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Dr. Maureen Gillette, Dean, College of Education

**[www.neiu.edu/~team](http://www.neiu.edu/~team)**

for past issues of The Ripple Effect,  
T.E.A.M. Conference 2011,  
what's new!, and more

OR E-MAIL US AT:  
[team@neiu.edu](mailto:team@neiu.edu)

## **Dear Friends and Colleagues,**

New Beginnings!!! Those words create endless images of what may occur, and what is potentially possible. It could also just be a reminder to all of us to embrace the mystery of what lies ahead. Our 33rd issue of the Ripple Effect Newsletter, T.E.A.M.'s 22nd Annual Conference, and our 16th Annual Wisdom of the Elder's Gathering. Each year is a "new beginning" for T.E.A.M. Each event poses the challenges, speed bumps, and adventures of a volunteer group of committed people organizing gatherings because it feels like the right thing to do.

Participants have shared that all T.E.A.M. related events have created a safe place for people to gather for over twenty years, and that is why they continue to come back to take part in the experiences. Hank Schaffermeyer, one of the 2006 Dr. Jim Gillihan Award Winners, summarized it best, "All the T.E.A.M. gatherings are like an old time rendezvous. People travel from all over to see old friends, and make new ones, they review old skills and learn some new skills, but most importantly they are surrounded by other like minded people who help them realize they are not alone on this path." Together, our efforts have created a ripple effect that has touched the world.

So what is new at T.E.A.M. this year?

Dr. Chris Cavert was hired in fall, 2009, as a full time tenure track faculty member at Northeastern in HPERA – the department that houses T.E.A.M. Chris is a nationally recognized teambuilding facilitator who has written 13 books, and in 2008 won the Karl Rohnke Creativity Award from The Association of Experiential Education (AEE). Chris was fully engaged in creating this issue of The Ripple Effect Newsletter and is on our planning committee for the 23rd annual T.E.A.M. Conference to be held on February 11th and 12th 2011. We are thrilled he has joined the faculty here at Northeastern and TEAM. His enthusiasm, knowledge, and positive attitude are contagious.

The T.E.A.M. events committee is adding a new Spring issue of The Ripple Effect Newsletter (#34) starting in 2011. As we go to bi-annual newsletters, we also are moving to an electronic format (look for the specific details below on how to get yourself on the emailing list to receive the E-Ripple Effect). *(continued on page 5)*

*The Ripple* is going green Spring 2011!

Please email [team@neiu.edu](mailto:team@neiu.edu) to get on The Ripple Notice list.  
In the subject line please write: Sign me up for the e-Ripple!

**OUR MISSION:**

Teachers of Experiential and Adventure Methodology (T.E.A.M.) is an organization dedicated to promoting and supporting the process of experiential and adventure based learning. Through the sharing of a progression of ideas, skills, and curricula, T.E.A.M. provides individuals and organizations in the areas of education and community service with professional, cross-cultural, and personal growth opportunities.

Our mission is accomplished through an annual conference, The Ripple Effect newsletter, and our web site:

[www.neiu.edu/~team](http://www.neiu.edu/~team)  
[team@neiu.edu](mailto:team@neiu.edu)

**NEWSLETTER COMMITTEE:**  
 (SERVICE YEARS)

- Dan Creely Jr. (1991-current)
- Chris Cavert (2010-current)
- Dave Cutton (2005-2009)
- Gretchen Liefer (2005-2007)
- James Ryan (2002-2009)
- Barbara Wahler (2004-current)
- Rory Donnelly (1999-2008)
- Sylvia Dresser (1991-2002)
- Keith Jacobs (2001-2002)
- Terry Kimura (1991-2002)
- Gus Pausz (1991-2002)

Design:  
 David Stephens (1999-current)

Printing:  
 Bernal Graphics



**The REAL story about Challenge by Choice**

by Karl Rohnke

I Googled Challenge by Choice a couple weeks ago and was surprised at the number of entries and passion devoted to praising, denigrating, discussing, and defining those three words. I was further intrigued that amongst all those comments no one hit on the real origin of the sequenced words Challenge by Choice. (If you are a Googler, the article by Jim Neill comes the closest). But I figured, "What's the difference? People seem to enjoy a certain nebulous, even mysterious, aspect as to where and how their favorite coined phrases originated." And then I received a letter from a friend indicating that people on a computer ("lip") list serve were discussing what they thought might be the real origin of the combined words Challenge by Choice.

Having had something to do with that, I thought I'd step in. To wit: In 1981, (Ipswich, MA) while collecting ideas and information for my next issue of Bag of Tricks\*, I found myself playing mental games with letters and words (I enjoy creating and using acronyms and initialisms), and happened to write down the letters CBC. Years earlier I had worked as a medical technologist both in the U.S. Army and as a civilian med tech at a retirement community in California. A big part of my job was drawing blood and performing a test on that blood called a CBC - complete blood count - so the letters CBC were already familiar to me in acronym (initialism) form. For some reason, at that moment in time, CBC and Challenge by Choice became intertwined. I don't know why, serendipity perhaps, but the words fit the letters, there was obviously an occupational connection, and it was easy to say.

Off and on for the next 9-10 years I continued to use the words Challenge by Choice as they applied to experiences on the ropes course and the nascent paradigm of adventure curriculum, but no one paid much attention.

In 1982 I reproduced the words CHALLENGE BY CHOICE on the back of a mailing sheet that I used for Bag of Tricks (each issue had a mailing sheet folded over the ten pages of text material), that mailer representing the first official use of the catch phrase. I have since read through all Bag of Tricks back issues, from that date on, and can find no indication of the use of the letters or words associated with Challenge by Choice, which seems a pretty good indication that no one during that time (about ten years, or forty issues) was overly impressed with the letters, or what they eventually came to represent.

I can't tell you what year Challenge by Choice caught fire, but I guess in was late 80's, early 90's. Project Adventure began to recognize the concept's potential as representing something programmatically valuable to the company, and as such, copyrighted the letters and catch phrase. Considering my PA employee status during the time when I created the shibboleth CBC, I have no objection concerning PA's proprietary claim to the letter or word sequence.

The most repeated story that's usually referenced about the origin of CBC, as associated with me as the originator, has to do with my experience as an employee at Outward Bound, and how the time I spent there (4 years; 1967-71) contributed to my reputation as a demanding taskmaster, a role and persona not well received by the public school students during PA's first year. Ostensibly, and this part is vaguely true, I eventually, and reluctantly, recognized that impelling people into experience wasn't working, and that the students only responded well when consideration was made of their needs and what they realistically (often idealistically) wanted their physical education class to be, or not be. The change from reluctant to enthusiastic occurred gradually - with no back ground sweep of violins - as formerly disinclined students began to participate with alacrity, encouraging one another to try. *(continued on following page)*

**2011 T.E.A.M. Conference**

February 11 and 12

Brochure will be available on our website in November 1, 2010. Hardcopy will be mailed out 1st week of November.

**[www.neiu.edu/~team](http://www.neiu.edu/~team)**

If you would like a hard copy, please e-mail us with your request at [team@neiu.edu](mailto:team@neiu.edu)

(continued from previous page)

If the above attempt at readjusting a minuscule slice of history does not resonate, read the following paragraph and pay particular attention to the last sentence.

About 37,000 years ago, a half dozen two legged primates banded together to hunt for, what was then, one of the most dangerous and ferocious of predators, the cave bear. Using only spears with flame-hardened tips as weapons, the small band did indeed make contact with such a beast causing grievous injury to the animal, and

in the skirmish losing two of their own. The bear, injured and bleeding from multiple stab wounds, retreated to its cave where it could be heard growling and thrashing about. The four remaining hunters, also battered and bleeding, crouched in front of the cave entrance listening to the amplified sounds within, anticipating the imminent confrontation. After a few minutes of continued and intensified growling within, the hunters looked at one another, glanced fleetingly at the cave entrance, grunted painfully in agreement (verbal communication not having yet evolved), then trudged

back toward their encampment. That's Challenge By Choice; it's been around a long time. I coined a phrase, not a concept.

Karl Rohnke

*\*Bag of Tricks - A quarterly adventure curriculum subscription, written and distributed by Karl Rohnke for 16 years, beginning in 1979 - no longer in circulation (if you don't want to do the math).*

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Join us for the **PLAYshop with Karl Rohnke Oct. 9th 2010 at NEIU**

See the insert in this Ripple Effect for registration information

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## From My "New" Desk

by Chris Cavert, Ed.D.

I just completed my first year as a professor in the physical education department at Northeastern - it was everything I hoped it would be. It was also my first year teaching in higher education. Upon starting my graduate program in education over seven years ago, it was my goal to receive my doctorate and move on to teach in higher ed. As the journey of my schooling came to a close, another journey for me began at Northeastern - a school I had hoped to work at some day. This, however, is not the only journey that stated for me here. I little over 20 years ago now, I attended my first experiential adventure education conference - this, of course, was T.E.A.M.

In early 1990, I discovered my first adventure-based activity book on the shelves of my new office. I had just started a job with a wilderness therapy program located in Kansas. And, like so many others before me (and after me I'm sure), Silver Bullets, by Karl Rohnke came to be a constant companion. Over the next several months I think I had attempted almost every activity in the book, and I found myself wanting more. My journey into adventure-based programming had begun.

I don't recall how we found out about the 1991 T.E.A.M. conference, but two of my colleagues and I were able to have the conference fee paid for by our organization but we were on our own for the rest. Even though we could not afford Karl Rohnke's pre-conference on our road-trip budget, we thought we'd still go early enough to see if we could at least "catch a glimpse" of the author and maybe pick up more activity ideas. After a non-stop drive to save a hotel night, we found our way to the NEIU P.E. Complex. The three of us, not tired at all as I recall, were glued to the small windows of the doors to the big gym seeing and watching Karl with his group. I'm not sure how many times Dan Creely had passed us in the hallway, but eventually he invited us to, "go in and sit down by the bleachers, I don't think Karl will mind." To this day, the experience is still a fond memory.

My journey through adventure education has continued ever since that road trip to Chicago over 20 years ago. I did eventually introduce myself to Karl while taking a Project Adventure workshop (the summer of 1991) in Massachusetts and enthusiastically participated in Karl's T.E.A.M. pre-conference in 1992 (I saved up this time). A few years later, I was invited by Dan Creely to lead a workshop at T.E.A.M. - one of my first conference presentations.

And, one of the most recent gold nuggets of this journey is my picture in the 25th Anniversary Edition of Silver Bullets\*.

From my new desk, it is not difficult to realize how the T.E.A.M. experience here at Northeastern is in the heart of so many of us. It is part of our journey, part of the profession we love. It provides us with connection, rejuvenation, innovation, inspiration, and illumination. Since my first T.E.A.M. conference I have learned so much. What bubbles to the top? Keep showing up (even if you need to drive all night), do something new during every program you facilitate (this way you get to learn too), find people to laugh with, not at (thanks Karl), and love what you do - if you don't, go do something you do. I'm glad my journey through adventure has brought me back to Northeastern and T.E.A.M. - I'll see you in February. (And, if you're peeking through the small windows of the big gym, you have my permission to come in!!)

You can connect with Chris by email: [c-cavert@neiu.edu](mailto:c-cavert@neiu.edu)

\*For more about the 25th Anniversary Edition of Silver Bullets, see Karl's Bag of Tricks activity in this issue.

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## Rose Bowl to the Ropes Course

by John Sigmund

How can we, as educators, define adventure? Adventure can take on many paths. It can be participating in a hazardous or exciting experience, and can be synonymous with risk-taking. To me, adventure is stepping outside of your comfort zone, giving yourself an opportunity to think critically, and challenging yourself to be the best overall person that you can be.

Recently, I had the opportunity to refine and achieve the above characteristics through an Adventure Education class held at Northeastern Illinois University. The culminating activity of the class was to participate on the High Ropes course.

As someone who was blessed with athletic skills, I was able to achieve a full athletic scholarship to play football at the University of Wisconsin-Madison. During that time I was fortunate enough to participate in two Rose Bowls. With that said, when I gazed upon the High Ropes course for the first time, I thought to myself, "I have played football in front of 100,000 people and attempted to block lineman that weighed over 300 pounds, I can surely climb that ladder and walk across a beam 30 feet above the ground."

At the beginning of class, I was full of excitement and extremely anxious to participate in the course. Yet, when it was my time to participate on the High Ropes course, I froze and decided not to participate. A few weeks went by, and fortunately I was given another opportunity to participate on the course. With the help and guidance of my fellow peers, I mustered up enough courage to participate and complete the course. When the activity concluded, the class was given the opportunity to debrief their experience. The overall theme from this session emphasized that each student could participate on an even playing field, unlike most other physical education activities, regardless of their athletic background.

Adventure Education also impacts students outside of the Physical Education arena. This past year, I had an opportunity to implement the High Ropes course with our Varsity Girls' basketball team at Glenbard West High School. Although the team was informed of the level of difficulty before the activity began, they were still up for the challenge. However, as time went on, the levels of fear and frustration increased with each task. Surprisingly, the majority of the team performed each task quickly and efficiently. Though, toward the end of the session, one pair remained, a freshman and a senior. For 10 minutes the pair stood still on the elevated platform choosing not to go on. With the encouragement of their teammates and coaches, the pair eventually completed two tasks on the course. As their coach and someone who once struggled to complete the task myself, I was impressed by their competitiveness and their willingness to get the job done. I will never forget the smiles on their faces and the celebration from their teammates when they came down from the course. It was such a rewarding and powerful moment. It will remain with me forever.

The head coach was so impressed by how well the girls worked together; he wanted to incorporate more "team building" activities into his daily practice plans.

During the next season, the team met as a program (freshman through varsity) on Saturday mornings, and had one hour devoted to teambuilding. Throughout the season, the individuals came together as a team and achieved common goals. Additionally, the girls indicated that the team building activities allowed the freshman to build relationships with the upperclassman more easily. Using these activities, the team acquired such skills as: leadership, loyalty, trust, respect, and cooperation. Overall, the team played extremely well throughout the year, and more importantly they developed a true family connection.

I continue to be excited about applying adventure education principles to my teaching and coaching responsibilities. I believe adventure education allows for personal growth to take place. Children of today, more than ever, need to be better prepared to lend a helping hand in society. With the right kind of motivation and the willingness to step outside of their comfort zones I have seen first-hand how students and athletes have become better leaders, self-confident, more self-motivated, and more importantly better contributors to society.

John Sigmund  
Physical Education Teacher and Coach  
Glenbard West High School  
john\_sigmund@glenbard.org

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## Drop the Sheet (with Mathematics)

by Bradley Mason

*(This is a variation of the adventure activity name-game Peek-a-Who, from Karl Rohnke.)*

**Objective:** Students must give the correct answer to the multiplication [or any other mathematical formula] flashcard presented by the person on the opposite side of the sheet.

**Purpose:** Enrichment of student's knowledge of the multiplication tables and their ability to respond quickly.

**Grade level(s):** 3rd grade and higher

**Equipment Needed:** Large sheet (or tarp), multiplication flashcards [you, or your students, can make these using the bigger sized index cards, or use the retail kind - however, the retail sizes might be to small].

**Lesson Plan:**

**Step 1:** Clear an area in the classroom and divide the entire class into two groups - A & B.

**Step 2:** Select two students to hold the sheet vertically, like a curtain, at the center of the cleared area separating the two groups - one group on each side of the curtain/sheet.

**Step 3:** Have every student pick a flashcard from those provided by the teacher. *(Drop The Sheet continued on page 9)*

(continued from page 1)

The new spring e-Ripple will be a practical hands-on issue of Tips & Tools. It will be filled with activities, ideas, games, initiatives, school curricula, and more. The idea is to give you, the reader, ideas you can use and incorporate into your class or program immediately. Keeping with tradition, we will continue to ask for stories from your programs, students, and schools that we can include in The Ripple Effect.

Spring, 2011 & Fall, 2011 - WE ARE GOING GREEN. Beginning in Spring 2011, we will be publishing the Ripple Effect Newsletter on-line. Currently we mail over 4,000 hard copies of the newsletter to interested people for free. The T.E.A.M. events committee decided it will be more effective, save paper, and cut expenses for our volunteer organization. WE WILL NEED YOUR HELP. We will need you to forward your contact e-mail information to us so we can put it in our data base for the newsletter. To get on the e-Ripple list e-mail us at: [team@neiu.edu](mailto:team@neiu.edu)

## **Achieving Fitness: An Adventure Activity Guide by Panicucci, Hunt, Prouty, & Materson**

Book Review by Chris Cavert

One of the more recent books I have been excited about using and sharing with others is *Achieving Fitness: An Adventure Activity Guide* published by Project Adventure. Since adventure programming in the schools is most commonly found within the physical education curriculum, the content in *Achieving Fitness* helps us bridge adventure activities with the ever present need for fitness related experiences in our physical education programs.

The book focuses on addressing the four health-related fitness components of flexibility, cardiovascular, muscular strength & endurance, and body composition targeted for middle school to adult participants. Panicucci and her co-authors have put

*Karl Rohnke PLAYday - October 9, 2010* - Karl will be here at Northeastern this fall for a fun filled four hours of activities and games. Come and just have FUNN (functional understanding not necessary). CPDU's will be available for people who need credit. The details for this PLAYshop and the registration form are included on the back page of the insert in the middle of this newsletter.

New Beginnings...it could create a bit of doubt, a little anxiety, and even a bit of fear. However, the T.E.A.M. events committee is ready to create another year of eventful gatherings that connect people, create community, and foster the feelings that will help us face and positively impact the future.

If you need help with starting an experiential program, professional development training, or finding information on how to write experiential adventure-based curriculum, please contact us. If we cannot help you we will direct you to someone who has already done what you are attempting to do. You do

together a collection (about 100) of tried-and-true activities and combined them with some original activities all of which specifically fit into one of the four components. In other words, we can provide our students with adventure-based activities, and their inherent objectives and outcomes, and work on health-related fitness at the same time!

Beyond the activities, *Achieving Fitness* includes an introduction discussing the well-known "crisis" in the United States regarding obesity and "critical factors" for participating in physical activity. Panicucci and her co-authors also briefly cover adventure principles like the full value contract and challenge by choice along with the experiential learning cycle and STAR goals as a way to educate those unfamiliar with adventure education philosophies. The final chapter of the book, *Additional Assessments and Personal Fitness Programs*, is filled with useful worksheets, planning

not have to reinvent the wheel. I have not met one person in over 20 years, in this field of education, who would not enthusiastically share all their information. Empowering people to start their own program can become contagious.

Have a safe, exciting, and adventurous year. We hope it is filled with learning through discovery, balanced with reflection, and has many new beginnings.

Off Belay,

Dan Creely Jr.  
Newsletter Committee

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forms, and assessments to make the brain-body connection more concrete. (*Project Adventure* also sells a useful companion journal for participants to keep track of their fitness program experiences and accomplishments. Retail 6 journals for \$25)

When I started using *Achieving Fitness* I was frustrated by the absence of a more comprehensive index (an activity index is included), but as I worked with the book I began to tab the pages I found myself working with often (e.g., *Calculating My Target Heart Rate* worksheet). Two of my favorite finds in the book include "poppers" - foam noodle pieces you can make yourself that fly through the air after being pinched between your thumb and forefinger, and gaining points for your team during a game if you are within your target heart rate.

Find *Achieving Fitness* at [www.pa.org](http://www.pa.org) or [www.amazon.com](http://www.amazon.com)  
(Retail \$39.00 Size 8.5x11 384 pages)

22nd Annual

**T.E.A.M. Conference**  
February 11 & 12, 2011

THE HEART OF EDUCATION  
Explore • Discover • Share

"Two days of dynamic workshops that foster social emotional learning"

## Visit These Websites

Useful on-line resources for experiential educators

**www.reviewing.co.uk**

(from Roger Greenaway)

Extend your toolkit of debriefing and reviewing methods for engaging people in meaningful reflection. "You could spend a lifetime learning from these pages." Find.....

- "Fresh and original writing about experienced-based learning" since 1997.
- Reviewing (processing/debriefing) techniques for Teams, Peace, Leaders, Personal Development and more.
- Video clips of reviewing in action - see the "Reviewing Toolbox"

**www.teamworkandteamplay.com**

(from Jim Cain)

Go to the "Downloadable Articles, Activities & Information" page and find....

- Free experiential activities for group development.
- An informative article that gives us (and those that help us with resources) support what we do through adventure - "In Defense of Adventure-Based Education and Active Learning."
- A useful PDF on "Adventure-Based Learning, Research, Literature and Information."

*(The T.E.A.M. Events Committee finds these resources useful but does not necessarily support all the ideas and opinions of the website authors.)*

### **To love what you do & feel that it matters - how could anything be more fun?**

by Stephanie Simon

Physical Education, Experiential Education & Health teacher,  
McCracken Middle School

*EDITORS NOTE: The Experiential Education program at McCracken Middle School is over twenty years old. In 1988 Gus Pausz approached then Superintendent Dr. Vickie Markavitch with the idea of starting a comprehensive program for each grade level. The 6th, 7th, and 8th graders would each receive nine weeks of Experiential Education and end the unit each year with a culminating activity or trip. Physical Education teachers Mark Petriko and Mary Jane Amato worked with Gus to design the most comprehensive program in the State of Illinois. McCracken soon became recognized as a benchmark program and educators from across the state would make visits to witness the impact on*

*the students and identify how they could implement their own programs. The EE program has gone through some changes and adjustments since its inception but the "spirit" is very much alive in the staff and students. Many believe that McCracken has one of the most comprehensive middle school experiential education programs in the state. For more stories about Gus Pausz and McCracken Middle School refer to the on-line articles suggested below.*

#### To Love What You Do

This past weekend I had an opportunity to go to a conference embracing "The Spirit of Peace." The conference was the 21st annual TEAM Conference (Teachers of Experiential & Adventure Methodology). Many types of individuals came together on this specific weekend in order to "plant the seeds of hope for the future."

While there, I had the honor to sit amongst the best in my field. Two of those individuals I have the honor of working with and

so do you . . . Mark Petriko & Mary Jane Amato. I always knew I was lucky enough to have the privilege to become a part of the McCracken culture and spirit, but it was at the conference my eyes were open to the history of our experiential education (EE) program and the recognition it receives by others.

For those of you who do not know, it was Gus Pausz, the old art teacher for McCracken, who started the journey to explore and eventually helped establish the EE program. Although Mr. Pausz is not with us today, his memory lives on, not just at our school, but amongst many in the PE/EE field. At the team conference there is an award given in his honor. This year his wife and Mark had the opportunity to present the award to two young peace promoting individuals. As the announcer was speaking of Gus Pausz, she stated that McCracken still houses the number one EE program in the state of Illinois. *(To Love What You Do continued on following page)*

*(To Love What You Do & Feel That It Matters continued from previous page)*

Although I never had a chance to meet the amazing man, who had a thought and brought it to life here at McCracken, I know I have some big shoes to fill. I am proud to say that I have the chance to keep Gus' spirit alive and continue the "adventure" of inspiring students to challenge themselves to learn and grow as individuals and as a community.

To read more about the history of our EE program through Gus' own voice go to the following link . . .

<http://www.neiu.edu/~team/ripple/2000/pausz2.htm>

In Honor of Gus Pausz . . .

<http://www.neiu.edu/~team/memory/pausz.htm>

"Someone you Should Know" - Gus Pausz by Dan Creely

<http://www.neiu.edu/~team/ripple/1998/creely2.htm>

Also, follow the link below to check out how a person in our tech dept. added a

special spot for Gus on our website:

<http://www.sd735.org/education/components/scrapbook/default.php?sectiondetailid=6549>

Thank you Gus Pausz for having a dream, pursuing it and inspiring others with your kind heart!!!

Stephanie

## 24-Hour Challenge Run: Experiential Education Through The Eyes of a Parent

by Ron Eberle

As the sun rose and lit the western tree line behind Leon J. Lundahl Middle School in Crystal Lake, Illinois, "Mr. Kaiser" began shutting down the floodlights that had illuminated the Lundahl Middle School running track throughout the temperate night. As the floodlights faded, the enthusiasm of the 297 middle school students who were participating in the 12th annual 24-Hour Challenge Run at Lundahl Middle School began to refresh with the sun's energy. With over fourteen hours of running and their collective "wall" behind them, the kids had another ten hours ahead of them.

As a parent volunteer, I had the privilege to witness the spirit of determination in motion through these 6th, 7th and 8th graders, their teachers and the other parents who volunteered their time, some for just a few hours, others for the entire twenty-four hours. Experiential education at work!

While finishing my B.S. in Marketing at Northeastern Illinois University back in 1988, I had the good fortune to be introduced to the experiential education methodology, and through the years I have utilized team building techniques in the workplace as often as possible. The 24-Hour Chal-

lenge Run however had me viewing the methodology through the lens of a parent, not a TEAM Conference committee member or facilitator in the work place.

Fred Kaiser has presented how he engineers the Lundahl 24-Hour Challenge Run at TEAM Conferences in the past and I suspect he'll present again in the future so I won't go into the mechanics of the run. In short, the students are divided into teams of 12 and, in relay style, each member runs one-mile before passing the baton to the next runner. Each team cycles through their members in order for the entire 24-hour period. The next runner is given the task of timing their teammate. Times are logged at the "main" tent in the middle of the running track. The purpose of this article is to describe, from a parent's perspective, the Run's visible and measurable results which are accredited to the underlying experiential methods used.

The physical attributes of running and exercise are the primary themes that surface with respect to a 24-Hour Challenge Run. What hovers just below the surface are characteristics of success that Fred Kaiser has integrated into his teaching philosophy; willingness to risk, commitment to integrity, determination to stand, and a sense of passion. These four pillars of the 24-Hour Challenge Run transform themselves into lessons of preparation, goal setting, patience, positive relationships, team work, mutual respect, self-esteem, commu-

nity building and many more. These are lessons that can sometimes be difficult to learn from the traditional methodology of study and test taking.

As the Run progresses and the team members cycle through their individual one-mile runs, the impact of experiential learning comes in many forms. Lundahl Principal Matt Grubbs runs along with a child who needs encouragement and a positive relationship between a student and an administrator is built or even strengthened. Parents run along with children and friends run along with one another in an attempt to motivate and assist each other in reaching their goals and that elusive "extra" mile. Some kids want to run 15 miles, some want to run an entire marathon in 24-hours, others just want to finish and prove the naysayers wrong.

The kids come in all shapes and sizes. This is a testament to the power of the facilitator and the methods he uses to engage the whole class. Historically, about a third of Lundahl's 1,000 students participate in the annual event. As expected, the athletic kids excel throughout the run, but it's the peer encouragement for students with either weight issues or less than stellar athletic ability which stirs the 24-Hour magic. These are the moments that inspire the community of the 24-Hour Challenge Run.

*(24-Hour Challenge Run continued on following page)*

(24-Hour Challenge Run continued from page 7)

While some rest in tents between their runs, others gather around fires and develop a “community” which will transcend the event. Food is shared, pictures are snapped (or “saved” these days) and memories are created that last a lifetime. These are the tangible assets of the 24-Hour Run. The intangible assets, positive self-esteem and feelings of achievement are seen on the faces as each mile is completed and logged at the main tent. As the times are recorded, kids comment about wanting to do better on their next mile. Suddenly, the goals set before the Run begin to change. The kids are realizing that they can run the next mile a little quicker and they challenge themselves to do better.

As a parent volunteer, my job is to monitor a team’s running order and make sure each child is ready to run in the appropriate order (Mitchell leads, followed by William, then Julia, then Jennifer etc.). This provides me the opportunity to look over the shoulder of the timekeepers (those who are next to run keep time for the runner in front of them). I notice Nick, a soft-spoken student who’s confident in his skin and probably a leader in his peer group. We are twenty hours into the Run and he’s con-

tinually challenging himself to run his next mile quicker than his last. Achievement and success demonstrated here on the running track will transfer into other facets of his life. What a great lesson to learn, as the 8th graders will soon be heading off into high school and acquire the label of freshman. Their world will turn from the top to the bottom in just months.

As lunchtime approached on Friday afternoon, students who opted not to participate in the Run venture outside from their lessons inside the school. After nearly twenty-one hours of running, parents start to arrive for the remaining three hours of the run. There is a noticeable surge in adrenaline for everyone. For the runners, the realization of completion begins to creep in, “we’re going to finish”. Returning 7th and 8th grader runners are confident, but 6th graders and other first timer runners began to realize that preparation, a positive attitude and teamwork make a difference. Their families and friends cheer them on from the sidelines. Perhaps one of the students on the side line will join the Run next year, “If Lauren can do it.....”

Parents, especially those who volunteered to help, discovered a lot about our children and their determination. We also bonded

and formed our own parental community. Perhaps we didn’t know each other at the start, but through communal coffee runs, encouragement of each other’s children, and sharing a little bit about ourselves, we’re now able to reach out at other school events or run-ins around town. For a parent like myself who grew up within the comfort zone of a school parish on Chicago’s north side, where we attended class through 8th grade with our close group of classmates, a suburban middle school system does not foster much opportunity for parents to mingle amongst themselves. Here at Leon J. Lundahl Middle School however, Fred Kaiser has figured out a way to create “community” that benefits many.

The kids’ behavior influences their peers through a ripple effect. A ripple effect works because everyone ultimately influences his or her community. The 24-Hour Challenge Run is that initial catalyst that sends its concentric rings outward.

(Look for Fred Kaiser’s workshop at the next T.E.A.M. Conference for details on how to bring a 24-Hour Challenge Run into your school.)

[www.PhysEdFred.com](http://www.PhysEdFred.com)

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## Chris’ Corner: Chiji Connection

c-cavert@neiu.edu

**Objective:** Players mingle around the room pairing and sharing with other players about what they have in common with the Chiji Card they are holding.

**Needs and Numbers:** One Chiji Card Deck for 10 to 48 players.

**Timeline:** Plays well for about 8 to 10 minutes.

**Directions:** Everyone will need one Chiji Card. Say something like this, Please mingle around the area and eventually pair up with another person. Introduce yourselves to each other and then tell your partner what you have in common with the Chiji Card you are holding. If you absolutely cannot find something in common with the card you have, simply say, ‘I can’t find anything in common with this card.’ After each of you shares something, exchange cards, consider what you have in common with this new card, and then go off to talk with someone else in the group. I would like to suggest, to find a partner, raise up your hand and look for someone else doing the same thing. Get together with this person. See how many people you can share within the next 8 minutes. And, don’t forget to exchange cards before going off to find a new person to talk with.

**Notes:** If the players seem engaged in the activity you can surly let it go longer that 8 minutes. Also, this is one of those activities that you can jump in and play. Be sure to monitor the group energy when you are transitioning between partners.

*(Chiji Connection continued on page 10)*

*(Drop the Sheet continued from page 4)*

Lesson Plan:

Step 4: Each group chooses one person from their group to approach the tarp with his/her flashcard held at chest level with the formula facing the sheet – players from group A should not be able to see group B's flashcard at this point, and visa versa.

Step 5: At a given signal from the teacher (e.g., "DROP"), the students holding the sheet drop it to the floor.

Step 6: The first group (anyone from the group) to shout out (determined by the teacher) the correct answer for the flashcard held by the other group, earns a point for his or her group. The players holding the flashcards in play then return to their group behind them.

Step 7: Continue play until a certain amount of points have been reached – determined before the start of the game.

Additional Comments: Remember to alternate students holding the sheet to allow all students a chance to play this role. It may help to hide, although not necessary, the students approaching the tarp so that they won't feel intimidated by each other in terms of one being the smarter of the two. Make sure as you lead the activity to act as a referee by checking that answers are correct as some students may just yell out any number. During each round you could also have some students in both groups turn around (e.g., half or a third of each group) – so, only the students facing the flashcard can give the answer (giving more students an opportunity to answer).

*(Bradley is an NEIU student. He developed this activity as part of a curriculum project for the class, Cooperative Learning in Adventure Education.)*

## Who! Name Game for Dummies

by Karl Rohnke

Remembering people's names is a skill of which I am genetically bereft. You would think after leading hundreds of adventure curriculum training sessions, including an equal number of name games, that my ability and proclivity for recollecting names would have somewhat improved, but I can forget a name faster than a computer can crash; creative and concrete sequential just don't compliment one another I guess. So I made up a name game (for me) that I'm hoping will jive with our joint malady, i.e., forgetting at the speed of light.

The name of this game is called Who!, a name game that does not require remembering names. I'm not kidding, check it out.

Ask the participants to line up in a circle, with some distance established between players; extended finger-tip-to-finger-tip is about right. Indicate that you (you are part of the circle) are going to start the action by pointing directly at someone else in the circle (include eye contact, extended arm and hand, purposeful body positioning, etc.), at the same time announcing in a loud voice, Who! as you walk toward that indicated person. They are required, in response to state their name with conviction, i.e., also loudly, and begin walking toward someone else in the circle, at the same time pointing at that chosen person, announcing Who! You, the initiator, take the place in the circle of the first person pointed to, and the Who-ing cycle continues. The beauty of this name game is that you don't have to know or remember anyone's name!

Pointing and name announcing continues until at least half the people in the circle have been heard from. Then, unannounced, [you] start a second sequence by again stepping into the circle, pointing to someone, and saying Who! (Here's a chance to include someone who has not yet been Who-ed!) As the name become more recognizable, [you can] step into the circle a few additional times until there are half a dozen players concurrently crossing the circle Who-ing! one another. This confusing owl-like hullabaloo won't last long, but it's a fun finish to a functional game.

Want more? Ask the pointing person to announce their name also, and to shake hands (or share a High 5) with the designated person as they pass one another within the circle.

The anti-angst delight of this name-game is that a player can relax and not have to worry about recalling a name, although rote-remembering happens like it or not.

(Who! is found in the Second Edition of Silver Bullets. This 25th Anniversary Edition remains filled with most of the original activities and also includes a good number of Karl's more recent favorites. Find it at [www.pa.org](http://www.pa.org))

Keep up with Karl at: [www.karlrohnke.com](http://www.karlrohnke.com)

Also, join Karl on October 9th at Northeastern for a fun filled four hours of activity sharing.

*(See the insert in this Ripple Effect for more information.)*

Join us for the **PLAYshop with Karl Rohnke Oct. 9th 2010 at NEIU**

See the insert in this Ripple Effect for registration information

(Chiji Connection continued from page 8)

Follow-Up:

Without using anyone's name, did anything surprise you during the activity?

What did you find in common with some of the other players?

What made the activity challenging? What made it easy?

What would the activity be like without the cards?

What did the cards represent in the activity?

What "cards" do you have in your lives that are helpful?

Variation: You could have players take (up to 3) guesses as to the connection their partner has with the card they are holding. If a correct guess cannot be made, the player holding the Chiji Card can then share a commonality.

(\*This activity is from the new book by Chris Cavert & Steve Simpson, *The Chiji Guidebook: 25 Activities Using Chiji Cards*. Find it at [www.woodnbarnes.com](http://www.woodnbarnes.com))

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## *The Ripple* is going green Spring 2011!

Please email [team@niu.edu](mailto:team@niu.edu) to get on the *e-Ripple Notice list*.  
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Do You want to be a positive influence in the world?

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Your behavior influences others through a ripple effect. A ripple effect works because everyone influences everyone else. Powerful people are powerful influences.

If your life works, you influence your family. If your family works, your family influences the community. If your community works, your community influences the nation.

If your nation works, your nation influences the world. If your world works, the ripple effect spreads throughout the cosmos.

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- Laurie Frank: A nationally recognized dynamic facilitator and winner of the 1997 Michael E. Stratton Practitioner's Award from the Association of Experiential Education (A.E.E.).
- Ray Piagentini: 2007- 2008 Illinois School Counselor of the Year and Coordinator of the RIPPLE Project (Reaching Inside Providing Positive Leadership in Education) at Barrington High School, Barrington, Illinois. Ray's specialty is transforming student's lives through service.
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- Jennifer Stanchfield: An experiential educator for over 20 years, Jen has worked as a teacher, as a clinician in treatment centers for children and adolescents, and as a challenge course facilitator and trainer. She holds a master's degree in Experiential Education and is the author of Tips & Tools for the Art of Experiential Group Facilitation and a co-author of A Teachable Moment.
- Sam Sikes: International teambuilding expert, author and AEE's Karl Rohnke Creativity Award recipient. He is the President of DoingWorks a company dedicated to helping business teams be more productive by improving their problem-solving skills and interpersonal interactions. He has authored seven books and two simulations for facilitators.
- Chris Cavert: Dr. Chris Cavert is an assistant professor at Northeastern. He is a nationally recognized author and presenter and recipient of the 2008 AEE Karl Rohnke Creativity Award.

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