

Instructional Plan: Low & High Challenge Courses

The overlying objective of the Nassau BOCES Challenge Course Program is to provide experiences to address the Dignity Act, Social Emotional Learning (SEL) and 21st Century Skills while also providing real world applications for NYS ELA Common Core Standards. Alignments are on reverse side of this document.

Skills and Concepts

Using communication skills
Being collaborative
Taking responsibility
Taking a risk
Getting out of your comfort zone
Analyzing the problem
Being a good listener
Showing respect for others
Being a leader
Trust the Process

Program Logistics:

- Group Size: 15 students/naturalist
- 1 adult chaperone/student group
- 4 hour day with additional hourly rates possible.
- This Low Ropes Challenge Day can occur at both Brookville and Caumsett State Historic Park locations..

Call for pricing and to schedule:

516-396-2264

See us online:

www.nassauboces.org/outdoors



We are more than just a field trip... we provide a learning environment for your students!

A student pair balances on the "Wild Woozy" with the support of their team

Lesson Objectives: Students will be able to...

- Contribute their efforts to those of their group members to solve a problem or complete a task.
- Identify a time when the group was collaborative and cooperative in its approach to solving a problem.
- Demonstrate a sensitivity and respect for members of their group.
- Take on various roles: as leader, as supporter.
- Demonstrate conflict management and negotiation skills.
- Practice good communication skills – both listening and speaking.

Instructional Activities:

Groups move through a series of elements during 3 activity sessions:

- **Cooperative Games** –also called "New Games" or "Icebreakers."
- **Initiatives** – problem solving tasks
- **Low Ropes Course** – physical group challenges
- **High Ropes** – MS and HS only with prior approval.

Assessment

Participants are guided in making connections between these activities and "real-life" situations. The program will end with a summative "Q & A" focusing on the day's objectives.

- The teacher may elect to recall different activities back in the classroom to reinforce lessons learned on the day of the trip.
- See our website for more post-trip ideas.

Standard Alignments for Low & High Challenge Course Programs

Standards Type	Key Standards or Code	Standard Description	Instructional Activities
NYS Standards for Health. Phys. Ed & Family & Consumer	Standard 1: Personal Health and Fitness	Physical Education: Students will perform basic motor and manipulative skills. Students: develop leadership, problem solving, cooperation, and team work by participating in group activities. Family & Consumer: Evident when students practice communication skills that foster positive interpersonal relationships and optimum health for all family members	The whole program is skill-based with an emphasis on teambuilding, using good communication skills and cooperation.
	Standard 2 A Safe and Healthy Environment	Health Education: Students will demonstrate personally and socially responsible behaviors and will respect themselves and others. Physical Education: Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.	Safety is stressed throughout all activities and correct spotting techniques for each activity are taught. Through 'processing" after each activity, students have the opportunity to self-reflect on how their actions affected the group and understand the balance between cooperative and competitive behaviors and as a means to develop leadership and problem solving skills.
	Standard 3 Resource Management	Physical Education: Students will also be aware of some career options in the field of physical fitness and sports.	Our naturalists are role models for an active lifestyle and often provide students with information on requirements for the job.
NYS Common Core	Supporting Standards	Description	Instructional Activities
ELA Anchor Standards	Comprehension & Collaboration	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Students will participate in conversations with ideas on solving a task and reaching new goals.
	Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SEL Competencies	Supporting Standards	Description	Instructional Activities
www.casel.org	Dignity Act	Self-awareness —Recognizing one's emotions and values as well as one's strengths and limitations.	Through guided discussions, opportunities are present throughout the day for self-reflection regarding the impact of the student's actions on others both positive and negative as well as the effect of the group's actions on the individual student.
		Self-management - Managing emotions and behaviors to achieve one's goals	
		Social awareness - Showing understanding and empathy for others	
		Relationship skills - Forming positive relationships, working in teams, dealing effectively with conflict	
		Responsible decision-making - Making ethical, constructive choices about personal and social behavior.	