PROCEEDINGS OF THE 2007 NATIONAL CONFERENCE ON OUTDOOR LEADERSHIP

"The Importance of Pace"

FEBRUARY 7-10, 2007
YMCA OF THE ROCKIES
ESTES PARK, CO

Wilderness Education Association

Proceedings of the 2007 National Conference on Outdoor Leadership

"The Importance of Pace"

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YMCA of the Rockies – Estes Park, CO.

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Introduction & Acknowledgements

To all WEA Members, Conference Attendees and Outdoor Professionals:

Thank you for your continued support of the Wilderness Education Association. Special thanks and gratitude go to this year's 2007 Conference Committee; Bruce Martin, Jay Zarr, David Schmidt, Scott Robertshaw, Genevieve Marchand as well as Mary Williams and the National office for coordinating an outstanding five days of workshops, training, guest speakers, awards, vendors, socials, discussions, debates and networking at Estes Park, Colorado.

In the following pages, you will find the WEA's *2007 National Conference on Outdoor Leadership Proceedings*. The WEA truly appreciates the time, effort, research, and practical field application of our workshop presenters and their willingness to share their work to improve our profession.

This is an exciting time for the WEA as we are growing in membership in numbers of instructors and enhancing our curriculum. Each year more and more WEA courses are being offered across the country and now into other parts of the world. The WEA is excited about what the future has to hold and each of you is an instrumental part of that future. Thank you to everyone that has contributed to the WEA over the years and welcome to those of you exploring the WEA for the first time.

Lastly, I wish to thank Dr. Maurice Phipps and Dr. Aya Hayashi for compiling, editing and formatting these proceedings.

Scott Jordan
President of the Wilderness Education Association

A Brief History

The Wilderness Education Association helps people enjoy and protect our nation's most precious resource: Our wilderness areas. The WEA has been training and certifying outdoor leaders around the world for nearly 30 years, teaching students safely and effectively to lead groups in the outdoors without harming the environment.

In addition, working with national conservation groups and government agencies, the WEA educates the general public in how to appreciate and conserve the wilderness through special curricula and public service information campaigns.

Legendary mountaineer Paul K. Petzoldt, Chuck Gregory, Robert Christies, and Dr. Frank Lupton, founded the WEA in 1977. The organization's mission includes "…promoting the professionalism of outdoor leadership and to thereby improve the safety of outdoor trips and to enhance the conservation of the wild outdoors…"

The WEA founders set out to develop an organization that could train outdoor leaders, instill a sense of stewardship toward the wild outdoors, and provide the skills and knowledge necessary to lead and teach the public in the appropriate use of wilderness areas. The result is one of the most comprehensive wilderness education and outdoor leadership training organizations in the country.

The WEA 18-point curriculum emphasizes experiential teaching in the field with a primary focus on judgment and decision-making. WEA course graduates not only know their abilities, but also learn to respect their limitations.

WEA courses are offered through a network of over 35 accredited affiliates around the world. Many WEA courses earn college credit.

Consulting and program development services are an integral part of the WEA mission. Contact the National Office regarding curriculum development, risk management, instructor recruitment, and standards for outdoor leaders.

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Outdoor Leadership Development in a Wired Age: Effective Training Applications that Keep Pace with Technology

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Abstract

This session was one of three that examined emerging trends in technological advancements related to outdoor leadership skills instruction and trip planning. Participants were given an opportunity to discuss issues relative to the use of technology in outdoor leadership development, and were provided with examples of effective training and trip planning applications.

Presentation Summary

The technological age we are currently living in allows for change at a rate that could be argued as either alarming or enabling. Advances in outdoor equipment technology have allowed us to go lighter, faster, and farther than ever before, and although the majority of us welcome these gear innovations, the use of technology for instruction by outdoor professionals before, during, and after field based outdoor leadership development experiences appears to lag behind. Central questions the presenters sought to answer were: "Are outdoor instructors more averse to incorporating instructional technology? Are there proven techniques that can be better utilized by outdoor instructors? This session sought to examine these issues with the hopes of adding clarity to what is currently being done, as well as *what might be possible* now and in the near future. More specifically, this presentation involved the following components:

Background discussion related to the impact of technology on the wilderness experience
Topical discussion related to emerging trends in instructional technology
Survey of current uses of technology in the advancement of outdoor leadership
Examples of uses of technology by cognate fields
Examples of effective applications for training and trip planning
Instructional video
Interactive media and training aids
Immersion technology
Pre-trip site survey (hazard and resource assessment)
On trip documentation
Post-trip Interactive Course Area Guides

From the discussion it became clear that WEA Instructors are **NOT** averse to the use of technology as an aid to instruction, but that there was a hesitance to put any advanced technological devices (e.g. GPS, Satellite Phones, etc.) in the hands of students prior to their demonstrated mastery of the more basic tools (e.g. map and compass). This provided an overall distinction between technologies used by outdoor instructors versus those allowed for use by developing outdoor leaders that may serve as a point of discussion in the future. Opportunities for direct application of the techniques discussed during this presentation were provided in the following subsequent demonstrative experiential workshops:

Outdoor Leadership Development in a Wired Age: Navigation Terrain Features
Outdoor Leadership Development in a Wired Age: Interactive Course Area Guides

Inspiring Young Leaders through Collaborative Recreation

Mary Darwin
Deb Gisvold
Mallory Rickbeil

St Cloud State University

Abstract

The purpose of this presentation was to discuss ways to motivate young leaders. The presenters talked about two successful programs offered through St. Cloud State University Campus Recreation and how these programs develop leaders. The presenters also briefly discussed reasons to offer youth programming and competencies shared by good leaders.

Introduction

Today's youth need more inspiration to be leaders now more than ever. The earlier they acquire leadership skills, the easier it will be for them to succeed in life and accomplish their goals. Our presentation discussed developing important leadership skills in youth through the examination of two successful collaborative youth programs sponsored by Campus Recreation at St. Cloud State University. Instead of depending on others for approval, the programmers focused on self worth and the things we value. The participants were also be given important tools for developing leadership skills.

Leadership Development

Leaders are made not born. This notion debunks the idea that the skills and competencies are innate. At St. Cloud State University, we have developed programming that aids in the development of our future leaders and aligns itself with the mission and goals of our department and university.

The reasons for offering these programs are four-fold. The first of these is to be held socially responsible for our programming by providing positive experiences for the future leaders and members of our society. Secondly, through community involvement, we actively market the university to the community and a niche market. A third reason to program for youth relates directly to the practical experiences gained by our student population as they work with youth, enhance leadership skills of their own and network with other professionals in the field. Finally, the program generates enough revenue to be self-sustaining.

Multitudes of literature discuss skill acquisition and competency building among leaders. Our programs concentrate on, but are not limited to, the following five core competencies, communication, teamwork, personal identity, professionalism, and project management. The Girls in Motion and the Husky Youth Climbing Club are two of the

pilot programs offered through our campus recreation department that addresses the development of these competencies.

Girls in Motion

The Girls in Motion program was started in the fall of 2005. The program is aimed at encouraging self-confidence and providing leadership skills for young females ages 11-14. Each program consists of three Saturday sessions lasting three hours each. During their time with us, the girls are given the opportunity to participate in various activities they may not otherwise have the chance to do. These activities are performed in a non-threatening and supportive environment to promote participation.

The balanced environment of Girls in Motion is designed to teach young girls to be strong and confident by making healthy choices throughout life. The girls are exposed to such activities as team building games, rock climbing, kayaking, arts and crafts, as well as various other games that promote positive self-esteem and a positive self-image. All of these activities motivate the young participants to become leaders through building communication skills, promoting acceptance to adversity and developing their decision-making skills.

The program is unique and definitely needed since there is a shortage of positive programs that are designed for females only. The St. Cloud community is beginning to realize the importance of this program and with their support the program will be able to evolve and possibly offer more activities and opportunities to future participants.

Husky Youth Climbing Club

Husky Youth Climbing Club has been an integral part of the St. Cloud State University Outdoor Endeavors since it's inception in the spring of 2005. It is the mission of Husky Youth Climbing Club to inspire teamwork, effective communication, perseverance, personal- wellness, and character building that enhances self-esteem. The Husky Youth Climbing Club uses activities and instruction in areas such as balance and movement on rock, bouldering, top-rope climbing, mock lead climbing, and belaying to youth ages 8-14. Though mainly technical skills are the subjects of class lessons, youth involved with the Husky Youth Climbing Club develop leadership competencies through the skills that are inherent to rock climbing. Specifically, the Husky Youth Climbing Club works to develop effective communication, increased teamwork and professionalism, as well as a greater sense of one's personal identity.

Some activities used by the Husky Youth Climbing Club that promote leadership development include bouldering games such as add-on, elimination, tag, twister, and create-your-own boulder problem. Furthermore, these activities along with facilitated goal- setting and peer leadership opportunities have distinguished the Husky Youth Climbing Club from the other youth programs offered in the area.

In the past year and a half we have seen an increasing demand for the Husky Youth Climbing Club, so much so that in the fall of 2006 the program was expanded to include three sessions for different age groups, as well as a summer camp that will be offered in the summer of 2007. Husky Youth Climbing Club will continue to be a successful

program of the Outdoor Endeavors organization and a valuable opportunity for the youth of Central Minnesota.

Conclusion

In conclusion, this presentation gave an overview of ways to motivate young leaders through discussing two successful programs currently offered at St. Cloud State University. The presenters talked about the activities offered at each program and how they motivate the young participants to become leaders. The presenters also discussed different leadership styles as well as leadership competencies desired in good leaders.

References

Brockman, M. S., Hoffman Tepper, K., & MacNeil, C. (2002). *Leadership.* Retrived January 19, 2007 from http://cals-cf.calsnet.arizona.edu/fcs/index.cfm.

Research Roundtable: Charting the Future of Research in Outdoor leadership

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California Polytechnic San Luis Obispo

Bruce Martin, Ph.D.
Ohio University

Introduction

This interactive research roundtable discussed current and future trends in research in the outdoor industry. Small groups discussed issues related to research and contributed to the development of a preliminary research agenda for the WEA.

Keywords: Research roundtable, outdoor leadership, research agenda

During the 2007 National Conference on Outdoor Leadership in Estes Park, CO, conference attendees had the opportunity to participate in a research roundtable aimed at shaping a research agenda for the WEA. The session resulted in a number of ideas for future research and affirmed the need for the continuance of ongoing research in the field. . The session opened with an introduction of the session and getting to know the audience. The research committee charges were presented and then groups worked together to brainstorm the research agenda. Once information from the small groups was shared, the large group was able to set priorities and talk about ways to nurture future research.

A list of the current research that exists was listed to give audience members a common understanding of what is already out there. The following list was brainstormed during the session:

Competencies
Decision making
Group dynamics
Facilitation
Self-development, concept….
Emotional intelligence
Leadership styles (transformational)
Motivation
Benefits for students
Judgment
Re-entry of students after a course
Leadership traits
Leaders personal challenges
Environmental knowledge (attitudes, believes)

Gender issues
Body image
Diversity in leadership
Facilitation styles
Learning transfer

A list of needed research was then brainstormed and several ideas emerged. Some ideas were given higher priority than others by participants in the discussion. Ideas listed below **in bold** were considered high priority and strongly encouraged and supported by the audience members. These high priority topics included: curriculum issues, judgment, analysis of accident and risk management data that is already collected, and a meta-analysis. The following is a list of possible research ideas for the WEA:

Wilderness Eating Association – look at health issues related to courses (cooking, nutrition, eating habits)
Regional environmental impacts on course outcomes – does terrain and environment affect course outcomes?
Longitudinal impact study (5 years later what are they doing? Leadership? Global impacts? Skills? Durability?)
Solo experiences versus not having a solo
Best practices of adaptability of the curriculum
Open enrollment versus closed course – how does that affect the impact of the course
Certification versus field time
Impact on students of various courses
Diversity issues
Sequencing with facilitation – order of when things are done on a National Standard Program
Co-leadership dynamics
Observational studies of instruction
Environmental ethics in relationship to 18 point curriculum
Personal relationships and the career of outdoor education (how do they affect each other?)
Outdoor community – who is part of this? Professional practice?
Judgment (development of judgment, risk management, incidents, age)
Accuracy and effectiveness with evaluation at WEA (training of leaders? leadership competencies?)
Retention rate and burnout rates
Experience during a course
Effectiveness of WEA in the college curriculum
Meta-analysis
Assessment system (rubric, looking at past qualitative data)
Competencies
Comparison of different course links or types of courses)
Participation reflection
Accident and risk management data that is already collected

A list was also created outlining ideas for coordinating and supporting research within WEA. Following is this list:

Find graduate students and encourage WEA research
Post it on a web page so everyone can see the research ideas
Provide incentives, promote the research with their name
Send a list of the research agenda to affiliates, colleges, students
Use social community to push research agenda (allow graduate students on courses, collaborate)
Email/contact follow through to enable social support groups
Money – clearinghouse for call for proposals for grants
Theme for a given journal in a year or so – call for articles on a subject, so that people can work ahead to get research for that area

Overall, the conference session was productive. A preliminary research agenda has been established. Ideas for supporting and coordinating research within the WEA community have been developed. The next step in this process is implementation of these ideas. This will be a task that the WEA Research Committee will attempt to undertake in the coming years.

Outdoor Leadership Development in a Wired Age: Interactive Course Area Guides (ICAGs)

Ricky Haro
Josh Walker
Andy Ballard, M.S.

Rare Earth Adventures

Abstract

This session was a workshop that built on information provided in the session entitled *Outdoor Leadership Development in a Wired Age: Effective Training Applications that Keep Pace with Technology*. The primary focus of this presentation was within "Point 17" (trip planning) of the WEA Curriculum. Presenters and participants examined the use of navigation tools, multi-media and mapping software programs to develop the ICAG. Participants were given an opportunity to discuss issues relative to ICAGs and were provided with an actual case study from a recent WEA Steward Course where these trip planning techniques were applied. Afterwards, participants used the tools in fully hands-on application of mapping the entire conference site.

Presentation Description

Trip planning can be an extremely serious topic of discussion amongst backcountry professionals. Some professionals view extensive trip planning as a practice that can lessen the "adventurous feel" of trips and courses. Other outdoor professionals view extensive trip planning as a means to develop thorough site management strategies and instructional frameworks that allow learners to progress through objectives smoothly and safely. Although both views can be more or less correct, professionals should recognize the obvious benefits of effective trip planning as a means to progress the student or client through the learning process.

Have you ever been the leader responsible for a trip and had no clue where to start planning? Have you ever felt as if you are "re-creating the wheel" by planning for trips that are conducted annually? Have you ever been handed a "complete trip package" from a party that has conducted a course in the area, only to find out that the two measly pieces of paper and a 1:100,000 scale map mean absolutely nothing to you? If you have answered "yes" to any one of these questions, then the ICAG may be a solution for you.

ICAGs allow the backcountry professional to archive pre-trip, on-trip and post-trip data into interactive media. The ICAG can then be distributed to users (WEA Instructors, Affiliates, junior trip leaders etc.) who wish to conduct trips in the area or utilize the information for recreational purposes. ICAG allows the user to gain seasonal and almost real-time data for a particular area or route prior to leaving for their trip. This presentation involved the following:

Components of ICAG
Tools needed for ICAG production:
GPS
Compass
Various maps and charts
Camera 3+ mega-pixels
Laptop and Software Requirements
Implementation of pre-trip surveys:
Hazard and Resource Assessment
Framework documentation for moving through dynamic portions of route or activity.
Framework documentation for Instructional Objectives.
Utilization of ICAG Tools
On-trip documentation:
Documentation of student physical abilities and limitations while on route.
Modifications to pre-trip framework design.
Utilization of ICAG Tools
Post-Trip Data
Processing pre-trip, on-trip, post-trip data into ICAG.
Pre-Trip Checklist for next user.
Critical information needed when providing maps or charts.
Photo Processing.
Development of GPS/Photo time synchronized products.
Developing the ICAG product:
Use of PowerPoint
Use of Media Mapper
Use of Geo-spatial products

The Woodcraft Archetype of Nature Interaction

Paul Van Horn
Northland College

Abstract

This workshop offered a philosophical and experiential exploration into the benefits of incorporating traditional or "primitive") wilderness living skills in a course. The Woodcraft Archetype of outdoor education makes use of traditional skills such as friction fire making, harvesting wild edibles, and crafting to give students the chance to slow down and focus on their personal relationship with the environment by learning how to live *in* that environment with traditional tools and skills.

Introduction

Woodcraft refers to skills that have historical roots in the indigenous, pioneer, and wilderness work cultures of North America. These skills make use of simple, durable gear and natural resources such as wood and stone to create the necessities (and luxuries) of life. Hide tanning, flint knapping, pottery and basket making, traditional shelters, knife, axe, and saw use all find a home within the term woodcraft. Woodcraft skills offer a number of benefits for outdoor programs, offering new options for existing programs, as well as the material basis and context for a stand-alone program.

The Benefits of Using Woodcraft Skills in Outdoor Education Programs

New Options for Outdoor Programming

All educators appreciate having more "tools in the toolbox", and woodcraft skills easily lend themselves to existing or new programming. Something as simple as wooden spoon carving can be initiated on a camping trip. The level of challenge can be raised by adding things like wooden bowls, open fire cooking, and foraging to the curriculum.

Low Cost

With its reliance on simple, often improvised or self-made equipment, woodcraft provides an affordable alternative to more gear-intensive forms of outdoor recreation. Table 1 shows a comparison of the costs of backpacking equipment typically used for a modern gear trip, and a woodcraft-style trip, and some economic figures from the United States Census:

Table 1. Typical Cost of Modern Backpacking Gear

1. Kelty Long-Trail Pack	$50.00
2. REI Polar Pod Sleeping Bag	$69.00
3. Blue foam sleeping pad	$10.00
4. Eureka Zeus Tent	$149.00
5. Coleman Exponent Stove	$54.95
6. Evernew Cookset	$45.95
7. 2 Nalgene bottles	$11.50
Total:	$390.40

(REI Website, 2/3/03)

This gear is considered to be "essential" if one is to go camping today, but consider this: the federal poverty rate for a family of three is $11,483.00 (U.S. Census). The above gear would cost 3.5% of this income. Since people in this income bracket typically spend most of their income for necessities, can they afford to go camping? (By comparison, $390.40 is only 9/10 of 1% for the median Colorado income of $47,203.) Now imagine an adventure education program somewhere in New Mexico. According to the 2000 U.S. census, 18.4% of the state lives below this official poverty level (quickfacts.census.gov). Many of the kids on a trip in this state might never be able to afford a high-tech backpacking trip on their own. But there is an alternative: The same backpacking trip could be accomplished with this gear:

Table 2. Typical Cost of Traditional Backpacking Gear

1. Army Surplus blanket	$20.00
2. 50 ft. Cord	$3.50
3. Army Poncho	$20.00
4. Billy cans (#10 coffee cans)	$0.00
5. Gatorade purchased en route (H2O bottles)	$4.00
Total:	$43.50

The cost for this equipment represents only 4/10 of 1% of the poverty level income, and the students gain all the benefits of the high-tech trip, plus the knowledge and skill afforded by woodcraft techniques!

Adventure Close to Home

Woodcraft also offers a world of excitement and learning close to home. Gear can be made in the living room and challenging woodcraft-style expeditions undertaken in local wild areas. Woodcraft offers the key to new levels of learning that would challenge most people's perception of seemingly familiar places.

A Strong Emphasis on Skill and Care: The Crafting Emphasis

The practice of woodcraft elevates one's skills to new levels. In most modern literature, the ability to make fire, shelter, procure water and food, and craft tools from resources found in the wild now fall under the title of "survival" skills. Modern equipment eliminates so much of the skill inherent in living outdoors that the loss of such gear (for many people) actually *does* constitute a life-threatening emergency. One such skill that is vital to survival is shelter craft. Principles of heat loss and production, insulation, and the characteristics of different shelter types and materials must all be understood in order to build an effective shelter. All of the basic skills of woodcraft offer greater safety in the backcountry and open pathways to other knowledge.

Two of the foundational figures in the history of adventure education, Kurt Hahn, and Robert Baden-Powell placed a strong emphasis on crafting in their respective programs. Hahn listed the "decline of skill and care" as one of his six points of concern, and of course, the crafting emphasis of Baden-Powell's Boy Scouts is legendary. Each of them saw the value in asking students to learn how to make useful items with their own hands. Making cordage from natural materials demands knowledge of the characteristics of individual plants and fibers, seasonal changes in materials, and many other strands of knowledge. The construction of the cord also requires fine coordination, perseverance, and other important personal characteristics.

Nature as Home

Woodcraft can be a highly effective means of connecting a camper to their immediate environment. Living outdoors with simple gear, starting fires, crafting implements, and gathering food offers a chance to *immerse* oneself in the environment. Whereas modern gear allows the camper to set up camp virtually anywhere, with little regard for such variables as sun exposure, wind, or insects, the traditional camper must exercise more care if a comfortable camp is to be achieved. While some might see these careful preparations as a bother, the traditional camper sees an opportunity to hone skills, improve knowledge, and create a camp that is a source of pride. The very act of camping serves to integrate the senses with the local environment, and bring one into harmony with nature, and her demands.

Camping in this style also brings an acute awareness of the impact of one's actions. The modern camper, cooking their dinner on a gas stove, has little notion of what sort of impact they are creating beyond their campsite. Purchasing a stove and cooking freeze-dried meals creates a fictitious sense of "leaving no trace", as it is difficult to see, true impact of cooking dinner. The exploration, drilling, transport, refining, and packaging of the stove fuel inflict a tremendous impact on the earth. In this situation, the traditional camper has far greater control over their impact, and can make choices that will minimize that impact, even making it *positive* by wetting and scattering the plant-nourishing ashes. Knowing that the fire must be completely dismantled, the camper is very careful to select a site that will not scar extensively, burn small, easy-burning wood, and use the fire only for necessities. The wood fire is an age-old energy exchange that returns nutrients to the earth, and clears the way for new life to grow on the forest floor. The understanding gained by this ability to manage impact fosters a sense of caring:

"Incorporating Stone Age skills into our daily lives provides an opportunity to be an example of a conscious and workable environmental philosophy. We become very conscious of the precious resources growing all around us, and we suddenly have a vested interest in keeping them in good condition. *That* field has our dinner, *that* hillside our clothing, *that* gully our tools! This is bioregionalism at its best. We become part and parcel of our environmental community." (Blankenship, 1996, p. 11)

Meeting the Goals of Adventure and Environmental Education

A variety of adventure education goals can be admirably met on a woodcraft expedition, while at the same time bringing participants closer to their environment by virtue of the simple gear, and resource-dependent techniques used.
In the realm of adventure education, Priest (1990, p. 114) discusses two primary relationships:"interpersonal and intrapersonal. Interpersonal relationships refer to how people get along in a group (two or more people). These include communication, cooperation, trust, conflict resolution, problem solving, leadership, influence, etc. Intrapersonal relationships refer to how an individual gets along with self. These include self-concept, spirituality, confidence, self-efficacy, etc."

Woodcraft brings students to new levels of cooperation due to its labor-intensive nature -gathering food, firewood and crafting materials, processing food, cooking, and maintaining the fire all build a strong sense of community. Problem-solving skills are also enhanced as students learn unfamiliar skills, and use new tools, such as knives and axes to accomplish daily tasks. Used in an existing program format, traditional skills add an entirely new level of communal adventure and challenge.

Woodcraft skills also offer a tremendous opportunity to bring people of different cultures together. Regardless of our cultural background, we *all* share common living skills. Fire making, shelter building, food gathering and tool making are skills all humans share from some point in their past. String games such as cat's cradle and witch's broom, familiar to many American children, offer a good example of this. Witch's broom, for instance is known, around the world by other names: Fish spear, teepee, and hogan. String games performed anywhere in the world become a bridge between cultures, eliciting common smiles in spite of language or other barriers. String games and the other skills that make up the backbone of woodcraft represent some of the most common heritage of all humanity.

In terms of the *intrapersonal* goals of adventure education, the sense of empowerment and self-efficacy that woodcraft offers is nothing short of life changing. Writing on a post-course evaluation, a physician who took part in a 7-day outdoor survival course in Utah said "At the end of the course I had a tremendous sense of accomplishment, an almost 'I can do anything' type of feeling. Being able to start a fire, build a campsite, and have such a small amount of equipment to survive gave me a real 'back to roots' type of feeling" He goes on to say "the skills... are very necessary as far as putting you in touch with the earth and showing you what it can provide without the need of a wrapper or cashier. They also give you confidence in yourself as a survivor and provider." (Personal Communication, 2002).

According to Simon Priest, environmental education concerns itself with two primary relationships: "Ecosystemic and ekistic. Ecosystemic relationships refer to the

interdependence of living organisms in an ecological macroclimate. In other words, basic biological concepts like the web of life, the food chain, the energy pyramid, etc. Ekistic relationships refer to the key interactions between human society and the natural resources of an environment." (Priest 1990, p. 113)

Woodcraft offers pathways to both relationships. Living with the land in the simple manner of woodcraft, allows one to experience ecosystemic relationships in a very intimate, real way. Food chains become real when one catches a fish for dinner, and a wood fire provides a real example of stored solar energy. Being an identifiable part of the complex webs of life fosters a deep awareness of natural processes.

The *ekistic* relationship, or the relationship between human and nature also becomes very clearer. Using traditional woodcraft skills, every human need-warmth, food, water, clothing- can all be procured directly from nature. Such immediacy clarifies the human-nature relationship: We depend on nature, and everything we do to satisfy our needs has a direct impact on nature.

Immediacy of Feedback

The immediacy of feedback is part of what makes woodcraft technology appealing to youth at risk programs. Personal responsibility and a proactive attitude are two qualities such programs seek to foster in their students. Pulling into camp late, the tired, hungry students are faced with the choice of crawling into blankets, and going to bed hungry, or taking the time to construct debris beds and shelters, start a fire, and cook their food. In this situation, there's no easy out, as blankets alone will not ward off the cold, and the food they carry must be cooked to be edible. Lacking ready to eat energy bars, and down sleeping bags, they quickly realize that comfort can only be achieved through effort and teamwork. If they slack off, and they'll be cold and go hungry!

Honoring Heritage and Tradition

The importance of the heritage that woodcraft represents must not be overlooked. Contemporary woodcraft has roots stretching into the native cultures of this and other continents, the pioneers of North America, and a multitude of other cultures and sub-cultures here, and abroad. To summarily discard these traditions would be utter folly. Thousands of years of careful refinement in gear and technique resulted in tools and techniques that are well suited for assuring our comfort and safety in wild nature.

Woodcraft also offers important insight into the philosophies and life ways of those who have come before. Crafting a pair of moccasins, for example, illustrates the effort and skills that must be put into a deer hide to transform it into footwear. After making a pair of moccasins, a new appreciation for museum pieces becomes apparent. Every stitch, crease, and nuance of design comes into focus, and the true mastery of our ancestors becomes clear. Gazing at the beaded moccasin in the museum, we not only know *how* it was made, but we know how it *felt* to make it: We know the effort of the creation, the textures, smells and sight of the hide as it becomes leather, and the feel of the finished product on the foot. Aside from actually stepping back in time, this is as close as we might possibly come to experiencing the heritage of humanity.

Addressing Concerns About Woodcraft

Finally, the concerns of woodcraft's detractors must be addressed. What of those who agree with Harvey Manning's assertion in 1972 that "woodcraft is dead" (Manning, 1972, p. 20)? There are many in the outdoor field that would prefer to see woodcraft remain in books. They believe that modern gear and technique is the only appropriate system for interacting with our wild-lands. They believe that the practice of woodcraft creates unnecessary and unethical damage to our remaining natural areas. It is important to realize that those at the vanguard of change to modern techniques based their opinions on two things: Observations of heavily used areas and observations of woodcraft tools and techniques used irresponsibly. Certainly, in heavily used areas such as national parks, recreation areas and campgrounds, and sensitive ecosystems, woodcraft techniques must be modified, and in some cases suspended. Fires are the most obvious area of concern. In less-used areas, or where fuel wood is in great abundance, a well-managed cooking fire poses no problems. However where sheer numbers of campers or easily damaged ecosystems make such fires unacceptable, the woodcrafter may choose to use a small stove made of a tin can, or one of a few commercially-made woodstoves such as the Sierra Stove. These stoves can cook an entire meal using but a handful of twigs. When the meal is finished, the amount of charcoal generated is extremely low, and the ashes can be wet, and scattered. The impact of the heat source remains local, and the fuel can even be carried in the pack, if needed. Modification of traditional techniques and gear vastly increases the situations in which they can be acceptably used.

Poorly executed woodcraft skills have undeniably created a vast amount of undesirable impact. But the impact is more a result of improper application than of some inherent flaw in traditional equipment or techniques. Modern gear can be abused to even more devastating effect: If a group of hikers, clad in all the latest petrochemical gear, drives 1000 miles roundtrip to Moab, Utah for a few days of backpacking, cooks freeze-dried meals on gas stoves, and rock climbs using a carload of gear, can they really say they've "left no trace"? While their impact on the local environment may seem to be negligible, they've left a massive impact on the global environment by unwittingly enlisting a host of miners, oil workers, trains, oil rigs, tankers, manufacturing plants, gas stations, and other elements of the modern consumer-supply network. The point is simply that problems of environmental impact are not inherently rooted in traditional gear and techniques, but rather in the thoughtless actions of the camper, whether the year is 1950, or 2002. Poor technique is the culprit, and the answer is education and constant reflection on technique in order to assure a balanced view of what constitutes truly sustainable impact. Sometimes the responsible thing to do will be to cook on a gas stove. But sometimes the responsible thing will be to cook on a campfire. It all depends on the situation, and the judgment of the camper.

In closing, I must say this: Harvey Manning was wrong. Woodcraft is *not* dead. In backyards, wilderness, outdoor schools, and gatherings, woodcraft remains strong all over the country. Hundreds of new people each year discover a new way of walking and living in the woods. They discover an empowering system of skills that enables them to participate directly in their environment. Woodcraft is a vibrant, living thing that not only deserves greater use, but demands it. It's a good thing Mr. Manning

was wrong, because woodcraft offers the best hope of reuniting us with the planet, and restoring a belief that we do indeed belong *in* nature.

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Van Matre, S., & Weiler, B. (1983). *The Earth Speaks: An Acclimatization Journal.* Warrenville, IL: The Institute for Earth Education.

Appendix One: Woodcraft Resources

Beard, D. C. (1998). *The American Boy's Handy Book.*
Available used and in reprinted Editions. "Uncle Dan" Beard is revered as one of the fathers of American Scouting. He published many books aimed at crafting and woodsmanship.

Cook, D. (2005). *The Ax Book: The Lore and Science of the Woodcutter*. Chambersburg, PA: Alan C. Hood & Co., Inc.
The "bible" of axe and saw use. ISBN 0911469168

Kephardt, H. (1988). *Camping and Woodcraft.* Knoxville, TN: University of Tennessee Press.
recently reprinted version of the classic 1916 guides. ISBN: 0-87049-556-9

Kochanski, L. M. (1988). *Bushcraft: Outdoor Skills and Wilderness Survival.* Edmonton, AB, Canada: Lone Pine Publishing.
The best modern guide to woodcraft and woodland survival skills. ISBN 1-55105-122-2

Miller, W. H. (1925). *Camping Out.*
Warren Miller was the quintessential inventor, creating all sorts of interesting pieces of gear. An interesting read. Originally published in 1925 by D. Appleton and Company, New York. Available used.

Olsen, L. D. (1990). *Outdoor Survival Skills.* A classic "primitive" skills guide.
ISBN 1-55652-323-8

Richards, M. (1997). *Deerskins into Buckskins: How to Tan with Natural Materials*.
Treasure Chest Books, ISBN 0-9658672-0-x

Rutstrum, C. (2000). *New Way of the Wilderness.* Classic 1958 camping guide.
Minneapolis, MN: University of Minnesota Press. ISBN 0-8166-3683-4
Paradise Below Zero. Winter camping guide from 1968. Also reprinted.
ISBN 0-81663-682-6

Seton, E. T. (2007). *The Book of Woodcraft*. Classic guide to scouting for boys. New York: Skyhorse Publishing.
Seton was one of the driving forces behind scouting in the U.S. Available used.

Wescott, D. (2000). *Primitive Technology: A Book of Earthskills*: Layton, UT: Gibbs Smith Publisher.
This two-volume set contains a wealth of articles related to primitive skills and crafts. ISBN: 0879059117

Wescott, D. (2001). *Primitive Technology II: Ancestral Skills* Layton, UT: Gibbs Smith Publisher.
ISBN: 1586850989

Wescott, D. (2000). *Camping in the Old Style.* Layton, UT: Gibbs Smith Publisher.
A interesting look at woodcraft through the eyes of the founders, with insightful commentary on the value and applicability of woodcraft to the modern world.
ISBN: 0756756626

Developing Practical Indicators of Outdoor Leadership Competency

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Abstract

This session was designed as a collaborative workshop in which participants helped to identify and define practical indicators of outdoor leadership competency. This workshop was part of a larger ongoing endeavor to develop methods to assess outdoor leadership competency. The intended workshop audience included anyone interested in and/or working in the area of outdoor leadership development. The session resulted in the development of some initial ideas on ways to assess outdoor leadership development. Those results are reported in this paper.

Keywords: Outdoor Leadership Development, Core Competencies in Outdoor Leadership

This session was designed as a collaborative workshop in which participants helped to identify and define practical indicators of outdoor leadership competency. This workshop was part of a larger ongoing endeavor to develop methods to assess outdoor leadership competency. The eight core competencies presented are based on the work of Martin, Cashel, Wagstaff and Breuing (2006). See Figure 1 for a list of the eight core competencies in outdoor leadership. In order to identify and define practical indicators, the workshop participants were introduced to the sociological learning theory of Legitimate Peripheral Participation (Lave & Wenger, 1991). Individuals develop as outdoor leaders through a community of practice. In other words, to develop as a professional and obtain competencies, novice outdoor leaders apprentice and learn the art of outdoor leadership within the larger community of outdoor leadership. The larger community provides the context, operational language and all tools to become a professional in the field.

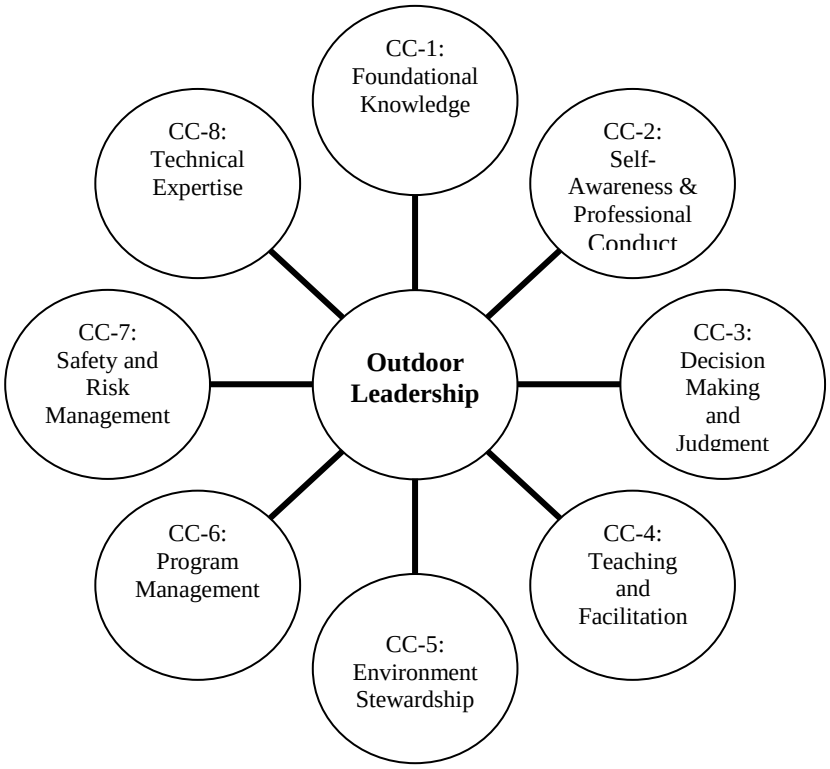

Figure 1. *Defining the Practice: Eight Core Competencies in Outdoor Leadership*

The goal is for the novices to be immersed in a learning process so they move from peripheral to full or expert participation in the community of practice (Figure 2).

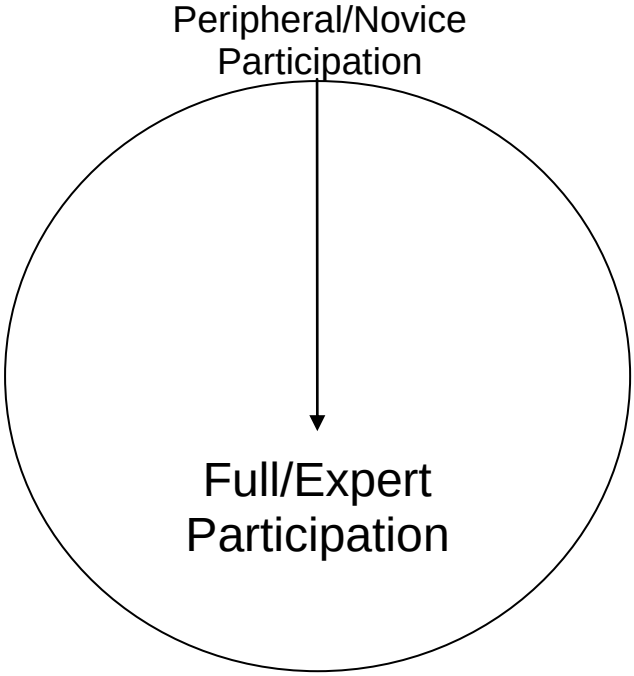

Figure 2. *Legitimate Peripheral Participation*

In the context of the eight core competencies, to move from peripheral to expert participation, the novice outdoor leader does so by mastering each of the eight core competencies (Figure 3).

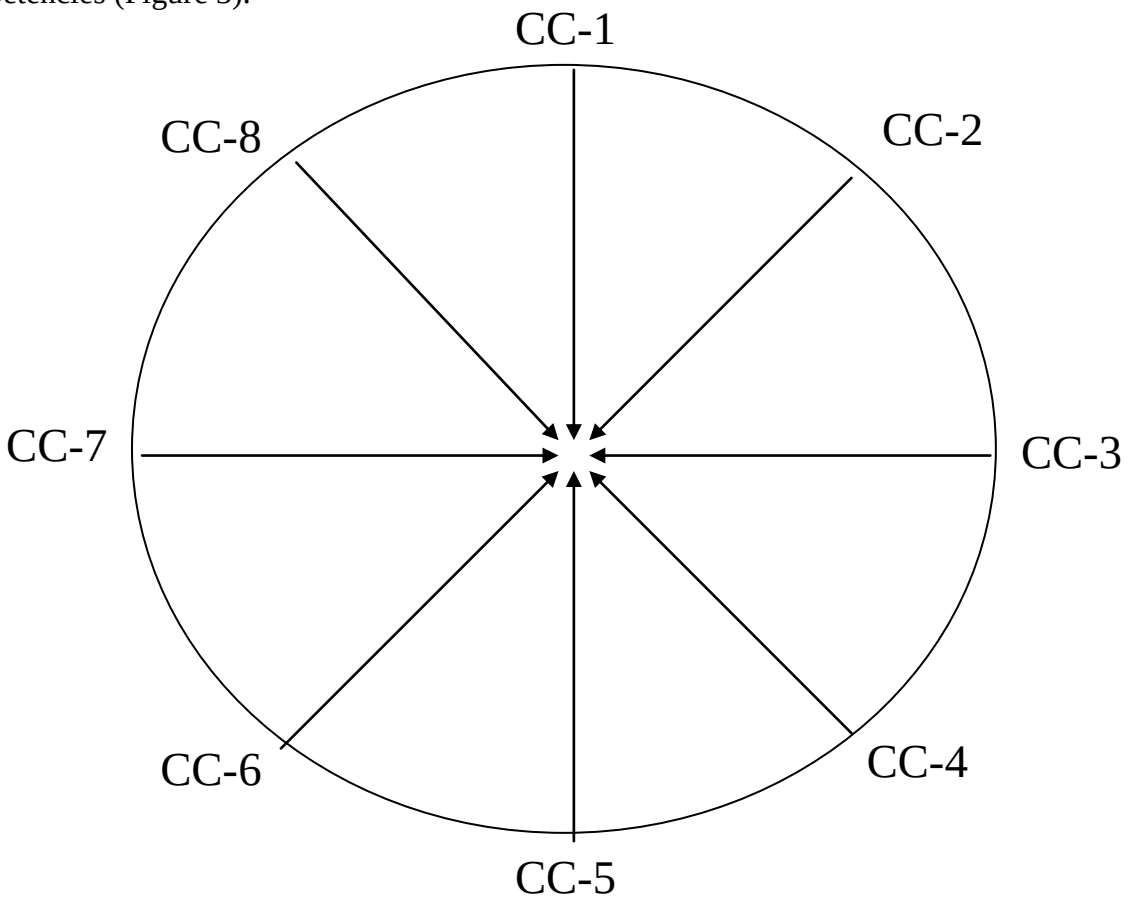

Figure 3. *From Peripheral to Full Participation in Outdoor Leadership*

After the initial introduction of concepts on which the workshop is based, the audience was divided into eight small groups based on years of experience in the field. Audience members self-selected into small groups based the core competency of most interest to them. Each small group was charged with the task of developing a list of practical indicators of outdoor leadership competency. The task was to select measurable indicators exemplifying the respective competency. Following are the results of the small groups' attempts to develop practical indicators of outdoor leadership competency:

Core Competency 1: Foundational Knowledge

Knowledge of field extends beyond personal experience
Knowledge of philosophy and history of the field
Interests – Learn – Skills – Helping others viewed as experts
Can support ideas with facts, experience and read
Ability of assessment
Performance

Saturation – ideas – repeat
Synthesis – take many – get few
Being able to name names – people in the field
Diagram of a funnel – wide range of experiences to engage in as they funnel to the center to community of practice.

Small group members: Chris Cashel, Michael Gassner, Jackson Wilson, Mick Daniel, Tammie Ramsey, Jennie Tindall, Mike Reynolds, Mike Goeglein

Core Competency 2: Self-Awareness & Professional Conduct

Acting Mindfully (from peripheral to expert)
Following program structure/outcomes (set by someone else)
Apprentice-type decision making (follow senior staff's lead)
Start being able to adapt plan as situation changes
More individual decision making
Let's group have too much responsibility too soon (pleasing the crowd)
Being attentive to changing group dynamics
Plan intentional activities ahead of time to match assessed needs and goals of the group
Adapting program in the moment to provide intentional activities

How We Impact Others
I observe the learning styles in each group and teach using each one
I am aware of my negative and positive energy and how it affects each group
If one way of teaching is not working, I will change the style (e.g., climbing through change route if you cannot get up
I attempt to change my actions to help the group

Knowing Your Own Abilities and Limitations
Not saying "It will be fine, we'll figure it out later, no problem…"
Can say "I don't know, I'll find out," and follow through.
Give up leadership to another
Ask for feedback from group
Humility
Consistency
Stop and think

Personal & Professional Ethics
Awareness and knowledge of rules, practices and norms
Practice/demonstrate rules, practices and norms
Judgment conscious decisions

Contributors: Jeff Strickland, Joe Dadey, Jennifer Hazelrigs, Dan Ives, Ryan Carlson, Cheryl Teeters, Mindy Walker, Josie Pitts, Jen Hopper

Core Competency 3: Judgment & Decision Making

Talk through decisions
Journaling
Continual self assessment
Realistic, spontaneous scenarios
Situational Awareness

Contributors: Kent Clement, Andy Ballard, Tomas Amelio, Alex Kosseff, Jeff Brown, Steve Raath, John Birmingham, Dave Bagwell, Jillian Summer

Core Competency 4: Teaching & Facilitation

Gardener's Multiple Intelligences
Students identify
Bloom's Taxonomy
Journaling
Lesson Plans/Debrief
Assessment (Self, Peer, and Instructor)
Behavior that demonstrates facilitated skills
Workable knowledge
Pedagogy
Mager's verbs

Contributors: Bruce Kime (Colorado Mountain College), Jay Hook (Missouri State), Theresa Morris (Cherry Creek High School), Marie Richards (CSU-Pueblo), Nathaniel Millard (CSU-Chico), Crystal Clusiau (Hollins University), Jacob Sciammas (Denver Parks & Recreation)

Core Competency 5: Environmental Stewardship

Environmental ethics
LNT/minimum impact as a cognitive measurement – being able to apply in a specific environment and the "why" behind it.
Is the student able to articulate the LNT or minimum impact principles? ('know')
Can the student apply the principles to the environment or site? ('do')
Are there obvious actions/behaviors that indicate adherence to the LNT/MI principles while on the course? ('do' & 'be')

Ecological Literacy
Can the student address and articulate the "Why?" when they make "exceptions to the rules"? ('know' & 'be')

Can the student identify and draw connections between local and global impacts? ('know')

Natural Resource Management
Can the student discuss the different missions and impacts of the major land management agencies? ('know')
Does the student abide by LNT principles even when/if there are lesser requirements by the land management agency? ('be')
Does the student make choices on gear and equipment and course area based on impacts on the environment? ('be') (I love Paul's interview with Ken Verdoia when he talks about using Moran Canyon vs. climbing the Grand because going to Moran Canyon does not get you any Las Vegas juice).

Contributors: Jane Anderson, Craig Cimmons, Jeff Tindall, Ben Lawhon

Core Competency 6: Program Management

Planning Skills
My Time Control Plans (TCP's) are accurate and on target.
I provide mechanisms to evaluate the quality of the experience.
I implement feedback, closing the feedback loop.
I communicate expectations to participants and listen to theirs.
I set realistic, specific, attainable, measurable yet challenging goals/objectives.
I institute appropriate procedures and operations: logistics, staffing, emergency protocols, permits, insurance, etc.

Contributors: Anne Smith, J. D. Tanner, Eli Fierer, Jim Lustig, Mary Darwin, Tim Kidd, and Bryan Anacterio.

Core Competency 7: Safety & Risk Management
Brief & Debrief
Community Contracts (FVC)
SOPs, Risk Management Plan, 72 hour plans
Waivers
Informed Consent
Standard of Care
Certifications
Actively/verbally addresses risk management issues

Contributors: Ann McCollum, Sean Hines, Mark Mullert, Josh Walker, Jeff Brink, John Frankel, Aza Wintersiek, Casey Andrews, Garth Tino.

Core Competency 8: Technical Expertise

Conducts routine equipment checks
Practices on one's own time
Proficient at systems management (e.g., pack packing)
Knows and adheres to industry standards
Seeks to further develop technical knowledge and skills (e.g., risk management awareness, explores literature, pursues certifications, engages in continuing education)
Assesses site conditions

Contributors: Kim Collins, Mike McGowan, Kelli McMahan, Brooke Moran, Ricky Haro, Deb Gisvold, Jeff Rose, Rob Heston

Conclusion & Discussion

Audience members reported that the task of developing practical indicators of outdoor leadership competency was a difficult one. Numerous indicators exist for each of the eight competencies. In particular, creating a hierarchy of measurable indicators that begin at the peripheral and move to expert proved very challenging. As a result, one outcome from the discussion was the creation of a benchmark system. Benchmarks could include a series of indicators and other attributes that more clearly define movement towards expert. The value and purpose of creating a model such as this would bring more clarity to the professional leadership development process. As a profession or community of practice, professionals acknowledge there is a process or path that a novice instructor must take to reach expert status. However, to formalize this process through the model explored in this presentation would strengthen the developmental approach needed to train professionals. For example, college students beginning their studies would have a useful map to navigate the community of practice. University professors and practitioners would possess a tool to guide the novice. The overall result will be a more conscious approach to outdoor leadership development.

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Stoked on Leadership

Dane Landrith
San Diego State University

Surf has been viewed in popular culture as a counter movement for rebel souls. This can also be said of rock climbing, backpacking, mountaineering, kayaking, and every other sport we have found the capacity to professionalize. In fact one of our founding fathers, Paul Petzoldt, was often viewed as a cowboy (read: rebel)--albeit one set on the professionalization of outdoor pursuits. The question of adventure in the surf is no question at all, but how do we apply the 18 points?

First is the need to develop a leadership training program, then establish wilderness context protocol for surfing, develop lessons for trip participants, and scout/establish relationships in areas ripe with surf and a wilderness setting. It seems like a daunting task for an organization on the brink of major changes. However, much of this work has been done during my work with Jim Lustig over the past 5 years; it will simply be a matter of pursuing the approval of the board.

As an organization we have yet to explore the possibilities of surf leadership; my feeling is that we have yet to obtain an affiliate with the qualifications, background, and interest to take the organization in this new direction. The wheels are already turning to put the WEA in a position to offer certifications in specific skills sets. In the coming months I will be working toward building a WEA curriculum to make surfing one of the offered skill sets.

This task will require support from other affiliates as well as the sanctioning of the board. I do not see this as a problem if the WEA is truly looking toward the future. Expanding our offerings, within the approved guidelines, will help the organization to grow. The avenue of surfing is yet to come into the sights of the outdoor recreation profession at large. As such the WEA could position itself to be a world leader in the professionalization of surf travel. This is the vision I hold for the organization, and I will attempt to bring the rest of the affiliates and members with me on this new journey.

Teaching Adventure Education: Theory and Best Practices

Bob Stremba
Fort Lewis College

Chris Mulcahy
Plymouth State University

In the past decade there has been a proliferation of undergraduate college and university programs in adventure education, outdoor education, and outdoor leadership. Field-based and technical skills courses in these programs are inherently experiential, but how can we bring these engaging methodologies into the college classroom, to experientially help students learn the "why" behind the "what," so that our graduates are informed critical thinkers rather than merely technicians who enjoy playing outside? This paper provides examples of two lessons that employ pedagogical skills outdoor educators can use in the classroom to teach the theoretical and conceptual foundations to aspiring adventure educators and outdoor leaders.

There are, perhaps, some obvious reasons why we should bring the engaging experiential teaching strategies used in the field into the classroom to prepare outdoor leaders. These strategies enhance learning. Many of our students are drawn to study adventure education or outdoor leadership because they have kinesthetic and interpersonal learning styles, and we can use teaching strategies in the classroom to match these students' learning styles. By modeling good teaching in the classroom as well as in the field, our students' tool-box of effective teaching strategies is enhanced.

A. Lesson Topic/Title: "**Experiential Learning, What is it?"**

B. Purpose of the Lesson: For students to build a strong understanding about the experiential learning model, which forms the foundation of Adventure Education. This lesson provides students with the necessary skills to prepare meaningful and educationally sound experiences for their students.

C. Learning Objectives: As a result of this lesson students will be able to…

1. dentify the key elements that make an experience educational.
2. Participate in a dynamic activity providing examples of both experiential and traditional teaching styles.

3 Design and conduct an adventure activity incorporating on the four components of Kolb's Experiential Learning Cycle.

D. Logistics

1. Duration of lesson: 30-40 minutes
2. Materials needed:
    a. Open setting, free from potential hazards

b. Copy or PowerPoint slide of Kolb's Experiential Learning Cycle
c. Printed instructions for the activity: Willow in the wind
d. (Optional) Multiple props for initiative games

3. Other preparation required of the instructor: The instructor should have a thorough understanding of Kolb's Experiential Learning Cycle, as well as the model's evolution beginning with Dewey and others. Although processing questions are available in the content section of the lesson, the instructor can prepare individualized questions to better tailor the lesson. A basic understanding of the 'Sunloft' exercise and Willow in the Winds is beneficial.
4. Preparation suggested of the student:
    a. Read pages 3-16 in Luckner, J.L., & Nadler, R.S. (1997) *Processing the Experience: Strategies to Enhance and Generalize Learning (2nd edition).* Dubuque, IA: Kendall-Hunt.
    b. Read pages 135-147 in Priest, S., & Gass, M. (1997) *Effective Leadership in Adventure Programming.* Champaign, IL: Human Kinetics.
    c. Write a 1-2 page paper describing a past experience you feel qualifies as experiential. How were the Principles of Experiential Learning (pg. 4 Luckner & Nader) utilized/not utilized in that situation?
    d. Write your reaction to Dewey's opening quotation (pg. 136 Priest & Gass). How do you interpret his statement concerning an educative vs. mis-educative experience? Apply this assertion to a situation in your own life that you feel was mis-educative.

E. Content and Methods:

1. Activity:

a. The instructor begins by asking for 8-9 volunteers. These students are the primary demonstration group; additional students should assist with spotting if needed.
b. The primary group of students forms a circle and decides who will be the first participant.

EXPERIENCE part of Kolb's learning cycle:

c. Circle 1: To begin the activity the instructor hands students written instructions explaining how to conduct the activity, Willow in the Wind. Nothing more is said. Following the written instructions, students will have a person lie on the floor, then raise person above their heads, then lower the person down to the floor on their back. Several will go through this lifting and lowering cycle. There is no check-in upon the activity's conclusion. Progress to the next circle.
d. Circle 2: Instructor provides students with a description of the Sunloft activity (Smith 2004).
e. Have students repeat the activity from circle, but this time the instructor is more involved as a facilitator during the activity, providing verbal instead of written instructions

f. After the Sunloft activity, the instructor asks students to do a free-write/journal exercise, responding to the following questions:
What was your experience like as a "loftee"? As a "lofter"?
What can this activity teach us about trust and support?
Where else can you experience these?

REFLECTION part of Kolb's learning cycle:

g. With the group in a circle, the instructor facilitates a discussion about the two circle activities. Begin the discussion with a question such as: "What were the differences in these two approaches?"
h. The instructor shares Kolb's Experiential Learning Model. In the discussion, refer to the reading assignments regarding the model's origins and evolution.
i. While showing the copy of the Experiential Learning Cycle the instructor reminds students about the difference in how the activities were conducted—the first one purely for the experience, the second for experience plus reflection.
j. After a brief explanation of each element of Kolb's learning cycle the instructor can check understanding by asking: How did this activity promote the "experience" component of the learning cycle? How did it promote the reflection, generalization, and application components of the learning cycle? "A physically engaging activity does not guarantee learning will take place. Without an emphasis on reflection the experience takes precedence. We are educators first, and we happen to use elements of adventure, or a sense of risk, as a teaching tool. The educational components are lost if we cannot process the experience and work with students, clients, or patients to make meaning full connections."

TRANSFERRENCE

k. Students can then take out their reaction papers.
l. Have students break-up into groups of 3-4 to discuss the experiences they wrote about in their papers. Allow time for each student to share why the experience was or was not educational.
m. Instructor rotates through the groups, assessing the level of understanding, and looking for anecdotes - which may be useful for the entire class to hear.
n. Invite groups to share stories, questions, and comments with the larger group to clear up any confusion.
o. Instructor then has students explain how, and at what point each of the experiential learning cycle components may have occurred.

<u>2. Reinforcement experience (optional):</u>

a. While in their groups, have students create an activity plan (written or verbal) which satisfies the four components of the Experiential Learning Model.
b. Students can conduct these activities with the larger group.
c. At the conclusion of each activity ask how the components were met?
d. Instructor can attempt to elicit suggestions to strengthen the exercise and build on the weaker components.

Note: Because most students may have a limited knowledge about lesson planning and processing models, the instructor is only interested in seeing the four basic components of the experiential learning cycle highlighted. An in-depth review of such aspects will be introduced at a later time.

F. Assessment of Learning: How are the objectives met?

1. Read the 1-2 page reaction papers students wrote in preparation for the activity. The instructor should check for a preliminary understanding of the concepts found in the reading. Look for an understanding of the relationship between reflection and learning.
2. A clearer picture of the students' comprehension is made possible by the types of responses generated by the questions following the activities. The instructor can check in by supplementing the reflective questions with some which clarify the students' responses.
3. While students are in small groups, the instructor can monitor the conversations for level of understanding. An adequate dissection of the students' experience is one in which the group can appropriately identify the features of the Experiential Learning Cycle housed within the experience they wrote about.
4. (Optional) Observe the student designed activities for shared emphasis of each of the four characteristics (Experience, Reflection, Generalization, and Transference) of the Experiential Learning Cycle. Imbalanced activities will emphasize the experience and marginally highlight the reflective process.

Note: This unevenness may not reflect a student's conceptual knowledge, but rather his/her inexperience with lesson planning and facilitation.

G. References:

Luckner, J.L., & Nadler, R.S. (1997) *Processing the Experience: Strategies to Enhance and Generalize Learning (2nd edition)*. Dubuque, IA: Kendall-Hunt.

Priest, S., & Gass, M. (1997) *Effective Leadership in Adventure Programming.* Champaign, IL: Human Kinetics.

Smith, T. E., & Quinn, W. J. (2004) *The Challenge of Native American Traditions*. Lake Geneva, WI: Raccoon Institute.

A. Lesson Topic/Title: "Growth at the Edge: Expanding Our Comfort Zones"

B. Purpose of the Lesson: **For students to experience the model of edgework and comfort zones, so that they can teach their clients/students to expand their comfort zones, utilizing outdoor pursuits such as climbing or whitewater paddling, or indoor pursuits that involve academic, social or emotional risk.**

C. Learning Objectives: As a result of this lesson students will be able to…

1. Cognitive and affective: Describe in writing an experience that expanded their comfort zones, identify their feelings during that experience, and correctly describe at least three components of edgework illustrated by that experience.
2. Psychomotor: Participate in a kinesthetic model of growth and change, and describe physiological, emotional, verbal, and behavioral responses while, literally, walking through the model.
3. Cognitive: Describe to other students and the instructor how to utilize an adventure pursuit to help others expand their comfort zones.

D. Lesson Logistics

1. Duration: 40-50 minutes
2. Materials or equipment needed:

a. Three pieces of rope or webbing for each student, so that three concentric circles can be formed.
b. Signs to place in the circles: "Comfort Zone" (in smallest inner circle), "Groan Zone" (in next outer circle), "Growth Zone" (in next outer circle), "Panic Zone" (in space beyond the third circle).

3. Other preparation (readings for students, risk management practices, etc.):
In preparation for this lesson students should:

a. Read pages 17-47 in: Luckner, J.L., & Nadler, R.S. (1997) *Processing the Experience: Strategies to Enhance and Generalize Learning (2nd edition).* Dubuque, IA: Kendall-Hunt.

b. Write a 1-2 page paper describing a situation that brought you to your "edge" as described in the above chapter. Describe your S-1 moments, S+1 moments, and the edge components that were occurring for you in this situation.
c. Bring to class an object that represents something within your comfort zone, and another object that represents something outside your comfort zone. Or, write a short description of each on two pieces of paper.

E. Lesson Content and Methods:

1. Introductory experience: Set induction / attention grabber

a. Have students take their two objects, one that represents something within their comfort zone, and the other that represents something outside their comfort zone. [Another option: two small pieces of paper. On one, write something that is familiar, comfortable, inside your comfort zone. On the other, write something that is outside your comfort zone.]
You can have students consider academic, intellectual, interpersonal and emotional areas that are inside and outside their comfort zones, to broaden the thinking about "adventure" beyond just physical risks.
b. Instructor demonstrates three concentric circles around her/him, outlined with rope. Then have each student form similar circles around themselves with their ropes. "Place the object or the paper on which you've written about something that is comfortable and familiar within the rope circle nearest to you. Place the object or piece of paper on which you've written about something

unfamiliar/uncomfortable within the next furthest rope circle." Offer students the opportunity to describe what their objects represent or what they have written on their papers.

2. Explanation:

a. Instructor now places large labels within his/her own rope circles: "Comfort Zone," "Groan Zone," "Growth Zone," and "Panic Zone" outside of third rope circle. Conduct a short discussion/demonstration about the following points:
Comfort zone: Predictable and familiar, it's the known area, it's safe and secure. It feels like home here.
Groan zone: Unfamiliar, unpredictable, uncomfortable, and unknown. We might feel insecure out here for a while.
Growth zone: New territory (outside this circle) -the unexplored aspects of our lives, where our future successes live (the area of new growth). As we spend more time in this territory, it becomes part of our tamed territory. This gives feelings of mastery, accomplishment and familiarity.
Panic zone: We want to stop short of the panic zone; no growth occurs here.
The size of each zone and how close it is to us varies with the client population. Provide an example or two from instructor's own life or experience with students who have expanded their comfort zones through outdoor (or indoor) adventure pursuits.

3. Edgework

a. Ask student to walk to the rope circle between their comfort zone and growth zone. "What is this edge? What does this rope between the zones represent?"
"Where you are now represents the edge between…
the known and the unknown,
the familiar and the unfamiliar,
the predictable and the unpredictable, and
the comfortable and the uncomfortable."

b. "What is your tendency as you get closer to the edge? *(To go back to the middle?).* This could explain return to old behavior. How difficult it is to make changes. What happens at the edge that helped pull you back to the comfort zone or propelled you into the groan or growth zone?"

c. "For the object or piece of paper outside your comfort zone, in the groan zone, what was (would be) going on for you at your edge, just before you step outside your comfort zone (S-1 moment)?"
S – 1: Pulled back into our comfort zone. What helped (or would help) you go beyond your edge into your growth zone (S+1 moment)?
S + 1: Breakthrough to new territory. How can we keep the success factors, so we can again venture into new territory beyond our comfort zones (S+1)?

d. What happens within us at the edge?
Return to the middle of the circle, inside the comfort zone, then walk toward the edge and ask the following questions, eliciting quick responses, or supplying the answers.

Body: "Will my physiology, my breathing, heart beating, and sweating be more frequent or less frequent, more intense or less intense?" *(more frequent and intense)*

Feelings: "As I walk toward the edge will my feelings be more or less intense?" *(more intense)* "What kind of feelings will I have?" *(anxiety, fear, confusion, etc.)*

Self talk and mental pictures: "Will my self talk be louder or softer as I approach the edge?" *(louder).* "What are some examples of what I may be telling myself at the edge?" *(I won't be able to do it, I'll fail and make a fool of myself, I can't, as everyone will be looking at me).* "What mental pictures might I be seeing?" *(past failures).*

Behavior: "Will my old patterns of behavior be more likely or less likely to act up as I approach the edge?" *(more likely).* "What are some examples of outdated or old patterns?" *(avoidance, anger outbursts, not asking for help, not sharing feelings, isolating).*

4. Discussion: "What do you think we can do (or help our clients do) at the edge to have a breakthrough from comfort zone to groan zone to growth zone?" Change one or two edge components. Breathing? (slow down, take a breath, relax). Feelings? (realize this too will pass, I can tolerate this, just stay with it, it will get less intense). Thoughts (self-talk)? *(I can do it, just take one step at a time, keep going).* Mental pictures? *(What would success look like? How would others see you?).* Support? *(ask for help, encouragement).* Patterns of behavior? *(take a new risk, just keep moving forward slowly, do something that is slightly different than normal behavior).*
5. Reinforcement experience (optional):

a. If you have access to a ropes course, take students to an element such as the Pamper Pole. Or, in a classroom, utilize a sturdy table on which to conduct a trust fall. Conduct a safety briefing before the activity.
b. "Here is an opportunity for you get to your edge, and to become aware of what's going on there. And to understand how to offer your clients the opportunity to expand their comfort zones."
c. Have a rope circle around ladder going up the Pamper Pole, similar to the rope circle students used earlier. [Another rope circle under the trapeze = growth zone] Ask each climber before leaving the ground, "Where do you think your edge is here? Stepping onto the ladder? The staples? The platform? Off the platform?"
d. As they are going up the pole, ask about body (heart racing, breathing?), feelings, self-talk, mental pictures. What would help? Change some of your edge components. Support from the group? What kind of support would you like?
e. After doing the activity, ask "What led to your breakthrough, or what happened when you returned to your comfort zone?"

6. Small groups: Application of the model to adventure

a. Form small pods of 2-4 students. "Take an adventure pursuit that is already within your own comfort zone. With your pod, discuss how you could use this

activity to take one of your students or clients, who is new to this pursuit, from their comfort zone, through their groan zone, and into a growth zone. How might you know they are moving beyond their 'edge' into another change zone? What would you say and do to make this activity a positive, growth experience for this person?"

b. Ask for examples, without redundant comments, regarding edgework.

7. Closure: "You have just experienced going from your comfort zone, through the groan zone and into a growth zone. What used to be outside your comfort zone may now be a little more attainable. But remember, this is not a blanket invitation to engage in risky behaviors that can be harmful. And what's inside and outside the comfort zone will be different for each individual. So, as an adventure educator you need to be aware of what's happening with your students—their body language, behaviors, and emotions—so you can responsibly invite them into their growth zone, but not take them into their panic zone; when we're scared we typically are not able to learn effectively."

F. Assessment of Learning: How are the objectives met?

1. Read the 1-2 page papers students wrote in response to the reading. Check that they have correcting identified S+1 moments (just after success), and S-1 moments (just before success). Examples of S+1 moments include feelings of competence, increased self-confidence, a breakthrough to success. Examples of S-1 moments include turning back to what is familiar, negative self-talk, and increased heart rate.
2. As students are participating in the experience of walking through their comfort, groan and growth zones, ask questions listed in the lesson, checking that responses are similar to those described in the lesson outline.
3. Check in on small group conversations about application of the model to an adventure experience. An example of a correct response could use as an example the ropes course Pamper Pole activity. The client is in their comfort zone on the ground before starting to climb the ladder to the platform 40 feet above. The ladder climb represents the groan-zone, with increasing hear rate and internal conversations. Climbing onto the platform puts the client, literally and metaphorically, at their edge. Internal conversations get louder ("I can't do this"), many people want to retreat and come back down the ladder (which represents an S-1 moment). Finally, jumping off the platform and attempting to touch the swinging bar, all the while safely belayed by others from below, is the breakthrough to success (S+1), the growth zone and resulting expansion of comfort zones.

G. References:

Luckner, J.L., & Nadler, R.S. (1997) ***Processing the Experience: Strategies to Enhance and Generalize Learning (2nd edition).*** **Dubuque, IA: Kendall-Hunt.**

Outdoor Leadership Development in a Wired Age: Navigation Terrain Features

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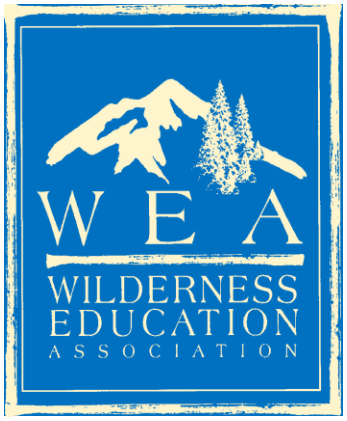
Abstract

This workshop session continued to build upon knowledge gained during the "*Outdoor Leadership Development in a Wired Age: Effective Training Applications that Keep Pace with Technology"* presentation. We examined how various software programs and interactive media can play a major role in the academic learning process. This presentation included an active demonstration (with audience members) on how technology can be integrated into traditional academic lessons. In addition, the presenters and participants discussed the use of e-learning modules to enhance the learning experience.

Presentation Description

Presenters utilized some instructional objectives that are taught to reinforce "Point 12" (safety and risk management) of the WEA curriculum. Presenters used the basic "Terrain Features" presentation module developed by Rare Earth Adventures to demonstrate how outdoor instructors can successfully integrate technology and effectively utilize their time in the academic arena. During this presentation, select audience members were provided the opportunity to interact with the newly developed e-learning assessment materials that establish the cognitive mindset for the academic presentation. After the main presentation, participants completed a prototype e-learning assessment module that reinforced information provided during the presentation. The presentation format consisted of a guided discussion in combination with Microsoft PowerPoint.

Based on audience reaction to the subject, it can be said that there is much room for growth in the learning modules for potential use by the WEA. One particular point considered was creating a database of e-learning modules that could be made available to affiliates. These, along with other dynamic media were seen as a way that the WEA could continue to offer educational support to the membership.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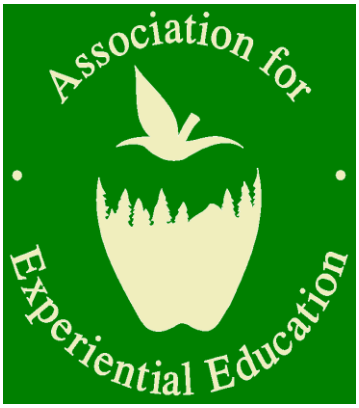
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