



# CAMP OUT!

**TIME:** 2 one-hour sessions

**OBJECTIVE:** To understand the concept of recreational land use.

**MATERIALS:** Gather resource information about campground development, the regulations concerning the development, and health regulations affecting campgrounds. Also, provide resource material about wildlife in the area. The local library, extension office, and nature center could help with this.

**Newsprint and colorful markers**  
**Handout (page 3)**

## BACKGROUND:

America's love of the outdoors and outdoor recreation began early in the nation's history. It led to the 1872 establishment of the world's first national park at Yellowstone, Wyoming; and continues today with an increasing demand for more land made available for recreational use.

This interest in the outdoors is spurred both by a desire for better health and a desire to observe and become involved with wildlife. Sometimes the activities inspired by these interests overlap. The national trend toward better health through exercise has people walking, hiking, canoeing, rafting, skiing, and camping. Contemporary urban life styles and the recent recognition that many wildlife species are decreasing in number or becoming endangered has made observing wildlife an attractive pastime. Wildlife observers such as birders are often also hikers or campers.

These outdoor recreationists present an interesting and potentially profitable challenge to private landowners who elect to open their land for hunting, fishing, and camping among other activities. Careful planning on the part of landowners is necessary to provide recreationists with desired amenities while preserving the environment that attracts visitors.

## BEFORE THE ACTIVITY:

Review and become familiar with resource information. Think of all the ramifications involved with campground development. This could include the following design considerations for campsites.

1. Sites should have an access road.
2. Minimum site living space is usually 25' x 25'.
3. Sites should be a size and shape convenient for all types of camping equipment.
4. Campsites should be level and lined with a material such as fine gravel which inhibits erosion.
5. Water movement should be considered to prevent erosion.
6. Site perimeters should be marked possibly with railroad ties.
7. A screen of vegetative growth between sites allows privacy and reduces noise.

## BRANCHING OUT The NC Forest Stewardship Activity Guide

8. Consider tree location and shading when sites are designed.
9. Hardwood trees are preferable since they resist disease better than conifers.

### LEAD-IN:

Has anyone been camping or hiking recently?

Has anyone been on a river or been fishing at a lake?

What did you take with you on your outdoor trip, and what did you leave behind?

Suppose you own twenty-five acres of land. (An acre is 43,560 sq ft; many shopping centers including parking lots are five to ten acres in size.) Some of these acres are wooded, some are meadows, and some have streams that feed into a nearby river. Your land has lots of birds and some wildlife.

Then suppose that your land is the only land around that is large enough and pretty enough to attract campers. You want people to be able to camp, fish, hike, and cook over a camp fire. So, you decide to open a campground.

How would you design your campground?

### ACTIVITY:

1. Remind the students of these specifics about the land that they own:
  - a. They have twenty-five acres: eight acres are woods; four acres are brush and shrubs; other acres are open.
  - b. The acreage has three streams and one wetland area that has standing water after a rain.
  - c. The land faces southwest.
  - d. The river flows east.
  - e. The lake is part of nearby adjoining property and there is no road to the lake.
  - f. One two-lane road accesses the property from a major highway.
  - g. A dairy farm is three miles away and west of the land which could create an odor problem on some days.
2. Have class members brainstorm and list what they think would make an ideal campground. Put the list aside temporarily.
3. Divide the class into small groups and have them decide which topics each group will research.

Topic could include:

wetlands  
fishing regulations  
wildlife regulations  
contour of the land  
direction of wind  
layout of land

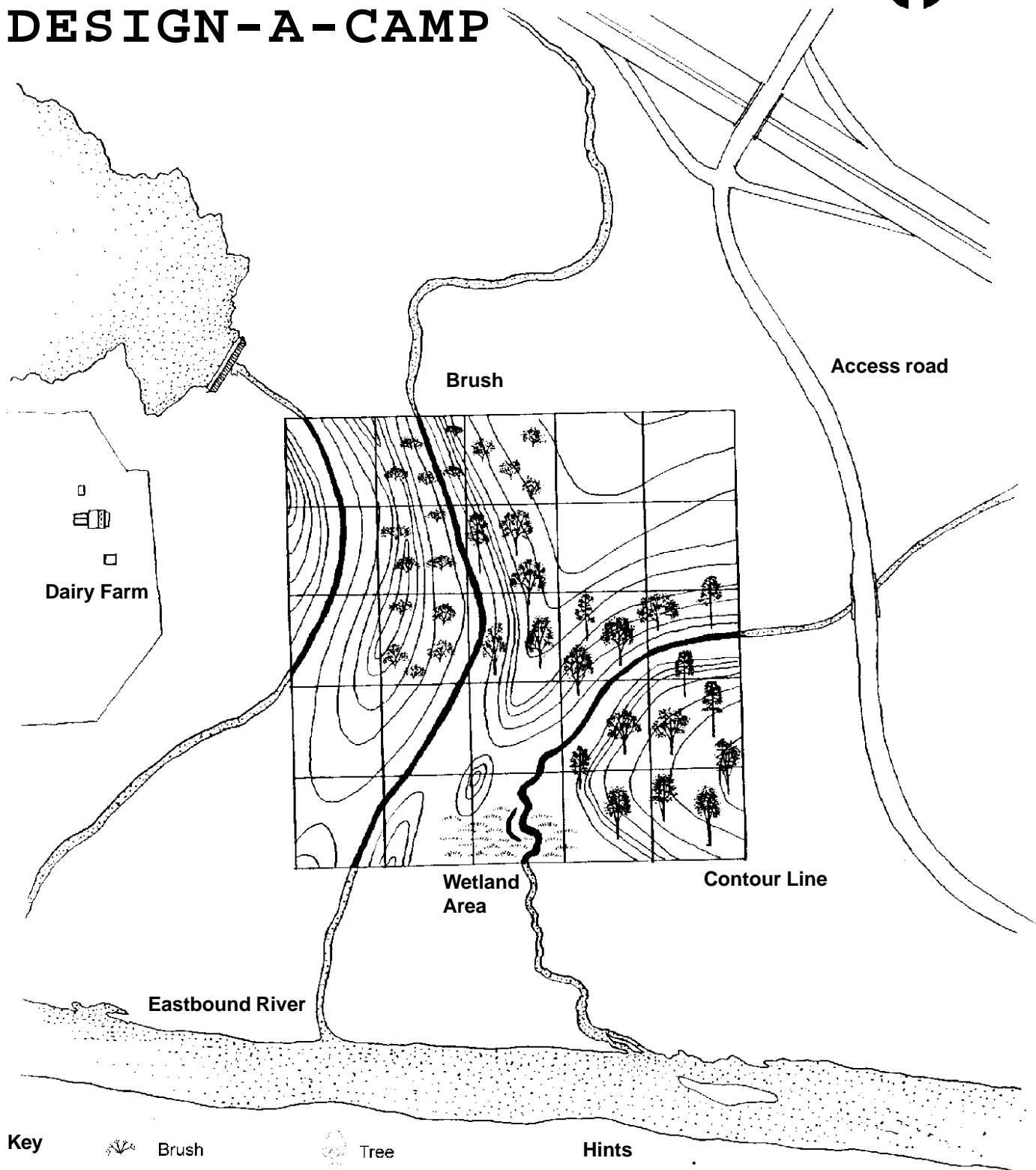
4. Reconvene the class and use the researched information to design a campground.
5. Compare these plans with the list compiled at the beginning of the activity.
6. Allow students to make mistakes and then point to problem areas at the end of the activity so that students may learn the many complications that could be involved. A potential problem that could be overlooked by the students would be the results of the wind blowing from the dairy farm to the campground.

### BRANCHING OUT:

1. Explore the planning, management, and use of trails, camp grounds, and parks in your area.
2. Invite a campground or park manager to speak to the class. Prepare questions for the speaker in advance.
3. Find out if any local parks are made over landfill areas. Invite the park manager to speak about the special problems and concerns of such parks.
4. Adopt a campground or park to monitor or cleanup.
5. Plan and implement a camp-out.



# DESIGN - A - CAMP



Key	
	Brush
	Wetland
	Streams
	Contour
	Tree
	Major Highways
	River
	Direction

### Hints

Contour lines represent 5' drop in elevation  
 Wind direction typically Southwesterly - Blowing from SW to NE