
ADVENTURE PEDAGOGICAL MODEL AS A GROWING CONCEPT IN PHYSICAL ACTIVITY

A PEDAGOGIA DA AVENTURA ENQUANTO MODELO PEDAGÓGICO EM CRESCIMENTO NA ATIVIDADE FÍSICA

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RESUMO

A relevância dos modelos pedagógicos na atividade física tem vindo a aumentar nas últimas décadas. Estes são entendidos como as estruturas nas quais os professores podem organizar os diferentes elementos envolvidos no processo de ensino-aprendizagem, a fim de alcançar os resultados de aprendizagem esperados. Entre os vários modelos pedagógicos existentes, distinguem-se os que têm uma trajetória mais consolidada e os chamados modelos em ascensão que procuram novos paradigmas de ensino-aprendizagem centrados sobretudo no ensino ativo. Entre os modelos em ascensão, encontramos a Pedagogia da Aventura (PA), que se baseia nos modelos da educação através da aventura (uma abordagem centrada no desafio e na aventura como componente essencial das atividades) e do *Outdoor Education*, que tem por base as atividades no ambiente natural. Desta forma, a Pedagogia da Aventura, procura através do desafio e das possibilidades oferecidas pelo meio natural, contribuir para o processo de humanização dos participantes através do desenvolvimento pessoal e social, enquanto promove o desenvolvimento de competências técnicas específicas para atividades físicas no meio natural. Este artigo descreve a relevância atual do modelo da Pedagogia da Aventura, as suas componentes-chave e as suas possibilidades como modelo emergente na procura do desenvolvimento integral dos participantes em atividades físico-desportivas.

Palavras-chave: Atividade Física. Modelos pedagógicos. Pedagogia da aventura. Desenvolvimento positivo.

ABSTRACT

The relevance of pedagogical models in physical activity has increased in recent decades. These are the structures in which teachers can organize the different elements involved in the teaching-learning process to achieve the expected learning results. Among the various existing pedagogical models, we can distinguish between those with a more consolidated trajectory and the so-called emerging models that seek new teaching-learning paradigms centered above all on active learning. Among the emerging models, we find Adventure Pedagogy (AP), which is based on the models of education through adventure (an approach centered on challenge and adventure as an essential component of activities) and Outdoor Education, which is based on activities in the natural environment. In this way, Adventure Pedagogy seeks, through the challenge and possibilities offered by the natural environment, to contribute to humanizing participants through personal and social development, while promoting the development of specific technical skills for physical activities in the natural environment. This article describes the current relevance of the Adventure Pedagogy model, its key components and its possibilities as an emerging model in the search for the integral development of participants in physical sports activities.

Keywords: Physical activity. Pedagogical models. Adventure pedagogy.

Introduction

In recent decades, methodological approaches in physical activity have evolved with the incorporation of pedagogical models, which can be understood as multidimensional structures so that teachers/coaches can develop didactic units based on them, and include a teaching plan, a theoretical basis, concrete learning outcomes, sequenced learning activities, expected teacher and student behaviors, task structures, measures to assess learning and mechanisms to evaluate their correct implementation¹

To understand the design of pedagogical models, Fernández- Rio et al.¹ present three methodological levels:

- The first methodological level refers to "strategies in practice", defined as "the particular way of approaching the different exercises and tasks that make up the teaching progression of a particular motor skill" Sicilia & Delgado².
- The second methodological level would be made up of "teaching styles", centered on the way the teacher acts and the impact that "learning" generates in the student; in other words, they are "a set of moments and techniques, logically coordinated, to direct the student's learning towards certain objectives... mediators between the teacher, the student and what is intended to be taught"².
- And the third methodological level would be made up of "pedagogical models", which refer to the four elements of the teaching-learning process: teacher, student, content and context¹.

Thus, according to Fernández-Río et al.^{1,11} "pedagogical models do not replace teaching styles, but incorporate them into their structures", as well as the different types of activities and tasks, allowing the design of intervention proposals that are longer in time than sessions, such as didactic units, as can be seen in Figure 1.

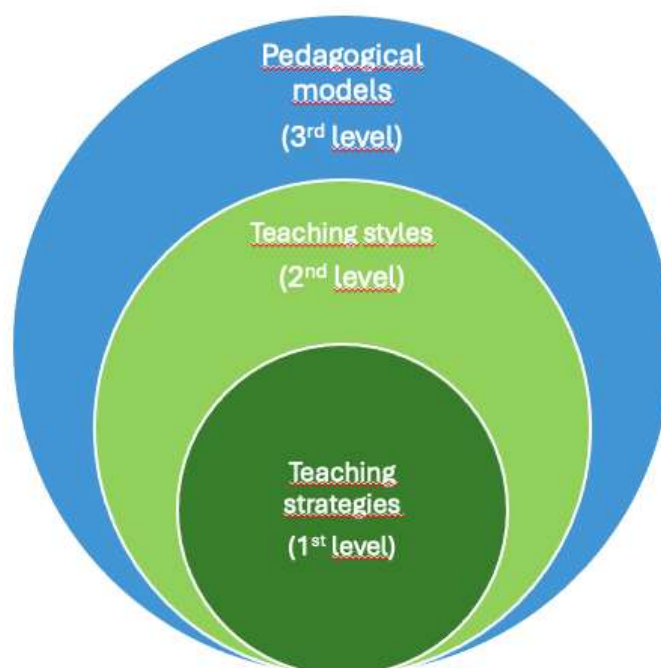


Figure 1. Methodological levels according to Fernández-Río et al.¹

Source: Authors

Within the different pedagogical models, we can distinguish between more consolidated methodologies, which are those that have been most widely disseminated internationally, and models on the rise, whose methodologies change the previous paradigm, and are fundamentally based on active teaching, centered on the student and their characteristics, in order to achieve the key competences that allow students to develop their different skills to the maximum and be able to apply them in their daily lives. According to Fernández-Río et al.¹, the consolidated pedagogical models are shown in Table 1.

Table 1. Consolidated pedagogical models.

Pedagogical Models	
CONSOLIDATED	EMERGING
<ul style="list-style-type: none">• <i>Teaching personal and social responsibility</i>• <i>Cooperative learning</i>• <i>Sports education</i>• <i>Game-centred models</i>	<ul style="list-style-type: none">• Adventure education• Attitudinal style• Ludo-technical model• Self-construction model• Health-based physical education• Service-learning• Practice model• Activist sports pedagogical model
Model Hybridisation	

Source: Authors

This chapter presents the current status of the adventure pedagogy model (emerging adventure education model).

1. Latest developments in the adventure pedagogy model

1.1. Origin of adventure-based education programmes.

Nature is the oldest space for learning used by all cultures over time. However, it is not until the Renaissance that we can speak of physical activities in the natural environment (PANE) as we understand them today. Humanists Montaigne, Rabelais and later Rousseau (Enlightenment) first perceived PANE for educational purposes and nature as a privileged space for learning^{3,4}.

Different programmes address the educational treatment of PANE, linked by experiential learning, which can be defined as ‘a philosophy and methodology, in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify value’⁵. To analyse the basis for experiential learning we must go back to the early 20th century and authors such as John Dewey and K. Hant.

Jon Dewey stresses that an important factor for learning is that people find meaning when they interact with their context, with their environment. Figure 2 shows how learning begins with a specific personal experience, felt using a process of reflection and conceptualization. To complete the process, Dewey explains ‘application’ as a phase in which new learning is transferred to different spheres. Without forgetting the importance of an individual’s prior experiences and knowledge, according to Prouty et al.⁶. All phases are related in a cyclical process.



Figure 2. Dewey's experiential learning process and Kolb's learning cycle.

Source: Authors

Meanwhile, Kurt Hahn systematically uses PANE and adventure in education. Hahn is the founder of *Outward Bound Schools*, a training academy that prepared Marine students to face the situations they would experience when their ship sailed in the open seas (hence the name used for these training academies). Students had to learn how to address any problem or difficulty they would face in the future. In other words, learning not only 'for' the sea but also through the sea, thus receiving education for challenges to be faced in their daily lives⁷.

Hahn seeks an education that can help students with bad habits and can foster good morals in them by helping to convey social values⁸. This pedagogical approach has spread worldwide with a programme developed specifically in the US called *Project Adventure* with subjects including Physical Education (PE), Language, History, Biology, etc. This programme led to what is today known as *Adventure Education*.

Considering experiential learning as a connection, a series of methodological approaches have been consolidated:

- Adventure Education: consisting of an approach based on challenge and adventure as an essential component of activities, whether in a natural or urban setting, using controlled risk situations where the participant must perceive a sense of uncertainty⁹.
- Outdoor education: a similar methodology but it emphasises carrying out activities in nature, involving a greater mastery of technical skills and also the uncertainty of the environment, as well as greater emphasis on environmental education⁵.
- Adventure Pedagogy (AP) model: a methodology that emerged in Spain in the early 2000s¹⁰. It integrates Adventure Education and Outdoor Education while also incorporating elements of positive development programs so its purpose is thus to

contribute to the participant humanization process through personal and social development and also the specific technical skills of physical activities in nature (Caballero-Blanco et al., 2020).

- Ecological model: a relatively recent approach in Spain with three key differentiating elements¹¹:

‘it conceives sports learning in a global and integrated manner, both in relation to the multiple dimensions of the person and the internal logic of each sport; it particularly takes into account the interdependent relationship of the athlete with the natural environment in which they carry out their activity, in what we call the sports ecosystem; and it establishes the sustainability of the natural and social environment as an essential requirement for practising sports in nature’.

1.2. Essential components of the adventure pedagogy model

Adventure pedagogy (AP) is a model based on the theoretical principles of experiential learning and positive development¹⁰. In this case, education is based on direct experiences through physical activities in nature and/or challenges/adventure activities, in nature or urban settings, to contribute to the humanization process (of both the student and the teacher). It can thus be included in Outdoor Studies programs, more specifically associated with Adventure Education methodologies. It emerged in the ‘90s from a working group led by Manuel Parra given the need to set methodological strategies to address physical activities in the natural environment (PANE) content in primary and secondary education. Over the years it has been applied at different levels of formal education (primary, secondary, university), informal education (summer camps, after-school activities), by active tourism companies (hiking routes, camps, etc.), and in other contexts (other types of physical activities).

Adventure pedagogy (AP) aims to contribute to personal and social development through PANE; or put another way, to contribute to the humanization process¹². Its purpose is to educate ‘in’ and ‘through’ physical activities in the natural environment and challenge/adventure activities, as well as educate ‘for’ nature. This entails integrating different types of objectives in the educational process¹⁰:

- *Educating in physical activities in the natural environment*: developing specific skills for physical activities such as hiking, orienteering, climbing, cycling, etc. Specific learning for this type of motor practices typical of physical education or motor skills in general.
- *Educating through physical activities in the natural environment*: developing personal and social skills, understanding this context as a way to enhance life skills.
- *Educating for nature*: in other words, fostering absolute respect for the environment, conceiving it as a privileged place we must preserve and care for. Also, awaken curiosity for and interest in the natural environment, revealing its benefits at personal and educational levels.

- *Developing life skills*: these are the basic skills to be worked on in educational programs to ensure that people can function in their daily lives, achieving personal and social growth.

To achieve these objectives, a series of AP model components were established to be integrated in the teaching-learning process. These include methodological pillars, methodological steps, characteristics of activities, methodological strategies, structure of the session and phases of intervention.

1.2.1. Methodological pillars

Methodological pillars refer to the pedagogical foundations that teachers must put into practice in each session¹⁰. Guidelines that must be present in each session are thus established for Adventure Pedagogy (Figure 3).

- **Positive development**: promote the development of life skills through physical activities in the natural environment intervention programmes. Each session or intervention must be designed according to two types of objective: Promoting specific skills of physical activities in the natural environment. Developing life skills.
- **Experiential learning**: applying Dewey's learning model based on practical experiences and life situations to later reflect on practice and build concepts anchored in significant learning.
- **Nature and physical activity**: physical activities in the natural environment are a privileged context for educating 'in' (specific outdoors sports skills), 'through' (life skills) and 'for' nature (fostering reconnection and respect for nature).
- **Fun attitude**: this element allows for teaching and learning in a fun context, encouraging curiosity, capacity for amazement, fostering surprises and motivating both students and teachers.
- **Adventure**: understanding the teaching-learning process as an adventure for teachers (keeping the joy of teaching alive) and for students (getting them involved in significant, authentic and memorable learning experiences). Adventure encompasses designing activities that are a challenge, integrating uncertainty and where creativity and imagination allow for significant, memorable and authentic learning experiences.

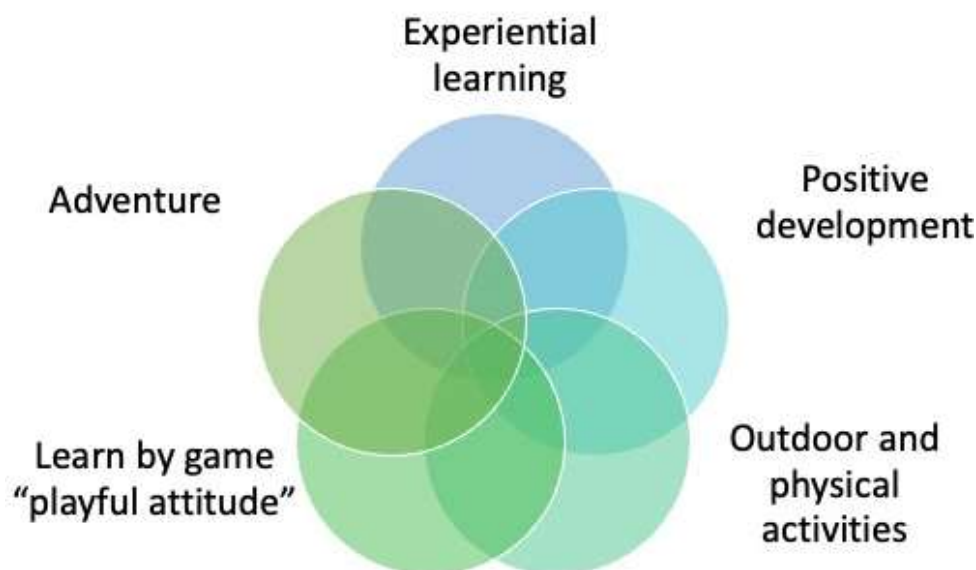


Figure 3. Methodological pillars of the AP model¹⁰

Source: Authors

1.2.2. Methodological steps

Rolling out Adventure Pedagogy requires methodological steps that can be applied at different moments during the session and the teaching-learning process. These steps classify activities according to the objectives they aim to develop (specific PANE objectives and life skills) and social relationships within a group learning process. By applying each of the methodological steps, we can achieve specific objectives and develop concrete content (Figure 4).

Adventure Pedagogy proposes 10 methodological steps, each defined with a series of common characteristics and objectives to be achieved. The activities included in a methodological step need not be exclusive to that step, they may form part of several methodological steps and promote the objectives of both. Emphasis must be placed on the objective set for the session during a moment of reflection¹⁰.

METHODOLOGICAL STEPS	OBJECTIVES	DESCRIPTION
PRESENTATION <i>"Get to know others and make yourself know"</i>	Get to know each other, a material or a new space.	Activities that allow participants to learn about group members, material or with a space.
DESINHIBITION / RELAXATION <i>"Feel at easy"</i>	Create a fun space for interaction	Activities that allow people to relax tension in the group, encourage desinhibition, have fun and interact through movement.
SENSORY REDISCOVERY <i>"Discover fully"</i>	Awaken the senses of participants	Activities in which to learn to play through observation, trial and error. Activities to connect with the environment through the senses.
TRUSTS <i>"Care for yourself and others"</i>	Create an atmosphere of security, trust in oneself and in others.	Activities that propose collective challenges where some members of the group taken on a main role that implicitly entails certain risk and which they must overcome through teamwork.
COOPERATION <i>"Help and let others help you"</i>	Encourage communication, identify roles in the group, assume leadership and cooperate.	Cooperative physical challenges in which the group has a common goal and where it is necessary for all members to participate in order to overcome it.
INITIATIVE <i>"Love yourself, make decisions"</i>	Making decisions as a participant, assessing the context and conducting a self-assessment.	Short, highly intense challenges involving 'taking a leap into the unknown'. They are known as initiative and decision games as they require participants' courage
INSTINCT <i>"Discover yourself and give yourself globally"</i>	Facing survival situations, awakening primal instincts.	Instinct activities mainly use simulation and role-playing games that serve as a common thread for the session and pursue the emotional engagement of participants.
BASIC TECHNIQUES <i>"Surprise yourself with what you can do"</i>	Learn techniques applicable to outdoor sports.	Activities that develop basic techniques through games and proposals introducing simple sports materials and techniques for a safer, progressive approach to adventure sports
OUTDOOR SPORTS <i>"Fully experience, learn and feel"</i>	Take responsibility for the practice of outdoor sports, in a natural or artificial environment.	Experiences predominantly in nature (possible in artificial environment) through outdoor sports, which integrate a higher degree of uncertainty and risk and/or use of specific technical skills.
REFLECTION <i>"Think about what you felt and learned"</i>	Gain awareness, understand and make the most of events during the different activities practised	Activities that allow us to reflect on how we have felt and what we have learned during the experience or session. Facilitates the connection between the experience and the educational objective of the activity or session, anchoring the learning through the emotions experienced.

Figure 4. Methodological steps related to objectives and description¹⁰.

Source: Authors

Below is a brief description of each methodological step.

a) Methodological step presentation.

'Get to know others and make yourself known' is the common guideline of the activities in this methodological step. Their purpose is for group members to get to know each other, a material or a new space. These are dynamics that allow participants to learn about group members (name, city of origin, tastes, etc.); as well as people involved more occasionally. These also include activities to become familiar with material or with a space (for example, introduction to orientation material activities).

b) Desinhibition / Relaxation methodological step.

'Feel at ease' is the common guideline of the activities in this methodological step. The aim is to create a fun space for interaction in a positive atmosphere. They enable us to relax tension in the group, encourage disinhibition, release energy, have fun and interact through movement, by means of imitating and repeating dance and songs.

c) Sensory rediscovery methodological step.

'Discover fully' is the common guideline of the activities in this methodological step, intended to awaken the senses of participants, recognise the sensations perceived and then interact with the surrounding environment.

Sensory rediscover are activities to discover the key, in which participants receive no explanation on what they must do, they must use trial and error techniques, practice, observation, imitation, etc. to decipher the activities.

This methodological step also includes activities that invite participants to interact with the environment (natural or artificial) and people using their senses, activating touch, sight, hearing, taste, self-perception, balance, nociception (pain), sense of heat.

d) Trust methodological step.

'Care for yourself and others' is the common premise of the activities in this methodological step, aiming to increase trust in others, in yourself, the environment, and sports materials and basic adventure sport techniques.

Trust activities propose collective challenges where some members of the group taken on a main role that implicitly entails certain risk and which they must overcome through teamwork and a commitment to care for others.

e) Cooperation methodological step.

'Help and let others help you' is the common guideline of the activities in this methodological step. The aim is to learn to resolve simple challenges as a group, following basic rules of communication and resolution of minor conflicts.

Simple cooperation activities start by setting a challenge in which the group has a common goal, requiring all members to participate to overcome it. Challenges proposed have multiple solutions so situations may arise that require participants to communicate and develop group creativity.

Activities focusing on the development of interpersonal communication are also included, activities that can open different channels of communication, favouring habits such as active learning, dialogue, negotiation and the pleasure of exchanging opinions with others.

Thus the overall goal is to learn to apply group strategies by developing social skills like assertiveness or empathy. Assimilating this way of acting will be vital for activities in the natural environment and adventure sports.

f) Initiative methodological step.

'Love yourself, make decisions' is the common guideline of the activities in this methodological step, for the purpose of making decisions as a participant in the activity or challenge, assessing the context and conducting a self-assessment.

These are short, highly intense challenges involving 'taking a leap into the unknown' (i.e., daring to take part). They are known as initiative and decision games as they require participants' courage. However, a desire to play is not enough and a prior analysis of the situation and one's own skills is necessary to get involved in the game. Possible consequences of one's own actions must also be considered so as not to hurt yourself or others.

g) Instinct methodological step.

'Discover yourself and give yourself globally' is the common guideline of activities in this methodological step. Proposals mobilise primary, instinctive aspects so that participants respond intellectually, emotionally and physically in perfect balance and splendour.

Instinct activities mainly use simulation and role-playing games that serve as a common thread for the session and pursue the emotional engagement of participants. These activities involve intense physical contact and great interaction, with an objective risk component that affects everyone (whether they are participating or not), leaving participants with a lasting impression that usually translates into a desire to play again.

They enable us to reproduce our most intimate contact with nature, taking part in adventure sports in which uncertainty is often great. The response must be global, full and, as occurs with activities in nature, you come back with an emotional mark and normally a physical or intellectual memory.

h) Basic techniques methodological step.

'Surprise yourself with what you can do' is the common guideline for activities in this methodological step, where the goal is to learn basic techniques applicable to outdoor sports. It includes activities that develop basic techniques through games and proposals introducing simple sports materials and techniques (like ropes, assembling backpacks, etc.) for a safer, progressive approach to adventure sports.

i) Outdoor sports.

'Fully experience, learn and feel' is the common guideline of activities in this methodological step. The aim is for participants to take responsibility for the practice, in a natural or artificial environment (urban or mixed), using situations of apparent or real risk and that, therefore, require putting into play the concepts assimilated in previous methodological steps.

Complex adventure activities are motor practices with a fun, recreational component where the individual acts globally, that require all participants to strictly comply with safety protocols and in which the natural environment does not have a decisive influence. They may be proposed in nature or not, adapting the setting and rules (e.g., using an indoor climbing wall). Adventure/outdoor sports are practised in direct contact with nature, adding the inherent uncertainty of the environment. They afford an imaginary adventure in which participants experience hedonistic emotions and sensations. They usually involve sliding, making the most of the energies of nature and technological devices, along all types of surfaces (e.g., rock climbing).

In short, the main goal is to directly face more complex sports activities in contact with a changing natural environment.

j) Reflection.

'Think about what you have felt and learned' is the common guideline of the activities in this methodological step. The aim is to gain awareness, understand and make the most of events during the different activities practised (the other methodological steps) by means of individual and/or collective reflection.

Reflection activities facilitate an analysis of events, seeking relationships between behaviors and underlying moral principles. They enable participants to establish a personal assessment, being aware of the impact of decisions taken and associated actions.

This methodological step gives sense to the educational process where, by reflecting, we attempt to contribute to the student humanization process beyond merely playing for the sake of playing. This group of activities is key as it is a connection between the methodological steps; objectives are largely achieved when reflecting on the experiences.

1.2.3. Characteristics of the activities

Regardless of the methodological step associated with an activity, there are a series of characteristics to integrate in their design so as to motivate participants according to Caballero-Blanco et al.¹⁰. They are summarised in the table (2) and figure (5) below:

Table 2. Explanation of characteristics for activities (Caballero-Blanco et al., 2020).

Challenge	The activity presents a challenge to be overcome, adapted to their abilities. The student must resolve the problem through their own experience.
Narrative (common thread)	Providing the activity with a common thread that relates some tasks with others. This brings sense to the process and creates an environment apt for creativity, imagination and participation.
Cooperation	Cooperating for a common goal is needed to overcome the challenge. Everyone must participate, taking on a role that makes them feel at ease and strengthens their personal identity.
Open tasks	Challenges must be simple, with few rules, easy to organise and have multiple solutions, integrating uncertainty, so as to foster investigation, creativity and experimentation.
Globality	The activity involves participants globally at an intellectual, physical, social and, above all, emotional level. It is essential to internalise the experience and make it educational.
Freedom	Leaving spaces for freedom in activities lets participants feel at ease (taking on different roles) and gives them the opportunity to make decisions (which impacts responsibility and autonomy).
Authenticity	Activities must be experiential, with real meaning, connecting interests, experiences and context.

Source: Authors

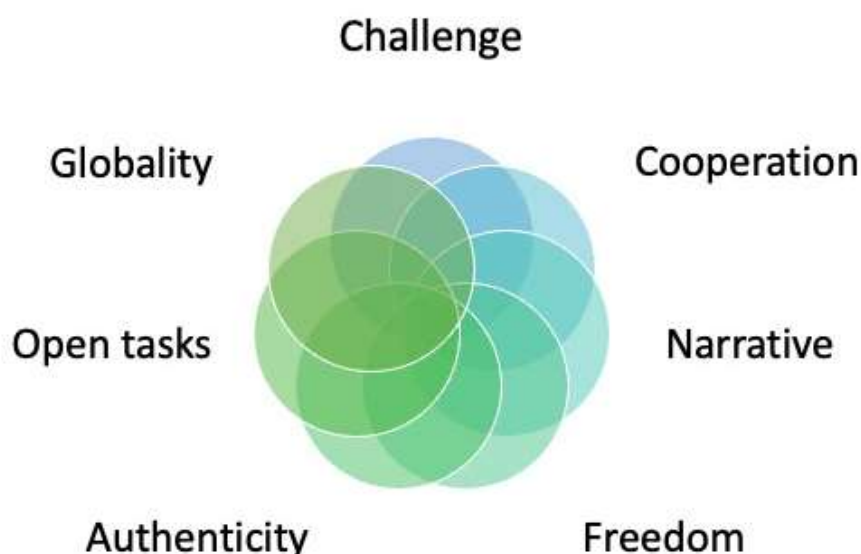


Figure 5. Characteristics of activities to be included according to AP¹⁰.

Source: Authors

1.2.4. Methodological strategies

Methodological strategies can contribute to developing the objectives of the pedagogical model and specific objectives of the intervention program. They must be continuously implemented during the different sessions of the intervention program according to the objectives of the current phase, methodological steps and activities carried out¹⁰.

Methodological strategies defined in the Adventure Pedagogy model are presented below (Table 3 and Figure 6).

Table 3. AP methodological strategies for teachers.

STRATEGY	DESCRIPTION
Be an example of respect	The teacher is always an example of respect. They communicate respectfully with each student individually and with the group as a whole.
Set expectations	Explain what is expected of students regarding class practice, rules and safe procedures.
Encourage social interaction	Structure activities that encourage positive social interaction. This could involve student-student interaction by means of cooperation, teamwork, problem solving or resolving conflicts.
Offer opportunities for success	Design activities so that all students have the chance to successfully participate, regardless of individual differences.
Play down errors	Activities involve success and failure and both are equally educational. Highlight the positive experiences that enable students to discover themselves emotionally.
Establish leadership roles (social responsibility)	Allow students to lead or be in charge of a group.
Empowerment (personal responsibility)	The teacher gradually offers the chance for students to take on certain responsibilities that help to organise the session or develop an activity. They are responsible for their own adventure, thus developing autonomy, assertiveness, self-perception, etc.
Assign tasks	Assign specific responsibilities or tasks to students (other than leadership) to facilitate organising the programme or a given activity.
Create situations of trust	Create activities that require trusting in oneself, in the actions of colleagues and/or material.
Immediate feedback	Immediately or ongoingly provide information on how the task is put into practice, whether positive or negative.
Enhance the role of assessment	Allow students to have a role in assessing lessons learned. This may be in the form of self-assessment or peer assessment in relation to developing skills, behaviours, attitudes, etc. It may also entail setting objectives or teacher-student negotiation related to progress in class.
Freedom of choice and decision	Offer different options to choose from or decide on the risk to be assumed, and even on the time, space, colleagues or task.

Give examples of transfer	Talk with students on the possibility of transferring (applying) the abilities and skills worked on during the session to other contexts outside the programme.
Set a signal to attract attention	From the outset, establish a gesture or sound to attract the attention of participants.
Powerful questions	Ask students questions that allow them to learn from their own experience, arouse curiosity and reflect on what has happened.

Source: Authors



Figure 6. AP methodological strategies¹⁰

Source: Authors

1.2.5. Session structure

The session structure stems from analysing proposals that take into account the learning process in a holistic manner and not just focus on the physical part, even though movement is our main tool of action. Based on the proposals of Vaca¹⁵ from the pedagogical treatment of the body¹³ from expressive recreation, and from the model of responsibility¹⁴, three different moments during the session are established (Figure 7) according to Caballero-Blanco et al.¹⁰.

- Meeting moment: as in any communication process, the first step is to greet each other and find out how everyone is feeling that day. Participants form a circle, and the teacher welcomes them to the session, explaining the objective and content, and organizing the first activity related to activities from the presentation, relaxation or sensory rediscovery methodological steps.
- Learning moment: the key moment of the session when the main activities are carried out. All methodological steps can be applied depending on the objective and

content to be addressed. Organization may vary from individual or small group activities to large groups. The teacher will move around the room to get an overview of the class, paying attention to safety elements and attempting to interact with all students.

- Reflection and farewell moment: participants form a circle and analyse the most important aspects of the session related to the two objectives proposed at the start: specific PANE objectives and life skills objectives. Activities are related with the reflection methodological step. As in any communication process, we say goodbye to our students until the next session; activities related with the relaxation methodological step may be used.



Figure 7. AP session structure¹⁰

Source: Authors

1.2.6. Intervention phases

Specific objectives of sessions implemented throughout an Adventure Pedagogy model-based programme vary according to three phases that can help organise the intervention. The three phases identified by analysing other models from Hellison¹⁴ and Baena-Extremera⁹ are indicated below and displayed as a diagram in Figure 8¹⁰:

- Creating a positive environment. Communication channels between the reference adult and participants, trust and respect must be created at the start of any intervention. Therefore, the main goal is to create a positive environment, an atmosphere in which participants can act freely, feel safe and part of the group. Activities from the presentation, relaxation, sensory rediscovery and trust methodological steps are recommended.
- Developing life skills. Most of the intervention will focus on developing life skills selected by the reference adult for this group of participants. They will thus design experiences with activities from different methodological steps, especially cooperation, instinct, basic techniques, sports in nature and reflection.

- **Transfer.** The purpose of the intervention process must be designed so that all participants can apply what they have learned in other contexts or different situations. This phase is especially important with outdoor sports methodological step activities, considering that if activities have previously been carried out in more domesticated environments with less uncertainty (indoor or outdoor spaces of a school, park, urban setting, etc.), it should end with physical activities in natural environments. It also refers to applying what has been learned to other contexts, such as family, school (other subjects), after school, friends, etc.



Figure 8. AP intervention¹⁰.

1.3. Final considerations.

PANE are a privileged context for promoting the personal and social development of children, young people and adults. However, just getting out into the natural environment doesn't produce these positive results on its own; a programmed intervention is needed for the formative effect to take place^{9,10,12}.

To this end, the Adventure Pedagogy model presents a series of key components that allow for the implementation of programs through the AFMN for educational purposes, establishing the methodological pillars, the roots and the essence of the model (positive development, experiential learning, physical activity and nature, playful attitude and adventure).

The challenges posed by this methodological approach are: to increase its diffusion among physical education teachers and sports coaches in non-formal education contexts (both in Portugal and in Spain and other countries), to increase research to have a greater scientific basis, to establish a solid process of training and evaluation of the fidelity of the implementation of programs based on the adventure pedagogy model, to implement and evaluate in formal and non-formal education contexts.

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