

THE EFFECTS OF AN OUTDOOR EXPERIENTIAL EDUCATION PROGRAM ON  
A STUDENT'S SELF-CONCEPT AND THEIR  
PERCEPTIONS OF THE PROGRAM

By

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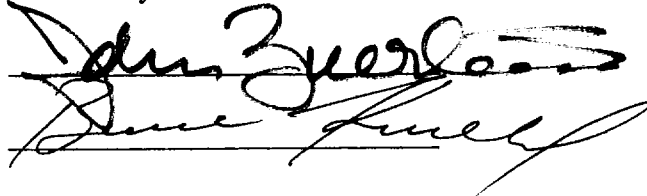
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ABSTRACT

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The purpose of this study was to examine the effects of three different, short-term, yet intense outdoor experiential education programs on student's self-concept using the Tennessee Self-Concept Scale: Second Edition (TSCS: 2) in a pretest-posttest design. In addition, an analysis of student's self-perceptions was conducted using an interview format to determine what variables had an effect on the overall outdoor experience.

Forty-five students from the University of Wisconsin-Stout, 27 males and 18 females, whose ages ranged from 18-37 years old (mean =20), participated in one of three outdoor experiential education courses: Map and Compass (14 subjects), Canoe Techniques (15 subjects), or Outdoor Skills (16 subjects). Results indicated a significant difference in Total Self-Concept of students from pretest to posttest when the mean score

of the entire outdoor experiential education sample was used ( $F=5.73$ ;  $p=.02$ ). The data indicated no significant within-group differences from pretest to posttest ( $F=2.55$ ;  $p=.09$ ), thus no one particular course was significant by itself when compared against the other two courses. However, there was a trend in improved Total Self-Concept in two of the three groups. Student's enrolled in the Outdoor Skills and Map and Compass course had positive changes in Total Self-Concept from pretest to posttest, but student enrolled in the Canoe Techniques course demonstrated negative changes in Total Self-Concept from pretest to posttest. A significant difference was found on the Personal ( $F=10.14$ ;  $p=.003$ ), Satisfaction ( $F=16.72$ ;  $p=.000$ ), and Behavior ( $F=7.25$ ;  $p=.01$ ) sub-scales of the TSCS: 2 from pretest to posttest.

Results from the student interviews revealed seven common themes. These themes included: Teamwork, having fun and making friends, personal growth, enjoyment of the outdoors, personal calming and solitude, adventure and challenge, and trust. These results support the notion that learning can and does take place in short-term, yet intense experiential education programs.

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## Contents

Acknowledgments.....	iv
Figures.....	vi
Chapter 1 Introduction.....	1
Statement of the Problem.....	4
Purpose of the Study.....	5
Definition of Terms.....	5
Assumptions.....	6
Limitations.....	7
Chapter 2 Literature Review.....	8
Chapter 3 Methodology.....	19
Subjects.....	19
Instruments.....	19
Procedures.....	21
Data Analysis.....	22
Chapter 4 Results.....	24
Chapter 5 Summary, Conclusions and Recommendations.....	32
Summary.....	32
Conclusions.....	36
Recommendations.....	38
References.....	41
Appendices.....	44

## Figures

Figure 1. TSCS: 2 Comparison of Pre and Post-Tests.....	25
Figure 2. TSCS: 2 Total Self-Concept Comparison.....	26
Figure 3. Comparison of TSCS: 2 Sub-Clusters.....	27

## CHAPTER I

### Introduction

For many people, the outdoors is viewed as a place to get away from the troubles and stresses of everyday life. Being outside, whether hiking in the woods, atop a mountain peak twenty-thousand feet above sea level, fishing for bass on a remote lake, bird watching at a nearby marsh, canoeing down a peaceful river, or simply sitting by a stream contemplating life, seems to bring about a sense of tranquillity and spiritual awakening for many people. For others, the outdoors is seen as a wilderness classroom where one has the opportunity to learn more about themselves and what they are capable of accomplishing.

No matter who you are or what your beliefs are regarding the outdoors, nature can be a very powerful tool for change and success for those willing to listen and learn. The wilderness as the classroom is something that is a secret to a vast majority of people today. This is mostly because teaching is often viewed as something that should take place in a traditional classroom setting. The students simply sit in their desks and listen to the teacher lecture on a particular subject or area of study. These people who view classroom instruction in a traditional way, may not realize that by extending teaching to an environment such as the wilderness, a powerful vehicle for learning has been established. The question often arises: How can being outside teach me about life and myself? There are large numbers of parents, teachers, educators, politicians, factory workers, and others who have uncovered the secrets of the wilderness. The term for using the wilderness as the classroom is often referred to as adventure based counseling or experiential education (Schoel, 1988). Experiential education is a learning laboratory

that is more complex, more engaging, less predictable, and less familiar than a traditional classroom environment. It uses adventure, unpredictability, drama, suspense, cooperation, problem solving, risk, trust, encouragement, and high but achievable expectations, among a host of other unexpected variables to accomplish the task of learning.

Using the outdoors as a vehicle for experiential education has been proven to produce many positive effects for individuals engaging in this type of learning. In an analysis of twenty-five successful experiential education programs by Ross & Fabiano (cited in Nichols, 1996), twenty-one of them improved upon several cognitive deficiencies. These included, interpersonal cognition, self-control, motivation, ability to reason abstractly, locus of control, social perception, perceptual skills, and cognitive problem solving. In addition to this analysis by Ross and Fabiano, numerous other reports in the literature have found several positive impacts of experiential education programs including increased self-efficacy; locus of control; coping skills; ego strength; self-awareness; self-concept; decision making skills; problem-solving skills; interpersonal cognition; and, social perception skills. (Castellano & Soderstrom, 1992; Clagett, 1992; Pommier & Witt, 1995; Gillis & Simpson, 1991; Sakofs, 1992; Duindam, 1996).

The literature demonstrates the effectiveness of experiential education programs such as Outward Bound, Project Choices, Spectrum Wilderness Program, Youth Challenge, Project Quest, and Project Challenge, on participants who engage in this type of learning environment. These experiential education programs, and others similar to



these, are all based largely on the following guiding principles (Association for Experiential Education, 1998):

1. Change occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.
2. Experiences are structured to require the learner to take initiative, make decisions, and be accountable for the results.
3. Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
4. Learners are engaged intellectually, emotionally, soulfully, and/or physically. This involvement produces a perception that the learning task is authentic.
5. The results of the learning are personal and form the basis for future experience and learning.
6. Relationships are developed and nurtured: learner to self, learner to others, and learner to the world at large.
7. The educator and learner may experience success, failure, adventure, risk taking, and uncertainty, since the outcomes of experience cannot be totally predicted.
8. Opportunities are nurtured for learners and educators to explore and examine their own value.

9. The educator's primary roles include selecting suitable experiences, posing problems, setting boundaries, supporting learners, ensuring physical and emotional safety, and facilitating the learning process.

10. The design of the learning experience includes the possibility to learn from natural consequences, mistakes, and successes. (p. 3)

The majority of experiential education programs are designed using an intense amount of structured outdoor activities over an extended period of time. For example, the most well known experiential education program, Outward Bound, conducts programs ranging anywhere from eight days to seventy-eight days. Studies conducted on Outward Bound, as well as similar long-term programs, have demonstrated many positive effects on the participating individuals. However, very little research has been conducted on experiential education programs that utilize structured outdoor activities over a short period of time. Is it possible to learn much about life and oneself by enrolling in a short experiential education program? Is it possible to acquire a better self-concept using a short experiential education program? These questions will be the guiding force for this study on the effectiveness of short, intense experiential education programs as a vehicle for changes in self-concept.

#### Statement of the Problem

The problem to be investigated is the overall effectiveness of a short-term, intense experiential education program and its effect on the self-concept of participating individuals. Included in the problem under investigation are the participant's self-perceptions of what may or may not have had an effect on the overall outdoor experience.

Research has proven the benefits of long-term experiential education programs, but what benefits are associated with short-term experiential education programs?

### Purpose of the Study

The purpose of this study is to examine the effects of three different, short-term, yet intense experiential education programs on student's self-concept. In addition, a qualitative analysis of student's self-perceptions will be conducted to determine what variables may or may not have had an effect on the overall outdoor experience, including possible changes in self-concept.

### Definitions of Terms

For clarity of understanding, the following terms need to be defined:

Experiential Education – A process through which a learner constructs knowledge, skill, and value from direct experiences (Association for Experiential Education, 1998).

Metaphorical Experience – To take the experience in one arena and apply it to another arena, or generalizing the skills learned to other aspects of life. It is both a conscious and unconscious process. For example, a person grows to care for a group and expresses it through becoming an active encourager and spotter. That person begins to benefit from this in the way she conducts herself in her life by being more giving and attentive to work. Unconsciously she may be more giving and caring in all her relationships (Schoel, 1988).

Self-Concept – Self-concept can be viewed simply as how an individual perceives himself or herself. Roid & Fitts (1988) provided the following explanation of self-concept:

The individual's self-concept has been demonstrated to be highly influential in much of his or her behavior and also directly related to general personality and mental health. Those people who see themselves as undesirable, worthless, or "bad" tend to act accordingly. Those who have a highly unrealistic self-concept of self tend to approach life and other people in unrealistic ways. Those who have very deviant self-concepts tend to behave in deviant ways. (p. 1)

### Assumptions

There are several assumptions that are apparent in this study. The assumptions are as follows:

1. It is assumed that participants in experiential education programs will successfully complete all aspects of the program. Research has demonstrated positive changes for individuals engaged in experiential education programs that successfully accomplish and meet all aspects of the designed program.

2. It is assumed that individuals after successful completion of the experiential education program will actively and intrinsically be motivated to transfer and apply what has been learned during the outdoor experience.

3. The experiential education instructor assumes that the participants are of a willing nature to participate in the designed program.

## Limitations

The limitations are as follows:

1. The effectiveness of the experiential education program may be limited by the duration of time spent in the outdoors.

2. The type of subjects who participate in the activities may limit the effectiveness of the experiential education program. The participants in the program may range from novice to expert. Some participants may have more room for growth and development of their self-concept.

3. The chosen experiential education activities may limit the effectiveness of the program and subsequent changes in self-esteem and self-concept of the participants.

4. The role the researcher plays in relation to the experiential education process. This role, whether an observer or leader, may limit the effectiveness of the program and subsequently the results of the study.

## CHAPTER II

### Literature Review

In the following chapter, a brief historical overview of experiential education will be discussed. In addition, research contributing to the understanding of experiential education on a student's self-concept will be provided. Topics covered will be in the following order:

1. Historical overview of experiential education;
2. Self-concept in relation to experiential education; and,
3. Evidence for the effectiveness of experiential education programs and change in self-concept.

#### Historical Overview of Experiential Education

The first Outward Bound School grew from the exigencies of World War II and the educational theories of German-born Kurt Hahn (Kimball, 1980). Expelled from Germany by Hitler in 1938, Hahn established residence in England. In 1941 he was commissioned by Lawrence Holt, head of a British shipping line, to design a program to train young merchant seamen to survive the hazards of naval warfare (Kimball, 1980). It had appeared to Holt that large numbers of British seamen gave up their lives with little struggle when forced to abandon ship in the icy waters of the North Atlantic. Frequently, young seamen died, while older, more life-experienced sailors, although in poorer shape, would survive the same ordeal. The young men, it was theorized, suffered from malaise and soft living inherent in urbanized life (Kimball, 1980). In the process of developing a program to train young merchant seamen to survive the hazards of naval warfare, Hahn soon realized that the younger inexperienced seamen were not as well prepared for the

rigors of survival in the open sea as were the older, more seasoned sailors. Hahn reasoned that young seamen gave in to panic, gave out (fear led quickly to exhaustion in the cold water), and then gave up.

The first Outward Bound School, established in Aberdovey, Wales in 1941, put young men through a series of testing experiences designed to establish confidence and a more positive self-image (Kimball, 1980). Hahn's educational philosophy of developing a student's inner resources through physical as well as mental challenge spread after the war, and today, 34 school's in seventeen countries follow the concept of "outward bound"—the term seamen used when their great sailing ships left the safety of the harbor for the open sea and the hazards and adventures of the unknown (Kimball, 1980).

The first Outward Bound School in the United States was established in 1962 in Colorado (Kimball, 1980). James (cited in Kimball, 1980, p. 8) explained that this experiential education program took boys backpacking and rock climbing into the mountains with the idea "to use the mountains as a classroom to produce better people, to build character, to instill that intensity of individual and collective aspiration on which the entire society depends for its survival."

The first National Outdoor Leadership School (N.O.L.S.) was established in 1965 in Lander, Wyoming (<http://www.nols.com>; 12/9/99, 11:58 AM). Paul Petzoldt, a legendary mountaineer had a dream to train leaders. He wanted to help people learn to care about and protect the wilderness, as well as to provide the education to safely travel through the wilderness. The Wilderness Act, established one-year earlier, and Rachel Carson's landmark book, Silent Spring, were instrumental in Petzoldt's desire to establish an experiential education program. Americans were beginning to turn more attention to

the outdoors and the environment, pressing for laws to protect clean air and water and sparking a decade or more of environmental enlightenment. Since the first NOLS courses stepped into the wilderness, three decades later NOLS reaches out to more than 45,000 students and operates eight branch schools around the world. These experiential education courses explore some of the wildest reaches of five continents.

Consistent with the principles of experiential education and “learning by doing”, NOLS teaches team building, problem-solving, judgment, communication, self-confidence, conflict resolution, responsibility, and motivating others, to name a few. NOLS provides the basis for metaphorical experience or the ability to adapt what was learned in the wilderness to every-day lives back home. Activities such as sea kayaking, mountaineering, whitewater boating, sailing, rock climbing, backpacking, and Leave No Trace camping assist in the education process.

In 1971 a group of five individuals who called themselves Project Adventure set out to research and develop adventure programs for people. Research was driven by the theory that the most effective way to learn was by doing, by experiencing concepts firsthand. Adventure learning seeks to provide remarkable experience, an experience of the unknown, where risk leads to learning and growth. Twenty-seven years later, with offices throughout the United States and in Singapore and licensees in Australia, New Zealand, Japan and Taiwan, Project Adventure Inc. continues to create learning programs that challenge people to go beyond their perceived boundaries, to work with others to solve problems, and to experience success (Project Adventure, 1999). The goals of Project Adventure’s programs, such as ropes courses, are to increase personal confidence, increase mutual support within a group, to develop an increased joy in one’s physical self



and in being with others, and to develop an increased familiarity and identification with the natural world.

The history of experiential education and the concepts of using adventure and the wilderness to educate students are nothing new. The roots of adventure are established through the dreams and visions of adventurous people, inspiring them to create such national programs as Outward Bound, NOLS, and Project Adventure. Today there are literally thousands of programs that use the wilderness and the concept of experiential education (Project Adventure, 1999). The activities and structure vary from program to program, still yet, the overall goals remain the same: to assist individuals in learning about themselves and what they are capable of accomplishing (Project Adventure, 1999)

#### Self-Concept in Relation to Experiential Education

Enhanced self-concept is the most basic of all outcomes of this form of experiential education. The preponderance of research literature has supported the belief that experiential education and other similar outdoor adventure programs can positively impact an individual in a variety of ways, including both self-concept and self-esteem (Nichols, 1996). In addition, Hunter (cited in Ewert, 1983) collected psychological data from various studies and discovered that wilderness programs reduce alienation and improve self-concept. As Goffman suggests, an individual's behavior, as well as his or her self-concept, is influenced by his or her surroundings and situation (cited in Ewert, 1983). For this study, experiential education is the influential situation, and the goal is the improvement of self-concept. Since the major purpose of this study is to examine the effects of short-term, intensive experiential education programs on self-concept, a complete discussion of what self-concept actually means is necessary.

For many people the terms self-concept and self-esteem are synonymous with each other. They are often used interchangeably and many times the meanings of the two are confused. According to Combs and Avila (1985) the self-concept includes all the aspects of the perceptual field to which we refer when we say “I” or “me.” It is the organization of perceptions about self that seems to the individual to be who he or she is as a person. Self-concept is made up of thousands of perceptions that vary in clarity, precision, and importance in the person’s total self. A typical person has many ideas or concepts about self: who we are, what we stand for, where we live, what we do or do not do, and the like. The self-concept is often viewed as the frame of reference from which observations are made (Combs and Avila, 1985). It is a person’s personal reality, the vantage point from which all else is observed and comprehended. In a sense, the self is a yardstick for making judgments. Lishner and Myers (1997) explained that self-concept is generally considered the cognitive, non-judgmental part of a person’s basic sense of self.

On the other hand, self-esteem consists of the evaluative judgments people make about their characteristics and qualities, including their attitude about themselves and sense of worthiness (Lishner and Myers, 1997). Coopersmith (cited in Lishner and Myers, 1997) goes on to explain that self-esteem reflects the extent to which people believe themselves to be capable, significant, successful, and worthy. Their self-esteem could include self-judgments, such as being a smart student, excellent rock climber, terrible canoeist, or trustworthy friend.

As much as the terms self-concept and self-esteem are different, they are directly connected. Self-esteem is the value aspect of self-concept. Concerning the person, self-esteem can be considered some specific part of the self-concept or to the self as a whole.

Many writers and researchers in the field prefer to speak about self-esteem rather than self-concept. This is often the case because the instruments used in self-concept related studies really deal with self-esteem and not self-concept. For example, statements on the Tennessee Self Concept Scale: Revised (TSCS: 2) such as "I am an attractive person," "I am an honest person," and "I don't feel as well as I should" are clearly evaluative and deal not with what a person is but what the value a person places on what he or she is. However, researchers speak of self-concept because it is with self-concepts that they are concerned. When an individual completes an experiential education program, the goal is to change self-concept. Fitts and Hamner (cited in Ewert, 1983) described self-concept changes as being generated by experiences which are meaningful and significant to the individual. When a person's basic sense of self is altered, the evaluative nature of the self is also altered.

#### Experiential Education and its Effect on Self-Concept

According to Ewert (1983) a vast majority of studies support the notion that outdoor experiential education programs, when properly organized and designed, can positively affect a person's self-concept. Although some of the studies cited in this research paper may appear old, the results remain the same: outdoor experiential education programs do increase a person's self-concept. The following paragraphs lend support for the effectiveness of both short-term, intense experiential education programs as well as long-term, and more traditional experiential education programs.

In a study done to assess the effectiveness of four different, two-week experiential education programs, Hazelworth and Wilson (1990) conducted a pretest-posttest study using the Tennessee Self Concept Scale (TSCS). Their analysis of each experiential

education course revealed that participant's showed significant positive changes in self-concept. Specifically, significant changes in Moral-Ethical Self-Concept, Identity, and Self Satisfaction, with Moral-Ethical being the most common pattern found in participants. Maizell (1988) explored the application of Adventure Based Counseling (Shoel, Radcliffe & Prouty, 1988) as a model to enhance adolescent's self-concept and self-esteem. Similar to the previous study, participants were administered the TSCS to assess the impact of the program. Findings indicated that participants in Adventure Based Counseling programs improved Physical, Moral, and Social Self-Concept, as well as Self-Satisfaction and Total Self-Concept, as measured by TSCS.

Using the Tennessee Self Concept Scale (TSCS) in a pretest-posttest design, Kimball (cited in Ewert, 1983) analyzed the effects of outdoor wilderness experiences. A total of fifty-six subjects from six different courses were measured for self-concept changes after completing a fourteen-day program. Each course measured incorporated the essential elements considered necessary for any outdoor experiential education program. High stress activities such as backpacking, rock climbing, river rafting, rappelling, and a solo experience were applied. Results indicated a positive change in all the categories studied, with significant differences found in personal self and the total positive (.01 level). These results led the researcher to believe that the wilderness experience course had a positive effect on participants. Dickinson (cited in Ewert, 1983) studied the effects of attending a National Outdoor Leadership School (N.O.L.S.) upon an individual's self-concept. N.O.L.S. is an adventure program that also utilizes the basic elements of experiential education to enhance self-concept. As with many of the other studies researched, Dickinson utilized the TSCS in a pretest-posttest design. Similar to

the finding of many studies evaluating the effectiveness of experiential education, a positive change in self-concept was measured during the N.O.L.S. course. Of the self-concept variables measured by Dickinson, significant changes were found in Total Positive, Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self.

Ewert (1977) assessed the impact that experiential education programs had on students at Eastern Washington University. A pretest-posttest design utilizing the TSCS was conducted on ninety-nine students enrolled in one of four classes offered at the university. Three of the classes used some form of adventure, such as backcountry hiking, rappelling, and overnight survival camps. The fourth class was a traditional lecture group used as a control group. In a comparison of the means, results suggested a positive change in self-concept for classes featuring outdoor adventure activities.

A unique study was conducted on Project Apollo to determine the effects of experiential education on self-concept. Hess (cited in Ewert, 1983) examined whether or not the course length had an impact on self-concept changes in participating individuals. The study included four groups of participants: a control group of twenty students, the Athena group with a course length of four days (N=159), the Vulcan group with a course length of seven days (N=34), and the Hermes-Poseidon group with a course length of fourteen days (N=99). Experimental groups were exposed to a variety of stressful activities such as rappelling, rock climbing, and hiking. Results indicated significant changes in most of the measured factors. However, it was noted that in terms of both self-concept change and economic efficiency, the *shorter* course was suggested by the researcher as being the most effective. In a similar study by Potter (1995), an evaluation

of weekend wilderness trips was conducted on students enrolled in an Introduction Outdoor Education class at the University of Alberta. Findings strongly supported the notion that a well-led wilderness weekend trip with a large group can amplify participant's intrapersonal and interpersonal growth and can have a profound impact on them. Common themes of students included an appreciation of and a connectedness to nature, solitude and personal calming, coping with the challenge, heightened personal awareness, change in emotional health, disclosures of self, closeness to others through shared experiences, and cooperation among participants.

As research has suggested, participation in experiential education type programs does have a significant effect on self-concept. However, not all research supports the preponderance of evidence for the significant impact of experiential education on self-concept. Yenser (cited in Ewert, 1983) hypothesized that students who completed an experiential education type program will have a significantly higher self-concept and be significantly more satisfied with their physical person. To test these hypotheses, a study was done on an experimental group of fourteen females and nineteen males from Brigham Young University and a control group of nine males and three females. Each group participating in the study were administered the Tennessee Self-Concept Scale in a pretest-posttest design. The experiential education group consisted of twenty-six days of adventure activities held in Boulder, Colorado. Adventure activities included such things as hiking, experiential learning, rappelling, zip-lining, and living off the land. Results of the study indicated that the experimental group did not have a significantly higher self-concept when compared with the control group. In addition, the experimental group did not have a significantly higher satisfaction with their physical appearance. Although the

results of the study did not support the hypothesis that experiential education does increase self-concept, Yenser (cited in Ewert, 1983) made several observations that did lend support for participation in experiential education programs. She stated,

After seeing themselves (the outdoor survival participants) at their worst and having a good hard look at themselves, the outdoor survival participants became more objective in self-evaluation, relied upon their own judgments more, and viewed and reported their actual behavior more positively than did those who did not participate. (p. 54)

These observations appeared to indicate that effects of experiential education, although not always significantly measured by standardized scales, are positive and do enhance an individual in some meaningful way.

In another study by Jones (cited in Ewert, 1983), results of the experiential education program under investigation indicated no major changes in self-concept as a result of participation in Force-12, an experiential education program patterned after Outward Bound. However, although there were no significant changes in self-concept as measure by TSCS in a pretest-posttest design, positive changes had occurred for the participants of Force-12. Although the study conducted by Jones (cited in Ewert, 1983) and Yenser (cited in Ewert, 1983) indicated no *significant* changes in self-concept, there were positive changes in self-concept measures. Thus, one can conclude that although significant changes in self-concept are not always measured with participation in experiential education programs, there is something going on within each program that has a *positive* effect on participants.

Previous research appears to indicate the significant impact of experiential education programs on participant's self-concept. Significant increases in self-concept have been recorded for *both* short-term, intensive programs and long-term, traditional programs. The majority of research indicates significant changes in participant's self-concept with a select few indicating no significant changes in self-concept. However, all experiential education programs have demonstrated positive changes, thus providing support for the effectiveness of experiential education programs on creating change in self-concept.



## CHAPTER III

### Methodology

The purpose of this study was to investigate the overall effectiveness of a short-term, intensive experiential education program and its effect on the self-concept of participating individuals. Included in the problem under investigation are the participants' self-perceptions of what may or may not have had an effect on the overall outdoor experience. The purpose of this chapter is to describe the format utilized in this comparative study.

#### Subjects

The subjects were undergraduate students at the University of Wisconsin-Stout, Menomonie, Wisconsin. There were 45 subjects; 27 males and 18 females, whose ages ranged from 18-37 years old (mean age= 20). Each subject was enrolled in one of three elective physical education classes offered at UW-Stout: Map and Compass, Canoe Techniques, or Outdoor Skills. Participation was voluntary and each subject was selected by his or her enrollment in one of the three short-term, yet intense experiential education courses. There were 14 subjects in the Map and Compass class, 15 subjects in the Canoe Techniques class, and 16 subjects in the Outdoor Skills class.

#### Instruments

The first instrument used for this study was the adult form of the Tennessee Self-Concept Scale: Second Edition (TSCS: 2). The TSCS: 2 consists of 82 self-descriptive statements that allow the individual to portray his or her own self-concept (Appendix A). The TSCS: 2 adult form can be administered individually or in groups, and can be completed in 10 to 20 minutes. The adult form can be completed by individuals who can

read at approximately a third-grade level or higher, and it is standardized on 1,944 individuals aged 13-90 (Fitts & Warren, 1996).

The basic scores on the TSCS: 2 are the two Summary Scores, Total Self-Concept and Conflict, and the six Self-Concept Scales: Physical, Moral, Personal, Family, Social, and Academic/Work. The internal consistency reliability of the TSCS: 2 ranges from .73 to .95 (median .80) and test-retest reliability ranges from .47 to .82 (median .76).

Widespread use of the TSCS: 2 in diverse counseling, educational, clinical, and medical settings has provided an accumulation of evidence for the validity of the scale as a measure of general self-concept and its multiple dimensions. For a complete discussion of reliability and validity measures on the TSCS: 2, refer to the second edition 1996 manual, Tennessee Self-Concept Scale (pg. 59-79).

The second instrument used in this study was an interview process. The purpose of the interview was to assist the researcher in explaining the results of the TSCS: 2 profile scores. Rather than assuming or inferring what the data may or may not mean, the objective was to further explore with the participants their own survey results. The research questions were open-ended and allowed for maximum insight into the experiential education process. The results of the TSCS: 2 were shared with selected participants and the following three questions were asked:

1. Please explain to me why your results of the Tennessee Self-Concept Scale turned out the way they did?
2. What variable(s) had an effect on your overall outdoor experience?
3. What tips can you give me for a better personal experience for a similar program the next time it is offered?

## Procedures

All selected students voluntarily completed a consent form. This consent form (Appendix B) encouraged students to ask questions regarding the present study or call the researcher later with questions about the research. Students were also informed that they may stop participation at any time before the completion of the project without penalty.

The students enrolled in one of three physical education courses: Map and Compass (Appendix C), Outdoor Skills (Appendix D), and Canoe Techniques (Appendix E) completed the Tennessee Self-Concept Scale: Second Edition (TSCS: 2). A pretest-posttest design was utilized. The first administration (pretest) of the TSCS: 2 was given on the first day of each class. Students were given approximately 10-20 minutes to complete the survey.

Students enrolled in their respective class engaged in classroom instruction to prepare them for the outdoor class trip. Students enrolled in the Map and Compass class had nineteen days between the pretest administration of the TSCS: 2 and the start of the outdoor class trip. These nineteen days included only one day of classroom instruction for two hours. The Map and Compass trip lasted three days, and upon completion, the posttest administration of the TSCS: 2 was given. In all, there was a total of twenty-two days between the pretest and posttest administration of the TSCS: 2. Students were asked to complete the TSCS: 2 before boarding the bus for home.

Students enrolled in the Outdoor Skills class had seventeen days between the pretest administration of the TSCS: 2 and the start of the outdoor class trip. The seventeen days included two days of classroom instruction for a total of four hours. The Outdoor Skills trip lasted three days, and upon completion, the posttest administration of

the TSCS: 2 was given. In all, there was a total of twenty days between the pretest and posttest administration of the TSCS: 2. Students were asked to complete the TSCS: 2 before boarding the bus for home.

Students enrolled in the Canoe Techniques class had twelve days between the pretest administration of the TSCS: 2 and the start of the outdoor class trip. The twelve days included only one day of classroom instruction for a total of two hours. The Canoe Techniques trip lasted three days, and upon completion, the posttest administration of the TSCS: 2 was given. In all, there was a total of fifteen days between the pretest and posttest administration of the TSCS: 2. Students were asked to complete the TSCS: 2 before boarding the bus for home.

The final step in data collection was an interview with students selectively chosen by the researcher. There were fifteen students interviewed by the researcher. This consisted of five students from each of the Map and Compass, Outdoor Skills, and Canoe Techniques class. Students who demonstrated the most significant change in self-concept were interviewed. These students should be able to provide the researcher with insight into the experiential education process, explain what variable(s) made the experience either positive or negative, and offer tips for future similar programs. The interview for all fifteen students took place within the first three months of completion of the outdoor class trip.

### Data Analysis

Each survey collected was hand scored and graphed by the researcher using the instructions in the Tennessee Self-Concept Scale: Second Edition, 1996 manual. Each individual's overall assessment of self-concept was reflected in three summary scores: a

raw total score, a percentile score, and an overall normalized T-score by using charts supplied within the manual and graph cover page. Student interviews were coded for common themes among the three outdoor experiential education courses.

## CHAPTER IV

### Results

The purpose of this study was to examine the effects of three different, short-term, yet intensive experiential education programs on student's self-concept as measured by the Tennessee Self Concept Scale: Second Edition (TSCS: 2). In addition, a qualitative analysis of student's self-perceptions was conducted to determine what variables may or may not have had an effect on the overall outdoor experience.

To evaluate changes in self-concept, a pretest-posttest design utilizing the TSCS:2 was conducted. To evaluate student's self-perceptions, an interview was conducted on fifteen selected individuals from the three outdoor experiential education courses. This chapter explains the data and describes the results found from this comparison study.

The results of this study are based on a total of forty-five participants; twenty-seven males and eighteen females, whose ages ranged from 18-37 years old (mean age=20). Consistent with the original methodology, students enrolled in the Canoe Techniques and Outdoor Skills course completed all aspects of the designed study. However, students enrolled in the Map and Compass course deviated from the original methodology. These students completed the pretest administration of the TSCS: 2 as designed, but the duration of the trip was shorter than the three scheduled days. On day two of the Map and Compass trip one of the groups got lost in the woods during the navigation exercises. A search party found the lost group walking on one of the main roads around dusk. During the course of the search, one of the instructor's vehicles became stuck in the mud. It was determined that the vehicle could not be properly pulled out until the next morning. All of the instructor's gear and course materials were locked

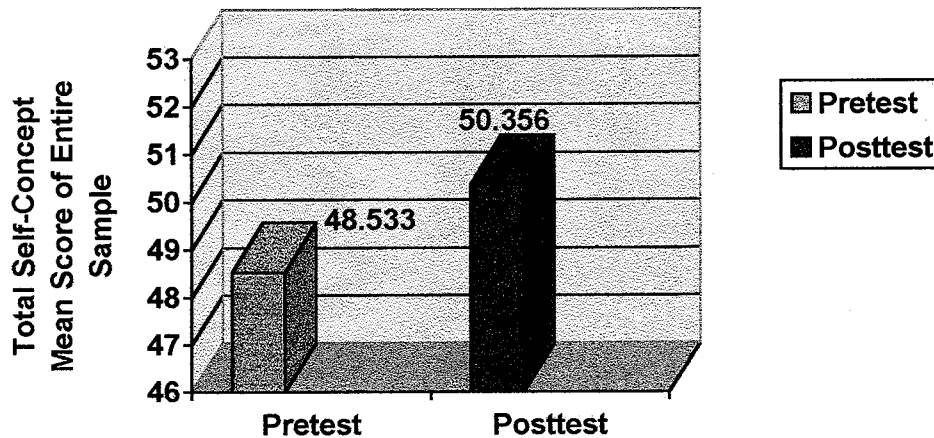
in the truck. Due to these circumstances, the Map and Compass course was cancelled and the bus took the student's back to Menomonie, Wisconsin. Students enrolled in the Map and Compass course completed the posttest administration of the TCSC: 2 twenty-one days later.

### Data Analysis

A multiple analysis of variance (MANOVA) was conducted by the University of Wisconsin-Stout Computer Research Center. The following data was compiled using the T-Scores of the Tennessee Self-Concept Scale: Revised (TSCS: 2).

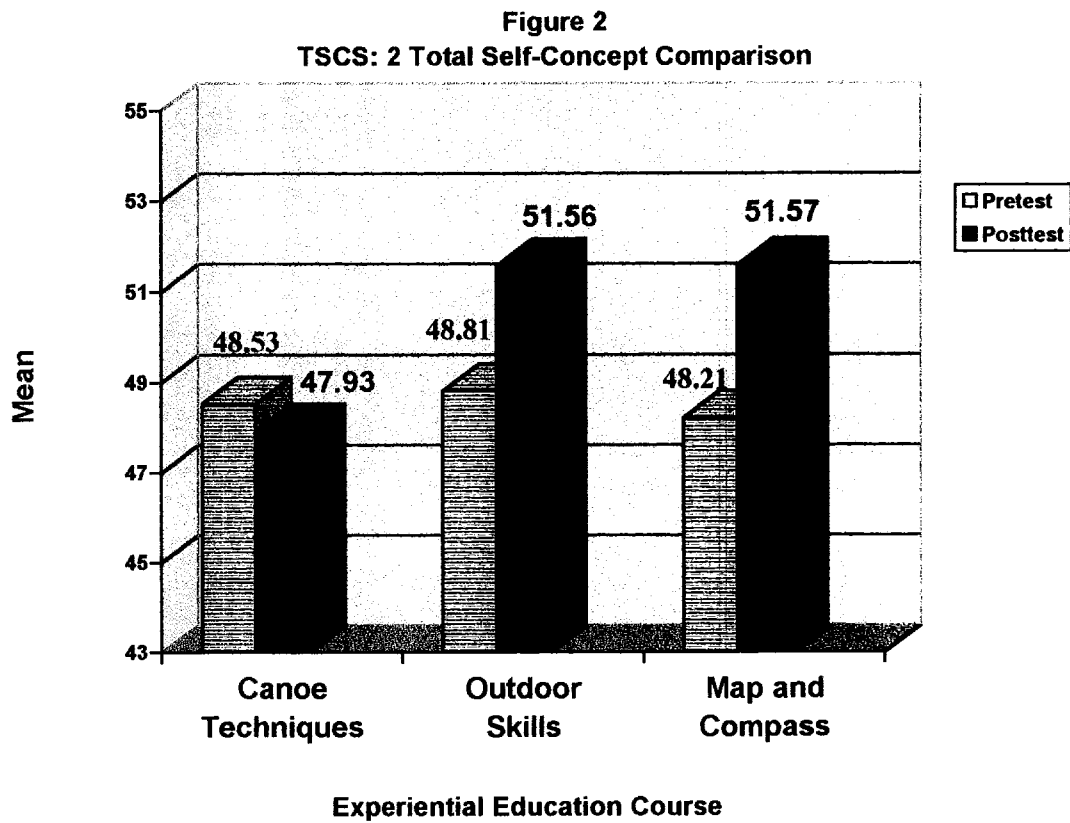
The data indicated significant differences in total self-concept of students from pretest to posttest when the mean score of the entire experiential education sample was analyzed ( $F=5.73$ ;  $p=.02$ ) (see Figure 1).

**Figure 1**  
**TSCS: 2 Comparison of Pre and Post-Tests**



A within-subject analysis of variance (ANOVA) was conducted for each experiential education course by test time for changes in self-concept. The data indicated no significant within-subject differences ( $F=2.55$ ;  $p=.09$ ). Therefore, no one experiential

education course (Canoe Techniques, Map and Compass, and Outdoor Skills) was significant by itself when compared against the other two courses. However, there was a trend in improved Total Self-Concept in two of the three groups (see Figure 2).

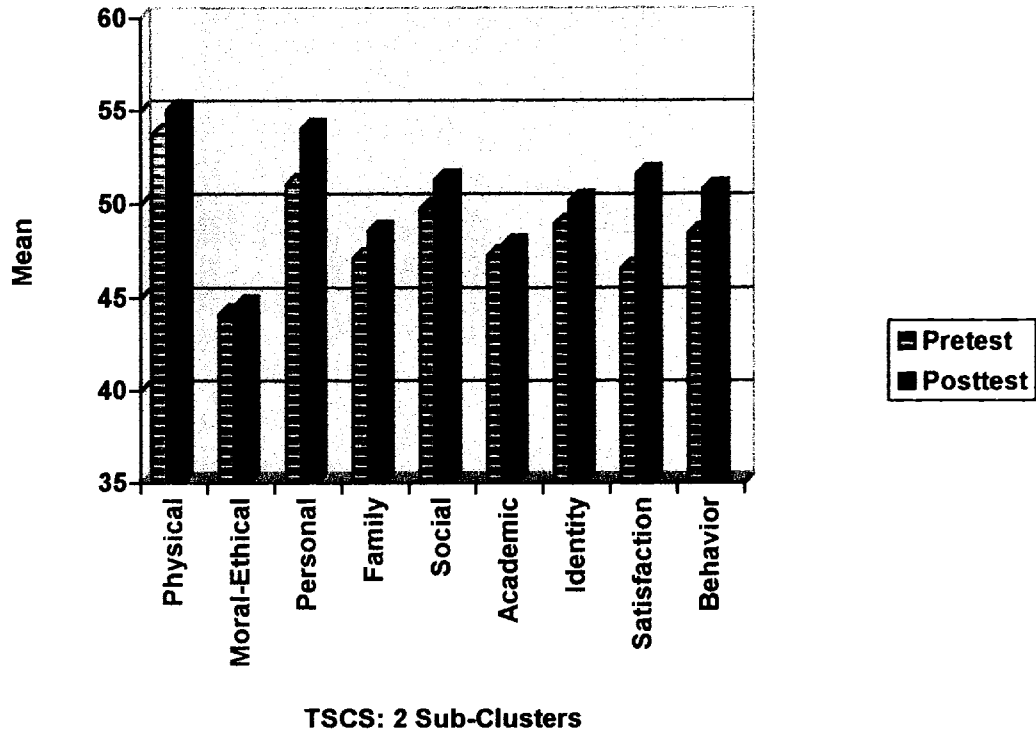


A significant difference in self-concept was found on three of the nine TSCS: 2 cluster scales for the entire sample. The three cluster scales found to be significant from pretest to posttest included: Personal ( $F=10.14$ ;  $p=.003$ ), Satisfaction ( $F=16.72$ ;  $p=.000$ ), and Behavior ( $F=7.25$ ;  $p=.01$ ) (see Figure 3).



Figure 3

Comparison of Pre & Post Tests  
Sub-Clusters



### Interview Themes

Following the completion of each outdoor experiential education trip, an interview was conducted on fifteen selected individuals, five individuals from each class. The purpose of the interview was to assist the researcher in explaining the results of the TSCS: 2 profile scores. Rather than assuming what the data may or may not mean, the objective was to further explore with the selected participants their own survey results. The results of the TSCS: 2 were shared with each selected participant and then the following three questions were asked:

1. Please explain to me why your results of the Tennessee Self-Concept Scale turned out the way they did?
2. What variable(s) had an effect on your overall outdoor experience?
3. What tips can you give me for a better personal experience for a similar program the next time it is offered?

Themes for each response were recorded and then analyzed together as a whole. Student responses for the three outdoor classes (Canoe Techniques, Map and Compass, and Outdoor Skills) revealed seven common themes (Please refer to Appendix F for the student's interview responses) that are discussed in the following paragraphs.

The first common theme revealed was *teamwork*. Many students described the importance of teamwork in situations of stress, conflict, and challenge. Students canoeing the Brule River came together as a team and had to cooperate in order to successfully navigate the rapids and rescue fellow classmates and canoes from the river. Many students in the Map and Compass course had to use teamwork and cooperation in order to navigate successfully through the forest. The Outdoor Skills students relied on teamwork and cooperation to effectively set up their shelters and offer support for each other. Students overall described the importance of teamwork and cooperation for effective communication, problem-solving, and socialization.

The second common theme revealed was *having fun and making friends*. Many students described how much fun they had getting to know everybody on their trip. Several students expressed that they felt closer to the people around them after the weekend trip was over. In general, many students described fellow students as supportive, helpful, and humorous. Some of the students in the Outdoor Skills course felt

that sitting around the campfire, telling jokes, and laughing contributed to their experience. Map and Compass students had fun coming together as a team and navigating through the forest.

The third common theme revealed was *personal growth*. Many of the students in the Canoe Techniques class described how they felt better about themselves and what they were capable of accomplishing after the class trip. Stepping out of their comfort zone, challenging themselves, and conquering the seemingly impossible made some of these students mentally stronger. They began to see themselves as winners, successful, and new people. Some of the students in the Outdoor Skills course described personal growth as having a new focus in life, avoiding the tendency to become overwhelmed in life, and increased self-confidence to successfully conquer difficult challenges. Many Map and Compass students discovered how much stronger they became mentally after camping solo in the woods and learning from their mistakes while navigating through the forest.

The fourth common theme revealed was *enjoyment of the outdoors*. Many of the students in all three courses described the beauty and wonder of Mother Nature. Some of the wildlife students had encounters with birds, deer, bear, wolves, and rabbits. The vastness of Lake Superior, abundance of trees, and presence of swamps made the trip memorable to many students.

The fifth common theme revealed was *personal calming and solitude*. One student in the Canoe Techniques class found the trip positive because it was a chance to get away from life for awhile and another could have stayed on the river forever. Some of the students in the Outdoor Skills class described the importance of getting away from

the difficulties and stresses of everyday life. Camping in the woods and eating basic foods seemed to bring about a sense of simplicity for some students. Others found solitude and personal calming in the fact that they have to leave behind difficulties associated with classes, relationships, family and other daily burdens of life. A student in the Map and Compass course had the opportunity to spend time quietly by a lake and think about life.

The sixth common theme revealed was *adventure and challenge*. Students throughout the interview process expressed the power of adventure and surmounting the challenge at hand. Some of the Canoe Techniques students reported how stress and conflict brought the team closer together. The terms endurance, adrenaline, and challenge were used to describe situations such as running the rapids, rescuing teammates from the river, and navigating obstacles. Several students from the Outdoor Skills class explained how the adventures of hiking and challenging yourself to climb hills and hike twenty miles makes the course of the day worthwhile. Some Map and Compass students talked about how they were pushed beyond their boundaries, challenged to take a risk, and conquer adversity.

The seventh common theme revealed was *trust*. Students in the Canoe Techniques class generally described the importance of trusting your own abilities, and trusting your partner's ability. Several students explained how they were initially afraid to run the rapids but trusted in their ability, and subsequently, they successfully ran the rapids. For these students, they needed to trust that their classmates would assist them in the rescue process if they tipped over, which may have contributed to the confidence of running the rapids. Some of the Map and Compass students described how they needed

to trust their own navigation abilities while at the same time rely on teamwork to successfully find the control markers.

## CHAPTER V

### Summary, Conclusions and Recommendations

The purpose of this chapter is to summarize the results of this study and to provide conclusions and recommendations for future educators and experiential education instructors.

#### Summary

The purpose of this study was to examine the effects of three different, short-term, yet intense experiential education programs on student's self-concept using the Tennessee Self-Concept Scale: Second Edition (TSCS: 2) in a pretest-posttest design. In addition, an analysis of student's self-perceptions was conducted using an interview format to determine what variables had an effect on the overall outdoor experience.

Results indicated a significant difference in Total Self-Concept of students from pretest to posttest when the mean score of the entire outdoor experiential education sample was used ( $F=5.73$ ;  $p=.02$ ). The data indicated no significant within-group differences from pretest to posttest ( $F=2.55$ ;  $p=.09$ ), thus no one particular course was significant by itself when compared against the other two courses. However, there were positive changes in student's Total Self-Concept from pretest to posttest for the Outdoor Skills course and Map and Compass course, but negative changes in student's Total Self-Concept from pretest to posttest for students in the Canoe Techniques course. Thus, the results of this study support a trend in improved Total Self-Concept for two of the three experiential education groups.

An interesting result of this study is that as an entire sample, experiential education programs significantly increased a student's self-concept from pretest to

posttest. However, since all members did not complete all three experiences, these results are invalid as they pertain to this study. When looking at the effectiveness of the Map and Compass, Outdoor Skills, and Canoe Techniques course, there were no significant changes in total self-concept from pretest to posttest. Why is this? Small sample size for each course is an obvious possibility. When the three courses are analyzed together as a whole, the larger sample size off-sets the smaller cell sample size. Another explanation is the fact that from pretest to posttest, students in the Canoe Techniques course actually had a decrease in their Total Self-Concept. While students in the Outdoor Skills and Map and Compass course had large positive gains in Total Self-Concept from pretest to posttest. So what was it about each course that produced these results, specifically the Canoe Techniques course?

An explanation for the Canoe Techniques course was that students enrolled were inexperienced and did not completely understand the course objectives. They may have been under the impression that it was going to be a leisurely experience of simply floating down the river. These observations were apparent after the first day of activities. They appeared to frown upon learning canoe strokes and sleeping in the cabins. Many of them did not even study the course materials, thus failing the canoe techniques exam. Several of the students revealed in the qualitative interview that they should have studied and paid more attention when the instructors were teaching. When canoeing down the river, there was obvious frustration and immature behavior. The river was cold, high, and fast, therefore making the rapids that much more intense. On several occasions many students were unable to successfully navigate and read the river, resulting in tipped canoes. Many students appeared cold, frustrated, disappointed, and ready to go home.

These reasons may or may not have had an effect on student's Total Self-Concept, and subsequently the results of the study. However, when reviewing the five student's interview responses a different picture was painted. The picture is of learning, having fun, challenging oneself, enjoying nature, and being successful. It is possible that because the interview was conducted several months after the trip, students had the opportunity to reflect on the trip and integrate what they learned on the trip into their everyday lives. Therefore, the qualitative results support the trend towards increased self-concept for students participating in short-term, yet intense experiential education courses and contradict the quantitative results of the study, particularly the negative changes in Total Self-Concept from pretest to posttest for students in the Canoe Techniques course.

The most interesting part of this study was the results of the Map and Compass course. This was the course that was cancelled half-way through due to the group getting lost in the Chequamegon National Forest, and the instructor's truck getting stuck in the mud. The posttest administration of the Tennessee Self-Concept Scale: Second Edition (TSCS: 2) was almost not completed by the students due to the deviation from the original methodology of the study, but the researcher felt that valuable information could be obtained by following through with the posttest. Amazingly, students enrolled in the Map and Compass course had the highest Total Self-Concept change from pretest to posttest. This was the course that the instructors felt may have created negative ideas regarding self-concept for the students involved. However, upon reflection of the Map and Compass course, interview, and experiential education guiding principles (Association for Experiential Education, 1998), this result is not surprising. The part of



the course completed allowed students to experience an unique experience and challenge themselves beyond what they thought was possible, even if it was for just a short period. When processing and interviewing the group that was lost in the woods, a common theme emerged. Although the group had initially taken a wrong turn and completely missed the first control marker, they bonded together as a team. For the first couple of hours they were confused, scared, frustrated, and completely lost, but eventually as a team they figured out how to successfully read a compass and navigate through the woods. Because they were so turned around from the start, it made finding all five control markers that much harder. Interestingly, the markers the lost group did not find were control markers one, two, and three, which were considered the easier ones to find. Through dedication, determination, and teamwork, they pulled together and found the last two more difficult control markers. During a post-trip processing session, they explained that they did not go back and find the first three control markers because it was getting late and as a group they felt that they better find the finish. From the instructor's perspective, this experience was disappointing because the entire length of the designed course was not completed, but from the perspective of the lost group as well as the rest of the class, was rather positive.

A significant difference was found on three out of nine TSCS: 2 cluster scales for the entire sample when comparing the pretest to posttest. The significant cluster scales included: Personal ( $F=10.14$ ;  $p=.003$ ), Satisfaction ( $F=16.72$ ;  $p=.000$ ), and Behavior ( $F=7.25$ ;  $p=.01$ ). According to Fitts & Warren (1996), the Personal Self-Concept echoes the individual's sense of personal worth, feeling of personal adequacy, and self-evaluation of the personality. The Satisfaction score usually reflects the individual's level of self-

acceptance, while the Behavior score reflects the individual's perception of his or her behavior or how he or she functions. The significant results on these particular TSCS: 2 sub-scales demonstrates the effectiveness of the entire experiential education sample on developing self-concept.

Results from the student interviews revealed seven common themes. These themes included: teamwork, having fun and making friends, personal growth, enjoyment of the outdoors, personal calming and solitude, adventure and challenge, and trust.

### Conclusions

When this study began, the researcher was interested in determining the overall effectiveness of short-term, yet intense experiential education programs on a student's self-concept. Is it possible to learn as much about life and oneself by enrolling in a short experiential education program? Is it possible to acquire a better self-concept using a short experiential education program? These questions were the guiding force and motivation behind the research.

Based upon the results of this study, it is concluded that there is a trend towards improved self-concept for students participating in a properly structured short-term, yet intensive experiential education program. The quantitative results indicated increased Total Self-Concept in two of the three groups. These findings give support for Hess' (cited in Ewert, 1983) research on Project Apollo and Potter' (1995) research on weekend wilderness trips at the University of Alberta. Both researchers suggested that a shorter course can be highly effective in terms of self-concept change.

It is concluded that it is possible to learn much about life and oneself by enrolling in a short-term experiential education program. Results from the student's post-trip

interviews revealed seven common themes. These themes suggest that students enrolled in one of the three experiential education courses learned something about themselves and life. Some students learned what they were capable of accomplishing when faced with a stressful and challenging situation, the importance of teamwork to reach a goal, and the positive effects of simplicity and nature. Other students learned to trust themselves and others, the meaning of determination and endurance, the necessity of friendship, and perceived themselves as successful, winners, and mentally stronger. These findings give support for Potter' (1995) conclusion that a well-led wilderness weekend trip can amplify participant's intrapersonal and interpersonal growth and can have a profound impact on them.

It is concluded that learning can and does take place in different settings and environments. Educators should be flexible and open to new teaching strategies and methods of instruction. Each person has their own unique way of learning, whether it is in a traditional classroom setting or the wilderness. Allow the student to reach out and explore the world for the best possible way to learn, since it is the individual that is doing the learning. It is also concluded that experiential educators instructors should not become discouraged when the designed program does not go according to plans. When interacting with the wilderness, realize that it is complex, unpredictable, suspenseful, stressful, and many times dramatic. One can not predict the outcome of any given program, on any given day, for any given group. The instructor's perception of the course outcome may be completely different from the participant's perceptions of the course outcome.

The preponderance of research clearly demonstrates the effectiveness of long-term experiential education programs on self-concept (Ewert, 1983). Previous studies that have examined the effectiveness of short-term experiential education courses strongly support increased self-concept and both intrapersonal and interpersonal growth. Thus, previous research and the present findings lead the researcher to conclude that individuals who are economically and temporarily challenged may wish to consider enrolling in a short-term experiential education program to improve self-concept, including intrapersonal and interpersonal growth. However, the question remains: Do short-term, yet intense experiential education programs have the ability to maintain trends in improved self-concept over the long-term? Implications for future research may suggest examining the long-term effectiveness of short-term, yet intense experiential education programs on changes in self-concept.

### Recommendations

The results of this study demonstrate a trend towards the effectiveness of short-term experiential education programs on improvements in self-concept. The interviews and data provide insight and direction for future experiential education instructors, as well as any other person willing to uncover the secrets of the wilderness. The following recommendations are offered:

1. It is recommended that educators and experiential education instructors allow the necessary time for individual and group processing. This is particularly important when the group (or individual) encounters a stressful and challenging situation. Creating a metaphorical experience for students will most likely increase the likelihood of a positive experience, even if the experience on the outside appeared negative. For

example, the experiential instructor could emphasize how the group (or individual) stayed calm under pressure, and how that skill learned could positively apply to different arenas of life, such as school, home, or employment.

2. It is recommended that experiential education instructors clearly explain the nature of the course and expected requirements. Participants must be willing to fully participate in the designed program, with knowledge regarding the potential hazards and outcomes of the program.

3. It is recommended that when constructing an experiential education program designed to increase self-concept and intrapersonal and interpersonal growth, several different courses should be offered. Certain courses and course requirements work better for some individuals.

4. It is recommended that educators focus their experiential education program on as many different aspects of the outdoors as possible, and that many more people will walk away with a positive feeling. Suggestions may include incorporating the seven interview themes, as well as opportunities for self-disclosure, initiative problems, individual and group processing, and communication exercises.

5. It is recommended that experiential education instructors have personal experience in what they are teaching so that they are more aware of participant's feelings, attitudes, and thoughts as they progress through the course.

6. It is recommended that experiential education instructors have first-hand knowledge of the environment in which they are going to take the group. Knowledge regarding such variables as location, terrain, vegetation, topography, and weather patterns

will provide an opportunity to assess what and where problems may occur, thus increasing group organization and safety.

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## Appendices

Appendix A. Tennessee Self-Concept Scale: Second Edition (TSCS: 2) Autoscore Form

Appendix B. Consent Form

Appendix C. Map and Compass Course Syllabus

Appendix D. Outdoor Skills Course Syllabus

Appendix E. Canoe Techniques Course Syllabus

Appendix F. Student's Interview Responses

## **APPENDIX A**

**Tennessee Self-Concept Scale: Second Edition (TSCS:2) Autoscore Form**

Name \_\_\_\_\_

Examiner's Name \_\_\_\_\_

Administration Date \_\_\_\_\_

Age (Required) \_\_\_\_\_

- 1 = Always False
- 2 = Mostly False
- 3 = Partly False and Partly True
- 4 = Mostly True
- 5 = Always True

1. I am an attractive person.
2. I am an honest person.
3. I am a member of a happy family.
4. I wish I could be more trustworthy.
5. I do not feel at ease with other people.
6. Math is hard for me.
7. I am a friendly person.
8. I am satisfied with my moral behavior.
9. I am not as smart as the people around me.
10. I do not act the way my family thinks I should.
11. I am just as nice as I should be.
12. It is easy for me to learn new things.
13. I am satisfied with my family relationships.
14. I am not the person I would like to be.
15. I understand my family as well as I should.
16. I despise myself.
17. I don't feel as well as I should.
18. I do well at math.
19. I am satisfied to be just what I am.
20. I get along well with other people.

**Continue unless you have been instructed to stop at Item 20.**

21. I have a healthy body.
22. I consider myself a sloppy person.
23. I am a decent sort of person.
24. I try to run away from my problems.
25. I am a cheerful person.
26. I am a nobody.
27. My family would always help me with any kind of trouble.
28. I get angry sometimes.
29. I am full of aches and pains.
30. I am a sick person.
31. I am a morally weak person.
32. Other people think I am smart.
33. I am a hateful person.
34. I am losing my mind.
35. I am not loved by my family.
36. I feel that my family doesn't trust me.
37. I am not good at the work I do.
38. I am mad at the whole world.
39. I am hard to be friendly with.
40. Once in a while I think of things too bad to talk about.
41. Sometimes when I am not feeling well, I am cross.

*continue on back*

### Adult Form

# TSCS:2 AutoScore™ Form

W. H. Fitts, Ph.D. and W. L. Warren, Ph.D.

Published by  
**WESTERN PSYCHOLOGICAL SERVICES**

**wps** 12031 Wilshire Boulevard  
Los Angeles, CA 90025-1251  
Publishers and Distributors

Gender:  Male  Female

#### Grade/Years of Education Completed

- |                             |                             |                             |                              |
|-----------------------------|-----------------------------|-----------------------------|------------------------------|
| <input type="checkbox"/> <7 | <input type="checkbox"/> 9  | <input type="checkbox"/> 12 | <input type="checkbox"/> 15  |
| <input type="checkbox"/> 7  | <input type="checkbox"/> 10 | <input type="checkbox"/> 13 | <input type="checkbox"/> 16  |
| <input type="checkbox"/> 8  | <input type="checkbox"/> 11 | <input type="checkbox"/> 14 | <input type="checkbox"/> >16 |

#### Ethnicity

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Asian    | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Black    | <input type="checkbox"/> White           |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Other: _____    |

## Directions

This scale asks you to describe how you feel about yourself. There are no right or wrong answers, so please just describe yourself as honestly as you can. When you are ready to begin, read each statement and decide how well it describes you according to the scale below. Read each statement carefully. Then circle the number that shows your answer. Circle only one number for each statement, using this scale:

Answer 1 if the statement is ALWAYS FALSE.

Answer 2 if the statement is MOSTLY FALSE.

Answer 3 if the statement is PARTLY FALSE AND PARTLY TRUE.

Answer 4 if the statement is MOSTLY TRUE.

Answer 5 if the statement is ALWAYS TRUE.

If you wish to change a response, cross it out with an X, and circle the new response you have chosen.

**PLEASE PRESS HARD WHEN CIRCLING YOUR RESPONSE**

- 1 = Always False  
 2 = Mostly False  
 3 = Partly False and Partly True  
 4 = Mostly True  
 5 = Always True

42. I am neither too fat nor too thin.  
 43. I'll never be as smart as other people.  
 44. I like to work with numbers.  
 45. I am as sociable as I want to be.  
 46. I have trouble doing the things that are right.  
 47. Once in a while I laugh at a dirty joke.  
 48. I should have more sex appeal.  
 49. I shouldn't tell so many lies.  
 50. I can't read very well.  
 51. I treat my parents as well as I should.  
 52. I am too sensitive about the things people in my family say.  
 53. I should love my family more.  
 54. I am satisfied with the way I treat other people.  
 55. I ought to get along better with people.  
 56. I gossip a little at times.  
 57. Sometimes I feel like swearing.  
 58. I take good care of myself physically.  
 59. I try to be careful about my appearance.  
 60. I am true to my religion in my everyday actions.  
 61. I sometimes do very bad things.  
 62. I can always take care of myself in any situation.  
 63. I do as well as I want to at almost any job.  
 64. I feel good most of the time.  
 65. I take a real interest in my family.  
 66. I try to understand the other person's point of view.  
 67. I'd rather win a game than lose one.  
 68. I am not good at games and sports.  
 69. I look fine just the way I am.  
 70. I do not know how to work well.  
 71. I have trouble sleeping.  
 72. I do what is right most of the time.  
 73. I am no good at all in social situations.  
 74. I solve my problems quite easily.  
 75. I am a bad person.  
 76. I am satisfied with my relationship with God.  
 77. I quarrel with my family.  
 78. I see something good in everyone I meet.  
 79. I find it hard to talk with strangers.  
 80. Sometimes I put off until tomorrow what I ought to do today.  
 81. It's easy for me to understand what I read.  
 82. I have a lot of self-control.

Please answer ALL items.  
 Please answer as honestly as possible.  
**PLEASE PRESS HARD  
 WHEN CIRCLING YOUR RESPONSE**

# **APPENDIX B**

## **Consent Form**



# University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

## Consent Form

This research study is being conducted by Jason Hlasny, a student in the Educational Specialist in Counseling and Psychological Services program at UW-Stout. This study concerns the understanding of experiential education. You will be asked to complete the Tennessee Self-Concept Scale: Revised (TSCS:2) before and after the completion of your outdoor class. Upon completion of the course, you may or may not be asked to engage in a qualitative interview with the researcher to assist in better understanding the results of your profile sheet. In all, your participation is expected to take no more than 30 minutes, and if asked to participate in the interview process, 45 minutes.

The results of this study will contribute to our knowledge about the effects of experiential education. All of your responses will be held confidential. A research paper will be written about the results of the study, but it will not contain identifying material.

I will be pleased to answer any questions you may have now, or you may call me (Jason Hlasny, 235-1907) later with questions about the research. You may also contact my research advisor if you wish, Dr. Ed Biggerstaff, Professor of Psychology.

Your participation in this research study is completely voluntary; you may stop participating at any time prior to the completion of the project without any penalty.

I have read the above and give my consent to participate in the study about to take place.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **APPENDIX C**

### **Map and Compass Course Syllabus**



MAP AND COMPASS

P.E. 467-140

**Instructor:** John Zuerlein  
**Phone:** 232-1227  
**Office:** Room  
**Office Hrs:** Posted

**Classroom:** TBA  
**Section:** TBA  
**Day/Time:** See Schedule

**Wellness Statement:** Wellness is the recognition and incorporation of health behaviors into one's lifestyle. The Department of Physical Education and Athletics recognizes the value of participation in fitness and recreational activities as one of the many important behaviors for the development of wellness lifestyle.

**Course Description:** This is a participation activity designed to develop the ability to use both map and compass for effective land navigation. Primary emphasis is on map reading, techniques, compass techniques, and the application of these techniques in an actual field setting.

**Course Objectives:**

1. General Objective: To develop basic knowledge and skill in wilderness wayfinding.
2. Specific Objectives:
  - A. Demonstrate accurate use of a compass.
  - B. Travel from a location to a second location within a designated time span, on a specified course, with acceptable accuracy.
  - C. To locate and identify with 90% accuracy, 90% of the control points in a cross country exercise.
  - D. Demonstrate the ability to identify map symbols, contour variations, water identification, declination, and route choice options, on a topographic map.
  - E. Complete a two-day camping-orienteeing experience which may include an overnight solo.

**Course Content:** Course content will offer opportunities to practice map and compass via skill drills for understanding how both work. All drills will involve classroom, on campus, and city park exercises. The final experience will involved two days of exercise in northern Wisconsin.

**Attendance:** Attendance is mandatory. Attendance during class sessions will develop important understanding and skill through doing.

**Evaluation/Grading:** Grades will be determined on the extent to which the specific objectives were met. Determination will be based on both subjective and objective evaluation, the instructor will dictate the criterion. Since participation is mandatory, attendance and effort will be used for the final evaluation.

**Dress and Equipment:** Dress for the outdoors. Boots, long pants, shirt, jacket, and rain gear depending on the weather.

**Inclement Weather:** Not an issue. Dress for it. This is an outside activity that deals and adjusts to the weather.

## **APPENDIX D**

### **Outdoor Skills Course Syllabus**

467-142  
Outdoor Skills

Instructor: John Zuerlein  
Phone: X1227  
Office: Room  
Office hours: TBA

Classroom: TBA  
Section: TBA  
Day/Time: TBA

**Wellness Statement:** Wellness is the recognition and incorporation of health behaviors into one's lifestyle. The Department of Physical Education and Athletics recognizes the value of participation in fitness and recreational activities as one of the many important behaviors for the development of a wellness lifestyle.

**Course Description:**

This is an activity course dealing with the knowledge and skills of camping, outdoor skills, and backpacking, outdoor cooking, basic climbing, and map and compass.

The course will involve experiences in a variety of these activities culminated by a two-day camping trip or a two-day backpacking trip.

**Course Objectives:**

**General:**

1. To give the student a variety of outdoor experiences related to adventure.
2. To give the student a general knowledge of the basic skills of backpacking.
3. To give the student experience in confronting stress.
4. To provide a recreational activity that may make your year at UW-Stout a little more exciting and enjoyable.

**Specific:**

Upon completion of this course, the student will be able to:

1. Construct a fire and keep it burning for a given length of time.
2. Navigate on land using a map and compass.
3. Construct a plastic tarp shelter and sleep under this shelter on the overnight camping trip.
4. Complete a two-day backpacking trip and complete all activities included in the trip.
5. Cook a meal over a campfire, or portable camp stove.
6. Become familiar with equipment used in various types of camping.

**Course Content:**

Course content will include lectures on equipment, survival, map and compass, first aid and safety, and group leadership. It will culminate with a 2 1/2 day backpacking trip to northern Wisconsin.

**Attendance:**

If you miss a class, you will miss one or two activities you will be graded on. Attendance is a must to receive an "A". The instructor reserves the right to lower the grade of any student who does not "get involved".

**Evaluation/Grading:**

Due to the nature of the activities, the degree of efficiency to which the skills are performed will not be taken into consideration. It is realized that the short amount of time in a quarter will not allow for proficient development in so many varied skills. Therefore, grading will be done on the number of skills and activities completed. The completion of all skills and activities earns an "A". Failure to participate (and possibly complete) the camping activity will result in the lowering of two letter grades.

Text:

None

Dress and Equipment:

Cost-depending on which trip you choose and how much equipment you need, the course will cost anywhere from \$6.00 to \$15.00.

General Equipment:

1. Leather gloves
2. Pocket Knife
3. Cooking Utensils (pan, silverware, cup)
4. Sleeping Bag
5. Matches
6. Rope (1/8 - 1/4" nylon 30 to 40 feet)
7. Flashlight
8. First Aid kit
9. Rain gear

Backpacking:

1. Pack frame and pack
2. Air mattress or foal pad (optional)
3. Plastic tarp (furnished by UW-Stout)
4. Pliers (optional)
5. Peraonal gear (wash cloth, soap, toilet paper)
6. Canteen - 1 quart
7. Clothing - loosely woven shirt - flannel or wool  
hiking pants or blue jeans (100% cotton is very poor)  
leather shoes - hiking shoes  
wool socks  
hat (if sunny)
8. Cooking pan and/or 10" skillet and a can opener

Inclement weather (if necessary):

Dress warm and dry. We go even if it rains or snows.

Related Courses:

First aid, CPR

## **APPENDIX E**

### **Canoe Techniques Course Syllabus**

467-115  
Canoe Techniques

**Instructor:** John Zuerlein  
**Phone:** X 1227  
**Office:** Room (H) 5-2085  
**Office Hours:** TBA

**Classroom:** TBA  
**Section:** TBA  
**Day/Time:** TBA

**Wellness Statement:** Wellness is the recognition and incorporation of health behaviors into one's lifestyle. The Department of Physical Education and Athletics recognizes the value of participation in fitness and recreational activities as one of the many important behaviors for the development of a wellness lifestyle.

**Course Description:**

This is an activity course dealing with the knowledge and skills of canoeing. Primary emphasis will be given to stroke techniques, water hydrology, equipment and river safety.

Canoe activities on lakes and rivers will be experienced, culminating in a two day river trip on one of Wisconsin's scenic and wild rivers.

**Course Objectives:**

**General:** To develop basic skills and knowledges necessary to understand and execute the theory and mechanics of safe, logical and pleasurable canoeing activities.

**Specific:** Upon completion of this course, the student will be able to:

1. Demonstrate proper technique in executing the bow, backwater, draw, sweep, "J", pry, and brace strokes.
2. Demonstrate the ability to maneuver a canoe to the satisfaction of the instructor while on a lake and a river.
3. Demonstrate the ability to enter a swamped canoe and get it to safety.
4. Demonstrate the ability to rescue a swamped canoe and its passengers.
5. Explain in writing:
  - a. Water hydrology of various current differentials to include pillows, eddies, chutes, haystacks and ledges.
  - b. Canoe strokes and their purposes.
  - c. Techniques and rules of the thumb for determining route choice on rivers.
6. Participate in a two day river trip.

**ADDITIONAL REQUIREMENTS:**

All individuals registered for "Canoe Techniques" must be able to pass the following swim test in order to continue with the course:

1. Swim 2 lengths of the pool freestyle without stopping.
2. Swim 2 lengths of the pool using any other (or combination) stroke.
3. Stay on top of the water by floating or treading, for a period of 2 minutes.
4. Swim one width of the pool underwater.

## Course Content:

The course content will include a swimming test, throw bag rescue techniques; lectures and videos on strokes, river routes, and safety; tandem navigation practice on a lake, a final 2 day river trip on one of Wisconsin's wild river; and a written test.

## Attendance:

Mandatory. If you are not present, you cannot pass the course.

## Evaluation/Grading:

### Grading:

In order to receive an "A" in this class, the student must meet all specific objectives to the satisfaction of the instructor, attend class on a regular basis, and participate in the river trip.

Failure to comply with all, or a portion of these standards will result in a lower grade.

### THE WRITTEN TEST:

Knowledge of river characteristics and safety is as important as technique. This knowledge will affect skill through reactions. You must know what to do!!!

It has been traditional for all students who demonstrate safe techniques and a sincere effort on the river trip, to receive an "A" for this experience. The final grade will be determined by the final exam.

### FINAL EXAM GRADE

A  
B- B+  
B- - C  
C - D+  
D - F+  
F

### FINAL COURSE GRADE

A  
A  
B  
B  
C  
D

This grading system will hold unless the Instructor feels a student's performance on the river is below the required involvement level.

Text: PATH OF THE PADDLE BY BILL MASON

## Dress and Equipment:

Rain gear, shoes or boots, warm jacket, extra clothing in a water tight bag.

Inclement weather (if necessary)

Stay warm and dry. We go even if it rains.

## Related Courses:

First Aid, CPR

## **APPENDIX F**

### **Student's Interview Responses**



## Canoe Techniques

My canoe trip was one of the most rewarding experiences in a long time. I had such a fun time getting to know everybody and making friends. The people in my canoe class were all very fun and helpful. My partner and I got a chance to work together and come together as a team. Nobody in the group gave off any negative vibes, as I felt closer to the people around me after the trip. It was really neat how everybody pulled together in times of stress and conflict. When all the canoes were hung up on that fallen tree in the river and dumped over, people pulled together as a team. People knew exactly what to do and nobody was injured. I felt like a winner after my partner and I successfully made it through the rapids. Everybody was cheering and slapping high-fives. It was a great experience. I wish that the trip was longer because I had to get back to reality too fast. I could have stayed on the river forever.

I really enjoyed the canoe trip because it made me step-up to the challenge and work out of my comfort zone. This was not the first time I went on trips like this, but it still was very positive. A person never knows what is going to happen on the river and one can never predict how things will work out in the end. The group effort was awesome and the teamwork really paid off when the group had to work together for a common cause, such as when all the canoes dumped over because of the tree. Everybody came together as a navigation team and learned how to successfully read a river. The instructors were very helpful and knowledgeable and never panicked when the group was in trouble. They really held us together. This trip was the perfect example of socializing and work.

The trip was positive for me because I got the opportunity to experience the wilderness and the different obstacles it presents. I come from the city and never really had the chance to do this kind of thing. I was nervous at first, but the instructors were very helpful and comforting. Everybody in the group was fun and humorous even when all the canoes tipped over in the water. What a mess! I was so cold and scared and could not believe what just happened. The team stuck together and pulled through. It was great! When I came to the rapids, the first thought that crossed my mind was that it was impossible. I worked up the courage and ran the rapids. I could not believe how good I felt about myself after I made it through the rapids! I felt like a new man!

Canoeing down the Brule River was one of the most intense experiences of my life. The rapids and ledges that we had to canoe across were fast and scary. I did not think I was going to make it across them successfully, and I was right! My partner and I ended up in the drink and observed our paddles and canoe floating down the river. Some of the guys across the river tossed out the throw-bags and gave us a hand reaching shore. I was shaking from the adrenaline rush and coldness of the river. It brought new meaning to the term endurance and teamwork. I realized how important it is to depend on others around you and work together for a common cause. In life you cannot always just depend on yourself, you sometimes have to trust other people. I learned that canoeing successfully takes a lot of communication and problem solving to navigate around obstacles and rapids. I made many friends and had a great time. Someday I hope to canoe the Brule River again and now know what to expect.

The results of the scale turned out the way they did was because I had a great time. The people I canoed with were really fun and the river was very challenging. Positive aspects of the trip included coming together as a team, staying calm under pressure, and fighting the elements of the river. It was so cold when I fell in the river. I really envied the people who stayed dry on the trip. Someday I hope that I will be that good of a canoeist so that I will not fall in the river and get wet. The trip was also positive because I got the chance to get away from life for awhile and see nature. There were so many neat birds and trees along the river. One time as I was coming down the river, around the bend was a deer standing in the woods. He simply looked at me and then ran away. The instructors of the class were very good people and had a lot of experience. They taught me almost everything there is to know about reading and navigating a river successfully. I just have to learn to effectively apply what they said and demonstrated to us so that next time I do not dump in the river. The only way to become a better canoeist is to keep on practicing; and that is what I plan to accomplish.

### Outdoor Skills

What made this a positive experience for me was the fact that I had the chance to get away from the difficulties of everyday life. Hiking through the woods and being in nature does something wonderful for a person. It was neat because the leaves were changing colors, the temperature was getting colder and the snow lightly fell. My feet were starting to get blisters and my back was getting sore, but making it to camp at the end of the day made it all worth the effort. It was a real challenge setting up our shelters because I was so used to tent camping. My group and I were getting frustrated because we could not find the right trees and ground to string our tarp through. Seeing the finished product, our home for the night, was such a simple pleasure. I learned about teamwork and solitude, simplicity and friendship. I made many new friends and saw some beautiful country. Riding home on the bus made me think about how much fun I had and what a get-away can do for a person.

Backpacking through the woods was a new experience, one that I never planned on doing. I always thought that people who strap 40 lbs. on there back, eat freeze-dried food, and spend a lot of money on outdoor gear were silly. But after becoming one of those people and actually backpacking for myself made me realize what I was missing: simplicity. Before I left for the trip I was really stressed out about classes and my relationship with my girlfriend. While I was hiking in the woods, I did not even think about those things. When I got back, I felt like a new person with a new focus. I am determined not to let little things get me down and stressed out. Life is too short and there are too many cool things to do with my time. This trip made me understand my life better and myself.

The thing I remember most about the trip was sitting around the campfire at night and telling jokes and laughing until my gut hurt. I made many new friends and talked to people that I normally would not talk to. I feel successful because I survived the hike, cold weather, and crappy food.

I had a great time! The people were friendly and my group was fun to be around. I had a chance to reflect and walk in nature. This was the first time I ever saw Lake Superior and was amazed at how big it was. The hard work and effort I put into hiking up the hills all paid off when I saw the lake. I feel more confident in my ability and strength because it took a lot of work to hike twenty miles. I did not think that I could hike that far with a pack on my back, but I did! I felt really good after the trip was over, even though it was only a couple of days.

What really helped me have a positive experience was the fact that I got to talk with other people during the trip. During the course of the hike I had the opportunity to chat with some of the people in front and behind me, and I discovered that many of them were going through the same things I was going through. For the first time in a long time I felt as though I was not alone in the world. There were actually other people out there stressing out about life, relationships, school, family, and other things. You could say that my backpacking session was a counseling session. I got the chance to get some things off my mind and in the process learn about others around me. It was a great outdoor class trip; I hope to do it next year!

### Map and Compass

On the first day of class I could not believe that I signed up for this type of activity. I had no experience working with a map and compass. The instructors emphasized the fact that this was going to be a tough course and that we should all be prepared. I wanted to drop the class at that moment. Fortunately for me I stuck with it because it was such a great learning experience. I learned a lot about myself and what I was capable of accomplishing. My navigation group was awesome and we really stuck together as a team. I had to work together with them as well as learn new strategies to find the control markers. This trip could not have been accomplished without the trust and closeness of the group. I remember my first night out in the middle of the woods and the activity that was planned. I got off the bus and the instructors immediately set us up for a solo camping experience. It was scary! The next morning I woke up and was so thrilled that I made it through the night by myself. I felt really good about myself and confident about that day.

This trip was positive because it pushed me past my boundaries and made me take a risk. I would never have done something like that by myself because I had no idea how to use a map and compass to navigate through the woods. The scenery where we conducted the course was absolutely beautiful and made the experience very relaxing. All the trees, lakes, swamps, and mud bogs made me really work to find the control markers. My group and I had to pull together as a team and fight the obstacles. It was a great challenge and sense of accomplishment after finding all five of the markers. Everybody in my group was really positive and fun and made the experience a great time. This trip was a unique experience and one that I will never forget!

This trip was a major learning experience for me. I do a lot of things in the woods and thought that I knew everything. It was positive for me because I learned that it is very

easy to make mistakes and misjudge Mother Nature. When our group got lost in the swamp I realized what it feels like to be helpless and scared. I felt frustrated and anxious and had to really collect my thoughts. My group really stuck together and eventually found our way out of the swamp and to the control marker. It was such a great accomplishment! I felt better than ever because I triumphed over adversity. This experience was also positive because I got the chance to camp by myself in the woods. All the different sounds, smells, and animals make the night really interesting. I woke up the next day and somebody was talking about how there was a bear sniffing around his campsite that night. I am sure glad that it was his campsite and not mine!

This trip was a very positive learning experience for me. I had to work with other group members and decide as a team what was the best course of action. Being outside and doing map and compass work is all about teamwork. I learned how necessary it is to not panic and freak out when things are not going right. You have to keep your head on straight and think things through during difficult times. Through this trip I became more confident in myself and my ability to successfully navigate through the woods. Problem solving, trust and communication were three important things a group failed to do when the trip first began. After we got lost and it began getting dark, we came together as a group and figured out the art of reading a map and compass. The group had to adjust to the surroundings and situation, come up with a new plan and then follow-through as a team. I think that this course will benefit me for life and allow me the skills necessary to travel in the wilderness.

Being outside and close to nature made this trip a positive experience for me. The first night out during my solo experience, I got the opportunity to spend time quietly by a lake and think about life. There was a wolf drinking water across the lake from my campsite. It was such a joy to watch him drink water. I could hear the birds singing and animals moving through the woods. The next morning, I woke up to a rabbit sitting on my sleeping bag. It really startled me, but added to the positive experience of the trip. During the map and compass activities I felt like quitting and going home. A mud bog destroyed my only pair of jeans, I was tired, my ankles were killing me, and I had a painful headache, but, I survived, made friends, and had fun. To this day I think about what happened out in the woods that day and how much I grew from that experience.