

Are You Prepared?

Participants get a visual of the importance of Tread Lightly! after a drawing of their favorite place gets overrun by tread monsters. Next, students will take a closer look at the principle Educate Yourself, which teaches students how to prepare for trips into the great outdoors.

Grade Level: 5th and up

Objectives:

- Students will be able to list at least three of the five Tread Lightly! principles and one way to follow each of them.
- Students will know at least five items that are important to bring on an outdoor trip.

Materials:

- Paper and crayons
- Tread Monster impact list
- Example drawings
- Tread Lightly! principle signs
- Pack scenarios
- Backpack envelope filled with item cards such as flashlight, map, compass, food, water, jacket, first aid kit, whistle, strap, heavy bulky food, shovel, tool kit, heavy book...

Appendixes:

- Tread Monster impact list: Page 5
- Pack scenarios: Page 6
- Backpack envelope: Page 7
- Pack items: Page 8-10

Time Considerations:

Preparations: 20 minutes

Lesson Time: 40-45 minutes

Activity 1: 20-25 minutes

Activity 2: 15 minutes

Conclusion: 5 minutes

Related Activities:

Tread Monster, Tread Lightly! Memory, Trash Timeline, Recreation Role Plays, Stop the Invasion!



Nevada Department of Education Standards

Health - Core Concepts

1.5.12 - Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness/disease, and premature death.

Excellence in Environmental Education Guidelines

Strand 3.2 - Decision-Making and Citizenship Skills

D) Learners are able to analyze the effects of their own actions and actions taken by other individuals and groups.

Strand 4 - Personal and Civic Responsibility

D) Learners understand that their actions can have broad consequences and that they are responsible for those consequences.

This lesson has been adapted from:

Leave No Trace Center for Outdoor Ethics. (2007). Campsite travesties and Lighten your load. In *Leave no trace 101: 101 ways to teach leave no trace* (pp. 24 and 47).

Background

Tread Lightly! principles: Travel Responsibly

- Stay on designated trails and areas
- Go over, not around, obstacles
- Cross streams at designated fords
- Avoid wet, muddy trails when possible

Respect the Rights of Others

- Share the trail with other recreational users so they can enjoy their activities undisturbed
- If you're crossing private property get permission
- Leave gates as you found them
- Yield the right of way to those passing you or traveling uphill

Educate Yourself

- Have a map of the area so you won't get lost
- Find out the regulations of the public lands you're visiting
- Know how to operate your equipment safely

Avoid Sensitive Areas

- such as meadows, lakeshores, wetlands, and streams
- Respect wildlife and their habitat
- Avoid disturbing historical or archeological sites

Do Your Part

- Model appropriate behavior
- Leave the area better than you found it
- Properly dispose of waste
- Minimize use of fire
- Avoid spreading invasives
- Restore degraded areas

Preparations

Draw a picture of your favorite place and make a copy, then also draw what it would look like after being visited by an impact monster.

Each participants needs a piece of paper and crayons can be shared amongst groups.

Have enough “packs” for Pack Your Pack. If you’re preparing the class for a trip look up the weather forecast.

Doing the Activity

Introduction:

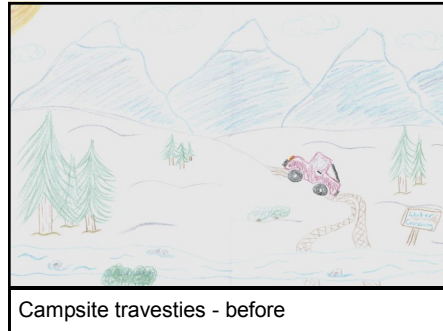
After Introducing yourself ask students how many like to hike? ride ATVs? Camp? Fish?...be outside? Hopefully everyone raises their hand by the end. Tell the students that it’s great that they like to be outside, because what we’re going to talk about pertains to them.

Ask students if anyone has heard of Tread Lightly! before. If so, have the student share with the class what Tread Lightly! means to them. (responsible outdoor recreation)

Tell them that today we’re going to learn about the principles of Tread Lightly!, through an activity about our favorite place in nature. Then we’re going to take a closer look at the principle Educate Yourself, by deciding what items we need to bring on an outdoor trip or day hike.

Activity 1: Campsite Travesties

Tell students you’re going to share your favorite natural outdoor place with them. Tell them a bit about your favorite place and show your drawing.



Have them close their eyes and picture their favorite natural outdoor place: canyon, high desert, mountains, stream flowing down a canyon, speeding around on your ATV, campsite under the trees, squirrel running through the bushes, etc. Hand out paper as you have them picture this.

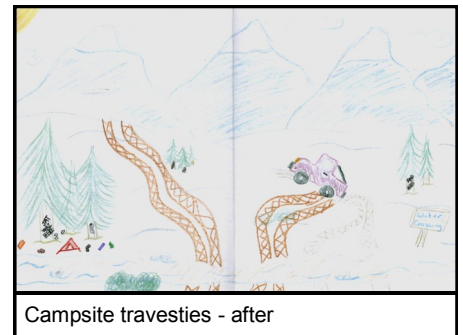
Now have them open their eyes and draw a picture of what they saw in their head. Give them about five to ten minutes to do so. Make sure they put their name on their picture.

Have them share their drawing and why it’s their favorite place with their neighbor. Once they share, tell them they’re in for a treat - they get to visit their neighbor’s favorite place. Have them switch drawings.

Tell them that there is a twist. You’re going to have them draw what it would look like if an impact monster visited. Show the picture of your place after visited by an impact monster.

Tell them you are going to read a scenario and they have to pick parts or all of it to draw on their neighbors picture. A rowdy group of people visited. While there were there they:

- . Carved names on trees
- . Littered
- . Created unwanted trails
- . Had an out of control fire
- . Blared music
- . Fed wildlife
- . Picked all of the flowers



Have the students draw on their neighbor’s picture. Only give them a few minutes to complete this. Then have them pass their picture back to the person who drew it originally. Give them a moment to take in what happened to their drawings. Then start asking the debriefing questions (the crux of the lesson).

Does your favorite place look the same as how you left it? Raise your hand if you would be as excited to visit your favorite place if it looked like this? Why? Examples from students. Did anyone feel bad for drawing on their friend’s favorite place? Why?

Example answers from students: they knew it was their friends favorite place, they didn’t

want to upset them by destroying it, they want to go back to their place to fix it.

Ask students if anyone seen this in real life? Get examples from students. As students name things, point out what Tread Lightly! principle wasn't followed and post the sign on the board.

Fill in any that they missed. Ask if these travesties could have been avoided? How?

You want to get across the point that every place could be someone's favorite place so we should take care of all natural places.

Activity 2: Pack Your Pack

Tell students you're going to take a closer look at the principle Educate Yourself, by discovering what items need to be taken on motorized adventures into the great outdoors.

First of all, what do we need to do before we even start packing for a trip? (check the weather, learn about regulations of the area, know what you plan on doing, etc.)

Ask them if different trips all require the same items? (Some of the essentials yes - but different areas or trips call for some specific items.)

We are going to break into groups and take a look at a few possible trips and see what we



Students packing their supplies

need to get ready for them. Give the forecast and remind students to keep it in mind when planning what to pack.

Break the class into groups (four to five in each), and give them all a scenario and the item cards. Give them a few minutes to decide what to take.

Go over as many scenarios as time allows. Make sure the groups that got ATV scenarios had the proper safety

equipment.

Tell students it's important to prepare for the unexpected, because when you're out miles from civilization it's just you and we want to stay safe.

Conclusion

Hopefully we learned a little bit about Tread Lightly! and can take away the idea that even if a place isn't your favorite place, it might be someone else's and that by treading lightly we can take care of the outdoors so that it stays as beautiful, if not even more beautiful, as when we found it.

We also want to remember to Educate Ourselves - so we can be prepared to enjoy the outdoors and what Mother Nature has in store for us - no matter what kind of mood she's in.

Assessment

Informally evaluate participants' knowledge by noting how many students raise their hands to answer the questions during the conclusion and if you get correct answers.

Sources

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Tread Monster Visit

- Carved names on trees
- Littered
- Created unwanted trails
- Had an out of control fire
- Blared music
- Fed wildlife
- Picked all of the flowers

You and a few friends are going for an ATV ride in High Rock Canyon. You checked the weather and the forecast is sunny and in the 60s. You plan on being off the trail before dark. What should you take in your backpack?

- ◆ How should you dress for your day trip?
- ◆ Do you think water is available along the trail? Can you drink it? Should you bring extra?

You and a few friends are going on a jeep trip into the Sierra Nevada Mountains. You checked the weather and the highs will be in the 70s, but at night the lows are in the 40s. You checked with the local Forest Service office and there are bears in the area. What should you pack?

- ◆ How will you dress during the day compared to at night?
- ◆ Can weather change rapidly in mountain areas?
- ◆ What concerns should you have in bear country?
- ◆ Do you think water is available along the trail? Can you drink it?

You are going for a day ride in the Sonomas. You meant to check your machine over before-hand but didn't have time for a full inspection. What should you pack in your backpack?

- ◆ How should you dress for your day ride?
- ◆ Is there water available in the canyon?
- ◆ Are you prepared in case your machine breaks down?

You are going ATVing in the canyon lands in Utah. You checked the weather and the forecast will be in the 90s during the day, but 40s at night. You checked with the local Bureau of Land Management and there are special regulations for disposing of your waste. What should you pack in your backpack?

- ◆ How will you dress during the day compared to at night?
- ◆ What are some hazards in canyon country?
- ◆ How do you plan on disposing of your waste?
- ◆ Do you think water is available along the trail? Can you drink it?





Sunscreen



Duct Tape



Tire Pump



Tow Strap



Soccer Ball



Compass



Jacket



Snacks



Water



Camera



First Aid Kit



Gaming System



Whistle



Music Player

Lighter



Cards



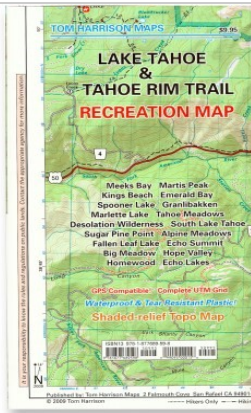
Shovel



Extra Spark Plugs



Headlamp



Map



Tool Set



Lunch



GPS

Extra Water





Books



Durable Shoes



T-shirt



Long-sleeve Shirt



Pants



Shorts



Cotton Sweatshirt



Helmet



Chest Protector



Gloves



Goggles



Flip-flops