

CHATCOLAB

Lead, play, connect



2015



• **Chatcolab**

Northwest

Leadership

Laboratory

2015

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Table of Contents

2015

Lead - Play - Connect
Make a splash, Create a ripple

All About Chatcolab.....Section A

- Table of Contents
- Roster
- Plan Your Week
- Schedule
- Workshop Descriptions
- Workshop Presenters
- All Lab Minutes
- Board Officers & members
- Past Chairs and Themes
- What is Rec Lab?
- Philosophy of Chatcolab
- The Spirit of Chatcolab
- History of Chatcolab
- 1949 News Article Logos

Pre-Lab Workshops.....Section B

- Taking the Lead- A "Horse" Trail Ride- Roley & Janice Schoonover
- Marketing Camps in the 21st Century - Mary D Stewart & Mike Jensen

All Lab Workshops.....Section C

- Teachers: Life Skills - Montessori, Peace Corps, HIV/Aids & Africa- Sally Heard
- Kayaking, Biking and SUPing, oh my! - Nick Newlan
- Youth Program :
 - Games - Cheyenne Murano
 - Cane Fishing - Bevy Larsen
 - Basketry - Kim Maes
 - Robotics - Mary Jean Craig with Tessa & Cole Brusven
 - Balloon Animals & Magic - Hugo Taylor

In Depth Workshops.....Section D

- Music: Fun & Wonderful - Janet Zimmerman
- Forestry & Logging Legacy - Mike Jensen
- Americana Unplugged - Marianne Burton
- Challenge for Youth/Adults - Kristen Moon

Mini Workshops.....Section E

- Marketing Camps - Mary Stewart
- Sewing Simple Hat - Susan Walter
- Paddle Boarding - Nick Newlan
- Birding - Carrie Hugo
- Drawing with Children - Janet Zimmerman
- Trauma - John Mitchell
- Origamoney - Bevy Larsen
- Sewing a Toy Caterpillar - Susan Walter
- Leading Horse Rides - Gail Curless
- Games Galore - Marianne Burton
- Challenging Mind Sets - Jana Kemp
- Colorful Cording - Bevy Larsen
- Flirty Apron - Susan Walter
- Biking - John Mitchell, Greg Helbling, & Barry McHugh
- Kayaking & Canoeing - Nick Newlan & Kryn Matlock
- Deal Makers & Deal Breakers - Jana Kemp
- Living with Blindness - Val Duffy, Doug Owlsey, & Dan Shane
- Nature Hike - Kevin Laughlin
- Living with Blindness for Kids - Val Duffy, Doug Owlsey, & Dan Shane
- Basic Theater - Cheyenne Murano
- Leadership - Sally Heard
- Amazing Race - Chip Tudor
- Silverwood Trip - Marie Becker

Popourri.....Section F

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CHAT COLLAB

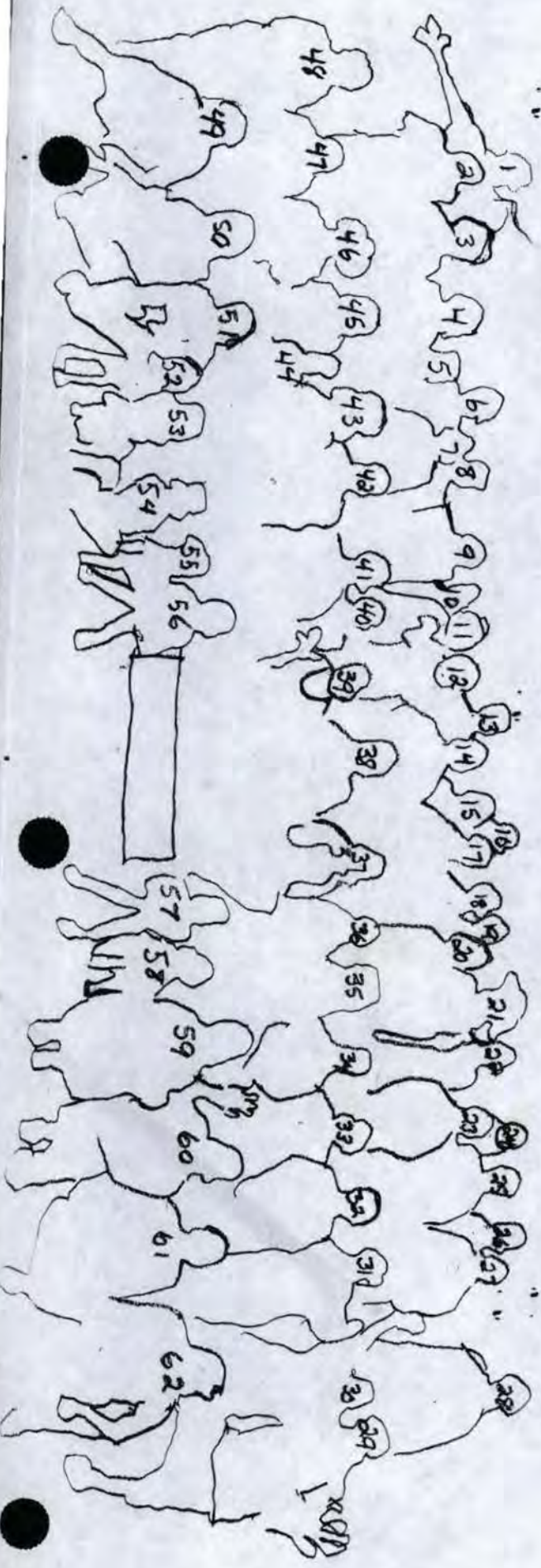


Not Pictured - Newlan Family, Kim Maes, Charlotte & Kiba Norlin

2015



- 1, Joe Fink
2. Zayda Schuman
3. Betty Lerner
- 4 Jean Hoover
5. Mary Jean Wang
- 6 Maudine Burden
- 7 Carit Martin
- 8 ~~Carit~~ Salzer
- 9 ~~Carit~~ Ricketts
- 10 BQ Knott
- 11 Hengt Joynt
- 12 Allna Hobbins
13. Corp Bradley
- 14 Jean Burden
- 15 Gene Drake
- 16 Thomas Baker
17. Sully Head
- 18, Dan Shone
- 19, Doug Overley
20. Valerie Duffly
21. Danne Bradley
22. John Bradley
23. Susan Walton
24. Bob Carver
25. Jeff Rudd
26. Barbara Early
27. Randy Serenon
28. M and Paterson
29. Art Bradley
- 30 Chris Bradley
- 31 Dawn Lerner
- 32 Ann Stewart
- 33 Marie Baker
- 34 K K Allene
- 35 Vm Fink
- 36 Shanna Nelson
- 37 F and Mather
- 38 Santiago Rotter
- 39 ~~Shanna~~ Murrant
- 40 D Leticia Delbert
41. Mike Early
- 42 Janet Serenon
- 43 Kryn Mather
- 44 ~~Shanna~~ Murrant
- 45 Solina Nelson
- 46 Ber & Arden
- 47 AT Mera
- 48 Hal Serenon
- 49 Crisp Warr
- 50 Sarah Zuder
- 51 ~~Tracy~~ Nell.
- 52 ~~Shanna~~ Fink
- 53 Ceaira Martin - Benson
- 54 Pales Mera
- 55 Genadee Serenon
- 56 J Serenon
- 57 Malena Serenon
- 58 J Serenon
- 59 Janna K amp
- 60 K Serenon & Campbell
- 61 Mike Genan
- 62 Prator Serenon



Lead, Play, Connect

Make a Splash, Create a Ripple

Chatcolab Northwest Leadership Laboratory
June 13-19, 2015

Planning Your Week

Health and Safety

The physical and emotional well being of Chatcolab participants is our top priority. Please do your part by taking care of yourself. Drink plenty of water, and get plenty of rest. We ask that you be courteous, respectful, and thoughtful of fellow labbers. Please do not disturb classes or activities, and respect camp quiet times.

Twinlow Camp policy mandates that there be no firearms, weapons, alcohol, or illegal substances on the premises. Smoking is allowed only in designated areas. Please drive only on the roads. You may drive vehicles on roads to the cabins and the lodge for unloading and loading purposes. Vehicles must be returned and parked in the parking lots. Roads must remain open at all times for fire lanes and emergency use. Use of the lakefront is allowed only when staff are present.

Workshops/Sessions

- Workshops are a wonderful place to **Lead, Play, Connect**. Take time to go over the schedule to plan your week accordingly. Session locations will be announced on a daily basis. There are three All Lab Sessions – **Teacher: Life Skills and Kayaking, Canoeing & SUPing, oh my,** plus a **YOUTH Program**.
- Participants may choose from any of the four In-Depth workshops: **Music: Fun & Wonderful; Forestry & Logging Legacy; American Unplugged, and Challenge for Youth/Adults**. Choose one from each of the Mini workshop sessions to expand your recreation and leadership skills.
- Plan to attend one Mini-workshop during each afternoon session to expand your leadership and recreational skills.
- Some of the workshops have participant limits age requirements and/or fees to cover material costs. You will have the opportunity to meet the presenters and hear a bit more about each class on Saturday evening. Please also review the workshop descriptions included in the notebook.

Schedule

The schedule at Chatcolab is full of opportunities for you to grow and learn. While participation is not mandatory, we encourage participation while taking care of yourself. All resource people and board members have volunteered their time and resources to ensure a successful lab. We ask that you be respectful and considerate by taking care not to interrupt sessions or activities. Electronic devices can be very distracting during workshops or activities. Please silence cell phones and do not use electronics during classes. Please also do your best to be on time for meals, workshops, and all facets of lab.

Facilities

Proper care of facilities is one way we show gratitude for the gift of a place like Twinlow Camp and a learning opportunity like Chatcolab. Participants are expected to enjoy the facilities, but leave them in the best possible condition. If you need to move furniture for classes, please return to their place by the end of the week. If you see litter, please put it in trash or recycle containers. Please report any damaged facilities or equipment to Twinlow Staff.

Daily Duties

Many hands make light work! Please check the duty wheel. When everyone chooses to do their part, no one has to do more than their share.

Activity/Party Supplies/Costumes

Please feel free to use the items you may need during lab, remembering to take a moment tidy up after going through and using costumes or activity supplies.

Library/Resource Center

The reference library of books is for your use during lab. Please enjoy the material and then return each piece when you're finished so others may use them as well.

It All begins With You

As a participant of Chatcolab you are also a valuable voting member of Chatcolab. The annual meeting on Wednesday will be a short business meeting. At that time we will be voting on new board members. The constitution and by-laws of Chatcolab will be posted. Copies are available upon request.

All members are eligible to run for election to the board of directors. Three volunteer board positions will be filled each year. Please consider the opportunity to serve on the board and help plan future Labs.

2015 Chatcolab Workshop Descriptions

All Lab

Kayaking, Biking, and SUPing, oh my!

A Resource Recreation & Tourism graduate of the University of Idaho, Nick Newlan has worked for Northwest River Supplies in Moscow, Idaho for the last 11 years. Nick is an avid outdoorsman; boating, paddle boarding, stand-up paddle boarding, Camping, kayaking, all things outdoors! Nick will be bringing his family to join us for the week.

John Mitchell, a Coeur d'Alene judge, will present the second half of this workshop. John, along with Greg Helbling & Barry McHugh will be presenting the mountain biking portion of the workshop. These three are avid bikers are riding the Tour Divide, a trail along the Continental Divide from Banff, Alberta to the US/Mexico border. Montana Chatcolab board member Kryn Matlock will assist in facilitating the Canoe and kayaking workshop.

The ALL LAB & Mini workshops will model "Outdoor" leadership and different active experiences each day of the lab. Participants will daily spent 3 hours: paddle boarding, mountain biking, and kayaking & canoeing in lake and forest settings. You will gain insights, tools, new equipment ideas, and risk management skills for leading outdoor education experiences involved in camps, parks, recreation and wilderness efforts. Ideas for adaptive approaches to get all folks outside and active will be shared. Practical, problem solving, and critical thinking philosophies and techniques will be offered and demonstrated. Learn to use the latest technology, equipment and skills that are safe, fun and effective.

Teachers: Life Skills, Montessori, HIV/AIDS & Africa...meeting the Present Moment at 79 as a Peace Corps Volunteer

Sally Heard tells how Chatcolab kick started her to live the Peace Corps dream she had as a young adult. She had thought in 2009 that she was too old. She learned that you are never too old serving as a Peace Corps volunteer in Botswana, Africa from 2012-2014! Sally shares about her Peace Corps service; the culture; HIV/AIDS Pandemic; STEPS films (people living with the disease); VIRUS Project; and the miracle of working with the first Montessori School in Botswana. Learn about 'Books For Botswana' and 'Best Practices', in teaching from a Montessori! Uncover how to teach the skills at any age and about the Third Goal of Peace Corps from her amazing journey of discovery! Sally ran a Montessori School in Great Falls, Montana for over 30 years, led 4-H clubs and chaired Chatcolab. She is still leading! Also known as a watercolor artist, Sally meets life daily with new eyes as an "I Can", "We Can" person.

Youth All Lab

The youth will engage in a variety of activities, a new adventure each day!

Cheyenne Murano, a student at Boise State University and WMCA instructor working with Ada county area youth, will present the group with a variety of icebreaker and active games.

A self described "leisure purist" from Adrian, Michigan, Bevy Larsen has presented numerous workshops at several recreational labs across the country. A former counselor for troubled youth, she is an avid promoter of lost arts concentrating on making sox on a hundred year old knitting machine. Bevy has been a cane pole enthusiast since she was a child and will share that enthusiasm and her experience her cane fishing workshop. One of the simplest and least expensive ways to fish, cane fishing can be learned quickly and enjoyed for a lifetime. The gear is minimal; the entertainment ranges from suspenseful to soothing to exciting! From putting on the worm on the hook to taking the fish off, participants will learn by doing, including the important "Three 'P's" of fishing - "Patience, Persistence, and Plenty of Bait!

Kim Maes is the Director of Laramie County Senior Services and Southern Wyoming Retired and Senior Volunteer Program in Cheyenne, Wyoming. Kim enjoys singing, crafting, cooking and traveling.

She will help the young people create a community with basket weaving. Basket weaving is at the forefront of many cultures Men would weave baskets to use as traps or for ceremony and women would weave baskets or mats for practical use such as floor coverings and storage. Weaving is a time for community building. As people sit in a circle and weave, they connect with on another through storytelling and song. Our group will learn how to weave a small decorative basket, apply those skills in leading others in the process of weaving; playing and enjoying the company of others while we weave and connect with each other through this weaving activity. Participation in the activity promotes the opportunity to share with one another while learning a new skill.

Mary Jean Craig has been involved with 4-H for 60 years, as a member, leader and Extension staff member for over 30 years. She has degrees in Child Development and Education and retired from the Idaho State 4-H Office 5 years ago and has continued to be a 4-H volunteer. Mary Jean, will present a robotics workshop. Most children enjoy and are good at building with legos. The WeDo robotics kits add another dimension - programming a robot. The youth will learn to build a functional robot and how to use a computer to program it to perform certain functions. Along the way, they will learn about gears, pulleys, levers, cams, motors, etc. They will use the robots to illustrate action and characters in a story. Mary Jean will be assisted by of two 4-H members, Tessa & Cole Brusven.

How many chances do you get to learn from a real clown? Hugh Taylor tells us that "Chef Hugo" will no doubt bring a 'Dog and Pony Show' with no animals. On second thought, there may be some animals as we work on twisting balloons and there may also be a wee bit of magic. I'm sure you will leave this class wondering if maybe, just maybe that fellow from the North Pole spends his summer vacations attending recreation labs.

In-depth Workshops

Challenge for Youth and Adults

Challenge for Youth and Adults will be presented by Twinlow's Assistant Director of Programs and Retreats & Head Challenge Course Facilitator, Kristen Moon. She will be leading the group in team building and the low ropes course. Check out the Twinlow Camp and Retreat Center website to see pictures of "Moonie" in action. This workshop is designed for youth and adults 10 years and older. Focusing on building teams and people! If you think you know how to do a Challenge course, think again. Learn some 'new' twists to help you grow. This is hands on physical activity and you will go home with great ideas to share.

Music: Fun and Wonderful Song to Take to Family and Community!

Janet Zimmerman will share her unique brand of music empowerment each morning with Songs We used to Sing! Experience the history and spirit of America through traditional music and song. Happy Harmonies, rhythm instruments, and spoons will fly as the songs unfold. Learn how to lead music with 'Spunkalicious' enthusiasm! Gain great ideas for generating informal Jam session with campers, families and communities who play acoustic, string, and rhythm instruments. Janet is a native Montanan who has made music a lifetime endeavor. As a singer and multi-instrumentalist (guitar, percussion, fiddle, & trumpet) Janet has been a member of many, many musical group around her community, county and state. She has presented numerous workshops for various organizations and will have much to share with us.

Forest & Logging Legacy

See how 4-H "Rock and log Rolls!

We will have fun as we explore together the Forest & Logging Legacy in our Pacific Northwest with Mike Jensen, a Washington State Associate Professor and camps specialist. We will launch from the "roots" of early forestry and logging to today's modern and high tech forestry and resource utilization systems. We will look to the future, and dream what tomorrow's forestry and logging will bring to our communities and economies. All activities will be focused on kids and adults ages 8 to 80! You will learn to replicate these learning activities back home. Mike has worked in Natural Resources and Youth Development through Extension for 30 years and loves to share his passion for the out of doors, forestry, and youth development with volunteers and professionals. One of Mike's mantras is "If We can Dream it, We can Do it!" May the Forest Be With You.

Americana Unplugged

People have played together since the beginning of recorded history. Some things have changed very little while other forms have become lost arts. In this workshop, we will explore the cultural roots of the games and play that arrived to the American continent over the past 300 years. There will be a high level of participation in games and activities showing the games we know and love (but may have forgotten), as well as others you may never have experienced. The class will include some

amount of art, singing and dance, crafts , and physical activities according to the energy and abilities of the participants. Marianne Burton joins us from Sequim, Washington. She has been an educator and recreation leader since her youth, teaching environmental education, music, leadership and personal development across the country to both youth and adults. Marianne tells us that recreation leadership laboratories have been a corner stone in her personal and professional development.

Mini Workshops

Marketing Camps

Mary Stewart, Extension Communication & Marketing Coordinator from Oregon State University will share strategies and ideas with us that support:

- Camp communities committed to a safe, nurturing environment
- Caring, competent adult role models
- Healthy, developmentally appropriate experiences
- Service to the community and the natural world
- Opportunities for leadership and personal growth
- Discovery , experiential education, and learning opportunities
- Sustainability in Camping Programs through marketing plans

The focus will be on opportunities and marketing in the 21st century.

Sewing

Simple Fleece Hat, Toy Caterpillar, Flirty Apron

Susan Walter , an award-winning seamstress and sewing instructor from British Columbia, Canada promises us that no matter which of these classes you choose, you can come away with a unique finished item. At the sewing machine, Susan has expertly created such diverse articles as wedding and formal attire, men's and women's apparel and accessories, specialized travel garment with hidden pockets, a riding jacket, home décor items, children's clothing including a christening gown, stage costumes, intricate purses, toys, quilted and embellished garments, and dog coats. She has taught sewing in her home as well as for night school programs and in commercial shops, and believes that she can teach anyone to sew. You will be in very capable hands for these workshops. In the hat workshop, you will sew a Fleece Hat that is fast, easy, fun and rewarding project for older teens and adults. The Toy Caterpillar is suitable for an older child (with adult helper), teen or adult. You will learn to hand-sew fabric yo-yos to create an adorable 12 inch long soft toy. Beginners and experienced sewers alike will enjoy this workshop, knowing that you can confidently finish the project on your own after class. And don't forget the Flirty Apron, for those who have moderate sewing skills, as well as those who have sewn for years. Unlike sewing a garment with its fitting challenges, sewing this cute half apron is easy. If you have shied away from sewing an apron before, you'll have fun as you expand your sewing skill to create this flirty vintage-style accessory.

Drawing with Children

Janet Zimmerman invites children of all ages to participate in this stimulating drawing workshop. How does the right brain and left brain play into our creativity? What is the "whole brain" approach? Come join Janet and find out and draw your own conclusions.

Challenging Mind Sets

Understand the five mindsets used when decision making. Based on Jana Kemp's book *Moving Out of the Box* (Praeger and Stanford University Press), you will discover your own decision mindset and how to recognize others' decision making approaches. Discover too the strengths of each approach.

Deal Makers and Deal Breakers

Discover what you expect to have in place for a situation or relationship to work. Also identify what will break a situation or relationship for you. Unless we are clear about what we must have and clear about what does not work for us, then anything goes; we get taken advantage of and have to hold ourselves accountable for our part in that as adults.

Both of Challenging Mind Sets and the Deal Makers & Deal Breakers workshops will be taught by Jana Kemp, a profoundly gifted presenter, a loving mother and a dedicated community member. She brings a wealth of experience and knowledge helping participants expand awareness and skill sets. Decision tools for coming to consensus. Groups sometimes get stuck during decision making, thereby failing to make a decision or failing to make a best-possible decision. Kemp's fourth book provides an expanded tool-set for reaching consensus. She also provides insight for effectively using consensus and collaboration skills alongside command and control skills for decision-making and leadership. Jana has authored seven books, in seven languages and is a recognized national and international expert of effective meetings and decision-making.

Living With Blindness 1 & 2

If you were blind, how would you cope in this visual world? Learn about how to effectively live with vision loss in a predominately sighted world. Share in the excitement that technology and low tech adaptations can bring to education and recreation. Studies show that by when we are faced with vision loss, if we reframe our environment by utilizing adaptive techniques and strategies that we can:

- Reduce stress/depression
- Reduce dependency
- Maintain independence

A trio of presenters, Dan Shane, Doug Owsley and Valerie Duffy will help us better understand and experience the world of blindness through various activities. This workshop will be of interest to everyone. Following the workshop, instructors will lead a debrief discussion that focuses on the key living with blindness topics covered relative to our Chatcolab event. Dan an Air Force Veteran lost his sight to diabetic retinopathy. A life changing event, Dan was forced to quit his job in

Finance and HP Design Jet Support as he entered the world of total blindness. Doug, a Naval Veteran, also is blind due to diabetic retinopathy. A single dad, Doug has found adaptive sports as way to keep fit and have fun! Valerie Duffy, Visual Impairment Service Coordinator in Boise, Idaho at the US Dept. of Veterans Affairs, knows first-hand how people losing their vision struggle to cope with this seemingly devastating news. Dan, Doug, & Val will present a second Living with Blindness workshop for the youth, a program used with schools to help students become more aware of the challenges of being blind.

Discover the 7 Joys of Birding

Whether you have never noticed birds or you are a birding pro, you are welcome at this workshop! Learn tips to help you lead others in finding, identifying and enjoying birds anywhere, at home and in your travels. Join us on a field trip to practice using binoculars and bird field guides to get close-up views of birds. Compare bird books so you can decide which you like best. Discover bird websites, and apps for your phone that help make recognizing birds and their songs so easy. Learn how to enhance the bird habitat in your yard from Carrie Hugo, Idaho Bureau of Land Management Wildlife Biologist. Birding is a lifelong recreation opportunity for people of all ages.

Lead Horse Rides

How could anyone living on Horseshoe Lane not have the inside track on all thing HORSE? Gail Curless is that person. From Sandpoint, Idaho, Gail will share ideas for setting up a trail ride, horse safety skills, trail etiquette, and how to implement a horse activity in your community.

Games Galore

Marianne Burton will share leadership skills and techniques as we play together a variety of games from her vast repository of games & musical activities. Her ideas will surely make a splash and we will see where those ripples go.

Nature Hike

Nature provides us a place of wonder and wander. City or country, riverside, streamside, seashore, prairie, or mountain side, all have a gift of life for each of us...if we take the first step. When you hike all your senses become alive to possibilities. Kevin Laughlin, Idaho Master Naturalist will take part in a variety of activities while they enjoy the beauty around Twinlow Camp. Every age can take a hike and experience joy!

Basic Theater and Acting

&

Introduction to Improv

Cheyenne Murano has been a theater enthusiast since 2009. She is passionate about performance and productions a form of storytelling, on of the oldest human traditions. Cheyenne stage managed at the New York Musical Theater Festival and won a merit award for stage management from the Kennedy Center America College Theater Festival. Currently a psychology major at Boise State University, she lists theater and improve as her two biggest passions in life and is excited to share these with others.

Treating Trauma Survivors...recreation Ideas that Work

In his work of presiding over a Mental Health Drug Court for adults for 11 years and a Juvenile Mental Health Court for 3 years in North Idaho along with his study of the effects of trauma on children and brain development make John Mitchell uniquely qualified to present this workshop. John states the purpose of his presentation is to make us aware of 1) the prevalence of trauma in the criminal justice system and in society, 2) the problems trauma can cause the individual who has experienced trauma, and 3) recreation ideas to most effectively interact with a person who has suffered trauma.

Origamoney

What can you do with a buck or two? Use origami skills to fold dollar bills to make memorable tips and gifts, impress people or simply amuse yourself. Learn how to fold dollar bills into various shapes with instructor Bevy Larsen. All participants should bring 12 crisp single dollar bills. Talk about a bang for your buck!

Colorful Cords

Learn to create decorative and functional cording from Bevy Larsen, who has been enthusiastically involved with recreation leadership workshops since 1989. After 28 years as a recreation instructor at a state institution for juvenile delinquents, she is enjoying retirement in a decidedly old fashioned 1856 farmhouse and doing a quirky variety of arts and crafts in the converted granary, "Beverly Reverie". Bevy also demonstrates and teaches at various festivals and lost art/living history events throughout the United States. Bevy is the proud recipient of two prestigious awards from the Great Lakes Recreation Leaders Lab: the Worthington Award for Significant Service and the Rice Award for excellence in Resource Leadership.

Leadership with Sally

Sally Heard shares leadership ideas, philosophies, and humor from her elected volunteer roles in Montana with Civic and Religious Groups. Leadership skills from 30 years of Montessori Teaching and Mentoring, serving on the Chatcolab board, and as Chair [Bloom & Grow 1980] and the last two years in Africa as a Peace Corps Volunteer teaching HIV/AIDS Education and conducting Montessori Teacher Training. Oh the stories she can tell! In Botswana, Africa Sally used the Virtues Project, a global grassroots initiative to inspire the practice of virtues in everyday life sparking a global revolution of kindness, justice, and integrity in more than 100 countries through Facilitators, Master Facilitators, Champions and Virtues Connections. She will bring ripples and splashes from the teachers, leaders and wisdom tellers of her life time right up today!

Silverwood Excursion

Marie Becker is Director of Youth and Children's Ministries at St. Mary's Church in Moscow, Idaho. Born in Portland, Oregon and raised as a farm girl. Married with 3 mostly-grown children, Mary organizes retreats, service projects, youth and children's events, youth and faith ministries, and summer vacation bible school programs. Mary was an active 4-H leader and continues as a judge in showmanship classes. Mary says you will need a camera, a sense of fun and adventure, a smile to share, swim suit and towel(if planning to get wet), cooler of food if you have special dietary needs (can be kept in car - you will have a reentry wrist band), paper & pencil, sextant(optional),and a calculator. Humm- this sounds interesting!

The Amazing Race

"Chip" Tudor is a second time labber, retired teacher, loving father, grandfather, and husband. He taught at C.M. Russell High School in Great Falls, Montana and two different high schools in Arizona. The Amazing Race is a fun twist on a popular TV series. The Tudor family has held a 'race' at 4 family reunions with great success. It is a great way to involve and promote interaction between participants of all ages and abilities. Since the race is conducted primarily outdoors, we can utilize the wonderful camp and have lots of fun.

Beverly Larsen – Cording, Origmoney & Larks

Kevin Laughlin – Nature Hike
PO Box 140324
Garden City, ID 83714
Phone: 208-672-1763
E-mail: kevinlaughlin@peoplepc.com

Kryn Matlock – Canoe & Kayaking
PO Box 1415, Big Timber, MT 59011
Phone: 406-930-5796
E-mail: krynmattlock@gmail.com

Barry McHugh – Mountain Biking
501 Government Way,
Coeur d'Alene, Idaho
Phone: 208-446-1800
E-mail: bmchugh@kcgov.us

John Michell – Treating Trauma survivors; Recreation Ideas that Work & Mountain Biking
PO Box 9000, Coeur d'Alene, ID 83886-9000
Phone 208-446-1103 or 208-446-1188
E-mail: jmitchell@kcgov.us

Cheyenne Murano – Basic Theater

Nick Newlan – Paddle Boarding, Stand-up Paddle Boarding, Kayaking

Doug Owsley – Living with Blindness
3313 West Dewey Street, Boise, ID 83703
Phone: 208-353-7062
E-mail: dowsley@hotmail.com

Dan Shane – Living with Blindness
878 West Idaho Ave. , Meridian, ID 83642
Phone: 208-288-5716
E-mail: chiefshane.shane@hotmail.com

Mary Stewart – Marketing Camps

Chip Tudor- Amazing Race
3965 LaClerc Rd S, Newport, WA 99156
Phone: 928-210-7656 or 928-210-7630
E-mail: thehun14@yahoo.com

Susan Walter – Sewing
1409 Gabriola Drive, Coquitlam, BC, Canada V3E 2B9
Phone: 604-464-8233
E-mail: Susan_walter@sfu.ca

Janet Zimmerman – Drawing with Children

Tyler Wagner, Twinlow Canp Director
22787 N Twinlow Road, Rathdrum, ID 83858 208-352-2671

Cheyene Murano – Games
2308 W Overland Rd
Boise, Idaho 83705
Phone: 208-954-9979
E-mail: lovethemusicnm@hotmail.com

Hugh Taylor – Balloon Animals & Magic
1477 W 2450 S, Woods Cross, Utah 84087
Phone: 801-292-2983 & 801-556-3360
E-mail: chefhugo@digis.net

In-Depth Workshop Presenters

Mike Jensen – Forest & Logging Legacy

Marianne Burton – Americana Unplugged
153 Beeson Road, Sequim, WZ 98382
Phone: 760-419-6951
E-mail: cnmeburton@hotmail.com

Kristen Moon – Challenge for Adults & Youth
22787 N Twinlow Road, Rathdrum, ID 83858
Phone 208-353-2671
Email: office@twinlowcamp.org or Kristen@twinlowcamp.org
WEB: <http://twinlow.org/>

Janet Zimmerman – Music, Fun & Wonderful

Mini-Workshop Presenters

Marie Becker – Silverwood Excursion
618 E 1st Street PO Box 9106 Moscow, ID 83843
Phone: 208-882-4813
E-mail: moscowyouth@yahoo.com
WEB: http://stmarysparishmoscow.org/index_files/marie.htm

Marianne Burton – Games Galore

Valerie Duffy – Living With Blindness
11180 Ripley Ct, Boise, ID 83713
Phone: 208-901-4517
E-mail: duffy425@yahoo.com

Gail Curless – Leading a Trail Ride
278 Horseshoe Lane, Sandpoint, Idaho 83864
Phone: 208-263-4633 & 208-255-6731
E-mail: doubleshoeranch@gmail.com

Greg Helbling – Mountain Biking
601 East Front St. Ste 303, Coeur d'Alene, ID 83814
Phone: 208-765-2620 WEB <http://www.helblingbenefits.com/>
E-mail: ghelbling@helblingbenefits.com

Carrie Hugo – Birding
3815 Schreiber Way, Coeur D'Alene, ID 83815
Phone: 208-769-5000 & Fax 208-769-5050
E-mail: chugo@blm.gov

Jana Kemp – Deal Makers & Deal Breakers and Challenging Mindsets
PO Box 8945, Boise, ID 83707
Phone: 208-367-1701
E-mail: jana@janakemp.com
WEB: <http://www.janakemp.com/>

Chatcolab 2015 Workshop Presenters

Pre-Lab Workshops

Horse Trail Ride

Roley & Janice Schoonover, Western Pleasure Guest Ranch
1413 Upper Gold Creek, Sandpoint, ID 83864
Phone: 208-263-9066, toll free 888-863-9066; 208-290-5465(cell)
E-mail: stay@westernpleasureranch.com
WEB: <http://www.westernpleasureranch.com>

Marketing Camps

Mike Jensen, WSU Extension Educator
PO Box 5045, Newport, WA 99156
Phone: 509-447-2401(work) 509-447-6452 (cell)
E-mail: mike.jensen@wsu.edu
WEB: <http://ext100.wsu.edu/pendoreille/faculty-staff/>

Mary D. Stewart, Extension Communication & Marketing Coordinator, Oregon State University
Phone: 503-588-5301(Office) 503-891-4103 (cell)
OSU Extension Service, Marion County, 1320 Capitol St NE, Suite 110, Salem, OR 97301
E-mail: Mary.Stewart@oregonstate.edu

All Lab Presenters

Sally Heard – Teacher: Life Skills, Montessori, Africa & Peace Corps
1621 3rd Ave S, Great Falls, MT 59405
Phone: 406-453-2088
E-mail: heardsh@gmail.com

Nick Newlan, - Outdoor Leadership: kayaking, Biking SUPing, oh my!
NRS, 2000 S Main St, Moscow, ID 83843
Phone: 877-677-4327 NRS, 208-310-9516 (cell)
E-mail: nnewlan@nrs.com
WEB: <http://www.nrs.com/>

Janet Zimmerman –All Lab Singing
520 ½ N. Benton
Helena, MT 59601
Phone: 406-685-3481
E-mail: janetkayzee@gmail.com

All Lab Youth

Mary Jean Craig, - Robotics
2149 Concord St. Moscow, Idaho 83843
Phone: 208-882-7835 & 208-596-0018
E-mail: mjrcraig@uidaho.edu

Beverly Larsen – Cane Fishing
7614 Baker Hwy, Adrian, MI 49221
Phone: 517-436-3001
E-mail: Beverly.Larsen@sandcreektelco.com

Kim Maes – Basketball
1324 Medley Loop Cheyenne, Wyoming, 82007
Phone: 307-635-5592 & 307-635-5592
E-mail: rsvp_kmaes@vcn.com

Chatcolab, Northwest Leadership Laboratory 2015

Officers and Board Members

Chairperson-----	Nel Carver	2017
Vice Chair-----	Kryn Matlock	2016
Secretary-----	Mike Early	2017
Treasurer (non-board)-----	Bob Carver	
Registrar-----	Bob Carver	
Members at Large-----	John Beasley	2015
	Alana Hastings	2015
	Hugh Taylor	2015
	BJ Kreiter	2016
	Sarah Tudor	2016
	Crystal 'Kiba' Norlan	2017
Teen Delegate -----	Position open	
Alternates-----	Bob Beasley	
Marketing Chair-----	Kevin Laughlin	

Honorary Board Members :

Jean Baringer
Bill Headrick
Terry Weber
Michael Early

Past Chairs and Themes

1949	Don Clayton - Moscow, Idaho	Announcing the First Lab-It Finally Happened
1950	Don Clayton - Moscow, Idaho	Corridor of Nations
1951	Dan Warren - Moscow, Idaho	Being a Real Person
1952	Dan Warren - Moscow, Idaho	Our Heritage
1953	Larry Thie - Couperville, Washington	To Know is to Care – To Care is to Share
1954	Hattie Mae Rhonemus – Eugene, Oregon	Peace through Participation
1955	Sally Schroeder – Coquille, Oregon	Menu for Fun (meal ticket)
1956	Mary McKenzie – Ephrata, Washington	Family Fun Fest
1957	Ken Branch – Bremerton, Washington	B.U. Roundup (leather)
1958	Vern Burlison – Moscow, Idaho	S.S. Friendship (ship lifesaver)
1959	Ed Cushman – Yakima, Washington	Logger's Jamboree (wood slices)
1960	John Moore – Moses Lake, Washington	Discovery Days
1961	Glen Dildine – Washington, D.C.	Within Us One World
1962	Don Ingle – Bonners Ferry, Idaho	Bridges to _____
1963	Angelo Rovetto – Yakima, Washington	Expanding Orbits (wood slices)
1964	Doc LaRale Stephens – Moscow, Idaho	From These Seeds
1965	Vern Burlison – Moscow, Idaho	The Music of Friendship (notes)
1966	Vern Burlison – Moscow, Idaho	Leadership, Key to the Future (keys)
1967	Doc Stephens – Moscow, Idaho	Carving a New Image
1968	Vern Burlison – Moscow, Idaho	Countdown for Tomorrow (rockets)
1969	Vern Burlison - Moscow, Idaho	Beginnings (masonite shapes)
1970	Vern Burlison – Moscow, Idaho	New Horizons
1971	Alice Berner – Wolf Point, Montana	The Unfolding Process
1972	Alice Berner – Wolf Point, Montana	Leadership is a Process (wood slices)
1973	Alice Berner – Wolf Point, Montana	Because We Care (25 th Chat)
1974	Brad Bradley – Seattle, Washington	Kollege of Knowledge (wood slices)
1975	Vern Burlison – Moscow, Idaho	Finding Life's Treasures (puzzle pieces)
1976	Leila Steckelberg – Arlington, Washington	An American Panorama (puzzle pieces)
1977	Dick Schwartz – Milwaukie, Oregon	Prospecting An Adventure in Discovery
1978	Jackie Baritell – Walnut Creek, California	Take Time to Reach Out (hands)
	Marianne DuBois – Julian, California	(shared chairs)
1979	Roy Main – El Centro, California	A Rainbow – Color it You (rainbow)
1980	Sally Heard – Great Falls, Montana	Bloom and Grow (flowers)
1981	Mark Patterson – San Jose, California	Take Time (clocks)
1982	Mark Patterson – San Jose, California	Spread Your Wings (birds and butterflies)
1983	Doc Stephens – Spokane, Washington	Focus on Leadership
1984	Dick Schwartz – Milwaukie, Oregon	Board the "LEADERSHIP" (ships)
1985	Dick Schwartz – Milwaukie, Oregon	Come Out of Hibernation – Come Alive in '85
1986	Jean Baringer – Conrad, Montana	Energize At Chat – Let's Glow Together
1987	Jean Baringer – Conrad, Montana	Follow the Rainbow
1988	Miriam Beasley – Oregon City, Oregon	Ruby Jubilee (40 th Chat)
1989	Miriam Beasley – Oregon City, Oregon	A Kaleidoscope of Communication
1990	Jim Schuld – Milwaukie, Oregon	Laughter in Leadership
1991	Miriam Lowrie – Salem, Oregon	Create Harmony in Leadership
1992	Mike Early – Overton, Texas	We Can Make a Difference
1993	Toni Gwin – Corvallis, Oregon	A Journey into Leadership
1994	Jean Baringer – Conrad, Montana	Recipe for Leadership
1995	Dwight Palmer – Spokane, Washington	Stepping Stones to Leadership

1996	Dwight Palmer - Spokane, Washington	Blast Off to New Horizons
1997	Bob (Beaz) Beasley - Seattle, Washington	Blaze Your Trail to Leadership
1998	Jane Higuera - Spokane, Washington	Golden Gates to Leadership 50 th
1999	Marie Madison - Corvallis, Oregon	Get the Scoop on Leadership
2000	Marie Madison - Corvallis, Oregon	Catch Ideas & Release Knowledge
2001	Toni Gwin - South Bend, Washington	Together We Build for Tomorrow
2002	Jean Baringer - Conrad, Montana	Exercise Your Intellect
2003	Bonnie Faucett - Roosevelt, Utah	Learn, Lead, Live
2004	Cheryl Ovard - Henefer, Utah	Personal Personalities
2005	Mike Early - Mulino, Oregon	Generations Generating Leaders
2006	Mike Early - Mulino, Oregon	Leadership Outside the Box
2007	John Beasley - Oregon City, Oregon	Board the Chat Family Express
2008	Janel Novak - Great Falls, Montana	"Diamonds in the Rough" 60 th
2009	Susan Sacco - Utah and Arizona	Yes You Can!
2010	Susan Sacco - Utah and Arizona	Conceive, Believe, Achieve
2011	Jennie Rylee - Boise, Idaho	Solving Leadership Puzzle
2012	Kim Maes - Cheyenne, Wyoming	Kaleidoscope of Leadership
2013	Kim Maes - Cheyenne, Wyoming	Gem of Gems: 65 Yrs. of Excellence
2014	John Beasley - Oregon City, Oregon	Bubblin' Over
2015	Nel Carver - Moscow, Idaho	LEAD - PLAY - CONNECT
		Make a Splash Create a Ripple

What is a Rec Lab?

What is Chatcolab Rec Lab?

A Rec Lab (or Recreation Workshop) is a place and time for learning recreation leadership in the field of social recreation. There are 24 of them in the United States and one in Canada. This Recreation Workshop (Rec Lab) is known as the Northwest Leadership Laboratory and is called "Chatcolab".

Rec Labs are:

- For those interested in learning how to lead recreation – youth leaders, church leaders, senior center staff, hospital staff, teachers, therapists, camp counselors, Extension personnel, community recreation staff – anyone interested in learning new recreation skills.
- Almost always held in a camp situation.
- For 3 to 5 days in length.
- Almost always for adult groups (about 16 years of age and over).
- Educational, non-profit organizations.

Rec Lab Philosophy includes:

- * Sharing – knowledge and ideas
- * Leadership techniques
- * Communication skills
- * Learning the group process
- * Learning and teaching with humor
- * Opportunities for leading
- * Skilled resource staff
- * Learning skills
- * Learning how to "teach" those skills
- * Creative use of leisure time
- * Professional improvement
- * Developing self-esteem
- * Developing a sense of togetherness

Rec Lab Program includes leadership and skill development training in:

- * Games – indoor and outdoor
- * Dance – square, folk, mixers; calling
- * Environmental activities
- * Drama, of all varieties
- * Crafts
- * Music / singing
- * Party planning
- * Ceremony planning
- * Discussion – leadership, communications, etc.
- * Therapeutic activities
- * Senior activities
- * Personal growth

Atmosphere is important for learning

1. **Informal.** Rec Lab creates an environment that frees group members so they feel free to ask questions and to get involved in learning experiences. This helps create an informal, comfortable learning situation.
2. **Hands-on.** Statistics show that true learning takes place only if your "students" actually do something instead of just watching or listening. Rec Lab is most certainly a workshop of nothing but "hands-on" activities.
3. **Location.** The best learning takes place if you can get away from the "rest of the world." So Rec Labs take their groups to a "camp."

Philosophy Of Chatcolab

CHATCOLAB LEADERSHIP LABORATORY is designed
as a stimulating experience for people
who are interested in recreation.

THE LAB IS A GROUP LIVING
in which there is an exchange of ideas and
techniques in the field of recreation.

THE LAB IS A RETREAT FROM DAILY ROUTINE.
Group unity flows as individuals develop
together in work and play.

MAJOR EMPHASIS IS PLACED IN JOY AND FELLOWSHIP.

NEW KNOWLEDGE AND ABILITIES
gained through the sharing of creative activities
lead to mental, emotional and spiritual growth.

AS A RESULT OF LAB EXPERIENCE
individuals recognize opportunities
for good living...

BY SHARING ONE'S SELF FREELY.

THE SPIRIT OF CHATCOLAB NORTHWEST LEADERSHIP LABORATORY

These Western Leaders agree that:

This should be a sharing camp, with no distinctions of leaders from campers, pupils from teachers.

This should be a fellowship separated from any sponsoring institution and self-perpetuating by some process of Democracy.

Goals must be for the enrichment of all life and not merely to add skills and information to already busy folk.

Recreation Laboratory would invite attendance from diverse vocations and never seek uniformity for its campers.

Those who gather here assume cooperation in complete sharing as a way of life.

Now you are a part of Chatcolab.
This notebook is the outcome of one week of sharing experiences. The material was gathered and/or completed during camp.

It is a record of a precious week together. With true appreciation, it is dedicated to all those who have here enriched our lives.

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History of Chatcolab

The recreation laboratory idea was born in the early thirties at Waldenwoods, Michigan. A meeting had been scheduled for recreation leaders, and all arrived except the people who were to conduct the meeting. A snowstorm prevented their arrival. The group decided to carry on that meeting by exchanging their own ideas and experiences, and developing recreation methods and ideas for their own groups.

They spent several days together before the roads were cleared for them. At the end, in analyzing what had been accomplished, they decided that their method of sharing information, ideas, and techniques had been useful in their. They decided to hold another meeting. The enthusiasm for the "laboratory" method was so great and contagious that others heard about it. Applications came from many people who wished to share this experience with them.

In several years time, the group had grown so large the originators felt that it was necessary to reduce its size. They felt that its maximum usefulness and effectiveness could be obtained only in small groups that could be quickly integrated into sharing situations in a laboratory format. Consequently, they agreed to break up and form other laboratories entirely separate, except in inspiration, from the parent group. Some of these labs made great progress while others were less successful.

One of these labs was Camp Idhuhapi at Loetta, Minnesota, which later became the Northland Recreation Leaders Lab. This in turn was the inspiration for others, one of which was formed by a group principally from Nebraska, North and South Dakota and Montana. Twenty-seven interested people donated a dollar, and with this \$27 a committee planned the first Black Hills Lab to be held in October 1946 at Box Elder Camp in the Black Hills near Nemo, South Dakota. They decided on a fall lab, usually at the end of September, since Northland was held in the spring.

The first Recreation Leaders Laboratory established five principles, which have served as guidelines for nearly all subsequent groups:

1. This should be a sharing camp, with no distinctions between campers or pupils from teachers.
2. This should be a fellowship separated from any sponsoring institution and be self-perpetuating by democratic process.
3. Goals must be for the enrichment of all life not merely to add skills and information.
4. Recreation Leaders Laboratory would invite attendance from diverse vocations and never seek uniformity for its campers.
5. Those who come assume cooperation in complete sharing as a way of life.

Born in the midst of a depression when time was more plentiful than money, through the years when time and money were diverted to other purposes, on to times of economic growth when money was more plentiful than time, and now a period when we have neither time nor money – recreation laboratories have continued to survive.

The Black Hills Lab drew its registrants from an ever-widening circle in the west, Midwest and southwest. It generated such enthusiasm that many of its members returned home determined to bring a similar experience to greater numbers of people in their area by establishing other labs. Such was the foundation of Chatcolab in northern Idaho in 1949, established for the Northwest, held in May at Heyburn State Park on Lake Chatcolet.

The Longhorn Recreation Lab was also organized soon after in Texas. From the same Black Hills Lab came the inspiration for the Southwest Lab in New Mexico, and the Great Plains Lab in Nebraska. The Black Hills also inspired the nucleus from the east who set up another lab in Michigan called the Great Lakes Lab and indirectly influenced the establishment of a lab in Maine, the Downeast Rec Lab, and even carried the idea to Ireland in 1963.

At the Black Hills Rec Leaders' Laboratory in 1948, some of the "out westerns" got to saying "Wouldn't it be great to have a camp like this further west?" It was at this time that Don Clayton was moving to Moscow, Idaho from Havre, Montana. There were a few from southern Idaho who had attended Black Hills Lab and Don's move was the incentive to try to start a new lab here in the northwest. Black Hills Labbers contributed \$58.00 toward organizational expenses and a committee of six people was formed. A sub-committee made up of people from Oregon, Washington, and Idaho who were interested in people and recreation were drafted to complete the new organizational committee. The winter meeting was held during the Christmas vacation (over really icy and snow packed roads) with Al and Louise Richardson at Corvallis, Montana. They blew the \$58.00, but enthusiasm was even greater to get this lab off the ground. Resource people from the area were secured and an old C.C.C. camp was chosen as the site. On good authority by an old-timer, the best weather in May was always the second week, so the target date was May 11-18, 1949. This meeting was followed by lots of letters, phone calls and news releases inviting and urging recreation leaders to participate.

This camp was built as a C.C.C. camp in the 1930's. During WWII it was used as a convalescent R & R camp for pilots stationed at Spokane. The camp was in a sad state of disrepair. Don Clayton brought students from Moscow and other individuals in the area who contributed much time, materials and money to repair the camp so it could be used. A wall was built between the kitchen and the dining area, and many pictures were painted on the walls to enhance the building. Trays, carts, and many other things were brought from Farragut Naval Training Station on Lake Pend O'Reille.

The first lab, May 11-18, 1949, was a great success with 88 people attending in full spirit and form. Financially it was solvent, morally it was clean, and physically it was capable of growth and sustained life. Chatcolab was held in the same location, Heyburn State Park on Lake Chatcolet, from 1949 through 1975. The name Chatcolab was derived from the name of the lake and the fact this is a laboratory situation.

In 1955, a group of three California people came to Chatcolab in Idaho and became so enthused with the idea that they were determined to set up a similar organization in

California. More than a three-year period finally culminated the start of the Redwood Lab.

In May 1956, the top-most section of the Chatcolab Candle, which represents sharing, was presented to Mary, Kay and Carl for the beginning of the new Redwood Lab. A committee was formed in 1955 and the members met at Camp Sylvester (Stanislaus Co. 4-H Camp) November 12-13, 1955 to set the plans and dates for the first Redwood Recreation Laboratory to be held at Camp O-ONGA in Southern California. The lab was canceled one week before it was scheduled to start due to inadequate registration.

Mary Regan and Emily Ronsee returned to Chatcolab in May 1957, bringing their section of the candle with them. It was placed back on the Chatcolab candle and again presented to Mary and Emily at the closing ceremony of Lab. They went back to California more determined than ever for Redwood to become a reality. And so it did! Jones Gulch, south of San Francisco was the location of the first Redwood Lab in April 1958. The sharing section of the Chatcolab candle became the base of the Redwood Candle with a real redwood trunk. Chatcolabbers Walt and Sally Schroeder, and Leila Steckelberg (who made the Redwood Candle at the first lab) went down to help the new lab off to a flying start. There were 43 labbers including staff and resource people that year.

In April 1959, the second lab was held at Mendocino City, with 50 people attending. Not even an Asian flu epidemic, a "fast" trip down a very narrow, rough and crooked mountain road late at night, or a broken collarbone, could dampen the enthusiasm of those attending.

The first two labs were held in the redwoods, but in 1960 the decision was made to hold the lab at Old Oak Youth Camp. It was also there in 1961 where a free will offering was taken to purchase a beautiful piece of gold bearing quartz which Ken Hoach presented to the Chatcolab board in May (to be placed in the new recreation hall fireplace) in appreciation for all the moral and financial help and support that they had given this lab.

Since the center section of our original candle became the base of the Redwood Candle, in 1958 the remaining part was melted down and molded into a new large candle and four small ones to represent "Spirit" of Chatcolab - knowledge, philosophy, ideas, humor and sharing. These, fused together again, are the candles we still use in our ceremonies.

The possibilities of becoming an incorporated group were discussed at the October 1968 board meeting in Moscow, Idaho, with the board accepting the proposal. Vern Burlison was instrumental in getting the corporate matters completed so that on May 15, 1968 during Chatcolab, the articles of incorporation were notarized at St. Maries, Idaho. In 1980 the non-profit status was received from the IRS through the efforts of Betty Schuld.

As can happen in any organization, the plans and expectations were becoming too caught up in the past and "getting into a rut." The "family groups" were getting too strong and activities were based on duties, rather than people. Don Clayton, one of the original planners of Chatcolab, now in Wisconsin, attended the October 1969 planning meeting in

Moscow, Idaho to help re-evaluate the goals of Chatcolab. He reminded us that we learn through sharing, not merely in getting, and labbers need to feel the warmth and love of the group to be ready to learn and experience leadership. Plans were made to create an atmosphere where labbers are more willing to try things on their own. During the May 1970 Lab, when Chat became of age (21) the lab program was people-centered and activities were filled in to suit the needs, rather than an activity program first, filled in by people. This presented a challenge for labbers to use their ideas in self-discovery. Chatcolab 1972 saw the introduction of C.H.A.T. (College of Hidden Art and Talents) classes allowing every labber an opportunity to give more of himself by sharing some ability.

The celebration of the 25th anniversary in 1974 brought 91 labbers to Chat. Mary Fran Bunning Anderson, who, along with her husband, Bill, was instrumental in forming the earlier years lab's leadership growth, attended her 19th lab and shared memories of past labs. Marge Leinum Grier (24), Leila Steckelberg (21), Don Clayton (23) and Vernon Burlison (20) all of whom had attended the last 20 labs, also added their memories. Labbers celebrated by enjoying birthday cake, the anniversary waltz, reminisced, and enjoyed other activities.

All good things have to come to an end sometimes. Our use of Heyburn Youth Camp ended (last lab there was in 1975) by the Idaho State Health Department declaring the facility was unfit and would be closed unless it could be brought up to regulated health standards. Updating was almost impossible for the aging facility.

Vern Burlison and Leila Steckelberg were instrumental in finding a new location, deciding on the Easter Seal Camp (now called Camp Roger Larson) at Worley, Idaho, not far from Heyburn. There was much nostalgia carry-over and yearning for Indian Cliffs, the colorful dining hall, the glorious trees, the daily train, the many memories there, but we found a new home, because Chatcolab is not just a place. More importantly, it is people! The wishing well at Heyburn was purchased at the dispersal auction with the hope that it would some day be rebuilt as a remembrance of our "youthful years." Easter Seal Camp (Camp WSU-Camp Roger Larson) has satisfied our needs since 1976 and has been home ever since, except in 1994 when Chatcolab was held at Camp Gifford, north of Spokane, Washington.

In 1988 the 40th lab was celebrated with a "Ruby Jubilee" with 70 labbers attending. It was a busy week that started with some "Remember when's..." celebrating with good evening programs, each one being better than the night before, ending with a cake-cutting celebration.

Recreation Laboratories offer a unique opportunity for those involved in recreation of all types, whether on an amateur or professional basis. Its uniqueness stems from the extent of complete involvement of the individual in the imaginative planning and sharing of all aspects of the recreational program. An atmosphere is created for discovering within

oneself the latent abilities that ones' everyday environment never uncovers. In this discovery anyone can become a better man or woman, a more efficient leader. The wide opportunity to gain manual skills and training experiences, though of lasting value, shall be considered secondary to the foregoing.

The basic objectives were formulated more than 50 years ago and still hold today. "Participants in Chatcolab Recreation Laboratory have the opportunity to uncover, utilize, and share these talents themselves which are perhaps laying dormant by:

1. Getting to know people with similar interests by working together.
2. Encouraging participation in "trying-out" situations.
3. Sharing recreational experiences and skills with both amateurs and professionals.

The basic idea which brought so much enthusiasm out of so many people can be expressed in one word – SHARING. The learning at Lab has never been by or for specialists. It has been an effort to stimulate and enthuse by exposure to methods and ideas. The focus has been on learning by participation and encouragement. The sharing of duties and problems made the practical application of chore sharing a necessity. Leaders have been chosen very often, not as true experts in their fields, but rather as guides to help other leaders on the way.

At Great Lakes Recreation Leaders Laboratory held May 5-10, 1978, at Camp Pinewood on Echo Lake (15 miles east of Muskegon, Michigan) the "true" story of the birth of recreation labs was made known. This story follows:

The many fine Rec Labs now going, held all over the United States, received their inspiration and beginning years ago in Chicago.

Lyn Rohrbaugh, Owen Gree, Chester Dower, and Chester Graham (all ministerial students) decided that the National Recreational Association was not meeting the needs of the churches and other non-professional groups. So they organized the first Educational Recreation Institute held in Chicago in June 1926-27. It was moved to Wheeling, West Virginia in 1928-29. Next it went to Lake Geneva, Wisconsin and then to Waldenwoods (near Howell, Michigan) from 1931 through 1934.

As the group grew larger and people became eager to share inspiration, training and fellowship with people in their own localities, it was decided to discontinue the meeting in Waldenwoods and give people an opportunity to start new labs.

The Michigan group met for two years at the Folk School in Grant, Michigan. After that the Michigan area did not have a Lab until Arden Peterson, Marian Hermance, Bernice LaFreniers, Gould Pinney, Ray Lamb and Jim Halm went to the Black Hills Recreation Lab in 1951 and came back with such great enthusiasm that a Great Lakes Recreation Leaders Lab was started at Twin Lakes in 1951.

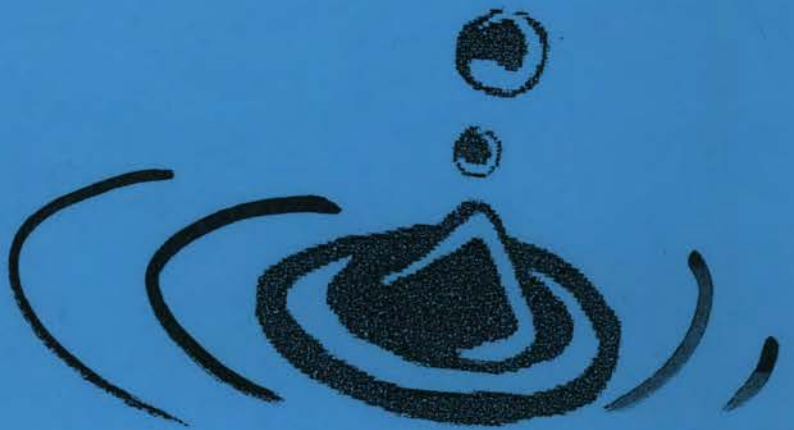
The "myth" of the snowstorm is still preferred by labbers because it is symbolic of the philosophy of Chatcolab. When put in such situations (a "leader" does not arrive) we should be prepared to take over and not be dependent on someone else. Through Chatcolab experiences, we strive to be able to become dependent upon ourselves.

The original committee and board are as follows:

**NORTHWEST RECREATION LABORATORY
CAMP HEYBURN -- PLUMMER, IDAHO -- May 11-18, 1949**

<u>1948-49 Committee</u>	<u>Original Board Elected 1949</u>	<u>Term Exp.</u>
Don Clayton, Moscow, ID-Chairman	Don Clayton, Chairman	1952
Emil K. Eliason, Havre, MT-Treasurer	Dan Warren, Vice-Chairman	1952
Louise Richardson, Corvallis MT-Secretary	George Gustafson, Treasurer	1951
Ruth Radir, Pullman, WA	Louise Richardson, Secretary	1951
A.L. Richardson, Corvallis, MT	Jim Huntley, Olympia, WA	1952
Dan Warren, Moscow, ID	Evelyn Sainsbury, Salen, OR	1951
George Gustafson, Bozeman, MT	Lillian Timmer, Moccasin, MT	1950
Evelyn Sainsbury, Great Falls, MT	John Stottsensberg, NezPerce, ID	1950
Esther Teskerud, Corvallis, OR	Elizabeth Bush, Okanogan, WA	1950

Pre-Lab Workshops



Horse Trail Ride-
At the Western Pleasure Ranch
Hosts - Roley & Janice Schoonover

ACA Marketing Camps-
With Mike Jensen & Mary D. Stewart



All Lab Workshops

Outdoor Recreation Leadership

Nick Newlan

Not Just a Teacher

Montessori, Africa & Peace Corps

Sally Heard



KAYAKING, BIKING AND SUPING, oh my!

Nick Newlan

People are naturally drawn to water type settings, and want to recreate in or around water. Here is one definition of recreation: "Outdoor recreation is any enjoyable leisure-time activity pursued outdoors or indoors involving knowledge, use or appreciation of natural resources" (Phipps, 1991). Pursuing recreation via paddlesports allows us to take in nature holistically. The power and force that water has reminds us that we need to treat it with respect so that it can be enjoyed in the same fashion for our childrens children. Paddlesports vary in many different ways, but have very many similarities as well. Let's look at a few ways we can enjoy the water.

Kayaking

Kayaking takes on many different forms just like all paddlesports. It involves a double bladed paddle the propels you along in your kayak. Some kayaks allow you to sit on top of the boat, but most kayaks are designed to sit inside the boat for better balance. Some kayaks are inflatable and they are generally used on moving water. Fishing kayaks are becoming widely popular due to the quietness and simplicity they provide without having a motor. Kayaks are made in many different countries across the world, but are generally made of the same materials: high-density polyethylene (HDPE), carbon fiber/epoxy, and ABS plastic. According to the Outdoor Foundation and the Coleman Company, kayakers made an average of 8 outings via kayaks in 2012.

Kayak paddles were originally made out of wood, but have evolved (like kayak materials over the years). The main consideration of kayak paddles is the "swing weight". Swing weight is defined by the action of holding the paddle out in front of you, and moving it back and forth like you are fanning yourself. The lighter the swing weight the easier it will be to move the paddle through the water. Taking into consideration the boat width and your height is very important too when using a kayak paddle.

Thinking of swing weight and paddle length will generally lead you to how aggressive your paddle strokes are through the water.



(<http://www.nrs.com/learn/choose-a-touring-paddle.asp>)

Life Jacket's

Personal Floatation Devices (PFD's) are required by the United States Coast Guard (USGS) when boating. They are more comfortable now than they ever have been before. Type III PFD's are certified by the coast guard for moving water and open water boating. They are also approved for sailing as well. For our purposes, we will only be dealing with type III PFD's. Surprisingly enough, most PFD's will have the same amount of floatation, just the webbing of the PFD's change through the sizes.

PFD's come in all shapes and sizes. Some are very basic (no pockets) with either buckles or zipper openings to very technical swiftwater PFD's. Some are even designed for fishing. Others are even inflatable PFD's (like you might see on a commercial airline) that satisfy USGS requirements on a Stand-Up Paddleboard (SUP). Here is the classification of PFD's that are rated through the USGS

(<http://www.nrs.com/pfd.asp>):

Type I -

Provides the most buoyancy. It is effective for all waters, especially open, rough or remote waters where rescue may be delayed. It is designed to turn most unconscious wearers in the water to a face-up position.

Thinking of swing weight and paddle length will generally lead you to how aggressive your paddle strokes are through the water.



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Type I -

Provides the most buoyancy. It is effective for all waters, especially open, rough or remote waters where rescue may be delayed. It is designed to turn most unconscious wearers in the water to a face-up position.

Type II -

Intended for calm, inland water or where there is a good chance of quick rescue. Inherent buoyant PFDs of this type will turn some unconscious wearers to a face-up position in the water, but the turning is not as pronounced as a Type I. This type of inflatable turns as well as a Type I foam PFD.

Type III -

Good for conscious users in calm, inland water, or where there is a good chance of quick rescue. It is designed so wearers can place themselves in a face-up position in the water. The wearer may have to tilt their head back to avoid turning face-down in the water. The Type III foam vest has the same minimum buoyancy as a Type II PFD. It comes in many styles, colors, and sizes and is generally the most comfortable type for continuous wear. Float coats, fishing vests, and vests designed with features suitable for various sports activities are examples of this type PFD. This type inflatable turns as well as a Type II foam PFD.

Type IV -

Intended for calm, inland water with heavy boat traffic, where help is always present. It is designed to be thrown to a person in the water and grasped and held by the user until rescued — It is not designed to be worn. Type IV devices include buoyant cushions, ring buoys, and horseshoe buoys. There are no inflatable Type IV devices.

Type V -

Intended for specific activities and may be carried instead of another PFD only if used according to the approval condition(s) on its label. A Type V PFD provides performance of either a Type I, II, or III PFD (as marked on its label). If the label says the PFD

is "approved only when worn" the PFD must be worn, except for persons in enclosed spaces and used in accordance with the approval label, to meet carriage requirements. Some Type V devices provide significant hypothermia protection. Varieties include deck suits, work vests, and board sailing vests.

Type III/V - Multi-Purpose Commercial Vests.

Biking

For our purpose here, we are referring to biking as mountain biking. Mountain biking has come a long way since its start in the 1970's. Most bikes back then were rigid frames meaning they didn't have any shocks/suspension. Currently there are about 3 different types of bikes: rigid (which I still ride to this day), hard tail (front shocks), and full/dual suspension (front and rear shocks).

Most of the information you will find helpful will come from John, Barry and Greg. They will be presenting this portion of the all lab on Thursday during Chatcolab 2015.

SUP (Standup Paddleboarding)

SUP originated on the shores of Hawaii. The sport really started to take off stateside in the late 2000's, and has become one of the fastest growing paddlesports markets. It involves a single bladed paddle much like a canoe paddle, only longer. The paddle blade is shorter, and typically in the shape of a teardrop. The reason why it is becoming so popular (say compared to kayaking) is because there little risk of not being able to get back up on the board once you fall down. When your kayak flips, your upside down, You will need to figure out how to roll your kayak right side up. When falling while paddleboarding, you either fall on the board or fall off. Getting back on the board is fairly easy if done correctly, and isn't so intimidating like rolling a kayak. Starting by sitting, then kneeling and finally

standing is the best method when getting comfortable paddling a SUP;. The learning curve of SUP is very short, and is extremely enjoyable once you have spent time on a SUP.

Many different forms of SUP are available: moving water, ocean surfing, expeditions, recreational, fishing, and even yoga on a paddleboard. Since SUP is catching on so quickly, many age groups are participating.

Standup paddleboards are either rigid or inflatable. Rigid boards are made from many different materials (wood, HDPE, fiberglass, carbon/epoxy), and glide better through water than inflatable boards. Inflatable boards are generally made out of flexible PVC because of its rigid properties, and they use 'drop stitch technology' to absorb the air pressure. Here is a cross section of what drop stitch looks like:



(http://www.nrs.com/tech_talk/dropstitch.asp)

However, storing them and transporting SUP's to the water can be challenging. Rigid boards need to be tied/strapped down on a vehicle to transport to waterfronts whereas inflatable boards fold up into a backpack and don't take up as much room. Falling onto an inflatable board is a lot softer than falling onto a rigid board. Generally, most inflatable SUP's pump up to about 15 psi (pounds per square inch) and feel just like a rigid board when completely inflated. Hand pumps can get the boards up to pressure, but electrical pumps make it a lot easier to get to the correct pressure.

Paddlesports are simple and fascinating. SUP really catches peoples attention and is currently one of the fastest growing markets in paddlesports. The more comfortable you are on the water, the more likely you will be to paddle again and again.

REFERENCES

2013 Paddlesports Trends Report

<http://c.ymcdn.com/sites/www.americancanoe.org/resource/resmgr/General-documents/ResearchPaddlesports2013.pdf>

DEFINITIONS OF OUTDOOR RECREATION AND OTHER ASSOCIATED TERMINOLOGY

by Maurice Phipps, 1991

Paddlesports Gear and Information, www.nrs.com

SUP Safety, <http://www.nrs.com/learn/sup-safety.asp>

The Virtues Project™

The Virtues Project began with an idea – that all children are born with the virtues in potential, and that when parents and educators awaken these gifts of character, we can change the world.

The idea evolved into Five Strategies for bringing virtues to life, from birth to death. They not only help us to raise kinder kids but to companion the dying in a compassionate and meaningful way.

The Kavelin-Popovs established a foundation, WellSpring International, and in 1991, formed Virtues Project International as a Canadian corporation when they began to ship virtues books and materials world-wide. The Project has spread to more than 100 countries, and has thousands of facilitators who share its virtues-based principles and practices. The Project is not affiliated with any particular faith but draws its research from all sacred traditions including the oral traditions of First Nations.

The mission of The Virtues Project is to inspire people of all cultures to remember who we really are and to live by our highest values.

Bringing Virtues to Life

The Virtues Project International Association is a global grassroots initiative to inspire the practice of virtues in everyday life, sparking a global revolution of kindness, justice, and integrity in more than 100 countries through Facilitators, Master Facilitators, Champions and Virtues Connections.

The Virtues Project™ empowers individuals to live more authentic meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

The Five Strategies™ awaken the gifts of character, through inspiring programs, books, and materials that help us to remember who we really are and to live by our highest values.

The Virtues Project was founded in Canada in 1991 by Linda Kavelin-Popov, Dr. Dan Popov and John Kavelin. It was honored by the United Nations during the International Year of the Family as a "model global program for families of all cultures".

An Issue-Oriented Five Card Spread

Focus on a question or an issue in your life at this time. Open yourself to discernment of the best way forward.

Click the Virtues links below to build your five card spread. After selecting all five links, move your mouse over your selections at the bottom to review the virtues you've selected.

CORE VIRTUE - Identify the core virtue that applies in this situation. One that is at the heart of the matter.

GUIDING VIRTUE – Pick the virtue that will guide you and set your direction.

STRENGTH VIRTUE – This is the virtue you can rely on to keep you strong and purposeful.

CHALLENGE VIRTUE – This is the Growth Virtue you will need to cultivate in order to succeed. You need to remain mindful to practice this virtue.

SUSTAINING VIRTUE – This is the virtue that will support you to go the distance as you resolve this issue.

Hold these virtues in mind for at least a week after doing the Five Card Spread. Practice them mindfully, and journal the results.

theteam@52virtues.com

Hi Sally

Welcome to the 52 Virtues community. We'll keep you up to date on the 52 Virtues Project as it spreads around the world. If you would like to start your own 52 Virtues Project or have any ideas you'd like to share, we'd love to hear from you. Just reply to this email or leave a message on our blog.

Warm regards

Janet Beckers and the 52 Virtues Team

Niche Partners, P.O. Box 6356, Kincumber, NSW 2251, AUSTRALIA

Virtues - The Gift of Character. The vision of **The Virtues Project** is to serve humanity by supporting the moral and spiritual development of people of all cultures.

Bringing **Virtues** to Life. **The Virtues Project** is a global grassroots initiative to inspire the practice of **virtues** in everyday life. The **Project** is sparking a global

The Virtues Project **The Virtues Project**™ is an innovative program that encourages the development of positive **virtues** in the home, at school, in the workplace and ...

To the usual three R's — reading, 'riting and 'rithmetic — inside Nancy Nord Kanagy's classroom, add three more: reliability, respect and responsibility.

The **Virtues** Circle is dedicated to bringing out the best in one another using the strategies of **The Virtues Project**™

Read article related about **The virtues project**. "**the virtues project** is a model global program for families of all cultures" united nations secretariat, international ...

The Mission of **The Virtues Project**™ is to provide empowering strategies that inspire the practice of virtues in everyday life through programs of excellence and ...

BOTSWANA – The Virtues Project

botho.co/the-virtues-project-botswana

Virtues Project Training a Resounding Success - 250 trained from across Botswana from 40 stakeholder groups! For two weeks in November this year, the Botho ...

Virtue is moral excellence. A **virtue** is a positive trait or quality deemed to be morally good and thus is valued as a foundation of principle and good moral being.

"**the virtues project** is a model global program for families of all cultures" united nations secretariat, international year of the family "**the virtues project** is a ...
thevirtuesproject.com

A List of The 52 Virtues

Here are the 52 virtues that have inspired the 52 Virtues Project. They are taken from *"The Virtues Project Educator's Guide: Simple Ways to Create a Culture of Character"*

assertiveness	friendliness	
caring	generosity	peacefulness
cleanliness	gentleness	perseverance
commitment	helpfulness	purposefulness
compassion	honesty	reliability
confidence	honor	respect
consideration	humility	responsibility
cooperation	idealism	self-discipline
courage	integrity	service
courtesy	joyfulness	tact
creativity	justice	thankfulness
detachment	kindness	tolerance
determination	love	trust
diligence	loyalty	trustworthiness
enthusiasm	moderation	truthfulness
excellence	modesty	understanding
flexibility	orderliness	unity
forgiveness	patience	

WORLD AIDS DAY

February 6, 2014

STEP FILMS

Facilitator: Sally Heard, Peace Corps Volunteer

About these films:

**STEPS FOR THE FUTURE FILMS
SOCIAL TRANSFORMATION and EMPOWERMENT PROJECTS
Formed in April 2001
To intervene in the HIV/AIDS pandemic in Southern Africa**

This is a collection of 38, high quality films that have been shown around the world. They form a part of a campaign to promote debate and discussion around HIV/AIDS related topics. The films celebrate the strength of the people represented who share their experiences of living with HIV and AIDS. Most of the films are documentaries, which are real life stories. The films focus on positive living, hope and inspiration instead of dying, despair and misery. The STEPS films promote the belief that 'actually life is a beautiful thing'.

The films don't preach, they don't give instructions, and don't tell audiences how to behave. The films provoke discussions and encourage audiences to make up their own minds.

STEPS has established a regional network of facilitators to conduct facilitated screenings, guide discussions with audiences and provide locally relevant information to encourage ACTION.

THE FOLLOWING TOPIC ARE DISCUSSED AND ACTIONS DERIVED

- **Care and Support**
- **Disclosure**
- **Living Positively**
- **Transmission and Prevention**
- **Stigma and Discrimination**
- **Relationships**
- **Gender and Sexuality**
- **Life Skills**
- **Peer Education**
- **Misconceptions**
- **Condomizing**
- **Orphans and HIV**
- **Advocacy and Activism**



Post Meta

Oct 2009

// Post Meta

Written by [steps-admin](#)

STEPS BY STEPS

Post Content

The Steps for the Future documentary film project began in 2000 as a shared journey by talented African filmmakers and well-known professionals from around the world. The experience of the North combined with the knowledge of the South was an auspicious fusion that helped create 38 unique films. It was also the catalyst for new documentary projects such as *Why Democracy?*

All the films produced dealt with the question of death and the enormous problem of HIV and AIDS in Southern Africa. Films that millions of people have seen worldwide, that have received awards from Cannes to Zanzibar, and – dubbed into local languages – are still used throughout Southern Africa.

Steps by Steps provides an honest and thorough picture of the process, step by step. Detailed accounts of the logistics of making the series are mingled with reflections on the art of direction, working with other people and the reality of the lives of those people affected by AIDS. *Steps by Steps* gives a rare behind-the-scenes look at the making of documentary films and the building of a worldwide project with its problems and mistakes, but also with its triumphs and unique results.

Steps by Steps was launched at the Sandton Convention Centre on 8 May during Input 2008. The launch was attended by a number of filmmakers, commissioning editors and characters from the Steps films.

A SUMMARY OF HOW I SHOW THE STEP FILMS

Sally Heard, PCV

August 27, 2014

Assignment

On November 15, 2012, Ms. Sally Heard completed training and was sworn in as a Peace Corps Volunteer with the Botswana Youth and HIV/AIDS project, which is done in collaboration with the Ministry of Education and Skills Development (MOESD). She was a Life Skills Community Liaison and supervised on a day-to-day level by Mr. Frank Tautsagae, Headmaster of Monthsiwa Junior Secondary School. She was assigned to Pitsane, a town/village of 2000 to 5000 number of people, in the Southern part of Botswana, near Good Hope, roughly 100 km south of the capital, Gaborone. Setswana and English are predominantly spoken there.

The Junior Secondary School had an enrollment of approximately 700 students, ranging in age from 12 to 18 years of age. There were 6 form 1 classes, 6 form 2 classes, and 6 form 3 classes averaging 40 students per class. Ms. Heard was assigned an office in the rear of the Counseling and Guidance Library. This was a long narrow room with shelves on one side and reading spaces on the other.

Ms. Heard turned this space into a small movie theater where she could show the DVD, STEP Tapes to each class. The school had an older TV but no DVD player so Ms. Heard received permission to buy a DVD player and began showing the tapes to each class.

The students learned to sit on the floor to experience the tapes since there was not room for 40 chairs. At the end of each tape there was a stretching session to help the students learn how to further care for their own bodies and then some songs that not only helped their self esteem but helped them with their English.

This is an English speaking school HAD all courses except Setswana taught in English. All their written tests are given in English.

In the 6 day rotation schedule Ms. Heard could have all 18 Classes.

She ended up showing 245 films to 700 Students the first year and 290 Films to 688 students the second year, for a total of 445 screenings. To help find out how the students were learning from the tapes she gave them the assignment to write : HOW I AM GOING TO HELP BOTSWANA REACH IT'S GOAL OF NO INFECTIONS AND NO AFFECTIONS BY 2016. The students showed a high level of understanding and motivation to not only stay safe themselves but to also help their peers and communities.

To help this project be sustainable she has trained other staff to facilitate the screening so she can leave the DVD's there at the school.

THE SONGS THE STUDENTS ENJOYED :

EVERY LITTLE CELL

I'm so glad every little cell in my body is happy and well. 2X

Every little cell is happy and well
Every little cell is happy and well.

Repeat with clapping and dancing

I AM SPECIAL

Sung while hugging ourselves.

I am special, I am special,
Yes I am, Yes I am
I am very special
I am very special
Yes I am

Then a second time can be: You are Special etc., etc.

We thanked our teachers with: We do Thank You etc.,

IF YOU WANT TO BE SOMEBODY
IF YOU WANT TO GO SOMEWHERE
WAKE UP!
PAY ATTENTION (they liked this one)

I also used some energizers from time to time.
Anything to send them away happy and motivated.

MORE THOUGHTS FROM WORKSHOP

January 11, 2014

Sally Heard

➤ **IT'S NOT ABOUT THE MATERIALS IT IS SO MUCH MORE THAN THAT. THESE PAGES ARE ALL ABOUT ALL THE OTHER THINGS WE NEED TO REMEMBER THAT DOESN'T INCLUDE THE MATERIALS.**

➤ **WE ARE HERE TO TEACH EACH CHILD:**

1. **LOVE OF LEARNING**
2. **How SPECIAL they are**
3. **RESPECT for themselves and others and the materials**
4. **CARE of the ENVIORNMENT**
5. **TRUST in themselves and us**
6. **How to COMMUNICATE by using their words**
7. **Once more - Never do for the child what the child can do for her/his self.**
8. **ALWAYS teach by EXAMPLE NOT BY CORRECTION**
9. **REMEMBER - The child WORKS for the process not the result.**
10. **WE NEVER INTERRUPT THE STUDENTS WORK or Let the Students interrupt each other.**
11. **The students learn to Work with what has been shown , on a rug or at a table and replace before getting new WORK out.**

HOW DOES THIS ALL WORK

WE WILL BE ABLE TO TEACH ALL THE ABOVE MAINLY BY:

ROLE PLAYING ON LINE (at circle time)

Whenever you see any of the above needing your attention find some way to ROLE PLAY an example.

ROLE PLAY

ROLE PLAY

ROLEPLAY

OTHER IDEAS WE NEED TO REMEMBER

- **ALWAYS KEEP THE CLASSROOM IN ORDER AND GOOD REPAIR. The prepared Environment is the MAIN JOB of the Directress and the Assistants.**
- **We are not here to TEACH but to DIRECT THE MATERIALS DO ALL THE TEACHING.**
- **ALL THE MATERIALS and RESOURCES are for Activities ONLY and need to remain in place at all times.**



MONTESSORI OBSERVATIONS by SALLY HEARD
NOVEMBER 2013
BROOKHILLS MONTESSORI
BOTSWANA

The following are observations and suggestions that I made under the direction of the Directress, Sandra Noebo.

- Never do for the child what the child can do for his/her self.
- **ALLOW ALLOW ALLOW** never let time interfere with allowing the child to finish what he/she is doing.
- Show them then wait for the child to **SHOW** you.
- Be careful --- keep track how many times you reach out, touch or physically guide a child the way you want them to go.
- Say, "LET ME SHOW YOU" often.
- Instruct the students how to behave when they have a class visitor.
- A suggested way to do a performance is in the same circle as in the classroom. Children at these ages are very intimidated to stand before a group .
- Instruct the audience how to behave when watching preschoolers preform, such as holding applause till the end. And not having any eye contact with their child during the performance.
- The children need to set up and clean up all snack and eating activities. This is a great Practical Life Activity.
- All adults need to **ROLE MODEL** the behaviors they want from the children: such as: Talk with our **INSIDE VOICES**, **WALK WITH OUR INSIDE FEET**, **NEVER STAND ON THE TABLES OR CHAIRS**.
- **ALL GROUP LESSONS NEED TO BE IN THE CIRCLE** (on the floor) **NOT AT TABLES**.
- Assistants need to join **ALL LESSONS** just as the children. They can then help if two children become restless or bother each other they can quietly just move between them. "Say please make me a space" and sit between them.
- Children do not reach the age of reason till about 7 or 8 years of age so questions like, "What do you want to do?" "Who wants to do _____???" etc., etc. are asking them to reason and they aren't able to do that.
- Remember small children have a short attention span. Working with the Montessori Material will help them but don't expect too long at first.
- **IT IS THE MONTESSORI MATERIALS THAT MORMALIZE A CHLD.**
- **LANGUAGE** such as the letter sounds needs to be on an individual basis not always in a group and we need to use the **SAND PAPER LETTERS AND THE MOVEABLE ALPHABET**.
- The children need to **WORK** on a mat or at a table with the Montessori Materials.
- When giving a group lesson that involves the children answering they need to answer one at a time not all at once. We can't tell if they are saying it properly, etc. if they answer all together.
- Workbooks, (if they have them) needs to be an individual activity not a group activity.

- Always asked the child's permission before touch them, taking something from them or any other behavior. ALWAYS RESPECT THE CHILD'S SPACE.
- WHEN ANYTHING IS COLLECTED HAVE THE CHILDREN DO IT.
- NEVER COMMAND SUCH AS "BE QUIET" OR "STOP MAKING NOISE" We need to just ROLE MODEL the behavior we want maybe by saying, "WE NEED TO USE OUR INSIDE VOICES" (of course in our own inside voice).
- If a child does anything that we want him to do a different way we say, "MAY I PLEASE SHOW YOU HOW TO DO , whatever it is you want.
- One way to let each child have a turn when demonstrating a material is to let just one at a time bring part of the material. This works will with the Sensorial Materials.
- Having a RATIONAL for everything we do and where we put everything in the classroom is a MUST.

THERE ARE NO PROBLEMS
 NO PROBLEM CHILDREN
 JUST OPPORTUNIES AND CHALLENGES TO
 SEE THING LIKE MONTESSORI DID.

You will come to a place , a State of Mind, where there are NO PROBLEMS.

SILENCE VERY IMPORTANT

Create a space where ALL can be SILENT for a short amount of time.

REMEMBER HOW SPECIAL YOU ARE AS A MONTESSORIAN.

YOU ARE DOING VERY SPECIAL WORK THAT NOONE ELSE IN BOTSWANA IS DOING.

THANK YOU FOR LETTING ME BE PART OF THIS GREAT ENDEAVOR.

SALLY HEARD, PCV

Maria Montessori and 10 famous graduates from her schools

Doctor Maria Montessori may have given her name to one of the world's most well known education methods, but the woman behind the philosophy is not a well known feminist figure.

In the early twentieth century Montessori, one of Italy's first female physicians, was a true trailblazer, rejecting many social norms associated with gender roles in her time.

The daughter of parents who placed a high value on education, as a teenager Montessori enrolled in technical schools where she focused on math and science. Montessori planned to become an engineer, but then decided to study medicine.

Recommended: [IN PICTURES Google Doodles you'll never see](#)

Montessori applied to the University of Rome, but was strongly discouraged from attending because of her gender. She enrolled anyway, taking classes in natural sciences, botany, zoology, experimental physics, anatomy, and chemistry. She graduated with her degree in 1896.

According to the American Montessori society, she faced gender discrimination left and right. It was deemed inappropriate for her to attend classes with men while in the presence of a naked body (even when that body was dead), so Montessori did her cadaver dissections after class, alone.

After graduating, Montessori found employment at the university hospital, and began her own practice. She also began her soon-to-be famous research studying how mentally disabled children learn, which would be the foundation for her educational methods for all students.

When Montessori was 36, she founded Casa dei Bambini, or Children's House, an experimental school where she could test her education methods. Rather than teaching the children herself, Montessori trained the teachers and then oversaw their work and observed the students. Her methods, quickly spread, and soon she was training teachers around the world.

Montessori traveled, speaking extensively on her approach to education, and also on women's rights, and peace. She believed that peace could be taught in education, putting her at odds with Benito Mussolini in Italy. Montessori left her country in 1932 and was later was nominated for the Nobel Peace Prize six times. Even in her personal life, Montessori was unusual for her time. She had one son, Mario, but did not marry his father. Mario Montessori eventually became her collaborator in her studies.

Montessori's legacy remains her education methods, but with her remarkable life she also stands as a model of a uniquely talented and bold woman.

Maria Montessori stands in many ways as the mother of alternative education. The Italian physician and teacher invented a new kind of school, one with self-directed learning, classrooms with mixed age groups, and no grades. Now, on what would have been her 142 birthday, thousands of schools bear her name. These Montessori schools have some very famous alumni, many of which credit the free-flowing classes with teaching them to think differently and allowing them to change the world. Here are 10 of the most prominent.

By Chris Gaylord AUGUST 31,

1. **Google founders Larry Page and Sergey Brin**
2. **Sean 'Diddy' Combs, singer, record producer, and actor**
3. **Dakota Fanning**
4. **Julia Child**
5. **Will Wright (video game pioneer)**
6. **Jimmy Wales (runs Wikopedia)**
7. **Gabriel Garcia Marquez, author**
8. **Jeff Bezos (CEO, Amazon)**
9. **Anne Frank (attended Montessori, Amsterdam)**
10. **Alexander Graham Bell, helped create the first Montessori school in Canada**
11. **Thomas Edison, kickstarted four such schools.**
12. **Fred "Mister" Rogers pushed for expanding Montessori education.**

THOUGHTS FROM MONTESSORI WORKSHOP

DEC. 9 TO DEC 20, 2013

Sally Heard

- Never do for the CHILD what the CHILD can do for her/his self.
- ALLOW ALLOW never let Time interfere . Give the Students all the time they need to complete an activity or to repeat it as many times as they want .
- Always SHOW first and then wait for them to SHOW YOU.
- BE CAREFUL & watch yourself. Be mindful how many times you reach out to take a hand and lead them the way you want them to go.
- ALWAYS SAY, "Let me SHOW you", as your only direction. Never say for example "Do this or Do that ".
- Role play on the Circle 'HOW TO ACT WHEN VISITORS COME'.
- DO YOUR PREFORMANCES IN A CIRLCLE. (FOR THE PARENTS)
Children do much better if they are not put in the position of having to look out at the audience.
- Instruct the audience to hold all their Applause till the very End. Tell them that Applause in the middle breaks their concentration.
- Teach ALL LESSONS one on one , or in small group of 2 or 3 or at Circle time. (Use as much student participation as possible in the lesson.
- Assistants will always join the Circle . If a student is having a hard time attending the assistant can move next to that child.
- ALWAYS SPEAK WITH YOUR INSIDE VOICE. (while in the school)
(encourage parents to use this tool at home.)
- Never do anything that you don't want the children to COPY. They will copy everything you do.

- ON QUESTIONING THE CLASS: Questions like, “Do you want to . . . ?” or “Who wants to do . . . ?” etc. are never helpful. Instead give direct statements like: “Now we will do . . . ” or “Johnny will you do . . . ”
- IT’S THE MONTESSORI MATERIALS THAT DO THE TEACHING AND NORMALIZE THE CHILD.
- Language Always begins with the SAND PAPER LETTERS (SMALL CASE) with individual or small group.
- You need objects and Pictures to go with the MOVEABLE ALPHABET.
- LANGUAGE, MATH AND SENSORIAL AND SOME PRACTICAL LIFE need to be worked with at a table or on a Mat/Rug on the Floor.
- Montessori said, “We learn mostly thorough our HANDS.” Therefore we teach by letting students DO not by telling them what to do.
- Students will EXPLORE and DISCOVER as we LET them use the Materials and don’t interrupt their concentration.
- ALWAYS ASK PERMISSION before we take something, or touch, or in any way invade the SPACE of the CHILD. THIS IS HAVING RESPECT FOR THE CHILD’S SPACE.
- ALWAYS CARRY EVERYTHING WITH TWO HANDS.
- If something in the classroom needs moving like a table or chair, etc., have a child do it. They love this.
- DO NOT EXPECT CHILDREN AT THIS AGE TO BE ABLE TO USE THEIR REASON. THE ABILITY TO REASON THINGS OUT DOES NOT DEVELOP TILL AROUND THE AGE OF 7 TO 8 YEARS OF AGE.
- **EACH DIRECTRESS NEEDS: A rational for each activity they put on the shelf. What’s it’s purpose, how will it be used, etc., etc.,. THEY ALSO NEED TO PRACTICE IT THEMSELVES BEFORE SHOWING A CHILD**

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- PROBLEMS: There are NO PROBLEMS --NO PROBLEM CHILDREN **JUST OPPORTUNITIES AND CHALLENGES** : TO LEARN TO SEE THE CHILDREN LIKE MONTESSORI SAW THEM. "PEOPLE JUST LIKE US THAT JUST NEED OUR GUIDANCE , AN ENRICHED ENVIORNMENT AND PURPOSEFUL WORK.
- WE WILL ACHIVE A STATE OF MIND WHERE THERE ARE NO PROBLEMS.
- THE SILENCE GAME: This should be played every day ON LINE (in circle) You can read about it in the Manual. This is a very important part of the Montessori Curriculum.
- WALKING ON THE LINE This is also a very important part of the Curriculum. It should happen every day in one way or another.
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Youth All Lab

Games & More
Cheyenne Murano



Cane Fishing
Bevy Larsen

Basketry
Kim Maes

Robotics
Mary Jean Craig
Tessa & Cole Brusven

Magic & Balloon Animals
Chef Hugo Taylor

Youth All Lab

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Cane Fishing
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**Bevy, age 9
already a seasoned
cane pole fisherman**

CANE POLE FISHING

presented by

Beverly Larsen

All ages of beginners or seasoned fishermen can enjoy cane pole fishing, one of the simplest and least expensive ways to fish. The only equipment needed is a cane pole, fishing line, a hook, a small weight, a bobber, and some bait. Starter kits can be purchased for less than \$10.

Cane poles are usually 8' - 14' long; shorter poles are easier for shorter people. The fishing line is attached to the small tip of the cane pole and, for control, should not be longer than the pole. The hook is attached to the end of the line, with the small weight attached to the line a couple of inches above the hook. "Split shot" is usually used as the weight; it is easily attached and also moveable, should the fisherman decide to try an adjustment. The bobber is also moveable, and is attached to the line above the weight, based on two factors: how deep the water is, and at what depth the fisherman thinks the fish are swimming. The combined weight of the split shot, hook, and bait should allow the bobber to sit upright on top of the surface of the water, without pulling it under at all.

Worms are the usual bait for cane pole fishing, and digging for worms can be almost as fun as the fishing itself. Put some soil in the bait can with your worms, have a few small airholes, and keep your bait in the shade. A trick I learned from my Dad is to keep your lidded bait container upside down; then every time you flip it over to get a worm out, they'll be right there! Putting the worm on the hook is a ruthless business; just poking the hook through the worm in a few places is like putting the bait on a serving platter and lowering it down to the hungry fish who will be able to eat your worm without getting hooked. Put the hook into the worm near one end, and run the hook right through the center of its long little body past the barb on the hook to help keep it on. Completely cover the hook with the worm and leave a bit of each end of the worm to freely wiggle and help attract fish. Baiting the hook is not for the squeamish; but then, nothing about fishing is, really.

Hold the rigged and baited cane pole upright in one hand and gently swing the end of the line into the water in an underhand fashion, allowing the business end of the line to meet the surface softly. (Overhand casting is NOT for cane pole fishing! An overhand cast will cause your gear to meet with the water in a disturbing plop that will scare the fish away. Overhand casting with cane poles is also dangerous for the fisherman and anyone nearby; I remember my rambunctious young cousin hooking her brother in the ear...ouch!) Your bobber should sit upright; if not, adjust it so that it does.

Now's the time to be patient, wait, and watch your bobber. When a fish is nibbling your bait, the bobber will respond. You might want to move your line ever so slightly to see if you can get the fish to take a bigger bite. Sudden and grand movement of your line will scare the fish away. Once the bobber starts bobbing, you've really got some action; pull up slightly and if there's a little resistance, you might be hooking a fish. If you think you've got something, gently lift the tip of the pole to raise the hook out of the water and see if you've got anything...including whether or not you have any worm left. Rebait if necessary. If your bobber goes under and stays under, you definitely have something! Don't ever yank the line out of the water; you might lose your catch, or you might hook yourself or someone else with your wildly flailing line. Remember: you are not expecting to catch very big fish with this method, so adjust your expenditure of energy accordingly. (If, however, you do end up with a large fish on your hook as shown by your pole being bent by the heavy load, do not try to pull it up out of the water the conventional cane pole fishing way. Instead, point your pole down and walk backwards, drawing the fish out of the water and up onto the shore...phew, what a whopper!)

To take the fish off the hook, hold the line in one hand a few inches above the fish and let the fish hang down. Make a "C" shape with your other hand around the line above the hook, pinky side down. Move your hand down over the fish, folding its pokey fins against its body, allowing you to hold the fish firmly in about the middle or slightly towards the head, depending on its size. Let go of the line and remove the hook with your free hand, remembering that there is a barb at the end of the hook. Sometimes the hook will be too far into the fish's mouth to reach, in which case needle nose pliers are handy. If you are keeping the fish, have a bucket of lake water or a stringer handy; if you are releasing it, gently put it back into the water.

The fish cannot hear you talk, so feel free to converse in normal tones with your fellow fishermen, sing a little song, or whistle a happy tune. Fish can, however, feel the vibrations of you walking on the shore or especially a dock, so tread lightly. Relax and enjoy yourself with cane pole fishing!

EASY WEAVING ON A ROUND DRILLED WOODEN BASE

© 2011 Woven Branch Designs

Woven Branch Designs

Angie Wagner
www.wovenbranch.com/www.countryseat.com
angie@wovenbranch.com/angie@countryseat.com

Approximate Finished Size:

4" Base x approximately 4-1/2" High
3-1/2" Across Top

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Beginner Level

Directions are written from the right hand point of view.

Recommended Tools:

Weaverite™ tool letter B (flat tipped awl)
Fid (or pointed awl with graduated metal shank)
Basket shear (heavy duty sharp scissor)
Bent nose pliers
Tape Measure

For Supplies Contact:
The Country Seat, Inc.
www.countryseat.com
610-756-6124
1013 Old Philly Pike
Kempton PA 19529-9321

Materials:

#1 Round Reed (RR) or #2 RR -weavers
~ natural &/or dyed (1-3 colors)
#3 RR or #4 RR
~ 11 spokes at least 12" each
11/64", 3/16" or 1/4" Flat Reed (FR)
4" Round Drilled Wooden Base with 11 holes



Only put weaving materials in the warm water shortly before you need them. Do not over-soak. Do not soak natural and dyed reed in the same container. Flat reed has a smooth side & rough side.

Base:

Put 11 spokes into the warm water for 5 minutes. Insert the spokes into the holes of the wooden base, extending 3" below the base.

Footer:

Starting anywhere, take a spoke in front of the spoke to its left and behind the second spoke to its right. Moving to the right, continue weaving each spoke in front one/behind one.



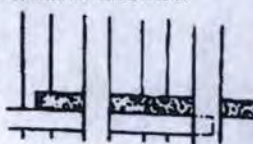
Sides: Continuous Weave:

Taper a piece of flat reed for 8-12" Start cutting with the right side of the reed facing you and the scissors at the left corner. Cut upwards and to the right side. Place the tip of the weaver behind a spoke. Begin weaving over one, under one, continuing around the basket, weaving right past where you started.. Weave about 7 rows.



2 Drilled Bases

If you need to add on another weaver, overlap the end of the old weaver and new weaver for 4 spokes. Taper the end of the weaver so the end falls at the same place where you began. This time start cutting the taper from the right side of the weaver and taper toward the left side (this way the cut edge is facing downwards).



Sides: 3 Rod Wale/Triple Weave:

Pick three pieces of round reed and place one piece behind a spoke, three spokes in a row.

Bring the far left weaver over (in front of) two spokes, behind one spoke and out toward you. Pick up the next far left



piece and weave over two, behind one and out toward you. Continue weaving in this manner, always weaving with the far left weaver. Push down towards the base to compact the rows of weaving.



End the weavers behind three spokes in a row.

Sides: Continuous Weave:

Taper another piece of flat reed for 8-12" and again weave continuously for about 5 rows. Taper the weaver to end the weaving with the end behind a spoke.



Rim: Rewet all spokes completely (do not get the base wet).

Version 1 – Looped Rim Starting anywhere, take a spoke in front of (or behind – just be consistent) the spoke to its right and insert the tip of the spoke down into the weaving on the left side of the second spoke to its right. Push it down until the loop is as high or low as you like. Continue around the basket, moving to the right until all spokes are tucked.



Version 2 – Rolled Rim

Step 1: Starting anywhere, take a spoke behind the spoke to its right and bring it out toward you. Moving to the right, bring the next spoke behind one and out toward you. Continue until all spokes are out. The first spoke will have to be lifted with your flat tipped awl to allow the last spoke to be brought through to complete the pattern. It may be helpful to leave this first spoke a little loose until the final spoke is tucked. Make sure the pattern is complete before moving on to the next step. Run your fingers along the rim to smooth the spokes and to make sure that all spokes are snug against each other.



Step 2: Starting anywhere, take a spoke over two spokes to the right and tuck through the rim to the inside. Continue moving to the right until all spokes are tucked to the inside (picture is shown with first spoke left loose, tighten after all spokes are in place). Use your flat tipped awl or fid to create space. Run your fingers along the outside rim to smooth the spokes and to make sure that all spokes are snug against each other.



Step 3: Starting anywhere, take a spoke over top one spoke and behind one spoke. Continue moving to the right until all spokes are tucked. If you have enough spoke length left, repeat Step 3. Check to make sure that the rim patterns are complete. Trim spoke ends to approximately 1/4".



Trim the hairs with a Basket Shear. Over-dye the basket in your choice of color or leave natural. Brush a thin coat of mineral oil, spray Weaver's Stain or other finish on the basket and hang to dry.

See: <http://countryseat.com/faq.htm> for lots of tips!

HAPPY WEAVING!



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In-Depth Workshops

Music, Fun & Wonderful
Janet Zimmerman

Americana Unplugged
Marianne Burton

Forest & Logging Legacy
Mike Jensen

Challenge for Youth & Adults
Kristen Moon



Challenge Course



With Kristen "Moonie" Moon

Many people when they hear, "challenge course" think obstacle course and then think about the military. However, challenge courses are not obstacle courses and are used by a variety of different groups and organizations for a variety of reasons. At Twinlow we have what is called a low ropes course, which means that none of our elements are more than a few feet off the ground and thus require no harness or other equipment. We run what are called initiatives on our course and each one has a specific purpose to fulfill the goals of the group. There will be one-two facilitators for each group that goes on our course. It is the responsibility of the facilitator to make sure all participants are safe and that at the end of the day their goals have been achieved.

Challenge course participants will be in small groups of 5-10 and will most likely start their challenge experience doing field initiatives or portable initiatives. Every participant, regardless of experience, is expected to participate in these initiatives. There is a reason we start off the course, and that is because like a child we have to learn to walk before we run. During field initiatives your facilitator is trying to get to know the group, the dynamic, and to establish clear goals and expectations before moving onto the course. The other purpose of field initiatives is to learn the safety expectations for the course. Some groups never make it past field initiatives, and this happens for a variety of reasons. Most of the time if a group cannot communicate, disregards safety considerations, or lacks the physical requirements to move to the course they will only do field initiatives. This in no way means that their challenge experience was any less than the experience of participants who made it to the course. The facilitator will give the experience that the group needs.



On the course we have what are called permanent or stagnant elements. These elements are usually built into a natural setting with industrial cable and equipment. All of our elements are built to national challenge course standards and a facilitator will do safety checks before your experience even begins. It is important to listen and abide by all safety instructions given by your facilitator. Fact about challenge courses: more participants are injured on low courses than high courses. This is because people do not assume that because they are only a foot off the ground they can get hurt. This of course is false. We want you to be safe and have a great experience on our course, please listen and communicate.

A very important philosophy in the challenge course world is what we call, "challenge by choice." Everyone has their own limits, needs, comforts, and fears. Only you know what your limits are, and only you can communicate those to the facilitator and your group. Every challenge presented is completely and 100% optional. If you are uncomfortable being blindfolded communicate that to the facilitator, if you are terrified of heights in any way make that known. Our facilitators are trained and will work with you to make sure you are safe and a part of the group experience. Challenge by choice also means we believe in positive encouragement and not negative pressure. What that means is, if you have a participant in your group who is uncomfortable it is okay to give positive encouragement, peer pressure can damage a person and ruin a challenge experience. A good example of positive encouragement is, "I



understand you don't like being blindfolded, could you close your eyes instead?"

Finally, challenge course is one of the best experiences for team building available in my opinion. We do what is called, "experiential education" which is just what it sounds like. For many of us we can talk about teamwork until we are blue in the face, it isn't until we go out and practice it that we truly get it. I can write all day about how to bring a team together, but I would rather take you out and do a few initiatives with you and your group. We will have fun, we will be challenged, and we will bond as a team. I look forward to seeing you on the challenge course.

Unplugged Americana – A History

Greek Philosophy of Recreation & Leisure: The Athenian philosophers believed strongly in the unity of mind and body and in the strong relationship of all forms of human qualities and skills. They felt that play activity was essential to the healthy physical and social growth of children.

Plato believed that education should be compulsory and that it should provide natural modes of amusement for children:

Education should begin with the right direction of children's sports. The play of childhood has a great deal to do with the maintenance or non-maintenance of laws.

The Greeks were active in building planned towns and cities which included parks and gardens.

Roman leisure was largely sports and competition, and then moved toward the gladiator/blood bath games. Theatre was performed only by Greek and southern Italian slaves, never by Roman citizens.

Medieval Times

Hunting by nobility as sport; Games and gambling, music and dance, sport and jousting. Games included chess, checkers, backgammon and dice

Peasants could NOT hunt (under penalty of death)

Village feasts, dancing on the greens, miracle and morality plays

Entertained by jugglers, tumblers and minstrels of nobility for
peasants (once or twice a year)

Pieter Breughel, Flemish artist, showed 80-90 forms of children's play in his famous painting *Children's Games* in 1650

Colonial America – strict religious codes forbid much recreation not to mention to hard work was needed to survive. Fines, the stocks or public whipping were levied for gambling, idleness, or dancing; playing-cards were considered the “devil's picture book” but were imported and easily bought. Drama, nonreligious music, and dancing were condemned. Sabbath laws were strictly enforced. Sunday work, travel, and recreation, even “unnecessary and unseasonable walking in the streets and fields” were prohibited. Fiddling, hunting and fishing were all prohibited on Sunday in Virginia, but popular past times the other days.

Southern plantation owners were often related to English gentry and practiced the same lavish entertainment and hospitality.

Recreation for the slaves in the Colonies (pre-Revolution) would have reflected their West African roots even more, but the owners compelled them to disregard those customs and languages here in the American continent. The customs that did survive included music (the banjo, jazz), folktales and storytelling, and dance (but not the tribal dances of Africa). What of their cultural histories endured did so through storytelling (Roots, by Alex Haley). Slave owners used leisure time as a reward for productivity and loyalty.

Over time, the religious restrictions against play were relaxed, but play was often tied to work in the form of country fairs and market days. Social gatherings centered around work projects such as barn- and house-raisings, sheep shearing, log-rolling, or corn-husking or quilting bees often included music, games and dancing. (re: “Oklahoma!” and Aunt Eller at the picnic, or “Seven

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Brides" and the barn raising scene). When the militia drilled in Boston Common many of the men gathered in local taverns afterward.

By the mid-1700s hard work for bare survival had lessened, and religious antagonism had declined *except concerning Sabbath observance*. The Colonists paid less attention to parks and open spaces than did the older cities in Europe, but many towns started to develop commons or open areas where fairs and markets could be held.

As we shifted from an agrarian economy to an industrial one, our recreation changed. With industrialization came a swift increase in urban populations, many of whom – up to 45% in New York City – were foreign born. Also, work began to be regulated to only a portion of what the early colonists and pioneers had worked to settle and improve America's vast lands. As people had more "free" time – they had worked 69.7 hours/week in 1860, dropping to 54.9 hours by 1910 – there was growing fears about the dangers of certain forms of play and the broader question of what the potential role of leisure might be in the coming century.

As late as 1844, Henry Ward Beecher, a leading minister, savagely attacked the stage, the concert hall, and the circus, charging that anyone who pandered to the public taste for commercial entertainment was a "moral assassin". (His daughter, Harriett Beecher Stowe wrote Uncle Tom's Cabin, largely sparking the Civil War)

How does our play shape who and what we are?

The early 1800s were a time of expansion of theatre, with some American venues seating as many as 4,000 guests. (What is the capacity of modern stadiums? 20,000? 60,000?) Traveling shows teamed with local stock companies to produce shows, with as many as 30 traveling shows at once, with their

accompanying jugglers and tumblers. Soon burlesque and vaudeville shows came on the scene.

In the early 1800s the majority of American men drank regularly. Also, professional sporting events, including running, boat regattas and even horse racing grew in popularity. These were often sponsored by transportation companies such as stage coach and ferries. From very early on, sporting events were entangled with drinking and gambling.

By the 1880s and 1890s churches realized that they could not arbitrarily denounce all recreation and play, and they started to include libraries, gymnasiums and assembly rooms (social halls). The entertainment forms tied to theatre continued to increase in popularity, and popular new hobbies such as photography became popular (in 2005 the #1 and #2 hobbies in America were listed as genealogy and photography). Other sports including tennis, bowling, skating, bicycling, archery, and team games such as basketball, football, and baseball, were growing in popularity with the additions of modern materials and equipment. By the 1850s skating, rowing and sailing had grown popular in the upper classes.

A movement termed Muscular Christianity gave support to the idea of building morality and good character through physical activity, and was the beginning of the idea that led to physical education in the schools. YMCA based its program on active physical recreation.

So here, in brief, is a timeline of play in America. What is truly new? What has endured? What qualities make an activity re-creative? What good can come from activities that do that for us?

Extreme Forestry Adventure 2017

Program Contact: Mike Jensen, County Director

(509) 447-6452 • mike.jensen@wsu.edu

Mike Jensen, WSU Extension Associate Professor and 4-H Youth Development Faculty, explains the project this way:

We are losing our connection to the historical contribution of forestry and logging in the establishment of communities, their economic development, and prosperity. The Forest and Logging legacy project helps us to connect and learn from the past, experience high tech forestry and logging systems today, and plan for how forestry and logging will shape our future. We will take learning to the field and provide active participation and experiential learning of historic and modern forestry and logging skills. You will have fun learning these new skills and be able to take this model home and share with others. See how 4-H "Rocks" and Logrolls!

You will have fun as we explore together the legacy of forestry and logging in our Pacific Northwest. We will experience, conceptually and physically, what it took to be successful in the forest and on the river drives. We will launch from the "roots" of early forestry and logging to today's modern and high tech forestry and resource utilization systems. We will look to the future, and dream what forestry and logging will bring to our local communities and economies. (Activities: logrolling, 2 man buck sawing, peavey log rolling, match split, wildlife activities, forestry games, initiatives ,flying drones, robotics, hiking and more.)

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Dear Participants and Parents, Welcome to the 4-H Extreme Forestry Adventure Project. You will experience Forestry and Logging through the exploration of the past, a focusing on the present and training an eye toward the future. You will be actively engaged in activities and experience forest and logging activities from both the past and present. You may have heard about experiential activities before, but in case you haven't, let me explain what we're all about. Simply put, an experiential activity is an activity that physically and mentally challenges you. In all these activities, safety is the primary concern. Each of our facilitators has gone through extensive training on how to safely facilitate these activities.

Challenge By Choice

In all activities, we practice a policy of Challenge by Choice. Throughout the day it is up to the participant to choose to what degree they are going to challenge themselves. Although we encourage participants to expand their level of comfort, we always support them in choosing their own level of involvement.

Purpose

Our philosophy at 4-H Extreme Forestry Adventure Project is more than just a recreational thrill ride, we believe that it is an educational tool that can help a group develop a wide variety of skills, including trust, team-building, goal-setting, appropriate risk-taking, and communication skills, to name just a few. Each experience in the project is as different as the groups that use it.

Participation

In order to participate, you must:

1. Complete the "Release & Consent/Medical History Form" and return it to your group leader
2. Wear all personal protective equipment requested by facilitators
3. You must also pass a swim test for water based activities.
4. You must be at least 8 years old
5. Wear a swim suit for water activities that is appropriate for the water conditions (rash guards are suggested for logrolling activities)
6. Follow all instructions provided by lifeguards and facilitators

Evaluation

WSU Extension is regularly evaluating the effectiveness of our programs. As a participant in 4-H Extreme Forest Adventure Project you may be asked to complete a short written survey. All survey responses will be anonymous, and you will not be identified in any way. If you have any objections to participating in such evaluations, please contact our office prior to arrival at the program. Youths are

not required to participate and choosing not to will not affect your participation in this or future Extension programs. Please ask your group leader or instructor if you have any questions.

**Sample Program Outline (Activities will take place out of doors rain or shine)
Forest and Logging Legacy Agenda (Subject to change)**

Day 1

- **Setting the Stage**
 - Experiential learning
 - Project Planning
 - Ages and Stages
- **Intro to Forestry**
- **Activities**
 - Build a Tree
 - Board Games
 - Environmental impacts
 - Adaptations
 - Jamaquack
 - Possum
 - Observations
 - Adopt a tree
 - Build a Biltmore stick
 - Hike to Experience the Forest from the Trees
 - Log rolling – ground school

Day 2

- **Connect to the Past**
 - History of Logging
 - Skill set of loggers
 - Job descriptions
 - Life in logging Camp
 - Logging tools
 - Saws that sing
 - Axe me questions
 - Skill Development
 - Saws
 - Crosscut
 - Bow
 - Chainsaw
 - Peavee/Cant/Log Wrench
 - Axemanship
 - Felling
 - Bucking
 - Logrolling Intro
 - Let's roll



Day 3

- **Measuring the forest and trees**
 - Tools of the Foresters
 - Describe a tree

- By the numbers
- Know your tree
- Measure distance
- Observations
- Firewise Concepts
 - Wildland Fire Basics
 - Tools and Techniques
 - PPE
 - Structural
 - Wildland
 - Fire Shelters
 - Become part of the crew
 - Build a line
 - Firewise assessment

Day 4

- Future of forestry
 - What will forestry and logging look like in 2050?
 - Environmental conflict
- Forest and Logging Olympics
 - Teams and Challenges



***The Extreme Forest Adventure Project is a compilation of 4-H Forestry Activities being developed, and adapted to supplement the National 4-H Forestry Project. For more information or to be part of this educational adventure, please contact Mike Jensen, Associate Professor, WSU Extension in Pend Oreille County.**

Logrolling Safety

1. Logrolling is a very safe sport. Just like all other outdoor adventure sports, you must follow certain precautions to ensure your safety and skill building in the sport.
2. Please note: Falling into the water is a frequent and fun occurrence when learning to log roll.

Key Log Safety

1. Minimum depth of water is 2 feet

2. The area should be clear of all underwater obstructions, debris and rocks.
3. The key log should be perpendicular to all structures, dock, or pool edge
4. 10 feet should remain free of obstructions in each direction

Participants Safety Requirements

1. Do not jump on log
2. Do not dive off the Key Log
3. Do not jump from Key Log to Key Log
4. Do not link Key Logs together
5. Stand only in the traction areas of the Key Log
6. Do not stand on the stripes, smooth areas of the log or training wheels.
7. Do not try to reach for the dock or deck when falling off the key log
8. Beginner logrollers should roll with people of similar weight and strength
9. Not spectator or participants should stand along the sides of the Key Log

All facilitators will be trained to the Key Log training standards as provided in the Key Log instruction manual. All facilitators will be trained to a minimum First Aid/CPR/AED certification. An emergency plan will be developed for each use of the 4-H Forestry and Logging Legacy Experiential Project Activities.

As with all 4-H Water activities a certified lifeguard will be present and actively guarding all logrolling activities and participants.

Handouts

Logging Lingo

Reference

- 4-H Eco Stewardship Program:
http://www.nifa.usda.gov/nea/family/res/pdfs/4_h_database/eco_stewards_rev09.pdf
- 4-H Forestry Project (Burilson) : <http://4hforestryinvitational.org/training/unitA.pdf>
- 4-H Logging Forestry & Legacy Project: <http://ext100.wsu.edu/pendoreille/wp-content/uploads/sites/16/2009/12/4-H-News-and-Views-for-April-23-2014.pdf>
- 4-H Outdoor Adventures Project: <http://www.4-h.org/resource-library/curriculum/4-h-outdoor-adventures/project-overview.html>
- 4-H Recreation Leaders Handbook (Ohio): [http://www.ohio4h.org/sites/drupal-ohio4h.web/files/RecreationLeaderHandbook2010%20\(1\).pdf](http://www.ohio4h.org/sites/drupal-ohio4h.web/files/RecreationLeaderHandbook2010%20(1).pdf)

- Aldo Leopold Foundation: www.lep.org
- Crosscut Saw (You Tube): <https://www.youtube.com/watch?v=q3Ry-d0Ptis>
- Environmental Education: www.councilforee.org
- Environmental Education: www.naaee.org
- Fiddlehead Forest School (Washington):
http://depts.washington.edu/uwbg/education/Youth/nature_preschool.shtml
- Fire Ecology Curriculum (FS):
http://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5107845.pdf
- Forest Legacy Program (Forest Service):
<http://www.fs.fed.us/spf/coop/programs/loa/aboutflp.shtml>
- Forest Legacy Program (Montana):
<http://fwp.mt.gov/fishAndWildlife/habitat/wildlife/programs/forestLegacy.html>
- Forest Legacy Program (Oregon):
<http://www.oregon.gov/ODF/privateforests/pages/forestlegacy.aspx>
- Forestry Activities (Preschool): <http://www.anshome.org/index.php/nature-programs/children-family/audubon-nature-preschool>
- Forestry Funding (Preschool | Oregon): <http://www.ecotrust.org/new-funding-for-farm-to-preschool-programs-in-oregon/>
- Idaho State Forestry Contest Manual: <http://www.idahoforests.org/img/pdf/Full-2013-FC-manual.pdf>
- Log Rolling (You Tube): https://www.youtube.com/watch?v=FOeHB_RrSRs
- Logger Days (Kids Events): http://darbyloggerdays.com/?page_id=17
- Logging Sports (Youth): <http://www.crsalmonfestival.com/logger's.htm>
- Project Learning Tree (Idaho): <http://www.idahoforests.org/plt1.htm>
- Project Learning Tree: www.plt.org
- Project Wet: www.projectwet.org
- Project Wild: www.projectwild.org
- Society of American Foresters: <http://www.safnet.org/>

For more information please contact:

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 email: mike.jensen@wsu.edu

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Mini - Workshops

Paddle Boarding
Nick Newlan

Stand- Up Paddle Boarding
Nick Newlan

Sew a Fleece Hat
Susan Walter

Treating Trauma Survivors
Recreation Ideas that Work
John Mitchell

Origamoney
Bevy Larsen

Birding
Carrie Hugo

Drawing With Children
Janet Zimmerman

Sew a Toy Caterpillar
Susan Walter

Lead Horse Rides
Gail Curless

Games Galore
Marianne Burton

Marketing Camps
Mary D. Stewart

Colorful Cording
Bevy Larsen

Challenging Mindsets
Jana Kemp

Leadership
Sally Heard

Biking
John Mitchell, Greg Helbling, Barry McHugh

More Games
Cheyenne Murano

Kayaking/Canoeing
Nick Newlan/Kryn Matlock

Sew a Flirty Apron
Susan Walter

Nature Hike
Kevin Laughlin

Basic Theater
Cheyenne Murano

Living With Blindness
Valerie Duffy, Doug Owsley, Dan Shane
Plus

Living With Blindness for Kids

Deal Makers & Deal Breakers
Jana Kemp

The Amazing Race
Chip Tudor



The **left brain** is associated with verbal, logical, and analytical thinking. It excels in naming and categorizing things, symbolic abstraction, speech, reading, writing, arithmetic. The left brain is very linear: it places things in sequential order -- first things first and then second things second, etc. If you reflect back upon our own educational training, we have been traditionally taught to master the 3 R's: reading, writing and arithmetic -- the domain and strength of the left brain.

The **right brain**, on the other hand, functions in a non-verbal manner and excels in visual, spatial, perceptual, and intuitive information. The right brain processes information differently than the left brain. For the right brain, processing happens very quickly and the style of processing is nonlinear and nonsequential. The right brain looks at the whole picture and quickly seeks to determine the spatial relationships of all the parts as they relate to the whole. This component of the brain is not concerned with things falling into patterns because of prescribed rules. On the contrary, the right brain seems to flourish dealing with complexity, ambiguity and paradox. At times, right brain thinking is difficult to put into words because of its complexity, its ability to process information quickly and its non-verbal nature. The right brain has been associated with the realm of creativity.

As we develop our creative skills we must also develop our ability to suspend the left brain and to release the right. The ultimate goal for all of us is to approach our life and our work using a "whole" brain approach. We can't make the mistake of thinking that the left and right brains are two totally separate entities within our bodies. They are connected and do have areas of overlap. An integrated "**whole brain**" approach begins to maximize the untapped potential of the human brain.

Left Brain

Linear Reasoning - Logic
Black and white
Language functions:
 Grammar and vocabulary
Convergent thinking
Concrete/directed
Mathematical
Speaking
Literal/Analytical
Pattern user
Dominates
Objective

Right Brain

Creative thinking - holistic
Color
Spatial manipulation
Facial recognition
Divergent thinking
Abstract/free
Intuition/dreaming
Drawing
Intonation/Rythm
Pattern seeker
Submits
Subjective

Twinlow Nature Hike [Mini Workshop]

2015 Chatcolab: Northwest Leadership Laboratory, Rathdrum, Idaho

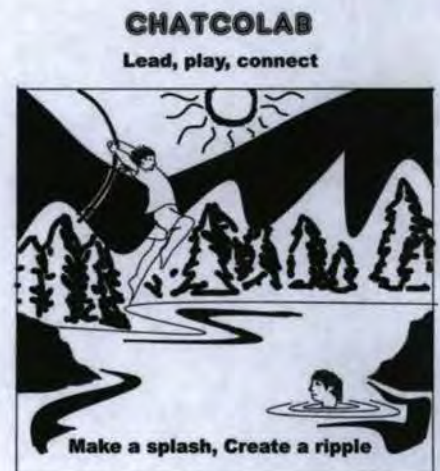


Nature provides us with places to wonder and wander. City or country, riverside, streamside, seashore, prairie, or mountain side all have a gift of life for each of us...if we take the first step. When you hike, eyes, ears, touch, smell, and sound become alive to possibilities. Nature, transforms, elevates, and enlivens us so the beauty and harmony can unfold...the gift of nature fills our container with grace, hope, love, and peace! The systems of nature provide us with the teachings of the ages, the seasons, and the rhythms that can connect us to our past, our present moment, and our future. At every age we can take a hike and experience joy!

Nature Hike Goals:

This Workshop will SHARE with participants:

- Leadership skills in implementing outdoor youth and adult hiking experiences.
- Ideas for making a splash and creating a ripple when mentors and mentees hike together.
- Plant identification ideas and resources for the Intermountain West.
- Ideas From the American Hiking Society & Idaho Forest Products Commission.
- Fun 4-H resources and 18 Links to amplify future hikes in nature.



Twinlow Nature Hike [Mini Workshop]

2015 Chatcolab: Northwest Leadership Laboratory, Rathdrum, Idaho

Nature Hike Outcomes:

Participants will:

- Practice and develop the life skills of relating to others, making decisions and communicating with others.
- Plan, pack for and safely participate in nature hike excursion.
- Explore and discover 'Nature' ideas from Chatcolabs' resource library.
- Take one new idea/activity away from the hike to use at home or in their community.



In hiking the Twinlow trails, you will have the opportunity to get out and explore the natural world around you. You will learn how to identify common trees, shrubs and groundcovers on the campus. What to pack in a backpack for a day hike for a safe and enjoyable trip. Four selected activities will allow you to experience new things in nature and learn some important information.

Chatcolab is located at Twinlow Camp & Retreat Center, on pine-covered grounds on glistening Lower Twin Lake approximately 5 miles north of Rathdrum, Idaho. Twinlow offers opportunities for individuals and groups of diverse abilities, racial and cultural backgrounds. Twinlow is a sanctuary of hospitality, renewal, and learning within natural world. The amazing North Idaho campus is just below Mt. Spokane, on Twin Lakes and surrounded by forests. It is a great space for contemplation and personal growth.

Nature Hike Activities

1. **Quiet Discovery** | Exploring Our Out of Doors with Samuel Harden Stella (1962 Chatcolab)
2. **Make A Splash, Create a Ripple...** | Knowledge, Ideas, Philosophies for Chatcolab 2015
3. **Plant Descriptions with No Names: color, texture, size comparison, etc.** | Exploring Our Out of Doors with Samuel Harden Stella (1962 Chatcolab)
4. **GROK A Tree:** Getting in Touch with Nature with Elaine Sturgis (1996 Chatcolab)



Twinlow Nature Hike [Mini Workshop]

2015 Chatcolab: Northwest Leadership Laboratory, Rathdrum, Idaho

Plant Identification

- **Trees** – Ponderosa Pine, Jack Pine, White Fir, Grand Fir, Douglas Fir, Balsam Poplar, Rocky Mountain Maple, Cascara, Greens Mountain Ash;
- **Shrubs** – Ninebark, Oceanspray, Serviceberry, Elderberry, Chokecherry, Snowberries, Willow, Golden Current, Wild Rose, Snowbush Ceanothus, Wild Honeysuckle, Mockorange (Syringa), Oregon Grape, Mountain Lover (Pachistima);
- **Groundcovers** - Orange & Yellow Hawkweed, Alsike & Red Clover, Wild Strawberries, Salmon Seal, Wild Ginger, Lupine, and Wild Delphinium.

A Chatcolab Reflection

“I yearn for healing,
Deep solitude of the woods.
I am lonely for comradeship
With fog, mist, and woodland
shadows.

Trees----

How I love them!

Rocks, streams, caves,

Withered leaves,

Winding trails,

Fantastic fungi,

Rotten logs

Crickets, birds

Haunted places,

Moon and clouds

Wind and rain.

This is God’s temple, this is heaven.

God dwells here, And walks these trails.

I love to be with God.”



Samuel Harden Sittle, 1962 Chatcolab, Lake Chatcolet, Idaho

Twinlow Nature Hike [Mini Workshop]

2015 Chatcolab: Northwest Leadership Laboratory, Rathdrum, Idaho

Founded in 1976, American Hiking Society (AHS) is the only national organization that promotes and protects foot trails, their surrounding natural areas, and the hiking experience. As the national voice for hikers, American Hiking Society recognizes that foot trails and hiking are essential to connect people with nature, conserve open space, provide biological corridors for diverse plants and wildlife, and for the health of Americans and our natural environment. AHS represent millions of hikers who are committed to beautiful places to hike and believe that the preservation of hiking trails and their environments is important and a worthwhile legacy to leave future generations.



Reference

- American Hiking Society: <http://www.americanhiking.org/>
- Gaudette, M. (2012) How To Do Nature Before Nature Does You, Girl Scouts of America
- Hiking Trails(4-H): <http://www.4-h.org/resource-library/curriculum/4-h-outdoor-adventures/hiking-trails.html>
- Idaho Native Plant Society: <http://www.idahonativeplants.org/>
- Idaho Panhandle Noxious Weed handbook: <http://www.co.bonner.id.us/emergencymanagement/documents/NoxiousWeedFireswiseHandbook.pdf>
- Idaho's Noxious Weed Handbook: <http://www.cals.uidaho.edu/edComm/pdf/bul/bul0816.pdf>
- Idaho's Noxious Weeds: <http://www.agri.state.id.us/Categories/PlantsInsects/NoxiousWeeds/watchlist.php>
- IFPC Forest Posters: <http://www.idahoforests.org/posters.htm>
- Landscaping With Native Plants: <http://www.cals.uidaho.edu/edComm/pdf/BUL/BUL0862.pdf>
- Leuders, E. & Krutch, J.W. (1995) The Best Nature Writing of Joseph Wood Krutch,
- Native Plant List (Idaho, Eastern Oregon & Washington): <http://www.plantnative.org/rpl-imw.htm>
- Native Plants for Idaho Roadsides: <http://itd.idaho.gov/manuals/Manual%20Production/NativePlants/NativePlants.pdf>
- Native Plants from Northern Idaho: <http://www.extension.uidaho.edu/nursery/Extension%20Publications/Native%20Plants%20from%20Northern%20Idaho%20-%20BUL%20657.pdf>
- Native Trees of Idaho: <http://www.treesforme.com/idaho.html>
- Project Learning Tree Idaho: <http://www.idahoforests.org/pltl.htm>
- Project WET: <http://www.projectwet.org/what-we-do/make-a-splash>
- Ripple Effect Mapping: <http://blog-ripple-effect-mapping.extension.umn.edu/> and <http://www.joe.org/journal-current-issue.php>
- The Ripple Effect: http://www.nationalservice.gov/sites/default/files/resource/The_Ripple_Effect_fall07.pdf
- Trees of North Idaho: <http://www.fs.usda.gov/photogallery/ipnf/learning/nature-science/gallery/?cid=1185&position=Quicklinks>
- Twinlow Camp & Retreat Center: <http://twinlow.org/>
- Vinal, Bill: <http://www.library.umass.edu/spcoll/umarmot/?p=945Prepared>

Twinlow Nature Hike: Exploring Our Out of Doors with Samuel Harden Stella (1962 Chatcolab) and Getting in Touch with Nature with Elaine Sturgis (1996 Chatcolab), Chatcolab: Northwest Leadership Laboratory, 67th Year, Lead-Play-Connect: Make a Splash Create a Ripple, Twinlow Camp & Retreat Center, Rathdrum, Idaho, June 2015

Prepared by Kevin M. Laughlin, Ph.D., Idaho Master Naturalist, Sagebrush-Steppe Chapter, Boise, ID | May 26, 2015

Sewing Class Supplies

Some patterns will be available if you can't find them.

Bring your sewing machine &/or sewing kit if you have one – suggested items (scissors, shears, tape measurer, pins, pin cushion, seam ripper, thread snips, 6" dressmakers ruler)

We will have some (older) machines and miscellaneous supplies available.

Sunday Simple Fleece Hat

Kit List -- required items

7/8 yard of 60 inch wide solid color double-sided fleece fabric (if sewing hat A, also required is additional 3/8 yard of a second color fleece)

ballpoint sewing machine needles

good quality thread (color matches fabric)

glass-head pins

stitch ripper

sharp dressmaker's scissors

thread snips or embroidery scissors

pattern weights (or soup cans)

6 inch dressmaker's ruler

sewer's tape measure

zigzag-capable domestic sewing machine, in good working order

Simplicity pattern #1959 <http://www.simplicity.com/p-6634-misses-fleece-hats.aspx>

Kit list -- optional items

hand-sewing needles

disappearing ink pen

serger machine, serger thread

rotary cutter and self-healing mat

Monday Soft Toy Caterpillar

Kit List -- required items

Clover brand yo-yo maker, blue jumbo size <http://www.joann.com/clover-quick-yo-yo-maker-jumbo/1505643.html#q=yo+yo+maker&start=2>

3 1/2 inch diameter heavy cardboard circle (will be used as a template)

3/8 yard of each of five different, complementary woven fabrics*

12 inch scrap of green cotton fabric (for head and tail)

5/8 yard of 45 inch of medium weight cotton quilt batting (or remnants)

3/8 yard of 1/2 inch wide elastic

embroidery threads in red, orange, light green, white

12 inches of 1/16 diameter elastic cord, any color other than white (for feelers)

handful of polyester fiberfill

sharp sewing needle

embroidery needle

good quality thread (color matches fabrics)

disappearing ink pen

embroidery or dressmaker's scissors

sewer's tape measure

Simplicity pattern #2708 <http://www.simplicity.com/p-1658-vintage-yoyo-toys.aspx#t-1>

*choose lightweight cottons or cotton blends in solid colors or small prints; great use of remnants!

Kit list -- optional items

needle threader

stitch ripper

Wednesday **Flirty Apron**

Simplicity Pattern #2592 View D

2 Yd. of 45 inch wide woven fabric*

7/8 yard of 45 inch wide woven fabric (in a contrasting fabric, for waist ties)*

Three packages (same color) 1/4 inch wide double fold bias tape (in a color that complements chosen fabrics)

*no stripes, plaids, or one-way designs (i.e. use 'without nap' fabrics); choose broadcloth, calico, chintz, gingham, pique, or eyelet fabric

Kit List -- required items

2 yards of 45 inch wide woven fabric*

7/8 yard of 45 inch wide woven fabric (in a contrasting fabric, for apron's waist ties)*

three packages (same color) 1/4 inch wide double fold bias tape (in a color that complements chosen fabrics)

iron and ironing board

sharp sewing machine needles

hand-sewing needles

good quality thread (color matches fabrics and bias tape)

sewing pins

stitch ripper

sharp dressmaker's scissors

thread snips or embroidery scissors

6 inch dressmaker's ruler

sewer's tape measure

domestic sewing machine, in good working order

Simplicity pattern #2592 (view D) <http://www.simplicity.com/p-1550-1950s-vintage-aprons.aspx>

*no stripes, plaids, or one-way designs (i.e. use 'without nap' fabrics); choose broadcloth, calico, chintz, gingham, pique, or eyelet fabric

Kit list -- optional items

disappearing ink pen

rotary cutter and self-healing mat

pattern weights (or soup cans)

Supplies are available for purchase at

Jo-Ann Fabric and Craft # 2326

Silver Lake Mall, 200 West Hanley Avenue, Suite 1101

Coeur d'Alene, ID 83815

208-762-4913

Hours

Sun 11a - 6p, Mon - Fri 10a - 9p, Sat 10a - 9p

From 22787 N Twinlow Rd – Rathdrum to 200 West Hanley Avenue, Coeur d'Alene
approximately 16 miles, 20 minutes driving time

1. Start out on N Twinlow Rd (Going Northwest) 0.19 miles
2. Turn RIGHT onto W Twin Lakes Rd (Going East) 0.05 miles
3. Turn RIGHT onto ID-41 (Going South) 4.66 miles
4. Turn LEFT onto ID-53 (Going Southeast) 4.84 miles
5. Turn RIGHT onto US-95 S (Going South) 6.13 miles
6. Take RAMP toward Dalton Gardens 0.24 miles

Assembly Instructions for Fabric Yo-yo Caterpillar Toy

(adapted from Simplicity pattern 8225) Instructor: Susan Walter

To Make a Fabric Yo-yo

- Cut two circles of medium weight batting, 3 ½ inches in diameter, using a cardboard template you've made yourself, (or use the Clover orange 45 mm yo-yo maker as a guide); set batting circles aside.
- Using blue (90 mm size) Clover yo-yo maker, place cotton fabric between disk (looks like a ring) and plate, with wrong side of fabric toward disk (aka ring) and right side of fabric toward plate; cut away excess fabric, leaving approximately 5/8 inch seam allowance beyond yo-yo maker's rim; leave fabric in yo-yo maker for next step.
- Position both batting circles, one on top of the other, in the centre of the yo-yo maker so that the batting is atop the wrong side of the fabric; pin in place using one large pin in the centre.
- Remove fabric/batting combination from yo-yo maker.
- Sew batting circles to fabric around batting perimeter in one of two ways: either with a sewing machine (stitches will show on right side of fabric so use co-ordinating colour thread) or hand sew with tiny invisible stitches; remove pin.
- Put fabric/batting combination back into yo-yo maker with fabric's right side toward plate, placing disk (AKA ring) atop fabric's wrong side; make sure that the 5/8 inch seam allowance isn't caught inside the yo-yo maker's disk and plate (it should be sticking up at a 90 degree angle); batting circles must be exactly in the centre of the yo-yo maker's disk (AKA ring).
- Follow yo-yo-maker's sewing directions (#4 through #8) to sew a running (gathering) stitch by hand around the fabric perimeter; use co-ordinating colour thread.
- Complete the yo-yo by following yo-yo-maker's sewing directions #9 through #14.
- Repeat above directions to create 20 yo-yos (four of each of the five different fabrics you've chosen).

To Make a Caterpillar's Head

- Cut, out of green fabric, two 3 ½ inch diameter circles using cardboard template you've made, (or use the Clover orange 45 mm yo-yo maker as a guide).
- On one green fabric circle, using disappearing ink pen, draw friendly eyes, nose and smiling mouth as a stitching guide; embroider, by hand, these facial features with embroidery floss in bright colours, using a darning needle.
- Stitch embroidered green circle (caterpillar's face) to second green circle, right sides together, leaving an opening for turning right side out; use ¼ inch seam allowance as you stitch around the circle's perimeter with regular sewing thread and needle; turn green head right side out.
- Stuff head with fibrefill; stitch remaining seam closed.
- Cut a 10 ½ inch piece of half inch wide elastic; turn under one end of elastic and sew securely to centre of stuffed head's back; set aside.

Assemble Caterpillar's Body

- In each yo-yo, cut a ¼ inch slit through the centre of the ungathered side, also cutting through the batting circles inside, and enlarging the slit if necessary to accommodate the threading of the elastic; thread yo-yos on the elastic, having gathered side of yo-yo toward caterpillar's head; arrange the five different coloured yo-yos in a repeating sequence.

To Make Caterpillar's Tail

- Out of green fabric, cut one 3 ½ inch diameter circle using cardboard template (or use the Clover orange 45 mm yo-yo maker as a guide).
- To gather tail, stitch ¼ inch from raw edge of green fabric circle, using long basting stitches (machine stitches or hand stitches); pull up gathers firmly, leaving a small hold for the insertion of fiberfill stuffing.
- Stuff tail with fiberfill; pull up gathering threads once again, leaving an opening about a half inch in diameter (smaller if possible); tie off thread and cut remaining excess thread.
- Insert elastic end into tail opening and sew securely, pulling the opening close around the elastic.

To Make Caterpillar's Tentacles

- Cut a 10 inch piece of the coloured elastic cord; tie it evenly around the half inch elastic, between the head and the first yo-yo, so that the elastic cord's ends are equal length and are sticking up behind the head.
- Tie a knot in the elastic cord ends to complete the look of tentacles.

Challenging Mindsets



Based on the work of Jana Kemp and her book **Moving Out of the Box**

(Praeger – hardback, Stanford University Press – paperback)

www.JanaKemp.com

Collaboration

Command & Control

Five Mindsets for working with others – All are valuable!

Defined

Strengths

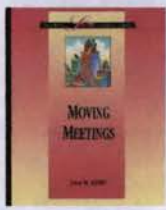
Limitations



Deal Makers and Deal Breakers – What are Yours?

Based on the collected works of Jana Kemp.

www.JanaKemp.com



1994: 2 languages

2005: 6 languages

2007

2008: Hardcover

2008 – ripe for TV

2012

2009: Soft-cover by Stanford University Press

And children's book: Charlie's Letter: a Letter from a mom in jail to her son

Deal Makers

Deal makers are the things, actions, behaviors, activities, values, and emotions that **help us to:**

- Be our best selves.
- Achieve our goals.

The deal maker that I remember most is:

The person or group that has brought the most number of deal makers into my life is:

Historic deal makers:

- The Beatitudes – following them
-

My deal makers are:

Things I always say “yes” to?

Deal Breakers

Deal breakers are the things, actions, behaviors, activities, values, and emotions that **push us to:**

- Be our worst selves.
- Give up on our goals.

The deal breaker that I remember most is:

The person or group that has brought the most number of deal breakers into my life is:

Historic deal breakers:

- The 10 Commandments – breaking them
-

My deal breakers are:

My Policy of No is:

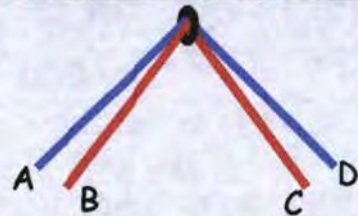
- 1.
- 2.
- 3.
- 4.
- 5.

Colorful Cords

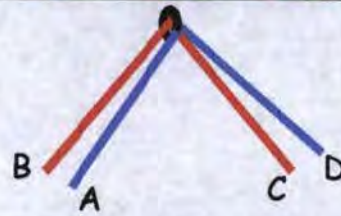
presented by Beverly Larsen

4 Strand Braid

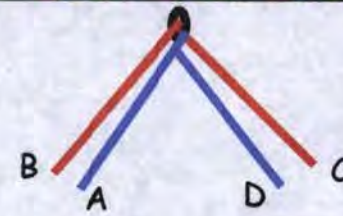
1. Center 2 strands on a ring or paper clip. Secure the ring to hold project taut.



2. Fold A back, come between C & D, fold A forward over C, & bring A back to left side to below B.



3. Fold D back, come between B & A, fold D forward over A, & bring D back to left side to below C.



4. Fold B back, come between D & C, fold B forward over D, & bring B back to left side to below A.

5. Continue this pattern, alternating sides, always working with the strand that is the highest on your work.

Rope Making

If you have ever fidgeted twisting a shoestring until it doubles back on itself, you are on your way to rope making. There are more complicated ways to make rope, but a simple way is to work with a buddy holding one end of your project taut while you twist the strands from the other end, using a stick or pencil as a handle. After considerable twisting, let the project go slack just a little to see if you've twisted enough...you'll be able to tell. When you have enough twist, if the project is quite long, have a third person hold the middle of the twisted strands while the two ends are matched up. Allow the project to twist a little at a time from the folded end. Knot both ends. A speedy quick method is to use an old-fashioned hand drill with a cup hook instead of a drill bit.



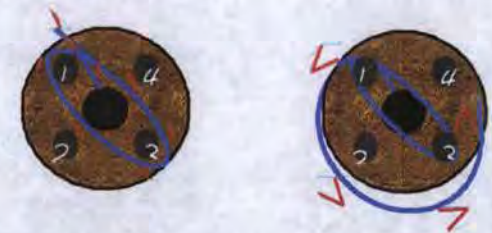
KUMIHIMO Japanese Braiding

Kumihimo is the Japanese art of braiding, traditionally made using a wooden stand called a marudai and weighted bobbins to hold the individual strands. Braids with 4, 6, 8, or several dozen strands were used to make the lavish cords adorning ceremonial dress.

This kumihimo learning project uses a pierced cardboard square with numbered slits along the edges. Always start & stop with the dot in the lower right corner. Begin with the top or bottom strand that is closest to the right edge, move it to the opposite edge and the corresponding number. Work to the left, alternately moving each strand across the cardboard. Turn the project counterclockwise after each edge is done. Pull the braid through the center of the cardboard to the back.

SPOOL KNITTING

Put the beginning of the yarn down through the hole in the spool; hold onto it under the spool. Loop the yarn around nails 1 and 3, with the yarn well down on the nails.



Now start wrapping the yarn around the outside of the nails, pulling the lower loop of yarn over each nail. The first time around, you will only stitch on nails 1 and 3; after that it will be all four nails. Give the yarn under the spool a little yank after each stitch.

Knit as much as you like; run the end of the yarn through the last loops on the nails and tie off.

\$ SHORT

1. Start with the dollar bill back side up.



2. Valley fold to the middle of the "O" in "ONE". Turn over.



3. Fold in half; crease & return. Fold top and bottom to center. Turn over.



4. To begin to form collar, valley fold 1/4" at the "pyramid" edge of bill. Turn over.



5. Finish collar and shape sleeves by folding angles as shown above.



6. Valley fold in middle, bringing bottom up; tuck top of shirt under collar.

\$ PANTS

1. Start with the dollar bill back side up.



2. Valley fold top and bottom to meet in the center.



3. Valley fold at center.



4. Valley fold at an angle to form legs.



5. Slip folded edge of pant into opening a bottom of shirt

\$ PANTS

1. Start with the dollar bill back side up.



2. Valley fold top and bottom to meet in the center.



3. Valley fold at center.



4. Valley fold at an angle to form legs.



5. Slip folded edge of pant into opening a bottom of shirt

\$5 STAR



1. Start with bill face up. Valley fold left corners at 90 degree angles to meet at horizontal center of bill.

2. Valley fold left edge to center of "O" in "ONE" printed underneath the green circular emblem. Top & bottom edges should line up.

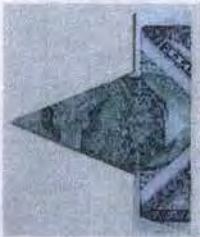
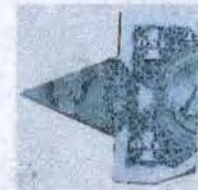


3. Flip bill over. Valley fold left corners at 90 degree angles to meet at horizontal center of bill.

4. Valley fold again to center, paper airplane style.



5. Flip bill over. Valley fold right side over and tuck it under the pointy pocket.



6. Valley fold again under the pocket.

7. Valley fold the remainder into thirds and tuck under pocket.
Make 4 more!



8. Assemble star by tucking tabs in front and behind. The tabs will go into the star points at an angle.



design adapted by Beverly Larsen

Makes an impressive gift or
leave as a \$5 tip for stellar service!

\$ BASKET



1. Start with dollar bill right side up. Valley fold left side to right. Mountain fold top half back, folding after "E" in "UNITED".



2. Flip bill over, mountain fold right half of bill to match left half.



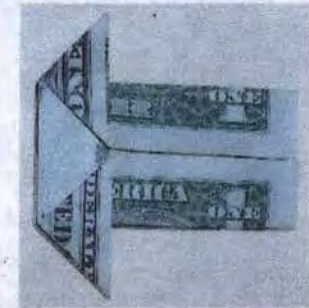
3. Valley fold top & bottom edges of right side of bill to meet at the horizontal center of the bill.



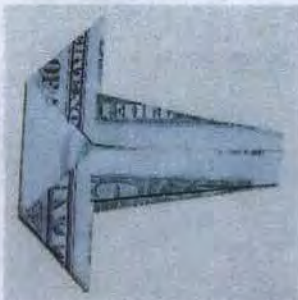
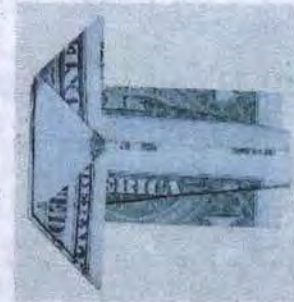
4. Flatten triangles on left side of project as show in pictures.



5. Flip bill over and repeat.



6. To shape handle, mountain fold each long edge beginning at the inside point of the triangular "pocket" out to the side of the bill, allowing the corners of the bill to overlap slightly.



7. Flip bill over and repeat.



8. Carefully open basket.

9. Slide the end of one handle into the other. Put coins in basket to leave a tip of \$1 & change.



\$ BASKET



1. Start with dollar bill right side up. Valley fold left side to right. Mountain fold top half back, folding after "E" in "UNITED".



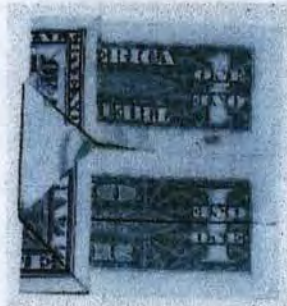
2. Flip bill over, mountain fold right half of bill to match left half.



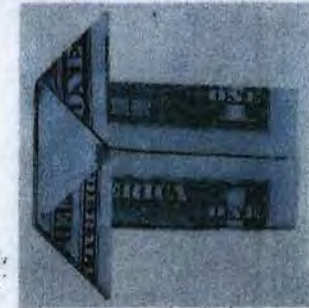
3. Valley fold top & bottom edges of right side of bill to meet at the horizontal center of the bill.



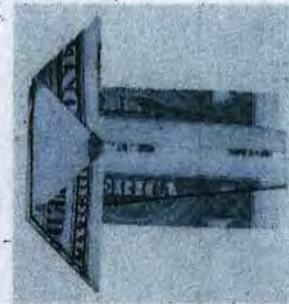
4. Flatten triangles on left side of project as show in pictures.



5. Flip bill over and repeat.



6. To shape handle, mountain fold each long edge beginning at the inside point of the triangular "pocket" out to the side of the bill, allowing the corners of the bill to overlap slightly.



7. Flip bill over and repeat.



8. Carefully open basket.

9. Slide the end of one handle into the other. Put coins in basket to leave a tip of \$1 & change.



design adapted by Beverly Larsen

\$ RING

1. Start with dollar bill right side up.
Valley fold the top and bottom white borders.



2. Valley fold the bill horizontally, then again.



Flip bill over and position with "THE UNITED STATES OF AMERICA" across the top.

3. On the right side, valley fold the white border;
valley fold again to make a square with the "1" in the center, as shown in picture.



4. About 2" in on the left side,
mountain fold at a 45 degree angle.
This determines the size of the
ring: fold less for a larger size,
more for a smaller size.



5. Mountain fold that left
side over the top of the bill.



6. To form the ring, curl the sides towards you, with "THE UNITED STATES OF AMERICA" on
the inside, and the "1" square overlapping the other side. Check for size; adjust as described in
step 4 if needed.



7. Wrap left end of bill up over right side, but underneath the "1" square.



8. Fold "1" square down into place and tuck it's margin underneath the left side wrap.



9. Tuck the rest of the left side of the bill inside the
ring. If there is still some left, tuck it underneath the
"1" square.



instructions designed by Beverly Larsen

Wear with pride; you'll never be broke!

\$ BOX WITH SLIDING LID

BOX: 1. Start with dollar bill back side up.

2. Valley fold horizontally to mark center of bill; open. Valley fold top & bottom to meet at center.



3. Valley fold right side over to "E" in "AMERICA"; crease & return.



4. Valley fold left side over to "U" in "UNITED"; crease.



5. Open left side to a 90 degree angle.



6. Lift top and bottom edges to 90 degree angles to form 2 corners of the box.

Valley fold in excesses on short side of bill at a 45 degree angle.



7. Mountain fold left side into box, press along the box side; valley fold to cover half of the box bottom.



8. Repeat with right side. Side edges will meet inside bottom at center providing stability. Box is complete.



\$ BOX WITH SLIDING LID

page 2

LID: 1. Start with dollar bill right side up.

2. Valley fold top & bottom edges a generous 1/4".



3. Mountain fold and crease at these places along the front of the bill:

- ~both sides of George outside of largest leaf showing at bottom of portrait
- ~on the "T" in DEBTS"
- ~between the "N" and "G" in "WASHINGTON, D.C."
- ~on left side at edge of last leaf
- ~on right side at edge of last berry on branch



4. This will wrap around the box for the sliding lid with George's portrait on top. Fold one side edge back at crease. Shape lid and gently ease one side of bill under the other, lifting the top & bottom edges of the lower side over the other side to lock the bill in place.



5. Slide the lid onto the box; insert coins to leave a tip of \$2 & change!



design adapted by Beverly Larsen

Sighted Guide Technique
Valerie Duffy, MSW
Visual Impairment Service Coordinator
VAMC Boise

- Sighted guide technique is the name given to a method of mobility guidance for visually impaired persons. As it takes "two to tango", two persons are also needed to use this method: a visually impaired person and a sighted person. Using specific techniques and movements will allow you to walk with the visually impaired person safely, comfortably and efficiently.
- The person who is legally blind is not always totally blind, in fact only 15% of those blind cannot see at all. Many of those who have partial vision can move around independently most of the time, however when confronted with an unfamiliar or dark place they may need assistance.
- The sighted guide technique is easy to master, and with a little time and effort invested you will become a confident guide. Once you are at ease with the method, you should be able to negotiate assisting the blind person in any travel situation.

- Sighted Guide Technique

1. Contact and Grasp

You as the guide should make contact with the blind person by touching their arm, forearm or hand with the back of your hand. Have the blind person grasp your right arm in their left hand, just above the elbow. Their thumb should be on the outside of your arm. They should grasp your arm firmly.

Note: if the blind person is much taller than the guide, they can rest their hand on the guide's shoulder. If they need some additional physical support, bend your arm at the elbow.

2. Stance

With your arm relaxed at your side, the blind person should be one half step behind you. Be sure to walk at a pace that is comfortable for the both of you. If you feel like you're dragging the person, you probably are, conversely, if you feel that you are being "pushed" then you may be going too slow.

3. Narrow Passages

Verbally let the blind person know that a narrow passage lies ahead. Continue moving forward, putting your arm diagonally across your back. The blind person should fall in step behind you. Slow your pace. When you have negotiated the

narrow passage you can bring your arm back to its normal position and the blind person can fall back in their normal stance.

4. Doors

When you encounter a closed door first give the blind person the information regarding which way the door will open and to which side, for example "the door opens towards us to the right" or "the door opens away from us to the left." If the door opens towards us, the guide proceeds first, depending on which side the door is on will determine if the guide or the blind person should lift their free hand to catch the door. If the door opens away from us the guide pushes open the door first, and again door placement will determine who should use their free hand to catch the door.

5. Stairs

As you approach the steps, indicate verbally that you are coming to stairs and if they are going up or down. Stop just before the stairs. Move your arm forward and have the person come up next to you. Indicate if handrail is present on their side. Step onto the first step and have the blind person follow one step behind you. When you reach the landing, pause, and allow the blind person to come on to the landing.

6. Changing Sides

At some point, you may encounter an obstacle which necessitates that the blind person walks on your other side. Ask the blind person to switch sides and bring your arm behind you. They should grab your arm with their free hand and release their original grasp. Trailing that hand along your back, they should grasp your free arm then bring their second hand across to resume the normal grasp for travelling. Switch back to the correct side when able.

7. Sitting

Position the blind person so that their knees touch the front of the chair. Indicate if the chair has arms. Allow them to bend down and orient to sit. If the back of the chair is to you, walk up to the chair and put their free hand on the back and allow them to pull it out and sit down.

- Sighted guide enables the blind person to maneuver in unfamiliar places. Now that you've learned the steps of sighted guide, you can feel confident that when it comes to guiding you won't have two left feet!

Information to pass on

As we and our veteran population grow older, changes in vision is inevitable. The aging eye will experience some decline in vision. Know the difference between what a normal aging eye is and what is not. It could help you determine if what you are experiencing visually is typical, or a warning sign which should be addressed by an eye care professional.

There are three normal changes which will occur as we age:

“My arms aren’t long enough” Dilemma Presbyopia is a result of the lens of the eye losing its elasticity. For many of us, we begin to notice problems with focusing on printed matter between the ages of 40-50. Presbyopia is easily corrected with “cheaters” (reading glasses), bifocals or trifocals.

“This place is too dark” Complaint Putting more light on the subject may be the key. The aging eye has a difficult time adjusting to changes in lighting because as it gets older, the pupil becomes smaller. In order to see well, more light is needed. Consider using a desk lamp or enhance overhead lighting in your home. Recognize that it will take longer for your eyes to adjust when you go from bright sunlight into a darker area, i.e. a dimly lit restaurant or movie theater.

“That doesn’t look blue to me” Syndrome Declining sensitivity to color and contrast is also normal for the aging eye. Thickening and yellowing of the lens in the eye causes color distortion. It also affects our contrast ability, causing problems with judging depth of steps and curbs. A visit to your eye care professional will help determine whether cataract surgery may be helpful.

Eye pain, blurriness, haziness, visual distortions, sudden loss of sight, loss of peripheral vision, are **not normal** for the aging eye. Seek professional eye care if you experience any of these symptoms. Best preventive action is to be proactive; have an eye exam annually.

Blind Beatitudes or can I get an AMEN!

BLESSED ARE THEY that refrain from shouting when they speak to me.

BLESSED ARE THEY that talk directly to me and not to someone else.

BLESSED ARE THEY that say who they are when entering a room and say hello to me.

BLESSED ARE THEY that say goodbye to me when they leave so I am not left speaking to the air.

BLESSED ARE THEY that do not hesitate to say "SEE" when talking to me.

BLESSED ARE THEY who tap my shoulder gently when they approach from behind or from the side when speaking to me.

BLESSED ARE THEY who wait for me to extend my hand before shaking it.

BLESSED ARE THEY who place my hand on an object such as the back of a chair when telling me where it is, so I can seat myself.

BLESSED ARE THEY who do not leave me in a strange environment without orienting me to it.

BLESSED ARE THEY who offer me their arm so they can serve as my guide, instead of grabbing, pulling or shoving me.

BLESSED ARE THEY who come up to me in a large crowd and offer to help me when I appear disoriented.

BLESSED ARE THEY who do not embarrass me in a group of people by openly referring to my blindness in word or action.

BLESSED ARE THEY who laugh with me when I tell a joke related to blindness.

BLESSED ARE THEY who read me the menu and its prices and allow me to order my own meal.

BLESSED ARE THEY who take me to the cashier so I may pay for my own meal.

BLESSED ARE THEY who treat me like a human being, for like it or not I AM a human being.

Silverwood Theme Park... Exploration in Action



"The

Northwest's largest theme park: big rides, big slides, big fun."

Located in beautiful North Idaho, Silverwood Theme Park has over 70 rides, slides, shows and attractions including four roller coasters, Boulder Beach Water Park, a steam engine train, live entertainment, restaurants, and more... The park has Thrill, Fun-For-All, and Kids Rides. The attractions include the Theatre of Illusion and the Main Street Theatre. Silverwood has something for all ages. There's the old time main street with shopping, restaurants and even an air-conditioned movie theater playing old movies. The park admission includes the water park. There are long slides, fast slides and winding slides, a lazy river, a Polliwog Park and a Toddler Springs – wet fun for the whole family! The food is reasonable priced... you can enjoy a funnel cake with huckleberries and whipped cream! Because of safety issues, no pets are allowed at Silverwood only service animals are allowed inside the park.

Presenter: Marie Becker is the Director of youth and Children's Ministries at St. Mary's Church in Moscow, Idaho. She was born in Portland, Oregon and raised a farm girl in rural Western Oregon, and later, Eastern Oregon. Marie raised sheep projects in 4-H, and had sheep and radish seed projects in FFA. She and her husband, Carl, have three mostly-grown children, Elizabeth, Gabrielle and Thomas. Marie organizes retreats, service projects, youth and children's events, youth and faith ministries, and summer vacation Bible school programs. She became a 4-H leader when her children became interested in rabbits, Guinea pigs and poultry. She also served as the 4-H Rabbit Supervisor for the Western Idaho Fair. Marie keeps involved with 4-H as a showmanship judge for the Latah County Small Animal Round Robin.

Marie Becker: PO Box 9106, Moscow, ID; (208) 850-5304; moscowyouth@yahoo.com

Presentation: Tuesday Silverwood Theme Park Chatcolab Excursion 9 a.m. to 5 p.m.

Cost: A \$15 non-refundable deposit per person was due with registration. The final cost will be determined by the number of registrations, and will be known upon arrival to the camp.

When: June 16, 2015

Where: Silverwood Theme Park: 27843 N Hwy 95, Athol, ID; (208) 683-3400;
info@silverwoodthemepark.com

Additional Information: We will begin with a short learning and journaling time at Camp Twinlow before departing for Silverwood Theme Park. If a minimum of 20 persons register, we will depart camp about 10:10 a.m. to begin our adventure at Silverwood Theme Park at 10:30 a.m. with a presentation about the park. If less than 20 persons register, we will depart the camp about 10:40

a.m. to begin our adventure at Silverwood Theme Park when the gates open at 11:00 a.m. Our adventure ends at 5:00 p.m., as a group, we will decide if we will leave the park at 5:00 p.m. or return to Camp Twinlow at 5:00 p.m. Silverwood is about 15 mins, pending traffic conditions, from Camp Twinlow. The car park is to the east of Silverwood Theme Park. A tunnel under the highway connects the car park to the theme park. Strollers and wheelchairs are available to rent at Silverwood Theme Park, first-come basis.

Goals: This Silverwood Theme Park Excursion will give participants:

- A greater understanding of the importance of “new fashioned” play, with an educational bent
- Development of creative problem solving skills
- Effective leadership skills
- Fun opportunities to be with friends and family
- Goal setting and increased sense of purpose
- Safe opportunities to take risks
- Self-esteem and confidence
- Tools to manage fear in themselves and in others
- Work in cooperative learning groups

Outcomes: Choosing this Silverwood Theme Park option is a fun and dynamic way to introduce key ideas of “new fashioned” play, with an educational bent into a group activity. The Chatcolab program will consist of departure guidelines, a review of safe approaches to the excursion, leadership, educational and decision making aspects of this excursion. Safety checks, check-ins, and group events will be planned with the group of parents and responsible adults for each child.

What to Bring:

- Camera or cell phone w/ camera for a scavenger hunt
- A sense of fun and adventure!
- A smile to share
- Swim suit and towel (*if planning to get wet*)
- Cooler of food to keep in car for those with special diets (wrist band allows re-entry)
- Paper and pencil/pen (*optional*) to record observations or take notes
- Sextant (*optional*) for youth and adults interested in taking on-site measurements for on-site or later study (a paper one will be available)
- Calculator or cell phone w/calculator (*optional*) for manipulating measurements recorded or

approximated

Please visit <http://www.silverwoodthemepark.com/> for height requirements and map of park.

Silver wood Theme Park General Behavior & Rules: Silverwood Theme Park and Boulder Beach Water Park are proud to be family friendly parks. The park will not tolerate foul language, unruly running or throwing of objects. No weapons of any kind are allowed on the parks property. All guests are asked to wear appropriate attire and no clothing or body art deemed by the parks management as vulgar, rude or containing derogatory language or graphics is allowed. No solicitation or distribution of materials is allowed on park property.

Food and beverages cannot be brought into park. No coolers are allowed. Alcoholic beverages purchased in the park must be consumed on premises. No throwing of any objects and no running allowed. Carry-on items are not allowed on rides. No paging announcements. Operating hours are subject to change without notice. No rain checks or refunds are available. NSF checks will be collected with additional fees added in accordance with state law. No weapons or firearms. No chairs of any kind are allowed in the park with the exception of the 4th of July fireworks show. No patio umbrellas or tents. Children under 12 years of age will not be admitted to the park unless they are accompanied by someone 16 years of age or older. Silverwood reserves the right to inspect all backpacks, bags and containers entering the park. If you leave temporarily, have your hand stamped for same-day re-entry at the exit gate.

In the chance of rain storms or other severe weather conditions; some rides may be temporarily closed. If the majority of the rides are closed for more than an hour and a half period, we gladly offer a return visit pass. Return visit passes are not distributed after the storm has passed or after 5:00 PM. Silverwood does not offer cash refunds.

Silverwood and Boulder Beach are smoke free environments. Smoking permitted in designated areas only.

Silverwood Dress Code

- Silverwood requires shirts, shoes and appropriate dress.
- Swimsuits are not allowed.

Boulder Beach Rules and Information

- Swim wear must be modest in design. No revealing or thong swimsuits allowed. Swim wear with exposed zippers, buckles, denim fabric, rivets or metal ornamentation is not permitted.
- For safety, diaper age children must wear swim diapers. (Forgot? Swim diapers are available in the gift shop.)
- Only park flotation devices or U.S. Coast Guard approved flotation devices are allowed.
- Life jackets are provided at no charge. (Life jackets cannot be used on body slides, except at Polliwog Park.)
- All pools and slides will be closed in the event of lightning.
- The park provides some tubes free of charge for use on the Lazy River and Rumble Falls. Rental tubes are available for use on all park attractions that allow tubes.
- Guests must change into street clothes (shoes, shorts and shirts) before returning to Silverwood.
- Showers and changing rooms are provided and rental lockers are available.

Physics for Kids (<http://www.ducksters.com/science/physics/>)

A scientist named Isaac Newton came up with three **Laws of Motion** to describe how things move scientifically. He also described how gravity works, which is an important force that affects everything.

First Law of Motion says that any object in motion will continue to move in the same direction and speed unless forces act on it.

That means if you kick a ball it will fly forever unless some sort of forces act on it! As strange as this may sound, it's true. When you kick a ball, forces start to act on it immediately. These include resistance or friction from the air and gravity. Gravity pulls the ball down to the ground and the air resistance slows it down.

Second Law of Motion states that the greater the mass of an object, the more force it will take to accelerate the object. There is even an equation that says Force = mass x acceleration or $F=ma$.

This also means that the harder you kick a ball the farther it will go. This seems kind of obvious to us, but having an equation to figure out the math and science is very helpful to scientists.

Third Law of Motion states that for every action, there is an equal and opposite reaction. This means that there are always two forces that are the same. In the example where you kicked the ball there is the force of your foot on the ball, but there is also the same amount of force that the ball puts on your foot. This force is in the exact opposite direction.

Mass is a measurement of how much matter is in an object. Mass is a combination of the total number of atoms, the density of the atoms, and the type of atoms in an object. Mass is usually measured in kilograms which is abbreviated as kg.

Weight is different from mass. Weight is the measure of the force of gravity on an object. The mass of an object will never change, but the weight of an item can change based on its location. In the United States we usually measure weight in pounds, but in physics when we are describing weight as a force, it is generally measured in Newtons which is abbreviated as "N".

Since **gravity** is fairly consistent on Earth, weight will be consistent as well. This allows us to use a formula to convert weight into mass or mass into weight. The formula is:

$$\text{force} = \text{mass} * \text{acceleration} \text{ or } f = ma$$

In this equation force is equal to the weight. The acceleration is the acceleration caused by gravity "g" which is 9.8 m/s^2 .

Now we can substitute weight for mass and 9.8 m/s^2 for acceleration to get the formula:

$$\text{weight} = \text{mass} * g \text{ or } \text{weight} = \text{mass} * 9.8 \text{ m/s}^2$$

Mass is different than size or volume. This is because the type of atoms or molecules as well as their density helps to determine the mass. For example, a balloon filled with helium will have much less mass than a similar sized item made of solid gold.

In physics, **force** is a push or pull on an object. A force can cause an object to accelerate, slow down, remain in place, or change shape. The unit of measure for force is the newton which is abbreviated as "N". One newton is the force needed to accelerate one gram of mass by one centimeter per second squared. Other units of force include the dyne and the pound-force.

Force can be figured out if you know the mass and acceleration of an object. This equation comes from Newton's Second Law of Motion:

$$f = m * a \quad \text{Where } f = \text{force, } m = \text{mass, and } a = \text{acceleration.}$$

Acceleration is the measurement of change in an object's velocity. When you press down on the gas pedal in a car, the car surges forward going faster and faster. This change in velocity is acceleration. The equation for calculating acceleration is:

$$\text{Acceleration} = (\text{change in velocity})/(\text{change in time}) \quad \text{or} \quad a = \Delta v \div \Delta t$$

The standard unit of measurement for acceleration is meters per second squared or m/s^2 .

In physics acceleration not only has a magnitude (which is the m/s^2 number we discussed above), but also has a direction. This makes acceleration a vector.

Newton's second law of motion states that the force on an object equals the mass times the acceleration. This is written in the following equation:

$$\text{Force} = \text{mass} * \text{acceleration} \quad \text{or} \quad F = ma$$

We can use this formula to also figure out the acceleration if we know the mass and force on an object. This formula is:

$$\text{acceleration} = \text{force}/\text{mass} \quad \text{or} \quad a = F/m$$

Speed is a measurement of how fast an object moves relative to a reference point. It does not have a direction and is considered a magnitude or scalar quantity. Speed can be figured by the formula:

$$\text{Speed} = \text{Distance}/\text{Time} \quad \text{or} \quad s = d/t$$

In the United States we mostly think of speed in miles per hour or mph. This is the way the speed of a car is typically measured. In science and physics the standard unit of measure for speed is generally meters per second or m/s .

The measurement of speed can reflect two different scalar quantities:

- Instantaneous Speed - The speed of an object at a given moment. The car may be travelling

at 50 mph at this moment, but it may slow down or speed up during the next hour.

- **Average Speed** - The average speed is calculated by the distance that an object traveled over a given interval of time. If a car traveled 50 miles over the course of one hour then its average speed will be 50 mph. It may be that the car traveled at instantaneous speeds of 40 mph and 60 mph during that time, but the average speed is 50 mph.

Velocity is the rate of change in an object's position. Velocity has a magnitude (speed) and a direction. Velocity is a vector quantity. Velocity is represented by the formula:

$$\text{Velocity} = \frac{\text{change in distance}}{\text{change in time}} \text{ or } \text{Velocity} = \Delta x / \Delta t$$

Velocity has the same unit of measure as speed. The standard unit of measure is meters per second or m/s. Speed is the magnitude of velocity. Velocity is the speed of an object plus its direction. Speed is called a scalar quantity and velocity is a vector quantity.

Kinetic energy is the energy an object has due to its motion. As long as an object is moving at the same velocity, it will maintain the same kinetic energy. The kinetic energy of an object is calculated from the velocity and the mass of the object.

Here is the equation for calculating kinetic energy (KE):

$$\text{KE} = \frac{1}{2} * m * v^2 \text{ where } m = \text{mass and } v = \text{velocity}$$

The standard unit for kinetic energy is the joule (J). The joule is the standard unit for energy in general. Other units for energy include the newton-meter (Nm) and the kilogram meter squared over seconds squared ($\text{kg m}^2/\text{s}^2$). Kinetic energy is a scalar quantity, which means it only has a magnitude and not a direction. It is not a vector.

Potential energy is the stored energy an object has because of its position or state. A bicycle on top of a hill, a book held over your head, and a stretched spring all have potential energy.

The standard unit for measuring potential energy is the joule, which is abbreviated as "J."

Potential energy is stored energy while kinetic energy is the energy of motion. When potential energy is used it is converted into kinetic energy. You can think of potential energy as kinetic energy waiting to happen.

One type of potential energy comes from the Earth's gravity. This is called gravitational **potential energy (GPE)**. Gravitational potential energy is the energy stored in an object based on its height and mass. To calculate the gravitational potential energy we use the following equation:

$$\text{GPE} = \text{mass} * g * \text{height} \text{ or } \text{GPE} = m * g * h$$

Where "g" is the standard acceleration of gravity which equals 9.8 m/s^2 . The height is determined based on the height the object could potentially fall. The height may be the distance above the ground or perhaps the lab table we are working on.

Example Using A Roller Coaster: One way to think of potential and kinetic energy is to picture a car on a roller coaster. As the car travels up the coaster it is gaining potential energy. It has the most potential energy at the top of the coaster. As the car travels down the coaster, it gains speed and kinetic energy. At the same time it is gaining kinetic energy, it is losing potential energy. At the bottom of the coaster the car has the most speed and the most kinetic energy, but also the least potential energy.

Journal/Discussion Questions:

- What do you hope to learn today?
- What are you most excited for today?
- Have you ever been to Silverwood Theme Park? If not, how do you feel about riding a roller coaster? If yes, which roller coaster are you most excited to ride? Why?
- Will you visit the water park today? If yes, which water slide are you most excited to ride? Which do you think will feel faster, the roller coaster or the water slide?
- How will you try to be kind to others today?
- Are there any rides you feel scared to ride? What can help you feel less scared?
- What did you learn today?
- What was your favorite things about today? Why?
- What was your least favorite thing about today? Why?
- What are the ways you helped others today? How did that make you feel?
- What was your favorite ride? Why?
- What was your least favorite ride? Why?
- If you could design your own roller coaster, what would it look like? Draw a picture.
- Which of Newton's Laws of Motion did you experience the most today?
- What did you learn about science today that you can teach to someone else?
- What was your favorite thing you did as a family today? Why?
- What was your least favorite thing you did as a family today? Why?
- What happened that made you feel proud today?
- What do you want to always remember about today? Why?
-

Websites to visit before and after visiting Silverwood Theme Park and Boulder Water Park

Safety:

Amusement Park Safety Tips: <http://www.iaapa.org/safety-and-advocacy/safety/amusement-ride-safety/amusement-ride-safety-tips>

4-H Water Safety Guidelines: <http://cesutter.ucanr.edu/files/102525.pdf>

Guide to Safe Scouting: <http://www.scouting.org/filestore/pdf/34416.pdf>

9 Ways to Stay Safe at Amusement Parks: <http://www.parents.com/fun/vacation/theme-parks/ways-to-stay-safe-at-amusement-parks/>

Safer Parks: <http://www.saferparks.org/>

Stay Safe on Amusement Park Rides: <http://www.healthcommunities.com/healthy-living-guides/index.shtml/stay-safe-on-amusement-park-rides> 83

Theme Park Safety Tips: <http://www.themeparkinsider.com/flume/201501/4359/>

About Theme Parks:

Future Theme Park Leaders Association:

<https://ucf.collegiatelink.net/organization/futurethemeparkleadersassociation>

International Association of Amusement Parks and Attractions: <http://www.iaapa.org/>

Silverwood Theme Park: <http://www.silverwoodthemepark.com/>

Theme Park Management Training Programs: http://study.com/theme_park_management_training.html

Theme Park press: <http://themeparkpress.com/>

What's It Like to Design Roller Coasters? – STEM Jobs: <http://stemjobs.com/whats-like-roller-coaster-designer/>

Science:

Amusement Parks: <http://school.discoveryeducation.com/teachers/amusementparks/>

Amusement Park Physics: <http://www.learner.org/interactives/parkphysics/>

Defined STEM – Math and Roller Coasters: <http://www4.definedstem.com/public/connections/Math-and-Roller-Coasters.html>

Energy Transformation on a Roller Coaster: <http://www.physicsclassroom.com/mmedia/energy/ce.cfm>

Favorite STEM Lessons – Roller Casters: <http://melindajhs.wix.com/elementary-stem#!portfolio/c879>

4-H Science: <http://www.4-h.org/youth-development-programs/4-h-science-programs/>

How Roller Coasters Work: <http://science.howstuffworks.com/engineering/structural/roller-coaster3.htm>

Physics Day Teacher Manual – Six Flags: <https://www.sixflags.com/sites/default/files/SFGAM%20Physics%20Day%20Teacher%20Manual.pdf>

Roller Coaster Physics: STEM In Action: <https://www.teachingchannel.org/videos/teaching-stem-strategies>

Roller Coaster Physics: <http://www.real-world-physics-problems.com/roller-coaster-physics.html>

Roller Coaster Physics: <http://www.pbslearningmedia.org/resource/tch12.sci.phys.stem.rollcoast/roller-coaster-physics/>

STEM Connector: <http://www.stemconnector.org/4H>

Teach Engineering: Physics of Roller Coasters Lesson: https://www.teachengineering.org/view_lesson.php?url=collection/duk/lessons/duk_rollercoaster_music_less/duk_rollercoaster_music_less.xml

Thematic Amusement Park (Lesson Planet): <https://www.sixflags.com/sites/default/files/SFGAM%20Physics%20Day%20Teacher%20Manual.pdf>

Why don't I fall out when a roller coaster goes upside down?

<http://www.loc.gov/rr/scitech/mysteries/rollercoaster.html>



Potpourri

Potpourri

Potpourri



CHAT CHAT SPRING NEWS

Volume 67 Number 01

Spring 2015

Chatcolab
NORTHWEST LEADERSHIP LABORATORY



IN This Issue...

<u>Topic</u>	<u>Page</u>
News...ALL Lab Outdoor Recreational Leadership Summary	2
Ideas, Philosophies, Knowledge, & Humor to SHARE...	3
Chips from the Chatcolab Chair... Challenge as a way to Leadership or Leadership Moments...	7
Recreation Insights - Oregon State University...	8
GEMS of Gems from Past Labs...	12
The Chatcolab Board	13
What is Chatcolab...	13
Become A Member...	14

Calendar...

April 15, 2015 Early Bird Registration Deadline

May 2, 2015 Clean Up Day @ Twinlow... Come Help. Prepare the way for a new camping season!

June 1, 2015 Registration Deadline

June 13-19, 2015 - Chatcolab Northwest Leadership Laboratory, Rathdrum, ID

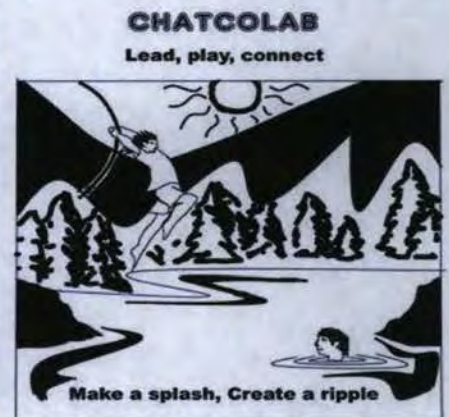
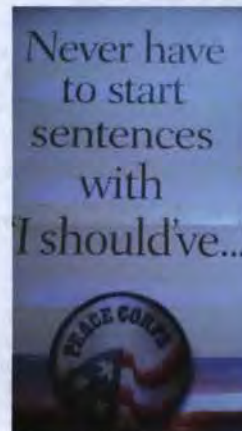
Join Us at Twinlow, in Rathdrum, Idaho for Chatcolab June 13-19, 2015!

REGISTER TODAY!

WEB Site: <http://Chatcolab.com>



Join our group and check us out on facebook: **Chatcolab: Northwest Leadership Laboratory**



Twinlow Camp & Retreat Center
A place apart for all seasons

CHAT CHAT SPRING NEWS

Volume 67 Number 01

Spring 2015

NEWS...

Great Leaders Need to Step Forward & Step Back



Nick Newlan is perhaps the youngest ALL Lab presenter in Chatcolabs' 67 year history. But it is time, time for Millennials' to take on their role as leaders in our communities, countries, and world. Information, science, technology, engineering, and math (STEM) impacts all of us in ways most of us never imagined! If you join his ALL Lab session you will learn to lead by stepping forward and stepping back as you create a splash, & plan to make a ripple.

A graduate of Twin Falls (Idaho) High School and studied Resource Recreation and Tourism at the University of Idaho, College of Natural Resources, Nick will shine anew, light potential, and model joy with you in outdoor recreation. He has spent the last 11 years working professionally with **NRS (Northwest River Sports)**, a 100% employee owned business located in Moscow, Idaho.

Outdoor recreation at our 2015 Chatcolab will focus on your fitness, framework and safety in all aspects of fun, leisure, professional, and family interactions with nature. How balanced are you in your recreation pursuits? And what does balance mean? Nick will explore lifetime, life span, good and aerobic activities! You will discover your rhythm, philosophy, and increase your depth of understanding of our natural world.

NRS has empowered Nick to look at the world with a new lens, identify the gems, and then treating others as he would like to be treated. People have responded to this operating system with cheer, and great growth has happened! Over 90 people are employed by NRS; they work with mom/pop shops, outfitters/guides, and direct consumer's all over the world. You will gain great insight to this system and SHARE in practically responding to change. Turn his ideas, philosophies, knowledge and humor for leadership into splashes and ripples in your family and community...make them your own.

While our focus will be outdoor leadership, the practical, and practice, all week will be in gaining skills at: **Stand up Paddle Boarding, Mountain Biking, Canoeing, and Kayaking.** You will come home with empowerment ideas for self and others through the use of recreation equipment. You will gain keen insight to the newest technologies...and 'balance' will be a focus in most sessions.

SUP has gone through the roof with over 25,000 boards sold in 2014 and an average of 88,000¹ kayaks/canoes sold annually the last 14 years in the United States. Americans spend more than \$650 billion annually on

¹ <http://www.statista.com/statistics/215314/total-sterndrive-boat-units-sold-in-the-us/>

CHAT CHAT SPRING NEWS

Volume 67 Number 01

Spring 2015

equipment ranging from skis to tents, RVs and boats and on services ranging from fishing licenses to whitewater outings. The industry supports million of jobs in manufacturing, sales, and service.² Nick is part of that industry and will provide you with vision, leadership ideas, and perspective on what is next!³

Outdoor recreation in the adventure sports arena continues to grow. Recreational activities continue to be a mainstay of the American lifestyle. Industry experts suggest that recreation activities will increase as more people seek "high value" vacationing over the next decade. Chatcolab has been building leaders through sharing about outdoor recreation in adventure sports for 67 years. Join Nick to better lead and explore North America's Great Outdoors as a perfect fit to balance in your life and our world.



IDEAS, PHILOSOPHIES, KNOWLEDGE & HUMOR to SHARE!

Music with Janet Zee...Don't Miss it!!!

Hello 'old' friends and 'those new friends I have yet to meet"! As your music presenter at Chatcolab in June 2015, I am looking forward to an unforgettable week of community music making at camp in June! Recently I travelled to Phoenix Arizona and was fortunate to spend a whole day at the Musical Instrument Museum (MIM) west of Scottsdale. It may sound over the top when I say that the MIM changed my life, but that truly is what happened. I expected to see an interesting collection of horns, stringed instruments and drums, but when I saw

² <http://www.dallasnews.com/sports/more-sports/outdoors/20150107-outdoors-briefs-americans-spending-plenty-of-cash-on-outdoor-recreation.ece>

³ <http://www.funoutdoors.com/files/Outdoor%20Recreation%20Trends%202015%20final.pdf>

this statement prominently featured at the museum entry, I knew this was just not any collection.

MUSIC IS THE LANGUAGE OF THE SOUL.

What I experienced was more than 6,000 instruments collected from around 200 of the world's countries and territories. Most displays are enhanced by state-of-the-art audio and video technologies that allow guests to see the instruments, hear their sounds, and observe them being played in their original contexts.

So this is not meant to be an advertisement for the MIM, even though I think every person should go there sometime in their lifetime! I wanted to tell you that I am newly inspired, transpired, and raring to go at CHATCOLAB with community music making with all of you! **MUSIC, FUN and WONDERFUL!** Our intentional

community-for-a-week, singing, dancing and making a joyful noise together! There will be no Tests, Techniques, or Tryouts.... just the musical magic that happens when our community rings with the harmonies of every voice!

TRA-LA, see you at Chat.... Janet Zimmerman:

janetkayzee@gmail.com.



CHAT CHAT SPRING NEWS

Volume 67 Number 01

Spring 2015

CALLING ALL CHATCOLABERS: PAST, PRESENT and FUTURE



From: Sally Heard, RPCV, All Lab Presenter

It is with great excitement that I look forward to sharing with you my journey as a **Peace Corps Volunteer** in Botswana. As a long time Chatcolaber, I feel very honored to be one of your All Lab Presenters.

This years theme, **LEAD, PLAY CONNECT – Make a SPLASH, CAUSE A RIPPLE**, will make it easy for me to incorporate all my various experiences into our sessions.

As a Returning Peace Corps Volunteer, we will be able to make many Splashes and create many RIPPLES to take back to our "Villages".

I used many of the Skills I learned over my years attending CHAT as well as discovered many new ideas and teaching techniques that we can explore together and have lots of FUN as we proceed through the week.

One of the tools I discovered that actually began in America is **THE VIRTUES PROJECT**. This is a very exciting method that students, teachers and families all over the world are now using to bring more Love and Harmony into all their situations. If you want to know more about it before you come to Chat it is on the internet at: thevirtuesproject.com

Helping to start the first Montessori School in Gaborone, Botswana was one of the privileges that gave me a lot of pleasure. As a **Montessorian** for the past 30+ years I hope to pass on the skills and philosophy of this 100+ year old method that I love so much. The two fit together like a glove. You can **GOOGLE** Montessori to find a wealth of information on that subject.

I have many pictures, videos, artifacts, and the Fun of my Safaris to **SHARE**.

If any of you have been to Africa please bring things to **SHARE**. If you have any questions please feel free to call me: 406-453-2088.

Planning on **SEEING YOU SOON**, Peace and Love, Sally



Making a splash at an Amusement Park...STEM Ideas to Grow With!

Marie Catherine (Grady) Becker is the Director of Youth and Children's Ministries at St. Mary's Church in Moscow Idaho. She was born in Portland, Oregon, and but raised a farm girl in rural western Oregon, and later, in rural eastern Oregon. Marie is the oldest of 7 siblings. With her husband, Carl she has three children: Elizabeth, Gabrielle and Thomas. An Idaho 4-H Leader for over 10 years Marie has been Organizational Leader, Project Leader and a Western Idaho Fair (Boise) 4-H Small Animal Superintendant. Reach her at: PO Box 9106, Moscow, ID 83843; Phone: 208-882-8001 | www.stmarysparishmoscow.org | moscowyouth@yahoo.com

CHAT CHAT SPRING NEWS

Volume 67 Number 01

Spring 2015



Making a splash or creating a ripple at an amusement park doesn't seem like a big challenge. Just one time on the "Log Flume" or a quick visit to water park and, wham, goal accomplished! Or is it? Is this the only kind of splash we expect to make on a Chatcolab excursion to a theme park? Here are some ideas of other splashing and ripples your family can experience if you join me on June 16 for our "Chaperoned Excursion" to Silverwood Theme Park and Boulder Beach Water Park. One day at an amusement park as a family: a lifetime of family memories and stories. One hour exploring the physics of a roller coaster: a future semester (or course of study) relating a "real-life experience" to scientific laws and theories. One minute offering a kindness by holding a door, allowing a separated friend move ahead in line, picking up trash, smiling, saying thank you to those who work in the park: an infinite ripple of those who witness or receive the kindness passing it on to someone else!

The Fun in Science, Technology, Engineering & Math (STEM) will be a ripple from the this excursion...don't miss it! We need at least 20 people to sign up for the "Chaperoned Excursion to Silverwood Theme Park" for the best rate and to be able to include a child-friendly, educational presentation about the park. Whether your family is looking for fun, learning, or service, our time at Silverwood will not disappoint! Please join me in experiencing the "Northwest's Largest Theme Park." More info at: www.silverwoodthemepark.com



The Courage of Good Goal Setting

Toni Gwin is an Extension Educator – 4-H Youth Development and has been attending Chatcolab since the 1980s off and on. Her wit, and wisdom has been presented in ALL Lab, IN-Depth and Mini Workshops! You can renew your connection with Toni by contacting her at: PO Box 88, 1216 W Robert Bush Dr. South Bend WA 98586 | PHONE: 360 875 9331 FAX: 360 875 9304 | tgwin@wsu.edu



I had survived a day at the (Puyallup) Washington State Fair and now was going to enjoy some late afternoon sun. I grabbed my sack of snacks and found a bench by an entry gate. It is hard to eat carrot sticks and drink water in the middle of a giant fairgrounds but I am trying live what I teach, eat less and move more. No deep fried butter for me. My bench allows me a view of the people forming entry lines and a little of the parking lot. It is transition time, home school families and seniors are leaving, while the after work crowd and wooing couples are coming for Friday night fun. [Photo of 4-H Camp in Pacific County, Washington]⁴

That is when the shine caught my eye and...I see them. Two lanky teen-aged boys pulling rolls of aluminum foil out of the trunk of a car. The car will teach them basic machines by the time they can afford their next but it is

⁴ 4-H Camp Pacific County, WA, Accessed 4/06/15 at: <http://ext100.wsu.edu/pacific/>

CHAT CHAT SPRING NEWS

Volume 67 Number 01

Spring 2015

not rusty and has the polish of pride. I watch the two help each other wrap their long arms and upper bodies in foil. Any sense of self-conscious is lost in the process and their apparent plan. I am glancing at their progress and watching the sky for UFO's hoping that is not what the immediate future holds.

After a few minor adjustments they cover the foil with shirts and pick up poster boards and conic aluminum foil bowls. As they walk to the entry gate I see them digging for money and conspiring. The taller of the two says "Get your hand stamped, in case we get tossed". They get in line, trying to settle down and blend into the crowd but they are both grinning now. The grin of anticipation. I am starting to speculate is this a terror threat, high school choir, wedding proposal, PETA protest, or a cheerleader

exhibition in bad outfits.



With steady progress they make it to the front of the line, pay and get their hands stamped. They are in

and standing less than six feet from me. I watch in fascination as they tie their shirts around their waists, exposing the foil. They each take the straps of two identical sets of poster boards, which are fashioned into sign boards and place them over their shoulders. Next the conic foil bowls with an ice cream points goes on their heads. They turn and I see two young men in chocolate kiss costumes wearing sign boards which read "Free Kisses, Single Girls Only". What good goal setting! [Hershey's Photo]⁵



That is where my adult mind went. **First they had a specific and realistic goal – Meet eligible girls at the fair. They developed a plan to meet that goal – Advertise their quality kisses. They knew roadblocks could occur and were prepared – They had their hands stamped to come back in the gate. They will need to evaluate success – Is their success receiving 1000 kisses or a lifelong memory or the courage of action? I didn't stay to see the end but I know that over time their success will modify as they look back on this night. How close did this goal bring them to their complex goal of establishing a family? I don't know.**

...What I know is that there is courage in action, in making big goals small, of sticking to the plan, of seeing the stumbling blocks, starting over if needed and celebrating the success. Have the courage of kisses!

⁵ Accessed 04/06/15 at:
<http://www.fanpop.com/clubs/hershey-kisses/images>

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015



CHIPS FROM YOUR CHAIR! Nel Carver, Idaho

June will be here before
we know it and it will be

time for a fun learning week at Chatcolab, Northwest Leadership Laboratory. **At present we have close to 60 registrants and have already awarded 10 first time scholarships....** Remember if you are counting on room in the lodge, get your registration in now!!

We have a great program planned with something for all ages from learning about birding to paddle boarding to sewing a cute hat to honing those acting skills while developing & building our leadership potential. Plus so much more.



Our All Lab Youth Program will include: Games of all sorts, Basketry, Fishing, Magic & Balloon Twisting, Robotics... Go Questions...give me a call!!!Be sure to check out the website - www.chatcolab.com and get registered as soon as possible. The Early Bird deadline is April 15! **Regular registration deadline is June, 1 2015.**

Looking forward to seeing all of you soon...

Nel Carver, 2015 Chair
1668 Appaloosa Road
Moscow, ID 83843
208-883-1533

carver.bobnel@gmail.com

Let me know if you have any suggestions!



Join Mike Jensen, Associate Professor, County Extension Director and 4-H Youth Development Faculty, WSU 4-H Camps Specialist, Washington State University Extension, Pend Oreille County .

In his In-Depth Workshop you will have fun as we explore together the legacy of forestry and logging in our Pacific Northwest. We will experience, conceptually and physically, what it took to be successful in the forest and on the river drives.

We will launch from the "roots" of early forestry and logging to today's modern and high tech forestry and resource utilization systems. We will look to the future, and dream what tomorrow's forestry and logging will bring to our local communities and economies. All activities will be focused on kids and adults ages 8 to 80! You will learn how to replicate these learning activities back home!

CHAT CHAT is the Networking Newsletter for our Northwest Leadership Laboratory. It is a forum to discuss ideas, knowledge, philosophy and humor in an atmosphere of sharing all year long. Three editions offer an opportunity to 'check-in' even if we can't make it to lab. Editions will come out in Summer & Autumn 2014, Spring 2015. All current year labber's, patron & participating members receive a copy by e-mail as a PDF attachment. Hard copies are available upon request. Contact Kevin Laughlin, Editor for more information at 208-724-1478 (cell) or kevinlaughlin@peoplepc.com to sign up! [Page 7]

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

LEADERSHIP Moments

*Thanks to Jean Baringer, Chatcolab Historian & Honorary Board Member from Conrad, Montana for providing the following article and shared at Chatcolab in the 1970s...
Written by Dr. Kenneth L. Denmark, Texas A & M University*

Also see: Self-Acceptance and Leader Effectiveness, Denmark, Kenneth L.
Journal of Extension, 11, 4, 6-12, W 73 |
<http://www.joe.org/joe/1973winter/1973-4-a1.pdf>

Foundations of Leadership...

Leadership is simply influencing the attitudes of other people through various ways - sharing knowledge, giving advice or suggestions, expressing an opinion, or offering assistance.

Most leadership positions call for some degree of decision making. All leadership positions require a real concern for others if you want to really function as an effective leader. Otherwise you would not have followers.

Leadership abilities are the result of training and experience. If people have the desire to lead, they can learn to be leaders. Leadership generally arises out of the need for leadership. It is usually based on some degree of accomplishment in the eyes of the group who grants leadership. Thus, leadership reflects a relationship between people or between a person and a group of members. It is something earned. It is bestowed by the people concerned.

A genuine leader knows that his effectiveness stems not from what he says, but from his day to day

behavior. Therefore, he strives to set good example by being efficient, by treating others with consideration, and by being firm yet fair. S/He wants an atmosphere of cooperation in which each person helps other members of the group or team. To get work done through others, today's leaders must light a spark in his or her group so that they become self starters.

Leadership is like friendship; the more one shares it with others, the more one receives in return. A leader must give his members opportunities to run with the ball and show they have what it takes to succeed. Delegation is an excellent method for developing members, but it can also give the leader more time for other leadership activities and training.

Don't Ask yourself, Do my members like me" Ask, "How much and why do they respect and have confidence in me?" Respect and confidence cannot be demanded. Both must be won. NO one can tell another person how to go about inspiring respect or confidence. One leader will win them because he is fair; another because she is brilliant; and another because she is consistently thoughtful and considerate. Whatever else he or she is, the respected leaders in genuine. The essential ingredient is sincerity.

An effective leader keeps his or her fingers on the pulse of a group. He follows the advice of the late Pope John XXIII,

"See everything, overlook a lot, correct a little."

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

RECREATION Insights!

Kits, Safety, Risk Management, Leadership & Fun with Oregon State University Extension...AND a look at The 4-H Conference and Education Center!



Meeting new friends and trying new things are two great reasons kids and leaders love coming to camp! Have you paddled a canoe, ridden a horse or made a tie dyed shirt lately? Campers participate in classes on a broad range of topics such as natural science, technology (GPS or Robots) and even cooking! 4-H camps take place all over Oregon, but many are concentrated at the [Oregon 4-H Center](#) in Salem. Some camps have specific themes of interest to campers such as the Junior Wildlife Stewards Camp. Leadership education is a key component in Oregon's camp delivery model. Hundreds of Oregon 4-H members and leaders have come to Chatcolab since 1949 to bring the sharing of ideas, humor, philosophy, and knowledge back to the Beaver state.

CHAT CHAT wanted to know what kinds of cool Oregon Outdoor Recreation leaders are cooking up in 2015? So we contacted friends at Oregon State University and the Oregon

4-H Conference and Education Center to explore their current leadership efforts!

The Center property, just 8 miles from downtown Salem, Oregon, in the Eola Hills of Polk County, was acquired by the Oregon 4-H Foundation from Ivan Stewart and is used to extend the 4-H mission of helping young people become self-directing, productive, and contributing members of society. The Oregon 4-H Center has been offering educational, camping and conferencing services since 1968 and is accredited by the American Camp Association. Watch a video of the [Oregon 4-H Center](#).

As a retreat and conference center, our ACA (American Camp Association) approval is a designation they are proud of. Adherence to ACA strict standards for camping facilities is required for membership, and demonstrates their dedication to the success of programs delivered. The center offers Oak woodlands, school, natural resource, and 4-H programs for Oregonians to learn with and enjoy. In addition Oregon leaders and program organizers can apply on their web site for funding transportation costs, check out field trip lesson plans and borrow kits for schools and camps.

The camp has 280 beds, a pool, a pond and a new activity hall with gym! They are open all year with 5 + permanent staff. Pool and pond provide summer waterfront activities...

Q - What is new and exciting at Oregon 4-H Conference & Education Center that will change our future?

Virginia Bourdeau, is the Science Education Specialist for Oregon State University Extension & 4-H. She notes, "*What is hugely different at our 4-H Center is our [Natural Science Kits](#), from mammals to birds. The Pelt Kit, for example is popular! We've over 20 formal kits with lesson plans, hands-on learning available at the center during the summer, at the Northwest Regional Education Service District's Outdoor School Program during the school year and also available to educators around Oregon.*"

The 4-H Center contracts with Northwest Outdoor Education School (ESD), a Regional Education Service District Cooperative covering the metro area outside Portland, from

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

September through May to offer programs. During the summer we hire three Camp Skills Instructors (CSIs) to support 4-H education programs here. Kids from Willamette Valley core fill our beds for the 4-H Center summer camping season. Virginia has been leading 4-H for 30 years, The Oregon 4-H Center has 160 - 200 youth each week. She notes that, "we like full beds and happy campers!"

Q - Tell us something about science, recreation, and leadership at OSU/Oregon 4-H Conference and Education Center...where do graduates get placed?

The center operates separately from Oregon State University, but there is a partnership with OSU because of the 4-H connection.

It employs leaders as Camp Skills Instructor's, including special education teachers, youth education coordinators, and Oregon State University students that respond to job postings. Multiple year people speak Spanish...and help with ongoing programs. In Oregon, 4-H was housed for 8 years was College of Education and is now part of the OSU College of Public Health and Human Sciences.

The Oregon 4-H and leadership model is unique, and very different from Washington State University, Montana State University and University of Idaho Extension and 4-H programs that have contributed to Chatcolab over its 67 years. Virginia notes, "our biggest challenge is to have enough staff over 18 to meet ACA guidelines and help lead the new and ongoing programs Oregon 4-H Conference and Education Center."

Q - What is on the horizon for Outdoor Recreation & Natural Resource Education in the Pacific Northwest?

Virginia, shared, "We have a strong program now at the Center, but we would like to grow it outside the Willamette valley. We are concerned about reaching our growing Hispanic populations in the Pacific Northwest. Each summer we have 3 weeks of camps that invites those from Latino cultures to explore our natural world. As the Hispanic culture grows in the Pacific Northwest we need to get them excited

with things the Camping culture has to offer! Camp may not be part what they do now, but raising awareness to the fun, learning, and joy that outdoor education brings is our challenge the next decade."



Dr. David White, 4-H Youth Development Specialist for Outdoor Education and Recreation & Mechanical Sciences

provides statewide leadership and training for 4-H programs like shooting sports, aquatic ecology and angler education, challenge and adventure, and ATV and tractor safety. "OSU Extension 4-H is committed to the development and administration of programs that focus on the health and well-being of youth. 4-H has been working collaboratively with the Oregon Parks and Recreation Department to help youth ride their All-terrain Vehicles (ATVs or quads) safely and responsibly. Since late 2011, more than 2,500 youth ages 6 to 15 have participated in the Oregon ATV Safety Youth Rider Endorsement Program. The training and evaluation we provide really enhances their mental and physical riding skills."

Q - What Natural Resource, Recreation, and Leadership topics are you researching and why?

"Youth employed in the agricultural industry work in a very hazardous environment. Their use of ATVs on farms and ranches, especially if they have never ridden one, can add to the dangers that are already present." Based on Dave's understanding of youth morbidity and mortality rates associated with ATV use on public lands, he is now conducting research on farm related use of ATVs. Much like the Oregon ATV Safety program, he is initiating an education, training, and certification program in Farm ATV safety for youth 14 to 17

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

years of age looking for summer employment in Oregon's agricultural industry.

Q - What would surprise us about Oregon 4-H Conference and Education, Leadership and Oregon State University?

Bourdeau shared, "People are surprised at how nice our 4-H Center facilities are! WIFI, easy access from population centers in Oregon and lots of trees... People like the food...it's not just your typical camp... We can support 200 + people. Cabin rooms are semi-dormitory style with two bathrooms." Leadership is different each year. We focus on needs in the present moment for Oregonians. For example, "We saw a need to provide safety and risk management for 4-H/youth leaders who take groups outside."



So, under the leadership of Dr. David White, Oregon State University 4-H organized **The 4-H Nature & Recreation Mentor's Symposium** for Friday, May 8, 2:00 pm through Saturday, May 9, 2:30 PM, 2015 at the 4-H Center, Salem. The purpose of the symposium is to build the capacity of 4-H staff and key volunteers by providing all involved a chance to develop relationships and collaborate on current and future projects. In addition to addressing critical health and safety issues, the Oregon 4-H Natural Science and Outdoor Education & Recreation programs encompass all of Oregon 4-H's strategic priorities for the next four years..

Dave explained,

"If you plan a day hike or excursion with kids, Do you have protocols in order to spend the night? What needs to be in place to do that? Do you make STEM education, civic

engagement, and healthy living a part of each effort and what will the kids learn?"

Virginia notes, "Dave is great, his idea is to bring risk management to new life for youth leaders! It is paramount in what he does. A number of clubs, youth groups and programs are doing outdoor stuff for a day, a weekend or in county camps. He is a champion in that cause...but the question, is it safe?"

Chatcolab leaders, particularly those in Oregon might want to sign up or learn more yourself at:

http://oregon.4h.oregonstate.edu/sites/default/files/publications/nrms_program_and_registration.pdf You can visit or learn more information about Oregon 4H Center got to: 5390 4-H Road NW Salem, Oregon 97304 | (503) 371-7920 | (503) 371-7920 | www.oregon4hcenter.org

Reference

- [Dave White](mailto:david.white@oregonstate.edu), Shooting Sports, Outdoor Education (541-548-6088 | 541-548-6088) | E- mail: david.white@oregonstate.edu
- Junior Wildlife Stewards Camp: http://extension.oregonstate.edu/4hwildlifestewards/News%20and%20Events/Newsletter/newsletter_summer_06.html
- Northwest Regional Education School: <http://www.nwresd.k12.or.us/instrserv/noss/>
- Oregon 4-H Center https://www.youtube.com/watch?v=txuDwzCOKWk&list=UU2KIS0TMhFgWmf74sgDzqNg&index=23&feature=plpp_video
- Oregon 4-H Center: www.oregon4hcenter.org
- Oregon Nickname: <http://www.statesymbolsusa.org/Oregon/NicknameOregon.html>
- Oregon State 4-H: <http://oregon.4h.oregonstate.edu/>
- Photo accessed 04/06/15 at: <http://oregon.4h.oregonstate.edu/camping>
- Twinlow: <http://twinlow.org/chatcolab/>
- Tying the Design of Your Camp Staff Training to the Delivery of Desired Youth Outcomes: <http://www.joe.org/joe/2013august/iw3.php>
- Using Focus Groups to Evaluate Youth Development Program Direction: <http://www.joe.org/joe/2008december/rb3.php>
- [Virginia Bourdeau](mailto:mombear@proaxis.com), Science Programs (503-371-7920 | 503-371-7920) | E-mail: mombear@proaxis.com <mombear@proaxis.com>;

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

Greetings Chatcolabbers...

**2015
Spring
Twinlow
Work Day
Saturday
May 2 -
9am**



Everyone is invited and needed to help prepare the camp for the upcoming summer season. We will be starting by 9am and will have projects available for all ages and all abilities.

Twinlow is your camp and we need your help to keep it looking beautiful and well maintained for all the guests and campers who are preparing to be here this summer. A delicious lunch is provided for those that RSVP and if you are able, will you consider bringing a yard tool donation such as a rake, clippers, weed wacking devices, etc...[Photo]⁶

For more information and to register go to: <http://twinlow.org/year-round-programs/young-adult-retreat/>



⁶Accessed 04/06/15 at: <http://twinlow.org/give/volunteer/>

Tyler Wagner - Camp Director /
Kristen "Moonie" Moon - Guest Group Coordinator/Program Coordinator

22787 N. Twinlow Road, Rathdrum, ID 83858 • (208) 352-2671
• office@twinlowcamp.org

Web: <http://twinlow.org/>

GEM of Gems From Past Labs!

Interesting FACTOID about the 1997
Chatcolab

Theme: **Blaze Your Trail to Leadership**
Demographics: **65 + Labbers...**

Oregon 20; Montana 6, Washington 19,
Wyoming 2, Idaho 7, California 2, Ohio, 2,
Texas 1, Utah 4, | England 2 | Age ranges 15 -
over 90 | Memorials to Vernon Burlison and
Ester Wycoff | ALL LAB presenter Kirk A.
Weisler, Team Dynamics!

**The CHAT- CHAT Newsletter Submission
Deadline is: February 1, August 1, & October 1,
2015;** Send your contributions of 300 words or less,
pictures, or ideas; or best practices about
leadership, recreation, or your Chatcolab
experiences past, present or future; interviews with
former labbers; ATTACHED as a Word document
to Kevin Laughlin, CHAT CHAT Editor:
kevinlaughlin@peoplepc.com or mail to:
P.O. Box 140324 Garden City, Idaho, 83714

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

Chatcolab Executive Board Contact Information 2014-2015:

Chairwoman: Nel Carver, 1668 Appaloosa Rd, Moscow, Idaho, 83843 | 208-883-1533 | carver.bobnel@gmail.com

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Member: Crystal (Kiba) Norlin, 300 S.W. Goodnight Rd #37, Corvallis, Oregon, 97333 | 541-752-0659 | kibaofthewillamette@yahoo.com

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Member: John Beasley, 16147 Apperson Blvd, Oregon City, Oregon, 97045 | 503-650-0704 | jbeasleyd@yahoo.com

Member: Sarah Tudor, 3965 LeClerc Rd. S., Newport, Washington, 99156 | 928-210-7630 & 928-210-7656 | grandmat8@yahoo.com

Member(Alt): Bob Beasley, 6231 22nd Ave NE, Seattle, Washington, 98115 | 206-883-1432 & 206-227-1642 | bobbeasley@live.com

Registered Agent: Nel Carver, Moscow, Idaho (see above)

Chatcolab is a Federal 501 3 (c) Non-Profit and Idaho State Non-Profit Corporation. It was reorganized in 1969. Additional corporation documents are available at: <http://www.accessidah.org/public/sos/corp/C40921.html>

What is Chatcolab?

Chatcolab is a Pacific Northwest blend of the recreation laboratory ideas born in the early thirties at Waldenwoods, Michigan and an older model for education the "Chautauqua" from New York. 2015 will be the 67th year for this Idaho based leadership laboratory and non-profit corporation. This lab developed out of the College of Forestry [Now College of Natural Resources] at the University of Idaho and a Presbyterian minister's vision in 1949. It is focused on leadership education in a natural resource setting using recreation as a framework. It serves 13 western states. It is slow paced and reflective....families come with adults who wish to learn recreational leadership and continue their lifelong learning in an atmosphere of sharing.

A balanced mix of recreational professionals, academic experts, support staff and youth volunteers always makes for the best lab and stimulating interaction. Over the years Western Cooperative Extension Directors and 4-H have used this leadership lab for the professional development for volunteers, staff and faculty. Girl Scouts, Parks & Recreation, Corrections, Counselors, Social Service providers, Ministers, Camp Directors and Senior Center Program directors also come to this lab from across the west.

Chatcolab is one of the Pacific Northwest's remaining Chautauqua's! It offers a 'Legacy of Leadership'! Chautauqua is an adult education movement in the United States, highly popular in the late 19th and early 20th centuries. Chautauqua assemblies expanded and spread throughout rural America until the Mid-1920s. The Chautauqua brought entertainment and culture for the whole community, with speakers, teachers, musicians, entertainers, preachers and specialists of the day. Former U.S. President Theodore Roosevelt is quoted as saying that Chautauqua is "***The most American thing in America.***"

CHAT CHAT WINTER NEWS

Volume 67 Number 01

Spring 2015

Chatcolab Membership 2014-15

Name: _____
Address: _____
City: _____ Zip _____
E-mail: _____
Phone(Home/Business): _____
Phone(Cell): _____
FAX: _____
WEB: _____

(Please check all that applies)

\$ 290.00+ **Regular Member:**

Registration & Participation at Chatcolab; Notebook, Marketing & Newsletter. If you came to 2014 Lab you are PAID IN FULL! Thanks!

\$50.00 **Patron / Institutional Member:**

Donation, Notebook, Marketing & Newsletter

\$20.00 **Annual/Contribution Member:** Marketing & Newsletter

Please specify Newsletter Delivery Preference: by U.S. mail or E-mail

I Will Be A First Time Participant! I have attended Chatcolab 1-5 6-10 11 or More times

Please Send 2015 Scholarship Application!

*Chatcolab: Northwest Leadership Laboratory is an ALL Volunteer organization! The annual dues are a pittance - just \$20 per year (less than a single dinner at a restaurant)! So there is no acceptable excuse for not joining us. If you live in the West and have benefitted from Chatcolab, one or more times, please help keep our outfit running! Put us in your will!
We take money \$\$\$\$ all year long! Thanks!*

Clip and Mail your Check & Membership TODAY!

Are you on our 'Current' Chatcolab mailing list?

If you are not on our mailing list or have recently moved please submit your current mailing/e-mail address to:

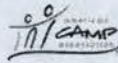
Robert Carver, Treasurer, 1668 Appaloosa Rd, Moscow, Idaho 83843 | Or call 208-883-1533 | E-mail

carver.bobnel@gmail.com

Exercise

- Please divide into groups of 4.
- Your mission if you should choose to accept it is....
 - As a team, draw your vision of an ACA Accredited Camp.
 - Capture the characteristics you think are important.
- Have fun!

Free First Year



**FREE ACA Membership for You
JOIN NOW!**
www.ACAcamps.org/membership/free

Use This Promo Code at Checkout When You Sign Up Online: **Free-2015**

Coupon is good for one year free membership. Coupon is good only for individuals who are not currently in previous ACA membership. Coupon must be redeemed by the individual signing up online at www.ACAcamps.org/membership/free and using the coupon code **Free-2015** at checkout. Coupon allows individual to join an existing membership program benefit. Individual must provide a unique e-mail address when signing up or be referred by the camp's website. Membership is not transferable to another person under individual sign-up. Check each individual sign-up and understand the full membership form online. No or one will receive another coupon for a free or additional coupon.

This offer is valid through October 2015.

Camp Trends

- National Data and Statistics*
- \$15 billion dollar industry (2012 ACA Business Operations Report)
- More than 12,000 day and resident camps exist in the U.S., 7,000 are resident (overnight) and 5,000 are day camps. (2011 ACA Sites, Facilities, Programs Report)
- Since 2002, the number of ACA day camps has increased by 69% and resident camps have increased by 21%. (CFM Camp Statistics Report, June 2013)
- Each year more than 11 million children and adults attend camp in the U.S. (2010 ACA Camp Compensation and Benefits Report)

More Trends...

- Nonprofit groups including youth agencies and religious organizations operate approximately 9,500 camps, and 2,500 are privately owned independent for-profit operators. *(2011 ACA Sites, Facilities, Programs Report)*
- Camps employ more than 1,500,000 camp staff to work in various camp positions. *(2010 ACA Camp Compensation and Benefits Report)*
- In the past 10 years, there has been an increase in the use of international staff to expose campers to different cultures. Nearly 20% of staff are from other countries. *(2010 ACA Camp Compensation and Benefits Report)*

Association Facts



- ACA mission is enriching the lives of children, youth, and adults through the camp experience.
- **Founded in 1910**, ACA is a tax-exempt corporation under Section 501(c)(3) of the Internal Revenue Service code.
- **Audience:** 9,000-plus members encompassing all segments of the camp and youth profession, including educators, camp owners & directors, staff, executives, parents, and families.
 - ACA is the largest association serving the organized camp industry.
 - ACA is the only organization that accredits all types of camps, with up to 290 national standards for health and safety that are recognized by courts of law and government regulators. ACA accreditation is a standardized, voluntary system of review with a fifty-year history.

Reach

- 2,400 ACA-accredited camps,
- employing more than 300,000 camp staff
- and serving over 5 million children.



ACA Camp Data

- 2.8 billion industry (2012 ACA Business Operations Report)
- 41 percent offer family sessions (2011 ACA Sites, Facilities, Programs Report)
- 47% of camps offer specialized programs for individuals with disabilities. (2011 ACA Sites, Facilities, Programs Report)
- 47% are primarily resident (overnight) camps, 28 percent are primarily day camps, 26% offer both day and resident camps. (2011 ACA Sites, Facilities, Programs Report)

More Camp Data...

- More than 80 percent of ACA camps offer coed programs, 17 percent offer female-only programs, and 10 percent offer male-only programs. (2011 ACA Sites, Facilities, Programs Report)
- According to ACA's National Outcomes study, females make up almost 60% of the total camp enrollment and males make up almost 40%.
- Nearly 75% of camps report the same or more staff returning compared to last year. (2013 Spring Enrollment "Sneak Peek" Survey)

What else do we know!

- Camp Costs: Fees to attend camp vary from less than \$100 to more than \$1,500 per week
- 90% of ACA-accredited camps offer some form of financial assistance to over one million children who are from economically deprived families, have special medical needs, or special situations that might preclude them from attending camp. (2012 ACA Business Operations Report)

Program

- 87% of camps offer recreational swimming,
 - 67% offer camping skills,
 - 48% offer climbing/rappelling,
 - 38% offer horseback riding,
 - 78% teambuilding,
 - 47% community service,
 - 23% farming/ranching/gardening,
 - and 28% wilderness trips.
- (2011 ACA Sites, Facilities, Programs Report)

Top Five Camp Activities

- Recreational Swimming,
 - Arts/Crafts,
 - Challenge/Ropes,
 - Archery,
 - and Aquatic Activities
- (2011 ACA Sites, Facilities, Programs Report)

Camps Adapt to campers interests

- In the past two years, camps have added programs such as :
 - adventure camps/programs (40.7%);
 - family camps/programs (35.2%);
 - nature/environmental education programs (31%);
 - and gardening programs (28.3%).
- Other new programs include college planning programs; health, wellness, and fitness programs; service learning / community service programs; and cooking with food from the camp's garden.

Other Trends

- Over 50% of ACA-accredited camps offer ropes course activities or have other constructed adventure/challenge facilities.
- (2011 ACA Sites, Facilities, Programs Report)
- Nearly half of camps report having community service or good deed programs incorporated into their programs. The top projects conducted at camps were community clean-ups, food drives, recycling programs, and volunteering with senior citizens and hospital patients.
- (2011 ACA Sites, Facilities, Programs Report)
- Two in five residential camps (40%) report some relationship to schools or school curricula. About half of these (22%) partner directly with schools as part of their academic programs during the school year. New partnerships with school systems are emerging as a way to help children retain learning over the summer.
- (2011 ACA Sites, Facilities, Programs Report)

More...

- Technology: Of the approximately 2,400 ACA-accredited camps, 86% use a Web site and 80% use social networking sites for marketing purposes. 74% of camps do not allow campers to use personal electronic devices at any time. 84% of camps use handwritten correspondence (letters/postcards) as a means of communication between campers and parents. (ACA 2013 Emerging Issues Survey)
- Enrollment Trends: 65% of camps report enrollment that stayed the same or increased within the past five years, while 12% of camps reached capacity level and 35% of camps are reportedly 90-99% full. (ACA Fall 2012 Enrollment Survey)

What do Parents think of Camp



- According to ACA's 2005 *Directions: Youth Outcomes of the Camp Experience* report, parents cite the following as the most important reasons for sending their children to camp:
- Camp helps build self-confidence and self-esteem
 - Camp is a safe environment
 - Camp is a place to build social skills and make friends
 - Parents also reported that the camp experience helped their child:
 - feel good about themselves
 - gain more self-confidence or self-esteem
 - increase in independence and show more leadership skills
 - increase their friendship skills and feel more socially comfortable
 - gain in their adventurousness and willingness to try new things

Top 10 Things You Never Knew About Camp

1. Camp is Older Than Dirt
2. Camp is worth its weight in gold
3. Green is "Zen"
4. Camp is not just for Kids
5. Camp is a great place to try activities on for size
6. Manners matter and often linger
7. Veggies taste better with friends
8. Notable Campers... if it worked for them it will work for you
9. Camp gets those neurons pumping
10. Camp builds leaders for the 21st Century

Accreditation

- Is it right for your Camp?
 - ACA's Standards program is designed to serve camps and programs that conduct activities which:
 - Utilize trained leadership.
 - Contribute to each participant's mental, physical, social, and spiritual growth.
 - Provide a sustained and/or regular experience with participants attending for an established period of time.
 - Include planned and organized group interaction that offers personal growth, skill development, and instructional opportunities.
 - Include the outdoors and the natural environment as a setting for activities that teach environmental stewardship and/or specialized recreational skills such as archery, horseback riding, swimming, and boating.
 - Are fun.



What does Accreditation Mean?

- Accreditation vs License
- ACA accreditation is the best evidence of a camp's commitment to a standard of care with prudence.
- Educates camp owners and directors in the administration of key aspects of camp operation, program quality, and the health and safety of campers and staff.
- Establishes guidelines for needed policies, procedures, and practices.
- Assists the public in selecting camps that meet industry-accepted and government-recognized standards. ACA's Find-A-Camp Database provides the public with many ways to find the ideal ACA-accredited camp.

What is in it for You?



Membership has privileges

*My ACA membership tells others I keep up with the latest camp information I joined because when someone asks of ACA they think of quality.
— Elizabeth Menden: 100+ years of service to research and sport management with a passion to youth development*

Camp Crisis Hotline

- 24 hour service to camps in crisis 800-573-9018
- Top Crisis Resources - <http://www.acacamps.org/camp-crisis-hotline>

Communications Toolkit - www.acacamps.org/members/toolkit

- The Communications Toolkit is designed to guide camp professionals at all levels in their media relations activities. The Toolkit is a resource for both positive public relations and crisis communications.

Healthy Camp Toolboxes - <http://www.acacamps.org/research/healthy-camp-toolbox>

- Resources for Injury and Illness Prevention

Questions Parents ask about Camp

- **What is the camp's philosophy and program emphasis?** - Each camp has its own method of constructing programs based on its philosophy. Does it complement your family's philosophy? Does the camp focus on learning through competition, or through cooperative learning? How does the camp handle homesickness and other adjustment issues?
- **What is the camp director's background?** - ACA recommends directors possess a bachelor's degree, have completed in-service training within the past three years, and have at least sixteen weeks of camp administrative experience before assuming the responsibilities of director.
- **What training do counselors receive?** - At a minimum, camp staff should be trained in safety regulations, emergency procedures and communication, behavior management techniques, child abuse prevention, appropriate staff and camper behavior, and specific procedures for supervision.
- **How are behavioral and disciplinary problems handled?** - This is where the director's philosophy comes through loud and clear. Do they use positive reinforcement? What are the rules and consequences?

Questions Parents Ask...

- **How does the camp handle special needs?** - For a child with special requirements, parents should ask the camp director about needed provisions and facilities. Is there a nurse on staff? A designated place to store insulin or allergy medicine? Are special foods available for campers with restricted diets? Every question is important.
- **What about references?** - Parents shouldn't be afraid to ask for references. This is generally one of the best ways to check a camp's reputation and service record.
- **Is the camp accredited by the American Camp Association?** Why? Why not? - ACA-Accredited® camps meet up to 300 health and safety standards. This does not guarantee a risk-free environment, but it's some of the best evidence parents have of a camp's commitment to a safe and nurturing environment for their children.

Thanks.. May the Forest Be with You!

- Mike Jensen
- Washington State University Extension
- Associate Professor
- Pend Oreille County

- mike.jensen@wsu.edu



DEALING WITH TRAUMA IN THE CRIMINAL JUSTICE SYSTEM

Hon. John T. Mitchell, District Judge

The purpose of this presentation is to make you aware of 1) the prevalence of trauma in the criminal justice system and in society, 2) the problems trauma can cause the individual who has experienced trauma, and 3) how to most effectively interact with a person who has suffered trauma.

To help me explain "trauma" to you, let me first explain how I see "trauma" in the courtroom. To do that, I need to explain Mental Health Courts, and why they work so well. I also want to discuss why some of aspects of our justice system are best case not effective, worst case counterproductive, and at great expense. Finally, I would like to discuss with you a huge problem with not only our criminal justice system, but our society, and that is "Trauma."

Mental Health Court is a drug court, and Drug Courts Work! Over the past thirty years, drug courts, if run correctly, have been proven to provide much better outcomes at significantly less cost, compared to simply locking people up in jails and in prison. By better outcomes, I mean dramatically lessened recidivism, less repeat offenders. Jail and prisons do a great job of protecting us for the short term but do little to change behaviors, and often make those behaviors worse when the inmate inevitably is released back into our community.

When we started our Mental Health Court in 2004, we made a breakthrough for this community. For the first time, we began treating a person's mental illness at the same time as we addressed their addiction. Before that, the two were always dealt with sequentially, if they were addressed at all.

Nine years later we need to make another breakthrough; we need to treat the trauma a person has gone through at the same time that we treat their mental illness and their addiction. It isn't easy to do that, but it is possible. And if we don't start addressing the trauma, all the drug treatment and mental health treatment is for naught, as we haven't addressed the underlying cause of the majority of their problems...the trauma.

Trauma can foster and exacerbate mental health problems and trauma can certainly lead to drug/alcohol use which can turn to addiction. It seems pointless to ponder whether a woman turned to drugs because she was raped, or whether she was raped because she made the choice to use drugs and hang out with drug users. The fact is due to being raped she was traumatized. Until her trauma is addressed, she will struggle on all fronts.

Think of the following in terms of a Venn diagram. Nearly half the people who find themselves before me as a judge are mentally ill and most of those people are using drugs/abusing alcohol. The circles nearly coincide. Of that half that are mentally ill and abusing drugs/alcohol, nearly all are trauma victims. Those circles overlap.

The United States has the highest documented incarceration rate in the world (743 per 100,000 population), Russia is second with 709. The United States has less than 5% of the world's population but we have 23% of the world's prison population. Guess where Idaho lands among the 50 states that make up the country which incarcerates a higher percentage of its population than any other? Sixteenth. Idaho imprisons 474 people per 100,000 citizens, which ties Idaho with Rwanda. Keep in mind that prison doesn't change a person's behavior as effectively as a drug court. A 2002 study survey showed that among nearly 275,000 prisoners released in 1994, 67.5% were rearrested within 3 years, and 51.8% were back in prison. One prisoner costs the Idaho taxpayer about \$40,000 per year, and one jail inmate costs the Kootenai County taxpayer roughly the same amount. More recent prison statistics show that even when a person has been given chemical dependency treatment in prison, more than 40% will commit a new crime within a few years, and the statistics are even higher for mentally ill offenders.

Mental Health Court has been about 80% successful; our failure rate is 20%, meaning 20% reoffend after completing the eighteen month program. As mentioned above, the prison failure rate is between over 40% and up to 67%. Mental Health Court is less expensive than prison. We provide a longer term (18 month) program for about \$3,000, as compared to one year of prison at about \$40,000. We provide better outcomes than prison for less than a tenth the cost of prison.

In comparing drug courts to prison, I am not talking about sex offenders, and I'm not talking about those who commit crimes of violence. Judges must protect the public from those who commit those crimes, and people who commit sex offenses are not allowed into drug courts and rarely is a violent offender accepted.

Mental Health Court serves those who have a mental health condition as well as a drug and/or alcohol problem. But those two

conditions also describes the majority of who we incarcerate. About half of any jail, prison or juvenile detention facility, are mentally ill drug/alcohol abusers. The largest mental health facility on the planet? The Los Angeles County jail. Prison and jail does little or nothing to change the behavior of those with a mental illness, and often exacerbate the behaviors attributed to mental health. As mentioned above, chemical dependency programs in prison are less effective than Mental Health Court.

Additionally, incarceration can cause trauma and incarceration will re-traumatize people. On the other hand, Mental Health Court not only does not create additional trauma, it attempts to get the participant to disclose past trauma and begin working on treating that past trauma through professional help.

Mental Health Court.

Started in 2004 with a volunteer effort. It is still all volunteer save for our coordinator, Mary Wolfinger.

By volunteer, I mean I volunteer about 6 hours a week to make Mental Health Court happen. We have two attorneys that volunteer their time. Two treatment providers, ACES and Region 1 H&W, each bring two or more treatment providers to staffing.

I know it works because of the fifteen people on the staffing team, there has been little turnover over the years, and everyone is on time, most are 15-20 minutes early, way before 6:30 a.m. That's how much they enjoy the program because they see it work every week.

MHC currently has 45 participants. There are more people trying to get in than we can serve.

Once a week our staffing team meets from 6:30 a.m. to 8 a.m. to discuss each participant, one at a time, to see what behaviors need changing and how to accomplish that change. They get incentives if they can demonstrate that needed change that prior week. (from applause, to candy, to gift certificates).

The behaviors might be due to:

- 1) Their mental illness, (bi-polar, schizophrenia, or major depression)
- 2) their addiction to drugs or alcohol,
- 3) years of criminal thinking. Each of our participants struggles with all three.

Additionally, many struggle with

- *Traumatic Brain Injury,
- *Post Traumatic Stress Disorder
- *Borderline Personality Disorder
- *Trauma, which I will discuss in a minute.
- *Anxiety,
- *ADHD,
- *Extremely low intellectual functioning,
- *Co-dependency issues,,
- *Physical problems from bad backs and cancer, to physical problems more directly related to drug use, such as HIV, Hepatitis C, severe dental problems, brain damage and behavioral problems being born to an addicted and using mother,
- *Kids with severe and persistent emotional disturbances.

Here is why Mental Health Court works:

- 1) We treat the mental illness at the same time as the addiction. We provide simultaneous co-occurring disorder treatment, not sequential treatment other programs might offer.
- 2) Personal contact with the judge. One at a time they come up and share with me their successes and where they fell short. I encourage them to do better and celebrate their successes. Best evidence shows they each need to spend three minutes at the bench with me.
- 3) The MHC staffing TEAM makes a better decision than one judge or one probation officer. Instead we have fifteen people sitting around a conference table discussing each participant individually, the variety of conditions (as mentioned above) each has, determining what conditions are likely causing the behavior, and how to change that for the next week. We look at the whole person.
- 4) Immediate consequences and rewards. Jail today if need be, not next month after a probation violation hearing. Incentives and encouragement today if you are doing well.
- 5) Monitoring. They are drug tested randomly, three times a week to start, tapering off.
- 6) Programming. Individual treatment with Psychosocial Rehabilitation workers, a psychiatrist, and Group treatment

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- 6) Programming. Individual treatment with Psychosocial Rehabilitation workers, a psychiatrist, and Group treatment

three times a week (CSC, MRT, DBT, Matrix)

7) Strength based. We try to focus on what they are doing right, while still addressing and correcting what they are doing wrong.

8) We take the most difficult cases. Best evidence shows you have the best outcomes with the most difficult cases. We want the people with the most problems.

The Juvenile Mental Health Docket.

Similar to Mental Health Court, but in addition to drug use, mental illness and criminal involvement, which each participant must have, most have some of the other maladies discussed above, and almost all are trauma victims. Most have academic problems. And they all have the universal mental health problem that spontaneously resolves when you turn 25...they are adolescents, meaning they know they are bullet proof, they take unreasonable risks, they are confused, they are emotional, they have little impulse control, all because their frontal lobes are not fully developed and won't be for several more years. To make matters worse, your emotional maturity stops developing at the age you turn to drugs and alcohol.

Additionally, many have an extremely dysfunctional family. If they want, we also treat the family.

It is entirely voluntary to the participant and his/her family. I frequently have to talk the kid and parent into sticking through the program, even if just for another week.

Started in January 2012. Limited to 15 people because it is so time consuming for the probation officer.

Entirely volunteer team, we have no paid coordinator.

We would be able to take it to 30 if we could get another probation officer and a coordinator.

BOTH THE JUVENILE MENTAL HEALTH DOCKET AND THE ADULT MENTAL HEALTH COURT COULD USE INCENTIVES. Right now all we give out are candy bars, if you can think of things, events, that can be given out as incentives, please, let me know. A gift certificate for nearly anything, an oil change, teeth cleaning, tickets to movies, theaters, sporting events. It all goes a long way.

TRAUMA

What is trauma?

Trauma is **"the experience of violence and victimization including sexual abuse, physical abuse, severe neglect, loss, domestic violence and/or witnessing violence, terrorism or disaster."**

Witnessing an event happen else can sometimes create more trauma than in the person to whom it actually happens.

Do not overlook neglect, because neglect happens much more frequently than physical/sexual violence and abuse and the effects of neglect are as devastating, sometimes even more devastating.

Complex trauma arises from 1) abuse and neglect in childhood, 2) repeated trauma, often with multiple perpetrators, 3) increases if the perpetrator is a relative or friend, 4) physical/sexual abuse of a child who, when they disclose that trauma, are then ignored, punished, subjected to escalated abuse, which leads to unhealthy attachment patterns, loss of ability to regulate emotions, hypersexuality and dissociation

I am going to refer to those who have experienced trauma and are affected by that experience as trauma survivors.

By talking about Trauma, I want to normalize trauma.

What do I mean by normalize? To have you realize that if you have suffered trauma, you are not alone, and for those who have not experienced trauma, I want you to realize how many people have suffered trauma, and how to best relate to those trauma survivors.

The first step in making a better community is for us to understand 1) the pervasiveness of the problem, 2) the impact of trauma/violence on the lives of others, and 3) how to better treat those who have suffered trauma.

How trauma affects a person is unpredictable.

As mentioned above, witnessing an event can be as traumatic as the event is upon the person physically experiencing the event.

Having experienced trauma does not necessarily mean you will be affected by that trauma. (my personal experience of watching a man die in my arms from a motorcycle head injury)

You might have watched the World Trade Center collapse from two blocks away and seen people jumping from the windows, and yet not be affected by that trauma. You might have been watching it on TV at 4 a.m. in Hawaii and have been and remain profoundly impacted.

A big factor in whether a person who experiences trauma becomes adversely impacted by that trauma is the extent of "relational health", or buffers. Buffers are positive, understanding people in that person's life. Unfortunately, for many who end up in our criminal justice system, they have little or no buffers, very poor "relational health" thus, the impact of trauma is more profound.

While the effect of trauma is unpredictable, I guarantee that if, as a young girl, you were repeatedly raped over the course of months or even years by a relative or your mother's boyfriend, and at the same time you had little positive support (buffers), you are a trauma survivor; your life is forever impacted by that trauma.

The Frequency that trauma occurs.

In the general population 61% of men and 51% of women report at least one lifetime traumatic event.

The vast majority of those who report trauma have had two or more traumatic lifetime events.

EXAMPLE why these numbers are valid here: Picking a jury in sex crime cases.

But in the public mental health population, of which you all are, 90% of all public health clients have been exposed to trauma.

90% of those with a diagnosis of borderline personality disorder are trauma survivors.

98% of women who have ever been homeless are trauma survivors.

98% of women who have ever been to prison are trauma survivors.

The majority of clients in human service systems, are trauma survivors.

84% of female juvenile detainees have experienced trauma, 18% meet the criteria for PTSD.

75% of female juveniles judged to be delinquent have been sexually abused.

Since trauma survivors don't have a tattoo on their forehead denoting they are a trauma survivor, the best practice is presume all women in the justice system, and nearly all men as well, as if they are trauma survivors, and treat them accordingly. **Presume** trauma in the justice system.

Trauma is real. Trauma produces damage to the brain.

The neural systems in the brain are altered when adolescents are exposed to daily or regular situations which invoke fear and trauma. All aspects of the adolescent's functioning change. Memory, cognition, and arousal are the key areas affected, as well as changes in attention, sleep, impulse and motor control.

There is research (Neurosequential Model of Therapeutics) that can correlate the time the trauma occurred in a person's life (from the womb to adolescence), to the portion of the brain that is impaired. We know the brain develops sequentially, from the bottom (brain stem) in utero to the frontal cortex (which isn't developed until about age 25). If you can get a valid history of the person, the age at which they experienced trauma can be linked to the portion of the brain that is impaired. By doing that, treatment can be specifically tailored to address not only the maladaptive behaviors that are being exhibited, but the portion of the impaired brain that is related to that maladaptive behavior. If we can identify an area of the brain is functionally and/or developmentally abnormal, then by having the therapy geared toward that area of the brain, we have much better outcomes in treating the behaviors.

If we get it right, we change the life of a child for the better. If we get it wrong, or even if we just remain ignorant, the child will have a bad outcome for the rest of his or her life. The DSM V, used for diagnostic purposes, looks at a person's various symptoms in order to arrive at a diagnosis. Some would say the DSM V doesn't really come up with a diagnosis but really arrives at a description of the symptoms.

But each symptom (and often there are many) can have a different physiology, a different actual cause. For example, trauma, depending on when it occurs in an infant's life (or in utero) can lead to behaviors that look like ADHD. Get it wrong and you give the child ADHD medications (which, paradoxically are stimulants, but drugs work differently with children than adults) which really exacerbate those symptoms. Your wrong diagnosis, and errant treatment made the problem worse and mislabeled the child for life.

Within MHC and juvenile docket, I now presume each participant has been the victim of trauma.

Why? If you have been exposed to trauma, I have to keep that fact in mind in how I interact with you.

If I don't have that mindfulness, I can unintentionally harm you; I can re-traumatize you.

That's what being "trauma informed" means. I want myself and my team to treat every man and woman in our program as if they are trauma survivors, because:

- 1) It is a safe bet for females in our program; it is nearly 100%, less for men, and
- 2) If we don't, we will unintentionally re-traumatize you, lose your trust, retard your recovery from your trauma, you will walk away from our program and right into prison.

If I have that mindfulness, and treat you as a person who has been exposed to trauma, and in fact you have NOT been exposed to trauma, I will not harm you; I will simply be treating you with more respect than you are used to.

When trauma occurs, there is a loss of control. Whether it is rape, a savage beating, neglect as a child, there is a complete loss of control, little or nothing that you can do about it as it occurs.

Trauma alters our view of the world. You look at the world differently. And the most profound way the world appears differently is when, in a new situation, you lose control.

And when a trauma victim loses control in a new, current situation, they fight back.

Can you imagine a more controlled situation than Court?

I am going to read to you the list of triggers for trauma, and ask you to think of how many of them occur in our justice system, from arrest, to jail, to when they appear in front of me as a judge:

- Powerlessness, lack of control
- Use of threat or physical force
- Locked room or confined space
- Handcuffs, shackles, other restraints
- Lack of privacy
- Interacting with authority figures
- Removal of clothing, e.g., searches, medical exams, pat downs
- Being watched, suicide watch, providing observed urine samples
- Loud noises
- Intrusive or personal questions
- Seclusion

It is very easy to tell someone what to do. Judges do it all the time. We all do.

It takes more time to get a trauma survivor to do something by asking, by empowering. It takes a good deal of finesse, more thought, and more time. But it works.

Prison is a very controlled setting. How would you imagine a trauma survivor fares in prison?

How about a mentally ill trauma survivor?

Now, in MHC and the Juvenile Docket, there are lots of situations in these programs where the participant loses control, but we do everything we can to give them some control back.

That person would have even less in control if sent to prison, or committed if a juvenile.

Here is a simple example. Juveniles are tested, given the Y-LSI. It is an evaluation tool which spits out, in priority, the things you need to work on: drug abuse, education, associations, leisure time, etc. I can print the out and give it to the kid, and say "Here work on this", or you can do what we do: Give them laminated cards with each domain printed on the card, ask them to think about what they need to work on most. What they decide almost always matches up exactly with their Y-LSI priorities, they know, but now they've decided what they need to work on, they have ownership, they are empowered.

So how do you treat a trauma survivor?

It is like going to a strength based program, but on steroids.

You need to give consistent, predictable, respectful and reasonable responses.

Ask! Find out from them. Ask them what works/doesn't work for them. Ask what triggers them.

Don't ask: "What's wrong with you?" Instead ask: "What has happened to you?"

It is asking, instead of telling. Telling is easier. So doing it correctly is harder. It takes more time.

Instead of telling a female participant in our program "While you are in MHC you are forbidden to be around men", ask "Should you be around men right now?", or "What needs to change before you should be around men?" Give them a chance to come up with the correct answer.

You need to stop making assumptions: "She's just a drug addict", instead "she's a trauma survivor who is addressing the symptoms of that trauma in an inappropriate way, by using drugs."

You need to develop safety and trust. Safe relationships are consistent, predictable, nonviolent, non-shaming and non-blaming,

The trauma was caused by someone having "power over" the survivor, and that injury is best healed by just the opposite type of relationship, one in which collaboration with the victim and empowering the victim are emphasized.

The trauma survivor needs to know he or she has the right to direct her treatment.

Informing the person about what is going to be done next, and continuing to explain what will happen and why, really helps with her control.

Ask the person, "What can we do to make you feel safer?"

You let them know that their symptom is really an adaptation to the traumatic event,

You validate their resilience, the fact that they survived to this point with that mal-adaption is important, but that maladaptive way of coping with trauma is causing problems, understanding that symptom as an adaption reduces the guilt and shame, increases her self-esteem, and provides a guideline for developing new skills and resources to allow better adaptations.

Aggressive or confrontational group treatment often used to break down denial in an addict or a substance abuser, is not going to work with a trauma survivor. The more the aggressive therapy group tries to break through denial, the more the trauma survivor protects herself from this new confrontation by shutting down. Because they shut down, they are labeled as "resistant to treatment" which recreates the experience of being blamed for the abuse as a child. No wonder boot camp programs never worked.

Law enforcement probably should not ask about trauma. I've been told you shouldn't ask about past trauma unless you are prepared to do something about it. Without counselling at the jail, you might want to do something about their trauma, but you can't do anything about it other than interact with them appropriately.

As a judge I can talk them into obtaining treatment for their trauma, and, failing in that attempt, I can always order them to obtain treatment.

If they volunteer past traumatic events, note it.

Trauma survivors tend to spin out of control when they are shamed or humiliated.

Shame is a painful emotion caused by consciousness of guilt. Humiliation is ridicule.

People in these programs make mistakes, so when it comes time to correct that conduct, you discuss the conduct and their thinking that led up to that conduct. Through a discussion they make the conclusion they made the mistake, rather than me telling them (which can cause humiliation). My job is to discuss facts constituting that mistake, without being judgmental, help them understand what led up to that mistake, and create a different plan of conduct when confronted with that situation in the future..

Because it is a conversation, the process takes longer, but shame is minimized.

Where do we go from here?

Judges need to become trauma informed, and learn to change how they interact with defendants, especially female defendants.

Court clerks need to become trauma informed.

Attorneys, deputy prosecuting attorneys and public defenders need to become trauma informed.

Law enforcement, patrol, jail, probation and prison staff, need to become trauma informed.

The more law enforcement get involved with Crisis Intervention Training, the better off our community will be. Law enforcement will get better outcomes with this training.

Not all officers need to be trained in CIT. Indeed, not all officers should be CIT certified.

All that is needed to make any law enforcement agency more effective is access to a CIT trained officer on each shift.

Appropriate responses by law enforcement to people in crisis (whether that crisis is due to mental illness, being under the influence of drugs/alcohol, withdrawal from drugs/alcohol, or some other cause), can keep a dangerous and potentially deadly situation from escalating.

If the de-escalation occurs in the community by a CIT informed patrol officer, it might result in appropriate treatment in the community, instead of jail as a response.

If the de-escalation occurs in jail as a result of appropriate action by a jail deputy, it might result in new charges (felony injury to jail, assault on an officer, etc.), and less disruptive behavior in jail.

In order for Crisis Intervention Training to work, there needs to be another option other than jail or Kootenai Medical Center Behavioral Health. There needs to be a police hold facility/detox facility/mid-level mental health facility. We may be getting closer to making that happen in our community.

You have to treat the trauma at the same time as you treat the mental illness and at the same time you treat the addiction. What you really have is a tri-occurring disorder, and all three conditions need to be treated simultaneously in a coordinated way.

If all you treat is the mental health and addiction while not paying attention to the trauma, you haven't addressed one of the primary root causes of their problems, and they will be back again for more drug treatment.

BORDERLINE PERSONALITY DISORDER.

Nearly everyone in our Mental Health Court has been diagnosed with Borderline Personality Disorder. As mentioned above, 90% of those who carry a diagnosis of Borderline Personality Disorder have experienced significant trauma. Thus, it shouldn't surprise anyone that many people incarcerated in jail or in prison, are individuals with Borderline Personality Disorder.

The following is taken from the National Institute for Mental Health website:<http://www.nimh.nih.gov/health/topics/borderline-personality-disorder/index.shtml>. Additional information can be obtained from the National Alliance on Mental Illness website:

<http://www.nami.org/Template.cfm?>

[Section=By_Illness&Template=/ContentManagement/ContentDisplay.cfm&ContentID=44780](http://www.nami.org/Template.cfm?Section=By_Illness&Template=/ContentManagement/ContentDisplay.cfm&ContentID=44780)

What is Borderline Personality Disorder?

Borderline personality disorder (BPD) is a serious mental illness marked by unstable moods, behavior, and relationships. In 1980, the *Diagnostic and Statistical Manual for Mental Disorders, Third Edition (DSM-III)* listed BPD as a diagnosable illness for the first time. Most psychiatrists and other mental health professionals use the DSM to diagnose mental illnesses.

Because some people with severe BPD have brief psychotic episodes, experts originally thought of this illness as atypical, or borderline, versions of other mental disorders. While mental health experts now generally agree that the name "borderline personality disorder" is misleading, a more accurate term does not exist yet.

Most people who have BPD suffer from:

- Problems with regulating emotions and thoughts
- Impulsive and reckless behavior
- Unstable relationships with other people.

People with this disorder also have high rates of co-occurring disorders, such as depression, anxiety disorders, substance abuse, and eating disorders, along with self-harm, suicidal behaviors, and completed suicides.

Causes

Research on the possible causes and risk factors for BPD is still at a very early stage. However, scientists generally agree that genetic and environmental factors are likely to be involved.

Studies on twins with BPD suggest that the illness is strongly inherited. Another study shows that a person can inherit his or her temperament and specific personality traits, particularly impulsiveness and aggression. Scientists are studying genes that help regulate emotions and impulse control for possible links to the disorder.

Social or cultural factors may increase the risk for BPD. For example, being part of a community or culture in which unstable family relationships are common may increase a person's risk for the disorder. Impulsiveness, poor judgment in lifestyle choices, and other consequences of BPD may lead individuals to risky situations. Adults with borderline personality disorder are considerably more likely to be the victim of violence, including rape and other crimes.

Signs & Symptoms

According to the DSM, Fourth Edition, Text Revision (DSM-IV-TR), to be diagnosed with borderline personality disorder, a person must show an enduring pattern of behavior that includes at least five of the following symptoms:

- Extreme reactions—including panic, depression, rage, or frantic actions—to abandonment, whether real or perceived
- A pattern of intense and stormy relationships with family, friends, and loved ones, often veering from extreme closeness and love (idealization) to extreme dislike or anger (devaluation)
- Distorted and unstable self-image or sense of self, which can result in sudden changes in feelings, opinions, values, or plans and goals for the future (such as school or career choices)
- Impulsive and often dangerous behaviors, such as spending sprees, unsafe sex, substance abuse, reckless driving, and binge eating
- Recurring suicidal behaviors or threats or self-harming behavior, such as cutting
- Intense and highly changeable moods, with each episode lasting from a few hours to a few days
- Chronic feelings of emptiness and/or boredom
- Inappropriate, intense anger or problems controlling anger
- Having stress-related paranoid thoughts or severe dissociative symptoms, such as feeling cut off from oneself, observing oneself from outside the body, or losing touch with reality.

Seemingly mundane events may trigger symptoms. For example, people with BPD may feel angry and distressed over minor separations—such as vacations, business trips, or sudden changes of plans—from people to whom they feel close. Studies show that people with this disorder may see anger in an emotionally neutral face and have a stronger reaction to words with negative meanings than people who do not have the disorder.

Suicide and Self-harm

Self-injurious behavior includes suicide and suicide attempts, as well as self-harming behaviors, described below. As many as 80 percent of people with BPD have suicidal behaviors, and about 4 to 9 percent commit suicide.

Suicide is one of the most tragic outcomes of any mental illness. Some treatments can help reduce suicidal behaviors in people with BPD. For example, one study showed that dialectical behavior therapy (DBT) reduced suicide attempts in women by half compared with other types of psychotherapy, or talk therapy. DBT also reduced use of emergency room and inpatient services and retained more participants in therapy, compared to other approaches to treatment.

Unlike suicide attempts, self-harming behaviors do not stem from a desire to die. However, some self-harming behaviors may be life threatening. Self-harming behaviors linked with BPD include cutting, burning, hitting, head banging, hair pulling, and other harmful acts. People with BPD may self-harm to help regulate their emotions, to punish themselves, or to express their pain. They do not always see these behaviors as harmful.

Who Is At Risk?

According to data from a subsample of participants in a national survey on mental disorders, about 1.6 percent of adults in the United States have BPD in a given year. BPD usually begins during adolescence or early adulthood. Some studies suggest that early symptoms of the illness may occur during childhood.

Diagnosis

Unfortunately, BPD is often underdiagnosed or misdiagnosed.

A mental health professional experienced in diagnosing and treating mental disorders—such as a psychiatrist, psychologist, clinical social worker, or psychiatric nurse—can detect BPD based on a thorough interview and a discussion about symptoms. A careful and thorough medical exam can help rule out other possible causes of symptoms.

The mental health professional may ask about symptoms and personal and family medical histories, including any history of mental illnesses. This information can help the mental health professional decide on the best treatment. In some cases, co-occurring mental illnesses may have symptoms that overlap with BPD, making it difficult to distinguish borderline personality disorder from other mental illnesses. For example, a person may describe feelings of depression but may not bring other symptoms to the mental health professional's attention.

Women with BPD are more likely to have co-occurring disorders such as major depression, anxiety disorders, or eating disorders. In men, BPD is more likely to co-occur with disorders such as substance abuse or antisocial personality disorder. According to the NIMH-funded National Comorbidity Survey Replication—the largest national study to date of mental disorders in U.S. adults—about 85 percent of people with BPD also meet the diagnostic criteria for another mental illness. Other illnesses that often occur with BPD include diabetes, high blood pressure, chronic back pain, arthritis, and fibromyalgia. These conditions are associated with obesity, which is a common side effect of the medications prescribed to treat BPD and other mental disorders.

No single test can diagnose BPD. Scientists funded by NIMH are looking for ways to improve diagnosis of this disorder. One study found that adults with BPD showed excessive emotional reactions when looking at words with unpleasant meanings, compared with healthy people. People with more severe BPD showed a more intense emotional response than people who had less severe BPD.

Treatments

BPD is often viewed as difficult to treat. However, recent research shows that BPD can be treated effectively, and that many people with this illness improve over time.

BPD can be treated with psychotherapy, or "talk" therapy. In some cases, a mental health professional may also recommend medications to treat specific symptoms. When a person is under more than one professional's care, it is essential for the professionals to coordinate with one another on the treatment plan.

The treatments described below are just some of the options that may be available to a person with BPD. However, the research on treatments is still in very early stages. More studies are needed to determine the effectiveness of these treatments, who may benefit the most, and how best to deliver treatments.

Psychotherapy

Psychotherapy is usually the first treatment for people with BPD. Current research suggests psychotherapy can relieve some symptoms, but further studies are needed to better understand how well psychotherapy works.

It is important that people in therapy get along with and trust their therapist. The very nature of BPD can make it difficult for people with this disorder to maintain this type of bond with their therapist.

Types of psychotherapy used to treat BPD include the following: **Cognitive behavioral therapy (CBT)**. CBT can help people with BPD identify and change core beliefs and/or behaviors that underlie inaccurate perceptions of themselves and others and problems interacting with others. CBT may help reduce a range of mood and anxiety symptoms and reduce the number of suicidal or self-harming behaviors.

- **Dialectical behavior therapy (DBT)**. This type of therapy focuses on the concept of mindfulness, or being aware of and attentive to the current situation. DBT teaches skills to control intense emotions,

reduces self-destructive behaviors, and improves relationships. This therapy differs from CBT in that it seeks a balance between changing and accepting beliefs and behaviors.

- **Schema-focused therapy.** This type of therapy combines elements of CBT with other forms of psychotherapy that focus on reframing schemas, or the ways people view themselves. This approach is based on the idea that BPD stems from a dysfunctional self-image—possibly brought on by negative childhood experiences—that affects how people react to their environment, interact with others, and cope with problems or stress.

Therapy can be provided one-on-one between the therapist and the patient or in a group setting. Therapist-led group sessions may help teach people with BPD how to interact with others and how to express themselves effectively.

One type of group therapy, Systems Training for Emotional Predictability and Problem Solving (STEPPS), is designed as a relatively brief treatment consisting of 20 two-hour sessions led by an experienced social worker. Scientists funded by NIMH reported that STEPPS, when used with other types of treatment (medications or individual psychotherapy), can help reduce symptoms and problem behaviors of BPD, relieve symptoms of depression, and improve quality of life. The effectiveness of this type of therapy has not been extensively studied.

Families of people with BPD may also benefit from therapy. The challenges of dealing with an ill relative on a daily basis can be very stressful, and family members may unknowingly act in ways that worsen their relative's symptoms.

Some therapies, such as DBT-family skills training (DBT-FST), include family members in treatment sessions. These types of programs help families develop skills to better understand and support a relative with BPD. Other therapies, such as Family Connections, focus on the needs of family members. More research is needed to determine the effectiveness of family therapy in BPD. Studies with other mental disorders suggest that including family members can help in a person's treatment.

Other types of therapy not listed in this booklet may be helpful for some people with BPD. Therapists often adapt psychotherapy to better meet a person's needs. Therapists may switch from one type of therapy to another, mix techniques from different therapies, or use a combination therapy. For more information see the NIMH website section on [psychotherapy](#).

Some symptoms of BPD may come and go, but the core symptoms of highly changeable moods, intense anger, and impulsiveness tend to be more persistent. People whose symptoms improve may continue to face issues related to co-occurring disorders, such as depression or post-traumatic stress disorder. However, encouraging research suggests that relapse, or the recurrence of full-blown symptoms after remission, is rare. In one study, 6 percent of people with BPD had a relapse after remission.

Medications

No medications have been approved by the U.S. Food and Drug Administration to treat BPD. Only a few studies show that medications are necessary or effective for people with this illness. However, many people with BPD are treated with medications in addition to psychotherapy. While medications do not cure BPD, some medications may be helpful in managing specific symptoms. For some people, medications can help reduce symptoms such as anxiety, depression, or aggression. Often, people are treated with several medications at the same time, but there is little evidence that this practice is necessary or effective.

Medications can cause different side effects in different people. People who have BPD should talk with their prescribing doctor about what to expect from a particular medication.

Other Treatments

Omega-3 fatty acids. One study done on 30 women with BPD showed that omega-3 fatty acids may help reduce symptoms of aggression and depression. The treatment seemed to be as well tolerated as commonly

prescribed mood stabilizers and had few side effects. Fewer women who took omega-3 fatty acids dropped out of the study, compared to women who took a placebo (sugar pill).

With proper treatment, many people experience fewer or less severe symptoms. However, many factors affect the amount of time it takes for symptoms to improve, so it is important for people with BPD to be patient and to receive appropriate support during treatment.

Living With

Some people with BPD experience severe symptoms and require intensive, often inpatient, care. Others may use some outpatient treatments but never need hospitalization or emergency care. Some people who develop this disorder may improve without any treatment.

How can I help a friend or relative who has BPD?

If you know someone who has BPD, it affects you too. The first and most important thing you can do is help your friend or relative get the right diagnosis and treatment. You may need to make an appointment and go with your friend or relative to see the doctor. Encourage him or her to stay in treatment or to seek different treatment if symptoms do not appear to improve with the current treatment.

To help a friend or relative you can:

Offer emotional support, understanding, patience, and encouragement—change can be difficult and frightening to people with BPD, but it is possible for them to get better over time

- Learn about mental disorders, including BPD, so you can understand what your friend or relative is experiencing
- With permission from your friend or relative, talk with his or her therapist to learn about therapies that may involve family members, such as DBT-FST.

Never ignore comments about someone's intent or plan to harm himself or herself or someone else. Report such comments to the person's therapist or doctor. In urgent or potentially life-threatening situations, you may need to call the police.

How can I help myself if I have BPD?

Taking that first step to help yourself may be hard. It is important to realize that, although it may take some time, you can get better with treatment.

To help yourself:

- Talk to your doctor about treatment options and stick with treatment
- Try to maintain a stable schedule of meals and sleep times
- Engage in mild activity or exercise to help reduce stress
- Set realistic goals for yourself
- Break up large tasks into small ones, set some priorities, and do what you can, as you can
- Try to spend time with other people and confide in a trusted friend or family member
- Tell others about events or situations that may trigger symptoms
- Expect your symptoms to improve gradually, not immediately
- Identify and seek out comforting situations, places, and people
- Continue to educate yourself about this disorder.