



## TEKS-Aligned Learning Adventures at Camp Tahuaya

Camp Tahuaya in Belton, Texas, offers engaging, hands-on field trip experiences designed to complement classroom learning and meet Texas Essential Knowledge and Skills (TEKS) standards. Our programs provide students with immersive opportunities to explore nature, develop critical thinking skills, and engage in interactive STEM, environmental, and outdoor education activities. With a focus on experiential learning, Camp Tahuaya creates a safe, fun, and memorable setting where students can connect with the natural world while reinforcing key academic concepts in alignment with Texas curriculum requirements.

## Contents

Grades K-2: Sensory Water Discovery .....	3
Grades K-2: Texas Tales (Texas History-Based) .....	5
Grades K-2: Texas Tales (Texas History-Based).....	8
Grades 1-2: Canoe & Critter Safari (Canoeing-Based) .....	11
Grades 3-5: Aquatic Ecosystems & Safety .....	15
Grades 3-5: Pond Detectives (Water-Based) .....	17
Grades 3-5: Canoe Captain Challenge (Canoeing-Based) .....	21
Grades 6-8: H2O Heroes (Water-Based) .....	24
Grades 6-8: Settlers & Survival (Texas History-Based) .....	27
Grades 6-8: Master Paddlers (Canoeing-Based) .....	31

# Grades K-2: Sensory Water Discovery

**Objective:** Introduce students to water ecosystems and basic water safety through sensory exploration and play.

## Schedule:

- 9:00–9:15 a.m. – Welcome & Icebreaker
  - Engage students with water-themed songs and movement activities to build excitement.
- 9:15–10:30 a.m. – Guided Nature Walk
  - Explore nearby streams, collect water samples, and observe aquatic critters.
  - **TEKS Alignment:**
    - Kindergarten: K.10B – Observe and describe the location of an object in relation to another.
    - Grade 1: 1.10A – Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.
    - Grade 2: 2.10A – Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.
- 10:30–11:45 a.m. – Water Safety Basics
  - Demonstrate life jacket usage, discuss the buddy system, and boat via Canoe!
  - **TEKS Alignment:**
    - Kindergarten: K.1A – Demonstrate safe practices during classroom and outdoor investigations.
    - Grade 1: 1.1B – Demonstrate safe practices during classroom and outdoor investigations.
    - Grade 2: 2.1B – Demonstrate safe practices during classroom and outdoor investigations.
- 11:45 a.m.–12:30 p.m. – Picnic Lunch by Lake Callan
- 12:30–1:30 p.m. – Water Journals
  - Create journals with drawings and labels of discovered aquatic life.
  - **TEKS Alignment:**

- Kindergarten: K.10B – Observe and describe the location of an object in relation to another.
  - Grade 1: 1.10A – Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.
  - Grade 2: 2.10A – Observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.
- 1:30–2:15 p.m. – Mini Boat Building
  - Construct and race small boats in the Lake, observing buoyancy and flow.
  - **TEKS Alignment:**
    - Kindergarten: K.1A – Demonstrate safe practices during classroom and outdoor investigations.
    - Grade 1: 1.1B – Demonstrate safe practices during classroom and outdoor investigations.
    - Grade 2: 2.1B – Demonstrate safe practices during classroom and outdoor investigations.
- 2:15–2:30 p.m. – Wrap-Up & Departure Preparation

# Grades K-2: Texas Tales (Texas History-Based)

**Objective:** Explore early Texas life through stories, crafts, and hands-on play. Students will learn about Texas settlers, Indigenous peoples, and pioneer life through interactive activities.

## Schedule for Grades K-2

### TEKS Alignment:

- Social Studies:
  - Kindergarten: K.3 – Understand how people live in the community and their roles.
  - Grade 1: 1.2A – Identify and describe the roles of individuals who have contributed to Texas history.
  - Grade 2: 2.3A – Identify and describe key individuals, events, and landmarks in Texas history.
- ELA:
  - Kindergarten: K.8 – Listen to and retell stories, including those from different cultures.
  - Grade 1: 1.9A – Listen to and retell stories about Texas history, including contributions of individuals.
  - Grade 2: 2.3A – Listen to stories, including those of historical significance, and retell them.

### 9:00-9:15 a.m. – Welcome & Dress-Up

- Activity: Students arrive and are welcomed with a brief introduction to Texas pioneer life. They will participate in a "dress-up" session where they can wear bandanas, bonnets, straw hats, and other accessories that represent Texas settlers and Indigenous peoples.
- Objective: Students will understand the role of attire in early Texas life and get excited about stepping into the past.

### 9:15-10:30 a.m. – Storytime: Texas Settlers and Indigenous Peoples

- Activity: Gather around for a storytelling session focused on the history of early Texas, including tales of settlers and Indigenous peoples. Use engaging narratives and historical anecdotes to bring the stories to life.
- Discussion Points:
  - Early settlers in Texas and their challenges.
  - Indigenous tribes of Texas, their customs, and contributions to the land.
  - Interactive questions for students to reflect on what it was like to live in early Texas.
- Objective: To immerse students in the history of Texas through stories and oral traditions.

#### **10:30-11:45 a.m. – Craft Session: Make Log Cabins**

- Activity: Students will craft mini log cabins using sticks, paper, and other materials to replicate early Texas homes.
  - Discuss how pioneers built their homes using the natural resources around them.
  - Encourage creativity in decorating the cabins, allowing students to choose designs or add their own personal touches.
- TEKS Alignment:
  - Kindergarten: K.3A – Identify and describe various roles people play in different environments.
  - Grade 1: 1.2A – Discuss the roles of individuals in the Texas frontier.
  - Grade 2: 2.3A – Recognize the impact of community on life during the early history of Texas.
- Objective: To help students understand pioneer life by making a hands-on replica of a log cabin.

#### **11:45 a.m.-12:30 p.m. – Pioneer Picnic with Storytelling Games**

- Activity: Enjoy a picnic with pioneer-inspired foods such as cornbread, apples, and simple sandwiches (students will be encouraged to participate in storytelling games as they eat).
  - Games:

- Story Circle: Each child adds a sentence to a group story about their day as a pioneer.
- Pioneer Vocabulary Bingo: Use cards with words from the day's activities (e.g., "wagon," "bonnet," "Indigenous," "settler").
- Objective: Incorporate fun with learning by letting students take part in games that reinforce what they've learned.

### **12:30-1:30 p.m. -Rope Making Races**

- Activity:
- Objective: Students will engage in physical activity while understanding the challenges pioneers faced with transportation and laundry chores.

### **1:30-2:15 p.m. - Build a Classroom "Timeline Quilt"**

- Activity: Students will build a "timeline quilt" using squares of paper. Each square will represent an important moment or activity from the day (e.g., "log cabin building," "wagon race").
  - Students will draw pictures and write brief descriptions on their squares. These squares will be pieced together into a classroom quilt.
- TEKS Alignment:
  - Grade 1: 1.9A – Retell and sequence events in stories.
  - Grade 2: 2.3A – Describe key events in Texas history.
- Objective: Create a visual representation of the day's learning, helping students synthesize and recall historical moments.

### **2:15-2:30 p.m. – Recap and Load Buses**

- Activity: Gather students for a final recap of the day's activities. Ask questions about what they learned and what was their favorite part of the day. Conclude with a group picture to commemorate the field trip.
- Objective: Reflect on the day's experiences and wrap up with a summary of key learnings.

# Grades K-2: Texas Tales (Texas History-Based)

**Objective:** Students will explore early Texas life through storytelling, crafts, hands-on play, and interactive activities, allowing them to understand how settlers and Indigenous peoples lived.

## Schedule for Grades K-2

### TEKS Alignment:

- Social Studies:
  - Grade K: K.3 – Identify and describe the characteristics of Texas communities.
  - Grade 1: 1.2A – Identify the role of families and communities in Texas history.
  - Grade 2: 2.3A – Explore the significance of historical figures and events in Texas history.
- ELA:
  - Grade K: K.8 – Retell stories and describe the sequence of events.
  - Grade 1: 1.9A – Describe characters, settings, and events in a story.
  - Grade 2: 2.3A – Identify the main events and ideas in a text.
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### 9:00–9:15 a.m. – Welcome with a Texas History Trivia Game

- Activity:
  - Begin with a short, fun trivia game about Texas history, where students answer simple questions about settlers, Native Americans, and early Texas life.
  - Questions could include: "Who lived in Texas first?" or "What did settlers use to cook their food?"
- Objective: Introduce students to Texas history in an interactive and engaging way.

### 9:15–10:30 a.m. – Blacksmith Demo & Butter Churning Stations

- Activity:
  - Blacksmith Demo: A local blacksmith will demonstrate how early Texans created tools and equipment, such as horseshoes and nails, using a forge. Students can observe the process and ask questions.

- Butter Churning: At butter churning stations, students will participate in churning cream into butter. Each student will take turns shaking the butter jar to experience how it was done historically.
- Objective: Introduce students to pioneer craftsmanship and food preparation, reinforcing the hands-on nature of life during Texas' early days.

#### **10:30-11:45 a.m. – Log Cabin Model Building & Prairie Chores**

- Activity:
  - Log Cabin Model Building: In groups, students will build small log cabin models using craft sticks and glue, simulating how settlers built their homes.
  - Prairie Chores: Students will experience simple chores that early Texans might have done, such as carrying water or sorting beans. These activities will be tailored to young children and designed to help them understand the daily tasks of pioneer life.
- Objective: Provide students with a hands-on experience of what it might have been like for children growing up in early Texas, learning about hard work and community life.

#### **11:45 a.m.-12:30 p.m. – Lunch & Folk Tales**

- Activity:
  - While eating, a storyteller will tell folk tales or legends from early Texas, including stories about cowboys, Native American tribes, and settler life. Students can listen, ask questions, and imagine what life might have been like in early Texas.
- Objective: Introduce students to the oral tradition of storytelling in Texas culture while enjoying a meal similar to those eaten by early settlers.

#### **12:30-1:30 p.m. – Pioneer Relay Challenge (Carry Water, Grind Corn)**

- Activity:
  - Students will participate in a series of fun relay challenges that mimic tasks pioneers did every day:
    - Carry Water: Students will carry small containers of water across a designated area, simulating the process of fetching water from a well or river.

- Grind Corn: Using a simple hand grinder, students will grind dried corn kernels into a fine powder, experiencing one of the key tasks done by settlers in preparing food.
- Objective: Teach students about the hard physical labor required for survival on the frontier, while encouraging teamwork and physical activity.

#### **1:30–2:15 p.m. – Reflective Journaling & Show-and-Tell Time**

- Activity:
  - Students will have time to reflect on their day through journaling, either by drawing pictures or writing simple sentences about their favorite parts of the field trip.
  - After journaling, each student will have the chance to share something they learned or created during the day, whether it's a craft, a new fact, or a story.
- Objective: Provide students with a chance to process and share their experiences, reinforcing what they've learned through creative expression and discussion.

#### **2:15–2:30 p.m. – Wrap-Up & Bus Loading**

- Activity:
  - Recap the day's activities and briefly discuss the importance of what students learned about Texas history.
  - Students will gather their belongings and prepare to board the bus.
- Objective: Close the field trip with a positive reflection and ensure a smooth transition as students head home.

# Grades 1-2: Canoe & Critter Safari (Canoeing-Based)

**Objective:** Introduce paddling through guided canoe rides with a focus on animal spotting along the water's edge. Students will engage in fun, nature-based activities while learning about local wildlife and water safety.

## Schedule:

### TEKS Alignment:

- Science:
  - Grade 1: 1.9A – Identify the basic needs of animals and their habitats.
  - Grade 2: 2.10C – Identify the animals found in different habitats and how they adapt.
- PE:
  - Grade 1: 2.1A – Demonstrate basic motor skills and movement patterns.
  - Grade 2: 2.2B – Participate in cooperative group activities.

### 9:00–9:15 a.m. – Welcome, Sing Camp Songs, Gear Up

- Activity:
  - Begin with a friendly welcome and icebreaker to get students excited for the day. Sing water-related camp songs (e.g., "The River is Flowing") to set the mood.
  - Students will be provided with safety gear (life jackets, paddles) and receive instructions about proper canoeing behavior and water safety.
- Objective: Students will get into the spirit of the field trip, understand safety precautions, and prepare for a fun day of canoeing.

### 9:15–10:30 a.m. – Canoe Rides with Instructors

- Activity:
  - Students will be split into small groups with instructors and embark on guided canoe rides. Each group will paddle along the water and observe local wildlife.

- Focus on spotting: Turtles, birds, fish, and other water creatures will be identified.
- Instructors will give a brief overview of each species and its role in the ecosystem as students spot them.
- Emphasis on canoeing techniques: How to paddle, steer, and work as a team.
- **TEKS Alignment:**
  - Grade 1: 1.9A – Understanding animals' needs and habitats as they observe them.
  - Grade 2: 2.10C – Learn about animal adaptations as they interact with their natural habitat.
- Objective: Students will experience hands-on canoeing, develop team skills, and observe wildlife in its natural environment.

#### **10:30-11:45 a.m. – Water-Themed Movement Games on Shore**

- Activity:
  - After the canoe rides, students will engage in water-themed movement games on the shore.
  - Games:
    - Turtle Tag: One student is the "predator" and must tag others who play as turtles, trying to escape to the "safe zone."
    - Fish & Pond: A cooperative game where students play fish who must travel from one "pond" to another without getting tagged by the "predator."
    - Splash Relay: Teams compete by transporting a "water" (in sponges) from one side of the field to another without spilling it.
- Objective: Physical activity that reinforces the theme of water and animals, fostering teamwork and coordination.

#### **11:45 a.m.-12:30 p.m. – Lunch & Hydration Break**

- Activity: Students enjoy a packed lunch by the water. Educators will reinforce the importance of hydration during outdoor activities and encourage students to drink water.

- During the lunch break, educators will prompt discussions about what animals the students saw during their canoe ride and allow time for sharing.
- Objective: Allow students time to rest and hydrate, while continuing to engage with the themes of the day.

### **12:30-1:30 p.m. – Nature Bingo and Sensory Scavenger Hunt**

- Activity:
  - Nature Bingo: Students will receive bingo cards with images of common animals, plants, and water features they might see around the camp. As they walk around, they will mark off items they encounter.
  - Sensory Scavenger Hunt: Students will be encouraged to use their senses (sight, sound, smell, and touch) to find items related to nature, such as the sound of birds, the texture of tree bark, or the scent of a flower.
- Objective: Students will deepen their connection with nature and use observation skills to identify various elements of the ecosystem.

### **1:30-2:15 p.m. – Make Wildlife Masks Based on Animals Spotted**

- Activity:
  - Students will create masks representing animals they observed during the canoe ride or during the scavenger hunt. They can use paper plates, markers, and other craft supplies to make their masks.
  - Students will be encouraged to think about the animal's habitat and physical characteristics as they design their masks.
- Objective: Foster creativity while reinforcing learning about local wildlife. Students will make connections between the animals they saw and how they adapt to their environment.

### **2:15-2:30 p.m. – Share Mask Stories, Say Goodbye, Board Bus**

- Activity:
  - Students will gather in a circle to share the animals they represented with their masks and tell a short story about their adventures during the day (real or imagined).

- Say a final goodbye to the natural world they've experienced for the day, reinforcing the importance of protecting wildlife and natural habitats.
- Prepare to board the buses.
- Objective: Encourage reflection and storytelling, while bringing closure to the day's learning experiences

# Grades 3–5: Aquatic Ecosystems & Safety

**Objective:** Deepen understanding of aquatic ecosystems and reinforce water safety practices through hands-on activities.

## Schedule:

- 9:00–9:15 a.m. – Welcome & Overview
  - Introduce the day's focus on aquatic ecosystems and safety.
- 9:15–10:30 a.m. – Stream Study
  - Collect and analyze water samples, identify macroinvertebrates, and discuss water quality indicators.
  - **TEKS Alignment:**
    - Grade 3: 3.9A – Observe and describe the physical characteristics of environments and how they support populations and communities.
    - Grade 4: 4.9A – Investigate that most producers need sunlight, water, and carbon dioxide to make their own food.
    - Grade 5: 5.9A – Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving components.
- 10:30–11:45 a.m. – Water Safety Skills
  - Practice rescue techniques, understand water currents, and role-play emergency scenarios.
  - **TEKS Alignment:**
    - Grade 3: 3.1B – Demonstrate safe practices during classroom and outdoor investigations.
    - Grade 4: 4.1B – Demonstrate safe practices during classroom and outdoor investigations.
    - Grade 5: 5.1B – Demonstrate safe practices during classroom and outdoor investigations.
- 11:45 a.m.–12:30 p.m. – Lunch
- 12:30–1:30 p.m. – Aquatic Food Web Game
  - Simulate food web interactions and discuss the impact of environmental changes.
  - **TEKS Alignment:**

- Grade 3: 3.9B – Identify and describe the flow of energy in a food chain and predict how changes in the food chain affect the ecosystem.
  - Grade 4: 4.9B – Describe the flow of energy through food webs, and predict how changes in the ecosystem affect the food web.
  - Grade 5: 5.9B – Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers.
- 1:30–2:15 p.m. – Water Conservation Discussion
  - Explore human impact on water resources and brainstorm conservation strategies.
  - **TEKS Alignment:**
    - Grade 3: 3.10A – Describe how humans use natural resources in the environment.
    - Grade 4: 4.10A – Investigate how people have modified the physical environment.
    - Grade 5: 5.10A – Identify and describe how human activity affects land, air, and water.
- 2:15–2:30 p.m. – Wrap-Up & Departure Preparation

# Grades 3-5: Pond Detectives (Water-Based)

**Objective:** Students will analyze water habitats and learn safe aquatic exploration techniques through hands-on activities. They will collect and examine water samples, perform safety drills, and create awareness posters about water conservation.

## Schedule for Grades 3-5

### TEKS Alignment:

- Science:
  - Grade 3: 3.9A – Investigate the characteristics of different water bodies.
  - Grade 4: 4.10A – Investigate the flow of energy and matter in ecosystems.
  - Grade 5: 5.9B – Investigate and describe the properties of natural resources and how they are used.
- PE:
  - Grade 3: 3.1A – Demonstrate safe practices during physical activities.

### 9:00-9:15 a.m. – Orientation, Safety Overview, Team Assignments

- Activity:
  - Welcome students and give an overview of the day's activities, including an emphasis on water safety. Discuss the importance of working in teams and following safety protocols during water activities.
  - Assign students to teams and distribute safety gear (life jackets, gloves, magnifiers, etc.).
- Objective: Ensure students understand safety procedures and are prepared to engage in the day's activities safely.

### 9:15-10:30 a.m. – Collect Pond Samples, Observe with Magnifiers

- Activity:
  - Students will use nets and magnifying glasses to collect water samples from the pond. They will look for aquatic life, such as small insects, tadpoles, and algae.

- Groups will collect samples and observe them closely, taking notes on what they see and identifying the creatures with the help of guidebooks or educators.
- Discussion about the role of different organisms in the pond ecosystem.
- **TEKS Alignment:**
  - Grade 3: 3.9A – Investigating water habitats and organisms.
  - Grade 4: 4.10A – Identifying organisms and their place in the ecosystem.
  - Grade 5: 5.9B – Describing natural resources like water and its role in ecosystems.
- Objective: Students will gain hands-on experience with scientific observation and inquiry, learning about pond ecosystems and the organisms within them.

#### **10:30-11:45 a.m. – Water Safety Drills with Mock Rescue Scenarios**

- Activity:
  - Students will participate in a series of water safety drills, including basic rescue techniques and how to assist a person in distress.
  - Instructors will demonstrate techniques such as reaching, throwing, and using flotation devices, then students will practice in pairs.
  - A mock rescue scenario will be set up where students work together in teams to safely "rescue" a teammate from the pond using the techniques they've learned.
- Objective: Teach students how to safely interact with water and respond in emergency situations, reinforcing water safety knowledge.

#### **11:45 a.m.-12:30 p.m. – Lunch Picnic Under Trees**

- Activity:
  - Students will enjoy a picnic-style lunch under the trees, allowing for rest and hydration.
  - Teachers will facilitate casual discussions about the water habitat, encouraging students to reflect on what they've learned so far about the pond environment.

- Objective: Provide a break, encourage relaxation, and continue reinforcing the theme of water safety and ecosystem understanding.

### **12:30–1:30 p.m. – Test pH/Turbidity of Samples, Draw Findings**

- Activity:
  - Students will test the water samples they collected for pH and turbidity (clarity) using simple science tools like pH strips and turbidity tubes.
  - Students will record their findings and discuss how these water qualities affect the organisms that live in the pond.
  - Each group will draw and label their samples in their water journals, noting the characteristics and findings.
- **TEKS Alignment:**
  - Grade 3: 3.9A – Investigating the properties of water and its impact on living organisms.
  - Grade 4: 4.10A – Understanding the physical properties of ecosystems.
  - Grade 5: 5.9B – Investigating natural resources and their properties.
- Objective: Students will gain practical experience in scientific testing and data collection, enhancing their understanding of water quality and its effects on ecosystems.

### **1:30–2:15 p.m. – Make “Save Our Water” Posters in Groups**

- Activity:
  - Students will work in small groups to design and create posters that promote water conservation and environmental protection.
  - Using art supplies, students will illustrate key concepts they've learned about water habitats, the importance of clean water, and how people can help protect water resources.
  - Each group will present their poster to the class, explaining its message and the ideas behind it.
- Objective: Encourage creativity and teamwork while reinforcing the importance of environmental stewardship, especially in relation to water conservation.

**2:15-2:30 p.m. – Poster Gallery Walk, Board Buses**

- Activity:
  - The class will participate in a "gallery walk," where each student or group displays their "Save Our Water" poster around the designated area.
  - Students will walk around, view each other's posters, and give positive feedback on the ideas and artwork.
  - Final remarks on water conservation and environmental protection before students board the buses to head back.
- Objective: Provide an opportunity for students to share their work and reflect on the importance of the message they created, leaving them with a sense of accomplishment and awareness.

# Grades 3–5: Canoe Captain Challenge (Canoeing-Based)

**Objective:** Students will practice canoe navigation and teamwork, engaging in activities that develop their paddling skills, communication, and strategic thinking.

## Schedule for Grades 3–5

### TEKS Alignment:

- Physical Education:
  - Grade 4: PE 4.1D – Demonstrate coordination and teamwork in physical activities.
  - Grade 5: PE 5.1G – Apply skills in cooperative games to enhance teamwork.
- Science:
  - Grade 5: Science 5.2C – Investigate how physical properties of materials affect their movement.

### 9:00–9:15 a.m. – Safety Briefing & Paddling Warm-Up

- Activity:
  - Begin with a safety briefing covering canoeing essentials: how to wear a life jacket properly, paddling techniques, and water safety rules.
  - Engage in a short paddling warm-up with students practicing basic strokes like forward and reverse paddling while stationary to get comfortable with the motion.
- Objective: Ensure that students understand the importance of safety and are confident in their paddling technique before venturing into the water.

### 9:15–10:30 a.m. – Canoeing Circuits with Instructor Guidance

- Activity:
  - In small groups, students will participate in canoeing circuits, navigating through marked areas on the water.
  - Instructors will provide one-on-one coaching as students practice their paddling, steering, and communication in the canoes.

- The circuit will include various obstacles, such as turning around markers or navigating through a narrow passage to improve their directional control.
- Objective: Develop and reinforce paddling skills while building teamwork as students practice communication and coordination with their paddling partner.

#### **10:30-11:45 a.m. – Team-Based Paddle Races & Scavenger Float**

- Activity:
  - Paddle Races: Students will be divided into teams and participate in friendly paddle races around a designated course. Emphasis will be placed on working together to maintain speed and efficiency.
  - Scavenger Float: Instructors will provide a list of items for students to look for in the water or along the shoreline during a slow float. Students will need to paddle carefully, observing nature and completing the scavenger hunt.
- Objective: Reinforce teamwork and coordination while engaging in fun, active challenges. Encourage students to problem-solve and work together to accomplish the tasks.

#### **11:45 a.m.-12:30 p.m. – Lunch a**

- Activity:
  - During lunch, instructors will facilitate a group discussion about what students learned about teamwork, navigation, and canoeing.
- Objective: Provide a break while giving students an opportunity to reflect on the morning's experiences and engage in casual conversation with peers and instructors.

#### **12:30-1:30 p.m. – Navigation Game with Landmarks & Compasses**

- Activity:
  - Students will participate in a navigation game where they use compasses and landmarks around the lake to find specific points.
  - Working in pairs or small groups, students will receive a map with various landmarks marked on it (such as a tree, rock formation, or shoreline bend). They will need to use a compass and their paddling skills to navigate to each landmark in order.

- Objective: Teach students basic navigation skills, compass usage, and how to apply problem-solving skills to navigate from one point to another. Encourage communication and strategy between teammates.

#### **1:30–2:15 p.m. – Create Team Flags & Canoe Stories**

- Activity:
  - After the navigation game, students will work together to design and create a team flag that symbolizes their canoe crew. They will use markers, fabric, and other materials to design the flag, incorporating symbols of teamwork, nature, or canoeing.
  - Students will also create a short "canoe story" to tell their peers, describing a fictional or real adventure they had during the day's activities (such as encountering wildlife or racing to the finish line).
- Objective: Foster creativity and reflection by allowing students to express what they've learned through artistic and storytelling activities. This will also encourage group cohesion and personal reflection.

#### **2:15–2:30 p.m. – Pack Up & Head Home**

- Activity:
  - Wrap up the day's activities by asking students to reflect on their favorite parts of the field trip. Discuss how teamwork and navigation helped them succeed in the challenges they faced.
  - Students will pack up their gear, clean up the area, and prepare to board the bus.
- Objective: Close the field trip with a positive reflection on the day's activities and ensure students leave with a sense of accomplishment.

# Grades 6–8: H2O Heroes (Water-Based)

**Objective:** Students will investigate water health and human impact through field science, learning how to test and analyze water quality while considering environmental conservation and actions they can take to protect local water bodies.

## Schedule for Grades 6–8

### TEKS Alignment:

- Science:
  - Grade 6: Science 6.4A – Investigate and analyze physical properties of water and environmental factors affecting its quality.
  - Grade 7: Science 7.10B – Understand the impact of human activity on water resources.
  - Grade 8: Science 8.11A – Understand how human activities affect the environment and the sustainability of water resources.

### 9:00–9:15 a.m. – Overview of Environmental Theme & Water Conservation

- Activity:
  - Start with an introduction to the importance of water conservation and the role that water quality plays in environmental sustainability.
  - Discuss the different factors that can affect water quality, such as pollution, agriculture, urbanization, and climate change.
  - Engage the students in a brief discussion on the impact of human activity on water sources and why it's crucial to protect these resources.
- Objective: Establish the environmental context for the day's activities, preparing students to understand the science behind water quality and conservation.

### 9:15–10:30 a.m. – Collect and Test Water Samples from Multiple Sites

- Activity:
  - Split students into small groups, each assigned to a different site along the water source (e.g., creek, lake, or river). Provide each group with water testing kits (pH, temperature, turbidity, etc.).

- Guide students as they collect water samples, ensuring proper safety protocols (e.g., wearing gloves, using clean containers).
- Students will test their samples for various indicators of water quality such as pH levels, dissolved oxygen, temperature, and turbidity.
- Allow each group to record their findings and compare them to ideal water quality standards.
- Objective: Hands-on experience in collecting data, testing, and understanding the scientific methods used to monitor water health.

#### **10:30-11:45 a.m. – Analyze Data & Compare to Ideal Water Health Indicators**

- Activity:
  - After collecting their data, students will return to a central area to compare their results and analyze the health of the water samples.
  - Discuss the ideal water quality indicators and how each of their samples compare to those standards. Students will learn what the data means in terms of water health.
  - Explore potential reasons for poor water quality in some samples (e.g., pollution, runoff, industrial activities) and the impact on ecosystems and human communities.
- Objective: Encourage critical thinking and data analysis skills, allowing students to apply their understanding of water quality to real-world situations.

#### **11:45 a.m.-12:30 p.m. -Lunch**

#### **12:30-1:30 p.m. – Plan Action Projects to Protect Water Near Home**

- Activity:
  - In small groups, students will brainstorm and plan actionable projects they can take on to protect and conserve water in their own communities (e.g., organizing clean-up events, starting water conservation awareness campaigns, or reducing water waste at home).
  - Provide guidance on how to create a project plan, including identifying goals, necessary resources, and steps to achieve their objectives.

- Students will present their action plans to the group, encouraging collaboration and feedback.
- Objective: Empower students to take action in their communities, fostering leadership and environmental stewardship through project planning and problem-solving.

### **1:30–2:15 p.m. – Group Share & Pledge Board**

- Activity:
  - Each group will share their action projects with the rest of the class, explaining their ideas and how they plan to implement them.
  - Create a "Pledge Board" where each student can pledge to take specific steps to conserve and protect water in their daily lives (e.g., reducing water usage, cleaning up local water bodies, or educating others about water conservation).
  - Discuss how small actions can lead to big changes and how working together can have a significant impact on water conservation efforts.
- Objective: Reinforce the importance of collective action in water conservation and encourage students to commit to positive environmental behaviors.

### **2:15–2:30 p.m. – Depart**

- Activity:
  - Conclude the day by thanking students for their participation and reflecting on the key lessons learned. Remind them of their pledges and encourage them to put their action plans into motion.
  - Students will pack up their belongings and prepare to board the buses.
- Objective: Leave students with a sense of accomplishment and purpose, knowing that they have the power to make a difference in water conservation and environmental health.

# Grades 6-8: Settlers & Survival (Texas History-Based)

**Objective:** Students will explore the lives and challenges faced by early Texans, learning about pioneer survival skills, daily life, and the historical significance of settlement in Texas. This immersive experience will combine historical exploration with hands-on activities that bring the stories of Texas settlers to life.

## Schedule for Grades 6-8

### TEKS Alignment:

- Social Studies:
  - Grade 6: Social Studies 6.2B – Understand the significance of Texas history, focusing on early settlers and the cultural landscape.
  - Grade 7: Social Studies 7.1A – Analyze how people adapted to the challenges of settling in Texas.
  - Grade 8: Social Studies 8.3B – Examine the social, economic, and political forces that shaped the early development of Texas.
- Science:
  - Grade 7: Science 7.9C – Investigate how early Texans adapted to their environment and used available resources.

### 9:00–9:15 a.m. – Orientation with Texas History Map

- Activity:
  - Start the day with a brief history lesson using a Texas history map that highlights important historical sites, trails, and settlement locations.
  - Introduce students to early Texas settlers, including Indigenous peoples, European settlers, and the challenges they faced in establishing homes in a new and often hostile environment.
  - Discuss the importance of self-reliance, resilience, and adaptation during this time period.
- Objective: Provide historical context for the day's activities and set the stage for understanding early Texas settlement.

**9:15-10:30 a.m. – Explore Replica Pioneer Homestead & Trade Store**

- Activity:
  - Students will visit a replica pioneer homestead, where they can explore the structure and furnishings used by early Texans. They'll learn about how homes were built, the tools and materials used, and the daily life of settlers.
  - Next, students will visit a replica trade store, where they'll explore the goods and services available to settlers in the 1800s. Students will learn about barter systems and the challenges of acquiring supplies.
  - Discuss the significance of trade and self-sufficiency in the pioneer experience.
- Objective: Allow students to experience a hands-on, immersive look at pioneer life, helping them understand the practical challenges faced by early settlers.

**10:30-11:45 a.m. – Try Period Skills – Rope Making, Tin Punching, Cooking**

- Activity:
  - Students will rotate through several hands-on stations where they can try different survival skills:
    - Rope Making: Learn the process of making rope using plant fibers, a skill necessary for many tasks such as building shelters and securing supplies.
    - Tin Punching: Try their hand at tin punching, a craft used by early Texans to create functional and decorative items such as lanterns and household tools.
    - Cooking Over a Fire Pit: Observe and participate in cooking techniques used by settlers, such as roasting meats and boiling stews over an open flame.
- Objective: Students will gain an understanding of the skills that were necessary for survival and daily life during the time of early Texas settlement, while practicing these skills themselves.

**11:45 a.m.-12:30 p.m. Lunch****12:30-1:30 p.m. – “Walk Through Texas History” Challenge Course**

- Activity:

- Students will participate in a challenge course designed to test their knowledge and skills related to early Texas history. The course will have stations that simulate various tasks early settlers would have faced, such as building a shelter, gathering water, and navigating through unfamiliar terrain.
- At each station, students will face a historical scenario (e.g., surviving a drought, defending against an attack, or trading for supplies) and work as a team to complete the challenge.
- Teachers and facilitators will guide students through the course and provide feedback on their teamwork and problem-solving strategies.
- Objective: Engage students in active learning by putting their historical knowledge into practice through teamwork and physical activity, enhancing their understanding of the difficulties settlers faced.

#### **1:30–2:15 p.m. – Create a Diary Entry from a Settler’s Point of View**

- Activity:
  - After experiencing a day of pioneer life, students will reflect on their experiences by writing a diary entry from the perspective of a settler.
  - Encourage students to consider the challenges they faced, the skills they learned, and their feelings about living in early Texas. They should also include any observations from the challenge course and the skills they practiced.
  - Students will have the option to read their entries aloud, sharing their thoughts with the group.
- Objective: Foster creative thinking and writing skills while reinforcing the personal and emotional aspects of settling in Texas during the 1800s.

#### **2:15–2:30 p.m. – Head Out**

- Activity:
  - Gather students together for a brief wrap-up of the day’s experiences, reflecting on what they’ve learned about early Texas settlers, the skills they practiced, and how these experiences relate to the broader history of Texas.
  - Thank the students for their participation and encourage them to share what they learned with others when they return home.
  - Students will pack up their belongings and prepare to board the buses.

- Objective: Provide closure to the day's activities, reinforcing the historical themes of self-sufficiency, teamwork, and resilience in early Texas.

# Grades 6–8: Master Paddlers (Canoeing-Based)

**Objective:** Students will learn advanced canoeing techniques, focusing on long-distance navigation, precision skills, and environmental responsibility while enhancing their teamwork and leadership in paddling activities.

## Schedule for Grades 6–8

### TEKS Alignment:

- PE:
  - Grade 6: PE 6.1D – Demonstrate effective and efficient motor skills in various physical activities, including canoeing.
  - Grade 7: PE 7.2F – Develop and apply more advanced skills in canoeing.
  - Grade 8: PE 8.1G – Participate in physical activities and understand the importance of aquatic safety and environmental responsibility.
- Science:
  - Grade 7: Science 7.10A – Understand the impact of human activities on aquatic ecosystems and the importance of environmental stewardship.

### 9:00–9:15 a.m. – Welcome & Technique Review

- Activity:
  - Begin the day with a warm welcome, a brief overview of the schedule, and a review of proper canoeing techniques.
  - Discuss the importance of coordination, timing, and paddling techniques for efficient navigation and safe paddling in various water conditions.
  - Perform a quick skills check to assess the students' proficiency in basic paddling before moving on to more advanced skills.
- Objective: Ensure that all participants are familiar with basic canoeing techniques and ready to tackle more advanced challenges.

### 9:15–10:30 a.m. – Long-Distance Canoe Navigation Challenge

- Activity:

- Students will participate in a long-distance canoe navigation challenge. Instructors will guide them through a series of waypoints across the water, testing their ability to navigate using landmarks, direction, and teamwork.
- Focus will be on maintaining a consistent pace, communicating effectively as a team, and keeping the canoe on course over a longer distance.
- Emphasize the importance of endurance, coordination, and strategy in long-distance paddling.
- Objective: Develop advanced canoeing skills, including distance management, navigation, and teamwork over extended periods.

#### **10:30-11:45 a.m. – Environmental Impact Lesson: Leave No Trace Paddling**

- Activity:
  - Conduct a lesson on environmental impact and responsible outdoor recreation practices, with a focus on “Leave No Trace” principles in canoeing.
  - Discuss how paddling activities can affect aquatic ecosystems, and explore practical ways to minimize impact while paddling, such as avoiding wildlife disturbance, preventing pollution, and managing waste.
  - Engage students in a group discussion about the importance of protecting water quality and natural habitats, as well as the role of paddlers in conservation.
- Objective: Raise awareness about the environmental responsibility associated with paddling and foster a sense of stewardship for aquatic environments.

#### **11:45 a.m.-12:30 p.m. – Lunch and Group Discussion**

- Activity:
  - Break for lunch in a scenic, shaded area. Encourage students to reflect on the morning's activities, share their experiences with the navigation challenge, and discuss the environmental lessons learned.
  - Allow time for students to ask questions and engage in conversation about the connection between outdoor activities, environmental responsibility, and personal growth.
- Objective: Provide time for rest, reflection, and discussion, allowing students to process the information presented during the morning sessions.

**12:30-1:30 p.m. – Skills Tournament: Timed Turns, Rescues, Docking**

- Activity:
  - Organize a skills tournament where students will compete in different timed challenges designed to test their advanced canoeing skills.
    - Timed Turns: Students will navigate a course with sharp turns, demonstrating their ability to pivot and adjust the canoe's direction smoothly.
    - Rescue Techniques: Students will practice capsize rescues, focusing on safety protocols and working as a team to recover a flipped canoe.
    - Docking: Test students' precision and control as they navigate their canoes to dock in tight spaces, emphasizing control and communication.
- Objective: Strengthen students' technical paddling skills, including maneuvering, rescue techniques, and docking under pressure, while promoting teamwork and safety awareness.

**1:30-2:15 p.m. – Final Paddle to Retrieve “Floating Clues” for Trivia**

- Activity:
  - In this fun and educational activity, students will paddle to different “floating clue” stations placed throughout the water. At each station, they will retrieve a clue related to water ecosystems, paddling techniques, or environmental responsibility.
  - Once they collect all the clues, students will return to shore and use the clues to answer a series of trivia questions, testing their knowledge on the day's lessons.
  - Encourage teamwork and friendly competition as students work together to piece together the answers and solve the trivia challenge.
- Objective: Reinforce the learning from the day's activities while encouraging students to think critically and apply their knowledge of canoeing and environmental topics.

**2:15-2:30 p.m. – Return Gear, Board Bus**

- Activity:
  - Students will return their paddles, life vests, and any other equipment used during the day's activities.

- Instructors will thank the students for their participation, remind them of the importance of environmental stewardship, and encourage them to practice their canoeing skills in the future.
- Students will gather their personal belongings and prepare to board the buses.
- Objective: Provide closure to the day's activities, ensuring all gear is returned and students leave with a sense of accomplishment and environmental awareness.