

# NOLS Patagonia

## Backpacking and English Language Learning

### Course Description:

Welcome to the 21-day course aimed at developing your backpacking skills and English language speaking and listening abilities. You can anticipate to learn sound backpacking skills based on the following unit themes: gear and clothing, packing, Leave No Trace, leadership, navigation, shelter, bear necessities, cooking, layering, and hygiene. You will have ample opportunities to put knowledge into action, including opportunities to lead self-designed overnight and day hikes (time and skill dependent).

### Course Features:

You will spend 19 of the 21-days in the wilderness. Your days will range from 12-16 hours per day in the field, actively participating in the following areas:

- 2-4 hours studying English and backpacking skills
- 4-8 hours hiking
- 4 hours for unsupervised time to do homework, cook, and reflect on events

### Curriculum Goals:

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Content:	<ol style="list-style-type: none"><li>1. Develop skills to travel respectfully and safely in the wilderness</li><li>2. Demonstrate leadership skills</li><li>3. Employ teamwork and respect for others</li><li>4. Practice sound outdoor living skills</li><li>5. Connect wilderness ethics to everyday life</li></ol>
Language:	<ol style="list-style-type: none"><li>1. Develop listening and speaking skills</li><li>2. Accurately communicate with peers and instructors</li><li>3. Employ communicative strategies in group discussions</li><li>4. Use tense, aspect, descriptive adjectives, and imperatives</li><li>5. State questions</li><li>6. Express and justify (dis) agreements and opinions</li><li>7. Use modals to give advice</li><li>8. Interpret weather predictions</li><li>9. Narrate a backpacking trip</li></ol>

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### Assessment:

You can expect continuous feedback and performance guidance throughout the course. Regardless of whether you enroll in the course for college credit or not, you will receive two written final evaluations: one on your backpacking skills, and one on your language development. You will review both of these evaluations with your instructors prior to course fieldwork.

<b>Unit</b>	<b>Theme</b>	<b>Lesson</b>	<b>Tasks</b>	<b>Content Objectives (SWBAT)</b>	<b>Language Objectives (SWBAT)</b>
Meet & Greet	Establishing logistics	0 (Day 1)	<ul style="list-style-type: none"> <li>• Explain syllabus and class expectations</li> <li>• Needs &amp; Self Assessment</li> <li>• Meet with instructors</li> <li>• Getting to know each other</li> </ul>	<ul style="list-style-type: none"> <li>• Strategize ways to achieve expectations</li> <li>• Candidly assess language abilities</li> </ul>	
Gear & Clothing	What do I need to be a happy and comfortable camper?	1 (Day 1)	<ul style="list-style-type: none"> <li>• Gear and Clothing Lesson</li> <li>• Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Identify backpacking objects</li> <li>• Identify the pros/cons of different backpacking gear and clothing</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast gear using comparative adjectives</li> <li>• Design a packing list using vocabulary specific to backpacking (e.g., sleeping pad, hiking poles, shell)</li> </ul>
Packing	Packing for comfort	2 (Day 2)	<ul style="list-style-type: none"> <li>• Meet with instructors</li> <li>• Role-play shopping scenarios</li> <li>• Ss buy necessary gear and clothing at a local outdoor shop/NOLS outfitting store</li> <li>• Pack backpacks</li> <li>• Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase their own backpacking gear and clothing</li> <li>• Pack their backpacks efficiently and effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Ask store clerks about different gear using “do” and “wh-questions”</li> <li>• Make requests using the verbs “need, want” and “looking for”</li> <li>• Express discomfort using pain related adjectives such as “pinching, itchy, heavy, rubbing”</li> </ul>

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Leave No Trace	How to least impact the environment when in the wilderness	3 (Day 3)	<ul style="list-style-type: none"> <li>Compare past backpacking experiences to the 7 principles. Which did you follow/flout?</li> <li>Outline goals for change</li> <li>Journal/self-reflect</li> </ul> <p><i>*If Ss don't have past experience then: (1) Compare friends' backpacking experiences/stories to the 7 principles, (2) Outline things they are looking forward to</i></p>	<ul style="list-style-type: none"> <li>Identify the 7 principles of Leave No Trace (LNT)</li> </ul>	<ul style="list-style-type: none"> <li>Justify why the LNT principles are important using conjunctions</li> <li>Question past actions using regular and irregular past tense verbs</li> <li>Express oral and written future goals using modals "will, must" and the present continuous "going to"</li> <li><i>* State and list anticipations for outdoor activities/skills using "looking forward to"</i></li> </ul>
Leadership Skills	Why is leadership important?	4 (Day 4-5)	<ul style="list-style-type: none"> <li>Groups discuss leadership characteristics and identify different leadership roles</li> <li>Reflect and journal about own personality</li> <li>Set personal and team goals for the remainder of the trip</li> <li>Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the different characteristics in leadership roles</li> <li>Reflect on how personality and identity can contribute to group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Interpret different personalities using descriptive adjectives such as "introvert, extrovert, direct/indirect communicator, energetic, respectful"</li> <li>Distinguish expectations for each leadership role using verbs "supports, aids, manages, contributes, shows, practices" as imperatives</li> <li>Communicate personal and team goals using modals "would, could, should"</li> </ul>

Unit	Theme	Lesson	Tasks	Content Objectives (SWBAT)	Language Objectives (SWBAT)
Navigation	Staying Found in Translation	5 (Day 6-8)	<ul style="list-style-type: none"> <li>• Identify map features</li> <li>• Match map characteristics to the real world</li> <li>• Draw lines of bearings on a map – Triangulation</li> <li>• Geocaching w/out a GPS</li> <li>• Lead teammates on a day hike</li> <li>• Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret colors, contour lines, symbols, hills, valleys, ridges, lakes, rivers, glaciers, elevation differences, and scales on a topographic map</li> <li>• Match features on a map to the real world and visa versa</li> <li>• Find a treasure using a compass and map</li> <li>• Organize and conduct a day hike on/off trail</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different features on a topographic map using adjectives such as “steep, passible, flat, rocky, above tree-line”</li> <li>• Express (un) certainty using “believe, think”</li> <li>• Politely express agreement/disagreement</li> </ul>
Setting Up Camp	Camping is in-Tense!	6 (Day 9)	<ul style="list-style-type: none"> <li>• Discuss places to pitch a tent based on the LNT principles and other members’ preferences</li> <li>• Pitch a tent with a partner</li> <li>• Tear down a tent with a partner</li> <li>• Check and express tent damage</li> <li>• Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Identify damaged gear</li> <li>• Locate proper places to pitch a tent, cook and store/hang bear canisters</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for help using the modal “can, could”</li> <li>• State a preference with justification using tag questions and “prefer, would like”</li> <li>• Express damage using nouns such as “tear, hole, rip,” adjectives such as “wet, frozen” and verbs such as “dry out”</li> <li>• Clarify duties using the past tense “did”</li> </ul>

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Bear Necessities	What to do when you see a bear	7 (Day 10)	<ul style="list-style-type: none"> <li>List bear encounters dos and don'ts</li> <li>Role play scenarios based on bear proximity to hikers and bear's aware/unawareness</li> <li>Role play scenarios for reporting a bear attack incident</li> <li>Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences between brown and grizzly bears</li> <li>Demonstrate appropriate actions to take when confronting a bear</li> <li>Categorize "do" and "don't" actions when encountering a bear</li> </ul>	<ul style="list-style-type: none"> <li>Describe bear characteristics using appearance and color adjectives</li> <li>Discuss "what to do if you see a bear" using imperatives</li> <li>Report an incident for help using medical verbs and nouns to describe a situation</li> </ul>
Cooking	Staying healthy and strong!	8 (Day 11)	<ul style="list-style-type: none"> <li>Assemble a gas stove</li> <li>Boil water and bake bread</li> <li>Purify water</li> <li>Prepare breakfast, snacks (lunch) and dinner based on others' expressed preferences</li> <li>Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>Identify and resolve health related issues</li> <li>Adjust diet to activities</li> <li>Identify health symptoms to specific body parts</li> </ul>	<ul style="list-style-type: none"> <li>Describe physical conditions using adjectives, possessive pronouns and body parts</li> <li>Give advice using the verbs "could, should, shouldn't might"</li> <li>Delegate cooking tasks using food verbs such as "assemble, mix, stir, boil"</li> </ul>
Layering	How to stay warm	9 (Day 12)	<ul style="list-style-type: none"> <li>Groups brainstorm different ways to stay warm</li> <li>Groups brainstorm the best way to dry wet clothes</li> <li>Journal about experiences with different weather conditions and clothing choices. What has/hasn't worked so far?</li> <li>Explain layering techniques</li> <li>Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>Identify weather conditions and the appropriate attire to wear</li> <li>Resolve problems when feeling cold at camp</li> </ul>	<ul style="list-style-type: none"> <li>Predict weather conditions using "going to, will," and provide clothing suggestions using the verbs "suggest, should" and "If I were, you I would..."</li> <li>Discuss clothing options using outdoor clothing nouns such as "shell, base layer, beanie"</li> </ul>

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Hygiene	How dirty is dirty?	10 (Day 13)	<ul style="list-style-type: none"> <li>• Review bathroom etiquette</li> <li>• Role play how to wash clothes and dishes</li> <li>• Discuss personal hygiene in the outdoors</li> <li>• Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different degrees of dirty they are willing to tolerate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe bathroom and camp hygiene procedures using ordinal numbers and adverbs</li> <li>• Discuss “dirtiness” using quantifiers</li> </ul>
Autonomy	Exploring with Confidence	11 (Day 14-21)	<ul style="list-style-type: none"> <li>• Working with a partner or in small team, plan, pitch and lead a day/overnight hike on/off trail for the greater group members</li> <li>• Journal/self-reflect</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and lead a backpacking trip using the 7 LNT principles and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• This should be a review as students will use all of the language and content they previously learned to lead a backpacking trip</li> </ul>