

# All-Day Hike Outline

## Big Idea

All day immersion provides an in-depth opportunity to view the beauty of Great Smoky Mountains National Park; students will build self-confidence through physical challenge.

## Essential Questions

- How can we experience the wilderness without leaving evidence of our being there?
- How do maps and natural landmarks help us to determine our location?
- When learning about the history of an area, what can the landscape and physical evidence teach you about the relationship between people and nature?

## Vocabulary

- Gap/Pass—a way through a range of hills or mountains
- Leave No Trace (LNT)—a selection of wilderness ethics that, if followed, will help keep wild areas looking wild
- Maintained Trail—a trail that has obstructions removed and is looked after
- Ridge—a long narrow hilltop or mountain range
- Saddle—a low part of a ridge between two higher points or peaks
- Unmaintained Trail—a trail with some obstructions in the way of the trail (i.e. trees)
- Valley—a low area of land between hills or mountains, often with a stream or river flowing through it

## Lesson Outline

- Introduction—map and route, Leave No Trace discussion, food and water, etc.
- Logistics
- Wilderness skills
- Discussion generators
- Hot topics in the Smokies
- Route options

## Necessary Materials

Day packs, rain gear and other season-appropriate clothing, extra socks, water bottles, (Important! Each student must bring a water bottle on the hike. No other drinks are provided with the trail lunch.) Optional items: journal (pencil, paper), camera.

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## INTRODUCTION

The All-Day or Half-Day Hike is an excellent way for students to experience Great Smoky Mountains National Park in-depth. It encourages students to challenge themselves physically and immerses them in the forest for an entire day, away from roads, buildings, electricity, etc.—all the trappings of modern daily life. For many students this is an entirely new experience. Although many find it challenging, for many students, is the highlight of their visit to Tremont. A day of hiking—through a variety of forest types, crossing streams, participating in a Solo Hike, and working with their classmates to accomplish a true physical challenge—can create a solid connection to the park and to each other, beyond what can occur in a three-hour lesson.

Before departing, Tremont teacher/naturalists will discuss with the students where they are going, what they will be doing, and why. It is important for the teachers and chaperones to participate in this introduction and to set a positive tone of interest and anticipation. The talk will include drawing or looking at a map of the route; discussing good trail etiquette (Leave No Trace ethics); double-checking for proper dress, day packs, and water bottles; and exploring students' apprehensions in an effort to put the whole group at ease.

Each All-Day Hike is different, and can be tailored to meet the goals of a particular group. The following sections contain a variety of activities which can be incorporated into the experience. We do not suggest that all of them be included in a single hike; instead, Tremont staff, in conjunction with school staff, should think about the focus they would like their hike to have and choose activities which best fulfill these objectives.

## LOGISTICS

### LEADING THE HIKE

The All-Day Hike is led by a Tremont teacher/naturalist who is familiar with the route. Students will remain together in their trail groups, rather than dividing up into subgroups as they would for a regular lesson. While teachers and chaperones are not responsible for leading the hike, they should plan to contribute to the teaching along the way and help with supervision. At least one teacher or chaperone must accompany each hiking group.

### REST STOPS (SHORT "BREATHERS")

These are a good way to catch your breath and rest your legs for a short time period (2 to 3 minutes). Typically, students will not be sitting down or taking their packs off, since they'll soon be moving again. On the first half of the hike (i.e. before lunch and/or going uphill) kids are

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often tempted to drink more water than they need to, resulting in little or no water during the second half of the hike. School staff can help Tremont teacher / naturalists remind students that they should try to ration their water to make it last the day.

Hopefully, rest stops will be timed to coincide with natural features that students can explore and enjoy. With the wondrous diversity in living things and scenery encountered on any trail in the park, these rest stops can often be used as “teachable moments,” great opportunities for the students to learn more about the park. However, sometimes the group simply needs a break from hiking. Use your judgment and observe the students.

## BATHROOMS

There are no outhouses or other formal bathroom facilities along the routes. To help distinguish between bathroom needs we will refer to urination as #1 and defecation as #2. Hikers that need to go #1 will typically take at least one partner with them and will proceed up or down the trail (at least 100 feet from water) until out of sight of group. In areas where deemed safe by Tremont staff, students may be allowed to go alone. It is Tremont’s policy (and good LNT practice) to urinate on an already impacted or unimpactable surface. Whenever possible, students will be asked to urinate directly on the trail. If this is not feasible, students will then be asked to urinate on rocks, dead logs, or other unimpactable surfaces, as to not harm any living things. Hikers must be certain they are *off-trail* and *well away from water* (at least 100 yards) when going #2. Send students with at least one partner, and remind them to pay close attention to their route so they know how to return to the group. All waste must be buried six to eight inches deep; if toilet paper is used, it must be carried out in a plastic bag. Tremont staff will have a shovel for digging the hole and extra plastic bags for toilet paper, but individual participants will need to carry out the plastic bag to dispose of upon return to the Tremont campus.

## LUNCH

Tremont will provide a trail lunch for All-Day Hikes, which students will carry in their day packs. During the lunch stop, encourage students to have fun talking among themselves, but to keep voices quiet. Often, one or more trail groups are conducting their solo hike near the lunch area. Voices can carry far in the forest, and we do not want to inhibit another group’s enjoyment of any activity. The end of the lunch stop can be a good time to tell a short story. Remind your group that all of their trash must be packed out, including apple cores (bears have been known to choke on them) and orange peels.

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## THINGS TO LOOK FOR ON THE WAY

Tune in your senses to enjoy scenic views, cliffs of sandstone and phyllite, interestingly shaped trees, wildlife tracks and signs, and evidence of bygone days—settlement, trails, logging history. For the ~8 mile Tremont loop: On Lumber Ridge Trail, you can find constructed rock walls (trail buttresses) on the downhill side. These were built by the CCC (Civilian Conservation Corps) in the 1930s and 1940s. The “saddle” is where the trail begins descending 1.3 miles to Buckhorn Gap. There are several areas where taking out a map and compass will allow your group to calculate where you are in relation to Tremont. Along the “manway” (unmaintained trail) of Spruce Flats Branch, notice remnants of the Little River Lumber Company days: steel hardware including a railroad rail, skidder cable (at several points along the way), an old wash basin, and train parts. The trail itself is almost entirely on an old railroad bed.

If your hike is conducted in the Dorsey / Spicewoods / West Prong area there are many signs of early settlement: stove parts, cabin foundations and chimneys, and old wagon roads.

## WILDERNESS SKILLS

The following activities can help students to become more comfortable traveling in a natural landscape.

## SOLO HIKE

The solo hike offers students a chance to hike alone in the forest, experiencing the woods one-on-one without the distractions their fellow hikers can create. The length of the solo hike will vary with the route, but is usually a little over a mile. The hike will take most students 30-45 minutes to complete. The section of trail chosen for the solo hike will have no trail junctions, overgrown areas, or game trails which could confuse the students. The Tremont teacher / naturalist, or an adult who is familiar with the route, will be first down the trail; adults remaining behind with the group will send students, one at a time, down the trail. Students will be separated by approximately two minutes. Adults should intersperse themselves throughout the group; one adult should be designated as the last to depart. Encourage the students to remain alone; if they see someone ahead of them, they should stop or slow down until that person is out of sight before continuing on. If another student is catching up, the student in front should hike faster (without running). Emphasize to them that while it is normal to feel nervous, the solo hike is actually a very safe activity because there is always someone just a minute or two behind them. Because of the relatively close proximity, students should be reminded to remain quiet—no singing,

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whistling, etc.—students in front and behind will be able to hear them. Their ability to observe their surroundings is also enhanced by walking quietly. The solo hike is many participants' favorite part of their Tremont experience, and one that will not be repeated, so they should not deprive themselves and others of this unique experience by catching up with each other and traveling together.

## MAP AND COMPASS USE

There are several areas where leaders may take out a map and compass and, with students' assistance, determine their elevation, where they are in relation to Tremont, etc. Ask students what land features they remember (streams, bends in the trail, steep climbs, etc.) and then help them to see how these are illustrated on the map. It is good to do this at least halfway through the hike so that students have several familiar reference points (and also so they can see how much of the route they have already covered!). Show them the remainder of the route. From what they have just learned, what do they expect the rest of the hike to be like?

## OPTIONAL ACTIVITIES

- **Riddles**—In addition to providing opportunities for students to use problem-solving skills, these are also great quick activities at short rest stops, or to keep participants' minds off of going uphill!
- **Sound Hike**—Stop at intervals along the way. Have hikers close their eyes and listen for 30 seconds, then describe a sound they heard. Alternatively, you may ask students to hold up closed fists and raise one finger for each different sound they hear. Stop in different places so there will be a variety of sounds. Ask which sound they like best. Why? Which sound is the loudest, the quietest, the highest or lowest? Did any man-made noises interfere with the sounds of nature? What is absolutely silent? (a flower opening, a bird high in the sky, etc.)
- **Look and Feel Hike**—As they hike, challenge students to find the hairiest leaf, the roughest twig, something cool, something bumpy, something dry, etc.
- **Color Hike**—The leader announces a color to the group. As they hike along to the next rest spot, hikers are to find or list the items they see that are that color. Why are some colors hard to find? What are the prominent colors in nature?
- **Sentinel**—Hikers walk single file, and the one in the lead is the 'sentinel.' The sentinel should find a tree, flower, rock or other interesting object, which he or she can positively identify. He or she

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stops and points out the object to the group. Every hiker passing by must either whisper the password (name of the object) correctly to the sentinel or else go to the end of the line. The leading hiker becomes the new sentinel, while the old sentinel takes his or her place behind those who answered correctly, but in front of those who answered incorrectly. The object of the game is to keep near the head of the line and become the sentinel as often as possible.

- **I Spy!**—Along the trail or at a rest stop, the leader may say, “I spy a robin.” All children who see the robin may squat while the rest remain standing. The leader then either points out the robin or asks one of the squatting children to do so. The group continues until another object of interest is seen.

## SELECTED LESSON ACTIVITIES

The following lesson activities can be done along the trail with little or no equipment:

- From Creative Expressions: Camera; Making Music
- From Earthquest: Observation Quest; Whiff Party
- From Geology: Rock Painting, Falls Illusion
- From Keying into Plants: Camouflage, Scavenger Hunt
- From Stream Ecology: Stream Search
- From Trees are Tremendous: Meet a Tree, Build a Tree
- From Wildlife: Mystery Critters

## DISCUSSION GENERATORS

Use students’ observations of the land around them to generate discussion about the park, its history, and the environmental challenges it faces.

## SIGNS OF TIMES GONE BY

Encourage the students to tune in their senses to discover evidence of the bygone days of settlement and logging. Each trail has its own unique features. Lumber Ridge has rock walls (trail buttresses) on the downhill side built by the CCC (Civilian Conservation Corps) in the 1930s and 1940s. Along the “manway” of Spruce Flats Branch, notice remnants of the Little River Lumber Company days: steel hardware including a railroad rail and skidder cable (at several points along the way); an old wash basin; train parts; and the railroad bed which the

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trail follows. It is not unusual for students to find other artifacts such as pieces of pottery or coal (remind students that they can not take artifacts with them). In the Dorsey/Spicewoods/West Prong area there are signs of early settlement: stove parts, cabin foundations and chimneys, and old wagon roads.

## SMOKIES ISSUES

The All-Day Hike provides an excellent setting for discussion of some of the environmental issues facing Great Smoky Mountains National Park. Below are some of the issues facing the park.

### ALL-DAY HIKE—Hot Topics in the Smokies!

The All-Day Hike is an excellent opportunity to discuss environmental issues facing Great Smoky Mountains National Park. As described best by conservationist John Muir, “All things are connected.” The Smokies do not exist in a bubble. Many of the issues the park faces come from outside sources. What can we do to confront these issues, for the benefit the park’s long-term health? One answer is that the Smokies need the help of citizens like you to be informed and involved.

## AIR QUALITY

Air pollutants come from a variety of sources: vehicles, industries, and power plants are common examples. Some are located near the park, others are very far away. Whatever and wherever their source, many pollutants are reaching the park, damaging its scenery, vegetation, streams and soils. Pollutants include sulfur oxides, nitrogen oxides, and ozone. Some of the major impacts include:

- **Visibility**—The inspiring mountain views in the Smokies are a major reason people like to visit the park. Historically, visibility in the park was approximately 90 miles. Since 1948, annual average visibility in the southern Appalachians has decreased 60% overall (down 80% in summer and 40% in winter). During the summer tourist season, visibility is now only 12 miles; on some days it has been reduced to less than one mile!
- **Streams**—The 2,000 miles of streams here are cold and clean, having recuperated from destructive logging that occurred in the early 1900s. It is a testament to nature’s remarkable power to regenerate and heal. However, today park streams face new threats. High levels of acid deposition from nitrogen and sulfur pollution—in the form of acid rain, snow, and fog—make many of the park’s streams, especially in the high elevations, too acidic to nourish healthy aquatic communities.

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- **Soils**—High elevation soils are becoming saturated with nitrogen pollutants, causing toxic aluminum to replace nutrients in the soil. This stresses vegetation as well as stream life.
- **Vegetation**—Harmful ground-level ozone is injuring plants and wildflowers. At least 90 plant species may be affected. The higher the elevation, the more severe the concentration of ozone, and thereby the more severely the plant may be injured. Vegetation may also be harmed by acid deposition. This is one reason red spruce trees are declining.
- **People**—None of this is good for the lungs (and other organs) of park visitors who come here to enjoy the “clean” air of the great outdoors!

## **BIODIVERSITY AND RARE & ENDANGERED SPECIES**

Great Smoky Mountains National Park is charged with protecting the great diversity of species and habitats that exist here. But we first need to know what exactly lives here! The park is undertaking an inventory—an All Taxa Biodiversity Inventory (ATBI). A project of this magnitude will take many years—and a great deal of effort—to complete. Knowing what lives here will allow us to make wiser decisions about how to ensure the long-term health of this wondrous place.

This park is the last holdout for many rare plants and animals whose habitat elsewhere has been usurped by humans. It’s important to study and restore plant communities such as the high elevation balds, the spruce/fir forest, and the fire-adapted Table Mountain pines, as the Smokies contain some of the last great examples of some of these ecosystems. Beyond simple preservation, the work of taking care of the land may also include eradicating exotic species and reintroducing extirpated ones.

## **Exotics**

Exotic species (plants and animals not native to an area) in the Smokies cause problems by competing with natives for food and living space. Invasive exotic plants are crowding out wildflowers that have been a part of the ecosystem for many years. Diseases introduced from Europe or Asia injure or kill many native trees that have no defenses against these foreign ailments.

- **Animals**—Wild hogs tear up the soil, eating plants, insects, and salamanders. Wild hogs compete with native bear, turkey, and deer for the important fall mast crop (nuts and acorns). Introduced rainbow and brown trout compete for habitat and food with the native brook trout.
- **Insect pests and forest diseases**—Examples include hemlock woo-

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ly adelgid, balsam woolly adelgid, gypsy moth, mountain ash sawfly, Dutch elm disease, chestnut blight, dogwood anthracnose and butternut canker. All of these exotic organisms wreak havoc on southern Appalachian forests.

- Plants—Kudzu, Japanese honeysuckle, oriental bittersweet, and dozens more are crowding out (or, in some cases, hybridizing with) native vegetation.

One solution is for private landowners to landscape using predominately native species. Another is to get to know the plants and animals in your area. This way you can be a “watchdog” for the health of your ecosystem. It’s a great way to participate in caring for the Earth—and it’s much better than always leaving everything up to the “experts”!

## EXTINCT, EXTIRPATED AND ENDANGERED SPECIES

You will no longer see some animals that are native to the Smokies. **Extinct** animals once common in the Smokies include the passenger pigeon and Carolina parakeet.

Other animals you will no longer see have become **extirpated** (extinct within a specific region). Extirpated mammals include woodland bison, mountain lion, fisher, gray wolf, and red wolf. It will be up to future generations to decide how we might restore the landscape to full health by perhaps reintroducing extirpated species.

In the meantime, we have the power to save rare endangered animals and plants from becoming extinct. **Endangered** species in the Smokies include the spruce-fir moss spider, Indiana bat, spreading avens (plant), and northern flying squirrel.

## REINTRODUCED SPECIES

Some extirpated animals have been reintroduced in recent years. These represent huge success stories in restoring the health of the landscape:

- Elk—You’ll have to travel to Cataloochee on the North Carolina side of the park to see these magnificent giants.
- River Otter—Keep your eyes open along creeks and rivers in the Tremont area for these playful animals.
- Smoky Madtom—This fish species has been restored to its native waters in Cades Cove.
- Peregrine Falcon—Except in the high elevations, you’re unlikely to see this winged beauty that may fly at speeds of over 200 mph in pursuit of prey.

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## PEOPLE ISSUES

- **Overuse**—In a park that has over 9 million visits a year, overuse of trails, crowding of campsites, traffic jams, litter, and conflicts between different users of the resources are bound to be major problems. It is a constant struggle to balance human needs with those of the plants and animals who make these forests their home.
- **Habitat Loss**—The mountains are a very attractive place to build a home. But development and a growing human population in the green, open, “buffer zone” along the park boundary reduce habitat and restrict movement of wildlife. The national park is fast becoming an “island” surrounded by development.
- **Garbage**—The black bear is the symbol of the park and is one of the major wildlife management issues here. Trash left behind by humans creates a temptation too great for bears to resist. This makes them less wild and can create dangerous interactions between bears and humans. Who is always on the losing side? Bears. The real solution lies not with the bears, but with people management and education. Bear-proof trash containers are one solution. But every park visitor must do his or her job to ensure that bears stay wild.
- **Poaching**—Removing plants from national parks is illegal. Yet there are people who profit by digging plants such as ginseng, ramps, and goldenseal. Bears are poached because their gall bladders are highly valued in Asia and fetch a high price on the black market. The poaching of other wildlife species occurs as well.
- **Vandalism**—You will find inscriptions such as “Johnny was here” on many historic buildings in the park. Such damage is permanent or costly to repair. What would you do if someone carved their name into the side of your house?
- **Infrastructure**—The Great Smokies have a wonderful cultural heritage and history. The preservation of the historic structures in Cades Cove, Little Greenbrier, and other places is not easy. Plain old “wear and tear” must constantly be dealt with. A small portion of American taxpayer money goes to taking care of parks in this way.
- **Global Climate Change**—No matter what its origins (human-caused, natural, or both), global warming will have a very negative affect on the Smokies. High elevation species that depend on a cool climate will have no place to go. The same is true of brook trout, which survive only in cold water. Many other species may

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find their mountain habitat no longer hospitable and die out.

## ON THE POSITIVE SIDE

It is easy to get discouraged by all these problems. But let's turn our attention to what we can do. Solutions do exist. The "citizen science" movement provides opportunities of gathering real data that scientists use to measure the health of an ecosystem. Here in the park, many volunteers help monitor migratory bird populations. Fishermen and fisherwomen take part in restoring brook trout. Volunteers at Tremont "adopt" streams and keep track of its salamander population. The list goes on and on!

Are any citizen science projects going on in your area? Yes! The Christmas Bird Count takes place every year all over the country, and there may be others. Perhaps with some help you can start a new project.

There are many other ways to be involved! Here are just a few:

- Write letters to the editor of your hometown newspaper
- Write the superintendent of Great Smoky Mountains National Park, 101 Park Headquarters Road, Gatlinburg, TN 37738-4102
- Organize a conservation/ecology club at your school
- Be an informed consumer
- Participate in the democratic process
- Learn the facts and opinions on all sides of an issue

Perhaps the all-day hike will turn into life-long involvement!

## ALL-DAY HIKE OPTIONS

The "typical" All-Day Hike at Tremont is the Lumber Ridge/Spruce Flats Loop. A little less than eight miles, this hike requires no transportation. However, during times of heavy rain, Spruce Flats Branch may be swollen, making crossings difficult. Don't worry—with 900 miles of trails in the park, we have lots of options! Listed below is a full description of the Lumber Ridge/Spruce Flats Loop, as well as a few other choices to consider.

### LUMBER RIDGE/SPRUCE FLATS LOOP

**Length:** 7.8 miles

**Difficulty:** Strenuous for younger/physically challenged students

**Cautions:** multiple stream crossings

**Transportation:** none (begins and ends at Tremont Campus)

This is a great hike for most ages and abilities. It has one significant

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uphill, and many smaller ups and downs. Provides an opportunity for a ~1.5 mile solo hike. The length and relative difficulty of the hike may prevent extensive time spent stopping for discussions; this hike is to be considered as more of an immersive wilderness experience.

## **WEST PRONG/DORSEY TRAIL/CAMPSITE #18 LOOP**

**Length:** Approximately 5 miles

**Difficulty:** Moderate for younger/physically challenged students

**Cautions:** short off-trail portion

**Transportation:** none (begins and ends at Tremont campus)

This hike can be used in both all-day and half-day formats. As an all-day hike, students can stop at Campsite #18 to conduct a clean-up service project, as this is one of the more popular backcountry campsites. This hike also provides longer opportunities for teaching (salamander monitoring/explorations), as well as solo time, than the Lumber Ridge/Spruce Flats Loop. If used as a half-day option this would be a more traditional hike with less teaching time.

## **FINLEY CANE/WEST PRONG TO TREMONT**

**Length:** 6.2 miles

**Difficulty:** Moderate for younger/physically challenged students

**Cautions:** a few very small stream crossings

**Transportation:** shuttle to Finley Cane trailhead needed

Finley Cane Trail is a great alternative to our traditional all-day hike if the water level is high. This hike is fairly flat with only one significant uphill portion. It provides views and options for doing longer activities along the way. The trail goes right through campsite #18, providing service project opportunities.

## **CHESTNUT TOPS/SCHOOLHOUSE GAP/BOTE MOUNTAIN/WEST PRONG (CAN BE DONE IN EITHER DIRECTION)**

**Length:** 10 miles

**Difficulty:** Strenuous due to length

**Cautions:** significant ups and downs

**Transportation:** a shuttle will be required

This hike can be conducted by starting or ending at Tremont. Due to length, this hike is best for older students (8th grade or higher). Great hike for spring wildflowers or fall leaf foliage. Chestnut Tops provides excellent views in good weather. This option has the least potential time for activities along the way, due to the length, but can be a great option for older students looking for a challenge.

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## RIDDLES AND TRAIL GAMES FOR THE ALL-DAY HIKE

### THE MAGIC NUMBER

Riddle: 1 is 3, 3 is 5, and 5 is 4, and 4 is the magic number. Why is 4 the magic number?

Hints:

- Ask what other numbers are (for example, 10 is 3, 20 is 6, etc.)
- There is no math involved beyond kindergarten-level (no addition, multiplication, calculus, etc.)
- Look for patterns. 10, 2, and 6 are all 3. 11, 12, 20, and 30 are all 6.

Answer: The word “one” has 3 letters in it, “three” has 5 letters, and “five” has 4 letters. Four is the magic number because “four” has four letters.

### THE CAR

Riddle: A man is pushing a car. When he gets past a hotel, he stops and breathes a sigh of relief. Why is the man so happy?

Hints:

- Students may ask yes or no questions.
- Good questions to ask involve the size of the car and hotel.

Answer: The man is playing Monopoly and is glad he doesn’t have to stop at the hotel because he would have to pay.

### LIGHTNING STRIKE

Riddle: Gather the students in a circle and make sure you know everyone’s name. Tell them that a bolt of lightning has appeared out of the clear blue sky and has bounced off (for example) that backpack, that tree, and that water bottle. Who does it hit next?

Hints:

- This isn’t a riddle you can get in one try. Ask for more lightning strikes to see what the pattern is.
- Pay attention to everything that’s going on in the entire group, not just the leader, and keep paying attention even after the lightning has struck the three objects.

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- The leader is not connecting dots to draw any shape, and the lightning can bounce in any direction.
- It doesn't matter what the objects are. The objects could be oxygen molecules in the air or even imaginary things.
- If you keep on being struck by lightning, give some other people a chance to guess.

Answer: The person who guesses first is the one who gets hit.

Tips:

- This riddle works well at the end of a solo hike or lunch stop.
- Pick different objects every time. There will be many lightning strikes before anyone gets the answer.
- To make it even harder, throw in a red herring or two by emphasizing objects' colors, shapes, materials, or owners. For example, the lightning could bounce off John's red hat, Paul's orange shirt, and George's yellow shorts, leading the group to think that of course Ringo should be next, especially if he's wearing green shoes or is sitting next in the circle.
- As students figure out the answer, have them whisper it to you. If anyone gets it right, let them run the show for a few turns.

## THE STORY GAME

Send one group member away for a few minutes (this works especially well if someone needs a restroom break) and tell them that while they are gone, the rest of the group will make up a story. Their job, upon returning, will be to figure out what the story is by asking yes or no questions.

When the person leaves, explain to the group that they will not actually be making up a story. Instead, when their friend returns, you will all answer "yes" to any question ending in a consonant, "no" to any question ending in a vowel, and "maybe" to any question ending in the letter y.

The fun of this game is that the person asking questions is the only one really making up a story, and everyone else gets an entertaining glimpse into that person's imagination. The game ends when the questioner figures out what the group is doing.

## TWO-WAY GUESSING GAME

This game is a lot like 20 Questions—one person thinks of something and everyone else asks yes or no questions to figure out what it is—but

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with an added twist. In this game, players must earn the right to ask a yes/no question by stumping the game leader.

Here's how it works:

- The game leader thinks of a mystery object, which could be any person, place, or thing that the group is likely to have common knowledge of (i.e. not their cousin's cat or some obscure insect part) and tells the group what letter it begins with.
- To earn a question, a player must think of a person, place, or thing beginning with that same letter and give the game leader one clue to figure out what it is.
- If the game leader cannot answer the player's challenge, the player has earned the right to ask one yes/no question about the game leader's mystery object.
- The game leader is allowed to answer a player's challenge with something other than what the player has in mind. For example, if a player's clue was "An animal found in the woods," and the player was thinking of a squirrel, "salamander" would still be a valid answer.
- The game leader is not allowed to answer a player's challenge with the mystery object. In the previous example, "salamander" would not be a valid answer if the mystery object was a salamander.
- There is no limit to the number of yes/no questions to be asked, as long as each one is earned.
- Once a player has guessed the mystery object, he or she becomes the next game leader.