

LESSON 3: NATURE HIKE

Grade-Level Outcomes

Primary Outcome

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

Embedded Outcome

Challenge: Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge. (S5.M3.7)

Lesson Objectives

The learner will:

- interpret scavenger hunt clues and develop a plan.
- cooperate with classmates to identify scavenger hunt items and document their location.
- learn how to pick out the correct hiking and backpacking equipment.

Equipment and Materials

- Scavenger hunt handouts
- Cameras or digital devices
- Computers

Introduction

Today, we will apply what we learned about the risks of hiking to complete a scavenger hunt safely. Please use your creativity and show me how exciting your adventure was through your photos.

Instructional Task: Nature Hike and Scavenger Hunt

■ PRACTICE TASK

Students pair up and search the school campus to find and photograph things to use in the scavenger hunt. Each pair's score depends on the number of useful items the partners find.

Let students choose odd things to look for on the scavenger hunt, using the handout as a guide.

At the end of the lesson, students load their pictures onto the computer and share them on the school's website.

Extension

Have students select their favorites (e.g., best picture, most creative picture, best critical-thinking solution to a scavenger hunt item).

Refinement

Make sure students are taking pictures of relevant clues by observing their actions or having them check in every 10 to 15 minutes to report what they have found.

EMBEDDED OUTCOME: S5.M3.7. Review with students what kind of strategies they used to find solutions for the scavenger hunt and how they decided on which to use.

Student Choices/Differentiation

Have pictures that show examples of potential items students could use.

What to Look For

- Are the groups staying together?
- Are students engaged?

Instructional Task: **Select Basic Equipment for Hiking and Backpacking**

■ **PRACTICE TASK**

Hiking and backpacking equipment includes but is not limited to the following:

- Footwear
- Packs
- Clothing
- Sleeping bags and tents
- Food
- Other

Have each student research some or all of this equipment online. Internet-based videos are extremely helpful. Students should be finding different types of equipment and how to use them correctly. Students should create a PowerPoint of their findings.

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

Extensions

- Students present their research to the class.
- Share the scoring rubric with students.

Student Choices/Differentiation

- Have notecards with topics ready in case students are not creative or can't think of appropriate ways to use the equipment.
- Students can do an Internet search for hiking equipment, backpacking equipment, safe equipment on the trails, etc.

What to Look For

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

Formal and Informal Assessments

- Grade based on number of items found in scavenger hunt
- Informal teacher observation or checklist to assess students' ability to follow directions and work with a partner
- Rating scale or rubric for equipment activity

Closure

- If you could work by yourself, do you think you would have done better or worse?
- What was your role in the partnership: to take pictures, to look for items, to be creative?
- Did you enjoy this lesson? What would you add to a future scavenger hunt?

Today we searched our surrounding area with scavenger hunt items in mind. These items distracted us at times from the amount of hiking we were doing. Were there any objects that were impossible to find? Did anyone find this object [hold one up]?

Reflection

- Were students working together in the lesson today?
- Did students enjoy searching for different types of equipment?
- Did students discuss meaningful strategies to use during the scavenger hunt?

Homework

Create a walking scavenger hunt around your home, and ask friends or family to try it out. Do not forget to log any physical activity outside of class.

Resources

Internet keyword search: “hiking equipment,” “backpacking equipment,” “safe equipment on the trails”

EQUIPMENT ACTIVITY 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

Photo Scavenger Hunt/Nature Hike

- | | |
|---------------------------------------|--|
| 1. Something smooth | 16. Water |
| 2. Something soft | 17. Dead tree |
| 3. A feather | 18. Moss |
| 4. Something blue | 19. Something purple |
| 5. Something alive | 20. A cloud that looks like something |
| 6. Three-leaf clover | 21. A flower |
| 7. Something with more than four legs | 22. Bark |
| 8. Something that pollutes the trail | 23. Oddly colored leaf |
| 9. An animal print | 24. Something that can be tied |
| 10. A trash can | 25. A student who blends into the surroundings |
| 11. Something that makes a circle | 26. Something white |
| 12. A three-leaf plant | 27. A spider web |
| 13. Something brittle | 28. Something that looks like a Y |
| 14. A tree bigger around than you | 29. Something hairy |
| 15. A leaf bigger than your face | 30. Something dangerous to hikers |