

Litter Obliterators

Field Trip Guide for Group Leaders



Introduction

This Field Trip Guide will help you plan your self-led Forest Preserve litter cleanup. The guide highlights preparation steps and important talking points to consider. To enhance and personalize your group's experience, please add your own material and curriculum connections. To discuss ideas, contact Kevin Kuhn in Volunteer Resources at Kevin.Kuhn@cookcountyil.gov

Forest Preserves of Cook County Mission

In 1914, environmental visionaries in Cook County created the first forest preserve system in the nation with the mission "to acquire, restore and manage lands for the purpose of protecting and preserving public open space with its natural wonders, significant prairies, forests, wetlands, rivers, streams, and other landscapes with all of its associated wildlife, in a natural state for the education, pleasure and recreation of the public now and in the future."

The Forest Preserves at a Glance

- Over 69,000 acres that belong to the people of Cook County
- The largest urban forest preserve district in the United States
- Estimated 40 million visits each year
- Provides an escape into a world teeming with wildlife and rich with outdoor recreation and environmental education opportunities
- Rare habitats that offer a high level of plant and animal diversity

What is Litter Obliterators?

Litter threatens the health and beauty of the natural areas in the Forest Preserves. The Litter Obliterators project gives groups a chance to care for the land and inspire others to care by cleaning up a grove, river, lake or trail.

The ultimate goal is litter prevention. Visitors are less likely to litter when they see others caring for a site and when a place looks cared for. Additionally, the concepts learned during this project can be directly applied back to the school and home community and will hopefully encourage future awareness and action in litter prevention.

Litter Obliterators projects are initiated and led by teachers and group leaders. Leaders will be charged with helping students find what matters to them and in guiding students as they work to improve their local environment and community. The Litter Obliterators cleanup can be the start of a larger service learning project or stand on its own. The activity provides a platform for research and discussion about community wellness and action and is a chance to explore and discover nature while giving back to the community.

Litter Obliterators Project Details

Group Size: Up to 100

Chaperones: 1:10 ratio required

Time of year: April through November

Duration: 2-3 hours

Workday Supplies: Disposable gloves, trash bags and preparation materials are provided by Volunteer Resources

If you would like to add to the project, see the *Service Learning Project Ideas* list offered by Volunteer Resources or create your own adventure!

Materials

- Handout- *Be Prepared to Get Outside, Get Active, and Give Back*
- Service Learning Project Ideas* list
- Safety information: *Be Safe Procedures; Bag it, Drag it, or Flag it?*
- Poison Ivy ID*
- Handout - *Preserve Scavenger Hunt*
- Map of site and driving directions
- Trash Bags (2-3 bags per five students)
- Disposable Gloves (1 pair per student)
- Pens or pencils
- Hand sanitizer
- First-aid kit
- Cell phone
- Prizes for Litter Cleanup & Scavenger Hunt winners (if applicable)

Before Your Field Trip

Pre-Trip Student Work

Encourage your students to investigate and learn about the Forest Preserves of Cook County and how litter impacts the environment and their community.

Websites to Visit

- Forest Preserves website (www.fpdcc.com)
- Forest Preserves Facebook page (<https://www.facebook.com/pages/Forest-Preserve-District-of-Cook-County/134757885128>)
- Forest Preserves Online Volunteer System to learn about other volunteer opportunities (www.fpdcc.com/volunteer)

Learn about the Effects of Litter on Wildlife, People and Communities Online

- Visit “Litter Prevention” on the Waste in Place website <http://www.wasteinplace.org/>
- Visit the Prevent Cigarette Litter website <http://preventcigarettelitter.org/>
- Search for other litter facts and information about the effects of litter on wildlife

Pre-Trip Activity

1. Locate the litter cleanup site on a map.
2. Learn more about the site.
3. Possible questions: Does the site have any special features? Interesting history? Fun facts? What communities, stores, neighborhoods, etc. are around the site? How far is the site from school and your home?

Pre-Trip Writing Questions Could Include:

- What is the Forest Preserve’s mission and how does it relate to volunteering?
- How do volunteers help the Forest Preserves?
- How does litter impact people and wildlife?
- Why do people litter? Do you litter? Why or why not?
- What type of litter do you find most in your neighborhood?
- What litter items do you predict you will find in the Forest Preserves?
- How long does one cigarette butt take to decompose and how does it impact the environment?
- List three facts about the site you are visiting and locate it on a map. How far is it from your school?

Pre-Trip Details

1. Visit the site before your trip if you have time.
2. **Copy and distribute** *Be Prepared to Get Outside, Get Active and Give Back* to participants with your permission form.
3. **Copy** the *Preserve Scavenger Hunt* (recommended: 1 per 5 students) and pack pens/pencils.
4. **Contact** your bus company one or two days before the trip to verify your order and trip details.

The Day of your Field Trip - Procedures

Before Leaving

1. Check the weather forecast for severe weather like strong winds, thunder and lightning or extreme temperatures. If you need to postpone your trip, contact your bus company and then contact Volunteer Resources to reschedule.
2. Gather all of your materials.
3. Make sure students are dressed to be outside.

Personalize the Experience - After Your Cleanup, Plan Time To:

- **Take a hike** on a nearby trail or around the grove
- **Eat lunch outside** and enjoy a picnic after your workday
- **Play a game** to build camaraderie and have fun

Introduction to the Forest Preserves

1. **Locate** your starting point (typically a grove) at the site.
2. **Coordinate** a pick up time with the bus driver and exchange cell phone numbers.
3. **Know** your location in case of an emergency and communicate it to all chaperones. Cross-streets or an address will help authorities find your group quickly.
4. **Gather** participants in a circle and have them stand shoulder-to-shoulder. Ask for their attention and praise the listeners until you get everyone's attention.
5. When everyone is listening, **welcome** them to the site and remind them that they are there to complete a service activity, Litter Obliterators, and to get outside and enjoy nature.
6. **Set a few rules** for having a safe and enjoyable day. (Ex. Stay with the group and listen when the leaders are giving instructions, turn off all electronics, put headphones away, etc.).

Getting Started – Suggested Group Discussion

1. **Ask** - Who in the group has visited the Forest Preserves before? What did you do here?
2. **The Forest Preserves are about 69,000 acres of nature and make up about 11% of the land in Cook County. They belong to the people of Cook County.**
3. **One of the goals of the Forest Preserves is to maintain a healthy habitat for people and wildlife.** The Forest Preserves are home to thousands of plants and animals, including rare and endangered species.

Explain the Service Activity

1. Today we are going to participate in Litter Obliterators and help keep this site healthy and safe. Litter cleanups are one of the best ways people can care for nature.
2. **Ask** - Why is it important to care for the land and clean up litter? Why should we care?
3. **The ultimate goal of Litter Obliterators is litter prevention.**
4. **By cleaning up the Forest Preserves, you are changing behavior.** Through your actions, you are sending a positive message to other users. By showing them that you care about nature, you are encouraging them to also care for the site. In addition, it is proven that people are less likely to litter in a place that is clean.
5. **Give a safety overview** using ideas from *Be Safe Procedures* and *Bag it, Flag it or Drag it?*
6. Remind participants to wear their gloves at all times and if they do not know what an item is, do not touch it. Students should report anything out of the ordinary to adults immediately (Ex. dogs off leash, shelters constructed in the woods (do not disassemble), weapons, unidentifiable items, etc.)
7. **Discuss animal encounters.** Do not approach any animals. Never touch or pick up an animal. Observe from a safe distance and enjoy!
8. **Discuss poison ivy.** Show the pictures from the *Poison Ivy ID* sheet and remind students to avoid any plants that have three leaves. "Leaves of three, let it be."
9. **Ask - Where will you find the most litter?** Instruct students to focus on areas around parking lots, pavilions or shelters, along the edges of groves, waterways and on trails. Groups should stay on trails when possible.
10. **Remind students to look for "little litter."** Ex. Cigarette butts, bottle caps and pieces of plastic can be very harmful to wildlife. Litter may be hard to see right away, but with some practice, you will start to see the little things.
11. When a group has filled a bag, tie it tightly and place it next to a metal Forest Preserve garbage can or in a dumpster. Designate a space for students to get more bags and gloves if needed.

Preserve Scavenger Hunt- As you are cleaning and helping the Forest Preserves, take the chance to explore and enjoy nature. Work together with your team to complete the Scavenger Hunt.

1. Rules of the game

- a. **Explore** the Preserve and find items that fit the descriptions on the Scavenger Hunt.
- b. **Read** the clue and **find a natural item** that fits the description.
- c. **Write** your answer on the line next to the clue. If you do not know the name of the item, describe it.
- d. **Be creative** and only use each answer one time.
- e. Reminder – making things up is cheating! You must see, hear or smell the answers you write.

Final Instructions

1. **Set boundaries**, a time limit and a meeting spot.
2. **Organize** groups into teams of five and establish a leader in each group.
3. **Invite leaders** from each group to pick up five pairs of gloves, two or three bags, a Scavenger Hunt and a pen for their team. Have students start by using one bag and keep the others in their pockets until they are needed. Keep extra gloves and bags at the meeting place – groups can come back to get extra supplies.
4. To encourage teamwork and hard work, prizes for most litter collected and/or best scavenger hunt can be given.

Reflection - Discuss your experiences

1. What was the coolest, weirdest or most interesting thing you saw?
2. Did your group find something that you did not expect to discover?
3. Was the litter cleanup what you expected?
4. Was there anything you didn't expect?
5. What type of litter was most prevalent? Can you explain why?
6. How did your actions impact the community? How did your actions impact local wildlife?
7. How can we take what we learned from the experience and continue to change our community for the better?
8. If you had to describe your Forest Preserve experience in one word, what would it be?
9. What would you post on Facebook about your experience today?
10. If you were going to text your best friend about your experience today, what would you say?

After Your Field Trip

Logging Your Litter Obliterator Hours

To complete your project, please log your group's hours on the Online Volunteer System. When you report your hours, it helps the Volunteer Program continue to grow and provide resources to groups like yours.

Instructions

1. Login as a volunteer through the website:
https://ec.volunteernow.com/recruiter/index.php?class=VolunteerNavigation&recruiterID=1405&act=CONTROL:LOGIN_LINK
2. Choose the "Report Service" option and then select "Litter Obliterator Report"
3. When you click "OK", your report will be submitted

Curriculum Connections

Next Generation Science Standards

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* [Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]

<http://www.nextgenscience.org/hsls4-biological-evolution-unity-diversity>

Common Core State Standards Initiative

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <http://www.corestandards.org/ELA-Literacy/SL/9-10/1>

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <http://www.corestandards.org/ELA-Literacy/SL/11-12/1>

Social Emotional Learning Standards http://www.isbe.state.il.us/ils/social_emotional/descriptors.htm

1B.5b- Evaluate how developing interests and filling useful roles support school and life success

1C.4b- Apply strategies to overcome obstacles to goal achievement

2A.4a - Analyze similarities and differences between one's own and other's perspectives

2A.4b- Use conversation skills to understand others' feelings and perspective

2B.5b- Evaluate how advocacy for the rights of others contributions to the common good

3A.4b- Evaluate how social norms and the expectations of authority influence personal decisions and actions

3B.5b- Evaluate how responsible decision making affects interpersonal and group relationships

3C.5a- Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need

3C.4b- Plan, implement and evaluate one's participation in a group effort to contribute to one's local community

Service Learning Projects

Ideas for Group Leaders



Exploring and discovering nature is part of every Group Volunteer Opportunity. These Opportunities are hands-on activities, like litter cleanups and habitat restoration, that can provide a platform for authentic service learning projects.

You can initiate and lead service learning projects that complement these Group Volunteer Opportunities and make a difference in your community. You and your students can design a project that matters to you. Forest Preserve staff can assist in project planning. Contact Kevin Kuhn, Volunteer Program Specialist at Kevin.Kuhn@cookcountyil.gov to get started.

Topics	Project Ideas
Art Film Writing Community Outreach	<ul style="list-style-type: none"> • Create a blog or Facebook page and share creative posts about your Forest Preserve experiences. Link and share on the Forest Preserve Facebook or Twitter pages • Create a pamphlet or fact sheet highlighting your site or Opportunity • Develop a biodiversity Field Guide in print or on the internet • Map your site and share it with others • Create a YouTube video - "Our site" / Our Project • Draw, photograph, paint and present wildlife/plants discovered in the Forest Preserves • Write a letter to government body, retail company or manufacturer about litter found and ask for change • Create a documentary about a special topic, place, wildlife, etc. in the Forest Preserves • Start a Litter Campaign in your Community or around your block • Educate others about "Leave No Trace" • Survey Forest Preserve visitors on a topic that interests you and present your findings • Plan and lead a litter cleanup at your site for others (ex. younger students, families, friends) • Create an invasive species display or presentation at your school or local public space • Create a native plant or animal display or presentation at your school or local public space • Create a video that introduces an audience to your site and the volunteer work you do • Write and direct a litter prevention film • Write and direct a film about why you care about the Forest Preserves, what you enjoy, etc • Create a "How to" video – Ex. How to Prepare to Volunteer Outside • Write nature poetry and create a book • Make a film reflecting on your experiences in the Forest Preserves and/or why you volunteer • Identify and write about the similarities and differences you see in the Forest Preserves and in your community
Monitoring	<ul style="list-style-type: none"> • Monitor Birds • Monitor Butterflies • Monitor Dragonflies

	<ul style="list-style-type: none"> • Participate in Project Squirrel (http://www.projectsquirrel.org/) • Conduct a biodiversity survey • Survey trees / plants • Join the Winter Bird Count • Survey winter tracks
Recycling Sustainability	<ul style="list-style-type: none"> • Compare litter vs. recyclable materials found during litter cleanups • Compare litter found in the Forest Preserves to litter found in your school or neighborhood • Start a recycling campaign at your school or join the Recycle Bowl (http://recycle-bowl.org/) • Start a “Green Team” in your neighborhood • Recruit a team to join the Forest Preserves’ Adopt-A-Site project • Using the Keep America Beautiful, “Game Day Challenge” as an example (http://gamedaychallenge.org/), develop ways to incorporate sustainable practices and recycling education into your school’s game days • Determine the best way to educate and inspire people in your community to recycle. Identify barriers to recycling and think of and act upon ways to solve the problem.
Water	<ul style="list-style-type: none"> • Monitor the health of Chicago River or other waterway by testing water chemistry, discovering macroinvertebrates and more • Start a “use less” water campaign at your school or in your community • Promote the use of reusable drink containers at your school • Learn about the fish in the Forest Preserves and plan a fishing trip
Recreation Outdoor Adventure	<ul style="list-style-type: none"> • Develop an exercise program in the Forest Preserves (hiking, biking, roller blading, jogging) and engage your community • Plan a picnic in the Forest Preserves where you introduce your community to the Forest Preserves • Plan a hiking or biking trip to the Forest Preserves and introduce your community to outdoor recreation
Eco-Careers	<ul style="list-style-type: none"> • Research an environmental career online. Meet with a professional in the field and interview them about their current position and their career path • Job shadow a professional in the Environmental Field • Research environmental careers, choose one and then develop a path to success to reach your goals



Litter Obliterators

BE SAFE Procedures

Thank you for volunteering your time to make our Preserves healthier, safer, and more beautiful. Your efforts benefit our wildlife as well as everyone who visits the Preserves. Our ultimate goal is to change people's behavior. Those who volunteer to clean up send a positive message to other Preserve visitors by setting an example and clean Preserves discourage people from littering.

To ensure a safe volunteer workday and a positive experience for all participants, please follow the following safety procedures:

Before your workday

Review these "BE SAFE Procedures" and be ready to share with all participants at the start of the workday.

Evaluate work conditions

Work must be performed when the Preserves are open (during daylight hours). Do not work, or discontinue working, if weather (or other adverse circumstance) causes a safety risk.

Safety precautions

Identify all objects before touching them and handle found items according to the procedures outlined in the *Bag It, Drag It, or Flag It?* Instructions:

Personal

- **Be aware** of your surroundings at all times; look out for danger and for each other.
- **Know your location:** the closest intersection and how to get to the Preserve from there, so that you are able to give directions in case of an emergency. If there is an emergency, use "scouts" to direct emergency vehicles from the road to the work site.
- **Proper Gear:** Gloves, long pants, and closed-toe shoes (no sandals) are required. Light-colored clothing, long-sleeved shirts, and hats are recommended.
- **Take care of yourself:** Drink plenty of water and protect yourself from the sun
- **Supervision:** Provide appropriate and adequate adult supervision for youth participants; one adult per five minors is suggested.

Environmental Concerns

- Be alert for stinging insects and be aware of poison ivy. See the *Poison Ivy* handout sheet for identification and treatment.
- Watch your footing and do not work on unstable or slippery ground.
- Never attempt to pick up litter within eight feet of roads or highways.

Alert the Police

- For an extremely hazardous situation or item call 911.
- Report any illegal activity or unsafe conditions as soon as possible to the Forest Preserve Police (708-771-1001).

Find a suitable location for your bags

Do not overload or compact litter bags and be sure to tie them securely closed. Place bags in an existing trash can; if the can is full, place bags next to the trash can.

Enjoy Your Experience!

Make sure to take the time to enjoy the Preserves while you are helping the Preserves.

Bag It, Drag It, or Flag It?

Instructions for Handling Litter



BAG IT

These items may be placed in a bag

- Small items made of paper, cardboard, plastic, styrofoam, wood, rubber, glass, or metal
- Small containers that are empty or with known contents
- Items without sharp edges that could tear the bag

Volunteers are encouraged to recycle appropriate items.

DRAG IT

These items should be placed alongside your stacked bags near a metal garbage can

- Items with dull or pointed edges that might tear a bag, even if they are small
- Large items that would prevent a bag from being properly tied closed
- Heavy items that could tear a bag, if the item can be moved without causing physical injury
- Containers that are not empty *if* the contents won't spill when moved *and* you can identify the product as one that is not hazardous. If you suspect that an item contains urine, do not move it.

If in doubt, leave the item alone!

FLAG IT

Miscellaneous Items- Report these items to the Maintenance Division whose phone number is listed on your permit. Please call the same day and let them know what you left or observed and where it is. You may leave a voice message.

- Sharp, large, or heavy items that could cause physical injury if moved
- Any item in an unsafe location (within six feet of a traffic lane, on unstable ground, etc.)
- Securely closed items containing hazardous substances
- Party spots with lots of cans or glass, or campfire remnants
- Graffiti
- Motorized bikes, or treads left by motorized bikes, and bike ramps
- Religious shrines or props/decorations
- Hazardous trail conditions (Ex. tree limbs blocking trail)

If possible, place a filled bag near the item to mark its location if you are not permitted to bag or move the item. This will help make the item visible to the Maintenance crew collecting your filled bags.

Hazardous Items/Possible Crime-Scene Evidence-

Call the Forest Preserve Police (708-771-1001) immediately if you find the following items. Then, unless advised to leave the area, the safety leader must stay at the site until a Forest Preserve Police officer arrives.

- Someone displaying suspicious or inappropriate behavior
- Crime scene (bloody items, wallet, or purse)
- Weapons(guns, knives, etc.), shell casings, unspent ammunition
- Explosives, possible bombs (canned pipes, wrapped packages, etc.)
- Structure or shelter, usually made of tarps, sticks, etc. **do not attempt to look inside, dismantle, or speak with the occupant*
- Dead chickens or other dead domesticated animals, and wandering pets with no owner in sight
- Unlabeled medicine, drugs, drug paraphernalia or items with hazardous material labels

Adapted from the California Highway Department Adopt-A-Highway Informational Handouts



SCAVENGER HUNT

Instructions: Work with your group to complete the Scavenger Hunt. **Read** the **CLUE** and **find a natural item** that fits the description. **Write** the item in the **ANSWER** column. If you do not know the name of the item, describe it. **Be creative** and only use each answer one time.

CLUE	ANSWER
Something that soaks up water	
Something that travels	
Something that could be tied into a bow	
Something that has branches but no leaves	
Something sticky	
Something orange	
Something that floats	
Something pointy	
Something with cracks	
Something that makes noise	
Something with a strong smell	
Something that is a home	
Something slippery	
Something triangular	
Something with veins	
Something that starts with the letter Q, X, Y, or Z	
Something with thorns	
Something that needs sun	
Something's food	
Something that has never been alive (abiotic)	
Something that changes into something else	
Something rectangular	
Something with seeds or fruit	

Group Name: _____

Poison Ivy

(Toxicodendron radicans)

Poison ivy grows in woods, fields, and along roadsides and riverbeds. It can be a high-climbing woody vine, a small low-growing shrub, or ground cover.

Identification- "Leaves of three let them be"

- Three thin, pointy, shiny leaves; however, the shape, texture, and color of leaves can vary.
- Stems (where leaves attach) may be red
- Leaves are reddish in spring, green in summer and orange or red in the fall.

Symptoms

- Most people are sensitive to the oily resin or sap of poison ivy- urushiol. Urushiol is found year-round in all parts of the plant including the roots, stems, flowers, and leaves.
- A person can get a rash by touching any part of the poison ivy plant or anything that has come in contact with the plant and still has the oily resin on it. Examples include sporting or camping equipment, gardening tools, shoes, clothes, and pets or contaminated surfaces.
- A rash may develop between 1 hour and 5 days after contact. The rash can vary in



severity and usually starts with itching, redness and swelling sometimes followed by tiny pimples or blisters.

- Delayed symptoms may appear if skin comes in contact with contaminated items or surfaces.

Treatment

- Immediately after exposure (within 10-15 minutes) wash exposed areas, including nails, with cool water and soap.
- Wash contaminated surfaces with rubbing alcohol and clothes and shoes with hot water and soap.
- See your health care provider if symptoms are severe or persist.
- If you experience difficulty breathing, swelling in the throat, dizziness, or weakness call 911.



If you don't know, don't touch.



BE PREPARED TO GET OUTSIDE, GET ACTIVE, AND GIVE BACK

What to wear:

- Dress in layers (long & short sleeves)
- Clothes that can get dirty
- Sturdy, closed-toe shoes that can get dirty
- Long pants and long socks
- Sun protection (hat or bandana, sunglasses)

What to bring:

- Water bottle
- Healthy snack
- Sunscreen
- Insect repellent

Please *DON'T* bring or wear:

- Valuables (electronics, MP3s, jewelry)
- Cologne/perfume
- Shorts or short socks
- Open-toe shoes (flip-flops, sandals)
- New clothes



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**¡PREPÁRESE PARA SALIR AFUERA,
HACER ACTIVIDADES Y AYUDAR!**

Qué ponerse:

- Vestirse en capas (mangas largas y cortas)
- Ropa y zapatos que se puedan ensuciar
- Zapatos cerrados y resistentes
- Pantalones largos y calcetines largos
- Protección contra el sol (cachuchas o gafas de sol)

Qué traer:

- Botella de agua
- Merienda saludable
- Protector solar (crema)
- Repelente de insectos

Por favor NO traiga:

- Objetos de valor (joyas, MP3s, videojuegos)
- Colonia / perfume
- Pantalones cortos o calcetines cortos
- Zapatos abiertos (chanclas, sandalias)
- Ropa nueva



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