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**Standard 1.** **Demonstrates competency in a variety of motor skills and movement patterns.**

* **Standard 1 [M6.6-8]:** Performs pivots, fakes, and jab steps designed to create open space during practice tasks (6); Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, jab steps (7); Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens (8).
* **Standard 1 [M18.6-8]:** Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes (6-7); Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for one target game such as bowling or bocce (8).

**Standard 2.** **Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

* **Standard 2 [M1.6-8]:** Creates open space by using locomotor movements in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
* **Standard 2 [M9.6-8]:** Selects appropriate shot/club based on location of the object in relation to the target (6); Varies the speed and/or trajectory of the shot based on location of the object in relation to the target (7); Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target (8).

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**Design:** Jennifer Truong

The OPEN 8 Middle School Adventure Challenge is a fun and engaging module with a focus on fitness, skill, and 21st century learning. Each activity is meant to provide a global education experience in a setting that stretches just beyond a student’s comfortable performance zone. Begin each lesson with the Birth of Sky activity, traversing the globe from your school to a far-off destination. Next, experience games and activities that provide a brief look into the culture of play in different parts of the world. This leads up to the Master of Life Challenge, which prompts students to navigate binary computer code in order to define and discuss the components of 21st century learning. This is followed by the final challenge, The Act of Ultimate Courage, which is designed to test both their cooperative skills and fitness levels.

**Standard 3.** **Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

* **Standard 3 [M5.6-7]:** Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities (6); Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (7).
* **Standard 4 [M1.6-7]:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7).

**Standard 4. Exhibits responsible personal and social behavior that respects self and others.**

* **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
* **Standard 4 [M5.6-8]:** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities (6); Problem-solves with a small group of classmates during adventure activities, small-group initiatives, or game play (7); Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play (8).

**Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.**

* **Standard 5 [M4.6-8]** Describes how moving competently in a physical activity setting creates enjoyment (6); Identifies why self-selected physical activities create enjoyment (7); Discusses how enjoyment could be increased in self-selected physical activities (8).
* **Standard 5 [M5.6-9]** Identifies how self-expression and physical activity are related (6); Explains the relationship between self-expression and lifelong enjoyment through physical activity (7); Identifies and participates in an enjoyable activity that prompts individual self-expression (8).
* **Standard 5 [M6.6-8]:** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).



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The first OPEN 8 challenge is Birth of Sky. This challenge activity is designed to start each complete lesson and act as a mode of transportation to the next challenge location. For example, in lesson 1 students complete the Birth of Sky challenge on route to Africa for the Emerging Force challenge.

The block plan given in this document schedules Birth of Sky plus one other challenge per lesson for 7 full lessons. However, feel free to extend this plan in order to repeat challenges.

Instant Activity *5-10 minutes*(Time Permitting not on block plan)

+ Birth of Sky with Debrief *10 minutes*

+ OPEN 8 Challenge with Debrief *10 minutes*

*+* Challenge Extension (Time Permitting) *10 minutes*

+ Check for Understanding *5 minutes*

 **Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

Four types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

**Holistic Performance Rubric**The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities/lessons.

The Holistic Rubric provided separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed as students perform each challenge or during the last lesson, providing a final holistic evaluation of each student’s performance.

**Academic Language Quiz**

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module’s critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimize for use with Plickers data collection tool available for Apple and Android devices. To learn more about Plickers visit: [www.plickers.com](http://www.plickers.com)



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| **Lesson** | **Skill Activity** | **Suggested Academic Language** |
| 1 | Birth of Sky, Emerging Force | Challenging, Cooperate, Grit, Respect, Teamwork, Traverse, Culture, Force, General Space, Locomotor, Manipulative Skill, Striking |
| 2 | Birth of Sky, Awaken the Earth | Accurate, Cooperate, Challenging, Sequence, Spirit of the Game, Throwing |
| 3 | Birth of Sky, Life of Water | Accurate, Challenging, Cooperate, Culture, Persevere |
| 4 | Birth of Sky, Life of Wind | Accurate, Encouragement, Respect, Social Interaction |
| 5 | Birth of Sky, Life on the Ice | Actively Engage, Cooperate, Nonverbal Communication, Responsibility, Safe, Teamwork |
| 6 | Birth of Sky, Master of Life | Binary Code, Cognitive Function, Communicate, Cooperate, Grit, Responsibility, Safe, Teamwork, 21st Century Learning Skills (each skill is defined on the ASCII Key & Glossary) |
| 7 | Birth of Sky,Act of Ultimate Courage | Courage, Communicate, Cooperate, Grit, Growth Mindset, Kindness, Respect, Service |

**Academic Language Exit Slip**The Academic Language Exit Slips can be used as a formative assessment at the end of any of the module’s lessons. The assessment is designed to look like a small version of OPEN’s Academic Language Cards. Students are prompted to define a vocabulary word in their own terms and to write a new contextual sentence using that word. This provides a snap shot of the class’s comprehension of the day’s academic language.

**Grit Builder Guide**

This assessment is designed to be a summative assessment of each student’s understanding of collaboration as a 21st Century Learning Skill. It provides a process for students to reflect thoughtfully on their own abilities to collaborate, with action planning for improvement.

The questions provided on this reflection sheet follow Webb’s Depth of Knowledge levels and can be modified and used to assess understanding of other 21st Century Learning Skills.