Instructional Unit Title: Adventure Leader

The teacher may introduce examples of lifelong benefits of physical activity (e.g., reducing high blood pressure, mental wellness and physical strength) so students can begin to make connections between their current level of physical activity and overall wellness.



The teacher may provide established examples of social norms (e.g., leave no trace, national park rules, safety in numbers) for lifelong outdoor physical activities so students can begin to examine appropriate outdoor etiquette and safety procedures in collaborative group settings (e.g., adventure clubs, hiking groups, community centers).



The teacher may pose various questions about students' experiences in the wilderness (e.g., How comfortable are you sleeping outdoors, hiking through various levels of terrain, or travelling to an unfamiliar destination?) so student can begin to recognize their individual comfort levels with various wilderness activities (e.g., hiking, camping, rafting).



The teacher may present a series of challenge games (e.g., keypunch, helium stick) designed to build group camaraderie so students can evaluate the successes or challenges of group communication and cooperative work.



The teacher may demonstrate various roles necessary for a successful wilderness experience so student can begin assessing their levels of expertise for specific roles.



The teacher may introduce mock wilderness scenarios (see teacher resources) with a focus on role identifications within each of the scenarios so student can make informed decisions about roles and responsibilities pertaining to wilderness experiences and how role-specific actions impact the group dynamics.



The teacher may introduce roles in a wilderness adventure (e.g., navigator, first-responder, tripplanner, equipment manager, wellness monitor, environmental specialist) so student can identify their strengths and make connections between roles and the success of the outdoor experience.



The teacher may introduce mock wilderness scenarios (see teacher resources) with a variety of equipment and conditions so student can begin to make informed decisions about equipment and travel arrangements pertaining to a specific wilderness experience.



The teacher may instigate a mock trip (e.g., campus hike) so students can evaluate group readiness (e.g., physical, mental, and social preparedness for the actual wilderness adventure.



PERFORMANCE ASSESSMENT: You and a group of your peers are adventure leaders and have been assigned the task of preparing a group of high school students for a hiking trip. The purpose of this trip will be for students to develop independent, physical, social and outdoor wilderness skills that will allow them to move through the backcountry with peers while focusing on the groups' safety (e.g., equipment use, decision making, group-collaboration and communication skills.) You and your group members will take on individual responsibilities as part of the organized plan you will create that will help ensure a successful wilderness experience for all. These responsibilities will include navigation, safety (first-responder), tripplanning, equipment management, wellness monitoring, etc.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.