

Course	Unit	Objective of lesson:	Estimated Time Frame
Outdoor Adventures	Hunter's Education	The student is expected to understand the role of the Hunter's Education Course and the benefits of outdoor activity as a health related fitness activity.	45 minutes
TEKS/Student Expectations			
TEKS 116.53 The student is expected to: 1 (B) demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately. 2(C) identify correctly the critical elements for successful performance within the context of the activity. 3(A) analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities. 4(A) identify and apply the health-related fitness principles to outdoor activities 4(D) explain and follow safety procedures during adventure/outdoor education activities. 4(F) design safe and appropriate practices/procedures to improve skill in an activity.		Materials Needed: Hunters Ed. Intro video Your states Hunters Ed. manual Your state's <u>Outdoor Annual</u>, detailing the hunting seasons and regulations for your state Heart Rate Activity Worksheet 2nd Amendment handout	Resources/Web links: Log in to your states Hunters Ed. Course and create a free account https://www.hunter-ed.com/ Use this to supplement your lessons. Use the Chapter tabs in blue down the left side to navigate. This is a free recourse through Texas Parks and Wildlife. http://tpwd.texas.gov/education/hunter-education/online-course/introduction Intro to Hunters Ed. video https://www.youtube.com/watch?v=U6FXxgLKupo

Learning Experiences:

Day 1

Warm-up/Bellringer:

What is responsibility and how does it relate to Hunter Education? Journal entry on responsibility followed by class discussion

Cardiovascular Component:

Heart Rate Activity Worksheet; students will calculate maximum heart rate & target heart rate; perform each activity listed and record heart rate. Assign the reflection questions as homework. Discuss responses at the beginning of lesson 2

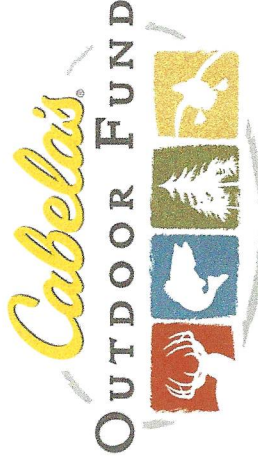
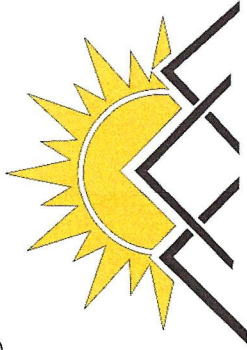
Activities: Outline of class discussion for lesson one.

1. **Resource:** Show the Intro to Hunters Ed. Youtube video
2. Chapter One –Introduction to Hunter Education in the student manual
3. Why Hunter's Education? Use your states Hunters Education manual, open forum.
Alternate activity: Divide class into groups and have them brainstorm ideas about “why people hunt.” Conduct class roundtable discussion using groups.
4. Discuss the reasons why some people like to hunt? Class discussion or written assignment. Use the video and/or the slide presentation on IHEA to assist with assignment.
5. Discuss the qualities of a hunter that are necessary for the survival of hunting.
6. What is the Pittman-Robertson Act and how does it affect wildlife and hunting?

Additional Activities:

1. Have students read the 2nd Amendment of the U.S. Constitution and write a paragraph reflecting their feelings about the “right to bear arms”.
2. After reading the 2nd Amendment students will get in groups of 4 and create a support statement defending their position on this topic. Each group will present their position within a class discussion.
3. Have students complete a chapter review from your states Hunters Ed. manual

Vocabulary		knowledge, skills, attitude, responsibility, involvement, Pittman-Robertson Act, Dingell-Hart Act, excise tax, 2 nd Amendment	
Formative Assessments:	Summative Assessments	Suggested Modifications	Enrichment
Chapter review from Hunters Ed. manual	Hunter Ed. Final Exam	Shortened assignment Extended time Peer partners Written notes	Use this to supplement your lessons. Use the Chapter tabs in blue down the left side to navigate. This is a free recourse through Texas Parks and Wildlife. http://tpwd.texas.gov/education/hunter-education/online-course/introduction Research cardiovascular fitness and create a poster displaying the cardio. benefits of outdoor (hunting) activity.



»-OUTDOORS-TOMORROW-FOUNDATION»

Course	Unit	Objective of lesson:	Estimated Time Frame
Outdoor Adventures	Angler Education	The student is expected to demonstrate how to tie a variety of knots used for fishing and the appropriate application for each.	45 minutes (2 days with added activities)
TEKS/Student Expectations			
TEKS 116.53 The student is expected to: 1 (A) demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities. 1 (B) demonstrate understanding of the rules, skills, and strategies of an activity. 1 (C) develop an appropriate conditioning program for the selected activity. 2 (A) use internal and external information to modify movement during performance. 2 (B) develop an appropriate conditioning program for the selected activity. 2 (C) identify correctly the critical elements for successful performance within the context of the activity. 3 (A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge. 3 (C) establish realistic yet challenging health-related fitness goals. 3 (E) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance. 3 (F) select and use appropriate technology tools to evaluate, monitor, and improve physical development. 4 (D) explain and follow safety procedures during adventure/outdoor education activities. 4 (E) list and describe safety equipment used in outdoor activities. 4 (F) design safe and appropriate practices/procedures to improve skill in an activity.		Materials Needed: TPWD Angler Education Student Handbook: "Take Me Fishing" A basic guide for the beginning angler Get Fit Fishing Log in resource section Material for knot tying: cotton cord or shoe lace- two foot sections eye bolts monofilament line Paper Clips quizlet.com flashcards	Resources/Web links: http://www.tpwd.state.tx.us/publications/pwdpubs/media/pwd_bk_k0700_0639_knots.pdf Knot tying pictures and information http://www.takemefishing.org/assets/downloads/essential_knots.pdf --knot tying http://www.animatedknots.com --animated demonstration of all knots for easy step by step directions (WARNING: some ads on site may not be suitable for student audience - better to download or go to YouTube.) http://quizlet.com/ - online resource for building flashcards, study, self-test and playing games while learning new terms

Learning Experiences:

Day 3

Cardiovascular/Physical Education component: Students will estimate how far they can walk in a 5 minutes period; record their estimated time in their “Get Fit Fishing Log.” Have students walk over a measured distance for a 5 minute period; record the distance traveled in their log. Discuss the importance of cardiovascular fitness when hiking on a fishing trip. The students will then establish a goal for the next walking session. This activity could also be completed using pedometers. The students can estimate how many steps they will take in the 5 minute period; complete the walk, and then establish a new goal for more steps.

Warm-up: Journal Entry: List 4 pieces of terminal fishing tackle you learned about while completing your “Gallery Walk”. Explain the specific use of each in setting up your rod and reel for fishing. When you have finished your journal entry login to quizlet.com to review rods, reels, and terminal tackle.

Activities:

1. Discuss warm-up.
2. Cardiovascular/Physical Education component.
3. Discuss how knots are used in fishing and the importance of using the correct knot. http://www.takemefishing.org/assets/downloads/essential_knots.pdf
4. Show students examples of knots you would use in fishing; use actual examples, suggested internet sites, or Junior Angler Ed. manual.
5. Demonstrate and practice knot tying.
 - Give each student a cotton cord/shoe string and eye bolt.
 - Demonstrate the knot or use <http://www.animatedknots.com> and have the students follow step by step to complete each knot.
 - Recommended knots: Improved clinch knot; arbor knot; palomar; simplified blood knot

Additional Activities:

1. Students will pair up and complete the following tasks:
 - Assemble rod and reel
 - Attach weight, bobber and hook using the appropriate knot
2. Peer teaching assignment: assign each student a knot to learn. They must watch the appropriate video and master tying prior to coming to class. Place students into pairs and have each student teach their partner the knot they mastered.
blood knot-- <http://www.youtube.com/watch?v=ufncs42S8G8&feature=related>; arbor knot--<http://www.youtube.com/watch?v=i6Ognt7HjcM>; palomar knot--<http://www.youtube.com/watch?v=qjDDdW22X9k>; improved clinch knot-- <http://www.youtube.com/watch?v=wGBH2h59A6A>
3. Students will complete each of the knots used to attach hook to the fishing line. Use fishing line and a paperclip as the hook. Tape the completed knot to a paper; label it; choose your favorite and explain why it is your favorite.
4. Guest speaker: invite a guest angler to discuss terminal tackle, rod & reels, knot tying, lures and bait.

Vocabulary		arbor knot, palomar knot, simplified blood knot, improved clinch, cardiovascular	
Formative Assessments:	Summative Assessments	Suggested Modifications	Enrichment
Participation in physical activity, Journal Entry, Teacher observation, quizlet activities, Demonstration of successful knot tying, Peer teaching assignment	Angler Education Unit Test	Written copy of class notes Peer Assistance for knot tying Hand over hand assistance Enlarged picture directions Extended time for completion of task Shortened assignment	Know Your Knots Poster: Create a poster illustrating 5 knots used for fishing. Label each knot and describe how it is used in fishing. Guest speaker: invite a guest angler to discuss terminal tackle, rod & reels, knot tying, lures and bait. The can bring additional items to display for the students.