

LESSON 3: 10 ESSENTIALS ASSESSMENT

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

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

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:

- apply the LNT principles and the 10 essentials.
- participate in a walking activity around the school.

Equipment and Materials

- Group activity sheet (10)
- Color-coded team materials/folders (10)
- 10-foot (3 m) sections of climbing rope (10)
- Cones (10)
- Exercise cards (10)
- Backpack
- Hiking gear laid out on gym floor (including 10 essentials)

Introduction

Who is willing to share a story from their homework about Leave No Trace? Today, we will continue to work on the 10 essentials and Leave No Trace Principles with a hiking activity and assessment.

Instructional Task: 10 Essentials and LNT Activity

■ PRACTICE TASK

In groups of four, students participate in the 10 essentials and LNT activity. Group members must hold onto the rope throughout the activity and work together to complete the task. This activity requires students to walk or hike around school grounds using a map to find 10 caches. (See “Leave No Trace and the 10 Essentials” task sheet at the end of the lesson.)

EMBEDDED OUTCOME: S4.H2.L1 Reinforce the importance of teamwork in using the map and finding all the caches. Provide positive feedback to groups who are on task and working together to find the caches.

Extension

Students complete a physical or cognitive challenge once they arrive at the cache before they receive the information for the activity.

Guiding questions for students:

- How do you anticipate working in a group of four will make this activity more difficult?
- What will you do to support your team's success?

Student Choices/Differentiation

- Students choose their groups.
- Students work at their own pace.

What to Look For

- Students are engaged.
- Students are collaborating and managing impulsivity.

Instructional Task: 10 Essentials Assessment**■ PRACTICE TASK**

After the activity is complete, students sit in their groups of four. A backpack and many hiking items are laid out on the floor. Each group comes forward, and selects one item that is part of the universal 10 essentials and connects that choice to a specific priority.

Guiding questions for students:

- What are the most important survival items in an emergency situation?
- What are some factors that may change your survival priorities?

EMBEDDED OUTCOMES: S4.H4.I.1: S4.H3.I.1. Students must apply their knowledge of the principles, think critically about which item to choose, and come to some consensus. Provide positive feedback to groups that are making good decisions in a constructive manner.

What to Look For

- Groups are working together and using positive communication skills.
- Students are encouraging each other.

Formal and Informal Assessments

10 essentials assessment

Closure

- What was one success your group had as they worked together to finish the task?
- When you observed the items from the backpack, what was your initial reaction?
- How might weight, such as a heavier backpack, play a role in your enjoyment of a backpacking trip?
- Next time, you'll learn how to pack your backpacks.

Reflection

- Were students working together and including all the group members?
- How well do the students know the 10 essentials?

Homework

- Write down the seven Leave No Trace principles, and provide one specific example of what that might look like on a hike with this class.
- Continue to track your physical activity outside of school.

Resources

Leave No Trace: www.LNT.org

The Mountaineers: www.mountaineers.org

LEAVE NO TRACE AND THE 10 ESSENTIALS

Instructions

- Each team will have a map of the school grounds, instructions, 10 feet of rope, and a team color.
- The goal is to collect a card from all 10 of the “caches” found outside by using the map.
- After all cards are collected, return to the gym.
- Return the cards to the correct folder found at the numbered cones (for cards 1-10), and complete the exercises found on those cones as a group. Repeat this process until all the cards are deposited in sequence and the exercises have been completed.
- Read the information related to the 10 essentials of hiking in the back-country and the Leave No Trace principles at each “cache.”
- There will be an assessment at the end of the activity!

Remember

- Stay together as a group!
- Be safe.
- Be respectful of other classes and other teams.
- Take only the card that matches your team color.
- Support one another.
- Do your best.
- Raise the trust meter during this activity.

Essential Questions

Team Color : _____

What role do I play in Leave No Trace?

What is essential about the 10 essentials?

Start at station # _____

Group # _____

From L.C. MacDonald, R.J. Doan, and S. Chepko, eds., 2018, *Lesson planning for high school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).