

LESSON 6: BACKPACKING 101

Grade-Level Outcomes

Primary Outcome

Personal responsibility: Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school. (S4.M2.8)

Embedded Outcomes

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

Fitness knowledge: Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)

Lesson Objectives

The learner will:

- identify four items a knowledgeable and prepared hiker should pack before leaving for a trip.
- demonstrate the ability to perform parkour activities and challenges alongside classmates.

Equipment and Materials

Flash cards or PowerPoint slides

Introduction

Yesterday's challenge was distance, but today we'll focus on learning about what and how to pack for a trip and the obstacles you may face during a hike.

For homework, you were to find critical items for a weekend backpacking trip. Let's use those items in the first activity.

Instructional Task: Packing for the Trip

■ PRACTICE TASK

Help students understand what they should take with them on both a hiking trip and a backpacking trip.

Have students come up with two things they need to take and one they should not to present to the class (e.g., tent, backpack, fire starter, shovel, knife, sleeping bag, sleeping pad, good shoes, clothing, soap and toiletry items, flashlight, food, and anything else they come up with).

Extension

Let students choose to present something they either should or should not bring on a hiking trip or one of each to the group.

Guiding questions for students:

- Did any groups present an item you hadn't thought about taking?
- Can anyone think of other items that we would need?
- What are a few items that you think people pack that they don't need?

Student Choices/Differentiation

- Make flash cards or PowerPoint slides to help students with items they both should and shouldn't take on the trip.
- Challenge more knowledgeable students to plan for hypothetical extreme conditions (e.g., weather, more difficult trails).

What to Look For

- Use a rubric to look at research done, whether the topic was covered effectively, and if the presenter was well informed.
- Do students understand the equipment needs? Are they bringing enough to be successful? Are they bringing things they don't need?

Instructional Task: Parkour Walking With Teacher

■ PRACTICE TASK

Students follow you around and over obstacles as you perform exercises around the campus or school. Try some of the following, but feel free to create your own:

- Lunges up the stairs
- Wall sits
- Box jumps on curbs
- Maneuver over or under railings
- Vaults over benches
- Push-ups on a bench
- Pretend rope jumping

EMBEDDED OUTCOME: S3.M8.8. Use this activity to review the physical activity standards and how parkour can help meet them.

Extensions

- Let students create new obstacles or split into small groups to create a route for the rest of the class to enjoy.
- Have students take their heart rates or use heart rate monitors to gauge the intensity of the activities.

Refinements

- Ensure students' knees do not go over their toes when they are lunging.
- Ensure students are using the proper technique when they do squats, push-ups, jumps and landings, or any other skill in their course.

EMBEDDED OUTCOME: S2.M13.7. Have students analyze the challenges and tricks that they came up with and find safety concerns or modifications to ensure safety for all participants.

Student Choices/Differentiation

- Students can watch a video clip (search "parkour for kids") to help them understand the activity.
- Challenge students to try new challenges and tricks (within limits of safety).

What to Look For

- Are students participating and committed to their task?
 - Are students trying each obstacle?
 - Are they staying together as a group?
 - Did students create two or three obstacles during their adventure?
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Formal and Informal Assessments

Exit slip: Have students draw a parkour route they would lead the rest of the class on. The route should include at least four obstacles or exercises.

Closure

- Explain what parkour is.
- Why do you think so many people are joining the parkour movement?

Reflection

- Did students enjoy parkour?
- Did any students need extensions or refinements to ensure their full participation?

Homework

Find a parkour clip online and describe why you like it. Be sure to give me both the website and your brief write-up. We will watch some of the best videos at the beginning of our next class.

Resources

American Parkour: www.americanparkour.com