

Fall programs please return by 8/15; Spring programs please return by 3/15.

## Residential Program Details

School or Program Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Program Dates: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_

Contact's Email: \_\_\_\_\_

Contact's Phone: \_\_\_\_\_ Alternate Phone (non-school hours): \_\_\_\_\_

**\*We expect a school contact to be present on site for the duration of the program\***

Would you like a Parent Information Night by TLS at your school? YES or NO When? \_\_\_\_\_  
date/time

Anticipated Arrival Time: \_\_\_\_\_ (after 9am) Anticipated Departure Time: \_\_\_\_\_ (typically 12pm)

Anticipated Number of Participants: \_\_\_\_\_ (Total) \_\_\_\_\_ (Boys)\* \_\_\_\_\_ (Girls)\*

Anticipated Number of Teachers: \_\_\_\_\_ (Total) \_\_\_\_\_ (Overnight) \_\_\_\_\_ (Day Only)

Would you like us to include an Educator Workshop during the program? YES or NO (Circle One)

Is there a specific day of your program that you would prefer your workshop? \_\_\_\_\_

90 minute workshop options include: teambuilding, reflection methods, experiential learning basics, debriefing methods & more

Would you like us to include a Parent Workshop on the final day of the program? YES or NO

Parent workshops include a tour & sampling of activities to simulate the students' experiences here.

*As we plan your program, what should we know about your school climate and program goals?*

*Do you have any requests for specific classes or activities? (There's an overview of classes on the back)*

*Please contact us as soon as possible if you would like to make special arrangements to accommodate any student behavioral, educational, medical or dietary needs. \*Let us know if you'd like gender inclusive accommodations.*

**\*\*We expect all paperwork including cabin lists, classroom lists, participant forms, and medication forms no less than two weeks prior to program start\*\***

*We'll be in touch about two weeks in advance to confirm numbers and check in about your group & goals.*

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## COMMUNICATION SKILLS

- Learn and practice the 8 Guidelines for Clear and Effective Communication (LEADSTAR).
- Use active listening and assertive, clear communication when expressing oneself.
- Apply negotiation and conflict resolution skills to resolve disagreements.

## RELATIONSHIPS

- Recognize and label a variety of complex graded emotions in oneself and others.
- Provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.
- Identify and counteract discrimination or exclusion of individuals and groups based upon perceived differences.
- Build the skills necessary to form healthy, positive, and supportive relationships with a variety of groups of individuals.

## DECISIONS

- Identify decisions, both small and large, made every day.
- Consider the potential physical and emotional consequences of those decisions for ourselves and others.
- Identify family, peer, school, and community resources available to provide support.
- Take ownership of our decisions and recognize when to ask and who to ask for help.

## TEAMBUILDING

- Define and identify the differences between a group and a team.
- Investigate the characteristics of successful teams.
- Work cooperatively and productively in a team and develop strategies to overcome setbacks and disagreements.
- Discover personal strengths and the strengths of others and find ways to capitalize on both.

## SOLO

- Practice the importance of resting, relaxing, and reflecting while sitting in silence, stillness and solitude.
- Reflect on personal values and beliefs and how our actions and behaviors are influenced by them.
- Develop SMART goals for the benefit of ourselves, our peers, our schools, and our communities.

## ADVENTURE

- Create an environment that is physically and emotionally safe for all participants, including climbers, belayers, and spectators.
- Identify and respect personal comfort and learning zones and those of others.
- Challenge oneself to take healthy risks in a caring and safe environment.
- Identify individuals in our families, peer groups, schools and communities who are members of our physical and emotional support team.

## ENVIRONMENTAL STEWARDSHIP

- Use the outdoors as an integrated context for learning — fostering a connection, built on the values of kindness and respect, with the natural world.
- Encourage a relationship with the natural world through careful observation, increased awareness of the senses, and identification of our connections to and the connections within the natural world.
- Cultivate awareness, knowledge, and understanding about the environmental challenges facing our local communities as well as larger communities at various scales up to the global level.