

## Community Recreation 10

<b>District Name:</b>	Abbotsford
<b>District Number:</b>	034
<b>Developed by:</b>	Mark Loewen/Ryan Porth
<b>Date Developed:</b>	January 13, 2004
<b>School Name:</b>	WJ Mouat Secondary
<b>Principal's Name:</b>	Des McKay
<b>Board/Authority Approval Date:</b>	<u>APR - 5 2004</u>
<b>Board/Authority Signature:</b>	_____
<b>Course Name:</b>	Community Recreation
<b>Grade Level of Course:</b>	10
<b>Number of Course Credits:</b>	4
<b>Number of Hours of Instruction:</b>	120 (aprox.)
<b>Prerequisite(s):</b>	None

### Special Training, Facilities or Equipment Required

Course instructor must be trained and experienced in outdoor education and leading outdoor adventure activities, specifically the areas of hiking, backpacking, mountain biking, board sports, river rafting/kayaking, rock climbing, caving, snowshoeing, etc. Most special facilities and equipment are accessed through partnership with outdoor adventure companies. Some student owned equipment will be required (ie. backpack), as will some department owned equipment for student use (tents, burners, tarps, etc.)

### Course Synopsis

Community Recreation is a course designed for students who enjoy and desire to be active, but are tired of traditional PE activities like fitness testing, team sports, and shuttle runs.

This class will **build on** the Comm Rec 9 introduction to the concepts of lifetime sports (as opposed to competitive or pedagogical sports), combating stress related illness through leisure activities, and using adventure outings as motivation towards a healthy active lifestyle. Students will begin to make connections between the activities they are involved in, and a healthy, active, stress-reduced life.

A typical week would see the students do a mixture of in-school lifetime sports, and out of school leisure activities, with time set aside during class time to plan **six** adventure outings per semester. A typical week might look like the following:

Monday:	An outdoor or gym activity
Tuesday:	Swimming at MRC
Wednesday:	Leisure activity in the community (i.e. bowling)
Thursday:	Self-paced work-out in the Fitness Room
Friday:	Skating/Big Ball Hockey at the MRC

## **BAA Course Framework for Community Recreation 10 WJ Mouat Sec.**

Learning outcomes for the course are divided into activity units, and grouped under the standard physical education curriculum organizers of the cognitive, affective, and psychomotor domains.

A major component of the course will be student self-assessment, and will combine both quantitative (based on a rubric to be taught to students and reviewed during the year) and qualitative (periodic written reflective exercises) evaluation.

### **Rationale**

This course recognizes the limits of the traditional physical education class, and has been developed to introduce students to real-life opportunities for developing and maintaining a healthy, active lifestyle. It builds on the knowledge, skills, attitudes, and experiences introduced in Community Recreation 9.

It recognizes that poor fitness levels are a leading cause of cardiovascular disease, which severely limits one's quality of life, and seeks to introduce students to alternative ways to develop and maintain a healthy, active lifestyle.

The course also recognizes the debilitating affects of stress on otherwise healthy people, and seeks to introduce students to stress-lowering leisure activities in the community.

Through the use of outdoor adventure activities, Community Recreation seeks to motivate, inspire, and nurture a responsible love and desire for nature, adventure, leadership, and healthy, active living.

Students will select, plan and go on five outdoor adventure outings during the semester that will involve time away from school and overnight stays, and will most likely include back-country hiking and camping, rock-climbing, white-water rafting and kayaking, snowboarding, and caving.

### **Organizational Structure**

<b>Unit</b>	<b>Topic</b>	<b>Time: In-School</b>	<b>Out</b>
Unit 1	Lifetime Sports	35 hours	
Unit 2	Aquatic Activities	25 hours	5
Unit 3	Leisure Opportunities	20 hours	
Unit 4	Fitness	20 hours	
Unit 5	Hiking/Backpacking/Camping	5 hours	30
Unit 6	Rock climbing	5 hours	5
Unit 7	Board Sports	5 hours	10
Unit 8	Mountain Biking		5
Unit 9	Outdoor Ethics	5 hours	
Total Hours		120 hours	55

Note 1: Hours will vary depending on instructor training and student interest and experience levels.

Note 2: Units will not be run linearly, but concurrently.

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### Unit/Topic/Module Descriptions:

*Note: Students are expected to demonstrate relevant outcomes from Comm Rec 9 in addition to the following.*

#### Unit 1: Lifetime Sports

##### Overview

Students will participate in activity units of sports that can and are commonly participated in for a lifetime, such as badminton or ultimate.

##### Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- Cognitive: \* demonstrate a working knowledge of the rules of each lifetime sport studied.
- Affective: \* demonstrate an active, engaged participation level.
- Psychomotor: \* demonstrate a level II skill level of sports studied.

#### Unit 2: Aquatic Activities

##### Overview

Students will participate in water familiarity and stroke improvement exercises, culminating with a river rafting experience on class 3 rapids.

##### Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- Affective: \* demonstrate an active, engaged participation level.
- Psychomotor: \* swim 15 lengths unassisted any style.
- swim 2 lengths freestyle.
  - swim 10 meters in deep water.
  - swim 5 meters underwater.
- \* be part of a team to navigate through a class 3 rapids under the leadership of a professional river raft guide.

#### Unit 3: Leisure Opportunities

##### Overview

Students will be introduced to the debilitating affects of stress on otherwise healthy people, and introduce students to stress-lowering leisure activities in the community.

##### Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- Cognitive: }
- Affective: }
- Psychomotor }
- \* know how to access leisure opportunities in and around the city of Abbotsford.

#### Unit 4: Fitness

##### Overview

Using fitness facilities in the school and community, students will participate in cardiovascular and strength training programs designed to develop and maintain

## **BAA Course Framework for Community Recreation 10 WJ Mouat Sec.**

fitness levels. Students will participate in sport-specific training, and be given the opportunity to tailor their training to suit their activities of choice.

### **Curriculum Organizers and Learning Outcomes**

*It is expected that students will:*

- Cognitive: \* be able to articulate basic cardiovascular and strength training terms and principles.
- Affective: \* demonstrate an active, engaged participation level.  
\* demonstrate an appreciation for the role of the fitness facility in aiding the training process.
- Psychomotor: \* apply training principles to station specific workouts.

### **Unit 5: Hiking/Backpacking/Camping**

#### **Overview**

Students will participate in the planning and implementation of an age/skill/fitness appropriate day hike and/or overnight backpacking trip in the backcountry.

Students will also participate in a front country overnight campout.

### **Curriculum Organizers and Learning Outcomes**

*It is expected that students will:*

- Cognitive: } \* plan for and complete a day hike to the Sumas Peak.
- Affective: } \* work in teams to successfully plan for and complete a front
- Psychomotor: } country overnight camp out.

### **Unit 6: Rock Climbing**

#### **Overview**

Students will participate in an age/skill/fitness appropriate top-rope anchored rock climbing unit.

### **Curriculum Organizers and Learning Outcomes**

*It is expected that students will:*

- Cognitive: \* be familiar with and use basic top-rope climbing terms.
- Affective: \* demonstrate an active, engaged participation level.
- Psychomotor: \* ascend a 5.5 face indoors while belayed.

### **Unit 7: Board Sports**

#### **Overview**

Students will participate in a board sports unit. Depending on instructor and student experience and interest levels, some skate and/or wake boarding may be introduced, but the focus of the unit would be snowboarding.

### **Curriculum Organizers and Learning Outcomes**

*It is expected that students will:*

- Cognitive: } \* transfer edges while moving forward.
- Affective: } \* dismount chairlift without falling.
- Psychomotor: } \* successfully complete a green circle run.

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### Unit 8: Mountain Biking

#### Overview

Depending on student interest, students will participate in a mountain biking unit focused on fitness maintenance through low impact trail riding.

#### Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- |              |   |                                                                              |
|--------------|---|------------------------------------------------------------------------------|
| Cognitive:   | } | * complete a 7.5 Km continuous ride.                                         |
| Affective:   |   | * complete a set course hill climb in under 20 minutes.                      |
| Psychomotor: |   | * demonstrate proper body and bike control through a six cone slalom course. |

### Unit 9: Outdoor Ethics

#### Overview

Students will learn about low to no impact nature enjoyment, and safety first backcountry travel through in class sessions and practical application on adventure outings.

#### Curriculum Organizers and Learning Outcomes

*It is expected that students will:*

- |              |   |                                                                              |
|--------------|---|------------------------------------------------------------------------------|
| Cognitive:   | } | *demonstrate knowledge of basic trail / campsite management and maintenance. |
| Affective:   |   |                                                                              |
| Psychomotor: |   |                                                                              |

### Instructional Components

- indirect instruction
- direct instruction
- experiential learning
- peer instruction
- modeling
- practical creativity
- team work
- reflection

### Assessment Components

- 60% of the grade will be based on daily quantitative self-evaluations conducted throughout the semester. This portion of the grade will reflect the day-to-day achievement of the student throughout the various course components based on a pre-established, teacher-taught participation rubric.
- 20% of the grade will be based on a teacher evaluation of reflective writing. Reflections are to demonstrate a working knowledge of terms and principles taught and used during the semester.

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- 20% of the grade will be based on student performance during outdoor adventure activities, and will be a combination of peer, self, and teacher evaluation.

### **Learning Resources**

- How to Rock Climb, John Long, Cordee, 1998.
- Team Building Through Physical Challenges, Glover+Midura, Human-Kinetics Publishers, 1992.
- Wildwater, Lito Tejada-Flores, Sierra Club Books, 1978.
- The Fit Swimmer, James E. Counsilman, Contemporary Books Inc, 1984.
- 103 Hikes in Southwestern British Columbia, Bryceland, Macaree, and Macaree, Mountaineer Books, 2001.
- Mountain Bike Adventures in Southwest British Columbia: 50 Rides, Maurer and Vrba, Mountaineers Books, 1999.

### **Additional Information**

Mouat's previous locally developed courses (Community Recreation and Lifetime Sports) had begun the slow accumulation of outdoor adventure equipment and instructor training/experience necessary for the successful implementation of this course. As the course continues to run, and equipment and instructor expertise grows, the depth of experience offered in this course will increase accordingly.