

**Summit Public Schools
Summit, New Jersey**

Grades 6-8 Physical Education

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Date: Summer 2011

Length of Course: Approximately ¼ of the school year

**Project Adventure
Curriculum**

Course Description: The project adventure curriculum at Lawton C. Johnson Summit Middle School is designed for students to engage in cooperative activities that require students to use problem-solving techniques to solve a movement challenge. Adventure education promotes physical exercises to build character, foster teamwork and encourage responsibility. All of the activities include student engagement, apply a challenge, and allow students to speak their minds. They push mental, social, emotional, and physical limits in a safe and fun environment. Project adventure activities stimulate physically active, healthy lifestyles.

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.

Big Ideas:

2.5.A- Movement Skills and Concepts:

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.

Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.

2.5.B- Strategy:

There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.

Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

2.5.C- Sportsmanship, Rules and Safety

<p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>What does teamwork mean? What makes a good team?</p> <p>What makes an activity, sport or game competitive? How?</p>	<p>Demonstrating responsible personal and social behaviors are important skills in life while working cooperatively in teams or groups. Respect each other.</p> <p>Learning the importance of following directions.</p> <p>Understand that challenge, enjoyment, creativity; fun, total engagement, self-expression and social interactions are important, life-enhancing experiences.</p> <p>Effective and proper communication that demonstrates teamwork skills can make individuals and groups more successful.</p> <p>An individual's strength or weakness can be an advantage or disadvantage for any given task. Use abilities of movement skills and concepts to your advantage. Respect differences.</p> <p>Respect rules and always practice sportsmanship and safety.</p> <p>Inclusion of everyone regardless of skills or abilities</p> <p>The ability to use strategy and creative improvisational skills to solve a problem.</p> <p>Taking on the role of a leader</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>2.5.6.B.2 Compare and contrast strategies</p>	<p>Instructional Focus:</p> <p>Students will be instructed to participate in several group, partner and individual project adventure activities. These games focus on cooperation, problem solving and teamwork. Activities include tag games,</p>

<p>used to impact individual and team effectiveness and make modifications for improvement.</p> <p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <p>2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</p>	<p>more skill activities, and problem-solving games that are physically and mentally challenging.</p> <p>Participate in structured stimulating discussion facilitated by the teacher and carried out by individual students and groups.</p> <p>Ask various discussion and essential questions, creating positive criticism, and apply positive enforcement with verbal appraisal and rewards.</p> <p>Use adventure education to enhance the holistic Physical Education experience.</p> <p>Use as much or as little equipment as needed and you may improvise.</p> <p>Engage students in a series of group physical and mental challenges.</p> <p>Introduce activities with themes or stories, express excitement and meaning with instruction.</p> <p>Debrief activities with closing statements, reflections and questions.</p> <p>Apply modifications for individuals, pairs, or groups according to skills and abilities to make the task more or less challenging.</p> <p>Throughout activities students will give partner and self-constructive feedback in order to improve performance.</p> <p>Encourage and enforce sportsmanship, rules and safety.</p> <p>Sample Assessments:</p> <p>Students will demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving.</p> <p>Students will demonstrate an understanding of movement concepts and the use of local motor skills. Students will be able to support</p>
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each others varying skill and ability levels to become successful.

Teacher observation of physical effort, teamwork, preparation and cooperation.

Gauging improvements based on first attempts.

Game or activity specific rubrics and checklists that may be completed by individuals, partners or teachers. Sample questions may include:

How did the rules and boundaries help us accomplish a task and what did they do for the class?

How did you and your team or partner become successful?

How did your ability to complete the task change throughout the activity?

How did you decide to assign tasks to everyone on your team?

What did you learn about your team or partner?

What skills or physical abilities did you need in order to complete the task?

Did you discover certain strengths or weaknesses of your team?

What contributed to your success?

Were you able to work effectively with another group? How? Why?

How did you complete the task? How could you have completed the task more efficiently?

What strengths and weaknesses did you find you have in regards to the game or activity?

What were some of your strategies and did they work?

What differences did you notice in your performance after talking with your group/partner?

Instructional Strategies:

Interdisciplinary Connections:

Cross-curricular activities apply within various games and challenges in project adventure. All activities can be modified. Subjects include: mathematics (geometry, basic math, logic), language arts (reading, creativity and writing), history and science (integrating stories).

Technology Integration:

The use of I movies to introduce, review and debrief material or present future activities or games.

Exploring www.letsmove.gov in order to research ways to become active and effective ways to work as a team within the community.

Media Literacy Integration

Creating graphs or charts using computer programs to log personal physical activity and compare to news coverage and data reports of childhood inactivity and obesity.

Global Perspectives

Discovering what part of the world or what country certain activities and games were originated.

Realizing every individual can play any game or do any activity around the world.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
Health Literacy

Texts and Resources:

- Panicucci, J. (2002). Adventure curriculum for physical education, middle school. Beverly, MA: Project Adventure Inc.
- [Www.letsmove.gov](http://www.letsmove.gov)
- [Www.pa.gov](http://www.pa.gov)