

Community Recreation 9

YCR 9

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: 9
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 **introduce** students 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.

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 **five** 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 9 WJ Mouat Secondary

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

Unit	Topic	Time: In-School	Out
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 and Backcountry Safety	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.

Unit/Topic/Module Descriptions

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: * know the characteristics that make a lifetime sport a lifetime sport.
- Affective: * develop an appreciation for lifetime sports as a means of staying active.
* demonstrate an active, engaged participation level in each lifetime sport.
- Psychomotor: * demonstrate a level I skill level for each sport 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:

- Cognitive: * be able to identify potential lake and river water hazards and how to avoid them.
- Affective: * demonstrate an active, engaged participation level.
• demonstrate a respect for the dangers of watersports.
- Psychomotor: * swim 10 lengths unassisted.
* swim one length freestyle.
* jump into deep end and swim to side unassisted.
* be part of a team to navigate down a river under the leadership of a professional 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: } * experience a wide variety of leisure activities available in
Psychomotor: } and around the city of Abbotsford.

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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: * demonstrate an introductory level of understanding of the role of a fitness facility in establishing and maintaining fitness levels.
- Affective: * demonstrate an appreciation for the advantages of a using a fitness facility to establish and maintain fitness levels.
* demonstrate an active, engaged participation level
- Psychomotor: * demonstrate an introductory level of understanding of the role use of different strength and cardiovascular training stations to establish and maintain fitness levels.

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: } * display the knowledge, appreciation, and skill level required
Affective: } to set up and tear down a front country campsite in a low/no
Psychomotor: } impact manner.
* complete the Chadsey lake day hike.

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: * properly don a climbing harness.
* know what is appropriate climbing safety gear.
* be familiar with the safety rules and routines common to indoor climbing gyms.
- Affective: * demonstrate an active, engaged participation level.
* understand and appreciate the athletic ability and skill level necessary to climb.
- Psychomotor: * clip a rope on/off a climbing harness.
* ascend a 5.2 face on an indoor climbing wall while being belayed.

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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 will be snowboarding.

Curriculum Organizers and Learning Outcomes

It is expected that students will:

- | | | |
|--------------|---|---|
| Cognitive: | } | * maintain control on both edges. |
| Affective: | | * start and stop on command. |
| Psychomotor: | | * climb uphill with one foot strapped to board. |

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: | } | * cycle continuously for 5 km. |
| Affective: | | * complete a set course hill climb in under 25 minutes. |
| Psychomotor: | | * demonstrate body and bike control through a pre-set four 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: | } | * explain / demonstrate mantra: "Take nothing but pictures, leave nothing but footprints." |
| 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.
- 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.