PARK MANAGEMENT



Ranger Led Program

THEME: Stewardship

Grade Level: Sixth, Seventh, or Eighth grade Best Time to Plan Trip: Spring or Fall

Unit Rationale

The National Park Service is charged with the management and preservation of the nation's most precious natural and cultural resources. These resources are woven into our natural heritage. They provide opportunities for recreation, appreciation of beauty, historical reflection, cultural enrichment, and environmental education. The future vision of the Service includes protection of park resources; access and enjoyment for all people; education and interpretation of site's contributions to the nation's values, character, and experience; and continuing science, research and resource management of park resources.

STATE CURRICULUM STAND	ards - Tennessee		
Sixth Grade	Seventh Grade	Eighth Grade	
SOCIAL STUDIES Culture 6.1SPI.1 6.1SPI.6 Governance and Civics 6.4 SPI.1 ENGLISH/LANGUAGE ARTS Communication SPI 0601.2.4 SPI 0601.2.5 HEALTH /PHYSICAL EDUCATION Health - Injury Prevention Level 1 Physcial Education - Affective Concepts 6.1.6, 6.2.6	SOCIAL STUDIES Economics 7.2.SPI.2 Geography 7.3.SPI.13 7.3.SPI.18 Governance and Civics 7.4.SPI.1 History 7.5.SPI.1 Ind., Groups, and Interactions 7.6.SPI.1 7.6.SPI.3 ENGLISH/LANGUAGE ARTS	SOCIAL STUDIES Economics 8.2.SPI.1 Geography 8.3.SPI.3 Governance and Civics 8.4.SPI.1 8.4.SPI.2 8.4.SPI.3 Ind., Groups, and Interactions 8.6.SPI.2 8.6.SPI.4 8.6.SPI.5 ENGLISH/LANGUAGE ARTS	
	Communication SPI 0701.2.7 SPI 0701.2.8 HEALTH /PHYSICAL EDUCATION Health - Injury Prevention Level 1 Physical Education - Affective Concepts 6.1.6, 6.2.6	Communication SPI 0801.2.7 SPI 0801.2.8 HEALTH /PHYSICAL EDUCATION Health - Injury Prevention Level 1 Physical Education - Affective Concepts 6.1.6, 6.2.6	





HEALTH AND PHYSICAL EDUCATION STANDARDS GRADES 6-8

HEALTH

Injury Prevention and Safety

Level 1: List safety equipment used for injury prevention (e.g. helmets, pads, harnesses, sunscreen, seatbelts, life preservers, gun locks, etc.)

PHYSICAL EDUCATION

Affective Concepts

- 6.1.6 Recognize that cycling rules exist for personal safety
- 6.2.6 Voluntarily follow the rules for cycling

SIXTH GRADE

SOCIAL STUDIES

Culture

- 6.1.SPI.1 Recognize the basic components of culture (i.e., language, common values, traditions, government, art, literature, lifestyles).
- 6.1.SPI.6 Recognize reasons that cultural groups develop or settle in specific physical environments.

Governance and Civics

6.4.SPI.1 Recognize types of government (i.e. formal/informal, monarchy, direct/indirect democracy, republics, theocracy).

ENGLISH/LANGUAGE ARTS

Communication

- SPI 0601.2.4 Select the most appropriate behaviors for participating productively in a team (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).
- SPI 0601.2.5 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

SEVENTH GRADE

SOCIAL STUDIES

Economics

7.2.SPI.2 Define renewable and nonrenewable resources.

Geography

- 7 .3.SPI.13 Recognize the definitions of modifications on the physical environment (i.e. global warming, deforestation, desert, urbanization).
- 7.3.SPI.18 Analyze the environmental consequences of humans changing their physical environment (i.e., air and water pollution, mining, deforestation, global warming).

Governance and Civics

7.4.SPI.1 Define the different types of governments (i.e., democracy, autocracy, oligarchy, monarchy, dictatorship).

History

7.5.SPI.1 Identify the causes and consequences of urbanization (i.e. industrial development, education, health care, cultural opportunities, poverty, overcrowding, disease, pollution, crime).





Individuals, Groups and Interactions

7.6.SPI.1 Identify ways family, groups, and community influence daily life and personal choices.

7.6.SPI.3 Recognize the causes, consequences and possible solutions applied by governing bodies to persistent global issue (i.e., health, security, resource allocation, economic development, environmental quality.)

ENGLISH/LANGUAGE ARTS

Communication

SPI 0701.2.7 Select the most appropriate behaviors for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority).

SPI 0701.2.8 Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

EIGHTH GRADE

SOCIAL STUDIES

Economics

8.2.SPI.1 Recognize America's natural resources (i.e., land, timber, fish, animal, pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).

Geography

8.3.SPI.3 Interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).

Governance and Civics

- 8.4.SPI.1 Identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).
- 8.4.SPI.2 Identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial);
- 8.4.SPI.3 Recognize the purpose of government and how its powers are acquired, used, and justified

Individuals, Groups, and Interactions

- 8.6.SPI.2 Recognize the impact groups have on change at the local, state, national, and world
- 8.6.SPI.4 Identify the role of institutions in furthering both continuity and change, (i.e., governments, churches, families, schools, communities).
- 8.6.SPI.5 Recognize how groups and institutions work together to meet common needs.

ENGLISH/LANGUAGE ARTS

Communication

- SPI 0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).
- SPI 0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

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PLANNING A SUCCESSFUL TRIP Park Management



SCHEDULE FOR A DAY OF ACTIVITIES IN GREAT SMOKY MOUNTAINS NATIONAL PARK

- Morning Arrival at Cades Cove Campground Store
- Coordinate with Park Rangers to rent bicycles
- Bicycle around loop (3 miles), participate in discussion stops
- Check bikes back into rental office
- Return to school

Planning a Successful Trip

- The bike rental shop is located prior to the Cades Cove loop road near the Cades Cove campground. DO NOT TRAVEL THE 11 MILE LOOP ROAD. Turn left before the scenic road begins.
- There is a charge to rent the bicycles. Call ahead to 865-436-1258 to inquire about rental price. Parking is abundant, but an early arrival is always suggested. Occasionally, other school groups will be at this location for an educational experience. Contact the National Park at 865-436-1258 to see if any such groups have notified park rangers.
- Arrange to have several teachers or parents available for this trip. An adult on a bicycle should be available for every 5 students. In addition, one adult should be able to drive a personal van or truck, capable of carrying a couple students and their bikes in the event of a child being unable to complete the bike trip. This vehicle will also transport lunches to prevent students from carrying a pack while riding.
- Safety is of the utmost importance, especially in a National Park. Be sure to read the safety information provided on the following page. You may wish to take the page with you on your trip or send it to your chaperones prior to the on-site experience.
- For this ranger-led trip, helmets are required for ALL riders. Students may NOT bring their own bicycles. On a ranger led-trip, all bikes will be rented from the bike rental operator. On a teacher-led trip, that decision is left up to the judgement of the school administrators.



SAFETY CONSIDERATIONS AND OTHER IMPORTANT INFORMATION



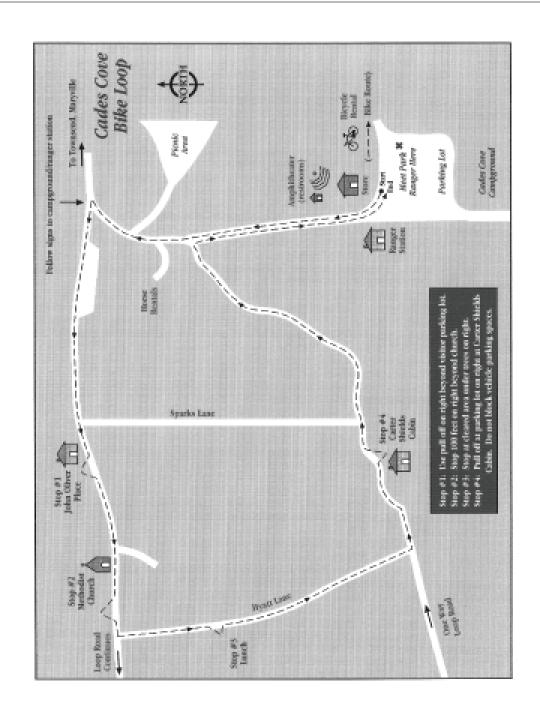
- Great Smoky Mountains National Park is a federally protected public use area. Please help the rangers keep all of the plants and animals protected in the park by not picking the plants or taking anything from the park.
- Please remind your students to wear appropriate footwear and clothing for this extended outdoor experience. Flip flops, slip-on shoes, or sandals are not appropriate for the program.
- Temperatures in some parts of the park can be 10-15 degrees colder than at your school. Long pants and layers are suggested for the program. Pants are the best precaution against cool temperatures, bee stings, ticks, and poison ivy.
- Within the park, cell phones are not always reliable. Rangers will follow the on-site agenda. If an unexpected problem occurs, rangers do carry park radios to make contact with the park dispatch office. For non-emergencies, call the Park Ranger dispatch at 865-436-1230 or contact a park employee.

Animals and Plants of Concern in the park

- All animals in the park are wild and their behaviors are unpredictable. Treat all animals with caution.
- Venomous snakes Two species of venomous snakes live in the Smokies, the copperhead and timber rattlesnake. Students should be cautious where they place their hands and feet.
- Insects Yellow jacket wasps are the insects of greatest concern. They build nests in the ground along trails and streams and are aggressive when disturbed. Stings cause local swelling and can lead to severe allergic reactions in sensitive individuals. Such persons should carry epinephrine kits.
- Poison Ivy Poison ivy is a three-leaved plant which can grow on the ground as well as on "hairy" vines up trees. To avoid chances of an allergic reaction wear long pants, stay on trails, and avoid direct contact with vegetation. If contact occurs or is a concern, wash affected parts in cold soapy water immediately.
- It is extremely helpful to rangers leading the program for students to wear clearly labeled name tags with first names only.
- Pets are not allowed on most park trails. Please do not bring them on the field trip.
- For more information about the park (Things to Know Before You Come) please visit the park's website: http://www.nps.gov/grsm/planyourvisit/things2know.htm

Map To Cades Cove





Pre-Site/Post-Site Test

Pre- Site Score	
Post-Site Score	

Name			
1 unii			



- 1. Which one of the following is not a vital part of Cades Cove history?
 - A. Cherokee Indians
 - B. Farmers
 - C. Mohawk Indians
 - D. Settlers
- 2. Much of Cades Cove was once a
 - A. densely wooded area
 - B. large lake
 - C. barren dessert
 - D. vast open plain
- 3. What structures would not have been part of the Cades Cove community 100 years ago?
 - A. Churches
 - B. Cabins
 - C. National Park Visitor Center
 - D. Schools
- 4. Who is responsible for helping to make decision in the National Park?
 - A. Park Superintendent
 - B. Park Visitors
 - C. School Teachers
 - D. All of the above
- 5. A government in which all citizens can participate is called
 - A. monarchy
 - B. oligarchy
 - C. democracy
 - D. autocracy
- 6. Which environmental consequence is the most direct result of the process of clear-cutting?
 - A. Air pollution
 - B. Climate change
 - C. Deforestation
 - D. Desertification
- 7. Which of these is most likely the consequence of deforestation?
 - A. Water shortages
 - B. Loss of mining jobs
 - C. Destruction of wildlife habitats
 - D. Decrease in available farmland
- 8. Who has the power in democratic governments?
 - A. the people
 - B. the courts
 - C. the police
 - D. the military
- 9. T or F = Nuisance animals may be hunted in Cades Cove by anyone who applies for a special permit to rid the Park of destructive animals.
- 10. T or F = Bartering was a common way that settlers in Cades Cove exchanged goods and services.

Pre-Site/Post-Site Test Answer Sheet



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- 10 Tor F = Bartering was a common way that settlers in Cades Cove exchanged goods and services.

Pre-Site Activity: The Great Debate



Grade Level: Middle

School

Subject Area: Various

Activity Time: As time allows

Setting: Classroom

Skills: Varying skills depending on scenarios selected

Vocabulary: Varying vocabulary depending on scenarios selected

Objective: To give students an opportunity to present solutions to real world problems.

Materials: dependent upon scenarios

Background:

This activity requires that the class be divided into small groups. In these groups the students will be asked to reach a decision regarding a hypothetical topic which would affect the school. To achieve the greatest benefit from this activity, the teacher should make the situation to be resolved as relevant to the students' experiences as possible. Some ideas to consider would be whether or not the school should have a 6th grade dance, what type of sport teams the school should have, what type of field trip the school should go on, etc.

Procedure:

To help the students prepare for the role playing activity, it is best to have three to five students play the same role. The following roles should be assigned:

Superintendent, School Board Chairperson, Principal, Teacher, Parent, Student.

The first step is to separate the students into groups with the same role. For example, all the school principals would be grouped together and all the teachers would be in another group. Start this process with a large group discussion on the responsibilities of all the characters involved. Have each of these groups develop a list of the goals that the real person who occupies their role's job would have. For example, the Superintendents might list budget constraints as their most important priority. The Teachers might list educational opportunities as their goal.

Now present the students with the dilemma that they are expected to resolve, i.e. whether or not to have a dance. Have each of the role groups discuss their feelings about the topic based on the list of goals they developed in the first part of this exercise. Give the students about 5 minutes to arrive at some consensus.

Next, break the students into new groups each with representatives of all the different roles. Have these new groups discuss the same topic and come to some sort of consensus. Give these groups about 10 minutes to reach a decision. Have each group prepare and

present a simple report to the entire class.

As a large group discuss the decisions reached by each group and the process used to arrive at these decisions. Discuss how role playing helps us to understand how other people feel about situations. Discuss the advantages and disadvantages of involving differing viewpoints in decision making. Explain to the class that they will be doing much the same thing during the Cades Cove bike rally.

Pre-Site Activity: The Decision Makers



Grade Level: Middle

School

Subject Area: Various

Activity Time: 30 minutes

Setting: Indoors

Skills: Describing; Gathering information

Vocabulary: Varying vocabulary depending on roles assigned

Objectives:

Students will become more familiar with the various stakeholders associated with Great Smoky Mountains National Park.

Background:

During this bike rally students will be asked to play different roles. The roles are outlined below. Each student should attempt to voice the opinion of his or her character during the discussions of park issues, even if this opinion is very different from the student's own.

Procedure:

To help the students prepare for the role playing activity, it is best to have three to five students play the same role. Have students gather basic information about the priorities of their position. Students should discuss why they would be interested in park decisions. The following roles should be assigned:

Park Superintendent:

As the manager of Great Smoky Mountains National Park you find Cades Cove a place of great opportunity, yet you also see tremendous problems. The Cove is an area rich in history. You realize that there are questions about how history should be presented to the visitor. In fact, there are questions about whose history should be presented. At this time the rich Native-American culture that thrived in the area is not represented at all. Certainly the current practice of keeping a series of open fields in the Cove is very popular with the visitor. The wide green fields are beautiful and allow far more wildlife sightings. The open fields are also an accurate reflection of the life-style of the 20th century farmer. Despite these advantages of keeping the Cove as a farmstead, you are aware that some management practices in the Cove can interfere with the wildlife and plant life in the area. Visitation of the Cove is also a concern. The amount of traffic can be damaging to the environment as well as unpleasant to the visitor. However, any attempts to put a limit on the number of people who enter the Cove will undoubtedly upset a lot of people. Remember, a superintendent cannot do anything he or she wants. Public opinion, lack of money—any number of things— can influence decisions.

Wildlife Specialist:

It is your job to try to steer park management toward decisions that are good for wildlife. Sometimes this can interfere with other park goals. For example, most of the farmers in the Cove grew corn.

Therefore, to be historically accurate there should be fields of corn in the Cove. Unfortunately, allowing corn to grow in the Cove could mean conflict between the farmer and wildlife because deer and bear might raid the corn fields. Overall, you are not concerned with the historical presentation of the Cove or the amount of traffic as long as these things do not harm the wildlife. You would like to see animals that once lived here returned to the area. Unfortunately, some animals such as cougars and bison might come into conflict with visitors.

Business Owner:

As a business owner, you realize the Cove brings tremendous amounts of tourists to the area. You certainly want to make sure the Cove is still healthy and thriving in the future. On the other hand, some of the things that might help the Cove like limiting traffic—could decrease the number of visitors to the area.

Environmentalist:

An environmentalist places the welfare of the plants and animals in the park above all else. You would prefer that the Cove not be left as a series of open fields, but returned to its natural state with dense, dark forests and only a few clearings. This would make it easier to reintroduce animals such as wolves. You are also worried about the amount of visitors to the Cove. The tremendous amount of people who pass through every year can create problems for the animals while polluting the air due to so many vehicles in the Cove.

(continued on next page)





You've been coming to the Cove for many years. You love strolling through the old cabins, picnicking in the open fields, and watching wildlife. You have learned a little about the environment and history of the Cove, but you are not an expert. You are concerned when the rangers tell you about problems with crowding, air pollution and erosion. You certainly do not want anything negative to happen to the Cove; however, you would have to think long and hard about any decision that might limit your visits to the Cove, disrupt your wildlife viewing, or interfere with your vacation plans in any way.

Historian:

You want people to know as much about the history of the Cove as possible. You want visitors to get involved. Of course, there is the problem of whose history should be told. The Cherokees lived in a densely wooded area. The white settlers of the 19th century cleared the trees from the area and built log cabins. The 20th century farmer left the cabin behind for the comfort of a wood frame home.

These many stories pose a problem for you. How do you tell the whole history of the Cove? How should the Cove look? What about the homes that have been torn down? Should any be replaced?

Cades Cove Descendant:

Your great grandparents once farmed here in the Cove. Their log cabin still stands, looking much as it did 150 years ago. You want to make sure the Cove always honors the memory of these early settlers. You would not want to see the Cove become woodlands again. In addition, you want to make sure your family always has access to the old home places and the graveyards that are a part of your family's history. You would like to see some of the large wood homes that once dotted the Cove rebuilt.

Fisherman:

You love fishing in Abrams Creek where some of your favorite fishing places are located halfway around the loop road. Anything that might decrease the fish population is of concern to you. This includes the "rooting" damage done by wild hogs.

On-Site Activity Park Ranger Directed Lessons



Grade Level: Middle

School

Subject Area: Social

Studies

Activity Time: Three miles over 3.5 hours

Class Size: Maximum 30 students

Setting: Outdoors

Skills: Bike riding; Brainstorming; Communicating; Critiquing; Debating; Decision Making; Identifying cause and effect; Listening; Problem solving; Proposing solutions; Persuading; Role playing

Vocabulary: Varying vocabulary dependent upon student discussion

Objectives:

To teach students about the process involved in making park decisions.

Materials:

- Bicycles and helmets rented at Cades Cove Campstore
- Medical release forms (from school)
- Support Vehicles (Please note: These vehicles will follow behind the bicyclists.)

Background:

The following is a brief description of your on-site activities. These activities will be led by park staff, but please be familiar with them as the classroom teacher may be asked to assist on-site.

Park Management Introduction/Cades Cove Bike Tour (3.5 hours):

Students will travel around a three-mile portion of the Cades Cove Loop Road by bicycle. Taking on the roles of park stakeholders, students will debate critical issues of the park and discuss potential solutions at stops along the route. Topics for the stops will include: transportation and visitor use, historic preservation, vegetation management, and wildlife management.



Post-Site Activity Stewardship



Grade Level: Middle

School

Subject Area: Science

Activity Time: 30 minutes

Setting: Classroom

Skills: Applying;

Communicating; Connecting

Vocabulary: conservation;

protection; stewardship

Objectives: To understand what the term "Stewardship" means and how students can become a steward in their school and their community.

Materials: Internet access

Procedure:

To view the Stewardship podcast video go to

http://www.thegreatsmokymountains.org/eft/10modules.html Turn the microscope knob that appears on the computer screen to Section 7, Backyard Stewardship. Click "Watch Video" and view video. Ask students how they can become stewards within their own school and community.

POST-SITE ACTIVITY EXPLORE YOUR NATIONAL PARKS



Grade Level: Middle

School

Subject Area: Science

Activity Time: 30 minutes

Setting: Indoors

Skills: Varying skills depending on activities selected

Vocabulary: Varying vocabulary depending on activities selected

Objective: To teach students about the various aspects of the National Park Service.

Materials: Internet access

Background:

The Great Smoky Mountains are world renowned for their diversity of plant and animal species. This great variety makes the park an exemplary outdoor laboratory for the study of relatively undisturbed native flora, fauna, physical environs, and processes of the Southern Appalachians. The park is the largest federally preserved and protected upland area east of the Mississippi River offering park visitors a refuge from the stresses of everyday life.

You and your students can learn more about this special place as well as participate in on-line activities to further your knowledge of the National Park Service and

other federally protected lands. Please check out the following web addresses:

Especially for Kids

To learn how to become a web ranger for the National Park Service, go to: www.nps.gov/webrangers

To learn how to become a Junior Park Ranger at Great Smoky Mountains National Park or other parks, go to: www.nps.gov/learn/ juniorranger.htm

Especially for Teachers

For a comprehensive understanding of the background and development of the National Park Service, that is perfect for teachers and others those who need the maximum amount of accurate information in the minimum amount of time,

http://www.ParkTraining.org The U.S. Department of Education is pleased to announce the newly remodeled and updated Federal Resources for Education Excellence (FREE) website. It now provides richer, more expansive resources to teachers and students alike. There are over 1,500 resources to take advantage of at FREE ranging from primary historical documents, lesson plans, science visualizations, math simulations and online challenges, paintings, photos, mapping tools, and more. This easily accessible information is provided by federal organizations and agencies such as the Library of Congress, National Archives,

National Endowment for the Humanities (NEH), National Gallery of Art, National Park Service, Smithsonian, National Science Foundation (NSF), and National Aeronautics and Space Administration (NASA). Go to: http://www.free.ed.gov/



PARENT/CHAPERONE LETTER



Greetings Parents/Chaperones:

Park rangers are pleased to be presenting an educational program to the students in Great Smoky Mountains National Park. In order to achieve the goals for a successful program, the park rangers will need your assistance in the following ways:

(These points will help to ensure that park rangers and teachers will be able effectively conduct the lessons and activities throughout the trip.)

- The program will be conducted outside and there will be some hiking throughout the trip. Prepare your student with appropriate footwear, long pants, layers, and rain gear.
- If your child is bringing a lunch from home, we recommend that students bring water to drink and a lunch with minimal packaging. Soft drinks are usually left unfinished by students, and remaining sugary drinks cannot be poured out on the ground. (Minimally packaged lunches lead to less trash being left behind or scattered by the wind. Additionally, this reduces the accumulated trash to be disposed).

If you are a chaperone attending the field trip:

- -Please be an active part of the lessons. Keep up with the group and listen to the information being given in the case that you may be called upon to assist (handing out materials, sub-dividing groups etc.).
- -Please do not hold conversations with other chaperones or use a cellular phone while the rangers are teaching the students.
- -Refrain from smoking during the trip. If you must smoke, please alert a ranger or teacher and remove yourself from the group.
- -Please be aware that the program will be conducted outside and that there will be some hiking throughout the trip. Prepare yourself with appropriate footwear, long pants, layers, and rain gear.
- -We recommend that parents and students bring a small towel in their backpacks to sit on at lunch (there are no picnic tables at the program site).

Thank you for your needed assistance. We look forward to meeting you on the program!

Sincerely,

The Education Staff at Great Smoky Mountains National Park

