Summer Program Report
Academic Secondary Enrichment
Adventure/Outdoor Education

Student:                      Dates:        June 16 - July 4, 2013
Teacher:                      Teacher:      Joe Paschall, Teacher of Students with Visual Impairments and
                                        Teacher of Adaptive Physical Education
Teaching Assistant:          Darlicia Lincoln

Program Overview
The Academic Secondary Enrichment (ASE) classes are designed for middle and high school academic students. These students work hard in school to learn regular core curriculum subjects such as language arts and math in classrooms with their sighted peers. In TSBVI summer programs, they have the opportunity to practice these academic skills within meaningful, high-interest activities. At the same time, they learn and practice skills in the Expanded Core Curriculum for Blind and Visually Impaired Students (ECC). The ECC includes skills that are unique to the needs of students with visual impairments. ECC skills enhance an individual’s ability to access the regular core curriculum, live independently, and enjoy social and recreational activities. Skills in the ECC include compensatory academic skills (e.g., braille and tactile graphics), orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology skills, sensory efficiency skills, and self-determination skills.

Each ASE class has a unique theme, and students participate in a wide variety of activities related to the theme of their class. During these activities, students learn and practice specific ECC skills such as applying math and literacy skills when creating and following a budget, food shopping and preparation, managing and organizing their living area, planning and evaluating a project, using public transportation, keeping up with belongings, and using technology for various purposes including research and communication with family and friends.

An additional benefit of the program is the opportunity to interact with other students with visual impairments. For many, talking with other students about the challenges they face at home and school may both alleviate feelings of isolation and increase self-confidence.

The ASE classes taught during the summer of 2013 were: Camp Challenge, Camp Fine Arts, Catching Some Rays: Space Weather, Community Independence, Adventure/Outdoor Education, Middle School Enrichment, Performance Arts Intensive, Problem Busters!, Video Production, Visual Arts and More, and Wildcat Catering and Bistro.
Class Description: Adventure/Outdoor Education

This full day, intensive three week class provided high school students who are visually impaired the opportunity to receive one half SBOE credit for high school Physical Education. This credit was earned by participating in activities consistent with the standards and guidelines set forth in the Texas Essential and Knowledge and skills (TEKS) for Physical Education # 116.53 Adventure/Outdoor Education (described in attached appendix.) This class was provided at grade level and without content modifications. However, modifications were made when needed to accommodate for the students’ vision loss.

Students participated in a wide range of outdoor sport, recreational, and fitness activities that can be pursued for a lifetime. They increased their experience with and knowledge and skills of resources related to Outdoor Educational Activities. They acquired skills related to overall health related fitness. They exercised personal choice in selection of outdoor sport and recreational activities they enjoy, with an emphasis on selection of activities that also promote a respect for the environment. Students began plans for continuing some of these in their home communities.

The knowledge and skills in this class primarily addressed fitness/stamina and aquatic training to perform these activities in a safe and enjoyable manner. Students also experienced a variety of other activities that are conducive to performing outdoors such as: canoeing, kayaking, water games, snorkeling, hiking with backpacks, nature walks, day camping, hiking on large rock formations, and archery.

The following course objectives were addressed.

- Demonstrates competency in two or more outdoor education activities such as backpacking, boating, camping, hiking, orienteering, water sports, or water safety certification
- Demonstrates competency in the execution of the basic skills of adventure/outdoor education activities
- Demonstrates understanding of rules, skills, and strategies of an activity and applies them appropriately
- Develops an appropriate conditioning program for the selected activity
- Applies movement concepts and principles to the learning and development of motor skills
- Uses internal and external information to modify movement during performance
- Develops an appropriate conditioning program for the selected activity
- Identifies correctly the critical elements for successful performance within the context of the activity
- Exhibits a physically active lifestyle that improves health and provides opportunities for enjoyment and challenge
- Selects and participates in an outdoor/education activity that provides for enjoyment and challenge
- Analyzes and compares health and fitness benefits derived for participation in adventure/outdoor education activities
- Establishes realistic yet challenging health related fitness goals
- Develops and participates in a personal fitness program that has the potential to meet identified goals
- Develops two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance
Selects and uses appropriate technology tools to evaluate, monitor, and improve physical development
Exhibits knowledge of the relationship between outdoor activities and health
Identifies and applies the health related fitness principles to outdoor activities
Analyzes the strengths and weakness of adventure/outdoor education activities and their effects on a personal fitness program
Exhibits evidence of developing and maintaining health related fitness
Explains and follows safety procedures during adventure/outdoor activities
Lists and describes safety equipment used in outdoor activities
Designs safe and appropriate practices/procedures to improve skill in an activity

Course Requirements and Evaluation
The students were provided instruction on knowledge related to the class objectives, components of personal fitness to enhance consistency of execution, and enough information to make intelligent choices in outdoor sport and recreational activities. Knowledge was assessed by written examination. Skill improvement was measured with a pre- and post-test in "hiking" (walking on the TSBVI track) and swimming (laps swum in the TSBVI pool). Class grades were based on knowledge of items above, improvement in skills, as well as attendance and class participation.

Activities and Skills
Cardiovascular and weight training: the students learned how to use cardiovascular equipment, which prepared them for outdoor hiking. They were also introduced to programs using hand weights, which helped increase their upper body strength for climbing.
Swimming: the students learned to do the four basic swim strokes, practiced treading water for extended periods of time which provided awareness of water survival, and were given a lesson by a certified lifeguard on safety procedures and requirements necessary to become a lifeguard.
Canoeing and paddling: the students were introduced to the skills of canoeing and kayaking, paddled down Lady Bird Lake, and were visited by a local Boy Scout Explorer who shared his experiences about the organization.
Hiking and backpacking: the students were introduced to the basic principles of hiking and backpacking. They practiced walking with backpacks on an outdoor track to help increase their stamina. Finally, they visited a nature trail at a state park and a rock formation that is millions of years old.
Day camping: the students were introduced to the basic principles of camping, including those that would help preserve the environment, before visiting a state park and setting up a camp site.
Tandem cycling: the students were introduced to the fundamentals of tandem cycling. They learned about proper attire and hydration.
Archery: the students were introduced to this activity by a certified archery instructor, which included knowledge of proper body position, equipment, and shooting at targets with balloons.
Scuba diving: the students were exposed to this aquatic activity in an indoor pool by professional scuba diving instructors, and the group was provided with air tanks, fins, and masks. Each student was able to swim independently.
Nutrition: Class discussion provided students with information regarding healthy food choices, types of foods needed to maintain stamina on outdoor recreational trips, and types of foods that are safe without refrigeration.
• Safety: The students were introduced to safe practices through class discussion about outdoor recreational outings, determining destination, evaluating weather patterns, campfire meal preparation, and proper use of equipment.
• Extreme Outdoor Recreational Activities: The students were provided information about individuals with visual impairment who have taken extreme challenges in outdoor activities such as climbing Mount Everest. This was done through film, books, the internet, and class discussion.
• Leave No Trace: Students were provided instruction in the seven principles of Leave No Trace, to help them learn to enjoy the outdoors responsibly, and to protect and preserve both natural resources and the quality of the recreational experience.

Field Trips
On our first field trip we visited Lady Bird Lake, and canoed and kayaked near Barton Springs pool. After lunch, we visited the Splash Museum and learned how this spring was formed. Then we visited Deep Eddy Pool, which is also spring fed. The students played all kinds of water games and enjoyed splashing and getting splashed.

On another day we took the city bus to the University of Texas. We toured their Fitness and Recreation Center, had lunch at a local restaurant where each student chose and paid for their meal, and in the afternoon had a special tour of the Olympic Swim Center. This gave them plenty of hiking experience because of the size and the terrain of the campus.

During the second week we traveled to a large sporting goods store, again by city bus. We were able to explore all kinds of camping equipment, fishing tackle, canoes, and kayaks. We also spoke to an employee at the gun counter regarding safety, rules, and feelings about guns in our communities.

To end the second week, we traveled to an enormous granite formation called Enchanted Rock. The group hiked a mile to the top. On the way the students were able to explore native plants and fossils that have been there for millions of years. On the way back we visited a German town for an experience with German food and a walk on a historical street.

Our final trip was to Pedernales State Park where the group chose a place to set up a camp site, swim, hike on nature trails, safely make s’mores on a camp fire, and properly leave the area without a trace of our visit.

Expanded Core Curriculum
Students in this class practiced a number of skills from the Expanded Core Curriculum for Students with Visual Impairments. Examples include:

• O&M skills in the community, including use of public transportation
• Self-determination skills, such as effectively soliciting assistance or information from appropriate individuals in the environment or when making personal choices in a restaurant.
• Independent Living Skills, such as money handling when making purchases in restaurants and stores
• Social skills, practiced during many interactions with their instructors and peers, and when matching appropriate behaviors to different environments.
• Recreation and leisure skills, which was the core theme of our class
Curriculum and Resources

- Text: *Foundations of Personal Fitness*, by Don L Rainey and Tinker D. Murray
- Assessment: *Camp Abilities Assessment*, by Dr. Lauren Lieberman, University of Brockport, Brockport New York
- Text: Leave No Trace, *7 Principles for Ethical Outdoor Adventure*. Published by the Bureau of Land and the U.S. Forest Service

Individual Comments

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