

Hot Weather Preparedness

Lesson Overview

During this lesson, students will learn about and consider the risks of participating in outdoor activities in hot weather.

Overall and Specific Expectations

- PPL 10: 1, 1.5; A3, A3.1
- PPL 20: 1, 1.5; A3, A3.1
- PPL 30: 1, 1.5; A3, A3.1
- PPL 40: 1, 1.5; A3, A3.1

Learning Goals

- I can behave responsibly and apply appropriate safety rules and procedures that maximize my safety and that of others during outdoor activities.
- I can think critically to analyze situations, evaluate my choices and make safe decisions in a variety of situations.

Materials

- Digital devices (for example, tablets, telephone, computer) with Internet access
- **Student Resource: Hot Weather Preparedness - Exit Card**

Ontario Physical Activity Safety Standards in Education

Tools and Resources

- [Disability-Centred Safety](#)
- [First Aid Plan and First Aid Emergency Response](#)
- [Outside Activity Providers](#)
- [Temperatures](#)

Other

[Risk Management](#)

Assessment for Learning

At the beginning of the lesson, work with students to co-create criteria for assessing knowledge and skills needed to apply safety rules and procedures during outdoor education activities. Consult the *Student Resource: Hot Weather Preparedness - Exit Card* at the end of this lesson and the following for sample criteria:

- I know how to select appropriate equipment in order to reduce the risks caused by heat during outdoor activities in hot weather.
- I can justify my choice of equipment for reducing risks caused by heat during outdoor activities in hot weather.

After the activity, review the co-created criteria with students, and then have them complete their *Student Resource: Hot Weather Preparedness - Exit Card*.

Collect and review students' *Student Resource: Hot Weather Preparedness - Exit Card*. Use the co-created criteria to evaluate student learning and offer feedback. If needed, provide feedback to individual students or the entire group, to clarify or reinforce their understanding of hot weather preparedness and safety, and answer any remaining questions.

Minds On

Present the following scenario to the students:

“It is 26 degrees Celsius, the weather is sunny, and your outdoor education class is on a hiking trip on the Bruce Trail. You are on rocky terrain, going uphill and downhill a lot, and there are few trees. The water of Georgian Bay is shining under the sun. Luke falls a little behind, and you stay with him for a moment. He appears to be sweating profusely and complains of having cramps. What is happening and what should you do?”

Action

Ask students to search online for answers from credible sources to the following questions:

- What are the signs and symptoms of heat exhaustion?
- What are the signs and symptoms of heat stroke?
- What can you do on this trip to reduce your risk of heat exhaustion or heat stroke?
- What would you do if you suspected that a friend was suffering from heat exhaustion or heat stroke?
- Is it possible to suffer from heat exhaustion or heat stroke in winter or cold weather?

After students have individually answered the questions, have them discuss their answers in small groups or as a whole-class.

Consolidation

Review the co-created criteria with students from the beginning of the lesson. Then have them complete their *Student Resource: Hot Weather Preparedness - Exit Card*.

Notes to Teachers

Remember to check school board policies and procedures applicable to any outdoor education activity.