



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD8
Developed by: Jason Fisher	Date Developed: March 25th, 2018
School Name: Prince Charles Secondary School	Principal's Name: Scott Cobbe
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course: 10
Number of Course Credits: 4 or 8	Number of Hours of Instruction: 120 or 240

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Equipment will be rented or purchased depending on need and budget. The facilities will vary with activity and all Instructors will have current certification in Wilderness Advanced First Aid. Instructors will also have extensive experience providing experiences to youth in a variety of wilderness settings.

Course Synopsis: Outdoor Leadership is an opportunity for students to explore the outdoors, experience new adventures, to learn new skills, and to discover their own strengths. Students will take the approved Outdoor Leadership course outside the regular timetable. Activities may include, but are not limited to: hiking, mountain biking, climbing skill development, wilderness first aid, avalanche safety certification, chainsaw certification, snowshoeing, backcountry camping, and kayaking. Students need to be strong independent learners, well organized, and self-motivated to handle the formal component of the course and problem solvers to enjoy the various outdoor adventures. An enthusiasm for outdoor activities will also be an asset, however the course is designed to expose individuals to activities that may be foreign to them and no outdoor experience is necessary. There are no fees required to participate in this course. The course is predicated on, and supported by, FTE enrolment. The fundamental premise of the organization of this program is to eliminate financial and logistical barriers to participation. Students in grades 10, 11, and 12 MUST be enrolled in a 1.0 FTE schedule before they are eligible to enrol in the Outdoor Program.

Goals and Rationale: There is growing awareness with society that youth are leading increasingly sedentary lifestyles. It is important to establish a culture in schools of encouragement for currently inactive youth to engage in physical activity. The more choice youth have the more likely they are to participate. Current research has demonstrated that there is a positive link between outdoor learning environments and higher levels of cognitive function, socio-emotional well-being, and physical health. Students who have participated in outdoor education programming have demonstrated statistically significant improvement in leadership ability, cooperative teamwork skills, and the ability to cope with changes and that these changes are retained at a high rate within individuals¹. In our culture we are lucky to deem risk as a luxury and exposing one's self to situations with inherent risk allows for a positive impact on self-actualization and self-worth². For these reasons, understanding that students will be most motivated when challenged physically, emotionally, and intellectually in a relevant, experiential learning environment.

Aboriginal Worldviews and Perspectives: This course will focus on engagement with the land, nature, and the outdoors. It will be locally focused, utilizing the diverse outdoor potential of the Kootenay region. Students will be provided authentic experiential learning situations in which they will gain a greater connection to the natural world.

¹ From: Promoting social skills through outdoor education and assessing its' effects. Harun and Salamuddin, Asian Social Science 10(5) p 71.

² From: The Risk Assessment & Safety Management Model is the creation of Rick Curtis, Director of the Outdoor Action Program at Princeton University and the founder of OutdoorEd.com

BIG IDEAS

Risk analysis and decision making are essential outdoor skills.

Industry standard certification may lead to jobs in outdoor recreation fields.

Continued outdoor activity skill development leads to enjoyment and proficiency in diverse environments.

Group dynamics and leadership skills are beneficial in outdoor settings and job situations.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Collaborate</p> <ul style="list-style-type: none"> • Respect and promote respect for the contributions of team members • Practice conflict resolution as it pertains to wilderness settings • Develop and express appropriate responses to issues or problems <p>Think Critically</p> <ul style="list-style-type: none"> • Recognize connections between events and their causes, consequences, and implications • Reassess responses to issues on the basis of new information. • Define issues and develop hypothetical outcomes as related to outdoor activities • Practice problem solving and decision making skills <p>Skill Acquisition and Refinement</p> <ul style="list-style-type: none"> • Demonstrate mapping skills, including the ability to organize and synthesize various types of mapping data • Communicate effectively via written and spoken language as well as digitally via film and photography 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Campsite selection and management • Bike Repair and Maintenance • Equipment selection and maintenance for various activities • Trip planning, including meal prep • Navigation • Route finding and terrain assessment in various environments • Risk management • Field weather observations • Wilderness first aid • Avalanche awareness • Snowshoeing • Climbing on indoor artificial structures • Bouldering in the outdoors • “Leave no trace” training without certification

Big Ideas – Elaborations

Risk analysis and decision making are essential outdoor skills.

Sample questions to support inquiry with students:

- What weather events lead to increased risk for avalanche activity?
- How do group dynamics impact decision making in the backcountry?

Industry standard certification may lead to jobs in outdoor recreation fields.

Sample questions to support inquiry with students:

- What are the job requirements for someone applying to a cat skiing operation?
- How may Safe Chainsaw Certification lead to employment?

Continued outdoor activity skill development leads to enjoyment and proficiency in diverse environments.

Sample questions to support inquiry with students:

- What skills learned within specific activities are transferable to other environments or situations?
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Group dynamics and leadership skills are beneficial in outdoor settings and job situations.

Sample questions to support inquiry with students:

- What weather events lead to increased risk for avalanche activity?
- Where might group interaction skills become beneficial within jobs both in and outside of the recreation field?

Curricular Competencies – Elaborations

Collaborate

Sample questions to support inquiry with students:

- During a trip, how would you make sure that all members of the group have equal say in the decision making process?
- While camping, how do you ensure proper distribution of equipment for all members of the trip?

Critical Thinking

Sample questions to support inquiry with students:

- If a member of the group sprained an ankle, how would you determine a course of action to ensure safe evacuation of the entire group?
- During a mountain bike outing, how would a mechanical on a group member bike alter the outcome for the trip?

Skill Acquisition and Refinement

Sample questions to support inquiry with students:

- How may you use google earth in order to plan a snowshoe trip?
- While in the field, how might you integrate digital (GPS) and analogue (Map and Compass) technology to position yourself and route find.

Content – Elaborations

Campsite Selection and Management

Sample questions to support student inquiry:

- What terrain features lead to a campsite that can be well managed for rain?
- How may you create a campsite that will minimize the interference from wildlife?

Bike Repair and Maintenance

Sample questions to support student inquiry:

- What can you do after a ride to minimize wear on the drivetrain?
- How might you set up the suspension on a bike for a rider?

Equipment Selection and Maintenance

Sample questions to support student inquiry:

- Do potential conditions of a trip dictate what equipment is necessary for the outing?
- After a trip, what steps need to be taken in order to keep your equipment in good repair?

Trip Planning

Sample questions to support student inquiry:

- What questions need to be answered prior to leaving for a trip in order to minimize risk?
- What communication may you need to make with group members during the planning process for a trip?

Route Finding and Terrain Assessment

Sample questions to support student inquiry:

- Are there terrain features during winter travel that would be cause for concern while navigating a route?
- Can you identify smooth, straight, or fast lines on a section of trail during a mountain bike trip?

Risk Management

Sample questions to support student inquiry:

- What questions need to be answered prior to leaving for a trip in order to minimize risk?
- During a trip, what decisions made by a group can mitigate risk?

Content – Elaborations

Field Weather Observations

Sample questions to support student inquiry:

- How do changes in barometric pressure result in weather changes in the mountain?
- Can wind speed and direction observations aid in understanding avalanche risk?

Wilderness First Aid

Sample questions to support student inquiry:

- What acronyms can be used to recognize the progress of an injury?
- How can you creatively use materials found in your environment to stabilize a patient injury?

Avalanche Awareness

Sample questions to support student inquiry:

- What information should you acquire before heading out for a trip into potential avalanche terrain?
- What three conditions need to be met in order for an avalanche to take place?

Snowshoeing

Sample questions to support student inquiry:

- Can route finding result in energy saving movements during a trip?
- Are there specific components of a snow cave that need to be implemented in order to make a safe winter shelter?

Rock Climbing

Sample questions to support student inquiry:

- What steps need to be taken to safely execute a top rope belay?
- Can you identify the difference between a 5.6 and a 5.10c route?

Leave No Trace

Sample questions to support student inquiry:

- How might you execute the principles of “Leave No Trace” during a backcountry camping trip?
- Can the “Leave No Trace” principles become a hindrance to multi-day journeys?

Recommended Instructional Components:

It should be obvious that teachers and leaders are a critical element in the success of this course. Staff should possess some training in communication and conflict resolution skills, a wide experience in leading groups in the wilderness (encompassing a variety of outdoor pursuits) and an excellent safety record. Experience and knowledge in experiential education is also a critical asset. A current first-aid certificate is essential. Other certifications in outdoor activities are also recommended.

Example: J. Fisher

- Current Wilderness Advanced First Aid (Wilderness Medical Associates) 40 hr course
- Canadian Avalanche Association Avalanche Skills Training Level 2
- Professional Mountain Bike Instructors Association Level 1
- Canadian Association of Nordic Ski Instructors Level 1
- 20+ trips per year during each of the years from 2012-2017

Specific areas of instruction, relying on specialist knowledge and certification, will be taught, where possible, by instructors with industry standard qualifications. Recognizing that both volunteer and paid instructors will form the staff of the program, encouragement should be provided to help instructors to obtain such qualifications.

Instructional techniques will include:

- Interactive instruction
- Modeling
- Group Work
- Direct Instruction
- Self-Discovery and Reflection

Recommended Assessment Components:

- Formative assessment will be based on evaluation conducted on a continuous basis throughout the program and will reflect the students growth through the core elements of the program.
- Evaluations will be based on *Assessment for learning* models including student journaling, trip log reflections, and trip debriefing.
- Final evaluation will include an anecdotal report.
- Certification will be based on industry standards and include practical skill assessment as well as written testing and is typically a pass/fail model.
- Assessing practical skills and skill development through observation and direct feedback

Learning Resources: Resources for the program are constantly updated in order to best suit the needs of the students and learning objective while making sure that the program is in line with current standards.

Resources for the program include:

- BC Forest Safety Council – Bear Safety Training Program
- WildsafeBC – Cougar Information and Safety
- *Camping and Wilderness Survival: The Ultimate Outdoors Book*, Tawrell, P., Shelbourne, VT, 1996
- *The SAS Survival Handbook*, Harper Collins Publishers, London, 1986, Wiseman, J.
- Wilderness and Remote First Aid Field Guide – Canadian Red Cross
- Equipment – specific to each activity
- Resource persons, Guest Speakers

Additional Information: This course is dependent on environmental conditions and consequently the outline is malleable. Wilderness activities will depend on the weather, time, and student ability. Field trips will be dependent on the above conditions. If the teacher is not suitably qualified to teach segments of the course, experts in the field will be hired to ensure complete safety from foreseeable hazards.