# Pilot Course Proposal

Submitted by: Teri Garrett  Building: Lindbergh High School

Proposed Course Title: Outdoor Education

Grade Level: 10-12  Department: Physical Education

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*PLEASE ATTACH THE FOLLOWING:*
Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

There is not an Outdoor Education course currently available in our district, but we live in the great Pacific Northwest. We are surrounded by the nature beauty and all the recreation opportunities that it offers. In addition, the Washington State Legislation just passed the statewide Outdoor School program that allows school districts to send students into the outdoors to improve their social, emotional, mental and physical health. This is the perfect time to add an Outdoor Education course into our Physical Education Curriculum.

Students will be taught life-long skills by using an integrated curriculum of science, math, writing, critical thinking skills, and computer technology. We would use the Outdoor Education Curriculum (free w/ grant) as a stepping stone to adapt the curriculum to our students and resources in the Renton School District. Units could include: challenge course, angler education, archery in the schools program, orienteering and GPS, survival skills, Be Buoyant – water safety, wildlife conservation, paddle sports, packpacking, bike camping, and CPR/First Aid.

The Outdoor Adventures K-12 curriculum is not your traditional PE course. Instead of teaching PE with basketballs and tennis rackets, we use rods and reels, and bows and arrows. The Outdoor Adventures course is designed to change young people's lives forever by exposing them to the many great opportunities of the outdoors. With today's accelerated curriculum, full of benchmark testing and academic pressures, students need a fun class that will motivate them to stay in school and concentrate on their studies. The curriculum is already being taught in hundreds of schools that have reported many positive attributes associated with the class. Report virtues of adding such a class are: improved self-esteem, improved attendance, less discipline issues and improved grades for students while enrolled in the course.

Students engaged in outdoor activities:
o Are healthier physically and mentally.
o Perform better in school.
o Have higher self-esteem.
o Have good self-discipline.
o Feel more capable and confident.
o Are good problem-solvers.
o Are more cooperative with others. o Are more creative.
o Feel connected to nature.
o Are tomorrow's conservation leaders (Lifesbetteroutside.org)

Standards:

Washington State PE standards are the same as the National PE Standards listed as NPH.K-12.(Standard Number). The sample scope and sequence/unit plans have the national PE standards listed.

The listing below are the main standards K-12, all standards will be taught and assessed during this course.

- ***Standard 1:*** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- ***Standard 2:***. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- ***Standard 3:*** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- ***Standard 4:*** The physically literate individual exhibits responsible personal and social behavior that respects self and other
- ***Standard 5:*** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Teachers will use Outdoor Ed curriculum to create assessments both cognitive and physical that address all levels of thinking and knowledge. Sample ideas for units and lessons are included.

This course could be adapted to fit all levels of learners and abilities just as we do for all Physical Education classes. We would integrate technology using GPS, our classroom set of ipads, chromebooks, and heartrate monitors. The curriculum would also cross over into ecology/biology during the conservation unit and culinary with the camp cooking/bike camping units (if taught).

This class would offer real life recreational opportunity for students in the Pacific Northwest. It will be designed to change young people's lives forever by exposing them to the many great opportunities of the outdoors.

LHS already has the NASP Archery Equipment and the National Fishing in the Schools equipment and curriculum.
Renton School District has the Safe Routes to School grant with 36 bikes.
Lindbergh also has access to the pool for water safety and paddle sports units.
All additional equipment needs will be met via grant writing and cooperative partnerships.

Community Partnerships could include:
CISPUS Learning Center – portable ropes course
REI
Mountaineers
Department of National Reousrces
NASP
NFSP
Outdoor Schools Washington
https://www.outdoorschoolswa.org/prodev

## SIGN-OFF FOR PILOT COURSE RECOMMENDATION

| | Signature | Date |
|---|---|---|
| 1. Department Head (Secondary) Accepts ☒ Rejects ☐ | Teri Garrett | 10/2/22 |
| 2. Principal Accepts ☒ Rejects ☐ | | 11/02/22 |
| 3. District Content Facilitator Accepts ☒ Rejects ☐ | Teri Garrett | 11/2/22 |
| 4. Curriculum Director Accepts ☐ Rejects ☐ | | |

**Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.**

**Other resources:**

https://waoutdoorschoolforall.com/

https://www.viristar.com/post/legislation-boosts-washington-state-outdoor-education-joining-global-advances-in-outdoor-programs

https://www.governor.wa.gov/sites/default/files/WA%20Outdoor%20School%20Study_Final.pdf

# 2020 – Course Framework - Outdoor Adventure Scope and Sequence

OUTDOORS TOMORROW FOUNDATION

The Outdoors Tomorrow Foundation does not require a school to teach any particular unit. Each school can use the units that best meet the needs for their students and communities.

Sample lessons: Angler Ed and NASP Archery – last pages

**1st Six Weeks**

| Outdoor Adventures Objectives<br>Challenge Course | Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7 | Unit(s) |
|---|---|---|
| The student is expected to think critically about what makes a team, a team. | **TEKS 116.63 The student is expected to:**<br>**c1(A)** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.**NPH.K-12.1**<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.**NPH.K-12.2**<br>**c2(B)** identify critical elements for a successful performance during a specific activity. **NPH.K-12.2**<br>**c3(A)** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.**NPH.K-12.3, NPH.K-12.7, NPH.K-12.6**<br>**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. **NPH.K-12.5, NPH.K-12.6** | **Challenge Course** |
| The students will interact with classmates by playing getting to know you games. | | **Challenge Course** |
| The students will need to use communication, cooperation and creative problem-solving skills to complete short tasks as a team. | | **Challenge Course** |
| The students will need to use alternate forms of communication to complete short tasks as a team. | | **Challenge Course** |
| The students will use non-verbal communication and reading body language to complete tasks as a team in a competitive nature. | | **Challenge Course** |
| The students will need to use communication, cooperation and creative thinking to complete short tasks as a team. Students will also begin to learn trust within their groups. | | **Challenge Course** |
| The students will need to use communication, cooperation and creative thinking to complete short tasks as a team. | | **Challenge Course** |
| The students will need to use communication and learn to trust each other during fall activities. | | **Challenge Course** |
| The students will recall their learning during the unit and discuss their experience in | | **Challenge Course** |

| Outdoor Adventures Objectives<br>Angler Education | Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7 | Unit(s) |
|---|---|---|
| The student is expected to understand types of rods and reels and demonstrate proper assembly techniques. | **TEKS 116.63 The student is expected to:**<br>**c1(A)** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.NPH.K-12.1<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.NPH.K-12.2<br>**c2(A)** modify movement during performance using appropriate internal and external feedback.NPH.K-12.1<br>**c2(B)** identify critical elements for a successful performance during a specific activity. NPH.K-12.2<br>**c3(A)** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.NPH.K-12.3, NPH.K-12.7, NPH.K-12.6<br>**c3(E)** analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits.NPH.K-12.4<br>**c3(B)** describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.NPH.K-12.5<br>**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. NPH.K-12.5, NPH.K-12.6<br>**c4(B)** demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities.NPH.K-12.5, NPH.K-12.6<br>**c4(D)** analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits.NPH.K-12.7<br>**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.NPH.K-12.5<br>**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.NPH.K-12.5 | **Angler Education** |
| The student is expected to know the components of basic tackle and describe specific uses for each. | | **Angler Education** |
| The student is expected to demonstrate how to tie a variety of knots used for fishing and the appropriate application for each. | | **Angler Education** |
| The student is expected to describe the safety rules for casting and demonstrate proper casting technique using a spin cast rod and reel. | | **Angler Education** |
| The student is expected to demonstrate a variety of casting techniques. | | **Angler Education** |
| The student will be able identify a variety of live baits & lures, and successfully choose the appropriate lure or bait to be used for specific species of fish. | | **Angler Education** |
| The student is expected understand the basics of fly fishing and effectively cast a fly rod. | | **Angler Education** |
| The student is expected to be able to identify the 5 parts of a fish and describe the function of each. | | **Angler Education** |
| The student is expected to be able to identify the 5 essential components of a fish habitat. | | **Angler Education** |
| The student is expected to know the various types fresh and saltwater ecosystems that can be found in their state. | | **Angler Education** |
| The student will identify at least 6 species of fish and give 3 basics facts about each | | **Angler Education** |
| The student will demonstrate proper casting techniques and be able to properly identify fish species. | | **Angler Education** |
| The student will know where to find information on fishing laws and regulations and explain the basic fishing regulations for their state. | | **Angler Education** |
| The student will be able to explain ethical behavior and how it relates to good fishing practices. | | **Angler Education** |
| The students will be able to describe a variety of safety practices used when fishing. | | **Angler Education** |
| The student will demonstrate how to cast properly in a variety of situations. | | **Angler Education** |
| The student will grasp a better understanding of the total angler process by participating in a field trip to a local bait shop, Bass Pro Shops, Cabelas, Gander Mountain, etc. | | **Angler Education** |
| The student is expected to demonstrate fishing skills acquired during Angler Ed. unit. | | **Angler Education** |
| The student will know and understand the information presented during the Angler Ed. Unit | | **Angler Education** |

| Archery NASP | | |
|---|---|---|
| The student is expected to understand the importance of archery throughout history. The student is expected to understand and demonstrate the importance of proper physical training for archery success. The student will understand how to determine eye dominance and use a string bow tool to improve archery skills. | **TEKS 116.63 The student is expected to:**<br>**c1(A)** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.**NPH.K-12.1**<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.**NPH.K-12.2**<br>**c1(C)** design a conditioning program for the selected lifetime recreation and outdoor pursuits. **NPH.K-12.2**<br>**c2(A)** modify movement during performance using appropriate internal and external feedback.**NPH.K-12.1**<br>**c2(B)** identify critical elements for a successful performance during a specific activity. **NPH.K-12.2**<br>**c3(A)** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.**NPH.K-12.3, NPH.K-12.7, NPH.K-12.6**<br>**c3(B)** describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.**NPH.K-12.5**<br>**c3(C)** establish realistic and challenging health-related fitness goals.**NPH.K-12.4**<br>**c3(D)** select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.**NPH.K-12.2** | **Archery - TASP** |
| The student is expected to demonstrate and execute ideal shooting form using the 11 steps to archery success. | | **Archery - TASP** |
| The student is expected to demonstrate the knowledge, skills, and strategies for safe range shooting. | | **Archery - TASP** |
| The student will demonstrate consistency in the execution of the basic skills of archery. The student will use internal and external information to modify movement during archery target shooting. | | **Archery - TASP** |
| The student is expected to identify parts of the genesis compound bow, and arrow. The student is expected to list and describe safety inspection of equipment necessary for safe performance. | | **Archery - TASP** |
| The student is expected to analyze and compare health and fitness benefits derived from participation in archery.<br>The student is expected to continue to show improvement in archery technique and skills. | | **Archery - TASP** |
| The student is expected to show archery proficiency while competing in a tournament setting. | | **Archery - TASP** |
| The student is expected to pass with at least a 70 an archery test over the basics archery. | | **Archery - TASP** |

| Outdoor Adventures Objectives<br>Camp Cooking | Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7 | Unit(s) |
|---|---|---|
| The student is expected to learn 5 different outdoor cooking techniques used for camp meal preparation. | **TEKS 116.63 The student is expected to:**<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.**NPH.K-12.2**<br>**c2(B)** identify critical elements for a successful performance during a specific activity. **NPH.K-12.2**<br>**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. **NPH.K-12.5, NPH.K-12.6**<br>**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.**NPH.K-12.5**<br>**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.**NPH.K-12.5**<br>**c5(G)** design safe practices and procedures to improve skill during an activity.**NPH.K-12.5**<br>**TEKS §130.17. Wildlife, Fisheries, and Ecology Management**<br>**B(2)** The Agriculture, Food, and Natural Resources Career Cluster focuses on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. | **Outdoor Cooking** |
| The student is expected to learn how to prepare and cook biscuits using the stick roasting method | | **Outdoor Cooking** |
| The student is expected to research and find 2 recipes for each of the 5 methods of cooking previously studied. | | **Outdoor Cooking** |
| The student is expected to follow the instructions of and prepare a recipe safely using one of the 5 cooking methods studied. | | **Outdoor Cooking** |
| The student is expected to follow the instructions of cleaning cast iron cookware once meals have been cooked and eaten | | **Outdoor Cooking** |
| **Camping** | | |
| The student is expected to understand the importance of selecting and using appropriate camping equipment according to the type of camping trip they plan. This includes: tents, sleeping bags, stoves, backpacks, water treatment options, clothing, boots, and various sundry items. | **TEKS 116.63 The student is expected to:**<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.**NPH.K-12.2**<br>**c2(B)** identify critical elements for a successful performance during a specific activity. **NPH.K-12.2**<br>**c3(A)** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.**NPH.K-12.3, NPH.K-12.7, NPH.K-12.6**<br>**c3(F)** design and participate in a personal health-related | **Outdoor Camping** |
| The student is expected to evaluate a tent site and construct a tent in that location. The student will learn the value of sleep while camping. | | **Outdoor Camping** |
| The student will learn how to identify a safe area for a campsite. The student will learn how to build a shelter using a tent or tarp. | | **Outdoor Camping** |

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|---|---|---|
| Students are expected to plan a camping trip adventure spanning several days. | fitness program that has the potential to meet identified activity goals.NPH.K-12.4<br>**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. NPH.K-12.5, NPH.K-12.6<br>**c4(B)** demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities.NPH.K-12.5, NPH.K-12.6<br>**c4(D)** analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits.NPH.K-12.7<br>**c4(E)** design a personal wellness plan that includes time engaging in outdoor pursuits.NPH.K-12.3<br>**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.NPH.K-12.5<br>**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.NPH.K-12.5<br>**c5(C)** identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits.NPH.K-12.7<br>**c5(D)** describe how sleep is essential to optimal performance and recovery.NPH.K-12.4<br>**c5(G)** design safe practices and procedures to improve skill during an activity.NPH.K-12.5 | **Outdoor Camping** |
| Students will acquire an understanding of the different types of backpacks available; how to choose a backpack for each specific type of camping; and how to calculate the appropriate weight for their pack. | | **Outdoor Camping** |
| Students will explain how to plan and camp safely; be able to list the dangers involved in a variety of camping situations; complete a pre-trip emergency plan. | | **Outdoor Camping** |
| Students will explain the skills and equipment necessary to prepare meals and properly dispose of food and human waste while camping. | | **Outdoor Camping** |
| Students are expected locate and identify wildlife during a nature hike. | | **Outdoor Camping** |
| **Orienteering/GPS - Advanced H.S. Unit** | | |
| The student is expected to know the difference between true north and magnetic north; what it is called and how it is measured. Students will know the basics of a compass. | **TEKS 116.63 The student is expected to:**<br>**c1(A)** demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.NPH.K-12.1<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.NPH.K-12.2<br>**c2(A)** modify movement during performance using appropriate internal and external feedback.NPH.K-12.1<br>**c2(B)** identify critical elements for a successful performance during a specific activity. NPH.K-12.2<br>**c3(A)** participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.NPH.K-12.3, NPH.K-12.7, NPH.K-12.6<br>**c3(D)** select and use appropriate technology tools to | **Orienteering/GPS Advanced H.S. Unit** |
| The student will be able to orient a map, take a map bearing and triangulate their position on a map. Students will also know how to read a topographical map. | | **Orienteering/GPS Advanced H.S. Unit** |
| The student will be able to orient a map, take a map bearing and triangulate their position on a map. Students will also know how to read a topographical map. | | **Orienteering/GPS Advanced H.S. Unit** |
| The students will learn to read and use topographical maps. | | **Orienteering/GPS Advanced H.S. Unit** |
| The student will practice orienting a map and triangulating a position on the map. | | **Orienteering/GPS Advanced H.S. Unit** |
| The student will learn the background of GPS and the basics of using it. Students will understand why technology is important in exploring. | | **Orienteering/GPS Advanced H.S. Unit** |

| Outdoor Survival Skills – Advanced H.S. Course | | |
|---|---|---|
| The student is expected to demonstrate their knowledge and experience in a simulated survival situation. | **TEKS 116.63 The student is expected to:**<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. NPH.K-12.2<br>**c2(B)** identify critical elements for a successful performance during a specific activity. NPH.K-12.2<br>**c4(A)** demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. NPH.K-12.5, NPH.K-12.6<br>**c4(B)** demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. NPH.K-12.5, NPH.K-12.6<br>**c4(D)** analyze and summarize critical information on the mental, social, and emotional health benefits of engagement in outdoor pursuits. NPH.K-12.7<br>**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. NPH.K-12.5<br>**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. NPH.K-12.5<br>**c5(G)** design safe practices and procedures to improve skill during an activity.NPH.K-12.5<br>**TEKS §130.17. Wildlife, Fisheries, and Ecology Management**<br>**C(1)(C) demonstrate** knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace<br>**C(5)(E) identify** appropriate safety certification requirements | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student will describe the psychological and the physiological aspects of surviving a wilderness emergency; list and explain the threats of death associated with wilderness survival. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to learn a specific topic of the survival unit and share this knowledge with all students. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to understand the importance of first aid and fire building skills in wilderness survival situation. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to understand and demonstrate techniques in building and starting a fire using various fire-starting materials. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to learn how to build and start a fire using various fire-starting materials and techniques. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to explain the importance of shelter in an emergency survival situation; describe ways to find and build shelter. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to understand the importance of protecting and maintaining their life by building or seeking shelter. The students will demonstrate proficiency by constructing their own shelter. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to understand the importance of hydration in a survival situation and learn ways water can be acquired and sterilized. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to explain the importance of signaling and demonstrate a variety of equipment and methods used for signaling. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to explain the purpose of a survival kit and list the basic contents included in the kit. | | **Outdoor Survival Skills – Advanced H.S. Course** |
| The student is expected to list and describe techniques and methods used in wilderness survival. | | **Outdoor Survival Skills – Advanced H.S. Course** |

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|---|---|---|
| The student is expected to learn how to build and start a fire using various fire-starting materials and techniques. | resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. **NPH.K-12.5, NPH.K-12.6**<br>**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. **NPH.K-12.5**<br>**c5(B)** explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. **NPH.K-12.5**<br>**c5(C)** identify and apply the health-related fitness principles to selected lifetime recreation and outdoor pursuits. **NPH.K-12.7**<br>**c5(G)** design safe practices and procedures to improve skill during an activity. **NPH.K-12.5**<br>**TEKS §130.17. Wildlife, Fisheries, and Ecology Management**<br>**C(1)(C) demonstrate** knowledge of personal and occupational safety and health, environmental regulations, and first-aid policy in the workplace<br>**C(5)(E) identify** appropriate safety certification requirements | **Outdoor Survival Skills – Short Course** |
| The student is expected to explain the purpose of a survival kit and the contents needed in a basic survival kit. | | **Outdoor Survival Skills – Short Course** |
| The student will describe various signal techniques used in wilderness survival and demonstrate how to use a signal mirror. | | **Outdoor Survival Skills – Short Course** |
| The student is expected to learn how to construct a solar still and use a transpiration bag. | | **Outdoor Survival Skills – Short Course** |
| The student is expected to show mastery of the skills and knowledge gained during the outdoor survival unit. | | **Outdoor Survival Skills – Short Course** |

| 5th Six Weeks<br>Outdoor Adventures Objectives<br>CPR | Texas Expectations (TEKS) and National Standards for Physical Education NPH.K-12.1-7 | Unit(s) |
|---|---|---|
| The student is expected to understand the science and purpose of cardiopulmonary resuscitation. | **TEKS 116.63 The student is expected to:**<br>**c1(B)** apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. NPH.K-12.2<br>**c2(B)** identify critical elements for a successful performance during a specific activity. **NPH.K-12.2**<br>**c4(B)** demonstrate etiquette appropriate for selected lifetime recreation and outdoor activities. **NPH.K-12.5, NPH.K-12.6**<br>**c5(A)** list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. **NPH.K-12.5**<br>**c5(B)** explain and follow safety procedures during | **CPR/First Aid** |
| The student is expected to perform adult CPR effectively for one minute. | | **CPR/First Aid** |
| The student is expected to perform adult foreign body airway obstruction. The student will be able to perform child CPR effectively for one minute. | | **CPR/First Aid** |
| The student is expected to perform child foreign body airway obstruction. The student will be able to perform child CPR effectively for one minute. | | **CPR/First Aid** |
| The student is expected to perform infant foreign body airway obstruction. The student will be able to perform infant CPR effectively for one minute. | | **CPR/First Aid** |
| The student is expected to understand how an AED works and how to use one in an emergency. | | **CPR/First Aid** |