

Thank you Jay, you are too kind and I wish I was as great as the guy you just described – but at least now I understand why all the fish you catch are so big.

I first came to this conference in 1995 in Estes Park. I owe a debt of gratitude to this community. Much of what I have learned about risk management and running great programs stems from I learned here at this conference. I've always appreciated that a relatively boring topic like "risk management" keeps the riff-raff out and the folks here, are here for the right reasons. Each year, the presentations, conversation over meals, and bragging at the bar, invigorates me for the year to come and I leave with a few new ideas and new friends.

My wife Molly and I created the High Mountain Institute with risk and risk management woven into the fabric of the curriculum. This has proven to be a real gift and it was the product of what we learned from this community. For this we are very grateful.

What I have to say tonight is derived from what I have learned from many of you sitting here tonight. I appreciate that I get to stand on your shoulders and hopefully give back to the community. That said, what I have to say are my own thoughts – errors, omissions and all.

The world is a complicated place, full of complex problems. Challenges such as climate change are anything but trivial. Any possible solution will require a surreal commitment to reducing consumption from a world populace addicted to growth, none more so than the citizens of this country. This is a leadership challenge to humble the very best and the very brightest of leaders.

Challenges, such as a "flat world," where globalization is concentrating risk in unforeseen ways. It took only one ocean wave washing ashore in Japan, and globally the car industry was left wont for ABS Breaks control units and nearly came to a standstill.

We are still learning the implications of global financial markets where the solvency of a few countries has real implications beyond their borders.

A "flat world" might be better, could be worse, and is probably just part of an ongoing evolution of the world – but it will be different, it will create new challenges, which will require new competencies of our citizens and leaders.

Challenges such as a meeting our insatiable demand for cheap energy. This demand and desire for profits undermined the will of one company to prudently manage the risks of off-shore oil drilling and now for the next century we will all pause before eating an oyster from the Gulf of Mexico.

It is no surprise to this audience that desire and hubris are ineffective levers of control to manage risk. Yet much of the world persists in believing that hope is an effective risk management tool. Hope is most frequently applied to the long-tail risks – the minuscule probability events with near cataclysmic consequences. The result is also a revelation of the obvious, there is no free lunch. So I ask you all, what are we going to do about this? How are we going to contribute to making the world a better place?

The upcoming generation, like those before it, is charged with saving the world. We collectively, are charged with providing the experiences the current generation needs to develop the competencies and confidence required to solve the challenges of our day, and to simple make the world a better place.

WRMCG | BUSINESS RISK MANAGEMENT CONFERENCE
WITHOUT THE CONSENT OF THE AUTHOR 10/11
This document may not be reproduced
WORLDWIDE OUTWARD BOUND SCA
www.wrmc.org (800) 770-6622 X3

The world needs us. Your students need you to do your job. To save the world, our students and participants, will need skills like teamwork and decision-making. Most of us have curriculum and supporting practices to teach these sorts of such skills, but... There is an ethical demand that we do more. We need to do more than just teach leadership or conflict resolution as a skill to master.

We can, should, and must continue to provide experiences that inspire and indoctrinate our students with the will and tenacity to overcome the challenges before them. They need a deep well from which to draw the strength to persevere. Call it true grit, or, perseverance, or, tenacity; but leadership, teamwork, environmental awareness, and compassion for others without the will to overcome adversity and achieve common goals for the common good is substantially diminished, if not wholly ineffective. Tonight you can all sleep well because we, as individuals & institutions, are part of the solution not the problem.

A decade ago at this conference in Lake Geneva Wisconsin the dialog in the hallways and over meals was about the impact of nine-eleven on our industry. Many of us feared a weakened economy, a rise in "fear" and the associated zeal for "safety" might collectively diminish both our market and our impact on the world. Yet and strong and vibrant minority opinion was also expressed at that conference, it moved me at the time and sticks with me to this day. At such times, in the darkness before the dawn, more than ever the world needs the very skills and competency we teach.

I have lots of doubts about the boundaries of my knowledge but I am certain that the world needs us and what we have to offer. The sharing and permeating of knowledge is a very high calling, but I believe an even higher calling is the enabling of substantive experience that cements theoretical knowledge into deep and permanent learning's.

So now that we all feel good about our day jobs, I want to consider a few challenges we all share related to Risk Management and relevant to this conference. It is my hope that you leave here tonight hungry for answers, willing to share your best practices, and maybe a tad annoyed at me for making your life a little bit more difficult. There is no better way to annoy folks than to sweep them up inside a few broad generalizations, so I'll start with three of them about our profession as wilderness risk managers.

PROBLEM NUMBER ONE, I think WE, as an industry and group of risk managers, strive to manage risk systematically with prevention as the primary, if not the only, proactive measure. Safety first, an ounce of prevention, proper prior planning prevents poor performance, all are worthy rules of thumb because they work. Were we only charged with the task of mitigating risk then prevention would be an appropriate pinnacle of our practices. But we have a problem, risk is pointless without benefit. "Nothing ventured nothing gained" is meaningless without a probability of benefit. We manage risk for a higher cause and purpose. That is why prevention as the pinnacle of our practice is simple not enough.

PROBLEM NUMBER TWO, in general I think, WE too often only advocate for risk as a reactive response to externally questions and challenges to the risks we take. I relish the few calls I get each year from a parent who has just finished reading our risks and release form and is hesitant to sign. The day our form doesn't inspire at least a few calls I'll know we aren't being clear enough. We need to be proactive in advocating for risk.

WRMRC
WILDERNESS RISK MANAGEMENT CONFERENCE
NOIS
OUTWARD BOUND
SCA
This document may not be reproduced without the consent of the author. 10/11

PROBLEM NUMBER THREE, in general... our daily tasks center on creating and improving systems for managing risk NOT on advocating for taking prudent risks. There has to be a reason for taking risks. Without a benefit to balance risk, risk is pointless and imprudent. At a conference such as this one, we can leave risk taking for its own sake to the domain of Evil Knievel.

I currently work at a school where we deem it reasonable and prudent to take teenagers winter camping for 10-12 days at a time in avalanche terrain, in a continental snowpack that is the mother of all facets, and frequently do so with at least a handful of students who come to us as never ever skiers and backcountry novices. Some of our greatest successes have come from experiences like this. Someone needs to advocate for risk so that people can grow from these opportunities.

I am not alone in noting that there are consequences to a lopsided emphasis on managing risk over advocating for appropriate risk taking. Last year my 6 year old son, Jack, came home with "stranger equal's danger" on the tip of his tongue. This was the key point he retained from his day in school. Great, I am thrilled that this little mnemonic might keep him a bit safe as he walks to and from school, might decrease his odds of getting his picture on a milk carton, and help me sleep a little better at night.

Yet on further reflection, I shudder to think of a life lived where every new person you meet is first and foremost evaluated as a "danger" and then secondarily consider as a potential friend or acquaintance. Ronald Regan might have been right with "trust but verify" – but we can still start with trust. The alternatives are simply too depressing.

What's the point, well the percentage of children walking to school has declined over fears such as "stranger danger" and we are seeing childhood obesity skyrocket. I can't honestly speak to correlation vs. causation for this example but it certainly begs the question. Fewer kids riding bikes and walking to school might mean fewer abductions but it also might mean more childhood diabetes. It also might mean less independence, less confidence, and fewer opportunities for children to learn to manage risk. All those soft surface play grounds and hand sanitizers add up to a sanitized experience that is in some way diminished.

At the High Mountain Institute, we've had a three sport varsity athlete, a junior in high school, who got the wind knocked out of him for the first time in his life while playing Frisbee... initially he thought he was going to die.

I suspect I am not alone in being annoyed by students who lack an appropriate fear of heights, most often the product of a childhood that did not include falling out of a tree from a height sufficient to knock the wind out of them. Home alone at age 8 or 9 I have a vivid memory of climbing high into the tree outside my house, only 5 miles from here, and then tumbling down through the branches in abject terror to a hard landing on the ground. That day, with no Mom to console me, I learned an appropriate fear of heights.

We live in a culture where logistic and moral support, "Mom," is only a speed dial away. It is a new paradigm, where no one needs plan in advance because we can text the plan at the last possible minute. A few years later when these folks come to work for all of us and given a Sat phone they transgress the wilderness boundary without a moment's thought, and I think we are the lesser for it.

This document may not be reproduced without the consent of the author. 10/11



The difference between discomfort and disability eludes many people. After a long day on the trail your shoulders are supposed to hurt. We've had hundreds of students who knew with certainty that they could not run 10 miles, and barring the legitimately injured ones, they have all proved themselves wrong. To learn the difference between discomfort and disability requires some hardship. It requires some moments when "suck it up and deal" is the only available path forward.

All those little grommets at the skate park or in the terrain park covered head to toe in pads are developing a gladiator mentality. Surely if you are going to stop yourself while skiing with your head against a tree, a helmet would be an advisable piece of equipment BUT with the proliferation of helmet use in ski areas the fatality rate per hour of exposure has not declined... so what is the benefit of helmets again?

My personal indulgence is riding a motorcycle. Certainly this is risky behavior and clearly the desperate act of a middle aged guy clinging to his youth. Now, I can't even back my motorcycle out of my garage without a helmet on, just doesn't feel right, scares me. The use of a helmet and "all the gear all the time" makes me feel "safer" and less vulnerable. Suiiting up I am ready for my imaginary starring role in Easy Rider. I am also increasing my odds of an undesirable outcome, so sayeth "Risk Homeostasis." Let me give you another example.

Fifteen years ago I took an avalanche course. A course full of talented skier with above average levels of skill and experience. We were good, and even scary still, we knew we were good.

On the final day of the course, on the final backcountry tour, looking down the gut of a lovely shot off Teton Pass – having completed multiple pits and being fully "dialed" on the recent weather, the current snowpack, and the human factors we went around the group one by one to green light us skiing the slope at hand. A unanimous vote followed and the instructor chimed in with one very simple question. "Great, since we are all so confident about the stability of this slope, how about we all turn off our avalanche beacons?"

For those of you who don't play in avalanche terrain much, being caught it is our worlds equivalent to Russian Roulette with about 1 in 6 folks dead before an avalanche stops moving. As you might imagine a pretty good discussion ensued and for me personally it was one of those irreplaceable experiential education moments that was the product of careful planning and a very insightful contribution by a talented instructor – A truly great teachable moment.

In hindsight, I see just how powerful an educational environment can be, where the risks were being prudently managed, yet still allowed for the possibility of a student skiing a slope in avalanche terrain with their beacon off... Was this "safe", a "best practice", in alignment with "standards"? No on all counts, but in that moment, for that particular group it was the right thing to do! It was worth the risk.

To this day, faced with a slope to ski I ask myself if I'd ski it with my beacon off... especially so when I am charged with leading others.

If you look up "Safe" in the dictionary the relevant definition for us is "free from harm." So for me to insure the safety of our students requires me to not admit them to our school because I cannot insure that I can return them "free from harm."

WRMCG | WILDERNESS RISK MANAGEMENT CONFERENCE
NOIS OUTWARD BOUND SCA
This document may not be reproduced without the consent of the author. 10/11

And so goes the argument for not using the words "safe" and "safety" in our literature, on the web, in our briefings, etcetera. This is an old and tired debate that has been around this conference for a long time and I'll leave you hanging as to the resolution, but it begs another question. Are there outcomes from which we will guarantee safety or at the very least promise and pinky swear to die fighting against them?

I think there are and they are the really scary stuff. Such as an adult staff member having inappropriate relations with a minor, racial intolerance, gender inequality, bullying... maybe I cannot absolutely promise such things will never ever, ever, occur on the programs at our school but if they occurred with any frequency the world might best be served if we were out of business entirely. So we might as well make the promise and slide all our chips onto the table in striving to provide a safe environment with regards to such risks.

So, I do think "safety" has a place after all, but just not in the arena of activities for which we are actively seeking out and managing risks. Safety is important and so is risk.

Part of the challenge we face is that success, without a legitimate threat of failure, is illegitimate. We need to set students up to succeed and set them up to fail in nearly equal measures. Failure needs to be a clear and present danger.

I work with teenagers. Most of them, but certainly not all, are on a narrow achievement oriented track – resulting in high achievement and low self confidence. For many young adults "failure is not an option" only because they have never experienced it, so sheltered are their lives.

In the spaces between SAT tutoring, soccer, school, and community service there is not enough time to learn how to do their own laundry, to cook a healthy meal. There is not enough time for them to practice vital life skills, and they know it. Without a support structure they have a suspicion that they might actually be incompetent.

Many of us here are in the business of peeling back the onion and letting them discover their true strengths and weaknesses. I work at a school where we are proud to be the last bastion of home economics. So for example, we evaluate students on their academics AND their performance as a community member. The skill to write a good essay is important but not more so that the skill to maintain great expedition behavior in challenging conditions.

Both physically and metaphorically we can and should offer our participants the chance to find themselves. Challenges such as navigating from one place to another in the wilderness combined with the willingness of instructors to hike the un-necessary extra mileage because of a student navigational errors and the institutional preparation to allow, to allow, for a group to get lost is the nitty-gritty work of legitimacy for us.

This document may not be reproduced without the consent of the author. 10/11



Most of the people outside of this room do not understand this. Fear of the unknown is a healthy thing, a hundred thousand years of evolution has appropriately trained us all to be scared of things that go bump in the night. So we are faced with a perception problem in our industry as to how the outside world sees what we do and the merits of what we do. Climbing is perceived as the sport of dare devils. Here I have to comment that just a half mile south from here beside Route 128 is the rocky knoll where my father first took me climbing. He learned to climb during the reconstruction after WW II from a German Mountain guide. I vividly recall the stiff gold line and to a young boy the strong stance and body belay appeared heroic. This was my original inspiration to climb.

So is top rope rock climbing in an instructional setting prudent or imprudent? Is it particularly risky or not?

Well, the incident rate at a top roping site is on the order of magnitude of point five injuries per 1,000 participant-days. So what? How about compared to some other more common activities, such as cheerleading?

Here the risk of injury is about 1 per 1,000 per "athlete exposures." So roughly speaking the cheerleading squad faced twice the risk of the climbing club. How about youth soccer?

Here the injury rate for boys and girls soccer in practice and competition is about 4 times that of top rope rock climbing. And finally, under the Friday Night Lights for the big game...

We see an injury rate on the order of magnitude of 24 times the injury rate of top rope climbing with 12 injuries per 1,000 athlete-exposures. Unfortunately this isn't the end of the debate. Perception matters. Managing this perception and working to change it even a little is our burden to bear.

Our potential students and participants, their parents, and many of the administrators we work for are informed by popular opinion not data born of our reality. If we want the world to appropriately evaluate the risks and benefits of rock climbing, who is going to teach them? We are and if we don't, no one is going to do it for us. So, like it or not, advocating for risk is a part of your job description.

Advocating for prudent risk taking goes hand in hand with managing risk. You can't do one without the other. I'd even go so far as to say that simply managing risk alone is of little value without a clear-eyed evaluation of what risks to take and why.

Insurance actuaries and the courts can place a value on a human life. Much harder and much more important is striving to put a value on a life well lived. We are in the business of helping people to enrich their own lives.

But "Houston we have a problem here..."

Does experiential education work? How do we know? We are a room full of believers. Review our literature, it is full of "studies" where N of 20 not 2,000. A sample size that impresses no one and empowers us little to make the case for what we do.

I am a father and if you want to put my kids (these two cute little boys) into harm's way I won't sign your risk and release, with all that 8 point font text that I can't read anymore, and enroll my sons in your program until I truly understand... The costs, the risks, and the benefits... Unless of course you promise to keep them "safe" and my wife and can take off on a nice kid-free vacation...

WRMCG | WILDERNESS RISK MANAGEMENT CONFERENCE
NOTES OUTWARD BOUND SCA
Without the consent of the author. 10/11
This document may not be reproduced

To the degree that our participants and their parents are uninformed represents a duty for us to bridge the gap with plain English explanations. The onus for making the case, presenting the data, and arguing the merits of taking risks for pedagogical benefit lies with each of us here. If we don't, it calls to questions the integrity of our industry. We must teach others about risk.

Facts and proof are hard to come by. The definitive study that demonstrates the efficacy of experiential education over traditional education is elusive. We are awash in qualitative information that implies that experiential education works, and that is a good thing – no bones about it, I am a believer through and through in the merits of experiential education. I know in my heart that what we do is worthy. Yet I also know that a lack of quantitative data makes advocating for what we do more difficult. It makes advocating for risk taking, much more difficult.

There is a difference between risk taking and prudent risk taking. In essence the difference is mindfulness and an intentionality that speaks to prudence in the best sense of the word. "If you can't do the time, don't do the crime" and the same goes for us, if you and your institution cannot tolerate the full range of potential outcomes from an activity, including the extremes, then you should not be engaging in the activity. To do so would be foolish.

In taking prudent risks and exposing our participants to risk mindfully, we are teaching prudence and mindfulness. I just wish we could prove this too be true. As an educator I am a bit of a simpleton, a back to basic kind of guy, and so faced with an opportunity to advocate for prudent risk taking I like to start with the basics and let the audience come to their own conclusion. Let us start with the simplest argument that pretty much every one agrees with.

Life is full of Risks. Everyone knows this to be true but sometimes you have to remind folks of the obvious. Let's say you want to go on vacation... Maybe to the beach for some surfing in the sun... First you have to go online, navigate the matrix, and book a trip... Plus negotiate with this guy... Navigate through the security line... Worry about the Homeland Security Threat level... And because you negotiated with this guy... This is your plane...And here is your flight crew... Fortunately you do get dinner on the flight... And although you were hoping and expecting waves like this... It actually turned out to be a bit different... And the beach wasn't as pristine as you had hoped...

OK if life is full of risk, what exactly is risk? Most commonly here at this conference it is defined as the severity times likelihood. This is pretty handy for a definition and leads to some lovely quadrant type charts, and I am as guilty as the next of distilling complexity down to a two axis chart like solution because it makes me feel good to do so. But where is the benefit on this graph?

I'd also encourage you to think about risk as a balance between cost and benefit. There is a chance, a probability, for different outcomes from an activity and some of those outcomes are very rewarding, some are not, and a few are terrifying. Our job as risk managers is to maximize the good stuff, the rewards, and minimize the bad stuff. If we want the rewards we must evaluate the associated undesirable outcomes. There are lower benefit outcomes that we'd just as soon avoid, but we can't discard them because they are connected to the rewards.

WRMCG | NOIS OUTWARD BOUND SCA
WILDERNESS RISK MANAGERS CONFERENCE
without the consent of the author. 10/11
This document may not be reproduced

Peak ascents in the high peaks of Colorado come with exposure to lightning. We can't make a summit bid without at least some risk of lighting. The substantial benefits of service to others, say doing trail work or building a house with habitat for humanity, requires the use of tools and the acceptance of some risks that are bound tightly to the specific activities – like it or not. By definition the wilderness is at the end of the road and so nearly all of us must face substantial risks in the arena of transportation. If we all got a dime for every minute of our lives dedicated to dealing with transportation, 15 passenger vans, driving training... this conference would be over at the Ritz.

In explaining risk to others we are well served to keep it simple, to remind them that we all do it every day, and that the typical person is actually a pretty accomplished risk manager – if you pass the ABC's test of the primary survey you are a) alive and b) have a life long track record of not getting dead. People understand the simple examples because they pass the common sense test.

We have staff drive the speed limit to reduce the likelihood of an accident and just in case, what the hey 'cause I we hear they can help out, we require everyone to wear a seatbelt in the unlikely event that something terrible happens anyway. And at a climbing site we might choose to use an automatic belay device to decrease the likelihood of someone getting dropped AND just in case and to decrease the severity we require everyone to wear helmets. This is the nuts and bolts basics of managing risk; it is a good portion of our jobs.

I've just reviewed the easy stuff, old hat to many of you here. I am setting my sights a bit higher though. I'm hopeful that each of you is nominally more invigorated to advocate for prudent risk taking and in doing so you might use some of the following. First and foremost I think we should start with the simplest question. Why? Why goes rock climbing at all? Why do you allow students to hike independently?

I've referenced our schools winter program, besides transportation, it is certainly the riskiest activity that we engage in. Why do it at all? Wouldn't our students be better off avoiding avalanche terrain and cold weather all together? The vision of our school is about connecting people and nature, providing people with the opportunity to find and define their own relationship with the natural world. "Where Nature and Minds Meet" is our tagline. Our students perceive winter camping as a very daunting challenge. We see the intangible benefits from the experience – *if I managed to do this thing that I thought I couldn't do, maybe this new challenge before me that I think I can't do is actually something I can do*. Also, learning about place is one of our core values. Given that our school is 10,000 feet above sea level in a town where we have 9 months of good skiing and 3 months of bad skiing – avoiding winter means not engaging with the place as it naturally exists. There are many different possible reasons to assume some level of risk for a potential benefit, connecting the dots between your mission, and desired outcomes is the first step to explaining why an activity might be worth the risk.

I also unabashedly believe that real challenge leads to real experience, which leads to real learning. The best teachers in school are unusually not the easy graders. Long days on the trail teach people to function, despite fatigue. The impression of a lesson that is learned via an experience is deep and lasting. All this takes effort, and to those who posit that experiential learning is inefficient and slow, would ask them - are we striving for efficiency or efficacy?

WRMCM
WILDERNESS RISK MANAGERS CONFERENCE
10/11/11
OUTWARD BOUND
SCA
This document may not be reproduced without the consent of the author. 10/11

There cannot be any "A's" without "F's," we have to make failure an option. With failure as a clear and present danger, there is a risk of undesirable outcomes that comes hand in hand with the opportunity to succeed. Without the "F's" everyone gets a ribbon and no one knows the joys of a well earned success. We cannot eliminate the risks without eviscerating the real challenge and real experience.

We live in a Game Boy culture. Reality and virtual reality are different. There is a big difference between these two images. Students need chances to learn and understand the difference.

If life is full of risks and we are constantly faced with making decisions in an environment of uncertainty, how are our students going to learn to make good decisions? We do it the old fashion way, practice!

The fear of actually getting lost inspires students to pay attention and learn to read the map. Today, one can live a happy and full life and never ever use topographic lines, so it goes in the age of the GPS. Out in the woods and inside the experience of navigating from point A to B is a powerful metaphor of finding oneself, of solving a seemingly complex problem for the collective good, of facing up to a challenge, and of pushing through to resolution.

So, risk has a starring role in education. Prudent risk is something to embrace and manage, not avoid and shun. I believe that improper allegiance to safety imperils learning....improper allegiance to safety imperils learning. For nearly all of us in this room, the mission, vision, goals, and curriculum of the organization we work for demand real experience and the associated risks. This is probably why you are here today.

"Tolerance for adversity" comes from actually tolerating some adversity. "To Strive and not to Yield" requires a headwind to lean into. Inspiring "lifelong stewardship of our environment" via "hands-on service to the land" may mean students with chainsaws and the necessity to manage some risks – risks worth taking.

Many other missions' demand no less and we can and should use them to illuminate the benefits of what we do and how we do it. For example "leadership" is a common element in the mission of many institutions. I challenge anyone to create an effective leadership development program that does not include some level of risk. Leadership is a skill, not a belief system, and learning a skill requires practice. Practice requires an environment with a both positive and negative feedback loops to allow the learner to learn. It defies logic that one could teach leadership via only theoretical knowledge and only positive feedback loops.

Such arguments are the subtle path forward for making the case for prudent risk taking. Risk really is a pedagogical tool we use, and we use it frequently. We can and should revel in these realities, the necessity of risk. Risk is a tool of our trade, sometimes sharp and sometimes dull.

However risk suffers from a PR problem and needs an advocate. I hope all of us will rise to the challenge and advocate for risk. Not so long ago, the trees had no standing , no role or rights, and over time society has embraced the idea that free nature needs to exist for its own sake.

Few individuals will ever see the Arctic National Wildlife Refuge, ANWR. So why do a majority of Americans believe we should leave it alone? Because they understand and believe that such places must exist. They are willing to advocate for it. Likewise, each of us must advocate for prudent risk taking as a key component of education and experience. Risk needs calm voices to explain its merits.

WRMCG | WILDERNESS RISK MANAGEMENT CONFERENCE | OUTWARD BOUND NOIS | SCA
This document may not be reproduced without the consent of the author. 10/11

Learning to manage risk is a life skill. Common and important questions such as: Should we get married? What about global warming? How can I make the world a better place? These are all very real and very pressing questions. Making decisions in an environment of uncertainty with impartial data of dubious quality – Is the most common environment in which most people make important decisions.

These sorts of questions are the ones which no decision making rubric can fully address. It is exactly these sorts of challenges that we are preparing our students to resolve. In learning to manage risk in simple situations they gain applicable experience. In facing up to substantive challenge they gain the confidence and the tenacity to tackle even greater challenges.

I'll end here with something I have already mentioned: The sharing and permeating of knowledge is a very high calling, but an even higher calling is the enabling of substantive experience that cements theoretical knowledge into deep and permanent learning's.

Our charge is not just to teach student skills – it is providing them with experiences that bring out the very best in them and that open the door to new strengths and talents. This requires substantive experiences that are not sanitized of risk, sanitized of reality... We need the risk because it is married to experience and experience is the source from which deep learning's spring.

Thank You.

Before I take a few comments and questions, I have one tip for you in attending this conference. Right now start a list of ten things you are going to actually do when you get back to the office. Throughout the conference scratch off things and add new ones but stick to ten. On the last day or on your flight home rank the list from number one, the first priority, to the ten, the last priority. Then, and this is the hard part, tear off the bottom half of the list and throw it away. Then complete the top five to the very highest standard and to the best of your ability; and then, as it says on the shampoo bottle in your shower, lather-rinse-repeat next year.

Have a great conference and thank you for your time tonight. I am happy to answer a few questions and hear a few comments now. I will also stay afterwards for further discussions.

Words: 5,879

Author Contact Info:

Christopher Barnes
Co-Head of School
High Mountain Institute
PO Box 970
Leadville, CO 80461
christopher@hminet.org
719-486-8200

This document may not be reproduced without the consent of the author. 10/11

