



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): 33
Developed by: Maria Gorelova, Bryce Orr, Stacey Parsons	Date Developed: May 3, 2024
School Name: Imagine High Arts and Tech School & Kw'iyeqel Secondary School	Principal's Name: Brooke Haller and Sharon Bernard
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Outdoor Education	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

- No Prerequisites required.

Special Training, Facilities or Equipment Required:

- Teacher should possess basic and/or wilderness first-aid. Other outdoor education related professional development are recommended.

Course Synopsis:

- Outdoor Ed 10 is designed to introduce students to outdoor based activities and potentially overnight or multi-day experiences.

Goals and Rationale:

- The goal is to introduce students to the skills and responsibilities necessary to recreate in the outdoors in a way that limits negative impact on the environment.

Indigenous Worldviews and Perspectives:

- Learning is holistic, reflective, reflexive, experiential, and relational (focused on connectedness on reciprocal relationships and a sense of place.)
- Learning ultimately supports the well-being of self, the family, the community, the land, the spirits and the ancestors.

BIG IDEAS

An introduction to a variety of outdoor activities that allow for development of skills in gradually more challenging environments

Spending time outdoors allows us to develop a connection to the natural environment

Participating safely in outdoor activities requires communication, teamwork, and collaboration

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Outdoor activity skills and healthy living</p> <ul style="list-style-type: none"> • Participate in a variety of outdoor activities. • Develop a variety of skills for outdoor activities. • Develop an awareness of how exertion, energy and temperature levels are affected by outdoor activities and environmental conditions. • Develop an understanding of the nutritional requirements for the participation in outdoor activities. • Understand how competence in outdoor activities can increase confidence and encourage lifelong participation. • Identify their strengths and areas for growth. <p>Social Responsibility</p> <ul style="list-style-type: none"> • Identify and demonstrate best practices to reduce potential impacts of outdoor activities on the local environment. • Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations. <p>Collaboration, teamwork and safety</p> <ul style="list-style-type: none"> • Collaborate with others in a variety of outdoor activities. • Develop appropriate communication skills when interacting with others. • Understand appropriate responses to emergency situations during outdoor activities. • Recognize the importance of personal safety and the safety of others. • Identify and communicate risks during different types of outdoor activities. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • health benefits of outdoor activities • outdoor activity knowledge and skills • preparation for outdoor activities • environmental conditions • First Peoples traditional practices and ecological knowledge related to activities in the local environment. • the role of environmental stewardship in outdoor recreation • strategies for adapting and responding to changing conditions. • basic first aid skills • proper communication strategies

- **Outdoor Activities:** water-based, snow-based, land-based, in varied terrain and changing weather, temperature, and conditions.
- **Skills for outdoor activities could include:**
 - Hiking – use of poles, foot placement on various terrain, essentials
 - Backpacking – weight distribution
 - Snowshoeing – steepness of slope affects foot placement.
 - Canoeing – weight distribution in canoe
- **Nutritional considerations:** including food (e.g., food preparation, storage, and transportation; nutrition, foraging, cooking methods, leave-no-trace principles, hygiene) and water (e.g., treatment, sources, management)
- **Social Responsibility:**

Seven leave-no-trace principles:

 - Plan ahead and prepare.
 - Travel and camp on durable surfaces.
 - Dispose of waste properly
 - Leave what you find.
 - Minimize campfire impact.
 - Respect wildlife.
 - Be considerate of others.
- **Cultural and place-based sensitivities:** recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship

Content – Elaborations

- **Preparation:**
 - route plan
 - day plan
 - equipment selection and maintenance
- **Environmental conditions:** adapting to changing weather, temperature, and other conditions.
- **Communication:** benefits of effective communications

Recommended Instructional Components:

- Indirect instruction, direct instruction, experiential learning, modelling, and collaboration.

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

- Students will be given formative feedback throughout the learning process.
- Students will be given summative reporting at the end of the course.

Learning Resources:

- Specific staff training, certification, knowledge, and experience leading and teaching young people outdoor skills in school environments and other areas such as parks, forest, mountains, lake, rivers.