

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Leadership and Adventure Education**

**Curriculum writing committee:**

Heather Holdredge, Jennifer Marchetti

**Grade Level: 11-12**

**Date of Board Approval: \_\_\_2020\_\_\_\_\_**

## Course Weighting: Leadership and Adventure Education

Participation & Preparation	45%
Lesson Plan and Teaching	30%
7 Habits of Highly Effective People, SMART Goals, & other classwork	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. This course will have an emphasis on “The 7 Habits of Highly Effective Teens” and application to daily life. 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:

- The students will progress through an experientially based self-discovery program that emphasizes interpersonal relationships and personal growth through an emphasis on “The 7 Habits of Highly Effective Teens” and application to daily life.
- Demonstrate improved self confidence in the individual and group activities.
- Demonstrate the ability to work cooperatively toward the attainment of group goals.
- Demonstrate the ability to spot fellow students in the low ropes course activities.
- Demonstrate basic trust in classmates in matters pertaining to personal safety.
- Students will experience different roles within a group.
- Apply the “7 Habits for Highly Effective Teens” to their personal life.
- 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. How does following rules increase safety? What modifications to the game have been made to make the activity safer? 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: To what level do I want to participate in the chosen activity? Am I engaging myself in each activity to the point that I am challenging myself consistently? 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:** Analyze the application of game strategies for outdoor and adventure activities. 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:** 7 Habits of Highly Effective People: Be Proactive. Are you being proactive or reactive? 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:** 7 Habits of Highly Effective People: Begin with the End in Mind. Are you controlling your own destiny or letting someone else? 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:** 7 Habits of Highly Effective People: Put first things first. Do you have “Will and Won’t Power”? 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:** 7 Habits of Highly Effective People: Think Win-Win. What is the Stuff That Life Is Made Of? How can we have an everyone-can-win attitude? 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:** 7 Habits of Highly Effective People: Seek First to Understand, then be Understood. Why do you Have Two Ears and one Mouth? What does it mean to listen to people sincerely? 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:** 7 Habits of Highly Effective People: Synergize. What is the “High” Way? Why does “1 + 1=3”? 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:** 7 Habits of Highly Effective People: Sharpen the Saw. What is “Me Time”? 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 have engaged in 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, then 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 - 7 Habits explanations

### **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
8. Inclusion Through Sports: A Guide to Enhancing Sport Experiences, Davis, Ronald W. (2002)
9. The Games do Count (2001) Brian Kilmeade
10. Movie DVD The Bucket List, 2007 Warner Brothers
11. Movie DVD Coco, 2017 Disney
12. Movie DVD Secret life of Walter Mitty, 2013 New Line Cinema

## Curriculum Plan

**Unit:** Ice Breakers and Personal Assets (Habits 1-3)

**Time Range in Days:** 30

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

**Standards Addressed:** NASPE National Standards: 1; 2; 3; 4; 5; 6

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 recognize why certain rules and etiquette are important for participation in activities. (DOK Level 1)
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 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.

#### **GENERAL DAILY PLAN-**

Day 1-2 (Heights Weights Locks and Lockers) Class preparation and administration

Day 3 Syllabus, Quote, What’s Your Excuse?

Day 4 ADJ Name game & Guess who?

Day 5 Snowball Fight, Connection

Day 6 Habit 1 Video, Habit 1 Explanation, Habit 1 Work

Day 7 Habit 2 and 80th Birthday, Habit 2 Video

Day 8 Habit 2 80th Birthday finish work If...Then Game / Peek a Who?

Day 9 Habit 3 & Assignment Rock in bucket video

Day 10 Habit 4 video & assignment and Talk about win-win, Make your own Quiz for Habits 1-4

Day 11 Habit 4 assignment Quiz habits 1-4 Play Electricity

Day 12 The Last Lecture

Day 13 The Last Lecture & Reaction

Day 14 Hula hoop rock paper scissors and evolution rock paper scissors

Day 15 Habit 5, Relationship bank account, assignment and journal

Day 16 Habit 6 and assignment

Day 17 Habit 7 and assignment

Day 18 Games in green gym rope swing, silva swings

Day 19 Human Ladder and Polish Skis

Day 20 Conveyer Belt and Pac Man Tag  
Day 21 Blind Rope Shapes, TP Shuffle, Dead Ant Tag  
Day 22 Group Juggle Down/Down/Down, Two ball Group Juggle  
Day 23: Team Rock, Paper, Scissors and slaps  
Day 24-25: Mission Statements and Life Soundtrack Project  
Day 26: Human Knot and Animal Sounds  
Day 27 River Crossing 10-person pyramid, Bug Drawing  
Day 28-31 Bucket list movie and create bucket List

### **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 each of the 7 Habits. Teacher will conduct a debriefing session following the activities.

**Summative:** Students will complete activity response sheets, journal questions, projects.

**Extensions:** Students may work as peer tutors. Students will participate in peer Instruction. Students will complete advanced skills and drills.

**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. 7 Habits of Highly Effective People 1-4, Last Lecture Randy Pausch, Mission Statement worksheet and examples.



**Unit:** Leadership; Cooperative and Initiative Games (Habits 4-6)

**Time Range in Days:** 30

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

**Standards Addressed:** NASPE National Standards: 1; 2; 3; 4; 5; 6

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:**

- The students will demonstrate the basic skills needed to execute participation in the selected activity. (DOK Level 1)
- The students will recognize that the activities can provide for positive social interaction. (DOK Level 1)
- The students will assess why certain rules and etiquette are important for participation in activities. (DOK Level 3)
- The students will identify their role in regard to safety while participating in an activity. (DOK Level 1)
- Students will construct ways to work together to accomplish goals. (DOK Level 3)
- Students will critique team skills used for success. (DOK Level 4)
- Students will formulate solutions to problems as part of a group. (DOK Level 3)
- Students will positively challenge themselves and the team. (DOK Level 4)
- Students will experience different roles within a team. (DOK Level 4)
- 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 personal SMART Goals.
7. Students will engage in cooperative games.
8. Students will participate in initiative games.

#### **LEADERSHIP & ADVENTURE EDUCATION DAILY PLAN**

Day 32 Traffic jam, Stand Ups

Day 33 Reach for the sky, Handshake, Leg Hold balance, Ninja

Day 34- Mystery Bopper, Spud

Day35- Trust wave, Willow in the wind, 3-person trust lean

Day 36- Willow in the wind, Trust falls

Day 37-Chicken in the hen house, Elbow tag, Larry curly now

Day 38-Security drill, Rain day, Fun friday

Day 39- Hierarchy tag, Trash Can Game

Day 40- Shoe pile mingle, Larry Curly Moe,

Day 41- Ketchup Mustard Tag, Handball warmup

Day 42- Blob Tag, Triangle Tag, Pac Man tag

Day 43- Gaga Ball

Day 44 Castle Ball

Day 45 Ketchup Mustard Tag

Day 46 Cat and Mouse Tag, Speed Ball

Day 47 Scavenger Hunt

Day 48 Sheep Tag

Day 49-50: SMART goals

Day 51: Escape Room

Day 52 Indian Leg Wrestle, Alaskan Baseball, Sideline kickball, 4 corner tag

Day 53: Team on a towel, Towel fold, Team monster, Where the wind blows,  
Day 54: Bridge ball, Dragon tails,  
Day 55: Horse and Jockey, Whistle tag,  
Day 56: Protect the queen dodgeball, Wink murder  
Day 57-61: Lesson Plans, Ice Breaker, Warm up and Cooperative Game

**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, 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.

**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. SMART Goal Worksheets

**Unit:** High Challenge, Trust building activities and Interpersonal Relationships (Habits 4-7)

**Time Range in Days** 30

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

**Standards Addressed:** NASPE National Standards: 1; 2; 3; 4; 5; 6

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 a high ropes course where they will be tested physically, mentally, and emotionally.

**Objectives:**

- The students will demonstrate the basic skills needed to execute participation in the selected activity. (DOK Level 1)
- The students will recognize that the activities can provide for positive social interaction. (DOK Level 1)
- The students will analyze why certain rules and etiquette are important for participation in activities. (DOK Level 4)
- The students will analyze their role in regard to safety while participating in an activity. (DOK Level 4)
- Students will use hand eye coordination to complete a physical task. (DOK Level 1)
- Students will critique other teammates. (DOK Level 4)
- Students will positively challenge themselves both physically and mentally. (DOK Level 1)
- Students will apply their experience to other life situations. (DOK Level 4)

- 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 the high ropes course.

### **LEADERSHIP & ADVENTURE EDUCATION DAILY PLAN**

Day 62-87ish: Students Teach

Day 88 Watch Coco- Talk about Day of Dead, (what is going to make you worth talking to, being around, will separate you from the person next to you, what will make you different, interesting and someone who has their story told for years to come)

Day 89-90 Watch Coco

Day 91: Ropes Course

Day 92-93: Written reflection and self-analysis of their activities

Day 94-95: Locks and Lockers / class wrap up

### **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, journal questions, or

projects.

**Extensions:** Students may work as peer tutors. Peer Instruction. Advanced skills and drills.

**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.

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