



Outdoor Adventures



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PROUD PARTNER

News

If you need activities to help finish the year please consider the following from this newsletter:

- Post Course Survey – Link is on this page, lower right corner
- Survival Skills video clips from Colorado Department of Natural Resources and Peter Kummerfeldt.
- Orienteering Scavenger Hunt.

CALENDAR OF EVENTS

- NASP Nationals May 10-11, 2013
- DSC S.A.F.E.T.Y. Event – Sept. 21, 2013
- Youth Wildlife Conservation Experience – Jan. 9, 2014

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Teacher Training

New Teacher Training (Details on Page 3)

- TPWD Angler Education
- TPWD Boater Education Instructor
- TPWD Hunter Education Instructor
- National Archery in Schools Program
- Dutch Oven Cooking - CPR/First Aid

Reminder

Please take you classes to the computer lab to complete the last survey. The Post Course Survey is available at:

<https://www.surveymk.com/s/OAEPsurvey>

This is the last request for this survey. Responsive Management collected some unbelievable information in the spring 2012 survey. The fall 2012 survey and this spring's survey will finalize Responsive Management's Survey request. This data will help outdoor skill education across the country.

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Texas Outdoor Writing Contest Winners

High School Division - student from Allen, Texas, My Best Outdoor Adventure (in blue below)
Middle School Division – student from Argyle, Texas. A Buck For Another Day (in rust below)

Each student won a new laptop computer from the Texas Outdoor Writers Association

A Buck For Another Day

The deer stand was quite quiet with the movement of only birds. The sun was coming up, with the view of the deer feeder. The cool breeze was a delight. “Right there”, my dad whispered loud in my ear. Looking, I saw nothing but tall creek grass. I grabbed the binoculars to get a better look, searching high and low. Then I saw it... the tall, mature eight point buck looked right at me! I could feel my heart rising! I could feel that the buck had my name on it. While I was looking at the buck, my dad grabbed the .243- rifle and gave it to me. I aimed my gun. The buck darted into the tall grass and I didn't have a shot. I was extremely disappointed. It all happened too quickly. I knew we were going to see him again. Evant, Texas doesn't have monstrous bucks, but eight or ten points here are monster bucks to me. As time passed, I saw a big buck jump a fence as well as birds, ducks, and a few does.

“I see him!” My dad said but for some reason, though, it didn't seem as tall as the other buck. We watched this younger buck for a while, chasing a doe. He continued this masquerade for two hours. He went in and out of the brush, until he laid down. I didn't feel the connection to the other buck that we saw earlier. Wanting this buck, I realized he was not as big as the first buck I saw. I knew if I got it, I wouldn't be happy with it. Two does ran out of the brush toward my blind. This whole time, we had only seen the buck, he was taller than the does. The buck ran after the does and toward me. Getting my gun and getting positioned, I saw the buck chase one doe near the blind. Fifty yards away from me, he stopped. I aimed my gun out of the window. I had been watching this deer for so long, and it made me think, “Is this the buck I want this year?” When I looked through that scope, there was something speaking to me. “He is just not tall enough”, I thought. The glorious buck I had been watching this whole time was way too young for me. When I was looking through that scope, I was shaking... not from buck fever, but from my conscience telling me he needs to get more mature. I would not have been proud of harvesting this young buck.

I brought the gun back to my side. The young buck took off. I knew I let my dad down with all he did for me, but what I did was right for me. Sure, I think back that I wanted a buck, but that day will come. This experience taught me that patience and waiting for the right buck is the real thrill of the hunt.

My Best Outdoor Adventure

It was my first time hunting. My friend had made up my mind to finally go hunting for the deer and hog on his uncle's vast acreage. Our first line of priority, to land me a foundation in the art of ancient survival skills while gradually morphing me from a state of an innocent child into, as my friend had put it, a top-of-the-food chain, experienced-hardcore woodsman.

Our mission was put into action before dawn. The walk was long and quiet. By the time we had arrived at the designated stakeout position the sun had begun to make its way over the hills behind us. Our station was an old deer blind, built by my friend's uncle years before, consisting of thick tall-grass with small patches of thin tree coverage. We went up, sat tucked away in a pocket of trees waiting ...silently...still...focused. Within those moments of crucial waiting the world seemed to suddenly freeze. It was as if everything around us was holding its breath as we did the same...silent.

After a few hours we decided to break for lunch and tore into our sandwiches. While enjoying lunch, I couldn't help but think what if we never get the chance to take home an animal so grand as a buck or a fat hog.

My thought suddenly broken by the discovery of my friend's terrified expression as he stared out the blind window. A shiver went down my spine, I stopped, slowly turned my head toward the direction from which my friend's attention was being drawn. I, too, froze, completely paralyzed. Our prize deer made its way to the middle of the field, standing there, waiting for us. The 30-06 Springfield bolt action rifle leaned over in the corner. Our badge of honor, our right to manhood stood there just 100 yards out; about 6 feet tall with gorgeously wide antlers, taunting us. We simultaneously leaped for the rifle, scrambled, twisted, slipped. I grabbed it, cocked and loaded. I mounted, aimed, adrenaline pumping...there then gone. Our dream was lost by only seconds. A flood of sorrow and “if-only” hit my head over and over again like a tennis ball viciously battered against a wall. On the walk back and for rest of that evening I felt cold, filled with sadness.

After a warm, comforting dinner with his family, I had finally realized something more important than a trophy deer or hog. On that mission to the woods, that buck wasn't the real miracle but only an accessory to the crown of nature; that hunting wasn't what I thought it was but that it is a respected sport, in the sense that you respect everything about it, that whenever you shoot to kill you respect, thankful for whatever is on the other end of that rifle.

I'll never forget it for as long as I live and breathe. The soft grass, dancing trees, rolling hills, humble blooms, Mother Nature, my friend, and me.



Teacher Training RSVP

940-465-0366

RSVP for each training. I have provided several dates for each training. Please check your schedules and let me know today! The Texas Parks and Wildlife Department's Hunter Instructor and Boat Safety will require some home work prior to the training. I will review the requirements for each upon your RSVP.

RSVP: scot@dallasecologicalfoundation.org

Teacher Training in North Texas for Spring 2013 – Location – Dallas

TPWD Hunter Instructor.....	4:00 PM – 9:00PM	May 16
Texas Archery in Schools Program.....	8:00 – 4:30	May 4
TPWD Boater Education Instructor.....	8:00 – 2:00	TBA
TPWD Angler Instructor	8:00 – 2:00	April 6
Dutch Oven Cooking/ First Aid/CPR.....	9:00 – 3:00	TBA

Teacher Training in North Texas for Summer 2013 – Location – Argyle (DFW)

TPWD Hunter Instructor.....	8:00 – 2:00	June 17, July 22
Texas Archery in Schools Program.....	8:00 – 4:30	June 18, July 23
TPWD Boater Education Instructor.....	8:00 – 2:00	June 19, July 24
TPWD Angler Instructor	8:00 – 2:00	June 20, July 25
Dutch Oven Cooking/ First Aid/CPR.....	9:00 – 3:00	June 21, July 26

Additional Hunter Instructor Classes

COLLEGE STATION	Thu May 9, 2013	8:00 AM	(979) 845-4865
COLLEGE STATION	Sat May 18, 2013	7:30 AM	(979) 845-4865
HOUSTON	Sat Jul 27, 2013	8:00 AM	(832) 344-2110

HOUSTON	Sat Oct 26, 2013	8:00 AM	(832) 344-2110
SAN ANTONIO	Sat Aug 3, 2013	8:00 AM	(210) 648-7850
WACO	Sat May 18, 2013	8:00 AM	(254) 722-5660

Additional Angler Education Instructor Classes

May 18, 2013 9:00 – 1:30, Pearland, Texas, greg.akins@tpwd.state.tx.us 821-534-0123

Additional NASP – BAI Courses – contact burnie.kessner@tpwd.state.tx.us

April 20, 2013 – 7:45-4:00, Tyler, TX

Outdoor Survival Skill Video Clips and Worksheet

Peter Kummerfeldt along with the Colorado Department of Natural Resources created some great video clips that will compliment the Outdoor Adventures curriculum. You can view these videos on the following link:

<http://wildlife.state.co.us/NewsMedia/Videos/Pages/OutdoorSurvival.aspx>

Videos included on this link:

- | | |
|---------------------------|---------------|
| 1. Defining Survival | 6. Hydration |
| 2. Understanding Survival | 7. Clothing |
| 3. Survival Kit | 8. Shelter |
| 4. Controlling Panic | 9. Fire |
| 5. Map and Compass | 10. Signaling |

Worksheet: Survival...What Does It Mean?

Name _____

Class Period _____

The following quotes are from Peter Kummerfeldt's book, Surviving a Wilderness Emergency. Read each quote and describe in your own words what you think it means.

1. "Survival is an attitude"
2. "Survival is tough, but it's tougher when you're stupid."
3. "Be prepared not scared."
4. "Survival becomes impossible when the body's defenses can no longer match the insult of the environment."
5. "You can't govern the elements but you can govern your actions."
6. "There's no such thing as bad weather, just bad clothing."
7. "You should dress to survive, not dress to arrive!"
8. "It may be more important that you know what does not work than what does."
9. "Experience is not what happens to you—it is what you do with what happens to you."
10. "You can never count on help. You can only count on not getting help."

Bonnie Newcomb, Outdoor Adventures Education Manager, found the following on an education website. Thank you Bonnie for the Orienteering Scavenger Hunt resource.

Name/Title: Orienteering Scavenger Hunt

Purpose of Event: The students will take a reading with a compass and use the compass to reach multiple checkpoints.

Prerequisites: Travelling, directions such as north, south, east, and west.

Suggested Grade Level: 6-12

Materials Needed: Compasses (one for every student), one demonstration compass (either large one or overhead), balloons, poly spots, and direction cards.

Description of Idea

Begin class by telling the students that orienteering is a race to find different control markers hidden in back country using only a map and compass. The first thing they need to learn before orienteering is how to use a compass.

Demonstrate use of a compass with a large demonstration compass or an overhead projector. The students should be able to identify the following compass parts;

- Compass base is the rectangular bottom part of the compass.
- Compass needle or magnetic needle is the red and white arrow that moves. The red part of the needle always points north.
- Compass housing or dial is the turnable dial on the compass. The numbers on the dial refer to degrees of azimuth, or also called a bearing.
- Direction of travel arrow or sighting line is the arrow on the compass base. This is what you point where you want to go.

To use the compass, hold the compass level so the magnetic needle turns freely. Rotate the compass dial to a desired bearing (so the sighting line falls directly on a bearing such as 90 degrees which is east). Hold the compass so that the back of the compass (part of the compass base opposite the direction of travel arrow) is at your belly button. Keeping the back of the compass at your belly button, turn in a circle until the red end of the magnetic needle lines up with zero degrees (north) on the compass dial. The direction of travel arrow now points to the bearing set on your compass. For more information on using a compass, go to www.learn-orienteering.org/.

Walk the students through the cues and repeat the steps to face different directions and bearings. Practice travelling at specific bearings by setting the compass to a bearing, picking a spot on the gym wall that the directional arrow points to, and walking towards that spot.

After the students have grasped the reading of a compass then you can start them on a Scavenger Hunt. If they need more time learning how to read the compass then you may want to come back the next day to do the Scavenger Hunt.

Orienteering Scavenger Hunt

Set up the scavenger hunt by spreading poly spots on the floor of the activity area. Write the following directions on different scraps of paper so that each course is on a different piece of paper:

Course 1

120°-10 Steps

240°-10 Steps

0°-10 Steps

Course 2

300°-8 Steps

60°-8 Steps

180°-8 Steps

Course 3

90°-12 Steps

180°-12 Steps

270°-12 Steps

0°-12 Steps

Course 4

90°-6 Steps

180°-8 Steps

330°-10 Steps

Course 5

130°-3 Steps

220°-4 Steps

310°-6 Steps

100°-5 Steps

Course 6

110°-6 Steps

200°-8 Steps

290°-12 Steps

80°-10 Steps

Fold the paper and put one of these in each balloon. Blow up the balloons and spread them around outside of general space. Putting the course directions in the balloon is optional.

Begin the activity by having students split up into pairs. Stress the fact that they never travel alone! They may be in a team of three if you have an odd number of students in class. One partner goes to a poly spot on the floor and the other partner gets a balloon and meets their partner at the spot. They pop the balloon and get the directions out of it. Make sure they pick the balloon up after they pop it. Each student uses their own

compass, but they travel as a team according to the directions. The directions on the sheet of paper will lead them back to where they began--the poly spot.

Variations:

The balloon idea is optional.

Use a penny or a small marker that is more difficult to see instead of the polyspots.

I got pictures of lots of cool parks all over the world and used these and told the students that this is the area that they were travelling in.

Assessment Ideas:

Have students write how many steps away from their poly spot they ended up.

Teaching Suggestions:

The compass will not be accurate if used next to metal objects such as watches, belt buckles, and metal poles.

Make sure students pick a reference point on the wall when walking, rather than always watching their compass.

Have everyone practice facing different directions/bearings before travelling.

Submitted by **Amanda Hetfield** in Owosso, MI. Thanks for contributing to PE Central! **Posted on PEC: 5/29/2002.** Printed 6857 times since 2/3/2002.
