

REPORT CARD

peer leadership expedition



BALTIMORE CHESAPEAKE BAY
OUTWARD BOUND SCHOOL



BALTIMORE CHESAPEAKE BAY OUTWARD BOUND SCHOOL

Dear Francis Scott Key Elementary/Middle School,

From October 22nd – 26th, 2018, eleven students from Francis Scott Key participated in a Peer Leadership Expedition with the Baltimore Chesapeake Bay Outward Bound School (BCBOBS).

Together with their crew, these students faced the rigors and responsibilities of expeditionary travel. They navigated the Appalachian Trail and the stages of group development. They prepared meals for their crew while their own stomachs growled. They helped create and maintain a positive culture despite sore muscles 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.

A longitudinal study created by the Johns Hopkins Bloomberg School of Public Health determined that Peer Leadership Expeditions improve adolescents' social and emotional skill development.

Francis Scott Key students completed the 19-question survey designed as part of the Johns Hopkins study; once before their Peer Leadership Expedition and once after. The survey assesses expedition outcomes by measuring change in each student's socio-emotional skill set, specifically: *conflict management*, *emotional self-efficacy*, *grit/resilience*, and *problem solving*.

SKILL	RELEVANCE TO YOUR STUDENTS	EXAMPLE ITEM
Conflict Management	Enhancing abilities to manage conflict non-violently via effective communication and conflict resolution and to understand the importance of constructive conflict management are a necessary component of reducing youth violence.	"Most arguments can be solved by talking it out."
Emotional Self-Efficacy	The ability to manage emotions in a constructive manner helps young people react to stress and challenge in healthy, non-violent ways.	"When somebody makes me angry, I give them a chance to explain things."
Grit/Resilience	Maintaining intentions and persisting in the face of challenge is a key non-cognitive skill associated with the success of youth who grow up in adverse conditions.	"My belief in myself gets me through hard times."
Problem Solving	Having confidence in his or her ability to address problems and utilize problem solving strategies enhances the likelihood an adolescent will be able to successfully navigate social and academic challenges.	"I am able to solve new and difficult problems."

Survey results may be found on the last page of this report. What follows is a summary of observations, made by instructors during the expedition, regarding your students' social and emotional learning:



BALTIMORE CHESAPEAKE BAY OUTWARD BOUND SCHOOL

Conflict Management

This crew came to course with some existing conflicts between several students. During the week, when these individual students became frustrated with one another they would react with physical threats and verbal aggression. Instructors used one-on-one check-in's, as well as conflict management tools (Concern, Feeling, Ownership, Request) at evening meeting to intervene with these conflicts. Most students used CFORs at evening meeting to express their concerns, and most of the group was receptive to listening to individual requests. Instructors found that one-on-one check-ins with frustrated students worked very well to deal with interpersonal conflict. By the end of the week, several students who initially resorted to physical and verbal aggression during times of frustration began to take a step back from the crew when they were instigated.

Instructors encourage students to continue practicing their new conflict-management strategies at school: stepping back from an instigating comment, using clear communication to express emotions and concerns, and using respected adults in their lives to help talk through challenges.

Problem Solving

Moving as a crew and transitioning between activities was the most common problem-solving this crew dealt with throughout the course. Initially, students lacked time-management and it took a long time for the entire crew to transition between activities as well as get out of camp each morning. After a slow start, the students were behind on the original expedition plan and needed to make up miles the next day. As the crew made up these miles, difficulty transitioning and traveling as a group led to the crew arriving at camp very late. This natural consequence seemed to spark several students to begin motivating the crew. Many students stepped into peer-accountability roles at that moment and throughout out the week. Convoy and group transitions became smoother as the week progressed.

Emotional Self-Efficacy

Emotional Self-Efficacy varied widely among the crew. Many students were able to voice their opinions and concerns to the group. Some students exhibited self-regulation strategies during challenging physical or emotional times, while others used aggressive language during times of personal frustration. After Instructor coaching, many of these students were able to take ownership of this behavior and visible change was seen within the crew by the end of the week.

Resilience

Resilience was an area where these students shined! The physical challenge of long hiking days was a big obstacle for the crew. As the week went on, peer support and motivation were much more evident as the students rallied behind each other and the challenge of the course itself.

As you consider this Expedition Report Card, feel free to contact us to discuss how continued use of the Character Curriculum can amplify your students' positive gains.

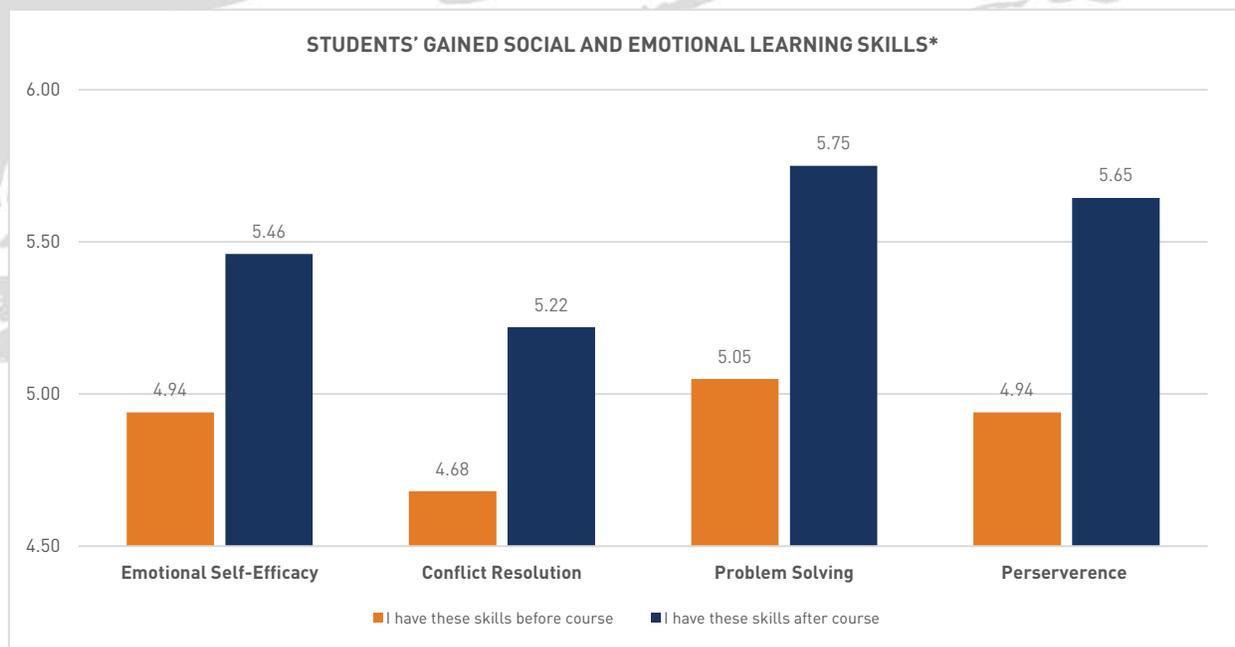
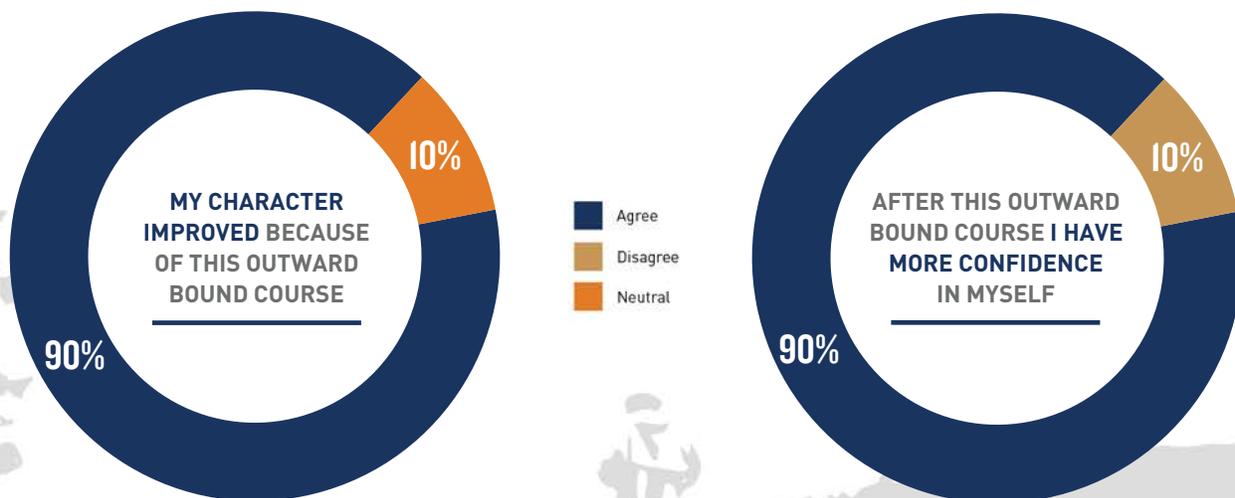
See you next year,

Baltimore Chesapeake Bay Outward Bound School

EXPEDITION REPORT CARD

Francis Scott Key | October 22 – 26, 2018

“I learned that everyone is different in different ways and I enjoyed building stronger relationships with my classmates and instructors.”



* Totals reflect the average scores of all students' responses on a 7-point scale

