

Pictou County Forest School - Grade 12 Lesson Plans
Physical Education Leadership 12

Activity: Expedition: hiker down (suggested time: 180+ minutes)

Specific Curriculum Outcomes:

- 1.1 demonstrate an understanding of positive and effective leadership through leading physically active experiences in micro-teaching* settings among peers and/or during Module 3.
- 1.4 identify and critique their own leadership styles and set goals and provide a rationale to maintain or modify current leadership styles.
- 2.2 apply effective verbal and non-verbal communication skills while serving as leaders through physically active micro-teaching settings among peers and/or during Module 3 2.3 apply knowledge of group dynamics while serving as leaders through leading physically active experiences in micro-teaching settings among peers and/or during Module 3 2.4 demonstrate an understanding of the planning, scheduling, and organization required to lead effectively during micro-teaching settings and/or during Module 3

Materials:

- Fire: fire buckets; matches; flint/steel; magnifying glasses; bow drills
- Shelters: ropes, tarps

Intro/Activation:

Discuss the planning and logistics that go into planning an extended hike. What are the possible scenarios whereby a hiker might become injured and how do we respond? What preparations can we make to mitigate this possible scenario?

Instruct students that the 'limitations' we will be imposing on groups are to simulate the difficulties and struggles of having a group member hurt, sick or worse. Emphasize the need for communication and compromise within the group setting.

Activity:

Students are given instructions to complete an expedition: e.g., hike from hammock village to base camp 2.0, and once there, make a fire to roast some marshmallows. Hike back to base camp.

Physical limitations are placed on various group members to simulate an injured hiker and to create opportunities for problem solving and growth:

- Inability to speak; inability to use arms; only walk backwards; blind folded; bare feet etc.

Mechanical limitations can also be imposed on various groups:

- No matches etc.

Reflections/further wonderings:

Big discussion to follow on strategies used to overcome challenges.

How was teamwork and communication important?

How could we reconceive these 'limitations' as relative strengths?

What other 'limitations' could be embedded into the day's events?

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Student generated groups vs random groups

- Injured hiker: create a stretcher to carry out an 'injured' hiker; perform basic first aid; discuss practical solutions to various medical events