

# CAMP PUH'TOK

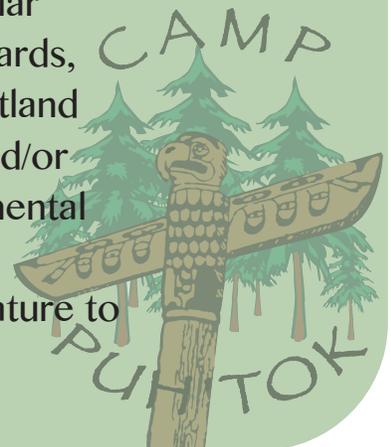
## for Boys and Girls, Inc.



## ENVIRONMENTAL EDUCATION PROGRAMS

Students will have the opportunity and resources to develop the knowledge, intellectual skills, attitudes, experiences, and motivation to make and act upon responsible environmental decisions as individuals, and as members of their community all while developing the critical tools necessary to succeed in a 21st century workforce.

Camp Puh'tok provides comprehensive, multi-disciplinary environmental education program infused with current curricular offerings that are aligned with state environmental literacy standards, through the exploration of Camp's 67 acres of woodland and wetland habitats. All programs support STEM, and/or Next Generation, and/or Common Core. Puh'tok field trips provide a high quality environmental education that requires students to use math, reading, science, and writing skills while they pursue engaging activities in nature to exercise, play, and experience their natural world.



# \*Your choice of 4 programs\*

## **Forest Resources**

Students will focus on the importance of trees as a natural resource, what they provide us as humans, and the effects of losing our forests. They will also review renewable and non-renewable resources and can make their own paper product.

## **Local Ecology**

Students will focus on forests and conservation and will represent different components of an ecosystem in order to get hands on learning of their ecosystems around them. Students will be able to create their own ecosystems and learn the importance of each integral part to create the whole healthy system.

## **Birds of Prey**

Students will interact with live birds and biofacts to learn about the local birds of prey. Includes animal presentation and interactive game where children will get to act out the different bird adaptations.



## **Critter Talk**

Students will learn about local woodland and river species, their importance to our ecosystems, and their adaptations. The students will then go on a hike to observe, catch and release, and learn more about the animal habitats.

## **Reptiles Rule**

Explore the world of reptiles! Students will learn about some of the local species and find out which ones live in our very own backyards, what they eat, and how we can all live together.

## **The Terrific Terrapin**

Students will learn various facts about the terrapin including the physical characteristics, lifespan, diet, habitat and threats, among others through a trivia style game. Live animal presentation included.

## **Good Night, Owl!**

Animal presentation with local species owls, then followed by an interactive story time.

## **Trees in Schools**



**\*In School\***  
**Grades 5- 8.**

Students will be able to identify and label different parts of trees, both inside and out to gain a better understanding of the growth and importance of the tree, and participate in games that relate back to the information.

## **Wildlife and Climate Change**

The climate is changing and at a fast pace, we all need to adapt to the changes- including the flora and fauna that surround us. Students will learn the ecosystem's interdependence, what climate change is, and how it affects us all through stations that allow the children to interactively learn.

## **Forest Diversity**

Students will study and collect data on three components of diversity found in the forest, including species, structural, and functional diversity. Students will also collect data to see how much carbon a tree can hold and discuss the role of the forest in offsetting the impacts of Carbon Dioxide and climate change.



# \*Your choice of 4 programs\*

## Water Quality

Students will explore the importance of water quality, all the different factors of testing, and how the different types of water affect our environment and ecosystems all to tie in with climate change.



## Chesapeake Watershed

Give the students a sense of the Chesapeake Bay watershed's size and importance and to talk about some of its creatures and habitats, and how climate change might affect these creatures and habitat. To have the students answer the question "who polluted the Bay" and show them different ways it is polluted.



## Nature Hike

Students will explore the woods and take part in a nature scavenger hunt to learn about different habitats and identify different characteristics of the local flora and fauna.

## Bewitching Bats

Students will listen to an interactive story, create a batty craft, and participate in a trivia style game! Topics include senses, range, population, lifespan, threats, and how climate change is impacting the species.



## The Brave Bees

Students will follow the honey bee on its quest for nectar and pollen! They will learn what nectar and pollen are, how honey is made, and how plants and bees have a symbiotic relationship. Students will learn about the life stages of the bee, about the honey bee society and the different roles of all the bees with hands on models and displays.



## Mighty Monarchs

Explore the world of the Monarch and Checkerspot butterflies! Students will learn the life cycle of a Monarch and the migration process, and get an understanding of the importance of pollinators. Students will get a personal handbook to record their discoveries and take home for further extension.



## Leave No Trace

Students will learn to "Leave No Trace" initiative and how to be responsible to wildlife and all the natural wonders we love! They will be able to make their own journal to represent different principles and do a backpack activity to learn what items should or shouldn't be brought camping or hiking in order to preserve the area. We will also apply those techniques to home in order to learn about composting, recycling, and the difference between trash and reusable materials.

## Become a Herpetologist!

Students will head into the woods to observe, catch and release, and learn about a variety of insects and salamanders within their different habitats. Students will learn how the animals survive in their habitats based off their adaptations and study a variation of artifacts.



## Reduce, Reuse, Recycle

Students will learn about the three R's to reduce, reuse, and recycle. Students will be able to gain a better understanding of the importance of recycling and learn what every-day products can be made from recycled materials. The students will also get to make their very own woodland craft from trash commonly found in the woods.



This organization and its materials are not affiliated with, sponsored by, or endorsed by Baltimore County or Harford County Public Schools, the Superintendent, or any Baltimore or Harford Public Schools or Office.

# Field Trip Targets

## Forest Resources

**I can investigate:** the decomposition process and its role in the natural world.

**I can gather:** question data from different forms of scientific investigations.

**I can observe:** what things are like or what is happening.

**I can select:** and use appropriate tools to augment observations of objects, events, and processes.

**I can recognize:** that materials continue to exist even though they change from one form to another.

and describe that people in Maryland depend on, change, and are affected by the environment.

**I can identify:** -and make a list of materials that can be recycled.

-what happens to materials when they are recycled.

-and describe the interactions of organisms present in a habitat- competition, beneficial interactions, and roles in food chain.

-and describe that human activities in a community or region are affected by environment factors.

**I can investigate:** different habitats.

**I can explain:** that individuals of the same kind differ in their characteristics, and sometimes that gives advantages in survival.

**I can describe:** ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.

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## Local Ecology

**I can investigate:** the decomposition process and its role in the natural world.

-different habitats.

**I can identify:** -and make a list of materials that can be recycled.

- what happens to materials when they are recycled.

-and describe the interactions of organisms present in a habitat- competition, beneficial interactions, and roles in food chain.

-and describe that human activities in a community or region are affected by environment factors.

**I can gather:** and question data from different forms of scientific investigations.

**I can observe:** what things are like or what is happening.

**I can select:** and use appropriate tools to augment observations of objects, events, and processes.

**I can recognize:** -that materials continue to exist even though they change from one form to another.

-and describe that people in Maryland depend on, change, and are affected by the environment.

**I can explain:** that individuals of the same kind differ in their characteristics, and sometimes that gives advantages in survival.

**I can describe:** ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.

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## Birds of Prey, Critter Talk, Reptiles Rule, The Terrific Terrapin, and Good Night, Owl!

**I can identify:** -living things as plants or animals.

-external parts of plants and animals.

**I can describe:** -ways that animals help their offspring (babies) survive.

-ways that animals use their parts to survive, grow, and meet their needs.

**I can explain:** that offspring are like, but not exactly like, their parents.

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## Wildlife and Climate Change

**I can identify:** -where water is found on Earth.

-different land features found on Earth.

-and make a list of materials that can be recycled.

-identify what happens to materials when they are recycled.

-identify and describe the interactions of organisms present in a habitat- competition, beneficial interactions, and roles in food chain.

-and describe that human activities in a community or region are affected by environment factors.

**I can describe:** -how fast and slow changes change the surface of the Earth."

-why Maryland is called 'America in Miniature.'"

-that the changes to Miami Beach is a slow Earth change.

-ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.

**I can use:** maps to find different land and water features on Earth.

**I can investigate:** -the decomposition process and its role in the natural world.

-different habitats.

**I can gather:** and question data from different forms of scientific investigations.

**I can observe:** what things are like or what is happening."

**I can select:** and use appropriate tools to augment observations of objects, events, and processes.

**I can recognize:** -that materials continue to exist even though they change from one form to another.

-and describe that people in Maryland depend on, change, and are affected by the environment.

**I can explain:** that individuals of the same kind differ in their characteristics, and sometimes that gives advantages in survival.

# Field Trip Targets

## Forest Diversity

- I can investigate:** -the decomposition process and its role in the natural world.
  - I can gather:** and question data from different forms of scientific investigations.
  - I can observe:** what things are like or what is happening.
  - I can select:** and use appropriate tools to augment observations of objects, events, and processes.
  - I can recognize:** -that materials continue to exist even though they change from one form to another.
    - and describe that people in Maryland depend on, change, and are affected by the environment.
  - I can identify:** -and make a list of materials that can be recycled.
    - what happens to materials when they are recycled.
    - and describe the interactions of organisms present in a habitat- competition, beneficial interactions, and roles in food chain.
    - and describe that human activities in a community or region are affected by environment factors.
  - I can investigate:** different habitats.
  - I can explain:** that individuals of the same kind differ in their characteristics, and sometimes that gives advantages in survival.
  - I can describe:** ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.
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## Water Quality and Chesapeake Watershed

- I can identify:** -where water is found on Earth.
    - what happens to materials when they are recycled.
    - identify water, air, soil, minerals, animals, and plants as basic natural resources.
    - and describe the interactions of organisms present in a habitat- competition, beneficial interactions, and roles in food chain.
    - and describe that human activities in a community or region are affected by environment factors.
    - different land features found on Earth.
    - and make a list of materials that can be recycled.
  - I can describe:** -how fast and slow changes change the surface of the Earth.
    - why Maryland is called 'America in Miniature'
    - that the changes to Miami Beach is a slow Earth change.
    - ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.
  - I can investigate:** -the human impact on the living organisms within the Chesapeake Bay.
    - different habitats.
    - the decomposition process and its role in the natural world.
  - I can recognize:** -that materials continue to exist even though they change from one form to another.
    - and describe that individual and group actions can extend the natural resources of the environment.
    - and describe that people in Maryland depend on, change, and are affected by the environment.
    - how Earth's natural resources from the natural environment are used to meet human needs.
  - I can use:** maps to find different land and water features on Earth.
  - I can gather:** and question data from different forms of scientific investigations.
  - I can observe:** what things are like or what is happening.
  - I can select:** and use appropriate tools to augment observations of objects, events, and processes.
  - I can explain:** -that food, fuels, and fibers are produced from basic natural resources.
    - that natural resources are limited and need to be used wisely.
    - that individuals of the same kind differ in their characteristics, and sometimes that gives advantages in survival.
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## Nature Hike

- I can describe:** -how plants make fruit and seeds.
  - how different plants need different animals to pollinate them.
  - ways in which organisms in one habitat differ from those in another habitat and consider how these differences help them survive and reproduce.
  - how technology can be used to help pollinate plants.
- I can use:** -model to show how animals move pollen from flower to flower.
  - data from investigations to prove that plants need water and sunlight to grow.
- I can investigate:** -the decomposition process and its role in the natural world."
  - different habitats.
- I can identify:** -and make a list of materials that can be recycled.
  - what happens to materials when they are recycled.
  - and describe the interactions of organisms present in a habitat- competition, beneficial interactions, and roles in food chain.
  - and describe that human activities in a community or region are affected by environment factors.
- I can recognize:** -that materials continue to exist even though they change from one form to another.
  - and describe that people in Maryland depend on, change, and are affected by the environment.
- I can gather:** and question data from different forms of scientific investigations.
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- I can select:** and use appropriate tools to augment observations of objects, events, and processes.
- I can explain:** that individuals of the same kind differ in their characteristics, and sometimes that gives advantages in survival.

# Field Trip Targets

## Bewitching Bats

**I can describe:** -how plants make fruit and seeds.

-how different plants need different animals to pollinate them.

-how technology can be used to help pollinate plants.

**I can use a model:** to show how animals move pollen from flower to flower.

**I can use data:** from investigations to prove that plants need water and sunlight to grow.

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## The Brave Bees and Mighty Monarchs

**I can use:** -a model to show how animals move pollen from flower to flower.

-data from investigations to prove that plants need water and sunlight to grow.

**I can describe:** -how technology can be used to help pollinate plants.

-how different plants need different animals to pollinate them.

-how plants make fruit and seeds

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## Leave No Trace

**I can investigate:** the human impact on the living organisms within the Chesapeake Bay.

**I can recognize:** -how Earth's natural resources from the natural environment are used to meet human needs.

-and describe that individual and group actions can extend the natural resources of the environment.

**I can identify:** water, air, soil, minerals, animals, and plants as basic natural resources.

**I can explain:** -that food, fuels, and fibers are produced from basic natural resources.

-that natural resources are limited and need to be used wisely.

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## Why Choose Camp Puh'tok?



With 67 acres of woodlands, wetlands, streams and meadows and surrounded by Gunpowder Falls State Park, at Puh'tok the possibilities for outdoor learning and leadership experiences are endless!

Camp Puh'tok is a private, non-profit summer camp and outdoor learning center striving to ensure that meaningful outdoor learning experiences are available to all children, especially those that need it most. Puh'tok was founded in 1942 to provide a traditional overnight summer camp for under-served Baltimore City children. Seventy-five years later, Puh'tok's mission remains largely the same: to teach ALL children the value in respecting nature, others, and themselves; through hands-on outdoor learning.

At Puh'tok, our primary focus is on youth development. Our program activities and caring staff help students develop skills and character traits essential to success such as positive decision making, self-discipline, self-confidence, team work, problem solving and leadership. Students participate in applied learning experiences that deepen their understanding of history, social studies, natural sciences and the arts. All activities complement and reinforce classroom learning in an engaging outdoor environment.

Learn more at [www.camppuhtok.com](http://www.camppuhtok.com)  
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