

REPORT CARD

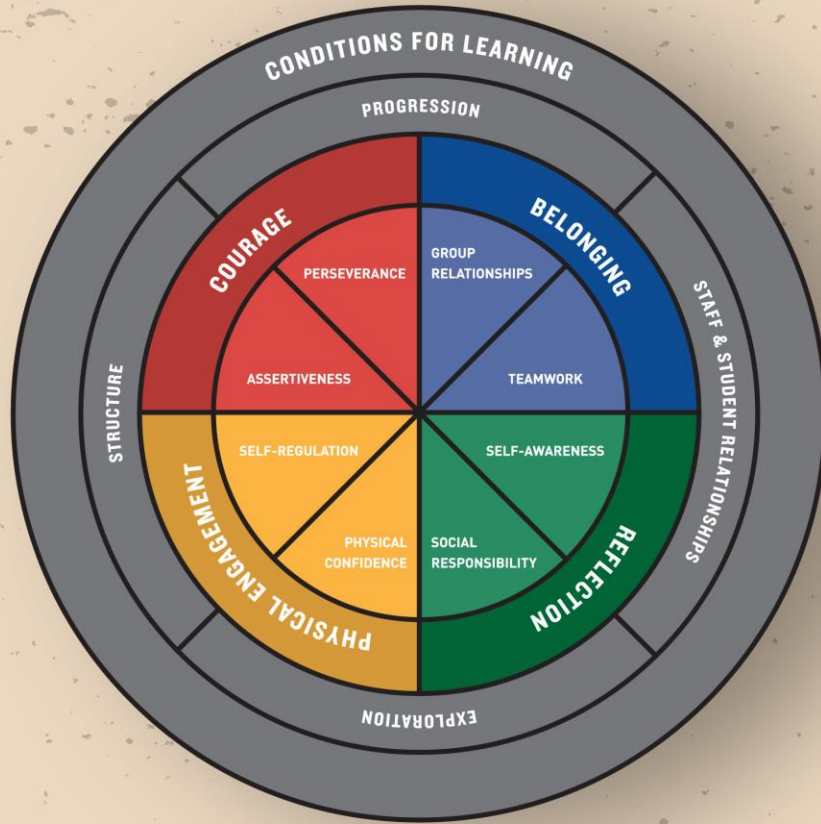


SAMPLE SCHOOL, 2023



CHESAPEAKE BAY
OUTWARD BOUND SCHOOL

DOMAINS OF THRIVING



The Domains of Thriving framework and tool combines Outward Bound's 50+ years of experience facilitating life-changing experiences with the latest insight and research on social-emotional development. Developed in partnership with Dr. Gil Noam, the Domains of Thriving highlights the four areas of human development that are impacted on an Outward Bound course: Courage, Belonging, Reflection, and Physical Engagement. Each domain includes two specific social-emotional skills that Outward Bound focuses on.



From 2017-2020, The Outward Bound Professional Learning Lab worked with Gil G. Noam, Ed.D., Assistant Professor, Harvard Medical School, and founder of the Partnerships in Education Resilience (PEAR) and the NOAM Institute, to complete a program evaluation. This process built a shared understanding of proven social and emotional learning practices, developed and tested tools to measure impact for students (The Domains of Thriving, left), and created a system of field observations to see staff in action.



Scan or go to
outwardboundchesapeake.org/photos
for more program photos



YOUR SCHOOL'S EXPERIENCE

Your students completed a Peer Leadership Expedition on the Appalachian Trail with the Chesapeake Bay Outward Bound School.

In one small crew, students faced the rigors and responsibilities of expeditionary travel. They navigated the trail and the stages of group development. They prepared meals for their crew while their own stomach growled. They helped create and maintain a positive culture despite sore bodies and homesickness. Crew-cohesion inspired these students to discover new depths of resolve and ability. We hope they never settle for less and are pleased to share with you just some of the outcomes of this program.



PROGRAM IMPACT

Outward Bound programs are centered around three evidence-based assumptions



Being outside in nature is a powerful developmental experience on its own.

Findings from researchers across diverse scientific fields working in the science of learning and development show that the experiences, environments, and cultures of a young person's life influence learning and development ¹ Young people who spend time in outdoor spaces—even smaller green spaces within urban areas—report increased wellbeing and “psychological ease,” sometimes weeks after the experience ²



Strong relationships are essential for youth learning and development and should be prioritized.

Evidence suggests that trusting and positive relationships can buffer the impacts of adverse experiences or trauma¹. In Outward Bound, participants and staff take on challenges as a group. Relying on each other and being asked to support the group builds individual self-efficacy and grows each participant's ability to see a need and meet it. In addition to centering trusting relationships, Outwards Bound learning experiences create a sense of safety, engagement, and belonging, factors that have been shown to have significant and long-lasting developmental benefits for young people.⁷



Improvement in key social, emotional, and behavioral competencies and mindsets leads to long-term gains

Including in academic performance, classroom behavior, and positive attitudes about school ³. These effects can be long-term and have been shown to impact overall well-being and future life trajectories or opportunities⁴ In Outward Bound experiences, participants have real-life opportunities to stretch themselves to learn and apply a diverse array of skills that they bring with them after the experience ends. Research shows that when young people experience this type of integrative and rich learning across content and skill-building areas, they learn better and have deeper developmental gains⁵



YOUR SCHOOL'S DATA



SAMPLE SCHOOL, 2023



CHESAPEAKE BAY
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STUDENT GROWTH



I have gained the courage to face new challenges because of Outward Bound

100% of students reported that their perseverance skills grew from this expedition. As young people **are faced with countless challenges, resilience is needed. Research shows that rich opportunities that strengthen adaptive and self-regulatory skills help tip the scales against the negative impacts of stress and help promote positive outcomes.**



I can work more effectively in a group because of Outward Bound

Interpersonal skills are vital for the classroom and community. 8 out of 8 students agreed that they can work more effectively in a group. Complex team skills such as compassion, delegation, and decision-making take years to develop, and we work hard to provide authentic opportunities for students to learn, experiment, and find their strengths in a group environment.

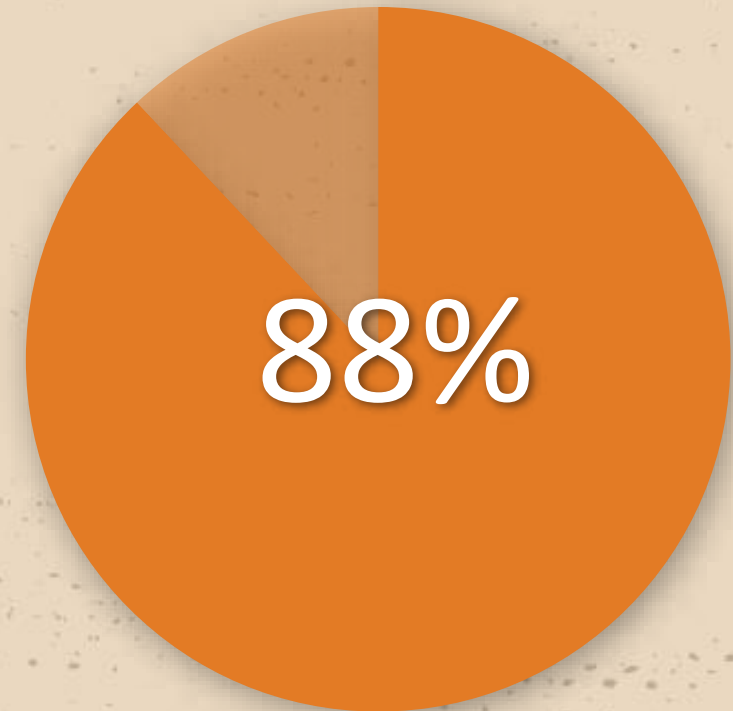


LEARNING ENGAGEMENT

When students feel excited, curious, and in charge of their own learning they retain more, expand their schemas, and push through challenges.

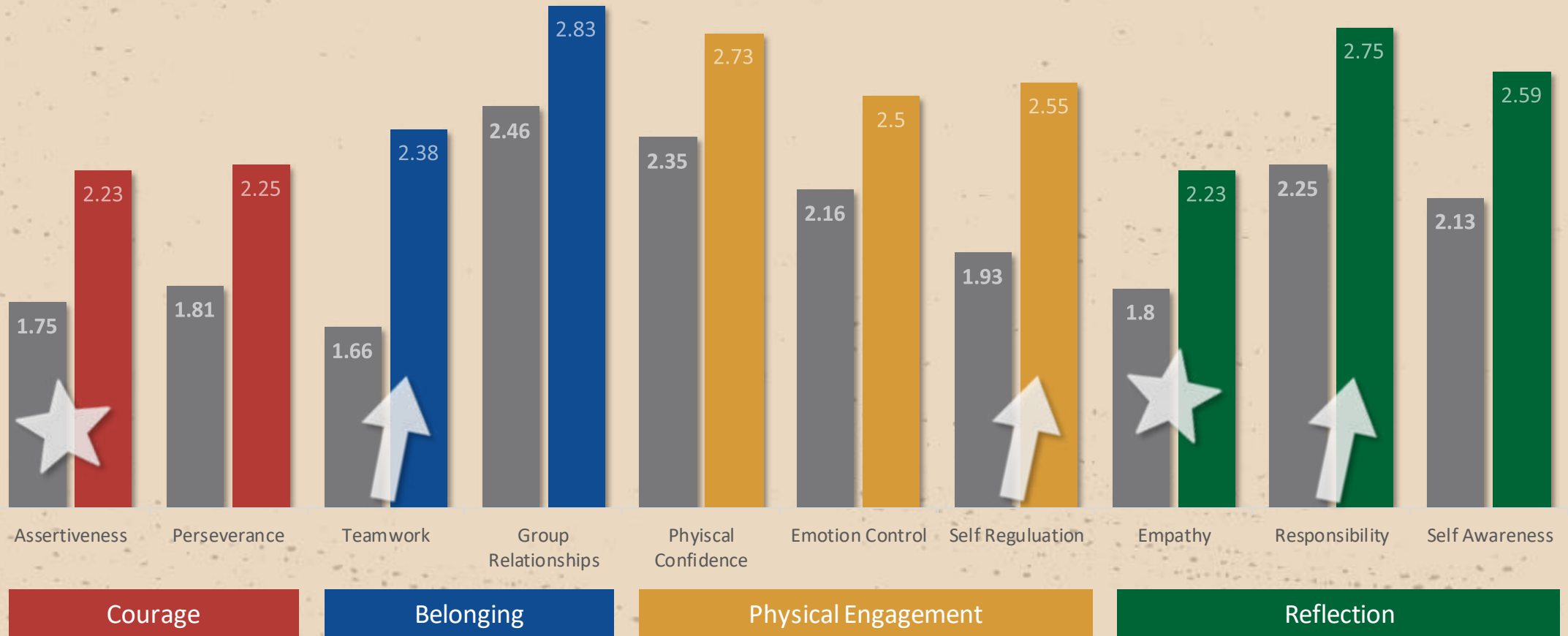
Motivated learners do better in school and in life! We're committed to creating engaging learning environments that inspire creativity and curiosity that transfer back to students' homes and classrooms.

7 of the 8 participants report *increased* learning engagement on their Outward Bound expedition.



PRE & POST SCORES

Graph shows the average for each scale at the "START" of and "NOW" at the end of Outward Bound



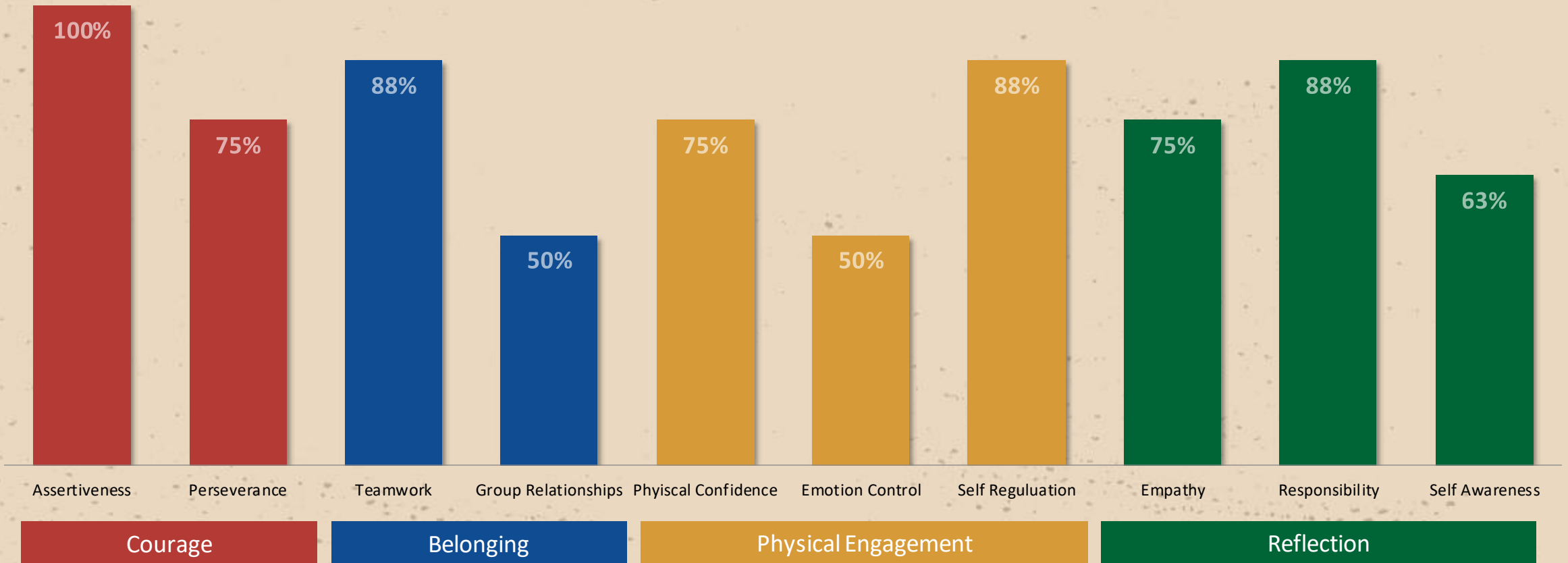
*8 of 8 students completed the survey

- ★ A skill where students excelled
- ↑ Above average growth compared to similar populations



STUDENTS REPORTING GROWTH

Graph shows the percentage of students who reported positive change on each SEL scale.



*8 of 8 students completed the survey



REFLECTIONS FROM YOUR STUDENTS' INSTRUCTORS

In addition to student self-report data, the Outward Bound Instructors who worked closely with your student crews shared their observations on the highlights and challenges they experienced with your students during the expedition.

OB Instructors spend every moment with their crew. Students wake up to the voices of their OB Instructors saying “good morning” and fall asleep to the sound of those same voices around the campfire planning for the next day. OB Instructors take pride in crafting an expedition that gradually allows students to take increasing roles of responsibility and support and gain the voice and choice to make important decisions for themselves and their group.

We hope these observations serve as a reminder to you, students, and parents about the resiliency and assets that your students have within them. These comments can also serve as a reflection—alongside your students and school staff—on ways students can be supported to continue their social-emotional development.

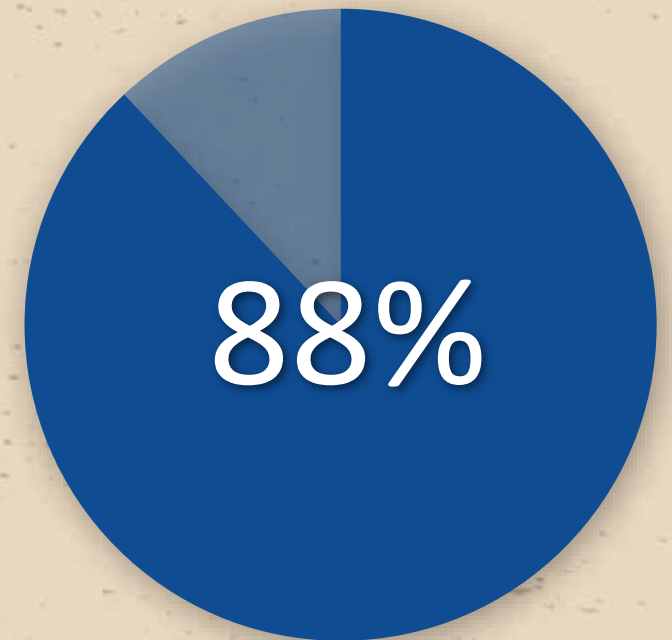


BELONGING

Throughout the week, instructors and students supported connections by playing trail games, facilitating pair-ups with someone from another school during lessons and debriefs, and connecting through common ground of the of their school programs. Instructors noticed the largest shift in group relationships on night 3 of course, after the team's push-day, when the group decided to set up their sleep arrangements "Wild West" style instead of separating out in tarps.

By the end of course, the group was one united crew, and instructors noticed teammates holding self-facilitated discussions with students outside of their school, intentionally self-selecting jobs in a way that mixed up the crew mates, and ending the course with not one, but THREE group hugs!!! Students even created their group chat to plan meet-ups after course.

Nearly 9 in 10 Students report growth in Teamwork



SOCIAL RESPONSIBILITY

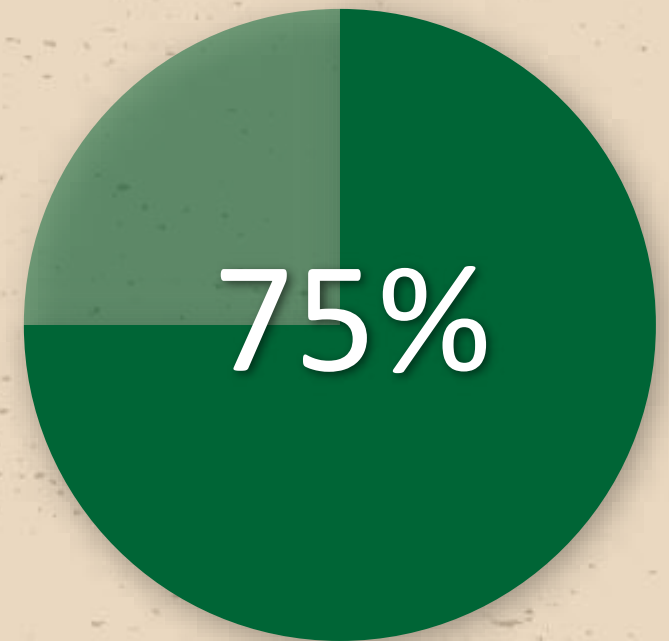
The Crew discovered through a facilitated Leadership Quads activity that five out of the eight students in this crew identified their leadership style as "Drivers," which showed greatly in the first few days of course. Instructors quickly noticed students pushing through tasks on their own simply to get them done.

Throughout course, instructors and students participated in lessons about leadership styles, communication styles, personal strengths and challenges, and asking for help. Through these lessons, the team was able to reflect on what it meant to find communication balances in relationships, being okay with depending on those around you, and "trying everyone's ideas at least once."

Instructors tested the crew's retention of these skills in a final challenge obstacle course on Day 4, where cadets had to use the lessons from earlier in the week to accomplish creative team-tasks. In a final debrief, when asked what they would take home from the course, students responded with phrases such as, "Don't be afraid to ask for help", "It can help to listen to everyone's ideas", "I don't have to do it all by myself", and "Teamwork makes the dream work".

Overall, Instructors observed a noticed growth from independence to supportive and genuine interdependence.

More than 7 in 10 students report growth in Empathy



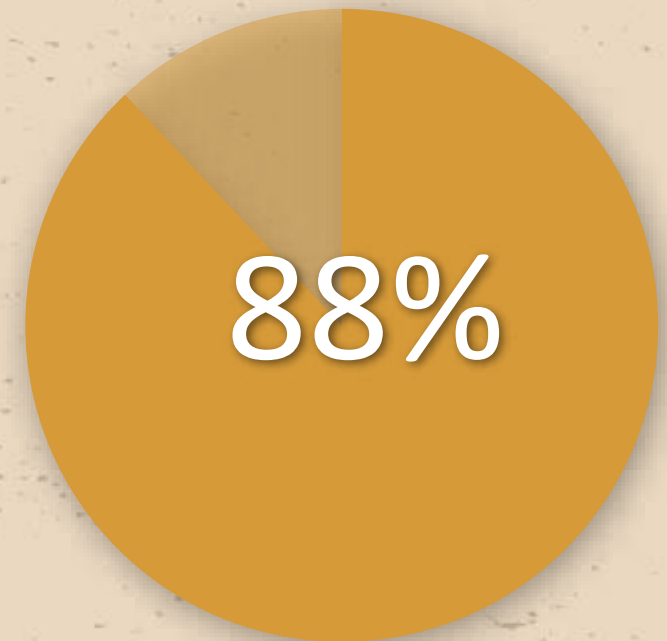
SELF - REGULATION

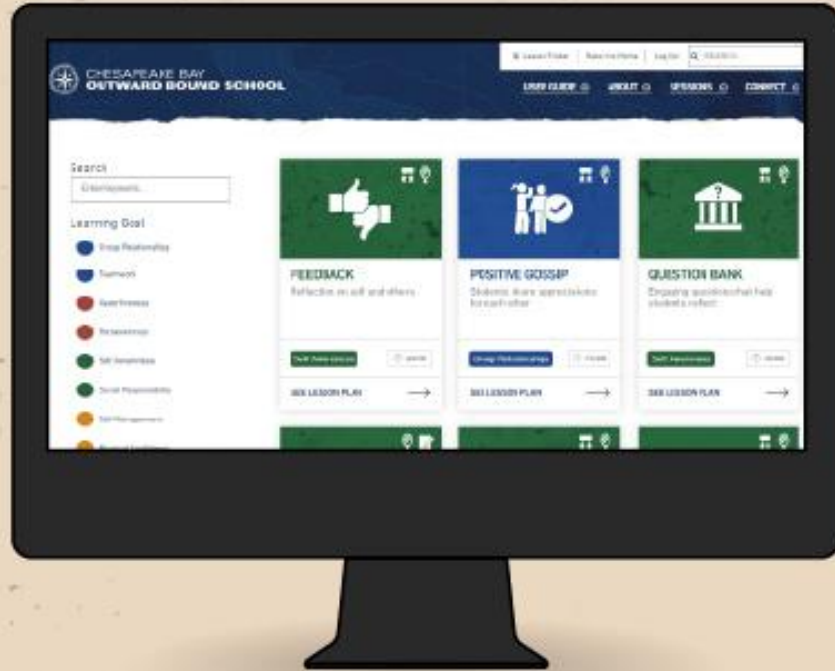
Instructors facilitated multiple lessons throughout the week on emotions, coping strategies, and self-regulation. Discussions revolved around feelings when nobody else is around and how the transition from college to chosen independent living can feel (“stressful”, “lonely”, “anxious”, and “depressing”).

Instructors were incredibly proud of students for openly talking about something so vulnerable and encouraged them to continue doing so with the support systems around them.

Instructors want students to walk away from the expedition course to know that regulation strategies like the grounding and mindfulness activities used at evening meeting can be used to release and manage the natural feelings as they arise. Don't hold them in! Let the people you trust in life get a glimpse of what is happening at the bottom of your iceberg.

Nearly 9 in 10 students report growth in Self - Regulation





BRINGING IT HOME

RESOURCES FOR REFLECTION

Access our curriculum portal with lesson plans that help students build on skills they practiced on their Outward Bound expedition.

Expeditionary style learning often is associated with Type 2 fun. After a week outside students are itching to get home and eat some fries. Don't mistake this anxiousness to get home as a sign that the learning from course is done.

Most students can reflect better on their Outward Bound experience after some time has passed. Take this opportunity to reengage your students in learning from their expedition.



Scan or go to
outwardboundchesapeake.org/curriculum/reflection
for all of our post-program reflection lessons



ABOUT OUR OUTCOMES SURVEY

Our survey is rooted in Outward Bound's Domains of Thriving model, which describes the Outward Bound outcomes we believe contribute to the holistic success and development of thriving individuals and society.

The survey was created in partnership with the NOAM Institute and also includes scales developed through PEARS's Holistic Student Assessment (HSA). This survey is a self-report tool, which means that data is based on answers that students provide about themselves.

The survey is a retrospective survey - students take the survey once at the end of their program and reflect upon their development from the "start" of their Outward Bound experience through "now" at the end.

Sample questions include:

"I keep going with work even if it takes longer than I thought it would"
"I feel like other students understand me in this group"
"I know what I am good at"
"I stand up for things that matter to me"

1. Osher, D., Cantor, P., Berg, J., Stayer, L., & Rose, T. [2020]. Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, 24(1), 6–36.
2. Anderson, C. L., Monroy, M., & Keltner, D. [2018]. Awe in nature heals: Evidence from military veterans, at-risk youth, and college students. *Emotion*, 18(8), 1195–1202. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.
3. Taylor, R.D., Oberle, E., Durlak, J.A. and Weissberg, R.P. [2017]. Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development*, 88: 1156–1171.
5. SoLD Alliance. [2020]. What we've learned. <https://www.soldalliance.org/what-we-learned>. Cantor, P., Osher, D., Berg, J., Stayer, L., & Rose, T. [2019]. Malleability, plasticity, and individuality: How children learn and develop in context. *Applied Developmental Science*, 23(4), 307–337, DOI: 10.1080/10888691.2017.1399649
6. D'Amato, L., & Krasny, M. E. [2011]. Outdoor adventure education: Applying transformative learning theory to understanding instrumental learning and personal growth in environmental education. *Journal of Environmental Education*, 42(4), 237–254. <https://doi.org/10.1080/00958964.2011.581313>
7. Osher, D., & Kendziora, K. [2010]. Building conditions for learning and healthy adolescent development: Strategic approaches. In B. DolL, W. Pfohl, & J. Yoon (Eds.), *Handbook of youth prevention science* (pp. 121–140). New York, NY: Routledge.



SEE YOU NEXT YEAR



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