

Camp Osgood
Summer Camp for Environment and Culture

Sam Drake and James Pierpont

Parks and Conservation Capstone

Paul Smith's College

Abstract

Camp Osgood is a look at the potential for an outdoor environmental summer camp to be developed in addition to the current property and function of Osgood farm. Looking at why people are drawn to camps both children and adults alike a summer camp at Osgood Farm could be both beneficial on an individual and community level. We found that a summer camp such as Osgood in the location surrounding Saranac Lake could be very beneficial and leave a lasting positive impact and provide opportunities.

Table of Contents

Introduction...	4
Location...	4
Background...	5-6
Statement of Need/ Vision...	6
Strategic Direction...	6-7
Project Plan/ Purpose...	7-8
Program Benefits...	8
Program Challenges...	8-9
Survey...	10-13
Survey Discussion...	13-14
Risk/ Mitigation...	14
Expenses...	14
History of Osgood...	15
Outdoor Education Summer Camp at Osgood Farm...	15-16
What the Camp Provides...	16-17
Marketing...	17-18
Camp Organization...	18
Camp Staffing...	18-19
State Regulations...	19
Risk Management...	20-22
Needs Assessment...	22-23
Interview...	23-26
Resources...	27-29

Introduction

Benefits associated with experiences in nature can be viewed in the context of nature-based education and summer programming. Our project is designed to provide the scope, context, feasibility, and proposal of a summer camp located within the Adirondack Park on the Osgood Site of Paul Smith's College in Paul Smith's, New York. Further, the programming and scope of the project focuses on environmental education by increasing social and cultural awareness of and for the natural world. We believe that this site is an ideal location in the context of developing a summer camp for local youth. This summer camp would benefit the local community and economy.

Location:

The Adirondack region is a somewhat isolated area located in the center of one of the largest liberal states - the general relationship between the local community and nature is one that can be seen in documents, pictures, advertisements, movies, media. Additionally, interactions with nature are more likely and possible within the Adirondack region than an urban environment such as New York City.

The site needs improvements to facilitate a summer day camp, yet the location and history of the site are why it was chosen. In the heart of the Adirondacks, one of the largest protected areas in the country, the camp is positioned to provide a unique nature-based experience. Fostering a summer camp in this region not only enables campers to experience the natural world, but is set in a location that is protected for the benefit of the environment.

Background/Research:

Laws and policy dictating what is or is not protected is a direct result of the public's opinion, relationship, and education regarding the natural world and environment. Constituents that have an emotional affinity may be more likely to vote for policies protecting the environment - if this is the dominant and hegemonic view, policy and laws will shift towards actions and policies that favor environmental protection and sustainability. While the camp is not designed to indoctrinate a generation into a specific worldview, the idea is to foster a connection to the environment that in turn will *hopefully* help to protect the future natural world.

Programming involving natural experiences has the possibility to increase wellbeing and understanding of the natural world. For example, a study of several urban and non-urban summer camps with differing curriculum indicated that experiences in nature increased the children's emotional connection towards nature (Collado, 2013).

This study found that while the nature experiences increased the wellbeing of the children, it is their emotional affinity to nature and ecological beliefs that directly and independently mediated the effect of which nature has on the children's ecological behavior. In connection to summer programming for children, this indicates that while the programming itself may not change the beliefs of the children, the increased affinity towards nature may result in an increased understanding of the natural world. Placing camps in natural settings may enable that emotional affinity to flourish. Beliefs may not have to change, but an understanding of these concepts at an early age may result in an overall increase in future generations' interaction, impact, and connection to the environment. With increased knowledge and experiences,

individuals are able to relate current events and experiences to previously learned knowledge. Damage and environment impact can be mitigated if those learned experiences result in a view of the environment in a pragmatic and realistic sense - integration, sustainability, and pollution mitigation.

Much like a stone rolling down a gradually sloped hill, increased access to and promotion of environmental education at a young age will result in increased rates of understanding and experiences that have a measurable and direct impact on the natural world. Individuals that have positive experiences in nature may be less likely to partake in activities or promotion of industries that pollute or degrade the environment.

Statement of Project Need/Plan Vision

The vision of the summer camp is to have a mix of environmentally-based and fun activities that focus on a specific theme each week. Themes include topics such as: amphibians and birds, streams and habitats, agriculture (which is basic planting of summer veggies, or picking the harvest), and various other nature based themes. Each day will be different and will have different activities. However, the daily schedule and requirements are flexible, group leaders and campers can decide to scrap the entire plan and come up with their own.

Strategic direction

Expanding upon programming and philosophy already established at Osgood Osgood has been a “case study” for numerous sustainable projects and experiments; utilizing farming, bee-keeping, primitive non-locomotive methods (horses, manual labor) and other

activities. campers will leave the camp with a heightened sense of place and ideally a more educated and thoughtful perspective on consumption and sustainable practices. The direction of the camp is to align itself with current trends and established thoughts regarding environmental education as well as sustainable practices. These practices and concepts, if instilled early on, can help develop a broader understanding of the natural world.

Statement of Project Purpose/Plan Mission

Our ultimate goal is to foster an environment where campers are able to primarily have fun, create friendships with peers, and experience the outdoors, while reinforcing and establishing environmental awareness and ethics. The summer camp will reinforce community engagement and support. We believe that the camp would improve healthy activity, feeling of safety in social settings, and overall well being of the campers.

Forest day-camp focused on environmental education and increasing social and cultural awareness of and for both the natural and native environment. An added benefit to the programming is that it provides students the ability to study and continue experiences furthering their education. The program increases awareness of Osgood Farm, the environment, as well as Paul Smith's College. Osgood utilizes farming, bee-keeping, primitive non-locomotive methods (horses, manual labor) and other activities. campers will leave the camp with a heightened sense of place and ideally a more educated and thoughtful perspective on consumption and sustainable practices. These practices are not known to average individuals, so add an extra "moment of magic" to the experience. While this may be temporarily exciting, these added activities are

included as a specific “wow factor” that is intended to help instill and solidify natural or environmental concepts in the mind of the youth. This should not be confused for indoctrination - the push of environmental concepts relates specifically to understanding what may be good or bad, for the environment.

Program Benefits

The beneficiaries of this project vary in scope from the broader local community to the overall global society. The local community benefits from a nature-based summer camp through children and parents - the children (campers) benefit from access to a summer camp, while the parents benefit from the increase in finding options of summertime childcare - a process that can be difficult and expensive.

Beneficiaries would be those who attend the camp directly, their parents, as well as people employed by the camp. The local community benefits as there is increased access to child care, programming that is not only hard to find but expensive. It is our goal to establish a scholarship to ensure that there is access for those less fortunate or who may not be able to afford the fees associated with the camp. It is our belief that it is these individuals that need the camp the most, as they may be struggling to provide adequate care for their children and need assistance. The camp is not designed to be purely profitable. The camp is designed to help the families involved, the youth at the camp, and the local community.

Challenges/Barriers to the Project

Initial barriers to the project included access to the site, access to information about the site, as well as limited access in general as a result of the coronavirus pandemic. While the site access was important in establishing core ideas and possible avenues of forward progression with

the camp proposal, we were able to maintain mental images of the layout, resources, and “feel” of the site itself - despite not being nearby. The setup of our project was able to change to accommodate the new world order through distance learning, technology, and communication. While these are benefits associated with completing and submitting the project, they have potential limitations. We had interviews planned with a representative of the Osgood Site before the pandemic, yet had an option in place to do the interview remotely or over email - this has stayed the same and connects the interview and stakeholders to the project scope and purpose. The representative of the Osgood Site may not have been able to show us the Site in person but the value associated with this interview was gaining knowledge, insight, and suggestions regarding the proposal and feasibility of the Summer Camp.

Primary Barrier:

The largest potential barrier to this project was the inadequacy or nonspecificity of information relating to average summer camp numbers in the area as well as the opinions of the constituents of the broader local area. We intended to survey a portion of the local population, student body, faculty at the school, VIC staff, as well as Osgood affiliates. The survey intended for these potential stakeholders will be included in the project to provide additional information regarding the scope, direction, and purpose of the summer camp.

Demographics:

The surveyed population would be the local parents, teachers, townspeople and the general public. The locations of individuals surveyed would be Saranac Lake, Tupper Lake, Lake Placid, Gabriels, and other locations nearby. Directly around the site are stakeholders that include students, professors, alumni, and owners/vacationers in great camps throughout the

immediate area. The survey would be done through google forms and would have several non-invasive basic questions directed at determining general age, family status, and likelihood of supporting the camp. The information would be anonymized, confidential, yet would be used by the project team. Length of the survey is meant to be 4-5 minutes, and five to six questions. Each question will be answered with closed choice.

The questions to be used in conjunction with this project are the following:

Survey

Question 1: Do you consent to continue this survey, understanding that the data you provide may be used in analysis and/or published in an anonymized way?

Format: **Close-ended (forced choice or not?)** OR Open-ended

Possible responses:

1. yes
2. no

Yes or no question, very definitive responses for an important and specific question

Confirmation of consent to conduct the survey, as well as confirmation of consent to publish data in an anonymized fashion. Determine those who consent, and those who do not, and remove data from those who have not consented to further analysis of their information.

Question 2: How old are you?

Format: **Close-ended (forced choice or not?)** OR Open-ended

Responses:

1. 0-10
2. 10-15
3. 15-18
4. 18-25
5. 25-30
6. 30-35

7. 40-45
8. 45-50
9. 50+

The question is numbers based and our data is driven by responses from specific age-ranges.

This is meant to differentiate between stakeholders that are in the age-range of prospective parents and those simply interested or related in a non-parental capacity (grandparents, family, friends, teachers, elderly, etc).

Potential interest or likelihood of data driven by age – to see who is responding to the survey and how we can further analyze those specific subsets

How will you analyze the data from this question?

Group based on age - charts.

Question 3: Do you have Children/ what age are they? Multiple answers possible

Format: **Close-ended** (forced choice or not?) OR Open-ended

Responses:

1. no, I do not have children
2. Yes, 0-3
3. Yes, 3-4
4. Yes, 4-5
5. Yes, 5-6
6. Yes, 6-7
7. Yes, 7-8
8. Yes, 8-9
9. Yes, 9-10
10. Yes, 10-11
11. Yes, 11-12
12. Yes, 12-13
13. Etc...

Why did you choose this format?

To hone in on specific respondents' answers if they have children within any age range – these individuals would have the best insight into whether or not parents may be likely to send their children to this proposed camp – they would be the stakeholders.

What information are you hoping to get from responses?

Age ranges of potential campers to differentiate potential projects or activities at the camp – it would direct the shift of who to gear the camp towards.

How do you plan on using this information for your project?

Published data/graphs to further determine local likelihood

How will you analyze the data from this question?

Question 4: Are you “local”?

Possible responses:

1. Paul Smiths
2. Gabriels
3. Saranac Lake
4. Tupper Lake
5. Lake Clear
6. Lake Placid
7. I would consider my location to be local within this area, but it is not listed
8. I am not local or identify as a local of this area

Format: **Close-ended (forced choice or not?)** OR Open-ended

Forced choice to determine if the respondent is from the area, local enthusiasm is necessary information for the project – outside perspectives may be valued, yet do not shed a light on the specific stakeholders of this plan.

Geographic information to see where respondents are coming from, and what differences in location may say about likelihood of supporting the camp.

Combining with other information for further analysis.

Question 5: Would you send your children to, or would you support a Nature-Based Summer Educational Camp at Osgood pond?

Possible responses:

1. No, I would not send my children to the camp, but I would support the camp
2. No, I would not send my children to the camp and I would not support the camp
3. Yes, I would send my children to the camp and I would support the camp
4. Yes, I would send my children to the camp, but I would not support the camp
5. I do not have children but I would support the camp
6. I do not have children and I would not support the camp

If Yes, why? (open response)

If no, why? (open response)

Format: **Close-ended (forced choice or not?) OR Open-ended: Possible: both**

Combination of closed and open to answer specific questions in a yes or no format, as well as potential open-worded responses either for or against the camp – could be useful information in evaluating specific feedback.

Will combine this information with other questions to paint a picture of who would or would not support this camp, where they are from, what age they are, and whether or not they consent to the information being published.

Survey Discussion:

The Adirondacks location is an incredibly important aspect of the project and potential benefit to the summer camp. For example, as discussed earlier, a child's emotional affinity towards nature may not increase as a result of nature-based programming. However, the interaction and exposure to nature and the environment creates a connection that enables children to foster beliefs and values benefitting nature. Individuals may be less likely to engage in environmentally destructive activities as a result of increased relationship to nature.

People are products of their environment. If a social environment is one that emphasizes the importance and necessity of sustainable and environmentally friendly practices, individuals within that society will be less likely to pollute, overharvest, or promote activities that require such consumption. Individuals are most susceptible to environmental changes at a younger age; fostering this sense of importance can solidify environmentally friendly beliefs for an entire

generation. A summer camp with nature-based activities and design benefits the campers, local community, the site itself, the environment, and society in general.

Project Risks and Project Risk Mitigation

Risks associated with this camp must be detailed, documented, and insured. Summer camps can be an opportunity to ensure the safety of campers but can also open up the possibility for injury. Risks would include allergies to specific plants and/or animals/insects - and for parents/guardians to establish such allergies on the medical information sheet. Additionally, staffers should understand how to operate epinephrine auto-injectors, as well as deal with a wide variety of common but serious allergic reactions. This knowledge should be documented and should stem from an accredited training program that certifies individuals.

Project Expenses

Expenses associated with this project include infrastructural issues, utilities (approval and installation), maintenance, employees (healthcare, insurance, wages), permits and licencing, taxes, materials (day to day camp materials), food, regular supplies, marketing, and extraneous/surprise expenses/broad insurance.

Additional Expenses

- Guest Speakers, Craftspersons
- Field Trips
- Any gear rental

Brief History of Osgood Farm

Osgood Farm is nestled at the foot of Osgood Pond right in Brighton county in the northern Adirondacks (Paul Smith's Osgood). What we know as Osgood today started in the mid 1850s as the Wardner brothers along with a friend managed to survive the winter at the foot of Osgood Pond not far from where the barn is currently situated. Being able to sustain the three men over a harsh north country winter is where they pulled their inspiration from as the pond was bountiful enough to house life and named it after Arthur Osgood, the first man to attempt farming in the region. Since it was fully established as Osgood farm and Pond it did not slow down at all. It saw patients during the tuberculosis epidemic when it served as a spot for recovering.

Fastforwarding to the 1930s and the Paul Smith's Hotel when the land around Osgood was converted to a golf course for the hotel guests, and after that was used by the boy scouts for a campsite. Present day the land is utilized by Paul Smith's college as the Osgood farm site and the surrounding land for forestry.

Outdoor Education Summer Camp at Osgood Farm

Exposure to the outdoors and learning about the environment is an important part of a child's development in order to better understand the natural world better, this is exactly what the summer camp at Osgood Farm aims to provide. We hope to bring this positive education experience to not only the families of the Adirondacks but from the lower center tiers of New York and East to the greater New England area. Camp Osgood would not only emphasize and educate on the environment but the social and cultural factors that contribute to the larger

ecosystem of the area. The camp would primarily focus on the local native culture and environment as being located in the Adirondack Park we are fortunate to be home to unique cultures and environments not found elsewhere in the region.

Our goal is to focus on ages 5-14 as we see those ages as the best to establish environmental science skills and knowledge and then apply that as they grow and progress upon their return to Camp Osgood. From these ages will divide up the campers into 3 age groups as different ages have different capabilities and restrictions. It is with this that we hope to bring a uniform and enjoyable experience for all campers that encourages both growth in environmental knowledge but as a human belonging to the greater ecosystem.

What products and Services will Camp Osgood provide?

Camp Osgood looks to foster a sense of pride and stewardship along with our environmental and cultural education aspects in camp. At camp kids will learn applicable skills such as fire and shelter making, proper gardening techniques and practices from the large garden bed at Osgood. The hands on skills would not end there, camp Osgood is right across the street from the Paul Smith's Visitor Interpretation Center (Vic). Along with Osgood pond (which can be used for studying water habitats or recreation) the Vic would host many of our environmental teachings. The Vic has several unique biomes within its grounds providing the campers with the opportunity to learn about the local environments. There is also the chance for the campers to use the 18 hole disc golf course that lies adjacent to the camp itself. Camp Osgood does emphasize our aim to educate and raise awareness about the environment and local cultures. We also want to fulfil the goal of providing a memorable and fun experience in all facets for all

campers. We have the local osgood pond rite on site that can be used for swimming and boating, we have hiking, fishing, outdoor cooking and much more. We have everything needed to provide the ideal summer experience for any camper that has spent most of their time outdoors to the camper that thi may be their first time in an outdoor wilderness setting.

What Our Camp Provides:

- Environmental stewardship of the land
- A broad array of survival and bush skills
- Hands on scientific learning about the native ecosystems
- Exposure to awareness and roles of local native cultures
- Education and practice about local agriculture and edibles

Spreading Awareness, Camp Osgood marketing strategy

As Camp Osgood is a new camp without an established camper base Camp Osgood will need an intensive and far reaching marketing strategy to accomplish the camp goals. As we hope to have attendees from not just within New York but the greater New England area would require extensive outreach to gain enough awareness and pull in order to attract people from a further distance.

This is important for our camp to do as we hope to attract campers from far beyond the boundaries of the Adirondack Park, we want to show what the park has to offer to those who do not normally get to experience the bounty of natural beauty that we are lucky enough to have at our disposal here at Camp Osgood.

Our strategy for getting the word about our new camp will be to identify the potential stakeholders that would be involved in the camp, in this case the families with children in the age range for Camp Osgood. In order to do this will administer surveys to gauge the interest in different areas we have identified with the demographics that we think would attend the camp.

Camp Organization:

Although Camp Osgood is free flowing and provides the environments for the campers to explore and learn on their own this does not mean that there is not a very solid overarching structure to the camp in place, this is necessary to ensure not just fun but also safety.

Camp Osgood will be a Monday through Friday that included field trips during the week. In order to accomplish the small local field trips we hope to use the Paul Smith's college van fleet. Having our staff acquire van driving permits will be simple and ensure safety for out campers off site. We will most likely set our campe limit at 50 and have 10 trained group leaders, leaving the ratio 5-1 which is very good for an outdoor camp. This helps to increase the attention and care that each camper gets but as well as increases safety and organization.

Camp Staffing:

Adherence to local, state, and federal guidelines regarding proper staffing ratios, organizational requirements. Camp Osgood is determined to provide the best possible staff and

Camp Staffing continued

camp leader that we can in order to achieve our camp goals and ensure that the campers have the most enjoyable time they can while here at Osgood.

At Camp Osgood we will have excellent ratios of staff to campers, we feel that a more hands on approach in smaller groups can help to provide an environment where campers, especially younger campers, feel most comfortable and apt to learn. All camp staff will have the required New York State requirements in child first aid and additionally we will get wilderness search and rescue certifications as well given the location of the camp. Allow no camper should ever get lost or wander off in any circumstance we want all of our staff to be able to properly execute a search if need be. We feel that this is necessary even with clear camp rules and boundaries because the Adirondack park is a massive area that even adults can get turned around in. Staffing for the camp can vary from college students to high school students - the camp would hire individuals from Paul Smith's College and the surrounding area, as well as high-school students in the nearby area. This benefits the students and provides access to additional summer positions.

Hiring:

Hiring individuals from the local area, as well as serving the local area, results in programming for youth that need it, and increased jobs for the youth. Considering the urbanization of our country, positions in rural areas are becoming harder to find. It is imperative to provide as many services as possible without spreading distribution too thin - operations and services that benefit several people should be seen as a way to improve the community.

State Laws and Regulation to be Followed

New York State has very specific rules and regulations for opening camps. These are even more so when dealing with a camp that includes children. Luckily The State and the DEC make finding these forms very easy and accessible. As we hope to maybe even integrate into the DEC camp system will make sure that we have the same regulations and systems in place to ensure that if the opportunity for a merger with the state camp system was to happen that Camp Osgood would already have essentially everything in place and to code.

Risk Management

The outdoor recreation field can be a dangerous one, as a result people can shy away from spending time outdoors and learning about the environment as a result. At Camp Osgood we look to demonstrate and teach the campers that yes, nature is not something to take lightly, but with proper knowledge and trainer it does not have to be. Not only is our staff trained and prepared for whatever might happen we want to pass these skills on to our campers as to prepare them for adventures when they are not at camp.

Health and Safety:

As Camp Osgood will be taking place in the Adirondacks in an outdoor setting with children health and safety is paramount for the camp. Not only is it required, but the camp wants to ensure that the campers can be as stress free as they can when participating in an activity and playing outside in nature. We will have all staff on site trained in first aid and we will have first

aid kits available at the camp in many accessible places as well as having traveling medical kits when we take trips off of Osgood.

First Aid:

Mentioned before we would have first aid kits readily available in multiple locations around Camp Osgood. Our staff will be trained in not just traditional first aid but the required first aid that addresses child first aid and child cpr. These are required by New York State to be acquired by all staff before the start to camp. Another key aspect that we will have in place to insure the safety of all staff and campers are strict medical laws of all campers there for a given day. Both James and I having worked in the camp setting know and understand that clear and ready access to medical records are key for any camp but especially when it comes to youth in the outdoors. This helps us keep track of allergies, conditions or medications that a camper may have.

Accessibility:

Camp Osgood will adhere to the ADA and will be as accessible of a camp as we possibly can. It is our belief at Camp Osgood that everyone should have access to learn about the environment out in nature. This is important as nobody should be withheld from proper environmental learning if they so desire to do so and at Camp Osgood it is our hope to be as inclusive as possible.

Emergency Protocols:

As Camp Osgood calls the Adirondacks home we need to be prepared for either animal or incimate weather events. While the likelihood that we would encounter a bear or moose is

very small they do live in the adirondacks and it is something that the camp will be prepared for. We will encounter sudden storm and harsh weather but these are more typical and we can partially rely on the weather broadcast to get an idea of the severity ahead of time. We will have a lightning resistant and grounded structure as well as a briefing on what to do and where to go in the event of a severe weather event at the start of each camp week.

Needs Assessment

Although in its current state Osgood Farm would make an excellent spot for a camp with the surrounding natural beauty and resources along with the current infrastructure there, it would still need significant work in order to become a recognized and official camp by New York State. Some of these things would be to connect the camp to state water and electricity. This would be needed to construct our other significant need is the assessment. Although the site has a barn and a yurt in place these are not sufficient for a state certified camp, we need proper bathrooms for the kids in addition for a safe shelter space for storm events. This is very important as it will be the central hub of the camp. While the barn that currently stands is in alright shape and will absolutely be used it does not have the potential to be the visitor center of the camp that we want. However one aspect that the barn can be utilized to meet some of our needs is through solar. The barn is a tall structure for the area and has a large roof area, we could install solar here to help decrease the camp's reliance on grid power. As this is an environmental education and culture camp we would like to minimize the footprint that the camp has on the surrounding area.

Additional Needs:

There are also many other things that will need to be done in order to have the site fully run as a summer camp. The first of those things would be a proper gravel entrance and parking area. As of now the entrance is earth and is almost undivable in the spring as a result of mud, this would need to be fixed for ease of access to the camp. There is currently no designated parking spaces so we would have to set aside land for that. No additional live trees should have to be cut for the implementation of a parking area, there is adequate room already available.

Interview

We were able to contact and ask Bethany Garretson, the founder and director of the Osgood Program, about the site and how it could be integrated with an education summer camp.

Question 1: What is your overall relationship to Osgood Farm?

Possible follow up questions: Can you tell us more about the osgood students and their relation to Osgood both currently and in the future?

Interviewee response: I founded the Osgood program and Osgood Farm with a group of PSC students Fall 2015. We had our first garden on site summer 2016 and I acted as manager. 2017, we employed two PSC students as workers, 2018 a caretaker position was established, in 2019 we let the site become more of a community garden space and students volunteered and used the garden. Because of Coronavirus, I'm not sure what will happen this summer. My SOC 315 class usually starts the seeds and obviously we haven't been able to do that. Most likely the site will not be used this summer, the first time in four years.

***The Osgood students live in Lambert House, it's a living learning community (Check out my faculty page, you can just google Bethany Garretson Paul Smith's College... there are some good links there) and we meet for classes every Monday 2:30 to 5:30 at the Osgood farm site. They are caretakers of the site and design projects in class to improve it. This year we have partnered with Crua Outdoors and the students will be using Crua tents to camp on site. I feel it is a strong system and would like to continue it into the future.**

Demand for Osgood is high, so that's good.

Question 2: Do you think Osgood Farm has the potential to host an outdoor environmental education camp? How would you describe the culture of Osgood farm?

Interviewee response: Most definitely! And we have to some degree. We've done summer programming 2016-2018, with day classes on how to make fire, set traps, establish a camp... etc. The programs were marketed by the VIC. I did try to host a four day overnight primitive skills camp, but response rate was low.

***The culture of Osgood farm is awesome, it's beautiful and relaxing. We do have challenges though, with the summer season there is so much potential, but so few students. I'm not sure how to get around this, we've definitely tried over the years.**

Question 3: What assets do you see the property having already and out of those what do you see as the most beneficial? Such as the barn, garden and more. What other practical unique facilities could help set aside this camp from others and benefits the campers towards environmental education?

Interviewee response: The property is next to the VIC and disc golf course, along with PSC college, I feel it's ideal for camping and hosting educational environmental camps, even if the campers stayed in the dorms a few nights, they could camp at Osgood. Personally, I like the idea of full out camping. So you have a garden space, barn, pond... trails... it's ideal. Oh, and it's easy access! Which is perfect if there's an emergency. And it has cell phone service.

Question 4: As a professional with experience in the field what additional assets do you believe could be beneficial to add to osgood in the formation of a summer outdoor education camp? One aspect we are looking at with the camp is the impact and benefits to practical learning skills that can be amplified when in an outdoor setting. How could we incorporate that here at osgood?

Interviewee response: The idea of a camp is great. Of course it is... but, you need someone to run it. You need marketing, there's a lot. I think Osgood already has what it needs to be an outdoor learning school, especially if you incorporate the VIC. An additional/new outhouse would be beneficial and improvements on the barn would be needed to take the general public in.

Question 5: What utilities does the camp currently have? What are the restrictions and limitations of connecting the camp with municipal water and electricity?

Interviewee Response: The site has an accessible road, cell phone service, shelter, and one outhouse. There is no electricity or running water. You could use the VIC for that. I also use a gray water system... it's just like camping in the Adirondacks!

References

- Bilton, H., & Waters, J. (2017). Why Take Young Children Outside? A Critical Consideration of the Professed Aims for Outdoor Learning in the Early Years by Teachers from England and Wales. *Social Sciences; Basel*, 6(1), 1.
- Browne, L. P., Gillard, A., & Garst, B. A. (2019). Camp as an Institution of Socialization: Past, Present, and Future. *Journal of Experiential Education*, 42(1), 51–64.
- Collado, Silvia, et al. “Experiencing Nature in Children's Summer Camps: Affective, Cognitive and Behavioural Consequences.” *Journal of Environmental Psychology*, vol. 33, 1 Mar. 2013, pp. 37–44. *Children's Camps*. (n.d.). Retrieved February 10, 2020, from [/](#)
- Damerell, P., Howe, C., & Milner-Gulland, E. J. (2013). Child-orientated environmental education influences adult knowledge and household behaviour. *Environmental Research Letters*, 8(1), 015016.
- DOYLE, R., & KRASNY, M. (2003). Participatory Rural Appraisal as an Approach to Environmental Education in Urban Community Gardens. *Environmental Education Research*, 9(1), 91–115.
- Jenkins, J. M., & Pigram, J. J. J. (Eds.). (2003). *Encyclopedia of leisure and outdoor recreation*. Routledge.

McLaughlin, C. (2017). 70 Years of Magic at Dec Summer Camps. *New York State Conservationist*, 72(2), 12–15.

Requirements for Children's Camps in New York State. (n.d.). Retrieved March 2, 2020, from <https://www.health.ny.gov/publications/3603/>

Ozsoy, S., Grodzinska-Jurczak, M., Kilinc, A., Gough, A., Tekkaya, C., Sivek, D., Sahin, E., Alerby, E., Tuncer, G. T., Culen, G. R., Kidman, G., Ertepinar, H., Cakiroglu, J., Heimlich, J. E., Lidstone, J., Stoltman, J., Barraza, L., Mckenzie, M., Kubiato, M., ... Cebesoy, G. (n.d.). INTERNATIONAL ELECTRONIC JOURNAL OF ENVIRONMENTAL EDUCATION Vol. 2, Issue 2, June 2012. *International Electronic Journal of Environmental Education*, 2, 87.

(n.d.). Retrieved from <https://www.paulsmiths.edu/osgood/>

Shandra Nicole Frey, & Vernon Parent. (2019). A Residential Camp's Impact on Youths' Leadership Skills and Natural Resource Knowledge. *Journal of Youth Development*, 4, 101.

State Regulations for New York. (2015, August 14). American Camp Association.

<https://www.acacamps.org/resource-library/state-laws-regulations/state-regulations-new-york>

Uhls, Y. T., Michikyan, M., Morris, J., Garcia, D., Small, G. W., Zgourou, E., & Greenfield, P.

M. (2014). *Five days at outdoor education camp without screens improves preteen skills with nonverbal emotion cues.*

Warber, Sara L., Ashley A. DeHudy, Matthew F. Bialko, Melissa R. Marselle, and Katherine N.

Irvine. "Addressing 'Nature-Deficit Disorder': A Mixed Methods Pilot Study of Young Adults Attending a Wilderness Camp." Edited by Alan Logan. *Evidence-Based Complementary and Alternative Medicine* 2015 (December 16, 2015).

Yalçın, M. N. A. (2016). The Effect of Active Learning Based Science Camp Activities on

Primary School Students' Opinions Towards Scientific Knowledge and Scientific Process Skills. *Aktif Öğrenmeye Dayalı Bilim Kampı Etkinliklerinin İlköğretim Öğrencilerinin Bilimsel Bilgiye Yönelik Görüşlerine ve Bilimsel Süreç Becerilerine Etkisi.*, 6(2), 108–125. <https://doi.org/10.18497/iejee-green.78816>