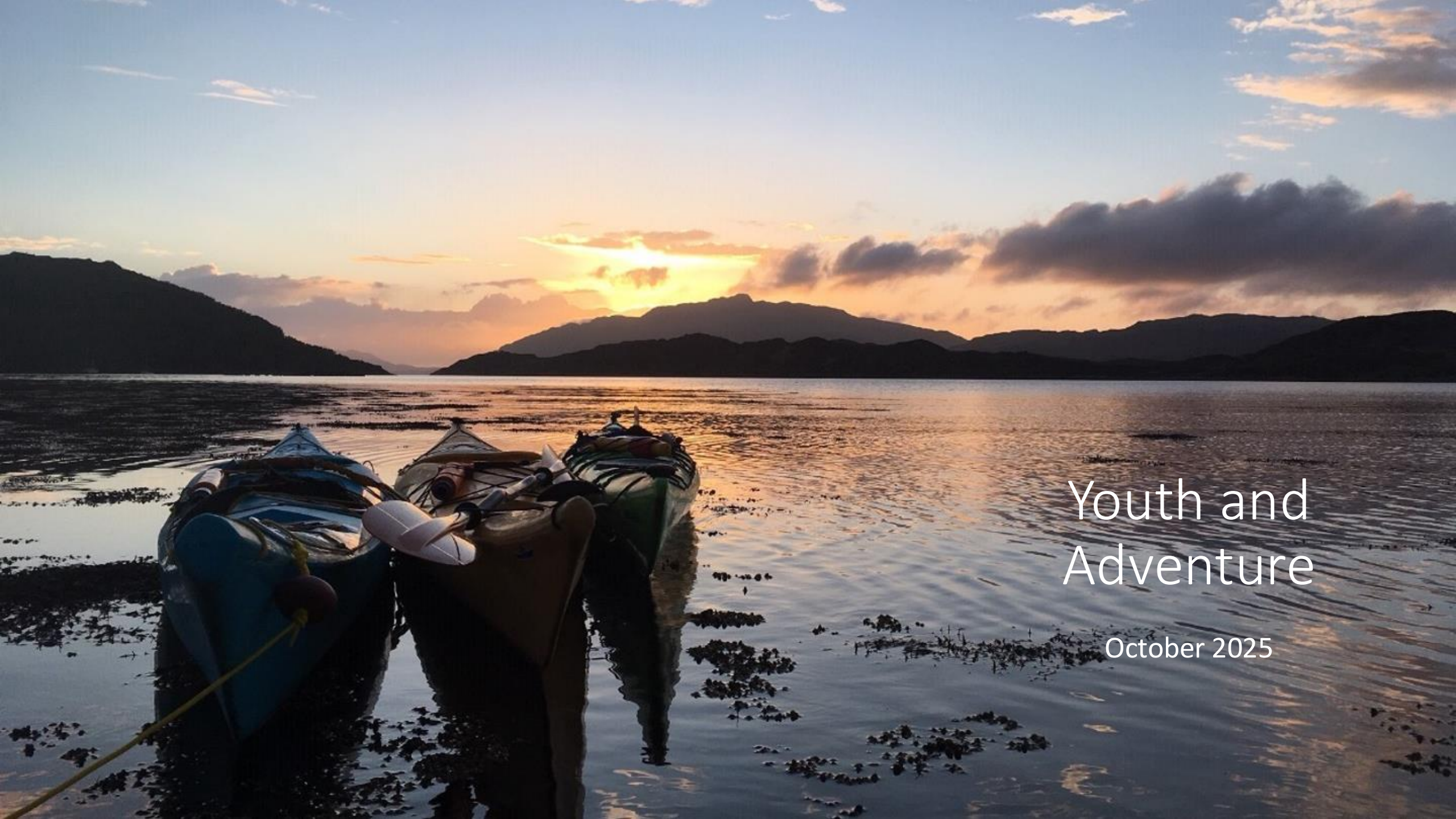


A scenic photograph of three kayakers on a calm lake at sunset. The kayakers are in the foreground, their colorful kayaks (blue, yellow, and green) reflecting in the water. The sun is low on the horizon, creating a warm orange glow that spreads across the sky and reflects on the water's surface. Dark, silhouetted mountains are visible in the background under a sky with scattered clouds. The overall mood is peaceful and adventurous.

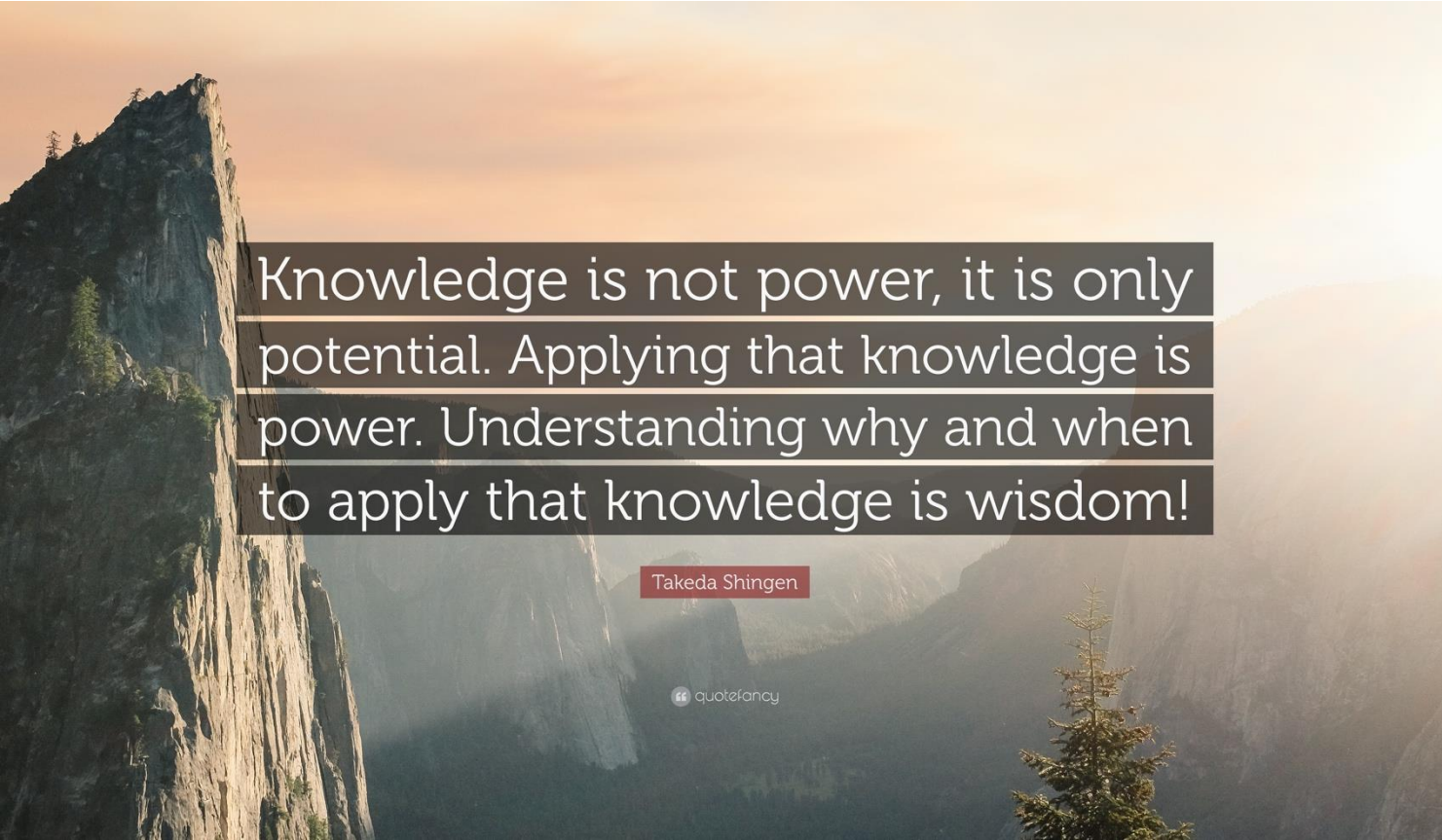
Youth and Adventure

October 2025



What does Adventure mean to you?

- Think of an example of an adventure you have had (it doesn't need to be of the outdoor activity kind!)
- What were the key ingredients that made it an adventure?
- If adventure were a cake, what would the recipe be?

A scenic view of a mountain peak, likely El Capitan in Yosemite National Park, at sunset or sunrise. The sky is a warm orange and yellow, and the mountain is silhouetted against the light. A quote is overlaid on the image in a dark box with white text.

Knowledge is not power, it is only potential. Applying that knowledge is power. Understanding why and when to apply that knowledge is wisdom!

Takeda Shingen

quote fancy

Models of Adventure and Experiential Learning

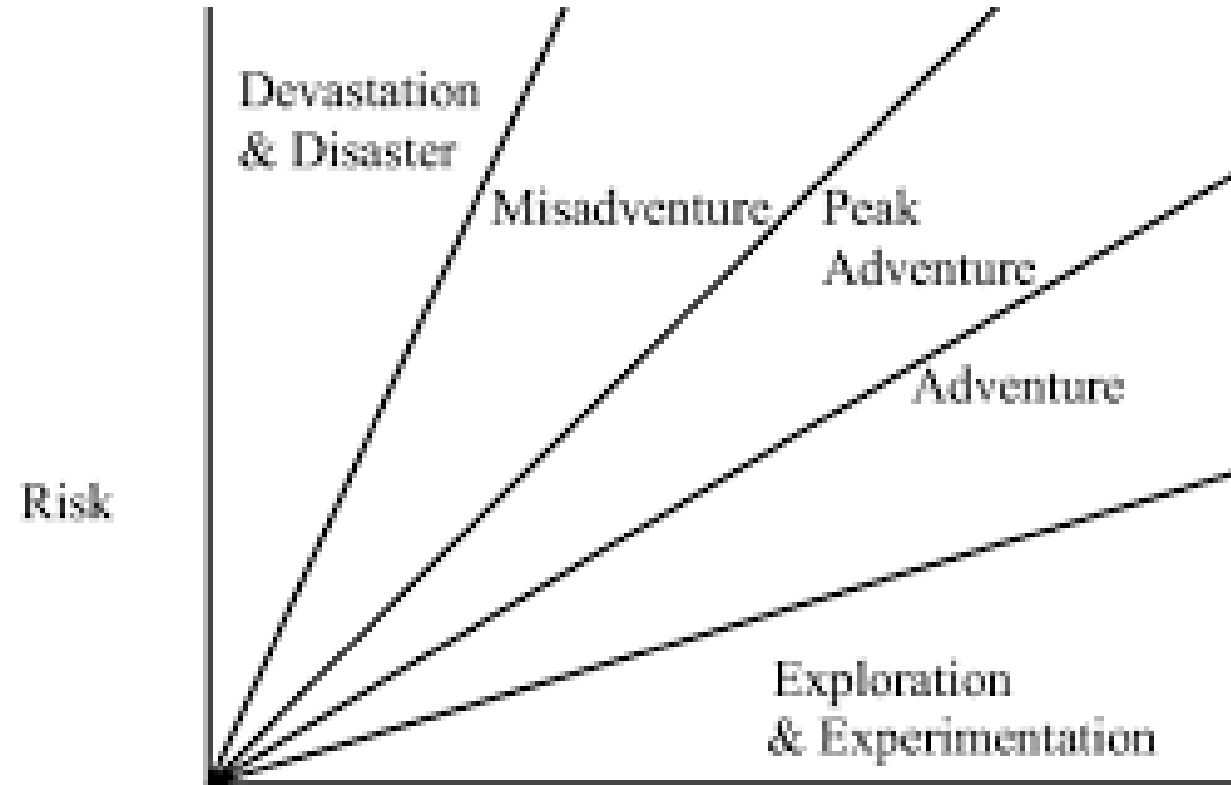
- Everyone's recipe for the perfect cake (adventure) will have a personal perspective
- Models provide the principles to explain a concept, no model is perfect to every occasion/scenario
- Key principles are the building blocks to turning knowledge into understanding and therefore application of knowledge to a broader range of experiences/settings (wisdom)

Two key models for Adventure Education

Mortlock's stages of Adventure



Priest: Adventure Experience Paradigm (AEP)

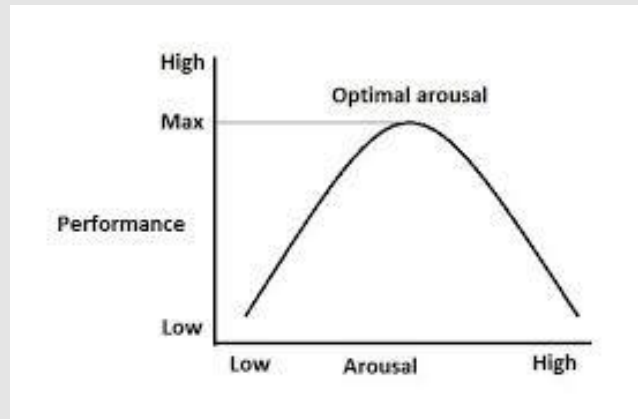


ADVENTURE PHILOSOPHY

Mortlock's adventure philosophy centres on proposing the existence of four basic "adventure states", which progress in intensity from:

- **Stage 1: Play**: Characterized by little emotion through relatively easy participation in activities which are below the person's skill level
- **Stage 2: Adventure**: (Characterized by enjoyment and excitement, where a person's is using his/her capabilities more fully, but the person maintains control over the situation and his/her self
- **Stage 3: Frontier Adventure**: Characterized by peak experience, which emerges from a person experiencing adventurous challenges very close to his/her limits. If the person succeeds, then generally a peak experience is had, but there is real risk of pushing too far and falling/failing, leading to Stage 4.
- **Stage 4: Misadventure**: Characterized by a person choosing or being forced to participate in challenges beyond his/her capabilities, resulting in negative emotions (fear, hurt, etc.), possibly injury and even ultimately death.

CHALLENGE BY CHOICE



- Mortlocks Stages of Adventure:
- 1. Play
- 2. Adventure
- 3. Frontier Adventure
- 4. Misadventure

The Adventure Experience Paradigm (Priest, 1986)

Adventure Experience Paradigm

- Exploration and Experimentation
 - Risk low, competence high
- Adventure
 - Competence only slightly higher than risk
- Peak Adventure
 - Competence = risk
- Misadventure
 - Risk slightly higher than competence
- Devastation and disaster
 - Competence is low and risk is high



This is the problem of the match!

- 'The ability to match students to an activity which suits their particular needs and requirements is an essential characteristic of the adventure education instructor.' (Hopkins and Putnam, 1993, pp103)



If adventure is so 'subjective' how can we deliver a group experience?



Making meaning from the experience

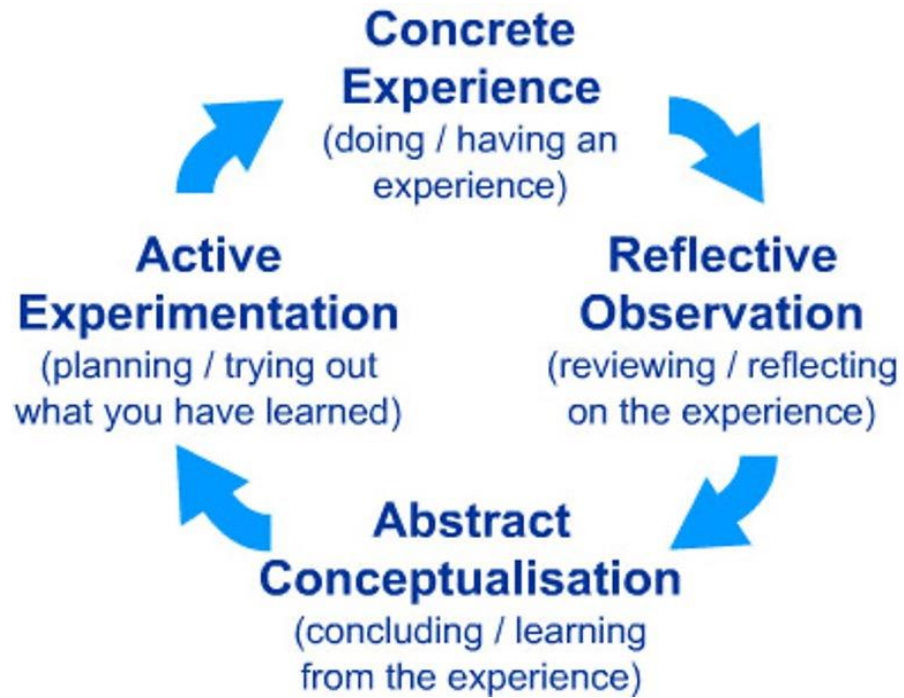


Facilitation

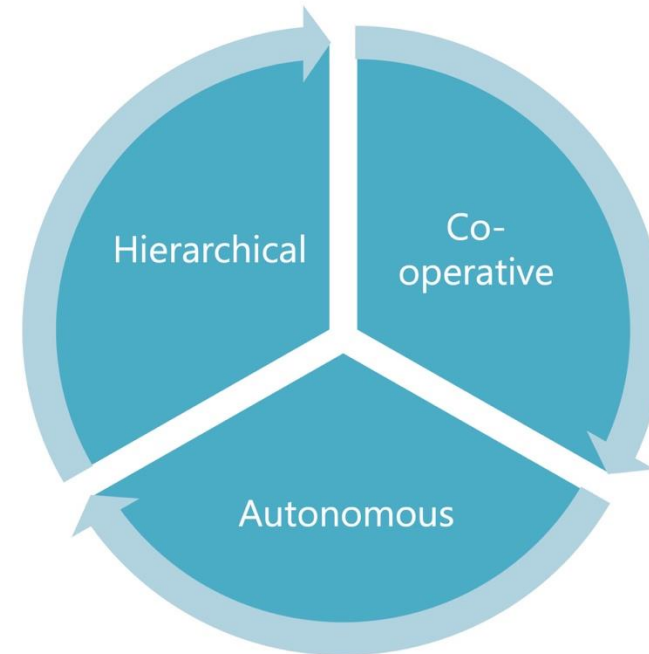
“facilitate” originates from the French/Latin "facile" meaning "easy".

Literally the process of facilitation is to ***make something easier***.

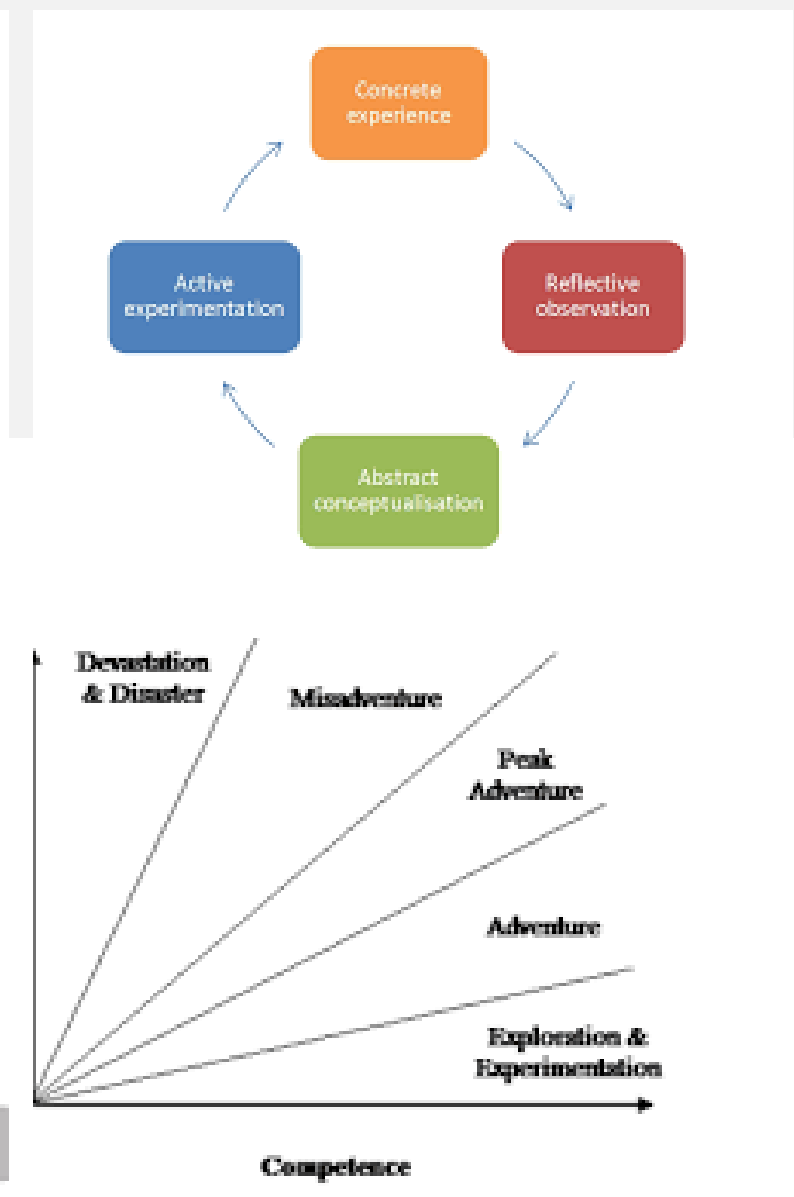
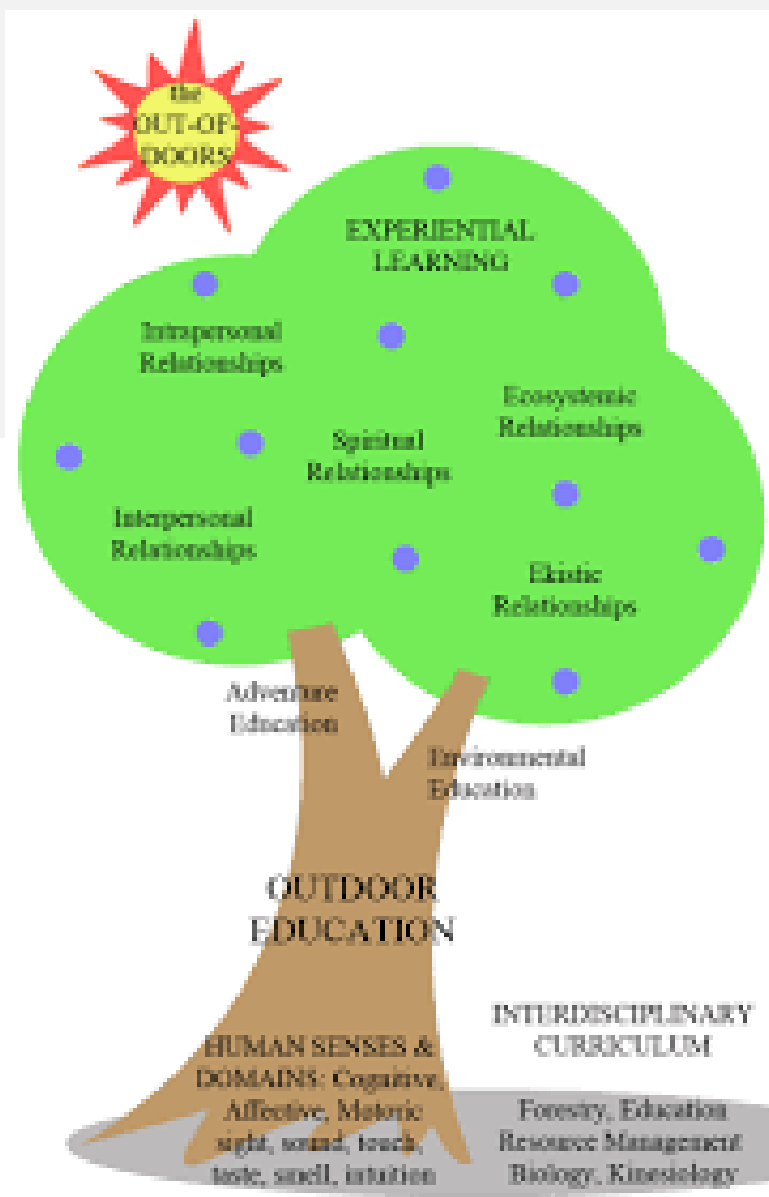
In Outdoor Education we tend to see facilitation as a means of helping people through the process of experiential learning (Kolb, 1984)



Kolb; Experiential learning cycle (1984)



Heron, J (1994) The Facilitators' Handbook



What do we now know?

Other related theories...

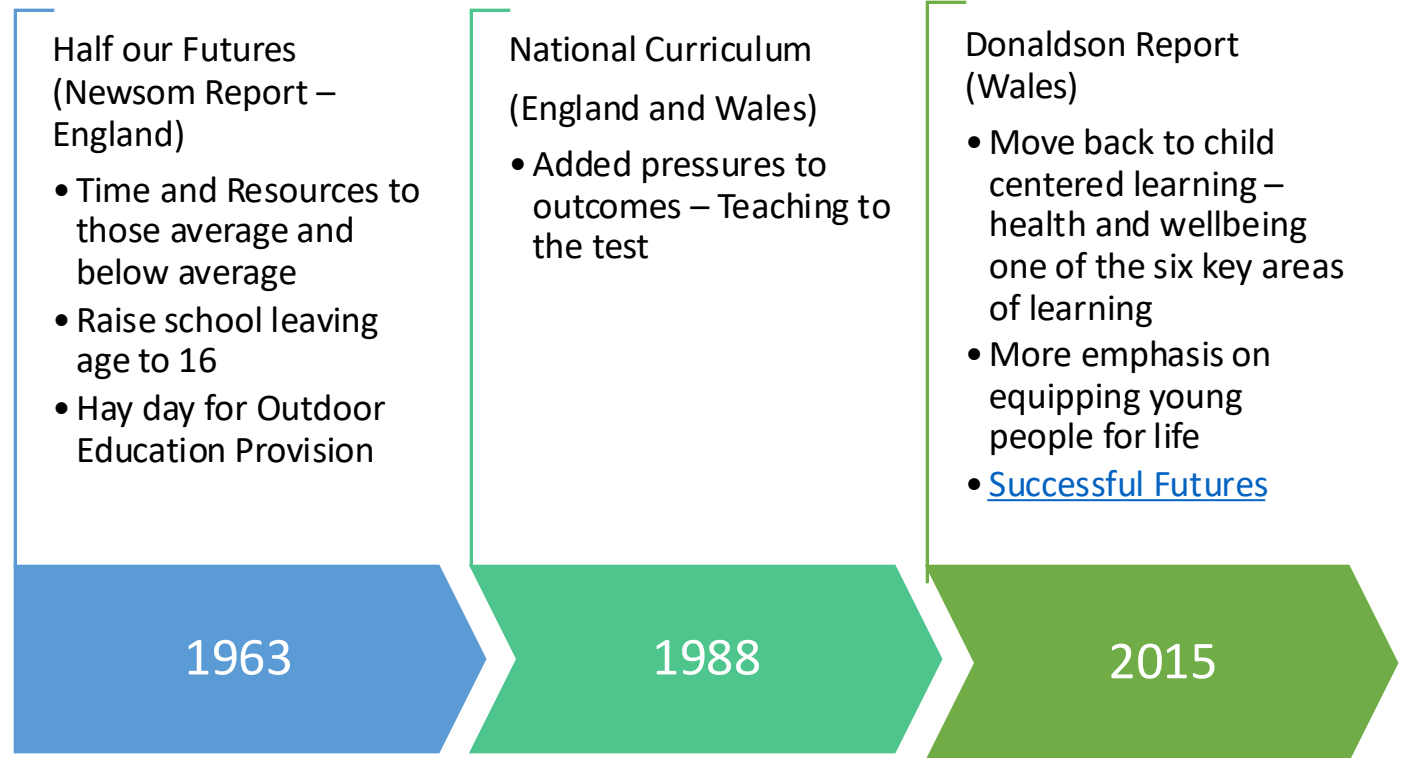
Team/Group Development

- Group Development – **Tuckmans** stages of group development
- Team Roles – **Belbin** 9 team roles

Individual Development

- Behaviour – **Choice Theory**
- **Growth Mindset** – Carol Dweck

Relevance – UK education over the last 60 years.





Personal and Social
Development
through Outdoor
Adventure
Education

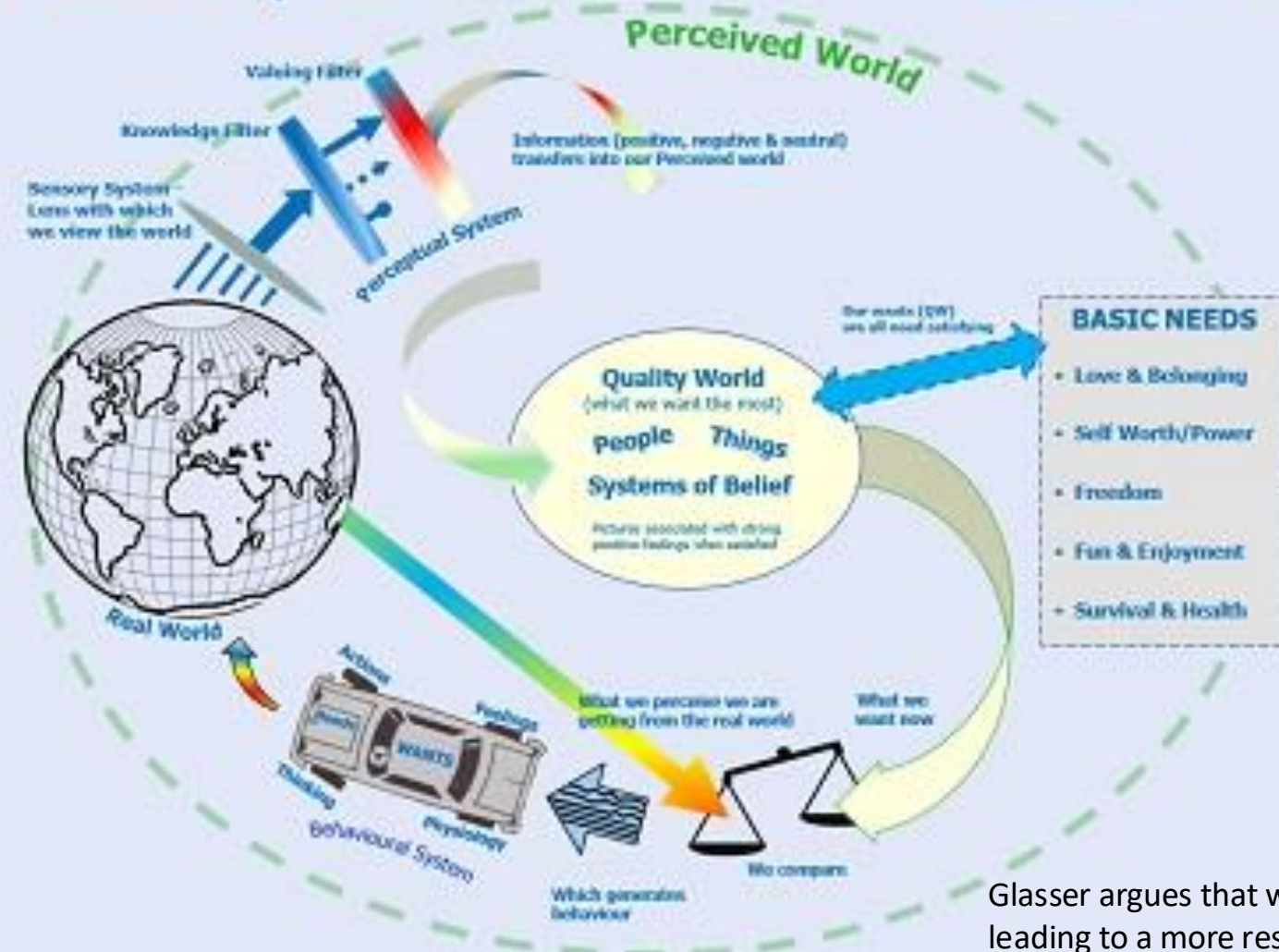
Phronesis!!!
Phron..what??

phronesis

“... a state of grasping the truth,
involving reason, concerned with
action, about what is good or bad for a
human being.” - Aristotle

Choice Theory Model

Adapted by A. Sorensen from Dr William Glasser's 1990 Choice Theory Model Chart



Individual Behaviour Change.... What drives us?

- Dr William Glasser, published in 1960's (Choice Theory)

Glasser argues that we have total agency in the entirety of our 'total behaviour', leading to a more responsible, empowered, co-dependency and blame free, life.

Positive Go-Kart!



Carol Dweck (American Psychologist) 1990's





Case Study: The Venture Trust



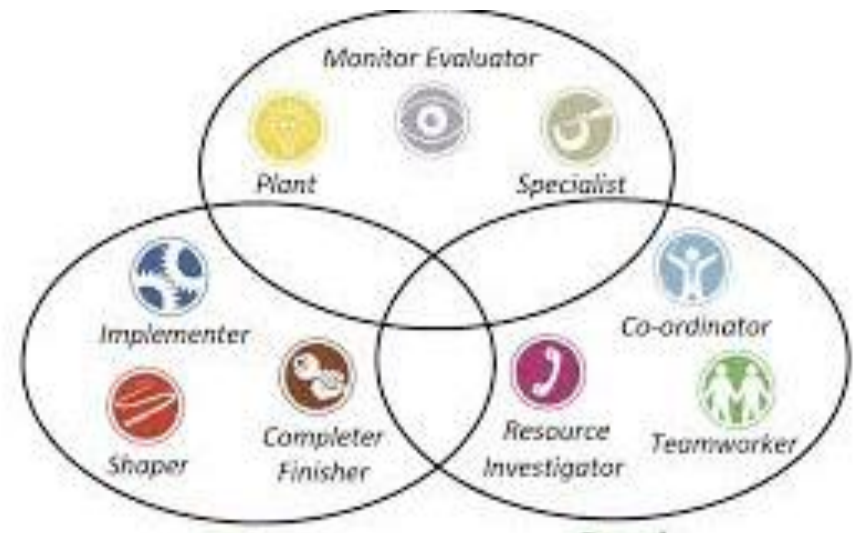
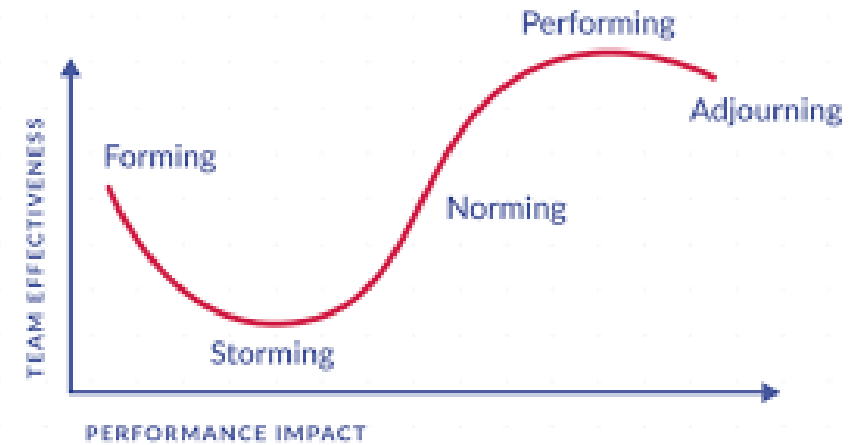
[The VT
Approach](#)

Group Development/Team Building

- Bruce Tuckman (Psychology professor) 1965
- Raymond Belbin (Management consultant) 1988

Do we have enough time with our groups to go through this process in current OAE delivery models... or do we have more?

Local long term provision in/through schools





THE
OUTWARD
BOUND TRUST

CHANGING
YOUNG
PEOPLE'S
LIVES. FOR
BETTER.



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Case Study 2!! The
[Outward Bound Trust](#)



THE
OUTWARD
BOUND TRUST



Independent Research

- See Moodle page for articles and links
- Search JAEOL for related literature
- Read the following:
 - [Government Guidance on 'Character Education and Development' in schools.](#)
 - [Transformational impact of residential experiences](#)
- Research the following organisations for their 'claims' and variety of approaches to personal and social development:
 - [Outward Bound Trust](#)
 - [Kingswood](#)
 - [The Princes Trust](#)
 - [Brathay Trust](#)