

PDP OE 101 Introduction to Outdoor Adventures

Instructor:

Email:

Meets once per week: 1.0 Credit - 10 weeks, 1:45 per session

February 19- April 23 2021

Section A1 Fridays, 10:10-11:55

Section B1 Fridays, 12:20-2:05

Course Description:

A comprehensive introduction to outdoor activities including hiking, camping, paddling, cooking outdoors, and survival skills. Learn how to manage risks and safety outdoors, develop outdoor leadership skills, and learn to adventure outdoors while leaving no trace. Course will take place primarily in a classroom setting; at BU FitRec and at the BU Sailing Pavilion.

Course Goals:

- Understand historical and social contexts for outdoor recreation.
- Cultivate an understanding of how outdoor adventures intersect with environmental sustainability, and learn to leave no trace in the outdoors.
- Learn and practice how to:
 - Navigate using a topographic map, compass, and natural features
 - Prepare and pack for outdoor trips, including weather forecasting
 - Assess, manage, and mitigate risk outdoors
 - Identify and enjoy regional flora, fauna and wildlife
 - Select and set up a campsite, camp kitchen, campfire
 - Manage water safety, paddle, and kayak

Grading Policy:

This class will be graded Pass/Fail, based on attendance. Please visit the [Registrar's website](#) often to view relevant deadlines! Below is a list of possible grades you may receive in this class:

P – Pass: Completed course requirements, 80% or more classes attended

W – Withdraw: If you drop this class after the specified deadline, you will receive a “W” grade.

MG - Missing Grade: If you decide you do not want to take this course, but forget to drop it, this grade will appear on your transcript. You will still be allowed to graduate and it will not affect your overall GPA, however you are strongly encouraged to drop this course within the allotted deadline to avoid this grade. Dropping before the deadline will remove this class from your transcript entirely.

I – Incomplete: If you fail to meet the attendance requirements of this course, you will receive an “I” until you have made up all missed classes. Please make arrangements with your instructor to

do so within the following semester. Your grade will be changed to a “P” once you have made up all classes.

AU- Audit: If you intend to audit this class, please fill out and ask your instructor to sign a Class Adjustment/AU form and turn it in to the Registrar’s Office by the deadline.

F- Fail: It is very unlikely that you will receive a failing grade. Your instructor is happy to work with you to make up any missed classes. A grade of “F” will only be given in extenuating circumstances.

Attendance Policy & Make-Up Classes:

Attendance on the first day of class is mandatory. If you miss the first class without prior communication with the instructor, you will be asked to drop the class.

Because this class is graded solely on attendance and learning is cumulative, it is important that you attend each class. You will need an 80% attendance record to receive a passing grade. You are allowed 3 unexcused absences. Excused absences (such as illness or injury with a doctor’s note or death of a family member) will not count against your attendance record. If you have more than 3 unexcused absences, you will need to arrange to make up the classes you have missed.

You may attend any of the other scheduled sections for a makeup class. You must make up missed classes before the last day of fall classes.

Blackboard, FitRec Website & Course Evaluation:

A Blackboard course site may be available for this class online at <http://www.learn.bu.edu> and can be accessed by entering your BU username and password. All students enrolled in this class should have access to this site, even if your school does not use Blackboard. This site will give you access to the course syllabus, any additional content, and allow you to email other students in this class. Emergency cancelations as well as other announcements may also be posted here.

For a broader explanation of PDP credit class policies, information on registration, or schedules please visit the FitRec’s website: <http://www.bu.edu/fitrec/about/physical-education/>

Course evaluations will be sent via email at midterm and at the end of the semester. Please take the time to fill these out – your feedback is very important to us!

Student Conduct:

Boston University’s codes of conduct are enforced at the Fitness and Recreation Center at all times. Use of Boston University facilities is a privilege and participants are expected to be good citizens and respect the rights of others. Individuals who engage in unacceptable or irresponsible behavior may have their access to the Fitness and Recreation Center revoked or modified indefinitely as determined by the Executive Director of Physical Education, Recreation and Dance. Students may be subject to further university disciplinary action as outlined in the Boston University Code of Student Responsibilities (www.bu.edu/dos/policies/student-responsibilities).

Schedule:

Day 1 (Feb 12)	<p>Introduction - Why go outdoors? + Social & historical context</p> <p><u>Introductions - Instructors & Students</u> (20 mins)</p> <ul style="list-style-type: none">● Introduce self & a favorite memory from outdoors / why you signed up for this class● In pairs/small groups, please discuss the following:<ul style="list-style-type: none">○ Why go outdoors?○ What captivates us humans about the outdoors?● Share back in large group. Any common themes? <p><u>Overview of Syllabus. Big Picture of Course</u> (10 mins)</p> <ul style="list-style-type: none">● This course integrates practical outdoor skills with foundations in environmental ethics, inclusivity, and a commitment to safety.● Classes contain a combination of “hard skills” and socio-environmental context/big-picture thinking about the outdoors.● Expectations of students: attendance/positive participation, coming to class prepared, thoughtful engagement in course content, etc.● Questions? <p><u>Historical background of outdoor recreation and education.</u> (1 hour)</p> <p>Split into small groups and each group will read one of the articles and discuss the questions listed beneath the article. Re-group as a class to share take-aways.</p> <ul style="list-style-type: none">● The Trouble with Wilderness<ul style="list-style-type: none">○ How has the idea of wilderness changed over time?○ How does the “frontier mentality” exclude groups of people? (Think about native peoples, non-males, low SES, people of color)○ What is “the trouble with wilderness?”○ How can we address it in our outdoor pursuits?● Invasion of America Interactive Map & Outdoor Recreation & Colonialism & New Rules for Respectful Recreation<ul style="list-style-type: none">○ How did/does colonialism affect Native American people?○ How does the history of US colonialism linger in outdoor recreation?○ How can outdoor enthusiasts balance respect and understanding of the complex issues behind US colonialism, and their adventures outdoors?● Diversity and the Conservation Movement & Interview with Outdoor Afro Founder & Why Don't Black People Go Camping?<ul style="list-style-type: none">○ How does the historical context of the outdoors differ for different groups of people?○ Who is typically represented and underrepresented in the outdoors, and how did this come to pass?○ Why should we strive for better representation in the outdoors?○ How can we create a more inclusive approach to outdoor recreation?
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	<p><u>Nature Walk/Sense of Place Outdoors</u> (15 mins)</p> <ul style="list-style-type: none"> • Take a stroll outside to develop your sense of place together. Game outside? Mindfulness?
<p>Day 2 (Feb 19)</p>	<p>Planning Ahead Outdoors - Leave No Trace & Packing for a Trip</p> <p>Overview of Leave No Trace principles (40 mins)</p> <ul style="list-style-type: none"> • In pairs, pick 1 principle and do some research. Dig into the principle -- what does it mean, how does it show up? • Each pair presents to the class • Quick discussion Q: <ul style="list-style-type: none"> ○ How might LNT look different for different communities? (Frequent outdoor adventurers, new to the outdoors, different cultures, etc?) ○ What parts of the LNT principles can be adapted to be inclusive, and which parts of LNT principles are steadfast? (This is not a rhetorical question -- it's open to dialogue and thoughtful input!) ○ How can we use strategies of inclusion and "calling people into LNT" rather than shaming/ "calling people out for not LNT"? <p>Preparing and packing for outdoor trips (1 hour)</p> <ul style="list-style-type: none"> • Research your location <ul style="list-style-type: none"> ○ Look up the weather for the duration of your trip ○ Understand the terrain, difficulty, elevation gain you will encounter ○ Create a basic timeline: <ul style="list-style-type: none"> ■ How many hours of daylight do you have? Sunrise, sunset & civil twilight hours. Always allow an extra hour buffer, at least! ■ How long do you want to spend doing your activity? ■ When will you take breaks, eat lunch, etc? ■ Account for camp set up/breakdown, hiking pace, mileage ■ Calculating Mileage: Hiking on flat ground without a pack = 30 mins/mile Add +15 mins/mile for a backpack (+30 mins for beginners) Add +1 hour for every 1,000 elevation gained ○ <u>Activity/Skills Practice:</u> <ul style="list-style-type: none"> ■ Look up a hike on Alltrails, MA State Parks, The White Mountains or any other source. ■ Pick a hike and read about the terrain, hiking time, etc. ■ Plan a day hike on this: what time would you leave, when would you return? When does the sun set on your hiking day? • What to wear - show examples from outdoor gear closet <ul style="list-style-type: none"> ○ Layers which you can easily add or remove. Base layer, mid layer, outer layer. ○ No cotton! Cotton absorbs and holds onto water, making you feel constantly sweaty in warm weather, and colder in cooler temperatures ○ Base layer: polyester, nylon or wool wicking layer: Clothing close to the skin should be one of these materials, they absorb water, but dry quickly, removing the moisture from your body

- Mid/outer layer: Fleece or puffy jacket for colder conditions
- Waterproof layer, make sure it's breathable!
- Socks: tall wool-blend socks which can tuck over your pants to protect from insect exposure. Non-cotton socks will prevent blisters and "trench foot." Hiking sock liners are good for backpacking.
- Hiking boots provide proper support for your feet and ankles, and prevent common hiking injuries. Try to stay away from running or open toed shoes
- Activity/Skills Practice:
 - What would be best to wear on the hike you previously planned, based on the location and time of year? Check weather forecast and note sunrise/sunset times, winds, etc.
 - What snack/meals would you bring on this hike?
- What to eat/drink
 - Water, water, water! ~2 liters per person. For longer trips, water purifiers or iodine tablets are a must have!
 - Activity/Skills Practice: Break students into groups and have them [read about different water purification techniques](#). Each group will report back on their technique, give pros and cons, as well as when their method is most applicable (day hike, survival situation, backpacking etc.)
 - Snacks: Nuts, jerky, energy bars, trail mix (make your own!)
- First Aid Kit:
 - <https://www.rei.com/learn/expert-advice/first-aid-checklist.html>
 - Antiseptic Wipes
 - Antibacterial Ointment (Neosporin, rubbing alcohol)
 - Assortment of bandaids/Gauze pads, medical tape
 - Ibuprofen
 - Tweezers
 - Lifesaving meds: aspirin, benadryl, honey/sugar for diabetic shock (epinephrine if you have an Rx)
- Selecting proper gear
 - What kind of trip are you planning for? Car camping? Backpacking? Canoeing?
 - Ultra light vs. heavy gear
 - How much should your pack weigh?
 - <https://www.rei.com/blog/camp/how-much-should-your-pack-weigh>
 - Multipurpose gear (i.e. a lantern made out of a head lamp & water bottle, MSR dromedary bag for showers, handwashing, dishwashing, drinking or even to use as a pillow)
 - How to choose a sleeping bag:
 - <https://www.youtube.com/watch?v=CbxAW45dUPY>
 - Packing lists from REI

	<ul style="list-style-type: none"> ■ Hiking: https://www.rei.com/learn/expert-advice/day-hiking-checklist.html ■ Backpacking: https://www.rei.com/learn/expert-advice/backpacking-checklist.html ■ How to pack a backpack: https://www.youtube.com/watch?v=jBDido6uX9k ■ ACTIVITY: After watching this video, let's practice packing together!
<p>Day 3 (Feb 26)</p>	<p>Risk Management in the Outdoors - Link to full Risk Management Document/Lesson Plan (please use this! Last 2 pages are a student worksheet)</p> <p><u>Defining risk:</u> the potential to lose or to gain something of value.</p> <ul style="list-style-type: none"> ○ All activities involve inherent risk. We must accept inherent risk to grow! We can minimize potential for loss through smart risk management, mitigation, and safety plans. ○ The goal of risk management: minimize potential losses using risk mitigation techniques, while maximizing potential gains ○ Perceived risk vs. actual risk: we can maximize gains by leveraging perceived risks, while minimizing actual negative risks through safety measures. (Ex. rock climbing = high perceived risk, ropes & systems minimize actual risk) ○ What are some risks outdoors? (Group brainstorm, list on board) <p><u>Quantifying risk:</u> Risk = Probability of occurrence * Severity of Outcome (Use a scale of 1/10 for both)</p> <ul style="list-style-type: none"> ● Practice quantifying risk by assigning numerical values to the list of risks you brainstormed as a group (WITHOUT risk mitigation factors) ● Explore how different factors (environment/location/weather, level of experience/knowledge, gear) impact the numerical value of risk ● View Risk Assessment Matrix - which risks have a Green Light, Yellow Light, and Red Light? <p><u>Mitigating negative risk:</u> To mitigate/reduce risk you should: assess initial risk, remove hazards, add safety factors, and re-assess risk. Is risk at an acceptable level? Does negative risk value outweigh positive risk reward? If not, bail out!</p> <p><u>Remember positive & perceived risks:</u> Wrap-up questions for discussion:</p> <ul style="list-style-type: none"> ● How can we leverage the educational value of perceived risks while mitigating actual risks? ● How do the perceived risks vary for each individual based on past experiences, fears, confidence, etc.? ● What are positive risks of outdoor activities? (Group brainstorm).

	<p>Remember these positive risks! We believe they are worth undertaking, when including a careful safety assessment and risk mitigation strategies.</p> <p><u>Skills practice:</u> End class by sharing some easy tips & tricks each person can have in their bag. Begin an “Oh, shit! kit” for each participant which can contain:</p> <ul style="list-style-type: none"> ● Firestarter (cotton dipped in vaseline, stored in a straw for waterproofing) ● Firestarter: flint/steel, lighter, matches, etc. (participants should supply) ● First aid supplies (participants should supply. Recommend WFA training!) ● Map & compass (participants should supply) ● What are other outdoor essentials? (Whistle, flashlight, etc.) <p>Further reading/viewing:</p> <p>What does Inclusion have to do with Risk Management? - video</p> <p>Risk Management overview by NOLS - video, 15 mins</p> <p>Risk Assessment Safety Management Reading</p>
<p>Day 4 (Mar 5)</p>	<p>Navigating in the outdoors</p> <ul style="list-style-type: none"> ● How to use a compass <ul style="list-style-type: none"> ○ Cardinal directions ○ How to shoot a bearing ○ <u>Skills practice:</u> Use your direction sheet in teams to make it to your final destination (outdoors if it is nice out!) ● Using natural features in the outdoors to navigate <ul style="list-style-type: none"> ○ https://www.naturalnavigator.com ○ Information on navigating using the sun, moon, stars, plants and more! Also includes some videos. ○ <u>Skills practice:</u> split up into 5 groups and read about 2 aspects of nature that you can use to navigate using the link above. Once you have read about these, share your findings with the class. ● What other signs can you use to navigate? <ul style="list-style-type: none"> ○ Wind, sounds, landmarks ○ Come up with examples of how you can use these signs to navigate ● How to read a map ● What to do when you're lost <ul style="list-style-type: none"> ○ Ways to avoid getting lost <p>Forecasting & Weather awareness</p> <ul style="list-style-type: none"> ● Warm fronts generally lead to rain and more gentle precipitation <ul style="list-style-type: none"> ○ Pay attention to the types of clouds that can occur when a warm front comes in: high, wispy cirrus clouds→ low, thick stratus clouds → heavy, dark nimbus clouds ○ Warm fronts may take a few days to pass ● Cold fronts can lead to thunderstorms and more serious weather by moving rapidly underneath warm air <ul style="list-style-type: none"> ○ Keep a close eye on cumulonimbus clouds which are thunderhead clouds with an anvil shape/flat top ○ Temperature can drop quickly, though it is generally not long lived

	<ul style="list-style-type: none"> ● Low pressure in the air usually means a storm is coming/shift in fronts <ul style="list-style-type: none"> ○ You can either use a barometer (i.e. on a watch) to measure this or other natural phenomena including low hanging smoke from a fire or low flying/swarming insects ● Lightning safety <ul style="list-style-type: none"> ○ Avoid water, metal, solitary trees, high ground, people (stay ~20ft apart) and open spaces ○ Seek fully closed shelters, clumps of trees or shrubs of uniform height, ditches, trenches or low ground. Seek a low crouching position with feet together and hands over ears. ○ Keep a high level of safety awareness for at least 30 minutes after the last strike. ○ https://www.youtube.com/watch?v=60WJ8Vs6T7c
<p>Day 5 (Mar 19)</p>	<p>Mindfulness in the outdoors</p> <ul style="list-style-type: none"> ● Begin class with a body scan meditation ● What is mindfulness? <ul style="list-style-type: none"> ○ Simply put, mindfulness is holding a bare attention to something, without judgment. ● Why is nature so beneficial to our minds? <ul style="list-style-type: none"> ○ https://www.mindful.org/the-benefits-of-being-mindful-outdoors/ ● <u>Group practice</u>: Break into groups of 3-4 and answer the following questions. <ul style="list-style-type: none"> ○ How can you be mindful in your daily lives? ○ What are some things we can do to connect our minds with nature? ○ Why is it important to be mindful in the outdoors? ● Practice a guided walking meditation outdoors
<p>Day 6 (Mar 26)</p>	<p>Selecting & Preparing Your Campsite (Part 1)</p> <p>How to:</p> <ul style="list-style-type: none"> ● Select and prepare a campsite <ul style="list-style-type: none"> ○ Research the area you plan to stay in. Can you camp overnight? ○ Make reservations in advance ○ Choose a flat shaded area if available, with a very slight grade to allow water runoff in case of rain (sleep with your head on higher ground than your feet) ○ Don't forget to look up! Check for hanging branches ○ What is your proximity to water and popular trails? ○ Practice LNT principles ● Select which tent to bring/purchase for your trip (REI video) <ul style="list-style-type: none"> ○ <u>Activity</u>: Split into teams and set up your tent together ● Tie specific multi-use knots <ul style="list-style-type: none"> ○ What can ropes be used for in a campsite? <ul style="list-style-type: none"> ■ Clotheslines, shelter (hold up tarps), bear bags, tripods for cooking (hold pots over fires) ○ Helpful knots - https://coolofthewild.com/camping-knots/ <ul style="list-style-type: none"> ■ Square knot

	<ul style="list-style-type: none"> ■ Two-Half Hitch ■ Trucker Hitch ■ Bowline ■ Monkey’s fist (more fun than helpful, but can be used to throw rope over a branch) ○ <u>Skills practice</u>: practice each knot together ● How to start a fire <ul style="list-style-type: none"> ○ Oxygen ○ Fuel:Kindling, tinder and wood <ul style="list-style-type: none"> ■ What items can be used as kindling and tinder? ○ Heat: Fire starters, matches, lighters, etc. ○ <u>Activity</u>: Create your own fire building tool kit
<p>Day 7 (Apr 2)</p>	<p>Selecting & Preparing Your Campsite (Part 2) How to:</p> <ul style="list-style-type: none"> ● Set up your kitchen/ cooking gear <ul style="list-style-type: none"> ○ Simple gear that can be used as heating mechanisms ○ Setting up a tarp can be helpful if rain is in the forecast, or to set up a communal shaded area ○ <u>Skills Practice</u>: Set up a tarp with some of the knots you learned last week ● Set up your cleaning stations <ul style="list-style-type: none"> ○ Hand washing ○ Dish washing ○ Trash (food waste, recycling, other) ● Set up your Bear hangs - how to catch a bear :) <ul style="list-style-type: none"> ○ Why do we need to set up a bear hang? ○ Different ways to hang a bear bag ○ What alternative gear can we use if we don’t have the specific gear in the video? ● Prepare easy meals <ul style="list-style-type: none"> ○ This article has information on how to pack food/planning meals for short to long trips ● Prepare a meal together
<p>Day 8 (Apr 9)</p>	<p>Kayaking and managing risks on the water</p> <ul style="list-style-type: none"> ● Water safety <ul style="list-style-type: none"> ○ PFDs - how to fit properly ○ Wind and current direction on the Charles River ○ Water quality on the Charles River <ul style="list-style-type: none"> ■ What is the Charles River Watershed Association? ■ How can we do our part in spreading awareness and minimizing the impact of water pollution? ○ LNT principles ● How to kayak/paddle ● Kayak on the Charles River
<p>Day 9</p>	<p>Identifying natural flora, fauna & wildlife</p>

(Apr 16)	<ul style="list-style-type: none"> ● Knowing the native organisms at the location ● Safe vs. Dangerous flora, fauna & wildlife ● Make art out of Nature (because why not?)
Day 10 (Apr 23)	<p>Outdoor Leadership and Self-Awareness</p> <p>Outdoor leadership combines competence, knowledge, and good judgment. So far this course has built knowledge, and we will wrap up the course by trying to foster competence and strong judgment.</p> <p>Judgment in the outdoors is an intentional act. Judgment is the extrapolation from <u>direct</u> (such as personal experience) and <u>indirect experiences</u> (such as anecdotes, case studies, learning from others) to foresee cause and effect, and to choose the best course of action. How can we develop strong judgment?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience is the best teacher. Get outdoors! <input type="checkbox"/> Reflect on your successes <u>and</u> your mistakes. Set your ego aside. <input type="checkbox"/> Learn from others' experiences. <input type="checkbox"/> Work with mentors <input type="checkbox"/> Develop instinct. Acknowledge that flutter of dread, fear, etc. and know that it is valid! Trust these warning flags - pause to re-examine your plan, and if in doubt, err on the side of caution. <p>Competence</p> <ul style="list-style-type: none"> ● Read this article for background on Conscious Competence Model for Leadership & Learning ● Watch this 5-minute video for an excellent application of the Conscious Competence Model ● Questions for Reflection: <ul style="list-style-type: none"> ○ How does this model relate to my life? ○ How does this model relate to outdoor risk management? ○ How can I strive for achieving conscious competence in the outdoors? ○ What are ways I can support others as they also strive for conscious competence in their outdoor adventures? <p>Prepare for your own outdoor trip!</p>
Day 11 (optional outdoor trip)	Optional planned outdoor trip!