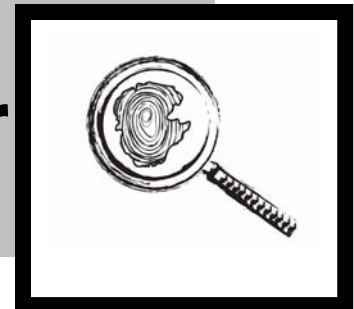


# S.P.Y. Camp

## Sustainable Planning for Youth



### Programme Guide

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Dickson



The Rural and Small Town Programme  
November 2007



Mount Allison  
UNIVERSITY  
*Present Intense. Future Perfect.*

New  Nouveau  
**Brunswick**

Your Environmental Trust Fund at Work  
Votre Fonds en fiducie pour l'Environnement au travail



**RURAL & SMALL TOWN  
PROGRAMME**

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Front Cover Photo: SPY Camp Dream Communities on Display in Sackville, NB.

## **Foreword**

**SPY Camp: Sustainable Planning for Youth, a three day programme, helps 10 to 12 year old detectives explore and investigate their local community, land use planning, sustainable development, environmental issues, heritage and culture through games and hands-on activities. Today's youth are rarely given the chance to voice their opinions about the town that they live in, and express ideas about changes they would like to see in the future. SPY Camp is a great experience not only for the young participants but also for those who work on community issues. Youth are keen to have a say in the development of their communities and there is much that can be learned from them if they are given the chance to teach us.**

# Table of Contents

<b>Foreword</b> .....	iii
<b>Acknowledgements</b> .....	vi
<b>The Programme</b> .....	1
<b>How to Use This Guide</b> .....	2
<b>Spy Tactics</b> .....	3
<b>Idea # 1: Create a SPY Agency</b> .....	3
<b>Idea # 2: Fuel Up!</b> .....	7
<b>Idea # 3: Security Clearance</b> .....	8
<b>Idea # 3: Security Clearance</b> .....	8
<b>Idea # 4: SPY Moves</b> .....	9
<b>Idea # 5: Colour Detective Dalton</b> .....	10
<b>Day 1 – Community and Land Use Planning</b> .....	11
<b>A Delivery from Detective Dalton!</b> .....	11
<b>Mission # 1: Explore Your Community</b> .....	15
<b>Mission # 2: Land Use Planning</b> .....	20
<b>Mission # 3: What do Kids Like and Dislike in Their Community?</b> .....	22
<b>Mission # 4: Make a Map of Your Community</b> .....	27
<b>Day 2 – Sustainable Development and the Environment</b> .....	28
<b>A Delivery from Detective Dalton!</b> .....	28
<b>Mission # 1: Nature Investigation</b> .....	31
<b>Mission # 2: Spy on “Tree Stump Castle”</b> .....	32
<b>Mission # 3: Music of the Forest</b> .....	33
<b>Mission # 4: Forest Art Gallery</b> .....	34
<b>Mission # 5: Forest Interpretation</b> .....	35
<b>Mission # 6: Animal SPY Game #1 - Oh Deer!</b> .....	36
<b>Mission # 7: Animal SPY Game #2 – Foxes and Mice</b> .....	37
<b>Mission # 8: Decipher a Coded Message</b> .....	38
<b>Mission # 9: A Dilemma in Sustainableville</b> .....	39
<b>Mission #10: Measure Your Ecological Footprint</b> .....	47
<b>Mission #11: Take an Environmental Step</b> .....	50
<b>Day 3 – Heritage, Culture and Dreaming</b> .....	51
<b>A Delivery from Detective Dalton!</b> .....	51
<b>Mission # 1: Culture and Heritage Scavenger Hunt</b> .....	54
<b>Mission # 2: Other Historical and Cultural Activities</b> .....	55
<b>Mission # 3: Plan and Build Your Dream Community</b> .....	56

<b>Mission Accomplished– Ideas for Concluding SPY Camp</b> .....	68
<b>Idea # 1: Ripple Effect</b> .....	68
<b>Idea # 2: SPY Trivia Game Show</b> .....	69
<b>Idea # 3: SPY Pictionary</b> .....	77
<b>Idea # 4: Award SPY Camp Certificates!</b> .....	80
<b>Idea # 5: Evaluation Forms</b> .....	81
<b>References</b> .....	82

## **Acknowledgements**

**We wish to gratefully acknowledge and thank the following organizations and individuals for helping to make SPY Camp a great success in its first year and contributing to the creation of this Programme Guide. The New Brunswick Environmental Trust Fund and Mount Allison University provided financial support. Tracey Wade, Ron Corbett, David Bruce, and Zoe Finkel reviewed the initial programme outline. Lori Bickford, Dawn Bremner, Robena Weatherly, Alicia Steeves, and the staff at the Boultenhouse Museum facilitated fantastic activities they facilitated during the camps. Gwen Zwicker and Alexis Trebble provided administrative assistance. Rob Lyon created excellent t-shirts for the campers and camp leaders. Laura Dillman wrote wonderful press releases. School principals Diane Murray-Barker and Duane McLellan helped spread the word. Judi McLellan shared resources, books and ideas. And most importantly we want to thank the young spies who participated with great enthusiasm for community planning and sustainable development. They are the future and they are our inspiration.**

## The Programme

**SPY Camp: Sustainable Planning for Youth** was originally offered in a day camp setting over three days. Funded by the New Brunswick Government's Environmental Trust Fund, the camp was the first of its kind that we are aware of. It offered a rural community planning experience for youth in rural and small town New Brunswick. However, the activities in this programme guide are suitable for children in any location. The activities can be offered alone, as part of another programme or altogether for a complete SPY Camp experience. Some activities are conducive to a classroom setting, others are best done outside and hands-on. The programme was designed for a group of 12 participants and two leaders, but many of the activities are suitable for much smaller or much larger groups. All activities in this programme guide are designed for youth ages 10 to 12.

To help make community planning exciting for children, the programme is focused on a spy and detective theme. A mysterious Detective Dalton drops off secret case files each day filled with missions for the participants to complete. During the exciting, hands-on missions, participants discover interesting facts about their community, land uses, environmental issues, and local culture and heritage through creating maps, conducting surveys, undercover work, and other sneaky spy tactics!



## How to Use This Guide

This SPY Camp programme guide is divided into three main sections:

Day 1 – Community and Land Use Planning

Day 2 – Sustainable Development and the Environment

Day 3 – Heritage, Culture and Dreaming

Each day begins with a confidential message from Detective Dalton. He will have a series of mission for the campers to complete each day. Each mission includes a list of materials and explains learning outcomes. As camp leader, or supervising SPY agent, you can pick and choose which missions you want your agents to conduct. Edit the letters and information from Detective Dalton accordingly and include all materials for the missions in that day's top secret case file to be delivered secretly!

Missions are shown with the SPY Guy:



Ideas and activities are shown  
with the New Brunswick Magnifying Glass:





## Spy Tactics

The following ideas will help get participants in the SPY mood and ready for their missions!



### Idea # 1: Create a SPY Agency

It is fun to transform a location into a SPY agency. Here are some ideas:

#### Materials:

- Paint
- Poster paper
- Cardboard boxes
- Maps of your community
- CD and computer
- Items to be reused such as paper towel rolls or old plastic pipe
- Mirrors and secret messages



- Make a sign that says SPY Agency or Headquarters.
- Tack up maps and information about your community on the walls.
- Paint boxes to look like filing cabinets and write “top secret case files” on them.
- Get glow in the dark pens, magnifying glasses, note pads, pens and pencils.
- Create spy scopes from tubes (such as paper towel rolls or old plastic pipe).
- Create a CD of music from spy and detective movies like Mission Impossible, the Pink Panther, Inspector Gadget and others.
- Create a “Wall of Inspyration” full of inspirational messages to get participants thinking outside the box!



- **Gather mirrors and write some coded messages (that are deciphered by the mirror)!**
- **Print and tack up on the wall the SPY Code of Ethics found on the next page.**
- **Print and use the agent badges found on page 6.**
- **Prepare some of the snack ideas found on page 7.**
- **Remember to always use recycled paper and see what supplies are around that could be reused.**



# **SPY Code of Ethics**

**1. Team work gets the mission done**

**2. Respect all agents**

**3. Double agents will not be tolerated**

**4. You have the power to improve your community**

# Agent Badges

S.P.Y. Camp  
Operation [town name]



**AGENT**

---

S.P.Y. Camp  
Operation [town name]



**AGENT**

---

S.P.Y. Camp  
Operation [town name]



**AGENT**

---

S.P.Y. Camp  
Operation [town name]



**AGENT**

---



## Idea # 2: Fuel Up!

### SPY Snacks - Fuel Up for the Mission!

Fun and healthy snacks help add to the atmosphere of detective work! Here are some ideas:

- Ants on a Log (peanut butter or cheese whiz in a celery stalk with raisins on top)
- SPY Scopes Stuck in the Mud (cut carrots and celery with dip)
- “Yo got” Community Spirit (yogurt cups, any flavour)
- Detective Dalton’s Dandy Candy (red and green grapes)
- Mission Impossible Melon Melange (watermelon and cantaloupe)
- Top Secret Bars (granola bars)
- Confidential Cracker Case Files (mini cracker and cheese sandwiches)





## Idea # 3: Security Clearance

**Materials:**

- Ink pad
- Security check paper below
- Computer

Get participants in the secret agent mood by beginning the programme with a security check! When participants arrive have them provide finger prints for a security check. Pretend to slip the finger print into a computer and wait for the results. When their security clearance is approved, welcome them to SPY Camp! If you want to give them a SPY kit (containing for example a pen, note pad, magnifying glass, and local maps), do so once they have passed security.

### SPY CAMP SECURITY CHECK

<p>Finger print:</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 5px;"></div>	<p>Signature:</p> <hr/>	<p>Finger print:</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 5px;"></div>	<p>Signature:</p> <hr/>
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<p>Finger print:</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 5px;"></div>	<p>Signature:</p> <hr/>	<p>Finger print:</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 5px;"></div>	<p>Signature:</p> <hr/>



## Idea # 4: SPY Moves

**Materials:**

- Spy moves list (see below)

This game is a crash course in SPY lingo. It is important that all agents use the same code words and actions so that they can communicate effectively and safely in the field. Go through the list of code words and secret actions below with your agents. Then take turns yelling out different code words and practicing the actions. It could be done as a group or turned into a little competition. If following the second method, whoever is the last to do the corresponding action sits out; continue until there is only one SPY agent left. Add more code words or change the actions to suit your participants.

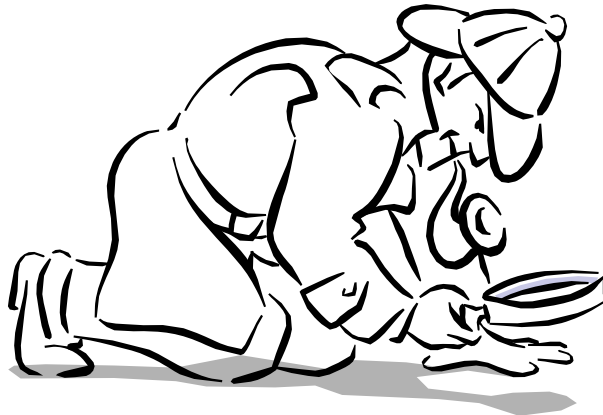
Code Word	Action
Target identified	Stand straight, hands over eyes, like holding binoculars
Top secret	Hand in front of mouth (as in the shh signal)
Coast is clear	Arms slice the air
Code cracked	Thumbs up
Abort mission	Smack fist of one hand into palm of other
Identity discovered	Pull hand across neck (as in the signal for I'm done, it's over)
Take cover	Get down on the floor, face down
Double agent alert	Hands together, with backs of hands together





## Idea # 5: Colour Detective Dalton

# COLOUR DETECTIVE DALTON





## Day 1 – Community and Land Use Planning



### A Delivery from Detective Dalton!

**Materials:**

- Top secret package from Detective Dalton
- Computer or stereo

To add some excitement and intrigue into the programme create a top secret case file package addressed from Detective Dalton. Include a letter about the missions you want the participants to go on as well as all of the activity sheets and background information, or case files. You can pick and choose activities to be included in the case file package, or use them all. You can also make and include a tape or CD with more top secret information about the day.



**TOP SECRET CASE FILES**

## A letter from Detective Dalton:

Dear S.P.Y Agents,

I need your urgent help! I must understand what your town is all about for a highly top secret mission. I cannot write anymore about it. Please open the file on the enclosed CD and read carefully. It will explain what to do with the confidential case files I have enclosed. Proceed with caution and good luck!

Detective Dalton

In order to distract participants while the first secret package is being dropped off, talk about community issues and community planning. Here are some ideas to get you started:

- Ask participants if they have ever thought about:
  - What makes their town special or unique?
  - How communities are created?
  - How people live in them?
  - How they can change their town or village?
  - What kinds of changes would they like to see and why?
- These questions are what community planners think about all the time. They care a lot about the town that you live in. They plan how the town will grow in the future, they help to protect different features of the town, and they help solve the community's problems.
- For example, they will decide where new schools and houses will be built. They help protect important local wetlands and the town's drinking water source. Problems they solve might include not enough housing, or too few parks.
- Community planners lead the planning process. Community members – usually just adults - work together to improve the community by creating a plan for the future that considers the needs of everyone in the town.

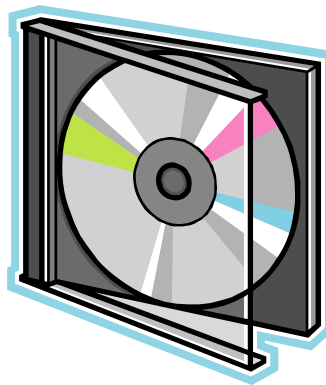
**[Interruption as someone knocks on the door and delivers a top secret package!]**

**Have the participants answer the door and find the package. A shady character could be at the door with the package in hand, or the package could just be left on the ground. Keeping Detective Dalton a mystery adds to the excitement and keeps the participants interested. Have your SPY agents open the package and read the letter and discover the missions you will have them go on today!**



Put this message from Detective Dalton either on a CD or record it onto a tape:

“ Good morning SPY agents. I need your help. I need to find out a few things about your town. I cannot tell you who this information is for; it is highly confidential. It is extremely important that you complete these missions today! First, I need you to explore your community and fill in the enclosed surveys. I need to know what sorts of things your town has and how it meets the needs of the people who live there. Second, I need you to discover the meaning of land use planning. Third, I need you to investigate what kids like and dislike in your community. I have enclosed interview guides with questions you can use. Now get to work; time is already running out!





## Mission # 1: Explore Your Community

### Materials:

- One survey sheet per group
- Pen or pencils

### Learning Outcomes:

- Observation skills
- Data recording
- Increased knowledge about services and infrastructure in the local community

A good way to introduce participants to issues in their community is to conduct the survey below. Take participants on a walking tour of their town or village and get them to answer the following questions in small groups.

### Explore Your Community

**Take a walk around your community. Think about what you can see and answer the following questions.**

#### Community Size

**1. Is your community rural, a small town, or a city?**

- Rural community
- Small town
- City

#### Transportation

**2. Is your community pedestrian friendly? Can you easily walk to the things you need?**

---

---

**3. Can you see any traffic jams?**

---

**4. What condition are the roads in? Are there many pot holes, etc?**

---

---

**Housing**

**5. Is there a range of housing types available in your community? (Check all that there are.)**

- Single family houses**
- Duplexes**
- Apartments**
- Condominiums**
- Mobile home park**
- Seniors homes**
- Vacant lots to build on**

**6. What is the most common type of housing?**

---

**Health and Education**

**7. Where can you go if you are not feeling well?**

---

**8. Where do you go to learn things (not including school)?**

---

---

**Business**

**9. Can you buy everything you need in your town?**

---

**10. What things do you have to buy in other places?**

---

**11. Where do you go to buy them?**

---

**Parks and Recreation**

**12. What sorts of parks and green spaces does your community have?**

---

---

**13. Are there enough parks and green spaces for the residents of the community?**

---

**14. Who have you seen using some of these spaces?**

---

**15. Does your community have enough trees in the downtown area?**

---

**16. Do the trees look healthy?**

- Yes**
- Most of them**
- A few of them**
- No**

**17. Can you hear or see wildlife? If so, what kinds?**

---

---

**18. Where do children and adults play?**

---

**19. What can they play?**

---

---

### **Waste Removal**

**20. Is there a lot of litter around your town? (Pick some up and put it in a garbage can.)**

- Yes
- No

**21. Where is there a lot of garbage?**

---

**22. What looks, smells or sounds bad? In what way is it bad?**

---

---

### **Culture, Heritage and the Arts**

**23. Where can you go to learn about local history?**

---

---



**24. Where can you go to learn about local culture?**

---

**25. Where can you go to see or hear art (paintings, film, etc.)?**

---

**26. What are some of the things that make your community unique?**

---

---

This survey is adapted from: *A Kid's Guide to Building Great Communities* by the Canadian Institute of Planners (2000), and *This Land is Your Land* by the Michigan State University Extension (No date).



## Mission # 2: Land Use Planning

### Materials:

- Land use colouring sheet
- Markers or pencil crayons

### Learning Outcomes:

- Participants will understand that land has different uses and the importance of planning for these different uses

Sustainableville is like a lot of communities and has six different land uses. When planning the future set up of a neighbourhood, community planners represent each land use with a particular colour:

**Single Family Residential** (places where one family lives) is **red**.

**Multiple dwelling units** (places where more than one family lives) is **orange**.

**Commercial use** (places where people buy things) is **green**.

**Community or institutional use** (places that keep the community going) is **blue**.


**Industrial use** (places where things are made to be sold) is **yellow**.

**Vacant land** (empty land with nothing built on it) is **brown**.

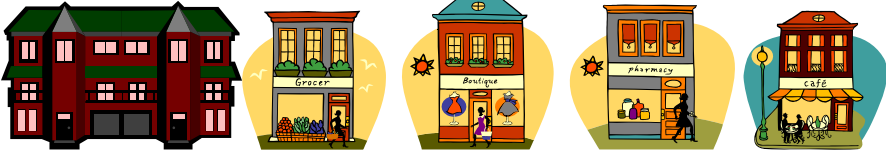
Colour each property on the next page according to the land use colours above. How do the land uses of Sustainableville compare to your community?

## Sustainableville Land Use Colouring Sheet


Sunny Day Townhouses



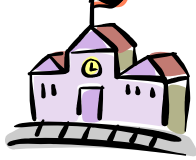
Applebee's Apartments



The Sustainableville Library



Timberline Train Station



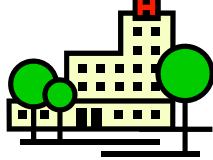
Fantastic Factory







Healy Body Hospital



Factoid's Factory



Idea from: *A Kid's Guide to Building Great Communities* by Canadian Institute of Planners (2000).



## **Mission # 3: What do Kids Like and Dislike in Their Community?**

### **Materials:**

- Interview guides 1 and 2
- Pen or pencil

### **Learning Outcomes:**

- Interview skills
- Listening skills
- Note taking, data recording
- Simple analysis of results

Planners and researchers interested in improving their communities will gather information from local people with the use of surveys, focus groups (a group discussion), meetings or face to face interviews. For this mission, in groups of two, participants interview each other using the two interview guides included on the next pages. Alternatively, your SPY agents could go out into the community to interview local kids. Once the interviews are complete, come back as a group, compare results and count up the number of similar answers to discover what the biggest issues are for local kids.

Before the SPY agents get down to work, explain a few interviewing techniques. It is very important for the interviewer to be unbiased. This means the interviewer does not express his or her own feelings which would influence the interviewee's answers. It is also important for the interviewer not to rush the interviewee and allow them time to think about their answers. The interviewee must feel comfortable talking to the interviewer.



*What Kids Like and Dislike About their Community*  
*Interview Guide # 1*

1. *Where is your most favourite spot in town? Why?*

---

---

2. *Where is your least favourite spot in town? Why?*

---

---

3. *If you were mayor what would be the first thing you would do to make your community a better place for kids?*

---

---

4. *In your opinion, what are the three most important problems facing your community?*

---

---

5. *What would you change in your community? Why?*

---

---

6. *What things should stay as they are? Why?*

---

---

7. *If your community has a park, how often do you use it?*

---

---

8. Do you like the park(s)? Why or why not? What could be changed?

---

---

9. Does your community have a library? If yes, how often do you use it?

---

---

10. What would you like to see changed in the library?

---

---

*Thank you for your time!*

Interview guide adapted from: *A Kid's Guide to Building Great Communities* by the Canadian Institute of Planners (2000).

*What Kids Like and Dislike About their Community*  
*Interview Guide # 2*

1. Does your community have any sports to play?

---

---

2. Do you take part in any sports, drama, dance or other activities? If so, which ones?

---

---

3. What other kinds of activities do you wish your community had?

---

---

4. Are there any areas that frighten you in your community? If yes, where are they and what is scary about them?

---

---

5. Are there any areas in your town that you have been told to stay away from? If yes, where?

---

---

6. Would you like to live elsewhere in your community? Why or why not?

---

---

7. *What makes your community a great place to grow up in?*

---

---

8. *What would you like to tell the mayor about how kids feel about your community?*

---

---

9. *What do you like best about your community? Why?*

---

---

10. *What do you like least? Why?*

---

---

*Thank you for your time!*

Interview guide adapted from: *A Kid's Guide to Building Great Communities* by the Canadian Institute of Planners (2000).





## Mission # 4: Make a Map of Your Community

### Materials:

- Map sheet below
- Pencils, markers, etc.

### Learning outcomes:

- Visualization skills
- Memory skills
- Concepts of scale and distance
- What a legend or key is

### Mapping Your Community

Where are the important places in town? Where are the places you visit most often? Where are your favourite places in town? Do you have secret hideouts and trails that you use? Draw a map of your community and the places that are important to you. Don't forget to fill in the legend. It is a key that explains the different symbols in your map.

My Map of \_\_\_\_\_

Legend

By: \_\_\_\_\_

## Day 2 – Sustainable Development and the Environment



### A Delivery from Detective Dalton!

**Materials:**

- Top secret package from Detective Dalton
- Computer or stereo

To add some excitement and intrigue into the programme create a top secret case file package addressed from Detective Dalton. Include a letter about the missions you want the participants to go on as well as all of the activity sheets and background information, or case files. You can pick and choose activities to be included in the case file package, or use them all. You can also make and include a tape or CD with more top secret information about the day.



**TOP SECRET CASE FILES**

**A letter from Detective Dalton:**

Dear SPY Agents,

Today is called Operation Happy Planet. I need your help to understand what sustainable development means. It is for a highly top secret mission. I cannot write anymore about it. Please read the file on the enclosed CD which will explain today's missions. Also, please decode the enclosed message as fast as you can! Thank you!

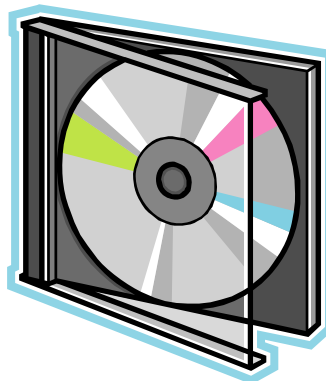
Detective Dalton



Put this message either on a CD or record it onto a tape:

“ Hello again SPY agents! Good work yesterday! Today I need you to use SPY scopes to investigate a local forest and record in your note books what you see. Your supervising agents will also help you to see the forest as a source of inspiration! Secondly I need you to go undercover and assume animal aliases. You will learn about their habitat needs and what it is like to be a wild animal. This afternoon you will take on more aliases and learn about sustainable development. Lastly, I need you to take your ecological footprints and an environmental step! I have included all of the information in today’s top secret case file! Now get to work; time is already running out!

”





## Mission # 1: Nature Investigation

### Materials:

- SPY scopes (or tubes)
- Magnifying glasses
- Notepads
- Pencils

### Learning outcomes:

- Increased environmental awareness
- Appreciation of nature

It is important to take time to simply explore the natural world around you. Take participants outside to a forest, wetland, trail, or even the back yard. Bring along scopes, magnifying glasses, notebooks and pencils to examine bark, leaves, grass, flowers, bugs, butterflies, plants, and animals close up. Have participants record in their notes books what they see. At the end of the activity, have everyone share what they saw.



Investigating a wetland!



## Mission # 2: Spy on “Tree Stump Castle”

### Materials:

- Blanket
- Interesting mossy tree stump
- SPY scopes (or tubes)

### Learning outcomes:

- Increased environmental awareness
- Appreciation of nature

Nature holds many simple wonders – especially when you get up close! Find an interesting old tree stump, preferably covered in moss. Cover it with a blanket before participants see it. Then bring everyone over and announce that, “I have something for everyone to come and investigate. Come close! Gather around! Get down on your stomachs and get your SPY scopes up to your eye, be sure to only look through the scope!!!” [Lift the blanket off the mossy tree stump and allow a few seconds of silence.] Then ask, “What do you see?? What is it!?”



Idea from: Dr. Alan Warner, Dalhousie University.



## Mission # 3: Music of the Forest

### Materials:

- Notebooks
- Pencils
- Quiet location in a wooded area

### Learning outcomes:

- Increased environmental awareness and appreciation of nature
- Listening skills
- Concentration and focus

Take a few minutes to sit and listen to the music of the forest! Have participants sit quietly and just listen to the noises of the woods. Explain that as they sit and listen they are to record the “music” and sounds that they hear, just like writing sheet music. Write little marks to represent the noises heard. Then compare the sheet music and ask, “What does your sheet music look like? What did you hear? Did we hear the same things?”



Idea from: Dr. Alan Warner, Dalhousie University.



## Mission # 4: Forest Art Gallery

### Materials:

- String
- Foam picture frames
- Clothes pins
- Sticky notes
- Pens or pencils
- Wooded area

### Learning outcomes:

- Increased environmental awareness and appreciation of nature
- Artistic inspiration

Did you know that there is art all around us!? Create an art gallery in the forest for participants by attaching string at different levels between a few trees. Hand participants a picture frame, two clothes pins and a sticky note each. Tell them that they can frame anything they would like by attaching their frame somewhere along the string. Then give it a meaningful name. Once everyone has created their art have an art gallery show and let each participant explain their art.



Creating art in the forest!



"The Secret Path"

Idea from: Dr. Alan Warner, Dalhousie University.





## Mission # 5: Forest Interpretation

### Materials:

- List of movements below

### Learning outcomes:

- Increased environmental awareness
- Appreciation of nature

Nature can inspire art and it can also inspire dance and movement. Have participants personify different things found in nature. Have participants move like:

- rain
- breeze
- waterfall
- forest fire
- tree in a storm
- tree in a gentle breeze
- tree getting cut down
- bird flying
- bear hibernating
- thunder storm
- snake
- sun
- moon
- gentle rain
- snowstorm
- bird nesting in a tree



## **Mission # 6: Animal SPY Game #1 - Oh Deer!**

### **Materials:**

- Flags
- One whistle
- Four pylons

### **Learning outcomes:**

- Awareness and appreciation of wild animal and their habitat needs

The game Oh Deer! gets participants to imagine what it would be like to be a deer looking for food, water and shelter. Sometimes the deer is successful and is able to reproduce, other times it is not. It dies and becomes part of the habitat.

Count participants off 1,2,3,4. The 1's, 2's, and 3's are food, water and shelter. The 4's are deer. Line the habitat elements up, side by side. Then line the deer up in a row facing the habitat elements. There should be at least 5 m between the deer and the habitat elements. Give each of the habitat elements a flag to stick in their pocket. Have everyone turn around so that they cannot see the other line. The habitat elements decide whether they will be food, water or shelter this round by placing their hands on their stomachs (food), their hands on their mouths (water), or their hands over their heads to form a point (shelter). The deer decide what they want to look for this round by using the same hand signals. Count to three and then have the two lines turn around the face each other. The deer run to the habitat element they are looking for. If a deer tags habitat (which remains standing still) and gets their flag, then they remain a deer and the habitat element becomes a deer in the next round too. If a deer does not get what it was looking for, it dies and becomes a habitat element in the next round. At the beginning of each round have both the deer and the habitat elements decide what they will be. Continue for a few rounds and take note of the fluctuations in the number of deer and the number of habitat elements each round.

Oh Deer! is from: *Project Wild: Elementary Activity Guide* by the Western Regional Environmental Education Public Council (1985).



## Mission # 7: Animal SPY Game #2 – Foxes and Mice

### Materials:

- Four hoola hoops
- Cardboard squares (10cm x 10cm)
- Flags
- Stop watch and whistle
- Four pylons

### Learning outcomes:

- Awareness and appreciation of wild animal and their habitat needs

The game Foxes and Mice explores predator-prey relationships and strategies for survival. Divide participants into foxes and mice (roughly 2 foxes for every 8 to 10 mice). Set up a field with the mice shelter at one end, marked of with pylons on the four corners, and the mice food at the other end of the field (scatter the 10cm x 10cm squares of “cheese” on the ground). There should be 3 pieces of food per mouse. In the middle of the field place four hoola hoops on the ground. These represent safe zones for the mice. Only one mouse can be in a hoola hoop at any one time. The game begins when all of the mice are in their shelter (a safe zone where all the mice can be at the same time). The foxes position themselves anywhere in the field. They are not allowed in any of the safe zones, but they are allowed where the cheese is. Blow the whistle to signal the start of a five minute round. The mice must get one piece of cheese, take it to the mice shelter and repeat two more times to survive to the next round. The foxes must each get 2 mice to survive to the next round. If no foxes survive, select a volunteer.



Foxes and Mice is based on a game from: *Project Wild: Elementary Activity Guide* by the Western Regional Environmental Education Public Council (1985).



## Mission # 8: Decipher a Coded Message

### “OPERATION HAPPY PLANET” CODED MESSAGE:

19,21,19,20,1,9,14,1,2,12,5 4,5,22,5,12,15,16,13,5,14,20 9,19  
4,5,22,5,12,15,16,13,5,14,20 20,8,1,20 13,5,5,20,19 15,21,18  
16,18,5,19,5,14,20 14,5,5,4,19 1,14,4 1,12,12,15,23,19  
6,21,20,21,18,5 7,5,14,5,18,1,20,9,15,14,19 20,15 13,5,5,20  
20,8,5,9,18 14,5,5,4,19 20,15,15.

The Code:

A = 1	N = 14
B = 2	O = 15
C = 3	P = 16
D = 4	Q = 17
E = 5	R = 18
F = 6	S = 19
G = 7	T = 20
H = 8	U = 21
I = 9	V = 22
J = 10	W = 23
K = 11	X = 24
L = 12	Y = 25
M = 13	Z = 26

Answer: Sustainable development is development that meets our present needs and allows future generations to meet their needs too.



## Mission # 9: A Dilemma in Sustainableville

### Materials:

- Story
- List of characters cut up and in hat
- Scripts for 14 roles
- Plan of the housing development
- Disguises/costumes (14)
- Set up table and chairs
- Board or flip chart and markers

### Learning Outcomes:

- In depth understanding of a sustainable development issue.
- Consensus building
- Decision making
- Awareness of the planning process and the importance of community meetings and stakeholder participation

Every voice makes a difference. It is important for all concerned citizens to have an opportunity to talk about and have input into the future of their community. For successful sustainable development, citizens must be committed to working together for the benefit of everyone. We must also take into consideration our needs for healthy environmental ecosystems both now and in the future. When land use decisions are made, there should be compromises in order to obtain an outcome that serves the greatest good for both human and nature communities. This mission helps participants work through a fictional sustainable development problem. Read the story and then act out the play. The play is open ended and allows participants to come up with new designs for the community during an unscripted section. The story and play have been adapted to reflect realities in New Brunswick, but both can be adapted for any province. The play has roles for 14 people. Extra roles could be created for citizens at large who attend the meeting. They would not have scripted roles but could join in during the unscripted discussion. To add to the atmosphere of a community meeting, draw up a plan of the proposed development and paste it on a wall, collect costumes for the different roles (costume ideas are outlined in the play on page 42) and have participants pick their roles out of a hat. Set up the room according to the scene description in the play on page 43 including a table and chairs, flipchart, etc.

## The Story of Sustainableville, NB

Have you heard of a community called Sustainableville? This community is an active, growing community with a vital population of young people and adults. There are plenty of parks, a hockey arena, curling club, a school, a library, a hospital, restaurants, stores, and all the things that make people happy.

The community is growing! As its numbers grow, so does the need for more places to live, more housing. Soon, there will not be enough living space for all of the people who want to live in this great community. So, the community leaders have proposed to expand and build a new housing development. The community is surrounded by lovely woodlands and lush wetlands. However, in order to satisfy the demand for additional housing, community planners may have to approve the clearing of 10 hectares of a nearby 30-hectare mixed forest and wetland. Many wildlife species use the area for their habitat, including oak, maple, birch and spruce trees, ferns, mosses, cattails, squirrels, rabbits, hawks, ducks, owls, song birds, mice, foxes, raccoons, deer, bears, fish, and many others.

A meeting has been called at the community centre so that everyone interested in the housing development could hear more about it and could present their opinion. The proposed housing development will be a four story building with 200 apartments as well as a restaurant, a public solarium and a large parking area. To accommodate all this, trees will be cleared and the wetland will be drained and filled in. A small brook running through the wetland will flow through an underground pipe. Building and construction will provide new and much needed jobs in the community.

The developer and some of the community leaders feel that it is a good idea because it would provide more housing and also generate tax dollars to fund community improvements like a new jungle gym for the children's park. It will also attract more people to come and live in the community which will help many businesses thrive. Ecologists and conservationists are concerned; however, about the loss of habitat and the potential impact on wildlife. Furthermore, the wetland has been a popular spot for spot bird watchers, tourists and fishermen.

What steps should be taken to make the right decisions about the development and conservation issues, and how will the community meet its growing need for housing? There are three options: go ahead with the proposed development – people need a place to live; leave the forest and wetland as they are – they are critically important to wildlife and provide benefits to humans as well; or come up with a new revised design which incorporates the needs of wildlife and humans sustainably.

Adapted from "Shrinking Habitat", *Canada's Forests: A Fine Balance Volume 5: Species at Risk* by Gesner and Associates Environmental Education (2004).

# **The Story of Sustainableville**

## **A S.P.Y. Play**



This play is adapted from: *This Land is Your Land* by Michigan State University Extension (No date).

## The Characters

1. **The Chair:** The chair is from the local planning commission and is in charge of making sure that the meeting runs efficiently and that all participants speak their turn. (Wears a suit jacket.)

2. **Jordan Woods:** New Brunswick Department of the Environment. (Wears a vest.)

3. **Alex Cleanwater:** New Brunswick Department of the Environment. (Wears a hippy top.)

4. **Drew Poisson:** A member of the local Fish and Game Club and sits on the local town council. (Holds a fishing rod.)

5. **Jamie Wolfe:** New Brunswick Department of Natural Resources. (Wears a plaid shirt.)

6. **Lee Justice:** An environmental lawyer. (Wears glasses and carries a binder of case law.)

7. **Sam Richie:** The developer who wants to build the housing complex. (Wears a tie.)

8. **Pat Carpenter:** A builder contracted to build the housing complex. (Wears a hardhat.)

9. **Cameron Brown:** The current owner of the land who wants Sam to buy it. (Wears glasses.)

10. **Jessie Vieux:** President of the Golden Age Retirement Society. (Walks with a cane.)

11. **Robin Green:** Member of the Nature Society. (Wears a camera around neck and brings a water bottle.)

12. **Terry Niedaholm:** A potential resident of the new housing complex. (Wears a house coat.)

13. **Nim Bee:** A resident of the neighborhood near the project site with young kids. (Brings a baby doll.)

14. **Nicky Smart:** An interested citizen who is also a wetland and environmental consultant. (Wears binoculars around neck.)



## The Scene

A large, plain-looking meeting room. There is a long table at the middle of the room with several chairs around it and a flip chart. Several people are beginning to file into the room. Many are quiet and serious-looking. Others are chatting with each other in whispers. All take their seats as an impressively-dressed person enters and sits at the head of the table; it is the chair of the meeting who is from the local planning commission.

## The Script

**Chair:** If everyone is ready, I will open the meeting. We are here this evening to talk about a proposed housing complex, an apartment building project. This meeting was requested by a member of the community in response to a public notice about the housing development. The applicant, Sam Richie, has asked permission to build the housing complex from the New Brunswick Department of the Environment and the local town council. No decisions have been made by these groups to give Sam Richie permission to build the housing complex. Today, we will hear what they think of the project. We will also hear comments from Sam, other involved parties, and interested citizens.

The project site in question is a 10 hectare parcel of land. It contains six hectares of wetland with a trout stream running through it. The application states that the trees on three of four hectares will be cut down. The wetland and stream are to be filled in with dirt. A pipe would be installed underground to carry water from the stream through the property. The building will be a housing complex with 200 apartments. The building will also have a restaurant and a sunroom as a common sitting area. The building will have a paved parking lot and driveway. The main building would cover 3 hectares. The parking lot is another 2 hectares, and the driveway covers 1 hectare. Are there questions about the project as explained? [Waits. There are no questions.] Then I will now invite the government representatives to present their testimonies on the case. I will remind the audience that no decisions have been made on the permit applications. The government people are only saying how they view the proposed project. May we have the first speaker, please?

**Jordan Woods:** I am Jordan Woods from the New Brunswick Department of Environment. It is the main priority of the government of New Brunswick that there is a no net loss of wetland in the province. This means that if wetland is lost, an equal amount of wetland must be created or restored elsewhere. Where more than one hectare of wetland is to be affected, the developer must apply for a Watercourse and Wetland Alteration Permit. I am the project manager on this case, and I will be making the decision about whether to issue this permit. Currently, we would deny the permit, BUT we would be more likely to approve the permit if efforts were made to reduce the wetland damage. One option is to move the building back away from the stream. Some wetland would still be affected, but not as much. The parking lot should also be set back farther away from the wetland area. This would mean a longer walk from the parking area to the building, but it would save a lot of wetland. In addition, if there is a plan to restore another wetland elsewhere, we would be more likely to issue the permit.

**Chair:** Thank you, Jordan. Could we hear from the other Department of Environment person?

**Alex Cleanwater:** Yes! I am Alex Cleanwater and I am here with Jordan. Because the wetland to be developed on is larger than 2 hectares Sam Richie also must also get an Environmental Impact Assessment done for the apartment building. One step in the EIA process is to consult the public about the project. This is why we are here tonight. The Department of Environment also does not support development within 30 metres of a wetland unless there is no way to get around it. If development within the 30 metre area is deemed necessary after the EIA, then we would want Sam Richie to minimize negative impacts on the wetland as much as possible.

**Chair:** Thank you Alex. Now let's hear from the Fish and Game Club.

**Drew Poisson:** Bonjour, I am Drew Poisson with Sustainableville's Fish and Game Club and I also sit on the local town council. We are also concerned about the project because of the harm it could do to the stream and the fish. We do not want to see this popular stream be replaced by a pipe! Also, the paved parking lot and the building's rooftop would cause a lot of rainwater to flow into the parts of the stream not in the pipe. This could pollute the water. Clearing the plants from the site and filling the wetland would destroy the ability of the land to filter rainwater. Without filtering, sand, mud and pollutants would flow into the stream. This would dirty the water and harm fish (especially the trout) and water insects.

**Chair:** Thank you. We should move on now.

**Jaime Wolfe:** Hi. I'm Jaime Wolfe, from the Department of Natural Resources. We share provincial government responsibility for looking after wetlands, forest and water resources with the Department of Environment. I agree with Drew Poisson about the trout population. Other wildlife also use the site as a feeding and nesting area. Those animals include the black duck, wood duck, great blue heron, salamanders, and others. In the last year, two bald eagles were seen in the area. We are losing this kind of habitat, and we need to protect what is left of wetlands like this one. All efforts should be made to protect the wetland!

**Chair:** Could we hear from Lee Justice now?

**Lee Justice:** Good evening. I am an environmental lawyer with the Firm of Moon and Son. The Firm uses the reports from the provincial government for information about impacts of this project on the environment. I recommend that the applicant, Sam Richie, pay careful attention to the suggestions made here tonight. The apartment building would be a valuable asset to the community, but only if the project does not harm the environment. The Environmental Impact Assessment and provincial Wetlands Policy must be respected and obeyed or Sam could end up being taken to court!

**Chair:** Thank you. Now let's hear from Sam Richie, the applicant.

**Sam Richie:** I am Sam Richie. I think everyone knows where I stand on this project. I have a lot of money at stake here. We wanted to fill in the wetland to get rid of the mosquitoes and the bad

smell. But if you all think that it has some value, I am willing to listen to suggestions to improve the project. I have to, or I will not get my building permits.

**Chair:** Now lets here from the building contractor.

**Pat Carpenter:** I am Pat Carpenter and I will be the builder of the project. These changes you are talking about to protect the stream and wetland could cost a lot of money and take time. I need to keep costs down for Sam Richie. I already planned to put up silt fences to catch the eroding soil. I need to know where it is okay to cut down trees and where I cannot drive my equipment.

**Chair:** Thank you. Can we hear from the current owner of the land?

**Cameron Brown:** I am the current owner of the property. I have agreed to sell the land to Sam. I was going to give the property to my daughter, but she moved to Alberta for work. I cannot afford to pay taxes on the land, and I need the money to retire. If Sam does not get the permit and the EIA approved, then Sam won't buy the land, and I will be really stuck!

**Chair:** Now let's here from some concerned local residents.

**Jessie Vieux:** I am Jessie Vieux, and I am the president of the local Golden Age Retirement Society. Frankly, I think this apartment complex is a necessity! The housing situation is extremely limited in Sustainableville and for the elderly especially. This new facility will provide homes for the elderly. It is something we have needed for a long time.

**Nim Bee:** I am Nim Bee. I live on the same road as this future apartment building, and I have two small children. The traffic in our area is already bad enough, and bringing more people to the area will make the situation worse. I moved here so my kids could play outside. Now I am worried about them getting hit by a car! And I know how long these construction projects take. We will have to put up with noisy construction for months! Also, a huge apartment building would be out of place in the middle of smaller one family homes. What do I say to this project? Not in MY backyard!

**Terry Niedaholm:** My name is Terry Niedaholm. I am 82 years old. I have been living with my son and his family, but I want a place of my own. I already reserved my place in line for one of those apartments in Sam's new building. That would give me back some of my independence. I like the project just as it is. I cannot walk a long way from the parking lot to the building. That long walk to the car would discourage me from going out with people and take away some of my independence. Other than that, just build the place so I have somewhere to live!

**Robin Green:** Hello, everyone. I am Robin Green and I represent the Nature Society, and we are very worried that this habitat could be destroyed. The apartment building should be built in another location, and this land preserved for wildlife. Keep it protected, for the wildlife. I say, stop the project altogether! A project that preserves the environment may be less profitable for business people, but much more attractive to the people who will live there and to the wildlife

too. If we develop on all of our wetlands, then our children will never be able to enjoy them like we do. That would be the real shame.

**Nicky Smart:** Hi, I am Nicky Smart. I am here this evening as an interested citizen, but I work as a wetland and environmental consultant. I would like to make a few comments. The best choice would be to put the project somewhere else completely, but building on this site is possible if all parties are willing to work together. First, Terry Niedaholm, I realize that you would like the parking lot closer to the building, but there will be a sunroom in the apartment building that could have a view of the wetland. Wouldn't you rather have a view of a natural area than a parking lot while you are home? Perhaps Sam could invest in a golf cart to shuttle some residents from the building to the parking lot? Or, senior's parking spaces could be reserved closest to the building. Sam Richie, if you make the building a bit smaller, say 175 units instead of 200, you would save huge areas of wetland. If you don't fill in the wetland, you could save a lot of money on construction costs. Filling wetlands is expensive. Also, there is a wetland on the other side of town that desperately needs to be cleaned up and restored. Would you be interested in funding that clean up?

**Chair:** Now that everyone has had their turn to present their opinion, would any one else like to add anything? Does any one have any questions?

[Open and unscripted discussion. Community members can present new designs on the board or flip chart and discuss their concerns and ideas.]

**Chair:** Alright, thank you everyone. Now let's vote on which of the development options we would like to see happen. Let's have a show of hands for each option. [Vote takes place.] Thank you everyone for attending this meeting here tonight. Your recommendations, ideas and the results of this vote will now be taken into consideration by the Departments of Environment and Natural Resources and they will complete the permit and Environmental Impact Assessment process. This meeting is now adjourned.

∞ The End ∞



## Mission #10: Measure Your Ecological Footprint

### Materials:

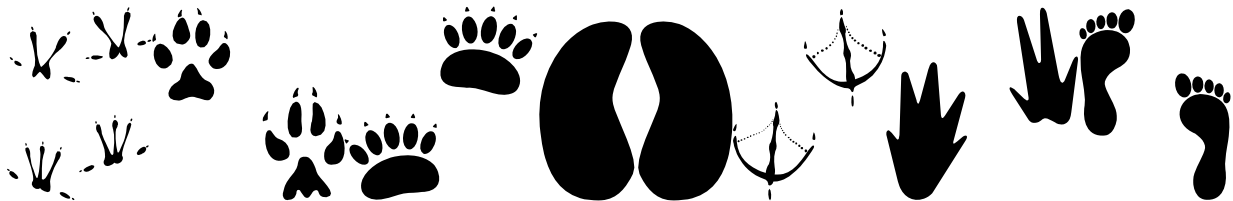
- Quiz
- Pencils

### Learning outcomes:

- Understanding of the ecological footprint concept
- Personal impact on the planet's resources

Did you know that you have an ecological footprint? It refers to how much of the planet's resources you use. Have you heard that if everyone in the world lived like a Canadian (using all that gas to drive around, all that water to cook and wash with, all paper to write with, and all that electricity to run televisions, DVDs, stereos, computers, etc.) we would actually need two planet Earths because one just doesn't have enough resources – enough trees, water, and energy.

Have each SPY agent fill in the Ecological Footprint Quiz on the next page. Discuss the results after everyone has finished. Discuss ways of decreasing footprints.



## Ecological Footprint Quiz

How many Planet Earths Would we Need if Everyone Lived Like You!?

Circle the letter next to the answer that describes what you'd do in each situation.

**1 You're late for school. You**

- a) beg someone to drive you.
- b) ride your bike to save time.
- c) hurry up and catch the bus.

**2 You need to print a lot of research from the Internet. You**

- a) load up the printer with new paper.
- b) rethink what you were planning to print. You probably don't need it all.
- c) find some used paper for your printouts.

**3 When you buy a pop or juice from a convenience store, you**

- a) toss it wherever you can – like under a bush.
- b) make sure you recycle it even if it means carrying it all the way home.
- c) throw it in a garbage can.

**4 This year you've started making your own lunch. You**

- a) get your parents to buy pre-packaged stuff.
- b) always make sure you pack a litterless lunch with reusable containers.
- c) try not to use too many bags.

**5 You're lying in bed and you're so tired you can hardly move. You**

- a) crash with the lights and radio still on.
- b) haul yourself out of bed to turn everything off.
- c) turn out the lights but leave the radio on for noise to fall asleep to.

**6 When you get home, you go to the computer to see if your friends are on-line.  
You**

- a) leave the computer on in case anyone comes on.
- b) shut down and go find something else to do outside.
- c) power up every few hours to check.

**7 When you're cleaning your room, you fill a big garbage bag with stuff you don't want anymore. You**

- a) throw it out; you don't need it anymore.
- b) sort through it and give it away to a charity.
- c) let your friend take some cool stuff but trash the rest.

**8 You're hot and achy after cross-country running. You**

- a) soak in the Jacuzzi for hours.
- b) take a quick shower to cool off.
- c) take a long hot shower. The shower is a great place to think.

**9 One of your responsibilities is to take out the garbage. You**

- a) put everything out to go to the dump.
- b) make sure wet, dry, recyclable and hazardous waste are all separated.
- c) separate things only when your parents are watching.

**10 It's starting to get cold at night. You**

- a) turn the heat in the house way up, then open a window when it gets too hot.
- b) pull on a sweatshirt or grab a blanket.
- c) take a hot bath.

Add up your scores:

A = 3 points                  B = 1 point                  C = 2 points

24 points or more = 3 Planet Earths Needed to Live Like You!

Mother Earth needs your help! But don't worry it's never too late to join the green scene.

14 to 23 points = 2 Planet Earths Needed to Live Like You!

You're forming some habits for a healthy world. Look for other ways of being a friend to the Earth.

10 to 13 points = 1.5 Planet Earths Needed to Live Like You!

You're a green machine! You live more sustainably than most Canadians! Keep it up. You're really making a difference for the environment, but there is always room for improvement too.

Quiz adapted from: "Are you Clean and Green? Or Does Your Environment Act Need Some Sprucing up?" by Owl Magazine. ([www.owlkids.com](http://www.owlkids.com))



## Mission #11: Take an Environmental Step

### Materials:

- Step form
- Pencils

### Learning outcomes:

- Personal impact on the planet's resources
- Citizenship, commitment

What could you do to make your ecological footprints smaller? We don't have two Earths so we have to find a way of making due with what we have. Pass out the Environmental Step form below and have each participant fill in a commitment they will take to help the environment. Have them take them home and post their step on the fridge so they won't forget to follow through on their commitment.



### SPY Camp Sustainable Planning for Youth



I am taking the following step to help reduce my ecological footprint:

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SPY Agent: \_\_\_\_\_



## Day 3 – Heritage, Culture and Dreaming

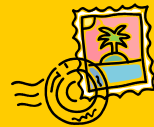


### A Delivery from Detective Dalton!

**Materials:**

- Top secret package from Detective Dalton
- Computer or stereo

To add some excitement and intrigue into the programme create a top secret case file package addressed from Detective Dalton. Include a letter about the missions you want the participants to go on as well as all of the activity sheets and background information, or case files. You can pick and choose activities to be included in the case file package, or use them all.



**TOP SECRET CASE FILES**

Dear SPY Agents,

Today is called Operation Dream Community! I need your help first to uncover some of the historical and cultural features that make your community interesting and unique. Then I need you to build your dream communities!

I have included everything needed along with today's Top secret CD. It will explain the rest of today's missions.

Thank you!

Detective Dalton

Put this message either on a CD or record it onto a tape:

“ Hi SPY agents! Great work yesterday but I see that you have some work to do to decrease your ecological footprints! Those are all great environmental steps that you are taking! Now for today: These are the last 2 missions that I will ask you to go on. First I need you to investigate local culture and heritage. Second I need you to spend the rest of the day creating your dream communities! In groups you will have time to plan and design your community and then you will get to create a small model of it! Let your imaginations run wild. What would your dream community look like? Why would it be so great? What have you learned during this SPY camp that could help you build a great community? Now get to work; time is already running out!





## Mission # 1: Culture and Heritage Scavenger Hunt

### Materials:

- Scavenger hunt lists
- Cameras

### Learning outcomes:

- Increased awareness of local history and culture as well as the importance of these in creating authentic and unique communities

### HISTORICAL AND CULTURAL PHOTO SCAVENGER HUNT

DO YOUR BEST TO TAKE PHOTOS OF AS MANY ITEMS BELOW AS POSSIBLE!

1. THREE GOLD BOOKS
2. SCALES
3. A-CORN-Y LEAF
4. A FROZEN FOX
5. CATTAILS GUARDING GARBAGE
6. THE TALLEST BUILDING DOWNTOWN
7. SITTING DUCKS
8. SWIMMING SWANS
9. A SECRET THEATRE
10. STATUE OF A BROOM
11. A GIANT WOODEN BLOCK
12. SOMETHING TO ARM YOURSELF WITH
13. WHERE YOU'D GO TO STRUT YOUR ART
14. A PLACE TO BE THRIFTY
15. FLYING SHIPS
16. "WHERE YOU BELONG"
17. A JUKE BOX
18. PAINTED DUCKS
19. A LEPRECHAUN
20. WHAT HAS BEEN SPREADING NEWS SINCE 1902
21. WHERE TO GO TO "HARNESS" INFORMATION ABOUT ONE OF THE LONGEST RUNNING BUSINESSES IN TOWN
22. SOMETHING OCTAGONAL
23. A FUNDRAISING ICE CREAM CONE
24. A GRAVESTONE BELONGING TO A PERSON WHO DIED BEFORE 1900

**Note: The above list was created for Sackville, NB. Customize the list to suit your community. Write as many items as possible in code or as clues.**



## Mission # 2: Other Historical and Cultural Activities

The best way to learn about local history and culture is to check out local museums, art galleries and other cultural places. Be a tourist in your own town!

- Investigate local museums
- Spy on a local historian
- Go on an archaeological dig
- Visit a local art gallery
- Visit some of the places that make your community unique



Investigating a local museum!



Piecing together history!



## Mission # 3: Plan and Build Your Dream Community

### Materials:

- Poster paper sheets with land features drawn on
- Community pieces
- Glue, scissors
- Markers, crayons
- Practice paper for draft plan

### Learning outcomes:

- Community design
- Land use planning concepts
- Consensus building and team work
- Decision making skills
- Artistic skills

Your SPY agents have learned so many things about their community and about what makes great communities in general! Ask them the following questions to get a discussion going:

- Have you been imagining your dream community!?
- If anything was possible, what kind of community would you like to live in?
- What sorts of things would be there?
- How do you want it to be set up?
- How will you incorporate the needs of wildlife and also the needs of the people who will live in the community?
- What sorts of land uses will you have in your community and where should they be?

In small groups participants will plan and design their dream communities. Give each group a sheet of poster paper (you may want to draw on natural features like old growth forests or wetlands ahead of time to give them an extra challenge). Give them lots of time to discuss their ideas and to design a rough plan for their community.

Then provide them with the community pieces on the next pages which they can cut out and paste on their community. They can then draw on roads and whatever else they want. Participants can also think about a name for their community and



fill in the sheet about why their community is so great (found on page 67). It isn't very often that youth get to let adults know what they would like to see in a community so this is a very special opportunity for your young participants.

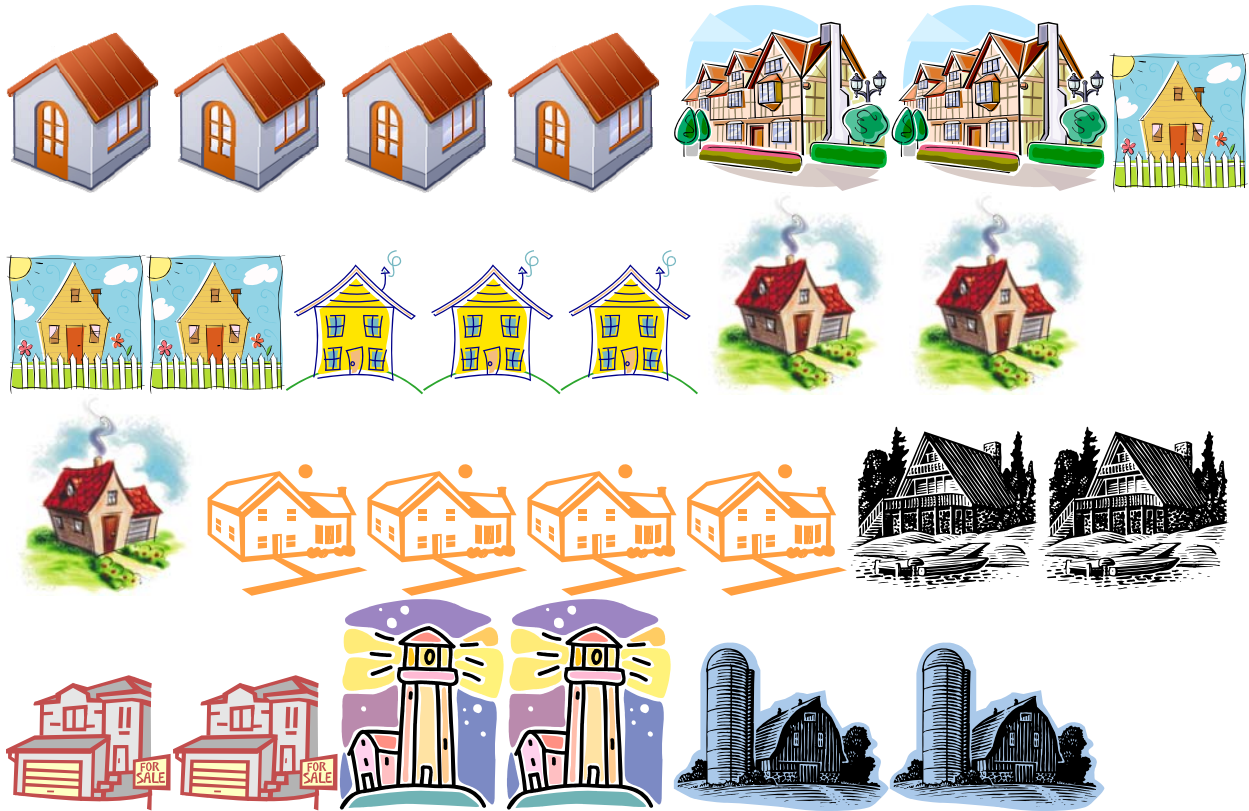


**Dream Communities on Display in Sackville, NB**

Idea from: *A Kid's Guide to Building Great Communities* by the Canadian Institute of Planners (2000).

## SPY CAMP DREAM COMMUNITY PIECES

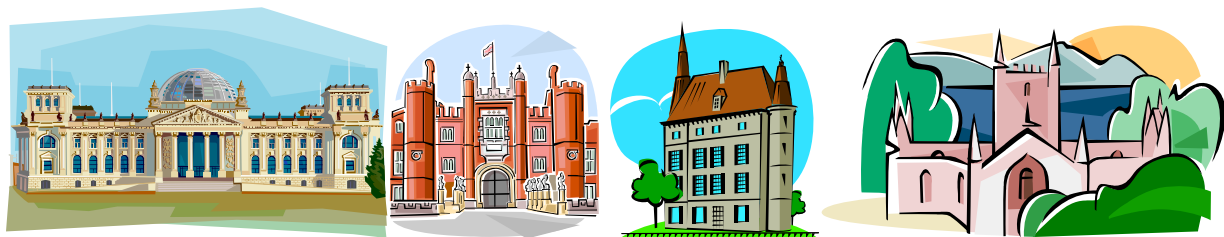
### Houses



### Churches



### Elegant buildings





## Schools and libraries



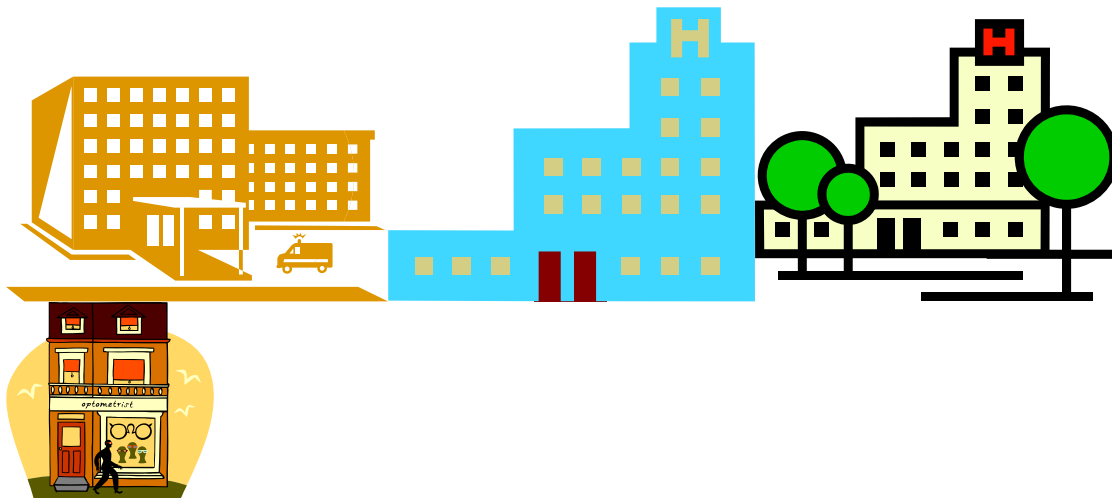
## Stores



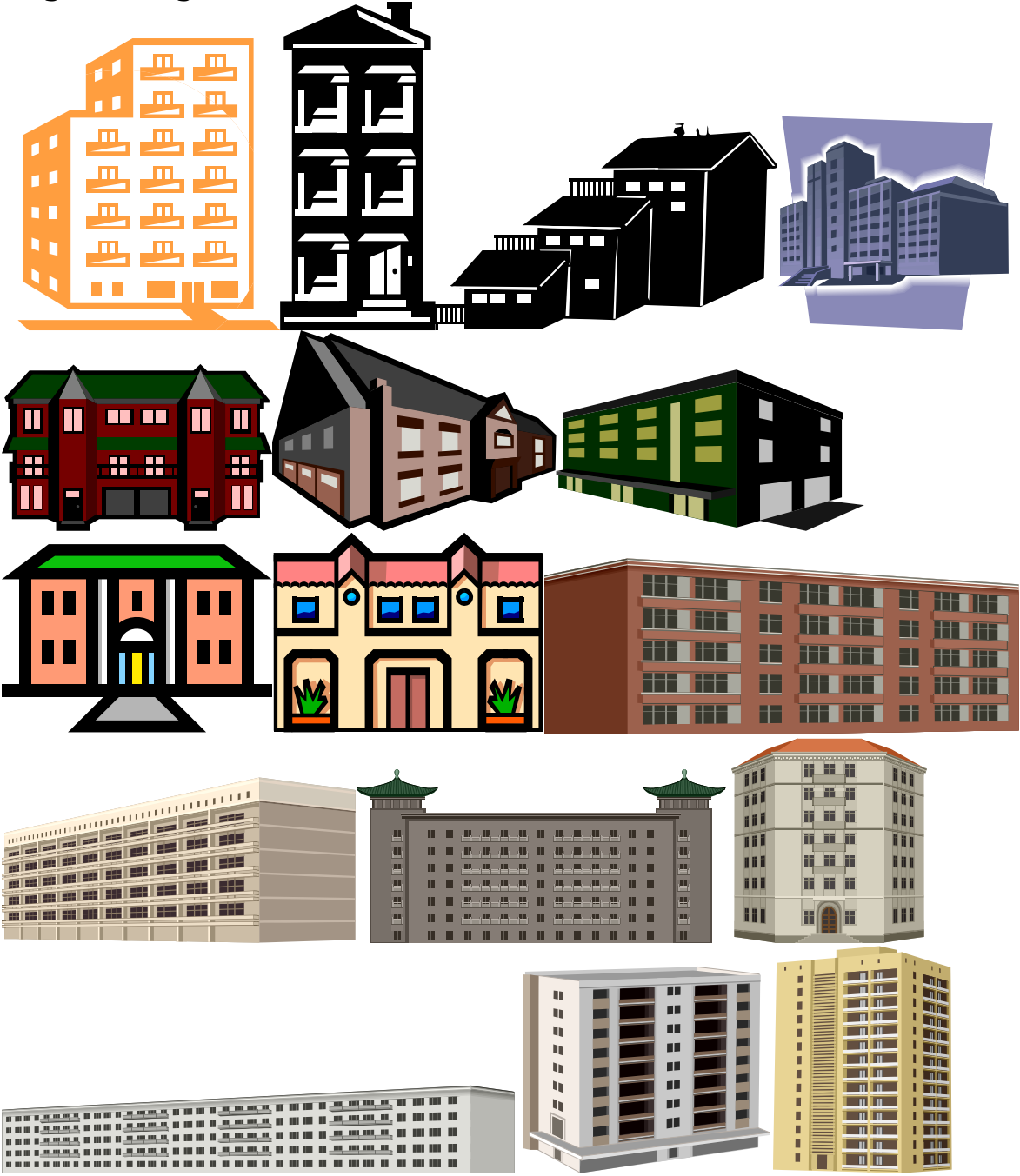




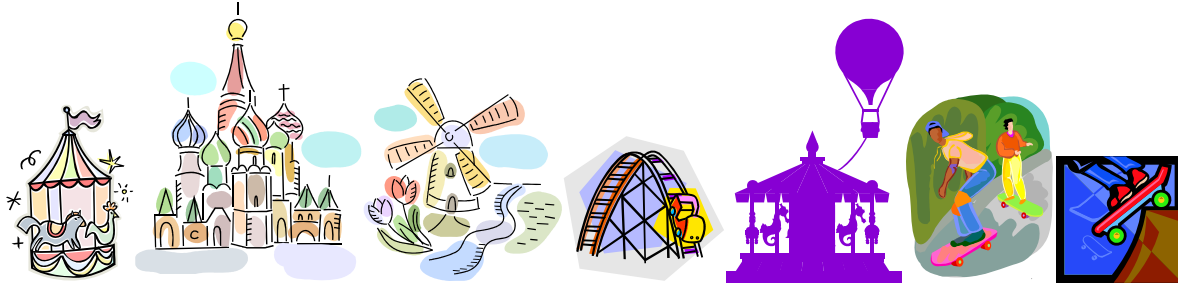
## Healthcare



Large buildings



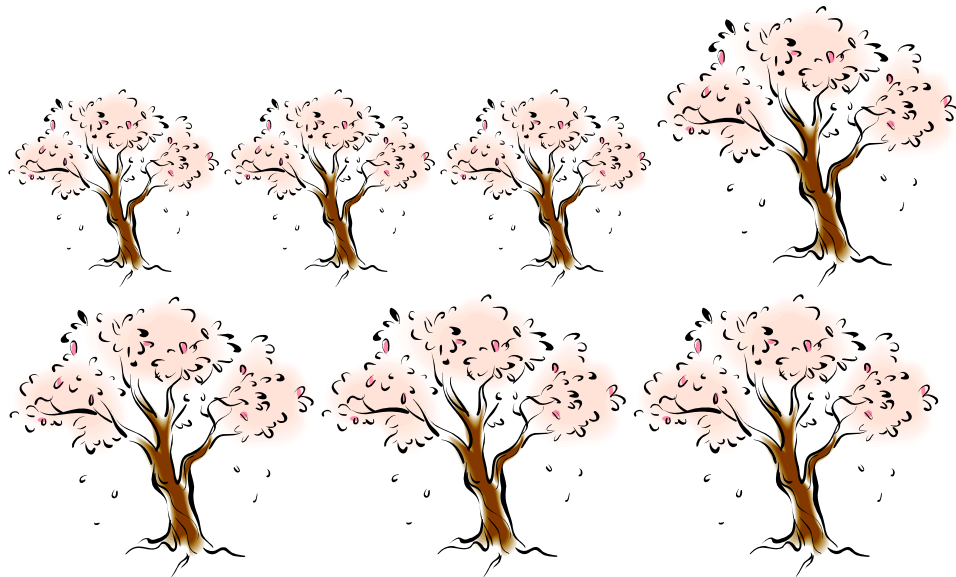
## Amusement parks



## Parks and natural areas



## Trees



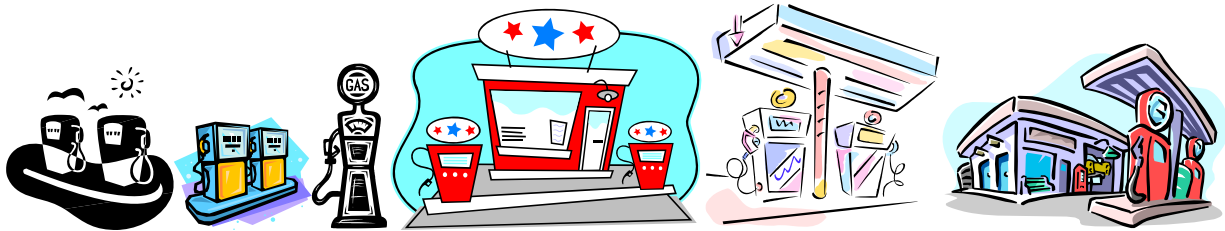
## Wildlife



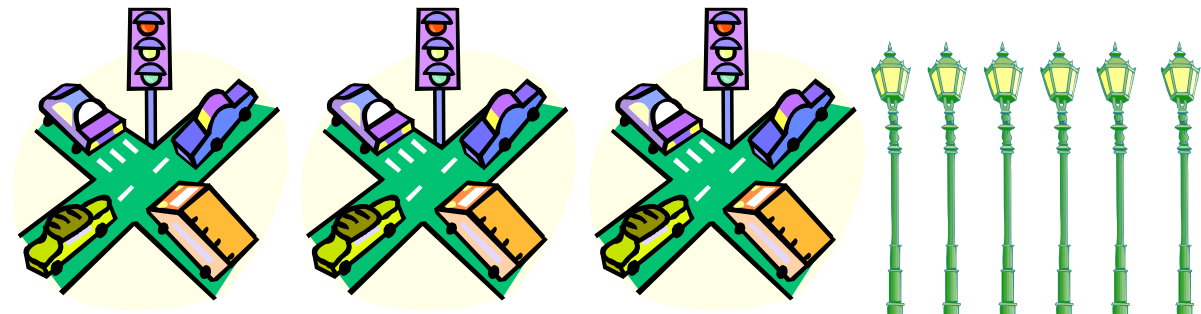
## Restaurants



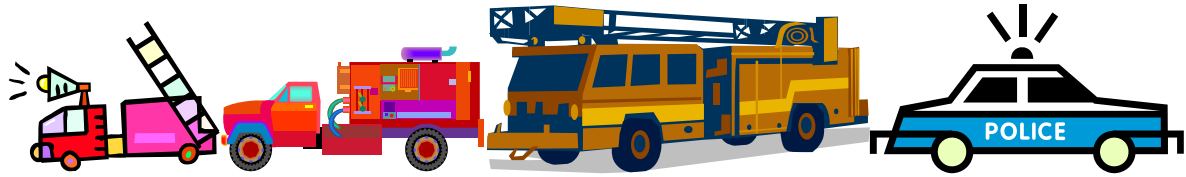
## Gas stations



## Roads



## Police and fire



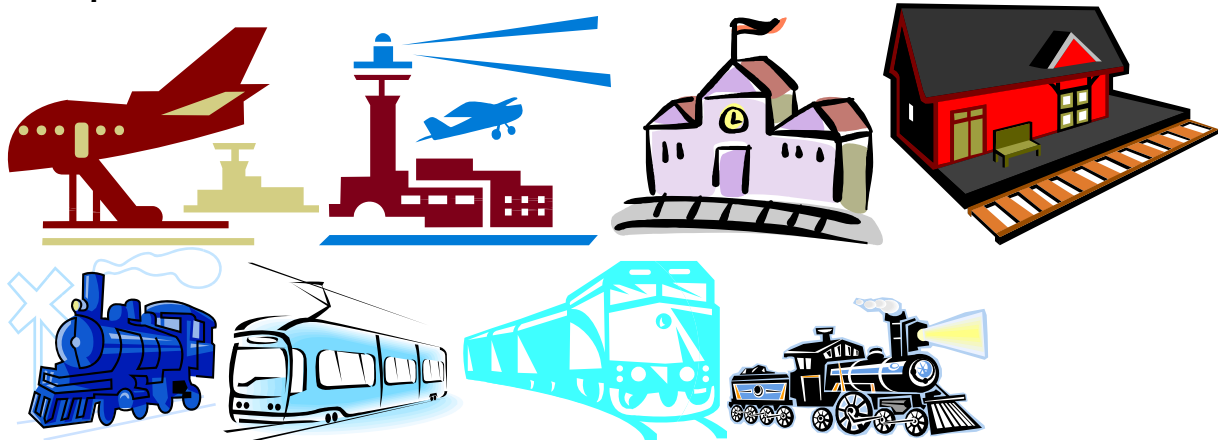
## Post office

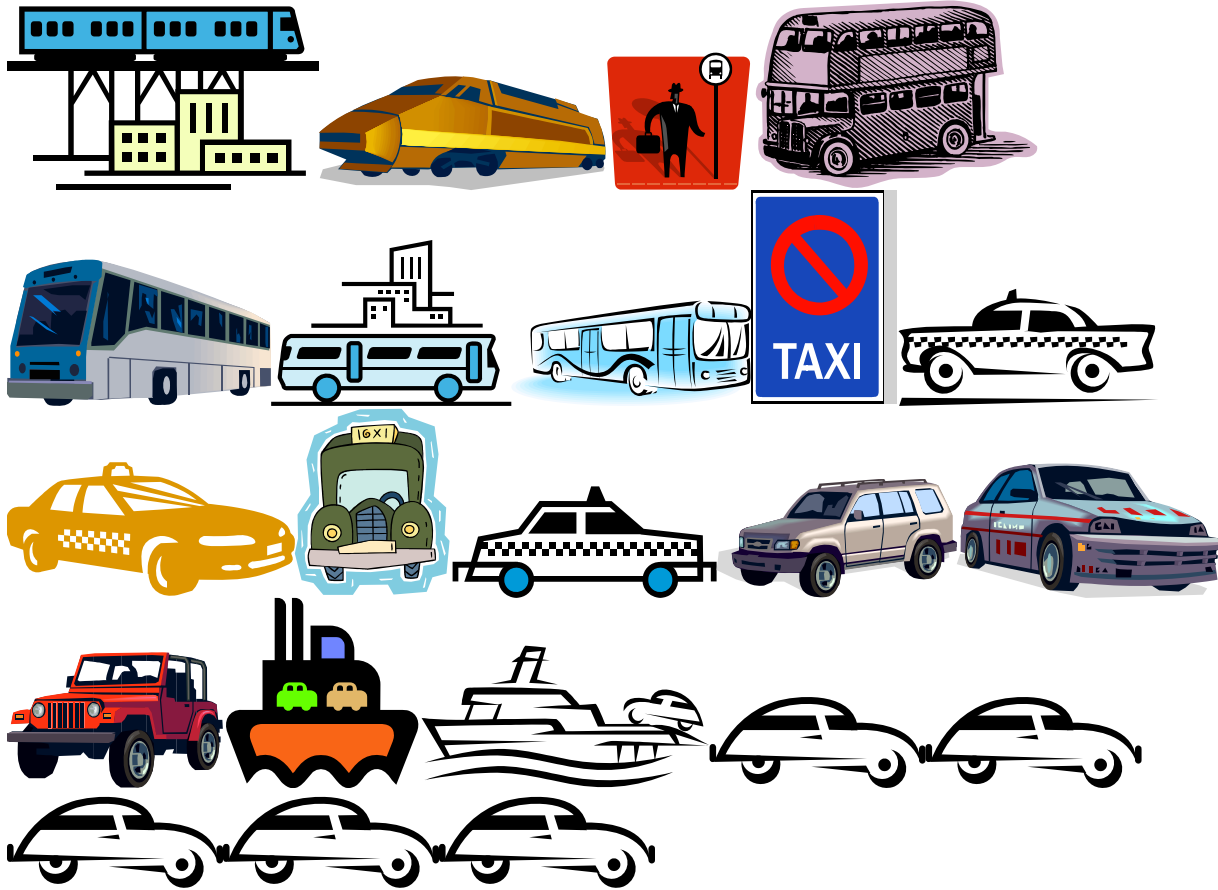


## People



## Transportation





Recreation and sports







## Mission Accomplished– Ideas for Concluding SPY Camp

Here are some fun ways to conclude the SPY Camp programme. Apart from creating ripples, and handing out certificates there are also two fun games to test participants' knowledge acquired throughout the SPY Camp programme. Pick and choose the questions to suite the missions that your SPY agents completed.



### Idea # 1: Ripple Effect

#### Materials:

- Large bowl of water
- Pebbles

#### Learning outcomes:

- Citizenship and commitment
- Reflect on the camp

The lessons learned from SPY Camp can have a ripple effect in your community. After designing and building dream communities, get participants to think about all that they have done over the past three days. What would they like to teach others? What would they like to do to help their community? Have everyone take turns to share with the group what he or she will do to create a ripple effect in the community and then gently toss a pebble into the water to create a ripple and symbolise the growing effect that their actions will make.



Adapted from: *Get Things Going! 50 Asset Building Activities* by Search Institute (2000).



## Idea # 2: SPY Trivia Game Show

### Materials:

- Trivia cards
- Scoreboard
- Whistles or beepers

### Learning outcomes:

- Better recall of concepts learned during SPY Camp

## S.P.Y. Camp Trivia Game Show

**Have campers divide into two teams to face off and answer these questions.**

**What do community planners do?**

**-Plan the future of towns, land use planning, research, and/or zoning.**

**What was the second day of SPY Camp about?**

**-Sustainable development, wildlife, nature investigation**

**Action card:**

**Abort Mission!**

**-Fist on hand**

**In what formats did Detective Dalton send us messages?**

**-Paper and CDs.**

**What are two land uses?**

**-Residential, commercial, institutional, industrial, community**

**Action card:**

**Top Secret!**

**-Shhh sign**

**What animal aliases were we in the games?**

**-Deer, mice, fox**

**What is the name of the town in the play?**

**-Sustainableville**

**Name a place you can go if you are sick.**

**-Local hospital, clinic, pharmacy, etc.**

**What decision was made for Sam Richie's apartment building?**

**-(Depends on the outcome of the play)**

**What was the third day of SPY Camp about?**

**-History, culture, dream communities**

**Respect who?**

**-All agents**

**You have the power to improve what?**

**-Your community**

**What did one of the secret messages say?**

**-(Depends on secret messages made.)**

**What did you have to do to get accepted into SPY Camp?**

**-Finger prints, security check**

**Day 3 of camp was called what?**

**-Operation Dream Community**

**Where was Detective Dalton's package found on the last day?**

**-(Depends on location)**

**Action card:**

**Coast is clear!**

**-Slice air with hands**

**Action card:**

**Double agent alert!**

**-Backs of hands together**

**Day two of camp was called?**

**-Operation Happy Planet**

**How many earths would we need if everyone lived like a Canadian?**

**-Two!**

**Action card:**

**Code cracked!**

**-Thumbs up**

**What was one of the three biggest challenges identified in the interviews?**

**-(Depends on interview results)**

**Who have we been working for?**

**-Detective Dalton**

**Name something we investigated with our SPY scopes.**

**-Nature, trees, flowers, bugs, etc.**

**Give an example of an unsustainable development.**

**-Clear cutting, over fishing, etc.**

**What gets the mission done?**

**-Team work**

**Action card:**

**Target identified!**

**(Hand over eyes like binoculars)**

**Action card:**

**Identity discovered!**

**-Cut finger across neck**

**What does S-P-Y stand for?**

**-Sustainable Planning for Youth**

**What does a land use map show?**

**-Land uses such as residential, commercial, industrial, etc.**

**What is the finger print on the logo for SPY camp?**

**-New Brunswick!**



**Name a place to learn about local history?**

**-Museum, school, grave yard, etc.**

**Name something found in one of the group drawings on day one.**

**-(Depends on drawings)**

**What was the first day of SPY Camp about?**

**-Community planning**

**Finish this phrase:**

**“Ants on a \_\_\_\_.”**

**-Log!**

**Action card:**

**Take cover!**

**-Get down on stomach**

**What is an ecological footprint?**

**-It measures our impact on the planet's resources.**

**What is an environmental step?**

**-A commitment we make to improve the environment.**

**What is sustainable development?**

**-It is development that meets our needs and also the needs of future generations.**

**What three essential things does a wild animal need to survive?**

**-Food, water, shelter, air**

**Name two characters in the play.**

**-Sam Richie, Pat Carpenter, Robin Green, Drew Poisson, etc.**

*[Add your own question here.]*

*[Add your own question here.]*



## Idea # 3: SPY Pictionary

### Materials:

- Pictionary cards
- Markers
- Drawing board
- Timer
- Scoreboard

### Learning outcomes:

- Better recall of concepts learned during SPY Camp

# S.P.Y. Pictionary

Have participants divide into two teams to draw and guess these images about S.P.Y. Camp and their local community.

**Biking**

**Swimming**

**Map of town**

**A fir tree**

**An oak leaf**

**A maple tree**

**A local school**

**A local park**

**A cadian settler**

**Aboriginal person**

**A double agent**

**foxes and mice**

**A deer**

**food, water and shelter**

**Take cover**

**The local Town Hall**

**A SPY**

**The new design for Sam Richie's apartment building**

**A local museum**

**land use map**

**SPY Camp Headquarters**

[Add your own pictiionary item here.]

[Add your own pictiionary item here.]

[Add your own pictiionary item here.]

[Add your own pictiionary item here.]



## Idea # 4: Award SPY Camp Certificates!

Award each participant with a certificate of completion for a job well done!

# S.P.Y. Programme

## Sustainable Planning for Youth

**This certificate is awarded to**

---

**for successfully completing the S.P.Y. Programme**



*Detective Dalton*

---

**Detective Dalton  
SPY Headquarters**



## Idea # 5: Evaluation Forms

Obtaining evaluations is an important step in creating an even more successful, educational and fun experience for the next time you organize SPY Camp.

### **SPY Camp** SPY Agent Evaluation Form

1. What did you like best about SPY?

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2. What did you like least about SPY?

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3. Would you participate in SPY again?

Yes  No

4. What suggestions do you have for another SPY Camp?

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### **SPY Camp** Parent Evaluation Form

1. What did you like best about SPY?

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2. What did you like least about SPY?

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3. Would you have your child participate in the SPY Camp again?

Yes  No

4. What suggestions do you have for another SPY Camp?

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## About the Authors



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**The SPY Camp: Sustainable Planning for Youth offers a rural community planning experience for youth ages 10 to 12. The programme is focused on a spy and detective theme. During a series of exciting, hands-on missions, participants discover interesting facts about their community, land uses, environmental issues, sustainable development, and local heritage through creating maps, conducting surveys, undercover work, and other sneaky spy tactics!**

### **Praise for the SPY Camp:**

**"I liked that we would get Detective Dalton's mail every morning."**

**– SPY Camper**

**"I liked pretty much everything. Hope SPY Camp comes back [to town] next year."**

**– SPY Camper**

**"My favourite part was the adventures."**

**– SPY Camper**

**"It was an amazing opportunity! Thank you!"**

**– Parent**



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