

# OS Pre-Course Assignment

## What is a Theory Lesson?

As an OS student, you are expected to present a theory lesson during one of your trips. The object of the theory lesson is to demonstrate that you can organize and present a body of knowledge effectively, which is an essential skill for any wilderness leader. The 10 – 15 minute presentation should involve the learners passively. This means they should listen, watch, and ask questions but should not actively participate in the main part of the lesson. Teaching aids should always be used, and you should be prepared to field questions from the group. **Clarity of communication and your ability to get the key points across to your audience are your main objectives.** An activity should be used at the conclusion of your lesson in order to assess student learning. **Remember...make it fun!**

## Why is this part of the Outdoor Skills course?

In addition to developing several wilderness traveling and camping skills, the Outdoor Skills course is intended to begin you on the path of becoming a wilderness leader. Whether you choose to continue onto WIC and/or KIC courses, work at a summer camp, pursue a career in outdoor education, or go on recreational camping trips with friends and family, your skills and experience will put you into a position of leadership on any trip.

As a wilderness leader, it is very important that you are able to teach and share your expertise with others. Developing the ability to present information to others in effective ways can be just as important as learning to light a fire or steer a canoe. You may also find that these skills will be beneficial in both your school and work life. We hope that you will embrace this challenge the same way you take on any other new skill!

## Important Details

- **Due Date:** Your lesson plan must be prepared **before** your OS session begins. On the first day of your session, you will have a chance to go over your lesson plan with your instructors, discuss any problems you are having, and receive feedback on your work so far. This will give you a chance to make any final changes to your lesson plan before you leave for your first trip. You and your instructors will discuss when you will actually teach your lesson, but you should be prepared to teach it by the time you're leaving for your first trip.
- **Length:** The lesson should last between 10 and 15 minutes.
- **What you need to hand in:**
  - 1.) A 1-page handout that summarizes the important information in your lesson. Please bring one copy of this for your instructors.
  - 2.) Your lesson plan. This may be done using the template provided or you may choose to design your own.
- **Lessons will be taught *on trip*:** Keep this in mind when planning what visual aids you will use. Some possibilities include:
  - Using chalk on a Thermarest sleeping pad (this tends to not erase fully at first and may make your sleeping bag a little chalky).
  - Using chalk on the bottom of a canoe or kayak.
  - Using dry erase or permanent markers on light-coloured garbage bags. The bags may then be taped to a boat or stretched over a Thermarest to make them readable. These could be prepared at home ahead of time.
  - Using chalk on rocks (can be washed off with water so as not to leave any trace).
- **Audience:** You will be presenting your lesson to your trip group and your instructors.
- **Evaluation:** Check out the 'Course Content and Evaluation' section in your manual to see the marking scheme for your theory lesson assignment.

## Step 1 – Your Topic

<b>TOPIC</b>	<b>SESSION 1</b>	<b>SESSION 2</b>	<b>SESSION 3</b>
<b>NO TRACE CAMPING V. LOW-IMPACT CAMPING</b>	Alayna A	Maeryn A	Owen A
<b>WATER TREATMENT</b>	Eric B	Anthony B	Joelle B
<b>FIRST AID - HYPOTHERMIA</b>	Jaden B	Liam B	Joshua C
<b>FIRST AID - HYPERTHERMIA</b>	Devon C	Quinn C	Austin C
<b>FIRST AID - MUSCULOSKELETAL INJURIES (SPRAINS, STRAINS, AND FRACTURES)</b>	Ella D	Micah E	Simon D
<b>FIRST AID - BURNS</b>	Noah G B	Maggie L	Darcy H
<b>NUTRITION ON TRIP</b>	Morgan G	Maggie M	Hector J
<b>TRIPPING CLOTHING AND FABRICS</b>	Cameron H K	Reimy M	Brennoch K
<b>GEOLOGY OF GEORGIAN BAY</b>	Euan H	Elliot M	Dylan K
<b>HUMAN HISTORY OF GEORGIAN BAY AREA.</b>	Nicholas K	James Devon M-P	Gavin L
<b>BLACK FLIES AND MOSQUITOES</b>	Seren L	Jenna O	Jacob M
<b>SEA KAYAK DESIGN AND CONSTRUCTION</b>	Olivia M	Neva P-S	Tanner N
<b>LIGHTNING</b>	Brighid M	Thomas P	Amelia O
<b>TREE IDENTIFICATION</b>	Connor M	Andrew S	Lucas O
<b>STARS</b>	Aaron R	Jordan S	Liam P
<b>POISONOUS OR NOXIOUS PLANTS</b>	Matthew N	Alexander S	Lilian R-S
<b>CLOUDS</b>	Aiden R-C	Oliver T	Kai S
<b>EDIBLE VEGETATION</b>	Alexander S	Connor T	Ciarn S
<b>EMERGENCY ASSISTANCE IN THE WILDERNESS</b>	Morgan M	Caylin T	Brenna S
<b>BLACK BEARS</b>	Sydney W	Louis W	Fabian V
<b>MASSASSAUGA RATTLESNAKE</b>	Kasia Z	Madeline W	Calista V
<b>WOLVES</b>			
<b>MOOSE</b>			
<b>BEE AND WASP STINGS</b>			

If you are unable to complete the topic for any reason, please e-mail the OS coordinator at [segecha@limestone.on.ca](mailto:segecha@limestone.on.ca) , explain why you would like a new topic, and include 3 possible replacement topics. *This change must take place no later than June 15<sup>th</sup>.*

## Step 2 – Researching Your Topic

### Finding Resources

The internet is a great place to start. You may use web-based sources in your research, but be sure to check several different sites, to help ensure that the information you're getting is reliable. DO NOT simply cut and paste your information from Wikipedia, or other sources. Read it, take notes, think about the information, and understand it in your own words. It is also recommended that you seek out at least one reliable, non-internet based source.

### Decide what's important

You will most likely find that there is more information on your topic than you can possibly cover in a 10-15 minute lesson. Trying to cover too much or covering too little can result in your audience not remembering or not learning anything, so it is important that you decide what information is most important.

## Step 3 – Organizing Your Information

### (Making your Lesson Plan)

There is one basic principle that you can follow that can make the difference between an excellent and a poor lesson....

### BE PREPARED!

It is ***absolutely essential*** that you take the time to plan your lesson. This doesn't just mean being sure that you understand the topic (though that's important too!). This means being sure that you know what you're teaching, how you're going to deliver it, in what order, using what props or visual aids, when, where, and why you're teaching it.

A LESSON PLAN is a set of notes that teachers/instructors use to prepare their lessons. It is different from a handout or an information sheet in that it contains only brief notes about the subject – sort of like cue cards to remind you what you want to discuss next. The purpose of a LESSON PLAN is to organize your information into a logical, engaging, and effective presentation. It also helps you organize any visual aids, props or other materials you may need.

A LESSON PLAN TEMPLATE has been provided for you to use on the Gould Lake website under *Pre-Course Assignments*.

## Step 4 – Create a 1-Page Handout

The purpose of this handout is to provide everyone in your group with a resource on your topic that they can refer to in the future. Unlike the lesson plan, this should include as many of the details regarding your topic as possible.

### YOU'RE DONE!

That's it! If you've taken a time to prepare for your lesson, we know that it can be successful. Remember, if you have any questions or concerns, please contact Haley Segee (OS Coordinator) [segeeha@limestone.on.ca](mailto:segeeha@limestone.on.ca).

HAVE FUN 😊