

LESSON 3: TRUST AND PROBLEM SOLVING

Grade-Level Outcomes

Primary Outcomes

Working with others: Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)

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

Embedded Outcome

Working with others: Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)

Lesson Objectives

The learner will:

- maintain positive communication and interactions during the activities.
- use problem-solving skills to complete group challenges.
- identify how trust in teammates affected solving a challenge.

Equipment and Materials

- Stopwatch
- Tarp large enough for all students to stand on at one time
- 2 by 4s
- Material to make "islands"

Introduction

Today's lesson focuses on team building, trust, and problem solving. During the activities today, you'll need to use effective communication with classmates.

Show a funny video clip of poor communication between people.

Instructional Task: Gator Swamp

■ PRACTICE TASK

The class must navigate through an alligator-infested swamp. The only way to cross such a dangerous swamp is to use the bridges provided (2 by 4s nailed together or a 4 by 4 post).

You must lay a pathway from one side of the swamp to the other, ensuring every classmate a safe journey.

Alligators live to snack on people, but they also love to nibble on bridges. Throughout this challenge you may not let your bridges touch the swamp. You must use your islands as a safe resting place for the bridges.

Islands can be concrete blocks, paper taped to the floor, or anything else creative.

Safety

In order to keep everyone safe you must avoid doing the following things:

- Jumping from island to island
- Accidentally hitting other classmates with the bridges
- Jumping in or out of the swamp (a bridge must be used to enter and exit the swamp)

Extension

Bridges can float away and be out of use if students let them go.

Guiding questions for students:

- What are some challenges you experienced in this activity?
- Was there a time you thought of giving up?
- What are some strategies that you used from previous lessons?
- How did you perform as a team?
- Where can you improve?
- Can you give some examples of how you demonstrated trust in your teammates?

Student Choices/Differentiation

Bridge length can be the same or varied to get students to think about which bridge should be placed where.

What to Look For

- Are students planning or just doing?
- Do students help one another through the swamp, or are some students left to fend for themselves?

Instructional Task: Magic Carpet

■ PRACTICE TASK

All students stand on a tarp located in an open space. Explain that the tarp is a magic carpet, but unfortunately, it is upside down and cannot be used the way it is. Students must flip the magic carpet into the upright position, but no one is allowed to step off the tarp. Students must navigate around each other to flip the tarp while standing on it. If anyone comes off the tarp, students restart the task.

Refinement

Students must choose how they plan to solve the problem. Refine group work and cooperation, if needed. Possible solutions: Scrunch up the group and start from a corner.

Guiding questions for students:

- How does it feel to succeed?
- Sometimes, we don't like people in our personal space, but in this challenge, they have to be. How did you deal with this?
- Did anyone step up as a leader? If so, why did you follow this student?
- How did you exhibit (or not) trust during this challenge?
- Did anyone experience any conflicts? How were they resolved?
- How did you have to trust your classmates during this activity?

EMBEDDED OUTCOME: S4.M4.8. This activity can be difficult with regard to maintaining integrity. Discuss with students ethical and unethical behaviors during these types of activities. Ask each team to propose guidelines for dealing with unethical behaviors and resolving conflicts. Write these down to use in future lessons.

Student Choices/Differentiation

The tarp can be made bigger or smaller depending on the groups' problem-solving abilities.

What to Look For

- Are student leaders stepping up and taking control?
- Are the leaders the students that the group should follow or simply the loudest people in the class?
- Are students struggling to communicate in such a small space? If so, you may need to call a time-out to let the team talk strategy.

Instructional Task: Report Card

■ PRACTICE TASK

Reflection activity: Have students fill out a report card on how they feel both individually and as a class so far in this module. The report card should include comments and a number or letter grade. Some suggestions for topics on the report card are working together, creativity, maximal effort, behavior, and listening skills.

Extension

Students should complete a reflection sheet.

Student Choices/Differentiation

Show an example of previous classes' Lesson 3 report cards.

What to Look For

Assess S4.M4, S4.M5, and S5.M3, depending on the report card categories.

Formal and Informal Assessments

- Report cards
- Reflection sheets

Closure

- Did you ever feel like giving up today? Why did you choose not to?
- What was the focus of today's activities?
- Why do you think our physical education class is focusing on these skills?

Reflection

- Were all students contributing to the activity?
- Are students' problem-solving or only trying to get through the task?
- Are students ready for higher-risk activities?

Homework

Trust is one of the things we are working on during this module. For the next class, think about a job that uses trust on a daily basis, and be ready to share how that job uses trust and why you selected it.

Resources

Rohnke, K. (2004). *Funn 'n games*. Dubuque, IO: Kendall/Hunt.

STUDENT REFLECTION

1. What did you learn about either yourself or your class today?
2. What do you think the purpose of adventure activities is?
3. Why do you feel that it is or isn't important to take part in adventure activities?
4. What was your favorite activity and why?
5. What was your least favorite activity and why?
6. Can you define what each finger stands for in the hand contract?
7. If you could give yourself a 1 to 10 ranking for your performance, 1 being the lowest and 10 being the highest, what would you give yourself and why?
8. If you could give your team a 1 to 10 ranking for its performance, 1 being the lowest and 10 being the highest, what would you give it and why?