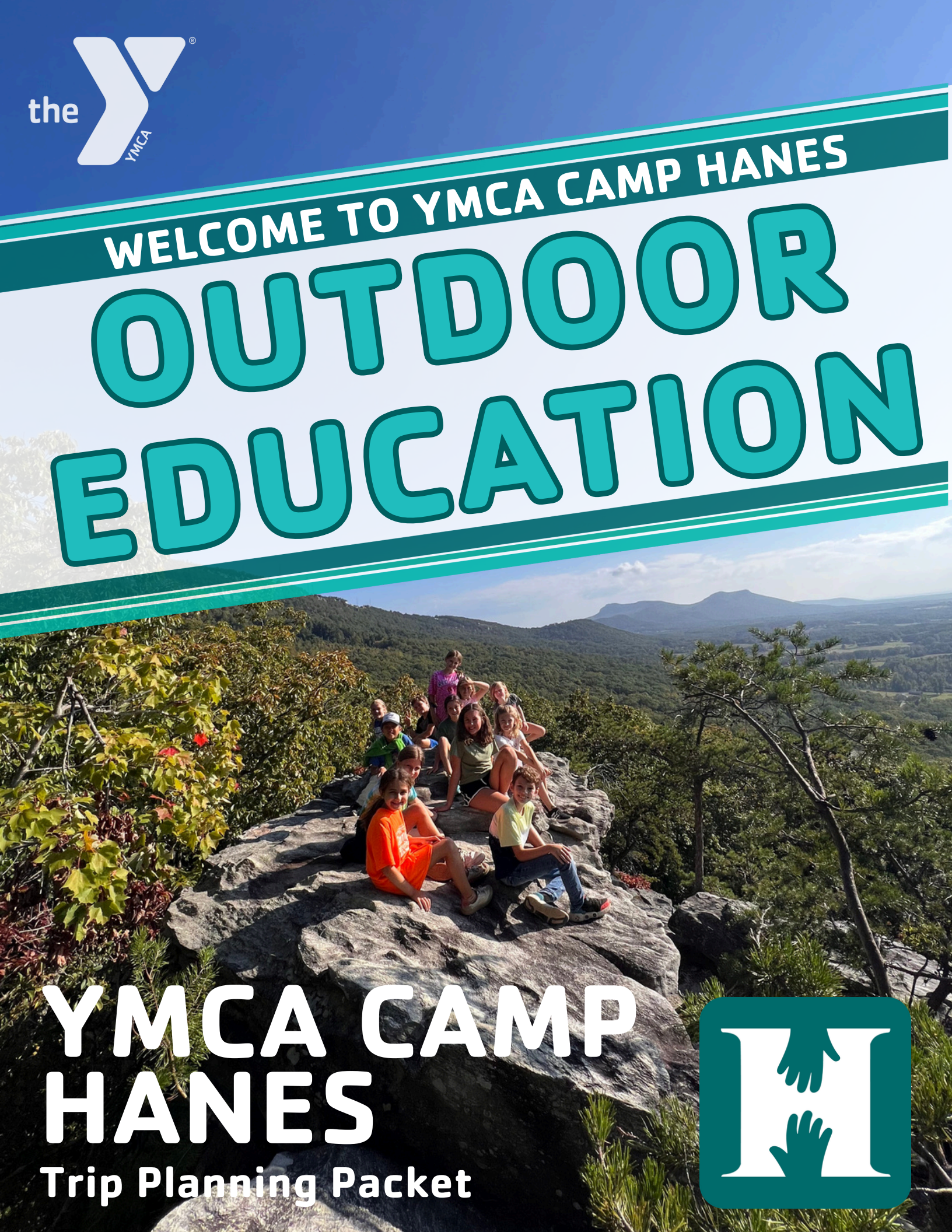
WELCOME TO YMCA CAMP HANES

OUTDOOR EDUCATION



YMCA CAMP HANES

Trip Planning Packet

DEAR TEACHERS, PARENTS, AND SCHOOL ADMINISTRATORS,

Welcome to the YMCA Camp Hanes Outdoor Education Program! You are about to embark on an experience that will give you and your students the opportunity of a lifetime.

This school handbook has been created to assist you in planning a successful and enjoyable outdoor experience at Camp Hanes. Whether you are a new or returning school, we ask that you read the guide thoroughly as it contains helpful information for the planning process and helps create your best experience.

We encourage you to utilize our staff and curriculum to assist in building a memorable program that will meet the specific needs of your students. Outdoor Education at Camp Hanes provides students, as well as teachers and chaperones, the opportunity to explore the natural environment. After their experience, students will not only have a better appreciation for the natural world, but enhanced group relationship skills and stronger personal ties with classmates and teachers, which in turn will strengthen their respect for others as well as for themselves.

Any questions not answered after reading through this information or those that arise as a result of doing so, can be answered by calling the camp office. We will be more than happy to attend your school or hold an information meeting here for parents and teachers if so desired.

Enjoy looking through our information packet and if I may be of further assistance, please do not hesitate to call me at (336) 983-3131 ext. 6607 or email me at r.crisp@ymcanwnc.org. We look forward to working with both you and your students!

Sincerely,
Riley Crisp
Program Director of Outdoor Education and Day Camp
YMCA Camp Hanes 336-983-3131 ext. 6607
1225 Camp Hanes Road, King, NC 27021
r.crisp@ymcanwnc.org

YMCA CAMP HANES GROUP LEADER CHECKLIST

12 to 4 months prior

- Call or Email the Program Director of Outdoor Education.
- Request date(s) for your group's trip to YMCA Camp Hanes.
- Consider initiating fundraiser options and /or payment plans for participants.
- Communicate with Program Director a rough estimate of participant numbers
- Arrange for payment of deposit when contract arrives.

4 to 2 months prior

- Read, sign, and return the program contract to Program Director and deposit to Camp.
- Chaperones are being contacted and oriented to the trip.
- Associate Director and Director can be contacted for a parent meeting
- Copies of the packing list are handed out to students, chaperones, and teachers.
- Arrange for transportation to YMCA Camp Hanes.
- Begin selecting potential classes for programming

4 weeks prior

- Ensure that the program contract and deposit has been sent.
- Contact Program Director to discuss schedule and classes for trip.
- Review and approve the schedule and cabin assignments sent from the Program Director.
- Finalize numbers of students and adults that will be coming to Camp Hanes.
- Begin to gather food allergies and dietary restrictions.

2 weeks prior

- Inform Program Director of any last minute changes or concerns.
- Send a guaranteed number to Program Director.
- Send final information on food allergies or special dietary needs.
- Create groups for classes and cabins.
- Gather waivers for every participant in attendance which are attached to your contract.

The day of Trip

- Call Camp Host at (336)-917-8381 if you will be arriving late.
- Upon arrival you will be greeted by Camp Staff and directed to orientation.
- Hand over waivers and review dietary restrictions and chaperone expectations with Camp Host.

1-2 weeks after

- Complete payment and send to Office Manager.
- Discuss possible dates for next year with Program Director.

OUTDOOR EDUCATION PROGRAM

Our programs areled by trained instructors who facilitate the learning experience through hands-on lessons, group work and fun activities that lead to open discussions. Our 456 acres of fields, forests, lakes and mountains provide the perfect setting for students to gain skills, knowledge and inspiration.

Program Goals:

- Provide a hands-on, safe and fun educational experience in a unique environment.
- Strengthen the relationship between students and between teachers and students.
- Teach lessons that enhance the North Carolina curriculum.
- Promote a greater understanding of social awareness and emotional needs in students.
- Enable and encourage students to understand and experience the relationships between themselves and the natural environment.

2026/2027 Rates for Outdoor Education

TRIP LENGTH/PACKAGE	STUDENT COST	CHAPERONE COST	TEACHER COST
2 nights/ 3 days	$140	$70	$0
1 night/ 2 days	$100	$50	$0
Day trip with hot lunch	$50	$25	$0
Day trip with school lunch	$37	$18	$0

EVENT AGREEMENT

Upon agreementon a date and number of participants, Camp Hanes will send an Event Agreement which lists a minimum contracted number. That is the number of total participants that will be attending the event at the time the date is booked. A guaranteed number will be received 2 weeks prior and the group will be billed for the guaranteed number unless the number increases and then camp will charge for the actual numbers. If the number is lower than the group will be billed for the contracted number. After receiving the Event Agreement a 500$ deposit is required.

CANCELLATION POLICY

- 90 days before results in a forfeiture of the $500 deposit.
- Less than 30 days will result in a 50% charge of the estimated total
- 14 days or less will result in a 100% charge of your estimated total

WEATHER POLICY

Camp Hanes doesnot cancel programming due to weather unless it is a travel risk for staff and/or participants, however we reserve the right to adjust activities due to poor weather.

BILLING

Final payment can be paid upon arrival or after the trip. Camp will send an invoice following the trip to make sure the amount is for the correct number of students and parents. Payment can be sent to camp and must be received before another trip may be booked.

SCHOLARSHIPS

In an effort to assist students who may not otherwise be able to attend, Camp Hanes has a fund set aside to be used for scholarships. Any teacher or administrator may request assistance for specific students. For more information regarding this fund, please speak with the Program Director.

MEALS/FOOD SERVICE

Our Dining Hall has wonderful meals prepared fresh for every group. We serve our meals family style which allows for community building around an essential part of the day. Family style means a tray with bowls of the hot meal comes to the table and you pass it around the table of 10. When you need more of an item you just take to our kitchen staff and they will refill the food. We also have coffee/tea available all day to adults.

Along with the hot meal, several alternative options are also available. At breakfast we have cold cereal, a bagel bar, and a fruit and yogurt bar. At lunch/dinner we have a full salad bar, cold cut sandwich station, fruit, and a wow butter and jelly sandwich station.

At YMCA Camp Hanes we work hard to meet our guest needs. Food allergies need to be shared at least one week before the trip to help our staff prepare. We are a peanut and tree nut aware facility. While we can not promise that products have not been processed in a factory with nuts, we do not serve peanuts or tree nuts in our food. We can do some vegetarian, gluten free and dairy free allergy meals. Please call camp to discuss your needs and be sure to send a list of restrictions to the Program Director as soon as possible.

An example of daily meal schedule would be:

Breakfast: bacon, eggs, biscuits and grits with fruit choice and water.
Lunch: chicken tenders with macaroni and cheese with lemonade and water.
Dinner: baked spaghetti, corn and garlic bread with tea and water.

CABINS/FACILITIES

We have 22 cabins available at camp. All of the cabins have bathroom facilities attached with showers, restrooms and sinks. Our upper cabins 1-16 have 9 bunks, 18 beds. Our lower cabins of 1-4 have 7 bunks, 14 beds. We also have a space under our dining hall that sleeps up to 40 people and an infirmary that we utilize mostly for teachers which can sleep up to 10.

All the cabins as well as our meeting spaces have heating/air conditioning, running water, and screen doors and windows.

When placing students in cabins we do our best to separate the male and female cabins by area of camp. Depending on school requests, and size of group this is not always possible, but we do our best. This gives them their own space as well as gives parents some peace of mind.

We have a large gymnasium, conference room, airnasium, indoor small meeting space and several outdoor covered meeting spaces and so we can make adjustments if needed during severe or dangerous weather.

SUGGESTED PACKING LIST

Bedding

- Sleeping bag or twin fitted sheet and blanket
- Pillow and pillowcase

Toiletries

- Toothpaste and toothbrush
- Soap
- Shampoo
- Bath towel and washcloth
- Brush or comb
- Deodorant
- Sunscreen and bugspray (weather dependent)

Clothing

Note: We suggest older, casual play clothes that could potentially get dirty marked with the students name/ initials.

Spring/ Fall:

- One pair of pajamas
- Two pairs of shoes (one pair that can get muddy)
- Daily change of socks and underwear
- Heavy and light shirts
- Warm jacket and sweater
- Raincoat and boots

Winter

- Additional socks (wool preferred)
- Long underwear
- Toboggan or beanie
- Gloves or mittens
- Boots
- Winter coat with hood or scarf

Optional

- Water Bottle
- Binoculars
- Pens/Pencils and notebook
- Flashlight
- Books and games
- Money (only if visiting camp store)

Do Not Bring

- Electronic Devices (phones, tablets, MP3 players, etc.)
- Food or gum
- Weapons (including pockets knives)

YMCA Camp Hanes is not responsible for any damaged or lost items.

OUTDOOR EDUCATION SAMPLE SCHEDULES

All schedules can be adjusted with school travel times in mind. Some activities require more than one activity period and are not a good match for day programs.

THREE DAY SCHEDULE

Day One

10:00am	Arrive, Orientation
11:00am	Move-In/ Rec time
12:00pm	Lunch
1:00pm	1st Activity
2:15pm	2nd Activity
3:30pm	3rd Activity
4:45pm	4th Activity
6:00pm	Supper
7:30pm	Evening Activities
8:45pm	Head to Cabins
9:00pm	Quiet Hour
10:00pm	Lights Out

Day Two

8:00am	Breakfast
9:00am	5th Activity
10:15am	6th Activity
11:30am	Recreation Time
12:00pm	Lunch
1:00pm	7th Activity
2:15pm	8th Activity
3:30pm	9th Activity
4:45pm	10th Activity
6:00pm	Supper
7:30pm	Evening Activities
8:45pm	Head to Cabins
9:00pm	Quiet Hour
10:00pm	Lights Out

Day Three

8:00am	Breakfast
9:00am	11th Activity
10:15am	12th Activity
12:00pm	Lunch
1:00pm	Departure

TWO DAY SCHEDULE

Day One

10:00am	Arrival/ Orientation
11:00am	Move-In/ Rec time
12:00pm	Lunch
1:00pm	1st Activity
2:15pm	2nd Activity
3:30 pm	3rd Activity
4:45pm	4th Activity
6:00pm	Supper
7:30pm	Evening Activities
8:45pm	Head to Cabins
9:00pm	Quiet Hour
10:00pm	Lights Out

Day Two

8:00am	Breakfast
9:00am	5th Activity
10:15am	6th Activity
11:30am	Recreation Time
12:00pm	Lunch
1:00pm	Departure

DAY TRIP SCHEDULE

9:00am	Arrival/ Orientation
9:15am	1st Activity
10:20am	2nd Activity
11:30am	Lunch
12:30pm	3rd Activity
1:35pm	4th Activity
2:45pm	Load Buses
3:00pm	Departure

OUTDOOR EDUCATION CLASSES & ACTIVITIES

SCIENCE CLASSES

Water Ecology

GOALS:

- Define water ecology, macroinvertebrates, and pollution (5.L.2.1)
- Introduce and explain a dichotomous key (5.L.2.2)
- Use key to identify organisms and their pollution tolerance level (EX.5.L.2.2/ 5.L.2.3)
- Discuss what that level means for the creek (5.L.2.3)

POTENTIAL ACTIVITIES:

- Use a colander, dip net, and hand lens to search for and collect aquatic life
- Use a dichotomous key to identify species found in both lake and creek environments

Animal Adaptations

GOALS:

- Discuss how animals adapt to their environment (EX.4.L.1.1/ 4.L.1.1)
- How adaptations help protect plants and animals (EX.4.L.1.2/ 4.L.1.2)
- Why adaptations aid in survival (4.L.1.1/ 4.L.1.2)
- Explain what herbivores, omnivores, and carnivores are and ways you can use the skull to identify them (6.L.2.1)
- How animals respond to things in their environment (4.L.1.2)

POTENTIAL ACTIVITIES:

- Do a round robin of observing different pelts and skulls of wildlife in North Carolina
- Play a game to define camouflage and its benefits as it applies to surviving in the wild
- Utilize senses to defend prey from a predator and apply how physical adaptations inhance the ability to survive

Life in the Woods

GOALS:

- Discuss what animals need to survive and why (8.L.3.1/ EX.4.L.2.1)
- Hypothesize about what animals you would find at Camp Hanes (EX.5.L.2.2)
- Discuss how animals would be classified (ie. producer or consumer) (5.L.2.2/ EX.6.L.3.2/ 6.L.2.1)
- Graph and discuss how animals relate to one another and what may happen next (5.L.2.3/ 8.L.3.2)

POTENTIAL ACTIVITIES:

- Participate in a large group game that role plays the various parts of a food chain
- Graph the population changes in an ecosystem
- Discuss Carrying Capacity and how it affects species population

Forest Ecology

GOALS:

- Explore different habitats (5.L.2.1/ EX.5.L.2.1)
- Understand the interconnection of organisms in the forest (5. L.2.3/ 8.L.3.1/ EX.5.L.2.2)
- Discuss the importance and function of decomposers (5. L.2.2)
- Investigate a slice of tree and discuss what the rings and bark can tell us about its life and what it needed to grow (5. L.2.3/ 8. L.3.1/ EX.5.L.2.2)

POTENTIAL ACTIVITIES:

- Hike on the nature trail around the lake or at the base of Sauratown Mountain
- Identify a variety of trees and tree cookies
- Work on observations without sight while looking for your tree

Water Cycle

GOALS:

- Discuss Earth's water sources and the percentage of salt water vs. fresh water and availability to use for human consumption (6.E.2.3/ 8.E.1.1/ EX.8.E.1.1)
- Decide how and why to be good stewards of the available water (EX.8.E.1.3/ 8.E.1.4)
- Label and identify parts of the water cycle (EX.7.E.1.2/ 4.E.2.2/ 6.E.1.2)

POTENTIAL ACTIVITIES:

- Participate in an activity that simulates the movement of water through the water cycle
- Hypothesize on the percentage of water available to humans and how to show percentages
- Label the different parts of the water cycle
- Creative storytelling related to the water cycle and molecular movement

Force and Motion

GOALS:

- Students will be able to explain how factors such as gravity, friction, and change in mass affect the motion of objects (5.P.1.1/ EX.5.P.1.2)
- Infer the motion of objects in terms of how far they travel in a certain amount of time and the direction in which they travel. (5.P.1.4)
- Illustrate the motion of an object using a graph to show a change in position over a period of time. (6.P.1.3/ 7.P.1.2)

POTENTIAL ACTIVITIES:

- Create a race track with the intentional thought of friction and speed
- Play an intentional game of red light, green light
- Create and test a hypothesis about different balls traveling through space

ADVENTURE AND TEAMWORK CLASSES

Teambuilding

GOALS:

- Develop interpersonal skills such as respect and responsibility for self and others (PE.3.PR.4.1/ PE.4.PR.4.1/ PE.5.PR.4.2/ PE.6.PR.4.2)
- Introduce group dynamic skills; leader vs. follower (PE.4.PR.4.2)
- Encourage group planning and decision-making (PE.5.PR.4.2/ PE.6.PR.4.2)
- Build group cohesiveness, cooperation and teamwork (PE.5.PR.4.2/ PE.6.PR.4.2)
- Discuss waysto manage feelings during times of stress/ conflict (4.MEH.1.2/ 5.MEH.1.1/ 5.MEH.1.2)

POTENTIAL ACTIVITIES:

- Group games and challenges
- Experience physical and mental obstacles
- Discussion and debriefing (5.MEH.1.2)

Teams Course

GOALS:

- Develop interpersonal skills such as respect and responsibility for self and others (PE.3.PR.4.1/ PE.4.PR.4.1/ PE.5.PR.4.2/ PE.6.PR.4.2)
- Introduce group dynamic skills; leader vs. follower (PE.4.PR.4.2)
- Encourage group planning and decision-making (PE.5.PR.4.2/ PE.6.PR.5.2)
- Build group cohesiveness, cooperation and teamwork (PE.5.PR.4.2/ PE.6.PR.4.2/ PE.4.PR.4.2)
- Discuss ways to manage feelings during times of stress/ conflict (4.MEH.1.2/ 5.MEH.1.1/ 4.MEH.1.2)

POTENTIAL ACTIVITIES:

- Use elements on the low-ropes course which never requires equipment or students to be farther than 3 ft off the ground
- Experience physical challenges from elements created for camp, and mental obstacles that result from those physical challenges
- Discussion and debriefing (5.MEH.1.2)

The Beast

GOALS:

- Teambuilding and communication (5.MEH.1.2/ PE.5.PR.4.2/ PE.6.PR.4.2)
- Develop skills to work through frustration (5.MEH.1.1/ 5.MEH.1.2)
- Focus on team goals rather than individual goals and how different skills are needed to complete the overall task (5.MEH.1.1/ 5.MEH.1.2)
- Have students work together in different roles with different challenges and address different forms of communication (PE.3.PR.4.1/ 4.MEH.1.2/ 5.MEH.1.1/ PE.5.PR.4.2/ PE.6.PR.4.2)

POTENTIAL ACTIVITIES:

- Participate in a communication challenge with the goal being to build a beast!
- Each team has multiple roles, which work together to create the beast both quickly and with extreme attention to detail
- Time in between rounds to strategize and small group strategies
- Final debrief around communication and stress

Survival

GOALS:

- Understand basic survival needs and skills
- Build communication, teamwork, cooperation and problem solving skills (PE.5.PR.4.2/ PE.6.PR.4.2)
- Learn safety skills around shelter building and fire building (4.MEH.1.2/ PE.5.PR.4.2/ PE.6.PR.4.2)

POTENTIAL ACTIVITIES:

- Use teamwork skills while building a shelter and fire
- Discuss supplies and skills necessary for survival
- Problem solve different requirements for safety around shelter building

Archery

GOALS:

- Learn or improve archery skills (PE.5.MS.1.1/ PE.5.MS.1.3)
- Learn safety skills (PE.5.PR.4.2)
- Develop a new skill or hobby (PE.5.MC.2.2)
- Learn the parts of a bow and arrow (PE.5.MC.2.1)

POTENTIAL ACTIVITIES:

- Group discussion and support
- Learn commands, appropriate technique, and safety procedures
- Use a simple bow to shoot arrows at a target on the archery range

Orienteering

GOALS:

- Learn the parts and use of a compass (PE.5.MC.2.1/ PE.5.MS.1.3)
- Improve self-esteem (5.MEH.1.1/ 5.MEH.1.2)
- Develop problem-solving skills (PE.6.PR.4.2/ PE.5.PR.4.2)
- Improve teamwork, cooperation and communication skills (PE.5.PR.4.2/ 4.MEH.1.2)

POTENTIAL ACTIVITIES:

- Use their compass to follow a course
- Participate in group games and activities
- Work as a team in a game using compass and coordinates

Hidden Cliffs Hike

GOALS:

- Understand the naming of Sauratown Mountain and history around Sauratown (6.H.1.2)
- Learn about technology and how it has impacted where people live and how people settle (6.G.1.3)
- Learn how to follow trails and the negative impact humans can have on their environment (6.G.1.4/ 8.G.2.1)

POTENTIAL ACTIVITIES:

- Hike up part of Sauratown Mountain to a rock outcropping
- Discuss how to follow trails and impact of erosion

Canoeing

GOALS:

- Learn or improve canoeing skills (PE.5.MS.1.1/ PE.5.MS.1.3)
- Learn water safety skills (PE.5.PR.4.2)
- Improve communication and cooperation skills (4.MEH.1.2/ PE.5.PR.4.2/ PE.6.PR.4.2)
- Learn the parts of a canoe and a paddle (PE.5.MC.2.1)

POTENTIAL ACTIVITIES:

- Learn how to paddle through hands-on instruction
- Learn how to put on a life jacket
- Paddle in groups of two or three in a canoe around the lake

HIGH ROPES CLASSES

*Not recommended for day trips or younger groups, exceptions may apply.

Zip Line/ Matrix

GOALS:

- Encourage students to develop greater self-confidence (PE.6.PR.4.2/ PE.5.PR.4.1)
- Learn to support and encourage teammates (PE.5.PR.4.2/ PE.6.PR.4.2)
- Encourage students to go beyond their "comfort zone"
- Learn about the proper use and care of the climbing equipment (PE.5.MC.2.1)
- Learn basic climbing and safety techniques (PE.5.MS.1.3)

POTENTIAL ACTIVITIES:

- Harness and equipment training
- Climb across a series of wood, cable and rope elements suspended 25-30 feet in the air while wearing a harness and on a belay system
- Experience physical and mental challenges and how to support and encourage
- Debrief and discussion time

Alpine Tower (Age Minimum of 10 yrs. Old)

GOALS:

- Learn basic climbing and safety techniques (PE.5.MC.2.1)
- Develop greater self-confidence (PE.5.PR.4.1/ 5.MEH.1.1)
- Overcome personal fears and obstacles (4.MEH.1.2/ 5.MEH.1.2)
- Learn to support and encourage teammates (PE.5.PR.4.2/ 4.MEH.1.2)

POTENTIAL ACTIVITIES:

- Training on safety, climbing skills and equipment
- Climb on a 35-foot tower while wearing a harness and on a belay system Discussion and debriefing time

V-Swing

GOALS:

- Develop self confidence (PE.5.PR.4.1/ 5.MEH.1.1)
- Control how high or far you would like to go with the activity Learn to support and encourage yourself and others (PE.5.PR.4.1/ 4.MEH.1.2)
- Work together as a team to pull teammate to swing level (PE.5.PR.4.2/ PE.6.PR.4.2)

POTENTIAL ACTIVITIES:

- Training of safety and equipment
- Learning commands and following directions
- Swing up to 25 feet in the air, or wherever participant feels comfortable

Climbing Wall & Treetop Hammock

GOALS:

- Learn basic climbing and safety technique (PE.5.MC.2.1/ PE.5.MS.1.3)
- Develop greater self-confidence (PE.5.PR.4.1/ 5.MEH.1.1)
- Overcome personal fears and obstacles (4.MEH.1.2/ 5.MEH.1.2)
- Learn to support and encourage teammates (4.MEH.1.2)

POTENTIAL ACTIVITIES:

- Training on safety, climbing skills and equipment
- Climb on a 30-foot wall while wearing a harness and an automatic belay system
- Climb either ramps or pixie sticks to the treetop hammock, above the climbing wall, with helmet
- Discussion and debriefing time

Power Pole (Age Minimum of 12 Yrs Old)

GOALS:

- Develop self confidence (PE.5.PR.4.1/ 5.MEH.1.1)
- Control how high or far you would like to go with the activity (PE.5.PR.4.1/ 4.MEH.1.2)
- Learn to support and encourage yourself and others (4.MEH.1.2)

POTENTIAL ACTIVITIES:

- Training of safety and equipment
- Learning commands and following directions
- Discussion and debriefing

EVENING PROGRAMS

Overnight Trips Only

Campfire

GOALS:

- Fun!

POTENTIAL ACTIVITIES:

- Enjoy the evening as camp staff lead skits and songs with students
- Make and enjoy a classic camp S'more

Action Auction

GOALS:

- Fun, creativity, and imagination
- Cabin or activity group team building

POTENTIAL ACTIVITIES:

- Students will gather a few items from their cabin to play a crazy game show like game
- Professional judges (teachers and staff) call out an object/ prompt that teams work to complete/create
- Teams gain points for the best time and creativity, but sometimes the points just don't matter!

Zingers

GOALS:

- Fun
- Cabin or activity group team building
- Short games to keep students interested and wind down for the evening

POTENTIAL ACTIVITIES:

- Each team will be challenged as they rotate through a series of group-activity stations

Night Hike

GOALS:

- Raise the students' comfort level of the dark
- Create greater sensory awareness
- Discuss different wildlife and adaptations used by nocturnal animals

POTENTIAL ACTIVITIES:

- Participate in a short hike around the camp grounds
- Discuss different parts of the eye, and how senses are affected in the dark
- See different constellations and discuss their stories

Quest (NEW in 2025!)

GOALS:

- Fun and Creativity
- Cabin or activity group team building

POTENTIAL ACTIVITIES:

- Game Show like game that consists of 3 challenges- Scavenger Hunt, Trivia, and Music ID
- Gain points for your team during each round of that challenge
- Students can swap out who competes for their team each round of challenges

Battle Ball

GOALS:

- Fun
- Use some energy

POTENTIAL ACTIVITIES:

- Group/ cabins come up with cheers and chants to support their team
- Groups play a round robin style of dodgeball