

LESSON 1: INTRODUCTION TO HIKING

Grade-Level Outcomes

Primary Outcome

Outdoor pursuits: Implements safe protocols in self-selected outdoor activities. (S2.M13.8)

Embedded Outcomes

Nutrition: Develops strategies for balancing healthy food, snacks and water intake, along with physical activity. (S3.M17.7)

Safety: Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance*. (S4.M7.6)

Assessment & program planning: Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. (S3.M16.6)

Lesson Objectives

The learner will:

- identify the basic rules of hiking safety.
- work toward building endurance in hiking.
- convert steps taken into distance covered and calories burned.

Equipment and Materials

- Handouts for each lap around track or trail
- Pedometers

Introduction

In this module, we will focus on the lifelong skills of hiking and backpacking. These are skills that you can use for day trips, overnight trips, and extended trips. Hiking and backpacking are also terrific family activities that you can pursue in almost any environment. Today, we're going to focus on hiking safety and the difference between hiking and backpacking, and we'll start to build up some endurance.

Instructional Task: Introduction to Hiking Safety

■ PRACTICE TASK

Pre-assessment

The difference between hiking and backpacking is merely the presence of a pack in backpacking. Divide yourselves into groups, and come up with rules that you think we might need to start our adventure.

Have groups share the rules that they come up with after some discussion time.

Make sure the following is covered:

- Have a buddy wherever you travel.
- Never listen to headphones so that you can hear your surroundings.
- Ensure that someone knows where you are going.
- Keep hands out of pockets so that you can use them if you fall.
- Drink plenty of water.

We will work to learn more as we go, but the skills of hiking and backpacking are as easy as walking. To hike and backpack to new and remote locations, however, we will need to work on endurance.

Extension

Use a PowerPoint presentation to show correct form and posture, or any other pointers that you would like to teach.

Student Choices/Differentiation

- Inexperienced students can watch video clips to learn what hiking and backpacking look like.
- Higher-skilled students may come up with some more advanced rules if they have backpacked or hiked before.

What to Look For

- Students are participating.
- Students know the basic rules to follow during the module.

Instructional Task: Building Endurance by Gathering Something

■ PRACTICE TASK

Use a track or a nature trail, if available. Scout out a path that you would like students to follow. As they complete each trip around (a lap), students retrieve something to prove the amount of work they have done during the lesson. Be creative! For example, near Thanksgiving, they could earn feathers from a turkey.

Have students record the number of laps that they complete. This will help them set goals as they move through the module.

Extension

Have students determine how many calories they've burned, after calculating how much distance they've covered.

Guiding questions for students:

- How was your personal performance during this activity?
- What can you do to improve your performance the next time we hike?

EMBEDDED OUTCOME: S4. M7.6. Teach students how to use pedometers and why they should use them.

Student Choices/Differentiation

- Students choose their partners so that they move at an effective pace.
- Students may walk at a comfortable pace according to their skill level.

What to Look For

- Have any students chosen the wrong partners and are moving slower than they should?
- Are students moving and enjoying their hike?

Instructional Task: Distance Calculations

■ PRACTICE TASK

Measure the distance of the average student step. Calculate how many steps that students took, based on the distance they documented. Compare students' calculations with yours using a pedometer.

Extensions

- Calculate the number of calories burned over the distance covered to show students that even walking can be effective for burning calories.
- Have students document what they eat or how much water they consume for a week, then discuss the decisions they are making and how they could make healthier choices.

EMBEDDED OUTCOME: S3.M17.7. Use this task to generate discussion about strategies to balance food intake with physical activity.

Student Choices/Differentiation

- Have examples that students can view if they need help.
- Students can work with partners or in small groups.

What to Look For

- Students take personal responsibility for their movements and food and water intake by meeting the daily recommended guidelines.
- Students are making accurate calculations.

Instructional Task: Activity Logs

■ PRACTICE TASK

EMBEDDED OUTCOME: S3.M16.6. Throughout the module, have students keep a log of their physical activity outside of class.

Students can use pedometers, heart rate monitors, other technology, or physical activity estimates.

Student Choices/Differentiation

Students can use instruments that record physical activity.

What to Look For

Students are maintaining physical activity throughout the module.

Formal and Informal Assessments

- Rubric or score system for the items that students collected on their walk
- Pre-assessment on rules

Closure

- Why is it important to learn the techniques and rules for hiking and backpacking?
- What did you learn today?
- What are some of the safety rules we covered?

I hope that you learn to respect nature as well as love to walk for both exercise and health. Usually, people who backpack and hike are in great shape. Walking puts very little strain and stress on joints, and you can walk with anyone almost anywhere.

Reflection

- How well did students do on the pre-assessment?
- Were students excited or lethargic during the endurance activity?
- Did students use pedometers correctly?

Homework

Have students look up hiking opportunities in the local area and tell them to be prepared to discuss them in the next class. Students should log any physical activity outside of class.

Resources

Internet keyword search: “backpacking for beginners,” “hiking for beginners”