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friends of



outdoor
SCHOOL

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c/o E² Foundation
PO Box 20728
Portland, OR 97294-0728

www.FriendsOfOutdoorSchool.org



Outdoor School: No Child Left Inside!

Your gifts at work...

\$10 supplies educational materials for a week of Outdoor School.



\$25 makes a set of wood cookies for an entire class.



\$60 feeds one student for a week of Outdoor School.



\$150 furnishes bus transportation to Outdoor School for one class.



\$350 pays all the expenses for a week of Outdoor School.



\$500 provides training and a week of service to a high school volunteer.



\$1,000 pays an environmental educator for one week of Outdoor School.

friends of



outdoor
SCHOOL



www.friendsofoutdoorschool.org

Friends of Outdoor School members have:

- 🐾 Contributed over one million dollars to send students to Outdoor School (ODS).
- 🐾 Secured a permanent source of partial funding from Metro, so each fifth or sixth grade student in the region may attend Outdoor School.
- 🐾 Developed hundreds of community partnerships with local businesses and nonprofits on behalf of Outdoor School.

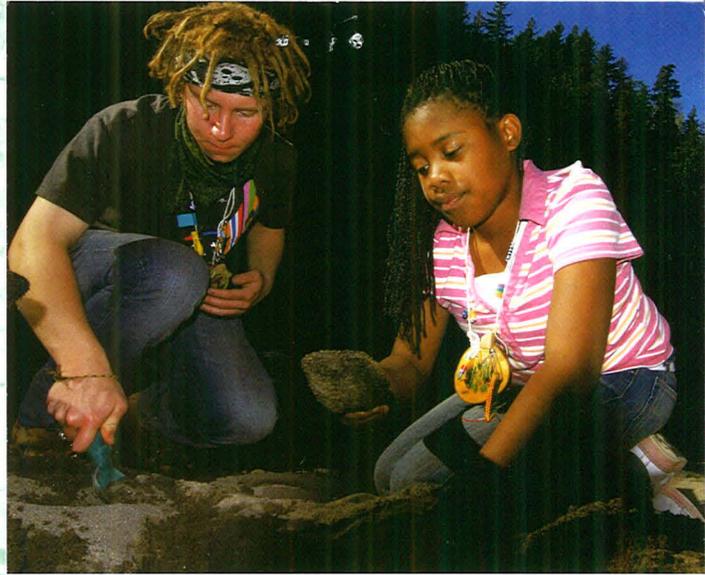
Our goals:

- 🐾 Make sure our community knows how to support Outdoor School.
- 🐾 Secure permanent funding sources so that all students in the region may attend Outdoor School.
- 🐾 Continue to develop partnerships with local businesses and nonprofits to raise the profile of Outdoor School.

Our mission:

- 🐾 Friends of Outdoor School is dedicated to preserving the Outdoor School experience for all students regardless of a student's ability, experience, income or background.

www.friendsofoutdoorschool.org
503.257.1774



"Student Leaders make learning fun so you can remember it."

– Molly, Sixth Grade

Outdoor School...

- 🐾 Provides hands-on learning.
- 🐾 Serves over 15,000 middle school students in the region every year.
- 🐾 Is a national model.
- 🐾 Provides a unique leadership opportunity to over 2,500 high school students annually.
- 🐾 Introduces students to careers in science, sustainability, teaching, and children's services.
- 🐾 Is part of our local heritage.
- 🐾 Creates tomorrow's conservation leaders.
- 🐾 Needs you!

Join us!

"It's not just a trip to the woods for the week. It's a critical part of our curriculum. Reading about the forest is a lot different from being in the forest."

- Cheryl Bland, Sixth Grade Teacher

Preparation & Follow-up

For several weeks before going to Outdoor School, the classroom teacher integrates the study of natural sciences into the regular curriculum. This infusion of the natural sciences into the total curriculum helps students gain the background to maximize their week of study at the Outdoor School site. A preparation workbook is provided for study prior to the Outdoor School experience, and a follow-up study guide assists the students in linking the Outdoor School curriculum to their home environment.

Teachers and students develop a new appreciation for each other during the Outdoor School week as they share new discoveries, ideas, and experiences. After returning from Outdoor School, many sixth-grade classes plan programs to share their information with parents and friends. Outdoor School is an excellent vehicle for reinforcing and enriching regular classroom instruction and curriculum. Through the week-long experience children gain a comprehensive knowledge in natural science, respect for other people, as well as pride in their state and its natural resources.

A service of Multnomah Education Service District



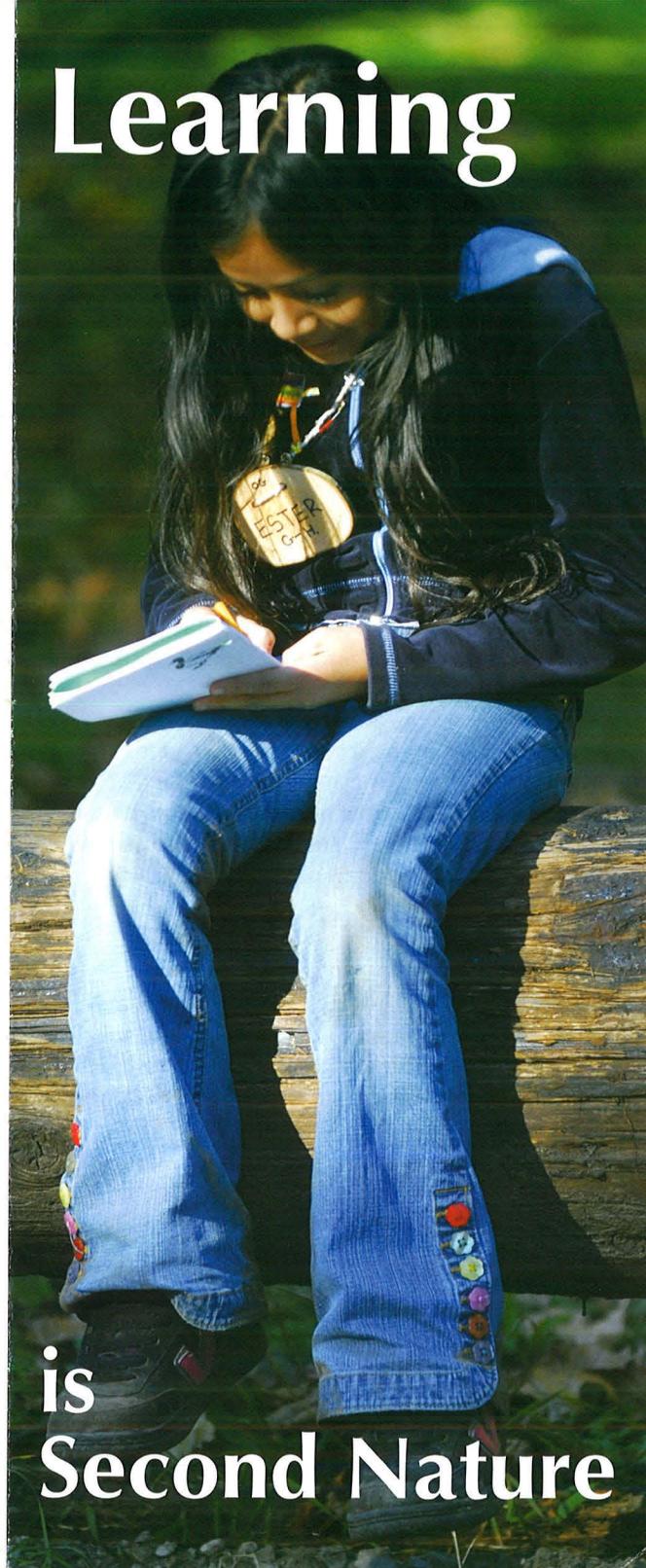
OUTDOOR EDUCATION

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<http://www.mesd.k12.or.us/os/OutdoorSchool/Welcome.html>

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Learning



is
Second Nature

A Classroom in the outdoors

Outdoor School takes sixth-grade students from the classroom to the outdoors where they can study those things best studied outdoors ... plants, animals, soil, and water. Outdoor education can take place in the school yard, vacant lot, or on a field trip, but the greatest gains are made when students can live in the outdoors for an extended period of time, at a resident Outdoor School.

Multnomah Education Service District offers this Outdoor School opportunity to all sixth-grade students in Multnomah county. During the fall and spring of each school year local youth camps are leased to provide comfortable living facilities close to the outdoor laboratory where students can learn firsthand about natural science. The program serves approximately 7,000 sixth-graders per year. Competent instructional staffs are employed to ensure a rich, 24-hour, living experience where, without interruption, sixth-graders and their teachers can explore forest, streams, and fields. In addition to trained adult staff, approximately 1,600 high school students are selected and trained each year to serve as student leaders with the program.

Outdoor School is an exciting and challenging experience for students. While learning about natural science and conservation, they apply acquired knowledge and skills in mathematics, social studies, language, health, art, and music. They use these skills to investigate, measure, and report discoveries in the natural sciences during the week they share with other sixth-grade children at the Outdoor School site. As a result, students learn faster, understand better, and retain information longer.



Why Outdoor School?

Oregon's economy and employment are based on its bountiful natural resources: timber, recreational opportunities, agricultural products, water, wildlife, and minerals. The extent to which Oregon's youngsters learn to understand and wisely use their natural resources today will largely determine their economic security in the future. Outdoor School teaches children about the natural sciences so they can use that information as adults to become knowledgeable citizens and voters. If a child can understand the natural process, then he or she can understand those factors that affect the natural process. Outdoor School teaches the natural process ... how nature works!

Study plots

At Outdoor School each sixth-grade class has a piece of land, called a "study plot," as its classroom. Each study plot (often several acres in size) provides access to a stream or lake, varieties of trees and shrubs, and an assortment of birds and animals. Since students are not limited by conventional classroom walls, they can see, hear, feel, and smell the realities of nature around them.

Vision & Beliefs

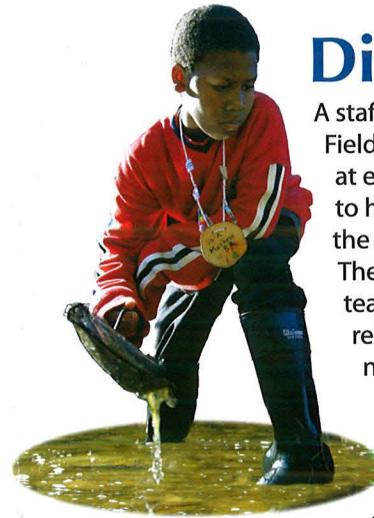
The Outdoor School Program provides innovative and collaborative leadership which enables our Districts' students to learn science and interpersonal skills in order to meet the diverse needs of a changing world.

The Outdoor School Program believes that it is our mission to:

- 🐾 Teach field-based science concepts as they relate to natural resources. This instruction is hands-on and meaningful for real life.
- 🐾 Provide instruction that promotes critical thinking and collaboration.
- 🐾 Extend science instruction beyond the classroom.
- 🐾 Implement a variety of planned activities that provide opportunities for participation in cooperative living experiences, performing arts, recreation, and structured events.
- 🐾 Provide for the safety, physical and medical needs of all students.
- 🐾 Promote self-esteem, leadership and confidence in sixth grade and high school students.
- 🐾 Practice gender/ethnic equity and honor and promote diversity and multicultural awareness.
- 🐾 Teach interpersonal skills and provide opportunities for the application of these skills across a variety of settings.
- 🐾 Address the needs of all learners regardless of individual learning differences or challenged conditions.
- 🐾 Treat each student and staff person with dignity and respect.

Duties

Each student is responsible for his or her own bed, cabin neatness, and personal cleanliness. Additionally, each living group is scheduled during the week to participate in the necessary tasks that keep the site operational during an Outdoor School session. At some point during the week, each child will set a table, serve food, clean tables, carry firewood, forecast the day's weather, and raise or lower the flag.



Discovery

A staff of highly qualified Field Instructors are present at each Outdoor School site to help students interpret the discoveries they make. These instructors help teachers point out the relationships between natural systems. With other Outdoor School staff members, the instructors lead small groups of students in learning

by discovery. With careful guidance by classroom teachers and Outdoor School staff, students find answers to their own questions through heightened powers of observation and reasoning. The sixth-graders begin to see and understand how the elements of nature exist in complex dependency. They see how humans can influence natural relationships. Wise use of resources assumes new meaning and importance as the students see how conservation affects them personally.

Meals

The entire student and adult population of each Outdoor School site eat daily meals in a central dining hall where experienced cooks prepare the balanced meals that make Outdoor School famous! Using a family style of dining, students readily conform to high standards of meal etiquette and decorum. After each meal, students give weather reports or announce cabin inspection results, and join in group singing.

New Friends

Outdoor School provides students with the opportunity to live with children from a diversity of social, economic, and ethnic backgrounds. A "living group" at Outdoor school consists of eight or ten children representing four or five schools from throughout Multnomah County. Each group of boys or girls is housed in a separate cabin under the leadership of a carefully selected and trained high school-age counselor. Mutual friendship and sensitivity soon develop within the living group.



Social Interaction

At Outdoor School the emphasis is on education with each child studying in the field for six hours each day. To provide some break from the field study, there is an hour-long recreation period each afternoon. Activities not readily available at regular school are featured, such as hiking, nature crafts, bait casting, archery, and outdoor cooking. Closing the activities of each day is an evening campfire program which includes student involvement in skits, songs, legends, and stories. There are also times during the day for sharing, letter-writing, and quiet reflection. An Outdoor School day is a fully scheduled, highly involved day which usually begins at 7:00 a.m. and ends at 9:00 p.m. for children!

Preparación y seguimiento

Varias semanas antes de asistir a la Escuela al Aire Libre, el maestro del salón integra el estudio de las ciencias naturales en el programa de estudios normal. La inserción de las ciencias naturales en el programa de estudios total ayuda a los estudiantes a adquirir la información básica para aprovechar al máximo su semana de estudios en el emplazamiento de la Escuela al Aire Libre. Antes de asistir a la Escuela al Aire Libre, los estudiantes reciben un libro de trabajo con el cual prepararse para la experiencia en el campo, y una guía de estudio de seguimiento los ayuda a conectar el programa de estudios de la Escuela al Aire Libre con su entorno acostumbrado.

Los maestros y los estudiantes desarrollan una nueva apreciación los unos por los otros durante la semana en la Escuela al Aire Libre al compartir nuevos descubrimientos, ideas y experiencias. Después de retornar de la Escuela al Aire Libre, muchas clases del 6to grado planifican programas para compartir información con padres y amigos. La Escuela al Aire Libre es un medio excelente para reforzar y enriquecer la instrucción y el programa de estudios en el salón de clases normal. Durante la experiencia de una semana de duración, los niños adquieren conocimientos amplios de las ciencias naturales, respeto hacia otras personas, así como orgullo por el estado en que viven y por sus recursos naturales.

Un servicio del Distrito de Servicios Educativos de Multnomah



EDUCACIÓN AL AIRE LIBRE

11611 NE Ainsworth Circle

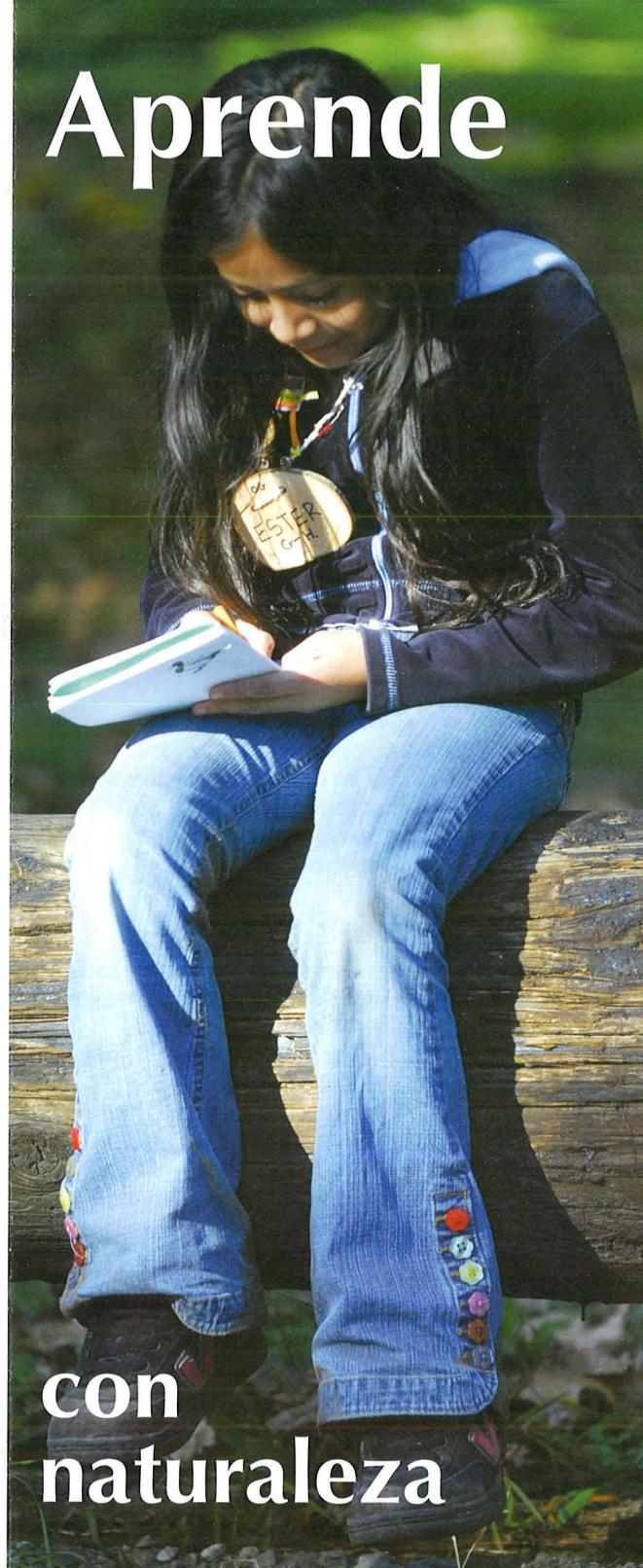
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en papel 60% reciclado

Aprende



con naturaleza

Un salón de clases al aire libre

La Escuela al Aire Libre lleva a estudiantes del 6to grado del salón de clases al aire libre, donde pueden estudiar las cosas que mejor se estudian a la intemperie: plantas, animales, el suelo y el agua. La educación al aire libre puede darse en el patio de la escuela, un lote vacante o en un paseo escolar, pero es más productiva cuando los estudiantes viven al aire libre durante un período prolongado, en una Escuela al Aire Libre residencial. El Distrito de Servicios Educativos de Multnomah ofrece la oportunidad de participar en la Escuela al Aire Libre a todos los estudiantes que cursan el 6to grado en el Condado de Multnomah. Durante el otoño y la primavera de cada año escolar, se alquilan campamentos para jóvenes del área a modo de brindar instalaciones en las que los estudiantes puedan vivir cómodamente cerca del laboratorio al aire libre en el que aprenderán directamente acerca de las ciencias naturales. El programa presta sus servicios a unos 7,000 estudiantes del 6to grado todos los años. Se contratan a instructores competentes para asegurar una rica experiencia residencial, las 24 horas del día, en la que, sin interrupción alguna, los estudiantes del 6to grado y sus maestros pueden explorar bosques, arroyos y campos. Además del personal adulto capacitado, alrededor de 1,600 estudiantes de la escuela secundaria (preparatoria) son seleccionados y capacitados cada año para que se desempeñen como estudiantes líderes en el programa. La Escuela al Aire Libre es una experiencia emocionante y exigente para los estudiantes. Mientras aprenden sobre las ciencias naturales y la conservación, aplican los conocimientos y habilidades adquiridos en matemáticas, ciencias sociales, lenguaje, salud, arte y música. Emplean estas habilidades para investigar, medir y reportar descubrimientos en las ciencias naturales durante la semana que comparten con otros niños del 6to grado en el mismo emplazamiento de la Escuela al Aire Libre. Como resultado, los estudiantes aprenden más rápido, entienden mejor y retienen información por más tiempo.



¿Cuál es la razón de ser de la Escuela al Aire Libre?

La economía de Oregon y los trabajos en el estado se basan en sus abundantes recursos naturales: árboles madereros, oportunidades recreativas, productos agrícolas, agua, vida silvestre y minerales. El grado al que los jóvenes de Oregon aprendan a entender y a utilizar juiciosamente los recursos naturales el día de hoy, determinará, en gran medida, su seguridad económica en el futuro. La Escuela al Aire Libre enseña a los niños acerca de las ciencias naturales de modo que puedan emplear dicha información de adultos para convertirse en ciudadanos y electores bien informados. Si el niño entiende el proceso natural, entenderá entonces los factores que afectan este proceso. La Escuela al Aire Libre enseña el proceso natural... ¡la manera en que funciona la naturaleza!

Parcelas de estudio

En la Escuela al Aire Libre cada clase de 6to grado cuenta con un terreno denominado "parcela de estudio," a modo de salón de clases. Cada parcela de estudio (por lo general de varios acres de extensión) ofrece acceso a un arroyo o lago, variedades de árboles y arbustos, así como una gran diversidad de aves y animales. En vista de que los estudiantes no están limitados por las paredes de un salón convencional, pueden ver, oír, sentir y oler las realidades de la naturaleza que los rodea.

Visión y convicciones

El Programa Escuela al Aire Libre ofrece un liderazgo innovador y de colaboración, el cual habilita a los estudiantes de nuestros distritos para que aprendan ciencias y sepan relacionarse con otras personas, con la finalidad de satisfacer las necesidades diversas de un mundo dinámico.

El Programa Escuela al Aire Libre cree firmemente que su misión consiste en:

- 🐾 Enseñar conceptos científicos basados en el campo, en la medida que se relacionan con los recursos naturales. Esta instrucción es práctica y significativa para la vida real.
- 🐾 Brindar instrucción que fomente el raciocinio y la colaboración.
- 🐾 Llevar la instrucción de las ciencias fuera del salón.
- 🐾 Implementar diversas actividades planificadas que ofrezcan oportunidades para participar en experiencias relativas a la convivencia y cooperación, las artes escénicas, la recreación y eventos estructurados.
- 🐾 Brindar un entorno seguro a todos los estudiantes y atender sus necesidades físicas y médicas.
- 🐾 Fomentar la autoestima, el liderazgo y la seguridad en sí mismos en los estudiantes del 6to grado y de la escuela secundaria (preparatoria).
- 🐾 Ejercer la equidad étnica y entre los sexos, así como honrar y fomentar la diversidad y la conciencia respecto a la pluralidad de culturas.
- 🐾 Enseñar a los participantes a interrelacionarse y brindarles oportunidades para que apliquen lo aprendido en diversos entornos.
- 🐾 Abordar las necesidades de los estudiantes independientemente de sus diferencias de aprendizaje personales o condiciones difíciles.
- 🐾 Tratar a cada estudiante y miembro del personal con dignidad y respeto.

Obligaciones

Cada uno de los estudiantes es responsable de hacer su propia cama, de mantener la cabaña en orden y de su higiene personal. Por otra parte, en el transcurso de la semana, a cada grupo de convivencia se le asigna tareas necesarias para el funcionamiento del emplazamiento durante la sesión de la Escuela al Aire Libre. En algún momento durante la semana, cada niño pondrá la mesa, servirá la comida, limpiará las mesas, cargará leña, pronosticará el tiempo del día e izará o bajará la bandera.

Descubrimiento

Cada uno de los emplazamientos de la Escuela al Aire Libre cuenta con un personal compuesto de instructores de campo, altamente calificados, quienes ayudan a los estudiantes a interpretar los descubrimientos que realizan. Los instructores ayudan a los maestros a señalar las relaciones entre los sistemas naturales. Junto con otros miembros del personal de Escuela al Aire Libre, los instructores orientan a grupos pequeños de estudiantes durante su aprendizaje mediante el descubrimiento. A través de una orientación



esmerada por parte de los maestros del salón y el personal de la Escuela al Aire Libre, los estudiantes hallan las respuestas a sus propias preguntas a través del poder intensificado de observación y de razonamiento. Los estudiantes de 6to grado empiezan a ver y a entender cómo los elementos de la naturaleza existen en una dependencia compleja. Ven cómo los seres humanos pueden influir en las relaciones naturales. El uso prudente de recursos cobra un nuevo significado e importancia a medida que los estudiantes ven cómo la conservación los afecta personalmente.

Alimentos

La población entera –estudiantes y adultos– de cada uno de los emplazamientos de la Escuela al Aire Libre come sus alimentos diariamente en un comedor central en el que cocineros hábiles preparan comidas balanceadas ¡que han hecho famosa a la Escuela al Aire Libre! Empleando el estilo de comer tipo familiar, los estudiantes se conforman fácilmente a las altas normas de etiqueta de mesa y recato. Después de cada comida, los estudiantes presentan reportes meteorológicos o anuncian los resultados de las inspecciones de las cabañas y cantan en grupo.

Nuevos amigos

La Escuela al Aire Libre brinda a los estudiantes la oportunidad de vivir con niños de diversas clases socioeconómicas y de diversas etnias. En la Escuela al Aire Libre, un “grupo de convivencia” consiste de ocho o diez niños provenientes de cuatro o cinco escuelas distintas del Condado de Multnomah. Cada



grupo de varones o niñas se aloja en una cabaña separada bajo el liderazgo de un consejero (estudiante de la escuela secundaria) meticulosamente seleccionado y capacitado. En poco tiempo, la amistad y la sensibilidad se desarrollan en el grupo de convivencia.

Interacción social

En la Escuela al Aire Libre el énfasis está en la educación; cada niño dedica seis horas al estudio en el campo todos los días. A manera de dar a los niños un descanso del estudio en el campo, todas las tardes hay un período de recreación de una hora. Se ofrecen actividades de las que no se dispone fácilmente en la escuela tradicional: caminatas, manualidades con implementos naturales, lanzamiento de anzuelos para pescar, tiro de arco y cocina al aire libre. Para concluir las actividades del día, se realiza un programa con fogata por la noche, el cual incluye la participación de los estudiantes en sketches, canciones, leyendas y cuentos. Durante el día, también hay oportunidades para compartir, escribir cartas y reflexionar en silencio. Los días en la Escuela al Aire Libre están totalmente programados y exigen de la participación plena de los estudiantes; para los niños, ¡el día suele empezar a las 7:00 a.m. y acabar a las 9:00 p.m.!

Подготовка и последующие занятия

В течение нескольких недель перед отправлением школьников в загородный лагерь «Школы на открытом воздухе» их классный руководитель включает в обычный учебный план занятия природоведением (естествознанием). Добавление занятий природоведением в общий учебный план помогает учащимся получить основные представления, способствующие максимально полезному проведению исследований в течение недели в загородном лагере «Школы на открытом воздухе». Перед тем, как школьники накапливают новый опыт в «Школе на открытом воздухе», они получают учебники для подготовительных занятий, а руководство по проведению последующих занятий помогает им связать результаты обучения в «Школе на открытом воздухе» с условиями, преобладающими в домашней среде.

На протяжении недели, проведенной в «Школе на открытом воздухе», взаимное уважение учителей и школьников развивается и достигает нового уровня по мере того, как они делятся своими открытиями, идеями и опытом. Вернувшись из «Школы на открытом воздухе», многие шестиклассники готовят индивидуальные планы, стремясь поделиться полученной информацией с родителями и друзьями. «Школа на открытом воздухе» — превосходное средство поддержки усвоения знаний, приобретенных в классной комнате, и обогащения учебного плана. Опыт проживания в загородном лагере в течение недели позволяет детям получить всестороннее представление о естествознании, научиться уважать других людей, а также гордиться тем штатом, в котором они живут, и его природными ресурсами.

Программа Образовательной службы округа Малтнома



ОБРАЗОВАНИЕ НА ОТКРЫТОМ ВОЗДУХЕ

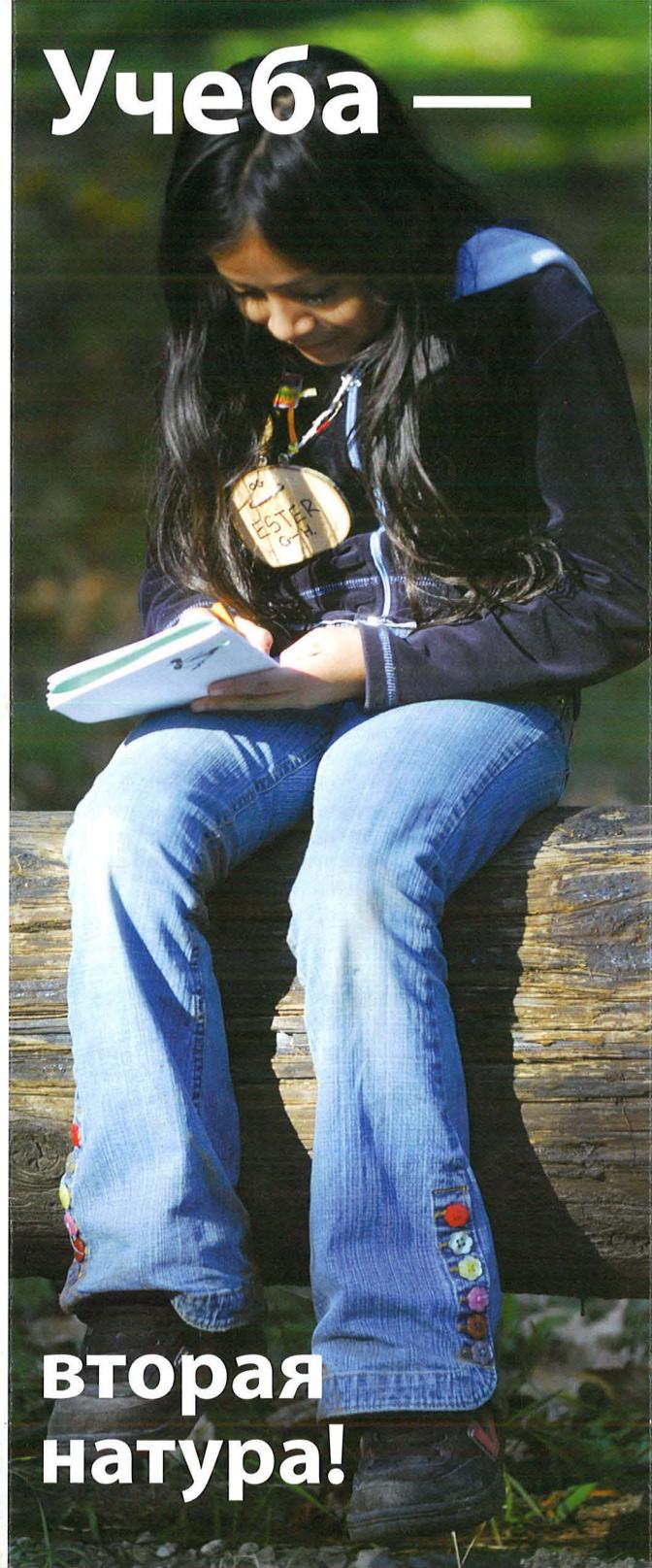
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Учеба —



Вторая натура!

Классные занятия под открытым небом

«Школа на открытом воздухе» позволяет учащимся шестого класса выйти из классных комнат под открытое небо, чтобы изучать то, что лучше всего исследовать именно под открытым небом — растения, животных, почвы и водные ресурсы. Обучение под открытым небом может иметь место на школьном дворе, на пустующем участке земли или во время школьной экскурсии, но самую большую пользу оно приносит, когда учащиеся могут проводить под открытым небом достаточно длительное время — в загородном лагере «Школы на открытом воздухе».

Образовательная служба округа Малтнома предоставляет возможность участия в программе «Школа на открытом воздухе» всем учащимся шестого класса, проживающим в округе Малтнома. Осенью и весной каждого учебного года мы арендуем местные загородные молодежные лагеря с тем, чтобы обеспечить школьникам комфортабельные условия проживания рядом с «лабораторией под открытым небом», где они могут заниматься практическими исследованиями в области естествознания. По нашей программе ежегодно обслуживаются примерно 7 тысяч шестиклассников. У нас работают компетентные преподаватели, благодаря которым учащиеся могут непрерывно, круглосуточно накапливать богатый опыт походной жизни, занимаясь исследованиями лесов, ручьев и полей под руководством учителей. В дополнение к профессиональным взрослым работникам, в рамках нашей программы ежегодно примерно 1600 выбранных и подготовленных добровольцев-старшеклассников выполняют обязанности вожатых.

Поездка в «Школу на открытом воздухе» — интересное и волнующее переживание для учащихся. Накапливая опыт в областях природоведения и охраны природных ресурсов, они применяют приобретенные знания и навыки в математике и обществоведении, изучая иностранные языки и основы здравоохранения, занимаясь изобразительными искусствами и музыкой. Они применяют эти навыки, проводя исследования и измерения, подготавливая отчеты о своих открытиях в области естествознания, сделанных во время их пребывания вместе с другими шестиклассниками в загородном лагере «Школы на открытом воздухе». В результате школьники лучше учатся, лучше понимают то, что им преподают, и лучше запоминают то, что они поняли.



Цели «Школы на открытом воздухе»

Экономика и занятость населения штата Орегон во многом основаны на его природных богатствах: лесном хозяйстве, возможностях отдыха и развлечений, сельскохозяйственной продукции, водных ресурсах, дикой флоре и фауне и минеральных месторождениях. От понимания и рационального использования этих природных ресурсов молодежь штата Орегон во многом зависит их экономическое благополучие в будущем. «Школа на открытом воздухе» учит детей природоведению, чтобы, когда они вырастут, они могли стать хорошо информированными избирателями и ответственными гражданами. Если ребенок понимает естественный процесс, он может понять и факторы, оказывающие воздействие на этот процесс. «Школа на открытом воздухе» учит детей разбираться в естественных процессах — в том, как работает природа!

Исследовательские участки

В «Школе на открытом воздухе» каждой группе шестиклассников выделяется участок земли, называемый «исследовательским участком», который используется во время занятий. Каждый исследовательский участок (площадь которого иногда составляет несколько акров) обеспечивает доступ к ручью или к озеру, к самым различным деревьям и кустарникам, а также к птицам и животным. Так как восприятие учащихся не ограничивается стенами обычной классной комнаты, они могут видеть, слышать, осязать и обонять фактические явления окружающей их природы.

Перспективы и принципы

Программа «Школа на открытом воздухе» применяет новаторские методы коллективного руководства и сотрудничества, позволяющие учащимся наших школьных округов усваивать научные знания и навыки общения, помогающие решать самые различные задачи в нашем постоянно изменяющемся мире.

Работники программы «Школа на открытом воздухе» считают, что из задачи заключается в следующем.

- Разъяснение, в полевых условиях, научных концепций во взаимосвязи с природными ресурсами. Такое практическое преподавание позволяет усваивать навыки, полезные в повседневной жизни.
- Преподавание, способствующее критическому мышлению и сотрудничеству.
- Расширение опыта научного обучения за пределы классной комнаты.
- Проведение различных запланированных мероприятий, предоставляющих возможности накопления опыта совместного проживания, занятия искусствами и ремеслами, отдыха и развлечений, а также участия в упорядоченных церемониях.
- Обеспечение безопасности всех учащихся и удовлетворение их материальных и медицинских потребностей.
- Повышение самооценки шестиклассников и старшеклассников, прививание им навыков руководства и внушение им чувства уверенности в себе.
- Практическое применение принципов равенства полов и этнических групп, уважения и сознательного отношения к культурному и этническому многообразию.
- Преподавание навыков общения и сотрудничества с представлением возможностей применения этих навыков в различных условиях и ситуациях.
- Удовлетворение потребностей всех учащихся в образовании, независимо от различий и трудностей, связанных с их индивидуальными особенностями.
- Проявление уважения к достоинству каждого учащегося и работника программы.

Обязанности

Каждый учащийся несет ответственность за уборку своей постели, за поддержание чистоты и порядка в спальном корпусе и за соблюдение правил личной гигиены. Кроме того, на протяжении недели каждой из проживающих в загородном лагере групп школьников поручается выполнение необходимых обязанностей, позволяющее лагерю функционировать на протяжении всего сезона обучения в «Школе на открытом воздухе». В то или иное время на протяжении этой недели каждый ребенок участвует в подготовке обеденного стола и подаче блюд, в уборке столов, в прогнозировании погоды на день и в подъеме или спуске флага.

Открытия

В каждом месте проведения программы «Школа на открытом воздухе» работают высококвалифицированные преподаватели (полевые инструкторы), помогающие учащимся истолковывать сделанные ими открытия. Эти инструкторы помогают учителям указывать на взаимодействия между экологическими системами. Совместно с другими работниками программы «Школа на открытом воздухе»,



инструкторы руководят небольшими группами учащихся, накапливающими знания и опыт благодаря практическим исследованиям и открытиям. Под внимательным руководством учителей и работников программы «Школа на открытом воздухе» учащиеся находят ответы на свои вопросы посредством развития своих способностей к наблюдению и формулированию логических выводов. Шестиклассники начинают замечать и понимать сложные взаимодействия между различными элементами окружающей среды. Они начинают понимать, как люди могут влиять на такие естественные взаимодействия. Необходимость рационального использования ресурсов приобретает новое значение и важность для учащихся, которые начинают понимать, что каждый из них лично зависит от охраны природных ресурсов.

Питание

Все участники программы «Школа на открытом воздухе», школьники и взрослые, проживающие в каждом загородном лагере, ежедневно собираются вместе в столовой, где подаются приготовленные опытными поварами, диетически сбалансированные блюда, которыми славится «Школа на открытом воздухе»! Питание в такой коллективной, дружественной обстановке упрощает процесс усвоения и соблюдения учащимися правил хорошего поведения за столом. После еды учащиеся сообщают результаты метеорологических наблюдений, объявляют о результатах проверки жилых корпусов и занимаются групповым пением.

Новые друзья

«Школа на открытом воздухе» предоставляет учащимся возможность жить вместе с другими детьми, представляющими самые различные социальные, экономические и этнические группы населения. «Совместно проживающая группа» в «Школе на открытом воздухе» состоит из восьми—десяти детей из четырех или пяти различных школ округа Малтнома. Каждая группа мальчиков или девочек проживает в отдельном спальном корпусе под наблюдением вожатого — тщательно выбранного и прошедшего курс подготовки консультанта-старшеклассника. В такой «совместно проживающей группе» скоро развиваются навыки взаимопомощи и взаимного уважения.



Социальное взаимодействие

В «Школе на открытом воздухе» основное внимание уделяется образованию — каждый ребенок проводит полевые исследования ежедневно, шесть часов в день. Для того, чтобы дети отдохнули на протяжении дня, предусмотрен часовой послеобеденный перерыв. Организуются мероприятия, в которых дети редко могут участвовать во время занятий в обычной школе — такие, как походы, изготовление ремесленных поделок из подручных естественных материалов, прикармливание диких животных, состязания в стрельбе из лука и приготовление пищи в походных условиях под открытым небом. Ежедневные занятия завершаются вечерним костром, вокруг которого учащиеся организуют самостоятельные комические постановки, поют песни, рассказывают легенды и истории. На протяжении дня время выделяется также для обмена впечатлениями, сочинения писем и спокойных размышлений. Распорядок дня в «Школе на открытом воздухе» полностью запланирован — для детей этот занятый день обычно начинается в 7 часов утра и заканчивается в 9 часов вечера!

Chuẩn Bị & Theo Dõi Tiếp

Trong vài tuần trước khi tới Outdoor School, giáo viên trong lớp kết hợp việc học các ngành khoa học tự nhiên vào chương trình học thông thường. Việc kết hợp các ngành khoa học tự nhiên vào chương trình học thông thường giúp các học sinh có được các kiến thức căn bản để tận dụng tối đa một tuần học tập tại Outdoor School. Các học sinh sẽ nhận được một cuốn vở ôn luyện để học trước khi tham gia Outdoor School và một cuốn cẩm nang theo dõi tiếp việc học hành để giúp học sinh liên kết nội dung chương trình học của Outdoor School với môi trường ở nhà của các em.

Các giáo viên và học sinh phát triển phần đánh giá mới giữa các bên trong tuần tham gia Outdoor School khi cùng chia sẻ các khám phá, ý tưởng và kinh nghiệm mới. Sau khi trở về từ Outdoor School, nhiều lớp sáu lập kế hoạch tổ chức các chương trình để chia sẻ thông tin của các em với cha mẹ và bạn bè. Outdoor School là một phương tiện truyền bá tuyệt vời để củng cố và làm phong phú thêm chương trình học cũng như chương trình giảng dạy trong lớp học thông thường. Qua chương trình sinh hoạt một tuần này, các em có được các kiến thức toàn diện về khoa học tự nhiên, tôn trọng những người khác cũng như tự hào về tiểu bang của mình và tài nguyên thiên nhiên của tiểu bang đó.

Một dịch vụ của Multnomah Education Service District



OUTDOOR EDUCATION

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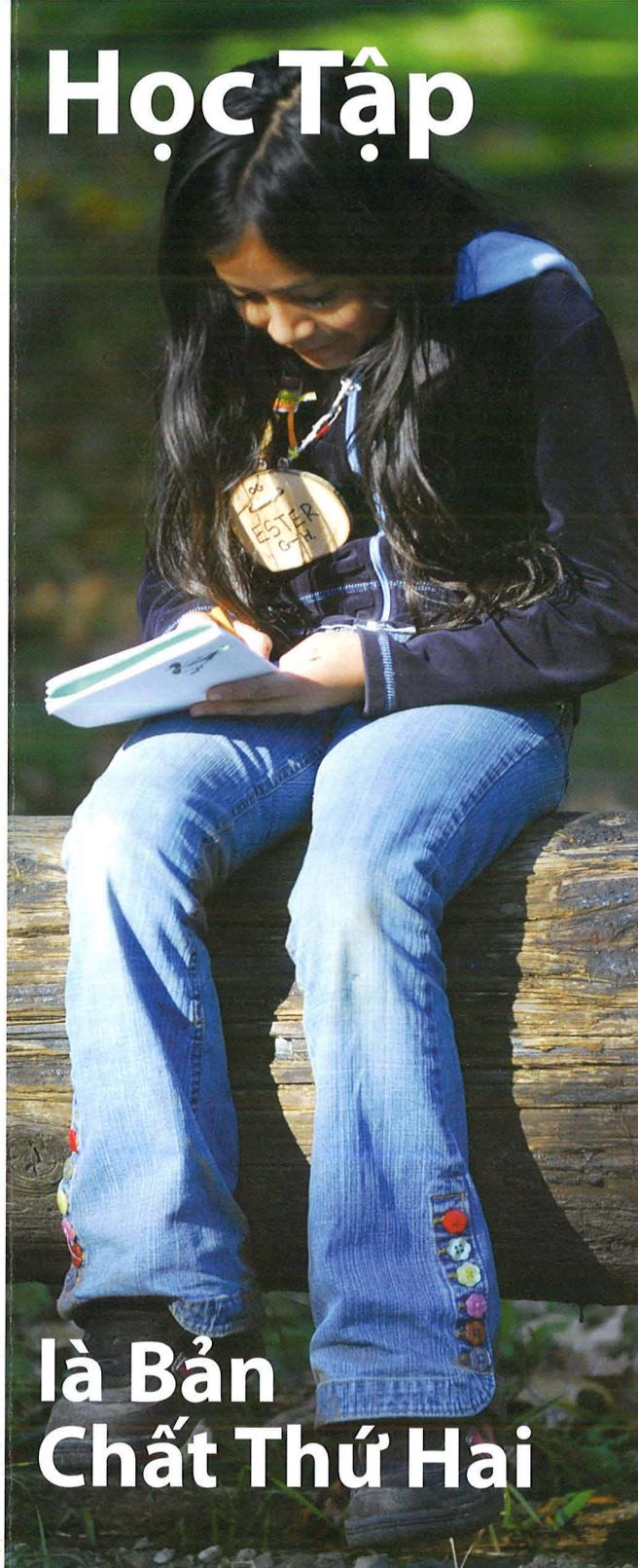
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Học Tập



là Bản Chất Thứ Hai

Lớp Học ngoài trời

Outdoor School đưa các học sinh lớp sáu từ phòng học ra ngoài trời, nơi các em có thể học những kiến thức tốt nhất ở ngoài trời... thực vật, động vật, đất và nước. Học sinh có thể học ngoài trời, ngay trong sân trường, bãi đất trống hoặc trong chuyến đi dã ngoại, nhưng các lợi ích tốt nhất là khi học sinh sống ở ngoài trời trong một thời gian dài, tại khu Outdoor School tại chỗ.

Multnomah Education Service District mang đến cơ hội Outdoor School này cho tất cả các học sinh lớp sáu tại quận Multnomah. Vào mùa thu và mùa xuân của mỗi năm học, các trại thiếu nhi địa phương được thuê để cung cấp các nơi sinh hoạt thoải mái gần khu trại ngoài trời, nơi các học sinh có thể tiếp thu trực tiếp khoa học tự nhiên. Chương trình phục vụ khoảng 7,000 học sinh lớp sáu một năm. Chương trình thuê các giáo viên giảng dạy có trình độ để đảm bảo duy trì một cuộc sống phong phú 24 giờ trong ngày mà không có sự gián đoạn, các học sinh lớp sáu và giáo viên của các em có thể tìm hiểu rừng, những con suối và cánh đồng. Ngoài các nhân viên thành niên đã được huấn luyện, còn có khoảng 1,600 học sinh trung học được tuyển chọn và huấn luyện hàng năm để làm những người lãnh đạo học sinh với chương trình.

Outdoor School là một kinh nghiệm thú vị và đầy cố gắng đối với các học sinh. Trong khi tìm hiểu về khoa học tự nhiên và việc bảo vệ thiên nhiên, các em áp dụng các kỹ năng và kiến thức học được trong môn toán, nghiên cứu xã hội, ngôn ngữ, y tế, nghệ thuật và âm nhạc. Các em sử dụng các kỹ năng này để nghiên cứu, đánh giá và báo cáo những khám phá về ngành khoa học tự nhiên trong tuần sinh hoạt chung với các học sinh lớp sáu khác tại khu Outdoor School. Do đó, các học sinh có thể học nhanh hơn, hiểu rõ hơn và nhớ phần thông tin lâu hơn.



Tại sao nên chọn Outdoor School?

Nền kinh tế và tình trạng công ăn việc làm của Oregon đều dựa trên các tài nguyên thiên nhiên phong phú của khu vực này: gỗ, các sinh hoạt giải trí, các sản phẩm nông nghiệp, nước, động vật hoang dã và các khoáng chất. Phạm vi học tập của các trẻ em ở Oregon để tìm hiểu và sử dụng khôn ngoan các tài nguyên thiên nhiên ngày nay sẽ xác định bao quát sự ổn định kinh tế của các em trong tương lai. Outdoor School dạy các trẻ em về các ngành khoa học tự nhiên để các em có thể sử dụng tin tức đó khi trưởng thành để trở thành các công dân và các cử tri có hiểu biết. Nếu một đứa trẻ có thể hiểu được tiến trình tự nhiên thì em có thể hiểu được các yếu tố ảnh hưởng tới tiến trình tự nhiên đó. Outdoor School giảng dạy về tiến trình tự nhiên... cách thức hoạt động của thiên nhiên!

Các khu học tập

Tại Outdoor School, mỗi lớp sáu có một mảnh đất, được gọi là "khu học tập", làm lớp học. Mỗi khu học tập (thường có kích thước vài mẫu anh) giúp các em tiếp cận một con suối hay hồ, nhiều loại cây lớn và bụi cây khác nhau, và một số loại chim và động vật. Vì học sinh không bị hạn chế bởi bốn bức tường lớp học thông thường nên các em có thể sử dụng thị giác, thính giác, xúc giác và cảm giác để nhận biết thiên nhiên xung quanh các em.

Nhận Thức & Những Điểm Tin Tương

Chương Trình Outdoor School cung cấp khả năng lãnh đạo hợp tác và sáng tạo, giúp các học sinh của Khu Học Chánh chúng ta tìm hiểu về khoa học và các kỹ năng giao tiếp để đáp ứng các nhu cầu của một thế giới đang thay đổi.

Chương Trình Outdoor School tin rằng nhiệm vụ của chúng tôi là:

- Truyền đạt các khái niệm khoa học ngoài trời dựa trên thực tế liên quan tới các tài nguyên thiên nhiên. Đây là chương trình giảng dạy thực hành và có ý nghĩa đối với cuộc sống thực tế.
- Có chương trình giảng dạy khuyến khích tư duy quan trọng và sự hợp tác.
- Phát triển chương trình giảng dạy về khoa học vượt ra ngoài khuôn khổ lớp học.
- Áp dụng nhiều sinh hoạt theo kế hoạch để tạo cơ hội tham gia các kinh nghiệm về nếp sống tập thể, biểu diễn nghệ thuật, giải trí và các môn chơi có tổ chức.
- Bảo đảm an toàn, đáp ứng các nhu cầu về thể lực và y tế của tất cả các học sinh.
- Khuyến khích sự tự tin và khả năng lãnh đạo ở các học sinh lớp sáu và học sinh trung học.
- Tôn trọng sự bình đẳng về giới tính/sắc tộc và khuyến khích ý thức về thành phần đa dạng và đa văn hóa.
- Truyền đạt các kỹ năng giao tiếp và tạo cơ hội để áp dụng các kỹ năng này trong nhiều môi trường khác nhau.
- Đáp ứng nhu cầu của tất cả các học sinh bất kể những khác biệt về nhận thức hay tình trạng bất bình thường của cá nhân.
- Đối xử mỗi học sinh và nhân viên một cách tôn trọng và có phẩm cách.

Nhiệm Vụ

Mỗi học sinh chịu trách nhiệm giữ cho giường và phòng của mình sạch sẽ, gọn gàng và cá nhân sạch sẽ. Ngoài ra, mỗi nhóm sinh hoạt sẽ được sắp xếp tham gia thực hiện các công việc cần thiết trong tuần để giúp duy trì sinh hoạt của khu trại trong một khóa Outdoor School. Vào một thời điểm nào đó trong tuần, mỗi trẻ em sẽ dọn bàn, phục vụ đồ ăn, lau chùi bàn, mang củi nhóm lửa, dự báo thời tiết trong ngày và kéo cờ hoặc hạ cờ.

Sự Khám Phá



Mỗi địa điểm Outdoor School đều có đội ngũ Hướng Dẫn Viên Thực Hành có trình độ giỏi để giúp học sinh diễn giải những khám phá mà các em tạo được. Các hướng dẫn viên này giúp đỡ các giáo viên chỉ ra mối liên hệ giữa các hệ thống tự nhiên. Với các nhân viên Outdoor School khác, các hướng dẫn viên này sẽ điều hành các nhóm nhỏ học sinh học và tiếp thu bằng cách khám phá. Với sự chỉ dẫn cận kề của các giáo viên phụ trách lớp và các nhân viên Outdoor School, các học sinh sẽ tìm được lời giải cho các câu hỏi riêng của các em qua việc quan sát và tư duy nâng cao. Các học sinh lớp sáu bắt đầu nhìn và hiểu các yếu tố về thiên nhiên tồn tại trong sự tương quan phức tạp như thế nào. Các em sẽ thấy con người có thể ảnh hưởng như thế nào tới các mối quan hệ tự nhiên. Việc sử dụng các tài nguyên thiên nhiên một cách thông minh sẽ mang lại ý nghĩa và tầm quan trọng mới khi các học sinh hiểu được việc tiết kiệm tài nguyên thiên nhiên ảnh hưởng tới cá nhân các em như thế nào.

Bữa Ăn

Tất cả các học sinh và người lớn tại mỗi địa điểm Outdoor School đều ăn các bữa ăn hàng ngày tại nhà ăn trung tâm nơi các đầu bếp có kinh nghiệm chế biến các bữa ăn cân bằng và đủ chất nổi tiếng tại Outdoor School! Với phong cách ăn tập trung gia đình, các học sinh tuân theo các tiêu chuẩn cao về vệ sinh ăn uống và sự chuẩn mực của bữa ăn. Sau mỗi bữa ăn, các học sinh sẽ đưa các bản báo cáo thời tiết hoặc thông báo kết quả kiểm tra phòng và tham gia nhóm đồng ca.

Những Người Bạn Mới

Outdoor School tạo cơ hội cho các học sinh sống cùng với trẻ em thuộc nhiều thành phần kinh tế, xã hội và sắc tộc khác nhau. Một "nhóm sinh hoạt" tại Outdoor school gồm có tám hoặc mười trẻ em đại diện cho bốn hoặc năm trường trên toàn Quận Multnomah. Mỗi nhóm em trai hoặc em gái sẽ sống trong một phòng riêng dưới sự lãnh đạo của một cố vấn ở lứa tuổi trung học đã được tuyển chọn và huấn luyện kỹ lưỡng. Sự thân thiện và tính nhạy cảm sẽ nảy nở khi cả nhóm cùng sinh hoạt.



Giao Tiếp Xã Hội

Outdoor School chú trọng tới việc học tập, trong đó mỗi trẻ em học sáu giờ một ngày tại khu trại này. Để tạm ngưng chương trình học ngoài trời, sẽ có buổi giải lao một giờ vào buổi chiều hàng ngày. Sẽ có các sinh hoạt thường không có tại trường học thông thường, ví dụ như leo núi, làm các đồ thủ công từ nguyên liệu thiên nhiên, đóng bẫy, bắn cung và nấu ăn ngoài trời. Kết thúc các sinh hoạt hàng ngày là một chương trình lửa trại buổi tối, trong đó các học sinh sẽ tham gia các vở kịch, hát, các câu chuyện cổ tích và kể chuyện. Trong ngày cũng sẽ có các khoảng thời gian để các em chia sẻ, viết thư và tĩnh tâm theo dõi. Một ngày tại Outdoor School đều đầy ắp các sinh hoạt ngày bận rộn nhất thường bắt đầu từ 7:00 giờ sáng cho tới 9:00 tối cho các trẻ em!

#866



Each year, the mentor-based Multnomah Education Service District Outdoor School program takes 7,000 middle school and 1,900 high school students into the field to learn, experience, and discover science, nature, community, and themselves...

Outdoor School is Science

- 85% of first-time high school Student Leaders reported that Outdoor School contributed to their knowledge of conservation and sustainability and 88% of five-time high school Student Leaders reported using skills they gained at Outdoor School in science and math classes.

[Outdoor School] made me realize how much all the systems are interconnected. I gained appreciation for the symmetry of our world. -first-time high school "Student Leader"

For many of my students this was their first real connection to conservation and their own lives. The start of an important conversation and understanding. -6th grader teacher

I like how [conservation and sustainability] is taught without judgment or politics. -6th grade teacher

[Outdoor School] has helped me understand more. On my AP environmental test, I actually used a lot of what I had learned from Outdoor School to answer questions. It felt good to be able to connect school work, a good experience and the outdoors. -five-time high school "Student Leader"

My Student Leader made lessons fun and easy to learn. She made me excited about soil and rocks! -6th grade student

Outdoor School is Inclusion

- Outdoor School serves over 2,000 students with special needs every year.

Many of our Latino students are not big recyclers, so [sustainability and conservation] is muy importante to keep in the curriculum. -6th grader teacher

Suffering a stroke one week before birth left [my daughter, Wyleigh] totally paralyzed requiring a life supporting ventilator and 24-hour care. Thanks Outdoor School for helping Wyleigh experience many outdoor activities never before known to her. -parent of a 6th grade student

Outdoor school allowed me to be myself in a healthy environment that promotes uniqueness and



equality amongst all. It helped me find a balance in my life. -three-time high school "Student Leader"

At the end of the day, you start to think it is okay to be yourself. -6th grade student

Outdoor School is Community

- 65% of four-time high school Student Leaders report that Outdoor School has had a "large influence" in their interest in other volunteer opportunities.

At Outdoor School, I learn not just about the natural world and how to care for it, by why I should care for it. Outdoor School gives kids a reason to care about the environment, something that they can't learn from textbooks or classroom labs. This reason is community. They learn to care for their classmates, their cabin mates, their Student Leaders. This translates to their view of the natural world: it's not just their own life that they are saving, but this huge overall community. -five-time high school "Student Leader"

I feel so connected to the natural world because the knowledge that I've learned at Outdoor School has reminded me that we are all a part of the same environment and community, so we need to respect each other and nature. -three-time high school "Student Leader"

[Outdoor School] is just the vehicle for so many other life skills that this program addresses: leadership, community, and a sense of wonder and respect for this world we have been given! - 6th grade teacher

I am stunned by what I saw at Outdoor School. The students were connecting to knowledge, each other and the world around them. This comes about as close to perfection as anything I have seen in the Oregon school system. -parent

We are heartbroken [in Portland Parks & Recreation] about the cuts to Outdoor School. It's a teens experience with Outdoor School that often inspires them to pursue work in the environmental field, and to work with us. -parent and City of Portland staff member

High school Student Leaders make learning fun. [My Student Leader] gave me a personal good night each night. -6th grade student

Outdoor School is Leadership

- 50% of two-time high school Student Leaders reported using skills they gained at Outdoor School in mediating conflicts among peers.

I've learned how to communicate with people. I got a lot out of working with new people, younger and older. I overcame a few of my own personal fears, one being speaking in front of a large group of people. -five-time high school "Student Leader"



[Outdoor School] has taught me to come out of my shell and be more open to others, and it has also taught me to work efficiently in a group. -three-time high school "Student Leader"

I have been so impressed with the growth of my students, but even more impressed by what I have seen in the leadership, service, and devotion of the high school students who make great personal sacrifices to take on the role of parenting a cabin of kids from very diverse backgrounds. -6th grade teacher

[My son] hasn't been the same since going to Outdoor School. In my 31 years [in education] I have yet to see any organization do so much with so little for so many people. Nothing comes close. -parent

I learned things about myself, like the fact that if you're confident in yourself enough, you can do anything. I will always remember my Student Leader for the rest of my life. -6th grade student

Outdoor School is the Future

- 81% of first-time high school Student Leaders reported that Outdoor School contributed to their knowledge of jobs in the environmental field.
- 100% of six-time high school Student Leaders reported that ODS has made them more likely to spend time on their own in the outdoors.

*Kids walk away with sense of awe and wonder which can translate into informed voters of the future!
-6th grade teacher*

I feel more confident in myself and am more honest about my feelings on things. Outdoor School changed my life. -five-time high school "Student Leader"

[Outdoor School] made me realize how different everything is in the "real world". Being at Outdoor School has now opened new options for career paths. -five-time high school "Student Leader"

*We are a city with great environmental, science, and natural resource education programs and opportunities. Many, many of these educators, like myself, are Outdoor School trained. The nation looks to us when they want to know how to run a phenomenal science education program. And, while we all believe very strongly in the programs we run, I think I can speak for most of my colleagues in saying that **THERE IS SIMPLY NO REPLACEMENT FOR OUTDOOR SCHOOL. Period.** -parent and City of Portland staff member*

Outdoor School in the finest program to have come out of education in my [32 year] professional career. The Multnomah Education Service District Outdoor School program, in particular, is the absolute best of the many programs I have experienced. The program and its delivery are so well conceived that...it is unmatched by any other program in any area of our curriculum...we strive in education to truly have a lifelong impact on our students and their families...Outdoor School does a better job of this than probably anything else. -6th grade teacher



Like gettin' down and dirty, Glucose always did! Check out the Soil Section

— Page 4

“SUPER LIZARD, SUPER LIZARD!” Was favorite song during campfire, what was yours? — Page 8



Students talk about the experience during Final Flag and the Tree Planting Ceremony

— Page 9

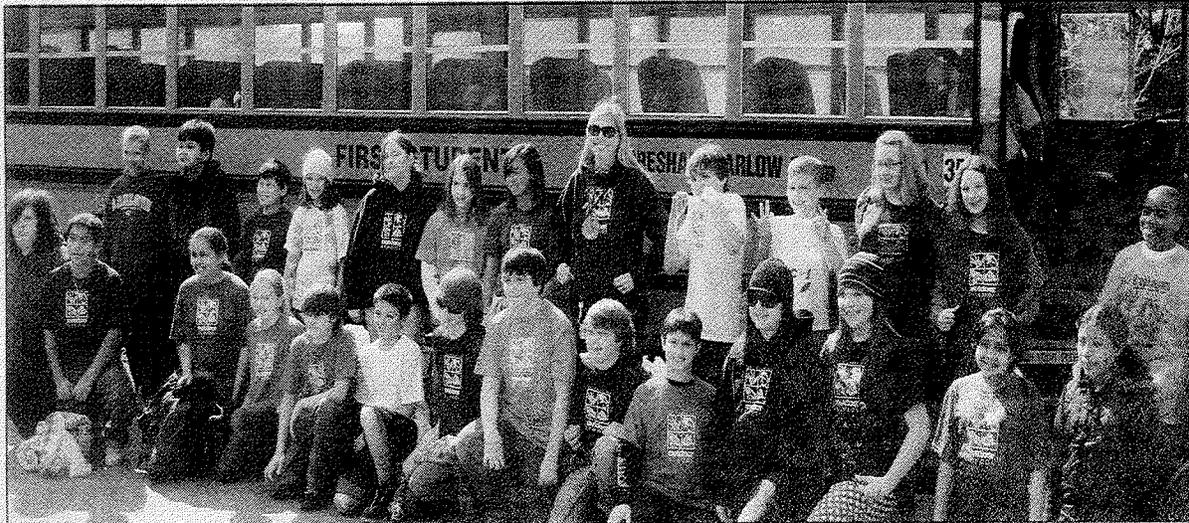


Outdoor Outlook

VOL. 1, ISSUE 1

The connections between Namanu and its 6th Graders

FRIDAY, MAY 20, 2009



Science teacher Jennifer Sorcinelli and the 6th grade students head off for Outdoor School during the week of March 27th through April 3rd.

Students soon arrive to Namanu's forest for outdoor school

By LEXINGTON “GRIZZLY” MARTIN
Outdoor Outlook Editor

There is a place where veracity comes out of people's hearts. It's a place where you are thrown into an environment not having the knowledge of anyone or anything, but day-by-day this place becomes more about finding what is really in your heart.

It is where everlasting connections are created, incredible friendships formed, memories kept in one's heart permanently. Teaching and

learning become enjoyable and rewarding. This marvelous place is Outdoor School.

Not only does Outdoor School force students to open their minds to all sorts of challenging relationships, but also helps them find who they are as individuals.

They realize that they can challenge themselves to anything with a whole bunch of craziness and laughter!

My name is Lexington Martin, and at Namanu Outdoor School I am known as Grizzly. I have gone to four sessions of Outdoor School, and I wish

that more students could get the opportunity to see what real magic happens between you and your middle school students.

As the young students are learning about environmental science, the impact Outdoor School has to make positive experiences lasts for eternity.

The high school counselors not only become more engaged with a variety of students, they learn what is unique about them. Being out of one's comfort zone is always hard, but true connections are made and grow as the week goes on.

The trust and encouragement you get from this short week is undeniable. Sure, I can be enthusiastic with them, or make the students laugh.

However, realizing that everyone is being genuine and sincere to their hearts is what makes Outdoor School what it is today.

Being able to say that these middle school students now have discovered a little more about themselves than what they knew before they came out to Outdoor School is truly undeniable, and can never be taken for granted.

I also learn something new about myself each time I step on Namanu's soil. Because somewhere between the entire experiences.

Whether it's an anticipated campfire or the emotional last day, it gives you a sense of belonging and trust of your own heart.

These positive weeks will forever stay close to my heart as well as the students' and other high school leaders'.

This program is without a doubt one of the most rewarding experiences of my high school career.



Students at Day 3 of Namanu Outdoor School, gathered around each other within the Animal Field Study House.

**PLEASE
RECYCLE**

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Photos of the week and MORE!
Student Leaders, and Students!

Leaving for Outdoor School was hard for many of the sixth graders, NOW all they are wanting to do is go back on to the Namanu grounds one last time.

Student Leaders and Staff



Student Leaders gather around on Namanu's last day in remembrance of the sixth graders. We hope to see all of you as Students Leaders one day!

Slipping again Grizzly? The loudest Student Leader at Namanu makes a difference in students lives

By JORDAN WOODRUFF
Namanu Reporter

I learned a lot by attending the soil field study, mostly because of the student leader on soil field study. I was with Grizzly!

The way Grizzly taught us made the learning experience very fun and enjoyable. Grizzly was one of my favorite student leaders because of his generosity, kindness, and humor. Grizzly is one of the nicest teenagers I have ever met.

Not only is he extremely hilarious, but he is the type of person you can always feel comfortable around.

There were a few times on the soil hike that we all went on when Grizzly came really close to falling, not to mention that he practically slid half way down the hill!

Also, there were a couple of times he slipped up and



Photo by SUNSHINE

Grizzly teaching during Soil. accidentally said his and another student leaders' real name, but that's alright, we didn't tell Toadstool (or Kaeli).

Overall, Grizzly is extremely humorous, thoughtful, and a lot more great things, but if I were to write them all it would fill up several pages.

BRITTNEY CONWAY
Namanu Reporter

Do you know who the loudest student leader is? Well it is Condor! She is loud and very crazy. If you did not hear her while you were at our door school then you are deaf!

She is very hard not to miss. She wears VERY bright clothes and lots of tie dye. She was in the Siskiyou with all of us. The other student leader in that cabin was Puzzle.

The kids in their cabin were Brittney, Ari, Azure, Keiali, Catherine, Alex, Kendra, and Nancy. Condor is the best person to sing SUPER LIZARD by the way!!! She made campfire when she sang that song.

I think she is the best cabin leader because of her craziness. She woke up our cabin in the best way possible. She



would sing to us. Her and Puzzle would mostly sing the little mermaid songs. It was a great way to get the day started.

The sad part is that Condor had surgery on her ankle and it hadn't held right, so at the last campfire she tripped over a rock and hurt her ankle. I felt bad for her. The good thing was that she was okay.

At the talent show Condor taught us a song called Flicker. We did a great job! I am so glad Condor was my student leader.

When we got to outdoor school she showed the girls around and I was so hoping that she would be my student leader, then when I found out she was I was SO happy.

Condor was an AH-mazing. She is one of the reasons I want to go back to Outdoor School and become a student leader. wv

Condor showing off Namanu's nutritious top soil.



Before field day, Radon and his boys' snap a shot showing the brotherhood they have created.

Photo by WEASAL

Radon deminstrates the ideal SL for kids

By AARON CRISWELL
Namanu Reporter

Outdoor School. There was a great deal of student leaders at outdoor school. But my favorite student leader of all is Radon.

The reason I liked Radon, is because he was my student leader. Also, he was really, really funny. He made the funniest jokes ever! He made our skit really funny. He was like a older brother

to me. The reason our skit was so funny, is because there was a kid named little Georgie, and he had to go pee. So he would crawl over 5 people and asked the last person and he said "No!!" He did that three times but the third time he said "Okay!"

Then little Georgie goes outside and screamed weel!!!! But then he ran into the wise wild walrus (Radon). So he kept

telling him to go back to bed. However, Georgie didn't listen so he runs into me Nick and Nate. Then, we dragged him back to his bed. Radon made a great skit! Everyone laughed.

However, the best thing about Radon is how he made me better. How he made me want to go back as a student leader through high school and college baby! Radon is what made me love outdoor school!

Namanu Memories...

Twilight
By KAYLEE REE
Namanu Reporter

Namanu has the best student leaders and staff, one person that really stood out to me is Twilight.

She is amazing. Every day she made sure you would wake up on time and then you would never be late for morning duties, flag, or breakfast. She also was absolutely hilarious!

Every day she would do this skit with Squash and she used a voice for a puppet (spatula) named Sally. Her partner Squash wasn't that funny, but she helped him be funnier. We also sing and do skits at campfire.

She's usually in a majority of skits just because she's one of the most outgoing person on the whole campsite.

As you can tell Twilight is amazingly amazing and I hope she continues being a staff member at ODS so she can make other people laugh.

GRIZZLY
By MAGGIE GEBHARDT
Namanu Reporter

Have you ever seen Grizzly fall? Well, I have and it's not pretty. Grizzly, our student leader, had a rough time at outdoor school.

One treacherous day Grizzly fell. No I mean, Grizzly SLAMMED into the ground with a CRASH. Grizzly's pants got all muddy and wet.

But it just shows how much determination Grizzly had for our week of Outdoor School.

He had a lot fun teaching kids though. But his voice was gone making it crack when he sang.

I think that Grizzly was the best student leader because he was never strict, very kind and very loving.

He really funny too, and never treated us like babies, and he was the best student leader of all time. Grizzly was my favorite. Who was yours?

Nudge. Inspirational and fun!

By NATALIE KOCH
Namanu Reporter

There are many student leaders at outdoors school. Some, however, made a bigger impact, just like Nudge.

Nudge was really nice. She is a game loving person who doesn't want anyone to be left out. She taught soil and was great at it. She made the lessons fun and easy to learn. This student leader showed examples and did more than the minimal effort. Nudge likes to make friends and see other people reaching out to others as well and just enjoying themselves.

Nudge is a great student leader and whoever had her is very lucky indeed. Nudge showed the texture, the layers, and the colors in soil. She told us why plants like topsoil and what parent material exactly is. Nudge was understanding and showed us about chemical weathering by putting baking soda and vinegar in our hands to watch it fizz and by giving us delicious rock candy to much and slurp on.



Natalie making Nudge into a true loam warrior.

Photo by SIOBHANE

Nudge always explained things patiently and calmly when we got confused. Nudge really made me excited about soil and rocks. She made me want to go back and teach other sixth graders about the Earth beneath us.

Sixth graders all around know about duff, topsoil, subsoil, parent material and bed rock. Chemical and physical weathering is now firmly stuck in our brains. Nudge defiantly impacted outdoors school and certainly for the better.

Toad Stool makes impact at ODS

By SIERRA MATHES
Namanu Reporter

Was your favorite leader at outdoor school Toad Stool? Well, mine was. That is why I chose to write about her. Did you know Toad Stool encouraged people and myself to do things we did not want to do? Like holding the Red Bellied Newt in water study. Toad Stool encouraged lots of people. I know that for a fact. She encouraged Natalie and me.

We did not want to hold the Red Bellied Newt but she told us it is probably a once in a lifetime experience to hold something that is poisonous, so I did. That is one of the things I liked about her. Toad Stool was also very funny and kind. I liked her a lot because it is always a better experience when the people are kind and nice like her.

Some other interesting facts about Toad Stool is that she worked water field study which is the second best field study and that she stayed in the McKenzie cabin. When I go back to camp Namanu, I want my name to be Toad Stool. Why? It is because she is kind and generous. When I go back to Namanu I hope to be the same kind of person that Toad Stool to others that Toad

Stool was to me.

As you have probably realized, I like Toad Stool a lot. However, I think she is the second best student leader in the whole Camp Namanu site.

As I have told you, I feel

Toad Stool is the best because of how she encourages us to do things and try things that we normally would not try. She is kind, caring, generous and fun to be around. That is why I like Toad Stool a lot!



The smiley one takes a photo before Water Field Study.

Photo by TYLER



Dzin' Dzin' Ball and Puzzle share a picture before the two leave Namanu.

Photo by TYLER

Can you find the missing pieces of this Puzzle?

By ARI PHILLIPI
Namanu Reporter

Puzzle was my cabins student leader. She was one of the best Student Leaders on the whole campsite! She was paired up with Condor. They were perfect together! They were perfect because Condor was really LOUD and crazy, while Puzzle is more quite and laid back. Yet, they were both really confident.

One thing I can definitely want to say about Puzzle is that she has GREAT taste in music! Every morning Puzzle would wake us up by singing songs from Mulan or Ariel!

They also danced! It was really fun!!! She was really good at a song that is from the Lion King. Something I thought was interesting was that she goes to an all girls school. Her real name is Hannah. But everyone in my cabin were convinced it was Chelsea (it was really FUNNY!).

If I was a student leader today I would want to be paired up with her because... well... she is tight! Every day no matter what the weather was like (even when it rained!) she would put on sunscreen! She said it made her not get wrinkles! So in my opinion Puzzle was one of the best student leaders there and she is AH-mazing!

What's going on Yew?!

By TYLER NICKS
Namanu Reporter

Yew, is an awesome student leader, who is great. At night, he will make campfires that keep us warm at night.

Every night he even played songs from his guitar for us right before his meetings he had at night.

He always seemed like he really wanted to go to.

During the week of Outdoor School he taught us a game called rock, paper, scissors, SPLITS!

He's also is helpful by putting out shoes by the fire so they can dry. That is how great Yew is to us.

So now that you know about Yew and how great Outdoor School can be, do you want to go now?



Yew receiving his award for being a 5th time Student Leader.

Photo by GRIZZLY

My favorites were...

By MARANDA RICHARDS
Namanu Reporter

My favorite Student Leaders were Tulsli, Grizzly, Sloth and Toadstool.

Tulsli was a great Student Leader helped kids when they needed help.

I liked Grizzly because he is nice, very funny and a very fun Student Leader to be around.

I like Sloth because he

was funny, helpful, smart, and kind to everyone. I like Toadstool because she is a great Student Leader.

Tulsli and Toadstool were my cabin leaders. Toadstool was kind, sweet, caring, smart, funny, and helpful.

I liked them all because they were all nice and caring and helpful to me. I will miss Tulsli, Toadstool, Sloth and Grizzly. Grizzly, Sloth, Toadstool and Tulsli all rock. They will always, rock.

Twilight shines through many of the sixth graders

By NATALIE KOCH
Namanu Reporter

Does this staff member really hang out with vampires in Forks, Washington? Does she really enjoy playing baseball games in thunderstorms?

This staff member is always making kids laugh. I am talking about Twilight. She has kindly dedicated her time to teaching sixth graders about the great outdoors. Twilight is also famous for playing Sally Cullen in skits with Squash, another great staff member. She made cleaning teams seem fun.



Twilight and Sally

Photo by TYLER

Everyone thought it was hilarious when Sally 'saved' Mr. Sparky from a speeding car. When Mr. Sparky asked how she got there so fast she claimed to have had an

adrenalin rush. You can Google it! Some favorite past times for Twilight are hanging out with friends in Forks, Washington and playing baseball in thunder storms. Isn't that interesting?

Twilight, besides being funny, was always helping at the four field studies and sharing laughs with us kids at recreation, field day and at mealtime. Twilight knew all sorts of fun songs.

So does Twilight sparkle in the sun and is she able to climb a tree in one second? Can she smash boulders? Well we know one thing! Twilight was a great staff member!

Soil Field Study

As Glucose always did say, "SOIL SUPPORTS LIFE!!!"

By **JORDAN WOODRUFF**
Namanu Reporter

Have you ever thought of how soil affects the way we live? Well, it plays a huge role in how we breathe, get food, and many other needed resources. A lot of people may think of soil as just being mucky, useless, and dirty, but it's an extremely useful substance.

At outdoor school, I learned all about soil at the soil field study at which we learned about soil layers, loam, weathering, and how topsoil supports life. These things are all very important to know if you are learning about soil.

There are five soil layers, duff, topsoil, subsoil, parent material and bedrock. The layers of soil are amazingly useful, especially topsoil. Topsoil provides nutrients for plants because the duff provides nutrients for the topsoil. The duff is made up of leaf litter,



Grizzly teaching about weathering.

and decomposed animals and plants. These things are what break down, and its nutrients seep down into the topsoil. The topsoil is what holds plants in place, and keeps them healthy. I learned all of this not just by attending the soil field study, but mostly because of the student leader on soil field study I was with, Grizzly!

The way Grizzly taught us made the learning experience very fun and enjoyable. Grizzly



Maggie (left) Sunshine (middle) and Sierra (right) are now loam warriors.

was one of my favorite student leaders because of his generosity, kindness, and humor. Grizzly is one of the nicest teenagers I have ever met.

Not only is he extremely hilarious, but he is the type of person you

can always feel comfortable around.

There were a few times on the soil hike that we all went on when Grizzly came really close to falling, not to mention that he practically slid half way

down the hill! Also, there were a couple of times he slipped up and accidentally said his and another student leaders' real name. Over all, Grizzly is extremely humorous, thoughtful, and a lot more great things, but if I were to write them all it would fill up several pages.

In conclusion, outdoor school was an amazing experience filled with learning, nice people, good food and especially fun & excitement!

Why is the soil in Namanu's forest so healthy?

By **BRADY JACOBSON**
Namanu Reporter

Who says getting down and dirty can't be fun! With Glucose, learning soil has never been more fun.

The student leaders like Grizzly and Nudge make it even better!

There are plenty of things to do at Soil Field Study. One thing to do is hike a treacherous trail, okay its not really treacherous, but it is really steep.

First you walk on the road to someone's house. Then you walk down to a really steep trail. There's mud, thorns on twigs and discarded nurse logs, everything in the definition of treacherous.

My advice, if you don't want the trail on your good shoes is to wear boots. Once you've



Sixth graders learn about particle size with Loki during the Soil Field Study.

made it down, you get to test the PH and absorption of the soil, and probably more.

You do this to answer the question everyone asks in soil, "Why is the soil in Namanu forest so rich?" Also another question they will ask every five

minutes is "what does top soil support?"

Do you know? Life! Remember that and you can answer half the questions they will ask you during soil.

Once you are done answering the big question you

go up the trail that you came down on.

Twice as hard, after all there is no such thing as "one-way" hike at outdoor school. Yeah for lazy people! But hike or no hike we are always walking on soil.

Not 1, but 5!

By **ADAM HOTTENROTH**
Namanu Reporter

Did you know that there are five layers of soil? There is duff, topsoil, subsoil, parent material and bedrock.

Duff is the top layer which is mostly leaves and grasses. Topsoil is the second layer of soil and is mostly made up on decomposed plants and animals.

When plants and animals decompose it gives rich nutrients to the soil which helps other plants grow. Subsoil is like topsoil except it doesn't have any where near as many nutrients. Parent material is a mixture of topsoil and subsoil. It also includes tiny bits of rock.

Out of these five layers only one is able to support plant life. That's why it's so important that when things decompose they provide all of the nutrients a plant needs to survive. Soil's a pretty big thing in this world.

Soil brownies anyone? They're full of nutrients for plants and even YOU!

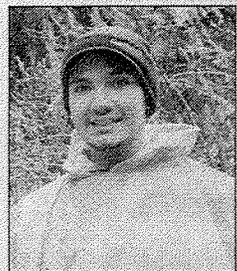
By **KENTO MURAWSKI**
Namanu Reporter

"Soil Supports Life!" Yes, soil does support life. In fact, without soil, the entire planet earth would be extinct. Another thing about soil is that without life, it wouldn't exist. So it's an I scratch your back you scratch mine kind of thing.

The instructor for soil field study is Glucose. It's a very fitting name since glucose is part of the nutrient cycle that involves plants and soil which are key factors in the nutrient cycle.

The nutrient cycle is the cycle of how nutrients are transferred from one organism to another.

First, the soil gives nutrients to plants which either



Loki, wet and cold but still has a smile. dies of gives nutrients to other animals. If the plant dies, then the plant gets decomposed and the nutrients go back into the soil.

If an animal eats a fruit on a tree, some of the nutrients from the tree will get in the animal. Now from here the animal will get eaten one way or another, whether from being decomposed

or eaten from a predator. This will keep happening until an animal gets decomposed and its nutrients get back into the soil.

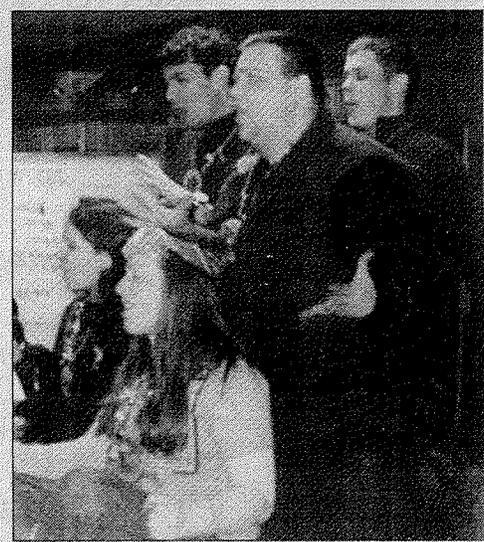
Just think that a routine that's been happening for millions of years could be so simple!

Now soil, well apparently it's made of rocks which I didn't know before... ice, wind, acid rain, and many other forces break up the rock to turn it into the rich, brown, soil that does not taste good even though it looks like brownies. I tasted a little bit... bleh.

Soil has small pores which are holes that can absorb water and air so plants grow healthy and strong, just like you!

So, if you think that soil is not important, think again. Soil let's you and me live, soil is fuel for hotdog and burger stands, and soil, my friend, is the Earth's foundation of life.

A Whole Soil World



Connections made during Water Field Study for both the sixth grader and student leader

By **CAITLIN BETHMANN**
Namanu Reporter

Did you know our bodies are made up of 75% water? That and dozens of other things I learned from my terrific student leader Avocado. Because of Avocado water field study was my favorite field study even over plants, animals, and soil.

Though Avocado taught me a bunch just by talking I think I learned more from her doing lots of experiments with my group and I, one of my favorites is when we took a hike near the Sandy River. My group and I had to build a miniature river and a watershed.

We then had to talk about how they connected together with one flowing into the other.

It was so depressing at the end when we had to tear it down and destroy every last piece. At another part of the hike we learned how dissolved oxygen into a moving river faster than calm or not at all moving pond or stream.

The reason for that is called surface tension. I really



Avocado showing her students the life cycle of a frog.

didn't understand this because I knew I could jump into any old pool and I would go right through the water. I had no idea I was breaking surface tension.

The wildlife on most of the hikes was fantastic! I am sure of I saw at least three humming birds and a huge variety of insects. The trees were not alike in any way. Most of them I couldn't even identify.

I knew I saw a sword fern and a trillium. On the hike along with me were Jordan, Regan, Maggie, Taylor and of course Avocado, the student leader. They were also a great help in learning about water.

I was thinking later about which one of these four field studies was most important. I had to think about this for awhile. I finally decided that it



Photos by SUNSHINE

TOP PHOTO: Lark shows her students about stream morphology.

was all four of them. The reason is because without one of them we could not survive.

You can actually relate this to a food web because everything is connected. So if you take one thing out of the food

web then everything gets messed up.

If you or if you haven't gone to outdoor school I hope you had or will have the same awesome experience I had with water and the rest of the field studies.

Somewhere between all of the pH testing and critter catch, you get Carpo

By **TAYLOR SOLIS**
Namanu Reporter

Welcome to the water section! This is a little something about what we do on the field study water!!

The field instructor is Carpo he is a fun, radical, awesome guy and he has some fantastic activities and if you do an awesome job he will give you the water bead how to obtain this fabulous bead is to go on a fantastic hike and go to the stations. Then, Carpo will reward you for a great job you did.

Here are four stations you've might have gone on. Filtration is where you see how water can get clear from a dirty cup of water to clean drinkable water and then after that you get to see a real clean difference to clean drinkable water to extremely drinkable water can be



Students Tyler, Nic, Sierra and Kento all gather with Toad Stool learning the science of water.

Photo by SUNSHINE

made for real.

Salmon Life Cycle of course you learn the life's of the loved salmon and how they transform from eggs, alevins, fry, smolts, adults, to spawners and how hard it was for them to cross the dams of the rivers.

Water Aerobics was fantastically equal to the other activities this is about surface tension how many drops of water can be set on a leaf or penny that's where surface tension jumps in.

This is the one and only Critter Catch I'll tell you about

critter catch it's when you catch radical critters like those poison newts, probably eggs, and water insects it's awesome.

You are probably curious about what my experience was like well when I first went to the water field study I thought it

would be okay but after all that I told you man it was shocking at the end I had tons of fun.

The beauty to be outdoors learning about water is the best experience that you will take home always remember it, this is water field study.

Students discover the world of water and its creatures that swim secretly among them all

By **NATALIE KOCH**
Namanu Reporter

Water dripping. River rushing. Rain trickling down our cold backs. As Carpo would say, "Go before you go, cause water dripping and the cold does something to you."

Water is taught by a great man named Carpo. Carpo, besides being nice and hilarious also has an amazing assortment

of water creatures. The crowning glory of this collection is Enrique. This huge bullfrog is roughly the size of a small base ball glove. Carpo also has two or three other toads/frogs and a couple of newts. The field study alone was very fun! It has a splendid hike by the river.

The river is a beautiful thing as it rushes along. It is a fantastic sight to see. Near it we learned about hydroelectric

power, rapids, fish and so much more! Water is certainly fascinating when taught at outdoor school. In the yellow brown sand by the roaring river, we sixth graders dug out a miniature waterfall, river and lakes and poured water in and watched it flow along.

We learned about fish that live in salt and fresh water and how to measure dissolved oxygen by using parts per million.



Photos by SUNSHINE

We also learned the pH of water. There were also beautiful sights of the river and many fun activities.

So remember, go before you go 'cause water dripping and the cold does something to you!

TOP: Avocado showing her kids the infamous Red Bellied Newt during Water Field Study.

RIGHT: Sierra and Kento doing some water testing near the river.



Student leaders and students travel into the world of plants

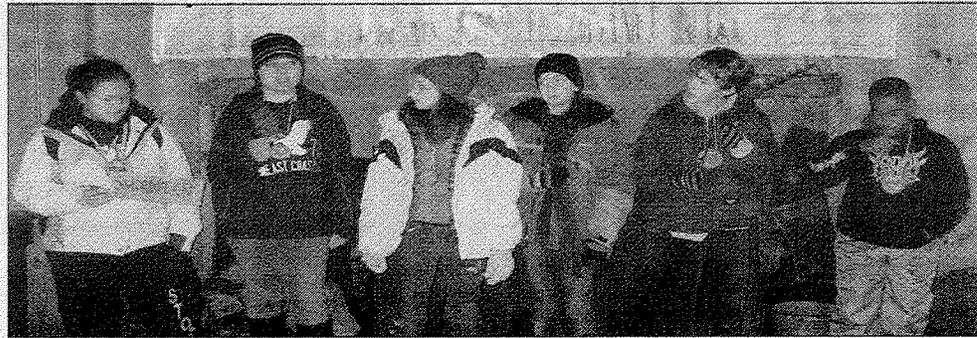
By KODY KENDALL
Namanu Reporter

Did you know plants are the only living things that can make their own food inside their body? When plants make their own food it's called photosynthesis. Photosynthesis is the process in which plants use energy from the sun to make food. They need sunlight, water, and carbon. So now let me tell you about chlorophyll.

Plants need chlorophyll to be green. It also gives just a little nutrient to plants. Plants have ovary.

Ovary attracts animals like hummingbirds and bees. Plants have something that hold them up, it's called a stem. A stem is what the water travels up to get to the pedals.

Plants have a side that is a pistil. Pistil is the female part



Students present the knowlegde to their classmates gained from the plants hike and Fish.

Photo by SUNSHINE

of the plant. The male part of the plant is called a Stamen.

All plants like to grow in topsoil because it has a lot of nutrients. It doesn't grow farther down because it's too hard for the roots to go thre the rocky

and compacted soil. So now let me tell you about trees.

The first kind of tree I'm going to tell you about is the pioneer species. The pioneer trees grow there branches near the top of the tree because they

need the most sunlight. The trees called shade tolerant are the ones that grow the best in shade. All trees that are on hills prevent erosion. Erosion is when dirt slides down a hill.

There are also nurse

logs which have other plants growing on them. One of the only plants that you can eat is the Oxalis. The Oxalis taste like green apple.

So on hikes make sure you stay on the trail.

Plants have it easy! Laying out in the pleasuring sunlight, while surviving off of sugars nutrients

By ADAM HOTTENROTH
Namanu Reporter

Did you know that plants can make their own food? They use a process called photosynthesis. They need sunlight, water, and carbon dioxide. The reason that the leaves of plants are green is because inside of each leaf there is something called chlorophyll.

Some plants also have an ovary. An ovary is what attracts other animals and insects like bees. The reason plants like to have their roots in topsoil instead of any other layer of soil is because the topsoil is rich with nutrients which is another good way for plants to get food besides

photosynthesis.

There's another way that plants eat besides photosynthesis and nutrients in the ground. Some plants attract insects inside of them and close a trap on them so they can't get out. Not only do plants use their roots to gather nutrients, their roots also take in water so that the only other thing they need to live is sunlight.

Some plants like a cactus can also store water because it hardly rains in the type of climate they live in. Most plants have a stem which helps them stand up and also makes it easier to get sunlight.

Gymnosperms have no stems or leaves and angiosperms

do. Some trees need more sunlight than others. It's called a pioneer tree. A pioneer tree spreads out its branches at the very top of the tree because they need more sunlight to live. Pioneer trees grow extremely fast at the beginning but then slow way way down. The problem for them is that shade tolerant trees can live in shade and grow at a nice, steady pace and when pioneer trees slow down, shade tolerant trees take all of the sunlight, the pioneer trees can't grow any more and soon die.

There are all kinds of interesting things about plants but at outdoor school, but that's only one out of four field studies.



By EVAN CRADER
Namanu Reporter

Plants are the best. There are so many amazing when you are on "plants field study" at outdoor school. When you take a hike you will learn how to identify trees like the Douglas Fir.

The Douglas Fir is a pioneer species and an Evergreen. You will understand so much better if you get Sloth as your student leader. He will tell the answer a lot and he will ask you for the answer to a question again and again until everyone screams it. He will make you laugh. The hikes go on forever and ever.

You go up hills and down, almost tripping on millions of roots. You will lean about the Western Red Cedar.

You can actually scratch your back on this tree and not get a splinter from it. Also, cauliflower makes plants green. I would suggest you wear hiking

boots so you don't slip like grizzle did during our hike.

A tree that looks like they are cut all the way up and the branches are way up at the top of the tree is called a pioneer species. Why, is because it races to the top to get all the sun. The tree that is all droopy and hanging with a lot of branches is called shade tolerant. It only gets the beams of the sun.

If you see a fern with little points and spores on the back, it is called a Sword Fern. A Western Hemlock is small and droopy.

Why, is because they say when he was in the line to get cones, which it does not have, he got sent back to the end of the line by Mother Nature.

He is droopy from being sad for being sent to the back of the line. I saw Fungi colored neon orange and a rainbow Fungi that was pretty cool. Last but not least, a log that is lying on the ground and is decomposing is called a Nurse Log.

We all had a 'groovy' time during our plants field study with our SL Indigo

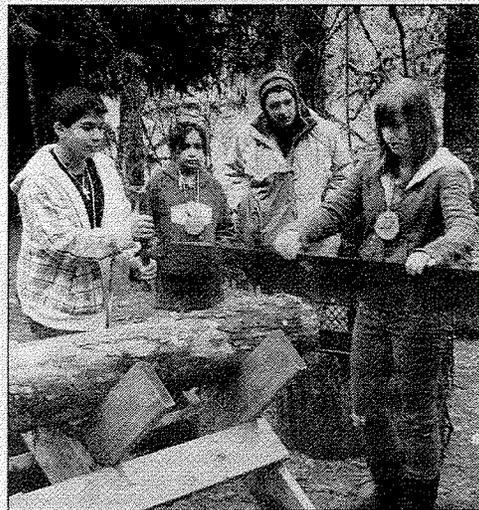
By CHRISTIAN TORRES-SALAZAR
Namanu Reporter

Plants are the second best field study because you get to learn a bunch of stuff. One thing you learn is what every part of a trilling is and where their seed's are, you also learn how they get glucose (sugar). Also you get to learn how they get their chlorophyll.

Do you know that chlorophyll is what makes plant's green. They also don't need oxygen to grow; they just need sun and water. And they tell you how to tell which tree is which, I'll tell you how to tell some trees from each other.

If you see a tree that is pioneer with groovy bark and it looks like it has fur on it then it is a Douglas fur tree. If you see a red tree that's smooth then it's a western red cedar. Did you know that a long time ago people used western red cedar for cloths? They used it because it was soft and it was hard to get splinters from it.

One more of the many things you learn are about tree guts. I'm not quite sure what each

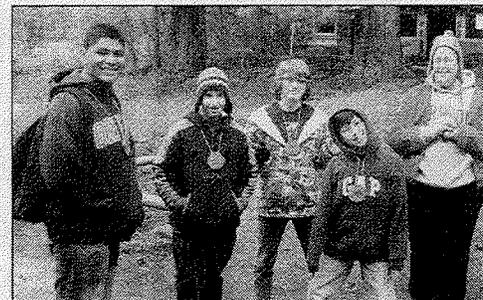


Students doing Cross Cut Saw station during Plants Field Study with Student Leader Indigo.

Photo by SUNSHINE

is called, but I know outer bark and inner bark. The outer bark protects the rest of the tree from woodpecker's and bugs. The inner bark holds the tree sap that comes from the trees. My

favorite part was when we got to do a hike and use a cross cut saw I thought that was very fun and it was something new that I've never tried before. It was pretty awesome.



Jet, Jordan, Aaron, Kento and Splash take a picture before field study starts.

Photo by SUNSHINE



Goat, Dzin' Dzin' Bell, Henna, Otter, Puzzle, Zzey and Tulsi snap a shot remembering all of the good times.



Dzin' Dzin' Bell, Tulsi, Henna and Zzey show why you need layers at ODS.

Whether it was Goat or Dzin' Dzin' Bell they were all the Kings and Queens of the jungle

By Ari Phillipi
Namanu Reporter

One of the field studies we did while we were at outdoor school was animal field study. We started out going to the animal area and broke up into groups. Some of the groups went on a nature hike,

and some of the groups went off to play games having to do with animals. My favorite part of the day was going on the nature hike. We walked around for a while, and while we were walking the counselors pointed out several sets of animal tracks. There were tracks of deer, raccoons, and beavers.

While learning about tracks, our counselors taught us how to walk like foxes, which is walking on the very sides of your feet like foxes do, so that you can move quietly. Foxes walk silently, so that they can hunt better.

While we were hiking we came into a clearing and we started

to play a game. I don't remember the name of it, but it went like this: One person would stand in the middle, and everyone else would hide. The hiders had to be able to see the person in the middle the whole time, and the middle person could only stand in a small area. The game was won, if the middle

person could see, and identify all of the hiders, or the middle person had to quietly hold up a number of fingers, and if the kids could not tell you how many fingers you held up, then they lost. This to me was the most fun part of the animal field study day, and it is the thing I remember doing the most.

Student Leader Henna, teaches her students using humor and the ability to multi-task at FS

By KAYLEE REE
Namanu Reporter

Animals is one of the field studies. We got to see bones, go on a hike, pet a snake and even more.

When we looked at bones we were shocked! The skull and the vertebrates looked smaller than what we thought the size was. It was awesome! When we pet the snake it felt smooth, and you also got goose-bumps. It had this awesome heat rock so when

ever my hands got cold I just put my hands on the rock.

My field study SL was Henna she was amazing, very smart, had a sense of humor, and knew how to have fun while learning at the same time. (oh yeah multi-tasker).

Everybody played a game. It was about what animals eat and what's all gone. So first you are the animal, second, an SL will read out different foods. (I guess it was like shopping).

There are pictures of food, and which ever food they



Kaeli looks at a skull while on the Animals Field Study.

Photo by SUNSHINE

call out you go find it and grab it. There's not enough for everyone so they told us that animals have a certain

diet, but sometimes they can't find or don't have enough of those organisms to feed on for everyone, sometimes you have to

find something else, (that was a long explanation). It was really fun!!! Everybody had a good time doing it!

This field study sets off for an adventure of discovery

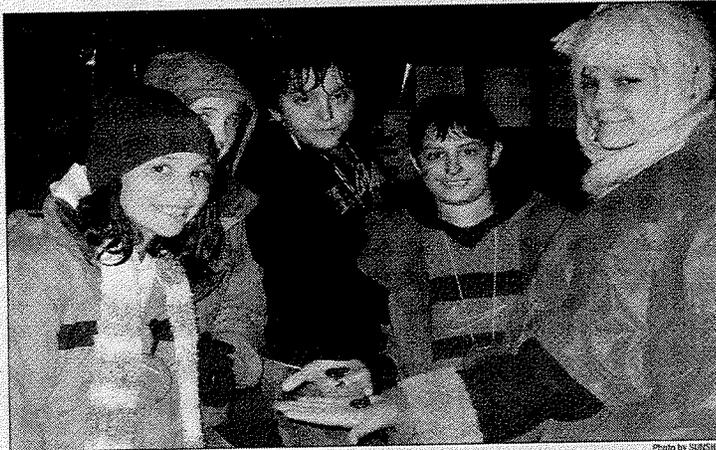
By GISSELLE GARCIA
Namanu Reporter

It all started after breakfast. I had all my layers on and I was nice and warm. My student leader for the Animals field study was Puzzle. The people in my group were Kody, Kendra, Cristian, and Jordan.

After we got into our groups we went for the hike. On the hike we played a game where we had to find things like small statues, toys, and silverware. There were about 20 things to find. I found 15, Kendra found 10, Kody found 20, Jordan found 20, Cristian found 10, and Puzzle found all 20.

The next activity we did was looking at some skeletons. The first skeleton was a fox. But nobody was sure what the next was. Puzzle kept on sort of mumbled it. Puzzle heard me. So she asked me if I had any guess. So, I just said elk and she said it was right and we moved on.

The next game was A.V.P. A.V.P stands for alien vs. predator. In this game one person stands in the middle. The person on the middle has to get people out who are hiding. The



Regan, Sierra, Nic and Brady learn another part of Animal Field Study with Tulsi.

Photo by SUNSHINE

way you get people out who are hiding is you describe what that person is wearing and then they can guess your name and if its you, you have to come out of you're position and move off to the side.

If you are left you have to be looking at the predator and the predator and you will have to

whisper it into the predators ear. If you get the number correct it shows you were looking at the predator the whole time.

After we went to the cabin s and ate and all we went back. When we went back we felt pelted I learned that they are 3 different layers of furs. If the fur is ruff it's for protection but as

you get lower it gets softer.

We also got to feel skulls and we learnt to different types of visions there is binocular and monocular. Binoculars is strait and monocular means you cant see anything in front of you. Although that day was very cloudy and rainy I loved it and I will never forget it.

Finding many animal signs after Animal FS

By GALILEA UBALDO
Namanu Reporter

First, I woke up and put my layers on and brushed my teeth then we went to breakfast. My student leader was Lark and for animals we went hiking and we found some bones.

Elk bones were big and the deer bones were small because the Elk has bigger horns. We were also hearing some birds and we were counting the noise of the birds.

Lark made a map and every time we heard a noise we would put a triangle on those areas. The map showed we heard the bird noises and we counted 8.

Then after that we went to lunch and then we went back to animals and we went hiking again and we were looking at the Animals footprints.

Raccoons footprint look deep and so we looked at all the footprints and so it started getting dark.

We went to campfire and after that we went back to our cabins and brushed our teeth and put our pajamas on. Then, after that we all went to sleep in our cabin.

AMAZING CAMPFIRE

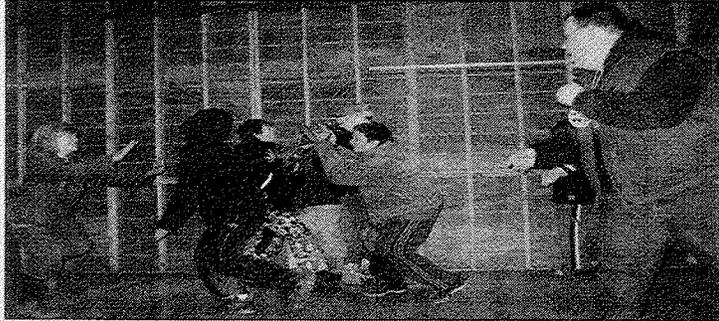
The spot at Namanu where true magic happens

By **KHALIL WATERS**
Namanu Reporter

Campfire is a place where you can be crazy and have fun. At campfire once you sit down you get right back up. This is when the amazing and outstanding experience begins.

After campfire begins you start singing, moving, jumping, and having a good time. Campfire at outdoor school makes you feel good inside. Once you get to know all the songs at outdoor school it's exciting. When you get more and more into campfire it gets just as fun as video games and TV and everything all children like.

In the middle of campfire after all the excitement you begin to sing softer and slower songs. Right when you sing the softer



Santiam's cabin skit of how the Platipus became to be during one night of a fun filling campfire. Photo by SUNSHINE

and slower songs you get relaxed and it gets better. Sometimes at campfire you will feel tired but still have more energy.

At the end of campfire we sing a goodnight song. During

the song you cross your arms and hold hands with the person next to you. After a little while a staff member will come and dismiss your cabin. Once you get up you maybe feel you want to sing

again.

Campfire is an awesome place to have fun. At the end of the day you start to think, it is okay to be yourself. Campfire is a place to be care free and funny.

A place where singing and weirdness is always allowed

By **ETHAN FLUSER**
Namanu Reporter

Campfire. I have to say, is the most magical time of outdoor school. It seemed as though no one got embarrassed of singing or dancing.

It was weird the first couple days because no one was used to dancing in front of people. But the last two days, it felt like a college party, not that I have been to one.

Anyway, the dancing and singing was only the second best part of campfire.

Definitely the skits were the best. Of course my favorite skit was the one Grizzly made up. It was about how the platypus came to be.

It was really good! There were many other good ones too but I can't remember all of them.

Another memorable part of campfire was the slow part of campfire.

Although many kids were disappointed that fun time was over, a fraction of us, were relieved from the tiring day.

Transition time consists of slow songs and instead of clapping, you either waved your fingers or you could rub your hands together. It made you want to fall asleep for some reason. It was creepy.

To sum it all up, campfire was an amazing experience I will never forget about while at my week for Outdoor School.

It is one of the countless reasons I want to come back as a Student Leader when I am in high school.

You have so much fun during campfire, whether it is was the dancing, the songs or even the skits - it was all incredible.

It also is a place where everyone is so happy. Everyone should experience a Namanu Outdoor School campfire at least once in a life time.

Campfire songs were enjoyed because of similarities

By **MARANDA RICHARDS**
Namanu Reporter

Campfire was great the first night was scary because I did not know anyone. The second night was better but still a little scary.

I only knew the kids in my cabin. The third night was cool but a little boring.

The fourth night



Singing and signing "Baby Moon" during the transition period. Photo by YEM

was great. The last day was sad because we did not go to campfire.

The first night had good songs, and you know what? Every night had good songs.

One of my absolutely favorite song from campfire was Gypsy Rover.

I have lots of favorite songs but I cant name them all. But my favorite one was Gypsy Rover. I like that song because it reminds me of my favorite song.

Whether it was the outrageous dancing or the wild skits, it was all incredible...

By **KATIE ROOF**
Namanu Reporter

Campfire was awesome. All the songs, all of the skits and everything.

But I think that the most fun part was the most fun and most awesome thing about campfire, were all the amazing cabin calls. What was your favorite?

Most nights at outdoor school I ended up at the open



The Staff showing a truly amazing performance of "Dude"! Photo by YEM

for bed. The songs were so cool.

My favorites were Desperado and Relax Your Mind. They are good songs. There were more songs lots more songs.

Do you like "repeat after me songs"? Well Desperado is a "repeat after me" song.

Everyone at my school loved it. Relax Your Mind was more slow.

I don't think a lot liked it, but it made me relax my mind. Don't those songs sound awesome and fun to sing? I though so.

Skits are fun to make, and also fun to watch. Some are classics and some are made up brand new.

A lot are fun, tons are funny. Skits are one of the best parts of campfire.

My favorite things at campfire are the good skits, songs and of course the cabin's cabin calls.

side of Uncle Toby's. It was cold and the campfire made me sleepy

SPECIAL MEMORIES OF CAMPFIRE



TOP LEFT: Carpo and Pez doing the infamous sandcastle skit during campfire.

TOP RIGHT: Squash in the Staff's Skit at campfire.



BOTTOM RIGHT: Twilight in the Staff Skit.

BOTTOM MIDDLE: Evan doing his cabin skit with fellow camp go-ers.

Photos courtesy of YEW!



During our week of Outdoor School, these students above show the colors of the flags by being members of the Final Flag demonstrating true leadership and heart for ODS. Photo by SUNSHINE

He demonstrated what really made a candidate for the final flag

By **ETHAN FLUSER**
Namanu Reporter

When I first learned at camp Namanu, that you can earn beads, I was determined to get all of Namanu beads.

There were four beads for each of the four field studies and four beads which you earned throughout the week. I

also learned that you could get beads from the student leaders. I strived during the week.

It was so hard at night not to talk, but I managed. That is how my cabin got the yellow "Z bead" with Grizzly.

Next, was the clean cabin bead. In order to earn this bead, you have to average a "super." Students decided who earned this bead. I made sure

every single bunk was in order.

I thought this will ensure my chance of getting the clean cabin bead. My drive to get all the beads grew.

My whole class got the clear thought bead. To earn this, your whole class had to do well at the end of the four field studies.

One more bead, the hardest one to receive. The final

flag and tree planting beads. Only 16 kids out of about 120 got this bead.

We lined up in our cabin groups. Weasel was going to announce the bead winner's names. When they said they were going to announcing Gordon Russell's representatives, my heart pounded.

The first name announced, "Ethan Fulsher." I

did not want to smile. I've been raised to act like you have been there before.

Like my first homerun, my first touchdown, or when I had four three pointers in an Oregon Prep Championship game. I walked up, they handed me the purple bead.

My last bead. This was an experience I will never forget.

Her love for Outdoor School got her to final tree planting

By **MAGGIE GEBHARDT**
Namanu Reporter

Have you ever wondered why you got an award or voted for something? I have.

At Outdoor School I was standing with my cabin group when Weasel announced who would plant the final tree. Then, I got this feeling like there was a knot in my throat. After that feeling was over Weasel said, "For the final tree from Gordon Russell...Maggie Gebhardt."

As I walked to the group of kids from the other schools, people were applauding. Then, Weasel said, "I present your Honor Guard and your tree



Namanu's Outdoor School's Final Tree Planting Crew with Carpo, Lifecadio, and Clover. Photo by SUNSHINE

planters." I felt proud of myself because the class voted me in and I didn't think that the other students in my class thought I could do it.

I think that they respected me a lot and I tried to

respect them too.

I also think that the people on the Honor Guard deserved it also.

Those people were Andy, Ethan, and Regan. They all did a great job at Outdoor School and

deserved it. To conclude, I would like to say that I'm so happy that I got chosen to be the final tree planter.

One thing I know for sure is that, everyone had a good time being apart of it.



Look who it is... It's Regan!

My Purple Bead

By **REGAN NELSON**
Namanu Reporter

Being one of only four classmates to be voted into final flag was a huge honor to me. When they called out my name, it took me by surprise. It's a memory that I will never forget.

Only four kids from every class get to be apart of the final flag or tree planting ceremony.

There were four classes at Outdoor School so only sixteen kids got to participate in this event, and I was one of them.

I thought I wasn't going to be voted in because, at least I thought, a lot more kids who deserved it more than me. I am still shocked.

There were three other kids, in our class, participating in the final flag or tree planting ceremony.

The three other kids were Ethan Fulsher and Andy Passenante. Also Maggie Gebhardt represented the class in the tree planting ceremony. We all got a special purple bead for being apart of this event.

Having a part in the final flag ceremony was the most special part of my Outdoor School experience. It was a big honor and it is a memory that I will never forget.

Sixth time Student Leaders reflect on the importance of true ODS

Words from Condor

Being a student leader at Outdoor School has become an instrumental part of my life. It has taught me to reach beyond myself.

Every week I participate I search for ways to become a better teacher. Having the opportunity to see children succeed, especially students who may normally struggle in a classroom setting, is one of the greatest joys I have ever experienced.

Outdoor School is a positive setting to learn a variety of teaching methods. Every student leader, field instructor, and program leader has their own teaching techniques. This creates a beneficial learning environment for myself and other student leaders to learn how to reach students who may need extra assistance.

Over my six weeks as a student leader in multiple programs and on different field



Condor, Henna, Yew! and Radon all take one last photo together as the memories of being a Namanu Student Leader stay close to their heart.

Words from Henna

Discovering that mushroom had given Dee the motivation to enjoy science and the realization that the forest truly was full of wonders. Our hikes turned into scavenger hunts for the strangest and most beautiful

When I don't have one in my pocket that is working, I seek out help from staff who I don't normally communicate with often and ask for their advice, which helps me to be successful with a majority of children.

studies I have tried to reach out and grasp a hold of any teaching techniques I can.

Our Outdoor School Stories

You voted, now here's the results

By ISIS NAVARRO
Namanu Reporter

Which were your favorites? Students that went to Camp Namanu chose their favorite food, staff and student leader. According to the data I found, the class's 1st girl student leader was... PUZZLE!!! Almost thirty percent of the votes were for her. Toast took second place with sixteen percent of the votes. I personally liked Avocado, but that's just my opinion.

On the boy side, the 1st favorite student leader was... SLOTH!!! He had thirty three percent of the votes. In second place with seventeen percent of the votes was Grizzly! I would have to agree with majority of the class and selected Sloth.

You can't forget the STAFF! From our twelve staff members, one was obvious that they had won. Nope, it was not Otter or Glucose. Our class's favorite staff member was TWILIGHT! She had forty percent of the votes. Congrats to these people. (Wherever they may be).

Now Weasel, the camp manager, did not leave us going hungry did he? Everybody thought about what their favorite ODS food could be and then voted. This was AMAZING! Two of the breakfasts we had were tied in votes. Pancakes and Sausage had nine votes as did the coffee cakes with egg muffins. You can't forget about LUNCH! This time we did not have a tie. I do agree with the majority of the class though, Grilled cheeses took the favorite for lunch with forty two percent of the votes.

Some people might have chosen something different than you but that's okay. We all like different things and people.

Plenty disgusting tuna and sticky dishes during cleaning teams

By KATIE ROOF
Namanu Reporter

Have you ever realized when you eat breakfast that you have to clean the toilet that day and you just lost your appetite.

Well at outdoor school it happened to me. When I was eating sausages and potatoes on Thursday morning at outdoor school I looked at the duties sign. It said that my cabin, McKenzie had roustabouts, which means clean the bathrooms.

It was my worst nightmare. Let's get back to reality. It was not that bad. All we did was wipe the toilet, wipe down the sink, check the toilet paper, and sweep the ground. It was not that bad.

There are so many more jobs like cleaning teams, recycling and woodchuck that sounded like fun.

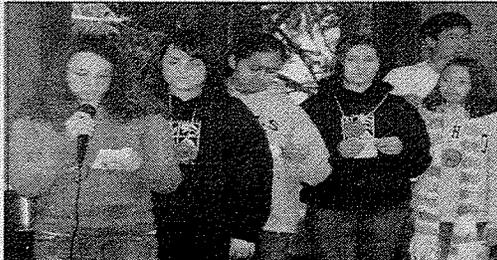
Cleaning teams was much worse than roustabout. Cleaning teams means cleaning off all the dishes and all the extra

food and it was gross. One day we had tuna and I almost threw up because I hate tuna.

Would you like to mix orange juice, milk and water together or scrape off extra food that people leave behind? If you

think roustabouts are worse, you are crazy.

Recycling and woodchuck I didn't get to do because there are more jobs than days that we were there at Namanu Outdoor School.



Gordon Russell giving the daily scores of the Cabin Inspection to everyone in the dining hall.

Photos by SUNSHINE

Using manners and talking together made meals feel like home

By KAYLEE REE
Namanu Reporter

The Outdoor School food was delicious! The most exciting part of the day is when we got to eat, that's how yummy the food was.

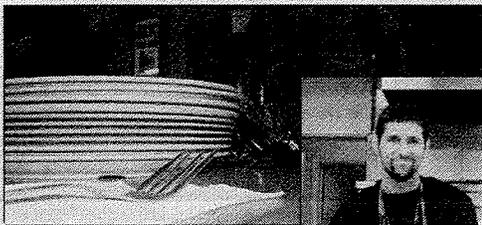
When you are in the Dining hall you feel so welcome and sort-of like you are in a restaurant.

You felt like you were a family because you used manners and it just felt right.

You also had jobs every time you had a meal. There were jump-ups, which went and got the food for the whole table.

There also were hot hosts, cold hosts and eight guests. The hot host passed and dished up the food.

The cold host started the



Close view on our the plate and fork used at Namanu.

Photos by YEW!

drinks and passed them around the table. There were two SL's for guests and six hosts.

We had three meals a day plus snack that was always good and tasty. For breakfast, in my opinion, the best things we had was pancakes, yummy, biscuits, rolls and of course on all

of those is better.

For lunch my favorite meal was when we had tuna fish sandwiches, fruit and rolls.

I am a roll maniac that's like all I eat. For dinner the best meal was taco night.

I had a bean burrito with grated cheese it was amazing!

We ate snack everyday after afternoon field study, or before recreation.

We had fruit roll ups, hot chocolate, punch, gram crackers and cookies.

Oh my gosh the desert was awesome! We had desert after lunch and dinner. My favorite desert was the chocolate chip cookies.

As you can see Namanu has great food I could probably eat there for a living!



It's our Site Supervisor Weasel!

A special cookie that you don't normally eat

By BRADY JACOBSON
Namanu Reporter

Anametag is a wonderful thing to have, a horrible thing to lose. You get your nametag that says your first name and last initial, Brady J, for example. You take it throughout the days unless you are asleep. Who'd want to sleep with a lump of a log

on their chest?

Day one, you get up and do your first field study, plants for me. Complete field study, you get a bead. There is a bead for plants, animals, water and soil obviously. But your student leader may give you one if he or she has one.

Toast gave me a homemade bead, said to be

really special. But I lost it. Then Nudge, Tuli and Lark gave me their extra beads along with the 3 field study beads. Mrs. Sorcinelli aka Sunshine gave me a bead and one to the entire class. On the night before we leave, a student leader gussies up our nametags.

We get them back next breakfast. Now my nametag looks cool on one side. It also has probably a bead from your student leader. G.O. gave me a G.O. bead, but Jet didn't have one. Then you go to final study and try to earn the clear thought bead. I succeeded and we also got a Z bead for falling asleep quickly and a clean cabin bead, the name says it all. Then you get every student leader to sign your nametag.

Mine got full, so I used the front. That proves one thing. I liked all the student leaders. People may also earn the final flag or tree-planting bead, but I didn't. So that's everything about nametags. You get to keep a little piece of ODS with you forever, reminding you of outdoor school.



Photo by YEW!

Sixth graders getting their wood cookies signed by all the Staff at ODS.

Was a shower really important during Outdoor School? I mean c'mon, it's a persons hygiene!

It is possible that students may have gotten one or two showers during their week of Outdoor School, but with all the fun they were having, who noticed the girls' hair all frizzed up, or the boys' awful stench?

By SIERRA MATHES
Namanu Reporter

Do you think we should have gotten more than one shower at outdoor school?

I think we should have gotten two or three showers because they want you to have good hygiene, but yet they only give you one shower for the whole week!

Honestly, I thought we would have gotten like two or three, but I was wrong.

Did you take a shower in the boys' bathroom? Well, I did not. I got to take one in the girls' bathroom. Can you believe that some people had to take a

shower in the boy's bathroom?! I personally think it would be like a once in a lifetime thing to do that, but I do not know if I would want to.

My water was the best temperature ever, was yours? Was your water cold?

Personally I don't like cold water, but maybe you do. Maybe you chose to have your water cold.

As you can see I think we should have gotten two or three showers for the whole week, but we did not.

My cabin group agrees with this too because it was really cold and everybody's whole body was like numb, and if we would of gotten to take another shower we would of not been so numb and cold.

We also would have gotten good hygiene, like they say it is important to have. That is just my opinion and it is fine with me if your opinion is different.



Tears and emotions came quick from the students and student leaders directly after the final tree planting ceremony came to an end realizing their week of Outdoor School was over.

The memories of what Namanu gave each student at Outdoor School

By **CAITLIN BETHMANN**

Namanu Reporter

"I am glad to be home," is what I thought to myself as I lay in my bed for the first time after ODS. Cold breezes and spookiness is what I got from the cabins at outdoor school. Even with other people in the cabin, the

walls would creak and the ground felt like it was moving.

It wasn't all that bad, because I had a lot of generous people in my cabin. Actually, I didn't have a lot of people in my cabin. I think I had the smallest amount. I liked it better that way. There were seven people in my cabin including me, but one person went home

because she got sick. I am so sure the reason she got sick is because there were holes in the walls of the cabin.

Luckily for me, I had a bunk that was near an inner wall with no holes. I was really worried my partner was going to get sick because I found five holes by her bunk and it was very cold the week we were there. The holes

were about the size of a 50 cent piece which is kind of small but the temperature was freezing!

I can't believe the boys cabin were nicer than the girls. They were decked out with tables in the center and fans with an old looking chandelier. Also there were showers in them!

Our shower walls were made of cement, so

when we took a shower it was clammy and cold. The boys' cabin also had bathrooms in them.

If the girls had to go to the bathroom at night, they had to walk up to the outside bathroom which was quite a distance. Also when the floor got wet, it stayed wet. So if you ever go to Namanu, make sure you are a boy and only stay a week.

Two stories about coming from the forest, back to the world of civilization

By **REGAN NELSON**

Namanu Reporter

Coming back from Outdoor School was one of the craziest rides of my life. It involved lots of SINGING! Who would have thought that a group of "too cool to sing" sixth grade boys would start the whole bus singing?!

When I heard the boys start singing,

I don't know what was running through my head. Eventually almost everyone joined in. At that moment I knew I would really miss this. We sang almost all the songs we learned. We sang so loud, too! I felt bad for the bus driver.

From the time we pulled out of Namanu to the time we were unloading, we sang. That

bus ride was one of the strongest memories I will keep from Outdoor School. I will never forget all of our singing mouths pulling up to the school.

By **EVAN CRADER**

Namanu Reporter

Oh my, it was like stepping into a baby room, as I got on the bus to go

home. As I passed each student, they gazed upon me with eyes flooding with tears. I also did cry. As I sat down next to my partner, he looked at me and gave me a smile.

The bus started creeping forward and all the buildings and new people met began to slip away. We all sat in silence and then Ethan talked us into starting to sing the

songs we had all learned at campfire. It felt like forever until we got back to school. We cheered and then sang some more as we entered the parking lot of Gordon Russell.

The parents were standing and waiting for all the girls and boys to step off the bus. We all got off the bus, gave hugs, picked up our bags and scattered for home.

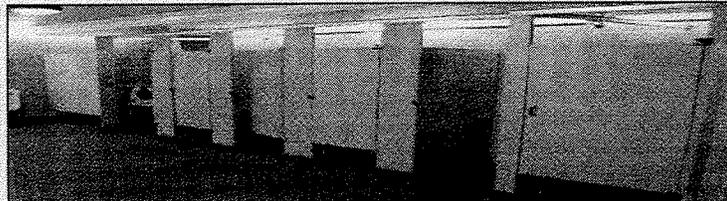
Something at Namanu that students do not have fond memories and want to forget!

By **BRITTNEY CONWAY**

Namanu Reporter

How would you feel if you had barley any cabin time? Well I was sad. The Siskiyou cabin had barely any because of jobs!

We either had rout a bouts where you have to clean the bathrooms...



The dreaded bathrooms we all had to clean during our week of Outdoor School. You wouldn't believe what was found...

EWV!

We also had showers which, we had Monday which in my

opinion was the worst day.

One morning we had to be jump ups. One

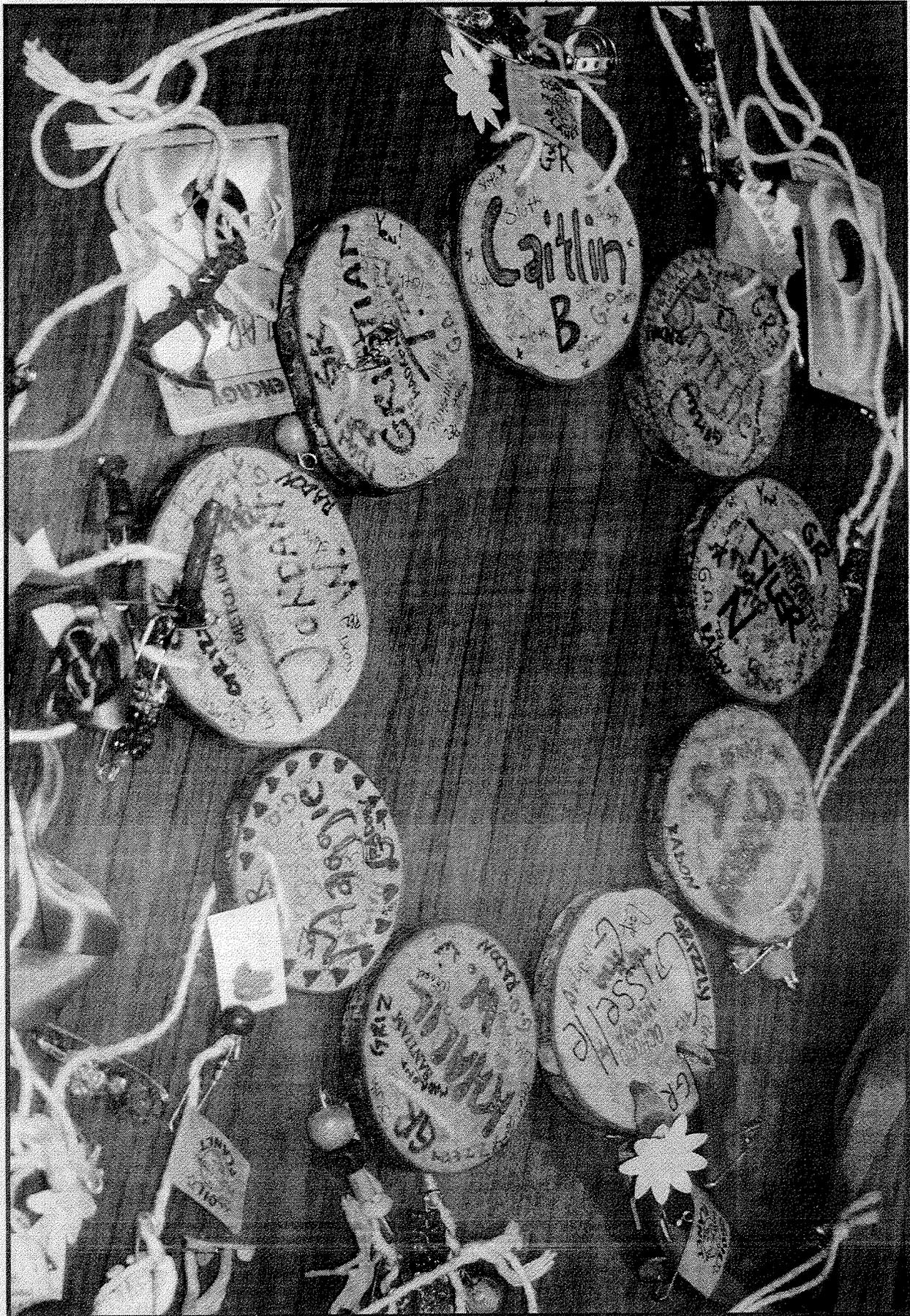
of the worst jobs you had to get food for you table and if you were eating you had to go and get food.

Oh and you had to wear these horribly ugly red aprons!

The grosses job was cleaning the dining hall. You had to touch used dishes that other people ate off of.

Can you say gross! But I guess it was worth it ding the horrible jobs to the camp can run properly.

WE WANT TO SEE YOU AS A STUDENT LEADER!



Jennings, Gayla

From: Yelin Oh [yelinoh126@gmail.com]
Sent: Monday, August 01, 2011 1:18 PM
To: Jennings, Gayla
Subject: Scheduling a Communications

Hello, my name is Yelin Oh, a 2011 Lincoln High School graduate.

I wish to schedule a communications for the Wednesday, August 17 city council meeting.

Name: Yelin Oh

Address: 569 SW Valeria View Dr.

Phone Number: 5039279667

Issue: I will like to address the council regarding MESD Outdoor School and the cuts being made to it.

--

Yelin Oh

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? We are all meant to shine, as children do. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others." - Marianne Williamson

--

Yelin Oh

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Request of Yelin Oh to address Council regarding MESD Outdoor School and the funding cuts (Communication)

AUG 17 2011

PLACED ON FILE

Filed AUG 12 2011

LaVonne Griffin-Valade
Auditor of the City of Portland

By *Alexander Parsons*

COMMISSIONERS VOTED AS FOLLOWS:		
	YEAS	NAYS
1. Fritz		
2. Fish		
3. Saltzman		
4. Leonard		
Adams		