

Feb 20, 2004

BAA [Course Name and Grade Level] Framework

District Name: Abbotsford

YOE 11

District Number: 34

Developed by: Jeff Crocker

Date Developed: Oct 1996

School Name: Robert Bateman Sec.

Principal's Name: Jim Callaghan

Board/Authority Approval Date:

APR - 5 2004

Board/Authority Signature:

Course Name: Outdoor Education

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

Special Training, Facilities or Equipment Required:

Training:

Bachelor of Education: Simon Fraser University
Major Geography, Minor Biology, **Minor Environmental Education**

Masters of Education: University of Portland (Completion July, 1997)
Educational Leadership, **Final Project: Implementation of an Environmental and Outdoor Course at Abbotsford Junior Secondary.**

University and other Courses related to Outdoor and Environmental Education:

Plants and Animals of British Columbia
Animal Ecology of British Columbia
Soil Geography of British Columbia
Climatology
Level 1 Flat water Canoe Instructor
Kayaking Courses
Conservation Outdoor Recreation Education Program
Wilderness Steward Program for Educators (WEA: Wilderness Education Association)
Project Wild Training for Educators
Completion of Sports aid Training (First aid)
Completion of C.P.R Level 1
Wilderness First Aid

I have extensive experience hiking, backpacking, camping, biking, skiing and canoeing in British Columbia and Washington. I have led a variety of group in both mountain and water based outdoor activities over the last 6 years at Abby Junior and Robert Bateman.

Trips Include: Backpacking Trips, Kayaking Trips, Canoe Trips, Hiking Trips, Rock Climbing, Mountain Biking, Snowshoeing, Winter Camping, Downhill Skiing, Snowboarding,

Equipment

Provided by the students and the school is beginning to develop a stock of equipment as well.

Facilities:

We use the school facilities, nearby parks and recreation areas.

Course Synopsis and Rationale

Outdoor education is in its second year at Robert Bateman. This activity based course will consist of three segments. The environmental component will focus on increasing student awareness of their environment, emphasis will be placed on the flora, fauna and geography of the Fraser Valley. Students will be encouraged to actively investigate environmental issues particularly those related to the Fraser Valley Region. The second component of the course will focus on personal development in areas such as leadership skills, decisionmaking and group cooperation. The goal is to put these skills into action when participating in the outdoor activities. The third component of the

course consists of developing basic knowledge, skills and attitudes necessary for safe , comfortable, outdoor experiences. Over a school year students will participate in variety of outdoor experiences such as orienteering, hiking, backpacking, indoor rock climbing and cross country skiing. **The third component curriculum will emphasize preparation for hiking and backpacking trips culminating with a backpacking trip for several days in late June to Mt. Robson in the Canadian Rockies.** Before, during and after these activities students will be challenged to think about their role in the environment and encouraged to develop an environmental ethic by using the environment with a minimum impact.

The rationale for this course is to increase the responsibility of young people towards their world in tangible ways. The students of Abbotsford are raised in an urban environment and many rarely get a chance to understand the importance of our wilderness areas. My goal for my students is to increase their level of responsibility towards wilderness areas, and also develop healthy lifelong pursuits that they will carry with them the rest of their lives.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Awareness of Environment	30
Unit 2	Leadership	30
Unit 3	Development of Outdoor Safety Skills	30
Unit 4	Outdoor Skill Development	30
Unit 5		
Total Hours		120

Unit/Topic/Module Descriptions:

UNIT 1: To develop a greater awareness of our natural environment through studying the flora and fauna, and geography of the Fraser Valley and then investigating current environmental issues.

Objective: To help students better understand and appreciate the environment they live in by developing a familiarity with the **dominant flora and fauna** of the Fraser Valley Region and the ecological system in which they exist.

Learning Outcomes:

- Students will be able to identify common trees of the Fraser Valley.
- Students will investigate current issues regarding deforestation.

- Students will be able to identify the common shrubs of the Fraser Valley.
- Students will be able to identify common flowers of the Fraser Valley.
- Students will understand the sensitivity of plant habitats.
- Students will be able to identify common wild animals of the Fraser Valley.
- Student will investigate current issues regarding the protection of plant/ animal habitats.
- Students will be able to identify common birds of the Fraser Valley.
- Students will investigate endangered bird species.
- Students will be able to understand the relationships between these flora and fauna.

Objective : To enable students to become more aware of the dominant geographical features of our region and how they influence our lives.

Learning Outcomes:

- Students will demonstrate an understanding of the geography of the Fraser River watershed.
- Students will investigate environmental issues of the Fraser River system.
- Students will be able to understand the influence of the Pacific Ocean on the Fraser Valley and their lives.
- Students will investigate environmental issues involving the Pacific Ocean.
- Students will be able to accurately describe of the mountain ranges and recognizable mountain peaks in our region.
- Students will investigate environmental issues in our mountain regions.

Unit: 2. To provide opportunities for personal growth in areas such as leadership, decision making/problem solving and group cooperation skills.

Objective: To give students an understanding of leadership theory and its application.

Learning Outcomes

- a. Student will be able to define leadership both generically and in relation to outdoor education.
- b. Students will be able to understand and list leadership styles.
- c. Students will be able to understand and identify leadership cornerstones and traits.
- d. Students will be able to explain the roles that personality and personal qualities play in leadership.
- e. Students will be able to explain and understand the role followership plays in a leadership process.
- f. Students will be able to explain and understand the importance knowing one's strengths and limitations.
- g. Students will be able to explain and understand the role communication plays in leadership.
- i. Students will be able to recognize and identify leadership styles in others as well as in themselves.

Objective: To provide students with a decisionmaking process, and have them practice utilizing it.

Learning Outcomes:

- a. Students will be able to define the decision making process.
- b. Students will be able to list and describe the steps in the decision making process.
- c. Students will be able to distinguish between “simple” and “complex” decision making situations and describe the characteristics of each.
- d. Students will be able to demonstrate the application of the decision making process in simulated exercises.
- e. Students will discuss the interdisciplinary nature of the process and its application to many situations.

Objective: To provide students with a framework for understanding their growth as a cohesive group.

Learning Outcomes:

- a. Students will be able to identify the stages of group development.
- b. Students will be able to identify the behaviours in the group which are conducive to group development.
- c. Students will be able to identify behaviour which are undesirable and interfere with group development.
- d. Students will be aware of emotional issues which promote or detract from a group’s ability to develop.
- e. Students will be aware of the leader’s role and responsibility in group development.

Objective: Students will understand the importance of group processing and debriefing.

Learning Outcomes:

- a. Students will be able to describe the major considerations in organizing daily briefing and debriefing sessions.
- b. Students will be able to describe the major components of successful briefing and debriefing sessions.
- c. Students will be able to explain the purpose of the “processing” component of the debriefing.
- d. Students will be able to conduct successful briefings and debriefings in the field.

Unit 3. To demonstrate knowledge, skills and attitudes necessary for safe, enjoyable and environmentally sensitive outdoor experiences.

Objective: To have students select and properly use clothing appropriate for travel during the different seasons.

Learning Outcomes:

- a. students will understand and describe the major considerations that go into the selection of outdoor travel.
- b. students will understand and be able to discuss the positive and negative characteristics of the most common fabrics and materials used in back country clothing.
- c. students will understand and be able to explain the concepts of insulation, ventilation and layering as they apply to the selection of clothing for outdoor activities.
- d. students will be able to make a list of clothing suitable for a outdoor expedition and justify each of their selections.

Objective: To help students develop and practice proper expedition behaviour.

Learning Outcomes:

- a. Students will be able to define expedition behaviour.
- b. Students will be able to list steps and individual can take to promote good expedition behaviour.
- c. Students will be able to explain the role expedition behaviour plays in successful expeditions.
- d. Students will be able to list the interrelationships involved in good expedition behaviour.
- e. Students will be able to list and explain the components of conflict resolution

Objective: To help students understand how to plan safe, enjoyable and environmentally sound trips.

Learning Outcomes:

- a. Students will be able to list and explain guidelines of trip planning: organization, lists and anticipate.
- B . Students will be able to list and explain various considerations in planning a trip: goals and objectives, leadership, itinerary, emergency planning, liability, land management rules, food and nutrition, equipment and clothing, skills and knowledge, expedition behaviour, water sources, finances, weather, transportation, resources, and post trip.

Objective: To have students plan food rations for wilderness outings with an understanding of the nutritional requirements involved.

Learning Outcomes:

- a. Students will understand the importance of food in wilderness travel.
- b. Students will be able to list and explain the body's nutritional needs.
- c. Students will be able to list considerations in food planning.

- d. Students will be able to explain ration planning philosophy.
- e. Students will be able to explain the role computers can play in food planning.
- f. Students will be able to explain how the “Total Food Planning” process works.

Objective: To have students predict weather in the field as accurately as possible using a compass, a barometer, and their senses.

Learning Outcomes:

- a. Students will be able to explain why weather is difficult to predict accurately.
- b. Students will be able to use a barometer or altimeter to predict weather.
- c. Students will be able to identify wind direction and use it to predict weather.
- d. Students will be able to use different cloud formations to predict weather.

Objective: To have students understand the introductory concepts of trail technique so they may hike efficiently, comfortably and safely while minimizing the chances of getting lost.

Learning Outcomes:

- a. Students will understand the concept of energy conservation and why it is important.
- b. Students will be able to practice the skill of rhythmic breathing.
- c. Students will be able to follow a variety of different type of trails.
- d. Students will be able to define the roles of scout, smoother, logger and sweep.
- e. Students will be able to understand the factors of pace , eating, clothing, and environmental awareness when hiking.
- f. Students will understand the importance of group organization while hiking.

Objective: To have students understand when, why and how to treat water.

Learning Outcomes:

- a. Students will be able to explain when water should be treated.
- b. Students will be able to explain why water should be treated.
- c. Students will be able to explain three methods of water treatment and demonstrate one of those methods.

Objective: To have students develop and apply an appropriate standard of outdoor environmental ethics.

Learning Outcomes:

- a. Students will be able to describe conservation practices as they apply to the activity they are involved in.
- b. Students will be able to discuss the consequences of individual and group behaviour on the quality of the outdoor experience.

- c. Students will be able to discuss the concepts of ethics as it relates to the natural environment and wilderness travel.
- d. Students will be able to discuss their personal philosophy as it relates to outdoor conservation practices.
- e. Students will be able to describe the implications their personal environmental philosophy has for their actions as citizens of the world.

Objective: To have students interpret a map effectively for safe travel.

Learning Outcomes:

- a. Students will be able to define and describe the functions of a topographic map.
- b. Students will be able to identify and properly locate nine features of a topographic map.
- c. Students will be able to identify and properly describe the function of five elevation designations.

Objective: To have students use a compass effectively in outdoor travel.

Learning Outcomes:

- a. Students will be able to explain the function of a compass in finding direction in the field.
- b. Students will be able to identify and properly describe the function of all parts of a compass.
- c. Students will be able to explain and properly demonstrate the technique of taking a field bearing.

Objective: To have students combine knowledge of map and compass effectively for safe outdoor travel

Learning Outcomes:

- a. Students will explain and properly demonstrate how to take a map bearing.
- b. Students will be able to explain and properly demonstrate how to orient a map with a compass.
- c. Students will be able to explain and apply declination.
- d. Students will be able to explain and properly demonstrate how to convert map bearings to field bearings and vice versa.

Unit 4: Students will learn how to develop basic competency in outdoor activities:

Objective: To learn basic sea kayaking skills

- a. Student will learn basic safety materials and rules of kayaking
- b. Students will learn basic strokes

- c. Students will learn basic navigation
- d. Students will practice maneuvering kayak in the ocean
- e. Students will go on a small out trip to practice skills

Objective: Students will learn basic rock climbing skills

- a. Students will learn basic rock safety rules
- b. Student will learn basic knots
- c. Students will practice in a safe environment
- d. Students will basic belaying and climbing technique

Objective: Students will learn basic bike maintenance and riding skills

- a. Students will be able to repair basic bike breakdowns
- b. Students will learn rules of safe riding
- c. Students will learn techniques for off road riding
- d. Students will learn safety issues of riding on and off road.

Objective : Students will learn cross-country skiing skills

- a. Students will learn winter clothing requirements
- b. Students will learn stop techniques on skis
- c. Students will learn striding techniques
- d. Students will be able to climb and descend
- e. Students will be able to turn
- f. Students will be able to safely travel on a short route on their own

Instructional Component:

This course is designed using experiential teaching methodology. Students are encouraged to learn through being active participants.

Active Learning, Direct Instruction, Leadership Roles, Group Activities, Teamwork, Decision Making, Self Reflection Activities., Projects, Tests, Written Assignments, Journaling., Field Trips: Including a 7 day backpacking trip to the Canadian Rockies at Mt. Robson.

Assessment Component:

Student letter grades will be based on their ability to demonstrate completion of learning outcomes. I will assess each student's performance based on the criteria established and use our school's grading percentages to determine each student's letter grade for the term.

Formative Assessment:

Individual Assignments, Projects, Journaling and Presentations =40%

Group Work, Team Assignments=10%

Completion of Field Trip Skill Development Activities=10%

Summative Assessment:

Both skill and knowledge based tests: 40%

Formative assessment strategies: as outlined above. Students will be asked to complete individual assessment activities such as journaling, projects, presentations: examples outlined below will use rubrics and criteria to measure extent of mastery.

Summative assessment is a series of skill or knowledge based tests which reflect their mastery of the skill or knowledge they have attained. Examples below.

Two Examples of Assessment Connected to Outcomes Outlined Below:

Unit 1:

1•Knowledge Based Outcome Assessment: Students will be able to identify common wild animals of the Fraser Valley.

A. Formative Assessment of Animals:

Students are asked to complete an **Ungulate Animals Project** on identification of common ungulates of the Fraser Valley.

Students will use Animal Ungulate Rubric to self assess, and then I will use rubric to give final assessment. Rubric reflects all aspects of project necessary for adequate completion.

B. Summative Assessment: Ungulate Animals Test : Students are asked to write a comprehensive test which includes all aspects of the identification process including: habitat, distribution, size, characteristics ,colour, antlers, horns and scat.

2. Example of a Skill Based Learning Outcome Assessment:

Learning Outcome: Development of basic knot tying skills using 8 common knots used in Outdoor Situations.

Formative Assessment: Students are taught daily a series of different knots...Example Bowline... Each day students practice the knot they are taught and given a daily assessment based on the following criteria:

1-cannot tie knot 2- able to tie knot with a large amount of assistance 3. able to tie knot with minimal assistance. 4. able to tie knot with no assistance.

Summative Assessment: Individual Knot Tying test students are asked to complete 3 knots as a final assessment of their abilities and are marked on a similar scale as above. This mark will be their summative mark for this outcome...

Learning Resources:

National Outdoor Leadership Skills Manual

Plants of British Columbia

Mammals of British Columbia

Western Birds Field Guide

Bush Craft Outdoor Skills and Wilderness Survival

Backcountry Classroom

Additional Information:

I started this course at Abby Junior in 1996. It has been an amazing experience for both my students and myself as we have completed many challenges together. I believe that all students in Abbotsford should have some type of Outdoor Activity course or opportunity as part of their schooling, it will really change students positively for the future.