

LESSON 4: FOLLOWING PROCEDURES TO HAVE FUN AND STAY SAFE

Grade-Level Outcomes

Primary Outcome

Outdoor pursuits: Analyzes the situation and makes adjustments to ensure the safety of self and others. (S2.M13.7)

Embedded Outcome

Self-expression & enjoyment: Identifies why self-selected physical activities create enjoyment. (S5.M4.7)

Lesson Objectives

The learner will:

- demonstrate understanding and recognition of signs and symptoms of dehydration.
- demonstrate recognition of the need for leave-no-trace practices and the impact it has on the environment.
- reflect on the enjoyment experienced during a nature walk.

Equipment and Materials

- Paper and pencils
- Cameras, phones, tablets, computers
- Pedometers or heart rate monitors

Introduction

So far, we have learned some of the dangers of hiking, learned what equipment we need for hiking and backpacking, completed a nature scavenger hunt, and built up our endurance for long hikes. Today, we will learn more about the proper procedures for hiking and exploring the woods.

Instructional Task: Leave No Trace

■ PRACTICE TASK

Teach a lesson on leave-no-trace (LNT) trail etiquette and its importance. Have students explore the website Leave No Trace (www.lnt.org). Students should research

- what LNT is,
- how they can get involved, and
- quick concepts and plans for learning the LNT principles.

Extension

Have students draw a trailhead sign explaining the LNT trail motto to other hikers.

Guiding questions for students:

- Why do you think it's important to be self-officiating when outdoors?
- Why are there common rules for hiking?
- Do you feel they are important?

Student Choices/Differentiation

Students may work individually, with partners, or in small groups.

What to Look For

- Students are appropriately researching the topic.
- Student understand the basic LNT principles.

Instructional Task: Importance of Hydration

■ PRACTICE TASK

Teach a lesson on water intake and the lifesaving facts students should know.

Assign students a hydration fact that they must further research:

- What are the signs and symptoms of dehydration?
- What should you drink to best re-hydrate?
- How does age affect hydration?
- How much water does your body contain? How much does it lose during a day?
- How quickly can dehydration take effect?
- What are the effects of overhydration?

Have students present their findings to the class while you ensure factual correctness.

Extension

- Have students write down a time when they felt dehydrated and what symptoms they experienced.
- Students can draw a picture that demonstrates the importance of water.

Guiding questions for students:

- Can dehydration happen to anyone?
- Are some people more at risk than others?
- What can we do to avoid this risk?

Student Choices/Differentiation

Have examples of the content that you can share with students in case they are having a difficult time with the research.

What to Look For

Students are able to describe three or four facts on their assigned topics.

Instructional Task: Nature Hike Around Campus

■ PRACTICE TASK

Lead the students in a hike around the school grounds, demonstrating a good pace and how exploring their school surroundings can be fun. If this is not an option, pick a local park or even the hallways of the school for this activity.

Extensions

- Have students take pictures of plants and animals they encounter and then research more details about these species. This may be a good opportunity to work with the biology or science teacher to integrate content.
- Students could break off into groups and have self-led exploration hikes. Larger groups would be best for teacher observation.

Guiding questions for students:

- Why is it important to learn to hike safely and effectively?
- How many people did we pass?
- Draw a picture of the path you took.

EMBEDDED OUTCOME: S5.M4.7. This is an opportunity to have a discussion with students about the role of nature in creating enjoyable physical activity experiences. Students can also write a reflection about how nature impacts their hiking experience.

Student Choices/Differentiation

Parent volunteers may allow for smaller groups and different walking paces.

What to Look For

Ask questions about the hike to check understanding and involvement.

Formal and Informal Assessments

- Rubric or checklist for research tasks
- Exit slip: Explain in your own words what “leave no trace” means. How will you practice this over the next few lessons?

Closure

Tomorrow’s challenge is distance, so we will be preparing for a long hike.

You learned the importance of hydration today, so I urge you to come well hydrated and bring a water bottle with you.

Reflection

- Do students understand the importance of hydration?
- Do they understand the concept of leave no trace?
- Are they holding each other accountable while hiking and looking out for group members?

Homework

Write a reflection about how you stay hydrated; include how much water you drink in an average day. Also include what you could do to better hydrate yourself or perhaps signs of dehydration you can observe within yourself.

Resources

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books.

Leave No Trace: www.lnt.org

Internet keyword search: “dehydration,” “drinking water safely while outdoors”