

Chapter 10

Adventure Education in your Physical Education Program

Ben Dyson, The University of Auckland, New Zealand

Sue Sutherland, Ohio State University

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GUIDING QUESTIONS

- 1** How can Adventure Based Learning be incorporated into a physical education program?
- 2** Can I teach Adventure Based Learning in my regularly scheduled classes?
- 3** How does Adventure Based Learning incorporate the national standards?
- 4** How can I assess Adventure Based Learning activities?
- 5** How can I convince fellow teachers or school administration to support the implementation of Adventure Based Learning in my physical education program?
- 6** How do I design a sequence of tasks that are safe, purposeful, and motivating for students?
- 7** What might interest young people about the Adventure Based Learning curriculum model?

CHAPTER 8

Adventure Based Learning in your Physical Education Program

Ben Dyson, The University of Auckland, New Zealand

Sue Sutherland, The Ohio State University, USA

Imagine the scene: The gym is alive with activity as four groups of students are working independently to solve the Traffic Jam activity. Each group has a line of nine poly spots and have four students on the right side of the line and four on the left side each facing the open poly spot in the middle. The groups have to work out how to change the positions of the students standing on the left with those standing on the right while keeping the same order. The rules of the activity are a) only one person can move at a time, b) you cannot move around someone facing the same direction, c) you cannot move backwards, d) you cannot move around more than one person at a time. The first group seems to have worked out the solution and are encouraging each other to keep working together to finish. The second group are standing together discussing ideas as their first strategy was not successful. The third group are having trouble knowing where to

start and deciding on which strategy to try first. The fourth group are working out a new strategy with just half the group standing on the spots moving while the others are standing looking at the spots and telling them where to move. The teacher is watching all groups but standing closer to group three listening to their discussion, ready to provide different prompts to get them to decide on a strategy, try it and then evaluate what happened and modify as needed. Before she steps in with a prompt, one of the group members makes the suggestion they should vote on which strategy to try and just go for it. The teacher steps back and looks around at her class who are all fully engaged and working together at their own pace on the activities. The teacher's objectives for this lesson are for students to: learn how to work through problems, support each other in the tasks, work together to complete the tasks, and challenge themselves by trying new things (by extending themselves, physically, mentally, and/or emotionally). Adventure Based Learning has these students engaged in learning about themselves and their peers, striving to accomplish group tasks, and challenging themselves in physical activity experiences that are not often seen in your traditional physical education lessons. If it works here, maybe it could work in your gymnasium!

What is **Adventure Based Learning**? By the end of this chapter, you will have a good understanding of this curricular approach, be able to describe features and characteristics of Adventure Based Learning, and understand its possible contributions to enhance learning in physical education. You will be able to explain the philosophy and instructional goals of Adventure Based Learning. In addition, resources for teaching will be provided. First, we will briefly define Adventure Based Learning and then discuss more thoroughly the role of experience and reflection in this curriculum model prior to looking in more detail at the components of an adventure program. We will argue that Adventure Based Learning is a

Curriculum model that can be applied to different content areas, different age groups, and in schools and different educational settings.

Adventure Based Learning

The broad educational term “Adventure Education” is primarily concerned with the development of interpersonal and intrapersonal relationships through the use of holistic learning experiences (Priest, 1999). A more formal definition has been provided by Bailey (1999):

Adventure education . . . uses kinesthetic learning through physical experience. It involves structured learning experiences that create the opportunity for increased human performance and capacity. There is conscious reflection on the experience and application that carries it beyond the present moment. (p. 39)

When the authors of this chapter think of experiences in Adventure Based Learning, several words come to mind. The activity may be uncertain, mysterious, explorative, inquisitive, interesting, curious, analytical, surprising, quizzical, or motivating for students. The teacher, as facilitator, is trying to create a situation where the challenge is at the students’ level, and the physical activity is combined with appropriate opportunities for reflection under thoughtful supervision. We prefer to use the term **Adventure Based Learning** since it emphasizes the value of the “process” of students participating in a physical activity, such as a cooperative activity, an initiative problem, or a challenge task, and de-emphasizes the outcome of the activity (Cosgriff, 2000). Through an atmosphere of self-expression, communication, cooperation, trust, problem solving, and challenge students are encouraged to think independently while working with others (Dyson, 1994). The experiences are designed to be holistic, and provide opportunities for creative reflection and the future application of learning with questions such as, *What happened in the lesson? Why was this important?* (Sugarman, Doherty, Garvey, & Gass, 2000). In this student-centered approach, the teacher tries to develop student interdependence through

collaborative tasks and personal goal setting. The broader goals are to encourage students to become reflective learners and become active members of the school and local community. Central to an understanding of Adventure Based Learning is the importance of conscious reflection on experience in the learning process. Theoretically, Adventure Based Learning has its roots in the experiential learning movement.

Experiential Learning

The founder of **experiential learning**, John Dewey, was interested in making it possible for students to connect abstract notions to concrete life experiences. Dewey (1938) was concerned that the quality of the experience be planned and structured in a way that encouraged students to reflect on and learn through their engagement in activity. Central to the experiential approach is the belief that learning will happen more effectively if the student is as involved as possible in the activity. This student participation could include involvement in the planning, performing, reflecting on, and assessment of the experience. Involvement is maximized if students are required to commit themselves to the activity mentally, socially, emotionally, and physically. Essential to the experiential process is the opportunity for reflection and “meaning-making” that connects the experience(s) to the students’ world. Thus experience or activity moves from being an isolated endeavor and is consciously integrated into the lives of the individuals and the group. Adventure Based Learning is grounded in the work of Kolb’s (1984) Experiential Learning Cycle (as described later in this chapter) which consists of four phases: the experience, observations and reflections, abstract concepts and generalizations, and applying or transferring the abstract concepts in Adventure Based Learning to real life. Jarvis (1987) extended the work of Kolb and proposed a more complex model that represented human learning. Jarvis (2004) outlined nine different possible routes that through which experiential learning can occur

through. Within this model the totality of an individual's lifelong experiences is called their *biography*. Jarvis (1987) also contends that experiences can be primary (a direct encounter with a situation) or secondary (mediated through teacher, books, other people, and so on). Within Jarvis' (2004) model he highlights four different forms of learning: Non-learning, incidental self-learning, non-reflective learning, and reflective learning. Reflective learning occurs through an individual reflecting upon and learning from a situation, which is the objective of Adventure Based Learning.

An introduction to Adventure Based Learning

Adventure Based Learning is the purposeful use of sequenced adventure activities such as games, trust activities, and problem-solving initiatives for the physical and social development of students (Cosgriff, 2000). After 20 years of experience in this medium of teaching the authors of this text prefer the term Adventure Based Learning, because we believe it is a broader term that may include: Outdoor Education, Adventure Education, and/or Project Adventure. Perhaps the most widely known program for integrating adventure into the physical education curriculum is **Project Adventure** (Prouty, Panicucci, & Collinson, 2007). As a student-centered curriculum, Project Adventure (PA) is physically exciting with a philosophical orientation toward the education of the total person. Karl Rohnke (1986) suggested that PA learning goals promote a holistic educative process. The intent of PA is to increase the student's sense of personal confidence, increase mutual support within the group, develop an increased level of agility and physical coordination, and develop an increased appreciation in one's physical self while interacting with others (Rohnke, 1986). Project Adventure utilizes challenging or novel activities to promote learning by developing each student's cognitive, physical, emotional, and social capabilities to assist in the development of "rounded" citizens who can participate as effective

members of society (Project Adventure, 1991).

Figure 8.1 presents the five philosophical concepts on which Project Adventure is based: challenge, cooperation, risk, trust, and problem solving. The Adventure Based Learning philosophy uses physical activity as the medium through which students learn how to challenge themselves, cooperate on tasks, take real or perceived physical or emotional risks (making a mistake with the support of others), trust in oneself and others, and solve problems with others' help and guidance. The learning "process" of the physical experience is at the center of Adventure Based Learning. The specific wording of these definitions comes from Devonshire and Cedarwood Elementary Schools in Ohio, two schools that have infused PA as a curriculum focus throughout their school programs (Dyson, 1994, 1995; Dyson & O'Sullivan, 1998).

<Insert Figure 8.1>

Within Adventure Based Learning students can set personal goals for challenge, cooperation, trust, risk, and problem solving in different content areas. In physical education, this could mean challenging oneself to climb to the top of a climbing wall, or walk a mile every second day; in language arts, it could be taking a risk such as standing up in front of the class with a personal journal, trusting the group not to ridicule you; and in math, this could mean problem solving, or cooperating when working in a group. Students can be encouraged to self-assess their experiences, such as those based on the PA concepts. Using the scenario at the start of this chapter, students can be asked to respond to the questions in Figure 8.2 in their adventure journal.

<Insert Figure 8.2>

Essential Practices of Adventure Based Learning

We present the following essential practices that distinguish Adventure Based Learning from other physical education curriculum models: 1) Sequence and Flow of activities, 2) the Experiential Learning Cycle, 3) the Full Value Contract, 4) Challenge by Choice, and 5) the teacher in the role as Facilitator.

We want to emphasize that Adventure Based Learning should be thought of as a process, and not an outcome-based curriculum model. As Dewey (1938) contended, experience is learning—learning occurs through, and in, experience. The experience or set of activities that the students participate in is the medium through which students learn to develop their inter and intra personal skills such as communication, cooperation, trust, conflict resolution, and critical thinking. Thus teachers' planning of experiences should focus more on how the particular activities enable participation and appropriate student decision-making, and provide meaningful feedback through direct (and manageable) consequences rather than on the “novelty” or “thrill” value of the activity. As McKenzie (2000) has reported, it is the qualities of the activities (challenging and engaging) that are responsible for the success of Adventure Based Learning programs rather than the activities themselves. Thus, there is no “magic” activity—rather the process and the relationships (student <--> student and student <--> teacher) contribute to program effectiveness. As such the teacher should focus on the sequence and flow of the activities within an ABL curriculum.

1) Sequence and Flow

The first essential practice of ABL is the sequence in which the activities are taught within an Adventure Based Learning unit is of vital importance to foster interpersonal and intrapersonal development of the students. Based on the literature and our own expertise in Adventure Based Learning, we recommend that the sequence of activities move in focus as follows: deinhbitizers,

communication, cooperation, trust (emotional and physical), problem solving, and challenge. This sequence aligns with the four stages of group development proposed by Tuckmen (1965): forming, storming, norming, and performing. The flow is how each group moves through the sequence of activities based on their level of group development. It is important to realize that groups will not move through this sequence at the same pace and moving a group through the sequence too quickly can have a detrimental effect.

1) Experiential Learning Cycle

The second essential practice of ABL is the use of the Experiential Learning Cycle. Several experiential learning cycles have been popularized in the literature; however, Kolb's (1984) four-stage model of the experiential learning cycle is perhaps the most widely used in Adventure Based Learning.

The four stages are:

- The experience
- Observations and reflections
- Abstract concepts and generalizations
- Applying or transferring

THE EXPERIENCE. Once the learning objectives have been identified (for example, solving a problem, challenging oneself, taking a physical or emotional risk, team-building, or cooperation), many types of activities can be selected. For example, as stated in our adventure scenario at the beginning of the chapter, the focus of the lesson was on problem solving and the students were involved in solving traffic jam (Table 8.1).

<Insert Tables 8.1>

<Insert Tables 8.2>

OBSERVATIONS AND REFLECTIONS. “What happened?” Reflection provides an opportunity to integrate the new experience with past experiences. In the reflection stage, the intention is that the student will reflect back on and examine what occurred during the experience.

ABSTRACT CONCEPTS AND GENERALIZATIONS. So what?” “What does this mean for me and for the group?” At the third stage, students share what they felt, observed, and thought during the experience, and make connections between ideas and experience. The intention at this point is to assist students to take abstract concepts related to what happened at different stages during the activity, and form some generalized statements or interpretations about what made the activity successful, or less than successful.

APPLYING OR TRANSFERRING. “Now what?” “How can I apply what I have learned?” For the experience to be considered worthwhile, students should be given opportunities to apply what they have learned in one situation to other settings. During this phase, students think of ways to put into practice the general principles that they identified in the previous stage, that is, to transfer experiences to other real-life settings.

Debriefing

These four stages are the basis for the Adventure Based Learning practice of **debriefing (group processing)** of learning activities. Debriefing the experience is essential within the experiential framework because it helps the student to sort and order information in a meaningful way, and therefore aids in learning that is lasting and transferable. The goal of debriefing the activities is for students to focus on relevant issues arising from the experience, increase self-change, verbally reflect and analyze the experience, and promote the integration of what is learned in students’ lives in other situations (Gass, 1993). Care should be taken to avoid over-processing

activities. Teachers need to be careful to give students opportunities to move beyond the simple question–answer format so students can do more than merely respond to teacher-directed questioning (Brown, 2004). There is an obvious tension in physical education related to time allocation of activity time versus reflective time, however the power of Adventure Based Learning occurs during the debrief where students reflect on what they learned about themselves and others and how that can be transferred to their lives beyond the gymnasium. To allow for a focused, time effective debrief, we suggest you follow the Sunday Afternoon Drive debrief model (Sutherland, Stuhr, & Ressler, 2012). This model was developed through working with pre-service teachers who had difficulty putting the experiential learning cycle into practice in a student-centered debrief within the time constraints of a physical education class.

Debriefing in action: The Sunday Afternoon Drive

The **Sunday Afternoon Drive** debrief model (Figure 8.3) provides novice facilitators with specific tools and strategies to conduct a student-centered debrief within physical education. For a detailed discussion on implementing the model please see Sutherland (2012).

The premise of the model is that you (the facilitator) begin the debrief with an idea of the learning outcomes (final destination) based on the objectives of the lesson but there are many different ways (roads) to get to these outcomes and it is the journey of getting there that is important. The first step is choosing a vehicle for the journey which is the group configuration for the debrief and can range from individual (motorcycle), to small group (car), to large group (bus). We recommend using a car as the vehicle initially to allow the students to gain confidence and emotional trust within a small group before moving onto a bus or large group debrief. Once the vehicle has been chosen, the journey begins with an initial debrief strategy (Start the Car) which provides the students with an engaging way of reflecting on what happened in the

activities. Start the Car can be as simple as a Quick Whip where students choose one word to represent their engagement in the activities or more complex such as an Ipod Play List where small groups of students choose a short list of song titles that represent their experience. Once the students have decided upon their word or play list they share with the class. From the Start the Car activity, choose to Follow the Road based on the student responses. Recognizing a road that will lead to a powerful discussion is crucial in this stage of the debrief and is something that will become easier with practice. For example, if words such as “frustration”, “trust”, “risk”, “checked out”, “cheating” come up then these have the potential to lead to a discussion that can transfer to life beyond the gymnasium. Once a road is chosen, it is useful to normalize the road by asking how many of the group this road applies to. For example, if the road chosen is ‘checked out’ I would ask how many students checked out or saw others who checked out of the activity. From their response I can determine if the road is good for all students or just one or two. Once a good road is found, follow it all the way to the Final Destination or transfer. During the debrief if student responses to questions stop or diminish, this is called a road block and it should result in a change of road or GPS Recalculating. At this point I must recalculate a new road for the journey based on responses during the Start the Car strategy or pre-prepared questions that relate to the objectives of the ABL activity. Remember, it is better to recalculate than to continue down a road that is blocked or going nowhere.

Generalizing of the topic of the road is the next stage in the debrief and is called Nearing Final Destination. In this phase, guide the discussion to help students consider what strategies related to the road (topic of debrief) helped or hindered their progress in the activities. For example, if we continue down the road of “checking out” ask students such things as: what happens when group members check out, how does that make them feel, why do people check out, how can we

recognize when we or others are checking out, how can you re-engage when you check out or see others checking out?

The final phase of the model is where the transfer of learning to life beyond the gymnasium occurs; this is called the *Final Destination - Are we there yet?* The goal of this phase is to help students to understand how what they learned on the journey can be applied to other areas of their lives. This is the most important aspect of debriefing but is also the hardest to do in a student-centered meaningful way. A strategy that we have found to be effective is to share a personal story that clearly shows how the strategies the students discussed in the *Final Destination* phase has helped or hindered in a situation in our own life. This story then acts as a ‘fire starter’ for students to share how they can apply the strategies they learned to other areas of their lives.

The role of reflection and analysis following an activity, or as more recently recommended, preceding an activity through **frontloading**, is a central feature of the experiential learning process in Adventure Based Learning (Dyson & Pine, 1996; Sugarman et al., 2000).

Frontloading emphasizes key learning points prior to the activity, rather than reviewing learning after the activity has been completed (Priest & Gass, 1997). Within the Sunday Afternoon Drive model we refer to this as the brief and it is used to set the stage for the objective or focus of the activities in the lesson. Briefs can be short stories, quotes, poems, pictures, video clips, and so on...that provide the students with a hook or goal or something to think about prior to engaging in the activities. The brief can then be tied back into the debrief at the conclusion of the lesson to help the students associate the focus of the activities with their learning.

<Insert Unnumbered Figure 8.1>

2) Full Value Contract

The third essential practice in Adventure Based Learning is the **Full Value Contract (FVC)**.

FVC is the social contract that members of a group agree to adhere to with regard to personal behavior and interactions with other group members. This contract can be made in writing or simply stated verbally. Ideally, groups will spend time developing a contract of behavior that supports their goals (both individual and collective). However, in short-duration programs or with groups who lack the maturity to articulate their goals clearly, some assistance may be required from the teacher. The FVC provides a framework for students to refer to in their dealings with others. It also encourages students to set and work toward individual and group goals, to agree to follow certain safety guidelines, to agree to give and receive feedback (both positive and constructive), and to agree to work toward changing behavior when it is appropriate (Schoel, Prouty, & Radcliffe, 1988). An example for a class contract can be as simple as: “I agree to follow the safety rules agreed to by the class, and I will set one personal goal for myself before each activity.” The key part of any social contract is the need for students to feel a sense of ownership. So, it is important that the FVC is seen as a “living” and meaningful expression of the group’s desires. Students can reword the contract to suit their specific physical or emotional goals for the lesson. By using an FVC, student behavior or actions (individual or collective) that become either emotionally or physically risky can be stopped and questioned with reference to the guidelines established. So, it is not up to the facilitator to “discipline” students; rather the facilitator uses the contract that has been collectively created to draw attention to behavior that is not appropriate. Students, as group members, take ownership to ensure that they act appropriately. An example of an FVC used at a nonprofit organization called Bridges Inc. in Memphis, Tennessee, appears in Figure 8.4. The PETE program at Northern Illinois University use the Hand of Fair Play as the FVC in classes (Figure 8.5). The Hand of Fair Play is also used as a cognitive assessment in the University School Physical Education program (Figure 8.6)

<Insert Figure 8.4>

<Insert Figure 8.5>

<Insert Figure 8.6>

3) Challenge by Choice

The fourth essential practice for achieving an Adventure Based Learning environment is the concept of **challenge by choice**. This teaching practice can be interpreted as a challenge with choices, that is, students can choose from an array of different activities with different levels of physical and emotional challenge and associated risk. The teacher develops a unit or sequence of activities that allows students to make different choices of levels of participation in different lessons. Challenge by choice does not offer the student an avenue to automatically opt out of participation before the activity begins; it is an invitation to participate in an appropriate challenge of the student's choice. The intent is to offer students the opportunity to try a potentially difficult challenge in a caring and supportive environment; the opportunity to "back off" if anxiety or self-doubt becomes too great, knowing that an opportunity for a future attempt will be available; an opportunity to attempt a challenge, recognizing that the attempt/process is more important than the outcome; and the opportunity to respect other individuals' ideas and choices. For example, during an Adventure Based Learning lesson a student might attempt a trust lean or three-person pendulum fall, but may decide not to complete a trust fall from a height of five feet. However, the student would be expected to be a spotter for other students in the trust fall, and otherwise participate fully in the activity. It is important that students understand they will not be forced into situations that are dangerous or humiliating. At the same time, students must recognize that if they are not confronted with a challenge, then they may not experience the thrill of achieving the seemingly impossible task, and the associated joy of stretching their potential.

Because Adventure Based Learning is frequently thought of and referred to as a philosophy rather than merely a set of activities, the experienced Adventure Based Learning teacher can teach any content using an adventure approach. With sport, dance, games or physical activities, the teacher can focus on cooperation, trust, risk, problem solving, and challenge. The teacher can use these principles as instructional objectives for the class. The experiential cycle can be used as the framework for the lesson, using the pattern of activity followed by in-depth debriefing. The students and teachers can develop a Full Value Contract that would say, for example, “We will abide by the rules, and we will set a physical and/or emotional goal for the lesson.” In addition, challenge by choice or invitation can be built into the cooperative (not competitive) game. The potential of many adventure activities is limited only by one’s own creativity and imagination.

Role of the Facilitator

The fifth essential practice of ABL is the role of the facilitator. One of the main differences when implementing an Adventure Based Learning curriculum in your physical education program is your role within the model. The term facilitator is used as this truly reflects the teacher's role in this curriculum. You will design the activities based on the suggested sequence and in line with the number of days of the unit. We have provided a 20-day Adventure Based Learning unit plan that you can adapt to fit your own needs (Table 8.2). You will then determine the assessments you use to meet the goals of the unit and assess the NASPE Standards. You can choose from the examples we have provided or adapt to meet the unique needs of your own context. During the actual lessons, you provide a brief to frontload the learning objectives, explain the objectives and rules of the activities, let the students work through the activities prompting when necessary, and then conduct a student-centered debrief to help foster learning that can be applied to areas beyond the gymnasium. This is where the role of facilitator really comes into play in that you are facilitating the group dynamics as the students work to complete the activities and not telling them how to solve the problem. The facilitator then engages the class in a student-centered debrief to help the students to make sense of what occurred in the lesson and how it can be used in other areas of their lives. We encourage that you use the essential practices of Adventure Based Learning: the Sequence and Flow of activities, the Experiential Learning Cycle, the Full Value Contract, Challenge by Choice, and the teacher in the role as Facilitator.

How Adventure Based Learning Can Address the National Standards

How does your program meet the required national standards for physical education? By aligning the adventure program with the national standards, we can provide written documentation regarding the goals of the program, and identify how the program aligns with the total education of the student. (Refer to the Standards Table in the Introduction.) Here we are

referring to the national standards from the US (NASPE, 2013). The standards that your students achieve will depend on the specific emphasis in your program and the instructional goals in your lessons and unit plans. Standards 4 (social and personal responsibility) and 5 (enjoyment) are the major foci of Adventure Based Learning because of the emphasis on personal and social behavior, respect, challenge, self-expression, and social interaction. That is why many physical educators use Adventure Based Learning activities to build students' emotional and social skills. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

<Insert Unnumbered Figure 8.2>

The intent of Standard 4 is for students to develop self-initiated behaviors to promote personal and group success. “Key to this standard is developing respect for individual similarities and differences through interaction among students in physical activity” (National Association for Sport and Physical Education [NASPE], 2004, p. 14). Adventure Based Learning, by its very nature, is based on the tenets of cooperation, risk, trust, problem solving, and challenge. The unit plan provides a sequence of activities which progress in focus from deinhbitizer to communication to cooperation to trust to problem solving. However, in each of the lessons the students will be working on of the basic tenets of Adventure Based Learning just with different emphasis depending on the specific focus of the lesson.

An example of an important personal and social behavior is emotional trust. However, before students can be expected to trust each other emotionally, they must have progressed through activities that focus on communication and cooperation and demonstrate that they can engage in the following types of behaviors (Frank, 2004): ‘using put ups’ not ‘put downs,’ actively listening to others ideas, mixing with all students in the class not just their cliques, hidden

agendas are no longer an issue, able to consider the perspective to peers. Emotional trust activities allow students to participate in situations where making mistakes, empathy, trustworthiness and risk taking are highlighted. The lesson plan (Table 8.1) provides a sequence of activities on Day 11 which focuses on emotional trust. First, trust is briefed as the focus for the tasks for the day. It is connected to Standard 4 with a discussion referring to the need for trust in relationships, and how trust can foster respect for self and others. The first task is the turnstile activity where the class has to progress through a long jump rope which is being turned by two peers. The students have to move through following specific directions such as not touching the rope, one person at a time, two people at a time, one jump in the rope, a new person jumping each time the rope turns, two jumps in the rope, and so on. The second activity is Toss 10 where each student has a foam ball and has to perform 10 specific tasks in order and in unison. The tasks include toss and catch to self, toss clap and catch, toss turn around and catch, toss to someone opposite and so on. If a mistake is made (e.g., a ball is dropped, the wrong task is performed, or the group does not perform the task at the same time), the sequence has to start again at number one. The third activity is Helium Stick where the group has to work together to lower a tent pole to the ground while making sure no-one loses contact with the pole. These activities are followed by a debrief using the Sunday Afternoon Drive model where issues related to emotional trust (which relates to Standard 4) such as making mistakes, empathy, trustworthiness, and risk taking are discussed. Issues relating to what it means to trust another person can be explored in detail. Alternatively, where difficulties are observed by the facilitator, questions can be posed in a non-threatening manner to guide appropriate behavior. In the debrief, the students consider the strategies they or others use to engender emotional trust or what makes a person trustworthy. These strategies are then applied to life beyond the gymnasium and how

they can be used in other areas of the students' lives. To be successful in any Adventure-based Learning activity, students must interact positively with each other, which is the intent of Standard 4.

<Insert Figure 8.4>

T-charts (Figure 8.7) can be used to enhance and assess social skills when using adventures in the classroom or gymnasium (Henton, 1996). **T-charts**, originally developed in cooperative learning by Johnson and Johnson (1998), ask students to write down what a certain behavior “sounds like,” and “looks like”. For example, to encourage students to provide positive comments and reinforcement to others, students might write: It sounds like “good job,” “nice pass,” and “big extension,” and it might look like a thumbs up, a high five, or a pat on the shoulder. The T-chart can be included on the student task sheet, or used as a starting point for group processing of a problem or issue. The content of the T-chart in Figure 8.7 comes from a fourth grade class at Madbury Elementary in New Hampshire (Dyson & Rubin, 2003). A Y-chart adds feels like to the T-chart as shown in the example (Figure 8.8) from the PETE undergraduate Adventure Based Learning course at Ohio State University.

<Insert Figure 8.7>

<Insert Figure 8.8>

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Standard 5 is achieved when students develop an awareness of the intrinsic and extrinsic values and benefits of participating in adventure activities. The adventure activities should, and often do, guide students to be personally and socially responsible (Standard 4). In addition, they provide students with enjoyment, challenge, self-expression, and social interaction, and in so

doing, directly pertain to Standard 5. “These benefits develop self-confidence and promote a positive self-image, thereby enticing people to continue participation in activity throughout the life span” (NASPE, 2004, p. 14). Learning activities from the Adventure Based Learning block plan (Table 8.2) present a number of tasks that when taught effectively can be used to meet the requirements for Standard 4 and Standard 5. Examples would include ‘chicken baseball’, ‘have you ever’, ‘laughing matters’, and ‘screaming toes’.

Two possible ways to assess Standard 4 and Standard 5 are the use of debriefing and an assignment asking students to create their own initiative or event task (NASPE, 1995). A rubric aligned with the Sunday Afternoon Drive debrief could provide a more formal assessment (Figure 8.9). This rubric helps assess the students’ understanding of the intrinsic and extrinsic value of participating in the activities specifically how they can use the lessons learned in other areas of their lives. To create their own activity or task, students can work in cooperative groups to develop their own initiative, and then teach their initiative to other classmates. This challenge allows students to be self-expressive and take ownership for their own creation. In a group, students would identify the skills and tactics that they need to accomplish their initiative and students would make a list of necessary equipment. The skills and tactics for the initiative need to be chosen carefully to ensure that all students in the group are able to perform parts of the initiative. The culminating event and potentially motivating project should be completed in a 40- to 50-minute period. “When students take ownership for their learning, they tend to become more engaged and interested” (Lund & Kirk, 2002, p. 209). A teacher could use: Utilize communication skills and strategies that promote team/group dynamics, Exhibit proper etiquette, respect for others and teamwork while in engaging in physical activity, Demonstrate ability to solve problems and think critically in physical activity settings both as an individual and in

groups, and Assume a leadership role in a physical activity setting (e.g., task or group leader, coach, group manager, etc...); could be used as descriptors in a rubric.

<Insert Figure 8.6>

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Although Standards 4 and 5 are emphasized in Adventure Based Learning, Standard 2 can also be achieved in an adventure curriculum. The national standards were developed as a guide for teachers, and we believe that Standard 2 should be connected to each of the other standards and become an integrated part of every physical education lesson.

Adventure Based Learning provides a wide variety of activities to achieve the cognitive focus in Standard 2, such as mechanical principles of balance, force absorption, and Newton's first law (a body will maintain a state of rest or constant velocity unless acted on by an external force that changes the state). These principles can be the focus of a trust fall progression (Table 8.2), when a teacher's instructional goals require an understanding of absorption of force and stability.

During Adventure Based Learning activities, an emphasis can be placed on "applying and generalizing these concepts to real-life physical activity situations" (NASPE, 2004, p. 12). Since adventure activities require cognitive understanding of mechanical principles, with challenging and problem-solving tasks, these activities can help students achieve Standard 2.

In an integrated middle school physical education and science unit, integrating and applying principles of force and recognizing the need for a solid base of support for spotting could provide a cognitive focus for the trust fall experience. The activities listed in the block plan (Table 8.2) provide examples of tasks that require students to understand the activity and the movement patterns involved in order to be successful at completing the tasks in addition to decision making

and problem solving, which require higher order thinking (e.g., Traffic Jam). Students can demonstrate knowledge related to Standard 2 through the use of an adventure journal, in which students are encouraged to write about their Adventure Based Learning experience.

To be able to write an adventure journal or role-play a scenario, students must first have an understanding of the purpose of the adventure activity. Although the focus of the journal is typically related to students' feelings and social interactions (Standard 5), it can also have a technical focus on climbing skills and tactics, or falling and catching techniques related to mechanics (e.g., trust fall). In the adventure journal, students will write about their Adventure Education experience. Guiding questions to enhance the journal could be: What are some of the skills and tactics for climbing or belaying? In the trust fall, why does the catcher have a low center of gravity and a wide base of support? How do the mechanical principles we have learned apply to other sports? When possible and appropriate, to showcase a student's journal, publishing it in the school newspaper, or using it as an artifact in a student's portfolio.

There are several other ways that students could demonstrate knowledge related to Standard 2. A role-play could follow an initiative task where students have completed the challenge to "climb the wall" as a cooperative group. Two students could assume the roles of Edmund Hillary and Tenzing Norgay as they approached the summit of Mount Everest in 1953. Students could describe how they felt as the summit grew closer, and explain the technical skills used to reach the summit. A student reporter could interview classmates about the event. Students could write a technical climbing report for the class and the school newspaper, and/or a local newspaper (adapted from NASPE, 1995, p. 120). These examples relate to Standard 2 when the teacher discusses the skills and strategies of climbing, stability, center of gravity, and how muscles fatigue under stress.

Assessments

Adventure Based Learning provides a unique set of challenges for assessment. If, as stated earlier, we perceive adventure activities as the medium through which we learn the affective values and ideas of physical education, then Standard 4 and Standard 5 (NASPE, 2013) should be apparent in our teaching. Our intent, then, is focused on the students and how we can help them gain an understanding of the Adventure Based Learning process and gain a better understanding of themselves. Assessment then becomes part of the teacher's instructional strategy and the teacher uses it to provide feedback to their students and themselves about their students.

Earlier in the chapter we presented three assessments: PA concepts reflection (Figure 8.2), the Sunday Afternoon Drive reflection rubric (Figure 8.9), and the cognitive test for the Hand of Fair Play (Figure 8.6)

<Insert Figure 8.7>

<Insert Figure 8.8>

<Insert Figure 8.9>

The use of a photo journal has proven to be a very effective authentic way of assessing students understanding of Adventure Based Learning concepts related to interpersonal and intrapersonal development and the transfer of these concepts beyond the gymnasium (standard 3?). The rubric used in the undergraduate PETE program at Ohio State University, which has also been adapted and used in secondary school settings, is outlined in Table 8.3

As highlighted in the emotional trust lesson (Table 8.1) a powerful method of assessing student understanding of emotional safety is through an adaptation of an activity called The Body (Figure 8.10). The assessment requires students working in small groups to write the following

on a body outline: a) inside the body write how the group can help to create an emotionally safe environment for the class and b) outside the body write actions or behaviors that can hurt an emotionally safe environment for the class. This activity can be used as the initial debrief strategy to start a conversation about emotional trust and also used to assess students understanding of the concept of emotional trust both from an interpersonal and intrapersonal perspective.

With Adventure Based Learning units, we recommend a journal entry, with guiding prompts so that the work is manageable for students (Sugarman et al., 2000). Journal entries can document students' progress, improvement, and individual performance; help students take responsibility for their own learning; encourage students' self-evaluation and reflection; and motivate both students and teachers. The teacher needs to specify the explicit goals to be met in the journal entry.

Examples for a journal entry could be: write a daily log of activities, write specific physical and social/emotional goals, evaluate your effort and experience, or explain how this experience relates to the rest of your life. Students could select artifacts from those described in the previous standards section of this chapter: adventure journal, rubrics, T-charts, Y-charts, and adventure log. In Adventure Based Learning, students can keep track of their physical activities using an adventure log. The idea of a logbook is not exclusive to Adventure Education (it is often used in fitness programs), but it can be used to demonstrate to teachers and parents that students are indeed being physically active. An adventure log requires students to keep a basic record of their perceived effort and ability in Adventure Based Learning. Students are encouraged to develop personal physical activity goals and determine whether their goals are met. This log is submitted to the teacher each week, who should provide specific feedback to students frequently.

If you use the group journal entry, students can become **positively interdependent** on each other to provide their “best work.” Students need to carefully select appropriate items for their journal entry based on a sound rationale, that is, a judgment of the quality of their work. Through careful selection, students critique their own and other group members’ work, and make decisions about the best way to show how it meets the goals and standards of the unit. The journal entry is an assessment that can represent all of the national standards listed above , because the portfolio consists of the different assessments and assignments carried out in the unit. The journal entry has the potential to demonstrate how much students “know and are able to do,” relative to the goals, tasks, and assessments from the unit at hand. The journal entry can be assessed on a three-level rubric of awesome, developing, or needs improvement. The teacher should identify required entries for students to put in their journal entry and offer the choice for students to add at least one new entry that they believe is valuable.

Why Is Adventure Based Learning Appealing to Youth?

Adventure Based Learning is made up of novel tasks that may be unlike anything students have done in the past. Many activities are designed to be fun. It requires a different set of physical and social skills than a regular physical education class would require. This may allow a student who is not skilled at, for example, basketball to excel or show leadership during a problem-solving initiative. The instruction is rather unpredictable and challenging. Participants feel a sense of accomplishment after completing a task that appeared to be impossible. Students get excited during Adventure Based Learning and encourage each other more vocally than they normally would. The activities promote face-to-face interaction (working in close proximity to each other) rather than individual practice. The tasks are designed to promote positive interdependence, with students relying on each other to complete the task. In addition, the activities should be user-

friendly, that is, students can take them out of the class and play them with on their own.

Adventure Based Learning promotes character development, personal growth, cooperation, and leadership skills.

Summary

The use of Adventure Based Learning in physical education offers physical educators the opportunity to experiment with an innovative curricular strategy. The use of a holistic student-centered approach that embraces the learner physically, cognitively, emotionally, and socially can help teachers meet national standards (NASPE, 2004). Research suggests that both teachers and students report favorably on the use of Adventure Based Learning (Brown, 2006; Dyson, 1995; Prouty, Panicucci, & Collinson, 2007; Sutherland & Stuhr, 2012). Adventure Based Learning experiences provide students with challenges, support, and the opportunity to build trust, solve problems, and cooperate. Student-centered pedagogy, which is integral to the Adventure Based Learning approach, enables constructive changes in student relationships, and by focusing on the process of learning, can help improve student enjoyment and help develop a positive learning environment in physical education. It also empowers the teacher to assume a different role from that traditionally occupied by educators; the teacher has the ability to facilitate peer learning situations and cooperative activities rather than being the “expert” who supplies answers.

We would encourage physical education teachers who are interested in developing a program that includes adventure activities to begin slowly, and progressively expand their repertoire of activities as they become more familiar with “letting go,” and allowing students to take control of their learning. Often the reluctance to “let go” is a result of a concern that chaos will reign; however, our research suggests that by carefully structuring activities and inducting the students

into the process through briefing and debriefing sessions, a smoother transition from teacher-directed to student-directed learning will occur (Dyson, 1994, 1995; Dyson & O'Sullivan, 1998; Sutherland, Ressler, & Stuhr, 2011).

This transition will require time and effort with reflection from both students and their teacher. We strongly recommend that you consult with colleagues and your professional association to build a network of like-minded professionals who are seeking to revitalize physical education. The suggestions in this chapter may not transfer immediately to your context—"your world in your gymnasium"—without modification and adaptation, and trial and error. You will need to seek out training, on-going professional development, and local expertise, and you will need to convince other physical educators and administrators that this is a worthwhile curriculum. The outcomes have the potential to achieve the national standards, improve your physical education program, and most importantly, improve the experiences for K–12 students. Adventure Based Learning can be exciting; it can engage and it can challenge. It has the ability to be a student-centered approach to learning in physical education where students can negotiate tasks and, with guided reflection, derive meaning from their own experiences rather than have meaning imposed by others in positions of authority. It is our hope that your students will experience the joy of physical activity, and the value of teamwork and cooperation in a non-competitive environment that will enhance not only their physical development, but also their social relationships with their peers and you, their teacher.

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Additional Resource

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www.PA.org

www.Wilderdom.com

KEY TERMS

Adventure Education Involves activities that encourage holistic student involvement (physical, cognitive, social, and emotional) in a task that involves challenges and an uncertainty of the final outcome. Activities are carefully sequenced to ensure student safety while allowing them to take ownership of their learning.

Experiential education Involves the purposeful planning and implementation of direct experiences coupled with the facilitation of reflection and responsibility.

Adventure Based Learning The purposeful use of sequenced adventure activities such as games, trust activities, and problem-solving initiatives for the physical and social development of students (Cosgriff, 2000).

Project Adventure (PA) A student-centered curriculum that integrates adventure in physical education.

Group processing (debriefing) The practice of encouraging students to reflect on and communicate with other group members about their feelings, observations, and experiences during an activity.

frontloading Emphasizes the key learning points of an activity before beginning, rather than simply reviewing after the activity is completed.

Full Value Contract (FVC) A social contract that members of a group adhere to in regards to their behavior/actions both as individuals and in their interactions with others. The essence of FVC is built on three commitments: 1) to work together as a group toward individual and group

goals; 2) to adhere to safety and behavior guidelines; and 3) to give and receive feedback to help change behavior (Schoel, Prouty, and Radcliffe, 1988).

T-charts Help students visualize appropriate behavior by asking students to write down what a certain behavior “sounds like” and what a certain behavior “looks like.”

Positively interdependent Group members depend on each other, as each individual’s part is essential to the entire group completing its task.

Challenge by choice Students have options to choose from, depending upon their comfort levels related to physical and emotional safety, and students are unable to opt out of participation before beginning the activities.

FIGURES CAPTIONS

Figure 8.1 Project Adventure philosophical concepts.

Source: Dyson, B. P. (1994). A case study of two alternative elementary physical education programs. Unpublished doctoral dissertation, Ohio State University.

1. *Challenge:* The students will view physical and mental challenges as an adventure to be attempted and experienced.
2. *Cooperation:* Through group work and a supportive group atmosphere, the students will learn to work together cooperatively. Students will communicate thoughts, feelings, and behaviors effectively.
3. *Risk:* Students will make a commitment to take a risk, display their talents and limitations, and realize that they will be accepted in a positive, safe environment.
4. *Trust:* Through attempting activities that involve some physical or emotional risks, students will trust their physical or emotional safety to others.
5. *Problem Solving:* Group members will effectively communicate, cooperate, and compromise with each other through trial-and-error participation in a graduated series of problem-solving activities.

Figure 8.2 text here

What ways did the group work well together today?

How did you take risks today?

How did you overcome the challenges in the activities or working with a group today?

How can failing at an activity help you in the long run?

How can we use what we learned in this class about problem solving to help in your life beyond this class?

What is your take home message from the activities today?

Figure 8.2 Student reflection prompts on Project Adventure concepts.

Figure 8.3 text here

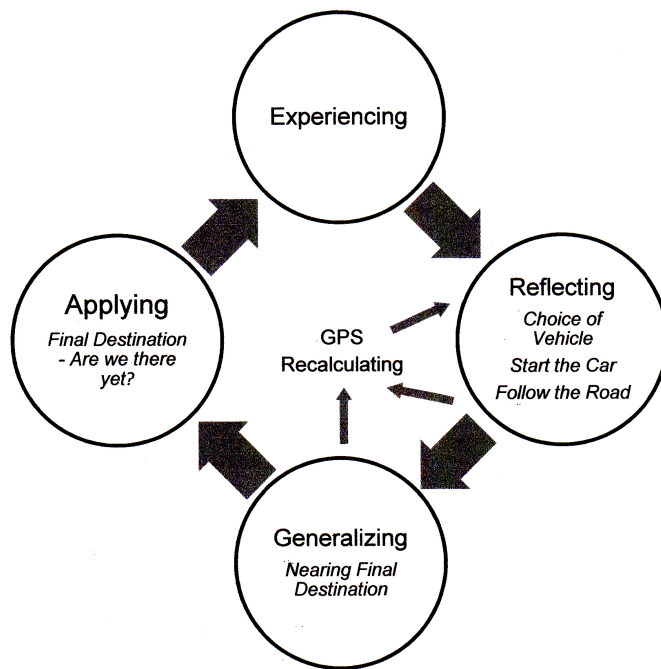


Figure 8.3 Sunday Afternoon Drive Debrief Model (Sutherland, Stuhr, & Ressler, 2012)

Figure 8.4 text here

This FVC was created and agreed upon by seventh grade students:

Play Hard

Play Fair

Be Safe

Have Fun

Each of these phrases has a physical sign that goes along with it:

Play hard: Hands up showing your strong muscles.

Play fair: Bow at waist with palms pressed together, like a Japanese greeting.

Be safe: Use the baseball umpire's "safe" signal.

Have fun: Hands raised like a winner and give a shout.

You can use this FVC in your gymnasium or classroom.

Figure 8.4 An example of the full value contract from BRIDGES, Inc., Memphis, Tennessee.

Source: Dyson, B., Seed, A., Pickering, M., Stover, B., Snowden, H., & Willis, L. (2007).

BRIDGES to quality: report on 1st year implementation of 7th grade immersion and leadership development. Memphis, TN: Center for Research and Educational Policy.

Figure 8.5 text here

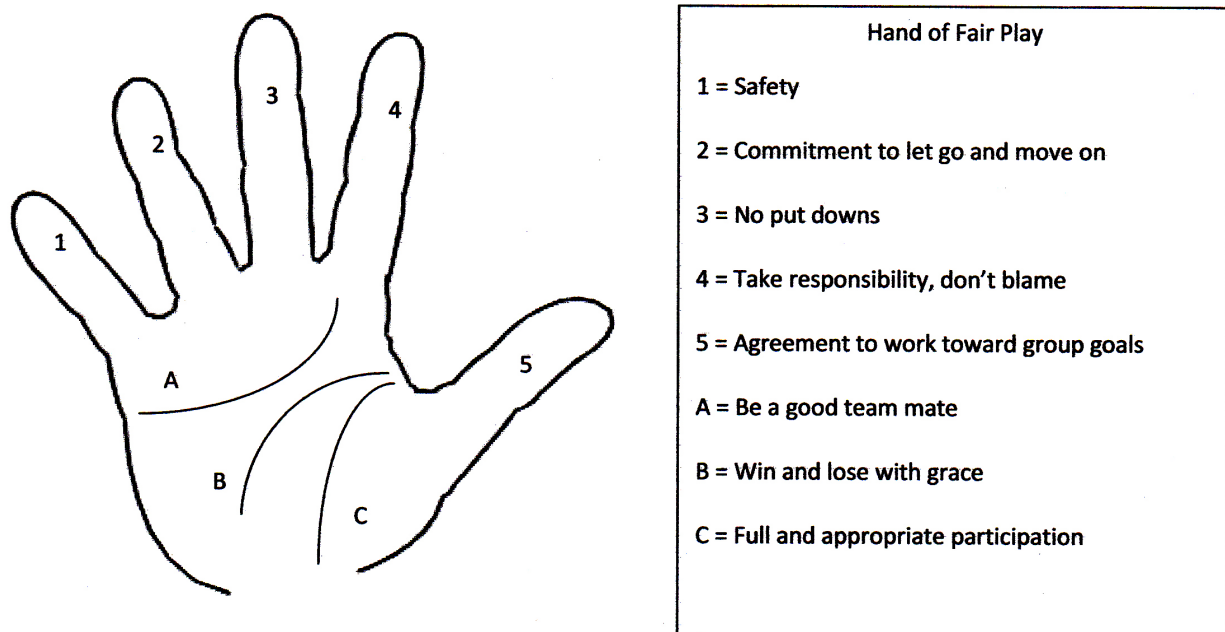


Figure 8. 5 Hand of Fair Play – Northern Illinois University PETE Program

Figure 8.6 text here

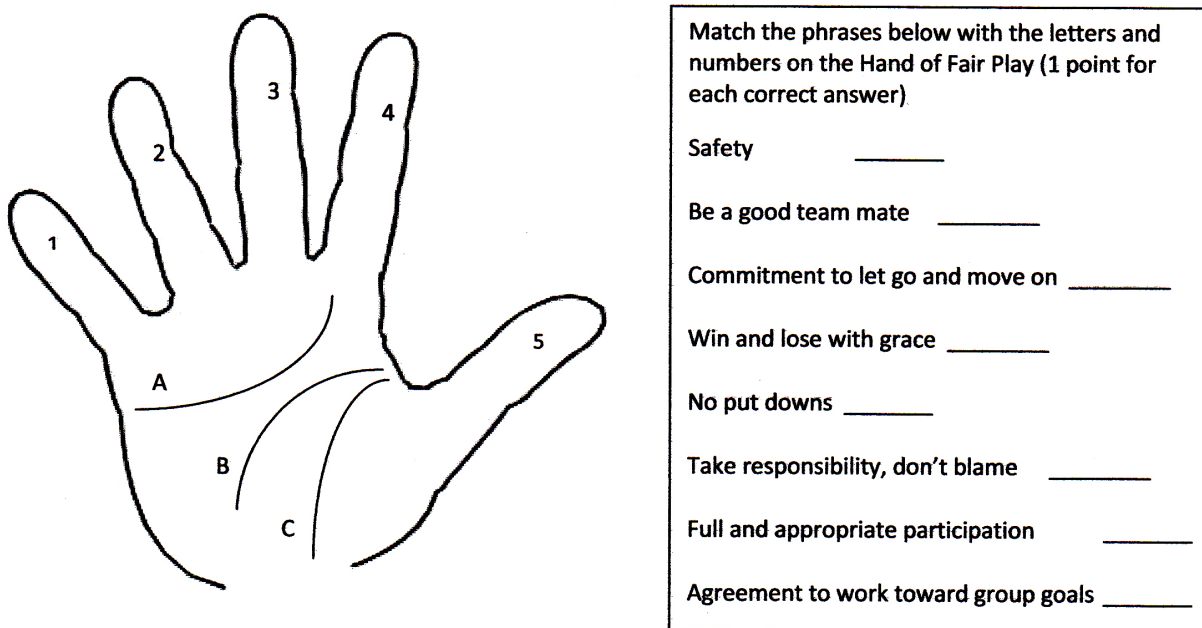


Figure 8.6 Hand of Fair Play Cognitive Quiz – Northern Illinois University PETE Program School-University Partnership

Figure 8.7

Looks like	Sounds like
a thumbs up	“good job”
a high five	“nice pass”
a pat on the shoulder	“big extension”

Figure 8.7 T-CHART FOR ENCOURAGING POSITIVE REINFORCEMENT.

Figure 8.8

Looks Like	Sounds Like	Feels Like

Ant hill	An orchestra	A snuggie
Flock of geese flying in a perfect V formation	The encouraging honk of following geese to their leader	A cup of hot chocolate on a cold winters day
The wave at an OSU football game in the Shoe	OSU marching band	Singing Carmen Ohio in the Shoe after a football win

Figure 8.8 Y-Chart on Cooperation

Figure 8.9 text here

Experience: List the activities and how you or your group did on the activities

Reflection: What was the main focus of the discussion?

Generalization: What strategies did you use or discuss related to the focus of the reflection?

Application: How can you transfer these strategies to other areas of your life?

Example:

Experience:

Traffic Jam. My group managed to do the activity after a trying a few different ideas. I think we worked well together on this activity.

Reflection:

Our group discussion focussed on listening and trying new ideas in working together on the traffic jam activity

Generalization:

We talked about if something isn't working what we can do to make it work better or try a new idea. We need to listen to all suggestions, decide as a group which one to try, evaluate

what worked and didn't work, tweak the idea if needed or find a new idea if needed, and be supportive of each other even if we make mistakes.

Application:

I can use these strategies when I have to do group work in my math class. I need to make sure that I listen to my group members, that we discuss how we are going to complete a task, decide on a course of action, trust that each group member will do their task, and work together on the project.

Figure 8.9 Sunday Afternoon Drive Reflection Rubric.

Figure 8.10

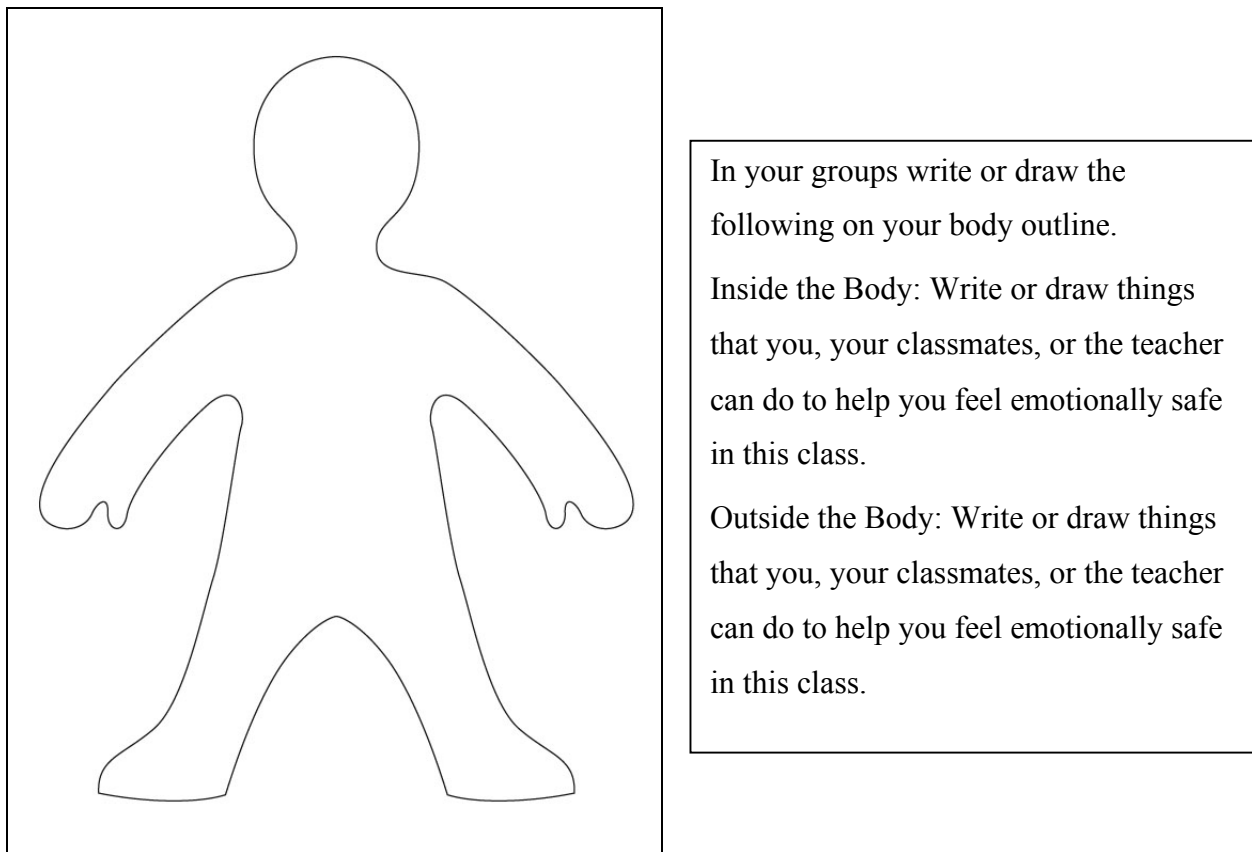


Figure 8.10 The Body

Tables

Table 8.1

Lesson Plan for Day Eleven: Emotional Trust Activities

The focus of this lesson is developing emotional trust between students in the class. The activities highlight making mistakes and reactions of self and others to these mistakes.

Instructional goals:

- Students will learn to react positively to making mistakes in a safe environment.
- Students will support their classmates when mistakes are made.
- Students will demonstrate positive interdependence to enable themselves and other students to complete the activities.
- Students will explain the importance of working together, dealing with making mistakes, supporting classmates, and transferring learning to life outside the gymnasium during the debrief session.

Brief:

Someone to Trust

by Wes Fessler

<http://www.familyfunshop.com/shortmoralstoriestrust.htm>

Turnstile

Goal:

Whole group must move one at a time through a large turning rope without touching it.

Rope turners must also go through the turning rope.

If the rope touches anyone the whole group has to start again.

Progressions include:

- New person through the rope each time it turns
- One jump in the rope and out

- Two jumps in the rope and out
- In pairs or small groups through the rope
- In pairs or small group, one jump in rope and out
- Whole group through the rope at one time

Toss 10

Goal:

The whole group performs a series of 10 tasks in unison without making a mistake.

Form a large circle and give each person a foam ball.

We are going to count to 10 and do something different with the ball for each number as follows:

1 = Toss in the air and catch

2 = Toss in the air, clap once and catch

3 = Toss in the air, clap twice and catch

4 = Toss in the air, turn around and catch

5 = Toss in the air, touch the ground and catch

6 = Toss ball of left and catch new ball

7 = Toss ball to right and catch new ball

8 = Toss ball across the circle to another person and catch their ball

9 = Toss ball and perform a little jig

10 = Toss ball in air and yell “Hey Ho, way to go!”

Provide an opportunity to practice each number.

Now one person calls the numbers and the group has to perform the movements in unison to number 10. If anyone makes a mistake, start over again from number 1.

Helium Stick

Goal:

As a group you must lower the Helium Stick to the ground

Helium Stick can only touch the back of the first and second finger on each person’s hands.

Hands must be palm down.

Fingers must stay parallel to the ground.

No other part of the body can touch the Helium Stick.

At no time can your fingers lose contact with the pole.

The pole starts at chest height.

Debrief

Start the Car - *Miniature Metaphors* (www.experientialtools.com)

In a small group of three pick a miniature metaphor which depicts something that happened, something they did, or something they felt during the activities. Share the metaphor with the group.

Listen to the student responses and choose a road that relates to the objectives of the lesson and that students want to talk about. Follow this road to the final destination – the transfer of what they learned to contexts beyond physical education.

Possible questions related to Emotional Trust

How did it feel to be the individual that did not make it successfully through the rope?

What would an outside observer have seen as the strengths and weaknesses of the group?

Did you feel self conscious when you made a mistake?

How do we encourage other students to continue to take risks?

What helped you to keep trying? What kept you from trying?

How did the group help or hinder the success of this task?

Why is emotional trust so important?

Who is involved in emotional trust?

How do you build trust?

Once the trust has been built, how do you keep it?

If you break the trust between another people, how can you rebuild it?

How can trust help you cooperate better with others?

What did each group member learn about him/her self as an individual?

What other situations (e.g., at school, home or work) are like the Helium Stick?

Assessment – In small groups complete The Body assessment and share with the class. The Body outlines can be displayed in the gym to highlight what the students need to feel emotionally safe in physical education.

Table 8.2

Sample from Adventure Based Learning Unit Plan

Day 2	Day 11
Lesson Focus – De-inhibitizer Brief Activity 1 – Chicken Baseball Activity 2 – Have You Ever Activity 3 – Laughing Matters Activity 4 – Screaming Toes Debrief Follow the Sunday Afternoon Drive model Standards	Lesson Focus – Emotional Trust Brief Activity 1 – Turnstile Activity 2 – Toss 10 Activity 3 – Helium Stick Debrief Follow the Sunday Afternoon Drive model Assessment – The Body Standards
Day 4	Day 13
Lesson Focus – Communication Brief Activity 1 – Five Finger Contract Activity 2 – Marketplace Relay Activity 3 – Twizzle Activity 4 – Asteroids Debrief	Lesson Focus – Trust Brief Activity 1 – Yurt Circle Activity 2 – Trust Wave Activity 3 – Sherpa Walk Debrief Follow the Sunday Afternoon Drive model

Follow the Sunday Afternoon Drive model Assessment – Hand of Fair Play Quiz Standards	Assessment – Adventure Journal Standards
Day 6	Day 17
Lesson Focus – Cooperation Brief Activity 1 – Pairs Tag Activity 2 – Partner Sit/Stand Activity 3 – Balloon Frenzy Debrief Follow the Sunday Afternoon Drive model Possible focus of discussion - Assessment – Cooperation Journal Standards	Lesson Focus – Problem Solving Brief Activity 1 – Radioactive River Activity 2 – Traffic Jam Debrief Follow the Sunday Afternoon Drive model Assessment – Sunday Afternoon Drive Reflection Rubric Standards
Day 9	Day 20
Lesson Focus – Cooperation Brief Activity 1 – Moonball Activity 2 – Cooperation Dots Activity 3 – Four Pointer Debrief Follow the Sunday Afternoon Drive model Possible focus of discussion - Assessment – Photo Journal 1 Standards	Lesson Focus – Problem Solving Brief Activity 1 – Mergers Activity 1 – Spider Web Debrief Follow the Sunday Afternoon Drive model Assessment – Adventure Journal - Transfer Standards

Table 8.3

Photo Journal Rubric Ohio State University Adventure Based Learning Course

For each journal you will take between 5-10 pictures of concepts related to ABL. For each picture you select for your journal please provide a brief description of the picture, a more detailed

explanation of how it relates to the concepts of ABL, and what you have recognized about how concepts of ABL are present and applicable to your life. These pictures can include you but do not necessarily have to. If you are taking a picture of someone you know or where you can clearly identify a person, you need to first ask their permission to do so. If you take a picture from a distance where it is not possible to identify the person or where their face is not in view then permission is not necessary but advised.

Scoring Rubric:

0-2	3-5	6-8
5-10 pictures. Pictures are not clearly related to concepts of ABL and/or accompanied by an explanation of the relationship of the photo(s) to ABL and to your life	5-10 pictures. Pictures are related to concepts of ABL and accompanied by an explanation of the relationship of the photo(s) to ABL and to your life	5-10 pictures. Pictures are clearly related to concepts of ABL and accompanied by a clear, detailed explanation of the relationship of the photo(s) to ABL and to your life