

## Unit 20: Challenge Adventure Program

<b>Unit #:</b>	APSDO-00026702	<b>Duration:</b>	15.0 Lesson(s)	<b>Date(s)</b>	
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**Grade(s)**  
7, 8

**Subject(s)**  
Wellness

### Unit Focus

In this unit, students will continue to experience challenge adventure activities through a deliberate focus on understanding critical thinking, creative expression, and communication. Students will demonstrate improved performance by demonstrating communication, team building, and leadership skills.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Goals and Standards</b> <i>Physical Education: 8</i></p> <ul style="list-style-type: none"> <li>• Apply characteristics of performance in a variety of activities for purposeful, recreational, skill and fitness outcomes <i>H.11.2</i></li> <li>• Apply safe practices, rules, procedures etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same <i>H.13.1</i></li> <li>• Assess and adjust activities to maintain or improve personal level of health-related fitness <i>H.12.1</i></li> <li>• Demonstrate an understanding of what</li> </ul>	<p><b>T1</b> (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p><b>T2</b> (T2) Communicate effectively based on purpose, task and audience using appropriate vocabulary and body language.</p> <p><b>T3</b> (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others.</p> <p><b>T4</b> (T4) Identify a goal, determine an appropriate plan, evaluate its effectiveness and make appropriate adjustments.</p> <p><b>T5</b> (T5) Access, evaluate and use information from various sources to deepen understanding of a given topic.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<b>U1</b> (U108) Demonstrating proper technique	<b>Q1</b> (Q200) How do I talk to and act with

<p>the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances <i>H.10.1</i></p> <ul style="list-style-type: none"> <li>• Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same <i>H.13.4</i></li> <li>• Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities <i>H.13.2</i></li> <li>• Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations <i>H.10.3</i></li> <li>• Develop advanced skills in selected physical activities <i>H.9.4</i></li> <li>• Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings <i>H.13.3</i></li> <li>• Engage in a variety of appropriate physical activities with individualized goals, during and outside of school, that promote the development and improvement of physical fitness level <i>H.11.4</i></li> <li>• Make decisions and implement plans to participate in different physical activities based on interests and positive feelings of accomplishment in daily living <i>H.14.1</i></li> <li>• Seek personally challenging experiences through physical activity as a means to personal growth <i>H.14.4</i></li> <li>• Use physical activity as a means of creative expression <i>H.14.2</i></li> <li>• Use physical activity as a positive opportunity for social and group interaction and development of lifelong skills and relationships <i>H.14.3</i></li> </ul>	<p>(body position, correct movements) creates a predictable outcome.</p> <p><b>U2</b> (U157) Part of growing up is adapting to physical changes that require patience, sense of humor and understanding.</p> <p><b>U3</b> (U200) How you send and receive information depends on what you are trying to accomplish and who you are talking to.</p> <p><b>U4</b> (U201) The way we communicate with one another has a direct effect on the group`s outcome.</p> <p><b>U5</b> (U203) The words you choose affect the people around you.</p> <p><b>U6</b> (U202) Describing your feelings/needs/wants may be awkward and uncomfortable but necessary to help your well-being.</p> <p><b>U7</b> (U302) There are a range of support systems and resources for every concern: the best system or resource is grounded in level of trust and credibility in the information provided.</p> <p><b>U8</b> (U402) Attention to detail has a significant effect on overall results.</p>	<p>others to achieve _____ (a desired result)?</p> <p><b>Q2</b> (Q201) How do I listen and respond to others` ideas and suggestions?</p> <p><b>Q3</b> (Q202) How do I describe what I`m feeling?</p> <p><b>Q4</b> (Q203) How do I find the words to speak up for myself? How do I find the words to speak up for others?</p> <p><b>Q5</b> (Q300) How do I speak up for myself/someone else? How do I find the words?</p> <p><b>Q6</b> (Q301) How do I speak up for myself/someone else in a way that gets people`s attention?</p> <p><b>Q7</b> (Q150) What choices do I make when I am in charge of myself?</p> <p><b>Q8</b> (Q151) How do I keep myself safe?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
		<p><b>S1</b></p> <p>Gr 7-8: Employ various strategies used in team building challenges and large and small group activities</p> <p><b>S2</b></p> <p>Gr 7-8: Cooperate with classmates on problem solving initiatives along with large and small group initiatives</p> <p><b>S3</b></p>

		<p>Gr 7-8: Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts</p> <p><b>S4</b></p> <p>Gr 7-8: Provide encouragement and feedback to peers without prompting from the teacher</p> <p><b>S5</b></p> <p>Gr 7-8: Perform proper spotting techniques and communication protocol</p> <p><b>S6</b></p> <p>Gr 7-8: Perform proper trust lean sequence with partner and small group</p> <p><b>S7</b></p> <p>Gr 7-8: Verbalize specific ideas and strategies in various problem solving / team building activities</p>
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