

TITLE	PRESENTER(S)	DESCRIPTION
Demystifying Responsive Facilitation	Meg Bolger	Many of us have had the experience of watching a facilitator pivot from their planned agenda effortlessly in a new direction, continuously meeting the group exactly where they're at with just the right process. If you found yourself thinking, "I want to do that," come to this workshop for a simple tool and a mindset that will allow you to be more flexible in your agenda planning and more responsive to your groups. Whether you're a seasoned or new facilitator, come learn how to find just the right process for any moment.
Creativity is the name of the game	Daniel Cape	Teambuilding, communication, problem solving, and leadership. These are common terms and goals specifically addressed in experiential education programs. Creative terms such as divergent thinking, limitations, combining ideas, and incubation are not as prevalent, however. This workshop will demonstrate how experiential educators can teach and promote creativity with intentionality, and in a way that actually helps clients apply these terms to their work and lives – as opposed to just "going off and being creative" or "thinking outside the box". Participants will be shown how to teach the SUBJECT of creativity.
The engaging leader: Creating an atmosphere of success, productivity, and fun in your team.	Brian Croft	Working together can mean a lot of things to a lot of people. How do supervisors create and foster a team that thrives on collaboration? It starts with you! This workshop is designed to help you create an environment of engagement, communication, and ultimately success in any team you manage. From students to administrators, we'll analyze supervisory techniques that put your staff in a position to succeed. Using various leadership models, facilitation strategies, and organizational structures, we'll create a strategy for you to engage your staff and unlock their potential.
How Puzzles, Kenny Rogers, and a Royal Flush Transformed Ballrooms of Skeptics Into Collaborators	Jennafer Miller, Seth Adelsberg	"No one is engaging! No one is answering any of the presenters' questions! You can't do the activity because it's going to be a tremendous failure!" Companies and organizations may bristle at the ideas of icebreakers, team building, and other "soft" activities. In this interactive workshop, we will look at the hows and whys of engagement activities that succeed in professional settings. We will also consider the lenses of the skeptics, the introverts, and the teams-of-one as they face the challenges of connecting and collaborating with other professionals, coworkers, and peers.
Outsiders	Stephen Mullaney, Bo Wolfe	Point A to B is the quickest, but is it the most powerful? "Outsiders" is aimed to encourage action through listening, appreciation and connection. Through a series of narratives, shared stories, activities and reflection meant to encourage and inspire people to embrace their own stories, listen to others and look deep into the idea of collaborative impact fueled by commonalities and difference. Are there enough practitioners coming into the profession of EE/recovery/education/adventure ed through alternative and diverse pathways and backgrounds?
Take A Deep Breath and Play! Weaving Mindfulness Into Your Facilitator Toolbox	Beth Sandman	This workshop stems from Beth's experience as a social worker facilitating group therapy with kids in classrooms, on low and high ropes courses, and outside. Many clients were struggling to stay in one place, focus on discussions and directions, and cope with stressors (big and small), negatively impacting their ability to engage. Intentionally incorporating regulating activities and mindfulness practices into therapy sessions helped boost her clients' resilience in the short and long term. Come play! Engage in and practice facilitating these simple mostly no-props quick activities with other workshop goers to build your toolbox and help the people you serve.
The WHAT, HOW & WHY of Clinical Adventure Therapy Certification	Steve Pace, Fred Borroel, Patrick McMillion, Nick Magle-Haberek, Maurie Lung & Christine Norton	In 2020, the Association for Experiential Education (AEE) responded to a need for accountability and professionalization by developing a certification process for Adventure Therapists. The purpose of the Certification Program is to advance the practices of licensed professionals offering adventure therapy to individuals, families, and groups. This workshop will be a panel presentation to review the what, why and how of the new Certified Clinical Adventure Therapy (CCAT) certification.
Collaborations with the Natural World: Healing Trauma and Fostering Resilience	Sandy Newes, Katie Asmus	It is essential for practitioners to recognize the central role of the nervous system in both hurt and healing. Understanding our own nervous systems and developing awareness of the felt-sense in the body of being "in or out of our resilient zone," is key to teaching clients to do the same. From this framework, we will offer simple ways to teach the neurobiology of trauma. Participants will be guided through a series of nature-connection and mindfulness-based experiential exercises that can be done both in and out of doors to support the healing of trauma through body awareness and self-regulation skills.

Who Am I? A critical conversation about leadership styles, ethics, and articulating your “why”	Alison Jackson Fraiser	Ever try explaining “what” you do? Ever argue with someone about a person’s “leadership?” Join us as we examine controversial “leaders” throughout history, and through debate, self reflection, and storytelling, define good and bad leadership, connect to our personal code of ethics, and articulate our “why.”
Claps, Raps and Taps: Hand Clapping Songs and Games From Around the World	Aaron Kierbel	Hand clapping songs, games and chants are found all over the world on street corners, playgrounds and other places children gather. They tell the story of the people and place they originate from and require coordination and cooperation from all participants. In this immersive rhythmic experience led by rhythmALLogist Aaron Kierbel, participants will explore clapping songs from several different countries using voice, drums and body percussion. In pairs and groups, participants will summon their creativity, improvisation and play as they engage their whole self in rhythmic play.
“Bully” is a Stereotype: How to Teach Your Students to be Strong without Being Mean	Lara Mendel, Brian Lowe	“Bully” is a huge buzzword amongst parents, teachers, and children. While “bullying” is a serious issue we want to address, what happens when we describe children as bullies? Mean girls? Bad kids? Victims? This interactive workshop will explore different ways of responding to aggressive behavior and what it really means to be assertive. Participants will learn new language and tools for handling emotional and physical violence, and gain new insights into what it means to be a peacemaker. They will come away with games and activities they can do with their students to share these insights and tools.
Supportive Skills for an Escalated Outburst: When Early Intervention and Prevention Fails	Josh Orphanidys, Logan Walters	When a client’s fight, flight, or freeze response is activated, staff or other participants are often the target of screaming and threatening verbal abuse from the escalated participant. This episode can be intimidating and challenging for facilitators to manage. This workshop will focus on specific strategies, tools, and steps to take when facilitators find themselves supporting highly escalated participants. How we respond will determine if the person and the team recover at a higher or lower level and if this incident is an opportunity for growth versus a negative event.
Disaster Based Experiential Learning: Establishing the Critical Role of Reflection	Billy Osteen	Christchurch, New Zealand was rocked by devastating earthquakes in 2010 and 2011 that killed 185 people and destroyed 80% of the downtown and 11,000 homes. In response, 10,000 University of Canterbury students cleared rubble and distributed supplies. This inspired a service-learning course focused on the post-disaster context and over 1,000 students have taken it and contributed 30,000 hours of service during the past 10 years. Critical reflection is a key component of the course and research has demonstrated that it has influenced students’ actions both during and after the course. This workshop will share the course’s reflection techniques.
Outdoor Education and Program Administration in K-12 Independent Schools: Chadwick Outdoor Education as a Case-study	Deborah Powers	This workshop will address what it takes to administer outdoor education programs within the K-12 independent school setting. The session will address how outdoor education programming may fit into the curriculum of independent schools. The Chadwick Outdoor Education Program, established in-house in the early 1980’s, and accredited by AEE since 1996, will be used as a case study. Responsibilities and duties of program administrators will be described, as well as the programming offered for students in grades K-12. Question and answer will take place in the big group format, as well as small group round table, solution-oriented sharing and discussion.
Play, Experience, and Learning: Introduction to the Finnish Nature School Model	Stephen Quigley, Tommy Means, Cassie Quigley	Drawing on Finish Nature Schools, the presenters will provide the audience with insights into the connection between Finnish Educational policy and experiential teaching practices. The presenters will do so by sharing a multimodal project that utilizes documentary filmmaking and virtual reality experiences. This presentation will challenge participants to think about how they might use technology to foster experiential learning in nature and communicate those experiences with others. Participants will depart with a better understanding of why we might draw on the affordances of digital tools to facilitate experiential learning and a methodology for integrating technology into experiential learning and communicating.

Empowering Students Through Digitally Enabled Work-Integrated Experiential Learning	Dana Stephenson	This interactive session presents innovative digital/online methods for work-integrated experiential learning. Participants will learn about new trends and digital tools, discuss opportunities and pitfalls of moving work-integrated learning online, tour a virtual experiential learning library, and explore how online work-integrated experiential learning can support underrepresented students (including geographic and linguistic barriers) through enhancing customization and accessibility.
DAY 1 Adventure Group Psychotherapy : Foundations, Building Blocks, and Overview of the Facilitated Wave Model	Kim Sacksteder, Anita Tucker, Maurie Lung, Tony Alvarez, Bobbi Beale, Gary Stauffer	Join us for the first of a 4-part series focused on adventure group psychotherapy! Presenters will describe the roots of Adventure Group Therapy, a multi-sensory intervention that kinesthetically and holistically engages clients in the therapy process. The integration of trauma informed care, ethics, social justice, mindfulness, and nature will be explored. Attendees will be introduced to the updated Facilitated Wave Model, an experiential model of practice that helps organize everything we do as clinicians. Not required, but recommended for new practitioners to attend before the others. Core Competencies for Adventure Therapists include Conceptual Knowledge of AT; Socio-Cultural/Environmental Considerations in AT. The authors of a newly published book, Adventure Group Psychotherapy: An Experiential Approach to Treatment, present the Facilitated Wave Model that forms the basis for their book. This model provides a foundation for understanding how to guide client learning, assess client needs and goals, develop and match interventions with client goals, facilitate adventure therapy interventions, and evaluate the results of your work. In this workshop, presenters will teach these steps and explore fundamental "how-to's" in a mix of didactic and experiential formats. Participants will leave with an improved understanding of adventure therapy and several tools to incorporate into practice.
How to Give Emotionally Intelligent Feedback	Marin Burton	While people know that giving and receiving feedback is an important part of learning and growing, it is often a topic that brings some anxiety or concern for how to do it well. In this workshop, participants will increase their understanding of how to give and receive feedback. We will engage in dialogue, discussion, and practice opportunities as we explore how to create give emotionally intelligent feedback.
Going Bravely to Online Experiential Education	Matthew Cummiskey	Online experiential education may seem like a contradictory, even insulting term, but as the field moves forward from the COVID-19 pandemic, it is imperative that providers be able to offer both face-to-face and online experiences. This workshop will introduce participants to activities and technology platforms that can approximate the meaningful processes taking place during an adventure experience. Fittingly, it will be delivered partly online and partly face-to-face. Come prepared to expand your comfort zone!
Bringing Social Justice to Facilitation & Facilitation to Social Justice	Jyler Donovan, Meg Bolger	Have you ever found yourself asking, "How does social justice fit into my work?" This workshop will address that question and explore the intersection of social justice and facilitation. Through exploratory discussions and examination of your current programs, we will explore how social justice can inform your work as an experiential educator. Additionally, we'll explore how to use facilitation skills to inform your approach to social justice and create opportunities for transformative change.
AEE Accreditation: Organizational Development and International Recognition	Steve Pace	Would your organization benefit from going through a developmental process for improvement, followed by international recognition by the first recognized accreditation process focusing on adventure programming and outdoor behavioral healthcare? AEE accredits a wide variety of programs and organizations, including wilderness adventure programs, outdoor behavioral healthcare programs, colleges, and university outdoor programs, K-12 school programs, youth programs, and corporate team building and training programs. If you would like to learn more about this process or if you are interested in serving as an accreditation program reviewer then this workshop is for you.
EBTD Toolkit: Psychological Safety and Project Aristotle	Hutch Hutchinson	EBTD Toolkit workshops provide a brief intro to a key theory/framework from the business education world, followed by a collaborative session where participants develop a workshop they could share with others in the future. This time, we will explore Google's attempt to discover what makes the "perfect team" and their surprising conclusion! (Hint: it has a lot to do with Psychological Safety.)
A Free For All With Adventure Free Play	Rich Keegan	This workshop will make the case for the use of free play for all ages on the challenge course, in the classroom, the gym and during any outdoor program. Be prepared connect, discover, expand and refresh your thinking about how free play can combat the increasing rates of anxiety, depression and suicide with today's youth. A discussion, a review of the latest research with video support and various games and activities will give you the tools to promote the idea of having some open space for free play in all of your programs.
Exploring 'The Six Declines of Modern Youth' in Contemporary Society	T Grant Lewis, Melanie Seiler	Kurt Hahn and Marina Ewald are considered as significant contributors to the foundations of experiential and outdoor education. As a response to the dilemmas confronting youth of their time, the two educators believed in the need for authentic challenges to support the development of character. The lasting impact of these beliefs can be explored within the context of contemporary society. In this workshop, participants will review and explore how the Declines are still relevant today. Through discussion and co-creation, participants will determine means to prevent and reduce current Declines, while considering how to apply 'Antidotes' to programs and professional practice.

Sequencing for Positive Outcomes	Lucinda Martinelli	Whether in person or online, intentionally sequencing activities and discussion is a must! Good sequencing can improve the experience of learning for the teacher, facilitator and student alike. In this highly interactive workshop, we'll experience a sequence of activities, many of which can be used in the classroom or any experiential program, virtual or in person. Then we'll take apart the experience and discover the power hidden in the sequence. Leave this workshop ready to make sequencing work for you!
Transforming a K-12 School's Culture and Curriculum to Embrace Experiential Education	Rosanne Mistretta	Many experiential learning programs at K-12 schools are add-ons or a supplement to existing programming and curriculum. At Abington Friends School, through the development of the Center for Experiential Learning, experiential learning is becoming an integral part of the mission of the school and at the core of it's curriculum. In this workshop, you'll learn about the various programming that the school has implemented. Participants will have an opportunity to envision how to create immersive, interdisciplinary and experiential programming at their own schools, in collaboration with classroom teachers and administrators.
Getting Published in Experiential Education	Jayson Seaman	This session includes a panel of experienced authors, editors & reviewers who have published books and articles in the fields of experiential, outdoor, and adventure education. Panel members include Jay Roberts, Curt Davidson, Denise Mitten, Bruce Martin, Simon Beames, and Julia Slater. Learn about the general publishing process, get tips on how to meet your own goals, social/new media, and hear updates on the latest trends in journals our fields.
SEL through Boomwhackers: Using Music Exploration & the Experiential Learning Cycle to teach SEL Skills	Greg Urban	In this interactive workshop, we will explore how the use of structured, intentionally-sequenced experiential activities can be leveraged to teach the most complex of patterns: music. This workshop seeks to build rhythm and pattern skills in an experiential way, and then implement them in a group ensemble setting: with Boomwhackers! We will also touch on the connections to Social-Emotional Learning and reflection questions for use in elementary and middle school music classrooms. Participants will also have exclusive access to a new teaching resource developed by the presenter.
DAY 2 PT 2 DAY 2 PTS 3 & 4 Adventure Group Psychotherapy : Assessment and Matching & Facilitating the Experience	Kim Sacksteder, Anita Tucker, Maurie Lung, Tony Alvarez, Bobbi Beale, Gary Stauffer	Assessment and matching are the first steps of the Facilitated Wave Model of practice for adventure group psychotherapy. This workshop will answer your questions about WHAT needs to be assessed and HOW we go about those tasks in an experiential manner. In addition, we will explore how we use this assessment material to match activities and interventions with our clients' clinical needs. This workshop is the second in a 4-part series; attendance in prior workshops is NOT required! Facilitating the experience is the central focus of adventure group psychotherapy. During this session, participants will experience the typical structure of an adventure group including activities to check-in, review expectations, identify clinical focus, facilitate activities, process and close the group.. Common facilitator techniques will be demonstrated, as well as skills for managing resistance, the use of metaphor, and co-facilitation considerations. This workshop is the final part of a 4-part series; attendance in prior workshops is NOT required!
Planning in the Wake of COVID-19: Post-Crisis Strategic Planning and Organizational Re-Development	Julia Alvarez, Tony Alvarez	There is no denying that the educational and nonprofit sectors will be changed forever by the COVID-19 pandemic and our global response. If your organization had to make significant changes or programmatic/service pivots in order to continue meeting the needs of your target constituents, you are probably in the midst of post-crisis rebuilding. Join us as we explore key organizational and strategy questions you should be asking as we all emerge into a new way of being. This workshop will integrate theory with practice and aims to help you think creatively, innovatively, efficiently and sustainably as we all rebuild together.
The Role of Safety Culture in Experiential and Outdoor Program Risk Management	Jeff Baierlein	What is "safety culture?" Why is it important? How is it formed? Is our safety culture ok? We'll discuss these and other questions, and explore the role of safety culture in preventing outdoor incidents. We will use a case study of a fatality in an experiential outdoor program to launch the discussion. We'll review the origins of safety culture awareness, explore how safety culture is managed in industries like aviation and healthcare, and look at tools experiential and outdoor programs can use to build and sustain a positive safety culture in their organization.
Preparing Youth to be Agents of Social Change	Christen Clougherty	A challenging part of teaching global citizenship is exposing students to the imperfections of the world and then guiding them to become change agents. Implementing meaningful service-learning projects that address our communities' challenges requires that we prepare ourselves and our students to engage in critical conversations about equity, diversity, and global justice. Learn tools for engaging students in critical service-learning with a social justice framework. Hear about projects that foster a deep respect for community partners by engaging students in conversations around race, class, and power. Participate in activities, share practices, and brainstorm ways to change, or enhance, curriculum.

Autism and the Great Outdoors	Jonathan Ringdahl	Children with autism love the outdoors! Unfortunately, they face barriers to being able to access and enjoy this beneficial outdoor time. We can smash these barriers! Autism can leave the best-intentioned facilitators scratching their heads. We will demystify autism through a focused-process. Group discussions start with safety. Next, we will make a success plan to help these kids and go through proven strategies to add to your toolkit. We will conclude with exploring activities and their modifications that allow kids across functioning levels to participate. The required skill is a desire to help kids with their social and emotional learning.
Effective Adventure Therapy using Solution Focused Theory	Mark Gillen	Adventure therapists utilize an array of resources in order to do their jobs effectively. Solution Focused Theory provides adventure therapists with a solid foundation for working with clients. The presentation will include an overview of the basic tenets of SFT, including issues focusing beyond the miracle question and exploring foundational options related to understanding and utilizing SFT. Part of the session will include small group and large group discussion on the effective utilization of SFT related to actual cases.
Male Elephant in the Room: Working With Masculine Norms Under Our AEE Umbrella	Nick cardone	Traditional masculine gender expectations are entrenched in the minds and hearts of many students, clients, participants and campers. These prescribed norms lead to unhealthy expressions of masculinity, play out everywhere, and are detrimental to men's health and well-being. This influence of masculine gender norms also extends into the world of facilitators, educators field staff and clinicians under the AEE umbrella, including examining our existing programming. As such, it is vital that we too 'do our own work' to explore influences of such norms on our personal and professional selves, so as not to perpetuate these unhelpful norms.
Lines in the Sand: A closer look at how we think about Sexuality and Gender	Tobi Christoffels	Lines in the Sand will provide a safe space to discuss difficult topics surrounding the LGBTQ+ community. Modeled after Safe Zone Trainings, we will spend time on gender and sexuality terminology as well as the common biases and social influences faced by those in the community. Diving a little deeper, we will also discuss categorical thinking processes and their influence on ourselves and the groups we work with. Through activities, open dialogues, and more, we will gain an understanding on how to navigate the societal influence in our daily lives and explore tools to become more inclusive facilitators and educators.
Team Building From the Toy Aisle	Michelle Cummings, Trevor Dunlap, Dr. Matthew Broda	It's time to open grandma's game closet and re-see some of the many toy and game classics (and new to you crowd favorites) in a new light. Using elements design, game-based, and experiential theories, we will deconstruct a wide range of existing mass-market games and re-envision them for use as purposeful and engaging tools for team building applications.
The Heart of Experiential Education: Facilitation	Christian Itin	Many would suggest that experience is at the core of experiential education; but what moves experience from experiential learning to experiential education is facilitation. This workshop will build on this premise to explore a set of skills to intentionally engage clients in a transformative experiential process whether you are working in educational, therapeutic or corporate contexts. This workshop will guide participants through the process of establishing mutually agreed upon goals, selecting appropriate activities, pairing these with appropriate facilitation techniques and understanding the cyclical nature of the process. This hands on experiential workshop will ignite your creative facilitation skills.
Conflict and You: How to Deal with It!	Jamie Morris	Conflict is an inevitable part of working with others, which can lead to stress and frustration if you don't know how to manage it well. It is common to react defensively to a conflict situation rather than work with the other person toward a solution, which can lead you and others down a destructive path. This session is designed to teach you about constructive responses that you can use when you are in a conflict situation to "self-mediate" with another person in hopes of reaching a solution. Come learn about conflict and how YOU can deal with it!
Inspired Educator, Engaged Learner: Brain-Based Methods for Integrating Social-Emotional Learning and Academics BREAKOUT ROOM (TEAM TALLY DISCUSSIONS)	Jen Stanchfield	Join this interactive session and fill your toolbox with dynamic brain-based techniques to inspire, engage, and promote choice, voice, and buy-in. Empower students to take ownership of learning and build a positive, connected, inclusive, and supportive classroom community. Enliven academic and social-emotional skills content and assessment with active, student-centered methods to enhance involvement and retention. Teach, practice, and reinforce academics equitably while cultivating communication, collaboration, problem solving, self and social awareness, and reflection. Get learners moving, talking and reflecting to create lasting lessons. Leave with practical strategies, creative inspiration, and new perspectives on your role as an educator.
Virtual Reflection Cards for Experiential Educators	Amy Climer	Activity cards and reflection cards have been popular tools for experiential educators for decades. Using them virtually hasn't been easy, until now. The new Virtual Climer Cards tool allows facilitators to use images in countless ways with groups. In this fast-paced workshop, learn how to use Climer Cards and other reflection cards in a virtual setting. We'll look at how to help your participants engage in deeper conversation, connect with the content, and generate new ideas all with the new Virtual Climer Cards tool. Activities will be applicable and adjustable for adults, college students, high school and middle school students.

Beyond Lecturing Outdoors: Using Effective Teaching Strategies in Outdoor Education	Christian Bisson, Julie Bisson	Lecturing indoor or outdoor is still lecturing. As outdoor educators, it is essential that we keep striving to improve our teaching strategies. This workshop is intended to be a celebration of many of the best pedagogical practices in outdoor education as well as exploring new strategies and variations on classic teaching practices.
Positive Behavioral Support and Intervention Systems for Experiential Education Programs	Curt Davidson, Becca Meier	This workshop will explore the Positive Behavioral Support and Intervention System utilized to manage and mitigate behavioral issues in Experiential Education programs. This system was developed in the field of social work and clinical mental health counseling and is now being utilized in k-12 education throughout the country. By utilizing the three-tiered system, workshop attendees will learn how to prevent and manage behavioral issues common in Experiential Education. Further, this workshop will explore strategies to restructure organizational expectations and policy as well as redesign staff training to incorporate the PBIS system.
A Study of the Impact of the Coronavirus (COVID-19) Pandemic on Outdoor Adventure Recreation and Education	Denise Mitten, Aaron Leonard, Kodiak Lieberman- Raridon, Steve Smith, Erik Rabinowitz, Christine Norton	The purpose of this study was to gather the collective wisdom of program leadership (CEO, CFO, executive directors, risk and safety management directors, etc.) on the near- and long-term viability of their programs, the changes they have made or will likely make in response to the Coronavirus 2019 (COVID-19) pandemic, and how they envision remaining sustainable in the next 1-3 years.
Teaching Map Navigation: Designing a Progression of Games	Barbara Bryant, Ethan Childs	How do we transform passive lesson plans into active learning? Navigation Games teaches map skills using a progression of games. We start with no map, and no compass. Instead, we emphasize exploration, search, remembering, and building up a mental map before we advance to a paper map. In this workshop, participants will learn about our elementary school orienteering curriculum. You will come away with orienteering lesson plans, as well as ideas for transforming how you teach your own subjects.
Team Development in the Shadow of Social Isolation	Chris Ortiz	The world has undergone a traumatic chapter and many have struggled to stay connected with friends and loved ones during periods of physical distancing. I write this in April, not knowing what the next 7 months will hold. Predictions of intermittent physical distancing for up to a year or more will be trying on us as social animals. As we reenter the world, we will need to rebuild our foundational human needs like safety, trust, and a sense of belonging. As experiential educators we can make an impact. Join me as we as we attempt to become Post-Apocalyptic Jackie Robinsons.
How Can Experiential Educators Lift the World?	Marcia Conner, Steve Ritchie	A year ago many of us still thought the impossible was, well, impossible. Yet today we have all experienced something no one could have imagined before. The pandemic has begun to catalyze a series of fundamental changes to society that impact us all. Civil unrest and reconciliation, social distancing and remote work, distance education, and college closures. Never ones to stand on the edge of the action, it's time we wade in to help people at the epicenter of these changes. The field of Experiential Education is rooted in a tradition of action, change, and readying people for what's next. Who is better equipped than we are to help communities and organizations make some fundamental shifts? The strategies that we employ as we approach Class V whitewater or navigate a rocks and ropes course can be equally effective for facing the real-life challenges of a troubled business, a failing school, falling through internships, or a fractured community. Take in, reflect, conceptualize, test, rebuild. Participants will surface the changes underway in their communities, mapping out how their existing skills could be made available to those needing assistance who have never considered "those outdoor educators" as partners in change. There's never been a better time to consider and begin working on helping make a shift next. Through a series of exercises, participants will map Experiential Education theory to the Theory of Change and Design Thinking to see how these approaches align and can help educate one another.
REthink, REorganize, and REspond.	Lorena Silvestri	REthink, REorganize, and REspond: How to use innovation and design to adapt educational experiences to the new reality. (and make them awesome!) The global pandemic has forced a new reality upon every learner and educator in the world. We all had to respond fast, improvise, and survive. And then came the big question. Are we still offering our students the best possible educational experience? At UWC Costa Rica we asked ourselves that question, and saw room for improvement; so we decided to REthink, REorganize, and REspond in a whole school collaborative design process that led to our current blended model. In this interactive session, we will share our methodology, experiences, learnings, and results. And also get hands-on on how to implement your own design process for your organization.

Organizational Resilience Panel: Approaching organizational culture from a trauma and resilience informed perspective	Katie Asmus, Maurie Lung, Bobbi Beale, Sky Gray, Sandy Newes	<p>The level of stress that we are all collectively experiencing is unprecedented and has the potential to have long term negative effects. Given that, it is critical that organizations take this into account to make effective shifts in leadership, culture and employee expectations.</p> <p>In this panel discussion, recognized leaders in the field will share about the impact of collective trauma and how this potentially impacts each of us, offer tools and suggestions for changes that support a productive resiliency informed culture, and share organizational case studies to illustrate.</p>
An Investigation into the Effects of a Wilderness Veterans Program on Veterans' Psychosocial Functioning	Aaron Leonard, Joanna Bettmann Schaefer	<p>A presentation of preliminary research results assessing the outcomes of veterans who participate in a multi-day therapeutic adventure expedition as a part of a Sierra Club Military Outdoors program. Presentation attendees will examine a therapeutic adventure program design, psychosocial outcomes, the meaning of these outcomes, and participate in an experiential workshop to help identify potential applications to the field.</p>
Broaden Your Perspectives Through Play: Enhancing Student Engagement with Experiential and Cooperative Learning	T Grant Lewis, Ryan Zimmerman	<p>Looking for ways to assist your students with the retention of knowledge and skills? This workshop focuses on the use of experiential and cooperative learning activities to support knowledge and skill development for students. The aim is to provide participants the tools to assist in the creation of a student-centered learning environment, where activities extend beyond the classroom. As active participants, attendees will gain direct experience with a variety of group development activities, ultimately leading up to a practical session where attendees will discuss ways to adapt and apply activities in order to deliver content in their teaching lessons.</p>
Social Emotional Learning in Action- intentional teambuilding to build your students SEL skills	Tara Flippo	<p>This workshop will provide the context for social and emotional learning in schools, the important work from CASEL- the Collaborative for Academic, Social and Emotional Learning- the nation's leading organization providing evidence based competencies and outcomes. Additionally, we will highlight The Browne Center's new book- Social and Emotional Learning in Action: Experiential Activities to Positively Impact School Climate, an easy to use sourcebook which addresses the five competencies promoted by CASEL.</p>
Nature Changes Everything: How Our Highly Evolved Physical Response to Natural Environments Supports Outdoor Programming.	Sharon Tessneer, Linnea Delucchi	<p>Even when we can't describe it, we know that nature adds something special to every program we run outdoors. In this workshop we will travel through the human body exploring the muscles in our eyes and ears, electrical systems in our brains and hearts, and various hormonal and emotional responses of stress, recovery, and resilience. We will present snapshots of current research and discuss elements of the natural environment that support outdoor education and wilderness therapy. Participants will get hands on experience with common surveys and wearable monitors, as well as ideas for capturing outcomes in their own program.</p>

Outdoors for All: Exploring accessibility on challenge courses through a Universal Mindset.	Melanie Wills, Carla Hacker	Accessibility on challenge courses, zip lines, and adventure parks combine several components including facility amenities, trail access, equipment type, course type, level of experience, training, staffing, activity choice and intent. This workshop will consider "Outdoors for All" from a lens of what we want to offer everyone beyond the ADA. It will focus more specifically on understanding and utilizing a Universal Mindset by answering the question: How can we look at our programs and enable everyone to have an opportunity to learn and grow through similar experiences?
Mindfulness and Positive Psychology in Facilitation	Lizzie Lange	This workshop will be a journey in utilizing mindfulness and positive psychology with clients. Meditation has been proven to have many benefits in the research, including decreasing stress, enhancing self worth, improving concentration, and ultimately bringing awareness to ones unconscious beliefs. Combining positive psychology knowledge with mindfulness is powerful for an individual and a group, creating a unique team development tool.
Risk Assessment & Safety Management: Integrating Safety I & Safety II for Accident Intervention	Rick Curtis	The Risk Assessment & Safety Management System (RASM) used by programs around the world and provides a comprehensive approach for identifying the causes of accidents, assessing changing risk levels, and managing risk combining traditional Safety I methodologies (Avoiding That Things Go Wrong) with newer Safety II methodologies (Ensuring That Things Go Right). Learn how to analyze incident data to build graphical accident causation models (Accimaps) and accident prevention models (Preventimaps). Participants will apply these principles through case studies and small group collaboration. Diversity & inclusion, sexual harassment & assault and other safe space issues will be included in our examples.
The Quiet Factor: Integrating Silence and Introvert-Focused Activities into Practice	Callie Auman, Robyn Handley	In a world where extroversion is the ideal, and business and activity are the norm; how do we find the space for silence and the awareness to prioritize introversion as well as extroversion? In this workshop we will explore how to incorporate silence into our facilitation and activities. We will also work toward de-constructing our internalized bias toward extroversion and how to incorporate more introvert-friendly activities into our lives and practices.
Disability Awareness and Universal Program Design	Ryan Craven, Tommy Gardner	Providing experiences for people of all abilities requires a foundational awareness. During this session we discuss disability awareness – terminology, best practices, and how to incorporate it into your training. We will discuss what Universal Design means and common terminology and concepts used when providing inclusive experiences for people of all physical, mental, and cognitive abilities. Participants will learn about the growing importance of universal program design and why all programs can benefit from utilizing this concept when developing their activities. Participants will learn a framework they can use to identify barriers to your program for people of all abilities.
Interactive Staff Training Activities	Michelle Cummings	You expect staff to think on their feet, why not train them on their feet? This workshop will cover a wide range of helpful staff training topics, from icebreakers, behavior management tools to activities that help staff embrace work-style preferences and differences. We'll also teach participants how to insert activities into their existing staff training curriculum to help make it more interactive. Come prepared to participate and play.
To Inspire A Nation: The Russian Project 1988-Present	Brian Kunz, Alexander Nikolaevich Kamnev, Lindsay Putnam, Natalia Shvindina	The workshop will describe the innovative program which the Kamnevs developed using marine investigation, scuba, and other challenging activities as a foundation for profound learning about the environment, self, and the group. They will describe their experience with the fundamental power of experiential education to help create societal change in Russia. They will describe the specific psychological basis of their work with Russian children, and take the audience through a few Russian experiential activities. They will propose specific collaborations with educators and programs in the U.S., creating a new and important component to this work which will enrich both sides.
Empowering Introverts: How To Engage The Quiet Folks	Josie Martin	Have you ever felt stuck trying to engage shy or quiet students? It is estimated that up to 40 percent of our students are introverted, yet we persist in methods and activities that don't support their learning. This workshop will give you insight into the character of introverted students and help you design and adapt programs to get everyone fully involved. We will use experiential activities to explore personal identity, foster small group discussion, and analyze qualities of introvert-friendly activities.

Tenkara fly fishing in Outdoor Adventure Education: "Transitioning" the curricula to sustainable skills.	Paul Stonehouse	Tenkara fly fishing is a potential means of educating for sustainability. Outdoor Adventure Education (OAE) programs are strategically positioned to assist in the inevitable transition to the post-fossil fuel existence that we must adopt because of the environmental crises we've created. In this interactive presentation you'll learn to: tie knots on "hooks," practice casting techniques, differentiate trout species, identify your home waters, read rivers/spot fish, and watch me tie a simple fly. These hands-on elements will be complemented by a philosophy of sustainable OAE that addresses environmental ethics, social justice issues, and calls for local, place-based microadventures.
Maximizing Serendipity in Adventure Education	Chad Thatcher	As adventure leaders, we have a unique opportunity to create experiences that could lead to serendipity and help shape people's lives. Serendipity requires a sagacious mindset coupled with a novel experience. Adventure provides the perfect opportunity for both. Learn the science behind training your mind to recognize the potential for serendipity and more importantly, the skills to seize the moment. This program will give you effective tools, examples and ideas about promoting serendipity into your adventure programing and how to take full advantage of the powerful AEE conference experience, potentially one of the most serendipitous moments of your life!
Social Distanced activities with human connection!	Brian Brandt	Some of us are already in-person, and others are still waiting. Either way, the more social distance activities we have ready, the more successful we can reach our social/emotional learning outcomes. This workshop is a co-created space to explore how to modify activities and tools and techniques to keep human interaction the focus. Come see what is working, engage in changing activities challenges, and leave with more activities to get through this crisis. Be ready to chat, draw, and be involved in break out rooms.