



School District of Marshfield **Course Syllabus**

Course Name: Adventure Challenges

Length of Course: Semester

Credits: .5

Course Description:

Develop leadership skills as you are taken through a progression of problem-solving, trust, and communication activities to prepare you for advancement to the low and high ropes activities including the Red Rock climbing wall. Learn to set-up/take down the ropes course, spotting and belaying skills, climbing technique, risk management, climbing commands, and safety procedures. Additional units consist of; mountain biking, disc golf, camping, orienteering, archery, fitness activities, and water challenges.

Learning Targets:

Movement Competencies

- Demonstrates skill development
 - Demonstrates proper mechanics needed for success in target sports such as archery, and disc golf.
 - Operates a bike, safely and skillfully in a natural environment
 - Demonstrates skills for starting, stopping, falling, and turning while participating in lifetime activities such as cross country skiing, snow shoes, and biking,
- Demonstrates advanced skill application
 - Identifies, explains and applies climbing techniques while on the wall both horizontal and vertically.

Understanding movement concept and principles

- Demonstrates cognitive understanding to motor skill development
 - Identifies and corrects errors in alignment in target sports based on self and teacher assessment.
 - Identifies proper warm-up and cool-down procedures as they affect performance and injury prevention.

Participates regularly in physical activity

- Chooses to be physically active
 - Accumulates twenty minutes of moderate to vigorous physical activity during physical education five days per week.
 - Accumulates twenty minutes of moderate to vigorous physical activity outside of physical education class five or more days per week.
 - Monitors physical activity through the use of available technology: pedometers, heart rate monitors, activity logs, tri-fit, etc.
- Sets goals for a physically active lifestyle
 - Establishes goals by identifying strengths and weaknesses using personal fitness assessments.
 - Practice goals set to maintain or reach the healthy fitness zone in test recorded.

Achieves and maintains a health-enhancing level of physical fitness

- Acquires and applies fitness knowledge
 - Applies the principles of exercise (FITT)
 - Identifies a variety of activities and how often they should be done to improve all health-related fitness components.
 - Perform physical fitness test achieving healthy zone levels
- Develops fitness as it relates to health-related fitness components
 - Self –assesses the five health-related fitness components (aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition).
 - Maintains heart rate in determined heart rate zone for 20 minutes.
 - Complete a stretching routine including large muscle both dynamic and static with bands.
 - Demonstrates effective time management skills that allow opportunities for physical activity during a busy day.

Exhibits responsible personal and social behavior

- Develops personal responsibility
 - Adjusts participation level and personal behavior to make activities inclusive for everyone.
 - Works with peers willingly, regardless of skill level and individual differences in partner and small group situations.
 - Makes safe decisions to self and peers, regarding activity, dress, and use of equipment.
 - Uses class time efficiently when improving on skill or fitness level.

- Develops social responsibility
 - Demonstrates respect, concern and empathy for the safety of self and peers in team building, spotting and belaying activities.
 - Demonstrates communication, cooperation and support needed to encourage peers regardless of gender, age or skill level.

Values physical activity

- Values physical activity as part of a healthy lifestyle
 - Understands the importance of activity outside of school for the physical and emotional benefit.
 - Understands the importance of activity outside of school for disease prevention.
 - Recognizes the value of activity to reduce stress, improve mood and maintain healthy body composition.

First Quarter

1. Class Introduction (1 week)
 - A. Issues lockers, review policy and expectations
 - B. Fill out emergency contact and personal health information
 - C. Issue fitness card and complete pre-test
2. Introduction to Adventure (5 weeks)
 - A. Stages of adventure
 - 1) Teambuilding – Social and personal responsibility
 - 2) Acquaintance skills and familiarization activities
 - 3) Communication, trust and problem solving
 - 4) Low elements – balance, spotting, stance and verbal support
 - B. Belay technique including climbing wall and high elements (3 weeks)
 - 1) Tie knots, facilitation and technique set-up
 - 2) Traverse with climbing techniques and equipment
3. Personal Fitness Profile – Tri-Fit (2 weeks)
 - A. Muscle strength and endurance
 - 1) How to test (push-up – curl-up)
 - 2) Practice exercises that improve both muscle strength and endurance
 - B. Body composition
 - 1) How to test (BMI and skinfold)
 - 2) Practice activities that improve body composition
 - C. Flexibility
 - 1) How to test (sit and reach)

- 2) Practice exercises that improve flexibility for all major muscle groups
- D. Cardiovascular Endurance
 - 1) How to test (pacer, mile run)
 - 2) Practice exercises that improve aerobic capacity using a heart rate monitor
 - 3) Understand the difference between aerobic and anaerobic
- E. Design goals on current levels of fitness and creating future goals to maintain or achieve healthy fitness zone requirements

Second Quarter

- 4. Biking (1 week)
 - A. Fitness Benefits
 - B. Safety criteria and road rules
 - C. Stops, starts, turn signals and riding strategies
 - D. Pre and post ride inspection with basic maintenance
- 5. Outdoor High Elements (1 week)
 - A. Facilitation and technique set-up
 - B. Tie knots and belay technique
 - C. Safety
- 6. Archery (2 weeks)
 - A. Safety procedures – bows, arrows with whistle commands
 - B. 11 steps to successful shooting
 - C. Determine eye dominance
 - D. Design string bow for draw length
- 7. Water Games (2 weeks)
 - A. Scuba diving / Snorkeling Safety
 - B. Skills - clearing mask and snorkel
 - C. Breath and regulator control
- 8. Outdoor Winter Activities (2 weeks)
 - A. Snow Shoe
 - B. Cross Country Ski
 - 1) Inspecting equipment for size and safety
 - 2) Learn to start, stop and turn.
 - 3) Demonstrate traditional skiing techniques
- 9. Final/Review Tri-fit Report
 - A. Hand-out tri-fit report, explain test results and answer any questions
 - B. Fill-out seven day exercise sheet and nutritional calories intake chart
 - C. Review questions on final and take both physical and written portion.
 - D. Fill-out semester exit form regarding class improvements and suggestions

Third Quarter

10. Class Introduction (1 week)

- A. Issues lockers, review policy and expectations
- B. Fill out emergency contact and personal health information
- C. Issue fitness card and complete pre-test

11. Introduction to Adventure (5 weeks)

- A. Stages of adventure
 - 1) Teambuilding – Social and personal responsibility
 - 2) Acquaintance skills and familiarization activities
 - 3) Communication, trust and problem solving
 - 4) Low elements – balance, spotting, stance and verbal support
- B. Belay technique including climbing wall and high elements (3 weeks)
 - 1) Tie knots and technique set-up
 - 2) Traverse with climbing techniques and equipment

12. Personal Fitness Profile – Tri-Fit (2 weeks)

- A. Muscle strength and endurance
 - 1) How to test (push-up – curl-up)
 - 2) Practice exercises that improve both muscle strength and endurance
- B. Body composition
 - 1) How to test (BMI and skinfold)
 - 2) Practice activities that improve body composition
- C. Flexibility
 - 1) How to test (sit and reach)
 - 2) Practice exercises that improve flexibility for all major muscle groups
- D. Cardiovascular Endurance
 - 1) How to test (pacer, mile run)
 - 2) Practice exercises that improve aerobic capacity using a heart rate monitor
 - 3) Understand the difference between aerobic and anaerobic
- E. Design goals on current levels of fitness and creating future goals to maintain or achieve healthy fitness zone requirements

Fourth Quarter

13. Outdoor Winter Activities (2 weeks)

- A. Snow Shoe
- B. Cross Country Ski
 - 1) Inspecting equipment for size and safety
 - 2) Learn to start, stop and turn.
 - 3) Demonstrate traditional skiing techniques
- C. Ice Skating / Broomball

14. Water Games (2 week)
 - A. Scuba diving / Snorkeling Safety
 - B. Skills - clearing mask and snorkel
 - C. Breath and regulator control
15. Archery (2 weeks)
 - A. Safety procedures – bows, arrows with whistle commands
 - B. 11 steps to successful shooting
 - C. Determine eye dominance
 - D. Design string bow for draw length
16. Biking (1 week)
 - A. Fitness Benefits
 - B. Safety criteria and road rules
 - C. Stops, starts, turn signals and riding strategies
 - D. Pre and post ride inspection with basic maintenance
17. Outdoor High Elements (1 week)
 - A. Facilitation and technique set-up
 - B. Tie knots and belay technique
 - C. Safety
18. Final/Review Tri-fit Report
 - A. Hand-out tri-fit report, explain test results and answer any questions
 - B. Fill-out seven day exercise sheet and nutritional calories intake chart
 - C. Review questions on final and take both physical and written portion.
 - D. Fill-out semester exit form regarding class improvements and suggestions

Core Resources:

Adventure Challenge

- Adventure Curriculum for Physical Education/High School, Project Adventure, Inc. (2003)
- Coaching Climbing, Human Kinetics (2003)
- Team Building through Physical Challenges, Human Kinetics (2003)
- Quicksilver, , Project Adventure Education (1995)
- Assessment in Outdoor Adventure Physical Education, Assessment Series, National Association for Sport and Physical Education (2003)
- Fitnessgram/Activitygram Test Administration Manual, The Cooper Institute, (2004)
- National Archery in the schools (N ASP) Facilitator guide
- Mountain Biking, Human Kinetics (1994)