Outdoor Adventure - Unit 1: Outdoor Challenge/Cooperation (Launch)

Unit Focus

During this unit, students will engage in trust-building activities, small and large group challenges, and low ropes course activities with an emphasis on peer communication, collaboration, and building trusting respectful relationships. This unit is designed to encourage and create a positive class environment where all students will feel mentally, emotionally, and physically safe and welcome. This unit will also challenge students to work together to meet a common goal where they will learn that success is achieved through cooperation and communication.

Stage 1: Desired Results - Key Understandings

Standard(s)

Connecticut Comprehensive K–12 School Counseling Framework (2020)
Counseling: 11-12

- Reflect on personal decisions made and evaluate the success of the decision-making process for that situation (S/E3.4)

Healthy and Balanced Living Curriculum Framework
Physical Education 9-12

- Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1)
- Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1)
- Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1)
- Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Transfer

Students will be able to independently use their learning to...
T1 Analyze risk factors and evaluate the consequences to self and others before taking action.
T2 Respond to situational challenges and social interactions based on consideration of societal norms, safety and belief systems.

Meaning

Understanding(s)

Students will understand that...
U1 People make problem solving more effective when they can understand and communicate the main issue and emotions involved.
U2 Individual actions can influence others thinking and actions.
U3 Individuals and groups have the responsibility to identify common rules, and ideas for change based on the greater good.
U4 People choose when to demonstrate cooperation, collaboration, compromise and negotiation to build and maintain healthy relationships.
U5 People analyze all possible options and outcomes before taking action.

Essential Question(s)

Students will keep considering...
Q1 How can I help my group be productive?
Q2 How do I respect my rights and the rights of others?
Q3 What strategies can I use to help me in this moment?
Q4 What behaviors should I employ in my current situation?

Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 the importance of understanding and respecting the rules for participation in activities are essential to decrease risk and increase success.
K2 that rules create the challenge and challenge creates the fun.
K3 the rules and expectations of the low ropes course for safe participation.
K4 how to self-spot in certain situations.
K5 when it is appropriate to spot a partner on low ropes elements.
K6 respectful communication requires allowing others to share their ideas, engage in different roles, and acknowledge and respect differences.
K7 the type of communication is often dictated by the activity that is being pursued.
K8 that their behavior can impact the success of the group.
K9 the importance of clear communication and responsible behavior when participating in trust-building, cooperative activities.
K10 Vocabulary: Self-spotting

Skill(s)

Students will be skilled at...

S1 respectfully and responsibly communicating with others in cooperative/ collaborative activities.
S2 demonstrating the ability to use communication skills and strategies that promote positive team or group dynamics by forming collaborative, trusting relationships with peers in order to accomplish a goal or objective.
S3 paying attention to the rules and guidelines for activities to decrease risk and increase success.
S4 demonstrating the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
S5 self-spotting.