



Integrating Environmental Sustainability Education into Adventure Education Programs

Association for Experiential Education—Asia Pacific Regional Conference June 14, 2023: Part II of II

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Outline of Session



Principles & Concepts



Defining Environmental Education (EE)



Effective EE: Research Findings



EE Standards

Application



Curriculum:

- Goals
- Lesson/activity plans
- Assessments
- Methodologies
- Syllabus



Limitations

Curriculum



Curriculum: a plan for learning

Three components:

- Goals
- Lesson Plans/Activity Plans
- Assessment

Adjunct:

Syllabus

Informed by methodologies

- Experiential education
- Adventure-based learning
- Inquiry-based learning
- Progression





Establish goals first

Goals: knowledge, skills, abilities and values

- Learners will understand...
- Learners will develop skills in...
- Learners will have the ability to...
- Learners will value...

Responsible Environmental Behavior

Skill in Using Action Strategies
Knowledge of Action Strategies
Locus of Control
Beliefs, Values
Knowledge of Issues
Environmental Sensitivity
Ecological Concepts



Five day hiking and climbing outdoor adventure education trip

- Objective 1: Learners will understand aspects
 of the natural history and ecology of the area.
- Objective 2: Learners will have opportunities to develop affective connections to the natural world.
- Objective 3: Learners will have opportunities to develop self-efficacy.
- Objective 4: Learners will learn about environmental issues.
- Objective 5: Learners will gain knowledge regarding action strategies for addressing environmental issues.





Day 1	Day 2	Day 3	Day 4	Day 5
Themes: exploration	Themes: nature,	Theme:	Theme: action	
& fun	culture, empowerment	environmental issues	strategies	
Group arrives 11:30	Rock climbing	Talus cave scramble	Return from	Pack up
	adventure		backpack	
Discovery day hike	Evening Program: Night hike	Backpack	Evening: Campfire, Town Hall	Group departs 9:30
Evening Program:		Evening:	7	
Campfire, songs,		environmental issues		
skits				
: Basecamp	▲: Basecamp	▲: Backcountry	▲: Basecamp	



1: Learners will understand aspects of the natural history and ecology of the area.

Method: Trailside activities & interpretation.

2: Learners will have opportunities to develop affective connections to the natural world.

Method: Solo time, sensory awareness, journaling, readings

3: Learners will have opportunities to develop self-efficacy.

Method: Rock climbing

4: Learners will learn about environmental issues.

Method: Lesson on threats to desert tortoise

5: Learners will gain knowledge regarding action strategies for addressing environmental issues.

Method: 'Town hall' debate on environmental issue; advocacy discussion



Curriculum: Assessment



Please rate the following statements by circling a number from 1 to 5 (both on the left-hand column and on the right-hand column).

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

	Bef	ore	the	pro	gram		Af	ter t	he p	rogi	ram (now)	
	1	2	3	4	5	I understand ecological concepts.	1	2	3	4	5	
	1	2	3	4	5	I feel emotionally connected to nature.	1	2	3	4	5	
	1	2	3	4	5	I am aware of an environmental issue in my community.	1	2	3	4	5	
Ť	1	2	3	4	5	People benefit when nature is healthy and not degraded.	1	2	3	4	5	
3	1	2	3	4	5	I can make a difference.	1	2	3	4	5	
	1	2	3	4	5	I am aware of things I can do to help the environment.	1	2	3	4	5	
	1	2	3	4	5	I have the skills to take action on behalf of nature.	1	2	3	4	5	

Curriculum: Assessment



Program-End Oral Interview

- 1. In what areas were the goals of the program met?
- 2. In what areas were the goals of the program not met?
- 3. Was there anything you particularly liked about the program?
- 4. Are there things about the program that you wish had been different?
- 5. [Further questions about logistics, food service, safety, staffing, etc. can begin here]

Curriculum: Lesson Plans



A description of how learning activity is conducted

- 1 Intended learning outcomes,
- 2 Learning activities, and
- 3 Assessments of learning outcome achievement

Learning activity section:

- Introduction
- Lesson Body
- Conclusion
- For each activity
- Written in advance
- Reviewed and approved in advance, as appropriate



Curriculum: Lesson Plans

Date:



Name:

Lesson Title:

Age Group:
Activity Length:

Goals:

Objectives: Concepts:

Materials:

References/resources:

Safety Considerations:

Program Outline:

Introduction

Body

Transference and Conclusion

Evaluation, Comments, Improvements:

Size of Group:

Activity Area:

	Lesson Plan						
Name:		Group:	Date:				
Activity Title:							
Participant A	ge(s):	Activity Length:	Activity Area(s):				
Materials	Re-usable/ Equip	ment:					
	Non-reusable:						
References &	Resources:						
Safety Consid	derations:						
Step 1: Outco	omes						
_	kills, abilities or val Iring the activity:	ues					
Step 2: Asses	sment						
Describe how	tcomes Achieveme outcomes will be evaluated	ent					
Step 3: Learn	Step 3: Learning Activity						
Intro:							
Body:							
Conclusion:							
Notes							



Lesson Plan

lame:		Group:		Date:
Activity Title:				
Participant Ag	e(s):	Activity Length:	Activity Area(s):	
Materials	Re-usable/ Equ	ipment:		
	Non-reusable:			
References &	 Resources:			
Safety Consid	erations:			
Step 1: Outco Outcomes Knowledge, sl or values deve	xills, abilities			
the activity:				
Step 2: Assess				
Assessing Out Achievement Describe how achievement evaluated	outcomes			

ntro:	
1101	
minutes	
Body:	
•	
minutes	
Conclusion:	
conclusion.	
minutes	
minutes	
minutes Notes	



Lesson Plan

Name: Freida Fo	ungi Group: Midvale	Date: 2023-05-01
Activity Title: Half	f-day rock climbing	
Participant Age(s):	14-15 Activity Length: 4 \	nours Activity Area(s): Granite Wall
Materials Re-	usable/ Equipment: 3 toprope cl	imbing sets, rescue pack
No	n-reusable:	
References & Reso	urces:	
Instructor Ha	ndbook	
	ons: es & procedures for climbing	
Step 1: Outcomes		
Outcomes Knowledge, skills, or values develope the activity:	d during encountering challer	e the value in trusting and receiving
Step 2: Assessmen	t	
Assessing Outcom Achievement Describe how outco achievement will b evaluated	omes Post-activity d influenced their collaboratively 2. Participants wi	ill be invited after climbs and during the ebrief to share how the climbing activity attitudes towards challenge and working with others. Ill complete the pre-test/post-test lience and collaboration at the end of the

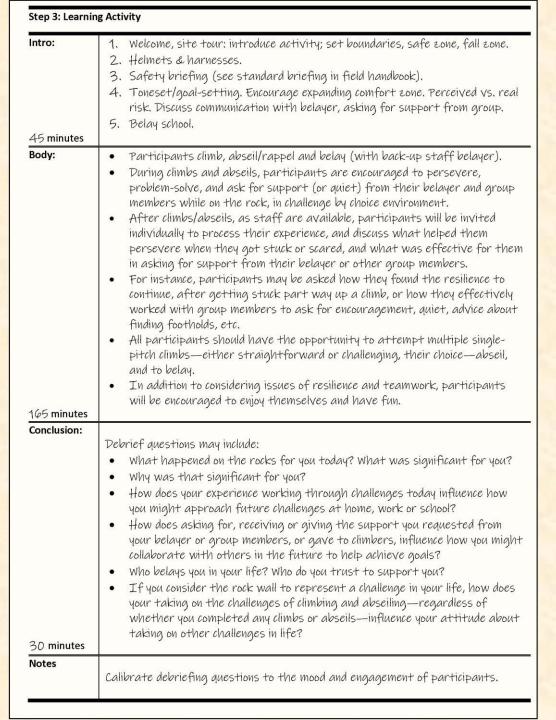




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Experiential education

A methodology in which educators purposefully engage with learners in direct experience and focused reflection.

Application:

- Structured & unstructured nature exploration to build environmental sensitivity
- Visit degraded areas to learn about environmental issues, develop beliefs & values
- Develop internal locus of control through overcoming structured challenges
- Build skill in using action strategies via conservation & advocacy





Adventure-Based Learning

An approach to learning in which learners overcome structured challenges to experience accomplishment & build confidence.

Application:

 Climbing, travel & other challenges foster internal locus of control and empower learners to take on environmental challenges





Inquiry-Based Learning

An approach to learning in which learners are guided to pose questions and figure out how to answer them.

Application:

- Excellent for learning about natural history, ecology and environmental issues through research and exploration
- Fosters engagement, curiosity and team skills





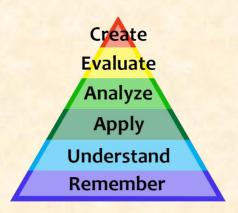
Progression

- Intentionally connecting learning activities to learners' prior experiences and previously gained knowledge (constructivism)
- Sequencing activities to build on each other
- Guiding learners through a sequence of cognitive processes (Bloom's taxonomy)

Application:

- Exploring environmental issues learners have experienced increases engagement
- Progressing through cognitive processes from learning to analyzing & creating enables knowledge to be effectively used

Day 1	Day 2	Day 3	Day 4	Day 5
Themes:	Themes: nature,	Theme:	Theme: action	1
exploration &	culture,	environmental	strategies	
fun	empowerment	issues		
Group arrives	Rock climbing	Talus cave	Return from	Pack up
11:30	adventure	scramble	backpack	The second
13 7 10				
Discovery day	Evening		Evening:	Group departs
hike	Program: Night	Backpack	Campfire, Town	9:30
	hike		Hall	
Evening		Evening:		
Program:		environmental		
Campfire, songs,		issues		
skits				
▲: Basecamp	▲: Basecamp	▲: Backcountry	▲: Basecamp	



Curriculum: Syllabus



An outline of the topic or activities of an educational experience, often describing them in chronological order.

Day 1	Day 2	Day 3	Day 4	Day 5
Themes: exploration	Themes: nature,	Theme: environmental	Theme: action	
& fun	culture, empowerment	issues	strategies	
	empowerment			
Group arrives 11:30	Rock climbing	Talus cave scramble	Return from	Pack up
	adventure		backpack	
Discovery day hike	Evening Program:	Backpack	Evening: Campfire,	Group departs 9:30
	Night hike		Town Hall	
Evening Program:		Evening: environmental		
Campfire, songs, skits		issues		
▲: Basecamp				
	▲: Basecamp	▲: Backcountry	▲: Basecamp	

Curriculum: Syllabus



	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
		E-0-17-61			4 - 14 - 3	1974 1 198
7:00	_	Morning Unit Time	Morning Unit Time	Morning Unit Time	Morning Unit Time	
8:00		Flag	Flag	Flag	Flag	Pack Up/Clean Units
8:15		Breakfast	Breakfast	Breakfast	Breakfast	
9:30						Breakfast @ 8:45
10:00						
10:30						
11:00						
11:30					Activity 4. Local Food,	
12:00				Activity 3. Rock Wall (Locus of Control)	Gardening Time, Compost Tour Pack-out Lunch	
12:30 1:00		Lunch	Lunch	Lunch	(Ecological Concepts, Knowledge of Issues, Knowledge of Action Strategies, Skill in Using Action Strategies)	Lunch
1:30						
2:00		Me-Time	Me-Time	Me-Time	Me-Time	
2:30						
3:00	Camper	Activity 1. Micro Hike				
3:30	Check-In	(Ecological Concepts				Check-Out
4:00		Environmental				
4:30		Sensitivity)				
5:00						The second second second
5:45	Dinner	Flag	Flag	Flag	Flag	
5:00		Dinner	Dinner	Dinner	Dinner	
7:30						
8:00	Opening Campfire				Closing Compfine	
8:30					Closing Campfire	
9:00			Activity 2. Bat watching and Animal Dances (Knowledge of Issues, Beliefs & Values, Knowledge of Action Strategies)			
9:30	Evening Unit Time	Evening Unit Time	Evening Unit Time	Evening Unit Time	Evening Unit Time	
10:00	Lights Out	Lights Out	Lights Out	Lights Out	Lights Out	

Limitations



- Reconcile with limits of time & resources
- Keep in mind fostering global environmental sustainability not fully in your control
- Further investment needed to account for age-related considerations, ability-related considerations (physical, learning & other disabilities), equity & inclusion in EE, and incorporation of traditional ecological knowledge













Summary



Curriculum:

- Goals
- Lesson/activity plans
- Assessments
- Methodologies
 - Experiential education
 - Adventure-Based Learning
 - Inquiry-Based Learning
 - Progression
- Syllabus

Limitations



Further Information: viristar.com/aee-aprc-environmental-ed



North American Association for Environmental Education: https://naaee.org/

Global Environmental Education Partnership: https://thegeep.org/

Journal of Environmental Education: https://www.tandfonline.com/toc/vjee20/current

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