



## The Interconnection of Adventure Education with Adventure Learning to Promote Physical Activities on Children

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<h3><b>Left brain</b></h3> <ul style="list-style-type: none"> <li>Verbal</li> <li>Analytic</li> <li>Part, details</li> <li>Logical, rational</li> <li>Successive</li> <li>Systematic, direct</li> <li>Linear</li> <li>Factual, words</li> <li>Abstract, symbolic</li> <li>Rational</li> <li>Propositional</li> <li>Objective</li> <li>Yang</li> </ul> <p style="text-align: center;"><b><i>Cautions</i></b></p>		<h3><b>Right Brain</b></h3> <ul style="list-style-type: none"> <li>Non-verbal</li> <li>Synthetic, relational</li> <li>Wholes, big picture</li> <li>Intuitive, creative</li> <li>Simultaneous</li> <li>Casual, free</li> <li>Holistic</li> <li>Visual, colors</li> <li>Sensory, concrete</li> <li>Emotional</li> <li>Imaginative</li> <li>Subjective</li> <li>Yin</li> </ul> <p style="text-align: center;"><b><i>Adventurous</i></b></p>
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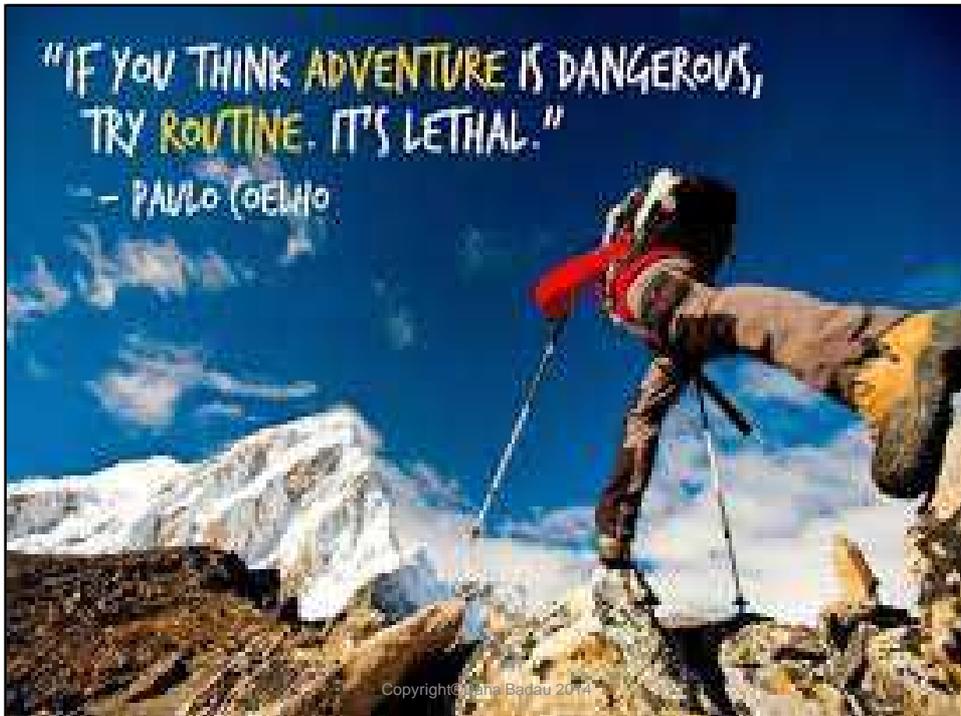
The **adrenalin**  
and stress of an adventure are  
better than a thousand peaceful  
days.

~ Paulo Coelho

What does learning  
mean: accumulating  
knowledge or  
transforming your  
life?

Paulo Coelho

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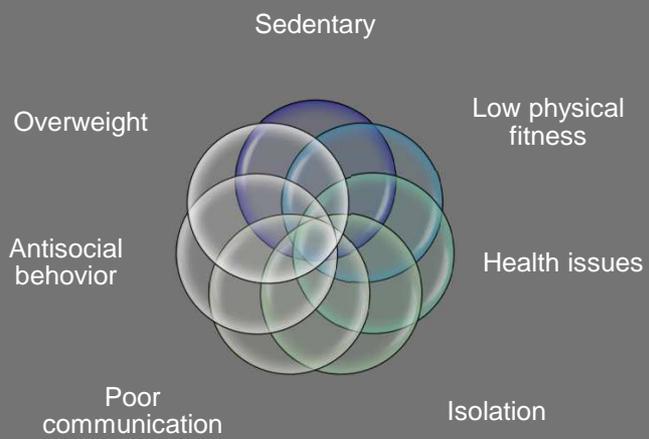
"IF YOU THINK **ADVENTURE** IS DANGEROUS,  
TRY **ROUTINE**. IT'S LETHAL."

- PAULO COELHO

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## Risks of excessive using the IT technology in leisure time







Learning  
adventure

The simulated facilities of adventure learning help the development of knowledge, skills and creativity



Adventure  
education

Adventure education improves motor and psychical capacities by exploring real circumstances

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# Aims



The purpose of the research is to identify the impact upon motivation, by evaluating the time assigned to physical recreational activities. This is determined by the combination of means specific to adventure education and adventure learning, within the optional recreational program.

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## Methods

- The research was carried out between August 10<sup>th</sup> and September 10<sup>th</sup> 2013, on 124 pupils participating to a recreational camp in a 7 – day - module.
- They were aged 10 to 12 and were divided into two groups:
  - experimental (62 pupils)
  - control (62 pupils) .

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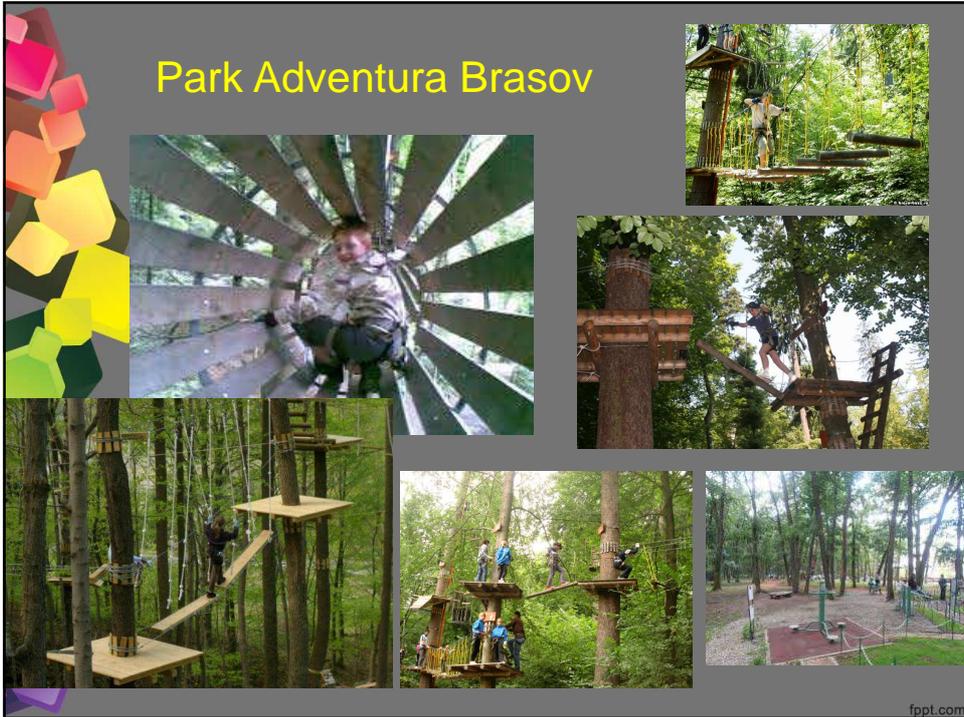


## Methods

- They opted for a 2-hour program on a daily basis and this included: using IT technology and/or physical activities
- The independent variable applied to the experimental group consisted in online adventure games and exergames.
- The control group had unlimited access to the internet.
- The two groups were monitored throughout the optional program with the aim to observe the time spent for practicing physical activities in Park Adventure and on the recreational sport ground.

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# Park Adventura Brasov



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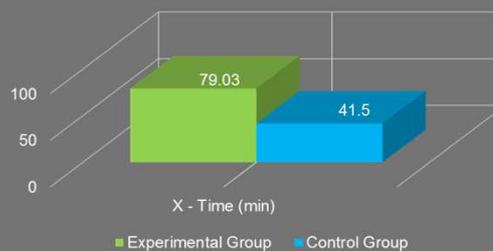
# Results

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Group				
Pair 1 experiment	79,0323	62	19,72846	2,50552
Group control	41,5000	62	23,93554	3,03982

Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Paired Differences				
				Lower	Upper			
Pair 1 Gr. experiment - Gr. control	37,53226	24,95551	3,16935	31,19474	43,86977	11,842	61	,000



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## Conclusions

- The research shows that the implementation of a combined program of adventure learning and adventure education determined the increase of time and motivation for practicing physical activities in their leisure time
- The research showed statistically significant differences between the experimental and control groups which determined the rejection of the null hypothesis.



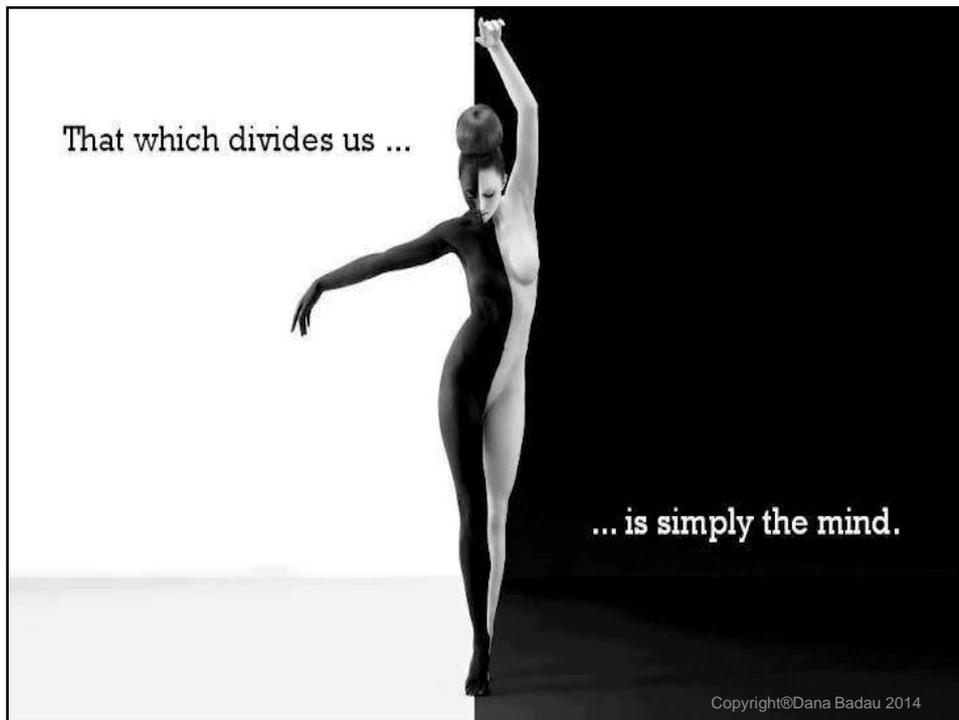
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## Conclusions

- Increase energy expenditure from sedentary to light or moderate level of children's
- Exergames and exercises requiring upper and lower limb movements, offer the opportunity:
  - to achieve vigorous physical activity level
  - to optimise the body function
  - to reduce body fat and weight
  - To improve the behaviour and mentality for an active lifestyle



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Thank you

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