

CEDU Middle School Glossary of Terms

 slideshare.net/slideshow/cedu-middle-school-glossary-of-terms/245285530

Mar 29, 2021•

0 likes•633 views

MediumAnonymous

This document defines terms used at CEDU Middle School. It provides definitions for over 50 terms related to the school's programs, activities, and agreements. Key terms include: - Agreements - Guidelines students agree to follow to maintain a safe environment. They range from avoiding drugs/sex/violence to dress code. - Alternate Curriculum Week - A break from classes every 5 weeks for activities like cleanups, trips, and theme classes to compensate for the year-round schedule. - Appointments - Scheduled one-on-one meetings between students or with faculty to talk or share a meal. - Assignments - Tasks given to students to promote growth, including reading, work, and

Lifestyle



CEDU MIDDLE SCHOOL

GLOSSARY OF TERMS



GLOSSARY OF TERMS

S:\resource\prntpk:glosry.doc
01/06/99

Agreements: Guidelines discussed and accepted by students and staff. Called agreements because students make the choice to agree, or accept consequences for not "being in agreement." Agreements range from the "big three" (no drugs, sex or violence) to shirts tucked in and belts worn. Agreements are designed to maintain a healthy, supportive and safe environment.

Alternate Curriculum Week (A.C.W): A break between academic classes. Occurs about every five weeks, lasting one or two weeks. During this time activities include campus clean-ups, team trips, Summer Olympics, theme classes, educational field trips and more. These breaks compensate for the year-round school calendar.

Appointment: Scheduled time students set with each other to talk, tell their story, eat a meal together, etc. Students may also schedule appointments with faculty.

Assignments: Specific tasks given to students to promote growth/education in a certain area.

Reading assignments: Directed readings to stimulate personal growth and introspection. Counselors/Team Leaders guide and review this entire process.

Work Assignments: Physical jobs, away from peers, as a result of broken agreements or as a catalyst for growth. The work is intended to be meaningful and focused. Faculty supervises work details, safety and learning focus.

Writing Assignments: Directed writings to enhance emotional growth by exploring beliefs, feelings, behavior and past experiences. Assignments are reviewed and guided by Counselors/Team Leaders.

Automatics: An automatic reaction a student reverts to, often an old, negative behavior.

Backdoor: A set escape in a person's mind. Knowing you can run away, quit, etc. An alternative to confronting painful reality or taking responsibility.

Backside: The back hillside of the school.

Bans: Temporary separations students take from a particular relationship, group of students or thing, to allow the individual to focus on himself/herself. A student is placed on such bans when their relationship with that person, place or thing is negative or detrimental. Bans can be for a determined period of time; however, they are normally indefinite, lasting until the student has worked past the point where a ban is necessary. Example: when a new student arrives and is in a "negative space," the only people he/she can associate with are those who are positive and supportive. They are "on bans" from challenge and below."

Basics: The fundamentals needed for success at CEDU Schools and programs. Some basics include creating an orderly environment, proper conduct, focusing on goals, telling your story, and developing positive relationships.

Big Brother/Sister: When a new student is scheduled to arrive on campus, he or she is met at the door by a big brother/sister. This is a student who becomes a close friend and source of support during the adjustment period. The big brother/sister maintains this role until after their "little brother/sister" has completed the Brother's Keeper Propheet.

Brother's Keepers Friend: A really good, honest friend. The concept of a true friendship. A Brother's Keeper Friend is able to confront, give feedback and support his or her friends.

Bust Buns: Clean-up time. Students put all their energy into a thorough cleaning of the buildings and/or campus grounds and bring order to their environment. Usually happens weekly.

Buttons: Emotional sore spots that cause upset when stimulated by words, situations, or people that are reminders of the past. Automatic defensive patterns emerge in order to block the feelings. The individual is usually not conscious of the button, and cannot understand the feelings they elicit. The material contained within the button must be emotionally released and understood, followed by a change in response to stimulus. This results in a response to what is real, as opposed to repeating the past unsuccessfully. Emotional buttons can be discovered through the process of telling one's story and scanning material for sensitive spots needing work and resolution.

Call Off Raps: Prior to raps, students gather for general meetings. During which roll is called and students are assigned to raps.

Cap: To close off or shut down emotionally.

CEDU: The name of our organization means "see yourself for who you truly are and do something with it." It is the guiding philosophy for the Family of Services.

Cerebration: A group session that explores, through a facilitator, dynamic discussion of a specific theme. "Cere-" from cerebrum (the part of the brain responsible for conscious mental processes) and "-bration" from celebration: celebration of the mind.

Consequences: results of one's behavior. These serve as a method of earning a way back into agreement -directed by staff to assist the student. May be positive or negative. Examples: dishes, full-time, assignments.

Contract: a verbal agreement between two people. Can be positive or negative. Often refers to a negative contact that is detrimental to the student's growth, participation and overall development. Example: Student "A" sees student "B" out of agreement in the school but chooses not to talk with that student in a rap. Negative contracts reinforce blocks to open communication and honesty, and support negative peer pressure.

Cookie: A way of saying “good job” or “you’re a good person.”

Cop-Out: To tell a faculty your dirt, or ways you or others are out of agreement.

Crack: Finding an excuse or reason to justify or get away with something. Finding a crack in an agreement, finding a way to “slide by” it.

Cut Up: To make derogatory remarks about someone’s looks or actions. To talk about pre-CEDU people or places with someone from the student’s area.

Cutting Corners: To discreetly talk about an “unacceptable” topic (such as a musical group) without actually naming names.

Dining room clean-Up (DRC): Cleaning tables after meals: wiping tables, sweeping, mopping and running trash. Done as a team group assignment or as a consequence.

Dirt: Behavior that is out of agreement. A dirt list is a written list of these behaviors for an individual.

Disclosures: Uncovering negative or hidden things and bringing them out so they may be resolved. These include broken agreements, past behavior that the individual is ashamed of, and feelings, attitudes and thoughts that block healthy growth and relationships.

Dishes: A consequence for being out of agreement. Clean dining room, kitchen and wash dishes. No smiling or unnecessary talking.

D.M.T.: Deep, meaningful talk.

Dorm Head/Dorm Head in Training: An older student who runs the dorm and makes sure dorm jobs are done correctly. He or she offers support and friendship and makes the dorm a “home.” Dorm head-in-training assists the dorm head in maintaining the dorm and is training to take over responsibility as dorm head.

Dorm Jobs: Chores done every morning in the dorm.

Down the Road: A term used when a student chooses to run away from CEDU.

Escort: An older student who accompanies another student at all times. A type of temporary restriction.

Ethic: Your style or way of doing things.

Expeditions: Trips into the wilderness that.

Games: Manipulative, dishonest behavior and defensive acts to gain acceptance or evoke a certain response. Games or patterns of behavior, must be confronted to liberate the individual, to allow them to represent themselves honestly and to discover that people will accept them for who they really are. Example: Attention game - crying loudly in a location where they can be seen and heard by everyone.

General Meeting: Meeting involving all students and staff. Different topics, experiences or themes are discussed.

Going Fast/Slow: This may refer to physical behavior such as being loud, disruptive, silly, etc.. Going fast in your head refers to numerous thoughts quickly going through your mind that can't be sorted out or really comprehended. To go slow is to be focused and calm.

Gut: Intuition or feeling.

Hiding Out: Withdrawal from interaction with others, physically, emotionally or socially.

Hot spot: A student dealing with issues that has a potential to affect or spill over onto others in the student body.

House: The lodge common area, usually refers to the living and dining rooms.

ILE: Individual Learning Experience. Specific assignment or plan designed to get a student back on track or to focus on a particular event/issue.

Image: The mask (clothing, attitude, style) a person wears to project how he wants to be seen rather than who he is. Example: skater, punk, etc.

Inappropriate: Any behavior, communication, action or dress that is not acceptable at CEDU.

Indictment: A confrontation of an individual on their negative behavior or negative patterns.

Intention: Possible hidden agenda or unspoken plan.

IPS: Individual Plan for Success. An individual plan for a student that incorporates that students' goals and plans according to parents and counselors.

Issue: A source of struggle or conflict.

Journal: A means of expressing thoughts and feelings in writing. A tool to reflect on individual growth and patterns. Students and faculty alike are encouraged to use their journals to enter their goals, directions, insights, and other writing relating to their

growth. Several types of journals exist at CEDU: IPS journals, full-time journals, table journals, wilderness journals, etc..

Last Light: Final meeting of student body at the close of the day. Each with it's own theme. These are often run by students and close the day in a supportive and sensitive manner before students go to their dorms.

Look Good: A person who is off, or dishonest, and is struggling but doesn't allow that struggle to show. "He looks good on the outside but not so good on the inside."

Lug: A statement made to stimulate specific thoughts or feelings, especially useful as a rap warm-up. Usually "thrown out" by faculty during rap call-off.

Make O.K.: Finding a way to justify something that is out of agreement.

Medical: A trip off campus to visit a health care professional. "She's going on a medical."

Meds: Medication

Off/On: Off is to not be centered or in-touch. On is the opposite: to be focused and on track. "He really is off today."

Older Student: A Student who is in the upper school, generally in Challenge, New Horizons or Summit.

Owning It: A statement made from the heart with assumption of full responsibility and followed by consistent, actions.

Patterns: The behaviors that one falls into, typically when one is having a difficult time.

Peer Group: A group of approximately 10-15 students who enroll at CEDU within a few months of each other. They progress through the CEDU program together as a group. This includes participation in classes, Propheets, wilderness trips, and graduation.

Phases - Middle School: The divisions within the CEDU Middle School program. It is divided into the following phases:

Discovery - The introductory level. Students learn the CEDU way of life and begin self-exploration and honest communication with parents.

Quest - Students develop consistency in improving behaviors. Initiate honest relationships with peers and faculty.

Challenge - Students initiate greater personal understanding and responsibility. Initiate leadership qualities.

New Horizons: Students recognize and demonstrate improved judgment and self-control.

Summit: Students learn to live with personal values and take more responsibility for decision-making.

Pop-Off: Music that glorifies sex, drugs or violence either through their lyrics/image or life style. The act of popping off is when a student discusses an unacceptable group, sings a song or listens to music from a group considered a pop-off. Pop-off's tend to spark a negative chain of thoughts in other students.

Portfolio: A student's collection of written item, journals, drawings, etc.

Projection: When one makes a statement to another that applies just as much to the speaker as it does to the person they are speaking to.

Propheet: A 12 to 24 - hour emotional growth experience which is centered around one theme. Propheets are based on the teachings and writings of Kahlil Gibran and the name refers to the idea of putting feet (movement) under the words of the book, The Prophet.

Pull-up: When one person brings to the attention of another their negative behavior or ways they are out of agreement. (A negative pull up is when the same is done but the person giving the pull up has false or dishonest intentions.)

Rap: A forum for students to have open, honest discussions and to do their emotional work, facilitated by a counselor. Eight-15 students and facilitators talk about their feelings, thoughts and concerns. They also have the opportunity to talk to other students about disagreements, problems and dishonesty. Often viewed by faculty as "the glue that holds the school together and keeps the emotional climate safe." On occasion, faculty will call for an "all-day rap" if the school feels too fast or "unsafe."

Rap Pass: An exception given to an individual, allowing him or her to not participate in a rap.

Rap Request: A written request made for certain people to appear in a rap so that an individual can talk with them, have their support or clean up dirt with them. Students and faculty actively put in requests two or three times a week to support one another, to focus on relationships, to process classes, experiential and other events, and to resolve conflicts.

Restriction: A consequence for being out of agreement. Used to "slow down" the student. Specific focus and direction is given and can include writing assignments, work assignments or other agreements.

Smoosh: Spending quiet time together in the house.

Split Contract: An agreement between two or more students to run away.

Story: An individual's personal history of their life and experiences. A self-exploratory tool used to scan one's negative past, to pick up emotional issues needing work, to bring about acceptance through repeated telling of the painful, negative past, and to discover

S:\resource:prntpk:glosry.doc
01/06/99

that others accept you in spite of your past. The material uncovered by telling one's story is processed in a rap. This brings out the feelings and impressions of the events that have affected the individual's life.

Stuffies: Nickname for stuffed animals.

Table: A type of restriction where student works on specific individual issues. Used as an opportunity to focus closely on oneself.

Team: A group of students who share first lights, team raps and team activities. A team is composed of students who range from those new to CEDU to those about to graduate, and is facilitated by a Team Leader, Assistant Team Leader, Resource Coordinator and counselors.

Team Chores: Chores done around campus every morning with team members.

Team Leader: Staff member who runs the team and has primary responsibility for students. The staff on each team are responsible for mail, phone slips, clothing visits and parent communications, etc..

Theme Group: A special group designed around a specific topic, i.e. - sexual concerns, anger or adoption. .

Tight: Plumb and square, orderly, in agreement. "Your dorm area is very tight."

Tools: Materials used to facilitate self-understanding. All CEDU concepts are considered "tools."

Underground: Deception: saying one thing to staff, another to peers and students.

Wilderness Curriculum: Sequential expeditions into the wilderness that integrate academics, leadership skills, emotional growth and service projects.

Workshops: Experiential, educational classes offered as advanced components of the emotional growth curriculum. Introspection, concepts and personal knowledge are derived through a sequence of experiential educational classes. Workshops last between one and three days and are divided into "working" sessions each day. A more advanced "Prophet" experience.

S:\resource:prntpk:glosry.doc
01/06/99

Making It Better: Activities for Children Living in a Stressful World Barbara Oehlberg

- 1. CEDU MIDDLE SCHOOL GLOSSARY OF TERMS GLOSSARY OF TERMS
S:resource:pmtpk:glosry.doc 01/06/99
- 2. Agreements: Guidelines discussed and accepted by students and staff. Called agreements because students make the choice to agree, or accept consequences for not "being in agreement." Agreements range from the "big three" (no drugs, sex or violence) to shirts tucked in and belts worn. Agreements are designed to maintain a healthy, supportive and safe environment. Alternate Curriculum Week (A.C.W): A break between academic classes. Occurs about every five weeks, lasting one or two weeks. During this time activities include campus clean-ups, team trips, Summer Olympics, theme classes, educational field trips and more. These breaks compensate for the year-round school calendar. Appointment: Scheduled time students set with each other to talk, tell their story, eat a meal together, etc. Students may also schedule appointments with faculty. Assignments: Specific tasks given to students to promote growth/education in a certain area. Reading assignments: Directed readings to stimulate personal growth and introspection. Counselors/Team Leaders guide and review this entire process. Work Assignments: Physical jobs, away from peers, as a result of broken agreements or as a catalyst for growth. The work is intended to be meaningful and focused. Faculty supervises work details, safety and learning focus. Writing Assignments: Directed writings to enhance emotional growth by exploring beliefs, feelings, behavior and past experiences. Assignments are reviewed and guided by Counselors/Team Leaders. Automatics: An automatic reaction a student reverts to, often an old, negative behavior. Backdoor: A set escape in a person's mind. Knowing you can run away, quit, etc. An alternative to confronting painful reality or taking responsibility. Backside: The back hillside of the school. Bans: Temporary separations students take from a particular relationship, group of students or thing, to allow the individual to focus on himself/herself. A student is placed on such bans when their relationship with that person, place or thing is negative or detrimental. Bans can be for a determined period of time; however, they are normally indefinite, lasting until the student has worked past the point where a ban is necessary. Example: when a new student arrives and is in a "negative space," the only people he/she can associate with are those who are positive and supportive. They are "on bans" from challenge and below." Basics: The fundamentals needed for success at CEDU Schools and programs. Some basics include creating an orderly environment, proper conduct, focusing on goals, telling your story, and developing positive relationships.
S:resource:pmtpk:glosry.doc 01/06/99

- 3. Bi~ Brother/Sister: When a new student is scheduled to arrive on campus, he or she is met at the door by a big brother/sister. This is a student who becomes a close friend and source of support during the adjustment period. The big brother/sister maintains this role until after their "little brother/sister" has completed the Brother's Keeper Propheet. Brother's Keeper Friend: A really good, honest friend. The concept of a true friendship. A Brother's Keeper Friend is able to confront, give feedback and support his or her friends. Bust Buns: Clean-up time. Students put all their energy into a thorough cleaning of the buildings and/or campus grounds and bring order to their environment. Usually happens weekly. Buttons: Emotional sore spots that cause upset when stimulated by words, situations, or people that are reminders of the past. Automatic defensive patterns emerge in order to block the feelings. The individual is usually not conscious of the button, and cannot understand the feelings they elicit. The material contained within the button must be emotionally released and understood, followed by a change in response to stimulus. This results in a response to what is real, as opposed to repeating the past unsuccessfully. Emotional buttons can be discovered through the process of telling one's story and scanning material for sensitive spots needing work and resolution. Call Off Raps: Prior to raps, students gather for general meetings. During which roll is called and students are assigned to raps. !Jul: To close off or shut down emotionally. CEDU: The name of our organization means "see yourself for who you truly are and do something with it." It is the guiding philosophy for the Family of Services. Cerebration: A group session that explores, through a facilitator, dynamic discussion of a specific theme. "Cere-" from cerebrum (the part of the brain responsible for conscious mental processes) and "-bration" from celebration: celebration of the mind. Consequences: results of one's behavior. These serve as a method of earning a way back into agreement -directed by staff to assist the student. May be positive or negative. Examples: dishes, full-time, assignments. Contract: a verbal agreement between two people. Can be positive or negative. Often refers to a negative contact that is detrimental to the student's growth, participation and overall development. Example: Student "A" sees student "B" out of agreement in the school but chooses not to talk with that student in a rap. Negative contracts reinforce blocks to open communication and honesty, and support negative peer pressure.

S:\resource:pmtpk:glosry.doc 01/06/99

- 4. Cookie: A way of saying "good job" or "you're a good person." Cop-Out: To tell a faculty your dirt, or ways you or others are out of agreement. Crack: Finding an excuse or reason to justify or get away with something. Finding a crack in an agreement, finding a way to "slide by" it. Cut Up: To make derogatory remarks about someone's looks or actions. To talk about pre-CEDU people or places with someone from the student's area. Cuttin'2 Corners: To discreetly talk about an "unacceptable" topic (such as a musical group) without actually naming names. Dining room clean-Up (DRC): Cleaning tables after meals: wiping tables, sweeping, mopping and running trash. Done as a team group assignment or as a consequence. Dirt: Behavior that is out of agreement. A dirt list is a written list of these behaviors for an individual. Disclosures: Uncovering negative or hidden things and bringing them out so they may be resolved. These include broken agreements, past behavior that the individual is ashamed of, and feelings, attitudes and thoughts that block healthy growth and relationships. · Dishes: A consequence for being out of agreement. Clean dining room, kitchen and wash dishes. No smiling or unnecessary talking. D.M.T.: Deep, meaningful talk. Dorm Head/Dorm Head in Training: An older student who runs the dorm and makes sure dorm jobs are done correctly. He or she offers support and friendship and makes the dorm a "home." Dorm head-in-training assists the dorm head in maintaining the dorm and is training to take over responsibility as dorm head. Dorm Jobs: Chores done every morning in the dorm. Down the Road: A term used when a student chooses to run away from CEDU. Escort: An older student who accompanies another student at all times. A type of temporary restriction. Ethic: Your style or way of doing things. Expeditions: Trips into the wilderness that. S:resource:pmtpk:glosry.doc 01/06/99

- 5. Games: Manipulative, dishonest behavior and defensive acts to gain acceptance or evoke a certain response. Games or patterns of behavior, must be confronted to liberate the individual, to allow them to represent themselves honestly and to discover that people will accept them for who they really are. Example: Attention game - crying loudly in a location where they can be seen and heard by everyone. General Meeting: Meeting involving all students and staff. Different topics, experiences or themes are discussed. Go in & Fast/Slow: This may refer to physical behavior such as being loud, disruptive, silly, etc.. Going fast in your head refers to numerous thoughts quickly going through your mind that can't be sorted out or really comprehended. To go slow is to be focused and calm. Gut: Intuition or feeling. Hide & Out: Withdrawal from interaction with others, physically, emotionally or socially. Hot spot: A student dealing with issues that has a potential to affect or spill over onto others in the student body. House: The lodge or common area, usually refers to the living and dining rooms. ILE: Individual Learning Experience. Specific assignment or plan designed to get a student back on track or to focus on a particular event/issue. Image: The mask (clothing, attitude, style) a person wears to project how he wants to be seen rather than who he is. Example: skater, punk, etc. Inappropriate: Any behavior, communication, action or dress that is not acceptable at CEDU. Indictment: A confrontation of an individual on their negative behavior or negative patterns. Intention: Possible hidden agenda or unspoken plan. IPS: Individual Plan for Success. An individual plan for a student that incorporates that student's goals and plans according to parents and counselors. Issue: A source of struggle or conflict. Journal: A means of expressing thoughts and feelings in writing. A tool to reflect on individual growth and patterns. Students and faculty alike are encouraged to use their journals to enter their goals, directions, insights, and other writing relating to their

- 6. growth. Several types of journals exist at CEDU: IPS journals, full-time journals, table journals, wilderness journals, etc.. Last Light: Final meeting of student body at the close of the day. Each with its own theme. These are often run by students and close the day in a supportive and sensitive manner before students go to their dorms. Look Good: A person who is off, or dishonest, and is struggling but doesn't allow that struggle to show. "He looks good on the outside but not so good on the inside." Lu2: A statement made to stimulate specific thoughts or feelings, especially useful as a rap warm-up. Usually "thrown out" by faculty during rap call-off. Make O.K.: Finding a way to justify something that is out of agreement. Medical: A trip off campus to visit a health care professional. "She's going on a medical." Meds: Medication Off/On: Off is to not be centered or in-touch. On is the opposite: to be focused and on track. "He really is off today." Older Student: A Student who is in the upper school, generally in Challenge, New Horizons or Summit. Own It: A statement made from the heart with assumption of full responsibility and followed by consistent actions. Patterns: The behaviors that one falls into, typically when one is having a difficult time. Peer Group: A group of approximately 10-15 students who enroll at CEDU within a few months of each other. They progress through the CEDU program together as a group. This includes participation in classes, Propheets, wilderness trips, and graduation. Phases - Middle School: The divisions within the CEDU Middle School program. It is divided into the following phases: Discovery - The introductory level. Students learn the CEDU way of life and begin self-exploration and honest communication with parents. Quest - Students develop consistency in improving behaviors. Initiate honest relationships with peers and faculty. Challenge - Students initiate greater personal understanding and responsibility. Initiate leadership qualities. New Horizons: Students recognize and demonstrate improved judgment and self-control. S:resource:pmtpk:glosry.doc

01/06/99

- 7. Summit: Students learn to live with personal values and take more responsibility for decision-making. ~op-Off: Music that glorifies sex, drugs or violence either through their lyrics/image or l~fe style. The act of popping off is when a student discusses an unacceptable group, smgs a song or listens to music from a group considered a pop-off. Pop-off's tend to spark a negative chain of thoughts in other students. Portfolio: A student's collection of written item, journals, drawings, etc. Projection: When one makes a statement to another that applies just as much to the speaker as it does to the person they are speaking to. Propheet: A 12 to 24 - hour emotional growth experience which is centered around one theme. Propheets are based on the teachings and writings of Kahlil Gibran and the name refers to the idea of putting feet (movement) under the words of the book, The Prophet. Pull-up: When one person brings to the attention of another their negative behavior or ways they are out of agreement. (A negative pull up is when the same is done but the person giving the pull up has false or dishonest intentions.) Ran: A forum for students to have open, honest discussions and to do their emotional work, facilitated by a counselor. Eight-15 students and facilitators talk about their feelings, thoughts and concerns. They also have the opportunity to talk to other students about disagreements, problems and dishonesty. Often viewed by faculty as "the glue that holds the school together and keeps the emotional climate safe." On occasion, faculty will call for an "all-day rap" if the school feels too fast or "unsafe." Rap Pass: An exception given to an individual, allowing him or her to not participate in a rap. Rap Request: A written request made for certain people to appear in a rap so that an individual can talk with them, have their support or clean up dirt with them. Students and faculty actively put in requests two or three times a week to support one another, to focus on relationships, to process classes, experiential and other events, and to resolve conflicts. Restriction: A consequence for being out of agreement. Used to "slow down" the student. Specific focus and direction is given and can include writing assignments, work assignments or other agreements. Smoosh: Spending quiet time together in the house. Split Contract: An agreement between two or more students to run away. filru:l: An individual's personal history of their life and experiences. A self-exploratory tool used to scan one's negative past, to pick up emotional issues needing work, to bring about acceptance through repeated telling of the painful, negative past, and to discover S:resource:prntpk:glosry.doc 01/06/99

- 8. that others accept you in spite of your past. The material uncovered by telling one's story is processed in a rap. This brings out the feelings and impressions of the events that have affected the individual's life. Stuffedies: Nickname for stuffed animals. Table: A type of restriction where student works on specific individual issues. Used as an opportunity to focus closely on oneself. Team: A group of students who share first lights, team raps and team activities. A team is composed of students who range from those new to CEDU to those about to graduate, and is facilitated by a Team Leader, Assistant Team Leader, Resource Coordinator and counselors. Team Chores: Chores done around campus every morning with team members. Team Leader: Staff member who runs the team and has primary responsibility for students. The staff on each team are responsible for mail, phone slips, clothing visits and parent communications, etc.. Theme Group: A special group designed around a specific topic, i.e. - sexual concerns, anger or adoption. . Ti2ht: Plumb and square, orderly, in agreement. "Your dorm area is very tight." Tools: Materials used to facilitate self-understanding. All CEDU concepts are considered "tools." Undereround: Deception: saying one thing to staff, another to peers and students. Wilderness Curriculum: Sequential expeditions into the wilderness that integrate academics, leadership skills, emotional growth and service projects. Workshops: Experiential, educational classes offered as advanced components of the emotional growth curriculum. Introspection, concepts and personal knowledge are derived through a sequence of experiential educational classes. Workshops last between one and three days and are divided into "working" sessions each day. A more advanced "Propheet" experience. S:resource:prntpk:glosry.doc 01/06/99