

Outdoor Leadership - Public Version

Common Ground High School

UNITS (1/3 SELECTED)		SUGGESTED DURATION
<input checked="" type="checkbox"/>	Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership	10 lessons
<input type="checkbox"/>	Unit 2: Preparing for Outdoor Adventures	16 lessons
<input type="checkbox"/>	Unit 3: Advanced Outdoor Leadership Skills	12 lessons

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

DESIRED RESULTS

Unit Description

Course Description: This course is all about getting outside and being healthy, and we'll spend a lot of our class time outdoors. A great way to stay healthy, both physically and emotionally, is to just get outside! We'll study this as well as practicing it, and we'll see what effects it has on us and our stress management. From day-hikes to overnight trips, we'll learn how to plan and prepare for what individuals and groups need to stay healthy and safe. Gear will be important, like tents, stoves, clothing, survival gear, and more. But we'll also plan for healthy outdoor meals, physical activity levels, and group-building for support. By the end of the course, we'll apply what we've learned to various dangerous or emergency leadership scenarios, and practice first aid techniques to know how to respond. And we will be using our skills to plan for real outdoor adventure trips - this course will go on several outdoor trips! - these are optional but highly encouraged.

GET OUTDOORS! In this course, students experience a progression of varied and increasingly substantial outdoor experiences:

1. Go out for part of class
2. Sit-spots outdoors for stress management and emotional health
3. Leading outdoor games and activities for group-building and facilitation skills
4. Short practice hikes in the forest around the school during class
5. Day Hike at Sleeping Giant State Park or West Rock Ridge State Park
6. Hands-on practice with camping gear in the forest around the school
7. Overnight Camping Trip
8. Practice outdoor first aid skills on trails around the school
9. Live-action role-play leadership scenarios about dangerous or unsafe situations
10. Outdoor Adventure: Winter Snowshoeing & X-country Skiing, or Spring Backpacking

Meaning

Big Ideas & Understandings	Essential Questions & Instructional Questions
Students will understand that... <ul style="list-style-type: none">• There are a number of health benefits involved in just being outside including happiness, stress reduction, self-confidence, healthy risk taking, resilience, well-being, and freedom; these are in addition to the physical movement benefits that contribute to a	Students will keep considering... <ul style="list-style-type: none">• What's so good about being outside?<ul style="list-style-type: none">◦ How does being outside affect our physical, mental and emotional health?• How do clean, healthy outdoor environments affect the health of the community?

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

Meaning	
<p>healthy lifestyle</p> <ul style="list-style-type: none">• Access to outdoor spaces with clean and healthy air, land, and water has been associated with better community health outcomes, but many communities lack access• Group-building is a key to success for any outdoor experience or adventure	<ul style="list-style-type: none">◦ How can we advocate for more clean, healthy outdoor environments?• Why are group-building activities important for groups that are going outside?<ul style="list-style-type: none">◦ How do we show leadership while leading or participating in them?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Nature Deficit Disorder, the Nature Gap• prescribing the outdoors• forest bathing, <i>shinrin-yoku</i>, phytoncides• stress reduction, mood improvement, enhanced cognitive function, increased feelings of wellbeing, immune system boost, cardiovascular health improvement, better sleep quality, increased energy and vigor• adolescents, anxiety, coping skills• bullying, cyberbullying• emotional well-being, mental well-being• empathy, grief• peers, peer pressure, self-esteem• social media, social networking• stress management, stressors• aggressive and assertive communication• collaborative decision• conflict, negotiation skills, refusal skill• outdoor access, walking distance, community health	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Evaluate the impacts of spending time indoors (especially on screens and social media) vs. spending time outdoors on the functioning of body systems• Use and evaluate the strategy of getting outside to promote well-being• Evaluate and apply the strategy of getting outside to manage/reduce stress• Analyze situations and demonstrate healthy ways to express needs, wants and feelings• Demonstrate strategies used to prevent, manage and resolve conflict in healthy ways and identify adults and peers and community resources that might assist, when appropriate• Analyze ways in which having access to clean, healthy outdoor environments influences the health of the community

STANDARDS

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

Connecticut - Grade 9-12 - Health

- H.1.3.
- H.1.5.
- H.1.6.
- H.3.6.
- H.5.4.
- H.5.9.

Connecticut - Grade 11-12 - Literacy in History, Science & Technical Subjects (ELA)

- RST.11-12.2
- RST.11-12.9
- WHST.11-12.2
- WHST.11-12.4
- WHST.11-12.10

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

ASSESSMENT EVIDENCE

APEX Health Quizzes (5 total) [Coursework]

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (REHSCR)

Assessment Level (DOK): DOK1 / DOK2

Description: Students complete short quizzes after reading APEX Health content in class, or for homework

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3.

H.1.5.

H.1.6.

H.3.6.

H.5.4.

H.5.9.

Questions for "Why Go Outside?" [Coursework]

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (REHSCR)

Assessment Level (DOK): DOK1 / DOK2

Description: Text dependent questions on the readings in 1.02

STANDARDS

Connecticut - Grade 11-12 - Literacy in History, Science & Technical Subjects (ELA)

RST.11-12.2

RST.11-12.9

Connecticut - Grade 9-12 - Health

H.1.3.

H.1.6.

H.3.6.

Data Collection & Analysis of Being Outside [Participation]

Assessment Type: Formative

Assessment Tier: Drill & Practice (DRIPRA)

Assessment Level (DOK): DOK2 / DOK3

Description: Assess students on participation in collecting data from their sit-spots outside on how they feel - physically, mentally, emotionally. Students should be tracking data over time; this assessment checks that they successfully completed the data collection and analyzed what they found.

STANDARDS

Connecticut - Grade 9-12 - Health

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

H.1.3.

H.3.6.

Writing 1: Effects of Going Outside

[Summative]

Assessment Type: Summative

Assessment Tier: Authentic Performance (AUTPER)

Assessment Level (DOK): DOK3 / DOK4

Description: Students reflect and share their data and findings from being outside as a beneficial health practice and stress management technique. See 1.03 below.

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3.

H.1.6.

H.3.6.

Connecticut - Grade 11-12 - Literacy in History, Science & Technical Subjects (ELA)

WHST.11-12.2

WHST.11-12.4

WHST.11-12.10

Making Connections: Clean Air, Water, and Land in Communities [Coursework]

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (REHSCR)

Assessment Level (DOK): DOK2 / DOK3

Description: Check for understanding

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.5.

Rubrics for Group-Building Games

[Participation]

Assessment Type: Formative

Assessment Tier: Authentic Performance (AUTPER)

Assessment Level (DOK): DOK3 / DOK4

Description: Performance rubric and self-evaluation rubric for leading a group-building game or activity

STANDARDS

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Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

H.5.4. H.5.9.

APEX Unit 1 Test [Summative]

Assessment Type: Summative
Assessment Tier: Drill & Practice (DRIPRA)
Assessment Level (DOK): DOK1 / DOK2
Description: Summative check for understanding. Omit questions from Lesson 1.3 unless it was covered.

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3. H.1.5. H.1.6. H.3.6. H.5.4. H.5.9.

Unit 1 Choice Project: Unit 1 Essential Questions [Summative]

Assessment Type: Summative
Assessment Tier: Authentic Performance (AUTPER)
Assessment Level (DOK): DOK3 / DOK4
Description: Students choose a format in which to answer the EQs of Unit 1

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3. H.1.5. H.1.6. H.3.6. H.5.4. H.5.9.

Connecticut - Grade 11-12 - Literacy in History, Science & Technical Subjects (ELA)

RST.11-12.2 RST.11-12.9 WHST.11-12.2 WHST.11-12.4

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

LEARNING OPPORTUNITIES FOR LESSONS

1.01 Introduction to Factors and Behaviors that Influence Our Health

Learning Objectives:

- Describe the course and expectations for having class outdoors
- Describe how personal health is influenced by many different factors.
- Analyze the causes and effects of risk-taking and health-promoting behaviors.
- Explain what it means to be healthy.

Introduce the course as a unique opportunity to build outdoor leadership skills, connect to important health topics in a new and different way, and spend class time outside and participate in outdoor adventures.

GET OUTDOORS - STAGE 1: Go out for part of class. Pre-assess student readiness. If possible, go outside for part of class in the first few class meetings. Establish expectations/norms and respect agreements for when the class goes outside. Build up to spending more and more class time outdoors. Plan to spend whole class meetings outdoors by the middle of this first Unit.

Begin Health & Safety lessons by ensuring that all students can access the health curriculum through APEX Learning. Identify outdoor locations with Wifi for working on the health curriculum outdoors. Get students used to the lesson sequence by working through Lesson 1.1

APEX Health Lesson 1.1: Introduction to Health

- Pretest, Overview, Study, Quiz, Study, Quiz

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3.

ATTACHMENTS

 1.01 Worksheet Pre-assessment

1.02 Mental & Emotional Health and the Strategy of Getting Outside

Learning Objectives:

- Develop positive coping skills for dealing with stress and anger, and apply stress- and anger-management skills for both short-term and long-term well-being.
- Analyze influences on your mental and emotional health.
- Formulate and implement a stress management plan that includes getting outside.
- Analyze the decline in time spent outdoors by children and members of the class.
- Identify and explain the health benefits of being outside.

In this series of lessons, spend time alternating between being outside and talking about the benefits of being outside with the overview of mental & emotional health through the APEX Health or other textbook resources.

APEX Health Lesson 1.2: Your Mental & Emotional Health

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

- Overview, Study, Quiz, Study, Quiz - skip the Practice and do the following instead

Connecting being outside with mental & emotional health: Nature Deficit Disorder and the benefits of being Outdoors

Read a short article (hopefully outside!) describing 'nature-deficit disorder' - the declining amount of time children spend outdoors - and some of the health benefits of being outside. Students should practice annotation strategies and identifying main and central ideas.

Generate a class list of indoor activities that students and their siblings and friends regularly engage in. Analyze which activities are healthy and contribute to positive mental & emotional health and which do not. Focus on the negative effects of too much screen time and social media exposure.

Discuss with students how often they, their families, or members of their community go outside. Compare different student experiences with being outside. Facilitate these discussions so that there is no judgement about whether or not people go outside. Focus the discussion on the health impacts or effects of staying inside vs. going outside. Have students brainstorm long-term effects of staying indoors compared to long-term effects of regularly going outside.

Note: Use the two infographics in the “Why Go Outside?” article to generate discussion about the text before, during, or after reading. Consider Think-Pair-Share or groups to analyze each infographic, and then share the central ideas with the whole class.

Discuss with students that many ideas in this text are shared by our school community and underlie the choice to create and support this Outdoor Leadership course.

Additional texts:

[“The Nature Cure” in Scientific American Health & Medicine Vol. 1 No. 5 \(October 2019\), p. 2](#) (requires subscription)

[Nature Affects Our Hormones and Changes Our Microbiome](#)

Assessment: Text-dependent questions on the texts read and the discussion in the lessons

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3.

H.1.6.

H.3.6.

Connecticut - Grade 11-12 - Literacy in History, Science & Technical Subjects (ELA)

RST.11-12.2

RST.11-12.9

ATTACHMENTS



1.02 Text Why Go Outside

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

1.03 Practicing and Evaluating Being Outside

Learning Objectives:

- Practice and evaluate the strategy of getting outside to promote physical, mental, and emotional health and stress management

GET OUTDOORS - STAGE 2: Sit-spots for stress management and emotional health. This series of lessons takes students outside for at least several class meetings, perhaps even several times a week for a few weeks. Students need to be prepared for the outdoors with appropriate clothing and footwear, etc. Scout locations and check for other users of the space before going out.

Note: Check out a Radio and Med Kit (with epi-pen) before class, and return them after.

Basic **Data Collection Protocol**, to be repeated several times over a few weeks:

- Start each class or session with Opening Questions about how each student is feeling; this should be a quick rating of how they feel physically, mentally, and emotionally (including stress levels). This is baseline 'before' data to compare to after spending time outside. Consider using journals, data worksheet packets, or some other system of collecting and organizing several instances of this data over time.
- Activate prior knowledge about why students are spending time outside, and what they learned about the potential health benefits and stress management. Establish/reinforce participation and behavior expectations while the class is outside.
- Head out to the outdoor location for this class or session, then have students spread out to individual sit spots where they are comfortable, but where they can still be supervised. Students should be able to look around and explore, sit and observe, read something of choice, write, draw or sketch, meditate, etc. so long as they are not disturbing other students. In order to preserve the idea of the activity, however, no phones or electronic devices should be used.
- After 20-30 minutes, call students together to form a circle; sit if possible. Students should complete the same questions/ratings of how they are feeling as the 'after' data for this class or session. Compare themselves and their peers before the activity to after the activity. Have several students share out. If you have done the activity before, students can look for patterns in the data being collected by the class over time.

Allow this activity to adapt as it repeats: perhaps you want to keep the same spots, or use different locations; maybe the data collection can be improved; maybe everyone tries meditating or drawing one day. Let it evolve to make it better for the group.

Try to do this protocol at least twice a week for three or more weeks in the early part of the course, even as you continue on with other lessons. Over time, ideally the class as a whole will experience positive health effects and perhaps even identify being outside as a positive stress management technique. Even if this is not the case however, this activity can still be the basis of learning and discussion throughout the course and may intersect with several later topics.

Assessment: Writing 1: Effects of Being Outside

After many repetitions of this lesson protocol, ask students to reflect in writing on the effects of being outside.

Directions:

1. Write a series of claims evaluating how being outside has affected you and your health.
 - a. Your claims may be about your physical or emotional well-being, but at least one claim should evaluate how being outside has affected your stress management.

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

- b. Your claims could also evaluate effects on the class as a whole, and could compare this class to other classes that do not go outside.
2. Use evidence and reasoning to develop your claims about the health effects of being outside.
 - a. You may use additional evidence not connected to lessons in this class if it helps to develop your writing. Cite any additional evidence properly.
3. Address the counterargument:
 - a. If you have been having positive effects from the outdoors, identify and explain why other people might have negative effects.
 - b. If you have been having negative effects from the outdoors, identify and explain why other people might have positive effects.
4. Write one to two pages clearly, using appropriate language, spelling, and grammar.

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.3.

H.1.6.

H.3.6.

Connecticut - Grade 11-12 - Literacy in History, Science & Technical Subjects (ELA)

WHST.11-12.2

WHST.11-12.4

WHST.11-12.10

1.04 Access to the Outdoors

Learning Objectives:

- Explain how access to the outdoors promotes community health
- Assess access to the outdoors in the city of New Haven

Extend the thinking about how getting outside helps the individual to consider how it can help the whole community. Focus on how access to the outdoors promotes community health.

Read Scientific American Article: [Walks in Green Parks Mean Stronger Immune Systems and Better Mental Health](#) (requires subscription)

Read EPA linked study: [Vegetated land cover near residence...](#)

- Read for main ideas and summary - it will be important for students to look up unknown scientific vocabulary and put the main ideas of the article into their own words

Read EPA linked study: [Exposure to the green environment is associated with improved biomarker-based indices of health and aging in adults](#)

Read article: [The Nature Gap](#) - VERY GOOD FOR DATA ANALYSIS

Community Parks Map Activity:

Introduce the activity by having students estimate and discuss how long they would walk to get to a park.

Consider factors such as traffic, young children, safety, etc.

Analyze a map of the city of New Haven showing public park locations. Use the map scale to draw a walking radius around each park based on the discussion. Analyze how much of the city has walking access to a public outdoor space. Reflect on the effects of the analysis on community health.

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

Assessment: Making Connections Question: Why is it important to ensure clean air, water, and land in communities?

1.05 Outdoor Leadership: Communication and Group Facilitation

Learning Objectives:

- Lead an outdoor activity or game for the whole group in order to practice leadership skills and promote positive outdoor experiences and group-building.
- Assess your personal strengths and determine how you can improve group facilitation skills and peer relationships
- Describe strategies to communicate effectively with peers, family, and others
- Demonstrate refusal, negotiation, and collaboration skills to prevent, manage, or resolve conflicts
- Demonstrate how to ask for and offer assistance to enhance the health and leadership of self and others

Explain to students that when we are inside we tend to isolate. This is just something that happens in our brains and may be part of why working together indoors in the classroom can be challenging. Outdoors, however, there is something about our brains that wants us to group up with other humans. Outdoors = Group-building Opportunities. Have students brainstorm or hypothesize why this might be so - think-Pair-Share, small group, etc. Explain that being outdoors can often be more fun as a group, and this is part of the magic of why our outdoor adventure trips are so amazing. Central to each trip is the group that goes on it. It's important to get to know each other, and playing and doing activities together is a great way to do that.

GET OUTDOORS - STAGE 3: Group-building outdoor games and activities. Model how to lead during a couple of class meetings, including expectations for how to participate and show leadership even if you are not leading the activity. Take some time during each activity or game to explain 'teacher-thinking' and let students 'behind the curtain' of what's happening during the model. Then, explain that members of the class will take turns leading games for the group. Students may use games that they know, or select games from resources provided (see attached). Note that this will be a graded assignment, and students are expected to demonstrate positive leadership attributes. Also note that leadership coaching will be available and students who are nervous or intimidated by the group will be supported. Create a schedule and have students sign up for class meetings where they will run their outdoor group activity or game. And, prepare to be flexible...

It's important to debrief each group leadership activity and give group and individual feedback on the group facilitation skills that were demonstrated or that need improvement. Use the Health curriculum to add vocabulary and additional concepts to these discussions. The Health curriculum can also alternate with the group games and activities during this part of the Unit.

APEX Health Lesson 1.4: Communications Skills

- Connect the following topics to leadership when spending time outdoors
- Assertive/Aggressive Communication
- Refusal & Conflict
- Negotiation and Decision-making
- Overview, Study, Quiz - skip the project and focus on feedback from the group leadership game or activity

Assessment: Group Facilitation Rubric for the individual leading the game or activity, and participation rubrics for group participants

STANDARDS

Connecticut - Grade 9-12 - Health

Unit 1: Why Go Outside? An Introduction to Health and Outdoor Leadership

Outdoor Leadership - Public Version

H.5.4.

H.5.9.

ATTACHMENTS



1.05 List of Outdoor Games and Activities

1.06 Unit Assessment

Unit wrap-up and review.

APEX Health Unit 1 Test

Student Choice Project: Students answer all 3 of the Essential Questions for the Unit:

1. What's so good about being outside?
2. How do clean, healthy outdoor environments affect the health of the community?
3. Why are group-building activities important for groups that are going outside, and how do we show leadership while leading or participating in them?

To answer the questions, students could choose to:

- A. Give a presentation to the whole group
- B. Write 2-3 paragraphs to answer each question with clear claims and reasoning
- C. Draw, or design an artistic response to each question, and add captions explaining
- D. Research additional texts that answer each question, and annotate a bibliography to be a resource for future students
- E. Work with a partner to act out answers to the questions as a skit for the class
- F. Write an article for future students in the class to read that answers all three questions
- G. Other option of choice

OTHER RESOURCES

APEX Health is being used as general, comprehensive health content resource during development. If at any point better health content resources become available for specific topics or are preferred, they can be substituted for the APEX Health content. When this happens, adjust assessments accordingly.