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STRATEGIES FOR PREPARING PETE STUDENTS TO TEACH THE ADVENTURE EDUCATION CURRICULUM MODEL

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ABSTRACT

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The affective domain can be difficult to teach and define and is under-actualized in Physical Education (PE) and Physical Education Teacher Education (PETE). Through the lens of Occupational Socialization Theory (OST), affective domain issues are understood as more significant problems within the PE enterprise, starting with PETE professors' training and acculturation into PE of decades-old approaches and conceptions of the subject. The authors performed a literature review with theoretical, critical perspectives on assessing and teaching the affective domain through adventure education (AE) learning experiences. Literature indicates that Pre-Service Teachers (PSTs) need more experience participating and teaching affective-based curriculum models and pedagogical content like AE during PETE. By giving PETE PSTs affective-based experiences as participants and facilitators, PSTs have more holistic perspectives (learning and teaching through all three domains of learning) and are more culturally competent teachers. The authors propose five strategies to implement AE within PETE programs and requirements sequencing. As PETE evolves and improves content and delivery mechanisms to meet learners' needs (PSTs and students in K-12 PE), the propensity for change in the enterprise of PE increases as positive benefits of affective-based teaching ripple through generations of new students acculturated into the field every day.

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INTRODUCTION

Quality physical education (PE) programs today "provide a planned, sequential K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for healthy, active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence" (SHAPE America, 2014). PE programs must be student-centered, relevant for students, have equitable opportunities for participants across a range of domains (Bailey et al., 2009), as well as accommodating and inclusive for all students regardless of sport skill, or background, race (Culp, 2020), sex, gender, socioeconomic status. In addition, PE programs need to have a strong focus on skill development, providing students with many opportunities, goals, and growth. Although the SHAPE America National Standards for PE (SHAPE America, 2014) promote student growth and development in the psychomotor, cognitive (strategies and tactics), and affective (thoughts, feelings, emotions, respect, teamwork) domains, the psychomotor domain tends to receive the most attention leaving other domains (explicitly learning in the affective domain) to naturally occur. By focusing on team-sport and game-based models, most secondary PE programs fail to give students the necessary tools to adopt healthy lifestyle habits and positive feelings toward health, fitness, and physical activity (Ferkel et al., 2019). These programs do not teach students to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (Bartlett, 2019; CASEL, 2017).

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Further, these types of programs tend to produce hegemonic masculinity tendencies that prioritize the psychomotor domain. When the three domains are taught in conjunction, there may be a higher likelihood for students to gain the tools to be physically active for a lifetime. This may be due to a more student-centered approach, positive learning environment, and higher skills in social and personal responsibility, teamwork, and respect. Although the PE curriculum in the US is complex and can achieve a wide range of educational outcomes to meet different student's needs, PE programs cannot continue to teach in the current, traditional, one-size-fits-all approach (Kirk, 2013), which does not include intentional learning and teaching to the affective domain.

Scholars have recently pushed for PE curriculums to include consequential and teachable social and emotional learning (SEL) learning outcomes (Belfield et al., 2015; Assessment Work Group, 2019; Mahoney et al., 2018; Taylor et al., 2017). Teaching all domains, not just the psychomotor domain and team sport skills. Although not encompassing SEL, the affective domain has oft been an afterthought in physical education teacher education (PETE) (Johnson, 2016). To focalize within this domain, SHAPE America recently adopted the SEL competencies and sub-competencies within PE through a cross-walk of the SHAPE affective grade level outcomes (SHAPE America, 2019). Addressing the contemporary needs of students by teaching through the affective domain of learning begins at the professional socialization stage (Richards et al., 2014). However, PETE programs often fall short in doing so (Richards & Wilson, 2020) by not offering diverse, novel, and potentially provocative divergent pedagogies, curriculums, and activities focused on questioning ones' teaching biases, orientation (O'Neil &

Richards, 2018), and subjective theories built throughout their acculturation to the field. In addition, researchers have found issues of documenting learning and producing alignment while utilizing SEL competencies and sub-competencies within health and PE curriculum and programs (Dyson et al., 2021; Goh & Connolly, 2020). Models Based Practices (MBPs) such as Hellisons' "Teaching Personal and Social Responsibility" (TPSR; Hellison, 2003), Adventure Education or Adventure-based learning (ABL) (Sutherland & Stuhr, 2014), and the recent SHAPE adopted SEL competencies (SHAPE America, 2019) and sub-competencies have been significant efforts to do just this. One curriculum model which teaches SEL skills within the affective domain is Adventure Education (AE).

AE is one curriculum model in PE which has long targeted growth within the SEL competencies and sub-competencies due to its' priority to; include all students, build character, a variety of engaging and holistic learning experiences involving the whole person, having real consequences, interpersonal (group) and intrapersonal (self) development and relationships of participants (Chepyator-Thomson et al., 2000; Ennis, 1999, 2000; Laxdal et al., 2020; Metzler, 2011; Prior & Curtner-Smith, 2020b; Sutherland et al., 2011; Sutherland & Stuhr, 2014; Säfvenbom et al., 2015). One of the goals of AE programs is to foster participants' personal and social development through growth in self-esteem, self-awareness, self-confidence, trust, communication skills, cooperation with others, and problem-solving skills (Bisson, 1999; Prouty et al., 2007).When using the model well, it has been shown as providing greater level of self-awareness, emotional intelligence, and bias awareness within themselves, translating to better tools in addressing the needs of students in their future classes by teaching with a

more student-centered approach and greater explicit focus on the affective domain. Due to the COVID-19 Pandemic which has negatively affected both the mental and physical health and wellness of college-aged and school-aged children (McKegney, 2021; Plener, 2021; Sethy & Mishra, 2020) students now more than ever need to be able to properly learn to navigate life in a socially aware and affective manner, and gain tools such as responsible decision-making, personal responsibility, self-management skills, stress management, self-awareness, social awareness, respect for others, relationship skills, group, and individual communication, working with others to solve problems and think critically (CASEL, 2017; SHAPE America, 2019).

PURPOSE

Therefore, the purpose of this paper is to present the literature strategies for PETE programs to help prepare pre-service teachers (PSTs) with skills and knowledge to teach the AE curriculum model. Due to time constraints in many curriculums, we propose intentional strategies to build into a PETE program which will scaffold students' knowledge and skills through the program. We argue for the alignment of the affective domain in PETE utilizing AE programming (Sutherland & Legge, 2016) to better professionally socialize PSTs to learn how to teach and assess the affective domain, specifically SEL competencies and sub-competencies to graduate more holistic and culturally appropriate teachers (Atencio et al., 2012; Culp, 2020; Davis et al., 2008; Dyson et al., 2021; Kemmis et al., 2014; Moy et al., 2016; Sutherland & Legge, 2016; Sutherland et al., 2011; Wyant et al., 2020). Through the lens of occupational socialization theory (Richards et al., 2014), the present article will highlight the need for acquisition of skills in the affective domain for PSTs during PETE (Sutherland & Legge,

2016) precisely the SEL competencies and sub-competencies (SHAPE America, 2019) addressed through AE. Topics discussed will be occupational socialization theory, social-emotional learning, the affective domain, AE as a curriculum model, AE in PETE from an occupational socialization perspective.

AFFECTIVE DOMAIN AND PETE PROGRAMMING

PETE programs tend to focus on the psychomotor domain due in part to PETE professors' acculturation to the field, one most likely conceived through sport-culture, coaching, and team-sports, resulting in a psychomotor-driven culture in PETE programs. There are also many credit requirements and time devoted to PSTs learning the psychomotor domain to teach students of all ages (5-21). Unlike many specialized education degrees in a specific grade or age group, PETE programs only offer K-12 teaching certification. There is a disproportionate amount of theoretical National Standards (SHAPE America, 2014) written, compared to the foci taught in K-12 PE and with the lack of a consensual core focus, makes for a situation deemed a "muddled mission" in the field of PE (McKenzie & Lounsbery, 2014). PETE should continue to evolve its choice-making when setting contemporary PE goals and putting students' needs before all else. There is not enough time in PETE for PSTs to teach psychomotor aspects of PE, let alone work toward the affective domain (Backman & Barker, 2020). Although teachers must teach children through all three domains, psychomotor first, then cognitive, and affective is typically the last. Teachers learn about the affective domain as an afterthought and are introduced to it as hard to understand, challenging to teach and assess and difficult to define (Hellison, 1987). Typically, the affective domain is introduced as "sportsmanship" or respect but defining and thus assessing it is a complex

concept for PETE faculty to clarify due to lack of experience by PSTs to reflect upon the understanding of other prerequisite topics, e.g., teaching, assessing. In general, PETE programs focus on the psychomotor domain and, in passing, hear mentions of the affective domain, yet it is never an explicit focus (Johnson, 2016). Many PSTs graduate without critical affective assessment knowledge and teaching skills. PSTs are given little to no tools in SEL techniques and taught are during classroom lectures, not through gymnasium or outdoor experiential learning (Kolb, 1984) experiences in more realistic. Currently, in PETE, there is no standard protocol for training PSTs in teaching and assessing the affective domain. Researchers have found AE to be a useful curricular tool during PETE training to teach PSTs better to understand participants and students through experiential learning experiences, directly influencing their confidence and competence to teach and assess AE and the affective domain (Stuhr et al., 2015; Sutherland & Legge, 2016; Sutherland & Stuhr, 2014; Sutherland et al., 2016). By installing AE into PETE, PSTs learn through novel experiences from the perspective as participants that can be reflected upon and adopted into their future teaching of PE and the affective domain, SEL competencies, and AE (Stuhr et al., 2015; Sutherland & Legge, 2016; Sutherland et al., 2011; Sutherland & Stuhr, 2014; Sutherland et al., 2016).

OCCUPATIONAL SOCIALIZATION AND AFFECTIVE DOMAIN

With Occupational Socialization Theory (Lawson, 1983a, 1983b; Richards et al., 2014), we know that teachers teach how they were taught (Heaton & Mickelson, 2002) and there is a high likelihood that many PSTs have never experienced or learned about the affective domain during their acculturation to PE through their K-12 careers. Without the explicit focus on teaching the affective domain, i.e., AE during PETE, many teachers

will graduate without experiencing and learning about the affective domain, how to assess it, or teach it. OST shows that it is challenging to overcome peoples' acculturation (Lawson, 1983a, 1983b; Richards et al., 2014), but novel experiences like those during APETE training (like AE) are known to help PSTs adopt protocols taught in PETE programs (Wilson & Richards, 2019). Adventurous learning should be used during PETE training to adopt proper practices and procedures, to teach the affective domain and SEL competencies and sub-competencies to overcome acculturation of psychomotor-driven, sport, and team-based PE many PSTs have experienced. Similarly, AE should be taught in secondary PE and PETE to better address the needs of students in being physically active for a lifetime from a holistic perspective with all domains of learning (Bailey et al., 2009; Bloom, 1956) by creating a more healthful environment, socially and emotionally for all students teaching through the SEL framework (SHAPE America, 2019). PETE program leaders might consider adopting well-designed AE programs (Stuhr et al., 2015; Sutherland & Legge, 2016) that give students opportunities to "learn by doing" John Dewey (Kozulin, 1984) in; participating, teaching, and assessing; the affective domain and explicitly the SEL competencies to build future physical educators socially, emotionally, and culturally competent (Assessment Work Group, 2019). By holistically training teachers in PETE, PE graduates can build better PE programs, graduate more physically literate individuals for a lifetime of physical activity, and address the obesity epidemic as we must (Larery, 2019) to ensure the survival of the PE enterprise. Through the lens of occupational socialization theory (Lawson, 1983a, 1983b; Richards et al., 2014), we will first discuss the importance of recognizing it in PETE training for AE,

next, provide background on AE, and finally, suggest strategies for PETE programs to embed training about AE and SEL in their program.

OCCUPATIONAL SOCIALIZAITON THEORY

Occupational Socialization Theory (OST) is a dialectical perspective and can assist researchers in understanding the reasons for physical educators' teaching beliefs, choices, and behaviors (Lawson, 1983a, 1983b; Richards et al., 2014). Socialization into PE comprises three phases: acculturation, professional socialization, and organizational socialization (Lawson, 1983a, 1983b). The first phase; acculturation, includes individuals' pretraining during the 13,000 hours (Ralph, A. M. & MacPhail, A., 2015; Bird et al., 1993; Lortie, 1975; Sykes et al., 2010; Templin et al., 1982) spent within a classroom learning about PE from their experiences within it and how it influences one's decision to enter PE as a profession (Lawson, 1983b). Lortie (Lortie, 1975) used the term apprenticeship of observation to explain how experiences as a pupil influence one's impressions of the teaching profession. Individuals perceive a given profession's requirements and self-evaluate their abilities to meet those requirements, known as the subjective warrant (Lortie, 1975). During this time, individuals formulate subjective theories about what it means to be a PE teacher and how to teach it (Grotjahn, 1991). Understanding the apprenticeship of observation can help explain how K-12 experiences, activities, and teaching styles influence individuals' perceptions and choices during professional socialization. For instance, PSTs learn with psychomotor domain-heavy PE during their acculturation to the field, they will more likely teach using the same style of teaching and activities they did as students, i.e., dodgeball, team-sport based activities, and using physical activity as punishment. Similarly, if they learned with programming

guided and enriched by affective-domain grade-level outcomes like those in AE, they will more likely utilize that approach when they teach after PETE socialization. Novel experiences during professional socialization (PETE) can profoundly affect acculturation and essentially evolve or rewrite PSTs concepts and ideas curated as K-12 students.

The second phase, professional socialization, focuses on PSTs' training throughout PETE programs (Richards et al., 2014). It is crucial to address PSTs' prior beliefs about the essential topics in PETE and the differences from traditional activities such as team sports at the secondary level (Ennis, 2006) PSTs may be hesitant, and opposition to curriculums such as AE may arise. Buy-in of innovative teaching practices during the professional socialization phase is essential and, individuals tend to work in three ways based on inclinations and experience during their acculturation: a) alignment with best practice, b) strategically complying, and c) covert resistance (Richards et al., 2014). Although the desired path for PETE program graduates aligns with research-based best practices taught in PETE programs (Richards et al., 2014), students may follow a different path. For example, strategically complying individuals make an effort to appear externally in compliance with the information professed. However, internally these individuals do not find the value of the material for their future teaching as the new information deviates too significantly from their acculturated perspective and subjective warrant of the subject (Richards et al., 2014). Students that covertly resist socialization share this internal struggle, but rather than comply, they may be outwardly confrontational about any part of the process. They may ask defying questions, refuse to do tasks the way they are learning how, pursue like-minded peers with whom they can

object, and protest ideas unfit with their acculturated view of PE, i.e., "We are against dodgeball" (Butler et al., 2021).

Organizational socialization, phase three of (OST), involves how in-service teachers are socialized throughout their teaching careers in schools (Richards et al., 2014), and is not significant for this study, except for when considering factors to help align teachers with best practices in the field after the professional socialization phase. By giving PSTs the tools to teach and assess the affective domain and SEL competencies through AE during PETE, they will be more likely to utilize it when teaching PE out in schools (organizational socialization phase) than if they did not learn about it. Scholars postulate that one of two primary missions in PETE is to help PSTs critique their subjective theories related to what it means to be an effective physical educator (Richards et al., 2013; Richards et al., 2014). Utilizing novel experiences like AE with reflection can help PSTs realize their biases and perspectives. Without acknowledging PSTs' subjective theories and their effect on resisting the socialization process, it is unlikely that PETE faculty will impact how PSTs conceptualize PE (Sofo & Curtner-Smith, 2005; Stran & Curtner-Smith, 2009). Students are unwilling to abandon their perspectives because an instructor or professor presents a new idea or concept or expert commentary on a subject (Hemphill et al., 2015; Richards et al., 2014; Stran & Curtner-Smith, 2009).

SOCIAL-EMOTIONAL LEARNING AND THE AFFECTIVE DOMAIN

The Collaborative for Academic, Social, and Emotional Learning (Assessment Work Group, 2019), an organization dedicated to the promotion of SEL defines it as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Identified by (Assessment Work Group, 2019), there are five core competencies: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Adopted by SHAPE into PE in 2018 (Goh & Connolly, 2020; SHAPE America, 2019), CASEL advocates integrating SEL practices and strategies into all facets of the learning environment for grades 4-12 (Assessment Work Group, 2019). Social-Emotional Learning (SEL) competencies and sub-competencies promote activities that develop children's abilities to manage emotions, build relationships, solve problems, decision-making and empower people to create healthy, safe, and socially just communities (SHAPE America, 2019; Yoder, 2014). In aligning SEL competencies and AE, researchers have shown students grow in social and emotional skills (Gillard, 2020), social skill development, psychological outcomes of self-perception, self-worth, and perceived social acceptance, social skills, and problem-solving skills should be further fostered and encouraged in PE

settings (Dyson et al., 2021). Teachers using AE have demonstrated cohesiveness in accomplishing teaching SEL competencies through developing interpersonal and intrapersonal skills, establishing healthy social relationships with others, including appropriately communicating with others during; cooperation, active listening conflict resolution, and helping others (Assessment Work Group, 2019; Dyson et al., 2021; SHAPE America, 2019; Sutherland & Stuhr, 2014).

Although affective domain and SEL are not synonymous, they promote similar outcomes such as emotional intelligence, social skills, self-awareness, social awareness, relationship skills, managing emotions, respect, empathy for others, and responsible decision making. The affective domain as a whole focuses on teaching "physically literate individuals to exhibit responsible personal and social behavior that respects self and others" (SHAPE America, 2014), where the national standards for the affective domain include personal responsibility, rules, and etiquette, working with others, and safety (SHAPE America, 2014). The affective domain has not focused on PE teaching, is often overlooked, and under-considered in the curriculum (Casey & Fernandez-Rio, 2019; Johnson, 2016). SEL taught through models like AE in PE can work, but more research is needed as we currently lack understanding about what is happening during their implementation and how different models make it work in K-12 settings (Dyson et al., 2021; Jones et al., 2017). Social-Emotional Learning (SEL) and the affective domain taught through AE needs to be utilized in secondary PE and more so for custodial teachers focusing on games and the psychomotor domain, i.e., classes playing dodgeball, while inadvertently teaching oppression (Butler et al., 2021). These compounding scenarios are antithetical for teaching the affective areas and domain that AE specializes

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in; agency (collective agency), self-esteem, collective action, respect, communication, understanding, and socially conscious citizens (Butler et al., 2021).

ADVENTURE EDUCATION AS A CURRICULUM MODEL

Adventure's definition is contested and not easily defined (Brown, 2006) and shifts the adventure narrative within or outside an educational context. In PE, AE is a student-centered approach that can enhance personal and social development (Hellison, 2011; Hemphill, 2013; Pascual et al., 2011) with a deliberate sequence of activities focusing on the personal and social development of students (Bisson, 1999; Cosgriff, 2000). AE has the following essential features: (1) developmental goals that intentionally seek to foster change at the interpersonal level, (2) a deliberate and sequential process, (3) the use of physical, emotional, and social risk and challenge, (4) use of a group context to foster interactions between a group and individuals within a group and (5) engaging in the experiential cycle (Hirsch, 1999; Sutherland & Stuhr, 2014). Originating from the US, AE was pushed along with the camping movement of the early twentieth century and Kurt Hahn's Outward Bound program of the mid-twentieth century (Sutherland & Stuhr, 2014). Today, AE includes various programmatic influences, including wilderness education, adventure-based counseling, developmental adventure, and challenge education (Sutherland & Stuhr, 2014). In addition, AE occurs indoors, and outdoors is direct, active, and has actively engaging authentic learning experiences that involve the whole person (Prouty et al., 2007). AE has benefits and consequences drawing on discourses of uncertainty, risk, and danger (Brown, 2006; Brown & Beames, 2017) and is

focused on intrapersonal (self) and interpersonal (group) development by engaging all three domains of learning (Bloom, 1956; Varley, 2006).

AE improves the affective domain (Hattie & Marsh, 1997) and can be utilized to teach affective domain skills; teamwork, personal responsibility, social-emotional skills (Gillard, 2020). In addition, AE is used to teach psychological outcomes like self-perception, self-worth, perceived social acceptance, and problem-solving skills. Researchers recommend that AE be further cultivated and encouraged in PE settings (Dyson et al., 2021), and its' utilization in PETE is one way to get there. ABL is an anti-structural experience where individuals are autonomous, within a self-reliant group, or solo (Varley, 2006). SEL competencies and sub-competencies share many affective foci of ABL that can be cross-walked to SEL succinctly to be taught and assessed concurrently within PETE and K-12 PE programs.

Adventure Education in PETE: An Occupational Socialization Theory Perspective

OST explains that an individuals' training on a subject affects their outlook and abilities to perform tasks in a profession. For PSTs in PETE, acculturation begins upon entry into PE class during elementary grade school (Richards et al., 2014). "Teachers teach how they were taught" (Heaton & Mickelson, 2002) has become synonymous with the effects of the first stage of occupational socialization: acculturation (Lawson, 1983a) on students throughout their career in PE classes. Secondary PE students should learn various lifetime activities, tools, and attitudes, but many programs only offer a team-sport-based curriculum. AE provides an affective-based framework that reaches more students and may evolve students' acculturation to the subject. Many current PE teachers

have not experienced or learned about AE or the affective domain and thus do not teach it. Their acculturation was most likely team-sport-based, which is the PE they lead today. Instructional models like AE can align PE more strictly with SEL competencies and sub-competencies to teach and assess the affective domain (Prior & Curtner-Smith, 2020a). Teaching AE during faculty-supervised PETE field experiences creates unique situations during professional socialization that may help PETE students overcome their acculturation (Wilson et al., 2017).

AE within PETE programs can give PETE PSTs different experiences of PE outside their perceptions of what PE is (e.g., team-sports, dodgeball). Therefore, PETE programs must adopt well-designed AE programs that allow students to "learn by doing" John Dewey (Kozulin, 1984) in teaching and assessing the affective domain, explicitly the SEL competencies. Using holistic curriculums like AE, PETE will build more well-rounded physical educators, both physically, socially, and emotionally (Assessment Work Group, 2019). In addition, AE will train PSTs and build self-systems (e.g., self-efficacy, self-confidence) and create changes in beliefs toward personal potential, leadership skills, and feelings of social belonging (Hattie & Marsh, 1997; Richmond et al., 2019; Sibthorp et al., 2008).

Program goals act as a moderator for change of the Locus of Control for participants in AE (Hans, 2000). Physical educators must position affective-based learning as a central aim of their teaching, focusing on pedagogical approaches like AE, with specific goals to align the SEL competencies. If PETE were to maintain the status quo, the profession would continue to be seen as playtime and evermore marginalized into recess (Casey & Fernandez-Rio, 2019). The COVID-19 Pandemic painted the need

for mental health, social skills, and trust in using AE to teach the SEL competencies and sub-competencies and cultural relevance in PE. By introducing the SEL competencies and sub-competencies through AE focusing on the affective domain, students will learn; to value their contributions, others' contributions, become more self-sufficient, adapt peer-teaching to suit their own and others' needs and think of ability in terms of contribution, and not just performance (Casey & Fernandez-Rio, 2019) a typical product of team-sport based pedagogies.

Adventure-Based Learning

ABL has been deemed the most appropriate term for AE in a school context (Brown, 2006; Sutherland & Stuhr, 2014). ABL is a student-centered curriculum model in PE that can enhance personal and social development (Sutherland & Legge, 2016) and has increased in popularity in the USA and UK (Sutherland & Stuhr, 2014). ABL and outdoor adventure activities were included in the Society of Health and PE (SHAPE), formerly NASPE, National Standards and Grade-Level Outcomes for K-12 PE, and the National Curriculum for PE for the last 30 years (SHAPE America, 2014). ABL uses a deliberate sequence of activities to focus on student's personal and social development (Bisson, 1999; Cosgriff, 2000; Sutherland & Stuhr, 2014). The following features identified by (Sutherland & Legge, 2016) are essential to ABL: (1) developmental goals seeking to foster a change at the intrapersonal and interpersonal levels, (2) a calculated and planned sequential process (adventure stages), (3) the use of physical, emotional and social risk and challenge (trust, communication, low and high challenge elements), (4) using a group context fostering interactions between a group and individuals within a

group and (5) engages in the experiential cycle to "learn by doing" John Dewey (Kozulin, 1984) p.131. These non-negotiable features of ABL include full value contract, challenge by choice, debriefing, enjoyment, and problem-solving. In addition, adventurous learning, with problem-solving other affective skills and attributes, are beneficial and necessary to thrive in unpredictable and complex times (Brown & Beames, 2017).

Non-Negotiable Features of Adventure Education

The seven non-negotiable features of AE are (1) full value contract, (2) challenge by choice (comfort, groan, growth zones), (3) processing, brief and debrief (experiencing, reflecting, generalizing, applying), (4) teacher as facilitator (5) problem-solving outcome to student/program goals, (6) sequence and flow considering safety, and (7) experiential learning (Schwamberger et al., 2017; Sutherland & Legge, 2016; Sutherland & Stuhr, 2014; Sutherland et al., 2016; Sutherland et al., 2019; Varley, 2006). The features within the AE framework contribute to a more socially just and emotionally safe environment. For example, a full value contract is a process whereby the group agrees to "fully value" each member and find positive value in the efforts of its members. As such, it is an affective-based framework through which students work as a team throughout the physical and cognitive activities, creating a socially just and culturally competent, discrimination-free zone.

Full Value Contract

The full value contract in PE is a guiding set of moral and ethical principles for building a positive classroom environment and can serve as a foundation for positive behavior management (Schwamberger, Wahl-Alexander & Ressler, 2017). A few examples are "five finger contract" or Hand of Fair Play (HOFP) (Ressler, 2015). The

Hand of Fair Play assigns various affective values or rules for each finger, i.e., group goals (thumb), "pointing of the finger" at oneself instead of blaming others (pointer finger), no put-downs, treat each other well (middle finger), commitment to let go and move on (ring finger), and watch out for the little guy, and other safety concerns (pinky). Full value contract is a strategy that can incorporate into a PE class to enhance student learning and the classroom environment. FVC assists in learning in all three domains and will stimulate effective instruction and a positive culture in the classroom, leading students toward a healthy, physically active lifestyle for a lifetime (Wahl-Alexander & Ressler, 2020). A full value contract is essential for AE. Many goals and outcomes focus on teamwork and group cohesion, requiring the learning environment to be open and honest, building communication and trust.

Challenge by Choice

Challenge by Choice (CBC) is a teaching philosophy coined by Karl Rohnke in 1977 (Neill, 2002; Rohnke, 2000). It is a principle generally explained as part of the Full Value Contract (Neill, 2002). It can reinforce the message that everyone is to take responsibility for themselves and their actions during the programming (Neill, 2002). CBC allows participants preference in adventure programming in how they choose to participate (Neill, 2002), which is especially important during stressful situations where it may be more socially and emotionally beneficial to allow for alternatives rather than forcing participants beyond their limits of coping. CBC creates a caring environment where choice is not the result of peer pressure or resentment but out of care, support, and the participant's volition (Neill, 2002). When students accept the CBC contract, it positively influences their participation in AE programming (Chase, 2015). Additionally,

CBS is one way to offer participants of AE programming opportunities for intrapersonal growth, locus of control, and autonomous action by encouraging students to push past zones of comfort into the "stretch zone" (an area for development, outside the comfort zone but not past it) and not to the "panic zone" (far outside the comfort zone, to the point of panic and potential harm). CBC is an important principle and seen as a mantra in AE and recommended to ensure participant social and emotional safety (Neill, 2002).

Processing, Brief, and Debrief

Based on Kolb's (Kolb, 1984) experiential learning cycle, debriefing is a group processing and reflection technique given at the beginning, end, or throughout a lesson. Debriefing is suitable for any point the facilitator deems it fit to highlight a teachable moment. Individuals gather in a circle, and a group leader provides prompts for everyone to respond in a typically divergent manner (many responses) (Guilford, 1950) rather than a single answer (convergent). Leaders may use prompt cards, written reflections, or simple activities to assist individuals in describing their feelings, thoughts and reflecting on the events during the lesson. Debriefing is a practical way students may process information, work through affective-related tasks --through group or individual dynamics and give and receive feedback. PE teachers utilizing traditional team-sport and games typically focus on asking a set of questions urging students to find a precise answer (convergent thinking) and earn an in-game reward or as a way to assess students (Nicholson, 2012), i.e., by throwing the bean bag into the bucket five times in a row students can step back two paces. The divergent thinking style used in AE can help students learn about themselves and what happened to and within them by processing their feelings and emotional responses during an activity or task. A convenient

summarization of debriefing prompts for facilitators are; "what happened," "so what," and "now what" (Nicholson, 2012). For example, "what happened in the activity? What went well or what worked for the learner? How could the learning be applied outside the classroom?"

Another example is the "Sunday afternoon drive model" (Stuhr, 2000; Sutherland & Stuhr, 2014), created to help physical educators engage their students with a meaningful reflective process while teaching AE (Sutherland et al., 2019). The facilitator begins the reflection process with an imaginary destination for a 'drive' based on goals for the lesson, allowing the group to find a route to a destination (goal) based on their experiences with the activities and what was meaningful. The Sunday afternoon drive debrief model consists of eight components: (1) facilitator as co-pilot, (2) choice of vehicle (3) who sits where (4) start the car, (5) follow the road, (6) nearing destination, (7) GPS recalculating, (8) final destination – are we there yet? (Sutherland et al., 2019). This model is a practical framework for conducting a student-centered reflection session in K-12 and university settings (Stuhr et al., 2015b; Sutherland et al., 2011; Sutherland et al., 2019), can be utilized by PE teachers and is essential for the experiential learning process found in AE (Kolb, 1984).

Teacher as Facilitator

Researchers identified three different orientations facilitators possess within AE: leisure orientation, outdoor pursuits orientation, and adventure orientation (Zmudy et al., 2009). A leisure-orientated facilitator is primarily concerned with creating a fun and safe environment for play during activities. An outdoor pursuits-oriented facilitator focuses on teaching engaging activities for participants. An adventure-oriented facilitator teaches

through the activities while incorporating elements of experiential learning. Each of these orientations evolved in how facilitators interpret and use the pedagogies of AE. An AE facilitator should facilitate, not dictate, and allow students to work through activities rather than tell them how to do it (Sutherland et al., 2019). Effective facilitation in AE involves a teacher explaining the objective and rules of an activity, then taking a step back and allowing the group to work through the activity. The teacher does not try to solve it for them and never tells them how to solve it, whether they do or do not. The facilitator ensures the emotional and physical safety of the students and refocuses or redirects their efforts when necessary. A teacher as a facilitator is different from a typical "command" teaching style (Mosston & Ashworth, 2008). The teacher stands at the front of a classroom and gives directions, where learners follow each instruction in order. Teaching in this way may provide novel PE experiences and unique ways to teach depending on the goal, adding new tools and perspectives to a veterans' toolboxes, and effecting acculturated viewpoints of PETE PSTs during their professional socialization stage.

Alignment of Outcome to Program Goals

Alignment of outcomes to program goals vary depending on the group and students' needs but is always framed in various affective-based objectives such as intrapersonal and interpersonal growth (Moore & Russell, 2002), mindfulness (Stuhr et al., 2017), and having an impact on both students and teachers (Sutherland & Stuhr, 2014). Student-set goals include cooperating with others, challenging themselves, taking risks, having fun, and learning motor skills (Dyson, 1995) p.397. Teacher goals for adventure programming consist of building self-esteem, student responsibilities, creating a

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fun learning environment within PE, developing a healthy attitude toward competition, using a holistic approach to education through student-centered teaching (Dyson, 1996), and an increasing number of "mindful" students, reducing undesirable social and emotional behavior (Stuhr et al., 2017). AE programs implemented during PETE programs should implement experiences that allow students to develop the SEL competencies they find relevant and significant to their own lives (Stuhr et al., 2017). Students should learn experientially, "…by doing" John Dewey (Kozulin, 1984) p. 131, to form a meaningful subjective warrant toward AE steering them toward confidence in facilitating and providing an adventure program of their creation in a future school during their third stage of occupational socialization, organizational socialization.

Sequence & Flow

AE has a specific sequence through seven stages that scaffold and support AE concepts, and emphasize safety, i.e., getting acquainted, cooperation, trust, communicating, collaborating, team challenge, problem-solving, low level, and high-level initiative activities (Varley, 2006). Planned activities do not have to be in this exact order; however, sequencing is essential, and some cannot go before the other. Safety is at risk if some do not occur first, i.e., communication before trust. AE in PE can bring equity through social and emotional awareness and leveling the playing field through novel experiences. Students with greater need will potentially have more significant benefits and enjoyment in PE, such as lower-skilled students, students of color, girls, and members of the LGBTQ community. AE helps teachers become culturally competent in reaching all students regardless of background or skill level through a greater understanding of each participant because of processing techniques. When each person

voices their feelings, it allows a greater understanding by the facilitator of the group dynamics and needs. In typical team-sport-based PE, at-risk students are criticized, bullied, and emasculated based on their skill level and gender regarding certain sports, e.g., high-skilled female students and "male-sports" like football or baseball and low-skilled male students for their lack of sport-skills. When misused, sports performance and sport-based curriculums in secondary PE can be a vector in reinforcing harmful social norms, stigmas, and ideologies—the opposite of cultural competence.

Each student comes into the classroom with different dreams, goals, abilities, and perspectives through experiences and acculturation about PE (Richards et al., 2014), build a personal subjective warrant (Lortie, 1975). AE promotes cultural competence by compelling individuals to resist and dispute traditional cultural conceptions of sports in America and notions of gender, i.e., masculinity or femininity related to physical activity and PE, by introducing a novel and unfamiliar experience. Many AE activities are group efforts that provide students various opportunities to contribute to the group, like SEL competencies, using personal skills and abilities without stressfully analyzing societal and gender norms or cultural differences. AE is fun for everyone, making it enjoyable and engaging. Fun in AE is a process as well as an outcome (Bisson & Luckner, 1996). Fun in AE increases intrinsic motivation, creates a suspension of social reality, is a stress reducer, and creates an environment of relaxed alertness (Bisson & Luckner, 1996), promoting PETE PSTs to consider PE from different perspectives during the professional socialization phase.

Experiential Learning Cycle

An experiential learning cycle such as Kolb's Learning Cycle (Kolb, 1984) is used during AE programs to help learners process their learning through an experience. The acquired knowledge depends on the experience and is a transformational process, where knowledge is continuously created and recreated in the moment (Kolb, 1984). The learning transforms the incident objectively and subjectively to understand better the "nature of knowledge" and the learning taking place (Kolb, 1984). Kolb's Learning Cycle has four parts of the cycle; concrete experience (actually having an experience), reflective observation (reflecting on the experience), abstract conceptualization (learning from the experience), and active experimentation (trying out what you have learned) (Kolb, 1984). Utilizing Kolb's Learning Cycle as a framework for processing and learning through adventure programming ensures that students are "learning by doing" John Dewey (Kozulin, 1984) p. 131 while having a "transformative" experience (Kolb, 1984). The embodiment that accompanies an experiential learning experience is a central and essential consequence of immersing learners in a physical learning space, fostering a deep conceptual understanding for learners (Morris, 2020) and "for human cognition to develop at the highest level" (Kiefer & Trumpp, 2012).

Perceived Risk

Definitions of adventure and AE include discourses of uncertainty, risk, and danger (Brown & Beames, 2017). Many researchers have identified perceived risk as part of a valuable and practical learning strategy with positive outcomes (Brown & Beames, 2017; Leamer, 1999; Warren, 2007) by taking participants out of their comfort zone, creating uncertainty and an unbalanced novel playing field. Perceived risk is a valuable tool during low and high challenge course elements. Some perceived risks include a

physical risk, e.g., height, a high distance above the ground, or a social-emotional risk, e.g., being lifted over a wall element. In addition, perceived risk in social situations during each level of adventure games; communication, ice-breakers, trust, and teamwork resulting in interpersonal and intrapersonal growth opportunities. In Outdoor Pursuits, there is an actual risk because of the natural terrain, i.e., lightning, rain, wind, snakes, injuries. There is a much higher perceived risk in AE programming than actual risk, i.e., high ropes course-- pamper pole with harnesses, proper knots, pulley systems, and trained facilitators. Although AE has a unique set of risks when participating outside, there may be actual risk factors similar to those seen in Outdoor Pursuits, natural occurrences, i.e., weather, wind, precipitation, terrain, mud, sun. Conceptualizing risk is unique and essential in fostering student growth through new experiences, activities, games, and meeting new people. Discomfort and challenge come with teaching learners and getting them into the "flow zone" (Beseda, 2016) p. 66.

STRATEGIES FOR PETE PROGRAMMING

Quality PETE programs should value graduating PSTs with high proficiency in cultural competency through teaching the affective domain and SEL competencies and sub-competencies through ABL. Training for PETE PSTs in the affective domain, cultural competency, SEL competencies, sub-competencies, and ABL needs to be afforded equal attention to detail, time, and focus as the psychomotor domain and should be taught in conjunction. The difference is that many PSTs have not had any experience with ABL, whereas many of them at the secondary level have had acculturation experiences focusing on the psychomotor domain and team-sport-based pedagogies (Ennis, 2006). We know that teachers teach how they were taught" (Heaton & Mickelson,

2002), and the professional socialization stage can be as crucial as the acculturation stage in training PSTs in proper practices and protocols of quality PE. As such, PSTs need opportunities to learn and understand ABL from different lenses and perspectives, like in psychomotor domain-based pedagogies and curriculums. In this order, PSTs must; 1. Participate in an ABL experience, i.e., AE class, where they are members of a group learning ABL group going through the planned sequence by a professor or teacher trained in ABL. 2. They must reflect on their learning experiences. 3. Observe ABL being taught by a professional. 4. Teach an ABL experience to a class, whether K-12 or college peers, preferably not the same cohort they participated in an ABL with, as it will create unrealistic circumstances and negatively affect outcomes. The following sections will present five strategies designed to incorporate these aspects of the affective domain teaching and learning for PSTs in PETE programs. The strategies to come are Strategy 1: Journaling and an Affective Workbook to Increase Cultural Competence, Strategy 2: Embedding Adventure Education into a Curriculum Models Course, Strategy 3: Adventure Education Course, Strategy 4: Field Experience Teaching Adventure Education Activity Courses, and Strategy 5: Week-long Adventure Education Camp.

Strategy 1: Journaling and an Affective Workbook to Increase Cultural Competence

Reflective journals and reflective assignments support professional growth through intentional instructional strategies of AE facilitators (Carlson & McKenna, 2000; Sutherland & Legge, 2016; Sutherland et al., 2011; Sutherland & Stuhr, 2014; Sutherland et al., 2016; Timken & McNamee, 2012) and group debriefing (Dorovolomo, 2008; North, 2015). PETE PSTs and adventure facilitators must utilize reflective journals for

PSTs alongside adventure programming. The pedagogical use of reflective journals has been used in many academic disciplines as a means to encourage learning. Specifically, in PETE journaling attempts to make PSTs into 'reflective practitioners' (Schon, 1983). For this strategy, PSTs will focus specifically on their acculturation to PE, preconceived notions, and biases, as they relate to their cultural competency when teaching PE. Cultural competence is important for PE teachers to reach every student in their classes regardless of differences of socioeconomic background, race, gender, ability, or disability. It is important for PSTs to realize the inherent biases they bring with them throughout life and into their PE teaching careers. Journaling offers PSTs the opportunity to examine their own racialized self and are less likely to view individuals with differences as "others" (Flintoff, 2015). The homogenous workforce of predominantly white teachers coupled with an increasingly heterogeneous student population is resulting in a widening cultural gap in the classroom (Boser, 2014; Musu-Gillette, et al., 2016). Without recognizing and examining factors of race and racial biases, PSTs will be less prepared to teach all students in their PE classes (Flintoff, 2015). Figure 1 gives an example of incorporating journaling throughout PETE programming courses and specific foci for reflections based on course content matter, with the topic in bold and sub-foci underneath each, written to meet the goal of the bolded topic. Journaling should happen at the very least during the first and last class of each semester course and may need to occur more often, depending on the subject matter. Although for example, students may be reflecting during student teaching, summarizing their teaching experiences throughout their student teaching internship, the focus of this journal is to reflect more deeply on the affective domain and cultural competency in their teaching. The end of student teaching

may then culminate in a final reflection about the entirety of their PETE experience geared toward own personal growth, biases, and cultural competence. However, it may be more appropriate for PSTs to journal at the beginning and end of the semester about a plethora of topic areas including what they learned that day/week, how it will affect their teaching and planning to teach in a culturally competent manner in any or all other PETE Courses. When doing so, PSTs should be allowed 5-10 minutes per reflection session to write and reflect, taking them home and developing their thoughts more thoroughly based on the subjects.

Journaling gives PSTs opportunities to explore who they are, including beliefs about teaching, personal biases, subjective warrants, and theories about PE, SEL, and concepts, perspectives, and ideas addressed in PETE classes different than their acculturation. In better understanding ones' personal biases, specifically regarding teaching PE, PSTs are better equipped with a more well-rounded perspective on the requirements of the PE profession and the affective needs of their students and, in turn, trains them to become better AE facilitators. As a result of this knowledge and awareness, PSTs will have potentially increased their cultural competence and ability to teach and assess students in the affective domain, specifically within the AE non-negotiables, Challenge by Choice, Full Value Contract, and debriefing. Debriefing can be a catalyst for many reflective journaling assignments, e.g., debrief at the end of class, PSTs go home and reflect the discussion.

Then, once entering their AE core course, journaling provides PSTs opportunities to consider how AE experience, programming, and the non-negotiables influenced their growth; as professionals (Carlson & McKenna, 2000; Timken & McNamee, 2012), the

importance of cultural competency and creating a supportive environment (Carlson & McKenna, 2000; Timken & McNamee, 2012), the power of peer influence in both a positive and negative way, goal-setting (Carlson & McKenna, 2000), and the use of the full value contract and the possibility of curricular change in PE (Timken & McNamee, 2012). By assigning PSTs reflective journal assignments, PETE professors can better assess the effectiveness of teaching the affective domain while simultaneously giving PSTs lived-through experiences with examples of assessing the affective domain through reflective journal assignments.

To that end, reflective journaling assignments should be assigned directly with AE course work tailored for PSTs' professional and personal growth and development in teaching and assessing the affective domain, social and emotional competencies and sub-competencies, inherent biases, and their effect on culturally competent teaching. Reflective journals will be collected and compiled with other affective domain work into a PETE summative assessment toward the end of PETE programs as an affective 'workbook' digital binder document. The workbook will include various tools, strategies, and concepts in teaching and assessing the affective domain through AE activities, focusing on teaching, and assessing SEL competencies and sub-competencies, cultural competence, and personal biases. Post-PETE during the last stage of OST, the professional socialization stage, future teachers will have an affective domain workbook with research, activities, and knowledge to effectively plan and teach the affective domain. Future teachers may then refer to and utilize the wealth of knowledge within the workbook and the unique skillsets acquired through experiencing and teaching AE throughout their professional careers.

JOURNALING THROUGHOUT PETE PROGRAMMING			
PETE Year	**Term**	**Course**	**Journaling Content**
2	Fall	PETE 200 (Intro to PE as a Profession)	**Pre-conceived notions & Biases about the field as a whole** • Teaching Philosophy • Important aspects about teaching PE • Quality PE teachers-- Favorite childhood PE teacher; what and why they were a quality PE teacher?
2	Spring	PETE 200 (Elementary Content)	**Deeper Perspective into Teaching Elementary PE** • Similarities & differences with their own experiences of elementary PE and learned in PETE • Thoughts about teaching elementary PE (beginning of class and end of class) • Discuss three teaching domains give examples • Cultural competence in Elementary setting • Full Value Contract; why important in elementary
3	Fall	PETE 300 (Secondary Content & Curriculum Models)	**New Concepts About Secondary PE** • Cultural competence in Secondary setting • Challenge areas; easier/harder? Why? • Favorite curriculum model • Which new curriculum model not in your secondary experience will you utilize, why? • Teach affective domain through each model • Challenge By Choice; why important in secondary
3	Spring	PETE 300 (Lesson Planning & Design)	**Importance of Planning** • Backwards design • Debriefing; when, why, where—planning for • Creating assessments for affective domain • Cultural competency in planning; including different cultures, peoples, and backgrounds; why important? • adventure programming (with non-negotiables; debriefing, CXC, FVC) at the beginning of a year with a new class
4	Fall	PETE 400 (Teaching Health)	**Journaling to teach affective domain, SEL and connections to mental health and wellness** • K-12 experiences in health classes • Aspects of quality teaching in health classes • Identify most important areas of teaching health; affective domain/mental health

4	Spring	PETE 400 Student Teaching Internship	**Feelings about confidence/competence in teaching PE** • Biggest challenge starting, aha moment • Cultural competence examples, how and why • Weekly reflection about confidence and competence teaching PE • Final culminating reflection at the end of student teaching and PETE program
Other Courses In PETE Programs and Journaling			
Outdoor & Adventure Programming			**Participating and Teaching OAE** • Perspective on outdoor and adventure education • Content knowledge • Pedagogical content knowledge • Debriefing, Challenge by Choice, Full Value Contract; why important? How do they effect cultural competence? • Create a plan to implement OAE in a K-12 program
Adapted Physical Education			**APE Experiences** • Different than PE? • Similar to PE? • Confidence/competence in teaching APE • Cultural competence in teaching APE
Field Experience Observations and Teaching			**Teachers Teaching in the Field & What Is Learned in PETE** • Concepts of quality PE • How did the teacher show cultural competency? How do you know? • Highlight teachable moment they addressed • Surprises, aha moments, and other learning
Assessment in Physical Education			**Create Assessments and Rubrics for Affective domain** • Bridge gap in affective domain concepts • Create assessments utilizing non-negotiables of AE (Debriefing, CXC, FVC) • Definition and meaning of responsibility (and other affective concepts)
Technology in Physical Education			**Technology Assisting in Teaching (AE/Cultural Competency)** • Technology assisting with quality of teaching, cultural competency and to the affective domain
Pedagogical Content Knowledge in Elementary			

Pedagogical Content Knowledge in Secondary	

Figure 1. Journaling Throughout PETE Programming

Strategy 2: Embedding Adventure Education in a Curriculum Models Course

Most PETE programs cannot afford the time or credits to offer a whole AE class with many standards, goals, and concurrent foci. However, this strategy is for PETE programs to build AE into the current curriculum scope and sequence by embedding AE programming into PETE curriculum models class. PETE curriculum models class teach PSTs about a variety of curriculums and ways to teach various subjects typically for secondary PE. AE should be taught alongside other curriculum models such as the sport-education model, teaching games for understanding (TGFU) and cooperative learning (CL), among many others. This strategy takes 3 weeks of time in this class, the first two weeks to go through all 7 stages of AE with PSTs as participants and a PETE professor as the facilitator. As well as the final week of the semester ending with a culminating activity; a camping trip, hike of a local trail, or an adventure race as well as a final debrief/reflection of the class on various topics covered in the curriculum models class. Figure 2 is an example of how these activities may be laid out if the class takes place during Tuesdays and Thursdays. It is important to have students, PSTs in this case, go through the 7 stages and other various AE non-negotiables first to create a culture of teamwork and group cohesion for the cohort. This is a great way to give PSTs experiences as participants in AE and does not require much time throughout one semester of their PETE experience. The culminating activity can be useful for PSTs through experiences of PE outside of their acculturated ideas of PE including outdoor pursuits activities ending with a final debrief of the entire semester.

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Adventure Education Within PETE Curriculum Models Class		
	Tuesday	*Thursday*
First Week	**Introduction** • Full Value Contract • Challenge By Choice **AE Stages 1-2** **AE Stage 1 Activities: Acquaintance** • Going On A Trip • Solemn & Silent • 222 Scratch **AE Stage 2 Activities: Ice Breakers** • Buzz Fizz • Have You Ever? • Link Tag	**AE Stages 3-4** **AE Stage 3 Activities: Communication** • Barnyard • Electronic Backboard • **AE Stage 4 Activities: Problem Solving** • Infinite Knot • Magic Carpet •
Second Week	**AE Stage 5** **AE Stage 5: Trust** • Shoe Service • Blindfolded Taxi • Proper Spotting Technique • Trust "falls"	**AE Stages 6-7** **AE Stage 6: Low Challenge Elements** • Spider Web Activity • The Wall **AE Stage 7: High Challenge Elements** • Zipline • Flying Squirrel • Giant Swing • Climbing Wall
Final Week	**Culminating Activity** • Adventure Race • Hike • Camping Trip	**Debrief** • Biggest challenge • Biggest takeaway for teaching • Favorite Curriculum Model

Figure 2. Adventure Education Within PETE Curriculum Models Class

Strategy 3: Adventure Education Course

For PETE programs with an AE course, this is a scope and sequence in

facilitating an AE class that teaches content knowledge (CK) and pedagogical content

knowledge (PCK) in AE. Despite the powerful influence of AE courses and experiences

on PSTs personal and professional growth, it is a bumpy road in transferring what was experienced and learned in the PETE program to the K-12 PE setting (Sutherland et al., 2016). Challenges for this transfer were due to needing more experience teaching AE and a lack of relevant content knowledge (CK) and pedagogical content knowledge (PCK) (Sutherland et al., 2016). Although PSTs have AE experiences through the role of participant, they are not gaining the knowledge, understanding, and experience/emphasis in learning how to teach AE within a school setting (Atencio et al., 2015; Backman, 2011; Carlson & McKenna, 2000; Dorovolomo, 2008; Moreri, 2011). In addition, the CK and PCK of AE are very different from the typical sport-based curriculum most often delivered in PETE (Sutherland et al., 2016). Based on these factors, it is crucial within sport-based curriculums to have opportunities to experience AE as participants and get experience teaching and assessing AE, the affective domain, and SEL competencies and sub-competencies during PETE programs. This coursework can occur concurrently in other 300-400 level coursework or within its' own course (elementary and secondary teaching methods). In combination with teaching psychomotor and cognitive-focused units, PSTs will have the opportunity to teach and assess the affective domain and SEL competencies and sub-competencies to peer PSTs first, then 4-12 grade students after (4th grade is when SEL competencies and sub-competencies begin).

During the first few class periods of this course/unit, the PETE professor offers PSTs adventurous learning experiences as the facilitator and PSTs as participants. The PETE professor teaches students about AE, affective domain, SEL during this unit through an intentional experiential educational lived-through experience with AE. PSTs will peer teach in small group AE games, with different groups focusing on specific

stages/aspects of AE. The PETE professor will align groups with teaching in order of proper sequence and flowing and facilitating proper planning to ensure proper alignment with best practices and protocols during the unit and as identified in ABL (Sutherland & Legge, 2016; Sutherland et al., 2016).

Including teaching PSTs about the non-negotiables, like; Full Value Contract, debriefing, and challenge by choice. PSTs will have opportunities to facilitate and teach adventure games and activities to other PSTs as participants. Reflection, observation, debriefing, and feedback will occur after each group teaches their stage/unit to the group of PSTs. In the first few weeks, the PETE professor facilitates leading students through all seven stages of adventure and the non-negotiables. During weeks 3-12 (based on 20 PSTs), the group would be split in half, and 2 PSTs would be lead facilitators, one for each group of PSTs. In Weeks 13-15, PSTs co-teach in a local K-12 school with PETE professor supervision and assessment (Figure 3). The assumptions made in the figure 2 plan are that the PETE class takes place Tuesday/Thursday, with 20 PSTs in the class and collaboration with a local school for PETE AE practicum experiences. Grades should be at least 4th grade, but ideally, middle & high school students are the participants for this practicum experience. When PSTs co-teach one (a) observes while the other (b) teaches a class, then they switch with (b) observing student (a) teaching. A caveat is that high ropes courses, included in the 7th stage of adventure programming, are costly, take up much space, and many schools may not have them. However, there may be a high ropes challenge course nearby, if not on campus. If access is unavailable, plan for an outdoor pursuits trip into nature as a culminating activity for the class, e.g., hiking, cycling, snowshoeing, rock climbing.

A processing technique like debriefing must occur after each AE class. Debriefing gives students opportunities to reflect, process, and voice what happened from their perspective. As a result, students feel supported in an environment where their thoughts and feelings matter and may form deeper bonds with classmates that share similar thoughts, feelings, and experiences. As a facilitator, debriefing is a formative assessment that should be recorded and utilized like an assessment taken in the other domains—to grow in teaching effectiveness, cultural competency, pedagogically, and adjust lesson contents and format.

PETE ADVENTURE EDUCATION COURSE PLAN & SEQUENCE					
Week	Facilitator	Participants	Location	Content	Notes
1	PETE Professor	Full class of PSTs	On campus	Adventure Introduction	Non-negotiables, syllabus, and coursework plan
2	PETE Professor	Full class of PSTs	On campus	Full 7 Stages	If no high ropes course uses low ropes elements (Whale watch)
3	PST (1) & (2)	PSTs full class Tuesday/Thursday	On campus	Stage 1	Group Debrief, reflection prompts and feedback to teacher.
4	PST (3) & (4)	PSTs full class Tuesday/Thursday	On campus	Stage 2	Group Debrief, reflection prompts and feedback to teacher.
5	PST (5) & (6)	PSTs full class Tuesday/Thursday	On campus	Stage 3	Group Debrief, reflection prompts and feedback to teacher.
6	PST (7) & (8)	PSTs full class Tuesday/Thursday	On campus	Stage 3	Group Debrief, reflection prompts and feedback to teacher.

7	PST (9) & (10)	PSTs full class Tuesday/Thursday	On campus	Stage 4	Group Debrief, reflection prompts and feedback to teacher.
8	PST (11) & (12)	PSTs full class Tuesday/Thursday	On campus	Stage 4	Group Debrief, reflection prompts and feedback to teacher.
9	PST (13) & (14)	PSTs full class Tuesday/Thursday	On campus	Stage 5	Group Debrief, reflection prompts and feedback to teacher.
10	PST (15) & (16)	PSTs full class Tuesday/Thursday	On campus	Stage 5	Group Debrief, reflection prompts and feedback to teacher.
11	PST (17) & (18)	PSTs full class Tuesday/Thursday	On/off campus, low ropes	Stage 6*	Greater facilitator training and potential for participant risk, supervision required
12	PST (19) & (20)	PSTs full class Tuesday/Thursday	On/off campus, high ropes	Stage 7*	Greater facilitator training and potential for participant risk, supervision required
13	PSTs Co-teach	4-12 Grade Students	Local K-12	Stages 1-7	Professor Supervised
14	PSTs Co-teach	4-12 Grade Students	Local K-12	Stages 1-7	Professor Supervised
15	PSTs Co-teach	4-12 Grade Students	Local K-12	Stages 1-7	Professor Supervised
16	PETE Professor	Full class of PSTs	On campus	Debrief/ Recap	Compile: journal prompts, debrief reflection, student/teacher feedback reflections, share assessment data, PSTs talk/present

					findings, aha moments, challenges, and questions.

Figure 3. PETE Adventure Education Course Plan & Sequence

Strategy 4: Adventure Education Each Year In PETE Scope & Sequence

This strategy can be seen as a bit of wishful thinking but is following the example of a PETE program focused on AE like the one at the University of New Zealand (Legge, M., & Smith, W.,2014). The 1st two years in PETE, PSTs are participants in AE programming culminating into a teaching experience as a facilitator during PSTs final semester in PETE. This strategy is summarized in Figure 4 but explained in depth here.

The first year of PETE PSTs participate in a weeklong Outdoor Adventure Education (OAE) camp, like in Figure 5. If one week is not an available option, two weekends of OAE camp experiences would also work. The two weekends could be two weeks following each other or split up at the beginning and end of the semester or another way that fits into PETE professors and PSTs schedules. Due to a majority of activities taking place in the outdoors that will take priority in planning of when and where the outdoor activities take place. If during the Spring semester, it may be beneficial to plan for the end of the semester because of weather and climate (snow and cold January-March). In other places during the Fall semester, it may be more appropriate to plan toward the beginning of the semester because of potential inclement weather issues (October-December). Aside from climate and weather for first year PSTs it would be most beneficial to offer this camp experience during the final week of the summer, prior to the start of their first year in college. The affective domain aspects of intrapersonal and interpersonal relationships built through the seven stages and non-negotiables of AE can

help PSTs make the transition from secondary school into dormitories and college-life on campus.

Second year PETE PSTs would participate in a weekend OAE course studying aspects about facilitating AE programming. Their first year experience is purely for being participants in AE, now they learn how to facilitate it. Instructors focus on pedagogy, teaching an activity, then revisiting *how-to* teach it. This meets the needs found by researchers in providing PSTs CK and PCK of AE (Sutherland et al., 2016).

Third year PETE PSTs participate in a semester-long AE course during the Fall semester like what was proposed in the first strategy. This course gives PSTs many opportunities to practice teaching AE and assessing fellow PST colleagues in their teaching of AE. The end of this semester class affords PSTs opportunities to teach AE to K-12 students. During the Spring semester, third year PETE PSTs will plan a 1-credit AE activity course, in preparation to teach it during the Spring Semester of their 4th year. This AE course planning project will be included in a secondary methods course, or corresponding curriculum methods course taken place during PSTs 3rd year Spring semester as a graded project.

During the beginning of PSTs 4th year, they will co-facilitate the PETE weeklong OAE camp for 1st year PETE PSTs (the same camp they took in their 1st year). This provides opportunities to teach and mentor new college students and welcome them into the PETE program. At the end of the 4th year, PSTs will teach the 1-credit AE activity course they planned for during the Spring semester of their 3rd year.

This strategy steeps an entire PETE program into AE like the one in Aotearoa, New Zealand at the University of Auckland. It affords PSTs many experiences

participating and teaching AE throughout the entirety of their PETE program, with some

each year. This is also a great strategy for attracting new candidates into PETE that may

have an acculturation different than the typical team-sport and activity based

acculturation to PE. All aspects of the outdoor adventure program should be supported by

on-campus coursework (Legge & Smith, 2014; Sutherland & Legge, 2016). Alignment

with program goals and supported coursework is essential in ensuring the adventure

program will meet the goals discussed in this piece.

ADVENTURE EDUCATION EACH YEAR IN PETE SCOPE & SEQUENCE		
PETE Year	**Adventure Education Experience**	**Semester**
1st year	Participants PETE Weeklong OAE Camp (Figure 5)	First week, Fall Semester
(or) 1st year	Participants in (2) Weekend OAE Camp Experiences	Two Weekends, Fall or Spring Semester
2nd year	Participants in Weekend OAE Course	One weekend Fall One weekend Spring
3rd year	Participants/Facilitators in PETE AE Course (Figure 1)	Fall Semester-long course
3rd year	Facilitators in Planning 1-credit Adventure Education Activity Course (that will be taught at the end of 4th year)	Spring Semester During Secondary Methods class
4th year	Facilitate PETE Weeklong OAE Camp (Figure 5)	First week, Fall Semester
4th year	Facilitators in 1-credit Adventure Education Activity Course	Spring Semester

Figure 4. Adventure Education Each Year In PETE Scope & Sequence

Strategy 5: Week-long Outdoor Adventure Education Camp

Outdoor AE camp-based experiences as part of a course or a stand-alone

experience is another way to embed AE into PETE programming (Carlson & McKenna,

2000; Dorovolomo, 2008; North, 2015; Timken & McNamee, 2012). This strategy

affords PSTs experiences as participants in AE during one of the earlier years of PETE

(1st or 2nd year). It will also give PSTs experiences in facilitating and mentoring younger

PSTs when they co-facilitate the week-long OAE camp during their 4th or final year in PETE. PSTs become group leaders as a culminating AE teaching experience while instructed and supervised by PETE faculty and qualified university staff. For PETE majors, this would be an ideal experience in learning CK and PCK in teaching AE during their PETE programs and could be a requirement for an AE minor. A program like this offers many benefits, including meeting new friends, building relationships with faculty and staff, discovering nearby natural beauty, learning about necessary campus resources, interacting with students, learning where to recreate locally, skills beneficial for success in college, and fun. Although outdoor adventure programs are offered in the outdoors with outdoor pursuits activities, they should still align with ABL protocols and non-negotiables highlighted by Sutherland (Sutherland & Stuhr, 2014) and supported by PETE coursework. It could occur during the final week of summer or the school year throughout two weekends in the Fall or two weekends in the Spring semesters of PETE PSTs first year as highlighted in strategy 4.

The first day (I have chosen Friday but could be adjusted depending on time and circumstance) has PETE professors facilitating while 4th year PETE PSTs are participants and training/revisiting belaying techniques. These PSTs will learn about AE in preparing to facilitate and teach 1st year PSTs the following week and assist where needed (belaying on the high ropes challenge course). The second day (Saturday) gives 4th year PSTs opportunities to plan for trips the following week. This includes packing and planning for all necessary gear and equipment needed (tent, canoes, cooking equipment, climbing equipment, food, and snacks, etc.) depending on the trip they will assist and co-lead with university faculty.

The third day, (Sunday) PETE freshman arrive and get checked-in and moved into their dormitories if living on campus. There will be a lunch provided with all university staff and 4th year PSTs introducing themselves. PETE freshmen will be participants that night in AE stages 1-5, with 4th year PSTs facilitating and university staff assessing, and observing.

The fourth day, (Monday) will include AE stages 6-7 facilitated by university staff assisted by 4th year PETE PSTs with PETE freshmen as the participants. This is important to ensure safety on low and high ropes challenge courses where perceived risk is higher than actual risk, as long as facilitators know proper protocols with procedures and set-up of challenge course equipment (knots, ropes, carabiners, team belays, and skills for belaying).

Days five-seven (Tuesday-Thursday) will be the first day of off-campus trips. These may include outdoor rock climbing, canoeing, kayaking, hiking and other outdoor pursuits. Each small group will be led by a university staff member and assisted by 4th year PETE PSTs. The number of groups will be based on number of participants. Beginning programs may only need one trip with all PSTs and university staff present. As programs grow it may be necessary to create more groups and trips taking place concurrently.

Day eight (Friday), all groups come back to campus and participate in closing activities, debriefs and a final dinner. Days nine and ten (Saturday and Sunday) 4th year PETE PSTs compile assessment data taken throughout the trips and create write-ups and reflections of teacher reflections and write-ups about their teaching strengths and challenges in teaching the affective domain.

PETE WEEKLONG OUTDOOR ADVENTURE EDUCATION CAMP					
Day	**Facilitator(s)**	**Observer(s) /Assessor(s)**	**Participants**	**Location**	**Activities**
1: Friday	PETE Professors		4th Year PETE PSTs	On Campus; gym/field	1-7 Adventure Stages and skill-training (belaying etc.)
2: Saturday	PETE Professors		4th Year PETE PSTs	On Campus; gym/field	Planning day for trips. Working in small groups.
3: Sunday	4th Year PETE PSTs	University Staff	PETE Freshmen	On Campus. Designated check-in area, lunchroom, designated indoor or outdoor space (weather permitting)	Participant Check-in 8am-11:45am. Welcome Lunch at 12:00pm. Adventure Education Stages 1-5
4: Monday	4th Year PETE PSTs	University Staff	PETE Freshmen	On Campus; outdoor open space, low ropes course, high ropes course	Adventure Education Stages 6 & 7, low and high ropes course activities led by head adventure facilitator, assisted by upperclassmen.
5: Tuesday	4th Year PETE PSTs, University Staff		PETE Freshmen	Planned area	Groups in the field, led by upperclassmen supervised

					by campus staff
6: Wednesday	4th Year PETE PSTs, University Staff		PETE Freshmen	Planned area	Groups in the field, led by upperclassmen supervised by campus staff
7: Thursday	4th Year PETE PSTs, University Staff		PETE Freshmen	Planned area	Groups in the field, led by upperclassmen supervised by campus staff
8: Friday	4th Year PETE PSTs, University Staff	University Staff	PETE Freshmen	On Campus; Planned area	All groups return to campus, participate in closing activities, and debriefs and a final dinner.
9: Saturday & 10: Sunday	N/A	N/A	4th Year PETE PSTs, University Staff	At home	In the same small groups, PSTs compile assessment data, write-ups, and teacher reflections. Strength's weaknesses, teaching affective domain.

Figure 5. PETE Weeklong Outdoor Adventure Education Camp

DISCUSSION

PETE programs have many goals, standards, and foci essential to address, beginning from a strong background in exercise and sport science and general education classes. Continuing with pedagogical content knowledge and content knowledge in the psychomotor and cognitive domains within PE, health education, and more common in many states, adapted PE and, finally, the affective domain. This piece is not attempting to extend the already extensive requirements for physical educators; however, some programs have AE courses that should adopt the best practices mentioned in this piece. Specifically, adventure programs should focus on the non-negotiable factors within AE of challenge by choice (CXC), full value contract (FVC), and the processing technique: debriefing. However, for many other PETE programs that do not have an adventure program, we have outlined a few options to include aspects of AE into their programming, focusing on the affectively important non-negotiables. PETE professors should embed AE into a curriculum models course alongside other popular models; Sport-Education Model, Teaching Games For Understanding (TGFU), Teaching Social and Personal Responsibility (TPSR), and Cooperative Learning as a means to teach PSTs about the affective domain as a participant and if possible as a facilitator (Figure 2). Through participation and facilitation of AE, PSTs create a deeper understanding of the affective domain in disrupting their subjective theories about PE, developing an appreciation for the affective domain and AE. Giving PSTs novel experiences with the affective domain will graduate more holistic and culturally appropriate teachers by being more aware and able to teach and assess the affective domain.

The affective domain is not as popular as others for various reasons. OST tells us it has to do with PETE professors' training, socialization, and acculturation into the field of PE and PETE and their subjective warrant on the affective domain. Many PETE programs do not afford enough time for PSTs to teach and work toward proficiency in teaching the affective domain (Backman & Barker, 2020). PSTs tend to learn about the affective domain implicitly in passing as 'sportsmanship' or when expounded upon introduced as; challenging to teach, hard to understand, and difficult to define (Hellison, 1987). Teachers teach as they were taught (Heaton & Mickelson, 2002), and many PSTs have little to no experience with AE during their acculturation to PE during K-12 years (Sutherland & Legge, 2016). Without some curricular changes in teaching the affective domain during PETE, i.e., AE, many PSTs will continue to graduate lacking affective skills. OST shows it is hard to overcome peoples' acculturation (Richards et al., 2014), even with teaching about the affective domain without utilizing a novel curriculum like AE or APETE (Richards et al., 2014) or pedagogy like experiential-based learning, students may continue teaching as they were taught through K-12 and most likely focusing on traditional activities such as team sports (Ennis, 2006) promoting opposition of areas like the affective domain and curriculums like AE. Without acknowledging PSTs' subjective theories about the field of PE, and its' effect on their resistance to the socialization process, it is unlikely that PETE faculty will impact how PSTs conceptualize PE (Sofo & Curtner-Smith, 2005; Stran & Curtner-Smith, 2009). The novel, impactful experiences like those in AE are necessary to help students evolve their field concepts. They are unwilling to abandon perspectives on a subject purely because a professor presents an idea that is new to them or a commentary on a subject (Hemphill et

al., 2015; Richards et al., 2014; Stran & Curtner-Smith, 2009) like in learning about SEL through in-class presentations.

A homogenous workforce of predominantly white teachers coupled with an increasingly heterogeneous student population is resulting in a widening cultural gap in the classroom (Ulrich, 2014; United States Department of Education, 2016), and without examining the presence of race and racial biases, teachers are unprepared to teach all students (Flintoff, 2014). The increasing diversity of America's population is not reflected in PETE recruits that are predominantly white males (Bulger et al., 2015; McCullick et al., 2012), and with the lack of racial and gender diversity, recruits may perpetuate narrow conceptualizations of PE firmly rooted in sport (O'Neil & Richards, 2018). Teachers bring an inherent understanding and thus bias toward students who share the same background (Villegas et al., 2012). Moreover, many PE teachers are highly skilled in the psychomotor domain or were athletes. They teach students more similar to themselves, leaving those not white, male, or high-skilled with a much lower quality of PE than those with similar backgrounds. On top of overwhelmingly narrow backgrounds and conceptualizations of PE in PSTs, PETE programs lack cultural competency training and practices that are socially just, equitable, and able to educate students about diversity, equity, and inclusion (Walton-Fisette & Sutherland, 2020). Using reflective journals and AE can grow PSTs in their cultural competency by examining their own racialized self and racial biases they may not have been aware of otherwise (Flintoff, 2014).

No consistent proper alignment to AE/proper experts teaching and how they teach AE. Although AE has been difficult to define, researchers have nominated ABL as the most appropriate term for AE in a school context (Brown, 2006; Sutherland & Stuhr,

2014). OST shows us that PETE professors not taught AE are unlikely to teach it, and the cycle will continue into future teachers. The opposite is true; physical educators and PE teacher educators who include ABL as a philosophy, curriculum, and instructional model within PETE programs do so because of their own lived experiences with it (Sutherland & Legge, 2016). The non-negotiables embedded within AE (full value contract, challenge by choice, build emotionally safe environments by giving participants choices in how they participate and help them buy-in to the affective-based focuses of the class contributing to affective domain goals and outcomes (Chase, 2015; Neill, 2002; Schwamberger et al., 2017). Processing through a process of debriefing at the end of lessons help to highlight teachable moments, assist participants in processing positives and challenging moments faced throughout the lesson in a student-centered environment that may help PSTs to become aware of biases and grow professionally as well as personally (Stuhr et al., 2017; Stuhr et al., 2015b; Sutherland & Legge, 2016; Sutherland et al., 2011; Sutherland & Stuhr, 2014; Sutherland et al., 2016; Sutherland et al., 2019). AE is a novel experience for many learners. It creates a level-playing field including students of all abilities and disabilities, races, and backgrounds, creating a fun learning environment in PE and helping students develop a healthy attitude toward competition using this holistic approach through student-centered teaching (Dyson, 1996; Stuhr et al., 2017). Many PETE programs do not offer AE curriculums, and PSTs simply do not get enough experience participating in AE (Sutherland & Legge, 2016) as a result. PSTs are similarly not awarded enough time and experience teaching and assessing AE (Sutherland & Legge, 2016). Learning to teach AE is not easy, and the content

knowledge and pedagogical content knowledge required to teach AE in PE successfully need to be addressed within PETE programs (Sutherland & Legge, 2016).

Even with experience in teaching AE, implementing it from PETE to K-12 is a 'bumpy road' (Sutherland & Legge, 2016), and more time practicing teaching needs to occur to ensure it will move from PETE into K-12 (the ultimate goal). It is well known that schools play a critical role in the mental well-being of children. Researchers have recommended that schools and physical educators design courses with an environment promoting children to interact and share their feelings and promote healthy diet and lifestyle, introducing activities like yoga, meditation, and mindfulness into the school curriculum (Brazendale et al., 2017). PSTs supported ABL values even though they experienced a team-sport-based psychomotor domain heavy PE during their acculturation phase (Sutherland & Stuhr, 2014).

CONCLUSIONS AND LIMITATIONS

The affective domain and AE, respectively, are vague areas lacking proper definitions understood collectively and used by the PE enterprise. Although Sutherland and others (Sutherland & Stuhr, 2014; Sutherland et al., 2016) have correctly defined AE in the form of ABL, it is of utmost importance that researchers, educators, and facilitators working in the field of AE strictly adhere and convey adherence to the ABL definition proposed by Sutherland and others. Defining, teaching, and assessing the affective domain still lacks clarity and substantial unification among many in the PETE field (Dyson et al., 2021; Goh & Connolly, 2020; Hellison, 1987; Johnson, 2016; Wilson & Richards, 2020). Many AE practitioners do not assess the participants in their programs in a way that researchers can study, leaving room for doubt that program goals are being

met and protocols followed. AE is a tool that should be used to teach the affective domain and one that many programs, professors, PETE PSTs, and students at the K-12 levels can benefit from in a plethora of ways. A conundrum surfaces when inspecting AE in PETE through an OST perspective. Without the acculturation, subjective warrant, and socialization to AE and the affective domain, it is unlikely new generations of teachers will be aware of it more than ever peripherally unless specifically taught it. Without AE and teaching PSTs to teach and assess the affective domain and SEL competencies properly, PETE programs are graduating students lacking the proper training to teach holistically within all three domains of learning and addressing not only the physical health of PETE students and K-12 PE students but the mental health and wellness as well.

OST shows us that it can be very challenging to affect change with unique outside-of-the-box modalities like AE within a system like PETE. Teachers teach as they were taught and are much less likely to use curriculums and pedagogical methods, 1. Were not taught with or about AE. 2. Lack experience in and no acculturation to it. 3. Older teachers may be stuck in their ways and less willing or interested in changing how they teach and unable and willing to reflect on their teaching to understand if it is the best way to do it or if it is just habitual patterns taking place only for the reason that they have taken place that way.

Many PETE programs and the professors that lead them lack experience, socialization, and acculturation to AE and, as a result, may be subconsciously closed-minded in adopting AE within their curriculum. Although I recognize the many roles for PE teachers and the lack of time within PETE programming to graduate PSTs with all of the standards taught, assessed, and accounted for, I have laid out some strategies to

embed AE to better align the affective domain in PETE programming, without taking too much time from the many other areas needing to be taught, e.g. psychomotor domain, movement patterns, cognitive domain, rules, strategies, tactics, lesson planning, equipment, behavioral management, teacher talk. In agreeance with other researchers (Sutherland & Legge, 2016), the growing body of research in AE cements its inclusion as a curriculum and instructional model within PE and teacher education. Post-pandemic is a place highlighting mental illness and social-emotional learning, and an emphasis on the affective domain needs to be in the forefront of everyone's mind as it is in great need by people of all ages, especially K-12 students and college PSTs. As PETE programs align with teaching and assessing the affective domain like it is done in ABL, the data through assessing the results from such practices of the lived-through experiences that are innovative and student-centered will prove the immense need and effect that can be made by teaching the affective domain and SEL competencies through AE in K-12 PE and PETE.

We recognize that the strategies presented here may not be easily implemented in the way presented given the limitations in credit hours and resources faced by most PETE programs. Despite this, we present these strategies as a starting point to encourage and inspire PETE faculty (and practitioners) to reconsider their attention to the affective domain and how teacher candidates can be provided experiences to develop the requisite knowledge and skills to support students in their affective development through K-12 PE.

SUGGESTIONS FOR FUTURE RESEARCH

There is a need for practical, reliable, and valid affective assessment tools within the field of PETE. Although CASEL with SEL competencies and sub-competencies has

been cross-walked to lead PE into teaching more to the affective domain, the

psychomotor and cognitive domains remain primary focuses for many PETE programs

and thus PE K-12 programs. Future research needs to document how PETE programs

successfully reach standards in teaching the affective domain. Future researchers should

design to implement an adventure program like the one mentioned here and its effects on

PETE PSTs as they transition into PE. Researchers need to find answers to why

adventure educators lack assessment data from their programs, why they do not assess,

and better understand how they might utilize specific program goals and align them with

assessment tools to understand the effectiveness of the assessment tools. Researchers in

AE need to highlight the importance of definition and program alignment with

assessment in advocating for the field within PE and PETE. There needs to be more

research on PETE and the effectiveness of reflection assignments and reflective journals

in teaching the affective domain, SEL competencies, and sub-competencies.

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