

Looking for activities that would help your students to . . .

- Communicate (*listen*) more effectively?
- Use their *critical thinking* skills?
- Work together *cooperatively*?
- Develop *trust*?

Teambuilding and Meeting SEDL* Guidelines through Challenge Course Activities

***Social-Emotional Development and Learning**

We provide a comprehensive program for students with activities for both in and out of the classroom, including initiatives commonly known as “Project Adventure”. These activities are designed to create and extend your learning community – including school, peer, family, and workplace relationships.



Board of Cooperative Educational Services

www.nassauboces.org/outdoors

516-396-2264

CASEL (the Collaborative for Academic and Social Emotional Learning) has identified 5 skill areas of socially and emotionally competent children.

Teambuilding activities, including low ropes courses, give students hands-on, engaging experiences where they have opportunities to learn about and practice these essential skills.

CASEL

(Collaborative for Academic and Social Emotional Learning)

5 SKILL AREAS OF SOCIALLY AND EMOTIONALLY COMPETENT CHILDREN

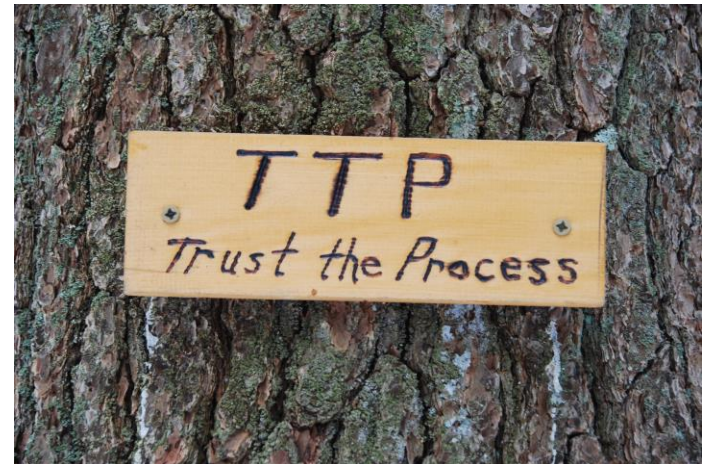
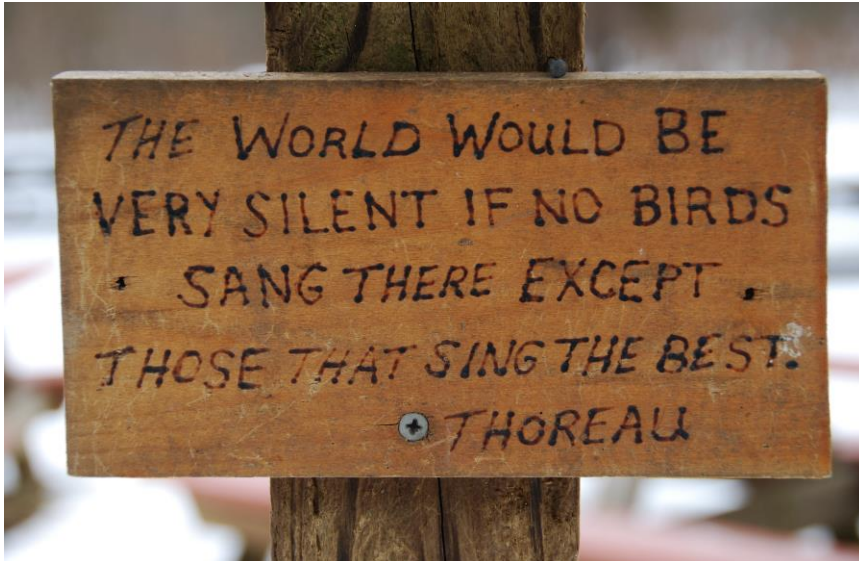
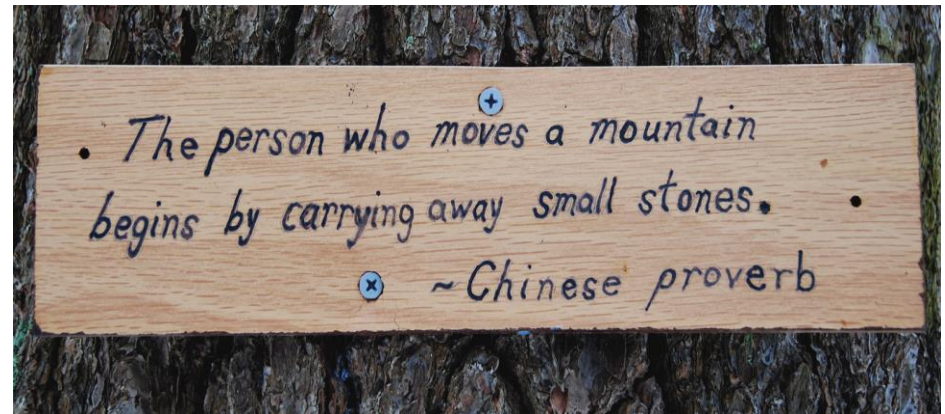
- **Self-awareness: recognizing one's emotions, values, strengths, and limitations**
- **Self-management: managing emotions and behaviors to achieve one's goals**
- **Social awareness: showing understanding and empathy for others**
- **Relationship skills: forming positive relationships, working in teams, dealing effectively with conflict**
- **Responsible decision making: making ethical and constructive choices about personal and social behavior**

Student Stories

We got Ana over the wall! We're going to get her into an adaptive PE class.



Student Stories



Thanks for the signs with the quotes – they really helped Monica feel like part of the group

Student Stories

John is vision-impaired and has other issues he's dealing with, including social interaction challenges. This picture shows what our day at the beach did for him – he's feeling glorious!



Student Stories

Tom is so into the survival program! I know what books to get him now.

Now I can tell Mark's classroom teacher that he *does* belong in our pull-out gifted and talented program – he was the one able to get everyone to work together!

Robert is not academically successful and usually has behavior problems in the classroom; yet here he was the leader in all the activities.

Teachers and parents observe:

Kimberly is a selective mute and here, in just a short amount of time, she is talking and sharing with her classmates and the naturalist.



What does the research say?

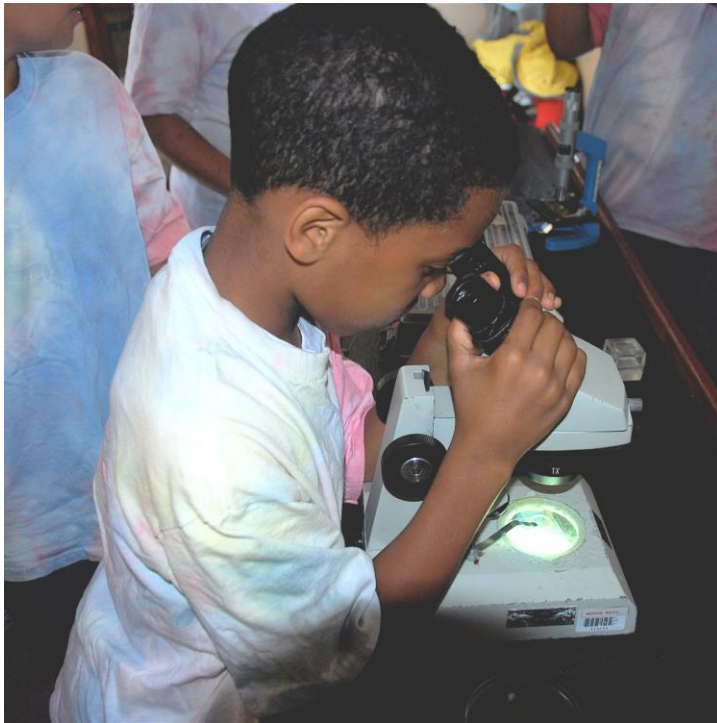
NY Times article Feb 24, 2009 cited a **Journal of Attention Disorders** study of children with ADHD:

- “walks outdoors (esp. in natural settings) improved attention and concentration”
- “a dose of nature worked as well as a dose of medication”



The research . . .

Dimensions Educational Research Foundation has found that children with special needs (ADD, verbal delays, autism) often have strong visual-spatial skills.



Children communicate their knowledge, emotions, social interactions through their visual-spatial work. When we recognize this, they can have their knowledge and work affirmed and may even become masters who mentor other children.

The research . . .

There is a powerful connection between visual-spatial skills and nature: observation skills, patterns and relationships, seeing things from multiple perspectives... (Dimensions Research).



The research ...

www.dimensionsresearch.org

Kinesthetic learners: “The outdoors becomes an ***equalizer***, allowing children with special needs and behavioral challenges to be successful because they have the freedom to interact with natural materials in a myriad of ways.”



“Nature helps them become more engaged and focused, calms them, and helps them to be more productive when they return to the indoor classroom.”



What does Outdoor and Environmental Education do... for all kids?

- Provides atmosphere of safety and respect
- Inclusive and appreciative of difference/diversity
- Builds relationships: with self, peers, community, nature
- Multiple intelligences
- Multiple learning styles: visual, auditory, kinesthetic
- Outdoor education intensifies learning



- Responsive to individuals and to the group – “meets kids where they are”

Outdoor Education addresses Multiple Intelligences

Logical-Mathematical

Problem-solving, planning, measurement

Bodily-Kinesthetic

Hands-on learning, physical activities

Visual-Spatial

Observation, patterns and relationships,
multiple perspectives, estimation

Linguistic

Following instructions, discussion

Musical

Timing, sounds of nature



Interpersonal

Empathy, coaching, teamwork

Intrapersonal

Self-reflection, journaling

Natural-Environmental

Connection to the outdoor setting,
exploring