

Program Goal 2: Graduates are prepared to integrate experiential education theory and philosophy in outdoor education programs.

Throughout my time in the Outdoor Education Program at Georgia College I have learned a great deal of insight into the outdoor industry. It wasn't until my BLOCK semester fall 2013 that I really started to understand how planning, applying, and assessing programs really came into play. Going back to the challenge course class, we had to plan mock programs for a Low and High Challenge program. These program plans go to show how we had to implement a wide range of outcomes/contexts for various client groups.

In the Group Development (GD) course I learned various methods in facilitating groups and effectively planning it to fit the needs of that particular client group. The following lesson plans and reflections show evidence of planning various experiential strategies in programs and what I learned as a result of them. In the GD course we were taught how to facilitate icebreakers, energizers, prop and verbal debriefs.

In the Program-Planning course each group was given a set of real life clients in which we were supposed to set up and plan a program for them. Each group's set of clients were different, we were assigned to a local church group. In the weeks leading up to their program we met with the organizational contact multiple times and witnessed the youth group in action during a Wednesday night service. With the information gathered from our contact and from experiencing the group first hand we were able to plan an effective program tailored to the needs of the group. The youth group program plan shows evidence of time spent planning out their program.

After visiting the youth group in their natural setting on that particular Wednesday night. We were able to specify what program strategies we wanted to apply to their program. The following executive summary of the youth group clients shows evidence of our findings and to the decisions we made into implementing the specific strategies used.

In our Advanced Facilitation Strategies course we had to plan a program for the 4-H congress, apply specific experiential strategies to the programs based on our assessment of the group, and to assess the program effectiveness post program. My index cards from the congress prove to show the experiential strategies I applied to the program, whether it was a functional behavior frontload, frontload on past lessons, facilitator generated metaphor, or a co-created metaphor. The four reflections from each 4-h program prove to show the assessment of the effectiveness and myself from implementing the various strategies. Going back to the Program Planning course, where we efficiently planned a program for our clients and effectively applied the experiential strategies we thought appropriate. We also had to form outcomes for the program and come up with a way i.e. survey/observation, that we could be assessed on whether or not we had met these outcomes. Our outcome chart for the program clearly states our outcomes, and the assessment used to determine if outcomes were met.

Through these experiences I believe I have learned the importance of efficiently planning programs, effectively applying strategies in order to positively

frame the experience, and to assess program effectiveness using a variety of strategies.