

## Adventure Education Leadership (#0043)

**Description** This course focuses on leadership skills including: group dynamics, group development, leadership styles, decision making skills, safety, and risk management. Students will become proficient at belay skills, knots, and climbing skills. At the conclusion of the course, students will be able to assist the Appleton Area School District adventure team.

**Minutes per Week** 275 minutes per week for one semester for grades 10, 11, and 12

### Textbooks/Resources

Project Adventure. Kendall Hunt Publishing Co. *Youth Leadership in Action: A Guide to Cooperative Games and Group Activities*. 1994. ISBN 0787201073

Rohnke, Karl E. Kendall Hunt Publishing Co. *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership*. Reprint edition. 1996. ISBN 0787221031

Rohnke, Karl E. Kendall Hunt Publishing Co. *Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses, and Adventure Curriculum*. 1989. ISBN 0840354347

Jones, Alanna. Rec Room Publishing. *Team-Building Activities for Every Group*. 2000. ISBN 0966234162

**Required Assessments** District-wide, standards-based assessments & Fitnessgram

**Board Approved** October, 2005  
**Revised**

### AASD Physical Education Goals for K-12 Students

- *Become competent in many and proficient in a few forms of physical activity.*
- *Become physically fit.*
- *Participate regularly in physical activity.*
- *Learn the benefits from involvement in physical activity.*
- *Value physical activity and its contribution to a healthy lifestyle.*

## AASD Physical Education Standards for Grades 9-12 Students

- |   |  |
|---|--|
| <p>I. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>   | <ul style="list-style-type: none"> <li>A. Demonstrates proficient skills to participate in advanced play of some activities.</li> <li>B. Demonstrates mature movement forms in a variety of activities ranging from individual to lifetime activities.</li> <li>C. Demonstrates and describes offensive, defensive and transitional skills and strategies in individual and team sports.</li> <li>D. Supports teammates by movement and spacing in invasion, net and field games.</li> <li>E. Combines and applies movement patterns simple to complex, in aquatic, rhythms/dance, and individual and dual activities.</li> <li>F. Operate a bike, kayak, or canoe safely and skillfully in a natural environment.</li> <li>G. Identifies, explains, and applies the skill related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of physical activities.</li> </ul> |
| <p>II. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> | <ul style="list-style-type: none"> <li>A. Develops an appropriate personal wellness program for lifetime fitness activity.</li> <li>B. Plan a personal conditioning program.</li> <li>C. Identifies the differences and benefits of both functional fitness training and traditional weight training.</li> <li>D. Identifies a new skill to be learned and lists a scientific principle that can be applied to improved performance.</li> <li>E. Explains appropriate tactical decisions in a competitive activity.</li> <li>F. Self assesses performance and makes appropriate corrections.</li> <li>G. Applies and evaluates biomechanical principles to achieve advanced performance in aquatic, rhythms/dance, and individual and dual activities.</li> </ul>  |
| <p>III. Participates regularly in physical activity.</p>  | <ul style="list-style-type: none"> <li>A. Participates willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.</li> <li>B. Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.</li> <li>C. Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs.</li> <li>D. Establishes goals by identifying strengths and weaknesses using personal fitness assessments.</li> <li>E. Compares health and fitness benefits derived from various physical activities.</li> <li>F. Describes the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.</li> </ul>   |

## AASD Physical Education Standards for Grades 9-12 Students

- |   |   |
|---|---|
| IV. Achieves and maintains a health-enhancing level of physical fitness.  | A. Develops an appropriate health-related physical fitness exercise program based on fitness assessment results and classroom activities.<br>B. Identifies a variety of activities and how often they should be done to improve all health-related fitness components.<br>C. Applies the principles of exercise (FITT, overload, specificity, and progression) in implementing a personal fitness program.<br>D. Maintains appropriate levels of aerobic capacity, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.          |
| V. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. | A. Solves conflicts agreeable to both parties.<br>B. Adjusts participation level and personal behavior to make activities inclusive for everyone.<br>C. Demonstrates responsible decisions about using time, applying rules, and following through with decisions made.<br>D. Exhibits respectful and mature behavior to contribute to a positive learning environment.<br>E. Identifies positive and negative peer influences.   |
| VI. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.         | A. Participates in activity outside of school for self-enjoyment.<br>B. Identifies reasons to participate in physical activity in the local community.<br>C. Describes the correlation that being physically active leads to a higher quality of life.<br>D. Demonstrates through verbal and non-verbal behavior, cooperation with peers of different gender, race, and ethnicity in a physical setting.<br>E. Take appropriate leadership or supportive roles in activities.<br>F. Describes the positive feelings that result from physical activity participation alone and with others. |

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Demonstrate basic techniques of rock climbing.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates climbing techniques (e.g. rope care and maintenance, tying on, belaying, using basic holds, low-level traversing, ascending, descending, hand holds, bridging, mantling, chimneying, tackling overhangs, and rappelling).</li> <li>b. understands how to set an appropriate course for participants.</li> <li>c. demonstrates muscular strength and endurance.</li> <li>d. demonstrates knot tying.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Strength assessment</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I.; II.; III.; IV.</p>		
<p><b>2. Understand and apply concepts, terminology, and strategies of climbing.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands safety skill and personal safety.</li> <li>b. understands the proper use of the harness and equipment (belay device, helmets, carabineers, ropes, etc).</li> <li>c. understands the adventure sequence (e.g. challenge by choice, developing own planned routes, and practice).</li> <li>d. understands climbing calls and terminology.</li> <li>e. identifies healthy versus unhealthy ropes and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I.; II.; III.; V.</p>		

Essential Learning Objectives	Performance Indicators	Classroom Assessments
<p><b>3. Evaluate health related components of climbing and design a fitness plan to compensate for weaknesses.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies the FITT formula.</li> <li>b. understands the guideline for physical activity.</li> <li>c. develops a personal plan route and games to enhance their physical fitness on the wall.</li> <li>d. understands the benefits of cardiovascular fitness to climbing.</li> <li>e. identifies the importance of muscular endurance and strength.</li> <li>f. develops a muscular strength and endurance workout plan to benefit them on the wall.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Strength assessment</li> <li>• Heart rate monitors</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> II.; III.; IV.; V.; VI.</p>		
<p><b>4. Understand the importance of trust and safety skills.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands the rules of the teacher and climbing wall.</li> <li>b. exhibits a positive attitude in class.</li> <li>c. applies team building skills on and off the wall.</li> <li>d. demonstrates trust skills on and off the wall.</li> <li>e. utilizes challenge by choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I.; V.; VI.</p>		

<b>Essential Learning Objectives</b>	<b>Performance Indicators</b>	<b>Classroom Assessments</b>
<p><b>5. Understand group dynamics.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands the importance of communication.</li> <li>b. demonstrates how to engage all participants.</li> <li>c. demonstrates reflective listening skills.</li> <li>d. understands how to work with all people.</li> <li>e. understands how initiatives develop group dynamics.</li> <li>f. understands the importance of debriefing.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I.; IV.; V.; VI.</p>		
<p><b>6. Develop and enhance skills on ropes courses.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands the importance of spotting.</li> <li>b. explains safety procedures at course.</li> <li>c. explains the differences between caring for equipment used indoors and outdoors.</li> <li>d. understands how to belay a moving participant.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checklist</li> <li>• Skills test</li> <li>• Rubric</li> <li>• Written assignment</li> <li>• Web-based assessment</li> </ul>
<p><b>Objectives are linked to the following AASD Physical Education Standards:</b> I.; II.; III.</p>		