

# Hiking Towards a Growth Mindset

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## Objectives

While participating in various hikes, students will be training and practicing their growth mindset. Therefore, any challenges, struggles or physical exertion is potentially a chance to get stronger, work from past experiences and develop a sense of self.

Hiking to mountain tops, lakes, or a multi-day backpacking trip can serve as the supporting application and experience of the introductory lessons of leadership group dynamics and expedition behavior. Any hiking activity is structured to promote a growth mindset and contain a level difficulty that challenges the students to find success. This lesson is structured with steps towards cultivating points for discussion of a growth mindset..

1. To introduce students to the fun and exciting world of hiking and backpacking.
2. Give students the skills needed to safely hike and backpack in the wilderness.
3. Present strategies for effectively developing a growth mindset while moving through the wilderness.
4. Demonstrate hiking and backpacking skills (proper equipment, conditioning, proper clothing, how to hike).
5. Demonstrate proper hiking and backpacking safety.

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## Materials

For long and short day hikes:

- Appropriate clothes: i.e. sport clothes or clothes which allow for easy movement.
- Back pack, hiking shoes, food, water and [the ten essentials](#).
- OLP journal and writing utensil.

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## Introduction/Engager

1. What is your own mindset? How have you overcome or succumbed to failures, challenges and shifting perceptions to find success and happiness?
2. Watch this video link to: [How to Ride a Bike](#).
  - What is this mindset of the bike rider?
  - What statement from the bike rider fits the guide (on the right) to shifting mindset?

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## Procedures

For the main activity students will be learning the basics of wilderness travel, route finding and personal energy conservation in conjunction to the non-cognitive skill of [growth mindset](#).

1. Take two class periods to discuss and practice basic skills and equipment needed for hiking.
2. Introduce the topic of growth mindset by having students discuss whether or not they find [the reframing statements](#) useful.
3. Show the video of professional artist [Phil Hansen](#). Discuss how he changes a negative set back in his life into something positive. How did he learn from failure?
  - Please [visit this link](#) for the full discussion points on building and understanding a growth mindset.
4. During a two month period students will be participating in group and solo hikes around the surrounding mountains.
  - Have student/instructor ratio be 1:6
  - Enforce positive communication, attitude, group dynamics and safety procedures.
  - After each member of the smaller groups have attempted their first hike, have the instructor facilitate a group discussion on growth mindset, personal [resilience](#) and physical fitness requirements for hiking.

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## Conclusion/Reflection Discussion Questions

Development of meta-cognitive process for resilience within rock climbing

1. Link to: [Mindset Self-Report Test](#)
2. Compose a journal entry discussing the results of your mindset test. What do you think is correct? What do you think is incorrect?
3. Video Link to: [The Power of Belief – Mindset and Success](#)
4. To thoughtfully consider the different facets that make them a complete person and begin to identify leadership styles, each member of the group completes the following in their OLP journals and also during group discussions.

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## Adaptations

Hiking activities can be highly amended depending on the physical, mental needs of individual students. As there are many different types of hikes there can be differing adaptation that create the same amount of learning experiences for every student. With regards to classroom and activity set up, make sure each student has notified the instructor of any needs or issues that might present themselves during certain activities.

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## Extensions

### For advanced or interested students

Sign up for extra hiking trips offered by the outdoor club at school for more training, field trips and instruction. Other students can also begin to attend strength training clubs or personal exercises.

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## Links to resources

The ten essentials <http://www.wta.org/hiking-info/basics/ten-essentials>

Resilience <http://ethansalter.com/strategies/resilience/>

Phil Hansen [http://youtu.be/YrZTho\\_o\\_is](http://youtu.be/YrZTho_o_is)

Growth mindset <http://ethansalter.com/strategies/activities/>

Test mindset <http://mindsetonline.com/testyourmindset/step1.php>

The power of belief - mindset and success <http://youtu.be/pN34FNbOKXc>

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## Suggesting readings

[AWOL on the Appalachian Trail by David Miller \(2006\)](#)

[A Thousand-Mile Walk to the Gulf by John Muir \(1916\)](#)

[A Walk Through Europe by John Hillaby \(1977\)](#)

[Walking the Gobi: A 1,600-Mile Trek Across a Desert of Hope and Despair by Helen Thayer \(2008\)](#)

[Wanderlust: A History of Walking by Rebecca Solnit \(2001\)](#)

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## Nevada Physical Education Standards

Outdoor Education does not currently fall under its own set of specific standards, there is enough cross curriculum content and skills that the Nevada physical education standards apply to these outdoor leadership programs objectives.

**Grade level:** 9-12

**Subject area:** Outdoor education/physical education

**Standard:**

Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

**Benchmarks:**

1.8.4 Recognize physiological benefits of exercise during and after physical activity.

1.12.3 Analyze personal performance and apply results for improvement (i.e. lower target heart rate).

1.12.4 Analyze and compare health and fitness benefits derived from various physical activities.

**Standard:**

Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

**Benchmarks:**

2.12.3 Apply scientific principles to weight transfer and balance movements.

**Standard:**

Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

**Benchmarks:**

4.12.3 Analyze a personal healthy lifestyle independent of teacher intervention.

4.12.4 Evaluate physical activity for injury potential.

**Standard:**

Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

**Benchmarks:**

5.8.1 Analyze potential consequences when confronted with a behavior choice.

5.12.1 Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.

5.12.2 Accept leadership responsibility in a group setting.

5.12.3 Evaluate role of physical activity in a diverse society (i.e. skill level, gender, race and disability).

Developing non-cognitive skills rubric					
	Level 0 (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Outdoor Skills	<ul style="list-style-type: none"> <li>• does not meet Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• performs outdoor skills with limited competence</li> <li>• during course activities, including trips, performs movement skills with limited competence</li> <li>• with assistance may describe key elements of an outdoor skill</li> </ul>	<ul style="list-style-type: none"> <li>• performs outdoor skills with moderate competence</li> <li>• during course activities, including trips, performs movement skills with moderate competence</li> <li>• with encouragement can describe key elements of an outdoor skill</li> </ul>	<ul style="list-style-type: none"> <li>• performs outdoor skills with considerable competence</li> <li>• during course activities, including trips, performs movement skills with considerable competence</li> <li>• able to describe key elements of an outdoor skill independently</li> </ul>	<ul style="list-style-type: none"> <li>• performs outdoor skills with high degree of competence</li> <li>• during course activities, including trips, performs movement skills with high degree of competence</li> <li>• able to describe key elements of an outdoor skill and is able to teach others effectively</li> </ul>
Fitness Level	<ul style="list-style-type: none"> <li>• does not meet Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• fitness level limits active participation in outdoor activities</li> <li>• seldom works to improve personal fitness level for outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• regularly able to participate actively in all outdoor activities</li> <li>• occasionally works to improve personal fitness level for outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• consistently able to participate actively in all outdoor activities</li> <li>• consistently works to improve or maintain personal fitness level for outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• always able to participate actively in all outdoor activities</li> <li>• always strives to improve or maintain personal fitness level for outdoor activities</li> </ul>
Self-Reflection	<ul style="list-style-type: none"> <li>• does not meet Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• basic understanding of non-cognitive skills both weaknesses and strengths.</li> <li>• with encouragement able to connect outdoor concepts to real outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• good understanding of non-cognitive skills both weakness and strengths.</li> <li>• on occasion able to connect outdoor concepts to real outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• proficient understanding of non-cognitive skills both weakness and strengths.</li> <li>• consistently able to connect outdoor concepts to real outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>• excellent understanding non-cognitive skills both weakness and strengths.</li> <li>• with high degree of efficiency able to connect outdoor concepts to real outdoor activities</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• does not meet Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• with encouragement uses proper outdoor ed terminology</li> <li>• with encouragement communicates properly with peers and teachers in a school/outdoor ed setting</li> <li>• seldom, when in activity in the community, uses language that represent self and school in a positive manner</li> <li>• seldom allows others to communicate freely without judgement</li> </ul>	<ul style="list-style-type: none"> <li>• usually uses proper outdoor ed terminology</li> <li>• usually communicates properly with peers and teachers in a school/ outdoor ed setting</li> <li>• with encouragement, when in activity in the community, uses language that represent self and school in a positive manner</li> <li>• with encouragement allows others to communicate freely without judgement</li> </ul>	<ul style="list-style-type: none"> <li>• consistently uses proper outdoor ed terminology</li> <li>• consistently communicates properly with peers and teachers in a school/outdoor ed setting</li> <li>• consistently, when in activity in the community, uses language that represent self and school in a positive manner</li> <li>• consistently allows others to communicate freely without judgement</li> </ul>	<ul style="list-style-type: none"> <li>• always uses proper outdoor ed terminology</li> <li>• always communicates properly with peers and teachers in a school/ outdoor ed setting and encourages other to do the same</li> <li>• always, when in activity in the community, uses language that represent self and school in a positive manner</li> <li>• always allows and encourages others to communicate freely without judgement</li> </ul>