

**Georgia College
Department of Outdoor Education**

Program Design Form

The program design form is completed by the lead facilitator for workshops. This form should be submitted to, as well as reviewed and signed by the Outdoor Center Director or designate prior to the date of programming.

| | |
|---|--|
| Lead Facilitator: Jeff Turner | Organization: Mount Pleasant Baptist Church |
| Facilitation Team Members: Chelsea Arnold Matthew Grady Wesley Hawkins Jake Lawler Chris Taylor | Organization Contact: Patty Harris |
| | Program Date(s) and Duration: 10/20/13 From 2pm – 6pm |
| | Program Type (check all that apply): X GDA X LCC <input type="checkbox"/> HCC <input type="checkbox"/> TT Other: |

Program Outcomes

| |
|---|
| Based on information provided in the client intake and follow-up conversation by the lead facilitator, as a result of this program, participants will: |
| <ul style="list-style-type: none"> a. <u>Apply</u> effective communication within a group. b. <u>Discuss</u> the importance of trust in a group. c. <u>Demonstrate</u> respect towards leaders/other group members. |

Client Information

| |
|---|
| Based on information provided in the client intake and follow-up conversation by the lead facilitator. Consider emotional, physical (fitness level), social, and intellectual characteristics, as well as socioeconomic, gender, and context specific information (#, age range). |
| <ul style="list-style-type: none"> • 12 – 15 youth members. Ages 11 – 18 • Average physical level. 34 |

Program Schedule

| Use this format to provide an overview of the program design. Include intake arrangements, housekeeping, safety briefings, all program activities, breaks, etc. Put logistical or activity specific information in the comments column. | | | |
|---|---|----------------------------|---|
| Time | Activity | Staff | Comments (e.g. set-up, intended goal matching, adaptations) |
| 12pm | Staff Arrive | All | Make sure lodge is setup, check whale watch and spiders web, go over itinerary, work out any final details. |
| 1:00 - 2:00 pm | Lunch at lodge | All | Welcoming and introduce ourselves to group, checking medical forms, layout the day, answer any questions, etc. |
| 2:00 – 2:15 pm | Full Value Contract/Challenge by Choice & Safety | Jake, Chelsea, and Matthew | Lay out the values we would like to focus on during the day. Introduce challenge by choice through the stretch activity. Also introduce the safety concerns for the day. |
| 2:15 – 2:30 pm | Energizer - Wampum | Wesley and Matthew | Intended Goal – To loosen up the mood. This activity should be a great name refresher for participants and facilitators. Location – In lodge Set Up – Single Noodle. Gather group in circle with one person in the middle. Go over the rules. |
| 2:35 – 3:05 pm | Minefield | Chris and Chelsea | Intended Goal - We chose this activity to engage participants in more effective communication and trust within the group. Location – Pavement outside OC Office. Set up – Set up ropes and obstructions within the “rope block.” |
| 3:05 – 3:30 pm | Debrief & Restroom Break | Chris and Chelsea | |
| 3:30 – 4:00 pm | Spotting Sequences Tic, Tic Toc, Wind in the Willows, and Levitation | All | Introduce the topic of “spotting” and its safety and importance to the group. The major types of spotting participants will use are: Tic, Tic Toc, Wind in the Willows, and Levitation. Go over stances, knees bent. Hand positions; spoons not forks. Eyes always on participant, and appropriate touch. Reason for levitation. Emphasize protection of head |

| | | | |
|----------------|---------------|-------------------------|--|
| | | | and neck and a minimum of 9 spotters. Facilitators will show examples of each. Have participants do the same, also have a participant repeat back the major emphasized protection points. Answer any questions. |
| 4:05 – 4:35 pm | Whale Watch | Matthew and Jake | Intended Goal – We chose this activity to work specifically on team unity, communication, and respect. Working together to keep the platform from touching will take effective communication and team unison. Respecting others decisions or suggestions will play a big role in this activity. Set up – Gather group and frontload a metaphor to introduce the activity. Adapt challenge appropriate to the group. |
| 4:35 – 4:45 pm | Debrief | Matthew and Jake | |
| 4:50 – 5:30 pm | Spiders Webb | Wesley and Chris | Intended Goal – We chose this activity for the group to see how they would communicate through out the activity and with each other in forming a plan. We also want to incorporate trust and respect ie. Appropriate touch and respecting others decisions. Set up – Gather group and frontload a metaphor to introduce the activity. Review spots and layout rules of activity. |
| 5:30 - 5:40 pm | Debrief | Wesley and Chris | |
| 5:40 – 5:55 pm | Final Debrief | All | Location: Gather participants around “maybe a rectangle” logs. Debrief, Thank group for coming out. Insure them of how great a group they were. Remind them of what they learned and accomplished. Answer any final questions. |
| | | | |
| | | | |
| | | | |

Notes

Use this box to list any additional information related to the delivery of this program like equipment, facility prep, facilitation team meetings, food, etc.

- The group is bringing their own lunch and eating at the lodge.

****Signatures required before date of program (electronic signature is acceptable)**

Lead Facilitator: _____ OC Director (or designate): _____

Chris, Jake, Chelsea, Wes, and Matt.
ODED 3530
October 17, 2013
Draft 3

Mt. Pleasant Baptist Church Fall Break program

Client overview:

Our clients for this program are the youth group of Mt. Pleasant Baptist Church here in Milledgeville, Georgia. The mission statement of Mt. Pleasant Baptist is: "Reaching people where they are, with the love of Christ in work and in deed." The youth group consists of 20 – 25, 6th through 12th grade boys and girls. They all are from low socioeconomic status broken homes and families here in Milledgeville. On our program date we expect to be working with 12 - 15 members of the youth. Mount Pleasant Baptist Church is associated with the Southern Baptist Convention (SBC). The SBC consists of predominantly white middle to lower middle-class members. The core values of the SBC that we want to incorporate into our program are: truth, unity, and the power of relationships. The SBC's definitions for these values are as follows; (SBC, 2002) "Truth - We stand together in the truth of God's inerrant Word, celebrating the faith once for all delivered to the saints." (SBC, 2002) "Unity -We work together in love for the sake of the Gospel." (SBC, 2002) "Relationships -We consider others more important than ourselves."

Liaison Interview:

Within the youth group, ages range between 11 and 18 years of age, with students ranging from sixth graders to seniors. Our liaison, Mrs. Harris, has expressed her concern that the group is split up into multiple cliques that they do not get along very well. It has been brought to our attention that the members of the youth groups are from broken homes, may encounter family difficulties, and may tend to act out in search for attention.

The client wishes for the youth group to learn to work together by effectively communicating, being unified as a group, and showing genuine respect for one another. The client had expressed interest in the high challenge course but with what they want to accomplish through their youth group we believe that it would be best for them to work on group development initiatives and the low challenge course. Mrs. Harris would like to do the program on Sunday October 20th after church, which lets out at 12:30 p.m. They would like to be back at their church around 7 p.m. Also they expressed interest in using the lodge to eat lunch, and then go up to the challenge course for the program. Our main concerns within the youth group are that there is a girl who is five months pregnant and a boy who constantly tries to start fights with people.

Sociocultural Characteristics and General Development:

The majority of the group is made up of sixth and seventh grade junior high school students. Ranging from ages 11 to 18 years old. Piaget's theory suggests that teenagers work in a formal operational stage where they begin to think abstractly and

reason hypothetically. At this point, they can think systematically and reason about “what might be” and “what is” (DeLoache, Eisenberg, & Siegler, 2012). The biggest challenge for youth is puberty, a stage of constant change. In girls, this change occurs approximately two years earlier than in boys. During the teenage years, most youth are trying to find or create his or her own personal identity. One way for teenagers to gain an identity is through socialization of their peers with whom they spend most of their time. During the search to gain personal identity, adolescence strive to become more independent (Bigner, 1994). Looking more specifically at Southern Baptist youth, we know they are predominantly white, raised in the south and come from low-middle to middle class families. While most are raised in similar environments, there is still a wide variety of cultures and beliefs amongst them. The years of adolescence welcome the shaping of, personal beliefs, values and attitudes about life.

Observation shortened:

Intuitively we noticed that there were small cliques that sat together within the larger group, at first it didn't appear this way but as the class progressed it was more obvious. Although they seem to know each other well, they are judgmental of one another. There was one girl who stuck out as a “drama queen” and attempted to gain all the attention. On the other hand, there were four or so members that hardly said anything, one of which has a speech impediment. One girl tried to keep everyone focused and bring the group back to the main points when they would stray from the lesson or the discussion at hand.

It was obvious that both teachers struggle at keeping the group focused at their meetings. The group has a hard time paying attention. Instead of talking one at a time and being respectful of one another, the entire group talks at once and some use the “rule of loud”. One of the teachers asked the question, “What does a friend mean to you?” one girl's response was, “I don't believe in friends.” Another question was, “How do you treat your friends?” Another girl responded, “I treat my friends like apples, when they go bad I throw them out.” These two quotes will help us gain an idea of the group we are dealing with. Knowing how they view friendships will be important during the program especially if they want to work on unity or working together. Many of the students were very sarcastic, and it came across as rude to the teacher.

The main points from this observation that we would like to focus on are the group's lack of focus, poor listening skills, and working as one unit. An obvious focus point is helping them become a support team for one another. We will most likely struggle with keeping the groups' attention, getting them to work together as a whole, keeping them focused, and getting them to stay invested and serious.

References

- Bigner, J.J., (1994) Adolescence. S. Kupperman, & P. Janzow, *Individual and family development, a life-span interdisciplinary approach* (pp. 330-381) Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Deloache, J., Eisenberg, N., & Siegler, R. (2012) Theories of cognitive development. M. Buyers, & P. Deane, *How children develop* (pp.138-139) New York, NY: Worth Publishers.
- Southern Baptist Convention. "Southern Baptist Convention - Reaching the World for Christ." *Southern Baptist Convention - Reaching the World for Christ*. N.p., n.d. Web. 4 Oct. 2013. <<http://www.sbc.net/>>.

Mt. Pleasant Baptist Church Youth Group

| Outcomes | What is it going to look like if outcome is met? | Assess | Benchmark | When |
|---|--|--|-------------|---|
| SWBAT <u>apply</u> effective communication within a group context. | Separate cliques interact with each other | Visual/Observations: are they working as an entire group? Are they still operating in cliques? | 1/2 of Time | The Whole Block |
| SWBAT <u>discuss</u> the importance of trust in a group. | Group engagement in debrief | Observation through activity Questioning during debrief | 1/2 of Time | 2 Activities where trust is key. or not and bring it up Do it |
| SWBAT <u>demonstrate</u> respect towards leaders/other group members. | They will take into consideration other ideas. One person talking at a time. | Observation through activity Questioning during debrief | 1/2 of Time | Focus of entire program |