

PROGRAM PACKET

Includes the following:

- Program Offerings - description of CELP activities
- Program Planner - where you select your elective activities
- School Information - important information about your group
- CELP Activity Groups - where you assign your co-ed activity groups
- Cabin Groups - where you assign your male and female cabin groups
- Camp Conservation Guidelines - to share with group

Program Offerings

* Denotes Core Program offering assigned to all groups

MARINE EXPLORATION

*** Ocean Orientation Snorkel**

The first snorkel introduces students to snorkeling techniques as well as the marine ecosystems at Howlands Landing. The group will learn the finer points of putting on a wetsuit and getting fitted for a mask and fins. Instructors will help students of all swimming levels feel comfortable in the ocean environment. This snorkel will be the first opportunity for students to explore the wonders of the kelp forests.

Kelp Connections Snorkel

Our second snorkel focuses closely on the kelp bed community. Students will observe an organism of their choice and learn how it is connected to others within the ecosystem. These connections are discussed and expanded to include connections between the kelp bed ecosystem and human communities.

Adaptive Strategies Snorkel

Schools joining us for our five-day program will have the option of a third daytime snorkel. This activity gives students the chance to kayak to neighboring Emerald Bay and snorkel in a new underwater setting. There we will study the behavioral and physical adaptations that aid in an organism's survival.

Kayak Adventure I

Explore the wonders of the island while paddling a sit-on-top kayak. Students will have the opportunity to view both the kelp forest and terrestrial ecosystems from a new perspective. Instructors share stories of the island while pointing out coastal plant and animal life.

Kayak Adventure II

This activity is similar to Kayak Adventure I, but twice as long!

The Hidden Life of the Kelp Forest: Microscope Lab

Using our video microscope laboratory, students get an up-close look at the microscopic creatures that live in the kelp forest. Students witness how these fascinating organisms, although small, provide invaluable services to the kelp forest community.

TERRESTRIAL EXPLORATION

*** Ecology Hike**

Hike the hillsides of Catalina to explore how terrestrial species meet the challenges of survival. Students will search for endemic plants and animals, discuss the impact of humans and introduced plants and animals on island ecosystems, learn about Catalina's dynamic landscape, and take time to enjoy great views of the island and ocean.

Shoreline Investigation

Exploring our cove's tidepools and beach habitat, students examine the organisms found in the intertidal zone and learn about the adaptations that help them survive in this constantly changing environment.

HUMAN LIFESTYLE

*** Garden and Composting**

Students learn about composting, organic gardening, and other sustainable practices while touring the Howland's Garden Project. A "hands-on" experience, students become active participants in transforming the camp food scraps into nutrient-rich soil.

Sustainable Living

This activity focuses on the connection between humans and the environment. Students will discuss the importance of living sustainably and reducing their environment footprint through conservation of limited resources, recycling and reuse of materials, and use of alternative forms of energy.

Nature and Creative Expression

Enjoy a tranquil setting while developing skills in observation, sketching, writing, and nature appreciation. This activity invites students to explore secret spots full of colors, sounds and patterns. Students will get the opportunity to reflect and embrace their connection to the environment while using various mediums to capture what they see.

ECOLOGICAL RESTORATION/SERVICE LEARNING

This 1.5 hour elective program provides students the opportunity to help restore Catalina's unique ecosystems. The program starts out with an interactive walk through a restored creek bed where students receive an introduction into the field of restoration ecology. Students then roll up their sleeves and work alongside with staff on an age-appropriate service project. Project examples include invasive plant removal, sustainable trail building, seed collection, and native planting. Students are provided with age-appropriate tools and a thorough training and safety orientation prior to digging in.

PERSONAL AND GROUP CHALLENGES

*** Team Building Challenge**

Building teamwork and communication skills, students are given a sequence of initiative challenges that they must work together to solve. Activities are centered on issues such as competition, cooperation and trust.

Climbing Wall Challenge

Building on the skills practiced during Challenge Tier I, students are given the opportunity to don a harness and attempt the climbing wall. With the help of the group, our trained-staff

provide verbal encouragement and ground support. This activity follows a “challenge by choice” philosophy, allowing students to set their own personal climbing goals.

Ropes Course Challenge

Expand your comfort zone and enjoy the view! With elements like the Eagle’s Perch, Catwalk, and Broken Bridge, the high ropes course offers plenty of challenge and excitement. Fully equipped with ropes, harnesses and helmets, students are supported by an on-ground belay teams made up of trained staff, chaperones and students.

EVENING PROGRAMS

Night Snorkel

Under close supervision, students get the chance to use underwater flashlights to look for lobster, hornsharks, bat rays, and other nocturnal creatures in our cove. Under starry skies, look down and see the amazing bioluminescent plankton glitter around you. The night snorkel is a once-in-a-lifetime experience that participants will remember for years to come.

Depending on the size of the school group, for safety reasons it may be necessary for us to limit the number of participants by making this an optional evening program. Camp staff will contact you if it looks like this may be the case.

Life in the Dark: Night Hike

Hiking at night is a unique sensory experience. By leaving their flashlights behind, students optimize their night vision and heighten their sense of awareness. Experience nightfall as it descends upon the island and learn how the Catalina Island fox and other nocturnal creatures have adapted to life in the dark.

Night Sky

Taking advantage of clear, dark nights, groups take a short walk to the back of camp where they lay out under the stars and broaden their understanding of outer space. In addition to learning about planets, constellations, and galaxies, students see how discoveries in astronomy have helped shape our culture and the cultures of past civilizations.

Pimuvits Life: Campfire

Through a sequence of interactive activities, songs and stories, the Pimuvit Life campfire teaches students about the native islanders that inhabited Catalina Island years ago. Connecting the past, present and future, instructors discuss the relationships between the Pimuvits, the island flora and fauna, early European explorers and settlers, and the student’s lives.

Catalina Environmental Leadership Program
PROGRAM PLANNER

You will be sent a link to complete this form online. Fill out the form below ONLY if you are unable to fill out the online version or if you would like to keep a copy for your records.

School Name: _____ Program Dates: _____

Group Leader (Traveling with students) _____

Four Day Program
(Monday to Thursday or Tuesday to Friday)

Core Program

Ocean Orientation Snorkel
Ecology Hike
Sustainable Living
Garden & Composting
Team Building Challenge
Slide Show

Evening Programs (Choose three)

____ Night Snorkel
____ Life in the Dark-Night Hike
____ Night Sky
____ Pimuvit Life-Campfire

Electives (Please choose 7.5 hours)

*** Program hours may be adjusted due to boat schedule**

____ Climbing Wall Challenge (1.5 hours)
____ Ropes Course Challenge (3 hours)
____ Kelp Connections Snorkel (3 hours)
____ Adaptive Strategies Kayak/Snorkel (3 hours)
____ Shoreline Investigation (1.5 hours)
____ Kayak Adventure I (1.5 hours)
____ Kayak Adventure II (3 hours)
____ The Hidden Life of the Kelp Forest Lab (1.5 hrs)
____ Nature & Creative Expression (1.5 hours)
____ Ecological Restoration/Service Learning (1.5 hours)

Notes:

School Information

You will be sent a link to complete this form online. Fill out the form below ONLY if you are unable to fill out the online version OR if you would like to keep a copy for your records.

School Name: _____

School Contact Name: _____ School Contact Phone Number: _____

Head Chaperone(s) traveling with students: _____

Head Chaperone Cell # (to contact group while en route): _____

Background

Please describe your school's education philosophy. Are there factors we should take into consideration in teaching any specific subjects?

What concepts taught at your school will tie into the CELP curriculum you have chosen?

What environmental issues are important in your area?

Is your school currently involved in any of these issues?

Does your school compost, garden and/or recycle?

Are you doing any specific classroom preparation for your CELP visit?

While CELP does not provide a student journal, we are happy to incorporate a journal the school has brought into program time. Should instructors facilitate journaling during program, or will the school do so during free time?

What are the main goals for your trip (i.e. environmental education, sustainable living, outdoor adventure, retreat)?

Have your students had previous outdoor education/overnight field trip experiences?

What is the background of your chaperones (i.e. teachers, parents, etc.)? How have you prepared them for the trip?

Meals

How many vegetarians do you have in the group (including adults)? Please provide as many details as possible (i.e. no red meat, no meat of any kind, vegan, etc.).

Are there any dietary restrictions that apply to your whole group (i.e. kosher)?

Are there any severe dietary allergies in your group? Please provide detailed information as to severity, reaction, and prevention (i.e. cannot ingest a substance, cannot be in the same room as a food item, gets a rash, has an EpiPen, etc.). For severe allergies, please have parent/guardians and/or physicians fill out the Allergy/Intolerance form and submit to CELP.

Are there any birthdays in your group (include name and date)?

Special Needs

We are happy to work with you in making our program accessible for students with special needs. It is imperative, however, that we are aware of the need for accommodation **prior to your trip to camp**. Please describe any students who have special needs in the space below. Feel free to use additional pages as needed.

Other Information

Grade of students: _____

Number of male students: _____

Number of female students: _____

Total number of students: _____

Number of male chaperones: _____

Number of female chaperones: _____

Total number of chaperones: _____

**Includes all adults traveling with the*

group

Will chaperones be sleeping in the cabins with the students? _____

****You will be notified regarding the number of male/female cabins and the number of CELP groups once this form is received.***

Please rate your group's general water comfort level/swimming ability

Circle one: 1= Not comfortable, 2= Somewhat comfortable, 3= Comfortable, 4= Very comfortable

This will be our group's _____ year with the Catalina Environmental Leadership Program

Has the Head Chaperone ever been to CELP? _____ If so, how many times? _____

Thank you for taking the time to complete and return this form. All information you share with us prior to your arrival will help to make your CELP experience a positive one. Please call 626-296-4040 if you have any questions!

CELP Activity Groups

Before your school arrives at Howlands Landing, we ask that you divide your students into CELP activity groups. The groups need to be as even as possible. We recommend, but do not require, that you mix boys and girls in your CELP Groups whenever possible. We also strongly suggest that you spread out students who require extra attention into the various CELP Groups rather than placing them all in one group.

Upon your arrival we will ask for your CELP Group List that should include student names as well as any special information (i.e. restrictions, learning challenges, health concerns, discipline issues, etc.) for each student. **This information is shared with the instructors of each group.** The more information we have about your students the more effective our instructors will be. We encourage all students to attend CELP and we request to be informed of any students in your group with special needs of which our instructors should be aware. This will help us provide a safe and valuable experience for everyone.

Please divide your students into CELP Groups of 11-15. Use additional sheets as needed. Students should be aware of their group number prior to arrival.

School Name _____

Program Dates _____

CELP Group #1

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #2

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #3

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #4

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #5

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #6

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #7

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #8

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #9

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #10

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

CELP Group #11

Student Names	Student Information, Allergies, etc
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
Chaperone(s):	

Cabin Groups

Students stay in cabins that can house up to twelve people. There are separate boys and girls camp areas with shower and bathroom facilities within close walking distance. All students must be assigned to a cabin group before arrival. We also recommend that you notify students of their cabin groups before the trip in order to expedite the move in process on arrival day. ***At least one chaperone must be assigned to each cabin (a single chaperone may be assigned to two cabins if necessary).*** Chaperones may either stay in the cabins with students or in a shared chaperone cabin in close vicinity to student cabins. Schools must decide prior to arrival if they would like chaperones rooming with students or in separate cabins. Please remember that chaperones are at all times responsible for student supervision in the cabin areas.

Please Check One:

School Name: _____

Chaperones will stay in student cabins. Place a minimum of 8 and a maximum of 11 students in each cabin.

Chaperones will stay in adult-only cabins. Place a minimum of 8 and a maximum of 12 students in each cabin.

Cabin Group #1

Cabin Group #2

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #3

Cabin Group #4

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #5**Cabin Group #6**

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #7**Cabin Group #8**

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #9**Cabin Group #10**

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #11**Cabin Group #12**

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #13**Cabin Group #14**

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Cabin Group #15**Cabin Group #16**

Students	Students
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
Chaperone:	Chaperone:

Camp Conservation Guidelines

Please review the following conservation guidelines with your group before visiting CELP.

Water Conservation

Due to its arid climate, Catalina Island lacks plentiful fresh water. The camp at Howlands Landing relies on local groundwater for all of our water usage, including showers, cooking, drinking, washing, and irrigating. With the statewide drought, our water availability has been drastically limited. All of Catalina Island has gone into mandatory water rations. **We need your help to ensure that the camp has an adequate supply of water to last us through the end of the year.**

What can you do?

- Please limit showers to one per day, at most, and please keep them under 3 minutes. We strongly discourage guests from showering on travel days.
- Chaperones are responsible for monitoring showers and making sure students are taking short showers and not taking more than one shower per day.
- Help keep the kitchen's water usage down by using one plate per meal and refilling a waterbottle rather than using a cup.
- Please report any leaking faucets or toilets immediately
- When rinsing camp equipment and sandy feet, please use the provided rinse buckets instead of a hose

Waste Separation and Recycling

When you throw something away, where is it going? The waste we generate at Howland's gets trucked to Avalon where it is either recycled or buried in a landfill. We are required to separate all of our waste into different categories before it arrives into Avalon. You can help us out by properly disposing your waste into one of the two types of receptacles around camp.

Trash

Food Wrappers
Wet Paper
Plastic/ Shrink Wrap

Recyclables

Aluminum and Steel Cans
Glass Jars and Bottles
Office Paper and Newspaper
Cardboard
Plastic Bottles
Junk Mail and Magazines
Empty Aerosol Cans

Please avoid bringing items to camp that will generate excess trash (new items with excessive packaging, disposable items, etc).

Composting

The first step in our composting program is minimizing the amount of uneaten food we throw away. When going through the dining hall, please put on your plate only what you know you can eat, and try to eat all that you take. There will always be an opportunity to go back through the dining hall for seconds and thirds. After each meal our food waste is separated into compostable and non-compostable food. Below is a list of meal items and where they go:

Compost

Fruits
Vegetables
Paper napkins
Bread/pasta products
Tea bags
Liquids (except milk)

Non-Compostable Food

Meat products
- chicken, beef, pork, seafood
Dairy products
- milk, cheese, yogurt
Eggs

Wildlife Protection

We share the island with countless plants and animals. Following these guidelines will help ensure that they can continue thriving here.

- Please no fishing or harvesting of any marine life while at CELP.
- Keep shells on the beach so they can become homes for hermit crabs and other organisms.
- Do not feed, touch, or harass wild animals. Appreciate them from a distance.
- Stay on designated trails and roads at all times. No trail blazing.
- Do not pick or collect wildflowers flowers or plants.
- Please pick up litter before it ends up in the ocean or the stomach of an animal.
- Please no shouting and screaming during free time or program time. Loud sounds scare off birds and other wild animals.

Energy Conservation

Here are a few simple things you can do to conserve energy while at camp:

- Please shut off lights when cabins are not being used.
- Please roll up the canvas windows for natural lighting during daylight hours.
- Avoid bringing electronic devices that require charging. Turn off devices when not in use to preserve battery life.

What else can we do??

Please share your thoughts on other actions we can take to minimize our impact on the island and conserve our limited resources.

**Thank you in advance for your efforts and cooperation!
We look forward to your visit!**