

S: 4 H: 3 GLO: 9-12 Survivor Houghton
OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10301#.V5uFYLgrLIV>

<u>Objectives/ Student Targets</u>		<u>Equipment & Technology Needed:</u>
<u>Cognitive:</u> The students will rank the items in codebreaker based on usability in emergency situations.		2 hoops per team, various objects per team, 1 Codebreaker activity sheet per team, different colored bandanas for each team
<u>Affective:</u> The students will cooperatively work together to create a tribal name and tribal values.		
<u>Psychomotor:</u> The students will move various objects to a designated area using a specific part of their bodies.		
<u>Academic Vocabulary:</u> Values, Council		
<u>Introduction / Anticipatory Set:</u> Have the gym already set up before the students get to class. When the students get to class, hand them a <i>Survivor Houghton Handout</i> and ask the students if they have ever seen the show <i>Survivor</i> . Tell them they will be working in groups to get across the obstacle course set up in the gym. Split the students up into 4 predetermined groups (tribes) and send them to an area with their equipment (4 resource challenge cards, 1 raft (folding mat), 1 arrow (playground ball), 5 logs (noodle pieces), 1 unassembled shelter (tent)).		<u>Classroom Layout:</u> Open space such a gym
<u>Instant Activity:</u> Have the 4 teams get in a circle and hold hands. Put a hula hoop inside two people’s hands. Hula Hoop Pass: Pass the hula hoop down the line and back without letting go of each other’s hands. It will help the students work on teamwork and cooperation before the actual activity begins.		
<u>Fitness Development:</u> Improve muscular strength and muscular endurance through strength training exercises Continue to develop cardiorespiratory endurance through activities that raise the increase the heart rate for a minimum of 30 minutes Target improved body composition through strength training and cardio work		

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<p>Improve flexibility through daily dynamic and static stretching routines</p>	
<p><u>Lesson Focus:</u></p> <p>The tribes have 30 minutes to obtain the resources of water, food, fire, and shelter. These resources are obtained by successfully completing the challenge listed on the resource challenge cards. (Each tribe has a resource challenge card for water, food, fire, and shelter). The resources can be obtained in any order.</p> <p>At the end of 30 minutes, tribes that have successfully obtained all the resources have earned the right to participate in the final Survivor Houghton team challenge. For the final challenge, tribes must work together to get all tribal members through the obstacle course as quickly as possible. The first tribe to have all of their tribal members successfully through the obstacle course wins and earns the title “Sole Survivor”.</p> <p>Survivor Houghton Handout : http://www.pecentral.org/lessonideas/Survivor_Houghton.pdf</p> <p><u>Assessment:</u></p> <p>Subjective Assessment of Group’s ability to communicate effectively and work together.</p> <p><u>Closure:</u></p> <p>Class Discussion: What challenges did your tribe face during the lesson? How did you work through the different challenges? Did you notice a specific leader emerge from the tribe?</p>	<p><u>Teaching Cues:</u></p> <ul style="list-style-type: none"> • Communication • Cooperation • Move on from problems <p><u>Modifications:</u></p> <p>Time Limit OR Extend Time</p> <p>Don’t go back to start (simplify)</p>