Interpretive Hike/Paddle

Objectives:

- Expose kids to the natural environment
- Relate in-class learning to the environment
- Connect in-class learning to local and regional surroundings
- Introduce outdoor recreation opportunities in southern Illinois through teaching basic skills of hiking and paddling
- Create a foundation of environmental education for teachers to take back to the classroom and incorporate in future lessons

Methods:

- Interpretive hike and canoe
- Experiential method (Experience; observation and reflection; development of ideas; testing ideas in practice)
- Show, do, review

Talking Points of the Interpretive Paddle:

Procedure:

Touch of Nature staff will lead the group on a ¾ mile-long interpretive hike on the Rocky Ledges Teaching Trail. The group will break for lunch at the Lion’s Pavilion, an outdoor picnic shelter. Touch of Nature staff will instruct on water safety and basic paddling technique, and then lead the group on an interpretive canoe paddle on Little Grassy Lake.

Talking Points of the Rocky Ledges Teaching Trail (Background):

- Leave No Trace environmental ethics
- History of Touch of Nature as a National Educational Landmark and before
- Local geology
- Macro invertebrates
- Life cycle of a salamander
- Prescribed burning
- Forest secession
- Traditional Native American method of producing maple syrup
- Beginnings of the Shawnee National Forest
- Reading the landscape
- Trees of Illinois
- Local animals
Subjects:

If there are particular subjects on this list a teacher wishes interpreters to focus on, they may request them in the group profile sent out beforehand.

State standards:

Touch of Nature aspires to align our programs to as many Illinois state learning standards as possible, and we are in the process of having our programs approved.

More information on the learning standards can be found at:

http://www.isbe.state.il.us/ils/Default.htm

Social-Emotional Standards:

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

A. Consider ethical, safety, and societal factors in making decisions.

Next Generation Science Standards:

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Social Science Standards:

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

A. Locate, describe, and explain places, regions, and features on the Earth.

17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, and natural hazards.

B. Analyze and explain characteristics and interactions of the Earth’s physical systems.

17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture, and settlement.

D. Understand the historical significance of geography.

17.D.2b Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.

Physical Fitness Standards:

Goal 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Goal 20: Achieve and maintain a health-enhancing level of physical fitness based on continual self-assessment.

20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.