

Unit Title: Adventure Leader

INSTRUCTIONAL UNIT AUTHORS

Lake County School District
Ben Wells
Jamie Katusha
Maggie Kane

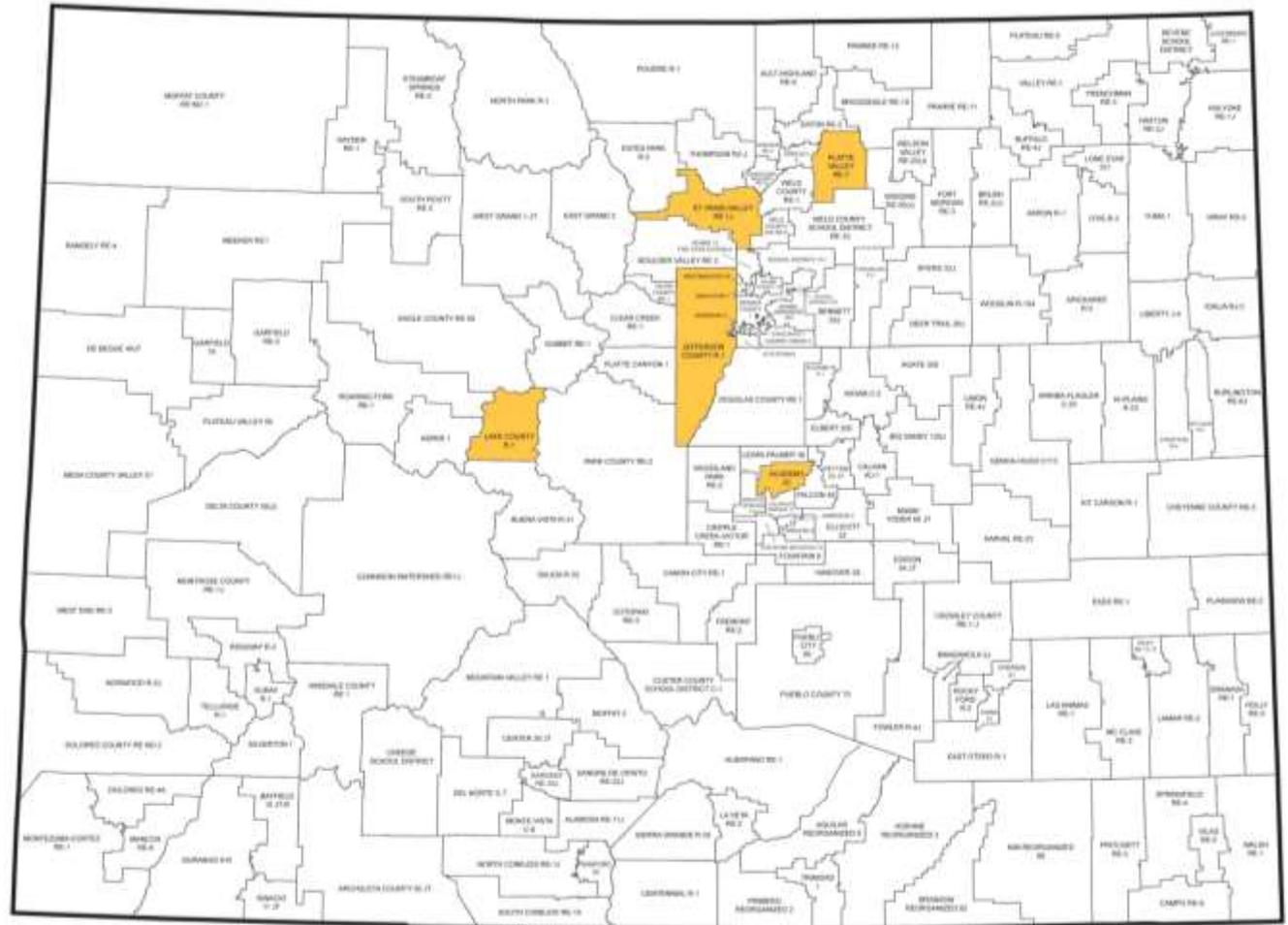
BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Jefferson County School District
Janie Boymel

Academy 20 School District
Dana Cutts

St. Vrain School District
Paige Jennings

Platte Valley School District
Shelbi Wagner



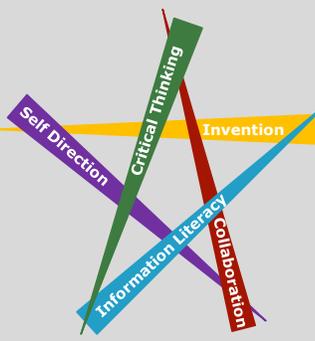
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

| | | | |
|--------------------------------|--------------------|--------------------|-------------|
| Content Area | Physical Education | Grade Level | High School |
| Course Name/Course Code | PE2 | | |

| Standard | Grade Level Expectations (GLE) | GLE Code |
|--|---|----------------------|
| 1. Movement Competence and Understanding | 1. Participate at a competent level in a variety of lifelong physical activities | PE09-GR.HS-S.1-GLE.1 |
| | 2. Understand the cognitive impact of movement | PE09-GR.HS-S.1-GLE.2 |
| | 3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings | PE09-GR.HS-S.1-GLE.3 |
| 2. Physical and Personal Wellness | 1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan | PE09-GR.HS-S.2-GLE.1 |
| | 2. Identify community resources to maintain lifelong physical activity | PE09-GR.HS-S.2-GLE.2 |
| | 3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education | PE09-GR.HS-S.2-GLE.3 |
| 3. Emotional and Social Wellness | 1. Demonstrate respect for individual differences in physical activity settings | PE09-GR.HS-S.3-GLE.1 |
| | 2. Demonstrate collaboration, cooperation, and leadership skills | PE09-GR.HS-S.3-GLE.2 |
| | 3. Demonstrate responsible behavior in group settings | PE09-GR.HS-S.3-GLE.3 |
| 4. Prevention and Risk Management | 1. Understand the risks and safety factors that may affect participation in physical activity | PE09-GR.HS-S.4-GLE.1 |
| | 2. Demonstrate knowledge of safety and emergency response procedures | PE09-GR.HS-S.4-GLE.2 |

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Colorado's Comprehensive Health and Physical Education Standards

Physical

Social

Mental and Emotional

| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
|--------------------|-------------------------------------|-----------------------------|
| Adventure Leader | 2-4 weeks | 3 |

Colorado Teacher-Authored Sample Instructional Unit

| | | | | |
|--|---|--|--|-----------|
| Unit Title | Adventure Leader | | Length of Unit | 2-4 weeks |
| Focusing Lens(es) | Independence | Standards and Grade Level Expectations Addressed in this Unit | PE09-GR.HS-S.2-GLE.1 PE09-GR.HS-S.2-GLE.2 PE09-GR.HS-S.2-GLE.3 PE09-GR.HS-S.3-GLE.2 PE09-GR.HS-S.3-GLE.3 PE09-GR.HS-S.4-GLE.1 PE09-GR.HS-S.4-GLE.2 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • If you could create the ultimate physical activity facility, what would it include, where would it be located, and how much would it cost? (PE09-GR.HS-S.2-GLE.2-EO.b,c,d; IQ.3; RA.1,2,3,4; N.1,2,3,5) • Why is it important to be trained in first aid, CPR, lifeguarding, water safety, and AEDs? (PE09-GR.HS-S.4-GLE.2-EO.a; IQ.1,3; RA.2; N.1,2,3) • How do TV commercials and other fitness advertisements try to influence one to buy certain products, and how does one decide on quality fitness facilities, equipment, and activities? (PE09-GR.HS-S.2-GLE.2-EO.c; IQ.2; RA.1,2,4,5; N.1,2,3,5) | | | |
| Unit Strands | Physical and Personal Wellness in Physical Education Emotional and Social Wellness in Physical Education Prevention and Risk Management in Physical Education | | | |
| Concepts | Social Responsibility, Autonomy, Safety, Consumer Choices, Community, Design, Cooperation, Demonstration, Independence, Empathy Judgment, Influence, Diversity | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|---|--|
| | Factual | Conceptual |
| Socially responsible behaviors form the framework for lifelong physical activity. (PE09-GR.HS-S.3-GLE.2-EO.b; RA.1,3; N.2,) | What physical activity opportunities exist in the community? | Why is it important to be able to make wise consumer choices about equipment, products and programs? |
| Attention to safety illustrates socially responsible behavior. (PE09-GR.HS-S.4-GLE.2-EO.a; IQ.1,3; RA.2; N.1,2,3) | Identify possible equipment and facility safety hazards. | Why is it important to learn CPR/First-aid? |
| Increased autonomy carries an increased attention to safety. (PE09-GR.HS-S.2-GLE.2-EO.c; IQ.2; RA.1,2,4,5; N.1,2,3,5) | What are some safety considerations that need to be addressed before, during and after physical activity? | Where is the best place to find opportunities to participate in physical activity? |

Colorado Teacher-Authored Sample Instructional Unit

| Critical Content: My students will Know... | Key Skills: My students will be able to (Do)... |
|---|--|
| <ul style="list-style-type: none"> • Wise consumer choices. (PE09-GR.HS-S.2-GLE.2-EO.c) • Lifelong physical activities. (PE09-GR.HS-S.2-GLE.3-EO.b) • Positive interaction with others. (PE09-GR.HS-S.3-GLE.2-EO.e) • Positive participation. (PE09-GR.HS-S.3-GLE.1-EO.b) • Appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.3-EO.b) • Safety procedures/ equipment. (PE09-GR.HS-S.4-GLE.1-EO.a) • Safety hazards. (PE09-GR.HS-S.4-GLE.1-EO.d) | <ul style="list-style-type: none"> • Demonstrate the ability to make wise consumer choices. (PE09-GR.HS-S.2-GLE.2-EO.c) • Participate in activities outside of class. (PE09-GR.HS-S.2-GLE.3-EO.b) • Positively interact with others. (PE09-GR.HS-S.3-GLE.2-EO.e) • Participate with others. (PE09-GR.HS-S.3-GLE.1-EO.b) • Demonstrate appropriate/ responsible/ empathetic behavior. (PE09-GR.HS-S.3-GLE.3-EO.b) • Use appropriate safety procedures/ equipment. (PE09-GR.HS-S.4-GLE.1-EO.a) • Identify safety hazards. (PE09-GR.HS-S.4-GLE.1-EO.d) |

| | |
|---|---|
| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>Independent participation in a variety of fitness related physical activity in the community requires awareness of self and others for optimal safety and responsibility.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Evaluate, Consumer Choices, Community, Design, Role of Cooperation, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access</p> |
| <p>Technical Vocabulary:</p> | <p>Physical Activity, Components of Fitness (Strength, Flexibility, Cardio Vascular, Frequency, Intensity), Water safety, AEDs, Safety hazard, Safety equipment, Wilderness adventure</p> |

Colorado Teacher-Authored Sample Instructional Unit

| | |
|------------------------------------|---|
| Unit Description: | This unit provides opportunities for students to develop skills as adventure leaders that will enhance their independence for exploration in wilderness experiences. These developed skills will potentially include positive social behavior, decision making, communication, collaboration and outdoor safety practices. The ultimate goal will be for students to have an understanding and appreciation for the benefits of lifelong physical activity. The unit culminates with students participating in a wilderness experience designed and led by them cultivating individual physical, mental, and social strengths that lead to strong group dynamics. |
| Considerations: | This unit was designed with rural mountain areas in mind. However, this could be taught in any area using available natural opportunities in any terrain or season. This can be also used with the intent of integrating with other class content, such as history, language, science or math. Additionally, students will bring their unique backgrounds and levels of experience prior to this adventure. Instructors should consult their school field trip procedures for protocol on permission slips, health forms, transportation, etc. As authors of this unit, we decided to change the name of the unit to “Adventure Leader” since the focus was on the development of skills as adventure leaders with a special emphasis on wilderness experiences. The change stays true to the original concepts and generalizations written by the authors of the unit overview. |
| Unit Generalizations | |
| Key Generalization (s): | Socially responsible behaviors form the framework for lifelong physical activity |
| Supporting Generalizations: | Attention to safety illustrates socially responsible behavior Increased autonomy carries an increased attention to safety |

| | |
|--|--|
| Performance Assessment: <i>The capstone/summative assessment for this unit.</i> | |
| Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | Socially responsible behaviors form the framework for lifelong physical activity! |
| Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | You and a group of your peers are adventure leaders and have been assigned the task of preparing a group of high school students for a hiking trip. The purpose of this trip will be for students to develop independent, physical, social and outdoor wilderness skills that will allow them to move through the backcountry with peers while focusing on the groups’ safety (e.g., equipment use, decision making, group-collaboration and communication skills.) You and your group members will take on individual responsibilities as part of the organized plan you will create that will help ensure a successful wilderness experience for all. These responsibilities will include navigation, safety (first-responder), trip-planning, equipment management, wellness monitoring, etc. |
| Product/Evidence: (Expected product from students) | Students will create and implement an organized plan with their peers for a hiking trip. This plan will demonstrate competencies in physical, social, outdoor and independent wilderness skills in a group setting. (e.g., equipment use, decision making, group collaboration and communication skills). |
| Differentiation: (Multiple modes for student expression) | Students’ participation in the wilderness adventure is naturally differentiated. If unable to participate in the wilderness adventure activity, students may demonstrate application of knowledge of wilderness skills through summarizing each role and demonstrating 3 basic skills required in each role (e.g., oral or written communication.) |

Colorado Teacher-Authored Sample Instructional Unit

| Texts for independent reading or for class read aloud to support the content | |
|--|---|
| Informational/Non-Fiction | Fiction |
| <p><i>101 Essential Tips: Hiking</i> - Dorling Kindersley (900 Lexile level) <i>Hiking</i> - Hugh McManners (Lexile band 900 – 1000) <i>Best Easy Day Hikes Colorado</i> - Stewart M. Green (Lexile band 850 – 950) <i>Hiking Colorado</i> - Maryann Gaug (Lexile band 850 – 950) <i>Hiking Colorado's Front Range</i> - Bob d'Antonio (Lexile band 850 – 950) <i>Weird Hikes: A collection of Bizarre, Funny and Absolutely True Hiking Stories</i> – Art Bernstein (Lexile 900-1000) <i>Survival: How to Prevail in Hostile Environments</i> – Xavier Maniguet (Lexile 950-1100)</p> | <p><i>Wild Hike</i> – Jake Maddox (Lexile 900-1000)</p> |

| Ongoing Discipline-Specific Learning Experiences | | | | |
|---|--------------|---|--------------------|--|
| 1. | Description: | Think/work like an adventure leader to develop independence while working as a group in lifelong physical activities | Teacher Resources: | http://adventure.howstuffworks.com/outdoor-activities/hiking/compass-or-gps.htm (Navigator role) http://www.wildmed.com/wilderness-medical-courses/first-aid/wilderness-first-aid/ (First responder description) http://www.backcountry.com/sc/backpacking-guide-infographic (Trip-planner description) |
| | | | Student Resources: | http://www.studenthandouts.com/dailyjournalsheets.htm (Student journal) |
| | Skills: | Demonstrate the ability to make wise consumer choices Participate in activities outside of class Positively interact with others Participate with others Demonstrate appropriate/responsible/ empathetic behavior Use appropriate safety procedures/equipment Identify safety hazards | Assessment: | The students will identify three accomplishments as they relate to their physical activity and provide a future lifelong benefit of each (e.g., Exit ticket, journal). |
| 2. | Description: | Think/work like an adventure leader to develop appropriate social behavior while working within a group to achieve lifelong physical fitness | Teacher Resources: | http://www.biography.com/people/john-muir-9417625#synopsis (John Muir Bio created the John Muir Hiking trail) http://www.huffingtonpost.com/2014/05/30/youngest-girl-climbs-everest_n_5420432.html (13 year old climbs Everest) |
| | | | Student Resources: | http://www.huffingtonpost.com/2014/05/30/youngest-girl-climbs-everest_n_5420432.html (13 year old climbs Everest) |

Colorado Teacher-Authored Sample Instructional Unit

| | | | | |
|--|----------------|---|--------------------|---|
| | Skills: | Demonstrate the ability to make wise consumer choices Participate in activities outside of class Positively interact with others Participate with others Demonstrate appropriate/responsible/ empathetic behavior Use appropriate safety procedures/equipment Identify safety hazards | Assessment: | The students will identify three positive social behaviors they cultivated throughout the unit (e.g., Sticky notes on brain-walls https://ica.site-ym.com/store/ListProducts.aspx?catid=100044) |
|--|----------------|---|--------------------|---|

| |
|---|
| Prior Knowledge and Experiences |
| Students engaging in this unit are presumed to have prior working knowledge of independent work, group work, and positive social behavior. Students may also possess different levels of fitness, self-awareness, safety, outdoor skills, leadership, and group dynamics. |

| | | |
|---|---|---|
| Learning Experience # 1 | | |
| The teacher may introduce examples of lifelong benefits of physical activity (e.g., reducing high blood pressure, mental wellness and physical strength) so students can begin to make connections between their current level of physical activity and overall wellness. | | |
| Generalization Connection(s): | Socially responsible behaviors form the framework for lifelong physical activity | |
| Teacher Resources: | http://www.biography.com/people/john-muir-9417625#synopsis (John Muir Bio created the Jon Muir Hiking trail) | |
| Student Resources: | http://www.huffingtonpost.com/2014/05/30/youngest-girl-climbs-everest_n_5420432.html (13 year old climbs Everest) | |
| Assessment: | Students will assess their current level of fitness by participating in a series of physical challenges (e.g., skipping, running, jumping-jacks). Students will then use a t-chart to reflect on potential benefits each of these physical activities may have as they pertain to improving fitness (e.g., t-chart http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf). | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may work with a peer to complete the t-chart as they evaluate the benefits of each physical activity |

Colorado Teacher-Authored Sample Instructional Unit

| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
|--------------------------------------|--|---|
| | https://www.google.com/search?q=interview+template+for+students&safe=active&biw=1024&bih=713&tbm=isch&tbo=u&source=univ&sa=X&ei=rcZPVJ2yM4qQyQTkzIDoCw&sqi=2&ved=0CDMQsAQ (sample interview templates) | Students may interview or research one local community member who has accomplished a high achieving physical experience (e.g., 14ers (mountain climbers), marathon, triathlon, lifelong athletes) |
| Critical Content: | <ul style="list-style-type: none"> • Positive interaction with others • Appropriate/responsible, empathetic behavior • Safety procedures/equipment | |
| Key Skills: | <ul style="list-style-type: none"> • Demonstrate appropriate/ responsible/ empathetic behavior • Use appropriate safety procedures/ equipment | |
| Critical Language: | Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity), Lifeguard, Safety hazard, Evaluate, Role of Cooperation, Independence, Empathy, Non-discriminatory/bias/judgment, Positive Influence | |

| Learning Experience # 2 | |
|---|---|
| <p>The teacher may provide established examples of social norms (e.g., leave no trace, national park rules, safety in numbers) for lifelong outdoor physical activities so students can begin to examine appropriate outdoor etiquette and safety procedures in collaborative group settings (e.g., adventure clubs, hiking groups, community centers).</p> | |
| Generalization Connection(s): | Socially responsible behaviors form the framework for lifelong physical activity Attention to safety illustrates socially responsible behavior |
| Teacher Resources: | http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10301#.U-uiUfldVUU (Survivor Houghton) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2983#.U-ui66PnblU (Orienteering hunt) https://lnt.org/ (Leave No Trace-best practices of hiking) http://www.nationalforests.org/blog/explore-national-forests-near-national-parks?gclid=CjwKEAjww8eiBRCE7qvK9Z7W_DgSjABfOjf2cDO49oBxE6rFsL2o5h0PCu8lpQScAvKE_1Ut2rhiVhoCCq_w_wcB (National Park rules) http://www.law.cornell.edu/uscode/text/16/3 (National Park rules) http://www.onlineexpert.com/elearning/user/pdf/natsem/managingdiverseworkforce/team-buildinggamesactivitiesideas.pdf (Team building activities) http://www.chewonki.org/toc/toc_teambuilding.asp?gclid=CJru2pjN2cECFeQRMwodxEwASw (Outdoor team building activities) |
| Student Resources: | https://lnt.org/ (Leave No Trace- best practices of hiking) http://www.nationalforests.org/blog/explore-national-forests-near-national-parks?gclid=CjwKEAjww8eiBRCE7qvK9Z7W_DgSjABfOjf2cDO49oBxE6rFsL2o5h0PCu8lpQScAvKE_1Ut2rhiVhoCCq_w_wcB (National Park rules) http://www.law.cornell.edu/uscode/text/16/3 (National Park rules) |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|--|--|
| | http://www.onlineexpert.com/elearning/user/pdf/natsem/managingdiverseworkforce/team-buildinggamesactivitiesideas.pdf (Team building activities) http://www.chewonki.org/toc/toc_teambuilding.asp?gclid=CJru2pjN2cECFeQRMwodxEwASw (Outdoor team building activities) | |
| Assessment: | Students will complete a variety of adventure physical challenges by using communication and collaborative efforts (e.g., icebreakers, team building, trust initiatives, adventure activities) to practice appropriate norms and safety procedures for outdoor activities. http://www.onlineexpert.com/elearning/user/pdf/natsem/managingdiverseworkforce/team-buildinggamesactivitiesideas.pdf (Team building activities) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | http://www.onlineexpert.com/elearning/user/pdf/natsem/managingdiverseworkforce/team-buildinggamesactivitiesideas.pdf (Team building activities) | Students may do a modified physical challenge (e.g., timed, speed, height, distance) |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may do a modified task to increase the challenge level. (e.g., timed, speed, height, distance) Students may research different groups and companies that focus on improving and increasing awareness of outdoor wilderness activities and adventures. (e.g., Nation Forest Service, State Parks and Recreation, REI, EMS, Outward Bound, NOLS) |
| Critical Content: | <ul style="list-style-type: none"> • Wise consumer choices • Activities outside of class • Positive interaction with others • Appropriate/responsible, empathetic behavior • Safety procedures/equipment • Safety hazards | |
| Key Skills: | <ul style="list-style-type: none"> • Demonstrate the ability to make wise consumer choices • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior • Use appropriate safety procedures/ equipment • Identify safety hazards | |
| Critical Language: | Evaluate, Consumer Choices, Community, Design, Role of Cooperation, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity), First Aid, CPR, Wilderness safety | |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|--|---|
| Learning Experience # 3 | | |
| The teacher may pose various questions about students’ experiences in the wilderness (e.g., How comfortable are you sleeping outdoors, hiking through various levels of terrain, or travelling to an unfamiliar destination?) so student can begin to recognize their individual comfort levels with various wilderness activities (e.g., hiking, camping, rafting). | | |
| Generalization Connection(s): | Attention to safety illustrates socially responsible behavior | |
| Teacher Resources: | http://county.wsu.edu/chelan-douglas/youth/youth/challenge/Pages/The_Challenge_Model.aspx (Challenge Circle) http://www.studenthandouts.com/dailyjournalsheets.htm (Student journal) http://www.bing.com/images/search?q=journal+entry+form&qv=journal+entry+form (Examples of journal entry forms) | |
| Student Resources: | http://www.studenthandouts.com/dailyjournalsheets.htm (Student journal) http://www.bing.com/images/search?q=journal+entry+form&qv=journal+entry+form (Examples of journal entry forms) | |
| Assessment: | The students will assess and record (e.g., challenge circles, comfort walk, written self-reflection) their own individual strengths and areas of growth as they pertain to wilderness adventure activities. http://www.bing.com/images/search?q=journal+entry+form&qv=journal+entry+form (Examples of journal entry forms) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may pair with a partner for written self-assessment |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | http://www.sportpsychologytoday.com/youth-sports-psychology/enhancing-self-confidence/ (Enhancing self-confidence) http://ezinearticles.com/?5-Confidence-and-Self-Esteem-Building-Ideas-for-Youth&id=7508116 (5 Confidence and Self-Esteem Building Ideas for Youth) | Students may research confidence building/self-empowerment articles/stories and be able to apply these to their own areas of growth |
| Critical Content: | <ul style="list-style-type: none"> • Activities outside of class • Positive interaction with others • Appropriate/responsible, empathetic behavior | |
| Key Skills: | <ul style="list-style-type: none"> • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior | |
| Critical Language: | Self-Evaluate, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity) | |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|---|--|
| Learning Experience # 4 | | |
| The teacher may present a series of challenge games (e.g., keypunch, helium stick) designed to build group camaraderie so students can evaluate the successes or challenges of group communication and cooperative work. | | |
| Generalization Connection(s): | Attention to safety illustrates socially responsible behavior | |
| Teacher Resources: | http://www.wilderdom.com/games/descriptions/HeliumStick.html (Helium Sticks) http://www.wilderdom.com/games/descriptions/Keypunch.html (Challenge game) http://www.lapresenter.com/CoopEvalPacket.pdf (Group activity evaluation packet) | |
| Student Resources: | http://www.wilderdom.com/games/descriptions/HeliumStick.html (Helium Sticks) http://www.wilderdom.com/games/descriptions/Keypunch.html (Challenge game) http://www.lapresenter.com/CoopEvalPacket.pdf (Group activity evaluation packet) | |
| Assessment: | The students will complete one of the teacher selected challenges and evaluate the groups' performance, suggesting modifications that will increase functionality of the group (e.g., group discussion, pair-share). http://www.lapresenter.com/CoopEvalPacket.pdf (Group activity evaluation packet) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may choose from a variety of roles in the games (e.g., timer, data recorder, coach, equipment) |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | http://www.onlineexpert.com/elearning/user/pdf/natsem/managingdiverseworkforce/team-buildinggamesactivitiesideas.pdf (Team building activities) | Students may research confidence team building/ group empowerment articles/ stories and create a presentation to the class |
| Critical Content: | <ul style="list-style-type: none"> • Activities outside of class • Positive interaction with others • Appropriate/responsible, empathetic behavior | |
| Key Skills: | <ul style="list-style-type: none"> • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior | |
| Critical Language: | Group Evaluation, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity) | |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|--|--|
| Learning Experience # 5 | | |
| The teacher may introduce mock wilderness scenarios (see teacher resources) with a variety of equipment and conditions so student can begin to make informed decisions about equipment and travel arrangements pertaining to a specific wilderness experience. | | |
| Generalization Connection(s): | Attention to safety illustrates socially responsible behavior | |
| Teacher Resources: | http://www.wilderdom.com/games/descriptions/SurvivalScenarios.html (Scenario games) http://benjaminleitch.wordpress.com/2012/04/30/two-new-scenarios-plane-crash-wildreiness-survival/ (Plane crash and wilderness scenarios) http://www.crystalspringspreserve.com/docs/Survival%20Pre%20and%20Post%20visit%20activities.pdf (Lost at sea scenario) | |
| Student Resources: | http://lchspe.com/wp-content/uploads/2014/08/self-assessment.pdf (Self-assessment) http://benjaminleitch.wordpress.com/2012/04/30/two-new-scenarios-plane-crash-wildreiness-survival/ (Plane crash and wilderness scenarios) http://www.crystalspringspreserve.com/docs/Survival%20Pre%20and%20Post%20visit%20activities.pdf (Lost at sea scenario) http://www.bing.com/images/search?q=journal+entry+form&qpvt=journal+entry+form (Examples of journal entry forms) | |
| Assessment: | Students will participate in wilderness scenarios to discover appropriate equipment and travel choices needed for successful completion of the challenge. Students will create a narrative to discuss how the equipment allowed for the success. (e.g., exit ticket, journal) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide appropriate visual aids that identify the equipment and conditions | Students may co-construct a narrative with a partner Students may elect to choose a level 2 scenario, once they have successfully completed level 1 |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may introduce level 2 scenarios which provide more of a challenge (e.g., teacher resources) | Students may create a pamphlet providing details about safety equipment |
| Critical Content: | <ul style="list-style-type: none"> • Wise consumer choices • Activities outside of class • Participation with others • Appropriate/ responsible/ empathetic behavior • Appropriate safety procedures/ equipment • Positive interaction with others | |

Colorado Teacher-Authored Sample Instructional Unit

| | |
|---------------------------|---|
| Key Skills: | <ul style="list-style-type: none"> • Demonstrate the ability to make wise consumer choices • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior • Use appropriate safety procedures/ equipment • Identify safety hazards |
| Critical Language: | Group Evaluation, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity) |

| | |
|--|--|
| Learning Experience # 6 | |
| <p>The teacher may introduce roles in a wilderness adventure (e.g., navigator, first-responder, trip-planner, equipment manager, wellness monitor, environmental specialist) so student can identify their strengths and make connections between roles and the success of the outdoor experience.</p> | |
| Generalization Connection(s): | Increased autonomy carries an increased attention to safety |
| Teacher Resources: | http://www.wilderdom.com/games/descriptions/SurvivalScenarios.html (Wilderness scenarios) http://adventure.howstuffworks.com/outdoor-activities/hiking/compass-or-gps.htm (Navigator role) http://www.wildmed.com/wilderness-medical-courses/first-aid/wilderness-first-aid/ (First responder description) http://www.backcountry.com/sc/backpacking-guide-infographic (Trip-planner description) http://hikingdude.com/hiking-gearlist.php (Equipment list) http://hiking.about.com/od/Hiking-Etiquette/qt/How-To-Hike-As-Part-Of-A-Group.htm (Wellness monitor description) http://www.visitleadvilleco.com/hiking_trails (Local trail descriptions, Leadville, CO) |
| Student Resources: | http://www.wilderdom.com/games/descriptions/SurvivalScenarios.html (Wilderness scenarios) http://adventure.howstuffworks.com/outdoor-activities/hiking/compass-or-gps.htm (Navigator role) http://www.wildmed.com/wilderness-medical-courses/first-aid/wilderness-first-aid/ (First responder description) http://www.backcountry.com/sc/backpacking-guide-infographic (Trip-planner description) http://hikingdude.com/hiking-gearlist.php (Equipment list) http://hiking.about.com/od/Hiking-Etiquette/qt/How-To-Hike-As-Part-Of-A-Group.htm (Wellness monitor description) http://www.visitleadvilleco.com/hiking_trails (Local trail descriptions, Leadville, CO) |
| Assessment: | <p>Students will participate in small group skill stations that will enable them to explain the wilderness adventure roles. (Refer to teacher resources). At the end of the station rounds students will write a persuasive argument regarding the role best suited for them.</p> <ul style="list-style-type: none"> • navigator • first-responder • trip-planner • equipment manager |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> wellness monitor environmental specialist | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) The teacher may provide appropriate visual aids that identify the skills/roles within the stations. (refer to teacher resources) | Expression (Products and/or Performance) Students may participate with a partner Students may demonstrate skills one on one with a teacher |
| | Access (Resources and/or Process) N/A | Expression (Products and/or Performance) Students may elect to become a station expert once having shown they are competent and provide guidance to other students at that station |
| Critical Content: | <ul style="list-style-type: none"> Wise consumer choices Activities outside of class Positive interaction with others Appropriate/responsible, empathetic behavior | |
| Key Skills: | <ul style="list-style-type: none"> Demonstrate the ability to make wise consumer choice Participate in activities outside of class Positively interact with others Participate with others Demonstrate appropriate/ responsible/ empathetic behavior Use appropriate safety procedures/ equipment Identify safety hazards | |
| Critical Language: | Group Evaluation, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity), First Aid, Safety hazard, Safety equipment, Wilderness Safety | |

| | |
|---|--|
| Learning Experience # 7 | |
| The teacher may introduce mock wilderness scenarios (see teacher resources) with a focus on role identifications within each of the scenarios so student can make informed decisions about roles and responsibilities pertaining to wilderness experiences and how role-specific actions impact the group dynamics. | |
| Generalization Connection(s): | Increased autonomy carries an increased attention to safety |
| Teacher Resources: | http://carhart.wilderness.net/docs/curriculum/3-3.pdf (Wilderness adventure scenarios) http://benjaminleitch.wordpress.com/2012/04/30/two-new-scenarios-plane-crash-wildreiness-survival/ (Plane crash and wilderness scenarios) |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|---|---|
| Student Resources: | http://chnm.gmu.edu/7tah/unitdocs/unit10/lesson5/peereval.pdf (Student peer evaluation sheet) | |
| Assessment: | Students will participate in a group scenario to analyze the effects of their interactions as it translates to the success of the group. http://chnm.gmu.edu/7tah/unitdocs/unit10/lesson5/peereval.pdf (Student peer evaluation sheet) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may assist a struggling group member with their role responsibilities Students may dictate the evaluation |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Wise consumer choices • Physical activities outside of class • Positive interaction with others • Appropriate/responsible, empathetic behavior | |
| Key Skills: | <ul style="list-style-type: none"> • Demonstrate the ability to make wise consumer choices • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior • Use appropriate safety procedures/ equipment • Identify safety hazards | |
| Critical Language: | Group Evaluation, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity), First Aid | |

| | |
|---|--|
| Learning Experience # 8 | |
| The teacher may demonstrate various roles necessary for a successful wilderness experience so student can begin assessing their levels of expertise for specific roles. | |
| Generalization Connection(s): | Attention to safety illustrates socially responsible behavior |
| Teacher Resources: | https://www.youtube.com/watch?v=ixfBVtrV4uw (Hiking video) https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Assessment templates) |
| Student Resources: | https://www.youtube.com/watch?v=ixfBVtrV4uw (Hiking video) https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Assessment templates) |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|--|--|
| Assessment: | Students will complete a template to self-assess elements of their selected roles in order to make informed decisions as it pertains to the responsibilities they have elected to take on for the upcoming hike. https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Assessment templates) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | The teacher may provide students with examples of virtual hikes https://www.youtube.com/watch?v=9frKxF4Sxu4&list=PLTOF_lkJHwrjsKseAs2oOyKqLGtCSl8l8 (Virtual hikes) https://www.youtube.com/watch?v=Qu3t1gTKhWc (Virtual hikes) | Students may go on a virtual hike and complete a self-assessment |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Wise consumer choices • Activities outside of class • Positive interaction with others • Appropriate/responsible, empathetic behavior | |
| Key Skills: | <ul style="list-style-type: none"> • Demonstrate the ability to make wise consumer choices • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior • Use appropriate safety procedures/ equipment • Identify safety hazards | |
| Critical Language: | Group Evaluation, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity), First Aid | |

| | |
|--|--|
| Learning Experience # 9 | |
| The teacher may instigate a mock trip (e.g., campus hike) so students can evaluate group readiness (e.g., physical, mental, and social preparedness for the actual wilderness adventure. | |
| Generalization Connection(s): | Attention to safety illustrates socially responsible behavior |
| Teacher Resources: | https://www.youtube.com/watch?v=ixfBVtrV4uw (Hiking video) |

Colorado Teacher-Authored Sample Instructional Unit

| | | |
|--|--|--|
| Student Resources: | https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Group assessment) https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Assessment templates) | |
| Assessment: | Students will perform their individual roles/ responsibilities as they pertain to the wilderness experience and complete a group evaluation in preparation for the final hike. https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Assessment templates) | |
| Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | https://drive.google.com/folderview?id=0B98_QSuYkfTVng0cHM0d09zOVE&usp=sharing_eil&invite=CLvsj8oJ (Assessment templates) | Students may go on a virtual hike and complete a self-assessment |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may identify additional wilderness roles that could potentially benefit an outdoor experience |
| Critical Content: | <ul style="list-style-type: none"> • Wise consumer choices • Activities outside of class • Positive interaction with others • Appropriate/responsible, empathetic behavior • Safety procedures / equipment • Safety hazards | |
| Key Skills: | <ul style="list-style-type: none"> • Demonstrate the ability to make wise consumer choices • Participate in activities outside of class • Positively interact with others • Participate with others • Demonstrate appropriate/ responsible/ empathetic behavior • Use appropriate safety procedures/ equipment • Identify safety hazards | |
| Critical Language: | Group Evaluation, Design, Demonstrate, Independence, Empathy, Non-discriminatory/ bias/judgment, Positive Influence, Diversity, Identify, Access, Physical Activity, Components of Fitness (Strength, Flexibility, Cardiovascular, Frequency, Intensity), First Aid | |