

LESSON 4: PACKING A BACKPACK

Grade-Level Outcomes

Primary Outcome

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Embedded Outcomes

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Fitness knowledge: Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

Lesson Objectives

The learner will:

- correctly pack both an external and internal framed backpack.
- complete an obstacle course while wearing a backpack.

Equipment and Materials

- Internet access
- Backpacks
- Backpacking items (e.g., sleeping bag, clothes, tent, food, 10 essentials)
- Trekking poles
- Obstacle course items (e.g., stairs, log, ladder)

Introduction

Today, you will research how to pack both an internal and external framed backpack and complete a hiking obstacle course. Most of the time, you need only a small backpack for day hikes, but if you take an extended hike with one or more overnights, you would need a more substantial pack to allow you to carry additional items such as tents, sleeping bags, and meals. That's where internal and external frame packs come in. Some backpackers like to take a minimalist approach and go light or ultralight, where they carry only the most essential items to lighten their packs. That's a more advanced style that should be undertaken only by experienced backpackers. Let's get started!

Instructional Task: Packing

■ PRACTICE TASK

In groups of three or four members of similar size and weight, students access the Internet to research the correct way to pack both internal and external framed backpacks. Students take notes (to be turned in later).

Extensions

- Students correctly pack essential items into their backpacks (some internal and some external).
- After packing, students review a packing checklist and mark each step they successfully completed.

Student Choices/Differentiation

- Group students by size and weight.
- Group students by experience levels.
- Provide suggestions for relevant websites.
- Students choose the type of pack.

What to Look For

- Students are on task and sharing ideas.
- Students are engaged in packing and contributing to the discussion of how to do it correctly.

Instructional Task: Obstacle Course**■ PRACTICE TASK**

All students complete, with the support of their team members, the obstacle course while wearing the backpack they packed. The course is intended to simulate some hiking conditions. Course includes the following:

- Stairs
- Logs
- Large tires
- Water
- Cones

EMBEDDED OUTCOME: S3.H8.L1 Use the guiding questions to lead a discussion about how fitness and nutritional balance interact in physical activity.

Guiding questions for students:

- Were you surprised by the level of effort required to do the course with a pack on?
- How did your body react to the effort?
- How does fitness play a role in your ability (or effort) to participate in a hiking or backpacking activity as an adult?
- What types of fitness do you need for hiking and backpacking?
- How does energy balance factor into your ability to participate in hiking or backpacking?

EMBEDDED OUTCOME: S4.H3.L1 Reinforce the need to support others on the course. Provide positive feedback to students and teams that provide support to others.

Refinement

If students are struggling with balance, check to see that pack straps are adjusted appropriately and encourage the use of trekking poles.

Student Choices/Differentiation

- Students can adjust the challenge by adding weight to the pack or removing it.
- Students choose the type of pack.
- Students can use trekking poles for better balance.

What to Look For

- Students are supporting one another's success and positive interactions.
 - Students are carrying the packs over the obstacles without struggling.
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Formal and Informal Assessments

- Review of student notes
- Review of packing checklist

Closure

- What is one key to packing your backpack?
- What is a common mistake? What role would a checklist play in making a good decision?
- How would a scale support your success?
- When crossing a river on a log or bridge, what should you do with your pack belt?
- How did you feel about using the trekking poles with the pack?

Reflection

- Were students making good decisions about packing?
- Were they moving through the obstacle course with balance and control?
- Review student notes and packing checklists to look for knowledge gaps.

Homework

- We're going to start planning a trip next class, so for homework, come up with some suggestions for locations by talking with family and friends or checking the web or area maps.
- Continue tracking your physical activity outside of school.

Resources

Outdoor clothing and gear from top brands: www.rei.com

Wild Backpacker: www.wildbackpacker.com