

Outdoor Adventures K-12 Units



- Challenge Course
- NASP®
- 3D Archery
- Hunter Education
- Boater Education
- Orienteering
- Geocaching
- Survival Skills
- CPR
- Angling
- Backpacking
- Camping
- Camp Cooking
- Ice Fishing
- Wildlife Conservation
- Mtn. Biking/Bikepacking
- Rock Climbing
- Paddlesports
- PFD Project
- Quail Conservation (PCQC)
- Shooting Sports
- Trapping
- Fly Tying
- ATV Safety Course
- Slingshots
- Flora/Fauna/Wilderness medicine

New Units for 2023-24 School Year

- Birding
- Wildlife photography
- Snowshoeing
- Cross country skiing
- Water safety

OA Elementary K-5th

- Hiking
- Camping
- Orienteering
- Angler Education
- NASP®
- Wildlife Conservation
- Paddlesports
- Survival Skills

2023

Lesson 3: Knot Tying and Fish Species



Course	Unit	Objective of lesson:	Estimated Time Frame
Outdoor Adventures	Elementary Fishing Introduction	The student is expected to know basic fish species and basic live/artificial bait.	45 minutes
Standards:		Materials Needed:	Resources/Web links:
<p>National P.E. Standards: Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 3. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment challenge, self-expression and/or social interaction</p> <p>TEKS §116.5. Physical Education, Grade 3. 6(C) explain and follow rules, procedures, and safe practices during games and activities. 7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses. §116.6. Physical Education, Grade 4.</p>		<p>Projector if using lesson 3 slides</p> <p>TPWD Angler Ed. Student Handbook: <u>Junior Angler Guidebook</u> or equivalent for your state.</p> <p>Fishing Line, Rods, and Reels</p> <p>Backyard Bass: Fish by Ironwood Pacific</p> <p>Backyard Bass: Casting Plug by Ironwood Pacific</p> <p>Cones for classroom lines</p> <p>Rope and Eye Bolts</p> <p>Different forms of artificial baits</p> <p>Visuals of live bait</p> <p>Visuals of common local fish species</p> <p>Gaming Console, fishing video games, and rod and reel attachment</p>	<p>Texas Parks & Wildlife. (2008). <i>“take me fishing”</i>: <i>A Basic Guide for the Beginning Angler</i>. Texas State Publications Clearinghouse and Texas Depository Libraries.</p> <p>Texas Parks and Wildlife Department. (2009). <i>Angler Education Program: Fish Texas</i>. Texas State Publications Clearinghouse and Texas Depository Libraries.</p> <p>Texas Parks and Wildlife Department. (2020, March 6). <i>Outdoor Annual: Fishing Regulations</i>. https://tpwd.texas.gov/regulations/outdoor-annual/fishing/</p> <p>Field and Stream Magazine. Published by Bonnier Corp.</p>

6(B) practice and demonstrate specific movement skills in designated dynamic activities and lead-up games with a partner or a small group;

7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.

16(B) participate in a variety of physical activities in the school and community for personal enjoyment.

§116.7. Physical Education, Grade 5.

3(A) demonstrate the key elements of manipulative skills, including eye on target, follow-through, body weight transfer, and body position, during games and activities;

7. Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.

Smartboard and Projector

Material for knot tying:

1. Cotton cord, yarn, rope or shoelace- two foot sections to 18 inch sections.
2. Eye Bolts

Learning Experiences:

Day 3 - Lesson 3 Slide Deck

Introductory Activities:

“What’s in your fridge for fishing bait?” Students will discuss among their shoulder partners, what’s in their fridge for fishing bait? The teacher has a Q&A after their brief discussion.

Cardiorespiratory Activity:: Bug catchers (jumping jacks mimicking a person jumping up and catching a bug). Or use Dot Race Fitness slide 2 activity.

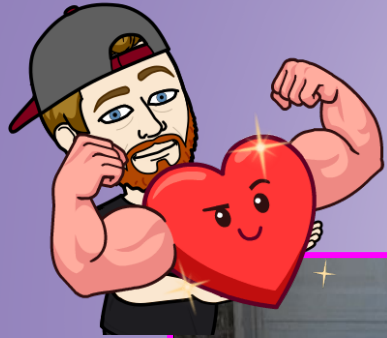
Activities:

1. The students will be seated as a group in front of the teacher. The teacher will present different types of tackle and demonstrate a variety of fishing knots using the rope and eye bolt.
2. **Discussion of Types of Knots** Slide 6 on the Lesson 3 Slide Deck
3. **Knot Tying Demonstration** Slides 7-11 in the Lesson 3 Slide Deck
4. The teacher will discuss the different types of bait. Live bait, artificial bait, and fridge bait. The teacher will refer to the “*take me fishing*” booklet regarding fishing baits.
5. **Watch the Types of Lures Video** Slide 12 in the Lesson 3 Slide Deck
6. **Discussion of the different types of lures** Slides 13-21 in the Lesson 3 Slide Deck
7. **Watch the How to Rig a Plastic Lure Video** Slide 22 in the Lesson 3 Slide Deck
8. **Discussion of the different types of live bait** Slides 23-29 in the Lesson 3 Slide Deck
9. **Watch the How to Rig Live Bait Video** Slide 30 in the Lesson 3 Slide Deck
10. **Discussion of Safety Procedures.** The students will be seated as a group in front of the teacher. The safety procedures are: Always check behind you before casting,
11. **Discussion of fishing commands.** The students will be seated as a group in front of the teacher. The teacher will introduce the commands and safety procedures. The commands will be: 1. Handshake. 2. Check for safety. 3. Press the button and hold it. 4. Bring it up to your ear. 5. And cast. *The teacher will say the commands for the students during the first week or so of fishing.
12. **Watch the Setting Up a Rod & Reel Video** Slide 33 in the Lesson 3 Slide Deck
13. **Discussion of rod and reel setup.** The students will be seated as a group in front of the teacher. The teacher will present a fishing rod and reel and discuss their function.
14. **Demonstration.** The teacher will demonstrate the safety procedures and commands while students observe and prepare to perform.
15. **Class Engagement.** Students will be seated in a line, one behind the other, within their groups behind the cone. The first person in line will step up to the designated fishing spot. They will cast following the verbal commands of the teacher.
16. If using lesson 3 slides, participate in Jenga activity

Vocabulary	Live bait, artificial bait, “fridge bait”, and fish species		
Formative Assessments:	Summative Assessments	Suggested Modifications	Enrichment/Distance Learning
Teacher Observation. Mental Checklist.	Students will be able to identify different species of local fish and identify the different types of bait used to catch fish.	The duration of the lesson is at the teacher’s discretion. The focus of the lesson should be on casting and catching fish	Virtual Fishing Students can create a presentation of different local fish species and the baits used to catch them. Share their presentations with the class.

INSTANT ACTIVITY

WOULD YOU RATHER BE...

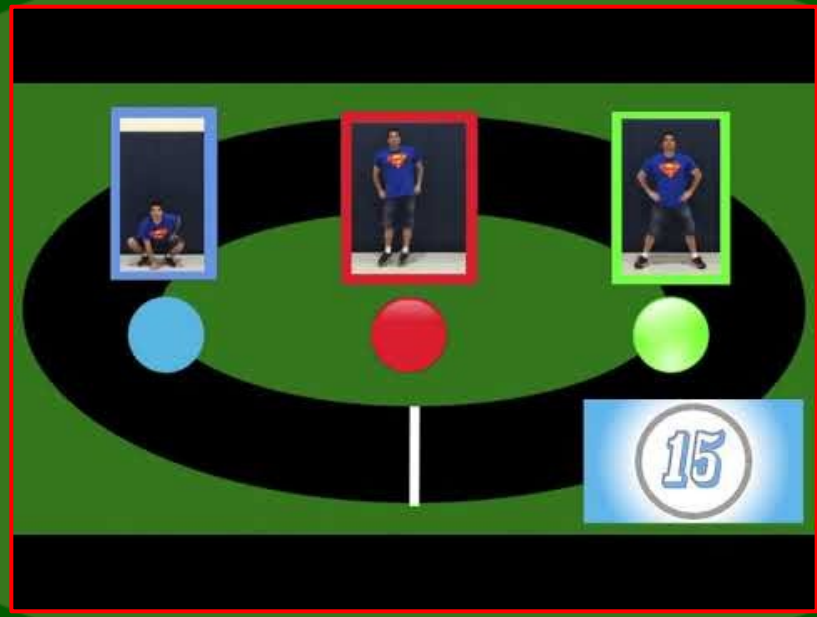


SUPER STRONG



REALLY FAST

DOT RACE FITNESS



LET'S GO

LESSON OVERVIEW



LESSON TOPICS

- Types of Knots
- Knot Tying
- Introduction to Lures Video
- Types of Lures
- How to Rig a Plastic Lure
- Types of Live Bait
- How to Rig Live Bait

VOCABULARY

- Knot
- Lure
- Live Bait
- Rig

NATIONAL STANDARDS



STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

STANDARD 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

STANDARD 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STATE STANDARDS



The student is expected to:

Kindergarten:

- discuss outdoor recreation and health and fitness activities in school and the community.

1st Grade:

- identify outdoor recreation and health and fitness activities in school and the community.

2nd Grade:

- describe outdoor recreation and health and fitness activities in school and the community.

The student is expected to participate in:

3rd Grade:

- introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses.

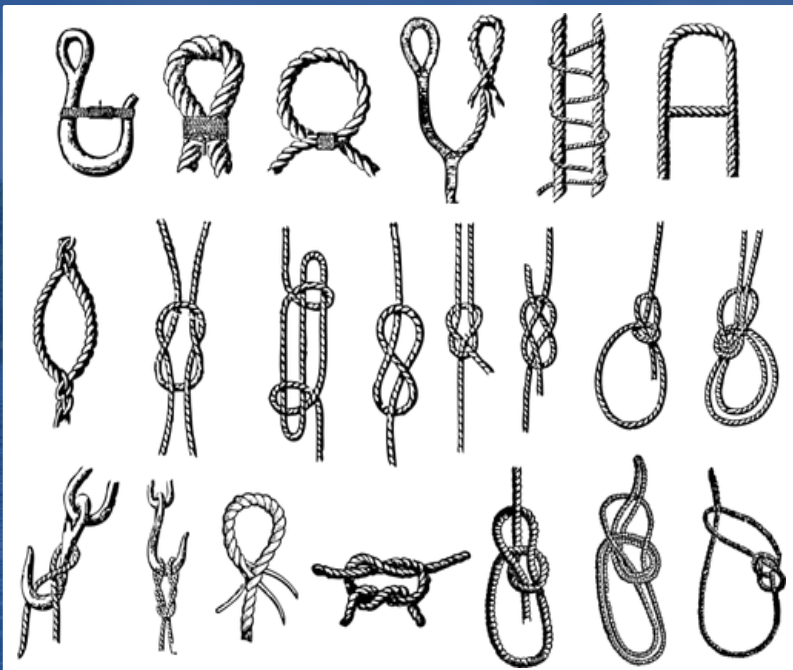
4th Grade:

- a variety of outdoor recreational skills and activities such as camping, backpacking, fishing, rock climbing, hiking, paddle sports, disc golf, cornhole, bocce ball, or croquet.

5th Grade:

- outdoor recreational skills and activities such as rock climbing, orienteering, hiking, paddle sports, archery, cycling, or challenge courses.

KNOTS



- The knots on a fishing line connect you to the fish you're patiently waiting to catch
- Tying fishing knots properly helps ensure that tackle does not come off your line. Fishing rigs are the combination of tackle (hooks, swivels, sinkers, etc.)
- There are literally hundreds of types of knots.
- Learning the four basic fishing knots is all a basic fisherman needs to know.

ARBOR KNOT



The arbor fishing knot is most often used when tying fly line backing, monofilament, and fluorocarbon line to a large arbor fishing reel. Using an arbor knot for braided line is not recommended unless you have a non-slip spool.

ARBOR

(4) Pull firmly on the standing line until the knot in the free end snugs up against the slip knot. The Arbor Knot will not slip when you wind line onto the spool.



BLOOD KNOT



The improved blood knot is often used when connecting lines of different diameters, such as when fly fishing and attaching tippet to leader.

BLOOD KNOT

(2) Pass the tag end back between the two lines.



PALOMAR KNOT



The improved blood knot is often used when connecting lines of different diameters, such as when fly fishing and attaching tippet to leader.

BLOOD KNOT

(2) Pass the tag end back between the two lines.



IMPROVED CLINCH KNOT



The improved clinch knot is one of the easiest and strongest fishing knots you can use to tie your line or leader to your hook.

IMPROVED CLINCH

(2) Pull about 6 inches of line through and double it back against itself. Twist five to seven times.



KNOT TYING

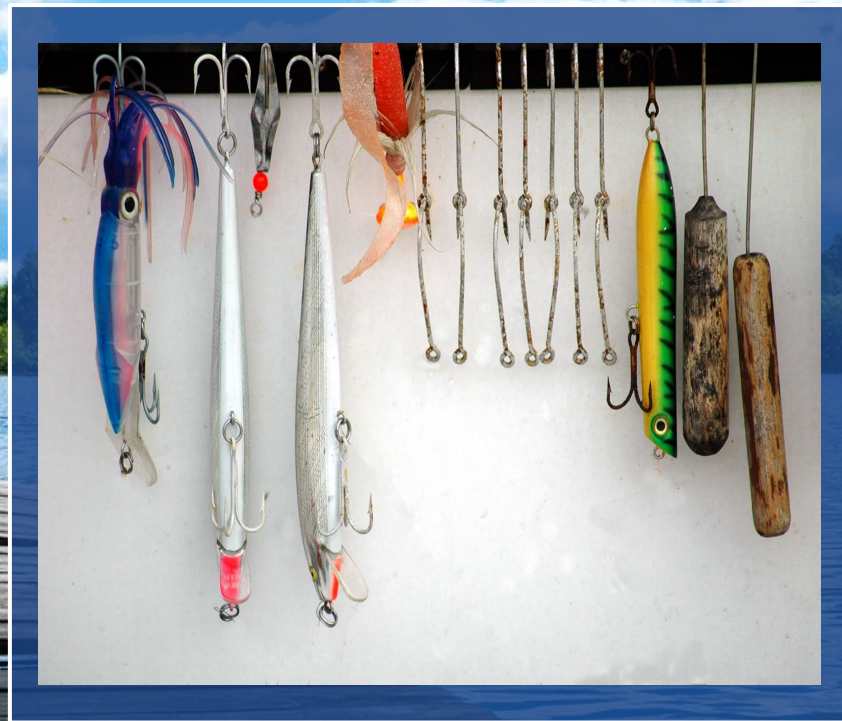


- Practice knot tying. You will be graded on your ability to tie a knot.
- Click the link below to see an animated version of knot tying

ANIMATED KNOT TYING LINK



LURES INTRO



PLUGS



Plugs are classified as topwater and crankbaits. Plugs can be made of various materials such as plastic, wood and sometimes cork. They can be used to catch black bass, crappie, striped, white and hybrid bass, seatrout, red drum, flounder and several offshore species.



SPINNERBAITS



Spinnerbaits have one or more blades that spin or rotate around a straight wire or “safety pin” type shaft. Nearly all spinnerbaits have tails and bodies made of rubber skirts, animal hair, soft plastic, feathers or other materials. They can be used to catch black bass, rainbow trout and crappie.



SPOONS



Spoons are metal, spoon-shaped lures made to resemble a swimming or injured baitfish. You can jiggle them up and down, cast and reel them in, or troll them behind a boat. They can be used to catch black bass, striped, white and hybrid bass, seatrout, red drum, flounder and several offshore species.



JIGS



Jigs have weighted metal or lead heads with a body and tail made of rubber skirts, feathers, soft plastic or animal hair. They can be used to catch black bass, striped, white and hybrid bass, crappie, seatrout, red drum, flounder and several offshore species.



SOFT PLASTICS



Soft plastics are pliable lures made into worms, grubs, lizards, crayfish, minnows, shrimp, crabs and many others, resembling what fish eat. They can be used to catch black bass, seatrout, red drum and flounder.



FLIES & POPPERS



Flies and poppers are small, very light, almost weightless lures used primarily for fly fishing. These lures are excellent for sunfish and bass, but most any fish can be caught on these baits.



SPINNER BAIT



CRANK BAIT



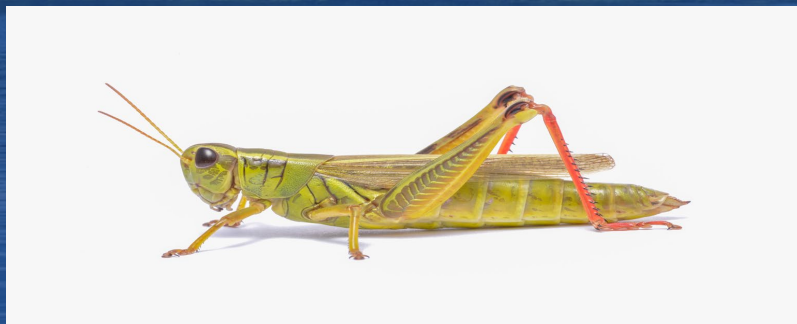
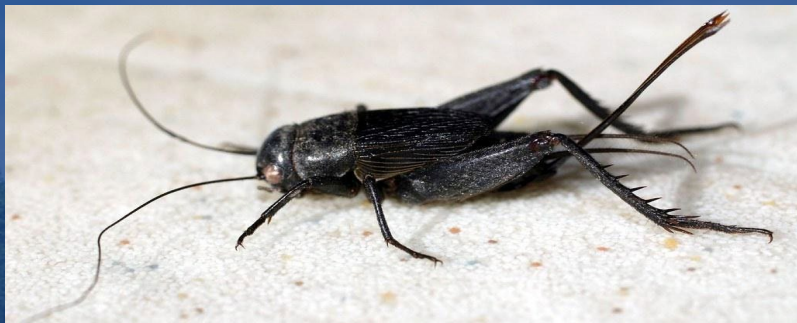
JERK BAIT



HOW TO RIG A PLASTIC LURE



CRICKETS & GRASSHOPPERS



These are excellent choices for sunfish, bass and catfish. Both of these insects can be caught by hand or with an insect net. Look for them in thick, tall grass or at night under lights.

WORMS



Whether it's an earthworm, red wiggler or nightcrawler, worms are a favored choice for the majority of freshwater fish in Texas. You can either raise your own in a compost pile, dig them from your garden or purchase from bait shops and fishing tackle stores.

MINNOWS



Varieties of minnows are used to catch both fresh and saltwater fish. Keep minnows in an aerated minnow bucket and don't crowd them. Remember to change the water often to keep the minnows lively.

CRAYFISH



Crayfish, known as crawfish, crawdads or mudbugs, are used for catching largemouth and smallmouth bass, white bass, catfish and freshwater drum. They can be caught in small ponds, roadside ditches or where depressions hold water frequently and usually after a rain.

SHRIMP



Shrimp are widely-used bait for saltwater fishing. Shrimp can be either alive or dead. Many anglers fishing for freshwater catfish use dead shrimp for bait.

C R A B



Different species are used for saltwater fishing. Sheepshead and snapper go after hermit and fiddler crabs. Black drum and cobia have a liking for blue crabs.

SQUID



You can purchase dead squid for saltwater bottom-fishing. Fish such as gafftopsail catfish, and snapper are good examples.

HOW TO RIG LIVE BAIT



FISHING SAFETY



**ALWAYS CHECK BEHIND YOU
BEFORE CASTING**



FISHING COMMANDS



- 1. Handshake**
- 2. Check for Safety**
- 3. Press the Button and Hold it**
- 4. Bring it to your Ear**
- 5. Cast**



SETTING UP A ROD & REEL



JENGA

Balance ROUTINE



- “Pull” a blocks from the JENGA tower by clicking on the number.
- After selecting a block, perform the balancing exercise for 20 seconds.

● Click the



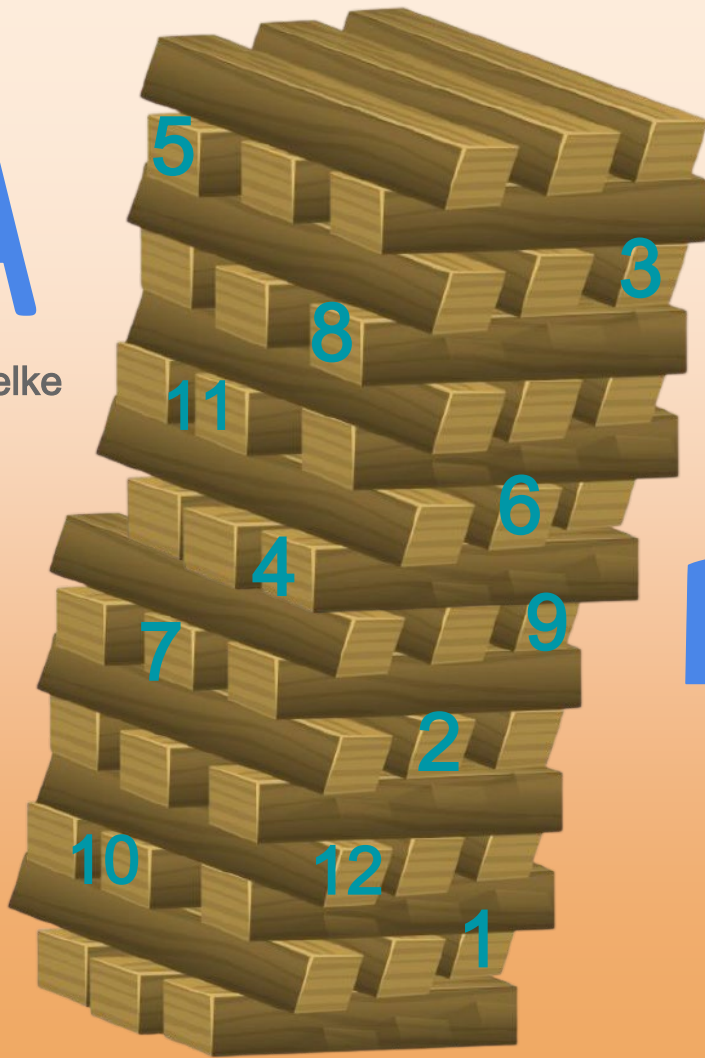
to return to the block tower.

- Try to avoid “knocking the tower over”! Even if you “knock it over” play continues.



JENGA

Original activity by M. Thielke



Balance
ROUTINE



STANDING BACKBEND

1





HALF CHAIR

2





C R A B P O S E

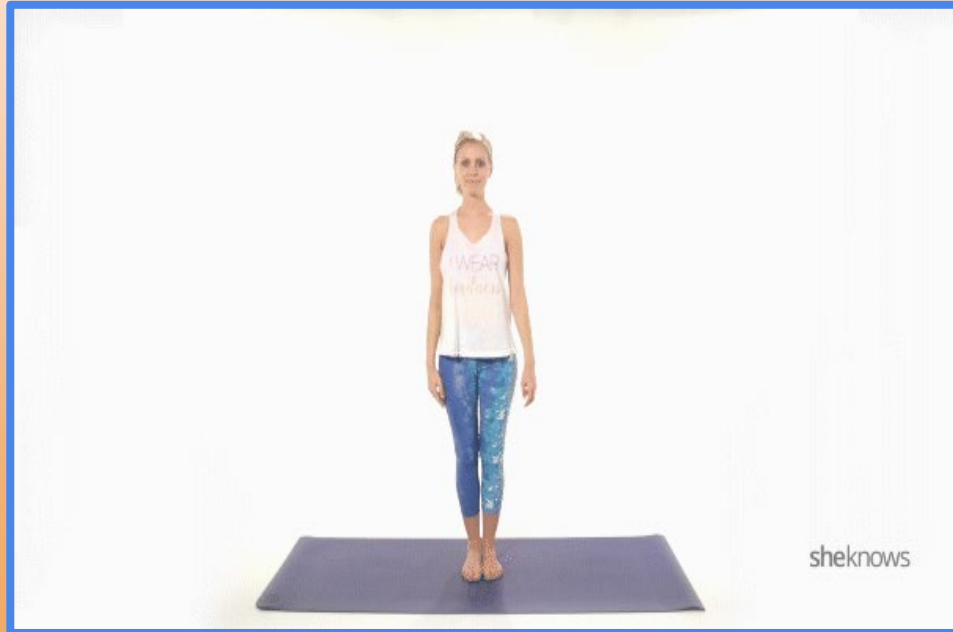
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TREE POSE

4



OUTDOORS
TOMORROW
FOUNDATION





BOAT POSE

5



20

DANCER'S POSE 6



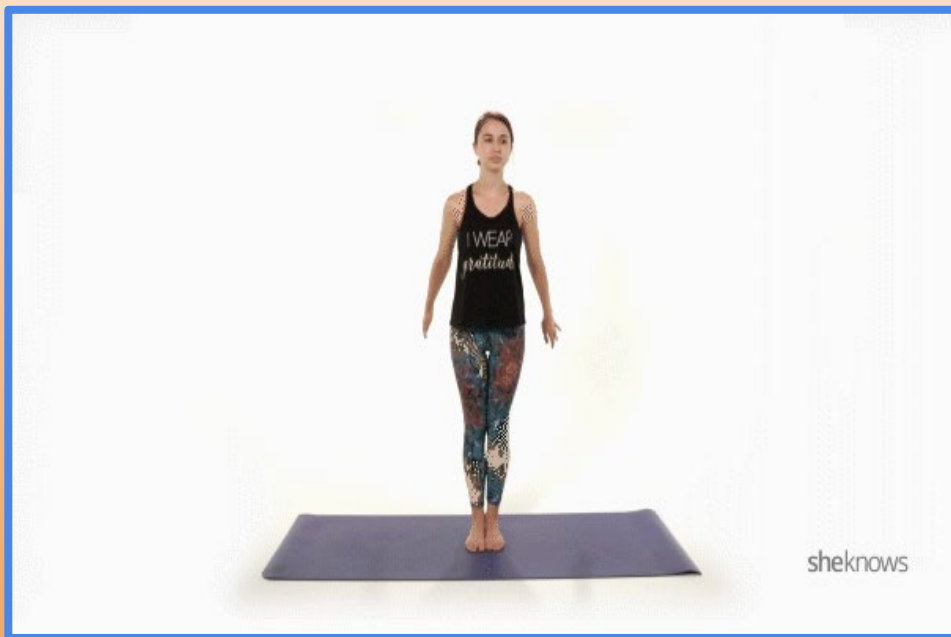
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EAGLE POSE

8



OUTDOORS
TOMORROW
FOUNDATION



20

TRIANGLE POSE 9



20

WARRIOR II

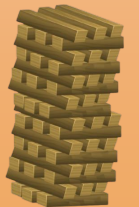
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CAMEL POSE

11



20

FORWARD FOLD

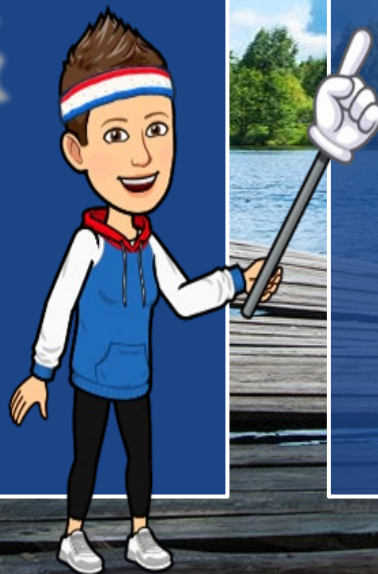
12



EXIT TICKET



**EXIT
TICKET**



- What was your favorite knot to tie?
- What type of bait do you think you might use to fish?

2023

Outdoor Survival Lesson 4: Shelter Building



Course	Unit	Objective of lesson:	Estimated Time Frame
Outdoor Adventures	Outdoor Survival	The student is expected to understand the importance of protecting and maintaining his/her life by getting out of the elements by building or seeking shelter. The students will demonstrate understanding by constructing their own survival shelters.	45 minutes
Standards		Materials Needed:	Resources/Web links:
<p>National P.E Standards: Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. TEKS 116.63 The student is expected to: c1(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits. c1(B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits. c2(B) identify critical elements for a successful performance during a specific activity. c4(A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits. c5(A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits. c5(B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits. c5(G) design safe practices and procedures to improve skill during an activity.</p>		<p>DVD Player DVD <u>Prepared to Survive</u> or <u>Preparing for Survival</u></p> <p>Projector to view Lesson 4: Slides if using them https://vimeo.com/35321994</p> <p>Shelter building material: 3-4 nylon tarps or tarp tents 2-4 person tents 4-5 heavy duty trash bags rope tent stakes/ popsicle sticks small sticks grass moss string</p> <p>Lesson 4a Building Mini Shelters Lesson 4b Shelter worksheet</p>	<p>Peter Kummerfeldt’s website for information and education on outdoor safety www.outdoorsafe.com</p> <p>DVD <u>Prepared to Survive</u> hosted by Gretchen Cordy http://www.wildernessawareness.org https://vimeo.com/35321994</p>

Learning Experience:

Day 4 Lesson 4 Slides

Introductory Activities:

What is the order of importance in a survival situation? Food, water, fire, shelter, or signal? In your journal entry, defend the reason you chose the item you did for number 1! (Shelter, fire, water, signal, food)

Cardiorespiratory Activity: Repeat activity from lesson one. When completed, discuss factors that would influence gathering fire materials when in a survival situation. Students will take resting heart rate then speed walk or jog 3 laps around designated area. Take heart rate again. Compare activity heart rate to resting heart rate. Students will then walk up bleachers, stairs or up a hill 3 times. Take heart rate. Compare the three heart rates.

Activities: Outline of class discussion for lesson two.

1. Discuss the importance of locating or building shelter as a first survival action. Discuss shelter site selection considerations.
In regards to protection from the elements- Do not wait until near dark, you may run out of daylight and will not be able to see what you are doing. You may sweat and produce moisture that would be dangerous when it begins to get colder as the sun goes down (hypothermia-can cause death).
2. Explain the different shelters for different conditions.
 - a. Snow - Snow Cave, Packed Snow Igloo
 - b. Mountain - Ledge and Crevice
 - c. Desert - Cave, dig shallow depression or find a natural hollow and cover it with a tarp
 - d. Swamp - Elevated swamp bed, tropical bed
3. Discuss the importance of where to build
 - a. Near water
 - b. Building materials
 - c. Fuel
 - d. Visible to signal for rescue
4. Where not to build
 - a. Dry gullies or riverbeds
 - b. Pebbly ground
 - c. Under high trees during a thunderstorm
 - d. Slow moving or stagnant water
 - e. Low valley areas
 - f. Near or on animal trails
5. Video: Show shelter building segment of DVD Prepared to Survive. <https://vimeo.com/35321994>
6. Build a shelter. Divide class into groups and assign each group a type of shelter to build.
 - a. lean-to
 - b. pup/tube tent
 - c. plastic bag
 - d. debris (if available)
 - d. quinzee (is snow available)
7. Alternate shelter activity-mini shelters. Create a mini shelter using the mini shelter rubric: 2023 Survival Skills Short Course Lesson 4a Building Mini Shelters
8. Use Lesson 4b Shelter Building worksheet

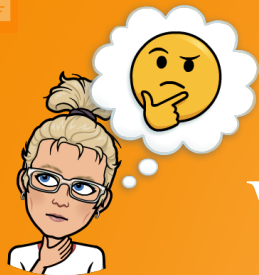
Vocabulary	lean-to, pup tent, debris, crevice, quinzee, stagnate		
Formative Assessments:	Summative Assessments	Suggested Modifications	Enrichment/Distance Learning
Teacher observation Journal entry	Outdoor Survival Unit Assessment	<p>If there is no area outside to build shelters, have students arrange desks in the classroom and cover them with tarps for shelter.</p> <p>Written warm-up/notes</p> <p>Peer helper for students that need extra assistance</p>	<p>Interview someone that has been in a true wilderness survival situation and report to the class.</p> <p>Invite an expert in the area of survival as a guest speaker</p> <p>Make a shelter using either tarps or a mini shelter. Create a slideshow using pictures of the process you used to create your shelter. Explain why you chose your location, type of shelter, etc.</p> <p>Create a report or presentation explaining and demonstrating how the indigenous people of various lands survived winter creating shelter dwellings.</p>

SURVIVAL SKILLS

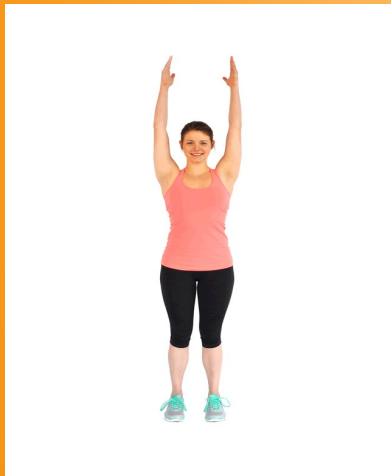
LESSON 4



BREAKING QUESTION?!?

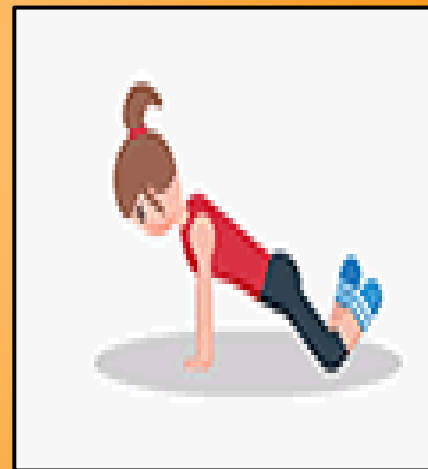


WOULD YOU RATHER SWIM WITH
DOLPHINS OR SHARKS?!?



DOLPHINS

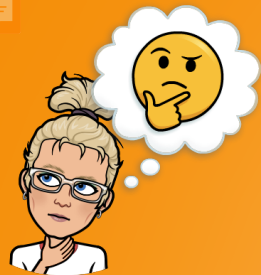
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SHARKS



BREAKING QUESTION?!?



Would you Rather
HUG A BEAR OR A GIRAFFE? !?



BEAR

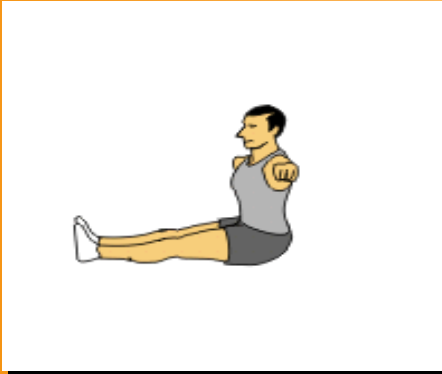
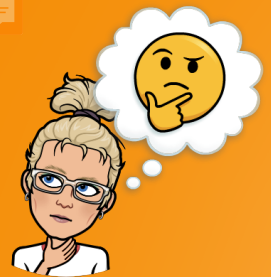
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GIRAFFE

BREAKING QUESTION?!?

Would you Rather EAT ICE CREAM OR PIE?!?



00:30

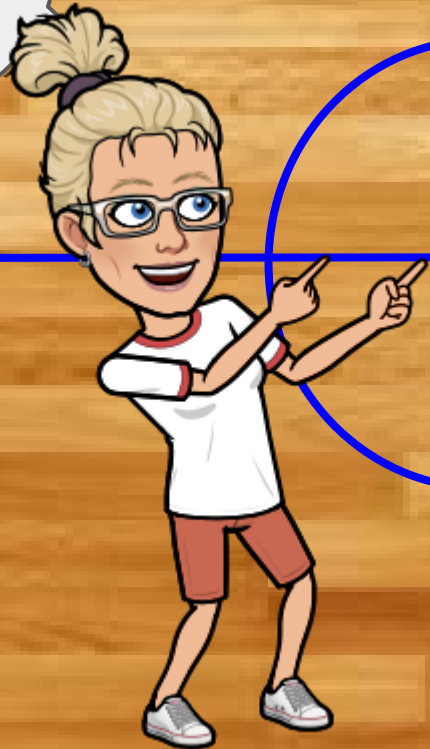


ICE CREAM



PIE

this Dynamic Warm-Up is how we will warm-up each day in our class.



DYNAMIC WARM-UP

- Check your shoes and make sure they are tied
- Stay in your squad lines
- Only 1 person from each squad line should go at a time
- Keep a good space and one behind the other.
- Stay together as a group to move to the opposite sideline

Get your heart rate up ready for the day!



JOG



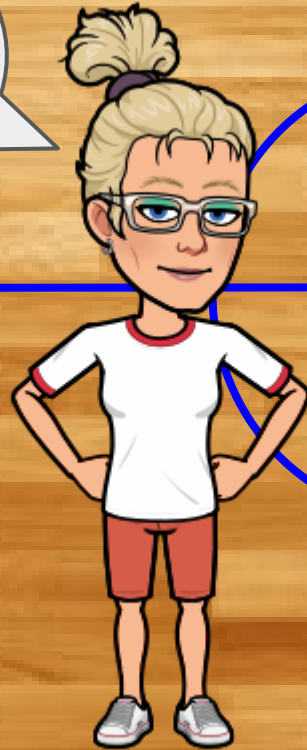
Stretches the
glutes, quadriceps,
lower back and
shoulders.



HIGH KNEES



Stretches the quadriceps and hip flexors.



BUTT KICKS



Remember to bend
Your knees.

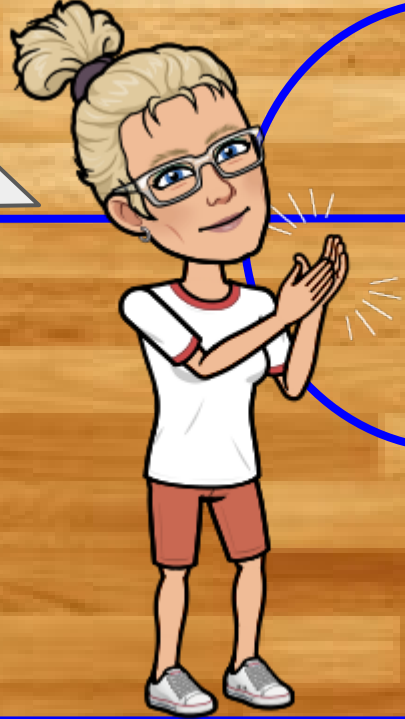


SLIDES

www.avcssbasketball.com



Step In front
Step
Step Behind
Step



CARIOCA



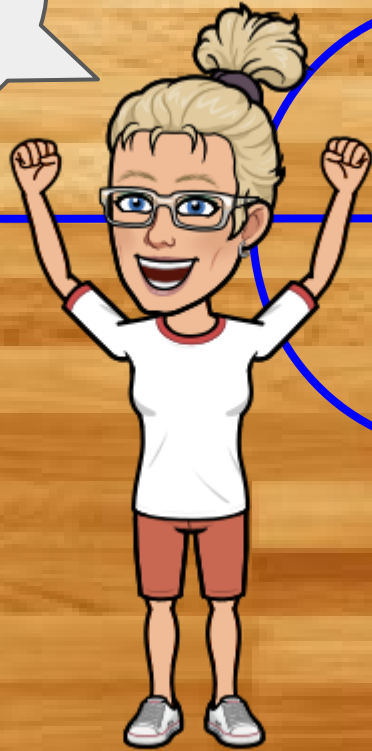
Stretches
hamstrings, calves
and lower back.



FRAKENSTEIN



Step, Hop
Step, Hop



HIGH SKIPS



LESSON OVERVIEW



LESSON TOPICS

- IMPORTANCE OF BUILDING SHELTER
- TYPES OF SHELTERS
- WHERE TO BUILD
- WHERE NOT TO BUILD
- PRACTICE BUILDING SHELTERS

VOCABULARY

- LEAN-TO
- PUP TENT
- DEBRIS
- CREVICE
- QUINZEE



NATIONAL STANDARDS



Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

STATE STANDARDS



Texas Essential Knowledge and Skills (TEKS)

c1(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.

c1(B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.

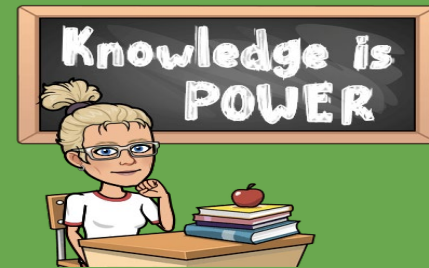
c2(B) identify critical elements for a successful performance during a specific activity.

c4(A) demonstrate teamwork such as leadership, problem solving, trust, creativity, cooperation, conflict resolution, and communication while engaging in selected lifetime recreation and outdoor pursuits.

c5(A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.

c5(B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits

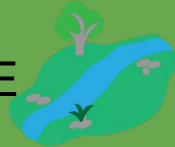
c5(G) design safe practices and procedures to improve skill during an activity.



WHERE TO BUILD YOUR SHELTER



NEAR A WATER SOURCE



CLOSE PROXIMITY TO BUILDING MATERIALS

NEAR TO FUEL FOR YOUR FIRE



VISIBLE AREA TO SIGNAL FOR RESCUE



DO NOT BUILD YOUR SHELTER

1. IN A DRY GULLY OR RIVERBED
2. UNDER HIGH TREES DURING A THUNDERSTORM
3. BY STAGNANT WATER
4. IN LOW VALLEY AREAS
5. ON PEBBLY GROUND
6. NEAR OR ON ANIMAL TRAILS



TYPES OF SHELTERS



Survival shelters are a form of temporary shelter.

They are constructed to keep you alive and not for comfort. It protects you from severe conditions such as heat, rain, wind and cold.

They are dependent on materials you have with you or what you can find in close proximity around you.



LEAN TO



DEBRIS SHELTER



TARP/PUP TENT



PLASTIC BAG SHELTER



QUINZEE





Basics of Shelter Building



LEAN-TO WITH FIRE REFLECTOR



ENCLOSED LEAN-TO WITH EMERGENCY BLANKET



SEMI-PERMANENT A-FRAME





BUILDING A SHELTER



BUILDING A SHELTER ACTIVITY



GATHER SUPPLIES

1-TARP
1- ROPE
2-STAKES



SURVEY THE AREA

WHAT FACTORS
SHOULD YOU
CONSIDER WHEN
PLACING YOUR
SHELTER?

CONSTRUCT YOUR SHELTER!

WILL IT BE A LEAN-
TO
OR
PUP TENT

SUPPLIES



EXIT TICKET



Outdoor
Adventures
Journal

Complete journal
assessment

