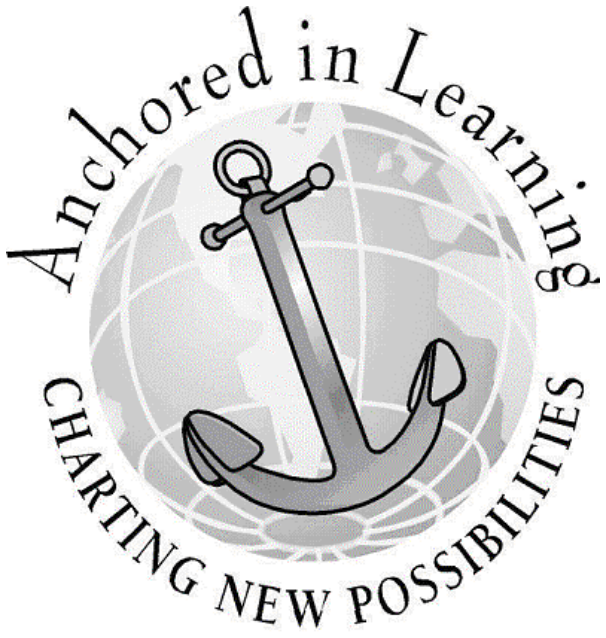
32nd Annual International Conference
of the Association for Experiential Education

November 4-7, 2004
Norfolk, Virginia, USA



Selected Papers & Abstracts

ASSOCIATION FOR EXPERIENTIAL EDUCATION

32nd Annual International Conference
Selected Papers & Abstracts

November 4-7, 2004 ❁ Norfolk, Virginia, USA

Editor: Nina S. Roberts, Ph.D.
Editor: Shayne Galloway, Ph.D.

Editorial Reviewers

Special thanks to the AEE Staff, including:
Kris Von Wald, CEO
Natalie Kurylko, Publications Manager
Evan Narotsky, Conferences & Events Manager

Association for Experiential Education
3775 Iris Avenue, Suite 4
Boulder, CO 80301-2043
303.440.8844
866.522.8337
www.aee.org

Published and printed in the United States.

Introduction

The AEE Proceedings have been through a remarkable evolution over the years. In the past, we have had anywhere from 30 articles in a given year to as many as 90 in others. In the past decade, however, the interest in submitting papers has dwindled. For that reason, AEE has not published a Conference Proceedings since 1999. Many presenters have told us that time is a factor in not submitting a full paper for review. Time is relative and, subsequently, defined by each individual differently. What we believe to be true is that as people's schedules become more full and academic journals proliferate, writing for the Proceedings has become less of a priority.

There is a variety of means available to obtain program ideas, procure new theoretical frameworks, or acquire knowledge about best practices. AEE resources, such as the *Horizon* e-newsletter, the *Journal of Experiential Education*, abstracts from the Symposium on Experiential Education Research (SEER) and many exceptional books, are one channel for finding great information to help us do our work. We believe that when we cross-discipline, our materials and information sources become even richer and more diverse.

That said we feel Proceedings offer not just a prolific field resource, but also a means to record the work and collaboration that happen at conferences. In an effort to persist with providing members—and interested others—with the content of workshops from the 32nd Annual Conference held in Norfolk, we have decided to develop a hybrid publication that has materialized in two parts. Part I consists of nine full manuscripts submitted for review. Part II consists of 33 workshop program descriptions submitted as part of the 2004 workshop proposals that we have formatted as abstracts. All are printed with permission. The 42 documents included represent slightly over a third of the workshops presented at the 2004 Annual Conference. For any abstracts not printed (i.e., workshop descriptions), we did not receive permission from the presenters during our email communication efforts, so these are not included.

If you are interested in more information about any of the details presented in either the full papers or abstracts, please contact the authors directly.

Thank you,

Nina S. Roberts, Ph.D., Editor
Shayne Galloway, Ph.D., Editor

Selected Papers and Abstracts
from AEE's 32nd Annual International Conference

Table of Contents *Page*

PART I: PAPERS

PART II: ABSTRACTS

FULL PAPERS

Adventure Coaching

Doug Gray, President
Action Learning Associates, Inc.
9441 Titus Lane
Huntersville, NC 28078
Ph. 704-895-6479
doug@action-learning.com

ABSTRACT
Using experiential activities, case studies, a photomontage, and an outline, each participant learned the 5 steps of the adventure process and developed more effective coaching skills. This was an introductory session designed for leaders or educators in the service of developing others.
KEYWORDS: adventure, coaching, professional development, personal growth

Coaching may be defined as a professional relationship characterized by confidentiality, trust, honesty, and the client's agenda. Essentially, the coach asks questions that help the client identify strengths, goals, resources, or next steps in their personal or professional lives. The client defines the agenda, and the primary outcome is to forward the action. Specific outcomes may range from awareness to balance, performance goals to learning job specific competencies.

How prevalent is coaching? A survey conducted by the Hay Group estimates that between 25% and 45% of Fortune 500 companies use executive coaches. The *Harvard Business Review* recently stated, "Annual spending on coaching in the U.S. is estimated at roughly $1 billion." An article in *Fortune* stated, "When asked for a conservative estimate of the monetary payoff from the coaching they got, these managers described an average return of more than $100,000, or about six times what the coaching had cost their companies." According to a recent study on the return on investment (ROI) of executive coaching, "The bottom line is that coaching produced a 529% ROI and significant intangible benefits to the business, including the financial benefits from employee retention, which boosted the overall ROI to 788%." One recent estimate is that there are at least 50,000 professional coaches.

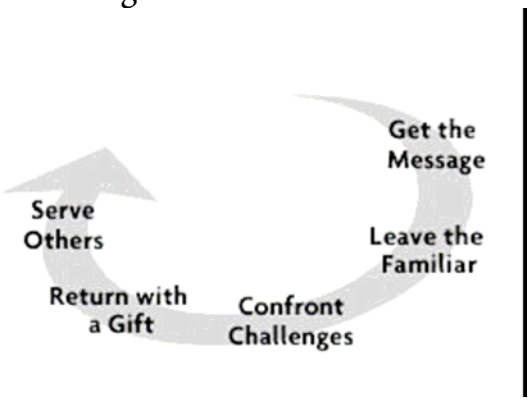
Coaching is a dynamic, emerging field with roots in organizational development and the human potential movement. The coaching process may be internal to an organization; for instance, a large organization may develop a coaching program to develop specific competencies in individuals that align with its vision. More often, coaching is an external process, especially when confidentiality is required for an individual to develop specific skills or competencies. Think of those who are "high

potential contributors" in your organization. A coaching question may be, "What would it take for those individuals to move to the next level?"

There are different types of coaching. In 2002, the International Coaching Federation (ICF) conducted a study of over 2,500 professional coaches. They found four types of coaching niches: I. Corporate or executive coaching, 2. small business or entrepreneurial coaching, 3. career or transition coaching, and 4. personal or life coaching.

Adventure Coaching may be defined as a structured approach to coaching that incorporates five steps. These steps are: I. get the message, 2. leave the familiar, 3. confront challenges, 4. return with a gift, and 5. serve others. See Figure I. The phrase "adventure coaching" is new, and it combines aspects of adventure education and professional coaching. The presenter believes that the skills of coaching may be extended from executive leadership sessions to those in the service of others, such as educators, parents, managers, supervisors.

Figure I: The Adventure Coaching Model



Experiential educators may recognize these 5 steps from Joseph Campbell's cross cultural research in literature. Campbell called some similar steps the hero-myth cycle. The adventure coaching model is central to those experiential educators who promote adventure. A participant, like a hero, may get a message or calling, then be encouraged to leave a familiar comfort area, then confront some challenge, then return with a gift such as wisdom, so that they may serve others. In fact, one reason for embracing adventure is to learn and share that experience.

Perhaps one of the most significant contributions of experiential education is a focus on the process, the way we interact with ourselves and others in a less familiar environment. That focus on the process has been applied to education in countless environments, from classrooms to training rooms to wilderness areas.

The presenter believes that experiential educators have a unique perspective on the process of educating others. Specifically, experiential educators have much to teach coaches about the process of educating others.

In addition to a need for skilled educators, there is a tremendous need for assessment within the coaching world. This workshop included a 20-item diagnostic adventure assessment. That assessment has been developed by the presenter from

research in multiple intelligence, and it can be used at two levels—individually and organizationally. The result is that people can focus on four types of adventure. Those types of adventure are described in Figure 2.

Figure 2: Four Types of Adventure

spiritual
cognitive
emotional
physical

An example of these four types of adventure is when one prepares to climb a mountain. There are physical aspects of the adventure, such as packing necessary gear and physical exertion. And there is an emotional aspect, as one feels the effects of climbing. There is a cognitive aspect, as one thinks about route options and safety. And ultimately there is a spiritual aspect, as one explores mission or purpose or connection to the environment or others. These four types of adventure are interwoven, like strands of spaghetti. This assessment helped participants determine the type of adventure they wanted to experience.

The remainder of the workshop included activities designed to develop aspects of the adventure coaching model. Those activities included some reflection, coaching in dyads and triads, writing and physical activity. Also, the presenter included a photo montage of images from a seven-day adventure race held in September 2004. His team placed 20th in the world. Participants were encouraged to make applications to their work as experiential educators.

Like experiential educators, good coaches are action-oriented, helping individuals solve their problems and exceed their goals. For those interested in becoming adventure coaches, or applying this content to their work, there are training seminars, assessments, and trainer manuals available from the presenter.

References

Campbell, J. (I972). *The Hero with a Thousand Faces*. Princeton, NJ; Princeton: University Press.

Gray, D. (2004). *Adventure Coaching: A Guidebook for Anyone in Life and Work*. Huntersville, NC; Action Learning Associates.

Democracy in Russia: Today's Youth — Tomorrow's Leaders

Alayne Torretta
County 4-H Agent
Rutgers Cooperative Extension of Warren County
165 Route 519 South
Belvidere, NJ 07823,
908-475-6502
torretta@AESOP.Rutgers.edu

ABSTRACT
Youth in the Russian Federation struggle for an identity in the rapidly changing society of modern Russia. As a whole, they want compassionate leadership skills and aspiration of personal development. Since 2003, 4-H has used experiential education to instill character development, leadership skills, and hands on learning styles in Russia's youth.
KEYWORDS: Russia, youth, 4-H, leadership, hands on learning

With the demise of the Soviet Union in the early 1990s, Russia in all her vastness and splendor, has struggled to recreate herself within the western world and is a proud and ancient country looking to take her place in the global community.

Today's youth of the Russian Federation are the great-great grandchildren of Tsarist Russia, the great-grandchildren of the Revolution, the grandchildren of the Cold War communists, and the children of emerging democracy. With intense imaginations and emotions, and an amazing ability to grasp concepts quickly, youth struggle for an identity in the rapidly changing society of modern Russia. A stark contrast to their parents' youth, Russian children are vulnerable to consumerism, but without the wisdom of experience from their parents – gadgets, toys, clothes and sundry of products challenge the youth culture and what it will become as they are able to freely shop these items that are available on the market in the increasingly growing retail business. Russian youth admire "all things American" and have a deep curiosity about the western culture, which many have only seen in magazines and movies. Learning English is very desirable for Russian youth. Many parents see it as a way for their children to get ahead in Russia as the country joins the global community.

In the US, 4-H Youth Development has recently celebrated its 100 Anniversary and is proposing to use adventure based programming to help Russian children learn English, democratic decision making, team building, drug and alcohol awareness, and ethical decision making, which Russian youth serving agencies have identified as key issues for Russian youth today. 4-H is an informal education program and is the youth development arm of the Cooperative Extension Service in the United States. 4-H is open to all youth 6-19 years of age (grades 1-13) without regard to race, color, national origin, sex, disability or handicap, or sexual orientation on an age appropriate basis. Members focus on learning, strengthening and using decision-making skills, developing a positive self-concept, communicating with and relating to other people, responding to

the needs of others and of the community. 4-H reaches youth through organized 4-H clubs, school enrichment programs, special interest/short term programs/day camps, school age childcare education programs, overnight camping programs, individual study/mentoring/family learning programs, and instructional TV/video programs.

4-H's strong network of dedicated professionals around the US has been the catalyst for similar programs serving youth in countries around the world over the past century. Because of its sustained relevance, infrastructure, and success in other countries, 4-H is advantageously equipped to promote drug and alcohol awareness, democratic decision making, team building, and ethical decision making with youth of the Russian Federation and train educators in the "learn by doing" approach of 4-H.

In 2003, through EdVenture, Inc., 4-H collaborated with Mr. English's Tour Club, which hosted a 2-week summer camp program in Zeleyny Gorodok, a Region of Moscow, in the Russian Federation. 4-H conducted four 1-hour, age-appropriate lessons per day during the two-week period. Using the hands on experiential learning model, 47 Russian youth ages 7-15 were exposed to the six pillars of good character, the democratic process of decision-making, the food pyramid, conflict resolution, drug/alcohol refusal skills, leadership, the 4-H's of 4-H (head, hands, heart and health), holidays celebrated in the US and UK, and other various cooperative team building sessions. The goals of the 4-H Adventures in Russia program were to provide opportunities for Russian youth to learn using the experiential learning model, to establish a 4-H presence in Russia, to improve the English speaking skills of Russian youth, to foster leadership and personal development skills in Russian youth, and to introduce Russian youth to the American culture.

Divided by age into four groups, each of the groups voted on a new name for use during the two-week camp. The groups selected one of the 4 H's, head, hands, heart, or health and then cooperatively created their own club banner. The camp structured their day so that they each group had a one hour session with 4-H.

4-H Adventure Activities

The following are brief descriptions of the classes taught, target age, the frequency, and length of the classes. Specific adventure activities used in each session are beyond the scope of this article. The brevity allows for the general overview of the nature of introductory adventure and 4-H programming used, while providing for creative variances within the lesson.

Introduction to 4-H in the American Culture and Character Development: a one-hour lesson for Russian youth ages 7-11 to introduce the 4-H's with an emphasis on positive character traits, and how 4-H works with youth in America

Introduction to 4-H in the American Culture and Team Building: a one-hour lesson for Russian youth ages 12-14 to introduce the 4-H's, team building, and how 4-H works with youth in America

Developing Trusting Relationships: a one-hour lesson for youth ages 7-14 to develop and enhance the positive character trait of trust

Developing a Caring Character in Teens: a one-hour character education lesson focusing on the character trait of caring for youth ages 12-14
Developing a Caring Character: three one-hour character education lessons focusing on the character trait of caring for youth ages 7-11
Mother's Day in the USA: three one-hour lessons on developing and expressing emotions in English around the holiday of Mother's Day for Russian youth ages 7-11
Dieting Wisely as a Teen Using the Food Pyramid: a one-hour lesson on healthy dieting and life changes for teens ages 12-14 using the Food Pyramid
Healthy Eating with the Food Pyramid: three one-hour lessons on healthy eating for youth ages 7-11 using the Food Pyramid
Resisting Negative Peer Pressure: a one-hour experiential education lesson on negative peer pressure and the effects of drugs and alcohol on the brain for teens 12-14
Trust Building and Cooperative Games: a one-hour lesson for youth ages 7-11 using experiential education to build on established basic concepts of building trust
Resolving Differences Democratically: eight one-hour lessons on the methods of using a democratic model for resolving conflicts peacefully and respectfully through the creation of a 4-H banner to represent their Russian 4-H Club for youth ages 7-14
Goal Setting with Teens: a 90-minute lesson for youth ages 12-14 on the importance of setting goals in life and the consequences for not setting them
Team Building and English: three one-hour experiential education lessons on team building and developing skills in English for Russian youth
Developing Self-Esteem through Positive Reinforcement: four one-hour lessons on building self-esteem in youth ages 7-14 using experiential education

The program evaluation consisted of a self-assessment questionnaire designed for older youth audiences and developed by Rutgers Cooperative Extension. Translated into Russian to increase youth's understanding of questions and concepts asked, all youth completed an evaluation after each session lead by American 4-H.

Outcomes

Forty-seven youth completed daily evaluations after every lesson. After the two-week period, 91% of teens and 75% of youth stated that they would change their eating habits after learning about healthy eating using the food pyramid. 82% of all youth planned to share what they learned from the Resolving Differences Democratically Session. 75% of youth stated they would change the way they think, act or feel after participating in the cooperative trust session. 89% of teens participating in the Goal Setting workshop stated they planned to use or share what they learned. 92% of teens stated that the information given at the Resisting Negative Peer Pressure Session was useful and 75% said they planned to use or share what they learned. 85% of youth stated they would change the way they think, act or behave after participating in the Developing Self-Esteem through Positive Reinforcement session and 85% stated they would share what they learned. 81% of Russian youth are more interested in learning about American culture.

Staff of the hosting agency was very impressed with the holistic approach 4-H offers in youth development and agency Administrators requested 4-H professionals to

return to Russia for more programs and to train their educators in the National 4-H 101 curriculum. Additionally administrators of the English school would like to promote an international exchange with American 4-H members in the future.

Since the 2003 4-H Adventures in Russia, the 4-H Teen Russian/American International Leadership (T.R.A.I.L.) program began the following year. T.R.A.I.L.'s goals expand on the original 2003 goals. The current goals are to increase the leadership skills of Russian and American youth, to establish 4-H clubs in Russia that can address the issues facing Russian youth at the local level, to increase awareness and understanding of the two cultures and societies, to develop lasting relationships among American and Russian youth, and to create an opportunity for Russian youth to visit the U.S. and American youth to visit Russia.

Through establishing educational 4-H clubs in Russia and international exchanges, T.R.A.I.L. helps teens from both the United States and Russia dispel the common misconceptions that each country has of one another and to improve relations. This program will foster an environment that will allow Russian and American youth to develop lasting, peaceful relationships through a new understanding of the other's culture and discover the similarities of both cultures.

Conclusion

As Russia takes her place in the global community, Russians at home clamor to restore individuality through increased choices of building materials, clothing, religion, etc., which was lost during the communist rule. Home improvement stores such as The Home Depot appear around the city of Moscow, as there is a high demand for remodeling/building. Common sites along the highways are flat bed trucks carrying materials for building and improving dachas (country homes) and construction of mass and modern housing complexes, which replace the aging and decrepit "Stalin Slums" of the past. Russian Orthodoxy is back after being outlawed for over 70 years. In the early 1920's, the ruling Communist Party tore down the ancient Church of Jesus Christ in Moscow and put in a community swimming pool. Since 1990, private contributions allowed for its restoration within 10 years using photos and memories.

Currently, Russian adults harbor a distant, low volume fear of the return of the Communist Party as the Duma (the governing body of the state), still contains a strong Communist influence. The current President, Vladimir Putin, is himself an ex member of the infamous KGB. Lenin's tomb remains on Red Square just outside the seat of power in the ancient Kremlin, but is not open to the public anymore. His removal to a permanent resting place is controversial as the Communist influence struggles to remain steadfast. As youth come of age and taste freedom of the press, education, and commerce, Communist views of remaining aloof and independent from the global community will certainly wan in favor of a more global outlook.

Already the Embassy of the Russian Federation has included a new emphasis regarding her relationship with the US. "Relations with the United States are one of the priorities of Russia's foreign policy, seen as an important factor of international stability. The principal objective is to ensure their stable, constructive and predictable development in all aspects, to enhance area of correlating interests and to narrow down the areas of disputes through compromise and respect for mutual interests. Russia and

the United States look into the future of their relations with optimism and confidence, they actively cooperate in seeking new directions of mutually beneficial cooperation between the two nations."

The Russian schools that teach English are inundated with requests from middle class Russians eager to have their children learn English as a way to provide them with quickly developing advantages in new Russia. As a result, English summer camps are popping up all over Moscow to meet the demands. The experiential learning model of 4-H has an exceptional, historic opportunity to assist youth serving agencies in Russia in promoting character development, leadership skills, and cooperative learning styles in the youth of the former Soviet Union.

Developing Peoples' Critical Thinking Skills Through Experiential Education Theory and Practice

Mary C. Breunig, Lecturer
School of Outdoor Recreation, Parks, & Tourism
Lakehead University
955 Oliver Road
Thunder Bay, Ontario P7B 5E1
Canada

ABSTRACT

This paper will explore how to develop peoples' critical thinking skills by applying the theory of experiential education in practice. It will introduce experiential education theory and a series of experiential activities that will encourage people to turn critical thought into critical action.

KEYWORDS: experiential education, critical thinking, and theory and practice

Introduction

(These words to the Tom Paxton song, "What Did You Learn in School Today?")

What did you learn in school today, dear little boy of mine?
What did you learn in school today, dear little boy of mine?
I learned that Washington never told a lie,
I learned that soldiers seldom die,
I learned that everybody's free,
That's what I learned in school today,
That's what I learned in school.
I learned that policemen are my friends,
I learned that justice never ends,
I learned that murderers die for their crimes
Even if we make a mistake sometimes.
I learned our government must be strong,

It's always right and never wrong.
Our leaders are the finest men,
And we elect them again and again.
I learned that war is not so bad.
I learned about the great ones we have had.
We've fought in Germany and in France,
And someday I may get my chance.
That's what I learned in school today,
That's what I learned in school.

(Paxton, 1962)

The words in this Tom Paxton song (1962) tell an important story. These lyrics highlight one of the more pressing problems in education today—the underdevelopment of students' critical thinking skills (Brookfield, 1987; Mezirow, 1985). Many present day educational trends seem to support essentialist ideals and a 'back-to-basics' emphasis on reading, writing, and arithmetic. This movement places an emphasis on curriculum, instruction, and evaluation, emphasizing that there is one "right" curriculum, one "right" method to instruct, and that a child's acquisition of knowledge will be displayed through a series of written tests that evaluate what has been learned (Counts, 1927; Tyler, 1949).

This emphasis on testing and evaluation impels educators to transmit knowledge in the most socially efficient manner possible. These educational initiatives place the curriculum at the center of the educational experience, rather than the child. The main purpose of schools becomes the transmission of the "right" kind of knowledge. The "right" knowledge that is transmitted most often reflects the dominant, and far too often repressive, social norms (Freire, 1970; Giroux, 1997; hooks, 1994) that are expressed in the words from the Tom Paxton song above. "What Did You Learn in School Today?" aptly describes many students' experiences with this mode of essentialist learning.

Alongside the educational trend that supports essentialism, there exists another trend that supports a more radical approach to teaching and learning in both the K-12 and post-secondary school systems. This approach is supported in part by experiential education (Warren, Sakofs, & Hunt, 1995). Experiential education is "a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, 2004).

This paper will explore how to better develop students' critical thinking skills by applying the theory of experiential education in practice. It will emphasize the potential for education to serve as a vehicle for impelling people to turn critical thinking into critical action. It will explore the idea that knowledge is situated and rooted in partial perspectives and differing epistemologies. It will further explore how some of the broader educational theories, including postmodernism, poststructuralism, and critical pedagogy support both this idea and the development of critical thinking.

This paper will take a very practical or praxis-oriented approach to experiential education. Freire (1970) asserts that praxis involves both action and reflection. The requirements of praxis are theory both relevant to the world and nurtured by actions in it, and an action component in its own theorizing process that grows out of a practical

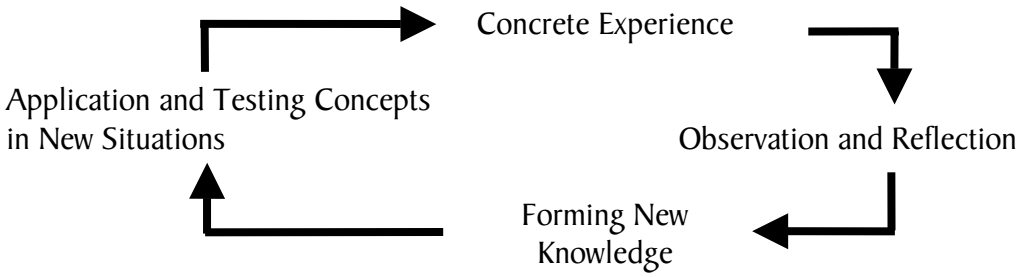
and political grounding (Buker, 1991). We are thus faced with the challenge of coming to terms with not only what we can know but understanding how we know it. Thinking and theorizing alone are not enough. Direct and purposeful action must be exercised within a meaningful praxis. Toward that end, an experiential, classroom-based activity will accompany each theoretical conclusion.

Before beginning a discussion of critical thinking, experiential education will first be defined, examining both methodology and philosophy. The influence of John Dewey and the progressive education movement will be highlighted.

Experiential Education

As stated earlier, experiential education is both "a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, 2004). Central to this definition is the distinction between experiential education as methodology and experiential education as philosophy. This distinction suggests that there may be a difference between experiential learning and experiential education.

Clifford Knapp, a prominent experiential educator, helps to highlight the difference between experiential learning and experiential education. Knapp (1992) explains that experiential learning consists of four distinct segments: "(a) active student involvement in a meaningful and challenging experience, (b) reflection upon the experience individually and in a group, (c) the development of new knowledge about the world, and (d) application of this knowledge to a new situation" (pp. 36-37). The experiential learning cycle below helps to illustrate this.



This cycle helps illustrate how experience, reflection, new knowledge, and application can be employed as a way of teaching experientially. Many experiential educational initiatives are based on this learning cycle but do not prescribe an intended learning outcome or aim. In essence, employing the experiential learning cycle without an intended educational aim represents experiential learning as methodology, implying that there is a certain way of teaching that makes the learning experiential. Experiential education as philosophy employs both methodology (experiential way of teaching) and philosophy as part of the educative

process. Experiential education as philosophy implies that there is an intended aim toward which the experiential learning process is directed.

John Dewey and Progressivism

Support for this can be found in the work of John Dewey, who is considered to be one of the forefathers of the experiential education movement (Warren, Sakofs, & Hunt, 1995). Dewey argued that it was the job of education to encourage individuals to develop their full potential as human beings. He was especially critical of the role of learning the so-called "facts" in schools and argued that children should learn by experience. Dewey (1938) himself would concede however, that one of the weaknesses of progressive education was its overemphasis on experience as an educational end in and of itself. Dewey encourages educators to use genuine experience and activity as an educational means. He emphasizes the need for educators to identify purpose, intent, and direction in identifying the educational objectives (the ends) of their work. Genuine experience would connect previous experiences with present day experience (continuity of experience), but it would also be directed toward some ideal end (educational objective). Dewey would encourage educators to examine this by responding to the question, what then is the ideal end of education?

I would argue that one potential aim of experiential education is to develop students' critical thinking skills (Brookfield, 1996). In this way experiential education is aimed at teaching students to gain knowledge within a certain area of discipline, but perhaps more importantly would impel them to develop the skills, habits and attitudes necessary for them to solve a wide variety of problems, both as individuals and in relation to the larger society. This next section will further explore what is meant by the term critical thinking.

What Is Critical Thinking?

Critical thinking is a bit of a "buzz word," especially on university campuses across North America. Its accolades are professed in many academic courses and in other adult learning environments (Brookfield, 1987). But what exactly is meant by critical thinking? According to Brookfield, critical thinking is comprised of a number of elements, including: identifying and challenging assumptions, challenging the importance of context, trying to imagine and explore alternatives, and being reflectively skeptical. These four elements will be further defined in this next section. A classroom-based activity or case study will also be included, to highlight how each element may be applied in the development of students' critical thinking skills.

Identify and Challenge Assumptions

Brookfield (1987) maintains that there is a need for people to identify the assumptions that underlie ideas, beliefs, values, and actions and then examine them for accuracy and validity. Once these assumptions are identified, people need to examine the accuracy and validity of the assumptions. For example, in the 1950s one commonly held assumption about the role of women was that they should be kept barefoot and pregnant. Imagine today, in the year 2004, if society was operating under that same assumption? How has the role of women changed? Has the role of women changed in

every sector of society? Are there certain sectors of society that would still maintain that 1950s adage about women?

MEDIA LITERACY ACTIVITY:
Gather together a variety of journal articles (peer-reviewed and non-peer-reviewed), newspaper articles, newsletter articles, popular magazines, and the campus paper. Ask the students to look through the various articles in an attempt to identify "truth." Ask them what they can find that they know to be true. How did they know that it was true? Might it not be true? Ask the students to begin to explore the ways in which "truth" gets established and transmitted. What kinds of "truth" do the various publications hold? What are ways in which some of the publications may be biased or present partial perspectives?

Challenging the Importance of Context

Challenging the importance of context focuses on being aware of how context shapes what is considered a "normal" way of thinking and living. "When we are aware of how hidden and uncritically assimilated assumptions are important to shaping our habitual perceptions, understandings, and interpretations of the world, and to influencing the behaviors that result from interpretations, we become aware of how context influences thoughts and actions" (Brookfield, 1987, p. 8). Practices, structures, and actions are never context-free. Imagine how different your approach would be to teaching people about critical thinking if you were teaching a group of 5th grade students versus a group of adult learners. Imagine if you were doing an exercise on critical thinking with colleagues at an Association for Experiential Education conference versus your 2nd year university leadership course. In what ways would context inform the different ways that you teach?

ACTIVITY:
Ask students to think about the context of their learning by having them write brief educational autobiographies or by having them engage in some other writing exercise or "group dialogue" that allows them to reflect on their own experiences. Ask them the following: What was the context in which most of your learning occurred? In what way were your own learning experiences shaped by the context in which you were learning? In what way is your current teaching (work) shaped by the context in which you are working? In what way do your students (clients/participants) influence this? In what way does the physical space in which you work influence your teaching and the curriculum that you employ?

Imagining and Exploring Alternatives

The process of imagining and exploring alternatives involves realizing that many ideas and actions spring from assumptions that are deeply embedded in context and social norms. "Realizing that so many ideas and actions spring from assumptions that might be inappropriate for their lives, critical thinkers are continually exploring new ways of thinking about aspects of their lives" (Brookfield, 1987, p. 8). Consider your own teaching practice for a moment, what aspects of your teaching represent some of the social and cultural norms that Brookfield is referring to here? Over the course of your career, has your teaching been influenced by institutional constraints, availability of a particular textbook, or ease of using the same lesson plan again even if it doesn't quite "fit?"

ACTIVITY:
Make a list of some examples of this within your own teaching practice or work environment. Reflect back upon some of the ways in which your beliefs, values, and actions about teaching and learning have changed over the years. Think about and make a list of some lesson plans that you may need to 'explore alternatives' and some of the teaching strategies that may help you with this.

Reflective Skepticism

People who are reflectively skeptical do not take things as "read" (Brookfield, 1987). Simply because a practice or structure has existed for a long time does not mean that it is the most appropriate practice today. Similarly, just because an idea is accepted by a majority of people does not mean that everyone else has to believe it. If someone in authority tells me that something is true, I do not have to accept this as truth. If one of my colleagues attempts to convince me that she has found the perfect lesson or the one fail-proof model for teaching does not mean that her practice is appropriate for all learners or all subjects even if she says so. Being reflectively skeptical is not a negative approach to testing truth, but rather represents a critical stance to one's understanding of truth. When I begin to realize that alternatives to supposedly fixed belief systems, habitual behaviors, and entrenched social structures always exist, I become skeptical of claims to universal truth.

CASE STUDY AND QUESTIONS:
For example, when I begin to introduce the concept of critical thinking to students, I take a pen in my hand and drop it onto the desk. I then ask them, does gravity exist? Most often, their reply to me is yes. I ask them, how do you know? They concede that they know this to be a fact because they have heard about it in school, they have read about it in a science textbook, and/or they were told it by a teacher. I then ask them, do any of you know this is true experientially? They proceed to give me examples: a lead fall from a height when rockclimbing, a skateboarding injury, or their first attempt at riding a bike. I then ask them, so out of all of these sources of knowledge (teacher, book, school, and experience), which one contains the most useful knowledge ('truth')? Is each one of these sources of knowledge equally valid?

I use the above example to begin to discuss the importance of critical thinking in the context of learning and, in particular, in the way that students approach classroom learning at the university level.

It is an unsettling process for students to begin to engage in this type of "work." They begin to ask the questions, what is true, how do we know, and is everything relative and subjective? I use the above theory and activities as a springboard to delve a bit further into the topic of critical thinking. This provides me with a good starting point to discuss the concepts of situated knowledge, partial perspectives, and epistemology and their role in the production of truth.

Situated Knowledge and Partial Perspectives

The importance of developing critical thinking skills is emphasized by a number of other pedagogies and educational theories in addition to experiential education. The idea of situated knowledge is rooted in the postmodern movement. Postmodernism originated in response to the hierarchies of knowledge, the idea of the "grand narrative," absolute truths, "disinterested knowledge," and the theoretic hegemony of modernism.

> Postmodernism rejects a notion of reason that is disinterested, transcendent, and universal. Rather than separating reason from the terrain of history, place, and desire, postmodernism argues that reason and science can only be understood as part of a broader historical, political, and social struggle over distinctions between language and power. (Giroux, 1997, p. 195)

A central feature of postmodernism has been its critique of totality, absolutes, reason, and universality. The "postmodern is not simply a body of thought, a way of theorizing, but also a way of practicing" (Usher & Edwards, 1994, p. 1). The postmodern educational ideal then is to develop learning environments and opportunities that question the very notions of systematic explanation that were so firmly embedded in the modernist movement.

Postmodernism in education recognizes that education is itself going through profound change in terms of purpose, content, and methods. Postmodern ideas therefore challenge existing concepts, structures, and hierarchies of knowledge and recognize that education is connected with the production and organization of knowledge (Lyotard, 1993). Within this, our own "situatedness" as educators must be examined: our epistemologies, ontologies, and biases.

While the term postmodernism is often used to describe the larger cultural shift of a post-industrial, post-colonial era, poststructuralism is employed to describe those shifts as they relate to academic theory (Lather, 1991). The terms are often used interchangeably as well. "Poststructuralism offers critiques and methods for examining the functions and effects of any structure or grid of regularity that we put into place, including those poststructuralism itself might create" (Pillow, 2000, p. 6).

Poststructuralism takes up the postmodern notion of "incredulity towards metanarratives" (Lyotard, 1993, p. xxiv). The project of poststructuralism then is to critique these grand narratives and universal notions of reason and truth and begin to

engage in discursive practices that focus on deconstructing the hierarchies of knowledge that constitute notions of reality, objectivity, and truth.

For Haraway (1991), one needs to apply postructuralism in practice as a means to identifying what she refers to as situated knowledge and contextualized objectivity. "I want to argue for a doctrine and practice of objectivity that privileges contestation, deconstruction, passionate construction, webbed connections, and hope for transformation of systems of knowledge and ways of seeing" (p. 192). Through this process, we are bound to seek perspective from those points of view which may be in disaccord with our own ways of seeing and knowing. Haraway concedes that this process of inquiry will lead us toward constructing worlds that are less organized by hegemony and "axes of domination" (p. 192).

Haraway (1991) encourages educators to engage in the project of a critical pedagogy. The term pedagogy embodies notions of how one teaches, what is being taught, and how one learns. It is the study of teaching and learning. Simon (1987) explains that pedagogy implies something more. He maintains that pedagogy is "the integration in practice of particular curriculum content and design, classroom strategies and techniques, and evaluation, purpose, and methods" (p. 370). He asserts that pedagogy is best described as an educational project of possibility. Pedagogy as defined within the tradition of postmodernism offers educators an opportunity to develop a political project that embraces human interests that move beyond the particular politics of class, ethnicity, race, and gender (Giroux, 1997).

This form of critical pedagogy is a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relation of the wider community and society (McLaren, 1993). Paulo Freire is regarded as the inaugural philosopher of critical pedagogy for his work on recognizing the relationship among education, politics, imperialism, and liberation (McLaren, 2000). The practice of critical pedagogy explores how the purpose of schooling might be recast in ways that focus teaching on the development of a moral project for education as social transformation.

> *CASE STUDY AND QUESTIONS:*
> *One way I apply this in my teaching practice is when I introduce students to critical writing. In my experiential education course, I organize a variety of assignments that offer students the opportunity to directly apply the educational ideal of integrating multiple sources of knowledge in attempting to prove certain conclusions. I encourage students to recognize that knowledge is situated, contextual, and partial, but I also impel them to consider that this knowledge base will be made more whole by integrating multiple sources of knowledge. In this sense, a critical approach to experiential education will combine books, lectures, teachers, and experience as a way to emphasize that useful knowledge is based upon multiple sources of knowledge. Each source of knowledge is examined critically and consciously as learners examine assumptions and "ways of knowing."*

I introduce students to what I refer to as the "beaded necklace" approach to writing a paper. I ask them what represents truth and how do they know. We create a list of sources of knowledge that includes: books, lectures, peer discussions, journal articles, and experience, among others. We discuss which of these sources contains more useful knowledge than other sources. In this way, students begin to recognize that while their experience is valid and important, it represents a partial perspective of knowledge. We explore the difference between an Internet source and a peer-reviewed journal and identify any differences between these two sources of knowledge. In this way, students begin to identify the importance of combining multiple sources of knowledge (in essence, combing partial perspectives) in an attempt to build upon truth. The beaded necklace approach to writing a paper operates as a metaphor to help them better understand how to combine their own experience and reflection with other sources of knowledge to support their conclusions and to provide an academic critique to some of the information. I represent the beaded necklace with a line drawing of a u-shaped necklace and explain that students' experience represents the string and that the beads represent the outside sources. A good critical paper is one that contains both their own experiences and reflection and support from an array of outside sources (multiple sources of knowledge) that help support their conclusions.

Epistemology

I also impel students to consider their own ontology and epistemology and how this contributes to truth and reason. Lather contends, "I am a constantly moving subjectivity" (1991, p. xix). Embedded within this quote is the idea of the self and the inescapability of how our positionality shapes our practice. Experiential education provides educators with the theoretical framework upon which to begin to explore this subjectivity, impelling educators to examine ontology and epistemology and their influence on educators' "ways of being" but also "ways of knowing" (and teaching!).

Self-knowledge is one important aspect of teaching and is central to identifying one's role in the creation of truth and knowledge. Identifying ontology (ways of being) and epistemology (ways of knowing) is a necessary first step toward developing self-knowledge. Haraway (1991) argues that one needs to develop vision in order to "see" how one's position is grounded in a certain kind of knowledge—a knowledge that offers both possibilities and limitations depending upon the lens through which one sees the world. She argues that the following questions lie at the heart of an examination of one's ontology and epistemology: How to see? Where to see from? What limits vision? Whom to see with? Who gets to have more than one point of view? Who has the clearest lens? Who gets to talk about what they see?

ACTIVITY:
I ask students to draw a series of concentric circles on a piece of paper. I tell them that each circle represents part of the lens through which they see the world. I ask them to start with their family history and upbringing, including: religion, family structure, socio-economic class, and gender, among others (encouraging them to share only what they are comfortable sharing). I then ask them to move further into the circle, identifying aspects of their upbringing, including: siblings, peer group, schooling, sexuality, extra-curricular activities, among others. I have them move even further into the circle and inquire about aspects of their lives that are more closely related to the present: degree program, where they live, who they live with, what they do with their free time. I explain to them that this lens, in part, informs their epistemology. Alongside an examination and critique of sources of knowledge, students must also understand that their knowledge is situated within their "way of knowing" and that informs not only what they regard as truth but how they interpret others' truths.

Identifying and examining partial perspectives and epistemologies proffers students the opportunity to explore the role of hegemony and bias in education. It provides students with an opportunity to turn critical thinking into critical action. This process impels students to not only question the underlying assumptions of what they are learning and who they are learning it from but to question the ways in which their own perspectives and epistemologies influence their interpretation of that knowledge.

Limitations

There are a number of challenges and limitations related to engaging in the practice of critical thinking. Although there are far too many to discuss here, it would be an oversight to not mention one or two of the principal constraints. One obstacle is that there are far too many institutional constraints to engage in a truly meaningful classroom practice that encourages students to think critically, including: research is valued over teaching (Mauksch, 1986), student resistance (Davis, 1992; Lee 1993), lower scores on student evaluations (Sweet, 1998), and the risk of not only losing control of the classroom but of "losing face" may be far too great a risk for the professor (Goffman, 1982). It is not surprising that institutional constraint is one of the most frequently cited limitations.

Lack of preparation about knowing how to engage in critical thinking and student resistance represent two other limitations. Hooks (1994) maintains that students who succeed in school are those who learn early on that to be a 'good student' means to be silent, passive, and accepting. Holtz (1989) and Sweet (1998) agree that students are often unprepared to participate in real critical thinking and dialogue due to inadequate preparation for college-level work. Other research suggests that even when students are prepared to engage in critical work, they are often resistant to it (Shor, 1980; Shor & Freire, 1987). My own experience has confirmed that while my expectation is that students will be liberated by both the theory and the methodology of an experiential classroom, students are often not adequately prepared to engage in critical classroom

practice and those that are prepared may show little interest in engaging in this work because they possess an understanding of how unsettling and hard this work can be.

Conclusion

I am hopeful that in the end the benefits to encouraging students to develop critical thinking skills far outweigh the limitations. I have hope that students who develop critical thinking skills will be able to use these skills to examine some of the taken-for-granted and underlying assumptions that exist not only in schools but in society as a whole. I hope that students are then able to turn their critical thought into critical action.

If "critical" students were posed the same question in the Tom Paxton song (1962) in the introduction of this paper, what did you learn in school today?, they may be more able to respond that they learned that not everything that they are told and read and experience is necessarily true. I believe that experiential education as methodology and philosophy provides one approach to teaching and learning that has the potential to teach students to critically examine information, combining multiple sources of knowledge as they search for truth and clarity about the world that they live in. I believe that experiential educators need to define an intended aim and purpose to their practice and that the development of peoples' critical thinking skills may be one worthwhile aim to pursue.

References

Association for Experiential Education. *What is experiential education?* Retrieved on February 23rd, 2004, from www.aee.org

Brookfield, S. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Fransisco: Jossey-Bass.

Brookfield, S. (1996). Experiential pedagogy: Grounding teaching in students' learning. *Journal of Experiential Education*, *19*(2), 62-68.

Buker, E. (1991). Can feminism politicize hermeneutics and reconstruct deconstruction? *Social Epistemology*, *5*, 361-369.

Counts, G. (1927). *The social composition of boards of education*. Chicago, IL: University of Chicago Press.

Davis, N. (1992). Teaching about inequality: Student resistance, paralysis, and rage. *Teaching Sociology*, *20*, 232-238.

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.

Giroux, H. (1997). *Pedagogy and the politics of hope: Theory, culture, and schooling.* Boulder, CO: Westview Press.

Goffman, E. (1982). *Interaction ritual*. New York: Pantheon Books.

Haraway, D. (1991). *Simians, cyborgs, and women: The reinvention of nature*. New York: Routledge.

Holtz, H. (1989). Action in place of silence: A response to Gimenez. *Teaching Sociology*, *17*, 192-193.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
Knapp, C. (1992). *Lasting lessons: A teacher's guide to reflecting on experience*. Charleston,WV: ERIC Clearinghouse on Rural Education and Small Schools.
Lather, P. (1991). *Getting smart: Feminist research and pedagogy within the postmodern.* New York: Routledge.
Lee, J. (1993). Teaching gender politics. *Teaching Sociology, 21*, 26-32.
Lyotard, J. F. (1993). *The postmodern condition: A report on knowledge* (2nd ed.). Minneapolis, MN: University of Minnesota Press.
Mauksch, H. (1986). Teaching within institutional values and structures. *Teaching Sociology, 14*, 40-49.
McLaren, P. (1993). *Life in schools: An introduction to critical pedagogy in the social foundations of education*. White Plains, NY: Longman.
McLaren, P. (2000). Paulo Freire's Pedagogy of Possibility. In S. Steiner et al. (Eds.*)*, *Freirean pedagogy, praxis and possibilities: Projects for the new millennium* (pp. 1-21). New York: Falmer Press.
Mezirow, J. (1985). A critical theory of self-directed learning. In S. Brookfield (Ed.), *Self-directed learning: From theory to practice*. San Francisco: Jossey-Bass
Newman, C. (1985). *The postmodern aura: The age of fiction in an age of inflation*. Evanston, IL: Northwestern University Press.
Paxton, T. (1962). What did you learn in school today? On *The honor of your company*. New York: Cherry Lane Publishing Co., Inc.
Pillow, W. (2000). Exposed methodology: The Body as a deconstructive practice. In E. St. Pierre & W. Pillow (Eds.), *Working the ruins: Feminist poststructural theory and methods in education*. New York: Routledge.
Shor, I. (1980). *Critical teaching and everyday life.* Montreal, Quebec: Black Rose Books.
Shor, I., & Freire, P. (1987). *A pedagogy for liberation: Dialogues for transforming education.* South Hadley, MA: Bergin & Garvey.
Simon, R. (1987). Empowerment as a pedagogy of possibility. *Language Arts, 64*(4), 370-382.
Sweet, S. (1998). Practicing radical pedagogy: Balancing ideals with institutional constraints. *Teaching Sociology, 26*, 100-111.
Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
Usher, R., & Edwards, R. (1994). *Postmodernism and education*. New York: Routledge.
Warren, K. Sakofs, M. & Hunt, J. S. (Eds.). (1995). *The theory of experiential education.* Boulder, CO: Association for Experiential Education.

Emotional Intelligence

Doug Gray, President
Action Learning Associates, Inc.
9441 Titus Lane
Huntersville, NC 28078
Ph. 704-895-6479
doug@action-learning.com

ABSTRACT
How often do you wish you knew how to control your emotional reactions? Emotional Intelligence (EI) may be defined as the capacity to maintain awareness of the full range of our emotions, to gain insights from those emotions, and to be intentional in the constructive expression of them. Thankfully, we can measure, teach, and develop EI. The business case for developing such skills is compelling. This workshop used case studies as examples, interactive activities, and introduced a four-quadrant model developed by the presenter. Outcomes for participants included definitions of 12 competencies and resources to help individuals increase self-awareness, self-care, social awareness, and social contributions. Application at an organizational level was described but not a focus of this workshop.
KEYWORDS: Emotional Intelligence, emotions, EI, intelligence

How important are emotions? Recall for a moment the last time you purchased something expensive. Or recall how you felt during a performance review. As experiential educators, we know that emotions affect action. And actions affect emotions. After researching hundreds of organizations in different cultures and different work environments, Daniel Goleman (1998) made some impressive conclusions. He stated, "Emotions determine 50%-70% of the work place climate; that climate, in turn, determines 20%-30% of a company's performance. Emotional intelligence accounts for 85% of what distinguishes the star performers in top leadership positions from low level performers." For one of my clients with a $677 million annual operating budget, 20% is $13.5 million.

This workshop began with a 20-item EI assessment inventory, so that participants could determine their emotional quotient (EQ). That assessment was developed by the presenter after extensively researching related inventories, and after several years of training programs.

Those individual EQ scores were applied to a four-quadrant model that helps individuals move from awareness to action, for themselves or their organization. Those areas are described in Figure 1.

Figure I: Emotional Intelligence Quadrants

Self-Awareness	**Social Awareness**
Self-Care	**Social Contribution**

You may notice that the left side focuses on the individual, and the right side focuses on others. Also, the top half focuses on awareness, and the bottom half focuses on actions. This model was developed after extensively researching other similar models, including Richard Wilbur's work in Integral Thinking. When applying the model to clients, the presenter learned that people needed to know specific competencies for development. Those competencies are listed in Figure 2.

Figure 2: Emotional Intelligence Competency Framework

	Self	Others
Awareness	**Self-Awareness** Emotional Awareness Self-Esteem Self-Appraisal	*Social Awareness* Empathy & Compassion Service Social Dynamics Understanding
Actions	**Self-Care** Emotional Expression Sustainability Inner Resourcefulness	*Social Contribution* Influence & Power Trust Interdependence

The bulk of the workshop included experiential activities designed to develop those I2 competencies. For each quadrant, we did I-2 activities that included reflection, writing, communicating in dyads and triads, visualization, and some physical activity. The focus of the workshop was on individual development of EI; applications to the

organizational level were also mentioned. Participants were encouraged to make applications to their work as experiential educators.

References

Goleman, D. (1998). *Working with Emotional Intelligence*. New York; Bantam, 1998.
Gray, D. (2004). *Adventure Coaching: A Guidebook for Anyone in Life and Work*. Huntersville, NC: Action Learning Associates.

Expanding a Critique of Kolb's Experiential Learning Theory

Drew Brennan, Adjunct Instructor
Outdoor Recreation Leadership and Tourism
Oregon State University-Cascades Campus
2600 NW College Way
Bend, OR 97701

ABSTRACT:
Kolb's experiential learning model is the dominantly cited model in experiential education, yet it is infrequently critiqued. This workshop extended the presenter's critique by inviting practitioners into collaborative dialogue about its strengths and weaknesses. Information collected in this workshop is presented, in addition to the presenter's 13-point critique of Kolb's theory.
KEYWORDS: Kolb, Experiential Learning Theory, Critique, Experiential Education, Learning Models

Introduction

Borrowing from an idea employed at an International Adventure Therapy Conference workshop, this workshop was set up to promote the sharing of practitioner perspectives and initiate broader dialogue on the topic via the proceedings publication. Approximately 25 gathered for 90 minutes to conduct a preliminary exploration of the limits and the strengths of Kolb's Experiential Learning Model and to casually report on the findings. The workshop was designed to offer practitioners the chance to collaboratively explore the fit between the practice of a philosophy of experiential education and the application of Kolb's 4-stage learning model to this practice. The final 15 minutes of the workshop were set aside for the presenter to briefly introduce the results of a thorough critique of Kolb's Experiential Learning Theory (KELT) he conducted (Brennan, 2003).

The motivation and rationale for hosting this workshop stemmed from the presenter's emerging belief that Kolb's experiential learning cycle has been abstracted and orphaned from its theoretical construction when used in experiential education. Acknowledgement of KELT as a predominant explanation in experiential education literature (i.e., journal articles, program brochures, organizational training manuals, program websites, newsletters) for how experiential learning occurs led to a thorough

critique of KELT (Brennan, 2003). The author currently finds a disconnect between the theoretical construction of KELT and the generalized practice of experiential education. It seems apparent that the background ideas of the ubiquitous four-stage learning cycle are not held as a prerequisite for practitioners and programs who rely on the learning cycle as a training tool or a guide for what they do.

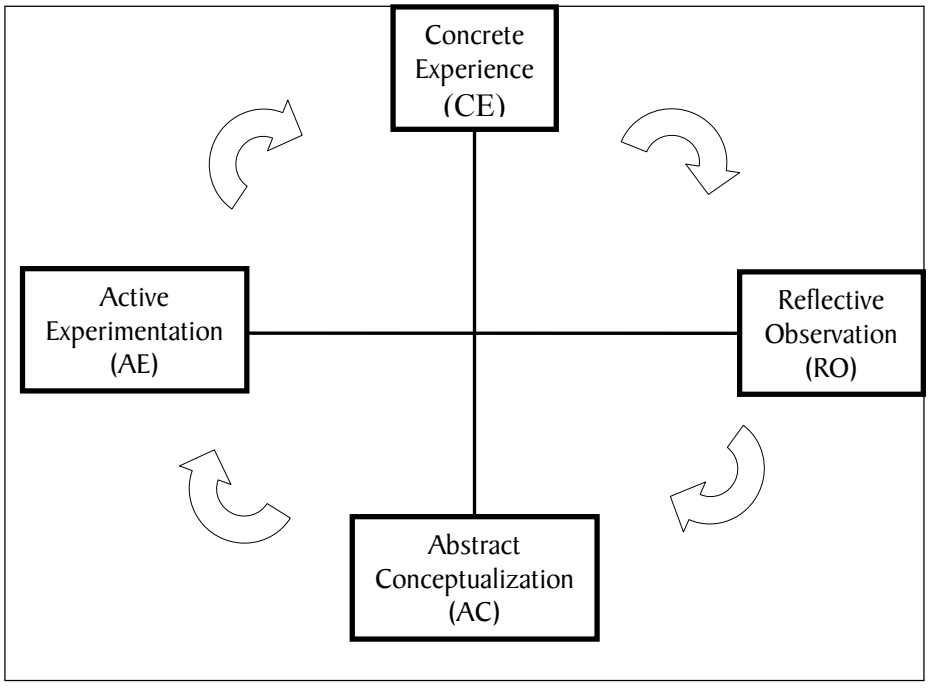
KELT and Principles of Experiential Education

When KELT is examined in the light of the principles of experiential education (AEE, 2004) questions are raised about the degree of fit that exists between the practice of a philosophy of experiential education and KELT. A number of important ideas were first established in order for the assembled group to begin their critique. First, Kolb's (1984) learning cycle was briefly reviewed by way of five key points:

- Kolb defines learning as "the process whereby knowledge is created through the transformation of experience" ;
- According to Kolb, experiential learning theory presents a holistic, integrated model that describes how experiential learning occurs for the learner;
- This model occurs in four stages—learners are successful when they successfully resolve tensions that exist between dialectically opposed ways of learning;
- Learning occurs as part of a feedback cycle, forming and reforming ideas;
- Kolb's model is drawn from the work of psychologists, educational theorists, and philosophers (Dewey, Jung, Piaget, James, Friere, others) (Brennan, 2003);

The summative statements served as a brief review of Kolb's four-stage model (see Figure 1).

Figure 1. Kolb's Experiential Learning Cycle



(adapted from Luckner and Nadler, 1997)

Secondly, in order to establish a common reference point—a starting point—from which practitioners could begin to react to what is otherwise a relatively abstract set of ideas, a brief group problem-solving initiative was presented. After successfully completing the challenge, the experience served as a common experience, generating a common language, and ultimately aided the discussion by representing the practitioner's relationship to KELT and the application of Kolb's learning cycle.

Thirdly, it was suggested that the 12 principles of experiential education (see figure 2), as set forth by the Association for Experiential Education (AEE, 2004), might sufficiently represent the broad practice of a philosophy of experiential education. These 12 principles are:

1. Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.
2. Experiences are structured to require the learner to take initiative, make decisions, and be accountable for the results.
3. Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
4. Learners are engaged intellectually, emotionally, socially, soulfully, and/or physically. This involvement produces a perception that the learning task is authentic.
5. The results of the learning are personal and form the basis for future experience and learning.
6. Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.
7. The educator and learner may experience success, failure, adventure, risk-taking, and uncertainty, since the outcomes of experience cannot be totally predicted.
8. Opportunities are nurtured for learners and educators to explore and examine their own values.
9. The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
10. The educator recognizes and encourages spontaneous opportunities for learning.
11. Educators strive to be aware of their biases, judgments, and pre-conceptions and how they influence the learner.
12. The design of the learning experience includes the possibility to learn from natural consequences, mistakes, and successes.

With Kolb's learning cycle in one hand (represented by the group experience) and the practice of experiential education in the other hand (represented by the 12 principles of experiential education), a discussion of strengths and limitations of KELT ensued.

Conflict between KELT and Principles of Experiential Education Explored

Working in small groups, workshop participants responded to challenges of fit between KELT and the practice of a philosophy of experiential education by rating KELT on its ability to guide/explain learning as it is addressed with each of 12 individual experiential education principles. The majority of the groups found that KELT offers a good to high degree of support to most of the defining principles. The strongest limitation that was discovered concerned KELT's apparent inability to address the soulful and emotional dimensions of learning (principle 4). In other words, principles of experiential education seem to suggest dimensions of learning that are not accounted for in the mechanistic model made available by KELT. Workshop participants referred briefly to both the content and process of experiential education that is experienced in an affective way. Many of the participants, working within the structure imposed by the workshop, experienced good fit between KELT and the practice of a philosophy of experiential education, stating in many cases that there were no obvious conflicts between KELT and the practice of a philosophy of experiential education.

Sharing various critiques of KELT (fig. 3) (Brennan, 2003; Fenwick, 2001; Holman, Pavlica, & Thorpe, 1997; Miettinen, 2000; Webb, 2003) served to provide further context and points for discussion. Brennan's (2003) 13-point critique, which incorporated views of Fenwick (2001), Holman et. al. (1997), Miettinen (2000), and Webb (2003), was shared:

1. Very little is said about reflection, and how it occurs for the learner;
2. Problems are created by splitting experiencing and thinking into polar modes. By splitting these dimensions, the theory promotes separateness and encourages a reductionistic philosophy that seems lost and out of place. There is little explanation for how the learning modes are used (borrowed from Jung);
3. The notion of a "concrete" experience suggests an objective and pure experience, unadulterated by previous learning or experience;
4. The learner in Kolb's model has been essentially decontextualized and separated from their socio-historical environment;
5. In this process, from a criticalist's perspective, the learner's experience becomes normalized, standardized, then commodified;
6. Little is said whether the theory generalizes to all ages, and to all experiential learning contexts;
7. It is implausible that a single theory of learning could encompass major concepts of Friere, Piaget, Dewey, James, among others. The model is too grand in its efforts to draw from many philosophies and traditions. In doing so, it unfairly distorts each of the borrowed fragments;
8. Usefulness of the theory for researchers in experiential education is in question;
9. Kolb's constructivist theory is written in positivistic language;
10. The model provides inadequate explanation for the role affective states and emotion play in learning;
11. The model is too mechanistic and rigid to fairly represent the learning process;

I2. The model is epistemologically flawed. The scientific model of inquiry (deductive) that it is patterned after does not make room for the process of discovery (inductive) that is made possible by experiential learning;
I3. Under this model, learning becomes an individualistic, enterprise, and the opportunity for shared, connected learning is lost.

A vibrant dialogue followed that revealed possible differences between how various proponents of experiential education think about and apply KELT. On one hand, this group of conference workshop attendees experienced very few problems associated with using Kolb's model to guide and explain learning. Importantly, after viewing a list of criticisms that were generated as part of a thorough critique conducted by the author, the presenter sensed an emerging concern on behalf of the workshop participants that perhaps Kolb's *theory* and Kolb's *learning cycle* had been divorced from each other as it is used in experiential education.

An example of this disconnect that might shed light on the problem that I am observing might be viewed in the difference between experiential education principle number six: *"Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large"* (AEE, 2004), and critique point number I3: *"Under this model, learning becomes an individualistic, enterprise, and the opportunity for shared, connected learning is lost"* (Brennan, 2003). Other problems emerge from a theoretical stance when one takes notice that KELT, in its original form, is largely a mechanistic and cognitivistic view of learning, and various principles of experiential education clearly point to the practice of a philosophy of experiential education as a more humanistic and soulful endeavor.

While a dialogue exploring this problem is not new (they have occurred on the AEE Listserv over the years and are shared on a few websites), an effort that fleshes out more precisely the conflict between a practice of a philosophy experiential education and KELT has not been widely explored in the experiential education literature.

Summary

The significance of the tension between a theory of experiential learning and the practice of experiential education does not exist in a vacuum. The historical roots of a philosophy of experiential education and experiential learning theory can both be traced to some common roots (i.e., Dewey, Kolb, etc.). If Kolb's ideas do not effectively capture what practitioners of a philosophy of experiential education actually do, what explains the extent of its popularity across the spectrum of experiential education practices? This presentation may simply be reminding us of something we already know: that models are intended merely to be guides—a place to begin. Simultaneously, however, this material is presented in hopes that the "field" of experiential education might continue to strive toward a more thorough understanding of the theory that its practice is drawing upon.

References

Association for Experiential Education (2004). *The design principles of experiential education*. Retrieved from the World Wide Web: www.aee2.org

Brennan, D. (2003). A *critique of Kolb's Experiential Learning Theory*. Unpublished doctoral library paper. Oregon State University, Corvallis, Oregon.

Fenwick, T.J. (2001). *Experiential learning: A theoretical critique from five perspectives* (Information Series No. 385). Columbus, OH: Ohio State University. ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment.

Holman, D., Pavlica, K., & Thorpe, R. (1997*).* Rethinking Kolb's theory of experiential learning in management education. *Management Learning*, *28*(2), pp. 135-148.

Kolb, D.A.(1984). Experiential *Learning: Experience as a Source for Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

Luckner, J., Nadler, R. (1997). *Processing the Adventure Experience.* Dubuque: Kendall Hunt.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, *19*(1), pp. 54-72.

Webb, M. (2003). *A definitive critique of Experiential Learning Theory*. Retrieved August, 2004, from Youngstown State University Web site: www.cc.ysu.edu/~mnwebb/critique/TheCritique_final2_wtp.pdf

---

Extended Stay Outdoor Education, Self-Esteem, and Health-Related Fitness

Stephen Jelley
University of Newcastle, School of Education
University Drive, Callaghan,
New South Wales, 2308
Australia
Ph. (61) 02 4921 5446
Email: Stephen.Jelley@newcastle.edu.au

ABSTRACT

The goal of this workshop was to integrate a PowerPoint presentation, and interactive experiential games conducted during a research investigation of self-esteem and health-related fitness of adolescent males. The research investigated two physical activity programmes: ESOESP and PE as primary prevention programmes for male adolescent CVD, obesity and Type 2 diabetes.

KEYWORDS: Physical Activity, Self-Esteem, Health-Related Fitness, Extended Stay Outdoor Education School Progamme; Physical Education

Introduction

Physical inactivity, low self-esteem and health-related fitness are considered to be a paediatric exercise science issue for adolescents in contemporary western society. With an increasing prevalence of obesity, low health-related fitness in adolescents, the problems of adverse health outcomes (cardiovascular disease, and Type 2 diabetes) may continue into adulthood (Pate, Long, & Heath, 1994).

This research investigated health-related fitness and self-esteem changes in year 9 adolescent males involved in two physical activity programmes. The programmes were administered at an Extended Stay Outdoor Education School Programme (ESOESP), and a traditional city-based Physical Education Programme (PE).

The method of research is an experimental research design, involving 80, year 9 male students who were residential for 20 weeks at an ESOESP campus; and 80, year 9 male adolescent students attending a Sydney city-based main school campus. The subjects for the ESOESP (experimental group), and the main school city-based campus (control group) are from the same Sydney city-based independent boys school. The subjects were randomly selected to either the experimental or the control groups.

The experimental group and control groups, completed both pre and post tests for health-related fitness (cardiovascular endurance, muscular endurance, strength, flexibility and body composition). In addition to the stated tests, they completed Harter's (1988) Self-Perception Profile for Adolescents, to evaluate any self-esteem changes.

Background to the Study

Physical Fitness is primarily determined by physical activity habits, and is operationally defined as performance attained on tests of: cardio-respiratory, strength, muscular endurance, body composition, flexibility (health-related fitness). Additionally balance, power, speed, agility, coordination (skill-related) (Schell & Leelaraepin, 1994) may be tested.

Health-related physical fitness is defined as a demonstration of traits and capacities that are associated with low risk of premature development of hypokinetic diseases, such as those associated with physical inactivity (MacDonnacha & Sohun, 2000).

Previously, physical inactivity held a less prominent position as a recognisable risk factor behind high blood cholesterol levels, hypertension, smoking and obesity. However, the United States Surgeon General's Report on Physical Activity and Health (USOHHS, 1996) promoted public interest and awareness in physical inactivity by outlining an exercise science basis of the health benefits from moderate-intensity physical activity. The publication and dissemination of physical activity and health: a special communication from the Chief Health Officer in Australia (NSW Health Department, 1996) additionally alerted public awareness of physical activity benefits in New South Wales.

The positive influence of physical activity on reducing all-cause mortality is evident across studies and populations (Villeneuve, Morrison, Craig, & Schaubel, 1998). Epidemiological studies have estimated that all-cause mortality rates are at least two to three times greater for sedentary persons than for those who are active, (Centers for

Disease Control and Prevention, 1997). Evidence from meta-analyses suggests that physical inactivity appears to be responsible for a twofold increase in the risk of coronary heart disease (Berlin & Colditz, 1990). Armstrong, Bauman, & Davies (2000) described these associations as strong and independent of the definition of activity, or fitness used. Research data collected from studies utilising different research measurement techniques, examples such as fitness assessment, motion sensors, and written self-reports, all show similar relationships between physical activity and risk factors (Bauman & Owen, 1999). It has been noted that physical activity acts as a preventive factor in five of the six National Health Priority Areas in Australia: cardiovascular disease, diabetes mellitus, cancer control, mental health and injury prevention and control (Armstrong, et.al., 2000).

Physical activity has also been shown to have favourable effects on mental health with research indicting enhancement of self-esteem, confidence, and enhancement of mood (North, McCullagh, & Tran, 1990; Armstrong & Welsman,1997). In a consensus statement, Sallis and Patrick (1994) suggested a rationale for adolescent/physical activity promotion in that: (a) Physical activity enhances physical and psychological health; and (b) regular participation in physical activity during childhood/adolescence increases the chances of being active as adults.

Significance of the Study

This research investigated whether outdoor education (which utilised experiential education pedagogies) and physical education physical activity programmes benefit the health-related fitness, and self-esteem of year 9 males. As there are no comparable ESOESP programmes in Australia for females, this research was only conducted with males. The two physical activity programmes were of equal length in time:(a) Residential ESOESP, whose physical activities included kayaking, canoeing, rock climbing, abseiling, orienteering, hiking, canoe fishing, and snorkelling; and (b) a Physical Education (PE) programme at a city campus, whose activities include swimming and lifesaving, basketball, cricket, and athletics.

The results from this research may have implications for future school curriculum, regarding the type of physical activities that may be offered to year 9 male students. Furthermore, the results from the use of outdoor education physical activities may be tracked into adulthood, as a method of preventing future male hypokinetic diseases.

Statement of the Problem

The consequence of adolescent's sedentary lifestyles, has been the susceptibility to coronary heart disease risk factors. Research has clearly shown risk factors for coronary heart disease which includes obesity, hypertension and high cholesterol have their precursors shaped in childhood and adolescence Bass, Moore & Stewart (1999). Magarey, Daniels & Boulton (2001) revealed the prevalence of overweight children aged 7 to 15 years, had increased almost twofold in Australia from the 1995 National Nutrition Survey (ABS, 1997).

Concern has been repeatedly expressed about children's and adolescent's well-being and the contributing factors of Australian adolescents' poor health profiles.

Research has shown that children and adolescents are becoming less physically active, less skilled and less fit, (Booth, Macaskill, McLellan, Phongsavan, Okley & Patterson, 1997; Dollman, Olds, Norton & Stuart, 1999).

Physical education is recognised as one of the most important vehicles for teaching children and adolescents to lead active lifestyles. This key learning area has been restricted by its low recognition, low status, and reduced time in the school curriculum (Hardman & Marshall, 2001). Both nationally and internationally, physical education has been considered a relatively unimportant component of the school curriculum, and is under threat as a school subject in many regions of the world (Hardman & Marshall 2001).

Paradoxically, outdoor education school programmes have become increasingly popular for recreational, developmental, and therapeutic uses in a multitude of settings (Sibthorp, 2003). Often linked with outdoor education programmes, are claims that participants will experience many beneficial effects, not only in the immediate quality of the experiences, but outdoor education aims to have these immediate experiences impact on later experiences (Hattie, Marsh, Neil & Richards, 1997). One of the most common of these claims is the valuable contribution to a person's sense of themselves, or self constructs (Neill & Richards, 1998).

Research Question

Is there a significant difference in the changes in self-esteem and health-related fitness results, due to the physical activities at the Extended Stay Outdoor Education Programme (ESOESP), and the city-based main school campus?

Literature Review

The first part of the workshop introduced the study with an overview of the background to the study, its significance, and the statement of the problem. This section attempted to investigate the related literature of this study.

Technology and the Reduction of Physical Activity Levels

Increasingly, technology has decreased the level of physical activity required in work and daily life situations, particularly in the last two decades (Feingold, Crum, Eldar, & Brettschneider, 2000). Adolescents have increased exposure to passive activities, watching television, videos and playing computer games, which has contributed to adolescents becoming more sedentary. The Australian Bureau of Statistics (2000) reported that 71% of all Australian children aged between 5–14 years of age used a computer at home (p. 11). Additionally the ABS (2000), reported that 52% of children in the same age group, watched at least 20 hours of television per fortnight (p. 32). Gortmaker, Must, Dobel, Peterson, Colditz & Dietz (1996), reported that over 60% of incidences of overweight children could be linked to watching television.

Benefits of Physical Activity

The concept that physical activity has health benefits was first advocated by Hippocrates. In more recent times, epidemiological, physiological and psychological studies have examined the benefits of physical activity. Recent epidemiological studies have generally supported the basic premise that physical exercise contributes to both longevity and quality of life. Research suggests that, aside from the physiological benefits, there are significant psychological benefits to be gained from regular participation in physical activity (Morgan & Goldston, 1987).

Self-esteem has emerged as one of the major psychological variables that is enhanced by participation in regular physical activity, and is often identified as the factor most likely to reflect psychological benefit (Sonstroem & Morgan, 1989).

Physical Activity Participation and Adolescent Health

During the last decade there has been a developing awareness of the necessity of promoting physical activity for adolescent's health and well-being. Additionally, there is a need to establish a physical activity habit in children which can be continued into adult life where the negative implications of an inactive lifestyle are considered to be indisputable (Janz, Dawson & Mahoney, 2000). The literature suggests that many metabolic diseases prevalent in adult life have their precursors shaped in childhood (Armstrong & Welsman, 1997). Further, Biddle, Sallis & Cavill (1998) stated that there is a growing conviction that an adult's health and well-being has its origins in behaviour established during childhood. Health-related concepts that sedentary lifestyles leads to an increase in the clinical manifestations of coronary heart disease, especially myocardial infarction and sudden death has been generally accepted by the general public and health care professionals (Marshall, Biddle, Sallis, McKenzie & Conway 2002).

Type 2 diabetes is frequently associated with obesity, and has strong familiar links with physical inactivity (Kemmer & Berger, 1983). Incorporation of an exercise programme into the diabetes management of adolescents has been strongly advocated. With the addition of diet, and a reduction of abdominal adipose tissue, the triad (medication, physical activity and diet) underpins the management of Type 2 diabetes.

Childhood obesity and the incidence of children who are overweight is currently escalating (Roberts, 2000). Mota, Santos, Guerra, Ribeiro & Suarte (2002) indicated that juvenile obesity warrants urgent earnest attention, as it is associated with both immediate health consequences and adverse metabolic complications in later life. Physiological conditions and diseases correlated with adult Western societies include: cardiovascular disease, Type 2 diabetes, arthritis, some forms of cancer, hypertension and osteoporosis (Dietz, 1998).

Armstrong & Welsman (1997), reporting on the "Muscatine study (involving 4800 children), concluded that children and adolescents with an adverse lipid profile have a high incidence of multiple CVD risk factors, and an above average possibility of developing hypertension and excessive lipoprotein levels into their adults years. In support of this study (Ball, Marshall & McCargar, 2003) review of the proportionate parallel between childhood obesity, and the risk of CVD. Reference is made to research conducted by Tremblay & Willms (2000), which stated that hyperlipidemia, NIDDM, hypertension and atheroclerosis were attributable to juvenile obesity. Childhood obesity

is implicated further in the study by Bouziotas & Koutedakis (2003), which assessed the increasing prevalence of NIDDM in indigenous Greek Adolescents.

Physical Activity Levels of Adolescents

The literature guidelines associated with physical activity sometimes reflect different approaches to recommended physical activity levels for both children and adolescents. Examples of this can be seen from the NIH Consensus Development Panel on Physical Activity and Cardiovascular Health (NIH, 1996) and the International Consensus Conference on Physical Activity Guidelines for Adolescents (Sallis & Patrick, 1994). The NIH (1996) consensus recommended that all children and adults should set a long-term goal to accumulate at least 30 minutes or more of moderate intensity physical activity on most, or preferably all days to the week. The consensus recommended that in addition to daily participation in 30 minutes of moderate physical activity, adolescents should engage in three or more sessions per week of activity that last 20 minutes or more and require moderate to vigorous levels of exertion.

Cross-sectional epidemiologic comparisons of physically active versus sedentary controls have identified multiple plausible biologic mechanisms, which helps explain how physical activity and cardio-respiratory fitness reduce risk of CHD, and improve survival after a heart attack (Leon, 1991).

The exact nature of physical activity is most complex. It is generally considered to be an intricate combination of human biological function and human behaviour. Rowland (1998) stated that physical activity may be a centrally controlled biological process, which in turn modulates physically active play behaviour. Conversely, physical active behaviour is an observed course of action, fundamental under biological control, but differentiated through various external influences (McManus, 2000). The problem of measuring physical activity and its usefulness is therefore complex. The combination of human biology and behaviour relating to physical activity in children and adolescents has been investigated (Rice & Howell, 2000).

Establishing other links to physical activity levels and behaviours of adolescents, may have values in health-related fitness. An example of this may be seen when attempting to establish a link of participation levels in physical activity and the development of self-esteem, which endorses the value of sport and exercise. Establishing such a link may demonstrate that an adolescent's high level of self-esteem, leads to increased motivation. This is an important factor when considering adherence to sport and exercise as an avenue for primary prevention of CVD, Type II diabetes, and obesity.

Adolescent Self-Esteem and Perceived Competence

One determinant of an adolescent's self-esteem is perceived competence. Contemporary models that state positive self-evaluations in an achievement domain will favourably impact self-esteem (Sonstroem & Morgan, 1989). Inherent in each conceptual model is the academic assumption that self-esteem will most likely be influenced by perceptions of competence in achievement domains that are valued by the individual.

Harter (1985, 1987) depicted affect as a consequence of self-esteem in her model, identifying the determinants and mediation role of global self-worth in children.

The relationship between perceived competence and affect has implications for the comprehension and applications for understanding the determinants of self-esteem with physically active adolescents and health-related physical fitness. The relationship between these two variables has been investigated by Chung (1993), whose subjects were male college students in Hong Kong. Chung utilised the Rosenberg Self-Esteem Scale and the following health-related physical fitness indices: cardiorespiratory endurance, body composition, muscular strength, muscular endurance, and flexibility. Person product moment correlations were computed to determine the relationship between the physical fitness indices and measures of self-esteem. Data was analysed with a stepwise multiple regression using the fitness indices as independent variable to predict self-esteem. A significant correlation coefficient was found between self-esteem, and cardiorespiratory endurance. It should be considered that self-esteem is an evaluative component of self-image, the positive or negative manner in which a person judges herself or himself (Marshall, 1989).

Self-esteem is generally regarded as "the evaluative component of self-concept" (Sonstroem, 1984, p.124). Although often used interchangeably with self-concept, self-esteem differs in that it implies value. It refers to how an individual evaluates her/himself (Coopersmith, 1967), such as "I am a strong girl," or "I am a fast swimmer". These statements, which go further than self-description, make value judgments by the individual about her/himself. According to Hattie (1992), self-concept relates to identity, whereas self-esteem "relates more to that which the individual would wish that identity to be" (p. 17).

Perceived competence is a central construct in Harter's model and is made up of several domain specific aspects which contribute to self-esteem (Weiss, 1987). Perceived competence is viewed as a multidimensional construct that was initially delineated by Harter (1978) into perceptions of: (a) scholastic competence, (b) physical competence, and (c) social competence. Harter (1982, 1985), in developing self-perception scales for different developmental stages, has included other domains appropriate to the stage of development of the individual. In middle childhood these competency domains include: (a) scholastic, (b) athletic, (c) social, (d) physical appearance, and (e) behavioural conduct aspects of self-esteem.

Global self-worth is an individual's overall value judgment of the self, and can be contrasted with domain specific evaluations of one's competency and adequacy. Harter (1982) describes it in terms of general or overall worth as a person, and as a feeling carried by the individual all of the time. Harter (1985) elaborated and described global self-worth as, tapping the degree to which one likes oneself as a person, likes the way one is leading one's life and feels good about her/himself.

Determining body composition may help ascertain for distortion levels, a distorted perceived body image, is commonly found in male adolescents expressing dissatisfaction towards their bodies. Perceived appearance, particularly in the area of dissatisfaction regarding body weight, has been identified as a motivator for frequency of exercise (Greenberg, Dintiman & Oakes, 1995). Accepting the strong relationship of physical appearance with self-esteem, exercise behaviour and adherence, by helping with weight control, may also affect self-esteem and primary prevention of CVD, and Type 2 diabetes.

The degree to which one evaluates oneself as competent, belonging and worthwhile, determines self-esteem, which in turn, forms the foundation of emotional well-being (Pope, McHales & Craighead, 1998).

Outdoor Education

Outdoor activities such as bushwalking, camping, canoeing, and canyoning are seen as valuable and worthwhile experiences for adolescents for many reasons. Dufrene (1999) identified the benefits of outdoor education programmes for participants as they are placed in "real settings" where they will experience real feelings and emotions. The general assumption in Western society regarding outdoor education, is that high self-constructs levels are good (Neill, 2003). Neill additionally suggested that people who are higher than average for these self constructs, tend to also have other desirable qualities, such as higher academic performance, and better quality relationships.

Some research has suggested that outdoor education programmes are beneficial to improving one's life effectiveness, and dimensions of self (Hattie, Marsh, Neill, & Richards, 1997). Neill & Richards (1998) summarised three meta-analysis' relating to outdoor education benefits. They concluded that these studies, representing over 12,000 participants, showed that outdoor education had a small to medium impact on typically measured outcomes, such as changes in self-concept, self-confidence and locus of control. These effects were also seen to further increase with time. Neill & Richards (1998) additionally found that the most effective outdoor education programmes are longer, involve adult age participants, and are conducted by particular organisations, such as Outward Bound.

Okely, Gray & Cotton (1997) examined the effect of an ESOESP on aerobic fitness of adolescent males. Aerobic fitness was measured using a multistage fitness test during the first, and the sixteenth week of their ESOESP. Their results showed a significant increase in Vo2 max., between pre and post test. Okely, et.al., (1997) results support the evidence relating to gains in physical health benefits from an ESOESP.

Gray (1997) investigated the impact of an ESOESP upon male and female adolescents, with part of the study investigating aerobic fitness. A significant improvement was found for both males and females, further supporting the rationale for this study.

Summary

The prevention of cardiovascular disease and Type II Diabetes in adolescents by increasing their physical activity levels is imperative for Australia. Pathological evidence indicates that cardiovascular disease begins in childhood, overweight and obesity leading to pre-diabetes and Type II Diabetes in adolescence is now prevalent in Australia.

Research has shown that various risk factors associated with cardiovascular disease and Type II Diabetes can be tracked, and that inactive children and adolescents are more likely to become inactive Australian adults.

Research has indicated that additional psychological and health-related fitness benefits for adolescents through involvement in physical activity. The literature indicates that adolescent physical activities from traditional physical education programmes may not be effective in promoting health-related fitness. Additionally, adolescents' self-

esteem levels need to be evaluated during both traditional physical education physical activity programmes and compared to ESOESP physical activity programmes to ascertain which programme is the most effective.

Research Design

Research Sample

The subjects for this research includes 80, year 9 male students resident at the ESOESP campus (experimental physical activity group); and 80, year 9 male students based at the city campus main school (control physical activity group).

Research Design

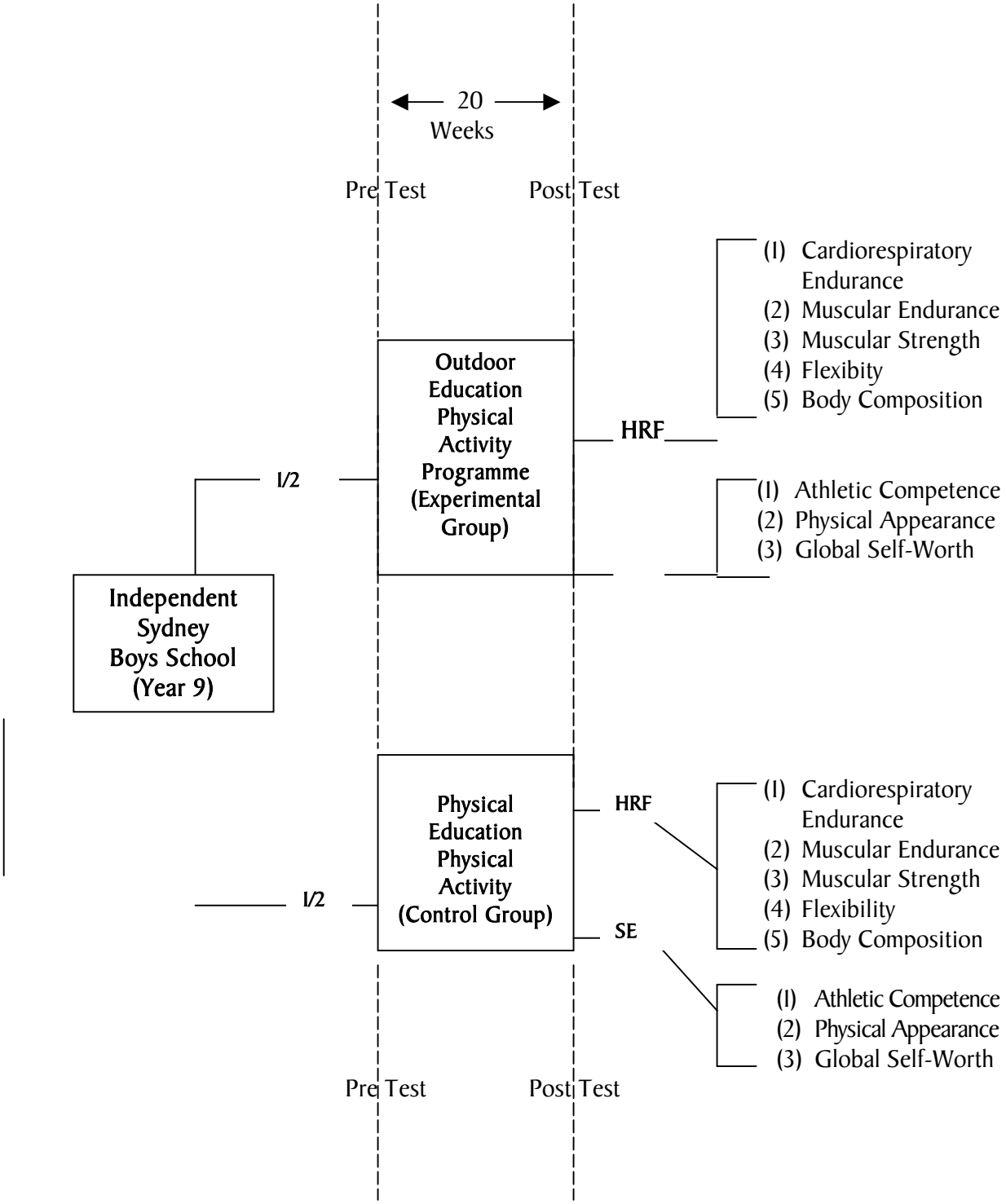
This research utilised an experimental research design (Hyllegard, Mood & Morrow, 1996). The research design to measure the effect of ESOESP and PE physical activity programmes upon male adolescents, in this research is shown in figure 1. The subjects were randomly divided into two cohort groups, experimental or control. The experimental group attended the ESOESP residential campus for 20 weeks, and then the main city-based campus for 20 weeks. The control group attended the main school campus for 20 weeks and then the ESOESP residential campus for 20 weeks.

The research design resonates with the 2004 Association for Experiential Education conference theme, "Anchored in Learning, Charting new possibilities." It provides opportunities to further research applications of experiential education, and ESOESP, in different applications. The research additionally could be an application of experiential education, as being a process that makes conscious application of student experiences.

The research design placed the year 9 male adolescent at the ESOESP campus, in an unfamiliar environment. That is, they were placed outside their comfort zone and into states of dissonance. The required problem solving of inquiry and reflection may be beneficial for their future health. #HRF = Health – Related Fitness and #SE = Self-Esteem (Harter, 1988)

(Continued on next page.)

Figure I. The effect of Outdoor Education and Physical Education Physical Activity Programmes upon male adolescents' experimental research design (Jelley, 2004).



Methodology

Each subject received: a) a parental consent form; b) a description of the tests prior to the health-related fitness tests; c) a description of the Preliminary health screening and pre-participation fitness questionnaires to be completed (prior to commencement of the health-related fitness tests); and d) information relating to Harter (1988) questionnaire. Each subject completed the pre-tests at the beginning of their ESOESP, or the PE main school city physical activity programme. This was repeated at the end of their 20 week physical activity programmes (post-tests).

Preliminary Health Screening, and Pre-Participation Fitness Examination (Modified, Kibler, 1990)

Preliminary health screening of the subjects prior to commencing the health-related physical fitness tests may have many benefits. Primarily, it has been recommended as a means to identify those individuals at risk for exercise-related cardiac complications. However, the risk of cardiovascular complications during exercise is considered to be low. While screening will not prevent all such events from occurring, it will help identify those at greatest risk.

1) Orthopaedic history questionnaire.
2) Family Medical history questionnaire.
3) Personal medical history questionnaire.

Health-Related Fitness Tests

1) Cardiorespiratory: Multistage fitness test.
A progressive shuttle-run test for the prediction of maximum oxygen uptake (Loughborough University, 1988). The subjects were instructed to run back and forth between two lines, 20m apart within a set time limit.
2) Muscular Endurance: a) bent knee sit-up (n 60s): completed number of sit-ups in 60 seconds; b) push-up (n 30 s): completed number of push-ups in 30 seconds.
3) Flexibility: Sit-and-Reach Test: three trials of the sit and reach (Wells, sit-and-reach equipment).
4) Muscular Strength: measurement of handgrip strength using a handgrip dynamometer (Leelarthaepin, 1992). Both right and left hand strength was measured.
5) Body Composition: Body Mass Index (BMI), measurement of subject's height and body mass = body weight/height squared (Leelarthaepin, 1992).

Self-Esteem: Self-Perception Profile for Adolescents

The Self-Perception Profile for Adolescents (Harter, 1998) is an upward extension of the Self-Perception Profile for Children (Harter, 1985). The following sub-scales were utilised in this research: a) Athletic Competence; b) Physical Appearance; c) Global Self- Worth.

Results

The data statistical analysis was completed using a Statistical Package for Social Science (SPSS version 11.5). The statistical methodology was an independent t-test for each of the variables, ($p < 0.5$). Table 1 includes the comparison of the percentiles between the ESOESP and PE health-related fitness test results, related to Australian National Standards.

Table 1.

Health-related fitness	ESOESP average percentile	PE average percentile
Cardiorespiratory	90	70
Muscular Endurance		
a) Sit-up (n 60 sec.)	55	20
b) Press-up (n 30 sec.)	95	70
Flexibility	70	50
Body Composition (BMI)	20	22

ESOESP versus PE physical activity significant $p< 0.5$

The results from Harter (1988) Self-perception profile for adolescents, three sub-scales portrayed no significant difference in any of the sub-scales.

Limitations

1) Not assessing the maturation of the subjects. This can be completed by determining skeletal, secondary sexual characteristics, or somatic maturation (Brooks, Fahey & White, 1996).* The height and weight of all subjects was assessed (for compliance with male adolescent National Norms) from the National Health and Medical Research Council.
2) The research complies with the schools educational requirements, as it is an experimental research design (Hyllegard, Mood & Morrow, 1996).
3) It is difficult, if not impossible, to control extraneous factors such as family background, ethnic origin, life crisis, and personality type.

Delimitations

All the year 9 male adolescent subjects were enrolled at the same Independent Boys School in Sydney, Australia.

Conclusion

Chronic disease is defined as a disease that is slow in its progress, and long in its continuance. An individual crosses a threshold called a 'clinical horizon' to manifest (and be

diagnosed with) a multi-factorial chronic disease generally years after the original causes of the disease has taken effect (Booth, Gordon, Carlson & Hamilton, 2000).

The results of this research portrayed that changes to physical activity programmes from the traditional physical education physical activities can have beneficial effects on year 9 adolescent male health-related fitness. In each of the health-related fitness tests, significant differences were found—each component of fitness had better results in comparison to a) the PE (control group); and b) the national standards for those tests.

The results from the self-esteem sub-scales were surprising in that the literature tends to imply that OSOEP programmes tend to increase self-esteem in adolescents. These results may infer that, both cohort groups had satisfactory levels of self-esteem prior to the implementation of the physical activity programmes. There were no significant differences as a cohort group in each programme, but there were individual significant gains made by some subjects (particularly in the ESOESP group). This may infer that individuals with lower levels of self-esteem may benefit more from an ESOESP physical activity programme than a traditional PE physical activity programme.

References

Armstrong, N., & Welsman, J. (1997). *Young People and Physical Activity*. Oxford: Oxford University Press.

Armstrong, T., Bauman, A., & Davies, J. (2000). *Physical activity patterns of Australian adults: Results of the 1999 national physical activity survey* (AIHW cat. NoCVD10). Canberra: Australian Institute of Health and Welfare.

Australian Bureau of Statistics (1997). *1995 National Nutrition Survey – selected highlights* (No.48020). Canberra.

Australian Bureau of Statistics (2000). *Children's participation in cultural and leisure activities*, Australia (No.4901.0). Canberra.

Ball, G.D.C., Marshall, J.D. & McCargar, L.J. (2003). Fatness and Fitness in obese children at low and high health risk. *Paediatric exercise science*, 15, 392-405.

Bass, J.A., Moore, T., & Stewart, K.J. (1999). Coronary heart disease risk factors in children and adolescents. *Preventive Cardiology*, 19, 112-117.

Bauman, a., & Owen, N. (1999). Physical activity of adult Australians: Epidemiological evidence and potential strategies for health gain. *Journal of Science and Medicine in Sport*, 2(1), 30-41.

Berlin, J.A., & Colditz, G.A. (1990). A meta-analysis of physical activity in the prevention of coronary heart disease. *American Journal of Epidemiology*, 132 (4), 612-628.

Biddle,S.,Sallis,J.,Cavill, N.(Eds.). (1998). *Young and Active*. Long, Health Education Authority.

Booth, M., Macaskill, P., McLellan, L., Phongsavan, P. Okely, T., & Patterson, J. (1997). *NSW Schools Fitness and Physical Activity Survey 1997: Summary*. Sydney: NSW Department of School Education.

Bouziotas, C., & Koutedakis, Y., (2003). A three year study of coronary hert disease risk factors in Greek adolescents. *Paediatric Exercise Science*, 15, 9-18.

Brooks, G.A., Fahey, T.D., & White, T.P. (1996). *Exercise Physiology. Human Bioenergetics and its applications,* 2nd ed. Mountain View, CA: Mayfield.

Centers for Disease Control and Prevention (1997). Guidelines for school and community health programs to promote physical activity among youth. *Morbidity and Mortality Weekly Report*, 46, 1-36.

Chung, P.K. (1993). *Self esteem and health related physical fitness of male college students in Hong Kong*. D.P.E. Springfield College.

Coopersmith, S. (1967). *The Antecedents of Self-Esteem*. San Francisco, CA: Freeman.

Dietz. W.H. (1998). Health Consequences of Obesity in youth: childhood predictions of Adult Disease. *Paediatrics*, 101(3), 518-525.

Dollman, J., Olds, T., Norton, K., & Stuart, D. (1999). The evolution of Fitness and Fatness in 10–11 year old Australian school children: Changes in distributional characteristics between 1985 and 1997. *Paediatric Exercise Science*, 11(2), 108-121.

Dufrene,D. (1999). Bringing outdoor challenge education inside the business communication classroom. *Business Communication Quarterly*, 62(3), 24-36.

Feingold, R., Crum, B., Eldar, E., & Brettschneider, W. (2000). Position paper on the indispensability of physical education. Berlin: AIESEP (Association Internationale des Ecoles Superieures d' Education Physique).

Gortmaker, S.L., Must, A., Dobol, a.M., Peterson, K., Colditz, G.A., & Dietz, W.H. (1996). Television viewing as a cause of increasing obesity among children in the United States, 1986-1990. *Archives of Paediatrics & Adolescent Medicine*, 150(4), 356-362.

Gray, T., (1997). The impact of an extended stay outdoor education school program upon adolescent participants. PhD Thesis, University of Wollongong.

Greenberg, J., Dintiman, G., & Oakes, B. (1995). *Physical Fitness and Wellness*. Boston, MA: Allyn & Bacon.

Hardman, K., & Marshall, J.J. (2001). World-wide survey on the state and status of physical education in schools. In. Doll-Teper, G., (Ed.), *Proceedings of the World Summit on Physical Education*, Berlin 3rd – 5th November, 1999 (pp.15-37). Berlin: International Council of Sport Science and Physical Education.

Harter, S. (1978). Effectance motivation reconsidered. *Human Development*, 21, 34-64. Harter, S. (1982). The perceived Competence Scale for Children. *Child Development*, 53, 87-97.

Harter, S., (1985). *Manual for the Self- Perception Profile for Children*. Denver, CO: University of Denver.

Harter, S., (1987). The determinants and functional role of self-worth. In, N. Essenberg (Ed.), *Contemporary topics in developmental Psychology*, Wiley.

Harter, S., (1988). *Manual for the self-perception profile for adolescents*. Denver, CO: University of Denver.

Hattie, J., (1992). *Self Concept*. Hillsdale, NJ: Lawrence Erlbaum.

Hattie, J., Marsh, H.W., Neill, J.J., & Richards, G.E. (1997, Spring). Adventure Education and Outward Bound: Out-of-Class Experiences that make a lasting difference. *Review of Educational Research,* 67(1), 43-87.

Hyllegard, R., Mood, D.P., & Morrow (1996). *Interpreting research in Sport and Exercise Science.* St. Louis, MO: Mosby.

Janz, K.F., Dawson, J.D., & Mahoney, L.T. (2000). Tracking physical fitness and physical activity from childhood to adolescence: The Muscatine Study. *Med.Sci. Sport Exercise*, 32, 1250-1257.

Kemmer, F.W., & Berger, M. (1983). Exercise and diabetes mellitus: Physical activity as a part of daily life and its role in the treatment of diabetic patients. *International Journal of Sport Medicine*, 4, 77-88.

Kibler, W.B. (1990). *The Sport Pre-participation Fitness examination*. Champaign, IL: Human Kinetics.

Leelarthaepin, B., (1992). Assessment of Physical Fitness, Matraville, NSW, Leelar Biomedical Science Services.

Leon, A.S. (1991). Physical Activity and risk of ischemic heart disease – an update 1990, In Pekka O, Telma, R. (Eds.), Sport for all, Amsterdam Elsevier Scientific, 251-264.

MacDonncha, C., & Sohun, R. (2000). Physical Activity & Physical Fitness in Irish Adolescents. http://www.ul.ie/elements/issues5/physical%20activity.htm.

Magarey, A.M., Daniels, L.A., & Boulton, T.J.C. (2001). Prevalence of overweight and obesity in Australian children and adolescents: Reassessment of 1985 and 1995 data against new standard international definitions. *The Medical Journal of Australia*, 74(11), 561-564.

Marshall, H., (1989). The development of self-concept. *Young Children*, 3, 44-51.

Marshall, S.J., Biddle, J.H., Sallis, J.F., McKenzie, T.L., & Conway, T.L. (2002). Clustering of sedentary behaviours and physical Activity among youth: A cross-national study. *Paediatric Exercise Science,* 14, 401-417.

McManus, A. (2000). Physical Activity in Children: Meaning and Measurement. European *Journal of Physical Education,* 5, 133-146.

Morgan, W., & Goldston, S. (Eds.). (1987). *Exercise and mental health*. New York, Hemisphere.

Mota, J., Santos, P., Guerra, S. Ribeiro & Suarte, J.A., (2002). Differneces of Physical Activity Levels of Children According to Body Mass Index. *Paediatric Exercise Science*, 14, 442-452.

Neill, J. (2003). Introduction to Outdoor Education & Self-Constructs. In *Outdoor education & the development of self-constructs* (self-esteem, self –confidence, self-efficacy & self-concept). Retrieved from the Web, http://www.wilderdom.com

Neill, J.T., & Richards, G.T. (1998). Does Outdoor Education Really Work? A summary of recent meta-analyses. *Australian Journal of Outdoor Education*, 3(1), 2-9.

New South Wales Health Department. (1996). Physical Activity and Health: a special communication from the Chief Health Officer (2nd ed). North Sydney. NSW Health.

NIH Concensus Development Panel on Physical Activity and Cardiovascular Health. (1996). Physical Activity and Cardiovascular Health. *Journal of the American Medical Association*, 276, 241-246.

North,T.C., McCullagh, P., & Tan, Z.V. (1990). Effect of exercise on depression. *Exercise and Sport Sciences Reviews*, 18, 379-415.

Okely, A., Gray, T.,& Cotton, W. (1997). Effect of an extended stay outdoor education school program on aerobic fitness.10th. *National Outdoor Education Conference Proceedings*, Collaroy, NSW.

Pate, R.R., Long, B.J., & Heatle, G. (1994). Descriptive Epidemiology of Physical Activity in Adolescents. *Paediatric Exercise Science*, 6, 434-44.

Pope, A., McHale, S., & Craighead (1988). *Self-esteem enhancement with children and adolescents*. Elsford, NY: Pergaon.

Rice, M.H & Howell, C.C. (2000). Measurement of physical activity, exercising and physical fitness in children: Issues and concerns. *Journal of Paediatric Nursing*, 15, 148-156.

Roberts, S.O., (2000). The role of physical activity in the prevention and treatment of childhood obesity. *Paediatric Nursing*, 26(1), 33-45.

Rowland, T.W. (1998). The biological basis of physical activity. *Medicine Science in Sports and Exercise*, 30, 393-399.

Sallis, J.F., & Patrick, K. (1994). Physical Activity Guidelines for Adolescents: Consensus statement. *Paediatric Exercise Science*, 6, 302-314.

Schell, J., & Leelarthaepin, B. (1994). Physical Fitness Assessment in Exercise and sport science (2nd ed.). Matraville, NSW. Leelar Biomedical Science Service.

Sibthorp, J. (2003). An empirical look at Walsh and Golin's adventure education process model: Relationships between antecedent factors, perceptions of characteristics of an Adventure experience and self-efficacy. *Journal of Leisure Research*, 35(1), 80-107.

Sonstroem, R.J., (1984). Exercise and Self-Esteem: Recommendations for Expository *Research. Quest*, 33(2), 124-139.

Sonstroem, R.J., & Morgan, W.P. (1989). Exercise and Self-esteem: Rationale and model. *Med.Sc.Sports Exercise,* 21, 329-337.

Strauss,R.S., & Pollack, H.A. (2001). Epidemic increase in childhood overweight, 1986-1998. *JAMA*, 286, 2945-2848.

Tremblay, M.S. & Williams, J.D. (2000). Secular trends in body mass index of Canadian Children. *CMAJ*, 163, 1429-1433.

United States Department of Health and Human Services. (1996). *Physical Activity and Health: A Report of the Surgeon General*. Atlanta, GA: US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion. Retrieved from the Web, http://www.cdc.gov/nccdphp/sgr/sgr.htm.

Villeneuve, P.J.,Morrison, H.I., Craig, C.L., & Schauel, D.E. (1998). Physical activity, physical fitness, and risk of dying. *Epidemiology*, 9(6), 626-631.

Weiss, M.R., (1987). Self-esteem and achievement in children's sports and physical activity. In, D.Gould & M.R.Weiss (Eds.), *Behavioural Issues*, 2, 87-119. Champaign, IL: Human Kinetics.

Gender and Technical Skills

TA Loeffler, Ph.D.
Associate Professor
School of Human Kinetics and Recreation
Memorial University of Newfoundland
St. John's, NL AIC 3K8
Ph. 709-737-8670
tloeffle@mun.ca

Karen Warren, Ph.D.
Instructor
Outdoors Program & Recreational Athletics
Hampshire College
Amherst, MA 01002
Ph. 413-559-5470
kwCC@hampshire.edu

ABSTRACT
This article provides a theoretical foundation for understanding technical skill development (TSD) in outdoor adventure as it pertains to gender. An examination of societal and biological factors influencing women's (TSD) covers technical conditioning, sexism, spatial ability, and risk-taking. Competency development theory informs the four-stage competency development model proposed for technical outdoor skill acquisition. The article suggests leadership and instructional strategies for facilitating technical skill competency in outdoor education.
KEYWORDS: Gender, Technical Skills, Adventure Education, Competency

Introduction

Have you ever had the experience of working with a woman in your outdoor program who had trouble recognizing her technical skills or who lacked confidence in her skills despite the fact that she was one of the most skilled participants on the course? Have you listened to one of your female co-leaders express doubts in her ability to lead a particular climb or paddle a section of river that you knew was well within her ability? Have you ever wondered why this discrepancy occurs? You are not alone in observing this critical moment in technical skill development (TSD). This article provides a theoretical foundation for understanding TSD and gender and it suggests leadership and instructional strategies for facilitating technical skill competency in outdoor education. Drawing from the discourse on competency and gender, research on gender differences in spatial ability, way-finding, and risk-taking, and the writings on women's outdoor adventure experiences, this article will further the conversation about technical skill development and gender.

Technical outdoor skills refers to situations that involve the process of manipulating equipment to accomplish a physical task in the outdoors, for example, rolling a kayak, setting up a rock climbing anchor, navigating with map and compass, or pitching a tent. Traditionally in the outdoor adventure field, technical skills have been termed "hard skills" while interpersonal, communication, and leadership skills have been termed "soft skills". The underlying premise of this article is that both technical and interpersonal/communication skills are equally important in outdoor experiential education, and that the traditional privileging of technical skills within outdoor adventure programs affects women's outdoor participation and leadership.

TSD is a complex process that is shaped by gender-role socialization, learning styles and environments, and by individual differences. We, as experiential educators,

need to further our understanding of this process so we can fully empower our students and staff. We need to design our programs to support the development of both competence in technical skills and a sense of competence in those skills so both participants and staff will be able to fully develop and utilize such skills. Further, we must be willing to interrogate and interrupt the social factors that disadvantage women in the development of technical skills and limit men in the acquisition of interpersonal and communication skills.

Part one of this paper will examine some of the societal and biological factors that influence women's TSD. Part two will address competency theory applied to TSD.

Part I: Factors Influencing Technical Skill Development

A number of societal factors influence the development of technical skills in both genders. For the most part, these influences privilege men and disadvantage women but, in reality, are detrimental to the entire field of outdoor adventure.

Technical Conditioning

Due to gender role socialization, women often lack the precursory experiences in mechanical manipulation and technical training afforded men (Warren, 1996). One example of technical training differences comes from early exposure of boys and girls to socializing influences of the Boy Scouts or the Girl Scouts. Boy Scouts typically advance through requirements with a heavy emphasis on outdoor skills and experiences, while the Girl Scouts' program emphasizes domestic care, safety and health, and self-improvement. A comparison of the current handbook covers of the Boy Scouts and Girl scouts is illustrative. The Boy Scout handbook has a photo of mountain hikers on the front and Scouts whitewater kayaking and camping on the back, while the Girl Scout handbook shows a collage of objects representing a girl's life such as ballet slippers, music CDs, sewing notions, clothing, art supplies, and fanny pack and compass among other things. The striking difference in messages about the participation of girls and boys in outdoor adventure is profound.

Sexism

Several external factors that can distort the opportunities for technical skill learning are territorial and linguistic sexism. Territorial sexism refers to the control of a common space as a way to claim and maintain power (VanNostrand, 1993). We have seen examples of territorial sexism happen on the indoor climbing wall or the rock climb site where the instructor teaches to a group arranged in a semi circle around him/her. When the inner circle gathered around the instructor is mostly men with the outer circle being women, territorial sexism exists. While this situation may not be intentional or overt, the result puts women in a more observational role while men maintain a position closer to the action. Since learning technical skills often requires repetitive manipulation of equipment (e.g. knots), the position in the learning environment has an effect on who receives the most experience and instructional assistance. While the positions participants occupy in instructional situations are often the result of gender role conditioning, the instructor who does not interrupt this territorial sexism contributes to ineffective TSD for women students.

Linguistic sexism is the use of language to marginalize or invalidate women's experience (VanNostrand, 1993). In the outdoor adventure field the persistent use of the words "hard" skills to refer to technical skills and "soft" skills to refer to communication/leadership skills is an example of linguistic sexism. As Jordan (1996) maintains:

> A distinct relationship between the meanings of male, masculine, and hard exists; hard may be characterized as being masculine and, therefore, attributed to men or boys. Since the male sex is more highly valued and attributed more status than the female sex, it is easy to see why, in the past, hard skills have been more highly valued—they are masculine and according to social norms, masculine is the way to be. (p. 209)

Educators interested in removing the language bias evident in the terms "hard/soft skills" will teach the importance of interpersonal/communication skills and technical skills for all genders.

In teaching environments the equitable distribution of speaking time, another part of linguistic sexism, would be advocated. Since research shows that in mixed gender groups, women who speak more than thirty percent of the time are seen as dominating while studies have shown that men, in reality, talk for a longer time than women (VanNostrand, 1993), an attention to airtime is critical in learning environments.

Spatial Ability

Proficiency in technical skills in the outdoors often involves working with manipulates such as ropes and hardware in climbing and mountaineering or locating one's body in time and space in rolling a kayak. These proficiencies require a high degree of spatial ability. Research has found that gender differences in all spatial ability categories favor men (Nordvik & Amponsah, 1998). In fact, brain scans have shown:

> In males, spatial ability is a specific brain function located in at least four sites in the right hemisphere and several smaller areas in the left. Not having a specific location for spatial ability means that most women generally score on the low side in spatial tasks. (Pease & Pease, 2000, p. 103)

Interestingly, if males and females are taught specific spatial skills, development of spatial intelligence is positively affected (Sanz de Acedo Lizarraga & Garcia Ganuza, 2003). Applying this research to TSD for women means that skills that require spatial ability might need pre-teaching and additional instructional support. For example, suppose you are teaching students to create a Z-drag rescue system for releasing a pinned boat in whitewater. The male students might grasp the spatial design more readily and therefore might be more active in the experiential development of the system. Providing opportunities for women students to learn and practice the techniques in a non-stressful, supportive situation prior to the actual field component might help. Reviewing in the field and giving women students' actual hands-on experience is also critical.

Spatial anxiety as well as conditioned gender stereotypes may also interfere with women's ability to find their way in the outdoors using maps or a general orientation to direction (Lawton, 1994; Kitchin, 1996). Map reading, navigation, and directional orientation are predominant success factors in the outdoor environment; therefore it is essential that women develop these skills. Another problem that exacerbates the spatial ability dilemma is that males are conditioned with internal assumptions of success in technical skills, while females are not (Warren, 1996). This fact relates to competency theory as explored later in the paper, but it also is because females are underexposed to situations that encourage map reading TSD.

> Females thus achieve lower scores on cognitive mapping tasks because of differing and more constrained access to the environment, and less access to situations that develop spatial skills. (Kitchin, 1996, p. 275)

Outdoor instructors interested in increasing TSD in their women students will provide extra opportunities for learning navigation skills and for teaching progressions and techniques that enhance spatial ability.

Risk and Gender

Messages about the decision-making process accompanying high-risk technical activities (e.g., mountaineering, difficult whitewater) further disconcert women's TSD. Outdoor leaders making decisions have been characterized as rational, objective, and autonomous. Women have been labeled as irrational, subjective and emotional (Jordan, 1992, Bell, 1996). These divergent views devalue women's contributions in areas where women's technical skill competency may be present but the application through their decision-making is called into question due to biased beliefs about women and decision-making. In effect, women's technical competency may be unrecognized, invisible, or ignored in risky outdoor activities.

A meta-analysis of 150 risk studies shows greater risk-taking in men than women (Byrnes, Miller & Schafer, 1999). In outdoor leadership this may mean that women and men operate under different orientations to risk management. As little girls, females get messages to be careful when they go outdoors, while little boys are encouraged to be active. Therefore, it is possible that women exist on a risk management continuum closer to the prevention side while men might operate for an orientation of being responsive to an accident that occurs. In outdoor adventure activity leadership and participation, both prevention and accident response are important safety considerations. Yet with the burgeoning Wilderness First Responder industry, weighted attention to the response portion of the continuum is suggested, thereby privileging men's orientation to risk and undervaluing women's.

Part 2: Competency and Technical Skill Development

Appling (1989, p. 11) observed, "gender-roles and stereotypes surface [on NOLS courses] with depressing regularity and predictability." Appling (1989) provided an enlightening description of how gender-role socialization limits the skill development of both female and male outdoor students:

> ...women avoiding leadership, being fearful of physical challenge, avoiding assertiveness, manifesting feelings of intimidation or inadequate self-esteem....Or tent group dynamics: she does almost all the cooking, he usually sets up the fly, she barely knows the knots to do so herself, he can't cook an edible meal, she gives up weight to him every morning, he makes a point of passing her with it on the trail every day.... (p.11).

A study of women's career development in outdoor leadership generated a list of constraints that women face in pursuing an outdoor career (Loeffler, 1995). One of the major constraints identified was that "women outdoor leaders tend to perceive themselves as less qualified or competent" (p. 88). Eighty-four percent of women (n=21) in the study described how a lack of self-confidence in their abilities limited them in pursuing their outdoor leadership careers. This significant finding makes it critical to examine the process of TSD and how gender-role socialization influences such development.

An Introduction to Competency Development Theory

In discussing TSD, it is critical to differentiate between actual competence (AC) and sense of competence (SOC) (Mulqueen, 1995). AC refers to the ability to perform a task or skill such as lighting a stove, pitching a tent, or navigating by compass. For most outdoor skills, there is a continuum of actual competence from beginner through expert. For example, a beginner may be able to navigate by compass through level treeless terrain while an expert may be able to navigate by compass through mountainous terrain in whiteout conditions.

SOC is a fundamental component of self-esteem. In essence, sense of competence is a participant's self-assessment of her or his actual competence. It is the active perception a participant holds of her or himself acting within the environment (White, 1976). White (1976) theorized that the subjective self-assessment of one's competence tends to be more important to self-esteem than the objective display of competence. To build on the previous navigation example, SOC relates to a participant's assessment of her or his ability to navigate by compass. The participant may or may not hold an accurate perception of her or his navigation abilities. We, as outdoor instructors, may place her or his actual navigational competency on one part of the continuum while the participant may place it on an entirely different portion of the continuum.

The ability of an outdoor education participant to form an accurate SOC is influenced by many factors. Women may face a conflict between an innate desire for competency and the female gender role that demands femininity and/or incompetence (Coutts, 1987). Baruch (1974) described this dilemma:

> Competence is apparently viewed as a masculine trait and our society values achievement and competence highly. Thus women are caught in a double bind: if they develop their competence, they are masculine; if they do not, they are not socially valued and learn to devalue themselves. (p. 286)

Thus, this existing pattern of gender-role socialization can limit the expression of women's competence to spheres devalued by society such as housework and parenting (Mulqueen, 1995). Additionally, as a result of gender-role socialization, participants tend to view their personal competence through a filter composed of society's perceptions and responses. These perceptions, in turn, influence their self-perceptions of their competence (Sternberg & Kolligan, 1990). Consequently, a woman's SOC and her AC may not be congruent resulting in her perceiving that she is less competent than she is in reality (Mulqueen, 1995). Mulqueen (1995) proposes that it may not be that women's actual level of competence that needs to change, rather the missing link may be between what women do and how they assess what they do. Again, furthering the navigation example, it may not be that the woman needs to learn anymore about compass navigation; it may be that she needs assistance in recognizing and claiming the competency she already possesses. Conversely, because of male gender role socialization, men's SOC and AC may be mismatched resulting in an individual man perceiving that he is more competent than he is in reality.

According to Mulqueen (1995), SOC is a useful concept for women because it provides a concrete foundation on which to build or re-build women's self-esteem. She proposes that helping women find ways to feel more competent will increase self-esteem. It may not be that their actual level of competence needs to change; rather the missing link may be between what they do and how they assess what they do (p. 9).

This missing link was described over and over again by participants in the women's outdoor leadership career development study (Loeffler, 1995). One outdoor program director observed that some women she supervises struggle with low self-esteem and low self-competence issues in their outdoor leadership careers. She said that "there is only so much I can do to support them, they have to wrestle with that monster themselves (i.e. low self-competence). I can't do it for them" (p. 92). Another supervisor expressed some frustration about this missing link saying "it is hard for me working with women because I'll say you have many more technical skills than Joe Blow over there and you don't believe it. Trust me!" (p. 92). A long time field instructor observed that:

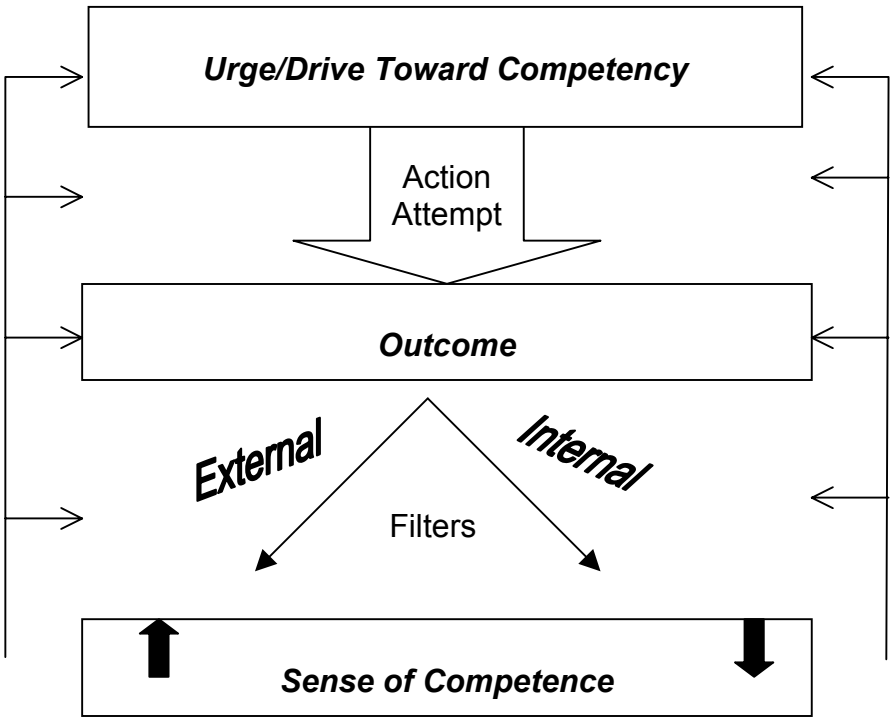
> Women aren't as apt to believe in themselves and be bold enough to take the first risk. I see this on course all the time. I mean all the time. Women hold themselves back and want to be really ready to do it. It really holds them back from developing their skills. (p. 92)

For some women, lower self-competence and gender-role socialization combine to influence how they gain technical skills (Loeffler, 1995). One woman in the study observed, "women, in general, tended to like to learn outdoor skills in formal learning environments whereas men were more willing to go out and 'wing it' (p. 92)." Another woman, an outdoor program executive, described how she had seen women's career development hindered because they had often chosen controlled outdoor settings to learn or work in. These controlled environments did not provide experience in being the "bottom line" for safety and decision-making (p. 92). A program executive observed that women tend to want more training and are less confident in their technical skills and this lack of confidence may compromise or constrain their professional opportunities.

The Competency Development Process

Competence development is not purely an internal process, but rather a multi-dimensional interaction between the individual and their environment. Figure One illustrates the competency development cycle. White (I976) hypothesized that all people have an innate drive or urge towards competency. This drive creates the impetus for action attempts or learning. When a participant attempts to perform a skill, there is an outcome. The participant will view the outcome through a variety of external and internal filters such as the instructor's reaction, peers' reactions, past experience, and gender role expectations. These filters will influence the participant's assessment of the outcome and the action attempt, and as a result, her SOC may increase or decrease. If SOC increases, the innate drive towards competency is strengthened and further action attempts are likely. If SOC decreases, the innate drive towards competency may be dampened and further action attempts may be constrained or reduced. As a result, sense of competence becomes an ever-increasing force in women's lives as it dictates what activities women will or will not attempt.

Figure I. The Competency Development Cycle

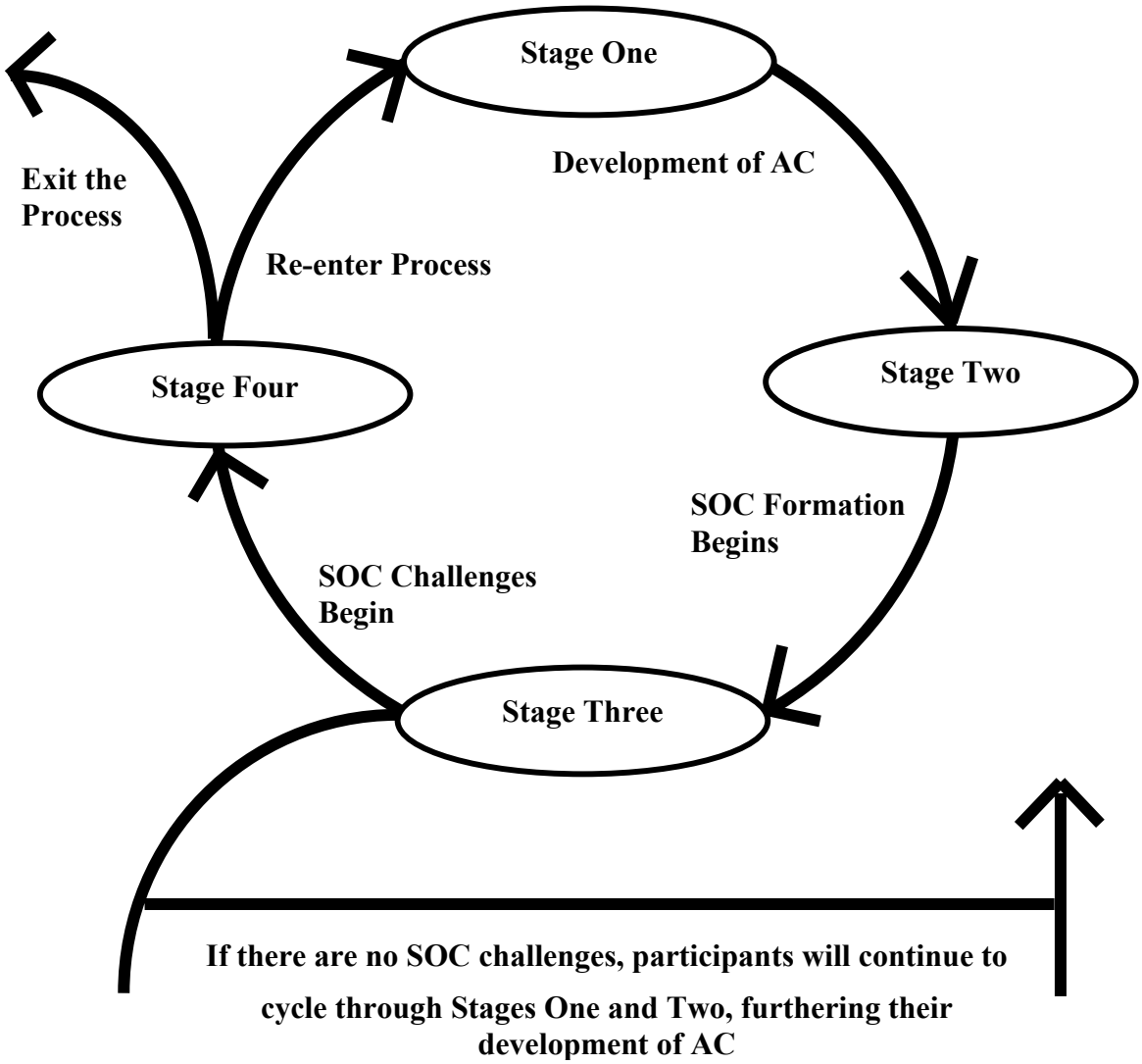


Strategies for Technical Skill Development in Four Stages

For the remainder of this article, TSD in outdoor education is discussed utilizing a four stage circular model. Figure Two diagrams this model. This model offers both practitioners and participants the opportunity to gain a deeper and intuitive

understanding of the underlying processes and dynamics of TSD. Participants may come to outdoor programs at any stage in the competency development process. It is important to gain an understanding of where each participant is in the model so that appropriate leadership and instructional strategies can be utilized. Participants may cycle through the competency stages many times for each kind of technical skills they are trying to develop.

Figure 2: Stages of Competency Development



Stage One

Stage One represents the beginning of the competency development cycle where a participant is beginning to learn a new activity or where she is learning a new level of an activity. This stage is marked by excitement, fear, nervousness and some tentativeness. Extending the navigation example, this is the stage where the participants are learning to use the compass. They are beginning to develop actual competence in both boxing the magnetic needle and using the orienting lines to determine a field bearing.

With participants in the first stage, it is useful to utilize cooperative learning experiences that offer opportunities to learn in multiple styles and in multiple group sizes. As well, it is critical to provide frequent non-threatening practice situations in which the challenge level is raised in appropriate steps for each participant. These two strategies provide a greater opportunity for students to develop actual competency. Without ample practice opportunities, women will frequently hold themselves back and, as a result, will lack actual competence. Likewise, if only high stress practice situations are provided or if the challenge level is raised too quickly, skill development will suffer.

Given the limiting influences of gender-role socialization, providing single-gender learning environments can assist women in developing actual competency in outdoor skills. Since many outdoor skills require women to act outside of traditional gender-roles, a single-gender group can provide support and opportunity to push beyond previously held limits. Additionally, single-gender environments remove the socialization that women should be less competent than men. Mulqueen (1995) states "that women are socialized not to outperform men and thus inhibit themselves, rather than emasculating a man."

As a result, some women may not demonstrate their competence within a mixed-gender group for fear it would disempower the men in the group. In a study of women's outdoor career development, Loeffler (1995) found that providing single-gender outdoor learning environments allow women to gain actual competence in a safe and nurturing environment and was a major instructional strategy generated by the study. Such environments provide enough support for women to take both the emotional and physical risks required to learn new skills that are the building blocks to the development of a sense of competence. As new skills increase, the supportive environment also allows women to both recognize and claim this competence.

Along with providing single-gender learning environments there are some other pedagogical strategies that can assist in the development of competence. It can be difficult, if not impossible, to develop a sense of competence in a learning environment where gender bias exists. Classroom research has shown that male students receive more of the teacher's time than female students and that teacher's tend to help male students learn tasks while they tend to do tasks for female students (Streitmatter, 1994). Male students are criticized more often for their lack of effort while female students are criticized for lack of ability (Streitmatter, 1994). Instructors need to monitor the learning environments they create for evidence of these and other gender biases.

Stage Two

Stage Two represents continued growth of actual competence coupled with the beginning of self-assessment of competence. This stage of development is marked by engagement, enthusiasm, and connection with the learning process. Continuing with the participants who are learning to navigate with the compass, in this stage they would be learning to make allowances for declination and to convert field bearings to grid bearings. Along with this continued building of actual competence in navigation, they would be starting to assess and evaluate their competence in this skill. They are beginning to form her or his sense of competence in navigating.

With participation in the second stage, it is recommended that outdoor instructors give participants as much feedback as they need to feel comfortable with the competency development process, at the same time, recognizing individual differences in this need. It is also key for instructors to continue to support participants at all points on the skill acquisition/actual competency continuum. Instructors can easily gravitate to those participants who have grasped a skill easily and who are clamoring for more and greater challenges rather than provide encouragement and support to those who may be struggling. It is important for instructors to balance "being" affirmations ("I'm glad you are here") with "doing" affirmations ("you are doing a great job with those field bearings") during this stage of development. Being affirmations assist the participants in knowing their worth separately from their performance.

Finally, instructors can share the competency development process with participants by teaching them to "GRAC." GRAC is used here as an acronym for gain, recognize, assess, and claim. These words refer to challenging stages in the competency development process. Participants must first gain actual competence in an activity. Then, they must recognize that they possess that competency and learn to assess it accurately despite the filters of gender-role socialization. Finally, they must claim or internalize the competence. The GRAC process provides participants with a model and a vocabulary for understanding their maturing competence and their developing sense of competence.

Stage Three

Stage Three represents the stage in the competency development process when sense of competence challenges begin. This stage of development is marked by self-doubt, anxiety, fear and lack of confidence. It is a stage in the process where a participant's sense of competence and actual competence are out of balance. There is an inverse relationship between sense of competence and anxiety as sense of competency decreases, anxiety increases (White, 1976).

During this stage, it is imperative that instructors provide participants with information about how gender-role socialization can hinder the development of a sense of competence. Instructors should continue to support the GRAC process for each participant through role modeling and mentoring. It is also critical to offer support and utmost confidence in the participant's abilities. Alongside receiving support and feedback, participants may benefit from the opportunity to perform a task without assistance. For example, the participant who is learning compass navigation may be having difficulty claiming her competence in this skill area. Her instructors could design a compass navigation exercise that was within her abilities that she would perform alone. When she successfully completes the exercise, she could fully claim her competence because she could not give away or attribute her navigation competence to her peers. Her sense of competence in navigation would increase through participation in the solo exercise. With careful instruction and facilitation, outdoor instructors can assist women in overcoming the challenges to sense of competence that are a part of the third stage.

Stage Four

Stage Four represents a time in which the competency development process stops or stalls. This stage of development is marked by withdrawal, low self-esteem, low sense of competence, grieving, an unwillingness to try or to take risks, fear, and anxiety. Stage four is the stage where a participant withdraws from the learning process because she can no longer bear the pressure of a low sense of competence. She loses the ability or motivation to make action attempts towards gaining competency and as a result, becomes mired in low self-confidence. If she reached this stage, the compass navigation student would stop trying to navigate or she would refuse to participate in any activities having to do with a compass. This withdrawal could also spill over into other activities besides navigation such as stove repair or fly pitching. Instructors working with participants in the fourth stage can offer gentle invitations to enter or re-enter the competency development process. They can also help her to identify and value the competency she has in other areas of her life. It can be useful to reframe outdoor competency development, not as a problem, but as an act of personal revolution in which the participant can gain a sense of competence that may transfer into other areas of her life.

Conclusion

How gender mediates technical outdoor skill development has not previously been clearly understood. This article has attempted to analyze TSD through the developing theoretical frameworks of gender role socialization, social justice, and competency theories. Further investigation into teaching and learning technical skills as well as interpersonal/communication skills is warranted and will move the field of outdoor experiential education forward.

References

Appling, L. (1989). Women and leadership. *National Outdoor Leadership School Conference Proceedings*, (9-12). Lander, Wyoming.

Baruch, G.K. (1974). The traditional feminine role: Some negative effects. *The School Counselor, 21*(4), 285-289.

Bell, M. (1996). Feminists challenging assumptions about outdoor leadership. In K. Warren (Ed.), *Women's Voices in Experiential Education* (pp. 141-156). Dubuque, IA: Kendall/Hunt.

Byrnes, J. P., Miller, D. C. & Schafer, W.D., (1999). Gender differences in risk taking: a meta-analysis. *Psychological Bulletin, 125*(3), 367.

Coutts, J.S. (1987). Masculinity-femininity of self-concept: Its effect on the achievement behavior of women. *Sex Roles, 16*(1/2), 9-17.

Jordan, D. J. (1996). Snips and snails and puppy dog tails…The use of gender-free language in experiential education. In Warren, K. (Ed.), *Women's Voices in Experiential Education*, (pp. 205-211). Dubuque, IA: Kendall/Hunt.

Kitchin, R. M. (1996) Are there sex differences in geographic knowledge and understanding? *The Geographical Journal, 162*(3), 273-287.

Lawton, C. A. (1994). Gender differences in way-finding strategies: Relationship to spatial ability and spatial anxiety. *Sex Roles: A Journal of Research, 30*(11-12), 765-780.

Loeffler, T.A. (1995). *Factors that influence women's career development in outdoor leadership*. Unpublished doctoral dissertation, University of Minnesota, Minneapolis, MN.
Mulqueen, M. (1995). *On our own terms: Redefining competence and femininity*. Albany, NY: State University of New York Press.
Nordvik, H. & Amponsah, B. (1998). Gender differences in spatial abilities and spatial ability among university students in an egalitarian educational system. *Sex Roles: A Journal of Research, 38*(11-12), 1009-1022.
Pease, A. & Pease, B. (2000). *Why men don't listen and women can't read maps*. New York: Broadway Books.
Sanz de Acedo Lizarraga, M.L. & Garcia Ganuza, J.M. (2003). Improvement of mental rotation in girls and boys. *Sex Roles: A Journal of Research, 49*(5-6), 277-287.
Steinem, G. (1992). *Revolution from within: A book of self-esteem*. Boston, MA: Little, Brown, and Company.
Sternberg, R. J., & Kolligian, J. (Eds.). (1990). *Competence considered*. New Haven, CT: Yale University Press.
Streitmatter, J. (1994). *Toward gender equity in the classroom: Everyday teacher's beliefs and practices*. Albany, NY: State University of New York Press.
Van Nostrand, C. H. (1993). Gender-responsible leadership. Newbury Park, CA: Sage.
Warren, K. (1996). Women's outdoor adventures: Myth and reality. In Warren, K. (Ed.), *Women's Voices in Experiential Education*, (pp. 10-17). Dubuque, IA: Kendall/Hunt.
White, R.W. (1976). *The enterprise of living: A view of personal growth* (2nd ed.). New York: Holt, Rinehart & Winston.

It's Not Just Camping With Kids: Curriculum Design in Adventure Education

Jeff Bairelein, Executive Director
Boojum Institute for Experiential Education
P.O. Box 687
Idyllwild, CA 92549

ABSTRACT
The development, articulation, and delivery of adventure education programs can be improved by thoughtful curriculum design. Curriculum, syllabus, and lesson planning are contrasted. Constructivism, learning styles, and student-centered learning design principles are considered. Curriculum design models and sequential curriculum design cornerstones of goal-setting, assessment development, and lesson planning are presented.
KEYWORDS: Curriculum, syllabus, lesson plan, design, adventure education

Introduction

Years ago, the experiential educator Will Marble was asked about his career. "Are ya still out there camping with kids?" his friend inquired. Will, an Outward Bound wilderness instructor at the time, replied, "Yup, still camping with kids (Marble, Will, personal communication, October 1997)." However, there's more to adventure education than being in the out-of-doors with groups. There is a sophisticated method to experience-based learning that goes beyond merely camping and doing outdoor activities, and there are ways to clearly explain that. As I pondered how to explain more fully what we experiential educators do and how to improve on the ways we do it, this paper was born.

Outdoor and adventure educators sometimes merely "let the mountains speak for themselves" for a lack of a better understanding of how to craft educationally effective experiences. Instructors are at risk for teaching that with which they are comfortable, using the lesson plans they know the best, and jumbling lesson plans together on an opportunistic, sometimes almost random sequence. Syllabi may be erroneously presented as "curriculum frameworks" by program managers, adding to the confusion. These can be haphazard approaches to learning: let's go rock-climbing here, explore a teachable natural history moment there, process as a group later on. But to what and how does it all add together? Good curriculum design addresses these issues. It strengthens educational effectiveness by ensuring that goals are clearly outlined, assessments of goal achievement are considered, and that well-written, sequential lesson plans are developed to meet those goals.

Elements of Design

To understand more fully how we can use the ideas of curriculum design to strengthen our adventure education planning and delivery, let us start by considering three concepts. Curriculum, from the Latin word for *a course,* indicates a fixed sequence of related studies or activities, related to expressed outcomes and assessment tools. Syllabus, from the Greek *sillybos*, meaning a parchment label, represents a summary or outline, written without explanation or justification, of the main points or principal activities in a course of study. Lesson is a term describing a unit of instruction given within one class; an assignment a student is to learn within a given time.

Elements of curriculum design can be broken down in the following four components:
(adapted from http://sunsite.berkeley.edu/calheritage/k12project/unitchecklist.html):

Introduction

- I: Set Goals and Objectives
- II: Set Assessment Criteria and Methods
- III: Plan Lessons

Let's look at each one in detail, starting with the Introduction. The Introduction may be further broken down into the following elements:

1. Title
2. Subject
3. Age of Audience
4. Time allocation (days, weeks)
5. Materials, other resources use (public lands, equipment)

Goal setting has the following components:

1. Identify relevant content and performance standards, if any. Some curricula are designed to meet state education standards or other teaching benchmarks (www.boojum.org)
2. Set goals (general, overarching aims)
3. Set objectives for each goal (specific, measurable aims)
4. Consider:
    a. Knowledge—Students will know…
    b. Skills—Students will be able…
    c. Attitudes—Students will believe/feel/value…

Now that we have set our goals, we will develop a way to determine if we are meeting those goals. Assessment follows this scheme:

1. Determine how well participants met goals and objectives (criteria). Consider using a rubric (assessment grid) to evaluate performance.
2. Consider tools or methods used to measure performance.
    a. Interviews
    b. Logs
    c. Activity results and work samples
    d. Observation
    e. Self-assessment
    f. Review games
    g. Group feedback and peer reviews

Rubrics, used in some adventure and outdoor education programs, and more commonly in traditional classroom education setting, are a matrix where outcomes are specifically evaluated. A partial rubric might look like the following table (Table I):

Table I. Partial Rubric

	Knows anatomy of map, compass	Can follow bearing
Excellent	Can identify and describe all compass components (incl. declination adjustment ring, clinometer), and topographic map symbols	100% dependable, even in blizzard
Good	Can accurately identify all major components of a standard compass and major topo map symbols	Mostly successful in following bearings, even in moderately challenging conditions
Adequate	Can identify most essential map and compass components	Can generally follow bearings in moderate terrain; lacks ability in aiming off, intermediate objective technique, and other related skills
Poor	Cannot distinguish topo-graphical, political maps; confuses north and south directions on compass needle	Consistently loses bearing in easy terrain

Finally, lesson plans are developed that may follow a format similar to the following:

Figure I. Sample Lesson Plan Outline

Name: Date:
Lesson Title: Size of Group:
Age Group: Activity Area:
Activity Length:
Goals: (overarching desired outcomes)
Objectives: (specific, measurable results)
Concepts: (e.g. interdependence, riparian zone, leadership, declination)
Materials:
References/resources:
Safety Considerations:
Program Outline:
- Introduction
- Body
- Ongoing, final assessments

Transference and Conclusion (bringing it back to 'real life;' repeating key points)
Extensions:
Evaluation, Comments, Improvements:

Another curriculum framework, similar to the first, comes from Expeditionary Learning Outward Bound (www.elob.org):

1. Topic (for example, Leadership Development, Responsible Environmental Behavior, Self-confidence)
2. Guiding Questions—Open-ended and provocative: How can I be a leader? What is a sustainable world? How can I accept and value myself?
3. Goals—these are vis-à-vis knowledge/content, skills, attitudes. Students will know or do…
4. Projects. Consider starting with framing; sequentially and progressively increase challenges and student responsibility for learning; make it real and relevant for students by addressing transference to the rest of life
5. Ongoing assessment—for example, by self-assessment, group assessment, and portfolio
6. Final assessment—for example, final project

Considerations in Curriculum Design

We've reviewed two frameworks for designing a curriculum. We turn now to look at some of the finer points of quality design. We'll look at the following four considerations:

1. Sequencing the curriculum build
2. Constructivism
3. Student-centered learning
4. Learning Styles

In sequencing the curriculum build, the curriculum builder should set goals and objectives, develop assessments, and then plan lessons, in that order. Selecting lessons first is a typical mistake; it's easy to think about *what* one wants to do without first thinking through *why* one is doing it.

Constructivism is an educational methodology in which the facilitator assesses initial knowledge and interest (for example, by brainstorming, or by student sharing of knowledge before teacher presentation), and then sequences a progression of lesson plans that build or "scaffold" on prior learning. Students construct new understandings by combining previous understandings with new discoveries. Constructivist curricula makes lessons relevant and interesting by using local issues and examples to which students can relate, and which facilitate transference to students' lives. Lessons are sequenced to build on learning and experiences from previous lessons. A constructivist curriculum will encourage the educator to ask open-ended questions and to use inquiry and questioning. One way to incorporate this into adventure education is to increase student responsibility over time by establishing separate expeditions: "training," "main," and "final" journeys, each learning expedition giving the students more and more autonomy and responsibility.

Student-centered learning (versus the classic teacher-centered didactic model) involves empowering students to direct their own learning. When we ask, "What is a

successful day for you?" prior to and following a rock-climbing session, we use student-centered learning principles.

Some students seem to learn best by physically doing things; others learn well through seeing or hearing new things. When we use multiple learning styles, we teach in ways that help students learn by kinesthetic, visual and auditory methods, and we thus reach a broader group of learner types. We might increase self-understanding through rock-climbing, for example, by holding a goals discussion (accessing the auditory learning style), actually climbing (using kinesthetic learning), and helping debrief by drawing a "comfort zones" diagram in the dirt (a visual learning style technique).

Application to Adventure Education

Let's further apply these elements of curriculum design to adventure education. Adventure education, as defined by Nadler and Luckner (I992), is a process in which the *student* experiences *disequilibrium* in a *novel setting* with a *cooperative environment*, facing group *challenges* and problem-solving activities, experiencing a feeling of *success* which is augmented by *processing*, and *transferred* to future endeavors.

What are some standard adventure education goals? A number of discrete curricular learning goals can be addressed on even a one-day adventure education program. These goals could include leadership, physical fitness, self-esteem, environmental education, teamwork, and others, as discussed below.

1. Leadership: Students discuss leadership qualities, and assume leadership responsibilities for group wake-up, cooking, leading hikes, and supporting others through group challenges.
2. Personal responsibility: Students assume responsibility for group cooking and camp tasks, for organizing and keeping track of personal and group equipment, and for following through with group chores.

Physical fitness: Students are physically active each day, and learn new activities such as hiking, climbing and boating.

3. Craftspersonship: Students are encouraged to perform activities such as camp chores and Leave No Trace camping with quality.

Self-esteem: Student self-esteem may increase through successfully meeting challenges and processing group activities in a supportive team environment.

4. Initiative: Students are encouraged to take initiative as group Leader of the Day, with group chores, with learning and teaching essential outdoor skills.
5. Environmental education: Students are exposed to natural history and ecological concepts, participate in value-forming experiences, and learn environmental action strategies and skill in using action strategies, during daily lessons and activities designed to foster responsible environmental behavior.
6. Outdoor living skills: Students are taught and practice skills in outdoor travel, hygiene, camp selection, stove and fire operations, food planning and packing, pack packing, water safety, first aid, weather analysis, cooking, camp set-up, Leave No Trace techniques, and risk management.
7. Self-reliance: Students successfully undertake challenges such as rock-climbing, navigating the group through wilderness terrain, or keeping self and

group warm and well-fed in an unfamiliar environment.
8. Teamwork: Students must work together to accomplish camping, outdoor activity and group travel objectives, in a cooperative environment.
9. Communication skills: Students are supported in developing authentic, cooperative relationships with each other, outside of the norms of family, school, or workplace environments.

These goals may be reached through a variety of adventure education activities:

1. Travel elements (for example, hiking, climbing, boating, caving, sailing)
2. Process activities (for example, problem circles, evening debriefs, Hot Seat/Love Seat and related structured feedback circles, post-event closure and transference discussions)
3. Group and personal activities (for example, service projects, peak ascents, solo, personal challenge events such as running, winter camping, challenge courses, graduation or closure ceremonies, sauna or sweat lodge, rock-climbing, and cross-cultural experiences)
4. Specific lessons (for example, classes on problem-solving, leadership styles, interpersonal communication, and giving and receiving feedback)

As these goals and travel elements are worked into a curriculum, the adventure experience becomes less chaotic and more structured, and educational effectiveness is maximized.

Sample Adventure Education Curriculum

Let's develop selections of a sample adventure education curriculum. Our curriculum, entitled "Leadership and Character Development through Backpacking and Rockclimbing Five-Day School Group Program," has the following components:

1. Goals and Objectives
   a. Skills
   b. Knowledge
   c. Attitudes
2. Assessment
3. Lesson Plans

The goals of the program include:

1. Students will develop an understanding of how to be positive change agents for their own lives, for the lives of those in their community, and for the greater world.
2. Students will understand that through good communication, exhibiting positive social skills, strength of conviction, and persistence, they can shape and improve their lives and environments
3. Through hands-on experimentation and activities in small groups, students will learn effective ways of taking initiative, inspiring others, and achieving results.

Objectives include the skills, knowledge and attitudes, from which students will be able to:

1. Exhibit aspects of effective communication
2. Articulate the value of being a good role model; be able to exhibit good role model characteristics
3. Exhibit self-confidence, including in a group context
4. Use planning and strategy tools
5. Exhibit social skills of humor, appreciation, empathy

Students will understand:

1. Effective communication techniques
2. How firm presentation of desires and beliefs can move a person or group forward
3. Group dynamics and points of influence on individuals and groups
4. Technical skills of rock-climbing, hiking, and leave-no-trace camping

In terms of feelings, beliefs and values, students will:

1. Value getting along with others
2. Exhibit compassion towards others
3. Exhibit increased self-confidence

Assessment examples include:

1. Ongoing observation during the course of student behavior. Students will complete Leader of Day tasks (wake students, ensure camp and travel tasks are completed, motivate the group, ensure group risk management, provide for opportunities for fun and learning during the day, and lead the evening debrief) and other role tasks (water intake monitor, morning group awakener, morale monitor and motivator, cook, camp setup/takedown person, or safety officer). Students will participate in group discussions and activities revolving around leadership styles, group dynamics, personal responsibilities and positive group behavior.
2. Structured feedback sessions during evening debriefs.
3. Self-assessment during Leader of the Day feedback.
4. Pre-course, on-course and end-of-course 1:1 instructor: student interviews on goal setting & progress
5. During the rock-climbing debrief, student self-assessment of their level of success on meeting their personal challenge goal for the day.
6. Journal and writing activities. For example, students will write a description of "qualities of a leader."

A partial example of a rubric, in this case evaluating mastery of a technical outdoor skill used in leadership development activities, is found in table two:

Table 2. Partial Rubric, Rock-Climbing Skills

Rating	Rock-climbing skills
Excellent	Demonstrates understanding of belaying, climbing, and anchor setups
Good	Belays, and successfully teaches others to belay
Adequate	Belays with supervision
Poor	Needs safety reminders while belaying

(Lesson plans are not included in this selection of curriculum highlights.)

Curriculum vs. Syllabus

Let us now contrast the curriculum, which we have explored above, with a distinctly different education tool, the syllabus. A syllabus, which does not explicitly address assessments or other curriculum components, offers instead a chronological sequence of activities based on what was developed in a curriculum. Here's a sample "72-hour plan" or syllabus for the first three days of a multi-day camping adventure expedition with a school group class.

Day 1

- Greeting of students
- Unload gear, use bathrooms, don appropriate clothing
- Initiative game/icebreaker to set the tone of group cooperative challenges
- Tone-set talk on risk-taking, overview of program, logistics, guidelines and expectations
- Safety talk
- Chaperone orientation talk
- Small group intros—name games and icebreakers
- Camp set-up
- Small group learning activities—e.g. initiatives/games, hikes, introduction to outdoor environment, camping skills training
- Dinner. Preparation, clean-up procedures
- Evening activity, e.g. astronomy session or night-hike. Daily closure, review of following day, how to sleep outdoors, leader check-in

Day 2

- Wake up
- Optional sunrise hike, yoga, or other activity
- Breakfast, cleanup
- Risk management review
- Daily activities: hiking, games & initiatives, outdoor living skills lessons, environmental education

- Dinner
- Evening program, e.g. "town hall" style environmental issue debate. Closure, review, leader check-in

Day 3

- Wake up
- Optional sunrise hike, stretching circle, or other activity
- Breakfast, cleanup
- Risk management review
- Daily activities: rock-climbing, belaying, rappelling
- Dinner
- Evening program, e.g. campfire with skits, songs, stories and s'mores. Closure, review, leader check-in

A syllabus, while useful, cannot replace a well-developed curriculum in planning for an educationally effective adventure education—or any experiential education—program.

Conclusion

In sum, we see that thoughtful adventure education curriculum design increases educational effectiveness through establishing goals, measuring success, and planning applicable lessons. A curriculum (as contrasted with a syllabus or a lesson plan) is composed of introduction, goals, assessment, and lesson plans. Attention to constructivism, student-centered learning, and multiple learning styles enhance both the curriculum design and student learning.

Reference

Nadler, R., & Luckner, J. (I992). *Processing the Adventure Experience: Theory and Practice.* Dubuque, IA: Kendall/Hunt Publishing Company.

Lasting Learning During One-Day Ropes Course Programs

Leslie Schreiber, M. Ed., Owner
All Aboard, Inc.
97 Brigham Hill Road
Essex Junction, VT 05452
802-324-TEAM
teambuild@surfglobal.net

ABSTRACT

Findings were presented from recent research that Leslie Schreiber did while obtaining her master's degree in Experiential Education. She collected and analyzed data regarding the likelihood of lasting learning for a participant during a one-day ropes course program.
KEYWORDS: Ropes course; one-day programming; learning.

Monday (Introduction)

"Okay everybody! It's time to wrap things up for today. Please take off your equipment and form a circle," I announce to a group of 7th and 8th graders from Camels Hump Middle School.

A bit reluctantly, the students unbuckle their harnesses and unstrap their helmets. I notice that after climbing they are mellower than when they first arrived but they are all excitedly speaking. Some complain that the day is ending too soon; some are already planning what they would like to do next year while others congratulate each other.

"Great job on the Cat Walk."

"That was amazing what you did on the Leap of Faith!"

As we create our last debrief circle, we sit on the ground. The afternoon sun shines through the trees and provides a calm feeling as students reflect on their day at the ropes course.

"What is a snapshot you will take from today and how will you use that picture in the future?" I ask. The group is silent for a moment.

"I will remember swinging on the rope and my team catching me. I thought I was going to fall off the platform we were all squeezing on but they didn't let me fall."

"How will that help you back at school?" I ask.

"Well, I hope that when people need help at school, they will get it from me. It was a cool feeling to be helped and not let down, you know? Like when we work on projects together, it's a lot easier if everyone helps."

"Did anyone else feel this way today?" I ask.

"Yeah, I felt really supported by everyone when I was stuck on the Dangle Duo. That's my snapshot - looking down at the group while they were looking up at me."

"I'll remember watching you on the Dangle Duo," a teacher says. *"You seemed so scared but you kept on going. You didn't give up. Maybe you could do that more in Math class."*

Everyone laughs but the point is well taken. The transfer of learning from the one-day ropes course program is crucial. Without a transfer, the ropes course becomes a recreational play day rather than an education tool based in adventure (Slatt, 1998).

A few minutes later, we wrap up the discussion. Then, the students and teachers load up the bus, say goodbye to me and thank me for an amazing experience. *"We will come back next year!"* they promise. I hope to see them again.

An underlying concern I have for adventure education is how mainstream educators view the use of ropes courses. Do they view it as a valuable learning experience? Do they see the effects of one-day programs weeks after their visit to the ropes course? To answer these questions about lasting learning, I chose to study participants at the University of Vermont Adventure Ropes Course located in Burlington, Vermont. This ropes course provides programming to school groups 5th grade and higher, corporate groups, and non-profit organizations including mental health providers. Through surveys, interviews, and observations, I collected data from over 100 participants immediately after their ropes course program and from 85 of them again a month later. Adventure educators will benefit most directly from this study.

As one-day programming becomes more popular, adventure educators need to be aware of the trends in their field related to the issue of lasting learning (Wurdinger, 1994). In addition, as adventure education becomes more well-known, traditional educators and human resource managers should be interested in this type of education and the ability to provide lasting learning (Garvey, 1999). Often because of budget constraints, schools can only afford one-day programs.

With this study, teachers can gain new insight into the pros and cons of one-day programming and the necessary components to create an appropriate one-day program. Human resource managers, like educators, are seeking the greatest amount of impact in the least amount of time (Garvey, 1999). They, too, will benefit from this research.

For the purpose of this study, when referring to adventure education, the use of ropes courses will be the main focus. Topics discussed are the issue of lasting learning; theories on the transfer of learning; and opinions about one-day programming and lasting learning. Come join me now as we continue a journey through a week at a ropes course.

Tuesday (Methodology)

In my office, I sit at my desk surrounded by books, worn out ropes, program files, and printed emails from a ropes course list serve. To my left, there is a large window overlooking the campus green and in the distance, Lake Champlain glistens in the late afternoon sun. I am grateful for the window and view. I pause for a moment and look at the wall in front of my desk and reread the quote I posted there by Simon Priest (1990):

> "The professional image and educational efficacy of this field is at risk because we have collectively failed to study what we do…. Therefore, by virtue of your role as a practitioner, you are best suited to conduct the much needed evaluation of these programs. Please rise to the challenge!"

I nod in agreement to the wall. I wasn't always ready for this challenge of research but thanks to Simon (and others), I have risen to it. I think back to my first meeting with Simon. I close my eyes and visualize myself attending my first Northwest Challenge Course Network (N.C.C.N.) conference in 1999 at a YMCA Camp in Washington State. From the moment I arrive at the camp until I leave, I am smiling because I am with "my" people. I meet fellow educators who value ropes course programming as much as myself, if not more.

Simon is also a participant, and I don't know what he looks like until he speaks during a workshop. His voice is confident and crisp. It seems as if everyone is hanging onto his words. I, too, look at him and attentively listen. It is a relatively small conference so I'm not surprised to find myself walking alone from the dining hall to my cabin. I notice that someone is about 20 feet ahead of me and it is him! I quickly catch up and introduce myself. We chat for a few minutes as we walk. I realize I'm star struck and all of the questions I want to ask him are erased from my memory. "What is it like to do research? What type of research is valuable? How do you get published?" Poof, they are gone, and then so he is as we head to our respective cabins.

Years later, I do get answers to those questions. I believe it was premature of me to be thinking about research when I was still navigating the journey of becoming an experienced facilitator. Now I feel I have a better understanding of the industry and can provide meaningful exploration to fellow ropes course educators and others interested in experiential learning.

Data Collection

The research method I used was a combination of quantitative and qualitative. This provided me with a comprehensive understanding of how the participants felt about their experience. I used interviews, questionnaires, and observations to gather information. There were three categories of groups that I collected data from: students and teachers from a middle school setting; students and teachers from a college setting; and adults in a workplace setting.

Interviews

All interviews were conducted with a small tape recorder with the permission of the participant. I interviewed select participants immediately after their one-day program and then a month afterwards. This included two participants from a middle school setting, two participants from a college setting, and two participants from the workplace setting. These participants were selected in two ways: self-selection when asked if they want to be a part of the interview process, and recommendations from the contact person booking the ropes course program. These recommendations were based on participants they believed were articulate and willing to express themselves during an interview.

Questionnaires

The questionnaires were administered to 107 participants immediately after their experience and 86 out of the original 107 responded a month after their experience. I also sent a separate questionnaire to five fellow adventure educators for their feedback on the issue.

Observations

Finally, I observed 5 groups during their one-day program. These observations occurred at the University of Vermont Adventure Ropes Course in Burlington, Vermont. I gained verbal permission from the lead facilitator and teacher/group leader to observe the program when I was not facilitating.

When observing, I looked for participant's key learning moments. While subjective, from my experience as a facilitator, these moments are noticeable in two distinct ways: through behavior and while debriefing. For example, when a participant changes their behavior during an activity, their actions portray a change in their thinking. More obvious is when a participant expresses their learning during a debrief. They may exclaim, "I never thought of something that way" or "I realize I need to let other people make decisions."

I confirmed with the teacher/group leader that these learning moments had taken place. Then, I interviewed the teacher/group leader a month later to see if they

thought the learning was long lasting. I was particularly interested in the teacher/group leader's impression of lasting learning because they are typically responsible for the booking of the program. Four of these interviews took place.

While reviewing the data from interviews, observation and questionnaires, I looked for common themes to emerge. I tallied the results of the questionnaires and assigned percentages. The interviews were examined for related ideas.

Wednesday (Theories on the Transfer of Learning; Findings; Theories on Short-Term Experiences)

Ten people are settling into a small classroom. They seem a bit out of their element—they look like outdoorsy types with tanned skin, sporting Teva sandals and Gore-Tex jackets. Their teacher is no different in style. The following quote is posted on the board in the front of the room: "We are glad participants might have gained the ability to spot another person, but this is not a sufficient outcome for us to work toward as educators" (Garvey, 1999, p.92). An overhead of Kolb's Experiential Learning cycle is also on the board. "Welcome back to Facilitation 201," the teacher says. "This," she says as she points to the board, "helps explain the journey we hope all of our participants are taking on the ropes course. But most of you will probably have problems right here."

Now she is pointing at the arrow between Generalization and Transferring, the third stage of the cycle. "And yet this is the most important aspect of adventure education. So we have our work cut out for us as facilitators." The students nod in agreement. It is common knowledge that to be a good facilitator, one must be able to debrief well and have participants move beyond the experience.

"Didn't Barnett in 1989 add another stage to the cycle called 'planning for implementation'? I think it was placed between Generalizing and Transferring,"a student says.

"Yes, you're right," the teacher acknowledges. "This extra stage basically asks, 'What will be done differently?' and allows time for the learner to develop a specific plan for action. With more time to plan, Barnett argues that there is more of a degree of commitment to action."

"But how can we help promote the transfer of learning from Generalization to any stage?

"I find it challenging," another student discloses. Other facilitators chime in with agreement.

This has been an issue for facilitators for quite awhile. Michael Gass in 1985 wrote about this concern. He wrote that there is a lack of knowledge surrounding methods available to promote the transfer of learning. Here is a handout that lists some of the factors and techniques he recommends to enhance the transfer of learning through adventure activities. The handout reads:

Facilitation 201

Factors and Techniques to Enhance the Transfer of Learning

- Design conditions for transfer before the program begins such as setting goals;
- Create elements in the learning environment that are similar to elements likely to be found in future learning environments;

• Provide participants with the opportunity to practice the transfer of learning while still in the program;
• Have the consequences of learning be natural—not artificial—by not shielding the learner from the consequences of their learning, either positive or negative;
• Provide the means for participants to internalize their own learning. (p. 137)

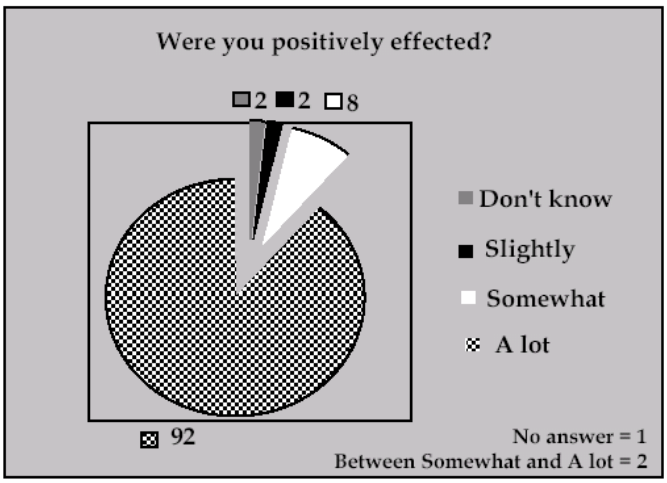
The teacher waits a few moments as students read over the handout before continuing. "Here is an example of a good transfer to a participant's life I found from Slatt" (1998). The participant had written in a qualitative questionnaire immediately after her experience that she had challenged herself and conquered her fear of heights. A month later, responding to the same question, she said that the ropes course experience had increased her self-esteem and increased her confidence when achieving goals. This participant had successfully transferred the benefits of her ropes course experience.

"Is there more current data than Slatt?"

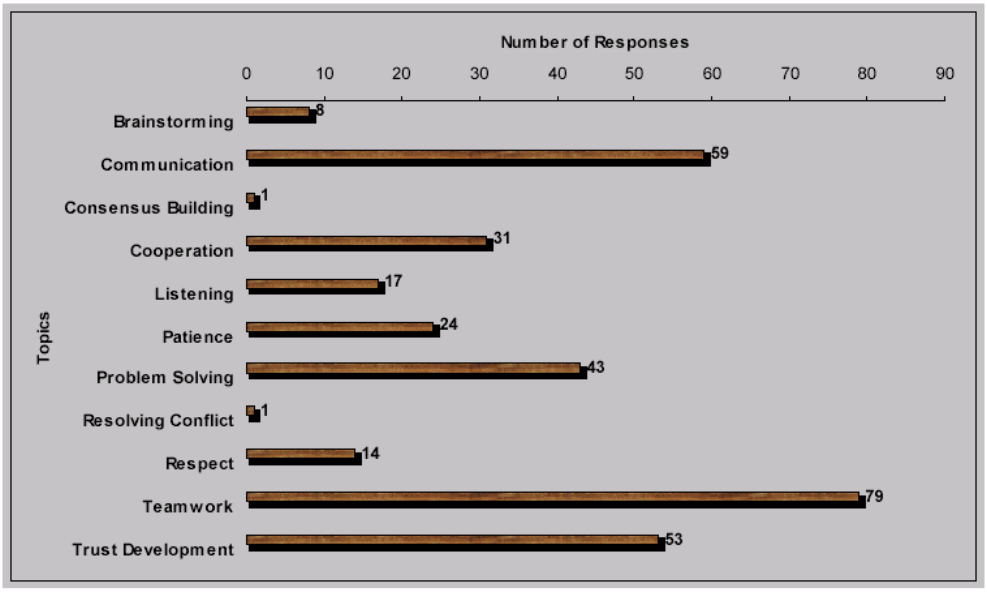
"Actually, yes. Research has just been completed at our local ropes course around this very same issue," the teacher informs the group. "I have a sheet of quantitative data."

The teacher hands them sheets with graphs and numbers. The students pour over the data. It reads: "The following is information collected from May–July 2004 at the University of Vermont's Adventure Ropes Course. Participants were asked to complete a short questionnaire immediately after their experience and again a month later."

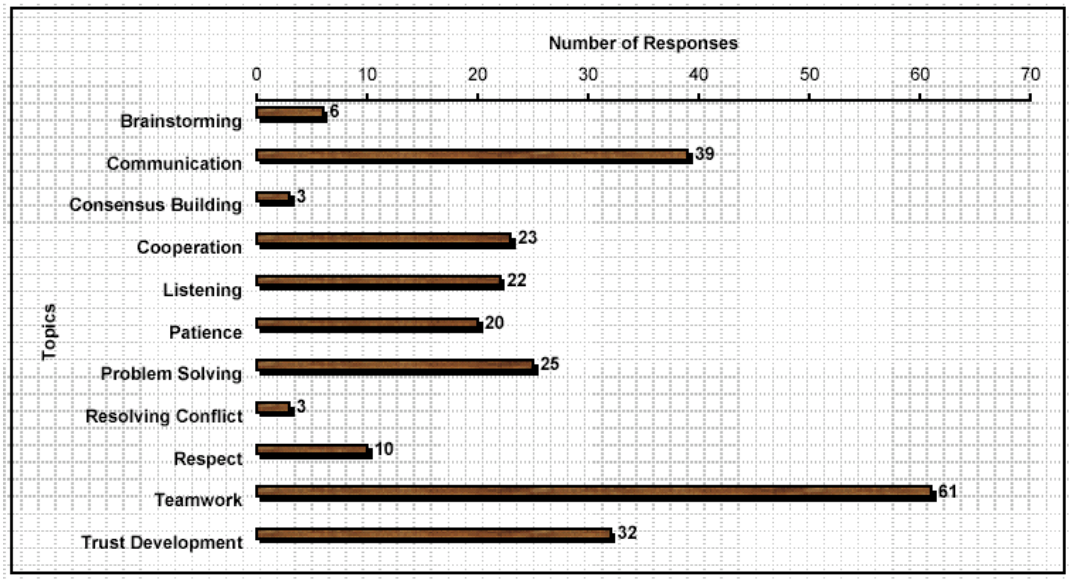
There were 107 responses from the initial questionnaire and 86 from the month afterwards. Because some of the questions are similar from both questionnaires, data collected from the initial questionnaires have a solid gray background. Data from a month afterwards is given a checkered background. In response to the question "The class/group was positively affected by participating on the ropes course," the answers were overwhelming positive.



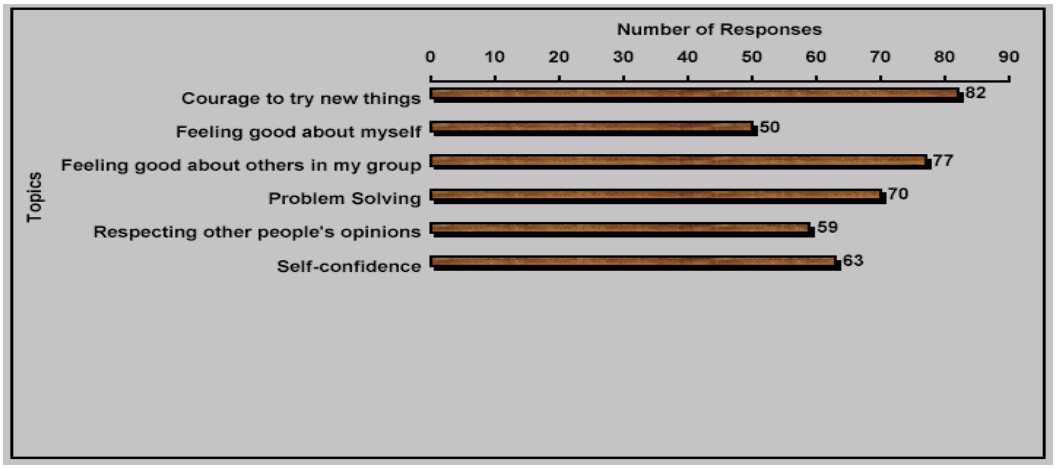
Immediately after their ropes course experience, participants were presented with the topics listed below and asked to pick three that they remembered most or made an impression on them.



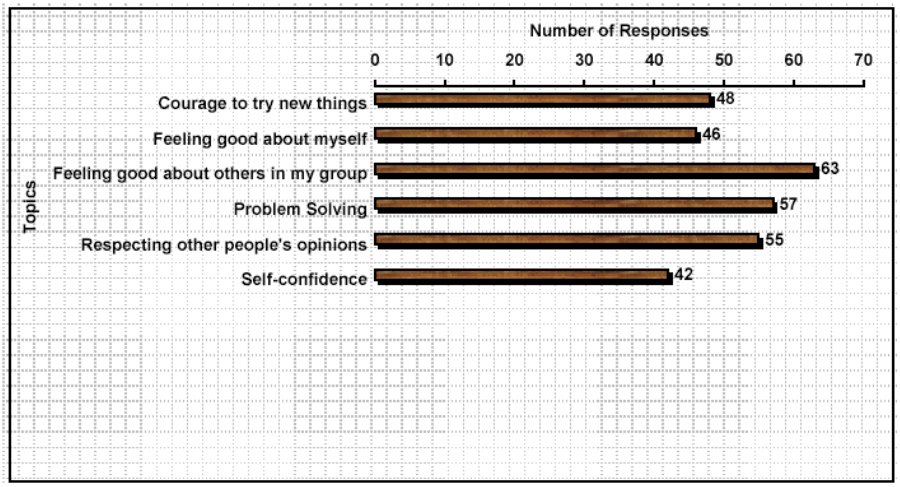
Noticeably, a month later when asked the same questions, the same topics were listed as the top three—teamwork, communication, and trust development.



Another questions asked was: Do you think being a participant on the ropes course will increase the following, in your life?



When asked a month later, a definite decrease in "Courage to try new things" is apparent but more importantly, there is a consistent response regarding "Feeling good about others in my group."



"Wow, this is great information. Participants are obviously learning something during their ropes course experience," a student comments. "And it seems like they are retaining it as well."

"It appears to be that way. The data also supports the team building process because participants are still 'feeling good about others' in their class or group. This is an encouraging finding as an adventure educator because it reinforces the lasting impact of our work from a ropes course setting," the teacher says.

Another student muses. "I also wonder how experienced facilitators think about the concept of lasting learning. I mean, we as facilitators seem to determine what type of experience the participants are going to have. It's a lot of responsibility."

"You're right, it is," the teacher agrees. "The skilled facilitators I know are aware of the accountability piece. And they have no illusion that many factors beyond their abilities as a facilitator exist when it comes to lasting learning. Any ideas what those factors may be?"

"The readiness of the learner, a motivated group, physical comfort, weather, how much follow up/transference is provided – things like this?"

"Exactly. They also agree that communication, trust development, and cooperation are concepts participants are most likely to learn about during their ropes course experience."

"So do these facilitators have any thoughts on one-day programming?" a student asks.

"Most agree that while a day on a ropes course can provide learning moments, there is more likelihood of lasting learning if there is adequate follow up. One recently told me that he believes that ropes courses and wilderness experiences only have tangible and lasting effects if the outcomes are identified specifically, intensively then globalized to other life experiences" (J. Abbott, personal communication, June 18, 2004). "This ties in nicely with the beginning of class today- the concept of transfer," the teacher notices, pointing again to the board.

The students are silent for a moment as they process the written and verbal information.

"Fortunately, not all of the responsibility rests on us facilitators to create lasting learning in short term experiences. Two theories support the notion that profound learning and change are possible during any short-term experience. Maslow (1943) believed that 'peak experiences' occur when one is fully connected to an experience. It's a time when a participant has great insight and understanding about the nature and structure of their world."

"What about Csikszentmihaly?"

"Yes, that's the other theory I was thinking of Mihaly and Isabella Selega Csikszentmihaly (1988) wrote about "flow experiences" which are different from everyday activities. These activities encourage the development of skills that are intrinsically rewarding. They take place in an unfamiliar environment and allow the participant to view his/her behavior with new clarity (Garvey, 1999, p.93)."

"So Maslow and Csikszentmihaly's theories support the idea that experiences can be transformative regardless of their duration?"

"That's right, but we as facilitators still have a large role to play at the ropes course. So before we take a break, I'd like to leave you with a quote from a recent teacher at the ropes course who is speaking about the abilities of the facilitators who worked her program:"

> "I was just really impressed that people who are perfect strangers with the kids are able to recognize the dynamics of what is going on and can also give kids the opportunity to say those things themselves but then also to capitalize on those and be pretty candid about what's working and what is not working but do it in such a respectful way. You can't teach people how to do that. They are really good, good people." (C. Livingston, personal communication, June 16, 2004)

Thursday (More Findings; Opinions About One-Day Programming and Lasting Learning)

Six young men and three adults are following me through the woods to the Mohawk Walk. The young men display nervous energy as they point out their surroundings to each other, crack jokes, and step as close to me as possible. They are recently enrolled in an educational program that involves learning trade skills such as carpentry. The adult leaders are bringing up the rear, discussing the previous activity, happy to be participants and let me lead. A few weeks prior, they had decided that a program at the ropes course would help the group bond and encourage self-confidence building.

When we arrive at the element, I decide to provide a mid-level challenge for this group. They must traverse the cables together. No one can leave for the next section of cable until everyone in the group is on the previous section. If anyone falls off, only they must restart from the last tree they touched. After many attempts, the group is successful and completes the activity. It is a turning point for these participants during their one-day program.

During the debrief, they recognize that they need to receive and give help to others to be successful - not only in the activity but also in their program. One participant in particular, John, acknowledges that the activity was physically hard for him but the support from the group and his own desire to be successful kept him going. His boss, Bethany, comments to me later: "I hope it [the ropes course experience] changes John's image of himself and that he is able to do more than he realizes. And others will see him as just as capable as everyone else."

A month later, Bethany proudly reports that John is excelling in his new position of crew leader. She credits the ropes course as helping him feeling confident: "It showed that he could do challenging things." She also tells me about another participant named Jack. From the beginning of his employment, Jack was quiet, withdrawn, and low energy. "Jack definitely opened up after the ropes course. He was a different person after that. He was more talkative, he laughed and smiled a lot more." Bethany says that Jack would listen to his Walkman during meetings – a clear sign to her that he didn't feel included. But immediately after the ropes course, he stopped using his Walkman. "The ropes course really helped him feel connected to others in the group in a way that we couldn't have done on our own."

Bethany's comments remind me of another group whose recent experience at the Mohawk Walk is also meaningful. I am facilitating a group of twenty college students. They are recently chosen to work as orientation leaders for incoming freshmen. After many attempts, they successfully set up the entire element and then complete it. This is a pivotal moment for the group. Even after they actually experience the activity, they are most impacted by the set up.

Here are some of their comments:

"It will help me feel less discouraged with other tasks because I will remember how we put a course together and completed it."

"I think this course helped me to learn to really listen to what other people have to say…. A lot of particulars within my group proved that other people were right – their ideas just needed to be listened to."

A month later, these same leaders were still reflecting on this experience:

"I was definitely wrong learning how to string up the ropes. It was humbling."

"I learned that even under pressure there can always be a great way to communicate."

"I feel more confident and capable of dealing with unexpected circumstances."

After hearing about the impact the ropes course had on John, Jack, and the Orientation Leaders, I wonder about the criticism of one-day programs. While it does exist, criticism mostly pertains to adventure education as a whole. According to Puk (1999), to suggest that adventure education can provide long lasting learning in one-day is suggesting that it "has some kind of magical powers" (p. 99). Other critics have called experiential learning "at best, a waste of time and at worst, harmful to managerial effectiveness" (Wagner et al., 1991, p. 51). Roland et al. (1995) claim that a barrier to the successful acceptance of adventure activities is due to a misrepresentation of what a program promises to deliver. Too often, adventure programming will only focus on a recreational experience rather than an educational experience.

There were a few moments of this throughout my research. Data collected from younger students highlighted the recreational aspect of their ropes course experience. A common answer to the question of why they have remembered their ropes course experience is, "I remember it because it was very fun." Older participants in college and beyond did not site "fun" as an integral part of their experience. Rather, the focus was on topics related to personal growth and group dynamics.

Another criticism of one-day programs is the lack of follow up opportunities provided to ensure the transfer of learning. "Long term behavioral changes and benefits are most often ignored" (Roland et al., 1995, p.184). Accountability for behaviors promised need to be continued back in the school or workplace. Puk (1999) believes that quite often this can only be done by working with participants in their natural environment after they leave the adventure environment.

Bethany mentioned this concept of follow up as well. During our interview she says she thinks long lasting learning occurred on an individual level with people like John and Jack. However, on a group level, she recognizes she could have done a better job to reinforce the learning from the ropes course. Looking ahead to the future, she says: "We're trying to incorporate journaling so people can continue to reflect on that [learning] moment and keep the learning current. We want to keep referring to them and not forgetting them – especially those activities on the ropes course that we did as a team."

Chi Chi Barrett's class of 5th and 6th graders also helped demonstrate this idea of follow up. Consistently, the students interviewed and surveyed reported that their learning at the ropes course was minimal. At least fifty percent said that being a participant at the ropes course did not change their behavior at all when interacting with others. A reason for this outcome? The ropes course was primarily an end-of-the-school-year reward for the students. Chi Chi does team building activities, even low element activities, with these students year round in school. Therefore, the students viewed their experience as recreational play day with a focus on the high elements. As one student wrote, "I only remember it [the ropes course] because I missed school and rock climbed."

With this information it is apparent that Chi Chi's class is a good example of what consistent follow up can do. Chi Chi thinks that long lasting learning is happening and it is a result of the yearlong emphasis on team building. The student's have a culminating experience at the ropes course. Because it is a two year program, the 5th graders are already talking about how much more successful they are going to be next year. They are already planning ahead for the high elements. Chi Chi says, "I believe that if my students are successful in one situation, like the ropes course, they will also be successful in future situations."

I have always been impressed when working with Chi Chi's group on the ropes course. They are light years ahead of other groups their age when they are working as a team and supporting one another. So when Charlie, a 6th grader, tells me, "We've done a lot of this team building over the years so it's the same stuff. I did not learn anything new." I'm not surprised.

Friday (Conclusion)

I step into the empty elevator at ground level and push number 22. I place my luggage next to me, congratulating myself once again for being such an efficient packer. The doors close and I hear music gently piping in the background. I'm tempted to jump up as the elevator starts to ascend but remember that this trick is more effective when descending. Soon, the elevator stops. Disappointed, I notice I am only at floor 3. The doors open and a gentleman steps inside. He is in his forties wearing a dark blue suit and dress shoes. He says hello as we make eye contact. I smile politely and he pushes number 24. As the doors close again, he asks, "What brings you to this part of the country?"

"I'm presenting at a conference tomorrow," I say proudly. Which one?" he inquires. "The Association for Experiential Education. Have you heard of it?" I ask. "I heard someone talking about it in the lobby earlier – sounded like a refreshing way to approach education. What are you presenting about?"

At this moment, I hesitate. This is usually a difficult question to answer because many people aren't familiar with ropes courses so I need to assess them first. "Well, let me first ask you – have you been on a ropes course?"

"Yes, I have. I went with my son's school as a chaperone a few months ago. I thought it was terrific and so did my son. He talked about it for days afterwards."

"Great! I am presenting on research I did on whether participants, like your son, gain valuable learning from their one-day experience and if so, how long their learning lasts."

"That sounds fascinating! What did you find out?" Again, I pause. I look at the

numbers glowing above the door. We have just passed floor 8. I have 14 floors to sum up my research. I take a deep inhalation and begin:

> "I discovered that the potential for long-lasting learning is high but is dependent upon many factors. These include how open the participant is to learning, how skillful the facilitator is to creating a learning environment, and how frequently the learning is reinforced. Most of the people I interviewed felt strongly that learning had occurred and was long lasting. Survey participants also retained learning after a month in three specific areas: teamwork, communication, and trust development. The surveys also revealed that participants continued to have good feelings about other people in their group or class a month after their experience."

Floor 18 lights up as the elevator steadily progresses upwards. I reach into one of my bags for a piece of paper. "I conveniently have a page of quotes from participants. Would you like to hear one?"

"Sure."

"'I learned not to say things are undoable. I do not give up as easily.' Here is another one: 'I have gained confidence about my personal abilities in an individual setting and group dynamics.' "

"Wow, sounds like you have some solid research there," the man says.

"Yes, I think so, too. It confirmed for me that, first of all, ropes course are a positive way to bring groups closer together faster and healthier than would naturally occur. This is important and necessary for participants in groups, like classrooms, who frequently interact with one another. Secondly, I found that learning is happening and it is lasting. The balance between a recreational play day and educational experience is being met." As I finish speaking this last thought, the elevator slows down. We have arrived to floor 22. I put my quote sheet back into my bag and say, "Thanks for being interested. That was my first 'elevator speech' on this topic. I think I nailed it."

"You did! Good luck tomorrow," the man says as I exit the elevator.

"Thanks again," I say over my shoulder. As I walk to my room, I think about all of the other people I would like to thank. I couldn't have done the research without the participants from: East Montpelier Elementary School, Camel's Hump Middle School, University of Vermont Orientation Leaders, University of Vermont Summer Conference staff, Winooski Parks and Recreation Summer Camp staff, and Recycle North/Youth Build staff. I'm also appreciative of the support and interest my colleagues, friends, housemates, and classmates provided. Finally, I am forever grateful to my parents, who sustained me in many ways throughout my schooling.

References

Barnett, B. (1989). Reflection: The cornerstone of learning from experience. *Paper presented at the University Council for Educational Administrators Annual Convention*. Scottsdale, AZ.

Csikszentmihaly, M., & Csikszentmihaly, I. (1998). *Optimal experiences: Psychological studies of flow in conscious*. New York: Cambridge University Press.

Garvey, D. (1999). Do one day adventure programming activities, such as challenge

courses, provide long lasting learning? In Wurdinger, S., & Potter, T. *Controversial issues in adventure education: A critical examination* (pp. 87-96). Dubuque, IA: Kendall/Hunt.
Gass, M. (1995). Programming the transfer of learning in adventure education. In Warren, K., Sakofs, M., & Hunt,Jr., J. (Eds.), *The theory of experiential education* (pp. 131-142). Dubuque, IA: Kendall/Hunt.
Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
Priest, S. (1990). The semantics of adventure education. In Miles, J. & Priest, S. (Eds.) *Adventure Education,* (pp. 113-119. State College, PA: Venture.
Puk,T. (1999) Do one day adventure programming activities, such as challenge courses, provide long lasting learning? In Wurdinger, S., & Potter, T. (1999) *Controversial issues in adventure education: A critical examination* (pp. 97-103). Dubuque, IA: Kendall/Hunt.
Roland, C., Wagner, R., & Weigand, R. (Eds.) (1995) *Do it…and understand!: The bottom line on corporate experiential learning*. Dubuque, IA: Kendall/Hunt.
Slatt, E. (1998). Girls on ropes: Benefits of experiential/ adventure based programs for adolescent girls. Unpublished honors paper, Macalester College, St. Paul, MN.
Wagner, R., Baldwin, T., & Roland, C. (1991). Outdoor training: Revolution or fad? *Training and Development Journal*, 45(3), 50-57.
Wurdinger, S. (1994). *Philosophical issues in adventure education* (3rd ed.). Dubuque, IA: Kendall/Hunt.

NOTE: Anyone interested in obtaining copies of the survey/questionnaire instruments used in this study is encouraged to contact the author.

Playing the Change Game: Approaching Outdoor Education as School Reform

Jayson Seaman
Education Department
Morrill Hall
University of New Hampshire
Durham, NH 03824
Ph. 603-862-2310
Email: jseaman@unh.edu

ABSTRACT
Outdoor adventure educators may struggle with how to effectively manage complex school reform efforts. This workshop introduced the "Concerns-based Adoption Model" developed by Hall & Hord (2001) and discussed important principles regarding change efforts. This model approaches change as process of strategic management, to maximally benefit students and achieve program success.
KEYWORDS: Outdoor education, adventure education, school reform, education reform

Introduction

Experiential education, outdoor adventure education in particular, has remained at the fringe of mainstream educational reform initiatives (Lindsay & Ewert, 1999; Michalec, 1993). Seaman and Gass (2004) have argued that the field of outdoor experiential education has a responsibility to involve itself in broader education reform initiatives. This is occurring in the areas of service learning and place- and inquiry-based teaching (Billig, 2000; Lieberman & Hoody, 1998), but outdoor adventure education remains misunderstood by many school administrators and practitioners often struggle to make progress in schools. One potential reason for this situation is that few outdoor adventure educators possess the knowledge of how to advance reform efforts in schools. One approach for making headway in school reform is to strategically plan at the local level, building on small successes and involving diverse stakeholders. This workshop presented one model for strategic planning that can be useful for outdoor educators working in or with schools.

The centerpiece of the workshop was an exercise designed to simulate the processes of collaborative school change, using a game called "Systems Thinking, Systems Changing: A Simulation Game for Transforming Organizations" developed by Bershad and Mundry (1999). This game corresponds with a theory of school change, called the "Concerns-Based Adoption Model" (Hall & Hord, 2001). In this brief essay, I will discuss this model and review some of the "learnings" included in the workshop.

Concerns-Based Adoption Model (CBAM)

Various scholars have pointed out the complex nature of educational reform (Hall & Hord, 1987; Rossman, Corbett, & Firestone, 1988; Sarason, 1971). Hall and Hord (2001) propose that reformers need to view school change as a process, not an event. Successfully managing this process requires sound strategies. Most importantly, it is necessary to recognize that "meaningful change is not going to be possible until people at *all* points come to understand the whole system and begin to trust members at other points" (Hall & Hord, 2001, p. 12). The CBAM presents three important components reformers should be aware of, to gain widespread buy-in and make progress: Innovation Configurations, Stages of Concern, and Levels of Use. These principles deal with the systemic, affective and behavioral responses to change efforts, respectively. These categories derive from nearly 30 years of research, and provide a helpful lens through which to view some of the obstacles and means to success for outdoor educators involved in schools.

Innovation Configurations (IC)

Under the category of IC, the most important concept to grasp is that any innovation—developing a new adventure program or expanding an existing one, for example—is often mistaken to be a singular innovation rather than multiple innovations packaged under one heading that can be interpreted and implemented differently. Reformers often become frustrated when teachers and administrators do not "get" the innovation, but these reformers frequently fail to understand the complex changes entailed in seemingly "simple" reforms. One approach that can help to be realistic about the multiple innovations packaged in reforms is to diagram the possible *configurations*

related to the innovation. For example, how could adventure approaches be adapted for use in the science classroom? In the physical education curriculum? As an elective course? In an elementary versus secondary setting? How are different teachers likely to interpret, and implement, the innovation being asked of them?

Hall and Hord (2001) suggest reformers and teachers should explore and capture in words the *quality* and *fidelity* of the different possible pictures of implementation (p. 44). *Quality* relates to the standards of implementation: To what extent are teachers going to be expected to use the innovation in their work? What would the "least" successful implementation look like, and what would the "ideal" implementation look like, in different areas? *Fidelity* deals with the adherence to a "strict" interpretation of an innovation: How much variation will reformers tolerate in how the innovation is implemented? Through the process of answering these questions, reformers and teachers can come to a shared understanding of the terminology and expectations for implementing an innovation. This is an important first step.

Stages of Concern (SOC)

The category of SOC deals with how people feel about the innovation, or as Hall and Hord (2001) write, "the personal side of change" (p. 59). Hall and Hord report teachers and administrators typically moving through seven stages related to their feelings about and comfort with an innovation. These stages are:

> *Awareness:* I am not concerned about it.
> *Informational:* I would like to know more about it.
> *Personal:* How will using it affect me?
> *Management:* I seem to be spending all my time getting materials ready.
> *Consequence:* How is my use affecting clients?
> *Collaboration:* I am concerned about relating what I am doing to what my co-workers are doing.
> *Refocusing:* I have some ideas about something that would work even better. (Hall & Hord, 2001, p. 61)

Understanding and assessing these stages gives an important insight into how people feel about an innovation, and also acknowledges that feelings are important and can often obstruct the implementation of an innovation. The more advanced stages indicate a more adaptive attitude about the innovation. By noticing the cues teachers and administrators give about their stages, reformers can be sensitive about how they approach them and can work to advance them to more adaptive stages.

Levels of Use (LOU)

The category LOU refers to behaviors exhibited by teachers when implementing an innovation. LOU captures "the behaviors of people as they seek to learn about new practices for their classrooms and schools or perhaps ignore such matters entirely. It also examines individuals' behaviors as they adopt and implement new ideas and innovations" (Hall & Hord, 2001, p. 81). According to Hall and Hord, there are eight

levels of use. The first three occur before using the innovation, and the last five occur when using the innovation:

> *Nonuse:* Little or no knowledge of the innovation, resulting in no adaptive behaviors.
> *Orientation:* Acquiring knowledge or information, and exploring its value.
> *Preparation*: Preparing to use the innovation.
> *Mechanical use:* Focuses on day-to-day use; innovation is used in a disjointed manner and concerns focus on the impact of the innovation on *self,* rather than *clients.*
> *Routine:* More stable and everyday use. User is not exploring ways to adapt the innovation.
> *Refinement*: User adapts the innovation to give more meaningful benefits to clients.
> *Integration:* User explores use of the innovation with colleagues, aiming to improve practice collaboratively.
> *Renewal:* User seeks major modifications of the innovation, examining major developments in the field and exploring new goals for self and the system. (Hall & Hord, 2001, p. 82)

Understanding persons' levels of use can provide important information to the reform leader about what kinds of support and facilitation need to be provided to groups or individuals. Assessing levels of use can come from observations and focused interviews. The goal is to increase people's use to more routine levels, so practitioners can then take their own initiative in developing more advanced forms of implementation.

Lessons from the Workshop

The "Systems Thinking, Systems Changing" game simulates people working collaboratively to implement an innovation in a school system. There are several important lessons embedded in this simulation. Participants, in groups or "committees," were more or less successful based on the strategies they employed. They discovered that different people at different places in the school system require different approaches, such as talking to an administrator multiple times before planning a teacher workshop. They also discovered that overly ambitious efforts done without effective pre-planning or discussion with key stakeholders are often stymied by hesitant teachers and administrators, resulting in lost time. They realized how essential it is to gather a critical mass of teachers who are at various levels of use and stages of concern. They found that school change always involves micro-politics, including figuring out which teachers are most influential and which events—such as workshops, in-school displays, student presentations and so on—are likely to reach the greatest audience and yield the greatest results, and at which points during the process. Finally, they learned that change is a process that must be strategically managed, not approached haphazardly, in order to maximally benefit students and achieve the greatest success.

Conclusion

Outdoor adventure educators can better prepare themselves to work with schools if they understand the mechanisms involved in complex reform efforts, which are never as simple as they may seem. Outdoor adventure education can be seen as an "innovation" that can be implemented effectively in schools, but this requires reformers to understand and work with some of the complex issues inherent in change efforts, including the strategic, affective, and behavioral aspects of school reform. Outdoor adventure educators, who may be very excited about their work and may be extremely well intentioned, may not be currently equipped with the knowledge necessary to effectively manage change in school systems, resulting in frustration and limited implementation. Under the current push for accountability in schools (e.g., Paige, 2002), it is more important than ever to approach school change strategically. Embracing effective strategies for approaching school systems is an important part of reaching the greatest number of students, developing successful and sustainable programs, and ultimately facilitating the legitimacy and development of the field.

References

Bershad, C., & Mundry, S. (1999). *Systems thinking, systems changing: A simulation game for transforming organizations*. ST&C Associates. Retrieved March 25, 2005 from http://www.enc.org/features/focus/archive/change/document.shtm?input=FOC-000689-index

Billig, S. (2000). Research on K-12 school-based service-learning: The evidence builds. *Phi Delta Kappan, 81*(9), 658-664.

Hall, G. E., & Hord, S. M. (1987). *Change in schools: Facilitating the process*. Albany, N.Y.: State University of New York Press.

Hall, G. E., & Hord, S. M. (2001). *Implementing change: patterns, principles, and potholes*. Boston: Allyn and Bacon.

Lieberman, G. A., & Hoody, L. L. (1998). *Closing the achievement gap: Using the environment as an integrating context for learning*. San Diego, CA: State Education & Environment Roundtable.

Lindsay, A., & Ewert, A. (1999). Learning at the edge: Can experiential education contribute to educational reform? *Journal of Experiential Education, 22*(1), 12-19.

Michalec, P. (1993). The future of experiential education as a profession. *Journal of Experiential Education, 16*(2), 48-53.

Paige, R. (2002). *Consolidation Conference: Remarks of the Honorable Roderick Paige*. The Coalition for Evidence-Based Policy. Retrieved January 24, 2003 from http://www.excelgov.org/displayContent.asp?Keyword=prppcEvidence#overview

Rossman, G. B., Corbett, H. D., & Firestone, W. A. (1988). *Change and effectiveness in schools: A cultural perspective*. Albany, NY: State University of New York Press.

Sarason, S. B. (1971). *The culture of the school and the problem of change*. Boston, MA: Allyn and Bacon.

Seaman, J., & Gass, M. (2004). Service-learning and outdoor education: Promising reform movements or future relics? *Journal of Experiential Education, 27*(1), 67-86.

Ritual, Symbol, and the Raccoon Circle

Tom Smith
Raccoon Institute
N2020 CTY. H, #570
Lake Geneva, WI 53147
tsraccoon@earthlink.net

ABSTRACT
One of the values of developing a sequence of experiential activities with the Raccoon Circle is that there can be meaningful attention to ritual and symbol. Rituals can be incorporated into challenge/adventure sequences if leaders follow three guidelines: Simplicity, Adaptation, and Creativity. This paper will overview rituals for the creation of Raccoon Circles, using the circle in the activity sequence, developing meaningful closing ceremony for the group, and using the circle of connection for group debriefing sessions.

> There is something magical about any intense, tightly knit group of people working together and playing together, a feeling of being in the world while at the same time being apart from it, apart together. We believe that even those of us who have not experienced that magic hear its distant music, feel its ancient call. A transformative community is a nearly indispensable launching pad for transformation. Such a community can create the context and the confidence for a transforming journey.
>
> (George Leonard & Michael Murphy, *The Life We Are Given*)

Challenge/adventure programs are usually offered as small group experiences. Even when goals are stated in terms of personal development, most of the activity sequence is offered to a small group. The power of groups to affect the individual members has been noted by many. Johnson and Johnson (1987) have pointed out a number of ways that the group may influence its members.

> …Groups provide a setting in which interpersonal skills may be learned, mastered, and integrated into one's behavioral repertoire.
>
> …Groups can generate a sense of community, belonging, support, acceptance, and assistance.
>
> …Groups influence the behavioral and the attitudinal patterns of members.
>
> …Groups require the use of a wide variety of interpersonal skills and competencies.
>
> …Groups provide opportunities for people to understand and help their peers. Helping others provides an important opportunity for altruistic behavior that may be absent in daily life.
>
> …Groups provide a variety of sources of feedback. In a group

setting, participants can test their behavior and seek feedback. …Groups provide constructive peer relations needed for healthy social and cognitive growth.

Psychologist Carl Rogers noted that intensive small group experiences often gives rise to "a healing capacity in the group" (1970, p.23). As the small group experience evolves, a number of the group members show natural and spontaneous interest and capacity for dealing with others in a very helpful, even therapeutic manner.

> This kind of ability shows up so commonly in groups that it has led me to feel that the ability to be healing and therapeutic is far more common in human life than we suppose. Often it needs only the permission granted, or freedom made possible, by the climate of a free-flowing group experience to become evident. (Rogers, 1970, p. 23)

There are a number of ways to characterize the many forms of group-work facilitated by experiential challenge/adventure leaders. Some groups are basically recreational, while others are designed to teach outdoor skills. Many groups have goals for personal development of the members — leadership, self-esteem, values clarification, empowerment, etc. In recent years there has been focus on goals of improving social relationships — communication, cooperation, trust, tolerance, empathy, compassion, and teamwork. Whatever the goals, challenge education leaders suggest that their methodology can enhance the necessary developmental stages of the group. The experience-based activities of challenge/adventure programming tend to connect people quickly. Issues of cohesiveness, trust, inclusion, cooperation, and involvement are tackled in a playful and non-threatening way. When groups begin to share experiences of challenge and adventure, they typically bond meaningfully, and after a few hours they can become joyously connected. This has certainly been the case when facilitators have utilized the sequence of activities known as "Raccoon Circles." It is as if that circular loop of tubular nylon webbing has some very special power to connect people.

The circle is one of the most frequently used symbols in human history. The circle has been suggested as a symbol of unity, community, and connectedness, and it is incorporated into many meaningful cultural rituals. Even though numerous challenge education activities begin with the instruction, "connect hands in a circle," experiential educators seldom point up the symbolic significance of that circle. This circle of connection becomes a circle of influence for the people involved.

One of the values of developing a sequence of experiential activities with the Raccoon Circle is that there can be meaningful attention to ritual and symbol. I think it is time to give thought to the importance of, and the potentials for, ritual and symbol in challenge/adventure experiential education group work.

On the Importance of Ritual

In the past few decades, a number of sociologists, cultural anthropologists, historians, and critics of contemporary society have suggested that a contributing factor to many of our current psychological, social, and spiritual problems is the lack of significant ritual and ceremony in our society (cf., Eliade, 1958; Clark and Hindley, 1975; Turner, 1969, 1982; Moore

and Myerhoff, 1977; Bell, 1992). In many ways, the rituals and ceremonies of societies pass on major cultural philosophical, sociological, cosmological, and spiritual paradigms from one generation to the next.

Ritual also binds people of a group or society together, giving them common vision for making sense out of the nonsense of human experience. Ritual is one way of dealing with the chaos of natural disaster, cultural conflicts, and personal feelings of isolation, alienation, and psychological impotence. When darkness permeates an individual's awareness of cosmological significance, ritual can be the light that shows the way.

In this time of recognition of the limitations and errors of the predominant cultural values of the 20th century — racism, environmental and gender chauvinism, hedonism, capitalism — many people are now seeking new visions and new values. Challenge/adventure groups can provide activity sequences that offer people opportunity to learn and explore new paradigms for life and living.

There is little significant theory and research on how ritual and ceremony results in the transmission, discovery, and affirmation of knowledge, values and cosmological orientations. One of the problems of researching the nature and impact of ritual has been the difficulty of converting the "knowledge" of historians, ritualists, and people themselves, to the realm of objectivity (Bell, 1992). There are parallels to the old argument about medicine or psychotherapy being an "art" as opposed to a "science," and thus being difficult, if not impossible, to quantify. Anthropologist Victor Turner has noted:

> A ritual specialist, who knows how to conduct a complex sequence of rites involving many symbolic objects, may have difficulty in explaining their meaning in words. He has operational knowledge akin to a carpenter's, who knows the feel of the wood, even though he is not a dendrologist, not a tree botanist. (Turner, 1982, p. 13)

In addition, those who understand the meaning of various rituals and symbols often report that there is, and should be, great mystery involved. They talk of learning with the heart, not the head, implying that significance is difficult to understand cognitively. I have often offered workshops utilizing the Raccoon Circle under the title, "The Circle Speaks for Itself." On the one hand, that may be because the power of the circle is difficult to describe in words, but on the other hand, it does leave room for each participant to discover their own personal meanings from the circle as well as from the group activities.

In spite of this lack of adequate theory and research, ritualists have advocated their importance. Anthropologist Barbara Myerhoff has suggested that there should be development of rituals, ceremonies, and celebrations appropriate for our times. She calls for a new "applied anthropology" (1978, p.14), based on the study of ritual and ceremony, that would help contemporary educators and group leaders develop meaningful rituals.

Through the latter decades of the 20th century, personal growth facilitators, group workers and counselors, and some experiential educators have begun to incorporate rituals into their practices. In the myriad of programs offered as part of the "Human Potential Movement" that began in the 1960's, workshops were formulated after rituals of Sufism, T'ai Chi Ch'uan, the ceremonies and celebrations of the !Kung of Nyae in the Kalahari, the procedures of the Tarot and the I Ching, and the "Medicine Wheel" and "Vision Quest" traditions of the Native Americans.

In the 1980's, many facilitators of special growth and learning groups realized the importance of ritual and ceremony. In what is now called the "Men's Movement," there has been exploration of rituals that involve chanting, drumming, dancing, fire-building, war-games, and sweat lodges. These groups set goals for guiding men to explore identity, sexuality, spirituality, creativity, and personal power. The parallel "Women's Movement," also places emphasis on ritual. There is focus on mythology, labyrinths, dancing, chanting, crystals, and incense, with goals of exploring feminine identity, power, and spirituality.

The "Challenge Education Movement," has roots back to the 1970's, drawing on the traditions of adventure education, outdoor education, risk recreation, new games, awareness education, and a host of other sources. (Smith, et.al., 1992) Basically, the challenge/adventure model involves facilitating small groups of people through a sequence of innovative activities and experiences. The methodology has been utilized in a variety of educational, counseling, rehabilitation, leadership development, and corporate training programs. The challenge curriculum is flexible. Sometimes the programs focus on individual growth, learning, and empowerment. At other times the goals are more group related.

In this challenge/adventure education movement, there has been limited attention to the powers and potentials of ritual. Outdoor leadership programs such as Outward Bound and the National Outdoor Leadership School do include solo experiences which are sometimes patterned after the Lakota Sioux ritual of the "Vision Quest." Some outdoor programs have also explored ceremonies with the "Sweat Lodge," and others have adapted the cosmology of the "Medicine Wheel." Other activities and exercises based on Native American practices have been advocated for adaptation to the personal growth or outdoor challenge/adventure groups. (Smith, 1980; Smith & Quinn, 2004)

In her book, *Ritual Theory, Ritual Practice* (1992), Catherine Bell offers an analysis of group leaders' attention to ritual. She suggests that the emphasis has most often been on highly specialized religious and cultural usage of ritual, and leaders have failed to recognize that there is also a long history of ritualistic practice on a day-to-day or week-to-week basis that is simply meaningful social activity. Rituals that are quite simple can still be important and influential for people. Bell's arguments support the exploration of traditional rituals, both complex and simple, for possible meaningfulness with contemporary educational groups. Even if the purpose of those groups is not some grandiose transmission of cultural values, or awakening of new humanistic, ecological, or spiritual consciousness, ritual may be meaningful.

There are three words to keep in mind as we seek to build meaningful ritual into our programs. The first is SIMPLICITY. A little bit of attention at a few points in the program sequence can create significant ritualistic impact. We need to recognize that certain small and simple things that are repeated throughout a program can become ritual.

The second word of importance is ADAPTATION. It must be recognized that ritual which was appropriate for the Native American warrior, hunter, or coming of age youth, is usually not appropriate for challenge/adventure groups of our times. Both the underlying rational and the particular practices for various rituals will need to be modified to our programs and to the dynamics of the divergent groups with which we work. Besides, since many rituals and ceremonies of other cultures are related to sacred spiritual beliefs, it is inappropriate for anyone who is not spiritually connected to those cultures to offer them to contemporary groups.

The third key word is "CREATIVITY." Whether one is adapting ritual from other cultures, past or present, or simply seeking to build some meaningful ritual into a program or activity sequence, there must be a heavy dosage of creativity. Challenge education programming is offered in many different models, in many different places, for many different client populations. Our leaders have very diverse backgrounds academically and experientially. Program models that work one place with a particular client population, seldom work elsewhere with a different client population. Therefore, challenge/adventure leaders have to be creative with the ideas they explore. Each leader, each program, will have to create ritual that is appropriate for their client population, and that fits into their program goals. Sometimes this may involve creative adaptation of historic ritual and ceremony, and other times programs and leaders may develop their own ritual and ceremonies of relevance. It can be valuable to have groups in process develop their own ritual and ceremony.

On the Importance of the Circle

The Raccoon Circle is, indeed, a circle—a length of tubular nylon webbing knotted to form a loop. Most of the activities in a Raccoon Circle Sequence involve the group working with that circle of webbing. There is probably no symbol that is as universally understood as the circle. The significance of the circle was eloquently described by Black Elk:

> Everything the Power of the World does is done in a circle. The sky is round, and I have heard that the earth is round like a ball, and so are all the stars. The wind in its greatest power, whirls. Birds make their nests in circles, for theirs is the same religion as ours. The sun comes forth and goes down again in a circle. The moon does the same, and both are round. Even the seasons form a great circle in their changing, and always come back to where they were. The life of a person is a circle from childhood to childhood, and so it is in everything where power moves.
>
> (Neihardt & Black Elk, 1972)

A small group circle of connection has influence on people in manner similar to that of other groups that were and are important in the individual's growth and development. The family is often recognized as the primary circle of influence on a person. Individuals whose family circle is essentially positive are usually interested in bonding with other circles (small groups) as their life unfolds. It is the family, which gives one the security that is necessary to expand what Albert Einstein, called the *circle of compassion*. Individuals whose early experiences were with a dysfunctional family circle may grow up fearful of the very

connectedness that is the essence of the small group. They need to learn how to connect with others in a circle that can support their personal growth and development. As the 21st century unfolds, it appears that more and more people have been deprived of good connections with family in the developmental years, or are now disconnected from their biologic family by the rush of society. They need, and some of them seek, surrogate circles of connection. People need what Parker Palmer calls "circles of trust" (Palmer, 2004).

Challenge/adventure groups can address this very basic human need to be connected to others. For some of our clients, the circle of connection they discover in a challenge/adventure sequence may be their very first "family," and for many it may provide important lessons about the value of interpersonal connections.

Group leaders who facilitate small group experiences with the Raccoon Circle can find many ways to point up the symbolic meaning of the circle, and to introduce meaningful ritual into their programs. Some ideas are offered, along with an overview to the theory and practice of Raccoon Circles in *The Book on Raccoon Circles* (Cain and Smith, 2002). As suggested a key word for the facilitator is "creativity." I strongly suggest that leaders be creative in developing ritual appropriate to their personal and program philosophy and the goals of their client groups. What I will present here are some ideas for contemplation, some examples that may stimulate the imagination of others.

Ritual in the Creation of the Raccoon Circle

I often introduce the Raccoon Circle to a group with comments about the circle having wisdom, energy, love, and healing power. When we are to do a creation ritual, I suggest that we attend to the wisdom of the ancient Greek philosopher, Empedocles, who formulated the theory that all things of the universe are made up of four basic elements — Earth, Air, Fire, and Water.

First, a length of webbing is placed on the ground with notation of the nurturing powers of our Mother Earth. The participants can press the webbing to the ground in silence, while they focus on the goodness of the earth. When inside, I have brought stones, dirt, leaves, flowers, potatoes, corn and other things of the earth to the group and had them rub them on the web strip. I have also had the group hold the web strip and face the four directions of the earth, seeking the wisdom of each.

Second, I have the group hold the web strip high in the air, seeking the wisdom of the clouds and the winds. I sometimes facilitate a stretching and breathing exercise that begins with pushing hands to the earth and then raising them to the sky. That exercise is called "roots and wings," or "raccoon and eagle" (Smith & Quinn, 2004, p. 64). I may instruct them to squeeze open the end of the tubular strip and blow the breaths of their own personal wisdom and power into the webbing. Like the ground, there is air all about us, and I may give a reading of focus. For example:

> Let us sit down here on the open prairie. Let's have no blankets to sit on, but feel the ground with our bodies, the earth, the yielding shrubs. Let's listen to the air. You can hear it, feel it, smell it, taste it. (Lame Deer, 1971)

Third, as there is discussion of the powers and potentials of fire, the end of the nylon web strips are burned to seal in the wisdom that has already been incorporated. If there has

been a campfire, coals can be used for this burning. When inside, I use a special candle of significance: A Raccoon given by a dear friend. In recent years I have always lit the candle with sticks that were first burned in the "7th Fire." (Contact T.E.A.M. at Northeastern Illinois University for information).

Remember that the Sun is a ball of fire, and there are many inspirational words about the powers and the energy of the sun. Many words of wisdom can be found about the significance of fire and the sun. Examples:

> Turn your face to the sun and your troubles will fall behind you.
> (the Moari)

> Some day after mastering the winds, the waves, the tides and the gravity, we shall harness for God the energies of Love. And then, for the second time in the history of the world, man will have discovered Fire. (Teilhard de Chardin)

Fourth, the webbing is tied into a loop using a symbolic water-knot, and there is discussion about strength and security of the knot and the new circle. The knot can be dipped in symbolic waters from a nearby lake, river, or well; or a few drops of that chosen water can be ceremoniously dripped onto the knot before pulling it tight. The powers of water are known, not only in terms of floods, typhoons, and the senomi's of the Pacific, but also in terms of the regular flow of the creeks and the rivers. The joys of water can also be mentioned, from creek-wading, to winter snows, to walking in the rain.

When a circle has been made and empowered by the group, the first moments of connection and trust lean have very special meaning. I often begin a workshop with a circle that was made in an earlier workshop, or used by another group, so that there is a symbolic spreading of the power to new Raccoon Circles.

Ritual in the Activity Sequence

One of the early activities with the Raccoon Circle is the basic trust lean, followed by a sit-down and stand-up, and then incorporating "sound effects." The group is instructed to create a down sound appropriate to relaxation, and an up sound that is joyful and brings all the energy of the circle forth. Groups enjoy creating their own "celebratory" sounds or cheers. When a group can do a threefold celebratory, down, up, down, up, down, up, in smooth balance and with vigorous sound effects, they are ready for anything that lies ahead. As the program sequence unfolds, successful solving of a problem or completion of a challenge means that the group can connect to the circle in celebration.

Debriefing Sessions with the Raccoon Circle

Typically, when I am going to facilitate a group on a teams' course or in a sequence of initiative problems, I will introduce the Raccoon Circle during warm-ups and early group-building exercises. Once the group has learned the basic procedure of "connect up, breath deep, lean back, breath-deep, eye-contact, breath deep, and slowly, cooperatively, in silence, sit down," that sequence can be instructed each time there needs to be a processing circle. I usually instruct the group to relax their hold on the webbing when seated, but keep

one hand in contact with the powers of the circle. This ritual connects everyone in a close circle that is ideal for processing.

If there is need for a more structured processing he leader may choose to have the group pass the knot around the circle with only the person holding the knot speaking. This is a variation of the Native American "talking stick." The leader can grasp the webbing to stop the knot in front of the quiet members of the group who might not otherwise share thoughts and feelings.

Personally, I think utilizing the Raccoon Circle for initiating a group debrief is its most valuable contribution to the challenge/adventure sequence. How many times through the years I struggled with questions of how to involve everybody in the group processing, or how to insure that we had a true circle of communication. The magic of the Raccoon Circle is never more apparent than when it is the starting point for group processing.

Ritual in the Closing Ceremonies

When a Raccoon Circle is used throughout a program sequence, its power and symbolic significance seems to grow. It wasn't long after I began using the web circle as a part of facilitating groups that someone in the closing circle discussion asked if the group could cut the webbing into souvenir lengths for everyone to take away. I still remember it clearly, for she noted, "It will be my symbol of people being at their best, and my symbol of hope for the whole world to be like we were today." Since then, I have been told about foot-long strips of tubular webbing tacked to bulletin boards, draped from the mirror of cars, attached to key chains, placed atop desks, sewed to the outside of backpacks, or just carried in pocket or purse.

I have had groups debate the question of cutting the powerful circle, and decide, instead, to simply autograph it and keep it whole. One outdoor education center tells me that they have over fifty group autographed Raccoon Circles hanging from the rafters in their lodge.

If everyone in the group has created and empowered their own Raccoon Circle, then there can be interconnecting exercises in the closing. If there has been more than one group operating through the activity sequence, there can be a connection activity. In any case, there are many possibilities for creation of special closing ceremony for a program that has included the Raccoon Circle.

Special rituals and ceremonies can be very powerful additions to the challenge/adventure sequence. They can provide a thread of continuity through otherwise disconnected activities. They can stimulate special awareness and guide participants to significant understanding of self, other, environment, the Other, the self-other interdependency, the self-environment interdependency, and the self-other-environment-Other ONENESS. That is, after all, the goal of most of our challenge/adventure programs. Ritual and ceremony can help our clients find personal meaning from our programs, and may even insure that the effects of those programs are not just short-term, but endure into the future.

References

Bell, C. (1992). *Ritual Theory, Ritual Practice*. Harper & Row.

Clark, R. & Hindley, G. (1975). *The Challenge of the Primi*tives. Little, Brown and Company.

Eliade, M. (1958). *Rites and Symbols of Initiation*. Harper & Row.
Johnson, D. & Johnson, F. (1987). *Joining Together: Group Theory and Group Skills*. Prentice-Hall.
Lame Deer, A. & Erdoes, R. (1971). *Lame Deer: Seeker of Visions*. Pocket Books.
Leonard, G. & Murphy, M. (1995). *The Life We Are Given*.
Moore, S. & Myerhoff, B. (Eds.) (1977). *Secular Ritual*. Van Gorcum, N.Y.
Myerhoff, B. (1978). *Number Our Days*. Dutton.
Neihardt, J. & Black Elk. (1972). *Black Elk Speaks*. Pocket Books.
Parker, P. (2004). *A Hidden Wholeness*. Jossey Bass/Wiley Imprint.
Rogers, C. (1970). *On Encounter Groups*. Harper.
Smith, T. (1990). *Wilderness Beyond…..Wilderness Within…..*2nd Edition. Cazenovia, WI: Raccoon Institute. (1st Edition, 1980, McHenry Press, McHenry, Illinois.)
Smith, T., Roland, C., Havens, M. & Hoyt, J. (1992). *The Theory and Practice of Challenge Education*. Kendall/Hunt Publishing.
Smith, T. & Quinn, W. (1999, 2004). *The Challenge of Native American Traditions*. Lake Geneva, WI: Raccoon Institute.
Turner, V. (1969). *The Ritual Process: Structure and Anti-Structure*. Aldine Press.
Turner, V. (Ed.) (1982). *Studies of Festivity and Ritual*. Smithsonian.

ABSTRACTS

Accidents in Outdoor Pursuits: Their Causes and Cures

Jed Williamson, President
Sterling College
PO Box 720
Craftsbury Common VT 05827
802-586-7211 x132
jwilliamson@sterlingcollege.edu

ABSTRACT

Attendees will become familiar with the Meyer/Williamson Accident Matrix • Attendees will learn how to use the above matrix to analyze accidents • Attendees will have a beginning understanding of how to use the matrix for staff training in their own programs b. Integration of theoretical and practical foundations. See a. above and c. below c. Content: • Trends and patterns in outdoor pursuit accidents • Analysis of some classic accidents • Analysis of how accidents happen – the common denominators • Case Studies • Participants' Analysis of Their own incidents d. Significance/Value: To provide participants with an increased level of awareness and understanding of how things can go wrong – and thereby learn some prevention techniques. Format: Based on a matrix developed by Dan Meyer in 1974 and revised over the last 25 years by me, this workshop spends the first 30 (33% of the workshop) minutes reviewing a system for analyzing accidents. The matrix is presented along with slides and a few case studies to orient the participants as to the process. The next 60 minutes (66% of the workshop) is spent with participants in small groups using the matrix to examine how they might use the process to examine their own programs. We then come back together for small groups to share some of their examples and clarify how the matrix can be used, especially for staff training.

ACCT Standards: What Do You Need to Know?

Sylvia Dresser, Executive Director
Association for Challenge Course Technology
496 Castlewood Lane
Deerfield, IL 60015
847-945-0829
sylvia@acctinfo.org

ABSTRACT

Expect attendees to be more familiar with the ACCT standards, what they cover, what they don't include. Expect familiarity with the newly revised Operations Standards, which go deeper into such areas as facilitator competencies. Many people have misconceptions of the

ACCT standards and what they include or don't include. As the only extant standards in the Challenge Course world, it is important that people become familiar with their contents. Following the standards should be a critical piece of the Risk Management plan on a course. Challenge courses remain an important piece of the world of experiential education. The workshop will be structured to engage participants' attention, with lecture/explanation (admittedly dry) interspersed with small group interactive discussion pieces. Questions will be entertained throughout the presentation. Goals will be outlined in the beginning of the workshop. Time will be spent on taking back this information to participants' workplaces—what changes might need to be made? How might your new knowledge influence your program?

Action Therapy: Moving from Passive to Proactive

Danie Beaulieu, Ph.D.
ACADÉMIE IMPACT
1020B Boulevard du Lac,
C.P.4157, Lac-Beauport, Québec
Canada, G0A 2C0
418-841-3790;
dbphd@hotmail.com

ABSTRACT

Action Therapy is a new approach based on the importance of stimulating our clients to action in order to create enduring change. It recognizes four competing forces at work in each of us: passive, reactive, proactive junior and proactive senior. From infancy to maturity, each individual follows his or her own trajectory from complete passivity to progressive levels of autonomy and independence. At every stage and in every aspect of life, passive, reactive and proactive forces exert profound influences on our behavior, our choices and our ultimate satisfaction with life. Many influences in our society encourage passivity, yet passivity is correlated with dissatisfaction with life, while proactivity correlates with satisfaction. With Action Therapy, we can lead clients to take control of their lives, and become the agents of their own happiness. Action Therapy's simplicity and easy-to-use theory help people to become more responsible for their lives by offering them tools to understand their present and past behavior. More importantly, it helps people to apply these insights to the future, modifying behavior to help them fulfill their desires and become the major actors in their own lives. This new approach, created by Danie Beaulieu in 2003, is rapidly mastered and applied in diverse settings. When initially introduced, it was immediately welcomed by audiences of both therapists and teachers. Workshop participants instantly began applying the principles of Action Therapy to difficulties faced by their clients and students, adopting the vocabulary and guidelines in their analyses. In this dynamic and highly interactive workshop, we will explore the four forces, including how they manifest in all aspects of our lives. Participants will learn how societal influences encourage passive and reactive tendencies, while paradoxically rewarding proactive choices. We'll see

how passivity in important aspects of our lives leads to dissatisfaction and frustration, whereas a proactive approach creates the conditions necessary for a rewarding life. We'll also learn how to create opportunities for proactive behavior for our clients, with built-in rewards to help perpetuate the behavior. After the workshop, participants will (I) understand how the four forces operate, (2) recognize how these forces are at work in their own lives, (3) know how to guide clients and students through the same process of introspection, (4) be able to use this self-knowledge to develop a model for a satisfying life, and (5) understand how to implement the step by step process of moving from passive to proactive.

Adventure Therapy Supervision: Models and Application

Mark Gillen, PhD
Assistant Professor
University of Tennessee
Chattanooga, TN
423-425-4230
Mark-Gillen@utc.edu

ABSTRACT

Participants will be exposed to three supervision theories that are used successfully in counseling supervision. The workshop will include a thorough description of the theory and practical application when working as an adventure counselor, ethical issues, multicultural issues and gender issues of supervision. Supervisors and potential supervisors will be able to take this information and supplement their current supervisory practices. The goal of the workshop is to share information on state-of-the-art supervision practice and considerations, and allow for opportunities where situations can be explored and applied to the supervision models. This workshop will include discussion among participants and directed lecture.

Approaching and Using Culture in Outdoor Education Research and Practice

Nina S. Roberts, Ph.D.
Education & Outreach Specialist
National Park Service
1201 Oakridge Drive, Suite 150
Fort Collins, CO 80525
970-267-2115
Nina_Roberts@nps.gov

ABSTRACT

Participants will recognize, understand, and appreciate the answer to the question "why culture?" (e.g., what is the role of culture in outdoor education?). They will realize the value of exploring culture as an essential ingredient to working with 'diverse' constituents. A brief review of literature will be presented to give participants the necessary foundation for enhancing their awareness. Various approaches to measuring culture will be presented and discussed in order for participants to learn what variables are important to incorporate into their program planning and staff training. Different methods of evaluating programs based on research on culture will be built into this session. Participants will understand the advantages and disadvantages of each method. Consequently, participants will learn what this all means in practice. There are many theories on this topic. Two primary theoretical frameworks to be taught and discussed are the socio-cultural meaning theory and the emerging inter-racial relations theory. The intent of combining 'research and practice' in this session is key for people to realize the critical importance of understanding how theory can influence our erudition of people from different backgrounds and, subsequently allow us to do a better job with leadership and management programs. Too much focus on DiVeRsiTy is placed on the concept of "race". We must move beyond looking at race to understanding the depth of how culture impacts our experiences and, as leaders, improve our cross-cultural communication skills. Culture is sometimes misunderstood; as a result, the more people can understand and embrace the complexities of all the varying norms, traditions, customs, as well as constraints to participation based on culture, for example, the more successful their programs will be (e.g., recruitment and retention initiatives). Additionally, the notion of our society becoming increasingly diverse is a non-negotiable. Leaders and managers of outdoor and experiential education programs must maintain interest and increase knowledge of a changing constituency. A power point presentation will serve to provide the guiding principles, definitions, methodological paradigms, etc., for this session. Participants will be engaged experientially through facilitated interaction, as well as a few individual exercises and small group activities to help supplement learning. Participants will be provided with handouts and a resource list for continuing to do their own "homework" regarding individual and institutional training.

Assessing and Learning from an Experiential Application Process

Zabe MacEachren, PhD, Faculty of Education
Coordinator of Outdoor & Experiential Education Program
Duncan McArthur Hall
Queen's University
Kingston, ON K7L 3N6 Canada
613-533-6209
maceache@educ.queensu.ca

ABSTRACT

Through describing the unique aspects of an Outdoor and Experiential Education (OEE) program application process attendees will learn about possibilities and techniques for enriching typical application processes. By enriching the application process students applying to a program will learn more about themselves and staff evaluating applications will learn more about the individuals applying for the program. Conventional school systems grade and assess students using letters and numerals. Such labeling system may be expedient but seldom reflect the complex and subjective nature of individuals and their learning potential. Many educators in experiential education programs struggle to assess and grade students in order to continue to exist within a conventional educational system that demands such hierarchical-based assessments. Finding appropriate assessments systems for students learning in experiential education systems is an on-going challenge for experiential educators. Similarly, it can be challenging to decide upon staff or students for programs with limited enrolment spaces. How do experiential educators determine the "top / best" students using only information received in resumes and on application forms? For instance, does three months working for X program compare to two months working for Y program. Using a few alternative assessing and grading options for students who apply to the highly competitive Queen's University Outdoor & Experiential education program, many theoretical ideas pertaining to the challenges of assessing students in and for experiential learning programs will be discussed. Theoretical discussions will be based upon the issues involved in using typical letter and grade assessing techniques for experiential education programs. This workshop, using examples from one program and its application process, will address the successes, challenges and limitations that standard assessing practices have conditioned people to accept and use. c) Standard application processes for choosing applicants for a program can be a time consuming process for both students applying and staff deciding. Similar to assigning grades to an experiential program many difficulties arise in trying to neatly summarize the subjective aspects of a person in a letter or numerical format. Workshop attendees will be introduced to alternative procedures for assessing and conveying information about themselves so that the process of both completing and assessing applications is more enjoyable and educational for all involved. d) Workshop participants will leave the workshop with a greater potential to understand the challenges of standardized assessment labels and alternative ways to articulate the dynamic nature of individuals. This knowledge can then be transferred to many other aspects of experiential learning such as accountable methods of assessing students. Attendees will learn a variety of strategies for making the application process for a program more experiential so self

discovery and learning can occur for participants whether they are accepted into the program or not. They will also be introduced to techniques that aid staff who must read and distinguish between numerous applications so that those criteria beyond just grades and work experience can be considered and the selection process on the whole can be more enjoyable for all involved. e) The workshop will begin with an introduction to the challenges of assessing student participating in experiential learning activities in comparison to standard grading methods. The application model used at Queen's University OEE program will be outlined and discussed for its merits. The history and justification for using artifacts and alternative resumes will be described as well as the challenges that still occur. Comments from applicants concerning the learning undertaken by having to complete this unique application process will be shared. The final part of the workshop will involve an open discussion for further application of the presented ideas.

Bridging the Corporate Gap: Enhancing Your Ability to Serve the Corporate Client

Earl Davis, President
Moonshadow Learning Services
617 Olivet Church Road
Whittier NC 28789
828-497-5741
earl@moonshadow.net

Andre Darger, Senior Training Associate
Eli Lilly and Company
Drop Code 2445
Lilly Corporate Center
Indianapolis, IN 46285
317-277-5794
darger_andre@Lilly.com

ABSTRACT

Historically and currently, the application of EE principles in organizations and businesses holds great interest and promise for experiential educators. But the difficulties in using these principles in the corporate and organizational realm have challenged many practitioners. Participants in this workshop will be encouraged to examine three aspects of working with corporations and organizations in order to help the intermediate practitioner: clarify the nature of the challenge, identify specific skills to develop and leverage, and leave with examples of how to apply the identified skills. The three aspects are: 1) Understanding the Gap, 2) Skills for Bridging the Gap, and 3) Applying the Learning. In Understanding the Gap, we begin by examining the cultural gap between experiential educators and the corporate or organizational client. Certain paradigms, if present, can sabotage efforts and relationships from the outset. Collectively, we will identify and challenge/reframe some of the more common paradigms. Participants will interactively identify common and personal paradigms that help or hinder work with this "culture" (corporate) and generate (for later use) problematic and successful examples of situations they have encountered. In Skills for Bridging the Gap, we will cover the key skills of: Understanding the Customer (the importance of needs assessment), Creating Proposals (using a results oriented language), Facilitating and Managing the Relationship (rapport building and communication). This section emphasizes the skills necessary for successful service in the corporate sector as well as some of the personal choices that can influence success—appearance, language, areas of

focus, etc. In Applying the Learning, we will use examples generated by the participants the facilitators will lead a discussion with the intent of providing practical application of concepts presented in the workshop. Whether one's role is facilitator, a proposal writer, or a training designer, the application of the identified skills must be conscious and professional. This workshop will have great value to conference attendees who struggle with the personal and professional choices and challenges involved in making the transition from serving youth to serving corporate clients.

Bringing Learning to Life: Experiential Approaches with Psycho-Educational Groups

Bonnie Dyck Therapist, MSW
Catherine Freer Wilderness Therapy Expeditions
569 SE Kiger Island Drive
Corvallis, OR 97333
541-760-6738
bonnie_dyck@hotmail.com

Jackie Cupples, Wilderness Guide, Challenge Course Facilitator, Survey Assessment Coordinator, MS, CADC-I
Catherine Freer Wilderness Therapy Expeditions, Oregon State University Challenge Course
jackie_cupples@yahoo.com

ABSTRACT

This workshop focuses on therapeutic work with high-risk youth presenting with dual-diagnosis (mental health and substance abuse) issues. Effective treatment interventions with this population include psychotherapy and psycho-educational groups. Topics typically covered in psycho-educational groups include communication, values-clarification, substance abuse, anger management, family roles, depression, defense mechanisms and grief/loss. Exposing clients to important concepts within these topic areas allows them to learn skills that support healthy relationships. In addition, they better understand themselves and their behavior patterns. Clients eventually progress to integrate concepts and self-awareness into informed decision-making. With this knowledge, clients have a launching pad for self-exploration during psychotherapy. They learn that their behaviors and choices are often just one piece of the problems within the entire family system. As a result, the youth's comprehension and integration of psycho-educational concepts, as well as engagement in psychotherapy, can often be an impetus for change and the attainment of greater peace within the entire family. Conveying psycho-educational information via didactic teaching methods fails to engage high-risk clients who are resistant to interventions and challenged by low attention spans and/or learning disabilities. Experiential learning methods are often successful in involving the client in the learning process, encouraging self-reflection, and enhancing comprehension and retention of concepts. Hence, in order to maximize overall treatment effectiveness, practitioners would benefit from integration of experiential learning not only into process-based psychotherapy interventions but also into traditional psycho-educational groups. The presenters will discuss obstacles faced when providing treatment for high-risk youth specific to facilitating psycho-educational groups. Innovative initiatives and activities will be introduced that utilize kinesthetic approaches to learning concepts useful in the treatment of mental health issues and substance abuse.

Attendees will have the opportunity to participate in activities, learning experientially. Additionally, the presenters will facilitate a co-creative experience in order to identify ways to process the activities with clients and apply them to a variety of treatment modalities. Participants attending this workshop will learn: Strategies for leading psycho-educational groups that effectively engage clients with various learning styles; new activities designed to help high-risk youth comprehend and integrate key psycho-educational learning objectives; innovative ways to tailor familiar initiatives to the content of psycho-educational groups; and processing techniques to facilitate client self-awareness with respect to the topics covered in psycho-educational groups

---

Building a Body of Knowledge

Dr. Pete Allison
Outdoor Education, Moray House School of Education, College of Humanities and Social Science University of Edinburgh, St. Leonard's Land Holyrood Road, Edinburgh, EH8 8AQ, Scotland
Tel: +44 7968 793818
peteallison@btinternet.com

Alan Ewert, Ph.D., Professor/Associate Dean, Department of Recreation and Park Administration
HPER 133
1025 East Seventh Street
Bloomington, IN 47405-7109 USA
812-855-8116
aewert@indiana.edu

ABSTRACT

Academic journals provide a professional meeting place for current ideas and knowledge. Journals also play a crucial role in developing a body of knowledge. The process of contributing to this body of knowledge can be daunting, yet can also be stimulating and rewarding. For the growth of innovative, relatively young fields such as an outdoor education, it is vital that new writers, as well as old hands, are encouraged and nurtured in their development. This workshop will demystify the journal publication process and provide practical guidelines and strategies for newcomers, as well as up-to-date information on current trends and developments in the publication of outdoor education material in journals world-wide. The presentation will include details of the role of publishing in the development of the field and an emerging body of knowledge and detailed information on the review process and support for potential authors to get to print. The presenters are the editors of the two peer reviewed journals in the field and encourage participants to bring questions and potential pieces for publication to the session. Discussion will focus on publication in *Journal of Experiential Education* and *Journal of Adventure Education and Outdoor Learning.*

Building Resiliency Among Adolescents with Substance Abuse Problems

Eddie Hill, Ph.D., General Manager and Teambuilding Coordinator
Rockreation Sport Climbing Center
1300 Logan Avenue
Costa Mesa, CA 92626
714-540-4678
eddie@rockreation.com

ABSTRACT

Coping with problems and "bouncing back" from traumatic events is an issue with which adolescents struggle. Wolin & Wolin (1993) define resiliency as "the capacity to rebound from hardship early in life." Resiliency and resilience have been studied extensively (Richardson, 2002; Paisley, 1999, Wolin and Wolin, 1993; Werner and Smith, 1992; Rutter, 1985; and Walker, 1996). Werner conducted a longitudinal study of 32 years to determine why some children from the same community and some from the same household "made it" in life and some did not. This "bouncing back" may be highly correlated with substance abuse being the number one public health problem in the United States (NIDA, 2002). While data are rather easily collected regarding the general efficacy (and non-efficacy) of substance abuse programs, the researchers have been unable to identify any specific studies related to the field of clinical social work and substance abuse treatment with the incorporation of therapeutic recreation and components of this resiliency model. For this reason, quantifiable research is warranted in efforts to accurately measure outcomes of such collaboration among disciplines. This is not to say that these two fields have not collaborated, however, the researchers found very little if any research of a theory-based program utilizing the two professions. Therefore, the purpose of this study was to determine the effectiveness of a theory-based program utilizing social work and recreational therapy to treat substance abuse in adolescents. This session will present the implementation and evaluation of a multidisciplinary adolescent substance abuse program. The Intensive Outpatient Program is grounded in resiliency theory and facilitated through the principles of clinical social work and recreational therapy. This session will discuss program development and resiliency research. Learning Outcomes: Participants in this session will: Increase understanding of resiliency as a theoretical framework, identify examples of experiential activities that foster resiliency, conceptualize the value of collaboration between the professions of Therapeutic Recreation and Social Work, and learn the evaluation process used in this research. Outline of the Session: Presentation will include overview and discussion of the following: • Rationale: Theoretical Framework of Resiliency • Collaborative Efforts Among Professional Domains (Therapeutic Recreation and Social Work) • Methodology: Program Development and Implementation • Results & Findings (Qualitative & Quantitative) • Future Research Mode of presentation: Lecture, Discussion & Interactive.

Connecting Youth to Nature and Culturally Diverse Communities

Annie Jonas, M.Ed., Program Director
3DLife Adventures
PO box 719
Swannanoa, NC 28778
828-686-9934
ajonas@mindspring.com

ABSTRACT

3D Life Adventures offered its first experiential programming in the summer of 2001. With three years under its belt and a recent AEE accreditation, 3D has established an effective, high-quality blend of traditional and experiential approaches to help young people better understand and connect to cultural and ecological diversity. 3D's six key learning objectives fleshed out in a 123-page original curriculum guide provide the focus and inspiration for the 3D Learning Expedition. Participants in "Connecting Youth to Nature and Culturally Diverse Communities" can expect the following from the workshop: to experience one or two of 3D's curriculum activities addressing either cultural or ecological diversity, exposure to 3D's guiding principles for connecting youth to diversity, and to gain an overview of 3D's recent ground-breaking research. Preliminary results of this research are showing marked increase in students' cultural and environmental knowledge and more positive cultural and environmental values at the end of a3D expedition. 3D's unique educational approach and positive research results provide a framework for other programs and educators seeking to bolster their own skills and respective programs' approaches in the field of values-=oriented education. Participants will directly interact with 3D's learning objectives and curriculum guide through participation in 3D curriculum activities facilitated by 3D staff. This experiential approach will illustrate for participants the 3D approach as well as 3D's program focus. Following this experiential format, participants will learn about the set-up, procedure and results of the exclusive research 3D conducted` in summer 2003 with the guidance of Dr. Robert Swope through the Psychology Department of Warren Wilson College. Findings will be explained and displayed on charts to help illustrate the focus of the surveys used in this research. The surveys measure a student's knowledge, values, sense of responsibility, and actual behavior related to the environment and cultural diversity. These characteristics are believed to accurately describe and predict one's environmental and cultural "ethic". Participants will leave the workshop with a theoretical and experiential understanding of 3D Life Adventures specifically but perhaps more importantly with a framework for exploring and informing their own program's focus, practice and research.

Cultural Change in Our Schools: Is It Possible?

Laurie Frank
GOAL Consulting
I337 Jenifer Street
Madison, WI 53703
608-25I-2234
lsfrank@tds.net

D.D. Sturdevant, Teacher
Mendota Elementary School
4002 School Road
Madison, WI 53704-2092
608-204-7840
dsturdevant@madison.kI2.wi.us

ABSTRACT

"Progressive (non-traditional) education is "a place where a community of learners – as opposed to a collection of discrete individuals – engages in discovery and invention, reflection and problem solving." (Kohn, I999)* Sound familiar? Adventure and experiential education are grounded in progressive education, which dates back to Dewey and others who impacted education in the early part of the 20th century. These days, brain research, Multiple Intelligence and Emotional Intelligence theories have shown that traditional methods of learning in isolation with a listen-and-get strategy are not meeting the needs of a vast majority of learners. Learning must take place in the context of a safe environment, where students can feel free to take the necessary risks in order to expand the boundaries of their knowledge and skills. But, if Progressive Education has been around for I00 years, why is it not widespread? Why do we continue to teach almost exclusively in a traditional way even if we know it's not the best path to true learning? This workshop will not, and cannot, answer these questions. What we do know is that it is possible to create change on a small scale as individual educators implement community-building processes in their own classrooms. Whole-school change, however, is a different story. The political pressure of high stakes standardized testing notwithstanding, is it even possible to transform the way we teach and learn in this country? This workshop will answer this question by offering one example of how it can be done. We will begin with a short exploration of why it is even important to consider changing the way education is occurring. From there, we will examine and experience parts of an all-school community building program combining the TRIBES process, Life skills and adventure/experiential methodology. A presentation of how one high-needs elementary school progressed from the brink of disaster to a highly functioning learning environment will follow. Finally, we will encourage a spirited discussion about the challenges, realities, triumphs, and pitfalls of whole-school change.

Deepening the Metaphor

Cheryl Willcocks, M.A.
Pinnacle Pursuits
#200-275 East 8th Avenue
Vancouver, BC V5T IR9 CANADA
604-876-7535
Cheryl@PinnaclePursuits.com

ABSTRACT

This workshop will present a model that we have found very effective when working with both adult and youth groups. The model integrates the principles of Jungian psychology with the principles of experiential learning. Freud and Jung introduced us to the unconscious and their work set the foundation for the development of psychotherapy. The core principles of Jungian psychotherapy, as well as those found in Hillman's archetypal psychology, deepen the experiential process through understanding how to incorporate concepts such as archetypes, shadow, active imagination, the collective unconscious, synchronicity, the transcendent function, symbols, the role of myth, use of metaphor, the Self and individuation. In this profession, we are always searching for innovative ways to enhance the impact of our programs. The integration of Jungian psychology into experiential learning facilitation provides deeper wisdom for the use of metaphor and provides opportunities for change and development on both the conscious and unconscious level. There are two primary areas of emphasis for this workshop. One focus of the workshop is to present a model that describes the integration of these two methods. The other focus is to look at the Jungian concept of synchronicity. Jungian psychology provides a perspective that enhances the internal component required for synchronicity; experiential learning provides the programming that enhances the external component required for synchronicity. The workshop will be presented in four parts. The first part is an overview of the major tenets of Jungian psychology. The second is the presentation of the model that combines the principles of experiential learning and Jungian psychology. The third part focuses on the uses of synchronicity, conditions for synchronicity to occur and the use of synchronicity in different types of experiential situations. The final part will be a discussion and will involve interactive activities and facilitation techniques that participants can use in their own settings. Throughout the workshop there will be the element of co-creation as participants share stories and examples in response to the material as it is presented. Participants will leave the workshop with handouts on the material, an extensive reading and resource list, a deepened knowledge of Jungian psychology, an understanding of facilitation techniques and activities to integrate Jungian psychology into experiential programs, and a working model that can be employed in a variety of experiential situations.

Developing Effective Interventions in Adventure Therapy

Sandra L. Newes, Ph.D.
Licensed Clinical Psychologist
81 West St.
Asheville, NC 28801
slnewes@yahoo.com

Sean Hoyer, LCSW, CAC
Coordinator, Journey Program
1111 West Lake Cook Road
Buffalo Grove, IL 60089
847-353-1500
shoyer@omniyouth.org

ABSTRACT

Recent activity in the field has focused on identification of core elements that are common to adventure-based therapy practice. Additional discussion has sought to recognize theories of psychotherapy that may inform our clinical practice. This workshop will review the interrelated components of a successful adventure-based therapy intervention. The presenters will review theories pertinent to adventure-based therapy and identify elements that are at the foundation of successful adventure-based therapy interventions. The examination of case studies will allow for the development of interventions that follow these lines. This workshop will be valuable to the intermediate and advanced practitioner as it highlights the synthesis of diverse theories and their role in effective, clinically based interventions. Specifically, clinical theories of adolescent development, stages of individual change, group formation and dynamics, as well as psychotherapy will be highlighted as we discuss how they impact and inform the work of a clinician in adventure-based therapy. The presentation will engage participants in a discussion of the importance of a theoretical foundation for consistent, purposeful, and effective clinical interventions in adventure-based therapy. The presenters will supplement the participants' knowledge of theories to allow for an informed discussion of clinical intervention within a therapeutic adventure setting. Utilizing this information, small groups of participants will examine case studies from a variety of adventure-based therapy settings (residential, wilderness, outpatient) and engage in the co-creation of effective interventions. Participants will have an opportunity to share their insights, expertise, and questions with the larger group, allowing for active learning to occur. Participants will benefit from a "cross-pollination" of clinically sound, effective interventions that they can implement in a residential or outpatient wilderness therapy program. Specific goals for participants include an increased understanding of their own theoretical orientation to adventure-based therapy, as well as having the opportunity to explore the application of other relevant theory. In addition, through the co-creation of interventions, they will then be challenged to apply this knowledge in a practical fashion. Upon completion of the workshop, the goal is for participants to leave with intervention tools they can apply in their own settings, as well as knowledge that will aid in the integration of treatment gains made "on trail" to an ongoing treatment and aftercare plan. Participants will be encouraged to think holistically and theoretically about their work with clients, thus becoming more intentional in their interventions.

Dewey's Principals of Interaction and Continuity Are Alive and Well in 4-H

Richard P. Enfield, 4-H Youth Development Advisor
U.C. Cooperative Extension
2156 Sierra Way, Suite C
San Luis Obispo, CA 93401
rpenfield@ucdavis.edu

Rebecca L. Carver, Ph.D.
Assistant Professor
Department of Educational Leadership and Cultural Foundations
University of North Carolina, Greensboro
P.O. Box 26170
Greensboro, NC 27402
rlcarver@uncg.edu

ABSTRACT

Funded through a cooperative agreement among the U.S. Department of Agriculture, land grant universities, and county governments, the 4-H Youth Development Program enrolls millions of 5-19 year olds each year, making it the largest experiential education program for youth in the U.S. and the largest non-formal education program funded by the government. Contrary to popular lore, urban youth now comprise the majority of 4-H members. The program focuses on leadership, citizenship and life skill development through involvement in the community 4-H club structure and over 100 4-H experiential learning projects. The philosophy John Dewey proposes in Experience and Education (1938) has been playing out in 4-H clubs for over a century. The workshop specifically looks at how Dewey's principles of interaction and continuity are brought into play day after day in 4-H, and how these principles can help us understand the power of learning that 4-H members experience. By participating in the workshop, participants will gain a deeper understanding of the principles of interaction and continuity in the context of a strong and ongoing experiential program for youth, and will learn how to improve their own practice in their work and programs in regard to what makes an "experience" valuable to learners. The workshop presenters believe that although the principles of interaction and continuity are somewhat vague and often overlooked or misunderstood, they are important underpinnings of Dewey's philosophy of experiential education. Furthermore, a good understanding of the principles can help any practitioner in the field of experiential education refine and strengthen her or his work. An understanding of Dewey's important principles of interaction and continuity are important as a foundation from which to build upon and create new ideas and theories. Also, the information provided in this workshop will discuss the idea of the 4-H Program as a living and available "lab" for further study and research, since the 4-H program has a presence in every county in the United States. Dewey's principles of interaction and continuity will be conveyed through a unique "overlay" PowerPoint presentation, along with a description and discussion of the work of 4-H members enrolled in 4-H club and project work. This component of the workshop will be slightly less than half of the total time. There will also be hands-on activities and structured opportunities for reflection, which will be slightly more than 50% of the workshop.

Facilitating Your Staff Toward Peak Performance: Charting New Possibilities

Marc B. Levy, Ph.D., Associate Professor and Chair, AEE/EBTD Profession-Based Group, Organizational Training & Development
Psychology Dept.; Southern Oregon University
1250 Siskiyou Blvd.
Ashland, OR 97520
541-951-3732
levym@sou.edu

ABSTRACT

Participants will be able to: 1) Describe two alternative perspectives for understanding staff motivation, including "employees as complex systems", 2) Assess current strengths and challenges that exist within their programs related to staff performance, 3) Describe the role of organizational coaching for improving performance, 4) Describe the difference between "motivating staff" and helping staff learn to manage their own motivation, and 5) Develop a plan for increasing productivity and performance quality in the workplace. The workshop integrates theoretical foundations and innovations by applying a foundation laid in a major theoretical development paper I presented at the American Psychological Society convention last May, titled "The Complexity of Employee Motivation: It's Hard to Make Nature Fit a Paradigm." This workshop will apply recommendations suggested that follow from this new perspective. The nature of our experiential-based programming is such that many of our member organizations spend more resources and effort in delivering quality team building and personal development interventions to their clients than they do for their own staff. Part of this may be due to the ebb and flow of the 'seasonal' outdoor programs, and part of this is due to a lack of knowledge of how to most effectively facilitate employee performance (what they might currently refer to as "managing" staff). After all, many managers in many organizations have had no formal training in administration, obtaining their positions instead through "advancement" up the hierarchy, length of service, or other means. I think they will find great hope and relief in developing a clearer perspective and new strategies regarding this important dimension of program administration. From the beginning, we will share personal experiences of strengths and challenges in "managing" staff and/or volunteers—this interaction will occur throughout the presentation segment. Presentation will involve presenting some background on motivation theories and methods, culminating in the systems theory referred to above. The systems theory will then be translated into specific methods that managers can utilize to facilitate increased performance with staff. Finally, participants will have an opportunity to practice or role play some of these methods, for example, the use of peer coaching methods, employee empowerment, employee empowerment strategies, project management ideas, etc.

Facilitation on the Edge: An Experiential Exploration of the Double Black Diamond Model

Scott Bandoroff, Ph.D.
Peak Experience
1090 Elkader St.
Ashland, OR 97520
541-951-4329
www.peakexperience.org

Christian Itin, Ph.D.
72 Laney Rd.
Rochester, NY 14620
716-473-4994
citin@rochester.rr.com

ABSTRACT

This workshop focuses on providing participants with an introduction to the Double Black Diamond Model of advanced facilitation of adventure-based practice. Participants will be given an introduction to the basic principles of this tested model and an opportunity to play with its application to advanced practice. Particular attention will be given to the application of the model to participants' most difficult practice situations. A great deal of attention has been given to the basic facilitation of the adventure experience. In therapeutic applications and many educational and training contexts these basic skills are inadequate to meet the demands of challenging clients and challenging program goals. This workshop provides an essential framework and skill set to allow practitioners to facilitate in these most challenging situations. The Double Black Diamond model draws heavily upon many of the basic philosophical positions within experiential education. It also integrates many existing ideas and practices that have been introduced into the adventure field over the last 20 years into a holistic model. The model also draws heavily upon the basic principles from strategic therapy most noticeably the work of those from Ericksonian psychotherapy. This workshop innovation is in both its levels of integration and its focus on advanced facilitation. Workshop participants will be provided with handouts and content overview and then given the opportunity to apply the principles to their practice situations through role-play and interactive demonstration. Attendees will walk away with a solid introduction and basic understanding of the Double Black Diamond Model and will have a beginning understanding of its application.

Fun in the Workplace: Theory to Practice

Don Taylor, Ed.D., Acting Dean
College of Health and Human Services
San Francisco State University
1600 Holloway
San Francisco, CA 94132
415-338-3326
dtaylor@sfsu.edu

Ezra Holland, Director
Pacific Leadership Institute
San Francisco State University
1600 Holloway
San Francisco, CA 94132
415-338-2871
eholland@sfsu.edu

ABSTRACT

Participants in this workshop will be able to use research to explain the value of fun and enjoyment in the workplace; to identify the components that contribute to fun and enjoyment in the workplace; and to develop specific techniques and applications that will result in the positive benefits of an improved work environment. This workshop integrates theoretical foundations and innovations: Flow theory has long been a cornerstone of human and group development. We will provide practical applications for enhancing "enjoyment" in a productive work environment using the following core concepts that create flow and happiness for employees: clarifying organizational goals, adequate feedback, matching challenges with skills, opportunity to concentrate, control over one's job and time, and loss of ego. The content of the workshop—goals and learning objectives of the participants: In Good Business (2003), Mihaly Csikszentmihalyi identified seven principles that contribute to the complexity of work that create flow and happiness for employees: clarifying organizational goals, adequate feedback, matching challenges with skills, opportunity to concentrate, control over one's job and time, and loss of ego. We will present and discuss these principles with participants, then, using open space technology, participants will identify applications that will help leaders and trainers identify strategies to integrate concepts of flow and happiness that will enhance the workplace. Organizations have been slow to embrace "fun" in the workplace, thinking that enjoyment and work do not contribute to efficient business practices. Social Scientists and educators widely draw on Csikszentmihalyi's flow model for lifestyle development but generally limit the application to leisure time. In Good Business, however, Dr. Csikszentmihalyi relies on the experiences of leaders of major corporations to develop a process to improve one's work life at any level, providing " a blueprint for doing business that is good in both senses: the material and the spiritual." Experiential trainers will also find the added value of a model they can use in promoting a more humanistic work environment. The presenters will explain and discuss the concepts Dr. Csikszentmihalyi identified as contributing to Flow. Then, we will use a modified open space technology to explore and identify specific techniques and applications for various organizations.

Games and Activities for Teaching Tolerance and Diversity

Marilyn Levin, MSW, CAPSW
1000 Parkridge Drive
Onalaska, WI 54650
608-779-4320
marilyn@marilynlevin.com

ABSTRACT
This workshop involves setting a safe environment, conducting some assessment on the needs of the participants, then alternating between presentation, discussion and experiential activities for the main body of the workshop, then closure, appreciations and evaluation. Quick assessments will be conducted several times throughout the workshop and adaptations will be made in the flow and/or content of the workshop to meet the specific needs of the participants present. Participants will leave with increased knowledge and skills in the topic areas and with resources to pursue further development after the conference.

Games for Change, Bringing Spirituality into the Process

Lisa Prosser-Dodds, MS, LPC, NCC
Tim Dodds, MBA
Journeys Counseling & Consulting
19401 E 40 Hwy, Suite 140
Independence, MO 64055
816-373-6761
journeyspgc@sbcglobal.net

ABSTRACT
As facilitators of change, experiential educators are in the unique position to draw upon spiritual concepts when working with groups. However, many lack the experience or resources to smoothly introduce spirituality in the non-traditional setting. This workshop is designed to introduce facilitators to group processing skills and resources designed to bring about healthy discussion of spirituality. These resources are drawn from all of the world's major religions, and are centered on acceptance of diversity and finding the common thread in all spirituality. Innovative approaches to standard initiatives will be shared, enabling practitioners to add new ways of processing tried and true games. The participant will have opportunity to participate in initiatives and discussions with spirituality at the core.

Hot Topics: Wilderness Medicine Issues in Program Management

John Jacobs, Director
Adventure Risk Management
PO Box 1160
Idyllwild, CA 92549
909-659-4090
john@adventureriskmanagement.com

Deb Ajango, Director
SafetyEd: Safety Education for
Remote/Outdoor Work Environments
32789 Cumulus Road
Eagle River, AK 99577
907-696-3490
debajango@att.net

ABSTRACT

This workshop will discuss several often-questioned medical issues related to program management of experiential, outdoor, and adventure education programs. The issues will be formally presented with supporting statistics and facts from various sources. The audience will also be solicited for their experiences with these issues, as well as provide their own topics for discussion. Some of the topics to be discussed include (but are not limited to): integration of medical protocols into program policies and procedures; the role of a Physician Advisor; selection of appropriate resources; integration of medications into outdoor programs, both prescription and over-the-counter; management of prescriptions with minors; the role of medical screening in outdoor programs. Objectives for this workshop include: Participants will have increased awareness of several medical issues related to program management; Participants will gain an understanding of the role of medical protocols in program management, and how to integrate them into their own programs; Participants will gain understanding of the role of a Physician Advisor, and how to select an appropriate resource; Participants will receive an overview of the medical screening process, and some of the available resources for their own screening systems.

Leading from the Inside Out: Becoming a Self-Aware Leader

Betty Martin-Lewis, V.P. Human Resources
Eckerd Youth Alternatives, Inc.
100 No. Starcrest Drive
Clearwater, FL 33758
727-461-2990
BMartin-Lewis@eckerd.org

ABSTRACT

Effective leaders need to be engaged in continuous learning to develop their capabilities. This is especially true today in our increasingly complex organizational environments. The purpose of this workshop is to explore the new requirements for effective leadership and to offer approaches to learning and mastering these important leadership capabilities. This workshop offers an overview of the new success factors for leadership, provides participants the opportunity to assess their leadership readiness and engages participants in the

experience and practice of some of the new leadership competencies. Expected tangible skills/outcomes: Ability to define leadership competencies and expectations for today's complex organizational environments. Awareness of one's own strengths and areas for development as a leader, how to create a leadership development plan; The success factors for leadership used in this workshop are grounded on the works of Peter Senge (systems thinking/learning organization), Daniel Goleman (emotional intelligence), Meg Wheatley (leadership and the new science), and Kouzes and Posner (The Leadership Challenge model). This body of literature defines the knowledge, skills and attributes necessary for leadership n the post-modern era. A set of competencies and expectations derived from this material will be presented and serve as the basis for participant self-assessment and reflection. The workshop content: The leadership competencies and expectations will be defined and discussed to provide a basic level of understanding. Some of the competencies will be explored using participative exercises to demonstrate their deeper meaning. Participants will assess their own strengths and areas of development for each of the competencies and expectations. Participants will create a leadership development plan to identify actions they can take to build their strengths as a leader. The significance/value to the audience and the field: This workshop will be of value to those n or aspiring to leadership positions, or those conducting corporate leadership training. They will learn how the leadership role in post-modern organizations is changing, the trends in the current leadership literature, and their own strengths and areas for development as a leader.

Let's Talk Journaling!

Timothy S. O'Connell, Ph.D.
Assistant Professor
School of Outdoor Recreation, Parks & Tourism
Lakehead University
955 Oliver Road
Thunder Bay, Ontario, Canada P7B 5E1
807-343-8876
tim.oconnell@lakeheadu.ca

Janet E. Dyment, Ph.D.
Senior Lecturer, Outdoor Education
Centre for Human Movement
Faculty of Education
University of Tasmania
Locked Bag 1-330
Launceston, Tasmania
7250 Australia
Tel: +61 3 6324 3510
Janet.Dyment@utas.edu.au

ABSTRACT

The focus of this workshop is for participants to share their experiences with asking students to write journals as part of a formal academic course. Many teachers/instructors have discovered techniques that make journal writing a successful academic endeavor. At the same time, many have encountered unexpected barriers or resistance from students, leading to student journals not meeting their expectations. Therefore, the expected tangible skills and expected outcomes of this workshop include, but are not limited to: i) Finding out what activities, techniques and exercises related to journal writing have worked well for others. ii) Finding out what activities, techniques and exercises related to journal writing

have not worked well for others. iii) Understanding of potential benefits and downfalls of grading academic journals. iv) Discovering creative techniques for journal writing. This workshop will integrate theoretical foundations and innovations through the discussion process. We will open the session with a short presentation of a multistage research project in which we are currently engaged. In the course of the discussion, we will refer to theory as much as possible and encourage others to do so as well. This workshop is basically a time for sharing ideas, things that have worked well, things to avoid, and other issues related to student journal writing. By the end of the workshop, participants will: hear an overview of findings from a five-phase research study related to journal writing; share at least one activity, idea, process, or technique related to journal writing that has been successful for them; share at least one activity, idea, process, barrier, or technique related to journal writing that has not been successful for them; engage in a discussion regarding the merits of grading student journals; talk about other issues of significance to them. This workshop is of particular significance and value to the audience and the field of experiential education because many practitioners believe in the power of journal writing but are unprepared to foster a successful experience for students and themselves. As we have conducted the various stages of our research related to journal writing, it has become increasingly clear that journals are underutilized and could have greater educational impacts. Anecdotal evidence from a focus group with faculty who use journals in academic courses supports this statement. The first 10-15 minutes will be a presentation of research findings. This is to help frame the workshop and provide some topics for discussion. The remainder of the session will include guided discussion around the practice of asking students to write journals. Participants will be largely responsible for creating the content of the workshop themselves.

Making the Family Connection: Use of Initiatives with Families

D. Maurie Lung
PO Box 10907
St. Petersburg, FL 33733
727-481-4577
dmlung@gmail.com

Melissa Meyer
2900 North Main St.
Buffalo Grove, IL 60089,
mmeyer@omniyouth.org

ABSTRACT

Participants will fine-tune facilitation skills to implement meaningful adventure-based therapy initiatives in an outpatient setting with families of a diverse client base. This includes making intentional choices of initiatives for families that promote clinical change, consideration for adapting family initiatives for specific populations, and processing skills to create a context for family dynamic change. This workshop will integrate the theoretical work of Rohnke, Gass and Gillis, Canino and Spurlock, Ivey, Ivey and Simek-Morgan, as well as Individual and Group Development, Family Systems Counseling, and Solution-Focus Counseling. Theory will serve as the foundation for practitioners to inform the decision-making process for therapeutic interventions that integrate clinically appropriate planning and processing of initiatives with diverse client populations. This workshop will use an

experiential format to engage the beginning and intermediate practitioner on using initiatives with families in therapeutic settings. An overview of critical theories and current best practices will provide a foundation for practice, which includes the nuances of planning, implementation, adaptation, and intentional therapeutic processing with families of diverse client populations in an out-patient setting. Special emphasis will be on addressing issues of diverse family populations, including ethnic, socio-economic, and class through an adventure-based therapy lens. This workshop will be valuable to the beginning and intermediate practitioner who seeks to increase treatment options for diverse cultural families in an effective, thoughtful, and culturally competent manner. This presentation will also highlight the potential impact of experiential therapy within ongoing family treatment to encourage responsibility, accountability, and application of new interpersonal skills within the family dynamic. This session will begin with discussion regarding use of initiatives with diverse cultural families in clinical settings followed by experiential activities to illustrate the concepts of planning, processing, and adaptation.

Modified Adventure: Facilitating Adventure Activities with Special Needs and At Risk Youth

Michael Young, M.Ed.
Carolyn Romaon, MSW, LCSW
North Star Adventure
Box 522
Rowley, MA 01969
978-948-7033
myoung@hes-inc.org
cromano@hes-inc.org

ABSTRACT

The content of the workshop will be focused on the techniques North Star Adventure has found to be successful when facilitating adventure activities with behaviorally and/or emotionally challenged youth. We will present numerous ideas and approaches but the main focus will be on "tending to the environment" of a group session (i.e. the values that define a therapeutic environment and experiential ways to create it). Each of the presenters has multiple years of experience working with at-risk youth in adventure and wilderness settings. The techniques and tools being presented are ones that have been used successfully with a wide range of troubled youth. Although many of our ideas are based on modifications of other games or activities, we have identified a number of contributes to the file that we feel are original to North Star Adventure. Our organization's therapeutic model is based in cognitive/behavioral and solution-focused approaches and is informed by Yalom's Theory and Practice of Group Psychotherapy. Most significantly, however, we utilize Antonio Alvarez and Gary A. Stauffer's definition of AT and theory Experiential Wave (as presented in *Journal of Experiential Education*, Fall 2001, Vol. 24, No 2, pp. 85-91) as a template. With permission from Alvarez and Stauffer, the relationship between the authors' language

and our understanding of what we do will be covered during our presentation. Each attendee will leave with a detailed handout covering every activity and idea presented during the 80 minutes. As mentioned above, the presentation will be focused on tangible skills and approaches that the attendees can bring back and use in their practice as soon as they return to work. The workshop will begin with an experiential assessment of the attendees' experience in the field and some of the assumptions they may be bringing to the table. This will be followed by a short didactic introduction to North Star Adventure's approach to Adventure Therapy. The group will then be taken through a facilitated Experiential Wave that includes models of how North Star Adventure attends to the environment, transitions a group, facilitates adventure games, and processes these games. The attendees will take part of this process as participants. Although presented using techniques we have found effective with troubled youth, processing opportunities will focus on questions relevant to the attendees as practitioners, not as mock students.

More Lessons from the Couch

Dene Berman, Ph.D.
Lifespan Counseling
1698 Forestdale Ave
Dayton, OH 45432
937-426-2079
dene.berman@wright.edu

Mark Gillen, Ph.D., LPC, LICSW
Assistant Professor
University of Tennessee
Chattanooga, TN
423-425-4230
Mark-Gillen@utc.edu

ABSTRACT

Attendees will be acquainted with recent trends in psychology and counseling that have relevance to adventure settings. We will delve into such current topics as positive psychology, innovations in debriefing, considerations for supervision. We will present a number of current and innovative trends in psychology and counseling that have applicability to adventure settings. Such topics as Positive Psychology, Solution-Focused Counseling, innovations in debriefing and transference, and supervisions considerations will be presented to attendees. In turn, attendees will have an opportunity to co-create their own topics for consideration. After presenting preliminary concepts, the audience will be engaged in a dialogue with the presenters. Attendees will then meet in a small group format to create their own topics of relevance from clinical settings to those that are applied.

Murder by Numbers: Educational Reform and the Biospheric Number

Jay W. Roberts, Director, Wilderness Programs
Instructor, Education Program
Earlham College
Richmond, IN 47374
765-983-1327
roberja@earlham.edu

ABSTRACT
This workshop will examine the current quantitative trend in educational evaluation and reform looking specifically at the field of experiential education. I will argue that the calls for increased research and program evaluation in the field, while well intentioned, can have potentially damaging implications on the overall pedagogy. I will draw from the field of conservation biology (like education, another "crisis discipline") and the particular case study of the Biosphere 2 project in Arizona to examine the potential problems with quantitative research and, in particular, the belief that natural systems (like education) can be controlled and effectively managed through such analysis. This overemphasis on the "Biospheric Number" limits our ability to respond to crisis creatively and flexibly. In fact, while the politics of educational reform seem to be moving more and more toward this type of analysis (including experiential education), the scientific community in fields such as Conservation Biology are moving away from such an approach toward a more holistic and landscape view of evaluation. I will conclude by tying this back in to the current state of research and evaluation in the experiential education field-advocating for a renewed interest in theoretical and qualitative modes of analysis.

New Tips, Tools, and Tricks in Wilderness Medicine

Shana Lee Tarter, Assistant Director
Wilderness Medicine Institute of NOLS
284 Lincoln St.
Lander, WY 82520
307-335-2353
shana_tarter@nols.edu

ABSTRACT
The field of wilderness medicine is dynamic. Techniques and tools are frequently replaced by updated information. Outdoor programs have a responsibility to their clients to provide them with staff who are not only qualified to manage medical emergencies, but who are trained in the latest practices with the most viable and effective tools. This workshop will provide an overview some recent practice changes in wilderness medicine with a focus on what to include and what not to include in institutional first aid kits. We will specifically touch on: cost saving ways to carry epinephrine and the necessary training regimen, new

research showing the Sawyer extractor is not an effective tool in managing pit viper envenomations, what solution is optimal for cleaning wounds and minimizing infection, and what repellents and practices best minimize your exposure to West Nile Virus. After this lecture, demonstration and skill session students should be able to: 1. Explain four commercially available methods for carrying epinephrine and demonstrate how to use them 2. Explain the most effective treatment for pit viper envenomations. 3. Discuss and demonstrate effective wound cleaning techniques. 4. Explain the transmission, recognition, treatment and prevention of West Nile Virus. The workshop format will combine didactic presentations, demonstrations, and hands-on practice. Didactic presentations will include a discussion section.

Preventing Paddling Accidents and Fatalities

Laurie Gullion, Assistant Clinical Professor
Outdoor Education Program/Department of Kinesiology
University of New Hampshire
Durham, NH 03824
603-862-1617
lgullion@unh.edu

ABSTRACT

This workshop will examine the research results in Critical Judgment, a 2003 study of paddling fatalities released by the American Canoe Association and the National Safe Boating Council. The data provides useful information that the outdoor industry can use in taking a proactive approach to preventing paddle sports accidents. In an opening quiz, I will strive to bust some myths created by some recent high-profile whitewater accidents. Through a power point presentation, I will help the audience focus on the primary environment in which accidents happen (flatwater) and common ingredients found in accidents from 1996 to 2003. We will examine several case studies to identify current issues in managing paddling programs, including recent or current lawsuits. Participants will brainstorm in small groups a variety of ways in which they can reach specific audiences to reduce fatalities in paddle sports.

Processing Tools Galore!

Michelle Cummings, Owner/Trainer
Training Wheels, Inc.
Portable Teambuilding Programs
7095 South Garrison St.
Littleton, CO 80128
888-553-0147
michelle@training-wheels.com

Jennifer Stanchfield
Adventure Learning Center
130 Austine Drive
Brattleboro, VT 05301
802-251-7203
jstanchfield@high5adventure.org

ABSTRACT

Need more to processing than sitting in a circle, asking questions, and talking about what happened? This workshop is designed to introduce you to over 30+ processing tools that are simple and easy to use. You will learn how to make/do the activities yourself or find out where to get them. You can increase the quality and value of your programs through powerful reflective learning. We'll do a few initiatives throughout the day and model different processing tools to debrief them as well. These 30+ processing activities will help you creatively get your participants to take responsibility and ownership for their experiences and transfer those experiences to real life situations.

Raccoon's Medicine

Tom Smith, Ph.D.
Raccoon Institute
N2020 Cty. H. #570
Lake Geneva, WI 53147
tsraccoon@earthlink.net

ABSTRACT

Experiential/adventure leaders most often facilitate small groups through indoor and/or outdoor activities that involve trust, cooperation, communication, teamwork, risk-taking, and problem-solving. There is another aspect of the small group experience that we infrequently focus on – nurturance. The small group has the power and potential to give 'good medicine' to each other. Sometimes, in debriefing exercises, the 'healing power' of the group appears, as people begin to give support, energy, and nurturance to each other. It is my contention that there are specific experiential exercises that can create this atmosphere – activities that are unique experiences in and of themselves, but are also tapping the healing powers of the group. In this workshop, participants will ' connect up' in small groups, and then share some activities that involve people nurturing each other. As small groups evolve to that wonderful stage of caring, sharing, and energy-giving, there are activities that can be facilitated that focus on the healing powers of the group. Some of these activities are adapted from healing practices of Native American peoples.

Rites of Passage: An Historical and Future Perspective

Dennis Call, Risk Manager for Adventure Programs
VisionQuest
940 Ryan Blvd
Coatesville, PA 19320
610-486-2280, x-229
dennis.call@vq.com

ABSTRACT

Participants will grasp an understanding to the origins and historical motifs that are incorporated into contemporary adventure program designs and objectives. They will realize how the progression through the agricultural, industrial and technical eras led to the demise of formal "coming of age" practices. This will demonstrate how this has had an impact on today's youth who seek to get their need for acceptance and identity fulfilled through inappropriate measures. Some renowned theories, including those of William Glasser (Reality Therapy, Choice Theory) will be integrated into the presentation to provide discussion on the imbalance of youth social development that results from an absence of an acknowledged Rites of Passage. Starting with an historical perspective and cultural enlightenment, the class in small groups will progress to sharing personal experiences that provided them the opportunity of crossing the threshold into adulthood. We will examine if these opportunities are available for today's youth and if they remain effectual. Discussion will lend understanding towards why some youth opt or are compelled to choose other alternatives to the activities that customarily provide a "rites of passage" or "coming of age" experience. The goal is to share the common motifs found in various cultures and share how these principals can be applied to present lives and program dynamics. This should lend clarity, structure, and formality in resonating adventure base activities. An interactive exercise will commence the presentation. Participants will find a common bond with each other. Issues of acceptance, comfort zones and identity will be explored and this information will later be transferred when addressing issues of group initiations?. Power point and handouts will provide the outline of discussion. Questions will be asked and interaction encouraged supporting or opposing existing theories and practices. A circle will be conducted at the start and conclusion to ceremoniously address the beginning, middle and end. This will impress upon participants the human desire to formalize life's learning experiences.

Sixth Annual Supervision in Adventure Therapy: Bring Your Best and Worst Cases to an Active, Experiential Brainstorm

Michael A. Gass, Ph.D., Professor
NH Hall, Department of Kinesiology
University of New Hampshire
Durham, NH 03824
603-862-2024
mgass@unh.edu

Lee Gillis, Ph.D., Professor
Department of Psychology
I-II Arts & Sciences Building, CB 090
Georgia College and State University
Milledgeville, GA 31061-0490
478-445-0865
lee.gillis@gcsu.edu

ABSTRACT
As the Adventure Therapy field has grown, so has the need for methods of collegial and supervisory feedback. By not developing such models, we run the risk of placing clients in dangerous situations, failing to achieve the best practices for clients on specific issues, and not providing supportive feedback systems for therapist growth. This workshop directly assists participants in their current efforts with clients, as well as shares supervision methods for individuals working in adventure therapy settings.

Third Annual: Emergency Response Drills for Experiential Education Programs

Greg Friese, President
Emergency Preparedness Systems LLC
2720 Hickory Dr.
Plover, WI 54467
715-321-1800
gfriese@eps411.com

ABSTRACT
Introduction and Significance An Emergency Response Plan is a critical component of any organizations overall Risk Management Plan. A well-written Emergency Response Plan can help contain and control a crisis, communicate accurately and efficiently with staff, participants, next of kin, vendors, official agencies, and legal and insurance counsel. A true emergency—life changing injury, death, participant abduction, or incapacitating property destruction—at the least causes disruption and at its worst can destroy an organization. Just as we practice first aid scenarios or ropes course rescues an Emergency Response Plan should be tested through worst-case scenario drills. Main Points: 1. Emergency Response Plan—definition and contents. 2. Designing an Emergency Response Plan that is relevant and adopted by your organization's staff and volunteer directors. 3. Conducting and debriefing an Emergency Response Plan drill. Outcomes: each participant will have… 1. Increased awareness of the importance of an Emergency Response Plan and its contents. 2. The experience of participating in an Emergency Response Plan drill. 3. Resources for writing their own Emergency Response Plan. The goal of this workshop is to explore the

components of an Emergency Response Plan and participate in an Emergency Response Plan drill prepared by the facilitator. After an opening lecture to set the foundation of a plan, participants will be assigned roles and follow a story line for a simulated emergency.
A drill is an excellent way for participants to see the strengths and flaws in a plan, explore their individual skills for a crisis situation, and have fun with other workshop participants. The session will conclude with a discussion of how to run a crisis action plan drill for their organization.

Using Adventure Education to Fulfill Content Standards in Physical Education

Bruce Martin, Ph.D., Assistant Professor
School of Sport and Exercise Science
University of Northern Colorado
Greeley, CO 80639
970-351-1735
bruce.martin@unco.edu

ABSTRACT

This workshop will explore the use of adventure education in fulfilling national content standards in physical education. We will present an overview of the role of physical activity in adventure education, an overview of national content standards in physical education, and a model for lesson planning in physical education. We will offer workshop participants an opportunity to begin developing lesson plans that use adventure education to fulfill national content standards in physical education. The workshop will proceed as follows: introduction; overview of workshop content and objectives; the basis of my interest in the topic; overview of the role of physical activity in adventure education; overview of national content standards in physical education; a model for lesson planning in physical education; lesson planning exercise. After participating in this workshop, participants should have (1) an understanding of the value of physical activity in adventure education, (2) knowledge of national content standards in physical education, and (3) an understanding of the use of adventure education in fulfilling national content standards. Participants should also be able to (4) develop a basic lesson plan that uses adventure education (i.e. outdoor pursuits) to meet national content standards in physical education. The role of physical activity in adventure education will be considered from philosophical, historical, and sociological perspectives. Physical development as an integral aspect of human development will be emphasized in the presentation. This workshop will offer practitioners another venue in which to realize the goals and values of adventure education, particularly with regard to personal development. Though the concepts and methods presented in this workshop are not new, they are not widely known either. This workshop offers an opportunity to present these concepts and methods to a new audience. It provides an opportunity to more widely disseminate the message being conveyed through the workshop. Finding ways to incorporate the principles of adventure education into America's public and private schools has been one of my primary research interests over the years. The concepts and methods being presented in this workshop represent one way to do this.

ABOUT AEE

The vision of the Association for Experiential Education is to contribute to making a more just and compassionate world by transforming education.

The mission of the Association for Experiential Education is to develop and promote experiential education. The association is committed to supporting professional development, theoretical advancement and the evaluation of experiential education worldwide.

Membership in AEE allows you to fully participate in a supportive community dedicated to promoting, defining, developing and applying the theories and practices of experiential education. You become part of a network of more than 1,300 members in 30 countries that will help you develop professionally, find employment or employees, learn valuable new strategies and skills to integrate into your business or practice, and develop lasting personal and professional relationships. In addition, AEE membership allows you easy access to professional development, products, services, information and resources at a substantial savings of time and money. Find out more about different levels of membership and related benefits on our Membership Page at www.aee.org. Memberships are available for purchase online through the eStore.

ABOUT AEE PUBLICATIONS

All of the publications AEE produces and sells have a common goal: to promote and further the fields that use experiential education. To that end, we publish the *Journal of Experiential Education* (*JEE*) three times annually, *Horizon* (our member e-newsletter) three times annually, as well as books, monographs and conference proceedings.

More than 40 of the field's leading books, videos and games are available through our eStore at www.aee.org. The scope of these products is broad, covering research, trends, schools, training, games, leadership skills, risk management, therapeutic adventure, youth and much more.

The *Journal of Experiential Education* is a peer-reviewed, professional journal presenting a diverse range of articles in subject areas such as outdoor adventure programming, service learning, environmental education, therapeutic applications, research and theory, the creative arts, and much more. *JEE* is an invaluable reference tool for anyone involved in experiential education, and a must for your library, school, or organization's collection. It is published three times a year and is mailed to all AEE members as one of their membership benefits. *JEE* is also available to nonmembers on a subscription basis.

AEE ❁ 3775 Iris Avenue, Suite 4 ❁ Boulder, CO 80301 ❁ www.aee.org