

Summits

SDH 2017

OVERVIEW:

A stay at High Trails would not be complete without a visit from the Lorax. This “wrap-up” class encourages responsible choices students can incorporate into their own lives. It’s also an opportunity for students to review the good times, new friends, and memories they have from High Trails!

OBJECTIVES:

Students will be able to:

-) Evaluate their week and make connections between High Trails and home.
-) Debrief the week with their group.
-) Take a final look at how their choices can affect the planet.

PROCEDURES:

1. Student Evaluations (immediately following breakfast)
 - A. Administrator for the week gives students directions for ‘test taking’ or evaluating the High Trails program and instructors.
 - i. Inform students of the expectation to BE QUIET.
 - ii. Opportunity for us to grow as a school and as instructors.
 - iii. May DRAW A PICTURE on back if there is enough time.
 - B. Once full directions have been given, 2 to 3 instructors assist in passing out evals and pencils. Put correct number of evals upside down on each table with the appropriate amount of pencils. Tell students not to pass them out until the Administrator says to do so. (Instructors not assisting in evals are washing dishes and cleaning up breakfast).
 - C. Instructors monitor students while filling out evals.
 - D. When students are close to finishing (10 minutes), Administrator informs each table to put evals in the center of the table forming two piles. Instructors collect.
2. Activity: The Lorax
 - A. Cabin instructors direct students to The Lorax ensuring groups are seated and giving students the expectation to be a good audience.
 - B. Administrator narrates the play and cabin instructors perform the characters (see The Lorax skit). Cabin instructors return to sit with students when their character has performed.
 - C. **Administrator sends cabin groups to debrief the The Lorax with his/her students.**
3. Activity: Town Meeting
 - A. Cabin instructors lead their cabin group to an area away from other groups, yet still in the general vicinity of the dining hall. Break students into two groups. .
 - B. Have one group take the side of the Onceler. Have the other defend the Lorax.
 - C. Have the group discuss these questions:
 - i. What did the Onceler/Lorax do that was good?
 - ii. How could he have changed his behavior to do more good?
 - iii. What could the other guy have done to make things better?
 - iv. What can the Onceler/Lorax do to fix things now?
 - v. How does this relate to your lives? What can be done to improve that?
 - D. The instructor plays the role of the mayor, and gives each group an allotted amount of time to voice their side of the story.
 - E. The “mayor” facilitates a discussion to decide on one thing that can be done by the group when they get home to improve their school or home.
 - F. **Students switch over into field groups for remaining activity.**
4. Activity: Rose, Bud, and Thorn (found in activity glossary)
5. Pass out Summits beads.
6. When instructed via radio, field instructors take students to the restrooms to prepare for the bus ride home.

THINGS TO THINK ABOUT:

Time Fillers: Play a favorite circle game, or pick a few activities from classes you didn’t teach this week to engage students in down time before buses arrive.