

Know Before You Go

Participants get a visual of the importance of Leave No Trace after a drawing of their favorite place gets overrun by impact monsters. Next, students will take a closer look at the principle Know Before You Go, which teaches students how to prepare for trips into the great outdoors.

Grade Level: 5th and up

Phenomena:

Can developing good outdoor ethics help us care for our environment?

Objectives:

- Students will list at least four of the seven Leave No Trace principles and one way to follow each of them.
- Students identify at least five items that are important to bring on an outdoor trip.

Materials:

- Paper and crayons
- Impact Monster impact list
- Example drawings
- Leave No Trace principle signs
- Pack scenarios
- Backpack envelope filled with item cards

Appendixes:

- Impact Monster impact list: Page 5
- Pack scenarios: Page 6
- Backpack envelope: Page 7
- Pack items: Pages 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 Lesson Plans:

Impact Monster, Trash Timeline, LNT Memory, Putting it into Context, Stop the Invasion!



Next Generation Science Standards

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Science and Engineering Practices (SEP):

Obtaining, Evaluating, and Communicating Information.

Disciplinary Core Ideas:

Human Impacts on Earth Systems.

This lesson has been adapted from The Center's *Campsite Travesties and Lighten Your Load*:

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

Kid-friendly Leave No Trace principles:

Know Before You Go

- Learn about the area pre trip
- Be prepared with a map, food, water and extra clothes

Choose the Right Path

- Stay on the trail, even through mud
- Walk around flowers or small trees
- Sit on large rocks instead of grassy meadows

Trash Your Trash

- Don't leave any trash or litter
- If you have to "go", do it away from water (100 big steps)
- If your dog is with you, pick up their poop

Leave What You Find

Crosscutting Concepts:

Systems and System Models

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

- Treat plants with respect
- Don't bring home anything you find
- Leave things as you find them

Be Careful with Fire

- Use stoves for cooking
- Use only loose sticks from the ground
- Don't burn trash or food
- Check with rangers to see if its OK to have a fire

Respect Wildlife

- Control your pet
- Store food and trash in a safe spot
- Never feed, follow or chase wild animals
- If an animal changes its behavior you're too close

Be Kind to Other Visitors

- Share trails with other hikers, bikers, etc
- Step aside to let people on horses pass
- Don't yell or make loud

noises

Preparation

Gather all needed supplies.

Draw a picture of your favorite place and make a copy, then also draw what it would look like after being visited by impact monsters. Each participants needs a piece of paper and crayons can be shared amongst groups.

Have enough “packs” for Pack Your Pack, fold pack paper in half and put items in pack envelope. 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 Leave No Trace before. If so, have the student share with the class what Leave No Trace means to them. (responsible outdoor recreation)

Tell them that today we’re going to learn about the principles of Leave No Trace, through an activity about our favorite place in nature. Then we’re going to take a closer look at the principle Know Before You Go, 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. If they don’t have a favorite outdoor place have them draw somewhere they want to go.

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 impact monsters visited. Show the picture of your place after visited

by impact monsters.

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 they 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 has seen this in real life? Get examples from students. As students name things, point out what Leave No Trace 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: Know Before You Go

Tell students you're going to take a closer look at the principle Know Before You Go, 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, 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 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 the same scenario and the item

cards. Give them a few minutes to decide what to take.

Go over as many scenarios as time allows.

Conclusion

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.

Tell students, hopefully we learned a little bit about Leave No Trace and 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 and practicing LNT, we can take care of the outdoors so that it stays as beautiful, if not



Students packing their supplies

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 what items groups packed for the various

scenarios.

Extensions

Water Canyon Field Trip Extension

When you are introducing the principles and get to Respect Wildlife!

Ask students why they are going to Water Canyon again? (to release the trout)

Have them raise their hand if they think what we see on our pictures and in real life would affect the trout if these things happened in Water Canyon.

What do fish need in their habitat? (cool, clean, clear water)

How might what we see in our drawings affect the fish? (trails = sediment, fires = loss of shade, higher water temperatures, trash = pollutes water)

Have students raise their hand if they would agree that by leaving no trace, not only are we leaving our favorite places as beautiful as we found them, but we are also helping to leave animals' habitats as healthy as when we arrived.

So leaving no trace is good for us and good for the animals that live in the places we visit.

If you have a shorter lesson you can adapt activity two. Pack a backpack with all the necessary items and a few unnecessary items. Have a student feel how heavy the pack is, ask if they would want to carry it around all day during the field trip. Have students help you decide what is

essential to bring and what can be left at home. Check with teachers about what items they can't have (iPod, digital cameras, flip flops, shorts). Once the items are sorted, repack your backpack and have the same student feel if the weight is more manageable.

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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 a day hike in the Black Rock Desert. 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 hike?
- ◆ 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 backpacking 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 in your backpack?

- ◆ 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 and your fifth grade class are going on a field trip to Water Canyon for the day. What should you pack in your backpack?

- ◆ What should you check before you decide what to wear for your field trip?
- ◆ How should you dress for your field trip?
- ◆ If it starts to rain or snow will you be warm enough? Will you be dry?
- ◆ Do you need to bring your own lunch?
- ◆ Is there water available in the canyon?
- ◆ What items are you not allowed to bring?

You are going backpacking in Grand Staircase-Escalante National Monument (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



Durable Shoes



T-shirt



Pants



Gloves



Beanie



Jacket



Snacks

Extra Water



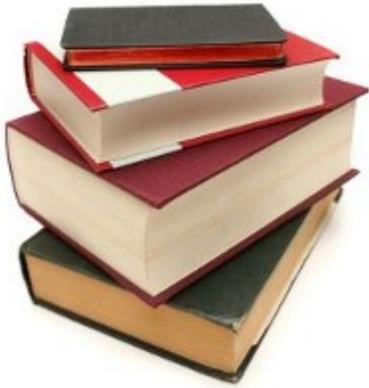
Camera



Sleeping Pad



Gaming System



Books



Music Player



Bear Canister

Water



Rain Jacket



Shorts



Long-sleeve Shirt



Hat



Flip-flops



Lunch



GPS Unit



Dinner Food



Whistle



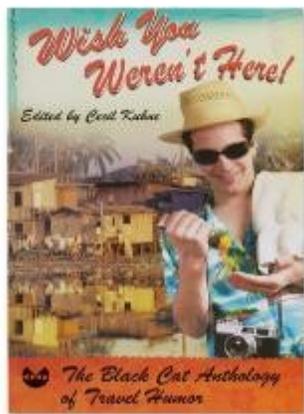
Pan



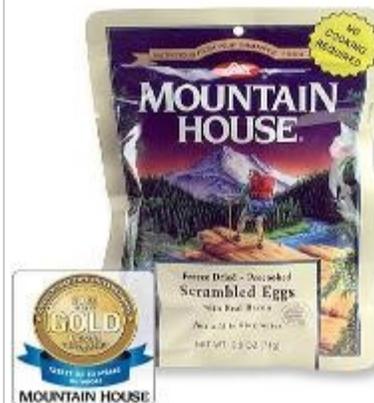
Pot



Wag Bag



Small Book



Breakfast Food



Cotton Sweatshirt



Camp Chair



Playing Cards



Sleeping Bag



Lighter



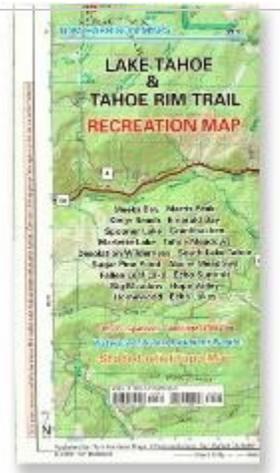
Hair Dryer



First Aid Kit



Compass



Map



Stove



Headlamp



Tent



Water Filter



Soccer Ball



Trowel



Camp Shoes



Socks



Towel