



PANG SOONG LODGE, OUTDOOR EDUCATION AND RESEARCH CENTRE: ECO-ENGLISH, SUMMER CAMPS & YOUTH GROUP PROGRAMMES



OUTDOOR EDUCATION PROGRAMMES

Eco-English Programmes



In 2006 we were commissioned by the Chiang Mai branch of the British Council to design and run an Eco-English programme at Pang Soong Lodge. The project was for a Thai school working in collaboration with a school in England.

The project was an outstanding success, to the point that we decided to expand the concept so that other schools could have access to this innovative and highly interactive format for teaching English using environmental studies as a platform.

Pleased with the results of that pilot project we set about establishing a more structured programme – suitable for groups of different English language skills levels.

With the help of two great educators, both with years of experience in teaching science based and ESL stream programmes, we put together a basic 7 day Eco-English programme for that can be modified for all client group: Universities, International schools, ESL schools, Thai schools, Government & NGO groups.

Clients may take the full 7 day programme, take one or two days of it, or incorporate any number of days from it in a longer programme that includes time at Pang Soong Lodge, Chiang Mai city and beyond. Enquiries welcome

Environmental Study Module 1: Sustainability and clear air

Morning Lessons	Morning Game(s)	Afternoon Fieldwork	Late afternoon confidence building	Evening games and activities
<ul style="list-style-type: none"> • Orient students to the camp and staff. • Introduce the concept of sustainability. • Introduce what is expected during the camp. • Introduce new vocabulary and field books. 	Flash card writing challenge	<ul style="list-style-type: none"> • Students go on 2-hour interpretive trail. • Record observations based on guidelines. • Students share with partners what they observed on trail and report back to the class. 	Team building challenges around the lodge.	Stick game, captain's ball.



Environmental Study Module 2: Wildlife

Morning Lessons	Morning Game(s)	Afternoon Fieldwork	Late afternoon confidence building	Evening games and activities
<ul style="list-style-type: none"> Review previous vocab with a fun flash card game (circle speak). Introduce wild life vocabulary. Students record words and pictures in their field books. 	Food web game	<ul style="list-style-type: none"> Biodiversity quadrant fieldwork. Students are spilt up into teams and assigned to a measured plot of land to study. As a team they count and record observations of the plant and animal species found. Data share and group discussions upon return to the lodge. Group write up. 	Wildlife diorama (arts and crafts)	Night trek around the lodge to observe nocturnal creatures with spotlights, accompanied by discussions and displays of animal adaptations.

Environmental Study Module 3: Land management

Morning Lessons	Morning Game(s)	Afternoon Fieldwork	Late afternoon confidence building	Evening games and activities
<ul style="list-style-type: none"> Review previous vocab with 'vocab trade' game. Introduce new vocab. Students record words and pictures in their field books. Interactive brainstorming with teacher on crops grown in the area and other zoning. Group sketches a community map. 	<p>Group departs for Teen Tok Royal Project tour.</p>	<ul style="list-style-type: none"> Students expected to record notes and observations of the site and information provided on the tour. After a picnic lunch, students share with one another and have group discussion with facilitator. 	<ul style="list-style-type: none"> After returning to the lodge, students are given a brief introduction to scientific data collection. Students trek to nearby coffee and tea plantations to measure length, width, distance and temperatures of tree plots. Record observations in field book. All information collected by teacher and averaged. Discussions on general trends. 	<ul style="list-style-type: none"> Village headman provides a lecture (translated if need be) on how he and the village committee manage the community forest. Campfire songs, stories and free time.



Environmental Study Module 4: Land management - urban

Morning Lessons	Morning Game(s)	Afternoon Fieldwork	Late afternoon confidence building	Evening games and activities
<ul style="list-style-type: none"> Review previous vocab with 'smash and grab' game. Introduce new vocab. Students record words and pictures in their field books. Interactive brainstorming with teacher on crops grown in the area and other zoning features of the surrounding landscape. 	<ul style="list-style-type: none"> ECO – Jeopardy 	<ul style="list-style-type: none"> Unnatural trail. Student group(s) walk the trail and collect unnatural items OR sketch items that are too large to carry back (ie. motorbike). Students display their collected items and members of each group shares with whole group where and why the item was collected. 	<ul style="list-style-type: none"> Power point slide show of cityscapes. Discussion. Student groups are directed to create their own "cities" which should include all significant infrastructure for a city to operate. Students critique each other's "cities". Placement of buildings, road design, power sources, etc 	<ul style="list-style-type: none"> Movies and free board games.



Environmental Study Module 5: Water management

Morning Lessons	Morning Game(s)	Afternoon Fieldwork	Late afternoon confidence building	Evening games and activities
<ul style="list-style-type: none"> Review previous vocab with worksheet. Group correction and discussion of worksheet facilitated by teacher. Introduction of new vocabulary and visual descriptions of the water cycle (posters and actual mimic of the water cycle by boiling water). Students work on field books together. 	<ul style="list-style-type: none"> Pictionary and charades. 	<ul style="list-style-type: none"> Dissolved oxygen water testing. Students travel to the stream to take samples of water at various locations. Students are to record: water temps, air temps, turbidity (is water cloudy/clear?) and to write brief description of collection site (water is fast-moving, still, moving over rocks, approx depth of water at site) Groups are to perform pH, dissolved oxygen, nitrate, phosphate content. Data collected and later discussed in classroom with teacher facilitating. 	<ul style="list-style-type: none"> Teacher gives directions for group or groups to create a skit whereby members of the group "act out" the relevant terms. Students encourage to present terms somewhat simultaneously (ex. "flooding" and "erosion" can accompany "water cycle") Groups have time to practice skits and later perform. 	<ul style="list-style-type: none"> Wildlife videos shown for those interested. Board games and cards available for others.

Environmental Study Module 6: Sustainability

Morning Lessons	Morning Game(s)	Afternoon Fieldwork	Late afternoon confidence building	Evening games and activities
<ul style="list-style-type: none"> Review previous vocab with 'vocab trade' game. Introduce new vocab. Students record words and pictures in their field books. New vocab introduced. Students fill out 'eco footprint survey' about their lifestyles and figure out their 'footprint' via calculations provided on the internet. Discussions on how to reduce our negative impacts on the planet. 	<ul style="list-style-type: none"> Hug a tree and natural orchestra games played outside. 	<ul style="list-style-type: none"> Students trek the 'Piney hill'. While trekking, students are playing a scavenger hunt in which they have to find natural objects that are blue, soft, spiky, dead, wet, etc. Some lectures along the trail explaining differences in ecosystem, ethno-botany, use of the environment (cattle, grazing, pine trees as fire-starters and charcoal, and subsequent human impact, geology, identifying national parks surrounding the area, etc) 	<ul style="list-style-type: none"> Team building challenges around the lodge. 	<ul style="list-style-type: none"> Group games out on the field, followed by astronomy discussions (weather permitting).



Summer camps



Having reviewed the various summer camps options on offer in S.E. Asia we have decided to introduce a new model for summer camp programmes effective 2010.

The programme will be open ended allowing students to join for any number of '1 week blocks' (Monday to Sunday) over the summer break period. The 4 x 1 week modules are as follows:

[Module 1](#) – Environmental & outdoor education based from Pang Soong Lodge, Outdoor Education & Research Centre.

[Module 2](#) - Sightseeing, adventure outings, and special interest courses, from Chiang Mai city.

[Module 3](#) – Volunteering and outdoor adventure training at Maekok River Village Resort, Ban Thaton.

[Module 4](#) – Scuba diving, snorkeling, kayaking and marine ecology – southern Thailand.

1. **Multi-choice itineraries.** Each day's programming runs from 0730 hrs to 2230 hrs and will include:

- (a) A standard morning, afternoon and evening activity programme – included in the price.
- (b) Alternative educational programming at additional cost:
 - English language tuition. English language modules taught for small groups. (very interactive and aimed at using the language in an everyday setting.)
- (c) Special interest courses at additional cost:
 - Meditation, cooking, driving, photography, painting, a mahout course and more.



Scout & Youth Group programmes

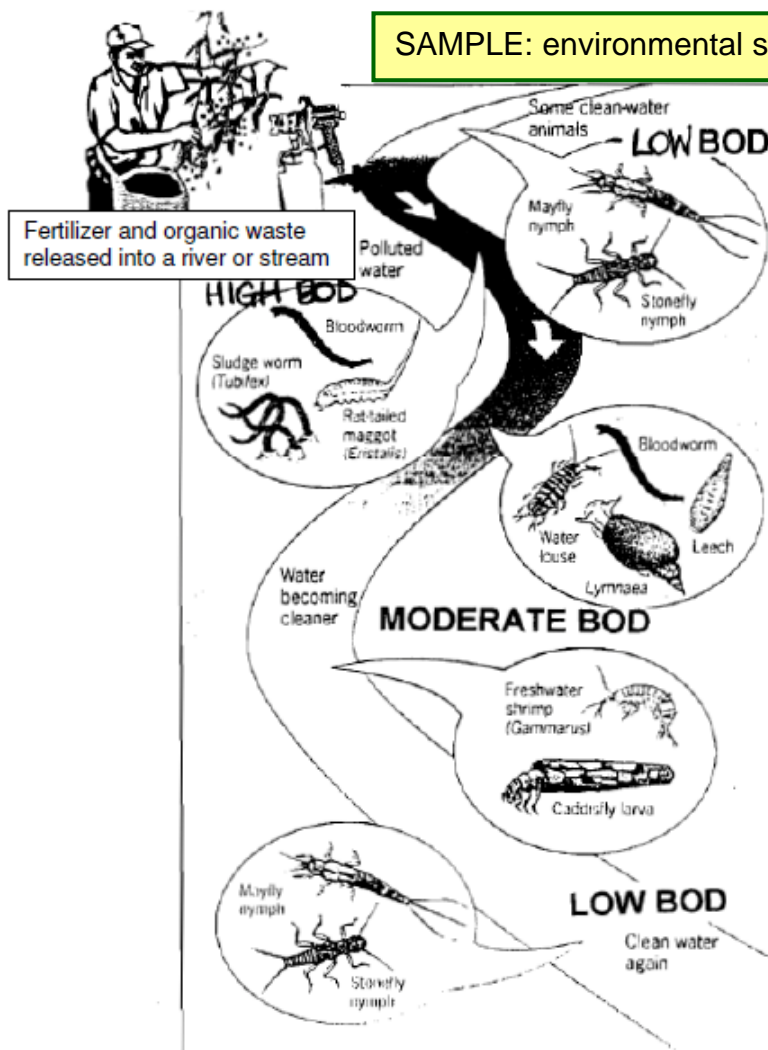


We welcome enquiries from scout and youth groups and can provide such groups with the logistical support that they need to run their own programmes and courses from Pang Soong Lodge, Outdoor Education & Research Centre.

Previous scout groups have undertaken nature treks, lashing projects and camping trips, preparing and cooking all their own meals.

Monitoring Water Quality – What does a Biotic Index Show?

SAMPLE: environmental studies workbook



Freshwater fauna as indicators of river pollution.