PEP:
Putting the Fun in Fitness
Adventure Challenge

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Health, Safety and Physical Education
School Reform Commission

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Carol M. White, Physical Education for Progress
Cooperative Agreement # Q215F070064
Physical Education is an integral part of a school-wide, comprehensive, instructional program, and contributes to mental alertness, academic achievement and social development. A quality health-related fitness program, improves children’s muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance. Physical activity can also be an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. Physical Education provides an opportunity for team building, cooperation, leadership development and sportsmanship.

According to NASPE guidelines, a high quality physical education program includes the following components:

- Opportunity to Learn, including qualified teachers and adequate resources
- Meaningful Content, including fitness education and assessment
- Appropriate Instruction, including full inclusion and well-designed lessons

The Office of Teaching and Learning, Division of Health, Safety and Physical Education is pleased to provide you with the Adventure Challenge Unit of the Physical Education Core Curriculum. This unit, made possible through a Department of Education, Carol M. White, Physical Education for Progress (PEP) grant, was developed by a cadre of Philadelphia Health and Physical Educators to meet the specific needs of our schools, teachers, students and communities. It includes background information, guidelines for implementation, equipment recommendations, additional resource identification, sample parent letters and core lessons. There is a blank lesson plan template for you to use for additional lessons that you design.

Thank you for the outstanding job that you do. We will do everything that we can to continue to provide professional updates, workshops and resources to support your program.
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What is adventure? What does it mean to teach adventure?

Webster defines adventure as:

1. a: an undertaking usually involving danger and unknown risks
   b: the encountering of risks; the spirit of adventure

2: an exciting or remarkable experience

Physical Education is a perfect opportunity to introduce students to controlled, teacher created risks that can be called “healthy risks”. Healthy risks are the basis of an adventure unit and encourage students to attempt activities that are out of their comfort zone. An example of a healthy risk would be having a student perform an everyday task while on an elevated beam (2”-6”).

Through adventure education, a student learns how to become a leader while discovering solutions to challenges. They also learn cooperation skills, perseverance, and stress management. Presenting students with challenges allows them to develop multiple solutions using both their bodies and minds. They learn to keep their emotions in control and therefore are able to focus in a simulated, stressful situation. In doing this, we truly teach the comprehensive physical education program, teaching students to have a sound body and a sound mind.

An adventure program does require teachers to have flexibility and imagination. This means using a few pieces of equipment that we use every day to create an adventure challenge activity. Something as simple as the small sit up mats, a leather medicine ball, and a baseball base, can be changed into an activity in which a team must work together to get their team (class) across from one point of safety to another while only making contact with the equipment they were given. Students face the challenge of being close to one another, working together, problem solving, formulating a plan, and manipulating objects and their bodies in order to be successful. These low challenges build the skills students need in order to gain confidence to be successful in activities that are up off the ground.

The final lessons of the adventure program include activities that are off the ground. As students gain trust in the equipment, fellow students, and instructors, they become more comfortable with this level of adventure.

We pride ourselves on building leaders who can perform in high-pressure situations. Adventure is the perfect opportunity to help students learn their capacity for thinking, solving and performing “healthy risks”. Building confidence and being able to perform under stress truly helps the student in life situations, whether in test taking or in emergencies that they may encounter. Our students will have fun while discovering that these skills will help them throughout their lifetime.
PREFACE

Many teachers become fearful that an adventure unit involves the students in the taking of risk. Teachers should not be fearful of what many call controlled risk or perceived risk. The primary emphasis of this unit is to allow students to self discover solutions to the challenges presented. While students are performing these challenges they are learning, not only to use their bodies physically, but also to use their minds to keep their thoughts and emotions in control and be able to focus in perceived stressful situations.

While presenting these challenges the teacher must also buy into the scenario in order to make the challenge as realistic as possible. While it is advised that the teacher limit feedback to guiding questions and encouragement, it is essential that each group is monitored for safety concerns physically, but also for it’s emotional status.

The Adventure Challenge Unit is set up in a teacher friendly manner, which is easy to review and implement. Fourteen (14) lessons make up the entire unit and it is recommended that all 14 be utilized. Should time be a concern, a minimum of 10 lessons should be taught using the following guideline:

- Lessons 1, 2, 3 - mandatory and should be taught in numbered order
- Lessons 4 – 10 - at least three of these should be taught in any order.
- Lessons 11- 14 – mandatory and should be taught in that order.

A list of specific activities along with their activity type (instant, fitness, unit specific) and the lesson where they can be found is included in the support materials along with some ideas on assessment.*

You will find the following information in the Adventure Challenge unit:

- Physical Education for Progress Grant (PEP)

- Acknowledgements

- Academic Standards

- Unit Lessons* 
  - Objective
  - Standard
  - Equipment
  - Instant activity (activity students can begin upon entry into your facility)
  - Fitness activity/warm-up (which can and should be lesson related)
  - The Lesson
  - Closure/review for the students to understand what took place during the lesson.

- Support materials for each lesson. There is a blank lesson form that you may use to enhance and develop your additional lessons.

* Please read the “Some Ideas on Assessment” before starting this unit.
Dear Parents and Caregivers,

The Office of Teaching and Learning, Division of Health, Safety and Physical Education, is reaching out to parents and caregivers as partners in addressing the health and fitness of our students. As you know, there is a tremendous rise in obesity in our nation, including Philadelphia.

Our office is excited to share wonderful news with parents, caregivers, teachers and students. We have been awarded a generous Physical Education for Progress (PEP) grant from the United States Department of Education. This grant is going to allow us to develop updated physical activity units for our schools, including; Fitness, Adventure and Non-Traditional activities. Your child will be the first to experience the new activities.

Over the next few weeks, your student will embark on an adventure in his/her physical education class. During this time, teachers will encourage students to use their bodies and minds to engage in activities that present different levels of challenges. Through carefully planned activities, they will explore themes regarding problem solving, team building, stress management, communication skills, responsibility, trust, and leadership skills. While participating in these physical activities, they will not only learn how to use their body, but how to use their body and mind together as one. They will also learn how to work together as a group to solve challenges presented to them.

Students who fully engage in the Adventure activities will see growth beyond their strength; they will also see growth in their mental and social skills.

Please encourage your student to participate in all of these activities fully so that they can receive the full benefits of this unit. If you have any questions, please feel free to call the school to discuss this unit or classroom procedures with the teachers.

Thank You.

Sincerely,

Bettyann Creighton, Director
Health, Safety and Physical Education
A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
   • modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
   • violence prevention in school
   • self-protection in the home
   • self-protection in public places

B. Describe and apply strategies for emergency and long-term management of injuries.
   • rescue breathing
   • water rescue
   • self-care
   • sport injuries

C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
   • effective negotiation
   • assertive behavior

D. Analyze the role of individual responsibility for safety during organized group activities.
Academic Standards for Health, Safety and Physical Education  
Pennsylvania Department of Education

10.4.9 Grade 9

A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.  
   • stress management  
   • disease prevention  
   • weight management

C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.  
   • exercise (e.g., climate, altitude, location, temperature)  
   • healthy fitness zone  
   • individual fitness status (e.g. cardio/respiratory fitness, muscular endurance, muscular strength, flexibility)  
   • drug/substance use/abuse

D. Analyze factors that affect physical activity preferences of adolescents.  
   • skill competence  
   • social benefits  
   • previous experience  
   • activity confidence

E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.  
   • personal choice  
   • developmental differences  
   • amount of physical activity  
   • authentic practice

F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.  
   • group dynamics  
   • social pressure
10.5.9 Grade 9

A. Describe and apply the components of skill-related fitness to movement performance.
   - agility
   - balance
   - coordination
   - power
   - reaction time
   - speed

B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
   - response selection
   - stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
   - types of skill (i.e. discrete, serial, continuous)

C. Identify and apply practice strategies for skill improvement.

D. Identify and describe the principles of training using appropriate vocabulary.
   - specificity
   - overload
   - progression
   - aerobic/anaerobic
   - circuit/interval
   - repetition/set

E. Analyze and apply scientific and biomechanical principles to complex movements.
   - centripetal/centrifugal force
   - linear motion
   - rotary motion
   - friction/resistance
   - equilibrium
   - number of moving segments

F. Describe and apply game strategies to complex games and physical activities.
   - offensive strategies
   - defensive strategies
   - time management
Adventure Challenge Lessons
Lesson 1

Pipeline/Key Punch

Objective:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Practice problem-solving techniques to meet team goals
• Communicate thoughts and plans designed to solve the problem
• Determine the effectiveness level of communication

Standard:
10.3 – Safe Practices A/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
C. Analyze and apply strategies to avoid or manage conflict and violence
D. Analyze the role of individual responsibility for safety during organized group activity

10.4 – Physical Activity A/B/C/D/E/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
B. Analyze the effects of moderate to vigorous physical activity
C. Analyze the factors that affect the responses of body systems during moderate to vigorous physical activity
D. Analyze factors that affect physical activity preferences
E. Analyze factors that impact the relationship between regular physical activity and motor skill development
F. Analyze the affects of positive and negative interactions of adolescent group members in physical activities

10.5 – Principals and Strategies of Movement A/F
A. Describe and apply the components of skill related fitness and movement performance
F. Describe and apply game strategies to complex games and physical activities

Equipment/Set up:
• 30 flat rubber disks numbered 1 to 30 (may use paper plates)
• stopwatch
• rope or cones to delineate boundary areas
• Several pieces of PVC pipe 1 foot to 4 feet in length (1 per student), Pipes must be wide enough to pass a small ball through
• A ping-pong ball or golf ball
• A bucket or container to catch the ball
**Instant Activity:**
**Warp Speed:** memorize a throwing pattern and try to increase pace

See description

**Fitness Activity:**
**Stability Ball:** Abdominal Curl, Back extensions and push-up

Ref pg.46-47 of Pep fitness unit

**Lesson (Unit Specific):** Problem Solving; Team Building; Aerobic Exercise

**Pipeline:** A fast paced puzzle that will challenge all and frustrate some. Communication is an absolute.

**Key Punch:** A game of problem solving, communication and cooperation.
The destruction of the world lies in your hands. Figure out the correct code before its too late.

See description

**Closure/Cool Down:**
**Discussion:**
Leadership roles; group communication and dynamics; deciding to be a leader or a follower. How to keep the group together and moving as one.
Warp speed

Equipment/Set up:
- 30 flat rubber disks numbered 1 to 30 (may use paper plates)
- Stopwatch
- Rope or cones to delineate boundary areas
- 5 balls or objects that can be tossed safely. Foam soccer/utility balls are the easiest for catching purposes
  - Try using different sized balls to increase difficulty

Group size: 10-15 students

Stage 1:
Students stand in a circle about arms width apart. Using a ball or random object the students must throw the ball across the circle to another student who is not standing next to them. The student must catch it and not allow it to touch the floor. Once an order is established it must remain the same.
Objective: Pass the ball in the exact same order as the one established constantly trying to decrease the amount of time on each attempt. Try to have students complete 3-5 times successfully before moving on.

Stage 2:
Add 3-5 more balls to the mix continuing in the same order. Again the students will be racing the clock or another group.
Each time a ball touches the ground or a player fails to catch it all balls begin again at the start,
If activity is timed, restart the clock as well. If two or more groups are racing, continue until a group emerges victorious.

Key Punch

Equipment: 30 flat rubber disks numbered 1 to 30 (may use paper plates)
- Stopwatch
- Rope or cones to delineate boundary areas

The Game:

Background
- Set up a rectangular area using either the rope or cones
- Place the 30 numbered discs inside the rectangle in random order. Make sure that none of the disks are easy to reach from outside the rectangle
- Place a starting line about 15-20 feet from the rectangle for each group (have each group begin on a different side of the rectangle)
- Try to have between 8-11 students in each group
Framing

Explain to the students that, once again, they are the only ones standing between safety for the community and destruction of the world. They are experts at working with data entry. They must input the correct code to save the human race from an evil alien force. The correct code begins with the number 1 and continues in consecutive order to number 30. The faster the code is keyed in, the greater the number of alien attackers destroyed.

Guidelines

• Only one expert is allowed on the keyboard at any given time
• Numbers must be touched in consecutive order
• All experts must touch a minimum of one number
• The rectangle size and shape cannot be changed. Numbered spots cannot be moved
• Each team has 15 minutes, or 3 attempts to achieve the fastest time
• Teams may not plan while at the keypunch pad- but they can communicate with each other during the action

Scoring

• Time begins when the first team member crosses the starting line, and the last member crosses back over the same line (now the finish line)
• If a team commits a rule infraction, 10 seconds is added onto the stopwatch total
• If a team hits the keypad out of sequence, that attempt is considered over

Pipeline

Equipment

Several pieces of PVC pipe 1 foot to 4 feet in length (1 per student)
Pipes must be wide enough to pass a small ball through.
A ping-pong ball or golf ball
A bucket or container to catch the ball

Background Story

The country’s water supply has been contaminated. A local laboratory has created a super secret element that will cleanse the water supply. Unfortunately the element is unstable and cannot stay in one place very long, which means that it cannot be carried to the water it must travel via the pipeline. Now the big problem is that the pipeline is not finished and all of the pieces have not arrived yet to complete it. But time is running out! If the contaminated water is not corrected now the country will have absolutely no clean water. It is up to you and your team of engineers to figure out how to solve this problem.

Activity:

Using several pieces of pipe, students must transport the ball to a bucket several feet away without dropping the ball.

Basic rules
• Students must keep the same pipe that they started with
• The students may not use their hand to stop/hold the ball nor use them to cover up the ends
• Students must remain stationary when the ball enters their pipe
• The ball must travel through each student’s piece of pipe
• Students must return to start if the ball touches the floor or any of the above rules are broken

When giving directions more specific direction may be need for younger kids (i.e…Stand in a line and move the ball through the pipe), whereas older groups may need less direction to increase the challenge (i.e…Go!).

Allow 1-2 minutes of planning time before starting. This may help some to get more interested as others talk about it.

Alterations:
The pipes do not have to be straight
The pipes do not have to have the same diameter
The pipe may have multiple outlets/holes
Longer pipes may be assigned to 2 students to increase teamwork and collaborative skills
Move up or down stairs
Students must go around objects while the pipe goes over or through
Lesson 2

Mine Field/Rope Hand Cuffs

Objective:
The students will be able to:
• Serve in the capacity of leader and team member
• Communicate thoughts and plans designed to solve the problem
• Determine the effectiveness level of communication
• Develop a sense of responsibility for the safety of another student

Standard:
10.3 - Safe Practices A/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
B. Analyze and apply strategies to avoid or manage conflict and violence
C. Analyze the role of individual responsibility for safety during organized group activities

Equipment/Set up:
Poly Spots; gym cones; paper plates (any object used to clutter the gym floor)
Try not to use anything that will roll
The items should be scattered all over the gym floor

Instant Activity:
Rope Hand Cuffs:
2 or 3 students must figure out how to free themselves after being connected together

See description

Fitness Activity: Cardio-
Capture the Dragons tail:
Use agility and quickness to keep your tail where it belongs

See description

Lesson (Unit Specific):
Mine Field:
Building specific communication skills; Giving accurate information to team members;
Team Building

Closure/Cool Down:
Discussion:
How hard was it to concentrate on one voice when the other team is giving similar directions? Deal with multiple team members yelling out different commands at the same time.
**Rope Hand Cuffs:**
- As students enter, each is handed a piece of rope with a loop tied at each end
- The students will need to have a partner
- One Partner will place their hands through each loop of their rope
- The other partner will place one hand through one loop of their rope and feed their rope through their partner’s rope and then place their hand through the other loop of their rope
- The students will try to separate themselves without removing the rope from their wrist
  
  **Solution:** Make a small fold in the rope & pass it through the loop of the other partner and over their hand. When the rope is pulled back through, they should be free.

(DO NOT TELL STUDENTS IF THEY DO NOT FIGURE IT OUT! They will often tell other classes, allowing the students to have immediate success without actually trying to analyze the problem)

**Capture the Dragon’s Tail:**
- Create Groups of 5-8 students (the more students, the less movement they will have)
- The group must pick someone to be the tail
- That person will use a flag belt from the rugby set. If one is not available tie a belt/rope around their waist (must be snug so it won’t fall out on its own) and tuck a long piece of cloth or another rope into the belt from the top down
- That person will stand at the back of the line
- The first person will turn and face the line, and the line will connect by placing their hands on the waist of the person in front of them
- Upon command the first person will try to maneuver around the line to try to pull off the dragon’s tail
- The group must be able to communicate and move quickly to avoid the chaser
- If the line breaks or tail is pulled, the game ends
- Repeat

**Mine Field**

**Equipment needed:**
- Poly spots & Gym cones, blindfolds

**Set up**
- The minefield is split into two sections of equal size and length
- Students are divided into two groups

**The Activity**
- One student is blindfolded and must be guided through an obstacle course so that they reach the other side safely.
- The guide must only use voice commands while standing at one end or the other.
- The guide cannot step into the minefield nor follow along side.
The groups must race each other until the entire group has crossed the minefield.

If blindfolds are not available, have the student look directly up at the ceiling while walking (this way is easier to prevent cheating).

To increase difficulty:

- Add objects that must be stepped over (rope, hockey sticks, etc.)
- Both teams start on the same course. Have both teams move in the same or opposite direction
- Guide multiple people on your team across minefield at the same time
- No proper names can be used
Lesson 3

All Aboard

Objective:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Practice problem-solving techniques to meet team goals
• Communicate thoughts and plans designed to solve the problem
• Determine the effectiveness level of communication
• Be able to work productively in future activities that will require students to work very closely with one another

Standard:
10.3 - Safe Practices A/C
   A. Analyze the role of individual responsibility for safety during organized group activities
   C. Analyze and apply strategies to avoid or manage conflict and violence
10.4 – Physical Activity F
   F. Analyze the effects of positive and negative interactions of group members in Physical and social activities

Equipment/Set up:
• 10 aerobic steps
• Panel mats

Lesson Related Instant Activity:
Partner Lean: A pair of students will stand face to face leaning against each other palm to palm. They will slowly take steps backwards and discover how far they can lean. Different partners may yield different results

Fitness Activity:
5 min. Walk/Jog:
Students begin walking in a large circle (staying close to walls) for 1 minute. After 1 minute has passed, instructor signals for students to increase speed up to a slow moderate jog. Jog for 1 minute. Walk for 1 minute and then jog for 2 minutes at a faster pace than before.

Lesson (Unit Specific):
All Aboard: A team problem solving game in which students will have to work closely together to support each other and reach their goal.

Closure/Cool Down:
Discussion:
Leadership roles; group communication and dynamics; deciding to be a leader or a follower. What was needed to maintain group balance? How to deal with several people in such a limited space.
All Aboard

Equipment:

Aerobic steps

If aerobic steps are not available, use tires, panel mats, or any stable object that can hold multiple students may be used.

Set up:

While on a boat ride down the Amazon river, your boat strikes a large rock that causes the boat to sink rapidly. Luckily the captain called for help and help is on the way. The river is not deep but is teeming with piranha and crocodiles (not Alligators). The only way to save yourself and the others is to find the highest point on the boat on try to get every one up there while you wait for rescue. The rescue boat is close but you still need to get out of the water quickly.

All Aboard:

- Using several of the aerobic steps, place them together in a mass so that they are all touching
- Depending on the number of steps and students they may have to work in separate groups and take turns
- Have the students stand on the steps so that no parts of their bodies are touching the ground (water). Hold for 10 seconds and step off or sing “row, row, row your boat”
- Remove a step and try again
- Continue until they can no longer do it
- As it gets harder, decrease the holding time if needed
- More advanced: take the steps away while the students are still on the steps

Goal:

To have students develop an adequate comfort level to be able to work productively in future activities that will require students to work very closely with one another.

Alternatives:

Begin with objects with a large surface area, then gradually use smaller and smaller objects.

Objects may be raised off the floor to increase the difficulty of holding their balance.
Lesson 4

STEPPING STONES

Objective:

The students will be able to:

• Work as a group to problem solve the activity and achieve a common goal
• Demonstrate the ability to function as either leader or group member (or both)
• Recognize safety procedures applicable for safe and effective completion of the goal
• Learn positive ways to refocus and regroup when faced with failure

Standard:

10.3 - Safe Practices C/D
  C. Analyze and apply strategies to avoid or manage conflict and violence
  D. Analyze the role of individual responsibility for safety during organized group activities

10.4 – Physical Activities F
  F. Analyze the effects of positive and negative interactions of group members in physical and social activities

Equipment/Set up:

Medicine balls; Hula Hoops; Poly Spots, foam squares/carpet squares

Lesson Related Instant Activity: Med-Ball Rugby Toss

2-3 students will begin tossing the ball to their partner(s). With each successful toss the group takes a step back.
The ball must be tossed underhand with both hands.
The ball should be tossed from a staggered position with the ball coming from their dominant side.
Stop if the distance becomes unsafe.

Fitness Activity: Loop-a-hoop race

A group game that can be done as entire class or in small groups.
A circle of linked students attempts to move a hula-hoop completely around the circle as fast as they can.

See description

Lesson (Unit Specific): Stepping Stones

Two teams compete against each other to travel across the gym when each student only has one specific place to stand.

See description

Closure/Cool Down:

Process the following types of questions:
Leadership roles; group communication and dynamics; deciding to be a leader or a follower. What was needed to maintain group balance? How to deal with several people in such a limited space.
Loop-a-Hoop:

- Students form a circle with hands linked
- Place a hula-hoop between two of the students with their hands passing through the center
- The students must now pass the hoop completely around the circle
- Teacher can time the amount of time it takes and try for a better time
- Break the students into 3 or 4 groups. Have each group try to be the first to pass the hoop around 5 times

Stepping Stones

Equipment: foam blocks or carpet squares, one for each student
activity boundary markers (cones, tape line)
tossable (something than can be transported)

The Game

Background

- Divide class into two groups (may work as one if 20 students or less).
- Determine the distance that group must travel- it should be greater than the actual size of the team.
- Identify the starting and ending points. If working with two groups. Have them start at opposite ends of the boundaries.

Framing

Explain to students that they are on a special mission vital to the security of the United States. “You have been charged with transporting this ______ across the uncharted and dangerous area. Your mission requires that all of your team arrive at the designated area.

Guidelines

- Every member of the team must cross the boundary area, from end to end
- No team member may directly touch the ground - they can only contact the foam blocks
- If a player is not in CONSTANT contact with a stepping-stone, no matter how briefly, that stone is lost (taken away)
- If any team member touches the ground, for any reason, the entire team must return to the starting area
Lesson 5

Human Knot

Objective:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Practice problem-solving techniques to meet team goals
• Communicate thoughts and plans designed to solve the problem
• Determine the effectiveness level of communication
• Be able to work productively in future activities that will require students to work very closely with one another

Standard:
10.3 - Safe Practices C/D
C. Analyze and apply strategies to avoid or manage conflict
D. Analyze the role of individual responsibility for safety during organized group activities

10.4 - Physical Activity A/B/C/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
B. Analyze the effects of regular participation in moderate to vigorous physical activity in relation to health improvement
C. Responses of body systems during moderate to vigorous physical activity
F. Analyze the effects of positive and negative interactions of group members in physical activities

Lesson Related Instant Activity:
Chain Link Stand Up: Pairs and groups attempt to get up while linked together.
See description

Fitness Activity:
Dyna-band abdominal curl; bicep curl; Front lat pull-down.
Do 10 – 12 repetitions of each exercise
Reference: PEP fitness unit p. 26-28

Lesson (Unit Specific):
Human Knot: A tangled group of students must try to figure out how to free themselves using keen observation and communication skills.
See description

Closure/Cool Down:
Debrief:
Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower. What it was like to work so tightly. Dealing with frustration.
Chain-link Stand-up

- Begin with 1 pair sitting back to back with arms linked
- Students begin with knees bent and keep feet out in front of them
- On teacher’s command, all pairs will attempt to stand up
  - Students may not roll to their side or get their feet and legs underneath them before standing
- Allow students 2 or 3 times to maximize success. Students may even switch partners
- Next, make groups of 3. Again, with arms linked, have students attempt to stand on teachers command
- Keep increasing the number until no group can successfully stand
- As groups get larger (5 and up) allow the groups to compete against each other. 2 teams of several groups will often help the students join other groups because they share the same goal
- When groups get so large that some students may not be involved in the challenge, encourage them to show support and cheer on their group. Also those students must become part of one of the next groups attempting to stand, replacing some of the participating students

Human Knots

Small groups: Easy: 6 students – Hard: 10 Students

Students stand in a circle, facing each other.

Each student will reach out with their right hand and grab the hand of another student that is not standing next to them. Repeat with the left but with a different person.

This will still work if there is an odd number of students, just make sure that each person has the hand of 2 different people.

Once we have reached this point. The students must untangle themselves without letting go of others hands.

Allow the students to alter their grip so that they do not twist their arm or wrist in a way that could injure the student.

Success: form a complete circle; or occasionally 2 circles.

Safety note - tell students to allow for pivoting motion to maintain integrity of body joints

Focus on communication/problem solving
Lesson 6

Loop Lean & Blindfold Shapes

Objectives:
The students will be able to:
- Work as a team to achieve a common goal
- Serve in the capacity of leader and team member
- Practice problem-solving techniques to meet team goals
- Communicate thoughts and plans designed to solve the problem
- Develop a sense of responsibility for the safety of another student
- Determine the effectiveness level of communication
- Memorize patterns and be able recall it in a high energy and sometimes stressful situation

Standards:
10.3 Safe Practices A/B/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
B. Describe and apply strategies for emergency and long-term management of injuries.
C. Analyze and apply strategies to avoid or manage conflict and violence
D. Analyze the role of individual responsibility for safety during organized group activities

10.4 Physical Activity A/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
F. Analyze the affects of positive and negative interactions of adolescent group members in physical activities

Equipment:
Medicine balls; stability balls; dumbbells; blindfolds; 50 ft. rope

Instant Activity:
Blind partner med ball drop:
Test your partner’s awareness and reaction skills.
See description

Fitness Activity:
Free weights exercises on stability ball:
Fly, chest press, shoulder press and, front raises
Ref. pg. 34 PEP fitness unit

Lesson (Unit Specific):
Loop Lean & Blindfold Shapes
See description

Closure/Cool Down: Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower. What senses must really take over when vision is obscured.
Blind partner med ball drop:
- Partners face each other with one holding a med ball
- The other has their eyes closed and hands at their sides
- The student with the med ball will say “GO” and drop the med ball
- The other partner must open their eyes, locate it and try to catch it before it hits the floor
- The ball may be dropped anywhere within the frame of their partner’s body, as long as it’s above the waist

Loop Lean:
- Have all students sit in a large circle
- Lay a large rope inside the circle so that the ends overlap 6 ft or more
- Have students sit with their feet in front of them with both hands on the rope
- The ends of the rope do not need to be tied together (If it is tied be sure that the knot is strong and secure)
- Have at least two or three students where the rope overlaps, with those students holding both ropes
- When students are ready, let them try to figure out how to stand up all at the same time (similar to chain link stand up)
- Earlier steps can be skipped if you would like to save time
- With all of the class standing with two hands on the rope, have them attempt to lean back so that each student is standing at a 60° angle (approx), with their arms completely outstretched so that the entire circle is balanced
- Students may have to change positions in order to have success

Blind Fold Shapes:
- Using a long rope, lay it out in a circle
- Distribute blindfolds to each student
- Students stand inside the circle, put on the blindfolds, and pick up the rope
- The students will be given a shape to make
- While blindfolded the group will try to form that shape by trying to coordinate with each other using various communication skills
Lesson 7

Crossing the Quicksand

Objectives:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Practice problem-solving techniques to meet team goals
• Communicate thoughts and plans designed to solve the problem
• Determine the effectiveness level of communication
• Support and help to maintain stability for the good of the group
• Develop a sense of responsibility for the safety of another student

Standards:
10.3 Safe Practices A/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
C. Analyze and apply strategies to avoid or manage conflict
D. Analyze the role of individual responsibility for safety during organized group activities

10.4 Physical Activity F
F. Analyze the effects of positive and negative interactions of group members in physical and social activities

Equipment:
2 Panel mats (folded); 1 tire or aerobic step per group; medicine balls

Instant Activity:
Blind partner med ball drop-
Test your partners awareness and reaction skills.
See description

Fitness Activity:
7 min walk/jog
See description

Lesson (Unit Specific):
Crossing the Quicksand:
The team must travel across treacherous terrain transporting the group and the supplies provided
See description

Closure/Cool Down:
Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower.
Blind Partner Med Ball Drop
- Partners face each other with one holding a med ball
- The other has their eyes closed and hands at their sides
- The student with the med ball will say “GO” and drop the med ball
- The other partner must open their eyes, locate it and try to catch it before it hits the floor
- The ball may be dropped anywhere within the frame of their partners body, as long as its above the waist

7min Walk/Jog:
Students begin walking in a large circle (staying close to walls) for 1 minute. After 1 minute has passed, instructor signals for students to increase speed up to a slow moderate jog. Jog for 2 minutes. The pattern will continue. Walk for 1 minute and then jog for 2 minutes at a faster pace than before. Walk for 1 minute for cool down.

Crossing the Quicksand

Equipment
2 Panel mats (folded); 1 tire or aerobic step per group

The Challenge
- Students in small groups
- Place the equipment in a line at one end of the room
- Have the groups stand on their equipment.
- The students will get 1-2 minutes to plan a strategy
- Upon the teachers command, the group must use their equipment to move their group to the other side of the room
- If any member of the group touches the floor with any part of their body, they must reset and begin again
- The groups compete with other groups for who gets to the other side first, second, third and so on

Alternate equipment may be used in place of objects listed. Be sure each group has the same equipment or has the opportunity to use all sets of equipment.
Lesson 8

Team Knots

Objective:
The students will be able to:
• Work together as a team/group
• Implement problem-solving strategies to accomplish tasks
• Demonstrate willingness to use a variety of methods during the process of problem-solving

Standard:
10.3 - Safe Practices A/C
A. Role of individual responsibility for safety
C. Strategies to avoid or manage conflict

10.4 - Physical Activity A/B/C/D/E/F
A. Engage in appropriate physical activities
B. Effects of moderate to vigorous physical activity
C. Responses of body systems during moderate to vigorous physical activity
D. Factors that affect physical activity preferences
E. Relationship between regular physical activity and motor skill development
F. Positive and negative interactions

10.5 - Principals and Strategies of Movement A/B/C/F
A. Components of skill related fitness and movement performance
B. Concepts of motor skill development
C. Strategies for skill improvement
F. Game strategies

Equipment/Set up:
Minimal space/equipment required
• 9mm rope (or clothesline pieces)
• pinnies (or some other distinguisher)
• Frisbee or rubber deck tennis ring
• Stopwatch
• racquetballs
**Lesson Related Instant Activity:**

**Wall Ball:**
Control the speed, direction and power of the ball to defeat your opponents.

See description

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**Fitness Activity: Cardio-Aerobic Tag:**
An active game involving running, agility, dodging, teamwork and personal responsibility for following the rules.

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**Lesson (Unit Specific): Team Knots – Problem Solving**

**Team Knots:** An activity involving cooperation, problem solving, and stress management.

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**Closure/Cool Down:**
Allow for discussion/processing of the activity. Ask students some of the following:

- What strategies did your group use to solve the challenge?
- Was communication impacted by the length/size of the line?
- Was the actual task easier or tougher than it first sounded? Explain your response
- Ask for suggestions for other challenges that could be designed with this set-up
Wall Ball

- Groups of 2-4
- As students come in, they are given a ball and sent to an area where they can start a game
- Start by throwing ball to the floor so that it bounces off of the wall
- The next student must hit the ball, after it has bounced, back to the floor and into the wall
- The object of the game is to continue until one person misses, hits the ball before it bounces, or doesn’t bounce it into the wall
- 3 misses and that player is out
- When more than 2 players play, the students set up an order to hit the ball (1,2,3,…)
- That order must be maintained throughout the game
- When every player has been eliminated the game restarts

Aerobic Tag:

Equipment: Frisbee or rubber deck tennis ring
Stopwatch

Play area: Open floor plan or playground

The Game

- Objective - for one team (half of the class) to maintain possession of the frisbee for 30, 45, or 60 seconds
- The frisbee is thrown into the air randomly by the timekeeper, and the clock starts. A player grabs the frisbee and tries to keep it away from the other team. The player may run and dodge to do so
- If the holder of the frisbee is tagged by a member of the other team (one hand below the neck), she must stop running and get rid of the frisbee immediately. If the tagged person holds onto the frisbee for more than one second following the tag, the other team automatically gains possession and a free throw
- If the tagged player gets off a throw in the allotted time and a member of her team catches or picks up the thrown frisbee, time continues for that team. However, if a member of the other team takes possession of the frisbee, the timekeeper hollers “switch” and begins the time again from zero
- The Frisbee can be caught in the air, or picked up off the ground.
- If the frisbee is grabbed by opposing players, the timekeeper throws the Frisbee randomly into the air
- When a team has maintained possession for the designated time period, the timekeeper counts down the final 5 seconds and yells out “score!”
- Resume play from the center of the playing field
CONSIDERATIONS:

- Dangerous or intentional body contact is not permitted
- Clearly define the playing area (especially if outside)
- Teams must be distinguishable from one another

**Team Knots**

Equipment: 9mm rope (or clothesline pieces)

The Activity:

Setup:

- Distribute scrap pieces of rope and instruct students in how to tie an overhand knot. Once minimal practice attempts are made, collect rope pieces
- Have students line up side by side in a single line (OPTION- use multiple lines). All students should be holding the hand of the student next to him/her, except for the two students in the middle of the line. The two middle students are given a rope to hold instead OR
- Using one long rope, have the students grab the rope with 2 hands (the students may not let go of the rope)

Frame the activity for the class - we are going to tie an overhand knot as an entire class.

Process:

- Restate the class challenge - to tie an overhand knot in the rope: held by the two middle students as an entire group or using 1 long rope
- Two students holding the rope must maintain a hold on it with the same hand until the challenge has been solved
- Students on either side of those two in the middle must continue holding hands throughout the activity
- The challenge has been solved when the group has successfully tied an overhand knot in the rope, without anyone dropping hands or letting go of the rope (the size of the knot will be the same as if a single person tied a knot in the rope)

- VARIATIONS:
  - No talking
  - Alternate the direction each student is facing so that they are not all side-by-side facing the same direction
  - For long ropes: Specify which 2 students the knot must be between when it is complete

If students are taught different knots during your unit or at any other point during the year, have them reinforce the direction the rope moves in to create the knot.
Lesson 9

Traffic Jam

Objective:
The students will be able to:
• Work together as a team/group
• Implement problem-solving strategies to accomplish tasks
• Demonstrate willingness to use a variety of methods during the process of problem-solving

Standard:
10.4 - Physical Activity A/B/C
   A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
   B. Analyze the effects of moderate to vigorous physical activity
   C. Analyze the factors that affect the responses of body systems during moderate to vigorous physical activity
10.3 - Safe Practices A/C
   A. Role of individual responsibility for safety
   C. Strategies to avoid or manage conflict

Equipment/Set up:
Minimal space/equipment required
• Pinnies (or some other distingusher)
• Frisbee or rubber deck tennis ring
• Stopwatch
**Lesson Related Instant Activity:**

**Frisbee pass and catch:** Have students pass disc back and forth, using correct form. Have all student throw in same direction but tell student to be aware of those around you as the disc does not often fly straight for beginners.

**Fitness Activity: Cardio-Aerobic Tag:** An active game involving running, agility, dodging, teamwork and personal responsibility for following the rules.

See description

**Lesson (Unit Specific): Adventure – Problem Solving**

**Traffic Jam:** A game of cooperation, problem solving, strategy, and stress management.

See description

**Closure/Cool Down:**

Allow for processing the following concepts. Ask students some of the following:

- How did your group finally solve the challenge?
- What did you find to be most helpful? Most challenging?
- What was it like to be a follower, leader in this challenge?
- How can this challenge be simplified or made more difficult?
Aerobic Tag:

Equipment: Frisbee or rubber deck tennis ring
Stopwatch

Play area: Open floor plan or playground

The Game

- Objective- for one team (half of the class) to maintain possession of the frisbee for 30, 45, or 60 seconds
- The frisbee is thrown into the air randomly by the timekeeper, and the clock starts. A player grabs the frisbee and tries to keep it away from the other team. The player may run and dodge to do so
- If the holder of the frisbee is tagged by a member of the other team (one hand below the neck), she must stop running and get rid of the frisbee immediately. If the tagged person holds onto the frisbee for more than one second following the tag, the other team automatically gains possession and a free throw
- If the tagged player gets off a throw in the allotted time and a member of her team catches or picks up the thrown frisbee, time continues for that team. However, if a member of the other team takes possession of the frisbee, the timekeeper hollers “switch” and begins the time again from zero
- The frisbee can be caught in the air, or picked up off the ground
- If the frisbee is grabbed by opposing players, the timekeeper throws the frisbee randomly into the air
- When a team has maintained possession for the designated time period, the timekeeper counts down the final 5 seconds and yells out “score!”
- Resume play from the center of the playing field

CONSIDERATIONS:
- Dangerous or intentional body contact is not permitted.
- Clearly define the playing area (especially if outside).
- Teams must be distinguishable from one another.

Traffic Jam

Set-up:
- In a straight line, mark off (or set out) one more place than there are students. You can mark places with chalk boxes, tape, manila folders, etc.
- Spaces should be placed within an easy step from each other
- Break the class up into groups of four to seven
Framing:
- Explain that one group stands to the left of the middle square, the other group stands to the right of the middle square
- Both groups face the empty middle square. They may not turn to face the other direction (except by swiveling the head)
- The goal of the activity is for students on the left side to end up in the spaces on the right side, and those on the right to end up on the left

Process: These are the guidelines:
- A person may move to an empty space in front of him
- A person may move around another person who is facing him into an empty space
- A person cannot move backwards
- A person cannot move around someone facing in the same direction that he is
- There cannot be any move involving more than one person at a time

Once a solution is found, ask the group to complete the task again. Options: solicit a volunteer to serve as a leader to solve the problem; challenge the group to go through the process of solving the puzzle again while holding their breath.
Lesson 10

Magic Carpet/Chain Link Sit Down

Objectives:
The students will be able to:
- Work as a team to achieve a common goal
- Serve in the capacity of leader and team member
- Practice problem-solving techniques to meet team goals
- Communicate thoughts and plans designed to solve the problem

Standards:
10.3 Safe Practices A/B/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
B. Describe and apply strategies for emergency and long-term management of injuries
C. Analyze and apply strategies to avoid or manage conflict and violence
D. Analyze the role of individual responsibility for safety during organized group activities

10.4 Physical Activity F
F. Analyze the effects of positive and negative interactions of group members in physical and social activities

Equipment/Set Up
Large piece of carpet, large flat soft mat, or canvas, medicine balls, cones, stability balls

Instant Activity:
Med Ball Bowling: Roll med ball to target. (through cones, at a specific target). Keep correct form: Shoulders up, take large stride, opposite foot forward.

Fitness Activity:
Stability Ball: Abdominal Curl, Back extensions and push-up

Ref p.46-47 of Pep fitness unit

Lesson (Unit Specific):
Chain-Link Sit Down
Magic Carpet
Large groups must work together in a tight space to flip the object that everyone happens to be standing on.

See description

Closure/ Cool Down: Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower.
**Chain-Link Sit Down**

A pair of students stand back to back with arms linked. On teacher’s command, all pairs will attempt to sit down.

Students should attempt to sit down using the weight of their partner as a counter balance. They will slowly walk their feet out, lowering their body to the ground.

Allow students 2 times to increase comfort with the activity. Students may even switch partners.

Next make groups of 3. Again with arms linked have students attempt to sit down on teachers command.

Keep increasing the number until no group can successfully sit or you run out of students.

**Magic Carpet:**

Equipment Needed:
Large piece of carpet, large flat soft mat, or canvas

Magic Carpet
- Divide class into 2-3 groups
- The size of the group depends on class size and the space available on the carpet (students should not be able to easily walk from one end to the other)
- Students must attempt to flip the “carpet” over without any part of their bodies touching the floor (i.e. Stepping off or putting a hand down)
  - If any body part does touch, the group must begin again from the starting position
- Allow the students 1-2 minutes to plan before having the group get on to the “carpet”
- When the instructor is ready, begin the activity
  - This activity is often used in a competitive situation or timed
- Success is only achieved when the “carpet” is completely turned over

Alterations/adaptations:
- Place a note, announcing a class reward underneath, which can only be taken when it is flipped
- Use the activity as part of a circuit
  - the note underneath can tell them which station to go to next

*The notes can only be taken when the magic carpet is completely flipped over*
Lesson 11

Trust Fall Progression

Objective:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Determine the effectiveness level of communication
• Support and help to maintain stability for the good of the group
• Develop a sense of responsibility for the safety of another student

Standard:
10.3 - Safe Practices A/B
A. Analyze the role of individual responsibility for safe practices and injury prevention
B. Analyze the role of individual responsibility for safety during organized group activities

Equipment/Set up:
mats

<table>
<thead>
<tr>
<th>Lesson Related Instant Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wall Fall</strong></td>
</tr>
<tr>
<td>Student will fall towards the wall, catching themselves with their hands. Repeat several times; each time taking a step back before falling.</td>
</tr>
<tr>
<td>See description</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Fitness Activity:</th>
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<tbody>
<tr>
<td><strong>Wall Push Up</strong></td>
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<tr>
<td>Lean against wall at about 45 degrees. Students push off the wall about 20-30 times.</td>
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</table>

<table>
<thead>
<tr>
<th>Lesson (Unit Specific):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trust fall progressions - Partner Falls: Forward and Back - Group Falls: Human Ping Pong; Human Pin Ball</strong></td>
</tr>
<tr>
<td>Small falls/leans to progressively expand the comfort zone of individuals with activities that will provide a sense of security and support.</td>
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<tr>
<td>➢ May be done on several days as individual activities. See description</td>
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<thead>
<tr>
<th>Closure/Cool Down:</th>
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<tbody>
<tr>
<td><strong>Discussion:</strong></td>
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<tr>
<td>Leadership roles; group communication and dynamics; deciding to be a leader or a follower.</td>
</tr>
</tbody>
</table>
Wall Fall

- Student must find a flat section of wall
- While standing, facing the wall from about 3ft away the student will fall towards the wall, catching themselves with their hands
- Repeat several times; each time taking a step back before falling
- Continue until it becomes a safety issue or the child is out of their comfort zone

Partner Falls Forward

Ready Position

One partner (catcher) takes a staggered stance with one leg back to support partner. Their hands are up ready to catch their partner.
The other partner stands facing their partner with arms across the chest. Before falling, the duo will use the following commands to ensure readiness. The falling partner initiates these “call and respond” commands.

READY COMMANDS:
- Faller - Ready to fall
- Catcher - Ready to catch
- Faller - Falling
- Catcher - Catching or Fall away

The fall

- While remaining completely rigid with arms intertwined across the chest, student will fall to the catching partner. (Closing the eyes adds a bit more excitement to each activity)
- Each time, stand a little bit further apart until feeling uncomfortable or unsafe. After a few attempts with this activity students will be ready to move on to the next

Partner Falls Back

1. Partners may remain together or find another
2. One partner will now stand behind the faller
3. Using the ready commands, one student will now fall backwards to their partner who is standing in the ready position
4. Each time, stand a little bit further apart until feeling uncomfortable or unsafe. After each student has had several turns, we move on
Group Fall: Human Ping Pong

1. Working in a group of three, 2 members of the group will assume the ready position while facing each other.
2. The remaining student will now stand between the two.
3. The center student will now begin with the ready commands and then fall forwards or backwards.
4. The supporting students will catch and push the person back up where they will, in continuous motion let their momentum take them in the opposite direction where the other supporting student will be waiting at the ready.
5. The process repeats without stopping with the center student being gently bounced back and forth between supporters.
6. As the students become comfortable with the activity allow the catcher to gradually move back for a greater sensation of falling.
7. **Be sure students are not pushing hard or even violently.** This is a gentle movement.
8. Encourage the falling students to close their eyes for added excitement.

Take turns in the center allowing each student to fall for about 30 seconds.

*** If the center person begins to move their feet or bend at the waist the group must stop and begin again. **Do not allow student to fall.** When the center student is off balance it may result in injury***

![Group Fall: Human Ping Pong](image)

Group Fall: Human Pin Ball (Willow in the Wind)

1. Working in groups of at least 6 (7-9 is preferable), students will form a circle around one student.
2. **The circle students must be in the ready position.**
3. After the commands are said, the center student will lean over in any direction while keeping their body as straight as a board.
4. The group will pass the center student around the circle allowing him/her to experience the sensations of falling in different directions.
5. Allow the faller to come to you and do not reach out to push him/her.
6. Again, the previous activities encourage the students to close their eyes. As the students become comfortable with the activity, allow the catchers to gradually move back for a greater sensation of falling and increased responsibility for the team.

**Instruct student to stop if:**
- The faller is not keeping their body straight
- The circle gets broken (the falling student could fall through the empty spot)
- Someone is being rough or pushing
- The fall begins to feel unsafe
Lesson 12

Living Ladder

Objectives:
The students will be able to:
- Work as a team to achieve a common goal
- Serve in the capacity of leader and team member
- Practice problem-solving techniques to meet team goals
- Communicate thoughts and plans designed to solve the problem
- Develop a sense of responsibility for the safety of another student
- Support and help to maintain stability for the good of the group

Standards:
10.3 Safe Practices A/B/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
B. Analyze and apply strategies to avoid or manage conflict and violence
C. Analyze the role of individual responsibility for safety during organized group activities.

10.4 Physical Activity A/F
A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
F. Analyze the effects of positive and negative interactions of group members in physical and social activities.

Equipment:
Thick wooden dowels (k-4), Solid PVC pipe (k-12) - 1 dowel/pipe per 2 students
Racquet or tennis balls, mats
*dowels may break under stress of heavier students; solid PVC will hold up wt. of all students.*

Instant Activity:
Wall Ball:
Control the speed, direction and power of the ball to defeat your opponents

Fitness Activity:
5 min Walk/Jog:
Students begin walking in a large circle (staying close to walls) for 1 minute.
After 1 minute has passed, instructor signals for students to increase speed up to a slow moderate jog. Jog for 1 minute. Walk for 1 minute and then jog for 2 minutes at a faster pace than before.

Lesson:
Living Ladder:
Help a traveler get across an incomplete bridge.
See description

Closure/Cool Down: Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower. What is it like knowing that you are responsible for the safety of your teammate?
Wall Ball

- Groups of 2-4
- As students come in they are given a ball and sent to an area where they can start a game
- Start by throwing ball to the floor so that it bounces off of the wall
- The next student must hit the ball, after it has bounced, back to the floor and into the wall
- The object of the game is to continue until one person misses, hits the ball before it bounces, or doesn’t bounce it into the wall
- Three misses and that player is out
- When more than 2 players play, the students set up an order to hit the ball (1,2,3,...)
- That order must be maintained throughout the game
- When every player has been eliminated the game restarts

Living Ladder:

- Students [X] line up in 2 lines facing one another (with mats placed down the center);
- One student [O] stands at the beginning of two lines, between the lines;
- Students hold one dowel /pipe between them (for an odd number of students, one person has 2 partners, holding one pipe in each hand).

Game Play:

- Student O climbs onto the first pipe and proceeds to cross from pipe to pipe (walking or crawling) until they reach the end
- It is now the responsibility of the group to help the climber continue. The students are not allowed to move if they are currently supporting the climber
- Ideally, the last pair will move from the start of the line to the end allowing the climber to continue

Adaptations: This may be done with multiple groups at the same time (competitively); direction traveled can include turns; the group may have to stop at several different points to change climber (relay); height of dowels may be varied.
Lesson 13

Medivac

Objectives:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Practice problem-solving techniques to meet team goals
• Communicate thoughts and plans designed to solve the problem
• Develop a sense of responsibility for the safety of another student

Standards:
10.3 Safe Practices A/B/C/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
B. Describe and apply strategies for emergency and long-term management of injuries
C. Analyze and apply strategies to avoid or manage conflict and violence
D. Analyze the role of individual responsibility for safety during organized group activities

10.4 Physical Activity F
F. Analyze the effects of positive and negative interactions of group members in physical and social activities

Equipment Needed:
Teamwork Trekker/walker for 6 (5-6) pair; Gym cones; Gym Mats; 4 Blankets/tarps

<table>
<thead>
<tr>
<th>Instant Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddy/ Team walkers</td>
</tr>
<tr>
<td>4-6 students will use a pair of team walkers to navigate around cones/markers in the gym</td>
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<table>
<thead>
<tr>
<th>Fitness Activity:</th>
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<tbody>
<tr>
<td>Stability Ball- Abdominal Curl, Back extensions and push-up</td>
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<tr>
<td>Ref p.46-47 of Pep fitness unit</td>
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<table>
<thead>
<tr>
<th>Lesson (Unit Specific):</th>
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<tbody>
<tr>
<td>Medivac-</td>
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<tr>
<td>Groups of 8 students compete in a basic rescue activity to save their injured teammate</td>
</tr>
<tr>
<td>See description</td>
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<table>
<thead>
<tr>
<th>Closure/ Cool Down:</th>
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<tbody>
<tr>
<td>Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower. What kind of real world application could this have? Do you think that you would know how to act in a real emergency?</td>
</tr>
</tbody>
</table>
**Buddy/Team Walkers:**
- As students enter, group them accordingly for the size of the team walkers
- **Easy:** Have the teams of students cross the gym as quickly as possible (race)
- **More difficult:** Using the team walkers a group must coordinate themselves so that they can navigate a course predesigned by the instructor

**Medivac:**
**Part 1:**
- Students will be separated into groups of 8 (7 or 9 will work as well)
- Students will form up to four lines
- One of the students will be designated as the victim and take a position sitting approximately 30-40 ft away from the rest of their group. This activity will require the victim to lie on their back, but it is not necessary until the final rescuer arrives
- On the start, the first student must move to the victim and tag their hand. This is a good opportunity to reinforce first aid/CPR lessons with proper dialogue and or actions. (ie. Check the ABC’s)
- After checking the victim, the rescuer must return to the group and bring another rescuer to the victim (tagging their hand), that rescuer then returns for another. The pattern continues until the last rescuer arrives
- Once the last rescuer arrives and tags, that person returns to grab the blanket
- The blanket is now returned to the victim (who is now laying on their back)

**THE PROBLEM and SOLUTION**
- The group must figure out how to get the blanket under the victim without lifting the victim or unnecessarily move him/her in any way
- To get the blanket under the victim, the group must gently roll the victim on to their side while one supports the head
- Half of the blanket is stuffed under that side of the victim
- The victim is then rolled in the other direction and the blanket is pulled out.

**Part 2:**
**The lift must be practiced before the activity**
- All but 1 member of the rescuing group will take a position side by side on each side of the victim (3 per side)
- Those students will kneel and begin to roll the edges of the blanket towards the prone victim, creating a makeshift handle
- A group leader will give a 3 count and the group will lift the victim simultaneously
- The remaining group member will grasp the blanket on each side of the victims head
- Transport the victim, feet first, back to the safety zone and place them on the floor
Lesson 14

Trust Fall Progression 2

Objective:
The students will be able to:
• Work as a team to achieve a common goal
• Serve in the capacity of leader and team member
• Practice problem-solving techniques to meet team goals
• Communicate thoughts and plans designed to solve the problem
• Determine the effectiveness level of communication
• Support and help to maintain stability for the good of the group

Standard:
10.3 - Safe Practices A/D
A. Analyze the role of individual responsibility for safe practices and injury prevention
D. Analyze the role of individual responsibility for safety during organized group activities

10.4 – Physical Activity F
F. Analyze the affects of positive and negative interactions of adolescent group members in physical activities

Equipment/Set up:
Flat Mats, dynabands

Lesson Related Instant Activity:
Partner falls, human ping pong, human pinball
Students revisit and retry previous activities to prepare for lesson.

Fitness Activity:
Dyna-band abdominal curl; bicep curl; Front lat pull-down.

Reference: PEP fitness unit p.26-28

Lesson (Unit Specific): Problem Solving; Team Building
Standing Trust Fall; This is the precursor to the trust fall. It helps some students get comfortable with the idea of falling before moving to an elevated position.
Trust Fall - Students put their faith and safety into the hands of their peers
(Sometimes this must be done over the course of a couple days to accommodate each student)

Closure/Cool Down:
Discussion: Leadership roles; group communication and dynamics; deciding to be a leader or a follower.
Standing Trust Fall

Equipment
Flat Mats

Safety

The group must do this activity over the mats for safety and should not be done without safety mats.

The Challenge

This activity works best with 4 people.

One person in the group will take the role of the faller.

- The faller will stand up straight keeping their body rigid and crossing their arms across their chest
- The support group will stand behind the faller, legs shoulder width apart and staggered
- Two members of the group will stand facing each other and the 3rd will stand just beyond them facing the back of the falling student. This student is responsible for the head and neck of the person falling to make sure that they do not hit the ground

Before falling the group will use the following commands to ensure readiness.
The falling partner will initiate these commands.

READY COMMANDS:
- Faller - Ready to fall
- Catcher - Ready to catch
- Faller - Falling
- Catcher - Catching or Fall away

As the falling student falls back, the support group will catch that student just past a 45-degree angle.

The student is now lowered to about knee height of the 2 catching students and then raised back to standing.

Repeat this with each member of group. Some students will need to go through this multiple times to help make them more comfortable.
**Trust Fall**

The trust fall is done from an elevated position.

***Before attempting this activity***
Take care in choosing an object for students to fall from. The object must be stable and strong enough to support any of your students. Be careful if using school desks or tables. Many are not strong enough to be used repeatedly.

The object height can be any height between 2 and 5 ft.

**Set up:**
1 student will take the roll of the person falling and 4-8 others will be the catching support group. This depends on the height of the person falling. Place mats between the lines of the support group.

The support group will stand in two lines, shoulder to shoulder, facing each other, with their hands out, with one student designated to support the head.

> *There are several ways to do this activity. This activity plan shows the safest most basic way.*

**The Fall**
The falling student takes their position on the elevated spot. The student will turn their back to the support group and cross their hands across their chest. The support group will reach their hands up toward the falling student. The closest members of the group can keep their hands low while the last of the support group begin with their hand about shoulder height. Those in between will be gradually lower from the top down.
Before falling, the group will use the following commands to ensure readiness. The falling partner will initiate these commands.

READY COMMANDS:
• Faller - Ready to fall
• Catchers - Ready to catch
• Faller - Falling
• Catchers - Catching or Fall away

When everyone is ready and the ready commands have been said, the faller will fall backwards, keeping their body rigid. The support group reaches towards that person and makes contact. As they make contact they quickly bring the person down, slowing their momentum to a halt when he/she gets to the support group’s waist level.

Repeat with all students that are comfortable enough to do this. Try to allow all students to take part in the support group.
Support Materials
Physical Education Lesson Plan

Objective:

Standard:

Equipment/Set up:

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<th>Lesson Related Instant Activity:</th>
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Some Ideas on Assessment

Assessment in physical education has historically been a controversial and potentially complex topic. This curriculum does not solve the assessment dilemma. The generic nature of this curriculum prevents the actual scripting of assessment tools, but some options are provided that may be used or integrated into your existing structure.

The success of an Adventure program lies in the development of a foundation that supports and promotes the attributes of Adventure: risk taking, fun, challenge and safety. At the base of this foundation are three very important cornerstones: the Full Value Contract, Challenge by Choice, and the Experiential Learning cycle. It is important that these be kept in focus and in play while you teach and work with this curriculum.

The Full Value Contract

The Full Value Contract is crucial to the success of the unit, because it creates an environment where students feel safe enough to take risks. It serves as a structure for creating behavioral norms that everyone in the class agrees to follow, and that everyone in the class agrees to work on maintaining throughout the life of the class. The norm-setting process establishes an atmosphere of caring, of feeling connected and of feeling valued. This atmosphere is critical to students’ being able to participate fully in Adventure activities.

Feel free to create your own unique way of establishing this critical agreement in your class. A general guideline of appropriate ways in which to frame a traditional Full Value Contract of grades 9 – 12 includes:

- Be present
- Pay Attention
- Set Goals
- Speak your truth
- Be open to outcomes
- Create a safe environment

Remember: However you decide to establish your contract, consider it more a continuous process than a discrete activity. The contract should be established at the beginning of the unit, it may be verbal, written, or posted on the gymnasium wall.

Challenge by Choice

Coaxing young people into doing a difficult task or element teaches them only that they can be talked into doing something. On the other hand, helping students see that they have the right and ability to choose their level of challenge, and how to assess what is and
isn’t an appropriate level of challenge, teaches them how to make positive decisions for life. This is critical to a well-taught Adventure program.

We have to understand that what is a challenge for one individual may be a panic-producing process for someone else. We must present activities that offer choice to students, and then allow the students to make those choices. This does not assume that you will allow students continually to opt out of activities because they have chosen not to play. It assumes that students will learn how to work safely in their “stretch zone” while avoiding situations that will put them into their “panic zone.”

You can explain Challenge by Choice in the following way:

- Students have the right to choose how to participate.
- Students are asked to add value to the experience at all times.
- Students are asked to respect and value the decision of their class members.

Educators who keep the concept of Challenge by Choice in mind, will meet with much more success than those who approach their work with the attitude that everyone must do everything.

**Experiential Learning**

This Adventure Challenge Curriculum is experiential and is based on the theory of experiential learning. Much of what we do in physical education is experiential in nature. However, any experience in isolation can be just that, a game or an isolated activity or event. It is our responsibility, as educators, to provide students with the opportunity to gain as much from each experience as possible.

Once an activity has been completed, a period of reflection (debriefing) helps students to draw relevance from the experience. Connecting the present experience to past experiences also enhances learning. During the debriefing phase, the simple questions, “What happened in the activity?” “So what can we learn from what occurred?” and, “What can we do with this information?” or “How can we apply what we’ve learned to other areas of our lives?” provide the structure. If no reflection period is provided, the potential learning opportunities for our students are limited.

There are no concrete solutions for assessing the students in this curriculum, as is the case for much of the activities in physical education. With this information we are sure that with your expertise, a reliable form of assessment can be created, taking into account the comfort level of the students along with their abilities.

*This section compiled from:*

*Adventure Curriculum For Physical Education: Middle School, by Jane Panicucci*
Adventure Challenge
Suggested Equipment

Closed PVC pipes
2” pvc pipes of varied lengths 12 in., 14 in., 16 in. (Cut in Half)
Ping Pong Balls
Medicine Balls
Panel Mats
Team Walkers/Trekkers
Poly spots
Foam squares*
Length of rope (50ft)*
Several lengths of rope (6-8ft)
Racquet Balls (12)
Blindfolds/bandanas
Stop Watch
Cones
Golf Balls
Marbles
Buckets
Flag Football Belts
Hula Hoops*
Pinnies*
Frisbee*
Clothes Line*

*Needed for optional lessons
# Activities by Type

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Activity</th>
<th>Lesson #</th>
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<tbody>
<tr>
<td>Fitness Activity</td>
<td>Stability Ball</td>
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<td>Fitness Activity</td>
<td>Catch the Dragons Tail</td>
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<td>Fitness Activity</td>
<td>Loop-a-hoop</td>
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<td>Fitness Activity</td>
<td>Aerobic Tag</td>
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<td>Aerobic Tag</td>
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<td>Stability Ball</td>
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<td>Rope Hand Cuffs</td>
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<td>Partner Lean</td>
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<td>Human Knot</td>
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<td>Wall Ball</td>
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<td>Pipeline</td>
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<td>Unit Specific</td>
<td>Mine Field</td>
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# Activities by Type

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<tr>
<td>Unit Specific</td>
<td>Chain-Link Stand Up</td>
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<tr>
<td>Unit Specific</td>
<td>Loop &amp; Lean &amp; Blindfold Shapes</td>
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<td>Team Knots</td>
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Resources


Panicucci, Jane, Adventure Curriculum for Physical Education: Middle School

Rohnke, Karl, Cowtails & Cobras, Project Adventure