

YCR12

## Community Recreation 12

**District Name:** Abbotsford  
**District Number:** 034  
**Developed by:** Mark Loewen/Ryan Porth  
**Date Developed:** January 13, 2004  
**School Name:** WJ Mouat Secondary  
**Principal's Name:** Des McKay  
**Board/Authority Approval Date:** APR - 5 2004  
**Board/Authority Signature:** \_\_\_\_\_  
**Course Name:** Community Recreation  
**Grade Level of Course:** 12  
**Number of Course Credits:** 4  
**Number of Hours of Instruction:** 120 (aprox.)  
**Prerequisite(s):** 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 **further develop** the concepts of lifetime sports (as opposed to competitive or pedagogical sports) and combating stress related illness through leisure activities. **A major course focus** will be the development of skills and attitudes necessary to find, plan for, and successfully complete adventure outings as motivation towards a healthy active lifestyle. Students will connect the importance of fitness, wellness, and **a proper ethic** to the successful and enjoyable completion of adventure outings. Students will extend the leadership skills and attitudes learned in Comm Rec 11 **to successfully lead others** in adventure outings.

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 **eight** adventure outings per semester. A typical week might look like the following:

Monday: Classroom session/planning for adventure outings.  
Tuesday: Swimming at MRC  
Wednesday: Leisure activity in the community (i.e. bowling)

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Thursday: Self-paced work-out in the Fitness Room  
Friday: Skating/Big Ball Hockey at the MRC

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 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	30 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	
Unit 10	Leadership	5 hours	10-20
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.

## **Unit/Topic/Module Descriptions:**

*Note: Students are expected to demonstrate relevant outcomes from Comm Rec 9, 10, and 11, 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: \* be able to select two or three sports to pursue for a lifetime.  
Affective: \* demonstrate an active, engaged participation level.  
Psychomotor: \* further develop sport specific skills in the lifetime sports of choice.

### **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:*

- Cognitive: \* demonstrate a working knowledge of the dangers and hazards inherent in river sports, and how to avoid them.  
Affective: \* demonstrate an active, engaged participation level.  
Psychomotor: \* swim 25 lengths unassisted any style.
  - swim 12 lengths freestyle.
  - swim 40 meters in deep water.
  - swim 10 meters underwater.
  - demonstrate proper introductory kayaking technique in still water.
  - Successfully kayak through a class 2 rapid.
  - Demonstrate the ability to right an overturned raft in still water.

### **Unit 3: Leisure Opportunities**

#### **Overview**

Students will further develop their knowledge of the debilitating affects of stress on otherwise healthy people, and will be able to comfortably access stress-lowering leisure activities in the community.

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

*It is expected that students will:*

- Cognitive: }  
Affective: } \* be able to choose several leisure activities that suit their  
Psychomotor: } interests, abilities, and desired lifestyle for on-going pursuit.  
\* demonstrate the ability to access activities of choice on their own.

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### **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 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 access fitness facilities in the community.
- Affective: \* demonstrate an active, engaged participation level.
- Psychomotor: \* demonstrate improved performance in activities due to activity specific training.

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

#### **Overview**

Students will participate in the planning and implementation of a day hike and 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: }
  - Affective: }
  - Psychomotor: }
- \* work in teams to successfully plan for and complete a multi-night backcountry backpacking trip to Garibaldi Lake and surrounding areas, including meal and camp-out planning in teams. Trip to include the ascension of the Black Tusk or Panorama Ridge.
  - \* work in teams to successfully plan for and complete a day hike to the peak of Sumas Mountain using a variety of trailheads for ascent and descent.

### **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 able to access rock climbing groups and facilities in the community.
- Affective: \* assess the stability of outdoor climbing bolts and anchors.
- Psychomotor: \* demonstrate an active, engaged participation level.
- \* ascend a 5.8 **outdoor** face while top roped.
- \* belay another student while ascending the same.

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

#### **Overview**

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

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

*It is expected that students will:*

- |              |   |  |
|--------------|---|--|
| Cognitive:   | } | * demonstrate fluid carving technique.   |
| Affective:   |   | * ride backwards 5 meters.   |
| Psychomotor: |   | * successfully complete a black diamond run.<br>* successfully complete a 200m slalom course.<br>* rise from a water start to ride 100m unassisted on a wakeboard. |

### **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 15 Km continuous ride on trails in the Abbotsford area.  |
| Affective:   |   | * complete a set course hill climb in under 12 minutes.   |
| Psychomotor: |   | * demonstrate proper body and bike control through a 15-cone slalom course.<br>* be able to access a variety of trails in and around the Abbotsford area. |

### **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 ecosystem management; B.C.'s   |
| Affective: |   | endangered species.   |
|            |   | * advanced geographic / climactic forms and concepts (i.e. rain shadow)<br>* demonstrate ecologically sound trail management practices. |

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### **Unit 10: Leadership**

#### **Overview**

Students will use the experience gained in the program to date, coupled with in-class instruction on leadership concepts and guidelines for leading adventure based outdoor activities to engage in skill-appropriate, instructor supervised leadership experiences with Comm Rec 9+10 classes.

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

*It is expected that students will:*

- Cognitive: \* be able to relay proper leadership (and followership) concepts as they relate to outdoor adventure activities.
- Affective: \* demonstrate an appreciation for the vital importance of proper leadership for the successful, enjoyable completion of outdoor adventure activities.
- Psychomotor: \* perform skill-appropriate, instructor supervised leadership activities during Comm Rec 9+10 outdoor adventure activities.

#### **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.
- 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.
- 20% of the grade will be based on a joint instructor-student evaluation of the student's leadership roles and experiences during the semester.

## **BAA Course Framework for Community Recreation 12 WJ Mouat Sec.**

### **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.
- Various articles of internet sites of the periodicals Outside, National Geographic: Adventure, etc.

### **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.