

LESSON 2: 10 ESSENTIALS OF HIKING

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)

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: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

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

Lesson Objectives

The learner will:

- identify the 10 essentials for hiking in the backcountry (including day hikes).
- apply the 10 essentials for hiking to an authentic outdoor experience.
- walk a route around the school.

Equipment and Materials

- Paper and pencils
- 10 essentials handout

Introduction

The homework for this class was to record examples of people using (or not using) Leave No Trace principles. Can anyone share something they saw? Today, you'll expand your hiking knowledge by working together to develop the 10 essentials for hiking in the backcountry (including day hikes). We'll finish class with another short walk to help get our physical activity in for the day.

Instructional Task: 10 Essentials

■ PRACTICE TASK

Students read an article from the local media about a lost hiker. Lead a discussion about the importance of preparedness and what can happen to someone who is not prepared.

Extension

Students work together in groups of four to develop their list of 10 essentials.

EMBEDDED OUTCOME: S4.H3.L1. Provide feedback for groups on collaboration and group dynamics.

Student Choices/Differentiation

- Provide the groups with 15 cards, and students choose the 10 essentials from those cards rather than starting from scratch, depending on the background or experience of the group.
- Students choose their groups.

What to Look For

- Students are engaged.
- Group dynamics are positive.

Instructional Task: 10 Essentials Synthesis

■ PRACTICE TASK

Choose one group to share their 10 essentials. Lead a discussion on those items and whether there is group consensus on the 10. Then share the universally accepted 10 essentials (see handout), and students compare and contrast the two lists.

Extension

Groups share their best two additions to the 10 essentials, and they provide a rationale for the additions. Class decides on the best two.

EMBEDDED OUTCOME: S4.H4.L1. Use this task to reinforce problem-solving strategies through questioning.

Guiding questions for students:

- How did your group generate ideas for the 10 essentials?
- What kinds of strategies did you use to decide which 10 to put forward?

Student Choices/Differentiation

Have students write down essentials on a flip chart or whiteboard so everyone can see them for discussion.

What to Look For

Students are talking to each other and practicing the skills of SPACE (silence, paraphrasing, accepting language, clarifying questions, evidence).

Instructional Task: Walk Around the School

■ PRACTICE TASK

With the time remaining in class, organize a walk around the school or neighborhood. If possible, include some hills or uneven terrain. If trails are available, such as a cross country course, that would be ideal.

Guiding questions for students:

- Is there anything from the 10 essentials list that we should take on a walk like this?
- What sorts of wildlife or plant life do you expect to see while walking?

Extension

Students wear pedometers or other activity tracking devices to count their steps on the walk.

Student Choices/Differentiation

- Students can volunteer to lead the group.
- Students can suggest the walking route.

What to Look For

- Students are interacting on the walk.
 - Students are maintaining a comfortable pace.
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Formal and Informal Assessments

Student lists of essentials

Closure

- Why do we use the word *essential* to describe the 10 items?
- What role does planning play in making certain you have what you need to be successful on a hike?
- What does *successful* mean in this context?
- What is the one thing you should do, beyond packing the 10 essentials, so you can be successful? (Answer: Make your plans known to someone.)
- What did you do well in terms of using SPACE? What were some challenges?

Reflection

- Has every student in each group had a voice in the conversation?
- Were students able to identify most of the 10 essentials?
- Review the lists of essentials produced by student groups for misconceptions.

Homework

- Be prepared next class to share one story about how you properly prepared for a trip or hike, or a story about how you wish you had prepared better for a trip or hike.
- Continue tracking your physical activity outside of school, and set a personal goal for your physical activity levels.

Resources

The Mountaineers: www.mountaineers.org

American Hiking Society: www.americanhiking.org

Washington Trails Association: www.wta.org

THE 10 ESSENTIALS OF HIKING

Ten things you should bring on *every* hike.

1. **Appropriate footwear.** For a short day hike that doesn't involve a heavy pack or technical terrain, trail shoes are great. For longer hikes, carrying heavier loads, or more technical terrain, hiking boots offer more support.
2. **Map and compass/GPS.** A map and compass not only tell you where you are and how far you have to go, it can help you find campsites, water, and an emergency exit route in case of an accident. While GPS units are very useful, always carry a map and compass as a backup.
3. **Extra water and a way to purify it.** Without enough water, your body's muscles and organs simply can't perform as well. Consuming too little water will not only make you thirsty, but susceptible to hypothermia and altitude sickness.
4. **Extra food.** Any number of things could keep you out longer than expected: getting lost, enjoying time by a stream, an injury, or difficult terrain. Extra food will help keep up energy and morale.
5. **Rain gear and extra clothing.** Because the weatherman is not always right. Dressing in layers allows you to adjust to changing weather and activity levels. Two rules: Avoid cotton (it keeps moisture close to your skin), and always carry a hat.
6. **Safety items: fire, light, and a whistle.** The warmth of a fire and a hot drink can help prevent hypothermia. Fires are also a great way to signal for help if you get lost. If lost, you'll also want the whistle as it is more effective than using your voice to call for help (use 3 short bursts). And just in case you're out later than planned, a flashlight/headlamp is a must-have item to see your map and where you're walking.
7. **First aid kit.** Prepackaged first aid kits for hikers are available at any outfitter. Double your effectiveness with knowledge: Take a first aid class with the American Red Cross or a Wilderness First Aid class.
8. **Knife or multi-purpose tool.** These enable you to cut strips of cloth into bandages, remove splinters, fix broken eyeglasses, and perform a whole host of repairs on malfunctioning gear.
9. **Sunscreen and sunglasses.** Especially above tree line when there is a skin-scorching combination of sun and snow, you'll need sunglasses to prevent snow blindness and sunscreen to prevent sunburn.
10. **Daypack/backpack.** You'll want something you can carry comfortably and has the features designed to keep you hiking smartly. Don't forget the rain cover; some packs come with one built-in. Keep the other Essentials in the pack and you'll always be ready to hit the trail safely.