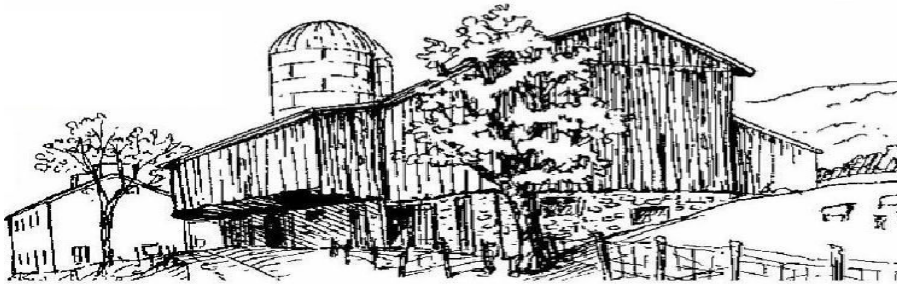


I. Gorman Heritage Farm



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Our Mission

The **Mission** of Gorman Heritage Farm is to provide people the opportunity to explore and learn the history, methods, and values of a working family farm in a natural setting.

Vision: Gorman Heritage Farm will be a premier education center to connect people to the land.

Our Values

GHF shows respect for staff, trustees, volunteers, school groups, campers and visitors.
 GHF displays integrity in its community.
 GHF budgets time and resources wisely.
 GHF respects habitat and diverse land use.
 GHF stays involved in its community.

Our Identity

Jim Gorman used to invite neighborhood kids to come and help him in the farmyard, in the gardens, and in the crop fields. Before he died, Jim would tell stories of kids not knowing that french fries came from potatoes. When he and his sister Dorothy willed the land to the Cincinnati Nature Center in 1992, their wish was to keep the land a learning center for the public - specifically for children - to learn about farming.

Today the staff is committed to providing a space where people can learn about farming in fields, gardens, and animals where food is actually being produced. Gorman Heritage Farm teaches itself to anyone who visits it. Whether a person grew up familiar with farm chores like baling hay or unfamiliar with the farm and too frightened to hold a baby chick, the farm offers new experience and has a lesson to teach.

No matter a person's background, age, or abilities, individuals find a sense of belonging among the people, gardens, forest, history, and animals here. GHF provides a place to reconnect human communities to the land.

GHF strives to provide room for people to make as many connections to the farm as possible. This may mean that we look at the farm through fresh eyes each time we step onto the farm. What is commonplace to one person may be a brand new and exciting experience to someone else.

Often the unexpected is the most delightful: an insect across the path, a buzzard flying in the sky, the braying of the donkey, the farmer riding the tractor across the field, steam rising from a compost pile. These experiences only heighten our senses and experience if we let them.

The idea of Gorman Heritage Farm offering a sense of place should include efforts to provide a happy social-emotional learning environment that takes into account a person's hopes or fears on

the farm. One child may be fearful of the chickens, while another cannot wait to see them. It is important to balance this play of emotions in a group to try to give the best experience of our farm to everyone involved.

GHF staff acknowledges and allows space to express fear, excitement, and wonder; we should encourage observation, discussion, and experimentation. Farmers and gardeners are often very keen observers. They notice the complex patterns and relationships of soil, plants, animals, and people that contribute to the changes in the weather and what grows well from one year to the next. There are different skills and methods of farming that use composting, water cycles, and the ebb and flow of birth and death in different ways. We must acknowledge that there are unique practices that are locally specific. What works well in one field may not work well in another - what education method works well for one child, may not work well for another. By continually observing, reevaluating, and experimenting, we will continually improve and expand our knowledge.

Ultimately, Gorman Heritage Farm is what we put into it. People are the face of the farm.

Enthusiasm and curiosity attract people to come back and share the farm experience. The farm staff members are constantly learning along with the people that they teach. It is ok to say, "I don't know." For each thing that we do not know, we have an opportunity to gain new knowledge.

As a new staff member, start by noticing the details, asking questions, and enjoying the land we love. Welcome to Gorman Heritage Farm!

Our History

The farm was settled by the Browns, a family from Argyshire, Scotland, in 1835. The same family farmed these one hundred acres until the late nineties. In 1992, brother and sister, Jim and Dorothy Gorman began negotiations with Cincinnati Nature Center to allow the site to become a learning center for the public to learn about farming. In 2003, the Nature Center turned the farm over to the Village of Evendale to operate. The Village then established a non-profit organization, the Gorman Heritage Farm Foundation, to manage the farm. Today the farm trustees, staff and volunteers remain committed to preserving the legacy entrusted to them by Jim and Dorothy Gorman.

Our Programs – [View website for complete descriptions](#)

Gorman Heritage Farm is an education center. We raise chickens, sheep, cattle, rabbits, goats, two miniature horses, mules, and a Haflinger pony. It raises turkeys and pigs seasonally. Most of the feed for our animals is grown on site: including different types of hay, corn, and soy beans. We also grow sunflowers and wheat.

The gardens produce award winning flowers and all types of produce: tomatoes, garlic, herbs, potatoes, etc. Our Market Cart allows customers to buy food right out of the field where it was grown on the same day it was picked.

The farm and the gardens are classrooms. Education programs reach over two thousand students in the Greater Cincinnati area a year through our school field trip programs, summer farm camps, and scout programs. Our outreach program - Growing Roots - helps establish school gardens, develop farm-based lesson plans, and brings students to the farm seasonally.

Gorman Heritage Farm hosts thousands of informal visitors every year. The hiking trails wind around old hard woods like Osage oranges, maples, sycamores, walnuts, and oaks. Kids from surrounding neighborhoods play in the woods after school and use it to travel across Evendale. Over five hundred families are members of the farm, and students and community members put in over a thousand volunteer hours every year.



About This Handbook

This handbook summarizes the information you need to know about Gorman Heritage Farm, our policies and procedures and our benefit plans.

The content of this handbook is presented for staff information only. It is not a legal document and does not create an implied or expressed contract or guarantee of employment. Our policies, procedures and benefits are frequently reviewed. Gorman Heritage Farm reserves the right to modify, terminate or change any or all the policies, rules and benefits covered in this handbook without prior notice at any time. It is the intention of the GHFF to administer the personnel programs in a manner which complies with the letter and spirit of all applicable federal, state and

local regulations.

Within the text of this handbook Gorman Heritage Farm may alternately be referred to as the Farm or GHFF (Gorman Heritage Farm Foundation)



Criteria for an Excellent Camp Counselor

A. The Basics

1. Lead your group - do send campers somewhere, lead them wherever you are going.
 - a. This means you should be the first through a door, a gate, or first up from an activity.
 2. Put campers first
 3. Respect all people, places, plants and animals
 4. Ask questions
-

B. Goal for Excellent Camp Counselor

Goal:

Measurement:

- Are you addressing campers by name?
- Do you have the information you need?

C. All the other stuff

1. Makes campers feel welcomed and special. Do this from the first second they step in the building.
2. Each camper is unique. Learn what makes each camper special and focus on this at some point throughout the day.
3. Let parents know their children are safe. You do this by working on #1.
4. Learn everyone's names, especially campers and camp staff.
5. Develop eyes in the back of your head. This involves simultaneously keeping your point of view and the campers point of view in mind. When you are looking at them, what are they looking that is behind you (the sun, a really cool animal, etc.)
6. Build a team- everyone can be involved in helping out and making decisions throughout the day.
7. Build structure- with your team and with your campers. Take the time on Monday that you need to make sure everyone knows everyone else in your group and that you have built trust and set the tone for a safe and fun week.
8. Be quick to solve problems when you have to.
9. Let others do their own problem-solving when there is time.
10. Always have another fun activity in mind. Unstructured and unplanned down-time, unless well-planned, leads to trouble.
11. Be prepared- for the unexpected, accidents, questions, down-time, frustration, happiness.
12. Stay Calm- even when you are not. Ask the Camp Director for help or a break if you need it.
13. Remember that each new week is a new week for the campers. Though you will get used to things as the weeks go by, take time to see things anew with your campers. They will appreciate it.
14. Know the risks involved and use prevention as the best method to avoid accidents.

15. Set limits- kids will feel safe and be safe when you set firm limits that they can explore within.
16. Follow-through, on whatever you may say. This instills confidence in the others around you, builds trust, and helps make things fun.
17. Ask for help- especially in the beginning. Ask your fellow counselors, the camp directors, and the other staff. This is a great way to learn and build comfort in many different situations.
18. Learn to work as a team- even when it may be hard.
19. Learn to work independently. This is a valuable skill to learn and teach at camp.
20. Be ready for discovery at all times. If you don't know something- find out. If someone asks you something you don't know, tell them you don't know, and that you will find out for them.
21. Stay energized- get enough sleep, eat well, plan ahead (keeps your stress level low), ask for help when you need it.
22. Have fun!

Consequences for being an excellent camp counselor:

- Manage your group in your own style
- Gain appreciation from kids and parents, fellow counselors, and supervisor
- Gain more responsibility of camp operations

What else do you think it takes to be an excellent camp counselor?

II. Why, How, and What We Teach

There are many reasons GHF is a great place for people of all ages, backgrounds, and ideas to visit and learn. We offer a unique environment in which people can explore the workings of our farm, gardens, hiking trails, forests, pond, and many other interesting places.

Here are highlights of what makes GHF special in its opportunities to learn:

- History – this farm dates back to 1835, with original buildings still in use.
- Farming – this is a working farm and offers a rich rotation of crops, methods, and skills.
- Livestock – we currently have chickens, ducks, sheep, cattle, rabbits, goats, pigs, two miniature horses, a donkey, a draft horse, and two mules. Seasonally we have turkeys, lambs, and kids.
- Wildlife – we have over a hundred species of birds (including a recently spotted quail), over thirty species of butterflies, and countless mammals, including deer, coyotes, groundhogs, squirrels, snakes, raccoons, foxes, opossum, and a muskrat family. We have box turtles, green frogs, bull frogs, dragonflies, salamanders, and other pond and forest life.
- Forest – we have walnut, hickory, oak, maple, paw-paw, apple, black locust, honey locust, Osage orange, mulberry, birch, sycamore and other trees. We also have a stand of old-growth forest.
- Gardening – our selection and quantity of produce is steadily growing. We grow tomatoes, spinach, lettuce, okra, squash, pumpkins, green peppers, peas, cucumbers, Swiss chard, potatoes, carrots, many herbs, flowers, apples, a variety of perennial berries, and much more. We have a Children’s Garden including an educational compost pile, and themed beds like the Pizza Garden and Senses Gardens.
- Food – our offerings include fresh eggs daily, fresh chicken, lamb, pork, and turkey seasonally, produce, and honey.
- Education – our summer camps and school programs are filled to capacity, reaching at least 3,000 children from Greater Cincinnati throughout the year. Our programming is also steadily growing. We have recently added Saturday tours, School’s Out Camps, scout programming, and are in the beginning stages of an outreach program called Growing Roots.
- Community – we have a membership base of over 500 families. Over 200 volunteers support all areas of our efforts, and thousands of people attend our festivals and other events.

These examples show the richness of Gorman Heritage Farm. They also show why we can be successful in our educational offerings. Below you will find an elaboration of what we believe some of our greatest offerings are at GHF.

We offer a sense of place.

Children and adults alike find a sense of belonging here among the people and, just as importantly, among the plants and animals. Sometimes the educational setting of a science classroom can separate children and adults from the natural world.

We provide space for people to make myriad connections to the farm. This means we look at the farm through fresh eyes each time we lead a group. What is commonplace to us may be a brand new and exciting experience to someone else.

Often times, we set aside our plan and explore the thing in front of our eyes right now, such as an insect across the path, a buzzard flying in the sky, the braying of the donkey, the farmer riding the tractor across the field, etc. These experiences only heighten our senses and experience if we let them.

If we extend the idea of GHF offering a sense of place, we should include that we want to provide a happy social-emotional learning environment that takes into account a person's hopes or fears on the farm. One child may fear the chickens, while another cannot wait to see them. We must balance this play of emotions in a group to try to give the best experience of our farm.

We offer a science of farming.

Science is defined as the pursuit of knowledge through the objective evaluation of observations and experimentation. Farmers and gardeners are often very keen observers. They notice the changes in the weather, in the seasons, in what grows well from one year to the next. They must notice these things to survive. This process of farming involves many chances for observation and experimentation.

The science of farming is based in recognizing patterns. We can encourage young and old learners to start thinking of the complex relationships between soil, plants, animals, insects, and humans that make up a farm and more generally, the earth as a whole. There are many opportunities at GHF to discuss ideas like composting, the water cycle, and the cycle of life and death

Important GHF Teaching Philosophies

- We are the face of the farm – our enthusiasm and interest is what brings people back.
- Teach from our strengths – each of us brings different interests and backgrounds to the farm. Sharing those things that interest us most is a great way to start teaching. Our breadth of knowledge will naturally expand as we spend more time at GHF.
- Encourage questions – we may not have all the answers, but we want to encourage people to be curious about the farm.
- We can say “I don’t know” – we should do our best to answer questions, but there is no need to give out wrong information. Simply tell the person you will try to find the answer for them (or with them).

Education Programs at Gorman Heritage Farm

All About GHF – this series introduces GHF history, plants, food systems, soil and animals at the farm.

Farm Senses & Food Sources – this lesson teaches Pre-K – 2nd graders about what needs we have to live well.

Structure and Function – this lesson teaches 2nd – 4th graders about the various structures (ex. Chicken’s beak, Bank Barn, etc.) and their functions on the farm (ex. Picking up food, keeping animals warm, etc.).

Farm Camp – these week long day camps run through the summer and offer children the experience of taking care of animals every day, working in the gardens, creating crafts, hiking, and many other great activities. We also offer seasonal School’s Out Camps.

General Classes – we offer a variety of classes, including: Canning, Flower-Arranging, Honey-Extracting, Chickens in Your Backyard, Basic Botany, Food Distribution, Food Systems, Animal Husbandry, Tool Sharpening, Flower Arranging.

III.Frequently Asked Questions

1. Who owns Gorman Heritage Farm (GHF)? The Village of Evendale owns the 122 acres known as Gorman Heritage Farm.
2. Who manages the farm? The Village of Evendale established Gorman Heritage Farm Foundation, a 501c3 nonprofit, in early 2004 to oversee farm operations and programming. GHF staff members are employees of Gorman Heritage Farm Foundation.
3. Is GHF a part of Cincinnati Nature Center? No. The farm property was managed by Cincinnati Nature Center from 1995-2003. GHF is no longer affiliated with Cincinnati Nature Center although there is on going support of each other’s mission.
4. Is GHF a working farm? Yes! It is Jim and Dorothy Gorman’s wish that the property continue to be managed as a farm. The core values of GHF were developed around that wish. While not a production farm, the field crops, animals, gardens, etc. are used as educational tools to support this mission.
5. Is GHF an organic farm? No. GHF is not certified organic. However, Gorman Heritage Farm Foundation is making strides to meet organic standards. GHF utilizes methods such as crop rotation and planting cover crops for pest and weed management. The animals are pasture fed and/or free range. No hormones or unnecessary antibiotics are given. At this time, not all crop seeds are organic or untreated, nor is the purchased animal feed organic.
6. What does GHF grow? Corn, beans, squash, flowers, alfalfa, okra, tomatoes, apples, pumpkins, herbs, raspberries, peppers, onions, potatoes, sunflowers, beets, turnips, kale, collard greens, mustard greens, radishes, cucumbers, zucchini, wheat and more. Products are available for sale in season.
7. Is GHF a petting zoo? No! It is a farm with farm animals serving traditional roles. The chickens provide eggs and meat, the goats provide milk, the sheep provide wool and meat, etc. Visitors can observe livestock in natural settings or areas where they have freedom of movement.
8. When is GHF open? GHF is open for visitors Wednesday through Saturday 9:00am to 5:00pm; Sunday 12:00pm to 5:00pm. We are closed Monday and Tuesday. Hours are subject to change during the winter months.
9. Does it cost anything to visit? Yes. There is an admission fee for visiting the farm - \$5.00 for adults, \$3.00 for children ages 3-17. Members are admitted free. An annual family membership cost \$50.
10. How is GHF funded? Funding is provided through membership fees, admission fees, programming fees, individual donations, corporate sponsorship, and support from the Village of Evendale.

11. What does membership provide? Free access to the farm during normal operating hours, free or discounted access to special events, discounted summer camp fee, classes, updates on farm activities, and special access to farm products.
12. Does GHF utilize volunteers? Definitely! Volunteers assist the GHF staff in many capacities. Gardening, harvesting, weeding, feeding, mucking stalls, interpretation during special events, leading educational programs, and manning the front desk are all examples of how volunteers play a vital role at GHF.
13. How long is the trail to the overlook and how long does it take to hike? The trail is approximately 1.25 miles, and it takes about one hour or as long as you wish depending on time taken to rest etc.
14. What can you do on the farm? School groups can schedule field trips, scouts and other organization can plan guided tours, some structures can be rented for private parties, and trails are available for hiking. Individual drop-in visits are always welcome to explore and learn about the farm.

IV. How to Talk so Kids Will Listen and Listen so Kids Will Talk

Summary and Examples

To Help Children Deal with Their Feelings:

1. Listen quietly and with your full attention
2. Acknowledge the child's feeling with a word such as "oh", "hmm", or "I see"
3. Give the feeling a name. "That sounds frustrating" or "You sound really angry"
 - Hold off giving advice as this deprives children of the experience of developing their own solutions.
 - Do not simply say "I understand how you feel" the child may not believe you, but if you say "I know that walking up the hill can be tiring." they will know you do understand.

To Get Your Child to Cooperate Without Damaging Their Self Esteem:

Give information "our boots will get the rug dirty and wet" or "wet rugs can mold"

"We need our animals and you to be safe. Yelling scares our animals."

This provides the child with knowledge for the rest of his life and instill the message that "grown ups trust me with responsibility once I know the facts."

It is important for children to develop into responsible, independent beings.

Let the child make choices. If you can offer a choice about when or how to do something the child may have less resentment.

“Were going to the farm yard, what path would you like to take?”

Praise raises a child’s self esteem, and a child needs a lot of sincere praise to counter balance conflict or criticism.

Use descriptive praise so the child knows exactly why you are happy. Descriptive praise can help a child learn something new about them self or aspects that are valued.

Instead of evaluating, describe:

- Describe what you see – “I saw you talk quietly when we were with the horses.”
- Describe what you feel – “That makes me and the horses happy!”
- Sum up the child’s praiseworthy behavior in a word - “Using that stick to knock down that Osage orange was very resourceful.”
- Make praise age appropriate
- Do not hint to past weaknesses or failures
- Excessive enthusiasm can be perceived as pressure

To Free Children from Playing Roles:

- Look for opportunities to show the child a new picture of herself – “I saw how you went in with the chickens even though you didn’t want to at first.”
- Put your child in situations where they can see themselves differently
- Let your child overhear you say something positive about them
- Model the behavior you’d like to see

To a non-participatory child: “Alex can you find 3 plants with leaves?”

V. Preschoolers Dos and Don'ts

Do

1. Use concrete language
 - Stay where you can see the front of my shirt.
2. Directly involve children
 - Assign jobs to every child in your group
3. Deliver instructions multiple times in more than one way

Children learn through working with other children, receiving instructions, trial and error, and many other forms. When giving children instructions try giving verbal and visual instructions and allow children to try an activity multiple times, so they can get it right. For example, when kids are pulling weeds, show them which weed to pull, tell them a clue about the weed (like dandelions have ridges and points in them), and instruct them to ask one of their classmates' opinion when they are in doubt.

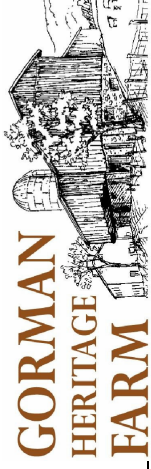
4. Give space for discovery
 - Ask questions that have multiple answers like, “What is the difference between a chicken and a duck?”
5. Invite students to share their own experiences
 - What was your favorite part of the day?
6. Stress that differences are good
 - When one child notices that another child has an accent, invite children to talk about where they come from and what languages their parents speak.

Encourage imagination!

Don't

1. Use conceptual language
 - Stay in front of me.
2. Have a group of kids watch one child do an activity
3. Give kids instructions once
4. Ask questions that have one correct answer
 - Why do chickens have combs?
5. Assume that children all have the same experiences
5. Ignore when students point out differences in each other

VI. Sample Camp Schedule



The Wonderful World of Trees					
GHF Camp	Monday	Tuesday	Wednesday	Thursday	Friday
Times	Activity	Monday	Tuesday	Wednesday	Thursday
Make Their Day! 9:15-9:35	Arrival/Sign-in				
9:35-9:45	Animal/Seed Yoga	Running Goats Puppet Show	Color Story	Tree Bark Boat Racing	Carrot Seed Puppet Show
9:45 -10:00	Name Game/ Walk to Farm Yard	The Leaves are Changing Game/ Walk to Farm Yard	Pictures/Foot Tag/ Walk to Farm Yard	Screaming Cheetah game/ Walk to Farm Yard	Woosh Ball/ Walk to Farm Yard
10:00-10:45	Chicken Chore	Goat/Minis Chore	Sheep/Steer Chore	Chicken Chore	Goat/Minis Chore
10:45-11:30	Make Journals	Paper Making	Forts	Fairy Houses	Hike!
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	Tractor Scavenger Hunt	Potato Planting	Mullberry Smoothies	Paper Making	Making Crepes
12:45-1:30	Egg Collection/Clean nest boxes	Groom Goats	Groom Minis	Egg Collection/Clean nest boxes	Write in journals
1:30-2:15	Omelet making	Potato Pancakes	Paper Mache Masks	Tree Identification	Blind folded tree walk
2:15-2:30	Closing Circles/Journal What did you see, hear, taste, touch, smell? What do you look forward to tomorrow?	Tomorrow is Picture Day! Wear your shirt.		Tomorrow we hike!	Parent Tour My station

VII. Camp Policies and Procedures

A. Gorman Heritage Farm Group Animal Handling Guidelines

Setting the stage around animals:

As the group leader and farm liaison, it is your responsibility to tell students, chaperones, and other visitors what to expect when with the animals. Here are some guidelines to follow when in the farmyard.

BEFORE Entering a Pen Always STOP and Review These Animal Respect Rules

- Set expectations: Tell the kids what you will do with the animal and that they will take turns.
- Talk quietly and calmly.
- Move slowly and carefully.
- Always pay attention to what the animals are doing.
- If you are standing by or petting an animal, look at that animal.
- Introduce kids to the animals: ex. This is Huckleberry, Stormy, and Shorty.
- Show respect to the animals, and keep in mind the farmyard is the animals' home.
- Review the specific guidelines for the animals you are visiting.
- Give chaperones a job; ask them to watch kids outside of the pen while they are waiting for their turn.

General Guidelines on the Farm:

- Always keep safety in mind. Do not enter into a pen or animal area you are unsure about.
- Always be aware of the animals' moods. They can change day to day, hour to hour. Weather, other animals, new animals, and new situations can easily affect an animal.
- If something feels uncomfortable, move on to something else.
- If you ever think anything needs attention on the farm, please talk to a farm staff person if they are available or the Education Manager.
- If you ever need help, do not hesitate to ask.
- Spend time with the animals, it will give you a growing sense of knowledge and increase your level of comfort.
- Concern is our job. If the right precautions are taken and guidelines set, the children should not have to worry about being with an animal. They should know how to act and pay respectful attention to the animal while enjoying the visit.

ANIMAL INFORMATION

Miniature Horses and Donkey: Huckleberry, Shorty, and Stormy(the donkey) *Generally, Huckleberry, Shorty, and Stormy are OK with visitors.*

Safety Considerations:

- Never allow students to put their hands near horses' mouths.
- Never allow children to stand behind the horse.
- Children are allowed to pet the horses on their neck/chest or on their sides.
- Loud noises can easily spook horses, and if they feel cornered or get spooked, horses rear up or kick, which can cause serious injury. This is easily avoided by letting the horses or donkey walk away. Do not follow them.
- Be aware that changes in weather can also affect an animal's mood, especially extreme cold or heat.

DRAFT HORSE and MULES: Ringo, Jim and George

Safety Considerations:

- Be extremely cautious with Jim, George, and Ringo. They have curious mouths and a penchant for tasting clothes. Please enter their area before the children.
- **Do not enter their stalls at any point.**

CATTLE

Safety Considerations:

- When with the cows, be sure to stand by the shoulders - in front of the hip area - because they kick sideways.
- Keep in mind, cows are much stronger and larger than humans.

DUCKS

Safety Considerations:

- You may go into the pen, but be aware they are often a little slick.
- The ducks really do not like to be caught. Do not let kids run after them.

CHICKENS:

Safety Considerations:

- When entering the hen house, always have the kids sit on the feed boxes first to give them instructions.

- When feeding chickens, please explain that we do not want to waste feed and will put it in their feeder. Corn is only one component of what we feed chickens.
- Do not pick up roosters.
- You may allow older students to hold chicks if they are at least a week old. Please pick the chick up for the student.
- Younger students may pet chicks with one finger, or you can have them hold their hands out for a "fake hold."

GOATS: Nanny Goats, Kids, and Wethers

Safety Considerations:

- Explain to parents and students that the goats might nibble on any loose clothing (allow time to check and adjust clothing). When approaching any goat, move slowly and gently.
- Watch the gate! Some of the goats are escape artists! You should be in charge of the gate and only hold it open wide enough for one (human) kid at a time.
- **Please do not feed our goats.**
- The goats often play and rear up and butt each other. Move out of the way and watch!

SHEEP: Ewes & the Lambs

Safety Considerations:

- **Do not enter small spaces with sheep.** Sheep are followers, once one sheep does something, all the rest do the same.
- Sheep are very unpredictable and often spook easily. They will run into people.

RABBITS: Lappy, Sundae, Louie, Zoe, Simba, Mufasa, Arian,

Safety Considerations:

- **Do not let anyone chase the rabbits.**
- **Do not let anyone pick up the rabbits.**
- Rabbits are usually out of their cages, but enclosed (safe from birds of prey) in the wire room. Groups can go in and crouch down, but may not climb under or around the hutches.
- Do not pick up the rabbits until you have been trained by a member of the farm staff. Rabbits have been dropped and injured before because of poor animal handling. Be careful of back paws and claws when picking up a rabbit.

PIGS: Market Pigs

Safety Considerations:

- The market pigs will fluctuate throughout the year.
- **No one may enter their pen.**

B. Camp Discipline Procedures

Gorman Heritage Farm camp staff will use positive problem solving techniques with any camper(s) having a discipline issue. Generally, the pattern below will be followed:

All camp staff will be trained to:

- Redirect the camper's behavior
- Attempt to discern the source of the camper's behavior
- Provide alternative positive activities to stop behavior

If behavior continues, senior counselors will:

- Remove camper from offending situation
- After securing supervision for other campers, senior counselor or assistant camp director attempt to discern the source of the camper's behavior in a one-on-one conversation
- Outline steps to positive behavior, whether through conversation, writing, drawing, or other methods appropriate to the child and return to camp activities
- Monitor the behavior and provide guidance to the camper as needed

If these actions are not enough, campers will problem solve with the camp director to ensure success.

Depending on the severity or length of time a camper is having behavior issues, parents will be notified during the camp day or upon camper pick-up in the afternoon.

Behavior issues that physically or emotionally threaten other campers will not be tolerated and will be grounds for removal from camp. Gorman Heritage Farm reserves the right in all cases to disallow a child to participate in camp for reasons it deems appropriate.

C. Cooking with Kids Guidelines



Make sure every kid gets a turn.

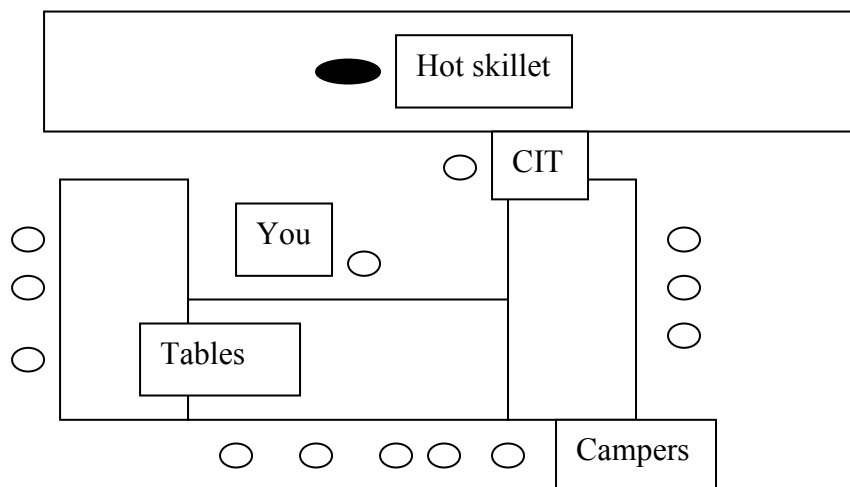
Make sure every kid gets a turn to do something: cutting, mixing, measuring, pouring, etc. If there aren't that many steps to the recipe, divide the cutting, mixing, etc. into pieces, so two kids slice half a tomato each or three kids stir for five seconds each. Try to get the kids to do as much work as possible. If they can read, have them read the recipe. If they know fractions, have them figure out how much to measure.

Curl your fingers to cut.

Show kids how to cut before you let them do it. Show them how to hold a knife, and show them how to hold the tomato with their fingers curled under. Detached appendages do not give campers an excellent farm experience.

Keep a barrier between kids and hot skillets of sputtering oil.

When we cook using a hot skillet the set up will look like this:



We will be cooking in the sunflower room. Keep kids on the outside of the tables. A junior counselor will stay outside the tables with the kids. The CIT will be in charge of the actual cooking. Senior counselors will moderate cooking tasks by assigning, supervising, etc.

Campers do not have to taste if they do not want to.

It is inevitable that someone in your group will think that what you are cooking is gross. Tell them they do not have to try it if they do not want to. Anyone who wants a taste can have one. If they don't want to eat it, still encourage them to be a part of the cooking process.

Moderate ethical food discussions.

Some kids in your group may be vegetarian, vegan or kosher. Do not hide differences between campers. Explain that different people have different beliefs. And invite students to talk about why they do not eat pork, animals, or animal products. If disagreements become heated, remind your campers that it is ok to disagree so we should be respectful of other peoples' opinions. It may be helpful to have some background information on different beliefs like kosher or veganism, so you can constructively add to the discussion and use disagreements as a teaching moment.

Have a game ready.

Cooking involves waiting. While you are waiting for your food to cook, have a game planned. It is helpful to have the junior counselor lead the game, so the senior counselor can supervise the CIT and the group, too.

Stay clean.

To ensure the safety of our food, we cannot leave any food out; we must have materials ready for the next group; and we must send all used utensils through the dishwasher. The CIT should be in charge of cleaning up the mess, even if the group leaves to go on to the next activity. The CIT can catch up to the group later.

D. Lost Camper Procedures

As soon as a camper is noticed missing:

- Camper's senior counselor is notified by whomever notices the camper is missing.
- Immediate area is searched by senior counselor and any other available staff present.
- Camper's senior counselor notifies other camp staff, including camp director.
- All groups brought together. Camp staff is divided, with half supervising remaining campers and half searching for missing camper.
- All areas frequented by the camper are checked, especially areas of overt danger (ponds, barns, parking lot, etc.). Camper's name is called repeatedly.
- Communication is maintained by camp staff through the use of walkie-talkies or cell phones.
- If after twenty minutes the camper is not found, the Evendale authorities are notified and given a full description of the camper which may aid searchers.
- Camp director and camp staff follow authority's instructions for continued search.
- Camper parents are notified by camp director.
- After this point, search continues under the direction of the authorities.

E. Camp Health and Safety

from The Healthy Camp Study - Impact Report 2006-2010
 Promoting Health and Wellness among Youth and Staff through a Systematic Surveillance Process in Day and Resident Camps

Top Five Ways to Improve Health and Wellness at Camp

1. Cough and sneeze into sleeve
 - a. Wash hands thoroughly
2. Wear appropriate footwear
3. Use proper knife handling techniques
4. Use proper protective equipment
5. Get enough sleep

Cough and sneeze into sleeve



Use proper knife handling techniques, especially for

**Easy
 Dos and Don'ts**

For Teen Workers - Safe Knife Handling -

Do:

- ✓ Keep knives sharpened and let other staff know when knives are newly sharpened.
- ✓ Use a knife only for its intended purpose.
- ✓ Use the appropriate knife for the job.
- ✓ Carry knives with the cutting edge slightly away from your body.
- ✓ Store knives properly in racks or knife sheaths.



Don't:

- ✗ Touch knife blades.
- ✗ Try and catch a falling knife, let it fall.
- ✗ Hand a knife to someone. Put it down on the counter and let him or her pick it up.
- ✗ Leave a knife soaking in a sink of water.
- ✗ Talk to people while using a knife.



staff

Wear appropriate footwear



Get enough sleep



VIII. YOUTH PROTECTION POLICY: CHILD SAFETY AND CHILD ABUSE PREVENTION

Gorman Heritage Farm strives to provide and maintain a safe, secure, caring environment in which children can learn and thrive. Gorman Heritage Farm will take all steps possible to ensure the safety of all individuals who participate in its programs, including: minimizing and/or eliminating safety hazards, providing close supervision of children, setting and enforcing appropriate limits on behavior, and providing guidelines on how to handle emergency situations.

Gorman Heritage Farm seeks to prevent child abuse in any form to individuals who participate in Gorman Heritage Farm programs. Staff and volunteers are expected to appropriately meet the needs of children and youth. In addition, as a provider of child care and educational programs for all ages, Gorman Heritage Farm is subject to certain legal obligations under Ohio law with respect to reporting of suspected abuse or neglect of children.

Under Ohio law, an abused child is defined as one who is the victim of sexual activity, is endangered or neglected, or suffers physical injury (except as to proper corporal punishment by a parent or guardian), mental injury, or death other than by accident. Child abuse may be physical, sexual, emotional, or mental, and may be the result of actions (i.e. hitting, sexual contact, or verbal attacks) or omissions to act (i.e. failure to care for a child or to provide for the child's well-being).

Ohio law imposes a mandatory requirement to report suspected abuse or neglect of children for certain persons who work with children. Section 2151.421 of the Ohio Revised Code states that:

“No attorney, physician, . . . administrator or employee of a child day care center, administrator or employee of a certified child care agency or other public or private children services agency, school teacher, school employee, school authority, . . . who is acting in his official or professional capacity and knows or suspects that a child . . . has suffered or faces the threat of suffering any physical or mental wound, injury, disability, or condition of a nature that reasonability indicates abuse or neglect of the child, shall fail to immediately report that knowledge or suspicion to the appropriate authorities.”

Known or reasonably suspected child abuse will be reported immediately to the Gorman Heritage Farm Executive Director, Education Manager, or designated child advocate. Objective information concerning the allegation will be documented in a written incident report. Only those with a reasonable need to know will be notified of a report.

A report must also be made in person, by telephone, or in writing to the children's services agency in the county where the child resides or was allegedly abused or to a local law enforcement agency (such as the Hamilton County Sheriff). In Hamilton County, reports can be made by calling (513) 241-KIDS, 24 hours a day. The report should contain the following information: name and address of the child, age of the child, name and address of the parent or guardian, name the address of the alleged abuser, reason you suspect the child is being abused or neglected, the nature and the extent of the injury or abuse, and any other helpful information. You may report anonymously, but you are encouraged to give your name. Any report is

confidential and the person making the report is immune from civil or criminal liability for making such a report.

PREVENTION OF CHILD ABUSE AT GORMAN HERITAGE FARM

In an effort to create the safest possible environment within Gorman Heritage Farm, several abuse prevention measures will be utilized. These measures include screening of all staff members who are responsible for child or youth programs, screening of volunteer educators and leaders, provision of regular training on child abuse issues for paid staff and volunteers, standards for appropriate discipline methods, and program guidelines which support good supervision and safe interactions.

SCREENING

All paid staff members are required to complete a written application and provide references (which will be checked). A criminal background check or police check may be conducted, therefore the employee (or potential employee) may be required to sign a Personal Information Release Form.

Prospective volunteers are required to complete a written application. Those applying to volunteer with children or youth will be required to sign a self-disclosure statement indicated whether he or she has ever been convicted of child abuse or a similar offense, or had such a conviction expunged from their record. Anyone who has had a child abuse conviction or expungement, as well as anyone refusing to sign the statement, may be restricted from working with children. At any time, a volunteer might be required to provide a set of impressions of his/her fingerprints and a criminal record check might be conducted with respect to the volunteer. In addition, all volunteer educators or group leaders of children or youth will be required to read Gorman Heritage Farm's youth protection policy for child safety and child abuse prevention, and sign a form indicating that they have read and understand the policy and agree to abide by it.

TRAINING

Paid and volunteer staff who work closely with children or youth should attend a GHF training session related to child safety and the child abuse prevention policy. Additional training on risk management, emergency preparedness, first aid, CPR, and group management are also recommended.

PROGRAM GUIDELINES

- Youth groups should have a chaperone from the school or organization accompany each trail group while at the Gorman Heritage Farm.
- Gorman Heritage Farm sponsored events should have two or more leaders present per group whenever possible.
- The presence of two leaders per group is required for any activity which is likely to take place in an area remote from other activities.

- Gorman Heritage Farm follows an open classroom policy. Classrooms or trail groups may be visited without prior notice by staff, parents, or other volunteers. Brief observations of GHF programs may be conducted by GHF staff, Education Committee members, or GHF Board members. These observations may not necessarily be prearranged.

TYPES OF PROHIBITED BEHAVIOR

Physical Abuse: Any non-accidental or deliberate injury to a child by someone responsible for the child's care. Physical abuse includes hitting, kicking, slapping, punching, or similar acts which cause or could cause serious physical injury to a child. No corporal punishment is allowed at Gorman Heritage Farm.

Emotional abuse: Any behavior, including verbal assaults or excessive demands on a child, which negatively impacts the child's mental health or social development. Any behavior on the part of the group leader which attacks a child's self-image (belittling, ridiculing, name-calling, shaming, or sarcasm) is prohibited.

Neglect: Not meeting the child's basic physical and emotional needs, as far as is possible in the short period of time the child is at the Gorman Heritage Farm. Be aware of the child's needs as related to food, water, energy level, physical discomfort due to weather, and medical concerns. Staff should never leave children or youth without appropriate supervision.

Sexual abuse: Any sexual act between an adult or older child and a child. Sexual contact includes fondling or any other inappropriate touching of private body parts. Sexual abuse also includes exhibitionism, voyeurism, and any form of sexual exploitation of children. Follow guidelines for safe, appropriate touching. Do not spend extended periods of time with a child or group of children without another adult or leader present.

GUIDELINES FOR APPROPRIATE TOUCHING:

Gorman Heritage Farm recognizes that there may be times when physical contact between adults and children is necessary or unavoidable. When physical contact between adults and children occurs, the following guidelines for appropriate touch should be taken into consideration:

- Touching should always be in response to the need of the child, not the need of the adult
- Touching should be with the child's permission—resistance from the child must be respected
- Touching should avoid private regions of the body including chest, buttocks, and groin
- Touching should be open and non-secretive
- Touching or other physical contact should be governed by the ages and developmental level of the child

Please sign and return to your supervisor the Appendix E, Acknowledgement of Gorman Heritage Farm's Youth Protection Policy

IX. Emergency and Evacuation Plans

Fire Plans

James A. Gorman Interpretive Center

In case of fire or other emergency in which the James A. Gorman Interpretive Center must be evacuated, follow this procedure:

When the alarm sounds:

- Employees alert all others in the building to the danger, and proceed immediately to the designated exits.
- Do not attempt to fight fire.
- Do not return to building under any circumstances.
- Employees gather at the parking lot.
- Determine that all employees and anyone else under their care are present or accounted for.

Fire escape route diagrams are to be posted in each room of the James A. Gorman Interpretive Center.

Fire alarm--person receiving word of fire emergency, notify personnel in the building and call for help by dialing 911.

Farmyard

In case of fire or other emergency in which the farmyard must be evacuated: follow this procedure:

Leave building via the nearest exit, and proceed to paved road at the end of the gravel road near subdivision.

- Removal of animals from pens is to be carried out by two employees only after all persons are accounted for and if there is no imminent danger of fire in the pen area.

Tornado Warning Procedures

James A. Gorman Interpretive Center:

Staff members will inform visitors to take cover in the men and women's restrooms inside the Interpretive Center. The men's and woman's restrooms are located to the left of the main

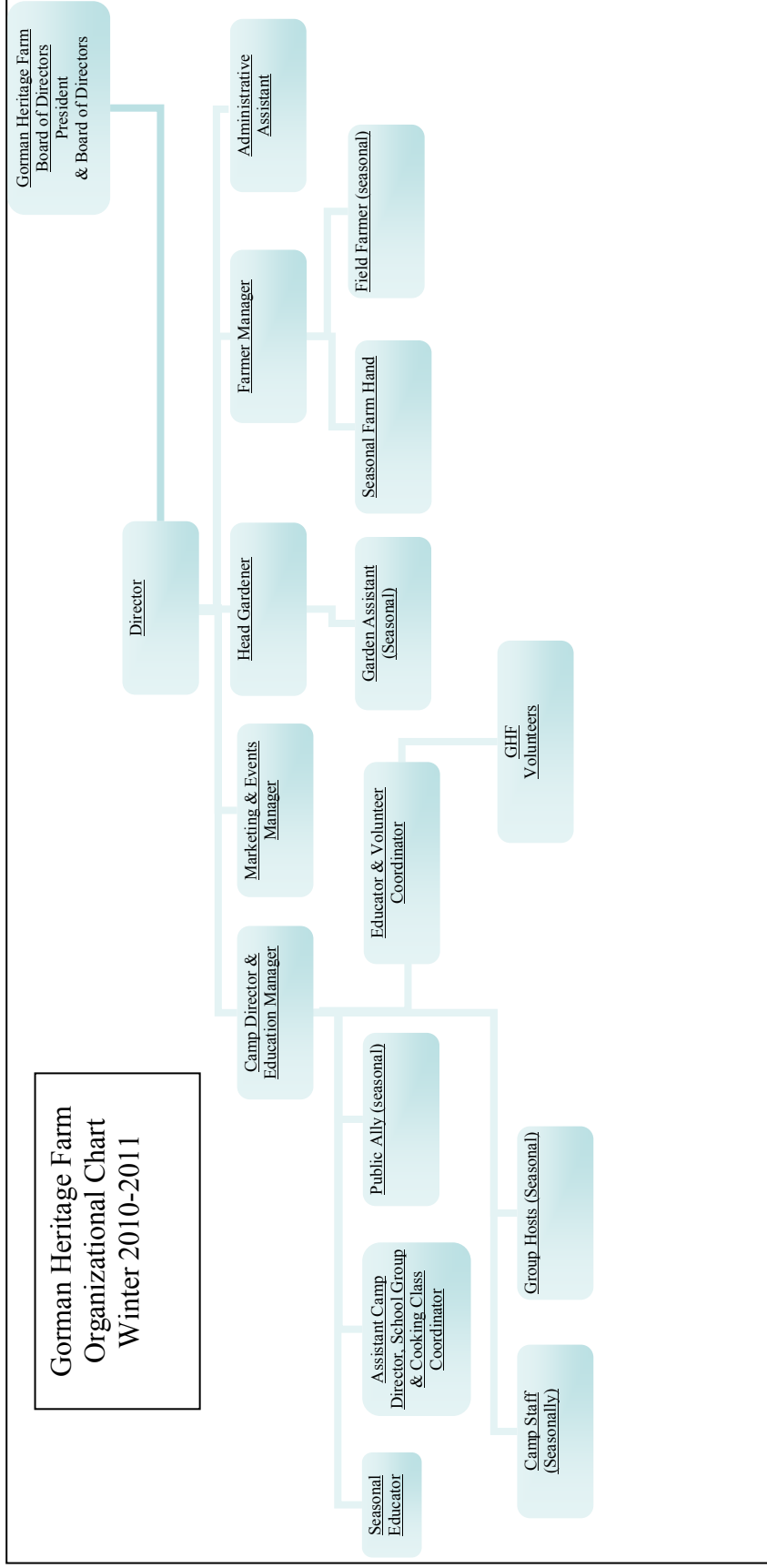
entrance. Get as far away from the door as possible, crouch down, and cover your head with your arms. Staff members will inform you when it is safe to leave the bathrooms.

Farmyard:

Staff members will inform visitors to take cover under the Farm Office. The farm office is located across from the Alfalfa barn. Get as far away from the opening, crouch down, and cover your head with your hands. Staff members will inform you when it is safe to exit the farm office basement.

X. Appendices

Appendix A - Organizational Chart



Appendix B – Staff Bios

MEET THE GORMAN HERITAGE FARM STAFF 2011



Sandra Murphy, Director –

has served as volunteer, board member and employee on several educational farms for the past 30 years, including eleven years at Gorman Heritage Farm. Sandra is a published writer of environmental essays and poetry, and has conducted workshops on the local, state and national levels. She has been designated by the National Association for Interpretation as a Certified Interpretive Manager, and also serves as a consultant to other educational farms.

smurphy@gormanfarm.org



Vicki Foster, Marketing & Events Manager - Vicki brings a diverse background of government, corporate and volunteer service to Gorman Farm. With a strong background in customer service and logistics, she's ready to tackle all the details of festival events at the farm. Vicki's goals are to increase awareness, membership and local support of Gorman Heritage Farm. When she's not at the Farm, Vicki enjoys sailing on Lake Erie, and visiting her kids in Columbus.
vfoster@gormanfarm.org



Mike Roman, Program Manager and Summer Farm Camp Director –

His love for the outdoors is evidenced in his past employment at the farm, his interest in ecology while a student at Xavier University, and his self-directed learning in the subjects of permaculture and organic gardening. His own backyard mini-farm includes a perennial flower garden, organic vegetable garden, berry patch, fruit trees, composter, and chicken coop. Mike first worked at GHF as an agricultural intern, camp counselor, and office assistant during the summers of 2002-2004. He has spent the last two years at GHF

building the school field trip program and summer camp program to be a leader in farm-based education. He was recently nominated for the Merlin G. Pope, Jr. Diversity Leadership Award for his work integrating GHF's land-based education programs into local schools, specifically Lincoln Heights Elementary. He is committed to continue the Farm's growth as an excellent place for people to learn about food, farming and care of our world. mroman@gormanfarm.org



John Hemmerle, Head Gardener -

served at Gorman Heritage Farm as an Americorp's Public Ally's service member for two years and is excited for his new gardening position. John loves being outdoors and luckily there is no shortage of that here on the farm. He graduated with a Bachelors of Urban Planning from the University of Cincinnati. There he learned about how humans have planned, developed and organized the way we go about living and how we must go about planning our future in a sustainable way. John's interests are in sustainable site development, urban farming, and permaculture. John also likes to play and listen to music; his band plays locally around the tri state area. He also likes to ride his bike, go running, and climb down in the beautiful Red

River Gorge. John hopes to see you on the farm! jhemmerle@gormanfarm.org



Mare Warner, Educator, Public Ally, Volunteer Coordinator

Mare Warner is excited to be part of the 2010/2011 class of Public Allies, and even more excited to be placed at Gorman Heritage Farm. Even though she graduated from the University of Cincinnati with her Bachelors in Architecture, she had always had an interest in food production and nutrition. She is looking forward to learning as much as she can about the farm and also teaching school groups through farm-based education. She most recently worked at Clark Montessori High school as an Instructors Assistant, but has worked with kids of

all ages though CISV, an international peace education program.



Chris Gordy, Farmer -

Chris has spent most of his life working with educational and historical sites and farms. Beginning his career at an 1840s living history farm for seventeen years, Chris went on to earn his B.A. and M.A. from Eastern Illinois University. Since then he has worked and volunteered for farm sites in Illinois, Minnesota, Indiana, Kentucky and Kansas and has been a long time member of the Association for Living History, Farms and Agricultural Museums as well as the Midwest Open

Air Museums Coordinating Council. For the past few years, Chris has spent his time demonstrating, educating and interpreting historical agricultural and gardening practices. Chris is excited to bring his passion for historic agricultural practices to the continued success of sustainable farming at Gorman Heritage Farm.



Jamie Clark, Assistant Camp Director, School Group Coordinator, Cooking Class Coordinator

After earning a BS in graphic design from the University of Cincinnati, working for various types of companies, living and teaching on organic farms in Belize, working with coffee farmers in Guatemala, and volunteering at a permaculture eco-village outside of Chicago, Jamie decided to continue her passion for agriculture, food and teaching at Gorman Heritage Farm. Her desire is to live sustainably, to educate others, and to harness people's passions in creating a socially and environmentally sustainable lifestyle for all people. She lives for the next adventure and delights in the small intricacies of life and the natural world. jlark@gormanfarm.org

Jan Bogle, Administrative Assistant - Has been a jack of all trades. She's decorated cakes, worked in the hardware business, directed summer camps, and much more. But she is very organized, and if you have seen our office lately - we think she's a good fit at Gorman Farm. Jan grew up on a 10 acre farm in Tennessee with chickens. She enjoys crocheting, walking her dog, and spending time with her husband.

Appendix C - People First Language Chart

People First Language recognizes that individuals with disabilities are - first and foremost - people. It emphasizes each person's value, individuality, dignity and capabilities. The following examples provide guidance on what terms to use and which ones are inappropriate when talking or writing about people with disabilities.

People First Language to Use	Instead of Labels that Stereotype and Devalue
<ul style="list-style-type: none"> people/individuals with disabilities an adult who has a disability a child with a disability a person 	<ul style="list-style-type: none"> the handicapped the disabled
<ul style="list-style-type: none"> people/individuals without disabilities typical kids 	<ul style="list-style-type: none"> normal people/healthy individuals atypical kids
<ul style="list-style-type: none"> people with intellectual and developmental disabilities he/she has a cognitive impairment a person who has Down syndrome 	<ul style="list-style-type: none"> the mentally retarded; retarded people he/she is retarded; the retarded he/she's a Downs kid; a Mongoloid; a Mongol
<ul style="list-style-type: none"> a person who has autism 	<ul style="list-style-type: none"> autistic
<ul style="list-style-type: none"> people with a mental illness a person who has an emotional disability with a psychiatric illness/disability 	<ul style="list-style-type: none"> the mentally ill; the emotionally disturbed is insane; crazy; demented; psycho a maniac; lunatic
<ul style="list-style-type: none"> a person who has a learning disability 	<ul style="list-style-type: none"> he/she is learning disabled
<ul style="list-style-type: none"> a person who is deaf he/she has a hearing impairment/loss a man/woman who is hard of hearing 	<ul style="list-style-type: none"> the deaf
<ul style="list-style-type: none"> person who is deaf and cannot speak who has a speech disorder uses a communication device uses synthetic speech 	<ul style="list-style-type: none"> is deaf and dumb mute
<ul style="list-style-type: none"> a person who is blind a person who has a visual impairment man/woman who has low vision 	<ul style="list-style-type: none"> the blind
<ul style="list-style-type: none"> a person who has epilepsy 	<ul style="list-style-type: none"> an epileptic

people with a seizure disorder

- a person who **uses a wheelchair**
people who have a mobility impairment
a person who walks with crutches
- a person who has **quadriplegia**
people with paraplegia
- he/she is of small or **short stature**
- he/she has a **congenital disability**
- accessible **buses, bathrooms, etc.**
reserved **parking** for people with disabilities

a victim of epilepsy

- a person who is wheelchair bound
a person who is confined to a
wheelchair
a cripple
- a quadriplegic
the paraplegic
- a dwarf or midget
- he/she has a birth defect
- handicapped buses, bathrooms, hotel
rooms, etc.
handicapped parking

Prepared by the Texas Council for Developmental Disabilities, 6201 East Oltorf, Suite 600, Austin, TX 78741-7509; 512-437-5415 or 1-800-262-0334; <http://www.txddc.state.tx.us>. Revised 02/07.

Appendix D - Incident Report Form

Gorman Heritage Farm

Submit to Supervisor and then to Director within 24 hours of incident.

Person: Staff Name/Position_____

Parties Involved_____

Event: Date & time of Event:_____

Describe Nature & Extent:_____

Time:_____

Witness(es), Title(s), Phone(s)_____

Assistance Requested_____

Action Taken_____

Follow-up_____

Signed_____ Date_____

Appendix E - Multiple Intelligences Survey

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<http://surfaquarium.com/MI/inventory.htm>

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Classification helps me make sense of new data
- _____ I enjoy working in a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I pick up on subtle differences in meaning
- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I enjoy making music
- _____ I respond to the cadence of poetry
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult for me if there is background noise
- _____ Listening to sounds in nature can be very relaxing
- _____ Musicals are more engaging to me than dramatic plays
- _____ Remembering song lyrics is easy for me
- _____ TOTAL for Section 2

Section 3

- _____ I am known for being neat and orderly
- _____ Step-by-step directions are a big help
- _____ Problem solving comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Logic puzzles are fun
- _____ I can't begin an assignment until I have all my "ducks in a row"
- _____ Structure is a good thing
- _____ I enjoy troubleshooting something that isn't working properly
- _____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art work
- _____ Relaxation and meditation exercises are rewarding to me
- _____ I like traveling to visit inspiring places
- _____ I enjoy reading philosophers
- _____ Learning new things is easier when I see their real world application
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ It is important for me to feel connected to people, ideas and beliefs

_____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a "team player"
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone

_____ TOTAL for Section 5

Section 6

- _____ I learn by doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate
- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy
- _____ Hands-on activities are fun
- _____ I live an active lifestyle

_____ TOTAL for Section 6

Section 7

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates

_____ TOTAL for Section 7

Section 8

- _____ My attitude effects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong

_____ TOTAL for Section 8

Section 9

- I can visualize ideas in my mind
 Rearranging a room and redecorating are fun for me
 I enjoy creating my own works of art
 I remember better using graphic organizers
 I enjoy all kinds of entertainment media
 Charts, graphs and tables help me interpret data
 A music video can make me more interested in a song
 I can recall things as mental pictures
 I am good at reading maps and blueprints
 Three dimensional puzzles are fun

 TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Now determine your intelligence profile!

Key:

Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your Kinesthetic strength
Section 7 – This indicates your Verbal strength
Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:

Everyone has all the intelligences!
You can strengthen an intelligence!
This inventory is meant as a snapshot in time – it can change!
M.I. is meant to empower, not label people!

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<http://surfaquarium.com> This survey may be printed, used and/or modified by educators as long as the copyright tag remains in tact.



Appendix F Acknowledgment of Gorman Heritage Farm's Group Animal Handling Guidelines

Please complete this form by printing your name and signing and dating the form to indicate that you have read, understand, and will enforce the Safety Guidelines for Animal Handling with Groups.

Your Name (Please Print)

I have read, understand, and will enforce the Safety Guidelines for Animal Handling with Groups. I recognize that Gorman Heritage Farm's Safety Guidelines for Animal Handling with Groups were designed to ensure the safety of visiting students, adults, and all visitors that interact with our animals at Gorman Heritage Farm, as well as to protect the Gorman Heritage Farm Foundation, its staff and volunteers from liability.

Signature

date

Appendix G – Acknowledgement of Gorman Heritage Farm’s Youth Protection Policy: Child Safety and Child Abuse Prevention

Please complete this form by printing your name, initialing the statement, and signing and dating the form to indicate that you have read and understand the Youth Protection Policy: Child Safety and Child Abuse Prevention.

Your Name (Please Print)

_____ I have read and understand the Gorman Heritage Farm Youth Protection Policy and agree to abide by it. (Please initial)

Signature

date

_____ I have no convictions or expungments for child abuse. (Please initial)

Signature

date

Appendix H - Scavenger Hunt (Gorman Interpretive Center)

Find each item and check-off. Be prepared to show us what you find.

- Pictures of Jim and Dorothy Gorman
- Map of GHF trails
- Fire extinguisher
- *The Very Hungry Caterpillar* (children's book)
- Recycling container
- Hornet's nest
- Rain ponchos
- Cash Register
- Staff Mailboxes
- Volunteer board
- Vacuum cleaner
- Poster by Charley Harper
- Mud Brick Chair
- Basement
- Extra Name Tags
- Honey
- Tool box
- Photo copier
- Camp t-shirts
- Goat puppet
- "Allen key" to main doors
- Sunflower Room lights
- Bee keeper's outfit
- Keys to golf carts
- Chambers brand stove
- *Peterson Field Guide to Birds* (book)
- Paper cutter
- Elmer's glue
- *Reckoning the Earth* (book)
- Fresh eggs
- Education Shed
- Key for Front Doors, Storage Room, Janitor Closet, and Basement
- Skillets
- Dishwasher
- Table clothes
- Plastic (Kroger) bags
- First Aid
- Camp Activity Binders
- Frozen Chicken
- Fresh Chicken
- Janitor Sink
- Job Board
- Looms
- Easel White Board
- Sunscreen and Hand Sanitizer
- Sugar
- Paper Clips