



**OUTDOORS
TOMORROW
FOUNDATION**



**Wildlife and Quail Conservation in
Outdoor Adventures**

OVERVIEW

- I. What is Outdoor Adventures
- II. Wildlife Conservation
 - Carrying Capacity – Surviving the Wild
 - Poaching vs Hunting Game
- III. Quail Conservation
 - Run for Your Life!
 - Quail CSI
 - Quail – Plants and Insects
 - Quail Necropsy
 - Quail Hatchery
- IV. Other Wildlife Related Units
- V. Outdoor Adventures K-12 – 290 Lessons



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MISSION

The mission of
Outdoors Tomorrow Foundation
is to teach outdoor education and
to promote and fund conservation
of wildlife worldwide



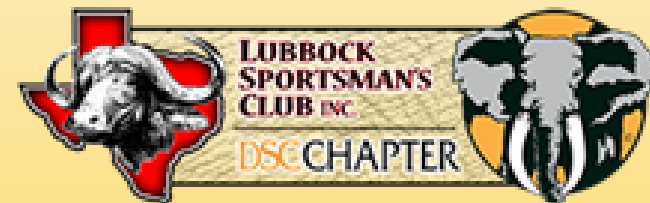
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R. N.
Family
Trust



Collin County
Agricultural
Heritage
Society



I. What is OA?

In-School curriculum for Physical Education or
Ag. Science Wildlife Management



Outdoor Adventures program includes:



- Archery NASP
 - Hunter Education
 - Boater Education
 - Orienteering and GPS
 - Survival Skills
 - First Aid/CPR
 - Angling
 - Backpacking
 - Camping
 - Challenge Course
 - Camp Cooking
 - North American Model Wildlife Conservation
 - Ice Fishing
 - Fauna
 - Flora/Wilderness
 - Medicine
 - Bikepacking
 - Rock Climbing
 - Paddle Sports
 - Shooting Sports
 - Introduction
 - Water Buoyancy Project
 - Quail Conservation (PCQC)
 - Trapping
 - Fly Tying
 - ATV Safety Course
 - Sling Shots
 - 3D Archery
- OA Elementary K-5th
- Hiking
 - Camping
 - Orienteering
 - Angler Education
 - NASP
 - Wildlife Conservation or Hunter Education

OA is for ALL Students

Male, Female, Asian, Hispanic, African American,
Rich, Poor, Disabled - Everyone!



2020

Archery - Lesson 1: Introduction to Archery



Course	Unit	Objective of lesson	Estimated Time Frame
Outdoor Adventures	Archery	The student is expected to understand the importance of archery throughout history. The student is expected to understand and demonstrate the importance of proper physical training for archery success. The student will understand how to determine eye dominance and use a string bow tool to improve archery skills.	45-90 minutes (2 days with added activities)
TEKS/Student Expectations		Materials Needed	Resources/Web links
<p>TEKS 116.53 The student is expected to:</p> <p>1 (A) demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.</p> <p>1 (B) demonstrate understanding of the rules, skills, and strategies of an activity.</p> <p>1 (C) develop an appropriate conditioning program for the selected activity.</p> <p>2 (A) use internal and external information to modify movement during performance.</p> <p>2(C) identify correctly the critical elements for successful performance within the context of the activity.</p> <p>3 (A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.</p> <p>3 (B) analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities.</p> <p>3 (E) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and <u>cardio respiratory</u> endurance.</p> <p>3 (F) select and use appropriate technology tools to evaluate, monitor, and improve physical development.</p> <p>4 (D) explain and follow safety procedures during adventure/outdoor education activities.</p> <p>4 (E) list and describe safety equipment used in outdoor activities.</p> <p>4 (F) design safe and appropriate practices/procedures to improve skill in an activity.</p>		<p>*PowerPoint- Gallery walk posters - Exercises to Improve Archery Fitness and Performance</p> <p>*PowerPoint: The History and Sport of Archery</p> <p>“Archery Safety Insight” PDF</p> <p>11 steps to Archery Success</p> <p>NASP instruction video/DVD</p> <p><u>1/8 inch</u> diameter non-elastic cord 84-90 inches long (one for each student).</p> <p>Painters tape to mark range lines to simulate shooting technique using bow strings while in the classroom.</p>	<p>NASP- Information/Learning Center</p> <p>NASP- National Curriculum Grades 9-12</p> <p>Video: 11 STEPS TO ARCHERY SUCCESS</p> <p>Archery Safety Insight- Archery Safety Insight</p> <p>Video: Dominant Eye</p> <p>Video: THE STRING BOW TRAINING AID</p>

Learning Experiences

Day 1

Bellringer: Gallery Walk -Exercises to improve archery fitness and performance. Students will complete Gallery Walk.

Discussion question: Why is it important to complete a warm-up activity before participating in physical activities or competition?

Cardiovascular/Physical Education component: The student will understand the importance of warm-up before participating in physical activity and be able to perform at least six exercises that are beneficial in preparing for archery participation. (See six exercises from the NASP manual or gallery walk)

Activities: Outline of class discussion for lesson one. **In order to teach this unit, instructors must be NASP – BAI trained and must use NASP certified equipment.**

1. Chapter One – NASP manual. Explain the mission of NASP and Archery safety record.
 - a. Archery Safety Insight (Teacher Resources)
2. Discuss how bows and arrows have evolved from primitive hunting technique to competitive tournament
 - a. The History and Sport of Archery (PowerPoint -Teacher Resources)
3. Discuss three areas of physical conditioning especially important to archers: flexibility, muscular strength and stamina.
 - a. Discuss Gallery walk question and exercises. (Gallery Walk-Teacher Resources)
4. Demonstrate and explain the importance of knowing your dominant eye. Video: [Dominant Eye](#)
5. Have students determine their own eye dominance.
6. Discuss the importance of proper practice and the string bow Video: [THE STRING BOW TRAINING AID](#)
7. Watch video: NASP instruction video (stop the video after instructions on making a string bow).
8. Give each student a piece of cord and have them make their own string bow.
9. Explain the muscles and joints involved in drawing a bow. Discuss proper draw length and demonstrate the proper way to draw a bow.
10. Discuss and demonstrate correct posture and shooting form.
11. Go over the 11 steps to archery success and demonstrate how to use the string bow. Video: [11 STEPS TO ARCHERY SUCCESS](#)
 - a. 11 Steps to Archery Success (teacher resources)

Vocabulary

Dominant eye, draw hand, bow hand, string bow, archery, bow, arrow, nock, anchor, reflect, draw, aim,

Formative Assessments

Self-evaluation
Group participation
Peer teaching.
Teacher observation
Notes over video recorded in each student's journal

Summative Assessments

Archery in Schools Unit Test

Suggested Modifications

- Copy of written notes
- Peer buddy
- Shortened Assignments
- Extended time to complete assignments

Enrichment/Distance Learning

Create a manual depicting a timeline of the history of archery.
Journal entry
Write a comparative article describing the value and safety of participation in archery compared to other sports.

Curriculum Overview

- **Table of Contents**
- **Overview of each unit by writer**
- **Job/Career Opportunities**
- **STEM Considerations**
- **Cross-Curricular Opportunities**
- **Community Service Projects**
- **Equipment Needed for Unit**













































Ag. Science Wildlife Management TEKS Alignment



PCQ Quail Conservation partnership Texas Wildlife Association		
<p>Students will be encouraged to “think like a quail.” Students will study their basic survival; quail depend on food, <u>water</u> and cover.</p>	<p>TEKS §130.17. Wildlife, Fisheries, and Ecology Management</p>	<p>Quail Conservation</p>
<p>The students will identify and define the four components of a habitat; diagram the flow of energy through living systems, including food chains, food webs; observe, record, and describe how different environments, including microhabitats in schoolyards and biomes, support different varieties of organisms; describe how biodiversity contributes to the sustainability of an ecosystem</p>	<p>B (3) Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aquacrops and their ecological needs as related to current agricultural practices. To prepare for careers in natural resource systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p>Quail Conservation</p>
<p>The students will investigate predator and prey interactions. The students will observe animal tracks, distinguish between predators and prey, draw inferences based on observations of nest depredation, analyze, describe, and compare adaptive characteristics and behaviors that improve a species’ ability to survive and reproduce in an ecosystem, and predict how the predator/prey relationship affects populations of quail and its predator species.</p>	<p>C(1)(A) identify career development, education, and entrepreneurship opportunities in the field of natural resources.</p>	<p>Quail Conservation</p>
<p>The student will be able to distinguish between adaptations that are physiological and behavioral. The students will research and describe how a quail’s adaptations and response to external stimuli, such as fight-flight, can be an advantage or a disadvantage based upon environmental pressures. Demonstrate the behavior(s) and discuss the physical adaptation(s) that would be required to carry out the behavior.</p>	<p>(B) apply competencies related to resources, information, interpersonal skills, and systems of operation in natural resources. (C) demonstrate knowledge of personal and occupational safety and health, environmental</p>	<p>Quail Conservation</p>

II. Wildlife Conservation



-  2020 - A Wildlife Conservation - Overview and Table of Contents
-  2020 - Wildlife Lesson 8a - 10 Commandments of Firearm Safety
-  2020 - Wildlife Conservation - Lesson 1 - North American Model of Conservation (2)
-  2020 - Wildlife Conservation - Lesson 1a - North American Model of Conservationn
-  2020 - Wildlife Conservation - Lesson 2 - Introduction
-  2020 - Wildlife Conservation - Lesson 2a - Heart Rate Activity Worksheet
-  2020 - Wildlife Conservation - Lesson 3 - Wildlife and Conservation
-  2020 - Wildlife Conservation - Lesson 3a - Conservation
-  2020 - Wildlife Conservation - Lesson 4 - Value of All Wildland
-  2020 - Wildlife Conservation - Lesson 4a - Value of All Wildland
-  2020 - Wildlife Conservation - Lesson 5 - Wildlife Must Have Value
-  2020 - Wildlife Conservation - Lesson 5a - Wildlife Must Have Value
-  2020 - Wildlife Conservation - Lesson 6 - Animal Identification
-  2020 - Wildlife Conservation - Lesson 6a - Animal Identification Rubric
-  2020 - Wildlife Conservation - Lesson 7 - Oh Wolf
-  2020 - Wildlife Conservation - Lesson 7a - Oh Wolf Record Sheet
-  2020 - Wildlife Conservation - Lesson 8 - Be a Safe Hunter
-  2020 - Wildlife Conservation - Lesson 8a - 10 Commandments of Firearm Safety
-  2020 - Wildlife Conservation - Lesson 8b - Five Components of Physical Fitness
-  2020 - Wildlife Conservation - Lesson 9 - Safely Caring Firearms
-  2020 - Wildlife Conservation - Lesson 9a - Safety and Field Carry student notes
-  2020 - Wildlife Conservation - Lesson 9b - Safety and Field Carry teacher notes
-  2020 - Wildlife Conservation - Lesson 9c - "Game Warden's Coming"
-  2020 - Wildlife Conservation - Lesson 10 - Be a Safe Hunter and Laws
-  2020 - Wildlife Conservation - Lesson 10a - Fair Chase
-  2020 - Wildlife Conservation - Lesson 11 - Poachers are Thieves Record Sheet
-  2020 - Wildlife Conservation - Lesson 11 - Poachers are Wildlife Thieves
-  2020 - Wildlife Conservation - Lesson 12a - Outdoor Annual Questions
-  2020 - Wildlife Conservation - Lesson 13 - Know Your Quarry
-  2020 - Wildlife Conservation - Lesson 14 - Basic Hunting Skills
-  2020 - Wildlife Conservation - Lesson 14a - Hunter Skills Trail handout
-  2020 - Wildlife Conservation - Lesson 14b - Know your Target
-  2020 - Wildlife Conservation - Lesson 14c - Mind_s Eye Openers
-  2020 - Wildlife Conservation - Lesson 14d - Shooting Skill notes
-  2020 - Wildlife Conservation - Lesson 14e - Shooting Skill key
-  2020 - Wildlife Conservation - Lesson 15 - Hunter Skills Trail
-  2020 - Wildlife Conservation - Lesson 16 - Hunter Skills Trail - Day 2
-  2020 - Wildlife Conservation - Lesson 17 - Preparation and Survival Skills
-  2020 - Wildlife Conservation - Lesson 17a - Survival notes
-  2020 - Wildlife Conservation - Lesson 17b - Survival Skills Project Rubric
-  2020 - Wildlife Conservation - Lesson 18 - TEST KEY
-  2020 - Wildlife Conservation - Lesson 18a - TEST

Wildlife Conservation

“Surviving the Wild”

For this game you will need to prepare 3 different color-coded cards (you can label them as well if needed)

Food Card=Green

Water Card=Blue

Shelter Card-Brown

Mark a space (field or gym) with two parallel lines approximately 20 yards apart.

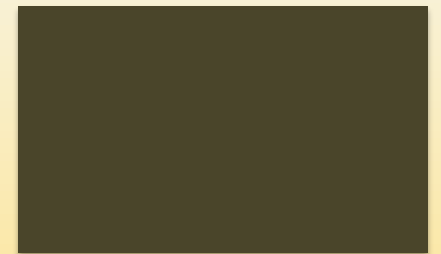
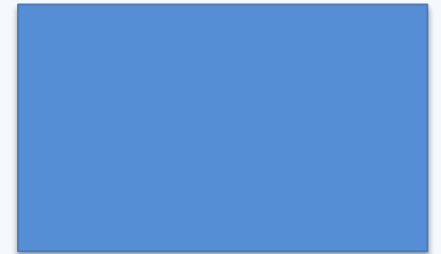
Review components of a habitat essential for survival

Food, Water, Shelter, Sufficient space

Have students count off by fours. The ones will be the deer and will line up on one side of the area. The twos, threes and fours will be either food, water or shelter and they will line up on the opposite side of the field. The two different groups form parallel lines.

The open field represents sufficient space for the animal’s survival. This game emphasizes the search for food, water, and shelter. The ones who are “deer” need a good habitat to survive the season and be able to reproduce. Each “deer” will select a color-coded card that represents what they need to survive (food, water, or shelter)

The twos, threes, and fours are will choose a card to represent one of the components of habitat (food, water, or shelter) Each student chooses, at the beginning of each round, which component he or she will be during the round.



Wildlife Conservation



Game: Showing hunters and Game Wardens conserving wildlife while poachers are illegally taking wildlife
Game is like Hungry Hungry Hippos. Link to video on picture below.



Quail Conservation



The OTF is excited to work with two wildlife conservation non-profit organizations, Park Cities Quail Coalition (PCQC) and Texas Wildlife Association (TWA).

Quail Conservation



- 2020 Quail - A Quail Conservation Overview and Table of Contents
- 2020 Quail - Lesson 1- Run for Your Life
- 2020 Quail - Lesson 1a - Introduction Activity Run for your Life
- 2020 Quail - Lesson 2 - Habitat 101
- 2020 Quail - Lesson 2a - Teacher Notes_ Texas Wildlife Association
- 2020 Quail - Lesson 2b - Habitat 101 PowerPoint
- 2020 Quail - Lesson 2c - Trail Walk
- 2020 Quail - Lesson 2d - Vocabulary
- 2020 Quail - Lesson 2e - Assessment
- 2020 Quail - Lesson 3 - Quail CSI
- 2020 Quail - Lesson 3a - Teacher Notes Texas Wildlife Association
- 2020 Quail - Lesson 3b - CSI PowerPoint
- 2020 Quail - Lesson 3c - Scent Station
- 2020 Quail - Lesson 3d - CSI Nest Depredation
- 2020 Quail - Lesson 4 - Quail Behavior
- 2020 Quail - Lesson 4a - Teacher Notes Texas Wildlife Association
- 2020 Quail - Lesson 4b - Quail Behavior PowerPoint
- 2020 Quail - Lesson 4c - Student Worksheet
- 2020 Quail - Lesson 4d - Student Worksheet Key

- 2020 Quail - Lesson 5 - Plant ID
- 2020 Quail - Lesson 5a - Teacher Notes Texas Wildlife Association
- 2020 Quail - Lesson 5b - Plant ID PowerPoint
- 2020 Quail - Lesson 5c - Plant ID Student Worksheet
- 2020 Quail - Lesson 5d - Plant ID Dichotomous Key
- 2020 Quail - Lesson 5e - Plant ID Class Project
- 2020 Quail - Lesson 6 - Terrestrial Insect Sweep
- 2020 Quail - Lesson 6a - Teacher Notes Texas Wildlife Association
- 2020 Quail - Lesson 6b - Terrestrial Insect Sweep PowerPoint
- 2020 Quail - Lesson 6c - Terrestrial Insect Sweep
- 2020 Quail - Lesson 6d - Common Insects and Protein
- 2020 Quail - Lesson 6e - Student Worksheet
- 2020 Quail - Lesson 7 - Web of Life
- 2020 Quail - Lesson 7a - Teacher Notes Texas Wildlife Association
- 2020 Quail - Lesson 7b - Web of Life PowerPoint
- 2020 Quail - Lesson 7c - Activity Cards
- 2020 Quail - Lesson 8 - Necropsy
- 2020 Quail - Lesson 8a - Teacher Notes Texas Wildlife Association
- 2020 Quail - Lesson 8b - Necropsy PowerPoint
- 2020 Quail - Lesson 8c - Necropsy Lab
- 2020 Quail - Lesson 8d - Assessment
- 2020 Quail - Lesson 8e - Assessment Key
- 2020 Quail - Lesson 9 - Raising Quail in the Classroom
- 2020 Quail - Lesson 9a - Texas Wildlife Association
- 2020 Quail - Lesson 9b - Egg Parts
- 2020 Quail - Lesson 9c - Quail Hatching Chart

Quail Conservation – Run For Your Life!



“Run for Your Life!” is an activity that demonstrates the importance of habitat needs for quail.

The main purpose is to show students how the availability of good woody cover is an essential component of quail survival in rangeland habitats.

Teams are split into two groups, with the majority acting as quail and a smaller group depicting quail predators.

The essence of experiments like this reveals how prey-predator interactions can really impact a population when it comes to obtaining food.

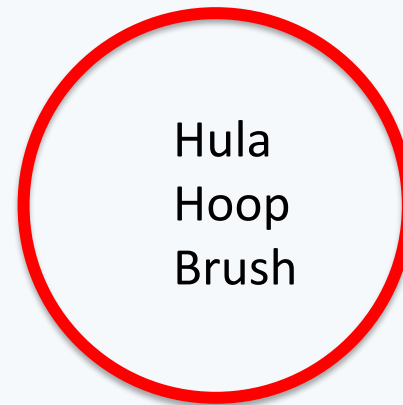
Quail Conservation – Run For Your Life!



Game Set-Up:



Covey
Safe
Zone



Hula
Hoop
Brush



Hula
Hoop
Brush



Feeders



Quail Conservation – Run For Your Life!

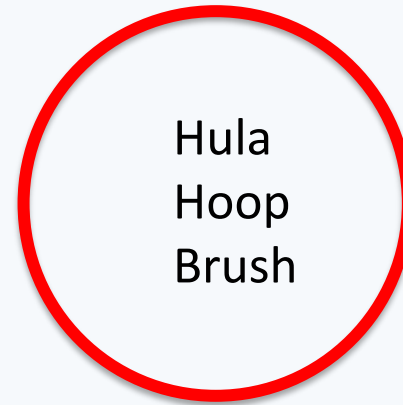


Game Set-Up:

Covey
Safe
Zone



Sharp-Shinned Hawk



Hula
Hoop
Brush



Hula
Hoop
Brush



Red-Tailed Hawk



Feeders



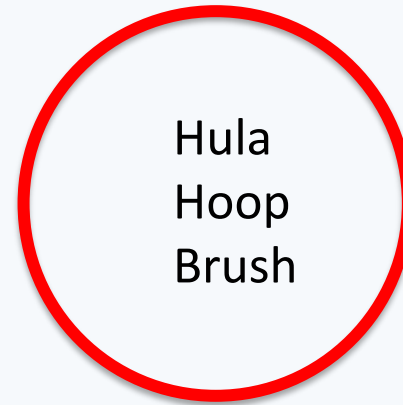
Kill

Quail Conservation – Run For Your Life!



Game Set-Up:

Covey
Safe
Zone



Feeders



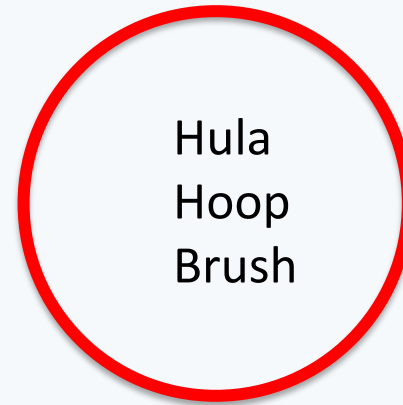
Kill

Quail Conservation – Run For Your Life!



Game Set-Up:

Covey
Safe
Zone

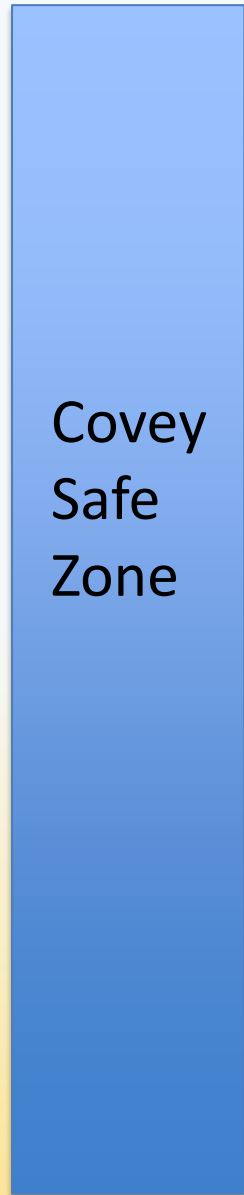


Kill

Quail Conservation – Run For Your Life!



Game Set-Up:



Covey
Safe
Zone



Feeders



Kill

Quail Conservation – Quail CSI



Procedure:

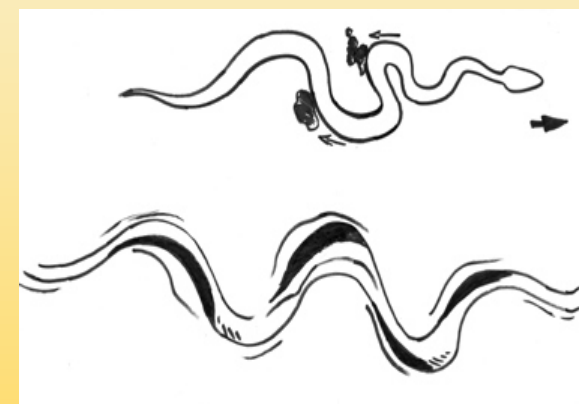
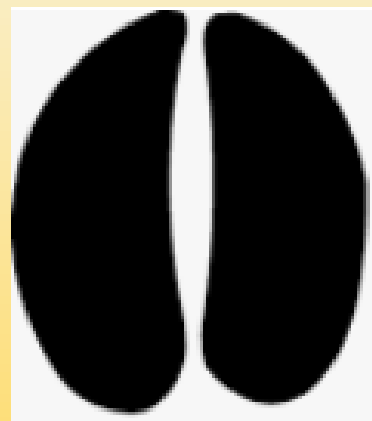
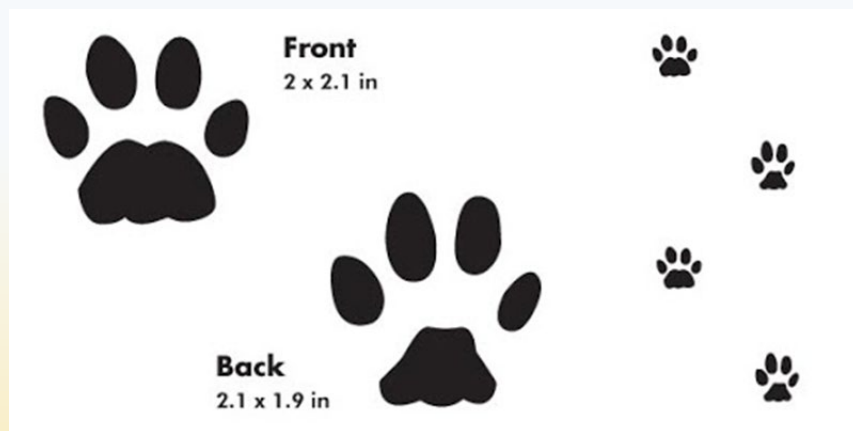
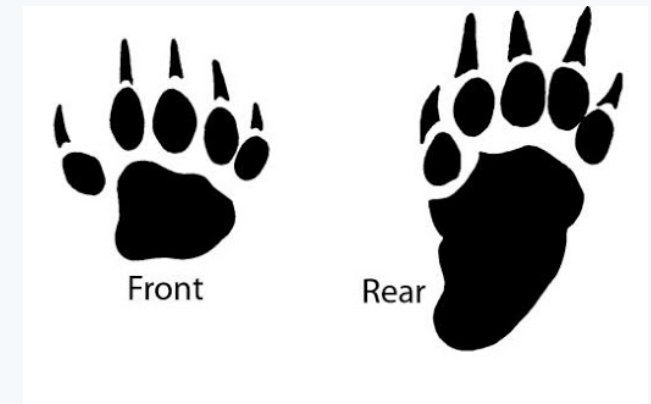
- Welcome to Quail CSI. (*Crime Scene Investigations*)
- We are here today to investigate some animal crime scenes.
- Something is preying on our quail nests and we need to figure out what it is.
- Prepare a Scent Station to investigate the crime scene.
- Your job is to look at the clues and figure out who is destroying the nest.

Quail Conservation – Quail CSI

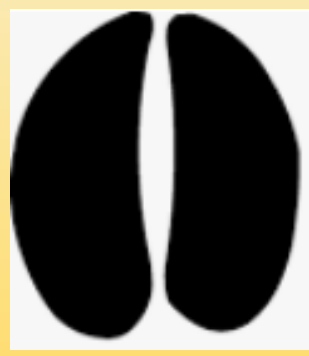
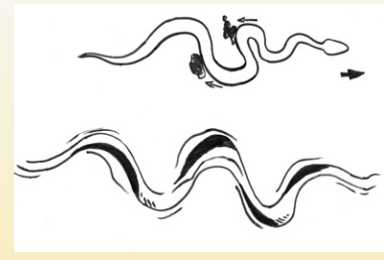
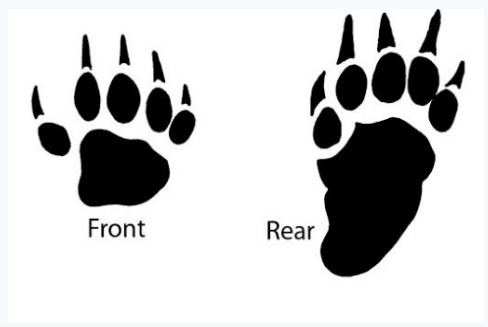
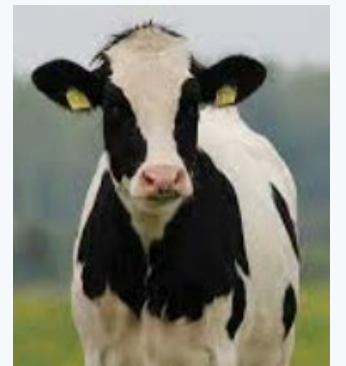
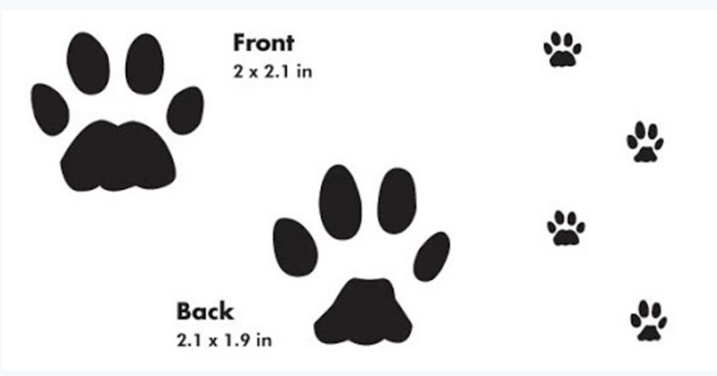


Steps to prepare scent station:

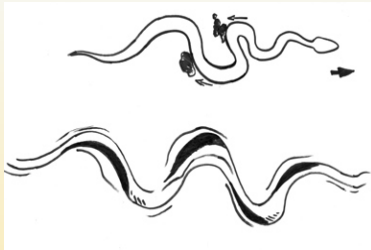
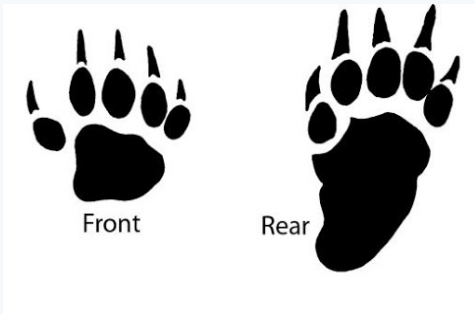
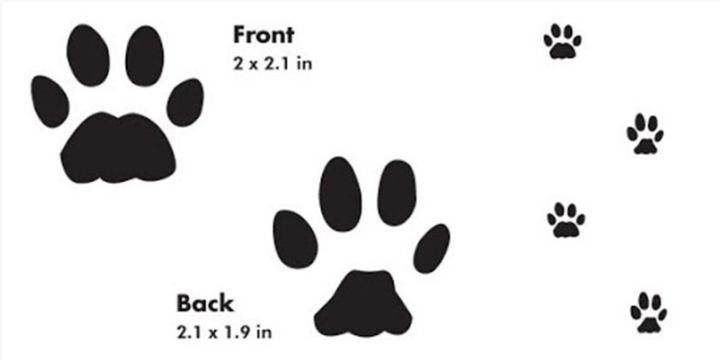
1. Locate a flat area that is mostly free of grass, weeds, or rocks.
2. Spread 2 bags of flour in a circle.
3. Place a can of tuna fish or scent bait in the center of the flour.
4. Smooth the flour out so there are no marks.
Let it sit for at least 24 hours.



Quail Conservation – Quail CSI



Quail Conservation – Quail CSI



Quail Conservation – Quail CSI



All the eggs are gone. Only washers remain.



Eggs are close to nest with ends broken off.



Eggs are eaten very close to nest, broken open on the side.



Eggs rolled out of nest. Holes in the eggs, residue left inside.



Eggs are close to nest, shells have been completely taken apart.



Actual intact quail nest



Eggs close to nest, shells crushed and left close to nest.



All eggs are smashed.



Intact dummy nest – chicken eggs

Quail Conservation – Quail CSI



CSI....

Match the crime scene
with the predator.

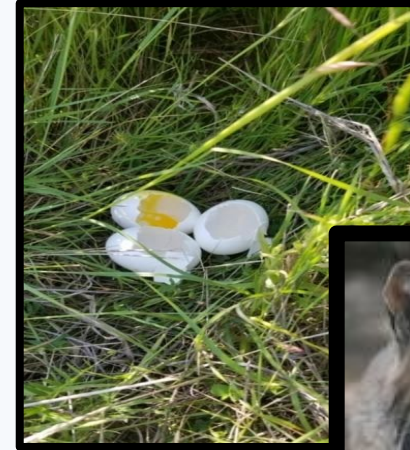
Quail Conservation – Quail CSI



All the eggs are gone. Only washers remain.



Eggs are close to nest with ends broken off.



Eggs are eaten very close to nest, broken open on the side.



Eggs rolled out of nest. Holes in the grass.



Eggs are close to nest, shells have been completely broken apart.



Actual intact quail nest



Eggs close to nest, shells crushed and left close to nest.



All eggs are smashed.



Intact dummy nest – chicken eggs

Quail Conservation – Plants and Insects



Native Plant Dichotomous Key

1a Plant grows on trees.....go to 2

1b Plant grows differently.....go to 3





2a Leaves thick and leathery; a parasite on trees.....Binomial Name: *Phoradendron tomentosum* (Mistletoe)

2b Leaves thin and silvery, an epiphyte on trees.....Binomial Name: *Tillandsia recurvata* (Ball Moss)

3a Leaves small and clumped together and look like a green rat tail.....Binomial Name: *Juniperus ashei* (Ashe Juniper)












Insect Identification

		
Meadow Roach	Smoky Brown Roach	Searcher Beetle
		
Cornseed Beetle	Lady Bird Beetle	Junebeetle
		
Potato Beetle	Cucumber Beetle	Texas Leafcutter Ant

Insect Identification

Insect Identification

		
Melon Aphid	Chinch Bug	Common Earwig
		
American Locust	Mexican Grass Locust	Prairie Ant Cricket
		
House Cricket	Adobe Termite	Little Brown Mantis

Insect Identification

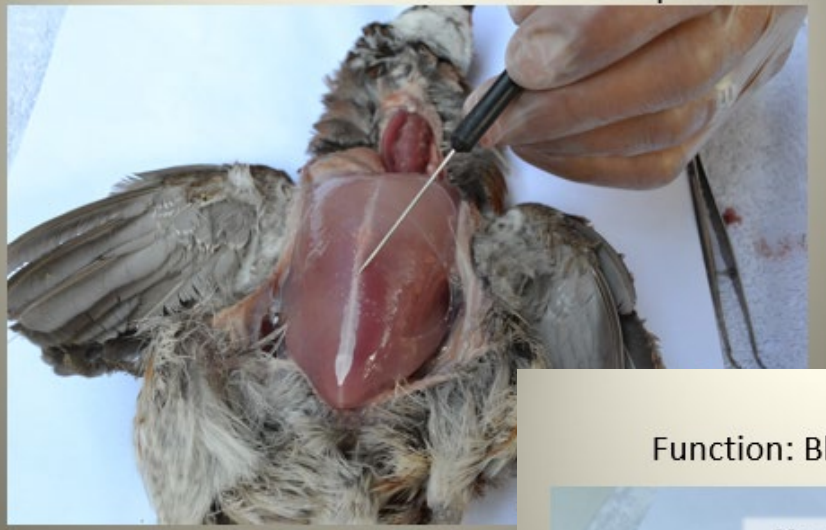
Quail Conservation – Necropsy



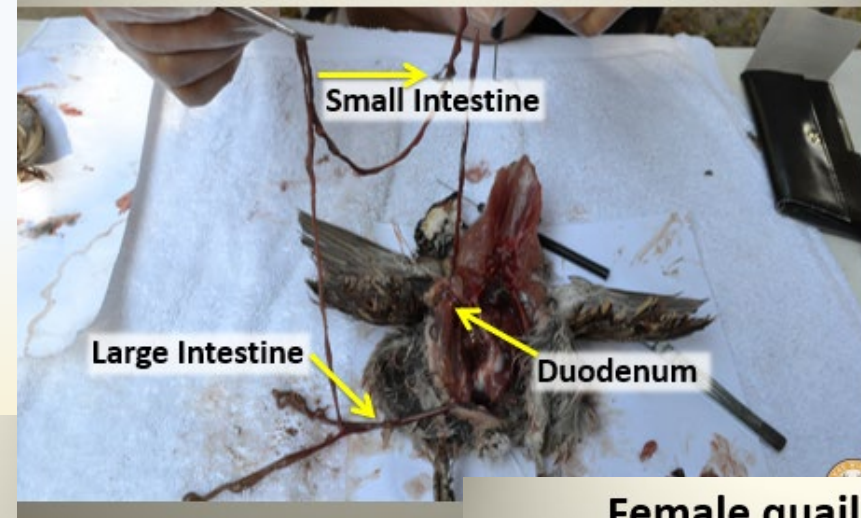
Investigate and evaluate the anatomy and physiology of Bobwhite quail all while identifying key factors to quail identification, reproduction, behaviors, and survival.

Keel (Sternum)

Function: Provides an attachment point

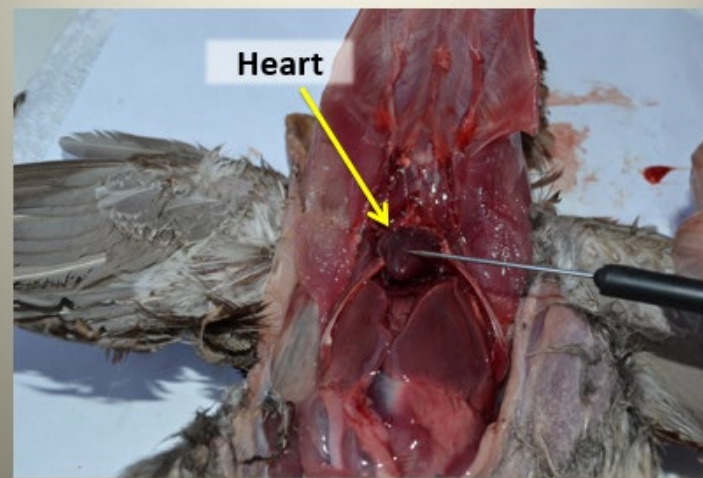


Intestinal Tract



Heart

Function: Blood flow, circulation



Female quail with eggs



Quail Conservation – Quail Hatchery



CHICK EMBRYO DEVELOPMENT

 INFERTILE • No development.	 DAY 1 • Appearance of tissue development.	 DAY 2 • Tissue development very visible. • Appearance of blood vessels.	 DAY 3 • Heart beats. • Blood vessels very visible.	 DAY 4 • Eye pigmented.	 DAY 5 • Appearance of elbows and knees.	 DAY 6 • Appearance of beak. • Voluntary movements begin.
 DAY 7 • Comb growth begins. • Egg tooth begins to appear.	 DAY 8 • Feather tracts seen. • Upper and lower beak equal in length.	 DAY 9 • Embryo starts to look bird-like. • Mouth opening appears.	 DAY 10 • Egg tooth prominent. • Toe nails.	 DAY 11 • Comb serrated. • Tail feathers apparent.	 DAY 12 • Toes fully formed. • First few visible feathers.	 DAY 13 • Appearance of scales. • Body covered lightly with feathers.
 DAY 14 • Embryo turns head towards large end of egg.	 DAY 15 • Gut is drawn into abdominal cavity.	 DAY 16 • Feathers cover complete body. • Albumen nearly gone.	 DAY 17 • Amniotic fluid decreases. • Head is between legs.	 DAY 18 • Growth of embryo nearly complete. • Yolk sac is still on outside of embryo. • Head is under the right wing.	 DAY 19 • Yolk sac draws into body cavity. • Amniotic fluid gone. • Embryo occupies most of space within egg (not in the air cell).	 DAY 20 • Yolk sac drawn completely into body. • Embryo becomes a chick (breathing in air cell). • Internal and external pip.



Brooder



IV. Other Wildlife Related Units



- Archery NASP
- Hunter Education
- Boater Education
- Orienteering and GPS
- Survival Skills
- First Aid/CPR
- Angling
- Backpacking
- Camping
- Challenge Course
- Camp Cooking
- North American Model Wildlife Conservation

- Ice Fishing
- Fauna
- Flora/Wilderness
- Medicine
- Bikepacking
- Rock Climbing
- Paddle Sports
- Shooting Sports
- Introduction
- Water Buoyancy Project
- Quail Conservation (PCQC)
- Trapping

- Fly Tying
- ATV Safety Course
- Sling Shots
- 3D Archery

OA Elementary K-5th

- Hiking
- Camping
- Orienteering
- Angler Education
- NASP
- Wildlife Conservation or Hunter Education

Angler Education and Fly Tying



Extra-curricular Clubs – Bass Fishing Teams



Archery Clubs and Archery Ranges







POSTED
NO TRESPASSING
KEEP OUT





Sporting Clay Teams

Slingshot in Schools Program



Trapping

- Alternately, for your warm up we would suggest bringing in different traps to show students how to set them up.



ATV Safety



OUTDOORS
TOMORROW
FOUNDATION



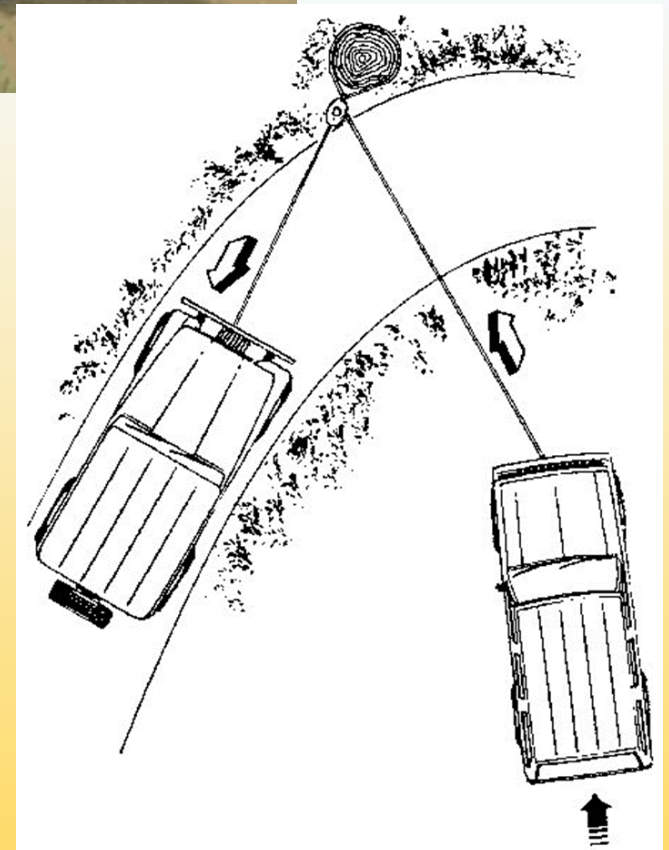
ATV



OHM



UTV



Camp Cooking



Camp Cooking

- **Cobbler**
- **Line Dutch oven with foil.**
- **Fill with 2 large cans of sliced peaches in heavy syrup Or, use 3 cans of fruit pie filling (cherry, blueberry, apple, etc.**
- **Cover fruit with cake mix, no need to mix but can if you want.**
- **Cover cake mix with butter and cinnamon.**
- **Bake**



Camp Cooking

Review 3 recipes: **Biscuits, Cobbler, Chicken/Sage Sausage**



2 Cans

or

+



or



3 Cans



V. Outdoor Adventures K-12, 290 Lessons



Outdoor Adventures is not your traditional PE curriculum.

Outdoor Adventures is a fun and exciting K-12 all inclusive physical education course, local elective, or ag science wildlife management class. Students are taught lifelong skills by using an integrated curriculum of science, math, writing, critical thinking, and computer technology.

Includes:

- Fishing
- Archery
- Boater Education
- Hunter Education
- Orienteering
- Survival Skills
- First Aid/CPR
- ATV Safety
- Slingshots
- Trip Planning
- Tackle Crafts
- Hiking
- Backpacking
- Camping
- Camp Cooking
- Wildlife Conservation
- Quail Conservation
- Kayaks & Canoes



Proven Impact on Students

The Outdoor Adventures curriculum is taught in hundreds of schools that report many positive outcomes in class participants. Beyond the lifelong outdoor skills learned, school principals report improved self-esteem, improved attendance, fewer discipline issues, and improved grades for students in the course. Many students are not involved in other extracurricular activities, so the Outdoor Adventures program helps those students become more engaged in school.

There are no racial, physical, gender or socioeconomic boundaries—giving all students an equal opportunity to participate.



OTF is a qualified 501(c)(3) charitable organization under IRS regulations and does not provide legal, tax, accounting or financial advice or services. Please visit our website if you are interested in becoming a member of the OTF. The mission of the OTF is to teach outdoor education and to promote and fund conservation of wildlife worldwide.

GoOTF.com

OUTDOOR ADVENTURES

K-12



Changes students' lives through:

- + Outdoor skills
- + Wildlife conservation
- + Gets students outdoors





Get Outdoor Adventures started at your school today!

1 Let us help with the process, contact:

Scot McClure

Director of Education

(972) 504-9008 office

(469) 805-2390 cell

Scot@GoOTF.com

Tari Garner

Outdoor Adventures
Coordinator

(816) 739-1107 cell

Tari@GoOTF.com

2 Notify school, obtain course approval

3 Purchase Curriculum

The Outdoors Tomorrow Foundation's Outdoor Adventures curriculum order form is available under the education tab at GoOTF.com. There is a one-time fee for the curriculum.

Outdoor Adventures curriculum is aligned to the national standards NPE K-12,1-5.

The curriculum includes:

- 1) Complete scope and sequence.
- 2) Course syllabus.
- 3) Over 250 daily lesson plans 6-12th grades.
- 4) Full 2-week units K-5th grades.
- 5) Many lessons incorporate STEM, cross-curricular opportunities, writing, community projects and standardized test applications.

4 Funding Opportunities

Thanks to our donors and their interest to involve more youth in the outdoors, schools can apply for incentive funds through the Outdoors Tomorrow Foundation to help start Outdoor Adventures.

5 Teacher Training

The Outdoor Adventures teacher training is provided by the individual state's department of natural resources.

6 Change students' lives forever!



"The material covered in Outdoor Adventures cannot be found in any other class. It gives students a different view on the outdoors and teaches them how important the world around them really is."

Student
Arlington Martin High School



"As a by-product of the course, we have started three different clubs that continue to grow in interest. The archery, competitive shooting, and fishing clubs have become extremely popular for students in our district."

Jill Stanford, Principal
Allen Lowery Freshman Center

Outdoor Adventures K-12 can be taught in any school in North America!

My school offers PE

Outdoor Adventures curriculum is aligned to the national PE standards and can be taught in any K-12 school.

- Elementary, middle, junior, or high school
- Public, private or charter school

My school offers local electives

Outdoor Adventures is a great hands-on, real world experience, cross-curricular course.

My school needs STEM emphasis

Outdoor Adventures has built-in STEM lessons.

My school offers ag science

Outdoor Adventures curriculum aligns with wildlife management.

GoOTF.com



Outdoor Adventures Order Forms

There are several different ways to order Outdoor Adventures.

The OA curriculum – one-time fee of \$1000.00 per school.

With a curriculum order or equipment set the OTF will provide a \$1000.00 curriculum or equipment grant.

Options:

- 1) OA curriculum - \$1000.00 and receive \$1000.00 equipment grant.
- 2) OA School Set - \$4750.00 and receive \$1000.00 OA curriculum with the purchase. Total value: \$5750.00
- 3) OA Small Equipment Sets - \$1250.00 equipment packages and receive \$1000.00 OA curriculum with the purchase. Total value: \$2250.00

All three options include \$1000.00 grant. Either purchase the curriculum and get an equipment grant or purchase equipment and receive a curriculum grant with the purchase.

What is Included in the Equipment Packages:
 Outdoor Adventures "School Set" - \$4750.00
 Includes the OA K-12th curriculum, value \$5750.00

Outdoor Adventures "School Set" with OA curriculum

Right Hand Red		9
Left Hand Lemon		3
Easton-Truflite 1820 Aluminum 5 dzn		1
Morrell 33" Eternity Target		5
BCY 30' x 10' w/ carrying bag		1
Papes Repair Kit #102		1
Hold Up Display Bowrack (16 bows)		1
Cast Iron Dutch Ovens	10 in. 6 QT	3
Cast Iron Dutch Ovens	12 in. 8 QT	3
Dutch Oven Lid Lifter	14"	2
Charcoal Chimney		4
Outdoor Cooking Gloves		2
Backyard Bass set of 16 and 20 casting plugs		16
Spincasting Rod/Reels		9
Fly Kits Rod/Reels		9
Spinning Rod/Reels		10



	Equipment	
Total for one complete Outdoor Adventures "School Set"	Total	\$ 4,750.00

2 Different Small Equipment Packages - \$1250.00

Includes the \$1000.00 OA K-12th curriculum, value \$2250.00



Fishing, Survival, Orienteering and Outdoor Adventures curriculum Set

Outdoor Adventures Curriculum (\$1000.00 value)	1		
Spincasting Rod/Reels	12		
Backyard Bass set of 16 and 20 casting plugs	16		
Metal Match with Handle	1		
Waterproof Match Containers	2		
Signal Mirror	1		
Fluorescent Tape	1		
Survival Field Book	1		
Orange Rain/Tent Bag	1		
Whistle	1		
Surviving a Wilderness Emergency Book	1		
Skills of the Survivor DVD	1		
Compasses	12		
TruArc 3 Compasses Manual	1		
		Equipment and Curriculum	
Total		Total	\$ 1,250.00

Fishing, Outdoor Camp Cooking and Outdoor Adventures curriculum Set

Outdoor Adventures Curriculum (\$1000.00 value)	1		
Spincasting Rod/Reels	12		
Backyard Bass set of 16 and 20 casting plugs	16		
6 qt Dutch Ovens	2		
8 qt Dutch Ovens	2		
Dutch Oven Lid Lifter	1		
Charcoal Chimneys	2		
Outdoor Cooking Gloves	1		
		Equipment and Curriculum	
Total		Total	\$ 1,250.00

Monthly Newsletters
Weekly Emails with free
resources and activities



**OUTDOORS
TOMORROW
FOUNDATION**

Scot McClure
Director of Education
Scot@GoOTF.com
469-805-2390

Thank You