

“In This World” Mommy & Me Spark Sleepover

Schedule

Saturday

Time	Activity	Badge?	Who?
1:00 PM	Arrive, settle in – check-in with Health forms, collect fruit.		
	Activity books for girls to work on.		
	Wood nametag craft.		
2:00 PM	Camp Opening (at flag pole), boundaries, rules, fire drill info, count off, water safety, what to do if separated from group	Going Camping Keeper	
2:30 PM	Weird Web game (20-30 mins)	Eco Pak – Hands On	
3:00 PM	Snack – “grab and go” potluck supplied by moms		
3:10 PM	Game Stations (10 mins each – about 50 mins total)		
	Trash Relay	Eco Pak – Games	
	Kim’s game with nature items	Eco Pak – Games	
	Shrinking Island	Eco Pak – Games	
	The Great Cookie Extraction	Eco Pak – Hands On	
4:00 PM	Explore the Outdoors using Eco Pak tools	Eco Pak – Outside	
	Free time until dinner		
5:00 PM	Dinner (sing a new grace)	Slice of Spring	
	Patrol Duties		
6:00 PM	Craft Stations (15 mins each)		
	Dogwood hat craft	Slice of Spring	
	Butterfly hat craft	Summer camp	
	Oscar the grouch	Summer camp	
	Canteen	Summer camp	
6:45 PM	Campfire – start fire?	Going Camping Kpr	
	Must do a yell, chant or rap	Going Camping Kpr	
	Include a song about water	Summer camp	
	Include a song about frogs	Slice of Spring	
7:30 PM	Mug up – make a friendship fruit salad	Slice of Spring	
8:00 PM	Head to Bed - stories	Going Camping Kpr	

Sunday

Time	Activity	Badge?	Who?
7:30 AM	Rise and Shine		
	Pack Up		
	Inspection		
	Trail Hunt to find your "breakfast ticket"	Slice of Spring	
8:30 AM	Breakfast (don't forget grace!)	Slice of Spring	
	Patrol Duties		
9:40 AM	Group Hike (20 mins) – un-nature trail	Eco Pak – Outside Going Camping kpr	
10:00 AM	Game Stations		
	Leap frog	Slice of Spring	
	Nature trust walk	Eco Pak – Outside	
	Sound Maps	Eco Pak – Outside	
10:45 AM	Snack – "grab and go" potluck supplied by moms		
11:00 AM	Group Photo and Closing		
11:30 AM	Departure		

Activity Details

Nametag

Use a piece of wood and Sharpies, patrol pictures to stick on, glue guns to attach broach pin-backs.

Weird Web Game

Print Instructions from online at: http://www.cpaws-southernalberta.org/education/pics/weird_webs.pdf

Create a 'web of life' to teach girls about the interactions and relationships in an ecosystem and the effect of disrupting or changing an element within the ecosystem.

You will need:

- ball of string/wool (long enough to be passed amongst all the girls, across a circle, at least once).
- ecosystem element identification cards http://www.cpaws-southernalberta.org/education/pics/who_am_i.pdf

How to play:

Girls stand or sit in a circle displaying their ecosystem element card. One person is the sun (probably the Guider to start). Have everyone say who they are, finishing with the sun "the ultimate source of life for all things".

The sun starts by passing the ball of string. The string is to be passed to another ecosystem element in the circle only if it needs you to survive or if you need it to survive. For example, the sun could pass the string to a tree.

While the ball of string is passed, ask the girls to explain how/why they are making the connection. Make sure the whole group understands and agrees. Make sure no ecosystem element is left out. Girls can be connected into the web through more than one element.

Once each element is connected, ask the girls to pull gently on the string to take in the slack. Talk about the pattern that has been created with the string. Explain that the pattern represents the complex interconnections that occur in a natural ecosystem. (You'll notice that every time the game is played, the web looks different.) By looking at the pattern it should be clear to see why the interrelationships in an ecosystem are often referred to as the "web of life".

Next, introduce a change to the ecosystem. Some examples might be:

- Hunters come to harvest moose, elk and deer from the area,
- Decreasing ozone levels allow more ultraviolet radiation, which kills cells and slows the growth of trees,
- The forest is in a park, but the park is too small to preserve large carnivores, or
- A forest company has received the right to log the area.

Using the first example, ask the elk in the web to drop her string. Immediately after the string is dropped ask the girls who felt the tension change in the string. Ask the girls who felt the change how they might be affected. Then ask these 'affected' girls to drop their string. Continue this until everyone has dropped their string. (Alternatively, the 'affected' girls can tug on their string. Girls that feel the tugging, then do the same with their string, and so on.) Discuss how any change to the ecosystem – small or large – is felt throughout the entire system.

Trash Relay

You will need:

- trash! (an assortment of trash including waste, compostable items, and recyclable items)
- rubber gloves

How to play:

Divide the girls into teams to race in a relay. Divide the trash into piles (same number of piles as teams of girls). Put a pair of rubber gloves in front of each team at the start line. Place the piles of trash half way between your start and end lines. At the end line, place three buckets/containers labeled "Garbage", "Recycle", and "Compost".

The object of the game is to put on the rubber gloves, run (walk, skip, crab walk...whatever the girls decide) to the 'trash', select an item, run to the end and put it in the proper category, run back to the start and hand off the gloves to the next girl in line. The relay can be run until every girl has gone once/twice/etc or when all the trash has been sorted.

Eco-message: Once the trash is sorted talk with the girls about what they found in the garbage and how much of it was in the 'wrong' place. Talk about the ways in which we can reduce our garbage, but when we do make it, how we can make sure it gets put in the right place.

Kim's Game

In Kim's Game, students see how much detail they can note in a two minute period. This is fun to use as an introduction to a new theme.

- Materials Required: 15 - 20 natural items, old sheet, journals.

Instructions: Secretly, place 20 natural items on a flat surface and cover them with a sheet. Have the group silently take a seat on the floor in front of the items. After much fanfare, give students just two minutes to silently observe as much detail as possible about the items they see. When time is up, cover the items again. Go around in a circle, asking each student to describe one item in detail. Finally, students make a list in their journals of the natural items, listing three details about each.

Shrinking Island

You will need:

- a bunch of mats/sheets of newspaper/skipping ropes (*on kit list*)
- a source of music (we used our voices and sang a song).

How to play:

Scatter the mats/newspaper/ropes around the room to form 'mini-islands'. If you have enough space and supplies, try to start with one island per player.

Have the players imagine that when the music is playing, that they are animals looking for food and water, or just frolicking about with their animal friends.

When the music stops, the players must try to find shelter for themselves and all their fellow animals, by making sure that everyone gets onto an "island". Some ideas you can tell them for when the music stops is that it might represent a lurking predator or a storm from which they need shelter.

If there are no empty 'islands', the players must share with others. For younger girls you can suggest that at least some part of their body needs to be in/on the island. For older girls you can say that if any parts of their bodies are left on the floor outside the island, they will "not survive" (they will get quite creative to help each other stay balanced and "alive"!).

Each round, remove a few islands. An idea you might use to explain why the islands are being removed is that human developments (i.e. cities) are spreading and are encroaching on wildlife habitat. Continue removing islands until at the end, everyone is piled onto just a few islands and it's not possible to fit any more girls on what's left!

Eco-message: Girls can learn about the importance of habitat - not just that it's needed, but that enough of it is needed for animals (including humans) to live. With a decrease in space comes a decrease in food, water and shelter.

The Great Cookie Extraction

This activity will give the girls some idea of what effect mining for fossil fuels (like coal) may have on the environment. The activity is adapted from the BC Hydro website (www.bchydro.com).

You will need:

- chocolate chip cookies
- toothpicks

What to do:

Give each girl a cookie and get her to try to guess how many chocolate chips are inside. Tell the girls they only have 3 minutes to get as many chocolate chips as they can out of the cookie. They can use their hands and the toothpick to help them mine. After the time is up, ask them to count how many chocolate chips they collected. Now ask them to look at what is left of the cookie. How did mining the chocolate chips affect the environment of the cookie? (Typically the cookies will be destroyed.) Can they fix it – and make it the same as when they started? This is a good time to talk about how mining energy resources, like coal, can negatively affect the environment.

Now give the girls a second cookie. This time they must try to preserve the environment (the cookie). After giving the girls another 3 minutes to mine the chocolate chips ask them how many they got this



time. How does the number compare to the first try? (They will likely have less this time.) How is the environment (the cookie) this time? (It will not likely have been destroyed this time.)

Eco-message: Talk to the girls about what they think about the trade-off that was made between the two mining situations. What do they think and feel about energy resources and their possible effect on the environment? Can they think of other environmentally friendly energy sources?

Explore the Outdoors using Eco Pak Tools

There are 4 Explore the Outdoors kits in your Eco-Pak!

These packs include a variety of items the girls can use to examine the world around them.

- dental mirror – take a peak under a rock, behind some moss, around a mushroom (without disturbing anything)
- magnifying glass – take a closer look at the surface of any object (bark, rock, leaf, bug, etc.)
- petri dish – in case you don't want that bug crawling away (or towards you!) while you're looking at it, temporarily put it in the petri dish (we used a baby food jar) to give it a closer look



- plastic 'telescope' tube – this tube allows the girls to focus their attention on a small window in nature (cut pieces of plastic pipe)
- texture and colour sheet – compare the what you feel and see on the car to the textures and colours in nature. One side has textures on it, the other side has paint sample colours.
- length of wool – lay the wool out in a line on the ground and examine the differences along its length or make a circle with the wool and examine the world within it
- marble – quietly hold in your hand and focus on your sense of hearing (it allows the girls to concentrate better)

Have the girls bring paper and pencils to make notes of their findings, prepare an activity sheet for them to complete, or create a scavenger hunt that has the girls use each of the items in the kit to find and discover things around them outside (remind them to look and touch, but not to take).

Craft – Dogwood hat craft

Supplies: white felt, green felt, green pom-pom, pin, glue

Instructions: Cut out white felt in a flower shape. Cut out green felt in a leaf shape. Glue together as shown, with the pin on the back.



Craft – Butterfly hat craft

Supplies: fun foam heart shapes in a variety of sizes, small piece of pipe cleaner, burnt out holiday light, googly eyes, fine point Sharpie marker, glue gun & glue

Instructions: Using the glue gun (and parent help!), glue the hearts to the light bulb. Twist the pipe cleaner around the base of the light bulb to be antennae. Glue on eyes and draw face as shown.



Craft – Oscar the grouch

Supplies: film canister, sharpie marker, green pom-pom, googly eyes, glue.

Instructions: draw lines on film canister (garbage can) as shown. Glue all pieces together as shown.



Craft – Water canteen

Supplies: film canister lids or pop bottle lids, ribbon, pony bead, glue.

Instructions: Place two lids together (insides touch each other) Glue together. Have a loop of ribbon, Glue to the bottom of the two film canisters lids and about half way up each side. (The bottom should be covered by the ribbon and the top should have a loop of ribbon for the carrying strap). Glue a pony bead onto the top of the lids where no ribbon is glued, that will be your "drinking spout". Grey film canister lids work as do the new ones that kind of sink in (clear).



Un-Nature Trail

From <http://www.cpaws-southernalberta.org/education/pics/5min-fieldtrips.pdf>

Materials Required: A bag containing ~15-20 objects collected from the schoolroom. Colours should range from neutral or green (e.g. crayon) to brightly fluorescent (e.g. highlighter), and from small (eraser) to large (e.g. exercise book).

Instructions: You'll need to identify a well defined path that students will be able to follow. Before the students arrive in the area count the number of objects in the bag, then walk the path and 'litter' the area with your objects. For added fun you can suspend them from branches (we humans rarely look up!), insert pencils partially into the ground, etc.

Next, gather your students at the beginning of the trail, and tell them that there are some unnatural objects spread along the trail. The students' challenge is to find as many of them as they can. Ask students to walk slowly, look actively, and not point out items to other students (as this is a friendly competition). They can use their fingers to keep count of the objects they see.

Then lead the way on the trail. Walk veeery slooowly, and model quiet looking for your students. Gather students at the end of the trail, and ask them "If you saw more than three objects, put up your hand". Next ask them if they saw 5, then 7, etc. until you exceed the number of items on the trail! Ask them "If you saw the pink flamingo, put up your hand" (If you didn't actually put out a flamingo, this will tell you which students are being overly imaginative!). Ask students if they saw specific, hard-to-see items. Were

some items harder to see than others? (Yes - because they are camouflaged. If necessary, define this word for students). Is it easy to tell the human items that don't belong in nature? (YES! It's best not to litter - for environmental and aesthetic reasons).

Encourage students to walk the trail again and look for items they missed the first time.

Leap Frog

The kids line up. Each stoops over, with hands on knees. The child at the back places their hands on the back of the first person in the line stooped over, and leaps over by straddling with legs apart. They then move down the line.

Nature Trust Walk

Note: pairs will be mother/daughter

Instructions: Before this activity, tell students that during this activity that they will be blindfolded; not only will they have to trust the person who will be leading them in the trust walk, but the sighted person has to be trustworthy.

Divide students into pairs. Have one of the pair blindfold their partner, and have the “sighted” partner slowly lead their “blind” partner to a unique feature in the area: an old stump, perhaps, or an interesting patch of moss, explaining to them what it is they are touching and smelling. The blindfolded partner, after being brought back to the starting area by a roundabout route, is then challenged to find the feature that they just explored through their senses. Next, have the two students switch roles.

Important: natural areas contain many hazards for unsighted students. Caution students to remain trustworthy, and don’t hesitate to have any unruly students sit this activity out if they can’t show their “trustworthiness.”

Discussion: The importance of trust and of effective communication can also be introduced into the discussion.

Sound Maps

What to do:

Give each girl a piece of paper or an index card and a pencil. Ask each girl to mark an “X” in the middle of their papers, which will represent themselves. Have each girl find a special place to sit outdoors. Ask the girls to listen carefully to their surroundings. As they listen, have them map the different sounds that they hear around them, using symbols to represent the sound in relation to where they’re sitting. At the end of the allotted activity time, ask the girls to share their maps and discoveries (with a partner or in a group).

Eco-message: Girls can get a different perspective of the diversity in their surrounding habitat. Sounds heard in the city will be much different than those heard in the forest.

Campfire Songs

Fire's Burning

Fire's burning, fire's burning
Draw nearer, draw nearer
In the gloaming, in the gloaming
Come sing and be merry
Well known song

I Like the Flowers

I like the flowers, I like the daffodils,
I like the mountains, I like the rolling hills
I like the campfire, When all the lights are low,

Chorus:

Boom di-a-dah, boom di-a-dah,
Boom di-a-dah, boom di-a-dah...

The Frogs

Hear the lively song of the frogs in yonder pond,
Crick, crick, crickety crick, BARRRUMMP!

Ricky the Rock

Ricky the Rock he goes (*pause: in silence, clasp hands over head*)
He looks at me and goes (*same as above*)
He never laughs or sings,
Never does anything.
He looks at me and goes (*same as above*)

Other verses and their actions:

Garry the grass he goes (*in silence, outline blade of grass with hands*)
Trevor the tree he goes (*in silence, arms tall like a tree*)
Barry the branch he goes (*in silence, one arm out to side as branch*)
Willomeen the water she goes (*in silence, make wave actions with hands*)
Claudia the cloud she goes (*in silence, puff out cheeks, arms over head*)
Fiona the flower she goes (*in silence, hands beside head, fingers opening like flower petals*)
Ricky the rock he goes (*repeat!*)

Little Green Frog

Mmmm-mm went the little green frog one day,
Mmmm-mm went the little green frog!
Mmmm-mm went the little green frog one day,
So we all went Mmmm-mm-mm!
Now we know frogs go: la-dee-da-dee-da, la-dee-da-dee-da, la-dee-da-dee-da!
Now we know frogs go: la-dee-da-dee-da,
They never go Mmmm-mm-mm!

Grrr! Grrr! Went the big brown bear one day
Grrr! Grrr! Went the big brown bear
Grrr! Grrr! Went the big brown bear one day
So they all went Grrr! Grrr! Grrr!
But we all know bears go huggy-huggy-huggy, huggy-huggy-huggy, huggy-huggy-huggy
We all know bears go huggy-huggy-huggy,
They don't go Grrr! Grrr! Grrr!

Wiggle, wiggle, went the little green worm one day
Wiggle, wiggle, went the little green worm
Wiggle, wiggle, went the little green worm one day
So they all went wiggle, wiggle, wiggle!
But we all know worms go squishy-squishy-squish, squishy-squishy-squish, squishy-squishy-squish
We all know worms go squishy-squishy-squish
They don't go wiggle, wiggle, wiggle!

Swish, Swish, went the little green turtle one day
Swish, Swish, went the little green turtle
Swish, Swish, went the little green turtle one day
So they all went swish, swish, swish
But we all know turtles go Kow-a-bunga dudes! Kow-a-bunga dudes! Kow-a-bunga dudes!
We all know turtles go Kow-a-bunga dudes!
They don't go swish, swish, swish!

Shh, shh went the little pink Spark one day
Shh, shh, went the little pink Spark
Shh, shh, went the little pink Spark one day
So they all went shh, shh, shh!
But we all know Sparks make lots and lots of noise, lots and lots of noise, lots and lots of noise!
We all know Sparks make lots and lots of noise!
They don't go shh, shh, shh!

Actions:

frog: mmmm-deliberate blink; mmmm-stick out tongue; la-dee-da-dee-da-hands beside you one hand up, one down wiggle fingers, then switch
bear: Grrr!-claws like a bear in front of you; huggy-huggy-hug neighbour(first right then left)
worm: wiggle-wiggle finger like worm; squishy-squishy-squish -like squishing worm between hands
turtle: swish-hands in front like a turtle swimming; Kow-a-bunga dudes-clap hands then 1 hand thumbs up in front
Sparks: shh-shh – finger to lips; noise – hands waving high in the air

I Say, "Boom"

The leader says a line and the group echoes it.

I say, "Boom"

I say, "Boom-chicka-boom"

I say, "Boom-chicka, rock-a-chicka, rock-a-chicka, boom"

Uh-huh

Oh-yeah

One more time

But this time... (choose other voices – high, low, opera, robot, loud, quiet)

Buddies and Pals

You and me, we're gonna be partners,
You and me, we're gonna be pals,
You and me, we're gonna be partners:
Buddies and pals!

It's a Small World

It's a world of laughter, a world of tears
It's a world of hopes and a world of fears
There's so much that we share
That it's time we're aware
It's a small world after all

It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world

There is just one moon and one golden sun
And a smile means friendship to everyone
Though the mountains divide
And the oceans are wide
It's a small world after all

Sparks Closing

I promise to share and be a friend.
By showing we care it's love we send.
Tho' the world is so wide,
with love deep inside,
it's easy to be a friend, a friend!

Taps

Day is done, gone the sun,
From the lake, from the hills, from the sky;
All is well, safely rest;
God is nigh.

Menu

Saturday

Snack

- cookies from the cookie extraction activity

Dinner

- shish-ka-bobs with chicken, veggies, mini potatoes, and Caesar salad

Mug Up

- Friendship Fruit Salad – all mother/daughter teams to bring 2 cups of fruit.
- Bearly there smores – need to bring tealights, matches, toothpicks, teddy graham cookies, mini marshmallows, chocolate chips .



Sunday

Breakfast

- Leftover fruit salad
- Cinnamon buns
- Apple streusel muffins

Snack

- Juice boxes
- Rice krispie squares

Grace [adapted]

Tune: Are You Sleeping

We are thankful, we are thankful *
For our food, for our food.

And our many blessings, And our many blessings,
Thank - you, Thank - you.

Volunteered Potluck Supplies

Juice boxes – 12 each

Cookies for cookie mining – must be large (2 ½ to 3” diameter) homemade chocolate chip cookies. 12 cookies each.

Snack items

- Rice krispie squares
- Granola bars
- Coffee – 1 lb each
- Cream
- Sugar cubes
- Tea