

THE EXPERIENTIAL LEARNING PROGRAM IN CANADA 2020

2020加拿大體驗學習團



Organized by the



CALGARY LIFELONG
LEARNING CENTRE

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INTRODUCTION TO THE CALGARY LIFELONG LEARNING CENTRE

The Centre is an educational service organization, incorporated in the province of Alberta, and supported by the Alberta Synod of the Evangelical Lutheran Church in Canada. The Centre is founded on the belief that "... regardless of education, age or economic status, people are entitled to the rights and opportunities of learning, tailored to meet their learning needs, and the environment to achieve lifelong learning". The Centre is "people-centred, learning-focused"; its mission is to keep pace with rapid technological development, strive for new knowledge, and to help all its students build self-confidence, develop potential, maintain a positive and optimistic attitude toward life, and meet new challenges with assurance. It is hoped that, in this way, students will be well-rounded, academically and socially.

In order to fulfill its mandate, the Centre provides opportunities for students of different ages, from young children to adults. At present, the Centre offers four programs: the School of Adult Learning, the School of Community Services, the Lifelong Chinese School, and Study Tours.

STUDY TOURS

Since 2008, the Centre has arranged study tours for students of the School of Adult Learning (formerly the Calgary Senior College). Tours have been arranged to Canada, the United States, Europe and Great Britain. In addition, since 2012, the Centre has extended its educational services to students from Hong Kong Lutheran secondary schools.





INTRODUCTION

This program was initiated by the former Bishop of the Evangelical Lutheran Church of Hong Kong, the Rev. Nicholas Tai Ho Fai, and the Mission Developer of the Evangelical Lutheran Church in Canada, Alberta Synod, Rev. Peter Chau, with the aim of building a partnership between the Lutheran Churches in Canada and in Hong Kong, and also strengthening the ties between the two Churches. It was agreed that the exchange of students from Lutheran Schools in both countries was a good start. The program was launched in June 2012, when students from three Hong Kong Lutheran secondary schools visited Canada for 14 days. Since then, students from Yuen Long Lutheran Secondary School and CCC Kei To Secondary School have also participated in the program. The trips began with sightseeing and travel in Vancouver, the Rocky Mountains and Alberta, and concluded with 7 days at the University of Alberta, Augustana Campus, in Camrose, Alberta. Classes at Augustana were designed to improve the students' English language skills, and to introduce them to Canadian history and culture.

The Calgary Lifelong Learning Centre is registered as an educational services organization under the auspices of the Evangelical Lutheran Church in Canada, Alberta Synod, and currently operates the school of Adult Learning, Lifelong Chinese School, School of Community Services and Study Tour.

UNIVERSITY OF ALBERTA, AUGUSTANA CAMPUS

Located on a picturesque residential campus in the small city of Camrose, 90 kilometers southeast of Edmonton, Augustana's primary focus is undergraduate teaching and learning, with distinctive degree programs in arts, sciences, music and management. Augustana's students are drawn from across Canada and around the world.

Augustana was a Lutheran college from 1910 until its 2004 merger with the University of Alberta. It is now known as the Augustana Campus of the University of Alberta. In its early years, it provided a significant opportunity for secondary education and was recognized for the quality of its academic program. Additionally, its focus was to provide an education that extended beyond the intellect to the "heart and its affections." As such, the university emphasized residence life and students were highly involved in on-campus programs, which formed a pivotal part of the campus experience. Augustana began offering university work in the fall of 1959 as an affiliated college of the University of Alberta and added a second year of the university transfer program in 1969. It became Alberta's first private university in 1985 when the first B.A. degrees were granted.

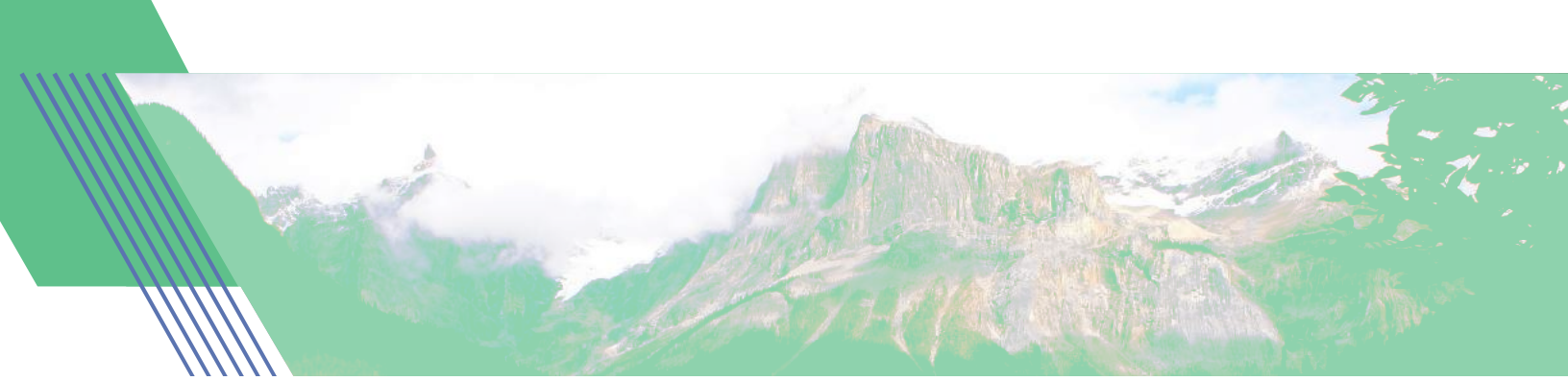




CAMROSE, ALBERTA

Known for its abundant parkland and wild roses, Camrose is a rural gem tucked away southeast of Edmonton. Camrose is home to multiple public parks, perfect for quiet walks and picnic lunches. Mirror Lake Park is located in the heart of the city, attracting nature lovers with the lure of swans swimming along the calm water. For those with a love of alpine sports, Camrose is home to the Camrose Ski Club, a training facility for biathlon, luge and cross-country skiing. Those who prefer downhill skiing can visit nearby Aspen Heights Ski & Snowboarding Area, a popular family destination. During the warmer summer months, a variety of recreational opportunities abound. The Camrose Golf Course, designed in 1929, attracts golfers with its captivating park setting and challenging pin placement. Those eager to explore Camrose's history can visit the Camrose and District Centennial Museum, where artifacts from the town's early days have been preserved and put on display.





OBJECTIVES

In order to encourage young people to make good use of their leisure time in summer, and to actualize the Chinese proverb that “travelling ten thousand miles is more gainful than reading ten thousand books”, the Calgary Lifelong Learning Centre, by adopting a student-oriented approach, has organized the Experiential Learning Program in Canada 2020, with meaningful activities and experiences.

THE OBJECTIVES OF THE PROGRAM

1. To Understand Canadian Culture & Cultivate New Perspectives

The diversified learning opportunities provided by the program aim to enable the students to acquire new knowledge and expand their perspectives regarding the history and culture of Canada through various outings and participation in group activities.

2. To Enhance English Proficiency

Through active participation in classes, and interaction with local language buddies, the English language proficiency of the students will be enhanced.



3. To Develop Potential

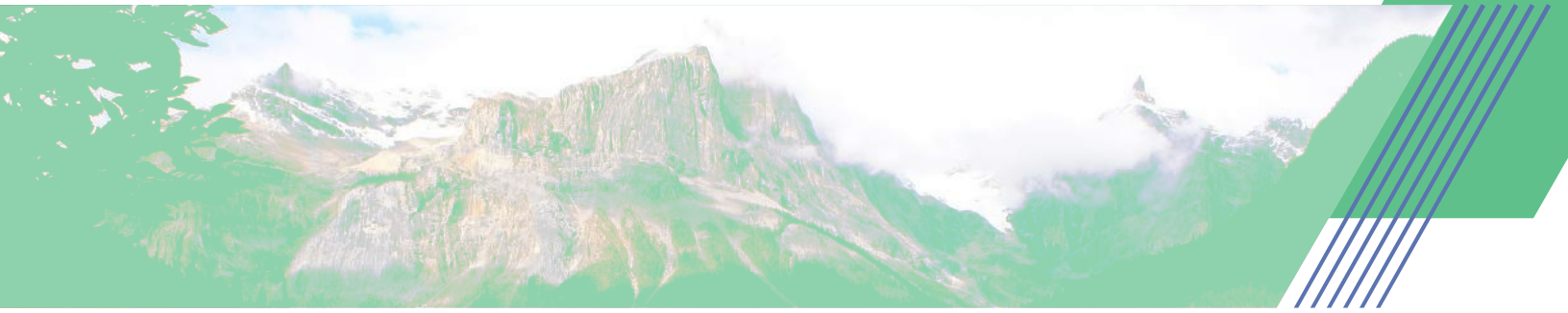
The various program activities are designed to improve the students’ independence, increase their self-confidence and develop leadership skills.

4. To Foster a Positive Outlook on Life

Life education workshops and group sharing will offer opportunities for the students to improve their self-understanding, and to reflect on the meaning of life and their personal goals for the future.

5. To Expand Interpersonal Network and Enhance Social Skills

The study tour will provide students with opportunities for meeting new friends and for living with their peers, which will enhance social skills and provide valuable experiences for personal growth.



CHARACTERISTICS OF THE EXPERIENTIAL LEARNING PROGRAM

Experiential Learning

- Intensive programs using English as the language of communication.
- Small-group approach in teaching (not more than 15 persons in a group)
- Students grouped according to education level and aptitude
- Visits to scenic locales and cultural facilities are part of the learning programs
- Students will be given the opportunity to provide feedback on their experiences during the study tour via face-to-face evaluation with the instructors
- The Student Guidance Team will lead small group sharing and reflection on the meaning of life and the students' goals for the future
- Instructors are professional, experienced and qualified to teach at the University level
- Ratio of learning buddies (local university students) to students is 1:4

Cultural Exchange Programs

- Meet with the Mayor of Camrose and/or city aldermen, and a member of the Legislative Assembly of Alberta
- Visit the Bethany Senior Home and serve as volunteers in the home
- Visit the local secondary school and interact with local students
- Experience family life in Canada by visiting local families
- Visit and study at the Ukrainian Culture Heritage Village
- Attend a pow wow to understand more about the history of Canada's First Nations people and to learn traditional dance and craft.
- Attend Canada Day celebrations
- Visit Drumheller and the Royal Tyrell Museum, which contains over 130,000 fossils

Learning Environment

- Students are provided with diversified experiential learning opportunities
- Students will better understand Canadian culture by meeting government officials, the elder and band members of a First Nation, local students and families
- Students will experience Canadian university life by staying at the student residence
- Students can also enjoy the facilities at the Augustana Campus, such as the library, sports center, computer room, student center, etc.



DEPARTURE/RETURN ARRANGEMENTS

Date of Departure From Hong Kong

The date of departure from Hong Kong will be determined by the school. Please note that if the Study Tour begins after July 10, the air fare will be more expensive, as the airline imposes an additional “high season” surcharge.

Date of Departure From Camrose

The date of departure from Camrose will be 14 days after the date of departure from Hong Kong.

Special Remarks

Changes to the departure and return dates and times are at the discretion of the airline and are beyond the control of the Centre. If the airline changes the schedule, the Centre will make the final decision on a revised schedule. The decision by the Centre will be final, and will not be open to discussion/objection by parents or students. The Centre will assist students/parents with costs, should any additional transportation fees arise because of the changes.

If flights are delayed on the departure date because of adverse weather, such as a typhoon and/or black rain storm, parents will be kept informed of any alternate arrangements that are deemed necessary.

Travel Arrangements

The Calgary Lifelong Learning Centre will select a qualified, licensed and experienced tour company, which will be responsible for arranging hotel accommodation, meals, sightseeing and transportation for the Vancouver and Rocky Mountains portion of the program, as well as the visits to Drumheller and the Ukrainian Cultural Heritage Village.

The Calgary Lifelong Learning Centre and the University of Alberta, Augustana Campus, are responsible for the accommodations and meals at the residence of the Augustana Campus (Day 4 through Day 13) and also for the afternoon cultural activities and the volunteer services at the Bethany Senior Home.

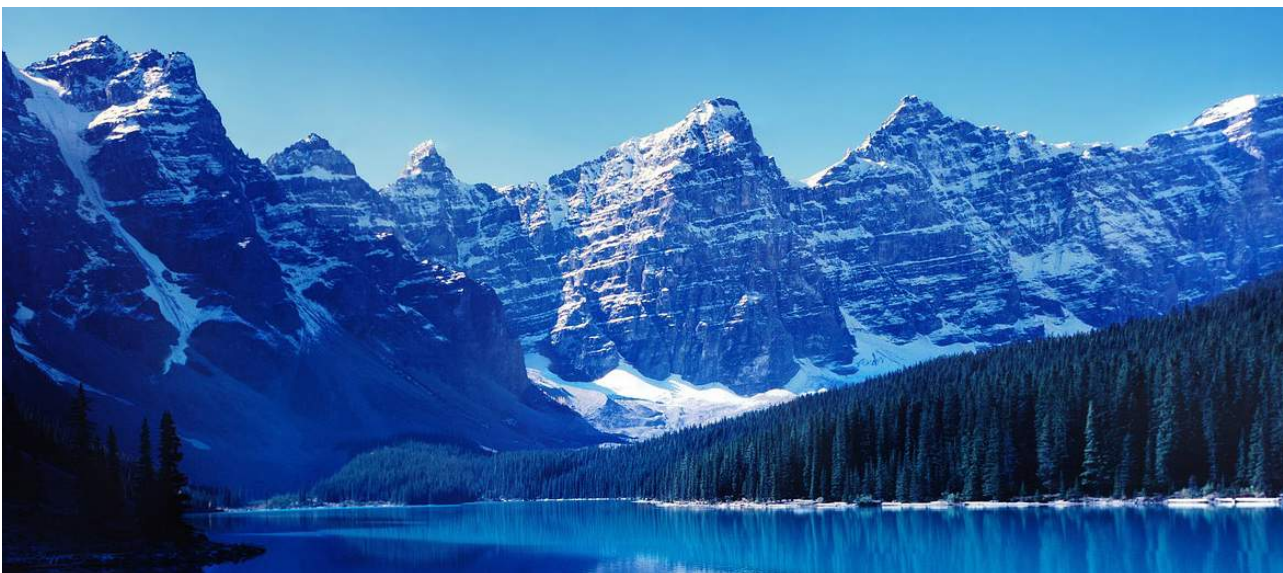
EXAMPLE OF PREVIOUS TOUR PACKAGE PRICE (EXAMPLE ONLY)

Number of Students	Cost in HK\$ (including air fare)	Cost in HK\$ (excluding air fare)
15 - 20	\$32,600.00	\$26,600.00
21 - 30	\$31,600.00	\$25,600.00
31 - 40	\$29,800.00	\$23,800.00

A REGISTRATION FEE OF HK\$800.00 PER STUDENT IS REQUIRED.

The package price will include the Select Plan purchased from Blue Cross (Hong Kong).

- The cost of the coach and the tour guide is fixed; therefore, the cost per student will decrease as the number of students in the Study Tour increases.
- An exchange rate of 6.0% was used to calculate the tour package price. If the exchange rate varies by more than 5%, the tour package price will be adjusted.
- Schools have the option of arranging airline tickets for the students, independent of the Study Tour package. This would reduce the cost per person by approximately Cdn\$1000.00, depending on the cost of the airline tickets. Please also be aware that if the tour begins after July 10, 2020, a “high season” surcharge will be levied by the airline.



PACKAGE INCLUSIONS

The Study Tour package price includes:

- return air fare (economy)
- hotel accommodation
- three meals/day
- bottled water
- transportation
- sightseeing
- admission fees
- university residence accommodation and meals
- all costs related to the university English language program (handbooks and worksheets, morning classes and afternoon/evening activities)
- cultural activity fees
- travel/health insurance
- guide services
- gratuities



PACKAGE EXCLUSIONS

The package price does not include:

- registration fee of HK\$800.00
- telephone
- additional meals and any other expenses of a personal nature
- excess and overweight baggage
- laundry
- Wi-Fi
- extra fuel charges
- changes to flight schedule
- related accommodation arrangements due to personal reasons

TRAVEL & HEALTH INSURANCE

The package price will include the Select Plan purchased from Blue Cross (Hong Kong).

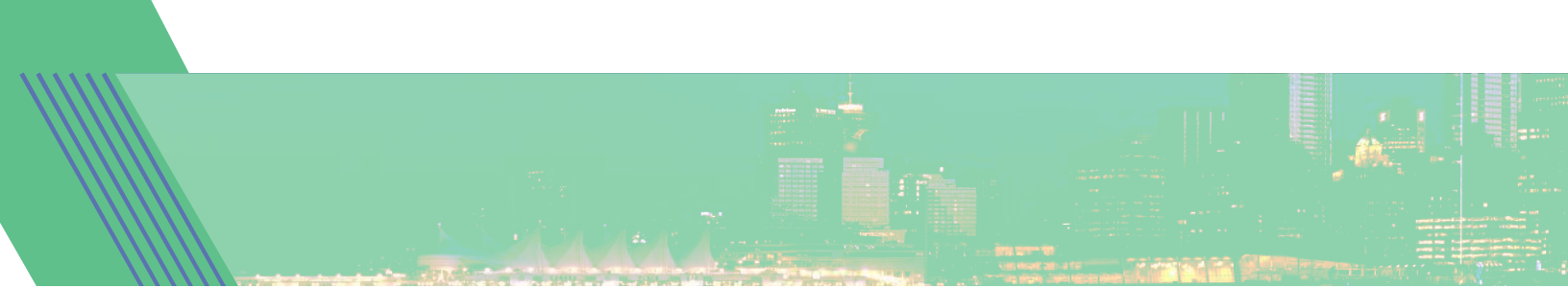
PAYMENT ARRANGEMENTS

The total package fee of will be paid in two instalments:

The first payment: 50% of the total package fee and the registration fee of HK\$800.00 when the tender is accepted and the service contract is signed.

The second payment: The remaining 50% will be due in March 2020.





METHOD OF PAYMENT

The Accounts Department of the Calgary Lifelong Learning Centre will send invoices to participating schools by email one week before the payment due date.

Participating schools will remit payment to the Calgary Lifelong Learning Centre Accounts (Study Tour) in Canadian currency via bank remittance. Upon receipt of payment, the Centre will issue receipts to the participating schools, to confirm that payment has been received.

Bank Account Information

Bank Name: Royal Bank of Canada

Address: 25 Sage Hill Plaza NW, Unit 120
Calgary, Alberta, Canada T3R 0S1

Phone Number: (403) 389-8145

RBC Swift Code: ROYCCAT2

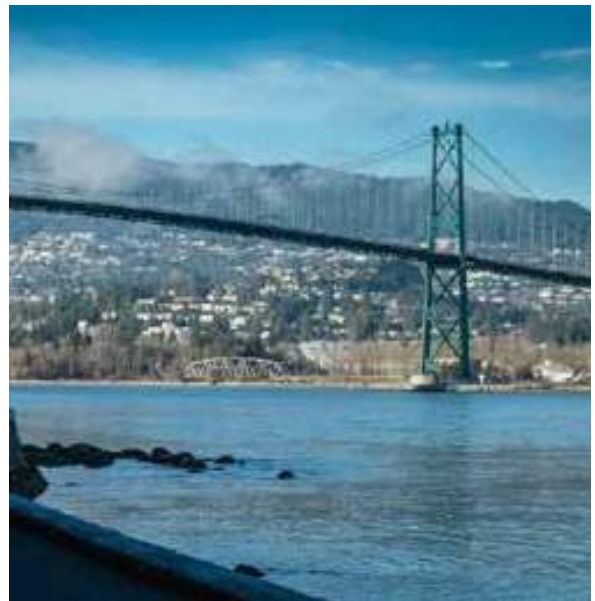
Credit: Calgary Lifelong Learning Centre Inc.

#2002 881 Sage Valley Blvd. NW
Calgary, Alberta, Canada T3R 0R3
(403) 389-8145

Transit Number: 02176

Bank Number: 003

Account Number: 1000702

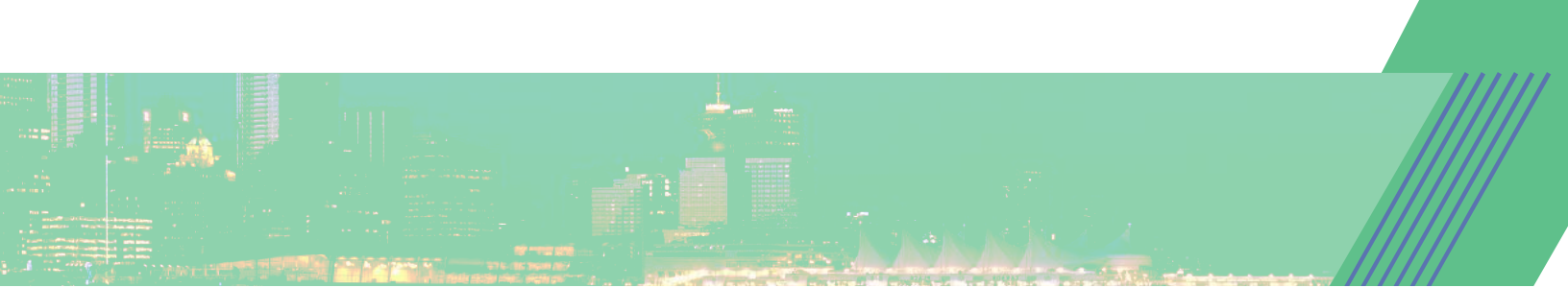


CANCELLATIONS & REFUNDS

Cancellations of confirmed bookings may only take place according to the procedures outlined in this clause. All requests for cancellations must be made in writing or by email to the Centre, and shall only be effective on the date of actual receipt by the Centre.

6 months or more before departure from Hong Kong	100% refund, not including the registration fee of HK\$800.00
4 months before departure from Hong Kong	60% refund, not including the registration fee of HK\$800.00
30 days before departure from Hong Kong	No refund shall be made.





RESPONSIBILITY & LIABILITY

The Centre acts only as the agent in regard to travel (whether by air, public transportation or motor coach), hotel accommodation and courses provided by the University. The relevant Terms and Conditions pertinent to that airline, tour operator, hotel proprietor, coach, insurance agent or others shall prevail in the event of traffic delays, loss of baggage, personal disputes, injury and death. The Centre will not be held responsible for loss of time or money; however, the Centre will do its best to help at any time.

The safety of the students is the primary concern of the Centre. Our staff and the accompanying teachers have the right to prohibit any student from participating in local self-pay activities, which they deem unsafe.

The Centre has the right to cancel and/or make minor changes to the itinerary of the study tour in case of local strike, terrorist attack, epidemics, typhoon or natural disaster. The Centre will not be held responsible for the loss of time, and for fees paid before or after the departure of the study tour.

If the airline levies additional fees, such as a fuel surcharge, or fees for additional baggage or overweight baggage, all these costs will be borne by the student/parent themselves.

Students are expected to behave appropriately at all times during their stay in Canada. Any student, who deliberately destroys, damages or defaces public property or hotel/dormitory facilities, will be responsible for paying for any resulting damage.

The Centre reserves the right to change the terms as necessary.



CANCELLATION POLICY

If any student wishes to leave the group before the end of the tour, this will be treated as a voluntary withdrawal. In such cases, the student/parent will not receive any refund from the Centre, and the student/parent will be responsible for paying all additional costs related to the student's transportation back to Hong Kong, including airfare.

If any students are unable to attend classes or participate in scheduled activities for personal or health reasons, the student /parent will not receive any refund for the missed classes or activities.

If any student repeatedly violates rules (as outlined by their school in Hong Kong) after receiving formal written warning from the accompanying teachers or the staff of the Centre, the student concerned may be asked to withdraw from the group. In such cases, the student/parent will not receive any refund from the Centre, and the student/parent will be responsible for paying all additional costs related to the student's transportation back to Hong Kong, including airfare.

If any student withdraws prior to the departure of the study tour from Hong Kong, the student concerned is required to inform the Centre via his/her participating school in writing or by email. All fees, which have been paid, are not refundable.

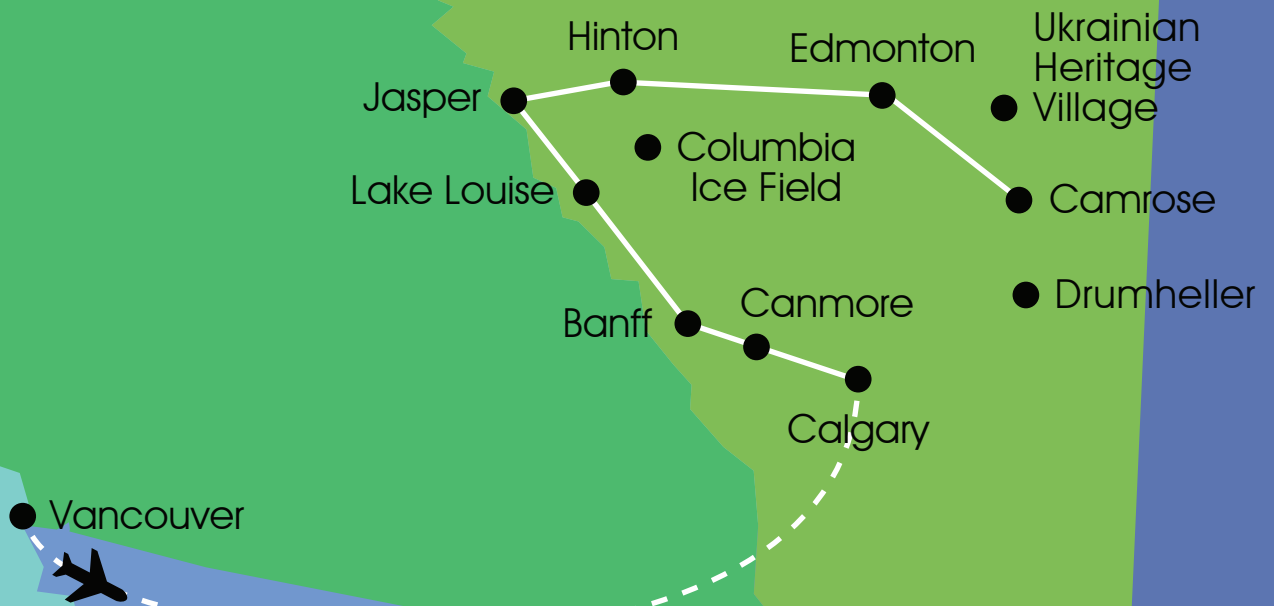
If any student is declined entry to, or exit from, either Hong Kong or Canada, due to invalid travel documents or other personal/legal problems, the Centre assumes no responsibility for any appeal on the student's behalf. Any fees paid will not be refunded or transferred.

If any student/parent fails to pay the fees according to the schedule above, the student will not be allowed to participate in the group, and all fees, which have already been paid, will not be refunded.

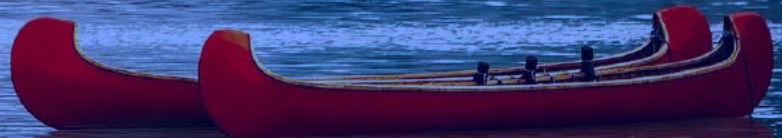


BRITISH COLUMBIA

ALBERTA



ENGLISH IMMERSION EXPERIENCE IN CANADA



INTRODUCTION

The Augustana Campus of the University of Alberta and the Calgary Centre for Lifelong Learning invite you to participate in the Augustana English Immersion Experience (AEIE). This 10-day learning opportunity encourages Hong Kong secondary school students to build on foundational language skills by applying their knowledge for everyday learning and developmental purposes. The program takes a theme-based, team-learning approach to language acquisition and emphasizes oral English skills. By integrating native speakers into the classroom as language buddies and providing daily Canadian cultural experiences, AEIE immerses students in an authentic English environment where utilization leads to innovation.

The 10-day program focuses on the skills necessary for the DSE by exploring three broad themes of Self, The World, and Others. In the classroom, language buddies, who are local native English speakers, assist students in small groups where reading and listening exercises introduce the theme for the day. Small group writing and presentation exercises allow students to explore various perspectives on the subject. These topics prepare students for afternoon and evening activities.



Excursions in the community during the afternoon and evening provide students with authentic language experiences. These excursions are planned in accordance with the classroom themes, allowing students to practice expressions, gain vocabulary, and have a base knowledge of a topic before entering into the Camrose and surrounding community. Highlights of previous programs included First-Nations Pow-Wow celebration, teachings and dance performance; environmental center visit and birds-of-prey presentation; and Ukrainian Village visit and pysanky making workshop. This experiential learning is integrated into the student experience through three public debates that take place during the program.

Each theme is capped with a public debate that brings all classes and instructors together. As a variety of debate styles are introduced in class, students are well prepared to conduct a debate involving teachers, language buddies, chaperones from Hong Kong, and fellow students. The afternoon debate allows for a progression from presentation to group conversation, and finally to classic debate.

The course will focus on the following language skills:

- Speaking, especially presentation, discussion, and debate skills
- Utilizing typical phrases for informal conversation and formal presentations
- Expanding vocabulary learning through a theme-based approach
- Promoting creative and critical thinking through classroom activities.

The following debate styles will be used to develop critical thinking and speaking skills:

- **Think-pair-share:** Students consider the topic and make individual notes. After the allotted time, students work in pairs to create a list of arguments, both for and against. Two pairs are then put together and must come to a consensus of which side to support. Each group of four shares their conclusions with the whole class.
- **Four corner debate:** Students self-select into groups representing a continuum from strongly disagree to strongly agree. Each corner must develop their argument for their position. After each corner shares their position, students are allowed to switch their corner. Each group writes a single paragraph to summarize the group's position.
- **Fishbowl debate:** An inner circle of students are chosen to represent the positions in the debate. An outer circle of audience members pose questions to the debaters as they arise. If those in class have a question, they can trade into an audience member position to ask their question.

• **Three-card debate:** Each student is given 3 cards to use during the discussion. Each time a student makes a comment, he/she must surrender one of their cards. Once the student uses all the cards, he/she cannot make further comment until all students have used their cards.

• **Classic debate:** Time limits are determined and individuals on each side of the debate must provide arguments, rebuttals and closing statements.



THEME 1 - SELF *SAMPLE LESSON

1.1 What Can Happen in a Moment?

Think of one moment in your life in great detail.

- Think of 5 things you could see
- 4 things you could hear
- 3 things you felt
- 2 things you smelled
- 1 thing you tasted in that moment

Collect your thoughts: Write a journal entry about the moment you remember.

1.2 My Moment, Your Moment

Without reading your notes, tell a friend about your moment. Can your friend determine if it was a cherished moment or traumatic memory?

Share: Form small groups (of 4 or more) and discuss different types of moments.

Past Tense:

- What moments were important to you in your own life in the past?
- What have you seen or experienced that surprised you?

Present Tense:

- What moments are important to you in your own life right now?
- Where are you living?
- What is your schedule like?

Future Tense:

- What moments may be important to you in your own life in the future?
- What are you looking forward to?



1.3 Moments — A Film

Watch the short film “Moments” about the seconds that make life special.

Discuss:

- What moments remind you of what was important to you in your past?
- What moments remind you of what is important in your own life right now?
- What moments remind you of what will be important to you in your future?
- What moments were worth filming and which ones were questionable?
- What moments would you like to capture on film during your trip?



1.4 One Second - Our Collaborative Effort

Check out Stephen Elliot's project, onesecondfilms.com. As an entire group (all classes), we will create a film where each student contributes a 1-2 second clip of your time in Canada.

- What type of moments should we collect?
- Is there anything off-limits?

1.5 Four Corner Debate - Success and Happiness

Turn to the Word Cloud image "Success and Happiness"

Predict: Discuss in small groups what you think the article is about.

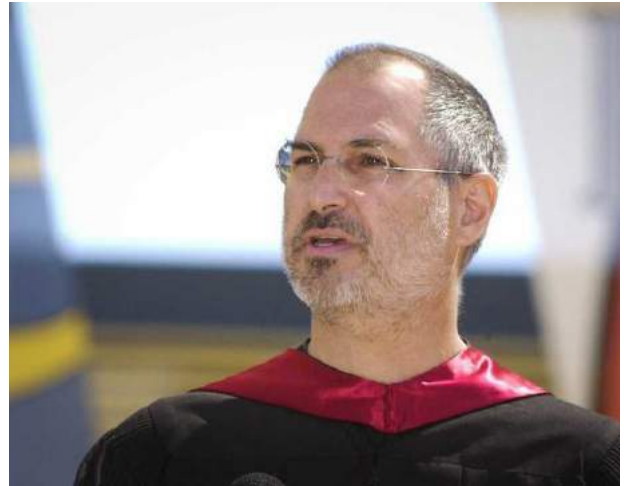
In small groups, read one section of the speech from Steve Jobs' commencement address. You will need to describe why your section is important to success and happiness. Elaborate on Jobs' ideas with specific examples as to why this is the golden key to happiness.

Decide: After all groups have described their position, students move to the team that matches their belief about life. Each group writes one paragraph together elaborating on their own argument for this perspective.

1.6 Word Cloud - Keys to Great Moments

Collaborate with your group to create your own word cloud that reflects your philosophy about life. Considering the important moments we discussed at the start of class, the vocabulary from Steve Jobs' commencement address, and the debate in class, draw, collage, paint, or write poetry that exemplifies your beliefs about what makes a good moment where happiness can thrive.

The product will be used in your poster presentations about Self at the culmination of this theme.



1.7 Ready for Dinner?

Tonight you will be attending dinner at host family homes. We'll listen to an interview on "How to be interesting" to help you out!

Prepare:

- What role do you typically play?
- Who is introverted? Who is extroverted?
- Who is the one who is likely to get out of hand?
- Find others in your group who can play the roles that you are not as well versed in.

1.8 Wrap-Up

You will be spending time in host families today. Make predictions on the following topics in your journal:

- What do you expect to see?
- What do you think will be different?
- What moments do you expect to share with a host family?
- What are some questions you would like to ask about life in Canada?
- What moments of your own life would you like to share?
- What facts about your own country culture do you think will surprise your hosts?

THEME 2 - THE WORLD *SAMPLE LESSON

2.1 The Emancipation of Prince

Watch The Emancipation of Prince, a short video about a dog who hates his owner.

The first time you'll watch without sound and work with your groups to write a voiceover text for the film from either the dog's or owner's perspective.

Share: Present your dialogue to the class as the film plays. Who was closest to Prince's thoughts?

Review any outstanding vocabulary or ideas from the film.

Should Prince be emancipated?

2.2 A Question of Ethics

Collect your thoughts: What are ethics? What are morals? Where do we get our sense of right and wrong?

Think about a time where you learned that you needed to change your behaviour in order to become a better person. What changed your thinking? How did you feel about yourself and your previous actions?

Write a short journal entry about a time when you learned about how to be a better human.

Share: In your small group, share your valuable life lessons.

2.3 Aldo Leopold's "Land Use Ethics"

Each small group receives a segment of the reading and uses a creative expression to present their part of the text. Classrooms are equipped with collage material, paper bag puppets, or material to act out a skit. In a group, decide how you will present your paragraph.

Prepare: Modal verbs are used to help us express advice and guidance. Review the following expressions and think about how Aldo Leopold guides us in the text.

Should

Should is used to give advice and make recommendations, and to talk about obligation, duty and what is expected to happen. Reference is to the past and future. Should is similar to must but not as strong as must.

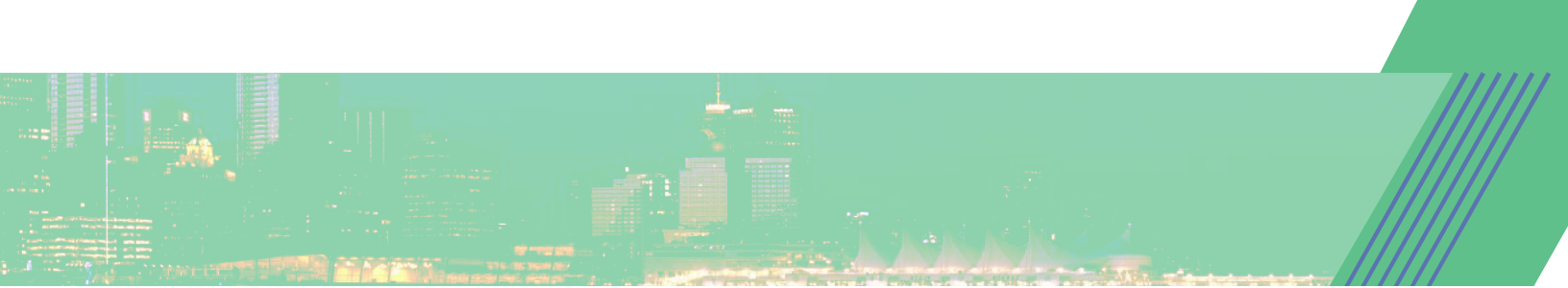
- We should consider whether animal testing is used before we buy beauty products.

Should and Should Have

Should combines with the perfect infinitive to form should have + past participle when we want to talk about past events that did not happen, but should have happened. We are talking about an expectation and referring back to past time.

- I should have walked to work instead of using fossil fuels to drive.





Would

If we want to talk about an unreal or unlikely situation that might arise now or in the future, we use a past tense in the if-clause and would + infinitive in the main clause.

Compare the following and note that would is often abbreviated to 'd:

- Aldo Leopold would applaud the growing interest in alternative energy.

Would Have

If we want to refer to the past and make a statement about things that did not happen, we need to use had + past participle in the if clause and would have constructions in the main clause. Note in these sentences that we can use 'd as the abbreviation for both had in the if-clause and would in the main clause:

- If we had considered the environmental cost, we wouldn't have invented disposable plastics.

Could

Could can be used to ask for permission, to make a request and express ability in the past. Compare the following:

- Changing our consumer habits could have made a significant impact on the environment.

Could Have

As with would have, and should have, could have is used to talk about the past and refers to things that people could have done in the past, but didn't attempt to do or succeed in doing:

- More species could have been saved if more governments had passed legislation on hunting.



2.4 What Does It Mean to You?

How do you view Aldo Leopold's philosophy?

Collect your Thoughts: Take a moment to make some notes for discussion. Use the following questions to guide you.

- What does "the environment" mean to you?
- Does the environment belong principally to the human race?
- Do your consumption habits destroy habitats of other species?
- Are your country's seas, rivers and/or lakes clean to swim in?
- What government and private campaigns are there in your country to protect and improve the environment?
- Are these campaigns motivated by concern for the lives and habitats of species other than our own?
- What are ethics? Are there any ethical guidelines in relation to nature in your culture?
- In what ways are animals and other species disturbed by human interaction? Do you have some examples?



2.5 Reading in a Fishbowl

Consider what you know about the following:

- What makes good conversation?
- How do we ask good questions?
- What does it mean to listen?
- Can you rephrase what others say and still be accurate?



Practice

Arrange the chairs in two circles with one small circle surrounded by one larger circle. One student from each group is put into the inner circle and they will discuss the purpose of the reading Land Use Ethic. This may include information from the text, thoughts about your own ethical development, or things you think should happen in the world.

After 2.5 minutes, new group members will take the center. If someone has already made your point, use rephrasing in order to agree with them. trade out all the people in the middle. Students in the outer circle can call “repeat” if they hear a repeated idea that is not rephrased.

2.6 Our Animal Friends

- What does it mean to have legal rights?
- Describe some of the rights you enjoy in your own country.
- Who is excluded from these legal rights?
- Who is included?

Collect Your Thoughts: Write a few notes about your knowledge of legal personhood.

Watch the short film that follows Steven Wise’s efforts to bring legal status to animals in the United States.

Discuss

- Do animals have enough legal protection under the law?
- What rights should be extended to animals that are not yet in place?
- Should these extended rights apply to all animals equally?
- How should we consider the differences between domestic animals, property animals and wild animals?

Are you aware that some corporations in the United States have some legal rights of personhood? How does this influence your position?

2.7 Wrap-Up

We'll be spending the afternoon with a group from the Raptor Rehabilitation Centre. This is a place where birds of prey are nursed back to health and, when possible, released into the wild.

Collect Your Thoughts

- What do you know about birds of prey?
- What do you think the greatest threats are to birds of prey in this area?
- Who should pay for the care of these animals?
- What kind of wild animals do you have where you live?
- Are there any agencies that protect them or provide health care when they are injured?
- What would make it easier for wild animals to live in your area?
- What is your responsibility?



THEME 3 - OTHERS *SAMPLE LESSON

3.1 Tell me a Story

Share

Discuss as a class:

- What are some of your favourite books from early childhood?
- Who were the main characters?
- What was the setting?
- What happened in those books?
- Could you picture yourself in those stories?

In small groups, choose one of the stories and reconstruct it from the perspective of a different character. How does the story change?

3.2 The Danger of a Single Story

Watch “The Danger of a Single Story” by Chimamanda Ngozi Adichie. Take notes on the central themes of her talk:

- storytelling
- stereotyping
- perspective

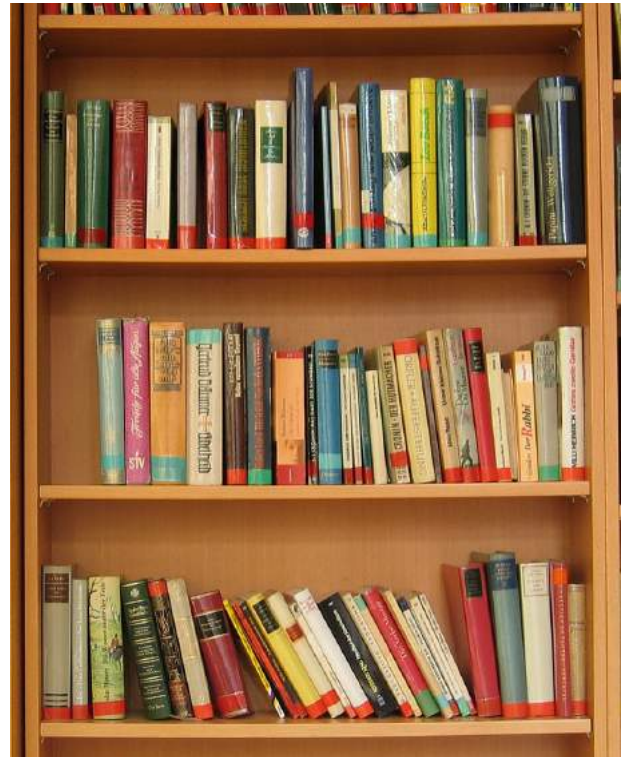
3.3 Think - Pair - Share

Adichie uses storytelling from her own life to illustrate the important topics in her presentation. Consider your own experiences and connect them to her themes of storytelling, stereotyping and perspective.

Pair with another student and share your experience. Did you choose the same focus? Are your stories similar in any way?

Form groups according to Adichie’s themes. Whose story is the most applicable to the theme? Present one story to the class for each theme.

Is it dangerous to only present one story?



3.4 The Canadian First Nations Story

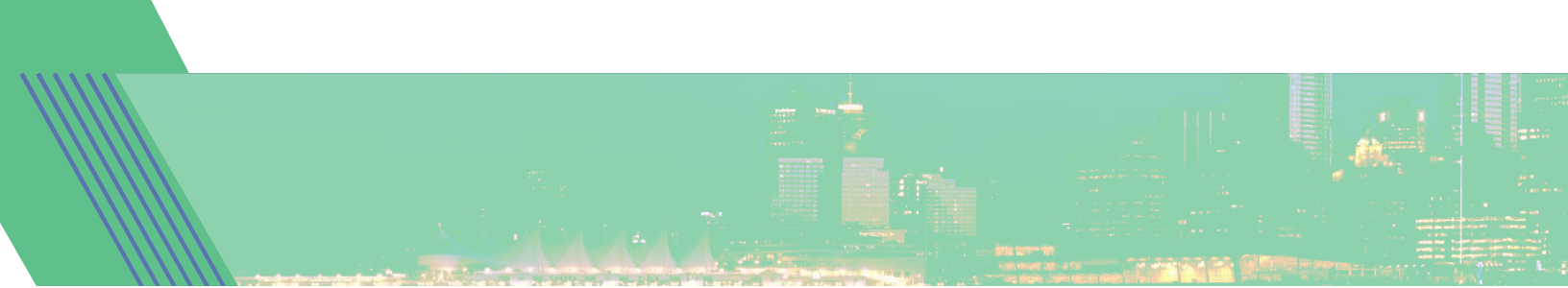
Watch the trailer for APTN's First Contact series.

- What is the theme of the series?
- What are the perspectives that arise?
- Do you think that individuals will change their opinions throughout the experience?

Discuss

- What are the stereotypes presented in the trailer?
- What are the attitudes of the individuals on the show?
- What will happen on the series?
- Would you want to watch this show?





EXTRA CURRICULAR ACTIVITIES

The community of Camrose is a welcoming place with ample opportunity to interact with everyday Canadians. Depending on the timing of the group visit, some of the following activities will make this study tour unforgettable!

Community

- **Host Family Dinner**

Participants are divided into groups of 2-4 and invited to dinner in the home of a community member. Participants have an authentic language experience as they get to see a Canadian home first-hand.

- **Bethany Senior's Home Visit**

The Bethany group operates various levels of care facilities for the Seniors of Camrose. A visit to Bethany includes a tour of the facilities, a performance opportunity for participants to share their own culture and talent, and a tea-time visit. The seniors love to chat about their own experiences in life and to hear about life in other countries.

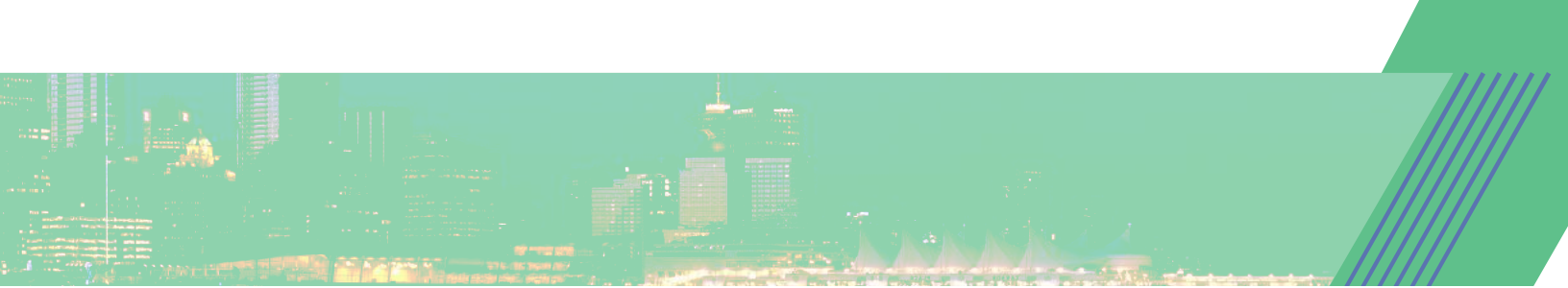
- **High School Tour**

It's always fascinating to see the familiar in the foreign. A visit to the local high school allows a side-by-side comparison of life in Canada verses life at home.

- **Local Leaders Lunch**

Local leaders in business, politics, philanthropy and ecology gather to greet the participants over a lunch time visit. The meet-and-greet allows participants to ask questions and gain insight into the community as a whole.





Cultural Events

- **First Nations Pow Wow**

The Canadian First Nations put on a spectacular event full of dancing, artisan tents, food vendors and First Nations music. The group is invited to participate in the Intertribal Dance and to watch the colourful display of traditional First Nations regalia.

- **Community Celebrations**

Camrose has a number of festivals throughout the summer and, depending on the timing of the tour, groups are able to participate. Some of Camrose's best festivals are Canada Day Celebrations, Purple Martin Festival, Big Valley Jambouree, and Be A Tourist In Your Own Town.

Community Organizations

- **Wild Animal Rescue**

Canada is renowned for its natural landscapes and wild animals. The bird rehabilitation centre delivers educational programs throughout the province, often bringing some of the rehabilitated owls, hawks and falcons with them!

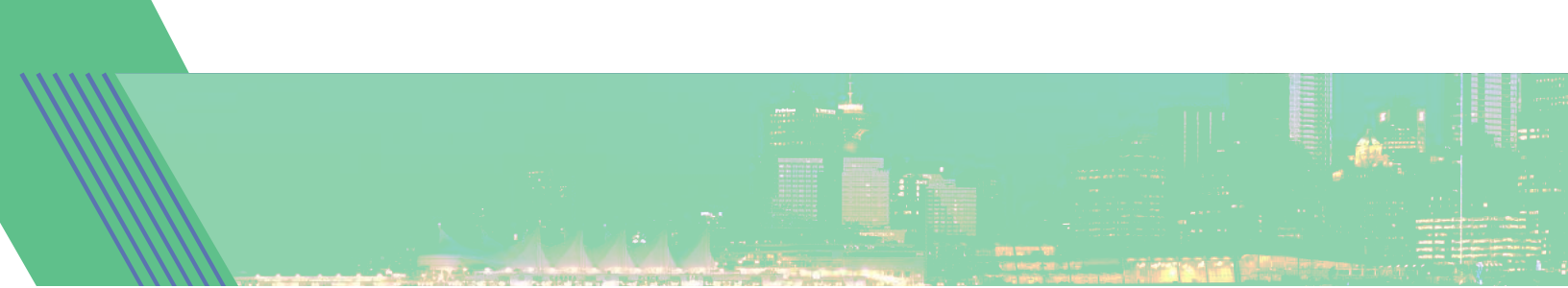
- **Battle River Watershed**

The Battle River is the waterway that feeds the Camrose area. This group provides scientific tours of our watershed, helping us to see our impact on the water system and to preserve and protect this beautiful and essential resource.

- **Augustana Purple Martin Foundation**

Camrose boasts an extensive trail system that is dotted with Purple Martin breeding boxes. The Augustana campus has professors who are experts on the birds and are willing to tour around to see the hatchlings.





Special Attractions

- **Drumheller Royal Tyrell Museum**

Home of some of the most spectacular specimens of dinosaurs in the world, the Royal Tyrell Museum has thousands of visitors every year. Surrounded by the Alberta Badlands, this area is as beautiful as it is fascinating.

- **Ukrainian Cultural Heritage Centre**

Ukrainian influence is heavy in the Alberta Prairies. The Cultural Heritage Centre has preserved this history by building a historic townsite where visitors can step back more than 100 years in time. A special feature is a Psyanka-making workshop where participants try their hand at traditional egg decorating.

- **West Edmonton Mall**

Of course, no trip is complete without a little shopping. The West Edmonton Mall is among the largest in the world and boasts many brand-name stores alongside a full amusement park, a water park, and multiple animal shows.

- **Historic Camrose**

Camrose and District Museum, Camrose Railway Museum, the Historic Bailey Theatre, and the downtown Historic District are all attractions that make Camrose a unique space in central Alberta. Through municipal and provincial effort, Camrose has been able to maintain its rural charm.



LANGUAGE BUDDIES

Throughout the program, Language Buddies offer multiple opportunities to practice spoken English. These senior students are leaders in their own schools and offer mature accompaniment for afternoon and evening activities as well as assistance in the language classroom.

Small Groups

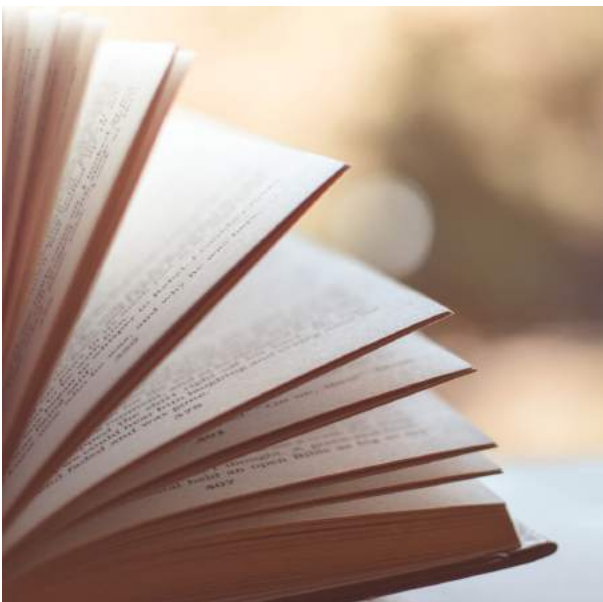
Each Language Buddy is assigned a small group of students that they will interact with throughout the program. Daily interaction allows participants to form bonds and feel comfortable taking language risks with native speakers. Students spend more time speaking English with each other in order to include Language Buddies in conversations.

Classroom Assistants

Language Buddies participate in the English classes in order to provide authentic language exchange opportunities. Language Buddies ensure that students have more one-on-one talk time than is available from the teacher alone. Their presence also provides opportunities for explanation of activities and discussion on typical Canadian school experiences.

Cultural Exchange

Language Buddies not only serve as cultural ambassadors for the group as they guide students through their extra-curricular experiences in the community, they also gain valuable knowledge of life abroad from the students in the program.





PROPOSED TIMELINE/PROCEDURES

MARCH 2019	The Centre will forward the information binder to the school.
JUNE 2019	The school will indicate their interest in participating in the 2020 Study Tour. Hotel rooms and airline tickets will be booked (this must be done one year in advance).
SEPTEMBER - OCTOBER 2019	The school will send out the tender application.
JANUARY - FEBRUARY 2020	The school will make a decision and inform the successful applicant that they have been selected.
FEBRUARY 2020	The school will sign the Service Contract and remit 50% of the total package fee, plus the registration fee of HK\$800.00 per student.
APRIL 2020	The school will remit the remaining 50% of the total package fee.



ITINERARY A

FOR 14 DAY EXPERIENTIAL LEARNING IN CANADA

DAY 1 WED. JUN. 24	Hong Kong - Vancouver: Arrive Vancouver International Airport at 4:30 pm via Air Canada AC008. Supper. Stay overnight in Richmond at the Sandman Vancouver Airport Hotel & Resort (2 nights).
DAY 2 THURS. JUN. 25	Vancouver: Breakfast at hotel. Morning: visit Capilano Suspension Bridge. Lunch in Vancouver. Afternoon: museum visit and city tour. In the evening, attend a professional theatrical performance.
DAY 3 FRI. JUN. 26	Vancouver - Calgary: Breakfast at the hotel. Morning: University of British Columbia, Canada Place, Stanley Park, Lions Gate, and Gas Town. Lunch in Richmond. Afternoon: fly from Vancouver to Calgary. Supper, followed by presentation by Howard Wong (Calgary geologist and long-time lecturer at the School of Adult Learning) about Banff and Jasper. Stay overnight in Calgary at the Best Western Calgary Plaza Hotel.
DAY 4 SAT. JUN. 27	Calgary - Lake Louise - Banff - Canmore: Breakfast at the hotel. Visit University of Calgary. Travel by coach to beautiful Lake Louise. Sightseeing and leisure time at the lake. Lunch at Lake Louise, then continue on to Banff. Supper in Banff. After supper, continue on to Canmore, where there will be a presentation by Howard Wong about the Columbia Ice Fields and Drumheller. Stay overnight in Canmore at the Canmore Holiday Inn.
DAY 5 SUN. JUN. 28	Canmore - Columbia Icefields (Ice Explorer) - Jasper - Hinton: Breakfast at the hotel. Depart Canmore at 7:30 am. Travel north along the Icefield Parkway to Columbia Icefields. Take Ice Explorer ride 300 feet up on the Athabasca Glacier. Lunch at Columbia Ice Fields. Continue to Jasper and enjoy a visit to the scenic town centre. Continue to Hinton for supper and overnight stay at the Hinton Holiday Inn.
DAY 6 MON. JUN. 29	Hinton - Edmonton - Camrose: Breakfast at hotel. Continue to Edmonton. Lunch at world-famous West Edmonton Mall. After lunch, visit the provincial Legislature, and the University of Alberta main campus. Supper in Edmonton. Continue to Camrose. From this point students will stay in the student residence at the University of Alberta, Augustana Campus in Camrose, and will eat their meals in the cafeteria, unless otherwise noted.
DAY 7 TUES. JUN. 30	First Day of Experiential Learning: After lunch, an introduction to the programs offered at the university, the facilities, and the student's lives, followed by an afternoon tea reception hosted by Augustana Campus Dean and faculty, with City Councillor, Member of the Legislative Assembly and Member of Parliament attending. After reception (4:00 pm), City Councillor Max Lindstrand to arrange a meeting with MP, MLA and Councillor for a presentation in the Chapel on the structure of Canada's government, followed by a question and answer session. Hong Kong students will also give a brief presentation on the structure of government in Hong Kong. After supper, to which MP/MLA/Councillors will be invited, gym night will be arranged. (½ of gym will be set up with badminton, some other equipment, use of the athletics field if the weather is suitable.)



<p>DAY 8 WED. JUL. 1</p>	<p>Second Day of Experiential Learning: After lunch, participate in Canada Day celebrations at the Recreation Centre grounds. Augustana will arrange transportation. Supper will be AAA Alberta beef (prime rib). Chicken will be available as alternative. After supper, free time with Language Buddies. At 11:00 pm, view fireworks.</p>
<p>DAY 9 THURS. JUL. 2</p>	<p>Third Day of Experiential Learning: After lunch, attend briefing session by the Social Services Branch of the Lutheran Church, focusing on care of senior citizens in Alberta. Visit Bethany Senior Care Home and one other senior care facility (students will be divided into two groups.) The students will entertain the residents, and spend time with them. Augustana will arrange transportation. After supper, free time with learning buddies.</p>
<p>DAY 10 FRI. JUL. 3</p>	<p>Fourth Day of Experiential Learning: After lunch, visit the Ukrainian Pysanka Festival in Vegreville. After supper, presentation and sharing on Life Education will be held in the Chapel.</p>
<p>DAY 11 SAT. JUL. 4</p>	<p>Fifth Day of Experiential Learning: After lunch, attend a pow wow (a gathering of indigenous people) in Maskwacis from 1:00 to 5:00 pm, to understand more about the history and traditions of Canada's First Nations. Students will learn a traditional dance, and a create a traditional craft. After supper, free time with Language Buddies.</p>
<p>DAY 12 SUN. JUL. 5</p>	<p>Sixth Day of Experiential Learning: No morning classes. Attend Sunday morning service at Messiah Lutheran Church. After lunch, visit the host families in their homes in groups of 3-4, including supper. After supper (6:00 pm), a musical presentation by Yuen Long students in the Jeanne and Peter Lougheed Performing Arts Centre (seats 120). Dinner hosts will be invited without charge; Lutheran church members, staff and faculty will also be invited, and asked to make a free-will offering to off-set the rental cost of the venue. After the presentation, there will be a farewell party for Yuen Long students.</p>
<p>DAY 13 MON. JUL. 6</p>	<p>Seventh Day of Experiential Learning: No morning classes. Visit Drumheller and the Royal Tyrrell Museum, which contains over 130,000 fossils. Explore the basics of palaeontology, evolution, and the history of life on earth. After supper, an evaluation session for the group to discuss the program, followed by a farewell party.</p>
<p>DAY 14 TUES. JUL. 7</p>	<p>Vancouver - Hong Kong: Depart Augustana Campus. Travel by coach to Edmonton International Airport. Fly to Vancouver via Air Canada AC239, then to Hong Kong via Air Canada AC007.</p>
<p>DAY 15 WED. JUL. 8</p>	<p>Hong Kong: Arrive in Hong Kong at 5:25 pm.</p>

ITINERARY B

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<p>DAY 10 FRI. JUL. 3</p>	<p>Fourth Day of Experiential Learning: After lunch, visit the Ukrainian Pysanka Festival in Vegreville. After supper, presentation and sharing on Life Education will be held in the Chapel.</p>
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APPLICATION FORM 申請表

The Experiential Learning Program in Canada 2020 2020加拿大體驗學習團

Personal Information 個人資料

School Name 學校名稱: _____ Class 班級: _____

Name姓名 (英文): _____ (中文): _____
(姓名須與護照相同) (Write your name EXACTLY as it appears on your passport)

Sex性別: M男 / F女 Nationality國籍: _____

Address地址: _____

Email電子郵箱: _____

Fax No.傳真: _____

Phone No.電話: _____ Mobile No.手提電話: _____

Date of Birth出生日期: _____年(Y) _____月(M) _____日(D) Age年齡: _____

Emergency Contacts 緊急聯絡

Name姓名 _____ Relationship關係 _____

Phone No.電話: _____ (Home) _____ (Cell)

Name姓名 _____ Relationship關係 _____

Phone No.電話: _____ (Home) _____ (Cell)

Travel Document Details 證件資料

Travel Document 證件類別 _____ Passport No. 護照號碼 _____

Place Of Issue 簽證地點

City 城市: _____ Country 國家: _____

Expiry Date 有效日期: _____ 年(Y) _____ 月(M) _____ 日(D)

Additional Details 附加資料

Are there any special considerations that might affect your travel experience? (For example: allergies, medical conditions, medications, dietary restrictions, etc.)

By signing below, I certify that the information provided in this application is true and correct.

Signature 簽署

Date 日期



Agreement & Release of All Liability

Please initial each paragraph and sign at the end

_____ By signing this form, I acknowledge that I willingly choose to participate with Calgary Lifelong Learning Centre's (CLLC) Experiential Learning Program in Canada 2020 tour program. In doing so, I am fully aware of and understand the risks inherent in such a program including but not limited to risks associated with health, political instability or natural disasters. I understand and voluntarily accept all risk of personal injury and property damage, which might arise from my participation in the program. I understand that if CLLC decides to alter or cancel the tour program or evacuate me to a safer place and I choose not to leave, I will be independent from the program and CLLC will not be responsible for me.

_____ I agree to abide by professional and cultural standards of contact, to obey the laws of the country, to respect standards of dress and personal appearance and conduct. Further, I will take care of personal property. CLLC is not responsible for missing or stolen goods.

_____ I understand that the success of a CLLC tour program rests in part on the cooperation and goodwill of participants. I therefore fully intend to make all reasonable efforts to follow the instructions and guidance of the CLLC staff and to act for the benefit of all involved. I further understand that CLLC, at its sole discretion, may remove me from the program at any time and that I may, in such situation, become fully responsible for the costs and consequences of no longer being a part of the program.

_____ I understand that while CLLC makes every effort to offer an accurate representation of the tour program, CLLC cannot guarantee that any particular aspects of the program will transpire as initially intended. I also understand that CLLC bears no responsibility for my health or comfort overseas, nor during my travel to and from the country where the tour program takes place.

_____ I am aware that operating an automobile, motorcycle, motorbike, or motor scooter may subject me to the risk of serious personal injury or death and to the risk of liability for injuries to others. I agree that if I choose to operate a motor vehicle while participating in the CLLC program, I release CLLC from responsibility for injury, damage, losses or claims arising from this operation. I voluntarily assume full responsibility for any injuries, damages or losses that may be incurred in an accident. I understand further that riding as a passenger on any automobile, motorcycle, motorbike or motor scooter subjects me to the risk of serious injury or death and I, my family and heirs release CLLC from responsibility for any injury, damage, loss or claims as a result.

_____ I understand that CLLC and its operators act only as agents for the passenger with respect to transportation arrangements and exercise every care possible in doing so. I understand that CLLC assumes no liability for injury, damage, loss, accident, delay or irregularity in connection with the service of any airplane, automobile, boat, motor-coach, bus, launch or any other conveyance used in carrying out this program or for the acts or defaults of any company or person engaged in conveying the passenger or in carrying out the arrangements of the program.





_____ I am aware that CLLC cannot accept any responsibility for losses or additional expenses due to delay or changes in air or other services, sickness, weather, strike, war, quarantine, force majeure or other causes beyond CLLC’s control. I understand that I will bear all such losses or expenses as tour rates provide arrangements only for the time stated. I understand that CLLC reserves the right to alter the published itinerary as may be deemed necessary, including, the right to cancel any program prior to departure in which case payments, but not the non-refundable deposit to CLLC, will be refunded without further obligation on CLLC’s part. I also understand that CLLC reserves the right to decline or retain any person as a member of the program.

_____ I understand that no refund will be made for an unused portion of the tour unless arrangements are made in sufficient time to avoid penalties. I am aware that I carry baggage at my own risk entirely. I understand that the airlines are not to be held responsible for any act, omission or event during the time passengers are not on board their plane or conveyance. I am aware that neither CLLC nor its operators accept liability for any carrier’s cancellation penalty incurred by the purchase of a non-refundable ticket connected with the tour. I am aware that program price is based on rates in effect at the time the trip brochure is available and is subject to change without notice to reflect fluctuations in exchange rates, tariffs or fuel charges.

_____ Accordingly, by signing below, I release (if I am under 18 years of age, my parents, by signing, also release) Calgary Lifelong Learning Centre (CLLC) and its directors, officers, employees, and agents from any and all liability and claims arising from property damage, personal injury (including death), expenses, or other losses that I may suffer or incur as a result of my participation in the program.

I HAVE CAREFULLY READ THIS AGREEMENT. I UNDERSTAND THAT IT IS A COMPLETE RELEASE OF LIABILITY AND CLAIMS AGAINST CALGARY LIFELONG LEARNING CENTRE. I AM AWARE THAT IT IS A CONTRACT BETWEEN MYSELF AND CALGARY LIFELONG LEARNING CENTRE (CLLC).

Signature

Date



CALGARY LIFELONG
LEARNING CENTRE

Letter of Intent

If you are interested in participating in the 2020 Study Tour, please complete the following form, and return it to us. A nil response is appreciated.

Name of School: _____

Address: _____

Contact Name: _____

Contact Phone Number: _____

Contact E-mail: _____

Proposed Dates for Study Tour: _____

Estimated Number of Participants: _____

Date

Signature







CALGARY OFFICE

REV. PETER CHAU

Executive Director

CALGARY LIFELONG LEARNING CENTRE

#2002 - 881 Sage Valley Blvd. N.W.

Calgary, Alberta Canada T3R 0R1

Email: ykpchau8@icloud.com

Phone: 1-403-389-8145

HONG KONG REPRESENTATIVE

MS. DEBBIE CHAU

Email: chaudebbie@gmail.com

Phone: 852-93430389

www.calgarylifelonglearning.com

