

**SBA
XeD
Catalog
2018-19**



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XeD Introduction

Program Overview

The XeD (Experiential Education) program is a cornerstone of the student experience at Sugar Bowl Academy. From its beginning, the intention of XeD has been to provide our students with rich and meaningful experiences outside of the classroom, while at the same time serving our mission and values. Students routinely engage in experiential curricula via project based learning in our core academic and athletic programs. In addition to this commitment, they also take part in experiential programs including Orientation and XeD.

An Essential Question (EQ) drives each XeD program. EQ's provide students with the opportunity to generate diverse, insightful answers supported by evidence. In XeD, evidence is anchored through their experience. Their essential question encourages depth of inquiry over a passive experience. Our objective is for students to discover a personal answer to their EQ. This is made possible through authentic, real-world learning experiences that open students' eyes to new ways of thinking and engaging with the world. The XeD program is built around place-based education. Student groups participate in an experience specific curriculum throughout the year and attend a weeklong capstone experience in the spring. Each XeD experience has an intrinsic curriculum that connects students to the places they visit and gives them an opportunity to learn by doing. Students reflect upon their growth and often find themselves in unexpected ways.

XeD Course Offerings and Graduation Requirements

The XeD course offerings are classified in two different categories; **Service-Learning, or Inquiry & Exploration**. SBA and our students greatly value service learning. XeD is a natural place for our students to engage in deep and meaningful service. Each trip incorporates service at some level, however service-learning trips are constructed entirely around the service experience.

Students are required to complete one course in each category during their tenure at SBA. If a student is a junior this year, they will need to complete courses in two different categories over the next two years. Each category includes options with different price ranges. The XeD dates for 2019 are May 20-24 (most trips include part of the bracketing weekends).

All students must fulfill 0.25 Experiential Education units each year enrolled in order to graduate from SBA, which is reflected on the transcript. To fulfill the 0.25 units per year requirement, all full-year students must engage in our XeD curriculum,

which includes monthly meetings and a culminating week experience in the spring. Credit for these criteria is fulfilled by participating satisfactorily (earning a “PASS” grade) in the activity.

Exemptions for participation in XeD may be granted at the discretion of the XeD Leadership Committee or Head for reasons of injury, illness, or extenuating circumstance. In any of these cases, early and clear communication is critical for a smooth outcome. Many trips include nonrefundable costs that cannot be incurred by other students in the case of an exemption. While SBA does its best to minimize and mitigate costs in the event of an exemption, some portion of the trip cost may be billed to the family. When a student with a preexisting injury or illness impacts group safety or the core objectives of an experience, the student may be removed from a trip after clear communication with the XeD committee. The final call on these decisions is made by the Head of School.

Winter Term students who stay through the spring will be given the opportunity to join an experiential education trip whenever possible. Only trips that are not booked to capacity as determined by the XeD committee are available. International trips are not available to Winter Term Students. XeD selections by Winter Term students choosing to stay through the spring are expected within one week of their commitment to the spring term.

XeD Selection Protocol

Families receive their XeD Catalog during Parents’ Weekend in September. Students are presented a diverse set of options, which they rank through a Google form with input from parents. **Since parents are involved in the selection process, the student selection forms are understood to have been vetted by parents. International trips are not available to students until 10th grade.** These students will receive a different survey for their selections. XeD assignments are based upon a matrix of student preference, roster balance, class year, category graduation requirement, and other factors.

Being a senior does not guarantee first choice, so please fill out the form thoughtfully. Parents have the opportunity to discuss the program with faculty during Parent’s Weekend. Roster sizes are set by the XeD committee and are capped at eight or ten students due to travel logistics, student-to-staff ratios, and the ability to provide the best possible experience within a respective program. **Student preferences are due by October 3rd.** Any delay in receipt of student preferences can affect assignments. Parents and students will be made aware of the XeD matches in mid-October once the committee has finished generating the roster for all of the experiences. Students will begin their yearlong XeD curriculum shortly following the release of the rosters.

XeD Curricula

The central idea behind the XeD experience is *learning by doing*. As defined by the Association for Experiential Education (AEE), Experiential Education is a “*philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities.*” In support of our capstone XeD week May 20-24, faculty leaders generate an in-depth curriculum, preparing students for their experience. Curricula are specific to each XeD experience and run throughout the year. A series of 8-10 meetings are strategically scheduled throughout the year to maximize effectiveness and attendance, with meetings in the fall, winter and spring.

While each curriculum is unique, they all cover the nuts and bolts required for a successful experience, and build a foundation of understanding that supports student engagement in the program. The primary goal of this curriculum is to give the students the intellectual tools that they need to get the most out of their program.

The day after all experiences return to SBA, students spend the day reflecting on and sharing their experiences with the entire community. This reflection day is a required tenant of the XeD program.

Financial Information

This year, we have a range of XeD experiences in terms of location, focus, and cost. In an effort to make the majority of our XeD experiences accessible to all student-athletes, we offer financial aid for XeD experiences to those students already receiving need-based aid.

Travel Expenses

- Trip budgets include lodging, ground transportation, meals, leader costs and planned activities.
- **SBA does not subsidize the cost of any student flights associated with XeD.**
- XeD deposits will be billed in advance for each trip based upon geographic destination (\$250 regional, \$500 domestic, \$1,000 international). All deposits are due prior to departure.

Final Billing & Aid

Upon return from travel, XeD leaders will reconcile the actual expenses of the trip with the Business office. The final trip billing (actual costs) will be posted to the student’s account by mid-June. The XeD Deposit and need-based financial aid are applied to the total trip cost at that time.

Throughout the selection process, we encourage you and your student to discuss the goals of this program and how they might approach the selection process given the possible range of experiences, requisite costs and available financial assistance.

Please contact the XeD committee if you have any questions.

XeD Committee

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2018-19

XeD

Offerings

Berlin: Walls and Unity

“Essential Question”

How are a location and its people impacted by borders, both real and imagined?

This experience fulfills the following graduation criteria: **Inquiry**

On August 13th, 1961 the people of Berlin awoke to find a barrier running through their city. It effectively closed off West Berlin from the rest of the city. But what was its real purpose? To keep Berliners apart? Or to keep people from fleeing East Berlin and East Germany? This experience will travel to a reunified Berlin and look at the lasting impact this wall had on the people of both Berlin and Germany. We will walk and bike large sections of Berlin where the wall once stood, completing most of its 100 mile length. We'll look at the museum of Stasi Archives, an East German Political Prison, a former refugee camp, Checkpoint Charlie, and numerous other monuments of Cold War Berlin and beyond. In addition, students will have the opportunity to volunteer with some programs that work with Berlin's large present-day migrant population, embracing the cosmopolitan metropolis it has become in the 30 years since the Wall fell.

Course content/Skills

Throughout the year, students will learn the history of Berlin, with a focus on the Cold War Era. Berlin served as a flashpoint for the tension, espionage, and everyday life found during the Cold War. **Students will have reading and viewing assignments to complete through the year in the build up for the trip and these books and films will drive discussion during the XeD meetings.** Reading will include “Stasiland” and film viewing will include “Goodbye, Lenin!” Students should also expect to be walking, or biking, significant amounts each day as we navigate the path of the Wall and the city of Berlin.

Activity List

- **Walking and Biking (must be able to ride a bike) the 100 miles that the Berlin Wall was on.**
- Visiting important Berlin monuments such as the Reichstag, Brandenburg Gate, Holocaust Memorial.
- Visiting the Stasi Museum and Hohenschonhausen, and understanding the scope of surveillance of the East German People.
- Visiting Marienfelde Refugee Camp in West Berlin, where many from the East first lived after coming across.
- Visiting “Checkpoint Charlie” and other sites along the Wall relevant to its history.
- Working with local organizations that cater to the large migrant population.
- Visiting the ethnically Turkish neighborhoods of modern Berlin and enjoying the multiculturalism that exists today.

Trip Cost:

\$1200

Additional costs:

Airfare: ~\$1000-\$1200 flying out of San Francisco (SFO)

Passport fees if needed



BERLIN: WALLS AND UNITY

How are a location and its people impacted by borders, both real and imagined?

SBA XeD 2018-2019

Boston, MA: Tradition and Innovation

“Essential Question”

How does a city strike a dynamic balance between being a 21st century hub of technology, innovation, and entrepreneurship and celebrating an identity rooted in the early history and founding of this nation?

This experience fulfills the following graduation criteria: **Inquiry**

We will explore the history of the city and study how it has changed as a result of daring engineering feats including filling in the Back Bay of Boston and the Big Dig. We will experience the city’s colonial legacy and its exploding tech sector. We will visit the Harvard Natural History Museum, The Museum of Fine Arts, and The Isabella Stewart Gardner Museum. We will be staying at Hi Hostel Boston, two blocks from the common. We will be navigating the city by public transportation and on foot. We’ll enjoy the spring gardens and do some service work cleaning up a portion of the Charles River. This trip promises to provide students with a nuanced experience of one of our nation’s oldest cities.

Course content/Skills

Students will study the art, architecture, and engineering of the city. They will also preview or revisit topics covered in US History including early colonial history, the Revolution, and the Industrial Revolution. They will learn about waterways, ecosystems, and conservation efforts in the city. They will admire and study the city’s marvels of engineering including Back Bay and the Zakim Bunker Hill Bridge.

Activity List

Day 1:

Walking from our lodgings to the Back Bay neighborhood, we will spend our first day thinking about how urban planning and engineering transformed this neighborhood from a body of water into one of the city’s most desired places to live.

Day 2:

We will walk from our lodgings to Beacon Hill, one of the city’s oldest neighborhoods where dignitaries like former Secretary of State John Kerry reside. We will follow the Freedom Trail visiting landmarks from the War for Independence. Students will have some time for shopping and eating in Faneuil Hall.

Day 3:

We will walk from our lodgings to The Esplanade on the Charles River. We will catalog the species and habitats we observe. Then, we will do some clean up.

Day 4:

We will ride the Red Line to Cambridge. We will walk through Harvard Square to the Harvard Natural History Museum where we will spend the morning exploring the museum’s fascinating collections. In the afternoon, we will take a tour of MIT with a current student and learn about some of the groundbreaking research happening there.

Day 5:

We will walk to the South End. We will observe the city’s past and its present in the architecture and diverse cultures that mingle in this 21st century neighborhood. From there, we will visit the USS Constitution.

Day 6:

By bus, we will retrace Paul Revere’s midnight ride and step back in time with a visit to the battlefields of Lexington and Concord. Our morning in Concord will afford us an opportunity to visit Walden Pond and the home of Ralph Waldo Emerson, one of the founders of American Transcendentalism, an important development in the intellectual history of this nation.

Day 7:

By bus, we will visit the epicenter of technology and innovation in the Boston area along the 128 corridor in Lexington, Concord, Woburn, and Burlington.

Trip Cost: \$1000

Additional costs: Round trip flights from Reno to Boston cost \$400

Boston, MA

EST 1630



**Where
Tradition**



**Meets
Innovation**



Buddhist Studies in California

How has the spread of Zen Buddhism changed people and changed Buddhism in CA?

This experience fulfills the following graduation criteria: *Inquiry*

This trip is an exploration of Buddhism in California. We will be meeting many people on our journey to understand in what ways Buddhism influences people and the ways that people have influenced Buddhism. We will also be pushing ourselves to more deeply understand the approach that Buddhists take to their daily lives and the practices that encompass the livelihood of someone who is a practitioner. At the monasteries we will spend some time volunteering to clean, cook, or build in order to work with those there and create relationships with the local practitioners. Through literature and talks we will come to better understand the underpinnings of the beliefs of buddhism. We will be visiting monasteries and people in places like Nevada City, Woodacre, Marin, Berkeley, Santa Cruz, Big Sur, and other places along the way. Through these places we will see how each place has come to support a certain approach and culture around their practices, how it shift to support the local population, and how each places engrained it in their culture.

Understanding takes time and space, so throughout the week we will be interspersing moments for contemplation and reflection to be able to deeply engage with the experience we are having. The venue for these experiences will be surfing. During each session we will gather and read a passage from "Training the mind and cultivating loving kindness" for contemplation when we are in the water. Upon completion students will journal about their experience and then discuss their experience with the material and the ocean. Finally, we will spend our last two days at the beach in a silent surfing retreat where we will have two designated hours during the day to talk and the rest of the day will be spent surfing, playing, and contemplating our existence.

Course content/Skills

- *Students will understand general principles of the philosophy and psychology of Buddhism*
- *Students will understand the history of the spread of Buddhism in California*
- *Students will build knowledge of practices of Buddhism for lay people and monks*
- *Students will explore the impact Californians have had on Zen Buddhism, and how it differs from Japanese Buddhism*
- *Students will study how each strand of Buddhism has made a home in different geographies of CA, and what their interaction is*
- *Students will develop the ability to articulate beliefs about the mind and spirit, and how it relates to other's beliefs*
- *Students will reflect on the moral and ethical content of their lives, shedding light on themselves and the culture around them*
- *Students will describe the state of practice and discourse around religion in CA*
- *Students will understand why people practice buddhism*
- *Students will practice reading and make connection across religious texts, analyzing them academically*

Activity List

- *Meditation*
- *Attending dharma talks*
- *Two days of silence*
- *Meeting with practitioners, academics, clergy people*
- *Surfing*
- *Service work at Monasteries*

Trip Cost: \$650-800. This includes Transportation, Food, lodging, surfboard rentals

Buddhist studies

[Nevada City - Marin - Santa Cruz]
[Big Sur - Jalama Beach]

VOLUNTEER

LEARN THE HISTORY
OF CA BUDDHISM

TRAIN THE MIND

CONTEMPLATE BEING

MEET PRACTITIONERS

MEDITATE

HEAR DHARMA TALKS

DEVELOP COMPASSION

PRACTICE SILENCE



Navigating Science and Culture in Britain

How are the effects of scientific progress manifested in the artifacts of a culture?

This experience fulfills the following graduation criteria: **Inquiry**

Throughout history science has shed light on humanity's place in the universe, and in so doing it has routinely informed, intruded on, and incited debate over the sort of universal themes that concern the arbiters of culture. Artists, writers, and musicians often help to contextualize scientific progress, navigating threshold moments in discovery and integrating them into the consciousness of the people. Meanwhile, modern culture continues to be provoked and enriched by higher order systems of rational intellectualism. This exchange between disciplines has played out in many corners of the world, but as the largest imperial power in history, Britain has been uniquely positioned to impact the world. Thus, this XeD experience will focus on the scientific breakthroughs that inspired artistic development and cultural evolution in the United Kingdom. To this end, we will follow the paths of England's most venerated thinkers and innovators. We will visit the institutions where scientists, writers, musicians, and artists lived and worked. We will learn the science, read poetry and other literature, witness musical and theatrical performances, and view transitions in art. Above all, we will investigate how science fueled the collective anxieties and ambitions of the English people in order to better understand how it fuels the same sentiments in ourselves.

Course content/Skills

Students will:

- Explore historical intersections between science, art, music, and literature in Britain.
- Walk in the footsteps of the giants in academic scholarship.
- Discover pivotal movements, which fueled empiricism, rationalism, and the need for a humanist connection.
- Question how scientific discovery and cultural acceptance can inhibit or push intellectual boundaries.
- Consider if science acts as a muse for artistic revelation, or if the converse might be true - does art inspire inquiry and ingenuity? Can one prosper without the other?
- Specifically engage in conversations and experiences associated with major cultural transition like the Renaissance, Enlightenment, Romantic and Victorian eras, Industrial Revolution, science and technology in London during WWII, and post WWII with the decline of the British Empire.
- Immerse themselves directly with those in need through the charity organization Hands-on London.

Activity List

Students will:

- Begin their journey in Westminster Abbey, visiting the memorial sites of British scientists, writers, and statesmen.
- Discover the technological advancements inspired by innovators like Newton and Darwin at the Science & Technology and Natural History Museums in Kensington.
- Absorb the performing arts at the Shakespeare Globe Theatre.
- View artistic transitions at the National Gallery in Trafalgar Square.
- Experience various musical genres with performances at St. Paul's Cathedral and St. Martins of the Fields.
- Visit the 12th century prestigious university at Oxford with its "dreaming spires."
- Become immersed in the university at Cambridge, which adopted Latin grammar, rhetoric and logic, arithmetic, geometry, music, and astronomy in the 16th century.
- Follow in the footsteps of famous alumni like: C.S. Lewis, John Harvard, Isaac Newton, Stephen Hawking, and Charles Darwin with a guided tour (biking or punting) of Trinity College, King's College, Eagle pub, Senate House, Mathematical Bridge, St. John's College, and Corpus Christi.
- Engage in an academic talk at the laboratories where the discovery of DNA's double helical structure occurred.
- Explore the impact of the Industrial Revolution, using the Victoria and Albert Museum as a staging point.
- Explore London during WWII and the impact of the Enigma Machine at the Imperial War and Churchill Museums.
- Volunteer with a local charity ranging from refugee community kitchen to a sustainable organic garden (TBD).

Trip Cost (10 days/8 nights) Estimated Student Cost (8 Students + 2 Leaders): Leader Airfare (\$225), Train/buses (\$150), Food (\$315), Lodging (\$400), Activities (\$125), **TOTAL: ~ \$1215**

Additional Costs: STUDENT AIRFARE: (\$900). Students will need passports and typical travel gear, including plug adapters for the UK. They will also need \$100 of spending money for personal use.



Navigating Science & Culture in Britain

*Follow the paths of the most
venerated thinkers and
innovators*



Guatemala: Safe Passage

“Essential Question”

How can volunteering to promote social and environmental justice impact future generations around the world?

This experience fulfills the following graduation criteria: **Service**

How can we help provide after school opportunities to keep underprivileged Guatemalans safe, healthy, and out of the Guatemala City dump? SBA students have the unique opportunity to volunteer with the non-profit organization, Safe Passage or Camino Seguro in Spanish, which provides a safe place and educational opportunities for impoverished young Guatemalans and their families, who live and work in or near the Guatemala City dump. Though we will be working at Safe Passage’s community center and preschool in Guatemala City, we will be staying in Antigua, a beautiful and safe tourist city. Each day we will be privately transported to and from the most poverty-stricken areas of Guatemala City and the ecological disaster that is the dump. We will work to help Safe Passage in a variety of ways, including leading engaging classroom activities, playing with preschoolers, chaperoning a group adventure to a water park, providing any maintenance help that we can, and much more. Students should be ready for an intense experience that opens their eyes to the total lack of social justice and the extreme examples of environmental catastrophe present in less economically developed countries like Guatemala. Spanish is not necessary, but students will certainly have many opportunities throughout the week to practice their skills and learn the local slang. Though this will be an intense service experience, we will also have a free day during which we can travel to the beautiful Lake Atitlán ringed by volcanoes.

Course content/Skills

- Navigating international cities
- Volunteering for international philanthropic organizations
- Leading engaging activities
- Chaperoning and caring for younger kids
- Learning about Guatemala’s problematic history and economy
- Learning responsible tourism and practice fundraising techniques
- Exploring local tropical environments
- Practicing Spanish with spanish speakers of all ages and backgrounds

Activity List

- View the Guatemala City dump from a massive Guatemalan cemetery
- Meet the Safe Passage team and learn about what they provide
- Students lead engaging activities for older Guatemalan students
- Students lead arts and crafts or reading activities with younger Guatemalan students
- Meet the Guatemalan mothers of *Creamos*, a non-profit organized by Safe Passage for them to sell artisanal goods
- Students chaperone the younger Guatemalan students at a local water park
- Hike Pacaya Volcano, visit a macadamia nut farm, or visit Lake Atitlan on our free day

Trip Cost:

- \$1100 for meals, lodging, transport, additional activities and Safe Passage activities

Additional costs:

- \$570-700 for flights from San Francisco to Guatemala City
- \$250 donation raised by each participant contributing to a required and combined group donation of \$2500. If students are unable to raise their \$250 portion, the remaining unraised funds will be billed at the end of the trip.



GUATEMALA: SAFE PASSAGE

SBA XED 2018-2019

Don't Look Away: Post-Disaster Journalism on Hawaii's Big Island

"Essential Question"

How can journalists bring attention to a crisis after public attention has drifted away?

This experience fulfills the following graduation criteria: **Inquiry**

We will explore how the Kilauea volcano activity and its destruction continues to affect residents of Hawai'i almost exactly a year after the most recent eruption began. Aside from a day of service, perhaps with the National Park Service in Volcanoes National Park, our primary focus will be asking questions about intensity of media coverage, the types of stories that have been done at various points in the past year, and strategies for keeping the plight of humans in crisis in the spotlight after the initial wave of interest has passed.

We will explore the affected area intensively, meet and learn from as many locals as we can, and try to grasp the ongoing struggles presented by the 2018 eruption, give back to the community through our volunteer efforts, and take moments to explore and enjoy everything the unique Hawaiian landscape has to offer.

Course content/Skills

The primary skills students will develop during this experience are related to journalism:

- Research (reading primary accounts of the eruption and its aftermath)
- Interviews (meeting residents, local business people, first responders, etc. and asking insightful, but respectful questions about their observations and experiences)
- Differentiating (choosing angles and sub-topics that differ among students)
- Writing (communicating in an appropriate style and tone about what we've learned in our research and interviews; staying aware of our audience and what they want and need to know)
- Revision (correcting errors, filling gaps, adjusting style and tone to better fit the considerations above)
- Fact-checking (corroborating each piece of information that isn't readily demonstrable as fact with at least one additional, independent source)
- Editing (trimming, correcting, and focusing one's—and others'—writing to achieve the length, quality, tone, and style of journalistic writing desired)
- Publishing (making our collective writings publically available)

Activity List

Day 1: Visit Kilauea Volcano in Volcanoes National Park, the catalyst for this experience and the story; listen to and interview National Park Service Rangers

Day 2: Meet and talk to representative of *Hawaii Tribune-Herald* about their experiences covering the eruption and its aftermath.

Day 3: Interview local tourism-based business employees/owners

Day 4: Head into the area south of Hilo to interview people who witnessed the eruption and experienced its aftermath

Day 5: Volunteer day - TBD

Day 6: Deadline day - Hunker down, write, revise, repeat

Trip Cost: \$800

Additional costs: Round trip flights from either Reno or SF Bay Area to Hilo, HI - \$750

An aerial photograph showing a massive, glowing red and orange lava flow that has advanced through a dense forest. In the lower right corner, a large, modern, light-colored house with a swimming pool is visible, situated on a grassy slope. The lava flow is encroaching on the property, illustrating the potential danger of volcanic activity.

“Be prepared to evacuate at a moment’s notice.”
- Hawaii County Civil Defense Agency

Don't Look Away: **Post-Disaster Journalism on the** **Big Island**

SBA XeD 2019

Local Literacy and Community Service Experience

“Essential Question”

How can members of the SBA community create change through service in a local scope and beyond?

This experience fulfills the following graduation criteria: **Service**

This Xed experience will provide students with the opportunity to get a deep grounding in community service engagement locally, regionally and throughout California. Students will be working with the United Way organization and their affiliates to promote well being with a strong focus on literacy. From helping in the warehouse all the way to helping run the social media campaign of large literacy organizations, students will get the chance to see how community service happens from the ground up. This trip will also put students in touch with the people who represent them, taking a detour to Sacramento to visit the state capital to speak with legislators about how their policies (and our votes) shape issues like literacy in our communities. The trip will then finish with a day in San Francisco, working at Glide Memorial Church to expose students to the types of services they provide to the community.

Course content/Skills

- Volunteer with literacy organizations in the local community
- Discover community service opportunities throughout California
- Understand how government impacts community service organizations
- Learn how to escape from an escape room

Activity List

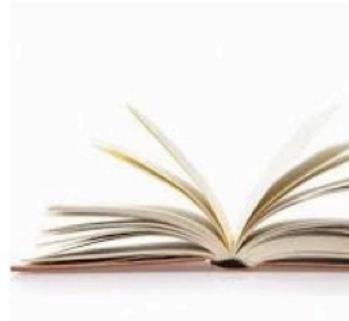
- Volunteering with United Way of Reno and their affiliates to promote literacy
 - Working to organize book donations in the warehouse
 - Setting up and running community events in local parks
 - Helping run the social media campaign
- Traveling to Sacramento to meet with lawmakers impacting literacy and other service organizations
- Serving meals at Glide Memorial Church in San Francisco and seeing the Tenderloin neighborhood
- Competing to “read” your way out of an escape room each day in Reno, Sacramento, and San Francisco. Two teams enter, one team leaves!

Trip Cost: \$550

GETTING INVOLVED: LITERACY IN THE LOCAL COMMUNITY



GLIDE Memorial Church



SERVICE TO OTHERS IS THE RENT YOU PAY FOR YOUR ROOM HERE ON EARTH.
- Muhammad Ali

Reno: Local Refugee Resettlement

“Essential Question”

How can the individual make an impact on a large-scale human refugee crisis from within the United States?

This experience fulfills the following graduation criteria: **Service**

We will be volunteering with the Northern Nevada International Center to work directly with refugees that have been granted visas to come into the US and are working to resettle in the Reno area. Through this process we will be getting to know the families and their stories explaining their reasoning for making the decision to flee their homes and native countries. Through this organization, we plan to rebuild the Reno refugee community garden that gives refugees a place to meet and stay in touch with the other families in the area. We also plan to help deliver and/or assemble furniture for the families that are arriving in the Reno area. Lastly, we plan to volunteer with one of the food banks that provides food to the refugee families when they cannot afford to buy food for themselves. We will be camping in the surrounding areas of Reno for this entire trip. We plan to go hiking to explore the Reno area on foot. We will also be looking into the history of the settlement of Nevada and will incorporate museums and fun events in Reno and Virginia City into our trip.

Course content/Skills

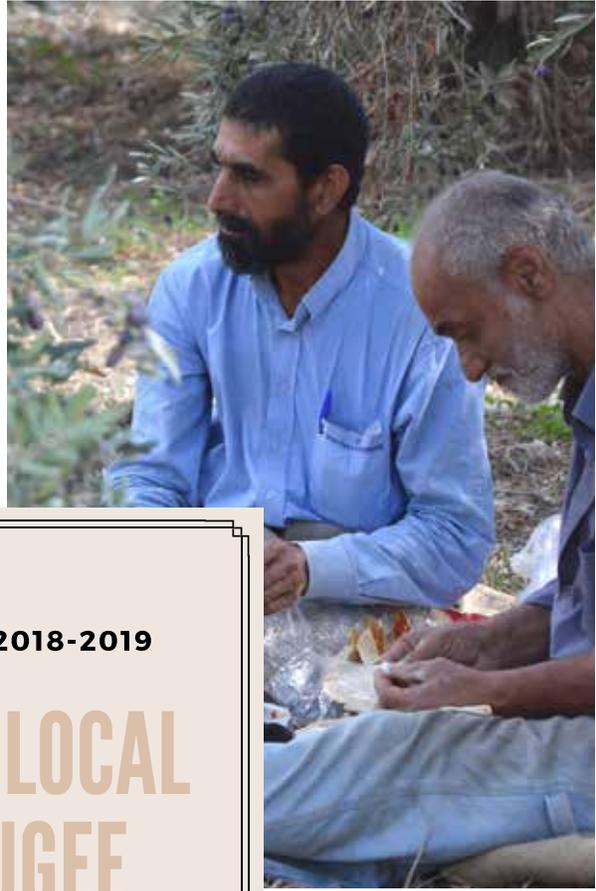
- Education on the current refugee crisis globally
- Education on the current refugee crisis and what the US is doing to help and/or hinder this crisis
- Education on the Northern Nevada International Center and how this organization, along with many others help refugees resettle once they arrive in the United States
- History of the settlement of Nevada

Activity List

- *Camping near a lake in the Reno area*
- *Conversing and spending time with refugee families*
- *Rebuilding and maintaining community garden space*
- *Collecting donations of canned food and clothing for the organization*
- *Hiking*
- *Museums and activities in Reno and Virginia City*

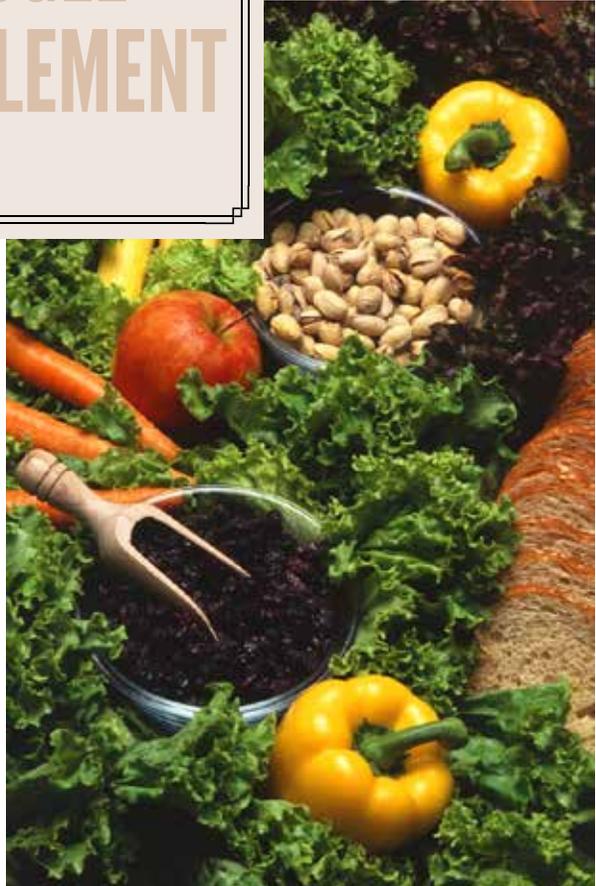
Trip Cost: \$450-\$500

Additional costs: Basic car camping gear will be required, but most of this can be borrowed if needed



SBA XED 2018-2019

RENO: LOCAL REFUGEE RESETTLEMENT



Gift of Gratitude: Community Giving

“Essential Question”

What are the responsibilities of individuals and organizations to the community and environment?

This experience fulfills the following graduation criteria: **Service**

This service-based trip will focus on sustaining healthy and enriching environments in the San Diego area. We will approach this objective in two distinct ways. Firstly we will be building local and national partnerships with purpose in the fight against hunger by efficiently providing access to food and nutritious meals. We will engage in all facets of this challenge, from stocking backpacks for two weeks of food for children to sorting foods from the store and local farms, and re-labeling nutritional value on various pantry items. Secondly we will accomplish this by being involved with many different areas within the San Diego park system including helping restore native environments, improving wildlife habitat, planting native materials, and contributing to the beautification of neighborhoods and open space parks. We will be staying on the ocean with access to many beaches, parks and hiking trails. Student-athletes will learn more about the importance of individual and community efforts to ensure a beautiful, fun and clean park system as well as join a culture that commits to the fight against hunger.

Course content/Skills

Student-athletes will see the impact and importance that volunteers have on our national and regional park system as well as join a community and share the vision of creating a hunger-free San Diego. We will learn about the native environment of the San Diego area and what factors play into improving the wildlife habitat. We will learn about what challenges are impacting the park system and different ways we can continue to improve and educate those around us. We will be involved in helping to enhance the quality of life in San Diego by assisting in regional parks and trail cleanups. We will spend time at the distribution center sorting, labeling and repacking food. We will learn the process of not only providing food to those in need, but also the importance of giving back.

Activity List

Along with our service work we will be able to explore San Diego and the surrounding areas. Being on the ocean we will have access to surfing, ocean kayaking, snorkeling and cave exploration as well as swimming. There are numerous trails to hike along as well as a great boardwalk to bike. The San Diego Padres will just be starting their 2019 season during our trip.

Trip Cost:

\$660-\$700



SUGAR BOWL ACADEMY

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Tahoe Basin Watershed Studies

“Essential Question”

How can organizations and individuals mitigate human impact in fragile systems?

This experience fulfills the following graduation criteria: **Service**

Lake Tahoe is an environmental wonder. It is a hub for our regional watershed and local tourism. Keep Tahoe Blue is a rallying cry, a point of pride for residents and visitors to Tahoe alike. Over 50 agencies take part in monitoring and maintaining this core resource. Students who take part in this experience will have a unique opportunity to partner with a variety of governmental, non-profit and private environmental management groups to contribute to the long-term health of our local watershed. We will gather data, improve habitat, assess system health, understand and mitigate threats, meet with stakeholders and study the organisms that live in the “Jewel of the Sierra.” Our team will pursue and develop these partnerships over the course of the year, culminating with a weeklong environmental science immersion in May. Students will have some nights out camping and some nights at home throughout the course of the week.

Course content/Skills

- Students will pursue and foster partnerships with non-profit organization, governmental agencies, university researchers and private environmental management companies
- Students will use ask and answer scientific questions, using high tech materials and thoughtful design to assess the watershed.
- Students will perform a variety of services for the region including data collection, habitat improvement, invasive species management and trout hatchery studies.
- Students will organize and implement outreach programming in the community to raise awareness for watershed health

Activity List

As we seek to understand our watershed and provide tangible services to improve it, students will engage in a broad range of activities while interacting with a number of organizations. A large part of our work throughout the year will include developing partnerships with various organizations that will drive the bulk of our activities. Regardless of what partnerships we develop we will see to understand the functions of freshwater ecosystems and the ecosystem services they provide. We will witness and spend time mitigating multiple threats to these systems including invasive species, habitat destruction, erosion, overuse, and policy parameters. We will be pursuing independent and guided research in conjunction with governmental organizations (USFS, USFW), and university scientists. Students will also engage in a meaningful habitat improvement project in conjunction with non-profit organizations. We will have two or three nights camping close to field sites on this project, and time set aside to recreate and internalize the intrinsic value of freshwater to society. Other nights will be spent at home or with a host family.

Trip Cost: \$275-\$375 depending on enrollment

Additional costs: Students will need car camping equipment, and may want to have their own pair of waders for this experience. Help borrowing equipment can be provided upon request.



SUGAR BOWL ACADEMY XED 2018-19

WATERSHED STUDIES

TAHOE BASIN

Service in the Yosemite Valley

“Essential Question”

How does working with different branches of Yosemite's National Park Service increase your understanding of the operations of our greater National Park System?

This experience fulfills the following graduation criteria: **Service**

This XeD experience is a great chance to explore service opportunities supporting outdoor recreation and to learn about what it takes to maintain a national park. Fill your service bucket while exploring all that our National Park System has to offer. We will be volunteering with different branches of the National Park Service in Yosemite to gain a better understanding of how the National Park System works as a whole. We will be staying at a campsite in the heart of Yosemite Valley and doing different types of volunteer work every day. While most of our time will be spent doing service work, we will still have time to see some of the Yosemite's most famous sights like Half Dome, Lower Yosemite Falls, and El Capitan. Sign up for this trip if you are excited to get your hands dirty and enjoy bettering public lands!

Course content/Skills

- Students will be doing service work for the National Park Service
- Students will learn what it takes to maintain and upkeep a national park
- Students will understand how Yosemite's trail systems supports visitorship and recreation
- Students will build a sense of stewardship for Yosemite and wild places in general
- Students will connect with outdoor professionals on multiple levels
- Students will get exposure to what opportunities exist to work in outdoor professions

Activity List

- *Service work in Yosemite NPS*
- *Information sessions with Park Rangers*
- *Shorter afternoon hikes and one full-day hike (likely from Glacier Point down to the Valley)*

Trip Cost: \$300-400

Additional costs: Individual camping supplies (tent, sleeping bag, etc.), meals during travel to and from Yosemite

XED 2019

SERVICE IN THE YOSEMITE VALLEY

HOW DOES WORKING WITH
DIFFERENT BRANCHES OF
YOSEMITE'S NATIONAL PARK
SERVICE INCREASE YOUR
UNDERSTANDING OF THE
OPERATIONS OF OUR GREATER
NATIONAL PARK SYSTEM?

