



Proposal:

Pine Ridge Elementary Summer Program

Created By

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In Partnership with



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Proposal Introducing Summer Camp Model for Pine Ridge Elementary

In response to the needs of the Magalia community, after a devastating fire swept through the area, a call has been issued to provide summer support to Paradise Unified School District school aged children. This support should incorporate the science of recovery from trauma, and integrate education, social support, community resilience, and earth regeneration. This provides structure to an otherwise unstructured period of time, with additional expertise and psychological support.

This proposed program is built on a foundation of integrating science and exploration with trauma reintegration. This program is student-led and the adults are facilitators in their exploration. We will ask the kids what they want to learn and experience. We then lead them through the process of what is needed to create that experience. Kids will be grouped according to age ranges and interests into animal tribes. The number of kids will depend on the number of weeks this program runs. Each week 2 kids will sign up to co-lead that week's experience. The kids then tell the story.

Incorporating: **S**cience **T**echnology **R**ecreation **E**ngineering **A**rts **M**ath

All activities will be centered around the school and the current regeneration. If possible, we will allow parents and relatives, PTA members, volunteers, staff and other members of the community to observe, learn, and heal with the children in all of the workshops and activities. Instructors will comply with all requirements of Paradise Unified School District, including background checks, fingerprints, and criminal activity affidavits. The School District can determine requirements for other community members who would like to participate.

The program will start the week of June 9th and will end on August 9th for a total of 9 weeks.

Activities and their Purposes

These examples do not constitute the program in its entirety. Some of the programming is determined by the participants at the start of the camp. Such flexibility is essential to the personal nature of the program, and the autonomy of the participants.

Crafting

Make gifts for the local community. This exercise illustrates community connection and giving back. These connections allow kids access to the stories of others and the knowledge of and association with mentors and teachers. (Guided by tribes and elders.)

- Teach beading
- Basket making
- Weaving

Flow Station

- Outdoor activity station
- Includes tools to establish body awareness, proprioception, and space ownership.

Design-Thinking

Kids will learn design-thinking to support problem solving to integrate science, technology, art, engineering and mathematics. The steps will be applied to challenges throughout the summer experience. The process learned over the summer camp experience will also provide take away skill sets for future challenges.

- Design Frameworks (4 in total.)
- Prototyping materials
- Designers to facilitate the process

Filming Creation and Documentation

Kids learn to take interviews, record sounds, take photos and document each of the activities.

- Video camera
- Cell phones / ipads
- Microphones
- Editing Stations
- Computers (to document and transcribe)

Need: [Video Edit Mentorship](#)

Earthbound Skills

- Local and outside experts and permaculturists come and teach in-depth workshops on the webs of life, soil, and water
- Native Plant Uses and preparation
- Nature Crafts

Cooking Program

- Kids learn about nutrition, chemistry, food, and food preparation
- Plan and create a meal for the community

Build Forest Health Sensors

Kids walk through soil evaluation and development and build a sensor that monitors both soil and ambient air conditions.

Objective: Design a forest health sensor system to monitor the different environments at the school.

- Identifies Location
- Soil Temperature / Humidity / PH
- Air Temperature / Humidity / Barometric Pressure

- ~ 550.00 per deployed sensor

Tools Required:

Forest Sensor

- 3D printer
- Electronics Station
- Student Kit (100.00 per kid)

NOAA Weather Station

Tools Required:

- 3D Printer
- Electronics Station
- Component Kit (~300.00)

Solar Powered Video Camera Wildlife Observation

Tools Required:

- 3D Printer
- Electronics Station
- Component Kit (~500.00)

Music Therapy

We offers participants the opportunity to learn and play musical instruments. Music will be integrated into daily activities. We will have a dedicated Music professional lead exercises.

Art Therapy

Art will be integrated into program with specific workshops to work on specific styles and techniques.

- Cartooning
- Landscapes
- People and Animals

Natural Building

Kids get the opportunity to create a cob workbench or pizza oven for the school.

Improv and Theater

Will incorporate improv into the daily activities with breakout workshops.

T Shirt Making

- Tie Dye
- Decorate

Friday Night Movie and Potluck Night

Host a open community potluck, information sharing night, and movie night. Have guest speakers to talk each of the tracks in more depth and showcase student projects and progress. We will provide popcorn.

Program Structure

Daily Pattern Example (Each group defines their daily pattern)

- Establish personal baselines
- Self-evaluation exercise
- Kid-led story exercise (running through the forest)
- Check on zones / nature observation walk
- Morning Activity
- Self exploration reflection / art / writing / music
- Lunch
- Afternoon outdoor activity
- Self Care Time

Programing: Bring external experts

- Naturalist led activities
- Art Education
- Music Therapy
- Frank Sanborn-Trauma and Sensor Expert
- Nick Heyming-Flow Expert

Students Will:

- generate a list of potential topics and activities
- Discuss Spiritual Animals and Totems

- take ownership of a week with a co-leader
- make materials lists, activities lists, budget time and financial resources
- establish space rules, behavioral expectations, consequences for infractions, and tools for supporting and guiding each other
- take the lead on activities, assign roles during the week for established routines (Clean Up, Leaving Preparation, Meal Time, etc)
- document activities and decisions
- attend to their emotional state and take time in Chillzone if needed

Trauma Integration / Reintegration

Pattern Interrupts

When a group of people who have experienced trauma start to resonate with a particular trigger, emotional balance can often be restored with a Pattern Interrupt. Examples include:

- Random Dance Party
- Improv
- Sing a song
- Scavenger Hunts

Chillzone

A safe place that kids can come and decompress and be listened to or be as they process the feelings that they are feeling. Design separate spaces and / or the rooms and space will support the settling of the vagal system and bring executive functioning on-line, bringing the student back into homeostasis.

Tools -

- Sensory stim
 - Soft items
 - Visual items
 - Auditory tools
 - Buzzy items (buzzing teether, etc)
- Gum
- Snack - low blood sugar?
- Water
- Pillow or stuffie to hold
- Bean bag
- Games - chess, go
- Earmuffs or sound cancelling devices
- A dog to pet? Other animals?
- A small tent or table with a blanket to hide under
- Paper and pens / pencils / crayons to write or draw

- Music Instruments
- Music Station
- Stories
- Books
- Journaling exercises
- Bucket sorting exercises
- Storytelling exercise
- Meditation (both active and passive)
- Binaural stimulation (ASMR / EMDR / Blended)
- Weighted blankets
- Scavenger Hunt
- Check in with support network
- Therapy cat and dog

Training for staff to address and manage trauma responses

Minecraft Server

Access to a moderated Minecraft Server built around the local area where kids can explore and interact. Will have a gateway to the Spectrum Insights Minecraft server for 1 year where every player is Inspired, Safe, Challenged, Accepted, Known, and Empowered. Can check on the status of each of the nodes in the Forest Health Observation Network.

- Map your Neighborhood exercise
- Map your Support System exercise
- Map observations

Schedule:

Week 1 by Age Group

- TK - 1st Grade
- 2nd Grade - 3rd Grade
- 4th Grade - 5th Grade
- 6th, 7th, and 8th Grade

General Goals:

- All staff should identify themselves and have easily identifiable clothing and name tags.
- Establish peer expectations for behavior in positive language.
- Establish Chillzone and what it's for.
- Identify repeatable jobs and assign weekly (wipe tables, get cups out, set out napkins, turn out lights, take consensual pictures, interview.)
- Discuss challenges and problem solving strategies.
- Establish daily patterns. Examples / Suggestions:
 - Start with greetings
 - Meditation? Yoga?
 - Activity
 - Chill time
 - Lunch
 - Local field trip
 - Play a game
 - Snack
 - Crafting
 - Moment of gratitude
 - Leave
- Define meta-communication. Establish that it's important to talk about how to talk about different topics. Establish expectations for respectful communication.
- Survey interested activities for the summer.
- Identify activity groupings and establish weekly themes.
- Kids volunteer to co-lead.
 - Leaders need to identify materials required, plan budgets, plan schedules and where to get what they need, and map out locations of supplies or locations of interest.
 - Identify what they want to capture from these activities to record and document.

Program Developers

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