

LESSON 2: RECOGNIZING AND AVOIDING SAFETY THREATS WHILE HIKING

Grade-Level Outcomes

Primary Outcome

Outdoor pursuits: Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)

Embedded Outcome

Working with others: Demonstrate cooperation skills by establishing rules and guidelines for resolving conflicts. (S4.M4.7)

Lesson Objectives

The learner will:

- investigate safety threats while hiking and working respectfully with classmates.
- demonstrate appropriate pacing for different activities.
- maintain or increase endurance.

Equipment and Materials

- Cameras, tablets, smart phones, computers
- Heart rate or physical activity monitors

Introduction

Please share information about any of the hiking trails or places that you found during your homework. I will add these to the school's website to share with all students. Today, we will continue to work on our endurance, but we will start with some of the safety threats you might encounter while hiking in nature.

Instructional Task: Identify Safety Threats

■ PRACTICE TASK

Safety threats students might encounter while hiking and backpacking include but are not limited to the following:

- Poisonous plants
- Disease-carrying insects
- Poisonous snakes
- Predators
- Water parasites
- Extreme temperatures

Have each student create a PowerPoint slide on a hazard that can be found in your area while hiking or backpacking.

Students can use computers or the school's library to complete the task.

Extensions

- Students present their slides or combine them and have the teacher present them.
- Share the scoring rubric with students.

Refinement

Make sure that PowerPoint slides are appropriate (e.g., content relates to activity, students are not using material that is inappropriate for school).

Student Choices/Differentiation

Have notecards with topics ready in case students are not creative or can't think of appropriate topics.

What to Look For

- Pictures
- Three to five bulleted points about each safety threat
- Length of 3 to 5 minutes
- Any other facts or information students deem necessary

Instructional Task: Follow the Leader

■ PRACTICE TASK

The class walks in single file at the pace of the person in the front. The person from the rear has to pick up the pace and walk to the front and then lead the team until the next person comes from the rear and takes over the first position.

Students can walk around the track, through hallways, or around the campus while doing this.

Extension

Students use heart rate or physical activity monitors to track changes in intensity while walking to the front of the team.

Guiding questions for students:

- Who had the quickest pace?
- When you were leading the line, did you want to challenge the team or go easy on your classmates?
- What emotions did you experience?

EMBEDDED OUTCOME: S4.M4.7 Students might need a little help to complete the task as a team. Have students establish rules and guidelines to make sure they cooperate during the activity.

Student Choices/Differentiation

- Students get to choose what path the group walks and the pace if they are in the front, but they must follow the leader at other times.
- You may group students by ability (e.g., split them up into faster- and slower-paced groups) to ensure that everyone is challenged.

What to Look For

- Are all students practicing safe walking methods?
- Are they looking out for each other?
- Is the overall pace quick or slow?

Instructional Task: Slo-Mo Cool-Down

■ PRACTICE TASK

Have students walk in slow motion on the final lap, focusing on the correct walking form: heels hitting the ground first and rolling forward to the toes instead of hitting flat-footed.

Extension

Give students a slow time to shoot for so that they are forced not to rush. Example: "You must take the full 3 minutes to complete this task."

Refinement

Make sure that students are working on the critical elements of walking.

Guiding questions for students:

- Was it difficult to walk this slowly?
- Did you use your muscles more or less as you slowed your pace?

Student Choices/Differentiation

If using music, choose something with a slow tempo.

What to Look For

- Did students pace themselves?
- Are students using opposite arms and opposite legs?
- Are their core muscles tight to ensure correct body alignment?
- Are they using heel-to-toe steps and a proper walking gait?

Formal and Informal Assessments

Assess their PowerPoint slides using a rubric or checkpoints you asked students to cover.

Closure

As we continue our lessons in hiking and backpacking, we will continue to push ourselves in new and unique ways. Be sure to wear appropriate shoes and clothing so that you can enjoy the next day of the module.

Reflection

- Do you think the class is doing a good job of participating?
- Are students working harder than usual in this module? Or less?
- Is teamwork evident even when students walk in groups?

Homework

Teach a friend or neighbor at least one safe practice of hiking.

Resources

Backpacker: www.backpacker.com

REI Co-op: www.rei.com

Washington Trails Association: www.wta.org

PRESENTATION RUBRIC

Name: _____ Topic: _____ Date: _____

Excellent (4 pts) Good (3 pts) Average (2 pts) Poor (1 pt)

1. Visual presentation
2. Length (3 to 5 minutes)
3. Presentation and public speaking
4. Topic covered effectively (three to five bulleted points)
5. Presenter well informed on the facts

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).