

**Program Goal 1:** Graduates are technically proficient in a variety of outdoor skills.

Throughout my time at Georgia College I have taken numerous classes that have made built my hard outdoor skills. In the Georgia College Challenge Course class my colleagues and I, over the span of our spring 2013 semester, spent 203 hours training on the challenge course. During the time we spent training I learned various skill that enabled me to become technically proficient in facilitating any of the Georgia College Low course elements, Tango Tower, Dynamic and Static course elements. My Challenge Course Experience Portfolio is evidence enough to show the hours spent in training.

In relation to the challenge course and their various elements that I have become technically proficient in, include the following knots; figure eight on a bight, figure-eight follow-through, and the super figure eight. We also had to become familiar with the set up of the various elements in their respective situations. Belaying with an ATC and participant check offs pre accent where all apart of our training. Static course, including pamper pole and zip line facilitation also level 3 rescues were apart of our training. Following the Challenge course class I was able to test off through the Outdoor Center and received my position as assistant facilitator. My GC Outdoor Education Programs Activity Specific Skills Checklist can prove to show the skills learned in this training and acquisition of the assistant position. This position gave me the option to work a number of programs while at Georgia College.

Fall 2013, in my Program Planning course my colleagues and myself had to plan and implement a Low Challenge Course Program for a local youth group. With the hands on training and skills learned in the challenge course class we were able to effectively plan and implement a well thought out program that catered to the needs of the youth group. The Program Design for this program is evidence of that.

I gained more competencies in my land – based skills from the Instructional Strategies Rock Climbing Course. This course's intention was to take learners from 'zero to hero.' Throughout the course we took two trips to Sandrock, AL, while there we worked with a certified AMGA SPI instructor on perfecting our skills in the areas of setting anchor systems, placing protection, also assembling and leading mock participants through releasable repels. During one of our trips to Sandrock, AL I taught lessons on anchor assessment and identifying natural anchors (identifying natural anchors lesson plan) (reflection). My anchor assessment lesson plan and reflection on practice prove to show the technically proficient skills I gained as a result of time spent building anchors and preparing for my lesson. During this class our final including setting a releasable repel then converting it to a top rope site by extending the master point, building an appropriate LEADSTAR anchor, and showing evidence and proficiency of knots learned. Following this skills check I received the position of assistant facilitator. The Rock Climbing specific checklist shows evidence of the hard skills gained throughout this course.

In the fall of 2013 during our Principles of Field Leadership course, as an assistant to the lead facilitator on our trip to the Palisades in Alabama, I was able to implement skills learned in the IS Rock Climbing course during my shared LOD. Wesley and myself LOD daily design is evidence of the skills and leadership roles

used on this trip to effectively lead participants through base site management, and top rope climbs.

As a part of these aforementioned classes, the time spent in the field honing skills, through field reflections, and lead facilitator feedback I feel that I am technically proficient in a variety of outdoor skills. As I continue with my career I hope to attain more proficiencies in various activities, and also to become more consciously competent with my skills.