

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Leadership and Adventure Education

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Grade Level: 11-12

Date of Board Approval: _____ 2024 _____

Course Weighting: Leadership and Adventure Education

Participation, Preparation, Exit Slips	45%
21 Leadership Characteristics, and other classwork	30%
Lesson Plan & Teaching, Major Projects	25%
Total	100%

Curriculum Map

Overview: This is a one semester elective physical education class open to students in grades 11-12. It does not fulfill physical education credits. Through a carefully planned curriculum of group and individual initiatives, the students will progress through an experientially based self discovery program that emphasizes interpersonal relationships and personal growth. The course will also emphasize participation, and the students are encouraged to extend their limits both physically and emotionally. Students are required to participate in all group activities but may decline to attempt individual challenges that they feel are beyond their personal limits. Students are more capable: mentally, emotionally, physically, than they often perceive themselves to be. Given a chance to try a new activity within a supportive group; students can learn that they are usually much stronger than they may have ever imagined. At the conclusion of the course, students are required to write a self-analysis of their activities.

Goals:

- Students will demonstrate improved self confidence in individual and group activities.
- Students will demonstrate the ability to work cooperatively toward the attainment of group goals.
- Students will demonstrate the ability to spot fellow students in the low ropes course activities.
- Students will demonstrate basic trust in classmates in matters pertaining to personal safety.
- Students will experience different roles within a group.
- Students will apply the “21 Characteristics that Leaders Embody” to their personal life.
- Students will apply their class experiences to other life situations. Participation encourages students to develop greater self-confidence and at the time acquire a sense of trust and commitment to their classmates.
- The emphasis in the course is on participation, and the students are encouraged to extend their limits both physically and emotionally.

- Students are required to participate in all group activities but may decline to attempt individual challenges that they feel are beyond their personal limits.

Big Ideas:

Big Idea # 1: Students are responsible for safety during organized group activities. Rules are put into place to keep everyone able to participate safely. Activities in this unit are modified from their original form in order to increase participation and include all abilities.

Big Idea #2: Challenge by Choice: Physical and psychological challenges will be offered to individual participants but each student chooses their level of engagement in the particular challenge. The activities are designed to offer differing levels of challenge to participants.

Big Idea #3: How is a leader established in the activities and why is it important to have a leader? How are the dynamics of the group determining the outcomes of each activity? Physical and psychological challenges will be offered to individual participants but each student chooses their level of engagement in the particular challenge. The activities are designed to force groups into establishing leaders and cooperation in order to be successful.

Big Idea #4: Take responsibility for your life. Being proactive is more than taking initiative. It is accepting responsibility for our own behavior (past, present, and future) and making choices based on principles and values rather than on moods or circumstances. Proactive people are agents of change and choose not to be victims, to be reactive, or to blame others. They take an Inside-Outside Approach to creating changes.

Big Idea #5: Define your mission and goals in life. All things are created twice – first mentally, second physically. Individuals, families, teams, and organizations shape their own future by creating a mental vision and purpose for any project. They don't just live day to day without a clear purpose in mind. They mentally identify and commit themselves to the principles, values, relationships, and purposes that matter most to them.

Big Idea #6: Prioritize and do the most important things first. Putting first things first is the second or physical creation. It is organizing and executing around mental creation (your purpose, vision, values, and most important priorities). Focus on your top priorities.

Big Idea #7: Thinking win-win is a frame of mind and heart that seeks mutual benefit and is based on mutual respect in all interactions. It is not about thinking selfishly (win-lose) or like a martyr (lose-win). In our work and family life, members think interdependently -- in terms of "we," not "me." Thinking win-win encourages conflict resolution and helps individuals seek mutually beneficial solutions. It's sharing information, power, recognition, and rewards.

Big Idea #8: When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building. Seeking to understand takes kindness; seeking to be understood takes courage. Effectiveness lies in balancing the two.

Big Idea #9: Work together to achieve more synergy is about producing a third alternative – not my way, not your way, but a third way that is better than either of us would have come up with individually. Synergistic teams and families thrive on individual strengths. They go for creative cooperation.

Big Idea #10: Renew yourself regularly. Sharpening the saw is about constantly renewing ourselves in the four basic areas of life: physical, social/emotional, mental, and spiritual. It is the habit that increases our capacity to live all the other habits of effectiveness.

Big Idea #11: Analyze the effects of positive and negative interactions of adolescent group members in physical activities. How are following activity rules and sportsmanship directly related? Describe ways to overcome negative interactions within a group. How can the activities support achievement of personal fitness and activity goals? Students should analyze and apply effective negotiation and assertive behavior with peers. Students should analyze and apply anger management, peer mediation, and reflective listening skills.

Big Idea #12: Students are more capable: mentally, emotionally, physically, than they often perceive themselves to be. Given a chance to try a new activity within a supportive group; students can learn that they are usually much stronger than they may have ever imagined. How can perceived failure be turned into perceived success- through a supportive atmosphere? How has challenge by choice encouraged you to expand your comfort zone? How do you know if you were successful in any activity?

Textbook and Supplemental Resources:

Websites:

1. Pecentral.org
2. Bradford Woods Adventure Education Curriculum and Activity
3. Youtube.com - Randy Pausch Last Lecture
4. Players Tribune
5. Youtube.com -
6. Tommy Cawdwell Ted Talk [Elective Hardships](#) - Reframing Adversity as Adventure
7. <https://www.justsayitnow.org/>
8. Pinterest

Suggested Supplemental Resources

1. The Cooperative Sports and Games Book (1978) Pantheon Books
2. Cowtails and Cobras (1989) Kendall Hunt Publishing
3. Silver Bullets (1984) Project Adventure Inc
4. Seven Habits of Highly Effective People
5. Essentials of Strength and Conditioning (2000) Human Kinetics

6. Quality Lesson Plans for Secondary Physical Education Second Edition (2003) Zakrajsek, Carnes, Pettigrew
7. Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation (2009) Pangrazi Inclusion Through Sports: A Guide to Enhancing Sport Experiences, Davis, Ronald W. (2002)
8. The Games do Count (2001) Brian Kilmeade
9. Movie DVD The Bucket List, 2007 Warner Brothers
10. Movie DVD Coco, 2017 Disney
11. Movie DVD Secret life of Walter Mitty, 2013 New Line Cinema
12. Movie DVD Miracle, 2004 Disney

Curriculum Plan

Unit: Ice Breakers and Personal Assets

Time Range in Days: 30

Standard(s): PA Academic Standards for Health, Safety, and Physical Education; NASPE National Standards

Standards Addressed:

SHAPE America Standards: 1; 2; 3; 4

PA Academic Standards for Health, Safety and Physical Education: 10.1.12B, 10.2.12D, 10.3.9A, 10.3.12C, 10.3.12D, 10.4.12A, 10.4.12B, 10.4.12D, 10.4.12F, 10.5.12F

Common Core: CC.3.6.9-10.B, CC.3.6.11-12.B, CC.3.6.9-10.C, CC.3.6.11-12.C, CC.3.6.9-10.J.I, CC.3.6.11-12.J.I

Eligible Content:

- Students will understand that a team includes different people and different roles.
- The students will understand that working together is more effective than working alone.
- The students will understand that effective teamwork uses various skills.
- Most of the learning in each activity comes from debriefing activities rather than the activity itself.

Objectives:

1. The students will demonstrate the basic skills needed to execute participation in the selected activity. (DOK Level 1)
2. The students will recognize that the activities can provide for positive social interaction. (DOK Level 1)
3. The students will analyze why certain rules and etiquette are important for participation in activities. (DOK Level 4)
4. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
5. Students will work together to assess goals. (DOK Level 3)
6. Students will distinguish team skills used during the success. (DOK Level 2)
7. Students will formulate solutions to a problem as part of a group. (DOK Level 3)
8. Students will positively challenge themselves and the team. (DOK Level 4)
9. Students will experience different roles within a team. (DOK Level 4)

Core Activities and Corresponding Instructional Methods: The following instructional methods can be used with each core activity based on the teacher's choice of style: Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be briefed on the goals for the given activity area.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Students will participate in warm up and cool down activities.
4. Students will engage in each activity as they feel appropriate – “challenge by choice”.
5. Students will participate in a debriefing session after each activity.
6. Students will engage in icebreaker/team building/Trust Building activities.
7. Students will participate in low Challenge activities.
8. Students will complete various projects in class including but not limited to a Lifesound Track, Mission Statement, SMART Goals, Bucketlist

Assessments:

Diagnostic: Students will watch an explanation video of each habit and discuss meaning and application to them as a class. Skills and game concept observation. Teachers may interview various students.

Formative: Students will complete application questions and personal definitions of leadership qualities. Teacher will conduct a debriefing session following the activities.

Summative: Students will complete activity response sheets and/or exit slips, journal questions, projects.

Extensions: Students may work as peer tutors. Students will participate in peer Instruction. Students will complete advanced skills and drills. Students will go to DVES to facilitate activities to the elementary students.

Correctives: Students may receive peer tutoring. Students will verbalize the critical elements of the activities. Teacher will make equipment modifications. Students will watch instructional videos. Modifications will be made to meet the needs of the student’s Individualized Education Plan.

Materials and Resources: Athletic equipment that is needed for each of these activities. Last Lecture Randy Pausch, Mission Statement worksheet and examples.

Unit: Leadership Cooperative and Initiative Games

Time Range in Days: 30

Standard(s): PA Academic Standards for Health, Safety, and Physical Education; SHAPE America National Standards

Standards Addressed:

SHAPE America Standards: 1; 2; 3; 4

PA Academic Standards for Health, Safety and Physical Education: 10.1.12B, 10.2.12D, 10.3.9A, 10.3.12C, 10.3.12D, 10.4.12A, 10.4.12B, 10.4.12D, 10.4.12F, 10.5.12F

PA Core: CC.3.6.9-10.B, CC.3.6.11-12.B, CC.3.6.9-10.C, CC.3.6.11-12.C, CC.3.6.9-10.J.I, CC.3.6.11-12.J.I

Eligible Content: This unit will emphasize leadership, cooperative games, and group initiative games through a de-emphasis on winning and competition. The students will work to increase mutual support within their group (anyone who tries should be respected). Emphasis is placed on the effort; success and failure are not as important as cooperation and support. Students will engage in activities that have minimal rules in order to facilitate cooperation and leadership. Students will be presented with a problem and then be asked to solve it with set limitations.

Objectives:

1. The students will demonstrate the basic skills needed to execute participation in the selected activity. (DOK Level 1)
2. The students will recognize that the activities can provide for positive social interaction. (DOK Level 1)
3. The students will assess why certain rules and etiquette are important for participation in activities. (DOK Level 3)
4. The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
5. Students will construct ways to work together to accomplish goals. (DOK Level 3)
6. Students will critique team skills used for success. (DOK Level 4)
7. Students will formulate solutions to problems as part of a group. (DOK Level 3)
8. Students will positively challenge themselves and the team. (DOK Level 4)
9. Students will experience different roles within a team. (DOK Level 4)
10. Students will give and receive feedback, both positive and negative, and to work toward changing behavior when appropriate. (DOK Level 4)

Core Activities and Corresponding Instructional Methods: The following instructional methods can be used with each core activity based on the teacher's choice of style: Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be briefed on the goals for the given activity.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. Students will participate in warm up and cool down activities.
4. Students will participate in each activity in any way that the student feels appropriate (challenge by choice).
5. Students will participate in debriefing sessions after each activity.
6. Students will create some or all of the following: personal SMART Goals, Mission statements, Life Soundtracks, Say it Now letters, presentations, meetings .
7. Students will engage in cooperative games.
8. Students will participate in initiative games.

Assessments:

Diagnostic: Skills and game concept observation. Teachers may interview various students.

Formative: Teacher will conduct a debriefing session after all activities.

Summative: Students will complete activity response sheets and/or exit slips, journal questions, or projects.

Extensions: Students may work as peer tutors. Students will participate in peer instruction. Students will complete advanced skills and drills. Students will complete the Passion Project. Students will go to DVES to facilitate activities to the elementary students.

Correctives: Students may receive peer tutoring. Students will verbalize the critical elements of the activities. Equipment modifications can be made. Students will watch instructional videos. Modifications will be made to meet the needs of the student's Individualized Education Plan.

Materials and Resources: Athletic equipment that is needed for each of these activities. Various Worksheets for projects.

Unit: High Challenge, Trust building activities and Interpersonal Relationships

Time Range in Days: 30

Standard(s): PA Academic Standards for Health, Safety, and Physical Education, SHAPE America National Standards

Standards Addressed:

SHAPE America Standards: 1; 2; 3; 4

Academic Standards for Health, Safety and Physical Education: 10.1.12B, 10.2.12D, 10.3.9A, 10.3.12C, 10.3.12D, 10.4.12A, 10.4.12B, 10.4.12D, 10.4.12F, 10.5.12F

PA Core: CC.3.6.9-10.B, CC.3.6.11-12.B, CC.3.6.9-10.C, CC.3.6.11-12.C, CC.3.6.9-10.J.I, CC.3.6.11-12.J.I

Eligible Content: This unit places an emphasis on trust building, high challenges, and interpersonal relationships. Students will understand that regular physical activity is part of a healthy lifestyle. The students will use correct safety equipment. Students will understand that learning new skills promotes personal growth. Students will engage in activities that are designed to increase their level of agility and physical coordination. Students will develop an increased joy in one's physical self and in being with others. Students will participate in high challenge activities where they will be tested physically, mentally, and emotionally.

Objectives:

1. The students will demonstrate the basic skills needed to execute participation in the selected activity. (DOK Level 1)
2. The students will recognize that the activities can provide for positive social interaction. (DOK Level 1)
3. The students will analyze why certain rules and etiquette are important for participation in activities. (DOK Level 4)
4. The students will analyze their role in regard to safety while participating in an activity. (DOK Level 4)
5. Students will use hand eye coordination to complete a physical task. (DOK Level 1)
6. Students will critique other teammates. (DOK Level 4)
7. Students will positively challenge themselves both physically and mentally. (DOK Level 1)
8. Students will apply their experience to other life situations. (DOK Level 4)
9. Students will assess feedback, both positive and negative, and to work toward changing behavior when appropriate. (DOK Level 3)

Core Activities and Corresponding Instructional Methods: The following instructional methods can be used with each core activity based on the teacher's choice of style: Guided Discovery, Jigsaw learning episode, Think-Pair-Share learning episode, and/or Cooperative Learning.

1. The students will be briefed on the goals for the given activity.
2. The students will inspect all equipment prior to and after its use and will report any problems to the instructor.
3. The students will participate in warm up and cool down activities.
4. Students will participate in any way that he feels appropriate (challenge by choice).
5. Students will engage in debriefing sessions after each activity.
6. Students will engage in trust building activities.
7. Students will teach an ice breaker, warm up, and cooperative game to their peers.
8. Students will participate in a culminating activity at either a high ropes course, or alternative assignment challenging themselves.

Assessments:

Diagnostic: Skills and game concept observation. Teachers may interview various students.

Formative: Teacher will conduct a debriefing session following all activities.

Summative: Students will complete activity response sheets and/or exit slips, journal questions, or projects.

Extensions: Students may work as peer tutors. Peer Instruction. Advanced skills and drills. Students will go to DVES to facilitate activities to the elementary students.

Correctives: Students may receive peer tutoring. Students will verbalize the critical elements of the activities. Equipment modifications can be made to meet the needs of the students. Students can watch instructional videos. Modifications will be made to meet the needs of the student's Individualized Education Plan.

Materials and Resources: High Ropes Course, Athletic equipment that is needed for each of these activities. Lesson Plan Rubrics and guidelines.

