

# Outdoor Leadership

## 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 3: Advanced Outdoor Leadership Skills

## 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

##### Big Ideas & Understandings

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

##### Essential Questions & Instructional Questions

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?

## Unit 3: Advanced Outdoor Leadership Skills

### Outdoor Leadership

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Attention, impaired, intentional, media literacy, risk glorification, sleep deficiency, unintentional</li><li>• 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</li><li>• Avalanche, blizzard, drought, earthquake, emergency preparedness, flash flood, heat wave, hurricane, landslide, natural disaster, sinkhole, tornado, tsunami, volcanic eruption, wildfire</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Identify behaviors on outdoor trips, or in life, that may result in unintentional injury</li><li>• Apply appropriate first aid techniques</li><li>• Identify life-threatening situations outdoors that may result from natural disasters</li><li>• 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</li><li>• Reflect on personal growth or accomplishment after building outdoor leadership skills</li></ul>

#### 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.

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

RST.11-12.2

RST.11-12.4

RST.11-12.9

WHST.11-12.2

WHST.11-12.4

WHST.11-12.10

## Unit 3: Advanced Outdoor Leadership Skills

### 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

#### 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.

### 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

Connecticut - Grade 9-12 - Health

H.1.4.

H.1.7.

H.3.3.

H.3.4.

H.3.5.

### First Aid Certification [ Summative ]

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AUTPER)

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

# Unit 3: Advanced Outdoor Leadership Skills

## 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

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.

### 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

Connecticut - Grade 9-12 - Health

- H.1.4.
- H.1.5.
- H.3.3.
- H.3.4.
- H.3.5.
- H.5.2.

### 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

## Unit 3: Advanced Outdoor Leadership Skills

### 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

# Unit 3: Advanced Outdoor Leadership Skills

## 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

## Unit 3: Advanced Outdoor Leadership Skills

### 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



## Unit 3: Advanced Outdoor Leadership Skills

### Outdoor Leadership

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.

## Unit 3: Advanced Outdoor Leadership Skills

### Outdoor Leadership

#### 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](#), Quiz

Assessment: [5.3.4 Project: Disaster Preparedness](#) - this can be used as is, or could be modified for an outdoor trip.

#### STANDARDS

##### Connecticut - Grade 9-12 - Health

H.1.5.

H.1.7.


H.3.5.


H.3.3.


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

RST.11-12.2

#### ATTACHMENTS

 5.3.1 Journal: Personal Susceptibility to Injury

 5.3.2 Study Guide: Weather and Natural Disaster Safety

 5.3.4 Project: Disaster Preparedness

### 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 role-play scenario.

#### STANDARDS

## Unit 3: Advanced Outdoor Leadership Skills

### Outdoor Leadership

#### Connecticut - Grade 9-12 - Health

H.1.4.

H.1.5.

H.3.3.

H.3.5.

H.5.2.

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

RST.11-12.9

#### ATTACHMENTS



3.04 Scenarios 1-2



3.04 Scenarios 3-4



3.04 Scenarios 5-6

### 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

#### Connecticut - Grade 9-12 - Health

H.1.4.

H.3.5.

H.5.2.

# Unit 3: Advanced Outdoor Leadership Skills

## 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

Connecticut - Grade 9-12 - Health

- H.5.2.
- H.1.4.
- H.1.5.
- H.1.7.
- H.3.3.
- H.3.4.
- H.3.5.

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

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

#### OTHER RESOURCES