

# **Cooperative Games and Adventure Learning Curriculum**

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## **Introduction**

The purpose of the Cooperative Games and Adventure Learning course is to introduce the benefits of adventure learning to the students of Masconomet Regional High School. Cooperative Games and Adventure Learning is one of four courses that are offered to students by the Physical Education Department. There are many benefits to teaching Cooperative Games and Adventure Learning.

Cooperative Games and Adventure Learning offers a unique hands-on approach to teaching, in which students learn through experience. Teachers are able to increase student engagement with physical and intellectual challenges that motivate students to be ever present. Cooperative Games and Adventure Learning presents students with perceived physical “risks,” that will challenge their emotions and composition, as well as their physical abilities. Even though Cooperative Games and Adventure Learning has the perception of risk, it does have underlying precautions and safety protocols. Cooperative Games and Adventure Learning is also based on the belief that students learn best when involved in fun activities.

Cooperative Games and Adventure Learning can provide many physical, mental and emotional benefits to adolescents. Through Cooperative Games and Adventure Learning students will understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure activities. Lastly, students will be able to demonstrate an understanding of and respect for differences.

The overarching goal of this Cooperative Games and Adventure Learning curriculum is to act as a guide for Physical Education teachers. Designed using local, state, and national standards and objectives, this curriculum will provide equitable learning opportunities for all students and increase teacher quality and consistency. Goals and objectives will act as the students’ ultimate destination and the quality of that journey will fall under the responsibility and creativity of their teachers.

## **Course Description and General Information**

### **Course Description**

**Department:** Wellness

**Course Name and Number:** Cooperative Games and Adventure Learning 9119

**Program of Studies Course Description:** The Cooperative Games and Adventure Learning course will begin with fun and interactive cooperative games. This course will include an exciting and challenging ropes course. With a combination of teamwork and individual commitment, a sense of accomplishment will be achieved upon the completion of these challenges. This course will help to increase your self-confidence, teamwork, cooperation, and decision-making skills. The class meets every day for one semester.

**Prerequisites & Additional Information:** N/A

**Duration and Credits:** Semester - 2.5 Credits

**Grade Levels:** 9, 10, 11, 12

**Course Level:** CP

**Pathways:** N/A

**Years Offered:** All years

**Academic Standards:** C1, S1, S2

### **General Information**

### **Expectations for Student Learning**

Masconomet's Vision, Mission and Expectations for student learning are outlined below. The expectations are coded and cited in each course description in the Program of Studies. Each course is expected to address one or more of the learning expectations.

### **District Vision Statement**

Masconomet Regional School district provides a challenging and supportive educational environment for the entire school community that:

- maximizes opportunity for intellectual, personal, and physical development
- encourages individuals to become contributing community members
- promotes learning as a lifelong pursuit

### **Masconomet Regional High School's Mission**

#### **Learning Is Life**

The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills, and knowledge necessary for life-long learners to think critically in order to participate in a global society.

Upon graduation, students will have demonstrated that they have embraced this mission by meeting the academic, social and civic expectations

## **Student Expectations**

### **Academic Expectations**

- Students will demonstrate effective verbal, written and digital communication skills. A1
- Students will demonstrate mathematical competency. A2
- Students will demonstrate effective problem-solving skills. A3
- Students will demonstrate the ability to use a variety of technological and informational resources to research, analyze, and synthesize facts, results, ideas and concepts. A4

### **Social Expectations**

- Students will demonstrate our core ethical values of respect, responsibility, honesty, and compassion in school and the community. S1
- Students will demonstrate responsible and ethical use of electronic media. S2

### **Civic Expectations**

- Students will participate in decision making and collaborative team building activities. C1
- Students will demonstrate and practice an understanding of the rights and responsibilities of global citizenship. C2
- Students will make positive contributions to the community. C3

## **Attendance Policy**

If a student is unable to participate in Physical Education class for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five physical education classes will be missed, students must bring a note from a parent to the physical education teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five physical education classes are missed, students must show a physician's note to the school nurse. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate if it is expected that they will return to the class. The school nurse will notify the school counselor and the physical education teacher. The school nurse will also monitor the student's progress and will inform the teacher when the student may return to full participation. A student may be assigned to a study hall at the discretion of the nurse and the teacher.

A brief period is allowed at the end of Physical Education classes for students who wish to take a shower.

## **Masconomet High School Physical Education Locker Room Policy**

In order to participate to the best of their abilities, physical education (PE) students at Masconomet High School are asked to change into athletic attire for their respective physical education courses. This can include, but is not limited to sneaker, shorts, t-shirt, and/or a loose fitting top. The Wellness Department offers students PE specific lockers in the locker room, which are separate from athletic lockers. This includes lockers 001 to 522 in the boys locker room and 1001 to 1801 in the girls locker room. Students are responsible for changing and using the bathroom located in the locker room in a responsible and safe manner in congruence with acceptable behaviors listed in the Student Handbook starting under the heading of "STUDENT BEHAVIOR EXPECTATIONS AND POLICIES." In order to provide the safest environment possible, the department provides the following:

- Every student is assigned a locker with a verified working lock. Locks are rearranged yearly so as to not assign the same lock and locker to other students.
- Students are told and reminded throughout the year that they are responsible for locking up all their valuables in assigned lockers and to not share their assigned locker and/or the combination to the lock.
- Once students are changed and leave the locker room for the start of class, doors are locked during class and unlocked at the end of the period. This will help diminish the opportunity for theft.
- Students are allowed no more than five minutes to change for class. This short time makes changing a priority and reduces chances for misbehavior.
- For the safety of students and teachers alike, sweeps of the locker room will be done in tandem with a second adult of the same gender after announcing our entrance.
- For the safety of the PE staff and to reduce liability issues, extra help for PE teachers is assigned outside of the locker room in designated areas which can include the Yoga Room and Field House.
- Students who do not feel comfortable using the boys or girls locker room, will be given access to other private changing areas.
- Prior to 7:35 am and after 2:15 pm locker rooms are used by the Athletic Department. Doors are locked from 12:01-1:36 for lunch. Students should not gather outside the locker during this lunch period. It is the responsibility of the Athletic Department to supervise locker rooms before 7:35 am and after 2:15 pm.
- No cell phone usage of any kind in the locker room.

## **Course Goal and Objectives**

### **Course Goal**

The goal of this course is to introduce students to the benefits of adventure learning. The expectation is that students will develop and challenge their leadership, creativity, trust, safety, and creative problem-solving skills while encompassing the school's core values of honesty, respect, responsibility, and compassion.

### **Course Objectives**

Upon the completion of this course most students should be able to:

- Tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight, stoppers, square knots, and a Swiss seat harness.
  - SHAPE Standards 1; Mass DOE Standards 2.17, 2.19, & 2.26
- Demonstrate proper belaying techniques, climbing commands, and safety protocols involved with each element.
  - SHAPE Standards 2 & 4; Mass DOE Standards 2.17, 2.19, 2.20, 2.26, & 2.27
- Develop and follow a class full value contract with an understanding of and respect for differences, effort, attitude, and inclusion.
  - SHAPE Standards 4 & 5; Mass DOE Standards 2.17, 2.24, & 2.26
- Understand that challenges, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure classes and physical activities.
  - SHAPE Standards 5; Mass DOE Standard 2.25

## **State and National Standards**

The course goals and objectives will align themselves with the Massachusetts Comprehensive Health Curriculum Frameworks standards and the Society of Health and Physical Educators (SHAPE) America.

Massachusetts Comprehensive Health Curriculum Frameworks Learning Standards:

2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).

2.19 Apply concepts about sequential motor learning and development, bio-mechanics, exercise physiology, and sports psychology.

2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.

2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.

2.25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.

2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.

2.27 Define functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).

## **SHAPE America National Physical Education Standards**

Standard 1 - Through learning experiences in physical education, the student develops a variety of motor skills.

Standard 2 - Through learning experiences in physical education, the student applies knowledge related to movement and fitness concepts.

Standard 3 - Through learning experiences in physical education, the student develops social skills through movement.

Standard 4 - Through learning experiences in physical education, the student develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.



## Course Outline and Lesson Plan Guide

Cooperative Games and Adventure Learning is a semester-long course which provides approximately 18 weeks of instruction. Classes will meet four times a week. Three of those classes will be 49 minutes in length and one class will meet for 68 minutes. It is important to understand that many students have little to no experience with adventure learning. Due to their lack of physical education exposure, some students will not have the appropriate physical development. In most classes, there will also be approximately two to three students with learning challenges. These two factors are the reason behind the “challenge by choice” option provided to all students. Challenge by choice allows students the opportunity to opt-out of higher risk activities. As always, safety is the most important priority for students and teachers alike. We would like to encourage students to take the appropriate risks as well as make sound decisions in this course (see Appendix D for examples of lesson plans and Appendix C for safety protocols).

### Course Outline

Unit	Weeks	Content
1	1-4	Creating Community, Safety, and Full Value Contract
2	4-8	Problem Solving, Decision-Making, Team Building, and Leadership
3	8-12	Experience with Low Level Elements (Risk Taking, Team Building, Problem Solving)
4	12-16	Experience with High Elements (Belaying, Communication & Risk-Taking)
5	16-18	Survival Skills & Closure Activities

### Lesson Plan Guide

The following guide will serve as a resource to address the content in the course outline chart. Cooperative Games and Adventure Learning requires students to work together and develop trust. The lessons that are introduced in the beginning of the semester serve as a platform from which to build this trust, community, and proper decision-making skills. The latter units challenge the students to utilize these skills in both low and high elements (see Appendix C for Safety Protocols).

Week	Activities	Objectives	Content
1	Finger Tip, Elbow, Shoulder Circle; Oprah Interview; ZIP, ZAP, ZOP; Full Value Contract- Chart; Circle Call/Name Toss	Develop and follow a class full value contract with an understanding of and respect for differences.  Develop and follow a class full value contract with an understanding of and respect for differences.	Creating Community & establishing a FVC.

<b>2</b>	Categories; Name by Name; Gotcha; Popcorn; Cross-town Connection; Fish Baseball; Silent Line-up; Partner Shoe Tie Up; Snoopy and the Red Baron	Develop and follow a class full value contract with an understanding of and respect for differences.  Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.	Creating Community
<b>3</b>	Everybody's It/High Ten (Everybuddies It); Blob Tag (Blob Tag Squared); Asteroids; Bridge Tag	Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.	Creating Community, Safety
<b>4</b>	Knee Tag; Ga-Ga Ball; Bumpity Bump Bump Bump; Secret Agent; Tollbooth	Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.	Creating Community, Safety
<b>5</b>	Lap Sit; Frogger; Human Knot; Team Jump Rope (aka Turnstile); Snake Knot; Challenge by Choice- Comfort Zone, Stretch, Panic	Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.  Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.	Problem Solving, Decision- Making, Team Building, and Leadership
<b>6</b>	Two Person Trust Lean and Spotter's Stance; Follow the Leader; Wind in Willows	Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.  Demonstrate safety protocols involved with each element.	Problem Solving, Decision- Making, Team Building, and Leadership Safety

<b>7</b>	Funnel Run; Mine Field (Blind, Mute, or Both)	Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.  Demonstrate safety protocols involved with each element.	Problem Solving, Decision-Making, Team Building, and Leadership Safety
<b>8</b>	Trust Fall	Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.  Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.	Creating Community, Safety, Problem solving, Team building, Leadership  Experience with Low Level Elements (Risk Taking, Team Building, Problem Solving)
<b>9</b>	Mohawk Walk; Rebirth (Hanging Tire); Beam	Demonstrate safety protocols involved with each element.  Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.	Experience with Low Level Elements (Risk Taking, Team Building, Problem Solving)
<b>10</b>	Wall; Wild Woozy; Swinging Log; TP Shuffle	Demonstrate safety protocols involved with each element.  Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.	Experience with Low Level Elements (Risk Taking, Team Building, Problem Solving)
<b>11</b>	Knots & Harness; Belaying Techniques Climbing Safety	Tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight, stoppers, square knots, and a Swiss seat harness.  Demonstrate safety protocols involved with each element.  Demonstrate proper belaying techniques and climbing commands.	Experience with High Elements (Belaying, Communication & Risk- Taking)  Safety

<b>12</b>	Cargo Net; Incline Log	<p>Demonstrate safety protocols involved with each element.</p> <p>Demonstrate proper belaying techniques and climbing commands.</p> <p>Tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight, stoppers, square knots, and a Swiss seat harness.</p>	Experience with High Elements (Belaying, Communication & Risk- Taking) Safety
<b>13</b>	Pamper Pole; Multi-Vine	<p>Demonstrate safety protocols involved with each element.</p> <p>Demonstrate proper belaying techniques and climbing commands.</p> <p>Tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight, stoppers, square knots, and a Swiss seat harness.</p>	Experience with High Elements (Belaying, Communication & Risk- Taking) Safety
<b>14</b>	Climbing Wall (High and Low level of Difficulty); High Traverse	<p>Demonstrate safety protocols involved with each element.</p> <p>Demonstrate proper belaying techniques and climbing commands.</p> <p>Tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight, stoppers, square knots, and a Swiss seat harness.</p>	Experience with High Elements (Belaying, Communication & Risk- Taking) Safety
<b>15</b>	Zip Line (if available)	<p>Demonstrate safety protocols involved with each element.</p> <p>Demonstrate proper belaying techniques and climbing commands.</p> <p>Tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight,</p>	Experience with High Elements (Belaying, Communication & Risk- Taking) Safety

		stoppers, square knots, and a Swiss seat harness.	
<b>16</b>	Orienteering (compass, map)	Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.  Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.	Survival Skills
<b>17</b>	Orienteering (compass, map) Fire Basics Survival Tool Checklist	Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.  Use effective interpersonal and decision-making skills which include goal setting, risk taking, leadership, and problem solving.	Survival Skills
<b>18</b>	Closure Affirmations All-Aboard Masco-Trolley Create a Game	Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences that are typically found in adventure and physical activities.	Problem Solving, Decision-Making, Team Building, and Leadership Experience with Low Level Elements (Risk Taking, Team Building, Problem Solving) Closure Activities

### Assessments

Students will be evaluated on their cognitive, affective and psychomotor abilities in Cooperative Games and Adventure Learning. Assessing students on their health related fitness domains would not be an effective use of time for this course. Our department focuses on this assessment during the Fundamental Fitness course. This allows the department to measure students' advancement toward the course goals and objectives. The following chart aligns the domains covered in class and their outcomes (see Appendix A for Assessments).

Cognitive	<ol style="list-style-type: none"> <li>1. Students will develop a Full Value Contract.</li> <li>2. Students will create a game including rules, objectives, safety protocols and framing.</li> <li>3. Students will be assessed on their orienteering skills which include their ability to use a compass and read a map.</li> </ol>
Affective	<ol style="list-style-type: none"> <li>1. Students will participate in an affirmation exercise that will help them understand the importance of social interaction.</li> <li>2. Students will be assessed on their ability to use effective interpersonal skills of leadership and problem solving while accomplishing tasks.</li> <li>3. Students will be assessed on how well they follow the full value contract.</li> </ol>
Psychomotor	<ol style="list-style-type: none"> <li>1. Students will tie the following knots: figure eight on a bight, figure eight on a follow through, double-figure eight, stoppers, square knots, and a Swiss seat harness.</li> <li>2. Students will understand and execute the roles of a belay team.</li> </ol>

## On-line Resources

Cooperative Games and Adventure Learning

<http://www.pa.org/>

## Reference List

- Masconomet Regional High School. (2011). Masconomet regional high school program of studies. Topsfield, MA.
- Masconomet Regional High School. (2011). 2011-2012 Masconomet calendar handbook. Topsfield, MA.
- Massachusetts Department of Education. (1999). Massachusetts comprehensive health curriculum frameworks (2nd ed.). Malden, MA.
- National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA.
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Panicucci, J. Hunt, L., Prouty I. S., & Masterson, C. (2008). Achieving fitness: An adventure activity guide. Beverly: Cooperative Games and Adventure Learning, Inc.  
Ryan, B. (2005). The guide for challenge course operations: An essential reference for challenge course practitioners. Beverly: Cooperative Games and Adventure Learning, Inc.

## Appendix A Assessments

Name:

Date:

### Syllabus Quiz

Please circle the best answer

1. Finish the following statement:



“The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the acquisition of attitudes, skills and knowledge necessary for life-long learners to think critically in order to participate in a global \_\_\_\_\_.”

- A. World
- B. Society
- C. Franchise
- D. Gym

2. Mr/Mrs. \_\_\_\_\_ office is located in room

- A. P90X
- B. Janitor's closet
- C. D109
- D. 101

3. All of the following are course objectives except

- A. Tie several knots like figure eight, double-figure eight, figure eight stoppers, and more.
- B. Demonstrate proper belaying techniques and commands and the safety protocols involved with elements.
- C. Develop and follow the full value contract.
- D. Assess their current physical conditioning.

4. Class assignments are worth

- A. 20 points
- B. 12 points
- C. 10 points
- D. TBA- To be announced.

5. A tardy can result in being assigned a detention.

- A. True
- B. False

6. Which of the following footwear is considered appropriate attire for this class?

- A. Timberland boots
- B. Sandals
- C. Tap dance shoes
- D. Sneakers

7. Will you be graded on how strong you are?

- A. Yes
- B. No

8. Participation is worth the following amount of points

- A. 12
- B. 34

- C. 7
- D. 100

9. Including the transition time from classroom to classroom, how much time does one have to arrive to class, get changed, and be prepared to participate?

- A. 5 min
- B. 10 min
- C. 9 min
- D. 4 min

10. All of the following are part of the respectful learning environment except

- A. Please arrive promptly to class.
- B. Arrive to class ready to learn. Have all assignments, readings, homework, etc. completed prior to class and prepared to be handed in class (stapled).
- C. Be prepared to engage in discussion, ask questions, and participate in all activities.
- D. Please turn off all cell phones, beepers (if you still have them), and watch alarms while in school.
- E. Remove all trash, paper, food/beverage, when leaving the classroom.
- F. Respect all members of class, their opinions and contributions to class.
- G. Do whatever you want, whenever you want to.

Assessment: Design a Class Full Value Contract Poster

Full Value Contract (25 minutes)

Materials:

5 Poster boards hung up around the gym.

Markers

Procedure:

1. Talk to the students as a group about the full value contract. Explain what a full value contract is and why it is important to have.
2. Tell the students that hung up around the gym is a poster board containing one core concept of the full value contract.
3. They will walk around and write on each poster board one way they or their class can accomplish the criteria on the poster board.
4. Ask for some examples of what could be written under each concept.

5. Once there is a clear idea of what should go on the poster boards split the class up into 5 groups and assign them a poster board to start at.
6. Once everyone is done, talk to the class about the contract.
7. Develop a final Full Value Contract as a group / combine the five poster boards into one poster board.
8. Have everyone in the class sign the agreed upon FVC.

### Grading Rubric:

All criteria have been met	3 out of the 4 criteria have been met	2 out of the 4 criteria have been met	1 out of the 4 criteria have been met	None of the criteria have been met
20 points	15 points	10 points	5 points	0 points
<ul style="list-style-type: none"> <li>Students worked together to come up with five core values (“rules”) the class will follow</li> <li>The five individual poster boards have creative ideas regarding how the class will accomplish these values, including pictures, words, or symbols.</li> <li>The final contract contains five agreed upon values</li> <li>Everyone has signed the contract</li> </ul>				

Date:

## Full Value Contract Grading

Period:

[illegible]

[illegible]

## Grading Scale

20- Student followed all of the rules all of the time  
15- Student followed all of the rules some of the time  
10- Student followed some of the rules some of the time  
5- Student followed some of the rules very few times  
0- Student never followed any of the rules at any time

# PA Knot Practical

You will be asked to tie the following knots: figure-eight on a night, figure-eight follow through, double figure eight, and a Swiss seat harness. You will be graded on whether or not you know the knot being asked to tie (recognition) and on your ability to properly tie the knot (aptitude).

Recognition= 3 point for tying proper knot; 0 points for tying incorrect knot or not tying a knot

Aptitude= 3 points for performed with minor errors; 2 points for performed with some errors; 1 many errors

[illegible]

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Date: \_\_\_\_\_

Dynamic Belay Checklist

Element: \_\_\_\_\_

ROLE		NAM E	RESPONSIBILITIES	INIT-IA LS	GRAD E
1	Primary Belay		<ul style="list-style-type: none"> <li>€ Positions himself/herself in relation to the climber</li> <li>€ Uses proper climbing signals</li> <li>€ Takes in rope and applies the break with proper technique</li> <li>€ Lowers or provides a belay for down climbing or rappelling</li> </ul>		
2	Anchor		<ul style="list-style-type: none"> <li>€ Stands in the proper location in relation to the climber</li> <li>€ Is in a good spotter position holding onto the primary belayer's harness</li> <li>€ Provides enough weight to the primary belayer in case a climber falls unexpectedly</li> <li>€ Is primarily focused on the primary belayer</li> </ul>		
3	Back-Up Belay I		<ul style="list-style-type: none"> <li>€ Stands in the proper location in relation to the climber</li> <li>€ Allows primary belayer to handle the belay and is ready to help if needed</li> <li>€ Maintains some slack between the primary belayer and themselves ("smile")</li> <li>€ Should focus on the primary belayer and not the climber</li> </ul>		
4	Back-Up Belay II		<ul style="list-style-type: none"> <li>€ Stands in the proper location in relation to the climber</li> <li>€ Allows primary belayer to handle the belay and ready to help if needed</li> <li>€ Maintains little to no slack between the back-up and themselves</li> <li>€ Should focus on the primary and back-up I belayers and not the climber</li> </ul>		
5	Coiler		<ul style="list-style-type: none"> <li>€ Stands in proper location in relation to climber</li> <li>€ Ready to help if needed</li> <li>€ Coils rope so knots do not form</li> <li>€ Focuses on primary belayer and not the climber</li> </ul>		
6	Ladder/I nitial Spotter/ Second Anchor		<ul style="list-style-type: none"> <li>€ Sets ladder into position ensuring that the feet are firmly place on the ground.</li> <li>€ Stands in front of the ladder with toes against the bottom; extends their arms; fingers should curl around the side</li> <li>€ As climber begins to ascend, spotter stands underneath holding ladder from the sides and pulls it towards them</li> </ul>		

			€ Removes ladder after participant climbs onto element		
7	Climber		€ Understands that he/she is ultimately responsible for their own safety € Checks to make sure their helmet, harness, hardware, and heart/head is ready to climb € Asks questions on how to traverse the element € Uses proper climbing signals and communicates with their belay team		
8	Team leader		€ Makes sure the element is setup correctly- including ropes, harnesses, helmets, and hardware € Communicates with the belay team and climber to verify the "4 H's." € Signs off with teacher to make sure all safety protocols have been reviewed € Checks to make sure team is following safety protocols		

Climbing Signals		Four H's	Grading Scale
On Belay Belay On	Falling Fall Away  Off Belay Belay Off	Helmet	20- Student followed all of the rules all of the time 15- Student followed all of the rules some of the time 10- Student followed some of the rules some of the time 5- Student followed some of the rules very few times 0- Student never followed any of the rules at any time
Climbing Climb Away		Heart	
Up Rope Slack Tension		Hardware	
If two climbs are occurring at once, is there a way to identify between both climbers (i.e. "Climb Away- John")		Harness	

Team Leader: X\_\_\_\_\_

Teacher: X\_\_\_\_\_

#### Affirmation Activity

Directions: Take a moment to think about the characteristics that your classmates exhibit that make them stand out. What do they possess that you wish you possessed or that makes them special? What have they added to this class to help us abide by our Full Value Contract, reach our goals or to make you feel comfortable? Write something positive about each person in class. This will be shared.

Name	Positive Characteristic


Did student follow proper instructions?

Was the student able to properly identify positive characteristics?

- Grading Scale:
- 20- Student followed all of the rules all of the time
  - 15- Student followed all of the rules some of the time
  - 10- Student followed some of the rules some of the time
  - 5- Student followed some of the rules very few times
  - 0- Student never followed any of the rules at any time

Orienteering Exercise- Map and Compass

Names: \_\_\_\_\_ & \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_

Using the map and compass provided, please locate the following places on the map and label it according to the corresponding letter.

Start (X): Outside the school entrance near Mr. Verdaguer’s office

Nav Point 1 (A): \_\_\_\_\_

Nav Point 2 (B): \_\_\_\_\_



Nav Point 3 (C): \_\_\_\_\_

Nav Point 4 (D): \_\_\_\_\_

Nav Point 5 (E): \_\_\_\_\_



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## PA "Create Your Own Game"

Your group will be asked to create a team-oriented game using the props provided to the class. Your team will write down and explain the Setup (players/teams/boundaries/props), Framing (story/theme), and Procedures (objectives/rules) required to play the game.

Grading: You will be graded on how well you explain the different parts of the Game.

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Name of the Game: \_\_\_\_\_

### Grading Rubric

Activities	Explanation	Grade
Setup Number of Players Number of Teams Boundaries Material (Props)		3- Clearly Explained 2-Somewhat Explained 1-Missing most of the Explanation 0-No Explanation Provided
Framing Story Theme		3- Clearly Explained 2-Somewhat Explained 1-Missing most of the Explanation 0-No Explanation Provided
Procedures Objectives Rules		3- Clearly Explained 2-Somewhat Explained 1-Missing most of the Explanation 0-No Explanation Provided

Final Exam

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period: \_\_\_\_\_

### Part 1: Full Value Contract

Using the following scale, please evaluate your ability to follow the "Full Value Contract" rules established by your class.

20- I followed all of the rules all of the time

15- I followed all of the rules some of the time

10- I followed some of the rules some of the time

5- I followed some of the rules very few times

0- I never followed any of the rules at any time

Rule #1	Rule #2	Rule #3	Rule #4	Rule #5	Total
20-15-10-5-0	20-15-10-5-0	20-15-10-5-0	20-15-10-5-0	20-15-10-5-0	

Please explain your rating for each of the rules. Why do you deserve those scores?  
Give examples.

Rule 1:

Rule 2:

Rule 3:

Rule 4:

Rule 5:

### Part 2: Class Reflection

Please answer the following questions using complete sentences.

## Risk Taking

Give an example of a risk that you have taken during your experience on the high elements. Was that risk physical or emotional? How was your perception of the risk different from what you actually experienced?

In what ways have you communicated your thoughts and needs to the students in your class? Do you think your efforts have been effective? Why or why not? How does this compare to other settings, i.e. sports team, family, social groups? Explain your answer.

Give an example of when your decision to take risks was influenced by the people around you. Was their input helpful? Explain. How could this situation affect future decisions that you will make?

## Creativity

What are some words you would use to describe your creativity? Why did you choose those words?

Describe a time when your group was particularly creative. How did this creativity impact the outcome?

What is the relationship between risk taking and creativity?

Complete this though using examples from this semester as well as from other times in your life: "I am most creative when I am..."

### Leadership

What characteristics are required to be a leader? Of those characteristics, which one is one you observed in class and how did it contribute to the outcome of the situation?

Describe an example of when you demonstrated or observed followership. How did followership contribute to the outcome of the situation?

Describe a time when you gave or received feedback about being a leader. How did you incorporate the feedback in future activities?

### Appendix B Syllabus



Masconomet Regional High School

Learning is Life

"The Masconomet High School community believes that learning enables us all to achieve ambitious personal goals, develop fine minds, and build strong character. Therefore, we foster the



acquisition of attitudes, skills and knowledge necessary for life-long learners to think critically in order to participate in a global society.”

---

## 9201 Cooperative Games and Adventure Learning

Teacher:		Room:	PA- Meet outside of locker room
Class Time:	Period	Office Hours:	After school Monday-Thursday or by appointment
Office:		Office Phone:	X
E-mail:		Semester/Year:	

---

### Course Description:

TO BE UPDATED UPON APPROVAL

### Course Goal:

TO BE UPDATED UPON APPROVAL

### Course Objectives:

TO BE UPDATED UPON APPROVAL

### Requirements:

**Attendance (100 Points):** Students will begin the quarter with 100 points assigned specifically for attendance. For each class a student is absent without an excuse they will be deducted 30 points and assigned a detention. Class begins promptly five minutes after the bell, thus if attendance is taken and a student arrives late they will be deducted 12 points (3 Unexcused tardy= 1 Unexcused absent) and assigned a detention. Parents will be notified if student is absent or unprepared to participate more than two times! 3 Unexcused Absences=F

**Dress/Uniform (100 Points):** Please come dress appropriately (shorts or warm-up pants, sneakers, and a loose fitting top). Failure to dress properly will result in points to be deducted. Twelve (12) points will be deducted for those who do not come to class prepared. You will also lose participation points for the day (another 12 points) and assigned a detention.

**Participation (100 Points):** Participation will be based on the student's attitude and effort. If you do not participate during class you will be deducted 12 points. If you are not demonstrating a good attitude and positive effort in relation to your teammates, opponents, referees and/or teachers you will be deducted 12 points per class and possibly assigned a detention.

Homework Assignments/Reading (TBA Points): Throughout the quarter students will be given reading assignments and some small exercises to do at home. This could include web searches or article readings.

Written exams (TBA): Quizzes will be given throughout the quarter. They will be based on lectures and readings.

Performance Assessments (TBA): During this course you will be assessed on several physical challenges, including orienteering, knots, belaying, etc.

#### Respectful Learning Environment:

1. Please arrive promptly to class.
2. Arrive to class ready to learn. Have all assignments, readings, homework, etc. completed prior to class and prepared to be handed in class (stapled).
3. Be prepared to engage in discussion, ask questions, and participate in all activities.
4. Please turn off all cell phones and music players.
5. Remove all trash, paper, food/beverage, when leaving the classroom.
6. Respect all members of class, their opinions and contributions to class.

#### Consequences of Misbehavior:

1. Student will kindly be asked to resume proper behavior.
2. Student will be asked to sit out until they are ready to return to the activity assigned by the teacher.
3. Student will be asked to sit out the remainder of the class and will be assigned a detention to be served at the teacher's discretion.
4. Failure to report to detention will result in a second detention being assigned.
5. Failure to report to any of the assigned detentions from that point on, will result in parent notification, as well as, notification of the vice principals.

\*If student is unable to participate in PE for reasons related to injury or ill health, the following procedure should be followed:

1. If one to five gym classes will be missed, students must bring a note from a parent to the gym teacher. Even though students are excused from active participation, they must attend class and may be asked to help when appropriate.
2. If more than five gym classes will be missed, students must show a physician's note to the school nurse. The school nurse will send the student, with a copy of the physician's note, to the guidance counselor for assignment to study. The school nurse will send a copy of the physician's note to the gym teacher. The school nurse will also monitor the student's progress and will inform the teacher and counselor when the student may return to class. Students will not be held responsible for material covered in the gym class during the extended absence.



## Appendix C Operating Procedures

### Low Element Operating Procedures

All Aboard  
Beam  
Mohawk Walk  
Rebirth  
Spider's Web  
Swinging Log  
Team Triangle  
Tension Traverse  
TP Shuffle  
Trolleys  
Trust Fall  
Wall  
Wild Woosey

### High Element Operating Procedures

Cargo Net  
Cat Walk and Incline Log  
Multivine Traverse  
Climbing Tower  
Pamper Pole/Plank  
Tension Traverse- high version  
Zip Wire

Appendix D  
Adventure Learning  
Unit Lesson Plans

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## PROJECTIVE ADVENTURE, LESSON 1

### Creating Community and Trust / Full Value

OBJECTIVES: Students will.....

become familiar with each other and the objectives of the course.  
be honest and creative

- understand the Full Value Concepts (Be present, Pay attention, Speak your truth, Be open to outcomes, and Create a safe environment)
- develop a FVC (Full Value Contract)

INTRODUCTION: (20 minutes)

Welcome the students and have them arrange themselves by alphabetical order in a circle. Go through the attendance. Give an overview of course and review the syllabus.

ACTIVITY 1: Interview Game (10 minutes)

Procedure:

Explain the interview questions; what is something that you did before today? A key fact about your past? What is something that you are involved in now? A key fact about you? What is something you'd like to do in the future?

Have the students stand on the line. Count off by 10 and assign each student a partner. Have the students interview their partner.

Regroup and share the name of and one fact about your partner

ACTIVITY 2: Full Value Contract (25 minutes)

Materials:

5 Poster boards hung up around the gym.

Markers

Procedure:

1. Talk to the students as a group about the full value contract. Explain what a full value contract is and why it is important to have.
2. Tell the students that hung up around the gym is a poster board containing one core concept of the full value contract.
3. They will walk around and write on each poster board one way they or their class can accomplish the criteria on the poster board.

4. Ask for some examples of what could be written under each concept.
5. Once there is a clear idea of what should go on the poster boards split the class up into 5 groups and assign them a poster board to start at.
6. Once everyone is done, talk to the class about the contract.
7. Develop a final Full Value Contract as a group / combine the five poster boards into one poster board.
8. Have everyone in the class sign the agreed upon FVC.

## PROJECTIVE ADVENTURE, LESSON 2

### Creating Community and Trust / Full Value

OBJECTIVES: Students will.....  
become familiar with each other and begin to develop a sense of community  
be honest and creative  
· understand and adhere to the Full Value Concepts

INTRODUCTION: (5 minutes)  
Welcome the students and have them circle up by alphabetical order. Go through the attendance.

ACTIVITY 1: CIRCLE CALL (10 minutes)  
Materials: An open area

Procedure:  
Ask the students to form a circle touching fingertips  
Ask them to move their circle into touching elbows  
Ask them to move their circle into touching shoulders  
Repeat and see how fast they can move their circle while shouting the commands,  
“shoulders” “elbows” “fingertips”  
Tell them you are going to try to trick them and want to see how fast they can move  
“shhhh elbows” “elbows” “fingertips” etc.

Reflections:  
How well did the group work together?  
Did you help one another get in the right spot?

ACTIVITY 2: NAME TOSS (15 minutes)  
Materials:  
Open area  
20-30 different balls or objects

Procedure:  
Ask the students to form a fingertip to fingertip circle  
Explain to the students that they are going to throw a ball/object to someone else in the circle but they have to call the person's name before they throw the object

Once the group is successful throwing one object around and calling names, add a second object, then a third, fourth, etc.

Reflection:

Did you ever end up with more than one object? How did you handle that?

What was the biggest challenge associated with this activity?

How did the group work together? Did they?

### ACTIVITY 3: CATEGORIES (25 minutes)

Materials: An open area

Procedure:

1. Ask your students to fold their arms. Which arm is on top? Everyone with their right arm on top go to one side of the playing area and everyone with their left arm goes to the other side.
2. Ask the students clasp their fingers. Which thumb is on top? Everyone with their right thumb on top go to one side of the playing area and everyone with the left thumb go to the other side.
3. Ask the students which side of the bed they sleep on? Everyone that sleeps on the right side of the bed goes to one side of the playing area. Everyone on the left side goes to another side of the playing area. Everyone in the middle goes to another section of the playing area.
4. Ask the students which pant leg they put on first? Split them up accordingly.
5. Ask the students how many siblings they have. Have them group up accordingly. Are they an only child? If you are an only child, find the other only children. Everyone with one sibling groups together, two siblings groups together, etc.
6. Ask the students about their birth order. Were they born first? Find the other students that were born first to make a group. Were they born second? Find the other students that were born second, etc. Discuss stereotypes surrounding birth order. Is it true?
7. Ask the students if they had a superpower, what would it be? Have them find others that want the same superpower.
8. Ask the students if they could go anywhere in the world, where would it be? Have them find others that want to visit the same place. Why did they choose that specific place?

Reflections:

What did you find out about the group?

Did you share something with someone that you would never have suspected?

## PROJECTIVE ADVENTURE, LESSON 3

### Creating Community and Trust / Full Value

INTRODUCTION: Take attendance and give out locker combinations (20 minutes)

ACTIVITY 1: NAME by NAME (5 minutes)  
Materials: Cone to mark the beginning of the line

#### Procedure:

Explain to the students that they are going to be asked to line up silently by first name. Explain that no one is allowed to speak, draw or show any identification. The class has to line up as quickly as possible, arranging themselves in alphabetical order by their first names.

Give them a cone for a starting place for A's.

Once the group is settled and people agree that they are in the correct formation, have students say their names again. Allow the class to make silent adjustments until they have succeeded in arranging themselves in perfect order.

#### Reflection:

What strategies did you use to get into place quickly?

Using the thumbometer, how are we doing as a class with the FVC?

ACTIVITY 2: GOTCHA (15 minutes)

Materials: An open area

#### Procedure:

Ask your students to form a shoulder to shoulder circle, facing inwards.

Have them hold their right hand out to their right hand side (about shoulder height) with their palm facing upwards.

Have them extend the index finger of their left hand, and place it into the open palm of the person on their left.

On the command of "Go!" everyone tries to catch the finger of the person on their right, that which is pointing downward, touching the center of their palm.

Everyone is also trying to avoid being caught by the person on his or her left.

Ask everyone to shout out "Gotcha!" when they catch a finger.

Try this again several times, switching palms from the right to the left i.e., the left palm is facing upwards, and a right index finger is extended.

Divide the class into smaller groups and repeat the instructions.

Reflection:

1. Have the students share how they were able to keep from being caught.
2. Did the smaller groups make it easier or harder?
3. Are you living your FVC? Do we need to address anything?

### ACTIVITY 3: POPCORN (15 minutes)

Materials: Popcorn set, obtainable through Cooperative Games and Adventure Learning  
OR

Two long jump ropes

One bucket

50 small pin pong / mini whiffle balls

Procedure:

Chose an area on a hard surface so that the balls can bounce. Place the "Popcorn Bucket" in the middle of the area and create a circular boundary around the bucket.

The area should be between 3 and 5 feet. Fill the bucket with ball.

Explain that the goal of the activity is to get all of the balls back into the bucket as quickly as possible.

Tell the group they can work with small groups or alone.

Only 4 people are allowed inside of the boundary to throw the balls back to the players outside the boundary.

Ask your group to place themselves in the playing area, but they have to remain outside the bucket's boundary except the 4 chosen people.

On "Go," start the time and toss all the balls into the air. Toss the balls so that they scatter throughout the playing area.

Quickly replace the bucket inside the boundary area.

Students are to retrieve all of the balls and bounce them back into the bucket as quickly as possible.

Balls may not be thrown or placed directly into the bucket. The ball must bounce on the floor within the boundary marked around the bucket before it lands in the bucket.

The person bouncing the ball must be outside of the marked boundary area.

Stop the time once all of the balls are back inside the bucket.

If time allows, play another round. Can they improve on their time?

Reflection:

1. How did the group abide by the FVC? Did everyone?
2. What ideas or strategies did you share that helped the group become successful?



## PROJECTIVE ADVENTURE, LESSON 4

### Creating Community and Trust / Full Value

OBJECTIVES: Students will be able to....  
work together and community during activities  
build trust and community  
understand and follow the FVC

INTRODUCTION: Take Attendance (5 minutes)

#### ACTIVITY 1: CROSSTOWN CONNECTION (25 minutes)

Procedure:

1. Demonstrate the Shuffle handshake (four slaps of the hand and a shoulder bump) with a partner. Have the students find a Shuffle partner and practice the handshake.
2. Demonstrate the Wild Turkey handshake (one person has an open hand the other person make a fist with their thumb out and places in the middle of their partner's hand) with a partner. Have the students find a Wild Turkey partner and practice the handshake.
3. Demonstrate the Salmon handshake (partners pads of their hand contact while their fingers vibrate) with a partner. Have the students find a Salmon partner and practice the handshake.
4. Demonstrate the Saw handshake (left hand grabs partner's right hand, right hand grabs partner's left hand and saw back and forth) with a partner. Have the students find a Saw partner and practice the handshake.
5. Demonstrate the Bird handshake (interlock thumbs and flap fingers) with a partner. Have the students find a Bird handshake and practice it.
6. Have the students come up with their own handshake.
7. Have the class circle up elbow to elbow. Yell out a handshake and have them find their partner as fast as possible, then yell elbow to elbow and they have to go back to circle formation. Repeat with all of the handshakes. Who can get together the quickest?

Reflection: Using the THUMBOMETER, answer the questions

1. Were you able to work with your partner?
2. How was the communication between members of the class?

## ACTIVITY 2: FISH BASEBALL (15 minutes)

Materials: Rubber Fish (or foam ball / rubber chicken/ rubber ball for variation)

### Procedure:

Divide the class into two teams.

Explain to the class that they are going to play a version of baseball.

The game begins with Team A in the infield. Team B is in the outfield. Team A starts by throwing the rubber fish anywhere in the designated play area (the entire gym or field). Once the fish has been thrown, Team B runs toward it and forms a single-file line behind it. The first person in line picks up the fish and passes it over his/her head. This over-under passing pattern continues until the fish has reached the end of the line and the last student in line yells, "Stop!" Every team member must touch the fish and pass it either over or under.

While team B is passing the fish over and under, Team A is scoring runs. A run can be scored when a team members runs around the entire team. Team A can get into any configuration that they would like to make this possible. Most teams clump together as tightly as possible.

Each team keeps track of their own score.

As soon as Team B yells, "Stop," the last student in line throws the fish to any other spot in the designated play area. Team B then begins to score runs as Team A lines up and starts passing the fish.

The game is over after 25 minutes, or when you determine that it's time to stop.

If the fish goes out of bounds (into the woods), the teacher will set up a sideline throw.

### Reflection:

Find your Shuffle Partner and discuss whether or not your team worked well together?

Find your Salmon Partner and discuss whether or not your team followed the FVC?

Find your Creative Partner and discuss whether or not the score report was accurate for your team?

## ACTIVITY 3: LAP SIT (10 minutes)

Materials: Open area

### Procedure:

Explain to the students that we are going to do an activity that requires them to trust one another and work together. They are going to do their best to help and support their classmates.

Have students make a shoulder-to-shoulder circle.

Ask students to turn to the right, while facing the back of the person now in front of them. Student should put their hands on the shoulders of the person in front of them.

To make the circle smaller, tell students to take a few small steps toward the inside of the circle.

Once the circle is compact, tell students that on your count of 3, they are all to try to sit down at the same time. The goal is to have the whole group sitting on each other's laps without anyone falling down.

Count to three and let the students attempt the lap sit.

After the first attempt, return to the original circle and ask for suggestions on how to do better.

Try again.

Reflection:

Did you trust the person behind you was going to be there?

How did you help the group to be successful?

## PROJECTIVE ADVENTURE, LESSON 5

### Risk Taking & Creativity

OBJECTIVES: Students will be able to....

Experiment with taking physical and emotional risks

Identify various personal needs with respect to risk taking and the group environment

Understand Challenge by Choice

INTRODUCTION: Take Attendance (5 minutes)

### ACTIVITY 1: TWO PERSON TRUST LEAN & SPOTTERS

STANCE (20 minutes)

Materials: N/A

Procedure: The class is told that they are going to have a chance to begin practicing spotting. As a group they are asked what a good spotters stance would look like. The facilitator will talk about a wide stance with the legs and arms up with the class. They will also talk about safety and the spotter is responsible for catching the leaner. It is important to protect the leaner's head, neck and back. This is not a joke, but an important trust building exercise.

1. Each person finds his or her Wild Turkey Partner.

2. Demonstrate the trust lean for the groups.

a) Have the leaner interlock their fingers and keep his or her arms crossed in front of his or her chest. The leaner must also have a stiff body with still feet.

b) The spotter stands about a foot behind the leaner with one foot in front of the other. The spotter's knees are bent and arms and hands are up. Discuss the proper position of the spotter's hands. They should be placed around the leaner's shoulder blades.

c) Verbally communicate with the leaner. The Leaner should say, "Spotter's ready?" Spotter says, "Ready." Leaner says, "Ready to lean?" Spotter says, "Lean away."

3. Tell the group that the spotter can take a step back if the leaner feels comfortable. They need to communicate with each other and respect Challenge by Choice. Everyone will feel comfortable with a different distance and that's ok.
4. It is important that the spotter place the leaner back upright before letting go of him or her.
5. Let the students practice the trust lean with each other.

## ACTIVITY 2: FOLLOW the LEADER TWO PERSON TRUST LEAN (10 minutes)

### Procedure:

1. The spotter will follow the leaner as the leaner walks around the field/gym. The leaner will randomly stop and begin the commands. Then, the leaner will fall.
2. Spotter and leaner will switch spots.
3. A variation can be played where no commands are said and the spotter has to be read when the leaner stops. The leaner must trust that the spotter is ready and in the spotter's stance. NOT everyone has to play with the variation. Challenge by Choice is always in effect.

## ACTIVITY 3: WIND IN THE WILLOWS (25 minutes)

Materials: N/A. The class will be separated into groups of 8-10 and stand in a circle. Talk to the students about how well they have done in previous exercises and that they are ready for the next challenge. As a leaner in Wind in the Willows, you will have to develop trust with each member of your group.

### Procedure:

1. Demonstrate with one group.
  - a) Have a volunteer stand in the middle of the circle of students. Make sure this leaner has their hands interlocked, hands at their chest, body stiff and feet planted.
  - b) The spotters stand in a shoulder-to-shoulder circle and use the same commands with the leaner.
  - c) The leaner may lean in any direction and the group passes them in a gentle manner.
  - d) No one person should have all of the bodyweight of the leaner. Multiple people must hold the leaner.
  - e) When the leaner is finished, they will communicate, "finished". The group will then place the leaner upright in the middle of the circle. They will not release their hands from him/her until the leaner says, "ok".
  - f) Everyone can have a turn in the middle. It's also Challenge by Choice. If they don't want to be in the middle they don't have to.
  - g) For an extra challenge, they students may close their eyes.

Reflection: (Find your Salmon Partner and discuss)

1. What types of risks did people take in these activities?
2. How did you support each other's risk taking?

## PROJECTIVE ADVENTURE, LESSON 6

### Risk Taking & Creativity

OBJECTIVES: Students will be able to....  
Experiment with taking physical and emotional risks  
Identify various personal needs with respect to risk taking and the group environment  
Understand Challenge by Choice

INTRODUCTION: Take Attendance (5 minutes)

#### ACTIVITY 1: TRUST FALL

Materials: Trust Platform

Procedure: Discuss with the class how this activity is an accumulation of everything we had previously worked on regarding trust and risk taking. Tell them that safety is really important and that you know that they can do this safely. Remember Challenge by Choice is always alive.

1. Bring the class to the trust platform and have them stand shoulder-to-shoulder and form two parallel lines leading away from the platform.
2. Have the students put their arms out and bend them at a 90 degree angle so that their fingertips meet the elbow of the person across from them.
3. Have a volunteer go first. Tell him or her:
  - a) Practice securing their hands before climbing up to the platform by either:
    - § Interlocking their fingers and resting their arms under their chin like we practiced
    - § Crossing their arms on their chest and grabbing onto their shirt by their shoulders and holding really right.
    - § Most importantly secure your hands so you DO NOT hit one of your catchers
  - b) Have someone spot the volunteer on the way up to the platform.
  - c) Face away from the catchers and stand very tall and stiff. Stay rigid throughout the fall. Sitting or dropping your hips is very dangerous.

d) After the catchers are briefed and ready, stand with your heels on the platform and initiate the commands before you fall.

§ "Spotters ready."

§ "Ready" – catchers

§ "Ready to fall"

§ "Fall away" – catchers

4. Brief the catchers / spotters

a) Stand shoulder-to-shoulder

b) When your arms are outstretched, palms up, fingertips should meet the elbows of the person across from you, arms interwoven and in a 90 degree angle

c) Create a zipper with your arms (interwoven). Do not grab or clasp anyone else's arm

d) Stand in a spotter's stance – one foot in front of the other, knees slightly bent

e) Make sure you tip your head out of the way of the faller

f) Watch the faller the entire time

g) Follow the commands of the faller, respond the appropriate commands back and be ready

h) When the faller falls, do NOT reach for him or her. Let them fall into your arms

i) Once you catch the faller, gently lower him or her to the ground feet first. Do NOT let go of him or her until they say that they are ok.

j) Make sure someone is catching /protecting the head of the faller

k) Rotate positions so that you are not always standing in the middle where there is the most impact

Reflection:

1. How did the class influence what risks you chose to take? Was this influence positive or negative?

2. What were the physical and emotional risks present in this activity?

## PROJECTIVE ADVENTURE, LESSON 7

### Risk Taking & Creativity

OBJECTIVES: Students will be able to....  
Experiment with taking physical and emotional risks  
Identify various personal needs with respect to risk taking and the group environment  
Understand Challenge by Choice

INTRODUCTION: Take Attendance (5 minutes)

#### ACTIVITY 1: MOHAWK WALK with hula-hoops

Procedure:

1. Check to make sure that Mohawk Walk has been properly set up.
2. Review spotting and talk to the class about focusing on risk taking. Discuss the importance of taking appropriate risks and consider why risk taking is so important.
3. Once someone is on the cable, they are not allowed to touch the ground unless that person is in need of spotting.
4. No one is allowed to traverse on the cables alone.
5. No running on the cable is allowed or diving for a tree or post.
6. Some classes may require spotting for every participant. If this is the case, once someone has reached a tree they are to step off and spot others. You may also give the class 3 hula hoops that they can use throughout the course and when the hula hoop is down they may step down off the course.
7. Make sure they know how to step down off the cable safely.
8. Do not pull anyone off the cable.
9. If someone does step off, this person needs to return to the beginning of the last completed leg of the traverse.

Reflection:

1. Was risk taking evident in this activity? How?
2. Why should leaders be able to take risks?

## PROJECTIVE ADVENTURE, LESSON 8

### Experience using High Elements

OBJECTIVES: Students will be able to....

- Identify the proper tying of a figure eight
- Become familiar with the high elements and facts about them

INTRODUCTION: Take Attendance (5 minutes)

ACTIVITY 1: Challenge Course Tour (15 minutes)

Procedure:

1. Walk the students out to the Challenge Course. Show them the elements that they will be climbing and the ones that they could be climbing in the future.
2. Give an overview of the safety systems
3. Incorporate fun facts into the tour.

ACTIVITY 2: Knots (30 minutes)

Materials: Give each student a Studebaker rope.

Procedure:

1. Teach them basic knot terminology.
  - a) Working end – the end of the rope that is being tied or otherwise used
  - b) Bight- the center section of a rope; a gently curved section of rope.
  - c) Dressing- orienting the parts of the knot so that they are properly aligned. A knot that is not dressed properly may reduce the strength by 50%.
  - d) Loop- a section of the rope that is bent back on itself. Loops can be open, closed or crossed.
2. Teach them the figure Eight Family of Knots
  - a) Figure Eight – start by showing them the simple figure eight knot tied near the end of the rope.
  - b) Figure eight on a bight
  - c) Double figure Eight



3. Give them time to practice all three knots. Ten minutes for each. Let them bring rope home to practice too.

Reflection:

1. What was one interesting fact that you learned about the high elements?
2. What knots are you most comfortable tying? Least comfortable?

## PROJECTIVE ADVENTURE, LESSON 9

Experience using High Elements

OBJECTIVES: Students will be able to....

Demonstrate proper tying of the figure eight knots

Explain the proper use of challenge course helmets and carabiners

INTRODUCTION: Take Attendance (5 minutes)

ACTIVITY 1: Knot Review (20 minutes)

Materials: One rope per student

Procedure:

1. Let the students know that the objective of this day is for everyone to be able to tie the basic knots needed and be familiar with the proper use of the equipment.
2. Review each of the figure eight knots
3. Walk around and help students with the knots.

ACTIVITY 2: Introduction to Challenge Course Equipment

(25 minutes)

Materials:

A number of carabiners, helmets, harnesses, belay devices and ropes

Procedure:

1. Split the class into small groups. Each group starts with a piece of equipment to investigate and become an expert in. With each piece of equipment comes a card with the facts about that particular equipment. IE: the carabiner gate: lock it by turning the screw gate and be careful not to over-tighten it!
2. Each group will present its equipment to the other groups.

Reflection:

1. Are you comfortable tying the figure eight knots?
2. Are you comfortable with the different equipment needed for the challenge courses?

## PROJECTIVE ADVENTURE, LESSON 10

### Experience using High Elements

**OBJECTIVE:** Students will be able to....  
Demonstrate proper techniques for each member of a three-person team. Belay including rope puller, belay point person, brake person and rope tender.

**INTRODUCTION:** Take Attendance (5 minutes)

#### ACTIVITY 1: BELAY SCHOOL (50 minutes)

Procedure:

1. Break the class up into 5 small groups
2. Demonstrate the team belay technique
3. Review each role and make sure the students understand that every role is crucial.
4. Teach and practice the belay commands with the entire group (similar to the trust fall commands)
  - a) Climber: "On belay"
  - b) Belay team: "Belay on"
  - c) Climber: "Climb away?"
  - d) Belay team: "Climb on"
5. The students can break off into their groups and go to their belay station. They will practice their belay commands and rotate positions so that everyone has a chance to do everything. Make sure you are checking them before they rotate to make sure everyone has a full understanding of each position.
6. The pretend climber should walk away and do a pretend lean. They may also do a "surprise" lean to see if the group is really ready. Make sure they know not to lean too hard and fast because the rope can stretch.
7. The group may also practice lowering the climber.

## Cooperative Games and Adventure Learning, LESSON 11

### Experience using High Elements

**OBJECTIVES:** Students will be able to....  
Identify the negative and positive consequences of taking risks  
Demonstrate proper techniques for the belay team

**INTRODUCTION:** Take Attendance (5 minutes)

#### **ACTIVITY 1: Cargo Net**

**Materials:** Cargo Net installed and inspected by Cooperative Games and Adventure Learning

**Procedure:**

1. Check that the element is set up properly with the knot tied to the end of the rope for the climber. Ask the class to put on harnesses, have a belay device and carabiner ready for the belay team, and helmets for the climbers.
2. Check that the students' harnesses are properly tied or buckled and have them check them as well.
3. Properly clip the climber to the rope and the belay team to the rope and belay device.
4. Be sure that students follow proper preflight check which includes:
  - a) Check of the climber's (4 H's- harness, helmet, hardware (carabiner & knot) and heart)
  - b) Check of belay point person's carabiner and all other belay team members are in proper position.
5. Monitor the element as the climber ascends Cargo Net.
6. Closer monitor the lowering of the climber
7. Change belay teams after each climber.

**Reflection:**

1. Did we take any risks today?
2. Did the risks have consequences? Were they negative or positive?

## References

Panicucci, Jane et al. Adventure Curriculum for Physical Education. Project Adventure, Inc., 2003. Beverly, MA.