

# REPORT CARD



CHESAPEAKE BAY  
**OUTWARD BOUND SCHOOL**

Dear Students, Parents, School Staff, and Donors:

In 6 small crews, students faced the rigors and responsibilities of expeditionary travel. They navigated the trail and the stages of group development. They prepared meals for their crew while their own stomach growled. They helped create and maintain a positive culture despite sore feet and homesickness. Crew-cohesion inspired these students to discover new depths of resolve and ability; we hope they never settle for less and are pleased to share with you the outcomes of this program.

Students completed a 54-item retroactive-pre post survey developed in partnership with the NOAM Institute and also includes scales developed through PEARS's Holistic Student Assessment (HSA). This survey is a self-report tool, which means that data is based on answers that students provide about themselves.

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

Students self-reported change on 12 scales: Assertiveness, Perseverance, Group Relationships, Teamwork, Empathy, Self-Awareness, Responsibility, Physical Confidence, Self-Regulation, Emotion Control, Learning Engagement, and Staff - Student Relationships.

Sample questions include:

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

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

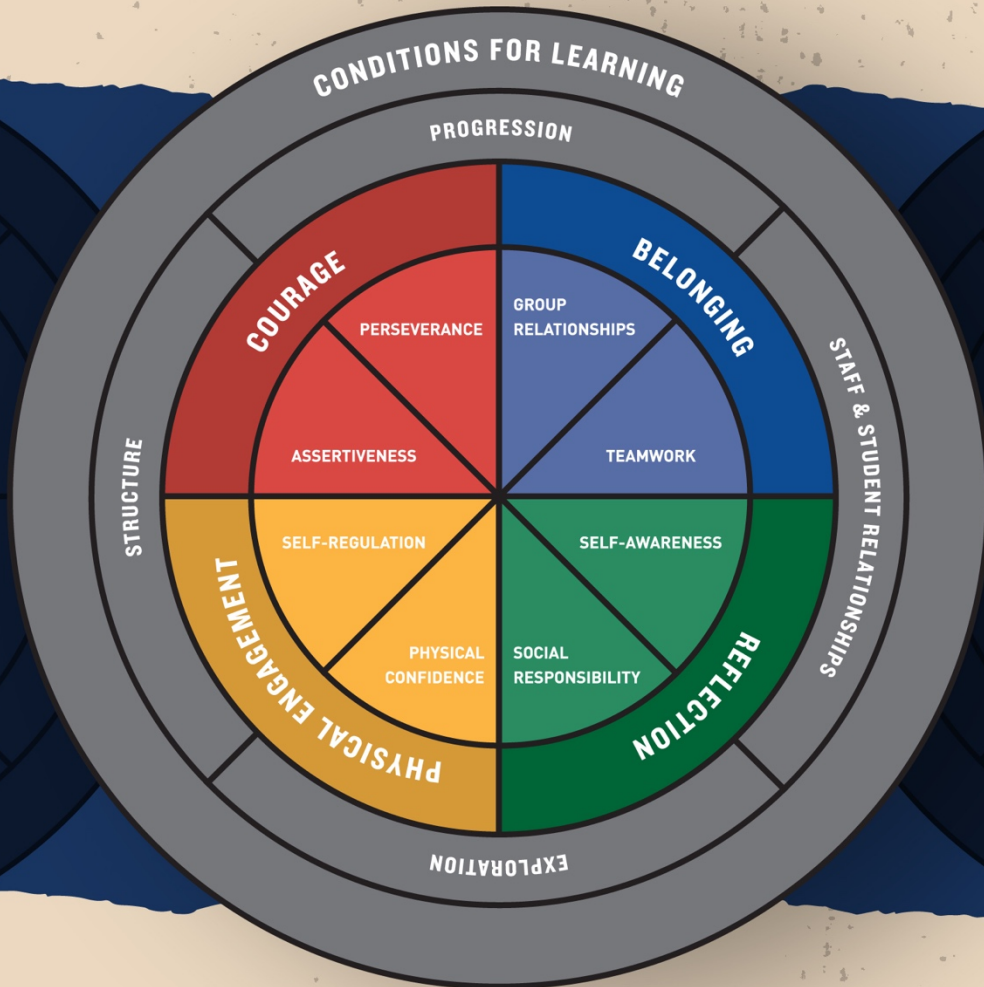
As you consider your Expedition Report Card, if you'd like to talk about how to amplify these positive gains through your continued use of our Character Curriculum, please contact us to discuss your next steps.

See you next year,

Chesapeake Bay Outward Bound School

# DOMAINS OF THRIVING (DoT)

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



**OUTWARD  
BOUND USA**



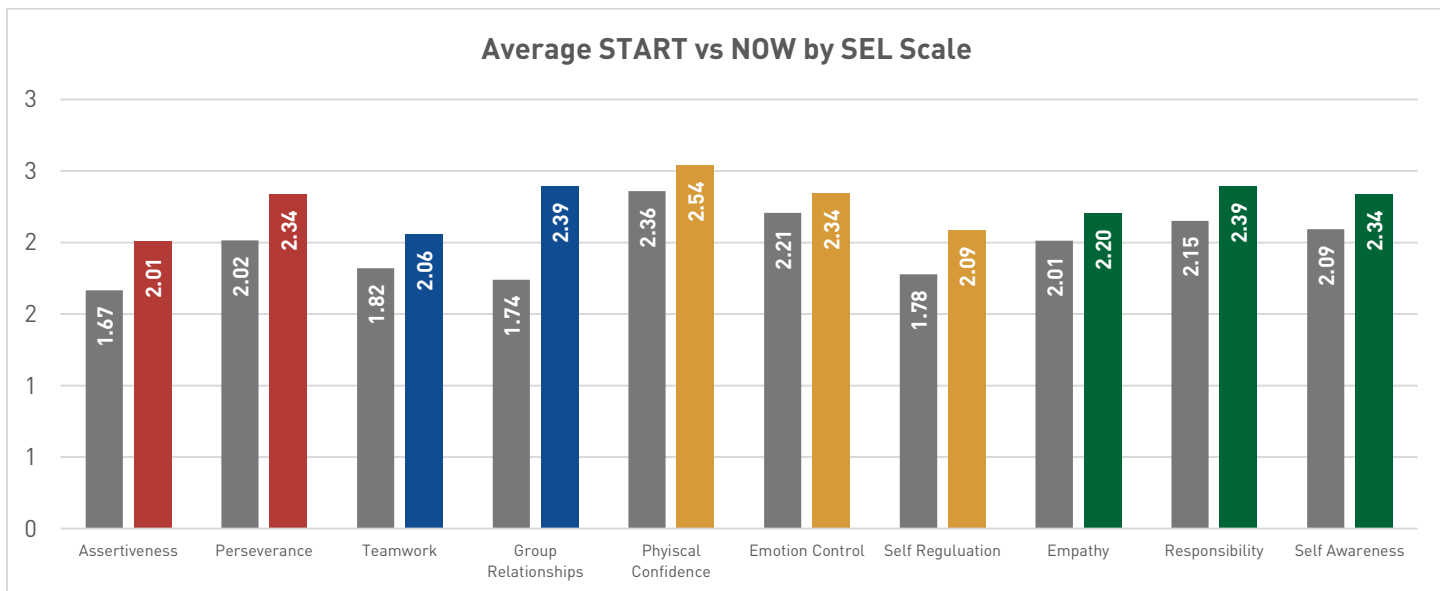
**NOAM Institute**

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

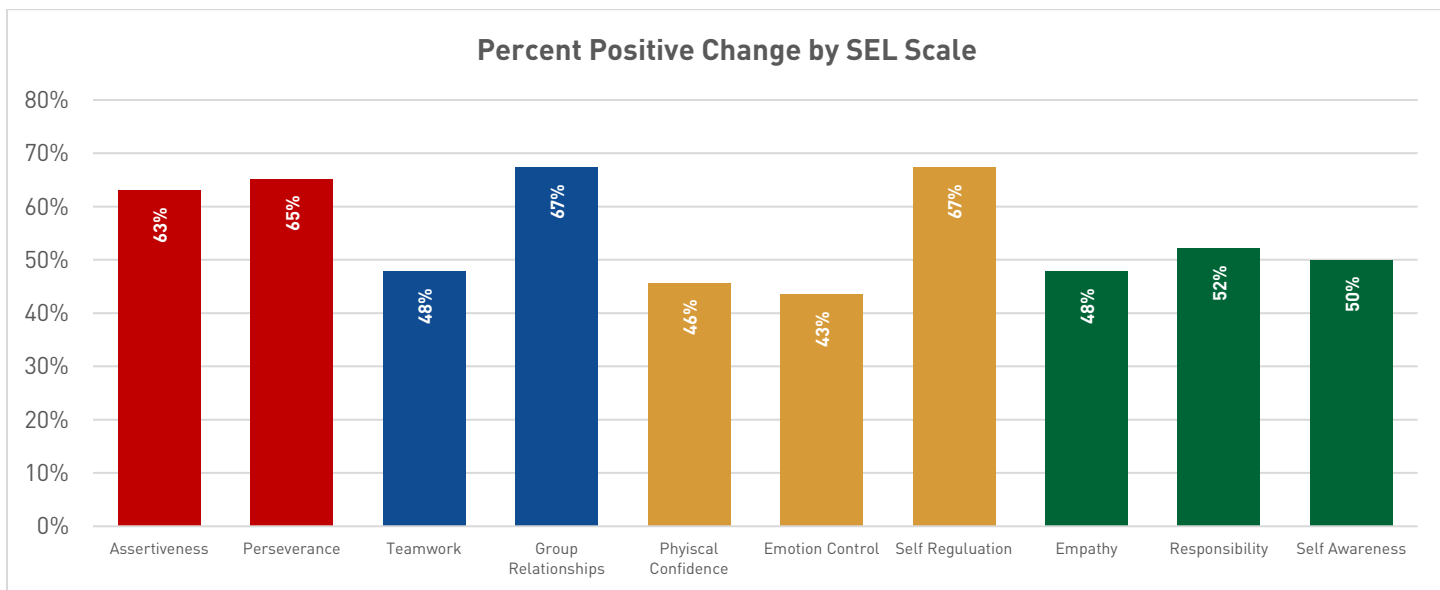
# EXPEDITION REPORT CARD

## 5 – Day Backpacking Expedition | XXX School

The Average Retro-Pre/Post Score graph shares the student-reported average for each SEL scale at both the "START" of Outward Bound and "NOW" at the end of Outward Bound.

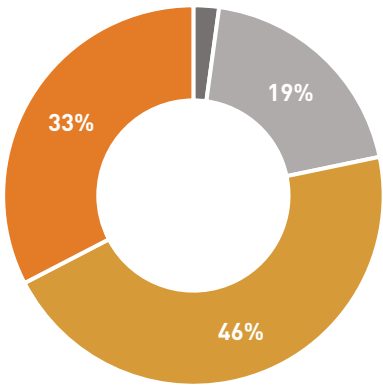


The Percent Positive Change graph shares the percentage of students who reported positive change from the beginning to the end of the program on each SEL scale.

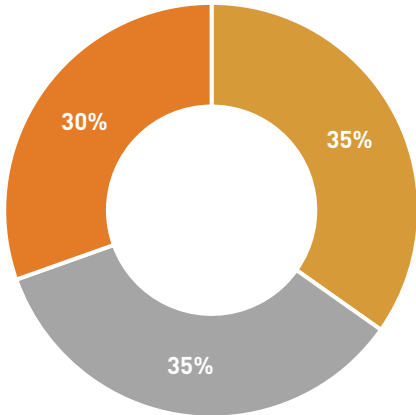


The following questions invited students to reflect on their Outward Bound program by asking the extent to which they agree with each statement because of their Outward Bound experience. The graphs below show the average response to each question.

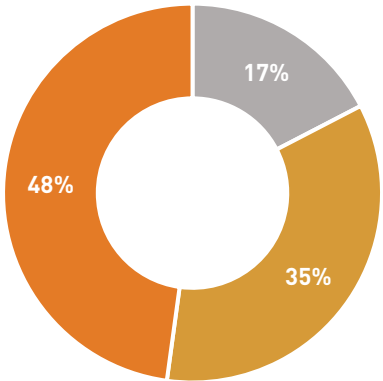
**I have gained the courage to face new challenges**



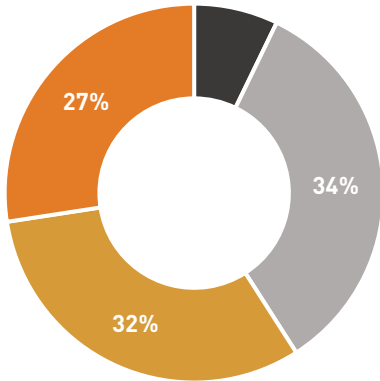
**I am a better person**



**I can work more effectively in a group**



**I commit to making a difference in my world**



**STRONGLY DISAGREE**    **NEITHER AGREE OR DISAGREE**    **AGREE**    **STRONGLY AGREE**

# INSTRUCTOR NARRATIVES

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

Below are observations from OB Instructors on both the growth and areas of challenge for your students. We hope these serve as a reminder to you, students, and parents about the resiliency and assets that your students have within them. These comments can also serve as a reflection-alongside your students and school staff-on ways students may need be supported to continue their social-emotional development.

## COURAGE RUBRIC: PERSEVERANCE

xxx students embraced the physical challenges presented to them despite the hardships of the trail, and many students articulated the growth that came through difficult moments. Shared discomfort created a sense of morale and the group embraced a positive attitude during times of adversity rather than complaining.

Differentiated challenges throughout the week allowed students to step up to different leadership levels and styles as they were capable and based on group needs.

Many students appeared to already have a cultural norm of embracing mistakes and were willing to share ownerships at evening meeting.

## BELONGING: GROUP RELATIONSHIPS

While several crews initially appeared somewhat cliquish (A few group members who did not play sports or share similar social circles appeared to be excluded from the wider group culture in the first 24 hours), the group soon worked to integrate each member of the group and by trip's end had made significant strides in achieving a more complete group dynamic and had no issue switching up tarp assignments & hiking and chose new job partners everyday. Many students were eager to share their “quirky” interests, skills, and hobbies with the group – they did not try to adhere to a culture of what is “normal” but celebrated these differences in fun ways.

Many crews grew over the week to be more vulnerable and compassionate towards others. Evening meetings became student-voice heavy and had longer discussions on serious topics. Meetings were structured to incorporate shout-outs to acknowledge teammates' strengths and highlight appreciations. Daily ownerships were framed to provide space to share both personal areas of growth and areas of strength or a skill/task done well.

Groups seemed to bond over difficult expectations pertaining to masculinity and high-performing school culture.

## BELONGING: TEAMWORK

Most students began the week with an individual mindset. As the week progressed and Instructors used lessons, goal-setting challenges, and a transference of responsibility; crews began showing improvement in team skills such as collaborative planning, realistic goal setting, and accountability. Many crews embraced camp roles and held one another accountable for completing group-oriented tasks. Crews took initiative in setting up camp, planning the final day hike, and preparing and cooking meals.

Instructors set clear standards for freedoms, and increased independence and trust were based on how well the crew performed as a unit. As course went on, students began to understand themselves as pieces of a larger group, and that their actions affected others' ability to contribute to the community. Students took part in reflective discussions and took ownership of their roles using feedback from both instructors and peers.

## REFLECTION RUBRIC: SOCIAL RESPONSIBILITY

Instructors encourage xxx students to take the next step from Community Building and Team Skills and apply them towards the Social Responsibility practices of perspective-taking, accountability, and interdependence. Many crews struggled with these skills without clear instructor intervention. For some crews, students struggled to contribute to work that had to be done and often allowed a few students to finish tasks while they stepped back. In other crews, instructors felt that a perspective-taking lesson would have benefitted the crew as students were prone to stick to their individual idea or way.