FIELD STUDY

CATEGORY 3 PROPOSAL TO THE RDPSD BOARD OF TRUSTEES

The Ultimate STEAMS Trip 2026

January 7, 2025

CATEGORY 3: FIELD STUDY FOR DESTINATION OUTSIDE CANADA

Destination: Central Florida, United States of America
Departure date: Saturday, February 14, 2026 (approx.)
Return Date: Saturday, February 21, 2026 (approx.)

Estimated Distance to Travel: 4500 km
Estimated Cost Per Student: $4950
Number of Students Participating: 44
Number of Supervisors: 13 (4 Teachers and 9 Parents)

PURPOSE:

Purpose, Objectives, Curriculum linkages to core and optional programs

HISTORY
The Ultimate Science Trip has been offered since 1998. To date 1793 students, parent chaperones and teacher chaperones have participated in the trip. The trip has grown in popularity and since 2014, the trip organizers have taken up to 88 participants each year. The Trip has a long history of being dynamic, cross curricular, life changing and extremely popular. It is the only trip where about 44 students from all 8 middle schools who are in grade eight can interact and network together! The Ultimate Science Trip is a remarkable 7 day trip for 57 students and parents/adults from Westpark Middle School, Eastview Middle School, Central Middle School, Gateway Christian School, Normandeau School, Glendale School, Vista Grande, and G.H. Dawe School. The students will encounter an exotic location (not anything like they could experience in Canada), the students will see different environments (including the Everglades, using airboats), animals, space technology, physics in interesting locations, plants and their growing conditions, movie making / animation (technical end) and climatic conditions different than what they are used to in Canada, all in one location! The “Ultimate Science Trip" now being referred to as The Ultimate STEAMS Trip encompasses and integrates many areas of Science and the other educational disciplines of Technology, Engineering, Arts, Math, and Social Studies. The Ultimate STEAMS Trip is often referred to as a “once in a lifetime experience” and on April 10, 2010 that truly lived up to that, as the 2010 edition was able to witness the Space Shuttle Discovery launch at 6:21 in the morning! We are hopeful that future trip participants will be just as fortunate.

PURPOSE
The purpose of this trip is to offer many educational, unique and first time experiences to a wide cross-section of middle school students in the Red Deer Public School District over seven days of programming. Students will travel to an exotic location, and move within a supervised environment, getting to experience many different areas of STEAMS, generating a great deal of interest beyond the classroom walls. This trip will offer life-learning opportunities that a student will never experience in the regular classroom! Many of our students may never get to travel to Florida with their family due to the expense of a family traveling together. However, on their own and in a safe and chaperoned group, they will realize this dream. We anticipate that the students will emerge from this trip with a newfound appreciation for viewing science, along with other subjects such as social studies, math, technology, fine arts, music, and engineering, in a unique light, providing perspectives they won't encounter in Alberta. This exposure has resulted in many stories of Red Deer Public graduates pursuing careers that they were first introduced to while on the trip. These students have enrolled into the program of studies of education, business, tourism, engineering, veterinary medicine, computer science, nursing, performing arts, and visual arts to name a few.

Relevancy to District Priorities:

Respectful: This is an opportunity for students to experience being out in the world on their own. By doing this, they are required to respect their peers, chaperones, employees, facilities, and other cultures.
Curious: Students are curious about experiencing a different country and environment and what it has to offer! That's why they are going!
Responsible: Students are required to take care of themselves, advocate for their wellbeing, and keep track of their possessions. Students are also required to keep track, with assistance, of their money for each day. Students are encouraged to come with a spending plan.
Collaborative: Students work together to communicate their goals, needs, and hopes for the trip. Students work together prior to the trip to educate one another about the travel locations and what they will experience.
Resilient: This is a demanding trip, in the best way possible! Students will be pushed beyond their comfort zone, but with the help of their chaperones and peers, they will learn to overcome trials and tribulations.
Healthy: Students are taught how to take care of their bodies while travelling. This includes things like hydration, nutrition, and pre-trip training. A focus on mental health awareness is also a priority prior to, and during, the trip.

Literacy & Numeracy: The Ultimate STEAMS Trip offers many opportunities for the students to use, grow and enhance their literacy and numeracy skills while experiencing the various formal and informal settings. From educational classes where calculations are made to presentations where new terms and definitions are learned, the students return from their trip enlightened, rejuvenated and motivated to continue learning and challenging themselves back in their classes at school.

Communication, listening, and speaking are essential components of the success of this trip. This happens continuously as groups meet, plan, and implement their ideas. This is also critical when things "don't go as expected."

Students are responsible for fundraising and budgeting as part of their pre-trip preparations. These are critical areas of number sense and financial literacy.

Reduction of Carbon Footprint

- Learn about sustainability through the Living on the Land attraction at EPCOT.
- Using mass transportation
- Instructions to pack lighter
- Request to not get housekeeping EVERYDAY
- Limiting waste by only eating what you need
- Pack reusable items like...(water bottles, go coffee mugs, reusable bags and straws..etc.)
- We use greener airlines (WESTJET)
- We are flying direct as much as possible
- We try to select greener hotels (Hotels that are members of IHG's Green Engage program and/or have LEED certification)
- We instruct participants to use hotel resources in a smarter way (shorter shower, turn lights off, reuse towels, turn down air conditioning or heating as much as possible, switch off unnecessary electronic devices, and use the "Do Not Disturb" sign)

Student Success & Completion

The Ultimate STEAMS Trip is often the first school trip that RDPSD students participate in, before moving on to high school trips. We have found that once students experience international travel with like-minded students, they become more appreciative and look forward to further travel opportunities in high school.

We hope that we are instilling many of the positive characteristics of citizenship and others such as the appreciation for languages, cultural awareness, goal planning and other life skills. This trip also serves to set students up for success in their transition to high school. Students form positive relationships with students from other middle schools that they will encounter in the community and their future high school. These skills and more will also help our RDPSD students gain meaningful employment and career choices.

Equity

Equity: The Ultimate STEAMS Trip takes many steps to ensure equity is a big piece of their planning and is given a great deal of consideration for the benefit of the students and their families. Here are a few of our initiatives for keeping The Ultimate STEAMS Trip at the forefront of affordable and equitable school travel.

1. We offer smaller payments over a longer period of time.
2. The staff and parents create a significant amount of opportunities to fundraise.
3. Many students are aware of our trip and often begin saving for the trip in grade five or six.
4. We take as many students as possible on our trip who qualify. This year we plan to have 44 participants from a variety of middle schools in the district.
5. We do not require participation in language or skill classes. All students are considered equally with preference to behaviour and enthusiasm to STEAMS.
6. In the past, we have had Alternative and Foundation students participate in our trip.
7. Parents are allowed to accompany their son or daughter on the trip as a chaperone. This allows parents to assist their child if they have a need of any sort. On previous trips, students with physical/medical needs were escorted by their parents and their experience was unaffected / unchanged from the others.
8. Finally, we are proud of the fact that we have created an opportunity of a lifetime for a selected student to experience The Ultimate STEAMS Trip at NO charge. We call this special scholarship, the Inspiritment Award. Similar to Dreams Take Flight, these students are secretly nominated from the staff at their school. The students who are nominated, qualify for the trip, based on a set criteria including financial challenges. Sometimes the student's have further barriers and some have had to overcome further personal obstacles such as serious health problems or loss of a loved one.

EDUCATIONAL VALUE:

Educational Activities (pre-trip, during trip, & post trip)

Pre-trip:
We currently hold ten meetings, held on a monthly basis, that prepare the students and the parents for the trip. In the first meeting, we introduce the staff and trip, allow time for parents and new participants to ask questions to former trip participants, we discuss everyone's role in the trip, and discuss other topics like fundraising, forms, trip policies, payment plans and future meeting dates. The second meeting involves separating the parents and participants part way through so that the students can ask more questions and the UST staff lead them through icebreaker activities. Meanwhile, the parents discuss and plan fundraising ideas and other initiatives for the upcoming months. In meetings #3 to #8, the students confirm their small group members, work on their team building skills, learn about the itinerary, research the uniqueness and special opportunities that each place that we will visit offers and discuss expectations for safety and routines for each of the days. As well as discussing the itinerary, the UST staff provide background knowledge of the various areas of science (and other significant experiences) that we will encounter each day. We often highlight the many examples of possible lessons we might encounter on the trip relating to such topics as space science, physics and motion, living organisms and ecosystems native to the Florida region to name a few.

Students are required to create a slideshow prior to the trip. This serves to educate the group about the destinations. This includes information pertaining to rides, attractions, shows, food, safety, and spending.

Students will also be introduced to an assignment referred to as the "STEAMS Search!" This is a working document that introduces students to questions about the experiences of each day. Each set of questions is directly related to the learning outcomes from Grades 6-9. This will be started prior to leaving on the trip, but evidence of learning will be gathered throughout the trip.

Outcomes met during pre-trip meetings and fundraising:

Language Arts 8 Outcomes

3.1 Plan to gather information
- choose a plan to access, gather and record information, according to self-selected parameters

3.3 Organize, Record and Evaluate information
- organize ideas and information to establish an overall impression or point of view in oral, print and other media texts
- make notes in point form, summarizing major ideas and supporting details; reference sources
- discard information that is irrelevant for audience, purpose, form or point of view

3.4 Share ideas and information
- communicate ideas and information in a variety of oral, print and other media texts
- integrate appropriate visual, print and/or other media to inform and engage the audience

4.3 Present and Share information
- plan and facilitate small group and short, whole class presentations to share information

5.1 Respect Others and Strengthen Community

Appreciate diversity
- clarify and broaden perspectives and opinions, by examining the ideas of others

Use language to show respect
- use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities

5.2 Work within a Group

Cooperate with others
- propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group
- use opportunities as a group member to contribute to group goals and extend own learning

Work in groups
- contribute ideas, knowledge and strategies to identify group information needs and sources
- organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress

Math 8 Outcomes

Mathematical Processes
- demonstrate fluency with mental mathematics and estimation
- develop and apply new mathematical knowledge through problem solving

- develop mathematical reasoning
- Develop number sense (financial literacy)

Social Studies 8 Outcomes
8.S.5 demonstrate skills of cooperation, conflict resolution and consensus building
8.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

- develop leadership skills by assuming specific roles and responsibilities in organizations, projects and events within the community

Health 8 Outcomes
R-7.8 analyze the potential effects of belonging to a group, team, gang
R-7.9 develop group goal-setting skills; e.g., collaboration
W-8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence
R-8.5 develop strategies for maintaining healthy relationships

During the trip (See itinerary for daily learning outcomes):
During the trip each evening, supervisors will spend approximately half an hour talking about group dynamics, trip preparation, and experiences they may encounter. RDPSD Staff will highlight expectations for learning, tasks, and safety on the morning transit. Each day will have specific tasks linked to the STEAMS Search activity which highlights part of the Alberta curriculum. Students will have an opportunity to share their learning at the conclusion of each day.

We also have our own Ultimate STEAMS Trip website that provides parents a plethora of Florida trip information including fundraising tips, payment information, school insurance information, a chaperone guide, and much, much more.

Post-travel activities:
Following the trip, we hold a reunion meeting / party that includes large group sharing of stories to each other, displaying any students' scrapbooks, plus sharing their STEAMS Search projects and UST staff prepare a multimedia presentation that all parents, guests and students can watch. Some schools also include pictures of the trip in their School Yearbook and students have opportunities to share their experiences with the new applicants in grade 7.

Students and chaperones will fill out a **post-trip survey** to collect data pertaining to the trip. Included is a reflection for students to evaluate their growth with regards to respecting culture, travel, and interactions with their peers.

LA 8 Outcomes
Celebrate accomplishments and events

- participate in organizing and celebrating special events, recognizing the appropriateness and significance of language arts

Evaluate group process

- evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement

Cross Cultural Engagement:

An amazing cultural opportunity is to fully experience the EPCOT Center. Twelve pavilions represent a different country in the world. This experience is even more special because the staff working at each pavilion are actually from the original country. In addition, there is food, music, dance, architecture, products, clothing, performances and recorded educational shows at each of the pavilions. In our STEAMS Search assignment, we encourage the students to engage in a conversation with someone from a different country and ask them questions about their country, history and cultural customs.

Global Citizenship:

A young global citizen is someone who develops a heightened awareness and understanding of, through experiences such as travel, and can understand the wider world – and their place in it. Giving students the opportunity to travel when they are young, especially if they have not travelled much before promotes early global citizenship. Students get an opportunity to obtain legal documentation, travel through airports, fly, travel from venue to venue, stay in hotels, and experience a variety of parks and events. The clientele of the attractions and parks are also varied, as people from all over the world come to Florida to experience some of these same things. This gives students exposure to a variety of different people, languages and experiences. Everyday the students on our trip act as ambassadors of Red Deer and of course, Canada to all the people they meet. They wear their Canada and Red Deer pins proudly and enjoy giving them away to some very appreciative people. While doing this the students are often explaining what it is like to live in Red Deer or Canada and what they do there. In previous trips, many students took turns presenting gifts from Red Deer and Canada to our program teachers, our guest astronaut, our bus drivers, our trip guides and the hotel cafeteria staff. Our students are good citizens and represent not only Red Deer, but Canada as well. Every year, we get compliments from restaurant managers, class leaders, program supervisors, hotel staff, coach drivers and tourists on how polite, well behaved, and smart our students are; a credit to their parents, themselves and our pre-trip planning.

Shared Experience:

Students are incredibly keen to share and promote the trip with family and friends, since they are often involved in their activities and fundraising leading up to the trip. For many families, the trip is fondly remembered and talked about by the students. As well, younger siblings often become involved in the trip because of the excellent experiences their older brother or sister had.

Past students often will present experiences and highlights of the trip to the next year's students going on the trip. They also answer questions from the new parents and students.

There is a STEAMS reunion celebration where all the families are invited back to a school gymnasium where the students gather again to be re-acquainted, share their photo albums and to share memories.

When students do bottle drives, they send out letters to their community and those friendly neighbours are always happy to support the students, and they often stop and ask about the trip. The community members have been a huge support and love to hear about the trip.

Pre-Trip Risk Mitigation:

● Chaperone duotangs are prepared containing: itinerary, photos of groups, staff and chaperone cell contact list, hotel room numbers, information pertaining to meals, maps of destinations, directions to nearby medical centers, emergency contact information for students, medical information for students, signed travel authorization forms.
● Travel Advisory: Students and parents will review the most up-to-date Government of Canada Travel Advice and Advisories (https://travel.gc.ca/destinations/united-states) for the United States and the state of Florida on a monthly basis before going on the trip.
● Unrest: There will be discussions about procedures should the group encounter a strike or protest. These procedures will be discussed in preparatory meetings before departure. If this advisory should change before or during our travel, modifications or cancellations can be made. Parents will be informed of potential financial risks in the case of cancellations.
● Waiver: Students and parents will sign a legal agreement developed by Red Deer Public School District that waives their right to sue.
● Waiver: Parental/Guardian Consent to travel documentation is signed and notarized prior to leaving.
● Vaccinations: It is recommended that vaccines are up-to-date as per travel Canada guidelines.
● A list of vaccines recommended by a pharmacist for our itinerary will be given to all students and parents at a pre-departure meeting.
● Awareness of Potential Infectious Disease or Viral Risks:
    - Students will be required to comply with local and airline protocols, including masking, testing, and physical distancing rules if they are applicable.
● Health and Safety: Health products students need to bring:
    - Hand sanitizer and Disinfectant Wipes
    - Mosquito repellent
    - Sunscreen
    - Personal Hygiene Products
    - Masks (if applicable)
● If students have a prescription they must: provide a doctor's note that states their full name, the reason for use, and dosage, along with their prescribed medication; bring sufficient quantities of their medication with you; Always keep your medication in the original container; pack your medication in your carry-on luggage.
● Crowds: Crowded conditions can increase the risk of illness. Travellers will be cautioned to be very diligent in their hand washing and cough and sneeze etiquette. No touching of face as well.
● Weather: Students will be given a packing list and informed that they need to pack for all conditions including, but not limited to, rain and sunshine.
● Dietary Concerns: Food safety, allergies and dietary concerns: Students will be required to share any dietary

concerns, health problems and allergies when signing up. The lead teacher will then have the opportunity to review what measures need to be in place to ensure safe travel. If the risks can not be appropriately managed the student may not be selected to participate in this field study.
● These medical and dietary concerns will be shared with the travel company to ensure they are prepared to meet the needs of the group.
● Pickpockets: Students will be presented with information on how to spot and avoid pickpockets, panhandlers and theft at a meeting before departure. This will include how to carry and handle cash, and use of credit and debit cards.
    - Students will always be in groups and be supervised always by a chaperone to limit exposure to these events.
● Emergency Contact: Students will carry with them the emergency contact numbers and teacher supervisors' phone numbers. They will also be taught what to do if they become separated from the group in a variety of circumstances. Chaperones have a protocol list in their chaperone duotang.
● Medical Insurance: At a pre-departure meeting, students and parents will be informed on what is included in Red Deer Public School Districts travel insurance. They will be instructed about the procedures that would be followed in the countries regarding medical assistance should a problem arise. They will also be informed that any additional insurance will be at their own cost. This travel insurance information will be shared on our trip website.
● Student Selection: Student selection process: Students will be screened thoroughly in consultation with administration, teachers and other support staff when necessary. Log Entries, historical grades, respectful conduct and adherence to school rules as well as pertinent medical information will be used as a guideline to determine whether or not an applicant is able to participate. Teacher references will also be used during the selection process. All of this is done in an effort to ensure all participants are able to enjoy travelling in a safe and comfortable manner.
● First Aid: Teacher Chaperones will carry a first aid kit everywhere. All teacher chaperones will have their first aid and CPR up to date.
● When possible a medical parent chaperone will be chosen for the trip.
● Outdoors: Proper walking shoes are required of all travellers. Voluntary walks to "train" for the trip will be offered prior to group meetings.
● Student cell phone numbers: Teacher Chaperones and assigned parent chaperones will have student phone numbers on their own cell phone contact list in case of emergencies and/or getting separated from the group. Students will also have each chaperone's cell phone number for the same reason.
● U.S. Data plan: Inform parents and students about roaming and data options so that there is a way to contact students when necessary. In cases where students need to urgently speak with their parents, we will inform parents and students about how to text and call home.

Daily Risk Mitigation:

Student Illness: In consultation with all chaperones (and tour operators if needed) the student will be taken to the nearest hospital to see a doctor. Students will have been instructed on how to use their insurance and chaperones will go together and assist with translation and payment.

Student Medical Concerns: All students will be required to bring copies of any prescriptions or medication that they require. These copies will be stored with the Chaperones along with other relevant medical information. Students are to bring their medications in the original container for the trip and have them on them at all times.

Dehydration/Heat Stroke/ Other medical concerns: Students will be coached and reminded to hydrate repeatedly and required to have water and any medications on them as required. Students will immediately inform chaperones of any medical issues that arise while on the trip including but not limited to dehydration, nausea, diarrhoea, constipation, etc... In addition, all chaperones will have electrolyte packages to mix into water within their first aid kits.

Falls and slips; blisters and trips: Students will be made aware of uneven ground or things on the ground they could slip on. Students will be expected to bring appropriate shoes for both dry and wet environments.

First Aid: Chaperones will carry a first aid kit on their person each step of the trip. First aid stations / infirmaries are on site at each location we visit with the exception of Midway Airboats.

Weather: Students will be advised that weather conditions can change drastically throughout the trip and that they should be prepared for all conditions including heavy rain and extreme temperatures. Chaperones may make a decision to cancel or change an activity if the weather makes it unsafe.

Sun Protection: Students will be expected to pack and wear sun protection and it will be recommended that they wear a hat and sunglasses while outdoors. Chaperones will carry sunscreen on them as well.

Safe Travel and Groups: Students will be instructed on safe travel at a pre-departure meeting. To minimize general travel risks, students will be in groups of two or more at all times. This includes when they are going to the washroom. Groups of students will always be in the vicinity of a chaperone.

Emergency Contacts: Students will carry with them all information about emergency contact numbers, Canadian embassy information, and teacher supervisors' phone numbers. They will also be taught what to do if they become
separated from the group in a variety of circumstances.

Getting lost or separated from the group: At each site where students will be visiting, we will determine a meeting spot. If the student is not at the meeting spot at the prescribed time the rest of the group will wait until the student is present. Chaperones will have a list of students' cell phone numbers so students can be contacted. The student is also expected to contact the chaperone in the event they get separated from the group.

Bed Check/Accommodation: Students will be staying in accommodation as chosen by the tour operator. The tour company's operations team, in consultation with the chaperones, will work to make sure that students are only placed in hotels that are reputable, safe, and of quality. All accommodations will have staff monitoring the premises around the clock (24 hours). Chaperones will ensure that all students are in their rooms at a reasonable time. Curfew is set for 10:00pm on most nights. The expectations while staying at the accommodations will be explained at a pre-departure meeting. Each room will have a designated chaperone at the hotel with the corresponding gender.

Outdoors: Proper walking shoes are required of all travellers. In addition, the use of hats and sunglasses is recommended.

Animals: All travellers will be cautioned about the hazards associated with coming into contact with animals and to be vigilant when making contact. (i.e. giraffes, marsupials, birds, stingrays, dolphins etc...)

Students being left behind/separated from the group: We will have pre-determined meeting points with each chaperone in addition to muster points designated at each venue. Within each group, attendance will be done to verify that all students are present at each point of entry: on the bus, exiting the bus, after check-in, boarding gate, onboard the plane, disembarkation, and so on. Students will be encouraged to bring cell phones within each chaperone-led group so that in case of separation from the group, they will be able to contact the chaperone. Pre-trip training will also include lessons on what to do if a student becomes separated from the group.

Passport: Students show you their passport before boarding the bus on the day of departure. Students will take a picture of their own passport to store it on their cell phone. Chaperones will make copies of the students' passports on paper and also have a digital copy of the passports on their cell phone and on a secure thumb drive. Prior to travel a validity check of the passport will be performed. Students will turn passports over to chaperone as soon as they have boarded the plane. Upon arrival at our hotel, chaperones will secure their groups' passports in the in-room safe, where they will remain until our date of departure.

Flights: Students will be advised of reasonable/common concerns regarding international travel via plane. Students will be presented with information on how to behave in an airport and how to go through security before departure. Any in-flight emergencies will be handled by the flight crew.

Bus travel (In-Country): The tour operator will use a licensed bus driver from a reputable bus company who will drive with safety as their utmost concern. On one day, students will use transportation provided by Disney to transfer from Hollywood Studios to EPCOT. This service is provided by Disney for Disney ticket holders.

Bus travel (Airport): We will use a licensed bus driver from a reputable bus company who will drive with care and have a space for luggage at the bottom of the bus. Also, double and triple-check with the bus company that the type of bus required will be the bus that will show up on the day of the trip to the Calgary/Edmonton airport.

Luggage & carry-on baggage: Prior to departure, students will bring their luggage to a meeting to check that it is the correct size for international travel. A packing list will be provided for both carry-on and checked bags. In addition, students' bags will be weighed prior to getting on the bus on the day of departure.

Motion Sickness: students will be advised that motion sickness may occur during long flights and to be prepared by consulting with their family doctor for appropriate medications.

Sanitation: Students and supervisors will carry personal containers of hand sanitizer and wipe down high contact objects. They will also be encouraged to regularly sanitize their hands before eating and after touching public items.

Allergies & Dietary Needs: Chaperones and students will be aware of any food allergies or special dietary considerations within their group. Allergies will be expressed each time food is ordered and served. Airport, hotel and park staff have proven to take great caution when allergies are present.

Exhaustion: Chaperones will ensure that the group travels at a walking pace that is reasonable for all participants and breaks will be taken as needed to avoid exhaustion while experiencing parks and attractions. Two RDPSD staff members (1 male and 1 female) will be available to set up a resting location if required. In all first aid kits, chaperones will have extra snacks and electrolyte packs to help with energy and hydration.

Pickpockets: Students will bring money and passport-carrying belts for the safe transport of valuable documents and cash. Students will be presented with information on how to spot and avoid pickpockets, panhandlers and theft at a meeting before departure. This will include how to carry and handle cash, and use of credit and debit cards. Students will always be in groups to limit exposure to these events. Students' spending cash is stored in their respective chaperone's hotel safe, and money is given out on a daily basis to ensure that not more than one day's worth of spending money could be lost or stolen.

Water Hazards: All locations which include water have lifeguards and trained professionals on site. This includes the hotel water park, theme parks, and Cocoa Beach. Swimming will not be permitted in unsupervised locations.

Attraction Safety: Students and chaperones are required to follow all rules and guidelines at every attraction we visit. Each ride has a height and weight limit, as well as special instructions for safe riding that will be followed at all times.

Maps: All participants will have access to and should familiarize themselves with maps of each site, including the locations of emergency and medical services, as well as meeting locations.

Personal Belongings: Reminders will be given to keep all valuables secure, utilize lockers or designated storage areas for bags and belongings while enjoying attractions, and to be mindful of your surroundings and report any suspicious activity or lost items to park staff.

Crowd Management: Reminders to be patient and respectful of other guests, especially in crowded areas like queues and dining locations will be given throughout each day.

ITINERARY:

Sample Educational Itinerary (Subject to availability/price/substitutions/exchange rate/scheduling)

All breakfasts are included in the hotel costs, while lunch and supper will be purchased or provided at each venue. These meals will be included in the quoted price.

Similar to UST 2025, this edition of the trip has been shortened from previous years, with an emphasis on making learning outcomes more explicit. There is also a priority of spreading out the "busy" days and maximizing student rest, based on feedback from previous editions of the trip. The rewrite of this proposal adopts the theory that "less is more" and is designed to allow students to go deeper in their understanding of each experience.

Day 1:
Activities

Morning meeting prior to departure to remind students of expected behaviour during travel and to check in with students' mental health before leaving Red Deer. Morning flight from Calgary (YYC) to Orlando (MCO) direct flight. Breakfast will be purchased at the Calgary Airport. Once landed, students will have supper, check in at the hotel, and meet together to discuss hotel safety and establish a muster point. After this time, students will be free to rest, use the hotel pool (lifeguard on duty), and prepare for tomorrow. Chaperones will meet to discuss the events of the day and prepare for the next day. 10:00 pm curfew will be enforced. Night security will check-in at the curfew.

STEAMS Questions of the Day: Identify three characteristics of an aircraft that allow it to fly. How is the way an aircraft is designed different then a spacecraft?
Specific Task(s): Take a picture of yourself at the airport with our plane in the background as well as yourself during the flight!

Outcomes met on Day 1:
Science 6 Outcomes:
Flight 6-6

4. Recognize the importance of stability and control to aircraft flight
5. Apply appropriate vocabulary in referring to control surfaces and major components of an aircraft. This vocabulary should include: wing, fuselage, vertical and horizontal stabilizers, elevators, ailerons, rudder.
7. Describe differences in design between aircraft and spacecraft, and identify reasons for the design differences.

Identified Risks & Risk Mitigation:

Student Illness: See page 10 for details.
Student Medical Concerns: See page 11 for details.
Dehydration/Heat Stroke/Other medical concerns: See page 11 for details.
Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
Weather: See page 11 for details.
Safe Travel and Groups: See page 11 for details.
Emergency Contacts: See page 11 for details.
Getting lost or separated from the group: See page 11 for details.
Bed Check/Accommodation: See page 11 for details.
Students being left behind/separated from the group: See page 12 for details.
Passport: See page 12 for details.
Flights: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Bus travel (Airport): See page 12 for details.
Luggage & carry-on baggage: See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.

Day 2:
Activities

Breakfast will be held at the Resort. This day will see students take a course at Disney's Magic Kingdom, followed by time to explore and apply what they have learned! Bus to Disney's Magic Kingdom at 7:30am. Here, students will participate in an Educational Course from Disney's Imagination Campus on the Physics of Disney Parks (Subject to Availability. Courses may vary.). Here, they will learn about Newton's 3 Laws of Motion. Following the afternoon session, groups will spend the rest of their day in Magic Kingdom. Lunch and Supper will be purchased at the park. Groups will meet at 10:00 pm and board the bus to return to the hotel. Security check-in. Chaperones will meet to discuss the day and prepare for tomorrow. Our day at Magic Kingdom is a longer day, intentionally done near the beginning of the trip when enthusiasm and energy are the highest.

Questions of the Day:

How do Disney Imagineers use mathematical modelling and simulation to optimize ride experiences and guest flow within the park, including posted wait times? Identify 2 areas that frictional forces are used in the Disney rides. Identify an exothermic reaction observed in the park.

Specific Task(s): *Ride Space Mountain and/or Thunder Mountain Railway and time when you enter the line to when you reach the front of the line. Compare this to the posted wait times. Attend the 8:00pm Fireworks presentation.*

Outcomes met on Day 2:
From the Disney Campus Website:
"After completing the Physics of Disney Parks Workshop, students will be able to:

- Participate in various hands-on opportunities to apply the scientific method
- Collaborate with peers in creative problem-solving scenarios
- Take part in brainstorming sessions to design attractions
- Hypothesize, analyze and experiment to uncover how specific theme park attractions and entertainment work
- Create concepts for a new Guest experience
- Define speed, velocity, acceleration, inertia, force, friction and more
- Compare and contrast attractions and the principles of physics governing them"

Science 7 Outcomes:
7.D.2. Investigate and analyze forces within structures, and forces applied to them

- identify examples of frictional forces and their use in structures
- identify tension, compression, shearing and bending forces within a structure; and describe how these forces can cause the structure to fail
- analyze a design, and identify properties of materials that are important to individual parts of the structure

7.D.3. Investigate and analyze the properties of materials used in structures

- identify points in a structure where flexible or fixed joints are required, and evaluate the appropriateness of different types of joints for the particular application

7.D.4. Demonstrate and describe processes used in developing, evaluating and improving structures that will meet human needs with a margin of safety

- demonstrate and describe methods to increase the strength of materials through changes in design
- identify environmental factors that may affect the stability and safety of a structure, and describe how these factors are taken into account
- analyze and evaluate a technological design or process on the basis of identified criteria, such as costs, benefits, safety and potential impact on the environment

Science 8 Outcomes
Mechanical Systems
- Analyze machines by describing the structures and functions of the overall system, the subsystems and the component parts
- describe and interpret technologies based on hydraulics and pneumatics

- evaluate the design and function of a mechanical device in relation to its efficiency and effectiveness, and identify its impacts on humans and the environment
- illustrate how technological development is influenced by advances in science, and by changes in society and the environment

Science 9 Outcomes
Matter and Chemical Change
-identify examples of exothermic reactions

Identified Risks & Risk Mitigation:

Student Illness: See page 10 for details.
Student Medical Concerns: See page 11 for details.
Dehydration/Heat Stroke/Other medical concerns: See page 11 for details.
Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
Weather: See page 11 for details.
Sun Protection: See page 11 for details.
Safe Travel and Groups: See page 11 for details.
Emergency Contacts: See page 11 for details.
Getting lost or separated from the group: See page 11 for details.
Bed Check/Accommodation: See page 11 for details.
Outdoors: See page 12 for details.
Animals: See page 12 for details.
Students being left behind/separated from the group: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.
Attraction Safety: See page 13 for details.
Maps: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.

Day 3:
Activities

Breakfast will be held at the Resort. Leave for Kennedy Space Center at 8:00. This is roughly 1 hour of driving, allowing students extra sleep if desired. This day is intentionally planned to follow a longer day, as it allows for less walking, and more time to rest and recover from a longer day at Magic Kingdom. Upon arrival at the Kennedy Space Center Visitor Complex, students will go to the new Atlantis Space Shuttle exhibit. Next, take a bus tour to the Saturn V Center. This is a round trip tour that takes you to a second museum which focuses on the Apollo Space Program. Following this, students are encouraged to attend the Astronaut presentation. Lunch will be purchased at KSC. After lunch (2:00 pm), students will meet outside the gift shop and transfer to Midway Airboats.

There, students will get hands-on education about some of the native animals of Florida. They will carefully travel through and witness a biome and ecosystem found nowhere else in the world. Tour guides on the airboat will explain everything from the local vegetation and fauna to the tidal influence on the biome and the effects of natural disasters (ie Hurricanes).

*If time and weather allows, students will then be transported to Cocoa Beach. Here, students will have an opportunity to dip their toes in the Atlantic Ocean and we are hopeful that a rocket will be scheduled to launch during our visit. Following supper near the beach, students will return to the hotel. Security will check-in and chaperones will meet to review the day and prepare for tomorrow.

Question of the Day: *What are some of the challenges astronauts face during space missions, and how does NASA address them? Are the airboat tours having a negative effect on the alligators and other wildlife in the area?*
Specific Task(s): *Attend the Astronaut presentation. Watch the recreation of the Apollo 8 launch at the Saturn V Centre. Observe the "Canadarm" on the Space Shuttle Atlantis. Get your picture taken holding a baby alligator.*

Outcomes met on Day 3 at Kennedy Space Center:
Science 6 Outcomes:
Sky Science
6-7 Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.

1. Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered.
2. Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe.

Science 8 Outcomes:
Light and Optical Systems
- investigate the development of telescopes and other optical devices; and describe how these developments contributed to the study of light and other areas of science
- investigate light beams and optical devices, and identify phenomena that provide evidence of the nature of

light
- investigate and describe the development of new technologies to enhance human vision

Science 9 Outcomes:
Space Exploration
- Investigate and describe ways that human understanding of Earth and space has depended on technological development
- Identify problems in developing technologies for space exploration and describe technologies developed for life in space
- explain, in general terms, the operation of optical telescopes, including telescopes that are positioned in space environments
- recognize risks and dangers associated with space exploration
- identify and analyze factors that are important to decisions regarding space exploration and development

Outcomes met on Day 3 at Midway Airboats and Cocoa Beach:
Science 7 Outcomes
7.A - Interactions and Ecosystems
7.A.1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
- illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gasses
- identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them

Science 8 Outcomes:
Fresh and Saltwater Systems
- recognize that fresh water and salt water contain varying amounts of dissolved materials, particulates and biological components
- Analyze factors affecting productivity and species distribution in marine and freshwater environments
- Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues

Science 9 Outcomes
Biological Diversity
- Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival
- Identify impacts of human action on species survival and variation within species

Identified Risks & Risk Mitigation:

Student Illness: See page 10 for details.
Student Medical Concerns: See page 11 for details.
Dehydration/Heat Stroke/Other medical concerns: See page 11 for details.

Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
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Animals: See page 12 for details.
Students being left behind/separated from the group: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.
Water Hazards: See page 13 for details.
Attraction Safety: See page 13 for details.
Maps: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.

Day 4:
Activities

Breakfast will be held at the Resort. Students will bus to and begin their day at Hollywood Studios beginning at 8:00 am. Here, they will participate in another Imagination Campus course on the Technology of Disney Parks (Subject to Availability. Courses may vary). This course introduces students to lighting and sound effect design, and so much more. Following this experience, groups will eat lunch at one of many restaurant options at Hollywood Studios. At 3:00pm, the group will meet once more and transfer to Epcot using Disney buses to begin their learning and exploration of thirteen different country pavilions.

Each country has amazing exhibits that reflect their unique culture and staff that are actually from their country. Students will observe displays, demonstrations, exhibits, labs, shows, activities, rides and performances as they relate to all things science and culture. Furthermore, there are countless themes represented at EPCOT, such as the Past, Present and Future, technology, innovations, marine biology, and architecture. Groups will have time to explore EPCOT, try a variety of cuisines, and meet for a private snack/dessert experience and the fireworks display at 8:00pm. Following this, the group will return to the resort. Security will check-in and chaperones will meet to review the day and prepare for tomorrow.

Question of the Day: *What role does gravity play in creating the sensation of weightlessness or free fall experienced on certain Hollywood Studios attractions?*
How does EPCOT differ from other Disney theme parks in terms of its theme and focus? How does EPCOT celebrate and promote diversity through its attractions, entertainment, and culinary offerings? How does the Disney Corporation advocate for sustainability?
Specific Task(s): *Ride Twilight Zone Tower of Terror and/or the Rock 'n' Roller Coaster. Visit each of the cultural pavilions and speak with a pavilion ambassador. Groups attend the Living on the Land attraction to answer the final question of the day.*

Outcomes met on Day 4 at Hollywood Studios:
From the Disney Campus Website:
"After completing the *Technology of Disney Parks Workshop*, students will be able to:

- Describe Walt Disney's contributions to the creation and progress of technology in Disney Parks' attractions and experiences
- Define the difference between hydraulics and pneumatics—and explain the benefits of each
- Understand the emotional impact sound and light can have in an attraction
- Gain knowledge of the history and evolution of theme park technologies
- Explore the versatility of a specific technology by seeing how it's used in vastly different ways
- Explain how acoustical engineering applies to the design of spaces"

Science 8 Outcomes
Mechanical Systems
- Analyze machines by describing the structures and functions of the overall system, the subsystems and the component parts
- describe and interpret technologies based on hydraulics and pneumatics
- evaluate the design and function of a mechanical device in relation to its efficiency and effectiveness, and identify its impacts on humans and the environment
- illustrate how technological development is influenced by advances in science, and by changes in society and the environment

Science 9 Outcomes
Electrical Principles and Technologies
- investigate and describe evidence of energy transfer and transformation
- identify, describe and interpret examples of mechanical, chemical, thermal, electrical and light energy
- identify the forms of energy inputs and outputs in a device or system

Outcomes met on Day 4 at EPCOT:
Science 7 Outcomes
7.D. Structures and Forces
7.D.1.–describe and compare example structures developed by different cultures and at different times; and interpret differences in functions, materials and aesthetics (e.g., describe traditional designs of indigenous people and peoples of other cultures; compare classical and current designs; investigate the role of symmetry

in design)

Language Art 8 Outcomes:
5.1 Respect Others and Strengthen Community
Appreciate diversity

- compare own with others' understanding of people, cultural traditions and values
- clarify and broaden perspectives and opinions, by examining the ideas of others

Social Studies 8 Outcomes
8.1.1 appreciate the roles of time and geographic location in shaping a society's worldview
8.1.4 appreciate how a society's worldview shapes individual citizenship and identity
8.2.2 demonstrate a willingness to consider differing beliefs, values and worldviews
8.2.3 recognize how beliefs and values are shaped by time, geographic location and societal context

Art Outcomes:
Encounters
1. Students will investigate natural forms, manmade forms, cultural traditions and social activities as sources of imagery through time and across cultures.
2. Students will understand that the role and form of art differs through time and across cultures.
3. Students will understand that art reflects and affects cultural character

Identified Risks & Risk Mitigation:

Student Illness: See page 10 for details.
Student Medical Concerns: See page 11 for details.
Dehydration/Heat Stroke/Other medical concerns: See page 11 for details.
Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
Weather: See page 11 for details.
Sun Protection: See page 11 for details.
Safe Travel and Groups: See page 11 for details.
Emergency Contacts: See page 11 for details.
Getting lost or separated from the group: See page 11 for details.
Bed Check/Accommodation: See page 11 for details.
Outdoors: See page 12 for details.
Animals: See page 12 for details.
Students being left behind/separated from the group: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.

Attraction Safety: See page 13 for details.
Maps: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.

Day 5:
Activities

Breakfast will be held at the Resort. Coach to Busch Gardens in Tampa Bay (90 minute bus ride), which is a 335-acre African-themed zoo. The Association of Zoos and Aquariums currently accredits Busch Gardens. Once they arrive, the students will attend Serengeti School to learn about animal anatomy and adaptations, including hands-on experience with a variety of bones. Students will then step outside the classroom and explore Busch Gardens Serengeti Plain to experience the ultimate learning adventure face to face with giraffes, zebras, antelope, ostriches and more. Students will participate in an interactive activity on board a safari truck. Students will then participate in their own learning and exploration while at the park following the class. Lunch will be purchased in the park on a group by group basis. The park typically closes around 6:00 pm, upon which students will go for supper as a group before returning to the hotel. Security will check-in and chaperones will meet to review the day and prepare for tomorrow.

Question of the Day: *How does the rehabilitation centre educate the public about wildlife conservation and the importance of protecting natural habitats? Describe the difference between positive and negative G forces experienced on the roller coasters.*
Specific Task(s): *Have your picture taken while feeding the giraffes on the Serengeti Safari. Ride at least 1 of the following: Cheetah Hunt, Iron Gwazi, SheiKra, Kumba, or Montu. Record your heart rate before and immediately after the ride.*

Outcomes met on Day 5:
Science 8 Outcomes
Cells and Systems
- describe changes in body functions in response to changing conditions
- Investigate living things; and identify and apply scientific ideas used to interpret their general structure, function and organization
- examine plant and animal structures

Science 9 Outcomes
Biological Diversity
- Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival
- distinguish between, and identify examples of, natural and artificial selection
- Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making

Identified Risks & Risk Mitigation:

Student Illness: See page 10 for details.
Student Medical Concerns: See page 11 for details.
Dehydration/Heat Stroke/Other medical concerns: See page 11 for details.
Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
Weather: See page 11 for details.
Sun Protection: See page 11 for details.
Safe Travel and Groups: See page 11 for details.
Emergency Contacts: See page 11 for details.
Getting lost or separated from the group: See page 11 for details.
Bed Check/Accommodation: See page 11 for details.
Outdoors: See page 12 for details.
Animals: See page 12 for details.
Students being left behind/separated from the group: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.
Attraction Safety: See page 13 for details.
Maps: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.

Day 6:
Activities

Breakfast will be held at the Resort. Bus to Islands of Adventure (Universal Studios). First is Behind the Adventure Class (8:00 -11am) (Subject to Availability), an opportunity to discover the science involved in creating the world's most technologically advanced theme park. Behind The Adventure displays the physics, technology, horticulture and general sciences that went into designing and building this state-of-the-art theme park. The sciences come to life as your tour guide answers such questions as: How is The Incredible Hulk Coaster launched? How do we choose and care for the foliage throughout the park? What technologies are utilised to make The Amazing Adventures of Spider-Man so amazing? This three-hour facilitated tour begins 1 hour before the theme park even opens and allows students to access the areas of the theme park unavailable to the public. Students will then participate in their own learning and exploration while at the park following the class. Lunch and dinner will be purchased in the park, with an option for a whole group dinner reservation. Following dinner at the park, the group will return to the hotel and begin packing for the return home. Security will check-in and chaperones will meet to review the day and prepare for tomorrow.

Question of the Day: *How does Universal Studios incorporate elements of art, design, and architecture into its theme park environment and storytelling? Compare Universal to Disney and reflect on the similarities and differences between the two parks.*
Specific Task(s): Visit Hogsmeade. Ride the Velocicoaster.

Outcomes met on Day 6:
From the Universal Studios website:
"This tour is a great way to show students how the concepts they are learning at school are applied in a real-world situation. They will be shown how principles of physics, technology and science contribute to the design and building of the island's rides and attractions in a fun and entertaining way."

Science 7 Outcomes:
7.D.2. Investigate and analyze forces within structures, and forces applied to them
7.D.3. Investigate and analyze the properties of materials used in structures
7.D.4. Demonstrate and describe processes used in developing, evaluating and improving structures that will meet human needs with a margin of safety

Science 8 Outcomes
Mechanical Systems
- evaluate the design and function of a mechanical device in relation to its efficiency and effectiveness, and identify its impacts on humans and the environment
- illustrate how technological development is influenced by advances in science, and by changes in society and the environment

Art 8 Outcomes
Compositions
- Students will analyze the relationship among components of images

Encounters
- Students will understand that the role and form of art differs through time and across cultures
- Students will understand that art reflects and affects cultural character

Identified Risks & Risk Mitigation:

Student Illness: See page 10 for details.
Student Medical Concerns: See page 11 for details.
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Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
Weather: See page 11 for details.
Sun Protection: See page 11 for details.
Safe Travel and Groups: See page 11 for details.
Emergency Contacts: See page 11 for details.
Getting lost or separated from the group: See page 11 for details.
Bed Check/Accommodation: See page 11 for details.

Outdoors: See page 12 for details.
Animals: See page 12 for details.
Students being left behind/separated from the group: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.
Attraction Safety: See page 13 for details.
Maps: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.

Day 7:
Activities

Breakfast will be held at the resort. The bus will begin loading luggage at 8am. Groups will check out of the hotel prior to leaving for the day. SeaWorld. Visit the Rescue and Rehabilitation Centre. Here, manatees and sea turtles are highlighted on this unique behind-the-scenes look designed to share Sea World's efforts to help preserve and protect endangered and threatened species through its rescue, rehabilitation and release program. Following this behind the scene program there is much more to see and experience. For example, other programs include walk-through interpretive displays with guides, such as the shark exhibit, the stingray interactive tank, the Turtle Trek Hospital and the salt water fish aquarium.

Lunch will be purchased at SeaWorld at one of their many restaurants. At 2:00 pm, groups will meet at the entrance to the park. From here, they will be bused to the airport and prepare for the flight home. Supper will be purchased either at the airport, or before the airport, depending on the exact time of our return flight. In Calgary, students will once again experience going through Canadian Customs and baggage claim. From here, the group will bus back to Red Deer and conclude their once in a lifetime trip!

Question of the Day: *How do human activities such as overfishing, pollution, and habitat destruction affect saltwater ecosystems, and what are the consequences for marine life? Discuss the ethical considerations surrounding human interactions with marine animals in captivity, such as those seen in SeaWorld's exhibits and shows?*
Specific Task(s): *Attend the Orca Presentation. Attend the Rescue and Rehabilitation Centre.*

Outcomes met on Day 7:
Science 7 Outcomes
7.A - Interactions and Ecosystems
7.A.1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions

- illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gasses
- identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them

7.A.3. investigate a variety of habitats, and describe and interpret distribution patterns of living things found in those habitats

7.A.4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments

- identify intended and unintended consequences of human activities within local and global environments (e.g., changes resulting from habitat loss, pest control or from introduction of new species; changes leading to species extinction)
- describe and interpret examples of scientific investigations that serve to inform environmental decision making
- illustrate, through examples, the limits of scientific and technological knowledge in making decisions about life-supporting environments (e.g., identify limits in scientific knowledge of the impact of changing land use on individual species; describe examples in which aboriginal knowledge—based on long-term observation—provides an alternative source of understanding)

Science 8 Outcomes

Cells and Systems

- Investigate living things; and identify and apply scientific ideas used to interpret their general structure, function and organization
- examine plant and animal structures

Fresh and Saltwater Systems

- Analyze factors affecting productivity and species distribution in marine and freshwater environments
- Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues

Science 9 Outcomes

Biological Diversity

- Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival
- distinguish between, and identify examples of, natural and artificial selection
- Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making

Environmental Chemistry

- describe the use of biological monitoring as one method for determining environmental quality

Identified Risks & Risk Mitigation:

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Falls and slips; blisters and trips: See page 11 for details.
First Aid: See page 11 for details.
Weather: See page 11 for details.
Sun Protection: See page 11 for details.
Safe Travel and Groups: See page 11 for details.
Emergency Contacts: See page 11 for details.
Getting lost or separated from the group: See page 11 for details.
Bed Check/Accommodation: See page 11 for details.
Outdoors: See page 12 for details.
Animals: See page 12 for details.
Students being left behind/separated from the group: See page 12 for details.
Passport: See page 12 for details.
Flights: See page 12 for details.
Bus travel (In-Country): See page 12 for details.
Bus travel (Airport): See page 12 for details.
Luggage & carry-on baggage: See page 12 for details.
Motion Sickness: See page 13 for details.
Sanitation: See page 13 for details.
Allergies & Dietary Needs: See page 13 for details.
Exhaustion: See page 13 for details.
Pickpockets: See page 13 for details.
Attraction Safety: See page 13 for details.
Maps: See page 13 for details.
Personal Belongings: See page 13 for details.
Crowd Management: See page 13 for details.
Water Hazards: See page 13 for details.
Attraction Safety: See page 13 for details.

More General Outcomes that will be met throughout the trip:

Attitudes Outcomes - 7-9

Attitude outcomes are of a different form than outcomes for skills and knowledge: they are exhibited in a different way, and they have deeper roots in the experiences that students bring to school. Attitude development is a lifelong process that involves the home, the school, the community and society at large. Attitudes are best shown not by the events of a particular moment but by the pattern of behaviours over time. Development of positive attitudes plays an important role in students' growth by interacting with their intellectual development and creating a readiness for responsible application of what is learned.

Interest in Science - Students will be encouraged to develop enthusiasm and continuing interest in the study of science.

Mutual Respect - Students will be encouraged to appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds.
Scientific Inquiry - Students will be encouraged to develop attitudes that support active inquiry, problem solving and decision making.
Collaboration Students will be encouraged to develop attitudes that support collaborative activity.
Stewardship Students will be encouraged to develop responsibility in the application of science and technology in relation to society and the natural environment.
Safety Students will be encouraged to demonstrate a concern for safety in science and technology contexts.

Science 8 Outcomes
General Outcomes
Work cooperatively with team members to develop and carry out a plan
• evaluate individual and group processes used in planning, problem solving, decision making and completing a task
- Show interest in science-related questions and issues, and pursue personal interests and career possibilities within science-related fields
- Appreciate that scientific understanding evolves from the interaction of ideas involving people with different views and backgrounds
- Work collaboratively in carrying out investigations and in generating and evaluating ideas
- Demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment
- receive, understand and act on the ideas of others

Physical Education Fun Fact: We walk in excess of 20,000 steps per day.
The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

Active Living.
The physical education program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life.
• creates a desire to participate.
• focuses on lifetime activities promoting health-related fitness for life.
• places physical activity within a broader perspective of total fitness and well-being that encompasses the entire experience of physical, mental, emotional and social dimensions.
• is supportive of the relevance of physical activity within the community.

Physical Education Outcomes:
B8-8 describe and perform appropriate physical activities for personal stress management and relaxation
C8-6 identify and demonstrate positive behaviours that show respect for self and others
D8-1 participate regularly in, and identify and describe the benefits of, an active lifestyle
D8-3 select and apply rules, routines and procedures for safety in a variety of activities

Health Outcomes:
R-7.8 analyze the potential effects of belonging to a group, team, gang
R-7.9 develop group goal-setting skills; e.g., collaboration
W-8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence
R-8.5 develop strategies for maintaining healthy relationships
R-8.6 describe and provide examples of ethical behaviour in relationships; e.g., integrity
R-8.7 develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts
R-8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member
L-8.1 determine and develop time management strategies/skills to establish personal balance
L-8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills

SUPERVISION:

RDPSD staff are Krystina Clark, Sydney Neigum, Lukas Erickson, and Dan Reitsma.
Nine Parent Chaperones will also be attending.

ACCOMMODATION:

Most often, we stay at The Holiday Inn Water Park.

FUNDRAISING:

We offer many, many fundraising activities for our families. In fact quite a few families pay off their trip solely by these fundraising activities alone!
Here are just **a few** of the examples of our 20 or more fundraising activities; many UST families work most of the catering events at the Westerner. Plus they are also involved in selling products (soaps, candles, pizza, plants...etc). The families volunteer at many community events and receive honorariums (Highland Games, Canada Day Celebrations at Bower Ponds, Parade Banner escorts, Baseball tournaments...etc). Plus the families organise bottle drives, highway clean -up, car washes at Sobeys, community yard sales, hot dog stands...etc.

Outcomes met from fundraising:

Math 8 Outcomes

Mathematical Processes

- demonstrate fluency with mental mathematics and estimation
- develop and apply new mathematical knowledge through problem solving
- develop mathematical reasoning
- Develop number sense (financial literacy)

EXPENDITURE GUIDELINES:

Pricing: Tender is still to be determined. 2025 costs were approximately: $4900.

Travel Insurance: To be determined by the District

Payment Dates: This will be determined by the Travel Agent/Agency, but expected dates include approximately 6 installments between April 2025 and January 2026.