

A Trail To Every Classroom (TTEC) Curriculum Development Tool

UNIT DESIGN COVER SHEET

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School name, state and town: **Littleton, NH**

Title: **Hike Around & In Littleton (HAIL)**

Abstract/Vignette: *The purpose of this project is to create hiking trails around and in the town of Littleton, NH. Many people of all ages are walking to keep fit. Having a trail system in Littleton would keep the interest in walking up, as well as pique the interest of others to start a fitness program.*

Grade level(s): Please check all that apply.

- K-2 3-5 6-8 9-12 College and Lifelong Learning

Discipline: Please check all that apply.

- Art and Music Health and PE Foreign Language
 Literature and Language Arts Mathematics Science
 Social Studies and Geography History Technology

Year Developed: **2009**

Period (month, week, year): **Year**

Teaching environment:

- In the Classroom (indoors) Outdoors
 In the Community Online/Virtual



A TRAIL TO EVERY CLASSROOM

Project Name: Hike Around & In Littleton (HAIL)

Teacher: James Ramsey and Susan Smith

Grade Level: Seventh and Eighth Grades

Time Frame: September 2009 – June 2010

BIG IDEA

Hiking/walking is an endeavor in which individuals of all ages may participate. It can be an enjoyable, healthy, sociable, and inexpensive lifelong activity.

PROJECT OVERVIEW

The purpose of this project is to create hiking trails around and in the town of Littleton, NH. Many people of all ages are walking to keep fit. Having a trail system in Littleton would keep the interest in walking up, as well as pique the interest of others to start a fitness program. The trails that would be created would include existing sidewalks, as well as cemeteries, parks, and other public areas. The trails would be of different lengths and levels of difficulty.

A pamphlet, brochure, or booklet would be the end result of this project. The title of the booklet would be centered on the theme of the Appalachian Trail, as it is in close proximity to Littleton, NH. The publication would contain the locations of the different trails, parking areas, lengths, and difficulties of the trails. In keeping with the theme of the Appalachian Trail, the trail names in the Littleton Trail System would take their names from locations or spots of interest along the Appalachian Trail as it traverses through New England. Students would be engaged in creating the trails, determining the lengths of the trails, assessing the difficulty of the trails, as well as cleverly naming the trails. Students would also form partnerships with various community groups. As previously mentioned, the students would culminate the project with the creation of a publication to outline the Littleton Trail System.

STATE STANDARDS/OUTCOMES

Math:

Choice of operations to determine length of trails
Use of proper units to figure trail lengths
Averaging to figure approximate distance of trails

English:

Writing clear concise directions in making brochures or pamphlets
Research skills to find information on Appalachian Trail
Letter writing skills for partnerships

Technology:

Use of GPS to measure distances of trails
Calculators for doing math computations
Computers for brochure design
Use of Power Point for presentations of trail features when completed
Use of Excel to make charts comparing trail distances and degree of difficulty
Stop watch for calculating time

Science:

Knowledge of systems to keep the mind and body healthy
Nutritional aspects for healthy bodies
Observation of biotic and abiotic features
Observation of formation and placement of landforms
Use of compasses and maps

ESSENTIAL QUESTIONS

How does hiking/walking contribute to overall health?
What are the nutritional needs necessary for an activity such as hiking?
How can personal health choices lead to a longer, healthier life?
What amount of hiking time is necessary for optimum benefits?
What are the additional benefits, besides exercise, of being outdoors?
What are the best practices to maintain the health of the trails?

HABITS OF MIND

1. The importance of exercise throughout life to maintain optimum health
2. The importance of diet in maintaining a healthy mind and body to participate in hiking activities
3. An appreciation for the outdoors
4. Understanding the value of maintaining the integrity of trails for others

SKILLS

1. Math skills for measurement of trails
 2. Direction giving skills to map out hiking trail
 3. Communication skills necessary for creating partnerships
 4. English skills necessary for composing brochures or pamphlets
 5. Technology skills (computer, GPS, digital cameras) for research and production
 6. Scientific knowledge of body systems, ecosystems, and landforms
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COMMUNITY OPPORTUNITIES

The need for designated hiking/walking trails throughout the community is demonstrated by the number of people of all ages in Littleton, NH, who walk for enjoyment or for their mental and physical health. There exists an opportunity in Littleton for students to design brochures or pamphlets which contain a listing of the trails, parking access, as well as the length and difficulty of the trails. In addition, a unique opportunity exists for the public to be made aware of the close proximity of the Appalachian Trail. The walking routes the students design are going to be named after specific locations along the Appalachian Trail as it traverses through New England.

PROJECT

The project in mind would be developing hiking trails throughout the community of Littleton, NH. The trails would be of varying difficulties and lengths and would benefit all community members regardless of age. The

final product would be a pamphlet or brochure containing the names and locations of the trails as well as their length, difficulty, and the approximate time it takes to complete them. The trail names would be modeled after existing trail names or locations along the Appalachian Trail in New England such as the Hundred Mile Woods in Maine.

YOUTH VOICE

1. Class discussions regarding health issues in society and the need for exercise
 2. Student investigation of health attitudes of Littleton, NH residents
 3. Question and answer session regarding how some community members are trying to get engaged in a healthier lifestyle such as walking, eating better, joining health clubs
 4. Health club visits to observe people using treadmills and weight machines
 5. Student group work to investigate ways to exercise for free
 6. Internet research by students regarding the Appalachian Trail
 7. Student evaluation of ways to get in shape without a high cost factor
 8. Student designed surveys for community members who have used the trails to get feedback regarding conditions of the trails and suggestions for improvements
 9. Weekend hike to the trails
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PARTNERSHIPS AND BENEFITS

There are many potential community partners that could assist in this project. Some partners would just need notification of the trail system, others would assist in the project itself, and still others would help to publicize the existence of the project. Some of the service organizations might offer financial assistance with the project. The possible list of potential partners include:

The Littleton Courier (local newspaper)
Littleton Park Commission
Littleton Police Department
Athletic Coaches

Littleton Regional Hospital
 Littleton Senior Center
 Littleton Chamber of Commerce
 WLTN (local radio station)
 Town Selectmen
 Conservation Commission
 AMC (local division)
 The Littleton Garden Club
 Cemetery Superintendent (trails through there)
 Local Health Clubs
 Local Businesses
 Superintendent of Schools
 School Board
 School Principal and Teachers
 Littleton Library
 Service Organizations

The benefits to the partners would be the use of the trails and also would be the good publicity for the town itself. An added benefit would be the cooperation of different community groups.

The potential benefits for the students would be that of working with many different age groups and gaining an appreciation for the importance of a healthy lifestyle for all community members regardless of age. The students would get the satisfaction of designing a project that could be utilized by a large segment of the community. Another benefit would be creating an awareness of the Appalachian Trail and its proximity to the Littleton community.

RESOURCES

Trail to Every Classroom materials
 Rita Hennessey
 TTEC participants
 Local members of the AMC
 School resources such as books, magazines, and newspapers
 Class books on the Appalachian Trail
 Local newspapers
 Internet research in the school library
 Town maps

AMC maps of trails
Appalachian Trail maps and brochures/pamphlets
Pedometers
GPS units
Journals to record information
Wood for signs and trail markers
Paper for brochures/pamphlets
Computer jets or cartridges
Pencils, pens, markers

MODELS

1. Students will hike, with teacher supervision, existing trails in Littleton, NH.
 2. Students will evaluate the trails using a specially designed evaluation sheet for informational markers, length, and difficulty.
 3. Students will evaluate existing NH and VT Appalachian Trail maps.
 4. Students will bike, with teacher supervision, areas that are considered for new trails in Littleton, NH.
 5. Students will be guided in the creation of rubrics to evaluate new trails.
 6. Students will evaluate new trails, designed by other students, with the rubrics that they have designed to fit the task.
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REFLECTION

1. Book Journaling - students write and sketch about learning experience in journals – what they think they learned, what they wanted to learn, and what they were excited about the project
 2. Video and oral journaling with Flip Camera for class evaluation
 3. Viewing photographs of trails and participation
 4. Graffiti exercise with Post-It notes on the board as a brainstorming session about the project – pros and cons
 5. Tributaries and Dams exercise about how the project has impacted Littleton, NH
 6. Get Off the Fence – Take a Stand discussion regarding success of the project
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STUDENT ASSESSMENT

1. Brochure/pamphlet evaluation by the English Department
 2. Tests and/or quizzes regarding core information about the project
 3. Book reports on Appalachian Trail history, construction, and maintenance
 4. Assessment of trail surveys by participants using the trails
 5. Teacher assessment by walking the trails and comparing the information in the brochures with actual findings
 6. Written exercise for the students to explain the basic elements of the project from the initial discussions to the final product using grading rubrics
 7. Feedback from several members of the partnerships regarding the success of the project
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FINAL CELEBRATION

1. Dedication of the project, with partnerships included, at the newly renovated Littleton Town Building with possible appearance of Governor Lynch (personal friend of mine)
 2. Presentation of brochures or pamphlets to the Littleton School Board and the Littleton Board of Selectmen
 3. Daisy Bronson “All School” Trail Walk with teachers and students
 4. Community Day Trail Walk
 5. Newspaper coverage of all activities
 6. Radio announcements regarding new trail system
 7. Channel 2 (local school channel in Littleton) student and teacher interviews
 8. WMUR (state television station) coverage of the new trail system
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YOUR EVALUATION OF THE UNIT

1. Surveys to people who walked the trails
2. Student questionnaires regarding the value of the project and its benefits to the Littleton community
3. Observation of usage of the trails
4. Discussion with the partners to determine the success of the project
5. Student discussion of the pros and cons of the project
6. Examination of notes and reflections from the beginning to the end of the project

