

The Importance of REFLECTION in Adventurous Outdoor Learning



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OVERVIEW

Examples & Definitions

Outdoor Program Types

Experiential Learning

Metaphoric Transfer

Group Facilitation Techniques:

Fundamentals & Funnelling

Freezing & Frontloading

Fortifying & Focusing

Non-verbal Alternatives

Solo & Framing

WHY does Adventure Work? (elements)

WHAT are the Benefits of Adventure? (ecohealth)

HOW does Adventure Work? (change mechanism)

Seven Steps inside the “Black Box”

Four Pathways through the “Black Box”

Summary, Conclusion, and Questions

All of Us: Reflection with INDIVIDUALS

How are you feeling in this moment? (CHECK IN: STATE-OF-MIND)

What would you like to choose to do? (CHALLENGE BY CHOICE: ACT)

What is working for you & what is not working? (ACTION ANALYSIS)

What did you get from what you just did? (CARRY OVER TO NEXT TRY)

TRAUMA: Refer to Psychologist

EVALUATION: What was your experience like?

What would you like to see done differently?



All of Us: Reflection for GROUPS

A tall, white lighthouse stands on a grassy hill at night. The lighthouse is illuminated from within, and several powerful beams of light radiate outwards from the top, cutting through the dark, starry sky. The base of the lighthouse is surrounded by dark silhouettes of trees and a low fence.

Gestalt Therapy
Borton (1970)

WHAT happened?
SO WHAT did you learn from that?
NOW WHAT will you change or do differently?

All of Us: Reflection on the PROFESSION

What are our BEST PRACTICES?

- Safety
- Service
- Ethics
- Leadership
- Top Quality
- Environment



REFLECTION

A person is seen from behind, sitting on the edge of a wooden boat on a calm lake. The sun is setting or rising, creating a bright glow on the horizon and reflecting on the water. The surrounding mountains are silhouetted against the sky. The overall mood is peaceful and contemplative.

important
second step in the
four-step experiential cycle,
where participants “look back”
on their adventure experiences
in order to identify their
personal learning
and change

personal
contemplation
or group discussion to
closely examine emotions,
thoughts, and conduct
during past events

Process is
conducted
alone/solo
OR can be
facilitated
in a group



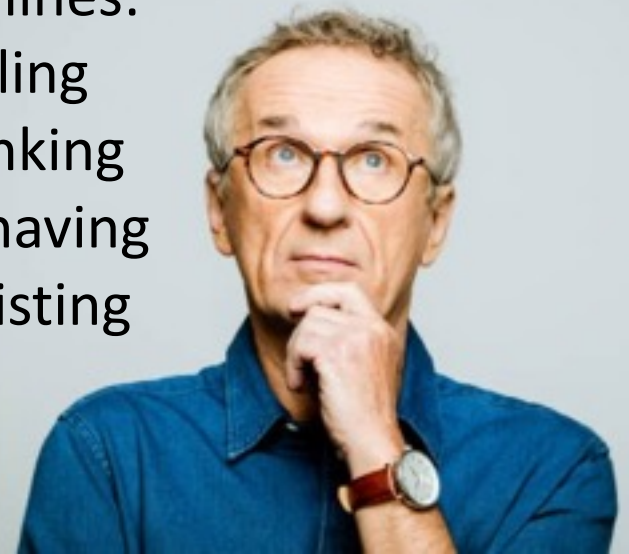
can be part
of a larger
transformation
method or
mechanism
of change



leads to
learning
& change

examines:

- feeling
- thinking
- behaving
- resisting



Outdoor Learning

“an experiential process, which takes place primarily through exposure to the out-of-doors [where] the emphasis for the subject of learning is placed on [five] relationships concerning people and natural resources”

It has environmental and adventurous branches, but sometimes these coalesce

Five Relationships

1. Intrapersonal (the self)
2. Interpersonal (the group)
3. Ecosystemics (nature)
4. Ekistics (human impact)
5. Spiritual (your place in it all)



O.L. Types

OUTDOOR:	Recreation	Education	Development	Therapy
CHANGES	Feeling	Thinking	Behaving	Resisting
Adventure examples	Adventure Travel	Adventure Education	Adventure Training and Development	Adventure Therapy
	Adventure Tourism	Wilderness Education	Wilderness Training and Development	Wilderness Therapy
	Wilderness Tourism	Experiential Education	Experiential Training and Development	Experiential Therapy
	Adventure Recreation	Challenge Education	Outdoor Training and Development	Adventure Counselling
	Wilderness Recreation	Expeditionary Learning	Team-Building Programs	Outdoor Healthcare
Where do you fit in?	Eco-tourism	Environmental Education	Pro-Environmental Development	Nature Therapy
	Nature Tourism	Ecological Study	Environmental Action	Eco-therapy
	Wildlife Viewing	Place-based Learning	Environmental Restoration Internships	Forest Therapy
	Nature Recreation	Heritage Interpretation	Preservation / Conservation Volunteering	Forest Bathing
	Environmental Recreation	Nature School		Occupational Therapy Outdoors
	Environmental Tourism	Forest School	Citizen Science	
Environment examples				



HANDS UP!

Please give me a
show of hands:

which of these are
you delivering?

could be more
than one!

OUTDOOR:	Recreation	Education	Development	Therapy
CHANGES	Feeling	Thinking	Behaving	Resisting

remember where you stand, since we will return to this

Experiential Learning Cycle

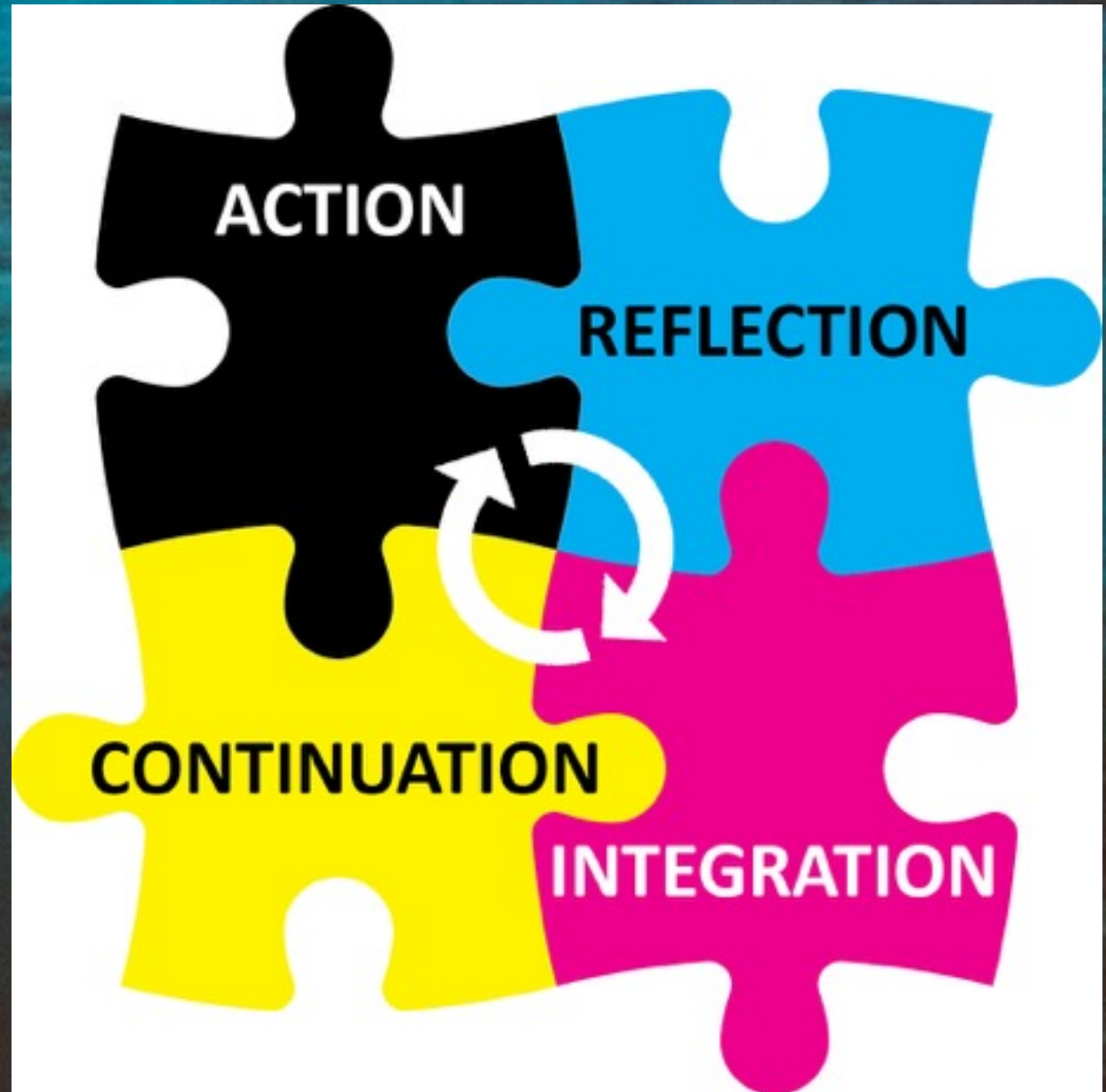
ACTION is the experience



REFLECTION highlights the lessons learned, cements concepts, gains awareness

INTEGRATION into daily life via **metaphoric** transfer

CONTINUATION maintains change in the face of erosion



METAPHORIC TRANSFER


For learning and change (from reflection) to transfer from the adventure to show up in daily life, metaphoric connections are extremely valuable

METAPHORS are ideas, objects, or descriptions used in place of different ideas, objects, or descriptions to denote comparative similarity

SPECIFIC transfer: same skill in a similar setting (typing, knots)

NON-SPECIFIC transfer: similar skill in a different setting (trust)

METAPHORIC transfer: brings the settings closer together so they have no evident difference



Light bulbs
are metaphoric
representations
of bright
ideas

USING METAPHORS

An aerial photograph of a lush green forest with a winding blue river. The river starts at the top center and meanders through the trees, eventually exiting the bottom right. The trees are a mix of vibrant green and some brownish-green, suggesting a diverse ecosystem. The overall scene is bright and clear, with high contrast between the green and blue.

**PARTICIPANT
DISCOVERED**

**How is this
like life?**

**Question
asked
before,
during,
or after
action**

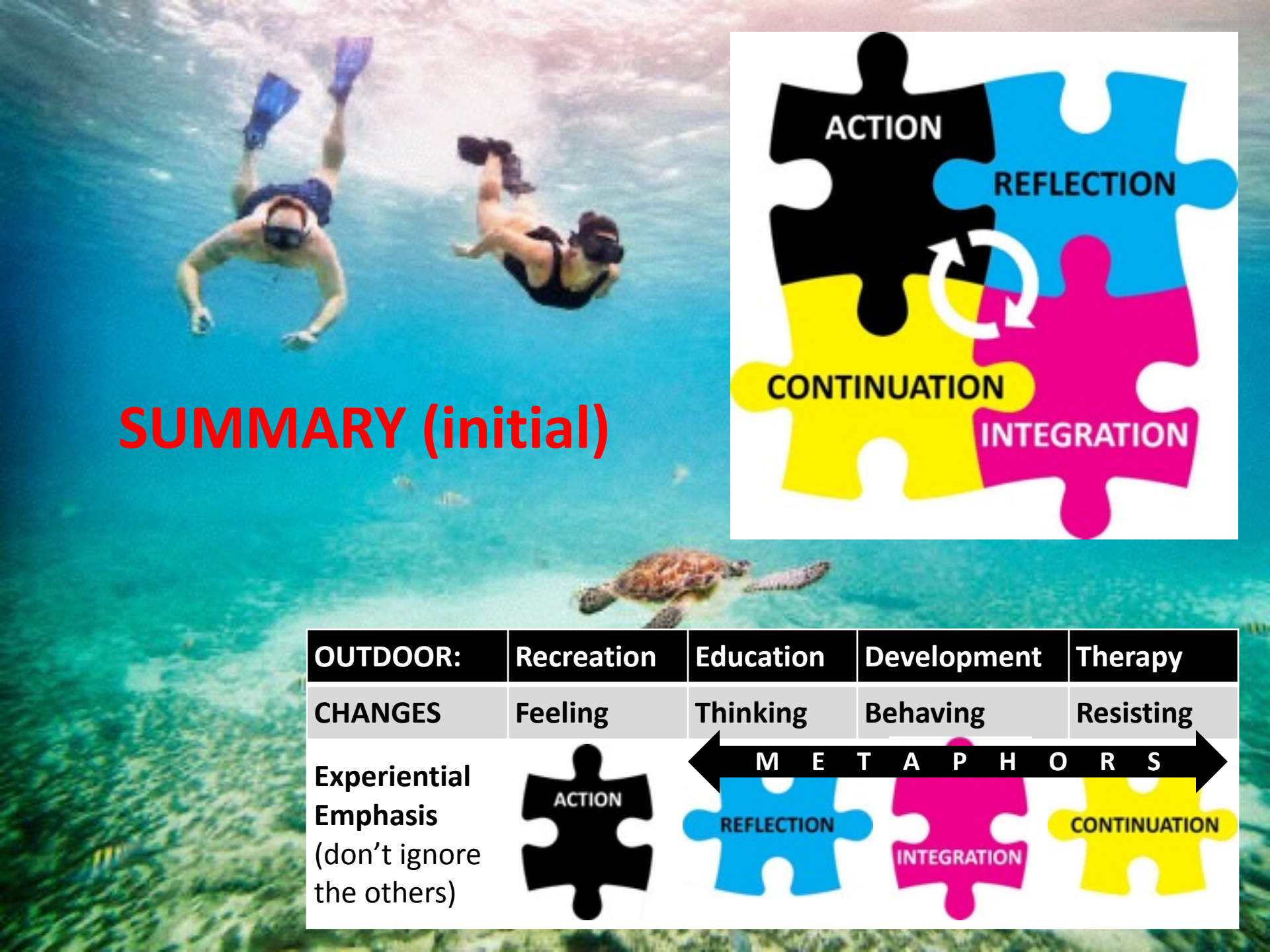
**(funnelling
freezing &
frontloading)**

**CONSTRUCTED BY
A FACILITATOR**

**Here is how
it seems to
be like life!**

**Introduce
action with
metaphors**

**(contextual/
isomorphic
frames)**



SUMMARY (initial)



OUTDOOR:	Recreation	Education	Development	Therapy
CHANGES	Feeling	Thinking	Behaving	Resisting

Experiential
Emphasis
(don't ignore
the others)




A group of people are sitting around a campfire at night. The fire is burning brightly in the center, casting a warm glow on the surrounding area. The people are dressed in casual outdoor attire, and some are looking towards the camera while others are engaged in conversation. The background shows dark trees and a night sky.

**Group
Facilitation
Techniques
that aid
reflection**

BASIC 1: Fundamentals

Best practices: ethical & neutral
Ask questions & avoid statements



Sit in circles
“What? So what? Now what?”

Always be curiously asking questions
No deliberate use of metaphors, yet

BASIC 2: Funnelling

Ask questions
in a sequence
AFTER action
during debrief

1. Replay
2. Remember
3. Affect/Effect
4. Summation
5. Application ←
6. Commitment

Metaphor: how is this like life?



INTERMEDIATE 1: Freezing

DURING action

Call a
time out &
stop the action

Ask a single open
provocative
question

Then continue the action



INTERMEDIATE 2: Frontloading

Ask only one or two questions BEFORE action

1. Revisiting
2. Motivation
3. Objectives
4. Function
5. Dysfunction
6. Prediction

Metaphor: how is this like life?



ADVANCED 1: Fortifying

Psychotherapeutic techniques for strengthening participants' abilities to counter resistance to assistance

1. Clarification
2. Negotiation
3. Confusion
4. Paradox
5. Double Binds
6. Role Shift



ADVANCED 2: Focusing



Choosing to focus on
problems or
solutions

PROBLEM Focus:
what is wrong or
broken and how
best to fix those

SOLUTION Focus:
what is working
well and how to
do more of that

Overview

OUTDOOR:	Recreation	Education	Development	Therapy
CHANGES	Feeling	Thinking	Behaving	Resisting
Facilitation Emphasis (minimum necessary staff skills)	NONE needed Activities speak for themselves; are inherently joyful and playful Don't traumatize	BASIC Fundamentals unstructured ?s in conversation Funnelling structured ?s in discussion	INTERMEDIATE Freezing of action & Frontloading ?s in order to compare past behaviour with present behaviour	ADVANCED Focusing & Fortifying to successfully counter resistance to assistance

These are central tendencies and **NOT** hard or fixed rules

Disconnect (wrong delivery) damages the entire industry

NON-VERBAL Alternatives

Not everyone is comfortable with language, complex thinking, group interaction, extroversion to speak

Tasks may be undertaken (no conversation) to aid reflection alone/in groups

Facilitator assigns tasks to participants or they choose for self

MUSIC, POETRY, WRITING, STORY TELLING

ART: cartooning, collaging, drawing, graphing, painting, sculpting, etc.

DRAMA (silent or not): fantasy skits, modeling in clay, reenacting, etc.

PHOTOGRAPHY: printed images, slides, video, instant snapshots, etc.

PRESENTATION: written report, slideshow, scrapbook, photo album, etc.

PLAY IT AGAIN: repeat same activity once more (for certain situations)

All facilitation techniques can be used in groups or for solo reflection

SOLO REFLECTION

Provide time in isolation (preferably in nature) for contemplation

Teach deep immersion and mindfulness

OPTIONAL: provide a guiding theme or series of thoughtful questions

OPTIONAL: on return, share with a partner, then in small groups



FRAMING

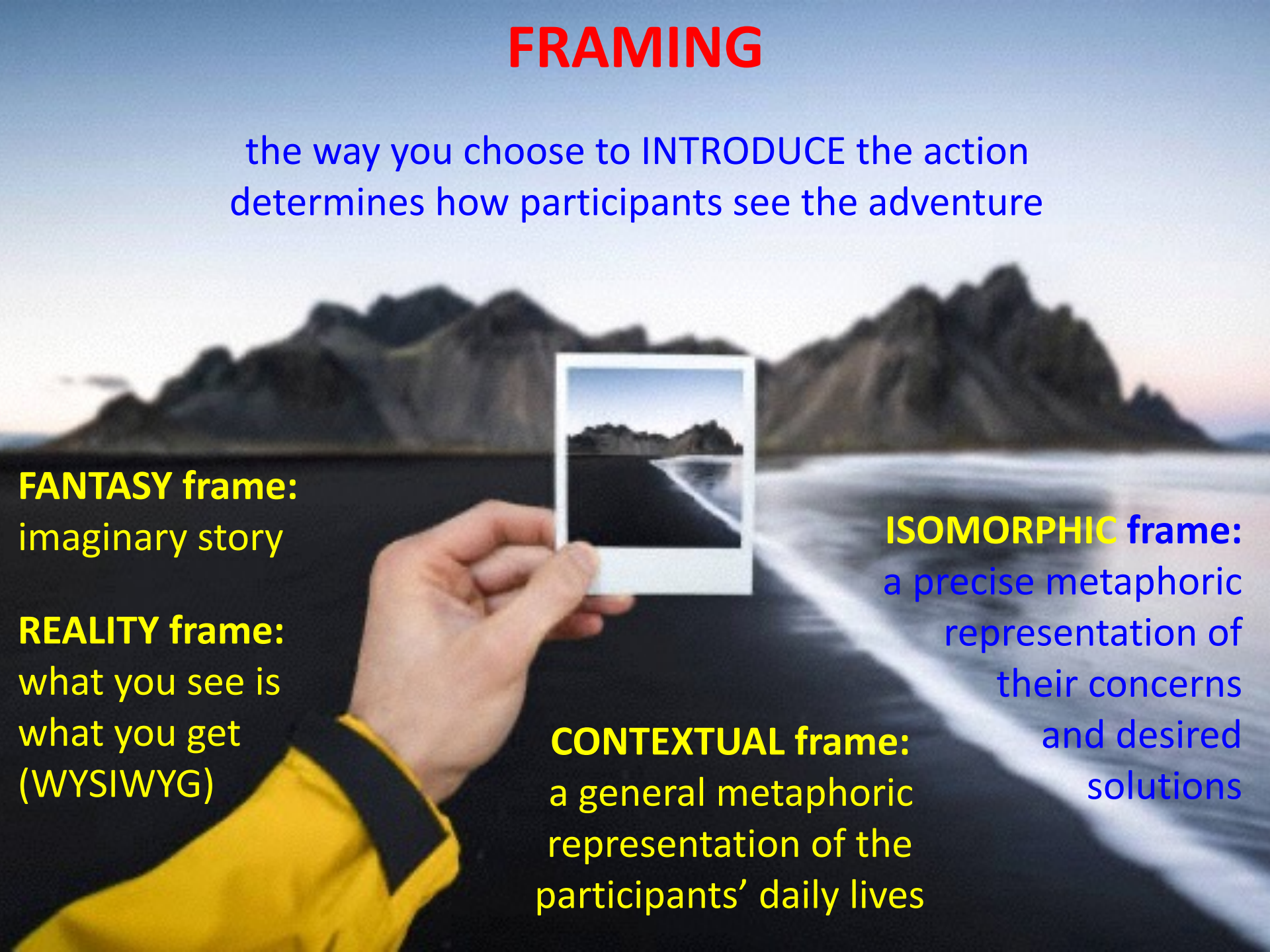
the way you choose to INTRODUCE the action determines how participants see the adventure

FANTASY frame:
imaginary story





REALITY frame:
what you see is
what you get
(WYSIWYG)

CONTEXTUAL frame:
a general metaphoric
representation of the
participants' daily lives

ISOMORPHIC frame:
a precise metaphoric
representation of
their concerns
and desired
solutions



SUMMARY (so far)

OUTDOOR:	Recreation	Education	Development	Therapy
CHANGES	Feeling	Thinking	Behaving	Resisting
Experiential Emphasis (don't ignore the others)				
Facilitation Emphasis (minimum necessary staff skills)	NONE needed Activities speak for themselves; are inherently joyful and playful Don't traumatize	BASIC Fundamentals unstructured ?s in conversation Funnelling structured ?s in discussion	INTERMEDIATE Freezing of action & Frontloading ?s in order to compare past behaviour with present behaviour	ADVANCED Focusing & Fortifying to successfully counter resistance to assistance
Framing Emphasis (all useful)	FANTASY introduction	REALITY introduction	CONTEXTUAL introduction	ISOMORPHIC introduction



To enable reflection, apply basic facilitation skills
To aid integration, employ metaphors & intermediate

WHY does Adventure Work?

UNIQUENESSES: Safe?, Experiential, Novel/Unfamiliar, Consequential, Change-Oriented, Powerfully Metaphoric, Human Response to Fear, etc.



ADVENTURE ELEMENTS: Fear

Ours is one of a few professions that purposefully puts people at risk... ...these 8 elements make what we do a highly effective proposition:

SAFE?

EXPERIENTIAL: Active participation, not passive

CONSEQUENTIAL: we learn from our mistakes, but consequences must be natural

NOVEL: unfamiliar, person can't hide and must show true self

CHANGE-ORIENTED: feel, think, behave, resist

METAPHORIC: experience is analogous with/to daily living

HUMAN RESPONSE TO FEAR (heights, darkness, moving water, etc.)

CREATES DISTRESSFUL DISSONANCE ("I'm safe, but I'm going to die!")

CUSTOMER & CLIENT CONCERNS

Is it SAFE?

Does it WORK?

Is it worth the COST?

How do I tell a GOOD program from a bad one?

Is it SUSTAINABLE and/or gentle on nature & climate?

American travel industry is now shifting away from risk/adventure and toward

Customer pays the bill & **client** engages in the program (could be same)

personal growth/challenge and life-changing experiences/nature



1. **International Travel Improves**
30% GDP increase was projected
2. **Domestic Travel Stays Strong**
Half global travelers plan domestic holiday
3. **Env. Impact Awareness**
Consumers want sustainable operators
4. **Env. Impact Action**
Consumers want eco-friendly options
5. **Sustainable Food & Drink**
Consumers want to explore local gastronomy
6. **The Nomad Economy**
Travel to live in and work from a new location
7. **Diversity, Equity & Inclusion**
Indigeneity, race, orientation, accessibility, etc.
8. **Ruralization & Communitization**
Consumers want lesser-known & engage locals
9. **Social Divides Deepen**
Global poverty 7.8 → 9.1%; crowding impact
10. **Financialization**
Complex myriad of money decisions can push consumers to simpler choices; use technology

TOP TEN TRAVEL TRENDS (American, emerging post-covid, 2022)

OTHER TRENDS

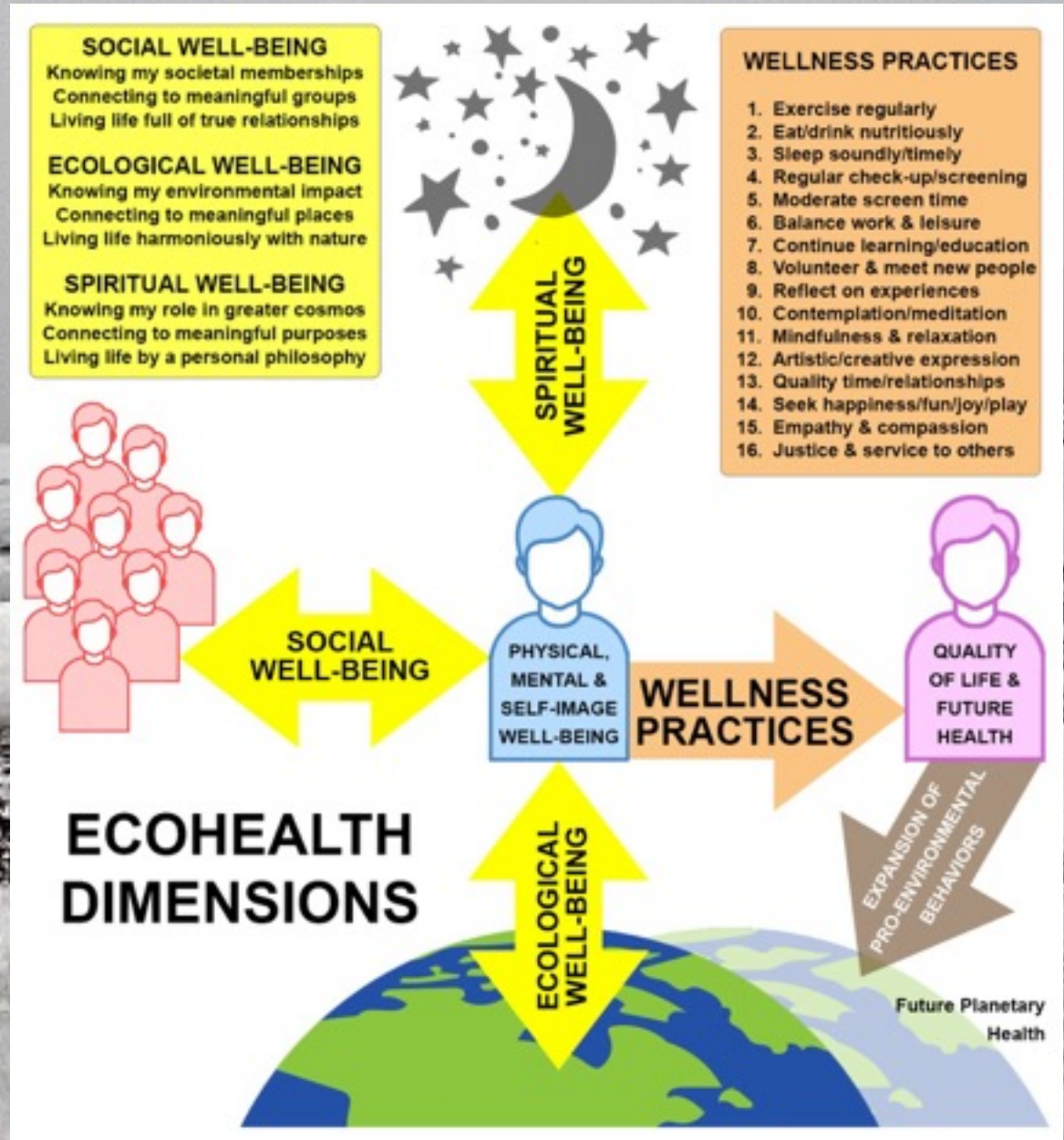
Transforming
Wellness
Nature
Self-guided



WHAT are the Benefits of Adventure?

Three INTERNAL dimensions:
Physical, Mental & Self-Image

Three EXTERNAL dimensions:
Social, Ecological & Spiritual



Ecohealth

META-ANALYSIS: strongest research evidence

Randomized Controlled Trials (RCT) of humans provides the best quality of quantitative (numerical) evidence from singular studies

However, meta-analyses collectively consider and merge a great many singular research and RCT studies across common factors to make definitive statements about phenomena being researched

SOME EXAMPLES

- Aspirin has this efficacy and these side effects
- Smoking causes lung cancer
- Planetary temperature is steadily warming



1. PHYSICAL Well-being

Ability to maintain a balanced quality of life without limitations, distress, or fatigue when undergoing bodily exertion or exercise

In adventure, PHYSICAL well-being can derive from (green/blue) exercise

Participation in properly facilitated adventure programs is known to:

↑ positive attitude toward exercise,
overall fitness, activity levels, longevity,
& immune function, endocrine function

↓ obesity, mortality, cholesterol, cortisol
heart rate, sys- & diastolic blood pressure,
heart rate variability (relaxation indicator)

↓ risk of diabetes, stroke, asthma, hypertension, cardiovascular disease



2. MENTAL Well-being

Ability to maintain a balanced quality of life without trauma, confusion or restrictions, when undergoing cognitive exertions or interactions

In adventure, MENTAL well-being can derive from immersion in nature

Participation in a properly facilitated nature connection is known to:

↑ life satisfaction, happiness, enjoyment, pleasure, peace, contentment, vigour, cognitive performance,

↓ exhaustion, stress, anxiety, depression, attention deficit, other mood disorders, pain and post-surgical complications

Generally: ↑ positive emotions & ↓ negative emotions



3. SELF-IMAGE Well-being

The ability to maintain a balanced perception of self with confidence, resilience & intrapersonal understanding of one's own identity / character

In adventure, SELF-IMAGE well-being can derive from overcoming perceived risks

Participation in properly facilitated adventure programs is known to shift locus of control external → internal



self-awareness
self-concept
self-efficacy
self-esteem



addiction
criminality
other disorders



4. SOCIAL Well-being

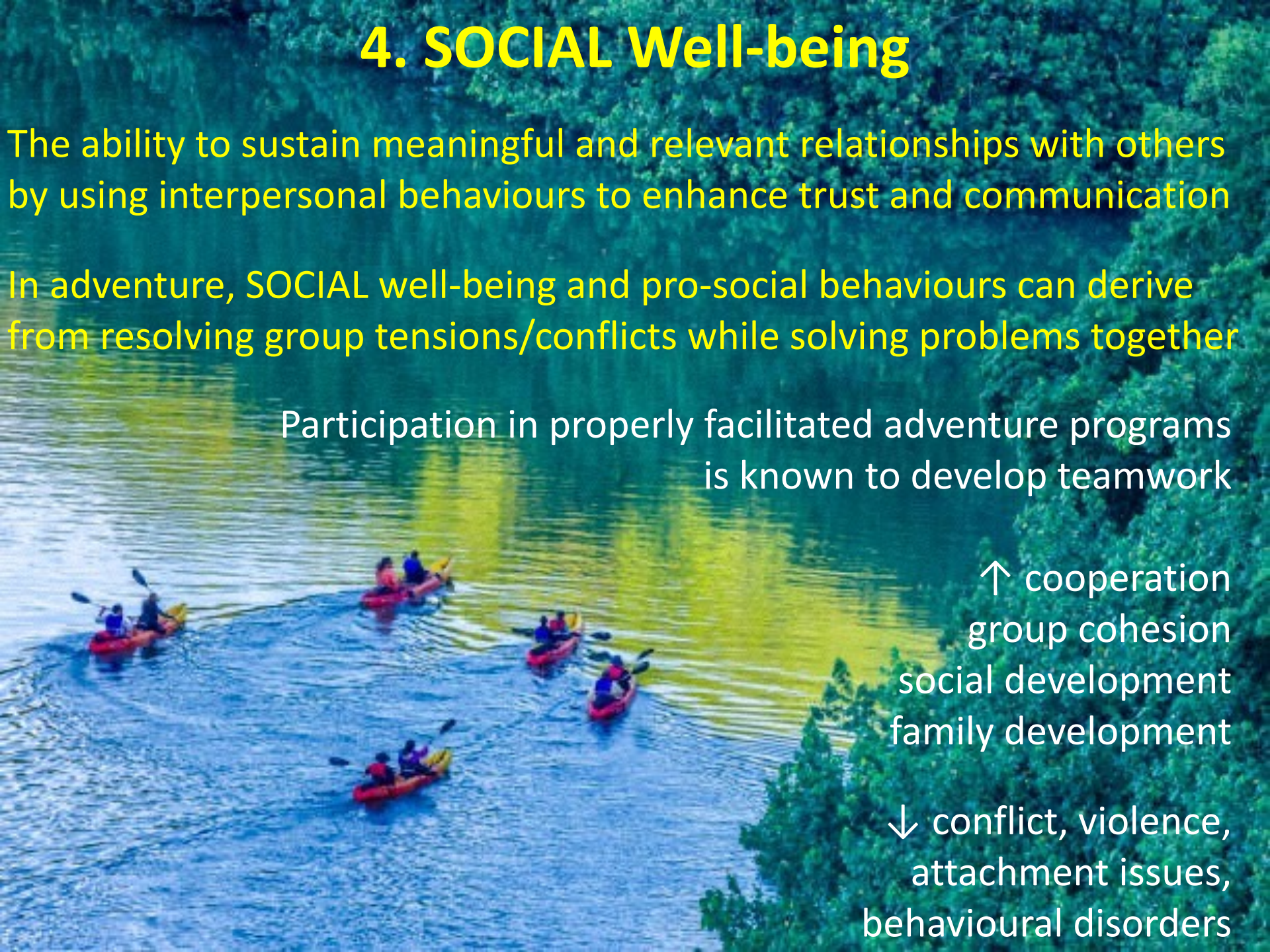
The ability to sustain meaningful and relevant relationships with others by using interpersonal behaviours to enhance trust and communication

In adventure, SOCIAL well-being and pro-social behaviours can derive from resolving group tensions/conflicts while solving problems together

Participation in properly facilitated adventure programs is known to develop teamwork

↑ cooperation
group cohesion
social development
family development

↓ conflict, violence,
attachment issues,
behavioural disorders



5. ECOLOGICAL Well-being

Ability to maintain a balanced and harmonious current relationship among people and their ecosystems that leads to future sustainability

In adventure, ECOLOGICAL well-being can derive from nature immersion



Participation in a properly facilitated nature connection is known to:

↑ eco-awareness, environmental stewardship, ecological understanding, attitudes toward nature, pro-environmental behaviours, attachment or affinity for place, eco-consciousness, deepening appreciation, positive actions to conserve or protect, etc.

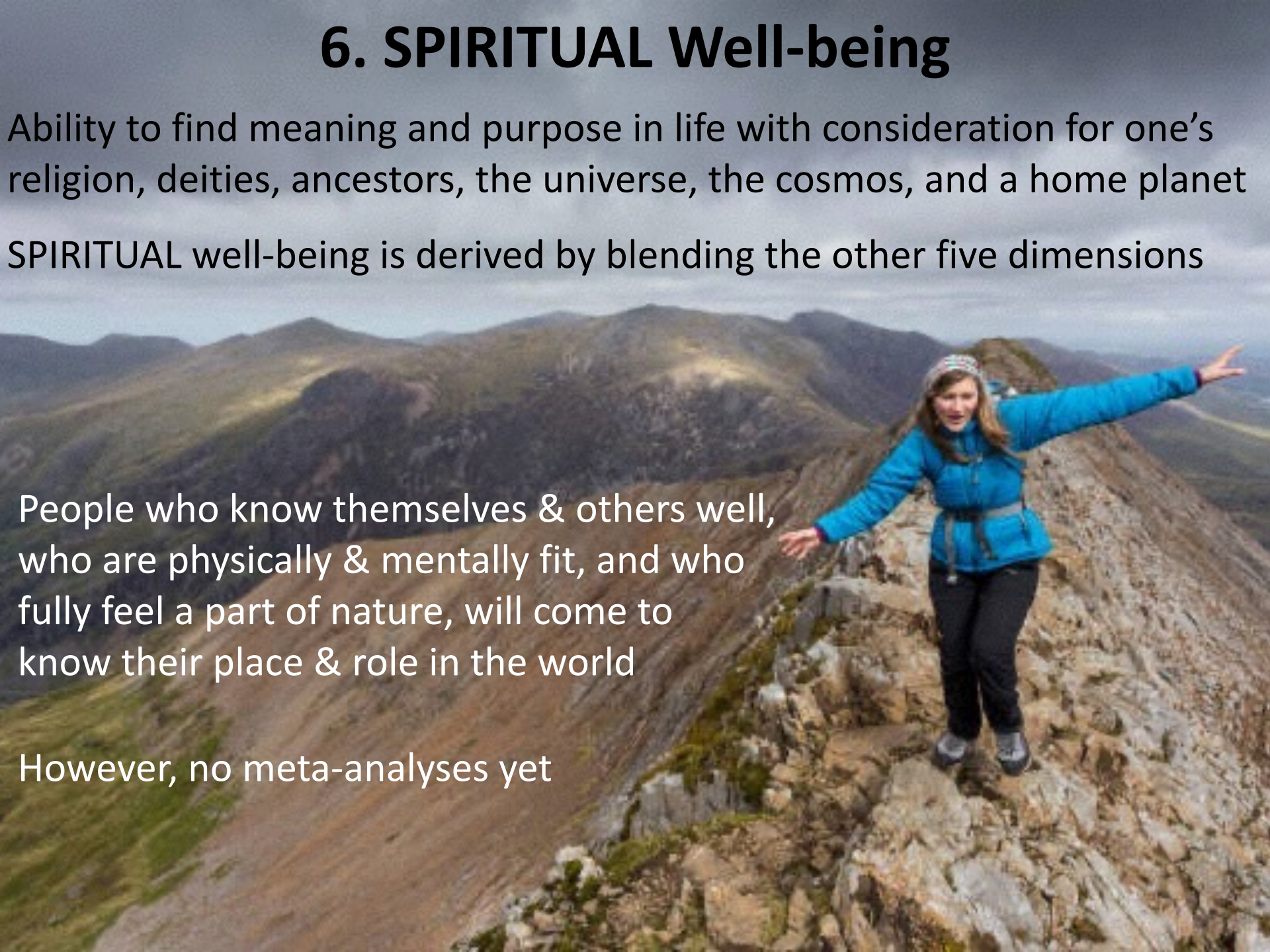
6. SPIRITUAL Well-being

Ability to find meaning and purpose in life with consideration for one's religion, deities, ancestors, the universe, the cosmos, and a home planet

SPIRITUAL well-being is derived by blending the other five dimensions

People who know themselves & others well, who are physically & mentally fit, and who fully feel a part of nature, will come to know their place & role in the world

However, no meta-analyses yet



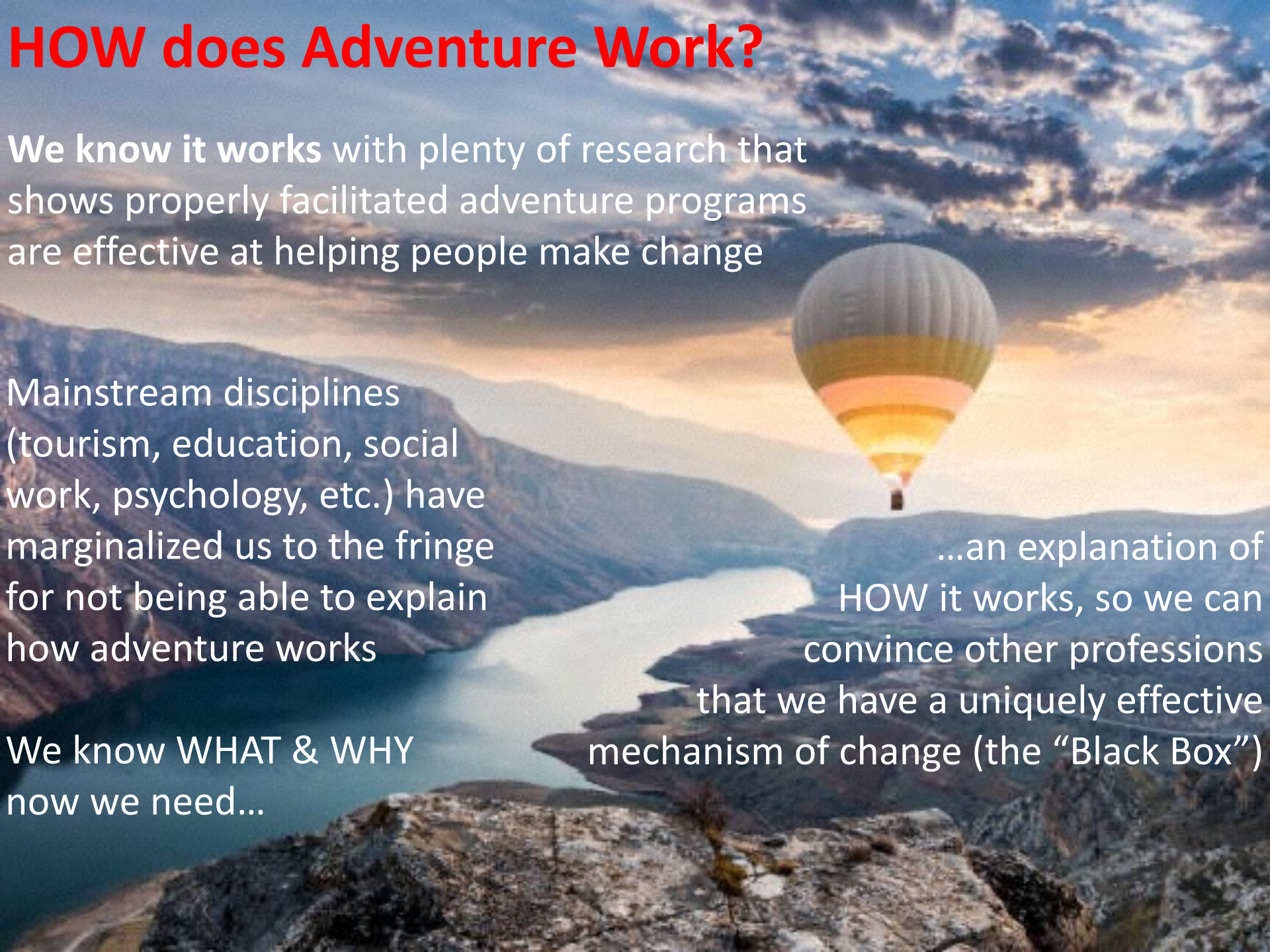
HOW does Adventure Work?

We know it works with plenty of research that shows properly facilitated adventure programs are effective at helping people make change

Mainstream disciplines (tourism, education, social work, psychology, etc.) have marginalized us to the fringe for not being able to explain how adventure works

We know WHAT & WHY now we need...

...an explanation of HOW it works, so we can convince other professions that we have a uniquely effective mechanism of change (the “Black Box”)



MECHANISM OF CHANGE

CHANGE

1. Stand up; fold your arms
2. Get really comfortable
3. Note which arm is on top
4. Watch others nearby
5. Switch arms so that the other is on top!

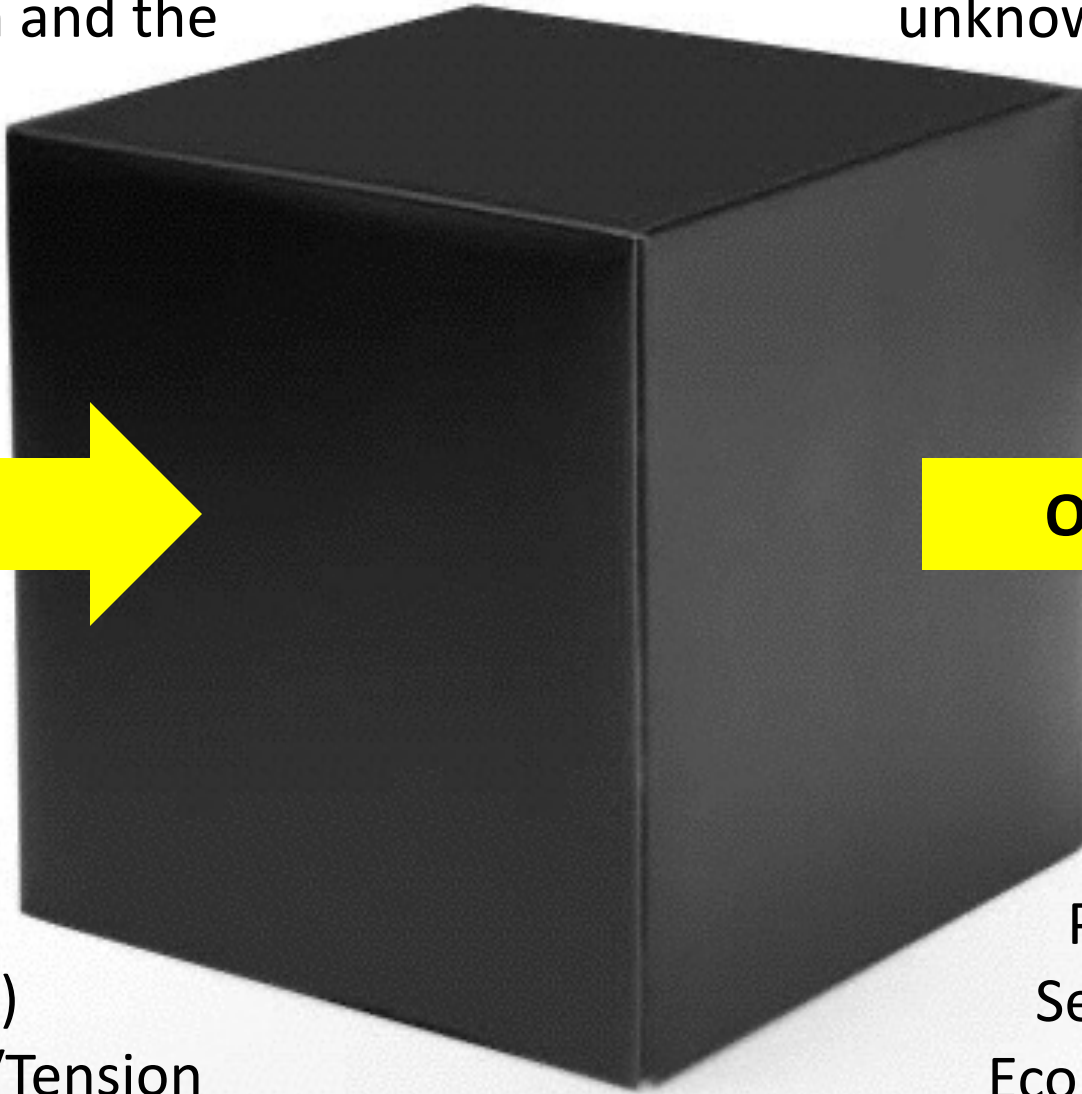
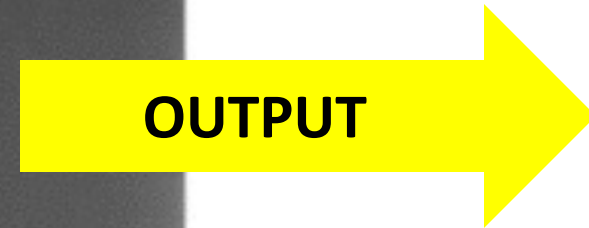
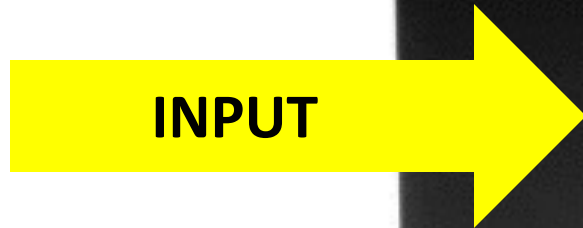
HOW IS THIS EXERCISE
A CHANGE METAPHOR?



The “BLACK BOX” of Adventure

Adventure is like electricity – we flip a switch and the light comes on, but we just don't know how or why

Bunge's (1963) “Black Box” means unknown, unexplained, or mysterious processes take place between input & output



Interwoven Elements:


Nature
Exercise (tough)
Group Conflict/Tension
Perceived Risk Taking + more

Changes in Ecohealth:

Physical, Mental, Self-Image, Social, Ecological, Spiritual, (feeling, thinking, behaving, resisting)

7 STEPS inside the “Black Box”

1. Dissonance
2. Practice Tries
- 3. Reflection**
4. Identification
5. Learning
6. Change
7. Pledge



includes
comparison
& examination
processes

1. Dissonance

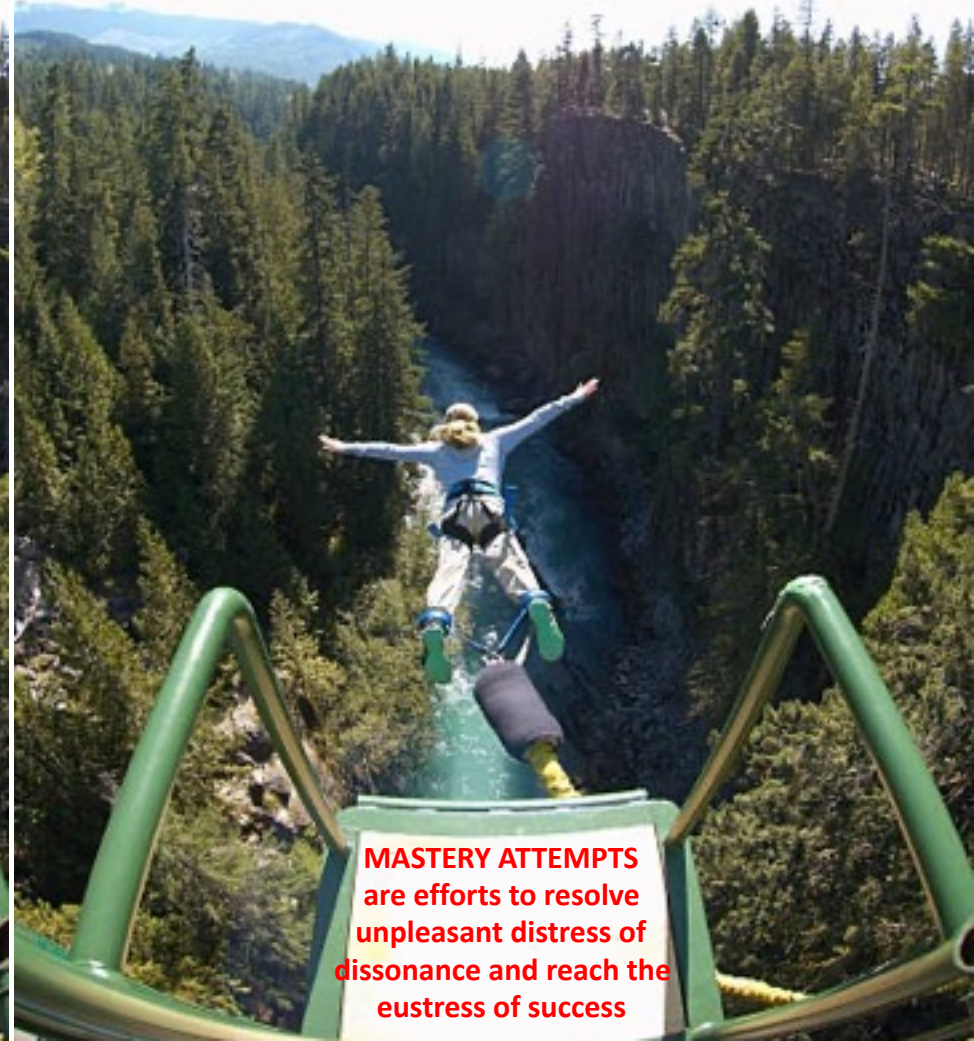
holding two opposing views in one's mind at the same time (can freeze people)



2. Practice Tries

Your job is to encourage them to test one of those competing thoughts, but without coercion – “challenge by choice” means THEY must decide!

Repeated tries, leading to success, provides ample content for reflection



MASTERY ATTEMPTS
are efforts to resolve
unpleasant distress of
dissonance and reach the
eustress of success

3. Reflection

Reflection is the **EXAMINATION** of one's own feelings, thoughts, behaviours, and resistance in the context of the experience or **COMPARISON** of past situations with the present

Reflection can be potentiated by sharing in group discussions for positive reinforcement or negative contradiction

Examining & Comparing

4. Identification

Recognizes what has improved and increased (or diminished and decreased) as a result of active participation in the experience

You should typically facilitate this toward a gain in greater **perceived competence** for each participant – ASK: what did you consciously do to make this recognized gain or enhancement?



5. Learning



A summation and application of what was identified, compared, and examined through reflection, where the learning transfer can be enhanced by participants making metaphoric connections to their own daily lives

6. Change

Participants express what they will do differently next time, however, one of the next experiences should obviously be structured in such a way to provide them with the opportunity to practice and demonstrate their change



Change becomes transformation when the alterations are irreversible in daily life and the best way to achieve this is to examine strategies to maintain change against the situational forces of erosion

7. Pledge

A commitment to continue change in daily life ends the stepwise process, but is an optional step that is deliberately omitted if people are quickly plunged into another experience

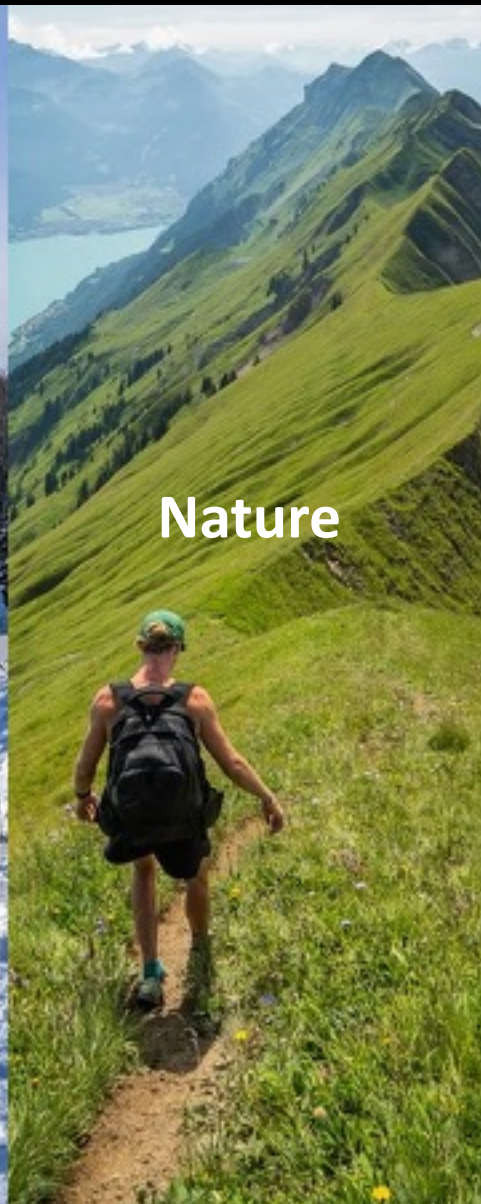


Promises for the future are more frequently included toward the end of adventure programs, before the participants depart for home, and are about the takeaways for each person and how they will live their lives differently going forward into daily living

MECHANISMS of CHANGE for ADVENTURE: Four pathways through the “black box” process



Exercise



Nature



Risk



Conflict

INPUT: Four Elements woven into Adventure



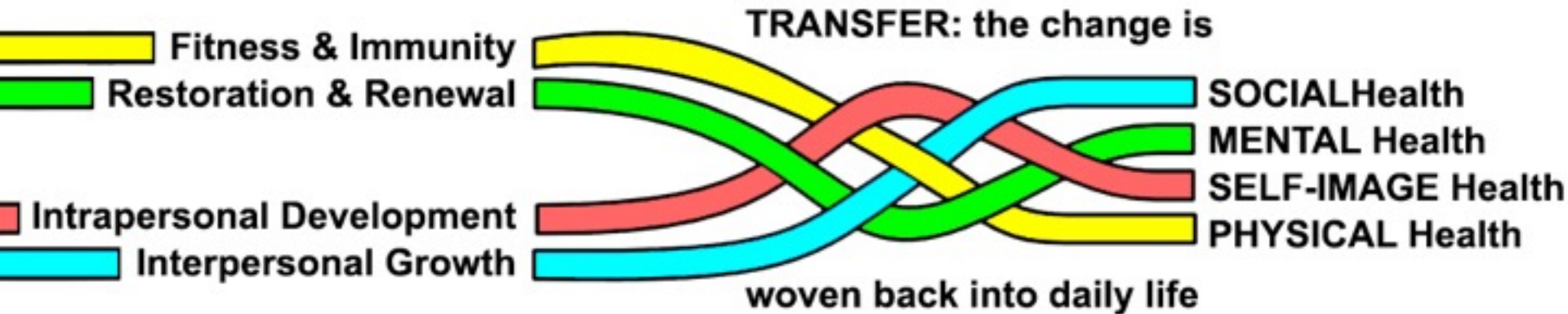
Exercise: active effort of moving; kinesthetic awareness of body position

Nature: non-human features of ecosystems; humans are part of nature

Risk: the potential to lose something of value (physical, mental, social, self-image, etc.); best to deal in perceived risk and avoid real dangers

Conflict: social friction or tension from discord or disagreement among 2+ participants; natural result of living together in stressful conditions

OUTPUT: Ecohealth



ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
RESULTS IN	PHYSICAL Health	MENTAL Health	SELF-IMAGE Health	SOCIAL Health
COMBINES	as SPIRITUAL Health and in OVERALL ECOHEALTH & WELL-BEING			

The once separated elements (exercise, nature, risk, and conflict) are woven back together by practitioners leading discussions and participants further reflecting on their well-being

Boundaries among these 6 health outcomes (physical, mental, self-image, social, spiritual, and ecological) become blurred as the various well-beings begin to merge and coalesce

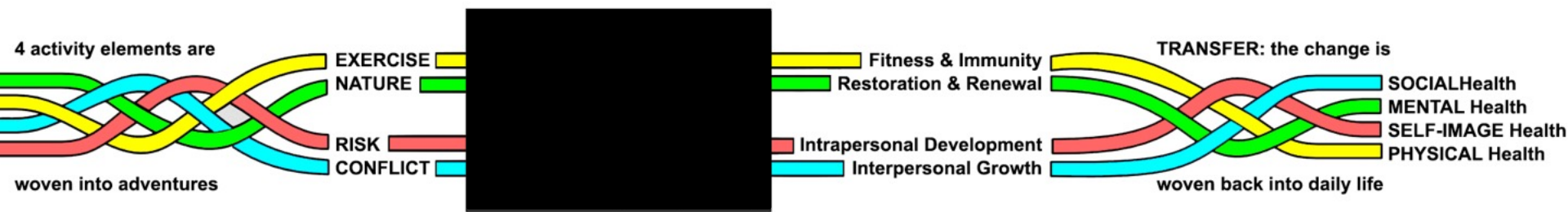
These health outcomes are interactive and synergistic to the point that improving one type of well-being may well enhance the others & overall balanced **ecohealth** can be the result

You decide which of the 4 elements to direct facilitation toward based on client needs assessment & issues arising

Black Box Process in Mechanisms of Change



M E C H A N I S M S O F C H A N G E



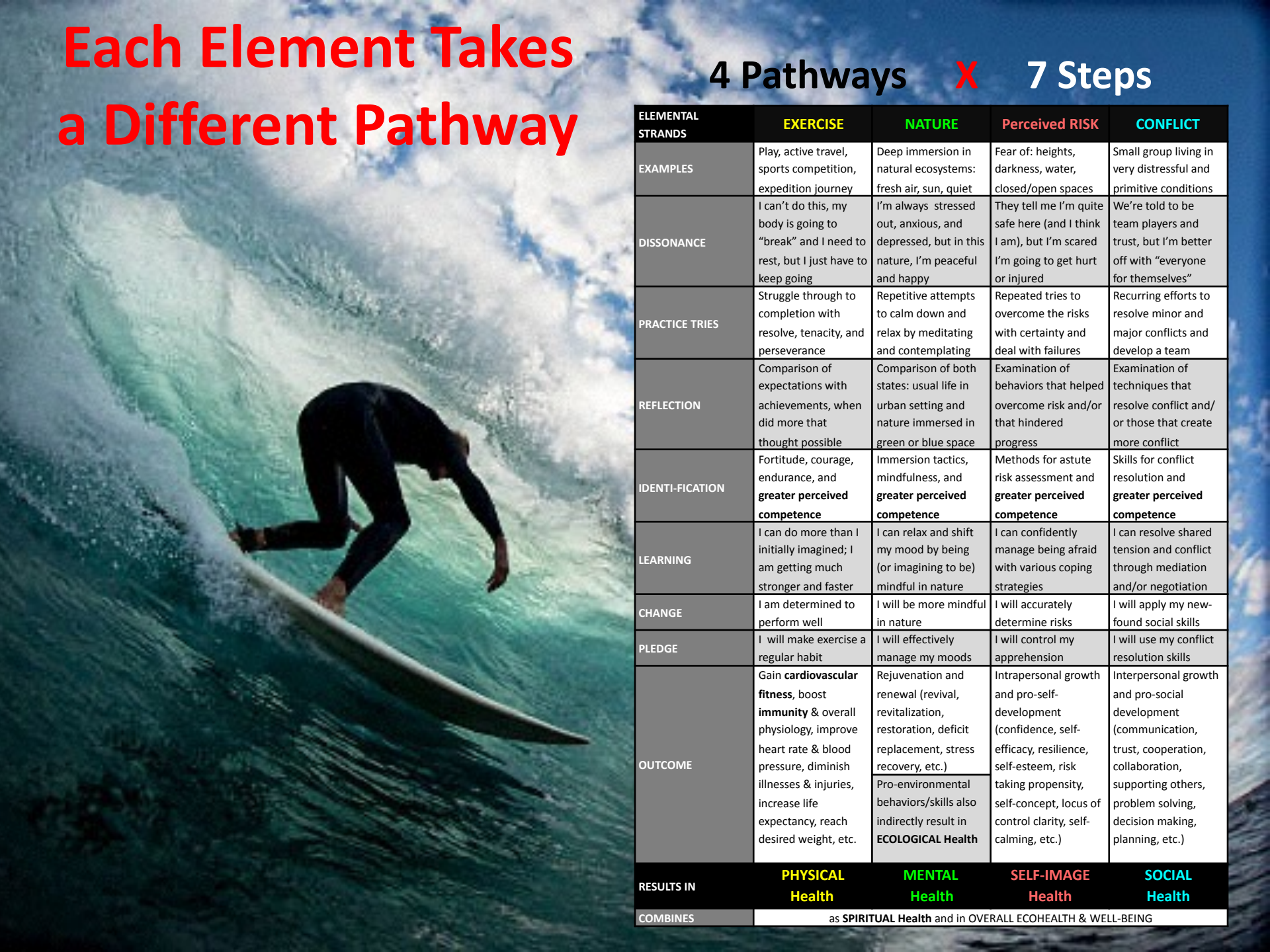
Facilitating REFLECTION & Identification

DISSONANCE resolved by repeated
PRACTICE TRIES that succeed or
fail, but are followed by **REFLECTION**
(with comparison & examination) and
IDENTIFICATION of gains, so that
LEARNING results leading to
CHANGE in the next experience with a
PLEDGE for living each day differently

Each Element Takes a Different Pathway

4 Pathways X 7 Steps

ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
EXAMPLES	Play, active travel, sports competition, expedition journey	Deep immersion in natural ecosystems: fresh air, sun, quiet	Fear of: heights, darkness, water, closed/open spaces	Small group living in very distressful and primitive conditions
DISSONANCE	I can't do this, my body is going to "break" and I need to rest, but I just have to keep going	I'm always stressed out, anxious, and depressed, but in this nature, I'm peaceful and happy	They tell me I'm quite safe here (and I think I am), but I'm scared I'm going to get hurt or injured	We're told to be team players and trust, but I'm better off with "everyone for themselves"
PRACTICE TRIES	Struggle through to completion with resolve, tenacity, and perseverance	Repetitive attempts to calm down and relax by meditating and contemplating	Repeated tries to overcome the risks with certainty and deal with failures	Recurring efforts to resolve minor and major conflicts and develop a team
REFLECTION	Comparison of expectations with achievements, when did more that thought possible	Comparison of both states: usual life in urban setting and nature immersed in green or blue space	Examination of behaviors that helped overcome risk and/or that hindered progress	Examination of techniques that resolve conflict and/or those that create more conflict
IDENTIFICATION	Fortitude, courage, endurance, and greater perceived competence	Immersion tactics, mindfulness, and greater perceived competence	Methods for astute risk assessment and greater perceived competence	Skills for conflict resolution and greater perceived competence
LEARNING	I can do more than I initially imagined; I am getting much stronger and faster	I can relax and shift my mood by being (or imagining to be) mindful in nature	I can confidently manage being afraid with various coping strategies	I can resolve shared tension and conflict through mediation and/or negotiation
CHANGE	I am determined to perform well	I will be more mindful in nature	I will accurately determine risks	I will apply my new-found social skills
PLEDGE	I will make exercise a regular habit	I will effectively manage my moods	I will control my apprehension	I will use my conflict resolution skills
OUTCOME	Gain cardiovascular fitness , boost immunity & overall physiology, improve heart rate & blood pressure, diminish illnesses & injuries, increase life expectancy, reach desired weight, etc.	Rejuvenation and renewal (revival, revitalization, restoration, deficit replacement, stress recovery, etc.) Pro-environmental behaviors/skills also indirectly result in ECOLOGICAL Health	Intrapersonal growth and pro-self-development (confidence, self-efficacy, resilience, self-esteem, risk taking propensity, self-concept, locus of control clarity, self-calming, etc.)	Interpersonal growth and pro-social development (communication, trust, cooperation, collaboration, supporting others, problem solving, decision making, planning, etc.)
RESULTS IN	PHYSICAL Health	MENTAL Health	SELF-IMAGE Health	SOCIAL Health
COMBINES	as SPIRITUAL Health and in OVERALL ECOHEALTH & WELL-BEING			



Examples



ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
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1. Dissonance

ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
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2. Practice Tries

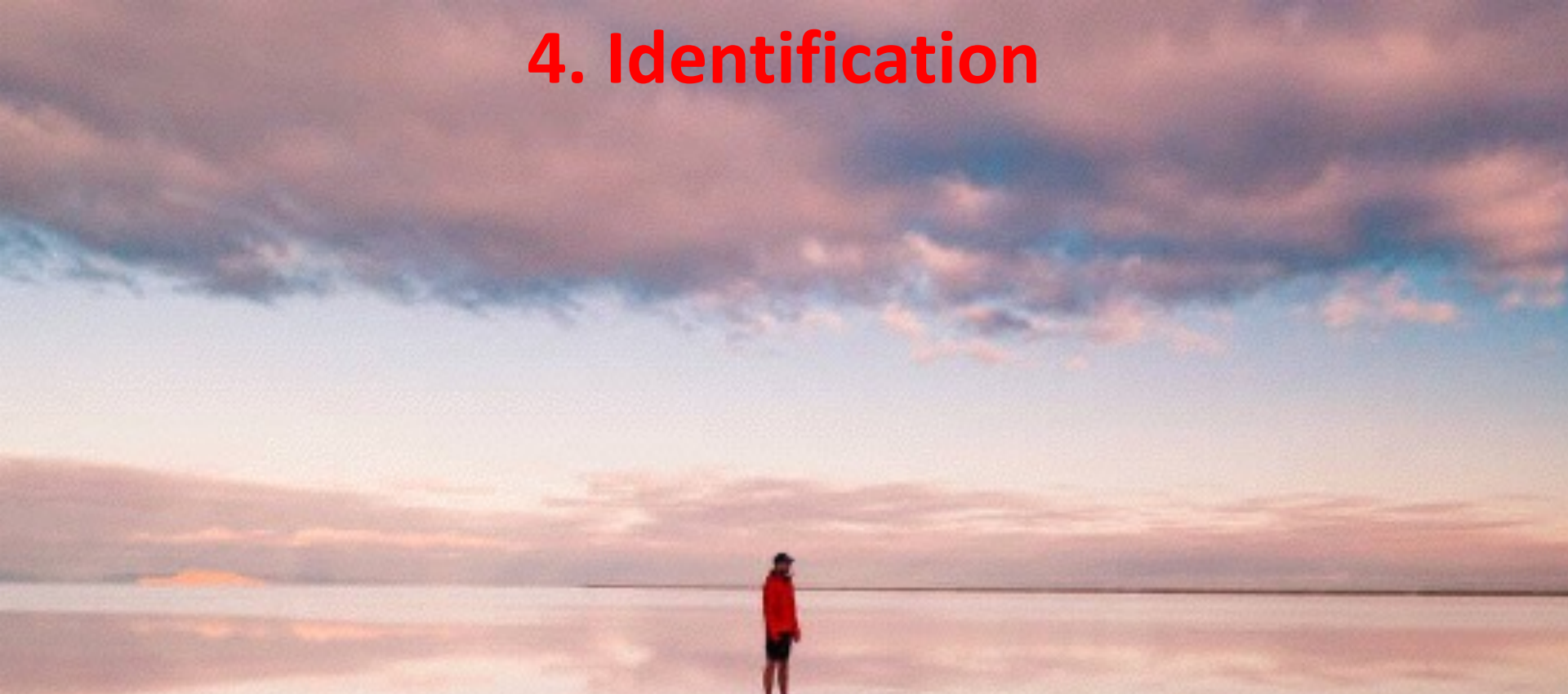


ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
PRACTICE TRIES	Struggle through to completion with resolve, tenacity, and perseverance	Repetitive attempts to calm down and relax by contemplating and meditating	Repeated tries to deal with failures and overcome the risks with courage and certainty	Recurring efforts to resolve minor and major conflicts and to develop a high performing team

3. Reflection

ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
REFLECTION	Comparison of expectations with achievements, when did more than thought possible	Comparison of both states: usual life in urban setting and nature immersed in green or blue space	Examination of behaviors that helped overcome risk and/or that hindered progress	Examination of techniques that resolve conflict and/or those that create more conflict

4. Identification



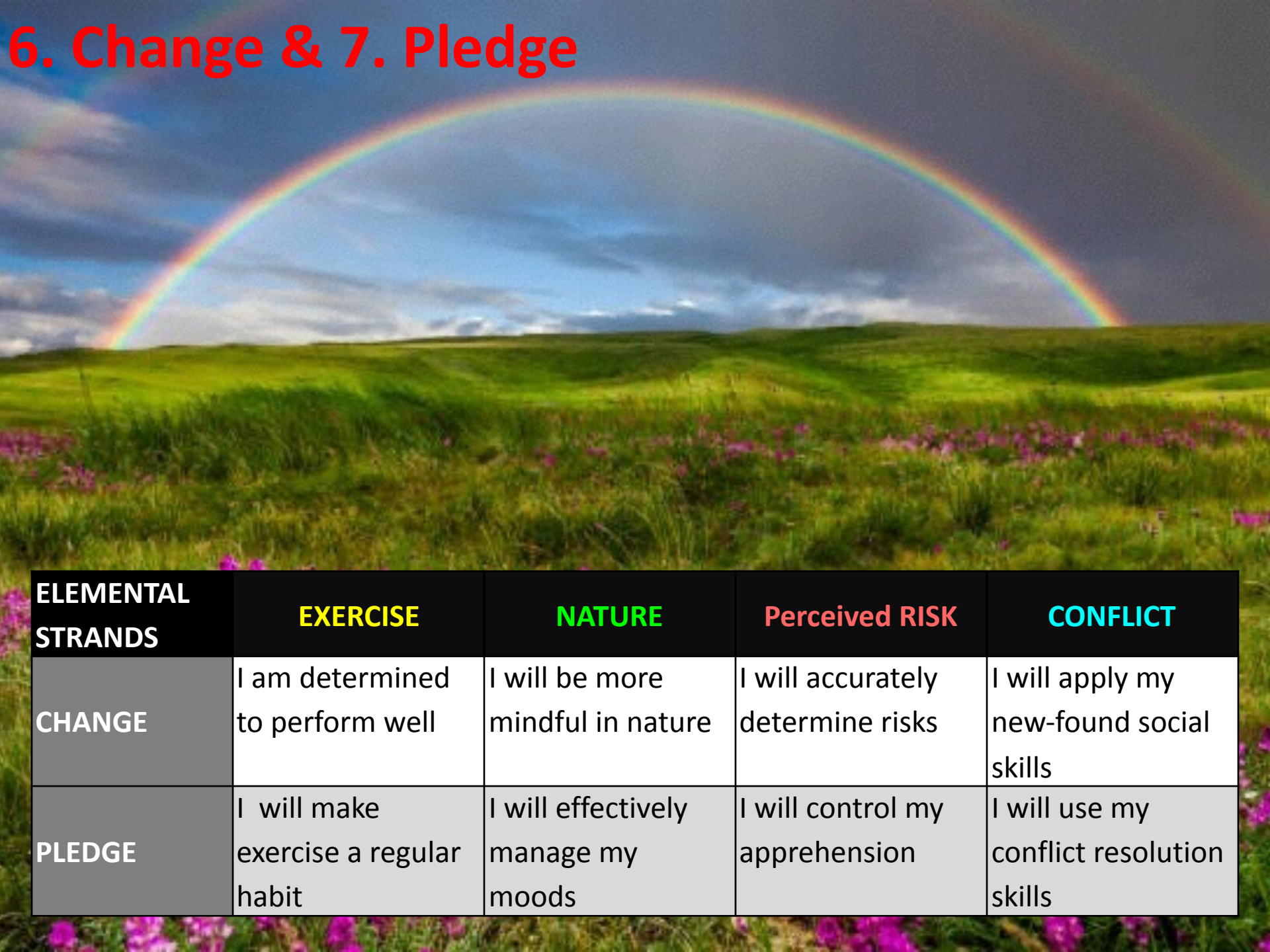
ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
IDENTIFICATION	Fortitude, courage, endurance, and greater perceived competence	Immersion tactics, mindfulness, and greater perceived competence	Methods for astute risk assessment and greater perceived competence	Skills for conflict resolution and greater perceived competence

5. Learning



ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
LEARNING	I can do more than I initially imagined; I am getting much stronger and faster	I can relax and shift my mood by being (or imagining to be) mindful in nature	I can confidently manage being afraid with various coping strategies	I can resolve shared tension and conflict through mediation and/or negotiation

6. Change & 7. Pledge



ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
CHANGE	I am determined to perform well	I will be more mindful in nature	I will accurately determine risks	I will apply my new-found social skills
PLEDGE	I will make exercise a regular habit	I will effectively manage my moods	I will control my apprehension	I will use my conflict resolution skills

Possible Outcomes

ELEMENTAL STRANDS	EXERCISE	NATURE	Perceived RISK	CONFLICT
OUTCOME	Gain cardiovascular fitness, boost immunity & overall physiology, improve heart rate & blood pressure, diminish illnesses & injuries, increase life expectancy, reach desired weight, etc.	<p>Rejuvenation and renewal (revival, revitalization, restoration, deficit replacement, stress recovery, etc.)</p> <p>Pro-environmental behaviors/skills also indirectly result in ECOLOGICAL Health</p>	Intrapersonal growth and pro-self-development (confidence, self-efficacy, resilience, self-esteem, risk taking propensity, self-concept, locus of control clarity, self-calming, etc.)	Interpersonal growth and pro-social development (communication, trust, cooperation, collaboration, supporting others, problem solving, decision making, planning, etc.)

Many of these outcomes will overlap

Definitions, 4 Program Types, Experiential Learning,
Metaphoric Transfer, Facilitation of Reflection

WHY, WHAT & HOW?

7 Steps X 4 pathways

SUMMARY
(final)



CONCLUSION

Reflection is a critical component of most adventurous outdoor learning

Program type determines experiential emphasis and necessary staff
facilitation techniques

WHAT? ecohealth/6 well-beings
physical, mental, self-image,
social, ecological &
spiritual

WHY? experiential, novel,
consequential, change-oriented,
metaphoric, human fear response, etc.

HOW?
create dissonance,
encourage practice tries,
reflect, identify, learn, change & pledge
through exercise, nature, risk & conflict

QUESTIONS?

