DOCUMENT RESUME

ED 306 043 RC 017 002

AUTHOR	Knapp, Clifford E., Ed.
TITLE	Cooperative Learning and Outdoor/Environmental Education.
PUB DATE	Jul 86
NOTE	12p.
PUB TYPE	Viewpoints (120) -- Collected Works - Serials (022)
JOURNAL CIT	The International Association for the Study of Cooperation in Education; v7 n3,4
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Adventure Education; *Cooperative Learning; *Ecology; *Educational Games; *Environmental Education; Experiential Learning; Group Activities; Humanistic Education; Information Networks; Learning Activities; *Outdoor Education; Self Directed Groups
IDENTIFIERS	Boy Scouts of America; Project WILD; Wilderness Education Programs

ABSTRACT

This newsletter contains 14 items on cooperative learning and outdoor education, with a particular focus on environmental education and ecology. "Cooperative Teaching/Learning Strategies and Objectives in Outdoor/Environmental Education" by Clifford E. Knapp is about cooperative teaching and learning strategies in outdoor education and emphasizes the value of cooperative outdoor education, mentioning several outdoor games and education programs. It calls for more communication among outdoor-environmental educators. "Teachers are Wild about WILD" by Jennifer Meyer describes Project WILD, a multistate program designed to help students of any age to develop awareness, knowledge, skills, and commitment to responsible behavior concerning the environment. "Group Initiative Educational Games" from the Muskingum Outdoor Training and Education Center describes games that teach students how to think and act cooperatively. A Japanese program, "Adventure Orienteering," is described by Toshio Hoshino. In this program, campers walk an unknown course using maps and compasses. Other articles include: "Processing Outdoor Experiences," by Clifford E. Knapp; "The Sheldon Centre for Outdoor Education," by Joan Thompson; and "An Alternative Educational Program for Adjudicated Youth," by Alan Dodson. This newsletter also offers resource lists, including a four-page bibliography, and gives the names and addresses of training workshops, environmental living programs, and summer camps using cooperative learning strategies. There is also a review by Jan Rensel of the book, "Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities" (Knapp & Goodman, 1981). This document also includes information on the International Association for the Study of Cooperation in Education. (TES)

The International Association for

The Study of Cooperation in Education

Newsletter Volume 7 Numbers 3 & 4

Cooperative Learning

and

Outdoor/Environmental Education

Clifford E. Knapp, Guest Editor

THE INTERNATIONAL ASSOCIATION FOR
NEWSLETTER
THE STUDY OF COOPERATION IN EDUCATION

Volume 7, Numbers 3 & 4

July, 1986

COOPERATIVE LEARNING
and
OUTDOOR/ENVIRONMENTAL EDUCATION

Clifford E. Knapp, Guest Editor

Nancy & Ted Graves, General Editors, 136 Liberty Street, Santa Cruz, CA 95060

The Earth is our Temple,
Nature is our Sacred Text.
From the natural processes of the Universe
we learn all the lessons we need to know:
Interconnectedness; Interdependence;
The Unity of All Things.

Love, caring,
responsibility for self and others;
all are simply awareness of these natural lessons.
This is the fundamental basis
for a spiritual expression
among all peoples.

Fostering an "ecological ethic" is an excellent indirect approach to "moral education" in our schools. Outdoor/Environmental Education is a valuable vehicle for accomplishing this, since the earth provides a universally available textbook for teaching cooperation and interdependence, with its own built-in tests and feed-back. Not only will students come to respect and preserve their natural environment, but they may also come to appreciate their own role as an intimate and interconnected part of that environment.

There are many essays, stories and poems which can help promote greater sensitivity to life's interdependencies. The books by Lewis Thomas and Loren Eiseley are among our favorites. These can serve to stimulate valuable class discussions.

Many teachers are troubled by the potentially divisive nature of religious holidays such as Christmas and Easter. Yet whole group celebrations are an important way to create a sense of class unity as a foundation for cooperative learning. Celebrations of the natural cycles such as the Fall Equinox, the Winter Solstice, and the Spring Equinox provide universally understood, non-sectarian alternatives. (See LaChapelle & Bourque in the Resource Bibliography.) Children can still be encouraged to appreciate their own religious traditions, and helped to discover historical linkages with these universal cycles.

We are all "Stewards of the Earth", custodians rather than owners, with a responsibility to maintain it, care for it, and keep it clean. As early as 1854 Chief Seattle warned the whiteman, "Continue to contaminate your bed and you will one day suffocate in your own waste." Many science programs now include units on pollution. But waste is all around us, and children can be empowered by helping to clean it up and recycle it. Few cooperative classroom activities can produce greater pride of place than a campaign to pick up accumulated urban trash. This can be fun as well. "New Games" festivals usually end with "Eco-Ball" where teams compete to see how much litter they can collect.

A deep sensitivity to the earth and all who occupy it has served as the foundation for the religious teachings of native peoples everywhere. It is to them we now turn for wisdom. Cooperative educators will resonate to Chief Dan George (in My Heart Soars) when he says:

Of all the teachings we receive this one is the most important:
Nothing belongs to you of what there is:
Of what you take, you must share.

- Nancy & Ted Graves

COOPERATIVE TEACHING/LEARNING STRATEGIES AND OBJECTIVES IN OUTDOOR/ENVIRONMENTAL EDUCATION

Clifford E. Knapp *

How do leaders in the field of outdoor/environmental education view the importance of cooperation? What should the role of cooperative teaching/learning strategies and objectives be in this field for the future? These are difficult questions to answer because of the diversity and complexity of existing outdoor programs.

For purposes of this article, the term "outdoor/environmental education" will subsume a broad variety of existing outdoor-related programs including: organized camping, adventure education, outdoor education, conservation education, ecological education, nature education, earth education, environmental education, and experiential education. Although these labels describe programs which emphasize different goals and objectives, some commonalities are often present. These programs are usually characterized by the use of settings primarily outside of buildings and directed toward meeting educational aims such as:

1. Awareness and appreciation of natural systems in both urban and rural areas.
2. Knowledge of ecological principles and concepts.
3. Enhancement of self-concept and development of personal and interpersonal skills.
4. Development of an outdoor-environmental ethic which promotes quality ecosystems.
5. Learning of cognitive skills related to a variety of academic disciplines.

Quite commonly Outdoor/Environmental Education programs incorporate cooperative teaching/learning strategies and objectives in achieving awareness and appreciation of natural systems and knowledge of ecological principles and concepts. Awareness and appreciation are taught through various sensory activities such as writing a group nature poem, pretending to be a camera and "photographing" the environment with the aid of a partner, or pairing up and leading a blindfolded partner through an environment rich in non-visual sensations. Ecological principles and concepts are taught through activities such as constructing nature trails, playing simulation games (e.g., predator and prey role playing), or creating soil by combining the component parts. Organizations such as the Institute for Earth Education (Van Matre), Earth Sky (Cornell), Project Learning Tree, and Project WILD are examples of leaders in this approach. (See Resource list and article on Project WILD.)

An obvious relationship exists between cooperative learning and the goals of fostering personal growth and social skills in participants. In Outdoor/Environmental Education the most widely used activities to accomplish these goals are a variety of group initiatives and cooperative games. "Group initiatives" involve contrived or realistic problem-solving challenges which require active solutions. Examples vary along a contrived-realistic continuum from a group problem-solving task like "Stepping Stones" to traversing a raging river in order to reach a campsite on the other side. "Cooperative games" involve playful activities which stress fun and teamwork and avoid individual winners and competition. The success of both group initiatives and cooperative games in reaching specific goals is largely dependent upon the facilitative skills of the outdoor leader. Organizations such as Outward Bound, Project Adventure, New Games Foundation, and Playfair are examples of leaders in this approach. (See Resource list and the following article on group initiatives.)

Very few outdoor-environmental educators have developed comprehensive programs which directly promote the attainment of personal and interpersonal skills, including those relevant to cooperative learning. One exception is the staff

at the Sheldon Centre for Outdoor Education in Ontario, Canada. There, cooperative objectives are approached through various teaching/learning strategies and are integrated into the total program. (See article following.)

During the last ten years some of my professional energies have been devoted to developing new and modifying old activities which allow participants to learn and practice various human relations skills. These activities encourage direct contact with objects and events found outside and increase environmental awareness and appreciation. Some examples of these skills include: affirming personal worth, becoming aware of feelings, validating others, and cooperating. These activites are contained in a new publication, People Skills Primer: Blending Nature and Human Nature Activities. (50 pages; $4 plus $1 postage.) Write to me for a copy.

There is a clear need for more communication among outdoor-environmental educators interested in human relations skills. We need to discuss and write about new programming approaches, including ways to promote cooperative strategies and objectives. To help meet this need, in 1984 I initiated the Human Relations Skills Network for Outdoor Leaders (HRSNOL). This growing network presently includes more than 350 members. Its main purpose is to promote the sharing of ideas and action projects related to personal and interpersonal skill development in outdoor programs. This area provides a rich potential for future explorations. We have just begun to scratch the surface of the program possibilities.

Now I would like to invite you to join others who are interested in cooperative strategies and objectives as they relate to outdoor/environmental education. A special interest group sponsored by the IASCE has been established to encourage the sharing of research and theory and their application to outdoor programs. Welcome to the threshold of a challenging adventure!

* Cliff Knapp holds a BA in Junior High Education, an MS in Administration and Supervision, and a Ph.D. in Curriculum and Instruction from Southern Illinois University. He is Chair of the Outdoor Teacher Education faculty at Northern Illinois University, which is located at the Lorado Taft Field Campus. The field campus is a 141-acre resident environmental education center.

Cliff has taught at all levels of education from elementary through graduate school, specializing in science and outdoor/environmental education. In addition to various university positions, he was science department coordinator at the junior high level, and Director of Environmental Education for the Ridgewood, New Jersey, public schools.

Cliff also has extensive experience in summer camps as counselor and director in New York, New Jersey, and Illinois, and is on the editorial staff of Camping Magazine. He originated the unique Human Relations Youth Adventure Camp, sponsored by the Sagamore Institute, and for many years served as its Co-Director. As environmental specialist for the Institute, he has also led adult workshops in human relations and outdoor/environmental education.

In addition to his work with human relations groups, he enjoys reading, writing, fishing, woodcarving, jogging, and retreating into the wilderness. "I have functioned in a competitive mode for too long," he reports, "and think that a cooperative mode fits my teaching/learning style better."

Cliff publishes a first-rate Newsletter for his Human Relations Skills Network for Outdoor Leaders. So if any of you have additional material on Cooperative Learning and Outdoor/Environmental Education, please send it to him for dissemination:

Box 313
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- NRG & TDG

TEACHERS ARE WILD ABOUT WILD!

Jennifer Meyer*

Don't look now, but something wild is happening in classrooms all over the country. Students are acting like animals, and teachers are loving it. It's all part of Project WILD, a program designed to make it easy for teachers to teach - and fun for children to learn - about wildlife and the natural environment.

For various reasons, environmental education has historically been the neglected stepchild of school systems. Moreover, teachers have not had good, low-cost classroom materials dealing with the environment. Even if they could get materials, many teachers feel ill-prepared to deal with environmental topics - especially wildlife-related ones.

Enter Project WILD - a program designed with these problems in mind. Project WILD is not an "add-on" program that teachers must squeeze into an already-busy teaching day. Rather, it is something that they can use to teach required subjects - by bringing the fascination of ringtails, robins and wrens into readin', writin' and 'rithmetic. As a teacher in Springville put it, "This style of teaching makes the kids more interested in what they're learning - thanks!"

The thanks go to the developers of the program: the Western Regional Environmental Education Council, an organization representing state-level education and natural resource agencies from 13 states, and the Western Association of Fish and Wildlife Agencies. In 1980 these two groups entered into an agreement and the idea for Project WILD was born.

According to its developers, Project WILD is designed "to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends." In practice, the program teaches students how to think - rather than what to think - about environmental issues concerning wildlife.

The core of the project is two activity guides, one for K-6 and one for 7-12. Each guide contains approximately 80 learning activities developed by classroom teachers working with wildlife experts. Careful field testing made sure that each of the activities "work" as intended.

The meticulous development paid off and teachers rave about the guides. They especially like the several cross-reference indexes, which help incorporate wildlife-related concepts into day-to-day teaching. "Fantastic book - super format," wrote a teacher from Redding, "More texts should be like Project WILD". A Riverside teacher echoed the sentiment: "I only wish the other materials I have to use were as well organized."

As important as the organization of the guides are the activities themselves. These are not traditional, read-a-chapter, answer-a-question learning exercises. They put the "active" back into "activity", providing fun and the kind of concrete learning students aren't likely to forget.

To learn about habitat carrying capacity while polishing math skills, students pretend to be bears scrounging for food in "How Many Bears Can Live in This Forest?" "Bears" that don't gather enough food must "die", dramatically emphasizing the notion that a habitat can support only a limited number of animals.

In "No Water Off a Duck's Back" students conduct a scientific experiment to discover the effects of oil spills on bird feathers and eggs. From there they generalize about possible negative effects of pollution on wildlife, people and the environment.

In "To Zone or Not to Zone" students role-play a meeting of a county commission on a land-use issue. Assuming the identities of realtors, ranchers, hunters, conservationists and others, students learn about the democratic process as they identify the social and ecological considerations of land-use planning.

Although the WILD activities fit nicely into a variety of standard school subjects, they are particularly well suited to science classes. In California, for example, the WILD activities have been cross-referenced to the state science framework. By reference to this index, teachers can see how Project WILD can help them to prepare students for statewide exams.

Research shows that educational materials which are simply handed out tend to wind up on bookshelves unused. For this reason, a workshop is a prerequisite to obtaining Project WILD guides. The workshop must be a minimum of three and a half hours in length, and most of them are closer to six hours long. At the workshop teachers are introduced to the philosophy of Project WILD and shown how the activities can be incorporated into the subjects they teach.

A large part of the success of the workshops is due to the facilitators. These are people who have attended a Project WILD facilitator workshop to become certified WILD instructors. Anyone who is interested in wildlife education and has teaching ability is eligible. After this training, the facilitators schedule workshops for teachers in their own areas. The Project WILD coordinator provides them with all the materials they need.

By meeting and working together in the workshops, wildlife professionals and educators establish the basis for long-term support. This critical link is another of the important goals of Project WILD. The significance of this workshop network is summed up by a teacher from Ojai. "The outreach program you are initiating," he wrote, "is going to keep your materials from gathering dust. Instead, you are gathering momentum."

Without a doubt Project WILD is off to a good start. It has received awards from the National Wildlife Federation and the Wildlife Society. Its activities are consistent with the recommendations of the National Science Teachers Association and it has been endorsed by the National Council for the Social Studies. The California County Superintendents Steering Committee on Curriculum and Instruction has given its endorsement, and California Superintendent of Public Instruction Bill Honig has lauded the program, praising its goal of encouraging "responsible human behavior toward wildlife and habitat."

The importance of education in the long-term survival of our fish and wildlife is summarized by an old Chinese proverb:

> *If you are planning for a year, sow rice.*
> *If you are planning for a decade, plant trees.*
> *If you are planning for a lifetime, educate children.*

* Jennifer Meyer is the California State Project WILD coordinator, Department of Fish and Game, 1416 Ninth Street, Sacramento, California 95814: phone: (916) 445-7613.

Project WILD training is not only available to teachers, but to all who work with young people. For information about Project WILD in your area, write The Western Regional Environmental Council, Salina Star Route, Boulder, Colorado 80302.

(This article was excerpted from the September-October 1984 issue of Outdoor California.)

- NRG & TDG

GROUP INITIATIVE EDUCATIONAL GAMES: TEACHING STUDENTS HOW TO THINK, NOT WHAT TO THINK*

Whether you call it a cooperation course, ropes, group initiatives or co-initiatives, the educational objectives are the same:

1. To Build mutual support within the group.
2. To increase the participants' sense of personal worth and self-confidence.
3. To promote personal initiative through group interaction and support.
4. To bring about an appreciation for one's physical self and natural environment.
5. To encourage individual thinking when confronted with a stimulating physical and mental challenge.
6. To develop personal awareness and insight.

Group Initiatives have six main ingredients: individual involvement, uncertain success, personal adventure, acceptance of risk, problem solving, and group and individual goal setting.

Here's how it works. The group, which can range from two to many, is presented with a task. No further instructions, pre-planning, or group orientation are provided. Once the task has been identified, general directions follow. For example, TASK: The entire group must stand on a small circle. DIRECTIONS: To be on the circle all group members must have one foot on the circle. (Size of circle varies with size of group.) The other foot must be off the ground. This position must be held for at least ten seconds. NOTE: The directions give no indication as to how the participants are to accomplish the task, only as to what constitutes a completed task. How the task is to be accomplished, within the guidelines of the directions, is left completely up to the participants.

BEFORE THE TASK:
Each task must stand on its own. But a pre-task orientation to the overall program is necessary. Start by requiring a verbal commitment from each participant as to their willingness to at least try to accomplish each task presented to them. With their personal commitment given, you have established "the group". Next, inform them that as a result of their personal commitment, they will be able to observe things about themselves and their companions that they have never noticed before. Through careful observation, both you and your students will be able to identify such things as leadership, peer pressure and support, group support, negativism, hostility, sexism, fear, and personal joy. At this point you identify the first task, read the directions, then stand back and observe.

I should note that during my pre-task orientation, I personally select not to speak of safety factors for the group. As the activity facilitator I am constantly aware of unsafe situations and when individual group members place themselves in a physically threatening situation, I am quick to stop the activity and discuss with the group such things as individual support, personal compassion, and physical safety.

If technical skills such as rope craft, sling and harness construction, or climbing techniques are required for any of the activities, such training should take place before the tasks are given. And remember, when it comes to ropes, knots, and slings, or climbing in any form, there are no short-cuts to safety.

THE ROLE OF THE FACILITATOR:
The facilitator has five functions: 1) To present the task; 2) To enforce the directions; 3) To identify unsafe situations; 4) To offer encouragement; and 5) To promote personal insight and growth through inspiration and motivation. As facilitator you <u>should not</u> answer questions pertaining to <u>how</u> a task is to be accomplished other than by repeating the directions.

AFTER THE TASK:
At the conclusion of each activity a period of time is spent in evaluating the group performance. This step is

absolutely critical. It may take many forms, but the focus is on discussion. Don't be timid; ask probing "I" and "you" questions that require descriptive personal answers. Confronting must be done in a caring and supportive manner. Choose your words carefully. In presenting your perceptions, feelings and opinions, remember not to pass them off as facts. Encourage the students to think for themselves and express their opinions. Listen attentively and directly address the person or persons you are speaking about. Let each student understand that they own their actions. With clear and specific communications, both you and your students will possess greater insight into why we do the things we do. Above all, remember you are the model. The level of "risk taking" and personal sharing that you require of your students must first be taken by you.

* This article was excerpted from The Solid Rock, Spring, 1986, published by the Muskingum Outdoor Training and Education Center, 3266 Dyewood Road, SW Carrollton, Ohio 44615, phone: (216) 627-2208.

* * *

"STEPPING STONES" A GROUP INITIATIVE CHALLENGE FOR INDOORS OR OUT*

TASK: All team members must cross an imaginary river without getting wet.

DIRECTIONS: To cross the "river" team members may only use the "stepping stones" provided, which they must place in the "river" and then remove again. The task is accomplished when all team members have crossed the "river" and brought all the "stepping stones" with them, so that they can cross back again. If any team member falls into the "river" (steps off a "stepping stone" during the crossing) all must start again.

SET UP: 1) Divide the group into teams of 7-10 members.
2) Mark the "river" boundaries on the ground or floor with tape, rope, ribbons, chalk, etc. The width of the river depends on the size of the team: 30 feet for teams of 7; 2 1/2 additional feet for each additional team member.
3) Each team receives 1 stepping stone less than the number of team members. These can be paper bags or any other handy material about the size of baseball bases.

* This activity was drawn from the Human Development Training Institute's Junior High INNERCHANGE program. For further group initiative educational games, see the publications by Rohnke and the Project Adventure staff in the Resources.

* * *

ADVENTURE ORIENTEERING: A JAPANESE PROGRAM FOR FOSTERING COOPERATION

Toshio Hoshino*

There are many outdoor programs which enhance cooperation, especially group initiatives and cooperative games. These activities are favorites among many leaders.

To help achieve the objective of cooperation, I would like to recommend a program which combines orienteering and group initiatives. In Japan we call it "adventure orienteering". With the help of map and compass, each small group of campers goes around the outdoor course. At each check point of the course, there is one initiative challenge that the group has to complete before they go on to the next point. They are not permitted to return to the starting point until they finish all the group initiatives.

By combining two traditional outdoor activities, this not only encourages different kinds of group cooperation, but also creates a stressful situation by having them walk a long distance from the starting point on an unknown course.

Throughout the course the group has many chances to deal with the process of problem solving, conflict resolution and decision making. Staff members at each station observe the groups' behavior, actions and responses for use in the processing session which follows. This activity leads to the development of the group as a united whole.

* Toshio Hoshino is Assistant Professor at Meiji University, Kanda Suiugadai, Chiyoda-Ku, Tokyo, JAPAN.

PROCESSING OUTDOOR EXPERIENCES

Clifford E. Knapp

The skill of processing (or debriefing) an experience is often applied during and after an activity to assist the participants in internalizing and generalizing what has been learned. Conducting a processing session can lead learners to self and group awareness and assist them in applying these to other life situations.

Outdoor leaders need to develop specific skills for processing structured experiences. Processing is a useful method for helping people reflect on experience by receiving feedback about it. The principal tools are observing and questioning, which are guided by specific program goals and objectives. Leading participants in processing sessions without clear goals and objectives may result in haphazard learning or none at all.

In addition to asking questions, the leader also needs to accept and verbally reflect back the thoughts and feelings of the participants. This can be done by restating and acknowledging what they say or by reading non-verbal facial and body clues.

Another processing tool is to supply appropriate information to individuals about what is observed in the group interactions. The leader creates an atmosphere of support and safety by praising and encouraging the behaviors that help promote trust.

Many leadership training sessions do not provide enough time for the teaching of processing skills. Most of the time is spent doing activities such as backpacking, rappelling, rock climbing, or using a ropes course. Clearly, the personal and interpersonal goals and objectives of outdoor programs would be better met by structuring more time processing experiences in specific areas of anticipated change.

(Here the author quotes several observers who note that outdoor leaders tend to emphasize mastery of the physical tasks, while neglecting processing which produces mastery of their feelings and emotions. To provide a powerful experience and expect participants to go home and sort it out for themselves, educational researchers agree, is to invite failure.)

Outdoor leaders should direct processing sessions toward meeting specific objectives. The leader's function is to create situations in which participants encounter challenge and adventure. These activities can lead to feelings of success and the attainment of greater group skills if processed effectively.

A facilitator should model the following:

1. Accepts all individuals, but not all behavior.
2. Discloses his or her thoughts and feelings when appropriate.
3. Invites others to self examination by confronting them directly.
4. Identifies individual and human relations issues.
5. Emphasizes the "here and now" events.
6. Becomes involved with the group interactions through empathy and caring.
7. Observes body language and draws accurate inferences from it.
8. Listens to and draws out others through questions.
9. Gives praise and words of encouragement to others.
10. Supplies useful information about the experience when appropriate.
11. Creates a climate of trust and safety through enforcing certain rules and norms.

A PROCESSING SCENARIO

Let's imagine that we could eavesdrop on a group of teenagers just after they have successfully solved a group problem of scaling a 14-foot wall. The leader has gathered them in a circle and is processing the experience by focusing on the objective of cooperating.

Leader: You have just completed a difficult task in fine style. What are you thinking about?

John: It was easy!

Jim: It was hard!

Leader: What do each of you mean?

John: It was easy because I was one of the first over the wall and I stood on the shoulders of the rest of the group.

Jim: It was hard because I went over when there weren't many left to stand on or lift me up. I had to jump.

Leader: You each had good reasons for the way it was for you. How did it feel to those who helped John get over?

Betsy: I needed the others. John weighs more than I do. I guess it's hard to do some things alone.

Leader: How did some of the other people feel when they helped John over the wall?

Phil: I felt bad because I didn't do anything

Leader: What kept you from not doing anything? You look sad about that.

Phil: Yea, I couldn't get where I could lift him. The others were in the way.

Leader: How many others wanted to do more than they did to help? (Several hands are raised.) What could your group do differently next time to solve a problem together?

Phil: I could have told the group to wait until I got in position to help.

Leader: Have there been other times in your life that you haven't asked for what you needed to feel useful?

Phil: Yea, lots of times, but I'm going to work on speaking out more when I want to help someone.

This small slice of time during a processing session illustrates how the leader focused on an objective, asked questions to help the group reflect on that topic, gave praise and encouragement, reflected back feelings inferred from comments or facial expressions, and clarified possible changes of behavior. Even 10 minutes of processing time can help young people make sense out of an experience that normally might remain a mystery.

The leader is the key to safe and valuable learning experiences for the participants in outdoor programs. If leaders practice the many skills involved in successfully processing a group experience with the same diligence that they practice first aid, identify a tree, paddle a canoe, or build a fire, the participants will benefit from a broader and more useful education.

This article was abstracted from "The Science and Art of Processing Outdoor Experiences", The Outdoor Communicator, Vol. 16, No. 1, Spring-Summer 1985, pp. 13-17. For further discussion of processing, see Knapp, "Designing processing questions to meet specific objectives", The Journal of Experiential Education, Vol.7, No. 2, Summer 1984, pp. 47-49. Also see Lee Snooks, et al. Backstop. Battle Creek, Michigan: Michigan Department of Education Title IV-C, n.d., and Ann Beck, Hawaii Bound: Operations Manual. Honolulu: Hawaii Bound School, Inc., 1974.

Cooperation, not competition, is the road to happiness.

- Bertrand Russell, 1927

THE SHELDON CENTRE FOR OUTDOOR EDUCATION: FOSTERING COOPERATIVE ATTITUDES IN A RESIDENTIAL OUTDOOR SETTING

Joan Thompson

Sheldon Centre for Outdoor Education is a residential centre owned by the East York Board of Education in Metropolitan Toronto. It is located in a rural area northwest of the city and consists of 200 acres of field, forest, marsh and stream. In addition to dormitory facilities for two classes, there is a museum, small working farm, apiary and sugar bush operation. All sixth grade students, junior special education students and some secondary students visit the centre for five-day sessions throughout the school year.

One of the stated purposes of the Sheldon experience is "to afford opportunities for social interaction and development". Developing cooperative attitudes is of prime importance and forms the skeleton upon which the rest of the program is supported. Activities are designed to foster a cooperative group feeling from the time the students step off the bus on Monday morning. Luggage is moved from the bus to the upstairs lounge by "human chain". Work groups are assigned and a duty roster developed for helping with household chores. It is not unusual to hear students chastising one another for not removing their shoes when coming inside because, "I just finished vacuuming!"

On the introductory hike over the property, students try several group challenges such as "the climbing wall". By observing their reactions to such tasks, the staff can often assess the characteristics of the group dynamics and plan appropriate approaches to the week's activities. For example, if students exhibit particularly competitive attitudes, the recreation program would be geared toward cooperative games. With competitive groups, problems might also arise in farm lessons which depend upon group effort such as feeding the chickens and collecting the eggs. (For city children, just getting into a pen with thirty hens is a major challenge!) Having these children help with the farm chores increases their confidence and feelings of group cooperation.

Throughout other areas of the program, cooperation is encouraged. In the stream study, for example, eight pairs of hip-waders are handed out for twelve students. Orienteering is conducted in pairs in which the partners are carefully chosen (e.g., two very competitive students need to work together). A trip to the nearby escarpment area involves adventure and some risk if a group does not work as a team. Many student work projects, such as fence building and gardening, further foster feelings of ownership and of being useful group members. The wilderness survival lesson involves the group in deciding where and how to build a shelter, light a fire and find natural food. Throughout these activities the teacher ideally guides the action but does not make the decisions.

In the rural crafts program, a simulation game has been developed in which students work in small pioneer "families" re-enacting the first few years of life in Ontario. During the "de-briefing" period, students easily recognize that the most successful families were those which did not spend their time arguing.

Perhaps the greatest example of cooperation in nature is the behive. Through our bee program students learn the importance of interdependent roles in the hive and relate this to their own situation in a group.

One of the most rewarding aspects of residential outdoor teaching is seeing the change which occurs in a group over the course of a week. Students, who on Monday laughed when a fellow student fell in the mud, are generally reaching out with a helping hand by Friday. We don't achieve cooperative goals with every student, but usually the change in a group is remarkable.

* For further information about this program, contact Joan at the Sheldon Centre, R.R. #1, Alliston, Ontario, CANADA L0M 1A0.

AN ALTERNATIVE EDUCATIONAL PROGRAM FOR ADJUDICATED YOUTH

Alan Dodson*

Boy Scouts of America, education, and nature, these are the components of an intensive, personally challenging, alternative education program for selected adjudicated youth committed to the Alabama Department of Youth Services, known as the "Wilderness Program".

The Wilderness program utilizes pioneer living and success-oriented activities such as backpacking, rock climbing, and white-water canoeing to facilitate the growth of self-confidence and self-esteem. Cooperative behavior that is developed in daily activities that are organized in such a way that teamwork and cooperation are required, is reinforced by group living conditions. Group peer pressure is strongly oriented toward cooperative behavior.

Students entering the Wilderness Program are also entering Varsity Scout Troop No. 30, and each student attains the rank of First Class Scout before leaving the program.

The educational component of the Wilderness Program is based on requirements necessary to complete an alternative education program as prescribed by the Department of Education. Subjects are assigned to students based on program requirements. The counselor breaks down each subject and each assignment based on its complexity. Each student/camper covers four subject areas and receives credit for skills acquired through camp life. Boy Scout skill awards and merit badge requirements are used for daily lesson plans, and provide an overall goal for task accomplishment. Upon completion of an assignment, the student not only receives a grade for his work, but also a skill award or merit badge toward advancement in the ranks of the Boy Scouts. This combination encourages positive academic attitudes, and also gives concrete reinforcement for task accomplishment, while providing the student/camper with a goal-oriented approach to his life.

Upon completion of all scouting requirements, the student then becomes a member of our leadership corps. This student in turn teaches his Boy Scout skills to the incoming students. This not only gives the student-teacher self-confidence in his new-found knowledge, but reinforces what he has learned. It also facilitates a more rapid rate of achievement for the new student in that he is learning from his peers.

The Wilderness Program has demonstrated that it is successful in the treatment of adjudicated youths. It provides the student with personal challenges, it provides an opportunity to continue his education without falling behind in public school due to his absence, and through the Boy Scouts it also provides the student with a sound moral code, and offers him a positive peer group to enter upon his return to his community and local Boy Scout troop. All this is only possible in an outdoor setting, where we learn more about nature, while developing an appreciation for its beauty and mighty force.

* Alan Dodson is Director, Wilderness Program, Alabama Youth Services, P.O. Box 9486, Birmingham, Alabama 35215.

For additional material on "youth at risk" camping programs, see the two books by Campbell Loughmiller in the Resource Bibliography. Also contact the National Consortium on Alternatives for Youth at Risk, 4502 North Tamiami Trail, P.O. Box 3006, Sarasota, Florida 33578.

The knowledge of how little you can do alone teaches you humility.

- Eleanor Roosevelt

CLIFFORD E. KNAPP & JOEL GOODMAN
Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities. Martinsville, Indiana: American Camping Association, 1981., 231 pp.

Reviewed by JAN RENSEL*

Although I have been involved in environmental education for over ten years, I still find it a challenge to tell strangers met on airplanes just what it is I do. First of all I need to know whether the stranger is a teacher, and if so, what they teach, so I can explain my work in their context. The proverbial elephant was described as a totally different beast by separate blind people. So too, practitioners of environmental education have often struggled to define their field in terms of its various components and qualities.

From different perspectives, environmental education incorporates nature awareness, nature study, natural science, ecology, citizenship, and political action. Environmental education is multidisciplinary, involving not only natural science but social studies, language arts, fine arts and mathematics. Environmental education includes ecological knowledge, personal attitudes, cultural values, and skills - skills for identifying issues, analyzing, predicting, evaluating impacts and alternatives, communicating, problem-solving, and decision-making. Its processes are cognitive and affective, experiential and objective, sensory and intellectual. Environmental education is taught outdoors and indoors, at camp, on a field trip, in a separate course, or integrated into the total school curriculum; and it's something we need to learn about all life long, as we find ourselves interacting with our natural environment - and each other - in different ways.

Basically, environmental education is about nature and humans. In their book, Cliff Knapp and Joel Goodman take us back to these basics. From their many years of teaching experience the authors have compiled a rich array of activities and approaches for humanistic education in outdoor and environmental education settings. They draw on a variety of sources, including values clarification, teacher effectiveness training, gestalt psychology, re-evaluation counseling, and numerous educational programs incorporating nature or environmental awareness. The activities found in this book stress increasing sensory awareness of the natural environment and personal awareness of self and others; developing more sensitive and effective communication skills; building a sense of community responsibility and purpose among program participants; clarifying and expressing values; and increasing self-esteem. They include individual, small and large group situations. All of the activities have been successfully used at camp, and most, especially those designed for indoor use, can readily be adapted for other settings.

Recognizing that the goals of particular environmental or outdoor programs differ, the authors invite educators to reflect on their own purposes before selecting among the numerous possibilities offered. For instance, I have found that some activities similar to many of those included here are important to include in teacher training workshops or retreats, for the purposes of engaging the participants' interest, setting and maintaining a tone of openness and cooperation, and encouraging the development and practice of what may be new styles of interaction and communication. Teachers interested in promoting cooperative learning might find activities in the chapter on communication skills especially useful in laying the groundwork for students' effective participation in cooperative projects. Also of particular interest might be the activities and approaches suggested in Goodman's interviews with leaders in the areas of adventure learning and noncompetitive games. These and excerpts from Knapp's journal from the Human Relations Youth Adventure

Camp which he directed provide thoughtful reflections on the processes and rewards of recognizing and respecting each person's contribution to a community of learners.

It seems to me that cooperative learning structures are particularly appropriate to environmental education. The implicit message of such approaches, emphasizing the value of each person's perspective and participation, is congruent with central principles of ecology: the interaction of diverse components is essential to the functioning of the whole system. Knapp and Goodman have provided us with a compendium of practical ideas, and the invitation to explore, modify, and adapt the approaches to our own work. For environmental education, the challenge I see is to discover effective ways to carry over the spirit of community and cooperation into more traditional academic, content-oriented settings, and to the in-depth investigation of complex and difficult environmental issues.

* Jan Rensel is former Assistant Director of Project Learning Tree, a national K-12 environmental education program. (See Resource list under the American Forest Institute.) She has also trained teachers in Project WILD. Earlier she worked with Cheryl Charles and Bob Samples (The Metaphoric Mind) on the implementation of ESSENCE (Environmental Studies for Urban Youth) which emphasized creative problem solving and student responsibility for learning.

Jan is currently team-teaching an experimental introductory course in anthropology with her husband, Alan Howard, at the University of Hawaii-Manoa, using cooperative learning methods, and is planning doctoral research on the effectiveness of cooperative learning strategies among students of Hawaiian and other Polynesian cultural backgrounds enrolled in Hawaii's schools. Contact her at 2499 Kapiolani Blvd. #2403, Honolulu, HI 96826.

RESOURCES FOR TEACHERS

COOPERATIVE SPORTS AND GAMES:

A special issue of the IASCE Newsletter (Vol. 4, No. 2, May 1983) features a lead article by TERRY ORLICK and an annotated bibliography of resources. (8 pages; $2.50.) For copies, write:

Dr. Mara Sapon-Shevin
Center for Teaching and Learning
University of North Dakota
Grand Forks, ND 58202.

To become part of the Special Interest Group network in Cooperative Sports and Games sponsored by the IASCE, write:

Sally Olsen
4 Sunny Brae Avenue
Nepean, Ontario K2H 8H4

CURRICULUM MATERIALS:

Project Learning Tree: listed under American Forest Council in following bibliography.

Project WILD: listed under Western Association of Fish & Wildlife Agencies in following bibliography.

Life Lab Science Program: Available throughout California, this cooperative learning program teaches science through gardening. For information about training workshops, write:

Gary Appel, Director
Life Lab Science Program
Santa Cruz Co. Office of Education
809 Bay Avenue
Capitola, CA 95010

ENVIRONMENTAL LIVING PROGRAMS:

Sponsored by the National Park Service, these outdoor, experiential programs take a variety of forms. For those in the San Francisco Bay area, for example, there is an excellent overnight program for elementary school children, led by an experienced classroom teacher, DAVE NETTELL, to simulate a 1930 voyage on the historic ship C.A. Thayer. Many "group initiatives" are included which teach cooperative skills. Check your local Park Service Education Department for information.

RESOURCE BIBLIOGRAPHY - OUTDOOR/ENVIRONMENTAL EDUCATION

Compiled and annotated by Dr. Clifford E. Knapp

The American Forest Council

1977 PROJECT LEARNING TREE. (Two volumes: Supplementary Activity Guide for Grades K-6 and Supplementary Activity Guide for Grades 7-12). Available in 40 states through participation in a training workshop. For information, write: American Forest Council, 1250 Connecticut Avenue N.W., Washington, D.C. 20036.

These two volumes provide an interdisciplinary approach to environmental education. Trees are used as a vehicle to begin the exploration of our natural resources and human interrelationships to the total environment. Human communication and valuing are used as techniques to understand culture. The activities are varied and creative and have been field tested in schools to insure practicality.

Cornell, Joseph B.

1979 SHARING NATURE WITH CHILDREN. (143 pages. $6.95.) Order from: Ananda Publications, 14618 Tyler Foote Road, Nevada City, CA 95959.

This beautiful little book, which has become a classic in its field, contains 42 non-competitive games and activities, carefully indexed by type, educational goals, setting, appropriate ages and number of participants. These activities create situations and experiences in which nature itself is the teacher, bringing participants into a keen awareness of and harmony with their surroundings. Sometimes the mood is quiet and contemplative; sometimes it bubbles with exuberant fun. Earth Sky (P.O. Box 659, Occidental, CA 95465) provides workshops and presentations in creative nature activities based on Cornell's book.

Environmental Studies for Urban Youth Project

1971 ESSENCE I.

1975 ESSENCE II.

Order from: Addison-Wesley Publishing Co., 1 Jacob Way, Reading, Massachusetts 01867.

Sponsored by the American Geological Institute, this is a collection of cards on which many open-ended assignments are written, suitable for use in small learning teams. ESSENCE I contains 78 cards dealing with outdoor investigations and ways to open up the classroom environment. ESSENCE II consists of 171 awareness cards divided into 10 mini-units and a make-your-own game. This is an excellent resource for interdisciplinary environmental education involving human interaction, which will provide many hours of stimulating and rewarding exploration.

Knapp, Clifford E. & Goodman, Joel

1981 HUMANIZING ENVIRONMENTAL EDUCATION. ($14.95 plus $1 postage.) Order from: American Camping Association, 5000 State Road 67 North, Martinsville, Indiana 46151-7902.

The authors combine their knowledge of environmental and humanistic education to produce a book full of outdoor activities that have been successfully used in a human relations adventure camp. Chapters deal with awareness, communication skills, building community, valuing, self-esteem, adventure learning, and play. Case studies and interviews with people involved in these programs are also included, as well as a good bibligraphy of additional resource materials.

Knapp, Clifford E.
1985 PEOPLE SKILLS PRIMER: BLENDING NATURE AND HUMAN NATURE ACTIVITIES. (50 pages; $4 plus $1 postage.) Order from: C.E. Knapp, Box 313, Oregon, Illinois 61061.

Contains over 50 outdoor activities directed towards developing specific intrapersonal and interpersonal skills while learning more about the natural world. Includes suggested post-activity processing questions.

LaChapelle, Delores & Bourque, Janet
1973 EARTH FESTIVALS, SEASONAL CELEBRATIONS FOR EVERYONE YOUNG AND OLD. (196 pages; $12.50 plus postage.) Order from: Finn Hill Arts Publishers, P.O. Box 542, Silverton, Colorado 81433.

Seasonal celebrations bring the whole being into relationship with the earth, and offer valuable, non-sectarian, whole-group unity experiences. The book is arranged in cycles based on the seasons, and provides material for weekly ceremonial meetings and more extensive celebrations at the time of the Fall Equinox, Winter Solstice, Spring Equinox, and Summer Solstice.

Loughmiller, Campbell
1965 WILDERNESS ROAD. Austin: Hogg Foundation for Mental Health/University of Texas. (139 pages; $3.)
1979 KIDS IN TROUBLE. Tyler, Texas: Wildwood Books. (94 pages; $4.50.) Order from: American Camping Association, 5000 State Road 67 North, Martinsville, Indiana 46151-7902.

These are valuable resources for those dedicated to "youth at risk" camping programs.

Project Adventure Staff
1976 TEACHING THROUGH ADVENTURE: A PRACTICAL APPROACH. (97 pages; $4.50.) Order from: Project Adventure, Inc., P.O. Box 100c, Hamilton, Massachusetts 01936.

Most of the book contains descriptions of specific programs conducted in various public middle and high schools. The activities approach subject matter through the exploration of the community and surrounding areas. The book stressers adventure, cooperation, problem solving, and direct experience with ideas and human nature.

Rohnke, Karl
1977 COWSTAILS AND COBRAS. (156 pages; $11.) Order from: Project Adventure, Inc., P.O. Box 100c, Hamilton, MA 01936.

This book describes an approach which combines a joyful sense of adventure, a willingness to move beyond previously set limits, and the satisfaction of solving problems together. The book uses group and individual "initiatives" and challenges. The activities encourage group cooperation, risk taking, communication, and trust formation, and have application far beyond physical education.

Rohnke, Karl
1984 SILVER BULLETS: A GUIDE TO INITIATIVE PROBLEMS, ADVENTURE GAMES, STUNTS AND TRUST ACTIVITIES. (186 pages; $14.95 plus $1.50 postage.) Order from: Project Adventure, Inc., Box 100c, Hamilton, MA 01936.

Contains more than 160 activities designed to bring people together to have fun, solve group problems, and develop trust and cooperation. The goals of this adventure approach to learning are to increase: 1) personal confidence; 2) mutual support; 3) physical coordination; and 4) joy in being together. The activities can be accomplished in a variety of settings, both indoors and out, with or without props, and using high and low levels of physical exertion.

Van Matre, Steve
1972 ACCLIMATIZATION: A SENSORY AND CONCEPTIAL APPROACH TO ECOLOGICAL INVOLVEMENT. (138 pages; $6.)
1974 ACCLIMATIZATION: A PERSONAL AND REFLECTIVE APPROACH TO A NATURAL RELATIONSHIP. (225 pages; $7.)
1979 SUNSHIP EARTH: AN ACCLIMATIZATION PROGRAM FOR OUTDOOR LEARNING. Order from: American Camping Association, 5040 State Road, 67 North, Martinsville, Indiana 46151.

These books are classics in the field of nature awareness, and have revitalized nature programs. The first two provide a conceptual framework and practical suggestions for nature awareness and ecological education. In the third the author and his associates have put together a program based on ecology and human interaction. The activities encompass both conceptual and affective learning. The Institute for Earth Education (P.O. Box 288, Warrenville, IL 60555) sponsors workshops worldwide based on these books.

Western Association of Fish and Wildlife Agencies, & The Western Regional Environmental Education Council
1986 PROJECT WILD. (Elementary Activity Guide, 280 pages; Secondary Activity Guide, 290 pages.) Available in 38 states through participation in a training workshop. For information, write: Project WILD, Salina Star Route, Boulder, Colorado 80302.

These two volumes provide lesson ideas for a K-12 interdisciplinary, supplementary environmental and conservation education program. Each guide contains approximately 80 group and individual learning activities developed by classroom teachers working with wildlife experts. Although the focus is on wildlife, the broader goal is to assist learners to develop awareness, knowledge, skills, and commitment regarding the total environment.

-Value Issues in Outdoor/Environmental Education-

Allen, Rodney F., et. al.
1973 DECIDING HOW TO LIVE ON SPACESHIP EARTH: THE ETHICS OF ENVIRONMENTAL CONCERN. Order from: McDougal, Littell & Co., P.O. Box 1667, Evanston, Illinois 60204.

This is an excellent book to help students explore issues in environmental quality. A broad range of topics is covered through the use of background material and student activities. The authors advocate humanistic processes of inquiry in dealing with environmental problem solving.

Bowman, Mary Lynne (Ed.)
1979 VALUE ACTIVITIES IN ENVIRONMENTAL EDUCATION. Columbus, Ohio: ERIC Clearing House for Science, Mathematics, and Environmental Education.

A collection of environmental valuing activities gathered from various sources, and categorized by elementary/secondary grade level and subject matter. A list of references is included.

Glashagel, Jerry, et. al.
1976 DIGGING IN...TOOLS FOR VALUE EDUCATION IN CAMPING. (Camp Director's Handbook, $7 and Camp Counselor's Handbook, $12.) Order from: The National Board of the YMCA, 101 N. Wacker Dr., Chicago, IL 60606.

These two handbooks are designed to help camp directors and their staff work more effectively with campers and with each other in the area of decision making skills. The handbooks contain many practical suggestions and activities for implementing a values education program in camps.

Harmin, Merrill, et. al.
1973 CLARIFYING VALUES THROUGH SUBJECT MATTER. APPLICATIONS FOR THE CLASSROOM. ($4.95.) Order from: Winston Press, Inc., 430 Oak Grove, Minneapolis, Minnesota 55403.

This book contains many suggestions for using the values clarification approach in the classroom for various content areas. One chapter describes fifteen values strategies in environmental education.

Scherer, Donald
1978 PERSONAL VALUES AND ENVIRONMENTAL ISSUES: A HANDBOOK OF STRATEGIES RELATED TO ISSUES OF POLLUTION, ENERGY, FOOD, POPULATION, AND LAND USE New York: Hart Publishing Company, Inc. (214 pages; $6.95.)

This book contains 42 value clarification strategies designed to give participants an improved understanding of environmental issues. The strategies encourage participants to examine the underlying values held by several components of society and to make decisions for themselves.

SUMMER CAMPS EMPHASIZING HUMAN RELATIONS SKILLS

Camp Beaverbrook
Ron Garrison, Owner/Director
107 Pinecrest Ave.
Auburn, California 95603
(916) 885-8856

Garrison is a high school English teacher, theatre and music director who uses cooperative learning strategies in his classes as well as at camp.

Camp Woodbrooke
Jenny Lang, Co-Director
Rt. 4, Box 351
Richland Center, Wisconsin 53581

Devoted to enhancing self-concept, teaching Friends' principles, and increasing appreciation for the wonders of the natural world.

Das bunte Dorf (The Rainbow Village)
Ronny Wolf
Davidgasse 79, a-1100 Vienna, Austria

A new Austrian camp inspired by the New Games movement, for youth 9-15. Focuses on science, art, personal skills and growth, creativity, friendship, non-competitive sports and games, nature, and cultural awareness.

Human Relations Youth Adventure Camp
Sagamore Lodge and Conference Center
Sagamore Road, Raquette Lake, NY 13436

For boys & girls 11-14. Originated by Cliff Knapp.

Saskatchewan Co-operative Youth Program
Bernardine Rudichuk or Peter Prebble
Co-operative College of Canada
141-105th Street West
Saskatoon, Saskatchewan S7N 1N3

Six-day summer camp programs for youth 14-18 designed to promote leadership, communication, and cooperative group skills. Similar programs available in Alberta and B.C.

If you know of other camps with a similar emphasis, please send relevant information to Cliff Knapp, Box 313, Oregon, IL 61061.

TRAINING WORKSHOPS - 1986-87

Processing and Facilitation in Adventure Education: Models, Methods, & Media
September 19-21, 1986

Bradford Institute on Disabled Americans Outdoors
5040 State Road 67 North
Martinsville, IN 46151
(812) 335-0227

The Person/Earth Relationship
October 5-8, 1986

Outdoor Programming for Troubled Youth
October 10-12, 1986

Community Building Workshop
October 24-26, 1986

Kurt Hahn Leadership Center
North Carolina Outward Bound School
121 North Sterling Street
Morganton, NC 28655-3443

Adventure-Based Counselling Workshop
October 23-27 - Aiken, S. Carolina
Oct. 29-Nov. 1 - Hamilton, Mass.

Project Adventure, Inc.
P.O. Box 100
Hamilton, MA 01936
(617) 468-7981

Outdoor Leadership and Human Relations Skills Workshop
May 15-17, 1987 (led by Knapp)

Lorado Taft Field Campus
Box 299
Oregon, Illinois 61001
((815) 732-2111

OUTDOOR ADVENTURE FOR YOU

Outward Bound
384 Field Point Road
Greenwich, CT 06830

Offers wilderness challenges for people 16 1/2 and over.

Woodswoman
2550 Pillsbury Ave, S.
Minneapolis, MN 55404

Offers outdoor trips for women and networking other similar programs.

THE INTERNATIONAL ASSOCIATION FOR THE STUDY OF COOPERATION IN EDUCATION (IASCE)

is a non-profit educational association, dedicated to the study and practice of Cooperation in Education. This field includes the increasingly popular cooperative classroom methods where students work together in learning teams to master academic content and social skills. But Cooperation in Education also includes teachers working together to support and coach each other, to develop and share curriculum materials, and to join with students, administrators, parents, business and community leaders to improve the physical, social, and intellectual quality of their schools.

Founded in 1979 by educators from many countries assembled in Tel Aviv, Israel, the IASCE provides a network through which members exchange information about cooperation in education, helping each other become aware of ideas and resources in this rapidly growing field. It holds international and regional conferences, publishes this Newsletter, books and training manuals, and promotes the publication and dissemination of its members' contributions to the field.

If you are interested in becoming a part of this growing network, we would be pleased to welcome you. Members include classroom teachers, administrators, youth workers, counsellors, teacher trainers, educational consultants, psychologists, sociologists, and anthropologists from all over the world. Membership dues are (US) $20 per year ($25 joint membership; $10 for students). Please make checks payable to the IASCE; we cannot process purchase orders. Non-US members should send an international money order or international draft with a US bank and US city listed on the check. Send checks or inquiries to:

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Grand Forks, ND 58202
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