

Adventure Education: Unit 2

Problem Solving & Trust Building

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> • <i>Students will demonstrate the ability to exhibit responsible personal and social behavior in order respect self and others in physically active settings.</i> • <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i> • <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i> • <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> • SHAPE.1 Develops a variety of motor skills. • SHAPE.2 Applies knowledge related to movement and fitness concepts. • SHAPE.3 Develops social skills through movement. • SHAPE.4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to cooperate with others to problem solve and challenge themselves outside their comfort zone while engaging in physical activity.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • trying a variety of strategies when faced with a problem • Trust is essential for a person's willingness to step outside their comfort zone/take risks. • Trust is important for a group to work together as a team and complete team challenges.	ESSENTIAL QUESTIONS • How does trust help facilitate cooperative problem solving?
	<i>Acquisition</i>	
	<i>Students will know...</i> • <i>the importance of establishing trust for group challenges</i> • <i>the importance of following through with actions that you are responsible for to build trust with others.</i> • <i>building trust with others empowers other people within your group to take risks and feel more confident</i> • <i>general spotting and safety guidelines that apply to trust activities</i> • <i>the meaning and commands for the full value contract</i>	<i>Students will be skilled at...</i> • <i>Using communication skills and strategies that promote team/group dynamics.</i> • <i>Solving problems and thinking critically in physical activity both as an individual and in groups.</i> • <i>demonstrating safe and appropriate spotting techniques as they apply</i> • <i>applying safe practices, rules, procedures, and etiquette in all Adventure activities.</i> • <i>demonstrate correct verbal full value contract commands</i>

	• <i>appropriate spotting techniques including stance, hand position, and other critical elements</i> • <i>Strategies for working together to find solutions</i> • <i>how to reflect after a group experience to learn from successes and failures so that the group can grow individually and collectively</i> <u>vocabulary:</u> - <i>Full value contract, paws not claws/spoons not forks, debrief, reflect, trust</i>	
Content Area Literacy Standards		21st Century Skills
• RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. • RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. • RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics. • WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>Solve problems</i> • <i>Think creatively</i> • <i>Communicate clearly</i> • <i>Collaborate with others</i> • <i>Interact effectively with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Participation Level will be assessed through observation & a checklist. Reflection will be written.	PERFORMANCE TASK(S): 1. Students will actively participate in a group challenge. They will demonstrate their ability to communicate effectively, problem solve cooperatively and engage in the physical activity. 2. Students will write a reflection about the experience, contribution to the team initiative and how their communication made the group successful or unsuccessful.
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
•	•
<i>Technology Integration</i>	<i>District Materials</i>
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