



VISION *20/20*

Teacher Manual

“Wherever the seeds of imagination are scattered,
a garden of creativity will grow.”

- Unknown Source

Halifax Regional Adventure Earth Centre

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This manual is only for use in Vision 2020 for the Halifax Regional Adventure Earth Centre. Please do not copy or use without permission. This manual and the overall program were written and designed by Alan Warner and George Taylor through the Adventure Earth Centre with input and assistance from a wide range of people over the years. It was most recently revised in December 2010.

The educational approach, and a number of the individual outdoor activities are based on the work of the Institute for Earth Education. *Earth Education....A New Beginning* by Steve Van Matre provides an excellent description of the approach for those interested in learning more (Institute for Earth Education, Box 67060, Northland Village P.O., Calgary, Alberta T2L 2L2).

Vision 20/20 School Preparations & Time Lines

This preparation process must be started early as the number of students coming affects lots of planning issues. Here are key issues and time lines from the teacher's perspective.

October & November: Inform Students and Parents

• **Student Information & Meeting**

- Announce opportunity with simple, written information. Talk it up.
- Set up initial visit from Adventure Earth Centre Staff. We will introduce program and theme through a slide show and answer questions. We may include past student participants.

• **Parent Information & Meeting**

- Send intro letter to parents (written information on program is on pages 6 & 7 of manual)
- Set up meeting with parents (Adventure Earth Centre staff will attend and do slide show of program and answer questions). Need to discuss equipment, safety, and health forms and issues. Ask for help as needed... fundraising, transportation, other?). Equipment list, and a health form is included in this manual.

December: Register Students

- Registration deadline should be before Christmas— by December 15, with the student deposit handed in to the school. School determines size of deposit (i.e., \$25-\$50). Please call the Adventure Earth Centre (490-4539) by December 15 with the number of students registered.
- The HRM student fee does not include your transportation (busing) costs. The total amount is due as of the trip. Make out a cheque payable to Halifax Regional Municipality and bring it on the trip or mail it to: Adventure Earth Centre, 68 Parkhill Road, Halifax, NS B3P 1R6. We take VISA and Mastercard if you want to put it on your card as an alternative and collect air miles.

January-March

Teacher Orientation Meeting: We will set a convenient time after school to meet with all teachers who will be accompanying students to explain the program details. For new teachers it will be a chance to fully understand the preparation and trip process. For returning teachers, it will be an important opportunity for you to give us feedback on specific ideas and adaptations for your group. It will also be a chance to explain the Quest and discuss how follow-up activities can be built into the curriculum. The Quest needs pre-planning and teacher support to make it happen.

- Arrange transportation— Insure bus is big enough for baggage too. Clarify departure and arrival times. Remember to plan in lots of time for loading so that you arrive at Vision 20/20 on time.
- Fundraising as appropriate.
- **Distribute Health Forms** and have students return them before March break (see page 23). Then you can track down those who are late after March break as they need to be in to the Adventure Earth Centre by April 1.

March - April

- Arrange time for final student meeting with Adventure Earth Centre staff. Should be approximately two-three weeks before the trip.
- **Submit student health forms** to Adventure Earth Centre in alphabetical order by April 1 along with a list of students with specific health concerns (see page 21). Teachers will be responsible for administration of medications. Trained staff will handle emergency first aid situations. Don't forget to have health forms for adults.

April/May

- **Distribute Equipment List** (p. 25) Support/remind students to bring proper equipment/clothing.
- **Complete Future Vision and Lifestyle Activity:** Please complete this with students before the trip (included in this manual)
- **Adventure Earth Centre Meeting with students.** We will answer questions, and build expectations and introduce themes for the trip. Photocopy equipment list for Adventure Earth Centre staff to review and pass out at the meeting.

Before The Trip:

- **Divide students into crews and cabins.** Fax us one copy of the lists at least one week before trip. Bring 8 copies of each list on the trip.
 - * **Crews:** Groups should have equal numbers. If more than 50 students, create 6 groups. If less, use five groups. Mix boys and girls. Students typically want to be with their friends and this can work well but use your judgement. Insure that groups are roughly balanced by gender and level of behavioural difficulty. Tell us which groups will be a "challenge." Some students will not attend due to illness and other unforeseen circumstances To keep crew group numbers as even as possible, please do last minute adjusting if need be.
 - * **Cabins:** Single sex—There are seven per cabin in addition to one space for a leader.
- **Bring Sports Equipment, Musical Instruments & Camera:** Bring a bag of sports equipment for free time. Please bring your own musical instruments, and encourage other adults and students to do so if they are willing to play. We love to have music as part of campfires, at free times, and during some program activities. **Bring a Camera to take pictures.**
- Only calling card or collect calls are possible from the camp phone. Bring a calling card if you want to make calls. Students can not make calls unless there is an essential reason. The camp phone is 902-798-8430.

Directions to Camp Mockingee— Vision 20/20!



Camp Mockingee is nearly equi-distant from Windsor and Chester. Unless you are closer to Chester, the Windsor route is a bit shorter.

Via Highway 101 (Windsor Area)

- Turn off Highway 101 at Exit 5 (Route 14/Windsor & Martock). Turn at the bottom of the ramp towards Windsor & Martock.
- Go 1 kilometer and turn right onto Route 1, following the sign for "Martock".
- Go about 1.5 kilometers and turn left onto Route 14 West following the sign for "Martock".
- Keep on this road and you will pass a small corner store on your right after about 19 kilometers (you will pass the entrance to Ski Martock at about 7 kilometers). About 3 kilometres after the store there will be a large blue sign on the right which says "Rotary Club of Windsor Camp Mockingee Youth Camp". Turn right here on to Smeltzer Road.
- Stay straight on Smeltzer Road, proceeding through a stop sign and up a hill as the road winds past two white houses. The camp is just down the hill past the houses.

Via Highway 103 (Chester Area)

- Turn off Highway 103 at Exit 8 (Route 14/Windsor) and turn inland toward Windsor.
- Keep on this quiet road for about 27 kilometers at which point you will see a turn to the left marked by a green road sign for "Lake Crescent". After one more kilometer turn left on to Smeltzer Road which is also labeled by a small green sign. There is also a larger white sign at the corner for the "Upper Vaughn United Baptist Church". There is a blue sign marked "Camp Mockingee Youth Camp" but it faces away from you and is hard to see until after you turn. If you go past a Kwikway and Irving gas pumps you have gone 3 km too far.
- Stay straight on Smeltzer Road, proceeding through a stop sign and up a hill as the road winds past two white houses. The camp is just down the hill past the houses.

Vision 20/20—Brief Description

Vision 20/20 is an exciting, fun earth education program sponsored by the Adventure Earth Centre of the Halifax Regional Municipality for grade 8 students in which young people are presented with alternative possibilities for the future and then asked to define their own vision as a basis for making choices now. Vision 20/20 includes an intensive three day outdoor camp experience followed by a curriculum of self-defined activities back at school and home in which students apply their vision to their own lives.

Vision 20/20 aims for students...

- ...To realize there are different ways to view the world with respect to lifestyles and visions of the future.
- ...To appreciate specific natural communities of life (Explore).
- ...To understand and apply the ecological concepts of energy flow, cycles, and interrelationships to their lives (Question).
- ...To make positive choices to reduce the impact of their lifestyle on the earth based on their vision of the future (Choose).
- ...To learn about positive environmental models, resource persons, and systems in their home communities.
- ...To take leadership in promoting positive environmental attitudes with peers.

Theme and Structure

Vision 20/20 begins by challenging students with wildly divergent visions of the future. The critical message is that the choices that are made now will determine the reality of life in the future. During the camp, students experience three paths to developing a vision of the future: *Exploring*, *Questioning*, and *Choosing*. They are then challenged to return home and analyze their present lifestyle in light of these paths while defining their own vision of the future.

The *Exploring* aspect of the program is developing appreciation for the natural world through exploration and reflection in beautiful wild settings. These activities take a sophisticated approach to intrigue this age group: i.e., designing an art gallery of natural objects and then participating in the formal opening of the gallery; exploring special natural places and sharing their writings and descriptions of them with others.

The *Questioning* element of the program involves the presentation of three major scientific concepts from the field of ecology (energy flow, cycles, and interrelationships) and questioning the relationship between human activities and natural systems. For example, in the "Fun Guy Parlour" students learn about the concept of energy flow by developing a detailed accounting system for where the energy comes from, and how much is required, to make a variety of pizzas. They then choose one for their supper. All this occurs in the fun and festive atmosphere of a pizza parlour, with music, candlelight and dancing! At the "Cycle Factory" they take on the role of assembly line workers propelling molecules through an enormous simulation of the air, water, and soil cycles. When the cycles become threatened by pollutants, students must make difficult choices involving real consequences if they are to de-contaminate the systems.

The *Choosing* element of the program involves giving students a multitude of choices within an energy based credit system that is in effect throughout the camp experience. They must choose how they will spend their "photons" (energy units) in order to obtain the food, water, and energy needed to sustain their lives across the three days. They can choose to be conserving or consumptive in their spending patterns (i.e., to use or not use a radio, to eat highly processed or basic foods), and their selections are followed by discussions of what they chose and why.

The outdoor trip carries through back at school in that each participant or small group takes on a plan for action and/or a "Quest". The action plan is a simple project students can do on their own to educate others (a "local" lunch, free clothing swap, etc.) The Quest is a curriculum project supported by the

teacher that involves discovering and spending time in wild areas near home, and applying the learning in everyday settings (e.g., examining the energy processing costs of various foods in a grocery store). They also learn about positive environmental initiatives in their community` and then consider changing their own lifestyle choices. The students receive credit for their Quest as a school project and work on it with the assistance of a structured guidebook.

Vision 20/20 has been run with grade eight from Metro area junior high schools each year since 1993. The response from both students and teachers has been extremely positive. In addition to following through with action plans and the Quest, students have also provided leadership in their schools through environment clubs and the student council. Students have developed a community spirit that carried through to a wide range of activities during the remainder of the year. Teachers have reported that the experience provided a very strong and positive environmental focus, motivating students to work for wider school and community issues.

Program Design & Direction

Vision 20/20 has been designed by Alan Warner and George Taylor and the approach, along with some of the activities, is based on the work of the Institute for Earth Education, an international organization committed to developing earth education programming at all age levels. George Taylor is responsible for the administration and logistics for the program with the support of Adventure Earth Centre staff. He has 30 years experience administering HRM recreation programs. Alan Warner is the programming coordinator and is an associate professor in Recreation Management, Community Development and Environmental Studies at Acadia University where he teaches environmental education.

Leadership, Logistics, and Safety Issues

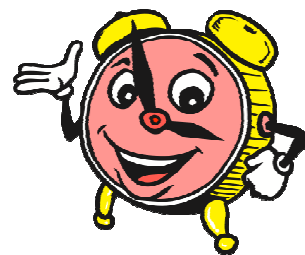
Up to sixty grade 8 students can participate in the program at the same time. The Halifax Municipal Adventure Earth Centre provides trained adult leaders with at least one leader for every ten students, in addition to the site coordinator and cooking staff. All of these staff have first aid training, and experience working with young people in outdoor settings. In addition there will be at least two teaching staff from the school accompanying the group. Halifax Municipal Recreation staff will lead most of the activities and teachers will be available to participate in the program in order to prepare for their roles in leadership and support for the follow through activities back at school. They will also be available to deal with particular personal needs and discipline issues.

The trip experience will take place at Camp Mockingee near Ski Martock outside of Windsor. The students will be transported by bus, arranged and paid for by the school. The camp includes a heated and fully equipped kitchen and dining hall, washrooms and showers. Students, leaders, and teachers will sleep in unheated cabins. There will be an adult in each cabin sleeping with the students. Meals will be provided in the dining hall and Halifax Municipal Recreation will provide a cook and an assistant.

The trip will conform to the outdoor education policies of the Halifax Regional School Board. There is a meeting to inform parents about the trip plans and students and parents will receive an equipment list and will be required to complete a permission and health form for the school. The program will not include any water activities (i.e., canoeing or swimming) or any high adventure physical activities. There will not be any major hiking activities and all activities will occur in the immediate wild areas around the camp (within approximately 500 meters).

There is a per student program fee, which includes the costs of leadership, food, equipment and materials, meal preparation, camp rental, and HST. The cost of transportation will be additional. The camp phone number is 902-798-8430.

Vision 2020 Trip Schedule



Day 1

- 8:00 Class Departs School & Staff Team Meeting On-Site
- 9:30 Arrival, Velcro elbows, tamarack clap & gear to cabins
- 10:00 Brief Group Ice Breakers (Review Safety Rules)
- 10:15 Division into Crews & Teambuilding Activities in Crews
- 10:45 From A Distance—Opening
- 11:30 Viewpoints—Crew Discussions
- 12:15 Lunch
- 1:00 Photon Intro
- 2:00 Solarville or Explorers' Challenge (snack)
- 3:45 Solarville or Explorers' Challenge (snack)
- 5:30 Supper at Visionary Pizza Parlour
- 7:15 Optional Physical Games & Sports/Teachers supervise/Free Time
- 7:45 Vision Spots
- 8:30 Choices for Day 2 (Rotate with Vision Spots if it gets dark later)
- 9:00 Brief campfire
- 9:30 Endangered Species Rendezvous & Reflection
- 10:30 Informal Snack & Bed Preparations

Day 2

- 7:30 Staff Meeting/Student Wake up
- 8:00 Breakfast
- 9:15 Cycle Factory or The System (1/2 in each).
- 11:30 Objet Trouve Part I
- 12:30 Lunch
- 1:45 Cycle Factory or The System (1/2 in each)
- 4:00 Objet Trouve Part II
- 4:30 Nature Choice Activities (Vision Spots, Hike, Woods game, Craft, Staff Specialty, etc.)
- 5:30 Global Supper
- 7:30 Choices for Day 3
- 8:15 Theatre Games
- 8:45 Development of Skits
- 9:15 Creative Visions Campfire
- 10:15 Bed Preparations

Day 3

- 7:00 Wake up and pack
- 7:30 Staff Meeting (students gear packed and outside before breakfast)
- 8:00 Breakfast, Photons for Day 3, Games
- 9:15 Group Photo
- Taking It Home Slide Show
- 10:00 Vision 4 Action (cabin groups)
- 10:45 Vision Spots (crew groups)
- 11:15 Graffiti Wall (dining hall)
- 11:45 Closing Pictures (basement dining hall)
- 12:00 Lunch
- 12:30 Departure

Description of Trip Schedule

The timing and order of activities are slightly different on the first mornings for the Monday-Wednesday versus the Wednesday-Friday program. Check the time schedule for your program.

Day 1

Bus Departs School— 8:00 for Monday group/ 8:45 for Wednesday group

Arrival & Set-up: Greetings, orientation to camp, set-up in cabins.

Group Ice Breakers: Large group games to get people moving and having fun after the bus ride. Review of basic rules and safety issues. Students are split into small groups they will be working in during the trip.

Crew Ice Breakers: Group/team building games in crews to get people in crew working together. A crew discussion of ground rules for how the crew hopes to work together during the program.

10:45* From A Distance—Opening session/theatrical performance to introduce theme of program. It powerfully presents the notion that there are alternative environmental visions of the future depending on what we choose to do. The essence of the program is to work towards defining your own vision of the future and then consider the choices you will need to make to realize it. *

11:30* Viewpoints: Small groups (8-9 students) discuss ideas presented in the opening session. Each group will have a staff member as a leader. These groups will have the same participants and leaders across the program.

12:15* Lunch: Participants are to bring their own lunch.

1:00 Photon Introduction: At Vision 20/20, everyone lives by a system that measures how much sunlight energy our choices use. The units are called photons— the unit of energy that is transmitted to the earth in sunlight. This session introduces photons so that students understand the concepts and know how to make their choices and track their spending.

2:00 Solarville or Explorers' Challenge/Vision Spots

Solarville: The major activity which teaches the concept of energy flow. Students visit the "Fun Guy Pizza Parlour." With the help of the "owners", students go off on an outdoor adventure that work through all of the energy costs which are required to make a pizza from the field to table and then they choose the pizza they want for supper.

Explorers' Challenge: Small groups do a series of exploration and appreciation activities in order to get to know one special wild place nearby. Part of the process is a challenge for each crew to find neat natural objects and bring them back to share with other crews in a Reality TV show format.

3:45 Groups rotate to the activity they did not do at 2:30

* For Wednesday to Friday program format this session and Viewpoints come after lunch rather than before it. Other times remain the same.

5:30 Supper at Pizza Parlour: This is a continuation of the Solarville activity. From this point on students pay for all of their meal choices in photons.

7:15 Free Time

7:45 Vision Spots: Small groups are led to a beautiful nearby wild area where each student chooses their own natural spot with supervision and spends reflective solitude time there.

8:30 Choices for Day 2: Students have small group discussions and determine their individual choices as to what energy choices they want to make the next day with their photons.

9:00 Brief Campfire: An opportunity to sing a few songs and set the tone before moving to the Endangered Species Rendezvous.

9:30 Endangered Species Rendezvous: A brief, powerful outdoor theatrical performance in which endangered species plea for their lives. The performance is followed by a reflection discussion around a candle lantern by crews.

10:30 Informal snack & bed preparations

Day 2

7:30 Staff Meeting

8:00 Breakfast

9:15 Concept Activities: The group will be divided in half and will do one of the two following activities:

Cycle Factory: Teaches the concept of cycles and the role of humans in them. Students become workers in a giant "Cycle Factory" which is an intricate simulation model of the air, water, and soil cycles which are fueling a tree to grow apples. Molecules are represented as colored wiffle balls and students move them through a series of cycle stations. Cycle pathways become blocked by human generated pollutants mid-way through the activity and students must choose if they want to reduce their photon usage in order to lower environmental impact, and assist the tree to grow the apples, which they may receive in return as apple crisp.

The System: Teaches the concept of interrelationships... The *Biosphere Underground* is looking for new recruits, but first they have to pass training by cracking the System. The System is a food web diagram that incorporates gas exchange, energy flow, plants, animals and habitat. Students are given the System without text and race through the forest to find all the missing pieces. Each team that completes it in the allotted period wins.

11:30 Objet Trouve Part I: Students are to visit an art gallery but upon arrival they find the resident French artist in distress as the exhibit items have been lost in transport. She enlists the help of the students to go out into designated natural areas and find beautiful natural objects to bring back to create a new exhibit. Groups each go out on their own and return separately to set up their part of the exhibit.

12:30 Lunch Students continue to pay for their meals in photons.

1:45 Cycle Factory or The System: The group will be divided in half and will do whichever one they did not do in the morning.

4:00 **Objet Trouve Part II:** The official opening of the art gallery with cocktails (sparkling grape juice) and hors d'oeuvres. Participants wander through the gallery..

4:30 **Nature Choice Activities** (Vision Spots, hike, woods game, craft, etc.)

5:30 **Global Supper.** Students are randomly given roles as citizens of a wealthy or low income country and served food appropriate to their economic level. The inequity of the situation becomes evident and is reflected upon before everyone eats.

7:30 **Choices for Day 3:** Students have small group discussions and determine their individual choices as to what energy choices they want to use the next day with their photons, and how they can make energy saving choices back home.

8:15 **Creative Visions & Campfire:** An activity in which small groups design and present their own experience/activities for each other around the visions and perceptions & choices themes. They may use skits, music, games, etc. It includes:

- Theatre games warm-up (30 minutes)
- Skit development in cabin groups (30 minutes)
- Campfire with skits and songs (60 minutes)

10:15 **Bed Preparations**

Day 3

7:30 **Staff Meeting**

8:00 **Breakfast:** All gear must be packed and the cabins cleaned out before breakfast. Gear will be stored outside or in barn for the morning, depending on the weather. Right after breakfast everyone hands in their outstanding photons and final balances are completed.

9:15 **Take It Home Slide Show:**

The opening theme is revisited to express that the three days have given them some experiences on what a harmonious ecological perspective for the future might be and the kinds of choices we will have to make to arrive at it. It then presents students with the challenge of taking on a plan for action and/or the Quest, a series of experience they create for themselves back at home and in their community with support from their teachers and peers.

10:00 Vision 4 Action (cabin groups): Students plan an action they can undertake to live more lightly on the planet back home or at school

10:45 **Vision Spots:** Opportunity for solo time and to reflect on their learning.

11:15 **Graffiti Wall:** Group artistic mural to reflect on and picture learning and highlights.

11:45 **Closing Pictures:** Slides of the group experiences and inspiration to take it home.

***Lunch followed by packing of gear and departure.** Teachers will need to facilitate this process as staff will need time to make a transition to their new groups who have just arrived.

Vision 20/20 Staff and Teacher Roles

Staff Roles

- **Leadership and Management of Students during Program Activities:** Staff lead all of the program activities unless you want a specific part and we agree to it before hand (see optional roles below). We hope you will come along to participate, have fun and become familiar with the program (see below).
- **Leadership of Crews (activity, meal & chore groups):** Our leaders are trained and enthusiastic to take on the primary leadership role with their group of students across the program. This frees you up to participate, flow with the program, and generally keep an eye on how things are going with individuals and the group. We value your observations and feedback as the program progresses.
- **Sitting with Crews at Meals.** Leaders and students will sit by crew groups at meals. We hope you will sit amidst them but if you need a break, you can find your own table. Leaders will also supervise student chores but sometimes would appreciate a hand here if they have a responsibility coming up to prepare for right after the meal.
- **Sleeping in Cabins with Students.** A leader or another adult will sleep in each cabin. We may need help on this depending on student number (see below)

Specific Teacher Roles

Below are a list of specific roles we ask you to fulfill. Generally you should have a fair degree of freedom (relative to the classroom) as you are not directly responsible for the students most of the time but it is important to attend to these specific responsibilities.

- **Supervision of Students During Free Times.** There are short stretches of “free time” (usually after chores are complete following meals) interspersed through the program and we would ask that teachers monitor the students during these times as staff. Staff meet briefly once per day check in on how things are going and at other times are often busy getting organized for subsequent activities. We value any thoughts you have for these meetings in terms of how you feel the program is progressing
 - * Please bring some recreational equipment from the school if possible such as a soccer ball, volleyball, football, and/or baseball which students may choose to use during free time. It is helpful if you can facilitate students who are so inclined to organize some informal sports games during these free periods.
- **Taking Pictures of Program.** documenting experiences so as to be able to transfer trip experiences to follow-up work on Quest. **Please bring a camera or video** if possible so that the students have photos to remember their experience back at school. Teachers particularly enjoy a wall display back at school with pictures from the trip and some writing. *****Please inform us of your school policy on photos – our staff will take pictures during camp for use only in a slideshow for the participants during camp.*****
- **Participation in Activities.** If you are not familiar with the activities, we feel it is important for you to come along and be part of the goings on so that you understand the experience and concepts which will help you to support students to work on their Quest activities back at school. Please join in and play along with the students, don't just sit back and observe. Take some pictures along the way.

- **Medication Distribution.** We ask that one teacher is responsible for giving out prescribed medications and common over the counter medications (i.e., ASA) to students as per the directions on the health forms from parents. Adventure Earth Centre staff will be responsible for first aid situations as all have current first aid certification
- **Students' Individual/Personal Needs.** Sometimes students have personal needs or issues where a prior knowledge of the student or relationship to the student is important. We ask you to be a resource in such situations and to work with the leaders as is appropriate. Students may bring personal issues to you first because they know you.
- **Back-up Support with Student Management & Discipline.** We expect and leaders are trained to handle discipline issues in their groups which is important because they are the primary leaders for the students during the program. However, there are occasional instances where a leader may need support with a difficult student from the teachers or site coordinator, much as a principal, VP, or counselor provides support at school. Usually we like the leader to talk with the teacher and the site coordinator first to mutually agree on a plan to address the situation with the best option being for the leader to go back and deal with the student directly. In some cases the teacher may need to directly intervene.
- **Cycle Factory Canteen Clerk:** This is a simple program role we need assistance with from one teacher on the second morning and again on the second afternoon (see schedule, it can be a different person each time). It is a fun and simple way to be part of the activity. You are the sales clerk at a canteen next to the activity and sell snacks at break points. There is a bit of set-up before the activity to get the snacks set out. Please ask on the first day for a staff member to explain and we have a brief written description of your role.
- **Facilitation of Quest Activities Back At School:** We have had a good response from students in working on the Quest back at school, but the key is involvement from teachers in getting the process going and supporting the students. We will discuss how best to do this before the trip.

Optional Teacher Roles Depending on Need and Energy Level

- Sleeping with Students in Cabins: Usually leaders are available to do this though sometimes the numbers of boys and girls and the split of male and female leaders is such that assistance is needed here. Typically there will be 8 Adventure Earth Centre leaders and there are 7 students per cabin. We will discuss the specific arrangements if they are needed.
- Leadership of specific activities if interested— we would need to discuss it before the trip. There are some fun options which only require a briefing once you are at the camp.
- Assistance with logistics to set up the dining hall for activities and assistance in monitoring students' work on chores. Parent volunteers have primary responsibility here but there are times when we are happy to have an extra pair of hands.

Parent Volunteers

Parent volunteers are welcomed and encouraged if you know of good reliable people who would like to come, we always need extra help in the dining room and kitchen. Volunteers will not have direct supervision or leadership responsibility with students. We ask that they help out in the following ways...

- Assist with the set-up, clean-up and take-down of the dining room.
- Assist in preparing and putting out snacks.
- Assist the cook and cook's assistant with meal preparations.
- Participate in activities and/or take pictures.

Group Leadership Guidelines

These are the guidelines Adventure Earth Centre staff to work with students.

1. Provide warmth, acceptance & caring to each participant.

- Reach out to each person at a personal level, find out who they are, what they need and enjoy
- Do positive things with each person. Be present!

2. Use positive means and incentives to get people doing things.

- Tell them how much fun something will be if they get going. Challenge them.
- If you order people to do things all the time, you will never be able to consistently enforce anything—they will ignore you.

3. Build positive team and peer relationships.

- Encourage cooperative endeavors and teamwork. Create a team spirit and identity!
- Encourage positive gender roles and interactions
- Find positive roles and rewards for each individual, especially for those with problems
- Stop name calling, disrespect, and aggression early and effectively
- Solve relationship problems in the group whenever appropriate
- Encourage empathy for situations of others

4. Treat young people as responsible and accountable.

- Give young people choices and respect their wishes wherever possible, the whole program is based on the notion that they have choices.
- Give young people responsibility within the program wherever possible.
- Give clear explanations which inform young people as to why each thing is done and what the purpose is. Always communicate your agendas.
- Acknowledge that the fantasy and fun in the program are just that, don't refuse to acknowledge what is real and what is not—that doesn't mean we can't use a lot of fantasy and fun.
- Hold young people accountable for their behavior and impose structure and limits if they are not acting responsibly.
- Communicate your expectations for young people clearly and honestly at the outset.

5. Enforce limits and respect your leadership.

- Recognize your needs and balance them with those of participants.
- Distinguish the leadership role from the friendship role.
- Recognize, reinforce and reward positive behavior
- Minimize rules and demands only to those which are necessary, enforce those, quickly and effectively.
- Define and communicate clear expectations, limits, and rules at the start.
- Enforce limits with confidence & authority, expect participants to follow.
- Don't back yourself into a corner with threats you can't enforce.
- Avoid tactics that paint a young person into a corner such that they have to lose face before peers.

6. Recognize that difficulties are based on both participant and leader past experiences and skills.

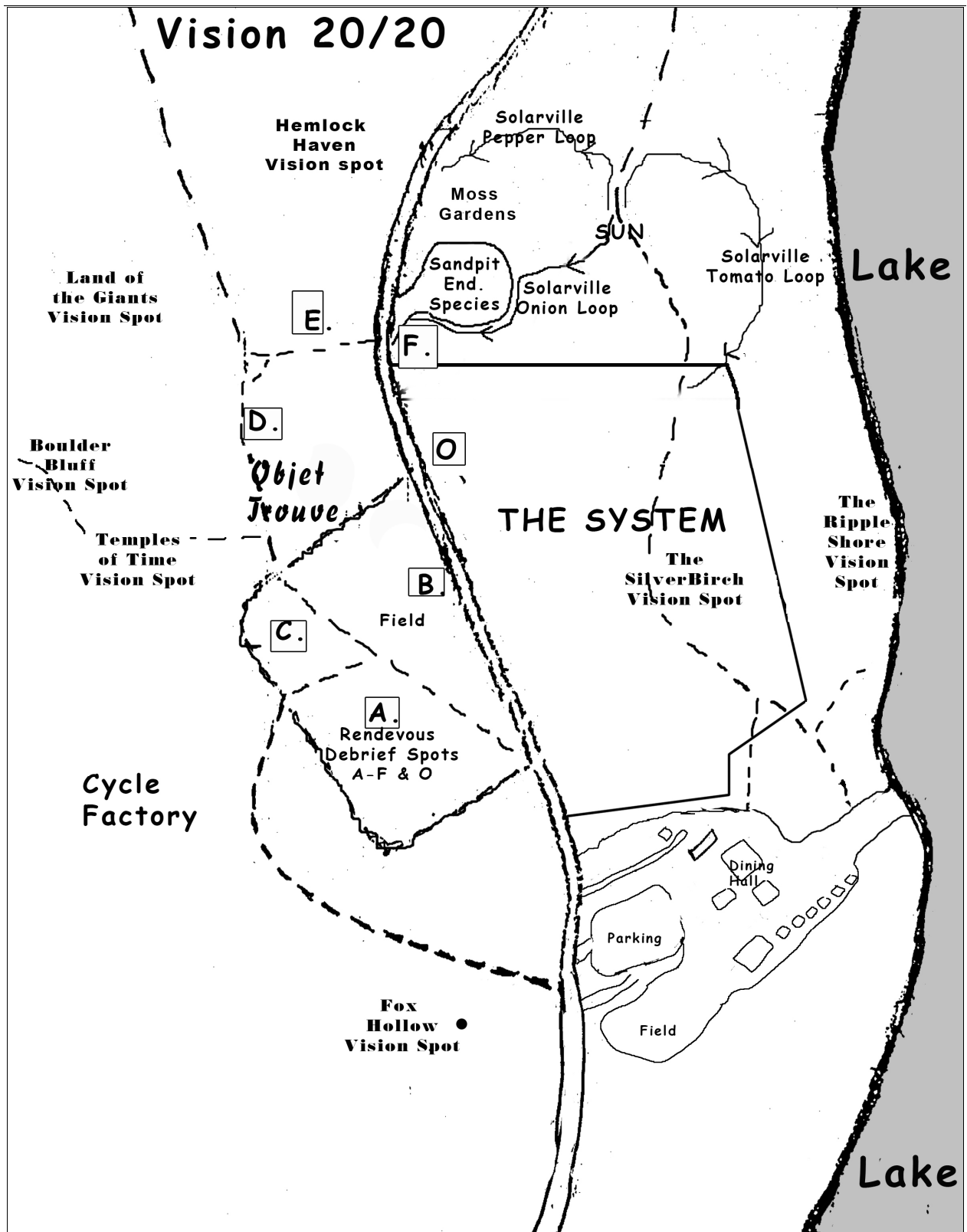
- Recognize that some young people are just very difficult to deal with—ask for help, don't think it is your failure.
- Identify the areas where you need to improve skills, work on them with others. Look for patterns where you seem to have difficulties with numbers of people, not just the one difficult person. We all have areas to work on.
- Don't take difficulties personally. What young people do does not necessarily reflect how they feel or what they intend.

Vision 20/20 Expectations for Students

Students are expected at all times to...

- Stay within the camp boundaries at all times unless with an adult. The boundaries are the lake, the woods behind the line of woods behind the first cabin, the road, and the end of the baseball field.
- Go immediately to their crew spots near the dining hall if they are not with an adult and hear a continuous car horn. This is the emergency signal.
- Never be in a cabin other than their own.
- Not to be in their own cabin during free time unless they have permission of their cabin leader.
- Treat each other and all of creatures (plant and animal) with caring and respect.
- To follow all of their regular school rules as per school policy.

Map of the Camp



6. Please give us feedback on our staff. They greatly value any suggestions or comments through which they could improve their program delivery.

7. Please identify particular strengths regarding program content, presentation, clarity, scheduling, etc. Please identify areas in which you think the program could be improved.

8. What are your thoughts on your role in the program? Are there other things that you might have liked to do? Are there roles and responsibilities that you had reservations about?

9. Do you feel you received adequate information about the Quest? Do you have suggestions on how to improve the Quest, though we realize students have not had time to complete it yet?

10. May we use your statements as endorsement for Vision 20/20? Yes ____ No ____

THANKS again! **Teacher:**

Date: _____ **School:**

Please FAX to the Adventure Earth Centre (490-4509) within 2 weeks of trip. Thank you!

Name: _____

Date: _____

What is the Future Going to Be Like?

Vision 20/20 is about looking ahead with clear vision and trying to figure out what the future is going to be like. What do you think it is going to be like? Put a check in front of the ten words that you think do the best job of describing what the future will be like where you live 20 years from now.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adventure | <input type="checkbox"/> Frightening | <input type="checkbox"/> Pollution |
| <input type="checkbox"/> Beauty | <input type="checkbox"/> Freedom | <input type="checkbox"/> Privacy |
| <input type="checkbox"/> Big corporations | <input checked="" type="checkbox"/> <u>Friendships</u> | <input type="checkbox"/> Peaceful |
| <input type="checkbox"/> Big cities | <input type="checkbox"/> Fun | <input type="checkbox"/> Physical Fitness |
| <input type="checkbox"/> Clean water | <input type="checkbox"/> Global warming | <input type="checkbox"/> Respect from others |
| <input type="checkbox"/> Computer control | <input type="checkbox"/> Good jobs | <input type="checkbox"/> Religious |
| <input type="checkbox"/> Close families | <input type="checkbox"/> Health | <input type="checkbox"/> Safe good food |
| <input type="checkbox"/> Caring people | <input type="checkbox"/> Helping other people | <input type="checkbox"/> Security |
| <input type="checkbox"/> Competition | <input type="checkbox"/> Honesty | <input type="checkbox"/> Sickness |
| <input type="checkbox"/> Cool | <input type="checkbox"/> Independence | <input type="checkbox"/> Sense of community |
| <input type="checkbox"/> Creative | <input type="checkbox"/> Inner harmony | <input type="checkbox"/> Social Justice |
| <input type="checkbox"/> Democracy | <input type="checkbox"/> Lonely | <input type="checkbox"/> Sophisticated |
| <input type="checkbox"/> Depressing | <input type="checkbox"/> Lots of Money | <input type="checkbox"/> Spiritual |
| <input type="checkbox"/> Dangerous | <input type="checkbox"/> Meaningful work | <input type="checkbox"/> Stable world |
| <input type="checkbox"/> Care for Environment | <input type="checkbox"/> More time for things | <input type="checkbox"/> Struggle |
| <input type="checkbox"/> Economic Growth | <input type="checkbox"/> Nature | <input type="checkbox"/> Success |
| <input type="checkbox"/> Efficiency | <input type="checkbox"/> New Knowledge | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Everyone is equal | <input type="checkbox"/> Order | <input type="checkbox"/> Too many people |
| <input type="checkbox"/> Excitement | <input type="checkbox"/> Pleasure | <input type="checkbox"/> Violence |
| <input type="checkbox"/> Fairness | <input type="checkbox"/> Power of a few | <input type="checkbox"/> Wealth |
| <input type="checkbox"/> Fast living | <input type="checkbox"/> Poverty | <input type="checkbox"/> Work under pressure |
| <input type="checkbox"/> Fast-paced work | | |

Write down the 3 words or phrases which you think do the best job of describing what your community will be like 20 years from now. Use words from above or come up you own.

1.

2.

3.

How Environmentally-Friendly is My Lifestyle?

The choices we make in how we live will affect what kind of future we end up with. The scoring sheet on the back will give you an idea of how environmentally friendly you are in your daily life. Be honest, it is not important what you score but rather that you become aware of your habits and that you are making choices—more about that at Vision 2020! No one could get a perfect score. You may never have even thought of some of these things! Just fill in the "Before Vision 20/20" columns. You will use the After 20/20 set of columns later to compare your choices after Vision 20/20.

See instructions on the other side

Environmentally Friendly Habits	Before Trip		After 20/20	
	Yes	No or Unsure	Yes	No or Unsure
As best I can remember, in the last 24 hours...				
FOOD & MEAL CHOICES				
I ate fruits/vegetables that were grown in Nova Scotia.	_____	_____	_____	_____
I ate food that was organically grown.	_____	_____	_____	_____
I did not eat meat.	_____	_____	_____	_____
I composted my food scraps, at home and school.	_____	_____	_____	_____
I did not eat fast food.	_____	_____	_____	_____
CHOICES IN MATERIALS I USED				
I wrote on both sides of a piece of paper to save paper.	_____	_____	_____	_____
I wore second-hand, organic or homemade clothing.	_____	_____	_____	_____
I wore clothes I'm certain were <u>not</u> made in a sweatshop.	_____	_____	_____	_____
WATER AND ENERGY CHOICES				
I always turned off the lights when I left the room.	_____	_____	_____	_____
I always turned off the TV and computer when I left the room.	_____	_____	_____	_____
I always turned off the water while brushing my teeth.	_____	_____	_____	_____
I let the "yellow mellow".	_____	_____	_____	_____
As best I can remember, in the last 7 days...				
FOOD & MEAL CHOICES				
I bought fair trade chocolate and/or coffee.	_____	_____	_____	_____
I never drank bottled water.	_____	_____	_____	_____
I only used my own mug for hot drinks at cafes/restaurants.	_____	_____	_____	_____
I used reusable containers when packing lunch or snacks.	_____	_____	_____	_____
CHOICES IN MATERIALS I USED				
I refused to accept plastic shopping bags when I shopped.	_____	_____	_____	_____
I recycled everything that could be recycled (plastic, paper, bottles, cans, etc.).	_____	_____	_____	_____
I used rechargeable batteries in my electronic equipment.	_____	_____	_____	_____
I used biodegradable shampoo and soaps.	_____	_____	_____	_____
LIFESTYLE CHOICES				
I limited my showers to five minutes or less.	_____	_____	_____	_____
I walked/biked to a place I needed to go instead of getting a ride.	_____	_____	_____	_____
I visited or took a walk in a natural area or park.	_____	_____	_____	_____
I spent at least one hour outside each day.	_____	_____	_____	_____
I talk to friends/family about environmental issues.	_____	_____	_____	_____
In general...				
I know where and how the food I eat was grown.	_____	_____	_____	_____
Before I buy something I research the company's environmental practices.	_____	_____	_____	_____
I boycott companies with poor environmental practices.	_____	_____	_____	_____
When I am finished with an item, I try to find a new home or a new use for it rather than throwing it out.	_____	_____	_____	_____
I take part in an environmental club or organization.	_____	_____	_____	_____
I take part in environmental events/initiatives in my school or community (speakers, movies, workshops, fundraisers, contests, etc.).	_____	_____	_____	_____
I approach and/or write letters/emails to corporations, my school, city or government when I find out they're doing something harmful to the environment.	_____	_____	_____	_____
I call myself an environmentalist.	_____	_____	_____	_____

Add up checks in yes column to get your Environmentally-Friendly Score -->

Before _____ After _____

The higher your score, the more environmentally friendly is your lifestyle. Think about whether you are happy with your score where it is and whether you would like to see a change after Vision 20/20.

Vision 20/20 Cabin Groups

Girls (Please all fill cabins sequentially – bracketed cabins are overflow only)

Cabin 1

Cabin 2

Cabin 3

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Cabin 4

(Cabin 5)

(Cabin 6)

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Boys

Cabin 1

Cabin 2

Cabin 3

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Cabin 4

(Cabin 5)

(Cabin 6)

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Vision 20/20 Equipment List

The following is a list of items that should be brought to camp. We recommend that you mark your name on all clothing and possessions with a permanent marker. New clothing is strongly discouraged as a majority of the time will be spent outdoors.

******MAKE SURE YOU HAVE WATERPROOF RAIN GEAR (JACKETS & PANTS) AND BOOTS TO KEEP YOU DRY.***

****** MAKE SURE YOU HAVE LOTS OF WARM CLOTHES. IT CAN BE "FREEZING COLD!"***

GENERAL CLOTHING (at least...)

2 pair long pants
3 T-shirts
2 long sleeve shirts
socks & underwear
winter pajamas
2 pair of sneakers or boots
jacket - warm
2 warm sweaters and/or sweatshirts
hat

SLEEPING GEAR

sleeping bag (bring an extra blanket it will be cold at night)
foam pad or air mattress (important to keep you warm at night)
pillow and case

PERSONAL NEEDS

towel and wash cloth
soap and container
toothbrush and toothpaste
comb/brush
medications (teacher will administer these)
flashlight
SUN SCREEN
BUG HAT or insect repellent (cream is better than spray)
WATER BOTTLE (any plastic 500 ml pop bottle will do)
3 PENCILS
camera and film (optional)

YOU NEED TO BRING A BROWN BAG LUNCH FOR THE FIRST DAY OF THE PROGRAM. NO GLASS BOTTLES PLEASE!

Vision 20/20 Health and Permission Form

THIS FORM MUST BE COMPLETED BY PARENT/GUARDIAN AND RETURNED TO THE SCHOOL BEFORE MARCH BREAK. All prescriptions and "over the counter" medications must be given to the teacher in charge of the trip. All medications will be kept in a locked cabinet with the exception of puffers and anaphylaxis kits, which remain with the student,

NAME: _____ SEX: _____

HEALTH #: _____ AGE: _____ BIRTH DATE: _____

HOME ADDRESS: _____

POSTAL CODE: _____ HOME PHONE: _____ BUS. PHONE: _____

IN CASE OF EMERGENCY, IF PARENTS CAN NOT BE REACHED, PLEASE NOTIFY:

NAME: _____ HOME PHONE: _____ BUS. PHONE: _____

ADDRESS: _____

DOCTOR (Name and Address):

HAS YOUR CHILD EVER SUFFERED FROM ANY OF THE FOLLOWING?

Asthma, Epilepsy, Hay Fever, Rheumatic Fever, Diabetes, Bed Wetting, Sight, Hearing or Speech Impairment, Motion Sickness, Physical Limitations or Disabilities, Insomnia

IF YES TO ANY OF THE ABOVE, PLEASE INDICATE THE SYMPTOMS AND MEDICAL TREATMENT IF REQUIRED:

DESCRIBE ANY OTHER HEALTH PROBLEM(S) FROM WHICH YOUR CHILD SUFFERS AND ANY MEDICAL TREATMENT THAT IS REQUIRED:

(over)

DOES YOUR CHILD HAVE ANY ALLERGIES? YES ____ NO ____

IF YES, PLEASE SPECIFY: PLANTS, FOOD TYPES, INSECTS, DRUGS, ETC.

IS YOUR CHILD ON ANY FORM OF REGULAR MEDICATION? YES ____ NO ____

IF YES, PLEASE SPECIFY WHETHER YOUR CHILD WILL NEED MEDICATION AT THE CAMP, WHAT TYPE, HOW OFTEN, AND HOW MUCH?

IS YOUR CHILD ON A SPECIAL DIET? YES ____ NO ____

IF YES, PLEASE DESCRIBE IN DETAIL: _____

PLEASE LIST ALL SIGNIFICANT ILLNESSES OR DIFFICULTIES WITHIN THE LAST YEAR

IS THERE ANY ACTIVITY IN WHICH YOUR CHILD SHOULD NOT PARTICIPATE? PLEASE EXPLAIN.

I hereby declare that all of the information provided is correct and accurate to the best of my knowledge. I give permission for my child to participate in the Vision 20/20 program sponsored by the HRM Adventure Earth Centre in partnership with the school. I hereby recognize that although safety will be considered of utmost importance, that outdoor activity, by its nature, involves elements of risk. In the event of an emergency, I give permission for my child to receive appropriate first aid by staff certified in standard first aid training, and appropriate treatment by licensed health professionals.

Signature of Parent or Guardian

Date

Halifax Regional Adventure Earth Centre
68 Parkhill Road, Halifax, N.S. B3P 1R6
Tel.: 902-490-4539; Fax: 902-490-4509;
E Mail: macdonhu@region.halifax.ns.ca



AEC Sustainable Purchasing — The Walk the Talk Filter

Background

All of us, including the AEC, use a lot of “stuff” to carry out its daily activities and all of that “stuff” has an impact on the planet. The more stuff, and the more damaging the stuff, we buy and use, the bigger the impact. So... we need to practice what we preach and “Walk the Talk.” Below is a step-wise process for *everyone* to think through before they ask someone to purchase something or purchase it themselves. We need everyone involved with the AEC to *buy* into this. It has to be part of the organizational culture.

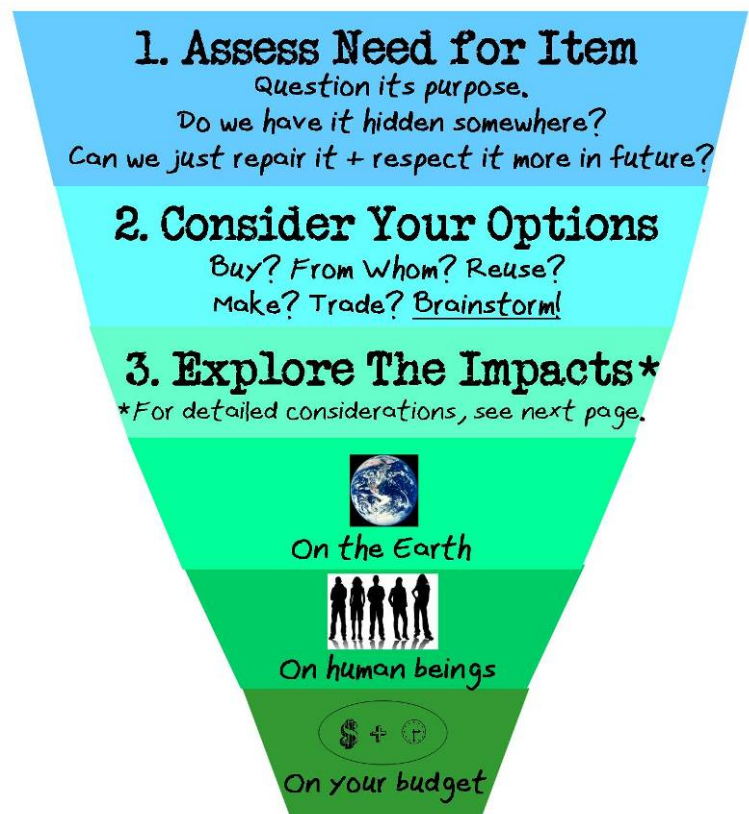
The core concept is the *Law of Limits*. The AEC lives on a *limited* planet with *limited* resources, it has a *limited* budget, and staff have a *limited* amount of time to do their work. What does this mean?

- Given a *limited* planet, every time we use something that has an environmental impact we are sacrificing something somewhere (healthy air, water, soil, etc.), even if we cannot see it. We have to absolutely reduce and minimize this impact.
- Given a *limited* budget, every time we pay for something, we are *taking* money from some other program or service or person’s salary.
- Given *limited* staffing, every time we ask paid staff to spend time to get something, or to take time to make an alternative, we are taking staff time from some other program or service.

The best solution is not to purchase something. But we also have a job to do and we do need some things. We can pay more to protect the planet, and we need to, but we also have to realize that if we pay lots more in time or money, we will do lots less somewhere else.

Where are the trade-offs and what is the balance? This is where we need a dialogue among everyone to justify how we “Walk the Talk” in an honest, meaningful and transparent way.

Walk the Talk Filter



Choose the Best Option

Teacher Preparations Checklist

October & November

- ___ Arrange & hold student information meeting
- ___ Arrange & hold student information meeting
- ___ Send out registration information and set registration deadline

December

- ___ Call Adventure Earth Centre with registration numbers by December 15.

January-February

- ___ Attend Teacher Orientation Meeting (to be arranged)
- ___ Arrange bus transportation.
- ___ Distribute Health Forms
- ___ Distribute Rainbow Haven application forms if individual financial needs

March

- ___ Plan how Quest will fit into curriculum as an alternative project.
- ___ Submit individual health forms plus health concerns list to Adventure Earth Centre by April 1

April/May

- ___ Arrange and hold final Adventure Earth Centre Meeting with students. Have equipment list copied.
- ___ Complete Future Paths Activity before trip
- ___ Complete Lifestyle Inventory with all students
- ___ Divide students into crew and cabins. Fax Adventure Earth Centre copy at least 1 week before trip. Bring 8 copies of each list on the trip.
- ___ Program fee due as of trip, mail or bring check on trip.

Bring on the trip...

- ___ Musical instruments.
- ___ Camera to take pictures.
- ___ A calling card if you want to make long distance calls that are not collect.
- ___ Complete and fax Teacher feedback form within 2 weeks of trip