

LESSON 6: STRATEGIC AND CRITICAL THINKING

Grade-Level Outcomes

Primary Outcome

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

Social interaction: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. (S5.M6.7)

Lesson Objectives

The learner will:

- manipulate materials and group ideas to complete the given task.
- apply general knowledge and critical-thinking skills to come up with solutions to each activity.

Equipment and Materials

- Large shoes
- Scooters with ropes attached
- Laundry baskets

Introduction

Today, we will continue our adventure activities module with a strategic and critical-thinking task. Work hard today at being a great team member. We will play one of my favorite games, human hungry, hungry hippos!

Instructional Task: Group Share

■ PRACTICE TASK

Students share their activities from the homework assignment.

Guiding questions for students:

- Why did you choose the activity you did?
- What important concepts (team building, leadership, critical thinking) that we have learned so far apply to the activities you found?
- What are some safety concerns with the activities you found?

Extension

Play one of the activities students provided.

Student Choices/Differentiation

Students can volunteer to explain the activity to the whole group.

What to Look For

Is everyone actively listening?

Instructional Task: Magic Shoes

■ PRACTICE TASK

All students start on one side of a divide. The team is issued one pair of magic shoes that help transport them safely through the mystic area in the middle and to the other side. The goal is to get all students to the other side of the divide. The only way to get to the other side is by using the shoes.

However, there are a few rules:

1. Everyone may wear the shoes only one time and in one direction.
2. The shoes may not be tossed back to the other side.
3. Both shoes must be worn at the same time, and the pair cannot be split up.

The team will have to work together to be successful and get all members to the other side by following the rules.

Get an actual pair of large shoes and paint them a bright color. Allow students to carry one another to get themselves out of trouble. Other props can be added if needed.

Set up a video camera for each team to record their problem solving and solutions. The video will be used later for evaluation.

Guiding questions for students:

- Who had to pull the most weight during the activity?
- Where did your strategy come from?
- Did anyone emerge as a leader?

EMBEDDED OUTCOME: S5.M6.7. Remind students about the importance of supporting one another in these activities. Ask for examples of encouragement and support.

Student Choices/Differentiation

Students may choose a variety of possible solutions for success, but all will require them to work together, support each other, and make sacrifices for group success. Examples:

- Students may have to carry one another.
- They may be allowed to give away their one use of the shoes to someone else if need be.

What to Look For

- Are students safe?
- Are they keeping everyone's strengths and weaknesses in mind?
- Do they understand sacrifices must be made to be successful?
- Are they team players?

Instructional Task: Human Hungry, Hungry Hippos

■ **PRACTICE TASK**

Have each group choose a "hippo," who will lie belly down on the scooter and collect food. Teammates push the hippo toward the food, and he must collect as many objects as possible using only the laundry hamper. This can be done in heats, using time, or head to head to see which team collects the most.

Teams must push their hippos out and pull them back in with the string.

Allow hippos to use only their hands and arms to gather food.

Extensions

- Rotate the group around and keep a running total to allow each player a chance at being the hungry, hungry hippo.
- Add more hippos to increase competition.

Guiding questions for students:

- How does this game relate to success? You had fun scooting around collecting items, but what can you relate this to?
- Could the hippo have succeeded without the help of his team?

Student Choices/Differentiation

The size of the items collected can change to differentiate the challenge.

What to Look For

- Are students learning from mistakes and correcting them?
- Did they choose the right person to be the hippo?
- Are they using effective strategies?

Instructional Task: Self-Assessment**■ PRACTICE TASK**

Using the video from magic shoes, have students self-assess their performance on problem solving and teamwork while coming up with strategies for the activity. Provide prompts to guide their self-evaluation.

Refinement

Make sure students are not just telling you what you can see in the video but are also critically analyzing their performance.

Student Choices/Differentiation

Share a short example of a self-assessment with students.

What to Look For

- Students are objectively viewing the video and critically analyzing their teamwork and problem-solving strategies.
- Students are including things they did well and things they would do differently next time.

Formal and Informal Assessments

Student self-assessment

Closure

- What have you learned about being a teammate during this lesson?
- What are the qualities of a good leader?
- Was problem solving easy or difficult for you?
- Which activity was the most difficult for you today? Why?

Reflection

- Have students gained any team camaraderie?
- Have their communication skills gotten any better?
- Are there students who have drawn away from the adventure activities? How can you reach out to them?
- Are the debrief questions getting good, deep answers or just quick responses?

Homework

Individuals stand out for many different things. For homework I want you to choose an animal that represents how you feel you did during the lesson today. Were you a tiger that took charge and aggressively hunted out an answer, or a sheep that followed the herd and never picked your head up? Were you a turtle that went nice and slow but had the right idea the whole way, or a rabbit that rushed through tasks to find there were better ways to come to the solution? Define your animal and explain why you chose that animal.

Resources

- Curran, E. (2011). Activities and initiatives. *Swofford challenge course manual*. 2nd ed., vol. 1, 19-64. Inman, SC.
- Rohnke, K. (2004). *Funn 'n Games*. Dubuque, IO: Kendall/Hunt.