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USING ADVENTURE IN THE FIGHT AGAINST POVERTY – A THERAPEUTIC PERSPECTIVE

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1. INTRODUCTION

The purpose of this paper is to show and describe how adventure can be used as a therapeutic technique to empower the poor so that they can adapt better to their environment and in that way become well-adjusted, well-motivated citizens. The basis of the programme under discussion is a life skills programme, which employs therapeutic adventure techniques in the form of cooperative games and problem-solving activities that are not very expensive and could be helpful in the fight against poverty as these techniques could be used in order to build human capacity.

2. DEVELOPMENTS AND POVERTY

Development has long been thought to be Western-style modernisation. However, in recent years there hasn't been any economic growth in the majority of developing countries. In some cases living conditions even deteriorated (United Nations Development Programme, 1992:91–103). It seems that an orthodox developmental approach did not help to solve the problems of enduring poverty, unemployment, mismanagement of natural resources, etc. These problems are sometimes seen as the result of failures in the bureaucratic system, insensitivity to the needs of the people, ignorance of indigenous technology and culture, and a lack of grassroots participation in the implementation and planning of developmental projects.

The conventional views of development have in recent years been challenged by alternative development approaches, which emphasise traditional culture, empowerment, decentralisation, participation and sustainability (Jeong, 1995:330). This then means that people at grass-roots level have to be helped in order for them to take control of their situation and their own lives.

In the context of this paper, development is primarily seen as the empowerment of people in communities of low income. The people in these communities are poor. It is estimated that 6 million people in South Africa are unemployed and that 10 million families live below the poverty line. In 1996 statistics showed that 67% of female-headed households were poor (most of whom were in rural areas) and that 75,2% of children under the age of

six were situated in rural communities and likely to be exposed to conditions of poverty (Department of Welfare, 1996:01). Women and children are more likely to find themselves in situations of extreme poverty. Calitz (2007) states that of the 1.3 billion people living in extreme poverty, 70% are women.

The South African Government identified the need for creating work opportunities. One of the very successful programmes that were started is the Expanded Public Works Programme (EPWP). This programme was started because of the magnitude of South Africa's structural unemployment crisis. In September 2003 it was estimated that 4,6 million people in South Africa were unemployed in terms of the strict definition and 8,3 million in terms of the broad definition. In the 16–34 years age group, 70% of the unemployed have never worked, while 59% of all unemployed people have never worked. The government's strategy is to reduce unemployment by increasing economic growth (Philips, 2004:2). It is important that the public works programmes should be meaningful. It should deliver a good quality and a much-needed service; not simply to contribute to the economic growth of the country but also to uplift the people involved in the process. They should feel that they are also making a contribution towards the upliftment of the country.

However, it is important to understand that their poverty isn't just a need for work, clothes, food and housing (absolute poverty); poor people also experience emotional poverty. This type of poverty is seen as a lack of, among others, self-confidence, self-reliance, life skills and personal vision. The question could be asked why a person coming from a particular community is successful and many others coming from the same circumstances are unsuccessful in life? What is different? I am of the opinion that human development or maybe the lack of human development could be one of the factors contributing to this.

Therefore, development needs to become more than economic development. It has to focus on the enrichment of human lives and on the empowerment of the individual. I identified the need for the change from focusing on economic development to the development of human capacity. With regard to the development of human capacity,

special attention will be given to the development of emotional intelligence as a higher emotional intelligence could contribute to people being more successful.

3. EMOTIONAL INTELLIGENCE

Emotional Intelligence (EI) is a relatively new and growing area of behavioural investigation with researchers working hard towards understanding the nature of EI. There are a great diversity of theories and definitions of EI, which can be problematic in scientific study (Zeidler, Matthews, Roberts & MacCann, 2003:69,70). As this paper isn't an evaluation of different theories the theory of Mayer & Salovey will be used as a basis for discussion. Emotional intelligence is seen by Mayer & Salovey (1997:10) as the ability to perceive accurately, appraise and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. From this definition it is evident that emotional intelligence includes cognitive and emotional features.

Goleman accepted the theory of Mayer & Salovey and refined it. They defined emotional intelligence within the workplace as the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in our relationships and within ourselves (Goleman, 1999:317). Three important elements of emotional intelligence emerge from this. They are the recognition of feelings, personal motivation and the management of emotions in relationships.

Using the above definition, Goleman (1999:318) identified five basic emotional and social competencies. They are:

- Self-awareness – Knowing what you feel at any specific moment, and using that to guide decision making as well as having a realistic assessment of your own abilities and a well-grounded sense of self-confidence.
- Self-regulation – Handling emotions so that they facilitate and not interfere with the task at hand, being conscientious and delaying gratification to pursue goals and recovering well from emotional distress.

- Motivation – Using your preferences to move and guide you towards your goals, to help you to initiate and strive for improvement and to persevere in the face of setbacks and frustrations.
- Empathy – Sensing what people are feeling, being able to take their perspective and cultivating rapport and harmonise with a broad diversity of people.
- Social skills – Handling emotions in relationships well and accurately, reading social situations and networks; integrating smoothly; using these skills to persuade and lead, negotiate and settle disputes for co-operation and teamwork

The question could be asked if there is a difference between emotional intelligence and emotional competencies. Blom (2000:54) shows that emotional intelligence shows the potential of capacity that the individual has in terms of certain components that consists of specific knowledge, ability and skills in terms of emotional aspects. On the other hand, emotional competence shows the emotional competency of a person in terms of his/her ability to use his/her knowledge, ability and skills in this regard. A person who is emotionally capable has learned and is using emotions and emotional content. This then also means that emotional intelligence could be taught and isn't something that cannot change.

From the above definitions and the basic competencies of Goleman it seems that emotional intelligence affects many aspects of an individuals mental and physical well-being. A high emotional intelligence will also facilitate the ability to get along with other people, to make sensible life choices and to succeed in school, careers, community life, etc.

Recent studies have shown that programmes aimed at the prevention of violence, teen smoking, drug abuse, pregnancy, and the school dropout rate are most effective when they address the elements of emotional intelligence. Experts are also of the opinion that developing emotional intelligence can help to avoid both short-term injury risks and long-term illnesses such as heart disease, liver disease, and some cancers. These hazards are often a result of substance abuse and other dangerous lifestyle choices that go along with out-of-control emotional stress (Abramoviz, 2001:14). The success of prevention

programmes related to HIV and Aids could also be enhanced if emotional intelligence were improved.

The development of the emotional intelligence of clients of social workers (individuals, groups and communities) could thus have a positive effect on them as they sometimes suffer from problems pertaining to violence, drug abuse, low motivation, out-of-control emotions, etc.

In order to empower the poor, life skills programmes should thus be promoted which, among others, focus on the development of adaptability, inter-personal and intra-personal skills, how to function effectively within a group and skills related to the ability to influence others, in other words, the development of emotional intelligence (cf. Ebersohn & Eloff, 2003:46-48).

This brings us to the next part of this presentation. We now know what to do; the question is how to do this effectively? Although there are many ways of doing this, attention will be focused on the use of ABC.

4. ADVENTURE-BASED COUNSELLING

Adventure is a way of doing and not necessarily what you do. When the term *adventure* is used, people tend to think about activities in nature, adrenalin, physical risks and huge costs. Rafting, rock climbing and wilderness expeditions are seen in the mind's eye. Adventure counselling doesn't need to mean all of this. Rather think about adventure as a *way* of doing and not *what* you do. If you use this frame of mind, any environment could potentially be adventurous, especially if it consists of the elements of surprise; activities that motivate participants to go beyond their normal limits and to do things that they thought were impossible. There is adventure when there is participation and this leads to unique experiences and the discovery of new information that is relevant to the situation of the client. Adventure means to take "risks" that will take the participant to the brink of success of failure. Risks form the basis of adventure. The risk isn't just physical in nature but also emotional. It also includes perceived danger where the participant is in fact very safe – if the facilitator knows what s/he is doing. It is very

important that a person participating in an adventure programme feels that it is emotionally safe to share his/her feelings with others in the group. This makes the use of the full-value contract even more important.

In the next part of this presentation a general orientation will be done in order to describe the basics of ABC. The model of Project Adventure, a USA-based organization that has been doing this kind of work for the past 30 years will be used.

4.1   The basics of ABC

Miles & Priest (1990:01) show that adventure is an activity that takes place when the unknown is entered. For the adventurer this could mean risks and it may even be dangerous. It seems that the aim of a person's normal daily routine is to minimize adventure and reduce risk in order to improve the prospect for success. People thus have a natural need to protect themselves against danger and risks on different levels of their existence (physical, financial, social, intellectual and spiritual).

As a person will naturally try to avoid danger and risks, it seems that it would be a novel experience for most people when they are put in an adventure situation. This would take him out of homeostasis. In the process of rectifying homeostasis, growth and development would take place. It has to be mentioned that some people do like to put themselves into situations where they will experience danger and uncertainty, but it seems that this isn't the norm.

ABC is a group therapeutic model that makes use of finely selected activities within the framework of experiential learning. The combination of this is then used to bring about change in the group and in the life of the individual participating in the group. Many of the activities are also used in education and recreational programmes (Schoel & Maizell, 2002:ix). The difference between adventure education (ABC Programme) and adventure recreation is that ABC focuses on changing behaviour and positively influencing a client's life. This change is created when the client is put in a situation where he experiences some psychological and physical stress in order to grow. During this the participants will be confronted by new ideas, emotions and interaction, which form a part of the activities.

The process used for the effective planning of the intervention is seen by Nadler (1993:60) as "the client experiences a state of disequilibrium by being placed in a novel setting and a cooperative environment while being presented with unique problem-solving situations that lead to feelings of accomplishment which are augmented by processing the experience which promotes generalization and transfer to future endeavours" (Nadler, 1993:60).

According to Schoel, Prouty & Radcliffe (1988:24-25), a typical session will be between one and two hours during which attention will be given to tasks (behaviourist perspective), thoughts (cognitive psychological perspective) and feelings (affective perspective). It is therefore a holistic approach towards the treatment of the client.

Project Adventure (2002:5 & 8) builds their programme on this holistic approach as well as four basic concepts, namely challenge by choice; the full-value contract; experiential learning process; and the adventure wave. Using this in an integrated manner provides the therapist with a unique tool to helping children and other clients to develop and grow to their full potential.

4.1.1 Challenge by choice

The concept of challenge by choice seeks to put the learner in a situation that feels a bit uncomfortable so that growth could take place. The adventure activities try to put the learner in a safe environment that is marked by surprise, challenges and fun. In this context challenge by choice gives the participant the opportunity to try potentially difficult and sometimes terrifying activities in an environment of trust, support and caring for one another. The participant has the opportunity to stand back from the activity when it becomes to frightening and s/he does not have enough self-confidence. The learner knows that at a later stage s/he will have the opportunity to try again and pushes the personal limits even further. It is important for the learner to understand that trying and pushing oneself is more important than the end product. The last important idea to keep in mind is that the learner should understand that there should be respect for one another's different ideas and choices (Project Adventure, 2002:5). This concept gives the learner the opportunity to make his own decisions in a environment of support.

During the process each individual has to be helped to identify and work on his/her own opportunities of growth. The group process is used in such a way that positive peer pressure is utilized to facilitate change. The full-value contract is used to facilitate and enforce this. The participants receive the opportunity to develop self-confidence in the management of the peer group, feelings and emotions. The client develops a positive self-image and learns that the end result isn't always the indicator of success but rather the process of achieving the end result. In this whole process the EQ of the participant is enhanced.

The fact that the client receives the opportunity to identify his/her own challenges and decide how far he wants to push the boundaries in order to achieve the set challenges does not mean that the opportunity exists to detach himself from the group on a physical or emotional level. It is expected of each group member to contribute and take part in the process. It does mean that the participant would, for example, only share on the emotional level as far as he/she feels comfortable and at the physical level he will help to safeguard the other participants during the activity. As the participant grows during the therapeutic process and develops greater self-confidence, the participation levels increase.

4.1.2 The full-value contract

The full-value contract forms the second pillar of the Project Adventure Programme. This does not only form part of the unique spirit of ABC but it is also seen as a very important part of group work in general (Toseland & Rivas, 1998:164 and Zastrow, 2001:356). A good contract should, according to Project Adventure (2002:6), focus on the following:

1. Group members have to identify safe behaviour and respectful norms within which the group will function.
2. All group members should commit themselves towards those norms and behaviour.
3. The members should take shared responsibility for the enforcement of the contract during the process of ABC.

According to Schoel et. al. (1988:95) and Gilles (1995:2-3) the full-value contract asks for the following commitments:

1. An agreement among group members to work together to achieve both the individual goals and the goals of the group that was identified in the beginning stages of the process.
2. An agreement to adhere to certain safety and group behaviour guidelines. Remember that these guidelines should be discussed with the group as well as agreed upon, if not it would be meaningless.
3. An agreement to give and receive honest feedback. This means that group members agree to be confronted when their behaviours do not match the identified goals and/or values and norms that were decided on in the beginning. The confrontation should be done in a caring and respectful manner.
4. The last commitment is about an increase in one's own awareness of devaluing or discounting behaviour towards other group members. Group members should become aware of how they react towards other members and change their behaviour so that it is acceptable and that it would help all the group members to grow.

From this it is evident that the contract will help the facilitator to achieve optimal results in terms of the development of emotional intelligence and personal empowerment as it focuses on Goleman's (1999:318) five basic emotional and social competencies.

The participants will work together in the writing of the contract. This is done in their own words and own unique way. Different ways could be used to present the contract. The group may use a flag; pictures from magazines, or a poster. It is important to remember that the younger the group the more concrete it should be. Additions to the contract are made on a continuous basis, so keep it close!

It is important that the group members should take shared ownership of their emotional and physical safety. As the group members decide what is acceptable and unacceptable in the group, the group will be partly responsible for the control during the group process. When group members become co-responsible for the enforcing of group norms they are put into a position of power where they are empowered to take control of their

own situation. At the beginning of the process the facilitator will have total control and as the process develops this control will become less and the group members will become more empowered to determine the focus of the group. This then also helps with the development of the interpersonal and intrapersonal skills.

4.1.3 Experiential learning process

The last important concept to take note of is the use of the experiential learning cycle (see figure 1). This theory is explained by using an activity that the facilitator used with Social Work students during their training in ABC. The activity is called moon ball. The students sit in a circle and are then assigned the task of hitting a beach ball for as many times as possible before it touches the ground. They may only hit the ball with their hands and may not leave their chairs during the time that they are trying to keep the ball in the air. One person may not touch the ball consecutively. They get the opportunity to set themselves a goal of how many hits before the ball touches the ground. The students set themselves a goal of 10 hits. After completing a few tries they were asked it they had achieved their goal and if they wanted to change their goal. As they achieved their goal they might decide to change that to 50 hits. During the subsequent opportunities they could only achieve a maximum of 29 hits. That was the concrete experience.

The second phase of the process is called observation and reflection. During that phase the students were asked what had happened. The aim of that was to identify the behaviour that serviced during the activity so that it could be discussed. The different observations of the group members are very important as it helps with the identification of different behaviours that could be positive and enriching as well as negative and degrading to the whole group. The students mentioned that the group decided to enlarge the circle slightly; they also positioned themselves differently in order to be more successful. The group members also communicated with one another so that they knew who had to hit the ball. They also mentioned that the entire group didn't always try their best to keep the ball in the air. There were also members that touched the ball with another body part and didn't admit that to the group; they were not honest in this regard.
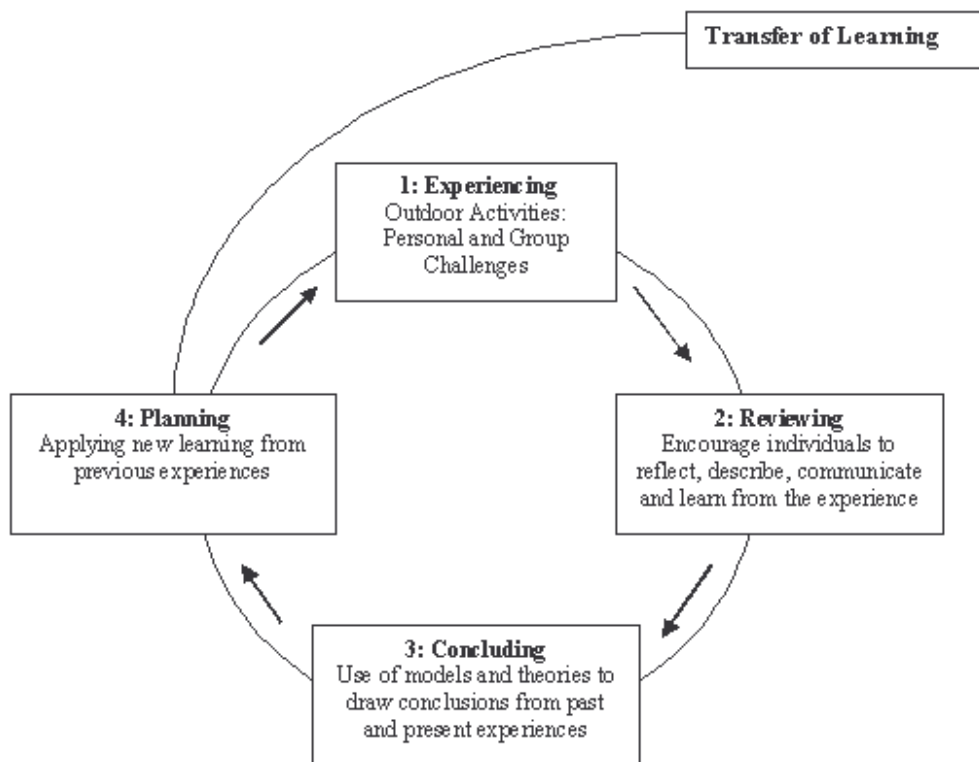
Figure 1: The experiential learning theory (Exeter, 2001:15)

During the next phase the students were asked what they had learned from that experience. Some of the answers were that they needed one another to be successful. Honesty was important, as it was part of the rules of the game that one sometimes needed to adapt in order to be more successful, etc. They also mentioned that if communication between the members of the group were effective it would be easier to achieve good results. All of these themes were discussed thoroughly.

The last phase of the process starts when one begins to plan how to use this newly acquired knowledge in new situations. The question is asked how they think they could use this new knowledge in their day-to-day life. Some of the answers were that better communication with lecturers could help them to achieve better marks during tests and exams; that being honest were important for a social worker as it would help them to be more effective and by doing so they would stay within the context of the ethical code. They also mentioned that if they saw no progress with a client they needed to make some changes in their approach. If a technique didn't work they had to evaluate and make changes and not just continued doing things that weren't working.

The use of the experiential learning theory has the advantage that it uses simple adventure activities to help participants see things in their own lives differently. If games are played and activities performed without doing a effective debrief it means nothing. Using this theory as a basis for debriefing encourages the participants to look deeper into what has happened and to discover new solutions for old problems. They are also helped to identify strengths that they have never been aware of.

4.1.4 The adventure wave

The adventure wave (see figure 2) is a way of describing the flow of each programme on the macro level and learning activity on the micro level. A general framework is developed in which the facilitator and the group will be working (framing). Then the phase of doing follows where the activity that forms part of the programme is completed followed by the phase of reflection. It is important to note that the facilitator will use this process on the micro (activity) as well as the macro (programme) level. During the macro process the facilitator moves from having total control of the group to a state of group empowerment where the group has most of the control. This means that as the programme continuous the facilitator becomes less of a control mechanism and the group starts to take the responsibility of the management of groups' affairs. Throughout every activity the same process is followed. The facilitator gives the direction of the activity, the group receives enough time to finish the activity on their own and then a group discussion follows on what happened during the activity. In the course of this discussion the facilitator will empower the group by helping them to learn and to take control of the management of the group. All these different phases of the adventure wave will be discussed in order to help the reader to understand the basic process and procedure that is followed.
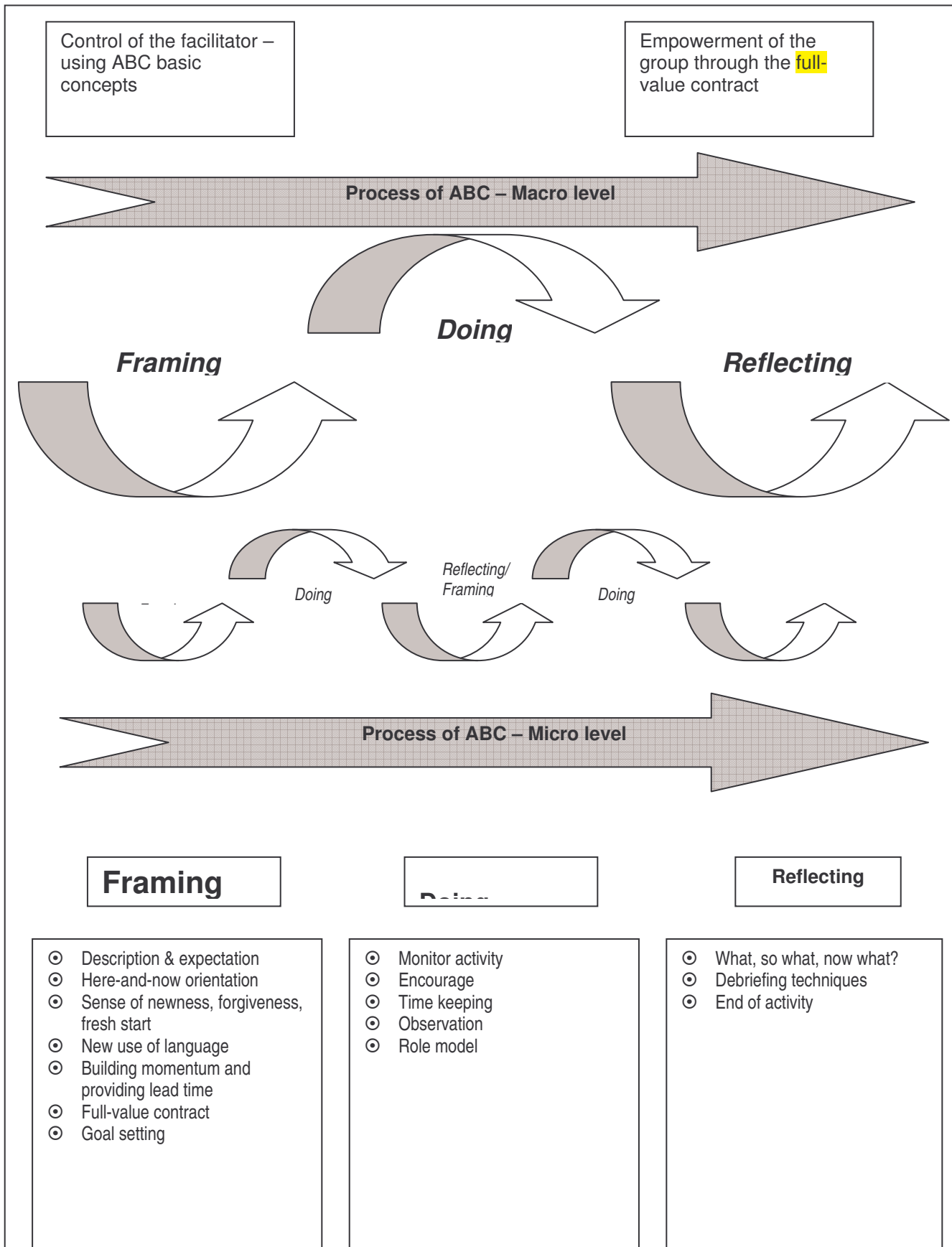
| Control of the facilitator – using ABC basic concepts | | Empowerment of the group through the full-value contract |

Process of ABC – Macro level

Framing   *Doing*   *Reflecting*

Reflecting/ Framing

Doing   *Doing*

Process of ABC – Micro level

| **Framing** | Doing | **Reflecting** |

Framing	Doing	Reflecting
⊙ Description & expectation ⊙ Here-and-now orientation ⊙ Sense of newness, forgiveness, fresh start ⊙ New use of language ⊙ Building momentum and providing lead time ⊙ Full-value contract ⊙ Goal setting	⊙ Monitor activity ⊙ Encourage ⊙ Time keeping ⊙ Observation ⊙ Role model	⊙ What, so what, now what? ⊙ Debriefing techniques ⊙ End of activity

Figure 2: The adventure wave (Project Adventure, 2002:8 – adapted)

4.1.4.1   Framing the activity

The aim of the framing of the activity is to prepare the group for the adventure activity that is going to commence. The first time the facilitator does this is when the work in the group really starts. Schoel et. al. (1988:88) mentions that when framing the activity attention should be given to authority, the basic rules of the activity, the full-value contract as well as the aims for the specific activity.

In the beginning of the ABC process it is important to indicate to the group members that they play a significant part towards what will happen and what will not happen in the group. They need to understand that they will have to make decisions and live with the consequences of their decisions. This is done as the making of decisions and the consequences of these actions form an important part of the learning that is going to take place. It is also vital that they should understand that the final authority lies with the facilitator. S/he stays in charge of the general management and safety of the group (Schoel et. al. 1988:89).

The next action that takes place is when the facilitator gives the description of the activity that is going to be worked on. The facilitator may want to use a story or metaphor to catch the imagination of the group. The different expectations that the group will have to meet are also given at this stage. The facilitator should remember to be specific and concrete when giving instructions. Try not to present too many rules as it could hamper the process of growth and experimentation.

It is important to have a here and now orientation. The focus is on the group and what they are doing. What happens outside the group may be discussed but the focus should not shift to that. It is further important to understand that every group member comes to the group with a history. In the group they will also develop their own history. Previous experiences in and out of the group may have a positive or negative influence on the group. This means that the facilitator should start each activity in the context of forgiveness. Except for the lessons learned from the previous activity, nothing is

important when it comes to the next activity (Schoel et. al. 1988:91-92 and Schoel & Richards, 2002:169).

ABC has its own terminology, e.g. spotting (to physically safeguard), debriefing, etc. In the group this language is used to empower the participants when these terms develop a new meaning. In this regard spotting may be used to indicate that the group members should look out for one another in the class or community, the life outside of the group. The use of metaphors also gives the opportunity to develop an own unique language in the group. The reference to components of activities and the metaphors accompanied by that gives the group members new insights in the handling of problems and will lead to a unique language being used within the group (Schoel et. al. 1988:92 and Schoel & Richards, 2002:168).

The framing of an activity helps to keep the momentum as well as the development of the process of the group and the individual. It should be remembered to give the group enough time to plan what they are going to do during the activity. This will help them to prepare themselves and this will also serve to decrease the tension that they will be experiencing.

Another important issue that should receive attention is the full-value contract. The aim of this is to ensure the physical and emotional safety of the group members. When the group realizes that they have shared aims and norms they really become one. This contract gives the context in which these shared aims and norms could be negotiated and lived. During the programme this contract will be discussed and renegotiated on a continuous basis. The constant discussion of the values and behaviour that were decided upon helps with the development of the groups' self-confidence, openness and general life-skills.

The last important aspect that deserves our attention is the setting of goals. The group should receive the opportunity to develop their own goals for a specific activity. Depending on the activity, the goals could be to finish the task in a specific time, to use a particular amount of balls, not to touch the floor, etc. Sometimes they need to have the opportunity to change their goals. When they do not achieve their particular goal or only

partly achieve it, the facilitator should explain to them that success isn't necessarily linked to their success in the activity but to what they have learned from it. This would be done during the debriefing or reflecting. When they do achieve success they usually feel very good about themselves and this helps with the further development of the group process. It is important to help the group to achieve success through the selection of the particular activity. Activities should be difficult enough to motivate the group to do their best but it should not be so difficult that they cannot experience success. Success will also help to improve the self-image of the participants.

4.1.4.2   Performing the activity

The second phase of the adventure wave is when the group starts to do the activity. During this phase the facilitator will not be part of the problem-solving process. The group has to work entirely on their own. The role of the facilitator is to monitor what is happening during the completion of the task. He has to make sure that the participants stay within the rules of the particular activity as well as within the rules of the full-value contract. Everything in life has rules and the group members should be made aware of the consequences of their actions. Should the group break the rules the punishment may be to take away one of their resources or to give them a time penalty. They may also be penalized for restricting their communication by blindfolding one or more of the group members. From time to time it may be necessary for the facilitator to intervene while the group is busy completing the task. Schoel & Richards (2002:211) is of the opinion that the facilitator has to intervene when the activity is too difficult or when the group finds them in a position of powerlessness. Their resources are finished and they are not capable of solving the problem. It is important that the timing of this should be spot-on. Don't let the group struggle too much as it could influence their entire motivation for the rest of the programme. On the other hand, they should have the opportunity to try and solve the problem by themselves. Success after some difficulty will heighten their sense of achievement. If the facilitator intervenes too quickly they may feel that they are not capable of achieving results and that will have a negative influence on the development of the groups' self image.

When the facilitator do intervene it may be necessary to give a few more instructions or a lead or two that will help them to solve the problem. It may also be helpful to change a particular activity with another one in order to provide them with a more relevant activity that is achievable. An activity that is too difficult for children of a particular age may be changed for one that is more applicable to their developmental stage. Another possibility is to make the particular activity easier for the group by modifying it.

If it seems that the group is unclear on what they have to do the facilitator may call them together and explain to them what they should do. During this discussion some important aspects of the task may be highlighted and explained to the group members. The group may also be called together to discuss specific problems that the group members are encountering with one another. If a particular group member does not take part in the process or one of the members degrades others the group may be called together to discuss this. The full-value contract will be called upon to highlight the problem and seek ways to solve this specific problem.

The facilitator will also have to observe the general behaviour of the group members, as this will give him first-rate information that would be used during the next phase of the process when reflection takes place (Schoel et. al., 1988:139-140).

It is important to take into account that the facilitator forms part of the group although he is not taking part in this particular problem-solving activity. This means that he should be setting a good example at all times. He is a role model for the group. When working with children is particularly important, as his example will show the children what is acceptable behaviour. This means that while working with the group the facilitator will show by example how to use good interpersonal skills. The facilitator will have to make sure that he stays within the boundaries of the full-value contract.

4.1.4.3   Reflecting

The last phase of the adventure wave is reflecting. This phase would probably be the most difficult part for the facilitator. This is also the most important part of the ABC

process. Without high-quality reflection ABC becomes a recreational activity without any therapeutic ability.

During reflecting the facilitator will amongst others make use of open-ended questions, focus and repeat feelings, draw-out learning, monitor verbal and non-verbal behaviour constantly, ask the group to summarize, focus on behaviour and explore more deeply (Gilles, 1995:15). The facilitator will in so doing try to help the group to improve their life skills and improve their emotional intelligence. This reflection could also focus on specific topics such as leadership, communication, recognition, risk-taking, peer pressure, competition, etc.

During the planning of the activity as part of the overall planning of the programme these topics may be identified as themes that should receive attention. The activity is then selected to emphasize the learning that the facilitator wants the group to achieve. Through the reflection the participants are helped to really learn the life lessons.

5. Conclusion

The use of adventure to teach people new skills isn't a new concept. Some of the cornerstones of ABC, such as the use of a contract in a therapeutic setting, are also not new. In order to have an adventure experience participants do not need a rush of adrenalin; they need an environment where they could learn new and exciting behaviour with the help of motivating and caring group members.

The focus of Adventure-Based Counselling (ABC) falls on the identification and mobilization of that inner potential which every person has. People are motivated to take control of their lives and realize their potential and power. Furthermore, ABC focuses on the expansion of positive life values such as integrity, respect, love, loyalty, etc. Children experiencing difficult circumstances are encouraged to make choices in order to direct their lives within a framework of positive values.

Lastly, an important principle of adventure therapy is to motivate participants to do things that they would not normally do. They must leave the "safe" world that they are

accustomed to for a new challenge. In this way, unique outcomes are generated and people grow. This then leads to the empowerment of the youth so that they can adapt better to their environment and in that way become well-adjusted, well-motivated citizens, people that could successfully carry the burden for creating a better South Africa.

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