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Reinvigorating Outdoor Physical Education with the SHAPE America National Standards

Mark H. Zmudy

The new SHAPE America National Physical Education Standards are here (SHAPE America – Society of Health and Physical Educators, 2024), and they are indeed engaging and exciting! Standards 1 and 2 focus on learning motor skills, movement concepts, and strategies that can be applied across a "variety of environments" (SHAPE America, 2024). Standards 3 and 4 directly relate to social–emotional learning (SEL; Gueldner et al., 2020; Snyder, 2017) and invaluable skills such as relationship development and maintenance, conflict resolution, cultural awareness, and communication (SHAPE America, 2024), especially in today's hyperpaced culture of digital overload.

This article aims to highlight how thoughtfully designed and implemented outdoor pursuits, adventure education activities, nature-based physical education (PE), and lifelong activities are particularly effective in meeting all four new standards with creativity and innovation. A second goal is to demonstrate how one physical education teacher education (PETE) program has adapted to these needs. A third goal is to emphasize the importance of Standards 3 and 4 in creating inclusive learning environments and fostering a sense of belonging among students.

Now more than ever, the benefits of spending time being active outdoors and in nature (Capoldi et al., 2015; Chesapeake Bay Foundation, 2023) are influencing multiple fields like neuroscience (Glisczinski & Savion, 2011; Weir, 2020; Willis, 2007), education (e.g., Bartosh et al., 2009; Beames & Brown, 2016), medical fields (e.g., Kondo et al., 2020; Mock, 2022), and social sciences (e.g., Kenniger et al., 2013; Nejade et al., 2022).

For the purposes of this article, "carefully designed and delivered" means first considering the historical ideologies associated with outdoor pursuits and education. Specifically, viewed from a one-sided perspective, outdoor pursuits have a history of being dominated by White men, costly, and elitist, which excludes low-income participants and other genders, races, and cultures. Ironically, the author's introduction to outdoor and adventure education was intentionally designed to remove barriers related to race, gender, culture, and socioeconomic status. Another critical point is that simply taking

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students into the great outdoors does not automatically teach them about relationships, conflict resolution, resilience, or communication skills (Goldsmith, 2014). In simple terms, it depends on *how* educators teach these topics. More on this point will follow.

This article will cover terminology used to describe different aspects of outdoor education, briefly revisit historical perspectives and the reasons for including these activities in SHAPE America National PE Standards, provide curricular ideas for PETE and PE professionals by showcasing an example of one PETE program that was restructured to include these concepts, and demonstrate how the National PE Standards can be used to create inclusive learning environments in PreK-12 PE programs. The discussion will be divided into three main parts: (1) terms related to outdoor activities in PE will be clarified and the initial and official inclusion of these activities in American PE standards, together with their original purpose and rationale, will be revisited; (2) examples of current PETE offerings from the team at an Upper Midwest regional comprehensive university will be shared to provide ideas for PETE professionals; and (3) ways to incorporate this type of programming into PreK-12 PE programs will be suggested.

Outdoor Physical Education Terminology

It is common to use different terms interchangeably or loosely as synonyms for outdoor activities. For example, the use of phrases like "outdoor adventure education," "experiential outdoor adventure," and "lifetime outdoor activities" may be widespread. However, establishing a common technical language within a PE program is essential so that everyone is on the same page when developing curricula, teaching content, or participating in professional meetings. Many PE and PETE teachers have adopted specific terms to ensure all program members understand what is being referenced.

These terms also help all interested parties understand that outdoor and adventure education are different from extreme sports. They emphasize relationship-building skills, inclusive practices, and activities such as team bonding, team building, or team development. In contrast, extreme sports often focus on experiencing intense adrenaline and danger, which goes beyond what is necessary for public school education. Programming can be tailored to fit specific audiences and goals. Several examples of this terminology are detailed in following text.

Outdoor Pursuits

The term "outdoor pursuits" refers to traveling through the natural environment without using motorized transport. This travel can be on land, over or under water, through the air, or on the face of a rock. Examples include hiking, biking, rock climbing, backpacking or trekking, camping (all seasons), canoeing, kayaking, orienteering, surfing, kiteboarding (on land or water), and skiing or snowshoeing (Bisson & Bisson, 2020; Ford & Blanchard, 1993; McNamee & Timken, 2017; Steffen & Stiehl, 2010). Like other activity categories in PE, outdoor pursuit activities can be designed to meet all four National PE Standards (SHAPE America, 2024) by focusing on skill development and mastery, as well as personal enjoyment and relationships. As noted in the activity categories (Minnesota Department of Education, 2018; SHAPE America, 2024), outdoor pursuits are lifetime activities.

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Adventure Education

Adventure education (Cummings, 2023; Miles & Priest, 1990, 1999; Stremba & Bisson, 2009), also referred to cooperative games in PE (e.g., see Dyson & Casey, 2016), follows logically sequenced stages of group or relationship development (Bisson, 1997, 1998, 1999; Zmudy, 2015) and includes the following: (1) acquaintance activities or name games; (2) deinhibitizers, also known as ice breakers; (3) communication, covering practical strategies and conflict-resolution skills; (4) problem-solving, focusing on critical-thinking and decision-making skills; (5) trust, defined as traits of a trustworthy person (e.g., ropes courses as activity sites); (6) team initiatives (low elements, in the case of ropes courses); (7) individual challenge supported by the group (high elements, in the case of ropes courses); (8) processing the experience, defined as debriefing what happened; and (9) application to other settings, such as life outside of class or in outdoor activities (Zmudy, 2015).

The activities at each stage focus on building relationships and fostering group development. Students encounter unique and new problem-solving challenges (Rohnke, 1989; Rohnke & Butler, 1995; Stremba & Bisson, 2009) through physical and mental tasks designed to boost critical thinking, open communication, and self-reliance as well as reliance on others (Wurdinger & Steffen, 2003). All group members share responsibility and accountability for every decision and outcome (Stremba & Bisson, 2009).

Adventure education aligns closely with SHAPE America (2024) National Standards 3 and 4 because their philosophies emphasize respectful communication, conflict resolution, and cultural awareness (Standard 3), as well as personal health benefits, goal setting, cultural connection, and self-expression (Standard 4). Adventure education uniquely engages the affective domain (SHAPE America, 2024) in ways that activities like sports and dance often do not.

Experiential Facilitation

Often regarded as a vital part of adventure education, Cummings (2023) outlined three stages of experiential facilitation (James & Williams, 2017; Kolb, 1984): (1) Team bonding, which occurs over a few hours and involves icebreakers and fun activities; (2) team building, which delves deeper and depends on various stages of group development as well as intentional reflection; and (3) team development, which takes place over many years within corporations, school districts, and organizations. The activities in this stage are typically designed to provoke specific responses from participants and mainly include learning to lean into emotionally challenging situations, role-playing how to resolve conflicts productively, and finding ways to disagree respectfully. All these stages are essential parts of the adventure education and experiential facilitation processes. Practitioner certifications for facilitation are available through various programs (American National Standards Institute/Association for Challenge Course Technology, 2019; Cummings, 2023). Like adventure education, experiential facilitation is especially well-suited for meeting Standards 3 and 4 (SHAPE America, 2024).


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Lifetime Activities

Lifetime activities are specifically not team sports (SHAPE America, 2014, p. 13; Minnesota Department of Education, 2018), but they can include outdoor pursuits and individual activities. Examples of lifetime activities include archery (including certification), bowling, tennis, fishing, skating (both ice and inline), yoga and relaxation, aerobics and Zumba, golf, and all the outdoor pursuits listed previously. With careful planning and effort, lifetime activities are well-suited to meet all four SHAPE America (2024) National PE Standards.

Outdoor Pursuits/Adventure in PE and PETE

The mid to late 1980s and the 1990s saw a shift in PE when it became acknowledged and more accepted that not all students wanted to participate in competitive activities to stay active. Griffin (1984, 1985) identified a range of participation styles in middle school team sport units, from aggressive and obnoxious (on one end of the spectrum) to pleasant and supportive (in the middle) to passive and weak (on the other end of the spectrum). Griffin partly paved the way for change by highlighting a variety of negative behaviors — mostly unnoticed by teachers — that often occur among students when competitive team sports is the central part of PE. Behaviors like bullying, social hierarchies, and cliques were of particular concern.

To address the overemphasis on competitive team sports in PE, the Centers for Disease Control and Prevention (CDC) surveyed activity levels across the United States (CDC, 1991). They found a significant decline in the number of Americans participating in any team sport after age 18 years (CDC, 1991), highlighting a substantial need for people to learn more about lifelong activities. The National Association for Sport and Physical Education (NASPE) closely monitored the situation and incorporated outdoor pursuit skills, including adventure education and ropes courses, into the then National PE Standards and benchmarks (NASPE, 1991). Although the benefits of nature-based activities (Chesapeake Bay Foundation, 2023; Mock, 2022) were less well known then than they are now, the goal was to offer a broad range of engaging activities for noncompetitive learners while also capitalizing on the growing popularity of outdoor, adventurous activities and ecotourism worldwide.

In response to these expansions in PE, PETE programs reflected the movement by offering pedagogical and teacher preparation classes in activities such as rock climbing, backpacking, camping, fishing skills, trail and mountain biking, skiing, snowshoeing, and canoeing and rafting. The current author was fortunate to attend a university in the Western United States for undergraduate education, where K-12 PE licensure included an outdoor emphasis, as indicated on both the official university transcripts and the teaching license itself. In addition to team sports, individual activities, aquatics, dance, and fitness models, it involved a series of eight pedagogy classes in various outdoor pursuits and ropes-course training, while providing field-based experiences with local middle schools during regular school hours. The fun factor was extremely high! Today, outdoor pursuits, lifetime activities, and adventure remain part of the National Standards and benchmarks (SHAPE America, 2024). With the SEL needs of today's students, these categories certainly offer a series of much-needed opportunities for relationship development, as well as physical challenges and self-regulation skills (Sibthorp et al., 2015).

PETE Program Ideas

The author's PETE program is offered at a regional comprehensive university in the Upper Midwest United States, an area previously recognized as a national outdoor and adventure destination (Pearson, 2014). It is designated as an outdoor charter city (Pilate et al., 2015), which means all professional organizations, regardless of their field, should collaborate to create and support opportunities for kids of all ages to spend time in nature. University students majoring in computer science, engineering, business management, marketing, and biology, as well as those in other fields, routinely enroll in the department's outdoor classes to supplement their primarily indoor education for the known health benefits of being in nature. In the community, outdoor, nature-based education is commonplace, and the two middle schools in the city were recently required to offer a new outdoor adventures class to eighth-grade students through their PE and classroom programs.


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The city has four forest preschools, and the department offers a major in Childhood Nature Studies. Because outdoor pursuits and adventure activities are part of the PE benchmarks, there is a strong connection between the PETE and Outdoor Learning and Recreation (OLR; previously Environmental and Outdoor Education) majors. The author teaches in both majors and fosters collaborations between the two.

The number of community collaborations across various disciplines supporting outdoor education in the city is substantial, which makes including outdoor activities in PETE a natural fit. That said, other institutions do not need the same surroundings or circumstances to provide top outdoor instruction in PETE or PE. What is most important is willingness and creativity.

The author's PETE program is constantly being updated. Revisions are being planned again to make the licensure program more efficient, with fewer obstacles and fewer credits needed. The aim is to improve accessibility for transfer students and include intentional pedagogy that focuses on life skills and self-care. The following is a description of some of these efforts to share outdoor PETE ideas with readers.

Outdoor Courses

PETE students who want to gain knowledge and skills to fully incorporate lifetime activities and outdoor pursuits into their future PE curricula are welcome to take classes offered by the OLR major. Together with PETE 1004 (described next), students can choose classes like Teaching Outdoor Skills I, which includes a three-day, two-night canoe camping trip in the Boundary Waters Canoe Area Wilderness; Teaching Outdoor Skills II, featuring overnight winter or snow camping; Outdoor Education Methods, where they learn various approaches to teaching in the outdoor classroom; and Facilitation Skills, where they spend one-third of the semester learning to perform technical skills at a high- and low-elements ropes course as a tool for group facilitation. They also participate in a Cummings (2023) Experiential Facilitation 101 workshop in class. Electives such as rock climbing, flatwater canoeing, or sea kayaking are also available options.

PETE 1004

To address Lifetime Activities and Outdoor Pursuits, a class called PETE 1004: Teaching Lifetime and Outdoor Activities in PE was developed. Typically, PETE students learn to design lessons with a teaching scope and sequence for activities such as indoor rock climbing, hiking, snowshoeing, badminton/pickleball/archery/juggling, orienteering with map and compass (including urban orienteering), trail/fat tire/mountain biking, and a series of camp craft activities like camp stove setup, safety, cooking, and shelter building. This class also covers factors contributing to hypothermia (conduction, convection, respiration, radiation, perspiration/evaporation; Curtis, 2005); proper layering systems for clothing and footwear suitable for cold and wet weather outdoor pursuits; sleep systems including sleeping bags, ground cloths, and insulated sleeping pads; and nutrition and meal planning for camping trips (Curtis, 2005; Pearson, 2017).

The program previously offered a two-night overnight camping trip for PETE 1004, packed with hiking, orienteering, camp craft, field interpretation, and a visit to an outdoor/natural bouldering wall. The PETE students consistently reported in their final papers and evaluations that the overnight camping trip was one of their most valuable experiences in teacher development during their college careers. Therefore, other PETE programs are encouraged to also offer trips like these. More recently, the overnight trip component of this class was discontinued because opportunities for such trips are now available in the OLR major, Outdoor


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Pursuit PE classes, and the campus Recreational Sports Outdoor Program (RSOP).

PETE 3100

The Curricular Models in Physical Education class focuses on Lund and Tannehill's (2015) approach to standards-based PE and various curriculum models. Each curriculum model covered contains concepts that cut across all activity categories and is significantly related to outdoor and/or adventure education in PETE and PE. The program focuses on curriculum models that PETE students are not getting anywhere else in the major. The first is Adventure Education, following the stages listed previously and typically finishing with the low-element ropes course on campus to complete group-initiative activities.

Next, the Social Responsibility Model (Lund & Tannehill, 2015) is explored. Using Hellison's (2011) levels of social responsibility, five model behaviors for fostering helpful and inclusive interactions (such as greeting partners and complimenting others) are taught, and plenty of role-playing exercises on resolving conflicts, assisting others, and letting go of competitive feelings are used. A key goal of the model is to challenge years of White male dominance in PE and to help create welcoming, inclusive learning environments for people of all genders, abilities, races, cultures, and backgrounds (O'Neil et al., 2018). The current author has applied the model with Frisbee (which relates to outdoor activities and lifelong pursuits; e.g., disc golf in the woods) in elementary and middle schools, as well as with college students. This model informs students how to "act" within any activity category. It shares powerful concepts related to being socially responsible as a critical part of conscientiously planned outdoor pursuits and adventures, directly addressing issues around gender, race, and abilities.

Next, students participate in activities focused on cultural humility in teaching. Topics of discussion include diverse students (Adeoye et al., 2023; Gill, 2023), sense of belonging, social justice (Pang & Rossi, 2022), and the importance of culture. In a diverse learner activity based on a simplified version of Howard Gardner's multiple intelligences (Armstrong, 2014), students identify their personal learning style. A guest speaker (a knowledgeable African storyteller) also visits the class. He shares his story about culture shock in the United States and explains how everyone has their own lens through which they view the world. Students learn how to recognize and address their implicit biases.

As part of the model, the class visits the American Indian Learning Resource Center on campus and discusses what it means to create a culturally inclusive classroom in PE. The campus is in the middle of Ojibwe and Dakota lands, so land acknowledgments and the social justice problems surrounding them are also discussed. Over the past year, grants from various sources have been secured to fund outdoor education and recreation excursions for Native students in collaboration with the American Indian Learning Resource Center, the staff from the 1854 Treaty Authority in the city, and students and faculty from the PETE and OLR majors. The program is currently working on a project to invite Indigenous people's perspectives to shape curricula, decolonize PETE and OLR, and create a sense of belonging for Native students in PETE and outdoor education.

In some cases, the program has connected with high school students from places like Iraq, Nepal, and parts of Africa and Europe on FaceTime or Zoom to discuss creating a culturally inclusive learning environment for all genders. These conversations have always been enlightening, and the reflective lessons the students produce after participating in the cultural sensitivity model are always a joy to read!

Although not strictly for outdoor pursuits, the last curriculum model is Teaching Games for Understanding (TGfU; Lund & Tannehill, 2015). This model is student-centered, highlighting the voices and ideas of all participants, which is something educators want to infuse into lifelong and outdoor activities. All six phases of TGfU are covered, and then students in the PETE curriculum class create games to present based on the phases.

The final curricular activity in the class involves creating elementary school block plans for Grades 2, 3, 4, and 5. The PETE students will later apply these skills during their early field experiences in schools, student teaching, and future PE teaching roles.

Developmental Adapted Physical Education Minor

A key part of the Developmental Adapted Physical Education (DAPE) minor involves students from public schools visiting the university 12 times during the Fall semester to experience DAPE, taught by the PETE students in the campus gymnasium, and six times in Spring for climbing-wall instruction. These early field experiences give PETE students the opportunity to practice teaching while providing school-age youth with different abilities and disabilities the chance to participate in equitable and inclusive PE. Completing the DAPE minor enables PETE students to earn their state-recognized DAPE certificate together with their K-12 PE teaching license (in Minnesota). A future goal is to expand outdoor and adventure activities within the DAPE program.

Outdoor PE Electives

The most popular PE electives include indoor and outdoor climbing, flatwater canoeing, sea kayaking, fishing skills, and cross-country skiing. For example, students in the fishing skills classes consistently wrote journal entries like: "Going fishing weekly is my anxiety relief!" and "Fishing is a great way to get away from the lab and the overload of screen time!" Learning flatwater canoe skills has introduced many students to trips in the Boundary Waters Canoe Area Wilderness. Skiing is a popular lifetime activity that people of all ages in the city enjoy. There is also an extensive cross-country skiing trail system and three nearby downhill skiing locations. Table 1 provides examples of National PE Standards and learning indicators that align with and are covered in the courses described here, although more standards and learning indicators may be addressed in a specific course.

K-12 PE Program Ideas

There are many options for outdoor and adventurous activities in PE. Rather than listing every possibility, a few low-budget ways to get a program started immediately are mentioned.

Create a Personal Library

Several practical "how-to" books about outdoor and adventurous PE have been written. Publishers like Kendall Hunt and Human

Kinetics, among others, have kept up with the task. A few books are suggested to help physical educators build a repertoire of resources and get their activity planning going quickly.

- *Teaching Lifetime Outdoor Pursuits*, by Steffen and Stiehl (2010), has been the cornerstone of many of this author's classes. It includes literature and a 10-lesson scope and sequence for each of 13 outdoor pursuits. Additionally, it is written primarily for PE teachers who want to incorporate these categories into their public-school curricula. The lesson plans are available on a CD that can be easily downloaded onto a computer for use. (Note that although Human Kinetics put the CD out of print in 2024, it is still available for sale online)
- *Tips and Tools: The Art of Experiential Group Facilitation*, by Jen Stanchfield (2016), provides a detailed "how-to" guide for group facilitation processes and program design. This guide is a comprehensive resource for PE teachers because it helps improve their instructional methods for any activity area, especially cooperative games.
- Karl Rohnke (2009), working with Project Adventure (Project Adventure, 2024), is virtually the original mastermind of these types of activities. *Silver Bullets: A Revised Guide to Initiative Problems, Adventure Games, and Trust Activities* is a comprehensive guide for PE teachers who want to pick up a book and start programming right away.

For additional resources, educators can go the Human Kinetics website and type "Outdoor and Adventure Education" in the search bar (available at https://us.humankinetics.com/collections/outdoor-and-adventure-education). Many books and lesson guides will appear. Activities such as rock climbing, canoeing for people with disabilities, geocaching, and teaching cross-country skiing will offer ideas for any PE teacher.

Adventure Education/Cooperative Games

While high- and low-element ropes courses (American National Standards Institute/Association for Challenge Course Technology, 2019) may be standard tools for cooperative activities, having them at every school is unnecessary to run a high-quality adventure program. Most PE teachers can focus on the first five stages of the group development process discussed earlier: acquaintance activities, icebreakers/deinhibitizers, communication activities, problem-solving initiatives, and trust development (Zmudy, 2015).

With the right knowledge of how to carefully sequence activities to achieve group goals, minimal equipment is necessary. Physical educators can run an engaging adventure program in a gym using just a set of cones and poly dots, a long rope for creating shapes or group jump rope activities, some blindfolds (students can bring their own), throwable toys like mini-stuffed animals for various games, paper and pens, and even mouse traps (for trust exercises). The key is to prepare oneself by reading books or attending a professional development workshop, such as Cummings' (2023) Experiential Facilitation 101.

"Knot Bad"

For around $70, physical educators can buy a spool of five-millimeter accessory cord from Sterling Rope that will be enough to make six-foot cords for about 27 students (anything shorter than six feet is too short for certain knots, and anything longer is cumbersome). 5 mm works best; it is too difficult to untie knots if it is thinner and anything thicker seems inadequate for biting on it to hold knots. Once the spool is cut into six-foot lengths and the ends are melted with a lighter, it is time to teach knots!

Through consistent effort over a semester, this author has observed knot-tying as a comprehensive behavior management system in middle school PE. Here is how to do it:

- Familiarize yourself with the website www.animatedknots.com. This site offers fully animated, slow-motion videos demonstrating how to tie knots, helping you learn them effectively and then teach them to students.
- Teach knots from the "bend series." This series includes knots like the overhand knot, square knot, granny knot, figure 8, figure 8 trace (or follow through), figure 8 on a bight, bowline around an object, bowline on a bight, bowline around the body, double fisherman's, two half hitches, alpine butterfly, and trucker's hitch — and as many others as you like!
- Teach knots gradually throughout the semester. Students practice each knot in a friendly race whenever it is introduced. Each student holds their rope in front of them with both hands, and then the teacher calls out a knot. Students race to complete it first! When done, they throw the rope on the ground and shout, "Done!" Then, the instructor checks the knot for correctness. Tell students there will be a Rope Rodeo with prizes at the end of the semester.
- Teach about 16 to 20 knots throughout the semester. Show students how to apply them in different situations like tying in on a climbing wall (figure 8 trace), attaching a hammock to a tree (bowline around an object, trucker's hitch), setting up a tarp shelter with adjustable cords (midshipman's hitch), or securing a kayak to a car rack (two half-hitches and a trucker's hitch).
- Whenever there is downtime in class, students naturally feel motivated to pull out their cords, learn the week's knots, and prepare for the upcoming Rope Rodeo.
- Host a Rope Rodeo at the end of the semester with prizes! In each contest round, the winner will get to choose a prize next.

Take a Hike

It is practically free to go for a walk on or off school grounds. The educator should establish a front and back of the line so that no one goes ahead or falls behind, keeping the group together. Content can focus on trail etiquette for hiking while learning about the seven principles of Leave No Trace (2018). Equally significant, and especially important to many Indigenous communities, is introducing the concept of nature reciprocity (Ojeda et al., 2022) so that students can learn they are in harmony with nature, rather than trying to overcome it. For younger hikers, the educator can create a Nature Bingo grid sheet with squares. Inside each square are written the names of nouns students might see on the hike (e.g., squirrel butterfly, bird's nest, bird, flower, bee) and one sheet is given to each student. At the end of the walk or hike, students share what items they marked on their papers, and each student receives a prize. Advanced hikers should pick a more challenging location.

Table 1.
Brief Outline of Course Content and SHAPE America National Standards/Learning Indicators That Are Connected to and Guide Each Course

Outdoor Courses	**Canoe Camping, Methods, Skiing, Winter camping, Orienteering, Knots**
Standard 2	Applies knowledge related to movement and fitness concepts
2.12.7	Applies the principles of exercise in a variety of self-selected lifetime physical activities
2.12.9	Evaluates perceived exertion during physical activity and adjusts efforts
2.12.10	Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes
2.12.15	Analyzes and applies technology as tools to support a healthy, active lifestyle
Standard 3	Develops social skills through movement
3.12.7	Thinks critically and solves problems in physical activity settings, both as an individual and in groups
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity
4.12.3	Identifies and participates in physical activity that positively affects health
PETE 1004	**Climbing, Hiking, Snowshoeing, Orienteering, Biking**
Standard 1	Develops a variety of motor skills
1.12.1	Demonstrates activity-specific movement skills in a variety of lifetime sports and activities
1.12.3	Demonstrates activity-specific movement skills in a variety of outdoor pursuits
Standard 2	Applies knowledge related to movement and fitness concepts
2.12.15	Analyzes and applies technology as tools to support a healthy, active lifestyle
Standard 3	Develops social skills through movement
3.12.6	Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection)
PETE 3100	**Adventure Education, Social Responsibility, Cultural Humility, Teaching Games for Understanding**
Standard 2	Applies knowledge related to movement and fitness concepts
2.12.1	Demonstrates knowledge of tactics and strategies within lifetime sports and activities
2.12.2	Demonstrates knowledge of tactics and strategies within recreational and backyard games
2.12.3	Demonstrates knowledge of tactics and strategies within outdoor pursuits
2.12.14	Identifies and discusses the historical and cultural roles of games, sports, and dance in a society
Standard 3	Develops social skills through movement
3.12.3	Encourages and supports others through their interactions in a physical activity setting
3.12.5	Analyzes the value of a specific physical activity in a variety of cultures
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity
4.12.3	Identifies and participates in physical activity that positively affects health
Developmental Adapted Physical Education Minor	**Adaptive Climbing, Teambuilding, Diverse Learner Education**
Standard 3	Develops social skills through movement
3.12.1	Demonstrates awareness of other people's emotions and perspectives in a physical activity setting
3.12.3	Encourages and supports others through their interactions in a physical activity setting
3.12.4	Implements and provides feedback to improve performance without prompting from the teacher
Outdoor Physical Education Electives	**Rock Climbing, Skiing, Kayaking, Canoeing, Fishing**
Standard 4	Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity
4.12.4	Chooses and participates in physical activity based on personal interests
4.12.5	Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging
4.12.8	Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting
4.12.9	Reflects on movement experiences during physical education to develop an understanding of how movement is personally meaningful

Another idea is to turn the occasion into a field interpretation lesson by finding and discussing animal tracks and habitats, glacially formed land and water areas, as well as history and the human environment. There are many hiking lesson ideas available online, so teachers can use their favorite search engine and their imagination to create something engaging and adventurous.

Dome Cone Climbing

Some time ago, McNamee and Steffen (2001) brought dome cone climbing to PE. This involves PE teachers creating a "climbing wall" on the floor with balance pods or cones. Working on balance, strength, and agility, students move from one cone to another with two, three, or four points of contact.

It Matters How: The Usefulness of Standards 3 and 4

When approached with care, consideration, creativity, and an inclusive attitude, the outdoor pursuits (including adventure education) and lifetime activity categories (SHAPE America, 2024) in PE can be designed to provide exciting opportunities for students to excel in all areas of their lives. The current author has consistently used these activities with diverse students of various ages and has successfully encouraged positive and inclusive group dynamics.

Educators should review the new SHAPE America National PE Standards 3 and 4 (SHAPE America, 2024). The focus should be on the students; as is commonly said, "Teach your kids, not your curriculum." Making it about the students involves showing them that the educator is a genuine person who can connect with people different from themselves and who can feel comfortable working with individuals of all races, genders, and cultures. If they have not done so already, educators need to do their work to become emotionally open and vulnerable with people who are different from themselves. Afterward, they should consider that outdoor pursuits and adventure education are not just curriculum models, but can also serve as a shared teaching philosophy.

For example, this author taught elementary students basketball *through* adventure education, highlighting that building relationships and enjoying each other's company was just as important as learning the sport itself. Then, the class applied what they learned in basketball to rock climbing (e.g., teamwork, support). As group dynamics improved, they became ready to have open conversations about feeling awkward due to a lack of skills or past experiences of feeling left out in PE. Part of the joy of being involved in this work is bringing people from different cultures and backgrounds together and creating an environment where they start laughing and having a good time (through purposeful, facilitated experiences). In such moments, the barriers between people naturally disappear. Then, students can begin to appreciate that their differences make them great, while innate similarities bond them together.

Conclusion

This article discussed terminology to describe various facets of outdoor education and briefly revisited historical perspectives and the rationale for including these activities; offered curricular ideas for PETE and PE professionals, showcasing an example of one PETE program that was restructured to include these concepts; and demonstrated how the National PE Standards can be used to create inclusive learning environments in PreK-12 PE programs. Revitalizing lifelong outdoor pursuits and adventure education through carefully designed curricula guided by the new SHAPE America (2024) National PE Standards provides an exciting platform for PETE and PE programs to engage students across multiple learning domains.

With the SEL needs of today's neurodiverse learners (Honeybourne, 2018) and the current understanding of the benefits of outdoor, nature-based activities (Chesapeake Bay Foundation, 2023), PETE and PE have a unique opportunity to play a vital role in supporting the holistic well-being of students of all ages. Each of the four new National Standards (SHAPE America, 2024) can seamlessly be integrated into designing high-quality outdoor and adventurous activities that focus on skill development and personal relationship skills. Students need these activities because of the ultra-fast-paced, hyper-culture, and digital overload. In an era where paced lesson plans and standardized testing are emphasized, having standards like these will only help PETE and PE stay credible and relevant in the wider educational landscape. Including the benefits of nature makes it even better! Readers are welcome to reach out and connect with the author if they would like to discuss or collaborate on more curricular ideas.

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