

### AEE PLAYDAY

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### HANDLING HANDICAPS

(Laura Shain- [fluffylittlekittys@yahoo.com](mailto:fluffylittlekittys@yahoo.com))

Handicaps often get ignored simply because people are simply unaware, or haven't thought about it, but

Any well-developed program should be able to adapt if a participant comes who has a disability.

One way to deal with access or participation issues is to do the activity in a new way. Another is to ask both the able-bodied and handicapped participants what they want to do or if they have ideas.

Examples of cool stuff: hand powered bikes, zap- lines (zip- line with a seat), rappelling set- ups for wheel chairs, changing initiatives: playing tag and let a person in a wheelchair be a parasite, etc.

Don't think of people with handicaps in terms of their handicap.

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## CHALLENGING GROUPS

chaperones → telling people what they learned to do things

- chaperone packet as poss. answer
  - explain EE process- expectations
- corp prisoner type groups
  - choice philosophy
- youth at risk- therapeutic group
- internal staff groups
  - staff development
- groups in multiple times
  - multi- element incorporations

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## FAMILIES IN THE FIELD

Josh Rood~ Open Space

- Love & Dating
- Marriage
- Babies
- Time
- Expectations

NOC- Jenn- child of family in the field. Born and raised at NOC, raised by a village about 50 people are “aunts” and “uncles”, it can work. Did rebel for about 10 years, but came around in college.

Want these things→

- more money- keeping the quality
- time- time for a relationship

Have a way to communicate- cell phone reception

Susan Huter- explaining to your spouse

- what camping is... choices
- good days & bad days
- a flex type of life
- in the middle of nowhere...
- how to stay/ be part of the community

#### C5 Youth foundations

- find ways for good to keep the good ones
- be honest with self and advocate w/ self

#### Family very important- but not sacrifice desires

- a few days off
- 10 on 3 off, 7 on 1 or 2 off, days in a row. Personal time
- How to create that?

#### Clair: Partner must be willing

- single mom- adopt a child
- finally left to be more a mom
- control of own life- find your passion and create balance with staff and supervisor

We owe it to ourselves and the profession to discuss this!

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## HARDEST/ INTIMIDATION O.L. SKILLS & HOW TO GET IT

- processing – trying to do it – practice
- quiet – finding my voice – be willing to talk loud
- how to be extroverted when naturally introverted – learn by fire
- very involved processing – stopping to keep at it – what to pull out
- soft skills – communicate, rotate, when to step in, experiences, setting feedback, outside perspectives/ other opinions
- at times comfortable to express self and other times not – how others perceive me
- self- reflection helps—stepping back
- mentors to help – confidence
- self- evaluation & peer- evaluation – feedback & reflection
- designing/ planning program to fit time frame – KISS keep it simple – learn through failure
- rule of three—try it three times – ok to fail
- we our own worst self- critic
- not over- whelming students
- just put out an idea – get ball rolling – say it when an idea comes to mind – helps group more formed
- extremely experimental – step back
- assistant leader role to their leader – letting self fail – taking responsibility – feedbacks/ debrief with staff
- bringing group back from arguing
- feedback – identify strengths, not just weaknesses
- of only constructive feedback – encouragement
- self- critique

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## **MORE RESEARCH NEEDED WHERE?**

### Leadership (kids/ participants)

- let them run the course
- want to know: how effective when kids lead?
- ethics – how far to push students?
- what does choice look like?
- How far as environmental leaders should we use technology? (plugged in vs. not, adoption to newer generated plugged?)
- reading waivers before signing
- where does safe, play, fun enter, and how powerful is it?
- more parental involvement – incorporate outdoor education into higher education – old educators pleased with current educators

## **SCHOOL SYSTEMS**

- Most teachers want ex. ed.
  - intimidation
  - resources
  - standards
  - convincing others “up high”
- ex. ed. people partner with teachers, start small
  - ask what teachers need, empower
- charter schools – publicly funded, more autonomy
- No Child Left Behind → struggling all around
- animosity between charter and public
- where do we fit? wherever there’s a need to be filled

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## Approaching Apathy for Teambuilding Groups

David Funderburk

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When you have groups that just won't jive with you and are apathetic during teambuilding activities, what do you do?

- Offer more choices
- Check your own energy
- Ask: What do you want to do?
  - What do you want to get out of this?
  - Who am I working with?
  - How do you feel?
- Offer edu-tainment
- Make it clear that their attitude affects their day
- Work with their energy
- Mild compensation
- Unstructured time
- Varieties of games (active/ low energy)
- HALT (Hungry/ Angry/ Lonely/ Tired)
  - Address basic needs first
- Can't hold a group to a standard that's higher than their own
- Prisoner/ Sightseer/ Learner/ Leader (4 types in any group)
  - Try to have any one of those move up a level and call it a success