

Fall 1999

## NEIU College of Education: The Ripple Effect- Fall 1999

Newsletter Staff

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# Ripple Effect

ARCHIVES

TEACHERS OF EXPERIENTIAL AND ADVENTURE METHODOLOGY

THE VOICE OF T. E. A. M.

Fall 1999 • Number 17

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The T.E.A.M. Newsletter is published by The Health & Physical Education Department, in cooperation with the College of Education, Northeastern Illinois University.

Dr. Michael Carl, Dean, College of Education

**NEWSLETTER COMMITTEE:**

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**Dear Friends and Colleagues,**

Does it seem like summer was over (again) in just a heart beat? Remember when you were a child and it seemed like it would take forever for the holiday seasons to circle around again? If you have forgotten, go rent the video **A Christmas Story** and it will refresh your memory about how exciting, full of wonder and experiential life was when we were "little people." We hope you re-energized your batteries this summer and are looking forward to the upcoming year.

We have five great workshops planned for this Fall. We have designed these based on feedback and comments from past workshops and at our annual TEAM Conference. Two workshops will serve as fund-raisers for specific organizations. The workshop flyer is enclosed.

"T.E.A.M. 2000", our 11th Annual Conference will be February 18 & 19, 2000, at Northeastern Illinois University. Our space crunch from last year will be alleviated by the opening of the Fine Arts Building and the completed renovations of the Student Center. Thank you for your patience last year! We have mailed invitations to over seventy-five speakers, and plan to have a full spectrum of workshops to meet your professional and personal interests. We have invited thirty new speakers to the conference this year, and are excited about the energy and new areas of expertise they will bring. We plan to have a category entitled "Wisdom of the Elders." Two or three recognized "leaders in the field" will share their thoughts and expertise on various topics followed by a question and answer period.

We are adding a new Department to the newsletter entitled "Calling the Circle." The title comes from a book written by Christina Baldwin. Debriefing and processing are the heart and soul of experiential based activities and programs. We feel it is vital to address this area in every issue and share how various formats have been implemented and utilized. Dr. Jeff Edwards and his counseling interns in the Masters Program here at Northeastern wrote this initial article for us. Read this article entitled "The Fire Within the Circle Within Ourselves" and you will understand why more educators and groups are implementing talking circles into every format of their school and organization.

The Ripple Effect continues to grow. This fall the Illinois State Physical Education Convention, November 19-20, in Arlington Heights, Illinois, will sponsor over twenty-five separate workshops promoting Adventure/Challenge Education. School administrators are beginning to realize the positive impact adventure programs can have on the emotional climate of their entire district. Dr. Bill Collier, a Superintendent, wrote an article for this newsletter dealing with that very topic.

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by Daniel P. Creely, Jr.

"A radical rethinking of our educational process is occurring at this very moment, and is necessary in order for our educational system to survive. Given the assumptions that our schools mirror our society at large, we can expect more violence, more racism, more alienation and division. People within the system are recognizing the dead-end rut of the traditional 'listen-to-me-I'm-the-teacher' education and beginning to put into practice the belief that we can learn together," states Laurie Frank.

The delivery system of education in the United States must be changed to meet the challenges that are impacting our children in society. A system must be adopted that develops a 'spirit' for learning. The educational pedagogy that emerges must have a transformational effect on the learner, the teacher and school administrators. It needs to be experience based and allow the process to embody and model the values of compassion, self-sacrifice, group consensus, service to others, and cooperation instead of competition.

If you have not read *Experience and Education*, by John Dewey, do it. It won't give you many answers, but it sure will start you thinking about what constitutes an "educational experience". According to Dewey, experience involves a cyclical process which has an active and a passive phase. The active phase involves trying or experimenting and the passive phase involves reflecting upon what has been done. If reflection does not take place, then, according to Dewey, it is a blind experience.

Teambuilding and challenge education programs incorporate the principles Dewey believed were necessary for meaningful learning. These programs have two distinct and separate components. First, learning communities are developed through a sequence of physically, emotionally and intellectually challenging experiences. Secondly, reflective thinking, through a series of structured debriefing sessions, provides meaning and purpose and connects the experiences to real life situations. The Challenge by Choice philosophy, and the Full Value Contract are the common threads that run through all teambuilding experiences. The Full Value Contract is an agreement between participants concerning issues of respect, safety and cooperation.

Teambuilding and challenge education programs blend the positive aspects of both traditional and progressive education. A balance is provided among theory, experience, and reflection. This educational process should not be separate from other curricular areas but integrated as a philosophy and pedagogy throughout the student's school experience from preschool through high school.

Another factor that distinguishes teambuilding and challenge education programs is that it develops not only cognitive analysis and physical skills, but also addresses the affective domain or emotional development of the individual. Daniel Goldman states in his recent national bestseller *Emotional Intelligence* that "emotional intelligence predicts about 80% of our success in life." The teambuilding and challenge education process builds confidence and an attitude that students can succeed, resulting in improved academic performance. Once students believe they can

succeed, they become self-motivated and self-directed learners. The teacher can then become a facilitator who is a "guide on the side" instead of a "sage on the stage."

Over thirty years of research has proven these group activities develop a bond among students which breaks down social, sexual, racial and cultural barriers. Students develop a "code of responsibility" and a value system that carries over beyond the walls of the classroom. Students do not become "harder" by their experiences, on the contrary they become "softer." They become more caring human beings who demonstrate compassion for others. Kurt Hahn, the "moving spirit" of Outward Bound, placed compassion above all other values as the most important by-product of any educational experience.

Schools across the country have been transformed by integrating teambuilding and challenge education programs. One example is the Lewenberg Middle School, located in Boston. Fourteen years ago the Boston School Commission was going to close the school. It was a troubled school in a troubled neighborhood. Today, Lewenberg has been recognized as one of the best schools in Boston. In April, 1994, Readers Digest honored the Lewenberg teachers with their American Heroes in Education Award. What transformed Lewenberg? A new principal implemented a Teambuilding and Challenge Education Program. It permeated the building not only as a philosophy but as an integral part of the curriculum.

Can what happened at Lewenberg be duplicated with children and teachers in the Chicago area? A ripple effect has occurred with schools developing and implementing teambuilding programs over the last ten years in the Chicago area. Nearly one hundred schools from grades K-12 have started programs with over fifty having some type of permanent structure, like a climbing wall, within their schools. Three of the premier programs in the state of Illinois are within thirty minutes of Northeastern: Glen Grove School (grades 3-5) in Glenview, McCracken Middle School in Skokie, and Lane Tech High School in Chicago. These schools have implemented semester and year long programs for their students. Each program is unique and tailored to the curricula within that school and district. A visit to these schools vividly illustrates the "spirit" for learning.

Inclusion and safety are necessary concerns of all school administrators. Students with disabilities can be integrated and fully participate in all aspects of teambuilding programs. Heidi Musser, an undergraduate student at Northeastern Illinois University, who is blind, has completed all the class activities including a three-day wilderness experience with her classmates. At Glenbrook North High School, in Northbrook, Illinois, wheel chair bound students ascend their climbing wall using a special counter weight system. At Sunrise Lake Adventure Center, in Bartlett, Illinois, students complete the accessible ropes course in their wheel chairs. A twenty year safety study conducted by Project Adventure indicated that teambuilding and challenge education programs are safer than traditional physical education.

Northeastern Illinois University has gained a reputation as one of the leading universities in the Midwest that promotes the teambuilding and challenge education process. In the last ten years, nearly 20,000 educators have attended workshops and in-service training sessions. Students from over ten academic disciplines on campus fill most of the undergraduate courses to capacity. A proposed Master of Arts in Teaching will have a specialty area in teambuilding and challenge education to train educators as part of their graduate program.

A Native American proverb states, "continue to contaminate your bed and one day you will suffocate in your own waste." Is our current educational system suffocating our children? Experience for Dewey was quintessential. Developing compassion through a shared group experience was critical for Kurt Hahn. The power of teambuilding and challenge education is in the process itself, and it can be integrated into any curriculum, at any grade level, with any student population. It is a transformational process that develops a "spirit" for learning not only within the students but also the teachers as well.

## CALLING THE CIRCLE - THE FIRE WITHIN THE CIRCLE WITHIN OURSELVES

*by Dr. Jeff Edwards*

In the fall of 1997, I decided to take my practicum/internship class in counselor education over by the Physical Education building on campus to participate in the lighting and experiencing of a sacred fire and talking circle. I have used it twice again since then, and will use it for every class from this point on, I am so sure of its power to bind, bond, heal and protect.

I am sure a fire circle sounded strange to all my interns. They asked me many questions about the experience for weeks before we actually participated in the activity. How was sitting around a fire, talking, related to learning how to be a great counselor? Would they be expected to share their feelings? Was this going to be touchy feely? What if it rains? All their questions related to their anxiety about the unknown and unfamiliar. I would have had these questions, too, if I hadn't already experienced the benefits of the fire circle. Our entire department of Counselor Education participated in a fire circle and I immediately realized the potential for use with our practicum students.

Someone said, "timing is everything." I have come to believe that time is always ready, if one is prepared to enjoy and involve one's self in the activity. So it was the case with our fire circle. These students were in their first of three semesters of placement in the real world of counseling. The pressures of this final clinical experience are always evident, but it can be difficult providing a safe enough place so that they can begin to bond with each other, and let their hair down, in addition to providing a sanctuary to discuss the unspeakable. Questions students wrestle with are real, and untaught; How do I deal internally with the horrors that clients bring to me? How can I really be helpful when I know so little? How do I stay present for my clients yet not let it affect my home life? Am I doing enough? Do I really know enough? Will I get in all my clinical hours?

Seven weeks into their clinical experience, the third week in October, when the moon would be full seemed to be the appropriate moment to circle around the fire. We chose to start our fire with an ancient tool known as a bow drill, except we had a bow drill large enough that a team of ten people would be needed to successfully operate the drill to produce a fire coal.

It was our sweat, our work, our fear of potential failure, and our group's efforts that finally produced a fire coal. Then there was the sacredness of the experience, the Native American custom of offering tobacco and giving thanks, the learning of the purpose of the fire, and acknowledging

that all of our various heritages used fires and talking circles to provide each person an opportunity to share what was in their heart. The fire is a link to our commonality.

After lighting the fire the participants, including the instructor, were ready to listen. To listen in silence, and listen without judgment. By listening they started to finally bond and a beautiful event took place. We were ready to "get real". We passed a goose wing to use as a talking feather. The person holding the "talking feather" spoke without any interruption until they were finished. But I will let you hear from their mouths what that was like.

"Having the opportunity to take part in this experience is one that I cherish and will hold with me always. Sharing our energy to create a fire was inspiring, but what was shared around the fire and from the heart was a long lasting connectedness. I appreciated the bond that our group experienced and know that the positive energy of that fireside circle remains on the grounds of Northeastern forever. I hope that others will take the time to experience this unique moment of togetherness that sacredness can only be understood by willing participants." Colleen Keenan.

"Our Sacred Fire was on a cold but very clear night with the moon lending us just enough light. Encircled by hanging blankets of every color and texture, we sought to create the spark that would ignite the fire which would bring us together. We all worked very hard to create that spark, but I think it was when we all, individually, "let go of control", that the spark suddenly flared. From that moment on, we were a team—almost a family. Circling around the fire we had created, and sharing our feelings and thoughts, and especially sharing the silent moments, was a profound experience for me. We are a group of very different people, all on our own special journeys, but there is now a thread that intertwines, connecting us with a deep sense of respect and caring. I will forever hold precious the memory of our Sacred Fire and the beautiful people who shared it with me." Marilyn Yirku

"My experience with the ritual of the sacred fire was exhilarating and profound. It required all of us working together, each summoning from their own depths the extra bit of energy needed to bring life to our fire. Then, sitting around the fire, through the sharing of personal fears and needs, we gave birth to our group. Individual struggles became shared struggles. The support my group offered healed and protected me. The bond we forged that night remains with me forever. I continue to get support from

them whenever I need to share my struggles. That evening was devoted exclusively to us, to our group; it was indeed a sacred time." Nancy Elenbaas

"It was cool ...that's the best way for me to describe it. It felt so good to work with my fellow classmates on trying to make the flame. I liked the physical effort. It was rhythmical, often wordless, and hard work. For me, the left side of my brain was a bit quiet and I could just enjoy the ideas and effort of sacredness. There's so little ceremony in life nowadays, I've gotten back to some of it with my reliance on church services. They do soothe me. That one hour on Sunday has become my little time to really reflect as I listen to the hymns and often think along with the sermon. One of our pastors gives really great parable-like sermons. The story part of the fire-making ceremony is a parable of the possible, with reverence for the everyday things that I sometimes forget about.

My bit of charcoal from the fire sits on my dresser. Sometimes I pick it up and smell its sweetness and remember the wordless work rhythms that produced a "flow" of positive energy to produce the fire. Such a sense of accomplishment. Struggling, getting very tired, and then succeeding at something so basic, a thing which I take for granted, fire and light and heat." Susan Riley

For me, the proof is in the pudding. Our class expected to have a final fire circle, on the last night of the semester, to

wrap things up for the year. However, it rained that night so we brought the fire inside using a candle. The same process happened, as they shared how the year together had affected them; tears were shed, gifts of remembrance were shared, and the bond was sealed.

I have facilitated the counseling interns at Northeastern every year of my eight years that I have been there. Some class groups are good, and some are not as good. The first class with whom I used the sacred fire circle is still meeting monthly as a group almost two years after they graduated. They discuss cases and get support that they do not receive from the different agencies and work experiences where they are employed. This year's class has decided to have an overnight with spouse/significant others and family at Starved Rock State Park, and are already talking about a sacred fire as a final experience there. In all my years of counseling and training counselors I have never before had such a meaningful class experience where there is such a sense of community as I have now. It started when I started using the fire circle as a medium for community building. Something special happened at the fire circle that transcended the usual classroom experience. It is wonderful. And I will use it again and again.

**You may contact Jeff Edwards at <J-Edwards@neiu.edu> or 773-794-2809 for further information.**

## THANKS COACH, BUT I THINK I'LL PLAY RIGHT FIELD INSTEAD!

*By Jim Grout*

This article was inspired by a conversation with John Hichwa. John recently retired after thirty years of teaching physical education at the John Read Middle School in West Redding, CT. John is a long time friend of PA (Project Adventure), an exemplary teacher of PE and PA, (National Teacher of the Year in 1996) and a continual inspiration to everyone who knows him. He is currently working on a book due out within the next year, entitled, **Right Fielders Are People Too**. As John and I talked, I related the following stories about my RIGHT FIELD experiences.

Throughout my childhood, I played a lot of sports. Much of it was unorganized pickup games with friends and some was with organized youth teams, hockey, football, baseball etc. Most of it was very enjoyable and successful. However, when I was about ten, I tried out for a little league baseball team. I didn't make it, I got cut. I still remember the name of the team, A & W Root Beer (haven't been able to drink the stuff since).

A few days after my failed efforts, I was at the park shooting basketballs and feeling quite dejected. A tall, slender man approached me. He was carrying an equipment bag. Baseball bats protruded from the open end. He said they were starting a new baseball team and they needed players. I politely rejected his offer and continued shooting. He persisted in trying to get me to join him. I persisted in saying, thanks...but no thanks! He turned and walked away... then he stopped, turned around and came back. "We could really use you," he said. I took a last shot, it hit the rim and bounced out. I don't think I was feeling any less dejected, but I hated basketball and the missed shot was all I needed to give baseball another try. So I headed off to

diamond # 4 for another attempt at America's Favorite Pastime.

I arrived at the diamond, the coach instructed everyone to pick a position and head to it. I walked slowly to RIGHT FIELD. There was several of us in the position as the coach began to hit fly balls. I dutifully waited my turn. Finally, after several others had shagged a dozen or more hits, I was next. If thirty three years of memory serves me well, I caught a few and missed a few. I do recall, after each catch, rifling the ball back to the kid doing the catching for the coach. Just about the time I was wondering how I was doing, the coach waved me in. I was sure I was about to get more bad news. As I approached him, he said, "You throw like an infielder, what are you doing in RIGHT FIELD?" I indicated that I liked the outfield, particularly RIGHT FIELD. This man, who I knew only as someone with a penchant for persistence, said again, "You throw like an infielder, what are you doing in RIGHT FIELD?" I got slightly more honest and said that it was a safe place to be because not many balls got hit there. He smiled and said, "You should play shortstop!" I've never been one to stutter, but I know I replied, "Sh-sh-shortstop!" Then I got serious and told him that I couldn't possibly play shortstop because there was no way I could stop every ball hit to me. He looked at me calmly and said, "Look at it this way, you'll certainly stop more then you let through." I queried, "Can you look at it that way?" And he responded demonstratively (I'll never forget this), "SURE YOU CAN, I'M THE COACH!" Thus began my most glorious season in Little League. I played shortstop all summer. I did stop more balls than I let through and loved every minute of it. But more importantly, I never played RIGHT FIELD again.

The man who coached this team, Mr. Lovett, has remained in my memory throughout my life. While I have had countless coaches from Little League baseball to college soccer, he was truly a gem. He encouraged me to take a risk and worked me to my fullest potential. As I have become a coach over the years, I have tried to carry his gift with me and give it to those young people with whom I work.

The adventure field has also provided me a wonderful forum in which to practice this gift giving. Every workshop, whether with adults or kids, has a number of RIGHT FIELDERS in it. Some have been there forever, others find themselves there for the first time. These are folks, who for whatever reason, are hiding out, afraid to make a mistake, afraid to take a risk... reluctant to play shortstop. What an opportunity I am given to get them to do so. An example:

A few years ago I was doing a three day team building with a school faculty group. It was the first evening and we were gathered outside in the street adjacent to our workshop housing. It was dusk (just before the street lights come on and your mother makes you come home). We were doing Turnstile, the jump rope game where someone has to make a successful jump, every time the rope makes a revolution. The group was doing quite well until it was the principal's turn to go. The group numbered about twenty and she was somewhere around fifteen in line. Time and again the group chanted their successful jumps... TWELVE, THIRTEEN, FOURTEEN, FIFTEEN only to have their string of victories end with the rope wrapped squarely around the principal's ankle. She hung in there pretty well for the first half dozen attempts but as her failed attempts mounted, her anxiety grew. At one point she even tried to slip to the end of the line to become number seventeen or eighteen, anything to get the group past FIFTEEN. But the group was persistent, not unlike my coach of thirty three years ago. They encouraged, they cajoled, they even chanted, "You can do it, You can do it!"

Finally, long after the street lights had come on and folks should have been home with their mothers, the rope made yet another revolution. But this time, as it approached the principal's ankle, she pushed hard... harder than all the other times combined, and this time there was no ankle to be found to wrap around, for it was floating high above the ground. The rope smacked the ground hard and then arched toward the sky. As it did the group chanted FIFTEEN! What happened next is reserved only for World Series champs and Olympic gold medalists. The group picked the principal up on their shoulders and paraded her around under the street lights chanting FIFTEEN, FIFTEEN FIFTEEN! To the untrained eye, it might have appeared odd, but I knew this was simply a case of another RIGHT FIELDER becoming a SHORTSTOP.

The next time you work with a group, adults or kids, take yourself back in time and ask yourself these questions:

#### **Did you ever in your own growing up...**

- Not raise your hand in class even when you thought you knew the answer ?
- Remain sitting when you should have stood up (for something) ?
- Thought everyone else was the leader but not you ?
- Settled for a "B" instead of working for an "A" ?

- Shied away from something new ?
- Failed at something and never returned to try again ?
- Said "No" when you really meant "Yes" ?
- Chosen RIGHT FIELD instead of shortstop ?

No doubt you could answer yes to one or more of these and no doubt many in your group could as well.

#### **SO WHAT DO YOU DO ?**

Do you challenge, cajole or chant ?

Do you become persistent ?

Do you make RISK TAKING HAPPEN ?

Do you truly CHALLENGE FIRST... and then GIVE CHOICE ?

RIGHT FIELDERS don't simply become shortstops, they are encouraged and challenged to go for it. Give folks the gift of your encouragement so they'll take a risk and push them to identify and achieve their fullest potential.

This issue of **Zip Lines** (Ed: Magazine published by Project Adventure) is full of various perspectives on "risk taking." Are we too safe or not safe enough? In the quarter of a century that adventure education has been around, it has been safe and grown safer, yet the perception of risk remains high and the calls for greater and greater caution grow louder. So encouraging risk taking has become more challenging and helping folks achieve their potential less likely.

#### **SO WHAT DO YOU DO ?**

Be guided by the safety record not the perceptions and like John Hichwa did for thirty years... work hard to create more SHORT STOPS and fewer RIGHT FIELDERS.

*John, we salute you !*

This article first appeared in Zip Lines, a publication of Project Adventure. You can order Zip Lines by calling 800-795-9039, or writing to Project Adventure, P. O. Box 100, Hamilton, MA 01936. As of this writing, the subscription price is \$20/year.

**Jim Grout is the Director of Project Adventure - Vermont, and can be reached at P. O. Box 1640, Brattleboro, VT, 05302 802-254-5054, <jgrout@pa.org>.**

#### **Graduate Class in Adventure/Challenge Education**

A three credit graduate course entitled "Integrating Challenge Education in the Curriculum" will be facilitated at Northeastern Illinois University during the Spring Semester 2000. The course will meet on Wednesday evenings from 7-10 pm 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 12, 2000.

For more information, call the instructor, Dan Creely Jr. at 773-794-2982.

## I SLEEP WITH MY TEACHERS

by Dr. William Collier

There is always a look of disbelief or even astonishment when I tell colleagues of just how many teachers I have slept with. My statement obviously catches their attention, offering me the opportunity to explain.

I am the Superintendent of Schools in a small to medium suburban-rural school district in the central part of Illinois. I take much pride in the fact that I have slept with over fifty of my subordinates, teachers and administrators. I must admit that such has taken place in rain drenched tent-cabins in the Boundary Waters of Minnesota, in the open spaces of the Absaroka Wilderness area of Montana, under a tarp in the Rockies of Colorado and in a lean-to on the Appalachian Trail in North Carolina. My companions have been both males and females, young teachers with little experience as well as older staff with thirty years or more of experiences.

After thirty years in education, twenty-six of them in administration, I have just begun the process closing out a career in the same manner as it started - with unlimited enthusiasm and respect for the job and the people I work with. I am not a burned out educator who can't wait to leave, but rather one looking to offer colleagues new and exciting opportunities to grow personally and professionally. I am not a retiring educator who has seen too many changes but rather one who sees high quality teachers and administrators changing, adapting, modifying on a daily basis for the enhancement of their students. I am not a frustrated administrator who has been turned off by the actions of the teachers union, but rather one who is challenged in exciting and meaningful ways by teachers wanting to join together in order to offer kids the best possible education. I am a blessed educator who feels fortunate to play a part in the lives of my team members and hopefully students.

In 1992 I was sitting at my desk reading an article about becoming burnt out, about entering a mid-life crisis. The article indicated that if life was truly great (30 years of marriage to the same fantastic woman, three great kids, a great job, a good salary, etc., etc., etc.); but excitement was missing, a person should consider doing something hard, difficult, challenging, even somewhat scary. The idea was to add a level of excitement to one's life, to get the adrenaline flowing again.

A day or two later I read through some informational materials sent to me for students who struggle. I began reading about "Outward Bound." I am an ex-athlete of limited ability who visualized the game better than he played the game, so visualizing myself making a peak ascent while leading a group to the top of a 12,000 foot mountain through all kinds of hazards was not a difficult task for me. Accomplishing my visualization almost killed me.

My Outward Bound experience found me in the mountains of Montana where I whitewatered, rappelled, ascended and descended until I prayed for level ground. I accomplished goals that I never thought possible and returned to my home, my vocation rejuvenated, enthusiastic, excited about each day, looking forward to each day thereafter. Six years later that feeling is still within me.

I wanted to share my experience with others, not to brag about what I had accomplished but rather to challenge others to do the same. To my disbelief ten teachers and administrators caught on, took a chance, paid out some hard earned dollars and said yes, they would like to be Experiential Education

Team #1. They went to Minnesota and experienced heavy rains for a week, mosquitoes the size of 747's, horse flies that a horse could ride on, soggy clothes, soggy food, soggy tents and soggy sleeping bags. It was a terrible trip, a terrible experience. But - when Team 1 returned they were a "team," very much bonded to each other. Today, five years later, Team 1 still meets for breakfast once a month while some members walk together three days a week. Their experiential education experience has enhanced their personal lives as well as their professional lives. They are exceptional teachers.

Five years later five teams have experienced life on the road, on the trail, in their own very special ways. Fifty teachers have taken a chance, expending much time and energy to experience life very differently than their classroom colleagues. Because of their time with each other, in locations such as Yellowstone, Estes and Nantahala, they have learned to try new things, fail and try again. Each has succeeded in their own very important ways and become better teachers by being better learners.

On our trips we have had the privilege to sit around an evening fire, or on a boulder at the side of a sky blue lake and talk. We have walked uphill for seven hours and down for seven more, all the time talking about ourselves, our families, our jobs, our delights, our frustrations, our aspirations. We have struggled with the high ropes challenges course, level five rapids and the complexities of using a compass to get from point A to point B. We have listened as we slowly

Just think of what you are reading. A school superintendent experiencing such activities, such people, such emotions, everything out in the open, with his administrators and teachers. That simply is not done. But for whatever reason my district, my staff, myself have been offered the opportunity to experience our vocation in ways different from any other. I believe that experiential education teachers feel that I am a sincere and caring person with his own strengths and weaknesses and that I have gained much from our experience together. They know that they can come to m

My respect for teachers has grown far more in depth and out into the open through my experiences with them. I have a better understanding of what it takes to be a "teacher," a "Master Teacher." I have learned just how much of their very being teachers give to their students and just how much they want them to succeed. I now see the smiles, feel the energy and in many cases experience the hugs that experiential education teamers bring to school each day. I simply love watching "teamers" work their wonders day in and day out, knowing that they are impacting others because they allowed themselves to be impacted by others. Life is good in our school district. The attitude of most "teamers" is simply unbelievable, so positive and progressive. They enter a child's world ready and willing to make his/her day worthwhile, meaningful and pleasing. Because of their unique experience, their "experiential" experience, they are the best of the best.

Take a chance, do something different, something difficult, something a little scary. Experience life at a proper depth and let the adrenaline flow. If you dare - sleep with your teachers. It will be an experience that will change your life.

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## A POSITIVE POLICE EXPERIENCE

by Kevin O'Connell

As I'm writing, I've been trying to process all of the great information received from the 1999 TEAM Conference. So many great ideas...how can I put them all to use? But unlike many conference attendees, my career is not in the field of adventure learning or education. I am a Police Officer.

So maybe you're asking yourself, "Why is a police officer at a conference for experiential and adventure educators?" The first year I registered, I was asking myself those same questions. Now, after attending for three years, I ask the question, "Why aren't more police officers attending this type of conference?!" In many ways we become what we say we are. Some in my profession call themselves Law Enforcement Officers and that is what they focus on as a goal. Some call themselves Peace Officers, with peace being their goal. The interpretations are interdependent; we use law enforcement as one of many tools to reach the goal of peace. There is, however, an underused weapon I call the positive police experience and it begins with our young people.

### **Remember Officer Friendly?**

Like many Police Officers today, much of my work is within the school system. This is a tremendous change from past police/school relationships. In the past, a police officer visiting a school was a "one-shot" (no pun intended) visit. The presence of a police officer in the school was usually rare and limited. Fortunately that has changed, and now most modern police departments have at least several officers working in a school environment. A police officer's presence is now common. Because of that, we have the ability and training to go far beyond a limited police visit.

It does not take long, however, for an officer to realize that skills learned in the police academy—firearms, use of force, handcuffing—do not help very much in most classrooms. (Some classroom teachers may disagree!) The essential skills are communication and relating your message to the students. What better way to relate important messages such as drug abuse prevention, gang prevention, and crime prevention, than through an experience! Since I began attending TEAM, I have been including experiential activities into many environments. I often use activities and games learned from presenters such as Karl Rohnke and Jim Grout in peer mediation training, Snowflake and Snowflurry programs, and on outdoor education trips with local schools. These experiences are remembered by students well into high school, if not the rest of their lives. Being able to relate important prevention messages while changing negative attitudes both apply to the Peace Officer's goal.

There is, however, an even bigger bonus: young people begin to associate a police officer with something positive. Police professionals constantly battle the negative images which are often portrayed. Yet when I see students who shared an experiential activity with me—even years later—they associate me and my profession with a positive police experience. They often ask about my hobbies, my latest travels, or even my dog. The opposite of this phenomenon is especially evident when I go into a school where I have only met some of the students. Young people who have not

yet had a positive police experience inevitably ask if I can shoot them, handcuff them, or arrest them.

### **Policing without the community isn't really policing.**

There are also longer reaching affects. The police profession is information dependent. When we have good information about a crime, we are very successful. When we don't have much information, we are not very successful. It's easy to see, then, that if people don't trust the police they are less likely to report information about crime, whether they are victims or witnesses. When someone can relate a positive experience with the police, they are better equipped to work with them. Some people might call this importance of community relations "community policing". Whatever you name it, the trust of the people—no matter what their ages—is essential to our success as peace officers.

### **Now what?**

Can experiential/adventure learning be used in other areas of policing? Absolutely! This is not limited to educational environments. Words like teamwork, trust, and communication can mean the difference between life and death to a police officer. SWAT teams, undercover units, and other high risk teams center on the ability to trust, communicate and work as a team. Bloomingdale Police Commander Tim Goergen uses experiential activities in his daily roll calls to better prepare his patrol officers for their duty. This idea has become so popular, he has been teaching High Impact Roll Call Training to other police department supervisors and officers.

Whatever your role in policing, the positive police experience has tremendous influence. We can even hypothesize that as the frequency of positive police contacts increase, the more likely negative police contacts will decrease. Even one negative police experience has long-lasting implications for our profession. A positive experience also has long-lasting implications for our profession. People who have a positive police experience share that with others. In fact, one could say it creates a ripple effect.

**Kevin can be contacted at the Naperville Police Department, 630-305-5860, or at <[occonnell@naperville.il.us](mailto:occonnell@naperville.il.us)>.**



TEACHERS OF EXPERIENTIAL AND ADVENTURE METHODOLOGY



## WHAT IS WORTH FIGHTING FOR IN YOUR SCHOOL?

by Scott Gill

A group of high school biology teachers are discussing which publisher they should choose for the text book. George wants the book by W. C. Brown, Chris wants the D. C. Heath book, and Alice is satisfied with the BSCS blue version they presently use. Each is adamant about their choice.

The district curriculum director wants the middle school math teachers to allow a greater percentage of students to take algebra in 8<sup>th</sup> grade. The district believes that approximately 25% of all 8<sup>th</sup> grade students should be successful in algebra. The math teachers claim that approximately 18% is a more realistic number. The math teachers are considering going to the superintendent with their argument.

The first grade teachers have been going to staff development to improve reading instruction. One group has received information on direct instruction and believe it is the answer to the reading instructional problems they have experienced. Another group believes that whole language is the answer and that direct instruction is inadequate in teaching reading comprehension. Yet a third group has just returned from a conference called guided reading and they are enthused about this method of reading instruction. It becomes obvious that the first grade teachers are separating themselves in three distinct camps or groups.

Most often in teaching these are the types of issues that teachers identify with and become the issues causing teachers to take a stand and "fight" for their opinion. The high school teachers are arguing over the text selection - not the instructional methods, not the inclusion of special needs students, not the classroom climate or student expectations. The middle school teachers will tell you that their 8<sup>th</sup> graders are not ready for algebra, that the students are not capable of learning algebraic concepts at that age. The fact that in most other countries algebra is taught in the sixth and seventh grades is not mentioned. And the elementary teachers miss the point that all three methods of reading instruction have value and worth. Indeed, within the same classroom, depending on the ability of the students, there may be students that could benefit from each of the methods.

Reading the Fullan and Hargreaves book, *What's Worth Fighting For in Your School*, has given me the opportunity to stop and reflect on the essentials in education that I personally believe are worth the battle. I am reminded that Steven Covey, in his book on *Principle-Centered Leadership*, mentions that too often we are taught skills without knowing the principles upon which the skills are based. With limited knowledge and understanding we then believe that the skills are the solution to the problems. Yet, when the circumstances change and we are faced with a situation for which we have not practiced or have been given skills to address, we are at a loss. If we understand the principles shaping the skills, then regardless of the circumstances we have the principles to inform the action.

Expeditionary Learning, a New American Schools model for high performing schools, is based on ten design principles. If our practices were based on these ten design principles (many educational programs have similar principles) then questions about what text, the ability of students to succeed with rigorous work, or instructional methods would become less of an issue. No matter the text,

if teaching was based on these principles, students would succeed. In classrooms based on these design principles students would feel the support and security to attempt academic rigor. In a first grade classroom, teachers would understand the need to individualize instructional methods to meet the developmental needs of each child.

The ten design principles of Expeditionary Learning include:

- *The Primacy of Self Discovery - Why does my thirteen year old son know more about the computer than his father, who has taken multiple classes on computer usage? Self discovery is a powerful learning tool for all students.*
- *The Having of Wonderful Ideas.*
- *The Responsibility for Learning - Prior to a campout the leader asks the scouts to make an equipment list. Upon reviewing the list the leader notices that the scouts neglected to include a dining fly. Since it is not a safety or health issue, the leader makes the decision not to correct the group but to pack a dining fly himself in case of a problem. On the campout it begins to rain. Realizing they forgot to include a rain fly, the scouts create a shelter for cooking using some extra plastic ground sheets one of the boys had. The leader doesn't let on that he has a dining fly with him. On the next campout the scouts make a note to include a dining fly. If the leader always corrected the scouts, how invested would they be in coming up with the equipment list?*
- *Intimacy and Caring - The students I immediately connected with in my 8<sup>th</sup> grade classroom were the ones I had coached while they were in 7<sup>th</sup> grade. Having students and teachers know each other on a personal and human level is vital to the positive classroom climate.*
- *Success and Failure - Creating a climate where students feel secure in taking risks involves building confidence through a fair measure of success. It is equally important not to protect students from failure. Academic achievement is fostered in an atmosphere of continuous improvement.*
- *Collaboration and Competition - If the competition in the classroom is against one's own previous best effort, then collaboration with others is promoted. If competition is against each other, what is the point in collaboration?*
- *Diversity and Inclusivity - Learning communities that are heterogeneous have greater power and experiences from which to draw. Students should be encouraged to value and draw upon a variety of histories and backgrounds.*
- *The Natural World - How often people who talk about their most powerful learning experience have mentioned a field trip or an experience beyond the classroom. The power of the natural setting can create life long memories.*
- *Reflection and Solitude - Some of my best thinking occurs when I am cutting the grass. Time for reflection and being by one's self is important and often missed in the classroom.*
- *Service and Compassion - On an Outward Bound course you are all crew, not passengers. Even in our most engaging classrooms students are frequently just spectators. Learning occurs best when you are actively engaged*

*in problems that have real consequences. Combining learning with community service gives value and meaning to the experience beyond the technical learning.*

What is worth fighting for in your school? If our schools were based upon these design principles, or ones similar to these, then questions about text, student ability to learn, and instructional methods would become secondary to the creation of the climate and culture for learning. Rote memorization of facts and figures may allow a student to score well on the multiple choice question - but would not nurture the type of student prepared to live in the twenty first century. Schools that come together and garner agreement

on a mission or vision based on principles like these can get on with the business of school improvement because they would have something from which all their decisions could be based or grounded. As new situations and circumstances arise, there are guiding principles that will inform the decisions and actions. Schools, classrooms, and instruction based on these principles are worth fighting for!

**Scott Gill is a Regional Director with Expeditionary Learning Outward Bound. The central US office is located at 1090 Alta Vista, Dubuque, Iowa 52001. The phone number is 319-588-8473 the e-mail address is [sgill@pcii.net](mailto:sgill@pcii.net).**

## NO ELITE ADVENTURE PLEASE

*by David B. Marsh*

I have been asked to reflect upon the growth I have seen in adventure based programming since we began offering these opportunities back in the early seventies. Like so many other concepts in education, experiential programming was not a new idea back then but an old idea with a new name.

As a graduate of Ohio State, I was committed to the work of John Dewey and believed whole heartedly in the concept of learning by doing. What the Outward Bound movement did was take this model and apply it to the outdoors just as Dewey had suggested with his summer camps in the late thirties. Using this model, the folks at Hamilton Wenham High School created an interdisciplinary curriculum that was to become known as Project Adventure.

In the late sixties Physical Educators began asking themselves why not take the lessons that can be learned from climbing a mountain into the Gymnasium or onto the wall outside that Gym. When we first got started, there were not a lot of role models to follow, but the power of this approach to learning could clearly be seen in the successes we experienced with what was described as the alienated youth of that wild era in our nation's history. Time and time again we found students who had rejected our more traditional skill centered instructional program were asking for more when it came to adventure based activity.

In addition to having broad based appeal to our student body that quickly gained wide community support, the program also lent itself to coeducational scheduling and had a very positive effect upon how we as professionals approach young people. As we learned and developed with our students we began to realize that the teacher is not the only one students can learn from. As we became engrossed in the learning process by attending workshops offered by Project Adventure and other organizations, we became as excited about this new approach to teaching and learning as our students. When we sat down to write out our day to day course outline the first time, we had no idea that it would later become a chapter in **Cowstails And Cobras**.

Since those early days it has been a great pleasure for the members of our department to share their experiences with literally hundreds of professionals from around the State. We are proud to be able to say that along with Princeton High School we were one of the early ones, and yet, we also realize that we must always be open to change if it will improve our program. We must also work hard at making sure that our program continues to offer something

for every student that enters the Ridgewood schools. These last two points are in my opinion extremely important and must be kept in the forefront of our thinking as we head into a new century.

As I reflect on the success of our program, it is clear that it has been based upon the fact that we have a group of outstanding professionals who are not afraid of change and believe deeply that every student should have the opportunity to participate in the Adventure program we offer from grade four through grade twelve. It has never been a program that was so structured that an individual teacher could not try a new idea, and the program has continued to evolve and change as a result. By the same token we have never excluded a student who sincerely wanted to face the "Challenge by Choice".

One of my great fears is that Adventure Education will become so popular that it will suffer the same fate as many other great new ideas. That is, it will become so structured that there will be no room for new ideas. It is no secret that Karl Rohnke has been our spiritual leader for the last thirty years. In that time I have heard him speak, and worked closely with him on many occasions and never once have I heard him repeat himself, and every time I read something he has written I learn something new. If we can all keep his open approach to learning in mind as we develop our own programs then we will in fact continue to grow as people which is one of the essentials of being a great teacher.

The final point that I would like to make is encompassed in the title of this article. In it I am pleading to avoid following the example being set by so many of our youth athletic programs. We simply cannot afford to allow this wonderful opportunity to provide all of our students a meaningful Physical Education experience be limited to the best. To offer Adventure Education as an elective only is to say once again that the best will have a chance to get better while the rest will be allowed to slide by. In Ridgewood we are committed to inclusion and in no other area of the curriculum is the power of this great learning model more evident than in our Adventure classes. Last Spring we had a group of special needs students who had repeated our introductory courses several times succeed in riding the zip line for the first time and their successes will remain with every member of the class as well as the teachers for many years. In the discussion that followed during the debriefing phase of the lesson the students talked about the importance of helping other

students overcome their own fears. These debriefing sessions clearly add a great deal of meaning to any lesson and are the most important aspect of this great program.

In closing it is clear that I have only begun to touch the surface of a topic that has the potential to effect the way that the public views us. Adventure education along with the application of technology in the measurement of fitness is what our continued existence rest on. We must take advantage of the opportunity to apply the real principals of living that adventure education provides us with. When we developed the Core Curriculum Standards we were told

that we could not enter into the affective domain of learning because it could not be measured. None the less the greatest lessons we have to teach lie in this domain. To me the best way to learn these things is still in the Gymnasium and on the playing field, that is of course if you can't easily get to the Mountains and Forest. Adventure Education is simply the best way of learning by doing which goes back to Mr. Dewey.

**David B. Marsh is the Director of Health, Physical Education and Athletics, Ridgewood Public Schools, Ridgewood, New Jersey.**

## REFLECTIONS FROM OUR STUDENTS - BEYOND THE WALLS OF ROCK CLIMBING

*by Dan Creely Jr.*

This course summary paper was submitted at the conclusion of a one and a half day Rock Climbing course taught at North Central College, in Naperville, Illinois. Can teambuilding activities combined with a talking circle incorporated into a basic rock climbing class have a lasting emotional impact on our students? Read on...

*Personal Growth Journal for HPE 115 by Jared Rogers*

Very little of this paper has to do with the sport of rock climbing. This is about how the experience of one Friday night and the following morning refocused some aspects of my life!

Prior to taking this class, I had gone rock climbing three times. I knew the basics about belaying, checking harnesses for safety, and that I would have sore arms after a few hours. My previous climbing experiences were fun, but I could not fully appreciate the experience. The spiritual aspects were missing. I never really considered how a rock climbing experience connected to the bigger picture of life.

What was new for me was the concept of "present moment awareness." I am a person who frequently gears my life toward the future. It was refreshing to learn to live in the moment, as one must do when climbing. For me, present moment awareness is all about stripping away the innumerable distractions with which we seem to concern ourselves. While climbing I wasn't worried about the way I looked, or what other people were thinking about me, or anything else that wasn't essential. I just focused on each move in the climb; it was a "flow type" experience that centered me.

Friday evening the teambuilding activities and the talking circles helped us to relax. They "peeled back" the protective psychological layers we build up. The activities allowed us to bond as a class before we learned about the equipment or started climbing. I can honestly say that I have never gotten to know a group of people as fast as I did the sixteen students in our class. In the weeks following our class sessions I have met several people on campus and stopped to talk with all of them. It was refreshing! Not only did we remember each others names but the energy from our experience surfaced immediately. Just the other night, I saw Parisa at Bakers Square ( excellent apple pie). She walked over, sat down next to me, put her are around my shoulders, and talked with me. That's pretty exciting, given

that the only other time we really talked was during the Friday night and Saturday morning at the climbing gym.

I have experienced another phenomena since our April class meeting. I have been much more laid back in my outlook on life. Things that would have really bothered me six weeks ago now just seem to slide off. I don't give minor irritations major amounts of my energy anymore. I have found myself more light-hearted and happier. Sleeping has also become more plentiful and more invigorating.

Another thing I experienced as a result of the teambuilding activities and the talking circles were some lessons about respect. Simple courtesies like saying "thank you" after speaking, and really listening to what others have to say can have a profound effect on human interactions. We witnessed through the sequence of activities that we rarely take time to actively listen to what other people are saying to us. It is easy to forget that the words people say are a reflection of their inner emotions and opinions. A simple gesture like saying "thank you" to others after they have listened and given you their attention is something that shows your appreciation. It was profound.

I think the loss of common courtesies, such as, the basic ones of listening to people and saying "thank you" have contributed to the sense of alienation that is prevalent in our society. Integrating the teambuilding into our rock climbing class served as a wake-up call to me (and I think the rest of the class, too). I am really grateful for having had the opportunity to be part of this class. Thank You!



## BOOK REVIEWS

by Sylvia Dresser

**Knapp, Clifford E. *In Accord with Nature*. Charleston, West Virginia: ERIC Clearinghouse on Rural Education and Small Schools, 1999.**

The subtitle of this book tells it all: Helping Students form an Environmental Ethic using Outdoor Experience and Reflection. Cliff is one of the most thoughtful people I know, and his years of teaching in the outdoors and about the outdoors have led to a keen understanding of what people used to know, and what they know now, and the choices we all have to make in our lives.

Cliff begins by describing environmental ethics, and going over the history of the concept. This is followed by an examination of ecology, nature and environment, technology, and human communities, and how they all fit together. Achieving an environmental ethic is the topic of the next section, followed by a discussion of what Environmental Values and Ethics Education consists of. The last part of the book covers activities to help students develop their own environmental ethic.

Also included are a section on environmental values and ethics resources, and a lengthy bibliography.

Our children today grow up knowing less about the natural world in a hands-on way than children of past years, and yet they have if anything a greater responsibility towards our natural world. The choices we have which impact our world are great - what better start for a child than to have their own, well-formulated environmental ethic?

**Bower, Nancy MacPhee. *Adventure Play*. Hamilton, MA: Project Adventure, Inc., 1998.**

This book fills a niche, explained by the description of Adventure Activities for Preschool and Early Elementary Age Children. Some of the activities are adaptations of games well-known in the field, and some are new.

The first section of this book reviews concepts common to all areas of adventure education, but scaled down to the developmental level of the kids involved. The Full Value Contract, for example, is presented as a series of three simple statements, instead of being made up by the group.

Utilization of the experiential learning cycle is addressed, as well as simple processing techniques appropriate for the young child. There is also a section on planning play sessions for young children, including lists of materials needed for certain activities.

The activities themselves follow, laid out in very easy to use format. Variations and props are listed, as well as issues each game can be expected to address. There is also room in the margins for your own notes! Games are divided into categories, such as circle games and buddy games, making it easier to find something appropriate.

Project Adventure excels in publishing great activity books, seasoned with good amounts of theory. Here's another to add to the list!

***Guide for planning a Learning Expedition. Expeditionary Learning, Outward Bound: edited by Meg Campbell, Martin Liebowitz, Amy Mednick and Leah Rugin. Dubuque, Iowa: Kendall-Hunt, 1998.***

"Learning expeditions are long-term, in-depth investigations of a topic that engage student in the world through authentic projects." So begins the explanation of a learning expedition, and the expedition into this book!

The first parts of the book are explanatory materials, setting out the principles of learning expeditions, elements, definitions, etc. There is an overview of a Learning Expedition Plan, and an explanation of how to formulate one.

The second section has several examples, ranging from Nora Gill's First Grade plan for Books! Books! Books! to a tenth grade plan for the Scientific Revolution: Galileo's New View. Each one of these shares the plan, including the expedition sequence, the performance standards, resources, and a statement from the teacher about the experience.

It is becoming clear to many educators that conventional education is not reaching our students. For those interested in expeditionary learning as an alternative, this book is a wonderful resource, providing clear support in formulating Learning Expeditions, and wonderful examples.

## NEWS FROM AEE'S HEARTLAND

by Sylvia Dresser

By the time you are reading this issue of the Ripple Effect, the Heartland Annual Conference will have been and gone - I know it's going to be a very successful one! It's never too early, though, to begin planning for the year 2000 - the Heartland conference will be held at George Williams College in Williams Bay, Wisconsin, March 10-12. It's a very central location for our conference, sure to draw many participants and great presenters!

In the meantime, you can become a vital part of the Heartland region by planning a networking get-together, sometimes called a playday, in your area. We have a list of procedures to follow, the only thing that limits what you can do is your creativity!

In the fall, the AEE International Conference will be held in Rochester, New York, October 28-31. For those of you who have not yet had the opportunity to attend one of these conferences, it's a huge treat - top names in the field of Experiential Education, great keynote speakers, wonderful times to get together with others who work in the field. The largest conference to date had an attendance of 1650, this one may well surpass that.

AEE also has a host of interesting publications, including several books which have been reviewed in these pages, and the Journal of Experiential Education. Members receive the Journal as a membership benefit, and can order books at a discount.

**For more information on any of these activities, contact me at 847-945-6095 or <sdres15556@aol.com>. You can also access information on the AEE web page, <www.aee.org>. Come join the fun!**



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## ***The Ripple Effect***

***Do*** you want to be a positive influence in the world?  
*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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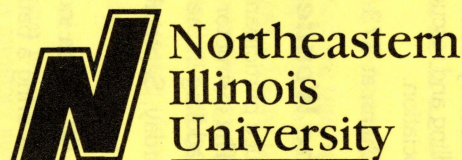


**FALL 1999**

**PROFESSIONAL DEVELOPMENT SEMINARS**

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T.E.A.M.  
PHYSICAL EDUCATION COMPLEX

# **T.E.A.M.'S PROFESSIONAL DEVELOPMENT SEMINARS**

## ***Introduction to Sea Kayaking***

This workshop will be conducted in two parts. Part one will concentrate on sea kayaking equipment, paddling techniques and rescue procedures in the indoor pool at NEIU. Part two will consist of a two hour paddle on Lake Michigan leaving out of Diversy Harbor, if conditions permit. If the lake is too rough for safe paddling we will stay in the harbor.

**Date and Time:** Saturday, September 12th from 8:30 to 4:00

**Location:** Northeastern Illinois University Pool and Lake Michigan at Diversy Harbor

**Cost:** \$50.00 (includes Lunch and all equipment) All profits from this workshop will be donated to area paddling clubs.

**Dress:** Bathing suit for the pool, clothing gear for paddling on the lake will be provided

**Facilitator:** Vic Hurtowy from the Chicagoland Canoe Base will introduce this sea kayaking workshop. Vic has extensive knowledge of equipment, sea kayaking paddling and rescue skills, and Lake Michigan paddling conditions. Vic is also one of the founding members of CASKA, the Chicago Area Sea Kayakers Association.

**Contact Person:** Bill Quinn at 773-794-2885 or <w-quinn@neiu.edu>.

## ***Introduction to the Wonderful World of Paddle Sports***

This workshop will introduce participants to the many facets of paddling possible in the Chicago area. Kayaks, sea kayaks and canoes of different designs and capabilities will be available for use. The instructor will present techniques, paddling skills, rescue procedures and information about equipment specific to the different kinds of craft used. Opportunities for paddling in the Chicago area will be discussed. This is an experiential workshop so come prepared to learn and get wet!

**Date and Time:** Saturday, September 25th from 8:30 - 12:00

**Location:** NEIU pool

**Cost:** \$30.00, which includes lunch. All profits from this workshop will be donated to a local paddle sports organization.

**Dress:** Please bring a bathing suit and a towel

**Facilitator:** Ms. Sigrid Pilgrim will lead this workshop and will be assisted by area American Canoe Association instructors. Sigrid is a past ACA board member, a true lover of paddling and is active in many Chicagoland paddling clubs.

**Contact Person:** Bill Quinn at 773-794-2885 or <w-quinn@neiu.edu>.

## ***Rock Climbing In An Indoor Setting: Procedures, Policies and Teaching Sequences***

This workshop will focus on teaching strategies and sequences for use within educational contexts with various levels of students. The areas to be covered will include all facets of vertical climbing and traverse wall usage. Games, lead up exercises, and safe procedures will be emphasized. Feedback about personal technique will also be offered.

**Date and Time:** Saturday, October 9th from 9:00 am - 3:30 pm

**Location:** NEIU Indoor climbing wall in the Physical Education Complex

**Cost:** \$50.00 which includes lunch

**Dress:** Comfortable yet close fitting and flexible clothes to be active in. Bring rock climbing shoes if you have them.

**Facilitator:** Brian Elmore will be teaching this workshop. Brian is the Manager / Lead Trainer / Course Setter / Board Member of the North Wall in Crystal Lake, IL. He brings twenty years of climbing insights and teaching experiences into the art of climbing.

**Contact Person:** Bill Quinn at 773-794-2885 or <w-quinn@neiu.edu>.

## **Native American Philosophy Workshop**

- Date and Time:** Saturday, October 9th from 8:30 am to 3:00 pm.  
All proceeds from this workshop will be donated to the Miniss Kitigan Drum. The Drum was founded by Keewaydinoquay and maintains the traditional teachings as they were passed down to her by her elders.
- Cost:** \$50.00 (includes lunch)
- Location:** North Park Nature Center - in the Classroom  
Entrance is on Pulaski at Ardmore which is a traffic light between Peterson (6000 North) and Bryn Mawr (5600 North). Turn east into the North Park Nature Center and follow the signs.
- Instructor:** Ohsahmin Judy Meister, an ethnobotanist and storyteller learned about the ways of the Anishinaabe people as an apprentice to Keewaydinoquay. She will share the philosophy of the Ojibway people, their approach to life, their respect for the earth and how all things are interconnected. This hands-on workshop will combine storytelling, drumming, singing and modeling how she was taught by Grandmother Keewaydinoquay to live in bimadisiwin -living life to the fullest.
- Contact:** Dan Creely Jr. at 773-794-2982, <d-creely@neiu.edu>.

## **Wisdom of our Elders 5th Annual Gathering**

Native American elders will facilitate this weekend gathering in historic New Harmony, Indiana. This workshop will cover Native American philosophy, customs and traditions. The open-space format will help to build a sense of community by having the elders and participants agree upon the direction, content and format of the weekend. Traditional native American food will be prepared and shared at some of the meals.

- Date and Time:** Arrive Friday, November 5th between 4:00 - 7:00 pm.
- Depart:** Sunday, November 7, 2:00 pm.
- Fees:** \$150.00 includes 2 nights lodging and meals  
\$100.00 registration - meals only \*\*let us know if you have any dietary needs, e.g. vegetarian.
- Location:** Barn Abbey Conference Center, New Harmony, Indiana  
\*\*Conference is limited to 60 participants. There are only 25 beds at the Barn Abbey. Space at the Barn Abbey is reserved on a first come, first served basis with full payment. Full conference information will be mailed upon payment.
- Contact** Dan Creely Jr. at 773-794-2982, <d-creely@neiu.edu>.

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**NOTE: PLEASE MAKE AS MANY COPIES OF THIS REGISTRATION FORM AS NEEDED.**

**SUBMIT A SEPARATE CHECK AND REGISTRATION FORM FOR EACH WORKSHOP. MAKE CHECKS PAYABLE TO:**

**T.E.A.M.** Northeastern Illinois University, 5500 N. St. Louis Avenue • Chicago, IL 60625-4699 • Physical Education Complex

NAME: \_\_\_\_\_ PHONE:(        ) \_\_\_\_\_

ADDRESS: \_\_\_\_\_

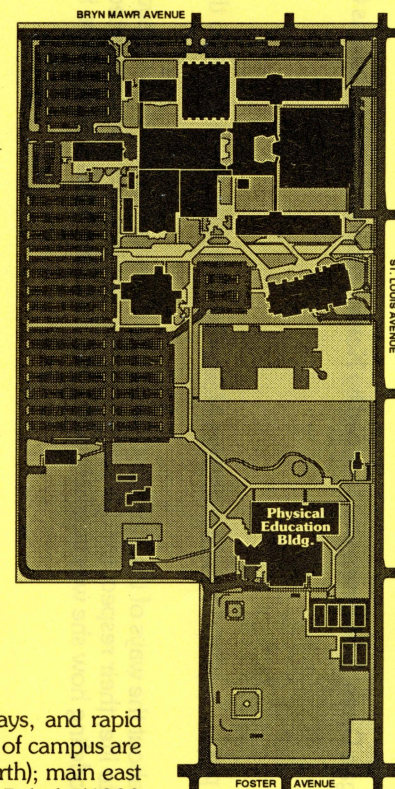
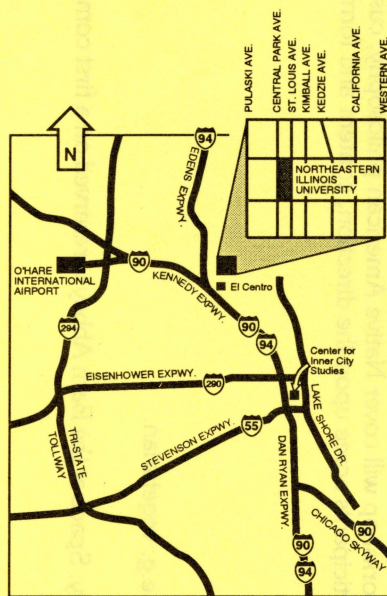
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

SEMINAR TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_ FEE: \_\_\_\_\_

Payment reserves space on a first-come, first-serve basis. You will **only** be notified (and payment will be returned) if the workshop is filled to capacity or if it is cancelled. This brochure is your reference for seminar dates and times.





### 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**, 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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