



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Outdoor Adventure Education (OAE) and Physical Education

BMOE6002 week 5
Nov 2023

Today's session

- Recap ...the context of the problem....
- What have children experienced before secondary school?
- What could OAA in PE / HWB AoLE in secondary education look like ?
- How will your ideas for developments that support this?

Let's recap

- What is the context for the problem?
- New curriculum - health and well being AoLE
- Changes in PE ?
- New way to think about education?
- Physical literacy?
- WBFG act

In your groups discuss...

- What is your rationale for change?
- What have children been experiencing in PE?
- What have children been experiencing in OAA ?
- What do we know about a new way of delivering the curriculum?
- How has PE been changing ?

Primary PE ...Outdoor learning in Primary schools

- Why do we need to consider this?
- What do you know about PE and outdoor learning in Primary schools?

What will the grounds need to be able to deliver?

Outdoor Adventure Education in Physical Education.....

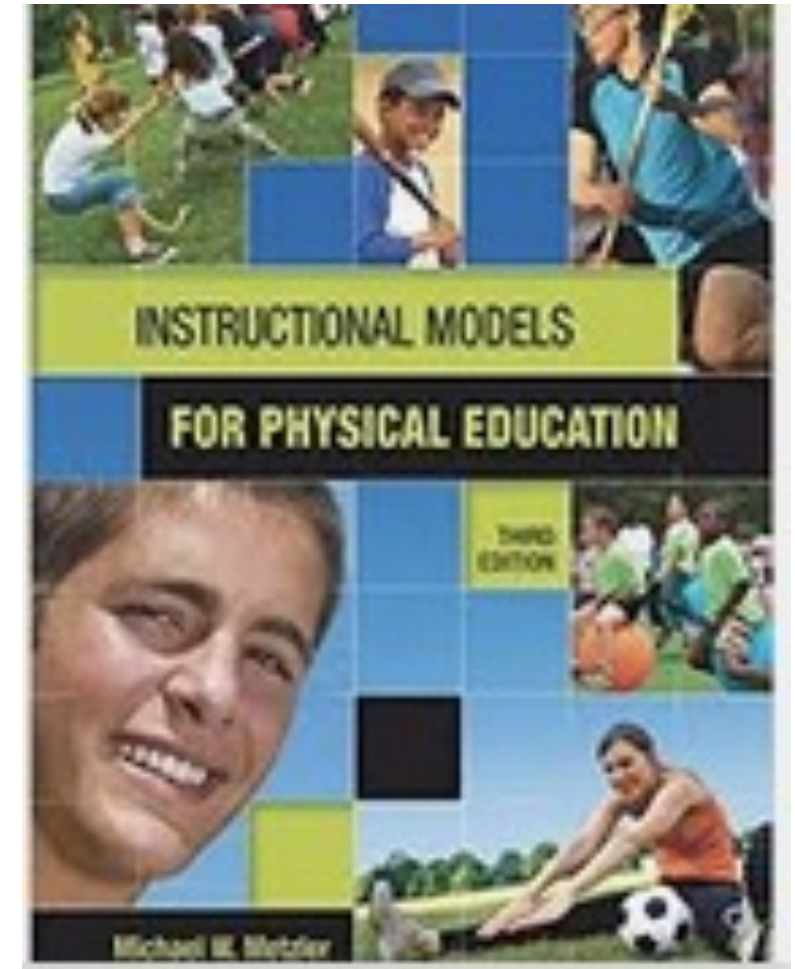
- How does Outdoor Adventure Education (OAE) fit within the broader pedagogical models approach?
- What about a new pedagogical model for Outdoor Adventure Education (OAE) that better addresses pupils learning needs.
- What are the key features and concerns of the new model?

Pedagogical models in Physical Education – a possible approach for the New Curriculum in Wales

Definition:

An instructional/pedagogical model refers to a comprehensive and coherent plan for teaching that includes a theoretical foundation, a statement of intended learning outcomes, teachers content knowledge expertise, developmentally appropriate and sequenced activities, expectations for teacher and student behaviors, unique task structures, measures of learning outcomes, and mechanisms for measuring the faithful implementation of the model itself.

(Metzler, 2011, 22)



Task...

1. Consider two experiences that you have had that you would call an adventure
2. Consider what made these experiences into adventures?

Characteristics of Traditional Adventures

- Uncertainty of outcome
- Dissonance
- Real challenges & consequences
- Sense of ownership of decision making & self sufficiency
- Holistic involvement – physical, mental, social, emotional etc
- Feeling alive (flow & self actualisation)
- Feeling exposed



- Intensity of experience
- Located outdoors
- Journey element?
- Sense of play
- Requires skill / cooperation / luck?
- Planned / accidental?
- Real / apparent risk?
- Spontaneous?



Outdoor Adventure Education in the UK

1. Part of the National Curriculum for Physical Education:
 - outdoor & adventurous activities (England)
 - adventurous activities (Wales)
- Health and Well being AoLE (Wales)
2. Delivered at school / in the local area / or as a residential outdoor adventure education experience.



Task

- Consider your previous OAE Physical Education Experiences.
- What outdoor activities did you do?
- Would you describe the outdoor activities as adventures?
- Were they distinctive from other aspects of the PE curriculum? If so, how?
- Did they enthuse you to participate in out of school outdoor activities?

Typical activities in the UK

- School
 - low level indoor climbing, orienteering, team building and problem solving games, building tents, mountain biking (?), pool activities (?).
- Residential centre
 - Mountain navigation, camping, rock climbing, sailing, canoeing, coasteering, mountain biking.

Task

- What (if any) concerns can you identify with the current teaching of OAE experiences within PE?

Concerns with traditional approaches to adventure

1. Delivered as a one-off experience (3 or 5 day residential) largely separate from other school learning.
2. Delivered in a different (often remote) location.
3. Delivered by outdoor coaching staff but not teachers.
4. Delivered away from pupils' school / home / play area.

Concerns...

5. Limited transfer of learning back to school and PE curriculum.
6. Lacks progression and development between Key Stages.
7. Provides no opportunity to continue learning by connecting with local clubs.
7. Has a physical / skills focus and not a holistic development focus.
8. Is assessed within PE as a whole and not for its own unique outcomes.

Implications

Outdoor Adventure Education (OAE):

- Does not fulfil its learning potential.
- Remains marginalised within PE and the timetable (team games dominate).
- Has very little relevance to pupils physical development in school/through PE.
- Does not develop links to local clubs and organisations to support physical literacy for life.

The Challenge for OAE / PE

- How do we make outdoor experiences delivered as part of the Physical Education curriculum more like the personal (outdoor) adventures that you have had?

Our Response

- Make Outdoor Adventure Education learning experiences in Physical Education:
 - more AUTHENTIC
 - more DISTINCTIVE
 - more ADVENTUROUS
 - more MEANINGFUL

Task - What do we know from research about the impact of outdoor adventure pedagogy?

- Discuss / identify what you feel are the main learning outcomes from research into outdoor adventure pedagogy?
- Group as domains of learning:
 - cognitive/affective/physical/emotional

Selected literature review of adventure pedagogy research

- Inclusion / exclusion criteria:
 - formal programmes as part of curriculum
 - published in last 20 years
 - available in English
 - identified as either Outdoor Education or Adventure Education programmes.

Findings

1. Affective learning (self-esteem/ confidence etc).

Robust.

2. Physical learning – (stamina, general fitness, coordination, health & well being etc but not MVPA – speed, muscular strength, VO2). Positive evidence but limited quantity of research studies.

Findings (cont'd)

3.Cognitive learning (academic). Weak evidence for a direct link between academic knowledge gains and OAE. Some evidence of indirect link to improved creative problem solving skills and higher levels of motivation to engage in classroom learning as a result of OA experiences (Natural Connections, 2016).

* Limited and weak evidence for OAE pedagogy to support increased environmental knowledge.

Task – small group discussion.

- Should environmental learning be a outcome of OAE experiences within the subject area of Physical Education?

Consider this in relation to the four purposes of the New Curriculum and the WBFG act

Task – In your groups

- Drawing upon the findings from the review of research and your own personal experiences what makes an outdoor adventure activity authentic?
- Identify 4 key characteristics –
‘non negotiables’

‘Non negotiables’ (essential features that authenticate the experience as outdoor adventure education)

Haerens et al (2011)

Suggested non-negotiable features of OAE identified in the research literature that MUST be evidenced in future PE OEA experiences

- (Mostly) Outdoors
- Experiential approach
- Managed Risk
- Challenge by choice

(Mostly) Outdoors – non negotiable (1)

- adverse /extreme weather
- technology changes,
- indoor venues,
- school grounds and local settings,
day trips, residentials,
‘4 zones model of outdoor
learning’

Beames et al, 2011

Experiential approach – Non negotiable (2)

- practical experiences
- learning by doing
- holistic engagement
- reviewing / reflection (Plan-Do-Review)
- teacher discretion about when, how,
& where to review learning
experiences (Scaffolding learning)

Managed Risk – Non negotiable (3)

- built-in success at introductory level.
- broader understanding of risk to include: social, psychological, emotional & physical risk.
- pupils uncertain if they can meet the challenge.
- pupils able to deal with ‘failure’ with more experience and greater confidence.

Challenge by choice Non negotiable (4)

- not a get-out clause for non-participation.
- pupils choose level of engagement and encouraged by teacher / peers.
- pupils take increasing responsibility for own learning.

Areas of concern to be addressed?

- Teacher competence: Do teachers have....
 - skills to deliver OAE on site and locally?
 - confidence and support to allow pupils to take more responsibility for their own learning?
 - skills and experience to review pupils learning?
 - appropriate tools and training to assess OAE learning?
- Schools: Do schools have
 - equipment and space to deliver OAE on site / locally?
 - supportive timetable / PE culture (to challenge team games)?
 - links to local clubs and organisations?

What facilities can you put in your designs to support this model ?

- Consider what types of developments would support the outdoor and adventure education as a pedagogical model in key stage 3 Physical Education
- Can you think about developments that are short, mid or long term ?

Task

- Begin to outline a scheme of work for Key Stage 3 noting the range of OAE activities that could be experienced in school and the local environment.
- Activities need to incorporate the 4 non negotiable features identified from the research.

References

Beames, S., Higgins, P., and Nicol, R. 2012. *Learning outside the classroom – theory and guidelines for practice*. London: Routledge.

Haerens, L., Kirk, D., Cardon, G., and De Bourdeaudhuij, I. 2011. Toward the development of a pedagogical model for health-based physical education. *Quest*, 63, 321-338.

Hattie, J., Marsh, H.W., Neill, J. and Richards, G. E. 1997. Adventure education and outward Bound: Out-of-class experiences that make a lasting difference, *Review of Educational Research*, 67, 1, 43-87.

Metzler, M. W. 2011. *Instructional Models for Physical Education* (3rd edition), Scottsdale, AZ: Holcomb Hathway Pub.

Williams, A. and Wainwright, N. (2014) A new pedagogical model for adventure in the curriculum: Part 1 – advocating for the model. *Journal of Physical Education and Sport Pedagogy* , Vol 21 (5) 460-481.

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Appendix 2



Willow Beds

Beautiful to look at. Offers creative opportunities: Sculptures: could make a sculpture trail through woods. Willow Maze. Practical uses: Raised Beds, seating, wind breaks

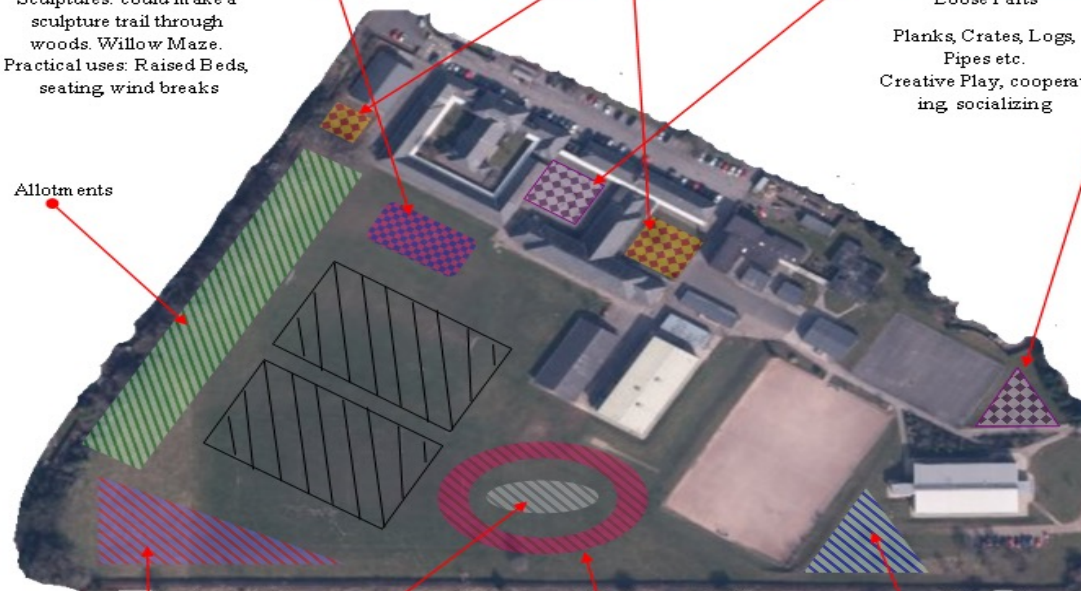
Outdoor Classroom Areas



Loose Parts

Planks, Crates, Logs, Pipes etc.
Creative Play, cooperating, socializing

Allotments



Artificial Boulder

High Ropes Course

Physical Activity, Problem solving, Team Building.
Fund raising events
Opportunity for 6th formers to run sessions, pathway to future career?



Assault Course

Designed and built by students?
Physical Activity, Problem solving, Team Building.
Fund raising events



Waterways into Pond / Swamp Garden
Can be designed and built by students.
Dam building activities. Attracts nature, good to relax next to.

Appendix 3

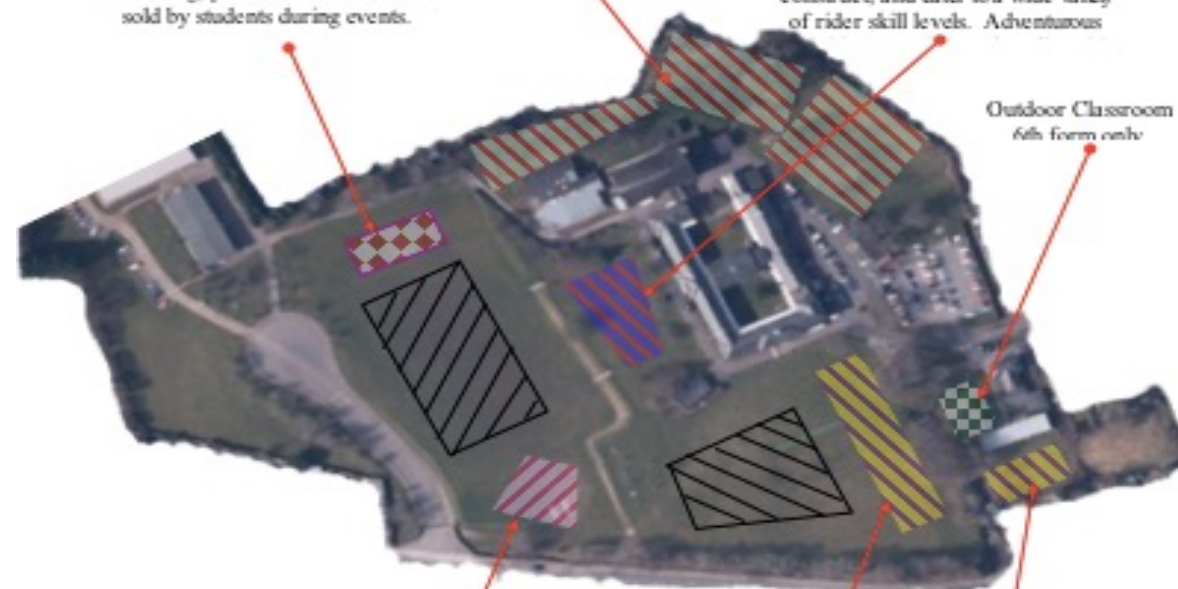


Pizza Oven / Covered Area
Can be used for food tech. Positioned so matches can be watched. Source of funding, pizzas can be cooked and sold by students during events.



Pump Track
concrete constructions, can be used by skateboards and scooter riders, and accessible to wheelchairs. Pump tracks are relatively simple to use and cheap to construct, and cater to a wide variety of rider skill levels. Adventurous

Forest School Area
Outdoor Classroom
Woodland Garden



Outdoor Classroom
6th form only



Seating / Parkour:
Seating can be designed to have multi use as a parkour environment.
Can be used as seating to watch rugby matches or as parkour during recreational / physical education time.
Cross curricula examples can involve physics, math, problem solving and



Trim Trail:

Scope to install a multi-use trim trail and also a 6th form only trail on the air ground. Equipment can be chosen by students or can be designed and built by students.
Cross curricula uses: health, wellbeing, problem solving, team building, design and technology, math and literacy.

Appendix 4



View of Grounds



Possible Layout



School Allotments:

Equipment:

Shed, Water Butts, Compost box, Tools, Wellies, Gardening, Gloves, Raised Beds.

Crops:

Potatoes, Carrots, Onions, Beans, Parsnips, Broccoli, Salad Leaves, Peppers, Tomatoes, Herbs, Raspberries, Blackberries, Strawberries.

Possible Funding:

Pupil Deprivation Grant

Helpful Websites:

<https://kidsgardening.org/lesson-plans/>

<https://www.growveg.co.uk/guides/how-to-set-up-a-school-garden>

www.theschoolvegetablepatch.co.uk

Developed Allotment



Appendix 5



View of Grounds



Wooded Area / Forest School / Woodland Garden

Equipment:

Logs, Canvas, Hammocks,

Plants:

Bulbs, Native Trees and Shrubs

Possible Funding:

Pupil Deprivation Grant

Helpful Websites:

forestschoolandoutdoorlearning.co.uk

<https://www.woodlandtrust.org.uk/support-us/act/your-school/resources>

Learning Space



Flower Garden



Hammocks



Fire Pit

