

BRING ADVENTURE TO YOUR CLASSROOM

"TO HAVE AN ADVENTURE MINDSET" – YASH SONIGRA (2022)



1

Create group agreements
(Full Value Contract) for a
safe learning space. ¹

Includes: ^{2,3}

EXPERIENTIAL
FUN CHALLENGE
AUTHENTICITY
UNCERTAINTY
SKILL DEVELOPMENT

2



3

USE DIFFERENT PROCESSING TECHNIQUES TO
BUILD BRIDGES BETWEEN TYPICAL
ADVENTURE MOMENTS AND LEARNING,
MEANING AND APPLICATION IN LIFE ⁴

Inform

Activity

Process

Inform

Activity

Process

Inform

Activity

Process

Use the "Adventure Wave"
to sequence your activities ¹

Many narratives related to adventure (*in media, culture and history*), have colonial and gender influences. Find a framing for adventure that is inclusive, reflexive and respectful.

Sources:

1. Schoel, Pouty & Radcliffe, 1988
2. Tannehill & Dillon, 2007
3. Hopkins & Putnam, 2012
4. Bavis, 1996
5. Gray & Mitten, D., 2018



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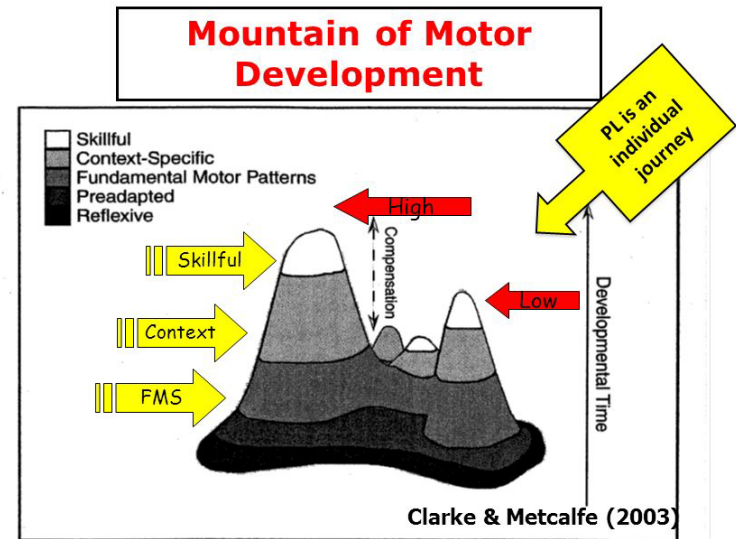
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Physical Dimension



FMS are the "base camp" to the mount of motor development that allow. Each child to travel up the mountain on their own path.

Which levels of the Mountain of Motor Development (Clarke & Metcalfe, 2003) are integrated into each of the 4 sets of activities you have experienced (Journeying, Orienteering, Bouldering, Team Building)?

Remember the ages you will facilitate with!



Psychological Dimension

How will you create a **safe and engaging** learning experience with your students?

Which **personal growth** opportunities can you include in your planning and delivery?

Think: Self-confidence, motivation, feeling competent, feeling capable of learning and improving, empathy & more



Social Dimension

Which social skills will you model and nurture in your facilitation planning & delivery?

Some examples: collaboration, assertive communication, managing disagreements,



Cognitive Dimension

How will you **integrate** diverse cognitive elements

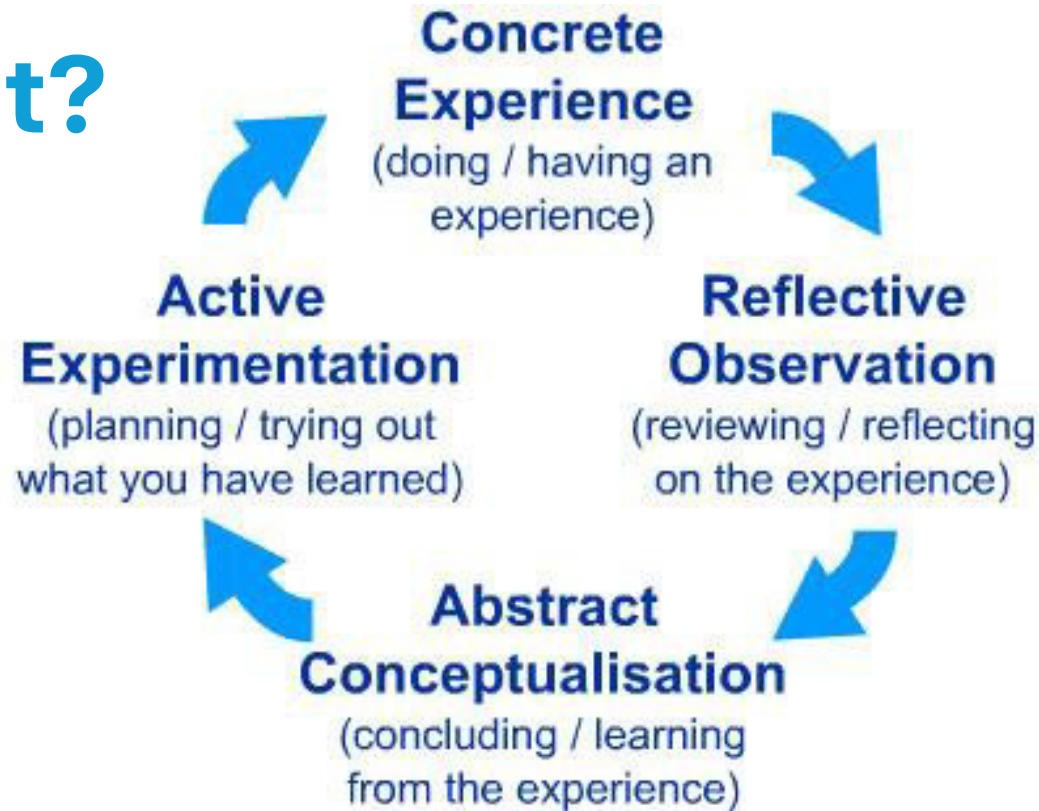
(understanding how, why and when they move) in your planning
& facilitation?

The **mandatory** cross-curricular skills are literacy, numeracy
and digital competence (Welsh Government & Education Wales,
2022) – how will your planning & facilitation include them?

How will you use the Experiential Learning Cycle in your planning? And when facilitating?

Think of ways to connect activities & processing (reflection, debriefing) with several spirals on the Cycle

Now what?

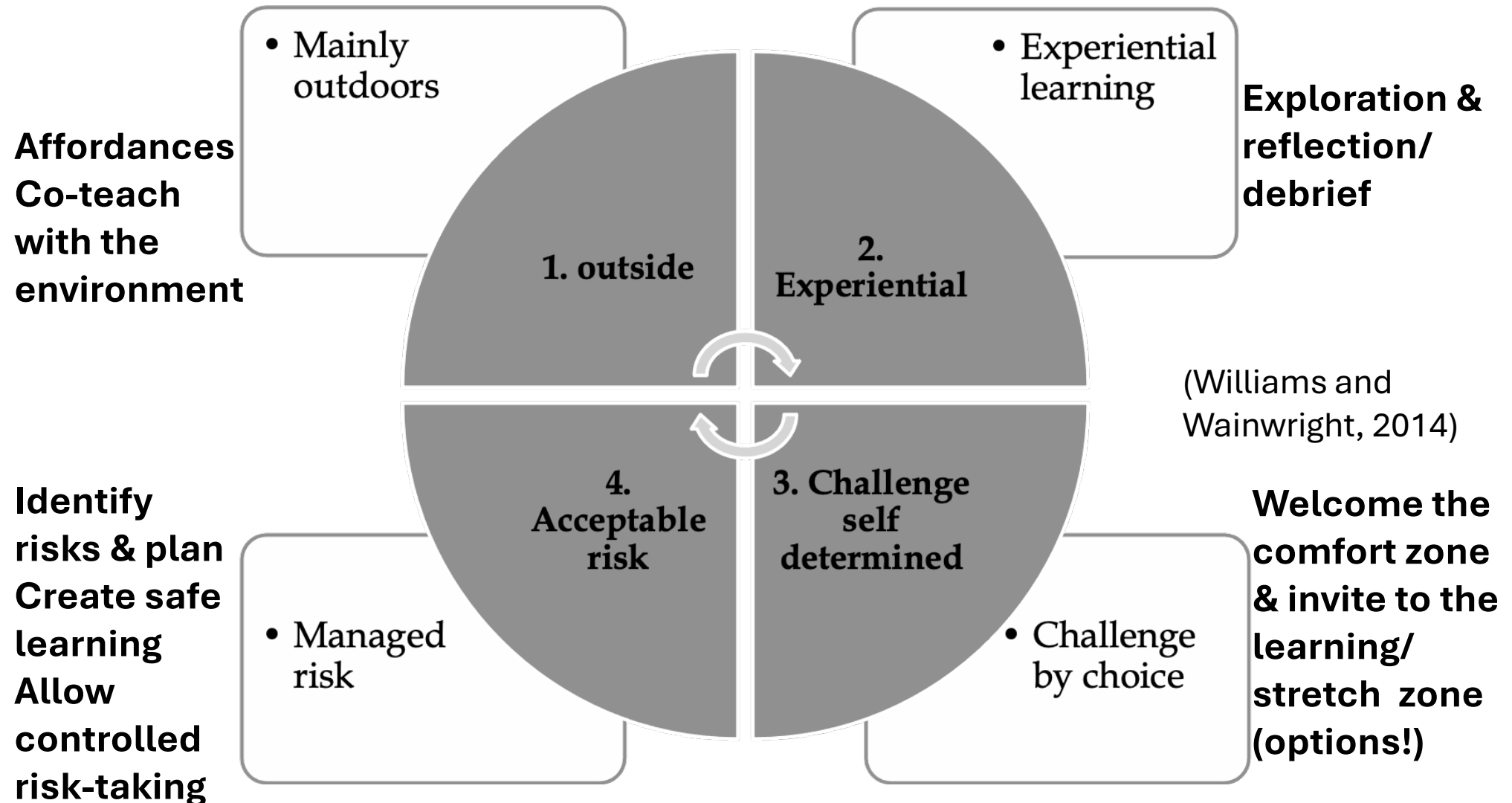


What?

Experiential Learning Cycle
(Kolb, 1984, Kolb & Kolb, 2023)

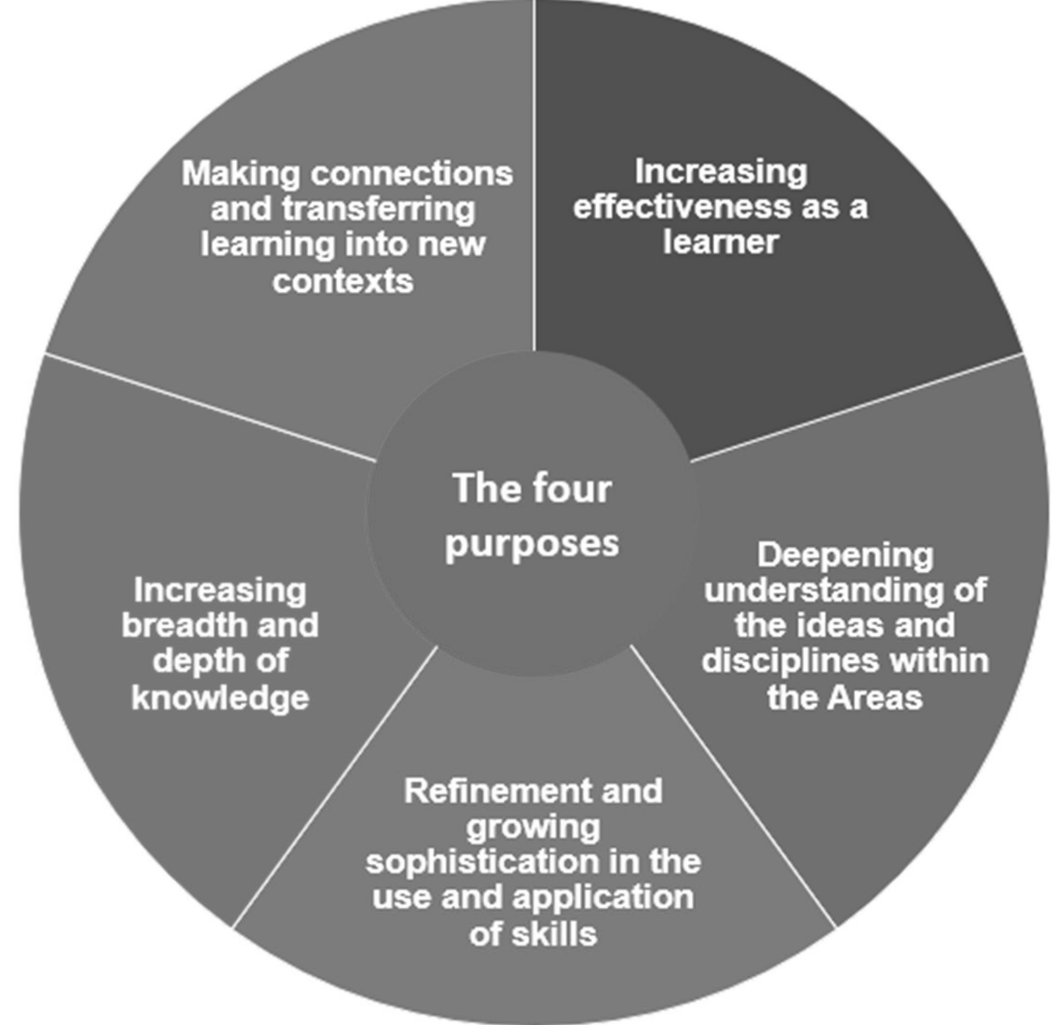
So what?

How will you integrate Adventurous Learning into your planning?



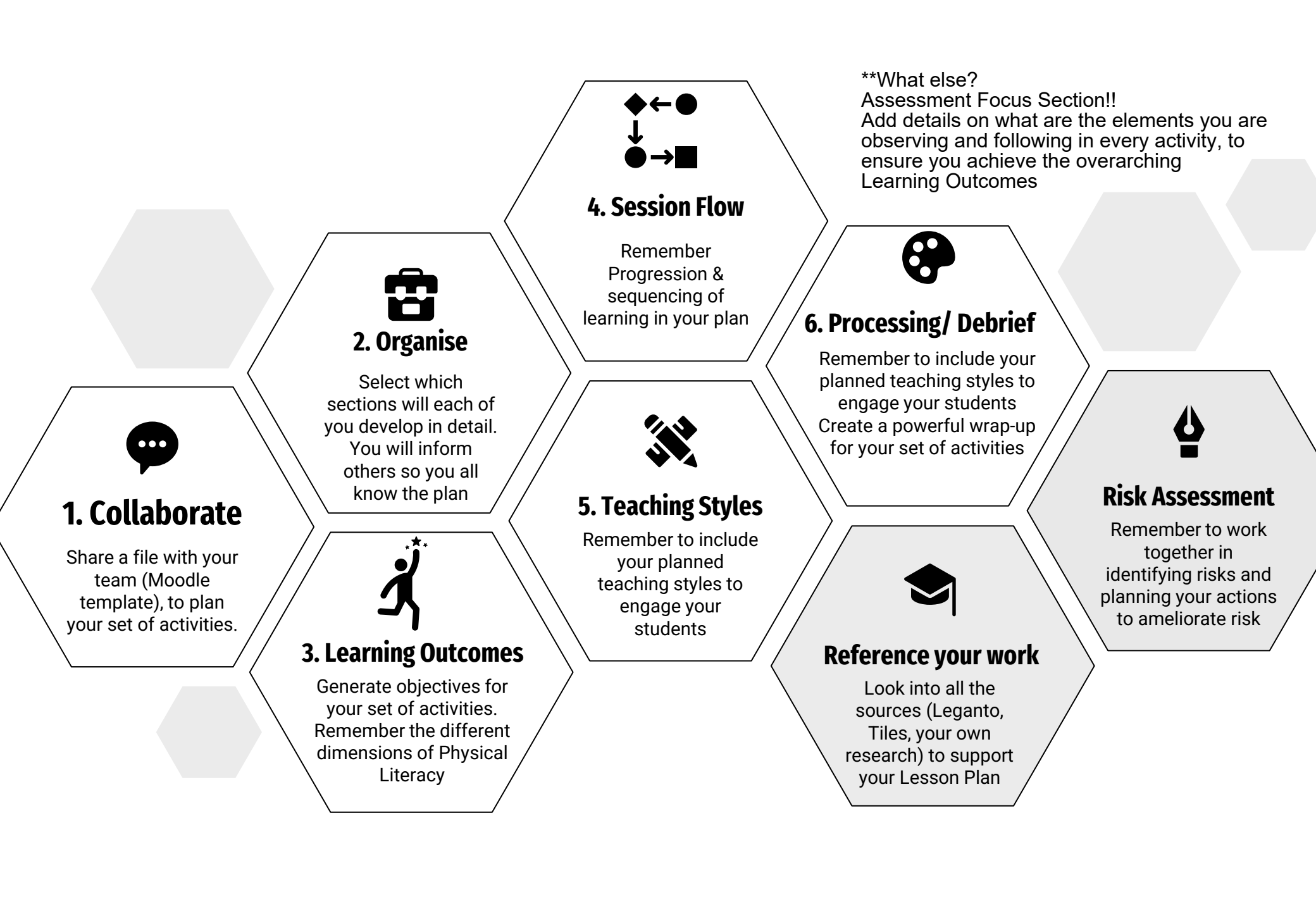
How can you include the principles of Progression & Four Purposes into your planning & facilitation?

(Welsh Government & Education Wales, 2024)



- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

- 1. How did you use creativity and innovation in this activity?**
- 2. How did your group process enable critical thinking and problem-solving?**
- 3. How did you improve your own performance and learning during the activities? (personal effectiveness)**
- 4. How did you use and develop your planning skills and ability to organise better?**
- 5. How will you include these 4 skills in your own facilitation & planning?**



1. Collaborate

Share a file with your team (Moodle template), to plan your set of activities.

2. Organise

Select which sections will each of you develop in detail. You will inform others so you all know the plan

3. Learning Outcomes

Generate objectives for your set of activities. Remember the different dimensions of Physical Literacy

4. Session Flow

Remember Progression & sequencing of learning in your plan

5. Teaching Styles

Remember to include your planned teaching styles to engage your students

6. Processing/ Debrief

Remember to include your planned teaching styles to engage your students
Create a powerful wrap-up for your set of activities

Reference your work

Look into all the sources (Leganto, Tiles, your own research) to support your Lesson Plan

Risk Assessment

Remember to work together in identifying risks and planning your actions to ameliorate risk

****What else?**

Assessment Focus Section!!

Add details on what are the elements you are observing and following in every activity, to ensure you achieve the overarching Learning Outcomes