

Outdoor Education Teaching Methods - Fall Semester 2014

EnEd 4163/ EnEd 5163 (3 credits) Thursdays 2- 5pm in SpHC 9

Course Website: <http://www.d.umn.edu/~kgilbert> Moodle site: <https://ay14.moodle.umn.edu>

Instructors (Office Hours By Appointment):

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This course is designed to teach methods involved in educating people about the outdoors. By the end of this course you should be able to:

1. Explain what outdoor education is as a method/process.
2. Appropriately use various outdoor education methods that include physical, cognitive, and affective domains.
3. Write lesson plans pertaining to outdoor education that use a variety of teaching methods.
4. Describe a range of the curriculum materials that are available for outdoor education.
5. Effectively present outdoor educational lessons to a variety of age groups.

TENTATIVE SCHEDULE :

Sept. 4 SpHC 9 & Walk out to Bagley Nature Area

- Sensory/Awareness/Skills - To build a fire. - Setting the tone
- writing objectives for this lesson
- Expectations, Syllabus
- Instructors meet with Grad Students after class (10 min.)

Homework

- Define teaching methods given in class and be prepared to teach about that method, using that method – 5 minute time limit
 - Read Chapters 1, 5, 7
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11 At Bagley Nature Area & Bagley Classroom

- Methods for giving peer feedback – how we help each other grow
- Discussion of teaching methods - everyone presents using their assigned method (5 min)
- Writing objectives and evaluations in lesson plans
- Get your weekend teaching assignments

Homework: Read Chapters 2, 3

18 At Bagley Nature Area

- Developing rubrics
- Methods for teaching skills
- Coaching students

Homework: Read Chapters 4, 8

25 At Bagley Nature Area

- Practice teaching a skill - teach peers an assigned skill - 15 minute presentation – peer feedback
- Get “Teaching Via Video” assignment

Turn in

- Lesson Plan and Skill rubric

Homework: Chapter 6, p. 187

Sept. 27-28 Field Session of teaching Scouts at Fish Lake and activities at Long Lake Conservation Ctr.
- see separate sheet for details

Oct. 1 At Bagley Nature Area

- Icebreakers & Games as tools for educating about the outdoors - combining skills and knowledge.
- Site selection
- Guided discovery Techniques

Homework: Read Chapter 10

9 At Bagley Nature Area

- Practice Teaching - a lesson that incorporates games or guided discovery - 15 min

Homework: Read Chapter 9

16 At Lester River Sawmill - Meet in front of SpHC to car pool

- Theatrics/story telling - using equipment and characterization to support your lesson
- Prepare lessons using drama/character acting/role playing

Turn in:

- Lesson Plan

23 At Bagley Classroom

- Introduction to Adventure Education Models/Theories
- Using Initiatives in Outdoor Education
- Processing an experience
- Class review of "Teaching Via Video" productions

Turn in

- Critique of participation in an Outdoor Education event

Oct. 30 SpHC 9 & 9A

- Practice Initiatives Teaching – a lesson that primarily uses an initiative (15 min.)
- Continue Class review of "Teaching Via Video" productions
- Mid-term individual review - Meet with Instructors to discuss your progress

Homework

- Find 3 teaching resources to share (be ready to explain what, why, and where).

Nov. 6 SpHC 9 & 9A

- Sharing of Teaching Resources
- "Canned" Curricula - activities and programs that you can use to support your teaching.
- Mid-term individual review continued + lesson practice with feedback

Turn in

- Summary and feedback of your Outdoor Ed. lesson at an approved site

13 SpHC 9

- Professional responsibility
- Theories in Outdoor Education

Homework Read Chapter 12

20 Bagley Classroom – be prepared to go outside

- Practice teaching: teach peers a topic using drama/character acting/role playing/storytelling as the method – Maximum 15 minute presentation - feedback from peers

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- Dec. 4 Bagley Classroom – be prepared to go outside
- Practice teaching: teach peers a topic using drama/character acting/role playing/storytelling as the method - Maximum 15 minute presentation - feedback from peers

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- 11 Bagley Classroom – be prepared to go outside
- Review of Outdoor Ed Methods and the field of Outdoor Education
 - Professional responsibility
 - Course wrap-up; evaluation.
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TEXTS : Required Text is Outdoor Education: Methods and Strategies (2006) Gilbertson, K., Bates, T., McLaughlin, T., and Ewert, A. Human Kinetics: Champaign, IL. Additional readings may be assigned and made available on the instructors' web sites

Assigned Readings: Whenever readings are listed as “homework” you will need to be prepared to work in small groups to discuss the readings.

GRADING AND ASSIGNMENTS :

Assignments:

1. Complete a skill lesson plan and rubric - due Sept. 25 (20 points)
2. Attend one event pertaining to outdoor educational methods this term. This must be an activity based event (that is outdoors), rather than a lecture format. It also must be conducted through and organization, rather than just going out with someone you know. Turn in critique** by October 24. (10 Points)
3. Write a lesson plan (any outdoor education topic)- due October 16 – Original lesson plans only (not those used for other classes) and no team teaching lesson plans. (20 Points)
4. Fully complete readings and provide input on discussions related to the readings (20 points)
5. Produce a video, with a team, for the “Teaching via video” assignment (20 points)
6. Sept. 27-28: Observation and teaching: Webelos Action Camp and Long Lake Conservation Center. (30 Points)
7. Outdoor Education Lesson: Teach one Outdoor Education lesson at an ***instructor-approved*** site (a non-formal setting). *Submit a summary of your teaching and feedback* you received from the supervising instructor.
Complete by November 6 (20 Points)
8. All class sessions must be attended. You are expected to come to class prepared. You need to participate fully in all classes. That means you are engaged and interactive during discussions and lessons and you are fully prepared to be outdoors for the entire class periods (ie. properly dressed). Make sure the instructors see that you are engaged. (20 points)

**A format for critiques that will help guide you is on the instructor's web site.

ALL WRITTEN WORK WILL BE SUBMITTED HARD COPY ON THE DATE IT IS DUE

If one of your LESSON PLANS is not satisfactory, you will have **ONE CHANCE TO MAKE REVISIONS**. You will have **ONE WEEK** to make these revisions from the time that your lesson plan is given back to you from the instructors. **For revisions, you must include the previous draft, with instructor notations.**

Note: We are striving for you to achieve mastery of your work rather than simply settle for an assigned grade, thus we give you further opportunity to improve. Don't be discouraged if you get a low score on your first submission.

Each assignment must have:

- **Assignment Number** (see above) & **Title**
- **Name**
- **“First Draft” or “Revision” – Date**
- **Evaluator Name (if applicable)**

Example:

- **Assignment #1 – Skill Lesson Plan & Rubric: “Simple Techniques for Portaging a Canoe”**
- **Tim Bates**
- **Revision – 10/17/11**
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Grading is Based on % of Possible Points:

92% - A	90% - A-
82% - B	80% - B-
72% - C	70% - C-
62% - D	52% - F

Extra Credit:

You may increase your grade by up to 5 points for participating and writing up a critique for attending a professional conference (outdoor ed., environmental ed., science ed.,...). Critique must be at least 2 pages and include a summary of what you participated in, specific things you learned in relation to teaching outdoors, and an evaluation of the conference.

You may receive up to 5 points for viewing the movie Mindwalk (available from Tim) and writing a 2 page summary of how the concepts in this film relate to outdoor education.

Grad Students

- Are required to do additional preparation to guide structure and feedback during classes and weekend presentations, including facilitating discussions, gear prep and organization, and coordinating small groups.
- Submit additional lessons for in-class sessions or outside of class.

Risk Management

Please note: While field experiences are an essential component to outdoor education, we must acknowledge the inherent risk of field program participation. Leaving campus presents risk management concerns, including transportation and field site based dangers. In order to avoid problems and strengthen our risk management awareness, it is each student’s responsibility to behave in a manner that promotes personal and group safety. Any questions, concerns, specific medical information, etc. should be directed to the instructor as a part of a shared effort to ensure a safe and optimal learning environment.