

Use Lemons! – Risks Related to Aquatic and Campsite Activities

Lesson Overview

During this lesson, students will identify the risks on the water and campsite and examine ways to mitigate them.

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

- Lake Timiskaming Case Study

- **Student Resource: Use Lemons! – Risks Related to Aquatic and Campsite Activities - Exit Card**
- Whiteboard and whiteboard markers

Ontario Physical Activity Safety Standards in Education

Activities

- **Backpacking/Hiking (Backcountry)**
- **Backpacking/Hiking (Local)**
- **Camping (Backcountry)**
- **Camping (Local)**
- **Canoeing**
- **Canoeing Moving Water**
- **Canoe Tripping**
- **Flat Water Kayaking**
- **Kayak Tripping**
- **Paddle Rafting**
- **Swimming (Leisure in Lakes, Ponds, Rivers)**
- **Swimming (on Watercraft and Land-based Trips)**

Tools and Resources

- **Concussions**
- **Disability-Centred Safety**
- **First Aid Plan and First Aid Emergency Response**
- **Outside Activity Providers**

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. For example, success criteria might include:

- I understand the safety risks involved with aquatic and camping activities.
- I know what I can do to reduce safety risks during aquatic and camping activities.
- I use my risk management skills in new contexts.

After the activity, review the co-created criteria with students, and then have them complete their *Student Resource: Use Lemons! ? Risks Related to Aquatic and Campsite Activities - Exit Card*.

Collect and review the *Student Resources: Use Lemons! ? Risks Related to Aquatic and Campsite Activities - 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 general outdoor safety, and answer any remaining questions.

Minds On

“In 1978, a Toronto private school for boys organized a canoe trip on Lake Timiskaming in Northern Ontario. The boys and supervisors had stayed at a school event until midnight the night before. Before leaving at 7:30 a.m., they ate a light, cold breakfast. The boys and the supervisors did not have appropriate canoeing experience. They did not take enough time to practice canoe-on-canoe rescues or have rescue training before the trip. The lake is very large, and the temperature of the water was 6°C. A sudden storm caused big waves. Two of the canoes capsized, and a third capsized during efforts to rescue people in the other canoes. As a result, 12 students and a supervisor died.”

Ask students to identify some of the factors that contributed to this accident.

Action

In his booklet *Wilderness Crises Management*, author James Raffan argues that the deaths were completely preventable given the factors that led up to them. Raffan uses a “slot machine metaphor” (show students a photo of a slot machine) in which each factor leading to an accident is a “lemon.” Once three or more lemons have been accumulated in a situation, a “jackpot,” is hit which means an accident. Talk to the students about brainstorming possible lemons for an outdoor activity and how to create a culture of safety mindedness during any outdoor activity.

Have students work in small groups. Distribute chart paper or small whiteboards and markers. Assign each group a pertinent topic for their trip. Examples:

- Portage
- Paddle Use
- Getting In and Out of the Water
- Weather Conditions
- Camp Fires
- Campsite Cooking
- Bathing/Swimming at the Campsite
- Animal Encounters

Tell each group to write on one half of their paper/whiteboard any “lemons” associated with each activity. On the other half, identify a way to mitigate the lemon, that is, reduce the risk.

Example response:

| "Lemons" Associated with Portage and Aquatic Activities | How to Reduce the Risk |
|--|-------------------------------|
| Injuries to toes or feet | Wear close-toed shoes |

| "Lemons" Associated with Portage and Aquatic Activities | How to Reduce the Risk |
|--|---|
| Slippery rocks | Walk on stable areas |
| Hunger | Take breaks, and eat a snack of dried fruits and nuts |
| Trying to continue despite fatigue | Take a break with a friend |
| Seeing nothing around you | Adjust the boat's angle |

Have groups present the results of their small-group work to the class. Answer any remaining questions.

Consolidation

Have students complete their *Student Resource: Use Lemons! ? Risks Related to Aquatic and Campsite Activities - Exit Card*.

Notes to Teachers

This strategy is ideal for creating a class culture of safety awareness. Students might then decide to call out "That's a lemon!" when someone's laces are undone, when someone is carrying a pot of boiling water, or when people are acting rowdy around a campfire.

If students do not raise the question of aquatic safety, prompt a discussion of it.

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