. # youth ___ x	\$7.10		\$ ___
UNSTAFFED PLAN @person @day includes orientation, closing, program equipment, Learning Center. Group provides own program and staff. \$75 day minimum charge # youth ___ x	\$3.65		\$ ___
OUTREACH PROGRAMMING			
Nikki Nelson – per program	\$150		\$ ___
Kevin McMullin – per program	\$300-\$500		\$ ___
BUILDING USE			
NON CERTIFIED COOK ORIENTATION - required	\$15	\$15	\$ ___
Kitchen/Dining Hall Combo; 100 max #days ___x	\$175	\$175	\$ ___
Barn Loft - 100 max #days ___x	\$75	\$75	\$ ___
Program Learning Center - 150 max #days ___x	\$100	\$100	\$ ___
Library - 70 max #days ___x	\$75	\$75	\$ ___
TOTAL BUILDING USE			\$ ___
CABIN USAGE			
Andrews Cabin or Log Cabin - 4-6 people/ per night #days ___ x		\$100	\$ ___
cabin per weekend		\$175	\$ ___
cabin per week		\$500	\$ ___
OTHER SERVICES			
Birthday Parties # youth ___ with \$50 minimum	\$5		\$ ___
Nature Store Time Requested ___	NC	NC	
Campfire Circle-lower parking lot	NC	NC	
Campfire Pit - library	NC	NC	
Prairie Platform Tent classroom - 12 max	NC	NC	
Canoes - 17 available. Lifeguard Required. No lifeguard required for adults or if under 18 w/parents only.	NC	NC	
Lifeguard (each hour; minimum 2 hours) #hours ___ x	\$15	\$15	\$ ___
Pontoon (each hour - 12 people max. Includes Hunt Hill staff driver) #hours ___ x	\$15	\$15	\$ ___
On-site Educator – every 10-12 participants #participants ___x	\$50	\$50	\$ ___
Off-site Educator – every 10-12 participants #participants ___x	\$70	\$70	\$ ___
RESIDENTIAL FEES			
All Inclusive Plan			
Lodging, food and cook, building to suit group size #Adult ___ x # days ___		\$47	\$ ___
# Youth ___x # days ___		\$39	\$ ___

Tent camping	Bring your own tent. #tents ___ x		\$10 each tent	\$__
	Use of Hunt Hill tents. #tents ___ x		\$15 each tent	\$__
Dorm capacities	Long dorm – 38 beds, 2 beds/room, inside bathroom. Cross Dorm – 42 beds, 4 wings, 3 staff rooms w/2beds, inside bathroom. Square Dorm – 6-8 beds, one large room, no bathroom.			
Dorm Rooms:	# persons ___ x # nights ___ =		\$14/night/ youth \$22/ night/adult	\$__
Linens are not available. Campers bring along bedding, pillows, towels.				
MEALS				
Meals: Cost/person/meal. Includes use of kitchen/dining hall. Cost can be adjusted with menu choice.		\$25 total	\$25 total	
	#person ___ x snack	\$3	\$3	\$__
	#person ___ x breakfast	\$5	\$5	\$__
	#person ___ x lunch	\$7	\$7	\$__
	#person ___ x dinner	\$10	\$10	\$__
Total due for Programming, Buildings, and Other Services				\$__
Residential camps only – ADDITIONAL SEPARATE BREACH OF CONTRACT AND DAMAGES DEPOSIT CHECK (refundable) for \$100 is also enclosed. It will be returned to your group if there has been no breach of contract or damages. Damages in excess of \$100 will be billed to you.				
			\$100	\$__

RESERVATION DEPOSIT (1/2 of total) return with signed contract \$__

A DEPOSIT (refundable up to 30 days prior to your reservation date; non-refundable thereafter) equal to 50% of your total fees, along with your signed contract returned to Hunt Hill reserves your group's dates. **IMPORTANT:** All dates are only tentative until deposit and contract are received at Hunt Hill. Delays in returning contract may result in loss of your date.

FINAL PAYMENT DUE..... \$__

Final Bill will be completed upon your departure, and if final # of participants is different than listed, we will adjust bill accordingly. The number of Hunt Hill staff members scheduled is based on your groups estimated # of participants as shown on the contract. If actual # of participants attending is reduced, with no 48 hour advanced notice of your arrival date, your group will be charged for each additional staff at \$67.50/ staff member. Your group will be billed minimum charges for additional program options wherever indicated. *FINAL PAYMENT IS DUE ON DEPARTURE, unless prior arrangements have been made.*

INSURANCE IS NOT PROVIDED.

Health insurance coverage is provided by your group or campers' families.

CONTRACTUAL AGREEMENT: By signing, we agree to use the Hunt Hill Audubon Sanctuary as specified above, and to abide by the rules and regulations received with this agreement (enclosed).

Group Representative: _____ Date: _____

Sanctuary Representative: _____ Date: _____

For Office use only:

Deposit received - Date: _____ Amount: \$ _____ Check # _____

Additional payment received Date: _____ Amount: \$ _____ Check # _____

**HUNT HILL AUDUBON SANCTUARY MEDICAL FORM
REQUIRED FOR ALL RESIDENTIAL CAMPERS**

PROGRAM: _____ DATE: _____

FULL NAME: _____

Street, City, State, Zip: _____

PHONE: (H) _____ (C) _____ (W) _____

DATE OF BIRTH: _____ AGE: _____

Our camp provides first aid only. In the event of illness, or injury, a doctor will be called at the participant's expense. In an emergency, the camper will be transported to Spooner Memorial Hospital, unless preference is noted here: _____

In case of emergency, who should be notified?

NAME: _____ RELATIONSHIP: _____

STREET: _____ PHONE: (H) _____

CITY: _____ STATE _____ ZIP _____ (C) _____ (W) _____

FAMILY DR: _____ CLINIC _____

ADDRESS _____ PHONE _____

HEALTH CONDITIONS AND ALLERGIES

Are your activities in any way limited now? _____

Have you been ill recently? _____ With what? _____

Are you allergic to any medication? (specify) _____

Are you allergic to insects or plants we might encounter on a fieldtrip? _____

Are you currently taking any medication the staff should be aware of? _____

Approval to give: Tylenol _____ Benadryl _____ Date last tetanus booster: _____

DIETARY NEEDS AND FOOD ALLERGIES

Please list any special dietary needs or food allergies that our staff should be aware of when preparing meals:

PAST MEDICAL HISTORY

Any history of asthma or severe allergic reaction? _____

Previous surgery? _____

Previous severe injuries (broken bones – major trauma)? _____

Previous hospitalization? _____

Any problem requiring regular medical attention? _____

Signature: _____ Date _____

Field Groups

School _____

Assign 10-12 students and at least 1 adult to each field group. Students will attend all classes and evening programs with their field group. For best results, include girls and boys in each group and split up behaviorally challenging children. Please **number** your Field Groups and indicate **grade level** if you have multiple grades.

Field Group # _____

Field Group # _____

1.

1.

2

2

3

3

4

4

5

5

6

6

7

7

8

8

9

9

10

10

Adults

Adults

1

1

2

2

Frequently Asked Questions

What are the program goals? Hunt Hill Audubon Sanctuary's program is designed to increase students' appreciation, understanding, and concern for the environment and with each other. We do this through an active, experiential learning process. We work to provide tools and inspiration about how each of us can actively work toward a better environment.

What teacher - student ratio is recommended? To maximize the learning "environment" at Hunt Hill, we recommend a 1-10 ratio for field groups.

Why is it a residential center? Hunt Hill Audubon Sanctuary was designed and built to provide education in a residential setting. Not only does an overnight experience provide time for more topics of study, but it also adds a special quality unmatched in any other type of field trip. Living and learning together, students develop a sense of trust, cooperation, and responsibility. Night hikes, campfire programs, and other evening activities create special bonds between students and often comprise the most memorable moments of the trip. Residential programs can run from two to five-day experiences. The length of stay chosen determines how many of your educational goals can be achieved.

What about one-day visits? In a one-day visit, we hope to increase students' awareness and appreciation of the natural world. Most of the programs described in this booklet can be tailored to a one-day visit. In a one-day program, students can gain basic technical knowledge about how natural systems work, address key environmental issues, and become sufficiently inspired to work toward a better environment.

Why is Hunt Hill environmentally and educationally unique? Old growth forests, ancient pines, tamarack bogs, glacial lakes and restored prairie ecosystems make our center an ideal setting to study and enjoy the world around us. The center also has a rich history which is reflected by its beautiful and historic buildings, dating back to the 1800's. Educationally, Hunt Hill strives to foster creativity, innovative thought, and environmental awareness in the students through an experiential, hands-on approach to learning.

Who conducts the programs? Programs may be carried out by our own experienced staff or you may facilitate your own programs. Shared teaching by both our staff and yours is also an option, combining the talents of both places. Our staff are dedicated professionals and educators with a solid background in natural historic outdoor skills and education.

What's my role? Most of the lead teacher's responsibilities deal with pre-trip preparations, unless you decide to facilitate your own program. During the program we encourage you to be a role model of the rules of camp and encourage students and chaperones to actively participate in programs and be stewards of our buildings and overall property.

Some of my students have special needs. Will they be able to participate? In most cases, yes. We can customize many of our classes to make them fun and accessible for most students. We have wide trails and a golf cart available to access many of our natural areas. Please discuss any special needs with us ahead of time so that we can prepare to meet them.

During what seasons does Hunt Hill operate? Our residential season is from April until late October each year. We are open for day visits year-round, and offer additional outreach programs directly in your schools. Contact the Program Director for more information on Outreach Programs.

WISCONSIN'S MODEL ACADEMIC STANDARDS

Science Content and Performance Standards

Science Connections

A.4.2 When faced with a science-related problem, decide what evidence, models, or explanations previously studied can be used to better understand what is happening now

A.4.5 When studying a science-related problem, decide what changes over time are occurring or have occurred

Nature of science

B.8.2 Identify and describe major changes that have occurred over in conceptual models and explanations in the earth and space, life and environmental, and physical sciences and identify the people, cultures, and conditions that led to these developments

Science Inquiry

C.8.1 Identify* questions they can investigate* using resources and equipment they have available

C.8.2 Identify* data and locate sources of information including their own records to answer the questions being investigated

C.8.3 Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions

C.8.4 Use inferences* to help decide possible results of their investigations, use observations to check their inferences

C.8.5 Use accepted scientific knowledge, models*, and theories* to explain* their results and to raise further questions about their investigations*

C.8.6 State what they have learned from investigations*, relating their inferences* to scientific knowledge and to data they have collected

C.8.7 Explain* their data & conclusions in ways that allow an audience to understand the questions they selected for investigation* and the answers they have developed

C.8.9 Evaluate*, explain*, and defend the validity of questions, hypotheses, and conclusions to their investigations*

C.8.10 Discuss the importance of their results and implications of their work with peers, teachers, and other adults

C.8.11 Raise further questions which still need to be answered

Physical Science

D.8.1 Observe, describe, and measure physical and chemical properties of elements and other substances to

theory to describe physical and chemical interactions among substances, including solids, liquids, and gases

D.8.5 While conducting investigations, explain the motion of objects by describing forces acting on them

D.8.6 While conducting investigations, explain the motion of objects using concepts of speed, velocity, acceleration, friction, momentum, and changes over time, among others, and apply these concepts and explanations to real-life situations outside the classroom

Earth and Space Science

E.4.1 Investigate that earth materials are composed of rocks and soils and correctly use the vocabulary for rocks, minerals, and soils during these investigations

E.8.3 Using the science themes during the process of investigation, describe climate, weather, ocean currents, soil movements and changes in the forces acting on the earth

E.8.4 Using the science themes, analyze the influence living organisms have had on the earth's systems, including their impact on the composition of the atmosphere and the weathering of rocks

E.8.5 Analyze the geologic and life history of the earth, including change over time, using various forms of scientific evidence

E.8.6 Describe through investigations the use of the earth's resources by humans in both past and current cultures, particularly how changes in the resources used for the past 100 years are the basis for efforts to conserve and recycle renewable and non-renewable resources

Life and Environment

F.4.1 Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive

F.4.2 Investigate* how organisms, especially plants, respond to both internal cues (the need for water) and external cues (changes in the environment)

F.4.3 Illustrate* the different ways that organisms grow through life stages and survive to produce new members of their type

F.4.4 Using the science themes*, develop explanations* for the connections among living and non-living things in various environments

F.8.1 Understand the structure and function of cells, organs, tissues, organ systems, and whole organisms

F.8.2 Show how organisms have adapted structures to match their functions, providing means of encouraging individual and group survival within specific environments

F.8.5 Show how different structures both reproduce and pass on characteristics of their group

- F.8.6** Understand that an organism is regulated both internally and externally
- F.8.7** Understand that an organism's behavior evolves through adaptation to its environment
- F.8.8** Show through investigations how organisms both depend on and contribute to the balance or imbalance of populations and/or ecosystems, which in turn contribute to the total system of life on the planet
- F.8.9** Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species
- F.8.10** Project how current trends in human resource use and population growth will influence the natural environment, and show how current policies affect those trends.

Science Applications

- G.8.3** Illustrate* the impact that science and technology have had, both good and bad, on careers, systems, society, environment, and quality of life

Environmental Education Content and Performance Standards

Questioning and Analysis

- A.4.1** Make observations, ask questions and plan environmental investigations
- A.4.2** Collect information, make predictions, and offer explanations about questions asked
- A.4.3** Develop answers, draw conclusions, and revise their personal understanding as needed based on their investigations
- A.4.4** Communicate their understanding to others in simple terms

Energy and Ecosystems

- B.4.1** Describe the flow of energy* in natural systems, citing the sun as the source of energy* on the earth; e.g., a food chain
- B.4.4** List the components of an ecosystem,* including the qualities of a healthy habitat*
- B.4.5** Describe natural and human-built ecosystems* in Wisconsin
- B.4.6** Cite examples of how different organisms adapt to their habitat*
- B.4.9** Distinguish between renewable* and nonrenewable* resources
- B.4.10** Describe how they use natural resources* in their daily lives
- B.8.2** Explain how change is a natural process, citing examples of succession,* evolution,* and extinction
- B.8.6** Describe major ecosystems* of Wisconsin
- B.8.8** Explain interactions among organisms or populations of organisms
- B.8.15** Analyze how people impact their environment through resource use

- B.8.20** Identify types of waste* and methods for waste* reduction

Environmental Issue Investigation Skills

- C.4.1** Identify environmental problems and issues
- C.4.2** Apply ideas of past, present, and future to specific environmental issues
- C.4.5** Identify proposed solutions to the issue and discuss arguments for and against the issue
- C.8.1** Define and provide examples of environmental issues,* explaining the role of beliefs,* attitudes, and values*
- C.8.2** Use environmental monitoring techniques; such as, observations, chemical analysis, and computer mapping software to collect data about environmental problems*
- C.8.3** Use questioning and analysis skills to determine beliefs, attitudes, and values held by people involved in an environmental issue
- C.8.4** Evaluate the credibility of information, recognizing social, economic, political, environmental, technological, and educational influences

Decision and Action Skills

- D.4.1** Demonstrate knowledge of a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences, and being aware of available resources
- D.4.2** Identify and give examples of short-term and long-term solutions to a problem*
- D.4.3** Identify two or more ways to take positive environmental action; e.g., posters, letters, and speeches
- D.4.5** Explain how to influence an environmental issue
- D.4.6** Develop a plan, either individually or in a group, to preserve the local environment
- D.8.1** Identify options for addressing an environmental issue* and evaluate the consequences of each option
- D.8.2** List the advantages and disadvantages of short-term and long-term solutions to an environmental issue* or problem*
- D.8.3** List reasons why an individual or group chooses to participate or not participate in an environmental activity in the home, school, or community
- D.8.5** Explain how personal actions can impact an environmental issue;* e.g., doing volunteer work in conservation
- D.8.6** Develop a plan for improving or maintaining some part of the local environment and identify their role in accomplishing this plan

Personal and civic responsibility

- E.4.2** Understand how their personal actions impact their civic responsibilities toward the environment
- E.8.1** Formulate a personal plan for environmental stewardship*

Social Studies Content and Performance and Standards

Geography

A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation

A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

English Language Arts Content and Performance Standards

Reading/Literature

A.8.1 Use effective reading strategies to achieve their purposes in reading.

A.8.2 Read, interpret, and critically analyze literature.

Research and Inquiry

F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

Oral Language

C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

C.8.3 Participate effectively in discussion.

Health Education Content and Performance Standards

Health Promotion and Disease Prevention

A.4.1 Identify positive mental, emotional, social, and physical factors that influence health

A.8.2 Analyze how environments and personal health are interrelated

Healthy Behaviors

B.4.2 Identify personal health needs

B.4.3 Compare the relative risk of various behaviors

B.4.5 Develop and practice injury prevention and management strategies for personal health

B.4.6 Demonstrate ways to avoid and reduce threatening situations

B.8.3 Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe

B.8.6 Demonstrate ways to avoid and reduce threatening situations

Goal Setting and Decision Making

C.4.5 Analyze how behaviors may have both good and bad consequences

Physical Education Content and Performance Standards

Leading an Active Lifestyle

A.4.1 Select and participate regularly in physical activities for the purpose of improving skill and maintaining good health

A.4.3 Identify several moderate to vigorous physical activities that provide personal Pleasure

A.8.3 Explore personal interests in a variety of new physical activities both in and out of the physical education class

Physical Skill Development

B.8.3 Demonstrate increasing competence in more advanced specialized physical skills

*To find out more, refer to Wisconsin DPI website