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ENGAGING COMMUNITY AND DEVELOPING LEADERSHIP THROUGH
ADVENTURE AND EXPERIENTIAL LEARNING

By

CHRISTOPHER ROLAND MAUL-SMITH

Bachelor of Science, Southern Illinois University, Carbondale, Illinois, 1975

Professional Paper

presented in partial fulfillment of the requirements
for the degree of

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Integrated Arts and Education

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Approved by:

Perry Brown
Associate Provost for Graduate Education

Dr. Ann C. Wright, Chair
Creative Pulse, College of Visual and Performing Arts

Dr. Randy Bolton
Creative Pulse, College of Visual and Performing Arts

Karen Kaufmann
Creative Pulse, College of Visual and Performing Arts

Maul-Smith, Christopher, M.A., Summer 2009

Master of Arts in Fine Arts,
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Engaging Community and Developing Leadership Through Experiential and Adventure Learning

Chairperson: Dr. Annie Wright

During a Creative Pulse seminar, which focused on leadership, Dr. James Kriley challenged us as collaborators in our groups, to “bring something to the table—do the work”. With this project seventh graders were challenged in the same way. They brought enthusiasm, courage and perseverance to the table. The students and I collaborated to do the work necessary to accomplish the significant goal of building positive caring relationships between the seventh and fifth grades so the younger students could feel safe and welcome at our school. Team-building activities and a community adventure brought the seventh and fifth graders together. The leadership role of the seventh graders during these events served as the catalyst for building the positive relationships. A teaching approach based on the elements of adventure and the experiential cycle of learning was very effective in supporting the development of their leadership skills. Their efforts set positive examples for the fifth graders and proved to the fifth grade teachers, the middle school principal, people in the community and me that seventh graders can “step-up” and do the work needed to become positive caring leaders.

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ENGAGING COMMUNITY AND DEVELOPING LEADERSHIP THROUGH ADVENTURE AND EXPERIENTIAL LEARNING

Background and Introduction

Each fall a new group of fifth graders arrives at Corvallis Middle School. This transition to middle school is an exciting time for them. They have left the primary school and are entering a whole new community. They are on a campus where they change teachers and rooms for each subject area. They walk, without having to line up, to other buildings for physical education, music, and art classes. Their paths now cross with sixth, seventh and eighth graders and they quickly realize that they are now the youngest and smallest students in the building. This can be a bit scary.

Students experience dramatic changes throughout their four years at the middle school. Many students gain a foot in height from the time they enter as fifth graders to the time they are promoted to high school at the completion of eighth grade. Students reach puberty sometime during the fifth or sixth grade year, creating a mix of students at different stages of physical and mental development.

I have taught at Corvallis Middle School for twelve years, ten in the fifth grade, and, most recently, two years in the seventh grade. Several years ago, when I was still teaching fifth grade, the school principal approached me about developing an orientation experience to help fifth graders make the transition to the middle school. The eighth grade science teacher and I collaboratively developed a program that utilized eighth grade student leaders to conduct two half-days of get-acquainted and team-building activities

for the fifth graders in order to welcome them to our school. Thirty eighth grade students applied to become leaders for the activities.

The eighth graders received a day of leadership training. During the next two afternoons they worked in teams of three to lead groups of fifth graders through all of the activities. Teacher involvement was limited to leading some of the more challenging activities. The eighth grade students were assigned to work with one group of fifth graders throughout the program in order to develop a more personal relationship. Both the eighth graders and the fifth graders enjoyed the program, and shortly after its conclusion each group of fifth graders made personal thank you cards for their three eighth grade leaders.

The transition activities fostered a positive relationship between the fifth and eighth graders. In addition the eighth grade students learned new leadership skills and had the satisfaction of applying them to benefit their school community. We considered the possibility of doing more activities during the year to strengthen the bonds between the two grades and to continue leadership development, but were unable to follow through because of scheduling issues.

The fifth grade activity days ended when I moved to my new position in the seventh grade. This was due to changes in teaching assignments at nearly every grade level of the middle school. The teachers most involved in planning and running the activity days shifted away from fifth and eighth grade positions and the fifth grade transition activities program was put on hold.

Summer of 2008, during the Arts and Education Institute class on leadership, I decided to explore the area of student leadership during the 2008-2009 academic year. An opportunity readily presented itself in September when the school principal revisited the idea of offering a program to help fifth graders connect to their new school community. I was interested in taking on the task, but wanted more than just a day of training and a few days of activities in order to provide a more fully developed leadership program.

I found the additional time needed to teach a comprehensive leadership class during an “exploratory class” that I was scheduled to teach forty-five minutes every other day. Exploratory classes offer a forum for teachers to work with topics not typically covered in a core subject class. A full semester time block was available for a new course. The principal approved my proposal to offer a leadership class for seventh graders.

I identified three goals for this new class:

1. Develop leadership skills in seventh graders.
2. Build a positive and caring relationship between the seventh and fifth graders in order to help the younger students feel welcome and connected to our school.
3. Respectfully engage and learn from members of the local community through listening and conversation.

The goals to be accomplished required training students to lead get-acquainted and team-building activities, develop communication skills, work cooperatively, and practice leadership skills. The seventh grade students then put their skills to the test by leading groups of fifth graders on four different activity days. The culminating event and

“test” of the semester, took place in early December when the seventh graders led the fifth graders on a community adventure in the town of Hamilton.

From the onset, the development and implementation of this program assumed a certain degree of risk. Student leadership potential was not considered in the twenty-one students assigned to my class list since exploratory class assignments had been made at the end of the prior school year. Our principal was willing to take this risk and viewed it as an opportunity for students not typically identified as “leaders” to give the class a try. He was very supportive of this new course, but the success of the class also required cooperation, commitment and risk-taking from many other people.

The fifth grade teachers were asked to make time in their schedules to release students for four activity days and a community adventure day. They also were requested to step back so the seventh graders could experience, on their own, the real job of leadership with their fifth grade groups. Some questioned whether seventh graders were mature enough to handle this kind of responsibility. Others were concerned about the loss of time from their schedules; however they all agreed to participate. The language arts teacher became an active partner in the venture and modified her fall language arts curriculum to prepare students for the community adventure day.

The community adventure day also depended on the cooperation of the Hamilton business community and required finding eight Hamilton businesses willing to host groups of 15 middle school students during the busy holiday season. Since many Hamilton businesses actively discourage youth from “loitering” in their establishments their participation in the program could be perceived as risk-taking on their part. The new

Director of the Ravalli County Museum committed time and effort to the community adventure by acquiring special speakers and making rooms available at the museum for students to meet with them.

The community adventure in Hamilton presented new risks for students beyond activities conducted at school. Seventh grade leaders were required to guide their groups along an assigned route. They were responsible for managing the safety and conduct of the fifth graders throughout the experience. The students represented Corvallis Middle School, and the way the leaders presented themselves and managed their groups left either a positive or negative impression of our school in the Hamilton community.

Defining the Learning Framework of the Seventh Grade Leadership Class

- **Overview of Class Structure and Activities**

The schedule required seventh grade leaders to interact with groups of fifth graders on five different occasions. The first four activity days occurred midway through the semester, at least one week apart. During these events the seventh graders were asked to lead get-acquainted and team-building activities selected to develop a solid relationship of trust and cooperation between the two grade levels in preparation for the more risky fifth and final activity, the community adventure.

The community adventure was scheduled to take place in December. All four fifth grade classes would participate in the community adventure; two in the morning and the other two in the afternoon. The seventh grade leaders were to be excused from all their classes for the day in order to lead groups of fifth graders along different routes through the town of Hamilton. This adventure would provide an opportunity for students

to engage with people in their community – to work together in a trusting relationship and use their innate senses of curiosity and recently learned skills in conversation and listening.

Most seventh grade students are familiar with being guided through an activity, but have had little experience being the guide. To develop their confidence and their leadership skills I established a class time pattern that included experiencing the activities that they would eventually be leading. They practiced their facilitation skills with each other before they actually stepped into their leadership roles with the fifth graders.

We practiced all the details that I could anticipate they would encounter on the fifth grade activity days. Details included: 1) where each seventh grade leadership team would conduct their activities, 2) how they would introduce themselves to their fifth grade groups, and 3) how they could use certain group management techniques to keep their group's attention throughout the activities.

Before an event with the fifth graders, the students and I used class times to plan and practice the techniques necessary for their leadership roles. Following an event I scheduled time for students to reflect on what they learned from their leadership experiences with the younger students. The new knowledge gained during these reflection periods was then applied to planning and practicing for their next leadership roles.

I scheduled the fifth grade sessions at least a week apart so that we could reflect on what happened and make adjustments before working with the fifth graders again. The seventh grade leadership teams taught the same activities over two class periods, which

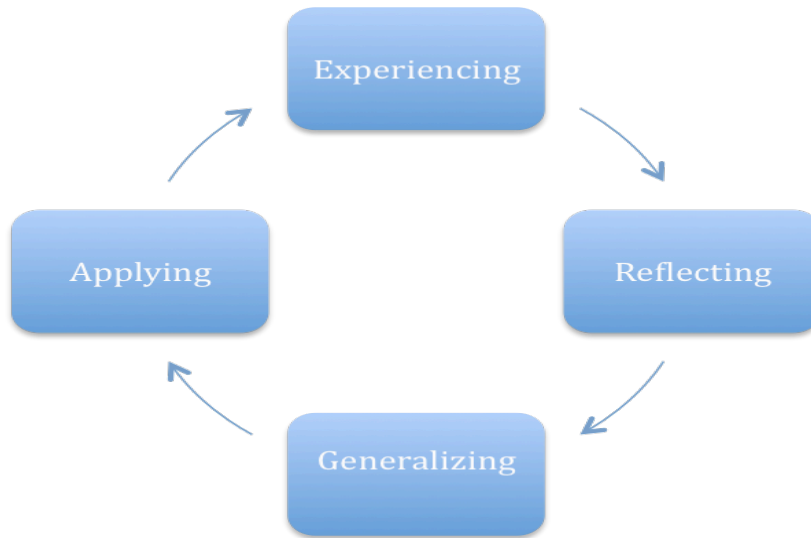
gave them the opportunity to make adjustments to their presentations before the next session. Because the time periods for these activities were limited to forty-five minutes, reflection on how the activities went had to wait until the next class period (see Appendix A).

- **The Experiential Learning, Processing and Adventure Framework**

The learning framework for this class was informed by resources I gathered over a thirty-five-year period of time, beginning with my work as an instructor and consultant with many experiential adventure education programs, and continuing into my career as a teacher in public schools. (These resources are reviewed later in the paper.) Three key elements from these programs were incorporated into the learning structure of my class: The “Experiential Learning Cycle”, presented in 1984 by David A. Kolb,¹ the “What? So What? Now What?” processing structure developed by Terry Borton,² and qualities of adventure outlined by Mary Henton in 1996.³

- **Experiential Learning**

David A. Kolb developed the Experiential Learning Cycle model and presented it in his 1984 publication, *Experiential Learning: Experience as the Source of Learning and Development*.⁴ According to Kolb, “learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it”.⁵ He illustrated the following four phases in a cycle: experiencing, reflecting, generalizing and applying.⁶



Experiential Learning Cycle

Laurie S. Frank summarizes Kolb's Experiential Learning Cycle in her 2004 publication, *Journey Toward a Caring Classroom—Using Adventure to Create Community*:

When people have experiences, they take the next step of reflecting on what has occurred. This reflection time ensures that people can formulate meaning from these experiences. Generalizing is a time to make connections and look for patterns. Finally, applying the information affords people the opportunity to incorporate the learning into their lives or into the next experience.⁷

As mentioned in the previous section, I scheduled the fifth grade sessions at least a week apart so that we could reflect on what happened; make adjustments and practice before working with the fifth graders again. This spacing of activities allowed five full Experiential Learning Cycles to take place. With each completed cycle, the seventh

graders accumulated skills and confidence and strengthened their relationships with the fifth grade students.

- **Processing**

In *Journey Toward a Caring Classroom*, Frank quoted John Luckner and Reldan Nash' 1997 publication, *Processing the Experience: Strategies to Enhance and Generalize Learning*. Processing is an “activity that is structured to encourage individuals to plan, reflect, describe, analyze, and communicate about experiences.”⁸ Frank also clarified the relationship between the Experiential Learning Cycle and processing: “The Experiential Learning Cycle provides for the application, or transfer, of learning to the participants’ lives. Processing is the vehicle with which to accomplish the transfer.”⁹

The term “reflection” in my lesson plans could be used interchangeably with “processing.” Processing was critical for “transforming”¹⁰ the students’ experiences into knowledge that furthered the development of their leadership skills. During reflection times in my class I frequently used a processing structure developed by Terry Borton, as quoted in Clifford Knapp’s *The Art and Science of Processing Experience*, 1972. Borton’s method was based on three questions: What? So What? Now What?¹¹ These questions were easy to remember, but I often wrote them on the class white board before a reflection session started to remind my students and me to stay on track with the process.

The “What” question is intended to dig out the facts pertaining “to the substance of group interaction and what happened to the individuals.”¹² An activity day with the fifth graders usually provided a lot of material to discuss. I often used “The Go Around”

method described by Karl Rohnke in his 1989 adventure curriculum guide, *Cowstails and Cobras II* as “Everyone in the group contributes a descriptive sentence. The description can be shortened to one word.”¹³ “Going around” addressed the “What” by providing a quick observation from each of the twenty-one students perspectives. Observations students heard during the first “go around” often prompted them to add more things they noticed.

After the facts came out during the “What” step I moved the discussion to “So What?” Borton described this as “pertaining to the difference the experience made to the individuals, the consequences, and the meaning for them.”¹⁴ The questions shifted from descriptive to interpretive.¹⁵ The class again used the “go around” method to explore the following questions about their experiences during a fifth grade activity day: What feelings did you have during the activities? What surprised you? In what ways do you think you performed well or not so well as a leader? Name an activity that you think went really well or not so well. Point out some factors that you think affected the outcome of that activity. What are some reasons that you think you were successful or not successful at certain times during the event?

During the “Now What?” step we discussed new insights and lessons learned during the previous steps in terms of how they may be applied to future situations.¹⁶ I often took notes about points brought up during the ‘So What’ discussion in order to bring them up during “Now What” step. The discussion opened with the following question: How can we use this new insight or learning to further our development as leaders or to apply in other areas of our lives? This question ensured that building

leadership skills was addressed, but also acknowledged the importance of transferring new learning to their own lives.

Frequently I preceded the group discussion format with a period of time for the students to write responses to the questions. I discovered that the added independent “think time” provided by writing elicited better participation during the group discussion. I collected and read these documents at the conclusion of the session. They often contained more details than were shared during discussions, providing me with insights into how each individual student was experiencing the program.

I emphasized to the students that these processing sessions were essential to learning, but I also acknowledged that they could be hard work. So, after completing the reflection work that followed an activity day, we celebrated our efforts and accomplishments. The idea for this came from my experience as an instructor for an adventure program called *Underway* at Southern Illinois University. After *Underway* groups departed for home, instructors often got together over pizza and beer to swap stories and discuss what happened in order to improve the next group experience. In the 2008 seventh grade version we spent the first part of a leadership class period discussing the recently completed fifth grade activity day using the “What? So what? Now what?” model. Then we celebrated our accomplishments; we broke out the root beer, ice cream, and popcorn and watched a movie.

- **Qualities of an Adventure Learning Environment**

Following approval of the new leadership class I tackled the process of designing experiences that would accomplish the identified goals for this new course. I wanted to

incorporate qualities of adventure in the activities to encourage students to stay engaged and focused throughout the semester. In my prior work with experiential and adventure education programs I had observed a high level of engagement from individuals and groups who were participating in activities that were challenging and carried a degree of risk, like rock climbing, caving, hiking, ropes course¹⁷ and team building activities. I associated these kinds of activities with adventure, but wondered what else besides challenge and risk defined an adventure experience. I was seeking a tool to evaluate the presence of adventure in an activity.

Mary Henton's *Adventure in the Classroom—Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners*, 1996, provided the criteria I needed to evaluate whether adventure was present during an activity. Henton discusses how the word 'adventure' is popularly thought to describe "some setting of physical challenge in an outdoor environment"¹⁸ but goes on to state that "... adventure is more than physical risk taking, more than remote vistas or the outdoors. Adventure is a matter of significance, support, stimulation and satisfaction."¹⁹ She encourages teachers to "examine the qualities of adventure rather than get caught up in the appearance of adventure."²⁰

Henton posited four qualities of adventure: significance, support, stimulation and satisfaction. Together they provided a checklist of criteria, which allowed me to evaluate how each proposed activity would contribute to an environment of adventure learning. Below are the key characteristics of each of Henton's four qualities formatted as an easy reference tool.²¹

Significance: Significance focuses on the activity and the importance for doing it.

- Something about the adventure is important.
- It may have scientific importance, cultural significance or personal meaning.
- It demands effort and commitment beyond the routine.
- It requires some amount of planning and preparation.
- It requires some amount of risk.
- It requires some form of physical exertion.

Support: Support defines the kind and degree of support necessary to support the participants throughout the course of an activity.

- A level of support is necessary for the risk taking of adventure.
- Support categories: financial, medical, diplomatic, logistical, reliable equipment, emotional or spiritual, confidence, encouragement of family and friends.
- A supportive environment gives permission to "go for it", to put an all out effort.

Stimulation: This step surveys the activity to discover to what extent the activity stimulates thinking, emotional response and physical engagement.

- It fosters that adrenaline-pumping feeling of "What will we see? How will it go? Can I really do it?"
- There is an element of surprise and anticipation.
- The processes of discovery and personal meaning making are engaged.

Satisfaction: A sense of satisfaction in meeting the challenges of an adventure encourages the adventurer to continue in that activity and even pursue new challenges. Students experience satisfaction during and after an activity.

- The adventurer enjoys the adventure, takes pleasure in the activity and pride in accomplishments.
- People learn, retain what they learn, and use what they learn when they have fun with what they learn.²²
- Satisfaction in the classroom derives, among other things, from the opportunities to use the various strengths or intelligences of human learning.²³

The seventh grade leadership class offered the students an opportunity to experience Henton's four aspects of adventure as described below.

Significance: The seventh graders took on the important responsibilities and risks associated with leadership. The important responsibility of managing the safety and conduct of the fifth graders required training before the event and their full attention throughout the experience. The students represented Corvallis Middle School, and the way the leaders presented themselves and managed their groups left either a positive or negative impression of our school in the Hamilton community. The students' engagement in rehearsal and collating pages for one hundred journal booklets for the fifth graders invested them in the preparation for an important event. They also committed to making up academic class work for one and a half days of missed classes; a half day for a rehearsal of the event in Hamilton and a full day for the real trip with the fifth graders.

Support: Peer support was built into my class. Seventh graders never worked alone, whether they were practicing new activities in class or interacting with the fifth graders. They supported each other by sharing the task of leadership, working in teams of three for the activity days, and in groups of five during the community adventure. The willingness of the bus drivers to pick-up or drop off groups at any place any time and the presence of a teacher as a safety backup provided the security required for the seventh graders to fully engage with their groups and the community. Finally, the knowledge the leaders gained from their previous work with the fifth graders, the development of their leadership skills and the rehearsal day three days before the trip supported their sense of confidence.

Stimulation: The opportunity to test their skills in a real world situation stimulated the students' level of excitement and enthusiasm. The time spent planning and practicing during the weeks prior to this event created a climate of anticipation. They wondered how they would do as leaders, whether they could really carry out all the responsibilities they were assigned. Knowing that the positive or negative results of their performance as leaders would affect the possibility of this program continuing in future years increased the seventh graders focus on their responsibilities and stimulated their curiosity about how this final test of their skills appeared to the teachers and community members.

Satisfaction: The seventh graders experienced the satisfaction of knowing that what they were doing mattered. Their roles as leaders affected how the fifth graders experienced community adventure and how the community perceived them. The leaders brought fun and enthusiasm to the activity; they elicited more engagement from the younger students. Satisfaction came with evidence of a growing positive relationship with

some of the fifth graders. The older students expressed surprise when some of the fifth graders recognized them in the hallways or on the playground, said hello, waved, or offered high five's.

Seventh Grade Leadership Class Resources

Designing the leadership class called for knowledge accumulated over a thirty-five year time period. I began acquiring experiential knowledge and collecting resources while working as an instructor and consultant with experiential adventure education programs in the mid- 1970's and 80's and have continued to gather experience, ideas and materials during my twenty-year teaching career. While my work experience in adventure education provided primary resources, I also consulted literature on experiential education, leadership and adventure activities. Resources that informed the design of the seventh grade leadership program are discussed in the following sections.

- **Literature: Leadership and Experiential Adventure Education**

Essential sources for philosophies, techniques, and activities that define experiential and adventure learning and approaches to leadership are found in Project Adventure, Inc. publications, published by Kendall/Hunt. Project Adventure titles address the philosophy of adventure education, the nuts and bolts of program design, and descriptions of hundreds of team building and individual challenge activities, and leadership development techniques. These publications were the primary sources for nearly every get-acquainted and team building activity led by the seventh graders during the semester. They also informed the design of the seventh grade leadership class.

Karl Rohnke, one of the first staff members and directors of Project Adventure, authors many of the titles published by Kendall/Hunt. Rohnke's 1984 publication; *Silver Bullets, A Guide to Initiative Problems, Adventure Games, and Trust Activities*²⁴ contains full descriptions of adventure games along with trust and initiative activities. His 1989 title, *Cowstails and Cobras II, A Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum*,²⁵ includes 'The What? So What? Now What?' approach developed by Terry Borton which I used to help the seventh graders process their experiences. The 1995 book, *QuickSilver Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership*, co-authored by Rohnke and Steve Butler, devotes the first seven chapters to adventure leadership and follows with nine chapters of activities.²⁶ Additional Rohnke titles include *The Bottomless Bag Again*, 1994,²⁷ *Funn Stuff, Volume One*, 1996,²⁸ and *Funn Stuff, Volume III*, 1998.²⁹ These volumes contain many activities from his previous books with variations developed by adventure programs around the country.

Mary Henton was another early Project Adventure staff member. Henton's 1996 title, *Adventure in the Classroom – Using Community to Strengthen Learning and Build a Community of Life Long Learners*³⁰ focuses on the integration of adventure activities into classroom settings and introduces the four qualities of adventure I referenced in designing the adventure learning environment of the leadership class.

Laurie S. Frank's *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom*, 2004,³¹ provides a comprehensive overview of experiential and adventure education theories, practices and techniques. The foundations of the experiential and education movement are acknowledged in its first chapter with

discussion of the contributions of John Dewey to experiential learning, Kurt Hahn's development of the Outward Bound Program, the founding of Project Adventure, Howard Gardner's Multiple Intelligences and David Kolb's model of the Experiential Learning Cycle. Frank's cogent discussion and concise history of experiential education deepened my understanding of the field and her clear explanations of the Experiential Learning Cycle strongly contributed to my understanding of Kolb's model.

Frank's publication also included chapters on adventure activities. An activity I had not seen in any other publication called "Urban Experience: City-County Building" was introduced in one of the last chapters. I incorporated elements of design from this activity related to communication skills into the development of the seventh grade leadership class community adventure.

- **Personal Contact Resources for the Community Adventure**

Tamar Stanley and Kevin Maki, two personal contacts in the local community, enthusiastically offered their knowledge of local history and their connections to people in the Hamilton area to benefit the development of the community adventure experience. They expressed a strong interest in the goal of the community adventure and were willing to share resources to enhance the students' experience. Both of these people generously made time in their schedules to collaborate with me by phone, email or in person. Stanley made special arrangements for speakers to interact with the students during the community adventure. She opened the museum's lecture hall and exhibit rooms to provide venues for the students to listen and hold conversations with these local presenters. Stanley also provided access to the museum's archives of newspapers and

historical audio recordings of interviews with Bitterroot Valley people. She expressed a strong interest in building a relationship between the museum and our school and was an active partner in the community adventure planning process. Maki, a local MPR reporter, brings the color, shape and character of people in Western Montana and the Bitterroot Valley to life through his weekly radio interview broadcasts to the listeners in western Montana. Maki has a gift for listening and for drawing people out, and he was willing to share a few tips with me as I planned the interview section of the leadership class.

Maki gave me permission to play some of his interviews in my class as examples of how one can connect with the community through listening and asking the right questions. In addition, I had the good fortune to speak with him in person about his interview process. He shared three key points to consider when interviewing: people are more willing to have conversation with you when they are in a comfortable environment, when they feel listened to, and when they know that you cared enough to prepare for this meeting with them.³²

I played a few of Maki's interviews during the leadership class; the seventh grade students listened and guessed what questions were being asked to elicit the following response or conversation. We discussed Maki's process for interviewing as part of the preparations for the Community adventure. Preparing questions and knowing how to approach people in a positive way at each stop was a key element of the community adventure experience.

- **Using Personal Experience as a Project Resource**

The seed for my lifelong interest in experiential adventure was planted during my undergraduate years at Southern Illinois University (SIU). I was pursuing a degree in Forestry at the time and the idea of becoming a classroom teacher had never entered my mind. I enjoyed working in outdoor settings and needed to earn most of my tuition money during the summer so I focused on camp programs; leading backpacking and climbing trips in New Mexico, canoe trips in Wisconsin and Minnesota, and supervising environmental improvement projects as a Youth Conservation Corps work supervisor. During the academic year I took weekend breaks from my studies to hike and rock climb. During one of those climbing adventures I met an instructor for Project Underway and soon joined the Underway staff as a part time instructor.

Project Underway is an experiential adventure program, established at SIU in 1966, five years prior to my enrollment at the University. Hank Schafermeyer directed the program from its inception through 1976 and was my supervisor and mentor during my years at SIU. Located at the SIU Outdoor Laboratories, Underway implemented two well-known experiential adventure programs of that time – Outward Bound and Project Adventure – to design outdoor adventure experiences for groups of all ages. Underway worked with junior high, high school, and college age students. Adult groups, teachers or business people, also came to Underway for team building experiences.

Schafermeyer was an outstanding educator and a strong proponent for adventure education, with a seemingly boundless energy and enthusiasm for working with groups that spilled over to his instructional staff. Always approachable, he was an insightful

leader, mentor and friend. Schafermeyer's core message to instructors was to remember that we were a team, and as a team it was our mission to coordinate all the necessary components to design and facilitate safe, fun, meaningful adventure experiences for the groups we served.

Although Schafermeyer rarely verbalized the experiential learning cycle, I now realize that he embodied this approach with his team of instructors. After a group departed he gathered the instructors to take time and reflect about experiences, discuss what went well and develop plans for upcoming groups. The gatherings sometimes took place in town over beer and pizza, or at Schafermeyer's home where he and his wife, Carolyn, helped us feel like we were part of one big family. These times were celebrations – of doing something we all loved and of doing it together, and the memories of them are with me as I strive to create effective learning experiences for my students and collaborate with my fellow educators at the middle school. Today, nearly 35 years after my Underway years, I draw energy from those times and find “the strength to . . .” as Garrison Keillor, creator of the Prairie Home Companion radio show would say. . . “get up and do what needs to be done.”³³

Since that early involvement with Underway, I have been an instructor, ropes course builder/designer and adventure activity consultant in many similar programs: Project STREAM (St. Louis Experiential Adventure Movement) at Webster College, Bald Eagle Outdoor Learning Center at Bemidji State University in Minnesota and the New Mexico Education Services Consortium Environmental Leadership Program in Albuquerque. Immediately prior to my fifteen-year tenure with the Corvallis School District, I served as the Community Education Director for Northwest College in Powell,

Wyoming. While there, I collaborated with Scott Feyhl, chair of the Physical Education and Outdoor Recreation Department, to create DELTA (Dedicated to Experiential Learning Through Adventure). Although Feyhl and I have both been separated from Northwest College and the program for years, a recent check confirms that DELTA is still going strong.

Rock climbing, caving, hiking, orienteering, ropes course and team building activities are often core activities of adventure programs. However, during the time I worked at Project STREAM in St. Louis we offered an activity, the Urban Adventure, which was not a typical core adventure offering. I am offering an overview of the purpose and structure of the Urban Adventure since I used many of its components as points of departure in the design of the community adventure portion of the leadership class.

- **The Urban Adventure at Project STREAM**

In the late 1970's the city of St Louis introduced bussing to reintegrate St. Louis public schools. Project STREAM developed the Urban Adventure as a tool to build better relations between black and white junior high (eighth and ninth grade) students during this challenging time. Goals for student participants included: learning to work together with others as a team, exploring ways to resolve real problems, becoming aware of and interacting appropriately with the community and environment.

Groups of 8 to 10 students, along with an adult, began their adventures at two separate drop-off points and started trekking through the city. Each group was provided with maps, routes, task cards, and a list of questions to ask those they encountered as they

explored the city. Some tasks cards directed them to short public service projects; others were related to poetry, journaling or writing. The task lists frequently required participants to make rubbings of manmade or natural things that had textures or imprints.

Students were asked to interview people along the way, focusing on such questions as “What is the most important thing in your life?” If interviewees seemed willing to share their means of employment, interviewers asked, “Why did you choose your profession?” Groups visited special interest or historic sites and were challenged to find the significance of each place. Sometimes they were sent in search of well known local personalities in order to answer some of the questions on their lists.

Groups were allotted \$1.50 per person for lunch, along with the stipulation that group members had to find a way to combine their money to create a meal that could feed their whole group. Each group was required to make a “free” phone call every hour to “The Base” to report its current location and how things were going. This posed the additional challenge of asking an individual or business to use the phone. (Each group carried a quarter for an emergency call if necessary). All groups rendezvoused under the St. Louis Gateway Arch at the end of the day to celebrate their treks, tell stories, and prepare to “make camp” for the night. “Camp” could be on top of a high-rise building, in the train station, or sometimes on a grassy median strip of a busy St. Louis boulevard.

The spirit of the Urban Adventure provided the impetus for including a community adventure component in the leadership class. The key elements of STREAM’s Urban Adventure: groups following routes from different starting points, special tasks, assigned stops and activities along the way, and student interaction with

people in the community, were incorporated into the design of the Hamilton community adventure. Notable differences between the programs include the relative size of the two communities, the length of time available for the adventure, and the difference in ages of participants and leaders. A college student accompanied eighth and ninth graders on their Urban Adventure in St Louis, while seventh graders provided the leadership and support for the Corvallis fifth graders in Hamilton. Another disparity between the two adventures is today's ubiquitous cell phone which has eliminated both pay phones and the need to ask someone to "borrow" a phone.

The Seventh Grade Leadership Class Activities

- **Get Acquainted and Team Building Activity Days**

I designed two sets of activities to launch and continue the relationship building process between the seventh grade leaders and the fifth grade. The seventh grade leaders facilitated each set of activities twice. In order to connect with all four fifth grade classes and keep a manageable group size for the seventh grade leaders, two fifth grade classes participated in the activities on one day and the other two took part in the same activities on a day in the following week. The seventh graders therefore engaged with fifth graders on four different days. The activities occurred at the same time on each day during the forty-five minute time period of the leadership class. This saved the seventh grade students from having to make up work due to missed time in other classes.

I divided my class of twenty-one seventh graders into seven, three-student leadership teams. These teams worked together in class to learn and practice the activities that they would later facilitate on fifth grade activity days. The two participating fifth

grades were divided into six groups prior to each activity day. Six of the seven leadership teams facilitated activities with these groups leaving one leadership team available to set up activity props and take pictures of the event as it unfolded with school cameras.

The first set of activities launched the relationship building process between the two groups. This meeting presented the first occasion for the seventh graders to engage in a leadership role with the younger students. It was important to select activities that novice leaders could easily facilitate, and it was equally important that the activities selected would generate opportunities for students to get acquainted and also create a spirit of cooperation and fun.

The first set of activities included five events: *Instant Replay*,³⁴ *Toss the Name*,³⁵ *Knots*,³⁶ *Hospital Tag*³⁷ and *Comet Balls*.³⁸ Each leader was provided with a half page sized instruction booklet (see Appendix B) with each page listing an activity and its necessary props, objectives, rules and safety considerations. The small size of the booklets allowed the students to fit them into their pockets where they could easily access them during the actual event with the fifth graders. The objectives of these activities are listed below.

1. *Instant Replay* targeted the objective of introducing group members.
2. *Toss the Name* reinforced name recognition and began the team building process.
3. *Knots* presented a fun problem for the group to solve while building cooperation and a spirit of teamwork.
4. *Hospital Tag* brought all six groups together before the final activity to create a collective spirit of fun between the leaders, the fifth graders and any teacher on the playground who wished to join in.
5. *Comet Balls* stimulated a spirit of cooperation, sharing and fun.

The process of creating a cooperative spirit and a trusting relationship between the leaders and the younger students continued when the seventh graders returned for round two of the activity days. The return in itself showed the fifth graders and their teachers that the seventh grade leaders were committed to make a positive connection with the younger students. The second set of activities amplified the focus on cooperation and teamwork through more challenging problem solving types of activities.

The second day's team building consisted of three activities: *Quantum Leap*, *Chicken Catch a Tory*, and *Giants, Wizards and Elves*.³⁹ Again, the students received a booklet (see Appendix C) with pages for each activity identifying the necessary props, objectives, rules and safety considerations. The objectives for these activities are listed below.

1. *Quantum Leap* challenged students to become a team as they attempted to pass through or jump a twirling rope.
2. *Chicken Catch a Tory* confronted the students' ability to work together by encouraging them to launch a rubber chicken, volleyball or water balloon as high and accurately as possible using a king sized bed sheet.
3. *Giants, Wizards and Elves* required planning and cooperation from the students to devise strategies during a chase-capture type tag game.
4. *Giants, Wizards and Elves: The Epic Version* brought all six groups together to play the final game of the activity period, and underpin the idea that large groups can team together to have fun.

- **The Community Adventure**

Today's middle school students easily connect with computers, television and video games, sometimes losing the "people" connections. The community adventure provided the seventh and fifth grade students opportunities to engage in a positive way with people in the real world of their community – to experience the adventure of curiosity, conversation and listening. In addition it provided a culminating activity by which seventh graders could demonstrate their leadership skills.

Two community adventure field trips were planned for the same day, with two fifth grade classes attending in the morning and the remaining two in the afternoon. This choice minimized the disruption to the fifth grade schedule and gave fifth grade teachers a half-day in which to conduct their normal classes. Prior to the community adventure fifth grade teachers designated four groups of eleven students for the morning adventure and four for the afternoon. The seventh graders formed four five-student leadership teams that led both morning and afternoon adventures. They shouldered the responsibility for guiding the fifth grade groups along four different routes through the city of Hamilton.

A teacher accompanied each group for safety reasons, but all were asked not to take any role in the leadership or management of the group. The groups moved from place to place on foot, so good walking shoes or boots were a necessity. Forecasts predicting a very cold late December day required reminders to students to dress as if it were a "ski day" – wear hats, gloves and warm coats.

A key goal for both the fifth and seventh graders during this experience was to interact respectfully with the community by asking thoughtful significant questions and listening attentively to the community members they encountered. The groups were required to visit at least four different businesses and the Ravalli County Museum to accomplish this goal. At the museum they listened to two pre-arranged speakers: Ken Pekoc from the Rocky Mountain Laboratory and John Richards, a Marine veteran.

Recognizing that interviewing and listening skills require preparation and practice, I created a community adventure journal for each fifth grader. The students used the journals during language arts class to formulate questions to ask on the day of the community adventure. They carried the journals with them throughout their journey through Hamilton to record responses they received to their questions and new things they learned.

The journal (see Appendix D) was designed with a page for each business and museum speaker; it included the name and address of the site, names of contact persons at each location and sample starter-questions. I left space on each page for the students to jot down their own questions ahead of time. Printed on half sheets of paper, the pages fit into halved file folders which served as covers for the booklet. Loops of string attached to the journal covers allowed them to be worn around the student's necks.

I supplied these booklets to the fifth grade Language Arts teacher, Lacey Puyear, a week before the field trip. She facilitated class discussions about the various businesses and speakers; the students allowed their curiosity to help them shape the questions that they wanted to ask and they recorded them in the journal. These classroom discussions

and journaling activities helped frame the purpose of the community adventure and build a sense of anticipation and excitement in the students for the upcoming experience.

Another purpose of the journal was to help prepare the students to be good representatives of Corvallis Middle School while participating in the community adventure. Sending sixty-four middle school students out into a small community creates a highly visible presence; their behavior, and the community's positive or negative perception of it, will affect the likelihood of continuing of this activity in future school years. To remind the students of their roles as 'ambassadors,' I included a page in their community adventure journal entitled "Manners at Places You Visit". Lacey Puyear reviewed these simple instructions with the fifth graders in their language arts class. This activity helped build a mindset around the purpose of the upcoming experience: to be polite and thoughtful explorers during their adventure in the community.⁴⁰

The community adventure took five weeks of planning. In addition to the creation of the community adventure journal just discussed, it required development of community contacts, identification of routes through the city, and preparation and rehearsal by the leaders. The following sections describe three key areas of preparation for the community adventure.

- **Developing Community Contacts**

The goal to have students respectfully interact with community members required that I locate people in Hamilton who would be willing to visit with them. I personally contacted each prospective community member to let him/her know the goals of the community adventure and what a visit from these students entailed. I also left a letter

with businesses that agreed to participate explaining the goals of the field trip, and the details of the visit (see Appendix E).

I followed up by stopping in at each of the participating businesses two more times, once a week before the adventure, and a final visit immediately prior to field trip date. The purpose of this last visit was to remind them of the upcoming event and answer any remaining questions. Even with all this follow up, one of our committed businesses was not open when students arrived. Fortunately there were other businesses nearby to visit, and we later received a call apologizing for the last minute closure due to a family emergency.

Tamar Stanley, the Director of the Ravalli County Museum, provided a wealth of information about historic sites in Hamilton and special speakers in the community. She was very excited about the program and provided two exhibit rooms and the museum lecture hall for speaking venues at the museum. She personally arranged for Ken Pekoc, Rocky Mountain Laboratories, and John Richards, Marine veteran, to speak to the students.

- **Charting Routes and Planning Logistics**

Once I knew which community businesses were participating I was able to begin the process of charting four different walking routes through Hamilton. Each route included the museum as a required stop and at least three business visits. The seventh grade leadership teams carried maps with the highlighted routes and identified stopping points (see Appendix F).

The logistical plan for our community adventure called for many drop off and pick up points and required two on-call buses. The first bus delivered two groups to the Museum for a forty-five minute visit. One group listened to the Ken Pekoc in the lecture hall for about twenty minutes while the other group interacted with John Richards at the military exhibit for the same amount of time; then they switched. Upon their departure from the museum, these groups embarked on separate routes through Hamilton visiting the businesses marked on their map. Their routes eventually led them to a common pick-up location where the bus was waiting for them. The second bus dropped its groups at their two separate starting locations. Each group followed its own route, visiting at least three businesses along the way and ended up at the museum for the shared forty-five minute activities. Bus two was waiting for them at the conclusion of their museum visit.

I walked each route to get a sense of how much time it took and also to make notes of possible safety concerns. Some of these concerns dealt with high traffic areas, street crossings, icy sidewalks, and winter weather issues like frostbite and wind-chill factors. I addressed these concerns in the leadership classes and during the dry-run seventh grade community adventure rehearsal day.

- **Seventh Grade Leaders Community Adventure Rehearsal**

The seventh grade students prepared for the community adventure by assisting with the assembly of the community adventure journals, designing leadership team business cards and by experiencing the adventure themselves on a rehearsal of the activity two days before the actual event with the fifth grade. The entire class teamed up to collate one hundred sets of pages for the community adventure journals and enclose

them in covers. Each leadership team created designs for business cards (see Appendix G) to present when they introduced themselves and their groups to Hamilton community members. The cards added an element of accountability and formality to their leadership roles.

Our Principal, Rich Durgin, acknowledged the importance of a rehearsal experience in the training process by excusing the students from their afternoon classes and scheduling a substitute teacher to cover my afternoon duties. The leader's version of the community adventure journal (see Appendix H) has three additional pages covering leader responsibilities, team member jobs, and manners stapled to the front of the booklet. We used the leader's version as the training manual for the rehearsal.

The seventh graders experienced every aspect of the adventure during the dry run. We walked each route and stopped in at every business identified on the map. Arriving at each business, the leaders presented their leadership team business card to the owner and practiced introducing themselves. On the walking routes they traded off leading the group from place to place. We also practiced an especially important safety skill – how to get a group safely across busy intersections and city streets.

Final Observations and Insights

- **Community Observations and Teacher Recommendations**

Following the community adventure I asked the community contact persons and the fifth grade teachers about their experiences with the seventh grade leaders. People in the community were very impressed with the confidence and caring that the seventh

grade leaders showed in their management of the groups and also with their respectful manners. Every businessperson and speaker expressed the willingness to do this again.

The fifth grade teachers were equally impressed with the students and also expressed interest in doing this program again next fall. They made two recommendations for improvement. Their first suggestion was to do this earlier in the fall when the weather was warmer. The second recommendation was to place additional activities in the community adventure booklet that made connections to their subject areas. Suggestions offered included: using math and measurement skills to determine the size of things along the way and practicing social studies skills by having students record the data in their journals and mark the locations of the measured objects on a map. I saw the teachers' interest in adding more subject areas to the booklet as an opportunity to increase their investment in the project by collaborating with them to design more of these kinds of activities.

Future programs offer the opportunity for me to collaborate with teachers in the art and music departments at our school to design community adventures that would engage people in the local arts community. Student interest in this kind of activity was demonstrated during this year's adventure when one group offered an impromptu singing performance of "Rudolph the Red Nose Reindeer" on air at the KLYQ radio station. The students had asked the station owner, Steve Fullerton, what their voices would sound like on the radio. Fullerton recorded the students singing and broadcast their performance on his morning show the next day so they could hear themselves.

- **Fifth Grade Student Perceptions**

A month after the community adventure the fifth graders responded to questions on a reflection survey (see Appendix I) that I had created to obtain their impressions of the adventure and the seventh grade leaders. Questions about the community adventure related to what they had learned and asked them to point out some favorite things that happened along the way. Because these questions were open-ended it was difficult to quantify their responses into useful data. However, I did see themes in their answers indicating that the adventure connected strongly to the interpersonal, visual and kinesthetic intelligences in the students.

Indicators of a connection to the interpersonal intelligence appeared in the fifth graders' comments about how they enjoyed meeting the people in the community, listening to the speakers and getting to be with the seventh graders. The connection to visual intelligence was very prominent in comments about getting to look at different things along the way and about specific things they saw. The kinesthetic intelligence turned up in students' comments that they enjoyed walking from place to place and getting to handle and touch things in the various shops. While I am pleased to see the strong connections to these intelligences, I also see the absence of many others. This absence strengthens the suggestions the teachers made about including different kinds of activities in the adventure. Adding activities from the arts, social studies, science or math would increase the opportunities for students to engage with many more of the learning intelligences.

Another question on the reflection survey asked the fifth graders to respond to two questions about their impressions of the seventh grade leaders. The first question asked them to describe some of the ways that the leaders were helpful and cared about the group. The students generally responded that the leaders watched out for their safety, made sure no one was left behind, were nice to them and had fun with them. These answers showed that the seventh graders were leading in a positive manner, however the construction of the question starts with the assumption that they will be helpful and caring leading the fifth graders' to point out only positive things. In the future I will design a question that provides openings for both positive and negative responses.

A second question about the leaders was more open ended. It asked the fifth graders to imagine how they would describe the leaders to new fifth graders coming to school next fall. A majority of the comments reflected a positive impression. The leaders were often described as caring, helpful, nice and kind. Other descriptors included awesome, funny and tall. Only two negative comments were offered. One student said that some of the leaders were very picky and another commented that they could be a little bossy. The overall impression from these responses is that the seventh graders had developed a positive relationship with the younger students. The comments about being picky and bossy indicated that not all of the leaders had the same ability to connect with some of the fifth grade students.

The final question on the back of survey papers was quantifiable: Do you think you would like to be a leader in seventh grade? Seventy-six fifth graders took this survey and for some reason, lack of time or not realizing that there were questions on the back of the page, fourteen students did not answer this question. Of the sixty-two students that

did answer forty-eight, 77%, responded yes; twelve, 19%, said no; and two students, 3%, said maybe (see Appendix J). The large number of students wanting to be leaders in the future presented another indicator that the seventh grade leaders were positive role models to the fifth graders. It also indicates a need to continue offering this class in the future. The Principal has already listed the leadership class for the fall semester.

- **Seventh Grade Reflections on Leadership**

The first objective of the seventh grade leadership class was to develop leadership skills in seventh graders. At the end of the semester I asked the students to write their response to the question: What have you learned about leadership? Their responses demonstrated insight into the communication and interpersonal skills needed to build a positive relationship with their groups in order to lead. In the area of communication they mentioned the importance of listening and speaking calmly. Observations in the interpersonal category included the need to be kind and respectful and to try not to leave people out. Being patient and having fun with the younger students was also noted as a key to good leadership.

I asked them next about how they think a fifth grader viewed them as a leader and as a person. This question targeted their view of themselves and the qualities they wanted to project. Their responses generally focused on projecting a positive role model. They viewed themselves as fun to be around, kind and friendly. They also saw themselves as responsible and caring. Many of the ways they viewed themselves matched the responses the fifth graders gave about them. This indicated that they actually had projected these qualities in their leadership roles. The similarity in responses

also demonstrated that a positive and caring relationship had developed between the two grades.

- **Discoveries—Continuing the Adventure**

A key discovery for me in this process was that relationships cannot just be initiated; they have to be maintained. I had to both initiate and maintain relationships with all of the teachers, community people and students in order to accomplish this project. My efforts to stay in frequent contact helped people stay on board to do their part, but were exhausting for me. In order to focus and conserve my energy in future versions of this program I will need to build a greater sense of investment in the teachers and community partners from the onset.

With this project I took a closer look at the adventure and experiential framework that underpinned many of the programs I had worked with in the past. In my work as an instructor with these programs I saw participants who were engaged physically and emotionally in the activities. They were learning about themselves and the people in their groups and having fun. I have tried to bring this kind of energy to my class, usually at the beginning of a school year. I often use team building and get acquainted kinds of adventure activities to help the students get to know their classmates and me. However I have never been able to create or sustain a sense of adventure in class over a long period of time.

When I read about the four qualities of an adventure learning environment identified by Mary Henton in *Adventure in the Classroom* I realized that I had located a tool to help consistently incorporate adventure into the learning framework of my classes.

Henton pointed out that these four qualities; significance, support, stimulation and satisfaction; are not just qualities of adventure. “They are also characteristics of a good education.”⁴¹ I intend to post them prominently as a reminder to strive for these qualities in my teaching.

The experiential learning component of the leadership class also contributed an insight into my future approach to teaching. My increased understanding of the four stages of Kolb’s Experiential Learning Cycle pointed out the importance of processing students’ experiences in order to transform them into learning. The experiential learning approach along with the process of reflection helped create a more collegial relationship between the students and me; a sense that we were all coming to work and that we were all working together to accomplish our shared goals. I hope to bring this climate of collaboration into the teaching of my regular classes as well as the next leadership class in the coming school year.

Conclusion

During a Creative Pulse seminar, which focused on leadership, Dr. James Kriley challenged us as collaborators in our groups, to “bring something to the table – do the work.”⁴² I challenged the seventh graders in the same way with this project. They met the challenge by bringing enthusiasm, courage and perseverance to the table. The students and I collaborated to do the work necessary to accomplish the significant goal of building positive caring relationships between the seventh and fifth grades.

Team-building activities and a community adventure brought the seventh and fifth graders together. The leadership role of the seventh graders during these events served as

the catalyst for building the positive relationships. A teaching approach based on the elements of adventure and the experiential cycle of learning was very effective in supporting the development of the seventh graders' leadership skills. Their efforts set positive examples for the fifth graders and proved to the fifth grade teachers, the middle school principal, people in the community and me that seventh graders can "step-up" and do the work needed to become positive caring leaders.

Endnotes

¹ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development, Second ed.* (Englewood Cliffs, N.J.: Prentice-Hall., 1984).

² What? So What? Now What? comes from Terry Borton as quoted in Clifford Knapp's book, *The Art and Science of Processing Experience*. Clifford C. Knapp, *The Art and Science of Processing Experience* (Northern Illinois University, 1972), 6. Borton is cited in this manner in Karl Rohnke's, *Cowstails and Cobras II a Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum*, (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1989), 24; and also in Laurie S. Frank's, *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom*, (New York: Wood N Barnes, 2004), 237.

³ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Publishing Company, 1996), 5-8.

⁴ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development, Second ed.* (Englewood Cliffs, N.J.: Prentice-Hall., 1984).

⁵ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development, Second ed.* (Englewood Cliffs, N.J.: Prentice-Hall., 1984), 41.

⁶ This illustration appeared in Laurie S. Frank, *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom* (New York: Wood N Barnes, 2004), 8.

⁷ Laurie S. Frank, *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom* (New York: Wood N Barnes, 2004), 8.

⁸ Luckner L. John and Reldan S. Nadler, *Processing the Experience: Strategies to Enhance and Generalize Learning, Second ed.* (Dubuque: Kendall/Hunt Company, 1997), 8.

⁹ Laurie S. Frank, *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom* (New York: Wood N Barnes, 2004), 236.

¹⁰ David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development, Second ed.* (Englewood Cliffs, N.J.: Prentice-Hall., 1984), 41.

¹¹ Clifford C. Knapp, *The Art and Science of Processing Experience* (Northern Illinois University, 1972), pg.6-7.

¹² Clifford C. Knapp, *The Art and Science of Processing Experience* (Northern Illinois University, 1972), 6-7.

¹³ Karl Rohnke, *Cowstails and Cobras II a Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1989), 24.

¹⁴ Clifford C. Knapp, *The Art and Science of Processing Experience* (Northern Illinois University, 1972), 6.

¹⁵ Karl Rohnke, *Cowstails and Cobras II a Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1989), 24.

¹⁵ Clifford C. Knapp, *The Art and Science of Processing Experience* (Northern Illinois University, 1972), 25-26.

¹⁶ Karl Rohnke, *Cowstails and Cobras II a Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1989), 26.

¹⁷ A ropes course is a set of structures designed to present challenges to individuals or groups. Ropes course structures may include low elements - those that take place on the ground, or high elements - usually constructed in trees or upon utility poles. The high elements often require a belay (safety rope).

¹⁸ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), 5.

¹⁹ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), 5.

²⁰ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), 5.

²¹ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), 5-8.

²² Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain* (Alexandria, VA: Association for Supervision and Curriculum Development, 1991).

²³ Howard Gardner, *Multiple Intelligences: Implications for Art and Creativity*. In William J. Moody (ed.), *Artistic Intelligences: Implications for Education* (New York: Teachers College P, 1990).

²⁴ Karl Rohnke, *Silver Bullets, A Guide to Initiative Problems, Adventure Games, and Trust Activities* (Dubuque: Kendall/Hunt Company, 1984).

²⁵ Karl Rohnke, *Cowstails and Cobras II a Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1989).

²⁶ Karl Rohnke and Steve Butler, *QuickSilver Adventure Games, Initiative Problems, Trust Activities, and a Guide to Effective Leadership* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1995) 9-12.

²⁷ Karl Rohnke, *The Bottomless Bag Again* (Dubuque, Iowa: Kendall/Hunt, 1994).

²⁸ Karl Rohnke, *Funn Stuff, Volume One* (Dubuque: Kendall Hunt Company, 1996).

²⁹ Karl E. Rohnke, *Funn Stuff (vol. 3)* (Boston: Kendall/Hunt Company, 1998).

³⁰ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996).

³¹ Laurie S. Frank, *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom* (New York: Wood N Barnes, 2004).

³² Kevin Maki, "Reporter, KUFM Public Radio," personal interview, Nov. 2008.

³³ Excerpted from spoof Powder Milk Biscuit commercial during A Prairie Home Companion Radio show aired weekly on NPR. "Powdermilk Biscuits, which "give shy persons the strength to get up and do what needs to be done." Garrison Keillor, "A Prairie Home Companion," A Prairie Home Companion, National Public Radio and Minnesota Public Radio, 11 Apr. 2009.

³⁴ An adaptation of "Group Juggle Variations", Karl Rohnke, *Funn Stuff, Volume One* (Dubuque: Kendall Hunt Company, 1996), 55.

³⁵ Karl Rohnke, *Silver Bullets, A Guide to Initiative Problems, Adventure Games, and Trust Activities* (Dubuque: Kendall/Hunt Company, 1984), 17.

³⁶ Rohnke, *Silver Bullets*, 117.

³⁷ Karl Rohnke, *The Bottomless Bag Again* (Dubuque, Iowa: Kendall/Hunt, 1994), 2..

³⁸ Karl Rohnke, *The Bottomless Bag Again*, 68.

³⁹ A game that was introduced to me by Rich Durgin, principal of Corvallis Middle School.

⁴⁰ Laurie S. Frank, *Journey Toward the Caring Classroom Using Adventure to Create Community in the Classroom* (New York: Wood N Barnes, 2004), 230-233.

⁴¹ Mary Henton, *Adventure in the classroom using adventure to strengthen learning and build a community of life-long learners* (Dubuque, Iowa: Kendall/Hunt Pub. Co., 1996), 5.

⁴² James Kriley, Ph.D., "Leadership" (lecture, Art Institute / Leadership, University of Montana, Missoula, Montana, June 17, 2008).

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APPENDIX A

Week-by-Week Leadership Class Calendar

The Leadership Exploratory Class met from 2:00 to 2:45 every other day.

Sept 29 – Oct 3	Teacher: Contact the fifth grade teachers. Explain the purpose of this class and define the overall mission.	Class: Introduce the Leadership mission to 7 th graders. Play Trust and team-building games: Toss the Name Game and Group Juggle		Class: Continue defining the aim of their Leadership training. Play trust and team-building game: Giants, Wizards & Elves	
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Oct 6 - 10	Class: Leadership Training Focus Group building get-acquainted games: Instant Replay, Toss the Name Game and Group Juggle	Teacher: Get fifth grade teachers to split their classes into 3 groups each with 7 to 8 students per group.	Class: Leadership Training Focus Cooperative games: Knots, Comet Ball		Class: Leadership Training Focus Fun Tag Games – Hospital Tag, Blob Tag.
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Oct 13 - 17		<p>Class:</p> <p>Form seven leadership teams: I select 7 people to choose two other partners.</p> <p>These 3 person leader teams will be working with groups of 7 to 8 fifth graders.</p>		<p>Class:</p> <p>Leadership teams practice teaching group-building and cooperative games.</p> <p>Discuss strategies for working with small groups of students.</p>	
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Oct 20 - 24	<p>Class:</p> <p>Prepare for Fifth Grade activity days.</p> <p>Leadership teams practice playing and teaching the games.</p>		<p>Class:</p> <p>We make brief visits to the Fifth grade classes. Introduce 7th grade leaders and describe upcoming program.</p>		<p>Class:</p> <p>Dry run rehearsal for 1st activity day.</p> <p>Leaders receive game description booklets and fifth grade group assignments.</p> <p>Leadership teams practice playing and teaching the activities.</p>
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Oct 27 - 31		<p>Class:</p> <p><i>First Activity Day</i></p> <p>7th Grade Leaders teach get acquainted, icebreaker activities <i>with first two fifth grade classes.</i></p>		<p>Class:</p> <p>Reflection Day.</p> <p>Discuss how first activity day went.</p> <p>Make adjustments if needed.</p>	
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Nov 3-7	<p>Class:</p> <p><i>First Activity Day</i></p> <p>7th Grade Leaders teach get acquainted, icebreaker activities <i>with second two fifth grade classes.</i></p>		<p>Class:</p> <p>Reflection Day.</p> <p>Discuss how second activity day went.</p> <p>Celebrate our Success! Root Beer Floats!</p> <p>Play Quantum Leap.</p>		<p>Class:</p> <p>Prepare for 2nd round of Fifth Grade activity days.</p> <p>Practice playing and teaching cooperative team games: Quantum Leap, Chicken Catch-a-Tory, Giants, Wizards & Elves.</p>
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Nov 11 – 14	<p>Teacher:</p> <p>Start making contacts in the Hamilton community</p>	<p>Class:</p> <p>Dry run rehearsal for the 2nd round of activity days.</p> <p>Leaders receive new game activity booklets and fifth grade groups.</p> <p>Leader teams practice teaching the activities.</p>		<p>Class:</p> <p><i>Second Activity Day</i></p> <p>Lead team problem solving activities <i>with first two fifth grade classes.</i></p>	
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Nov 17 -21	<p>Class:</p> <p>Reflection Day.</p> <p>Discuss how the last activity day went.</p> <p>Make adjustments if needed.</p>		<p>Class:</p> <p><i>Second Activity Day</i></p> <p>Lead team problem solving activities <i>with second two fifth grade classes.</i></p>	<p>Class:</p> <p>Celebrate this Week's Successes!</p> <p>Write leadership reflections on note cards.</p> <p>Introduce the Community Adventure Field Trip.</p>	
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Dec 1 - 5	Teacher: Request busses for 7 th grade dry run training for Community Adventure Day, Dec 16, and also for the real field trip on Thursday Dec 18.	Class: Introduce the Community Adventure Field Trip and discuss leader responsibilities. Regroup 7th graders into four teams five per team.		Class: Study maps of the four routes the 7th grade leader teams will follow with their groups of eleven fifth graders on the Community Adventure.	
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Dec 8-12	Class: Collate and staple all the pages for the Community Adventure Journals that each fifth grader will use during the field trip. Each Seventh Grade Leadership Team decorates their team's Introduction Business cards.	Teacher: Deliver Community Adventure Journals that the fifth graders will carry during the field trip to the Fifth grade Language Arts Teacher who will help the fifth graders get ready to go! The booklet has a page for each possible stop, so the students can prepare ahead by writing questions they wish to ask.	Class: Listen to some "Kevin Maki" interviews. Discuss manners and techniques when asking questions and listening to people at the various stops on their routes. Discuss the safety and communication issues to watch for and manage. Two cell phones per group - for staying in touch with me.	Teacher: Stay in touch with the Fifth grade Language Arts Teacher to field any questions about the booklet and the Field Trip. Hand out a letter to parents of all fifth graders about the upcoming field trip and the involvement of the seventh grade leaders.	Class: Hand out and discuss information in training booklets for each leader. It is the same booklet that the fifth graders will have, except there are extra pages that outline Leader's Responsibilities, Team Member Jobs and Manners when visiting the people at the stops along the routes.
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Dec 15 - 19		<p>Class:</p> <p><i>Dry Run Field Trip Training in Hamilton from Noon till 3:00.</i></p> <p>Walk each route. Pointing out interesting points along the way along with all safety concerns.</p> <p>Stop in at each business that will be visited and introduce seventh graders to the employees and owners.</p>		<p>Class:</p> <p><i>Community Adventure Field Trip Day</i></p> <p>Two Sessions:</p> <p>One Morning 9:00–11:00</p> <p>One Afternoon 12:30-2:30</p> <p>Two fifth grade classes per session.</p> <p>4 groups with 12 fifth graders per group. 5 seventh grade leaders and one teacher assigned to each group.</p>	
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Jan 5 - 9	<p>Class:</p> <p>Plan for Celebration of Success!</p> <p>Reflection responses to the Exploration Adventure</p>		<p>Class:</p> <p>Celebration of our success with the Community Adventure.</p> <p>Show a fun movie! Bring snacks.</p>		
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APPENDIX B

First Set of Activities Booklet

APPENDIX C

Second Set of Activities Booklet

APPENDIX D

Community Adventure Booklet

APPENDIX E

Community Adventure Information Letter

Hello,

My name is Chris Maul-Smith. I am the 7th Grade Social Studies Teacher at Corvallis Middle School.

I have been teaching a leadership course for 7th graders this fall and as a culminating activity, our 7th grade leaders are preparing to take the fifth grade on a community adventure. On this day the leaders will work as five member teams. Each team will guide a group of eleven 5th graders on this experience. A teacher will accompany each group as well.

Four groups (five 7th grade leaders, ten to eleven 5th graders and one teacher per group) will be navigating different routes in Hamilton on Thursday, December 18, between 9 and 11 in the morning. In the afternoon, four more groups will do the same from 12:30 until 2:30.

One of the activities along each group's route is to visit various businesses in the community. I am in the process of listing possible businesses where these groups could stop along the way. The purpose is to take a few minutes to have a short conversation with a shop owner, manager or staff person. The kids are encouraged to be respectful, ask questions and listen attentively. This is a skill that is not always well honed in kids, but is worth practicing.

The 7th Grade Leaders should be respectful and present their Leadership Team's business card upon arrival. The 7th graders may ask some questions, but they will also do their best to encourage the 5th graders to ask questions and listen as well.

If there is something unique in the history or operations of your shop or business, I could include a question about it in their adventure journals to be sure that the students ask about it.

I realize that this is a busy time of year, so please do not feel compelled to having these kids drop in. Please feel free to contact me with any questions or concerns.

Thank you very much for all that your business brings to the community!

Sincerely,

Chris Maul-Smith

Teacher, 7th Grade Social Studies

Corvallis Middle School.

P.O. Box 700

Corvallis MT 59828

Work: 961-3007 Home/Cell: 961-8819

Email: chrism@corvallis.k12.mt.us

APPENDIX F

Community Adventure Route Maps

APPENDIX G

Leadership Team Business Cards

APPENDIX H

Leadership Team Instructions for Community Adventure

APPENDIX I

Fifth Grade Reflection Survey

Name:

Class Period:

Date:

Circle the places you visited on the Community Adventure.

In Town: Wild About Pets Wireless Connection—Cell Phone Store

 KLYQ Radio Station Lake Land Feed & Supply

 Antara Sports Chapter One Book Store

 Valley Bicycles & Ski

Ravalli County Museum Speakers: Ken Pekoc, Rocky Mountain Laboratories

John Richards, Marine Veteran

1. What did you learn from the questions you or the other kids asked at these places?

Please name the place and write/share what you learned.

2. What are some questions that you did not get to ask that you would still like to have answered?

3 Describe some of you favorite things that happened during the community adventure.

4. Describe some of the ways that your seventh grade leaders were helpful and cared about your group.

5. Imagine you are telling a fourth grader who will be coming to our school next year about this community adventure. Then please answer the following questions.

- What are some things you would say about the people and places you visited in the community?

- What are some things you would say about the seventh grade leaders?

6. When you get to seventh grade you may have an opportunity to learn about leadership and be a leader like the ones that worked with you.

- Do you think you would like to be a leader in seventh grade?

Circle One: Yes No

7. List some qualities that you have that might make you a good leader?

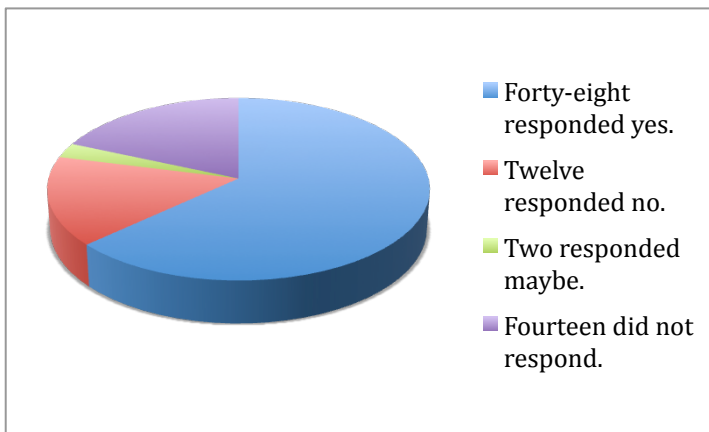
APPENDIX J

Interest Chart

Fifth Grade Student Response to question six on the fifth grade reflection survey.

Do you think that you would like to be a leader in seventh grade?

Responses of All Seventy-Six Students



Percentage of Yes No or Maybe Responses by Students Who Did Answer the Question

