

Team Discovery Hike

Revised CIK 2017

OVERVIEW:

Designed to acclimate students to their new environment. Through carefully planned activities, students will discover each other, their environment, and the importance of working as a team throughout the week. An excellent way to begin the High Trails experience, the Team Discovery Hike sets the foundation for a week of community, trust, nature, and exploration.

OBJECTIVES:

Students will be able to:

-) Establish a curiosity for discovery of self, group, environment, and surroundings.
-) Understand the expectations for individual and group behavior for the week in the field.
-) Discover their new surroundings and learn about the local history.
-) Discover their new outdoor environment through planned sensory and natural history activities.
-) Discover their new field group through Name Games, Ice-Breakers, and Team Initiatives.

VOCABULARY:

FWARPS

Leave No Trace

Serrano

Yuhaviatam

MATERIALS:

bow drill set

random items for Leave No Trace Hike

blindfolds

retired rope

NEXT GENERATION SCIENCE STANDARDS:

-) People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)
-) Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)
-) At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2)
-) Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)
-) All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ETS1-1)
-) A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4)
-) Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3)
-) Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MS-ESS3-3)

PROCEDURES:

1. Introductory Name Game (choose at least one)
 - A. Activity: Instant Replay (found in activity glossary)

Debrief: Why is it important to call people by their name? What are some simple ways to ask someone's name if your forget it? Explain your goal to call all students by their correct name, and encourage students to help you learn more about them as the week continues.
 - B. Activity: As the Wind Blows (found in activity glossary)

Debrief: What did the most people have in common? How can we continue finding things in common with one another?
 - C. Activity: Group Juggle (found in activity glossary)

Debrief: What are some examples of effective communication from this activity? What did you do to focus on not dropping the item when it was your turn to catch/toss? Do you think the verbal or non-verbal communication was more important in this activity? Explain your answer.
2. Local History
 - A. Explain to students location of High Trails. Macro to micro. Begin with world to USA to California to San Bernardino mountains to High Trails. Emphasize how these systems affect each other and the

human impact on them. What happens in this area (SoCal) that is different than other areas (NorCal, other states)? Droughts. Wildfires. Different ecosystems within the state (Northern forests, Southern deserts). What do we have an opportunity to learn about and experience that is unique from other areas (other states, NorCal, your hometown/city)?

- B. Inform students of Native American influence in San Bernardino Mountains. The **Yuhaviatam** (people of the pines) came here at least 2,000 years ago from Idaho. They believed their ancestors were reincarnated as grizzly bears, and as such they revered the animal.
 - i. *What did the Yuhaviatam need to survive?* Introduce **FWARPS**. All living things have the same basic needs as the Yuhaviatam. Yuhaviatam FWARPS included the food they collected as hunter-gatherers (game, pinion nuts, acorns, agave). They protected themselves in their communities with their dome shaped homes made of willow branches. They also protected themselves from the harsh winters by moving down the mountain to the desert in the colder months.
 - ii. Ask the students what FWARPS they need to survive? Are they similar or different than the Yuhaviatam's?
- C. Inform students that when the Spanish people explored this area, they named the Yuhaviatam the **Serrano**, Spanish for "mountain dweller." The Spanish established Mission San Gabriel down the mountain in what is now San Bernardino.
- D. Tell students the settlers came to the mountains 150 years ago. The first European American explorers named the area Bear Valley after all the grizzly bears in the area. Many settlers came because in 1860 gold was discovered in the area (Holcomb Valley). Killed all the area grizzly bears by 1920. Introduced black bears by 1940. Big Bear has been developing as a resort town through the last hundred years, and still is a popular spot for Southern Californians to come to today.
- E. Wildfire Discussion: Many people were involved and affected by the wildfires that came through this area Summer 2015 – property owners, firefighters, local businesses affected by closed roads, etc.
 - i. What are some of the challenges wildfires present? What are the signs of wildfire resiliency you see as we explore?
 - ii. What possible benefits to the forest are wildfires? What parts of FWARPS benefit from wildfires (Reproductions of plants, Space for other plants and animals, Protection as new plant and animal species take shelters). How do humans benefit from fires (wild or controlled) – transition into how fires have helped cook food, boil water, offer protection from the cold.
 - iii. How have humans made fire?
 - iv. Demonstration: Bow Drill (found in the activity glossary/activity video)
Debrief: How has technology helped more people survive? Is it important to know how to do things without relying on technology? Why or why not? How did the Yuhaviatam make fire? (by using the pump drill) How do we know this?

3. Sensory Awareness

- A. Discuss with students their five senses. Encourage them to utilize their senses at camp this week.
 - i. Activity: Leave No Trace Hike (found in activity glossary)
 - ii. Debrief: How does this national forest land compare to your neighborhood at home in terms of human impact? How can we protect and care for the forest? How can we practice **Leave No Trace** this week? *Prepare and plan ahead (pack your backpack for the day), stay on trails, take pictures but leave the nature where it is, respect wildlife, pick up trash.*
- B. Explain that for the next activity students will not be able to rely on their sense of sight.
 - i. Activity: Hug-a-Tree (found in activity glossary)
 - ii. Debrief: What were some challenges encountered? Was it easy to do? How were you able to find your tree? What did you feel or smell? Great way to have students explore in a different way. An excellent way for students to truly be hands on in the woods. Helps students appreciate the things right under their noses. Use this to talk about how you can identify trees.

4. Standards for the Week

- A. Begin discussion on expectations for the week.
- B. Activity: Group Contract (found it in the activity glossary)
- C. What are you most excited for this week? Why is it important to make a contract? What other rules are around to keep us safe and focused on our goals? Review safety, respect, learning, especially hiking expectations. Practice the team chant, and teach it as a callback you can use to have students stop talking.

5. Experiment: Turnstile

- A. New group/team is ready for their first initiative. Conduct experiment.
- B. Debrief: Did the group succeed? What were some challenges? Did the group keep a positive attitude and encourage each other? Talk about the attitude of the group for the week ahead. Talk about teamwork, patience, and compromising.
- C. Congratulate students on their first group initiative. Add how much you look forward to the week ahead.

6. Wrap Up

- A. [*What?*] Concisely review the major points of the lesson, all the way back from the introductory activity.
- B. [*So what?*] What was important for you to discover from the lesson? Why was it important for all of us to take this class?
- C. [*Now what?*] What can you now do with this information? What changes can you make in your life? What can you teach to others? Who will you tell? What will you say?
- D. Pass out bead necklaces. Remind students to bring them every day to collect their beads.

THINGS TO THINK ABOUT:

Special Needs: Be aware of the first class in the woods and reluctance to use the restroom. Ward off altitude effects by breaking for water stops. This is a student's first class at High Trails. Have fun, be positive, keep them active.

Weather: Inclement weather and getting green gear can delay start time. Be flexible and adjust as needed by paring down history or sensory awareness. Just make sure to set the tone for the week!

