

Learning in the Field: Backpacking and English Language Learning

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English language learning and outdoor education are two subjects that curriculum designers and instructors rarely combine. The former typically takes place inside a classroom, while the latter occurs in a naturalistic environment such as the wilderness. Their overarching aims and philosophies on human learning differ as well. Traditionally, English language learning is more individualistic in nature, focusing on cognitive outcomes and *knowing* information (Celce-Murcia, Brinton, & Snow, 2014). Outdoor education is collaborative by nature, focusing on the *process of developing* skills, which students accomplish collaboratively through hands-on, physical experiences and constant reflection. Experience is the catalyst for gaining knowledge in outdoor education.

Melding the two subjects together addresses identified weaknesses of English as a Foreign Language (EFL) and Second Language (ESL) programs, such as low student motivation, unwillingness to communicate, and student disconnect from communities of practice beyond the classroom (Gardner, 1968; Lave, 1991; Macintyre, Burns, & Jessome, 2011; Macintyre, Clement, Dörnyei, & Noels, 1998). Thus, the combination aligns with second language acquisition (SLA) best practices by underpinning student creativity, autonomy, negotiation for meaning, and English language development with action and *doing*. Amalgamating the two types of education puts students at the heart of experiential learning—they develop content and language skills simultaneously in realistic and meaningful contexts.

While language teachers may simulate real-world experiences within the confines of a classroom using authentic material, a curriculum combining outdoor education and language learning has no physical boundaries or simulations. Every day is authentic and new, flooded with individual and group reflections, hands-on activities, meaningful experiences, and cooperative

and task-based learning. Although teachers can use the aforementioned strategies in a classroom, they likely cannot match experiences made possible in the backcountry, where language and life-skills develop non-stop. Therefore, learning in the backcountry can “emotionally, soulfully and physically” (Association for Experiential Education, 2015, para. 4) engage learners in building leadership and expeditionary skills, while also advancing them linguistically.

Companies such as [Outward Bound](#), [Overland](#) and [Camp Adventure](#) offer outdoor education and language courses, but none of their curricula take place entirely in the field, where experiential language learning is a routine part of each day’s adventure. This proposed curriculum does just that. It situates English language learning within a backpacking excursion to provide learners with an opportunity to learn language in a non-traditional environment. To make the disparate subjects of backpacking and language work as a coherent curriculum in the field, students keep daily oral and written reflections, negotiate challenges with teammates, and complete constant hands-on activities requiring both language and outdoor skills. Students develop their fluency and accuracy through student-centered teaching and continuous oral feedback. Educators and teacher-guides provide the grounds for rich learning experiences that constantly challenge, motivate and develop learners’ linguistic capabilities.

This curriculum is designed specifically for Chilean students (18-22 years old) attending the [National Outdoor Leadership School](#) (NOLS) in Patagonia, Chile. NOLS is an international non-profit school providing optional college-credit courses for students to learn leadership and wilderness skills globally using a hands-on, experiential approach to learning. The company’s overarching goal is for students to complete courses ready to lead and practice sound outdoor skills safely and responsibly (Justin, 2015).

### **The Context**

Developing a curriculum entails understanding its context. “Knowing how long a course is, its purpose, who the students are, and how it fits in with other aspects of the curriculum helps us to make decisions about content, and objectives” (Graves, 2000, p. 17). This curriculum is designed for novice to intermediate English speaking students at the National Outdoor Leadership School in Patagonia, Chile.

An occasional 18-22 year old Chilean student on a local scholarship will participate in NOLS’ semester and year-long backpacking courses in Patagonia. Although these courses are intended for native English L1 speakers pursuing outdoor education college credits, one or two Chileans take the course alongside the English speakers. The Chilean participants’ English proficiency levels fall across the spectrum from beginner to advanced (J. Gookin, personal communication, January 29, 2015).

In response to these findings, this curriculum is for college-aged Chilean students on local scholarships who want to develop their English skills for outdoor/expeditionary purposes by participating in a 21 day NOLS backpacking course in Coyhaique, Chile. To align it with NOLS’ current backpacking course for English L1 speakers, it retains the 4:1-6:1 student-teacher ratio and 12-16 hours per day in the field, broken into 2-4 hours for English and backpacking content instruction, 4 hours of unsupervised/personal time to cook and study, and 4-8 hours of hiking. The curriculum focuses on students’ English listening and speaking competencies while practicing sound backpacking skills such as Leave No Trace (LNT), leadership skills, navigation techniques, cooking, shelter, hygiene, clothing, and nutrition.

### **Needs Assessment**

A needs assessment is a fundamental component in curriculum design. Graves (2000) defines it as “a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs” (p. 98). Collecting data from key stakeholders also facilitates the design process—methods can include surveys, group discussions, interviews, or emails. This data, once interpreted, generates information a curriculum designer can act upon to write a curriculum (Graves, 2000).

### **The Instrument**

Evaluating the needs of the company and potential students helped kick-start this curriculum design process. Dr. Gookin, the NOLS curriculum and research manager, and Mr. Castro, the director of NOLS Patagonia, provided information on the company's current outdoor education programs through e-mails and a semi-structured telephone interview. A semi-structured interview is an interview guided by a short list of open-ended questions that provide room for exploration and flexibility (Merriam, 2009).

The interview with Dr. Gookin generated new ideas in addition to answering pre-set questions regarding courses, fieldwork, instructors and language policies (see Appendix A for the full list). Dr. Gookin and Mr. Castro agreed that NOLS Patagonia would be an excellent pilot demographic as Chilean students with varying English proficiency levels could benefit from the proposed curriculum.

NOLS courses target native or near-native English speakers interested in learning outdoor education. Although these courses are not specifically designed for English Language Learners (ELL), the information gathered about their existing courses helped align the content of this

curriculum with NOLS courses. This curriculum incorporates experiential learning units on: (a) leadership skills, (b) Leave No Trace (LNT) practices, (c) hygiene, (d) shelter, (e) nutrition, (f) safety, and (g) navigation. Since language is acquired in context, the content objectives drove language function selection, ensuring that language learning served outdoor education goals (Met, 1991).

## Findings

Backpacking is the most popular outdoor education course NOLS offers (J. Gookin, personal communication, January 29, 2015). Based on this finding, this curriculum utilized backpacking content-based instruction to teach English. The following findings provided the base for the curriculum design.<sup>1</sup>

**Backpacking course duration.** Program schedules differ in length between locations. NOLS Patagonia offers fall and spring semester courses (80 days each) and a year-long course (135 days). The semester courses consist of four independent modules: Wilderness first aid (2.5 days), mountain travel (1 month), sea kayaking (1 month) and an independent student expedition (8-9 days). The proposed backpacking curriculum is the *mountain travel* module of the semester-long course. Students must participate for an entire semester to receive college credit.

**Time spent in the field.** Time spent in the field is defined as the amount of time students spend outside of a traditional designated learning facility, where teaching focuses on student performance of physical tasks. All education occurs in the field and students spend approximately 16 hours per day hiking, setting up and breaking down shelter, cooking, doing homework and practicing leadership skills. The remaining 8 hours are for sleep. Within the 16 hours, students spend 3-4 with an instructor using shared books. Bookwork may include reading

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<sup>1</sup> Unless otherwise noted, all information in the “Findings” section came from the author’s personal communication with Dr. Gookin between December 2014 and March 2015.

and fill-in-the-blank activities; however, most learning is experiential rather than book-based. Students have about four unsupervised hours for chores such as cooking and homework.

**Students and teachers.** Students are 18–22 years old. There are 8-17 students per program, with an average of 12. English is the medium of all instruction. The student-teacher ratio is 4:1 - 6:1. Seventy percent of teachers, who on average are 30 years old, speak English and Spanish and have outdoor teaching experience. Some teachers have taught English, but many have not. Both teachers and students are extremely motivated to teach and learn from each other (R. Castro, personal communication, March 01, 2015).

**Materials and equipment.** NOLS Patagonia provides one student workbook per student. Each program provides a packing list of things that students need to buy and/or bring with them prior to course inception. NOLS operates “outfitting” stores at each branch that sell and rent backpacking gear to students. The branch, where all students begin their course, is equipped with a projector.

**Assessment.** NOLS evaluates students through formative and summative assessments, based on a list of expected outcomes. Along with letter grades, each student receives a final written evaluation.

### **Theoretical Background and Literature Review**

This section reviews the literature in the areas of: (a) experiential learning, (b) outdoor education, (c) communicative teaching, (d) functionalism, and (e) motivation. They provided the basis for this curriculum.

#### **Experiential Learning**

There is a difference between *knowing* and *doing*. Experiential learning is a holistic approach wherein knowledge is gained through experience (Kolb & Kolb, 2008). John Dewey’s

constructivist/progressive approach, Jean Piaget's work on cognitive development and Kurt Lewin's work on group dynamics laid the foundation for experiential learning (Kohonen, 1992). Dewey (1938) viewed learning as a lifelong constructive process that evolves from the action of doing (Kohonen, Jaatinen, Kaikkonen, & Lehtovaara, 2001). Piaget believed experience is a prerequisite for knowledge (Fuller, 2006). In 1951, Lewin argued that "learning is best facilitated in an environment where there is a "tension between immediate, concrete experience and analytic detachment and reflection" (Kohonen et al., 2001, p. 24). Today, experiential learning is the development of knowledge, skill and value which emerges from experiences (Association for Experiential Education, 2015).

Experiential learning bridges the gap between theory and practice as it binds acquisition and application (Hamilton, 1980). It is similar to Sociocultural Theory where social and environmental interaction develop cognitive activity (Lantolf, 2007). A study by Garrett (1997) found that experiential learning builds connections between knowledge and action, where action is the ability to use acquired knowledge (Garrett, 1997). Thus, experiential learning can provide the foundation for autonomous learning as students continuously experiment, reflect on their actions and build knowledge independent of instructors.

Motivation, interaction, application and reflection are key components of experiential learning (Garrett, 1997). This curriculum revolves around the 12 principles of experiential education practice (Table 1) as students engage in hands-on activities that require knowledge and physical action. However, since everyday experience is not enough for learning (Kohonen, 1992), students reflect orally and in writing every day. Interacting with instructors and peers, students learn language and sound expeditionary skills as they backpack with their essential belongings.

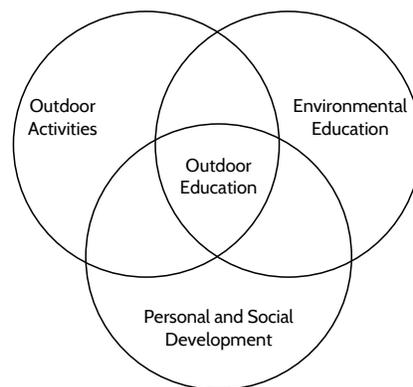
*Table 1*

The 12 Principles of Experiential Education (Association for Experiential Education, 2015)

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1. Experiential learning occurs when experiences are followed by reflection
  2. Learners take initiative and make decisions
  3. Learners question, investigate, experiment, problem solve, construct meaning
  4. Learners are intellectually, emotionally, socially, and physically engaged
  5. Learning forms the basis for future experiences
  6. Nurtures relationships: learner – self, learner – others, learner – world
  7. Learners experience success, failure, adventure, risk-taking
  8. Learners explore their own values
  9. Educators ensure physical and emotional safety, and facilitate the learning process
  10. Educators encourage spontaneous opportunities for learning
  11. Educators are aware of how their judgments influence learners
  12. Includes learning from mistakes and successes
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### **Outdoor Education**

Outdoor education encompasses outdoor activities, personal and social development, and environmental education (Szczepanski, 2011). The overlap between these three elements results in outdoor education (Figure 1).



*Figure 1.* A Model for Defining Outdoor Education (Szczepanski, 2011, p. 4)

Outdoor education is more than simply being in the outdoors. It is about taking risks and seeing oneself change and think differently than usual (Neill, 2004). Neill (2004) mentions that outdoor education is a “down and dirty” (“Part 1: Outdoor Education, As I Envision It,” para. 10) experience, allowing learners to challenge themselves and confront their potential selves. Since humans “are capable of more than [they] are aware” (von Behren, 1979, p. 175), teaching in the natural outdoor environment can help develop self-awareness.

Studies have found that outdoor education works, but there is still room for further research. Hattie, Marsh, Neill, and Richards (1997) and Neill and Richards (1998) found that adventure learning increased students’ self-esteem and personal growth in comparison to other educational programs. A study by Paisley, Furman, Sibthorp and Gookin (2008) found that students learned technical and interpersonal skills differently. Students learned technical skills through a teacher-centered and student-centered approach, while they acquired interpersonal skills from interaction with the environment and other students. Furthermore, Neill and Richards (1998) found that residential programs were more effective than seasonal programs because residential programs took participants for overnight excursions.

Outdoor education aims to provide life-enhancing experiences at the highest caliber (Neill, 2004). Developing students’ abilities to perform outdoor skills responsibly as well as their communicative competencies defines this curriculum’s overarching content and language goals. Although education occurs in the outdoors, students learn life-long skills applicable to future experiences.

### **Communicative Language Teaching**

Communicative language teaching (CLT) encompasses task-based instruction, content-based instruction and cooperative learning (Celce-Murcia et al., 2014). The following sections

address each of these in turn. It is a skill-based, discovery-oriented, collaborative approach to learning requiring students to negotiate for meaning (Holliday, 1994).

**Task-based instruction.** Task-based language teaching (TBLT) is a pedagogical approach that emphasizes meaning over grammar (Nunan, 2014). A *task* is any meaningful activity that forces learners to communicate in order to complete projects and solve problems (Pica, 2008). In class, students usually perform tasks modeling real-life scenarios that would otherwise occur outside the classroom.

Although TBLT emphasizes instruction on meaning, learners also need a focus on form, or explicit grammar features (Ellis, 2014; Fotos & Ellis, 1991; McDonough & Chaikitmongkol, 2007; Shintani, 2013). A study by McDonough and Chaikitmongkol (2007) found that task-based instruction increased student autonomy because it let students take responsibility for their learning. At the beginning of their semester-long study, learners and teachers expressed concern about the lack of grammar instruction. By the end of the semester, however, students appreciated the new strategies for performing tasks and learning language. Fotos and Ellis (1991) also found that task-based instruction increased student communication, but without explicit grammar lessons, students had difficulty recalling grammar over the long-term.

Meaning and form are important components of this curriculum. By combining task-based instruction with functionalist theories, the curriculum balances form and functions in each unit. Students have several opportunities to be independent learners and use the language they have learned to help them with real-life tasks, such as navigating, preparing food and planning group trips.

**Content-based instruction.** Language is neither acquired in isolation nor divorced from meaning, but acquired in context (Met, 1991; Schleppegrell, Achugar, & Oteiza, 2004). Thus, content-based instruction (CBI) is an approach that teaches language simultaneously with an academic subject (Schleppegrell et al., 2004). However, CBI differs from traditional education in that it focuses on teaching meaning rather than teaching the four skills of listening, reading, writing, speaking (Lee Lim & Watson, 1993). Leaver and Stryker (2008) define CBI as a curriculum that “(1) is based on subject matter, (2) utilizes authentic materials, (3) promotes the learning of new information, (4) considers specific students’ needs” (p. 269). In addition, CBI assesses both content and language skills.

Content-based instruction catalyzes student motivation, but there needs to be a balance between learning content and form. Research has shown that as students’ interest in content increases, so does their motivation, which may lead to better learning (Grabe & Stoller, 1997; Tedick, Jorgensen, & Geffert, 2001). Lim and Watson (1993) found that CBI helped language learners become confident and knowledgeable language users. Therefore, to increase learning and motivation students need a balance between grammar and content. This includes addressing grammar students need to communicate each lesson’s content (Creese, 2010; Schleppegrell et al., 2004).

Content-based instruction falls along a continuum from subject-focused to language-focused (Butler, 2005). The balance between the two foci is important to address. In primarily subject-focused instruction, the target language is the medium for teaching a subject, while language-focused instruction has concise language objectives (Creese, 2010). The designed curriculum is a content-driven language curriculum. Students learn each unit’s content simultaneously with the language necessary to communicate with their peers and instructors.

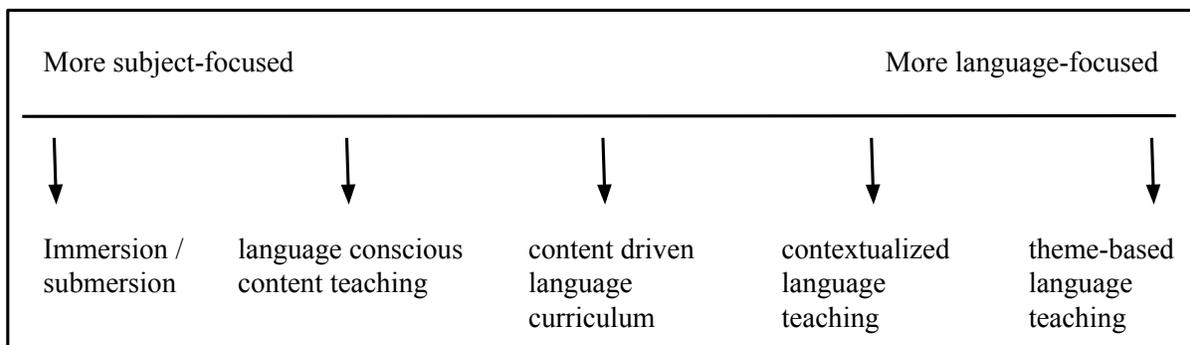


Figure 2. Subject-focused to Language-focused Continuum (Creese, 2010, p. 10)

**Cooperative learning.** Cooperative learning puts students in charge of their own learning through small-group interaction. By definition, *cooperative learning* is “an instructional method in which teachers organize students into small groups, which then work together to help one another learn academic content” (Slavin, 1995, p. 1). Dörnyei (1997) characterized three components that make instruction *cooperative*: (1) students work in small groups of 3-6 students, (2) students motivate and help each other learn material and achieve goals, (3) teachers evaluate and award groups as a whole rather than individuals. Cooperative Learning builds autonomous and confident learners while also increasing motivation, student cooperation and rendering positive attitudes (Grabe & Stoller, 1997).

Student interaction can produce both negative and positive outcomes. Five elements that make cooperation work are: (1) positive interdependence, (2) individual accountability, (3) face-to-face interaction, (4) social skills, and (5) group processing (Johnson, Johnson, & Smith, 1998). *Positive interdependence* raises students’ awareness that group members are responsible for one another’s learning. Holding students *individually accountable* means that by learning together, students later will perform better individually. Teachers and students promote *face-to-face interaction* by encouraging and motivating other group members to learn and take risks. *Social*

*skills* encompass leadership skills, trust building, decision-making and conflict resolution. Lastly, providing opportunities for *group processing*, such as self and collective reflections, can improve learning (Johnson et al., 1998). By incorporating these elements into instruction, teachers can help group dynamics blossom into efficient, cooperative ecosystems.

**CLT summary.** Communicative language teaching is a major component of this curriculum. It is a content-based course that utilizes both task-based and cooperative learning. As students learn content (outdoor education), they simultaneously develop English language skills through negotiating meaning with group members and instructors. Students learn to take responsibility for their own and each other's learning as they perform real tasks with real-time outcomes. Since students self-select to enroll in the program, they are likely to be invested in the content and intrinsically motivated. Integrating the three communicative language teaching subcategories into the curriculum maximizes student-learning opportunities while considering varied learning styles. To further account for different learning styles, the curriculum incorporates a functionalist perspective on language learning, where language acquisition links language and functions within a communicative context.

### **Functionalism**

Functionalist language practitioners seek to understand learners' abilities to interpret meanings and achieve communicative goals rather than understand linguistic systems. They analyze linguistic elements, such as tense and aspect, not in isolation but in reference to their functions within a communicative context (Nichols, 1984). Unlike structural grammar, functional grammar explains elements within language and communication as a whole (Nichols, 1984).

Even if learners study linguistic systems in isolation, they may not accurately use linguistic elements to convey meaning in context. In other words, learning *systems* in isolation entails memorizing morphological, phonological or syntactical units without a communicative context. Dittmar (1984) analyzed a variety of adult Spanish migrants' L2 German speech samples. The results indicated that when learners cannot rely on syntactic modes such as grammar to convey semantic meaning, they use pragmatic modes, such as their lexicon, which are context-dependent (Dittmar, 1984).

Relying on meaning is not sufficient for reaching a high level of proficiency with accuracy. Even though Dittmar (1984) showed that learners could convey meaning without syntactic modes, a study by Sato (1990, as cited in Mitchell et al., 2013) on two Vietnamese English learners found little development from a parataxis mode of expression to a syntactic reconstruction of inter-language. Sato (1990, as cited in Mitchell et al., 2013) defined parataxis as “the reliance on discourse-pragmatic factors with minimal use of target-language morphosyntactic devices” (pg. 940) for expressing semantic concepts. The learners expressed semantic concepts in multiple studies, but lacked syntactic means to accurately express their ideas within a context (Dittmar, 1984; Mitchell et al., 2013; Sato, 1988). Therefore, teaching linguistic systems within a context can prepare students to semantically and syntactically express language accurately.

Based on the literature and van Lier's (2011) statement, “language is put (and held) together by rules, and we have to teach and learn it by focusing on these rules” (p. 387), teaching function without form is not enough for learners to achieve communicative competence. This content-based curriculum incorporates linguistic and pragmatic elements because accuracy and fluency are both important in language development. The forms and functions students learn in

the program are contextualized according to unit themes and students' proficiency level. When these two elements are taught jointly rather than in isolation, it can enhance field learning and advance learners' communicative abilities.

### **Motivation**

“To be motivated means to *be moved* to do something” (Ryan & Deci, 2000, p. 54). In the context of language learning, the self-determination theory (SDT) divides motivation into intrinsic and extrinsic motivation. Ryan and Deci (2000) note intrinsic motivation is “doing an activity” (p. 56) out of personal satisfaction and enjoyment, whereas extrinsic motivation is the “doing of an activity” (p. 60) for an external purpose or separable outcome. However, the Organismic Integration Theory (OIT), a sub-theory of SDT, states that extrinsic and intrinsic motivations are not easily separable because learners can internalize extrinsic motivation into internal motivation. Both SDT and OIT theories posit that as motivation increases, so does learner engagement.

Studies by Deci, Nezlek, and Sheinman (1981), as well as Ryan and Grolnick (1986), have shown that environments that foster autonomy, rather than control learner behavior, facilitate intrinsic motivation. Positive feedback, words of encouragement or oral compliments foster autonomy. Deadlines and competitive inter-student tasks, however, create controlling environments. Therefore, fostering learner autonomy can produce higher motivation and lead to better learning, performance and engagement (Deci, Ryan, & Koestner, 1999; Gardner, 1968; Grolnick, Ryan, & Richard, 1987; Miserandino, 1996).

Motivation and student autonomy are integral parts of this curriculum. By incorporating daily reflections, personal time alone, and stimulating, hands-on group work into each unit, students can develop intrinsic motivation and grow interest in both content information and

language (Grabe & Stoller, 1997). Furthermore, each unit is task-based, allowing students to complete real world tasks such as reading and translating a topographic map. These types of activities gives students opportunities to negotiate for meaning with peers and learn through doing, which can intrinsically motivate students as they take responsibility for their own learning and see progress.

### **Bridging Theory & Practice: The Curriculum**

Presented below is this curriculum's (a) content and language goals, (b) syllabus, and (c) unit plans.

#### **Language and Content Goals**

Curricular goals provide an outline of desired learning outcomes “so that a course can be planned effectively to help learners achieve” (Graves, 2014, p. 58) those goals. Stating clear curriculum goals can help “guide assessment” (Nation & Macalister, 2010, p. 7). This content-based curriculum emphasizes development in both language and content material, and thus includes goals for both.

*Table 2*

## Language and Content Goals

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Content:	<ol style="list-style-type: none"> <li>1. Develop students' 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 students' 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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**Syllabus**

Language learning encompasses *knowing*, *understanding* and *doing*. *Knowing* comprises facts and rules, *understanding* is the ability to use knowledge in various contexts, and *doing* is the process of transferring knowledge into understanding (Wiggins & McTighe, 2005). Wiggins and McTighe (2005) mention that “we only understand when we can teach it, use it, prove it, connect it, explain it, defend it, and read between the lines” (p. 82). This backpacking-content course is designed around these elements.

Table 3 is an abridged version of the 11-unit syllabus (Appendix B is the full version), which incorporates task-based approaches for teaching content and language skills with functionalist perspectives and an emphasis on communication through hands-on experiences.

The activities and experiences in each unit require students to be learners, teachers, leaders, guides and facilitators—roles that develop their content and language *understanding*

Table 3

Abridged Course Syllabus

Unit	Theme	Lesson	Tasks
Meet & Greet	Establishing logistics	0 (Day 1)	<ul style="list-style-type: none"> <li>• Review syllabus and class expectations</li> <li>• Needs &amp; Self Assessment</li> <li>• Meet with instructors</li> <li>• Get to know each other</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>• Design a packing list</li> <li>• Journal/self-reflect</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>• Buy necessary gear and clothing at a local outdoor shop/NOLS outfitter store</li> <li>• Pack backpacks</li> <li>• Journal/self-reflect</li> </ul>
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 do not have past experience then: (1) Compare friends' backpacking experiences/stories to the 7 principles, (2) Outline things they are looking forward to</i></p>

Unit	Theme	Lesson	Tasks
Leadership Skills	Why is leadership important?	4 (Day 4-5)	<ul style="list-style-type: none"> <li>• Discuss leadership characteristics and identify different leadership roles</li> <li>• Reflect and journal about own personality</li> <li>• Set personal and team trip goals</li> <li>• Journal/self-reflect</li> </ul>
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 bearing – Triangulation</li> <li>• Geocaching w/out a GPS</li> <li>• Lead teammates on a day hike</li> <li>• Journal/self-reflect</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 LNT principles</li> <li>• Pitch and tear down a tent</li> <li>• Check and express tent damage</li> <li>• Journal/self-reflect</li> </ul>
Bear Necessities	What to do when you see a bear	7 (Day 10)	<ul style="list-style-type: none"> <li>• List bear encounter 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</li> <li>• Journal/self-reflect</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 and dinner</li> <li>• Journal/self-reflect</li> </ul>

Unit	Theme	Lesson	Tasks
Layering	How to stay warm	9 (Day 12)	<ul style="list-style-type: none"> <li>• Brainstorm ways to stay warm</li> <li>• Brainstorm the best way to dry wet clothes</li> <li>• Journal about experiences with different weather conditions and clothing choices.</li> <li>• Explain layering techniques</li> <li>• Journal/self-reflect</li> </ul>
Hygiene	How dirty is dirty?	10 (Day 13)	<ul style="list-style-type: none"> <li>• Review bathroom etiquette</li> <li>• Demonstrate washing clothes and dishes</li> <li>• Discuss personal hygiene</li> <li>• Journal/self-reflect</li> </ul>
Autonomy	Exploring with Confidence	11 (Day 14-21)	<ul style="list-style-type: none"> <li>• Plan, pitch and lead a day/overnight hike</li> <li>• Journal/self-reflect</li> </ul>

Students spend the course's first two days at the NOLS Patagonia branch, establishing logistics, and participating in the first two lessons on gear and packing. The remaining nineteen days occur in the field, backpacking in the wilderness. Students learn the following content skills: (a) LNT, (b) leadership, (c) navigation, (d) setting up camp, (e) actions to take for bear encounters, (f) cooking, (g) clothing choices, and (h) bathroom and camp hygiene. Each skill corresponds to a syllabus unit. Students also develop English language skills that facilitate performing tasks. In the final unit, *autonomy*, students use the course content and acquired language skills to lead their peers on a day or overnight backpacking trip (time and skill dependent).

### **Course Summative Assessment**

An important component of curriculum design is assessing how well students achieve curriculum goals (Nation & Macalister, 2010). Pen and paper testing is a traditional way to assess students' progress. However, alternative approaches for evaluating development include self-assessments, observations, journals, group discussions, and learning logs (Nation & Macalister, 2010). Alternative assessments focus on the learning process—"they are done *with* the learner, not *to* the learner, so that learners are actively involved in setting goals, discussing interests, deciding what to evaluate, and reflecting on accomplishments" (Bailey & Curtis, 2015, p. 225)

Students are assessed on both content and language skills. Prior to content and language summative assessments, students self-assess, and discuss the material with their instructors. Discussing these practices can help students achieve course expectations. The summative content assessment (Appendix C) evaluates students' ability to *consistently* perform leadership, risk

management, outdoor living, environmental and backpacking travel tasks over the course period. If students choose to enroll in the course for college credit, they will receive a letter grade.

Students' language skills are assessed on a novice to intermediate continuum for the following categories: functions, spoken discourse, communicative strategies, comprehensibility, and accuracy (Appendix D). *Functions* are students' ability to perform tasks; *spoken discourse* is students' speech quality and quantity; *communicative strategies* are language strategies students employ in communicative breakdowns; *comprehensibility* is a native English speakers' ability to understand the non-native speaker; and *accuracy* encompasses grammar, appropriate vocabulary use and fluency. The summative language assessment evaluates students' ability to *consistently* perform within these categories over the course period. Students who enroll in the course for college credit will receive a letter grade.

### **Unit Plans**

Each unit of this curriculum consists of one lesson plan. Included here are two lesson plans, one illustrating how classroom instruction may be designed, and the other field instruction. The overarching goal for both units is to expand language from *knowing* grammatical and lexical forms to *using* them in meaningful, real-life contexts, requiring students to negotiate for meaning. Both lessons are independent and aimed at developing content and language skills that have not yet been explored.

### **Sample Classroom Unit Overview: Gear and Clothing**

This one-day unit, occurring on the course's first day, prepares students to purchase gear and clothing for a 19-day backpacking expedition (Appendix E). Students must identify different types of clothing, backpacking gear, and the pros and cons of each. To capture students' motivation, the lesson begins with students discussing different mountains and hikes around the

world, watching a short backpacking video, and making backpacking/hiking connections to their lives.

Both the content and language objectives evolve from the unit theme: *What do I need to be a happy and comfortable camper?* To achieve the content objectives, students use their mobile devices to research different gear and clothing types. Based on their findings, they post annotated Instagram images, which they later discuss as a class. Prior to narrating their uploaded images, the teacher explicitly teaches the grammar (*comparative adjectives*) needed to present their images. To achieve the language objectives, groups design and present a backpacking packing list, for a mountain location of their choice, using the grammar and vocabulary from the previous activity. In the final activity, which occurs in the evening, students write reflections about their day and learning experiences.

The teacher should use several methods for formative assessment since they can provide “more accurate measures of students’ knowledge” (Short, 1993, p. 631). These methods include: private reflection journals, group discussions, employing concept-checking questions (CCQ) and information-checking questions (ICQ), and circulating around the room to note reoccurring student errors to address at the end of the lesson. Asking CCQs and ICQs gives learners who did not understand information a second chance, and helps instructors evaluate learner levels and consider new approaches for explaining concepts.

The activities allow students to negotiate for meaning as they work in groups with diverse proficiency levels. This is an experiential, task-based lesson emphasizing communicative language learning and reflection. To facilitate developing as a language learner, students design a packing list, which is both realistic and meaningful—the next day students pack their own backpacks, but in real life.

**Sample Field Unit Overview: Layering**

This one-day unit, occurring on day nine, challenges students to learn from clothing choices they have made on the expedition thus far (Appendix F). The lesson begins with students brainstorming types of weather around the world and discussing the conditions they have encountered. They predict the upcoming week's weather and offer clothing advice. Unlike the lesson on *Gear and Clothing*, this lesson includes two four-hour breaks to accommodate for hiking time. Students do not have access to technology or traditional classroom resources such as a whiteboard.

The language forms and functions for this unit developed from the content theme: *How to stay warm*. Students are tasked with constant reflection and group work, requiring them to negotiate for meaning and develop content knowledge the teacher does not explicitly teach. Using a student-centered approach, students achieve the content and language objectives across several collaborative activities, such as journaling and group discussions. One activity, where groups brainstorm different ways to stay warm and determine the best way to dry clothes under different weather conditions, simultaneously achieves the lesson's three content objectives: (1) identifying weather conditions, (2) determining weather appropriate attire to wear, and (3) resolving problems when feeling cold at camp, in a single activity. The three language objectives: (1) predicting weather using *going to* and *will*; (2) giving clothing advice using the verbs *suggest*, *should*, and *If I were you*; and (3) discussing outdoor clothing such as *hard shell* and *soft shell*, are achieved in the penultimate activity. In the activity, student groups invent a hypothetical weather condition that they report to the class, and ask advice on how to appropriately dress and stay warm. The experiential and collaborative activities in this lesson

achieve the objectives through realistic tasks, such as predicting weather and offering clothing suggestions.

In addition to achieving the content and language objectives, students learn a *circumlocution* strategy. As students describe different types of weather conditions, listeners guess the condition using precise vocabulary. This activity pushes the speaker to *create* and *play* with language, and challenges listeners to focus to obtain understanding. Opening the lesson with this activity promotes learner autonomy and agency, and also implicitly teaches real-life communicative strategies that both native and non-native speakers use in everyday speech.

Formative assessments can help teachers improve learning while helping students identify their strengths and weaknesses (“Why assess?,” 2014). The instructor should use both immediate and delayed grammatical error correction focused on students’ ability to accurately use *going to*, *should*, *suggest*, and *If I were you*, in the context of predicting weather conditions and offering advice. In the final activity students share their strengths and weaknesses as a language learner while simultaneously learning about *layering*. They orally share their responses to three questions: (1) What is one thing you learned today?, (2) What is one clothing choice you will change in the future?, and (3) What is one thing you need to work on? Their responses can help instructors evaluate students’ motivation and consider different approaches to instruction that achieve better learning outcomes.

### **Conclusion**

This content-based curriculum for the National Outdoor Leadership School Patagonia, proposes an alternative environment for learning language that combines outdoor education and English language learning in the wilderness. It draws from communicative language teaching, task-based instruction, cooperative learning, content-based instruction, functionalism, motivation,

experiential learning and outdoor education theories. Students learn communicative strategies and lifelong content and language skills applicable to all future global backpacking experiences. This curriculum fulfills the need for students and possible future stakeholders to develop learners' listening and speaking skills through reflective and challenging experiential practices in the outdoors. It is a truly unique experience for students to gain confidence, both with language and as backpacking leaders, in a vibrant, motivating and supportive context.

Word count: 5,922

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## Appendix A – Interview Questions

1. How much time per day do instructors and students spend in the field?
2. How long are programs? And which program duration is the most common?
3. Which program is the most popular?
4. Location
  - a. Do branches have classrooms?
  - b. Do branches provide materials (climbing gear, sleeping bag?) for students?
5. How many students per program/activity are there?
6. What is the average student age?
7. What is the student-teacher ratio?
8. How proficient in English do students need to be in order participate in the programs?

Appendix B

The following document is the course syllabus

# 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 expect 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>Review syllabus and class expectations</li> <li>Needs &amp; Self Assessment</li> <li>Meet with instructors</li> <li>Get 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>Design a packing list</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>Strategize ways to achieve expectations</li> <li>Purchase 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 and verbs such as “heavy, itchy, pinch, rub”</li> </ul>

Unit	Theme	Lesson	Tasks	Content Objectives (SWBAT)	Language Objectives (SWBAT)
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 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> </ul> <p><i>*State anticipations for outdoor activities using “looking forward to”</i></p>
Leadership Skills	Why is leadership important?	4 (Day 4-5)	<ul style="list-style-type: none"> <li>• 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 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 the verbs “support, aid, manage, contribute, show, practice” 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” and “could”</li> <li>• State a preference with justification using tag questions and “prefer, would like to”</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>

Unit	Theme	Lesson	Tasks	Content Objectives (SWBAT)	Language Objectives (SWBAT)
Bear Necessities	What to do when you see a bear	7 (Day 10)	<ul style="list-style-type: none"> <li>List bear encounter 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</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 modals "could, should," and "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>Brainstorm different ways to stay warm</li> <li>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 "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>

<b>Unit</b>	<b>Theme</b>	<b>Lesson</b>	<b>Tasks</b>	<b>Content Objectives (SWBAT)</b>	<b>Language Objectives (SWBAT)</b>
Hygiene	How dirty is dirty?	10 (Day 13)	<ul style="list-style-type: none"> <li>• Review bathroom etiquette</li> <li>• Demonstrate 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 a 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. Students use all of the language and content they previously learned to lead a backpacking trip</li> </ul>

Appendix C

The following document is the *content* summative assessment form adapted from (NOLS Patagonia, 2015)

# National Outdoor Leadership School: Student Evaluation

## *Patagonia Backpacking Course*

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

This evaluation is a summative 'snapshot' of this participant's skill set and performance in regards to the *backpacking* curriculum and expectations. Use the following symbols to highlight performance and skill set for each category below:

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+	<b>Excellent</b> performance of expected student outcomes
✓+	<b>Good</b> performance of expected student outcomes, is reliable and consistent
✓	<b>Satisfactory</b> performance of expected student outcomes
Δ	<b>Inconsistent</b> performance of expected student outcomes
N/A	<b>Not Applicable</b>

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Overall performance and goal recommendations: \_\_\_\_\_

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Suggested next steps (e.g., personal expeditions, focused skills seminar, other NOLS course): \_\_\_\_\_

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**LEADERSHIP:**

*Performs timely, appropriate actions that guide and support this group to set and achieve realistic goals*

**Self-Leadership**

- Takes responsibility for learning; sets and attains personal goals
- Shows self-confidence to take personal risks and state opinions
- Stays focused and positive during hardship
- Seeks feedback and learns from experience
- Shows self awareness; displays awareness of their impact on others

**Peer Leadership**

- shows initiative and completes tasks
- Displays a work ethic that contributed to group goals
- Communicates clearly: states personal opinions and expectations with clarity and timeliness
- Gives timely, growth-oriented, specific, behavior descriptive feedback
- Manages conflict such they do not negatively impact team function or environment

**Active Followership**

- Supports leadership in all group members
- Aides *designated leaders* by remaining active and engaged during travel and activities
- Balances participating, listening and observing in group interactions
- Participates in the decision-making process
- Actively listens; when necessary seeks clarification
- Role models support for group decisions

**Designated Leadership**

- Plans and leads the group effectively
- Uses the knowledge and strengths of others to help solve problems
- Supports an inclusive environment by keeping the group informed and seeking their input
- Practices situational leadership; tailors their personal style to the group setting

**EXPEDITION BEHAVIOR:**

*Demonstrates teamwork, respect for others and commitment to group goals.*

- Balances group goals with personal goals
- Helps others without routinely doing their work
- Actively contributes to group tasks
- Influences the group in a positive way, supports a positive learning environment
- Treats everyone with dignity and respect
- Does not use sarcastic, sexist, profane or obscene language

**Additional comments:** \_\_\_\_\_

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**RISK MANAGEMENT AND JUDGEMENT:**

- Recognizes and minimizes risk to self and others when traveling and camping
- Recognizes and anticipates hazards
- Travels and communicates safely in a group
- Effectively writes and implements travel plans

**Additional comments:** \_\_\_\_\_

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**OUTDOOR LIVING SKILLS:**

- Affectively and efficiently packs backpack on a regular basis
- Dresses appropriately for a variety of conditions; stays warm and dry
- Is organized and efficient with camp tasks
- Demonstrates sound hygiene practices
- Demonstrates appropriate campsite selection
- Respects all personal and expedition equipment; repairs equipment when needed
- Cooks nutritious meals, and is familiar with safe camp stove operation and kitchen site selection

**Additional comments:** \_\_\_\_\_

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**ENVIRONMENTAL STUDIES:**

- Consistently performs sound Leave No Trace (LNT) skills
- Shows self-directed learning towards increasing knowledge of the natural world
- Displays nature observation and interpretation skills
- Understands the transference of wilderness ethics to daily life

**Additional comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BACKPACKING TRAVEL SKILLS:**

*Demonstrates an understanding of the following:*

- Remains composed and thoughtful in difficult and exposed terrain
- Travels efficiently in mountainous terrain using map; shows good group travel skills
- Utilizes off-trail navigation and route-finding techniques

**Additional comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**GRADES** (Only applicable to students receiving college credit)

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<b>A</b>	<b>+</b>	<b>Excellent</b> performance of expected student outcomes
<b>B</b>	<b>✓+</b>	<b>Good</b> performance of expected student outcomes, is reliable and consistent
<b>C</b>	<b>✓</b>	<b>Satisfactory</b> performance of expected student outcomes
<b>D</b>	<b>Δ</b>	<b>Inconsistent</b> performance of expected student outcomes
<b>E</b>	<b>N/A</b>	<b>Unsatisfactory</b> performance of expected student outcomes

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Leadership	Expedition Behavior	Risk Management	Outdoor Living Skills	Environmental Studies	Travel Skills

Overall Performance: \_\_\_\_\_

Instructor signatures: \_\_\_\_\_

Student signature: \_\_\_\_\_

## Appendix D

The following document is the *language* summative assessment form adapted from (Adair-Hauck, Glisan, Koda, Swender, & Sandrock, 2006)

# National Outdoor Leadership School: Student Language Evaluation

## Patagonia Backpacking Course

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

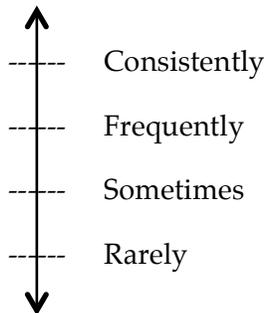
- This evaluation is a summative 'snapshot' of this participant's language performance in regards to the *backpacking* curriculum's language goals. To assess the following 5 language categories, select the students' level on the continuum, and use the symbols below to rate them

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+	<b>Excellent</b> performance of expected student outcomes
✓+	<b>Good</b> performance of expected student outcomes
✓	<b>Satisfactory</b> performance of expected student outcomes
Δ	<b>Inconsistent</b> performance of expected student outcomes

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- Terminology Quick-Reference:
  - *Formulaic expressions*: Memorized word *chunks*, or strings of words.
    - *I don't know, how are you?, by the way, I'm fine, If I were you, I'd ...*
  - *Time frames*: present / past / future tense
  - *Circumlocution*: Describing a topic or word, due to a vocabulary knowledge-gap
  - *Degrees of frequency*:



Overall course performance and recommendations \_\_\_\_\_

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**LANGUAGE FUNCTION**

*Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner*

Intermediate		← Stages of Progress →		Novice	
<p><i>Consistently</i> narrates and describes in all major time frames. Can appropriately handle unexpected complications</p>	<p><i>Frequently</i> handles uncomplicated spoken tasks in social situations requiring exchange of information about activities and backpacking content. Narrates and describes in all major time frames, although <i>not consistently</i></p>	<p><i>Sometimes</i> handles uncomplicated spoken tasks in social situations requiring exchange of information about activities and backpacking content. Narrates and describes using <i>simple</i> sentences.</p>	<p><i>Sometimes</i> handles spoken tasks in social situations requiring exchange of information about activities and backpacking content. <b>However</b>, narrates and describes using memorized <i>formulaic expressions</i></p>	<p><i>Rarely</i> handles uncomplicated spoken tasks requiring exchange of information about activities and backpacking content. Narrates and describes using single words</p>	<p>Expresses meaning using single words and body language.</p>

Strengths: \_\_\_\_\_

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Weaknesses: \_\_\_\_\_

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Overall Rating: \_\_\_\_\_

Comments: \_\_\_\_\_

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**Grades (Only applicable to students receiving college credit)**

Language Function	Spoken Discourse	Communicative Strategies	Comprehensibility	Environmental Studies	Language Accuracy

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- |          |           |  |
|----------|-----------|--|
| <b>A</b> | <b>+</b>  | <b>Excellent</b> performance of expected student outcomes    |
| <b>B</b> | <b>✓+</b> | <b>Good</b> performance of expected student outcomes         |
| <b>C</b> | <b>✓</b>  | <b>Satisfactory</b> performance of expected student outcomes |
| <b>D</b> | <b>Δ</b>  | <b>Inconsistent</b> performance of expected student outcomes |
- 

Overall Performance: \_\_\_\_\_

Instructors' signatures: \_\_\_\_\_

Student signature: \_\_\_\_\_

Appendix E

The following document is the *Gear & Clothing* lesson plan adapted from (Minolli, 2014)

## Gear & Clothing (Day 1)

School: NOLS Patagonia

Level: Mixed (novice – intermediate)

Population: 18 students, 18-22 years old

Theme: What items are essential to pack for the mountains?

Lesson Length: 3 ½ hours

### Objectives

Content Objectives (C)	Language Objectives (L)
Students will be able to: <ul style="list-style-type: none"><li>• (1) Identify different backpacking gear and clothing</li><li>• (2) Identify the pros/cons of different backpacking gear and clothing</li><li>• (3) Determine items that are not essential to bring on a backpacking trip</li><li>• (4) Compose spoken justification for essential items to bring on a backpacking trip</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• (1) Compare and contrast backpacking equipment using comparative adjectives</li><li>• (2) Compare and contrast backpacking clothing using comparative adjectives</li><li>• (3) Design a packing list using vocabulary specific to backpacking, such as sleeping pad, hiking poles, crampons, shell, beanie, gloves</li></ul>

### Materials

- Worksheet 1 (posted on a PPT)
- Picture 1 and 2 (posted on a PPT)
- Overhead projector, students' personal phones, journals

### Assessment

- Teacher asks Information Checking Questions (ICQ) and Concept Checking Questions (CCQ)
- Teacher circulates during individual and pair work, taking notes of errors to discuss at the end of the lesson
- Teacher continuously evaluates and provides immediate and delayed feedback on students' use of *comparative adjectives*, and *backpacking vocabulary*

Pre-Activities:	Time	Objective(s)
<p>Teacher respectively asks the class the questions listed below. As students share their responses, the teacher writes their answers on the board.</p> <ul style="list-style-type: none"> <li>• Name mountains you know around the world (i.e. Mt. Everest, Mt. Whitney, Mt. Fuji, Kilimanjaro, Annapurna, Mt. Fitz Roy)</li> <li>• Name famous hikes you know around the world (i.e. JMT, PCT, El Camino Santiago, Fitz Roy).</li> <li>• Have you been to these mountains? Describe your experience.</li> </ul>	3 min	Activating Schema (C1)
<p>Pair. Share. → Working in pairs, students have 3 minutes to brainstorm ideas for the following PPT questions:</p> <ul style="list-style-type: none"> <li>• What do people do on hikes (activities) and how long do they go for?</li> <li>• What type of things (gear, equipment) do people bring with them to the mountains?</li> </ul> <p>The teacher calls time. Pairs share their responses with the class. The teacher provides corrective feedback.</p>	7 min	
<p>The teacher tells the students they will watch a <a href="#">Vimeo</a> video on an individual's journey through the Wind River Range, WY (<i>Video time: 0.00 - 1.20</i>) and explains that after watching the video the class will discuss the following questions:</p> <ol style="list-style-type: none"> <li>(1) What things did the man in the video bring with him?</li> <li>(2) What clothes was the man wearing?</li> </ol> <p>The teacher checks student comprehension, plays the video and facilitates an open-class discussion by asking for volunteers to respond. If no one volunteers, the teacher picks on specific students to answer the questions.</p> <p>After watching the video and discussing the questions, the teacher tells the students the day's lesson and objectives.</p>	10 min	Entice S interest (C1)

During Activities:	Time	Objective(s)
<p>The teacher tells students they will use their phones to research different types of gear and clothing on the market and share these items with the class using Instagram. The teacher models the activity using the directions outlined below:</p> <ul style="list-style-type: none"> <li>• Research the gear and clothing on the PPT list (<b>Worksheet 1</b>) and choose 1 image per item you would like to upload on Instagram at #BackpackingGear.</li> <li>• Annotate the image with (a) gear/clothing name, (b) a brief description and (c) why you chose this particular item compared to others.</li> <li>• If students don't have an Instagram account, guide them through the sign-up process as a class.</li> </ul> <p>After modeling the activity and setting up Instagram accounts, the teacher (1) checks comprehension, (2) tells students they have 30 minutes to complete the task, (3) assigns groups of 3, and then students begin the task.</p>	40 min	Build lexicon (C2, L1, L2)
<p>The teacher calls time and explicitly teaches form/meaning/use for <i>comparative adjectives</i> following these steps:</p> <ol style="list-style-type: none"> <li>1. Divide the board into four columns for one-syllable, two-syllable, three-syllable and irregular adjectives.</li> <li>2. Have students orally share under which column the following adjectives belong: expensive, cheap, warm, durable, strong, heavy, light, good, little, narrow, comfortable, pretty. Write the adjectives on the board as students share.</li> <li>3. In each column, convert one adjective into its comparative adjective form. Have the class tell you the form for the remaining adjectives.</li> <li>4. Address irregular spellings such as <i>heavy</i> → <i>heavier</i></li> <li>5. Brainstorm additional adjectives to add to the charts. Have students share the comparative adjective form. Write their answers on the board</li> <li>6. Check for accuracy. Show a PPT picture of a big tent and small tent (<b>picture 1 and 2</b>). Have students orally make a comparative sentence. Write the sentence on the board. Under each tent picture write a different money value. Call on a student to make a correct comparative adjective statement.</li> <li>7. Discuss positive and negative connotations for each adjective when describing objects versus people. Tell students to beware of negative connotations when using adjectives and comparative adjectives to describe a person. Write the following examples on the board. <ol style="list-style-type: none"> <li>a. My brother is big.</li> <li>b. My brother is bigger than my dad.</li> </ol> </li> </ol>	15 min	

<p>c. My green tent is big. d. My green tent is bigger than my red tent.</p> <p>8. Explain that a “big tent” does not mean the same thing as a “big person.” Have students identify which sentences above (a-c) have a negative connotation.</p> <p>9. Run through another example with students. However, let them choose an adjective and make the sentences. Write their sentences on the board, and discuss the connotations and denotations of each sentence.</p>		
<p>The teacher reviews the Instagram inputs on the projector, giving students opportunities to ask questions and narrate their inputs correctly using comparative adjectives.</p>	10 min	
<b>BREAK (20 MINUTES)</b>		
<p>Working in the same groups as before, students choose one mountain destination listed on the board from the pre-activity and create a backpacking packing list to share with the class. The teacher tells the students they have 25 minutes to perform the following tasks, which are posted on a PPT for student reference:</p> <ul style="list-style-type: none"> <li>• Decide when and how long you will go.</li> <li>• Make a packing list presentation (the old-fashion way), including quantities of things you will bring on the trip. Pictures are ok.</li> </ul> <p>The teacher calls time. Student groups present their list in front of the class, justifying the things they will bring with them. While groups present, the non-presenters store away in their memory 1 thing they would <b>not</b> bring from the group’s presentation list. After each group presents, the non-presenters discuss and justify their answers.</p>	50 min	<p>Develop thinking abilities (C2, C3, C4, L1, L2, L3)</p>

<b>Post Activities:</b>	Time	Objective(s)
<p>The teacher reviews the lesson and addresses reoccurring student errors by bringing students' attention back to the board to review comparative adjective forms.</p>	5 min	(C3, C4)
<p>Pair. Share. → The teacher tells the students they have 5 minutes to brainstorm ideas in pairs to the following question:</p> <ul style="list-style-type: none"> <li>• Which items are essential to bring on a backpacking trip and which items are luxuries? Why?</li> </ul> <p>The teacher calls time. Students discuss the question as a class, making sure to use comparative adjectives. The teacher provides immediate corrective feedback for comparative adjective use where necessary.</p>	10 min	
<p>Before dismissing class, the teacher tells the students that in their free time they will journal every night on topics such as: (a) different language and content skills they learn throughout the day, (b) things they have learned in the program thus far, (c) past events, (d) areas they have developed, (e) areas they still need to develop, and/or (f) plans for improvement. Tell students that this is a personal journal and the teacher will not read their journals. Clarify and check students understand that their journals need to be in English. Use a simple yes/no comprehension check to confirm this.</p>	1 min	
<p>The teacher presents three questions (below) on a PPT. The teacher tells students they may write about these questions in their journal if they would like. Student volunteers share their responses orally.</p> <ul style="list-style-type: none"> <li>• What luxury items did you pack but will leave at the branch tomorrow? Why?</li> <li>• Describe 1 backpacking gear or clothing item you want to buy and explain why.</li> <li>• What did you learn today?</li> </ul>	5 min	
<p>Students brainstorm other ideas they can write about tonight. The teacher writes their ideas on the board.</p> <p>The teacher reminds the students that this is a free-writing activity and they are not restricted to write on these topics. They are only suggestions for getting started. Clarify that students are welcome to journal for however long they deem fit.</p>	4 min	
<b>Before bed ...</b>		
<p>Homework: Based on the journaling activity in class, students work alone and write in their journals. This is an untimed task that may take students anywhere between 15 minutes to an hour.</p>	30 min	

## Worksheet 1 – Gear & Clothing List

### **Backpacking Gear:**

1. Backpack
2. SteriPen
3. Sleeping pad
4. Tent
5. Hiking poles
6. Stuff sack/compression sack
7. Nalgene bottle
8. Sleeping bag
9. Topographic map
10. Compass
11. Headlamp
12. First-aid kit
13. Pocket knife
14. Water purification tablets
15. Bear canister
16. Backpacking stove
17. Gas canister
18. Ice axe
19. Crampons
20. Freeze dried food

### **Backpacking Clothing:**

1. Beanie
2. Gloves
3. Soft shell jacket
4. Hard shell jacket
5. Base layer top
6. Base layer bottom
7. Hiking shirt
8. Hiking shorts
9. Hiking pants
10. Hiking socks

Picture 1 and 2 –Making Comparative Adjective Sentences



Appendix F

The following document is the *Layering* lesson plan

## Layering (Day 9)

School: NOLS Patagonia

Level: Mixed (novice – intermediate)

Population: 18 students, 18-22 years old

Theme: How do you stay warm in the mountains?

Lesson Length: 2 ½ hours

### Objectives

Content Objectives (C)	Language Objectives (L)
Students will be able to: <ul style="list-style-type: none"><li>(1) Identify weather conditions</li><li>(2) Determine appropriate attire to wear for specific weather conditions</li><li>(3) Resolve problems when feeling cold at camp</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>(1) Predict weather conditions using “going to” and “will.”</li><li>(2) Provide clothing suggestions using “suggest, should” and “If I were, you I would...”</li><li>(3) Discuss clothing options using outdoor clothing nouns such as “hard shell, base layer, beanie”</li></ul>

### Materials

- Students’ personal journals
- Instructors’ personal clothing
- Student’s personal clothing

### Assessment

- Teacher asks Information Checking Questions (ICQ) and Concept Checking Questions (CCQ)
- Teacher uses delayed and immediate error correction for making predictions using *going to*, *will*, and giving advice using *should*, *ought to*, *suggest*, *If I were you*, *I would ...*



<b>During Activities:</b>	<b>Time</b>	<b>Objective(s)</b>
<p>The teacher reviews backpacking clothing by holding up some of his/her clothing. The teacher asks students for other clothing options not in his/her armoire, but in theirs. The teacher gives students the option to show and tell. Teacher explicitly provides clothing names when necessary.</p> <p>The teacher asks each student:</p> <ul style="list-style-type: none"> <li>• What are you wearing today? Why?</li> <li>• What are you going to wear tomorrow? Why?</li> </ul> <p>The teacher provides error correction (including pronunciation) for vocabulary words only. Single word responses are okay.</p>	20 min	Use target vocabulary (L3)
<p>The teacher explains that students will work alone on a journaling activity. The teacher tells the students they can journal wherever they would like, just not too far away. The teacher assigns 20 minutes for students to journal on the following topic:</p> <ul style="list-style-type: none"> <li>• Write about your experiences with different weather conditions and clothing choices so far. What has and hasn't worked so far?</li> </ul> <p>The teacher employs information-checking questions (ICQs), clarifies students must write in English, and must keep track of their own time. The teacher then lets students begin their task. As students write, the teacher monitors and helps where necessary.</p>	25 min	Develop thinking abilities (C1, C2)
<p>When the students return from journaling they share their experiences with the class, making sure to answer the following questions respectively:</p> <ul style="list-style-type: none"> <li>• What has and hasn't worked for you so far? Why?</li> <li>• What will you change in the future?</li> </ul> <p>If no one volunteers, the teacher calls on students. The teacher then asks the class if anyone has had similar experiences to their peers.</p>	10 min	
<b>HIKING BREAK (4 HOURS LATER) ...</b>		
<p>Now that students are sedentary, their body temperatures might drop. To help students learn how to stay warm and dress appropriately for specific weather conditions. The teacher establishes groups of 3 and assigns each group a different weather condition (rain, snow, below freezing, extreme humidity etc). Student groups have 5 minutes to:</p> <ul style="list-style-type: none"> <li>• Brainstorm different ways to stay warm while hiking and at camp.</li> <li>• Determine the best way to dry wet clothes under their assigned weather condition.</li> </ul> <p>The teacher checks comprehension and sets time. As students discuss, the teacher circulates around taking note of things they mentioned.</p>	10 min	Develop thinking abilities (C1, C2, C3)

<p>The teacher calls time. Student groups orally present their weather condition and ideas. After each presentation, the teacher opens up the discussion for further ideas and discussions.</p>	<p>7 min</p>	
<p>The teacher explains <i>layering</i> techniques as a method to regulate cold/hot body temperatures, and discusses ideas for drying clothes that were not touched upon in the group presentations.</p>	<p>8 min</p>	<p>(L3)</p>
<p><b>HIKING BREAK (4 HOURS LATER) ...</b></p>		
<p>The teacher explicitly teaches form/meaning/use for the verbs, “suggest, should” and the formulaic expression “If I were, you I would...” for giving advice.</p>	<p>10 min</p>	<p>Teach verbs (C1, C2, L1, L2, L3)</p>
<p>The teacher explains the next activity to the class:</p> <ul style="list-style-type: none"> <li>• Students get into groups of 2-3 and have 3 minutes to invent a hypothetical weather condition(s) for tomorrow.</li> </ul> <p>The teacher models the activity, checks comprehension and then students begin the task.</p> <p>The teacher calls time. Groups report their weather conditions to the class, and ask for advice on how to dress/layer.</p>	<p>10 min</p>	

<b>Post Activities:</b>	Time	Objective(s)
Exit Ticket: The teacher has each student reflect and share their experiences on the following ideas: <ul style="list-style-type: none"> <li>• Share 1 thing you learned today.</li> <li>• Share 1 clothing choice you will change in the future.</li> <li>• Share 1 thing you need to work on.</li> </ul>	10 min	
Before dismissing class, the students brainstorm ideas they can write about in their journal tonight. The teacher writes the topics on the board. The teacher clarifies that this is a free-writing activity and students are not restricted to write on these ideas. The only hard requirement is to write in English.	5 min	
<b>Before bed ...</b>		
Homework: Based on the journaling activity in class, students work alone and write in their journals. This is an untimed task that may take students anywhere between 15 minutes to an hour.	30 min	