Outdoor Leadership

Common Ground High School

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

Outdoor Leadership

DESIRED RESULTS

Unit Description

In Unit 3, students learn more about what can go wrong when we are outdoors, and how to prevent dangerous or emergency situations and how to respond if they do occur. Students learn more about how to identify risk, how to respond with basic first aid, and the limits of first aid in outdoor or wilderness situations. They also learn about weather emergencies and natural disasters, and how to think about preparedness with groups or in their community. Students take part in live-action leadership scenarios to feel what making decisions can be like, and apply what they have learned to planning for their final outdoor adventure of the course.

Transfer

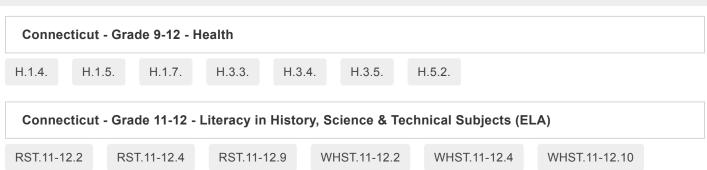
Students will be able to independently use their learning to...

Meaning Meaning		
Big Ideas & Understandings	Essential Questions & Instructional Questions	
Students will understand that It is important to know how to identify life-threatening or dangerous situations before they become unsafe or emergencies, and to use judgement and leadership to avoid those situations; knowing basic first aid skills, and the limits of first aid, are important for everyone Understanding the types of weather emergencies and natural disasters can help us know what to do; knowing our resources and the local community responses can help us make a clear plan of act We can practice what we would do in various scenarios to know how it feels to make leadership decisions in the moment	 Students will keep considering How can we address potentially unsafe or dangerous situations? How can we identify dangerous situations before they become unsafe? What are the basic first aid responses to injuries? How can we prepare for weather emergencies and natural disasters? What types of weather emergencies and natural disasters might we face? How do communities respond to such emergencies and disasters? How can we activate our leadership skills and roles when something goes wrong? How can we recognize when we are in an emergency situation? How can we organize others and best use our resources in a response? 	

Outdoor Leadership

Acquisition		
Knowledge	Skills	
 Students will know Attention, impaired, intentional, media literacy, risk glorification, sleep deficiency, unintentional Anaphylactic shock, automated emergency defibrillator (AED), bone fracture, cardiac arrest, cardiopulmonary resuscitation (CPR), Consumer websites, contusion, first aid, Heimlich maneuver, medical emergency, nonsteroidal anti-inflammatory drugs (NSAIDs), open fracture, oxygenated blood, poison, public policy, RICE (rest, ice, compression, elevation), shock Avalanche, blizzard, drought, earthquake, emergency preparedness, flash flood, heat wave, hurricane, landslide, natural disaster, sinkhole, tornado, tsunami, volcanic eruption, wildfire 	 Students will be skilled at Identify behaviors on outdoor trips, or in life, that may result in unintentional injury Apply appropriate first aid techniques Identify life-threatening situations outdoors that may result from natural disasters Take the lead in outdoor role-play scenarios where something may or has gone wrong and take steps to address, correct, or reduce risk in the situation Reflect on personal growth or accomplishment after building outdoor leadership skills 	

STANDARDS



Outdoor Leadership

ASSESSMENT EVIDENCE

APEX Health Quizzes (5 total) [Coursework]

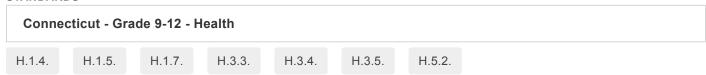
Assessment Type: Formative

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

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Practice: Safety & Injury Prevention [Coursework]

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (REHSCR)

Assessment Level (DOK): DOK1 / DOK2 **Description:** Check for understanding

STANDARDS

Connecticut - Grade 9-12 - Health H.1.4. H.1.5. H.3.3. H.3.5.

Checkup: Practicing First Aid [Coursework]

Assessment Type: Formative

Assessment Tier: Rehearsal & Scrimmage (REHSCR)

Assessment Level (DOK): DOK1 / DOK2 **Description:** Check for understanding

STANDARDS



First Aid Certification [Summative]

Assessment Type: Summative

Assessment Tier: Authentic Performance (AUTPER)
Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Outdoor Leadership

Description: If certification is available, it can count as summative coursework. Assess with a rubric.

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.7. H.3.3. H.3.4. H.3.5. H.1.4.

Project: Disaster Preparedness [Coursework]

Assessment Type: Formative

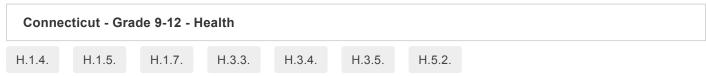
Assessment Tier: Rehearsal & Scrimmage (REHSCR)

Assessment Level (DOK): DOK1 / DOK2

Description: Can be used as is from APEX, or can be modified to fit preparedness during an outdoor adventure

trip

STANDARDS



Leadership Scenario Rubric & Self-evaluation [Participation]

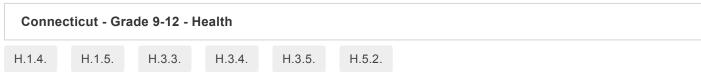
Assessment Type: Summative

Assessment Tier: Authentic Performance (AUTPER)

Assessment Level (DOK): DOK4

Description: Performance rubric for leading a role-play scenario, with self-evaluation rubric factored in

STANDARDS



Outdoor Adventure Participation Rubric & Self-evaluation [Participation]

Assessment Type: Summative

Assessment Tier: Authentic Performance (AUTPER)

Assessment Level (DOK): DOK4

Description: Check for outdoor leadership skills practiced during camping

STANDARDS

Connecticut - Grade 9-12 - Health

Outdoor Leadership

H.1.4. H.3.4. H.3.5. H.5.2.

Letter of Gratitude: Outdoor Adventure [Summative]

Assessment Type: Summative

Assessment Tier: Authentic Performance (AUTPER)

Assessment Level (DOK): DOK1 / DOK2 / DOK3 / DOK4

Description: Write a letter to someone who helped to make the trip happen explaining what you learned or how

you changed

STANDARDS

Connecticut - Grade 9-12 - Health

H.5.2.

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

RST.11-12.9 WHST.11-12.2

WHST.11-12.4 WHST.11-12.10

APEX Unit 5 Test

[Summative]

Assessment Type: Summative

Assessment Tier: Drill & Practice (DRIPRA)
Assessment Level (DOK): DOK1 / DOK2

Description: Summative check for understanding

STANDARDS

Connecticut - Grade 9-12 - Health

H.1.4. H.1.5.

H.1.7.

H.3.3. H.3.4.

H.3.5.

H.5.2.

CGHS Environmental Leadership Portfolio Reflection [Summative]

Assessment Type: Summative

Assessment Tier: Authentic Performance (AUTPER)

Assessment Level (DOK): DOK4

Description: Write a reflection for your Portfolio. Include pictures of yourself outdoors from the course as your

artifacts.

STANDARDS

Connecticut - Grade 9-12 - Health

Outdoor Leadership

H.1.4. H.1.5. H.5.2.

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

WHST.11-12.2 WHST.11-12.4 WHST.11-12.10

Outdoor Leadership

LEARNING OPPORTUNITIES FOR LESSONS

3.01 Safety & Injury Prevention

Learning Objectives:

- · Identify behaviors on outdoor trips, or in life, that may result in unintentional injury
- Analyze why even a small injury in the outdoors may create a serious risk

APEX Health Lesson 5.1: Safety & Injury Prevention

Learning Objectives

- Analyze situations involving risk and risky behaviors.
- Identify behaviors that may result in intentional and unintentional injury.
- Propose ways to reduce or prevent injuries.
- Describe influences on risk-taking behaviors.
- Develop a personal plan to reduce or prevent injury.
- Analyze reports of injuries to determine how they might have been prevented.

APEX Health Lesson 5.1:

• Study (see attached), Quiz, Study (see attached), Quiz,

Assessment: Practice: Safety and Injury Prevention (see attached)

Formative Assessment: Outdoor Leadership Scenarios: Practice a couple of easier injury prevention scenarios with a demonstration or some light role play. Harder scenarios will come later in the Unit

STANDARDS

Connecticut - Grade 9-12 - Health

H.3.5.

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

RST.11-12.2

ATTACHMENTS

5.1.1 Study Guide: Personal Safety

■ 5.1.3 Study Guide: Make Decisions to Avoid Injuries

5.1.5 Practice: Safety and Injury Prevention

3.01 Text What Would You Do?

3.02 First Aid

Learning Objectives:

- Describe first aid procedures for common injuries
- Justify when professional health services may be required for an injury
- · Become certified in first aid administration

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Determine availability of a First Aid Certification Program for students. Set up in advance if they are available. Ask the program about the possibility of practicing skills outdoors.

APEX Health Lesson 5.2: Safety Laws and First Aid

Vocabulary:

Anaphylactic shock, automated emergency defibrillator (AED), bone fracture, cardiac arrest, cardiopulmonary resuscitation (CPR), Consumer websites, contusion, first aid, Heimlich maneuver, medical emergency, nonsteroidal anti-inflammatory drugs (NSAIDs), open fracture, oxygenated blood, poison, public policy, RICE (rest, ice, compression, elevation), shock

APEX Health Lesson 5.2

• Study, Quiz, Study, Quiz

Assessment: Checkup: Practicing First Aid

GET OUTDOORS - STAGE 8: Practice outdoor first aid skills on trails around the school.

STANDARDS

Connecticut - Grade 9-12 - Health

H.3.5.

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

RST.11-12.2

ATTACHMENTS

5.2.1 Study Guide: Public Policy and Your Safety

5.2.3 Study Guide: First Aid

5.2.5 Checkup: Practicing First Aid

3.03 Weather & Natural Disaster Safety

Learning Objectives:

- Identify life-threatening situations outdoors that may result from natural disasters
- Identify safety steps necessary to prevent injury or manage emergency situations outdoors

APEX Health Lesson 5.3: Weather & Natural Disaster Safety

Learning Objectives

- Identify your personal susceptibility to injury and ways that you can reduce your risk of injury.
- Identify life-threatening situations that may result from natural disasters and the safety steps needed to prevent injury.
- Identify community resources for natural disaster preparedness.
- Create an action plan to prepare for a natural disaster and emergency situations.
- Advocate for disaster preparedness in the home, school, and community.



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Vocabulary

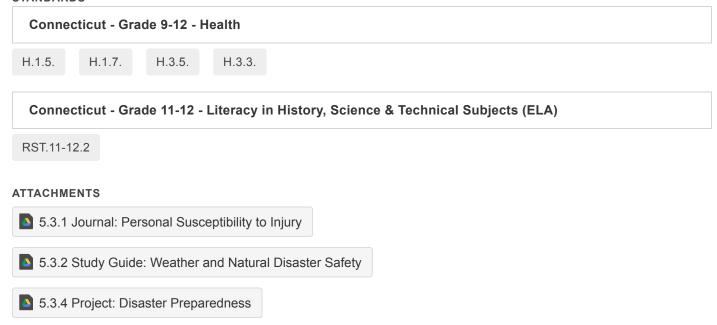
Avalanche, blizzard, drought, earthquake, emergency preparedness, flash flood, heat wave, hurricane, landslide, natural disaster, sinkhole, tornado, tsunami, volcanic eruption, wildfire

Activities & Assessments

5.3.1 Journal: Personal Susceptibility to Injury, 5.3.2 Study Guide: Weather and Natural Disaster Safety, Ouiz

Assessment: <u>5.3.4 Project: Disaster Preparedness</u> - this can be used as is, or could be modified for an outdoor trip.

STANDARDS



3.04 Outdoor Leadership Scenarios

Learning Objectives:

- Take the lead in outdoor role-play scenarios where something may or has gone wrong and take steps to address, correct, or reduce risk in the situation
- Participate in role-play scenarios appropriately, and give feedback to group leaders on their performance

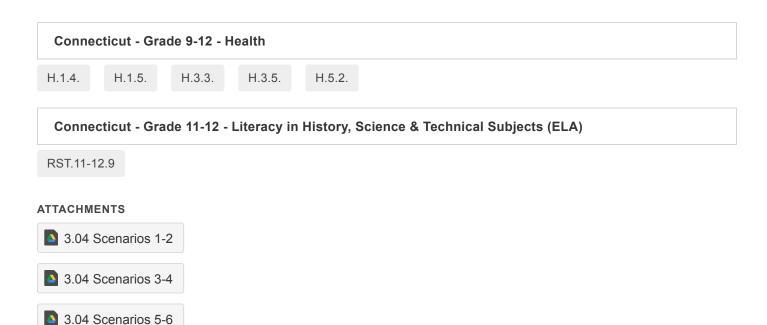
GET OUTDOORS - STAGE 9: Live-action leadership scenarios on the trails around the school. Have a pair of leaders for the short hike. Secretly assign members of the group to have a problem or begin a scenario.

Pacing Note: It may take several class periods to get outside and do enough live-action role-plays to assess each student. If possible, space out short hikes where these leadership scenarios can play out as you go through other lessons in this Unit. Alternatively, students could discuss several scenarios before being given one written scenario to react to. Their reactions could be live, written, or in presentation form if there isn't time for all students to do a role-play.

Assessment: Participation rubric and self-evaluation of leadership skills and appropriate actions during a roleplay scenario.

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Outdoor Leadership



3.05 Outdoor Adventure Trip

Learning Objectives:

Practice Outdoor Leadership Skills

GET OUTDOORS - STAGE 10: Winter Snowshoeing & X-country Skiing, or Spring Backpacking.

Distribute and collect Permission Slips. Arrange transportation. Purchase food. Review med forms and medications plan. Update First Aid kits. Check out radios. Print trail maps.

Be very clear with expectations; sleeping arrangements, phones, extra food, etc.

Assign or decide to switch up Leadership Roles throughout the trip:

- Noise monitoring and respecting others
- · Lead and Sweep for hikes, Map skills
- Organizing Snacks, Food, Water, etc. for bearbagging/transport
- · Group-building Games
- Others depending on trip -

At the end, before transportation home, it's very important to debrief and do celebrations - mini-POWER awards for Pride, Ownership, Wonder, Effort, and Respect.

Assessment: rubric and self-evaluation rubric for participation and practicing leadership skills

STANDARDS



Outdoor Leadership

3.06 Course Wrap-up and Reflection

Letter of Gratitude: Outdoor Adventure

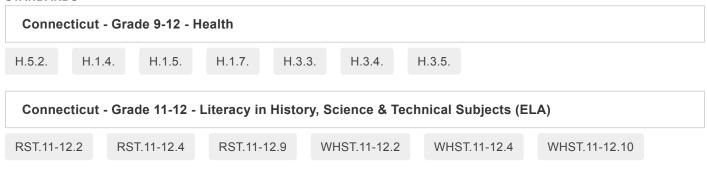
Write a letter to someone who helped to make the Outdoor Adventure Trip happen. Explain what you learned or how the experience changed you.

APEX Health Unit 5 Test

CGHS Environmental Leadership Portfolio Connection:

Write a reflection for your Portfolio. Include pictures of yourself outdoors from the course as your artifacts.

STANDARDS



OTHER RESOURCES