

Fall 1995

NEIU College of Education: The Ripple Effect- Fall 1995

Newsletter Staff

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Ripple Effect



TEACHERS OF EXPERIENTIAL AND ADVENTURE METHODOLOGY

THE VOICE OF T. E. A. M.

Fall 1995 • Number 9

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GRADUATE CLASS IN CHALLENGE EDUCATION

A three credit hour graduate course entitled "Integrating Challenge Education in the Curriculum" will be taught at Northeastern Illinois University during Spring semester 1996. The course will meet on Wednesday evenings from 7-10 p.m. in the Physical Education Complex.

The course will be sponsored by Chicago State University's graduate program in Physical Education. Students register the first night of class, January 3, 1996.

**For more information call
Dan Creely at (312) 794-2982.**

Dear Friends and Colleagues,

We hope you had a safe summer, energized your batteries, and are looking forward to the upcoming school year. We have included the 1995-96 workshop schedule in this newsletter.

The Ripple Effect continues to grow. It is encouraging to hear how this publication has been used to help start programs, and serve as a networking tool between fellow professionals. In fact, this issue is being mailed to Tui Fanene Peau, The 1994 Teacher of the Year, in Pago Pago, American Samoa, and to Will Maheia, an environmental educator in Belize.

The BIG NEWS for the Fall is the upcoming International Experiential Education Conference. T.E.A.M. has been actively involved for the last fifteen months in working on the planning committee, and providing an opportunity for educators in the Midwest to attend this dynamic conference.

The 23rd Annual International Conference of the Association for Experiential Education (A.E.E.) will be held at the Grand Geneva Resort, in Lake Geneva, Wisconsin. The dates are Thursday, November 9 thru Sunday, November, 12, 1995. Nearly 150 innovative, experiential-based workshops have been accepted on a wide variety of topics that will be useful to anyone involved in education. Twenty pre-conference workshops have been approved and will be offered starting on Tuesday, November 7. This will be a wonderful opportunity for traditional and experiential educators to attend this event. A full page write up on the inside of the newsletter provides all the details.

This past summer T.E.A.M. sponsored a week-long Rock Climbing Class for Educators and a Native American Studies Class. The two graduate courses were well received and the teachers gained valuable information for enhancing the curriculum in their schools. The most valuable lesson we learned from the Rapid River Thunder Clan lodge builders was how important it is to take time in all things. HEY VERN! MIIGWAEJ (THANK YOU).

What are you doing at your school, agency or organization? We know there are many excellent programs that stimulate students to become self-motivated learners - so let us know about it! One of our "full time" staff members will even write the article if you provide the information. One of the primary functions of T.E.A.M. is to serve as a networking and resource center, so allow us to share in your success and enthusiasm.

We hope to hear from you soon.

Off Belay,
The Newsletter Committee

Mail any information on your program to:

**T.E.A.M.
Physical Education Department
Northeastern Illinois University
5500 N. St. Louis Avenue
Chicago, Illinois 60625-4699
or call Dan Creely at (312) 794-2982.**

This wonderful conference comes to the Heartland this year - and what a conference it will be! With a theme of "Seeds for Change", over 150 workshops will be presented over the course of the four days.

Theme

As facilitators of growth, we are all planting the seeds for change in the minds and hearts of our learners and organizational systems. We may not know what kinds of seeds they are, nor when and where they will sprout and bear fruit. Yet we continue in our efforts with a positive spirit because of the seedlings we have seen grow in the past.

The many facets of experiential education, by their nature, foster constructive social and educational change. As facilitators, we too are engaged in the process of change. We seek to explore new horizons. We strive to share our ideas and develop more sophisticated techniques, without losing sight of our roots. The ripple effect from our own growth enables experiential education to become a more powerful, more available change force in the world.

The Setting

The site for this year's conference is the Grand Geneva Resort & Spa, a newly-remodeled facility set in the middle of 1300 acres of Wisconsin's rolling hills, with 355 spacious rooms, many of which overlook the lake on the property. A large, inviting lobby will serve as a central gathering place, and a cabaret room will be set up as a coffeehouse. There are three restaurants on site, and a meal plan will be available to our attendees. The Host Committee has enjoyed sampling their menus at our meetings there!

Five minutes away by car is the town of Lake Geneva, an old summer resort town with several restaurants, shopping, and a great fudge store. Local bus transportation will be provided to town as well as to our alternative housing sites, Covenant Harbor Bible Camp (just 2 miles from the resort) and Wesley Woods (about 9 miles away). Dormitory housing will be available at both sites, and some workshops will be held at Covenant Harbor.

Workshops and Speakers

Thursday afternoon will begin with Open Space '95 - an event which opens with a community assembly and process initiation, to be followed with two self-selected, participant-created workshops sessions. Three workshops slots will be available on both Friday and Saturday, with over 150 offerings for beginners, novices, advanced practitioners, teachers - and those who just want to have fun. On Saturday, particular attention has been paid to offering sessions for classroom/traditional teachers who want to begin or expand their knowledge of experiential education techniques.

Arun Gandhi, the grandson of Mahandas K. (Mahatma) Gandhi, will be the keynote speaker on Friday night. An international speaker on a variety of issues, he will address attendees on "Non-violence or Non-existence: Options for the 21st Century."

On Thursday night, each professional group of AEE has invited a speaker to give a brief overview of the key issues in their respective areas of work. Then Dr. Mark L. Harvey from Metropolitan State College of Denver will join us for an evening of rhythm and movement. Dr. Harvey relates rhythms and movements to total personal development and says, "To move is to be alive." Be prepared for an interactive, energetic session!

Saturday night will see the presentation of AEE's awards, and addresses by the awards recipients, to be followed by an evening of celebration - including an African-style drumming group!

Pre- and Post-Conferences

A large number of activities are available both before and after the conference. A full listing can be found in the conference brochure.

Other information

There will be a number of exhibitors present to display their wares and promote their services. For anyone who is interested in exhibiting, contact Al Tucker at (708) 748-4264.

If you are interested in supporting the conference by volunteering for the Service Crew, that's a great way to get involved and reduce your registration fees. For more information, contact Roman Emano at (312) 794-2767.

AEE members should have already received a registration brochure. To request a brochure, call the AEE office at (303) 440-8844 and press "1".

A marketplace and bookstore is also a featured part of the conference. This is the only place that books and other items can be sold at the conference. For more information contact Peg Christiansen at (608) 257-0684,

Advertising space is also available in the Conference Program. Marilyn Levin can be reached at (608) 783-1242 for more information. Marilyn is also in charge of promoting the conference, and can supply you with promotional materials if you can help out with this.

The location of this conference makes it well within easy reach of many of us the Heartland area. It's a great occasion call for a brochure, and plan to join us in November!

**For more information, contact
Dan Creely at (312) 794-2982 or
Chris Lupton at (608) 256-1546.**



TEACHERS OF EXPERIENTIAL AND ADVENTURE METHODOLOGY

FAILURE - WHAT'S THAT?

by Karl Rohnke

Failure - unsuccessfulness, nonsuccess, non-fulfillment, dead failure, abortion, miscarriage, labor in vain, no go, inefficacy, vain attempt, abortive attempt, slip 'twixt cup and lip, blunder, mistake, error, fault, omission, stumble, faux pas, botch, scrape, mess, fiasco, etc. - Roget's Thesaurus (The New American).

Situation - a group has been attempting an initiative problem for close to an hour. The time limit is up but their assigned goal has not been reached. The facilitator calls an end to the attempt; some relief, some grumbling.

Using the last few minutes of class time remaining, the facilitator asks this loaded question. "Was your attempt a success or failure?" Answers vary considerably - "Yeah, we failed to get everyone over the barrier in the time you gave us." "We worked together well and tried out a bunch of ideas; I think we succeeded." "I guess it depends on how you talk about success and failure."

This whole FAILURE thing bothers me. Failing can be a valuable experience, but as society would have it, failure has become a pejorative circumstance, an embarrassing, denigrated state of mind or status to be avoided at all costs. "Americans do not live well with failure; we have made a national fetish of success and victory." - Steven Muller.

You failed. If you fail, you're out. Only the weak fail.

Participation is often viewed as a bi-polar win/lose predicament - you either succeed or fail, there's no in between. Like Yoda's hubris loaded comment to Luke Skywalker, "Do or do not, there is no try." Of course there's a try; there need to be attempts, lots of them, on the way to a useful goal.

Ken Demas, Project Adventure trainer and middle school teacher at The Hommocks Schools in NY (Ken was a finalist for the middle school teacher of the year in 1994) refers to the requisite trial and error attempts as "failing forward" - perfect. Finally a positive and acceptable use of the word failure. Refer back to the assortment of synonyms and related failure words above. How would it feel to have one or more of those glowing comparisons tacked onto your attempt? "Stan's abortive effort was a botched, vain attempt, a veritable miscarriage of slip 'twixt cup and lip, but nice try anyway Stan."

Unfortunately, because of "grades", individuals in a student capacity have learned that failure needs to be avoided because of the applied consequences resulting from an "unsatisfactory" attempt. After being bombarded with grades of D and F for academic malfunctions, and because of physical downgrading to "senior" teams or intramural groups as the result of not having the "right stuff", it's easier and less painful to not try, then to get slammed with unrelenting success expectations and the specter of unacceptable consequences (lousy job, cheap car, no respect).

Why is it that school athletes are more apt not to try something new ("weird activities") than less physically gifted students? The performers have established themselves by doing something well; throwing a football, shooting baskets, etc. and don't want to take the chance of tarnishing that image by attempting an activity with which they are not familiar, even if that "new" activity is simply a game or involvement in an initiative problem. The response is typical, "I'm not getting involved in kid's stuff like that" or "That's stupid!", whereas the hidden rationale may be, "I'm not jeopardizing my polished image by taking a chance on trying something I've never done." Everyone wants to look good, or at least not look bad. Another negative response to the fear of failure.

Then why do entrepreneurs and philosophers emphasize the need to occasionally fail in order to reach a worthwhile goal? I suspect because lip service does not equate to reality, and because they already made it. Competent, intelligent people can handle the concept of failing-forward (optimistic trial and

error) in order to achieve a goal, but any kind of failure for people who don't have the luxury of "failing 'til it's fixed" is one failure too many.

Simply, if failure results in dire consequences (loss of occupation, injury, death) it is one failure too many. But for most of life's decisions there are numerous back up opportunities that encourage rather than inhibit trial and error (failure). A Go For It situation mentality, (NIKE ads notwithstanding) doesn't suggest taking a chance that might result in a disastrous predicament that's irreversible. CEO's who suggest, "Success is made up of failures, lots of them", have the right idea of equating chance taking with good fortune.

Forgetting someone's name is a common form of personal failure, a memory lapse not well received by the nameless individual who knows that you don't know. Even admitting that you forgot someone's name by asking the individual (showing that you care) is considered a social faux pas. So we continue to struggle through nameless social situations because even failing at facial nomenclature is not allowed, and admitting or exposing that social slip is even worse.

How to fail effectively needs to be taught. More situations of "programmed failure", within a supportive atmosphere, need to be encountered on a regular basis as part of the educational continuum. How many times have you seen and heard a group agonize over and discuss a problem until there's no time left to make an effective attempt? Why will a group, confronted with a problem, split into committees and discuss a theoretical situation to the bone? Fear of failure? Discussion precludes doing. There needs to be a balance.

Enough with the failure talk. (I have purposefully used the word failure above more frequently than necessary. I think the word needs to be seen and said more; a desensitization to the concept of failure including a bold emphasis on failing-forward.) How does all this failing-forward stuff apply to adventure curriculum applications or examples?

- Individual participation - a student helmets-up and ties into a belay rope in preparation for climbing the Pamper Pole. After a few abortive attempts, he/she falls short of the first staple. Did the climber fail?

- Initiative Problem - Time runs out before the problem has been solved, (completed). Did the group work together effectively? Was a functional level of trust established? Was the group successful?

- Debriefing (Processing, Reviewing) - did individuals offer comments spontaneously without fear of censure? Were people listening rather than planning what they were going to say? Was honesty tempered with compassion? Were the participants ready to take an emotional chance? Was this a successful debrief?

Are these rhetorical questions? Considering that you're there and I'm here - yes, but conceptualize the answers or take a chance and share the question.

In education, business and life, checkmated defeat is a significant downer, something to be avoided. Educationally, I believe, the opposite is true, but the concept of significant failure is fraught with negative emotion and doesn't come easily. Blundering in this context is not final and only represents a learning pause on the way toward success. Trial and Error represents the practice that makes perfect, whatever "perfect" means on the way to success. I was once astutely told, "...give me a product, not postponed perfection."

Fail forward, it's the only way to go.

**Karl Rohnke can be reached at
Project Adventure, P. O. Box 100,
Hamilton, MA. 01936,
Telephone Number (508) 468-7981.**

TRAVELING THE FOXFIRE TRAIL

by Clifford E. Knapp

After meeting face to face with Eliot Wigginton, originator of the Foxfire approach to teaching, and reading his autobiographical book *Sometimes a Shining Moment*, I decided to teach that way. I was motivated to use his methods in a graduate course "Integrating Community Resources into Curriculum and Instruction." Wigginton decided to enliven his high school class by sending his students into the community to interview people who had stories to tell. A magazine and ten volumes of Foxfire books followed from that humble beginning. His ideas fit my progressive philosophy of teaching and learning, so I decided to give it a try. My biggest concern, however, was "Could I pull this whole thing off?" I had taught a modified version the previous semester in another course, but my students gave me mixed reviews in their evaluations. Something must have gone wrong because I missed the boat with half of them. What would I do differently this time? How could I improve my approach and the student evaluations? These are only two from the long list of questions I began to ask myself as I prepared the course information sheet for another try at the Foxfire approach.

What was this method all about anyway? I planned to propose a cultural journalism project which would involve graduate students with people and places in their local communities. As a group, they were asked to decide what the final product was to be and the steps involved in producing it. I figured that my students, mostly seasoned teachers, probably would not have been taught this way before. Somehow they had to assume a sense of ownership by choosing what to do and how to do it. No longer were these decisions to come from me, as they had in the past. I wouldn't even dictate the content of their assignments nor how long each must be.

As a text, I chose Wigginton's *Sometimes a Shining Moment* because it had inspired me and contained the basic steps in his approach. In three parts, he described his struggles and triumphs as he experimented with high school students in Rabun Gap, Georgia; outlined some emerging educational principles he labeled "overarching truths"; and showed how these ideas applied in a traditional public school English course meeting for 55 minutes a day.

Before my first class session, I had more questions than answers, but mostly, could I pull this thing off? I knew that I wouldn't allow my questions and shaky confidence to scare me back into a traditional teacher-centered straight jacket. I just **knew** this approach would work. If we were to feel successful on the last day of class, we would all have to trust the process and each other and work awfully hard. Once more, I asked myself the same basic question, but this time, slightly reworded: Could WE pull this whole thing off?

We started the class by sharing positive and memorable moments from our past school experiences. Then we analyzed the characteristics of meaningful learning and tried to figure out why we remembered what we did. Along the way to building a comfortable learning community, we brainstormed some possible projects, settling on a teachers' handbook that would illustrate how ordinary people and

places could offer extraordinary learning opportunities for students at all grade levels. Now we had to determine how to achieve this notable goal.

We desperately needed some structure before writing the articles that would make up our final product. We discovered that we needed a written record of our good ideas and the areas of agreement so we could act on them later. Student volunteers emerged spontaneously to take notes and deliver them in polished and printed form the following week. We produced two sets of writing guidelines, and were ready to begin...if we knew what to write about.

One of the many things that I had prepared for the class was a transcribed and edited interview that I had with Eliot Wigginton. Since only one of the students had ever interviewed someone and then transcribed and edited the results, my tape and article proved useful as a model. We generated a list of core questions to ask in an interview, and dove in by interviewing one of the students in the class about his storytelling. We all conducted the interview, one student transcribed it, and others edited and rewrote it to a manageable length.

Next, someone offered to write an article about a place, and let all of us edit it. The climate of trust was clearly building and his offer provided the modeling that would help give others the courage to follow. We developed a strategy of round-robin editing, with the understanding that the author always had the right to accept or reject the suggestions. Each writer was the final decision-maker, but it soon became clear that the articles belonged to all of us. This was "our" project now. Without consciously planning to use cooperative learning techniques, we were working as a team and feeling that individual successes were also group successes.

When we looked ahead and discussed the actual production stage of the project, several students investigated and reported on what they found. Learning had become fun because the assignment resulted from their felt need. A sense of accomplishment permeated the weekly reports and planning. As we gained momentum, the anxiety and doubts eased in the students and in myself. The Foxfire approach was now more than a collection of words in a book or an idea from the mind of one teacher in Georgia. As the weeks passed, the students volunteered to read out loud from their personal journals. They spoke of their sometimes-shaky attempts to use what we were learning with their own students. Someone remarked, "This is one of the first courses I can apply in my classes immediately."

Each student wrote one article about a person and one about a place. They painstakingly transformed their experiences into words on paper and felt the joys of success as well as the drudgery of hard work. It all resulted in a tangible final product that we treasure:

Wow, I Never Thought of That: A Resource Guide for Learning Extraordinary Things from Ordinary People and Places.

Was this group of teachers atypical? Did these special people come together just by chance? Or did the Foxfire approach flourish in a carefully constructed learning climate designed to help us feel a sense of community? I do know that our chemistry worked. We took our vision and developed it into this three-dimensional product. Along the way, we gained knowledge about each other, group dynamics, interviewing, editing and writing, the rich resources of local people and places, and the Foxfire approach to teaching. Some even had the opportunity to apply these "way out" methods with their students - the ultimate aim of an education course. There is no doubt in my mind that we are all different as a result. We are better

teachers, learners, and human beings. We discovered that **we** could pull this whole thing off by risking, caring, trusting, believing in the process, and working awfully hard.

**Cliff Knapp is a Professor of Outdoor Education
at
Northern Illinois University, Box 299,
Oregon, IL 61061.**

Portions of this article originally appeared in "Putting Principles into Practice: Traveling the Foxfire Trail in Graduate School", published in the *Journal of Experiential Education*, August, 1992.

CHALLENGE IN THE CLASSROOM

by William B. Branch

While attending the Illinois Educational Leadership Conference in Springfield, during the summer of 1994, I was introduced to Dan Creely of Northeastern Illinois University, and to Challenge Education. I decided to try Challenge Education in my Public Safety Education class at Evanston Township High School in November 1994. Roman Emano, a student from Northeastern, was appointed to work with us. All of the sessions were held within the classroom or in another designated area of the school. No special equipment or tools were necessary - though balloons, bean bags, plastic cups, and string were all used at one time or another. The activities had names like "traffic jam", "minefield", "caterpillar walk", and "this is a what?" The initial four days (eight class periods) raised my consciousness about the value of Challenge Education in the current high school setting.

There are four particular areas I will share with you briefly: student involvement, enhanced self-esteem and confidence, getting to know the students, and learner outcomes.

As I observed my students (12th graders, all 17 or 18 years of age), I noticed something I had not seen before. Each student, at one time or another, became passionately involved in the activities and demonstrated that he or she really cared about the success or failure of the entire group. As I watched them work with each other, help or try to help each other, it became clear to me that each cared and wanted to succeed and wanted the class to succeed. They took control of their education. I was free to observe and encourage, Roman was free to facilitate. We did not give them answers or solutions. They took responsibility for their success and for their failure. The growth was evident.

In addition to seeing generally reluctant learners get involved, I also noticed in most of them a sense of confidence and enhanced self-esteem. Each recognized that he was competent, could do what was required when it was required (creative problem solving and critical thinking), and could contribute something worthwhile to the success of the group. They persevered, even coming back after the sessions had ended to try solutions. They also cheered each other on and applauded as they were successful. Most of the students were very reflective, thinking about what they had done and why, and articulating those reasons for the group. My hope is that these benefits would carry over to other classes and relationships. I know that it did happen for several of the students.

The activities, though somewhat abbreviated, also helped me to get to know the students. I could see their strengths and weaknesses; what frustrated them; who are the risk takers; who would prefer safety and security both in the classroom and in life; who are the leaders, who are the followers, etc. I could also identify the special "strokes" required to get the most and best from each student. I think I saw the best side of each student.

Another area of interest for me was the relationship between Challenge Education and learner outcomes. When we attempt to answer the questions about where we want students to go, what we want them to know and to be able to do, or what will be the nature of the final product, Challenge Education opens the door to another possible way of getting there. We want students to be effective communicators, collaborative workers, problem solvers and critical thinkers, self-directed learners, community contributors, and quality producers. This is all possible and encouraged through the Challenge Education program and activities. There is a place for these kinds of activities and for these outcomes to be addressed in every classroom-social studies, physical education, math, science, English, etc. No segment of the school or of the curriculum should feel that Challenge Education does not fit. It will enliven the curriculum and to a great extent liberate the teacher as the students take charge of their education and their lives.

Of course, this is a lot and much of it could use additional clarification and evaluation. I certainly will not recommend Challenge Education as THE remedy to our educational problems. It has helped me and my students. I must recommend Challenge Education as a method to help us move toward the lofty but necessary goals we have set. However, I must caution - it is a method which will require a change in the way we think about teaching and learning, and a change in the way we do school. Nevertheless, it is a method well worth trying and a change well worth making.

William B. Branch teaches history and social studies at Evanston Township High School, currently serving as department chairman. He was named Illinois Teacher of the Year in 1990. He can be reached at Evanston Township High School, Evanston, Illinois.

COOPERATION

by Bill Quinn

Last March, at AEE's heartland conference, I was given the task of presenting on cooperation. As I began to think about how I might approach this assignment, it struck me that a clear understanding of what cooperation is, of what it means to cooperate might be an appropriate place to begin.

Cooperation is a term most facilitators of experienced based education or training constantly tout. This concept is more often than not included as one of the goals of "challenge" programs, initiative tasks, and wilderness excursions. We use the idea of cooperation as a laudable educational goal and as a whole facet of learning itself. Do we not have whole books and courses titled cooperation this... or cooperation that...? Is there an educational movement in our country based on cooperative learning? Absolutely, yes there is.

So what does it mean to cooperate? What is this concept of cooperation and what meaning does it have in our lives?

To me cooperation is a willingness to put ones' own abilities, talents and contributions into concert with someone or something else. It also means to expose ones' weaknesses to another and to ask for assistance in order to grow. One thing I know for sure is that true cooperation requires trust and risk.

One of the conferees drew a metaphor between cooperation and the institution of marriage. He suggested that collaboration compared to dating as cooperation compared to marriage. Just as in marriage, the intensity and commitment involved in a commensurate cooperative agreement must be accepted and embraced. Collaboration is nice, it is commendable, but it doesn't carry the magnitude of risk, trust, intensity and commitment that cooperation does.

I have taken this metaphor of cooperation as marriage to other conclusions: If collaboration equals dating and cooperation equals marriage, then must not an end result of cooperation be transcendence, as the birth of a child must surely be?

Kahlil Gibran said that children live in the land of tomorrow, which we can never visit — not even in our dreams. Does not the results of a highly functioning cooperative effort also result in the creation of something which is beyond the singular existence of the contributing individuals and which lasts beyond an ephemeral existence? I believe it does. I believe every truly cooperative venture creates an existence beyond the present and greater than all contributors. As Stephen Covey pointed out, that within synergistic relationships, $1+1=3$ (and I would add $1+1=3$ plus ongoing existence).

With whom could I, may I, or do I cooperate best? My first instinctual response said kindred spirits, family members, those with whom I may more easily empathize. But on second thought I'm not so sure this is accurate.

Do I cooperate first with those more like myself because I empathize more easily with them, I understand more about them, and consequently, I don't fear them? Should the specter of initial risk determine future associations?

What are the characteristics of a healthy cooperative relationship, and what does it mean to cooperate with

someone else? I'm wondering about what individual responsibilities a person commits to when a decision is made to go beyond collaboration to cooperation. I believe one must be truthful and honest concerning one's own abilities and shortcomings, both accepting and being a benefactor. Individuals must be willing to place personal ego aside and accept the fact that others are able to contribute. A Blanchard training slogan reads, "none of us is as smart as all of us."

But the best cooperative arrangements go beyond merely putting a jigsaw puzzle of strengths and weaknesses together, of filling gaps in one another's performance. It comes to the point of praising the skills and accomplishments of others without a driving need for personal recognition. twenty years ago, Robert Persig said, "Any action that has self glorification as its final endpoint is bound to end in disaster." I think he believes in subordination of the self for the greater good of the whole.

What else is an individual in a cooperative arrangement responsible for? Reciprocity. All participants in a cooperative group give to one another. This is not required giving, but unselfish offering. People in cooperative relationships give freely because they want to give.

That giving varies. I might need to contribute ideas, energy, action, or leadership. I may also need to contribute by following well, by being patient or by keeping my mouth shut and watching others excel. I must actively search for appropriate and timely ways to add to the whole effort. I might need to offer assertiveness or humility.

I am also responsible to the group or to another individual to offer trust and trustworthiness, to proffer effort and support and to sacrifice for the good of the others. I must help others realize their potentials and put my own ego aside by practicing self-confrontation. A person must address issues of self in order to contribute to the whole.

I do not believe people should deny their individualism or neglect the power of individual effort and achievement. I mean to suggest that those contributions and accomplishments can be enhanced within the parameters of group effort. Again, a group becomes a team when individuals praise the skills of others, and where individuals are free from ego driven and selfish reasons to excel.

What are other characteristics of cooperative agreements? I think that there needs to be a sharing of goals, a reason to cooperate in the first place. When common goals are articulated, understood, agreed upon, and recognized as important, collaboration may be seen as the necessary ingredient for success. The more intense and meaningful the attainment of the goal becomes, and the more it is coupled with respect and caring, the more likely that true cooperation will occur.

Cooperation is a process, a relationship within which common goals are achieved. A consensual, trusting agreement protects the individuals involved, yet requires oneself and one's companions to personally excel.

**Bill Quinn teaches at
Northeastern Illinois University in the
Physical Education department.
He may be reached at (312) 794-2885.**

FEATURED PROGRAM - HENKING SCHOOL

Team Building Enhances a Third Grade Classroom While Improving Classroom Management by Bill Norberg & Beth Birsa

When we began team building with Beth's third grade class at Henking School in Glenview, Illinois, the class had a problem with group cooperation and teamwork. This challenge was coupled with a general lack of caring to reach group goals. We felt Project Adventure techniques could work on the students' general interpersonal relationships while increasing cooperation and social skills. We felt this would carry over into the classroom environment, improve classroom management. Some social skills the children needed to improve on were in reacting to teasing, name calling, and working out conflict in a healthy manner. We were convinced that working with Project Adventure improved the overall morale and those specific social skills.

After their first session, the students learned the "full value contract" or rules of T.E.A.M. (Together Everyone Achieves More or Teachers of Experiential Adventure Methodology). We immediately saw a difference in their student's overall behavior both in physical education and in the classroom. One example of this changed behavior was choosing new partners without hesitation. Another example was a general willingness to cooperate and follow the teachers' instructions.

Beth began to realize that she was learning strategies in classroom management. From the initial meeting she and Bill used the "language" of Project Adventure. Phrases such as "Are we doing our best?", "Are we working as a team?", and "Challenge by choice" were integrated into the classroom. Immediately these phrases put the children in the mind set of cooperation. The phrases alone reminded the children of goals to accomplish; personal or group.

The changed behavior we witnessed was one of a general willingness to work with ANYONE in the class, as opposed to before, where the children were quite finicky about who their partners were. Bill encouraged the children through low level initiatives and "ice breakers" to work with people they never would have chosen to be their partners. The children quickly became aware that some of the students that may be "best" in the classroom, were not necessarily the "best" in other areas, i.e. physical activities or debriefing types of thinking skills. This gave the kinesthetic learners in particular a chance to feel a sense of accomplishment with their peers.

Trust emerged from the teamwork or sequencing activities with Bill's encouragement. The children grew to trust each other, but more importantly, they began to trust themselves. They began to feel comfortable with other children, trusting that they could work and get along with others. They trusted their decision making within themselves, because they were not concerned about put-downs (part of the full value contract). There was a decline in teasing or patronizing of others' ideas. There was an increase of willingness to listen and accept others' ideas as valid. The students also trusted the teachers with their directions and instructions.

The children slowly understood that everything they ac-

complished in Project Adventure had a purpose, and a well thought out idea behind it. This carried over to the classroom because Beth more often explained activities with the language and purpose of team building as a focus. She also used the same debriefing techniques in her classroom discussions. She concentrated on self-assessment and discussion on how and why learning took place. The children became fluent in their debriefing and self-assessment in all subject areas.

In order to self-assess and check for understanding, we assigned a paragraph to be written on teamwork. This integrated with the third grade writing curriculum. What resulted were beautifully written and well thought out paragraphs pertaining to Team Building. The following examples of some phrases the children wrote for this assignment speak for themselves: "Teamwork means getting along." "A group of people who accept a challenge." "Teamwork always wins." "You try to do your challenge without being a saboteur." "You do your best." "For example: It would be like you need to make a peanut butter sandwich. If you didn't have the peanut butter, you wouldn't have a peanut butter sandwich...that's the same thing as teamwork." "Helping each other get things done and get it done right." "Teamwork is cooperating, talking, and listening." "They listen to the person who is talking and have group spirit." "They talk about how to do it correctly." "Teamwork is time."

Obviously, we were pleased and excited the children internalized the important concepts of Team building/Project Adventure. These concepts were focused on throughout the year, both in and out of the classroom.

We plan to continue Project Adventure next year, focusing on the needs of the new third grade. The emphasis will be on setting personal as well as group goals, teachers included!

**Beth Birsa and Bill Norberg may be reached at
Henking School, 2941 Linneman St., Glenview,
Illinois, 60025, (708) 998-5035.**

They will be happy to elaborate on concepts mentioned or answer any questions regarding the incorporation of Project Adventure/Team Building in any classroom.



TEACHERS OF EXPERIENTIAL AND ADVENTURE METHODOLOGY

Once upon a time ... each person's understanding of truth came from experience, reflection, and dialogue with others. "Teaching" meant sitting down and talking to students. Picture, for example, the garden strolls and small group dialogue with teachers in ancient Greece or China. The best teachers gave few answers; they simply raised important questions for students to ponder, and steered them towards significant experiences.

Then came written language. Great teachers were fearful. Socrates argued that the written work would lead to distribution of great amounts of untruth. He was the first to argue along the lines of "garbage in, garbage out." Narrow, opinionated propaganda, he feared, would be the downfall of humankind's search for truth. External authorities would be all about, and as the young began to have doubts of their own internal wisdom they would spend less time in introspection and experiences which would guide them to self-evident truths.

Others supported the written word, especially when they could package their versions of truth and claim authenticity as writers. Some would argue that the church profits greatly. Forgetting that Jesus, like Mohammed, like Confucius, taught in dialogue and did not write, the next generations wrote down their teachings, often with a few of their own interpretations or misunderstandings included. Everyone spent less time seeking internal wisdom.

When Guttenberg's printing press was developed, the major critic was the church. In arguments against the mass printing that paralleled those of Socrates about the written word, the Church expressed fears that there would be invalid and inappropriate truths spread about the populace. Consider the dangers of Christians being exposed to the "wisdom" and "truth" of Mohammed and Confucius - which was different from Christianity's version.

Paradoxically, in spite of criticism from the church, the first book printed on Guttenberg's press was the Holy Bible. Not long after, however, new interpretations, as from Martin Luther, appeared, and the "one church" did loose power and influence. By the 19th century, students could read the truth about all that is, as interpreted by a diversity of external experts and authorities. Each person could choose that version of "truth" that seemed most truthful - but confusion resulted from comparison shopping. Many arguments, and even wars, were fought over differences about which "truth" was "The Truth."

When the telephone appeared, there were warnings that it would mean an end of writing, as people could now spread their words on a wire - and could say whatever they wanted to say as "truth". The radio brought another wave of fear and criticism about who was to hold the key to truth, and so did television. More and more opinion and propaganda was now out there in the media, in Minnow's "vast wasteland." External authority abounds in the "mass media," and humankind was, perhaps, farther and farther from the internal truths as obtained from experiences, reflection, and dialogue with significant others.

As the 20th Century ends, it is the computer, Windows, the Internet, the Information Highway, and again there are critics: "Garbage in, garbage out." And people no longer dialogue face-to-face, but across the miles in a very impersonal interaction. Socrates fears have been confirmed beyond his wildest dreams.

We have become a nation of people dealing more with "things" than with each other, or with the search for truth. We are a nation of people who have more things, consume more things, and go more places in our four-wheeled things, than most others of the world. And yet, for all the production, collection, consumption, and movement we do not appear to be making much progress on the highway to inner peace, self-fulfillment, and awareness of the ultimate truths of the human experience.

Many, in fact, have taken a detour from that highway. They have either accepted different destinations or are wandering about on side roads trying to figure out how to get back to the only highway that really makes sense. A first step will be to put less value in some of our "things." For the route to self-satisfaction and understanding cannot be traveled with lots of baggage. One is reminded of Gibran's comment that to the extent one attaches oneself to objects there is a loss of self.

We have lost our way because we have let others define our needs, our goals, our personal truths, and the appropriate way of traveling the road of life. As I noted, there was a time when our knowledge, our wisdom, our awareness of needs, desires, values and priorities was the result of personal experience, introspection, reflection, and some face-to-face dialogue with a few others. We relied on our internal authority, our internal compasses, which were determined by common sense and experiential confirmation. Our maps for the journey of life were self-relevant and sensible to our own personal awareness and needs. There were those "self-evident" truths, and not so many "it is because somebody else said it is true" truths.

Is there hope for humankind's search for truth? Is anybody still searching? How does one sort it all out? Very soon, all the "wisdom" of all the ages, of all the authorities, will be available to all the people - right on the computer screen. All the wisdom, that is, except, that of Jesus, Mohammed, Confucius, the Zero Chiefs, Socrates, and others who did not write.

It will be overwhelming. It will result in information overload. But therein lies our salvation! Confronted with "truth" from so many sources, so often contradictory, and so often oppositional to what our common sense experience and introspection teaches us, we will, one by one, turn off those computers to end the confusion. But we will still seek the truth, and will still ask that question of what is "The Truth."

Perhaps even, as the 21st Century unfolds, more and more people will be seeking truth from experience, reflection and meaningful face-to-face dialogue with others. I'm ready for that now. Where are you Socrates?

THE TRACKING BOX

by Mark Zanoni

AWARENESS. What a concept. I often see it as having that strange, Zen-like quality of being both the most important skill I teach and practice, and yet not really a skill at all. It seems more like a way to life than what we typically think of as "wilderness skills". For example, here are some basic guidelines we teach in our classes for increasing awareness of the natural world:

- 1. Slow down • 2. Be in the moment**
- 3. Be like a "tourist" • 4. Eliminate expectations • 5. Avoid ruts**

Pick up any book or article on either eliminating stress in our lives and/or being healthier and happier, and I can almost guarantee that similar, if not identical, concepts will be discussed. Many 12-step addiction recovery programs speak to these ideas with slogans and phrases like "one day at a time" and "easy does it."

After years of working with this whole concept of "Awareness", I've come to the following conclusions:

- 1. Being aware is a total experience. It is impossible to be aware of what is going on "outside" without bumping up against what is going on "inside". The inner voices and chatter we all experience are barriers to being more aware of both the outside and inside worlds. Quieting or eliminating those voices allows lots of information to come through.**
- 2. The harder we try, the more difficult it gets. In the woods, this relates to expectations. If I go out expecting to see deer, I probably won't. Similarly, in life, the harder I try to do something, the further away it becomes. If I learn to accept where I am and go with the flow, my life gets better.**
- 3. Once we start this process of expanded awareness, it cannot be stopped. Our eyes (all of them) are forever opened! This is both exciting - and tremendously terrifying. When I get complacent, or try to run from new awarenesses, something pulls me back to them. It can be my little inside voice, or a situation or person outside of myself, but either way, they don't let me off the hook.**
- 4. Lessons and teachers come in all shapes, sizes and forms. The "storybook" kind of teacher Tom Brown had in Grandfather is rare today. If that is what we expect to find, most of us will probably be disappointed. Remember, teachers can show us the things we don't want to do, as well as the things we do. A teacher can be a book, a tree, another person, or anything that clarifies a question or problem we have.**

To me, being aware means being "AWAKE". I have the choice of either sleeping through my life and dealing with the consequences, or waking up, and dealing with reality. In many ways this has not been a hard choice, since there seem to be forces in this universe willing to use very powerful alarm clocks to keep me awake. I pray everyday for the strength to do what needs to be done.

Mark Zanoni can be reached at Northern Quest, 1800 Sunset Rd., Eagle River, WI 54521.

"QUOTES FROM OUR STUDENTS"

Reflections from our students:

Experiential Education has always been my favorite class. It teaches you and gets you ready for life. You learn to take charge and be a leader, to work as a team, to communicate, to problem solve, and to reach beyond where you have ever reached before.

Adventure Education has made my transition into college from high school easier and more enjoyable. I look forward to each school day and I believe this class has given me the energy to look at school positively. Becoming sociable and meeting new people at Northeastern has become easier because of already knowing the people in our Adventure Education Class.

Adventure Education helped me to put my life into perspective. Through adventure education and Indian philosophy I was reaffirmed about what values are important and would be used to guide my life. I have a better feeling about myself and refuse to let the people who put me down bring me down. The past year I have been surrounded by so much negative energy that this class was like a cleansing process for me.

BAG OF TRICKS

by Karl Rohnke

War Lock

This is a one-on-one game that I think would work best with a group that has already established a level of playfulness amongst one another, or with a group that is obviously ready to play. If you are in doubt as to a group's readiness, try a quick round of Your add (Bottomless Bag Again !?; pg. 48) to test their responsiveness.

Someone initiates the game by establishing eye contact with someone else (for whatever reason or no reason) and says "LOCK". When the other person hears that word, and decides to accept the ocular challenge, they must concentrate on not losing eye contact as they reply convincingly "DOUBLE LOCK". The contest is on. The first person to lose eye contact loses that particular match.

If a person hears "LOCK", and decides eyeball jousting isn't their thing, that individual must cast their eyes downward, and mutter "BUC-BUC"; a fowl sound indeed. The predatory initiator, recognizing that their potential prey has little sense of aqueous humor, must then move on to another innocent set of limpid pools.

However, if the match is on, each player tries to get the other person to lose eye contact. Moving, gesticulating, head bobbing and sticking out your tongue are all allowed, but physical contact is permitted.

As a game ploy, to cause a break of eye contact, players can show a chosen number of extended fingers, trying to perform this digital display at the periphery of the opposing player's vision. Both players can thus gesticulate madly, but if an incorrect number of fingers is guessed, the erring guesser loses the match, a correct guess wins. Guessing or displaying fingers is not mandatory, but once a sequence of fingers is flashed, the number cannot be changed.

The person who is challenged, after having accepted the challenge, gets to choose the length of the contest. The initiator, after having heard "DOUBLE LOCK", asks, "TIME?" The person being challenged can say either "GO FOR IT" or "MILLENIUM". A "Go For It" contest lasts approximately one minute and can end in a tie; a "Millenium" commitment drags on inevitably to a win/loss.

I'll take a "Go For It" anytime, how about you? "Buc Buc"?

SOMEONE YOU SHOULD KNOW

by Terry Kimura

The Iowa Mountaineers is a University of Iowa Mountaineering Club that was founded in 1940 and has been in existence for over 55 years. Some of their courses offer academic credit through the University of Iowa. The club has sponsored 36 mountaineering outings to Canada; 11 to Peru, South America; 9 to East Africa; 9 to European Alps; 5 to New Zealand; and 3 to Mexico. There have also been 7 climbing outings to Alaska, 144 one-week rock climbing courses in Wisconsin; and 68 hiking trips to the Grand Canyon, Iowa. Members of the Iowa Mountaineers have climbed over 1,290 mountains in 17 alpine countries on 5 continents. Over 69,200 people have participated with the Iowa Mountaineers in travels all over the world. The Iowa Mountaineers have a 55-year perfect safety record with members of all climbing ability.

Jim Ebert is the President and Honorary Member of the Iowa Mountaineers and the Director of the Devil's Lake Rock Climbing School, Inc.; he has taught physical education for 22 years at the University of Iowa. Jim has been teaching climbing in the back wilderness mountain regions for over 32 years. In Jim's lifetime he has made over 1,095 major mountain ascents throughout the world. While Jim served in the Army, he helped train thousands of men in skills of rock climbing, cross-country skiing and winter mountain survival. Jim was also an instructor and medic for the Fort Carson Mountain Rescue Team. Jim is also a professional film maker and photographer.

Jim's wife, Margie also is an active instructor and leader of outings. Margie, a woman of the 90's, watched Jim leave

for trips while she stayed at home raising the children. Margie decided that she needed a change and started leading groups on trips as well. Margie led all the trips this spring through the Grand Canyon and will lead the outing for Peru in mid-June. Margie and Jim have four children-James, Justin, Jean, and Jared.

For anyone who has seen the Grand Canyon from an airplane and wondered what it would be like to walk through it, let me be the first to say that it is indeed Grand. I attended one of the trips to the Grand Canyon with Margie and saw the splendor of nature. With perfect spring weather, I backpacked into the Canyon, walked the rims, followed streams of blue-green water, marveled at two spectacular waterfalls and saw the blossoms of cactus. The camaraderie of meeting new people of all backgrounds added to the adventure. What an exciting place to escape from the headaches of work or life, you could just feel your blood pressure dropping!

If you are thinking about going on a trip to any of these areas, think about taking it with the Iowa Mountaineers. The trips are well planned and are enjoyed by all who attend. Their trips are for all ages and abilities.

For more information, contact:
Jim and Margie Ebert
Iowa Mountaineers
P.O. Box 163
Iowa City, Iowa 52244
(800) 33-Climb

BOOK REVIEWS

by Sylvia Dresser

***Youth Leadership in Action: a guide to cooperative games and group activities written by and for youth leaders.* Dubuque, Iowa: Kendall/Hunt Publishing Co., 1995.**

There are many books out there aimed for the adult leader but few for young people. This one has as youth leaders as both its authors and target audience.

This is an outgrowth of Project Adventure's Leadership Project, created to help communities deal with the problem of alcohol and other drug abuse by young people. A component of that program is to train young people to lead adventure programs.

The first section of the book goes over the Project Adventure methodology, and its key goals and concepts. Samples are given of programs led by young people.

Chapter two deals with leadership issues - debriefing, giving directions, planning, safety, and some concrete case studies. A later section also discusses building teen and adult partnerships.

The meat of the book is a collection of activities, categorized as warm-ups, team builders, etc. There then follows a large number of activities - not necessarily ones that are hard to find in other books, but ones that the kids enjoyed and wanted to share. The directions are simple and easy for kids to understand.

A great resource for anyone involved with kids, leadership programs, camps, youth groups, etc. Not much is written specifically for this audience.

Kraft, Richard J., and James Kielsmeier, ed. *Experiential Learning in Schools and Higher Education.* Boulder, Colorado: Association for Experiential Education, 1995.

This is a compilation of articles from the *Journal of Experiential Education*, published by AEE, and speeches made at various AEE conferences. Many well known names are found in the author's list.

The first section is about the theoretical foundations of experiential learning. Theory is addressed in articles about designing curricula, the roots of experiential education, and our future. In this section there are also discussions of school and educational reform.

Section two covers experiential learning in the community, environmental education, internships and apprenticeships and cross-cultural education. There are articles on developing a service ethic, earth education, internship education, youth/adult partnerships, inclusivity.

The third section focuses on experiential learning in the classroom. Specific subject areas are targeted through articles on history, math and science, language arts, dealing with special populations, cooperative learning, and starting an experiential program.

The last section moves along to issues of higher education, research, and evaluation. Student teaching is addressed, along with research and evaluation techniques, and experiential components in academic courses.

The quality of this book is outstanding. Since there are many authors, styles vary, but the information given is topnotch. This is not a book that you read from cover to cover - skip around and read what interests you or relates to your job. I plan to pass this book around my school, with specific sections marked for certain teachers. This is a good answer to the chronic question, "Where can I learn more about experiential education?"

Creighton, Allan and Paul Kivel. *Helping Teens Stop Violence: a practical guide for counselors, educators, and parents.* Alameda, California: Hunter House, 1992.

I fault this book in only one area - the title - this book is NOT just about teens, but about the whole world. It is described as "a multi-racial step-by-step program which empowers young people to resist abuse and prevent violence in their relationships". Yes, but once again I would remove the word "young". Many of the topics are particular to working with teenagers, but is easily adapted to any program dealing with these issues.

Specific to teenagers - rather, to working with them - are the sections on preparing to work with teens, teen support groups, the examples of permission forms used, etc. All of the material is here to set up a group for teenagers, whether in the school setting or somewhere else. A specific program is outlined, a high school program on family and dating violence. Workshop outlines are given for groups on teen oppression, unlearning sexism and unlearning racism.

The best part of this book is the section called liberation theory and practice. An issue is addressed, such as sexism, and then one or more activities are given which can clarify the issue and raise awareness, as well as start discussions and individual evaluations. Explicit directions are given for each activity, but they are also the types of activities that can be molded to fit many different situations.

This book is clearly aimed at the adult who works with groups of teenagers. Lots of information is given on the role of this/these adults, and how to form an alliance with the teens in question. However, I would also recommend this to anyone who deals with the issues of violence, sexism, racism, homophobia, and other forms of oppression.

***Don't walk behind me; I may not lead.
Don't walk in front of me; I may not follow.
Walk beside me that we may be as one.***

(Ute)



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The Ripple Effect

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First, get your own life in order. Ground yourself in the single principle so that your behavior is wholesome and effective. If you do that, you will earn respect and be a powerful influence.

Your behavior influences others through a ripple effect. A ripple effect works because everyone influences everyone else. Powerful people are powerful influences.

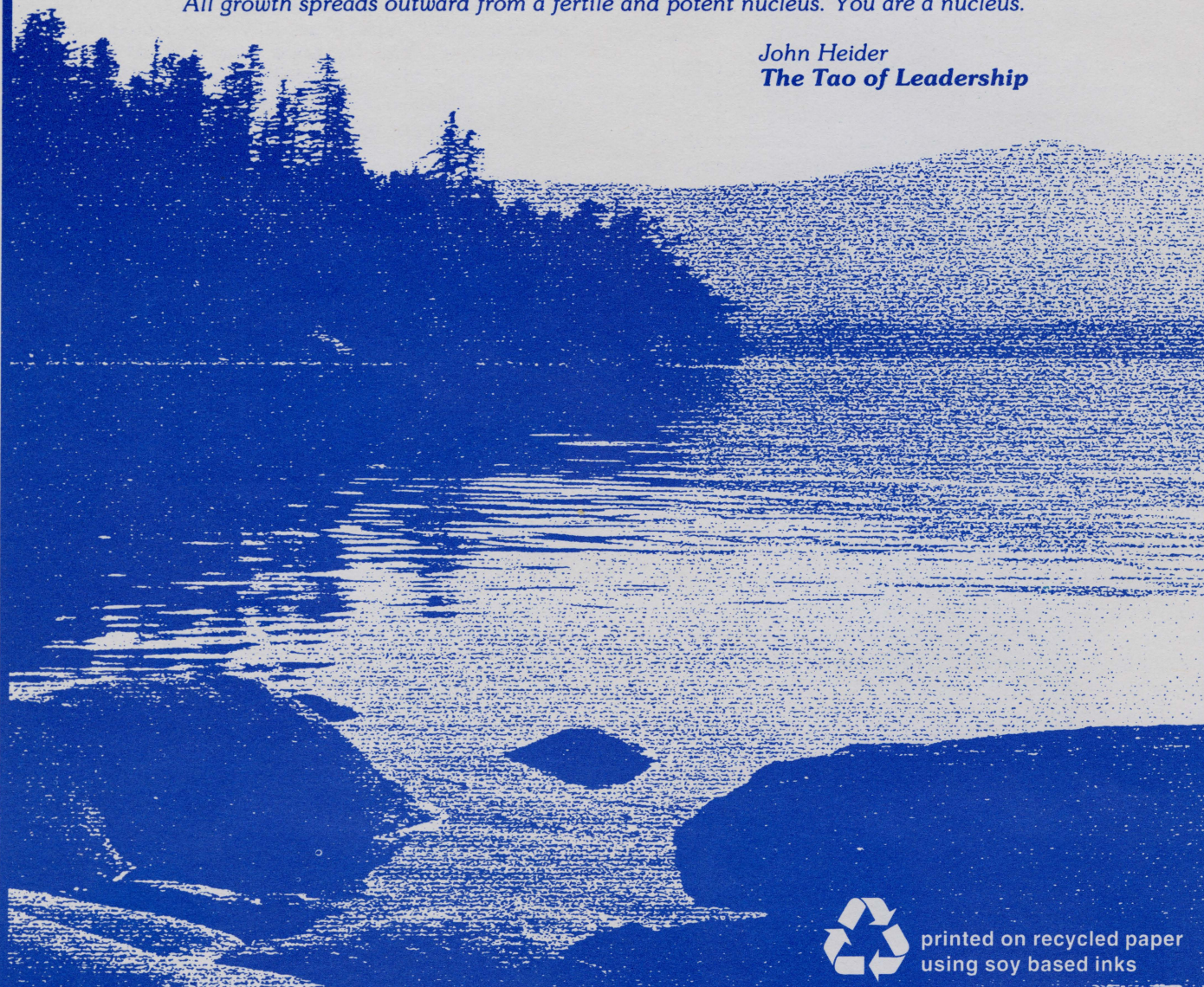
If your life works, you influence your family. If your family works, your family influences the community. If your community works, your community influences the nation.

If your nation works, your nation influences the world. If your world works, the ripple effect spreads throughout the cosmos.

Remember that your influence begins with you and ripples outward. So be sure that your influence is both potent and wholesome. How do I know that this works?

All growth spreads outward from a fertile and potent nucleus. You are a nucleus.

*John Heider
The Tao of Leadership*



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OCTOBER 21 "Bag-of-Tricks in the Classroom"

SATURDAY: 8:30 a.m. to 3:00 p.m.
LOCATION: McCracken School
(Map will be sent upon registration)
COST: \$35.00 (Includes lunch)
FACILITATOR: Gus Pausz, Terri Kimura, Sylvia Dresser

Spend an active, fun-filled day with Gus, Terri, and Sylvia. Learn how they integrate teambuilding and challenge education into their physical education, math, science, art, library, and advisory programs. They will also share how they started their programs.



TEACHERS OF EXPERIENTIAL AND ADVENTURE METHODOLOGY

NOVEMBER 8 - "Theory Tools and Techniques of Experiential Education"

SATURDAY: 9:00 a.m. - 4:00 pm
LOCATION: Physical Education Complex
COST: \$35.00 (does not include lunch)
FACILITATOR: Scott Wurdinger

T.E.A.M. is hosting this pre-conference for the Association for Experiential Education (A.E.E.) International Conference. Practicing professionals will offer an experience based workshop for teachers, counselors, and other professionals.

DECEMBER 2 - "Earth Bond"

SATURDAY: 8:30 a.m. - 4:00 p.m.
LOCATION: McCracken School
(Map will be sent upon registration)
COST: \$40.00 (includes lunch)
FACILITATOR: Tom and Ellen Hanratty

Tom and Ellen Hanratty of Medicine Hawk Wilderness Skills have developed an experience based process to explore and understand our bond to the earth through exercises that focus on balance, awareness, the earth elements, and the seven directions. Group and individual exercises will be utilized throughout the day. Participants will develop action plans on how to incorporate the workshop's exercises into their daily lives.

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T.E.A.M.'S 7th Annual Conference February 16 & 17, 1996 THEME: ASPECTS OF CHALLENGE EDUCATION

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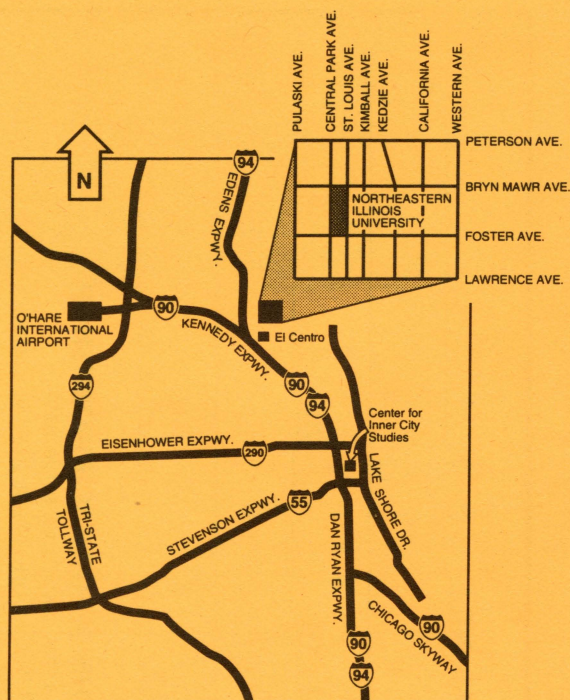
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If you have any questions call: Dan Creely at (312) 794-2982



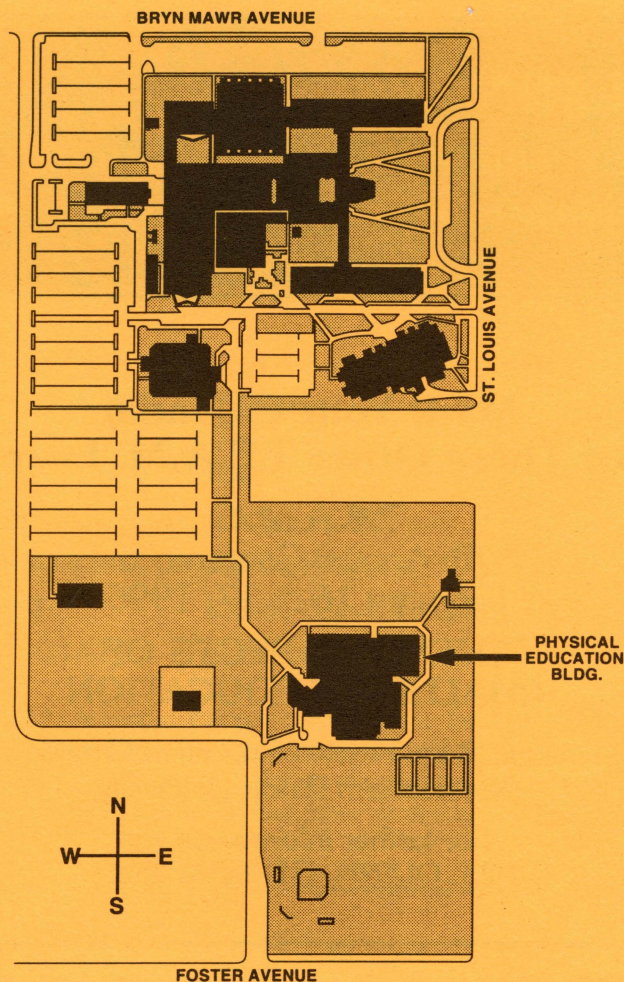
Getting To The Campus

The campus is close to main roads, expressways, and rapid transit. The main roads on the north and south of campus are Bryn Mawr (5600 North) and Foster (5200 North); main east and west roads are St. Louis (3500 West) and Pulaski (4000 West). Convenient, ample parking is available by entering the campus from Central Park.

From O'Hare International Airport, take the Kennedy Expressway (I-90) to the Austin-Foster exit, go east on Foster to Pulaski, north on Pulaski to Bryn Mawr, then turn right.

From Chicago's Loop, take the Kennedy (I-90/94) north, merge with the Edens Expressway (I-94), exit at Peterson, go south on Pulaski to Bryn Mawr and turn left.

From the east, take Lake Shore Drive south or north, exit at Foster and go west to Central Park, then turn north.



Northeastern Illinois University, one of the five Board of Governors Universities, is a comprehensive, state-supported commuter institution of approximately 10,500 students. The main campus is located on the northwest side of Chicago, with outreach centers serving the Black and Hispanic communities.

Northeastern Illinois University is dedicated to both excellence and access, and preserves the finest traditions of university education, augmented by active involvement in the Chicago metropolitan area.



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