

Kentville PLAYS KIT



Youth Kit #3
12 -15



Kit Overview

This week's kit offers some brand new activities for you to explore! We also recognize you may be running out of room in your duotang, so we've included a binder for you to keep your kit guides safe when you want to use them again.

Journaling	3
Feelings Wheel	4
Emotional Check-in	5
Blind Self Portraits.....	6
Bird Feeder	8
Fitness	9
Fitdeck.....	10
Music – The Recorder	12
Setting up	13
How to read a fingering chart	15
Fingering Chart	16
Rhythm.....	17
Songs to Practice	21
Chess.....	27
Sudoku.....	37
Recreation for Life	43
Interest Inventory	44
We Need Your Feedback!	48

This week's kit includes:

Paint
Bird seed
Recorder
Twine
Postcard
Stamp
Paint palette
Glue
Sketch book

All of the items throughout your kits have been purchased for \$4.00 or less, with the majority of them being under \$2.00. Even when you have used up all of your items, look at your budget and checkout your local discount stores to keep exploring your recreational interests. We hope these kits have brought some joy and meaning to your lives during these times. Keep having fun, and play on!

Yours in Recreation,
The Kentville Parks & Rec Team





Journaling

Keep using your journal to explore your favorite activities and your thoughts on them. Along with some more general journal prompts, we've also included a goal setting activity to get you thinking about activities you can or might like to pursue.

This kit also provides you with a sketch book for your more artistic journaling and creative endeavors. Feel free to log and write in one, draw and glue in the other, or mix and match.

The next few pages offer some art-based mindfulness activities for you to reflect on and add to your journal or sketch book. Here are some more prompts to write down and keep exploring yourself with!

- ***What is your favorite way to spend the day?***
- ***What is your daily routine?***
- ***What are your favorite things to wear? Why? How do you feel when you wear them?***
- ***What would your perfect day entail?***
- ***What's on your mind?***
- ***Describe a time when someone was unexpectedly kind to you.***
- ***Describe a random act of kindness you did for someone else.***
- ***How have you learned from your biggest mistakes?***
- ***What matters most in life?***
- ***What is the best advice you ever received?***
- ***What do you love most about life?***

For each of the boxes below, write an associated activity down in your journal!

An activity I like to do alone	An activity I like to do with others	An activity I like indoors
An activity I can do in the winter	An activity I know I'm good at	An activity I like that's physically active
An activity I like outdoors	An activity I'd like to do but have never tried before	An activity I like to do to relax
Try and make time for at least one of these things in the next 7 days!		

This week, your kit includes a stamped postcard for you to mail to someone you miss! They can be from your neighbourhood, or from another province.

Since your postcards are pre-stamped, once your done you can drop it in the nearest mailbox. It's a more personal way to reach out to those you care about, and it's fun getting mail!

This circular diagram illustrates 100 emotions, organized into five main categories, each represented by a different color. The emotions are arranged in concentric rings, with the main category in the center and specific emotions in the outer rings.

- Happy (Yellow):**
 - Content, Proud, Accepted, Powerful, Peaceful, Trusting, Optimistic, Loving, Thankful, Sensitive, Intimate, Hopeful, Inspired, Creative, Courageous, Valued, Respected, Confident, Successful, Inquisitive, Curious, Joyful, Free, Cheeky, Aroused, Energetic, Eager, Awe, Astonished, Perplexed, Disillusioned, Shocked, Unfocused, Sleepy, Out of control, Overwhelmed, Rushed, Pressured, Apathetic, Indifferent, Helpless, Frightened, Overwhelmed, Worried, Inadequate, Inferior, Worthless, Insignificant, Excluded, Persecuted, Nervous, Exposed, Betrayed, Resentful, Disrespected, Ridiculed, Indignant, Violated, Furious, Jealous, Provoked, Hostile, Infuriated, Annoyed, Withdrawn, Numb, Skeptical, Dismissive, Judgmental, Embarrassed, Appalled, Revolted, Nauseated, Detestable, Horrified, Hesitant, Embarrassed, Disappointed, Inferior, Empty, Remorseful, Ashamed, Powerless, Grief, Fragile, Victimized, Abandoned, Isolated.
- Sad (Blue):**
 - Lonely, Vulnerable, Despair, Guilty, Depressed, Hurt, Repelled, Awful, Disappointed, Disapproving, Critical, Distant, Frustrated, Aggressive, Mad, Bitter, Humiliated, Let down, Rejected, Weak, Insecure, Anxious, Scared, Bored, Busy, Stressed, Tired, Confused, Amazed, Excited, Playful, Interested, Proud, Accepted, Powerful, Peaceful, Trusting, Optimistic, Loving, Thankful, Sensitive, Intimate, Hopeful, Inspired, Creative, Courageous, Valued, Respected, Confident, Successful, Inquisitive, Curious, Joyful, Free, Cheeky, Aroused, Energetic, Eager, Awe, Astonished, Perplexed, Disillusioned, Shocked, Unfocused, Sleepy, Out of control, Overwhelmed, Rushed, Pressured, Apathetic, Indifferent, Helpless, Frightened, Overwhelmed, Worried, Inadequate, Inferior, Worthless, Insignificant, Excluded, Persecuted, Nervous, Exposed, Betrayed, Resentful, Disrespected, Ridiculed, Indignant, Violated, Furious, Jealous, Provoked, Hostile, Infuriated, Annoyed, Withdrawn, Numb, Skeptical, Dismissive, Judgmental, Embarrassed, Appalled, Revolted, Nauseated, Detestable, Horrified, Hesitant, Embarrassed, Disappointed, Inferior, Empty, Remorseful, Ashamed, Powerless, Grief, Fragile, Victimized, Abandoned, Isolated.
- Angry (Red):**
 - Lonely, Vulnerable, Despair, Guilty, Depressed, Hurt, Repelled, Awful, Disappointed, Disapproving, Critical, Distant, Frustrated, Aggressive, Mad, Bitter, Humiliated, Let down, Rejected, Weak, Insecure, Anxious, Scared, Bored, Busy, Stressed, Tired, Confused, Amazed, Excited, Playful, Interested, Proud, Accepted, Powerful, Peaceful, Trusting, Optimistic, Loving, Thankful, Sensitive, Intimate, Hopeful, Inspired, Creative, Courageous, Valued, Respected, Confident, Successful, Inquisitive, Curious, Joyful, Free, Cheeky, Aroused, Energetic, Eager, Awe, Astonished, Perplexed, Disillusioned, Shocked, Unfocused, Sleepy, Out of control, Overwhelmed, Rushed, Pressured, Apathetic, Indifferent, Helpless, Frightened, Overwhelmed, Worried, Inadequate, Inferior, Worthless, Insignificant, Excluded, Persecuted, Nervous, Exposed, Betrayed, Resentful, Disrespected, Ridiculed, Indignant, Violated, Furious, Jealous, Provoked, Hostile, Infuriated, Annoyed, Withdrawn, Numb, Skeptical, Dismissive, Judgmental, Embarrassed, Appalled, Revolted, Nauseated, Detestable, Horrified, Hesitant, Embarrassed, Disappointed, Inferior, Empty, Remorseful, Ashamed, Powerless, Grief, Fragile, Victimized, Abandoned, Isolated.
- Fearful (Orange):**
 - Lonely, Vulnerable, Despair, Guilty, Depressed, Hurt, Repelled, Awful, Disappointed, Disapproving, Critical, Distant, Frustrated, Aggressive, Mad, Bitter, Humiliated, Let down, Rejected, Weak, Insecure, Anxious, Scared, Bored, Busy, Stressed, Tired, Confused, Amazed, Excited, Playful, Interested, Proud, Accepted, Powerful, Peaceful, Trusting, Optimistic, Loving, Thankful, Sensitive, Intimate, Hopeful, Inspired, Creative, Courageous, Valued, Respected, Confident, Successful, Inquisitive, Curious, Joyful, Free, Cheeky, Aroused, Energetic, Eager, Awe, Astonished, Perplexed, Disillusioned, Shocked, Unfocused, Sleepy, Out of control, Overwhelmed, Rushed, Pressured, Apathetic, Indifferent, Helpless, Frightened, Overwhelmed, Worried, Inadequate, Inferior, Worthless, Insignificant, Excluded, Persecuted, Nervous, Exposed, Betrayed, Resentful, Disrespected, Ridiculed, Indignant, Violated, Furious, Jealous, Provoked, Hostile, Infuriated, Annoyed, Withdrawn, Numb, Skeptical, Dismissive, Judgmental, Embarrassed, Appalled, Revolted, Nauseated, Detestable, Horrified, Hesitant, Embarrassed, Disappointed, Inferior, Empty, Remorseful, Ashamed, Powerless, Grief, Fragile, Victimized, Abandoned, Isolated.
- Surprised (Purple):**
 - Lonely, Vulnerable, Despair, Guilty, Depressed, Hurt, Repelled, Awful, Disappointed, Disapproving, Critical, Distant, Frustrated, Aggressive, Mad, Bitter, Humiliated, Let down, Rejected, Weak, Insecure, Anxious, Scared, Bored, Busy, Stressed, Tired, Confused, Amazed, Excited, Playful, Interested, Proud, Accepted, Powerful, Peaceful, Trusting, Optimistic, Loving, Thankful, Sensitive, Intimate, Hopeful, Inspired, Creative, Courageous, Valued, Respected, Confident, Successful, Inquisitive, Curious, Joyful, Free, Cheeky, Aroused, Energetic, Eager, Awe, Astonished, Perplexed, Disillusioned, Shocked, Unfocused, Sleepy, Out of control, Overwhelmed, Rushed, Pressured, Apathetic, Indifferent, Helpless, Frightened, Overwhelmed, Worried, Inadequate, Inferior, Worthless, Insignificant, Excluded, Persecuted, Nervous, Exposed, Betrayed, Resentful, Disrespected, Ridiculed, Indignant, Violated, Furious, Jealous, Provoked, Hostile, Infuriated, Annoyed, Withdrawn, Numb, Skeptical, Dismissive, Judgmental, Embarrassed, Appalled, Revolted, Nauseated, Detestable, Horrified, Hesitant, Embarrassed, Disappointed, Inferior, Empty, Remorseful, Ashamed, Powerless, Grief, Fragile, Victimized, Abandoned, Isolated.

EMOTIONAL CHECK-IN: ART THERAPY EXERCISE



Description

This is a simple and accessible Art Therapy exercise used to check in with your emotional experience. No artistic skill is required.

When to create

This exercise can be used anytime you want to slow down and self-reflect. It could easily be added to an established evening unwinding/check-in routine or used to enhance your regular journaling practice. It can also be used to monitor your emotional responses immediately after a specific event, experience, or practice.

Materials

- A writing utensil
- Several different colors of a material of your choice
- A blank sheet of paper/journal page

Before you begin

Identify the time period or experience you would like to emotionally reflect on.

Process

1. Write a list of all of the emotions that you experienced during the period you want to reflect on

Take a few deep breaths and move your focus inward. Tune into your emotional experience. We often only acknowledge the same few emotions, so try to get specific and list as many different emotions as you can. Use the feeling wheel on the previous page to help identify your emotions!

2. Select a different color to represent each emotion

Create a legend. You might put a box beside each emotion and color it in with the corresponding color.

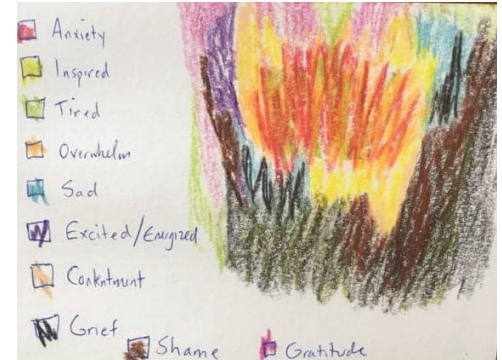
3. Use the rest of the page to explore each color/emotion

Move through your list of emotions and represent them through color on your page. Reflect on how present each emotion has been, the more frequently you have experienced an emotion the more space it will take up on the page. Sometimes we experience more than one emotion at the same time, these colors can overlap on the page.

4. Image Reflection

Sit back and look at your image:

- What stands out to you about the image?
- Which color is taking up the most space?
 - o Do you need to give yourself the space to work through or process this emotion?
 - If yes, what can you do to carve out the space for processing?
- Are there colors overlapping on the page?
 - o What is the relationship between these two emotions?
- Are there any emotions depicted that you would like to feel more often?
 - o If yes, identify what was going on in your life when you felt these emotions.
 - Are you able to increase the frequency of the experiences that elicit these emotions?



This activity is brought to you by Halifax Art Therapy.

Halifax Art Therapy offers a person-centered, strengths-based approach that empowers clients to recognize, activate, and build on their tools for achieving and maintaining mental and emotional well-being.

Visit HalifaxArtTherapy.com for more information.

Self-Portraits Drawn with Eyes Closed



Description

Creating a self-portrait is a powerful way to honour and witness your experience. Designed as a quick and accessible reflection tool, this technique helps you consider new perspectives about your day. By drawing with your eyes closed, you deepen your ability to focus on internal sensations while also limiting your ability to control your image. This combination increases the likelihood of revealing unconscious material which helps you learn something new about yourself.

Trigger warning: our Inner Critic can show up when we create an image of our self. If your Critic shows up, be gentle with yourself, but also remember this may be important information for you to explore.

This technique has 4 steps:

1) image creation; 2) state of mind reflection; 3) image reflection; 4) filling the vessel

Purpose

- enhance self-awareness
- reveal trends in your experience
- normalize variations in emotional experience
- self-care

When to create

Create a self-portrait at the end of your day. Be consistent. Best results come from creating a series of portraits over the course of a few weeks. Reflecting on the series as a whole reveals trends in your experience that you may not have noticed when reflecting only on individual portraits.

Materials

- Required: pen & paper (either loose leaf or journal)
- Optional: paint, pastel, markers, pencil crayon, collage... (any material you feel like exploring)



5 - 30 minutes



no artistic skill required

General Creativity
Personal Development
Revealing the Unconscious

Countertransference

6
Psychosomatic Work



Process

1) Image creation - portrait outline drawn with eyes closed

- begin by centering your pen on the page and close your eyes
- imagine looking in the mirror and seeing your reflection with a neutral expression
- avoid the temptation to insert emotion into your drawing
- move your attention slowly over your facial features, drawing each feature as you focus on it
- before opening your eyes, draw a vessel or shape to represent your body
- once your portrait is complete, cover your image and set it aside before opening your eyes

2) State of mind reflection

Immediately following the creation of your self-portrait, and before looking at your image, write down whatever you're most aware of in this moment, including emotions, sensations, thoughts and preoccupations. This will help you document key factors of your experience and will serve as an important source of information in revealing trends in your experience.

3) Image reflection

I recommend you wait at least an hour before revealing your self-portrait and reflecting on the image. This will help you distance yourself from any overwhelming or conscious experiences and will allow you to reflect more clearly on the image. When you reveal your portrait, follow these points of reflection:

- note your immediate reaction to seeing your portrait, describe this reaction
- what facial/emotional expression do you interpret from your image?
- does this drawn emotion align with how you were feeling when you drew your image?
 - if yes, what is it like to see your known self reflected back to you?
 - if no, zoom out and consider where this different emotion could be coming from
- notice the alignment of your portrait, are elements where they should be? Did you forget anything?

4) Filling the vessel - optional

- This is your space to consciously enhance your self-portrait. Fill the vessel with imagery and/or colours that feel relevant to you at this moment. Use any creative materials you want.

Additional notes for consideration

*** A note on dealing with difficult images:** Sometimes seeing an imperfect image of ourselves can trigger overwhelming feelings. Be gentle with yourself and remember you created this image with your eyes closed. Often the images we react most strongly to are the ones that can teach us the most. It is worth paying attention to your reactions, especially when they are uncomfortable. If you find this experience troubling, pause and take some distance from your portrait. Come back to it at a later time.

Bird Feeder

Make a home bird feeder to invite local birds (and potentially squirrels) to your yard! This is a fun way to get outside and connect with nature.

Materials

- Pinecones
- Peanut butter, honey, syrup – Anything you have in your cupboard!
- Twine
- Bird seed



Instructions

1. First thing's first – get outside and hunt for pinecones! Look for ones that will be easy to spread your peanut butter, honey or syrup on.
2. Cut a length of twine for each pinecone. The twine should be long enough to tie around the top of a pinecone and then hang from a tree branch (12-20")
3. Tie the twine around the very top part of the pinecone. NOTE: Do this first because doing it last (after the pinecones are covered in peanut butter) would be super messy.
4. Using a small spatula or butter knife, spread peanut butter over the pinecone. NOTE: A little goes a long way, so you don't need a lot and the less you use the less mess to clean up afterwards!
5. Pour some birdseed into a bowl wide enough for the pinecone. Roll the pinecone in the birdseed. You can also sprinkle birdseed directly onto the pinecone to make sure it is well covered.
6. Pick a spot and hang them up! Preferably in a place where you can watch the birds enjoy their treat.
7. Enjoy the view! Try and capture pictures of the birds that come by your feeder. Paint or color them in your journal to keep track.





Fitness

Let's get moving! Take out your journal. Take a look at your fitness goals over the past few weeks. Did you meet your objectives? Was it a little too hard? Maybe it was too easy! Before you get started on your goals for this week, reflect on what you think went well and what you can keep improving on. Here are a few questions you can try and answer in your journal:

Take a look at your goals from kit 1. Did you make any changes for kit 2? Take a look ahead at the activities in this kit, as well as the exercises from kit 1 and 2. Revisit page 10 of your first booklet and make some new goals for yourself. You can set short-term, weekly goals, as well as longer term ones you hope to achieve with more time and persistence. Keep journaling! Log your progress!

Here's a list of all the activities that got you moving in some way or another throughout your kits. Surprised at a few of them? Write down each activity and exercise involved and what you liked and didn't like about doing each one.

Running
Yoga
Fitdeck
Skipping
Frisbee
Twister
Hopscotch
Paint your path
Erase your trace

Even in your zen garden, bird feeder and pottery activities, you got outside to collect your items. This goes to show how much more active we can be in our daily lives, even when we're more interested in artistic activities. It *also* shows us that we can still be active without being someone that's necessarily interested in sports or working out all the time. Take a look at the questions below and write down your answers in your journal. Think about how you most enjoy being active and moving your body.

What has been your favorite physical activity so far?

What's been your favorite exercise specifically?

What's an exercise you absolutely hate?

Why don't you like it?

Do you enjoy working out for the sake of working out?

Do you prefer to get exercise while being focused on a task or goal (ex. playing soccer, collecting things outdoors, etc.), rather than the exercise itself?

Moving Forward

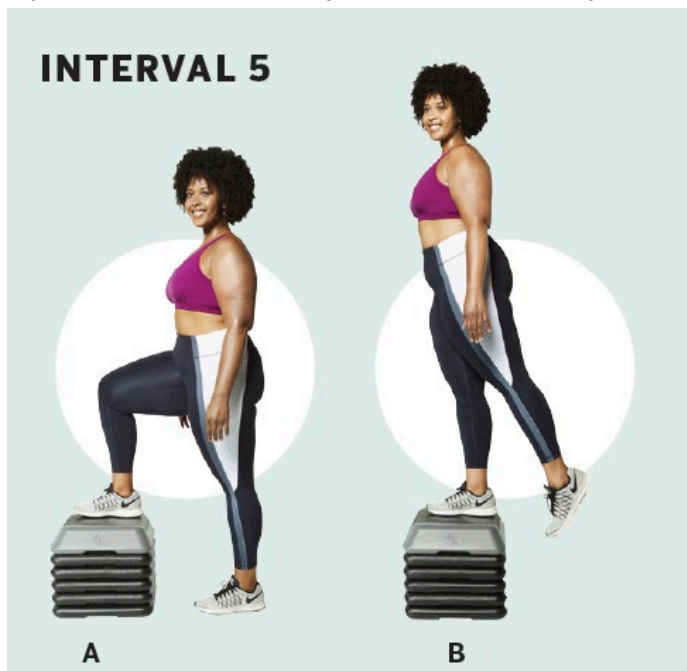
Try and incorporate the self portrait activity on the previous page into your fitness logs. Throughout your fitness journey, and life in general, your body will morph and change. Regardless of your goals, however big or small they may be, be kind to yourself. Even if you want to make big changes, the only way you'll be able to achieve them is by *using your body!* Everytime you look in the mirror or go for a run and see progress, it's your body that has let you make that progress, even when it's your body that you're trying to change!

Fitdeck

Here is your final fitdeck exercise guide! Keep revisiting your goals, add exercises you learn along the way, and keep incorporating other activities from previous kits like your frisbee, skipping rope, yoga routine and running program to build a well-rounded active lifestyle! Have fun and get moving!

Step ups are a great exercise to work your lower body. They're also a motion that you'll practice in daily life, so they'll keep you in top shape for the stairs at school!

1. Find a stable box, step or park bench for your exercise. Something that won't wobble or fall through
2. With your hands at your sides and feet pointed straight ahead about hip distance apart, simply "step-up" onto the box with the right foot.
3. Keep the right heel planted on the platform. Lift your body up onto the platform, by tightening your glutes and your abdominal muscles.
4. End by placing the left foot next to the right foot on the box. Keep your posture erect and do not let your knee go past your ankle when elevating yourself up onto the box.
5. Step down with the right foot and follow with the left back to the starting position.



V-Sits work *all* of your abdominal muscles and then some! They're excellent for exercising your back and upper leg muscles, and also test your balance.

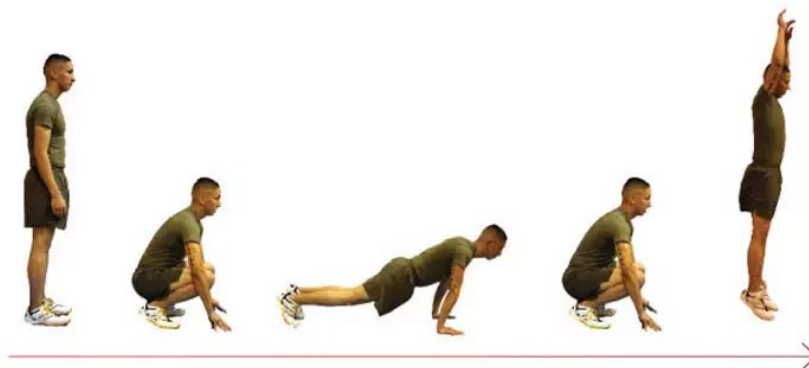
1. Start in a seated position with your knees bent and feet *off* the floor. Your chest should be open and lifted.
2. With your arms by your sides, slowly unfold from your seated v as you lower your torso and legs toward the floor. Stop when your legs are just above the floor. Hold for a moment. Be sure to keep your head and shoulders lifted and your lower back pressed into the ground.
3. With your core tight and tucked, use your abs to return to the starting position.
4. Repeat, keeping your abs engaged instead of relying on gravity; if it gets too hard, then keep your knees bent as you lower down!



Burpees are feared by many, but your body will thank you later! Burpees keep you on your toes, raising and lowering your heartrate throughout the exercise. They're a full body, aerobic workout!

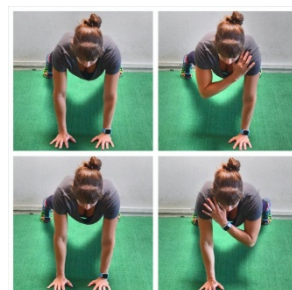
1. Stand with your feet shoulder-width apart, weight in your heels, and your arms at your sides.
2. Push your hips back, bend your knees, and lower your body into a squat.
3. Place your hands on the floor directly in front of, and just inside, your feet. Shift your weight onto your hands.
4. Jump your feet back to softly land on the balls of your feet in a plank position. Your body should form a straight line from your head to heels. Be careful not to let your back sag or your butt stick up in the air, as both can keep you from effectively working your core.
5. Jump your feet back so that they land just outside of your hands.
6. Reach your arms over head and explosively jump up into the air!
7. Land and immediately lower back into a squat for your next rep.

Form tip: Avoid "snaking" the body off the ground by lifting the chest first and leaving the hips on the ground when raising body back up off the floor.



Planking – Shoulder Taps in combination with a plank (your starting push up position from kit 1), work your core, arms and all the little muscles in between.

1. Set up in a high plank position from your hands and toes or hands and knees based on where you're at.
2. Place your hands under your shoulders and closer together while your feet or knees should be wider apart to provide a more stable base.
3. Bring your feet or knees together as the move becomes easier to make it harder on your core to stabilize.
4. By having your hands closer together and more centered under your chest, you will also provide yourself with a more stable base. It is very important that you remain stable with this move or you can stress your shoulder. Then, bracing your abs and engaging your glutes so that your body is in a nice straight line, lift one hand up off the ground, moving it slowly to touch the opposite shoulder. Keep your hips square to the ground and do not rotate as you lift your hand to touch your shoulder.
5. Make sure you don't let your butt go up in the air or your hips sag toward the ground. Touch your opposite shoulder then slowly place your hand back down on the ground. You want to move at a very controlled pace. Lift the other hand and tap your other shoulder. Do not rotate as you lift. Try to keep your body still and simply lift the hand to touch the opposite shoulder.



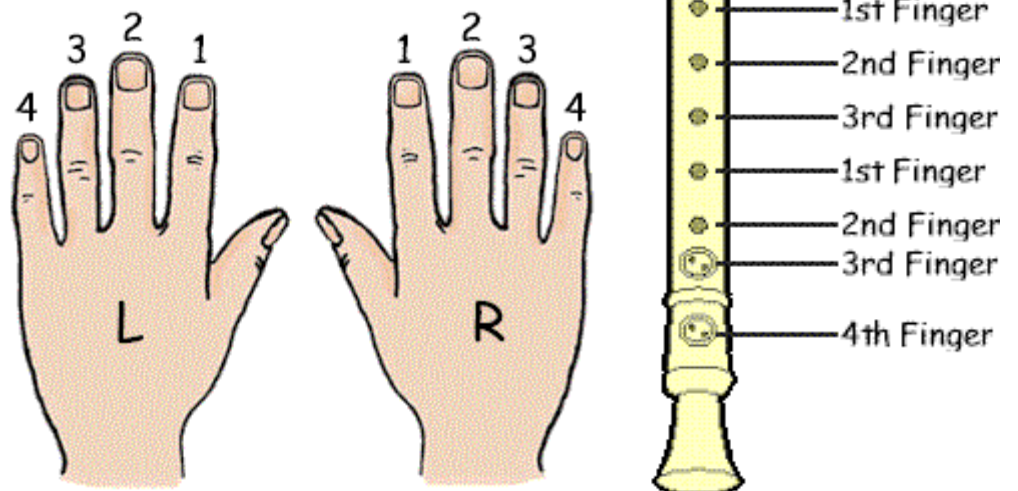
Music – The Recorder



A recorder is an awesome starter instrument for beginners. It's never too late to start learning an instrument. Even if you don't like the recorder itself, learning to play can teach you the basic fundamentals of reading music, so that you can go on to learn more complicated instruments like guitar, piano, saxophone, and lots of others! Whatever your musical aspirations, test out your new instrument! Your recorder comes with a fingering chart, and some instructions on how to hold it properly, but we've also retrieved some more thorough instructions from squeakysrecorderplayhouse.com that will help you learn.

Fingering

The recorder has 7 holes down the front, and one hole in the back. Each finger on your hand is assigned a specific hole to cover. Your left thumb will cover the hole on the back of your recorder.





Setting up

First, you must remember the "Golden Rule" of recorder playing:

Left Hand on Top

It doesn't matter which hand you write with, or how awkward it may feel, you must always place your left hand on top.

When you place your fingers over the holes, you must create a flat, tight seal. Try to avoid curving your fingers under. Instead, imagine you are being finger-printed. The tips of your fingers should reach, and possibly hang over, the side of your recorder.

Blowing

Place the tip of the recorder into your mouth. Remember, you are going to play the recorder, not eat it, so make sure that your teeth are not touching the mouthpiece. If your teeth are touching the mouthpiece, you have the recorder too far into your mouth. Move the recorder outward until only your lips are around the mouthpiece.

Finally, you must blow GENTLY! The recorder is a small woodwind instrument, not a big, loud tuba. Blowing too hard will warp the sound and be unpleasant for you and those around you.

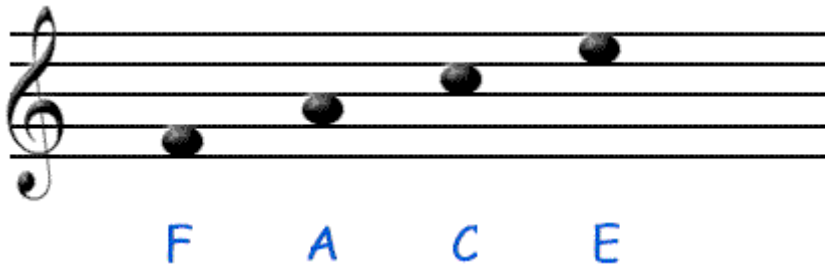
Tonguing

To produce a clear sound, you must learn to use your tongue to separate each note. The tip of your tongue should gently touch the back of your upper teeth at the point where the gum-line meets your front teeth. It is the same process as you use when you say the word "Du". You may find it easiest to practice saying "Du, du, du" until you gain a feel for the concept and can produce the same action with only air (no sound).

Reading Notes

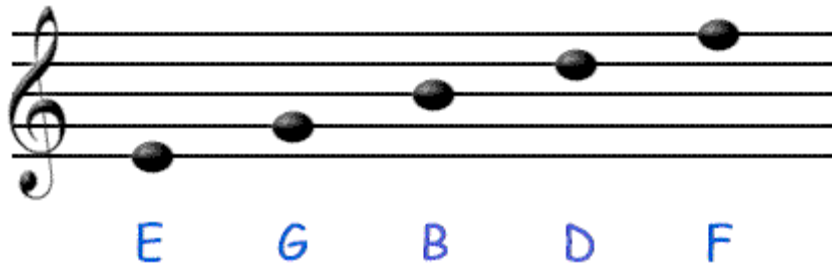
Reading the notes in a song can be very challenging at first! Luckily there are a few ways to make it easier. When playing the recorder, we read notes that are written on the treble clef staff. Each staff has five lines and four spaces. Every line and space have a specific letter name.

When learning the names of the space notes, we use the word "FACE".

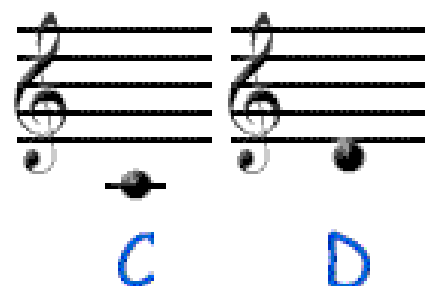
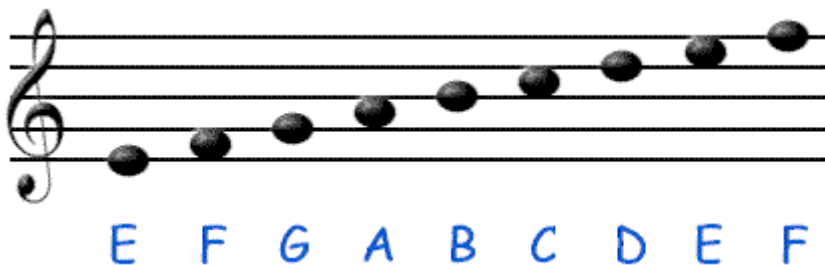


When learning the names of the lines, we use the first letter from each word in the sentence "Every Good Boy Deserves Fudge." You may have heard other words used, that's ok! The words are just place holders to help you remember your note names.

When we put the lines and spaces together, the notes move upward in alphabetical order.

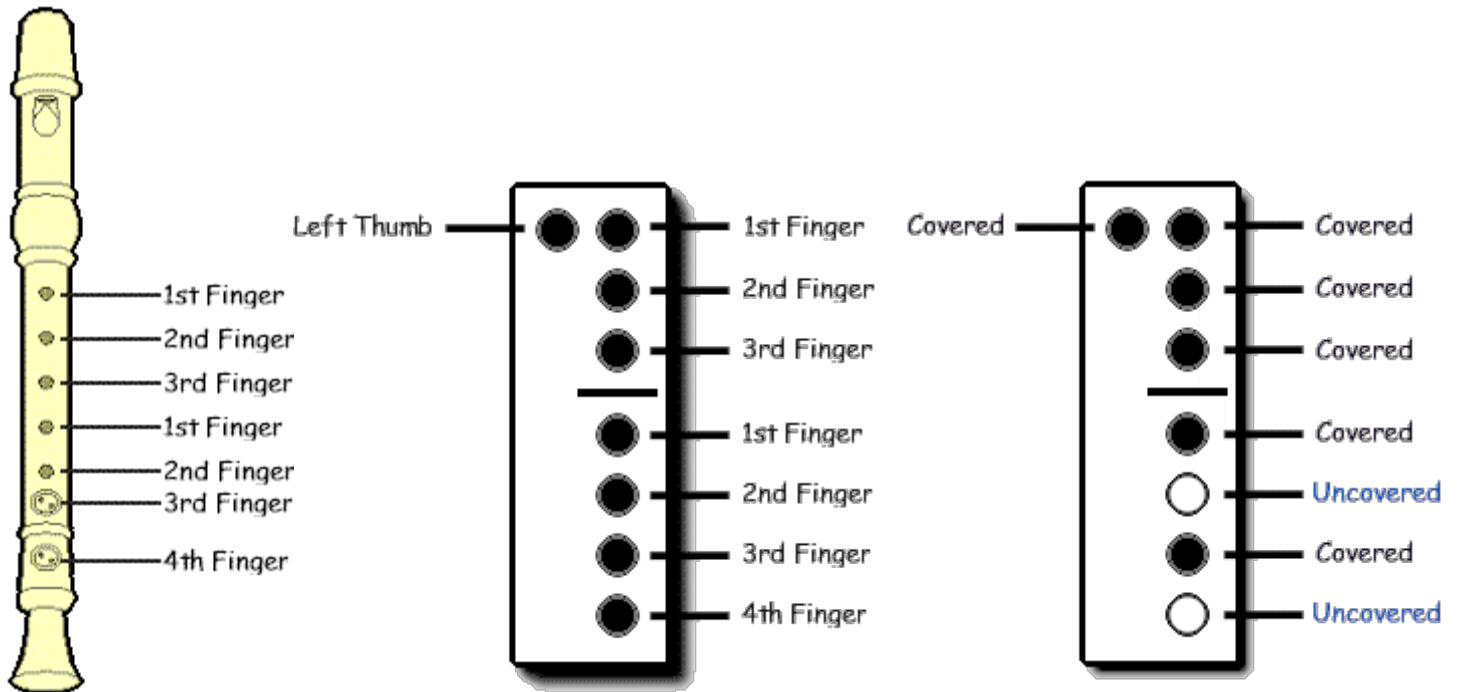


Just because we have filled up all of the lines and spaces, it doesn't mean that we have named all of the notes. Sometimes, there are notes that are printed above or below the main staff lines. We can figure out the names of these notes by counting in alphabetical (or reverse alphabetical) order. The most common notes for the recorder that are found off of the main staff lines are Middle C and Low D.



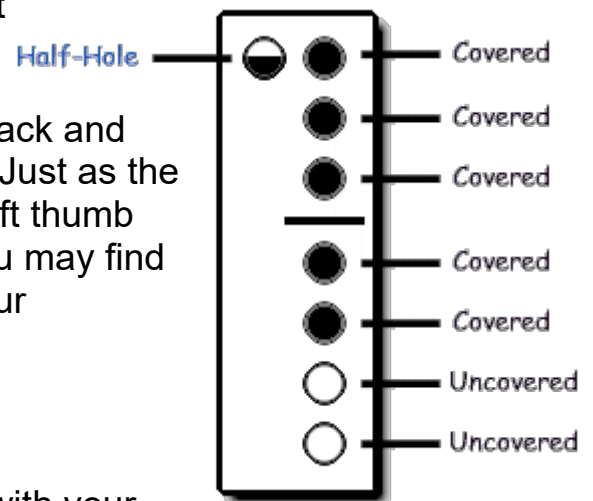
How to read a fingering chart

The fingering charts are pictorial examples of a recorder. Just like your recorder, the chart has seven holes in a row that represent the seven holes on the front of your recorder. The single hole to the left represents the hole on the back of the recorder.



When reading a fingering chart, you will find the holes are either white, black or a combination of black and white. If the hole is black, your finger should press down and cover that hole. Any hole that is white, should be left uncovered.

Occasionally, you may see a hole that is one-half black and one-half white. These are called "Half-Hole" notes. Just as the picture and name suggest, you should move your left thumb so that it covers only the bottom half of the hole. You may find it easier to bend your left thumb so that the tip of your thumbnail is pressing into the middle of the hole.



You may notice that the fingering charts that come with your recorder look a little bit different. That's ok! The sound will still be the same. The following charts will hopefully be easier to read, and if not, you can pull out your magnifying glass.

Fingering Chart



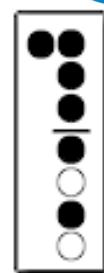
Low C



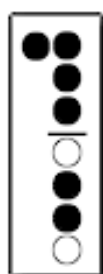
Low D



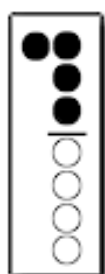
Low E



F



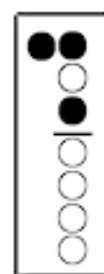
F#



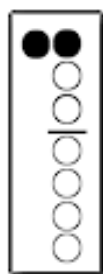
G



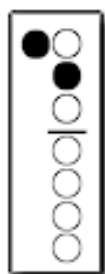
A



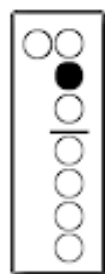
B^b



B



C



D

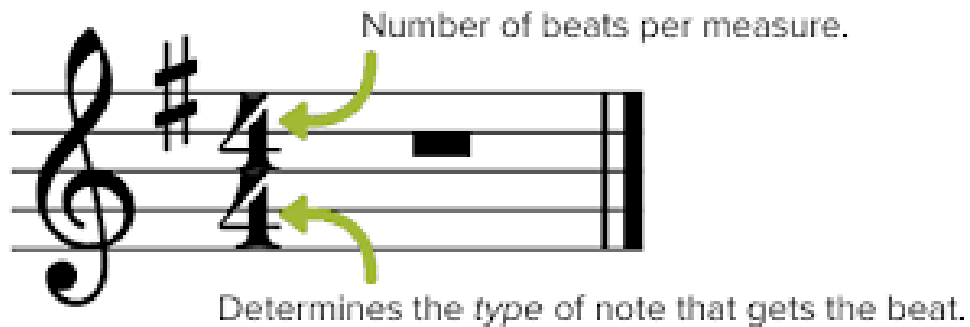


E

Rhythm

Time signature: this is the foundation of your beat. It's the pattern you follow in a consistent count of usually 2, 3, 4 or 6.

In order to truly understand simple time signatures, you must understand what the numbers represent. The top number determines how many beats are in a measure, while the bottom number determines what type of note gets the beat.







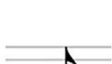







Looking at the example above, we can see that the top number is “4,” telling us that there are four beats in one measure. But what kind of note gets the beat? The bottom number of a time signature can be 1, 2, 4, 8, 16, and so on. These numbers coordinate with the following types of notes:

You could continue to 32, 64, and so on, but hopefully, you'll never encounter such a time signature!

Now that we can see the bottom “4” in this time signature represents a quarter note, we can conclude that a 4/4 time signature means there are a total of four beats per measure, and one quarter note equals one beat.

It's important to know this doesn't mean there can only be four quarter notes in each measure, but rather that the total note value of each measure will add up to four quarter notes. For example, you could see any of the rhythms below, because they all consist of four quarter note beats in total.

	Note	Rest
whole note		
half note		
quarter note		
eighth note		
sixteenth note		
thirty-second note		



As we said before, a simple time signature indicates that the beat can be divided by two. Let's look at this example of a 3/4 time signature.

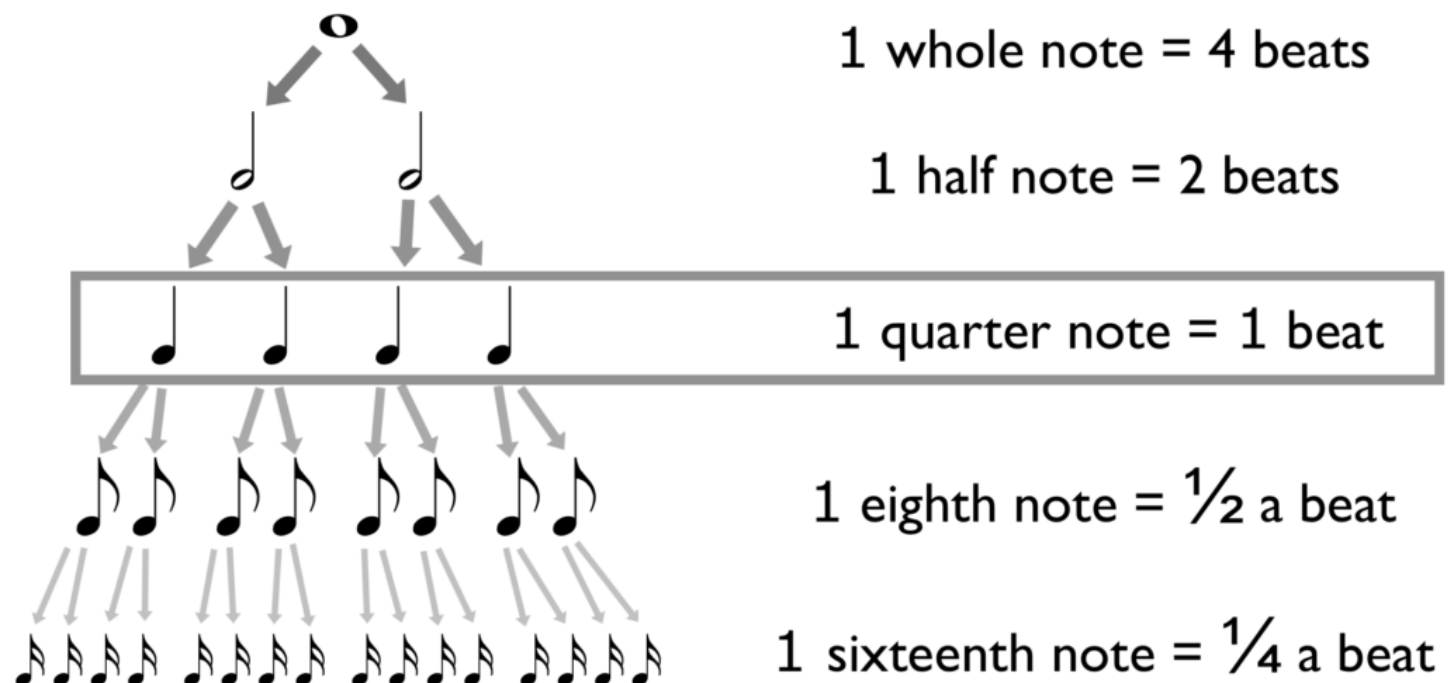


We know that a 3/4 time signature means there are three beats in a measure, and one quarter note equals one beat. Notice in the second measure that each of those beats can be divided in two.

Try this: Count 1, 2, 3, 4 out loud: 1, 2, 3, 4, 1, 2, 3, 4 etc

Tempo: This just means the speed at which you are playing or counting. I suggest you start slow and then build up your speed. Everyone wants to get faster and faster, but a great challenge is to see how slow you can play before it becomes too hard to keep a consistent rhythm.

Accent: No this doesn't just mean speaking with a foreign accent. An accent is the focal point or emphasis of your time signature. So if you're counting 1, 2, 3, 4... you can accentuate any of the four beats. 1, 2, 3, 4... or 1, 2, 3, 4... or 1, 2, 3, 4. It's kind of like reading a sentence where the emphasis on a single word can change the sentence's meaning.





Practicing

Learning how to practice correctly can dramatically increase the speed at which you progress. True practicing is very different from just playing. If you are always working on songs/pieces that you can play, then you are playing, not practicing. When you practice, you should work on a song/piece that includes some challenging passages. The act of properly practicing involves four major steps.

Step 1

Read and clap the rhythm of the piece. You may choose to read it using rhythm syllables or by counting. If you encounter any rhythm patterns which seemed difficult, stop and repeat the pattern until you can read and clap it correctly and in tempo with the rest of the piece.

Step 2

Read the names of the notes. When doing this, you will want to read the notes in rhythm. Once again, if you encounter any notes you are unsure of, stop and repeat the measure. Continue to repeat the piece until you can read it in tempo.

Step 3

Chin it. Place the recorder on your chin, and 'play' the piece. You will not blow into the recorder; just be sure to do the fingering and name each note. Again, be sure to repeat this step until you can 'chin play' the entire piece correctly without stopping.

Step 4

Play the piece SOFTLY! Remember, it doesn't take a lot of air to play the recorder, so play super soft! If you have successfully completed steps 1-3, you should be able to play the selection. If you have trouble in an area, stop, and examine the specific measure where you are struggling. Play over the specific notes until you can play the measure correctly. Then, you may return to the beginning and play the entire piece.

As you practice, think about the mindfulness activities we looked at earlier. Think about your breath. Do you notice different sounds being made depending on how you breathe into your recorder?

Aim to practice three times a week, even if it's just for 10 minutes. Log your practices in your journal. What did you accomplish? Was it frustrating? Did you have a major breakthrough?



Squeaks

Squeaking is one of the most frustrating obstacles beginning recorder players encounter. Whether it is a continuous squeak or an occasional single one, squeaks ruin good songs. Fortunately, there is hope. Generally, there are three main culprits of the squeak: **Fingers**, **Air** and **Bubbles**.

Fingers

Leaky fingers are the most common cause of squeaks. You must make sure that your fingers are completely sealing the hole. Always play with flat fingers, never curved ones. Imagining you are being finger-printed when you play may help you to flatten your fingertips. Also, (according to the size of your hand), the tips of your fingers will reach, or possibly hang over the side your recorder.

Sometimes, squeaks occur when changing notes. This is due to one of your fingers moving enough to barely unseal a hole. When this happens, it is often the left thumb or your first finger that is moving. Repetitive practice moving between notes will help train your fingers not to move.

Air

If your fingers are sealing the holes tightly and you are still squeaking, you may be blowing too hard. Remember, you want to blow softly, almost like whisper, when you are playing. You may also want to check that you do not have too much of the mouthpiece in your mouth. The tip of the mouthpiece should be in-between your lips, not touching your teeth!

Bubbles

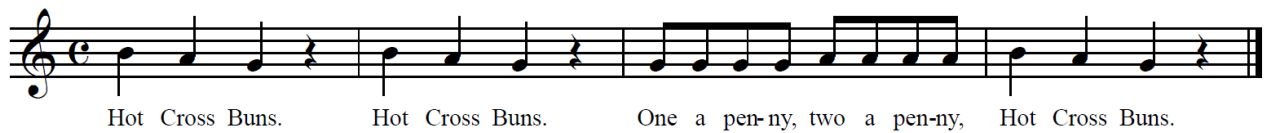
Occasionally, a small condensation bubble may become trapped in your mouthpiece. These squeaks typically occur after you have been playing on your recorder for a while, usually longer than 15 minutes. To clear condensation bubbles, place the recorder in your mouth as if you were about to play and inhale, sucking air up through the recorder and into your mouth. Any condensation bubbles will be gone!

Songs to Practice

Here are some songs you can start practicing with. You don't have to have the notes memorized right away! If you want, you can label each note with its letter until you start to memorize them.

Hot Cross Buns

Traditional



Mary Had A Little Lamb

Traditional



A Tisket, A Tasket

Traditional



Amazing Grace

5

G B - G B A D B D B D - B
saved a wretch like me I once was

10

G D E G - G - E D D G B - G B A G
lost but now I am found was blind but now I see.

Home on the Range (Refrain Only - Recorder)

arr. Joyce L. Moore

Home, home on the range. _____ Where the

5 deer and the an - te - lope play. _____ Where

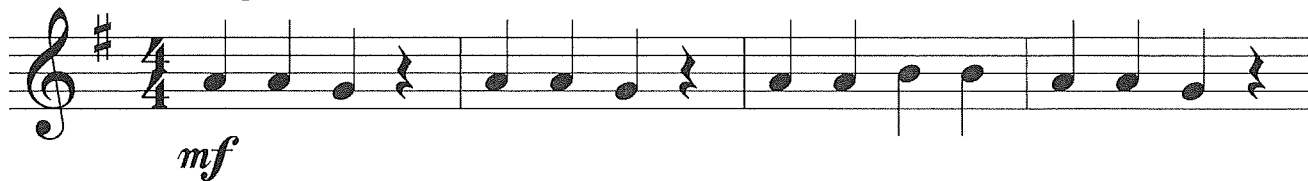
9 sel - dom is heard a dis - cour - a - ging word, and the

13 skies are not clou - dy all day. _____



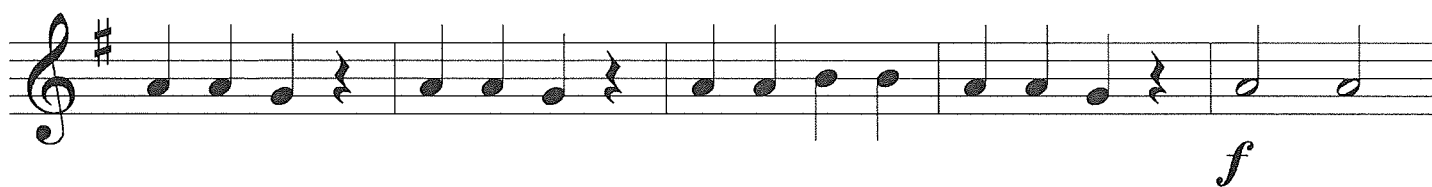
Three Note Adventure

Allegro

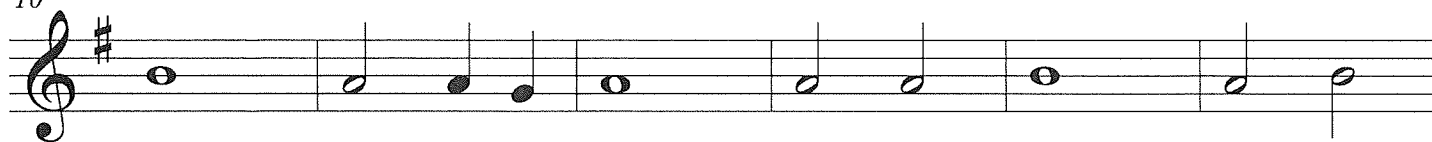


5

9

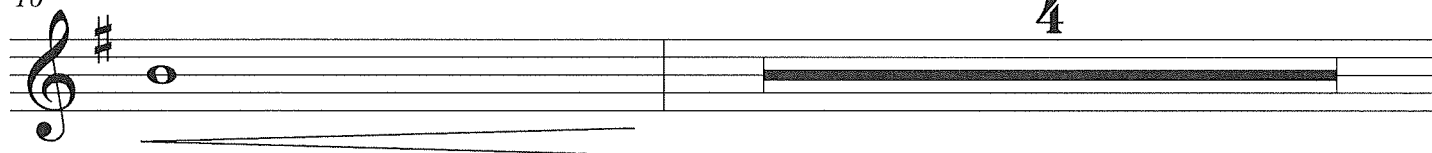


10

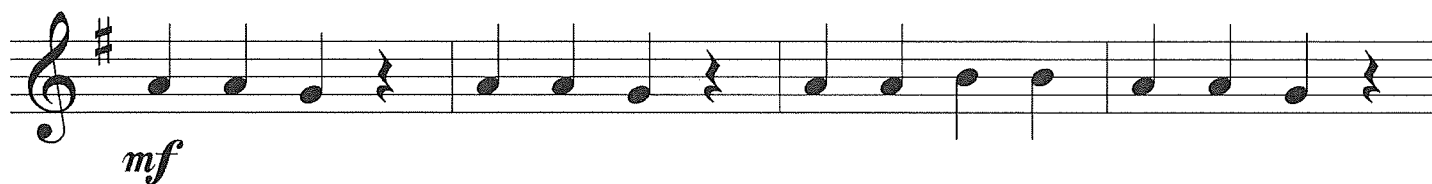


17

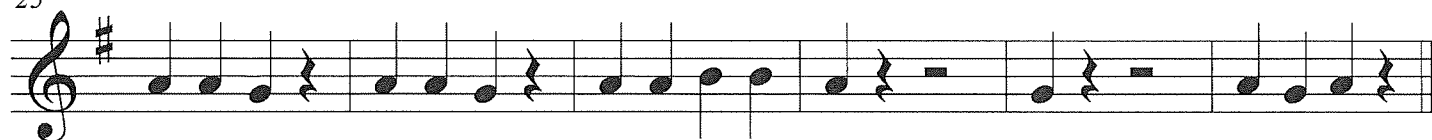
16



21



25



MIDNIGHT SUN



Glenn Weiss

1

8

4/4

5

9

13

17

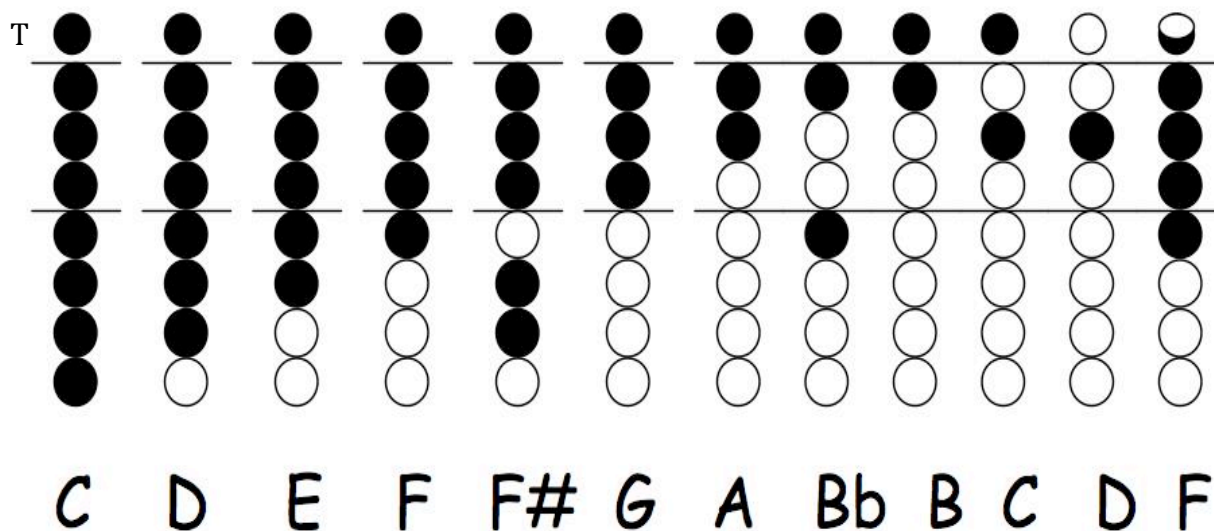
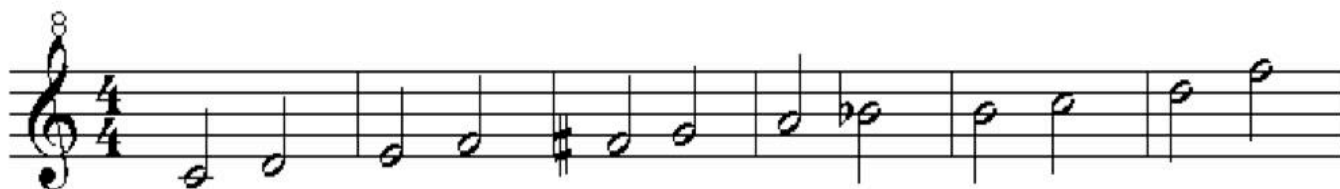
21

25

29

The musical score is written for a single melodic line in treble clef. The key signature has one sharp (F#), and the time signature is 4/4. The score is divided into measures by vertical bar lines. Measures 1 through 4 contain whole rests. Measures 5 through 8 begin with a repeat sign. The melody consists of quarter and eighth notes, with some measures containing rests. The piece concludes with a double bar line and repeat dots in measure 32.

Recorder Fingering Chart



Email for more suggestions:

gweiss57@gmail.com

Chess

Chess is a famous board game that exercises your mind. Chess can raise your IQ, promote creativity, improve reading skills, memory, problem-solving skills, and concentration skills. It also teaches us the importance of planning and foresight. This helps us make educated decisions in situations and shows us how different actions lead to different consequences. The next few pages include a guide to the rules of chess, as well as a chess board and pieces you can cut out to use at home. This is a game that you can play with household members or friends as you expand your bubble, and will keep your brain sharp! Sit down for some healthy competition! You can also play online with others at **chess.com** if you don't have people at home to play with at the moment.

Rules

Chess is a game played by two people on a chessboard, with sixteen pieces (and six types) for each player. Each type of piece moves in a distinct way. The goal of the game is to checkmate, that is, to threaten the opponent's king with inevitable capture. Games do not necessarily end with checkmate – players often resign if they believe they will lose. In addition, there are several ways that a game can end in a draw.

Besides the basic movement of the pieces, rules also govern the equipment used, the time control, the conduct and ethics of players, accommodations for physically challenged players, the recording of moves using chess notation, as well as provide procedures for resolving irregularities which can occur during a game.

Initial Setup

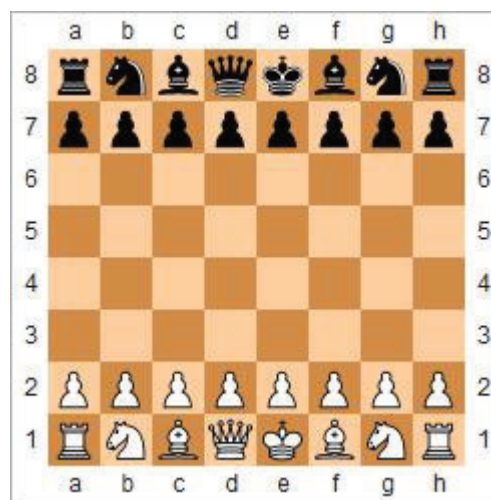
Chess is played on a chessboard, a square board divided into 64 squares (eight-by-eight) of alternating color, which is similar to that used in checkers. No matter what the actual colors of the board, the lighter-colored squares are called "white", and the darker-colored squares are called "black". Sixteen "white" and sixteen "black" pieces are placed on the board at the beginning of the game. The board is placed so that a white square is in each player's near-right corner. Horizontal rows are called ranks and vertical rows are called files.

At the beginning of the game, the pieces are arranged as shown in the diagram to the right.

For each side, there is one king, one queen, two rooks, two bishops, two knights, and eight pawns.

Pieces are placed, on each square, as follows:

- The **rooks** are placed on the outside corners, right and left edge.
- The **knights** are placed immediately inside of the rooks.
- The **bishops** are placed immediately inside of the knights.
- The **queen** is placed on the central square of the same color of that of the player: white queen on the white square and black queen on the black square.
- The **king** takes the vacant spot next to the queen.
- The **pawns** are placed one square in front of all of the other pieces.



People often say "queen on her own color" and "white on right" to remember where to place pieces. The latter refers to setting up the board so that the square closest to each player's right is white.



Gameplay

The player controlling the white pieces is named "White"; the player controlling the black pieces is named "Black". White moves first, then players alternate moves. Making a move is required; it is not legal to skip a move, even when having to move is detrimental. Play continues until a king is checkmated, a player resigns, or a draw is declared, as explained below. In addition, if the game is being played under a time control players who exceed their time limit lose the game.

The official chess rules do not include a procedure for determining who plays White. Instead, this decision is left open to tournament-specific rules (e.g. a Swiss system tournament or Round-robin tournament) or, in the case of non-competitive play, mutual agreement, in which case some kind of random choice is often employed. A common method is for one player to conceal a piece (usually a pawn) of each color in either hand; the other player chooses a hand to open and reveal their color. Play then commences with white.

Movement

Each type of chess piece has its own method of movement. A piece moves to a vacant square except when capturing an opponent's piece.

Except for any move of the knight and castling, pieces cannot jump over other pieces. A piece is captured (or taken) when an attacking enemy piece replaces it on its square (en passant is the only exception). The captured piece is thereby permanently removed from the game. The king can be put in check but cannot be captured.

The king moves exactly one square horizontally, vertically, or diagonally. A special move with the king known as castling is allowed only once per player, per game.

A rook moves any number of vacant squares in a horizontal or vertical direction. It also is moved when castling.

A bishop moves any number of vacant squares in any diagonal direction.

The queen moves any number of vacant squares in a horizontal, vertical, or diagonal direction.

A knight moves to the nearest square not on the same rank, file, or diagonal. (This can be thought of as moving two squares horizontally then one square vertically, or moving one square horizontally then two squares vertically—i.e. in an "L" pattern.) The knight is not blocked by other pieces: it jumps to the new location.

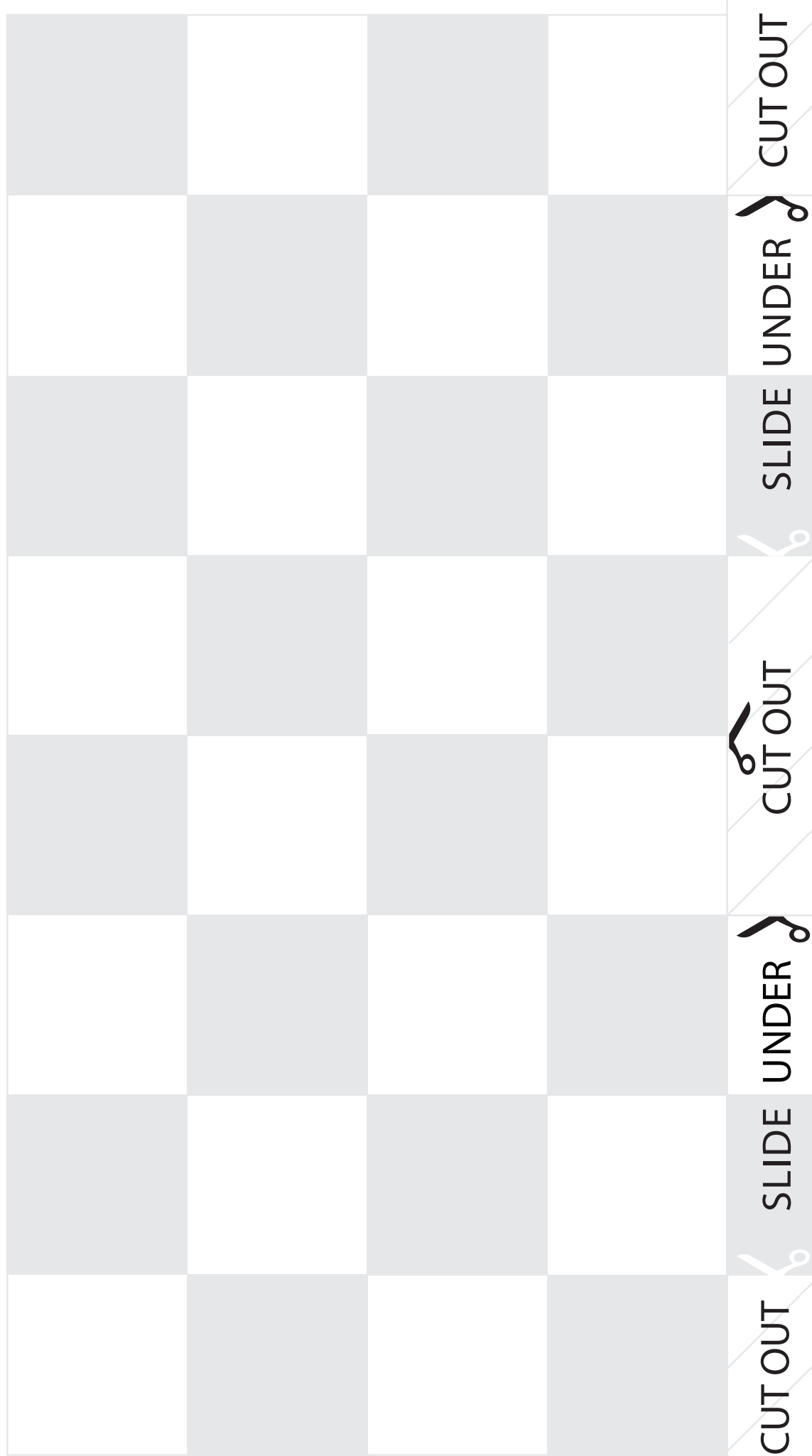
Pawns have the most complex rules of movement:

A pawn moves straight forward one square, if that square is vacant. If it has not yet moved, a pawn also has the option of moving two squares straight forward, provided both squares are vacant. Pawns cannot move backwards.

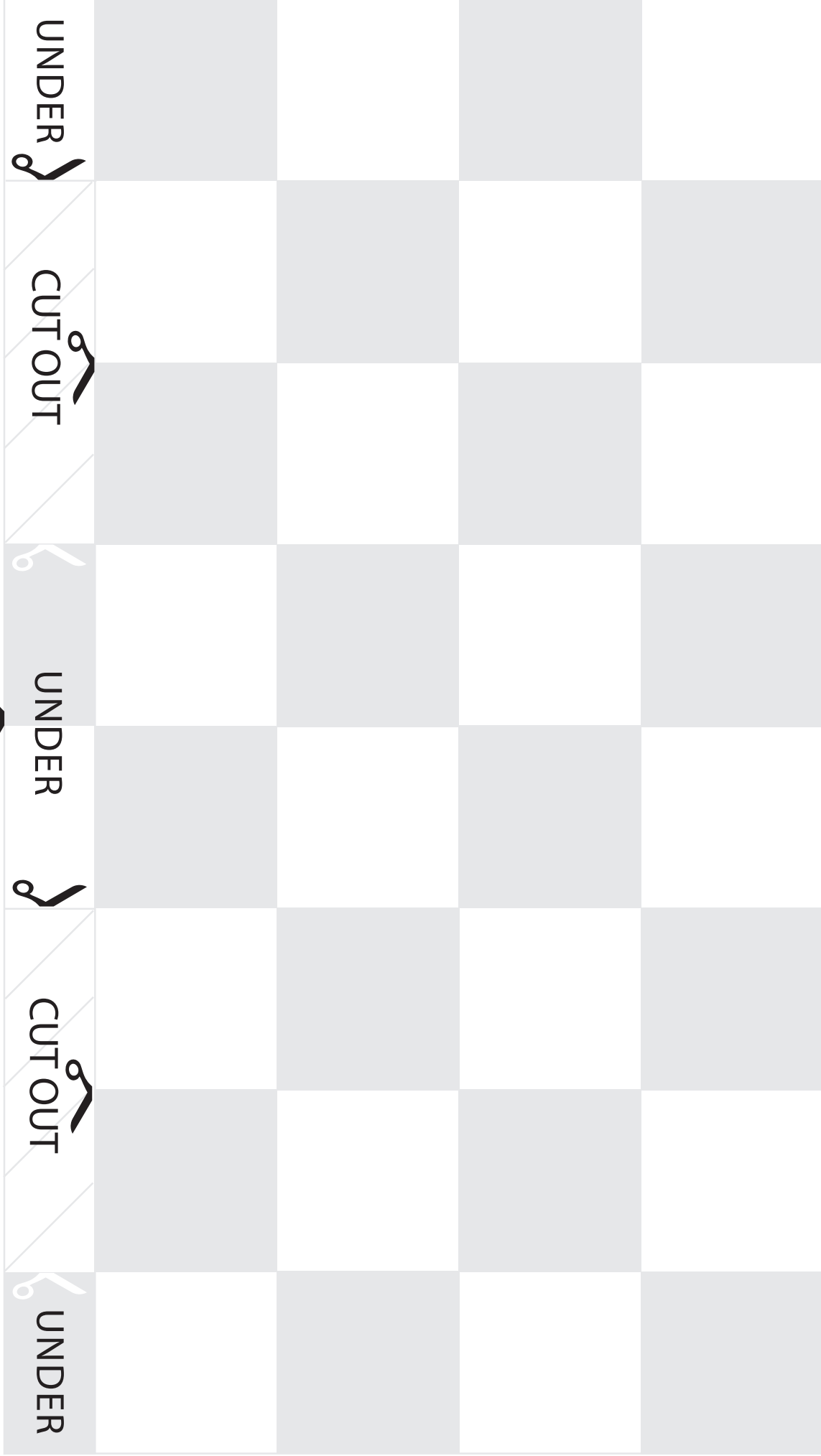
Pawns are the only pieces that capture differently from how they move. A pawn can capture an enemy piece on either of the two squares diagonally in front of the pawn (but cannot move to those squares if they are vacant).

If a pawn reaches the back of the opponent's side of the board, its player may choose to replace it with any of the other pieces.

BL

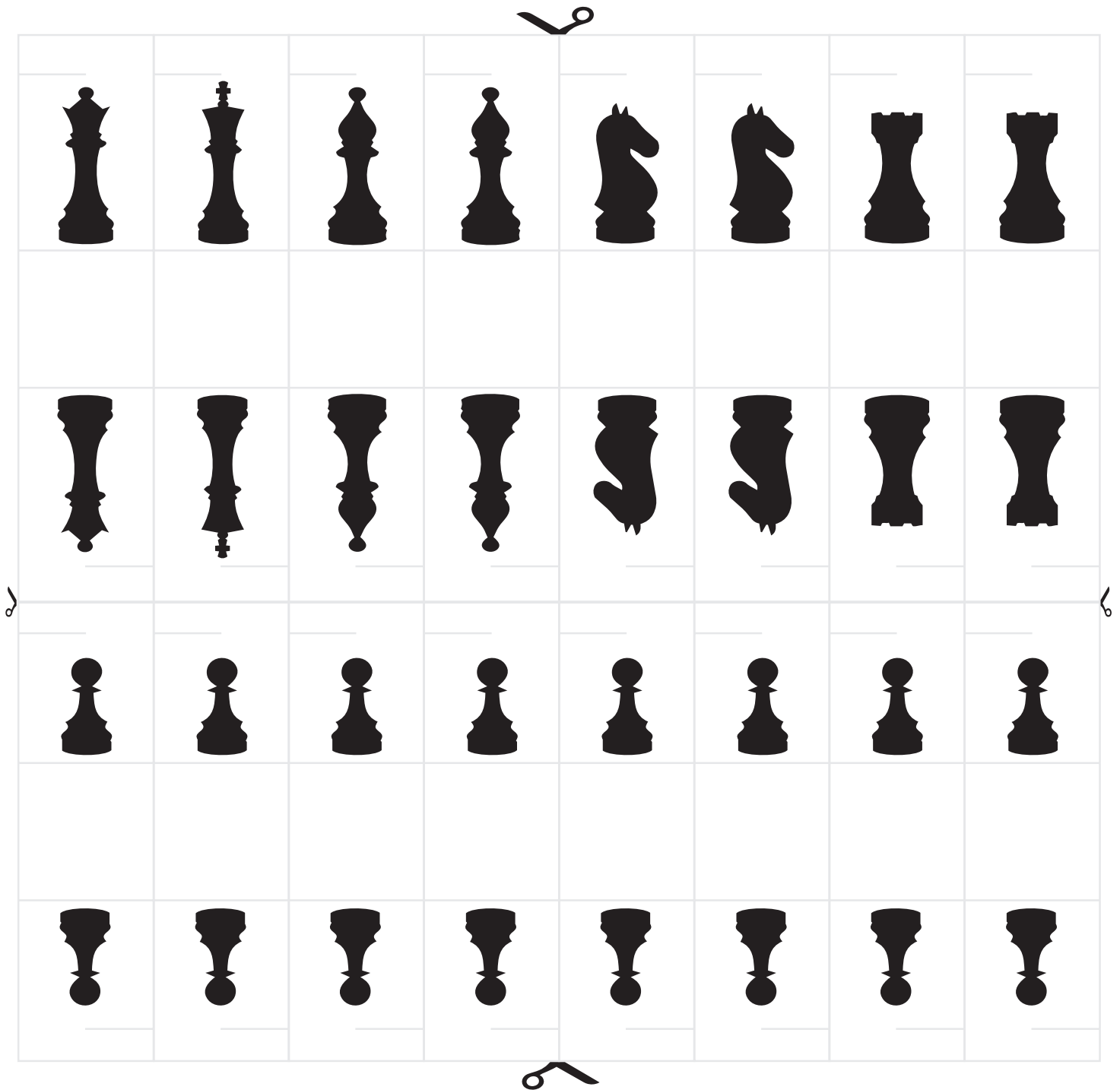


29 CUT FOUR SHORT (HALF SQUARE LENGTH) SLICES AS INDICATED BY SCISSORS
THEN CUT OUT AND REMOVE THE AREAS MARKED

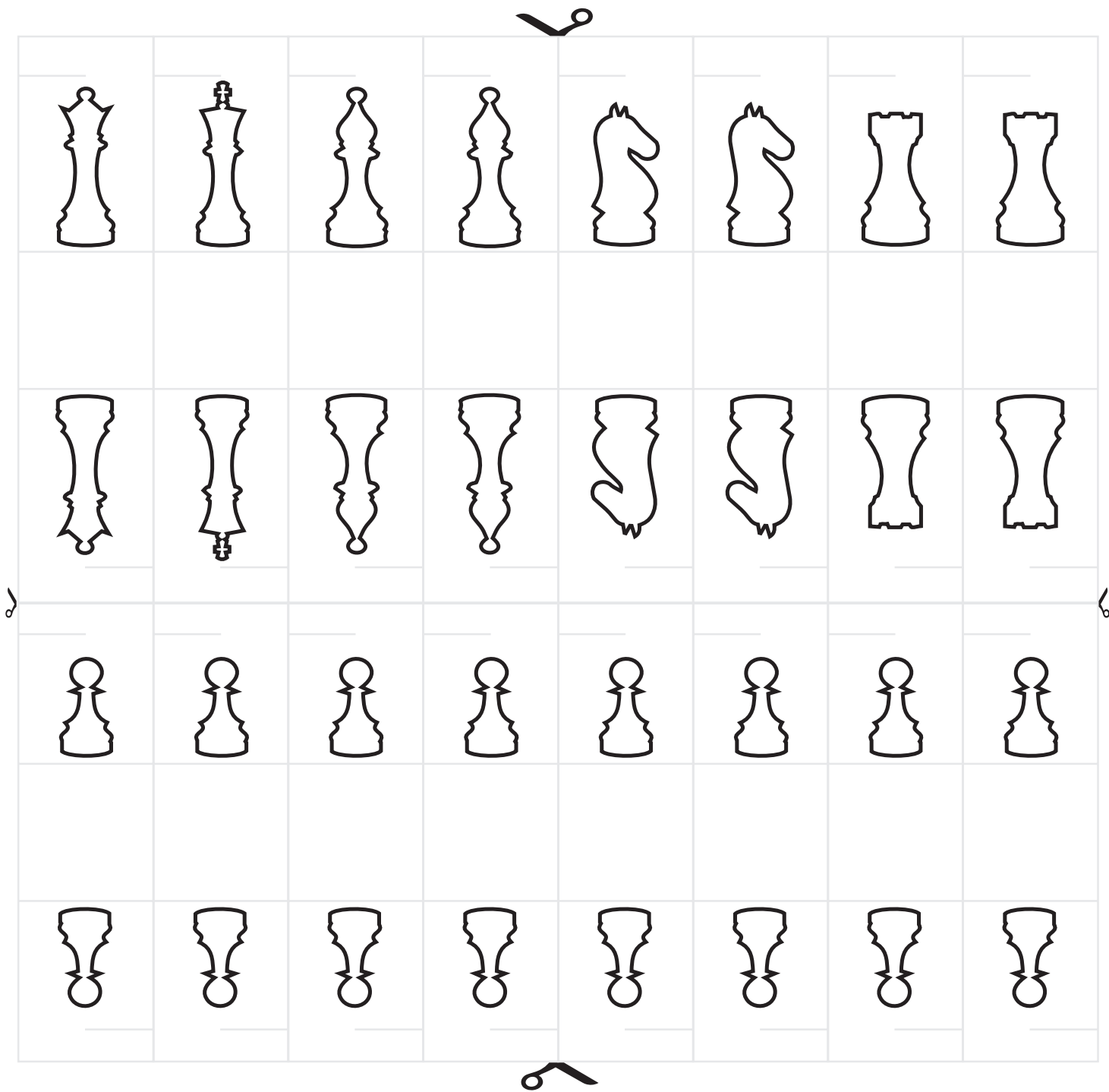


CUT FOUR SHORT (HALF SQUARE LENGTH) SLICES AS INDICATED BY SCISSORS
THEN CUT OUT AND REMOVE THE AREAS MARKED

BLACK PIECES



WHITE PIECES





Name: _____

Solve each Sudoku puzzle!

5		9	3	8			1	7
2	4	8		7	1		3	6
3		7			6	5		8
	2	6	1	5		3	8	
		1			7	6	5	
		5		6	8		7	
6	7	4			3			5
	5	2	6	1			4	3
1		3	7		5	8		2

	4	3		8	7		5	1
	6		9		4	3		7
8	2	7	1	3		4	9	
	3	4			8		6	2
	8	6	3		1	7	4	9
	1	9	2	4		8	3	
4	9		5		2		1	3
		2	4		3			8
3	7	1	8		9		2	4

2		4		7	8	3	1	
	3	7		2	5	8	4	6
5		1		3	4	9	2	7
7		5		6	2	4	9	8
6	4	9	5		1		7	
	2		4		7		6	1
8		2		5	6	1		4
4		3		1	9		5	2
1		6	2		3	7		9

9		1		3	7		5	
	6	8	5	1		7	3	
3	5		9	6				2
	4			8	9		1	
1		5	4		6	3	7	
7		2		5	3	9		6
		9		7	5			3
	3	6		4				7
		4		9	8	5	6	



Name: Answer Key

Solve each Sudoku puzzle!

5	6	9	3	8	2	4	1	7
2	4	8	5	7	1	9	3	6
3	1	7	4	9	6	5	2	8
7	2	6	1	5	4	3	8	9
9	8	1	2	3	7	6	5	4
4	3	5	9	6	8	2	7	1
6	7	4	8	2	3	1	9	5
8	5	2	6	1	9	7	4	3
1	9	3	7	4	5	8	6	2

9	4	3	6	8	7	2	5	1
1	6	5	9	2	4	3	8	7
8	2	7	1	3	5	4	9	6
5	3	4	7	9	8	1	6	2
2	8	6	3	5	1	7	4	9
7	1	9	2	4	6	8	3	5
4	9	8	5	7	2	6	1	3
6	5	2	4	1	3	9	7	8
3	7	1	8	6	9	5	2	4

2	6	4	9	7	8	3	1	5
9	3	7	1	2	5	8	4	6
5	8	1	6	3	4	9	2	7
7	1	5	3	6	2	4	9	8
6	4	9	5	8	1	2	7	3
3	2	8	4	9	7	5	6	1
8	9	2	7	5	6	1	3	4
4	7	3	8	1	9	6	5	2
1	5	6	2	4	3	7	8	9

9	2	1	8	3	7	6	5	4
4	6	8	5	1	2	7	3	9
3	5	7	9	6	4	1	8	2
6	4	3	7	8	9	2	1	5
1	9	5	4	2	6	3	7	8
7	8	2	1	5	3	9	4	6
8	1	9	6	7	5	4	2	3
5	3	6	2	4	1	8	9	7
2	7	4	3	9	8	5	6	1



Name: _____

Solve each Sudoku puzzle!

8			2	6				4
	1			8	3		6	2
2	6		7	4		1		
		6		7	8	2	1	
		4		3	2		8	
	2				9			7
7	4			1	6		2	
	3		8		4		7	1
		1		2	7			6

	1		2		5			8
	2	4	9	8				5
	5	8	7		1		2	
6		5	3		2		8	1
2		7	1			3		9
		1	5		8	2	6	
		2	6		7	8		
8				1		5		2
		9		2	3		1	

	2				9		7	6
	7		6	2		8	9	
	4	6		8	5		3	
	8	2	9				6	
5	6				8		2	
7				6	2	9		8
	5	8	2		6	7	4	
	3	4	8		7	5		2
	9	7	5				8	

		7	1	2		8		
	4			8				6
	6			9		7	1	
		2		6		1		
6	8		7			4	2	
	1				5		8	
7				5	1		6	8
5		8		7		2		1
1			8		2		7	5



Name: Answer Key

Solve each Sudoku puzzle!

8	9	7	2	6	1	3	5	4
4	1	5	9	8	3	7	6	2
2	6	3	7	4	5	1	9	8
3	5	6	4	7	8	2	1	9
9	7	4	1	3	2	6	8	5
1	2	8	6	5	9	4	3	7
7	4	9	5	1	6	8	2	3
6	3	2	8	9	4	5	7	1
5	8	1	3	2	7	9	4	6

9	1	6	2	3	5	7	4	8
7	2	4	9	8	6	1	3	5
3	5	8	7	4	1	9	2	6
6	9	5	3	7	2	4	8	1
2	8	7	1	6	4	3	5	9
4	3	1	5	9	8	2	6	7
1	4	2	6	5	7	8	9	3
8	6	3	4	1	9	5	7	2
5	7	9	8	2	3	6	1	4

8	2	5	3	1	9	4	7	6
3	7	1	6	2	4	8	9	5
9	4	6	7	8	5	2	3	1
4	8	2	9	5	3	1	6	7
5	6	9	1	7	8	3	2	4
7	1	3	4	6	2	9	5	8
1	5	8	2	3	6	7	4	9
6	3	4	8	9	7	5	1	2
2	9	7	5	4	1	6	8	3

9	5	7	1	2	6	8	3	4
2	4	1	3	8	7	5	9	6
8	6	3	5	9	4	7	1	2
3	7	2	4	6	8	1	5	9
6	8	5	7	1	9	4	2	3
4	1	9	2	3	5	6	8	7
7	2	4	9	5	1	3	6	8
5	9	8	6	7	3	2	4	1
1	3	6	8	4	2	9	7	5



Name: _____

Solve each Sudoku puzzle!

8	5				1			6
		7		6	4	1		
		4		7		5	9	
2				5	6			4
6			1		9		7	
7		1		4				9
	1		9			4	6	
	9	6			8			7
	7		6					1

		4	6	2				1
	1			4		3		6
3	6		1				4	
		1		6		2		4
	3	5			4		1	
2					8	6		
7	2							3
		6	5	3		4		
4					1		6	

3		8			1		6	
	6		8	9				2
		1			3	9		8
6		4	2	3				
	8		1		6	4		
	1	2		4			3	
	3		6		2		8	
2				8	4			6
8						2	7	

3			1			2	6	
1	9				8			3
		5	6		3	1		
	3			9			2	5
5	1		2				3	
9	6	2						1
		1	9	6		3		
8		3		1				6
	2				5			4



Name: Answer Key

Solve each Sudoku puzzle!

8	5	3	2	9	1	7	4	6
9	2	7	5	6	4	1	3	8
1	6	4	8	7	3	5	9	2
2	3	9	7	5	6	8	1	4
6	4	5	1	8	9	2	7	3
7	8	1	3	4	2	6	5	9
3	1	8	9	2	7	4	6	5
5	9	6	4	1	8	3	2	7
4	7	2	6	3	5	9	8	1

8	7	4	6	2	3	5	9	1
5	1	9	8	4	7	3	2	6
3	6	2	1	5	9	7	4	8
9	8	1	3	6	5	2	7	4
6	3	5	2	7	4	8	1	9
2	4	7	9	1	8	6	3	5
7	2	8	4	9	6	1	5	3
1	9	6	5	3	2	4	8	7
4	5	3	7	8	1	9	6	2

3	9	8	4	2	1	7	6	5
4	6	5	8	9	7	3	1	2
7	2	1	5	6	3	9	4	8
6	7	4	2	3	9	8	5	1
9	8	3	1	5	6	4	2	7
5	1	2	7	4	8	6	3	9
1	3	9	6	7	2	5	8	4
2	5	7	3	8	4	1	9	6
8	4	6	9	1	5	2	7	3

3	4	7	1	5	9	2	6	8
1	9	6	7	2	8	5	4	3
2	8	5	6	4	3	1	9	7
7	3	4	8	9	1	6	2	5
5	1	8	2	7	6	4	3	9
9	6	2	5	3	4	8	7	1
4	5	1	9	6	7	3	8	2
8	7	3	4	1	2	9	5	6
6	2	9	3	8	5	7	1	4

Recreation for Life

Before you continue reading, try answering these questions in your journal. It's ok if you don't know the answer! Just right down what you think or feel.

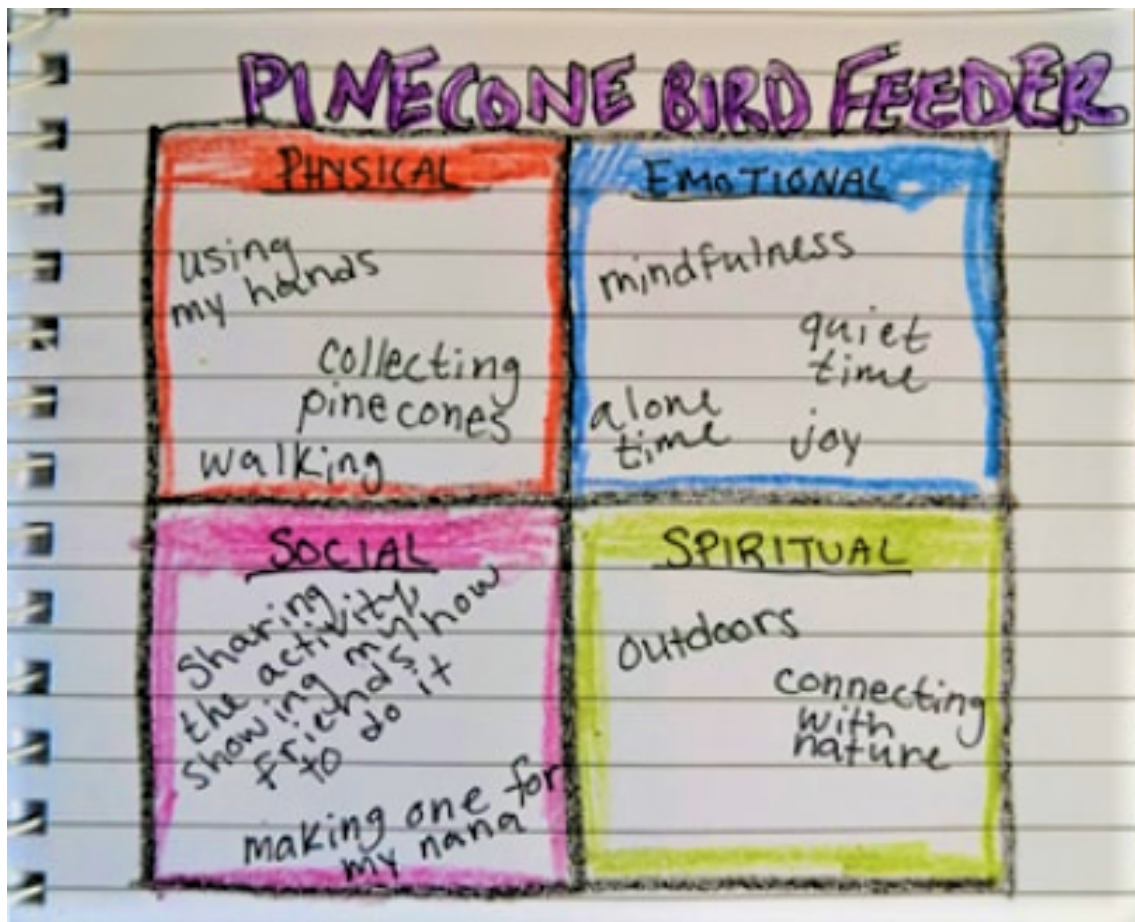
- What do you think of when you think of recreation?
- What does recreation have to offer?

As you near the end of your Kentville Plays Kit, we hope you've been able to identify new hobbies and interests that bring you joy. Stay curious as you continue exploring those interests (and disinterests). Different activities fulfil different needs in our lives, and as we continue to grow, and our lives and routines change, the things that rejuvenate us and bring us joy will change too. Should you find yourself losing interest in something you once loved, be kind to yourself. Don't force it. Take a break and explore new things you enjoy. You may find that taking a break lets you come back to it with a new mindset that works better for where you're at in that moment, rather than where you were or wanted to be.

Recreation is the experience that results from freely chosen participation in physical, social, intellectual, creative and spiritual pursuits that enhance individual and community wellbeing.

Revisit those last two questions. Have your answers changed at all?

Now try and brainstorm all the different ways that recreation can be beneficial for us and those around us, as shown in the chart below (e.g., physically, mentally, socially, spiritually). What do you come up with? You can do this exercise in your journal with every activity you have tried already and any new ones you pursue to organize your thoughts and gain a better understanding of what you gained from the experience.



Interest Inventory

Throughout your kits you've sampled new activities and reflected on how they make you feel. The checklist on the next two pages will let you color code your interests so far for some of those activities, as well as others you may try in the future. The previous chart can also help as you go through each activity.

Make yourself a legend based on the needs and benefits you have identified in your own exploration.

Interest Level	Activity Type
None	Physical
Little	Making/Brain
Some	Relax
Lots!	Connect/Social
Not Sure	

Needs Met	Tried it yet?
getting outside	Yes <input type="checkbox"/> No <input type="checkbox"/>
contributing/making something	
exercising	
socializing	
quiet time	

Now start color coding your chart!

As you go, take note of any patterns you find. Maybe you enjoy activities that take place outdoors more than indoors. Maybe you enjoy being in the water. Maybe you only like making things if it's for someone else.

This is a starting point moving forward. As you continue exploring your interests, keep journaling, make it your own and keep having fun!

Activity	Interest Level	Activity Type	Needs met	Have I tried it?
Macramé	None	Physical	Physical	Yes
Embroidery	Little	Making/Brain	Making/Brain	Yes
Gardening	Some	Relax	Relax	Yes
Running	Lots!	Connect/Social	Connect/Social	Yes
Yoga	Not Sure			Yes

Activity	Interest Level	Type of Activity	Need(s) it fulfills	Have I tried it?
Macrame				
Pottery				
Embroidery				
Yoga				
Bracelet making				
Running				
Weights				
Hiking				
Gardening/Yardwork				
Sewing/needle work				
Playing cards				
Learning a language				
Radio				
Walking				
Car repair/auto work				
Writing				
Dancing				
Golf				
Football				
Listening to popular music				
Puzzles				
Holiday Activities				
Pets/livestock				
Movies				
Listening to classical music				
Speeches/lectures				
Swimming				
Bowling				
Visiting Family				
Visiting friends				
Checkers/Chess				
Barbecues				
Reading				
Traveling				

Activity	Interest Level	Type of Activity	Need(s) it fulfills	Have I tried it?
Parties				
Wrestling				
Housecleaning				
Model building				
Television				
Concerts				
Pottery				
Camping				
Laundry/Ironing				
Politics				
Board Games				
Home decorating				
Singing				
Handicrafts				
Hairstyling				
Cycling				
Attending plays				
Bird watching				
Dating				
Home repairs				
Exercise				
Hunting				
Woodworking				
Pool/Billiards				
Driving				
Childcare				
Tennis				
Cooking/Baking				
Basketball				
History				
Collecting				
Fishing				
Science				
Leatherwork				
Shopping				
Photography				
Painting/Drawing				



ANNAPOLIS VALLEY TRAIL CLEAN-UP



Grand Pre to Annapolis Royal
JUNE 1-30, 2020
CLEAN THE TRAIL, OR YOUR PARK OR YOUR SHORELINE!
WWW.WATERSHEDALLIANCE.CA

Help Clean Up the Trail!

We are cleaning the Harvest Moon trail from Annapolis Royal to Grand Pre and need your help! Practice physical distancing while getting some sun, listen to the birds sing, and enjoy nature all while helping to ease some litter pressure off our beautiful trail!

We are launching a campaign to clean up the trail during the month of June. If you walk the trail, take a bag and tidy as you go! If you don't walk the trail- bring a bag wherever you walk!

Win Prizes!

We have gift certificates from local businesses to give away! To enter, send a photo of your litter adventures to iijuktukwejk@gmail.com, or post it on our [Facebook page](#) (no IM please). You could win a gift certificate to businesses such as Half Acre Cafe, Get Outside, Frasers, Home Hardware, and more!

How to Participate:

Step 1: Find a bag. Choose a bag to collect garbage on your walk. This could be a grocery bag or a garbage bag.

Step 2: Pick it up! Pick up litter however you feel most comfortable. Some people will pick up the really big stuff, others will stick to smaller items. Be safe and use your best judgment. Wear gloves and wash your hands thoroughly. If something isn't safe to pick-up, let it be.

Step 3: Bag it out. Take your waste home, or drop-off your bag at a safe location for pick-up from Valley Waste.

You **MUST** call or email Valley Waste, so they know where to pick up!

Phone: (902)679-1325 Or 1-877-927-8300

Email: andreag@vwrm.com

Just send a message like this:

"Hi there, we did a garbage pick up today and left some bags at [civic address, or landmark description]. Could you pick them up when you have a chance? Thanks, and have a great day! We appreciate all you do for the planet!"

If you are leaving garbage bags near the trail, please leave them near a trail/road intersection for easy access.

Thanks!



FLYING SQUIRREL ADVENTURES
All Ages Nature Program in the Annapolis Valley





We Need Your Feedback!

To make sure we're meeting your needs please fill out this form to return to your kit provider during the next drop off. This will help us identify what folks are most interested in. Feel free to use the back of this page if you need more room.

Look back through your journal when thinking about your answers!

If you have online access and prefer to submit electronically, you can contact recreation@kentville.ca for a link to the form.

Do you have regular/home access to:

Phone	yes / no
Computer	yes / no
Internet/data	yes / no
Smartphone or tablet	yes / no

1. What was your favorite activity in this kit?
2. What was your least favorite activity in this kit (that you participated in)?
3. Were there any activities you chose not to participate in?
4. If yes, which ones? Why did you choose not to try that activity?
5. Are there any items you did not use in this kit?
6. Since receiving your kit, have you found any other uses for the items provided?
7. When using your kit, did you run out of any of the supplies **before** completing any activity?
8. Were there any activities you would like to see included again?
9. Overall, do you feel equipped to repeat the activities in this kit on your own moving forward?
10. Have you found any new interests or hobbies since receiving your kit?
11. Was there anything that made it particularly easy or difficult to use your kit regularly?

YOUTH KIT 3 (12-15)