



## Locally Developed/Department Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Yukon	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by:</b> Karine Belanger, Alain Dallaire, and Chris Hobbis with recognition to Mike Barron (School District 67).	<b>Date Developed:</b> February 10, 2019
<b>School Name:</b> Wood Street Centre- with recognition to Penticton Secondary (School District 67).	<b>Principal's Name:</b> Darren Hays with recognition to Chris Van Bergeyk (School District 67).
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> March 29 <sup>th</sup>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Outdoor Education 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

- a) The instructor needs to be trained and experienced in outdoor skills including climbing,
- b) Backpacking, canoeing, bicycling and cross-country skiing.
- c) Indoor climbing and the use of the climbing wall requires the instructor to
- d) have an indoor climbing instructor's certification.
- e) Specialized equipment for each activity will be required.
- f) Follow all Yukon Field Trip Policy- guidelines and procedures

## **Course Synopsis:**

This course provides an introduction to outdoor pursuits where students will participate in activities such as climbing, backpacking, cross country skiing, hiking, ocean kayaking, winter camping, biking, canoeing and orienteering. Students will learn about local plants, animals, culture and history in order to develop perspectives on the environment and conservation issues.

Students who successfully complete the Outdoor Education 10 course will;

- a) Acquire a variety of outdoor skills which they will be able to use for the rest of their lives both recreationally and in outdoor employment related fields.
- b) Develop and appreciation of the history and culture of the Yukon by travelling traditional trade and Yukon First Nation routes, using traditional forms of transport and traditional camping skills.
- c) Develop an understanding of the environment and environmental issues by spending time living in and studying in the outdoors.
- d) To improve their overall physical condition through regular fitness activities which are part of the program.

## **Goals and Rationale:**

Students will develop skills, attitudes and knowledge through a variety of learning opportunities that will support youth leadership and environmental stewardship. Students will also be able to better assess hazards in the outdoor environment with the knowledge and experience gained.

This program also addresses a variety of important issues facing Canadians.

- a) People are living longer and have more free time. It is important that they are equipped with the skills to make positive use of that time. Skills they learn in this program will be lifelong and can enhance person's quality of life.
- b) Our society is facing a number of medical crisis including such things as heart disease, diabetes and high blood pressure. To combat this epidemic people, need to be able to participate in lifelong aerobic activities. In this course they will learn techniques to successfully and safely take part in such activities as hiking, canoeing, snowshoeing, cycling and cross-country skiing. All of these activities promote long-term health and physical well-being thus reducing the strain on the medical system and increasing a person's productivity within our society.
- c) Recreating in the wilderness is a large part of the lives of many Yukoners. This program will provide students with the knowledge and skills required to participate in such activities safely and with minimal impact to the environment.
- d) Through visits to sites of historic and cultural interest it is hoped participants will develop a greater appreciation for, and understanding of the local Yukon First Nations and those who were the pioneers in this area.
- e) Through travelling and living in the outdoors students will gain a better understanding of both local and global ecology.
- f) Activities will be designed to provide enrichment of other subject areas specifically: Science 10, Social Studies 10 and Physical Education 10.

**Yukon First Nations Perspectives:**

- a) Students will incorporate Yukon First Nations principles of learning into knowledge related to activities in the local eco-systems including Place Based learning and respect for the local ecology and environment.
- b) Learning is experiential and involves an appreciation and understanding of self and well-being through experiences in the natural environment.

**BIG IDEAS**

Exposure to **Natural Environments** improves mental health and well-being.

Exposure to Outdoor activities develops an **appreciation and respect** for the environment.

Minimizing risk in participation of Outdoor activities involves **teamwork, trust and collaboration.**

Participation in Outdoor activities develops positive **lifelong opportunities.**

Learning is **experiential** through activity.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Outdoor activity skills and healthy living</b></p> <ul style="list-style-type: none"> <li>• be introduced to a variety of outdoor activities</li> <li>• introduce and begin to develop a variety of skills for outdoor activities</li> <li>• monitor and be aware of environmental conditions during outdoor activities</li> <li>• understand nutritional considerations and other requirements to prepare for and participate in outdoor activities</li> <li>• experience how developing competence in outdoor activities can increase confidence and encourage lifelong active pursuits outdoors</li> </ul> <p><b>Social responsibility</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of Yukon First Nations traditional practices and ecological knowledge related to activities in the local Yukon environment</li> <li>• demonstrate an ability to brainstorm and listen to everyone’s ideas.</li> <li>• demonstrate an understanding of <b>team work</b> and the need to work together for the benefit of the group.</li> <li>• demonstrate all aspects of <b>safety guidelines</b> for activities.</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>-knowledge, awareness and use of warm and cold weather survival techniques to defend against <b>hyperthermia</b> and <b>hypothermia</b></li> <li>-knowledge and management understanding of group dynamics and conflict in an outdoor environment</li> <li>- knowledge and awareness of situations that can cause harm to individuals and groups in a variety of outdoor experiences</li> <li>-Demonstrate an understanding about First Nations ways of traveling and exchange routes</li> <li>- demonstrate how to provide basic first aid principles and when to call for an ambulance</li> <li>- demonstrate responsibility for personal safety and the safety of others</li> <li>- how to select proper outdoor clothing, footwear and equipment</li> </ul>

- plan and implement ways to reduce potential impacts of outdoor activities on the local environment
- demonstrate awareness of local cultural and environmental sensitivities regarding the use of various outdoor locations
- demonstrate an understanding of **cooperation** and **critical thinking** while participating in a set of activities designed for large groups in the outdoors
- use applicable communication skills when interacting with others
- demonstrate **creative thinking** when responding to emergency situations during outdoor activities
- demonstrate responsibility for personal safety and the safety of others
- assess and manage risks during different types of outdoor activities

- how to monitor and manage exertion levels and energy levels during outdoor activities
- understand pacing and following a compass bearing
- how to judge distance on a map using scale
- understand the general geology and the geomorphology of the area, especially the region surrounding Whitehorse.
- understand **contour intervals**
- understand the process of a global positioning device
- identify the components of **survival psychology**
- understand and implement basic rock-climbing commands
- understand when an incident becomes an evacuation
- understand and demonstrate proper use of rock harnesses, **ATC devices** and **belay** technique
- understand the components of safe and effective planning for excursions into the outdoors
- demonstrate how to construct proper shelters and fires**
- demonstrate satisfaction and enjoyment of the outdoors through a process of planning, implementing and experiencing a variety of activities in the outdoors
- be able to use all equipment associated with trip navigation
- appropriately demonstrate a variety of techniques to achieve route navigation
- be able to identify Yukon First Nation traditional territories

-be able to identify and have an understanding of local wildlife including the interrelationship of wildlife including Yukon First Nations uses for wildlife and plants harvesting.

-understand conservation from a Yukon First Nations perspective and the implications and uses of wildlife management.

## **Big Ideas – Elaborations**

Natural Environments- A variety of terrains, weather patterns and local flora and fauna of which students will be exposed to  
Teamwork/Collaboration- The ability to problem solve and cooperate in groups in complex and dynamic situations

Experiential - Learning takes place through participation in activities and is a lifelong process

Appreciation and Respect – Through exposure to various outdoor environments, social responsibility for the care and respect of environment is developed

## **Curricular Competencies – Elaborations**

Co-operation- Success and enjoyment of outdoor activities involves working together effectively as a group

Creative Thinking- ability to devise new ways to carry out tasks, solve problems, and meet challenges such as in a survival situation

Critical Thinking- the ability to analyze information objectively and make reasoned judgments in outdoor environments

Safety Guidelines-participation in outdoor activities carry inherent risk factors that must be understood to ensure a safe and enjoyable experience

## Content – Elaborations

Global Positioning System (GPS)- A system of satellites, computers, and receivers that is able to determine the latitude and longitude of a receiver on Earth by calculating the time difference for signals from different satellites to reach the receiver

Survival Psychology- Biologically and evolutionarily, all negative, or distressing, emotions, like fear, disgust, or anxiety, can be thought of as “survival-mode” emotions: they signal to the body and brain that our survival and well-being may be at risk, and are specifically designed to motivate behaviors and bodily responses that can most effectively deal with those risks and threats

Geo-cache- in the activity or pastime of geocaching an item, typically a container holding a number of other items, that has been hidden at a location whose coordinates have been posted on the Internet

Contour Intervals- the vertical distance between the elevations represented by adjacent contour lines on a map

Belay-the securing of a person or a safety rope to an anchor point (as during rock climbing)

Hyperthermia- the condition of having a body temperature greatly above normal

Hypothermia- the condition of having an abnormally low body temperature, typically one that is dangerously low

ATC (Air Traffic Controller) – a mechanical piece of climbing equipment used to control a rope during belaying. These friction devices act as a brake so when a climber falls with any rope slack, the fall will be stopped

### Recommended Instructional Components:

- direct instruction
- demonstrations
- video resources
- guest speakers
- group work



- field activities

**Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning](#) and [Principles of Quality Assessment](#)**

Formative: Journals and self-reflection of various activities.

Trip Planning (meal plans and budget)

Peer-assessment and self-assessment

Daily participation, positive classroom contributions and consideration of others.

Summative:

Knowledge quizzes/tests- demonstrate learning outcomes that students (KNOW and UNDERSTAND) (rock climbing command quiz, orienteering practical and survival theory test).

Students demonstrations of ability showing knowledge and understanding (DO)

Oral response to teacher/student conferencing.

**Learning Resources:**

- Standard First Aid manual
- Bear Aware Program
- Plant and Animal Identification guides
- Videos for various activities
- Yukon wildlife publications
- Equipment specific to each activity
- Resource people and guest speakers
- articles and information related to outdoor recreation

**Additional Information:**

This course is dependent on environmental conditions and so the time line and topics will be flexible and covered when possible.