



# PUZZLE PIECES

ADVENTURE CHALLENGES

## EQUIPMENT

Puzzle Pieces 

## UNIVERSAL DESIGN FOR LEARNING

eg.gg/UDLinPE



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## OBJECTIVE

*Students will understand that...* communication with others can happen in a variety of ways.

## CONCEPTS

**Macro** - Function

**Micro** - Respect, communication

## DISPOSITION

Communicator

## DESCRIPTION

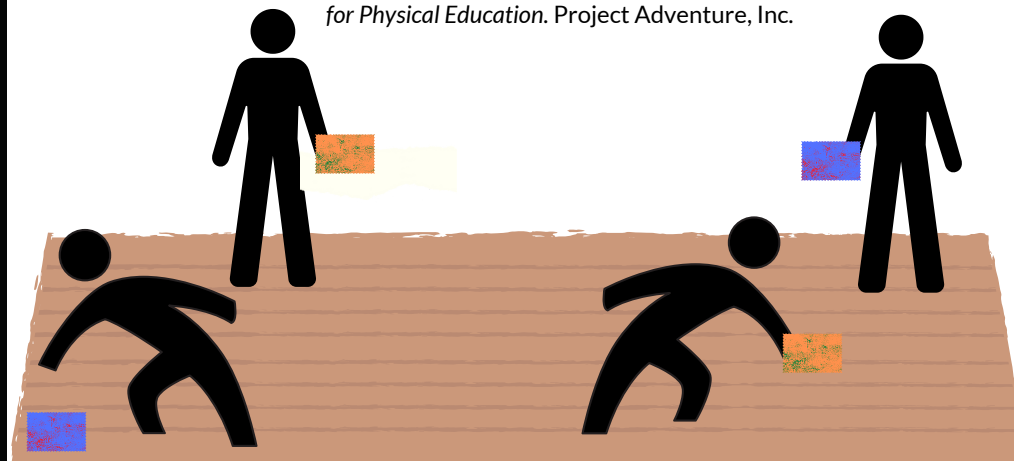
- Cut the puzzles in half and spread them throughout the learning space.
- Students move around the space in a variety of ways. When "puzzle!" is called, students quickly find a puzzle piece.
- Students work to respectfully and safely find a puzzle piece match with another student in the class.
- When students find a match, they sit down next to their partner.
- Once all cards are collected and spread out again, students can play another round.

## LEARN HOW TO LEARN SKILLS

*Teachers will... model how to respectfully communicate with others.*

*Students will... communicate with peers in a variety of ways.*

Puzzle Pieces adapted from: Panicucci, J. & Stratton Constable, N. (2003). *Adventure Curriculum for Physical Education*. Project Adventure, Inc.



## DIFFERENTIATION



Split the class into two groups (with two separate games going on simultaneously) to increase the chances of quickly finding a puzzle piece match.



Students cannot show their card when finding a puzzle match to encourage non-verbal communication.

## QUESTIONS ?

- 1 How do we safely find a partner in this activity?
- 2 How can we express ourselves in a respectful way?
- 3 How can we communicate with others in this activity? At recess? Outside of school?