



Outdoor Adventure - Unit 3: Outdoor Skills

Unit Focus

In the Outdoor Skills unit, students will gain knowledge and skills that will give them the confidence to pursue camping trips for pleasure and relaxation. This unit provides students the opportunity to learn and practice planning a trip, understanding the different types of camping and basic survival skills such as what to do if you are lost in the woods, how to use or create an emergency shelter and how to signal for help when needed. These skills are necessary in order to enjoy living and connecting in nature whether it be for one night or an extended multi-day or week trip. Knowing how to properly plan a trip, understanding the different types of camping opportunities, and having basic survival skills and knowledge will open the doors to endless outdoor adventures.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Connecticut Comprehensive K–12 School Counseling Framework (2020) Counseling: 11-12 - Reflect on personal decisions made and evaluate the success of the decision-making process for that situation (S/E3.4) Healthy and Balanced Living Curriculum Framework Health Education 9-12 - Describe the effects of hydration and dehydration on physical performance and health. (HEPA 1.4.12) - Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output). (HEPA 1.7.12) - Prioritize actions to take to prevent injuries during severe weather. (SIP 1.7.12) - Summarize ways to reduce safety hazards in the home, school or in the community. (SIP 1.9.12) - Explain accepted procedures for basic emergency care and lifesaving. (SIP 1.11.12) - Evaluate and assess personal practices and behaviors that reduce or prevent health risks. (SM 7.2.12) - Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2) - Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall	<i>Students will be able to independently use their learning to...</i> T1 Analyze risk factors and evaluate the consequences to self and others before taking action. T2 Respond to situational challenges and social interactions based on consideration of societal norms, safety and belief systems.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Humans survey a situation to identify potential risks can offer options and insights to human and situational behaviors. U2 Individuals select from a variety of strategies to use in order to reduce stress in applicable situations. U3 People make problem solving more effective when they can understand and communicate the main issue and emotions involved. U4 Individuals and groups have the responsibility to identify common rules, and ideas for change based on the greater good. U5 Individuals evaluate emotionally charged situations and apply various strategies to respectfully continue communication	<i>Students will keep considering...</i> Q1 How do I assess a situation? Q2 How can I help my group be productive? Q3 What strategies can I use to help me in this moment? Q4 What behaviors should I employ in my current situation? Q5 What strategies do I have to make health-enhancing decisions? Q6 What is a responsible action?

Stage 1: Desired Results - Key Understandings

games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1) • Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold. (S3.H3.L1) • Demonstrates the ability to apply stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress (S3.H14.L2) • Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1) • Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1) • Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)	U6 Students independently demonstrate how decisions affect themselves and others around them. U7 People analyze all possible options and outcomes before taking action.	
Acquisition of Knowledge and Skill		
Madison Public Schools Profile of a Graduate • Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	Knowledge <i>Students will know...</i> K1 that there are different types of camping and each type requires different considerations when preparing. K2 different types of camping include: car, canoe, bikepacking, tent, to name a few. K3 the Big 3: Pack/mode of transportation, Shelter, Sleep System, are key components for survival during an outdoor experience. K4 mode of transportation will dictate the preparation and equipment. K5 car camping and/or campground camping are typically good ways to begin learning to camp as you can pack a lot of equipment. K6 knowing where you can access water. K7 what equipment would be good for campsite camping. K8 the 10 Essentials are basic necessities for a safe experience (hiking, backpacking, etc.) K9 that making a plan before engaging in a camping experience is important. K10 campgrounds often has accessible facilities and it's important to research this as you are making a camping plan. K11 there are opportunities for excursions when utilizing a campsite and having a car to store equipment. K12 camping provides benefits for mental, emotional, social and physical well-being. K13 Vocabulary: car camping, bikepacking	Skill(s) <i>Students will be skilled at...</i> S1 determining what to pack based on weather, facilities, and location as well as the potential for other excursions. S2 creating a tarp shelter. S3 basic wildlife and animal safety as well as being able to identify local flora and fauna. S4 applying Leave No Trace principles. S5 understanding the rules and restrictions of the campground. S6 utilizing a campground experience to improve their mental, social, emotional, and physical benefits of camping. S7 setting up a tent at a campground. S8 tying specific knots for a purpose. S9 employing stress management techniques such as deep breathing, asking for support, and taking a step back when tasks become challenging.