



Sponsored by:

Outdoor Adventures Education

Cabela's Outdoor Fund is proud to sponsor the greatest Outdoor Adventures education course in the country. In a joint effort with the Outdoors Tomorrow Foundation (OTF), Outdoor Adventures is now available to any school in the North America. Outdoor Adventures is a regular K-12th in-school course that is taught as a Physical Education class, local school elective, or as an Ag. Science Wildlife Management course.

- Outdoor Adventures can also be in your school! Thanks to many private donors, the OTF is providing a limited number of restricted funds to help schools incorporate an outdoor education class into their curriculum!
- Inform your teachers, coaches, principals, school board members and superintendents. Just imagine, Fishing, Archery, Boater Education, Camping, Backpacking and Wildlife Conservation being taught as a P.E. class.
- Outdoor Adventures classes are offered in hundreds of schools across north America. Your students can enjoy the greatest P.E. class ever offered.

Your school can be next!

Creating Adventures – One school at a time!



General Description of “Outdoor Adventures”

Outdoor Adventures K-12 is a fun and exciting co-ed physical education course, local elective, or Ag. Science Wildlife Management class. Students are taught life-long skills by using an integrated curriculum of science, math, writing, critical thinking skills, and computer technology. The focus is on outdoor activities including: Fishing, Archery, Boater Education, Orienteering, Survival Skills, First Aid/CPR, Trip Planning, Tackle Crafts, Hiking, Backpacking, Camping, Outdoor Cooking, Mountain Bike Camping, Hunter Education, ATV Safety, Sling Shots, Fauna/Flora/Wilderness Medicine, Paddle Sports, Wildlife Conservation and Quail Conservation.

Rationale and Justification

The Outdoor Adventures K-12 curriculum is not your traditional PE course. Instead of teaching PE with basketballs and tennis rackets, we use rods and reels, and bows and arrows. The Outdoor Adventures course is designed to change young people’s lives forever by exposing them to the many great opportunities of the outdoors. With today’s accelerated curriculum, full of benchmark testing and academic pressures, students need a fun class that will motivate them to stay in school and concentrate on their studies. The Outdoor Adventures curriculum is already being taught in hundreds of schools that have reported many positive attributes associated with the class. School Principals

report virtues such as improved self-esteem, improved attendance, less discipline issues and improved grades for students while enrolled in the course.

Many students are not involved in extracurricular activities and the Outdoor Adventures program helps those students become engaged in the educational system. As a result of Outdoor Adventure's popularity, some schools have even established after school archery teams, fishing clubs and competitive shooting teams. There are no racial, physical, gender or socio-economic boundaries and therefore all students enjoy an equal opportunity to participate and become engaged in extracurricular activities.

I WANT OUTDOOR ADVENTURES AT MY SCHOOL

Your school can offer Outdoor Adventures if you can say **YES** to **ANY** of these questions:

- 1) Does your school offer P.E.? **YES**

Outdoor Adventures curriculum is aligned to the National P.E. standards and can be taught in any secondary school (Middle, Junior or High School) (Private, Public or Charter School). Elementary schools incorporate Outdoor Adventures throughout K-6th grade.

- 2) Does your school offer Local Elective courses? **YES**

Outdoor Adventures is a great hands-on, real world experience, cross-curricular course.

- 3) Does your school emphasis STEM education? **YES**

Outdoor Adventures has built in interdisciplinary and applied approach to STEM education.

- 4) Does your school offer Ag. Science Wildlife Management? **YES**

Outdoor Adventures curriculum aligns with Wildlife Management.

**Outdoor Adventures can be taught
in any school in North America!**

Curriculum and course selections for most school districts are determined by decision makers for the local school district. Share this content with your teachers, principals, superintendents, school board and PTA/O.

Steps to get started

- 1) Inform the school
- 2) Get course approved
- 3) Purchase curriculum

**Apply for \$1000.00 per school in Matching
Equipment Funds**

- 4) Get teachers trained
- 5) Change Student's Lives Forever!

(Contact OTF for assistance on any of the steps above.)

Contact Scot McClure

Outdoors Tomorrow Foundation Education Coordinator

scot@GoOTF.com

972-504-9008

Course Accreditation and Curriculum

Outdoor Adventures curriculum is aligned to the National Standards NPE K-12.1-5. New for 2020 all lessons have distance learning ideas and suggestions.

The curriculum includes:

- 1) Complete Scope and Sequence and Course Syllabus
- 2) Complete daily lesson plans for 290 lessons that include: NPE K-12 objectives, detailed lesson plans, cardiovascular elements, writing activities, enrichment opportunities, modifications, assessments, beginning class/bell work assignments, and end-of-unit exams.
- 3) Many lessons incorporate technology, cross-curricular opportunities, math, science, writing, and standardized test applications
- 4) Units include:
 - a. Hunter Education
 - b. Angler Education
 - c. NASP National Archery in Schools Program
 - d. Boater Education
 - e. Orienteering and GPS
 - f. Wilderness Survival
 - g. Outdoor Cooking
 - h. Camping
 - i. Challenge Course
 - j. CPR/ First Aid
 - k. Ice Fishing
 - l. Backpacking
 - m. Paddle Sports
 - n. Mountain Bike Camping
 - o. Fauna//Flora/Wilderness Medicine
 - p. Quail Conservation
 - q. ATV Safety
 - r. Fly Tying
 - s. Trapping
 - t. Sling Shots

4) Elementary Outdoor Adventures include:

K – 5th Hiking; Camping; Backpacking; Fishing; Orienteering

4th-5th NASP Archery; Wildlife Conservation

Mission Statement

OTF's Outdoor Adventures

The mission of the OTF is to teach outdoor education and to promote and fund conservation of wildlife worldwide.

The goal of the OTF Outdoor Adventures curriculum is to provide and expose students and their parents to a wide range of outdoor activities, to engage the community, and to partner with local conservation groups to ensure that the learning experiences offered in-school and out-of-school are highly effective, meaningful and relevant.

Research has clearly shown that:

- Students involved in extracurricular activities tend to engage in more appropriate behavior and perform better academically in school.
- Students who are actively engaged in the educational process have greater attendance and academic achievement.
- Students tend to stay away from drugs and other destructive behaviors when the parents are actively participating in activities with their child.
- Students engaged in outdoor activities:
 - Are healthier physically and mentally.
 - Perform better in school.
 - Have higher self-esteem.
 - Have good self-discipline.
 - Feel more capable and confident.
 - Are good problem-solvers.
 - Are more cooperative with others.
 - Are more creative.
 - Feel connected to nature.
 - Are tomorrow's conservation leaders (Lifesbetteroutside.org)

Curriculum

The Outdoors Tomorrow Foundation's Outdoor Adventures K-12th curriculum order form is available under the education tab at www.GoOTF.com. Contact Scot McClure for details on purchasing the curriculum. Curriculum is \$1000.00 per school. There are a limited number of grants available to offset the curriculum cost if needed. The curriculum is a one-time cost to help ensure school accountability with the program.

Teacher Training

The Outdoor Adventures teacher training is provided by individual state's Departments of Natural Resources. These state agencies provide instructor training for many of the units including, but not limited to: Hunter Education, Angler Education, Boater Education, National Archery in Schools Program and ATV Safety. Many of these training opportunities are free for educators. The OTF will assist in connecting new teachers with their respective state Department of Natural Resources.

Visit the OTF webpage www.GoOTF.com to learn more, watch teacher videos, order Outdoor Adventures.

Class Size and Safety

The recommended class size for a safe and successful Outdoor Adventures program is 25 students. Safety is the primary focus in Outdoor Adventures with all units. A teacher to student ratio of 20:1 is recommended when working with archery, fishing equipment, paddle craft, and outdoor cooking.

Additional safety guidelines:

- Firearms are never brought onto a campus.
- No broadheads, knives or ammo are brought onto a campus by students.
- At school, students are never taught how to load, unload or fire a firearm.
- All archery equipment should be locked with bows and arrows locked in separate areas.
- Students are taught safety and survival skills.
- Follow all NASP safety guidelines.
- Follow all paddle craft guidelines.
- Always wear a PDF as instructed.
- Students are taught about SAFETY.
- Students are taught about ethics.
- Students learn about wildlife conservation and management of our land.

THE FACTS ABOUT OUTDOOR ADVENTURES

The Outdoors Tomorrow Foundation engaged Responsive Management, a premier survey analysis company, to conduct a research study involving a representative sample of 4,957 students. The 2013 survey results OTF definitively and quantitatively support what Outdoor Adventures students report.

- “The material covered in Outdoor Adventures cannot be found in any other class. It gives students a different view on the outdoors and teaches them how important the world around them really is,” said a student of Arlington Martin High School.
- “I have learned more about the outdoors in the first six weeks than I have known my whole life,” said a student of Stone Middle School.
- The survey rating for each of the 10 overall units and OA in general proved the OA program to be highly popular with 90% of the respondents.
- A whopping 92% of students responded that the OA prepared them to hunt, fish, shoot, camp, or go boating on their own or with a family member.
- Over 90% learned “a lot” or “a little” about wildlife management, ethics, values and wilderness stewardship.
- More importantly, pre- and post-program survey comparisons indicated a positive shift from “good” to “excellent” when students were asked to rate their ability to participate in sports or physical activities, to develop friendships with other students, to maintain good relationships with their teachers, to stay out of trouble, and to get good grades.

PRINCIPAL TESTIMONIAL

The Outdoor Adventures program has been a great addition to the programs available for our students. It has provided opportunities for students in so many areas. The course provides an excellent option for all students to obtain a PE credit, but for us it has proven to be much more than a PE credit. As a byproduct of the course, we have started three different clubs that continue to grow in interest. The Archery, Competitive Shooting, and Fishing clubs have become extremely popular for students in our district. Students from middle school to seniors have found a niche that gives them a place to belong. The vision of providing a safe and productive activity for our students that had nowhere to go after school has turned into a State Championship Archery Team for our school. Our students can be found in the Archery Arena practicing from early in the morning and well after the final bell. Students have been committed to practice, but what I see more as an administrator is parents of the middle school students excited about their students' involvement resulting in a willingness to bring them to early morning practice which allows themselves to be involved in ways they hadn't had in the past. The students are committed to building strong teams that continue to grow and include all levels of students. All the barriers have disappeared when they are together. Our program has grown to over 600 students participating in the Outdoor Adventures courses each year, after only being in existence for three years. The key to the success of our program begins with an excellent educator that is committed to the well-rounded success of all of our students regardless of their economic standing or rank in their class.

Jill Stafford
Principal, Lowery Freshman Center
972-396-6975



2020

Outdoor Adventures Semester - Yearly Plan

18 Weeks One Semester or 36 Weeks Full Year

Outdoor Adventures Units – Pick the Units You Want to Teach	Approximate Days of Instruction
1. Challenge Course	10 Days (2 Weeks)
2. Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
3. Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
4. Archery in the Schools Program - NASP	20 Days (4 Weeks) or more (Teacher Discretion)
5. Camping	8 Days (1+ Weeks)
6. Camp Cooking	5 Days (1 Week)
7. Orienteering and GPS – Basic Course	10 Days (2 Weeks)
8. Orienteering and GPS – Advanced High School Course	10 Days (2 Weeks)
9. Boater Education	10 Days (2 Weeks)
10. Survival Skills Short Course	10 Days (2 Weeks)
11. Survival Skills Long Course	15 Days (3 Weeks)
12. CPR/First Aid	5 Days (1 Week)
13. Ice Fishing	11 Days (2+ Weeks)
14. LV Project – Be Buoyant	4 Days (1 Week)
15. Wildlife Conservation – North American Model – Short Course	6 Days (1 Week)
16. Wildlife Conservation – North American Model - Long Course	18 Days (3+ Weeks)
17. Paddle Sports	8 Days (1+ Weeks)
18. Backpacking	12 Days (1+ Weeks)
19. Fauna/Flora/Wilderness Medicine	5 Days (1 Week)
20. Mountain Bike Camping - Bikepacking	5 Days (1 Week)
21. Rock Climbing	5 Days (1 Week)
22. Shooting Sports	8 Days (1 Week)
NEW UNITS FOR 2020	
23. Quail Conservation	12 Days (2 Weeks)
24. ATV Safety	10 Days (2 Weeks)

25. 3-D Archery	5 Days (1 Week)
26. Fly Tying	5 Days (1 Week)
27. Sling Shots	10 Days (2 Weeks)
28. Live Trapping	5 Days (1 Week)
ELEMENTARY OUTDOOR ADVENTURES K – 5th Grade	
29. Hiking K- 5th	5 Days (1 Week)
30. Camping and Backpacking K-5th	10 Days (2 Weeks)
31. Orienteering K-5th	5 Days (1 Week)
32. Angler Education K-5th	10 Days (2 Weeks)
33. NASP – 4th and 5th	10 Days (2 Weeks) or more (Teacher Discretion)
34. Wildlife Conservation – North American Model for Wildlife Conservation	5 Days (1 Week)

- Each daily lesson plan is designed to be flexible for the individual teacher may shorten, expand, provide enrichment or modifications to achieve effective skill and knowledge acquisition.
- The teacher can select any of the units in the Outdoor Adventures 2020 curriculum to meet the needs of the students, school and community.
- Outdoor Adventures can be taught as a semester (half credit) or year-long course (one credit). Teachers can determine which units they prefer to teach for the semester or year-long course. Many schools repeat archery and angling each semester if desired.
- Elementary Outdoor Adventures K-5th is designed for a week or two weeks unit for each grade level. P.E. teachers can select which unit best meets their student’s needs for each grade level. Elementary Outdoor Adventures is also designed to build an “Outdoor Education” emphasis for each grade level.

Each Unit has an Introduction with the following information:

Table of Contents and Unit Overview

Job/Career Opportunities

STEM Considerations

Cross-Curricular Opportunities

Community Service Projects

Equipment Needed for Unit

New 2020 – Lessons have Distance Learning Applications included in the Enrichment Section

18 Week – 1 Semester Course - Sample Units	
Outdoor Adventures Units – Pick the Units You Want to Teach	Approximate Days of Instruction
Challenge Course	10 Days (2 Weeks)
Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
National Archery in the Schools Program - NASP	15 Days (3 Weeks) or more (Teacher Discretion)
Camping	7 Days (1+ Weeks)
Camp Cooking	5 Days (1 Week)
Survival Skills Short Course	10 Days (2 Weeks)
CPR/First Aid	5 Days (1 Week)
	18 Weeks or 1 semester
36 Weeks – Full Year/2 Semester Course – Sample Units	
Challenge Course	10 Days (2 Weeks)
Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
National Archery in the Schools Program - NASP	20 Days (4 Weeks) or more (Teacher Discretion)
3-D Archery	5 Days (1 Week)
Orienteering and GPS – 2 Units	
7 Orienteering and GPS – Basic Course	10 Days (2 Weeks) or
8 Orienteering and GPS – Advanced High School Course	10 Days (2 Weeks)
Camping	7 Days (1+ Weeks)
Camp Cooking	5 Days (1 Week)
Boater Education	10 Days (2 Weeks)
LV Project – Be Buoyant	4 Days
Survival Skills Long Course	15 Days (3 Weeks)
Paddle Sports	7 Days (1+ Weeks)
Backpacking	8 Days (1+ Weeks)
Fauna/Flora/Wilderness Medicine	5 Days (1 Week)
Rock Climbing	5 Days (1 Week)
Fly Tying	5 Days (1 Week)
Repeat Angler Education Unit for Spring Fishing Season for one week	5 Days (1 Week)
Sling Shots	5 Days (1 Week)
Wildlife Conservation – North American Model – Short Course	5 Days (1 Week)

Quail Conservation	10 Days (2 Weeks)
Mountain Bike Camping - Bikepacking	5 Days (1 Week)
	36 weeks or 2 semesters
Wildlife Conservation – Ag. Science Sample Units	
Challenge Course	10 Days (2 Weeks)
Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
Wildlife Conservation – North American Model for Wildlife Conservation - 2 Units	
-Wildlife Conservation – North American Model – Short Course	5 Days (1 Week) or
-Wildlife Conservation – North American Model - Long Course	16 Days (3+ Weeks)
Quail Conservation	10 Days (2 Weeks)
Trapping	10 Days (2 Weeks)
Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
Fly Tying	5 Days (1 Week)
National Archery in the Schools Program - NASP	15 Days (3 Weeks) or more (Teacher Discretion)
3-D Archery	5 Days (1 Week)
Survival Skills Long Course	15 Days (3 Weeks)
Fauna/Flora/Wilderness Medicine	5 Days (1 Week)
Camp Cooking	5 Days (1 Week)
Ice Fishing	11 Days (2+ Weeks)
ATV Safety	10 Days (2 Weeks)
Shooting Sports	7 Days (1 Week)
Sling Shots	5 Days (1 Week)

2020

Hunter Education - Lesson 1: Introduction to Hunter's Education



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		Materials Needed:	Resources/Web links:
<p>TEKS 116.53 The student is expected to:</p> <p>1 (B) demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately.</p> <p>2(C) identify correctly the critical elements for successful performance within the context of the activity.</p> <p>3(A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge</p> <p>4(A) identify and apply the health-related fitness principles to outdoor activities</p> <p>4(D) explain and follow safety procedures during adventure/outdoor education activities.</p> <p>4(F) design safe and appropriate practices/procedures to improve skill in an activity.</p>		<p>Hunters Ed. Intro video</p> <p>Your states Hunters Ed. manual</p> <p>Your state's <u>Outdoor Annual</u>, detailing the hunting seasons and regulations for your state</p> <p>Heart Rate Activity Worksheet</p> <p>Lesson 1 Notes</p> <p>Pittman-Robertson Act slides</p> <p>2nd Amendment handout</p>	<p>Log in to your states Hunters Ed. Course and create a free account</p> <p>https://www.hunter-ed.com/</p> <p>Use this to supplement your lessons. Use the Chapter tabs in blue down the left side to navigate.</p> <p>Intro to Hunters Ed. video https://www.youtube.com/watch?v=U6FXxgLKupo</p>

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 (1c); 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. Why Hunter's Education? The first section of the chapter needs to be discussed, open forum.
2. Show the TPWD Hunters Education video "[Introduction to Hunter's Education](#)". The video will complement the class discussion.
3. Lesson 1b notes. [State Hunter Ed manual](#) Go through together and have students complete notes.

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. Complete the Hunter's Survey found in the TPWD Hunter Education order form provided in the Hunter Education Instructor training and order form.
6. What is the Pittman-Robertson Act and how does it affect wildlife and hunting? ([Google Slides](#))

Additional Activities:

1. Have students read the 2nd Amendment of the U.S. Constitution and discuss as a class what it means. (Lesson 1a)
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. Share articles with class. [Hunting Big Game](#)

Vocabulary

knowledge, skills, attitude, responsibility, involvement, Pittman-Robertson Act, Dingell-Hart Act, excise tax, 2nd Amendment

Formative Assessments:	Summative Assessments	Suggested Modifications	Enrichment/Distance Learning
Notes Support Statement	Hunter Ed. Final Exam	Shortened assignment Extended time Peer partners Written notes	*Research cardiovascular fitness and create a poster displaying the cardio. benefits of outdoor (hunting) activity. Can create a digital poster. *Create digital versions of the questionnaire. *Create a poster or PowerPoint for "Why people hunt". Upload the project for distance learning.

2020

Angler Education - Lesson 3: Know Your Knots



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		Materials Needed:	Resources/Web links:
<p>TEKS 116.53 The student is expected to:</p> <p>1 (A) demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.</p> <p>1 (B) demonstrate understanding of the rules, skills, and strategies of an activity.</p> <p>1 (C) develop an appropriate conditioning program for the selected activity.</p> <p>2 (A) use internal and external information to modify movement during performance.</p> <p>2 (B) develop an appropriate conditioning program for the selected activity.</p> <p>2 (C) identify correctly the critical elements for successful performance within the context of the activity.</p> <p>3 (A) select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.</p> <p>3 (C) establish realistic yet challenging health-related fitness goals.</p> <p>3 (E) describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio respiratory endurance.</p> <p>3 (F) select and use appropriate technology tools to evaluate, monitor, and improve physical development.</p> <p>4 (D) explain and follow safety procedures during adventure/outdoor education activities.</p> <p>4 (E) list and describe safety equipment used in outdoor activities.</p> <p>4 (F) design safe and appropriate practices/procedures to improve skill in an activity.</p>		<p>Angler Education Student Handbook: <u>"Take Me Fishing"</u> A basic guide for the beginning angler</p> <p>Get Fit Fishing Log in resource section</p> <p>Material for knot tying:</p> <ol style="list-style-type: none"> 1. Cotton cord or shoe lace- two foot sections 2. Eye Bolts 3. Monofilament line 4. Paper Clips <p>quizlet.com flashcards</p>	<p>An Introduction to Fishing Knot tying pictures and information</p> <p>Guide on How to Tie a Fishing Knot --knot tying</p> <p>Animated Knots by Grog Learn how to tie knots with step-by-step animation --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.)</p> <p>http://quizlet.com/ - online resource for building flashcards, study, self-test and playing games while learning new terms</p>

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. <https://www.takemefishing.org/how-to-fish/how-tie-fishing-knots/>
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=i6Qgnt7HjcM>
; palomar knot-- <http://www.youtube.com/watch?v=qiDDdW22X9k>; 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/Distance Learning
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	<ul style="list-style-type: none">• 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. They can bring additional items to display for the students.• Have students record tying 3 – 5 tying knots and submit the video.