

Fair
OAKS

a DVENTURE

Curriculum



INTRODUCTION

The Fair Oaks Adventure curriculum was compiled and written for Mountain Brook School System and Cherokee Bend Elementary School by:

Rick Hedrick, Director, Youth Enhancement Systems
Martha Lytle, Guidance Counselor
Ginger Brown, Enrichment Teacher
Paula Mitchell, Principal

Fair Oaks Adventure Curriculum was initiated at Cherokee Bend Elementary School in the fall of 1996 as a pilot program. The low and high rope courses were built by Project Adventure, Inc., and are continuing to expand into the curriculum.

The Fair Oaks Adventure Curriculum is written to enhance the physical education, counseling, and the school wide enrichment programs. It is the foundation of school climate at Cherokee Bend Elementary School. This program uses the teaching strategies of a classroom teacher in an outdoor setting. It is linked closely to the mission, vision, and goals of the Mountain Brook City School System.

Peer and society pressure often encourage students to participate in alcohol, tobacco, and drug related activities. This program gives students strategies to oppose these negative pressures. This is done through goal setting and problem solving while learning to value oneself and others. Development of higher level thinking skills encourages students to relate cooperative experiences to the school and the community.

STATEMENT OF PHILOSOPHY

The Fair Oaks Adventure Curriculum is designed to provide students an opportunity to acquire and practice essential life skills and to enhance self concept.

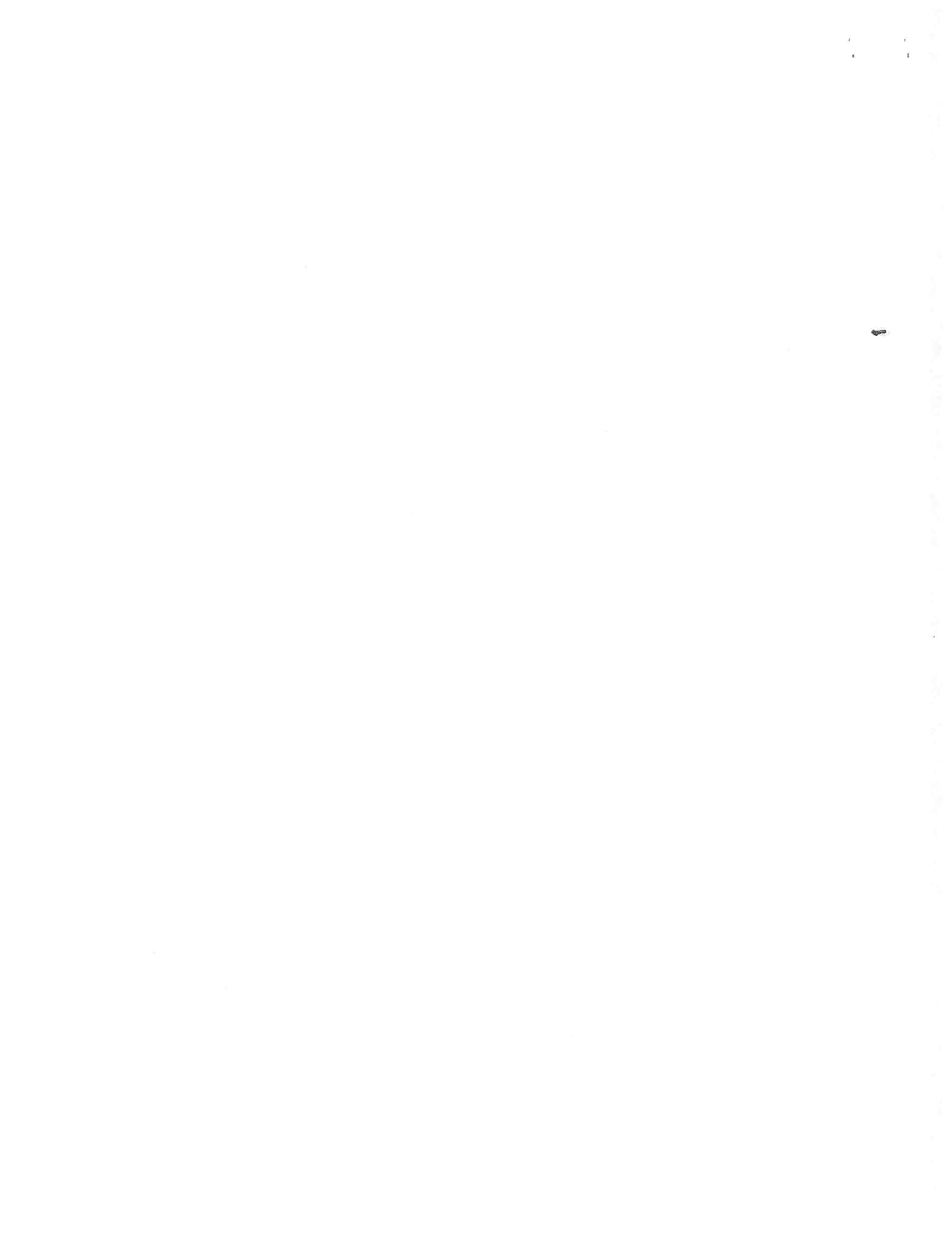
Students in the program learn to solve problems, make positive decisions, set goals, and develop communication skills in an atmosphere that is challenging, supportive, and fun. In this environment, students begin:

- a. to appreciate their personal strengths and weaknesses
- b. to respect and value differences within a group
- c. to develop conflict resolution skills
- d. to trust in themselves and others

Students are encouraged to take reasonable risks through the concept of challenge by choice. Such development of positive risk taking is an essential component in the development of self esteem.

Student responses to the affects of the challenges are elicited through a directed, and often open-ended, processing session. Each experience is designed to help students realize their personal identity and transfer their newly learned skills and confidence to their daily lives.





PROGRAM PURPOSES

1. To stimulate deductive reasoning, engage in meaningful activity to critically analyze and reflect on the experience, abstract some useful insights from the analysis, and apply what is learned.
2. To help students experience within a supportive atmosphere a variety of group and individual activities which combine problem solving, emotional challenges, and physical challenges.
3. To use the Full Value Contract (see page 7) to encourage students to value themselves and others during the experience.
4. To encourage staff to participate in the Fair Oaks Adventure Curriculum as a part of Professional Development.

LONG RANGE GOALS

1. To increase self-confidence and self-worth in a challenging and supportive atmosphere where growth is encouraged and in which the positive is emphasized.
2. To help students realistically define personal goals as each student strives to reach his/her personal best.
3. To foster appreciation and respect for individual differences existing within a group.
4. To develop and implement new behaviors and approaches to cope with peer and adult relationships.
5. To learn increased responsibility and social maturity by practicing interdependent behaviors within a cooperative success-oriented framework.

BEHAVIORAL GOALS

1. To assess personal, intellectual, emotional and behavioral strengths and weaknesses.
2. To accept personal weaknesses as areas to be strengthened rather than excuses for failure.
3. To define and re-define realistic goals.
4. To develop and implement appropriate behavior and strategies.
5. To appropriately communicate personal needs and feelings to others. *(continued on page 6)*



BEHAVIORAL GOALS

6. To accept obstacles and setbacks as real events in our lives that are to be overcome as opposed to being excuses for quitting.
7. To delay gratification, to focus increasingly on the consequences of behaviors and to set long-range goals.
8. To monitor and critically appraise intellectual, emotional, and behavioral responses to environmental events.
9. To seek help when feeling overcome rather than acting out feelings of helplessness and anger.
10. To select among alternative behavioral strategies in order to reach personal goals.



FAIR OAKS ADVENTURE CURRICULUM

Full Value Contract

The cornerstone to a successful adventure curriculum is a mutual agreement among its students. This agreement is referred to as the Full Value Contract. Students are asked to sign this contract and abide by its guidelines.

The **FULL VALUE CONTRACT** requires three commitments from students:

1. Participate in all activities to the best of each student's ability
2. Adhere to safety and group behavior guidelines
3. Value and respect each other as a part of the group and be willing to accept other points of view

Effectiveness of this program will be assured with limits and structure. Limits will be discussed and agreed upon by the group. All of the rules and guidelines will be discussed to insure a mutual understanding by the group.

For students to experience growth and understanding there will be many opportunities for positive discussions. Students will be encouraged to set goals and be a part of problem solving within a group.

Student Signature

Parent Signature



KEY COMPONENTS OF A SUCCESSFUL ADVENTURE CURRICULUM

Full Value Contract

The foundation of the Fair Oaks Adventure Curriculum is the Full Value Contract.

Sequencing

Pay attention to the proper sequencing of activities so that the order is appropriate to the needs of the group.

Briefing

In the discussion period there are two levels of information: 1) instructions that the leader gives the group, much of it non-negotiable safety information 2) instructions that relate directly to the upcoming activity.

Leading

Implementation of the adventure experience is done by the group leader.

Debriefing

Evaluate personal performance using the activity as the central focus of the discussion. What did we do? What does it mean? What are we going to do about it?

ACTIVITY SEQUENCING

Activities are chosen that will adhere to program objectives and student goals. Categories of activities include the following:

Ice Breaker/Acquaintance Activities

Objective:

To provide opportunities for group members to get to know each other and to begin feeling comfortable with each other through activities, initiatives and games that are primarily fun, non-threatening, and group-based.

Features:

Fun is a major component.

Group members interact in a non-threatening manner.

Success-oriented; tasks can be easily accomplished with minimal amount of frustration.

Requires minimal verbal interaction and decision-making skills.

Examples:

Duo Sit, Add on Tag, Soccer Frisbee, Cobra, Impulse, Rope Push, Name Game (*with tennis balls or blanket*)

Additional games are selected from books listed in the Resource Guide.



De-inhibitizer Activities

Objective:

To provide a setting where participants are encouraged to take risks while the group offers emotional security and acceptance.

Features:

Activities involve some emotional and physical risk which may arouse some discomfort and frustration. Success and failure are less important than trying and making a good effort.

Fun activities allow participants to view themselves as capable and confident in front of others.

A cooperative and supportive atmosphere tends to encourage participation and increase confidence for all members in the group.

Examples:

Dog Shake, Hog Call, Yells, Python Pentathlon, Samurai, Inch Worm, Funny Face

Additional games are selected from books listed in the Resource Guide.

Trust and Empathy Activities

Objective:

To provide an opportunity for group members to improve their physical and emotional safety with others by attempting a graduated series of activities which involve taking some physical and/or emotional risks.

Features:

These activities involve group interaction both physically and verbally.

It is important to have fun, but some fear as well.

Activities encourage the support and cooperation of group members to care for the safety of others.

Risk taking occurs at many levels in most of the trust activities.

The development of trust occurs within the group.

Basic trust activities are performed repeatedly to reinforce and insure the safety of group members.

Examples:

Yurt Circle, Trust Falls, Trust Pass, Hickory Jump, Blindfold Compass Walk, and Blindfold Soccer.

Additional games are selected from books listed in the Resource Guide.

Communication Activities

Objective:

To provide an opportunity for group members to enhance their ability and skill to communicate thoughts, feelings, and behaviors more appropriately through activities which emphasize listening, verbal, and physical skills in the group decision-making process.

Features:

Physical activity, verbal interaction and discussion are major components in the sharing of ideas.

Solving the problem is the established goal.

(continued on page 10)



Communication Activities *(Continued from page 9)*

Some frustration is generally evident in solving the problem.

Leadership abilities and skills usually evolve from participants within the group.

Most activities require at least five members.

Examples:

Traffic Jam, Trolley, Blindfold Polygon, Porcupine Progression, Tangle, Journal Writing, Lost in Maine, Bridge It.

Additional games are selected from books listed in the Resource Guide.

Decision-Making/Problem-Solving Activities

Objective:

To provide an opportunity for group members to effectively communicate, cooperate, and compromise with each other through trial-and-error participation in a graduated series of problem-solving activities which range from simple to the complex.

Features:

Physical activity and verbal communication are involved in order to solve stated problems.

Arousing a higher level of frustration teaches that patience is a virtue.

Activities demand that group members can demonstrate an ability to listen, cooperate and compromise.

Leadership roles evolve in the attempt to solve the stated problem or reach the stated goal.

Trial-and-error approach to learning is most often employed by the group in the problem-solving/decision-making process.

Examples:

Wall, Amazon, Nitro-Crossing, Tin Shoe, Jelly Roll, The Great Egg Drop, Spider's Web, Interviewing, Team-Oriented Community Study Projects.

Additional games are selected from books listed in the Resource Guide.

Social Responsibility Activities

Objective:

To provide a setting where group participants can build upon previous learning in areas of acquaintance, trust, communication, and decision making, to develop skill in assessing and working effectively with the strengths and weaknesses of individuals in a group.

Features:

Success in these activities is somewhat dependent upon individuals being able to learn how to support and encourage each other's efforts.

Activities tend to help participants learn the value of thinking and planning ahead rather than reacting in an impulsive and random manner.

Activities tend to emphasize that participants in the group communicate and cooperate verbally and physically.

Activities help participants develop skills in assessing problems and formulating solutions.

Activities help relate the group to the world "outside" in an empathetic and concerned manner.

Activities tend to help individuals and the group identify and develop leadership in the group.



Examples:

Spotting, Belaying, “Sherpa” Leadership, Litter (for rescue purposes) Construction, Community Service Projects (Environmental Repair, Social Service)

Additional games are selected from books listed in the Resource Guide.

Personal Responsibility Activities

Objective:

To provide activities and initiatives of a somewhat more individualistic nature which challenge participants to develop persistence and resistance to frustration in the attempt to reach a desired goal.

Features:

Most activities are “classic” ropes course events that are the most difficult, trying and exciting.

Activities help group members acknowledge individual and common reactions to fear, stress, and physical limitation.

Participation in these activities encourages group support for individual efforts.

Participation helps group members extend the limits of their self-perceived competence and builds self-confidence by successful completion of a difficult task.

Activities help group members act on what they have learned about working together, supporting one another, and taking responsibility for one another’s safety.

Many activities require some special equipment and construction and expert advice and training.

Examples:

High Ropes Course Elements, Construction and Craft Projects, Journal Writing, Photography, Knot Tying and Splicing, Equipment Repair

Additional games are selected from books listed in the Resource Guide.

Taken from *Islands of Healing, A Guide to Adventure Based Counseling* by Schoel, Jim; Prouty, Dick; Ratcliffe, Paul. Published by Project Adventure, Hamilton, Massachusetts.



ADJUSTING THE ADVENTURE ACTIVITY PLAN

A rigid sequence will not serve an adventure activity group. There are a variety of reasons for this, but the most important one is that each group must be respected for its own individuality.

A good sequence for one group may not work for another. There is no exact formula. The game plan that has been organized acts as a guide, but the facilitator must be able to make adjustments. These adjustments can occur during or after an activity. This decision comes from observing the interaction of the students.

General Issues in making Adjustments

Are group members positive?

Are they comfortable with touch?

Are there any leaders?

Are they passive or reluctant?

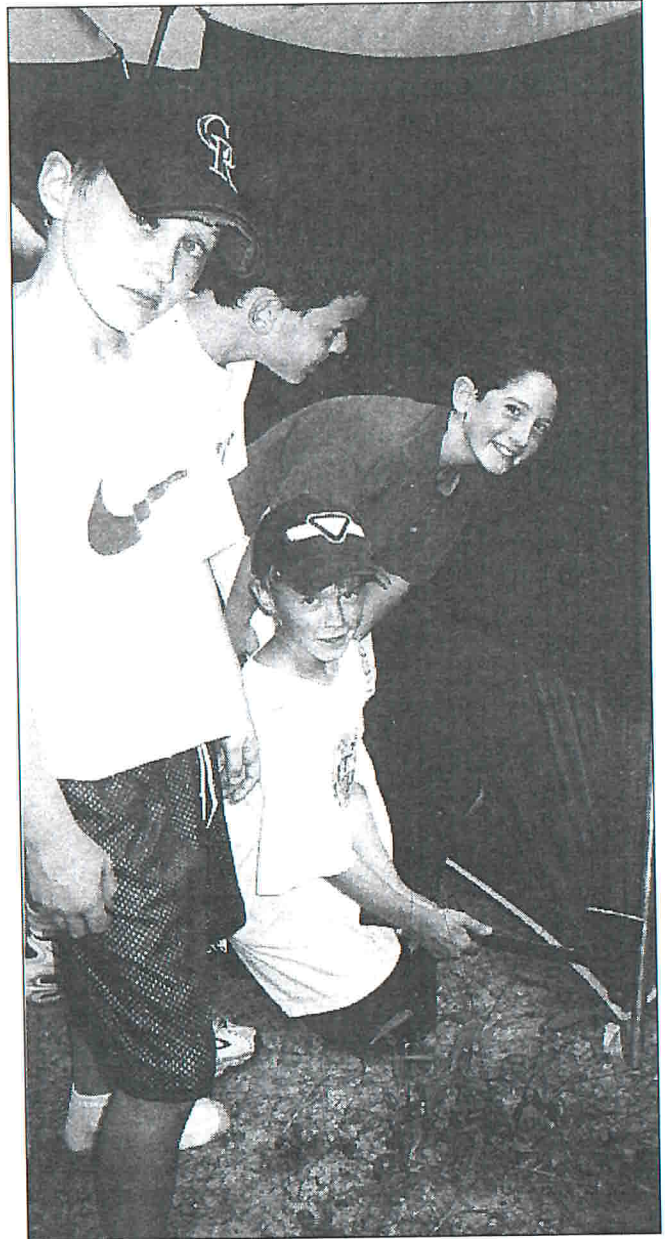
Do they just like to have fun?

Are there any common issues?

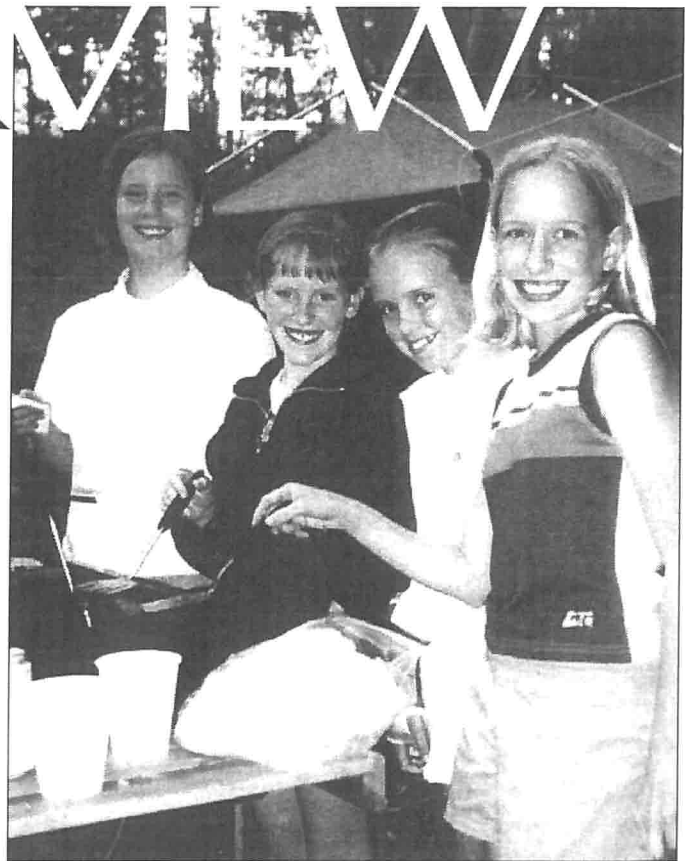
Are they active?

Do they listen to each other?

Is the Full Value Contract clear?



Program OVERVIEW



ADVENTURE CURRICULUM FOR CHEROKEE BEND ELEMENTARY SCHOOL

Six-Week Adventure Curriculum

- Week 1 Time: 45 minutes, Monday through Friday
 Place: Cherokee Bend Elementary School
 Brief: 5 minutes
 Discuss purpose for adventure curriculum and expectations for participation staff/pupil. Discuss format and introduction Full Value Contract.
- Activity: 30 minutes
 Warm ups, introductory games that fun, non-threatening, and group-based. Improve feelings of comfort with peer group.
- Debrief: 10 minutes
 Focus on group work, finding areas that worked well and praise. Discuss issues of full value contract to reinforce concept and build sense of group.
-
- Week 2: Time: 45 minutes Monday through Friday
 Place: Cherokee Bend Elementary School
 Brief: 5 minutes
 Review Full Value Contract; begin to develop personal and group goals. Discuss purpose of goals as related to activity participation.
- Activity: 30 minutes
 Warm ups and de-inhibitizer activities provide opportunity for some risks important in commitment to group process.
- Example: Add On Tag, Trust Sequence
- Debrief: 10 minutes Monday through Friday
 Focus on goals, definition of goals and goal monitoring. Discuss trust importance for risk taking.
-
- Week 3: Time: 45 minutes Monday through Friday
 Place: Cherokee Bend Elementary School
 Brief: 5 minutes
 Review Full Value Contract and establishment of goals as related to previous activity and new activity. Discuss how Full Value Contract helps keep activity positive.
- Activity: 30 minutes
 Warm ups. Complete trust sequence and other related activity.
- Debrief: 10 minutes
 Again focus on trust. Introduce power of group versus power of individual.



- Week 4: Time: 45 minutes
 Place: Cherokee Bend Elementary School
 Brief: 5 minutes
Discuss importance of communication skills and emphasize importance of listening, verbal, and physical skills in decision-making process.
 Activity: 30 minutes
Warm ups: Provide opportunity for group to enhance ability and skill to communicate thoughts, feelings, and behaviors
 Example: Blindfold Warm Ups, Trolley, Traffic Jam.
 Debrief: 10 minutes
Focus on issues that result from activity using format of 1) what? 2) so what? 3) now what? Review importance of communication to problem solving.
- Week 5: Time: 45 minutes
 Place: Cherokee Bend Elementary School
 Brief: 5 minutes
Review Full Value Contract and establish personal goals for activity session. Discuss issues from last activity-positive and negative aspects.
 Activity: 30 minutes
Warm ups: Introduce group to problem-solving exercise. Opportunity for members to effectively communicate, cooperate, and compromise.
 Example: Electric Fence, Nitro Crossing, Magic Shoes.
 Debrief: 10 minutes
Focus on group issues. Relate issues to Full Value Contract. Discuss progress with goals and adjustments, if necessary. Open discussion for the Weekend Campout.
- Week 6: Time: 45 minutes
 Place: Cherokee Bend School
 Brief: 5 minutes
Review Full Value Contract and establish rules for the weekend campout. Warm Ups: Continue problem solving exercises.
 Example: Trust Fall, Islands, Blindfold Walk
 Debrief: 10 minutes
 Discuss progress.
- Campout: Time: Weekend (Friday through Sunday)
 Place: Cherokee Bend Elementary School
 Brief: *Participants will continue to experience the format of: brief, activity, debrief for weekend outdoor campout. The activities will continue to focus on issues related to Full Value Contract and goal development. Activities will become intense both physically and emotionally. Personal experiences will relate to home, school, and community.*



Saturday afternoon, and he responded with an eagerness to help, and willingness to participate, not at all what I was expecting. I remember thinking at the time...It must be this program he is going through at school that has brought out such a positive attitude in him.

As I mentioned, I don't know exactly what the Adventure Curriculum is all about, but I am truly thankful that my child was able to participate in it when he did. I saw remarkable changes in the very few weeks afterward. I believe that as a direct result of the Adventure Program, he was able to gather the courage he needed to make new friends, and finally enjoy his new surroundings. His weekends are no longer lonely and uneventful, but rather spent planning activities with a small group of boys he has become very close to. My anticipated meeting with Mrs. Lytle became unnecessary, and I am finally relieved to see my child smiling again.

Thanks very much. I hope this helps you to understand how much I appreciated having this program in effect at Cherokee Bend, and how vital I feel it is for the enrichment of our students here in the future.

6th Grade Student

FOAC is fun and exciting but if there is one thing you need it's teamwork. Teamwork is very important when you get into tough situations. If you don't work as a team to accomplish things, those things won't get accomplished. FOAC is a chance for you to see what it's like facing hard challenges in life, but if you work together as a team it won't be as hard as you thought.

5th Grade Student










FOAC was fun. It changed my life. I learned to work with others. I learned to also work with girls. I knew teachers in a different way. It made me feel like an adult to work things out. Also people I didn't like, now, I like. I learned to overcome fears and work together. When you work together you get a lot more done. I liked FOAC.











FOAC EVALUATION

Parent






How did your child benefit from participating in this program?

-  Tries harder at things.
-  Built confidence
-  Considers his actions and how they affect others
-  Gained patience
-  Aware of the benefit of being in a group
-  Learned to trust, treat everyone equally and to work as a team
-  Respects her peers and improved interpersonal relationships
-  Learned to respect others more
-  Learned to listen to the ideas of others

What was the most important part of the program to your child?

-  Learned to value each other
-  Learned to encourage others
-  Learned to work as a team
-  Learned to work with others besides friends
-  Engaged and succeeded in “games” and physical activities
-  Learned that when someone is talking you should give them your full attention
-  Learned to try his best - try something even though it looks hard
-  Having group talks about teamwork, working things out

What part, if any, was difficult for your child?







-  Working with girls
-  Trusting
-  Learning to be patient
-  Learning to work with others besides friends
-  Being quiet while others were talking








FOAC EVALUATION

Student






Why is it important for group members to value and respect each other?

-  You get more things done and you feel better about it
-  It makes the person feel good
-  Because we are all equal
-  To hear what they have to say because it could help the group
-  So there won't be just chaos all the time
-  Because when you go to work when you are older, it will help







Why is it important for the group to work together to solve a problem?

-  You can't do it alone.
-  The group is stronger than I am alone.
-  We might have done the same thing over and over.
-  It is easier to find a good idea with a bigger group.
-  It is easier that way.

What was your greatest challenge?








-  Trusting other people
-  The high elements
-  Sharing some ideas with the group
-  Valuing others by not talking when someone else is talking
-  Getting the group over the wall

What was one important goal you set for yourself?

-  To have more self confidence
-  To always be truthful
-  To be considerate of other people
-  To overcome my fears
-  To think before I do things
-  Not to be as physical with people











How has this program helped you?

-  I learned how to work with everyone and be friends with everyone.
-  It taught me to treat everybody the same and to tell the truth.
-  I always work by myself, and the program helped me to be able to work with a group.
-  It helped me to understand that there may be more than one way to look at things.
-  I learned to respect people and be partners or in groups with anyone.
-  I learned how to stand up for myself.
-  It helped me to go past my fears.









FOAC EVALUATION

Teacher

Have you observed any change in student attitudes and behaviors?

-  They value me more when I am talking
-  A change in overall attitude
-  They remind each other and help each other
-  Specific students have improved responsibility with assignments
-  Understanding the importance of responsibility in a group
-  Students remind each other to value individuals
-  They are losing the attitude of “beating” their peers (Enrichment)
-  Increased participation and discussion by shy students

What specific comments have you heard the students make about their experiences in the program?

-  We felt like a team.
-  I was sad when it was over.
-  It made us think.
-  We learned to respect others better than we used to.
-  It was our fault that we didn't get to do everything on the campout.
-  Hard, fun, challenging
-  Felt they had accomplished something no one else had
-  I heard nothing negative, only positive comments from the students.



FOAC EVALUATION

Guidance Counselor

"That was a great idea!"

"You go first because we need someone tall."

"Don't be afraid. You can do it!"

"This is fun!"

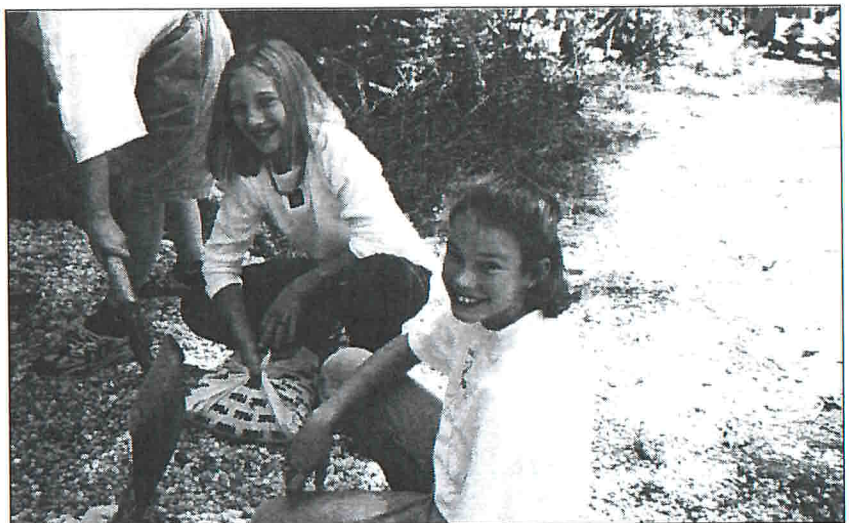
These are comments anyone could hear during a typical FOAC class at Cherokee Bend School. Though positive attitudes may begin in FOAC class, they don't end there. Student's good feelings about themselves and their classmates may begin in the adventure curriculum but it filters into the classroom. The ripple effect is felt by everyone.

As a counselor I am often asked by a concerned parent to help their child learn to develop better relationships with friends. Since I have participated fully in the program from its inception, I have seen first hand the differences that it has made in individual children and their relationships with others. I have seen the shy child find emotional safety in the group, I have seen children who have trouble trusting others realize that this group can be trusted, and I have seen the smile on a new child's face when her ideas were accepted by the group. These are observations that I have made year after year.

As children of all ages grow and their needs change, they struggle to learn the lessons of friendship, responsibility and what their individual gifts are. The FOAC program has answered these needs not only in the children but in the lives of the adults who participate. Both children and adults have the opportunity to learn how good it feels to work as a team and really listen to each other. The adults have rekindled long lost joys of childhood in play, problem solving, and trust in each other.

I am proud that the faculty and administration of Cherokee Bend understand and support this program. It is for this reason that children and adults have the unique opportunity to participate in this life changing adventure.

Martha Lytle
Guidance Counselor
Cherokee Bend Elementary



FOAC EVALUATION

Administrator

Every three years the Mountain Brook City School system surveys parents to gather data regarding their perceptions of the quality of programs offered in our system. Following is some data of which Cherokee Bend is extremely proud and primarily attributes to our implementation of the Fair Oaks Adventure Curriculum.

The Fair Oaks Adventure Curriculum (FOAC) focuses on the development of leadership, team building and decision making skills through group experiential learning. Fifth and sixth graders are divided into groups of fifteen and participate for one hour each day as a part of their physical education program. At the conclusion of the six week program, students participate in a weekend campout where they experience the high elements of the rope course. Although primarily a fifth and sixth grade program, units are presented to all grades beginning in kindergarten. All of our students understand the basic concept of FOAC: Am I being safe? Am I respecting myself and others? Am I doing my best?

Parent support for this program has been significant both in terms of financial support and 'sweat equity'. Each spring and fall, parents turn out on a Saturday to clean the grounds around our ropes course. Several parents have constructed three of our lower level elements to the specifications supplied by Project Adventure. Dedicated 'Camp Moms' assist with the shopping prior to each of our weekend campouts. In addition, the Parent Teacher Association has included this project as a line item in their annual budget for the past two years. Fifth and sixth grade teachers each voluntarily participate during their planning period for a six-week session - including the weekend campout.

As the principal of Cherokee Bend since 1989, I believe that FOAC has been the major curriculum intervention affecting the social climate of our school. I would recommend a similar program to any administrator who is charged with improving the climate, morale and leadership qualities of today's youth.

Cherokee Bend Parent Survey: 1998-2001

Q 9: Students in our school are generally respectful to each other

	1995	%Cumulative	1998	%Cumulative	2001	%Cumulative
Agree Very Much	22.32		29.07		41.46	
Agree	57.14	79.45	56.73	36.35	55.23	96.75
Neither	12.50		11.34		1.53	
Disagree	4.46		2.53		1.53	
Disagree Very Much	3.57		1.32		0.00	

Q 10: Students in our school are respectful of teachers and other staff

	1995	%Cumulative	1998	%Cumulative	2001	%Cumulative
Agree Very Much	29.26		29.55		49.13	
Agree	61.47	90.83	65.91	95.45	50.32	100
Neither	8.26		3.41		0.00	
Disagree	0.92		1.14		0.00	
Disagree Very Much	0.00		0.00		0.00	

Q 13: The school promotes and reinforces honesty

	1995	Cumulative	1998	%Cumulative	2001	%Cumulative
Agree Very Much	36.34		34.38		52.76	
Agree	50.45	87.39	54.65	89.53	45.67	98.43
Neither	9.01		5.98		0.79	
Disagree	1.30		3.49		0.79	
Disagree Very Much	1.30		0.00		0.00	

Q 15: Student behavior is conducive to learning in our school

	1995	Cumulative	1998	Cumulative	2001	%Cumulative
Agree Very Much	41.59		42.53		52.30	
Agree	52.71	93.30	54.02	96.55	45.60	98.40
Neither	5.31		2.30		1.60	
Disagree	0.00		0.00		0.00	
Disagree Very Much	0.38		1.15		0.00	

Q 48: My child's education is preparing him or her to become an independent life-long learner

	1995	%Cumulative	1998	%Cumulative	2001	%Cumulative
Agree Very Much	26.17		22.73		30.08	
Agree	46.73	72.90	57.95	80.68	52.03	82.11
Neither	19.53		12.50		13.32	
Disagree	4.67		6.32		3.25	
Disagree Very Much	2.80		0.00		0.81	

Paula Mitchell
Principal
Cherokee Bend Elementary

Elementary Activities

Ice Breaker/Acquaintance Activities

Add on Tag
Aerobic Tag
Rat Tail Tag
Frozen Tag
Too Tag
Moon Ball
Hospital Tag
Name Game Tennis Balls
Dragon Tail
Balance Broom
Lap Game
Have You Ever
Everybody's It
Hoop Relay
Fire in the Hole
Balloon Frantic

De-inhibitizer Activities

Hog Call
Dog Shake
Skin the Snake
Caterpillar
Yells
Line Ups
Inch Worm
Python
Samurai Sword tag
Sun Tag
Rattlesnake
Fox and Squirrel

Trust Activities

Yurt Circle
Trust Pats
Car and Driver
Blindfold Events
Fall
Trust Dive
2-Person Trust Fall
3-Person Trust Fall

Human Letter

Shurpa Walk

Communication Activities

Islands
Add on Tag
All Aboard
Spider Web
Blindfold Polygon
T.P. Shuffle
Traffic Jam
Trolley
Say What
Infinite circle

Decision Making/Problem Solving Activities

Diminishing Load
Electric Fence
Nitro Crossing
The Wall
Ship Wreck
Mohawk Traverse
T.P. Shuffle
Islands
Group Juggle
Whale Watch
All Aboard
Everybody Up

Personal/Social Responsibility Activities

Spotting Activities
2 Line Bridge
Cat Walk
Pamper pole
Zip Wire
Flying Squirrel
Ape Ladder
Tree Climbing
Birds Nest

Final Thoughts

Fair Oaks Adventure Curriculum is about a mixture of Adventure Activity time with a very large amount of processing time. At times it is important to deal with the most minimal of behavior issues. This foundation must be laid so that decisions that need to be made become clear, and students have an investment in the activities and each other.

It is important to develop a safe emotional and physical environment to provide the opportunity to effectively process group interaction and behavior. Students are asked to maintain a consistently high but reasonable level of expectation within the group. This level of expectation with the facilitator's guidance helps build an atmosphere most conducive to positive risk taking and emotional growth.

Resource Guide: Project Adventure Publications

100 Ways to Enhance Self Concept

A Handbook for Teachers and Parents, by Jack Canfield and Harold Wells, \$34.99, ISBN 1931-2.

Adapted Adventure Activities

A Rehabilitation Model for Adventure Programming and Group Initiatives, by Wendy Ellmo and Jill Graser, \$19.50, ISBN 0334-3.

Adventure Play

Adventure Activities for Preschool and Early Elementary Age Children, by Nancy Bower, \$16.00, ISBN 1420-5.

Back Pocket Adventure

By Karl Rohnke and Jim Grout, \$14.00, ISBN 1419-1.

Cowstails and Cobras II

A Guide to Games, Initiative, Ropes Courses & Adventure Curriculum, by Karl Rohnke, \$22.00, ISBN 5434-7.

Elementary Teacher's Handbook of Games

By Art Kamiya, \$27.95, ISBN 1930-4.

Islands of Healing

By Jim Schoel, Dick Prouty, Paul Radcliffe, \$20.50, ISBN 1924-X.

Into the Classroom

The Outward Bound Approach to Teaching and Learning, by Mitchell Sakols and George P. Armstrong, \$24.95, ISBN PA1972-X.

Making Connections

Teaching and the Human Brain, by Renate Nummela Caine and Geoffrey Caine, \$15.95, ISBN 9088-9.

Please Talk With Me

A Guide to Teen/Adult Dialogue, by Ronald J. Gaetano and Jim Grout with Mary Klassen-Landis, \$13.00, ISBN 6488-1.

QuickSilver

Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership, by Karl Rohnke and Steve Butler, \$25.00, ISBN 0032-8.

Silver Bullets

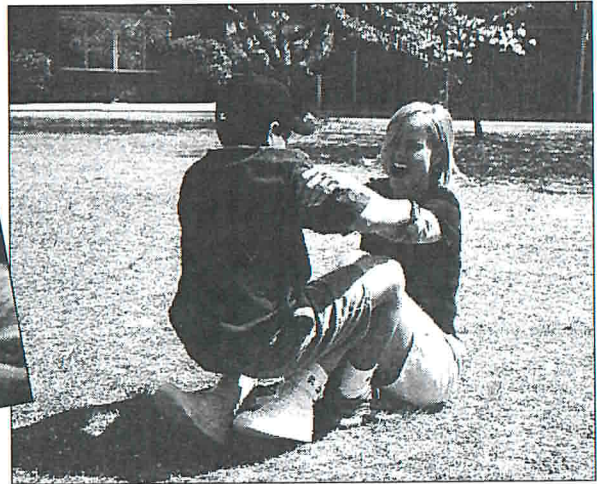
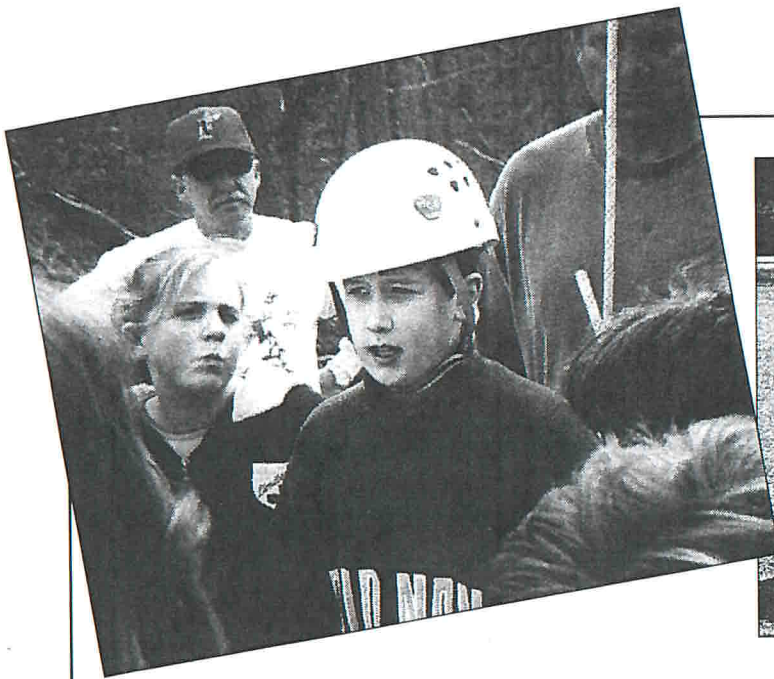
A Guide to Initiative Problems, Adventure Games and Trust Activities, by Karl Rohnke, \$22.00, ISBN 5682-X.

The Second Coop Sports and Games Book

By Terry Orlick, Ph.D., \$22.00, ISBN 1929-0.

All of the above mentioned books can be ordered by calling **Project Adventure** at 800-795-9039.





*Coming together is a beginning;
keeping together is progress;
working together is success.*

Henry Ford



*There is nothing in this world
that will take the chip off of one's
shoulder like a feeling of success.*

Thomas Wolfe

*What I see I forget.
What I hear I remember.
What I do I understand.*

Old Chinese Proverb

