INSTRUCTOR: Al Wright, Ph.D.                                      Office Hours: Consult Web Site
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Appointments: show up or email professor for alternate time.

COURSE DESCRIPTION:

A study of outdoor education philosophy and methods as they apply to the outdoor educator. The course will include the history, development, and basic principles of outdoor/environmental education but will emphasize program models and strategies for teaching, interpreting, and program planning for/in outdoor environments.

COURSE OBJECTIVES:

1. The student will comprehend the historical development of the outdoor education field and the current delivery systems of outdoor education to the general public.

2. The student will practice the development of a natural history program for a community group.

3. The student will comprehend adventure education models for at risk youth, team development, leadership development, and environmental action.

4. The student will identify resources on adventure based learning activities and natural history learning experiences.

5. The student will develop additional skills in instruction and group facilitation when working with groups.

6. The students will observe other practitioners demonstrating the art of interpretation and leadership for/in the outdoors environment.

7. The student will understand professional management issues in outdoor education such as accreditation, certification, risk management, career paths, and others.
**COURSE CONTENT:**
**General Schedule of Topics:** (See detailed schedule for specific assignments and topics)

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Final Examination

**METHODS OF INSTRUCTION:**
The class will combine readings, lectures and experiential activities designed to develop the knowledge and skill competencies necessary for safe and effective delivery of nature interpretation programs and adventure education programs.
METHODS OF EVALUATION:

- Exams . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 25%
- Experiential Project in Nature Interpretation . . . . . . . . 30%
- Experiential Project in Adventure Learning . . . . . . . . 25%
- Field Observations . . . . . . . . . . . . . . . . . . . . . . . . 10%
- Story Telling Project . . . . . . . . . . . . . . . . . . . . . . 10%

1. Project Uno: Nature Interpretation Term Project (200 pts)

This project is designed to give you a hands-on experience in nature, historical, or cultural interpretation from start to finish. The student begins with subject research and finish with a field presentation to an audience. Please follow the guidelines below.

a). The student will first research a narrowly focused (e.g. one animal, one process, one group, or historical event), locally relevant (to FIELD CLASS SITE), ‘interpretable’ (can be shown, felt) topic. You should talk to me about your idea soon because the topic is due the third week of class.

b). Your research may include interviews of local experts but must also include work in the library, especially recent journal articles (at least 4). Your goal should be to “get to know” your subject and its role/connection with the environment. Write a 1200-1750 word paper (5-7 pages) and present the results orally (5-8 minutes) in class starting on the seventh week of class.

c). Next, this research will be turned into an interpretation program, targeted to a specific population and implement your program at a local setting. The bulk of these programs will be conducted during our weekend classroom in Joshua Tree. This will include:
   a. choosing and visiting your specific site
   b. preparing a 2-3 page program plan complete with individual objectives, learning activities, group organization, time line, safety and environmental concerns.
   c. program implementation (arranged at site/ video taped)
   d. program evaluation based on video review (1-2 pp typed).

d). Evaluation points will be awarded for each step of the project as outlined below.
   a. Final draft of paper . . . . .70 p.s.
   b. Oral presentation in class (CR/NC). . . 20 p.s.
   c. Program plan submitted. . . . 40 p.s.
   d. Program implemented (CR/NC) 35 p.s.
   e. Program evaluation . . . . . 35 p.s.

2. Project Two - In Class Adventure Learning Activity (100 p.s.)

The goal of this assignment is to introduce your fellow classmates to action-oriented adventure education methods and practice your small group facilitation skills. Follow the guidelines outlined below.
The student will sign-up to lead two in-class sessions focusing on adventure games & initiatives. Session one will consist of five quick intros of a game, initiative, stunt, icebreaker, or trust exercise in 20 minutes. The goal is to allow you to focus on briefing skills and to teach all of us some new events for our bag of tricks. A worksheet/reference card will be submitted for session one which identifies where this event can be located for future reference by fellow students and to think about the teaching issues with each event. These will be submitted electronically and posted on the website as a reference document for the class. No one can repeat a learning event so check the list as we build it to make sure everything is new. Please force yourself to explore the resources on reserve to learn some new things rather than just teach us your old tricks.

The second session will be 20 minutes and will usually consist of one event with a brief intro and your focus will be on intervention and debriefing skills. The second session will be videotaped and you will write complete an evaluation of your facilitator skills. You must also be willing to serve as a collaborator on someone else’s tape and provide some handwritten and oral feedback to your colleague about their facilitation skills.

The adventure activity leadership project will be worth 100 points.
Session one: Five intro events/ 20 minutes - 30 points
Session two: 1 or 2 events / 20 minutes - 30 points
Evaluation worksheet based on the video : see form online - 30 points
Collaborator feedback: - 10 points

3. Project III - Observations Journal (50 p.s.)

You will keep a journal during the semester and include the following learning observation as a minimum. Some of these experiences may be part of field observations scheduled during class times.

a. Field history museum observation (10 p.s.)
b. Nature visitor center observation (15 p.s.)
c. Outdoor education school observation (15 p.s.)
d. Adventure program observation (10 pts.)

4. Classroom Quizzes (200 p.s.)

During the semester there will be two recall oriented exercises to review your memory of class lectures and reading assignments. One will occur mid semester and the other at the end of the semester.

5. Storytelling (50 points)

During the course of the semester (beginning with week four) we will develop our communication skills by working on our storytelling skills. You will select a story with a
historical, natural, ethical/moral base, show the story to the professor, memorize the story (in story telling fashion), and present the story to your classmates either during regular class or on the weekend.

**TEXTS**

**Required:**
1) Readings Packet - readings from Adventure Ed/ Nature Interpretation/ and environmental knowledge review / plus lecture notes

Optional texts: Quicksilver - Rohnke; Teamwork/Teamplay - Cain

Optional resource texts:
Adventure Education ed. Simon Priest and John Miles
Interpretation of Cultural and Natural Resources - Doug Knudson, Ted Cable & Larry Beck.
Silver Bullets by Karl Rohnke