

**AD = Administration**  
**OTD= Organizational Training and Development**  
**OAE= Outdoor and Adventure Education**  
**K-12= K-12 Schools**  
**HE= Higher Education**  
**TA/AT= Therapeutic Adventure, Adventure Therapy**  
**S= Students**  
**G= General**



All dates and workshops are subject to change.  
Please check back in October for a finalized schedule.

## Thursday, October 22

### **RW3 • The Benefits of Being Real (G)**

*Sarah Jillings*

What do struggle and vulnerability have to do with satisfaction and self-esteem? What role does passion and persistence play in success and achievement? How does authenticity improve the quality of our lives? This workshop will review current research on connection, self-esteem, achievement, and motivation to illuminate pathways to satisfaction. We will explore how being real is perhaps the most powerful, though sometimes challenging and disorienting way, to cultivate meaning in one's life. Do you want to improve your own life and the lives of those you lead? Join us as we discover the many benefits of being real.

*Open to All*

### **RW59 • Positive Engagement with Hard to Reach Youth (OAE, K-12, TA/AT, S, G)**

*Lise Brown, Sara Harrison*

Research shows that the quality of human relationships in youth programming can be more influential than the program itself. At this workshop we will present the main aspects of Momenta's leadership model based on research in the fields of youth development, experiential education, adventure therapy, and social work practice. Participants will learn proven methods to engage with children and youth to affect change in individuals, programs and communities including overviews of anticipated outcomes.

*Open to All*

### **RW123 • Accommodating Students with Chronic Illness in Experiential Education (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Jill Martinez*

Students with chronic illness are sometimes seen through a social lens that projects laziness, or attention seeking onto behaviors that stem from very real symptoms of illness. Students can be viewed as not interested in participating, when in reality they experience feelings of isolation and stigma due to their illness and subsequent lack of ability to participate with their classmates. This workshop will cover the basics of what chronic illness is, how it can be experienced, and techniques for helping students get the most out of your learning experiences when their illness prevents them from being able to participate fully.

*Open to All*

### **RW140 • Stories from the Field: A History of Wilderness Therapy (TA/AT)**

*Will White*

This presentation will introduce the results of a doctoral dissertation and book that examined how the field of wilderness therapy evolved. Wilderness Therapy can be traced back to the late 1800's but little has been written about its complex and at times, sordid, history. Participants will learn of unexpected influences including a struggling Dartmouth College Student, an expert in Native American woodcraft, and the many graduates of Outward Bound. Also

discussed, will be the dark side of the history of Wilderness Therapy including tragic deaths and abuses of participants and the impact of these events on the field today.

*Open to All*

**RW159 • Risk Management: Not just a protocol. A Critical Discussion of Self-Reflective Practice (OAE, K-12, HE, TA/AT, S, G)**

*Bill Mitchell, Ryan Howard*

This workshop will reflect upon the risk management climate faced by practitioners working within post'secondary outdoor and adventure education programs. Risk management is most frequently considered as a set of practices, policies and procedures. However, by reflecting on the relationship that risk management guidelines have on program delivery, teaching practices, and the interpretation of outdoor pursuits by participants changes the emphasis and utility of risk management. Presenters will discuss the following key areas: communication of risk; instructor/educator judgement; and self-reflective practice with respect to risk. The workshop will transition into a guided group discussion allowing participants to engage their experiences.

*Intermediate*

**RW164 • Intention: the Foundation of Adventure Therapy (TA/AT)**

*Nick Magle-Haberek, Tuesday Spangler*

One of the distinguishing factors of adventure therapy is the intentional nature that it is approached with, and yet facilitator intentionality is an often overlooked and under appreciated topic. This workshop will use a combination of lecture and activities to illustrate intentional yet different approaches that exist within the field of adventure therapy. An assessment of participants' foundational assumptions of what function adventure plays in the therapeutic process will serve as the springboard for a co-creative segment to better understand intentionality in adventure therapy. Participants will leave the session with a greater understanding of the various roles that adventure fills.

*Advanced*

**RW169 • The Developing Adolescent Brain with Respect to Education and Safety Management (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Steve Creech*

Are you sometimes dumbfounded why an adolescent did something that seemed so obviously risky? Well, it may have been out of their control. In an ever-evolving world of education and neuroscience research, this workshop focuses on understanding developing adolescent brains and implications for educators. We will explore competing levels of maturity in the brain's pre-frontal cortex and limbic system. By examining research as well as through interactive demonstrations and activities, we will focus on transferring knowledge into intentional educational and empowering strategies for creating engaging experiential learning opportunities and improved safety management, particularly in the outdoors.

*Open to All*

**RW176 • The Power of Family: An Experiential Approach to Family Treatment (TA/AT)**

*Gary Stauffer, Maurie Lung*

This workshop is intended to be a demonstration of how to use experiential and adventure activities in a clinical setting with families. Presenters will ground the approach in the framework of Experiential Family Treatment and engage our audience in actually doing the activities throughout our time together. Please come prepared to participate genuinely, as yourself during the activities (no role play here). We will discuss uses of the activities from engagement and assessment through intervention and skill development.

*Intermediate*

**RW180 • Racial Microaggressions: What are They and How do They Harm? (G)**

*Caprice Hollins*

When we engage in conversations across cultures, there is always the risk that what we say might offend someone. Oftentimes we don't even know why what we said was offensive. But rather than risk offending many people avoid cross cultural dialogue altogether or cling to "politically correct" terminology in hopes that they don't enter into a tangled web of good intentions with damaging impacts that leave everyone involved feeling misunderstood or

unseen. The tightrope we walk and the mental labor that ensues is exhausting and can interfere with both teaching and learning. Dr. Hollins will present on what has commonly become known as microaggressions, coined in the 70's by psychologist Chester Pierce and more recently expanded on by Derald Wing Sue. Learning what microaggressions are, why people often react the way they do, and the hidden underlying messages they convey will assist us in effectively engaging when we have committed one therefore deepening our relationships.

*Open to All*

**RW4 • Sober Choices: Experiential Activities with Substance Abusing Teens (TA/AT)**

*David Flack*

Substance abusing teens often seem stuck in endless cycles of maladaptive behaviors, experiencing multiple treatment failures and frustrating even the most dedicated professional helpers. In this highly interactive workshop, we'll explore strategies for helping these stuck teens move from ambivalence to action. We'll do this through both dialogue and experiential means, including participation in a dozen clinically appropriate experiential activities that help promote engagement, increase readiness to change, and build sobriety skills. Along the way, we'll consider ideas for framing, processing, and facilitating with the adolescent brain in mind.

*Intermediate*

**RW22 • Let's Talk Internship Curriculum (AD, OTD, HE, S)**

*Jennifer Payne*

Internships can offer a rich learning experience for the student and the host but often due to a lack of preparation, structure and support the learning experience becomes a job, sometimes with repetitive and unchallenging tasks and little learning. The educational institution and/or hosting organization have responsibilities to create a positive learning experience and support the full cycle of experiential learning not just the doing. This workshop will focus on creating internship curriculum that addresses these responsibilities and the full cycle of experiential learning. The workshop will be half lecture and half interactive.

*Open to All*

**RW31 • Social Justice Education in 3D: Activities for Dialogue, Discussion, and Discovery (OTD, OAE, K-12, HE, TA/AT)**

*Tara Flippo*

This workshop uses activities to address social justice education and promote the 3 Ds: dialogue, discussion, and discovery. Participants will experience an interactive activity-based approach to develop self-awareness and agency. Focusing on methods, terminology and activities, participants will have the opportunity to increase their -toolbox- for diversity and/or social justice related content (anti-bias, inequity, discrimination, prejudice, and oppression).

*Open to All*

**RW38 • Implementing the Strange & Unusual: How Ritual and Ceremony Build Emotional Safety (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Addison Odum, Dan Engel*

The Strange and Unusual is an organic, participant driven workshop focused on creating a magical and shared experience. Through intentional sequencing, attendees will learn to develop and structure a ritual/ceremony based on personal interest, to generate student buy-in and group cohesion. The process is experiential, exploring vulnerability, creativity and trust. Together, these concepts create emotional safety, encourage growth and internal progress. The nuances of presentation and the power of curiosity will be discussed at length, encouraging and guiding learners to construct their own ceremony, whether it be implemented in the classroom, on the playing field or in the mountains.

*Open to All*

**RW84 • From Safe Relationships to Social Change: Fostering Self-Resilience With The Underserved (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Fred Lines, John Edmonson, Taylor Freeman LPC*

Resiliency manifests as one's ability to manage stress, not the absence of stress. But what happens when the stress experienced in one's environment takes the form of trauma, is constant, and toxic? How do the stress response systems of those living in toxic stress shift and impact one's ability to function? Join us as we discuss the importance of considering the intersection of Education and Mental Health when working with underserved populations, and ways

experiential learning, mindfulness, and interpersonal neurobiology can be used to empower participants to reach their full potential.

*Intermediate*

**RW98 • The Deaf Community in the Outdoor Field: Strategies for Providing Full Access and Training Opportunities**

(AD, OTD, OAE, K-12, HE, TA/AT, S)

*Evan Perkins, Raylene Lotz*

This workshop will allow participants to fully explore the great benefits and challenges of integrating deaf students into outdoor leadership training. We will approach this subject from three different perspectives. We will explore the role of the outdoor instructor in creating and adapting a curriculum that is fully accessible to all students. We will explore the deaf perspective of working in a traditionally hearing environment. Lastly, we will learn about the challenging role that interpreters have to play in the intense physical and social environments that we encounter in the outdoors.

*Open to All*

**RW173 • Effective Debriefing Tools and Techniques (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Michelle Cummings*

Are you good at the games but not so good at the debrief? Do you ask questions and get blank stares from your participants? This workshop will focus on 10 effective debriefing tools and techniques that are simple and easy to use. We will break each technique down and demonstrate different games or activities teaching the concept. These techniques for processing are sure to liven up your debriefing circles. New or seasoned facilitators welcome.

*Open to All*

**RW179 • Bullying and Shame-Resilience: Identify, Advocate, Act, and Heal (G)**

*Meg Bolger*

Bullying is something that we often talk about as being isolated to our middle school or high school experiences, but bullying is something that can happen at any stage of life. In this workshop we will work together to learn techniques to identify bullying both within the workplace and within the settings of our participants or students, learn how to advocate for those bullying and being bullied, how to act in a way to change the environment that allows bullying to happen, and lastly how to heal those who are bullied or who are bullying from the pain they are causing and/or are in.

*Open to All*

**RW90 • Age of the Selfie: Facilitating for the 21st Century (OTD, OAE, TA/AT)**

*Josh Orphanidys, Aurora Haddock*

The Age of the Selfie is upon us! People of all age groups are becoming more comfortable and open when expressing personal aspects of their lives. This workshop provides an opportunity to explore how this tendency can be used to the advantage of a facilitator to more fully engage and maximize processing potential. This workshop will experientially delve into what Introspective Processing entails both from the perspective of the facilitator and as a participant, allowing you to reflect upon your personal style and how that style impacts your group. Come prepared to laugh, play and learn!

*Open to All*

**RW52 • Fighting Poverty & Marginalization through the Power of EE (G)**

*Tim Arnold*

For the last decade, Southridge has been reaching out to the homeless, kids-at-risk, and migrant farm workers with the belief that -Friendship Makes the Difference.- The crux of this unique outreach approach is to foster unlikely, but life-changing friendships between hundreds of volunteers and people living in the margins. These programs are based on a model that has a foundation in EE programs and principles.

Come and learn about this outreach model. See how it is transferable to other areas of marginalization. Explore how it can be applied to areas of poverty and social injustice that you are passionate about.

*Open to All*

**RW54 • Mindset: Shift Yours to Shift Others (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Jen Lara*

Come to this interactive workshop to learn about (or freshen up on) Dr. Carol Dweck's work on Mindset. During the workshop, Dweck's work will come alive through experiential activities designed to not only shift and strengthen your mindset, but provide tools and tips to help shift your students-, parents-, colleagues- and allies- mindsets, as well.  
*Open to All*

**RW67 • The Transformational Power of Kinesthetic Metaphors (TA/AT)**

*Lee Gillis, Michael Gass, Bobbi Beale*

Kinesthetic metaphors are active interventions that contain inherent plasticity allowing intentional focus on most any group issue or diagnostic category. This workshop will discuss and demonstrate kinesthetic metaphors for several common diagnostic categories and allow attendees to experiment with the plasticity of modeling activities for greater therapeutic impact  
*Intermediate*

**RW73 • Current Developments in Adventure Therapy: What Works and Why is this Important? (AD, TA/AT)**

*Michael Gass, Lee Gillis, Christine Norton, Anita Tucker, Keith Russell, Steve Javorski*

Current developments in the field of adventure therapy have greatly influenced the profession and its practices. Learn what research is telling us and how this affects practices From the OBHRC research scientists.  
*Open to All*

**RW79 • Case Studies in Wilderness Medicine (AD, OTD, OAE, HE, S, G)**

*David Janney*

Using case studies drawn from the NOLS incident database and perspectives from the involved caregivers, we will discuss the unexpected difficulties and the challenging realities of providing medical care in a delayed transport environment. The case studies will focus on environmental issues as a causal factor and an impediment to evacuation. Participants will refresh their knowledge of environmental injuries and current mitigation and management strategies.  
*Open to All*

**RW99 • Project Cohort: A Complimentary and Alternative Continuum of Care Model for Military Veterans (AD, OTD, OAE, TA/AT, G)**

*David Scheinfeld, Joshua Brandon*

This workshop explores Project Cohort; a continuum of care model that integrates therapeutic adventure (TA), veteran peer support, and evidence-based therapy. This will include presenting curriculum design, recruitment strategies, and program implementation. Military and veteran cultural considerations will be addressed. Additionally, results from a quasi-experimentally designed pilot study (treatment/control group) will be presented that examines a range of psychosocial outcomes for the veterans who attended Project Cohort. The advantages and challenges of applying a therapeutic change model within the continuum of care context will be discussed. Small group brainstorming and question/answer time will address curriculum and therapeutic process considerations. All are welcome!  
*Beginner*

**RW101 • Landscape-wide Education: Place Conscious Learning at Philmont (OAE, G)**

*Justin Hougham, Sarah Burgess, Carrie Anderson, Ingria Jones, John Celley, Marc Nutter, Kevin O'Brien, Mike Sudmeier*

Staff training and educational culture precede each life changing program in the field of environmental education. Additionally, we are privileged to collaborate with youth to mark their time outside as a waypoint on their trail towards a land ethic. Philmont staff training is applied place based education and for many youth it is their first experience immersed in ecology at a -landscape-wide- scale. In this workshop we will explore the methods of place conscious learning, staff development and programmatic culture. Attendees will leave with materials and new perspectives on an operable land ethic for staff training and programming.  
*Beginner*

**RW120 • Show Me The Money!! Grant Writing 101 (AD, OAE, TA/AT)**

*Jenn Jeverton*

Do you want to write grants, but have no idea where to start? Do you have some experience grant writing, but are looking to strengthen those skills? 100% of the proposals we never write will never get funded. So what are you waiting

for? This workshop will give a basic to Intermediate overview of what you need to know from start to finish, including program development, funding sources, strategizing, writing the grant and executing the contract. -Grant Writing- can sometimes seem overwhelming and inaccessible, but you can do it.

*Intermediate*

**RW155 • Unleash Your Creativity: Powerful Change Begins With an Idea (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Jani Jackson, M.Ed.*

In this dynamic and interactive workshop, participants will learn and practice techniques for generating rich sets of alternatives that can be applied to real-world issues. Participants will experience using at least four ideation techniques through purposeful activities relating to social themes and reflect on how they can apply the techniques in their own work or learning settings. During at least 75% of the workshop, participants will be engaged in activities and reflection. Not only will participants come away from the workshop with relevant alternatives they can immediately apply, they will have tools applicable in numerous settings for generating out-of-the-ordinary ideas.

*Beginner*

**RW160 • Even Monkey's Have Empathy: A Look at the Neuroscience Behind Empathy And It's Therapeutic Value. (AD, OTD, OAE, TA/AT, S, G)**

*Ryan Burkhart, Christine Norton*

Empathy has long been known to be a vital component for creating therapeutic change within our clients, and often motivates one to embrace social justice. Modern neuroscience has given new insight into the inner workings of empathy, demonstrating that we are all hard wired to experience the lives of those around us. This presentation will define empathy, discuss recent neuroscience advancements and their relevancy to our utilization of empathy, why it is important to utilize empathy within your program, and how we foster empathy in our client's lives.

*Open to All*

## Friday, October 23

**RW43 • A Teambuilding Scavenger Hunt--Explore Portland and learn some new activities! (OAE, K-12, HE, S, G)**

*Mo Kappes, Rose Carlson*

This workshop will combine the adventure of a scavenger hunt, a teambuilding workshop, and a tour of Portland. Attendees will solve clues that will lead them to a new destination where a teambuilding activity will occur. Participants will learn how to do a workshop like this at their program as well as new activities. It is an urban "trip" using the travel of a scavenger hunt and teambuilding activities to create the challenge and growth you find on a wilderness trip. The workshop will be outdoors and will involve walking. Prepare for the weather, being active, and having fun!

*Open to All*

**RW65 • Engaging Critical Theory and Pedagogy in Environmental & Outdoor Education (G)**

*Danny Frank*

"Critical pedagogy" is a sexy academic catch phrase often employed when talking about diversity and inclusion in education. But what does it really mean to practice critical pedagogy, particularly in environmental and education? This highly interactive workshop will explore the fundamentals of critical theory and critical pedagogy and equip participants with tools for authentically engaging critical approaches and voices into any curriculum. Participants will leave with a detailed road map for building more inclusive and socially just curricula in any outdoor experiential learning setting. Don't be shy- No prior experience with critical theory or pedagogy is required!

*Open to All*

**RW69 • Getting to the Goal: Outcome-Based Experiential Learning (OTD)**

*Ilana Guttmann*

"Without a destination in mind any road will do." This course will help you apply experiential techniques in a way that achieves organizational and learning outcomes in any setting and industry. Come with the list of learning outcomes you want to achieve and we'll PLAY with experiential learning approaches that will get you there!

*Intermediate*

**RW83 • Of Soul & Spirit: Conscious Incorporation of Spirituality and the Transpersonal in Adventure/Wilderness Therapy (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Katie Asmus, Kris Abrams*

By nature of the work, Adventure/Wilderness therapy (and outdoor experiential education) open up the possibility for spiritual experiences. In this workshop, we will explore the role of spiritual experiences within therapeutic programming. We will discuss how to create, facilitate and make room for these kinds of experiences with cultural sensitivity. We will look at our own personal belief systems and how those impact the therapeutic container. And presenters will offer case examples of how ceremony, ritual, and shamanism may be incorporated into adventure/wilderness therapy. The workshop will offer a balance of experiential exercises, presentation, and large and small group discussion.

*Open to All*

**RW106 • Building Resiliency in the Backcountry - a Look at Supporting Participants with Fear and Anxiety (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Andrea Mitchell*

This workshop teaches participants to identify, understand and support their clients through the challenging emotions that can present in novel, stressful situations; specifically the backcountry.

Participants will learn about the role of exposure to stress in building resiliency, how to distinguish stress from anxiety and how the brain and nervous system respond to both.

This workshop will teach facilitation and coaching techniques to frame, and debrief stressors as well as tools to support people experiencing fear and anxiety. Previous knowledge in group dynamics and facilitation will be beneficial to participants however are not required.

*Open to All*

**RW134 • Recreating the Griot: Path of the StoryTeller, Path of the Drum (K-12, HE, S, G)**

*Tom Harris, Peter Walden*

This hands on workshop uses the power of African drumming, poetry and story telling to take participants on an exciting journey. Based on experiential education principles and using the tenets of Trauma Informed Care, facilitators will lead participants through learning basic djembe technique, using the drums as a powerful tool to create a group, and learning a traditional rhythm from West Africa. The 3 stages of initiation will be introduced, and the idea of the initiatory experience as part of experiential education will be explored. About 20% of the workshop will be didactic, and 80% experiential.

*Open to All*

**RW139 • IMPROV in Every Classroom (OTD, K-12, HE, S, G)**

*Jeremy Babcock*

Improv paves the way for students to abandon the fear of making mistakes to experience an unconditional support of shared ideas. With a focus on agreement, heightening and foundational improv teachings, participants will leave with activities and resources designed to build classrooms that are creative, open and approachable. With a high level of interaction, we will participate and share best practices as a group to ensure that all feel comfortable to bring improv into the classroom and beyond!

*Open to All*

**RW143 • Why Do We Feel So Good In Nature? Science, subjectivity, & the generation of knowledge (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Kris Abrams*

As nature-based therapists and educators, we know this: nature feels good to us. In natural settings, we feel happier, think more clearly, and feel more connected to our authentic selves and the world around us. But why is this so? This workshop will incorporate current scientific research on this question, as well as experiential activities designed to help participants generate and clarify our own subjective insights. Then we will discuss the strengths and limitations of these two approaches to generating knowledge, and consider the practical impacts on education and psychology when we prioritize and legitimize evidence-based practice over inner knowing.

*Beginner*

**RW145 • The Power of Touch (OAE, TA/AT)**

*Jean Berube, Tom Smith*

Being human requires both psychological and physical contact with other humans. Our fast-paced, technologically-based world has led us to put low priority on our need for intimate contact with other humans. By adulthood, we have become socialized against touching. Flinders suggests that lack of intimate contact may be the cause for people's psychological and emotional problems and many societal problems. To become healthy and complete, we must address this need for interpersonal contact. Heller wrote, "In the embrace of another, we reclaim our wholeness." This workshop is meant to help participants recognize through sequential, hands-on activities, the power of touch.

*Open to All*

**RW158 • Unleashing the Power of the Game: Effective Facilitation to Promote Behavior Change (OTD, OAE, K-12, HE, TA/AT, G)**

*Bukky Kolawole, Dana Rhule*

As experiential educators, we yearn to offer our participants transformational experiences that have deep impact on their lives. We design our games with much thought and intention, hoping our participants will take the learning from games and directly apply it to their lives. However, many times, we are unable to unleash the power of our games to create behavior change, either because of our own blocks around facilitating or because of participants' ambivalence about making change. Using Motivational Interviewing, this workshop will equip attendees to facilitate rich conversations through which they find and strengthen their participants' internal motivation for change.

*Open to All*

**RW25 • Self-Regulation versus Social-Emotional Learning: How experiential education can address both these educational and counselling concepts. (AD, OAE, K-12, TA/AT, S)**

*Sheldon Franken*

Do we need to teach social and emotional skills in order to help our students self-regulate or do we need to focus on self-regulation first in order to help our students be receptive to Social-emotional learning?

This workshop will focus on two things: 1) How this debate has translated to on the ground teaching practices within the Delta School District. 2) Explore at how experiential education practices simultaneously address both self-regulation and social emotional learning. We will look at some of experiential education's favourite activities and see how they can meet both the learning objectives of self-regulation and social emotional learning.

*Beginner*

**RW48 • Creative Approaches to Teaching Ecology and Sustainability (OAE, K-12, HE, S, G)**

*Lee Beavington*

Ever wish you could be scientific and creative? This fun and engaging workshop will have participants engage and embody several exercises that relate to key ecological concepts, from symbiosis and predation, to communicating as reptiles do (without sound!), and role playing the carbon cycle. Come challenge the boundaries of active learning! We will also explore the power of stillness, and how learning to listen in the forest can foster both creative expression and a deeper connection to our planet's ecology.

*Open to All*

**RW55 • Building Social Justice for Our Senses: Neurodiversity and Sensory Processing (AD, OAE, K-12, HE, TA/AT, S, G)**

*Lorilei Dreibelbis*

Social conventions and expectations too often fail to create space (emotionally or physically) that support the body's neurological/ sensory processing. How can we create spaces that: - respect the natural function of the senses? - support individuality and interdependence? - set learners up for 'success'? Looking through the window of neurodiversity (the mechanical diversity of neurology) gives invaluable insight into the infinite variability of each person's experience with their environment. Understanding of Sensory Processing provides us a new vocabulary and perspective from which to interpret and understand behavior. Let's seek justice for our senses.

*Open to All*

**RW77 • Considering the Psychological Benefits of Outdoor Adventure Education (OAE, HE, TA/AT, G)**

*Emily Teague-Palmieri, Dave Sperry*

While it is known that engagement in outdoor adventure has positive benefits, there is little evidence to explain what about the outdoor adventure promotes growth. This workshop will discuss the preliminary findings of an ongoing study investigating the impact of outdoor adventure on emotional intelligence and self-efficacy. In addition, this study investigates participants' experiences of peak challenge moments and facilitator styles that may inform a more nuanced perspective of what encourages growth and learning experiences. Preventative mental wellness will be highlighted as a clinical mental health practitioner ties in information of potential benefits from a neurocognitive perspective.

*Open to All*

**RW94 • Empowering Positive Change in Students by Implementing an Adventure Leadership Program Lead by Students (OAE, K-12, HE, S)**

*Nicole Miller, Donna Slusher*

This workshop will demonstrate a new design model for high schools and colleges to utilize, develop, and empower positive change in their school. It is a comprehensive program that utilizes senior students of your school to a year of service, leadership, and empowerment. These seniors will then facilitate adventure leadership days for each class, participate in community service, and then put to action their ideas for positive change in the school.

*Advanced*

**RW117 • Reflective Practice: Promoting Excellence in Outdoor Adventure Instruction and Leadership (AD, OAE, K-12, HE, S)**

*Bob Stremba*

Reflective Practice provides a system for experiential educators, outdoor leaders, and program administrators to walk their talk--to deliberately pause and examine beliefs, goals, and practices to gain deeper understandings that lead to actions that improve the lives of our students and clients. Participants in this workshop will learn how to peer-facilitate a structured Reflective Practices protocol, receive perspectives and practical solutions to instructional, leadership, or administrative problems and dilemmas you are facing as a practitioner, and gain skills to implement a variety of Reflective Practice protocols with your school or outdoor program staff.

*Intermediate*

**RW142 • Simplicity--The varied art of Journaling to bring life and meaning to experiences. (OAE, K-12, HE, TA/AT, S, G)**

*Paul Lehmann*

Join us to discuss techniques of journaling that will give insight into thoughts of participants and how they relate to themselves, others, and the environment in which the activity occurs.

Included will be samples, participants art, photography including some guidelines, types of journals and how to encourage "journalists" to share and reflect on the experience in a meaningful way.

There will be engagement from the participants of the workshop that will help to define varied types of journaling.

Journaling gives insightful thoughts and challenges that go far beyond the immediate activity and often includes family, friends, challenges, hopes and fears.

*Beginner*

**RW161 • Sex, Drugs, Rock and Roll: Creating a Culture of Open Discussions on Outdoor Orientation Programs (HE)**

*Ben Oliver*

Does your Outdoor Orientation program leader training cover issues related to alcohol/drug use and the 'social scene' on campus? Well, it should! Come learn about Colgate Outdoor Education's Sex, Drug, and Rock and Roll culture and how it serves as a springboard for starting meaningful discussions about often-taboo topics. This workshop will include a discussion of best practices for Outdoor Orientation 'social norms' curriculum and provide tools that you can take home to your own program.

*Intermediate*

**RW6 • SURVIVAL! An Experiential Curriculum for the Public High School English Language Learner (K-12, HE, G)**

*Andrew Reed*

It's commonly known that English language learners are high among groups of students who struggle the most to find academic success in school. Participants will learn why teaching a survival theme is engaging to ELLs and how this focus

on experiential learning helps ELLs develop their academic language. Participants will learn and create ideas on how to teach the theme of survival to low income, ELLs, (or any student population) in an urban(ish) classroom setting. Participants will work to create ideas and concepts they can apply to activities, lessons, units, or whole year instruction in their specific content areas.

*Beginner*

**RW11 • Waskowitz Environmental Leadership and Service High School- Reengaging Students through Experiential Education for Academic Success (AD, K-12, HE)**

*Roberta McFarland*

Since 2001, Highline Public Schools- Waskowitz Environmental Leadership and Service (WELS) program has been an example of K-12 innovation. The yearlong program is for students at risk of educational failure, reengaging them as a scholar and leader. Students serve as leaders for the 6th grade residential program while earning academic credit. A presentation of the WELS program using the logic model framework will provide a glimpse into this powerful program. The workshop will investigate the resources used, the philosophical underpinnings, and the outcomes. The last section of the workshop allots time for participants to develop plans for replication/adaptation.

*Open to All*

**RW17 • Inside/Outside Rain or Shine: Using Mass-Marketed Games for Teachable Moments & Memorable Workshops (OTD, OAE, K-12, HE, S, G)**

*Amy Anderson, Courtney Kesler*

Mass Marketed games can be found in just about anyone's closet, box store or thrift shop. They are engaging, fun, and can be used in small rooms and giant open spaces. Depending on the participants, one game can last for hours, or mere minutes. Our program has utilized over 50 games to teach students the importance of critical thinking, problem'solving, decision-making, and goal'setting. The best part, we are not limiting them to paper pencils and desks. Creativity is key! This workshop will be a springboard for each participant in how they can customize games for their own use and clientele.

*Open to All*

**RW21 • Circle Up!- - Empowering Girls in Outdoor Adventure Education (OAE, G)**

*Susie Barr-Wilson, Tanya Rao*

Come on course with us! Experience a -day in the life- of a participant in a girls- outdoor adventure program. Fun and insightful hands-on workshop, featuring a sample of empowering, girl-positive activities that help make outdoor programs enjoyable, meaningful, and memorable. Using circles as our theme to create an inclusive environment, we'll -circle up- to highlight various course components, such as check-ins, meals, activity debriefs, collaborative leadership, conflict resolution, self-expression, and affirmations. Basic understanding of outdoor education programs helpful, but no previous knowledge or skills required.

*Open to All*

**RW26 • Mission Possible-Incorporating Experiential Education into a Regular Classroom Environment (AD, K-12, HE, S, G)**

*Christy Shannon Moore*

Think it is impossible to teach the standards and implement experiential education into the regular classroom? In this workshop, attendees will discover it is not only possible, but they will walk away with active learning approaches that will motivate even the most reluctant student. Using John Dewey's approach of a student-centered classroom where everyone shares in their own learning through experience and interaction with the curriculum, attendees will be empowered to take these energetic learning tactics back to their classrooms. Tools utilized in this workshop include Kolb and Fry's experiential learning cycle and debriefing techniques.

*Beginner*

**RW39 • Digging Deep: A Toolbox for Working with Non-Neurotypical Students, Effective Communication and Goal Setting (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Jess Shade, Dan Engel*

Engaging individuals diagnosed with Autism, Asperger, or Non-Verbal Learning Disorders in an experiential wilderness therapy setting is an extremely challenging and rewarding undertaking. Through a therapeutic lens, Digging Deep examines a range of methods, strategies, tips and tricks to help students develop intrinsic motivation for setting challenging yet achievable goals. These include practicing effective communication styles, overcoming rigid thinking patterns, and developing sequencing skills. Strengths are transferable allowing one to tackle everything from academic homework to climbing a rock wall blindfolded. Participants will co-create a toolbox of diverse and transferable strategies, creating experiential learning opportunities for individuals on the spectrum.

*Open to All*

**RW64 • Cooperative Games that Combine Language Arts, Strategy and Physical Activity (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Joe Hedgecock*

This workshop will give participants the opportunity to play up to a dozen different cooperative games that combine physical challenges with language arts. If you can imagine taking a game like SCRABBLE or BOGGLE and combining it with a cooperative game in which your team exercises, strategizes and has a blast, then you can kind of picture what we will be doing. The only thing you need to bring to this workshop is a willingness to run around and play. These games accomplish two important things at once-vigorous exercise and language arts in a relaxed setting.

*Open to All*

**RW100 • Social Justice Allies in Outdoor Adventure Programs (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Karen Warren*

Using theory and experiential practice, this workshop will explore effective social justice ally behavior as it pertains to work in outdoor adventure programs. How to participate in difficult dialogues and understand the stoppers faced in doing anti-oppression work will be addressed. Experiential activities for developing ally behavior will be shared.

*Open to All*

**RW130 • FAPE: Free, Adventurous Public Education (OAE, K-12, S)**

*Jacob Fields*

As the role of adventure-based experiential learning expands throughout the field of education, how do we ensure these benefits can be enjoyed by all students rather than strictly those of wealth and affluence? This workshop will focus on structuring public school programming to offer the benefits of wilderness without the financial burden of many private pay programs. Workshop will explore how Wildlands School has created a unique outdoor adventure program that offers wilderness experiences at little to no cost to students. Participants will gain strategies for outdoor programming which minimizes cost burden to students.

*Intermediate*

**PDI • Adventure Therapy with Families (TA/AT)**

*Tony Alvarez, Fred Borroel, John Conway, Nick Magle-Haberek, Abby Matchette, Christopher Old, Gary Stauffer, Anita R. Tucker*

This year's Therapeutic Adventure Professional Group PDI will focus on applying adventure and experiential activities in family treatment sessions. Participants will have the opportunity to engage with licensed mental health professionals who specialize in family treatment in outpatient clinical, wilderness, and other adventure therapy settings. Participants will gain information about the underlying theory of experiential family treatment, how to implement best practice family approaches in an experiential manner, various multi-family adaptations of the activities, and how to process therapeutic experiences with families. Participant can expect to be actively involved in experiential family activities throughout the workshop. We will ask that participants participate genuinely, as themselves, in the moment, which is the same thing we ask of families in treatment. CEUs available.

*Open to All*

**RW13 • Teacher as Ally, Teacher as Advocate (AD, OTD, OAE, K-12, G)**

*Dana C. Re*

There are many ways oppression affects the lives of students marginalized by race, class, language, gender and sexual orientation. Critical pedagogy hinges on the point where students become agents of their own change. As educators who experience varying degrees of privilege, at times it can be challenging to distinguish when to lead, and when to support others leading. This workshop asks participants to examine the idea of the -educator as savior,- turn a lens towards classroom practices, and explore the difference between being a good ally and an effective advocate.

*Beginner*

**RW36 • The Common Core and Empowering Through Experience (K-12, S)**

*Rebecca Bowers, Lisa Panzarella*

Looking for ways to meet the new Common Core Standards and Next Generation Science Standards? It is the perfect time to deliberately incorporate experiential learning activities to develop the essential skills at the foundation of the new standards. Come and experience a variety of activities to help participants develop the skills needed to communicate, collaborate, problem solve and think critically in an ever changing world in the academic setting.

*Open to All*

**RW66 • Nature-s Toolbox: Weaving Creativity, Natural Materials, and the Voices of Children into Meaningful Learning Experiences (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Sarah Hassing*

Experiences in nature have life-long, beneficial effects, which is why the outdoors is a cornerstone of experiential education. When children utilize the natural world in creative ways, rich learning takes place. Seedpods, leaves, and twigs lend themselves to shaping the landscape of imaginative, creative projects. These natural materials have the power to showcase children-s voices, take their ideas further, and add richness to theories, queries, and reflections. This workshop explores the use of natural materials as artistic mediums and tools. Through hands-on experiences, we will investigate ways in which natural materials provide an authentic, creative context for learning and self-expression.

*Open to All*

**RW74 • Let Go - Notice More - Use Everything: Inclusive Leadership Lessons from Improv and Expeditions (OTD, OAE)**

*Eric Boggs, Christopher Ruiz De Esparza*

Both on trail and in life, the script is constantly reinvented. While improv does not provide a paint-by-numbers script, it can provide a set of philosophies and practices that are simple and applicable in nearly any environment where people wish to build relationships, solve problems, adapt to new circumstances, and inspire new ideas.

This hands-on session will incorporate a spirit of play with exercises to help build community among participants, explore applications to leadership training and development, and help us prepare for the unknown. We'll learn to let go, notice more, and use what-s available to us in the moment.

*Beginner*

**RW86 • Program Design with Transformation in Mind (OAE, K-12, HE, TA/AT)**

*Dan Caston*

Many outdoor programs claim to facilitate transformation or change in the participants they serve. But what is actually meant by transformation? What are we transforming our participants from and into? Are we doing a disservice to our participants by advocating for transformation-especially if it is not explicit? In this workshop, we will explore the literature around this concept and consider if and how transformation can be guided through intentional program design. The presenter will also review findings from a phenomenological study to shed light on what may be happening during such experiences.

*Intermediate*

**RW92 • Are we Doing Enough to Keep our Girls Safe? (K-12, S, G)**

*Carolyne Haycraft*

Setting boundaries and saying "No" can be challenging for girls, especially when we expect girls to be polite and kind. This workshop explores how cultural norms and expectations and gender inequities for girls can make them more vulnerable for assault and abuse. Participants will walk away with strategies and activities they can implement and use in their lesson plans and classes to promote healthy relationships.

*Beginner*

**RW102 • Experiential Education and Technology in the 21st Century: Emerging Challenges and Opportunities (AD, OTD, HE)**

*Eric Anctil, Justin Hougham*

In a media-rich world with handheld devices in almost every pocket, how does an educator balance the desire to maintain the integrity of experiential education while allowing for a changing and evolving digital landscape? This workshop will examine the philosophical and practical considerations of navigating a classroom, staff team or organization in the 21st century. Are you considering adding technology to your staff training? To your program(s)? To deeper engage your students or clients? With a sound organizational philosophy, you'll be able to consider what's right or not right for you and your mission in the area of technology.

*Intermediate*

**RW166 • International Service-Learning: Sustainable Program Design Fostering Global Citizenship in Adolescents (AD, OTD, OAE, K-12, HE, S, G)**

*Meg Chamberlin*

This workshop is designed for educators looking to encourage sustainable and ethical interactions in the field of international service-learning. Meg draws on a decade of personal experience as a high school teacher, designing and leading global adolescent travel, to provide a comprehensive overview of sustainable service-learning projects. With an eye on current research in the field, and through the lens of her Masters on Human Security and Peacebuilding, Meg provides a comprehensive framework by which to assess, plan, create and implement sustainable international service-learning projects for students aged 13-18.

*Open to All*

**RW32 • Agents of Change: A Leadership Development Model and Action Plan (G)**

*Gary S Thompson*

Participants will explore a model for understanding leadership development, then use this understanding to develop their own "Agent of Change" action plan. Our purpose is to put leadership theory into practice. The workshop is a mix of lecture, activities, discussion and written reflection. Participants will use this model to be mindful of their own leadership experiences and to target practices for affecting change in a current circumstance.

*Open to All*

**RW45 • Educator Self Awareness and the Art of Being Yourself (G)**

*Fiona Hough*

Being a practitioner in experiential education involves a diverse toolbox that includes technical (whether those be in outdoor activities, teaching or subject matter expertise), interpersonal and communication skills, plus a myriad of other abilities, aptitudes and personal qualities. The quality and impact of our work as educators should be grounded in self-awareness and self-knowledge. This has implications not only on the relationships we build with participants, as well as on risk management and program impact. This workshop is suitable for any EE practitioner at any stage of their career and will be 80% interactive.

*Open to All*

**RW91 • Mastering The Specialized Facilitation Skills When Working With Traumatized And Emotionally Wounded Participants (OTD, OAE, K-12, HE, TA/AT)**

*Paul Elmore*

When working with traumatized and emotionally wounded participants (i.e. abuse survivors, veterans with PTSD, at-risk youth, foster kids, etc-) traditional facilitation skills may not be enough. In this workshop you will gain a better understanding of the unique impact trauma has on an individual and how to facilitate in a way that keeps both the participant and the facilitator emotionally and physically safe. Specific topics will include "Essential elements when front-loading", "Specific issues around physical touch and proximity", "Dealing with mental and somatic triggers", and "Unique gender issues". This workshop emphasizes practical skills including stories and audience dialogue.

*Intermediate*

**RW93 • The Importance of Stories in Developing Personal Values and Positive Character (OAE, K-12, HE, TA/AT)**

*Sarah Doleac Jean Berube*

Storytelling is critical to human development. Stories help the learning process, help cope with feelings and fears, build self-esteem, develop values, solve problems, and teach that others have had similar experiences. According to research, stories are fundamental to learning and organizing thoughts. Listening to other interpretations of a story helps build respect and understanding. Storytelling develops an early sense of values and tolerance. Our society has lost its ability to pass its history on through storytelling. This workshop will look at children's books to develop a performance, create a story based on specific values, and develop a personal short story.

*Open to All*

**RW103 • (Trans\*)Gender Inclusive Programming: How do you Create an Inclusive Environment and Maximize Experiences for All (OAE, K-12, HE, TA/AT)**

*Meg Bolge, r Perry Cohen*

As a field, EE is reaching greater and more diverse sets of clients, participants, and students, an ever increasing number of whom identify as trans\* or gender non-conforming (GNC). In this workshop we will share narrative research on how trans\* and GNC students navigate outdoor education programs; highlighting successes and challenges unique to this population. The interactive portion of the workshop will provide practitioners of all awareness levels practical tools including vocabulary, policies, and best practices for maximizing the experience of trans\* and GNC clients and employees.

*Open to All*

**RW109 • Socially Just Living and Learning for Every Person in a Classroom and School (AD, K-12, HE, S, G)**

*Rick Vanosdall*

Through the co-construction of this lived workshop experience, we will learn to use a series of research-based tools and processes that support the development of self-meditative behaviors for socially just learning spaces in classrooms and schools. Specifically, these tools embrace the ambiguity and uncertainties for students and their teachers/leaders as they co-construct a new way of being together for personal and collaborative inquiry that opens spaces for transformation for every member of the learning community. And, we will also explore the contexts in which these tools and processes are appropriate and safe for all members of the learning community.

*Open to All*

**RW138 • Blocks and Cards: The Building Materials for a Better Community (OTD, OAE, K-12, HE, S, G)**

*Ryan McCormick*

Blocks and Cards is an activity-based workshop that explores the use of simple, diverse, and super fun teaching tools for building connected communities through play, teamwork, and processing. Using a thematic approach, participants will learn how to easily create a more meaningfully sequenced program just by framing, asking, and playing with a little more intentionality.

*Beginner*

**RW178 • Fly High! Using the Kite Method to Create Experiential Workshops (G)**

*Guila Muir*

Do you want to quickly design extraordinary, engaging workshops and classroom sessions? The Kite Method is a user-friendly, research based approach to instructional design. In this workshop, you will learn and practice a fun, easy, and effective way to shape your expertise into inspiring learning experiences.

*Open to All*

**RW9 • Solution Focused Therapy and Adventure Therapy: What to do after the Miracle Question. (TA/AT)**

*Mark Gillen*

The focus of this presentation is to assist those familiar with Solution Focused Counseling but interested in brushing up on their training, or going beyond the miracle question with their clients. There will be a brief review of the foundational principles of SFC followed by an open discussion forum.

*Intermediate*

**RW34 • Different Strokes for Different Folks: Taking Urban Teens to a New Leadership Level (OAE, S, G)**

*Nina Roberts, Drew McAdams, Jerry Lam, SFSU Student and PLI Leader*

The Pacific Leadership Institute, based at San Francisco State University, is a multi-tiered urban program providing leadership opportunities for hard-to-reach Bay Area teenagers. We will first provide a few social trends and sample research studies. This session will then focus on a unique model of positive youth development and share strategies used to develop urban youth as leaders in outdoor/experiential education. We will offer an overview, brief history, and continuum of our program successes and challenges. Principles and best practices of our "Youth Lead!" program will be offered; first-hand experiences by one of our youth leaders directly, will be shared.

*Open to All*

**RW47 • Coaching on the Wave: An Experiential Approach to Facilitating Youth Development (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Tarkington Newman, Leeann Lower, M. Antonio G. Alvarez*

Central to the ability of successfully utilizing sport as a social intervention is the role of the facilitator, also known as the youth sport leader (YSL). This pivotal role is essential in any form of experiential-based activity, from organized sport and after-school programming to outdoor education and adventure-based therapies. As a way to increase the YSL-s intentionality and effectiveness when actively facilitating activities towards youth development, a theoretical coaching model has been developed. Known as the Coaching on the Wave model, this experiential learning approach acts as a tool and framework for YSLs by offering intentionality to their coaching practices.

*Open to All*

**RW60 • Roads to Empathy: Nurturing Society through our Differences (OTD, K-12, HE, TA/AT, G)**

*Maria Jose Trevino, Ruth Paola Villasenor*

The workshop presents in two dimensions: experiential activities that can be used to foster empathy, either in inclusion programs, diversity management, or other settings; and active reflection of each participant's application options in their context. Acknowledging the differences within the present group, interacting in activities with disability experiences, and learning diversity activities are examples of the first dimension. Applying inclusive tips and tactics to different contexts, and understanding possible adaptations in programming, are examples of the latter. Social inclusion experiences will be presented as case study and to promote reflection about the development of empathy through interaction.

*Open to All*

**RW133 • Math + Adventure = GROWTH MINDSET: Using Portable Challenge Courses to Support Mathematics Empowerment! (K-12)**

*Ken Turner*

Play- Laugh- Do Math! Learn about the process of delivering portable elements in 6th grade public schools to support math retention/ empowerment and community development across ten different middle schools in Seattle. Experience the education sequence that facilitators developed and scaffolded from each element. Reflect on what the data reveals about these students and how these activities support a growth mindset. Offer ideas where these activities could support other academic intervention classes.

*Intermediate*

**RW141 • Management Skills for Executives: How to Be a Boss (AD)**

*Rob Smariga, Sky Gray*

First-time CEOs and executive directors confront a breadth of responsibilities and decisions unlike other positions they may have held earlier in their career. How do you prepare for financial management, human resources matters, liability and risk management, balancing immediate and long-term concerns, working with a board of directors?

*Open to All*

**RW153 • Relating for Change: Addressing Oppositional Behaviors in Youth (TA/AT)**

*Kim Sacksteder, MSW, LISW-S Jack Wheeler*

Working effectively with youth who struggle with oppositional behaviors can be challenging for practitioners. Adventure provides an engaging and effective approach to working with these behaviors when facilitated well! In fact, we've learned it's all about relationship. In this training, we will explore what the research says about opposition and learn about the primary goals for treatment. You will have the opportunity to assess your own reactions to these behaviors and practice a number of interventions and activities that can help you engage these youth effectively.

*Open to All*

**RW175 • Animal Assisted Therapy 101 (OAE, K-12, TA/AT)**

*Annie Flansburg-Spiess Gryphon*

This workshop will cover the basics of Animal Assisted Therapy (AAT) and its applications in experiential education. We will discuss the research supporting AAT, how to train and register a therapy dog, and ways to include AAT in therapeutic and educational settings. There will be a mix of small group discussion, lecture, and large group activity.

*Intermediate*

**PDI 42 • Climb On! Harnessing Diversity (AD, OTD, OAE, K-12, HE, TA/AT, S)**

*Dan Lemaire, Joe Nagle*

Investigating the realm of Optimal Challenge within Flow, this hands-on, interactive workshop focuses on teaching non-neurotypical students within the adventure sport of climbing. Utilizing Challenge by Choice, participants will learn about sequencing climbing from the ground up, incorporating games, debriefs and the importance of intentionality as a platform for growth and change. Taking place a short distance from the conference center, attendees will discuss, learn and climb in the awesome Portland Rock Gym. Activities are facilitated and individually tailored by several of Utah's best adventure guides. This is truly an experiential learning opportunity! Clinic is free, including all required gear.

*Open to All*

## Saturday, October 24

**RW10 • Around the World in 90 Minutes: An Exploration of Global Immersion through Experiential Education (OTD, K-12, HE, S, G, Study Abroad)**

*Samantha Miles*

This session will focus on the value, impacts, and applications of Global Immersion and Cultural Dexterity. You will learn about the principals of these ideas and then we will work together to further explore these topics through hands on activities! You can expect 40% Lecture, 40% Interactive, and 20% Co-Creation. Beginners welcome - No prior experience needed.

*Beginner*

**RW15 • Playing Nice: Examining of Experiential Learning and Assessment Go Hand-in-Hand (G)**

*Brooke Burk, Robyn Ceurvorst*

As educators, it is our ethical duty to provide, evaluate and articulate learning outcomes of quality education opportunities for students. Experiential-based learning opportunities expand the classroom into the community and often into nature to better serving students and meeting their social and ethical learning needs. After workshop completion, participants will: (a) understand the value of experiential learning assessment in coursework and associated activities; (b) identify effective experiential education assessment techniques; and (c) recognize best practices for articulating learning outcomes. Workshop participants will engage in 75% hands-on, assessment exercises and share best practices for engaging in experiential learning techniques and tools.

*Open to All*

**RW37 • 4 Seasons, 4 Years, For Life. The Power of the outdoors over time. (Anyone of the above)**

*Julia Morch*

Nature is part of the circle of life. The medicine wheel physically is a circle made of of four quadrants. The medicine wheel is philosophical symbol for balance, integration and can be used a process to use the external landscape for internal discovery. This workshop is designed to take people on a journey using some of the interactive tools used at Trails that help one become more aware of patterns, attitudes, beliefs such that they may step into their authentic

power. This workshop is open to whom ever feels called to explore their inner map which contains invaluable information.

*Open to All*

**RW49 • Optimizing Student Learning and Leadership through Wilderness Courses: Introductory and Advanced, from Design to Assessment (AD, OTD, OAE, K-12, HE, S, G)**

*Matthew Herbst, Simon Teale*

This workshop provides practical and pedagogical perspectives on credit-bearing university courses which equips undergraduate students with an introductory cultural and historical understanding of wilderness, while incorporating wilderness experiences in the course, and which, for a more Advanced understanding, train students in critical skills for leadership roles in wilderness programs (both academic and recreational). This workshop provides an overview of course development and design, explains our methods of recruitment, implementation and assessment, and addresses the challenges and opportunities of offering such experiential pedagogy in a university setting. Issues of student diversity, integration, and retention will also be addressed.

*Open to All*

**RW113 • Does This Harness Make my Butt Look Big? Fitting Outdoor Gear and Body Image (AD, OTD, OAE, G)**

*Sara Stinnette*

This workshop is based on my research for my Outdoor Education Dissertation for the University of Edinburgh. Through observation of climbing wall programs and a literature review of current body image research, I have identified several potential “best practices” for facilitators to consider when fitting participants for equipment/gear. This interactive workshop will present pertinent body image research as it relates to fitting outdoor gear, include hands-on activities that illustrate the potential impact of these fitting processes and provide a platform for discussion of how potential negative impact on participant body image can be mitigated during the gear fitting process.

*Open to All*

**RW131 • Teaching Experiential Education Online: Incorporating Experiential Education Assignments and Activities in the Virtual Classroom (AD, OTD, HE, G, Teachers and Instructors)**

*Clinton Stockwell*

More and more colleges and universities are moving to online teaching. But this does not mean that experiential education emphases can be ignored. This workshop will explore ways to incorporate experiential education activities in the virtual classroom. The instructor is a graduate of the NSEE Experiential Education Academy and teaches several courses face to face and online, each of which has some experiential learning component.

*Advanced*

**RW2 • Self’states of emergency: Risk, fear, trauma and integration in the mountains. (OAE, TA/AT, S, G)**

*Benjamin White*

"It has to be real enough to kill you." -Willi Unsoeld.

It's no mere coincidence that one of the forefathers of this field, Willie Unsoeld, spoke frequently of danger as an essential aspect of experiential learning. Sometimes that danger is a bit too real. Unsoeld perished in an avalanche on Mt. Rainier while leading a group of students. Through an engaging and personal lecture participants will leave with an understanding of the current body of knowledge on trauma research as it relates to decision making and some profound ideas about how and why people engage with things beyond our control.

*Open to All*

**RW5 • Fostering Inclusive Environments Both in the Classroom and on the Challenge Course (AD, OTD, OAE, HE)**

*Alison Jackson Frasier*

This workshop is designed for experienced practitioners seeking to explore the intentionality of their programs through the lens of social justice. Through guided reflection, small group discussion, and activity, we will analyze the inclusivity of our programming environments and share the knowledge we have gained through these experiences. Specific attention will be given to fostering inclusive environments for participants with multiple intersections of marginalized identities (i.e. race, sexual orientation, gender expression, national origin, ability, religion, etc.). The goal is to empower

workshop participants to stimulate appropriate and intentional change within their programs to effectively include participants from multiple identities.

*Intermediate*

**RW23 • Portable Teambuilding Activities (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Chris Cavert*

This workshop will give you hands-on experience with a variety of teambuilding activities suitable for middle school age participants and older. A selection of ice-breakers, ground-based activities, and problem-solving initiatives, including low elements, will be presented. All the activities are super-portable and the versatile props are easy to find or create. All experience levels are welcome. Some tried-and-true activity variations will be included along with some of the newest activities in Chris' bag of tricks.

*Open to All*

**RW40 • The Experiential Creative Generalist: The Eloquence of Change (OTD, OAE, K-12, HE, TA/AT, S)**

*Kim Neal Wasserburger*

In the age of instantly accessible information and communication the importance of sincere and genuine experience transcends time and technology and becomes the marrow of change. The eloquence of change can be a subtle recognition of perspective in a shared experience. Choosing from available tools from the canyon to the clouds (adventure programming, expressive arts, sensory exploration) for the intervention, and to mysteriously but intentionally move to transference of the change, is an art and a learned skill. Kim brings 25 years of experience and will educate, navigate, allow for you to investigate, practice, laugh, reflect and experience.

*Open to All*

**RW58 • Relationship Leads, Information Follows: Exploring Relational Education (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Will Scott*

Human beings are evolutionarily pre-disposed for connection. Our biological hardware is designed for levels of intimacy and contact with the natural world that are often completely missed in the modern experience. But can we afford to lose what is sacrificed when we fail to exercise the musculature of connection? Join this interactive and experiential conversation to learn about the methods behind Relational Education, a concept that both deepens and expands our understandings of experiential ed. Interrelationship may be the seedbed of our innate genius as a species, and the story-line that will guide us into a livable future.

*Open to All*

**RW82 • Pathways to Leadership: Utilizing Experiential Models to Develop Leadership Traits (AD, OTD, HE, TA/AT)**

*Karen Marietti, Drew Baar*

What do curiosity, insight, engagement and determination have in common? They are key traits linked directly to the potential of successful leaders. Utilizing new, adapted and classic experiential activities, as well as interactive discussion, this workshop will provide concrete methods and experiential tools designed to cultivate leadership traits in your personal and professional life. Participants should be ready to examine their own leadership style and journey, while also exploring new roads toward leadership growth viable with any population.

*Open to All*

**RW118 • The Enviros Introduction to Experiential Learning (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Michelle Gaudek, April MacDougall*

This workshop introduces foundational Experiential Learning philosophy. It invites participants to understand how EL looks very different depending on the client group and intention. Through intentional activities (70% experiential) this workshop uses a clear structure that invites participants to learn the conditions and principles of Experiential Learning. It concludes following steps to collaboratively design an experience based on a chosen intention (Loosely based on Michael Gass 7 Step Model). This workshop is intended as an introduction to Experiential Learning inviting participants to understand EL's guiding principles and walking through the basics of designing an activity.

*Beginner*

**RW122 • The Gift of Metaphor in Adventure Therapy (OAE, TA/AT, S)**

*Christian Itin*

Metaphoric introduction has been a part of the facilitation of experiential practice for the last 30 years. This workshop will reexamine this approach in light of more recent narrative approaches and the history of the use of metaphor as a part of therapeutic change. The workshop will take an active and engaged approach to explore this topic and develop enhanced skill. Participants will walk away with tangible Advanced skills in applying and using metaphoric introduction in adventure therapy and therapeutic adventure as well as experiential practice generally.

*Intermediate*

**RW147 • Honor Walk for Trauma: Strong in the Broken Places (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Kerry Holder Joffrion, Zara Renander. Staff Sergeant SSG (Ret) Josh Williams, Penny Baker, LPC*

Turning Point Consultants (TPC) is an approved Federal Contractor and is proud to offer The Honor Walk training as a Path to resiliency for military and support staff and family.

Our workshop is a groundbreaking introduction to an ancient technology that is healing war wounds and other forms of trauma. The modality is embodied, experiential, and effective as demonstrated by:

1-Theoretical basis via video

2-Offer value by teaching an experiential modality that works for trauma

3- 23 years best practices of theory and praxis

4-Operative ability to introduce labyrinth in multiple educational settings

5-Format will be conversational and praxis (50%)

*Open to All*

**RW152 • Serious Fun: How To Create Remarkably Fun Experiential Programs That Make A Difference (OTD, OAE, K-12, HE, TA/AT, S, G)**

*Mark Collard*

This interactive workshop will model and present a series of playful, experiential and adventure-based activities reflecting Mark's unique four-step Difference Model, as described in his latest self-published book called Serious Fun.

The Difference Model will clearly identify the four critical steps every experiential educator and group leader must follow if they wish to create a remarkably fun program which engages their participants immediately and makes a difference in the lives and performance of their groups. Ideal for novice and experienced practitioners, especially those who struggle to know where to start or are simply looking for new ideas.

*Open to All*

**RW165 • Theoretical and Evidence-based Principles/Practices for Including and Facilitating Trust in Adventure and Experience-Based Programming (AD, OTD, OAE, K-12, HE, TA/AT)**

*Elaine Hatala*

Trust is a fundamental component of most adventure and experience-based programs that are developed for clinical, community and corporate groups. Without a theoretical and evidence-based foundation, facilitators, trainers, educators and administrators operate on anecdote, which undermines program outcomes, funding, and the advancement of experiential learning. This session will focus on theoretical and evidence-based concepts, language and facilitation considerations that practitioners can use to define, explain, justify, research, and maximize the inclusion of trust in programs, grants, promotional materials and other endeavors that include trust and trust activities.

*Open to All*

**RW167 • Disentangling Eating Disorders: Using the Spider Web and Psychodrama to Jumpstart Recovery (OAE, TA/AT, S)**

*Diane Ryan*

This workshop will engage participants in the spider web as a powerful intervention in the treatment of eating disorders and other challenges. The insights afforded through the activity are then processes using basic psychodramatic techniques which participants can incorporate into their own practice. This will be an interactive workshop, presenting the theoretical underpinnings for the efficacy of experiential activities and psychodrama in the treatment of eating disorders and other emotional challenges with a body image component.

*Open to All*

**RW46 • Colliding Theories: Linking Connection to Place with Reflective Practice in Outdoor Adventure Education (OAE, K-12, HE, TA/AT, S, G)**

*Ryan Howard, Tim O'Connell, Janet Dymont*

Reflective practices are a cornerstone within fields of experiential education and experiential learning. This workshop discusses the relationship between connection with place and reflection on practice within outdoor adventure education. A new theoretical model that connects Relph's conceptions of insideness-outsideness to place with Ghaye's (2011) reflection on practice framework will be presented. This workshop explores how strong connections with place can be fostered through reflective practice that leads learners to acknowledge the context in which their learning occurs and relate this context to the values they gain from the learning experience. Place-reflective questions and themes will be discussed and co-created.

*Intermediate*

**RW56 • Assessment, Evaluation, and Research: Your Work Matters so Tell them Why! (AD, OTD, OAE, K-12, HE, G)**

*Bill Heinrich, Jenó Rivera*

Charisma can go a long way to change the world, but eventually you'll need good data. And knowing how to effectively use assessment, evaluation, and research (AER) data is paramount. These concepts can be confusing and sharing results can be challenging. We engage participants in light-hearted explorations designed to uncover individual and group understanding, teach common approaches to AER, and practice with words and actions associated with AER. We use self-discovery, group case studies, and team-based activities to build toward cognitive, analytical, and applied outcomes, contributing to your professional development and the sustainability of the field.

*Open to All*

**RW75 • Authentic Narratives from Experiential Learning: A Lens on Collaboration, Community, and Academics within Emergent Curricula (G)**

*Kathryn Bruntrager, Kate Booher*

Experiential learning projects are often dynamic, collaborative, and interdisciplinary by their very nature; however, within these meaningful learning experiences, academic benchmarks are often difficult to showcase. This workshop explores the narratives of a year-long investigation with preschool aged children rooted in cooperation, negotiation, and the exchange of ideas. Through this child-led process, their growth can be authentically observed, documented, and measured. This workshop aims to engage experiential educators in rich dialogue related to making students' learning visible and creating methods for highlighting academic benchmarks and criteria within healthy classroom communities.

*Open to All*

**RW105 • Active Debriefs: Spark Meaningful Conversations (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Nate Folan*

Physical activity benefits our body, lifts our mood, and readies our brains for learning. It also acts perhaps, as a catalyst for conversation. Let's leverage recent brain research and play with the process of debriefing. Experience a variety of activities that move meaning beyond the traditional debrief circle. Explore a new debriefing paradigm for practitioners who desire to keep participants engaged, recognize their group's desire to play, and ultimately want to explore an active way to spark meaningful conversations.

*Open to All*

**RW128 • We've Celebrated 50 Years of the Wilderness Act: Now What for America's Unprotected Wilds? (AD, OAE, K-12, HE, TA/AT, S, G)**

*Doug Scott*

America's wilderness movement has never been larger nor have we had so many devoted agency wilderness stewards. At 110,000,000 acres the National Wilderness Preservation System is most certainly not complete in any sense. This interactive workshop will explore where we go next and how we will get there. I will explore cases studies involving each agency and diverse states presenting varying ecological and political opportunities and complexities.

*Intermediate*

**RW137 • Accreditation 101 (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Dan Miller*

Would like to know more about AEE's accreditation program? Would your organization benefit from being accredited by the nation's first recognized accreditation process focusing on experiential adventure programming? AEE accredits a wide variety of adventure programs and organizations, including wilderness adventure programs, colleges and university outdoor programs, K-12 school programs, wilderness therapy, youth programs, and corporate teambuilding and training programs. If you would like to learn more about this process or if you are interested in serving as a reviewer for the program then this workshop is for you.

*Open to All*

**RW170 • Getting Experiential About Global Climate Change: Feeling, Teaching and Leading (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Thomas Doherty*

This workshop provides an experiential introduction to the psychology of global climate change, including techniques to help people articulate personal experiences of this issue, and ways to demonstrate research findings on health impacts, social and behavioral aspects, and education and communication strategies. We'll use the concept of Environmental Diversity to illustrate how varied beliefs about climate change intersect with other forms of multicultural diversity, such as race, ethnicity, class and gender. A didactic orientation will set the stage for a large group interactive exercise to illustrate experiential methods. Participants will then co-create an experiential approach based on a chosen scenario.

*Beginner*

**RW19 • Using GirlVentures' "thirds model" to Cultivate a Platform to Deliver Social Justice Curriculum (OAE)**

*Sue Lowley, Ashley Jones*

GirlVentures, a San Francisco based nonprofit, intentionally creates socio-economic diversity through use of a "thirds model" to enroll participants. Students are either full pay, partial pay, or receive a full scholarship. Each represents one third of the course population. Additionally, GirlVentures strives to enroll racially and culturally diverse students. Once on course, instructors deliver a curriculum that is rich with social justice themes. Through discussion and participation, workshop attendees will explore the "thirds model" and activities used to create dialogue, self-awareness, and compassion around social justice and diversity.

*Open to All*

**RW24 • Biomarkers, Boosters, and Videography: Exploring Emerging Techniques in Research in Experiential Education (AD, OAE, K-12, HE, TA/AT, S)**

*Alan Ewert, Curt Davidson, Yun Chang, Ryan Hines*

Biomarkers, boosters, and videography are examples of emerging research techniques useful in experiential education. This presentation examines these and other new approaches by exploring what they are, how they can be used, and how programs or individuals can use the results. Participants should have a basic understanding of research techniques and designs

*Intermediate*

**RW29 • Applying Leadership, Group, and Personality Theory to Practical Experiential Based Programming (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Mark Flynn, Krista O'Brien*

A deeper connection can be made with an experience when participants and facilitators are using a common language and a better understanding of oneself and the group. We will be exploring the application of well-founded personality inventories such as StrengthsQuest, MBTI, DiSC and True Colors to connect thoughtfully with the design of experiential based programming. We will share specific anecdotes of our approach interweaving theory and practice and discuss future implications that can guide a wide range of programs.

*Open to All*

**RW30 • From Frustration to Creativity: Individuals, Groups and Communities under a New Scope (G)**

*Samara Quintanilla Maria Jose Treviño*

The workshop will present a social-dynamic-analysis tool for groups or communities, creating awareness - through experiential activities - of the opportunities we have to foster a more nurturing environment. Based on the Human Motivation Theory by Juan Lafarga, we will explore the different reactions to frustration that can be present in a given

situation, and how to use creativity to change the perspective and accomplish a better outcome. Participants will walk away not only with a handful of activities but also with a new framework to contextualize behavior and attitudes.

*Open to All*

**RW41 • The Interview: Getting the Staff You Need and Want. (AD, OTD)**

*Kris Salisbury*

Struggling to get a feel for a potential staff person over the phone or during a quick interview? Wanting to take your skills to the next level? Wish you could move on from responses that seem 'canned'? Would you like to find ways to test skills of potential staff? This workshop will give you a toolbox of strategies, skills, and concepts that you can apply right away. Whether interviewing by phone, Skype or in person, you will have a rubric for creating excellent questions that not only reveal skills but also help potential staff self select.

*Intermediate*

**RW53 • Because There's Nothing Straight About Nature: Connecting Queer Social Justice and Risk Management (AD, OTD, OAE, TA/AT)**

*Elyse Rylander, Kira McGieson*

While the intersection of experiential education and social justice broadly has been explored in theory and practice, we believe that it is time to push these explorations even further. "Because there's nothing straight about nature" will demonstrate how experiential programming can utilize physical risk management frameworks to appropriately manage emotional and social risks for queer participants.

This workshop will break down the basic language and ideas used to discuss the queer experience and demonstrate how specific tools used to manage physical risk can be adapted to better serve the queer community.

*Open to All*

**RW63 • The Ropes of Ecology - Using Low Ropes and Initiatives to Teach Ecological Literacy (G)**

*Shawn Moriarty*

This workshop will present a model to use low ropes course elements and mobile initiatives to teach ecological concepts. The Ropes of Ecology will help you train your staff in ecological concepts and provide you with a program model to use with your participants. The activities we will cover can help to develop ecological literacy and a sense of place.

*Open to All*

**RW70 • Designing Writing Exercises that Synthesize Program Goals, Experience, and Participants- Inner Lives (OAE, K-12, HE, TA/AT, S)**

*John Bennion*

In this workshop outdoor educators will create writing prompts unique to their programs that will help students internalize learning outcomes. As in the classroom, students- or clients- internal experience of outdoor activity may be primarily physical or social when program goals aim at aesthetic, spiritual, or philosophical outcomes. Good journal exercises can synthesize the participants- initial response with emotion or cognition that is closer to the goals of the program. We will begin with templates and samples of writing prompts and practice adapting these to the needs of specific programs. We will also discuss research that supports this method.

*Open to All*

**RW89 • Does This Make Me Look Phat? (AD, OTD, OAE, K-12, HE, TA/AT, S, G)**

*Betsy Bontrager, Ben Rheinheimer, Ritch Hochstetler*

Wicked-awesome, cool, amazing - all descriptors in the urban dictionary of being phat.

As facilitators of personal growth in a society fixated on phat-ness, we are called to reinterpret how people see themselves. Despite the clothes you wear, your body shape, your hair style, or even your popularity, true phat-ness lies in your willingness and ability to share power with others. Come explore with us a phat framework derived from servant leadership and take your world

to a whole new wicked-awesome level.

*Open to All*

**RW111 • Deliberate Creativity (OTD, G)**

*Amy Climer*

If you want to be creative and you wait for inspiration to strike you might be waiting a long time. Artist, inventors, entrepreneurs, and other highly creative people deliberately use creativity tools to help them be more innovative and implement change. In this workshop, learn and practice with several tools designed to bring out your own creativity. Learn to deliberately tap you inspiration, fend off creative blocks, and step into action.

*Open to All*

**RW114 • It's Still Only a Game... Unless You Make It More (OAE, K-12, HE, S, G)**

*Chris Ortiz*

When someone is captivated in play, we have an opportunity to focus their attention on simple, profound life lessons demonstrated in our game play. During this workshop we will play some more of my favorite games and with simple framing or metaphoric connection, we can turn a game into something more. Come to this workshop prepared to play, be creative and discover. If you attended last year... all new activities for 2015!

*Open to All*

**RW116 • Creating Community and Connections through Natural Building (OAE, K-12, HE, S, G)**

*Jacque Medina*

Imagine squishing the earth between your toes and building a cob oven or bench at your school or community park. Natural building projects honor the earth and spark creativity, as well as promote human nature connections and foster a sense of community among participants. In this workshop, you will be introduced to natural building and different ways to integrate natural building projects into your program. We will explore cob building and look specifically at how Portland's City Repair Project and Village Building Convergence has fostered placemaking and human nature relationships in their communities.

*Open to All*

**RW121 • Down to Earth: Bringing Biocultural Complexity to Life (AD, OTD, OAE, K-12, HE, TA/AT)**

*Denise Mitten, Marna Hauk*

Many fields have been looking at complexity theory and using it as a lens to examine both theory and application. Many adventure educators have used systems theory when engaging in facilitation and influencing group dynamics. This workshop begins the process of acknowledging the complex natural environments in which outdoor education/adventure education takes place and the complex human groups. Catalyzing this complexity and combining it with intuition we can use the theory of emergence to provide experiences with the potential to be transformative. Facilitators will help participants understand and work with the fractal nature of being in the outdoors.

*Intermediate*

**RW135 • (Un)Silencing Voices: Experiential Pedagogies for listening to the More-Than-Human World (OAE, K-12, HE, G)**

*Michael Caulkins, Sean Blenkinsop*

This workshop invites participants to engage in a series of activities and ever-deepening reflective discussions related to listening to the natural world. As a group we will think carefully about our educational practices with regard to how the natural world 'speaks.- Our workshop weaves theory and current research results throughout, allowing participants to get a robust sense of the ways nature might, or might not, have a voice, and what education might look like if we take this -voice- seriously. Participants will leave with several activities that they can use in the future, but likely something more as well.

*Open to All*

**RW148 • ACCT Operations, Training, and Practitioner Certification Standards (AD, OTD, OAE, K-12, HE, S, G)**

*Mandy Stewart, Scott Andrews*

The ACCT Operations, Training, and Practitioner Certification Standards are the main reference point for standards in the challenge course, zip tour, and aerial adventure park industry, as stated by insurance companies, regulatory bodies, and other knowledgeable persons. Join us as we discuss the current standards, how they're developing, and how these standards apply to individual practitioners, courses, and programs. Foundational knowledge will be included, however

individual needs and questions will help guide this session's exact content. Come ask the questions you've been pondering as we help everyone become more familiar and comfortable with this often daunting subject.

*Open to All*

**RW154 • Games and Activities for Backcountry Field Instructors (OAE, K-12, HE, S)**

*Jayson Seaman, Ben Mirkin*

Ever wish you had a handy guide for using games and activities in backcountry settings? This workshop focuses on the theory of game use and presents its applications to backcountry settings. Participants will learn games used for different purposes while on backcountry trips and have the chance to share their own games. Presenters hope contributions from this workshop will be included in a forthcoming book about games and activities in outdoor field settings.

*Open to All*

**RW162 • Shelf Life- Wilderness to Workplace: Ending Prejudice through the International Human Library Organization (OAE, K-12, HE, TA/AT, S, G)**

*Anna Czarnik-Neimeyer*

As practitioners committed to justice for people & planet, we're called to interact beyond the textbook, honoring stories from the margins. In 2015, St. Norbert College's Cassandra Voss Center opened Wisconsin's first Human Library. Founded in 2000 in Denmark, the Human Library's mission promotes tolerance, challenges prejudice, and sustains commitment to social justice & equality. It's simple, not easy: worldwide, wall-less libraries made of volunteer -books- sharing their stories. Human books can be checked out, listened to, and interacted with by human -readers- to unpack prejudices & expand horizons. Learn how to use this powerful, unique model in your programs.

*Open to All*

**RW177 • High Impact Training Practices:**

**Tools for Working with Young Drivers (and enhancing any training) (AD, OTD, OAE, K-12, HE, TA/AT)**

*Micah Leinbach, Joe Yuska*

For all the press given to lions, lightning, and leaps from great heights, driving remains the most dangerous part of many experiential programs. Our work often requires us to put the lives of the groups we work with in the hands of young drivers, some of whom wouldn't even be able to rent a car on their own. Drawing from recent research in high-impact training, we'll highlight successful ways your programs can use experiential training techniques to bring drivers of any age up to speed (or down to the speed limit), providing examples of training practices the theory supporting them.

*Open to All*