

## Camping Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources Needed: None

Learning Goal:

- The student will understand the context of the key ideas related to the topic:
  - Going on a camping trip
  - Activities on a camping trip
  - Possible things one may see on a camping trip
  
- The student will understand the following vocabulary:
  - Campsite: a place specifically set up for camping, where people can put up a tent, cook, sleep, and do other outdoor activities
  - Overlook: a place from which one may look down on the scenery below
  - Walking Bridge: a structure carrying a pathway over an obstacle or barrier
  - Cave: a natural chamber or series of chambers in the earth or in the side of a hill or cliff
  - Waterfall: an area in a stream or river where running water falls down over a rock formation (such as over the side of a cliff)

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

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[Purpose: The facilitator’s goal is to introduce the students to camping and to help students think constructively about it.]

Facilitator says: “Today we are going to talk about camping. Who here has been camping?” [Allow students to describe and discuss their camping experiences.]

Facilitator says: “What types of activities would you want to do on a camping trip?” [Allow students to discuss. Possible responses include swimming, fishing, and hiking.]

Facilitator says: “Where would you like to go camping?” [Allow students to discuss. Possible responses include in their backyards and at campsites.]

Facilitator says: “Campsites are places specifically designed for camping. What features would you want in a campsite?” [Allow students to discuss. If needed, expand on the topic as follows.]

Facilitator says: “Sometimes campsites have ponds nearby where you can swim or fish. Also, many campsites include picnic tables where you can eat your meals. There may also be caves, waterfalls, and overlooks where you can explore the outdoors.” [Allow students to ask questions.]

Facilitator says: “Are there any questions?” [Allow for student questions.]

Facilitator says: “Today, we completed an activity about camping. These ideas may help you when you complete your performance task.”

Facilitator says: “You are ready to complete the Camping Performance Task.”