

# EXPEDITION LOST COAST

NOV. 1 - 8, 2014

## DAILY AGENDA

IT'S ABOUT

**INSPIRING – EDUCATING - EMPOWERING –YOUTH**

	INSPIRE	EDUCATE	EMPOWER	LIVE CLASSROOM CONNECTION FROM THE DESERT
	<b>YOUTH AMBASSADOR PHYSICAL CHALLENGE</b>	<b>GLOBAL CHALLENGES IN SUSTAINABLE FUTURES</b>  Daily product includes a text summary of the day, photographs, and video.	<b>FINANCIAL KNOWLEDGE &amp; RESILIENCY</b>	<b>digigone DATES</b>  i2P YOUTH AMBASSADORS INTERACTING (LIVE!) WITH STUDENTS AROUND THE GLOBE!
Pre Expedition  October 31	Travel and Preparation	Activity: Stop at Redwood forest grove. Unique features of this species of tree. Students each estimate the height of a tree with the aid of an inclinometer. Forest ecology discussion.	i2P Classroom Challenges:  <b>1. <i>Generations Interview: "Looking back to when you were a child, how did your family help shape your view of money now"</i></b>	

<p>Nov. 1 Day 1</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Youth Ambassador Preparation</p> <p>Activity: Salmon habitat viewing excursions for the Ed team. Measure stream velocity, volume, temperature, turbidity and fauna. (YA will get wet!)</p> <p>Product: Introduction - Overview of the education theme for the Lost Coast Expedition, land-sea interactions as witnessed through terrestrial and marine ecologies. Introduction to factors in climate and global warming.</p>	<p>Youth Ambassadors</p> <p><b>Debate:</b></p> <p><b>"Is resiliency important in managing your financial future?"</b></p> <p>see video and activities under Financial Literacy tab on website</p>	<p><i>update: will a call happen this day and what time?</i></p>
-------------------------	---	---	---	--

<p>Nov. 2 Day 2</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Module 1</p> <p>Activity: Observations of kelp in the ocean and along the shore. Observe kelp ecosystems in a variety of locations. Kelp taste testing!</p> <p>Youth Ambassadors learn of the ecological role of kelp forests. YA compare and contrast terrestrial and marine forests. YA activity includes measuring length of kelp washed ashore, life forms on drifting kelp, life forms proximal to kelp on the beach, estimation of the sea-floor coverage of kelp as a function of seashore topography.</p> <p>Also, tide pool observations and measurements, and marine organism observations when opportunities present themselves. Youth Ambassadors observe wildlife along the entire coast, place the organisms observed in the system, assess the extent of organisms not observed. YA activity includes performing life accounting assessment in tide-pools as a function of surface area, volume, and time.</p> <p>Product: Redwood Forest Ecology</p>	<p>Youth Ambassadors</p> <p><b>Overcoming barriers when saving.</b></p> <p><u>Objective:</u></p> <p>To understand that the hurdles we encounter in life and how we overcome them are no different than how we deal with obstacles in saving.</p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Easy, fun activity Classrooms can follow</li> <li>• see video and activities under Financial Literacy tab on website</li> </ul>	<p><i>update: will a call happen this day and what time?</i></p>
-------------------------	---	---	--	--

<p>NOV. 3 Day 3</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Module 2</p> <p>Activity: Observations of kelp in the ocean and along the shore. Observe kelp ecosystems in a variety of locations. Kelp taste testing! Also, tide pool observations and measurements, and marine organism observations. YA compare kelp versus redwood forest ecology.</p> <p>Continue with tide pool observations and measurements, and marine organism observations when opportunities present themselves. Youth Ambassadors observe wildlife along the entire coast, place the organisms observed in the system, assess the extent of organisms not observed. YA activity includes performing life accounting assessment in tide-pools as a function of surface area, volume, and time.</p> <p>Product: Salmon</p>	<p>Youth Ambassadors</p> <p><b>Resiliency Reflections + Real Moments®</b></p>	<p><i>update: will a call happen this day and what time?</i></p>
<p>NOV. 4 Day 4</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Module 3</p> <p>Activity: Finish marine ecology related observations and experiments whilst on beach. Observe types of birds visiting the beach.</p> <p>Product: Kelp Forests</p>	<p>Youth Ambassadors</p> <p><b>Resiliency Reflections + Real Moments®</b></p>	

<p>Nov. 5 Day 5</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Module 4</p> <p>Activity: YA are introduced to factors in planetary climate, and are asked to begin to frame their observations against a body of scientific data regarding climate change versus global warming. Maybe a tent discussion with YA.</p> <p>Product: Marine Ecology</p>	<p>Youth Ambassadors</p> <p><b>Resiliency Reflections + Real Moments®</b></p>	
<p>Nov. 6 Day 6</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Module 5</p> <p>Activity: Youth Ambassadors will be introduced to the major factors in this planet's climate. YA will observe the weather over the entire expedition during along the Lost Coast, and place this in the context of global warming. YA activity will observe ocean-water density effects, and learn how ocean-water density factors into planetary climate. The key learning concept will be that the YA visualize the factors in planetary climate and begin to place these in context to global warming.</p> <p>Product: Planetary climate and global warming.</p>	<p><b>The Enterprise Challenge.</b></p> <p>Objective: To about the differences between social enterprises, for-profit and non-profit organizations.</p> <p>To plan and pitch an idea.</p> <ul style="list-style-type: none"> <li>• Video</li> <li>• Easy, fun activity Classrooms can follow</li> <li>• see video and activities under Financial Literacy tab on website</li> </ul>	<p><i>update: will a call happen this day and what time?</i></p>

<p>Nov. 7 Day 7</p>	<p><i>insert start location to insert end location</i></p> <p>xxKM/xx miles</p> <p><i>describe terrain and local community for students following Ambassadors in classrooms</i></p>	<p>Module 6</p> <p>Expedition Reflections.</p> <p>Youth Ambassadors will review their observations from the week, and outline their behavioral changes as a result of their experiences within the educational curriculum and the expedition as a whole.</p> <p>Product: Education reflections.</p>		<p><i>update: will a call happen this day and what time?</i></p>
-------------------------	---	---	--	--

The **mission** of impossible2Possible (i2P) is to encourage youth to reach beyond their perceived limits, and to use adventure as a medium to educate, inspire and empower our global community to make positive change in the world.

The **vision** of impossible2Possible (i2P) is to use adventure to cultivate a generation of leaders, whose direct experiences and education will prepare them to lead social and environmental action all across the world.

All Expedition expenses are covered for Youth Ambassadors participating and all i2P Experiential Learning Programs are delivered **free of charge to schools and students around the globe.**

-----





