

WORKSHOPS INFORMATION

THEMATIC STRANDS

Workshops are a core component of the NE AEE Conference. They provide attendees with opportunities to share information, learn skills and stimulate new thinking. AEE Conferences use the following workshop "strands" to categorize the range of content.

ABP: Adventure-Based Programming

Techniques and models used by practitioners to foster learning and growth in wilderness- and adventure-based programs, outdoor education, or organized camping. Topics include: challenge course building/design, universal programming/design, initiatives and trust building activities, climbing, boating, expeditions, and wilderness medicine.

A&ST: Art & Science of Teaching

We all teach no matter in what thematic strand we operate. Topics include: techniques of effective teaching (i.e., what's in your teaching toolbox?), the "art" of teaching, skills necessary to be an effective teacher and an efficient learner, techniques to enhance learning, how multiple ways of seeing and thinking influence learning and teaching.

EENS: Environmental Education/Nature Study

Techniques, models, and curriculum used by practitioners to foster environmental literacy and learning about environmental issues and the natural world. Topics could include, but are not limited to: environmental awareness and stewardship, sustainability, nature studies, conservation, and minimal-impact techniques.

EBTD: Experience-Based Training & Development

Techniques and theories to facilitate growth and development of and within organizations. Topics could include, but are not limited to: team building, leadership development, assessing clients' needs, program design and evaluation, facilitating strategic planning, visioning, business transformation, and systems thinking.

F/P: Facilitation/Processing

Cross-disciplinary techniques, tools and models for exploring philosophy, practice, methodology, self-development and growth as a practitioner working with groups in a variety of settings. Topics include: challenge by choice, full-value contracts, group dynamics and development, framing, reflection, facilitating the experiential learning cycle, observation skills, technical skills, collaboration and co-facilitation, and developing professional skills.

M/B/S: Mind/Body/Spirit

Integrating all dimensions of the human being as an essential aspect of experiential education. Topics could include, but are not limited to: creativity, yoga, meditation, martial arts, personal wellness, prayer and other practices that involve a synthesis of spirituality, mindfulness and body work.

PA: Program Administration

Managing risk, responding to trends, promoting and marketing, maintaining client relations, fiscal management and staff development. Topics include: grant writing, strategic planning, capital campaigns, partnerships, accreditation, certification, insurance, internship programs, training, supervision, and site development.

SEL: Social- Emotional Learning

Social and emotional learning in schools, education settings, experiential, and outdoor educational institutions. Can include materials from Collaborative for Academic Social and Emotional Learning (CASEL) and other frameworks for understanding and teaching social and emotional learning.

SJ&E: Social Justice & Ethics

Social and ethical issues and questions as they relate to experiential education. Topics include: issues of ethnicity, class, gender, sexual orientation, age, ability and multiculturalism. Also includes professional standards, ethics and integrity.

WORKSHOPS BY STRAND

ADVENTURE-BASED PROGRAMMING THE STRUGGLE IS REAL

Lisa Hunt

"It's a challenge course, not a success course" a practitioner said under his breath, as he watched a belayer tension the rope. This workshop invites practitioners of facilitated challenge course programs to reflect on some fundamental leadership and program design questions such as: 1. Is my warm up progression discouraging risk taking? 2. What does real struggle look like while I'm facilitating? 3. What are my motives for intervening when a group struggles?

ABP Workshop 2 102 Fitzwater

ORIENTEERING AS A FRAMEWORK FOR EXPERIENTIAL EDUCATION IN SCHOOLS

Barbara Bryant & Ethan Childs

Navigation Games' elementary school curriculum develops orienteering skills through games. Older students experience a team-based adventure in the woods. In this workshop, we will try out some of the activities and discuss how to adapt them to your settings. No previous orienteering knowledge or experience is required. The format for the workshop will be a combination of presentation, activities and discussion. Participants should come dressed for going outdoors. No previous orienteering knowledge is required.

ABP Workshop 3 124 Marcucella

TAG! - TAKE AWAYS GAMEIFIED!

Christy Brodeur

Shoehorned to the playground and downtime, tag games are a great tool to facilitate learning - community building, environmental science curriculum content, and SEL skills development. We will experientially break down the components of a 'tag game', connect to learning objectives, and of course play a lot of tag. No prior experience necessary, but be prepared to move around.

ABP Workshop 3 Spagnuolo

BOOMWHACKERS AS TEAMBUILDING: COMBINING EXPERIENTIAL METHODOLOGY, ADVENTURE ACTIVITIES, & MUSIC AS A MODALITY FOR LEARNING

Greg Urban

Whether a former music kid, a self-taught guitar guru, or a self-professed 'two left feet and no rhythm' kind of person, this is designed for you! In this interactive workshop, we will explore how the use of intentionally-sequenced experiential activities can be leveraged to teach the most complex of patterns: music. This workshop seeks to build rhythm and pattern skills in an experiential way, and then implementing them in a group ensemble setting: with BOOMWHACKERS!

ABP Workshop 5 Spagnuolo

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WORKSHOPS BY STRAND**ART & SCIENCE OF TEACHING
OUTDOOR TEACHING STRATEGIES – PART 1:
FUN AND EFFECTIVE WAYS TO TEACH SKILLS***Christian Bisson, Ed.D. & Julie Bisson, M.A.*

The bread and butter of any outdoor educator is to teach skills. That we define "skill" as physical, interpersonal or intrapersonal, as outdoor educators it is essential that we keep striving to improve our teaching strategies. This workshop is intended to be a celebration of many of the best pedagogical practices in outdoor education as well as exploring new strategies and variations on classic teaching practices for the development of skills.

*A&ST Workshop 1 103 Fitzwater***A RETROSPECTIVE UNDERSTANDING OF THE GOALS
AND METHODS OF "UNCOMFORTABLE LEARNING"***Randall Thomas*

Dr. Thomas takes a retrospective look at an innovative experiential program which involved his living and working with people and families from different socio-economic and cultural backgrounds. He examines the context in which this program originated, the theory and rationale behind it, and the methods involved, as a means of understanding how such a program of "uncomfortable learning" facilitates our learning, as well as our capacity to be self-aware, and empathic.

*A&ST Workshop 2 125 Marcucella***ENGAGED IN CHANGE: IMPLEMENTING HIGH IMPACT
AND COLLABORATIVE TEACHING PRACTICES***Kate E. O'Hara*

This workshop is open to all participants interested in the implementation of engaging, student-centered practices, culturally responsive teaching practices, and high-impact practices such as service learning and capstone courses in higher education. Participants will have opportunities to explore, learn, and create engaging student practices that include the relationship of students as learners /students as agents of change through hands-on activities and interaction with the presenter.

*A&ST Workshop 4 124 Marcucella***ENVIRONMENTAL EDUCATION &
NATURE STUDY****RECYCLED ITTY BITTY IDEA IMAGES***Jen Hargrave & Pat Farrell*

Did you know if we don't change our plastic use by the year 2050 there will be more plastic than fish in our oceans??? Come learn some fun ways to upcycle plastic. We'll be drawing shapes, cutting glueing and shrinking recycled bottles and food containers to make our itty bitty idea images. The sets are great for introduction or debrief activities. We'll also make a carrying case for our itty bitty sets.

*EENS Workshop 1 119 Marcucella***THE ROPES OF ECOLOGY***Shawn Moriarty*

The Ropes of Ecology is an interactive workshop that provides participants a set of activities and initiatives that can be used in classrooms, outdoors, or in conjunction with a low ropes course. The workshop covers a collection of warm up activities and small group challenges that guides participants to build a more cohesive group and develop ecological literacy. We will also explore how to develop a sense of place with your students and participants. You do not need to have a low ropes course at your site to use the Ropes of Ecology.

EENS Workshop 2 103 Fitzwater

WORKSHOPS BY STRAND

EXPERIENCE-BASED TRAINING & DEVELOPMENT

BECOMING A DELIBERATE FACILITATOR:

INTEGRATING RESEARCH WITH EXPERIENTIAL DESIGN

Amy Climer, Ph.D.

Deliberate Facilitators go beyond leading activities and influence real change. They focus on teaching teams the skills and abilities needed to reach their goals. Building on the concepts presented in the keynote, this workshop gets practical to help you become a Deliberate Facilitator. You'll learn a simple, powerful tool called Pink Sheets, designed to help you think at a deeper level, codify what you know, and communicate your knowledge, insights, & perspectives.

EBTD Workshop 2 219 Marcucella

STORIES AND LESSONS LEARNED FROM AN EBTD

CONSULTANT-CLIENT PARTNERSHIP

Christopher C. Roland, Ed.D. & William Pullman, M.D., Ph.D., F.R.A.C.P.

What are the important behaviors, values, skills and knowledge necessary for sustainable, trusting and productive partnerships between external EBTD consultants/facilitators and their clients? Chris and Bill will share stories and lessons learned of their partnership spanning more than twenty years. Topics will include industry/product knowledge, team retreats, executive & team assessment, communication, trust building, program design, facilitator tool boxes and return-on-investment.

EBTD Workshop 3 102 Fitzwater

DEMISTIFYING CORPORATE FACILITATION: HOW TO TRANSFORM YOUR FACILITATION FOR THE NEXT STAGE

Hutch Hutchinson

For many facilitators, transitioning from youth to adult populations can be intimidating and often challenging. This workshop is designed to demystify this transformation so that facilitators are better able to serve a broader array of participants in their work. This workshop, led by a business school professor, will help get you on your way to that next stage of your career.

EBTD Workshop 5 125 Marcucella

EBTD TOOL KIT: PSYCHOLOGICAL SAFETY AND PROJECT ARISTOTLE

Hutch Hutchinson

EBTD Toolkit workshops provide a brief intro to a key theory/framework from the business education world, followed by a collaborative session where participants develop a workshop they could share with others in the future. This time, we'll explore Google's attempt to discover what makes the "perfect team" and their surprising conclusion! (Hint: it has a lot to do with Psychological Safety)

EBTD Workshop 6 125 Marcucella

MIND/BODY/SPIRIT

"THE IMPORTANCE OF HOBBIES" OR

HOW DO YOU ACTUALLY DO SELF CARE?

Adam Karp

How many times have you heard someone say the phrase "self-care" and wondered, "okay but what does that actually mean?" This workshop will be an experiential exploration of what the research says about how to understand the ways that hobbies and leisure activities can meet our needs. We will also talk about what the research has to say about why adults need hobbies as much as kids.

M/B/S Workshop 4 Spagnuolo

WORKSHOPS BY STRAND**FACILITATION/PROCESSING****GRAPHIC FACILITATION:****STIMULATE PARTICIPATION, PROCESS & SYNTHESIZE-
ADDING DEPTH TO TRAININGS THROUGH GRAPHICS***Mellisa Cain*

Adding depth to trainings through graphics (No Artistic Talent Needed... Really!) "Did you doodle in school? Get in trouble for it? Only recently have I discovered Graphic Facilitation... and it has changed my world: how I facilitate trainings, process with groups, and encourage participant reflection. This workshop introduces participants to the basics of Graphic Facilitation: the whys, theory and, most importantly, the HOW through informal practice and co-creation. Participants will leave with tangible skills for their toolbox. And really... NO ARTISTIC SKILLS NEEDED!

*F/P Workshop 1 124 Marcucella***FACILITATING WITH YOUR NOODLE:****USING BRAIN SCIENCE TO INFORM YOUR PRACTICE***Morgan Decker*

This workshop will cover current trends in neuroscience, how our brains operate, and how to apply this in facilitation approaches, regardless of environment or setting. By integrating neuroscience into practice, practitioners are better informed about their own brains, how to assess participants, and match activities appropriately to create more meaningful experiences. The workshop will cover experiential activities and methods to teach and explore this information in a way that is both informative and engaging.

*F/P Workshop 1-2 Spagnuolo***ADVENTURE AWAITS! FACILITATING THROUGH ROLE-
PLAYING GAMES***Daniel McDonagh*

In a land of dragons, talking skeletons, and grand-scale adventures what if the problems and solutions were tied to a person's identity? In this workshop participants will be given the opportunity to role-play as the brave heroes of this story in an unconventional form of facilitation. Dive into this adventure and see what skills you can apply, which knowledge you can gain and how will you handle the tasks at hand.

*F/P Workshop 3 119 Marcucella***FACILITATING TO FAIL***Sam Mengual*

We tell students all the time, the best way to learn is to make mistakes, but we are rarely that forgiving of ourselves. This workshop will reflect on the experiential cycle and how we use it to inform our practice and refine our craft. We will explore how we fail, why we're afraid to, and what we learn from it in a safe, collaborative environment.

*F/P Workshop 4 119 Marcucella***EMPOWERING INTROVERTS:****HOW TO ENGAGE THE QUIET FOLKS***Josie Martin*

Have you ever felt stuck trying to engage shy and quiet students? This workshop will give you insight into the character of the introverted student and help you design and adapt programs to get everyone fully involved. We will develop an appreciation of introversion through exploration of personal identity and activity analysis.

*F/P Workshop 5 219 Marcucella***METAPHOR-PHOSIS:****IF AN EXPERIENCE IS WORTH 1000 PICTURES, THEN A
METAPHOR IS WORTH 1000 EXPERIENCES***Kendra Bostick & Kenzie Keefe*

We use experiential education to support participants through a change process. Kinesthetic metaphors have been proven to create more change in participants that lasts longer than other forms of interventions. Through this workshop, participants with beginner or intermediate levels of knowledge will experience a kinesthetic metaphor, learn the research backing why and how metaphors work, be guided through the seven-step metaphor creation process, and create a meaningful metaphoric experience based on their participants' unique needs.

F/P Workshop 6 103 Fitzwater

WORKSHOPS BY STRAND

PROGRAM ADMINISTRATION

ACCIDENTS IN OUTDOOR PURSUITS - THEIR CAUSES AND CURES

Jed Williamson

Accidents happen in outdoor pursuits, and will continue to do so because risk is always involved. Learning how to prevent life-threatening or disabling injuries is a skill we all seek to hone. Through this workshop, participants will learn how to use a prevention matrix to examine case studies and to design staff and participant training to reduce serious field incidents.

PA Workshop 1 102 Fitzwater

GARBAGE IN, GARBAGE OUT: (RE)BUILDING LEADER AND PROGRAM EVALUATIONS THOUGH INTENTIONALITY, LEARNING OUTCOMES, AND TECHNOLOGY

Ben Oliver

Too often, program and instructor evaluations are random or haphazard in their approach. When the questions you ask are "garbage" the data you get out is also "garbage". In this workshop, we'll discuss how to build an evaluation "system" that relies on learning outcomes and multiple data sources in order to collect evaluation data that can be used to make informed program decision and offer instructors useful feedback.

PA Workshop 2 124 Marcucella

SPHERES OF ACCEPTABLE PRACTICE: CHALLENGE COURSE PROGRAMMING

Chris Damboise

This interactive session explores the differences/intersections between local operating procedures, standard operating procedures, challenge course standards, instructor styles and preferences and how each of these may affect the operations and programming on your challenge course. It is generally recognized that there is rarely a singular "best" way of doing things when it comes to practices on the challenge course. Come explore with other professionals the range of acceptable practices and how your program design intersects.

PA Workshop 3 219 Marcucella

RISK ASSESSMENT & SAFETY MANAGEMENT: A COMPREHENSIVE ORGANIZATIONAL & TRAINING MODEL

Rick Curtis

Managing risk at a level that is appropriately balanced against the rewards associated with a program's goals and mission is fundamental to every program. The Risk Assessment & Safety Management Model is a comprehensive approach for identifying the causes of accidents, assessing changing risk levels, and managing risk. The workshop will include a presentation of the Risk Assessment & Safety Management Model. Participants will learn how differentially-weighted hazard factors increase risk levels and how appropriately introduced safety factors along with hazard reduction or elimination can reduce the overall risk level.

PA Workshop 5 103 Fitzwater

LEADERSHIP TRAINING, EMOTIONAL INTELLIGENCE AND BEHAVIORAL ECONOMICS...IN ONLY 90 MINUTES!

Devin Farkas

Trying to improve your leadership training curriculum? Want to further develop your skills as an outdoor leader? In this workshop you'll learn about research that highlights specific traits of Emotional Intelligence that are important to leadership, how to foster those traits in yourself and your staff, AND deepen your understanding of leadership theory through the lens of Behavioral Economics. This workshop consists of lecture, interactive discussion and time engaged in a leadership development activity.

PA Workshop 5 124 Marcucella

EXPERIENTIAL TRAINING FOR THE EMERGING LEADER

Adam Faller & Jess Anderson

Training in the field of experiential education should be an intentional and engaging process! But risk management, policies and procedures, technical skills, social emotional skills, and other needs compete for time in your training schedule. Whether you're an administrator or a fresh facilitator, this workshop will help us all to better understand the many methodologies of training and how to develop top-notch experiential educators in a 21st century world.

PA Workshop 6 219 Marcucella

WORKSHOPS BY STRAND**SOCIAL-EMOTIONAL LEARNING
MORE PERFORMING, LESS STORMING: USING
A STRENGTH-BASED APPROACH TO MAXIMIZE A
GROUP'S PERFORMANCE***Meredith Lynt*

Most experiential educators know of Tuckman's Stages of Group Development and understand the natural progression of a group on their way to a level of high-performance. The PEAR Institute's Clover Model highlights the four essential elements that individuals need to thrive, learn, and develop. Understanding how this model applies to a group allows the facilitator to be the driver of the Stages of Group Development resulting in the group spending more time in high-performance.

*SEL Workshop 1 219 Marcucella***ANY WAY YOU SLICE IT--USING A KYOOB TO BUILD
MATHEMATICAL AND SEL SKILLS***Sam Copland & Anne Guerriero*

What happens when experiential educators and core content classroom teachers have the opportunity to collaborate? How can an SEL lesson be connected back to the classroom and school culture and a math lesson become more interactive using the same tool? This workshop aims to model an example of what this can look like and provide an opportunity for participants to reflect on how this can come to life in their own professional realms.

*SEL Workshop 3 103 Fitzwater***SOCIAL AND EMOTIONAL LEARNING IN ACTION***Tara Flippo*

This workshop will provide the context for social and emotional learning (SEL), the important work from the Collaborative for Academic, Social and Emotional Learning- the nation's leader in research and policy in SEL. We will draw activities from our book: *Social and Emotional Learning in Action: Experiential Activities to Positively Impact School Climate*, an easy to use sourcebook which addresses the five competencies promoted by CASEL.

*SEL Workshop 6 Spagnuolo***SOCIAL JUSTICE & ETHICS****#DIFABILITY... REFRAMING HOW WE CREATE SPACE
FOR VISIBLE AND INVISIBLE DISABILITIES IN OUR
FACILITATION***Rachel Ferreira & Alison Jackson Frasier*

What if we changed the way we view all groups that enter our programs? What if we did not wait to "adapt" until we "see" or are told about a visible disability and rather created opportunities for adaptation within all of our framing and facilitation? This workshop will challenge you to re-frame how you engage with groups and how you "adapt" to "dif"ferent ability levels of participants rather than addressing and adapting for "dis"abilities.

*SJ&E Workshop 1 102 Fitzwater***INTER-GROUP DIALOGUE: DEEPENING STUDENTS'
UNDERSTANDING OF EACH OTHER FOR A MORE
SOCIALY JUST WORLD***Ashlee R Downing-Duke & Devin Farkas*

Ever wanted to ask a question that you were afraid you might offend someone? Ever been in a situation where someone said something that offended you but you did not question them? In this workshop, you will learn about InterGroup Dialogue, a tool to help people engage in difficult but important conversations across difference. Through presentation, hands on activities and discussion you will leave with a new tool for your social justice toolkit!

*SJ&E Workshop 2 119 Marcucella***WHO AM I? A CRITICAL CONVERSATION ABOUT
LEADERSHIP STYLES, ETHICS, AND ARTICULATING
YOUR "WHY"***Alison Jackson Frasier*

Ever try explaining "what" you do? Ever argue with someone about a person's "leadership?" Join us as we examine controversial "leaders" throughout history, and through debate, self reflection, and storytelling, define good and bad leadership, connect to our personal code of ethics, and articulate our "why."

*SJ&E Workshop 3 125 Marcucella**SOCIAL JUSTICE & ETHICS CONTINUED ON NEXT PAGE*

WORKSHOPS BY STRAND

SOCIAL JUSTICE & ETHICS CONTINUED CHALLENGES PEOPLE OF COLOR FACE WITHIN THE FIELD OF ADVENTURE EDUCATION

Dat Tran

How has your professional life been influenced by racial dynamics? This workshop focuses on the challenges people of color face within the field of outdoor education. We will shed light on problems and consider solutions for our work. In reflective conversations, we will listen deeply to each other's experiences of race and color in our field. No skill or knowledge is required. I will present findings from my own research as well as personal experiences.

SJ&E Workshop 4 102 Fitzwater

SAFEZONE TRAINING: GENDER AND TRANSGENDER

Tobias Christoffels

This Safezone training will have a specific focus on transgender topics such as what gender is and isn't, how to navigate pronouns and what they mean, and exploring any questions that participants have covering transgender topics to discuss as a group, led and facilitated by myself as a transgender man.

SJ&E Workshop 4 103 Fitzwater

BRINGING SOCIAL JUSTICE TO FACILITATION & FACILITATION TO SOCIAL JUSTICE

Meg Bolger & Jyler Donovan

Have you found yourself asking, "How does social justice fit into my work?" This workshop aims to address that question and explore the intersection of social justice and facilitation. Through exploratory discussions and examination of your current programs, we will explore how social justice can inform your work as a facilitator and/or experiential educator. We'll explore how to use your facilitation skills to inform your approach to social justice and create opportunities for transformative change.

SJ&E Workshop 5-6 102 Fitzwater

"HEY GUYS!" - HOW TO EMBRACE GENDER EQUITY IN YOUR PROGRAMMING

Elise Letizia & Josie Martin

...okay, so we really mean ALL equity in your program and how the words you use impact participants. How can you intentionally choose your words instead of just using language without forethought? First, we will focus on areas of language that can immediately impact your relationship with participants. Then, we will rely on modern brain research and mindful practices and tips to become aware of and start making those changes.

SJ&E Workshop 6 124 Marcucella



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