



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b>	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b>
<b>Developed by: Sean Marechal</b>	<b>Date Developed: April 2018</b>
<b>School Name: W.E.G Graham Community School</b>	<b>Principal's Name: Ed Neilsen</b>
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name: Valhalla Wilderness Program</b>	<b>Grade Level of Course: 10</b>
<b>Number of Course Credits: 4</b>	<b>Number of Hours of Instruction: 120Hr</b>

**Board/Authority Prerequisite(s):** Student application package compiles of a Student letter, teacher questionnaire, 3 reference letters, and medical form. Student must be in good academic standing and in good physical shape with a good attitude.

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

- Teacher needs to have a background and skills in traveling in the backcountry and have experience leading and organizing multi-day trips with groups.
- Teacher must have Level 1 Avalanche Certificate and First Aid experience
- Access to a qualified First Aid Instructor
- Quick access to trails, natural environment, lakes and rivers.
- Communication Devices and other appropriate technology such as; satellite phone, radio phone, avalanche beacons.
- Spine Board

- Extensive gear loaning program
- Adequate time in school schedule with students to properly prepare for each outing.

### **Course Synopsis:**

The Valhalla Wilderness Program introduces students to the technical skills of self-propelled wilderness travel through all four seasons. To accomplish this safely through all four seasons, students learn about decision making with safety as their guide. Students learn to develop and appreciate the strength within themselves, the potential of a co-operative motivated group and lastly and importantly develop a sense of stewardship for the wilderness.

### **Goals and Rationale:**

The Slovan Valley has a unique population with varied beliefs, talents, values and lifestyles. The physical landscape surrounding this community offers a multitude of opportunities for wilderness travel and exploration of the natural world. Through the VWP students experience physical challenges. The physical challenges of the adventure activities offered through the VWP, with meal planning, preparation, and discussions about nutrition all help students earn a respect for and awareness of health and physical fitness. Students gain leadership and group skills as they work together, problem solve, and communicate effectively to safely confront physical challenges and potentially adverse conditions. Interested individuals may pursue further education and potentially a career in the rapidly expanding field of wilderness management and outdoor recreation.

### **Aboriginal Worldviews and Perspectives:**

Students are made aware that the school they are attending and the land they are travelling through is traditional Sinixt land. Students learn through their out-trips culturally important locations throughout our valley and beyond. Students learn Sinixt cultural practices and stories when appropriate and try to appreciate Sinixt world view when looking at historical or current events. Sinixt history and culture are embedded in our experiences when we travel through our local wilderness.

### BIG IDEAS

Learning outdoors through all four seasons provides unique opportunities for skills development

Participating in group activities outdoors in an ever changing environment requires the development of improved teamwork, communication and safety protocol

Being outdoors for extended periods of time allows for the observation of nature and its seasonal cycles

Outdoor education gives students the opportunity to give back to their community through service

Outdoor experiences in groups allows time for personal reflection and growth and leadership practice and development

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><u>Outdoor Hard Skills, Multi-disciplinary</u></p> <ul style="list-style-type: none"> <li>*Participate in a variety of self – propelled mountain sports (SPMS)</li> <li>*Practice and demonstrate a variety of skills for mountain sports</li> <li>*Menu plan and prepare nutritional food for (SPMS)</li> <li>*Packing self and group gear</li> <li>*Develop self-care strategies at camp and while on the move</li> <li>*Shelter building</li> <li>*Kitchen and wilderness cooking</li> <li>*Utilize appropriate sanitation and waste disposal</li> <li>*Equipment care and maintenance</li> <li>*Personal and group rescue</li> <li>*Map reading</li> <li>*Utilize clothes layering systems</li> <li>*First Aid</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>*recognized the overall health benefits (SPMS)</li> <li>*self-propelled mountain sports skills in multiple settings including 4 season weather and different elevations in those seasons</li> <li>*build shelter in all four seasons</li> <li>*Sinixt traditional practices and local knowledge related to mountain travel and survival</li> <li>*how environmental stewardship plays an important role in outdoor recreation</li> <li>*plan and prepare for outdoor activities through all four seasons</li> </ul>

*\*Avalanche Skills Training (AST 1)*

*\*Trail building techniques*

*Social and Community Responsibility*

*\*Research and implement ways to lessen the impacts of outdoor activities and venues in our communities and mountain environments.*

*\*Practice and demonstrate cultural awareness and sensitivities when engaged in outdoor activities for the both the local people and environment and landscape.*

*Teamwork, Communication, Safety Protocol*

*\*Work together with others in all disciplines of SPMS*

*\*Use appropriate communication and group skills when interacting with others*

*\*Demonstrate expected responses to emergency situations in and while out in the field*

*\*Demonstrate safe behavior while on trip for both self and others in the group*

*\*Anticipate and manage risky situations or behavior in all disciplines of SPMS*

*Leadership, Personal Growth*

*\*Journal writing (trip info/personal reflection/goal setting)*

*\*Practice leadership communication and behavior with group members*

*\*Practice leadership communication with guest members and instructors and volunteers*

*\*Demonstrate appreciation and thanks for those who facilitate and participate in the Valhalla Wilderness Program*

*Participate in both personal and group debriefs that relate to trips, decision making and behavior.*

*\*will adapted to ever changing environments and weather and emergencies*

*\*First Aid skills for responding to emergencies*

*\*Avalanche skills for responding to and adapting to snow conditions*

*\*communicate effectively with group members*

*Social and Community Responsibility*

*\*implement “no trace” camping ethic*

*\*use International Mountain Bike Association trail building standards for sustainable trails*

*\*build and maintain local mountain bike trails*

*Teamwork, Communication and Safety Protocol*

*\*prepare for an outing with multiple members*

*\*employ communication strategies for dealing with changing conditions and environment*

*\*implement protocols for emergency situations*

*\*use available tools and communication devices to get help*

*\*use leadership qualities to promote safe behavior*

*\*use leadership qualities to anticipate unsafe situations and behavior*

Leadership, Personal Growth

- \*journal write with reflective qualities present
- \*demonstrate effective communication with all members of the Valhalla Wilderness Program
- \*participate freely in events and tokens of thanks for all involved
- \*participate freely in trip debriefs with meaningful information and receptive ear to others words

## Big Ideas – Elaborations

What outdoor skills can a student learn to travel in the wilderness through all four seasons?  
How can weather and conditions and environment affect the plan or trip?

What steps can be taken individually or by the group to help ensure a successful trip?  
How do we manage risk as individuals and the group?

What does spending more time in nature through the seasons do to one's outlook on the natural environment?  
How does this motivate one to advocate for the environment?

What can a student do in his or her own community to help feel more part of it?  
How does one give back to a community?

What characteristics are needed to be a successful group member on an outdoor trip?  
How do students improve their leadership qualities and skills while on outdoor trips?  
How can an individual learn to help resolve conflict while on outdoor trips?

## Curricular Competencies – Elaborations

Self-Propelled Wilderness Sports: The activities take place across a broad landscape from the alpine down the shoreline and in the water through all four seasons

Practice and demonstrate a wide variety of SPWS that include: Hiking/Alpine camping, Mountain Biking, Ski/Snowboard Touring/Winter Camping, Mountain Bike trail building, Canoe/Kayak/ Shoreline Camping

Dress appropriately for conditions and pack extras in case of emergency

Menu building for groups with nutrition and appropriate food storage and prep time being considered.

Build shelters including tents, tarp shelters, snow caves

Cooking on small portable white fuel stoves in challenging conditions and temperatures for multiple people

Building sanitary wilderness bathrooms for multiple people in all conditions and elevations with “no trace” ethic

Maintaining personal, group equipment and shelters throughout trip  
Remain cognoscente and prepared for emergencies and self-rescue situations

Follow intend plans and routes and maps

Implement First Aid as needed to prevent infection or immobilization issues

### Social and Community Responsibility

7 Principals of No Trace Camping 1. Plan ahead and prepare 2. Travel and camp on durable surfaces 3. Dispose of waste properly 4. Leave what you find 5. Minimize camp fire impact 6. Respect wildlife 7. Be considerate of others

Use internationally recognized trail building techniques endorsed by IMBA (International Mountain Bike Association)

Cultural and Place Based Sensitivities. This might include recognition of traditional Sinixt or other bands territories and maybe permission if necessary

Recognition of private, public or park land

Dedicate time to give back to the community through trail building maintenance

## **Content – Elaborations**

### Outdoor Hard skill's Multi-disciplinary

Recognize the health benefits of being self-sufficient in the wilderness

Recognizing the need to practice and maintain skill set

Recognize these are the first steps towards a healthy mountain travel lifestyle

Understanding that more education and training is important for continued success in the mountains through all four seasons

Trip Planning and group selection in relation to activities are keys to success: Day plan, Route plan, Emergency plan

Food Prep and Storage (Bear Aware)

Water and hydration and purification

## Content – Elaborations

Hygiene

### Environmental Hazards

Weather

Wildlife

Terrain

Navigation (Map, compass, GPS)

Methods of communication (Radios, SAT Phones, SPOT, I REACH, Cell)

### Social Responsibility

First Peoples traditional activities related to the local environment

Role environmental awareness plays in the long term access for recreational groups to local landscapes and venues

Responsible environmental use

Recognition of other user groups in area and need to share

### Team Work, Communication, Safety Protocol

Preparation for outdoor activities

Strategies for adapting to changing environments and conditions

Applying First Aid skills to needed situations

Using Avalanche skills to evaluate terrain to avoid dangerous situations

Group management skills moving through consequential terrain

Employing group travel techniques when required

Calling emergency services when required



## Content – Elaborations

How to prepare for emergency services arrival

### Leadership, Personal Growth

Implementing ideas generated from self-reflection, peer, teacher feedback

Taking action when one sees a need or a chore done

Recognizing the impact one student's actions or words can have on a group in co-operative environment

### **Recommended Instructional Components:**

- Role Modeling (demonstration)
- Presentations (Instructor, peer presentations, guest speakers)
- Group and co-operative assignments
- Out-trip experiences and debriefs
- Print material, web sites, videos and slides

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

Assessment practices embody the KNOWING, DOING, UNDERSTANDING, components of the curriculum

In Class –Pre trip assignments that includes goal setting (both personal and group), food group menus, equipment checks. On trip debrief meetings and equipment checks. Post trip evaluations (personal/group) Rubrics and writing assignments, mapping assignments, creative expression projects, Thankyou projects. Descriptive feedback to students is also done through their journals.

Journals and assignments 30%

Practical component (day trips and overnight trips) 40%

Peer and self-assessment 30%

### **Learning Resources:**

- Canadian Avalanche Association Avalanche AST 1 Course
- Mountaineering The Freedom of The Hills

- Red Cross Standard First Aid
- Local trail guides
- Google Earth
- Local topo maps
- Video
- Guest speakers

**Additional Information:**

This programs objectives are flexible to the needs and skills of the students and expertise and strengths of the teacher or instructor. Valhalla Wilderness Program students participate in six, four of five day trips through the course of the year. As well, students participate in day trips on Fridays in preparation for the longer out-trips. On a daily basis students receive approximately three hours of instruction from the VWP teacher in the areas of Socials/English/Gym/Wilderness class. This time on a daily basis allows for integration of related topics throughout the year. Our location allows us to easily access hiking trails, mountain bike trails, Slocan lake and Slocan river, climbing bluffs and we are situated between Valhalla Wilderness Park and Kokanee Park and multitudes of logging roads for access to other backcountry destinations. This easy access is key to keeping cost down. As well, over the years we have and continue to build an extensive equipment rental program for students. Students are charged fees for the program to help cover trip, hired help and equipment costs. As well, students are expected to participate in several fund raising activities throughout the year.