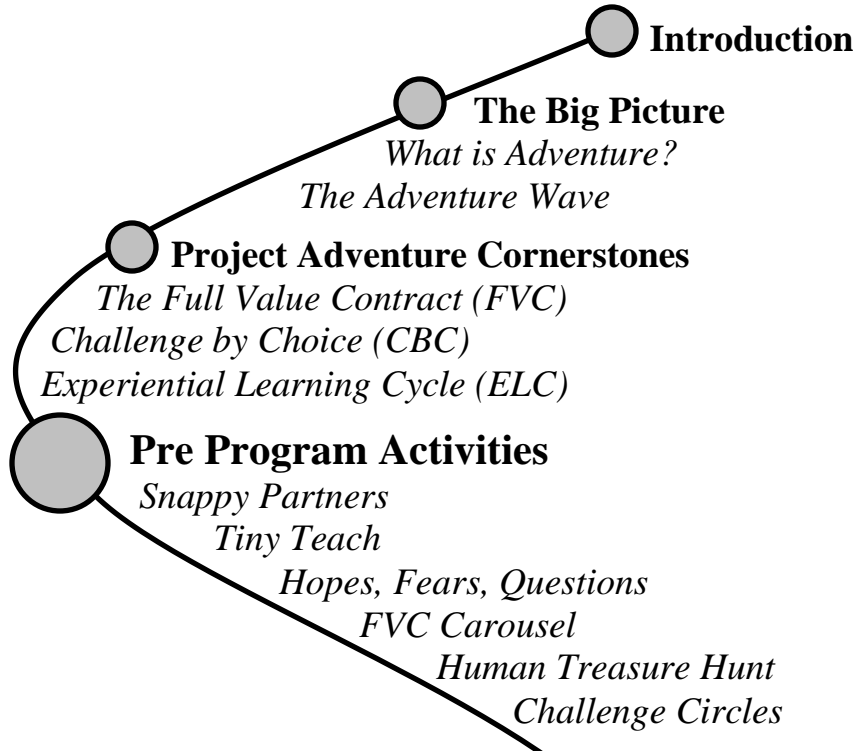




Pre & Post Program ACTIVITY GUIDE

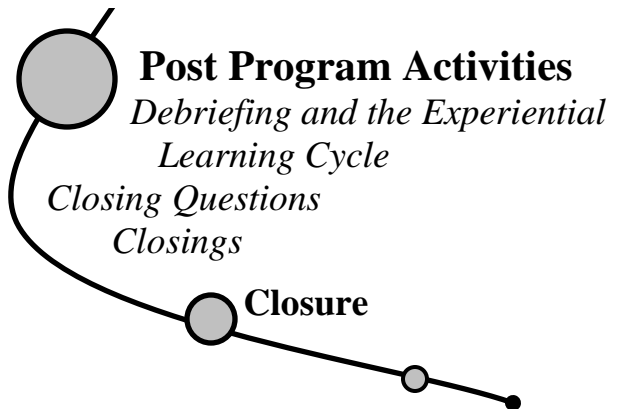
Project Adventure, Inc.



YOUR



PROGRAM!



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Hello from Project Adventure!

Thank you for choosing Project Adventure for an upcoming Youth & College Program. We have put together this guide with the hope that it will be a useful tool to aid you in getting the most out of your experience with Project Adventure.

This guide consists of the following:

Introduction to Project Adventure cornerstones:

Every program conducted by Project Adventure is guided by these cornerstone philosophies. Making yourself, other adults and even participants aware of these prior to your program will help participants and adults understand what to expect during the program.

Pre-Program Activities:

These simple, easy to use lesson plans can set participants up for great success in accomplishing their goals for the day, and can serve as the participant's introduction to the cornerstone philosophies of Project Adventure. These activities will also give students an opportunity to think about and share their hopes and expectations for the program, in turn allowing them to arrive at Project Adventure prepared to get the most out of their day.

Post-Program Activities:

Reflection is a key part of the experiential learning cycle, and part of what makes adventure such a powerful tool. Project Adventure staff will provide immediate opportunities for reflection and processing during the program. However, participants continue to reflect on their experience long after they complete the program. Offering an opportunity for continued reflection can help weave the experiences of the program into your school or organization's community, and can be done in conjunction with your current curriculum.

We hope you will find the time to read through this guide, share it with others and call us if you have questions. We do ask that if you decide to do any of the activities with your group, that you let us know (using the form found at the back of the guide), so that we can build upon the language and concepts participants are already familiar with.

Activity Guide



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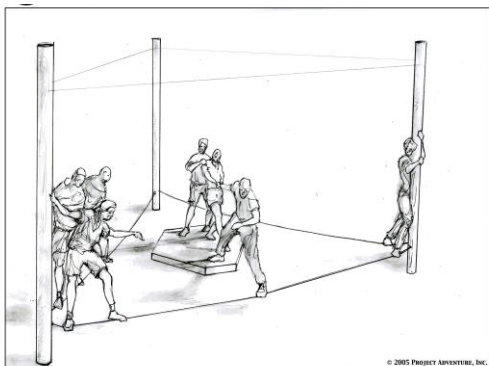
What is Adventure?

If the word *adventure* conjures up images of activities like rock climbing, rafting and parachuting, pause for a moment and image instead the *way* in which an activity is performed. A lesson/activity can become an adventure for children if an element of surprise exists, if activities compel them to do things they never have imagined possible. Adventure exists when there is engagement that comes from providing children with experiences that are unique and relevant.

Adventure includes challenge, moments when participants are on the brink of both success and failure. Adventure is about taking risks, both emotional and "apparent" physical risk where participants see the natural consequences before them. More importantly, the Adventure "Aha!" can happen only in an atmosphere of safety and fun – real fun. All of this is possible in a setting where no parachute is ever opened and no cliff ever scaled!

Why Use Adventure?

- Adventure when done well, is engaging – it is fun and participants want to be involved.
- Adventure learning allows participants to experience a behavior (positive or not), reflect on that behavior, learn to replicate positive behaviors or diminish less desirable behaviors, and learn how to transfer that behavior to other settings.
- Adventure requires children to be responsible to self, others, and community.
- Adventure promotes the development of children by allowing them to pushed their perceived limits in a safe and respectful environment.
- Adventure appeals to a variety of learning styles through kinesthetic, auditory and visual experiences.



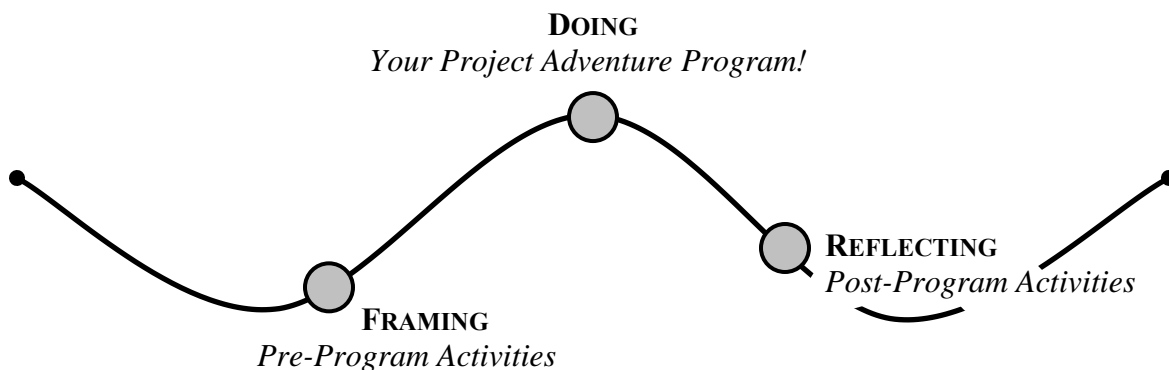
© 2005 PROJECT ADVENTURE, INC.
TEAM TRIANGLE

The Adventure Wave

The Adventure Wave is a simple way of describing the intentional flow of each activity. This concept can also be applied to the bigger picture. The *DOING* part of the wave is participating in the Project Adventure experience (see diagram below), which may involve a full spectrum of actions, emotions, behaviors, and interactions.

This activity guide is intended to help you with the beginning and end of the Adventure Wave. The beginning of the wave is the *FRAMING* of an activity, or in this case, your upcoming experience with Project Adventure. Framing your upcoming visit to students and adults will allow them to be more informed and better prepared. The Pre-Program Activities were intentionally selected to begin your Adventure Wave experience.

The final stage of the wave is the *REFLECTING* period, that critical step where students are given an opportunity to examine and reflect upon the experience. Reflecting offers opportunities for both introspection (internal thought and analysis) as well as interaction (conversation and sharing of opinions and ideas) aimed at helping participants glean important learning from what they have just done. There are a variety of debriefing techniques in the Post Program Activities section of this activity guide.





The Full Value Contract (FVC)

What is the Full Value Contract?

Developed by Project Adventure, the principles of the Full Value Contract are integral to many adventure programs. In short, a Full Value Contract is an agreement between group members regarding how they will interact throughout a program, as well as what individuals will contribute to the group process.

A Full Value Contract asks the group:

- To understand and/or create safe and respectful behavioral norms under which it will operate,
- For a commitment to those norms by everyone in the group, and
- To accept a shared responsibility for the maintenance of those norms.

How will the Full Value Contract be implemented during your program?

Every group participating in a Project Adventure program establishes their own Full Value Contract, typically within the small group. One important aspect of the Full Value Contract is that the participants themselves have control over what is included in their Full Value Contract, and that each member agrees to do their best to hold true to their group's FVC. Additionally, the Full Value Contract is a tool used throughout the entire program honoring and emphasizing its significance.

Many groups arrive at their Project Adventure program with a Full Value Contract already established, which can be a wonderful foundation for a meaningful program, and groundwork for the future. If you would like to begin working on a FVC with your students, consider using the Full Value Contract activity, "FVC Carousel," on page 11 to provide your students or participants an opportunity to explore their values and interactions.



FOUNDATIONAL CONCEPTS

Challenge by Choice (CBC)

What is Challenge by Choice?

Recognizing that any activity or goal may pose a different level of challenge for each group member and that authentic personal change comes from within, **Challenge by Choice** asks participants to search for opportunities to stretch and grow during the experience. All participants are asked to add value to the group experience by finding a way to contribute to the group's efforts while also seeking to find value in the experience for themselves.

Using Challenge by Choice provides a supportive and caring atmosphere in which participants can stretch themselves. We believe that the slightly uncomfortable place known as the “stretch zone” is where the greatest opportunities for growth and learning lie. While the specific language may change to match the unique needs of a group or learning environment, the philosophy remains the same throughout all Project Adventure programs.

Challenge by Choice offers a participant:

- A chance to meet potentially difficult and/or frightening challenges in an environment of support, trust, and caring.
- The opportunity to “back off” when performance pressure or self-doubt become too strong.
- A chance to push oneself beyond self-imposed limitations.
- Respect for individual differences and choices.

How will Challenge by Choice be implemented during your program?

Similar to the Full Value Contract, there are a variety of ways Challenge by Choice may be implemented during your program. Challenge by Choice is recognized throughout the entire day or program and is perhaps most significant when your group participates on high elements on our challenge course. Remember, Challenge by Choice does not provide participants an opportunity to “opt out” of an activity, but rather a chance to choose their own level of challenge, and have that choice respected by others.

Experiential Learning Cycle (ELC)

The Experiential Learning Cycle is based on David Kolb's theory that learning happens most effectively through a four step-process. Each of Kolb's four basic learning styles, concrete experience, reflective observation, abstract conceptualization, and active experimentation, aligns with one of the four stages of the ELC. The Experiential Learning Cycle and its Post Program applications are more thoroughly explained beginning on page 16.



PRE-PROGRAM ACTIVITY

Snappy Partners *

Framing

The framing in this case is actually for you, the teacher, counselor, or facilitator. Have you ever needed a fun and fair way to split your class or group into pairs, small groups, or in half? Here are some of the quickest and easiest ways to find a partner or form a group.

Doing

Listed below are a variety of pairing and grouping activities to be used as needed.

- Find another person with a similar color top, or socks, zodiac sign, length of hair, or who hops on the same foot as you, has the same number of letters in their name, etc.
- Form a circle facing inwards, on your command, “look down” at the ground, and then on your command, ask everyone to “look up” to the eye level of other group members. If two people happen to look at (i.e., by chance), each other they depart the scene as newly-formed partners, the circle contracts and the pairing continues.
- Everyone extends a certain number of fingers on one (or two) hands behind their back. Once ready, ask everyone to reveal their variously extended digits in front of them so that others can see them. Then ask them to find another person with the same number of exposed fingers.
- Form one straight line – according to a random fit, or by way of a particular criteria such as height, date of birth, the last two digits of their home telephone number, etc – and then fold the resulting line in the middle so that it collapses back on itself. Each person ends up facing another person to become partners.
- Form a pair (by using one of the above methods), and then join up with another pair to form a group of four, and then this aggregation joins with a new group of four to obtain a group of eight, etc.

Reflecting

Reflection may or may not be necessary for this activity. For example, if you were using “snappy partners” as a means to create pairs or small groups for another activity, reflection would not be necessary. Otherwise, if you decide reflecting on this activity would benefit the group consider having students discuss, in pairs, the fairness of this activity.

* “Snappy Partners” is published in *No Props* by Mark Collard, a Project Adventure, Inc. publication.

Tiny Teach*

Framing

Say to students “During your visit to Project Adventure you may have an opportunity to be ‘teachers’ as well as ‘students.’ Right now, you have the opportunity to practice being both.”

Doing

- Use any appropriate “Snappy Partners” activity to split your group in pairs.
- Explain that you will announce a series of quick partner activities.
- You could also choose to introduce one exercise and then invite people to swap partners, or choose to have the partners break up and “teach” what they have just learned to a new partner.
- Keep in mind, the emphasis is on the attempt not the accomplishment.

Some suggestions:

- **Tie a pair of shoelaces:** Each partner unties the laces of the shoe closest to their partner as they stand side-by-side. The object is for each person, using only one hand each, to tie the shoelaces (one from each shoe) together with a standard bow. If only one person has shoes, same exercise, just retie the one shoe lace.
- **Body Gym:** Partners take turns showing and then teaching how to do something completely bizarre with their bodies. Dislocating their shoulders, rolling their eyes back, bending over backwards and touching the floor, twisting their hand a full 720 degrees around (and not screaming!), are all examples of what people might do. We are all, indeed, completely out of the ordinary.
- **Let Me Show You:** This is completely open. Each person presents a skill or talent they have to their partner. The choices are endless – stuff like how you curl your tongue, how to sing, and how to say something in a foreign language, and dance moves are all great examples.

Reflecting

Ask students:

- What was it like to be the teacher? The student?
- How would you describe learning and trying something new? Do you think you will be trying new things at Project Adventure?

* “Tiny Teach” is published in *No Props* by Mark Collard, a Project Adventure, Inc. publication.



Hopes, Fears, Questions

Materials

Index Cards
Pens, Pencils, Markers

Framing

Say to students:

“The Project Adventure staff has asked us to think about and discuss a few things before our visit. Let’s start thinking about how we plan to interact with each other and get the most out of our day.”

Doing

- Use an activity from “Snappy Partners” to divide the group into or pairs. Provide each pair with 3 index cards and ask them to write “Hopes” on one card, “Fears” on another, and “Questions” on the third.
- As a pair, ask them to discuss one of the three topics. Invite them to write down any hopes, fears, or questions they feel are important and may want to share at Project Adventure. Continue with the next topic, followed by the last.
- This may be done in three rounds with three different partners. For example, the first pairing of individuals discuss “hopes,” then switch partners to discuss “fears.” And finally, individuals would find a third partner to create a list of “questions.”

Reflecting

A discussion of each topic may allow for individuals to learn more about each other and how they perceive the upcoming Project Adventure visit. Also, the cards may be useful during the program at PA, so bring them along!



Full Value Contract Carousel

Materials

Large sheets of paper (flip chart/poster board size)

Markers

Framing

Say to students:

“The Project Adventure staff has asked us to think about and discuss a few things before our visit. Let’s start thinking about how we plan to interact with each other and get the most out of our day.”

Doing

- Provide three large sheets of paper to be placed in separate locations around the room. These sheets may be placed on tables or desks around in room, hung up on the walls, or placed in particular places outside as long as the students are able to write on the paper.
- Write the heading “Be Here” on the first sheet. Write “Be Safe” on the second. “Be Honest” on the third. Steps 1 & 2 may be done prior to the actual activity.
- Divide the group into three small groups and direct each group to go to one of the pages with a marker. If when your class is broken into three groups, these groups are larger than 6 students per group, consider breaking them into 6 groups, and have two sheets for each heading around the room.
- Ask them to spend two-three minutes brainstorming and writing their thoughts down to these questions: What hopes do they have for their upcoming Project Adventure day? What fears do they have? What do they think of or envision when they read “Be Here, Be Safe, Be Honest”? (see page 10 for more on “Hopes, Fears and Questions”)
- Each group will spend the initial two-three minutes at the page they started with, then switch until each group has an opportunity to add their thoughts on each topic page. Adjust time accordingly; less time is typically required towards the end.
- Advise groups or pairs to put a symbol, such as a star, next to a thought or idea that they agree with and would have written down, rather than having it written multiple times.

Reflecting

Draw attention to the sheets of paper; ask students questions about the responses. Some questions may pertain to the frequency of response(s), inviting individuals to talk about one of their specific responses, or asking for clarity.

Note – You do not need to adhere strictly to these three Full Value Concepts. Others that you can use instead or in addition to these might be “Be Fair”, “Have Fun”, “Be Kind”, etc. The exact wording is not as important as the applicability of the concepts to your group.



Human Treasure Hunt*

Materials

Human Treasure Hunt List (use our list on the next page or develop a personalized list that is more applicable to your group)
Pens, pencils, markers

Framing

Say to students:

“We’re going on a treasure hunt! On this adventure we are sure to learn a lot about one another. Here’s what we are going to do.”

Doing

- Provide each student with a treasure hunt list and a writing utensil.
- Ask students to circulate within the group and identify a different person for each fact on the list, then have the person sign their name next to the appropriate fact.
- You may need to clarify that a person’s name may only be used once, as the general idea is to interact with everyone in the group.
- Specify that they must meet people and have them sign their name next to a fact, versus simply overhearing a response and writing it down.
- Review the Human Treasure Hunt List as a whole group.

Reflecting

This is another activity where reflection may or may not be necessary. If you decide that reflecting on this activity would benefit your group consider having individuals draw a picture depicting what they learned about others in their group. You could also consider having them collaborate on one large piece of paper by drawing something about themselves, yet next to drawings of everyone else in the group.

* “Human Treasure Hunt” is published in *QuickSilver* by Karl Rohnke & Steve Butler, a Project Adventure, Inc. publication.



Human Treasure Hunt List

- _____ Is born in the same month as you
- _____ Has the same number of siblings (brothers & sisters) as you
- _____ Can speak a foreign language
- _____ Plays a team sport
- _____ Has been on TV, radio, or in the newspaper
- _____ Has traveled outside the U.S. (where: _____)
- _____ Has performed on stage anywhere
- _____ Has a pet (what: _____)
- _____ Has camped in a tent
- _____ Can play a musical instrument
- _____ Has won a contest (what: _____)
- _____ Can do the Butterfly stroke (swimming)
- _____ Has been in a parade (why: _____)
- _____ Has been to a professional sporting event
- _____ Has a unique skill or talent (what: _____)
- _____ Has met someone famous (who: _____)



Challenge Circles

Materials

Copies of the Challenge Circles worksheet found on the following page.

Framing

Say to the class “While we are at Project Adventure, you may encounter activities that are new to you, and some of these activities may make you feel uncertain or even a little scared. While no one will force you to do anything you don’t want to do, you will be asked to try new things and challenge yourself. This is part of a concept called “Challenge by Choice”. Before we go to Project Adventure, we’re going to spend some time thinking about different things that make us feel uncomfortable or nervous, and what we do about this”

Doing

Hand out the worksheet on the next page. Review the definitions of “Comfort Zone”, “Stretch Zone” and “Panic Zone”, then ask students to write down examples of activities that place them into each of these zones.

Questions

- ❑ Would anyone share activities that put them in their stretch zone? How did you feel after you finished the activity?
- ❑ Do you feel that you have accomplished something when you are in your comfort zone? How about your stretch zone?
- ❑ How can we use this information during our upcoming visit to Project Adventure?

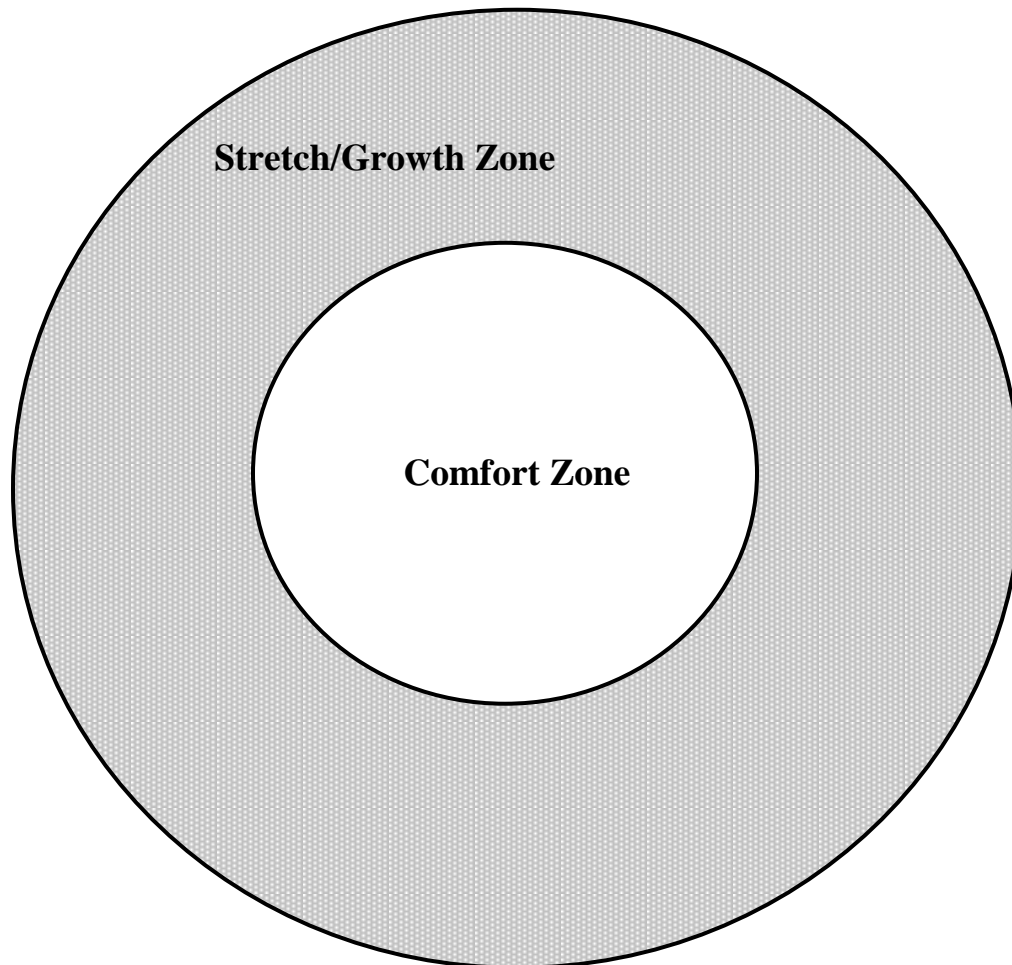


Challenge Circles Worksheet

Directions: Read the description of each zone in the Challenge Circle, then write examples of your experiences as directed. You may or may not choose to share with others.

- **Comfort Zone** – Activities that put you in your comfort zone are things you may do on a day to day basis, and you are very comfortable doing. In fact, you make seek out these activities because they are easy and relaxing.
- **Stretch Zone** – When you are doing something that puts you in your “Stretch Zone”, you may feel a little nervous, and ‘on edge’, however, when you finish such an activity you feel exhilarated and accomplished, and maybe like you’ve have grown.
- **Panic Zone** – Activities or things that put you in your “Panic Zone” may scare you so much that you can’t think about anything except getting away from whatever it is. You might shake or cry when you are in your “Panic Zone”.

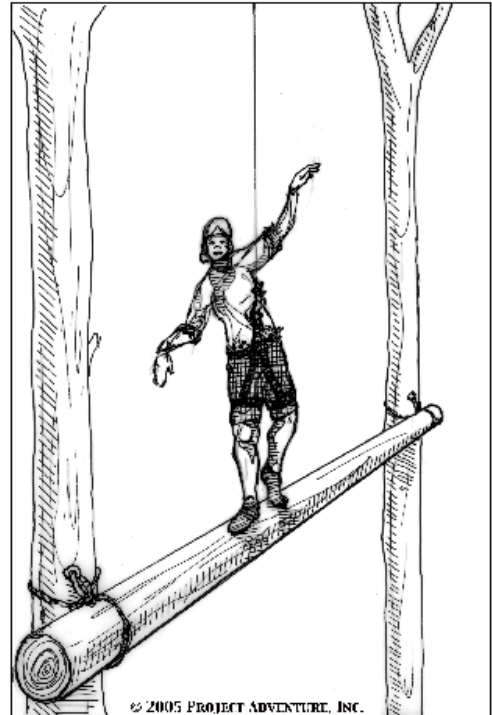
Panic Zone





Please be sure to read through the informational materials sent to you regarding planning your program day. This will help assure a well-organized and productive day with us.

If you have questions about medical forms, or any aspect of your program planning, please call our office at 978-524-4558.



CAT WALK



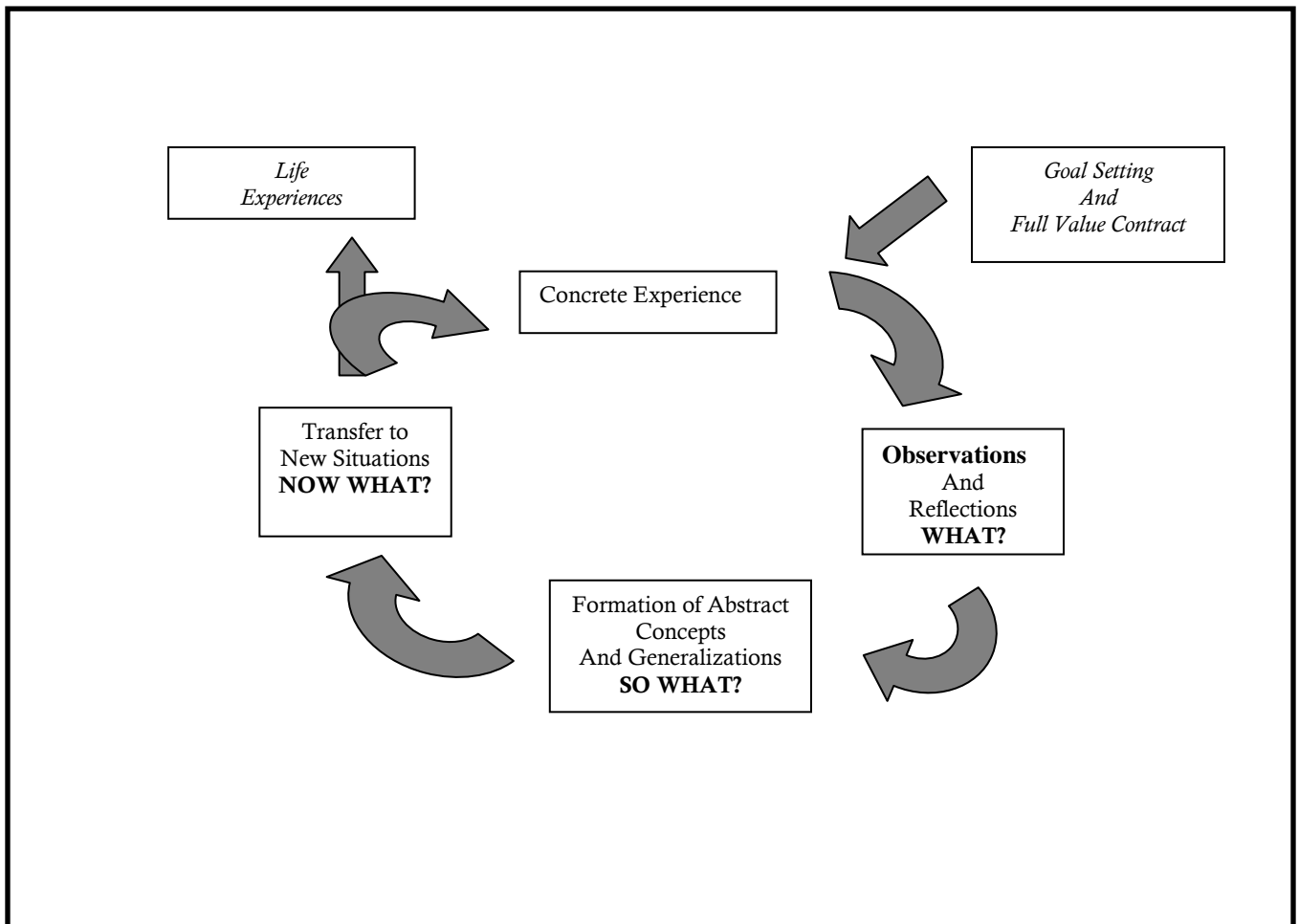
MULTISWING



Debriefing and The Experiential Learning Cycle

Following your group's Project Adventure experience, it is important to debrief, or provide a period of reflection, to help participants draw relevance from the experience. The Experiential Learning Cycle provides a framework for this reflection, with the activities during the program or the entire program as catalysts. There are times when using the first one or two phases of the Experiential Learning Cycle is sufficient, however using the entire three-phase reflection process is essential for optimal growth and learning.

The Experiential Learning Cycle





Debriefing and The Experiential Learning Cycle *Continued*

What? • Observations and Reflection

Appropriate activities or questions empower individuals or a group to explore what went on during a particular activity of the program or the entire program. Encourage your students or participants to focus on both the *task*, the actual work done, and the *process*, the interaction of group members and how the task was done.

So What? • Formation of Abstract Concepts and Generalization

Forming abstract concepts and generalizations allows an individual or group to explore what they learned from the experience, or what it meant to them. It allows them to identify the consequences of what did and/or did not happen. Finally, it asks the individuals or group to examine their goals and assess if they accomplished what they set out to achieve.

Now What? • Transfer to New Situations

Transferring learnings to new or different situations is the essence of experiential programming. This process involves taking learning and applying it to other situations such as another activity or real situations in school or program. It engages participants in a process of self-examination and reflection, ultimately providing opportunities for change and growth.

During the debrief process, simple questions such as “What happened during our Project Adventure program (or a particular activity from the day)?”, “So what can we learn from our Project Adventure experience?”, and finally, “How can we apply what we learned to other areas in our life?” guide a participant through the Experiential Learning Cycle. It is during discussion and reflection that your students or participants explore the significance of the experience and can make meaningful connections to their own lives. This debrief period can be action-oriented experiences, or it can be discussion oriented. Try some of the activities and questions on the next few pages with your students or participants to help them process their Project Adventure experience.



Debriefing Questions

Here is a list of questions that can be used for one of the activities described in this guide, or that may fit into your curriculum in another way.

What did you learn about yourself?

What did you learn about others?

How did you feel about yourself and others?

What new questions do you have about yourself and others?

What did you do today of which you are particularly proud?

What skill are you working to improve?

Was your behavior today typical of the way you usually act in groups? Explain.

How can you use what you learned in other life situations?

What beliefs about yourself and others were reinforced today?

Would you do anything differently if you were doing any of the activities again with this group?

What would you like to say to the group members?

Whole Group Reflections*

Here are a few simple debriefing activities to try while or when you return to your school or organization. Read the descriptions below and decide which closing activity would best fit your group's characteristics and needs.

Partner Sharing

Ask students to sit with someone on the bus (or back at school) who was not in their small group during the Project Adventure program. Then, invite them to share their experiences at Project Adventure with the person they are sitting with – knowing they will have participated in different games, activities and elements. They might also share a moment when they were in their “Stretch Zone” during the day.

Key Words

Ask everyone in your group to brainstorm a list of key words that describe their experience. Each list of key words could be written on individual sheets of paper or one large piece of paper. If the key words list is written on individual sheets of paper consider hanging or binding them together to recognize both the individual and the team or group.

Back Writer

Provide everyone a piece of paper and tape, then ask them to tape that piece of paper to someone else's back. Once everyone is ready with a marker in hand, have your students or participants walk around and write a brief message on the piece of paper on the backs of those who impacted them in a *positive* way.

Gift Giving

Provide a different bandana (or some appropriate object) for everyone in the group. Everyone picks the bandana they like, then gives it to someone else. Usually it is nice, in addition to giving the gift to someone else, to also share a few positive words about that person's involvement with the group or participation in the day. Please consider establishing a guideline that ensures everyone will receive a gift, that way no one is left out.

Web of Appreciation

Using a ball of string or yarn, construct a web of appreciation. With the group in a circle, hang on to the end of the string or yarn and toss the ball to someone else in the group. As you do this share something you appreciated about that person from your Project Adventure program. The receiving person does the same thing until everyone in the group has become part of the web. Ask, “What does the web represent?” Then listen; you may be amazed by some of the responses!

* “Reflections” is published in *QuickSilver* by Karl Rohnke & Steve Butler, a Project Adventure, Inc. publication.



Integrated Reflections

Consider these activities as a way to integrate your Project Adventure experience with academic curriculum or perhaps already existing lessons.

Journal Writing

Ask students or participants to write a journal entry about their experience at Project Adventure. Consider leaving this as an open writing opportunity or directing the journal entry with a writing prompt, using questions from “Debriefing Questions” on page 19. Writing a personal account of an adventure experience can provide a lasting impression on an individual whether it is written as a personal reflection or a writing to be shared with the group.

Letter Writing

Ask students or participants to write a letter. Many groups have done this as part of their debrief process. Some of their ideas were:

- Write a letter to a future student who will also have an opportunity to experience a program with Project Adventure.
- Write a to a parent.
- Write a letter to a Project Adventure facilitator and send it to:
Project Adventure, Inc.
Youth & College Programs
701 Cabot St.
Beverly, MA 01915

Drawing or Painting

Many participants find that they can capture feelings about their day through a drawing or painting. A common debrief is to have participants imagine only having one picture of the day, which moment would they choose to remember.

Class Scrapbook or Bulletin Board

Many school groups gather photos from their day, and create a display to show to parents, other students and to remind themselves of their day. If a physical representation of the Full Value Contract was made, it can make a great centerpiece to this display, and serve as a reminder to the group’s commitment to one another.

If you use another method of capturing the program that is particularly effective, please share it with us.



Please let us know what you've done, so that we can avoid any duplication. This will also allow us to continue the work you have already started, and incorporate language the students are familiar with.

You can email this form to youthprograms@pa.org, or your lead facilitator. You can also fax the form to **978-524-4505, Attn: Youth & College Programs.**

We discussed:

- The Full Value Contract (FVC)*
- Challenge by Choice (CBC)*
- Experiential Learning Cycle*

We did the following Pre Program Activities:

- Snappy Partners*
- Tiny Teach*
- Hopes, Fears, Questions*
- FVC Carousel*
- Human Treasure Hunt*
- Challenge Circles*

Other relevant games or activities we have participated in:



Your program's Needs Assessment

About 1-2 weeks prior to your program, the Lead Facilitator for your program will be calling you to discuss your group goals and needs for the program. The following are some of the questions or topics that may be covered.

What does your group hope to get out of the program?

How long have the students known one another? Describe your community?

What do the students know about their Project Adventure program?

Are there any students with special needs attending the program? Are there any students who will have a paraprofessional or an aide with them?

Have students participated in similar activities before?

Tell us about some of the common language used as part of your school culture (in terms of how kids interact with one another and school staff). Do you have any common signals or phrases used to get the student's attention?