

# **Cooperative and Adventure Games**

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# Characteristics and Benefits of Team Building

From: Team Building through Physical Challenges

1. Society values teamwork that promotes cooperation and cohesiveness over competition
2. Individuals achieve simply by experiencing the process of team building
3. Team building breeds success without any losers, as happens in competition
4. A success experience may be contributing an idea and being listened to
5. Roles change from passive to interactive.
6. Team building is a concept; physical challenges is a method of teaching it
7. Skills needed: listening, praising and encouraging/ communication, decision-making, conflict resolution, risk taking, and affirmation
8. Most physically skilled may find themselves in unfamiliar roles, perhaps dependent on their teammates

## The Project Adventure Philosophy

From: Cowstails and Cobras II

The Project Adventure Philosophy toward learning: Individuals are usually more capable (mentally, emotionally, and physically) than they perceive themselves to be, and if given the opportunity to try in a supportive atmosphere, can discover this excellence within themselves.

It includes the following learning goals:

1. to increase participants sense of personal confidence
2. to increase mutual support within a group
3. to develop an increased level of agility and physical coordination
4. to develop an increased joy in one's physical self and in being with others
5. to develop an increased familiarity and identification with the natural world

### Elements of Adventure Programming

Surprise -compels students to do things they never imagined doing

Engagement

Challenge – provides for success and failure

Risk taking – emotional and “apparent” physical risks

Safety

Fun

## Cooperative vs. Competitive

Cooperative games...	Competitive games...
<ul style="list-style-type: none"><li>...encourage children play with one another.</li><li>...allow everybody to win and succeed.</li><li>...eliminate fear of failure.</li><li>...let children play for play's sake.</li><li>...do not allow for elimination.</li><li>...are fun and supportive.</li><li>...build feeling of worth.</li><li>...increase self-esteem.</li><li>...are self-validating.</li><li>...encourage problem solving and decision making</li></ul>	<ul style="list-style-type: none"><li>...encourage children to play against one another.</li><li>...allow only half or one of the group to win.</li><li>...equate loss with failure.</li><li>...let children play to beat the other guy or girl.</li><li>...have frequent elimination.</li><li>...rules and strategies often prescribed</li><li>...are not always fun and supportive!</li></ul>

<http://www.sandiegocahperd.net/>

# Leadership Issues in Adventure Programming

## I. Group Formation – consider...

- A. Common Issues and /or Goals
- B. Group balance
- C. Mental and Physical Abilities
- D. Intensity of the Experience

## II. Selecting Appropriate Activities

A. Sequencing – the correct selection of activities at any given time for any given group

B. Recommended Sequencing:

Step#1 – Ice Breaker/Acquaintance Activities – serve to loosen up a group and get them to touch each other (for many individuals, a simple thing like hand-holding is too much because of either timidity or machoism)

Step #2 – Deinhbitizer Activities – get the group to let go, do something out of the ordinary, and act silly.

Step #3 – Beginning Trust and Spotting Activities

Step #4 - Initiatives

## III. Briefing the Group

A. Purpose is to inform at two levels.

1. Instructions that the leader gives the group, much of which is non-negotiable safety or class management information.
2. Shared information where there is give and take, goal setting, clarification, and framing

B. Full Value Contract – an important goal setting process that usually involved the following three commitments:

1. The agreement to work together as a group and to work toward individual and group goals.
2. The agreement to adhere to certain safety and group behavior guidelines.
3. The agreement to give and receive feedback, both positive and negative, and to work toward changing behavior when it is appropriate.

### **Full Value Contract**

**Be Here**  
**Be Safe**  
**Be Respectful**  
**Set Goals**  
**Be Honest**  
**Let Go & Move On**

### **ABCDE's of Problem Solving**

**Ask** questions to understand the problem.  
**Brainstorm** solutions quickly.  
**Choose** a solution to implement.  
**Do** it.  
**Evaluate** the solution.

## IV. Leading the Group

### A. Common Ground

### B. Challenge –

Challenge means going beyond the old, pushing into new territory, new ways of doing things, dealing with fear and accepting help and support. The role as leader is to continually find ways to offer understandable challenges that can be accepted by the group as it maintains its right to make choices.

#### 1. **Challenge by Choice** – concept offers a participant:

- a. The chance to try a potentially difficult and/or frightening challenge in an atmosphere of support and caring
- b. The opportunity to “back off” when a performance pressures or self-doubt becomes too strong, knowing that an opportunity for a future attempt will always be available.
- c. The chance to try difficult tasks, recognizing that the attempt is more significant than performance results.
- d. Respect for individual ideas and choices.

### C. Instruction/Intervention

1. Instruction is practical in terms of leader control as well as transmitting necessary how-to information.
2. Intervention takes place whenever the instructor sees the group as needing to stop and take a look at itself and what it is doing. Types of intervention may include:
  - a. Substitute a more relevant activity
  - b. Modify the activity
  - c. Refocus the group
  - d. Ask for group input in terms of the Full Value Contract
  - e. Listening

### D. Cooperation and Competition

Aim competition at developing strong individuals and group unity rather than a continual focus on winners and losers. Help participants to compete with themselves and/or against the obstacle before them. Some helpful suggestions:

1. Time the events so that participants work against the clock rather than each other.
2. See how many participants you can get on, or over, something.
3. See how closely the group can stick to the rules.
4. Show non-group members (parents, teachers, the community) how well you can do.

5. Talk about those things that keep us from growing as the things that need to be defeated.
6. Make certain participants experience success.
7. Insist on the Full Value Contract
8. Design games and activities that make a spoof out of competition by changing rules and inventing new ones.

#### E. Humor

1. Don't take yourself, and what you're presenting too seriously.
2. Change the rules of whatever you are doing to fit the situation.
3. Don't use objects that are familiar to the participants.
4. Use different and unique names for the games that you play.

#### V. Debriefing the Group

- A. Purpose is to help the group process what they have done, look for lessons and transfer those lessons to daily life.
- B. Asking "What?, So What?, and Now What?" is an effective approach.

#### VI. **Bottom Line:** When facilitating, consider:

1. no trust - no beginning
2. no fun - no return
3. no challenge – no continuation

From: Cowstails and Cobras II, A Guide to Games, Initiatives, Ropes Courses, and Adventure Curriculum by Karl Rohnke

## Ice-breakers, Deinhbitizers, and Warm-up Activities

### **Dodgem** (ice/breaker/deinhbitizer/warm-up)

Have participants find a partner, stand side by side and hold hand in a square dancers “promenade position.” (This can best be accomplished by having the partner on the right assume a right-handed guitar player position and the player on the left, assume a left-handed guitar player position. If they are comfortably clasped, partners will be in the correct position.) Without letting go of their hands, the players practice rotating their bodies 180 degrees by simply switching their hand positions. This is done by one partner pushing one hand while pulling the other. This double action forces the partners to face the opposite direction. After practice, spread the pairs around the playing area and, on the “go” signal, have all pairs move forward in a straight line. As the pairs move, they will encounter other pairs or a wall. Before crashing, the pair must quickly switch hand positions and say: “Dodgem” or “Beep Beep” reversing their direction. After the reverse, the pair proceeds forward again in straight line until it comes to another obstacle that requires another direction reversal. The smaller the playing area, the greater the number of switches and changes the pair will have to make. This is a very simple game that can get quite loud.

### **Gang Person/Gorilla Person/ Karate Person** (ice/breaker/deinhbitizer/warm-up)

This is a more active version of paper, rock, scissors. Players begin back to back. After a 1,2,3 count , they quickly turn to face each other and assume one of the three roles (gang man pulls guns (index finger and thumb), gorilla scratches arm pits and grunts, karate person yells and strikes a karate pose). Gang person beats gorilla, gorilla beats karate and karate beats gang.

### **Gudag** (ice/breaker/deinhbitizer/warm-up)

Participants begin in random formation. Half are instructed in put the right hands behind their backs and extend left hands for handshake. Other have put left hands behind back and extend right hands. On the command “GO”. Participants move around the room looking for someone with the appropriate hand extended to shake. Upon meeting, they shake hands and say “Gudag!” (Swedish for “Good day”). After exchanging greetings, they switch the hands they have extended and move on to find someone else to greet.

### **Look** (ice/breaker/deinhbitizer/warm-up)

Arrange participants in small circles. Designate one person to say “look.” Participants begin with their heads down, eyes on the floor. On the leaders command, they quickly look directly at another participant in the circle. If two players are looking directly at each other, they are eliminated. (May want to have them introduce themselves and talk while game continues). Continue to repeat until number of participants is down to two.

### **Partner Tag** (ice-breaker/deinhbitizer/warm-up)

Participants begin standing with a partner in random formation. One person form each pair is designated as “it” and the other will flee. On the signal from the leader, “it” counts to 5 while the other persons power walks away. After counting to 5, “it” chases their partner. Once caught, they reverse rolls. The new “it” must now count to 5 while their partner flees.

# Cooperative Games and Adventure Activities

## Around the World

Objective: To move participants through a series of hoops and back to their original hoop in the most efficient and timely manner possible.

Procedures:

1. Each participant must begin the challenge with both feet in a hoop and finish the task in that same hoop.
2. Participants must have at least one foot in a hoop at all times and never step on the ground outside of a hoop.
3. At some point each person must place both of their feet in each of the hoops.
4. As a group you may determine how you wish to arrange the hoops before you begin the task. You may also determine how many people will begin in each hoop.

## Bird's Nest

Participants work in groups of 3. Each group has 3 similar objects (same colored balls, etc.) spread out in an open area beyond a designated line. Each group also has a basket per group in which they will place their gathered objects. One person per group assumes one of the following roles:

Gatherer – this person is blindfolded, non-verbal and the only member allowed across the designated line to gather the group's objects.

Instructor – this person is blindfolded as well but the only person in the group that can speak. It is their job to give directions to the "gatherer."

Spotter - this person can see but not talk. It is his/her responsibility to visually locate the group's objects and give non-verbal directions to the "instructor" in order for the "gatherer" to locate the objects.

Once blindfolded, the gatherer will move through the open area (bumpers up) attempting to locate and gather their objects. The "instructor" should be seated behind the designated line and the spotter should stand directly behind them. The challenge is for the gatherer to collect the group's objects and place them in the basket with the help of the "instructors", directions. Allow participants to change roles.

## Car-Car

Participants group themselves in pairs with one person choosing to be the car and the other person the driver. In this activity the person representing the car is blindfolded (or can close his/her eyes) with the driver standing directly behind them. The Leader explains that there are three commands that determine the way the driver is to drive the car. The first command "city driving," allows the car and driver to move forward about 3 steps and then the car must make a 90 degree turn to either the right or left. "Country driving," allows the car to meander around the room with no fixed pattern. "Freeway driving" has the car and the driver going around the room one way in a circular formation. During freeway driving, the car can go as fast as "the car" (person) feels comfortable. As the leader shouts different commands, the car changes its form of driving to match the command. After about 30 seconds, have the car and the driver switch places.

Variation: Convoy Tag

This game is played like the one above with a couple of exceptions. In this game, give several couples each a nerf ball or beach ball. The lead (sightless) player holds the ball in front and the back (driving) player directs him/her to tag another couple. When another couple is tagged, the ball is given to the new leader and everyone lines up behind him or her. Now, you have four people linked together with a sightless player seeking another couple. Let this play continue until there are only a few couples left. These couples can start the game as the new convoy leaders.

## Combination Grid

Equipment: A 5'x7' tarp divided into a grid marked with numbers and/or letters

Objective: To move through the grid one team member at a time using the proper "combination"

The challenge facilitator has a "combination" of numbers written down to represent the sequence the team members must discover to pass through the grid. Team members must step, one person at a time, on the numbers/letters in the proper sequence to get across. If a person steps on the wrong square, that person (or the entire team) must go to the back of the line. All team members must move across using the same "combination". There may be more than one team member on the grid at one time. Obviously, all the team members must be paying attention to figure out the correct "combination". The facilitator may choose patterns that emphasize math skills (i.e. multiples of 3, etc.) or spelling (with the alphabet on the grid).

## Construction Zone

Objective: To assemble two 4' x 4' puzzles in the shortest amount of time.

Description: On the command *begin*, each team member will pick out a puzzle piece from the pile. They will be the only person who can touch that piece of the puzzle until the task is complete. The team will then attempt to assemble the two puzzles in a designated area in the shortest amount of time.

Rules:

1. Each person may only touch his or her own piece of the puzzle.
2. The clock will start before members pick up the puzzle pieces.
3. If someone handles a puzzle piece other than their own, the team must start the task over.

Score: The fastest time from beginning to end of task.

Additional challenge: If time allows, have team members work in pairs with one person in each pair blindfolded. Only the members that are blindfolded may touch the puzzle pieces.

Alternate directions:

Half of the group will be blindfolded and designated as the *construction workers*. They are the only ones who are allowed to touch the puzzle pieces. The other group members will serve as supervisors and give verbal directions to assist the *workers*. The challenge will begin with the puzzle pieces piled in one area. Once the group is ready to begin, the *workers* must carry the pieces of the puzzle to a designated area for assembly. The challenge is complete when both puzzles are assembled correctly.

Rules:

1. Only the blindfolded *workers* may touch the puzzle pieces.
2. The sighted *supervisors* may not physically touch the blindfolded group members or the puzzle pieces.
3. For the challenge to be successful, each *worker* must correctly position at least one puzzle piece.
4. The penalty for an infraction of any of the above rules is to mix up the pieces and start over in the *assembly area*.

If time allows, have group members change roles. The best of the two times may be used.

## The Cube

Objective: To move the entire group through the "Cube" using as many different routes as possible.

Rules:

1. Everyone must go through the Cube without touching it. If the Cube is touched, that person must start again.
2. No one can use the same route through the Cube as anyone else. A hole may be re-used but the same combination of holes cannot be used. Going through a hole or combination in a different order is allowed.



## Don't Touch Me!

Objective: To change places with your partner across the circle in the shortest amount of time possible.

Rules:

When changing positions, everyone must make physical contact (one foot is OK) with the interior of a hula hoop placed in the center of the circle.

You can not touch anyone else as you make this change. If you do, group must start over or add seconds to total time for each touch.

Try as many times as time allows

## Don't Touch the Ball!

Objective: To move the ball from one point to another without letting it touch the floor and without touching it with their hands or arms.

Rules:

1. The ball cannot touch the floor.
2. The ball cannot touch the hands or arms of any group member.
3. If a rule is broken, the ball must be returned to the original location and the group starts the task again.

## Fire Escape!

Equipment: 2 large hula hoops.

Set Up: Stand in circle with joined hands.

Goal – get the entire group through the hoop as quickly as possible without touching the hoop.

- Each person must remain physically in contact with the rest of the class via at least one other person. Hoop holders must remain in contact with both the class and the hoop.
- If anyone touches the hoop, group must start over.

## Group Juggle

Objective: To see how many objects your group can successfully juggle at one time (for at least one complete rotation).

Rules: Everyone in the group must participate in the juggling of each object. Participants cannot pass an object to a person directly beside them. Works best if group will establish a pattern for passing an object and maintain that pattern throughout the challenge.

Variation: Group Juggle "Machine" – each player adopts a sound – beep, whoop, whee, yeow, pop, etc. – that they make every time they pass a ball.

## Horizontal Spider's Web

Equipment: Horizontal spider web or tarp marked as a web

Objective: To move all members of the group safely from one side of the web to the other.

Rules:

1. All team members must begin on the same side of the web.
2. In moving from one side to the other, no one may step on the web – it will wake the spider!
3. Once a person steps inside a cell of the web and then steps out, leaving it unoccupied, that cell may not be used again by any one in the group.
4. There may be no more than two feet in any cell at one time.
5. If someone steps on the web or into a closed cell, they (or their whole team) must return to the beginning.

## Island Volleyball

Objective: To keep the ball in the air and off the ground for as long as possible.

Rules:

1. All players must have at least one foot inside a hoop at all times.
2. Once a player has put a foot inside a hoop, he/she cannot change hoops until the next round.
3. Any player within a hoop may hit the ball, but two players from the same hoop may not hit the ball consecutively. If players from the same hoop make consecutive hits, the score returns to zero.
4. If a player steps out of a hoop during play, the score returns to zero.
5. You may not hit the ball back to the hoop from which it came. Penalty - Score returns to zero.

Scoring: Total number of consecutive hits before the ball hits the ground.

## Key Punch

Objective: To move from the start line to the key pad and touch all the keys in the correct numerical order in the shortest amount of time.

Rules:

1. Team stands behind the starting line to hear the explanation of the rule.
2. Team may plan their strategy behind the start line but the clock begins once they head toward the keyboard.
3. Only one person can be on the key pad (within the roped off area) at a time. If two people are in the area at one time, that trial is over and they must all start again.

\* For an added challenge (if one group gets real good with regular rules): do this without talking

## Mega Pass

Objective: To move as many items as possible from one bucket to the other in given period of time. Group will be given several 90 sec. rounds to improve their scores.

Set Up:

Use makers to create large square (15"-25" pr side). Be sure square has clearly defined corners. In one corner, place bucket #1 (filled with a variety of objects that can be safely tossed) and in the opposite corner place bucket #2 (empty).

Procedures:

1. All objects start in bucket one at the beginning of each round.
2. Time for each round starts with the first object is removed from bucket #1.
3. All sides of the square must be occupied by at least one student.
4. Once a person has chosen a side of the square, they may not switch side during the round.
5. Every participant must touch the object after it leaves bucket #1 and before it is placed in #2.
6. Objects may not be passed to anyone to their immediate right or left.
7. Objects must be passed over the inside of the square.
8. If an object is dropped outside of the boundary it may be placed back in bucket #1 and used in that round. If it is dropped inside the boundary, it may not be retrieved and is lost for the duration of that round.
9. No team member may step inside the square during a round.

## Pass It on

Objective: To move the ball from point A to point B without touching, trapping, throwing or walking with it.

Rules:

1. Can not touch, throw, or trap the ball
2. Can not walk with the ball.
3. Everyone in the group must "handle the ball"
4. If the ball drops to the ground, you must start over.

5. Take as many trials as you have time for.  
Score: Total amount of time it takes to move the ball from A to B.

## Plug the Pipe

Equipment: One piece of PVC pipe (3-4' in length) plugged at one end, with holes drilled in various places, a ping pong ball, several 8-9 oz. cups, a bucket of water

Objective: To fill the pipe with enough water to float the ball out.

The team members must work cooperatively to float a ping pong ball up and out from the bottom of the pipe while plugging the holes in the pipe. All team members must take turns "hauling" water.

## Ready Aim

Objective: For blindfolded team members to throw a ball to hit another blindfolded person using directions provided by their "sighted partners."

Procedures:

1. Participants work in pairs. One will be blindfolded and the other will provide verbal directions.
2. The sighted partner may not physically touch their partners or the balls. All communication will be verbal.
3. Each "hit" (blind player hits another blind player) is worth a point. Object is to score as many "hits" as possible in the designated time.
4. After a designated period of time, partners should change roles.
5. Facilitator should establish clear boundaries.
6. Safety Issues to address:
  - a. "Blind" partners should always move with "bumpers" up (hand up in front of their bodies).
  - b. Encourage caution when bending over to pick up balls.
  - c. Sighted partners need to intervene whenever necessary to prevent injury)

## Switch, Change Rotate

Scatter groups of three around the room. Each team then lines up single file facing the same direction. There are three commands in the activity. Switch – the lead player and the back player change places. Change – the entire group simply turns around and goes the opposite direction. Rotate – the lead player goes to the back and the center player becomes the new leader. As the activity begins, each groups marches in place and attempts to execute the commands called out by the teacher. From marching in place, progress to walking, power walking, or jogging. May try letting the player in the middle of each line give the commands.

## Tarp Challenge

Tarp Turn

6-8 students stand on a tarp (5'x8'). All students must remain on the tarp at all times. Mark one side of each tarp with a large X. Then give each group an activity. To start, they must start with the X on top and then, without touching at body part to the floor, they must turn the tarp over and end up with the X on the bottom. The second challenge is to fold the tarp into quarters. The third challenge is to unfold it.

Tarp Pass

- Toss to one team member. All others must be involved in the toss. Receiver tosses it back and it must be caught successfully.
- As each toss is completed (caught successfully), another student becomes the catcher (one less tosser).
- Tossers may not touch the object.
- Task is complete when last 2 people successfully toss and catch.

## Team-A-Pod

Members must physically assist and balance one another while traveling across a designated space. The group will creatively sculpt with their bodies a large millipede-like creature that moves with only a limited number of body parts touching the ground.

Description The team will move themselves, while riming connected together, across an area (about 30 feet) with collectively only five body parts in contact with the ground. This challenge is set-up for a seven member team. The number of floor contact points can change depending on the number of team members.

Equipment Cones to mark start and finish points /Soft surface to go across (grass will work)

Rules 1. If more than the number of specified contact points touches the floor, the entire team must return to the starting line. 2. No last names or put-downs may be used.

## The Amazing Rising Pole

Equipment: One lightweight pole (5-10 feet long) per group

Objective: To work together as a group to lower the pole from a waist high position to the ground.

Students begin facing each other with index fingers extended at waist height. Fingers should be alternated with group members standing opposite (zipper fashion). The pole is laid across the fingers lengthwise. Participants cannot touch the pole with any other part of their body and they must maintain the contact between their index finger and the bottom of the pole at all times. As the participants attempt to lower the pole to the ground while maintaining contact with the underside of the pole, the tendency will be for the pole to rise rather than lower.

## 3,2,1 Ups

Each group starts this activity with 1 soft object that can be thrown. One person is chosen to be the leader, and his/her job is simply to give the command: "1,2,3, Ups!" On the word "ups," whoever is holding the soft object throws the ball a minimum of 10 feet in the air and the game requires someone else in the group to catch it. If the group is successful in tossing and catching the one item, they repeat the above. If they are successful a second time then they add another object. This time, on the command "ups" both items are tossed up into the air with the group trying to catch both items. To add another object the group must successfully make two catches in a row. If an object touches the ground they must start over.

## Toxic Waste Removal

Objective: To move the toxic waste container from its original location to a new location and pour the contents (packing peanuts) and the top into another container without touching the container, loosing the top off the container (ball), or spilling any of the contents.

Rules:

1. Cannot touch the container, its contents or the ball on top.
2. Must hold the ropes within a foot of the end (marked by a knot).
3. If the top falls off the container (ball drops), one person can pick it up using the "toxic protection gloves", place it back on the container and start over from the original location.
4. If the contents spill anywhere other than in the "disposal container", one person can pick it up using the "toxic protection gloves" and place it back into the original container.
5. Each time a new spill occurs, a different team member must be chosen to clean it up.
6. Take as many trials as you have time for.

Score: The fastest time from beginning to end of task.

# Assessment Ideas for Cooperative and Initiative Games

## Individual and Group Assessment:

How did you do today?

Participation;

1. I was a leader/ good listener
2. I listened and followed directions together
3. I fooled around until peers spoke up together
4. I fooled around the whole time/difficult today

Responsibility;

1. I did my part to help (leader) plan
2. I helped to make it work (follower) plan
3. I didn't help until the end
4. I made it difficult for the group

Interaction;

1. I listened and talked about all ideas
2. I talked about my ideas and listened
3. I heard an idea, not a good listener
4. I didn't pay attention

How did your group do today?

Participation;

1. All students took part
2. 3/4 of the group worked
3. 1/2 of the group worked
4. The group didn't work well

Responsibility;

1. Everyone contributed today
2. Most of the group made an effort
3. Less than half of the group worked
4. One or two people worked on the plan

Interaction;

1. The group heard everyone's ideas
2. The group only heard 1 or 2 ideas
3. No discussion of ideas
4. Little interaction, disinterested, distracted

## Sample Questions for Debriefing

What did you enjoy most about this activity?

What was your first impulse when given the challenge?

How did you feel when . . . ?

What was the biggest challenge?

What were some of the questions that came up?

Did you consider more than one solution?

How did you go about including everyone?

What do you think about some of the other ideas that were tried?

If you were to try this again what might you do differently?

What did you learn about your group? About yourself? How could you apply what you've learned to other areas of your life?

## Team Report Card

How did our team involve everyone in solving the challenge?

Did our team use negative pressure or put-downs during the challenge?

Did we listen to one another and use ideas that we shared?

How many and which team members used praise phrases or positive encouragement?

What were some of the praise phrases used?

<http://www.cwu.edu/~ulmenm/coopgames.html>

## WHAT I LEARNED ABOUT COOPERATION....

1. The most important thing I learned about working with a group was....

2. My favorite challenge activity was....

3. This was my favorite activity because....

4. My definition of "teamwork" is....

5. Five activities or jobs where I can use "teamwork" are....

<http://www.pecentral.org/assessment/cooperationassess.html>

# What's the Connection?...

## Physical Education Standards of Learning Virginia Public Schools

### Goals and Descriptions

The purpose of physical education is to help students acquire the knowledge, processes, and skills needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness. As a result of physical education instruction, the student will be able to do the following:

*1. Demonstrate proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms. (Skilled Movement)*

This goal focuses student learning on the development and demonstration of competence in a variety of movement forms. Movement competence is defined as the development of sufficient skill and ability to assure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

*2. Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)*

This goal focuses student learning on understanding and using movement concepts and principles to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, biomechanics/kinesiology, sport psychology, and sport sociology. Elementary students establish a movement vocabulary and use simple concepts as they develop their movements. Middle grade students learn and apply more complex concepts of movement. High school students develop a working knowledge of a variety of concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

*3. Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)*

This goal focuses student learning on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet their personal goals for various work-related, sport, and leisure activities.

*4. Demonstrate responsible personal and social behaviors in physical activity settings.*

**(Responsible Behaviors)**

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.

*5. Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)*

The intent of this goal is for students to exhibit a physically active lifestyle, both in and outside of school. Students identify and pursue various out-of-school opportunities at home, in their neighborhoods, and in their communities.

The combination of these five goals lead students toward being able to engage skillfully, knowledgeably, responsibly, and vigorously in an active, healthy lifestyle.

## Resources

Adventure Curriculum for Physical Education, Elementary School by Jane Panicucci from Project Adventure, Inc.

Adventure Curriculum for Physical Education, Middle School by Jane Panicucci from Project Adventure, Inc.

Adventure Curriculum for Physical Education, High School by Jane Panicucci from Project Adventure, Inc.

Adventure Play: Adventure Activities for Preschool and Early Elementary Age Children  
by Nancy Bower from Project Adventure

Cowstails and Cobras II, A Guide to Games, Initiatives, Ropes Courses, and Adventure Curriculum  
by Karl Rohnke from Project Adventure

Mike Spiller, Games of the World Seminars: [Msgow@bluebon.net](mailto:Msgow@bluebon.net), 409-542-5902

More Team Building Challenges, Glover and Midura from Human Kinetics

PE Central: <http://pe.central.vt.edu/>

Project Adventure 1-800-795-9039 <http://www.pa.org>

Quick Silver: Adventure Games, Initiative Problems, trust activities and a Guide to Effective Leadership by Karl Rohnke and Steve Butler from Project Adventure

Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities by Karl Rohnke from Project Adventure

Team Building Through Physical Challenges, Glover and Midura from Human Kinetics