



Outdoor Adventure - Unit 4: Hiking and Backpacking

Unit Focus

This unit will encompass everything learned in previous units. From Planning, preparing, packing, gear lists, training, food planning, cooking, Hydration and water filtration, etc. Students will be learning and applying the Leave No Trace principles, the 10 essentials, and more by going on short day hikes around school and Bauer Park as well as longer and potentially more engaging day hikes. Students will be learning and practicing the necessary skills and concepts in order to apply them in culminating experiences such as backpacking and multi-day/night camping.

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) - Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments (S/ E4.3) - Prepare to take charge of their own mental health as they transition to postsecondary education and/or work (S/E4.5) 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) - Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], selfcare). (MEH 1.8.12) - 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) Physical Education 9-12	<i>Students will be able to independently use their learning to...</i> T1 Develop skills, knowledge, and concepts through practice and analysis of results. T2 Analyze risk factors and evaluate the consequences to self and others before taking action. T3 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 People make problem solving more effective when they can understand and communicate the main issue and emotions involved. U2 Individual actions can influence others thinking and actions. U3 People develop self-confidence and self respect by identifying personal strengths and weaknesses and building upon them. U4 Humans survey a situation to identify potential risks can offer options and insights to human and situational behaviors. U5 Students independently demonstrate how decisions affect themselves and others around them. U6 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 How can I help my group be productive? Q2 What are my unique strengths, weaknesses likes and dislikes? Q3 How do I assess a situation? Q4 What strategies can I use to help me in this moment? Q5 What is a responsible action? Q6 What are the consequences and benefits of quick decisions?

Stage 1: Desired Results - Key Understandings

- Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games). (S1.H1.L1)
- Demonstrates the ability to apply the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately. (S2.H1.L1)
- Demonstrates the ability to discuss the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)
- Demonstrates the ability to identify issues associated with exercising in heat, humidity and cold. (S3.H3.L1)
- Demonstrates the ability to evaluate activities that can be pursued in the local environment according to their benefits, social support network and participation requirements. (S3.H4.L1)
- Demonstrates the ability to evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle (S3.H5.L1)
- Demonstrates the ability to relate physiological responses to individual levels of fitness and nutritional balance (S3.H8.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)
- Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)
- Demonstrates the ability to select and participate in physical activities or dance that meet the need for self-expression and enjoyment (S5.H3.L1)
- Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance. (S5.H4.L2)

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)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 the Big 3: Pack, Shelter, Sleep System, are key components for survival during an outdoor experience.
K2 the 10 Essentials are basic necessities for a safe experience (hiking, backpacking, etc.)
K3 Leave No Trace principles are responsible actions to follow to preserve wildlife.
K4 the importance of pack weight as it relates to the difference between camp comfort and trail comfort, including what food and water to bring based on the planned excursion.
K5 hiking etiquette and the expectations for encountering others on the trail.
K6 that hydration and electrolytes are essential to a successful and safe experience.
K7 different methods of creating potable water
K8 basic bear awareness and safety including ways to store materials to prevent attracting bears.
K9 the factors that need to be considered regarding food storage, cooking, eating and sleeping
K10 basic first aid.
K11 different types of shelters and pros and cons of each including environmental and need awareness.
K12 different sleep system options and the pros and cons of each.
K13 types of knots: bowline, friction hitch
K14 Vocabulary: potable water, electrolytes, Leave No Trace, 10 Essentials, Big 3, forest bathing (sitting in the forest and bathing in its energy), trailblaze, base weight, luxury items, camp comfort, trail comfort

Skill(s)

Students will be skilled at...

S1 reading trailblazes.
S2 being able to regulate their body temperature in terms of layers and the situation
S3 how to make a hiking plan to give to someone for safety reasons.
S4 how to handle your food bag.
S5 understanding how to cook in an outdoor setting.
S6 identifying what knot to use and being able to tie the knot.
S7 how to attend to waste (trash and human).
S8 pack organization (how to pack your pack for efficiency and comfort).
S9 setting up a shelter.
S10 how to filter water to make it potable.
S11 fire safety in an outdoor space.
S12 how to address minor first aid issues such as small cuts and blisters.