Adventure

Content Area: **Health & Physical Education**
Course(s): **Physical Education I**
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Unit Overview:

As people grow older, they need to remain aware of their ever changing inner selves, as well as their ever changing bodies. Adventure and experiential learning is a way for students to think deeper into what their personal interests are and how they may relate to others. Through adventure learning, students are able to learn about how their interests may change over time, and it can also open them up to activities they may not have known they hold interest in. A huge aspect of adventure learning is teamwork and trust. Through this style of learning, students will learn how to rely on each other, and how to respectfully hold each team member accountable in any given activity.

Essential Questions:

- What is adventure education?
- How can adventure learning benefit large groups of people?
- How can adventure learning benefit the individual self?
- How does effective teamwork carry over into everyday living?
- What are the short and long-term goals of adventure learning?

Enduring Understandings:

- Adventure Education is a way of learning skills and activities that promote emotional, social, mental, and physical awareness.
- Through adventure education, students learn all about teamwork and accountability.
- Through adventure learning, individuals can learn about themselves in new ways, including how to hold themselves accountable.
- Teamwork is important not only in sports but also in everyday living/working.
- Students can find many new interests by engaging in adventure/experiential learning.

Standards/Indicators/Student Learning Objectives (SLOs):

HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.C	Character Development
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.5.12.A	Movement Skills and Concepts
HPE.2.5.12.A.1	Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).
HPE.2.5.12.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.12.B	Strategy
HPE.2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.12.C	Sportsmanship, Rules, and Safety
HPE.2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
HPE.2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
HPE.2.6.12	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.12.A	Fitness and Physical Activity
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
HPE.2.6.12.A.CS1	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Lesson Titles:

- Getting to know myself
- Getting to know one another
- The Laughing Game
- Rock, Paper, Scissors!
- Tic-Tac-Toe
- Obstacle Relay Races

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
	With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections:

TH.K-2.1.4.2.Cr	Creating
TH.K-2.1.4.2.Cr1	Generating and conceptualizing ideas.
VPA.1.3.P.A.6	Use movement/dance to convey meaning around a theme or to show feelings.

Equity Considerations

Amistad Mandate
Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Getting to Know one another

Materials Used: https://www.icebreakers.ws/medium-group/categories-or-similarities-game.html

Addresses the Following Component of the Mandate: In this game, students will learn how they have things in common with everyone in the class. Even the students that think they are extremely different from the rest should find that they all have some things in common.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Ice Breakers

Materials Used:
https://www.ccsoh.us/site/handlers/filedownload.ashx?moduleinstanceid=13999&dataid=19638&FileName=PA2019.pdf

Addresses the Following Component of the Mandate: Through our ice breakers, each student will be made aware that in PE, everyone has a place. Adventure education in particular is a unit in which students all

become aware of their similarities and differences with one another, and it is a safe place to share thoughts and ideas.

- Economic
- Political
- Social

Climate Change

https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Cultural Games

Materials Used: https://ourpastimes.com/asian-games-for-kids-13583174.html

Addresses the Following Component of the Mandate: Different cultures all play different types of games. A common game in Asia is called "The laughing game." This game will give students insight to other cultures, while also getting everyone in good spirits to enjoy the rest of class.

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Marking Period Assessment
- Unit Assessment

Resources & Materials:

- Equipment
  - o Poly Spots
  - o Hula Hoops
  - o Bean Bags
  - o Obstacle Equipment

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Identify self interests through getting to know myself activity.
- Develop trust for peers by getting to know one another during ice breaker games.
- Demonstrate how respect for peers is important for games to be completed correctly.
- Analyze the impact of competition in personal development.
- Apply concepts of communication to reach a common goal (Tic-Tac-Toe).
- Apply strategies to complete a task with peers.
- Compare and contrast the different strategies used in Rock-Paper-Scissors vs. Relay Races.

Formative Assessment:

- Anticipatory Set
- Closure
- Group Collaboration
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts

- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating

- Provision of notes or outlines

- Reduction of distractions

- Review of directions

- Review sessions

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of a study carrel

- Use of mnemonics

- Varied reinforcement procedures

- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards