

# Using Adventure-Based Learning to Meet NASPE Standards 5&6



*James Ressler, Sue Sutherland, Paul Stuhr, Carol Smith, and Anne Wiggin*

*Saturday, April 27, 2013*

*AAHPERD National Convention (Charlotte, NC)*

# Assessment Strategies

- A range of formal and informal practices
- Continuous, formative, summative measures
- Used to enhance student learning



# Five Finger Contract (Frank, 2004)

- Pinky Finger      Physical and Emotional Safety
- Ring Finger      Participation/ Commitment
- Middle Finger      No Put-Downs or Negatives
- Index Finger      Take Responsibility of Personal Actions
- Thumb      Celebrate Efforts



# Journals

## Possible Prompts:

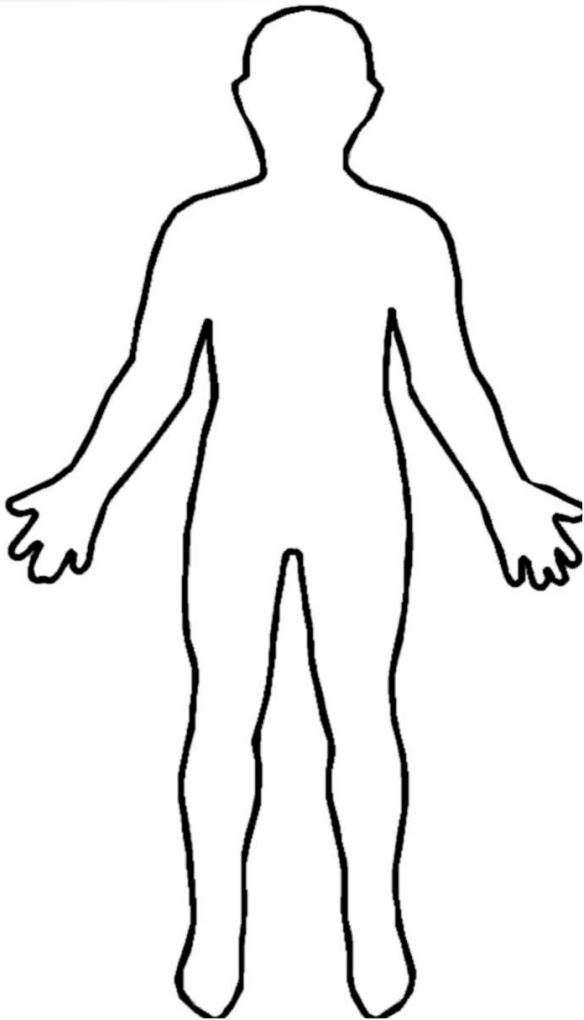
- What ways did the group work well today?
- How did you take risks today?
- How did you overcome challenges in the activities or working with a group today?
- How can failing at an activity help you in the long run?
- How can we use what we learned in class about problem solving to help in your life beyond this class?
- What is your take home message from the activities today?

# Photo Journal

Take between 5-10 pictures of concepts related to ABL. For each picture please provide a brief description of the picture, a more detailed explanation of how it relates to the concepts of ABL, what you have recognized about how concept of ABL are present and applicable to your life.

0-2	3-5	6-7.5
<b>5-10 pictures.</b> <b>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</b>	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

# The Body



- Inside the body = things that help students feel emotionally safe in the class
- Outside the body = things that prevent students from feeling emotionally safe in the class

# Y-Charts

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

# Debrief Reflection Rubric

- **Experience:** Traffic Jam. My group managed to do the activity after a trying a few different ideas
- **Reflection:** Our group discussion focussed on listening and trying new ideas in working together
- **Generalization:** We talked about if something isn't working what we can do to make it work better or try a new idea.
- **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, and work together on the project.



# Wind in the Willow

## **Challenge**

The purpose of this activity is to begin to develop trust in the group.

## **Debrief**

What was your biggest fear? Why?

# Ball Trolley

## **Challenge**

The task is completed when the group members have completed the course without dropping the balls.

## **Debrief**

What do we need to remember when traveling as a group?

How did group members communicate with each other?

Who emerged as leader(s)? Why?

# Victory Walk

## **Challenge**

The task is completed when group members have traversed from one end to the other.

## **Debrief**

Did everyone make it to the end of each cable? How?

What happens if you

# Spider Web

## **Challenge**

The challenge is to get the entire group through the web from one side to the other without touching any part of the web. After the web opening is used by a group member, that hole is closed to further passage by anyone else.

## **Debrief**

What happens if a group member touches the web?

Can you think of any safety issues that we should discuss?

# All Aboard

## **Challenge**

The challenge is completed when all feet are within a set perimeter.

## **Debrief**

What are some things that you did that helped the group?

What did you have to do as a group in order to have

# Toxic Waste Transfer

## **Challenge**

The purpose of this activity is to work together transferring all the material from the first container into the second container without leaving any material on the floor..

## **Debrief**

What happens if the toxic waste container touches the floor?

What must your group do in order to complete this task? Why?

# Questions?

...