

LESSON 1: LEAVE NO TRACE

Grade-Level Outcomes

Primary Outcomes

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in a physical activity and/or social dance. (S4.H2.L1)

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)

Engages in physical activity: Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Lesson Objectives

The learner will:

- discuss the ethics of Leave No Trace.
- apply the seven principles of Leave No Trace.
- walk a route around the school.

Equipment and Materials

- Leave No Trace cards with definitions (6 sets of 7)
- Index cards and pencils
- Quizzes or surveys

Introduction

Today, we'll start the Hiking Module. Hiking is a great activity for your health and for getting you into the outdoors. We'll introduce the Leave No Trace principles, which are ethical guidelines that support conservation of the environment. The goal is to enjoy the outdoors while hiking as well as to have a minimal impact on the environment so others can enjoy it too. We'll finish up with a short walk to begin working on our hiking fitness. First, let's take a brief pre-assessment of your hiking knowledge.

Instructional Task: Pre-assessment

■ PRACTICE TASK

Students take a teacher-generated quiz or survey about their hiking knowledge.

Student Choices/Differentiation

Allow extra time if needed, or give a take-home version—it could be administered online before the module begins.

What to Look For

- What do students already know about hiking?
- What kinds of hiking experiences have they had?

Instructional Task: Leave No Trace Introduction

■ PRACTICE TASK

Use a personal story to bring attention to the need for “treading lightly” when using our natural resources, and introduce the seven principles of Leave No Trace (LNT).

- Plan ahead and prepare.
- Travel and camp on durable surfaces.
- Dispose of waste properly.
- Leave what you find.
- Minimize campfire impacts.
- Respect wildlife.
- Be considerate of other visitors.

Extension

Students share a specific outdoor experience where they witnessed someone using LNT principles or someone who wasn't.

Guiding questions for students:

- How did this affect your experience positively or negatively?
- How might we use these principles here at school? At home?

Student Choices/Differentiation

- Supply a handout of the principles.
- Students can partner-share and then pick a few principles to share with the whole group.

What to Look For

- Students are engaged.
- All students are contributing to the discussion.
- Students are able to provide good examples.

Instructional Task: LNT Charades

■ PRACTICE TASK

Students split into groups of seven. Give each student an LNT card with one principle written on it. Students take turns, using universal charades rules, acting out their LNT principles. The other students in the group try to guess the principles. The student who guesses correctly gets the card. The student with the most cards at the end gets to choose one person from her group to perform her principle for the whole group.

EMBEDDED OUTCOME: S.4.H.3.1.1. Provide positive feedback to students and groups that are applying effective communication skills.

What to Look For

- Students are engaged.
- Student talk is on task.
- The environment is respectful.

Instructional Task: Walk Around the School Grounds

■ PRACTICE TASK

Distribute index cards and pencils to the students. As a group, take a walk around the school grounds (or a nearby park); students write down their observations during the walk.

Extension

Have students wear a pedometer or use a device to count steps. Use step count to reflect on daily step guidelines.

Guiding questions for students:

- What do you think the difference is between walking and hiking?
- Did you see any examples of Leave No Trace principles during the walk?
- Did you observe anything during the walk that you don't normally notice?

Student Choices/Differentiation

Students can walk at their own pace or with a partner.

What to Look For

- Students are looking closely at their surroundings during the walk.
- Students can apply the principles to a simple walk.
- Are students engaged with others in the group or reflecting on their own?

Formal and Informal Assessments

- Pre-assessment of hiking knowledge
- Student presentations during the game
- Index cards from walk

Closure

- Did you see any examples of LNT during the walk?
- Why is practicing LNT principles an important component of outdoor ethics?
- What do you think will be the most difficult principle to follow? Why?
- What should you do if you observe someone who is not following the LNT principles?
- For the duration of this module, you will need to track your physical activity outside of class. We are trying to see if you are participating in enough physical activity outside of school to meet the recommended guidelines of at least 60 minutes a day. This physical activity will also prepare you for hiking. You can track your physical activity by recording the type of activity and for how long, or you can use a device such as a pedometer, physical activity monitor, or cell phone app. Feel free to offer observations and reflections about physical activity—don't feel limited to just recording steps or time. No matter how you do it, you will need to record your activity in a log or in a web-based program. You can also do this in a blog. We'll check periodically to see how you are doing. (Embedded outcome: S3.H6.L1)

Reflection

- Are students engaged in the activity?
- As a result of the lesson and the closure, do I have evidence that my students understand the seven LNT principles?
- Review observations on student index cards.
- Review pre-assessment results to aid in planning lesson content.

Homework

- As you walk around school between now and next class, focus on how students and staff are using or not using the LNT principles on our campus. Be prepared to share some of your observations.
- Start tracking your physical activity outside of class.

Resources

Leave No Trace: www.LNT.org