

**GINS 3200**  
**Experiential Learning Abroad**  
**Monday and Wednesday, 14:35-17:25**  
**RB 3220**

**Instructor:** P. Andrée  
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This academic course is an experiential learning opportunity combining service work abroad with classroom instruction on the Carleton campus. Through experiential engagement outside of Canada, together with critical reflection, students will learn about the challenges and rewards of global engagement.

The experiential learning opportunity at the heart of this course will take place in the Toledo District of southern Belize. This service work project is facilitated by our partner in Belize, the Centre for Engaged Learning Abroad (CELA) Belize. In 2015, the Caribbean Court of Justice issued a consent order on the Maya Land Rights Case brought before it. This was an historic ruling for Belize and surrounding regions, reinforcing land rights for Maya people. Having obtained legal protection for their lands as their fountain of sustenance and as a place for being, they are now able to focus more directly on increasing wellbeing and revitalizing their communities. The communities are now involved in the implementation of the court order and constructing a Maya future by strengthening governance systems, articulating their vision of the future, reconnecting with their values and knowledge systems, strengthening their relationship with and stewardship of the land, and building Maya economies.

In the process of exercising their rights and building a Maya future and engaging with non-Maya agencies, they are having to draw on their own values and knowledge and technologies as well as knowledge from those that come from other cultural horizons. Within this framework, there is a need to consider ways of knowing the land and communicating this knowledge to others. To this end, the service learning component of this course is intended to provide a space for learning about Indigenous ways of knowing the land and the people, understanding mainstream (ie. Western) mapping methodologies, considering the value of these methodologies for Indigenous initiatives and developing skills in some specific mapping-related tools. GINS 3200 students and professors, CELA personnel, the Toledo Alcades Association and Maya leaders Alliance will partner with members of one or two local communities to create this learning space. Carleton students and professors will facilitate learning about mapping and the development of specific mapping skills; the MLA and CELA will facilitate learning about indigenous initiatives and along with Maya participants will facilitate learning about indigenous ways of knowing the land and people.

The course will consist of three weeks of classes on the Carleton campus, followed by the two-week field trip to Belize, and concluding with a final week of classes back on campus. Classes on campus before departure will focus on gaining the necessary background knowledge for the field trip. These classes will cover three main topics: a) experiential learning as a theory and a practice; b) guidance on undertaking community based research, community mapping, and asset mapping; and c) background on the Maya people of Belize. Classes on campus after returning from the field will be an opportunity for students to present their projects and reflect critically on their recent field trip. The overall purpose of the course is to allow students to learn more about the challenges and rewards of global engagement, through service learning abroad and critical reflection on that experience.

Appended to this syllabus is the draft itinerary for the field trip to Belize.

Some videos to watch in advance of the course:

1) Maya Leaders Alliance of Southern Belize, Belize - Equator Prize 2015 Winner

<https://www.youtube.com/watch?v=tJ7Du3e-j8s>

2) Filmmakers Zach Ingrasci and Chris Temple: "Living on One Dollar"

<https://vimeo.com/90026790>

These US students lived in Maya communities in Guatemala in the summer of 2010.

3) The Chocolate Farmer [https://www.nfb.ca/film/chocolate\\_farmer/](https://www.nfb.ca/film/chocolate_farmer/)

## **Course Evaluation**

The grade in this course will be assessed based on four short reflection pieces; group presentations before the field trip on contemporary Belize; group presentations after the field trip on the service learning project undertaken in Belize; and a summative essay. Each of these components of the grade is described in more detail below. All written work (reflection pieces, summative essay) must be submitted electronically through the course webpage in CuLearn, preferably in Word format.

a) Reflection Pieces (4 x 5% = 20%)

Each student is expected to prepare four short reflection pieces during the course. These should be 2-4 words pages in length (or about five minutes as an oral presentation) and should be personal reflections on issues and challenges relates to the course. Students are encouraged to integrate course materials with their personal experiences before, during and after the field trip. The first reflection piece should be prepared in a way that can be shared with your fellow students. The other three will only be shared with the course instructor and advisor. Deadlines and topics for the reflection pieces are as follows:

- **Reflection piece #1: Due May 8 (to cuLearn). Suggested topic: Preparing for Toledo.** What challenges do you expect to encounter in this experience in Belize? What do you have to offer the experience (the group and/or the Maya community we will be working with)? What has prepared you for this experience? I encourage you to include some (max 4) images with this reflection, including discussion on how these images illustrate experiences, people, skills or values that you feel have helped to prepare you for this experience. This reflection piece should be prepared in a way that can be shared with your fellow students in class.
- **Reflection pieces #2 & 3: Due no later than June 9. These can be typed, hand-written or presented orally in conversation with the course instructor. Suggested topic: Experiences from the field.** Pick two experiences from your time in Belize. For each, reflect on what happened and what you learned from it. Why was this experience important to you? What happened that challenged your expectations? What resources or skills did you draw on to respond to the situation? What lessons did you learn from the experience? What might you try to do differently next time?
- **Reflection piece #4: Due no later than June 13: Suggested topic: Post-field trip reaction.** After your return, compare your expectations beforehand with the reality of the field trip. I encourage you to include some (max 4) photographs with this reflection, including discussion on how this photos illustrate your: a) increased understanding of the norms, values, behaviours and challenges of the Maya of Belize; b) increased flexibility or tolerance in new situations; c) open-mindedness to different values; and/or d) enhanced your resourcefulness, problem-solving skills, and culturally-appropriate people skills.

b) Group Presentations on Maya of Belize (in two parts) (30%)

On May 15 and 22, students will make group presentations (3 members/group) on some aspect of Maya culture, history, culture and politics in Belize. Groups and topics for the presentations will be determined on May 6. Students are encouraged to pick some aspect of contemporary Belize that relates to their course of study (e.g. if you are in the BGIInS Global Politics Specialization, then present on the topic of politics of the Maya in Belize). For your presentation, students are expected to do your own research on Belize. Students are encouraged to make their presentations as informative and accessible as possible for the other class members, as the goal of these presentations is to increase our collective knowledge about Belize before the field trip. Each group presentation should be 15-20 minutes long. Please post an electronic copy of your presentation before the class to CuLearn for all students to access.

Some useful resources:

- Lewis, Alison. 2012. Use and Abuse of PowerPoint - the good, the bad, and the ugly <http://www.youtube.com/watch?v=AsslhdkSRXM>
- Prezi awards 2017: The best presentations have arrived. <https://blog.prezi.com/prezi-awards-2017-winners/>

During the time in Belize, each group will give a follow-up oral presentation, also of 15 minutes, during which they will provide an update on their topic based on what they have been learning in Belize. These presentations will take place between June 4 and 7. These second presentations will be more informal, with no slides required. Grading for the two presentations will be split between a group and an individual grade. Quality of content and presentation style will both be considered.

c) Final Reports on Service Learning/Community-Based Research Projects in Belize (50%)

During the field trip, students will be divided into five groups of 3 members each to work on the service learning project. Each group will work on a different aspect of our overall project, and each student will be responsible for specific aspects of the group project. The exact nature and scope of each group research project (including the format for sharing results) will be determined during the course of the field trip, in consultation with our partners in Belize. After the field trip is over, the student groups will present the work they did in Belize in class on June 17 and 19. Grading for the final reports will be split between a group and an individual grade. Quality of content and presentation style will both be considered. These reports must be presented in both oral and written form.

### **Class Schedule and Assigned Readings**

#### **May 6: Course Overview, Introduction to Experiential Learning and an Introduction to the Maya of Belize**

The first half of this class will provide an overview of the course, assignment structure, and a general introduction to the Maya of Belize. We will then begin exploring the theory and practice of experiential learning.

*Assigned Readings:*

- 1) Smaller, H. and M. O'Sullivan. (2018). International Service Learning: Decolonizing Possibilities? *Journal of Global Citizenship and Equity Education* 6(1): 1-16
- 2) VIVIAN M. JIMÉNEZ ESTRADA. (2005). The Tree of Life as a Research Methodology. *The Australian Journal of Indigenous Education*. Vol 34: 44-52

#### **May 8: Principles of Community Based Research and Community Asset Mapping**

**Reflection piece #1 due by 11:59pm May 8.**

**The second half of class will include time to work with your group members to begin preparing your presentations for next week.**

- 1) Mary Emery and Cornelia Flora. 2006. Spiraling-Up: Mapping Community Transformation with Community Capitals Framework. *Journal of Community Development Society* 37(1): 19-35
- 2) Fuller, T. D. Guy and C. Pletsch. 2002. Asset Mapping: A Handbook [https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/asset\\_mapping\\_handbook.pdf](https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/asset_mapping_handbook.pdf)

**May 13: Introduction to the Service Learning Project. Guest: Dr. Filiberto Penados, CELA**

One hour of the class will be devoted to a Skype call with Dr. Filiberto Penados of CELA, to introduce the service learning project in Belize.

*Assigned Readings:*

- 1) Stephanie Borcea, "At a Crossroads: Seeking Justice for Indigenous Human Rights and Environmental Defenders in Belize," *Cultural Survival Quarterly*, 2016, (40)2. p. 14.
- 2) Laurie Kroshus Medina, "The Production of Indigenous Land Rights: Judicial Decisions across National, Regional, and Global Scales," *PoLAR: Political and Legal Anthropology Review*, September 2016, Volume 39 (Issue 51), pp. 139-153

**May 15: Community-Based Mapping. Guest: Prof. Derek Smith, Geography**

During the first half of this class, our guest will be Prof. Derek Smith, who will speak about the cultural geography of indigenous peoples of Mexico and Central America. The second half of the class will involve group presentations and discussion.

*Assigned readings:*

- 1) Corbett et al. 2009. Indigenous Mapping (on course website)
- 2) Smith, D. A., A. Ibanez and F. Herrera. 2017. The Importance of Context: Assessing the Benefits and Limitations of Participatory Mapping for Empowering Indigenous Communities in the Comarca Ngäbe-Buglé, Panama. *Cartographica: The International Journal for Geographic Information and Geovisualization*, 52(1): 49-62

**May 22: Group Presentations and final Trip Planning.**

*Assigned readings: To be determined*

**May 27-June 9: Field Trip to Belize**

**Reflection pieces #2 and 3 due by sundown June 9.**

**June 10: NO CLASS**

**June 12: Group work: meet during class time with group members. Professor available for consultation on group projects.**

**Reflection piece #4 due to cuLearn by 11:59pm on June 13**

**June 17 and June 19: Group Presentations of Projects**

**Reflection Piece 4 due no later than today**

Student groups will present on their experiential learning project in Belize. The final class will conclude with a critical reflection and group evaluation of the course.



**Carleton University**  
**Program Overview and Itinerary**  
**May 27 – June 9, 2019**

**Note on Itinerary**

Below is your itinerary for an exciting learning adventure. It aims to balance learning and fun. Keep in mind that they are not just fun tourist activities. They have been selected and designed for you to have a culturally immersive experience and provide you with opportunities to achieve your academic, professional and personal goals. From the food you are served, the random people you meet, to the lectures, there is something waiting for you to learn. Open your mind and your senses and don't miss out on any learning opportunities.

At the same time walk lightly, respectfully and ethically. It is a privilege to be able to travel, to walk on other people's lands and enter their lives. Don't hesitate to ask us if you have questions about how to navigate the space.

**CELA Emergency Contact Numbers**

Filiberto Penados, Academic Director – 671-3934

Rhonda Castillo, Operations/Logistics Officer – 673-2014

Lauren Burn-Margesson, Academic Program Officer - Courses – 670-7175

Nancy Adamson, Executive Director – 670-7476

**Itinerary for Belize Trip**

Subject to change in coordination with Carleton U.

<b>DATE</b>	<b>Activity</b>	<b>Notes</b>
<b>Mon, May 27</b>	<b>Day 1</b>	
10:54 AM	Arrival in Belize	American Airlines Flight # 2476 @ 10:54 am
	Transfer to Succotz	CELA
12:00 noon	Lunch along the way	On your own NOT INCLUDED
3:30 PM	Arrival at Trek Stop	
5:30 PM	Health and Safety Orientation	
6:30 PM	Welcome Dinner	Trek Stop

	Student accommodation	Trek Stop
	Faculty accommodation	Trek Stop
<b>Tue, May 28</b>	<b>Day 2</b>	
7:00 AM	Breakfast	Trek Stop
8:00 AM	Xunantunich Maya Site Tour and talk on Ancient Maya	by Joe Awe - Bring water, comfortable clothing and shoes, hat, bug spray, sunscreen, camera
12:00 noon	LUNCH	Benny's
1:30 PM	Overview of Belize	Filiberto Penados
2:30 PM	Indigeneity in Belize	Filiberto Penados
4:00 PM	Walking Tour of Succotz	
6:30 PM	Dinner	Shelly Cocom
	Student accommodation	Trek Stop
	Faculty accommodation	Trek Stop
<b>Wed, May 29</b>	<b>Day 3</b>	
7:00 AM	Breakfast	Trek Stop
8:00 AM	Travel to Toledo	
12:00 noon	Garifuna Meal in Hopkins	Swinging Armadillo
1:00 PM	Caribbean Court of Justice Land Rights Ruling	Antoinette Moore
2:30 PM	Depart for Toledo	
4:30 PM	Welcome to Laguna and Village tour	
6:30 PM	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chaabil Be
<b>Thur, May 30</b>	<b>Day 4</b>	
7:00 AM	Breakfast	Maya Family
	Transport for the Day	
8:00 AM	Guided Maya Farm Tour	Laguna Village
12:00 AM	Lunch	Maya Family
1:00	Depart for MLA office	

1:30	Maya people of Toledo and Indigenous Governance	Pablo Mis at MLA Office, Punta Gorda Pablo Mis
2:30 PM	Maya Land Rights	Cristina Coc, at MLA office, Punta Gorda
3:30 PM	SL Overview and planning	Filiberto Penados, at MLA Office
5:00 PM	Depart for Laguna	Punta Gorda Town
6:30 PM	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chaabil Be
<b>Fri, May 31</b>	<b>Day 5</b>	
7:00 AM	Breakfast	Maya Family
	Transport for the afternoon	
8:00 AM	Service Learning	
12:00 AM	LUNCH	Maya Family
1:00 PM	Service Learning	
6:30 PM	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chaabil Be
<b>Sat, June 1</b>	<b>Day 6</b>	
7:00 AM	Breakfast	Maya Family
	Transport for the Day	
8:00 AM	Service learning	
12:00 noon	Lunch	Coleman's
1:00 PM	Service Learning	
6:30 PM	Dinner	Maya Family
	Student accommodation	TEA
	Faculty accommodation	Chaabil Be
<b>Sun, June 2</b>	<b>Day 7</b>	
7:00 AM	Breakfast	Maya Family
	Transport for the Day	

8:30 AM	Service Learning	
12:00 noon	Lunch	TBD
1:30 PM	Service Learning	
6:30 PM	Dinner	Punta Gorda Town
	Student accommodation	TEA
	Faculty accommodation	Chaabil Be
<b>Mon, June 3</b>	<b>Day 8</b>	
7:00 AM	Breakfast	with Maya families
	Transport for the Day	
8:00 AM	Tour and Talk at Tumul K'in	Learning about Maya education initiative
12:00 noon	Lunch	Tumul K'in Center of Learning
10:00 AM	Swimming Blue Creek river	
5:00 PM	Maya Ceremony and Healing Encounter	Maya healers association, Indian Creek
6:30 PM	Dinner	with Maya families
	Student accommodation	Laguna TEA
	Faculty accommodation	Chaabil Be
<b>Tues, June 4</b>	<b>Day 9</b>	
7:00 AM	Breakfast	Maya family
	Transport for the Day	
8:00 AM	Service Learning	
12:00 noon	Lunch	TBD
1:00 PM	Service Learning	
5:30 PM	Ixcacao Chocolate demonstration Dinner	at Ixcacao
	Student accommodation	Laguna TEA
	Faculty accommodation	Chaabil Be
<b>Wed, June 5</b>	<b>Day 10</b>	
7:00 AM	Breakfast	Maya family
	Transport for the Day	
8:00 AM	Service learning	

12:00 noon	Lunch	TBD
1:00 PM	Service Learning	
6:30 PM	Dinner in PG Town	Punta Gorda
	Student accommodation	Laguna TEA
	Faculty accommodation	Chaabil Be
<b>Thurs, June 6</b>	<b>Day 11</b>	
7:00 AM	Breakfast	Maya family
	Transport for the Day	
8:30 AM	Service Learning	
12:00 noon	Lunch	Punta Gorda
1:30 PM	Service Learning	
6:30 PM	Dinner	Maya family
	Student accommodation	Laguna TEA
	Faculty accommodation	Chaabil Be
<b>Fri, June 7</b>	<b>Day 12</b>	
7:00 AM	Breakfast	Maya Family
	Transport for the Day	
9:00 AM	Presentation to Maya Leaders at MLA office	
12:00 noon	Lunch	Punta Gorda
2:00 PM	Depart for Hopkins	
6:30 PM	Dinner	Hopkins
	Student accommodation	Caribbean Shores Bed and Breakfast
	Faculty accommodation	Caribbean Shores Bed and Breakfast
<b>Sat, June 8</b>	<b>Day 13</b>	
7:00 AM	Breakfast	at Caribbean Shores Bed and Breakfast
	SNORKELING	OPTIONAL EXCURSION
12:00 noon	Lunch	Hopkins
3:00 PM	Transfer to Monkey Bay	
6:30 PM	Dinner	Monkey Bay Wildlife Sanctuary

	Student accommodation	Monkey Bay
	Faculty accommodation	Monkey Bay
<b>Sun, June 9</b>	<b>Day 14</b>	
7:00 AM	Breakfast	Monkey Bay
8:30 AM	Depart for International Airport	ETA at Airport 9:30 am
1:09 PM	Depart for Canada	

### **Activities and Site Visits (brief description and/or weblink)**

#### **Succotz Village**

Succotz Village is a community of about 2500 people located along the George Price Hwy about 2 miles from the Western border with Guatemala. It is along the Mopan River (a great place for a swim) and the only access to Xunantunich. Though most people in Succotz speak Spanish and English, it is a community of Yucatec and Itza Mayan ancestry and evidence of this can be found in the language, food ways, culture, medicinal practices, and beliefs. It used to be a subsistence farming community but today people are mostly employed in the service industry particularly in tourism. There are many artisans including potters and stone carvers. Succotz offers many opportunities for learning about Maya history and culture, development and change, links between the local and global, local knowledge and rural life in Belize

#### **Xunantunich**

Xunantunich is one of the most visited ancient Maya sites. One can appreciate the artistic, engineering and technological achievements as well as get a sense of Ancient Maya cosmology and social and political organization. Standing on top of Xunantunich, one can ponder how the site might have looked when it was in full use, how the landscape might have looked in past times, how things have changed and why, and what lessons we might draw from the Maya experience. Visiting Xunantunich and Succotz village (a contemporary community of Mayan ancestry) I am sure can also generate important and intriguing questions.

When visiting Xunantunich remember to bring closed/strong walking shoes since there is quite a bit of climbing. It is usually hot as one is exposed to the sun most of the time so use clothes that will keep you cool and protect you from the sun and use sunscreen. Make sure you bring water and your camera!

<https://www.belize.com/xunantunich-maya-site-belize>

## **Laguna**

Laguna is a Q'eqchi' Maya village in southern Belize with a population of about 400, located about 10 miles from Punta Gorda Town in Toledo. The community is predominantly comprised of Q'eqchi'-speaking people with English/Creole spoken as a second language, especially among the younger generations. The community is largely a farming community where a mix of subsistence farming and other cash-generating activities are practiced. Laguna is among the 38 Maya communities in Toledo that have been engaged in the last 30 years in a struggle to affirm their rights to land as Indigenous peoples and carve a space for a self-defined development. It is a great place to learn about Maya history and culture, Maya knowledge especially farming and food ways; indigenous governance, sustainability and indigenous movements.

At Laguna, there are no big grocery stores. There are two small stores that sell a very limited variety of items so if you might need to bring your own snacks and remember to buy what you need while you are out of the village. The village has street lights but is not well lit. It is a good idea to walk with a flashlight at night.

## **Maya Ceremony**

A Maya ceremony is a very special spiritual event. Maya ceremonies usually happen outdoors and is led by a Maya spiritual guide using the Tzolkin, a Maya sacred calendar. It involves gathering around in a circle, and the burning of incenses and candles, smudging and prayers to establish balanced relationships with one self, with others, the environment and the cosmos.

Your participation in the ceremony is voluntary and there are no special requirements. The only requirement is that you participate respectfully. Sometimes the spiritual guide will offer to do a special prayer and/or smudging for each individual and give you some candles for you to offer by placing them in the fire. At the end, there is usually a time for your questions. If you have any doubts, feel free to ask your CELA guide/host.

The ceremony is a wonderful opportunity for you to learn about Mayan spirituality first hand and to partake in a very special spiritual event.

### **Tumul K'in Center of Learning**

Tumul K'in Center of Learning is a registered non-governmental Maya Organization that responds to the challenges of poverty and marginalization in rural Toledo by promoting a sustainable development with identity through intercultural education, training and research fusing modern and Maya values, knowledge and philosophy.

See Website: <http://www.tumulkinbelize.org/index.html>

### **Ixcacao Chocolate**

Ixcacao Chocolate is an opportunity to learn about the significance of cacao in the Mayan culture and experience how to make chocolate. It is a good place to ponder the opportunities and challenges provided by tourism and global networks.

<http://www.ixcacaomayabelizeanchocolate.com/index.html>

### **BLUE CREEK VILLAGE**

Blue Creek Village is a Mopan and Kekchi village of about 270 people. The community lies along flat roads, spanning both sides of Blue Creek. Clusters of thatch huts border both sides of Blue Creek, a beautiful, clear stream emerging from the surrounding thick jungle. Upstream of the bridge is a wide blue-green pool where Maya women beat their laundry on the smooth stones. The banks are lined with tall shady trees. The reflection of the thick jungle rainforest, which lines both sides, is clearly visible in the surface of the creek

[http://www.southernbelize.com/vil\\_bluecreek.html](http://www.southernbelize.com/vil_bluecreek.html)

### **Accommodation**

#### **Trek Stop**

You will be staying at the Trek Stop <http://thetrekstop.com/> . Trek Stop is an eco-lodge known for its ecological practices so be prepared for composting toilets and solar pre-heated showers, fans but no air-conditioning. The Trek Stop, is located in a nice forested area with trails. It has a butterfly garden, and a garden that includes a small medicinal trail. It is a good place for bird watching by the way!

The Trek Stop offers wifi access at the restaurant. You can ask for the password from you hosts. Since you are in the forest, at night it is a good idea to walk with closed shoes and a flashlight.

## **Laguna TEA Guesthouse**

The Guesthouse located in Laguna Village is operated by community members as a cooperative. Accommodation is provided in a facility built in the style of a traditional Maya house with a few changes (thatch roof, wooden walls and concrete floor), Beds are bunk style and each guest gets a mosquito net. The guesthouse has fans flush toilets but no hot water. Cooperative members provide guests with traditional Maya meals at their homes rotating among themselves. This is a nice arrangement that allows income to be spread in the community and for guests to have many opportunities for interacting with a variety of families.

While staying at Laguna, the women's group organizes a souvenir market just for you! Here the market comes to your door as it is organized right in front of the guest house. Laguna is known for producing excellent baskets from natural fiber, the best traditional woven bags made from cotton. You can also find bead jewelry, embroidery, wood carvings and sometimes excellent organic coffee! Purchasing at the Laguna market give you an opportunity to support your hosts.

Laguna village has street lights but is not well lit. It is a good idea to walk with a flashlight at night.

## **Chaab'il B'e**

Chaab'il B'e is a small resort located about three miles from Laguna.

See website: <http://www.chaabilbe.com/>

## **Monkey Bay**

Monkey Bay Wildlife Sanctuary is an environmental education, research center and traveller lodge in Belize, Central America, dedicated to offering immersive educational experiences and adventures while serving as a model for conservation in Belize.

See Website: <https://www.monkeybaybelize.com/>

## **Caribbean Shores Bed & Breakfast**

Located in Hopkins Village, in the Stann Creek District of Belize, Caribbean Shores offers great accommodations and services designed with your comfort in mind. Caribbean Shores is centrally located with both the Caribbean Sea and mountains range for scenery. The glorious views of both sunrise and sunsets that you will enjoy from our large verandas, or the rooftop deck, will take your breath away. Take a swim in the ocean, hang out by the pool ledge under the waterfall, or take a ride down the slide and into the pool.

<https://www.visitcaribbeanshores.com/>