

<b>Course Code &amp; No. - Section:</b>	ODAL 350
<b>Course Title (Credits):</b>	Sierra Nevada Orientation (SNO) Leader Training: High Camp
<b>Term &amp; Year:</b>	Summer/Fall 2019
<b>Course Ref. No. (CRN):</b>	
<b>Instructor:</b>	Rosie Hackett
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<b>Office:</b>	TCES 2 <sup>nd</sup> Floor
<b>Office Hours:</b>	By Appointment
<b>Class Meeting Time:</b>	Facilitation Workshop FUN: Wednesday May 8: 230pm-5pm: High Camp logistics training: Monday, August 26th- 9am- TCES 115 High Camp field training: Tuesday-Friday, Aug 27-30 6:30am-... Tuesday, Sept. 3 <sup>rd</sup> TCES 115: High Camp Logistics Prep Wed-Sunday, Sept. 4 <sup>th</sup> - Sept. 8 <sup>th</sup> – High Camp field Sunday, Sept. 8 <sup>th</sup> - 6 pm De-issue/Debrief /photos/Pizza Party Monday – Thursday Sept. 9 <sup>th</sup> -Sept. 12 <sup>th</sup> : CORE 123 facilitation 9-1245 Monday, Sept.16 <sup>th</sup> - Reflection and all leader paperwork due Monday-Thursday-(9/23-9/27)Scheduled Final One on One Debriefs
<b>Location:</b>	<b>TCES 115 &amp; Desolation Wilderness</b>
<b>Prerequisites (from Catalog):</b>	Instructor Approval

### Course Description

This three-week course prepares students to become successful Sierra Nevada Orientation Leaders (SNO) in one of three camps, High Camp (Backpacking), River Camp (Whitewater Rafting), or Base camp (Creative Arts). The first week, students will participate in a rigorous week long leader training program that includes risk management, trip planning, gear/food logistics, and lesson planning for a four day, three-night training/recon expedition. The second week, students plan, prepare, and lead new SNC students on a five day, four-night immersion/expedition orientation program. The third week, students help facilitate and mentor the new students thru leadership, sustainability, and creative arts workshops on campus, that transfer the skills learned in “camp” to skills to be successful at SNC. NOTE: Must have instructor permission.

### Student Outcomes

Upon successful completion of this course, a student will be able to:

1. Practice and apply knowledge and skills to safely lead a 5 day field expedition/orientation.
2. Develop a sustainable relationship to both the natural environment and to the SNC community.
3. Build an inspired desire for lifelong learning.
4. Continue to develop competence in leadership, risk management, communication, decision making, creativity/innovation and facilitation.

**Methods of Assessing Student Outcomes**

Student outcomes will be assessed using the following:

1. Class Participation
2. Independent Research
3. Oral Presentations
4. Written Journals
5. Role Playing Scenarios
6. Skills Demonstrations
7. Paired/Group Activities
8. Peer Feedback
9. Personal Binder Resource

**Required Texts and Materials**Required Texts & Materials:

- Instructor Handouts
- Independent research

**Attendance**

Due to the experiential nature of this class, students are asked to attend and actively participate in **all** course material including discussions, problem solving, physical activities, teaching scenarios, and the exchange of feedback. Sensitivity and attentiveness toward each group member's experience and the group's progress as a whole will be the responsibility of each group member. The class will meet at various times and locations as outlined in the detailed class schedule below. Attendance is mandatory during all parts of the course. **Repeated tardiness and/or an absence will result in removal from the course and a non-passing grade.**

**Grading Policy:**

- Participation is everything! Attendance and active participation at all course meetings and outings will be the largest part of your grade. **(150pts)** NOTE: 10 points will be deducted for every day or partial day missed.
- Summer assignments (lesson plans), field journals, and skills evaluation checklists **(50 pts)**
- Final Reflection Assignment **(50 pts)**

Total: **200 pts**

**Academic Accommodations:** In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

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## Class Schedule

<i>Class Plan</i>	<i>Assignments</i>
<b>Summertime-</b> <ul style="list-style-type: none"> <li>Plan and Prepare for leading and teaching by completing your three one-page lessons plans from the research topics in the back of this syllabus.</li> <li>Stay in shape by going for weekly hikes or trail runs.</li> <li>Plan a backpacking trip with your friends.</li> <li>CHECK YOUR EMAIL AT LEAST ONCE OR TWICE A WEEK FOR COURSE UPDATES AND INFORMATION</li> <li>Contact instructors with questions you may have</li> </ul>	<ul style="list-style-type: none"> <li><b>Research, prepare, and practice all teaching scenarios as in the 'research topics' section. You must have a written plan and outline for three topics.</b></li> <li><b>Gather, borrow, or purchase all necessary gear as outlined in the 'required gear list' section.</b></li> <li>Notify instructors of any changes you may have encountered as soon as possible.</li> </ul>
<b>Monday Aug. 26 – 9am- Meet, Greet, and Prepare</b> Students will prepare all the necessary materials and gear for the leader training expedition on Tuesday.	<ul style="list-style-type: none"> <li><b>Have all necessary gear as outlined in the 'required gear list' section.</b></li> <li>Student presentations on pack basics</li> <li>Student presentations on introduction/name games</li> </ul>
<b>Tuesday-Friday, August 27-30- 6:30am- Meet in TCES 115 Leadership Training Expedition</b>	<ul style="list-style-type: none"> <li>Have a great attitude and be ready for a big day of hiking.</li> <li>Student presentations</li> </ul>
<b>Saturday-Monday (Aug. 31-Sept. 2), Labor Day weekend off</b>	<ul style="list-style-type: none"> <li>Rest and Recover</li> </ul>
<b>Tuesday, Sept. 3<sup>rd</sup>- Wed. Sept. 4<sup>th</sup> 9am TCES 115 – New students arrive: Orientation activities and Field prep work</b> <ul style="list-style-type: none"> <li>Be ready to facilitation initiatives/games for the new students</li> <li>Plan, Pack, and Prepare for Wilderness Orientation (WO leaders only)</li> <li>Review route with your co-instructor(s)</li> <li>Take care of group gear</li> <li>Buy and pack food</li> <li>Review medical forms</li> <li>Review day to day plan and student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate initiatives and activities during orientation...be on duty</li> <li>Prepare group gear and food</li> <li>Prepare lessons</li> <li>Collaborate with your co-leader</li> </ul>
<b>Wednesday-Sunday, Sept. 4<sup>th</sup>- 8<sup>th</sup> - TCES 115 – WO begins High Camp leaders arrive 11am....</b> <ul style="list-style-type: none"> <li>Take care of last minute details and tie up all loose ends</li> <li><b>9am</b> Introduction circle</li> <li>Split up into participant groups</li> <li>Issue OA gear to participants</li> <li>Assign Group gear to participants</li> <li>Teach students how to pack backpack</li> <li><b>Day Hike/Adventure Camp on campus or head out to trailhead</b></li> </ul>	<ul style="list-style-type: none"> <li>Take care of any last minute preparations</li> <li>Be prepared with all of your teaching topics to present to the group</li> <li>Meet, greet and interact with your group</li> <li>Assign water and cook groups within your group- spreadsheets provided.</li> <li></li> </ul>

<b>Thursday, Sept. 5<sup>th</sup> - Sunday Sept. 8<sup>th</sup> - FIELD High Camp</b> <ul style="list-style-type: none"> <li>• 6am rise and shine for WO</li> <li>• 7am departure for FIELD for WO folks</li> <li>• Get into the WILD!</li> </ul>	<ul style="list-style-type: none"> <li>• Have fun LEADING!</li> <li>• <b>Daily phone check-in's by nightfall.</b></li> <li>• Teach your topics!</li> <li>• Form community!</li> <li>• Mentor!</li> <li>• Love SNC!</li> </ul>
<b>Sunday, Sunday 8<sup>th</sup>- High Camp Returns</b> <ul style="list-style-type: none"> <li>• Course closure in field/reflections</li> <li>• De-issue and clean gear</li> <li>• Debrief with Daryl and Rosie</li> <li>• 6pm Dinner at Patterson for all Orientation folks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Course Reflection Journal</b></li> <li>• Attend Debrief/Course Wrap Up Session immediately after the trip</li> <li>• De-issue and clean all group gear</li> <li>• Evaluate ODAL 450</li> <li>• Final assignment given out</li> </ul>
<b>Monday August 9<sup>th</sup>-Thursday Sept. 12<sup>th</sup>: Facilitate Leadership Workshops 9-2pm</b>	<ul style="list-style-type: none"> <li>• Prepare lesson plans to help teach and facilitate the Leadership workshops</li> <li>• Encourage new student participation</li> </ul>
<b>Monday, Sept. 16<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Email Rosie all final class work (reflection, journals, evaluation checklist)</li> <li>• Email top ten photo's of your trip</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final assignment due!</b></li> <li>• <b>Top ten photos due!</b></li> </ul>
<b>Monday, Sept. 23<sup>rd</sup> thru Thursday Sept. 27<sup>th</sup></b> -High Camp Debrief Meetings with Rosie (individually scheduled-signups on whiteboard)	<ul style="list-style-type: none"> <li>• Debrief with Rosie on High Camp leadership journey</li> </ul>

***Please note that the schedule of class topics and assignments are subject to change. As outdoor enthusiasts, we are always POISED FOR CHANGE!***

**Equipment List****Required Clothing:**

- 1 hat: wool or fleece
- 1 pair long underwear (top and bottom): polypropylene, wool, or silk
- 1 pair pants: wool or fleece
- 1 pair waterproof pants shell pants
- 1 wool sweater or fleece jacket
- 1 warm jacket (down) or additional fleece jacket
- 1 parka with hood: waterproof
- 1 pair warm gloves
- 1 pair sturdy hiking boots or sneakers (your preference)
- 2 pairs wool or fleece socks

**Required Equipment:**

- 1 backpack: external or internal frame (4000 cubic inches)
- 1 sleeping bag: 20 degree rating
- 1 sleeping pad
- Tent or Mid for personal use or to share with co-leader
- Small tarp for ground cover
- Flashlight/headlamp (extra batteries are a MUST)
- 2 water bottles (1 quart each)
- Cup, bowl, and spoon
- Sunscreen/sunglasses/lip balm/toiletries (less is more)
- Bandana
- Pocket knife
- Camp shoes
- Camera (waterproof if possible)
- TREATS for group
- WFR's MUST have- Fully stocked first aid kit for a five day backpacking trip. *SNC will provide replacement materials for you if you do not have some of the materials*

**Group Gear:**

- Tents/mids/tarps
  - Stoves
  - Fuel bottles
  - Cooking utensils
  - Water purification systems
  - Maps and compasses
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### **Summer Homework & Research**

For your homework this summer and to better prepare you to be a fantastic WO leader we are asking that you write 3 one-page lessons for WO, using topics outlined below. These papers should each be a one-page **teaching summary**, citing at least 3 sources and using the lesson outline provided on the final page of the syllabus.

### **Wilderness Orientation Research Topics**

1. Research Maslow's Hierarchy of needs as it relates to safety and shelter needs
  - a. Fear and stress (conflict resolution)
2. Risk Management
  - a. Happy Trail Etiquette (Expedition Behavior: Rosie's three rules)
  - b. Prevention is key
  - c. WFR
3. Packing a Backpack
  - a. The ABC's of packing- Accessibility, Balance, & Compression
  - b. What not to bring- iPods, Shampoo, Laptop
4. On the trail-
  - a. Group trail and hiking etiquette as it refers to your group and others
5. Proper water filtration techniques
  - a. What not to do
  - b. Safety concerns
6. Campsite Selection and Shelter Set Up
  - a. Selection as it refers to LNT
    - i. Distance from water source
    - ii. Least impact
7. Food Preparation
  - a. Stove Use and Safety- MSR Whisperlites
  - b. Food Safety
  - c. Sanitation
  - d. Proper Clean-up- LNT
8. Games- (Come up with your own NEW ones that SNC does not already play)
  - a. Introduction
  - b. Trail Games and Riddles
  - c. 'Campfire' games and stories
  - d. Community building
9. Desolation Wilderness
  - a. History (local Lake Tahoe history)
  - b. Ecosystems
  - c. Environmental Concerns
  - d. What a designated wilderness area is- Define it!
10. Value of Service
  - a. Research local service opportunities in local Tahoe area

## **W.O. LESSON PLAN**

*Use this template to help organize your lesson on leadership. The more preparation you put into your lesson plan, the more successful your lesson will be. AND...Here are just a few more tips for a great lesson.*

- **Language:** concise, sincere, engaging, imaginative, no apologies, first sentence is powerful
- **Delivery:** appearance is polished and confident and body language (non-verbal communication) is appropriate and compelling

*AND....Just before your lesson, remind yourself that you are smart, competent, capable, worthwhile and that what you have to say is important.*

**Name:**

**Teaching Topic:**

**Participants (age, experience, etc.):**

**Overview** *(In a few sentences, describe WHAT (central message) will be taught during this lesson and what types of activities will be used-your intent):*

**Time** *(Designate the time frame for this lesson, i.e. 1 minute to introduce and read TAO, 2 minutes for lesson objectives, 10 minutes for activity, 5 minutes for reflection, etc. This is to help you organize yourself and make sure you are on track Be SPECIFIC!.):*

**Materials/Equipment/References/Location Required:** *(i.e. whiteboard, stuffed animals, river? Don't forget supporting materials/references that give you authority on your topic-be sure to include them here. Must have at least 3 sources cited.)*

**Learning Objectives** *(Write 2-5 objectives stating expected learner outcomes. You may want to share these during the presentation-your choice?):*

**Direct Instruction:** *(step by step procedure)*

**Introduction/Opening:** *(How will you begin the lesson? Hook the students. Sell the lesson. Find out WHAT students know and let them know WHY it is important to learn what you are teaching. What is your central message?)*

**Development** *(What activities will be done to teach the concepts? Be specific-This is the action part of the lesson):*

**Closing/Student Assessment** *(How will you review the lesson to be sure all students understand the concepts, i.e. test student knowledge by assigning activities to students to allow them practice with the concept. Be sure to go over the central message again and why it is memorable. ):*

**REVIEW/Lesson wrap up:** *(always leave them thinking about the next steps...deep thoughts)*

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