

**Pushing instructors out of their
comfort zones:
An exploration of dramaturgy**

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**** Coming soon - a new book ****

Outdoor and Experiential Education:

A holistic and creative approach to programme design

KIA ORA
HAREMAI! HAREMAI!



Hello
Welcome

***Life is like an eighteen-speed bike
Most of us have gears we never use
Come and take a ride with us
Discover gears you did not even know about
Experience the new way of Outward Bound
(and you don't need a bike)***





OUTWARD BOUND
ČESKÁ CESTA



ANO, JE TADY MOST. ALE MY JSME ZYKLÍ HLEDAT SI SVOU ČESKOU CESTU.

**YES, HERE IS A BRIDGE BUT WE ARE USED TO FINDING OUR
'CZECH WAY'**

Crest

Crest

Activity

Activity

Turbulence
Excitement
Activity
Calm

Experiences

Experiences

Brief

Debrief

Brief

Debrief

Valley

Valley

Valley

*Preparing
Negotiating*

*Analyzing
Accounting*

THE ADVENTURE WAVE



Peak activities

Group activities

Creative Workshop

Labyrinth & Solo

Dancing hall

Camel trophy

Pointillism

Individual survival for the soul

Social wave

Physical wave

Creative wave

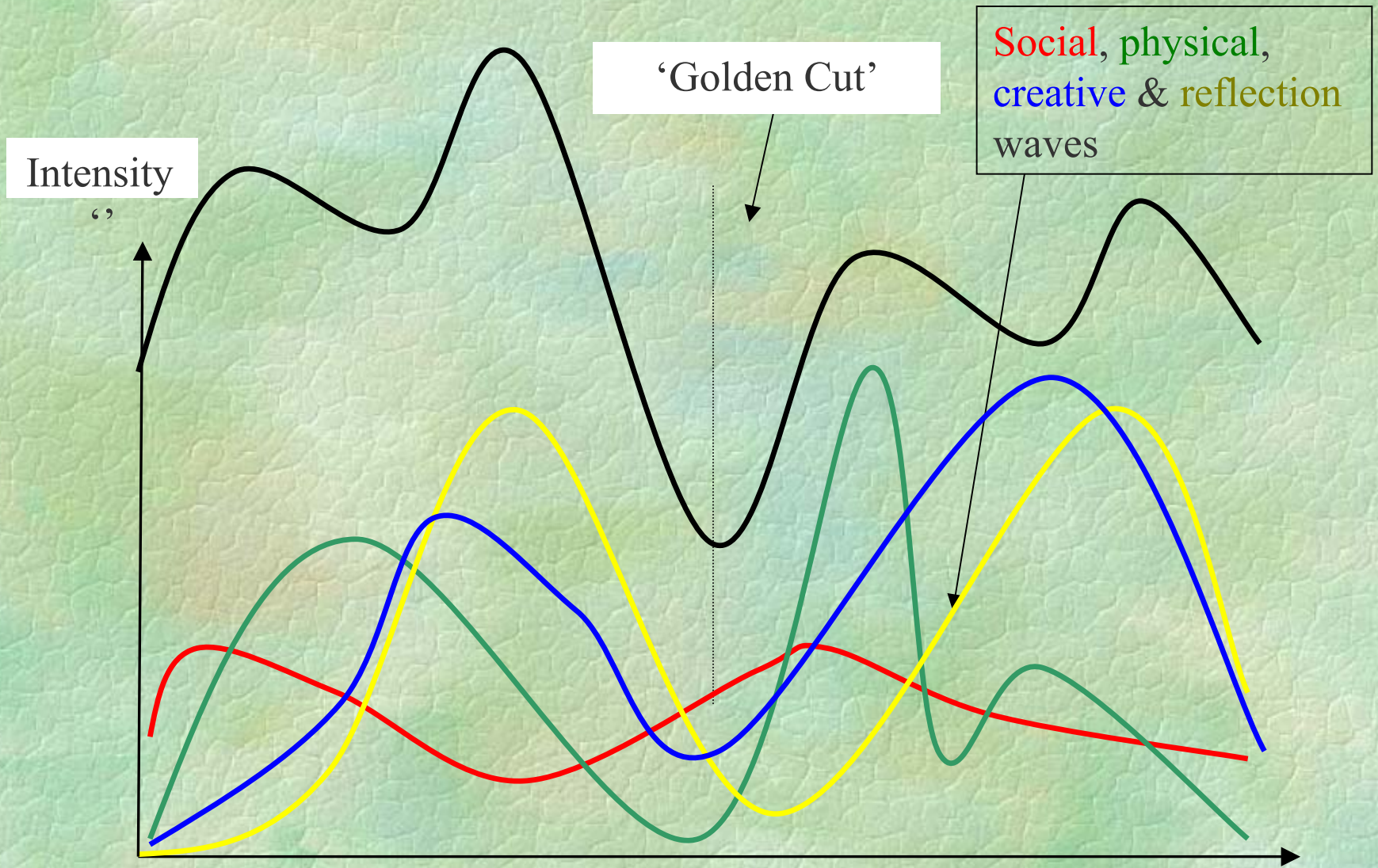
Emotional/reflection wave



Day 1

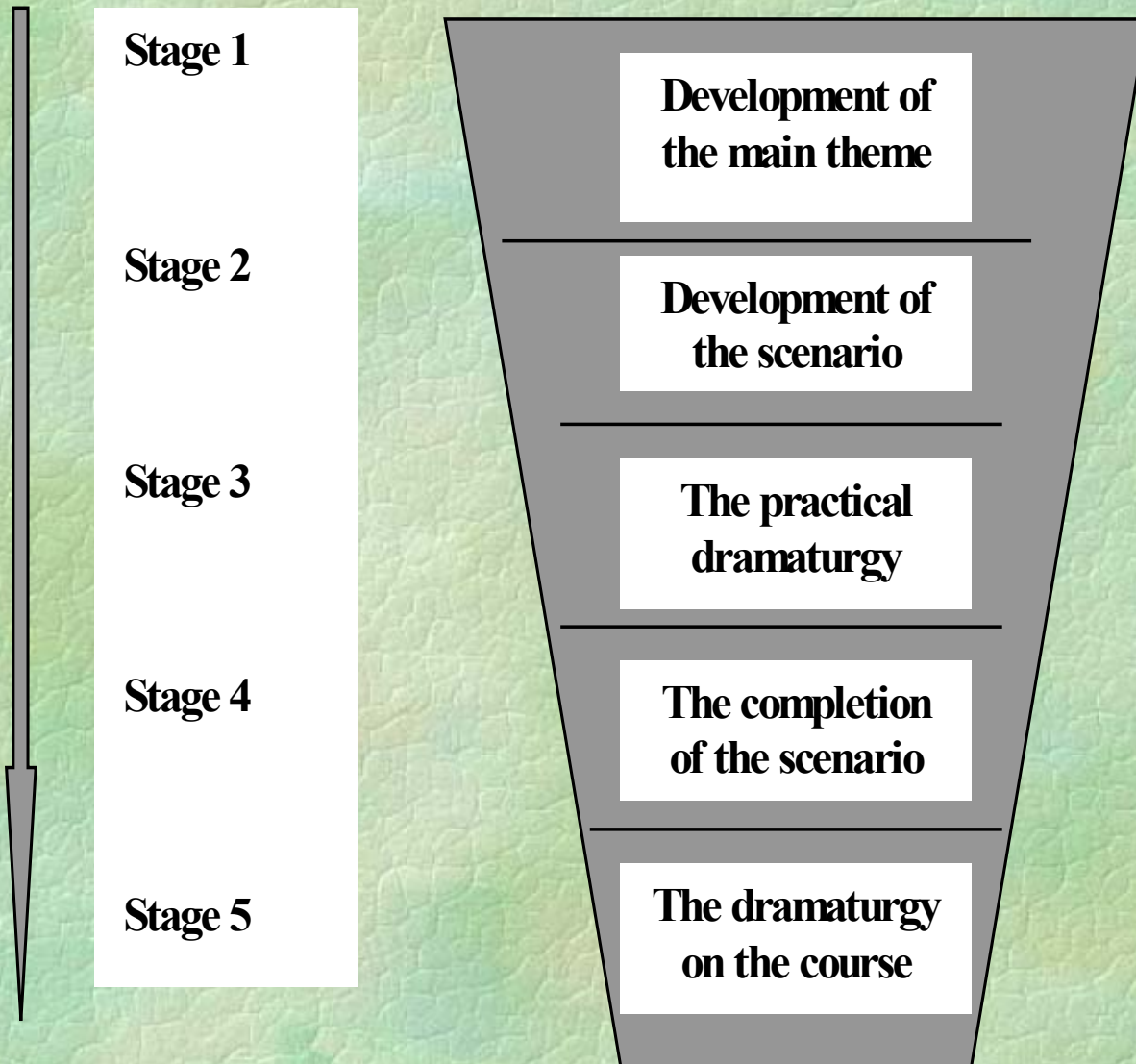
Day 14

THE DRAMATURGY WAVE



THE DRAMATURGY ARCH

Time



The dramaturgy before the course (stages 1 to 4)

Pre course planning involves both theoretical and practical dramaturgy: choosing the themes and integrating them into the logistics of programmes and games that make up the scenario.

The dramaturgy on the course (stage 5)

During the course instructors change the scenario to react to the needs of participants.

THE FIVE STAGES OF DEVELOPING DRAMATURGY

- It was like a lifetime of experiences/lessons compressed into 2 weeks.
- It was like an experiment where I experienced tests of every capability I thought I had as a human being, and more.
- I used every sense, every skill, every limb, every milligram of energy in the shortest space of time possible.
- I used neurons I knew I had, and created connections between neurons that have never been used.
- The critical element is that this 'experiment' occurred in a 'cocoon' of safety/support/compassion/caring, allowing me to play full out.

- This cocoon allowed me to go on this emotional roller coaster of the highest highs and the lowest lows without wanting to get off.
- I wanted to stay on because I knew that during this journey of 2 weeks I was learning what would possibly take me 2 years or more in my 'normal' life.
- I know that this was more than an educational experience because when I try to explain the activities/learning to others, I often can't find the words. It was a wake up call too because all of that was and is within me, I only need to tap into it.

INTERTOUCH 1999

Social/group Cultural Creative-group/individual Physical Reflective/individual

Date	Wave style	B	Mid morning	L	Afternoon	D	Evening	
27-Feb Sat 1					2.22pm SYDNEY		WELCOME CIRCLE MUSIC	
28-Feb Sun 2			DYNAMICS		DYNAMICS BIKE RACE		NIGHT WALK	
1-Mar Mon 3			FELLOWSHIP OF THE ROUND TABLE				NATIONAL GREETINGS	
2-Mar Tue 4			CREATIVE WORKSHOPS DRAMA		COLOURMAZ		POSEIDON	
3-Mar Wed 5			CREATIVE WORKSHOPS MUSIC KI				MEN & WOMEN	
4-Mar Thu 6			LABYRINTH		LABYRINTH REVIEW	SITTING GAME	TOUCHES China	RELAX
5-Mar Fri 7			MM	ROPES/ KI	RICK'S SHEETS BLIND SOCCER TOUCHES <i>Vic., W.A</i>	REST	CAVES	
6-Mar Sat 8			CAVES		SOLO			
7-Mar Sun 9			SOLO		SOLO REVIEW	INFECTION	DANCING HALL	
8-Mar Mon 10			MMM	SERVICE	CAMEL TROPHY		MASSAGE	
9-Mar Tue 11			MM	VIDEOCLIPS	CLOSE ENCOUNTERS	DANCE	TOUCH <i>Great Britain</i>	OSCARS
10-Mar Wed 12			INDIVIDUAL SURVIVAL FOR THE SOUL		TOUCH <i>New Zealand</i>	POINTILISM	'DEAD POETS' POEMS	
11-Mar Thu 13			THEATRE PREP.		THEATRE		FINAL SYMPHONY	
12-Mar Fri 14			FINAL DEBRIEF GOODBYE CIRCLE				SLIDESHOW	

ACTION LEARNING PRACTICUM–2002

Day	Morning Session		Afternoon Session		Evening Session	
Thurs 4 April			INTRODUCTIONS BACKGROUNDS (FRAMES)		MARAE KAWA (KOHA) MARAE – POWHIRI	
			DRAWING IN PAIRS		EXPECTATIONS OF COURSE	
Fri 5 April	BLINDWALK		LUNCH TREASURE HUNT ICE BREAKERS JOURNEY TO MARAE		LEARN WAIATA	
	MULTI-LEGGED RACE		MOAI MOVING		JOURNEY TO BROWN HOUSE	
Sat 6 April	VIDEO CLIPS		COLOUR MASS		REVIEW	
	POINTILLISM		CAMEL TROPHY		CLAY	
Sun 7 April	MEDUSA'S RING		MEDUSA'S RING		REVIEW	
	PACKUP & LEAVE		REVIEW		OSCAR CEREMONY	
Mon 8 April	LIFERUN		INDIGENOUS SELF		MEN & WOMEN	
	REVIEW				SOLO	
					DEAD POETS	

BREAKFAST

MORNING MEETINGS

LUNCH

DINNER

SINGATOUCH 2003

Social/group Cultural Creative-group/individual Physical Reflective/individual

Day	Morning Session		Afternoon Session	Evening Session		Night
1			Botanical garden 2.22pm Backgrounds (Frames) Drawing in pairs Blind walk-tower	Expectations of course Fort Canning Little India/Malay Village China Town People stories/vanishing traits		Bus to Camp site Candles/7 pleasures
2	Morning Meetings	Review Day 1	Intro/Journals/ Email boxes	SOCIAL EVENT JAPANESE OCCUPATION		OBS Camp 1
		Sailing Raffles welcome	Drama/Improvised theatre Color Mass			
3		Review/Clay	POINTILLISM (move to camp 2)	BUFFET CULTURAL DINNER		OBS Camp 2
		Ecosystems/review	EXPLORING CULTURES	SYMPHONY (grass)		
4		Video clips- selling Singapore	ORIENTEERING/ ABSEILING Review	Men & Women Oscars		OBS Camp 2
		CLIMBING INVERSE TOWERS				
5	Globe Tech	SOLO/INDIGENOUS SELF/ LAND ART/Review	DEAD POETS (hill)		OBS Camp 1	
6		LIFE RUN/ Trapeze jump	Final review Pack up & Leave			

BREAKFAST

LUNCH

DINNER

Application to other contexts

Adapt course design considering the following key factors:

- The learning environment - emotional and physical safety; positive and supportive
- A range of activities-including reflection
- A diverse group of participants
- The instructors facilitation methods

Summary

- The unique element of Outward Bound Czech Republic course is the ‘dramaturgy’, which links, integrates, and intertwines a range of innovative and creative games.
- The method offers a more holistic challenge in providing the next generation of effective personal and management development programmes.

Summary

- The course dramaturgy and range of games and activities have much to offer in terms of training of staff and course development
- The approach provides experiential experiences, which challenge ‘more people in more ways more often’, without compromising the original organisation’s philosophy.

For more information

about the methods, games and programs
used to create and prepare courses at
*Prázdninová Škola Lipnice/Vacation School
Lipnice & Česká Cesta/Czech Way:*
Outward Bound Czech Republic

- www.psl.cz
- www.ceskacesta.cz
- www.intertouch.cz

For more reading

- Does pushing comfort zones produce the most learning?
Australian Journal of Outdoor Education, 7(1), 71-81. (2003)
- Dramaturgy: An holistic approach to outdoor education.
Australian Journal of Outdoor Education, 5(2), 34-41. (2001)
- Dramaturgy as a method for experiential program design.
Journal of Experiential Education, 25(1), 196-206. (2002)
- Adding value to the Outward Bound educational process.
Outward Bound International, 11(1), 4-5. (2003)
- Creativity, innovation and a holistic program design.
Outward Bound International, 10(1), 1-4. (2002)
- The dramaturgy wave. *Horizons*, 15, 26-29. (2001)
- Towards a new generation of Outward Bound.
Horizons, 10, 29-30. (2000)