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In this unit plan, students will be provided with opportunities to learn valuable lessons in leadership.

In true Survivor fashion, students will be randomly divided into tribes. Throughout the unit, tribes will compete in fun, non-competitive activities that will challenge their intellectual, cooperative, and athletic skills. Each Survivor lesson will end in a Tribal Council where the teacher will lead a group discussion on the lessons learned through the class' activities, how they relate to leadership, and how those lessons can be applied in life outside of the gym.

This Survivor themed unit was crowdsourced by members of ThePhysicalEducator.com's network. Special thanks go out to:

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Matthew Pomeroy (@Physe_Pomeroy)
Jill Morin (@JillMorin)
Joey Feith (@joeyfeith)
The following lesson plans and their corresponding activity sheets will provide information on how you could run this unit in your Physical Education classes.

Because of all the variables that go into every Physical Education teacher's (e.g. class size, gym size, lesson duration), these lessons plans are very general so that they can be adapted for your classes.

Each lesson contained 3 short activities (an athletic activity, a cooperative activity, and a puzzle activity) and a tribal council. Activities should be presented as challenges to the tribe and not as competitions between each tribe. Because tribal council is the section that allows students to best see how the learnings can be applied to life outside the gym, discussions during tribal council should not be rushed and should stick to that lesson's theme.
## Introduction

After introducing the goal of this Survivor unit, the teacher will divide the class into tribes by having them draw buffs (bandanas) from a bag.

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity // Progressions</th>
<th>Teachable Moments</th>
</tr>
</thead>
</table>
| **Cooperation** | **Tribal Dance**  
Tribes will have a few minutes to work together to create a tribe name, identify three tribal values, and come up with a tribe dance/cheer. Once this is done, each tribe will have to showcase their results to the rest of the class. | 1. If tribes can't agree on a tribe name, encourage them to think of a win-win compromise option.  
2. If some tribe members are too shy to dance/cheer, encourage tribes to find roles for these members that they will be comfortable with. |
| **Athletic** | **Object Move**  
See the attached activity sheet for instructions | 1. If tribes are having a hard time and are growing frustrated, remind them that level headed thinking produces better results (besides, it's not a race) |
| **Intellectual** | **Codebreaker**  
See the attached activity sheet for instructions | 1. Ask the tribes if there was an advantage in taking a few seconds to discuss a strategy or if simply rushing out to complete the activity produced better results.  
2. After the first round, ask the tribes how they feel about making mistakes and how one should use mistakes to become a better leader. |

### Tribal Council

Talk to the tribes about the challenges they faced during the lesson's activities and how they overcame them. Ask how they feel about working with a random group of people and how they can make the best of that situation. Talk about the importance of accepting mistakes/defeats and how one can grow from those types of situations.
Lesson Two

Introduction

The theme for this lesson is Ego. Ask the students if they know what an ego is and what it means to be egocentric.

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity // Progressions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>River Cross</td>
<td>1. If a tribe member throws one of the hoops too far for other tribe mates to be able to jump into, ask the member who threw the hoop how that might make the others feel, if it helps/hurts the tribe’s mission, and how that portrays them as a leader.</td>
</tr>
<tr>
<td></td>
<td>See the attached activity sheet for instructions</td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td>Toxic Waste</td>
<td>1. If a tribe is struggling with getting the object across the gym, ask them if getting the object up is an individual or team effort. Ask them how they could achieve this challenge faster by all being on the same page.</td>
</tr>
<tr>
<td></td>
<td>See the attached activity sheet for instructions</td>
<td></td>
</tr>
<tr>
<td>Athletic</td>
<td>Rope Relay</td>
<td>1. If several tribe members are taking a long time trying to get higher amounts of points, ask the tribe what it the goal of the challenge and what might be a faster solution to it.</td>
</tr>
<tr>
<td></td>
<td>See the attached activity sheet for instructions</td>
<td></td>
</tr>
</tbody>
</table>

Tribal Council

Talk about the difference between being confident and being egocentric. Ask the tribe members how they felt about being left behind in the first challenge (i.e. if one member kept throwing the hoop too far) and how that affected their motivation. Ask them how important it was, in the second challenge, to put one’s ego aside, work together, and let other lead you. Finally, when referring to the final challenge, ask how important it is to put team goals ahead of personal glory aside.
Lesson Three

Introduction

The theme for this lesson is Pressure. Ask the students if they ever feel pressure from their responsibilities and how that affects their work.

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<thead>
<tr>
<th>Section</th>
<th>Activity // Progressions</th>
<th>Teachable Moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic</td>
<td><strong>Stork Stand Marathon</strong></td>
<td>1. If a tribe member is eliminated, ask them how they plan on encouraging their tribe mates. Ask them if every person is motivated the same kind of encouragement. Ask them how important it is to get to know the members of one's team to best know how to motivate each of them.</td>
</tr>
<tr>
<td></td>
<td>On the teacher's signal, all students adopt a stork stand balance position (standing on one foot) and tribes attempt to get at least one member past the 10 minute mark. Tribe members may not touch other players, any walls/objects, may not rest their elevated foot on their other foot, and cannot let their elevated foot touch the ground. When a player is eliminated, they must remain seated and cheer on their tribe mates.</td>
<td></td>
</tr>
<tr>
<td>Intellectual + Cooperation</td>
<td><strong>Survival Situation</strong></td>
<td>When running this activity with younger students, you might want to eliminate the pistol and the whiskey from the list of items. I have included a modified Tribe Sheet in the attached documents.</td>
</tr>
<tr>
<td></td>
<td>See the attached activity sheet for instructions</td>
<td></td>
</tr>
</tbody>
</table>

Tribal Council

Talk about what it felt like to be the last tribe member standing and how that affected one's motivation. Talk about how different people prefer different types of encouragement and how important it is, as a leader, to get to know the members of your team. Talk about the difficulties tribes faced when ranking the items and how the time constraints affected their discussions. Talk about how tribes were able to overcome situations where tribe mates did not agree on the ranking of certain items.
Lesson Four

Introduction

The theme for this lesson is Empathy, Sympathy, and Trust. Ask the students if they can define and provide examples of each term. Instead of three separate activities, this lesson will be station-based and tribes will rotate from one station to another every few minutes.

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity // Progressions</th>
<th>Teachable Moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>Blind Wall Climb&lt;br&gt;See the attached activity sheet for instructions</td>
<td>1. Ask tribe members about the relationship between the person leading and the person being leaded. How much trust is needed there?</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Minefield&lt;br&gt;See the attached activity sheet for instructions</td>
<td>1. Ask the leaders what kind of language worked best to get their blind tribe mate across the minefield. What were the most frustrating situations of the challenge.</td>
</tr>
<tr>
<td>Athletic</td>
<td>Rope Climb&lt;br&gt;Each tribe member must attempt to reach a personal height record while their tribe mates encourage them.</td>
<td>1. Ask the tribe if every person is motivated the same kind of encouragement. Ask them how important it is to get to know the members of one's team to best know how to motivate each of them.</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Partner Move&lt;br&gt;See the attached activity sheet for instructions</td>
<td>1. Ask the tribe members how they felt about working with a disability and how it affected the way they communicated with others. 2. After the first round, ask the tribe members how they felt towards the tribe mate who were taking on the disability they had last round.</td>
</tr>
</tbody>
</table>

Tribal Council

Talk about the trust between leaders and their teams. Talk about how to earn a team's trust and respect, you must first give them your trust and respect. Talk about how important it is to try and see things from a teammates perspective. Talk about how important it is to understand the people you work with, their likes and dislikes, and how understanding them better can improve your motivational skills as a leader.
Survival Simulation

Introduction

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 below zero, and the night-time temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks criss-crossing the area. The nearest town is 20 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items:

- A ball of steel wool
- A small ax
- A loaded .45-caliber pistol
- Can of Crisco shortening
- Newspapers (one per person)
- Cigarette lighter (without fluid)
- Extra shirt and pants for each survivor
- 20 x 20 ft. piece of heavy-duty canvas
- A sectional air map made of plastic
- One quart of 100-proof whiskey
- A compass
- Family-size chocolate bars (one per person)

Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You MUST come to agreement as a group.

Explanation

Mid-January is the coldest time of year in Northern Canada. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body, and the deaths of the pilot and co-pilot increases the shock. Decision-making under such circumstances is extremely difficult. Such a situation requires a strong emphasis on the use of reasoning for making decisions and for reducing fear and panic. Shock would be shown in the survivors by feelings of helplessness, loneliness, hopelessness, and fear. These feelings have brought about more fatalities than perhaps any other cause in survival situations. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made.
Before taking off, a pilot has to file a flight plan which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

The 20 miles to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signaling the group’s whereabouts.

The ranking of the survivors items was made by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st Division of the U.S. Army. Mr. Wanvig currently conducts wilderness survival training programs in the Minneapolis, Minnesota area. This survival simulation game is used in military training classrooms.

Rankings

1. Cigarette lighter (without fluid)
The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.

2. Ball of steel wool
To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

3. Extra shirt and pants for each survivor
Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.

4. Can of Crisco shortening
This has many uses. A mirror-like signaling device can be made from the lid. After shining the lid with steel wool, it will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon. While this could be limited somewhat by the trees, a member of the group could climb a tree and use the mirrored lid to signal search planes. If they had no other means of signaling than this, they would have a better than 80% chance of being rescued within the first day.
There are other uses for this item. It can be rubbed on exposed skin for protection against the cold. When melted into an oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making. The can is also useful as a cup.

5. 20 x 20 foot piece of canvas
The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

6. Small ax
Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

7. Family size chocolate bars (one per person)
Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

8. Newspapers (one per person)
These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person’s arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

9. Loaded .45-caliber pistol
The pistol provides a sound-signaling device. (The international distress signal is 3 shots fired in rapid succession). There have been numerous cases of survivors going undetected because they were too weak to make a loud enough noise to attract attention. The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.

10. Quart of 100 proof whiskey
The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees ahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood belonging carried back to the heart, resulting in a rapid loss of body heat. Thus, a drunk person is more likely to get hypothermia than a sober person is.

11. Compass
Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. It's only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

12. Sectional air map made of plastic
This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. It's only useful feature is as a ground cover to keep someone dry.

Scoring
Each tribe receives a score sheet and must rank the twelve items in order of importance (1 being the most important item, 12 being the least important). Once this is done, the teacher then gives out the expert's rankings.

For each item, the absolute difference between a tribe's ranking and the expert's ranking is the score for that item. Once the expert's ranking for each item is revealed, tribes then add up their scores.

The goal of the game is to get a score as close to zero as possible.
# Survival Simulation

**Score Sheet**

<table>
<thead>
<tr>
<th>Item</th>
<th>Tribe Ranking</th>
<th>Expert Ranking</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>example: Bubble Gum</em></td>
<td>4</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>1. Steel wool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Small ax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Loaded .45-caliber pistol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can of crisco shortening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Newspapers (1/person)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Lighter (without fluid)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Extra shirt &amp; pants for each survivor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 20' x 20' piece of heavy duty canvas</td>
<td></td>
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</tr>
<tr>
<td>9. A sectional air map made of plastic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. One quart of 100-proof whiskey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Compass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Family-size chocolate bars (1/person)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Survival Simulation

**Modified Score Sheet**

<table>
<thead>
<tr>
<th>Item</th>
<th>Tribe Ranking</th>
<th>Expert Ranking</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>example: Bubble Gum</td>
<td>4</td>
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<tr>
<td>10. Family-size chocolate bars (1/person)</td>
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</table>

**TOTAL SCORE**
Object Move

Rules of Play

• Teams must move a group of objects from one hoop to the other.
• Each object is associated to a different part of the body (e.g. head, belly, back, elbows, etc)
• To move an object, teammates may only contact that object using its associated body part.
• If a team drops an object midway, they must go back to the start and try again.
• Only one object may be moved at a time.

Variations and Progressions

• Add a time constraint to increase the difficulty of the task.
• Add a maximum/minimum amount of body parts that may contact each object (e.g. three elbows and a back)

Game Info

Equipment
2 hoops per team, various objects per team

Safety
If an object falls, let it fall. Do not try to save it by kicking it up.

Discussion

Was taking the time to discuss strategy worthwhile?
How fast/how slow should you move to beat this challenge?
How important was communication throughout this challenge?
Code Breaker

Rules of Play

- Class is divided into teams. This is a relay activity.
- Each team selects a code master who stands on one end of the gym. The rest of the team sits in a line on the other end.
- Between a team and that team's code master are 4-6 hoops in a line.
- Each team has a group of objects.
- Each object has a corresponding hoop. Only the code master knows the correct order for the objects.
- The goal of the game is to break the code. Teams send one player at a time to place an object in a hoop. If the object was placed in the proper hoop, the code master gives a thumbs up and the running player runs back and lets the next player go. If the object was placed in the wrong hoop, the code master gives a thumbs down and the running player must bring the object back to the next player in line.
- Once a team has discovered the code, the team must sit down.

Variations and Progressions

- Add a time constraint to increase the difficulty of the task.

Game Info

<table>
<thead>
<tr>
<th>Equipment</th>
<th>4-6 hoops per team, various objects per team, one code sheet per team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Students should be careful not to step on hoops when running</td>
</tr>
</tbody>
</table>

Discussion

Was taking the time to discuss strategy worthwhile?

How should you learn from your mistakes in this game?

How important was communication throughout this challenge?
River Cross

Rules of Play

- Class is divided into teams. Each team is given two hoops.
- Each team needs to get from one baseline to the other without touching the area in between ("the river").
- Teams must use their hoops ("the boats") to cross the river.
- Once a player has stepped into a boat, that boat becomes too heavy to move (i.e. it cannot be picked up, kicked forward, or slid on the floor). However, an empty boat can be picked up and placed in a new location.
- If a player steps outside of a boat, the team must go back a meter (3’)

Variations and Progressions

- Add a time constraint to increase the difficulty of the task.

Game Info

- **Equipment**: 2 hoops per team
- **Safety**: Students should be careful not to step on hoops when jumping from one hoop to the other.

Discussion

- What happens if not all of your teammates can make the jump?
- What decides the speed with which you can complete this?
- What different roles were created through this game?
Toxic Waste

Rules of Play

• Class is divided into teams.
• Each team is given a ring with four skipping ropes attached to it.
• Starting with their ring over a start cone, students must balance a basketball (the toxic waste) on their ring, raise it off the ground, and carry the ball over to an end cone and rest it on the cone. Students may not, at any time, touch the toxic waste.
• If the basketball falls off of their ring, students must return to the beginning and restart.

Variations and Progressions

• Add a time constraint to increase the difficulty of the task.
• Have all but two students be blindfolded.

Game Info

Equipment

1 ring with 4 skipping ropes attached to it per team, 1 basketball and 2 cones per team.

Safety

Students should not pull too hard on the ropes so that they do not snap off.

Discussion

How important was communication in this challenge?  
What roles were created through this activity?  
How were you able to overcome this challenge?
Rules of Play

- Class is divided into teams. Each team sits in a line facing a climbing rope. The line should be about 5 meters from the rope.
- Assign a certain amount of points to various knots on the rope (e.g. just touching the rope is 1 point, 1/4 of the way up is 2 points, 1/2 the way up is 4, etc)
- Teams will attempt to score 30 points in three minutes.
- The first player runs up to the rope and attempts to score points for their team. Once they have scored the amount they desire the score, they run back to their team and let the next player go.
- Be sure to award points for just touching the rope so that no students feel obliged to climb.

Variations and Progressions

- Increase the amount of points required to score within the time constraint.

Game Info

Equipment
1 climbing rope per team, safety mats

Safety
Be sure to set up safety mats appropriately and to make sure students understand the safety rules when climbing ropes

Discussion

What was the objective of the activity?

Was taking a long time on the rope beneficial to your team?

What was the fastest way to reach the team's objective?
**Rules of Play**

- Students find a partner. One will be blindfolded, the other is a guide.
- Blindfolded partners must cross the monkey bars being careful not to touch any bars that have a pinnie attached to it. Their guiding partner must help them with this task.
- If a player makes it to the end of the monkey bars, or if they accidentally touch a marked bar, both partners must go back to the start, switch roles, and restart.

**Variations and Progressions**

- Add a time constraint to increase the difficulty of the task.
- Limit the ways in which partners may communicate with each other (e.g. only sounds, claps, etc)

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**Game Info**

**Equipment**
- Blindfolds, monkey bars, pinnies

**Safety**
- Be sure to set up safety mats appropriately in case any student falls off of the monkey bars.

---

**Discussion**

*How did it feel being the blindfolded partner?*

*How did it feel being the guiding partner?*

*How important is trust in an activity like this?*
Rules of Play

- Students find a partner. One will be blindfolded, the other is a guide.
- Create a minefield by placing basketball on top of short cones.
- The guides must lead their blindfolded partners through the minefield by giving them commands on how to move forward.
- If the blindfolded partner makes it across the minefield, or if a basketball is knocked off a cone, both partners must go back to the beginning, switch roles, and restart.

Variations and Progressions

- Add a time constraint to increase the difficulty of the task.
- Limit the ways in which partners may communicate with each other (e.g. only sounds, claps, etc)

Game Info

- **Equipment**: Blindfolds, short cones, basketballs.
- **Safety**: Be sure that guides do not enter the minefield and that blindfolded players remove their blindfolds as soon as they knock over a ball.

Discussion

- What was it like being the blindfolded partner?
- What was it like being the guide?
- How important is trust in an activity like this?
Rules of Play

• Class is divided into teams.
• Each team is given a random assortment of equipment (e.g. ropes, mats, scooters, etc.)
• Each team has one player who must remain completely immobile throughout the activity.
• Each other team member has to take on some form of disability (e.g. blind, mute, can only use one arm, etc.)
• The team must work together to create a sort of transport device to move the immobile partner from one end of the gym to the other without dropping or injuring the immobile partner.

Variations and Progressions

• Add a time constraint to increase the difficulty of the task.

Game Info

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Blindfolds, mats, scooters, ropes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Be sure that students are careful when moving the immobile partner.</td>
</tr>
</tbody>
</table>

Discussion

How did it feel to have a disability?

How did having teammates with disabilities affect you?

How did you communicate with each other?