

Readington Township Public Schools

Achieving Fitness: An Adventure Approach

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Readington Township Public Schools

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I. OVERVIEW (Summary of what students will learn, Narrative)

Achieving lifetime physical fitness is a personal journey, one that begins with a belief in one's own capabilities and is driven by an intrinsic desire to succeed. While adventure programming is often linked to the development of emotional and social competencies, it can also serve as a powerful tool for enhancing physical fitness. These competencies are vital for the behavioral changes and motivation required to improve one's fitness. School fitness programs can have transformative effects on students, from preventing obesity to increasing motivation and improving academic achievement. The "Achieving Fitness through Adventure" course offers a dynamic approach to physical fitness through adventure education. By integrating outdoor activities, teamwork, and experiential learning, this course aims to foster physical, mental, and emotional well-being. Through a series of adventures and challenges, students will develop essential fitness skills, including improved endurance, strength, flexibility, and coordination. Moreover, this course will enhance their problem-solving abilities, leadership qualities, and communication skills, equipping them with the tools needed for lifelong fitness and success.

II. STUDENT OUTCOMES ([NISLS Standards](#))

The course objectives will cover but are not limited to these standards:

Movement Skills and Concepts

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

Lifelong Fitness

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

III. COURSE OBJECTIVES (Content categories and subcategories, outline)

- **Introduction**

Students will be able to:

- Define the concept of achieving fitness through adventure and explain its unique approach to fitness
- Understand the benefits of integrating outdoor activities, teamwork, and experiential learning into fitness routines
- Identify the key components of the course, including physical, mental, and emotional well-being
- Discuss the types of adventures and challenges that will be part of the course and their relevance to fitness goals
- Recognize the importance of having trust and being safe in adventure activities
- Set personal fitness goals and outline how adventure-based activities can help achieve them
- Develop an understanding of how teamwork and leadership play a role in adventure fitness activities
- Appreciate the role of problem-solving and communication skills in successfully completing adventure challenges
- Reflect on their initial fitness levels and mindset, and set intentions for growth and improvement throughout the course

- **Full Value Commitment**

Students will be able to:

- Define the concept of a full-value commitment and explain its significance in a group setting
- Identify the key components of a full value commitment, including respect, responsibility, and active participation
- Discuss the importance of mutual respect and trust within a team or group
- Collaborate with peers to establish a set of shared values and expectations that will guide group behavior and interactions
- Demonstrate effective communication skills to express individual commitments and listen to others' commitments
- Develop strategies for holding themselves and their peers accountable to the agreed-upon values and expectations

- **Challenge By Choice**

Students will be able to:

- Define the concept of "Challenge by Choice" and explain its significance in adventure education
- Recognize the importance of personal choice and autonomy in participating in physical and adventure activities
- Identify their own comfort, stretch, and panic zones and understand how these zones impact their willingness to engage in challenges

- Discuss the benefits of stepping out of their comfort zones to achieve personal growth and development
- Respect and support the choices of peers in determining their own level of participation in activities
- Develop strategies to manage fear and anxiety when facing challenging situations
- Set personal goals for participation in adventure activities based on their own readiness and comfort levels
- Reflect on personal experiences with Challenge by Choice and identify areas for future growth and challenge
- Foster a supportive and inclusive environment that encourages all participants to engage at their own pace and ability

- **Experiential Learning Cycle**

Students will be able to:

- Define the experiential learning cycle and explain its key components: concrete experience, reflective observation, abstract conceptualization, and active experimentation
- Describe the importance of experiential learning in promoting deep understanding and personal growth
- Identify each stage of the experiential learning cycle in various learning activities and experiences
- Apply the experiential learning cycle to personal experiences, reflecting on what was learned and how it can be applied in future situations
- Develop skills in facilitating experiential learning activities, including guiding reflections and encouraging thoughtful observations
- Reflect on how the experiential learning cycle can enhance problem-solving abilities, critical thinking, and decision-making skills
- Evaluate their own learning experiences using the experiential learning cycle to identify strengths, areas for improvement, and actionable steps for growth

- **Goal Setting**

Students will be able to:

- Define the concept of goal setting and explain its importance in personal and academic achievement
- Identify different types of goals, including short-term, long-term, personal, and academic goals
- Understand the STAR criteria (Specific, Trackable, Achievable and Relevant) for effective goal setting
- Develop and articulate their own goals using the STAR framework
- Identify potential obstacles to achieving goals and develop strategies to overcome them
- Monitor and evaluate their progress towards goals, making adjustments as needed
- Reflect on past goal-setting experiences to identify what worked well and what could be improved
- Recognize the role of motivation, perseverance, and resilience in achieving goals
- Support peers in their goal-setting processes through constructive feedback and encouragement

- **Fitness Component: Cardiovascular Endurance**

Students will be able to:

- Define cardiovascular endurance and explain its importance in overall health and fitness
- Identify the key components of the cardiovascular system, including the heart, blood vessels, and lungs, and their roles in endurance activities
- Differentiate between aerobic and anaerobic exercise and understand their effects on cardiovascular endurance
- Assess cardiovascular endurance using different methods
- Perform a variety of cardiovascular exercises

- Recognize the benefits of improved cardiovascular endurance, such as enhanced stamina, reduced risk of chronic diseases, and better mental health
- Discuss the importance of proper nutrition, hydration, and recovery strategies to support cardiovascular endurance training
- Value physical activity for health, enjoyment, challenge, and/or social interaction

- **Fitness Component: Muscular Strength**

Students will be able to:

- Define muscular strength and explain its significance in overall fitness and daily activities
- Differentiate between muscular strength and muscular endurance.
- Identify the major muscle groups and understand their role in various strength exercises
- Understand how to assess muscular strength using methods such as one-rep max tests
- Perform a variety of strength-training exercises, including weightlifting, resistance band exercises, and bodyweight exercises
- Discuss the benefits of increased muscular strength, such as improved metabolism, enhanced bone density, and better injury prevention
- Recognize the importance of proper form, safety precautions, and recovery in a strength-training regimen
- Practice setting and revising group goals
- Set meaningful personal fitness goals based on self-assessment of one's performance during adventure activities
- Create activities that can be done in the home that positively impact muscular strength and endurance

- **Fitness Component: Muscular Endurance**

Students will be able to:

- Define muscular endurance and explain its role in overall fitness
- Differentiate between muscular strength and muscular endurance
- Perform a variety of exercises designed to assess and improve muscular endurance, such as planks, push-ups, and bodyweight squats
- Recognize the benefits of increased muscular endurance, including improved stamina, reduced fatigue, and enhanced daily functional activities.
- Work easily with others to achieve a common goal.
- Demonstrate skills for refusal, negotiation and collaboration to support meeting fitness goals.

- **Fitness Component: Flexibility**

Students will be able to:

- Define flexibility and explain its importance in overall physical health and performance.
- Identify the key muscle groups and joints involved in flexibility
- Demonstrate proper techniques for assessing flexibility using various methods such as sit-and-reach tests and shoulder flexibility tests
- Perform a range of flexibility exercises, including static stretching and active dynamic stretching
- Create a personalized flexibility routine that targets specific areas of improvement and supports overall fitness goals
- Understand the benefits of regular flexibility training, including injury prevention, improved posture,

and enhanced athletic performance

- Discuss factors that can affect flexibility, such as age, gender, and activity level, and how to adapt exercises accordingly.

- **Fitness Component: Body Composition**

Students will be able to:

- Define body composition and explain its significance in overall health and fitness
- Identify the components of body composition, including muscle mass, fat mass, and bone density
- Interpret the results of body composition assessments and understand their implications for personal fitness goals
- Develop personalized strategies to improve or maintain a healthy body composition through diet, exercise, and lifestyle changes
- Analyze the impact of different types of physical activities on body composition and determine appropriate exercises to target specific goals
- Recognize self-awareness, social awareness, responsible decision making, and integrity

- **Basic Principles of Training**

Students will be able to:

- Define the basic principles of training and explain their significance in designing an effective fitness program
- Identify and describe the key principles of training, including specificity, overload and progression
Understand how the principle of specificity applies to training for different sports and fitness goals
- Recognize the importance of progression in a training program and how to gradually increase intensity, duration, and frequency
- Understand the need for individualization in training programs to accommodate different fitness levels, goals, and needs

IV. STRATEGIES

Strategies may include but are not limited to:

- Group discussions
- Teacher presentation
- Student projects
- Guided groups
- One-to-one instruction
- Interactive SmartBoard lessons
- Tutorials
- Team challenges
- Individual challenges

V. EVALUATION

Assessments may include but are not limited to:

- Teacher Observations
- Class Participation
- Class Discussions
- Class Assignments
- Homework Assignments

- Notebooks
- Journals
- Student Projects
- Tests and Quizzes
- Anecdotal Records
- Presentations

VI. REQUIRED RESOURCES

- Notebook/Journal
- Chromebooks

Supplemental Resources may include, but are not limited to:

- [Project Adventure Website](#)
- Panicucci, Jane, et al. *Achieving Fitness: An Adventure Activity Guide: Middle School to Adult*. Project Adventure, 2008.

VII. SCOPE AND SEQUENCE

- Achieving Fitness: An Adventure Approach
 - Introduction (2 days)
 - Adventure Principles (6 days)
 - Full Value Commitment
 - Challenge by Choice
 - The Experiential Learning Cycle
 - Goal Setting (2 days)
 - STAR Goals
 - Components of Fitness (20 days)
 - Cardiovascular Endurance
 - Muscular Strength
 - Muscular Endurance
 - Flexibility
 - Body Composition
 - Basic Principles of Training (10 days)
 - Overload, Progression, and Specificity
 - FIT Formula
 - Frequency, Intensity, and Time