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Contextual Factors for Roosevelt Middle School

For my 429 placement I was placed at Roosevelt Middle School. It is located in Monticello, Indiana which is about 30 miles northeast of Purdue. The school address is 721 W. Broadway, Monticello, Indiana 47960. This city has many opportunities for employment along with activities to do in the town itself.

The school enrollment for Roosevelt is 681 students. The actual town itself has a population of 5,521 residents. The town is moderate sized compared to the town I am from it has its own Wal-Mart and other shopping locations. They have other places for job opportunities along with a quick commute to another town for employment opportunities. The average household income in Monticello is $37,212 per year. The cost of living is 77% of the national average. The unemployment rate in Monticello is 5% which is the same as the national average.

The schools population is not very diverse. 90% of the students are White, 8% are Hispanic, 1% is African American, and less than 1% is Asian. The community population is 86.9% White, 11.2% Hispanic, 6% Other Race. The Roosevelt Middle School is actually located right across the street from the high school which is name Twin Lakes High School which makes the transition to High School very easy. The school does offer free and reduced-price lunch to the students. The approximate number of students that receive this plan is 34% of the Middle School. There are 24% eligible for free lunch and 10% are eligible for reduced lunch in the Middle School.

The guidance counselor was able to help me find stats about information of education in adults older than 25. In the town there 76.7% of the population has high
school or higher education. Also, 10.3% have a bachelor’s degree or higher and 4.6% has a graduate degree or some sort of professional degree.

When it comes to the actual lay out of the school it has 36 classroom teachers. The teacher to student ratio is 1:18. For the physical education department there are currently three teachers, one of which is the full time swim instructor. There are plenty of athletic facilities for the students to use in adventure education. There are two full sized gymnasiums one is used as an auxiliary gymnasium for different sports. The other is used for sporting events along with the beginning of the day stretches and used for other activities which include basketball. There is also a large swimming pool that was just remodeled and is really nice. When it comes to changing there are two locker rooms for each sex so they have plenty of room for students along with lockers in them so they can protect their belongings. They also have adequate space outside for outdoor activities.
**Unit Plan Global Goals**

1. (Cognitive) SWBAT have a greater understanding of self awareness and be able to define key concepts of how to be a better leader over the period of this unit.

   **Standard 5: Demonstrate responsible personal and social behavior in physical activity settings.**

   9.5.2 Understand benefits of physical education on social and emotional well-being. Example: Participate in physical activities to relax, relieve stress, and share healthy movement activities with friends.

   **Assessment:** Journal Writings

2. (Affective) SWBAT develop strategies with other classmates and develop cooperation and teamwork skills over the period of the unit.

   **Standard 6: Demonstrate understanding and respect for differences among people in physical activity settings.**

   9.6.2 Develop strategies for inclusion of others in physical activity.

   **Assessment:** Peer Assessment Checklist

3. (Psychomotor) SWBAT use locomotor, non-locomotor, and other sport knowledge to help complete the tasks at hand.

   **Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.**

   9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

   **Assessment:** Self Checklist
National Standards Unit Addresses

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
9.1.3 Develop outdoor and lifelong leisure pursuits.
9.1.4 Develop specific skills at an advanced or skilled performance level.

Standard 2: Applies movement concepts and principles to the learning and development of motor skills.

9.2.1 Synthesize previously learned strategies into advanced game strategies.

Standard 3: Exhibit a physically active lifestyle.

9.3.1 Identify available community resources that promote an active lifestyle.
9.3.2 Identify physical activities that contribute to the improvement of specific fitness components.
9.3.3 Participate regularly in physical activities (minimum of 30 minutes a day, 3 to times per week) that contribute to improved physical fitness and wellness.

Standard 5: Demonstrate responsible personal and social behavior in physical activity settings.

9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
9.5.2 Understand benefits of physical education on social and emotional well-being.
9.5.3 Understand the inherent risks associated with physical activity in extreme environments.

Standard 6
Demonstrate understanding and respect for differences among people in physical activity settings.

9.6.2 Develop strategies for inclusion of others in physical activity.

Standard 7: Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

9.7.1 Identify positive aspects of participation in several different physical activities.
9.7.2 Demonstrate comfort in personal expression.
9.7.3 Identify the positive feelings that result from physical activity and participation alone and with others.
Objectives

10 Psychomotor
- SWBAT hold each of their daily stretches for 30 seconds to help with preventing injury during the day’s activities.
  Assessment: Teacher Observation
- SWBAT achieve 2,000 steps throughout the course of the class period on their pedometers.
  Assessment: Journal Worksheet
- SW participate to the best of their ability and achieve a heart rate of 140 or more every two minute round during pyramid power and record it.
  Assessment: Journal Worksheet
- SW participate in blind soccer and score 3 goals while being blindfolded with the help of a partner.
  Assessment: Personal Checklist
- SWBAT climb to the top of the wall on one of the levels of difficulty in a 5 minute time period.
  Assessment: Test
- SWBAT to work as a team using all skills (teamwork, cooperation, and problem solving, leadership, and trust development) needed to get through a horizontal spider-web without touching any part of the web.
  Assessment: Journal Worksheet
- SW participate to complete the Giant Puzzle without any errors in a time of less than 12 minutes.
  Assessment: Journal Assignment
- SW be able to continuously do the exercise given through half a song I play during Push-Up-Curl-Up Fun.
  Assessment: Journal Worksheet/Teacher Observation
- SW participate to the best of their ability and achieve a heart rate of 130 or more during X Marks the Spot.
  Assessment: Journal Worksheet
- SW participate to the best of their ability and achieve a heart rate of 150 or more during the Pizza Delivery activity.
  Assessment: Journal Worksheet

5 Affective
- Students will show respect to fellow classmates by respecting his/her ideas during the activity.
  Assessment: Teacher Observation
- Students will show respect to other students and show that they can be trustworthy by catching them and be encouraging.
  Assessment: Journal Assignment
- Students will show respect by helping the students and giving knowledge of where the puzzle piece may go.
  Assessment: Teacher Observation
• Students will help their partner and make them feel safe and comforted while being blindfolded  
**Assessment:** Journal Assignment

• Students will work as a team and help get everyone through the web.  
**Assessment:** Teacher Observation

### 5 Cognitive

• Students will answer my questions as a group quickly displaying knowledge of what they learned today. Also, students will be able to name the 5 components of fitness correctly when prompted by the teacher.  
**Assessment:** Teacher Observation

• Students will learn the basic techniques to hook up to a ballet and know how to use the climbing equipment correctly.  
**Assessment:** Test

• Students display knowledge and devise a plan to get the ball to one end of the court to the other without dropping it in 3 trials.  
**Assessment:** Journal Assignment

• SW be able to correctly answer what the drawer is drawing in the game of Pictionary 1 out 3 times.  
**Assessment:** Teacher Observation

• Students will be able to name ways to improve their daily diet and ways to help burn calories throughout the day besides physical education.  
**Assessment:** Journal Worksheet
SUMMATIVE OBJECTIVE: SWBAT to crawl on hands and knees while holding the ankles of those in front of you and crawl over the mountain without breaking the chain.

INTRO ACTIVITY: Basketball Continuous Knockout

FITNESS ACTIVITY: Dash for Cash
Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Teamwork skills
2. Cooperation skills

CULMINATING ACTIVITY: Over the Mountain

LESSON OBJECTIVES: (P) SWBAT achieve 2,000 steps throughout the course of the class period on their pedometers.
(A) Students will show respect to fellow classmates by respecting his/her ideas during the activity.

NATIONAL STANDARD: 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.

BENCHMARK: 9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.

ASSESSMENT TOOL: Journal worksheet to record steps

TECHNOLOGY: I used Microsoft word to help type my lesson and my computer to print out handouts.

ADAPTIONS & CHALLENGES: Students who are handicapped can be motivators and help devise the team strategy. Also you tie limbs together with bandanas if someone has a problem with their grip.

EQUIPMENT: One pencil and journal sheet for every student, pedometers, whistle, watch 8 basketballs, and an obstacle for the groups to climb over. Also see attached in the fitness lesson for other equipment.
**DASH FOR CASH**

**Focus:** Health-related fitness components practiced

**Purpose:** Integrates health-related fitness components and math skills in an action-packed activity and all students are active and make healthy and personally meaningful fitness choices while learning about the value of money and honesty

**Equipment Needed**
- One box for the bank
- Copy and laminate 100 $1 bills
- Three tumbling mats
- Six jump ropes
- Aerobic steps
- Beanbags

**Relationship to National Standards**
- Standard 3: The student participates regularly in physical activity
- Standard 4: The student achieves and maintains a health-enhancing level of fitness

**Procedure**
1. Place the Dash for Cash Fitness Station signs and equipment around activity area.
2. Students line up around the perimeter of the activity area on the boundary lines if available.
3. The banker (teacher) stands at one end of the activity area with money in banker’s box.
4. Student walk, jog, or run around the perimeter of the activity area at a good pace. Each time students complete one lap, they receive $1 from the banker.
5. After students complete three laps, they can choose whether to keep moving or pay the banker and go to one of the health-related fitness stations to exercise.
6. The object of the activity is for students to have participated in all the health-related fitness stations before time is up. Each station costs $3 to participate.
7. Students pay the banker each time they go to a new fitness station. Students can either move aerobically and receive lots of money before
spending it to participate in the stations, or they can move, exercise, move, exercise, until they are finished.

8. If time remains after some students are done with the fitness stations, add a few free choice stations that might cost more money ($5).
EDCI 429 Block Plan

Adventure Block Plan
Day 2

SUMMATIVE OBJECTIVE: SWBAT participate to the best of their ability and achieve a heart rate of 140 or more every two minute round during pyramid power and record it.

INTRO ACTIVITY: 4 Square

FITNESS ACTIVITY: Pyramid Power
Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Communication skills
2. Teamwork skills

CULMINATING ACTIVITY: Search and Rescue

LESSON OBJECTIVES: (P) SW participate to the best of their ability and achieve a heart rate of 140 or more every two minute round during pyramid power and record it.
(C) Students will be able to name ways to improve their daily diet and ways to help burn calories throughout the day besides physical education.

NATIONAL STANDARD: 3. Exhibit a physically active lifestyle.

BENCHMARK: 9.3.2 Identify physical activities that contribute to the improvement of specific fitness components

ASSESSMENT TOOL: Journal worksheet

TECHNOLOGY: I used Microsoft word to help type my lesson.

ADAPTIONS & CHALLENGES: Students who are handicapped can be motivators and help devise the team strategy. You can give more poly spots or bigger ones.

EQUIPMENT: One pencil and journal for every student, heart rate monitors, 25 poly spots, 16 rescue toys, whistle, and a stop watch. Also see attached in the fitness lesson for other equipment.
Pyramid Power

Intermediate Level

Metabolism refers to the sum of chemical reactions that occur in the body to keep us alive. To maintain a healthy body composition, the energy (food) that goes in the body must equal the energy (activity) used. Everyone metabolizes food differently according to genetics, age, and physical activity level. A higher physical activity level leads to a higher metabolic rate, which in turn helps the body use food for fuel instead of creating excess fat.

Purpose

Students will understand that (1) the different amounts and kinds of food you eat provide different amounts of energy in processing the food for fuel; (2) "calories in" (those eaten) must equal "energy out" (those spent) to have a healthy body composition; and (3) each person's metabolism is unique.

Equipment Needed

- Pyramid Cards (triangular shapes, on each with a food item listed, the calories, the energy needed to process the food, and the number of walls to touch for physical activity)
- 4 wall signs that have 2 numbers on each of them (1 and 5, 2 and 6, 3 and 7, and 4 and 8). They are placed on the walls or on the back of a chair.
- Music (fun and continuous)

Relationship to National Standards

Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness - Student will identify several activities related to each component of physical fitness.

Health Education Standard 3: Student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks - Student will demonstrate strategies to improve or maintain personal health.

Set Induction

Introduce or review the definition of metabolism and the factors that influence it. Explain that today's activity will help students achieve a balance of calories in and out by involving them in vigorous physical activity while they learn about different foods, their calories, and the activity required to process those calories. Review safety rules (staying in self-space and so on).

Procedure

1. Choose whether you want students to work individually or in small (two or three students) groups. If using small groups, one member goes out to pick up the food
pyramid and brings back the information to the group. The whole group then follows
the one that picked up the food pyramid jogging to each wall.

2. Place the Pyramid Cards in the center of the room.
3. Have each student find a personal space in the activity area to use as a home base.

4. Have each student pick one card and take the
card back to his or her home base, read it, then
perform the listed activity (number of walls to
touch). Have student keep each card until the
end of the game. Some Pyramid Cards have the
message "0" walls, which indicates that the
student must draw another card.
5. Walls must be touched in the correct (numeric)
order.
6. Continue the activity for five to seven minutes.

**Teaching Hints**

Play some fun, continuous music during the activity. Remind students to be careful when
moving through open spaces. Working in partners or small groups, students could skip to
slow down the movement. When working alone, students can use different locomotor skills
when moving from wall to wall, to integrate themes (dribbling, tossing, and catching, and so
on) instead of traveling from wall to wall. To enhance cooperative learning skills, have small
groups stay connected while they travel from wall to wall. You might also choose to have
students return chosen cards to the card pile immediately instead of keeping them.

**Closure and Assessment**

**Written and Oral**
- Write a short definition of metabolism. List two factors that influence the rate of
  metabolism.

**Project**
- Have students create a collage showing a train ("metabolism") that goes slow or fast,
  depending on what students put in the storage cars. Choose from pictures and cards
  with various physical activities and foods from various food groups. For example,
  more vigorous physical activities tend to increase the metabolic rate, and foods with
  more calories will take longer to process as fuel.

**Extending the Lesson**
- Have students arrange the Pyramid Cards they collected into food groups in the
  shape of the Food Guide Pyramid. Let them discuss their nutritional plans for the
day. This is a great way to integrate a nutrition lesson in physical education. Ask "Did they have enough servings of [a specific nutrient, such as carbohydrates]?"

- Ask the classroom teacher to introduce or review how to read food labels for calories and integrate math by figuring out how much activity will metabolize each serving.
EDCI 429 Block Plan

Adventure Block Plan
Day 3

SUMMATIVE OBJECTIVE: SWBAT achieve over 2,000 steps through the activities during class on their pedometers.

INTRO ACTIVITY: 2 Minutes of Jogging

FITNESS ACTIVITY: Continuous Relay
Fitness Concept: Cardiovascular, Muscular Endurance

LESSON FOCUS:
1. Teamwork skills
2. Communication skills

CULMINATING ACTIVITY: Fitness Fun with Mats

LESSON OBJECTIVES: (P) SW be able to get in over 2,000 steps in while participating in today’s activities on their pedometers.
(C) Students will answer my questions as a group quickly displaying knowledge of what they learned today. Also, students will be able to name the 5 components of fitness correctly when prompted by the teacher.

NATIONAL STANDARD: 5. Demonstrates competency in many movement forms and proficiency in a few movement forms.

BENCHMARK: 9.1.1 Demonstrate the ability to use and appreciate activity-specific skills

ASSESSMENT TOOL: Journal Worksheet

TECHNOLOGY: I used Microsoft word to help type my lesson and to develop worksheets.

ADAPTIONS & CHALLENGES: Students who are handicapped can be motivators and help devise the team strategy.

EQUIPMENT: One pencil and journal for every student, 5 gym mats, courts, and stop watch heart rate monitors, pedometers, and a whistle. Also see attached in the fitness lesson for other equipment.
Continuous Relay

Intermediate Level

Type and Frequency: Frequency refers to how often one should perform a TYPE of exercise or activity. Type refers to the selection and the participation in an appropriate activity for gaining benefits in muscular strength, endurance, aerobic endurance and flexibility.

Purpose
Students will understand (1) that the daily activities they perform on a regular basis fit in the activity pyramid under different types of exercises; (2) that the frequency of each exercise are to be done a specific number of times per week; and (3) the differences between the many types of exercises related to each component of physical fitness.

Equipment Needed
- Pyramid Cards (one for each team, see attached).
- Exercise cards (each card lists one exercise or daily activities, i.e. walk the dog; weight lifting).
- Music (fun and continuous)
- Each team needs one step, one jump rope, one carpet square.

Relationship to National Standards
Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness - Student will identify several activities related to each component of physical fitness.

Set Induction
Introduce or review the exercise pyramid and the types of physical fitness activities that should be performed on a weekly basis. Explain that today's activity will help students understand the types of activities and the frequency of each activity.

Procedure
1. Students are in groups of four.
   →△
   † #1 jumping rope
   ↓
   † #2 curl-ups or push-ups or crab dips
Three of the students in each line perform a designated exercise while the fourth student runs (3 lengths of the gym) first to the jump rope team mate at a line at the opposite end of the gym, back to the stepper and then back to the jump rope team mate, where there is an exercise pyramid sheet and exercise cards. Once the runner has reached the end line, he/she picks one activity card and places it on the corresponding category (Example: the activity card showing someone riding a bike would be placed on the lifetime fitness category session on the pyramid). After finishing this task, the runner high fives the number one student who is jumping rope and then takes his/her place. The #1 student then runs to the #2 student who is performing curl-ups and high fives the number two student and then takes his/her place. Then the #2 student runs to the #3 student who is performing an aerobic basic step, high fives him/her and then takes his/her place. Then the #3 student runs to the pyramid to start the relay over again. Continue until all activity cards have been placed. The person performing the step aerobics is also the team motivator and is to cheer the team on to work hard at their exercise.

Teaching Hints

Play fun, continuous music during the activity. Remind students to be careful when moving through open spaces. The person performing the step aerobics is also the team motivator and is to cheer the team on to work hard at their exercise. You can change the exercises each time through so they are doing different and fun exercises at each part of the relay.

- Use upside down carpet squares and have #4 do "the twist"
- Use beanbags and small buckets and have #2 do alternating hand beanbag pick up in between push-ups. Students pick up one bean bag with right hand put the bean bag in the bucket then do the same with left hand, then they do a push-up and so on.
- Give the continuous relay a dance twist. Have each part of the relay perform a dance related activity, i.e. Macarena push-ups; Macarena curl-ups; twist and shout jumping jacks (twist 4 counts and then perform a jumping jack and shout); have the runner perform high knee skips or leaps.

Closure and Assessment
Written and Oral

- Discuss what daily activities the students perform and what type of exercise they are and where they fit in the activity pyramid.

Journal entry

- Provide students with an activity pyramid sheet and have students draw or write in the activities they do on a weekly basis and where they fit in the activity pyramid.
EDCI 429 Block Plan

Adventure Block Plan
Day 4

SUMMATIVE OBJECTIVE: Students display knowledge and devise a plan to get the ball to one end of the court to the other without dropping it in 3 trials.

INTRO ACTIVITY: Football Passing

FITNESS ACTIVITY: Muscle Hustle
Fitness Concept: Muscular Strength and Endurance

LESSON FOCUS:
1. Teamwork skills
2. Communication skills

CULMINATING ACTIVITY: Lift Off

LESSON OBJECTIVES: (P) SW participate to the best of their ability and achieve a heart rate of 140 or more during Muscle Hustle. (C) Students display knowledge and devise a plan to get the ball to one end of the court to the other without dropping it in 3 trials.

NATIONAL STANDARD: 5. Demonstrate responsible personal and social behavior in physical activity settings.

BENCHMARK: 9.5.2 Understand benefits of physical education on social and emotional well-being.

ASSESSMENT TOOL: Journal Writing

TECHNOLOGY: I used Microsoft word to help type my lesson.

ADAPTIONS & CHALLENGES: Use wider pieces of pipe or different types of balls.

EQUIPMENT: One pencil and journal for every student, 30 pieces of pipe, heart rate monitors, 14 balls, whistle, and a stop watch. Also see attached in the fitness lesson for other equipment.
Muscle Hustle

**Muscular strength** involves the strongest force possible to perform a task that can be produced by a group of muscles. **Muscular endurance** is the ability to move your body or an object over and over again without getting tired. For most activities you use both muscular strength and endurance. If you don’t use your muscles regularly, they can lose strength and endurance. Muscles require appropriate nutrition, especially getting enough protein.

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the definition of muscular strength and endurance by participating in several circuit activities that involve these components.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muscle Hustle station signs (listing a sport, skill, or activity that requires muscular strength or endurance; see sidebar)</td>
</tr>
<tr>
<td>Equipment needed for stations: volleyball, soccer ball, basketball, or the like</td>
</tr>
<tr>
<td>Cones</td>
</tr>
<tr>
<td>Segmented music tape (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship to National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Standard 4: Student achieves and maintains a health-enhancing level of physical fitness – Student will identify several activities related to each component of physical fitness and at least one activity associated with each component of health-related physical fitness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set Induction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define muscular strength and endurance. Share or have students share a few examples of each. Explain that today students will participate in a circuit designed to build muscular strength and endurance, which, in turn, will enhance physical activity and sport performance. Describe the station activities to students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Divide students into small groups and have each group go to a station.</td>
</tr>
<tr>
<td>2. Signal students to perform the activity on their station’s Muscle Hustle sign for 30 seconds.</td>
</tr>
<tr>
<td>3. Stop and ask students to try to guess if the exercise is developing MS or ME.</td>
</tr>
<tr>
<td>4. Have students rotate from station to station.</td>
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<tr>
<td>5. Continue as long as desired.</td>
</tr>
</tbody>
</table>

**Muscle Hustle Sample Stations**
Basketball rebound (shoot a basketball at a wall, jump up and grab the Rebound)
Basketball guard position - slide
Kicking a Nerf soccer ball into a goal
Jumping rope continuously
Standing long jump for distance
Medicine ball throw

Closure and Assessment
Written and Oral
- Ask which activities used muscular strength, which used muscular endurance, and which used both, and why.
- Have students write a short definition of muscular strength and give two examples of physical activities that require muscular strength.
- Have students write a short definition of muscular endurance and give two examples of physical activities that require muscular endurance.

Project
- Provide students with a list of physical activities and have them identify skills that require muscular strength and endurance (see examples).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Muscular Strength</th>
<th>Muscular Endurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball and softball</td>
<td>Throwing ball</td>
<td>Pitching</td>
</tr>
<tr>
<td></td>
<td>From center field</td>
<td>for an inning</td>
</tr>
<tr>
<td>Horseback riding</td>
<td>Placing western saddle</td>
<td>Carrying saddle</td>
</tr>
<tr>
<td></td>
<td>On horse</td>
<td>to horse</td>
</tr>
</tbody>
</table>

Extending the Lesson
- Have the students look at a famous sports figure and discuss the types of training and skills they went through to make them a successful athlete. Discuss the kinds of workouts that they would need to perform to improve the sport that they enjoy performing.
- Construct a bulletin board showing that proteins are essential foods for building muscle mass. Assert that building muscle mass helps build strong bones. Show the kinds of foods that need to be consumed to get the correct amount of minerals, vitamins, and protein needed for strong muscles.
EDCI 429 Block Plan

Adventure Block Plan
Day 5

SUMMATIVE OBJECTIVE: SW show knowledge by reciting the names of the muscles we worked on at the end of the class period as a group.

INTRO ACTIVITY: Basketball (PIG)

FITNESS ACTIVITY: Muscle Magic
Fitness Concept: Muscular Strength and Endurance

LESSON FOCUS:
1. Leadership skills
2. Communication skills

CULMINATING ACTIVITY: Trust Falls

LESSON OBJECTIVES: (C) SW show knowledge by reciting the names of the muscles we worked on at the end of the class period as a group.

(A) Students will show respect to other students and show that they can be trustworthy by catching them and be encouraging.

NATIONAL STANDARD: 5. Demonstrate responsible personal and social behavior in physical activity settings.

BENCHMARK: 9.5.2 Understand benefits of physical education on social and emotional well-being.

ASSESSMENT TOOL: Journal Writing how they felt during trust falls.

TECHNOLOGY: I used Microsoft word to help type my lesson.

ADAPTIONS & CHALLENGES: None

EQUIPMENT: One pencil and journal for every student whistle, and watch. Also see attached in the fitness lesson for other equipment.
Muscle Magic

**Type** means what kind of activity you participate in to improve or maintain muscle strength and endurance. You develop muscular strength and endurance by doing specific exercises and activities for specific muscles and muscle groups. The type of muscular strength and endurance activities you do should depend on your personal goals and interests.

**Purpose**
Students will identify specific exercises that improve muscular strength and endurance in specific muscles and muscle groups, and understand that the correct type of strength training they perform depends on the activity or sport for which they are training.

**Equipment Needed**
- Muscle Magic signs (listing muscle or muscle group name, a picture, and one or more exercises and activities that develop muscular strength and muscular endurance for that particular muscle or muscle group, for example, triceps – push-ups, dips; gastrocnemius – toe raises, jump rope; and so on)
- Equipment for activities: jump ropes, dyna bands, bike tubes, and so on
- Music (optional)

**Relationship to National Standards**
*Physical Education Standard 4:* Student achieves and maintains a health-enhancing level of physical fitness – Student will identify several activities that relate to a component of physical fitness.

**Set Induction**
Define type as it relates to muscular strength and endurance. Offer some examples and ask students to share more examples. Introduce the activity or activities you have planned for today, stressing safety and correct technique.

**Procedure**
There are many ways to play Muscle Magic.
1. Introduce a “Muscle of the Week.”
   a. Discuss where the muscle is; what it does; and how it helps in daily work, play, and sports.
   b. Teach various exercises that work the muscle or muscle group.

2. Play Muscle Magic by setting up stations.
   a. Post each Muscle Magic sign at a station.
   b. Rotate small groups of students from station to station until everyone has participated in all the activities.
Teaching Hints
Be sure to stress safety and proper form at stations where students are using dyna bands or bike tubes.

Closure and Assessment
Written and Oral
- Write a short definition of type as it relates to muscular strength and endurance. Briefly explain specificity of training.

Project
- Have student design a set of Muscle Magic cards for a physical activity in which he or she has an interest.

Extending the Lessons
- Collect pictures of people using muscles in various activities, work, play, sports, and so on.
- Develop a "Muscle of the Month" bulletin board. Each month feature a muscle used in your Physical Best activities.
- Create a board game using specific muscles and their anatomical name.
EDCI 429 Block Plan

Adventure Block Plan
Day 6

SUMMATIVE OBJECTIVE: SW be able to correctly answer what the drawer is drawing in the game of Pictionary 1 out 3 times.

INTRO ACTIVITY: Builders and Bulldozers

FITNESS ACTIVITY: Push-Up-Curl-Up Fun
Fitness Concept: Muscular Endurance

LESSON FOCUS:
1. Teamwork skills
2. Communication skills

CULMINATING ACTIVITY: Human Pictionary

LESSON OBJECTIVES: (P) SW be able to continuously do the exercise given through half a song I play during Push-Up-Curl-Up Fun.
(C) SW be able to correctly answer what the drawer is drawing in the game of Pictionary 1 out 3 times.

NATIONAL STANDARD: 3. Exhibit a physically active lifestyle.

BENCHMARK: 9.3.2 Identify physical activities that contribute to the improvement of specific fitness components

ASSESSMENT TOOL: Teacher assesses by winning team

TECHNOLOGY: I used Microsoft word to help type my lesson and to print our pictures.

ADAPTIONS & CHALLENGES: Students who can’t see as well can sit closer.

EQUIPMENT: Paper and pictures provided by me whistle, and a watch. Also see attached in the fitness lesson for other equipment.
Push-Up-Curl-Up Fun

The goal of increasing muscular endurance (progression) requires doing more than usual. Time, type, intensity, and frequency all depend on one another.

Purpose

Students will explain one example of progression in a muscular strength or muscular endurance activity and understand that frequency, intensity, time, and type are all related and affect the overall performance of the body.

Equipment Needed

- Challenge poster (see sidebar)
- Segmented music tapes (15-15 tape, 20-15 tape, 30-15 tape, and so on; first one for today, others for future lessons)
- Beanbags
- Small plastic bucket
- Mat

Challenge Poster Ideas

Note: Add pictures if desired.

Push-Up Fun - assume push-up position and move hands to the cadence: over, over, back, Back.

Beanbag Push-Up - assume a push-up position, then pick up a beanbag with one hand and place it in the bucket. Repeat with the other hand and pick up a second beanbag; continue this pattern until all the beanbags are in the bucket. Continue longer by then taking the beanbags out of the buckets. (If you do not have buckets, students can place beanbags over a line and back).

Triceps push-up - in a crab position, lower the body while flexing (bending elbows, and return to starting position by extending arms.

Regular push-up

Elevated push-up - assume the push-up position but raise the feet off the floor by resting on a folded mat, a bench, or the like.

Four-count curl-up - in a curl-up position, knees bent, come up to touch knees, toes, knees, then return to floor.
Reverse curl-up - start in the up position, knees bent, and lower self slowly in four counts.

Arms-folded curl-up - do a curl-up, knees bent with arms folded across the chest.
One-legged curl-up - do a regular curl-up with one leg bent and the other raised off the floor and hooked around the opposite ankle.

Relationship to National Standards
Physical Education Standard 3: Student exhibits a physically active lifestyle - Student will select and participate regularly in physical activities for the purpose of improving skill and health.

Set Induction
Define progression as it relates to frequency, intensity, time, and type. Teach and allow students to practice the push-up and curl-up positions to ensure correct technique. Remind students that each individual must work from his or her current abilities to gradually and safely progress to better and better performance. It is important to remind students that they are each improving, and not competing with one another.

Procedure
1. Display the challenge poster and begin a segmented music tape to manage the activity.
2. Direct each student to work in a self-space. Remind them to warm up and stretch before beginning.
3. Have each student choose one challenge (push-up or curl-up variation) from the poster and, beginning slowly, perform the exercise while the music is playing.
4. Direct students to rest when the music is off.
5. Repeat the same exercise challenge for a second set, then a third set (depending on individual abilities).
6. After the third set, have each student choose another exercise challenge from the poster.
7. Continue the challenges at your discretion.

Teaching Hints
Be sure to have students warm up and cool down properly. When revisiting this activity, increase the workload by having the students perform the challenges with a new music tape (more time spent on activity, less on rest).

Closure and Assessment
Written and Oral
Write a short definition of progression as it relates to muscular strength and endurance.
Project
Discuss with your partner(s) the improvement you have made through the hard work and goal-setting process. Discuss what you did well and what you could improve. Share with the class those suggestions.

Extending the Lesson
Take students to visit the high school weight raining room or a health club. Bring in an orthopedic surgeon or physical therapist to discuss muscular strength and muscular endurance and their importance in overall health.
EDCI 429 Block Plan

Adventure Block Plan
Day 7

SUMMATIVE OBJECTIVE: SW participate to the best of their ability and achieve a heart rate of 130 or more during X Marks the Spot.

INTRO ACTIVITY: Scooter Tag

FITNESS ACTIVITY: X Marks the Spot
Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Leadership skills
2. Communication skills

CULMINATING ACTIVITY: Human Knot

LESSON OBJECTIVES: (P) SW participate to the best of their ability and achieve a heart rate of 130 or more during X Marks the Spot.
(A) Students will show respect to fellow classmates by respecting his/her ideas during the activity.

NATIONAL STANDARD: 5. Demonstrate responsible personal and social behavior in physical activity settings.

BENCHMARK: 9.5.2 Understand benefits of physical education on social and emotional well-being.

ASSESSMENT TOOL: Journal Worksheet

TECHNOLOGY: I used Microsoft word to help type my lesson.

ADAPTIONS & CHALLENGES: Make the groups smaller for more success.

EQUIPMENT: One pencil and journal for every student whistle, heart rate monitors, and a watch. Also see attached in the fitness lesson for other equipment.
**X Marks the Spot**

Intensity is the level of energy that is put forth during an activity and can be measured in several ways – heart rate and a 1-10 (1 – very easy) scale being the easiest ways. Intensity levels can be changed by increasing distance, speed, or resistance. Varying intensities during physical activity is a good idea so you don’t become “stale” mentally or physically.

### Purpose
Students will understand what happens when intensity levels are varied by participating in a warm-up, X Marks the Spot game, and a cool down.

### Equipment Needed
- 25-30 poly spots
- 30-36 pieces of treasure
- CD
- CD player
- Flags for each student

### Relationship to National Standards
National Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

### Set Induction
Define intensity and give a few examples of how to change intensity and ask for some examples. Explain the X-Marks the Spot game and its relationship to intensity. Describe the warm-up and cool-down process – flag tag.

### Procedure
1. Have each student grab a flag and tuck into a pocket
2. Start warm-up activity – lasts about 1 minute
3. Split the class into groups of 4 by flag color and pick an X
4. Game starts when music starts
5. There are 6 objects in the middle of each X
6. Students will take 1 object at a time back to their location
7. Students can take objects from other people – can not carry more than one object at a time
8. Game is re-set when 1 person has 3 objects at their home base
9. After 2 minutes increase the distance between spots
10. Cool down game of tag – until heart rates start to drop

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**EDCI 429 Block Plan**
Adventure Block Plan

Day 8

SUMMATIVE OBJECTIVE: SW participate in blind soccer and score 3 goals while being blindfolded with the help of a partner.

INTRO ACTIVITY: Soccer Passing

FITNESS ACTIVITY: Goal-den Gates

Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Communication skills
2. Teamwork skills

CULMINATING ACTIVITY: Blind Soccer

LESSON OBJECTIVES: (P) SW participate in blind soccer and score 3 goals while being blindfolded with the help of a partner.

(A) Students will help their partner and make them feel safe and comforted while being blindfolded

NATIONAL STANDARD: 4. Demonstrate responsible personal and social behavior in physical activity settings.

BENCHMARK: 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.

ASSESSMENT TOOL: Personal Checklist

TECHNOLOGY: I used Microsoft word to help type my lesson.

ADAPTIONS & CHALLENGES: Use a bigger ball if they have trouble with kicking.

EQUIPMENT: One pencil and checklist for every student, 18 soccer balls, outside area, 18 blindfolds, whistle, watch and 36 cones. Also see handout below for fitness equipment.

GOAL-den Gates
• Students will learn the benefits of passing accurately to a partner.
• Students will learn the benefits of communicating with a partner in order to succeed.
• Students will understand the benefits of an increased heart rate and/or steps.

**Equipment Needed**

- Small Cones
- Soccer Balls
- Music (if necessary)
- Pedometer/HR Monitor (if necessary)

**Relationship to National Standards**

- Standard 2: Applies movement concepts and principles to the learning and development of motor skills.
- Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**Procedure**

1. Explain to the students the benefits of accurate passing with a teammate and moving after a pass in order to advance up the field towards goal.
2. Have students pair up, each pair must have a ball.
3. Each pair of cones (gate) are set 2 yards apart. (10+ gates is suggested)
4. Students are instructed that when the music begins, they will try to pass the ball through a gate and have their partner receive the ball on the opposite side of the gate to receive 1 point.
5. When the game begins, the students are encouraged to score as many goals (pass through as many gates) as possible before time is up (approx. 1-2 mins)
6. In between games, ask students why or why not they were successful at passing through a gate.
7. Key cues
   a. Communicate with partner
   b. Move quickly after pass to another gate
   c. Accurate passes

**Adaptations**

1. Add/remove gates
2. Increase/Decrease boundaries
3. Limit the amount of touches that the students can dribble
4. Limit which foot they can use
Assessment:
1. Pedometers - students record how many steps after each game.
2. Students record how many gates they scored after each game.
SUMMATIVE OBJECTIVE: Students will show respect to fellow classmates by respecting his/her ideas during the activity.

INTRO ACTIVITY: Switch and Rotate

FITNESS ACTIVITY: Pizza Delivery
Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Leadership skills
2. Communication skills

CULMINATING ACTIVITY: E.T. Phone Home

LESSON OBJECTIVES: (P) SW participate to the best of their ability and achieve a heart rate of 150 or more during the Pizza Delivery activity. (A) Students will show respect to fellow classmates by respecting his/her ideas during the activity.


BENCHMARK: 9.6.2 Develop strategies for inclusion of others in physical activity.

ASSESSMENT TOOL: Journal Worksheet

TECHNOLOGY: I used Microsoft word to help type my lesson and to print out my pictures.

ADAPTIONS & CHALLENGES: Make the hurdles lower and space smaller.

EQUIPMENT: One pencil and journal for every student, inner tube, heart rate monitors, large space, whistle, and a stop watch. Also see handout below for fitness equipment.
Students will practice locomotor skills specifically leaping and jumping and learn the definitions of exercise words.

**Equipment:**
- Small pizza boxes set up as hurdles.
- Laminated pizza slices with Velcro on the back and numbers on the front (1-8)
- Pizza Pizza Music
- Fitness

**Activity Description:**
- Children start standing in groups of 2,3, or 4 at end line. When the music plays, the first student of the group leaps over all the boxes in their relay row bringing with them a pizza slice. When they get to the other end line, an open pizza box will be placed on the line with numbered pizza slices. Students match the pizza slice with the numbered pizza slice in the box, until the pizza is complete. Students pick up a laminated letter each time they match a pizza slice. Students skip back, leap over the boxes again or jump over the boxes back.
- Once the pizza is complete students try to spell one of the fitness words. (K-2nd graders will need the different fitness words written on a dry erase board or poster so they can try to spell a fitness word.
- Ask the students to define the word. Provide what it means to have fit body.

**EDCI 429 Block Plan**

**Adventure Block Plan**

**Day 10**
SUMMATIVE OBJECTIVE: SW participate to complete the Giant Puzzle without any errors in a time of less than 12 minutes.

INTRO ACTIVITY: TOG (Jog-Tag)

FITNESS ACTIVITY: Calorie Blaster
Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Communication skills
2. Cooperation skills

CULMINATING ACTIVITY: Giant Puzzle

LESSON OBJECTIVES: (P) SW participate to complete the Giant Puzzle without any errors in a time of less than 12 minutes.
(A) Students will show respect by helping the students and giving knowledge of where the puzzle piece may go.


BENCHMARK: 9.6.2 Develop strategies for inclusion of others in physical activity.

ASSESSMENT TOOL: Journal Assignment

TECHNOLOGY: I used Microsoft word to help type my lesson and to print out my puzzle pieces.

ADAPTIONS & CHALLENGES: Make the puzzle easier.

EQUIPMENT: One pencil and journal for every student, puzzle pieces, whistle, and a stop watch. Also see handout below for fitness equipment.

Calorie Blaster
Level: Primary and Intermediate
Focus: Define what a calorie is and much activity it take to consume calories, Also Benefits of Fat

Equipment: Pins and beanbags

Activity Description: Provide each student with a bean bag and a bowling pin which represent calories taken into the body. Students spread out in the gym with their pin and beanbag. They place the bowling pin safely at their feet. The object of the activity is to knock down other pins by SLIDING the beanbag on the floor and striking pins down while at the same time protecting their own pin. Once a student's bowling pin has been knocked down and/or it is accidentally knocked down, they are to pick up the pin (calorie) and beanbag, carry them and jog the perimeter of the gym one time in order to get back into the game. Throughout the activity, students will need to leave their pin unprotected to get loose beanbags. Share with the students where calories come from and what foods offer “empty” calories and that exercise is needed to maintain a healthy balance in the body.

EDCI 429 Block Plan

Adventure Block Plan
Day 11
SUMMATIVE OBJECTIVE: SWBAT to work as a team using all skills (teamwork, cooperation, and problem solving, leadership, and trust development) needed to get through a horizontal spider-web without touching any part of the web.

INTRO ACTIVITY: Flag Drag Tag

FITNESS ACTIVITY: Aerobic Scavenger Hunt
Fitness Concept: Cardiovascular

LESSON FOCUS:
1. Teamwork skills
2. Leadership skills

CULMINATING ACTIVITY: Through the Web of Doom

LESSON OBJECTIVES: (P) SWBAT to work as a team using all skills (teamwork, cooperation, and problem solving, leadership, and trust development) needed to get through a horizontal spider-web without touching any part of the web.
(A) Students will work as a team and help get everyone through the web.

NATIONAL STANDARD: 5. Demonstrate responsible personal and social behavior in physical activity settings.

BENCHMARK: 9.5.2 Understand benefits of physical education on social and emotional well-being.

ASSESSMENT TOOL: Journal Assignment

TECHNOLOGY: I used Microsoft word to help type my lesson.

ADAPTIONS & CHALLENGES: Students who are handicapped can be motivators and help devise the team strategy. Also you can lower the spider web and make the holes bigger in the spider web.

EQUIPMENT: One pencil and journal for every student, spider webs, and 6 rubber balls. Also see hand out for fitness for the fitness equipment.
Purpose:
- Students will be able to identify the benefits of aerobic fitness.

Equipment:
- 8 colors-home base/shirts and hoops
- 8 colored exercise stations with 1 marker to match each station
- Health Benefit Worksheet checked at each station after exercise
- 8 color sequence card (teams will know where to start and which station to go to next)
- 3 to 4 eight-packs of colored crayons
- Music Player
- 8 Hula hoops, one per team

Procedure:
1. Introduction: Aerobic activities done often over time will benefit the body in many ways. You will find out how in the activity.
2. Place hoops around the activity area, one per team. Place color sequence card in each hoop. Scatter cones in the playing field with a picture card under each object.
3. Put class into teams of 3, assign them to a hoop and give them the health benefit checklist.
4. Explain to students there are benefits to aerobic exercise. Tell them that they will be hunting for these benefits today, and explain when they find the card, by running cone to cone, to do the exercise on the card.
   While explaining the above procedure, have one group DEMONSTRATE the activity. (Where to start, how to move, mark on sheet, and jog back to home hoop color)
5. Each color cone with have a color crayon under it with the health benefit cards. Perform each exercise for until music stops, check off the exercise on the paper with the crayon. Return the crayon and card back to its hiding place.
6. Hurry back to your hoop and find what color you have to hunt for next. Repeat until your check list is complete.
7. Conclusion: Remind students that the health benefits of aerobic fitness include a stronger heart, more energy, and a feeling of well-being. They need to participate in aerobic fitness over time to gain the benefits.
**FITNESS ACTIVITY:** None

**LESSON FOCUS:**
1. Muscular Endurance
2. Cardiovascular Endurance

**CULMINATING ACTIVITY:** Rock Climbing Wall

LESSON OBJECTIVES: (P) SWBAT climb to the top of the wall on one of the levels of difficulty in a 5 minute time period.

(C) Students will learn the basic techniques to hook up to a ballet and know how to use the climbing equipment correctly.

NATIONAL STANDARD: 7. Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

BENCHMARK: 9.7.3 Identify the positive feelings that result from physical activity and participation alone and with others.

ASSESSMENT TOOL: Quiz over instruction of climbing safety.

TECHNOLOGY: Power point presentation and a video over climbing.

ADAPTIONS & CHALLENGES: Students who can’t climb high can try it on a smaller wall or easier path.

EQUIPMENT: Quiz, pencils, and Rock climbing center.

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**Resources Introductory Activities:**

1. **Basketball Continuous Knockout:** All of the students will have a basketball. The object is to knock fellow classmates’ ball out of the playing area. Once you are knocked out you may join another game which hence the name continuous knockout.

2. **4 Square:** The object of the game is to knock out a person who is higher ranked than you by bouncing the ball so they may not return it to another square.
3. **2 Minutes of Jogging**: They will be doing 2 minutes of jogging to help them achieve their goal of 2,000 steps on their digi-walkers.

4. **Football Passing**: Student will immediately pair up with another person and practice passing and catching with a partner about 10 feet apart. They may use movement to make the activity harder.

5. **Basketball (PIG)**: Students will get in groups of 5 or less and play PIG against one another until the class is ready to begin.

6. **Builders and Bulldozers**: The class will be split in half into two teams. You will either be a builder who stacks the cups up or a bulldozer who knocks them down. We will switch rolls after a few minutes.

7. **Scooter Tag**: We will have 4 people it they will wear pennies. If you get tagged you will have to give 10 push-ups before entering the game again.

8. **Soccer Passing**: Student will immediately pair up with another person and practice passing and trapping with a partner about 15 feet apart.

9. **Switch and Rotate**: The object of this game is to stay so close to a partner that when the teacher says *Stop* and the players freeze, the follower can still touch the leader. When the teacher says *Switch*, the partners change roles, and the follower becomes the leader.

10. **TOG (Jog-Tag)**: The activity takes place on a track or around the outside perimeter of a gym. Two or three taggers start at one end of the track while the rest of the class starts at the opposite end. All students (including taggers) are instructed to run in one direction around the track. On the signal, the students begin to run. The taggers work to catch up with the rest of the students. Once a student is tagged, they turn and jog on the outer edges of the circle, running in the opposite direction of the students who have not been tagged yet. This allows them to stay safely out of the chase, and also allows everyone to see who is left to be tagged. Eventually taggers and students lap each other, causing students to develop tactics for getting passed the tagger. Taggers are allowed to turn and tag someone behind them, but not run in the opposite direction. It often gets interesting as one student will wait for another to be a decoy, then several students will race by the tagger. When only 2 or 3 students remain, they become the new taggers. The new taggers put the pennies on, and the game begins again. Often 2 rounds will last about 5 minutes and the students get a tremendous aerobic workout without feeling as though they’ve been made to run continuously for several minutes.

11. **Flag Drag Tag**: Flag Drag Tag is a nice instant activity for a field hockey unit. It’s a good warm-up for students’ legs and also gets them comfortable moving about in the bent over position that is necessary to properly grip a field hockey stick. Use cones to establish the playing area. Place the hula hoops around the perimeter of this area. The number of hula hoops will depend on class size and also on the amount of taggers. Hand out two
flags (one for each hand) to all students except 2-4 (depends on class size—you can have more or less). These students (called the **runners**) will have one flag in each hand and will move (i.e., jogging, running, walking, etc.) in the designated area dragging the flags behind them. The **runners’** flags must stay in contact with the ground and behind them at all times. The **taggers** (who do not have flags) will then “tag” the runners by “stepping” on their flags with their feet. Once a runner has his/her flag “stepped on”, they must release the “stepped on” flag. The tagger then takes the “stepped on” flag and places it inside one of the hula hoops. The runner (whose flag was “stepped on”) continues to participate in the game until his/her other flag is “stepped on”. When a runner has no flags left, he/she must step outside of the playing area and do five jumping jacks before retrieving two flags from the hula hoops to rejoin the game. Be sure to switch taggers often.

12. **None**

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**Resources Culminating Activities:**

1. **Over the Mountain**: Groups work together either to construct a mountain or to move it into place. The mountain can consist of a bench, large play blocks, or anything else that appeals to them. Once the group has helped move the mountain, they again work together to put the grass on top of the mountain. A mat draped over the mountain makes good grass. To form the caterpillar, the group lines up on their hands and knees, and hold the
ankles of the group member in front of them. Caterpillars can link up with other
caterpillars until one giant caterpillar is formed, which crawls over the mountain and
slides down the other side. A whole-class caterpillar may need more than one mountain
to crawl over.

2. **Search and Rescue**: The object of this game is rescue certain things on a “river” by
only using 7 poly spots which only 2 of them can go backwards in the order of your team.
You may only stand on the poly spots if you should happen to come off the poly spots
and step into the “river” something strange and wonderful will happen to your team like
no one can talk or start over etc.

3. **Fitness Fun with Mats**: There will be groups of 5 students with 6 different groups.
They will work together to manipulate a gym mat in 3 different challenges. Challenge 1:
The students will move the mat across the gym. The students must stay on top of the
unfolded mat and not touch the gym floor. Challenge 2: All students start standing on a
folded mat. They must unfold the mat without touching the floor. Once they have
unfolded, they must refold it without touching the floor.

4. **Lift Off**: Their will be 5 students in a group with 6 different groups. Each student will
hold onto a piece of string. The string must be kept tight throughout the activity.
Together they must transfer the ball from the first station to the second. They must now
transfer the ball from the second station to the third

5. **Trust Falls**: Students will get a partner. One student will be the faller and the other
student will be the spotter. The faller will cross hands at wrists and lock hands together.
They will then fold arms toward themselves to lock arms to prevent from swinging the
arms out when falling. Commands are very important in this activity.
1. Participant: Spotter ready?
2. Spotter: READY!
3. (Name of student) Falling?
4. Fall away (Name of student)
The participants will practice the fall several times before switching roles.

6. **Human Pictionary**: Students will get into 3 groups of 10. During each round, there
will be 3 guessers and 7 “drawers”. The teacher will call the 7 drawers from each group
over and give them a picture. The drawers will then go back to their groups and when the
teacher says go they will form either the picture or shapes in order to get their guessers to
guess the picture. Drawers can not act out the picture or speak to the guessers.

7. **Human Knot**: Students will get into groups of 5 with 6 different groups. Groups will
get into their own circles and students will reach across the circle and grab a hand with
one of their group members. They will then grab another group members’ hand.
Students cannot grab a hand of someone next to them and they cannot be grabbing the
same persons hand with both hands. The objective is to untie the knot created without
breaking grips with the student you are tied with
8. **Blind Soccer**: Their will be groups of 2 with one person starting off being blindfolded and the other person will be eyes of the person being blindfolded. The person that can see must verbally tell the blind person where to go to kick the ball across a certain goal line to score. There can only be verbal communication, touching is not allowed to show person where to go. Do not kick hard or high. Switch roles than play again.

9. **E.T. Phone Home**: There will be 3 to 5 different teams with 5 to 6 students per group. The activity is done on a large field and the end lines will be marked with cones. Their will be inner-tubes at mid-field. Their will be one person from each group that will be the listener. The listener will stand in the inner-tube at mid-field and will be blindfolded and spun around. The groups at the end line cannot make a sound so they do not give clues to their teammates. When the teacher says go, the teammates will try to call the listener from their group back. When the listener gets back, they take off their blindfold and run back to the inner-tube and kick it across the length of the field into a goal or cross the end line.

10. **Giant Puzzle**: Students will get into groups of 10 and each student will have a puzzle piece. Each group's objective is to assemble their giant puzzle. The one rule is that only the owner of each puzzle piece can place that piece where it belongs. Other group members may make suggestions, but cannot place another student's piece in the puzzle.

11. **Through the Web of Doom**: This is a difficult challenge that requires a great deal of physical help from teammates. All group members must travel from one end of the web to the other-without touching the web or any supports that hold the web. Group members must travel over each web strand. They are not to travel under the web.

12. **Rock Climbing Wall**: Students will be going to a fitness facility that has an indoor rock climbing wall. They will get to try different difficulty levels of climbing.

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**Resources**


Challenges. Champaign, IL: Human Kinetics.


Flynn, Susan. Handouts.

Daily Journal for Adventure Activities Unit

Name: _______________________________
Everyday you will reflect on 2 positive experiences from class each day. You will also write about one where you incorporated teamwork into the lesson. You will be graded on correct grammar and sentence structure. Each day will be worth 5 points.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:
Day 6:

Day 7:

Day 8:

Day 9:
Day 10:

You will be recording your heart rate in the boxes that says HR and the trial number. Record the corresponding number with the trial of Continuous Relay we will be working in 2 intervals then taking a quick assessment of our heart rate. At the end of the day write your step count in the appropriate box. Remember our goal is 2,500 steps for the day and achieve a heart rate of 130 or more. If you get 2,500 steps you will receive 3 points and if you get over that I will give you one bonus point for 250 steps after the 2,500.

Day 11:

Day 12:
<table>
<thead>
<tr>
<th>Name</th>
<th>HR Trial 1</th>
<th>HR Trial 2</th>
<th>Step Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rock Climbing Wall Quiz

Name:_____________________________________

Date:_______
You must answer these four questions from the video to be able to participate in today’s rock climbing wall lesson for safety concerns.

1. Always wear a harness that fits you properly.  T/F

2. A helmet should always be warned even if you are not climbing.  T/F

3. What is a belay?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What is the role of a belayer?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name:_____________________________________

Date:______
Adventure Activities Test

Instructions: Circle the best answer to the question. There is only one right answer for each question.

1. What is best described as the muscles ability to exert the maximum amount of strength to perform a one repetition max.
   A. Muscular Endurance
   B. Body Composition
   C. Muscular Strength
   D. Flexibility

2. Which is an example of cardiovascular endurance?
   A. Sit-ups
   B. Push-ups
   C. Jogging
   D. Stretching

3. Flexibility can benefit the body in what way?
   A. Prevent injury during physical activity
   B. Increase your range of motion
   C. Prevents soreness after exercise
   D. All of the above

4. Which activity below was best for learning trust?
   A. Trust Falls
   B. Spider Web of Doom
   C. Blind Soccer
   D. All of the above

5. Which activity below helps build leadership skills?
   A. Search and Rescue
   B. Spider Web of Doom
   C. Continuous Knockout
   D. Both A and B

6. What is a characteristic of a good leader?
   A. Selfishness
   B. A bad listener
   C. Takes charge
   D. Not supportive

7. What is an example of proper safety practices for climbing?
   A. Wearing a helmet
   B. Wearing the proper harness
   C. Always being aware of other climbers
   D. All of the above

8. Which of the below is the best way to lead a person who is blindfolded?
   A. Guiding them by touch
   B. Talking them through the activity
C. Leaving them alone
D. Both A and B

9. What are some ways to increase our heart rate when working out?
   A. Slow down your pace
   B. Pump your arms during the activity
   C. Run faster
   D. Both A and C

10. If Kim is falling what is one of the commands she should say during Trust Falls?
    A. Spotters Ready
    B. Fall Away
    C. Kim Falling
    D. All of the above

True/False: You will answer each question with either a T for True or an F for False.

11. Always wear a harness that fits you properly. ______

12. A helmet should always be worn even if you are not climbing._______

13. Trust is not a good quality to a great leader._____

14. An example of displaying good cooperation is disregarding other teammate’s opinions._____

15. In a blindfolded activity you should always make the blindfolded person feel comfortable with you as a partner._______

Essay: You will now pick two of the following essays to answer out of the 3. You will be graded on sentence structure so make sure to use proper grammar and use complete sentences.

1. What are some good characteristics of a good leader?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
2. Why is teamwork important during adventure education activities?

3. What are some ways you can make a teammate feel more appreciated?

Technology

For this unit the only technology I used was Microsoft word besides when we went to the YMCA to climb the wall. For the climbing wall I used a power point presentation to help show how to hook up properly to the rope. I used a video to show how people climb and help get them excited to go rock climbing. Other technology I
used during the unit was pedometers and heart monitors to help assess student’s workouts. This way I have no unbiased opinion when giving out grades for participation. I also used the internet to help find ideas for this unit. I think technology is a beneficial tool when you can incorporate it into your curriculum.