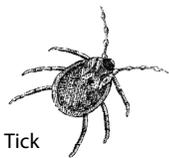
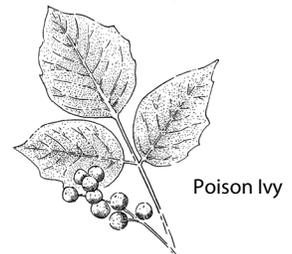




## Safety First!

- ◆ If possible, visit the area ahead of time to become familiar with it and **check for safety hazards**.
- ◆ Be prepared for weather. Instruct students the day before to bring an extra change of clothes if warranted.
- ◆ **Bring a first aid kit.**
- ◆ Establish a **meeting spot** and have an emergency plan.
- ◆ Stay on the trail.
- ◆ Do **not** eat wild plants.
- ◆ Be able to identify **poison ivy**. Its leaves grow in three, with notched edges and a shiny coating. It can grow on the ground or as a vine, which is noticeably hairy. Touching any part of the plant can cause an allergic reaction resulting in an itchy rash.



- ◆ Be able to identify **ticks**. They have eight legs, a small head, and a round, flat body. To remove a tick, grab it as close to the skin as possible. Pull straight up and out. The goal is to remove the entire tick. As soon as possible, thoroughly clean the spot where the tick was removed.

## During the Program

- ◆ Establish ground rules from the beginning. Clearly state the **boundaries** and **behavior expectations**. Have a **signal** to get everyone's attention. Prompt students to remind you of the rules when you move to a new location.
- ◆ Describe the **learning objective** to the students. They should know the purpose of this lesson and what they are expected to learn.
- ◆ **Model** the activities and outdoor skills to students. Show them how to **properly use materials** and how they should **behave**. Then have students **model** the behavior back to you.
- ◆ **Welcome questions**. The outdoors is a great learning environment.
- ◆ **Participate in the activity**. Get down on your students' level. Get your hands dirty.
- ◆ Model **respect for nature** with your students.
- ◆ The outdoors is full of **teachable moments**. Use "I wonder" statements to engage students in questioning the experience.
- ◆ **Be flexible**. Sometimes an activity might not work out perfectly, but the students are still outside in a new environment.
- ◆ Believe in the students. They are all **capable** of learning outdoors.
- ◆ Allow students to be **leaders** in the activity. Ask students to volunteer as assistants or materials managers.



- ◆ **Communicate effectively.** Make sure the sun is in your eyes so that students can see. Make sure you are close enough to students for them to be able to hear you.
- ◆ When possible during lectures and discussions, have the students **stand in a circle** so everyone can see and address the whole group. Circles help students feel included and be focused.
- ◆ Bring a **field guide** along. This can help identify organisms you might see outside.
- ◆ **Remember, it's ok if you don't know all the answers.** This is a great opportunity for teachers and students to learn together. Learning is a lifelong process. Have students write down questions to be researched back in the classroom.
- ◆ Incorporate **nature journaling.** Having students record their observations in writing and drawing is a great way to reinforce what students have learned.
- ◆ Keep track of what works and what doesn't work with students.



Cedar Waxwing

### *References & More Information:*

Sachs, J. (2016, June 17). Identify the Plant. Retrieved from <https://www.poison-ivy.org/identify-poison-ivy-poison-oak>

Centers for Disease Control and Prevention. (2019, November 4). Ticks. Retrieved from <https://www.cdc.gov/ticks/index.html>

### *Credits:*

*Illustrations by Cindie Brunner.*

*Header photo by Lauren Greene at Kerr Lake State Recreation Area on July 22, 2019.*

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