

Grade Level: Middle School

Unit: Backpacking and Camping

Lesson 3: Campsite Selection and Tent Set-up

Objectives

- Student will be able to recite the six principles of Leave No Trace.
- Students will participate in campsite selection.
- Students will participate in a tent set-up and tear down.

Standards

- Analyzes the situation and makes adjustments to ensure the safety of self and others(S2.M13.7)
- Implements safe protocols in self-selected outdoor activities (S2.M13.8)
- Participates in self-selected physical activity outside of physical education class (S3.M2.6)

Key Vocabulary

- [Leave No Trace](#)
- Permission
- Reservations
- Open Site or Closed Site
- Proximity
- Terrain
- Wildlife
- Windbreak

Equipment Needs

- Tents
- Backpack

Set-up

- Have tents/backpacks ready for transport
- Have campsite location prepared and selected (area vegetation managed)

Safety

- Check activity area for obstacles or holes
- Avoid camping next to water (lakes, ponds, creeks, rivers).
- Check area for water migration
- Set up before dark
- Check area for dead trees/limbs that could fall.
- Avoid set-up on fragile vegetation and flowers.
- Avoid poisonous plants such as poison oak, sumac, ivy.
- Avoid windy and exposed sites
- Select a level area for tents
- Follow camping regulations

Warm Up

- Introduce 6 [Leave No Trace](https://Int.org/wp-content/uploads/2018/10/GroupUseBrochure.pdf) principles to the students.
 - <https://Int.org/wp-content/uploads/2018/10/GroupUseBrochure.pdf>

Description

1. Upon arrival to area discuss the safety principles for site selection.
2. Students will self select an area for tent set up based on the safety principles.
3. Students will set the tent up according to directions if provided.
4. Students who complete the tent set up and monitor and assist other students.
5. Students will store gear in tent.
6. Students should recheck directions to insure tent stability to address possible conditions.
7. Students will disassemble the tents and repack the tent in the original bag.
8. Students will review the Leave No Trace principles to check for compliance.

More Challenging

- Have students with camping experience set up larger tents.
- Time students setting up their tents a second time for efficiency.

Less Challenging

- Put a student with camping experience in each group.

Assessment

- Students will create and submit a numbered list and order of components utilized to set up a tent.
- Student will perform a peer assessment of the other groups site selection using a rubric.
- Student will perform a peer assessment using a rubric of other groups to determine if they are using the Leave No Trace principles.

Cool Down/Review/Closure

Review the 6 No Trace Principles with the students.

How might you use the Leave No Trace Principles in the future?

References:

<https://Int.org>

www.sectionhiker.com

TENT SET UP CHECKLIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SITE SELECTION	1	2	3	4
CHECK AREA FOR OBSTACLES OR HOLES	Appropriate selection of area avoiding obstacles and holes, with little understanding of correct location.	Appropriate selection of area with obstacles or holes and demonstrating an understanding of correct location.	Most of the area was selected appropriately demonstrating an understanding of correct location.	Selection, maintenance and use of . Including: personal, group and safety equipment. Good documentation shown in equipment lists
AVOIDING WATER MIGRATION AND LOCATION OF WATER	Poor selection of tent and cooking sites avoiding water and water migration.	Understands some of the issues around tent and cooking site selection avoiding water and water migration. .	Demonstrates an understanding of tent and cooking site selection avoiding water and water migration. .	Correct site selection for tent and cooking area avoiding water and water migration.
AVOIDING TREES/LIMBS THAT COULD FALL	Poor selection of tent and cooking sites avoiding trees/limbs that could fall.	Understands some of the issues around tent and cooking site selection avoiding trees/limbs that could fall.	Demonstrates an understanding of tent and cooking site selection avoiding trees/limbs that could fall.	Correct site selection for tent and cooking area avoiding trees/limbs that could fall.
AVOIDING FRAGILE FLOWERS AND VEGETATION	Poor selection of tent and cooking sites avoiding trees/limbs that could fall.	Understands some of the issues around tent and cooking site selection avoiding trees/limbs that could fall.	Demonstrates an understanding of tent and cooking site selection avoiding trees/limbs that could fall.	Correct site selection for tent and cooking area avoiding trees/limbs that could fall.
AVOIDING POISONOUS PLANTS	Poor selection of tent and cooking sites avoiding poisonous plants.	Understands some of the issues around tent and cooking site selection avoiding poisonous plants.	Demonstrates an understanding of tent and cooking site selection avoiding poisonous plants.	Correct site selection for tent and cooking area avoiding poisonous plants.
AVOIDING WINDY AND EXPOSED SITES	Poor selection of tent and cooking sites avoiding windy and exposed sites.	Understands some of the issues around tent and cooking site selection avoiding windy and exposed sites.	Demonstrates an understanding of tent and cooking site selection avoiding windy and exposed sites.	Correct site selection for tent and cooking area avoiding windy and exposed sites.

LEVEL CAMP SITE	Poor selection of tent and cooking sites that are not level site.	Understands some of the issues around tent and cooking site that are not level site.	Demonstrates an understanding of tent and cooking site that are not level site.	Correct site selection for tent and cooking site that are not level site.
CAMPING REGULATIONS	Poor understanding of camping regulations for the area.	Understands some of the camp regulations for the area.	Demonstrates an understanding of camping regulations for the area.	Correct application of the camping regulations for the area.
WORKING COLLABORATIVELY WITH OTHER GROUP MEMBERS	Unable to work effectively with others	Generally works collaboratively with others but at times does not effectively express their own view-point or listens actively to others.	Generally worked collaboratively with others.	Worked collaboratively with people at all times being respectful of others opinions and needs.
WORKS INDEPENDENTLY	Is only able to attend to tasks when directed	Attends to some tasks independently but often has to be directed to new tasks that need doing	Able to attend to task independently. Generally being able to identify tasks that need doing.	Able to consistently identify and attend to tasks that need doing without direction