

LESSON 5: TRUST TO SURVIVE

Grade-Level Outcomes

Primary Outcomes

Working with others: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play. (S4.M5.7)

Challenge: Generates positive strategies, such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- express ideas, needs, or solutions to others in the group.
- infer deeper meanings from each activity and how it relates to school or life.
- apply communication and reasoning skills.

Equipment and Materials

- Poly spots
- Hoop or a rope tied into a circle approximately the size of a large hoop
- Objects students wouldn't slip or get injured on
- Rope boundary lines
- Playground balls or something to be used for an egg

Introduction

Last class, we focused on problem solving and teamwork, and we talked a little about leading during the building challenge. Most groups need leaders and followers to succeed, but that relationship doesn't work without trust. Today, I want you to work together and trust your teammates. Remember the hand contract and understand that today, you will need a supportive environment to succeed, because the challenges you face will be more difficult.

Instructional Task: The Nest

■ PRACTICE TASK

Find or make a large egg. Playground balls and beach balls make great large eggs. Students in small groups should create a nest and place it somewhere in the gym or outdoor space. Groups need to move their egg to another small group's nest. The egg must make it back into its mom's nest (be creative with this one) in one piece, but there are a few rules that must be followed:

1. *Don't place a student in the nest.*
2. *Each team member must participate for the success to count.*
3. *If the egg breaks or drops the team must start over.*
4. *Since birds will not recognize eggs as their own with your scent on them, you must complete this challenge without using your arms. You may use your arms only to help a teammate.*

Extension

Place the nest in a high place to force even more strategy into use.

EMBEDDED OUTCOME: S4.M1.7. The rules for this task require inclusion and support. Debrief students on how they accomplished it.

Guiding questions for students:

- Following the four rules can be difficult. How have you chosen to be successful?
- Was it efficient?
- Did you make the challenge harder than it needed to be?
- Who were the leaders in this challenge? Were they different from the last class?

Student Choices/Differentiation

You can either have the egg never touch the ground, or it can be allowed to roll.

What to Look For

- Who is critically thinking to ensure the team is effective in finding a solution?
- How did they get the egg in the nest? Are there other ways? Did the students make the activity harder than it needed to be?
- Has the group's mentality changed at all from "How can I complete this task?" to "How will we complete this task?"

Instructional Task: Minefield

■ PRACTICE TASK

Students partner up and choose who will lead whom through the minefield first. The leader of the pair may not touch the person traveling and may communicate vocally with the traveler only from outside the boundary lines. The traveler is blindfolded and is led through a minefield of loose objects. If the traveler hits a mine, he must go back to the beginning.

Extension

The objects can move around to throw off the communicator; partners should switch roles after success.

Student Choices/Differentiation

- Students may go one pair at a time or have all pairs go at the same time for additional distractions.
- Pairs could huddle before they begin to plan strategy.

Guiding questions for students:

- How hard was it to trust a partner to get you through the minefield?
- Were you tempted to cheat and peak? Did you?
- Was it overwhelming to hear other voices besides just your partner's? How did you deal with this?
- What examples of trusting each other can you give for this activity?
- What did this activity teach you?
- How can you apply it to your life?

What to Look For

- Students use strategy and communication effectively.
- Students show integrity.

Instructional Task: Wormhole

■ PRACTICE TASK

Tell students that a wormhole has opened up to a mythical location. They must help their teammates, one by one, through the wormhole without touching the edge of the hole, because that will shut it down. Each team member must get through the hole cleanly to bridge to the next location.

The wormhole can be a hoop and the teacher may provide challenges to the class (e.g. selected students might have lost body parts such as their arms or legs, there is minimal light, students need to go through the wormhole backwards).

Discuss safety and ensure that students follow safety measures as they complete the challenge.

Guiding questions for students:

- This activity takes planning and strategy. Who do you think helped your group the most in this area?
- What sacrifices had to be made for the team to succeed?
- How did you gain your teammates' trust so that you could solve the problem?

Student Choices/Differentiation

The hoop can be raised or lowered or made smaller or larger in diameter to change the level of difficulty.

What to Look For

- Students are communicating and working together as a team, with a focus on safety.
- Student leaders are emerging.

Instructional Task: Space Pods

■ PRACTICE TASK

Each team member is issued one space pod from NASA (poly spot). The team must work together to travel through space to the next planet. Students may not touch space (the ground) with any body part without facing death.

They may stand on the space pods to stay safe, but if someone falls off, everyone must start over because the team is lost in space. If someone loses contact with the space pod, even for only a second, the team loses use of it. Some part of one teammate must be touching the pod at all times to keep it from floating away.

Space pods may be shared with others and can support numerous lives at one time.

It's best for students to join together in a line, but explore other ways of completing the task.

Guiding questions for students:

- Does the distance between teammates affect how you communicate?
- Who have you chosen as your leader and why?
- What are the characteristics of a good follower?

Student Choices/Differentiation

Encourage creativity and problem solving as students think the rules through.

What to Look For

- Is the group following the rules? Do they understand their task?
- Are students doing unproductive things or distracting others?

Use information gathered throughout the module on the Adventure Activities Feedback Rubric.

Formal and Informal Assessments

Adventure activities feedback rubric

Closure

- You have completed several adventure challenges in the past few days and have only one more day of challenges before changing pace. Thinking back on what you have done so far, what has your team done well? Where has your team struggled?

- How can you correct some of your struggles for tomorrow's challenges? Has your group grown to trust each other? Do you trust your classmates more than before after completing these challenges?
- Do you think your group would have done well on some of the tough challenges like the wormhole if we had done them the first day of school? Why or why not?

Reflection

- Have your students progressed as the activities have progressed?
- Are students indicating that they need to be challenged more, less, or about the same?
- Have any of the students stepped into a leadership role? Does anyone have too much of a role as a leader and is not giving others in the group an opportunity?

Homework

Find a team-building activity that you would like to try and bring it in to share with the group in the next class. It can be a game, low ropes course element, or critical-thinking challenge like our building challenge.

Resources

Dale, G., & Conant, S. (2004). *101 teambuilding activities: Ideas every coach can use to enhance teamwork, communication, and trust*. Durham, NC: Excellence in Performance.

ADVENTURE ACTIVITIES FEEDBACK RUBRIC

Teacher: _____ Date: _____

School: _____ Weather conditions: _____

Category	Unsatisfactory	Improvable	Satisfactory	Good	Excellent
Safety					
Notes:					
Communication					
Notes:					
Critical thinking					
Notes:					
Leadership					
Notes:					
Goals/Achievement					
Notes:					
Listening skills					
Notes:					
Teamwork					
Notes:					
Active participation					
Notes:					
Overall Class Rating:					

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).