

# Planning Guide

Discover the natural environment, enhance student learning and create memories to last a lifetime

# Albion Hills Field Centre

With over 60 years of experience, Toronto and Region Conservation (TRCA) helps people understand, enjoy and look after the natural environment. Our vision is for *The Living City™*—a cleaner, greener and healthier place to live, for you today and for your children tomorrow. For more information, call 416-661-6600 or visit us at [www.trca.on.ca](http://www.trca.on.ca)



[www.trca-education.ca](http://www.trca-education.ca)

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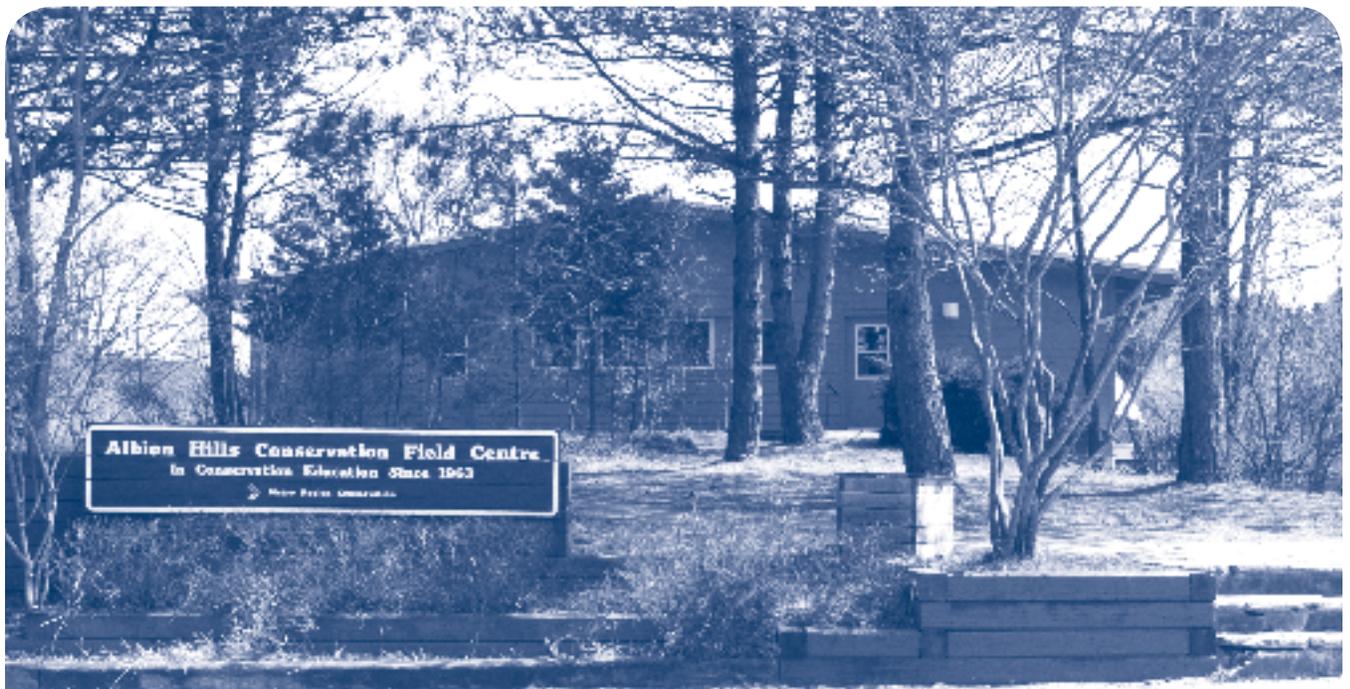
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# Welcome to Albion Hills Field Centre!

In your upcoming two and a half- to five-day residential field trip, there will be an exciting array of activities and programs available to meet the needs of all learners. We will make sure that your group, no matter what age, has an enjoyable visit in the active and unique environment offered at Albion Hills.

A successful and enjoyable trip comes from planning and preparation. Our staff at the field centre are here to support you, the group leader, throughout this process. This resource, *Planning Guide: Albion Hills Field Centre*, has been carefully designed to provide all of the information and forms you will need for your upcoming trip.





## How to use the *Planning Guide*

There are four sections in the *Planning Guide*:

### **Section 1** Getting Started

- Provides a tool that helps you track the progress of your overall pre-trip planning. This section will also help you get to know the field centre before your visit.

### **Section 2** Pre-trip Planning

- Contains information about the programming available during your field trip. There are a few ready-to-use forms, including the Participant Medical Condition Summary and the Kitchen Information Sheet, for you to complete and return to us before your group's visit.

### **Section 3** Forms and Information Sheets

- Contains all the materials you need to photocopy and distribute to your group. This section includes forms and information sheets for participants and parents/guardians, including health and consent forms, safety and courtesy guidelines, as well as a clothing and equipment list.

### **Section 4** More About Albion Hills Field Centre

- Will answer the frequently asked questions about field trips to the field centre. In this section, you can find out more about our food services and Toronto and Region Conservation (TRCA).

### **What to expect**

There will be a planning session scheduled about one month prior to your group's visit. Our staff will meet with you at the field centre or over the phone to discuss planning and to provide further information for your trip. Remember to bring the *Planning Guide* with you when you attend the meeting.

We look forward to meeting you and hope you and your group have a wonderful trip to the Albion Hills Field Centre!

### **Contact us**

For more information, please visit TRCA's Education website at [www.trca-education.ca](http://www.trca-education.ca). If you have any questions, feel free to contact customer service.

**Phone:** 416-667-6295, select 4  
(Monday to Friday, 8:30 a.m.–4:30 p.m.)

**email:** [customerservice@trca.on.ca](mailto:customerservice@trca.on.ca)

**Fax:** 416-667-6271





Section 1

# Getting Started

## Group Leader's Planning Checklist

1	Pre-visit planning session at field centre scheduled and completed.	<input type="checkbox"/>
2	Bus arrangements made: (a) Arrival and departure times confirmed with field centre. (b) Drop-off and pick-up times confirmed with bus company.	<input type="checkbox"/> <input type="checkbox"/>
3	Discuss program with the group and make list of expectations and goals.	<input type="checkbox"/>
4	Make arrangements for: (a) Nut-free snacks (b) Additional sports and recreation equipment (optional) (c) Class set of pencils (optional) (d) Journals (optional) (e) Free time games and activities (f) Reviewing appropriate clothing with students (g) End-of-the-day shower and snack-time routine (h) One adult leader available for each program group (male and female supervision overnight). Adult supervision should also be in compliance with the school board policy. (i) Other: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	Arrange for on-site vehicle.	<input type="checkbox"/>
6	Collect participants' information on health and food concerns: (a) <i>Health and Consent Form (for participants under aged 18)</i> (b) <i>Adult Health and Registration Form</i> (c) <i>Participant Medical Condition Summary</i> (d) <i>Albion Hills Kitchen Information Sheet</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Fax the following forms: <i>Participant Medical Condition Summary</i> , and <i>Albion Hills Kitchen Information Sheet</i> , to the field centre at least one week before arrival (fax no. below).	<input type="checkbox"/>
8	Assign participants carefully to dorm rooms by completing <i>Dormitory Floor Plan</i> . Complete the floor plan in triplicate.	<input type="checkbox"/>
9	Divide participants into working groups by completing <i>List of Working Groups</i> . Complete the list in triplicate.	<input type="checkbox"/>
10	Settle balance of payment (based on expected attendance) to ensure that TRCA receives the money at least one week prior to arrival date (does not apply to school groups).	<input type="checkbox"/>
11	Include TRCA as additional insured in Certificate of Insurance to ensure that TRCA receives the certificate at least one week before arrival date (does not apply to Scout and Guide groups or to Board of Education schools).	<input type="checkbox"/>
12	Forms handed in to field centre staff on arrival: (a) <i>Health and Consent forms</i> (b) <i>Adult Health and Registration forms</i> (c) <i>Participant Medical Condition Summary</i> (d) <i>Albion Hills Kitchen Information Sheet</i> (e) <i>Dormitory Floor Plan</i> (f) <i>List of Working Groups</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## All about Albion Hills Field Centre

### Location

Albion Hills Field Centre is located in the Albion Hills Conservation Area, eight kilometres north of Bolton in the Region of Peel, Ontario. Intersecting on this 446-hectare property are the Humber River and Taylor's Creek, at one point dammed to form a recreational lake, Lake Albion. The field centre boasts a panoramic view of the rolling topography of the Oak Ridges Moraine and extensive tracts of coniferous plantation, mixed deciduous woodlots, wetlands and meadow.

### The Facility

The Albion Hills Field Centre is a spacious cedar and granite, chalet-style building that provides accommodation for up to 44 people. The building has a comfortable lounge with a beautiful stone fireplace, a dining room overlooking Centreville Creek and a lab/classroom, all of which are air-conditioned for summer comfort. Just outside the doors of the facility, visitors will find a variety of recreational opportunities such as volleyball. A campfire circle with bleachers completes the immediate surroundings.

Albion Hills also has an authentic 1840s log home, a maple sugar shack and 28 kilometres of groomed cross-country skiing, hiking and biking trails.

### Staff

Our team is made up of well-qualified and experienced staff. It consists of the field centre supervisor, OCT certified instructors, a residential assistant, an education technician, kitchen service staff, and maintenance and cleaning staff. All field centre staff are trained in Standard First Aid and CPR.

### Programs

We offer a wide range of programs for elementary and secondary school groups, Guide and Scout groups, as well as youth and adult groups. Within your two and a half- or five-day stay at the field centre, we can facilitate programs designed to provide participants with hands-on experiences in a safe and supportive outdoor setting.

**School programs** are designed to meet elementary and secondary level Ontario Curriculum expectations. They are connected to different subject areas, including science and technology, social studies, geography, history, mathematics, health and physical education and the arts. The community living experience helps students to develop responsibility, while gaining invaluable group skills that are easily transferred back to school and everyday life.

**Guide and Scout programs** are delivered by knowledgeable, enthusiastic and approachable teaching staff who serve as role models in environmental conservation. Programs are designed to meet badge requirements.

There are also many programs suitable for **youth and adult groups**, such as sports associations, music or recreation camps, clubs, faith-based groups, ESL groups, etc. The field centre is also a popular retreat destination.

Our programs are filled with cooperative learning challenges that aid in team-building and leadership development. Our experienced instructors will work with group leaders to tailor programs to meet the needs of visitors with different learning styles and expectations.

You can refer to Section 2 of the *Planning Guide* for a full list of programs available at Albion Hills Field Centre.

## History

Mr. William Davis, Minister of Education, opened Albion Hills Conservation Field Centre in 1963 and thus began a unique outdoor educational opportunity for students from the Greater Toronto Area. Since its opening, over 100,000 students and teachers have learned and lived in the out-of-doors at Albion. In 1968, the field centre was presented the prestigious White Owl Award for its outstanding contribution to conservation education. In 1988, the Education Minister, Mr. Chris Ward, unveiled our 25th anniversary sign.



## Walking the Talk: Proud Member of the Ontario EcoCentres Network!

Environmental and outdoor education centres, zoos, museums and other types of learning centres offering field trips and out-of-classroom excursions have a vital role to play in enabling future generations to feel empowered and excited about taking action to mitigate climate change.

The Ontario EcoCentres Network was created to assist learning centres in leading by example and reducing their environmental impact. The EcoCentres certification program provides staff and learners at sites across the province with a framework to address twelve areas of sustainability, including energy and water conservation, the enhancement of biodiversity and the pursuit of carbon neutrality.

By involving all aspects of a learning centre - from the building itself to the people within it - the Ontario EcoCentres Network seeks to support more efficient operations, cultivate deeply engaged learners and promote informed decision-making.

In January 2011, our education facilities were among thirteen pilot sites that became certified Ontario EcoCentres. Achieving this status were Albion Hills, Claremont and Lake St. George Field Centres, Kortright Centre for Conservation and Black Creek Pioneer Village.

For more information about the Network and the certification program, please visit [www.ontarioecocentres.org](http://www.ontarioecocentres.org)

Supporting Environmental Leadership and EcoSchools

Toronto and Region Conservation is committed to supporting teachers and students as they participate in the EcoSchools program or undertake environmental action at their school.

Need advice on how to kick off a waste-free lunch program? Looking for tools to help launch a lights-off campaign? Want tips for your school ground greening project? Let us know what you are working on and we would be happy to share our resources and insights.

If you want to find out more about the Ontario EcoSchools program or access their resources, please visit

[www.ontarioecoschools.org](http://www.ontarioecoschools.org)

Section 2

# Pre-trip Planning



## Your Planning Session

When your booking is confirmed, you will be asked to schedule a planning session about a month prior to your group's visit date. A member of our staff will meet with you in person at the field centre or over the phone to begin the planning process, and to provide further information about the trip. Below is the meeting agenda with key content included.

Before this meeting, please spend some time selecting a theme (or themes) and determining goals and objectives for your trip. A program list and program descriptions are available on the following pages.

### Planning Session agenda

#### 1 Programs

- The choice of programs will be made at the meeting based on the themes and topic areas you select.
- There will also be discussion on how to prepare your group for the trip, the special needs of your group members, and support equipment and teaching aids available at the field centre.

#### 2 Information for leaders and participants

- Forms and information for participants and parents/guardians
  - Health and Consent Form (for participants under 18 years of age)
  - Adult Health and Registration Form
  - Safety and Courtesy Guidelines
  - Clothing and Equipment List

##### Tips and reminders:

- Please copy the forms, distribute them to your group members

*and collect them when completed. We suggest using copy paper in various colours to make further handling of the completed forms easier.*

- These forms are to be handed in to field centre staff upon arrival at the field centre.
- Forms you need to complete prior to your visit
    - Participant Medical Condition Summary
    - Albion Hills Kitchen Information Sheet
    - Dormitory Floor Plan
    - List of Working Groups

##### Tips and reminders:

- Make sure that the two forms, Participant Medical Condition Summary and Albion Hills Kitchen Information Sheet, are completed and faxed to the field centre at least one week prior to visit date.
- All four forms are to be handed in to field centre staff upon arrival at the field centre. You may want to make photocopies for your own reference.

#### 3 Roles and policies

- Responsibilities of visiting leaders and field centre staff
- Safety and Courtesy Guidelines
- Nut-sensitive policy – Please let us know at the planning session if any of your group members have anaphylaxis.
- Expectations of student behaviour and consequences of undesirable behaviour
- The field centre as an EcoCentre.
- Smoke-free and alcohol-free environment

#### 4 Housekeeping details

- Arrival and departure times

##### Arrival

Monday: 10 a.m.

Wednesday: 1:30 p.m.

Friday: 6–7 p.m.

##### Departure

Wednesday: 1:30 p.m.

Friday: 1:30 p.m.

Sunday: 1:30 p.m.

## b) Transportation

- Each group is responsible for its own transportation arrangements.
- Weekend groups are encouraged to carpool.
- If a separate vehicle is used for luggage, both vehicles should arrive at the same time.
- Visiting group leaders should have a vehicle on site.

## c) Meals

- We offer safe, healthy and delicious home-cooked meals. Our menus, designed according to the Canada Food Guide and the Ontario School Food and Beverage Policy (PPM 150), provide client-friendly food choices. (Refer to Section 4 for more information about our food services.)
- Dietary concerns, including food restrictions and allergies, will be addressed with advance notice. Substitutions will be provided when possible. (Refer to *Albion Hills Food Services: Provisions for Special Dietary Needs* in Section 2.)
- Three meals a day are provided, excluding days of arrival and departure.
- All departing groups receive lunch before leaving. Wednesday's arrival group must eat lunch before arrival.
- Weekend meals include Saturday's breakfast, lunch and dinner, as well as Sunday's breakfast and lunch. Weekend groups are responsible for their own dinner on Friday.

## d) Snacks

- The field centre provides juice or hot chocolate in the evening.
- Our food services can provide a healthy, nut-sensitive and litterless snack to the group (e.g., home-baked desserts) for a very low price.
- It is important that we keep the field centre nut-free. All snacks brought to the field centre must be checked for nut content by group leaders in advance.

**Tips and reminders:**

- If a group chooses to bring their own snacks, the group leader will be responsible for them. Group leaders can buy nut-sensitive snacks in bulk themselves or collect snacks from students before their departure from school. (Refer to Field Centre Food Services in Section 4 for more tips.)*

## e) Dormitory capacity and arrangement

- At its maximum, the dormitory can take up to 40 participants and four staff leaders. (Note: provisions can be made to accommodate slightly larger numbers, but this must be discussed with the site supervisor prior to arrival.)
- All-male or all-female groups can be accommodated.

## f) Adult supervision

- When both male and female students are in residence, we require both male and female adults to also stay in residence.

## g) Free-time activities

- Have members of your group bring playing cards, board games, guitars, etc. for the evening recreation period and free time.
- A DVD player is available for movies.

## h) What not to bring

- Do not bring any electronic devices, such as computer games, cell phones, iPods, etc.
- Knives and axes are not permitted.
- Do not bring candy or gum.
- No extra food (other than your group's nut-free snacks) is allowed.

## i) House duties

- Participants are expected to carry out house duties, including helping to set up for and clean up after meals and keeping their dorms tidy.

## j) Lights out

- Lights-out times should be established with your group.

## k) Phone

- A pay phone is available for students, if teachers wish to allow its use.
- The phone accepts exact change. Each local call costs 50 cents. Calls are local to the 416/647 area and some numbers in the 905 area.
- For long-distance calls, you can use calling cards or make collect calls. Please note that card-reading phones are not available.





## Program List

To assist you in planning your visit, the programs currently available at Albion Hills Field Centre are listed below. Please note the academic level for which the program is designed, and the time of year during which the program operates. Daytime programs are two and a half hours in length and evening programs are one and a half hours, unless otherwise indicated. A short description of each program can be found on the following pages. During your planning session, we would be pleased to discuss program adaptations or new programs that would meet your educational needs.

<b>Understanding Healthy Watersheds</b>		
Stream Study *	Sp/F	J/I
Watersheds	All year	J/I/S
<b>Understanding Biodiversity and Greenspaces</b>		
Biodiversity Investigation	Apr-June	J/I
Ecology *	All year	P/J/I
Forestry/Forest Plantation Management *	All year	J/I/S
Instincts for Survival *	All year	P/J/I/S
Trail Guide	All year	I/S
<b>Geographic Inquiry and Skills</b>		
Contour Mapping	Sp/F	I/S
Photo Orienteering *	All year	J/I/S
Score Orienteering *	All year	J/I
Treasure Mapping *	All year	J/I
<b>History and Cultural Studies</b>		
Coueurs de Bois	All year	J/I
Aboriginal Studies	All year	J/I
Pioneer Studies	All year	P/J/I
<b>Sustainable Communities: Action and Understanding</b>		
Environmental Impact Studies	All year	S
Treewatch	F	J/I
<b>Recreation and Active Living Skills</b>		
Cross-country Skiing *	W	J/I/S
Group Dynamics *	All year	P/J/I/S
Mini Olympics *	All year	P/J/I/S
Nature Hike *	All year	P/J/I/S
Snowshoeing *	W	J/I/S
Wilderness Survival Skills *	All year	J/I/S
<b>Nature Appreciation and Awareness</b>		
Nature Art *	All year	P/J/I/S
Nature Photography **	All year	J/I/S
<b>Evening Programs</b>		
Campfire *	All year	P/J/I/S
Clue Murder Mystery * (one hour)	All year	J/I/S
Eco-Jeopardy * (one hour)	All year	J/I/S
Environmental Stock Exchange * (one hour)	All year	J/I/S
Evening Hike *	All year	P/J/I/S
Scavenger Hunt * (one hour)	All year	P/J/I
Wide Games/Recreation *	All year	P/J/I/S

### Legend:

\* Also offered on weekends

Sp Spring

Su Summer

F Fall

W Winter

*Last updated April 2008*

\*\* Additional fee applies

P Primary

J Junior

I Intermediate

S Senior



## Program Descriptions

Please note: Adaptations can be made to the programs to suit specific group needs.

### UNDERSTANDING HEALTHY WATERSHEDS

#### Stream Study

Through observation, measurement, experimentation and collection of biological and physical data, students examine the stream environment. Evaluation and analysis of the data allows learners to hypothesize about the viability of the stream to support coldwater fish species (e.g., trout).

**Curriculum connections:** *Science & Technology: Grade 4 – Habitats and Communities, Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment, Grade 8 – Water Systems; Geography: Grade 7 – Natural Resources*

#### Watersheds

This program begins with a general review of the water cycle through an indoor game. Students are then introduced to the concept of a watershed and why it is important to maintain healthy watersheds. They will identify on a map the watershed in which they live. Outside, students will tour a portion of the watershed observing changes in vegetation, land use and human impact as they are related to changes in water quality and quantity.

**Curriculum connections:** *Science & Technology: Grade 7 – Interactions in the Environment, Grade 8 – Water Systems; Geography: Grade 7 – Natural Resources, Themes of Geographic Inquiry, Patterns in Physical Geography, Grade 8 – Patterns in Human Geography*

### UNDERSTANDING BIODIVERSITY AND GREENSPACES

#### Biodiversity Investigation

This program emphasizes the importance of biodiversity to the health of the planet and allows students to explore, identify and measure the biodiversity in a wetland. Hands-on activities include identifying and measuring tree growth, sampling for aquatic organisms, and searching for frogs, birds and snakes. As data is collected, students are encouraged to watch for any patterns and interrelationships that emerge within this ecosystem. This program has seasonal limitations.

**Curriculum connections:** *Science & Technology: Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment; Mathematics: Grades 6–8 – Measurement, Data Management & Probability*

#### Ecology

Learners participate in a guided nature hike and will be introduced to the key concepts of animal and plant ecology. Through a variety of activities such as Project Wild games, learners will simulate the various animal responses to both natural and human influences impacting their ability to survive. Concepts such as ecosystem, habitat, trophic levels, food webs, and predator/prey relationships are

integrated through a variety of Project Wild games. A follow-up session will include a discussion of the principles learned throughout this activity.

**Curriculum connections:** *Science & Technology: Grade 4 – Habitats and Communities, Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment*

#### Forestry/Forest Plantation Management

In this program, learners are introduced to basic tree anatomy and life history. Forest plantation management and the discussion of renewable resources prepare students for understanding specific field activities. Students may participate in pruning, limbing and selective cutting. Data regarding tree size, age, growth and health is collected in the forest. Back at the field centre this information is graphed and analyzed. All safety training and equipment are provided.

**Curriculum connections:** *Social Studies: Grade 4 – Canada's Provinces, Territories, and Regions; Science & Technology: Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment; Geography: Grade 7 – Natural Resources, Grade 8 – Economic Systems*

#### Instincts for Survival

Learners will be involved in a simulation of predator/prey relationships while they play an active, outdoor food web game. After an introduction to set the parameters of the simula-

tion, participants will assume the role of specific animals that are attempting to survive. Follow-up discussions involve the learner in gaining an understanding of animal ecology, as well as the impact of human activities on wildlife populations.

**Curriculum connections:** *Science & Technology: Grade 4 – Habitats and Communities, Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment; Health & Physical Education: Grades 5–8 – Active Participation*

### Trail Guide

Students act as park naturalists planning an interpretive trail and self-guided booklet. After taking a nature hike led by our staff, each group produces an illustrated trail guide. (Requires one and a half to two program periods.)

**Curriculum Connections:** *The Arts—Visual Arts: Grades 7 and 8; Science & Technology: Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment; Geography: Grade 7 – Natural Resources*

## GEOGRAPHIC INQUIRY AND SKILLS

### Contour Mapping

Students are introduced to the key features of topographical maps, with an emphasis on interpretation of contour lines. Learners will appreciate the value of contour maps to society through discussion and examples of real-life applications. Measurement of contour lines is demonstrated and will be performed by students in the field with the use of stadia rods and transits. Data obtained will be compiled, interpreted and translated by each group to build a contour map.

**Curriculum connections:** *Mathematics: Grades 7 and 8 – Number Sense and Numeration, Data Management, Geometry and Spatial Sense; Geography: Grade 7 – Themes of Geographic Inquiry, Patterns in Physical Geography*

### Score Orienteering

Whether at advanced or beginner levels, learners will find the orienteering challenge that is right for them. In this program, learners will become acquainted with the concept of orienteering. A brief indoor introduction ensures that students are comfortable with the basics of map interpretation and navigation using a compass. After familiarizing themselves with the map and compass reading, participants will travel in pairs to find the orienteering controls on the property.

**Curriculum connections:** *Geography: Grade 7 – Themes of Geographic Inquiry, Patterns in Physical Geography; Health & Physical Education: Grades 5–8 – Active Participation*

### Photo Orienteering

In this program, learners will be introduced to or refine their compass navigational skills. Using a booklet of photographs, learners (in partners) will determine the exact location where each photograph was taken and prove that they have done so by the accuracy of their compass bearing taken at each site.

**Curriculum Connections:** *Geography: Grade 7 – Themes of Geographic Inquiry, Patterns in Physical Geography; Mathematics: Grades 5–8 – Geometry & Spatial Sense; Health & Physical Education: Grades 5–8 – Active Participation*

### Treasure Mapping

Learners are introduced to the basics of map reading/making. Learners are equipped with all of the necessary supplies to create a map and hide a treasure. Paces and bearings are used to develop a route and clues are left to the location of the treasure. Maps and clues are traded and groups are challenged to search for another group's treasure.

**Curriculum connections:** *Geography: Grade 7 – Themes of Geographic Inquiry, Patterns in Physical Geography, Grade 8 – Patterns in Human Geography; Mathematics: Grades 5–8 – Geometry & Spatial Sense; Health & Physical Education: Grades 5–8 – Active Participation*

## HISTORY AND CULTURAL STUDIES

### Coueurs de Bois

This program introduces participants to the lifestyle of the “Runners of the Woods,” the early French settlers who traded with the First Nations Peoples for furs. After a brief introduction to their history and a discussion of the importance of the beaver pelt, learners participate in an orienteering and bartering activity that simulates a season as a Coueurs de Bois. Learners’ abilities to use their maps and make good trades will determine their success as a Coueurs de Bois.

**Curriculum connections:** *Social Science: Grade 6 – First Nations Peoples and European Explorers; Geography: Grade 7 – Themes of Geographic*

*Enquiry; History: Grade 7 – New France; Health & Physical Education: Grades 5–8 – Active Participation*

### Aboriginal Studies

Students will learn about the history of Canada’s First Peoples, including their migration from Northeast Asia, some native cultural features, and a window into their daily life as suggested through examination of actual artifacts. The outdoor component includes activities that simulate the important traditions of hunting, gathering and trading.

**Curriculum connections:** *Social Studies: Grade 3 – Early Settlements in Upper Canada, Grade 6 – First Nations Peoples and European Explorers*

### Pioneer Studies

Step back in time and experience life as a pioneer in Upper Canada. Learners will compare their lifestyle with that of the early pioneers. Learners participate in hands-on activities and discuss some of the experiences and hardships of the early pioneers.

**Curriculum connections:** *Social Studies: Grade 3 – Early Settlements in Upper Canada, Grade 6 – First Nations Peoples and European Explorers; History: Grade 7 – New France, Grade 8 – British North America*

## SUSTAINABLE COMMUNITIES: ACTION AND UNDERSTANDING

### Environmental Impact Studies

This highly academic and integrated program will encourage participants to use their analytical skills and decision-making abilities to successfully determine the effects of urbanization on the natural community. After a brief introduction to the site, participants will use base mapping skills, data collection skills, research abilities, and powers of observation to gain



sufficient knowledge to determine the impact of human activities. Participants may be required to hypothesize on the effects of road construction, increased home or cottage building, farming impacts or the consequences of golf course maintenance. Presentations (written or oral) are at the discretion of the visiting staff.

**Curriculum connections:** *Science—Biology: Grade 10 Academic – The Sustainability of Ecosystems; Grade 10 Applied – Ecosystems and Human Activity; Science Workplace Preparation – Grade 11: Human Impact on the Environment*

### Treewatch

In this community-based monitoring project, students “think globally and act locally” by assessing the health of a forest research plot. Using a standardized protocol that emphasizes accuracy, students observe and measure tree species, location, height and diameter. Data is compiled and will allow comparisons to be made, over time and between international locations, about the sustainability and biodiversity of our forest resource.

**Curriculum connections:** *Science & Technology: Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment; Geography: Grade 7 – Themes of Geographic Inquiry, Patterns in Physical Geography, Natural Resources; Mathematics: Grades 6–8 – Number Sense & Numeration, Measurement, Data Management & Probability*

## RECREATION AND ACTIVE LIVING SKILLS

### Cross-country Skiing

Learners will be introduced to the essentials of cross-country skiing. An indoor session touches on the history of the sport, equipment requirements, proper sizing and safety considerations. Skis, boots and poles are then distributed, followed by a group lesson which will present a step-by-step progression of techniques that will allow the learner to enjoy a cross-country ski on the property. Learners are encouraged to incorporate cross-country skiing into a healthy, active lifestyle.

**Curriculum connections:** *Health & Physical Education: Grades 4–8 – Fundamental Movement Skills, Active Participation*

### Group Dynamics

Learners work in groups to solve a variety of defined challenges. Team success depends upon a combina-

tion of cooperation, communication and physical and mental efforts from all individuals. Each group dynamic is designed to build a cooperative group spirit and at the same time instill self confidence in the learner, and a mutual respect for team-mates.

**Curriculum connections:** *Health & Physical Education: Grades 4–8 – Fundamental Movement Skills, Active Participation*

### Mini Olympics

Participants will enjoy taking part in a variety of non-traditional Olympic events. The class will be divided into teams. Each team chooses a name and cheer or slogan. A brief indoor period is given for teams to create their own flag and then the games begin! Weather permitting, activities are run at a combination of indoor and outdoor locations, and may include water-based events. Games focus less on skill and athletic ability but rather, on creativity, while encouraging cooperation and fun.

**Curriculum connections:** *Health & Physical Education: Grades 4–8 – Fundamental Movement Skills, Active Participation*

### Nature Hike

Touch, taste and smell each season as a member of our staff leads students on a hike through the different habitats on the property. Students may also participate in games and active simulations taken from the *Project Wild Activity Guide*.

**Curriculum connections:** *Science & Technology: Grade 4 – Habitats and Communities, Grade 6 – Biodiversity, Grade 7 – Interactions in the Environment*

### Snowshoeing

In this program, the learner is introduced to the basic skills of snowshoeing. An introduction covers the history of the snowshoe, as well as the essential techniques needed to enjoy a snowshoeing trail walk. This program is dependent upon suitable snow conditions.

**Curriculum connections:** *Health & Physical Education: Grades 4–8 – Fundamental Movement Skills, Active Participation; Social Science: Grade 6 – First Nations Peoples and European Explorers*

### Wilderness Survival Skills

Working in a cooperative team situation, learners will understand and

practice some important aspects of basic survival techniques in the outdoors. Each team will be challenged to construct a small cooking fire and/or shelter from natural materials. Key elements of this lesson stress a “no-trace” camping philosophy, as well as the safety aspects of preparation and planning for a successful outdoor experience.

**Curriculum connections:** *Science & Technology: Grade 5 – Forces Acting on Structures and Mechanisms; Health & Physical Education: Grades 4–8 – Active Participation*

## NATURE APPRECIATION AND AWARENESS

### Nature Art

Young artists are encouraged to look at the environment from a different perspective. Learners are introduced to different styles and techniques used to create impressions of nature. A combination of sketching, imprinting, creative writing, water colours and other techniques can be explored. Participants produce unique souvenirs of their outdoor experience.

**Curriculum Connections:** *The Arts—Visual Arts: Grades 3–8*

### Nature Photography

Learners will be introduced to, and develop awareness of, six key concepts in photography: lighting, colour, natural framing, rule of thirds, perspective and people in nature. These concepts will then be further explored through viewing a slideshow, solidifying the learners’ understanding of these key ideas. After a brief introduction to the field centre’s cameras, groups of four will share a camera on a nature hike to take photos incorporating several nature themes. Photos will be developed and returned for a ‘photo festival’ follow-up. There is an additional fee for film and processing.

**Curriculum connections:** *The Arts—Visual Arts: Grades 4–8*

## EVENING PROGRAMS

### Campfire

Many groups enjoy the tradition of ending their visit with us at the campfire circle. This evening program

allows participants to take part in and contribute their own songs, skits, games and stories. They will also have an opportunity to roast marshmallows and reflect on their trip. An emphasis is placed on safety considerations.

### Clue Murder Mystery

Participate in an environmental murder mystery based on the board game *Clue!* Student 'detectives' will work together in small groups to come up with a strategy and use the process of elimination in determining who committed the crime, where the crime was committed and what type of weapon was used.

### Eco-Jeopardy

Modeled after the popular television game show, participants will be divided into teams and challenged in a fun and interactive manner to answer environmentally-themed questions. Categories include such topics as wildlife, water, waste minimization, energy and climate change, and are meant to raise awareness of human impacts on the environment.

### Environmental Stock Exchange

In this activity students will become investors in the 'Environmental Stock Market,' buying and selling stocks based on the changing policies of different companies. Players will need to consider the long-term effects of company decisions on the earth and invest their money wisely.

### Evening Hike

Participants will have the opportunity to enjoy the Albion Hills property under the cover of darkness while on a guided hike. They will use their senses to the best of their abilities and develop an appreciation for the specialization of the nocturnal world. With consideration given to theme, weather and time, possible activities include owl and coyote calling, solo walks/sits, moon mints, chalk sketching, colour vision testing, astronomy investigations, evening games, sound/smell recognition, and/or storytelling. By experiencing a variety of safe activities, it is the intention of this experience to relieve fears that may be associated with the darkness.

*Curriculum connections: Science & Technology: Grade 6 – Space; Health & Physical Education: Grades 4–8 – Active Participation*

### Scavenger Hunt

Participants work cooperatively in small teams to collect a variety of information and natural items from nature. This activity provides a great opportunity for participants to have fun and be active outdoors, and develop co-operative skills.

*Curriculum connections: Health & Physical Education: Grades 4–8 – Fundamental Movement Skills, Active Participation*

### Wide Games/Recreation

Participants will have an active and enjoyable set of both indoor and outdoor games and challenges to bring out the best in any group! Field centre staff will customize challenges based on the areas of focus identified by the group leader. Activities may span the areas of group/cooperative, athletic/sport, trust, recreational or just plain fun!

**Last updated June 2012**



## Program Samples

The following two schedules are samples of programming for the two and a half- and five-day field trips offered by the field centre. The actual programming of the trip will be designed to meet the individual needs of the group and the details will be discussed in the planning session. Note: Peel Environmental Weeks and Weston Environmental Visits have set pillar programs as well as teacher choice programs, please refer to the specific visit information resource guide for details.

### Sample: Two and a half-day schedule

Monday	Tuesday	Wednesday
<b>Morning</b> Arrive about 10 a.m. Meet-and-greet Cares and concerns Orientation walk	<b>Morning</b> <b>Half group</b> <ul style="list-style-type: none"> <li>• Stream Study (spring/fall only)</li> <li>• Cross-country skiing (winter only)</li> </ul> <b>The other half group</b> <ul style="list-style-type: none"> <li>• Forestry/Plantation Management</li> </ul>	<b>Morning</b> Instincts for Survival
Lunch	Lunch	Lunch
<b>Afternoon</b> Group Dynamics	<b>Afternoon</b> PM Switch	<b>Afternoon</b> Depart after lunch (about 1:15 p.m.)
Dinner	Dinner	
<b>Evening</b> Evening hike	<b>Evening</b> Eco-Jeopardy Campfire	



## Sample: Five-day schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b> Arrive about 10 a.m. Meet-and-greet Cares and concerns Orientation walk	<b>Morning</b> <b>Half group</b> <ul style="list-style-type: none"> <li>Stream Study (spring/fall only)</li> <li>Cross-country skiing (winter only)</li> </ul> <b>The other half group</b> <ul style="list-style-type: none"> <li>Forestry/Plantation Management</li> </ul>	<b>Morning</b> Wilderness Survival Skills	<b>Morning</b> <b>Half group</b> <ul style="list-style-type: none"> <li>Nature Art</li> </ul> <b>The other half group</b> <ul style="list-style-type: none"> <li>Treasure Mapping</li> </ul>	<b>Morning</b> Instincts for Survival Mini Olympics
Lunch	Lunch	Lunch	Lunch	Lunch
<b>Afternoon</b> Group Dynamics	<b>Afternoon</b> PM switch	<b>Afternoon</b> Score Orienteering	<b>Afternoon</b> PM switch	<b>Afternoon</b> Depart after lunch (about 1:15 p.m.)
Dinner	Dinner	Dinner	Dinner	
<b>Evening</b> Evening hike	<b>Evening</b> Clue Murder Mystery Wide games and recreation	<b>Evening</b> Eco-Jeopardy Wide games and recreation	<b>Evening</b> Scavenger Hunt Campfire	

## Weekend Programs

Albion Hills Field Centre currently offers many weekend programs. Your group can have up to five programs during a weekend trip. The following list includes some of the most popular programs:

- Evening Hike
- Campfire
- Wilderness Survival Skills
- Photo Orienteering
- Group Dynamics
- Instincts for Survival
- Mini Olympics
- Cross-country Skiing (winter only)
- Snowshoeing (winter only)



## Daily Schedule

Rise and shine	7:45 a.m.
Dining room set-up	8:15 a.m.
Breakfast	8:30 a.m.
Clean-up routines	9:15 a.m.
Morning program	10 a.m.–12:30 p.m.
Dining room set-up	12:30 p.m.
Lunch	12:45 p.m.
Afternoon program	2–4:30 p.m.
Free time	4:30–5:45 p.m.
Dining room set-up	5:45 p.m.
Dinner	6 p.m.
Evening program	7:15–8:45 p.m.
Group's own time*	8:45 p.m.

\*Note: The group has time for showers and snacks after the evening program. The lights-out times vary with age.



## All Visitors

Please be advised that the Albion Hills Field Centre is a “**nut-sensitive**” facility.

For the safety of all visitors, it is very important that any snacks you bring to this facility are **free of nuts, traces of nuts and/or nut products**.

Thank you for your cooperation!



## Responsibilities of Visiting Leaders and Field Centre Staff

To make the whole learning and residential experience truly positive and enriching, sharing of teaching and supervisory responsibilities between the visiting leaders and the field centre staff is essential.

Visiting leaders/teachers	Field Centre teaching staff
<ul style="list-style-type: none"> <li>• Provide one leader/teacher to accompany each program.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an overall program orientation.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide supervision outside regular program times (see below).</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver all the scheduled programs during the trip.</li> </ul>
<ul style="list-style-type: none"> <li>• Assist individual students with their field work.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide all the equipment and materials required for the programs.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide appropriate discipline, if necessary.</li> </ul>	

### Responsibilities of visiting leaders/teachers outside regular program times

#### 1 Meal time

- Meal time is an integral part of teaching at this field centre. It provides an opportunity to practice life skills, social skills and group skills. During the first meal, the residential assistant will explain our expectations of the social setting in the dining room and show the participants/students the procedures.
- Each group is responsible for table setting on a rotational basis. One visiting leader will make sure that the participants/students are on time and that the task is carried out properly.
- As an EcoCentre, we care about where our food comes from and where it goes. The participants/students will learn about waste recycling, composting, zero food waste, food miles, etc., through their direct participation.

#### 2 Chore Time

- The leader will make sure that all participants are doing their share of the workload, including helping to set up for and clean up after meals, and keeping their dorms tidy.

#### 3 Free time

- Recreational activities are under the visiting leaders' supervision. Planning your recreational time is as important as planning your instructional time.
- Indoor activities should be of a passive nature while high activity programs should be scheduled out-of-doors.
- We have sports equipment, which is available upon request.

#### 4 Snack time

- Under the leaders' supervision, your group will prepare your nut-sensitive snacks and clean up the snack area and dishes. The residential assistant will show you where to keep all of your snacks.

#### 5 Shower time

- In the spirit of water conservation, please make sure shower time is limited to three minutes per person.

#### 6 Bed time

- Leaders should ensure that participants get to bed, have the lights out and are settled at the appropriate time for the night. Curfew is to be enforced in consideration of others.

## Participant Medical Condition Summary

This form is designed with the health and safety of the participants in mind. It summarizes the information about the participants' medical conditions from the Health and Consent Forms. We will use this summary to alert the field centre staff of any conditions and/or medical needs that members of your group may have.

**Please fax the completed form to 905-880-1975 no later than one week prior to your visit. (Please print)**

School/group: \_\_\_\_\_ Date of visit: \_\_\_\_\_  
 Group contact, position: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Accompanying adult(s): \_\_\_\_\_  
 Total no. of adults: \_\_\_\_\_ Total no. of participants (below age 18): \_\_\_\_\_

No.	Name of participant	Medical condition	Meds <input checked="" type="checkbox"/>	H <input checked="" type="checkbox"/>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

**Meds = On medication**                      **H = Health and Consent Form**                      **AD = Adult**

*This information is collected under the Conservation Authorities Act. It will be held in confidence during your stay and returned after your visit. Please contact the field centre supervisor if you require more information.*

## Participant Medical Condition Summary

Please fax this completed form to 905-880-1975 no later than one week prior to your visit. (Please print)

No.	Name of participant	Medical condition	Meds <input checked="" type="checkbox"/>	H <input checked="" type="checkbox"/>
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				
AD				

**Meds** = On medication

**H** = Health and Consent Form

**AD** = Adult

List any information found on the Health and Consent Form that is not indicated above.

---

List any other information (e.g., late arrival/early departure).

---



# Albion Hills Food Services: Provisions for Special Dietary Needs

## Nut-sensitive policy:

- Any products that contain nuts, traces of nuts, and/or nut products are not purchased.
- If a product specifies that it may have been in contact with nuts during its production process, this item will not be provided to a client who is allergic to nuts.
- Dietary concerns, including food restrictions and allergies, will be addressed with advance notice. Substitutions will be provided when possible.

## Substitution examples:

### 1 Vegetarian:

- No chicken = use tofu/vegetable stir fry ; vegetarian chicken products
- No beef = use soy ground round (meatloaf/meatballs); vegetarian burgers/hot dogs, vegetarian deli slices (soya or rice cheese)
- No cheese with rennet = use vegetarian cheese (soya or rice cheese)
- No fish = use mozzarella stick

### 2 Lactose intolerance:

- No milk = use juice or soy milk
- No cheese = use lactose-free cheese (soya or rice cheese)

### 3 Common food allergies:

- For example, no onion/mushroom/pepper/garlic/certain spices.
- Prepare the menu item without the particular ingredients (such as spaghetti sauce with no garlic, onion powder and so on).

### 4 Kosher:

- Provide meals that do not contain dairy and meat together.
- No pork or pork product.

### 5 Monosodium Glutamate (MSG):

- Recommend that the client brings all items free of MSG.

### 6 Gluten allergy:

- Recommend that the client brings all items free of gluten.

### 7 Halal:

- Provide the client with Halal chicken as identified.
- Recommend that the client brings all other Halal items.



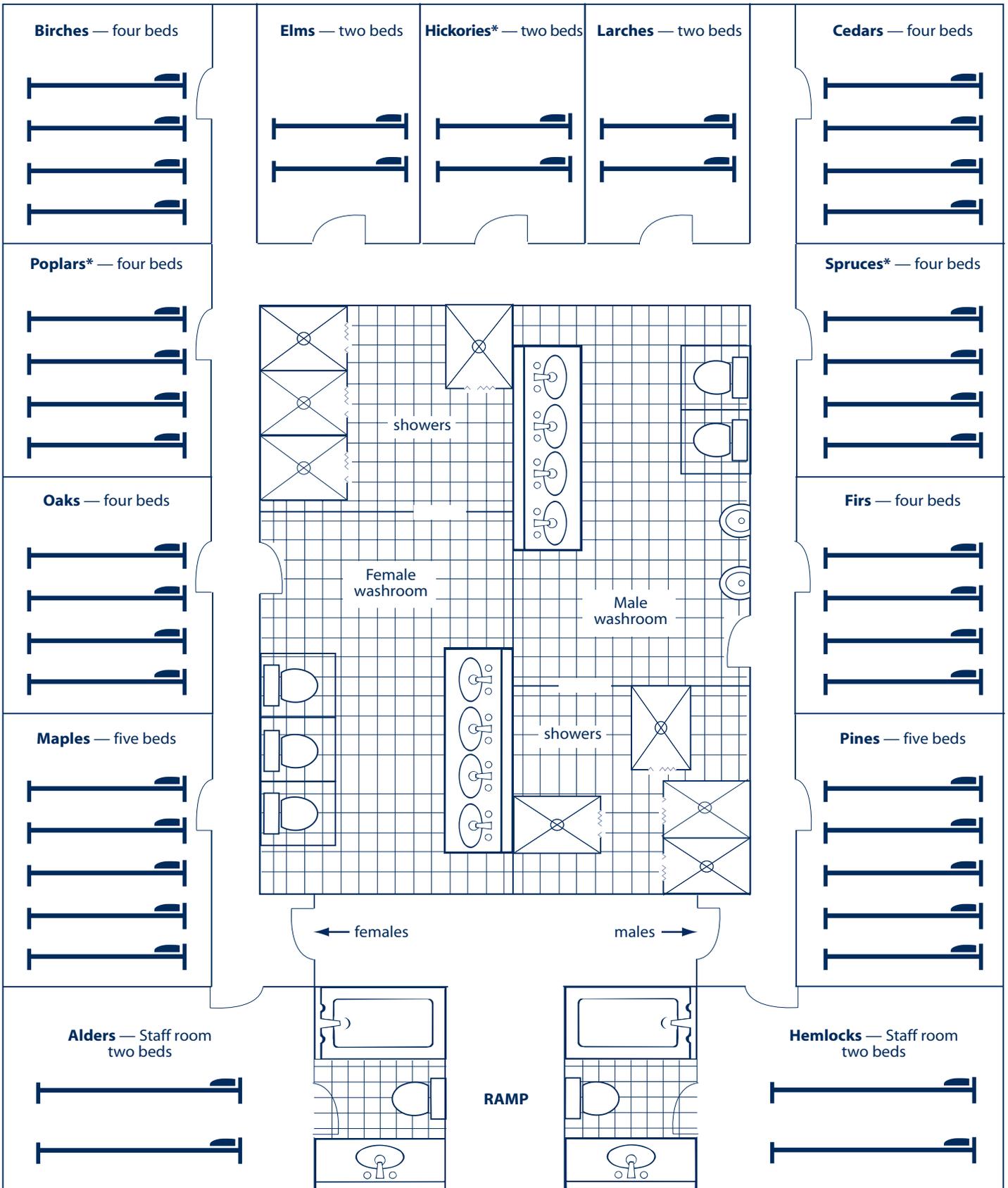
# Albion Hills Dormitory Floor Plan

School/group name: \_\_\_\_\_

MAXIMUM CAPACITY  
40 participants and 4 staff

\*Optional extra cot available for one person in Poplars, Hickories and Spruces

NOTE: The floor plan is not to scale



# List of Working Groups

School/group name: \_\_\_\_\_ Date of visit: \_\_\_\_\_

### Names of group leaders

1		2	
3		4	

### Names of participants

	Group 1		Group 2
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
	Group 3		Group 4
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	

Section 3

# Forms and Information

# HEALTH AND CONSENT FORM

(for participants under 18 years of age)

## A. PARTICIPANT'S PERSONAL INFORMATION *(please print)*

Surname: \_\_\_\_\_ Given name: \_\_\_\_\_ Sex: \_\_\_\_\_

Age: \_\_\_\_\_ Birth date (Y-M-D): \_\_\_\_\_ Health card no. (recommended): \_\_\_\_\_

Home address: \_\_\_\_\_

City, postal code: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

## B. EMERGENCY CONTACT IN CASE OF ILLNESS

DAY – Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

NIGHT – Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Family doctor's name: \_\_\_\_\_ Doctor's phone: ( ) \_\_\_\_\_

## C. PERSONAL MEDICAL CONDITIONS AND SPECIAL NEEDS *(attach further information if necessary)*

1. Does the participant have any allergies?\* (check ✓ for 'yes')

Insect  Plant  Food  Drug  Other

2. Do any of the following medical conditions apply to the participant? (check ✓ for 'yes')

Diabetes  Rash  Asthma  Epilepsy  Heart condition  Recent illness/operation

Contact lenses  Other

3. If you have checked ✓ any of the boxes in questions 1 and 2 above, please provide details:

\_\_\_\_\_

4. Will this participant be on medication while at the field centre? (If yes, please describe.)

\_\_\_\_\_

5. Describe any food restrictions (e.g., religious, vegetarian, etc.).

\_\_\_\_\_

6. Describe any night-time problems.

\_\_\_\_\_

**\*Note: Participants with anaphylactic conditions must be accompanied with two epipens and a copy of the medical response plan.**

## D. CONSENT OF PARTICIPATION

I, the parent/guardian of the above participant (participant's full name) \_\_\_\_\_, give consent for him/her to participate in a field trip at the Albion Hills Field Centre from (date) \_\_\_\_\_ to (date) \_\_\_\_\_.

In case of emergency, if I cannot be reached, an alternative adult whom I have asked to be on call and who is willing to be temporarily responsible for my child is:

Full name: \_\_\_\_\_ Phone (day): ( ) \_\_\_\_\_ Phone (night): ( ) \_\_\_\_\_

Address: \_\_\_\_\_ City, postal code: \_\_\_\_\_

Full name of parent/guardian: \_\_\_\_\_ Relationship: \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

*The above information is collected under the Conservation Authorities Act. It will be held in confidence during the stay of the participant and returned after the visit. If you have any questions regarding the collection and use of this information, please contact the field centre supervisor.*

# ADULT HEALTH AND REGISTRATION FORM

## A. PERSONAL INFORMATION *(please print)*

Surname: \_\_\_\_\_ Given name: \_\_\_\_\_ Sex: \_\_\_\_\_

Age: \_\_\_\_\_ Birth date (Y-M-D): \_\_\_\_\_ Health card no. (recommended): \_\_\_\_\_

Home address: \_\_\_\_\_

City, postal code: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

## B. EMERGENCY CONTACT IN CASE OF ILLNESS

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_

Family doctor's name: \_\_\_\_\_ Doctor's phone: ( ) \_\_\_\_\_

## C. PERSONAL MEDICAL CONDITIONS AND SPECIAL NEEDS *(attach further information if necessary)*

1. Do you have any allergies?\*( check ✓ for 'yes')

Insect  Plant  Food  Drug  Other

If you have checked ✓ any of the above, please provide details:

\_\_\_\_\_  
\_\_\_\_\_

2. Do any of the following medical conditions apply to you? (check ✓ for 'yes')

Diabetes  Rash  Asthma  Epilepsy  Heart condition  Recent illness/operation  
 Contact lenses  Other

If you have checked ✓ any of the above, please provide details:

\_\_\_\_\_  
\_\_\_\_\_

3. Will you be on medication while at the field centre? (If yes, please describe.)

\_\_\_\_\_

4. Describe any food restrictions that you have (e.g., religious, vegetarian, etc.).

\_\_\_\_\_  
\_\_\_\_\_

**\*Note: Participants with anaphylactic conditions must be accompanied with two epipens.**

## D. VISITING INFORMATION

**Location: Albion Hills Field Centre**

School/group: \_\_\_\_\_ Date of visit: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The above information is collected under the Conservation Authorities Act. It will be held in confidence during your stay at the field centre and returned after the visit. If you have any questions regarding the collection and use of this information, please contact the field centre supervisor.*

# Safety and Courtesy Guidelines

## Respect, Consideration and Cooperation

### 1 Treat our facilities with care

You are guests, and the field centre is used by many visitors.

### 2 Trust and co-operation

Be considerate of those living with you.

### 3 Privacy in the dormitory

Girls on the girls' side and boys on the boys' side, please. The privacy door should be left closed at all times.

### 4 Nut-sensitive policy

The Field Centre is a "nut-sensitive" facility. If the group chooses to bring their own evening snacks, the group leaders need to make sure that they are free of nuts and any traces of nuts or nut products.

### 5 No smoking

Smoking is not permitted in TRCA buildings. Please inquire about designated staff smoking areas, if necessary.

### 6 Fire protection

If students hear a bell which sounds continuously, they should walk out of the building using the closest fire exit and proceed to the designated meeting area. All fire exit doors are equipped with emergency hardware.

### 7 Outdoors

- Stay with the group while on excursions. Never travel alone.
- Potential hazards such as thin ice on the creeks, ponds and lakes should be treated with respect.
- Do not cross fences.
- Do not enter the Challenge Course Area, unless accompanied by field centre staff.



# Clothing and Equipment List

## Remember

- ✓ Participants are outside in all weather. Clothing must be practical and comfortable. Bring clothes and shoes which you can get dirty.
- ✓ You should dress to be warm and dry. Make sure that you bring a sufficient quantity of clothing to cover the time spent at the field centre, whether two and a half days or five days. There are no laundry facilities at the field centre.
- ✓ You need to bring your own pillow and sleeping bag. The field centre does not supply pillows, blankets, linens or sleeping bags.
- ✓ Make sure that all personal belongings are able to fit into either one or two pieces of luggage.
- ✓ It is a good idea to label certain items (e.g., jacket, boots, etc.) with student's name.

All seasons	Summer needs – add:	Winter needs – add:
<ul style="list-style-type: none"> <li>✓ Three pairs of long pants</li> <li>✓ Three shirts</li> <li>✓ One warm jacket, sweater or sweatshirt</li> <li>✓ One pair of outdoor shoes</li> <li>✓ One pair of rubber boots</li> <li>✓ One pair of indoor footwear: slippers or running shoes</li> <li>✓ At least one pair of socks per day</li> <li>✓ Change of underwear for each day</li> <li>✓ One pair of pyjamas and/or a track suit for evening wear</li> <li>✓ One waterproof jacket or raincoat</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wide-brimmed hat</li> <li>✓ Sunscreen (SPF 15 or greater)</li> <li>✓ Insect repellent: non-aerosol, no sprays, no disposable wipes</li> <li>✓ Reusable water bottle</li> </ul>	<ul style="list-style-type: none"> <li>✓ One heavy winter-weight coat</li> <li>✓ Two pairs of winter-weight mitts</li> <li>✓ One wool or fleece ski hat</li> <li>✓ Turtleneck or scarf</li> <li>✓ Two pairs of heavy wool socks</li> <li>✓ One pair of warm winter boots</li> <li>✓ Long underwear (or track pants)</li> </ul>
Sleeping equipment	Toilet kit	Optional extras
<ul style="list-style-type: none"> <li>✓ Pillow and pillow case</li> <li>✓ Sleeping bag</li> </ul>	<ul style="list-style-type: none"> <li>✓ Toothbrush</li> <li>✓ Toothpaste</li> <li>✓ Comb</li> <li>✓ Soap</li> <li>✓ Facecloth</li> <li>✓ Bath towel</li> <li>✓ Lip balm</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pen</li> <li>✓ Spiral notebook</li> <li>✓ Art supplies</li> <li>✓ Camera</li> <li>✓ Board games</li> <li>✓ Watch</li> <li>✓ Guitar</li> <li>✓ Binoculars</li> </ul>

## Do Not Bring:

- ✓ Any electronic devices (e.g., cell phones, iPods, computer games, etc.)
- ✓ Any kind of spray products or aerosol cans
- ✓ Any food/candy/gum/beverages
- ✓ Knives or hand axes
- ✓ Curling iron
- ✓ Flashlight (unless requested)

# How to Dress for Weather

## Warm Weather

## Cold Weather

hat with brim

hat or toque to cover ears

T-shirt

turtleneck or scarf

winter jacket

long-sleeved shirt (if buggy)  
(light jacket for cool days)

sweater

long sleeved shirt

T-shirt

shorts  
(long pants if cool,  
buggy or wet)

mitts

comfortable pants

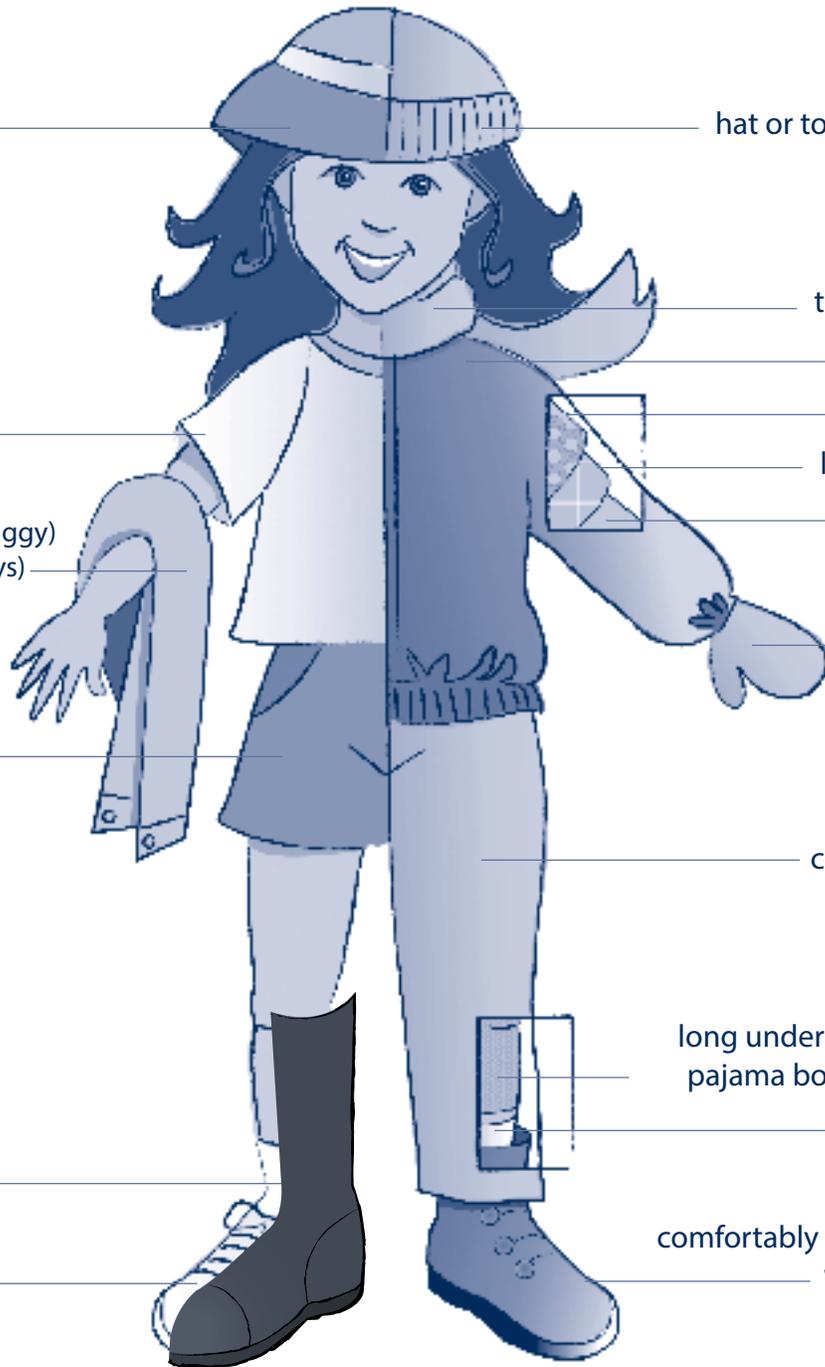
socks

long underwear, track pants,  
pajama bottoms or leotards

socks

running shoes  
and rubber boots

comfortably fitting, preferably  
waterproof boots



### For Discussion:

- Why are many loose layers better than one bulky garment?
- Why are mitts warmer than gloves?
- Why do you need a hat in each season?

Section 4

# More about Albion Hills Field Centre

## Field Centre Food Services

### Our mission

We are committed to providing safe, healthy and tasty meals in a 'nut-sensitive' environment.

### What we offer

#### Food

- Menus that follow the Canada Food Guide and the Ontario School Food and Beverage Policy (PPM 150)
- Client-friendly food choices
- Nut-sensitive meals
- Adjustment of meals according to clients' needs regarding food restrictions or allergies, if possible (see the section **Policy** below)
- Juice or hot chocolate for each evening snack

### Additional snacks

We offer healthy, nut-sensitive and litterless snacks (such as home-baked desserts) at a reasonable price. Our staff at the field centre can provide further information about additional snacks at the planning session.

### Water

The water at Albion Hills Field Centre is serviced by the Region of Peel's municipal water system. **Please bring refillable water bottles only.**

### People

All staff in our food services team have completed their PROTON Food Handlers Certification, recognized by the Public Health Department.

### Facilities

Kitchen facilities are inspected regularly by regional health inspectors and meet all provincial and regional food service regulations.

### Policy

- From purchasing to daily operations, we practice the three Rs and one C—reduce, reuse, recycle and compost.
- Visitors are asked to bring only snacks that are free of nuts, traces of nuts and/or nut products.
- Group leaders who have a participant that is or may be allergic to nuts or other allergens are asked to ensure that field centre staff are made aware so that appropriate precautions can be taken.

### Tips for healthy, nut-sensitive and litterless snacks

We offer delicious, safe and healthy snacks at a competitive price at the field centre. However, should you choose to bring your own snacks, here are a few tips:

- Buy food with minimum packaging.
- Always check the ingredients to learn about the nutritional value and to make sure that the snack is nut-free.
- Include fruits, such as apples, oranges and bananas.
- Some other suggestions for snacks include veggies and dip, cheese and crackers, bulk popcorn or chips, nachos and salsa, store-bought baked goods, etc.



# Frequently Asked Questions

## ...about field trips to Albion Hills Field Centre

### Capacity and group size

#### 1 What is your maximum capacity at the field centre?

At its maximum, the dormitory can accommodate up to 40 participants and four leaders.

#### 2 What are my choices if my group doesn't have a minimum of 30 participants?

Please consider increasing your number by joining with other groups of similar age and sharing the cost of the trip. Otherwise, please note the cost per participant will increase in order to reach the minimum fees.

### Payment and cancellation

#### 1 When should we pay a deposit? Is it refundable?

For weekday groups:

A deposit will be required no later than eight weeks prior to confirm the trip. The deposit will be refundable only up to eight weeks prior to your visit date. In other words, your deposit will be forfeited if you notify us of your cancellation less than eight weeks prior to your visit date.

For weekend groups:

A deposit will be required upon booking. The deposit will be refundable only up to eight weeks prior to your visit date. In other words, your deposit will be forfeited if you notify us of your cancellation less than eight weeks prior to your visit date.

#### 2 To whom should I make my cheque payable to? Where should I send my payment?

Please make your cheque payable to Toronto and Region Conservation. Payments must be sent by mail to arrive prior to your deadline. Please send payment to: Toronto and Region Conservation, 5 Shoreham Drive, Toronto, ON, M3N 1S4, to the attention of customer service. Include in the memo the booking number or visit dates, and venue.

#### 3 How can I obtain a copy of my payment receipt?

As soon as your payment is received, customer service will issue a receipt. Please indicate to us how you would prefer to receive the copy for your records.

#### 4 What is your cancellation policy?

There is no penalty if notification is received more than eight weeks before your visit date. Your deposit is non-refundable if the trip is cancelled after eight weeks prior. The full fee will be charged if you notify us of your cancellation seven or fewer days prior to your visit date.

### Programming

#### 1 Can I do my preplan over the phone?

Yes, preplan sessions can be completed by phone. Please contact customer service at 416-667-6295 (select 4) to schedule a phone appointment with our staff. However, we recommend that teachers visiting for the first time tour the facilities in advance.

#### 2 Can I re-schedule a trip due to an emergency in my group?

If your group has an emergency, please contact us immediately. During the week, please call 416-667-6295, and select 4. In some cases, deposits might be transferred to another available date, but the situation will be assessed on a case-by-case basis. Please note that rescheduled visits will be considered on a one-time basis only.

#### 3 What programs are suitable for my group?

You can refer to the program list in Section 1 of the *Planning Guide* for a full listing of current programs offered by the field centre. In Program Descriptions, you can find the outline of each program and its curriculum connections. Alternatively, you can also visit TRCA's Education website at [www.trca-education.ca](http://www.trca-education.ca) for program information. Further information is available during the planning session with the field centre staff, scheduled about a month prior to your visit.

**4 How many programs should I choose for my group? How is the trip structured?**

Depending on the day of arrival, your group can have one to three programs per day. There are a couple of program samples in Section 2 to give you some ideas about choosing programs for your trip.

**5 If I want to make changes to my programs or menus, who should I call?**

In order to plan for your trip, customer service will contact your group a month prior to your visit to schedule a planning meeting with the field centre staff. If you need to make any changes after your planning meeting, please contact customer service at 416-667-6295, and we will assist you in making contact with the site supervisor or food manager.

**6 How should I organize my group members in each dorm room?**

At its maximum, the dormitory can take up to 40 participants and four leaders. The sleeping facilities are a combination of two-bed, four-bed and five-bed rooms. Please refer to the dormitory plan for details.

**7 Can we bring our own snacks?**

The Field Centre Food Service provides juice or hot chocolate after each evening meal. Additionally we offer healthy, nut-sensitive and litterless snacks (such as home-baked desserts) at a very low price. Should the group leaders choose to bring their own snacks for the group, they are asked to bring only snacks that are free of nuts, traces of nuts, and/or nut products. It is important that we keep the field centre nut free. All snacks brought to the field centre must be checked for nut content by group leaders in advance.

**8 Can we bring and cook our own food?**

For your own safety and security, food service is provided to visiting groups by TRCA staff only. The food preparation area and kitchen is to be used/operated by trained TRCA food service staff only. Menus and special food allergies will be discussed during your pre-trip planning meeting with the field centre staff.

**Accommodations for special needs****1 What are your accommodations for special needs?**

Our facilities are almost fully wheelchair accessible. Dietary concerns including food restrictions and allergies will be addressed with advance notice. Substitutions will be provided when possible (refer to *Albion Hills Food Services: Provisions for Special Dietary Needs* in Section 2). Please let us know the special needs of your group when booking your trip.

**2 Are your facilities wheelchair accessible?**

Yes, our facilities are almost fully wheelchair accessible. Please let us know the special needs of your group when booking your trip.

**Nearest hospital and emergency****1 What is the nearest hospital to the Albion Hills Field Centre? What is their emergency response time?**

The nearest hospital is Headwaters Healthcare Centre, 100 Rolling Hills Drive, Orangeville, ON. Their phone number is 519-941-2410, and their emergency response time is approximately five to 15 minutes.

**2 In case of an emergency, who should the parent/guardian contact?**

The leader in charge of the group should make sure that parents/guardians have his or her phone number. In case of an emergency, the group leader or the school principal should be contacted.

# Toronto and Region Conservation

## Moving Toward *The Living City*

Toronto and Region Conservation's (TRCA's) area of jurisdiction includes 3,467 square kilometres: 2,506 on land and 961 water-based. This area is comprised of nine watersheds\*. Starting from the west there are Etobicoke Creek, Mimico Creek, Humber River, Don River, Highland Creek, Rouge River, Petticoat Creek, Duffins Creek and finally Carruthers Creek in the east. There are over 15,200 hectares (38,000 acres) of conservation and hazard land in TRCA ownership. Toronto and Region Conservation has six participating or member municipalities: the City of Toronto, the regional municipalities of Durham, Peel and York, the Township of Adjala-Tosorontio and the Town of Mono. The population within TRCA's jurisdiction is approximately 3,250,000.

Since its formation in 1957, TRCA has prepared and delivered programs for the management of the renewable natural resources within its watersheds. Toronto and Region Conservation and its predecessors have a long history of developing sustainable practices. We manage human impact on water resources, and acquire, protect and restore conservation lands, all

within the holistic context of watershed management.

Within the traditional mandate and our current strategic orientation toward *The Living City*®, we have acted as a partner to all levels of government, working especially closely with our member municipalities to provide:

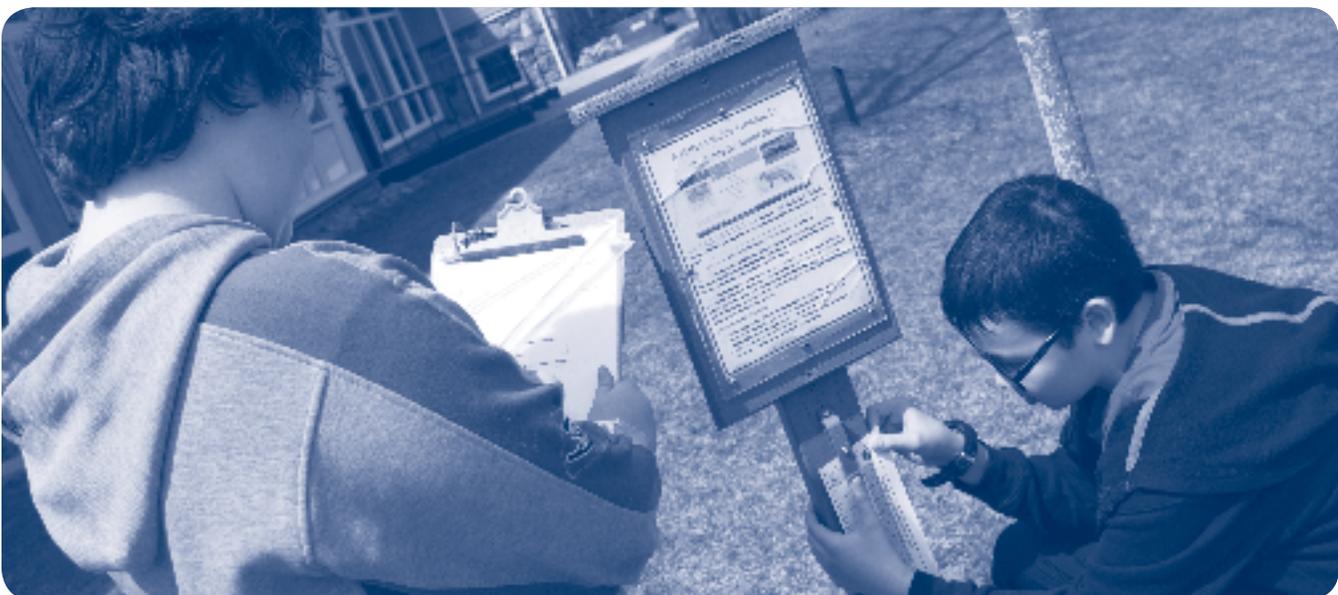
- Protection, enhancement and regeneration of natural resources on a watershed basis.
- Sound environmental information and advice to promote good land management practices.
- Community action on environmental projects.
- Outdoor recreation opportunities on some of our 15,000 hectares of open space, forest lands and conservation areas, while re-establishing regional biodiversity on these lands.
- Conservation education and heritage programs through our residential and day-use outdoor education centres and Black Creek Pioneer Village. (In June 2008, our five TRCA outdoor educational facilities were once again certified as Ontario EcoCentres. They are

Albion Hills, Claremont, and Lake St. George Field Centres, Black Creek Pioneer Village and Kortright Centre for Conservation).

- Education and resources in the areas of energy conservation, biomimicry, resource recovery and design of green buildings.

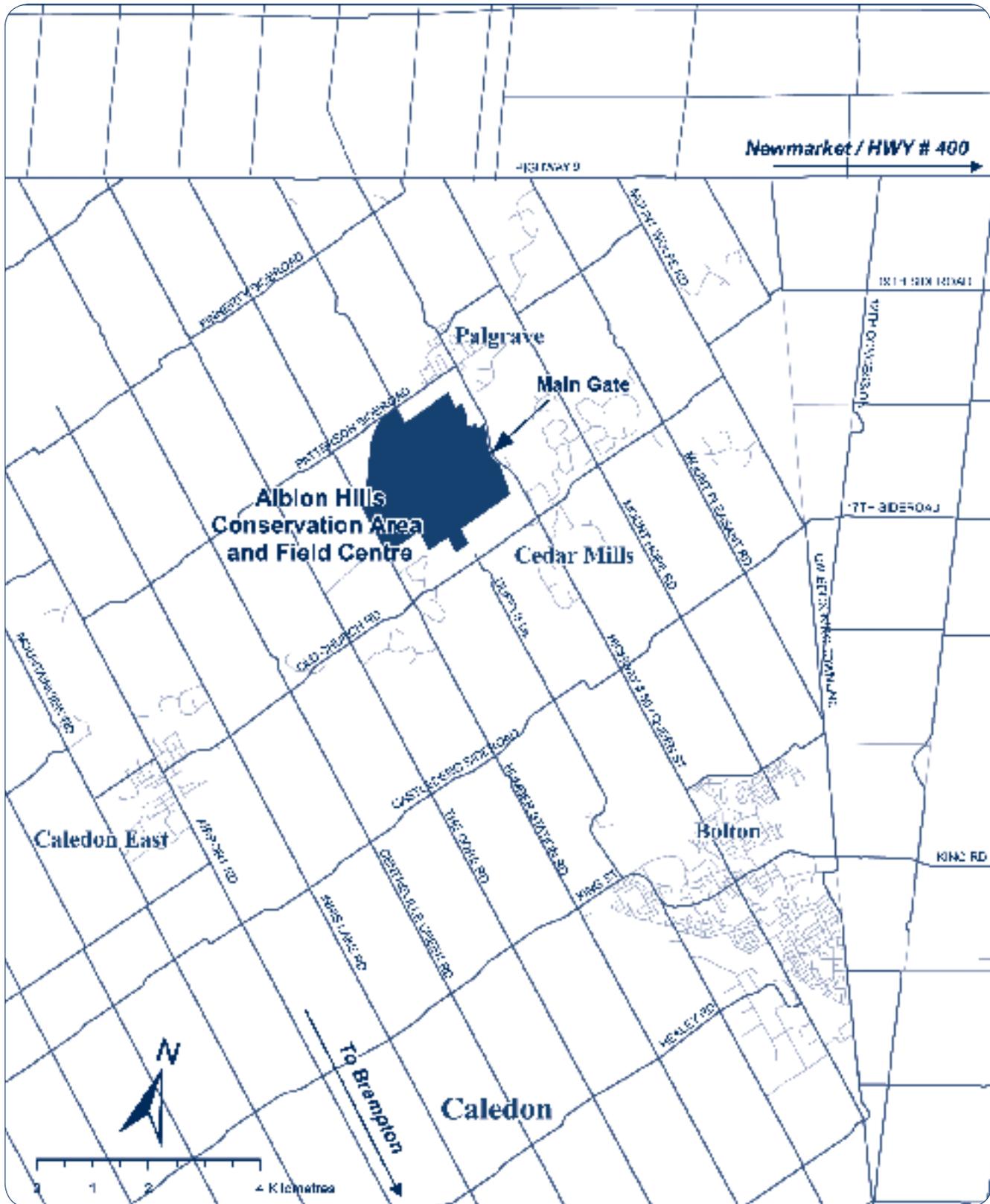
Toronto and Region Conservation is proud to be a leader in watershed management in Ontario. Our tremendous successes over the past 50 years are due to the dedication and commitment of our staff and members, The Conservation Foundation of Greater Toronto and the support of our many partners.

\* A watershed is the land area drained by a river system. Watersheds are separated from each other by higher land, called a divide. The watershed boundaries are defined by geographical landscape, which is different from the political boundaries of cities and municipalities.



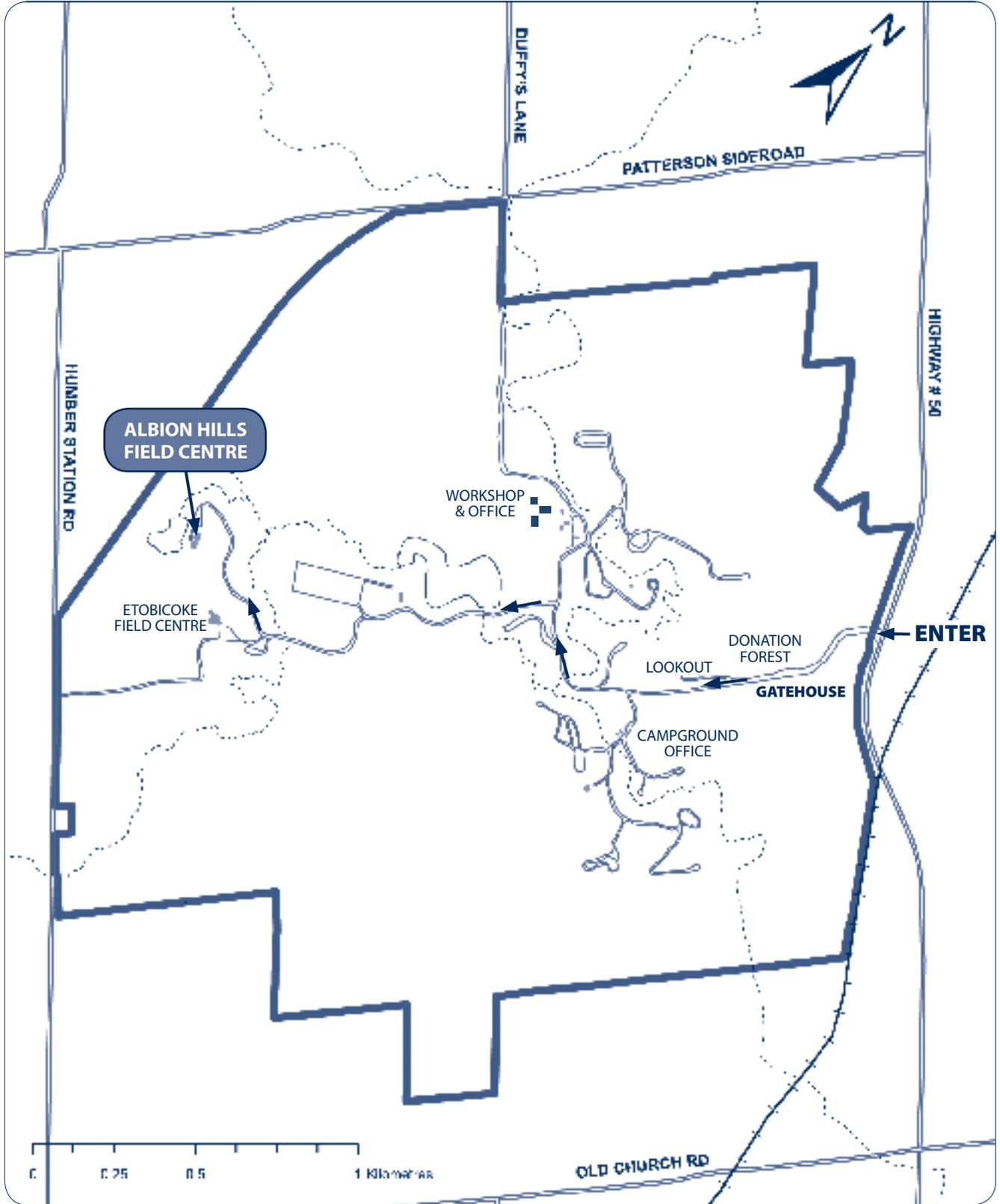


# Directions to Albion Hills Field Centre



The Albion Hills Field Centre is located in the Albion Hills Conservation Area in the region of Peel. Enter at the Conservation Area's main entrance, located on the west side of hwy 50, 8 km north of Bolton. For a closer look within the Conservation Area, refer to the map on the next page. Field Centre phone no.: 905-880-1515.

# Albion Hills Conservation Area Map



**Directions to the Albion Hills Field Centre:** Enter at the Conservation Area's main entrance, located on the west side of hwy 50, just north of the train track. Follow the 'Field Centre' signs to the west end of the conservation area, and take a final **right** turn to the '**Albion Hills Field Centre**'.



