

Peer Reviewed Article

The Influence of Adventure-Based Learning / Social Skill Instruction on 5th Grade Students' Behaviors During Physical Education

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ABSTRACT

The purpose of this behavior analysis study was to examine the effect of adventure-based learning (ABL) and social skills instruction on the acquisition and maintenance of appropriate behaviors of elementary children during regular and inclusive physical education (PE). Participants were four 5th grade students (one female and three males – one with special needs) from California and Puerto Rico. An Applied Behavioral Analysis (ABA) Reversal design was used to evaluate the effects of the ABL unit of instruction on appropriate and inappropriate behaviors during PE across acquisition and maintenance (Cooper, Heron, & Heward, 2007). Instructional sessions occurred three times per week and were between 20 and 35-minutes in duration for a period of 5 weeks. Two elementary physical educators were trained and then taught a 10-session (California) and 8-session (Puerto Rico) ABL unit to their 5th grade students at their respective sites. Four social relationship skills (responsibility, caring, helping others, and respect) were identified and practiced during the ABL activities. Results of this applied behavior analysis study showed that ABL/social skills instruction was an effective strategy to increase appropriate behaviors and decrease inappropriate ones for the participating 5th grade students during PE.

Keywords: social skills, disability, adventure-based learning, 5th grade physical education, applied behavioral analysis

Introduction

Lack of discipline and control has been cited as major obstacle for effective instruction in physical education (PE) (Lavay, French, & Henderson, 2006). Lack of social skills can play a role in misbehavior for students in PE (Samalot – Rivera & Porretta, 2012). Social skills are learned behaviors necessary for individuals to get along successfully with others in both school and community settings (Sheridan,

2000). Ormrod (1999) asserted that most behaviors are learned and thus direct instruction can be used to teach appropriate social behaviors. In general, social skills training have been reported as representing a potentially effective approach to enhancing behavior, especially with regard to facilitating integration into general education classes.

PE and sport settings offer unique venues where students can learn to exhibit appropriate

social skills. Typically, students participate in small or large groups and are expected to socially interact. Yet, while these settings offer unique educational experiences where students can act socially, the development of social skills does not happen automatically (Hellison, 2011). Appropriate social behavior can improve when interventions are implemented (Balderson & Sharpe, 2005). According to Buchanan (2001), specific instructional strategies need to be used to develop social skills in PE. A number of investigators have used various interventions to improve social skills in physical activity contexts on individuals with and without disabilities (Vidoni & Ward 2009, Samalot-Rivera & Porretta, 2012, Madrid-Lopez, et al., 2016). However, few research studies have been conducted to enhance the social skills of students in inclusive settings during PE (Samalot-Rivera & Porretta, 2012). Samalot-Rivera and Porretta (2012) studied the effectiveness of a social skill curriculum intervention on the acquisition and transfer of appropriate social behaviors through PE on students with emotional disturbance. The intervention consisted of three sets of social skills: appropriate behaviors when winning, appropriate behaviors when losing and appropriate behaviors during the game. Results demonstrated that the intervention was effective in increasing appropriate behavior and decreasing inappropriate behavior during PE. Furthermore, social validity data demonstrated that parents and teachers valued the program intervention. Vidoni and Ward (2009) examined the effects of Fair Play Instruction on middle school physical education classes during a tag rugby unit. The Fair Play intervention consisted of: (a) students developing a chart with fair play cues to be accomplished during the lesson, (b) teacher's prompts and praise during the lesson related to fair play behaviors, and (c) positive pinpointing of fair play behaviors used by students during the lesson closure. Fair Play Instruction was consistently effective in increasing students' active participation, and in decreasing waiting time for all participants. Also, it was effective in decreasing the number of harmful behaviors. Further, social validity data from this study provided strong evidence that teachers and students valued the intervention.

The purpose of this study was to examine the effect of adventure-based learning (ABL) /social skills instruction on the acquisition and maintenance of

appropriate behaviors of 5th grade elementary children during a general and an inclusive PE classroom in California and Puerto Rico. ABL has been used in PE to help students develop intrapersonal and interpersonal relationships (Sutherland, Ressler, & Stuhr, 2009). ABL is a type of student-centered curriculum that uses physical teambuilding activities to promote the development of social skills (Cosgriff, 2000; Dyson & Sutherland, 2014). This non-traditional PE curriculum model allows students to focus on the social "processes" used in completing the activity rather than solely on getting to the outcome (Dyson & Sutherland, 2014). De-emphasizing a win-at-all-costs mentality with ABL activities promotes student utilization of social skills that have been introduced by the instructor, with the goal of further development of such said skills. A large and critical component to an ABL curriculum is the use of a debrief (i.e., teacher-guided reflection) at the end of the activity. The debrief allows for the students to reflect on the social skills taught and potentially used during the lesson. The ABL curriculum was used along with the social skills instruction as a means to help promote appropriate student behavior.

Methods

Participants

The four participants in this study were two Caucasians students (one female and one male) from California and two Hispanic students (both males) from Puerto Rico attending 5th grade at their respective schools. Participants for this study were identified and selected by the PE teacher using the following selection criteria: students who lack social skills and misbehave in PE (see table 1), and students with a diagnosed disability that affects their social interactions. The school in Puerto Rico was located in an urban setting from low social economic background in the town of Bayamon, Puerto Rico. Two students from 5th grade inclusive PE class were selected by the classroom teacher. One of these two students had an Individualized Education Plan (IEP) due to learning disabilities. The second student was selected because he was identified with a lack of social skills during PE. The school in California was in a suburban middle social economic status area from Southern California. Two students from a general 5th

grade PE class participated. One was selected because he previously showed a lack of social skills during PE. The second student selected did not show any lack of social skills. Researcher in California wanted to see if there were any differences between the student who demonstrated appropriate social skills and the one who showed lack of such said skills.

Design

An ABA Reversal design was used to evaluate the effects of an ABL/social skills unit of instruction on appropriate and inappropriate behaviors during PE across acquisition and maintenance (Cooper, Heron, & Heward, 2007). ABA is a type of single-case design used to examine the effect of a treatment on the behavior of a single participant. ABA design involves establishing a baseline condition, introducing and experimental treatment, and then returning to the baseline to see what effects the intervention had on the targeted behaviors. Definition of appropriate and inappropriate behaviors during PE are provided in table. 1.

See Table 1.

Instructional sessions took place three times per week and were between 20 and 35-minutes in duration. Two elementary physical educators were trained and then taught a 10-session (California) and 8-session (Puerto Rico) ABL unit to their 5th grade students at their respective sites. The physical education teacher from Puerto Rico was considered by many one of the best teachers in the region. This teacher had a master's degree in PE and had taught for more than 20 years. Further, this teacher served as a cooperating teacher for one of the teacher preparation programs on the island. In California, the physical educator had over 25 years of teaching experience. She had a master's degree in PE and was a National Board Certified Teacher.

Four social relationship skills (responsibility, caring, helping others, and respect) were defined and practiced during the ABL activities. A valid social validity questionnaire was used and administered to the teachers and classroom aids to assess their attitudes and perceptions about the validity of the intervention (Samalot-Rivera & Porretta, 2012).

Baseline

Participants were observed for occurrence of all dependent variables (appropriate and inappropriate physical or verbal behaviors) during PE prior to intervention in each research school site. Once a relatively steady state of responding was achieved, the intervention was introduced. Since participants were observed in sessions offering a variety of activities, it was impossible for absolute stability to be achieved.

Training

Researchers trained teachers to deliver the intervention by providing them with the necessary knowledge and resources to be prepared and feel comfortable implementing the intervention. A total of 5 training meetings occurred. During training, teachers were introduced to each one of the target social skills and implementation strategies to be used during the study. Four social relationship skills (caring, helping others, respect, and responsibility) were defined with examples (see table 2) and discussed during training. Each teacher was given a complete set of the ABL lessons to be used as part of the intervention. Because the teachers were unfamiliar with ABL, they were provided with videos that showed 10 ABL activities being facilitated. The purpose of these videos was to provide the teachers with a visual on what some of the ABL activities actually looked like in action. The teachers were instructed to watch these videos on their own time. The videos provided the teachers with a sample of how the ABL activities could be facilitated.

See Table 2.

Intervention

Each teacher used detailed lesson plans provided by the investigators, which were modified from curriculum developed and used by Samalot-Rivera and Porretta (2009; 2012). The lesson plans included the following parts: lesson objective (including the intended social skill outcome, introduction to the social skill to be discussed / taught (demonstration of appropriate and inappropriate examples of the target social skill), ABL activity to participate in, debrief questions for the reflection and equipment to be used (see table 3). Following the social skill instruction, students had a

chance to practice the social skill during the ABL activities during PE. Feedback and prompts were provided by the teacher during the class. The feedback was specific to the lesson focus. For example, when students were not using the discussed social skill of “caring”, a prompt as a reminder was provided (e.g., “*class, remember to congratulate others,*” “*be sure to pick up all the equipment,*” “*did you say thank you*”).

See Table 3.

At the end of each lesson, the teachers conducted a reflection using the Sunday Afternoon Drive debrief model (Sutherland, Stuhr, & Ressler, 2012; Stuhr & Sutherland, 2013). The reflection/debrief was used to discuss the social skill, the implementation of it during class situations, and how students could apply the social skill outside the class (i.e., transfer of learning). The Sunday Afternoon Drive debrief model is based upon Kolb’s (1984) experiential learning cycle, and provides opportunity during the debrief for student-centered reflection. The aim of the model is to offer facilitators tools that promote the transfer of social skills, for students beyond PE. The model is comprised of eight features/techniques: frontloading, choice of vehicle, who sits where, co-pilot, start the car, GPS recalculating, nearing the final destination, and final destination. The Sunday Afternoon Drive debrief model has been shown to be a credible tool in promoting robust and effective student-centered reflection (Sutherland, Stuhr, & Ressler, 2012; Stuhr & Sutherland, 2013). Please see Sutherland et al. (2012) or Stuhr & Sutherland (2013) for a more extensive/in-depth discussion of how the model can be implemented at the K-12 level.

Maintenance

The maintenance phase began following the completion of the intervention for all participants at both sites. In the maintenance phase, the intervention was withdrawn while target behaviors continued to be observed for the following two sessions.

Procedures

Data were gathered from videotaped sessions in the PE class for both sites. One video camera was placed outside the activity area and strategically positioned to capture both video and

audio information. It is important to mention that students were not wearing microphones and were too far from the video camera, so most of the behaviors coded were physical, especially for the California site. Teachers and observers (teacher, master degree students in physical education and a college professor) were trained to code the dependent variables exhibited by the participants during the different phases of the study. For the purpose of data collection, the dependent variables of this study were appropriate and inappropriate physical or verbal behaviors during the PE lessons (see table 1). Every occurrence on the videos that was appropriate and inappropriate was coded. Interobserver reliability data were collected by the principal investigator and trained independent observers during randomly selected sessions. Procedural integrity was established through videotaped sessions to ensure that the independent variable was implemented as intended. Social validity data were obtained from teachers and parents to assess the social importance of the instruction to daily living. Social validity assesses the social acceptability of the target behaviors and intervention (Cooper et al., 2007). Visual analysis of the target behaviors was performed using a graphical representation of the data. Data analysis consisted of a trend analysis, which allows one to inspect each participant’s behaviors across time. In addition, mean increases and decreases of appropriate and inappropriate behaviors were presented.

Results

Interobserver agreement

Interobserver agreement (IOA) was conducted on 30% of randomly selected sessions. IOA was calculated by dividing the smaller number of behaviors by the greater number of behaviors and multiplying the result by 100 (Cooper, Heron, & Heward, 2007). The IOA across all participants were (82.5%) for Puerto Rico and (84.9%) for California. These percentages exceed the recommended average of 75% as specified by Cooper et al. (2007) when multiple behaviors are evaluated by 2 or more observers. Videotapes from the physical education baseline were used to practice coding the dependent variables.

Procedural Integrity

To ensure that the intervention was applied in an accurate and consistent manner, random intervention sessions were evaluated using a procedural integrity checklist with the following criteria: the teacher explains the social skill of the day, teacher provides examples of the social skill, teacher asks students about their experiences using or not using the social skill, teacher provides appropriate examples and models how to use the social skill in PE, teacher provides inappropriate examples of the social skill in PE, teacher provides feedback and prompts to students during class, and the teacher concludes class with a debrief session. In Puerto Rico, the average for procedural integrity was 93% and in California 95%, both acceptable percentages. During intervention, the investigator provided feedback to the teacher on how to maintain and improve the intervention protocol.

Participant 1

See Figure 1.

Figure 1 illustrates the number of appropriate and inappropriate behaviors for each session during baseline, intervention, and maintenance. The mean numbers of appropriate behaviors were as follows: baseline – 1.3, intervention – 4.7, and maintenance – 12.5. The mean numbers of inappropriate behaviors were as follows: baseline – 12.5, intervention – 3.4, and maintenance – 2.0.

Participant 2

Figure 2: Student 2 (Puerto Rico) Male with Special Needs. **See Figure 2.**

Figure 2 illustrates the number of appropriate and inappropriate behaviors for each session during baseline, intervention and maintenance. The mean numbers of appropriate behaviors were as follows: baseline – 1.5, intervention – 3.7, and maintenance – 9.5. The mean numbers of inappropriate behaviors were as follows: baseline – 0.75, intervention – 0.71, and maintenance – 0.5.

Participant 3

Figure 3: Student 3 (California) Male. **See Figure 3.**

Figure 3 illustrates the number of appropriate and inappropriate behaviors for each session during baseline, intervention and maintenance. The mean

numbers of appropriate behaviors were as follows: baseline – 14.8, intervention – 19.9, and maintenance – 16.0. The mean numbers of inappropriate behaviors were as follows: baseline – 33.5, intervention – 4.7, and maintenance – 6.5.

Participant 4

Figure 4: Student 4 (California) Female. **See Figure 4.**

Figure 4 illustrates the number of appropriate and inappropriate behaviors for each session during baseline, intervention and maintenance. The mean numbers of appropriate behaviors were as follows: baseline – 24.8, intervention – 19.1, and maintenance – 11.5. The mean numbers of inappropriate behaviors were as follows: baseline – 8.25, intervention – 2.1, and maintenance – 2.5.

Discussion

The social skills intervention resulted in three of four participants (75%) increasing their appropriate behaviors during intervention phase. All four participants (100%) decreased their inappropriate behaviors during intervention phase. Overall, the ABL/social skills intervention was effective in changing social behaviors in the PE setting during the intervention phase.

Upon further inspection, behavior changes during the maintenance phase were effective. Participants 1 and 2 (Puerto Rico) had a slight decrease on appropriate behaviors once the intervention was withdrawn. Further inappropriate behaviors slightly increased in comparison with intervention phase demonstrating the effectiveness of intervention on behavior change. However, after reviewing videotapes, the researchers noticed that the teacher providing the intervention in Puerto Rico did not withdraw positive reinforcement and prompting during the second session of maintenance causing appropriate behaviors to increase. For participants 3 and 4, appropriate behaviors slightly decreased during maintenance phase and inappropriate behaviors slightly increased providing evidence that the intervention had an effect on students' behavior change.

Data obtained from the social validity questionnaire provides support for the intervention used in this study. The instruction was seen by

teachers and parents as a positive and effective manner to teach students appropriate ways to behave in PE. Overall, respondents believed that the intervention was effective in increasing appropriate behaviors and decreasing inappropriate ones. The purpose of this study was to examine the effect of ABL/social skills instruction on the acquisition and maintenance of appropriate behaviors of elementary children during general and inclusive PE classrooms. The instruction consisted of teaching participants' appropriate ways to behave in the PE class focusing on four social relationship skills (responsibility, caring, helping others, and respect). The Sunday Afternoon Drive Model (Sutherland et al., 2012) was used during the reflective period (i.e., debrief) at the end of each session to help the participants develop each social skill further. Elements of social skill (Samalot- Rivera & Porretta, 2012) were incorporated into the intervention. These elements were: (a) modeling, (b) feedback, (c) guided practice, (d) role playing, and (e) reinforcement. It is interesting to note that social skill elements included in this intervention were effective in changing student behavior supporting other intervention studies where positive social skill changes took place (Moore, Cartledge, & Heckman, 1995; Samalot-Rivera & Porretta, 2012). Based on the visual analyses of the data, results show that the social skills instruction had a positive effect by increasing appropriate behaviors and decreasing inappropriate ones in the PE setting.

Limitations and Recommendations

A limitation of this study was that the training videos that provided samples of ABL instruction were not used in Puerto Rico. Instead, one of the researchers explained and then provided a demonstration to the teacher on how to facilitate

the ABL activities. It is recommended that for future studies that training protocol is identical for both sites. Also in one of the sites (Puerto Rico) there was an issue in which the teacher continued providing positive reinforcements and prompts to the students during the second session of maintenance. This could have been avoided if procedural integrity was conducted during the first session of maintenance. It is recommended for future studies that procedural integrity be conducted in the first session of each phase to avoid this type of situation. After analyzing the results of this study there are some suggestions for future research in the PE field. Based on the positive results of this study, we recommend that the ABL/social skills curriculum be used in PE class from early ages to develop a solid base of social development and appropriate behavior during PE and sports. We also recommend and emphasize the importance of explicitly teaching social skills that can lead to increased appropriate behaviors and decreased inappropriate behaviors in PE (Samalot-Rivera & Porretta, 2012).

Conclusion

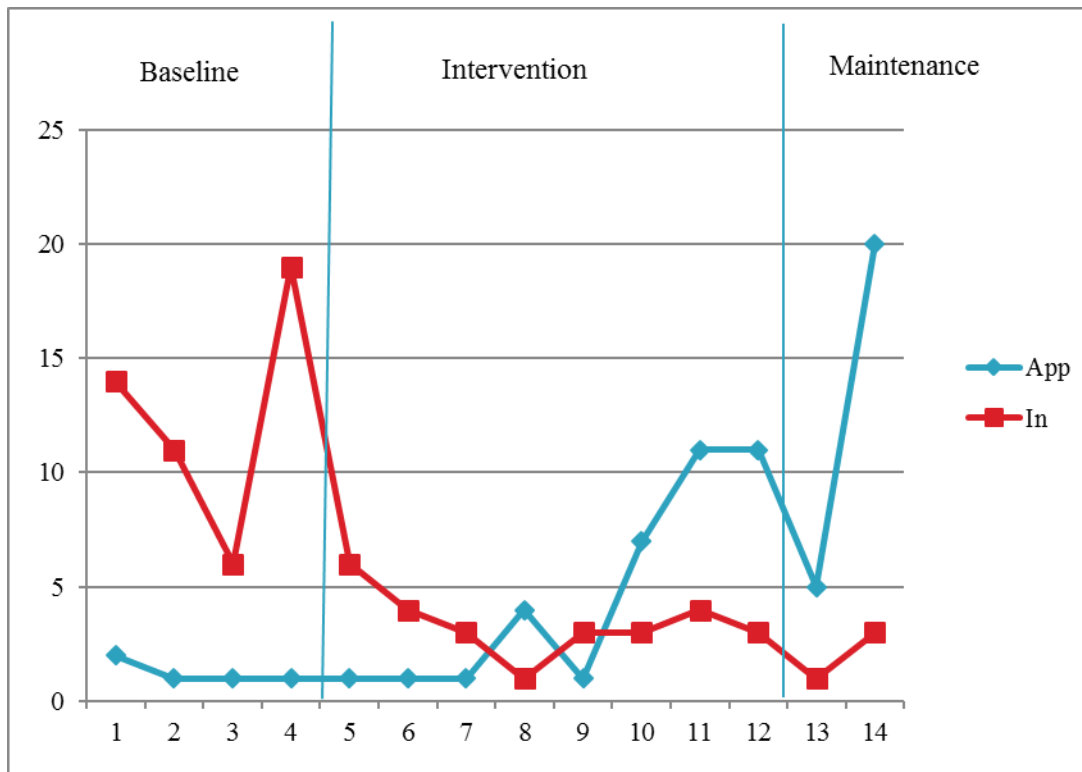
Results of this study demonstrated that ABL/social skills instruction was an effective strategy to increase appropriate behaviors and decrease inappropriate ones for the 5th grade participants during PE class. These results are aligned with basic principles of social skills in that people learn from one another when they observe, imitate, and model behaviors (Samalot-Rivera & Porretta, 2009). In general, these results support previous research on ABL and social skills instruction in PE for regular and inclusive settings. That is, appropriate social behavior can be defined, explicitly taught, and assessed as content in PE (Samalot & Porretta, 2012; Vidoni, 2003; Vidoni & Ward, 2009).

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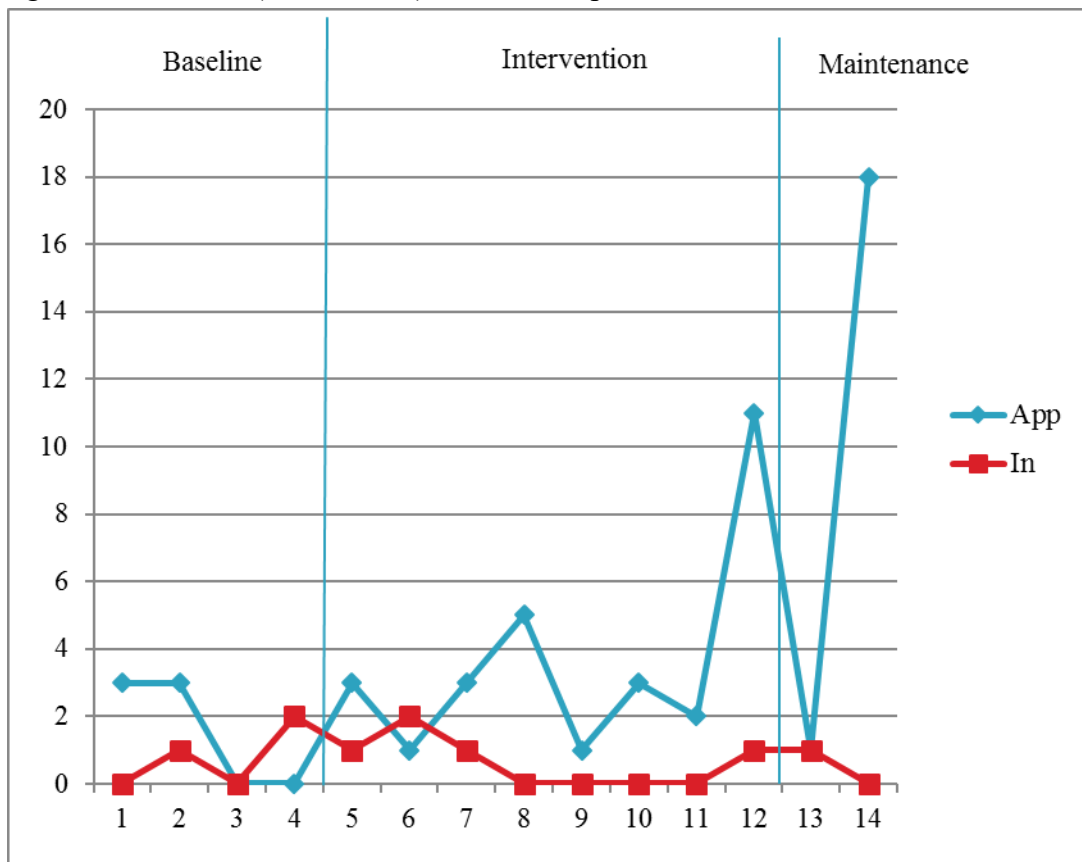
Participant 1

Figure 1: Student 1 (Puerto Rico) Male



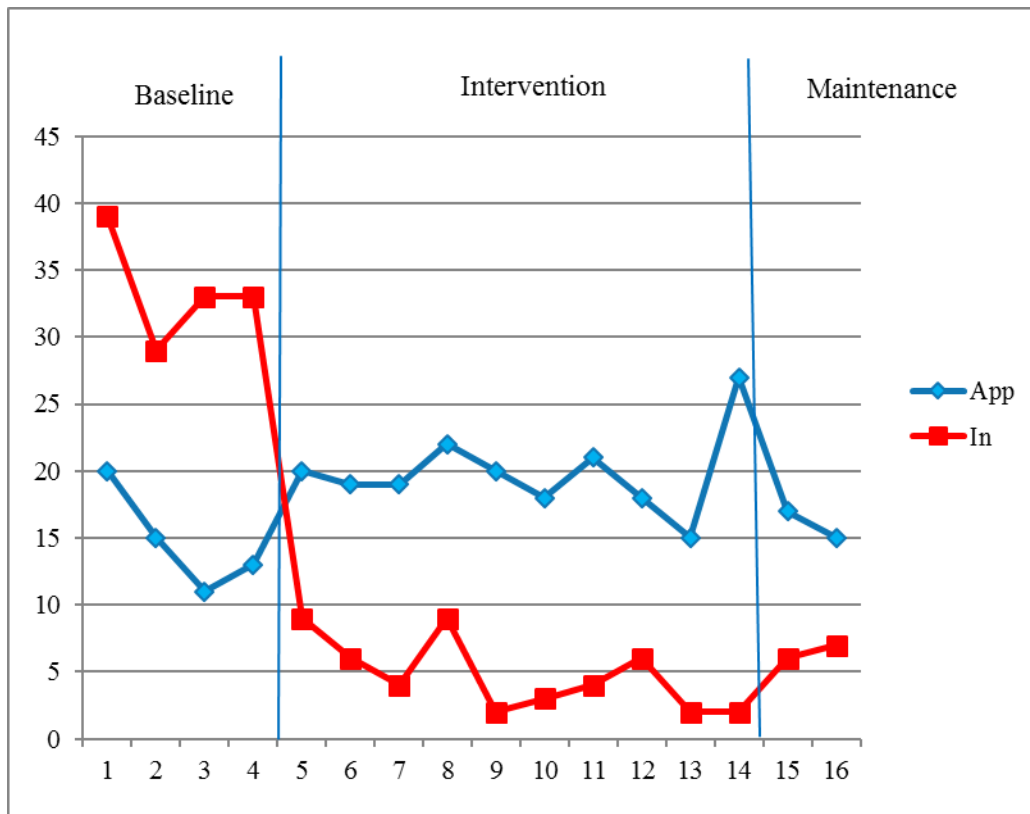
Participant 2

Figure 2: Student 2 (Puerto Rico) Male with Special Needs



Participant 3

Figure 3: Student 3 (California) Male



Participant 4

Figure 4: Student 4 (California) Female

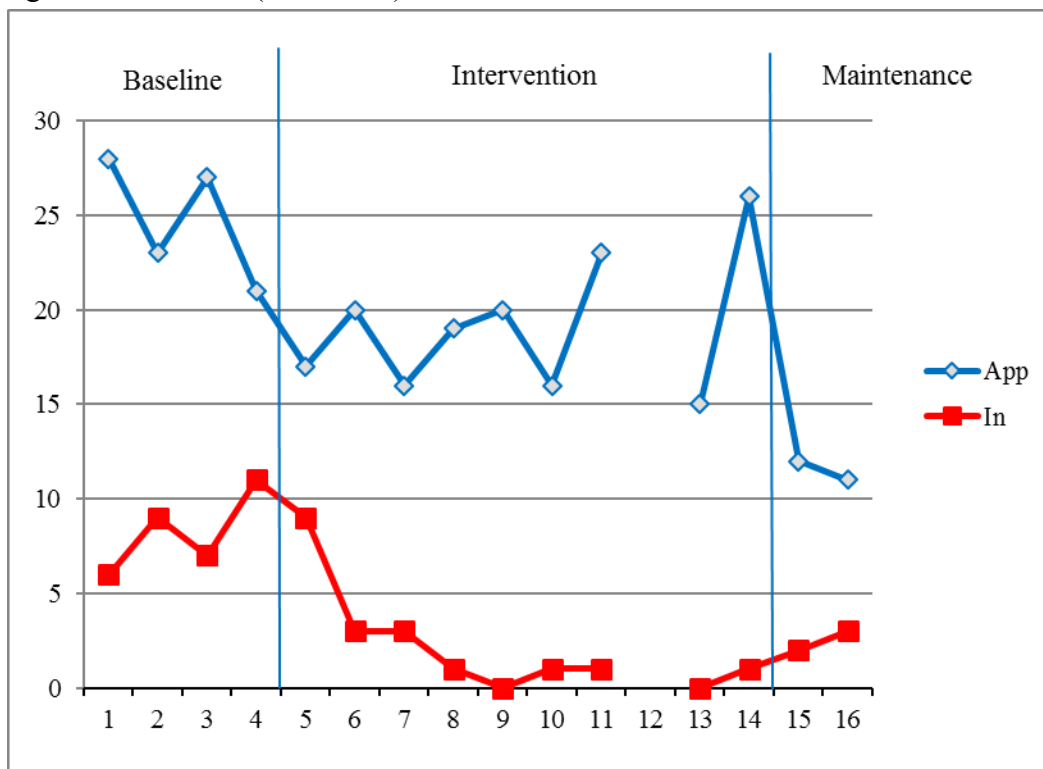


Table 1. Definitions for Appropriate and Inappropriate Classroom Behavior

<p><i>Appropriate Behavior.</i> Any physical, verbal or gestural positive behavior directed towards another classmate.</p>
<p>Student not responding to peers trying to make them angry, attempting to resolve a situation through discussion, walking away from a conflict, and /or seeking help from an authority figure.</p> <p>Student offering a congratulatory comment such as “nice game” or “good contest”; offers a “thank you”; and /or displays a pleasant affect as demonstrated by the absence of frowns, cowling, or other unpleasant looks indicative of negative feelings.</p> <p>Student acknowledging a classmate’s performance by giving “high fives”, hugs, pointing index finger up in signal of a victory, or verbally say “good job”, I like the way you did that, etc.”, during an activity (Moore et al., 1995).</p> <p>Other examples of appropriate behavior include: student following rules, making positive statements to other students, helping other students during the class lesson, working cooperatively, listening to the teacher and other students.</p>
<p><i>Inappropriate Behavior.</i> Any physical, verbal or gestural negative behaviors directed towards a classmate.</p>
<p>Display of physical aggression such as hitting, pushing, kicking, spitting, or tripping another person, as well as verbal aggression such as name- calling, taunting, teasing, or using profanity would be considered inappropriate behavior (Moore et al., 1995).</p> <p>Student refusing to shake hands; verbally denigrating the opponent(s); and/or making nonverbal gestures such as scowling, giving the finger, or other nonverbal actions intended to put- down another classmate would be inappropriate behavior (Moore et al., 1995).</p> <p>Other examples of inappropriate behavior include: student making taunting comments to the loser such as “you are a loser” or “I always beat you”, refuses to shake the opponent(s) hands or make inappropriate physical gestures after winning a game (Moore et al., 1995).</p>

Table 2. Social Skill Definitions

Social Skill	Appropriate (A) and Inappropriate (I) Behaviors of the Social Skill	Definition and Examples
Caring	<p>A: Student offering a congratulatory comment such as “nice game” or “good contest”; offers a “thank you”; and/or displays a pleasant affect as demonstrated by the absence of frowns, scowling, or other unpleasant looks indicative of negative feelings.</p> <p>I: Any physical, verbal or gestural negative behaviors directed towards a classmate. Display of physical aggression such as hitting, pushing, kicking, spitting, or tripping another person, as well as verbal aggression such as name- calling, taunting, teasing, or using profanity would be considered inappropriate behavior.</p>	Displaying kindness and concern for others - Physical education example: helping a classmate up who has fallen to the ground or making an appropriate tag, a tag that is gentle and not too forceful.
Helping Others	<p>A: Student acknowledging a classmate’s performance by giving “high fives”, hugs, pointing index finger up in signal of a victory, or verbally say “good job”, I like the way you did that, etc”, during an activity. Helping getting up after a fall.</p> <p>I: Student refusing to shake hands; verbally denigrating the opponent(s); and/or making nonverbal gestures such as scowling, giving the finger, or other nonverbal actions intended to put- down another classmate would be inappropriate behavior. Ignoring someone when needed of help.</p>	To make easier, support, or provide assistance to someone - Physical education example: explaining the rules of the activity to another student or showing another student how to complete part of the activity successfully.

Table 2. Social Skill Definitions - Continued

Respect	<p>A: Attempting to resolve a situation through discussion, Student not responding to peers trying to make them angry, walking away from a conflict, and /or seeking help from an authority figure on moments of conflict. Avoiding making fun of others and providing words of support.</p> <p>I: Student making taunting comments to the loser such as “you are a loser” or “I always beat you”, refuses to shake the opponent(s) hands or make inappropriate physical gestures after winning a game.</p>	To treat others as though you would like to be treated - Physical education example: working cooperatively or using active listening one another classmate is speaking.
Responsibility	<p>A: Student following rules, making positive statements to other students, helping other students during the class lesson, working cooperatively, listening to the teacher and other students and taking good care of the equipment.</p> <p>I: Students not following rules and making negative statement about other students during the activities. Making inappropriate use of the equipment and destroying others property.</p>	To deal with or complete what is required - Physical education example: Following the rules of the activity or acting in a manner that the teacher has instructed.

Table 3. Adventure-Based Learning Sample Lesson Plan

Social Skill Focus: Helping Others

I. Student Learning Outcome:

Provide students with the opportunity to interact with peers and to demonstrate caring behavior associated with helping others, through different Adventure-based learning activities.

II. Introduction and examples of appropriate and inappropriate behaviors of the social skill:

Helping others during physical education means that you will be willing to assist a classmate when needed during an activity. This could be by explaining something they don't understand or actually physically assisting them in case is needed. Ignoring and not providing help when needed will be an inappropriate example of this behavior. Some examples of appropriate ways to help other will be:

- Identify if other player need assistance.
- Ask the other person if he or she needs help.
- Listen carefully to what the person needs.
- Offer to help in ways you can.
- Do what you agree to do for that person.
- If the other person is hurt, provide immediate assistance.

III. Activities:

A. Activity: Dead Ant Tag

As a community to ants it is our job to try and keep each other safe in this game. During the game you are trying to escape from a sleeping spray. If an ant gets tagged we will all try and rescue that ant.

Choose two students to be the sleeping spray. These students will hold a fleece ball as identification (it is not for throwing). You can use a pinney instead of a ball.

The taggers job is to tag as many ants as possible – tag gently on back

When an ant is tagged they lie down on their backs and put their legs and feet in the air and yell “dead ant, dead ant, dead ant, dead ant”.

The injured an begins to revive when four other ants come and take one limb each and carefully carry the ant to hospital (a hula hoop). As they carry the injured ant the four ants make the sound of an ambulance.

Once the ant is inside the hoop they are cured. 5 Hula-hoops are spread out in the playing area.

Ants who are carrying another ant cannot be tagged.

Table 3. Adventure-Based Learning Sample Lesson Plan - Continued

B. Activity: Car and Driver (a.k.a. Bumper Cars)

Setup: Ask the class to break up into pairs. Create a boundary that will enable the pairs to drive within a designated area.

Framing: Ask students, “Have you ever driven a car? Would you like to? This activity will give you a chance to drive a car. You will need to keep the car very safe, which means you may not crash into any other person.”

Safety Tip: Have each car have both hands up in front of them. Call this, “Bumpers Up.” In the case that two cars come into contact.

1. Each pair selects who will be the “car” and who will be the “driver.” The car will keep his or her eyes open or closed (depending on how comfortable they are with their partner) while driving around.
2. The driver’s goal is to drive around in a safe and controlled fashion. Because cars do not talk, no talking is allowed. The signals that driver can use are both hands on the shoulder of their partner. Both hands on to go forward, both hands off to stop, tap the right shoulder to go right, tap the left shoulder to go left, and tap both shoulders to go in reverse.
3. Give each driver about two minutes of driving time and then switch roles.

IV. Final Reflection: Debriefing

Possible “Start the Car” Debrief Strategy: The Magic Circle

Debrief Questions:

What does it mean to look out for others?

Did you feel most of your classmates were looking after each other during both activities? Why or Why not?

Were you able to persevere today? If so, how or in what way did you persevere?

Have you been able to persevere at home? If so, how?

V. Equipment: Cones for boundaries, 2-3 foam noodles and 6 hula-hoops for “Dead Ant Tag”