

**Course Code & No. - Section:** ODAL 201 - Section 1  
**Course Title (Credits):** Principles of Outdoor Leadership (3)  
**Term & Year:** Spring / 2015  
**Course Ref. No. (CRN):** 10271

**Instructor:** Rosie Hackett  
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**Office:** TCES 2<sup>nd</sup> floor  
**Office Hours:** T, W 10:00 am – 12:00 pm or by appointment

**Equipment Room Hours:** TCES 1<sup>st</sup> floor M, T, & Th 330-530pm

**Class Meeting Time:** Tuesday 1-345 pm  
**Location:** TCES 115  
**Field Dates**  
2/6-2/8 Winter Camping Preparation Expedition  
3/6-3/8 Winter Camping in Desolation  
Extra Credit: Dream Trip Expedition

**Prerequisites** (from Catalog): ODAL 101: Outdoor Skills  
**Corequisites** (from Catalog): NONE

**The Mission Statement:**

*Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.*

**The Core Themes:**

|                          |                           |
|--------------------------|---------------------------|
| Liberal Arts             | Professional Preparedness |
| Entrepreneurial Thinking | Sustainability            |

**Course Description**

This course introduces students to the skills, attitudes and inner resources needed to be an effective leader in the outdoors and/or in any other part of life. Topics include all aspects of leadership and risk management: outdoor competence, self-awareness, tolerance to adversity and uncertainty, expedition behavior, communication skills, judgment and decision-making, and vision and action. Through an experiential learning approach in class, students will utilize first hand experiences to obtain the techniques needed to improve their sense of self, their sense of group, their sense of meaning, and their ability to assess and manage risk as outdoor leaders. This course also includes two field expeditions where students will practice and then prepare to lead various backcountry skills, i.e. expeditionary planning and execution, Leave No Trace Principles, navigation, and group/risk management.

**Student Outcomes**

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

1. Recognize and define all four leadership roles: self-leadership, active followership, designated leadership, and peer leadership.
  2. Practice and develop competence in the seven leadership skills: competence, self-awareness, tolerance for adversity and uncertainty, expedition behavior, communication, judgment and decision-making, and vision and action.
  3. Extend his/her self-awareness by identifying personal styles, strengths, and limitations as it relates to the outdoor environment and beyond.
  4. Expand his/her capacity for leading and teaching others through accurately assessing skills, strengths and endurance in others and conservatively applying those limits to given situations and common goals.
  5. Interpret case studies and safety education theories to improve ones ability to assess and manage risk in the outdoor environment.
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6. Demonstrate his/her competence in the basic skills essential to living, traveling, and leading/instructing in the outdoors, i.e. Leave No Trace Principles, navigation, backcountry trip planning and execution, and risk management.

### **Methods of Assessing Student Outcomes** (revised)

Student outcomes will be assessed using the following:

1. Class Participation
2. Independent research
3. Oral presentations
4. Written reports
5. Paired/group activities
6. Peer feedback
7. Pre/post assessment in field work

### **Instructional Strategies**

E.g.: This class will utilize the experiential teaching approach through inquiry learning, case studies, paired/group activities, peer feedback and independent research. The course text will provide a framework for the course. Flexibility and adaptability are central to success in an outdoor setting and in this class as well.

### **Required Texts and Materials**

#### Required Texts:

- *The Tao of Leadership* by John Heider; Humanics New Age; 1997; ISBN: 0-89334-079-0

#### Recommended Sources (for research projects):

- *Allen and Mike's Really Cool Backcountry Ski Book: Traveling and Camping Skills for a Winter Environment* by Allen O'Bannon; Falcon Guides; 2007; ISBN: 978-0-7627-4585-2
- *2009 NOLS Leadership Educator Notebook: A Toolbox for Leadership Educators* by John Gookin & Shari Leach, Ph.D.
- *Lessons Learned II: Using Case Studies and History to Improve Safety Education* by Deb Ajango; Safety Ed; 2005; ISBN: 1-929148-54-2
- Outdoor Education Research and Evaluation Center: <http://www.wilderdom.com/research.html>
- Princeton's Winter Camping Resource: <http://www.princeton.edu/~oa/winter/wintcamp.shtml>
- **MOODLE:** <http://moodle.sierranevada.edu/moodle/login/index.php>
- *Journal of Experiential Education (JEE)*

### **Attendance**

Class sessions begin promptly at 1:00 pm and will continue until 3:45 pm each Tuesday of the Spring 2014 semester excluding national and school sanctioned holidays. Students are expected to attend all classes and to be **on time**.

**Students jeopardize passing the course with more than two class absences!** In addition, all students are required to participate in TWO overnight weekend expeditions; see "Class Schedule" dates, times, and location.

### **Class Requirements**

PLEASE come to class with **snacks, WATER, and comfy/warm clothes!** This class will be as active as possible and will be OUTSIDE as much as possible. A well fed, hydrated, and comfortable student is a happy, attentive student.

Please turn off cell phones and laptops while in class session. This class will hopefully be way too ACTION PACKED for such distractions.

In addition to regularly scheduled class sessions, this course will utilize the "field". All students are required to attend such outings.

Due to the experiential nature of this class, students are asked to **experience** all course material including discussions, problem solving, physical activities and the exchange of feedback. Sensitivity and attentiveness toward each group member's experience and the group's progress as a whole will be the responsibility of each group member.

### **Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core

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themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for ODAL201: Outdoor Leadership include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library):
2. Reference materials (for use inside Prim Library):
3. Books (can be checked out):
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles):  
Electronic databases most likely to include articles related to your term paper topics are EBSCO:
5. Hardcopy periodicals:
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluation the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information. Check out our ODAL libguides:  
<http://libguides.sierranevada.edu/content.php?pid=292660&sid=2402945>

### **Sanctions for Cheating and/or Plagiarism**

#### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

#### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

#### **ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

#### **The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

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### Grading Policy

Students' grades will be determined as follows:

- Class Participation: For each class missed (up to two classes) 100 points will be deducted from your grade. (Note: Credit for the class is jeopardized after two or more absences.)
- Class Participation Assignments (CPA's): 300 pts (30 pts/CPA) Most classes will have a 1 article/1 page writing and research assignment). NOTE: Many of these READ.WRITE.RESEARCH assignments will be updated and submitted on Moodle. BUT-some class participation assignments might include a pop quiz in class. Always be prepared for class so that you can LEARN the most.
- Field Participation: 200 points will be deducted from you grade for missing a field weekend. (Note: You cannot pass the class if you miss both field weekends).
- Field Reflection Papers: 200 pts (each field reflection paper is 100pts-must attend field expedition to receive full credit)
- TAO of Leadership Presentation/Lesson Plan/Student Handout: 100 pts
- Outdoor Leader Research Paper/Presentation: 100 pts
- Adventure Theory Research and Facilitation Workshop (group project): 100 pts
- "Dream" Trip Checklist/Plan: 100 pts.
- Dream Trip Expedition/Participation: Extra credit: 100 pts (50 pts for trip and 50 pts. for reflection paper)
- Professional Binder Resource (PBR): 0 pts (This is a teaching/learning tool and should not be assessed via points...Although it is not graded on its own, please note that if you do not have a solid PBR, your CPA's and final exam will severely suffer.)
- Final Exam Project: 100 pts.

**Total Points Possible: 1000 pts**

### Class Schedule

| <i>Date</i> | <i>Class Plan</i>   | <i>Assignments DUE on date!</i>  |
|-------------|---|--|
| 1/20        | <ul style="list-style-type: none"> <li>• Welcome activity</li> <li>• Class overview and expectations (tone setting)</li> <li>• This is a MOODLE course! (Save trees)</li> <li>• Go over TAO presentation-sign ups</li> <li>• 4/7/1 Schematic: Defining Leadership: Skills, Roles, and Theories (Donner vs. Shackleton) and Drew Dudley</li> <li>• Competence Cartwheel: Learn, Edit, Master, Harvest, Guide</li> <li>• Introduce Outdoor Leader Papers</li> </ul> | <ul style="list-style-type: none"> <li>• Come to class with a SMILE and a sense of ADVENTURE!</li> </ul>   |
| 1/27        | <b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• Heads Up Activity: ODAL Philosophy on Risk</li> <li>• Tolerance for Adversity and Uncertainty</li> <li>• Trip logistics: forms, gear, food groups (specific to winter)</li> <li>• <b>TAO model presentation/Lesson Plan</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Bring in a BINDER for your PBR!</li> <li>• Choose an Outdoor Leader that inspires you (from our list)!</li> <li>• Tolerance for Adversity/Uncertainty CPA</li> <li>• Winter Camping Reading/Read Backcountry Ski Book pgs 67-115</li> </ul> |
| 2/3         | <b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• Feedback/Growth Journey</li> <li>• Characteristics of a Leader (form CIA agents)</li> <li>• More trip planning/final logistics/CPA quiz</li> <li>• <b>TAO Presentation</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Feedback CPA</li> <li>• <b>Outdoor Leader Papers DUE!</b></li> </ul>  |
| 2/6-2/8     | <ul style="list-style-type: none"> <li>• <b>FIELD: Winter Camping PREPARATION</b></li> <li>• Outdoor Skills Review (competence)</li> <li>• Expedition Behavior 101 (Stay Together)</li> <li>• CIA agents (feedback)</li> <li>• Outdoor Leader Presentations</li> </ul>  | <ul style="list-style-type: none"> <li>• FOOD SHOP</li> <li>• Pack backpack/gear checkout</li> <li>• Review outdoor skills</li> <li>• <b>Be prepared for the</b></li> </ul>  |

|         | • TAO presentations  | <b>COLD!</b>  |
|---------|--|---|
| 2/10    | <b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• Trip debrief/CIA feedback session</li> <li>• It's all about Style (Know your leadership style!)</li> <li>• <b>TAO Presentation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Gear Return</b></li> <li>• <b>CIA feedback</b></li> <li>• <b>Field Reflective Paper-due Thursday by 4pm.</b></li> </ul>                                       |
| 2/17    | <b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>• Stages of Group Development</li> <li>• It is all about Communication!</li> <li>• <b>TAO Presentation</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Group Stages CPA</li> </ul>  |
| 2/24    | <b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>• The Art of Decision Making</li> <li>• Avoid the Traps!</li> <li>• Trip Planning!</li> <li>• <b>TAO Presentation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Decision Making CPA</li> </ul>   |
| 3/3     | <b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>• <b>Midterm Project</b></li> <li>• Introduce other Midterm: Facilitate 101 Practical</li> <li>• Trip Planning</li> <li>• <b>TAO Presentation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Study for Midterm Project</li> </ul>   |
| 3/6-3/8 | <ul style="list-style-type: none"> <li>• <b>FIELD: Winter Camping in Desolation Wilderness</b></li> <li>• <b>Competence/Discipline/Growth/Lead/Perform</b></li> <li>• <b>Risk Management 101 (productive paranoid)</b></li> <li>• <b>Tao Presentations</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>FOOD SHOP</b></li> <li>• Pack backpack/gear checkout</li> <li>• Outdoor Leader Presentations</li> <li>• <b>Be prepared and style for the COLD!</b></li> </ul> |
| 3/10    | <ul style="list-style-type: none"> <li>• <b>Midterm Exam/Project: Facilitate 101 Practical</b></li> <li>• <b>Trip Debrief/CIA feedback session</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Gear Return</b></li> <li>• <b>Midterm Facilitation</b></li> <li>• <b>Field Reflective Paper Due Thursday by 4pm!</b></li> </ul>                               |
| 3/17    | <ul style="list-style-type: none"> <li>• <b><i>Spring Break!</i></b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b><i>Get outside and adventure! Do your Dream Trip!</i></b></li> </ul>  |
| 3/24    | <b><u>SENSE of Meaning</u></b> <ul style="list-style-type: none"> <li>• Too Safe to Die? Learning how to encourage yet manage RISK! Learning how to be productively paranoid!</li> <li>• Vision and Action: Dream Trip Checklist</li> <li>• <b>TAO Presentation</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Risk Management/Case Study CPA</li> </ul>  |
| 3/31    | <b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>• When in doubt...Let the Mountains Speak for Themselves...<u>Theory Schmeory</u></li> <li>• Lessons on Facilitation...Hook and Rhythm!</li> <li>• Introduce Adventure Theory Research and Facilitation</li> <li>• When in doubt...Let the Mountains Speak for Themselves...<u>Theory Schmeory?</u></li> <li>• Lessons on Facilitation</li> <li>• <b>TAO Presentation</b></li> </ul> | <ul style="list-style-type: none"> <li>• Outdoor Adventure THEORY CPA</li> <li>• What is your "dream" trip (come in with logistics mapped out or questions)</li> </ul>                                    |
| 4/7     | <b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>• Share Dream Trips!</li> <li>• Workshop class: Adventure Theory Research and Facilitation</li> <li>• <b>TAO Presentations</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Dream Trip Checklist Due (include maps)</b></li> <li>• <i>Come prepared with Facilitation outlines!</i></li> </ul>  |

|      |   |  |
|------|---|--|
| 4/14 | <b><u>SENSE of GROUP/FACILITATION</u></b> <ul style="list-style-type: none"> <li><i>Theory Facilitation Workshop</i></li> <li><b>Dress Rehearsal: Practice Adventure Theory Facilitation Activities/Feedback</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Adventure Theory Research and Facilitation Lesson Plan Due.</b></li> </ul>   |
| 4/21 | <b><u>SENSE OF MEANING</u></b> <ul style="list-style-type: none"> <li><b>SHOW TIME: Theory Facilitation Workshops with ODAL 101</b></li> </ul>  | <ul style="list-style-type: none"> <li><b><i>Be ready to FACILITATE Theory to ODAL 101</i></b></li> </ul>  |
| 4/28 | <b><u>SENSE of MEANING</u></b> <ul style="list-style-type: none"> <li>Theory Workshop Debrief</li> <li><b>Final Exam Project</b></li> </ul>   | <ul style="list-style-type: none"> <li>Theory Facilitation CPA due Thursday.</li> <li>Study for Final</li> </ul>   |
| 5/5  | <ul style="list-style-type: none"> <li>Captain Pomin</li> <li><b><i>Tao Presentation</i></b></li> </ul>   | <ul style="list-style-type: none"> <li><b>CPA-Loss of Leadership</b></li> </ul>  |
| 5/12 | <ul style="list-style-type: none"> <li><b>Final Exam Meeting (Tue. 5/12 1130-230pm)</b></li> <li>Course Closure Celebration...Where to go from here...growth journey</li> </ul>   | <ul style="list-style-type: none"> <li><b>7/4/1 Prezi CPA</b></li> <li><b><i>Have a great break!!!<br/>Now get out and practice your LEADING! GROW!</i></b></li> </ul> |

*Please note that the schedule of class topics and assignments are subject to change. As outdoor LEADERS, we are always **POISED FOR CHANGE!***

*Don't forget to **BRING WATER** to every class. Hydrate or Die!*

#### Criteria for Evaluation

- Personal Binder Resource:** PBR's are a complex and vital part of the ODAL experience, specifically valuable for the budding outdoor leader. Everyone has his/her own opinion of what a portfolio/personal binder resource is, and each course calls for a different type depending on the subject matter. However, for you, outdoor leaders, your PBR should be the start of your leadership toolbox. It should include any and all resources that make you a better person, team member, leader, and teacher.  
PBR's should be well **ORGANIZED** and could include the following:
  - A three ring binder with the following different dividers:
    - Inspirations?** (anything that inspires you to be a stellar leader: drawings, poems, creative writing, dreams, etc.)
    - Sense of Self: Competence/Self Awareness (styles, feedback, qualities, etc.)/Tolerance for Adversity & Uncertainty**
    - Sense of Group: Expedition Behavior/Communication/ Conflict Resolution/Judgment and Decision Making**
    - Sense of Meaning: Vision and Action**
    - Risk Management**
    - Field** (equipment lists, maps, menus, lesson plans, reflections, risk management, dream trips, etc.)
    - TAO lessons**
    - Outdoor Adventure Theory lessons**
  - An introductory reflection to each section of your PBR, i.e. Sense or Self, etc. Write what each section entails and why it is important to future leadership opportunities (this is the application part of your class). Provide feedback for each section, i.e. assignments that made you think, and assignments that you could have done without (sort of a pro and grow). The section reflections serve as annotated bibliographies for your PBR and ultimately, should serve as an action plan for your own leadership development and your growth journey.

#### Assignments:

- Class Participation Assignments:** We want each and every class/field expedition to be an energetic and inspiring learning experience for all. In order to do this, we need to encourage and ensure that every student comes to class prepared and ready to participate and inspire. Thus, class participation assignments include: readings/videos, 1 page reflections/summaries, and further research on the specific topic. CPA's are graded on a POINTS (30 pts/each) or NO POINTS basis. Either you are prepared for class or not. There are no make-up points available for CPA's. Late CPA's will not be accepted.
- Field Reflective Papers:** There will be two reflective papers assigned throughout the semester following field expeditions. These papers should be 3-4 pages typed and will be graded on approach, organization, development, and style (a writing rubric will be handed out in class). Reflective papers encourage students to critically and creatively think about class topics as related to field expeditions. These papers include three parts: **1. Trip Log**

(all the logistical details of the expedition so that it can be re-enacted in the future); **2. Personal Skills Log** (all the specific 7/4/1/ leadership skills you honed or still need to hone); **3. Reflection** (this is your place to be creative and tell the story of the group's journey. Try to find a specific lesson learned to tell this story...i.e. "always bring a spare pair of underwear" or "finding purpose in the wild". Enjoy this space to truly reflect on the journey and the BIGGER lessons that we learned as humans, leaders, teammates.)

- **Outdoor Leader Research Paper:** will be a 5-7 page research project on an OUTDOOR LEADER of choice (list provided if need guidance). The most important criteria in selecting your leader is that they have some clear describable leadership qualities, and that they have had some impact on you. Please don't pick someone who doesn't interest you. Choose a MENTOR for you. The research paper needs to cite at least 5 resources through APA. You will be asked to give a **brief presentation/handout** on this leader as a means to share your experience with the class!  
Specific points to address in your paper (you may have to infer some of these answers from your research)
  - What is the personal history of your leader (family, school, work)?
  - What is the philosophical background of your leader?
  - What is the motivation and behavior of your leader (i.e. vision and meaning)?
  - Are they self aware (fanatic discipline, empirical creativity, productive paranoia)?
  - What are their technical skills/competence as a leader?
  - What are their leadership skills, techniques and roles?
  - What are their group skills, i.e. style, communication, judgment, problem solving, decision making, ethics?
  - What were their strengths and weaknesses as a leader?
  - Compare and contrast this leader to your own history, philosophy, motivation/vision, self awareness, technical skills, leadership skills/roles, and group skills (communication, decision making, ethics, judgment, etc.). Give your personal reflection!
- **Outdoor Leader Research Presentation:** You will be asked to give a brief presentation (5 min) on your outdoor leader. Please draft a lesson plan for your presentation. We do not want to just hear you read your paper. You will be expected to provide a one page handout to your classmates which includes all pertinent information on your outdoor leader (quote, pic, strengths, weaknesses, influence on the outdoor world and you, lessons to be learned, etc.)
- **The Tao of Leadership Lesson Plan/Presentation/Handout:** articulated through a **lesson plan** and **presentation** (15 minutes-this is timed!) on a chosen quote from The Tao of Leadership. Please note that you will not only turn in a Lesson Plan to me, but you will also provide your classmates with a one page TAO inspiration **handout**. The handout should include your TAO, a brief outline of your lesson, and a philosophical description of the quote's value to outdoor leadership. This handout will serve as another tool/resource for your fellow aspiring outdoor leaders. Be creative with this one and engage the entire class with your lesson on leadership! Remember that you are practicing to become instructors/teachers/ and facilitators. The presentation should engage the entire class in an experiential lesson on leadership reflection using the tools we have learned from the text and class discussions, i.e. storytelling, guided imagery, visual imagery, songs, case studies, etc. For example, "Water Meditation" where the class is taken to the nearest stream to reflect upon the qualities of water and leadership, etc.
- **Dream Trip Checklist:** This is your opportunity to plan and implement your Dream Expedition. A specific trip-planning checklist will be provided. The doing is the easy part. Planning is the hard part. As aspiring outdoor leaders, we need to know what it takes to get out into the wild, i.e. maps, menus, permits, risk management, travel logistics, skills, etc. The more we get out there, the more competent we get! Dream big and do your diligence.
- **Adventure Theory Research and Facilitation Workshop (group project):** Outdoor leaders not only lead, they teach! This is your opportunity to work on your facilitation skills while having the support of your peers. Within small groups, you will research a specific Outdoor Adventure Learning Theory and prepare a facilitation workshop (20 min each) for the students of ODAL 101: Outdoor Skills. As a leadership class you will holistically plan the 2 hour theory class to be taught to the outdoor skills students, i.e. research, relevance, rationale, rapport, lesson sequence, and transference. You will be responsible for a detailed lesson plan and a post facilitation reflection.

**Late Work Policy:** Late work will be deducted 5pts/day.

*"One day's exposure to mountains is better than cartloads of books." John Muir*

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### Equipment List for CLASS/FIELD:

#### Required Clothing:

- 1 hat: wool or fleece
- 1 pair long underwear (top and bottom): polypropylene, wool, or silk
- 1 pair pants: wool or fleece
- 1 pair waterproof pants shell pants
- 1 wool sweater or fleece jacket
- 1 warm jacket (down) or additional fleece jacket
- 1 parka with hood: waterproof
- 1 pair warm gloves and shells
- 1 pair sturdy hiking boots or sneakers (your preference)
- 2 pairs wool or fleece socks
- **Winter only:** 1 down jacket; extra gloves and socks, down booties/slippers, neck warmer/scarf, snowshoes or splitboard or AT gear, anything that makes you warm and cozy.

#### Required Equipment:

- 1 watch (leaders need to know the time)
- 1 prussic cord for tying knots (6 feet –sold in bookstore)
- 1 backpack: external or internal frame (4000 cubic inches)
- 1 sleeping bag: 0 degree rating
- 1 sleeping pad
- Small tarp for ground cover
- Flashlight/headlamp (extra batteries)
- 2 water bottles (1 quart each)
- Cup, bowl, and spoon
- Sunscreen/sunglasses/lip balm/toiletries (less is more)
- Bandana
- Pocket knife
- Camp shoes
- Personal first aid kit (recommended)
- Camera (waterproof)
- Favorite reading/musical instrument
- TREATS for instructor

#### Group Gear:

- Tents/mids/tarps
  - Stoves
  - Fuel bottles
  - Cooking utensils
  - Water purification systems
  - Maps and compasses
  - First aid kit
  - Compass
-