Outdoor Adventure Education Curriculum Model: Template for Youth Social and Emotional Learning

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1. INTRODUCTION

Developed as a result of the Outdoor Adventure Education through Physical Education project (OutAdvEd), this *Outdoor Adventure Education Curriculum Model: Template for Youth Social and Emotional Learning*[1] serves as an illustrative resource for structuring and delivering Outdoor Adventure Education (OAE) with an emphasis on Social-Emotional Learning (SEL).

This document is a continuation of the *Outdoor Adventure Education Curriculum Framework for Youth Social and Emotional Learning* (Vlček, Hřebíčková & Skotáková et al., 2025)[2] from which we selectively incorporate certain components to demonstrate the interconnectedness and unified conception of these two texts. We hope that in this Curriculum Model Template, we will provide the reader with the necessary context, which is further discussed in the Curriculum Framework if needed.

This Curriculum Model Template serves as a general resource for structuring OAE/SEL. We do not specify, for example, the characteristics of individual age groups of learners, nor do we address the area concerning specific groups of learners. This matter is left to the pedagogical and psychological expertise of educators who may be interested in using this material. We are aware that an educator is not a blank slate. Whether through personal experiences as a student, teacher, participant, or even a spectator, the OAE/SEL educator approaches the facilitation of the process with their own conception of what it is and how it should occur. We would like to thank all the readers interested in OAE/SEL, and we welcome any feedback or comments.

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1 OutAdvEd Curriculum Model Template (work package n°2/R2)
2 OutAdvEd Curriculum Framework (work package n°2/R1). This document will be referred to as OutAdvEd Curriculum Framework in the subsequent text (Vlček, Hřebíčková & Skotáková et al., 2025).

THIS TEMPLATE CONSISTS OF THREE DIFFERENT PARTS:

The FIRST (*Chapters 2, 3*)

- is a supporting planning guide that describes the essential elements and learning outcomes of the OAE curriculum model to meet the social and emotional needs of young people.

1

The SECOND (*Chapters 4, 5*)

- is a blank template with the steps to follow to facilitate teachers work in planning a unit of learning following the directions of instructional alignment.

2

The THIRD (*Chapters 6, 7*)

- is an example of an OAE/SEL learning module and unit and assessment of the processes and outcomes.

3

2. CONCEPT OF THE CURRICULUM MODEL TEMPLATE

In the context of this curriculum model template, we use the term **OAE** to refer to specialized form of experiential learning that takes place mostly in outdoor settings and focuses on promoting personal and social development, teamwork and environmental awareness through adventurous activities and challenges.

SEL, on the other hand, is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL competencies include form example self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (c.f. Weissberg et al., 2015).

The combination of these components enables participants to acquire knowledge, skills, and expertise through engaging in diverse adventure activities while being involved in SEL. This implies that this document is designed to prioritize shaping and developing SEL (soft) skills and competencies as the primary objective of all OAE activities. In other words, the OAE content as part of the physical education curriculum serves as a pathway in which facilitating, experiencing, and reflecting play a pivotal role to promote SEL which can be illustrated by the following model.
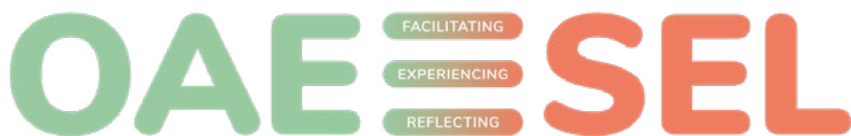

Figure 1. OAE/SEL Model (Vlček, Hřebíčková & Skotáková et al., 2025)

2.1 Aims and Goals[3]

The aim of the OAE/SEL activities is to employ suitable methods and management styles **to guide individuals towards mastering activity-specific expected outcomes, aiming to promote social and emotional learning.**

Hence, the project 'Outdoor Adventure Education through Physical Education' (OutAdvEd) aims to connect OAE, with a specific emphasis on promoting SEL, the goals can be distinguished into two types:

1. The subject-specific goals of physical education / OAE
2. The transdisciplinary SEL goals.

Because our aim is to present a universal curriculum document applicable internationally, we will omit specific physical education goals on the countries´ curriculum documents. In general, we view Physical Education as an essential subject in the school curriculum, which focuses on becoming acquainted with one's personal abilities and interests in physical activity, as well as understanding the impacts of certain physical activities on physical fitness and emotional and social well-being. In outdoor adventure education, participants engage in various activities such as **hiking, rock climbing, camping, canoeing, sailing, kayaking, orienteering, ropes courses, and wilderness expeditions** as well as new and emerging activities such as **slack-lining, paddle boarding and parkour etc.** These activities are designed to provide opportunities for individuals to **step outside their comfort zones, develop soft/meta skills and competences such as resilience, problem-solving skills, build self-confidence, and cultivate a deeper appreciation for nature.**

Caballero-Blanco et al., 2020 proposes 10 steps for adventure pedagogy, each characterized by common features and defined objectives to attain. The activities belonging to a particular step might not be limited to that step alone, as they can contribute to the objectives of multiple steps.

- **Activity introduction: get to know each other and the environment:** Activities in this stage focus on getting to know others and familiarizing

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3 Compare Figure 1 and see also OutAdvEd Curriculum Framework – Section 3.1 (Vlček, Hřebíčková & Skotáková et al., 2025).

oneself with the group, materials, or new spaces. Participants share personal details like name, city of origin, and tastes, fostering an understanding of their group members. These activities also help acquaint individuals with the materials and setting they'll be engaging with.

- **Relaxation and disinhibition: feeling at ease through interaction:** This stage aims to create a comfortable, relaxed environment promoting interaction through movement, dance, and songs. It seeks to ease group tension and encourage disinhibition while encouraging energy release and enjoyment.

- **Sensory rediscovery: awaken your senses and engage with your surroundings:** These activities aim to awaken the senses, encouraging participants to interact with their environment. Participants decipher activities through trial-and-error techniques, fostering observation and self-learning. This step includes sensory activities activating touch, sight, hearing, taste, self-perception, balance, pain, and the sense of heat.

- **Trust-Building: fostering trust and responsibility:** Trust activities involve collective challenges that encourage mutual support and care. Participants engage in collective challenges, learning to trust others, the environment, and basic adventure sport techniques, building trust and a sense of responsibility towards each other.

- **Cooperation: group problem-solving and effective communication:** Activities focus on resolving group challenges, promoting basic communication rules and conflict resolution. Challenges with multiple solutions are proposed, requiring effective communication and creative problem-solving. These activities enhance interpersonal communication, nurturing habits like active learning and dialogue.

- **Initiative: decision-making and risk assessment:** This phase focuses on decision-making, self-assessment, and risk-taking. Activities require courage, a sense of responsibility, and prior analysis of one's skills and the situation, fostering sound decision-making.

- **Instinct: emotional and physical engagement:** Instinct activities engage participants intellectually, emotionally, and physically. These games involve simulation and role-playing, provoking emotional engagement and intellectual interactions.

- **Basic techniques: learning outdoor sports fundamentals:** This stage emphasizes learning basic techniques applicable to outdoor sports,

utilizing games and proposals to teach simple sports materials and techniques.

- **Outdoor adventure sports: real-life challenges and safe practice:** Activities aim to provide a direct experience, incorporating apparent or real risk. Participants practice complex sports in natural or mixed environments, adhering to safety protocols.
- **Reflective thinking: learning from experience:** Reflection activities encourage participants to analyse events, behaviours, and moral principles encountered throughout the process. The step aims to contribute to learners' humanization process, fostering self-awareness and personal growth.

Regarding the transdisciplinary SEL goals, there is a wide range of frameworks that concentrate on the development of SEL. According to the OECD (2018) Social and emotional skills refer to the abilities to regulate one's thoughts, emotions, and behaviour. **These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information.** But, like literacy and numeracy, they are dependent on situational factors and responsive to change and development through formal and informal learning experiences. Importantly, social and emotional skills influence a wide range of personal and societal outcomes throughout one's life.

The OECD (2018) model organizes skills hierarchically into five general categories:
- Openness to experience (open-mindedness)
- Conscientiousness (task performance)
- Emotional stability (emotional regulation)
- Extraversion (engaging with others)
- Agreeableness (collaboration)

Each category encompasses various interrelated skills. For instance, task performance covers achievement orientation, reliability, self-control, and persistence. These groupings not only display similarities but also ensure a systematic consideration of individuals' social and emotional skills (Figure 4.).
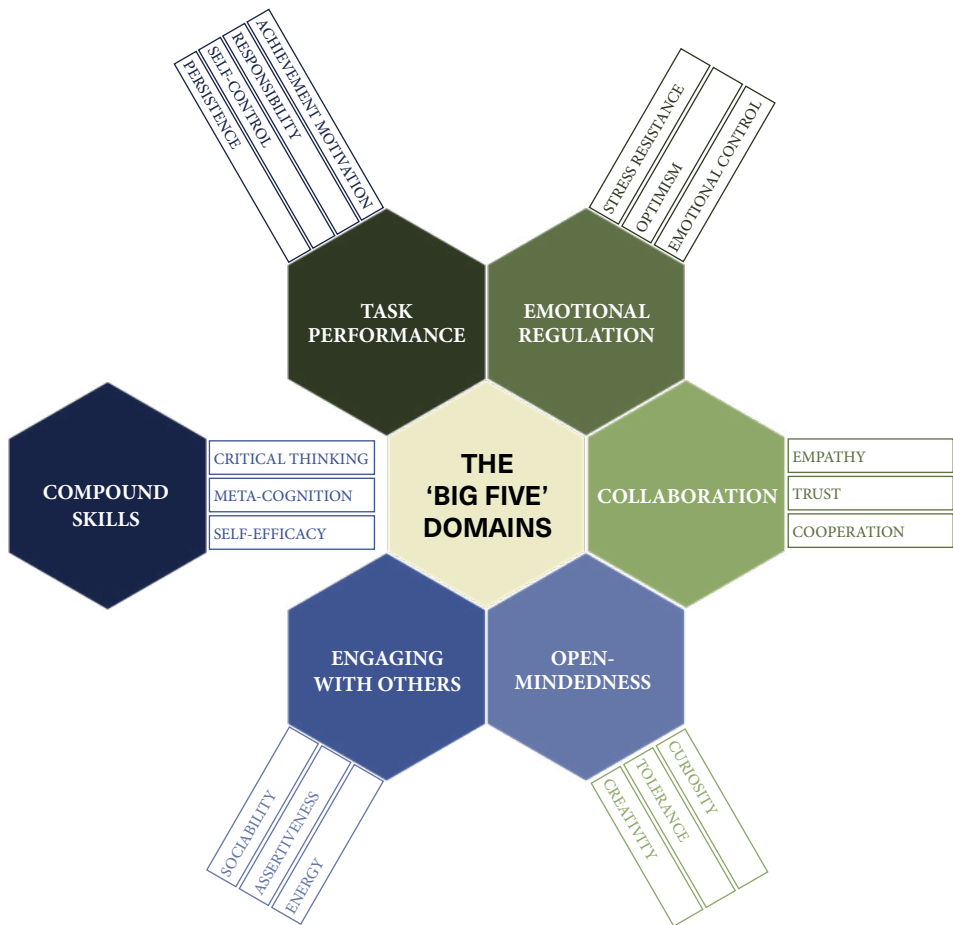
Figure 2. Structure of Social and Emotional Skills (OECD, 2018).

Moreover, the model introduces ´compound´ skills, which combine multiple individual skills. For instance, self-efficacy combines skills from the Big Five's conscientiousness, emotional stability, and extraversion categories. These compound skills are beneficial for understanding behaviour and often have significant impacts on life outcomes. *Table 1* presents short description of each of the skills, accompanied by some typical skill-related behaviour.

Table 1: Description of the skills included in the OECD's model on SEL (OECD, 2018).

THE 'BIG FIVE' DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES
TASK PERFORMANCE (Conscientiousness)	ACHIEVEMENT ORIENTATION	Setting high standards for oneself and working hard to meet them.	Enjoys reaching a high level of mastery in some activity. Opposite: uninterested in career development.
	RESPONSIBILITY	Able to honour commitments, and be punctual and reliable.	Arrives on time for appointments, gets chores done right away. Opposite: doesn't follow through on agreements/promises.
	SELF-CONTROL	Able to avoid distractions and focus attention on the current task in order to achieve personal goals.	Doesn't rush into things, is cautious and risk averse. Opposite: is prone to impulsive shopping or binge drinking.
	PERSISTENCE	Persevering in tasks and activities until they get done.	Finishes homework projects or work once started. Opposite: Gives up easily when confronted with obstacles/distractions.
EMOTIONAL REGULATION (Emotional Stability)	STRESS RESISTANCE	Effectiveness in modulating anxiety and able to calmly solve problems (is relaxed, handles stress well).	Is relaxed most of the time, performs well in high-pressure situations. Opposite: worries about things, difficulties sleeping.
	OPTIMISM	Positive and optimistic expectations for self and life in general.	Generally in good mood. Opposite: often feels sad, tends to feel insecure.
	EMOTIONAL CONTROL	Effective strategies for regulating temper, anger and irritation in the face of frustrations.	Controls emotions in situations of conflict. Opposite: gets upset easily; is moody.
COLLABORATION (Agreeableness)	EMPATHY	Kindness and caring for others and their well-being that leads to valuing and investing in close relationships.	Consoles a friend who is upset, sympathises with the homeless. Opposite: Tends to disregard other person's feelings.
	TRUST	Assuming that others generally have good intentions and forgiving those who have done wrong.	Lends things to people, avoids being harsh or judgmental. Opposite: is suspicious of people's intentions.
	COOPERATION	Living in harmony with others and valuing interconnectedness among all people.	Finds it easy to get along with people, respects decisions made by a group. Opposite: Has a sharp tongue, is not prone to compromises.

THE 'BIG FIVE' DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES
OPEN-MINDEDNESS (Openness to Experience)	CURIOSITY	Interest in ideas and love of learning, understanding and intellectual exploration; an inquisitive mindset.	Likes to read books, to travel to new destinations. Opposite: dislikes change, is not interested in exploring new products.
	TOLERANCE	Is open to different points of view, values diversity, is appreciative of foreign people and cultures.	Have friends from different backgrounds. Opposite: dislikes foreigners.
	CREATIVITY	Generating novel ways to do or think about things through exploring, learning from failure, insight and vision.	Has original insights, is good at the arts. Opposite: seldom daydreams, dresses conventionally.
ENGAGEMENT WITH OTHERS (Extraversion)	SOCIABILITY	Able to approach others, both friends and strangers, initiating and maintaining social connections.	Skilled at teamwork, good at public speaking. Opposite: avoids large groups, prefers one-to-one communication.
	ASSERTIVENESS	Able to confidently voice opinions, needs, and feelings, and exert social influence.	Takes charge in a class or team. Opposite: waits for others to lead the way, keeps quiet when disagrees with others.
	ENERGY	Approaching daily life with energy, excitement and spontaneity.	Is always busy; works long hours. Opposite: gets tired easily.
COMPOUND SKILLS	SELF-EFFICACY	The strength of individuals' beliefs in their ability to execute tasks and achieve goals.	Remains calm when facing unexpected events. Opposite: avoids challenging situations.
	CRITICAL THINKING/ INDEPENDENCE	The ability to evaluate information and interpret it through independent and unconstrained analysis.	Good at solving problems, at ease in new and unknown situations. Opposite: dependent on others' guidance.
	SELF-REFLECTION/ META-COGNITION	Awareness of inner processes and subjective experiences, such as thoughts and feelings, and the ability to reflect on and articulate such experiences.	Good exam preparation strategies, able to master skills more effectively. Opposite: over- or under-estimates time needed for exam preparation or project completion.

2.2 Basic principles

Constructivism historically served as the theoretical framework for OAE. It draws inspiration from John Dewey's work and emphasizes learning, which places great importance on the experience itself, combined with reflective practice to facilitate learning. The philosophy of OAE emphasizes hands-on learning, reflection, and the transfer of skills and knowledge gained in the outdoor environment to real-life situations. It often incorporates elements of risk and challenge, which encourage participants to overcome obstacles, develop trust, and work collaboratively within a group.[4]

Activities that make up **OAE encourage participants to solve problems and overcome risk, gain respect for, confidence in, and trust in themselves and their peers** (Tannehill, Van der Mars, MacPhail, 2015). Taking part in an OAE programme encourages young people to challenge themselves physically, emotionally, and cognitively through learning to work cooperatively with others within a group. Activities should be challenging and adventurous for learners. Uncertainty should be present in them, even the perception of a certain risk (controlled by the educator). To overcome these challenges, learners will develop their creativity and imagination, as well as their ability and willingness to debrief and share emotional experience.

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4 Experiential learning, a cornerstone in the educational landscape, is approached through various perspectives. Both the humanistic and Deweyan schools of thought shape the discourse on experiential learning pedagogy. In current academic discussions, the need for a clear definition of the term ‚experience' is underscored, especially when considering prevalent models like Kolb's broadly-recognized experiential learning cycle, which has its roots in humanistic underpinnings. Despite extensive discussions, a notable absence persists in the realm of comprehensive experiential learning models firmly grounded in empirical research and theoretical frameworks for practical implementation. Critics, including the insightful perspectives of for example Jayson Seaman highlight the deficiencies within Kolb's model (more on Experiential Learning articles and critiques of David Kolb's theory cf. https://reviewing.co.uk/research/experiential.learning.htm). In a different context, John Dewey, a pioneering figure in educational philosophy, aimed to address enduring philosophical dilemmas while envisioning education's role in shaping industrial democracy. His sophisticated and comprehensive concept of ‚experience' stands in contrast to the more limited perspectives within the humanistic approach (Seaman & Quay, 2020).

Designing an experiential learning curriculum requires careful consideration of various factors to ensure effective learning outcomes. The 4CID (Four-Component Instructional Design) model is a valuable framework that can be incorporated into the curriculum to enhance the learning experience. Here are some design principles for an experiential learning curriculum:

- **Real-world context:** Integrate real-world scenarios and contexts relevant to the learners' experiences, interests, and future goals. This provides meaningful connections between theory and practice, enhancing motivation and engagement (Merrill, 2002).
- **Learning by doing:** Emphasize hands-on, active learning experiences that encourage learners to engage with the subject matter directly. Provide opportunities for problem-solving, critical thinking, and practical application (Kolb, 1984).
- **Authentic assessment:** Utilize authentic assessments that mirror real-life tasks and challenges. These assessments should focus on the application of knowledge rather than rote memorization, providing a more accurate measure of learners' abilities (Mueller, 2008).
- **Constructive alignment:** Ensure that learning activities, assessment methods, and learning outcomes align with each other and with the overall goals of the curriculum. This promotes coherence and consistency in the learning process (Biggs & Tang, 2007).
- **Active learning strategies:** Incorporate a variety of active learning strategies such as group discussions, role-playing, simulations, case studies, and project-based learning. These strategies stimulate curiosity, collaboration, and deep understanding (Prince, 2004).
- **Reflection and feedback:** Include regular opportunities for learners to reflect on their experiences, learning progress, and challenges. Provide constructive feedback to help learners refine their understanding and skills (Boud, Keogh, & Walker, 1985).
- **Inclusive design:** Consider the diverse needs, backgrounds, and learning styles of the learners when designing the curriculum. Ensure that the learning environment is inclusive and accessible to all participants (Rose & Meyer, 2002).
- **Continuous improvement:** Implement a feedback loop to continuously evaluate the curriculum's effectiveness and make necessary improvements. Encourage learners to provide feedback on their learning experiences as well (Dick & Carey, 1990).

By integrating these design principles, along with the emphasis on real-world tasks and experiences, learners can have a more engaging, relevant, and effective experiential learning journey.

Outdoor adventure education incorporates various pedagogical approaches that facilitate learning in natural and adventurous settings. Commonly used pedagogies to support outdoor adventure education are the following:

- **Place-based education:** Place-based education focuses on connecting learners with the local environment and community. It utilizes the natural and cultural resources of a specific place to provide meaningful learning experiences. In outdoor adventure education, place-based education encourages participants to develop a deeper understanding of the natural environment, cultural heritage, and ecological systems through activities in specific outdoor locations.
- **Adventure-based learning:** Adventure-based learning integrates adventure activities, such as rock climbing, backpacking, and kayaking, with educational goals. It emphasizes personal and group development, problem-solving, and skill acquisition through adventure experiences. Participants engage in challenging activities that require them to work together, communicate effectively, and develop critical thinking skills. It involves designing activities that require participants to collaborate, problem-solve, communicate effectively, and develop leadership skills while engaging in adventurous experiences.
- **Challenge education:** Challenge education involves presenting participants with intellectually, physically, or emotionally challenging tasks. These challenges are carefully designed to promote personal growth, self-efficacy, and problem-solving skills. In outdoor adventure education, challenge education uses outdoor activities to create opportunities for participants to push their limits, overcome obstacles, and develop resilience.
- **Cooperative learning:** Cooperative learning promotes collaboration, teamwork, and positive interdependence among participants and is commonly used in outdoor adventure education. It involves structured group work where individuals work together to achieve common goals. In outdoor adventure education, cooperative learning encourages participants to work in teams, communicate effectively, and support each other in achieving shared objectives. Collaborative and cooperative learning foster teamwork, communication, and interpersonal skills.

- **Reflective practice:** Reflective practice involves structured reflection on experiences, thoughts, and emotions to enhance learning and personal growth. In outdoor adventure education, reflective practice encourages participants to debrief and discuss their outdoor experiences, identify lessons learned, and connect those experiences to their own lives and the broader world. This involves structured discussions, journaling, and guided reflection on experiences, emotions, and lessons learned during outdoor adventures. Reflection and debriefing allow participants to make meaning from their experiences and connect them to personal growth and learning outcomes.
- **Transformational learning:** Transformational learning focuses on deep personal transformation and shifts in perspective. It involves challenging participants' existing beliefs, assumptions, and values, leading to new insights and personal growth. In outdoor adventure education, transformational learning aims to expand participants' understanding of themselves, others, and the natural world through adventurous and reflective experiences.
- **Challenge by choice:** The "Challenge by Choice" approach respects individual autonomy and allows participants to choose the level of challenge they are comfortable with. It emphasizes personal decision-making and encourages participants to stretch their limits, take risks, and step outside their comfort zones while participating in outdoor adventure activities.

OAE is a goal-oriented process (in our case aiming at SEL), where selected methods and pedagogical strategies are tools for achieving goals. Neville et al. (2023) developed three themes model for outdoor learning (Figure 3.[5]). The three interrelated components (the environment, the learner and the educator) require consideration to gain maximum benefit from outdoor learning experiences. The model supports educator to plan and facilitate immersive outdoor experiences that promote learning.

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5 See also in OutAdvEd Curriculum Framework – *Chapter 4.* (Vlček, Hřebíčková & Skotáková et al., 2025).
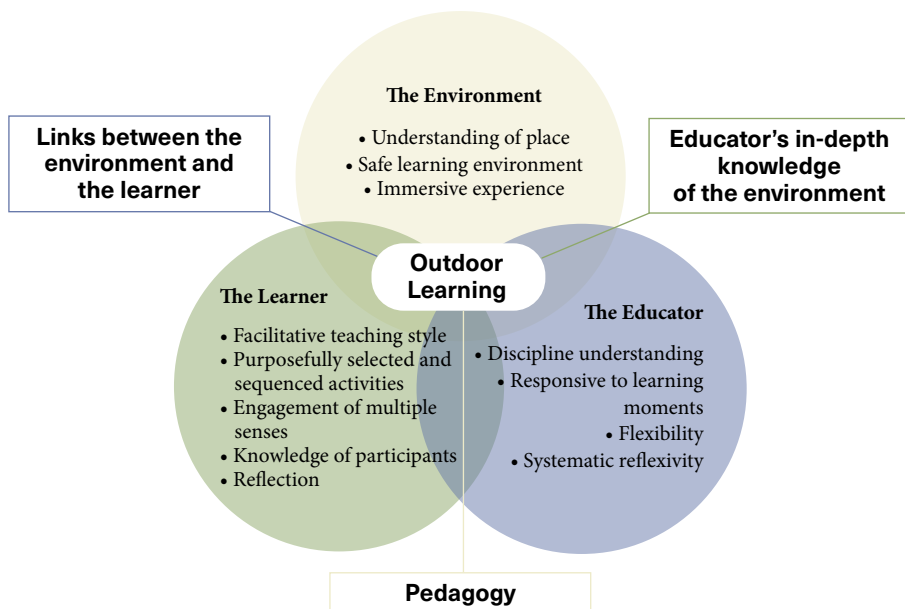
Figure 3. Pedagogical practices that support outdoor learning experiences (Neville et al. 2023).

3. FACILITATING OAE/SEL

In OAE/SEL, the learner is the primary actor in the learning process, and they should have choices about what and how they will learn. In this less directive approach to teaching learners make decisions for themselves and experience the consequences of their choices and actions (Sutherland et al., 2016). A facilitative teaching style must be flexible enough to work with the emergent learning opportunities that present themselves (Blenkinsop et al., 2016).

The integration the experiential learning cycle is part of the foundation of the OAE/SEL approach. There are four levels through which learning passes[6]:
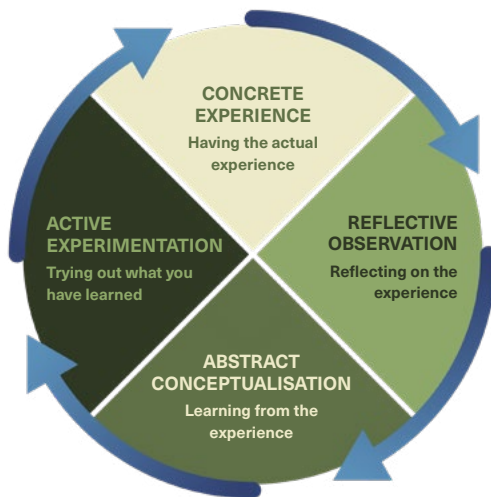
Concrete Experience – the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts. **Reflective Observation of the New Experience** – the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.

Figure 4. Kolb's (1984) four-step learning process.

6 Kolb´s model is one of various illustration emphasizing individual and psychological processes, however it has its limitations. Experiential learning, foundational in education, is approached through various perspectives. Both humanistic and Deweyan philosophies influence the discourse on its pedagogy. Current academic discussions emphasize the need for a clear definition of „experience", especially when considering prevalent models like Kolb's learning cycle, rooted in humanistic principles. For further insight on Experiential Learning articles and critiques of David Kolb's theory, please refer to https://reviewing.co.uk/research/experiential.learning.htm). Nevertheless, Kolb's Learning Cycle is widely recognized as one of the most used learning models and, if not overly rigidly applied, it can effectively serve in facilitating OAE/SEL processes.

Abstract Conceptualization – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
Active Experimentation – the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

3.1 The Educator/Facilitator[7]

When planning and implementing outdoor learning experiences, it´s essential to recognize that certain environments are better suited for fostering wonder, reflection, quietness, or releasing energy. Having knowledge, awareness, and sensitivity to different places allows educators to choose an environment that facilitates an immersive and safe learning experience, aligned with the desired learning or curriculum outcomes (Neville et al., 2023). As an outdoor adventure education specialist focusing on socio-emotional learning, there are several competences to prioritize. These competences will help effectively facilitate meaningful experiences that promote personal growth, self-awareness, and social-emotional development in participants. Some key areas to focus on are:

- **Empathy and active listening:** Develop the ability to listen attentively and empathetically to participants, understanding their thoughts, feelings, and perspectives. This skill is essential for establishing trust, building rapport, and creating a supportive environment.
- **Group facilitation:** Learn effective group facilitation techniques to encourage collaboration, communication, and cooperation among participants. Create opportunities for group reflection, problem-solving, and decision-making that promote social-emotional growth.
- **Emotional intelligence:** Enhance your own emotional intelligence by developing self-awareness, self-regulation, empathy, and social skills. This will enable you to model and teach these skills to participants, fostering their emotional intelligence development.
- **Conflict resolution:** Acquire skills in conflict resolution and mediation to help participants navigate interpersonal challenges. Teach strategies

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7 See also in OutAdvEd Curriculum Framework – Section 4.4 (Vlček, Hřebíčková & Skotáková et al., 2025).

for active listening, respectful communication, and problem-solving to promote healthy relationships within the group.

- **Mindfulness and self-reflection:** Incorporate mindfulness practices into your programs to help participants develop self-awareness, emotional regulation, and stress management skills. Encourage regular self-reflection to foster personal growth and understanding.
- **Positive reinforcement and feedback:** Learn techniques for providing constructive feedback and positive reinforcement to support participants' social-emotional learning. Recognize and celebrate their achievements, reinforcing positive behaviors and attitudes.
- **Cultural competence:** Cultivate cultural competence and inclusivity to create a welcoming and respectful environment for participants from diverse backgrounds. Promote cross-cultural understanding, empathy, and appreciation for differences.
- **Risk management and safety:** Prioritize the safety and well-being of participants by developing robust risk management protocols. Ensure that activities are designed with participant safety in mind, providing a secure environment for emotional exploration and growth.
- **Program design and evaluation:** Design well-structured programs that incorporate intentional socio-emotional learning outcomes. Regularly assess and evaluate the effectiveness of your programs to make informed improvements and adjustments.
- **Continuous learning and professional development:** Stay updated with current research, best practices, and emerging trends in outdoor adventure education and socio-emotional learning. Engage in continuous learning through workshops, conferences, professional networks, and self-study.

These competences should be complemented by a strong foundation in outdoor skills, safety protocols, and risk management practices. By combining outdoor adventure experiences with intentional socio-emotional learning, it is possible to create transformative experiences for participants, fostering personal growth, resilience, and interpersonal skills.

One model that can be used for understanding if an instructor's leadership style matches with a concrete situation is the COLT model, which focuses on connecting planned learning outcomes with leadership and management style (Love every challenge, 2023). "For example, if one of the planned outcomes would be encouraging creativity, activities should be led with an approach that encourages mutual cooperation and creative thinking instead of a leader with authocratic leadership style. It's also important that leadership style can be

significantly impacted based on concrete situation and surrounding environment – in case of an emergency, the priority is to react fast and get the group in safety, while in a more relaxed environment an instructor is advised to step back and involve more participants in decision making" (Priest & Chase 1989).

Table 2. Comparison of management styles (Love every challenge, 2023).

DIRECTIVE	EFFECTIVE WHEN:	NOT EFFECTIVE WHEN:
• The „do it the way I tell you" • Manager closely controls employees • Motivates by threats and discipline	• There is a crisis situation • When deviations are risky	• Team members are underdeveloped – little learning happens with this style • Team members are highly skilled – they become frustrated and resentful at the micromanaging
Authoritative	**Effective when:**	**Not effective when:**
• The "firm but fair" manager • Gives team clear direction Motivates by persuasion and feedback on task performance	• Clear directions and standards needed • The leader is credible	• Team is underdeveloped- they need guidance on what to do • The leader is not credible- team will not follow vision if they do not believe in it
Affiliative	**Effective when:**	**Not effective when:**
• The "people first, task second" manager • Avoids conflict and emphasizes good personal relationships between team members • Motivates by trying to make people feel happy	• Used with other styles Tasks routine, performance adequate • Managing conflict	• There is crisis when directions are needed • Performance is inadequate
Participative	**Effective when:**	**Not effective when:**
• The "everyone has input" manager • Encourages team to make input in decision making • Motivates by rewarding team effort	• Team works together • Staff has experience and credibility • Steady working environment	• Team members must be coordinated • There is a crisis- no time for meetings • There is a lack of competency
Pace setting	**Effective when:**	**Not effective when:**
• The "do it myself" manager • Performs many tasks personally and expects team to follow his example • Motivates by setting high standards	• People are highly motivated, competent • Little coordination required when managing experts	• When workload requires assistance of others • When development, coaching and coordination needed
Coaching	**Effective when:**	**Not effective when:**
• The "developmental" manager • Helps and encourages team • to develop their strengths and improve their performance • Motivates by providing professional development opportunities	• Skills needs to be developed • Team members are motivated and wanting development	• The leader lacks expertise in a crisis when performance contradiction is too great

As can be seen in the *Table 2*, when preparing for an OAE/SEL program or unit, it's relevant to recognise the needs and background experiences of the group, as well as characteristics of activities planned. It's important to find your own unique leadership style and be able to adapt to each situation.

3.2 Pedagogical Content Knowledge

The designed curriculum of OAE/SEL unit (see *Chapter 5*) can be delivered by specific steps of pedagogical content knowledge. Some implementation principles are state bellow:

- Assess prior knowledge: Evaluate learners´ understanding, using pre-tests, concept maps, surveys, and discussions. Use formative assessments to monitor progress.
- Choose suitable strategies: Align teaching methods with learning objectives and adapt to diverse learning styles.
- Use relevant materials: Select authentic resources connected to learners' interests and prior knowledge, adapting as necessary.
- Organize content effectively: Structure information logically, building upon prior knowledge toward a meaningful conclusion.
- Communicate expectations: Clearly articulate learning goals, standards, and offer constructive feedback for improvement.

Reflect on practice: Evaluate the lesson's impact, gather feedback, and seek professional

3.3 Learning from Reflecting on Experience

In order to learn from experience, we must take the time to sort the relevant from the irrelevant and the useful from the useless (Moxon, 2020). After an experience, a careful debrief can help to identify the important elements (by asking questions, such as "What worked well/didn´t work well for you?") and then analyse these elements in greater depth, considering the perspectives of

both thinking and feeling (by asking questions including "Why was this helpful/not helpful?" and "What did you feel when this happened?" Finally, we can generalize our thoughts and feelings to plan for the future. For instance, we can ask "How will this be useful later?" or "When can this be applied to solve a similar problem?", (Moxon, 2020).[8]

3.4 How to Lead a Reflection Session[9]

In outdoor learning, there are four levels through which learning passes[10]: (1) the experience itself, (2) what we identify as significant in that experience, (3) our analysis, based on reason, of why it is significant, and (4) our generalization about the future value of the experience. These elements or reflective learning cycle can be remembered by asking the questions, "What?", "Why?", and "How?".

Several reflective models can be found in the literature. **Reflective model according to Rolfe et al. (2001; cf. Driscoll, 2007) is based on three questions:**

1. **What?** – describe a particular situation, then focus on achievements, consequences, responses, feelings and any problems.[11]
2. **So what?** – discuss what you have learnt about yourself, relationships, models, attitudes, cultures, actions, thoughts, understanding and any improvements.[12]

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8 Pearson and Smith (1988) focused on the process of reflecting (or „debriefing") on experiences in the context of outdoor learning. They emphasize that „the only way to learn to debrief is by doing it, and by watching others doing it" and deliberately and critically reflecting on the debriefing process as a learning facilitator (Moxon, 2020).

9 See also OutAdvEd Curriculum Framework - Chapter 5. (Vlček, Hřebíčková & Skotáková et al., 2025).

10 See the Kolb's four-step reflective learning process in Chapter 3.

11 **Suggested questions** – What: Is the issue / problem / reason for being stuck / reason for feeling ill at ease / reason there is a clash of personalities? Was my role in the developing situation being reflected upon? Was I trying to achieve? Actions were being done towards the achievement? Were the responses of other people? Were the consequences for the learner/s? Were the consequences for me? Were the consequences for other people? Feelings were provoked in the learner/s? Feelings were provoked in me? Feelings were provoked in other people? Was positive about the experience? Was negative about the experience? Could be improved?

12 **Suggested questions** – So what: Does this tell me about myself and my relationships with learner/s? Was my thought process as I acted? Did I base my course of action

3. **Now what?** – identify what you need to do in the future to improve future outcomes and develop your learning.[13]

Figure 5. The reflective model according to Rolfe et al. (2001).

The reflective model according to Gibbs (1988) is slightly more complex, yet commonly used (see also *Appendix 1*). This model is based on several stages, during which are the learners required to answer several questions to go as deep as possible with their reflections. Gibbs suggests the following stages: **description, feelings, evaluation, analysis, conclusions and action plan**. The idea of this model is to systematise reflections and isolate feelings. The different stages usually help to slow down the thought processes preventing us from reaching conclusions too hastily.

Description: This element requires a factual description of the incident. At this stage, no conclusion is drawn, the focus is on the information; that too which is relevant. Some prompt questions are: What happened? How did it happen? Where? When? Who else was there? Did someone react? How did they react? Why were you there? What did you do? What happened at the end? This builds up the background and a better understanding of the incident.

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on? Other approaches might I have brought to the situation? Might I have done differently to have produced a more positive outcome? Have I learned because of this situation? Contextual issues have been brought to light by this situation?

13 **Suggested questions** – Now what: Do I need to do make things better? Should I ask of others to support me? Do I need to avoid in future? Have I learned? Will I recognise in advance? Have others learned from this? Broader issues need to be considered if the new set of actions are to be enacted? Wider considerations need to be addressed?

Figure 6. The reflective model according to Gibbs (1988)[14].

Feelings: Here any emotion felt during the incident is discussed. Questions like, what did you feel before the incident? During it? After it was all over? What do you think other people felt? What do you feel about the incident now? What do you think others feel about it now? It helps to answer this part accurately. For writers, it´s cautioned to not make this part wordy and chatty.

Evaluation: Objectively evaluate the situation. What went well? What did not? What were the negatives and the positives of the situation? How did you and the others contribute to it (positively or negatively)? For writers, this is a good part to add in theories and references as they evaluate and judge the incident.

Analysis: Think about what might have hindered or helped the situation. This part can be improved by reference to a literary article (for writers) or a previous experience if needed. Link the theory and experience together.

Conclusions: Consider what did you learn from the situation. What else could you have done in that situation? What skills will help you cope with it better next time? How differently would you react if you face a similar situation again? If the outcomes were negative, how would you avoid that? If the outcomes were positive, how could you improve it for yourself and everyone else?

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14 Source: Dr Nicole Brown Social Research & Practice and Education Ltd. nicole-brown.co.uk/reflective-model-according-to-gibbs/

Reflective cycles and strategies (see also Korthagen & Nuijten, 2022) **help learners think clearly and systematically about learning experiences** and educators use a variety of assessment strategies and activities[15]. Reflecting on a learning experience helps improve performance while it's happening. It also helps the learners do better in the future. Accordingly, to maximise authentic opportunities for learning and growth, consideration should be given to how **learner-led reflective processes can be structured and facilitated throughout an outdoor learning experience**. A combination of traditional approaches (e.g., collaborative discussions with educators, solo experiences, personal reflections or group ponderings, (Blenkinsop et al., 2016) and more innovative methods (e.g., storytelling, artwork, poetry, journaling and creative writing (Thomas, 2015) may provide one strategy[16]. Neville et al. (2023) conclude that combination of these reflective practices is likely to provide an appropriate foundation to support learners in **constructing meaning from their experiences, developing sensitivity to the natural environment around them, and transferring new skills, values, knowledge and understanding to other areas of their lives.**

When planning a reflection of an activity, take in mind different factors (Love every challenge, 2023):

- Energy level of participants: Do they still have an energy for a reflection or is it better to move it for later? Is it better to give them time to reflect by themselves or analyse it right away while the experiences are still fresh?
- Place and environment: Is it easy to focus on what others are saying? Is the place comfortable and encourages opening up to others and sharing?
- Aims and objectives: What are the main learning outcomes you want focus the group's attention on? Where there any specific group dynamics you noticed during the activity/day?

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15 Examples of tools for formative assessment and reflection: Lambert (2012): https://www.utwente.nl/en/examination/faq-testing-assessment/60formativeassessment.pdf; Tools for Formative Assessment: https://www.utwente.nl/en/examination/faq-testing-assessment/60formativeassessment.pdf; 7 Smart, Fast Ways to Do Formative Assessment: https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment/; Formative Assessment Strategies: A teacher´s guide: https://www.structural-learning.com/post/formative-assessment-strategies-a-teachers-guide; Love every challenge (2023) https://www.salto-youth.net/downloads/toolbox_tool_download-file-1484/Outdoor%20Adventure%20Education_Tool%20Kit_2016.pdf

16 Reflection should/could be done before, during, and after some activity, not only after. It can be seen as a continuous process as outlined in *Figure 1.*

4. OAE/SEL PLANNING TEMPLATES

Based on the set of Curriculum Guidelines introduced in the OutAdvEd Curriculum Framework[17] and the preceding text of this document[18], we present in the subsequent section a blank template, followed by an example of an OAE/SEL learning module and unit, and short guidelines for the OAE/SEL processes and outcomes assessment. This forms the foundation for the third and final output of the work package number two, which consists of sample Teaching resources, specifically designed to assist the teacher educator in preparing both preservice and practicing teachers to effectively plan and teach/facilitate OAE in support of young people's SEL (OutAdvEd Teaching Resources – work package n°2/R3).

4.1 OAE/SEL planning a module template

This section presents planning templates for OAE/SEL modules, based on the OutAdvEd Curriculum Framework. These templates provide a structured approach to designing educational units that integrate Outdoor Adventure Education (OAE) with Social-Emotional Learning (SEL) development.

First, a general planning template is introduced, serving as a guide for educators in designing learning modules. This is followed by a sample module and unit that illustrate its practical application. Additionally, brief guidelines for assessing OAE/SEL processes and outcomes and Teacher's Reflection are provided.

This planning framework forms the foundation for the third and final output of Work Package 2 (work package n°2/R3), which consists of sample teaching resources. These resources are specifically designed to support teacher educators in preparing both pre-service and in-service teachers to effectively plan, teach, and facilitate OAE in ways that enhance young people's social-emotional development.

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17 (work package n°2/R1, Vlček, Hřebíčková & Skotáková et al., 2025).

18 The OutAdvEd Curriculum Model Template – work package n°2/R2.

Table 3. Planning a module template (From: Wiggins, Grant and J. McTighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

TITLE OF THE MODULE	
Developed by	**Grade Level**
Subject	**Time Frame**

1 - Identify desired learning outcomes

Broad areas of learning in physical education: What physical education/OAE learning areas are incorporated into this unit?

SEL Competencies: What are the SEL competencies that will be incorporated in this unit?

Learning outcomes: What learning outcomes will this unit address? (*Come from the curriculum framework*)

Knowledge: What knowledge will student acquire as a result of this unit?	**Skills:** What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit.
Students will know...	Students will be able to...

2 – Assessment Evidence

Standards and Criteria for Success:
By what criteria will task performance, knowledge, skill and understanding be judged?

Attach rubric to Unit Plan

Formative and summative assessments:
Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results?

Student Self-Assessment:
How will students reflect upon or self-assess their learning?

3 – Lesson Planning

Context: What experiences do the learners bring to the unit? How have the interests of the learners been ascertained?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

How will you engage students during the unit?
What are the instructional approaches, teaching methods and strategies you will use? (*must come from the curriculum framework*)

What OAE activities will you use in the unit?
How will you connect them with physical education goals and SEL competencies?

#	Lesson Title	Lesson Activities	Physical education goals	SEL competencies
1				
2				
3				
4				
5				
6				
7				

4 – Teacher's Reflection

Considerations	Comments
Required Areas of Study: Is there alignment between outcomes, performance assessment and learning experiences?	
Adaptive dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?	For 'struggling' students: For students who need a challenge:
Instructional Approaches: Do I use a variety of teacher directed and student cantered instructional approaches?	
Resource Based Learning: Do the students have access to various resources on an ongoing basis?	
FNM/I Content and Perspectives/Gender Equity/Multicultural Education: Have I nurtured and promoted diversity while honouring each child's identity?	

4.2 OAE/SEL Planning a Unit Template

Introduction: In the initial section under **Learning outcomes**, the template focuses on three core areas: Physical Education/OAE outcomes, SEL outcomes, and interdisciplinarity outcomes. The following section contains the Prologue, description of the unit assignment, the environment where the unit will take place, the educator´s role, and the characteristics and needs of the learners involved.

Subsequently, the **Pedagogical approach** section outlines the specific methods to be employed within the unit including potential collaborative methods like peer cooperation. This section also covers the management – whether it's face-to-face, online, blended, etc. Finally, the template includes the last sections focused on Aids and Equipment, Learning resources, Main hazards, and Additional information, providing comprehensive insight into the necessary tools, resources, potential risks, and any supplementary details crucial for effective unit planning and execution.

TITLE OF THE UNIT
Learning outcomes: *PE/OAE outcomes:* *SEL outcomes:* *Interdisciplinary outcomes:*
Prologue: *The assignment of the unit:* *The environment:* *The educator:* *The learners:*

Pedagogical approach:
Learning format (e.g., F2F, Online, Blend, …) and organisational forms (e.g., peer cooperation, …)
Methods:
   · Icebreaking, evoking and motivation:
   · Process:
   · Reflection:
   · Feedback:

Aids and equipment:
Learning resources:
Main hazards:
Additional information:

Table 4. Planning a unit template (OutAdvEd Curriculum Framework – Section 3.3; 3.4; Vlček, Hřebíčková & Skotáková et al., 2025).

4.3 Example of OAE/SEL Unit

Title of the unit

Low ropes – **A bridge made from the hair of the Mohawk people**

PE specific outcomes: the learner improves and applies his/her basic motor competences: balancing; motor abilities: strength, endurance, coordinative abilities.

Interdisciplinary outcomes: the learner understands better the history of people of North America[19]

Explicit SEL outcomes (see *Appendix 2, 3*)**; the learner:**

- Cooperates efficiently with other members of his or her group; participates – together with teachers – in setting up the rules of team work; helps teamwork to succeed based on recognising and accepting new roles in activities;
- Contributes to the creation of a friendly atmosphere in the team; contributes to a strengthening of interpersonal relations based on his or her consideration for others and respect for others; offers help or asks for help when needed;
- Thinks creatively and critically; makes prudent decisions and is able to defend them; is aware of the responsibility for his or her own decisions; evaluates the outcomes of his or her decisions.

Further SEL skills: creativity, decision making, responsibility, stress management, willingness, building team, trust building, getting out of comfort zone, creative thinking

Motivation/prologue – *story telling***:**
The Mohawk people were in danger. Enemies drove them into swamps, and they could no longer retreat. That's when they used their beautiful long hair, weaving ropes from it, which they used to overcome the swamps.

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19   Mohawk people: https://en.wikipedia.org/wiki/Mohawk_people

The assignment: *put rope between the trees in a zig-zag formation a tighten the ropes as hard as possible. The team has to complete the course without falling – if a person falls the whole team has to begin from the start again (or can carry on from the same spot). You can apply different pressure conditions to differentiate and challenge by choice: time limit to create a more time pressure, sing a song while climbing, or carry an object (something valuable for the team members) to create a situational and complexity pressure etc. (see Scheuer & Heck, 2020; Scheuer, Heck & Vlček et al, 2021)*
The environment: *forest, grove*
The educator: *participates in initial brainstorming and storytelling, motivates and facilitates the process – <u>ensure safety</u> (see Additional information), gives continuous feedback, facilitates the reflection and feedback.*
The learners: *try to recognize and understand the problem, consider discrepancies and their causes, consider and plan ways to solve the problem based on their own reasoning, test practically the adequacy of approaches to solving the problem, monitor their progress in tackling the problem.*

Pedagogical approach: *place-based education, adventure-based learning, challenge education and challenge by choice, cooperative learning, reflective practice*
Used forms: *F2F, group work, peer cooperation*

Used methods:

- Evoking: brain-storming, question-storming *(questions: Who were Mohawk people? How they lived? What would you ask a Mohawk man of woman?)*
- Motivation: story telling *(see the prologue)*
- Process: Problem solving *(see the task)*
- Reflection: In the groups; Questions: *How was it? What happened? How did you work as a team? What would you do differently*? Gibbs reflective cycle template (*Appendix 1;* reflection questions and prompts: *Chapter 4; Appendix 2, 3*)
- Feedback: Records of reflections - mental maps, portfolio, journal entry, procedures and photo documentation

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Aids and equipment: static ropes (carabines, pulleys, stopper, sling, mats to protect the trees, working gloves, repellent)

Learning resources: Hofmann, E. & Svobodová, H. (2021). Outdoor Education and its Inclusion into Teaching at Pdf MU. Brno: Masaryk University Press.

Main hazards: Important is safety – safe spotting (see the photo above)

Additional information: Wearing solid shoes is recommended.

Table 5. Example of OAE/SEL unit

5. MODULE / UNIT REFLECTION

Educators are implementing assessment for learning when they are using the information from the evidence of learner advancement to provide descriptive feedback to learners and to develop meaningful learning tasks to help move learners´ achievement to a higher level. Educators use a variety of assessment strategies to elicit information about learner development (see also Examples of tools for formative assessment and reflection, *Footnote 14*). These strategies should be triangulated to include observation, learner-educator conversations, and learners' products as shown in the *Figure 7*.
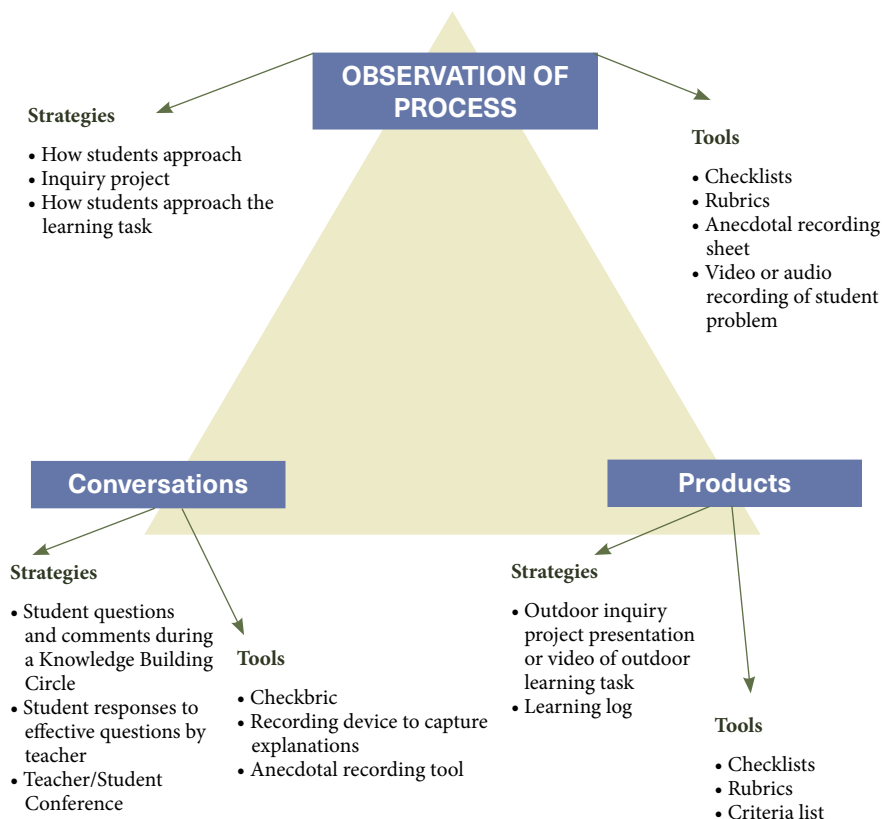

OBSERVATION OF PROCESS

Strategies
- How students approach
- Inquiry project
- How students approach the learning task

Tools
- Checklists
- Rubrics
- Anecdotal recording sheet
- Video or audio recording of student problem

Conversations

Strategies
- Student questions and comments during a Knowledge Building Circle
- Student responses to effective questions by teacher
- Teacher/Student Conference

Tools
- Checkbric
- Recording device to capture explanations
- Anecdotal recording tool

Products

Strategies
- Outdoor inquiry project presentation or video of outdoor learning task
- Learning log

Tools
- Checklists
- Rubrics
- Criteria list

Figure 7. Triangulation of Data – Learning Evidence for Assessment of Learning (STAO, 2023).

Blenkinsop et al., (2016 in Neville et. al., 2023) define five areas of reflexivity to apply when reflecting on outdoor learning experiences. **The first** area focuses on teacher self-examination (e.g., How am I deepening my own understanding and connection with this context?

Why am I choosing to do x and not y right now?), followed by a focus on learners (**second area**), both individually and as a group (e.g., What learning did I observe today? What is a logical learning progression from here?). **The third** area addresses the same questions as area one and two, but through co-reflection with responses gathered from the community which may include learners themselves, parents and/or teachers. **The fourth** area of reflection considers the role of the environment (e.g., In what ways can and did the place make a difference in our practices? Was I successful in integrating the natural environment?), and the **final area** considers the learning within the context of the larger learning community (e.g., What kind of traditions, metaphors, systems are establishing themselves in these new, outdoor learning experiences, and are those appropriate?). For reflecting on these five topics (however, the educator may not always reflect on all the topics), the following *Table 6* can be used.

5.1 Reflection On a Unit/Module Template

Title of the unit:		Location:	Unit No.

Age of learners:		No. of Learners:	

Describe the Scene – Outline the situation including the learners, what they were doing, what happened.

What did you learn from the reflection/discussion:

What will you try in the next unit/module (personal improvement goal):

Any other comments/notes:

Table 6. Reflection on a unit/module template.

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7. FIGURES

Figure 1. OAE/SEL Model

Figure 2. Structure of Social and Emotional Skills

Figure 3. Pedagogical practices that support outdoor learning experiences

Figure 4. Kolb's (1984) four-step learning process

Figure 5. The reflective model according to Rolfe et al. (2001)

Figure 6. The reflective model according to Gibbs (1988)

Figure 7. Triangulation of Data – Learning Evidence for Assessment of Learning

Figure 8. Gibbs´ reflective cycle template

8. TABLES

Table 1: Description of the skills included in the OECD's model on SEL

Table 2. Comparison of management styles

Table 3. Planning a module template

Table 4. Planning a unit template

Table 5. Example of OAE/SEL unit

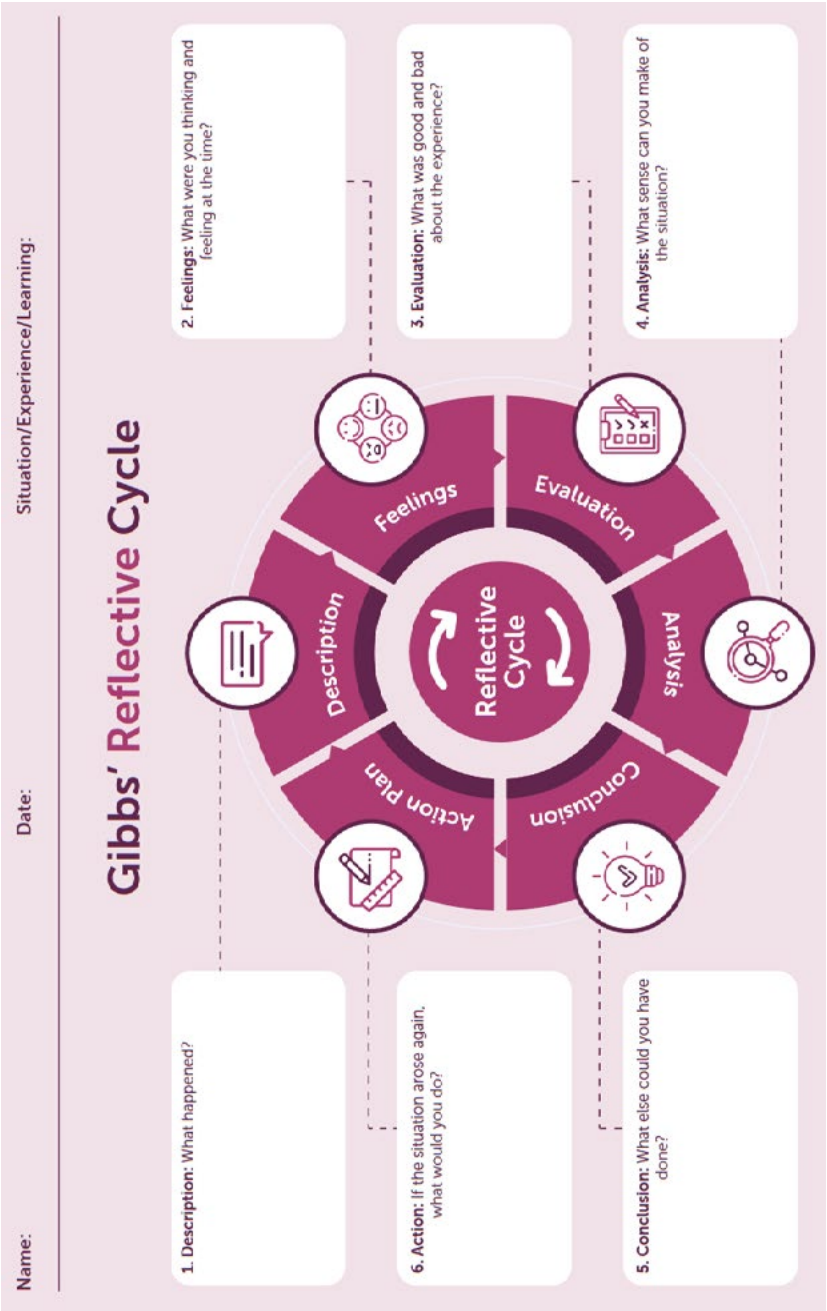Table 6. Reflection on a module/unit template

9. APPENDIX

Figure 8. Gibbs' Reflective Cycle template (source: www.makingbusinessmatter.co.uk).

Outdoor Adventure Education Curriculum Model: Template for Youth Social and Emotional Learning

Petr Vlček, Alena Skotáková, Sylva Hřebíčková et al.

This document is a continuation of the *Outdoor Adventure Education Curriculum Framework for Youth Social and Emotional Learning* (Dania et al., 2024) from which we selectively incorporate certain components to demonstrate the interconnectedness and unified conception of these two texts. We hope that in this Curriculum Model Template, we will provide the reader with the necessary context, which is further discussed in the Curriculum Framework if needed. This Curriculum Model Template serves as a general resource for structuring OAE/SEL.

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