

**LA CAÑADA UNIFIED SCHOOL DISTRICT
REQUEST FOR APPROVAL OF SCHOOL SPONSORED ACTIVITY**

TO: Superintendent
FROM: Dr. Debra Craddock
DATE: September 15, 2016

Activity Name and Destination: Pali Mountain Science Trip

Address: Pali Mountain Institute, PO Box 2237, Running Springs, CA 92382

Date(s) of Activity: February 27, 2017 through March 2, 2017

School(s): Paradise Canyon Elementary

Number of Students Attending and Grade Level or Group: 90, 6th grade students

Supervising Certificated Employee(s): Christine Kha, Edita Khanlarian & Katie Budde

How many administrators attending? 0 How many teachers attending? 3

Adult to Student Ratio: 1:12 Employee to Student Ratio: 1:30

How many substitutes? 0 How many days? 0 Charge Substitute to: 0

Rationale for activity:

- A) Explain the educational value and relate to the instructional program or sponsoring organization and Policy 1100.

Students will study sixth grade science standards in the outdoor setting. Pali Mountain camp has trained science teachers and environmental studies experts who teach the students while students participate in daily and nightly lessons and activities.

- B) Explain impact on instructional time and justification for any time lost.

Instructional time is increased since students are learning all day and part of the evening.

- C) Complete Itinerary: Please be specific and include detailed activity time periods for each day. (Attach additional page(s) if necessary.)

Please see attached papers for standards covered and activities.

REQUEST FOR APPROVAL OF SCHOOL SPONSORED ACTIVITY

Destination/Date(s): February 27, 2017 through March 2, 2017

COMPLETE COST BREAKDOWN

Complete Cost Breakdown Per Student	Amount	Group Cost	Amount
Registration:	\$ 0	Registration	\$ 0
Housing:	\$ 472.75	Housing	\$ 42,547.5
Transportation Method: Bus	\$ 39	Transportation	\$ 4,992
Miscellaneous Expenses:	\$ 18	Miscellaneous Expenses	\$ 1,620
Meals:	\$	Meals	\$
Total Student Cost	\$ 529.75	Total Group Cost	\$ 49,159.5

Source of Funds:

Parent donations

How is financial assistance provided to students in need:

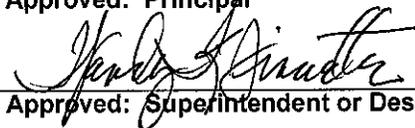
Scholarships are provided by PTA

If this activity is not planned for all your students, what learning activities will be planned for the students or classes that remain in session? Please attach lesson plans.

In most years, all students participate. If one or two students do not attend, they will have a packet of work correlated with curriculum of the camp, and will remain at school under the supervision of another grade level's teacher.



Approved: Principal



Approved: Superintendent or Designee

9/14/16

Date

9-15-16

Date

Pali Institute: Applicable Standards

****All Applicable standards are from Science Content Standards for California Public Schools except for Archaeology, which has applicable standards from History-Social Science Content Standards for California Public Schools as well as California visual arts standards.**

Science Curriculum

Aerodynamics

Applicable CA 5th Grade Standards

- 6.b: Develop a testable question.
- 6.d: Identify the dependent and controlled variables in an investigation
- 6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
- 6.f Select appropriate tools and make quantitative observations.
- 6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Applicable CA 6th Grade Standards

- 7.a: Develop a hypothesis.
- 7.b: Select and use appropriate tools and technology to perform tests, collect data, and display data.
- 7.e: Recognize whether evidence is consistent with a proposed explanation.

Applicable CA 7th Grade Standards

- 7.a: a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- 7.c: Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.

Applicable CA 8th Grade Standards

- 2.a: Students know a force has both direction and magnitude.
- 2.c: Students know when the forces on an object are balanced the motion of the object does not change.
- 2.d: Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
- 2.e: Students know that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
- 2.f: Students know the greater the mass of an object the more force is needed to achieve the same rate of change in motion.

Animal Survivor

Applicable CA 4th Grade Standards

- 2.a: Students know plants are the primary source of matter and energy entering most food chains.
- 2.b: Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- 2.c: Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
- 3.a: Students know ecosystems can be characterized by their living and nonliving components.
- 3.b: Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

Applicable CA 6th Grade Standards

- 5.a: Students know energy entering ecosystems as sunlight, is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- 5.b: Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- 5.c: Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
- 5.d: Students know different kinds of organisms may play similar ecological roles in similar biomes.
- 5.e: Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Archaeology

Applicable CA 6th Grade Standards

- 6.1: Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
 - 6.1.1: Describe the hunter-gatherer societies, including the development of tools and the use of fire.
 - 6.1.2: Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
 - 6.1.3: Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

Applicable CA 6th Grade Standards

1.0: Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts.

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. They identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value). Discuss works of art as to theme, genre, style, idea, and differences in media.

2.0: Creative Expression: Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.1: Use various observational drawing skills to depict a variety of subject matter.

2.3: Create a drawing, using varying tints, shades, and intensities. Communication and Expression Through Original Works of Art

2.4: Create increasingly complex original works of art reflecting personal choices and increased technical skill.

2.5: Select specific media and processes to express moods, feelings, themes, or ideas.

3.0: Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

3.2: View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

3.3: Compare, in oral or written form, representative images or designs from at least two selected cultures.

Bird Brains

Applicable CA 6th Grade Standards

5.c: Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

Applicable CA 7th Grade Standards

3.a: Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.

3.b: Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.

CSI: Pali

Applicable CA 5th Grade Standards

6.f: Select appropriate tools and make quantitative observations.

6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Applicable CA 6th Grade Standards

7.b: Select and use appropriate tools and technology to perform tests, collect data, and display data.

Applicable CA 7th Grade Standards

2.b: Students know sexual reproduction produces offspring that inherit half their genes from each parent.

2.d: Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.

2.e: Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell

Energy Dilemma

Applicable CA 6th Grade Standards

- 3.b: Students know that when fuel is consumed, most of the energy released becomes heat energy
- 4.a: Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
- 4.b: Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
- 6.a: Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
- 6.b: Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

Fresh Water Biology

Applicable CA 5th Grade Standards

- 3.a: Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- 3.b: Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
- 3.d: Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- 3.e: Students know the origin of the water used by their local communities

Applicable CA 6th Grade Standards

- 5.d: Students know different kinds of organisms may play similar ecological roles in similar biomes.
- 6.e: Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Geology and Engineering

Applicable CA 4th Grade Standards

- 4.a: Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
- 5.a: Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.

Applicable CA 6th Grade Standards

- 1.a: Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- 1.b: Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
- 1.c: Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- 1.d: Students know that earthquakes are sudden motions along breaks in the crust called faults, and those volcanoes and fissures are locations where magma reaches the surface.
- 1.e: Students know that major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- 1.g: Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

It's Not Easy Being Green

Applicable CA 6th Grade Standards

5.d: Students know different kinds of organisms may play similar ecological roles in similar biomes.

Applicable CA 7th Grade Standards

3.a: Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.

Squid Dissection

Applicable CA 7th Grade Standards

5.a: Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

5.b: Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.

Water Quality

Applicable CA 5th Grade Standards

6.b: Develop a testable question.

6.c: Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

6.d: Identify the dependent and controlled variables in an investigation.

6.e: Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment

6.h: Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Applicable CA 6th Grade Standards

7.a: Develop a hypothesis

7.d: Communicate the steps and results from an investigation in written reports and oral presentations.

7.f: Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

Applicable CA 7th Grade Standards

7.e: Communicate the steps and results from an investigation in written reports and oral presentations.

Applicable CA 8th Grade Standards

5.e: Students know how to determine whether a solution is acidic, basic, or neutral.

9.a: Plan and conduct a scientific investigation to test a hypothesis

Outdoor Education Curriculum

Archery

Applicable CA 8th Grade Standards

- 2.b: Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- 2.d: Students know how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.

Forest Ecology

Applicable CA 4th Grade Standards

- 2.a: Students know plants are the primary source of matter and energy entering most food chains.
- 2.b: Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
- 2.c: Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
- 3.a: Students know ecosystems can be characterized by their living and nonliving components.
- 3.b: Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
- 3.c: Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
- 5.c: Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

Applicable CA 5th Grade Standards

- 2.a: Students know many multi-cellular organisms have specialized structures to support the transport of materials.
- 2.e: Students know how sugar, water, and minerals are transported in a vascular plant.
- 2.f: Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.

Applicable CA 6th Grade Standards

- 5.a: Students know energy entering ecosystems as sunlight, is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
- 5.b: Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
- 5.c: Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
- 7.h: Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill-slope).

Orienteering

Applicable CA 6th Grade Standards

- 7.f: Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

Applicable CA 8th Grade Standards

- 1.a: Students know position is defined in relation to some choice of a standard reference point and a set of reference directions.

Astronomy

Applicable CA 5th Grade Standards

- 5.a: Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
- 5.b: Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
- 5.c: Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Applicable CA 8th Grade Standards

- 2.g: Students know the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.
- 4.a: Students know galaxies are clusters of billions of stars and may have different shapes.
- 4.b: Students know that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
- 4.c: Students know how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
- 4.d: Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
- 4.e: Students know the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

Owl Pellet Dissection

Applicable CA 6th Grade Standards

- 5.c: Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

Applicable CA 7th Grade Standards

- 3.a: Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.



Science



Pali takes pride in providing hands-on field-based activities that bring classroom science to life. We introduce students to numerous scientific disciplines through archaeological explorations, rocket launchings, squid dissections and bungee jumping thirty-five feet in the air!

Kraken Squid Open

Course Video
1 Class Session

In this innovative module, students will learn about adaptation as they create their own "aquatic creature." They will also engage in hands-on learning (literally) as they dissect a squid, locate its organs and appendages, and compare its structure to a human's physiological design. With this class, students will better understand the importance of their cephalopod friends and their relation to our planet.

It's Not Easy Being Green (Herpetology)

Course Video
1 Class Session
Seasonal Class

During a frog hunt, students will touch creatures and experience the science of herpetology up-close. Utilizing our Nature Center's many critters, looking for Herps on our campus, and playing games students will learn the difference between amphibians and reptiles. They will also play games designed to demonstrate lizard adaptations. In one game, youngsters play the roles of lizards whose tails have been cut off. Students will gain knowledge of reptiles and amphibians, and how they thrive in every ecosystem on earth.

The Energy Dilemma

1 Class Session

Young scholars will learn about the energy dilemmas facing the 21st century, differentiate between renewable and non-renewable energy sources, and find ways to reduce their energy consumption. Weather depending, students will bake cookies in a solar-powered oven, and discuss alternative forms of energy while snacking on their treats. They will also test wind power, create time lines of manufactured goods and discover their ecological footprint. Students will complete this module with a realistic understanding of energy resources.

Aerodynamics

Course Video
2 Class Sessions

This fascinating and fun-filled class examines the science of flight as it applies to both airplanes and rockets. In a practical application of their studies, student groups will design, build and launch airplane gliders and rockets powered with water and air pressure fuel. Using basic trigonometry, students will calculate the altitude of their launches (rockets may launch to heights of 100 feet!). Students will leave with an understanding of the basic principals of aerodynamics and aeronautics.

Archaeology

1 Class Session
Seasonal Class

Throughout time, past civilizations have left us clues as to how they lived. In this class, students will examine some of the clues left for us by past civilizations of the San Bernardino Mountains. As students focus on rock and cave paintings, they will see the legacies of past civilizations come to life. Finally, students will create their own paintings for future generations.

Geology/Engineering

Course Video
2 Class Sessions

How are rocks and minerals formed and classified? Students will find out as they learn about the geologic history of Southern California, different layers of the earth, plate tectonics and the causes of earthquakes. They are also taught basic engineering principles as they design their own model buildings and test them against our realistic earthquake simulator. Students will gain an understanding of geology principles and the ever-shifting landscape.

Freshwater Biology

Course Video
1 Class Session
Seasonal Class

In this class, students learn what percentage of the Earth is fresh water and how to conserve it. They

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Pali Institute has been accredited by the Western Association of Schools and Colleges (WASC) and the Association for Experiential Education (AEE). A leader in the outdoor field, Pali adheres to more than one-hundred professional standards and guidelines.





Outdoor Fun & Education



Students gain a greater understanding of the world around them through the wonders of outdoor education, with activities such as exploring trails, shooting arrows, cooking over an open fire and weightlessly flying through the air. Students also make a deeper connection with the natural world by meeting and feeding four-legged friends at the Pali Nature Center.

Bird Brains (Ornithology)

1 Class Session

Seasonal Class

This module is for the birds... literally! Students learn about their feathered friends in a most unusual way. After studying the physiological design of birds, students will match beaks and feet to everyday utensils and attempt to perform tasks. Later, armed with binoculars, they will venture into the forest to observe various species of birds in their natural habitat. Through bird watching and games, students gain a better understanding of bioaccumulation and how it affects birds.

Outdoor Skills

Course Video

2 Class Sessions

Mixing nature's beauty with outdoor survival, students will learn the "ten essential hiking items" for any outdoor trip. Students learn how to build a fire and cook food in an outdoor setting. While in the forest, they will band together as a team and build emergency shelters. By the end of this class, students will understand the basic principles of exploring the great outdoors.

Forest Ecology

Course Video

2 Class Sessions

In this module, students hike through the forest to learn first hand about the ecosystem. They will identify flora and fauna, study animals and play educational games such as the "web of life." In this activity, each student takes a role - rain, chemicals, animals, tree or soil - to learn about the interconnectivity of nature. To better understand ecology, students will participate in a camouflage game of "hide and seek" to learn how different species survive. Through these educational activities, students will understand the history of the forest as the ecosystem comes alive before their eyes.

Animal Survivor

Course Video

1 Class Session

In this class, students are taught the importance and dynamics of the food chain, and how species depend on one another for survival. In a fast-paced forest game, students are assigned an identity: carnivores, herbivores or omnivores. They must find a home and search for food while avoiding predators (their peers). Each student begins the game with a certain number of lives and must have at least one life remaining at the end to be a "survivor." Students will walk away with the knowledge of how the food chain can be impacted by just one species.

Orienteering

Course Video

1 Class Session

In this module, students find their sense of direction while engaging in one of our two orienteering courses to three orienteering courses. During their expedition, they will learn how to navigate through the forest by using compasses, topographic maps and other devices. By the conclusion of this course, students will master directional technology and understand the various skills involved in planning travel from point A to point B.

Day Hike

1 Class Session

In this fun-filled introduction to modern hiking ethics, students will take an exciting excursion into the forest. During their jaunt, they will be introduced to eco-responsible philosophies such as "Leave No Trace", which emphasizes the importance of enjoying the forest to the maximum while keeping human impact to a minimum. Students will also have the opportunity to enjoy the mountains' great views and build a survival shelter. They will conclude the module with a better respect for the environment and a working knowledge of ways to preserve it.

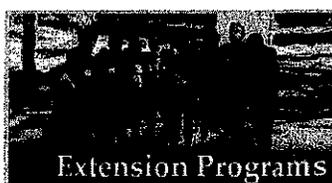
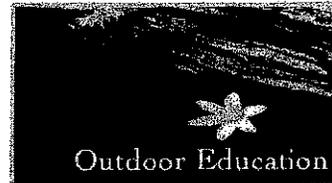
Archery

Course Video

1 Class Session

In this module, students will learn the history and finer points of archery, one of the oldest arts and

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means for survival, dating back some 20,000 years. Students are taught the physics of a bow and arrow, as well as the proper handling of this ancient device. Armed with this knowledge, they will participate in a target shooting competition at Pali Mountain. Students gain an understanding of the importance of archery and its influence on hunter gatherer societies.

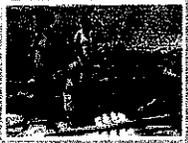
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Leadership



By engaging in group cooperation, teambuilding activities and goalsetting, students will forge strong friendships, learn mutual respect, appreciate diversity, deal with peer pressure, practice advanced methods of leadership and gain essential interpersonal skills to help them throughout their lives.

Ethical Leadership

1 Class Session

Through role-play and discussion, students explore the concepts of morals and ethics, and how both apply to individuals and society. Students learn moral and ethical leadership in various scenarios, including an opportunity to steal cookies and candy. They also learn how an individual's personal experiences can affect ideals and decision-making. They will expand their understanding of world views and the factors that shape them.

Balloon Rescue

Course Video

1 Class Session

Students will learn about physics and engineering in this fun module involving a water balloon. Teams of students will answer science related questions, earn money and then purchase materials to create a protective contraption for a water balloon to be dropped from a balcony three stories high. Materials will include: foam, straws, air balloons, rope, plastic shells, blow-up shoes and many more unusual items. Students will discuss the scientific principles of the water balloon drop and the teamwork involved.

Community Puzzle

1 Class Session

In this teambuilding activity, students create a dynamic puzzle by adding pieces with their personal thoughts on what it means to work as a team. Students will also document their personal growth during their time at Pali. This is a great activity that can be taken back to the school and the classroom as a learning and development tool for the rest of the year. Community Puzzle is a wonderful evening or closing leadership class.

Ground Based Initiatives

Course Video

1 or 2 Class Sessions

In this module, students work together and take the initiative to solve a task as a group. Left to their own devices, they learn how to collect information, analyze a situation, create a plan and follow it through. Activities include a field maze game, jump rope and an obstacle course. This module is often used as a prerequisite for the Ropes Course and is a valuable tool to increase leadership and confidence within a group.

Low Ropes Course

1 or 2 Class Sessions

In this step of our group building classes, students will continue on their journey to advanced communication skills. Our group activities include balancing on a huge seesaw, moving through a huge spider web and swinging from one platform to another. With these exercises, students will learn how to work through a series of tasks that require proper spotting and support. By teaching students interpersonal skills that will last a lifetime, this module is an excellent choice to promote group dynamics.

High Ropes Course

Course Video

2 Class Sessions

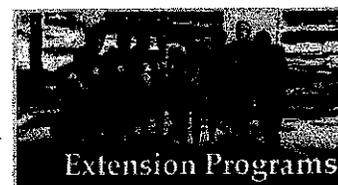
Our most popular activity, the Pali High Ropes Course is a terrific confidence builder. Students challenge themselves and each other as they work to master the Catwalk, Vertical Playpen, Leap of Faith, Giant's Ladder and many other activities offered on our two unique high ropes courses. Students will strengthen their abilities in coordination, balance and teamwork.

Rock Wall

1 Class Session

Another favorite, the Pali Rock Wall challenges students to problem-solve as they achieve heights not thought possible on our climbing tower. Students are encouraged to push themselves to their physical limits and complete several exercises of varying degrees of difficulty. This module teaches students self reliance and independence.

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Quad Zip Lines

2 Class Sessions

Experience Pali Institute like never before. Soar over Lost Cabin Canyon on Pali's 700 foot quad zip lines. Start off your experience by climbing our 30 foot cargo net to the take-off platform. From the take-off platform, zip over 700 feet and enjoy the exhilarating ride, ending at the landing platform. This is one activity you will not forget, leaving you saying WOW!
The Quad Zip Lines are available for 7th graders and above. There is an additional cost of \$10 per student for the Quad Zip Lines.

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